

Training Management System of Secondary Education in Bangladesh—An Empirical Study

(A Thesis Submitted to the University of Dhaka for the Award of the Degree of Doctor of Philosophy in Management)

Md. Arizul Islam Khan

Ph. D. Researcher

Registration no. : 156

Session : 2010-11

**Department of Management
University of Dhaka
Dhaka, Bangladesh**

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July-2015



**DEDICATED
TO MY
RESPECTED
PARENTS**

DECLARATION

I hereby declare that the research work entitled “**Training Management System of Secondary Education in Bangladesh–An Empirical Study**” is my original work and it has been carried out under the supervision of **Dr. Md. Ataur Rahman**, Professor, Department of Management, University of Dhaka, Bangladesh.

I assure that the materials embodied in this thesis is original and have not been submitted in part or full for any diploma or degree in this or any other university.

August-2015

Md. Arizul Islam Khan

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প্রফেসর এবং চেয়ারম্যান
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বিজনেস্ স্টাডিজ অনুষদ
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Certificate

This is to certify that ***Md. Arizul Islam Khan***, Assistant Director, NAEM, Dhaka-1205, has completed the Thesis on ***'Training Management System of Secondary Level Education in Bangladesh–An Empirical Study'*** for the fulfillment of the requirement for the award of the degree of DOCTOR OF PHILOSOPHY in the DEPARTMENT OF MANAGEMENT prepared under my supervision.

I recommend the thesis for the award of the degree of Ph. D. in Management.

(Prof. Dr. M. Ataur Rahman)
Supervisor

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ABSTRACT

Training institutions are the appropriate agencies for developing the much-needed human resources with appropriate skill and attitude to accelerate the processes of development in the country. The government and the private sector invest considerable financial resources, though not adequate for meeting the needs to run and further promote these organizations. The institutions are also the hubs of the training professionals. In order to serve the needs and expectations of all the concerned parties involved in the training field, performance assessment of each training institution on a regular basis in order to keep them on track is necessary.

Teaching and learning plays a vital role in developing human resources, which ultimate goal is to develop the nation. So, teachers are catalyst for human resource development. But quality education depends on quality teachers. For ensuring teachers quality they should be provided continuous need-based training. For this why, the strategy has been taken to provide massive and continuous training of teachers and educational administrators and also to enrich the quality of education.

Professional development of teachers begins with pre-service and gets renewed through in-service programs. This research was investigated the study on in-service training and made a possible set of recommendations. Policy makers, planners and training professional will get a clear picture and specific direction from this research work. It is expected to create pride of performance in the training institutions and impetus for their improvement. The study is also expected to be helpful for professional development of the trainers in the country. The study wants to see the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh.

Three sets of questionnaire were prepared in line with the components of the required basic structure and corresponding criteria. The questionnaire on individual training institutions was administered through direct interview with the key respondent groups from each institute selected purposively for collection of data/information. In some cases, focus group discussion was used to collect the complementary data. A participatory approach was followed for filling up the

part of the questionnaire that included the SWOT analysis of individual training institutes. Review of publications, office records and desk files were also a part of data collection. Moreover, the training institutions were under observation of the researchers' coded to the data collection.

The study comprises a survey on the 5 selected training institutes in the secondary education sub-sector. Information/data were collected through carefully designed questionnaire, supplemented by focus group discussion along with and written comments from faculty members and the chief executives of the institutes. The researcher tabulated and analyzed the data, and finalized the report under the overall guidance of the supervisor. Major findings of the study are as follows :

1. Only one (20%) of the training institutes had duration of 55 years. Other institutes had been established 17--29 years earlier.
2. All the institutes had almost similar objectives of 'conducting' or 'rendering' classroom based training, with few exceptions of linking research and training and attachment for field practicum.
3. The range of total faculty members in the institutes varies from 10 - 66.
4. Chief executives of the training institutes are usually appointed on deputation from Govt. college teacher and by administrative order.
5. Only one of them (total 9 institutes) has training background and only one of them (total 9 institutes) has research background. Rest of them comes with teaching / management background.
6. All institutes have a perception that they are given inadequate budget allocation to meet their needs. Budgetary allocation to individual institutes varies from Tk. 1.9 to 120.0 million annually.
7. A participatory SWOT analysis has revealed that their common strength is the existence of physical facilities while absence of career planning and incentive for good performance is the common weakness. On the other hand, utilization of the skilled and experienced faculty members to cater to diversified training needs of participants is the common opportunity, but in spite of this reality, institutes are exposed to the threats of inadequate budget allocation to accomplish their given tasks; transfer system and maximum deputed faculty.
8. The institutes follow mainly five different ways of trainee procurement, though the participants' training needs are formally assessed in few cases only. Though 60% institutes prefer to accept 25--30 participants per course for better learning. But many of them have to accept much bigger (50 and above) groups in a course. Forty percent institutes annually handle up to 1000

participants, while in case of one institute the size is about 4000.

9. All the training institutes in varied proportions organize training courses for the senior level, mid-level and front line training participants. In these courses the trainers use in different extents various training methods starting from traditional lecture method to modern VIPP (visualization in participatory programs) method. Only two of the institutes (40%) allow flexibility in changing the course content as per needs.
10. Educational/competence levels of the faculty members include Ph.D. degree and bachelor degrees (in a few cases) and Masters from home and abroad (in the most cases). In considerable cases, the competence level of the trainers is also supplemented by initiative, commitment and hard work.
11. Gender sensitivity is an important agenda that 80% faculty members have a gender related course and number of female faculty members in the institutes varies from 10%--40%. Only one (20%) institute still do not have adequate accommodation and other related facilities for female trainees.
12. Eighty percent institutes have libraries with essential books and journals. Only one-fifth of them have appropriate documentation and communication units and the same proportion of institutes, have their own attached field exposure/community interaction facilities.
13. Sixty percent institutes have modern and well-equipped training rooms. All the institutes have their computer labs, but 60% is not up-to-the-mark. All the institutes have their cafeteria/canteen facilities, but 40% is below standard.
14. Out of the 5 institutes under assessment 3 have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes follow some means of training evaluation, though the forms and frequency vary from institute to institute. But there is no hard and fast rule to execute in all the courses.
15. The country has no training institute that has ISO 9001 certification in recognition of its quality performance in the education sector.

According to the study findings the researcher considers some recommendations which were agreed with the supervisor -

1. All the institutes had almost similar objectives of 'conducting' or 'rendering' classroom based training. Maximum training courses should be linking research and attachment for field practicum.
2. Chief executives of the training institutes should be appointed on deputation from IER, BPATC, NDC, BARD and other renowned training institutes by administrative order. They should have training and research background.

Chief Executives should take administrative/management decisions with participatory approach.

3. The trainers should come by directly recruitment with training, research and related subject background. They should have proper knowledge to tackle every situation in the training programs.
4. The institutes have to plan and capacity to train the faculty members in occasion basis. All the institutes should have some sort of monitoring systems to oversee the activities of the key functionaries. The institutes should follow the ways of the participants' training needs Assessment. They should achieve the learning objectives. They should accept 25--30 participants per course for better learning. But many of them have to accept much bigger (50 and above) groups in a course.
5. The trainers of all the training institutes should use in different various modern training methods.
6. Educational/competence levels of the faculty members should prefer Ph.D. degree and not less than Masters. The faculty members should be gender sensitive. The entire institutes have to adequate accommodation and other related facilities for female trainees.
7. All the institutes should have libraries with essential books and journals. They will have appropriate documentation and communication unit and the same proportion of institutes; have their own attached field exposure/community interaction facilities.
8. All the institutes should have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes have to follow some means of training evaluation, though the standard forms and frequency.
9. All the institutes should be the centre of excellence.
10. All the training institutes have to get ISO 9001 certification in recognition of its quality performance in the education sector.

The situation necessitates the country should have an authority to control the standard for performance assessment of training institutes. Though, Bangladesh Society for Training and Development (BSTD) as a national professional organization of the trainers came forward to suggest a framework for a Bangladesh Standard of Performance Assessment ; but it is not a govt. body, it is a society. So, they have no authority to control the standard for performance.

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ACRONYMS

AAP	Annual Academic Plan
AP	Academic Plan
AHT	Assistant Head Teacher
ASP	Annual School Plan
AWP	Annual Work Plan
BANBEIS	Bangladesh Bureau of Education Information and Statistics
BAIRA	Bangladesh Association of International Recruiting Agencies
BBS	Bangladesh Bureau of Statistics
BCC	Bangladesh Computer Council
BIDS	Bangladesh Institute of Development Studies
BISE	Board of Intermediate and Secondary Education
BMET	Bureau of Manpower, Employment and Training
BOESL	Bangladesh Overseas Employment Service Limited
BRDB	Bangladesh Rural Development Board
BSCIC	Bangladesh Small and Cottage Industries Corporation
BSTD	Bangladesh Society for Training and Development
BTEB	Bangladesh Technical Education Board
CCI	Chamber of Commerce and Industry
DIA	Directorate of Inspection and Audit
DEO	District Education officer
DEMO	District Manpower and Employment Office
DSHE	Directorate of Secondary and Higher Education
EAM	Education Administration and Management Training Course
EED	Education Engineering Department
EMIS	Education Management Information System
FGD	Focus Group Discussion
FYP/SP	Five Year Plan / Strategic Plan
FY	Financial Year

GoB	Government of Bangladesh
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HT	Head Teacher
ICT	Information and Communication Technology
IER	Institute Education and Research
ILT	Integrated Learning Therapy
IRI	Industrial Relations Institute
LMI	Labour Market Information
LMS	Learning Management System
MoEd	Ministry of Education
MQA	Monitoring and Quality Assurance
NAEM	National Academy for Educational Management
NCTB	National Curriculum and Text Book Board
NGO	Non-Government Organization
NPO	National Productivity Organization
NSS	National Skills Standard
PBM	Performance Based Management
PC	Planning Commission
QE	Quality Education
QS	Quality System
SE	Secondary Education
SP	Strategic Planning
SMC	School Managing Committee
TNA	Training Need Analysis
Trg.	Training
TTC	Teachers Training College
TTC	Technical Training Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTI	Vocational Training Institute
VTTI	Vocational Teachers Training Institute



Topic

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ABSTRACT OF THE PH.D. THESIS

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of the key functionaries. The institutes should follow the ways of the participants' training needs Assessment. They should achieve the learning objectives. They should accept 25--30 participants per course for better learning. But many of them have to accept much bigger (50 and above) groups in a course.

5. The trainers of all the training institutes should use in different various modern training methods.
6. Educational/competence levels of the faculty members should prefer Ph.D. degree and not less than Masters. The faculty members should be gender sensitive. The entire institutes have to adequate accommodation and other related facilities for female trainees.
7. All the institutes should have libraries with essential books and journals. They will have appropriate documentation and communication unit and the same proportion of institutes; have their own attached field exposure/community interaction facilities.
8. All the institutes should have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes have to follow some means of training evaluation, though the standard forms and frequency.
9. All the institutes should be the centre of excellence.
10. All the training institutes have to get ISO 9001 certification in recognition of its quality performance in the education sector.

The situation necessitates the country should have an authority to control the standard for performance assessment of training institutes. Though, Bangladesh Society for Training and Development (BSTD) as a national professional organization of the trainers came forward to suggest a framework for a Bangladesh Standard of Performance Assessment ; but it is not a govt. body, it is a society. So, they have no authority to control the standard for performance.

CHAPTER ONE

I n t r o d u c t i o n

CHAPTER ONE

Introduction

1.0 Prelude

Education is the pivot through which the doors of all development turn. It is the numerical cord on the life of a nation. No nation, in true sense can develop its economy by neglecting curriculum and the manpower in the education sector, which are the most basic and fundamental elements for all education system. Bangladesh is particularly in difficulty with its huge population. They are mostly unemployed, unskilled and unproductive. So its development brooks too delay. A large part of population is entrancing into corruption, terrorism, drug addiction, and immoral and inhumane activities. Our education system failed to take them up to the proper productive way. Training is an instrument through which pre-set goals of education can be achieved and desired socio-economic changes can be brought about for the development of the country. So, for building a better nation we should ensure better education system by ensuring proper skilled manpower through better training management in the education sector of Bangladesh (The World Bank, 1998, p. 33).

1.1 Concepts and Definition

1.1.1 Secondary education : Education is defined in the Oxford Dictionary as '*The process of receiving or giving systematic instruction, especially at a school or university*'. Secondary education starts after primary school and it may be followed by higher education or vocational training.

(a) Secondary education in Bangladesh : The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary. There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in

vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class (grade) IX, where the students are free to choose their course(s) of studies. High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal. (BANBEIS, 2006)

(b) Human Resources : The world of business is changing rapidly and becoming more and more complex every day. The Human Resources (HR) theories of the 1900's are no longer valid in the 2000's. So, in order to keep up with the changes, HR Professionals need to know how to manage the modern organizations and their younger and more dynamic Human Resources. The HR Professionals today are expected to understand the core business and become a strategic partner of the Top Management. On the other hand, employees expected the HR Professionals to be Employee Champions. In order to be both, the HR Professionals need to know how to balance the Cost- Benefit relationship of these two parties. These new HR concepts, help the organization become successful; maintain growth and profitability in an ever increasing competitive global business environment.

1.1.2 Training : Training is a process of learning a sequence of programmed behavior. It is the application of knowledge and gives people an awareness of rules and procedures to guide their behavior. It helps in bringing about positive change in the knowledge, skills and attitudes of

employees. While training involves time, effort and money by an organization, so an organization should be very careful while designing a training program. The objectives and needs for training should be clearly identified and the method or type of training should be chosen according to the needs and objectives established. Once it is done accurately, an organization should take a feedback on the training program from the trainees (Craig, 1987, p. 23).

(a) Training is a Continuous Process: Even the existing employees need to be trained to refresh them & enable them to keep up with the new methods and techniques of work. This type of training is known as **Refresher Training** and the training given to new employees is known as **Induction Training**. This is basically given to new employees to help them get acquainted with the work environment and fellow colleagues (K. M. Das 1991). It is a very short informative training, just after employed to introduce or orient the employee with the organization's rules, procedures and policies. Training can play a significant and achievable role in human resource development. Human resources are the lifeblood of an organization even a country. Only the trained and efficient employees can achieve the organizational goal and objectives as well as the country's vision. For a better nation, we need trained and efficient people in managing the education sector. So, we have to follow the proper methods, rules and process of the training management system in all the training institutions (Frances & Bee, Roland 2000).

(b) Training is for Development : Training plays a key role in developing and disseminating skills to an individual needed to cope with the rapid changes in the society (Haddad, W.P. 1990, p. 66).¹ Not only for an individual, but also for the collectivities, training assumes a vital role in their development. It is, therefore, crucial for human, organizational, community and national development. Together with education, training can bring in miracles in human resources development of a nation. In the wake of rapid technological changes and recognition of human resource as a very important contributing factor to development, trained manpower is a

¹. Haddad, W.P. (1990) Education and Development: Evidence for New Priorities, *World Bank Discussion Paper No.95*, Pp.1-6, World Bank, Washington DC.

prerequisite for rapid development of any country (Ahmed, S. and Quddus M.A. 1994).² Teaching and learning plays a vital role in developing human resources, which ultimate goal is to develop the nation. So, teachers are catalyst for human resource development. But quality education depends on quality teachers. For ensuring teachers quality they should be provided continuous need-based training. So, the strategy has been taken to provide massive and continuous training of teachers and educational administrators and also to enrich the quality of education.

(c) Professional development: Development of teachers begins with pre-service and gets renewed through in-service programs. However it does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education systems which necessitate renewal and up-gradation of skills and competencies. The pre-service programs are organized to sustain the 'survival competencies' which the teachers acquired some years ago in Bangladesh. But the in-service competencies' could not acquire yet.

(d) Significance of In-Service Teacher Training: In-service programs need to be built around 'transformational objectives', i.e. increasing motivational level, enriching self-concept, building climate of inquiry and making teachers reflective practitioners. The thrust of transformational objectives are to develop such qualities in teachers as would enable them to become receptive, perceptive, reflective, innovative and dynamic. In-service teacher training has to be organized for achieving the following broad objectives :

- 1) to upgrade the qualifications of under-qualified and/or untrained on-the-job teachers ;
- 2) to upgrade the professional competence of serving teachers ;
- 3) to prepare teachers for new roles ;
- 4) to provide knowledge and skills relating to emerging curricular changes - content, process and evaluation ;

². Ahmed, S. and Quddus M.A. (1994) "Rural Development Training in Bangladesh : Changing Scenario and Emerging Issues" in *PROSHIKHHAYAN: Journal of BSTD*. Vol.1, No. 2, July-December, Pp.15-33, Dhaka

- 5) to make teachers aware of critical areas and issues, like, competency-based learning, multi-grade, multi-level and multi-channel teaching, teaching students of disadvantaged groups, meeting educational needs of children with learning problems, developing inquiry skills, use of mass media in education, community participation and educational development of dyslexic children ;
- 6) to overcome gaps and deficiencies of pre-service education.

(e) Institutional Responsibility of Teacher Training: In-service teacher training within the overall framework of teacher development, is a crucial role to play. It has no formula but a reality that those who teach should never finish to learn. The National Policy on Education-2010 stipulates that teacher training is a continuous process and its in-service components are inseparable. Responsibilities of teacher training in many sub-sectors of education area are :

- 1) Primary Teachers Training Institutes (PTIs) are responsible for primary teachers training (pre-service & in-service) ;
- 2) Teachers Training Colleges (TTCs) are responsible for building up secondary teachers providing teacher education (pre-service) ;
- 3) Institutes of Education and Research (IERs) are responsible for secondary teachers training (pre-service) ;
- 4) National Academy for Primary Education (NAPE) is responsible for primary teachers and administrators training (in-service) ;
- 5) National Academy for Computer Training And Research (NACTAR) is responsible for secondary teachers and administrators computer training (in-service) ;
- 6) National Academy for Educational Management (NAEM) is responsible for secondary teachers and administrators training (in-service) ;
- 7) Higher Secondary Teachers Training Institutes (HSTTIs) are responsible for higher secondary teachers training (in-service) ;
- 8) Bangladesh Madrasah Teachers Training Institute (BMTTI) is responsible for Madrasah teachers and administrators training (in-service) ;

- 9) National University (NU) is responsible for college teachers (honours) training (in-service) ;
- 10) Bangladesh Agriculture University (BAU) is responsible for newly recruited university teachers training (in-service) ;
- 11) Vocational Teachers Training Institute (VTTI) is responsible for in-service teachers training for polytechnic and technical institutes.

The initiatives have been taken by the Government in many setting up with many ways. But those are not adequate; major developments are needed in this regard.

1.1.3 Rationale for Skill Development of Teachers’: In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play a significant role. New advances emerging on the educational horizon have to be addressed to and teachers made aware of the same as well.

- a) Teacher development is a complex process. Teachers can update themselves by putting in various efforts of self-learning, peer learning and interactions with the community. Other alternatives to professional development are participation in recurrent programs, extension activities and continuing education programs.
- b) In-service teacher education programs are essential in view of obsolescence as well as explosion of knowledge and are necessitated on account of changes in educational and social realities. Whenever teachers are required to execute new and different roles or get promoted to a position that requires new set of competencies, participation in appropriately designed in-service programs is called for. Advances in the fields of curriculum, evaluation, audio-visual aids, telecommunication, etc. demand updating and orientation of teachers. Innovations both at macro and micro levels, would fail if teachers are not equipped and properly oriented to implement.
- c) In the Indian context, the developments, such as, the making of science compulsory upto class X, new practices in evaluation like internal assessment, question banks, continuous and comprehensive

evaluation, scaling and grading, introduction of new areas like environmental education, population education, computer education, AIDS education, gender sensitivity, etc. demand in-service training of teachers.

- d) In-service training programs are offered in various ways. Resource institutions at the national level offer orientation programs of varying duration for different target groups.
- e) Besides this modality there are others like attachments, visits, national exchange programs and international study visits; which form a significant component of in-service programs. The diagram I indicate various components which contribute to teacher development. Pre-service and initial teacher education is reinforced by self-initiated learning, in-service teacher education programs and recurrent and continuing education. Self-initiated learning involves study on one's own for professional development. Recurrent and continuing programs are organized through seminars, workshops, orientation courses etc. as per the professional requirements.

1.1.4 Training Institutions of Secondary Education Sub-sector : Under the ministry of education, there are five types of training institutions are responsible for in-service training for the teachers, administrators and staff of secondary education sub-sector. The ***National Academy for Educational Management*** (NAEM) is responsible for in-service training in all relevant fields of education at post-primary level of the country and to achieve this aim the strategy has been taken to provide massive and continuous training of teachers and also to provide education extension and management training for teachers and educational administrators. It deals with in-service training on education administration, management, planning and research in education. NAEM is an apex institution in teachers training under the Ministry of education.

Higher Secondary Teachers Training Institute (HSTTI) is responsible for in-service training of higher secondary teachers.

Bangladesh Madrasa Teachers Training Institute (BMTTI) is responsible for training of Madrasa teachers.

National Academy for Computer Training and Research (NACTAR) is located at Bogra. NACTAR is responsible for training on ICT to secondary & higher secondary teachers. It is the rename of former NTRAMS.

Vocational Teachers Training Institute (VTTI) is located at Bogra. The main responsibility of VTTI is training on technical skill development to the vocational and technical teachers (Khan, M A I, 2009).

1.1.5 Standardization of Training Institutes: The administration of training activity is a nightmare for many organizations. The ability to provide up-to-date and accurate training records was critical not only for internal purposes, but for external auditors. These included company or organization's that we provided product to, who often conducted audits including the training department to ensure that employees were trained and certified in their current positions. Off course the training department or organizations should audit for ISO, QS and other regulatory agencies, who checked our performance records for thoroughness and accuracy.

1.2.1 Relevant Management Concept : Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Because organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others (Wikipedia, 6 July 2010).

Managers in the early 1900s had very few external resources to draw upon to guide and develop their management practice. But thanks to early theorists like Henri Fayol (1841-1925), managers began to get the tools they needed to lead and manage more effectively. Fayol, and others like him, are responsible for building the foundations of modern management theory. Henri Fayol was born in Istanbul in 1841. When he was 19, he began working as an engineer at a large mining company in France. He

eventually became the director, at a time when the mining company employed more than 1,000 people.³

Through the years, Fayol began to develop what he considered to be the 14 most important principles of management. Essentially, these explained how managers should organize and interact with staff. In 1916, two years before he stepped down as director, he published his "14 Principles of Management" in the book "Administration Industrielle et Générale." Fayol also created a list of the six primary functions of management, which go hand in hand with the Principles.

Fayol's "14 Principles" was one of the earliest theories of management to be created, and remains one of the most comprehensive. He's considered to be among the most influential contributors to the modern concept of management, even though people don't refer to "The 14 Principles" often today.⁴

1.2.2 Management Systems: Management Systems means the combination of processes used to ensure that the degree of excellence specified is achieved. A quality management system is the sum of the activities and information an organization uses to enable it to better and more consistently deliver products and services that meet and exceed the needs and expectations of its customers and beneficiaries, more cost effectively and cost efficiently, today and in the future (Wikipedia, 6 July 2010).

1.2.3 Training Management : Training officers (trainer) are responsible for the management of training activities. Training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has and what the job demands. Human Resource Management is concerned with the planning, acquisition, training and developing human beings for getting the desired objectives and goals set by the organization. The employees have to be transformed according to the organizations' and global needs. This is done through an organized

³. Fayol, Henri (1930), *Industrial and General Administration*, pp. 79–81

⁴. Wren, Bedeian & Breeze, (2002) *The foundations of Henri Fayol's administrative theory*, pp 26-31.

activity called **Training Management**. In the other way we can say, 'Training management is the application of knowledge, skills, tools and techniques to training activities to implement and realize the outcome of training.' We can see a training management pyramid below :

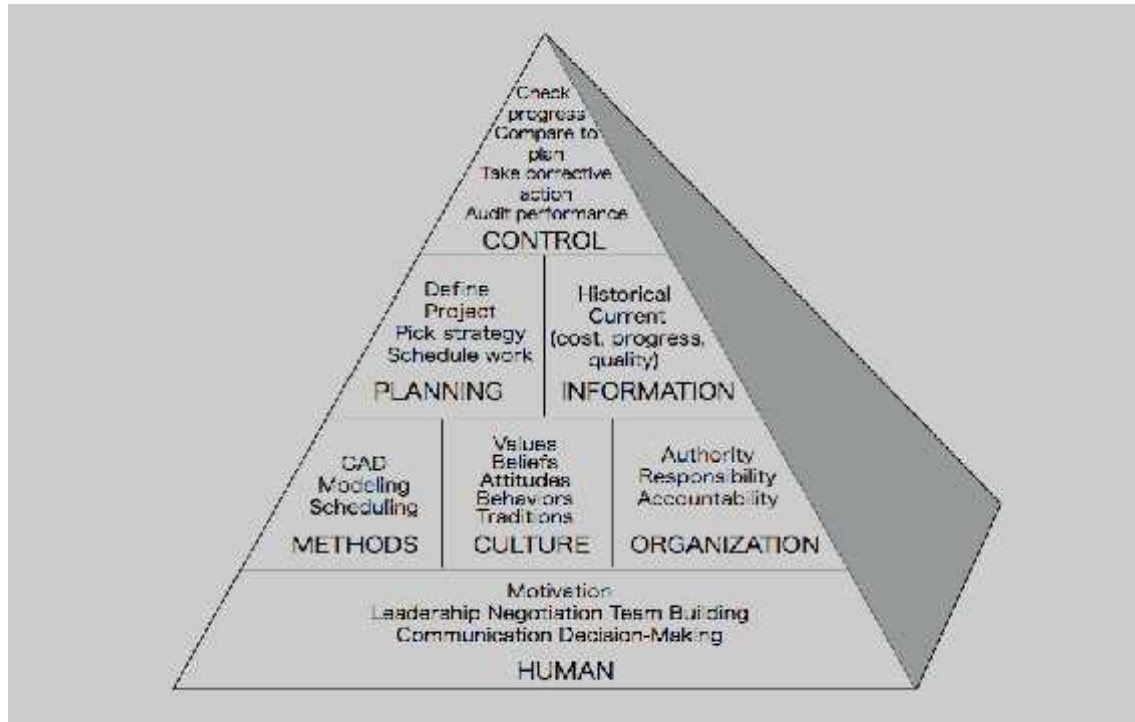


Fig-1: A Pyramid of Training Management (Trg Manual, PILAC, Cambodia)

1.2.4 Training Management System : The training management system has been designed to ensure that training the workforce **simple and painless**. Time is precious in the competitive contemporary marketplace, and by implementing the training management system, the employees will **save valuable time**, leaving them free for productive tasks. Training management systems grow with the needs of their business, with the training management content having been designed to allow them to create, launch and manage their own needed courses and effective training.

(a) Why Need Training Management System ?

(According to Burnard, P. 1996, p.154)

1. A good system provides a platform for all the course development work.

2. A good Training Management System will retain accurate records and monitor learners' progress, allowing to measure whether your training investment is worth it.
3. A good Training System automatically tests students to see if knowledge transfer is really occurring.
4. A robust, secure Training Management System protects private training resources, procedures and policy manuals and other sensitive files.
5. Training Management System software, no matter where it is hosted, is the only effective way to track who has been given what training.
6. Modern Training Management Systems support interactivity and many kinds of multimedia, making learning more interesting.
7. E-Learning systems will save you money when compared to the increasing travel costs required for classroom training.
8. Training Management System can provide immediate, measurable results, where classroom training may not.
9. A properly-maintained Training Management System will cost very little to operate and not much to acquire.
10. Quite simply, a good LMS can leverage the knowledge of a few experts and distribute it efficiently to a large number of learners.

(b) Ten Things to Look for Training Management System

(According to Burnard, P. 1996)

1. Can the Training Management System be implemented quickly and easily, without complex setup or coding?
2. Does the LMS toolset provide a robust feature set, or is it just a collection of documents for online viewing?
3. Can the Training Management System handle multimedia files such as Flash, WMV, streaming video, and audio narrations?
4. Is it a web native software solution, using open standards like HTML, SQL, IIS and HTTP?
5. Does the LMS Software have everything you need included and integrated, or will you need to buy additional authoring or reporting tools?
6. Is the Training Management System package widely accepted in a variety of fields, or is it a highly-limited niche product?
7. Does the Training Management System support instructor-led, self-paced and classroom training?

8. Can the system easily support Skill Groups and certifications, in order to help you track learners' progress?
9. Can the system seamlessly pull together content from various sources and formats?
10. Does the Training Management System come with complete source code, just in case you need to make additional modifications later?

1.2.5 Training Management Software : Training Management software is a one stop solution that addresses every component of a top performing training program. It has streamlined our training processes and provided visibility into our overall training performance giving us the ability to make smart decisions and move forward at a faster pace (Burnard, P.1996).

Today's instructional designers and business training developers tell us that the key to effective learning is interactivity. Flex Training provides built in exercise templates and easy multimedia support to give you a powerful e-Learning toolset. Flex Training is a comprehensive Training Management System framework, designed from the ground up for effective learning.

A versatile Training Management System can empower a company or organization, with significant knowledge transfer accomplished throughout the enterprise. Flex Training - provides a proven management system for all types of online training. It delivers a proven path to success, and the ability to quickly deliver online courses.

1.2.6 Training Management Cycles: *“Training Management Cycle”* process for training development; It should plan, prepare, execute, and assess training needs continuously. This cycle provides a comprehensive framework to develop a mission-essential task list, establish priorities and allocate resources. Effective training enables any organization, to develop core competencies and capabilities (Edwin, FM 1999).

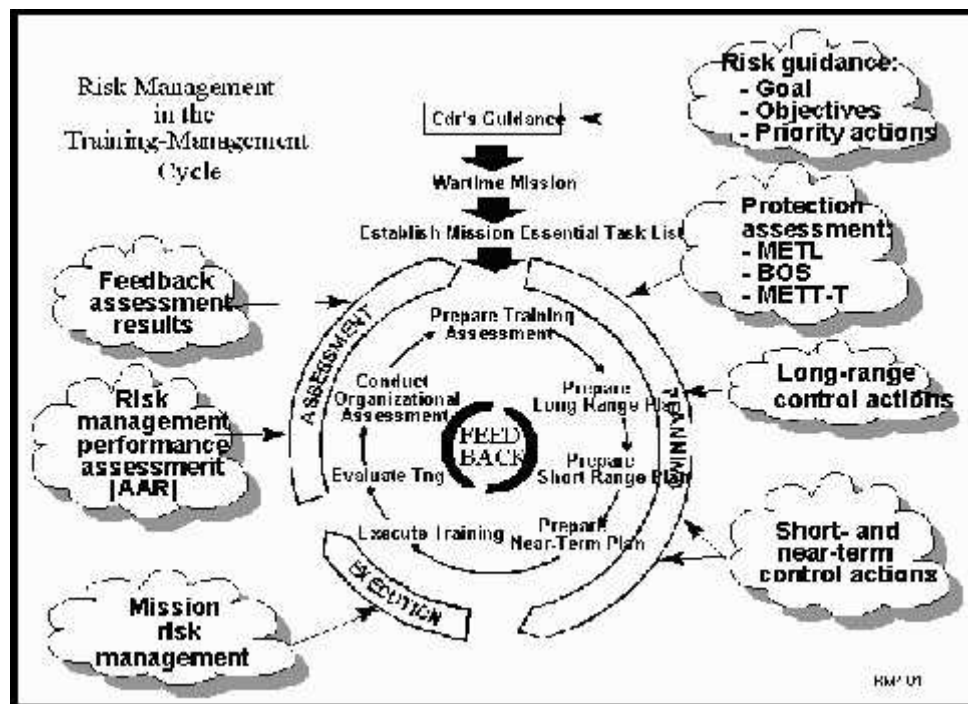


Fig-2: A sample Diagram of Training Management Cycles

i) Purpose : The Trainers trains on core principles related to prompt response, mobilization, forcible-entry operations, sustained land dominance and supporting their authorities. The training-management cycle concept has also been adopted by the private sector to develop talented employees and enable succession planning. Organizations of all kinds want to be agile, versatile and sustainable. Developing comprehensive training plans helps you maintain a consistent focus on proficiency, incorporate risk management, establish organizational stability and make efficient use of resources.

ii) Long-range : Creating long-range training plans, usually one to three years in advance, helps prepare your organization for major initiatives. This gives you sufficient time to establish training objectives, disseminate information, schedule events, allocate resources and identify support systems. Particularly when participants need to develop complex skills and knowledge, long-range plans describe requirements for multiple training events.

iii) Short-range : A short-range training plan typically describes an initiative that will occur in about three to 12 months. This type of plan

expands upon portions of the long-range plan by supplying specific learning objectives. The plan identifies resources, such as instructors, facilitators and training facilities. In addition to these details, a short-range training plan lists the supplies required for any activities, reference material and details about who should attend the training.

iv) Near-term : Near-term plans provide specific guidance for trainers and participants. The near-term plan supplies details such as detailed training schedules and course logistics. This includes reading and assignments participants must complete before participating in training events.

v) Evaluation : Providing training to adult learners involves enabling participants to improve their skills and knowledge. By measuring the success of each training activity in the training-management cycle, you can improve the effectiveness of your overall program, both instruction and practice exercises. Training evaluation typically occurs at three levels. To measure at the first level, collect opinions and comments from training participants at the conclusion of the program. To measure at the second level, administer tests to determine how well participants can demonstrate the skills and knowledge taught in the course. To measure at the third level, observe behavior on the job to assess how well participants apply what they've learned (Edwin, FM 1999).

Additionally, to measure at a fourth level, evaluate operational metrics, such as sales, to identify the impact of training on their business. So, **training cycle** is the conceptual framework **to manage the training** as a cycle including the steps of planning, implementation, and evaluation.

1.3 Statement of the Problem

(a) Teaching and learning plays a vital role in developing human resources, which ultimate goal is to develop the nation. So, teachers are catalyst for human

resource development. But quality education depends on quality teachers. For ensuring teachers quality they should be provided continuous need-based training. So, the strategy has been taken to provide massive and continuous training of teachers and educational administrators and also to enrich the quality of education.

(b) Government of Bangladesh declared a **Public Administration Training Policy 2003**. The policy states that the training institutions operating in the public sector will devise need-based, result oriented and market responsive training programs aimed at building professionalism of public servants at different levels. **National Education Policy** of Bangladesh' 2010 comments on the training quality that the existing teachers training are traditional, partial and certificate oriented, which is based on only theoretical knowledge, rote-learning and old assessment system.

Table-01

(c) Training Institutions of Secondary Education Sub-sector

SI	Name of Institute	Established	Place	Branches
1	<i>National Academy for Educational Management (NAEM)</i>	1959	Dhanmondi Dhaka	None
2	<i>Higher Secondary Teachers Training Institute (HSTTI)</i>	1993	5 Divisional Centre	05
3	<i>Bangladesh Madrasa Teachers Training Institute (BMTTI)</i>	1995	Boardbazar Gazipur	None
4	<i>National Academy for Computer Training and Research (NACTAR)</i>	1984	Bogra	None
5	<i>Vocational Teachers Training Institute (VTTI)</i>	1984	Bogra	None

There are 5 types of training institutes working under the ministry of education of Bangladesh which main responsibility is to develop the secondary teacher's through many types of training program.

Table-02

(d) Conducted Training Programs in the Secondary Education Sub-sector : The institutes have been provided different types of training course. They are as follows :-

Sl.	Name of courses	Duration
01	Foundation Training Course for BCS (General & Tech.) Education Cadre officers	4 Months
02	Advance Course on Educational Management (ACEM)	45 Days
03	Superior Service Course on Educational Management (SSCEM)	45 Days
04	Educational Research Methodology Course (for position holders in different FTCs)	1 Month
05	Educational Planning & Development Course (for officers under MoE)	1 Month
06	Educational Administration and Management Course (for Principals of Colleges & Sr. Madrasahs)	3 weeks
07	Educational Administration and Management Course (for Heads of Secondary Level Institutes)	3 weeks
08	Education Administration Course for Education Functionaries (DEO & Others)	2 weeks
09	Library Planning and Management Course (for Librarians of college levels institutions)	2 weeks
10	Refreshers Course on Educational Administration and Management Course (for Principals of Colleges & Sr. Madrasahs)	2 weeks
11	Refreshers Course on Educational Administration and Management Course (for Heads of Secondary level Institutes)	2 weeks
12	Refreshers Course on Foundation Training Course (for FTC holders)	2 weeks
13	TOT Course (for the faculties of NAEM, HSTTI, BMTTI, TTC, NACTAR, VTTI)	2 weeks
14	Secretarial Science & Office Management Course (for Officers under MoE)	2 weeks
15	Communicative English Course (for English Teachers of Colleges)	2 weeks
16	Communicative English Course (for Officers under MoE)	2 weeks
17	Communicative English Course (for Secondary level English teachers)	2 weeks
18	Computer Applications Course (for Lecturer of Colleges)	2 weeks
19	Computer Applications Course (for School Teachers)	2 weeks
20	Office Management Course (for Officers under MoE)	1 week
21	Project Management Course (for Officers under MoE)	1 week
22	Satellite Training Course (for School Teachers)	1-2 weeks
23	Subject-Based Training Course (for Higher Secondary Teachers)	2 Months
24	ICT and Pedagogic Training (for Secondary Teachers)	1 week
25	Educational Administration and Management Course (for Supers of Dakhil Madrasahs)	3 weeks
26	Subject-Based Training Course (for Madrasah Teachers)	1 Month
27	Competency Based Training (CBT) program for TVE Teachers	2 weeks
28	Skill Development Training (SDT) program for TVE Teachers	3 weeks
29	Certificate Course on Computer Applications	6 Month

Source : Training Calendar of NAEM, BMTTI, HSTTI, NACTAR & VTTI

(e) Training Budget of the Institutes : In the financial year of 2011-2012, total allocation was Tk. 41 cores in the revenue budget. In the FY of 2012-2013 total allocations are TK. 49 cores in revenue budget. Besides the training of other development projects under MoEd are conducted by various institutes. The budget of these institutes has been increasing every FY. So it is needed to accomplish an in-depth study as to whether it is

playing a proper role or not in the improvement of quality of educational management personnel. The **Sixth Five-Year Plan** document stated some objectives of training of the country. A major objective was to expand specialized and professional education and training in all relevant fields of education in the country. To achieve this objective the strategy was taken to provide massive and continuous training of teachers, especially at primary and secondary levels and also to provide education extension and management training for teachers and educational administrators.

Hence, the researcher has been undertaken this study to investigate the status of training management system of secondary education in Bangladesh—as an empirical analysis.

1.4 Importance and Justification of the Research

Training institutions are the appropriate agencies for developing the much-needed human resources with appropriate skill and attitude to accelerate the processes of development in the country. The government and the private sector invest considerable financial resources, though not adequate for meeting the needs to run and further promote these organizations. The institutions are also the hubs of the training professionals. In order to serve the needs and expectations of all the concerned parties involved in the training field, performance assessment of each training institution on a regular basis in order to keep them on track is necessary. The BSTD has come forward to sponsor the study for catering to this national need.

The study is expected to suggest a set of criteria along with appropriate weightage covering critical components of training pertinent to performance assessment of the training institutes. These may be used not only for the current study, but also by other researchers in assessing training institutes in future also. The study will also be helpful for making appropriate ranking of the training institutions based on scientific standards. It is expected to create pride of performance in the training institutions and impetus for their improvement. The study is also expected to be helpful for professional development of the trainers in the country.

This research was investigated the study and made a possible set of recommendations. Policy makers, planners and training professional will get a clear picture and specific direction from this research work. This work is significant in character in this sense. The major significance and importance of this study is stated below :

- a. The study will help us know the present status of in-service training management system in secondary education of Bangladesh ;
- b. This study will also help in knowing the problems, and solutions of training institutions in the education sector of Bangladesh ;
- c. The present study will help us know the gaps in existing training management system in secondary education sub-sector and training excellence of Bangladesh ;
- d. The education policy- makers, planners, training professionals will be benefited by the result of this study in developing an effective training management system in education sector of Bangladesh ; and
- e. It is a policy-oriented research study. So the recommendations of this study might be applied in the improvement of teacher education as well as overall post-primary education system.

1.5 Research Questions

Specifying the research question is one of the first methodological steps the investigator has to take when undertaking research. In all cases, it makes the theoretical assumptions in the framework more explicit, most of all it indicates what the researcher wants to know most and first. When the research is complete and the researcher knows the (probable) answer to the research question, writing up can begin.⁵

However the specific research questions are as follows:

- 1) How the training institutions developed chronologically at secondary education sub-sector of Bangladesh ?
- 2) How the training institutions manage their in-service training properly and systematically ?

⁵. Booth, Wayne (1995). *The Craft of Research*. Chicago, IL: The University of Chicago Press. ISBN 0226065650.

- 3) What are the strengths and weaknesses of training management system followed by the training institutes ?
- 4) What recommendations should be proposed for policy implications regarding training management system of secondary education training institutions ?

1.6 Expected Contributions and Outcomes

The present study has been designed to investigate critically the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh.

- a) The researcher has intended to oversimplify findings, even with many provisions, to form a unique interpretation of proceedings, to draw a conclusion and to make recommendations. The goal has been to understand how the training institutions manage their in-service training properly and systematically. Further, the intention has been to make recommendations for managers of other training institutions and companies, business consultants, academicians and Government officials in Bangladesh. The recommendations may be used to improve the administration as well as human resource management wings at Bangladeshi organizations. The unique contribution of this research is that it has examined a new subgroup (training institutions) and a new population of Bangladesh. The researcher's role in knowledge contribution has been to enter several real institutional settings. Through interviews, attending meetings and through observing working processes, the researcher entered the respondents' and informants' globe. Through interaction with the respondents and informants the researcher has sought perspectives and meanings. The researcher's role is to make realization about the knowledge of various types for respondents' and informants'.
- b) Since the present study is the first of its nature in the training management system, so the researcher wishes to add in skill development process with following proper training methodology in the education sector. Moreover, this dissertation may be used as a framework for similar research in other sectors or for more specific in-

depth study. This dissertation may also provide as a knowledge foundation for company managers, business consultants, academicians and government officials of countries with a national culture, countries undergoing (or which have undergone) a recent transition to a free market economy.

1.7 Objectives of the Study

A. General objective: The General objective of the research study is to investigate critically the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh.

B. Specific Objectives: Keeping with this general objective the study will attempt to achieve a number of specific objectives. These are :-

- i. To investigate critically the status of in-service training management system of secondary education sub-sector of Bangladesh;
- ii. To find out the chronological development of training institutions at secondary education sub-sector of Bangladesh;
- iii. To identify the strengths and weaknesses of training management system followed by training institutes of secondary education sub-sector on the basis of some selected indicators ;
- iv. To make some recommendations for policy implications regarding training management system of secondary education training institutions.

1.8 Scope of the Study

In Bangladesh there are hundreds of training institutions. It is not possible to include all training institutions of Bangladesh under this study due to time, cost and labor constraints. So this study will be limited to those training institutions, which are providing in-service training to the teachers and officials of secondary levels education of Bangladesh. The NAEM is responsible for in-service training in all relevant fields of secondary education of the country and the strategy has been taken to provide massive and continuous training of teachers and also to provide education

extension and management training for teachers and educational administrators. So, maximum primary data will be collected from the NAEM. Moreover the institutions engaged in training at secondary level education would be brought under this study.

The training institutions have been assessed on the basis of set parameters and indicators within the framework of the study. Data at times reflected the extent of seriousness and convergence of the respondents and the executives of the training institutes. The findings of the study may therefore seem to be of subjective assessment in nature.

In spite of his time constraint, the utmost care taken by the supervisor of the research study. The criteria followed and the weightage given may not be unequivocally acceptable to all. The study result will give to individual training institution to the MoE for each individual institute's performance assessment findings based on its individual request. The study has not offered any specific action points or recommendations, excepting showing the way or taking the challenge, to improve the performance levels of the institutes.

1.9 Limitations of the Study

It is neither possible nor desirable to deal with a large number of issues within the scope of a single study. For this reason, every project has limitations,⁶ so, the study indicates the limitations of the investigations. The present study like other research studies in similar and allied lines cannot claim to be a perfect one in all respects.⁷ This study has some limitations and it is appropriate here to recognize them explicitly.

a) The present study covers the HRM system and its practices in the Private Sector Banking in Bangladesh, especially, in the Prime Bank Limited only. As such it has left the other sector of Banking as well as the other financial organizations. However, the study had basically taken a

⁶ Goodie, W. J. and Hatt, P.K., Op.cit.P-371.

⁷ Data base researches are bound to suffer from some common handicaps. It is unavoidable that in a developing country like Bangladesh where the management information system is not yet properly established and data bank is not well arranged, the things become more tough on the participation of a practical researcher, who has to go the grassroots level every time for every single information and even then is not always sure to get it in the desired form. ---Hussein, S. M., (1983), *Description Cost in Bangladesh Jute Industry*, unpublished Ph. D. thesis submitted to Banaras Hindu University, Banaras, India, p-39.

system of macro-approach level in an attempt to develop a total evaluation of the HRM practices of the banks.

b) Interviewing target respondents adopted convenient sampling as alternative to random sampling, at some phases where it was found the respondents in inaccessible or not available, convenient sample was applied simultaneously.

c) Large and wide geographical sample could not be taken due to financial and other visible & invisible constraints.

d) The employees couldn't give or supply any data or information to any type of researcher without any prior permission from their boss. Because, it is to be noted that all the bank personnel irrespective of any category need to sign a bond of *Fidelity and Security* at the time of joining the banking service in a *Non-Judicial Stamp*. In this situation no bank employee could help me by supplying information without a proper written permission from the competent authority. A long bureaucratic process had to follow to get any information.

e) In some cases, the respondents, could not easily grasp the nature of question and opinion and sought. Moreover, it seemed that in a few questions respondents may have concealed the facts.

1.10 Structure of the Study

The present study has been designed to investigate critically the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh. The report of the present study is presented in seven chapters. For easy understanding, the chapters are designed with relevant information. The Chapters and their brief descriptions are given below:

Chapter One presents introduction that includes prelude, concepts and definitions, statement of the problem, rationale, objectives, scope, limitations and structure of the study.

Chapter Two comprises Institutional Profiles of 5 training institutes in secondary education sub-sector of Bangladesh.

Chapter Three represents methodological issues. It includes selection of the study area, sampling, questionnaire, sources of data, variables, data analysis and others.

Chapter Four deals with review of relevant previous studies in this area.

Chapter Five includes training management system of secondary level education in Bangladesh and some other countries.

Chapter Six expresses analysis of results and findings of the study.

Chapter Seven presents the summary, recommendations and conclusions.

Thereafter, references and appendices are presented.

CHAPTER TWO

Institutional Profile

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Institutional Profile

2.0 Prelude

a) Training has been a long recognized as an important ingredient of socio-economic development in any country. In the age of accelerated technological changes, socio-economic development depends increasingly on knowledge industries and services. Training plays a key role in developing and disseminating skills to an individual needed to cope with the rapid changes in the society (Haddad, W.P. 1990).¹ Not only for an individual, but also for the collectivities, training assumes a vital role in their development. It is, therefore, crucial for human, organizational, community and national development. Together with education, training can bring in miracles in human resources development of a nation. In the wake of rapid technological changes and recognition of human resource as a very important contributing factor to development, trained manpower is a prerequisite for rapid development of any country (Ahmed, S. and Quddus, M.A. 1994).²

b) With the increasing understanding of this need and importance of training in national development, both developed and developing countries in the world are giving more attention to training (Sultan, F. and Smith, T. 1995).³ As a result, number of training institutions and allocation of resources for the purpose are also increasing globally. A number of

¹. Haddad, W.P. 1990 Education and Development: Evidence for New Priorities, World Bank Discussion Paper No.95, pp1-6, World Bank, Washington DC.

². Ahmed, S. and Quddus M.A. 1994 "Rural Development Training in Bangladesh: Changing Scenario and Emerging Issues" in PROSHIKHHAYAN: Journal of BSTD. Vol.1, No. 2, July-December, pp 15-33, Dhaka.

³. Sultan, F. & Smith, T. (1995) The Ford Foundation and Public Management in the Less Developed Countries, pp.3-6, Ford Foundation, Washington.

countries like USA, Israel, South Korea, and Sri-Lanka are known to have achieved high economic growth with significant investment in training and education. The USA alone spends nearly US\$ 12 billion on training annually (Min, W. 1987).⁴ In Bangladesh also, a large number of management/ administrative training institutions in different sectors have been established. Unfortunately, quality has not been assured in case of many training institutes (Quddus, 1996)⁵.

Table 3: Number of Institutions, Teacher & Enrolment by Management in 2012

Type	Management	No. of institutions	Teacher		Student Enrolment	
			Total	Female	Total	Girls'
M. Ed	Public	2	42	14	290	148
	Private	1	12	8	65	25
	Sub total	3	54	22	355	173
B.Ed		13	282	81	1194	635
B.Ed (Hon's)	Public	13			938	588
B.Ed	Private	59	565	219	4688	1955
	Sub total	72	847	300	6820	3178
B.P.Ed	Public	4	46	8	684	149
	Private	23	217	23	3520	396
	Sub total	27	263	31	4204	545
HSTTI	Public	5	66	19	585	99
	Private	-	-	-	-	-
	Sub total	5	66	19	585	99
BMTTI	Public	1	17	4	848	35
	Private	-	-	-	-	-
	Sub total	1	17	4	848	35
PTI	Public	54	538	133	11344	7333
	Private	-	-	-	-	-
	Sub total	54	538	133	11344	7333
Others	Public	11	48	16	1780	1071
	Private	9	36	5	340	61
	Sub total	20	84	21	2120	1132
Grand Total	Public	90	1039	275	17663	10058
	Private	92	830	255	8613	2437
	Total	182	1869	530	26276	12495

Source : BANBEIS, Education Survey-2012

c) Most of the training institutions in the country consider training as a routine activity carried out as a part of their annual obligation, without giving any serious consideration to the impact and quantitative or qualitative return from the investment made for the activity (Husain,

⁴ Min, W. (1987) The Impact of Vocational Education in Productivity, Ph. D. Thesis, Stanford University, USA.

⁵ Quddus, M. A. ((1996) "Problems of Managing Training Institutions in Bangladesh" in PROSHIKHAYAN: Journal of BSTD, Vol.3, No. 2, July-December, pp.1-10, Dhaka.

1994).⁶ In a ritualistic way, the institutions usually evaluate the participants internally and the participants evaluate the classroom performance of trainers, mostly for preparing a "happiness document" at the end of the programme. But a training institution is expected to be a 'learning organization': an organization where people continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspirations is set free, and where people are continually learning how to learn together (Honey and Mumford, 1989). Contrary to this expectation, most of the Bangladeshi training institutions are found indifferent to required critical components for organizing quality training programmes, assessment of training needs of the participants, evaluation of institutional performance in relation to effective programme implementation, achievement of learning objectives of the participants and integration of a **post-training utilization** (PTU). As a result, quality consideration is conspicuously absent in the training arena of the country (Husain, 2000).

Sl.	Type of Institute	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Primary Training Institute (PTI)	54						54		
2	Teachers Training College (TTC)	14	1		104			118	1	
3	Technical Teacher Training College (TTTC)	1						1		
4	Vocational Teacher Training Institute (VTTI)	1						1		
5	Physical Education College	4			25			29		
6	Higher Secondary Teacher Training Institute (HSTTI)	5						5		
7	Madrasah Teacher Training Institute	1						1		
	Total	80	1		129	0		209	1	0.48

Source : BANBEIS, Education Survey-2012

d) The above situation necessitates performance assessment of each training institution by a competent independent and external professional group or agency on a regular basis. Such external evaluation sensitizes the training

⁶ .Hussain, Saadat (1994) "Effectiveness of Management / Administrative Training in Bangladesh" in *PROSHIKHYAN: Journal of BSTD*, Vol.1, January-June, pp 1-6, 1994.

institution about its strengths and weaknesses and indicates its position in relation to other institutions. It is true that in addition to such external evaluation, the training institution may have an internal self-assessment system for improving the quality of training. Such self-assessment imparts a sense of self-responsibility among the faculty and encourages them to take the challenges of improving their performance. This cannot, however, substitute the external independent assessment by a professional training society or institution for providing guidance or recommendations towards making the institute forward looking. Though there are some examples in many other countries (Kirkpatrick, 1997) outside Bangladesh of having training institutes evaluated by independent professional bodies, but unfortunately, such evaluation attempted by any professional body is rare in Bangladesh.

Table 5: Number of Teachers in Teacher Educational Institutions by Type, Gender and Management in 2012

Sl.	Type of Institute	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Primary Training Institute (PTI)	632	186	29.43				632	186	29.43
2	Teachers Training College (TTC)	360	103	28.61	1234	228	18.48	1594	331	20.77
3	Technical Teacher Training College (TTTC)	21	8	38.10				21	8	38.10
4	Vocational Teacher Training Institute (VTTI)	6	1	16.67				6	1	16.67
5	Physical Education College	52	7	13.46	229	5	2.18	281	12	4.27
6	Higher Secondary Teacher Training Institute (HSTTI)	66	19	28.79				66	19	28.79
7	Madrasah Teacher Training Institute	25	4	16.00				25	4	16.00
8	National Academy for Educational Management	54	16	29.63				54	16	29.63
	Total	1216	344	28.23	1463	233	15.93	2625	561	21.37

Source : BANBEIS, Education Survey-2012

Table 6: Enrolment in Teacher Educational Institutions by Type, Gender and Management in 2012

Sl. no.	Type of Institute	Public			Private			Total		
		Total	Girls	%	Total	Girls	%	Total	Girls	%
1	Primary Training Institute (PTI)	13266	5272	39.74				13266	5272	39.74
2	Teachers Training College (TTC)	6856	3016	43.99	12452	4420	35.50	19308	7436	38.51
3	Technical Teacher Training College (TTTC)	75	23	30.67				75	23	30.67
4	Vocational Teacher Training Institute (VTTI)	122						122		0.00
5	Physical Education College	675	143	21.19	2838	903	31.82	3513	1046	29.78
6	Higher Secondary Teacher Training Institute (HSTTI)	544	47	8.64				544	47	8.64
7	Madrasah Teacher Training Institute	1935						1935		
	Total	23473	8501	36.22	15290	5323	34.81	38763	13824	35.66

Source : BANBEIS, Education Survey-2012

e) **3 tables of Education Survey-2012 by BANBEIS** are showing very important information above. Under the ministry of education, there are five types of training institutions are responsible for in-service training for the teachers, administrators and staff of secondary education sub-sector.

i. The **National Academy for Educational Management (NAEM)** is responsible for in-service training in all relevant fields of education at post-primary level of the country and to achieve this aim the strategy has been taken to provide massive and continuous training of teachers and management training for educational administrators. It deals with in-service training on education administration, management, planning and research in education. NAEM is an apex institution in teachers training under the Ministry of education. It has no branch.

ii. **Higher Secondary Teachers Training Institute (HSTTI)** is responsible for in-service training of higher secondary teachers. The 05 HSTTIs are situated in Barisal, Rajshahi, Comilla, Mymensingh & Khulna.

iii. **Bangladesh Madrasa Teachers Training Institute (BMTTI)** is responsible for training of Madrasa teachers. It has no branch.

iv. National Academy for Computer Training and Research (NACTAR) is located at Bogra. NACTAR is responsible for training on ICT to secondary & higher secondary teachers. It is the rename of former NTRAMS. It has no branch.

v. Vocational Teachers Training Institute (VTTI) is located at Bogra. The main responsibility of VTTI is training on technical skill development to the vocational and technical teachers. It has no branch.

Thus, in the changing context of globalization, liberalization and advances in telecommunication, teachers and teacher educators need to become conversant with international trends, internationalism, multi-cultural, multi-racialism and other pluralities. In-service teacher training programs should be receptive to new thinking and new changes. However, reforms and innovations in education can reach schools in large size and speedy through in-service education programs. In this study it has verified the status of the above training institutes how far they can run their duties.

2.1 Profile of NAEM

2.1.1 Education : The word education boldly illustrated by the philosophers **Jacque Rousseau** said about the meaning of education - "We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate is the gift of education. This education comes to us from nature, from men or from things. The inner growth of our organs and faculties is the education of nature; the use we learn to make of the growth is the education of men, what we gains by our experience of our surroundings is the education of things (Dyson, M. 2005).

In the book 'Education and Development' edited by **K. Francis** we see- "Education is a process, a long drawn out one, indeed a life-long process of learning to be by learning to become. It cannot, therefore, be linked

merely to what takes place in a school, over a fixed period of hours or years”.

But now a day’s education refers to the ways in which students learn skills and gain knowledge and understanding about the present, past and future world and about themselves from the formal institution and this education can work as the continuous reconstruction of the experience development and as the factor of growth and adjustment. The totality of all the process by means of which a person develops skills, abilities, attitudes, competence and other forms of behavior of positive values of social life.

2.1.2 Aims and Objectives of Education: The aims and objectives of education have been determined again and again in different context. Gandhi stated that the aim of education is to establish a non-violent and non-exploiting social and economic order. Aristotle thought that aims of education are to make a magnanimous man. The British took it for making a cadre of officials to administer with their own capability. Right now the objective of education is related to free wisdom and freethinking as well as to making human life more and more beautiful and happy with the development and progress of science and technology (Dyson, M. 2005).

In case of Bangladesh the main objectives (Education Policy-2010) of education are-

- To create mentality for open exercise of knowledge and freethinking.
- To develop inherent qualities of human.
- To make up physical fitness and environmental sustainability.
- To motivate the learners creating patriotism and communal harmony.
- To develop religious spirit and sympathy.
- To create devotion to national history, tradition and culture.
- To develop the standard of living using science and technology.

2.1.3 Teacher and Quality Teacher

According to **Sir Aurobinda**, "The teacher is not a task master but a helper and guide. His business is to suggest and not to impose." Teachers are available but quality teachers are rare. Teachers of quality play many roles like the roles of guide, counselor, disciplinarian, custodian, evaluator, curriculum developer, life-long learner, extension worker, researcher, innovator, organizer of co-curricular activities and administrator as well, when they are public intellectuals. There are some specific characteristics of good teachers--Examine the demand and quality of the learners and create environment to make up those.

- Expert in establishing and monitoring relationship.
- Have vast knowledge and understanding.
- Skilled in setting of standards.
- Have continuous professional development.
- Make right planning at the right moment.
- Well aware of teaching and class management

A Quality Teacher Really Does in the Class

- Incorporate changes in the teaching and learning situation.
- Uses a variety of teaching methods and assessment techniques.
- Identify individual learner's difficulties.
- Relate positively to other colleagues.
- Relate lessons to students' everyday experiences.
- Ensure that learners are working on the task.
- Have clear concept on the subject.
- Be a democratic personality in the classroom.
- Motivate learners with his/her experience to make the class-work enjoyable.
- Be a teacher as well as a learner.

2.1.4 Relationship between Education and Teacher

A teacher is an ideal personality to the learners all around. Education encircles him from cradle to grave after his birth as a teacher. The profession that is taken for the development of human resource can never

be deviated from the track of learning and teaching. It is said that educators cannot escape from realizing the debt they owe to the society while good teaching is the mainspring of our economic and social progress.

In this case education comes from the teacher to the national life to make up the society depending on the national education policy of a certain country. We know that education is usually regarded as the acquisition of knowledge, which is provided as "the art of making available to each generation the organized knowledge of the past" and "the aggregate of all the process by means of which a person develops ability, attitudes and other forms of positive values in the society in which he lives." And a noble teacher does this successfully.

2.1.5 NAEM's Motto : National Academy for Educational Management (NAEM) is an apex institution under the Ministry of Education entrusted with the responsibility of training heads of educational institutions and education functionaries. In addition, it provides foundation training to the new entrants of Bangladesh Civil Service (General & Technical) Education Cadre Officers. It offers courses on education management, planning and administration, conducts educational research and provides policy support to the Ministry of Education.

The slogan says "**Quality teacher's for quality education**". Now a day's education is a prime concern which is closely related to the socio-economic development of a country. But it is only the quality education meant for proper education attained from the teachers. However, the perfect performance of duties and responsibilities are always coherent to moral bindings, which are absolute truth for good teachers to be devoted to the standardization of education. That is way; the issues of quality teaching need to be justified in respect of acts and doings of the teachers in their respective fields. Moreover, it is supposed to know the facts of quality education, Characteristics of good teachers, teacher-morality relationship and shortcomings to ensuring quality education and the ways to overcome the barriers to moralized teaching for standard education.

2.1.6 Historical Background

The National Academy for Educational Management (NAEM) is an apex institution in the fields of Educational Administration and Management, Educational Planning and Research in Bangladesh. It was established in 1959 as Education Extension Center responsible primarily for pedagogic in-service training of secondary school teachers. The center underwent several roles and structural transformations during the last four decades to meet the changing needs of time and the system of education in the country.

The metamorphosis of NAEM dates back to 1959 when it was established as Education Extension Center. After the emergence of Bangladesh, the center was upgraded and entitled as Bangladesh Education Extension and Research Institute (BEERI) in 1975. The BEERI was entrusted with additional responsibility for research and management training of education functionaries including College and Madrasa teachers and administrators.

In order to minimize the cost of education and promote effective educational management, the National Institute of Educational Management and Research (NIEMR) was amalgamated with BEERI and renamed as the National Institute for Education Administration Extension and Research (NIEAER) in 1982. The NIEAER once again transform to National Academy for Educational Management (NAEM) for satisfying the needs of quality management of educational institutions in 1992. The Academy aims at developing as a center of excellence in the field educational administration and management training in Bangladesh.

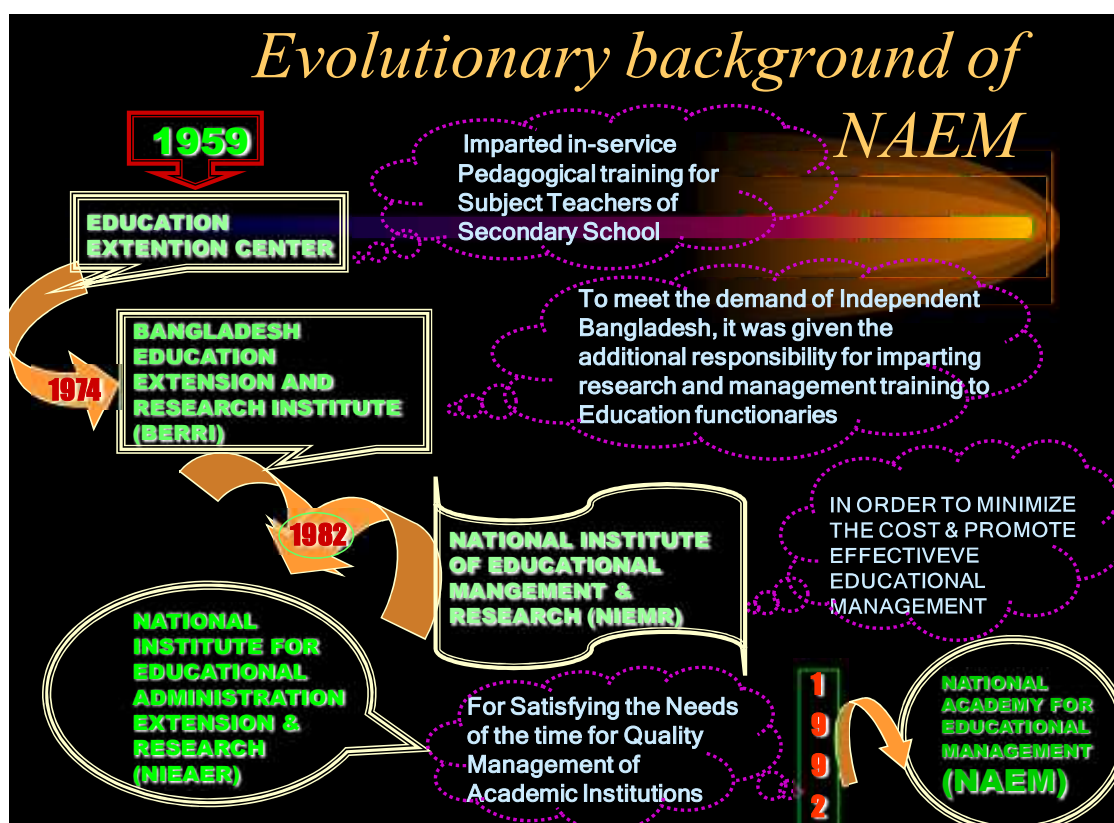


Fig-3: Chronological Development of NAEM *

NAEM has a self-contained complex of physical facilities e.g. Administrative and Academic Buildings, Library, Information Center, Auditorium, Classrooms, Seminar/Conference Rooms, Cafeteria, Residential Quarters, Hostels, Mosque and so on. The Director General (DG) is the chief executive of NAEM. 4 Directors, 7 Deputy Directors, 16 Assistant Directors, 26 Training Specialists, 28 Teacher Trainer, 9 other Officers and 137 Staff to run the academic and administrative activities support him.

2.1.7 Aim and Objectives and Functions of NAEM

The aim of NAEM is to ensure quality management of education at all levels of post primary education.

- a) **Aim** : To promote increased efficiency and effectiveness on the management and administration of the post-primary education sub-sector.

* Created by the researcher's own design

b) Objectives of NAEM

- To provide professional and technical support to the education sector for improving institutional capacity in Educational Management and Administration.
- To promote efficiency and effectiveness in the management and the administration of the post primary Education sub-sectors.
- To assist the development of manpower for the different sub-sectors of education.

c) Functions of NAEM**The Main functions of NAEM are to:**

- Organize workshops, seminars and meetings on problems and issues of educational development
- Undertake studies and research on educational issues
- Conduct Foundation Training Courses for incumbents of Education Cadre of Bangladesh Civil Service
- Serve as documentation center for information on educational planning
- Plan, develop, conduct and coordinate various training courses in Educational Management, and planning for the education planners of educational functionaries
- Advice and assist the Government in formulation of education policies Cooperation with institutions and agencies engaged in similar program both at national and international levels.

2.1.8 Board of Governor (BOG) of NAEM

NAEM activities are governed by the policies determined by a Board of Governor (BOG) headed by the Honorable Education Minister. The BOG comprises fourteen members with the Education Secretary and the Director General of NAEM as its Vice-Chairman and Member Secretary respectively. The academic and administrative activities of NAEM are conducted through four Divisions: a) Planning and Development Division;

b) Training and Implementation Division; c) Research and Documentation Division; and d) Administration, and Finance Division.

2.1.9 Divisional Activities of NAEM

Divisions of the Academy: The academic and administrative activities of NAEM are conducted through four divisions. They are:

a) Planning & Development (P & D) Division :

Planning & Development Division of NAEM is headed by the Director with two Deputy Directors, four Assistant Director and with an attached computer wing which comprises a computer programmer and a supervisor. This Division is responsible for planning all the activities of NAEM. The faculties of this Division remain busy conceiving and designing projects and courses for the Academy.

The Planning and Development Division is playing her role properly. A regular routine duty of the division to prepare plan, project and monitor the development of NAEM. A DPP for setting up two **Regional Academy for Educational Management (RAEM)** in Chittagong and Rajshahi at the cost of Taka 4800.00 Lac under ADP was submitted in November 2010. The DPP was discussed in a meeting of Planning Commission. Some changes and modification were proposed and these are under process. Another DPP named **NAEM Quality Enhancement Project** has been submitted in the Ministry of Education at cost of Taka 2409.65 Lac.

One important responsibility of the Planning and Development Division of NAEM is conducting the training programs on Computer Application and ICT for School, College and Madrasa teachers. Heads of institutions, office personnel and also education functionaries 35 school-teachers received computer application training in this period. Another important responsibility of the Planning and Development Division of NAEM is preparing the **Training Calendar**. The division had done the duty properly.

Besides these, all faculty members of NAEM including Planning and Development Division are involved in different training programs of NAEM as a routine duty. The officers of Planning and Development Division are working with the cooperation of other divisions.

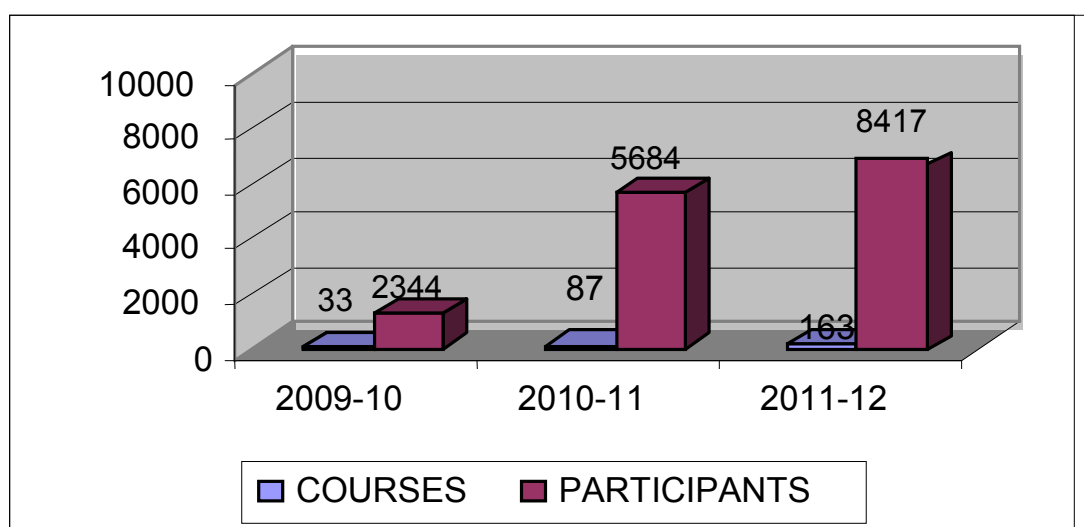
b) Training and Implementation (T & I) Division

Training and Implementation Division is headed by the Director who is supported in his work by 2 (two) Deputy Director, 6 (six) Assistant Director and 26 Training Specialist. This Division is responsible for conducting the main activities of NAEM that is all kinds of training course. The major job description of the division are as follows :

- To ensure the supply of list of trainees of different courses including the activities of entire Training Division to the Research and Publication section of Research Division;
- To provide consultative and advisory services to educational and training institutions willing to conduct training programmes of their own;
- To initiate, plan, design and prepare draft annual training course calendar and training programmes of NAEM in collaboration with the academic members of his/her Division and in consultation with the Director General and supply the draft to the PP & D division.
- To prepare a draft long term plan of different types of training courses of NAEM, review, revise and update such courses at the beginning of every financial year;
- To evaluate the training programmes of NAEM;
- To collaborate with other training agencies, institutions and organisations at home and abroad, in such a way as may be deemed fit and necessary for the promotion of the image of NAEM;
- To ensure proper assessment of the need of new training courses;
- To ensure continuous improvement of the existing training courses;
- To prepare hand-out for the participants and make continuous effort for its improvement and ensure its distribution;
- To contact the guest speakers, collect necessary hand-outs and ensure holding of the sessions;
- To perform duty as course Director/member of the coordination committee of different training courses

- To perform duty as module in charge/assistant module in charge as per instruction;
- To act as member of the different committees formed for the execution of the extra-academic activities of the foundation training course;
- To participate/act as resource person in national and international workshops/seminars /conferences as per instruction.

Figure-4: Increases Training Courses and Participants of NAEM



Source: 33rd BOG Meeting Work plan

Table-7: Training Courses of NAEM in 2014

Sl.	Course	Duration
1.	Foundation Training Course for BCS Education cadre officers	4 Months
2.	Communicative English Course (Higher Secondary)	2 Weeks
3.	Communicative English Course (Secondary)	2 Weeks
4.	Education Administration Training Course (MoE)	2 Weeks
5.	Computer Applications Training Course for Secondary Level Teachers	2 Weeks
6.	NAEM Faculty Development Course for language and Computer	3 Weeks
7.	Computer Applications Training Course for College level Teachers	2 Weeks
8.	Library Planning and Management Course for Librarians of college level institutions.	2 Weeks
9.	TOT course for officers of MoE	2 Weeks
10.	Communicative English Course for Head teacher	2 Weeks
11.	Satellite training program for Secondary Level Teachers	1 Weeks
12.	Research Methodology Course for 1-20 position holders in different FTCs	1 Months
13.	Computer Applications Course for Upazila Secondary Education Officers	2 Weeks
14.	Computer Applications Training Course for Higher Secondary Level Computer Teachers	1 Months
15.	Educational Administration and Management Course for Principals	3 Weeks

16.	Training Course on Professional Development for Head Teacher Under TQI-SEP	3 Weeks
17.	Communicative English Course (Higher Secondary Level Teachers)	2 Weeks
18.	Refresher Course for Educational Administration and Management for Headmaster	2 Weeks
19.	Business Studies and Secretarial Science Course (Piloting)	2 Weeks
20.	Communicative English Course for Head Teachers	2 Weeks
21.	Computer Applications Training for College Level Teachers	2 Weeks
22.	Computer Applications Training Course for Upazila Secondary Education Officers	2 Weeks
23.	Refreshers Course on Foundation Training Course (last 20 position holders in different FTC)	2 Weeks
24.	Training Course for SMC Members	

Source : Training Calendar of NAEM, 2012-13

c) Research and Documentation (R & D) Division

Research and Documentation Division is headed by a Director who is supported in his work by 2 (two) Deputy Directors and 4 (four) Assistant Directors, a Librarian and a Documentation Officer. This Division is mainly responsible for conducting educational research and for controlling the research activities of NAEM.

i) Research and Documentation Division has been functioning in order to conduct research, follow up and case studies. It also studies on educational issues assigned to assist MoE in decision-making. Government of Bangladesh allocates some budgets for every financial year for these activities. NAEM has a '**Research Committee**' headed by a senior professor of IER of Dhaka University. The committee approves research proposals, monitor the research works doing by different groups and suggest for better studies and control all over the research activities.

ii) **Publications** : RDD of NAEM published some training manuals of 10 training courses. Lastly the division published a training manual for '*Educational Administration and Management Training Course for the heads of The Secondary and College Level Institutions*' financed by the UNESCO. The name of this training manual is ***Achieving Excellence in Education Institution*** (in Bangla--Shikkha Protisthane Utkarsha Arjon).

iii) **NAEM Research Report** : NAEM publishes **Research Report** by plucking all research works of NAEM, which completed each fiscal year. It will be satisfactorily continued next.

iv) **Library & Documentation Service** : Under this division '*Library Unit*' provides support to the learning needs of different training courses
Dhaka University Institutional Repository

and research works. NAEM has a resourceful documentation unit with valuable magazines, periodicals, journals, reports and other national and international Publications.

v) Some specific duties and responsibilities of the division are as follows :

- To ensure the smooth functioning of the Research Division;
- To maintain close contact with the Director General in respect of research activities;
- To ensure the preservation of necessary educational information;
- To ensure the preparation of Annual, Half-yearly, Quarterly research plans of NAEM in due time and the submission of the statement on the progress of research to the Ministry of Education and Board of Governors for information and approval;
- To develop procedural, behavioural and financial norms for conducting research;
- To formulate an Editorial Board to scrutinise and approve the research topics placed by the academic members and finally recommend the research papers for publication;
- To develop linkage with similar institutions at home and abroad;
- To ensure the use of Computer in documentation activities;
- To ensure submission of the research proposal by the academic members of NAEM
- To participate in and organise National/ International workshops/ seminars/ conferences on educational issues as per instructions;
- To extend research support to the Ministry of Education in policy formulation on educational issues;
- To ensure the fortnightly meeting under his/her chairmanship on the progress of research work/ activities of NAEM;
- To submit the report on the progress of research activities fortnightly to the Director General;
- To ensure the availability of educational research material in the NAEM Documentation Section;
- To ensure updating of NAEM Library;
- To collaborate with other Research Institutes at home and abroad;
- To ensure the publication of NAEM Newsletter and research reports and their dissemination to all relevant persons, organisations and institutions;

- To participate in the fortnightly review meeting under the chairmanship of Director (Research) for reviewing the progress of the research activities and contribute substantially;
- To prepare one research paper annually and submit it for evaluation and publication each officer.

d) Administration and Finance (A & F) Division

Administrative and Finance Division is the hub of all NAEM activities. They are responsible for developing human resources, maintaining manpower balance among divisions, distributing fund for running courses, organizing seminars and workshop etc. This Division is headed by the Director with one Deputy Director, two Assistant Director, an Accounts Officer, Administrative Officer and Medical Officer. The division is responsible for the management of all administrative, financial and personnel matters. The head of the division is accountable to the Director General for the activities of his/her Division.

- To provide professional guidance to the academic members and other officers of the Division and supervise their activities;
- To dispose of all administrative, financial and personnel files of all categories of officers and employees with the approval of the Director General, stating and enclosing legal documents.
- To distribute the work-load among the academic members and non-academic officers and staff of his/her Division in consultation with the Director General, as and when necessary;
- To constitute different committees for smooth administration of NAEM with prior approval of the Director General;
- To co-ordinate all administrative and financial activities;
- To act as member-secretary of the selection/promotion committee as per the prescribed procedure;
- To issue orders for intersectional transfer of employees in consultation with the Director General as and when necessary;
- To pass overtime bills of the employees;
- To grant casual leave of all employees of NAEM;
- To ensure holding of meetings of the Academic Council, Administrative Division, working committee, BOG, MTCC, and other committees as per instruction;

- ❑ To ensure the preparation of work orders of all purchases, repairs etc. ahead of the scheduled time;
- ❑ To ensure timely preparation of all bills and their submission to the CAO, MOE.
- ❑ To ensure the payment of honorarium to Guest Speakers, bills of trainees and other relevant organisations;
- ❑ To ensure common services to all the divisions ;
- ❑ To ensure the finalization of papers relating to the disposal of all cases of retirement benefits of the concerned officers and employees of NAEM;
- ❑ To ensure timely preparation and placement of the annual/revised budget and its approval;
- ❑ To ensure the entry of movable and immovable property in relevant registers, their annual verification and to take necessary actions in case of discrepancies and report to the BOG;
- ❑ To ensure the placement of relevant papers/documents for internal and external audit and meet any objections raised by the auditing authority;
- ❑ To ensure the preparation and submission of monthly, quarterly and annual reports of the activities and financial expenditures of NAEM to the concerned authorities;
- ❑ To ensure the preparation of annual requirements of stationeries and other materials for the next financial year by the 31st of May every year;
- ❑ To ensure the placement of the annual requisition of office forms and stationeries to the Government Forms and Stationeries Office, Tejgaon, Dhaka in due time and ensure the timely procurement;
- ❑ To participate in and organise National and International Workshops/ Seminars /Conferences /Symposium.

2.1.10 Manpower of NAEM Administrative Structure

NAEM has four Directors, seven Deputy Directors, and sixteen Asst. Directors support the Director General in performing academic and administrative functions including a Computer Programmer, an Administrative Officer, a Librarian, a Medical Officer, an Accounts Officer, a Computer Supervisor, two Physical Instructors, Documentation Officer and 137 support staff. In addition twenty six Training Specialists and 30 Teacher Trainers are working with the academic programs.

Table-8: Manpower of NAEM

Sl.	Name of Post	Created No. of Post	Existing No. of Post	Remarks
01	Director General	01	01	
02	Director	04	04	Total Existing Faculty Post
03	Deputy Director	07	07	
04	Assistant Director	16	16	60
05	Computer Programmer	01	01	
06	Accounts Officer	01	01	Total Existing Employee Post
07	Administrative Officer	01	01	
08	Librarian	01	01	90
09	Medical Officer	01	01	
10	Documentation Officer	01	01	
11	Physical Instructor	02	02	
12	Computer Supervisor	01	01	
13	Technical Officer	02	02	
14	Asst. Engineer	01	--	
15	Teacher Trainer	30	--	Working outside of NAEM
16	Training Specialist	--	26	From SESIP Project
17	Class 3 Employee	36	32	Some are vacant and some are working outside
18	Class 3 Employee	98	53	

2.1.11 Building Quality in Education

The history of teaching is not new. It starts from the ancient period. In the pre historic period of uncivilized society people had been taught from unlimited nature. This unlimited nature was the authentic teacher. In prehistoric period of uncivilized society people had been taught from the unlimited nature where nature was the authentic teacher of man. But once the politicians and philosophers could become the greatest teachers like Socrates, Plato, Aristotle on earth who with great moral teaching were able to bring the uncivilized world into civilization.

It is very difficult task to find out the scope of quality teacher for quality education. It covers a wider range. Though the scope of the teachers for quality education covers a wide range. I have taken secondary and higher secondary level as my population of research. For this purpose what is education, what is quality education, aims and objectives of education, teacher-morality-education relationship, objectives of the NAEM, the role of NAEM, shortcomings to ensuring quality education in Bangladesh and analyses of very recent data of schools and colleges are experimented openly.

2.1.12 Interrelation of Teacher, Quality Education and Training Programs

Teacher is, of course, an educator with proper training to give the outmost of him to the students for ensuring best human resource development. It is only possible when the prophecy comes as "education is like a complete human body and morality is the soul in it. Without training of teacher is meaningless." In fact, without training education is meaningless.

If these three concepts ran together the whole society of a certain state can achieve development quite logically. This ideal integration of those must have provide quality education to give continuous or minimum satisfaction to the stake-holders which can put a positive impact on personal, family, social, national and international life irrespectively.

In addition, quality education is generally related to the quality teachers and NAEM Training Programs helps him or her to be keeping on with qualities. So a teacher without training can never become a quality teacher.

2.2 Profile of HSTTI

The Government of Bangladesh places great importance on education and in this regard the Government has been trying to transform its huge population into human resource. The constitution affirms equal rights in education for all. Considering this, the government has emphasized on providing education to the backward population and its female citizens. The government is providing free education up to HSC (Class-12) for the female along with stipend. It has contributed to enhancing the enrollment rate of the female students, decreasing the rate of dropouts and enriching the country with an educated mass.

2.2.1 History of Education System in Bangladesh : After the independence of Bangladesh many changes and development took place at the secondary level of education system. The Government took the responsibility of secondary and higher secondary education by nationalizing a good number of schools and colleges throughout the

country. In 1983 the government formed a cadre named BCS (General Education) and the government college teachers came under the cadre service. In 1981 the office of the Director of Public Instruction (DPI) was upgraded as the Directorate of Secondary and Higher Education (DSHE).

2.2.2 The Directorate of Secondary and Higher Education (DSHE):

Under the overall supervision and guidance of the Ministry of Education (MOE), the Secondary and Higher education system of Bangladesh is being managed and administered by the Directorate of Secondary & Higher Education (DSHE). The Directorate is headed by a Director General who is responsible for administration, management and control of secondary and higher education including madrasahs (institutions imparting religious education) and other special types of education. The Director General is assisted by 4 Directors who performs their duties through Deputy Directors, Assistant Directors and Research Officers at its head office and also by field level offices located at divisional, district and upazilla level. The Directorate controls approximately 29569 secondary, higher secondary & tertiary level institutions consisting of 412526 teachers and 13840164 students. DSHE has a total of 67 Class one, 11 Class two officials, 166 class three and 50 class four staff at its head office. It has 234 officers and staff at the 9 zonal offices and 684 officers and staff at 64 District Education Offices in addition to 2372 officers and staffs at the upazilla level.

a) Vision and Mission of DSHE: DSHE is working towards providing educational facilities available to all to produce enlightened people who can contribute to the development of Bangladesh vis-a-vis poverty alleviation and attain the Millennium Development Goal (MDG) by 2015. In order to address the issues at the secondary and higher levels, DSHE is focusing on quality improvements and specific actions to raising the quality of service delivery and improving equity of access in secondary and higher education.

b) The Role & Responsibilities of DSHE: The role and responsibilities of DSHE includes the following:

- To implement the education policy of the Government in respect to secondary (Class 6-Class 10), higher secondary (Class 11-12) and higher education (Bachelors and Masters);
- To assist the Ministry of Education in formulating policies concerning secondary, higher secondary & higher education of the country;
- To promote and maintain quantitative and qualitative standard of education;
- To help evaluate and assess the need for changes in curriculum at different levels of education;
- To prepare revenue and development budgets and maintain accounts of all the institutions and making arrangements for auditing;
- To co-ordinate and provide support to all types of educational institutions;
- To administer recruitment, posting, transfer, promotion, retirement, disciplinary cases of the officers and employees working under the administrative control of the Directorate;
- To make proposals of development projects and monitor and supervise the activities under the development projects;
- To arrange training programs both at home and abroad for the teachers and officials working in different educational institutions (DSHE, colleges, schools, training institutes and projects etc.);
- To provide information on educational matters to the related agencies and organizations;
- To liaise with different departments and organizations of the government.

c) Administrative structure of the Directorate : Under the supervision of the Director General, the Directorate controls the secondary and higher education management of the whole country. There are 4 Divisions in the Directorate. Each Wing/Division headed by a Director performs its assigned tasks through its subordinate officers both at the Directorate as well as the field level (Divisional and Zonal) offices. The 4 Divisions are shown below:

- (i) College & Administration Division
- (ii) Secondary Education Division
- (iii) Training & Manpower Division

(iv) Planning and Development Division

(b) Teachers Training : The training for the teachers of Govt. and non-govt. schools and colleges is organized by the training division of DSHE. This training program is conducted by the National Academy for Educational Management, 14 Teachers Training Colleges, 05 Higher Secondary Teacher's Training Institutes and 1 (One) Madrasha Teacher Training Institute. The Government has been trying to enhance development of efficient and competent teaching professionals and through a number of projects, subject-based and management training is being provided.

2.2.3 Establishing HSTTI : In 1992 with the financial and technical assistance of ADB & UNDP, the Govt. of Bangladesh decided to establish 05 HSTTI in five divisions to train up higher secondary level teachers' and in 1993 to ensure quality education under Higher Secondary Education Project started its journey. The 05 HSTTIs are situated in Barisal, Rajshahi, Comilla, Mymensingh & Khulna. The HSTTIs first started its 60 days subject based training program for non-government college teachers from 1995. HSTTIs provides in-service training on "ICT and Pedagogy" for the teachers of higher secondary level.

2.2.4 Objectives of HSTTI

To ensure quality education in Higher Secondary level Education
 To train up higher secondary level teachers' and
 To decentralized training courses for better services.

2.2.5 Training Courses

Presently three types of teacher training under revenue budget is running throughout the year under supervision of training cell of DSHE, such training programs are as follows:-

- I) Subject based teacher training for non govt. college teachers consists of 04 batches 80 teachers in each batch.
- II) Education administration and management training for HT of non govt. schools for 20 days duration, two batches, 30 person in each batch.

III) Education administration and management training for principals of non govt. colleges for 20 days duration, two batches, 30 person in each batch.

IV) Computer training for non govt. colleges' teachers, 03 batches, for 27 days. The Institutes also conduct 'Refresh training course' & 'Special Computer training course'.

Table-9: Training Courses of HSTTI under Revenue Budget (2013-14)

SI No	Course Name	Total Participant	Course Duration	Subject
1.	Administrative Training For Principal	30X4 = 120	14/09/13--03/10/13 02/11/13--21/11/13 15/03/14--03/04/14 26/04/14--15/05/14	Administrative
2.	Subject Base Training For Higher Secondary Level Teachers'	80X5 = 400	20/10/13--28/11/13 08/12/13--16/01/14 19/01/14--27/02/14 02/03/14--10/14/14 04/05/14--12/16/14	SLT
3.	Computer Training For Higher Secondary Level Teachers'	20X5 = 100	07/09/13--03/10/13 26/10/13--21/11/13 28/12/13--23/01/14 15/02/14--13/03/14 12/04/14--08/05/14	Computer
4.	Digital Contents Development Course for Secondary & Higher Secondary Level Teachers Under ICT Project			Education in ICT

2.2.7 Nominated and Procured Courses

There are other phases of training program throughout the year under finance & supervision of different project of MOE, such as:-

- i) **SESIP** (Secondary Education Sector Improvement Project)
- ii) **FSSAP** (Female Secondary Stipend Assistance Project)
- iii) **HSFSP** (Higher Secondary Female Stipend Project)
- iv) **LSBE** (Life Skill Based Education)
- v) **TQI-SEP** etc. (Teaching Quality Improvement in Secondary Education Project.)

Aforesaid training programs are performed successfully and effectively through proper guidance by the skilled teacher trainers of the 5 institutes and renowned resource person of the 5 locality.

2.3 Profile of BMTTI

Education is essential for the development of human resources. In this regard the government of the People's Republic of Bangladesh has taken rigorous initiatives.

Madrasha Education is an inseparable part of the Education System of Bangladesh. Development of the entire education system is not possible without the improvement of Madrasha Education. The enlightened section of the society holds similar view on this issue.

In Madrasha Education System there are nearly 9000 government approved madrasahs where more than 100000 teachers are working to impart knowledge to more than 5000000 students. In the interest of the nation and with a view to modernizing the Madrasa Education System, the honorable Prime Minister of the People's Republic of Bangladesh laid the foundation of the institute on 28th December, 1995. By this a nucleus of the training facilities for the madrasa teachers was created. The institute has reached to its present status by overcoming the obstructions and limitations. It has now become a full fledged government organization.

The institute is providing various short term in service training courses. Some administrative procedures are yet to be finalized to introduce pre service training courses like Bachelor of Madrasha Education (BMEd) and Master of Madrasha Education (MMEd). We hope to overcome the problem within a very short period of time.

2.3.1 Background

Madrasa education in Bangladesh is one of the important streams among three such streams of the education system : a) General Education b) Technical Vocational education and c) Madrasa Education. General education and vocational & technical streams have mechanism /

institutional arrangement for offering pedagogical training to the teachers of these two streams. Now a days it is not absolutely confined to religion only. Many general subjects have been included in its curriculum and syllabus. To implement any education policy in the country, the role of the teachers is the prime. For this reason, teachers' training is undoubtedly considered to be very much important and vital.

2.3.2 The Aims of the Project

- To make Madrasha Education modern and fit for present era keeping pace with the demand of social mutability of the present;
- To create institutional facilities for providing the Madrasha teachers with quality training;
- Making arrangements of training before joining and at the time of in service;
- To assist the Madrasha teachers for enhancement of their skills and quality teaching through training;
- And to reduce the discrimination between the current general education and Madrasha education.

2.3.3 The Aims & Objectives of the BMTTI

- a. To modernize Madrasa Education with the changes of the society;
- b. To build up an organization to train up the Madrasha teachers;
- c. To arrange in-service and pre-service up-to-date training for Madrasha teachers;
- d. To increase quality and efficiency of the Madrasa teachers through training;
- e. To reduce the gap of existing facilities for higher education between General Education and Madrasa Education.

2.3.4 BMTTI at a glance

Bangladesh Madrasha Teachers' Training Institute

Board Bazar, Gazipur (Opposite to Open University)

Starts : 28 December, 1995

2.3.5 Establishing HSTTI : The teachers of Arabic language and literature, Al-Quaran, Tafsir, Al-Hadith, Fiqh etc. in the madrasas and the Islamic studies and Arabic teachers in the general stream had no scope or mechanism for any sort of pedagogical and andragogical training. Under the present Madrasa Education system there are five tiers, e.g. Ibtedayee, Dakhil, Alim, Fazil and Kamil. The number of the Madrasa is increasing day by day. Roughly in Madrasa Education system there are 12000 institutions with about 3.5 million students who receive a combination of religious and temporal education from more than 150 thousand teachers. Among the teachers only 2%—3% have BEd/MEd degrees. For raising the institutional efficiency of the Madrasa through human resource development, this training institution is in operation.

2.3.6 Infra-structural support and technological facilities: The institution has an academic block, which also accommodates administrative unit and an under construction TQI-SEP funded new academic building. The institute has two hostels for male and female trainees with accommodation facilities for 200 and 60 persons respectively.

The institution because of its infra-structural support and technological facilities ensures quality training. The institution has a computer lab fully equipped with modern educational facilities. Each and every classroom is also equipped with modern educational facilities.

Table-10 : Manpower of BMTTI	
Faculty	: 25
Support Personnel	: 19
Total Number of Posts	: 44
<i>Source: Training Brochure of BMTTI</i>	

2.3.7 The Present Courses Offered by BMTTI

1. Subject-based training courses for the Dakhil (secondary) level Madrasa teachers. The duration of the courses is six weeks. The courses are:

- Communicative Arabic language course
- Communicative English language course
- Mathematics Teacher Training course
- Science Teacher Training course
- Computer Applications course

2. Education Administration and Management Courses for the principals of senior (Alim, Fazil and Kamil) Madrasas, Course duration is three weeks;

3. Education Administration and Management Courses for the superintendents of Dakhil Madrasas, Course duration is three weeks;

4. Education Administration and management courses for the Heads of Ibtedayee Madrashes.

2.3.8 In-service Training for the Madrasah Steam

Under the General Education system there are 14 Govt. Teachers Training Colleges and several Non-Govt. T.T. Colleges for training the teachers of secondary level. Moreover, there are also a Teachers' Training and a Research Institute under the Dhaka University; these institutions offer B-Ed, M-Ed and Dip-in-Ed training to the teachers of secondary level. Besides Open University has introduced Teachers' Training under distance education program for secondary school teachers. However, these types of training are not available in Madrasa Education at any level. The Madrasa teachers have no scope for any sort of pedagogical training. As a result, adequate and effective teaching in this sector suffers badly. National Academy for Education Management (NAEM) and other institutions make scattered offers of training program for few heads of Madrashes. However, the number is very insignificant in comparison to the actual requirements. With this institute a nucleus has been created for a modern research and teacher-development for Madrasah.

2.3.9 The Future Aims for Madrasa teachers training :

- a. To provide M. M. Ed courses to the Madrasha teachers and Heads of Madrashes using modern educational technology.
- b. To prepare curriculum and instructional materials for the training of the Madrasha teachers.
- c. To train a group of trainers for training the Madrasha teachers in teaching Modern Arabic and Communicative English language
- d. To help Madrasha teachers in teaching Communicative Arabic and Communicative English with the assistants of modern technology.
- e. To set up two computer labs to train up a group of trainers in the field of IT to promote the teaching of IT in the Madrashes
- f. To introduce multimedia options for ensuring training for all teachers working in Madrashes
- g. To disseminate the training program among Madrasha teachers by organizing training activities at divisional level.

2.3.10 The Courses Conducted by the Institution

(Designed by Ministry of Education or other Govt./UN Agencies)

1. Education Administration and Academic Supervision courses for Head-Teachers/Asst. Head-Teachers of Secondary level Schools. Course is organized and sponsored by FSSAP- phase II. Course duration is 10 days.
2. In-service training program for secondary level school and Madrasa teachers. Course is organized and sponsored by FSSAP- phase II. Course duration is 14 days.
3. A month long Computer training program for Secondary Level School and Madrasa teachers. The Ministry of Education organizes the course.
4. And a one month long Computer training program for Higher Secondary Level College and Madrasa teachers. The Ministry of Education organizes the course.

Table-11: Training Completed after Project Period of BMTTI

(Financed by Madrasa Edn Board)

Training Courses offered	Number of Trained Batches	Total Number of Trained Participants
1. Subject Basis Training Courses (Arabic, English and Mathematics) for Madrasa Teachers at Dakhil Level.	33	3,369
2. Academic Administration and Management Training Courses for Senior Madrasa Principals.	13	536
3. Academic Administration and Management Training Courses for Madrasa Supers at Dakhil Level.	14	446
4. Academic Administration and Management Training Courses for Ebtadye Madrasa Heads.	20	715
	Total	5,066

Source; BMTTI website (11.11.2013)

2.3.11 Training Completed under Projects Funding

Besides the above mentioned courses, BMTTI conducted the training activities at the directives of the Ministry of Education.

Table-12: Training Completed under many Projects Budget

Training Courses Offered	Number of Trained Batches	Total Number of Trained Participants
1. Computer Training Course for School and Madrasa Teachers of Secondary Level.	11	350
2. FSSAP-2nd step Conducted Subject Basis Training Course (English, Science, Bangla and Mathematics).	16	640
3. FSSAP-2nd phase Conducted Academic Supervision Training Course for the Head Teachers of Secondary Level.	7	315
4. FSSAP-2nd phase Conducted Academic Supervision Training Course for the Assistant Head Teachers of Secondary Level.	1	67
5. Under the Population Academic Project Subject Basis Training Course of Ebtadye, Dakhil and Alim Level.	35	4,407
	Total =	5,781

Source; BMTTI website (11.11.2013)

2.3.12 Achievements

Linkage Formed: A professional and Institutional linkage has been formed with NAEM, IER (DU), BOU and NU.

Present Status: BMTTI is moving ahead with its training activities as the revenue budget has been allocated fund from the fiscal year 2006-2007.

B. M ED (B ED) Course Status: One year course has been introduced for Madrasa Teachers.

M. M. Ed. (M Ed Equivalent) Course: Process is underway to introduce the course.

2.4 Profile of NACTAR

2.4.1 History

National Academy for Computer Training and Research (NACTAR) is a training and research institute under the Ministry of Education. To keep pace with the demands of time, Government of the people's republic of Bangladesh established "National Academy for Computer Training And Research" (NACTAR) by the act 12 of 2005 passed by National Parliament by abolishing "National Training and Research Academy for Multilingual Shorthand" (NTRAMS), which was established in 1984. NACTAR has been providing practical and pragmatic training of ICT since its inception. A good number of the members of BCS Administration, Education, Judiciary, Police and Accounts Cadres and members of Bangladesh Army have already taken computer training of varied duration from the Academy.

Besides the members of the cadre services, NACTAR has provided computer & secretarial science training to 27,672 unemployed educated youths, teachers of schools and colleges, members of Bangladesh scouts and employees of private and public organizations. In this way, NACTAR has contributed to the advancement of computer education in Bangladesh.

The Academy is located by the side of Asian Highway near Jahangirabad Cant. of Bogra, Bangladesh, which is called the gateway of North Bengal. The need for well trained Human Resources in the Post Liberal Scenarios is more evident today than before. Our Academy is providing its full efforts to make skilled manpower in the field of Computer Education in Bangladesh. Since its inception, NACTAR has been providing practical and pragmatic training of ICT. A good number of the members of BCS Administration, Education, Judiciary, Police and Accounts Cadres and members of Bangladesh Army have already taken computer training of varied duration from the Academy.

2.4.2 Mission

According to the Act no. 12 of 2005, the mission of the Academy is to disseminate computer and ICT education, to popularize computer technology among common mass, to improve the computer education system, to create skilled manpower in the country, to develop software, to install or establish network and to provide support for e-governance program for the government & autonomous institutions.

2.4.3 Objectives

The Academy has the following other objectives:

- To conduct research, education and training program on computer technology and enhance its improvement.
- To prepare, conduct and evaluate computer-training curriculum for personnel engaged in the Government, semi government, autonomous and non-government institution of Bangladesh.
- To evaluate and award Diploma and certificates among those who completed the training and education courses offered by this academy.
- To fix fees for the training courses, examination, Diploma and certificates organized by the academy.

- To arrange training and research program on computer technology and ICT according to the need of the public and private organization of Bangladesh.

Table-13: Manpower Setup of NACTAR

Category of Post	No. of Post
Director (Head of the Academy)	- 01
Deputy Director	- 01
Sr. Instructor	- 04
Instructor	- 09
Asst. Instructor	- 12
Other Officer	- 07
Total Faculty Post =	- 34
Total Staff Post =	- 93
Total Number of Post	- 127
<i>Source: Administrative Document of NACTAR</i>	

2.4.4 Organizational Setup of NACTAR: The NACTAR has 127 approved post including 34 faculty post.

Table-14: Working Divisions and Sections of NACTAR

Administrative Division	Academic Division
Total Mnapower-74	Total Mnapower-53
Administration Section	Department of Training
Store Section	Department of Research & Publication
Medical Centre	Department of ICT Education
Hostel and Cafeteria	Examination Section
Accounts section	Library
Maintenance	
Registration Section	

Source: Administrative Document of NACTAR

2.4.5 Working Divisions and Sections of NACTAR: There are two divisions and twelve sections are working to achieve the goal of NACTAR which are shown in the table above.

2.4.6 Infrastructure and Facilities

a) Administrative building: Three storied building with 11(eleven)rooms for Director, Deputy Director, Senior Instructors, Instructors, Assistant Instructors, Training co-ordinator and their sections.

b) Academic building: Three storied building with 20 rooms for classrooms, computer labs, type writing labs, library and common room. A well established research cum network control (server) room located in the first floor of the academic building.

c) Hostel: To provide the boarding facilities to the trainees, Academy has two four storied hostel buildings, one is for male and the other is for female trainees. The seat capacity of male hostel is 180 and female hostel is 40. There are 10 comfortable and well-decorated rooms for VIP guests. All modern facilities are available here. The facilities provided for the residential trainees:

- Common room for the trainees for watching TV, plays & cultural programs;
- National dailies & magazines are provided in the reading room;
- Indoor and outdoor sports facilities for the trainees.

d) Rent for VIP rooms in NACTAR Hostels

Sl. no	Personnel	AC Room	Non AC Room
1.	Members of Board of governors	20 Tk	10 Tk
2.	Representative of Government/ Semi-Government/Autonomous organization	100 Tk	50 Tk
3.	Representative of private organization	200 Tk	100 Tk
4.	Representative of NGO and International Organization	300 Tk	150 Tk

Source : Training Calendar 2012-13 of NACTAR

e) Library Facility: NACTAR has a well decorated Library having a vast collection of 6700 books of various categories. Nearly 50 readers can use the library at a time. The location of the Library is on the 2nd floor of the academic building. On an average 3500/4000 readers use this library every month. In each month almost 280/300 books are issued among the valid readers.





f) Conference Hall: On the 1st floor of the Cafeteria building, there is a modern air-conditioned conference hall having 250 seat capacities for seminar, symposium and workshops.

g) Cafeteria: The academy has a well-furnished cafeteria from where the trainees, students, staff and officers can have their food at their own cost. This cafeteria has two rooms, one is for VIP having 20 seats, and another is for the general having 150 seats.

h) Medical Unit: To ensure primary medical support to the students, trainees and employees of the academy there is a medical unit under the supervision of an MBBS doctor.

i) Mosque: There is a mosque in the south-east corner of the campus. 250 people can say their prayer at a time. The students, trainees, visitors, officers and employees of NACTAR, and the local people used to say their regular prayer along with the weekly Fridays zumma prayer in this mosque.

j) Computer labs

-  07 Computer practical labs having 30 computers (pc) in each lab.
-  02 Computer practical labs having 40 computers (pc) in each lab.
-  Hardware Maintenance lab having 2 server computers .
-  02 Type writing Labs.

k) Training equipment facilities

👉 Multimedia Projector.

👉 Overhead Projector

👉 (Pentium iv) Computer.

👉 Besides this NACTAR has network and internet browsing facilities for the Trainees.

2.4.7 Training Courses of NACTAR

To conduct the academic and training program smoothly, the Academy has an important Training Department. NACTAR offers two types of courses and they are as follows:

Table-15: Training Courses of NACTAR					
Academy offers the following Computer Training Courses					
Sl. No	Title of Course	Intake numbers of Trainees per Batch	Minimum Qualification to enter into the Course	Course Fees per trainee	Remark
1	Six Month Course	60	NA	5000/-	NA
2	Teachers Training Course	20	NA	NA	Teachers and other criteria are selected by the Ministry of Education.
3	In-service Training Course	20	NA	NA	Participants and other criteria are selected by the Concern Authority.
4	6 Months Computer Training Course	60 Trainees	H.S.C Above	5000/-	After Training they can apply for computer demonastator/teacher for school and college. Also they can apply for various govt./non-govt offices.

Source : Training Calendar 2012-13 of NACTAR

Other Academic Course: There is a two years course equivalent to H.S.C under the secondary and higher secondary education board, Dhaka. The Course title is “Diploma in Business Studies” After passing SSC or equivalent courses the students can get admitted here. There are 200 seat-capacities in this course.

2.4.8 Table - 15: Board of Governors of NACTAR

Sl.	Designation and Organization	Position
1	Secretary Ministry of Education , Dhaka	Chairman
2	Additional Secretary Ministry of Education , Dhaka	Vice Chairman
3	Join-Secretary Science and Information and Communication Ministry, Dhaka	Member
4	Director General Directorate of Secondary and Higher Education, Dhaka.	Member
5	Director General Directorate of Technical Education, Dhaka.	Member
6	Director General Rural Development Academy, Bogra	Member
7	Chairmen Secondary and Higher Secondary Education Board, Rajshahi	Member
8	Chairman Bangladesh Technical Education Board, Dhaka	Member
9	Professor Rajshahi University of Engineering and Technology, Rajshahi(Nominated/Selected by Vice-Chancellor)	Member
10	Deputy Commissioner Bogra	Member
11	Principal Government Azizul Haque College, Bogra	Member
12	Computer Expert Selected by the Government	Member
13	Representative Selected by Information and Technical Business Promotional Council	Member
14	Representative Selected by Bangladesh Computer Council, Dhaka	Member
15	Director National Academy for Computer Training and	Member Secretary

2.5 Profile of VTTI

Bangladesh continues to struggle to generate the economic development necessary to sustain its population. It remains an agricultural economy, with a large labour surplus which is only partially alleviated by significant labour migration, mainly to the Middle East. Although the latest official labour force survey figures show the large majority of the population to be engaged in some form of wage earning economic activity, most authorities calculate the true level of unemployment to be around 25%. The Bangladeshi Government is pursuing a World Bank inspired liberalisation policy, and successfully completed a three year IMF Enhanced Structural Adjustment Facility (ESAF) Programme in September 1993. Under these programmes, the public sector has retrenched, reducing its demand for labour. It has maintained effective macroeconomic policies under the "enhanced surveillance" procedures from the IMF up to September 1994, and under its own programme thereafter.

2.5.1 Economic Background of Bangladesh : There are some encouraging signs of development in the private sector although of late private investment has fallen overall. Recent observers have pointed to signs of increasing demand for skills in the areas of electronics, communications, computing and related technologies (eg Hughes, 1994).

Parts of the textile industry are also buoyant. The combination of a long-existing labour surplus, and the continued reverberations of the pre-liberalisation policy of sheltering the public sector from labour market forces, has not encouraged investment in skills development. The large majority of labour is recruited untrained, and acquires skills on the job. There is significant unemployment, especially in the short to medium term, amongst engineering graduates and diploma holders. However, at the same time, there are identifiable skill shortages which not infrequently result in under-utilisation of modern equipment, when such investment is made.

2.5.2 Labour Market Information : The lack of comprehensive, consistent, coherent, reliable and timely labour market information is widely recognised in the relevant government ministries and agencies, and has been well summarised in a number of reports on ILO/UNDP projects and ILO sponsored seminars. The following government ministries and agencies are those with primary responsibility for LMI collection:

a) Bangladesh Bureau of Statistics (BBS):- the central government body for population and other censuses in the country. It undertakes a regular Labour Force Survey, the most recent of which was undertaken during 1991-92 and the next of which will take place in 1995-96.

b) Ministry of Labour and Manpower:- the principal and highest level government body that deals with labour market monitoring. It is organised into three divisions, viz:

c) Bureau of Manpower Employment and Training (BMET):- continually engaged in collecting LMI and has primary responsibility for coordinating information on local and overseas labour markets. It operates via 21 District Manpower and Employment Offices (DEMOs). The principal activities of the DEMOs consist of:

- 1) registration of job-seekers;
- 2) collection of vacancy announcements;

- 3) placement of unemployed;
- 4) implementation of self-employment projects; and
- 5) promotion of full employment in terms of both supply and demand.

In addition to the DEMOs, BMET oversees 12 regionally located Technical Training Centres (TTCs), although the formal courses at these institutes are under the control of the Bangladesh Technical Education Board (BTEB).

d) Inspectorate of Factories and Establishment:- monitors working conditions including labour welfare, occupational hazards and on-the-job accidents in factories and other working establishments.

e) Directorate of Labour:- oversees the labour courts and is responsible for settling labour and industrial disputes. It also collects and publishes statistical reports on the labour situation in Bangladesh.

f) Bangladesh Technical Education Board (BTEB) and the Directorate of Technical Education (DTE): - coordinate vocational and technical education at the skills, trade and diploma levels. BTEB is responsible for testing and certification. DTE operates 64 Vocational Training Institutes (VTIs) throughout the country. Both BTEB and DTE collect data related to technical education, the former body having undertaken a number of specific surveys including a tracer study of polytechnic graduates.

g) National Productivity Organisation (NPO):- deals with issues related to industrial labour productivity. It falls under the jurisdiction of the Ministry of Industries. NPO collects basic information through sample surveys to analyze labour productivity.

h) Planning Commission:- the highest level body responsible for developing growth strategies for Bangladesh. It is a major user of LMI and is in continuous contact with the LMI system.

2.5.3 Vocational and Technical Education : The educational structure of Bangladesh is shown schematically in Appendix Four. Formal education in vocational subjects at the undergraduate level starts after the

Higher Secondary Certificate (HSC). Mid-level technical education commences after the Secondary School Certificate (SSC), and the polytechnic sub-system offers three-year courses in engineering technologies leading to the diploma of BTEB. This Board is the national accrediting body for the technical and vocational fields. There are 20 polytechnics of which one (Mohila) is exclusively for females. There are a number of agriculture and allied institutes, textile institutes and commercial institutes, and other specialised monotechnics offering diploma level courses in their respective fields.

2.5.4 Teachers' Training : The TTTC in Dhaka provides teacher training for these establishments. Four ODA Technical Education Advisers are located at the college on long-term contracts to carry out ODA's Technical Education Project. Over 250 polytechnic teachers have completed courses leading to diplomas in technical education. In his review of the project, Oxtoby (1994) refers to the TTTC as a first-class resource. He comments that there is evidence that polytechnic teachers are now beginning to change their teaching strategies in order to give added emphasis to the acquisition by students of knowledge, skills and attitudes more in keeping with the requirements of the world of work.

a) National Skills Standard : Vocational education in Bangladesh caters for occupations at craft level, mostly in the basic trades. The VTIs under the Ministry of Education, and the TTCs under the Ministry of Labour (BMET), form the main network of formal vocational education and training facilities for engineering trades. Enrolment capacity of the 64 VTIs and the 12 TTCs together is over 10,000. The formal courses of these institutes are also under the control of BTEB. The entry requirement is a minimum grade 8 pass. The courses are structured with nine months institute-based training followed by three months industrial attachment. Successful completion of the first year of training leads to certification at National Skills Standard (NSS) 3. Trainees can then gain admission to the second year work at the

same trade, leading to NSS 2 certification. NSS 1 has been identified to be of master craftsman level. Beside training in the engineering trades described above, there are agricultural institutes, youth development centres, social welfare centres, etc., under different agencies of the government, offering a variety of training programmes and income-generating activities.

b) Problems in Training : Vocational education is supported by the Vocational Teacher Training Institute (VTTI) at Bogra. It is widely acknowledged that the VTIs and TTCs have had considerable problems in fulfilling their objectives. They have low prestige and are not well known or well regarded by employers. A World Bank review of 1990 estimated their rate of return to be negative. A senior advisor and a consultant from the ILO area office in Dhaka are currently attached to BMET to work on a UNDP/ILO project, National Vocational Training System Reform. Amongst other things, this project involves efforts to improve the cost-effectiveness of the TTCs and VTIs, and to achieve better utilisation of capacity.

2.5.5 Establishing VTTI : In 1982 a Teacher Training Institute has been established at Bogra for improving the skill of teachers with adequate physical facilities for imparting proper training to the teachers of vocational training institutes. The institute is well equipped to cope with the training needs of teachers, serving in the various vocational institutions. The designed capacity of the institute is 120 trainees each year. The institute offers regular courses of one-year duration but also arranges as and when needed, short refresher courses for superintendents Assistant Supers, and also for teachers for updating, purposes in management and also in skill improvement.

2.5.6 Correlates of In-Service Training in Bangladesh: While many firms in Bangladesh provide little or no formal training to employees, there are some employers that do. This section turns to an exploration of the most important attributes of firms that are associated with in-service

training in Bangladesh. They include factors such as firm size, industrial sector, export-orientation, technological capabilities, education level of the workforce, unionization and the overall business environment.

In establishments with over 16 employees, the incidence of training is on average over 20 percent, rising to over 34 per to finance, scale economies in training provision, education levels of workers, managerial capabilities and use of new technologies. Firms that export or have R & D staff are more likely to report in-service training, as compared to those that do not. On average, 30 percent of firms that export also train their workers as compared to just 23 percent of employers that do not export. The presence of technology licensing agreements, recent introduction of new products, or the adoption of new technologies. Foreign buyers, and to increase labor productivity to meet competitive pressures (Tan and Batra 1995; Batra and Stone 2004). Similarly, 33 percent of firms with R&D train as compared to 25 percent of those that do no R&D. This technology-training relationship is consistent with studies that suggest that effective use of new technology requires a more skilled and trained workforce (Enos 1962; Bell and Pavitt, 1992).

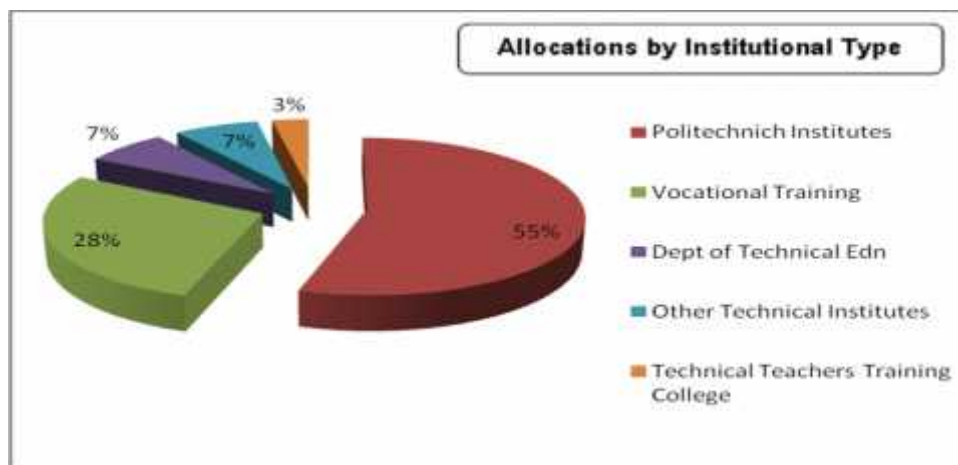
Competency Based Training (CBT) Program at VTTI, Bogra



Competency based training (CBT) program for TVET Teachers successfully started at the Vocational Teachers Training Institute (VTTI) in Bogra. The Inaugural ceremony was held at VTTI Teachers Conference Room. Mr. Atiaur Rahman, Additional Secretary, Ministry of Education (Technical and Madrasah) attended the program as Chief Guest, while Md. Abul Kashem, Director General, Directorate of Technical Education Presided over the inaugural session. Many invited notable dignitaries and senior Government Officials at national and local levels attended the inaugural program. The inauguration ceremony was covered by national and local journalists from the print and electronic media.

The TVET Teachers Training program was sponsored by the Skills Development Project (SDP) of the Directorate of Technical Education. The objective of the project is to reduce poverty and promote economic growth in Bangladesh by increasing wage and self employment of graduates of skills training programs. The project has 4 components: (i) enhanced relevance of and access to technical and vocational education and training (TVET) programs, (ii) improved capacity for good quality TVET delivery, (iii) delivery of relevant skills training, and (iv) project management. One of the Project's main objectives is to empower women through skills training, among others. It will provide employable skills training so that graduates can be employed in both domestic and overseas job markets.

Figure-5 : Allocations by Institutional Type



Source: World bank-2008

A majority of public spending on VET (approximately 55 percent) is given to vocational training institutions, while vocational education institutions comprise the second largest spending category (28 percent). A significantly smaller proportion of funding is allocated to the Department of Technical Education and to the line item 'other technical institutes'. Technical Teachers Training Colleges, meanwhile, receive the smallest share of funds at about 3 percent of the total. This breakdown of spending by type of institution is depicted in Figure 5.

Labour Market Information Demand of Technical Manpower

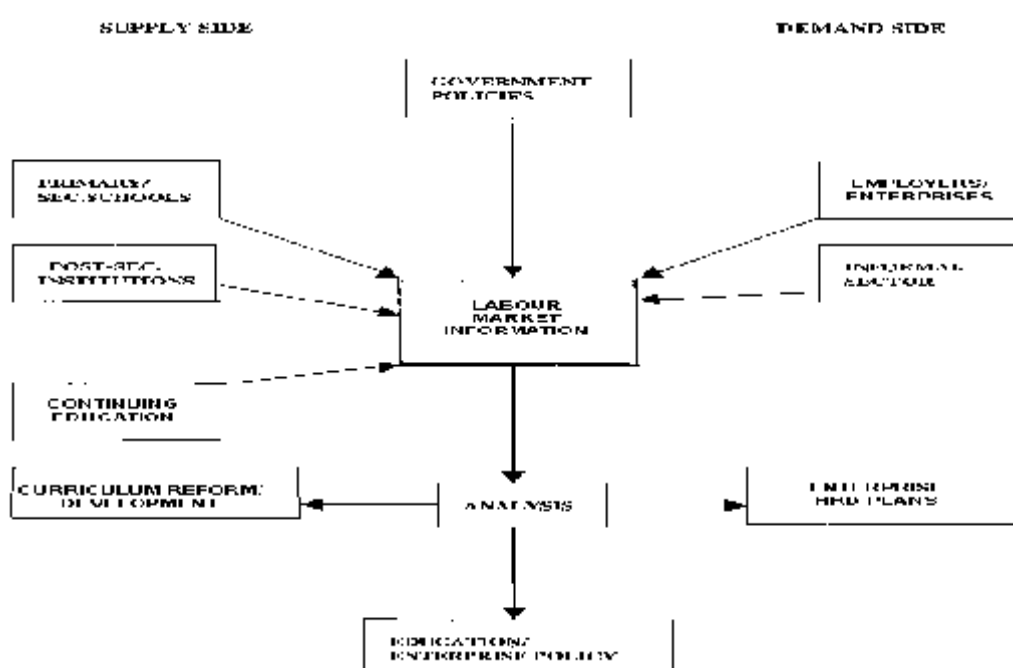


Fig- 6 ; Source: World bank-2015

Demand of Technical Manpower

Labour Market has two sides- demand side & supply side. It depends on education or enterprises policy & government policy and some other indicators. In 2001 total population of Bangladesh was approximately 130 million. Its growth rate has fallen below 1.5 percent but the population should still increase to over 170 million by 2015. Because of internal migration the greatest pressure will be felt in urban areas as the share of the population in rural areas declines. The urban population is projected to increase to more than 65 million by 2015, with the proportion of the population living in urban areas increasing from the current 25 percent to about 35 percent. The absolute number of rural people will nevertheless continue to rise, albeit at a slower rate, reaching an estimated 125 million in 2030. These increases will lead naturally to greater population density, especially in and around Dhaka and other urban areas. Despite significant gains in controlling the rate of population growth, pressure on the labor market will remain high, especially in urban areas.⁷

The working age population (aged 15 to 64 years) **has also grown rapidly.** The working age population has increased by about 20 percent since 1996 to reach about 77 million in 2003. It is expected rise significantly - to reach over 130 million by 2030.⁸

⁷. Swisscontact SARO, Asia Regional Report-2012, pp 104-121

⁸. The World Bank (2006), The Bangladesh Vocational Education and Training System: An Assessment

CHAPTER THREE

Literature Review

CHAPTER THREE

Literature Review

Training management is important for developing the much-needed human resources with appropriate skill and attitude to accelerate the processes of development in the country. In Bangladesh and elsewhere an increased interest has been shown by academics, researchers, professionals, employees and employers in the potential utility of training, especially in training management. While a number of field studies, experiments, case studies and surveys have been conducted in home and abroad. An overview of some relevant studies has been given below:

Rahman, M Ataur (2010) says in his book *Training and Development* that, training is the systematic modification of behavior through learning, which occurs as a result of education, instruction, development and planned experience. Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

National Education Policy (2010) expressed that quality teacher is very much required for quality education. For ensuring quality education, teacher recruitment should be transparent and on the other hand, teachers should be provided continuous training for their professional development. The said policy document also states that the existing teachers training courses provided by training institutions are traditional, partial and certificate oriented, which is based on only theoretical

knowledge, rote-learning and old assessment system. For this our teachers training programs are not giving expected result. The policy also has identified a number of problems of training. These are lack of physical facilities, lack of quality trainers, lack of need-based training etc. Considering these problems, the National Education policy has also recommended some effective measures for the improvement of training quality. These are : i) to modernize the curriculum of teacher education and teacher training; ii) to apply the IT in all training programs; iii) to improve the physical facilities of the training institutions; iv) to undertake studies and research on educational issues; v) to build up leadership quality among the teachers.

National Training Policy (2003), Government of the Peoples Republic of Bangladesh declared a **Public Administration Training Policy**. The policy stated that the training institutions operating in the public sector will devise need-based, result oriented and market responsive training programs aimed at building professionalism of public servants at different levels.

ASTD (2010) found that in 2009, U.S. organizations spent \$125.88 billion on employee learning and development. How much training content do employees retain 1 month, 6 months or 1 year after training has been conducted? ASTD suggested that only 10% to 15% of the content is retained after 1 year (Broad & Newstrom, 1992). This problem is compounded when an organization believes that its regulatory-mandated requirements are met once training has been completed and documented. They focus little on whether the training was effective.

Mc Ardle (1998) utters for a training needs assessment to be effective, it conductor must clearly understand the problem and consider all solutions, not just training, before determining the best solutions and presenting findings to management. "When properly done, a needs analysis is a wise investment for the organization. It saves time, money and effort by working on the right problems. Costly mistakes can arise when an

organization fails to a training needs assessment or conducts one ineffectively.

Khan, MAI (2010) found in his study on '*Role of School Managing Committee of Non-Govt. Secondary Schools for Ensuring Quality Education in Bangladesh*' that too much emphasis on theoretical aspects of training, lack of art of training, absence of training need assessment, weak delivery system, poor trainers' performance etc. are the main limitations of education sector training in Bangladeshi institutes.

UNESCO (2007) has reported through case studies that good practices of training in education essential for sustainable development. The publication of Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability has proven to be a popular document as countries around the world examine what it means to reorient education to address sustainability and how teacher education can contribute to that process. The case studies in this document reflect individual and institutional efforts to reorient curriculum, programs, practices, and policies to address sustainability at institutions of teacher education. The studies come from Africa, Asia, the Caribbean, Europe, and North America. The case studies deal with professional development for in-service teachers, curriculum revision at the pre-service level, research with students in a local school, greening of a building and its garden, creating a network of universities, starting a journal, and creating new undergraduate and graduate programs. The development of human resource and growing demand of training for the self development, initiated by training institutes to introduce the training programs in different are of different kinds in co-operation of GoB, international training organizations, NGO and private enterprises.

Amin Ruhul (2007) attempted to explore the methodological aspect of training. The author also analyzed the theoretical aspects of training management and human resource development. He covers Lectures,

Talks, Demonstrations, Discussions, Case studies, Role playing, Simulations, Brainstorming, Buzz groups, Questions & Answers, Learning centers, Reflections etc in major.

BSTD (2006) revealed that training is considered as an important ingredient of socio-economic development of any individual, organization, community and nation. The number of training institutions and allocation of resources for training are increasing globally. This is true in Bangladesh also; though unfortunately quality consideration is conspicuously absent in many training institutes here. The country has only one training institute that has ISO 9001 certification in recognition of its quality performance. The situation necessitates a country standard for performance assessment of training institutes. BSTD undertook the study to assess the performance of 20 selected training institutions and grade them according to their performance score this study did not include any training institute of education sector. The study adopted qualitative and quantitative approaches.

Burnard (1996) focused the skill development system of the organizations. It is a knowledge base' regarding some practices of HRM in local private manufacturing industries. But the Author did not mention the importance of formal education like primary, secondary and tertiary education in HRM in Bangladesh. He only mentioned the informal education and on the job related training.

Choudhury (1986) identified that Human Resource Management is the most important variable among all the branches of Management for any organization or an institute; because, 'People' or 'Human Resource' are the vital force for the effective operation of an organization, a company or a bank. Yet the 'Human Assets' are visually never shown on the balance sheet as distinct category, although a great deal of money is invested in the recruitment, selection and training of the people. The writer tried to explore methodological aspect of training in his work.

McGhee and Thayer (1966) observed in their study that the ability of training to produce result depends on various factors. These include relevance of the training given, appropriateness of training strategies followed, motivation of the trainers, competence of the trainers' to absorb the effects of training. Training effectiveness has been linked to systematic and continuous assessment on the organization; through organizational analysis, operation analysis and man analysis.

Blair & Seo (2007), shown some settings, training is seen as the answer to all workplace problems. In these cases, training is implemented at every turn. Often, these may leave real problems unsolved. Over-training also can frustrate employees and cause them to question the credibility of management and the training program.

Holten, Bates & Naquin, (2000) found that the transformation from implementing required training to newer, performance-based models only heightens the need to ensure that training is the correct solution and, if so, that it is effective. So, training must have a purpose and that purpose can be defined only if the training/learning needs of the organization and the groups and individuals within it have been systematically identified and analyzed.

Most of the training institutions in the country consider training as a routine activity carried out as a part of their annual obligation, without giving any serious consideration to the impact and quantitative or qualitative return from the investment made for the activity (Husain, 1994).

Honey and Mumford (1989) said, the institutions usually evaluate the participants internally and the participants evaluate the classroom performance of trainers, mostly for preparing a "happiness document" at the end of the program. But a training institution is expected to be a 'learning organization': an organization where people continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspirations is set free, and where people are continually learning how to learn together.

Husain (2000) told, most of the Bangladeshi training institutions are found indifferent to required critical components for organizing quality training programs, assessment of training needs of the participants, evaluation of institutional performance in relation to effective program implementation, achievement of learning objectives of the participants and integration of a ***post-training utilization*** (PTU). As a result, quality consideration is conspicuously absent in the training arena of the country.

Kirkpatrick (1997) conducted study and reported that some situations necessitate performance assessment of each training institution by a competent independent and external professional group or agency on a regular basis. Such external evaluation sensitizes the training institution about its strengths and weaknesses and indicates its position in relation to other institutions. It is true that in addition to such external evaluation, the training institution may have an internal self-assessment system for improving the quality of training. Such self-assessment imparts a sense of self-responsibility among the faculty and encourages them to take the challenges of improving their performance. This cannot, however, substitute the external independent assessment by a professional training society or institution for providing guidance or recommendations towards making the institute forward looking. Though there are some examples in many other countries outside Bangladesh of having training institutes evaluated by independent professional bodies, but unfortunately, such evaluation attempted by any professional body is rare in Bangladesh.

Akita (1999) pointed out in her research work about Kounai-ken, “seems to attach too much importance to the relationship with his or her peer teachers, however, he or she also is conscious as professional teacher in it.” In addition, Akita asserted that building up informal network with peer teachers will form one of the important resources for coming school.

Ford (1981) suggested that training aims to address three domains of learning; knowledge, skills and attitudes. Priest (1990b) argued that the

objectives of outdoor education programs should heighten awareness and develop relationships with self (intrapersonal), others (interpersonal) and the environment (ecological). These first two objectives were common to the branch of outdoor education called 'adventure education' (Hunt, 1989). Priest (1990b) indicated that environmental education was also a branch of education with its own distinct objectives: awareness of ecosystem relationships and ekistics relationships, which refer to the key interactions between human society and the natural resources of the environment.

Shimabara (1998) found that Japanese professional development is embedded in a social context in which peer teachers are committed to creating and regenerating craft knowledge of teaching. They share certain similarities in that building up social network in "Kounai-ken" with peer teachers has great significance for encouraging teacher professional development.

As **Sibson** (1976) described, increasing employee productivity is influenced by four broad areas of work, namely: (1) substitution of equipment for human effort, (2) removal of unwanted practices, (3) improved methods of work, and (4) improved management of human resources at company level. These four broad areas cannot be approached independently since they have many interfaces and interrelations. 4 Differences in cultural factors, economic systems, political systems, legal and industrial relations 5 factors translate into differences in human resource management practices. A warrant is a general principle that creates a logical bridge between particular evidence and a particular claim. (Booth et al., 1995, 112-3).

Large organizations like the International Monetary Fund (IMF), The World Bank, United Nations (UN) sub-organizations and the International Labor Organization (ILO), have not conducted direct studies on human resource management in Bangladesh. However, they underline the

importance of human resource development and management in Bangladesh's development. One of the reasons that no comparative research on human resource management has yet been conducted in Bangladesh might be Bangladesh's recent transition to a free market economy, since in the past mixed period there was a different emphasis on employees and management.

Training evaluation has become an important issue for training researchers and practitioners (**Alliger et al.**, 1997). Training evaluation is both costly and labor intensive (**Salas & Cannon-Bowers**, 2001), and evaluation criteria must be psychometrically sound (**Alliger et al.**, 1997). One of the most popular frameworks of evaluation criteria is Kirkpatrick's typology (**Kirkpatrick**, 1976). This consists of four evaluation criteria, known as the **Four-level Evaluation Model**. However, some studies have revealed a number of conceptual flaws in this framework (**Alliger & Janak**, 1989; **Snyder, Raben, & Farr**, 1980). **Kraiger et al.** (1993) questioned whether the Four-level Evaluation Model differentiates between skills and facts, since the model measures them with the same assessment tools. This is problematic, giving that these elements are substantively different; skills represent the "how" of knowledge, whereas facts reflect the "what" of knowledge. Knowing a fact does not always mean that the person has the skills to demonstrate it. Therefore, different types of assessments are required to measure different types of knowledge. Although many studies have modified the Four-level Evaluation Model (**Brinkerhoff**, 1987; **Hamblin**, 1974; **Kaufman & Keller**, 1994), revised models are still questionable due to incomplete implementation and a lack of empirical testing (**Holton III**, 1996).

Training evaluation becomes more critical when considering how organizations conduct their evaluation. A survey completed by the American Society for Training and Development found that 75% of organizations collected trainee reactions (level 1 of the Four-level Evaluation Model) to evaluate their training program (**Sugrue**, 2003). This indicates that a majority

of the organizations believe that trainee reactions are valid and reliable indicators for determining the effectiveness of a training program. However, researchers have empirically demonstrated the weak correlation between trainee reactions and other evaluation criteria, suggesting that trainee reactions should not be utilized as their only indicator for training evaluation (Alliger & Janak, 1989; Alliger *et al.*, 1997; Arthur *et al.*, 2003; Noe & Schmitt, 1986b).

Salas & Cannon-Bowers (2001) & **Kraiger** (1993) suggested and recommended to highlight the importance of more sophisticated assessments in order to diagnose different types of learning outcomes. Suggested that more detailed and thorough taxonomies of learning outcomes should be applied in the field of training. There are several reasons that organizations continue to solely use trainee reactions. First, it is easy to implement and collect data, since it is a self-reported measure. Second, it is cheaper to plan and implement than levels 2, 3, and 4 from the Four-level Evaluation Model. From an organizational perspective, the optimal solution is to evaluate their training program effectively with less cost and input. However, an organizational decision regarding training solely based on potentially invalid measures (trainee reactions) could eventually lead to an increase in expenses. It is thus important to develop inexpensive and easily applicable evaluation criteria that are pertinent to training effectiveness. The majority of the previous studies regarding training evaluation examined the relationships among different criteria of the Four-level Evaluation Model. The correlations and the predictive validity among the criteria were tested to analyze the effectiveness of a training system and to further develop a sound and meaningful one. As a result, developing more detailed criteria to measure different aspects of the effectiveness of a training system became a paramount issue. Analogously, researchers from educational and instructional design underlined that extensive taxonomies are considered more appropriate to modern learning theories, reflecting a multifaceted nature of learning (Bloom, 1956; Gagne, 1984; Krathwohl, Bloom, & Masia, 1964).

So, the fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource – the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities

From the review of related literature mentioned above it can be assumed that no extensive study has yet been conducted specifically on training management system in Bangladesh. Some of the studies presented above are conducted in different countries other than Bangladesh. Because of the dissimilar socioeconomic conditions in those countries and Bangladesh the results of those studies cannot be generalized and applied in the context of Bangladesh without further empirical investigation. Recognizing the importance, a study in this particular area may be useful for academic as well as professional purposes.

Rahman, M. Aatur (1988) shows in his study report on '*Management Training in Nationalized Commercial Banks in Bangladesh*'– performance evaluation of training management in the banking sector of Bangladesh is not up to the mark. He also described deposits from the public, granted loans against pledges and personal security, granted simple open loans, acted as bailed for his customers subscribed to public loans by granting loans to kings, acted as treasurer and banker to the state, and managed the currency of the country. Indigenous bankers used to maintain a regular system of accounts and borrowers used to sign the loan deeds.¹

In Bangladesh, there have not done any research program on Training Management System in the education sector. This is for the first time research on Training Management System in Bangladesh. The focus of this research is one broad area of improved training institution management for human resources development in the education sector.

¹. Rahman, M. Aatur, (1988), *Management Training in Nationalized Commercial Banks in Bangladesh*, Unpublished Ph D Thesis, Banaras Hindu University, Banaras, India.

Therefore, the present investigation assumes greater significance. Hence, the researcher has undertaken this study to investigate the status of training management system of secondary education in Bangladesh—as an empirical analysis.

CHAPTER FOUR

Research Methodology

CHAPTER FOUR

Research Methodology

4.0 Prelude

Research is a careful study or investigation, undertaken in order to discover new facts or to get additional information.¹ Research is a systematic and unbiased search for knowledge in order to discover new facts or information.² It is a careful search, investigation, systematic and unbiased investigation towards development of knowledge.³ A research originates more often in the existence of some unexplained facts. The research proposal provides a systematic plan of procedure for the researcher to follow. It is comparable to the blue print, which the architect prepares before the bids are let and building commences.⁴ Research is considered to be the formal, systematic, and intensive process for carrying on a scientific method of analysis, towards the solution of a problem. It generally requires a systematic structure of investigation, resulting in some sort of formal record of procedures and finally the preparation of a research report containing the suggestions and conclusions.⁵ Research is essentially an intellectual and creative activity. The mastery of techniques and process does not guarantee research competence. Though this skills may help the creative problem solver to reach his objectives more effectively.

Methodology means the way of doing a research systematically. A method involves a process or technique in which various stages or steps of collecting data information of explained and the analytical techniques are defined. Methodology is also as a set of methods used in a particular area of activity. It has also considered the logics behind the use of the methods

¹ Hornby, A. S., *Oxford Dictionary*, 1999, p.601.

² Ibid. (1999), p.601.

³ Ahmed, S. K., April (2000), *Joy Advanced Learner's Dictionary*, Joy Books International, Dhaka, Bangladesh, 5th Edition, p.951.

⁴ Parsons, Earl H., (1989), *The Data Base Expert's Guide*, Mc. Graw Hill Book Company, New York, U.S.A., p.263.

⁵ Samuel, Smith, (1959), *The Best Methods of Study*, Harper and Row Publishers, New York, U.S.A., P.752

in the context of particular study and explained why it has used a particular method or technique.

4.1 Research Setting: Research derives a creative study or enquiry or investigation or intensive examination of the existing ideas to discover new ideas with a view to revise old ideas. Research is a logical, systematic, and scientific process aimed at and directed towards the discovery and development of an organized body of knowledge. Research is the manner in which we attempt to solve problems in a systematic effort to push back the frontiers of human ignorance or to confirm the validity of the solutions to problems others have presumably resolved.

This research attempts to develop a conceptual framework to construct a model, develop a measure of training management system as well as its proper execution & implementation in the training institutions in Bangladesh. Because human being are the best assets in this universe; not a commodity product in case of conducting the HRM activities. The essence of human resource management is to bring about the full utilization of human resources of the organization, to see that employees' work effectively to achieve organizational goals. For this reason, it is important to execute training management system in the training institutions.

4.2 Selection of the Study Area : Secondary education is an important stage of the overall education system in Bangladesh as the quality of higher education depends to a great extent on it. While the Ministry of Education is responsible for policy formulation in secondary education, the **Directorate of Secondary and Higher Education (DSHE)** is responsible for implementation of the same. It will pursue comprehensive policy, institutional and systemic development required for sustainable development of secondary education management. Under the ministry of education, there are five types of training institutions are responsible for in-service training for the teachers, administrators and staff of secondary education sub-sector for quality improvement.

4.3 Design of the Research : A research design is the arrangement of the conditions for collection of information, analysis & interpretation of information in a manner, which aims at combining relevance to the research purpose with the economical procedure. In fact the research design is the blue print for the research activities as such this design includes its operational implication to finalize of information. Practically the research work is designed including the topic, need for the study, sample/ area of the study, types of the study, sources of information, period of the study, sample of the study, data collection, analysis & interpretation of data, utilization of different accounting & statistical tools & cauterization of the study, etc. Keeping in mind the stated designed; following decisions have been taken for the study. Research is designed with a chalked out/plan for the study which would be used as a guide line to collect data & analysis & interpretation of data all over the research work for the study.

4.4 Sources of Data : It becomes important to look into the sources of data, method of collection, the choice of material to be collected and management of the field source. Data were collected from different sources for the study. The researcher has classified the sources of data into two categories, viz, Primary Source and Secondary Source. The entire first hand information afresh. However, the ventures of primary source were avoided where secondary data were available. Time and cost involvements have also got a determining effect upon the choice.

4.4.1 Secondary Sources: Secondary data are those which the researcher has collected from the publications of various agencies. Secondary data are used in conservation of the objects and scope of the investigation and the suitability of secondary data where no better results can be obtained though primary investigation. The secondary source of data comprises of --

- i. relevant official documents and records of training institutions;
- ii. Information booklets;
- iii. Government of Bangladesh documents;

- iv. Periodicals and journals;
- v. published books and relevant research reports;
- vi. Statistical Year Book of Bangladesh,
- vii. Statistical Pocket Book of Bangladesh etc.

For the purpose of this study the researcher collected data and information from many libraries of Dhaka city. Moreover many journals were used to collect information they were as follows --

Name of Journal	Publisher / ISSN
Journal of ASIATIC SOCIETY	Asiatic Society
Journal of Management	Dhaka University
Social Science Review	Dhaka University
Journal of Banking and Financial Services	Dhaka University
BIBM Journal	BIBM
BIDS Journal	BIDS
International Journal of Applied Management	ISSN : 1742-2590
International Journal of Applied Management, Education and Development	ISSN : 1742-2639
International Journal of Applied Training and Development	ISSN : 1745-5731
International Journal of Applied International Business	ISSN : 1743-2111
International Journal of Applied Knowledge Management	ISSN : 1746-8167
International Journal of Applied Management of Change	ISSN : 1744-8190
International Journal of Applied Operations Management	ISSN : 1744-8182
European Journal of International Management	ISSN : 1751-6765
Global Strategy Journal	ISSN: 2042-5805
Journal of International Business Studies	EISSN: 1478-6990
Journal of International Economics	ISSN: 0022-1996
Journal of International Management	ISSN: 1075-4253
Management International Review	EISSN: 1861-8901
Journal of the Learning Sciences	EISSN:1532-7809
Sociology of Education	EISSN: 1939-8573
Educational Research Review	ISSN: 1747-938X
American Journal of Education	ISSN: 1549-6511 University of Chicago
Journal of Teacher Education	AACTE / SAGE
Teaching and Teacher Education	ISSN: 0742-051X
Journal of Higher Education	ISSN: 0022-1546 Ohio University
Educational Technology Research and Development	EISSN: 1556-6501

Review of Research in Education	EISSN: 1935-1038
American Educational Research Journal – SAGE	AACTE / SAGE
PROSHIKKHAN – A Journal of Training and Development	BSTD, Dhaka
NAEM Journal	NAEM, Dhaka
Journal of Business	Dhaka University
Arts Faculty Journal	Dhaka University
Journal of Education (IER)	Dhaka University

4.4.2 Primary Sources of Data : The NAEM is responsible for in-service training in all relevant fields of secondary education of the country. So, maximum primary data were collected from the NAEM. Moreover the institutions engaged in training at secondary level education were brought under this study. For collecting information and data from the primary sources, following techniques were used.

a) Sample Design and Techniques: The study was designed to collect the desired information necessary for the purpose keeping in view the cost and time constraints. Knowledgeable individuals were interrogated to obtain the relevant information. The survey of this kind was another approach to collect and synthesize the reservoir of experience⁶ of the trainers and trainees, who had ideas and views on the subject.

b) Population and Sampling: Sampling⁷ techniques applied to the study have been designed with utmost care, with a view to making the study free from bias. Similar caution has been taken in the selection of study samples viz., selected training institutions and respondents as well as the period of study. Furthermore, the present study was a self-financed project. Researcher should discuss the most common types of sampling designs that are found in normative survey studies because; research represents the design which is merely 'to pick a sample' Virtually it is a method of obtaining data about the population⁸ by investigating only a representative portion of them. Before the researcher proceed from research settings tool to the collection of data, it was necessary to pause for a consideration of sampling.⁹

4.5 Sampling Procedure of the Research

The data for the present study were collected mainly through interviewing the respondents from five categories such as : a) 5 heads from 5 types of institutes (interviewed), b) 30 trainers were interviewed from 5 types of

6. Abedin, Dr. M. Zainul (1996), *Population and Sampling*, Op.cit. p. 66

7. Ibid., p. 67

8. Ibid., p. 72

9. Festinger, L & Katz, D.N. (1966), *Research Methods in the Behavioral Science*, New York, U.S.A., P.173

institutes (selected purposively), c) **184** trainees of NAEM (selected purposively) from different training courses, d) **100** trainees from other 4 institutes (selected purposively) from different training courses, e) **10** Education/Training/Management Experts for focus group discussion (Experts were selected purposively).

It has been taken the **confidence level** and the **confidence interval** together, more than 95% and it was sure that the true percentage of the population was between 5% and 60% (Please see the footnote).^{Note} The researcher has 14 years of experiences in training field. He thought that responses would be same, whatever may be number (sample). Moreover, some facts and figures were gathered by observation, primarily, the researcher tried to make close contact with the respondents to make them feel free and frank in answering the questions. In addition to questionnaires the researcher conducted a good deal of formal talks with the respondents to get some of the implicit information; success was achieved by obtaining some very useful information which made the study rich.

(i) Sample Size : A purposive non-probability sampling technique was followed to get the required sample size from the respective population. A detail of the sample characteristics is presented in the following table :

Table-16: Characteristics of Sample

Sl.	Population	Sample Size	Collected Data from Different Types of Respondents
01	Training Institutes: Five types (NAEM, HSTTI, BMTTI, NACTAR & VTTI) (Total number : 09)	05 head of 05 institutes were interviewed	NAEM, HSTTI, BMTTI, NACTAR & VTTI
02	Trainers of Training Institutes: (Total number: 127) **	30 trainers were interviewed	NAEM - 10 HSTTI - 05 BMTTI - 06 NACTAR - 05 VTTI - 04

Note: **The statistical Sampling Method shows --**

The **confidence interval** (also called margin of error) is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if we use a confidence interval of 4 and 47% percent of our sample picks an answer we can be "sure" that if we had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer.

The **confidence level** tells us how sure we can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means we can be 95% certain; the 99% confidence level means we can be 99% certain. Most researchers use the 95% confidence level.

When we put the confidence level and the confidence interval together, we can say that we are 95% sure that the true percentage of the population is between 43% and 51%. The wider the confidence interval we are willing to accept, the more certain we can be that the whole population answers would be within that range.

03	Trainees of NAEM : (Total number of participants in different training courses in a year : 4000 (Aprxt))	184 (Trainees were selected purposively from different (secondary) training courses)	69th EAM Course - 35 73rd EAM Course - 40 78th EAM Course - 45 34th CEC Course - 34 34th ICT Course - 30
04	Trainees of other Institutes : (Total number of participants in different training courses in a year : 2000 (Aprxt))	100 (trainees were selected purposively from different training courses)	HSTTI - 29 (Subject based) BMTTI - 50 (Subject based) NACTAR - 21 VTTI - 00
05	Education/ Training/ Management Expert (From national level) For Focus Group Discussion	10 (Experts were selected purposively)	
		Total=329	Total Respondent =329

**** Total Existing Faculty Post – in the 5 sample Training Institutes (A part of table-7)**

Sl.	Faculty Post	Created No. of Post	Existing No. of Post	Remarks
01	NAEM	91	60	Total Existing
02	HSTTI (each)	10	09	Faculty Post - 127
03	BMTTI	25	25	
04	NACTAR	26	25	Some are vacant and some are working outside
05	VTTI	46	08	

The empiric part of the study has been designed to test the findings from theoretical analysis. In course of the present study, the commonly used methods for empirical study, desk study and interview methods have been followed simultaneously. Due to financial and time constraints, the researcher could not select more respondents. Therefore, present researcher preferred the purposive sampling method keeping the aforesaid circumstances in view.

Table-17 : General Information of the Respondent of the (5 Heads) of the Training Institutions

Item	General Information of the 5 Institutional Head			
Education	Ph. D : None	Masters : 05	Bachelor : None	Foreign
Age	50—59 yrs : 5	40—49 yrs : 00	30—39yrs : 00	Degree: None
Gender	Male : 5	Female : 00	Others : 00	
Experience	26 & more yrs : 5	21—25 yrs : 00	Below 25 yrs : 00	
Publications	1 head have 02	Others have not	---	
Training	05 & more Trg : 1	03 Trg : 04	Below 03 Trg : 00	

Table-08: In educational qualification, all (100%) the heads of 5 institutions have master's degree. But none have Ph. D or foreign MS degree; in ages, all (100%) the heads of 5 institution belong to 50-59 year age group; in gender, all (100%) heads are male; in experiences, all (100%) the heads of institution have 26 years and more service experience; in case of publications, only one (20%) head has two publications and others (80%) have not; and in receiving training, all (100%) the heads have received in-service training 3 or more.

Table-18 : General Information of the Respondents (Trainers) of the Training Institutions

Criteria	Items	Head of Institutions (N=30)	
		Frequency	Percentage
Education	Bachelor	04	13.33
	Masters	22	73.33
	MS/ M. Phil.	01	03.33
	Ph. D.	03	10.00
	Total =	30	--
Age	30—39 years	04	13.33
	40—49 years	17	56.66
	50—59 years	09	30.00
	Total =	30	--
Gender	Male	06	20.00
	Female	24	80.00
	Total =	30	
Experience	01—10 years	06	20.00
	11—20 years	14	46.66
	21—30 years	07	23.33
	31—40 years	03	10.00
	Total =	30	--
Publications	No publication	08	26.66
	01---05	13	43.33
	06—10	07	23.33
	10 +	02	06.66
	Total =	30	--
Training Obtained	<i>EAM</i>	04	13.33
	<i>Education administration</i>	06	19.99
	<i>Education management</i>	02	06.66
	<i>Educational planning</i>	10	33.33
	<i>Subject-based training</i>	06	19.99
	<i>Foundation training</i>	28	93.33

	<i>Total =</i>	30	--
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Table-09: This table shows that regarding education of the trainers, out of 30 trainers, four trainers (13.33%) have only bachelor degree; twenty two trainers (73.33%) have master degree; one trainer (3.33%) has M. Phil degree and three trainers (10%) have Ph. D degree. As they are holding an honorable position, maximum should have the highest degree.

In age groups, four trainers (13.33%) are included in 30-39 age-group; seventeen trainers (56.66%) are included in the age group of 40-48 ages; nine trainers (10%) are included in the age group of 50-59 years;

Regarding gender of the respondent trainers, six trainers (20%) are female and the remaining twenty four trainers (80%) are male. At least 40% should be female trainers.

In experiences, six trainers (20%) have 1-10 years experiences; fourteen trainers (46.66%) have 11-20 years experiences; seven trainers (23.33%) are included in the age group of 21-30 years range; three trainers (10%) are included in the age group of 31-40 years experiences.

Regarding publications, eight trainers (26.66%) have no publications; thirteen trainers (43.33%) have 1-5 publications; seven trainers (23.33%) have 6-10 publications; only two trainers (6.66%) have 10 and above publications. Every trainer should have 5 publications.

In participation of training, four trainers (13.33%) have training in Educational Administration and Management (EAM); six trainers (19.99%) have training in Educational Administration; two trainers (6.66%) have training in educational management; ten trainers (33.33%) have training in educational planning; six trainers (19.99%) have subject-based training; and twenty eight trainers (93.33%) have foundation training arranged by the NAEM. Every trainer should have ToT and CPD training. He should participate at least one training per year.

4.6 Instruments used for Data Collection : Two sets of questionnaires and One Focus Group Discussion (FGD) were personally administered by the researcher to collect information and data. At each interview, the researcher tried to choose the most important and appropriate answers for the particular question. The wording of the questions was tailored to the respondent's level of education and function within the organizations. An observation **checklist** was prepared for collecting data and information from the training institutions. The data collection tools were as follows :

(i) Questionnaire for the Trainers : Data on qualitative and quantitative variables were collected from the **trainer** and **head** of the training institutes through **Questionnaire**. The items included in the **Questionnaire** were comprehensive and objective in nature.

(ii) Structured Questionnaire for the Trainees : A set of Structured Questionnaire was developed for the **trainees**, for knowing their knowledge and skills achieved from the training courses and training management system of the institutes. Contents of questionnaire were relevant with the set objectives of the study.

(iii) FGD : One Focus Group Discussion was adopted for collecting data and information from the trainers of NAEM and other educational administrators, managers and teacher educators and the experts were selected purposively. The issues were relevant with the set objectives of the study. The three issues were as follows :

- a) Issue-1 : How the training institutions manage their in-service training properly and systematically in the secondary education sub-sector ?
- b) Issue-2 : What are the strengths and weaknesses of training management system followed by the training institutes ?
- c) Issue-3 : What recommendations should be proposed for policy implications regarding training management system of secondary level education of Bangladesh ?

(iv) Observation checklist : A **checklist** was prepared for collecting data and information from the training institutions. The observation checklist

contained 43 items.¹⁰ The questions were both open-ended and structured in nature. It also covers 36 Verifiable Indicator. The checklist was divided into 5 sections as follows :

- Section-1 : Institutional Profile and Management System
- Section-2 : Status of Faculty Members
- Section-3 : Management Information System (MIS) of the Institution
- Section-4 : Focus on Training Functions
- Section-5 : Information about Infrastructure and Related issues

4.7 Selected Training Courses for this Study : The institutes are conducting ten basic training courses for various types of trainees. For this study it has been selected six courses from the course-list.

Table-19: Selected Training Courses for this Study

Sl.	Name of Training	Clientele	Trg. Institute
1	Educational Administration and Management Training Course(3 week)	Heads of secondary level Institution	NAEM
2	Computer and ICT Training Course (3 week)	Secondary Teacher	NAEM
3	Communicative English Training Course (3 week)	Secondary Teacher	NAEM
4	Subject Basis Training Course (Dakhil Level)	Madrasah Teacher	BMTTI
5	Computer Training Course (6 Month)	School Teacher	NACTAR
6	Subject-Based Training Course	Higher Secondary Teachers	HSTTI
7	Skill Development Training Course	VTI Teacher	VTTI

The respondents were asked to complete a set of structured questionnaire on training management after the interview had taken place at any time and their convenience. With the questionnaire the researcher aimed to countercheck the data and information he had obtained through the interviews, field survey & personal observation.

4.8 Indicators were used in the Study : *‘An indicator is a substance that undergoes a distinct observable change when conditions in its*

¹⁰. The Questionnaire is given in the Appendix.

solution change.’¹¹ A variable is any characteristics, number, or quantity that can be measured or counted.¹² A variable may also be called a **data item**. Age, sex, business income and expenses, country of birth, capital expenditure, class grades, eye colour and vehicle type are examples of variables. It is called a variable because the value may vary between data units in a population, and may change in value over time.

For this study 35 indicators were verified in different training institutions. The indicators with the means of verification were measured the areas of training activities are as follows: -

Table-20: The indicators with the means of verification

Activities	Verifiable Indicator	Means of Verification
1. Organizational Profile	a) Period of existence of the institution	Official document
	b) Vision	Official document
	c) Mission	Official document
	d) Goal	Official document
	e) Objectives	Official document
	f) Organizational chart	Official document
	g) Management responsibility and authority	Official document
	h) Job description	Official document
	i) Performance management system	Official document
	j) Career development planning	Official document
	k) Strategic planning	Official document
	l) Financial sustainability	Govt. financial support
	m) Management information system	Official document
	n) Library and Information services	Observation
	o) Logistic support	Observation
	p) Physical infrastructure	Observation
	q) Networking	Networking established
2. Activities	Types of training provided	Decision of the authority
	Training need identification	Baseline survey / training need survey report

¹¹. Anderson, D.R.; Sweeney, D.J.; Williams, T.A.. (1994) Introduction to Statistics: Concepts and Applications, pp. 5–9. West Group. ISBN 978-0-314-03309-3

¹². Warne, R. Lazo, M., Ramos, T. and Ritter, N. (2012). Statistical Methods Used in Gifted Education Journals, 2006–2010. *Gifted Child Quarterly*, 56(3) 134–149.

Training Functions	Preparation of training curriculum	Committee formation and curriculum report
	Setting training objectives	Document: curriculum
	Identification of contents	Document: curriculum
	Training methods used	Document: curriculum
	Assessment of trainees	Document: curriculum
	Training participants (nos. & types)	Practice per course
	Education / competency level of faculty	Curriculum vitae
	Publications	Books, Manuals, Research report, Journals, Bulletins
	Incentive package for faculty	Award, recognition
	External resource person	Extent of use
	Training monitoring	Official report
	Field exposure and demonstration	Field practicum
	Performance assessment and evaluation	Course evaluation reports
	Reading materials for trainees	Handouts, manuals, etc
3. Impact Evaluation	Knowledge and skill achieved by the training	Scheduled Questionnaire
	Status of implementation of knowledge and skill at institution level	Practice in Training. institution

4.9 Data Processing : Data collected from different sources, were processed, and reduced to some convenient forms for their clear presentation and interpretation with the help of computer to cover a wide range of materials since the collected information were huge. The informative data collected by the survey was processed through the application of various statistical methods. Simple Mathematical and statistical tools have been used for analyzing the data collected from different sources. Furthermore, Graphs, Charts, Figure etc. have been used in appropriate cases for clear classification and easy understanding of the results.

4.10 Analysis of Data : The basic assumption underlying the study is that a sound management system does influence the performance of the training institutes of Bangladesh. The researcher as such attempted to detect the forces, which were ineffective in making the system successfully. In view of the nature of the study design, the techniques used for the analysis¹³ are categorization, tabulation, percentage, ranking method, and charts. Findings are confined to factual reporting and are unembellished by the opinions of the researcher or by his prejudices.

¹³ The present researcher's own design.

4.11 Measuring Instrument : BSTD Standard is followed in the present study to assess the performance of training institutions in Bangladesh. Bangladesh Society for Training and Development (BSTD), is the national professional organization of the trainers in Bangladesh (BSTD, 1982). In the absence of a country standard for quality management of training institutions and delivery of quality training, it has come forward to suggest a set of performance criteria corresponding to selected components (parameters) of basic structure, for introducing a Bangladesh Standard. As an initial step for introduction of the Bangladesh Standard, BSTD has decided to embark on setting a country standard based on the criteria to assess the performance of training institutions in Bangladesh. To start with the assessment, a short list of selected training institutions (institutional members of BSTD in reverse alphabetical order) in the country was prepared.

4.12 Duration of the Study : The present study was carried out during the period of from January 2011 to December 2014. The interview session was from 10 am to 5 pm on working days only. Each of the respondents was interviewed personally for completing the questionnaire.

CHAPTER FIVE

Secondary Level Training Management in Different Countries

CHAPTER FIVE

Secondary Level Training Management in Different Countries

5.0 Prelude

Present study was designed to evaluate critically the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh. Therefore, it is relevant to depict the present scenario of secondary level training management in different countries especially Bangladesh, India, England, Australia, Japan and Thailand.

Training Management in Secondary education

a) Secondary Education : Normally Secondary education takes place in secondary schools, taking place after primary education and may be followed by higher education or vocational training. In some countries, only primary or basic education is compulsory, but secondary education is included in compulsory education in other countries. Secondary school (as in middle/junior-high and high schools) is a school which provides children with part or all of their secondary education, typically between the ages of 11-14 and 16-18, although this varies. It comes after primary school or middle school and may be followed by higher education or vocational training.

b) Training Management : Training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has and what the job demands. Human Resource Management is concerned with the planning, acquisition, training and developing human beings for getting the desired objectives and goals set by the

organization. The employees have to be transformed according to the organizations' and global needs. This is done through an organized activity called Training Management.

c) Objectives of In-service Teacher Training: In-service teacher education has to be organized for achieving the following broad objectives :

- I. to upgrade the qualifications of under-qualified and/or untrained on-the-job teachers;
- II. to upgrade the professional competence of serving teachers;
- III. to prepare teachers for new roles;
- IV. to provide knowledge and skills relating to emerging curricular changes - content, process and evaluation;
- V. to make teachers aware of critical areas and issues, like, competency-based learning, multi-grade, multi-level and multi-channel teaching, teaching students of disadvantaged groups, meeting educational needs of children with learning problems, developing inquiry skills, use of mass media in education, community participation and educational development of dyslexic children;
- VI. to overcome gaps and deficiencies of pre-service education.

In-service programs need to be built around 'transformational objectives', i.e. increasing motivational level, enriching self-concept, building climate of inquiry and making teachers reflective practitioners. The thrust of transformational objectives is to develop such qualities in teachers as would enable them to become receptive, perceptive, reflective, innovative and dynamic.

5.1 Bangladesh: Training Management in Secondary Level

5.1.1 Secondary Education in Bangladesh : The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is

called higher secondary. There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institute/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In secondary education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies. High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class X when students are to appear at the public examination called S.S.C. (*Secondary School Certificate*). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are nine such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, Barisal, Dnajpur and a Technical and a Madrasah Education Board.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (XI--XII), which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges.

5.1.2 Responsible Authorities of Bangladesh for Teacher Training

In-service teacher training within the overall framework of teacher development is a crucial role to play. It has no formula but a reality that those who teach should never finish to learn. The National Policy on Education-2010 stipulates that teacher training is a continuous process and its in-service components are inseparable. Responsibilities of teacher training in many sub-sectors of education area are :

- 1) Primary Teachers Training Institutes (PTIs) are responsible for primary teachers training (pre-service & in-service) ;
- 2) Teachers Training Colleges (TTCs) are responsible for secondary teachers training (pre-service) ;
- 3) Institutes of Education and Research (IERs) are responsible for secondary teachers training (pre-service) ;
- 4) National Academy for Primary Education (NAPE) is responsible for primary teachers and administrators training (in-service) ;
- 5) National Academy for Educational Management (NAEM) is responsible for secondary teachers and administrators training (in-service) ;
- 6) Higher Secondary Teachers Training Institutes (HSTTIs) are responsible for higher secondary teachers training (in-service) ;
- 7) Bangladesh Madrasah Teachers Training Institute (BMTTI) is responsible for Madrasah teachers training
- 8) National University (NU) is responsible for college teachers (honours) training (in-service) ;
- 9) Bangladesh Agriculture University (BAU) is responsible for newly recruited university teachers training (in-service) ;

The initiatives have been taken by the Government in many setting up with many ways. But those are not adequate; major developments are needed in this regard.

5.1.3 Training Institutions of Secondary Education Sub-sector: Under the ministry of education, there are five types of training institutions are responsible for in-service training for the teachers, administrators and staff of secondary education sub-sector. They are as follows :

- (i) The **National Academy for Educational Management (NAEM)** is responsible for in-service training in all relevant fields of education at post-primary level of the country and to achieve this aim the strategy has been taken to provide massive and continuous training of teachers and also to ensure quality of education and management training for teachers and educational

administrators. It deals with in-service training on education administration, management, planning and research in education.

(ii) Higher Secondary Teachers Training Institute (HSTTI) is responsible for in-service training of higher secondary teachers. There are 5 number of HSTTIs in Bangladesh.

(iii) Bangladesh Madrasah Teachers Training Institute (BMTTI) is responsible for training of Madrasah teachers. There is only one BMTTI at Gazipur.

(iv) National Academy for Computer Training and Research (NACTAR) is located at Bogra. The is responsible for training on ICT to secondary & higher secondary teachers. It is the rename of former NTRAMS. There is only one NACTAR in Bangladesh.

(v) Vocational Teachers Training Institute (VTTI) is located at Bogra. The main responsibility of VTTI is training on technical skill development to the vocational and technical teachers. There is only one VTTI in Bangladesh.

Moreover BANBEIS, NCTB, BIAM, DSHE & BCC conduct some special teacher training short courses. In addition, MoE directed DSHE projects like, - TQI-SEP, SESIP, SESDP, SEQAEP SESP & SDP also carry out their training agenda according to their project goals.

5.2 India

5.2.1 The School System : India is divided into 28 states and 7 so-called “Union Territories”. The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject — that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India (GoI) was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976 so that education now comes in the so-called *concurrent list*. That is, school

education policies and programmes are suggested at the national level by the Gol though the state governments have a lot of freedom in implementing programmes. Policies are announced at the national level periodically. The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes.

5.2.2 Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshasila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most of the universities in India are controlled by the Union or the State Governments.

5.2.3 Present situation : India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India was 5% and in terms of value was estimated to be worth US\$40 billion in 2008 but had increased to US\$68–70 billion by 2012.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all rural 15-16

year olds were enrolled in school. However, going forward, India will need to focus more on quality.

Gross enrollment at the tertiary level has crossed 20% *(as per an Ernst & Young Report cited in Jan 2013 in Education News/minglebox.com)*

As per the latest (2013) report issued by the All India Council of Technical Education (AICTE), there are more than 3524 diploma and post-diploma offering institutions in the country with an annual intake capacity of over 1.2 million. The AICTE also reported 3495 degree-granting engineering colleges in India with an annual student intake capacity of over 1.76 million with actual enrollment crossing 1.2 million.

According to the University Grants Commission (UGC) total enrollment in Science, Medicine, Agriculture and Engineering crossed 6.5 million in 2010. Charu Sudan Kasturi reported in the Hindustan Times (New Delhi, 10 January 2011) that the number of women choosing engineering has more than doubled since 2001.

In the India education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities/colleges/institutions affiliated to the federal government there is a minimum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Andhra Pradesh had 83.33% reservation in 2012, which is the highest percentage of reservations in India.

5.2.4 Legal and Institutional Framework : Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training).

5.2.5 Pre-service training : The National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

5.2.6 In-service training : The country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialized courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted

with active role of the civil society, unaided schools and other establishments. (*link to Teacher Education portal, <http://teindia.nic.in>*)

5.2.7 Financing of programmes and activities : For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs. For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies In Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.

5.3 England: Training Management in Secondary Level

5.3.1 Secondary Education : In England, Wales and Northern Ireland, students usually transfer from primary school straight to secondary school at age 11. In a few parts of the UK there are middle schools for ages 9 to 13 (similar to American middle schools), and upper schools for ages 13–18. A handful of 8-12 middle schools, an 12-16 or 18 secondary schools still exist. These schools were first introduced in September 1968, and the number rose dramatically during the 1970s, but the number of such schools has declined since the mid-1980s.

It is uncommon, but sometimes secondary schools (particularly in South West Wales) can also be split into 'Upper' (ages 13–16) and 'Lower' secondary schools (ages 11–13).

5.3.2 Compulsory Education : Education is compulsory up until the end of year 11 (the last Friday in June in the academic year a person turns 16), and schooling can continue for a further two years after that. Traditionally the five years of compulsory secondary schooling from ages 11 to 16 were known as "first year" through to "fifth year," (and still are in the private sector) but from September 1990 these years were renumbered Year 7 through to Year 11 (Year 8 to Year 12 in Northern Ireland) with the coming of the National Curriculum.

After Year 11 a student can opt to remain at school, transfer to a college, or to leave education and seek work or to start an apprenticeship. Those who stay at school enter Years 12 and 13 (Years 13 and 14 in Northern Ireland). These years are traditionally known as the Sixth Form ("Lower Sixth" and "Upper Sixth"), and require students to specialize in three to five subjects for their A Levels. In ever-increasing numbers since the 1990s some students also undertake more vocational courses at college such as a BTEC or other such qualification.

This is an unusually specialized curriculum for this age group by international standards, and recently some moves have been made to increase the number of subjects studied. After attaining the relevant A Level qualifications the student can enter university.

5.3.3 Education Reform Act : The Education Reform Act 1988 established a national curriculum and regular assessment of performance for children of ages 5 to 16 in all state schools in England and Wales. Similar legislation was passed in Northern Ireland in 1990. In England, Scotland, and Wales parents have a statutory right to express preference for a specific school.

Those students seeking university entrance must successfully complete a series of examinations that result in the General Certificate of Education. These examinations have two levels: General Certificate of Secondary Education (GCSE; formerly “ordinary”) and advanced. Entry to a university requires a prescribed combination of passes on the GCSE and advanced level in such subjects as English, foreign language, science, and mathematics. The sixth-form curriculum (i.e., that of the last two years of secondary school) is largely oriented toward preparation for the advanced-level examination and provides intense specialization.

In Britain a small, separate, but highly significant group of independent schools also exists. These primary and secondary schools are financially self-supporting. The best known of the independent schools are the “public schools,” some of which, notably Eton and Harrow, have long maintained a distinguished reputation. These schools for centuries have prepared students academically for higher education, typically at the universities of Oxford and Cambridge, and ultimately for leadership in British life. Although a controversial element in British education and frequently accused of reinforcing invidious social distinctions, these institutions remain popular.

5.3.4 In-Service Training : Teaching is increasingly a career for the most able graduates, and to achieve qualified teacher status (QTS) you need to complete an initial teacher training (ITT) course. There are a number of options available, so anybody can choose the one which most suits your needs. All ITT courses include the opportunity to spend time in school to help develop your teaching skills and they are designed to build your confidence as you learn about key teaching methods. They offer a comprehensive programme of support to guide you all the way through the application process.

5.3.5 School Direct : Find out more about School Direct, a new school-led path to gaining qualified teacher status (QTS) that includes some of the country's best schools. You could be specially selected by one of them with a job in mind just for you.

5.3.6 School-centred initial teacher training : Graduates who want to train in a school environment should consider school-centred initial teacher training (SCITT).

5.3.7 Teach First : Teach First's employment-based training is designed to help participants become effective teachers and leaders in challenging schools.

5.3.8 Short Courses on Education : There are many universities of England offers many types of short courses on education topics. So anybody can choose the one which most suits their needs. All those courses include the opportunity to help develop their teaching skills and they are designed to build their confidence as they learn about key teaching methods. They offer a comprehensive programme of support to guide all the way through the application process.

5.4 Australia: Training Management in Secondary Level

5.4.1 Education System : Education in Australia is primarily the responsibility of the states and territories. Each state or territory government provides funding and regulates the public and private schools within its governing area. The federal government helps fund the public universities, but was not involved in setting university curriculum. As of 2012, the Australian National Curriculum, under development and trial for several

years, has already been adopted by some schools and will become mandatory soon. Generally, education in Australia follows the three-tier model which includes primary education (primary schools), followed by secondary education (secondary schools/high schools) and tertiary education (*Universities, TAFE colleges and Vocation Education and Training providers (VET providers)*).

5.4.2 Australian secondary education system is basically vocational education : The Programme for International Student Assessment (PISA) 2006 evaluation ranked the Australian education system as sixth for reading, eighth for science and thirteenth for mathematics, on a worldwide scale including 56 countries. The PISA 2009 evaluation ranked the Australian education system as sixth for reading, seventh for science and ninth for mathematics, an improvement relative to the 2006 rankings.

In 2012, education firm Pearson ranked Australian education as thirteenth in the world. The Education Index, published with the UN's Human Development Index in 2008, based on data from 2006, lists Australia as 0.993, amongst the highest in the world, tied for first with Denmark and Finland.

Education in Australia is compulsory between the ages of five and fifteen to seventeen, depending on the state or territory, and date of birth. Post-compulsory education is regulated within the Australian Qualifications Framework, a unified system of national qualifications in schools, vocational education and training (TAFE) and the higher education sector (university).

The academic year in Australia varies between states and institutions, but generally runs from late January/early February until mid-December for primary and secondary schools, with slight variations in the inter-term holidays and TAFE colleges, and from late February until mid-November for universities with seasonal holidays and breaks for each educational institute.

5.4.3 Federal departments : Education in Australia has been the responsibility of the following departments:

- Department of Education, Employment and Training (DEET-1987)
- Department of Employment, Education, Training and Youth Affairs (DEETYA-1996)
- Department of Education, Training and Youth Affairs (DETYA-1997)
- Department of Education, Science and Training (DEST) (2001)
- Department of Education, Employment and Workplace Relations (DEEWR 2007)
- Department of Education (Australia 2013)

5.4.4 Education Agencies

- International Baccalaureate Organization
- Department of Education and Training (Australian Capital Territory)
- Department of Education and Communities (New South Wales)
- **Board of Studies** – responsible for developing and maintaining curriculums and assessment credentials in NSW
 - Department of Education and Training (Northern Territory)
 - Department of Education and Training (Queensland)
 - Department of Education and Children's Services
 - Department of Education (Tasmania)
 - Department of Education and Early Childhood Development (Victoria)
- **Victorian Curriculum and Assessment Authority**
 - Department of Education (Western Australia)
 - Department of Education and Child Services (South Australia)

5.4.5 Australian Education Statistics : People attending secondary school as a percentage of the local population, as of the 2011 census, geographically subdivided by statistical local area

- Year 7: 12 and 1/2- to 13-year-olds (ACT, NSW, TAS, VIC, QLD, WA)
- Year 8: 13- to 14- and 15 year-olds
- Year 9: 14- to 15-year-olds and some 16
- Year 10: 15- to 16-year-olds
- Year 11: 16- to 17-year-olds
- Year 12: 17- to 18-year-olds

5.4.6 Compulsory & Optional Part : School education in Australia is compulsory between certain ages as specified by state or territory legislation. Depending on the state or territory, and date of birth of the child, school is compulsory from the age of five to six to the age of fifteen to seventeen. In recent years, over three quarters of students stay at school until they are seventeen. Government schools educate approximately 65% of Australian students, with approximately 34% in Catholic and independent schools. A small portion of students are legally home-schooled, particularly in rural areas.

Government schools (also known as public schools) are free to attend for Australian citizens and permanent residents, while Catholic and independent schools usually charge attendance fees. However in addition to attendance fees; stationery, textbooks, uniforms, school camps and other schooling costs are not covered under government funding. The additional cost for schooling has been estimated to be on average \$316 per year per child.

Regardless of whether a school is part of the Government, Catholic or independent systems, they are required to adhere to the same curriculum frameworks of their state or territory. The curriculum framework however provides for some flexibility in the syllabus, so that subjects such as religious education can be taught. Most school students wear uniforms, although there are varying expectations and some Australian schools do not require uniforms. A common movement among secondary schools to support student voice has taken form as organizations such as VicSRC in Victoria bring together student leaders to promote school improvement.

6.4.7 In-service Teacher Training : All teachers graduating from Australian pre-service teacher education programs in recent years have completed pre-service teacher education courses approved under the

guidelines developed by the territorial Institute of Teaching Standards Council.

Prospective teachers must undertake four-year undergraduate programs in either a single education degree (e.g. Bachelor of Education) or a double degree where two degrees are completed at the same time (e.g. Bachelor of Teaching/Bachelor of Arts). Alternatively, graduates who already hold a non-teaching degree or equivalent may undertake their pre-service teacher education in a postgraduate course of one or two year's duration (e.g. Graduate Diploma of Education, Graduate Diploma in Education, Bachelor of Teaching). As of 2013 the one year courses are being phased out. For one year course graduates, there are non teaching master's courses that can be used to increase their educational qualifications. Most of these courses are a one and a half year courses. VTAC which administers course entry has failed to make this change clear to applicants in 2013.

All prospective teachers must also undertake supervised teaching practice (known as the practicum) of at least 45 days. Most one-year postgraduate programs include 45–60 days. Longer postgraduate and undergraduate programs include 60–100 days. Many also include periods of professional field experience (not usually formally supervised teaching practice) in schools.

Teachers must be **registered** by the Territorial Institute of Teaching before they can teach in Australia, whether they teach in a government, Catholic or independent school. Each territory has a statutory authority responsible for the regulation and promotion of the teaching profession in Australia.

5.5 Japan: Training Management in Secondary Level

5.5.1 Duration of Secondary education : Secondary education in Japan is split into junior high schools (中学 *chūgaku*) which cover the seventh through ninth grades, and senior high schools (高等学校 *kōtōgakkō*, abbreviated to 高校 *kōkō*) which mostly cover grades ten through twelve.

5.5.2 Junior High School : Lower-secondary schools cover grades seven, eight, and nine. Ages are roughly thirteen to fifteen with increased focus on academic studies. Although it is still possible to leave the formal education system after completing lower secondary school and find employment, fewer than 4% did so by the late 1980s. Like most elementary schools, most junior high schools in the 1980s were public schools and government funded, but 5% were private schools. Private schools cost about 558,592 (Yen) (US\$3,989) per student in 1988, about four times more than the 130,828 yen (US\$934) that the ministry estimated as the cost for students enrolled in public junior high schools. The minimum number of school days in a year is 210 in Japan, compared to 180 in the United States. However, students will typically attend school for 240 to 250 days a year. A significant part of the school calendar is taken up by non-academic events such as sports days and school trips.

The teaching force in lower-secondary schools is two-thirds male. Schools are headed by principals, 99% of whom were men in 1988. Teachers often majored in the subjects they taught, and more than 80% graduated from a four-year college. Classes are large, with thirty-eight students per class on average, and each class is assigned a homeroom teacher who doubles as counselor. Unlike Elementary students, junior high school students have different teachers for different subjects. The teacher, however, rather than the students, usually moves to a new room for each fifty-minute period.

5.5.3 Senior High School : Even though upper-secondary school is not compulsory in Japan, 94% of all lower-secondary school graduates entered upper secondary schools in 1989. As of 2005, over 95% of students graduated successfully from high school compared to 89% of Americans.

To enter, students must take an entrance examination in Japanese, mathematics, science, social studies, and English, whether a test that is standardized for all public high schools within each prefecture or a test created by a private high school for that school alone. All upper-secondary schools, public and private, are informally ranked based on their success in placing graduates in freshman classes of the most prestigious universities. Success or failure on an entrance examination can influence a student's entire future, since the prospect of finding a good job depends on the school attended. Thus, students experience the pressure of this examination system at a relatively early age." Because of the importance of these exams in entering high school -- even more than the scholastic record and performance evaluations from lower-secondary school -- students are closely counseled in lower-secondary school so that they will be relatively assured of a place in the schools to which they apply.

5.5.4 In-Service Teacher Training System : There are some **in-service teacher training** programs in Japan, which are lecture style, workshop style, the style of observing other school practices. And there is an activity called '**Kounai-ken**.

Firstly, the lecture and workshop styles are hold by the city/prefecture board of education or the educational research center. In these programs teachers mainly acquire academic knowledge about teaching/classroom management and the latest information about Government's policy. This knowledge does not always serve to solve practical problems in the classroom.

Second, in the observation style almost teachers collect other schools' lesson plans/unit plans and record some lessons by video camera. The Japanese Ministry of Education proposes new initiatives for educational reform in quick succession, so teachers are at their wits' end for how to implement lessons according to the new policy. Teachers need the new lesson models, that is, how to implement new style lesson. This program also does not serve to brush up teacher's skill and knowledge because almost all teachers are used to mimicking other teacher's lesson, and so they eventually stop developing and creating new teaching methods and new practical knowledge.

Third, Kounai-ken is the excellent InSeT program, which is based on teaching practice. 'Lesson study' is well known as the Japanese teacher education system/programme, but it is not the same as Kounai-ken. 'Lesson study' is 'Jugyo Kenkyu' in Japanese. Kounai-ken consists of three programmes; a lecture style, a workshop style, a discussion style based on the observed lesson. As a lecture style, school teachers learn/get the up-date information/knowledge about the trend of educational research and policy from the academic staff and governance staff mainly during summer vacation. As a workshop style, school teachers practice how to use media, how to practice artificial respiration, and so on under instruction by supervisors. As a discussion style, school teachers acquire useful practical knowledge to help them to solve their own problems and share the school policy through actual (real) teaching practice. In Japan, Kounai-ken usually means a discussion style. Now Kounai-ken usually is held as each sub-group. In this school, for example, all school teachers are divided 3 sub-groups; 1st and 2nd grade teachers, 3rd and 4th grade teachers, and 5th and 6th grade teachers. One reason is because school teachers are very busy for dealing with many school affairs.

Therefore, it is very difficult to make the time all school teachers take part in the meeting. Another reason is why the kounai-ken as a whole is not necessarily effective. Because the discussion time is limited, teachers

cannot express their own idea and opinions about teaching and the interaction among them is not active.

5.6 Thailand: Training Management in Secondary Level

5.6.1 Education in Thailand is free and compulsory for all Thai citizens between the ages of six and fifteen. Children between three and five also have the option of attending nursery and preschool. Previously, education in Thailand was provided by Buddhist monks and was only available to boys. Nowadays however, the Thai government provides education in Thailand.

5.6.2 Types of education : There are two types of education in Thailand – formal and informal education. Formal education is the education that children receive in a classroom. Informal education however, is provided outside the classroom (in libraries, museums, through educational TV programmes and special radio programs etc.). However in Thailand today, most students have access to a formal education system.

Formal education in Thailand is divided into early year education, basic education, vocational education and higher education. Basic education in Thailand is divided into:

- Nursery school KG1 to KG3 for 3 to 6 year olds
- Primary school P1 to P6 (*Prathorn*) for 6 to 11 year olds
- Secondary school M1 – M6 (*Mattayorn*) for 12 to 18 year olds

Compulsory education in Thailand consists of 6 years of primary schooling called Prathorn (level P1 to P6) and 3 years of secondary schooling (level M1-M3).

MOE of Thailand's Organizational Chart

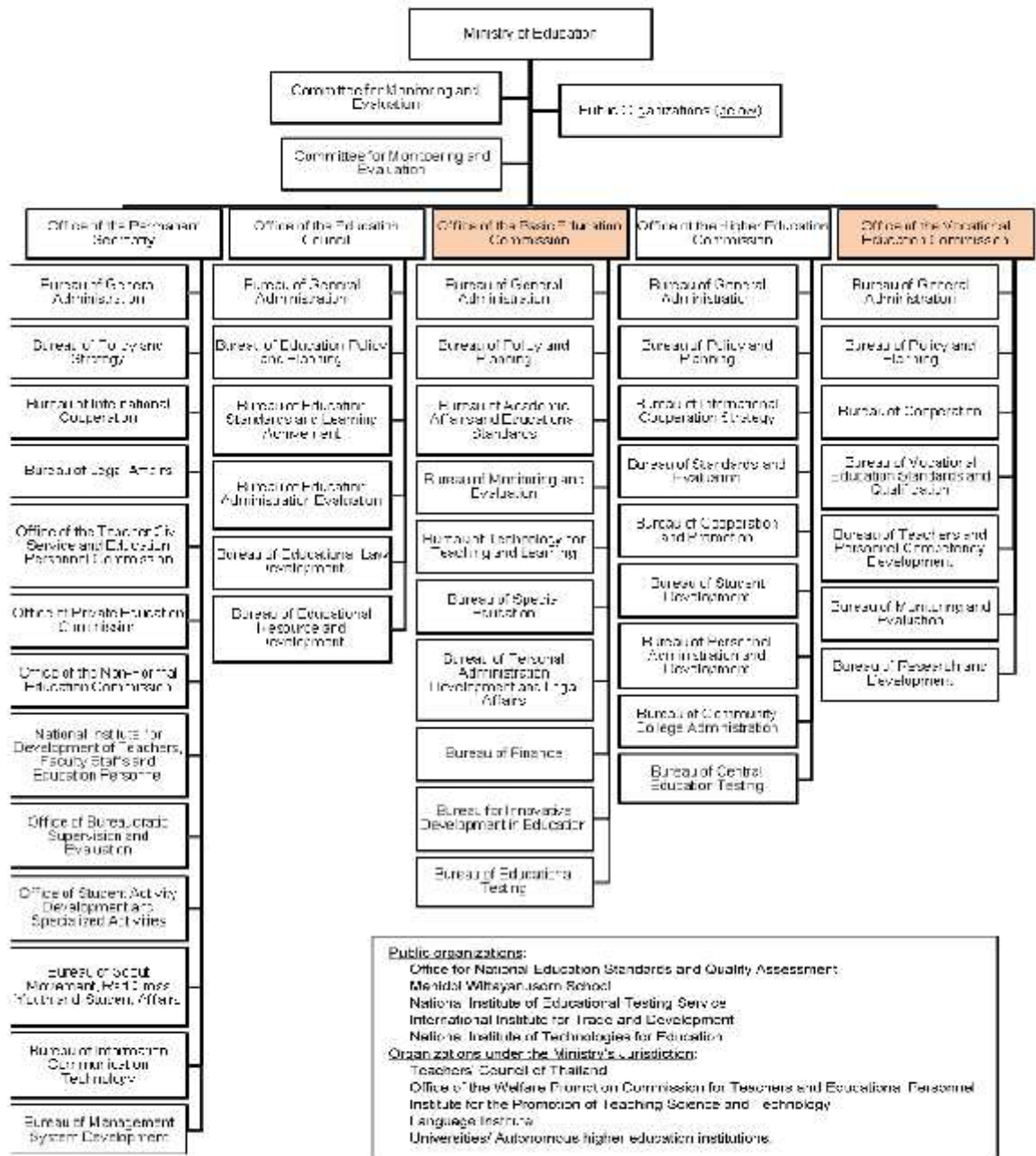


Fig-07; Source: Ministry of Secondary Education, Thailand

5.6.3 Optional secondary and university education

Students who want to continue their studies after the obligatory M3 level will have to pass the *O-NET test (Ordinary National Educational Test)*. They then have to choose one or two elective courses. The elective courses consist of science programmes, mathematics programmes, foreign language programmes, or social science programmes. In order to graduate after M6, students must pass the *A-NET test (Advanced National Educational Test)*. The M6 diploma is equivalent to British A levels, the International Baccalaureate or the US- high school diploma.

In order to attend a university after graduating from M6, students must pass the *CUAS test (Central University Admission System)*. This system is based on the scores of the O-NET and the A-NET. In addition they have to pass an extra admission test at their respective universities. Almost 40% of students attend university after M6 (*Mattayorn*).

5.6.4 Schooling hours and school holidays in Thailand

Public schools usually sing the National Anthem at 08:30, which indicates the start of the school day. Classes usually end around 15:30. International schools may have different schedules; this depends on the school. Public schools usually have one month of holiday in October and two months of holiday in March and April.

Private international schools tend to have different holiday schedules. They are more likely to follow the Western schedule and have long holidays in July and August and a two week holiday for both *Christmas and Easter*.

5.6.5 Responsible departments : The following table lists government offices/ /departments responsible for different functions of secondary education management:

Table- 21 : Departments of the Ministry of Education of Thailand

Main Function	Responsible Govt. body
General secondary education	Office of the Basic Education Commission (OBEC), MOE
TVE at secondary level	Office of the Vocational Education Commission (OVEC), MOE
Private education	Office of the Private Education Commission (OPEC), MOE
Personnel management	Commission for Teachers and Educational Personnel, MOE
Teachers' Council of Thailand	Office of the Welfare Promotion Commission for Teachers and Educational Personnel
Personnel development	National Institute for Development of Teachers and Educational Personnel (NIDTEP), MOE

Learning assessment/ /examination	Office for National Education Standards and Quality Assessment
Curriculum development and research	Office of the Education Council (OEC), MOE; Office of the Basic Education Commission (OBEC)
Textbooks, learning & teaching materials	Bureau of Technology for Teaching and Learning, OBEC, MOE; Bureau of Innovative Development in Education, OBEC, MOE
Planning	National Economic and Social Development Board (NESDB); Office of Education Commission (OEC), MOE
Budgeting	The Bureau of the Budget, Office of the Prime Minister; Ministry of Finance; Bureau of Policy and Planning, OBEC, MOE
EMIS	Office of Permanent Secretary, MOE; Office of the Education Council, MOE

Source: Ministry of Secondary Education, Thailand

5.6.6 The Grading System in Thailand

In Thailand, primary and secondary school students will be graded using a number-system (1= very bad to 4= very good). Some English teaching programmes and individual English teachers use the American grading system with A (being excellent), B, C, D and F (failed).

Figure 8. Educational Administration and Management Structure

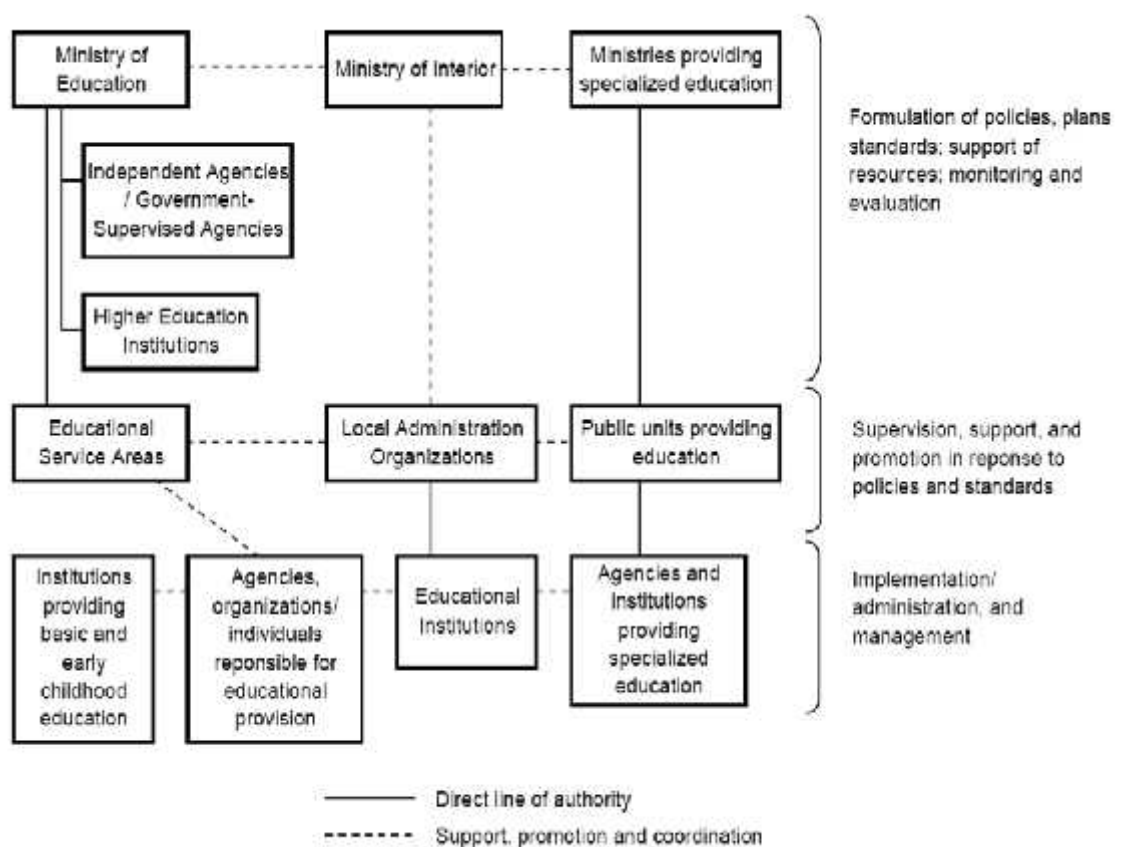


Fig-08; Source: Ministry of Secondary Education, Thailand

5.6.7 Public schools--State education in Thailand : Almost all school-children in Thailand attend either public schools or those run by Buddhist monasteries. The Thai literacy rate is one of the highest in South-East Asia at about 90%. Public schools are free for Thai citizens or those who were born in Thailand, and have one Thai parent. Expatriate children must pay fees when attending a public school, although the fees for public schools are usually cheaper than those of international schools. You need your child's birth certificate and the *Tabien Baan* (your house registration document) to enroll your child in a public school.

Although there are some public schools where over 50% of classes are conducted in English, most expatriates send their children to international school due to the smaller class sizes and less learning by rote.

5.6.8 Private education & International schools in Thailand : There are international schools for every age group in Thailand, ranging from pre-school to higher education. Most international schools can be found in Bangkok, Phuket, Chiang Mai, Hua Hin and on the Eastern Seaboard. International schools in Thailand are popular among expatriates but also among Thai students. Many so-called international schools have less than 10% of international students. However, the classes are usually held in English or other foreign languages. The facilities and quality of teaching in international schools are usually of a high standard and the class sizes are small.

International schools in Thailand usually follow the American or British curriculum. There are also some schools that follow the German, Swiss, Japanese or Indian curriculum. International schools in Thailand have to follow certain conditions as set by the Ministry of Education regarding ownership of the school, the location and structure of buildings, sanitary installations, administration and educational support facilities such as libraries, resources centers etc. Some international schools are listed at

the website of the International Schools Association of Thailand or at the website of the Thai Ministry of Education .

Besides the fees that have to be paid for international schools, foreign students will normally need an ED visa, birth certificate, health certificate and an immunization records document.

5.6.9 Teachers Qualifications and Pre-service Training: The minimum academic qualification required to be a secondary teacher is five years of post-secondary education and receipt of a bachelor's degree. There are two channels to meet this requirement: (1) five-year education in specialized teacher training institutions (*Rajabhat institutions* under MOE) or in the Faculty of Education in universities, leading to a B.Ed. degree; and (2) a four-year university education in disciplines other than education leading to a bachelor's degree in the area of specialization, followed by one year of teacher training. One year of practical training is also required of all students during the last year of the programme.

The qualification applies to both lower and upper secondary teachers. After completing the pre-service training as described above, applicants need to submit a request to the secretary of the Teachers' Council of Thailand to obtain a teaching license. At the time of application, applicants need to: (a) be at least twenty years old, (b) hold a degree in Education or the equivalent, and (c) have completed the one-year teacher training and passed the evaluation programme. Once acquired, the license is valid for five years, and it needs to be renewed regularly. The Teachers' Council of Thailand, MOE is responsible for the issuance and deprivation of licenses, and the decision for renewal is made based on the teacher's performance and participation in in-service training.

5.6.10 In-service Training : The National Institute for Development of Teachers and Educational Personnel (NIDTEP), a new body established in 2006, is responsible for rationalizing existing programmes of in-service training. It also looks at new ways to extend professional development

nationally through new programmes. Courses and training programmes provided by the NIDTEP mobilize personnel from a variety of relevant organizations, including public and private universities and Rajabhat institutions. Although regular participation in the in-service training is not required of all teachers, the participation is considered an asset when the assessment for the renewal of teaching license is conducted.

5.6.11 Teacher and Educational Personnel Reform, 2004--2013

This reform is divided into four key areas: (1) training, (2) development and promotion, (3) professional standards control, and (4) personnel management. In the framework of this reform, a number of organizations have been established to assume responsibility for the different aspects of the development and management of educational personnel, including the National Institute for Development of Teachers, Faculty Staff and Educational Personnel (NIDTEP) and its independent funds for the better coordination of responsibilities concerning teacher development; the Teachers' Council for setting professional standards, issuing and revocation of professional licenses as well as monitoring observation of professional standards and ethics; and the Office of Welfare and Security Promotion of Teachers and Educational Personnel to take charge of issues concerning welfare and professional security of educational personnel.

Other reform areas include, among others, the development of a five-year curriculum for pre-service training (*replacing the previous four-year curriculum*); the promotion of the School-based Training (SBT) for enhanced effectiveness and sustainability of in-service teacher training; the introduction of the rewarding system for the model administrators to recognize their importance as key agents for learning reforms; the development of professional standards and ethics for teachers; and reforms in the administrative procedures for teachers and educational personnel.

Wrapping up

In the changing context of globalization, liberalization and advances in telecommunication, teachers and teacher educators need to become conversant with international trends, internationalism, multi-cultural, multi-racialism and other pluralities. In-service teacher training programs should be receptive to new thinking and new changes. However, reforms and innovations in education can reach schools in large size and speedy through in-service teacher training programs.

CHAPTER SIX

Results and Analysis

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Results and Analysis

6.0 Prelude

This chapter presents the results and analysis of data collected for the study. Samples were selected from training institutions, trainers, trainees and experts and the responses from all the groups are analyzed and presented separately.

Analysis of 329 responses selected for the study was presented in this chapter. For comparison of responses subjects were divided into groups according to four categories. Moreover, age, experience, education, sex, and status are also considered for grouping. The results are presented according to the sequence of questions designed in the questionnaires, such as institutional profile and management system, status of faculty members, management information system (MIS) of the institution, focus on training functions and information about infrastructure and related issues

The data for the present study were collected mainly through interviewing the respondents from five categories such as : a) **5** heads from 5 types of institutes (interviewed), b) **30** trainers were interviewed from 5 types of institutes (selected purposively), c) **184** trainees of NAEM (selected purposively) from different training courses, d) **100** trainees from other 3 institutes (selected purposively) from different training courses, e) **10** Education/Training/Management Experts for focus group discussion (Experts were selected purposively). Another one institute had no participant in fact. In addition, some facts and figures were gathered by observation, primarily, the researcher tried to make close contact with the respondents to make them feel free and frank in answering the questions.

SECTION ONE

Responses from Heads of 5 Training Institutions

There are 5 types of training institutes working under the ministry of education of Bangladesh which main responsibility is to develop the secondary teacher's through many types of training program. The institutes are as follows :

- 1) National Academy for Educational Management (NAEM) ;
- 2) National Academy for Computer Training And Research (NACTAR);
- 3) Higher Secondary Teachers Training Institutes (HSTTIs) ;
- 4) Bangladesh Madrasah Teachers Training Institute (BMTTI) ;
- 5) Vocational Teachers Training Institute (VTTI).

From the above 5 training institutes, 4 are unique and only HSTTI have 5 branches.

Table-22 : General Information of the Respondent of the (5 Heads) of the Training Institutions @

Item	General Information of the 5 Institutional Head			
Education	Ph. D : None	Masters : 05	Bachelor : None	Foreign Degree: None
Age	50—59 yrs : 05	40—49 yrs : 00	30—39yrs : 00	
Gender	Male : 05	Female : 00	Others : 00	
Experience	26 & more yrs : 05	21—25 yrs : 00	Below 25 yrs : 00	
Publications	1 head have 02	Others have not	---	
Training	05 & more Trg : 01	03 Trg : 04	Below 03 Trg: 00	

Table-22: In educational qualification, all (100%) the heads of 5 institutions have master's degree. But none have Ph. D or foreign MS degree; in ages, all (100%) the heads of 5 institutions belong to 50-59 year age group; in gender, all (100%) heads are male; in experiences, all (100%) the heads of institutions have 26 years and more service experience; in case of publications, only one (20%) head has two publications and others (80%) have not; and in receiving training, all (100%) the heads have received in-service training 3 or more.

@ All the tables of this chapter have been made on the basis of field survey data.

At least 60% heads should have foreign master's or Ph. D. degree and minimum 5 publications.

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Table - 23 : Performance measurement of Trainers

Measuring performance technique used		Heads of Institution (N=5)	
		Frequency	Percentage
a.	By ACR	05	100%
b.	By own Performance Evaluation Format	00	--
c.	By other system	00	--

The table-23 shows that, all the heads of the 5 institution (100%) measure the performance of the trainers by adopting '**Annual Confidential Report** (ACR) and none of institutions use others system.

Trainers must have good negotiation skills to understand the various and competing demands of trainees. Trainers have to manage a training course, conduct sessions, contact speakers, arrange many things and to solve many problems.

Strengths describe the positive attributes, tangible and intangible, internal to an organization.

Table-24 : Strengths of the Institutions

Sl.	Type of Strengths	Heads of Institution (N=5)	
		Frequency	Percentage
1	Good environment and congenial atmosphere	03	60%
2	Skilled and knowledgeable faculties	03	60%
3	Well-equipped institute	02	40%
4	Physical structure and environment	02	40%
5	Dedicated work-force	01	20%

Table-24: According to the heads' opinion strengths of their institution, this table indicates that three training institutions (60%) have good environment and congenial atmosphere; three (60%) institutions have

skilled and knowledgeable faculties, two institutes (40%) are well equipped; two institutes have good physical structure and environment and one institute (20%) has dedicated work-force.

Weaknesses are aspects of the business that detract from the value offers or place at a competitive disadvantage. The institution need to enhance these areas in order to compete with their best competitor. Weaknesses are internal, negative factors.

Table-25 : Weaknesses of the Institutions

Sl.	Type of Weaknesses	Heads of Institution (N=5)	
		Frequency	Percentage
1	Shortage of trainers / manpower	03	60%
2	Regularization of employees	01	20%
3	Shortage of fund	02	40%
4	Shortage of trained manpower	01	20%

Table-25: According to the heads opinion considering the factor of weakness of an organization the table expresses that three institutions (60%) have shortage of trainers/manpower; one institution (20%) has problem of regularization of employees; two institutions (40%) have shortage of fund; and one institution (20%) have shortage of trained manpower.

Opportunities are external attractive factors that represent reasons the business is likely to prosper. In those 5 training institutes have some opportunities.

Table-26 : Opportunities of the Institutions

Sl.	Type of Opportunities	Heads of Institution (N=5)	
		Frequency	Percentage
1	Administrative support and help	03	60%
2	Project support	03	60%
3	Local peoples cooperation	02	40%
4	Local MP / political help	02	40%

Table-26: It is seen from this table that their opportunities are administrative support and help in three institutions (60%); project support in three institutions (60%); local people cooperation in two institutions (40%) and local MP and political help in two institutions (40%).

Threats includes external factors beyond the control that could place the organizations' strategy, or the business itself, at risk. In those 5 training institutes have some threats.

Table-27 : Threats of the Institutions

Sl.	Type of Threats	Heads of Institution (N=5)	
		Frequency	Percentage
1	Political pressure / disturbance	01	20%
2	No activity assigned by the controlling authority	01	20%
3	May be redesigned the institute	01	20%
4	Polluted environment and unpleasant situation	01	20%
5	No Threats	02	40%

Table-27: This table reveals that there is political pressure or disturbance in one training institution 20%; no activity assigned by the controlling authority in one institution 20%; there is a need for redesigning the institute for one organization 20%; polluted environment and unpleasant situation in one institution 20% and no threats in two training institution 40%. So, maximum institutions are good in position.

Table-28 : Initiative and Commitment in Institution

The initiative may take the form of a direct initiative or an indirect initiative. In a direct initiative, a measure is put directly to a vote after being submitted by a petition. In an indirect initiative, a measure is first referred to the legislature, and then put to a popular vote only if not enacted by the legislature.

Commitment usually evokes a strong sense of intention and focus. It typically is accompanied by a statement of purpose or a plan of action. Very often, we utilize this word in regard to proclamations we may make about the seriousness of our relationships.

Initiative & Commitment for the	Head of Institutions (N=5)
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institution	Yes	No
Initiative and commitment taken by the faculties for the institution	03 (60%)	02 (40%)
Initiative and commitment for the faculties taken by the heads	04 (80%)	01 (20%)

Table-28: Initiative and commitment by the faculties is taken in three training institutions (60%) for the institution; Initiative and commitment by the heads of institution is taken in four institutions (80%).

Table-29 : Satisfaction on Training Programs in their Own Institutions by the Heads

A pleasant feeling that a person gets when he receives something he wanted, or when he has done something he wanted to do. Someone derived/obtained great satisfaction from/out of helping other people.

Satisfaction about the training programs (N=5)			
Level of Satisfaction		Frequency	Percentage
5	Strongly Agree	01	(20%)
4	Agree	02	(40%)
3	Neutral	01	(20%)
2	Disagree	01	(20%)
1	Strongly Disagree	00	--

Table-29 : It is observed from this table regarding the satisfaction on training programs that one head of 5 training institutes (20%) opined as 'strongly agree'; two heads (40%) opined as 'agree'; one head of institute (20%) showed his position as 'neutral'; one head (20%) opined 'disagree' and none opined 'disagree'.

A 5 point rating scale is used for measuring the opinion. Maximum heads are satisfied with their training programs.

But many problems found in those 5 training institutes and their training programs through the observation by the researcher.

SECTION TWO

Responses from the Trainers of Training Institutions

There are 30 trainers respondents had been selected from 5 types of training institutes working under the ministry of education of Bangladesh which were described earlier.

Table-30 : General Information of the Trainer Respondents of the Training Institutions

Criteria	Items	Respondent (Trainers, N=30)	
		Frequency	Percentage
Education	Bachelor	04	13.33
	Masters	22	73.33
	MS/ M. Phil.	01	03.33
	Ph. D.	03	10.00
		30	--
Age	30—39 years	04	13.33
	40—49 years	17	56.66
	50—59 years	09	30.00
	Total =	30	--
Gender	Male	06	20.00
	Female	24	80.00
	Total =	30	
Experience	01—10 years	06	20.00
	11—20 years	14	46.66
	21—30 years	07	23.33
	31—40 years	03	10.00
	Total =	30	--
Publications	No publication	08	26.66
	01--05 publication	13	43.33
	06—10 publication	07	23.33
	10 + publication	02	06.66
	Total =	30	--
Training Obtained	<i>EAM</i>	04	13.33
	<i>Education administration</i>	06	19.99
	<i>Education management</i>	02	06.66
	<i>Educational planning</i>	10	33.33
	<i>Subject-based training</i>	06	19.99
	<i>Foundation training</i>	28	93.33
	Total =	30	--

Table-30: This table shows that regarding education of the trainers, out of 30 trainers, four trainers (13.33%) have only bachelor degree; twenty two trainers (73.33%) have master degree; one trainer (3.33%) has M. Phil degree and three trainers (10%) have Ph. D degree.

At least 60% heads should have foreign master's or Ph. D. degree and minimum 5 publications.

In age groups, four trainers (13.33%) are included in 30-39 age-group; seventeen trainers (56.66%) are included in the age group of 40-48 ages; nine trainers (10%) are included in the age group of 50-59 years;

Regarding gender of the respondent trainers, six trainers (20%) are female and the remaining twenty four trainers (80%) are male.

In experiences, six trainers (20%) have 1-10 years experiences; fourteen trainers (46.66%) have 11-20 years experiences; seven trainers (23.33%) are included in the age group of 21-30 years range; three trainers (10%) are included in the age group of 31-40 years experiences.

Regarding publications, eight trainers (26.66%) have no publications; thirteen trainers (43.33%) have 1-5 publications; seven trainers (23.33%) have 6-10 publications; only two trainers (6.66%) have 10 and above publications.

In training, four trainers (13.33%) have training in Educational Administration and Management (EAM); six trainers (19.99%) have training in Educational Administration; two trainers (6.66%) have training in educational management; ten trainers (33.33%) have training in educational planning; six trainers (19.99%) have subject-based training; and twenty eight trainers (93.33%) have foundation training arranged by the NAEM.

Table-31 : Strengths of the Institution

Sl.	Type of Strengths	Respondent (Trainers, N=30)	
		Frequency	Percentage
1	Good environment and congenial	18	60%

	atmosphere		
2	Skilled and knowledgeable faculties	18	60%
3	Well-equipped institute	13	41%
4	Physical structure and environment	11	34%
5	Dedicating work-force	07	22%

Table-31: Regarding having the strengths of the institutions, eighteen respondent trainers (60%) opined that they have good environment and congenial atmosphere; eighteen respondent trainers (60%) opined that they have skilled and knowledgeable faculties; thirteen trainers (41%) said they have well-equipped institutions; eleven trainers (34%) stated that they have good physical structure and environment; seven trainers (22%) said they have dedicated work-force.

Table-32 : Weaknesses of the Institution

Sl.	Type of Weaknesses	Respondent (Trainers, N=30)	
		Frequency	Percentage
1	Shortage of Trainers / manpower	19	63%
2	Regularization of employees	06	20%
3	Shortage of fund	21	70%
4	Internal conflict	05	(16%)
5	Lack of punishment and/or award	08	(27%)

Table-32: Regarding weakness of the institution the table shows that there is shortage of trainers/manpower in their institutions as opinions of nineteen respondent trainers; (63%); six trainers (20%) opines that they have a problem of regularization of employees in their institutions; twenty-one respondent trainers (70%) opines their institutions have shortage of fund; five trainers (16%) thinks they have internal conflict institutions; and eight respondent trainers (27%) opine that there is no award or punishment system in their institutions.

Table-33 : Opportunities of the Institution

Sl.	Type of Opportunities	Respondent (Trainers, N=30)	
		Frequency	Percentage
1	Administrative support and help by MoE	17	56%
2	Project support by other offices	15	50%
3	Local peoples cooperation	12	40%

4	Local MP/political help	12	40%
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Table-33: In case of opportunities in training institutions, seventeen respondent trainers opines that Ministry of Education (MoE) provides administrative support and help; fifteen respondents (50%) state they have project support by other organizations; twelve respondent trainers (40%) opine that they get local peoples' support and cooperation in their works; and other twelve respondents (40%) opine that they get help from their Member of Parliament (MP) and also local political help in running their institutions.

Table-34 : Threats of the Institution

Sl.	Type of Threats	Respondent (Trainers, N=30)	
		Frequency	Percentage
1	Political pressure / disturbance	10	33%
2	No activity assigned by the controlling authority	11	35%
3	May be redesigned the institute	04	13%
4	Polluted environment and unpleasant situation	04	13%
5	No Threats	20	67%

Table-34: Regarding threats to the institution, it is found from this table that ten respondent trainers (33%) opine that they have political pressure/disturbance in managing their institutions; eleven respondent trainers (35%) opine that they have not been assigned defined activities as accountabilities by the controlling authority; four respondent trainers (13%) opine that their institutions should redesigned; and twenty respondent trainers (67%) opine that they have no threats in running their institutions.

Table-35 : Initiative & Commitment in Institution

Initiative & Commitment for the institution	Respondent (Trainers, N=30)	
	Yes	No
Initiative and commitment taken by the faculties for the institution	12 (40%)	18 (60%)
Initiative and commitment for the faculties taken	17 (57%)	13 (43%)

by the heads		
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Table-35 : Regarding initiative and commitment for the institutions, twelve respondent trainers(40%) state that they have initiative and commitment for the institutions while eighteen respondents (60%) have not those; seventeen respondent trainers (57%) opine that their heads of institution have initiative and commitment for the faculties while thirteen respondents (43%) opine that their heads have not.

Table-36 : Incentive Package for Trainers, other than Regular Pay

Incentive Package is inducement or supplemental reward that serves as a motivational device for a desired action or behavior.

Types of incentive given	Respondent (Trainers, N=30)	
	Frequency	Percentage
a) Scope of higher education	07	23.33
b) Scope of advanced training	06	20.00
c) Financial benefit	14	46.66
d) Reward	01	3.33
e) Recognition	02	6.66

Table-36 : In case of having incentive package for trainers it is found from this table that there is a scope of higher education in institutions as opinions of seven respondent trainers (23.33); six respondent trainers (20%) say they have scope of advanced training; fourteen respondent trainers (46.66%) opine that they have financial benefit; one respondent trainer (3.33%) states that there is a reward system in institution; and two respondent trainers (6.66%) opine that they have recognition system.

Table-37 : Awards for the Best Trainers

An **award** is something given to a person, a group of people, or an organization to recognize their excellence in a certain field; a certificate of excellence. Awards are often signified by trophies, titles, certificates, commemorative plaques, medals, badges, pins, or ribbons.

Types of awards	Respondent (Trainers, N=30)	
	Frequency	Percentage

a) Certificate	00	--
b) Prize	02	06.66
c) Others	00	--

Table-37: In case of giving awards to the best trainers it is seen from this table that there is no award system by giving certificate; two respondent trainers (6.66%) opine that they have award system by prize.

Awards are very essential tradition in a training institute. These are motivational instruments for working well. But it is totally absent in those training institutes.

Table-38 : Career Planning System for Faculties

Self-Assessment helps employees determine their career interests, values, aptitudes, and behavioral tendencies. It often involves the use of psychological tests. They help employees identify their occupational and job interests, the relative value the employees place on work and leisure activities.

Kind of career planning system	Respondent (Trainers, N=30)	
	Frequency	percentage
a) M. Phil./ Ph. D. Program	00	00
b) Foreign Training	00	00
c) Local Training	03	10%
d) Special Need Based Training	04	12%
e) Others	00	00

Table-38 : It is found from this table out of 30 trainers 23 said that there is no career planning system in our training institutions (78%). only 3 said, *Local Training* & 4 said, *Special Need Based Training* for the trainers in provision in their institutions.

Table-39 : Using External Resource Persons in the Training Sessions

A resource person is one who has knowledge, relevant skills, competence and expertise to give a talk, guidance or first-hand info in a given subject or area. External resource persons in training sessions are often persons who are well versed with the subject matter.

External Resource persons used	Respondent (Trainers, N=30)	
	Frequency	Percentage
01%--20%	26	86.66

21%--40%	04	13.33
Above 40%	00	--

Table-39: In responding the using external resource persons in training sessions, twenty six respondent trainer (86.66%) opined that they used 1%- 20% external resource persons in their institutions; four trainer respondents (13.33) said they used 21%-40% external resource person in their training programs.

Table-40 : Participatory Training Monitoring System in Institution

Participatory training monitoring system	Respondent (Trainers, N=30)	
	Frequency	Percentage
Yes	21	70
No	09	30

Table-40: As training monitoring system twenty one trainer respondents (70%) opined that they used participatory training monitoring system in their institutions; but nine respondents said that their institutions did not use participatory monitoring system.

Table-41 : Trainees' Performance Evaluation Systems

Level of performance evaluations	Respondent (Trainers, N=30)	
	Frequency	Percentage
Individual wise	30	100
Division/unit wise	00	--
Organizational wise	00	--
Special	00	--

Table-41: Regarding evaluation of trainees' performance it is observed that all of institutes (100%) evaluate their trainees' performance by individual basis. None of respondents said other opinions.

Table-42 : Procedures of the Performance Evaluation of the Trainers

Performance evaluation	Respondent (Trainers, N=30)
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procedures	Frequency	Percentage
By trainees	25	83.33
By committee	00	--
By superior Authority	05	16.66
By others	00	--

Table-42 : It was found from this table that all of respondents (100%) said that trainers' performance are evaluated by the participant trainees of relevant courses in all training institutions. None is evaluated by committee or senior authority or by other means.

Table-43: Preparing Course-wise Report after Completion of a Course

Preparing course report regularly	Respondent (Trainers, N=30)	
	Frequency	Percentage
Yes	07	23.33
No	23	76.66

Table-43: It is revealed from this table that seven trainers (23.33%) opined that their institutes prepared course report after completion of a course and twenty three trainers opined that their institutions do not prepare the course completion report.

Table-44 : Prepare Annual Training Plan in Institution

Annual training plan	Respondent (Trainers, N=30)	
	Frequency	Percentage
Institute prepare annual training- calendar regularly	27	90
Institute prepare annual training- calendar irregularly	03	10

Table-44 : It is found from this table that twenty seven trainers (90%) opined that their institutions prepare annual training in their institutions and only three trainers (10%) opined that their institutions do not prepare annual training program.

Table-45 : Training Procurement System in the Institution

Training procurement system	Respondent (Trainers, N=30)	
	Frequency	Percentage
a) Assigned by parent organization	04	13.33
b) Sent by nominating agency	24	80.00
c) Procured through competitive bidding	00	--
d) New course designed by the institution	02	06.66

Table-45: It is revealed from this table that four trainers (13.33) express that training courses are assigned by the parent organizations to conduct training courses; twenty four trainers (80%) express that trainers are procured by sending from nominating organizations; no training is procured through competitive bidding; two respondent trainers opine that their institutions design the training courses.

Table-46 : Training Need Assessment (TNA) in Institution

Practice of TNA	Respondent (Trainers, N=30)	
	Frequency	Percentage
TNA is done for all courses (Pls enclose report)	00	--
TNA is done for some courses (Pls enclose report)	21	70.00
Generally TNA is done after 3 years	00	--
Generally TNA is done after 5 years	07	23.33
Generally TNA is done after 7 years	02	06.66
Generally TNA is done after 10 years	00	--

Table-46: It is found that twenty one trainers (70%) opine that in their institutions TNA is not done for all training courses. It is also revealed that no TNA is done after three years; seven trainers (23.33%) opine that their institutions do TNA after five years past; two trainers (6.66%) say that they generally do the TNA after seven years past; and no institution does TNA after ten years past. But no one can show their

Table-47 : Major Components Included into the Course Curriculum

Types of components used/	Respondent (Trainers, N=30)
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included in the Brochure	Frequency	Percentage
Objectives of the course	30	100
Course contents	30	
Teaching/ training methods	30	
Assessment / evaluation methods	30	

Table-47 : This table shows that all institutions expressed by the all trainers (100%) include objectives of the course, course contents, teaching-learning methods and also assessment or evaluation methods.

But it was observed that 60% institutions do not show their *training methods and Assessment / evaluation methods*.

Table-48 : Field Trips and Flexibility in Course Content

Flexibility	Have Provision		Not provision	
	Frequency	Percentage	Frequency	Percentage
Have flexibility in course content	04	13.33	26	86.66
Arranging field trips for trainees	25	83.33	05	16.66

Table-48 : It shows that there is flexibility in training course (13.33%) whereas there is no flexibility in their training courses as twenty six trainers' (86.66%) opinions. Regarding arranging field trips, twenty five trainers opine that their institutions arrange field trips and no field trips are held in some training institutions as five respondent trainers' (16.66%) opinions.

Table-49 : Female Participants' Friendly Environment in Training

Respondent (Trainers, N=30)	Have Provision		Not provision	
	Frequency	Percentage	Frequency	Percentage
Female participants' friendly environment in the institution	30	100.00	00	--

Table-49 : It shows that there is a sign that all respondent trainers opine that they have female participants' friendly environment in their institutions.

Table-50 : Authority to Change Course Content and Co-curricular in Training

Item	Respondent (Trainers, N=30)		
	Types of response	Frequency	Percentage
Authority to change the course content	Institution	24	80%
	DSHE	06	20%
	MOE	00	00
Arranging co-curricular activities for trainees	Indoor games	23	
	Outdoor games	18	
	Morning physical exercise	14	
	Debate	05	
	Cultural programs	22	

Table-50: It shows that twenty four trainers (80%) opined that their institutes can change the course contents of training programs; six trainer respondents (20%) opine that Director of Secondary and Higher Education (DSHE) can change their course contents. It is noted that MoE do not change any course content.

Regarding arrangement of co-curricular activities for trainees, twenty three respondents said they had indoor game facilities; eighteen respondents said they had outdoor game facilities; fourteen respondents said they had morning physical exercise facilities and only five respondents said that they have a program of debate and twenty two respondents said they had cultural programs in their training courses.

Table-51 : Trained Female Faculties in the Institution

Respondent (Trainers, N=30)		
Female Faculties	Frequency	Percentage
05%--10%	07	23%
10%--20%	23	77%
20%--30%	00	--
30%--40%	00	--

40%--50%	00	--
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Table-51 shows that having trained female trainers in their institution, seven trainers (23%) said that they have 5% to 10% trained woman trainers in their institutes; twenty three respondent trainers (77%) said that they have 10% to 20% trained woman trainers and none of them responded for more than 20% trained woman trainers.

Excellent training institutions have minimum 30% female trainers in their own faculty. But in Bangladesh there is no institute has a standard mark in this point of view.

Table-52 : Number of Participants Attends per Course @

Practice in institutions	Respondent (Trainers, N=30)		
	Range	Frequency	Percentage
Preference of participant number per course (for better learning)	20--30	22	73
	30--40	08	27
	40--50	--	--
	50--60	--	--
	60 +	--	--
Practice of participant number per course	20--30	--	--
	30--40	20	66
	40--50	07	23
	50--60	03	10
	60 +	08	FTC
Practice of female participants per course (%)	10--20	14	46
	20--30	16	54
	30--40	--	
	40--50	--	
	50--60	--	

@ All the tables of this chapter have been made on the basis of field survey data.

Table-52 : It is found from this table that twenty two respondent trainers (73%) opined that there should be 20--30 trainees per course under a training program; eight respondents (27%) said there should be 30-40 trainees per course in their institutes.

Regarding practices of number of trainees per course, twenty respondent trainers from different training institutes (66%) opined that they had 30--40 trainees per course in present practice; seven respondents (23%) said they had 40--50 trainees per course; and only three respondents (10%) said they had 50--60 trainees per course. But in the FTC participant is normally 60 and more in each section.

In case of having woman participants in a course, eight respondents said they had 10-20 women participants per course; twenty two respondents (74%) said they had 20--30 woman participants per course.

But in Bangladesh there is no institute has a standard mark in these points of view.

Table-53 : Training Methods used in the Training Institutes

Types of method	Respondent (Trainers, N=30)	
	Frequency	Percent (%)
Lecture	26	86.66
Group work	25	83.33
Team-learning	21	70.00
Cooperative learning	06	20.00
Individual assignment	14	46.66
Group assignment	17	56.66
Peer learning	12	40.00
Demonstration	15	50.00
Case study	10	33.33
Discussion	10	33.33
Role playing	13	43.33
Simulation	17	56.66
Brainstorming	19	63.33
Buzz groups	14	46.66
Question and answer sessions	22	73.33
Others	16	53.33

Table-53 : Regarding using training methods, it is observed from this table that some institutions use lecture method as twenty six (86.66%) respondent's opinions; some institutions use group work as twenty five

respondents' (83.33) opinions; some institutions use team learning as twenty-one respondents' (70%) opinions; some institutions use cooperating learning as six respondents' (20%) opinions; some institutions use individual assignment as fourteen respondents' (46.66%) opinions; some institutions use group assignment as seventeen respondents' (56.66%); some institutions use peer learning as twelve respondents (40%) opinions; some institutions use demonstration as fifteen respondents (50%); some institutions use case study as ten respondents' (33.33%); some institutions use discussion as ten respondents' (33.33%) opinions; some institutions use role play as thirteen respondents' (43.33%) opinions; some institutions use simulation as seventeen respondents (56.66%) opinions; some institutions use brain-storming as nineteen respondents' (63.33%) opinions; some institutions use buzz groups as fourteen respondents' (46.66%) opinions; questions and answers methods as twenty two respondents' (73.33%) opinions; some institutions use other methods as sixteen respondents' (53.33%) opinions.

Table-54: Maintain the Networking with Training Sponsor /employers

Types of network	Respondent (Trainers, N=30)		
	Yes	No	Percent
Assistance in course designing	06		
Exchange of faculties	00		
Others: (cooperation)	12		

Table-54 : It is found that six respondent trainers (20%) said that they took assistance in designing training course from other training institute/sponsor/employers; no training institute exchange their faculties; and twelve respondent trainers (40%) opined that they receive many co-operation from other institutions.

Table-55 : Training Infrastructure/Facilities in the Institutes

Types of facilities	Respondent (Trainers, N=30)					
	Satisfactory		Moderate		Dissatisfactory	
	Frequency	Percent	Frequency	Percent	Frequency	Percent

Status of decorated training rooms	11	37%	17	57%	02	7%
Status of dining halls	06	20%	16	53%	08	27%
Status of play grounds	--	--	13	43%	17	57%
Status of indoor games facilities	14	47%	14	47%	02	7%
Status of medical services	05	17%	16	53%	09	30%
Status of trainees accommodation	07	23%	19	63%	04	13%
Status of Library in meeting the trainers and trainees needs	12	40%	17	57%	01	3%
Status of Computer lab	06	20%	18	60%	06	20%
Congenial campus	18	60%	07	23%	05	17%

Table-55: Having training infrastructure in those training institutes, it is found from this table that eleven respondent trainers (37%) opined that they had satisfactory decorated training rooms; seventeen respondents said they had moderately decorated training rooms; and two respondents (7%) said they had dissatisfactory training rooms.

In case of having dining hall in training institutes, six respondents (20%) said satisfactory; sixteen respondents (53%) said moderately; and eight respondents (27%) said as dissatisfactory.

In responding to the status of play ground, thirteen respondent trainers (43%) said that their institutes' play grounds were moderate in status; and seventeen respondents (57%) said their play grounds were dissatisfactory. No institutes have the satisfactory playgrounds (100%).

In case of status of indoor games, fourteen respondent trainers (47%) said that their indoor game facilities for the trainees were satisfactory while the same number of indoor game facilities (47%) were moderate in condition; and the remaining (7%) were dissatisfactory.

Regarding medical services for the trainees, according to five respondent trainers' (17%) opinions were satisfactory; sixteen respondents' (53%) views were moderate; and nine respondents' (30%) opinions were dissatisfactory.

In case of trainees' accommodation, seven respondent trainers of training institutions (23%) said satisfactory; nineteen respondents (63%) said moderate; and four respondent opinions (13%) were dissatisfactory.

In meeting the library needs of the trainees and trainers, twelve respondent trainers (40%) opined that their libraries met the needs as satisfactory; seventeen respondents (57%) said met the library needs moderately; only one respondent (3%) said as dissatisfactory.

In meeting the needs of computer lab services, six respondent trainers (20%) opined as satisfactory; twelve respondents (40%) said as moderately meeting; and the rest six respondents (20%) said as dissatisfactory.

In case of having congenial campus, eighteen respondent trainers (60%) opined that their campuses had satisfactory congenial atmosphere; seven respondents (23%) opined as moderately atmosphere; and five respondents (17%) said as dissatisfactory atmosphere in their campus.

SECTION THREE

Responses from the Trainees of Training Institutions data collected from 4 training institutes by a structured training evaluation sheet, using 5 point rating scale (Likart, 1809). Another training institute (VTTI) has no trainees of its own.

Table-56 : General Information of the Trainee Respondents of the Training Institutions

SI	Name of Training Course	Trainee/ Client	Name of Trg. Inst.	Total no. of Trainees
1	EAM	HT/ Super	NAEM	120
2	ICT	Secondary Teacher	NAEM	30
3	CEC	Secondary Teacher	NAEM	34
4	Subject Base (Bangla)	Higher Secondary	HSTTI Comilla	29

		Teacher		
5	Computer	Secondary Teacher	NACTAR	21
6	Subject Base (Beng, Eng, Math, Arab, Comp)	Madrassa Teacher	BMTTI	50
	Total = 6 Courses		4 Trg. Inst.	284

Table-56: This table shows that data collected from 4 training institutes by a structured training evaluation sheet, using 5 point rating scale (Likart, 1809). The respondent participants (trainee) of NAEM are collected from 3 courses (several groups), they are; Educational Administration and Management Training Course (HT) -120, Information and Communication Training Course (School teacher) -30 & Communicative English Course (School teacher) -34.

Data collected from Subject Base Training Course of HSTTI (Comilla) -29, from Subject Base Training Course of BMTTI -50 & from Computer Training Course of NACTAR (Bogra) -21. So, the total respondent participants (trainee) of 4 training institutes (selected purposively) from different training courses are 284. Another training institute (VTTI) has no trainees of its own.

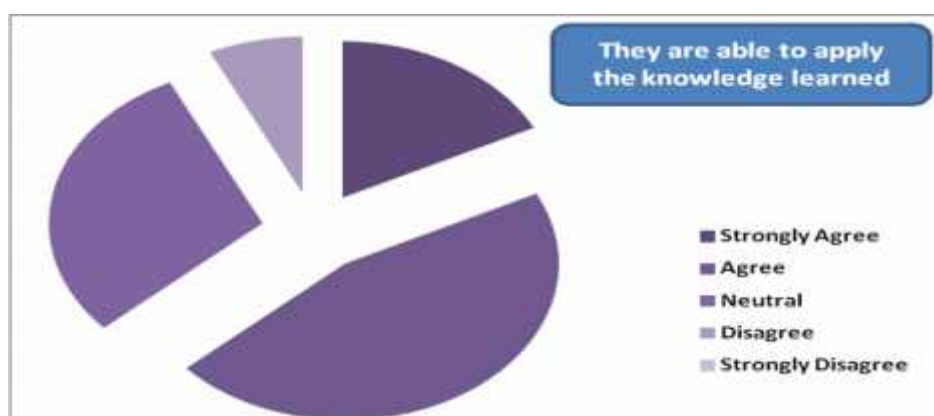
The evaluation sheet has 18 structured comments which should replies of 5 points rating scale. Another 2 questions included there as open ended. The 18 structured comments which, responded the 284 respondents (trainee) in the last session of their training period on 5 points rating scale are analyzed by many kinds of figures & charts are exposed below:

Fig-9 : The Training Met the Trainees' Expectations



284 respondents (trainee) commented on '*The training met my expectations*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 60 (21%), *agree* 125 (44%), *Neutral* 74 (26%) & *Disagree* 25 (9%) participant.

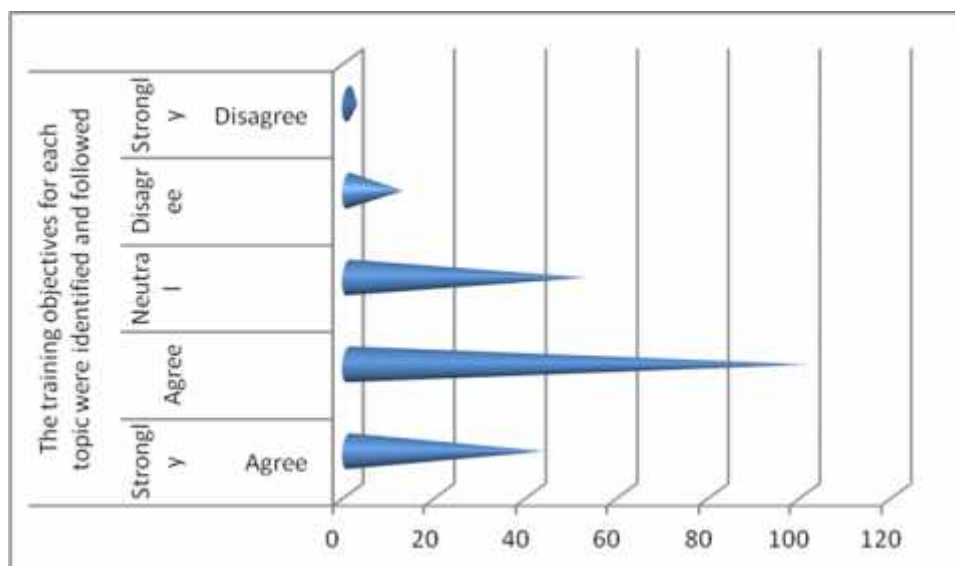
Fig-10 : They are Able to Apply the Knowledge Learned @



The figure-10 shows that 284 respondents (trainee) commented on '*They are able to apply the knowledge learned*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 51 (18%), *agree* 129 (46%), *Neutral* 84 (30%) & *Disagree* 20 (7%) participant.

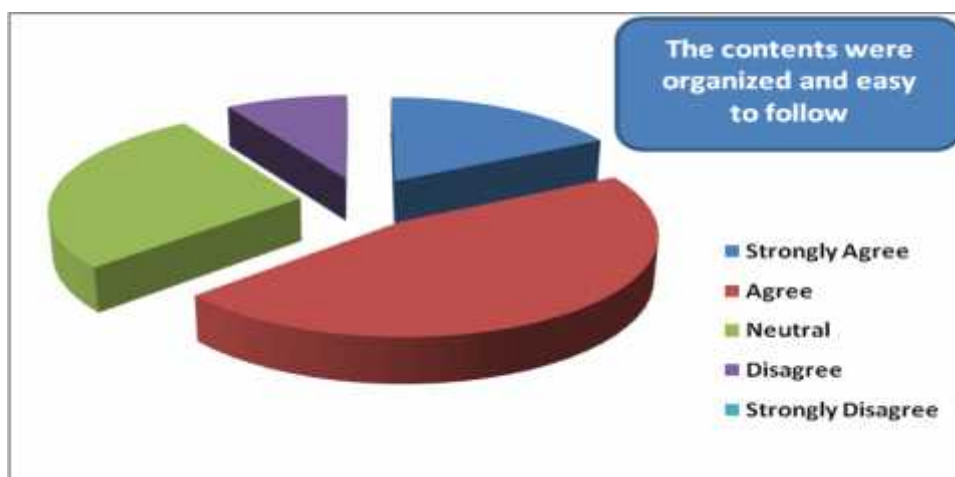
Fig-11: The Training Objectives for each Topic were Identified and Followed

@ All the figures of this chapter have been made on the basis of field survey data.



284 respondents (trainee) commented on '**The training objectives for each topic were identified and followed**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 57 (20%), *agree* 136 (48%), *Neutral* 71 (25%), *Disagree* 17 (6%) & *Strongly Disagree* 3 (1%) participant.

Fig-12: The Contents were Organized and easy to Follow



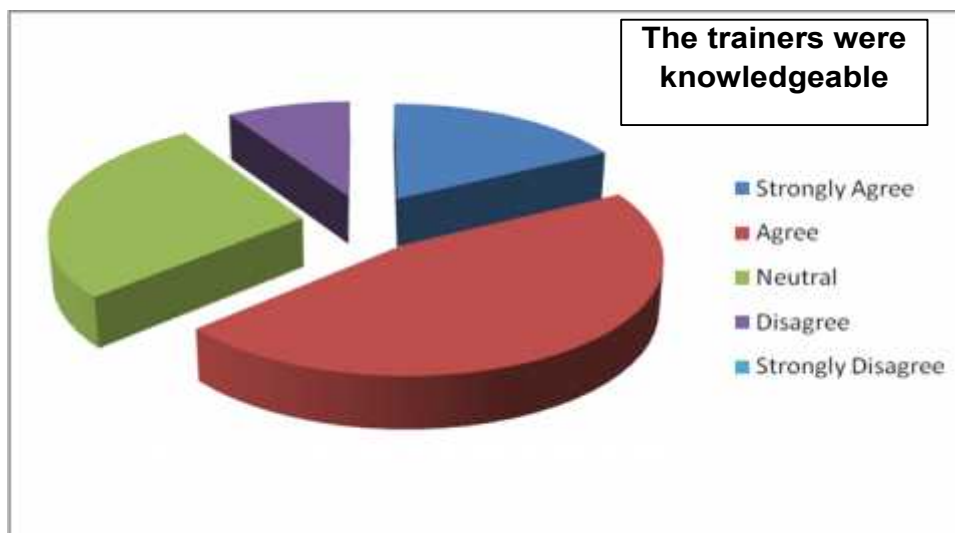
The figure-12 shows that 284 respondents (trainee) commented on '**The contents were organized and easy to follow**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 50 (18%), *agree* 131 (46%), *Neutral* 78 (28%) & *Disagree* 23 (8%) participant.

Fig-13: The Materials Distributed were Pertinent and Useful



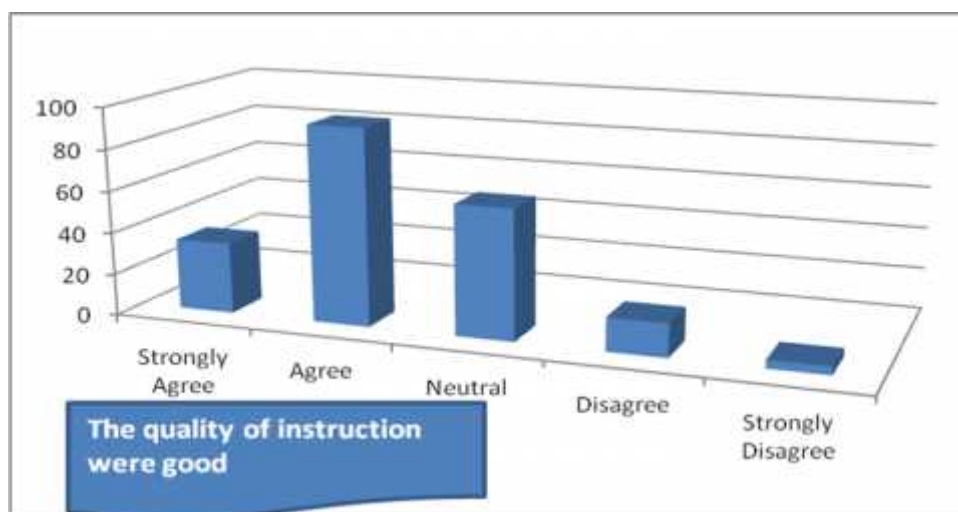
Out of 284 respondents commented with *strongly agree* 37 (15%), *agree* 98 (43%), *Neutral* 59 (30%) *Disagree* 19 (8%) & *strongly Disagree* 0 participants. They commented on '***The materials distributed were pertinent and useful***' in the last session of their training period with 5 points rating scale.

Fig-14: The Trainers were Knowledgeable



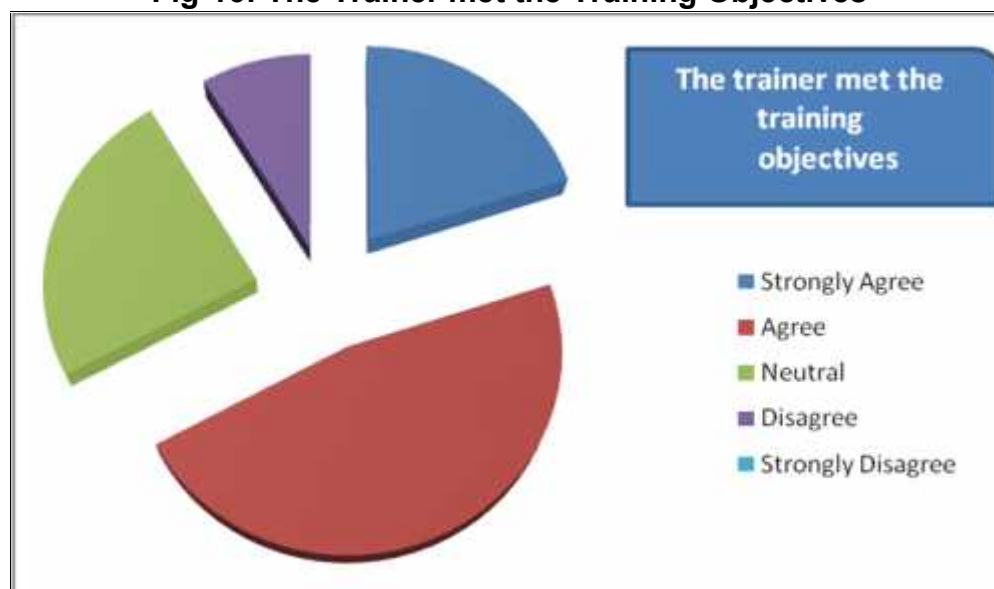
The figure-14 shows that 284 respondents (trainee) commented on '***The trainers were knowledgeable***' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 48 (17%), *Agree* 131 (46%), *Neutral* 86 (30%) & *Disagree* 19 (7%) participant.

Fig-15: The Quality of Instruction were Good

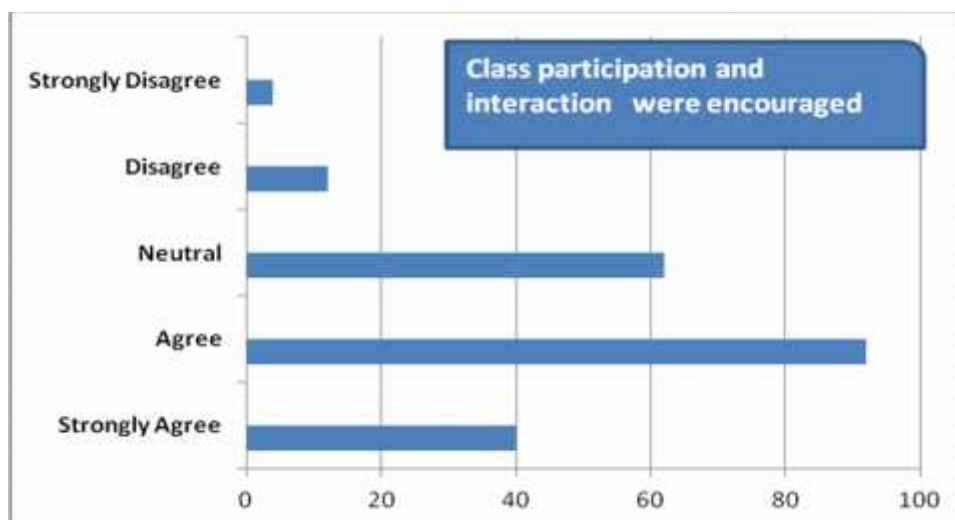


284 respondents (trainee) commented on '**The quality of instruction were good**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 45 (16%), *agree* 128 (45%), *Neutral* 82 (29%), *Disagree* 22 (8%) & *Strongly Disagree* 6 (2%) participant.

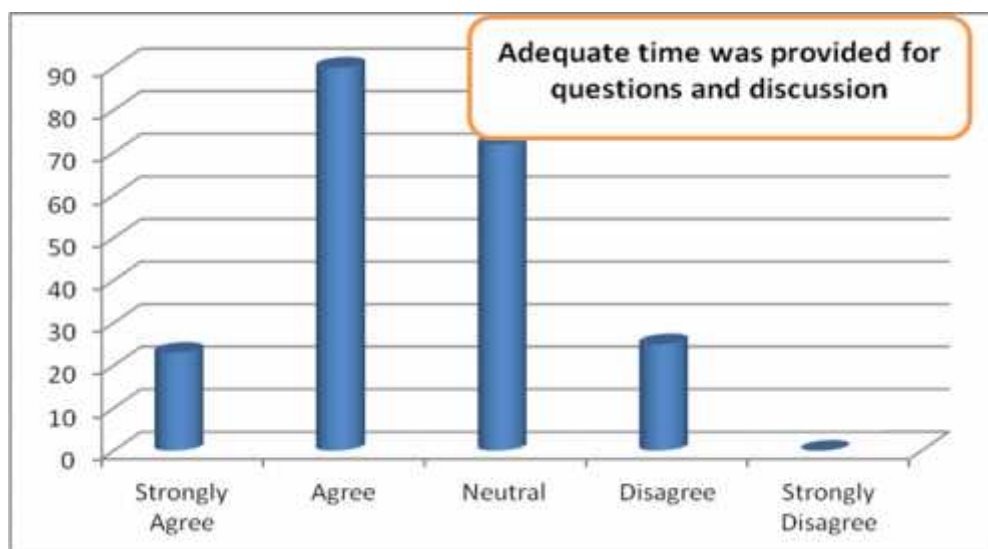
Fig-16: The Trainer met the Training Objectives



The figure-16 shows that 284 respondents (trainee) commented on '**The trainer met the training objectives**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 56 (20%), *agree* 134 (47%), *Neutral* 69 (24%) & *Disagree* 25 (9%) participant.

Fig-17: Class Participation and Interaction were Encouraged

284 respondents (trainee) commented on '***Class participation and interaction were encouraged***' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 53 (19%), *agree* 125 (44%), *Neutral* 83 (29%), *Disagree* 17 (6%) & *Strongly Disagree* 6 (2%) participant.

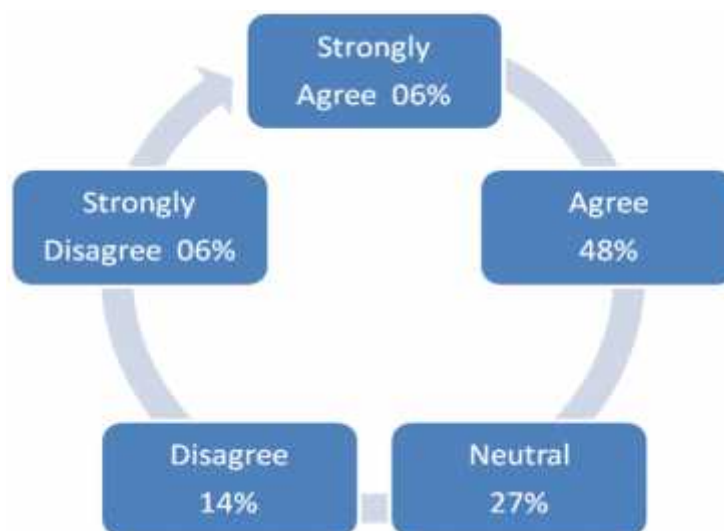
Fig-18: Adequate Time was Provided for Questions and Discussion

The figure-18 shows that 284 respondents (trainee) commented on '***Adequate time was provided for questions and discussion***' in the last session of their training period with 5 points rating scale. Out of 284

respondents (trainee) commented with *strongly agree* 31 (11%), *agree* 122 (43%), *Neutral* 97 (34%) & *Disagree* 34 (12%) participant.

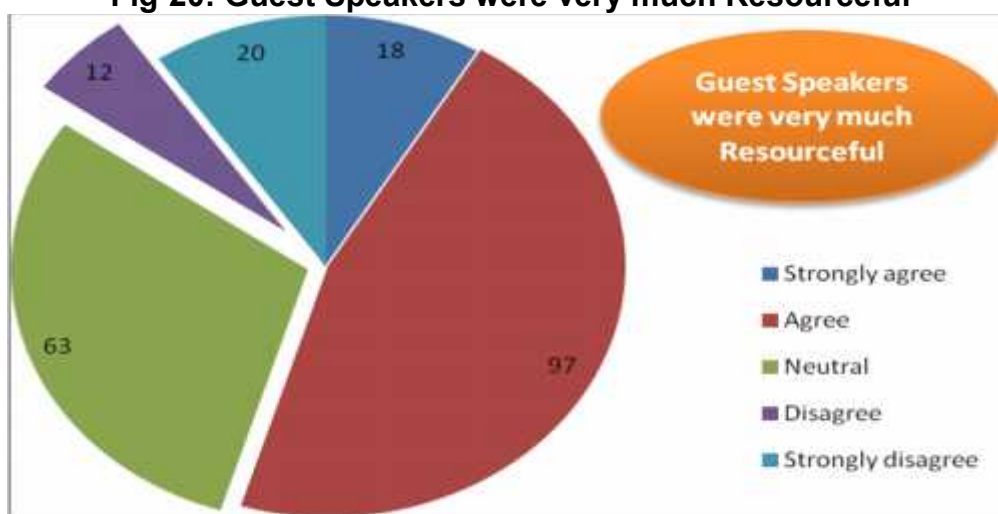
Fig-19: Guest Speaker Selection Procedure was Impartial

Every training institution has provision to use *Guest Speakers*. Sometimes it is not impartially selected by trainers.



284 respondents (trainee) commented on '**Guest speaker selection procedure was impartial**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 17 (6%), *agree* 136 (48%), *Neutral* 77 (27%), *Disagree* 40 (14%) & *Strongly Disagree* 14 (5%) participant.

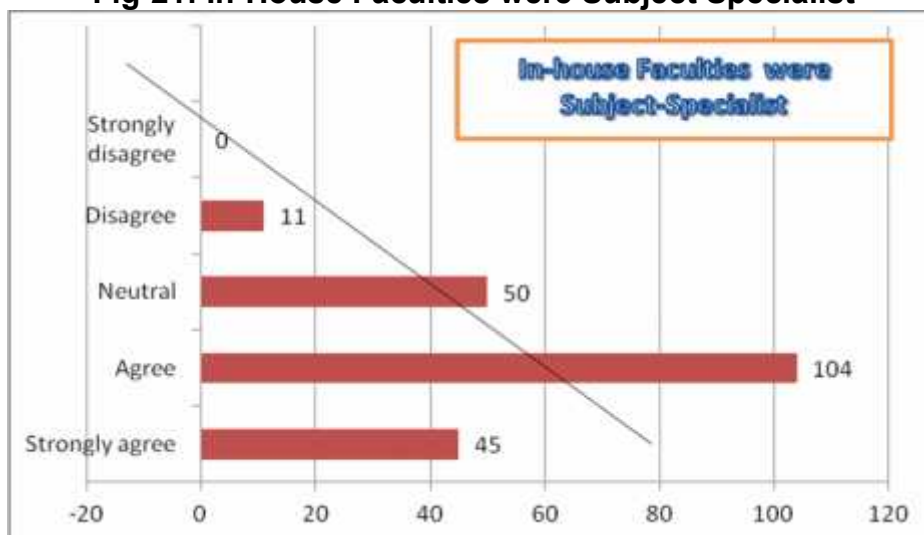
Fig-20: Guest Speakers were very much Resourceful



The figure-20 shows that 284 respondents (trainee) commented on '**Guest speakers were very much resourceful**' in the last session of their training

period with 5 points rating scale. Out of 284 respondents (trainee) commented with *strongly agree* 26 (9%), *agree* 131 (46%), *Neutral* 85 (30%) & *Disagree* 25 (9%) participant.

Fig-21: In-House Faculties were Subject Specialist



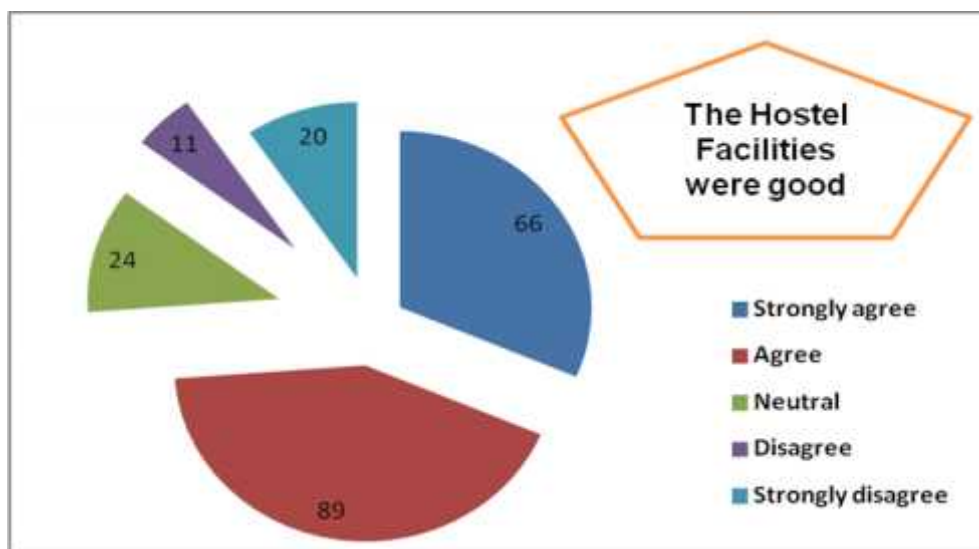
284 respondents (trainee) commented on '*In-house faculties were subject specialist*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 60 (21%), *Agree* 142 (50%), *Neutral* 82 (29%), *Disagree* 68 (24%) & *Strongly Disagree* 14 (5%) participant.

Fig-22: Trainee Selection Procedure was Unbiased



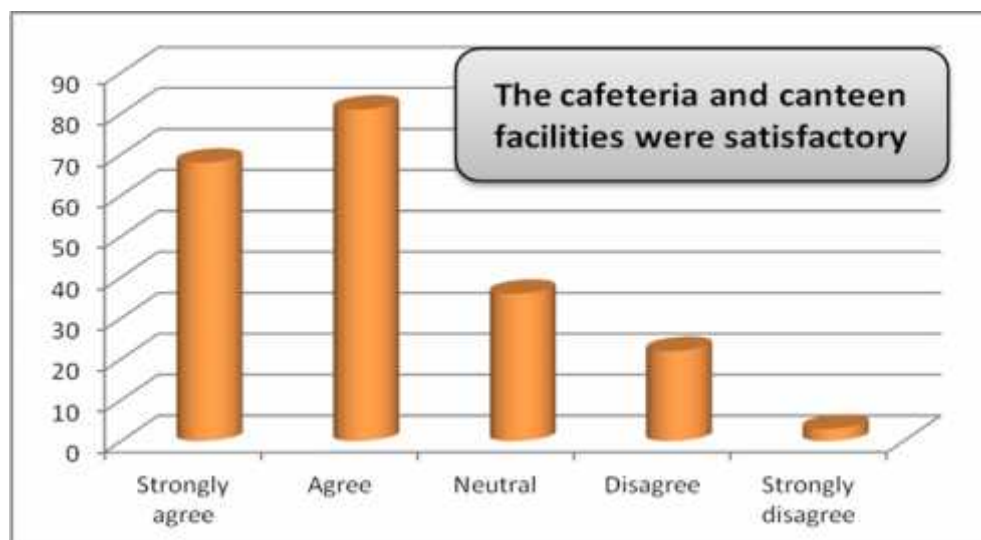
The figure-22 shows that 284 respondents (trainee) commented on '*Trainee selection procedure was unbiased*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 51 (18%), *Agree* 139 (49%), *Neutral* 77 (27%) & *Disagree* 17 (6%) participant.

Fig-23: The Hostel Facilities were Good



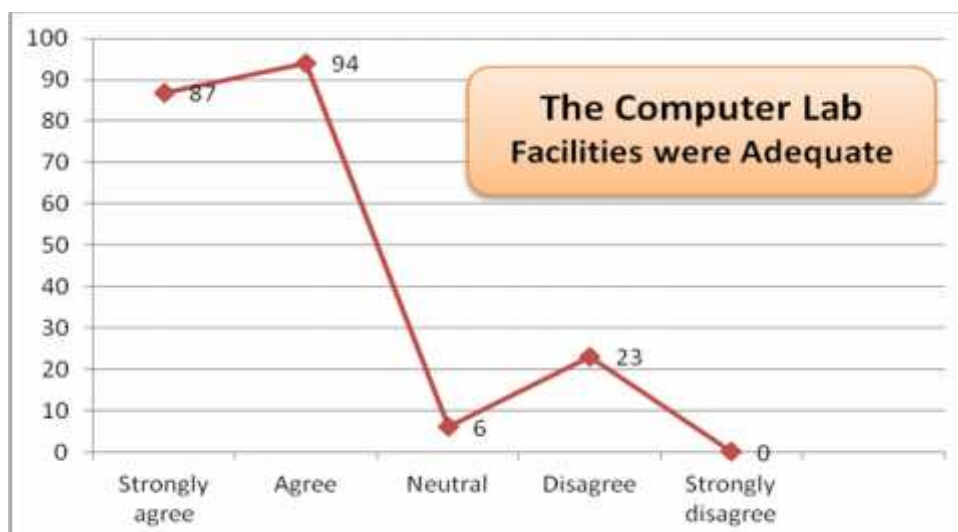
284 respondents (trainee) commented on '*The hostel facilities were good*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 88 (31%), *Agree* 119 (42%), *Neutral* 31 (11%), *Disagree* 20 (7%) & *Strongly Disagree* 26 (9%) participant.

Fig-24: The Cafeteria and Canteen Facilities were Satisfactory



The figure-24 shows that 284 respondents (trainee) commented on '**The cafeteria and canteen facilities were satisfactory**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 91 (32%), *Agree* 111 (39%), *Neutral* 28 (10%) & *Disagree* 6 (2%) participant.

Fig-25: The Computer Lab Facilities were Adequate



284 respondents (trainee) commented on '**The computer lab facilities were adequate**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *Strongly agree* 116 (41%), *Agree* 128 (45%), *Neutral* 9 (3%) & *Disagree* 31 (11%) participant.

Fig-26: Trainees' Comments on Overall Training Program

The figure-26 shows that 284 respondents (trainee) commented on '*Trainees' comments on overall training program*' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *excellent* 34%, *good* 48%, *average* 9%, *poor* 2% & *very poor* 7% participant.

Table-57 : Summarized Opinion on Structured Comments by Trainees

Trainees' comments	Respondent Trainees (N=284)									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
1. The training met my expectations	60	21%	125	44%	74	26%	25	9%	0	0
2. I will be able to apply the knowledge learned	51	18%	129	46%	84	30%	20	7%	0	0
3. The training objectives for each topic were identified and followed	57	20%	136	48%	71	25%	17	6%	03	1%
4. The contents were organized and easy to follow	50	18%	132	46%	78	28%	23	8%	0	0
5. The materials distributed were pertinent and useful	43	15%	123	43%	85	30%	22	8%	11	4%
6. The trainers were knowledgeable	48	17%	131	46%	86	30%	19	7%	0	0
7. The quality of instruction were good	45	16%	128	45%	82	29%	22	8%	06	2%
8. The trainer met the training objectives	56	20%	134	47%	69	24%	25	9%	0	0
9. Class participation and interaction were encouraged	53	19%	125	44%	83	29%	17	6%	06	2%
10. Adequate time was provided for questions and discussion	31	11%	122	43%	97	34%	34	12%	0	0
11. Guest speaker selection procedure was impartial	17	6%	136	48%	77	27%	40	14%	14	5%

12. Guest speakers were very much resourceful	26	9%	131	46%	85	30%	17	6%	25	9%
13. In-house faculties were subject specialist	60	21%	142	50%	68	24%	14	5%	0	0
14. Trainee selection procedure was unbiased	51	18%	139	49%	77	27%	17	6%	0	0
15. The hostel facilities were good	88	31%	119	42%	31	11%	20	7%	26	9%
16. The cafeteria and canteen facilities were satisfactory	91	32%	111	39%	48	17%	28	10%	06	2%
17. The computer lab facilities were adequate	116	41%	128	45%	09	3%	31	11%	0	0

Table-57 : Summarized Opinion on Structured Comments by Trainees

Data collected from 3 courses of NAEM-184, subject base training Course of HSTTI (Comilla)-29, from subject base training course of BMTTI-50 & from computer training course of NACTAR (Bogra)-21. So, the total respondent participants (trainee) of 4 training institutes (selected purposively) from different training courses are 284. Another training institute (VTTI) has no trainees of its own.

The participants were requested to give opinion on the preset comments to evaluate the training institutions.

Table-58 : Open / free Comments by Trainees

The participants are requested to make comments freely on the questionnaire - *What are the lackings/shortages in the training program?*

They answered about 18 comments. Those are as follows :

Types of comments	Respondents (N=284)	
	Frequency	Percent
Insufficient financial support for the trainees	59	21%
Hostel facilities are below standard	46	16%
Cafeteria/canteen facility is not up to the mark	38	13%
Medical facility is very poor	63	22%
Training rooms are not satisfactory	76	27%
Computer lab facility is limited	66	23%
Co-curricular facility is very poor	46	16%
Scarcity of professional trainers	37	13%
Participant selection system is inappropriate	43	15%

Participant's turnout not satisfactory	27	10%
Inadequate network with other training institutions	22	8%
Training premise lacks out-door facilities	26	9%
Limited foreign training scope	27	10%
Insufficient extra incentive	36	12%
In-hygienic environment	24	9%
Inadequate physical facilities	47	16%
No systematic staff development program	46	16%
Absence of organized feed-back system	36	12%

Table-59 : Open / free Comments by Trainees

The participants are requested to make comments freely on the questionnaire - *What areas of the training could be improved ?* They answered about 17 comments. Those are as follows :

Types of comments	Respondents (N=284)	
	Frequency	Percent
Sufficient financial support should be increased for the trainees	46	16%
Hostel facilities should be enriched	38	13%
Cafeteria/canteen facility should be standard	59	21%
Medical facility should be enriched	36	12%
Training rooms should be decorated & satisfactory	63	22%
Computer lab facility should be sufficient	76	27%
Co-curricular facility should be sufficient	66	23%
Professional trainer should be developed	38	13%
Appropriate participant selection process should be developed	37	13%
Network with other training institutions should be	43	15%

build up		
Out-door facilities should be developed	46	16%
Foreign training scope should be developed	27	10%
Extra incentive should be created	36	12%
Campus should be clean & hygienic	46	16%
Physical facilities & furniture should be procured	43	15%
Staff development program should be developed	43	15%
Organized feed-back system should be developed	47	16%

Table-60: Comments on Overall Success of the Training Program

Trainees' comments on training program	Excellent		Good		Average		Poor		Very poor	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
	66	23%	113	40%	54	19%	33	12%	18	6%

The Table-60 shows that 284 respondents (trainee) commented on '**overall success of the training program**' in the last session of their training period with 5 points rating scale. Out of 284 respondents (trainee) commented with *excellent* 66 (23%), *good* 113 (40%), *average* 54 (19%), *poor* 33 (12%) & *very poor* 18 (6%) participant.

SECTION FOUR

Analysis on the Basis of the **Checklist** for Observation of the Researcher

A **checklist** was prepared for collecting data and information from the training institutions. The observation checklist contained 43 items.¹ Some facts and figures were gathered by observation, primarily, the researcher tried to pluck up the data properly.

¹. The Questionnaire is given in the Appendix.

Table-61: General Information of 5 Training Institutions @

Subject	Item	Trg. Institutions (N=5)	
		Frequency	Percentage
Year of establishment of the institution	1940—1959	01	20
	1960—1979	02	40
	1980—1999	02	40
	2000—2014	--	
Type of organization	Government	05	100
	Autonomous	--	
	Semi-government	--	
	Statutory	--	
Divisions/units in organization	2 divisions/units	01	20
	3 divisions/units	02	40
	4 divisions/units	02	40
	5 divisions/units & more	--	

Table-61: It is found from this observation checklist that one training institution (20%) was established between the periods of 1940-1959; two institutions (40%) were established between the periods of 1960-1979; two institutions were established between 1980-1999.

Regarding types of organization it is seen from this table that all of sampled five organizations (100%) are government institutions.

In case of having divisions/units of training organizations, one institution (20%) has two divisions/units; two institutions (40%) have three divisions/units and the remaining two institutions (40%) have four divisions/units.

Table-62: Organizational structure of the training Institutes

Approved organizational structure and Organogram	Institutions (N=5)			
	Yes		No	
	Frequency	Percent	Frequency	Percent
	03	60%	02	40%

@ All the tables of this chapter have been made on the basis of field survey data.

Table-62: It is found that three training institutions (60%) have approved organizational structure/ organogram and two institutions (40%) have no approved organizational structure.

Table-63: Human resources of the training Institutes

Human resources	Range	Institutions (N=5)	
		Frequency	Percent
Total no. of Manpower	20—39	02	40
	40—59	02	40
	60—79	--	--
	80-100	--	--
	100 +	01	20
Total No. of faculties (Approved Post)	05—09	01	20
	10—19	01	20
	20—29	01	20
	30—39	01	20
	40 +	01	20
No. of faculties (Existing)	05—09	02	40
	10—19	01	20
	20—29	01	20
	30—39	--	--
	40 +	01	20
No. of supporting Officers	05—09	04	80
	10—19	01	20
	20—29	--	--
No. of supporting staff	20—40	03	60
	41—60	01	20
	61—80	--	--
	81-100	--	--
	100 +	01	20

Table-63: From the observation checklist it is seen in case of human resources that two institutions (20%) have 20 to 39 number of manpower; two institutions (40%) have 40 to 59 numbers of officials; the remaining one institution has one hundred + officials.

Regarding having number of faculties, two institutions (40%) has five to nine faculties; one institution (20%) has 10 to 19 faculties; one institution (20%) has 20 to 29 faculties; one institution (20%) has 40 and plus faculties.

In case of having supporting officers, four training institutions (80%) have 05 to 09 number of officers while only one institution (20%) has 10 to 19 supporting officers.

In case of having supporting staff, one training institution (20%) has 41 to 60 staff and one institution (20%) has 100 + supporting staff while three institutions (60%) have no supporting staff.

Table-64 : Major Indications of Trg. Institutions

Institutional Vision, Mission, Objectives, Functions, Strategic Plan	Trg. Institutions (N=5)			
	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Institutional Vision	01	20%	04	80%
Institutional Mission	02	40%	03	60%
Institutional Objectives	04	80%	01	20%
Major Functions of the institution	03	60%	02	40%
Institutional Strategic/ Long-term Plan	03	60%	02	40%

Table- 64 : It is observed from this table that one institutions (20%) has institutional vision; two institutions (40%) have their institutional missions; four institutions (80%) have objectives; three institutions (60%) have written functions and three institutions (60%) have their strategic plan/long-term plans.

Table-65 : Professional Background of the Divisional / Unit Chiefs

Criteria	Item	Institutions (N=5)	
		Frequency	Percent
Professional Background of the Divisional Chiefs (DCs)/Unit	Ph. D with teacher education	none	
	Ph. D	2 in 1 inst.	
	Master degree with teacher education	2 in 1 inst.	
	Master degree	all	100
Experiences in the institutions on teacher education & training	05--09 year	02	40
	10--14 years	--	
	15 + years	01	20

Table-65 : It is found from this table that no division/unit chief have not Ph. D. with teacher education; two division/unit chiefs of an institutions have Ph. D. in their respective disciplines; all of division/unit chiefs (100%) have master degree.

Table- 66: Controlling Authority of the Training Institutions

Institution	Name of Controlling Authority	Remark
NAEM	Ministry of Education (MoE)	All they are not doing same or similar jobs.
HSTTI	Directorate of Secondary and Higher Education (DSHE)	
BMTTI	Directorate of Secondary and Higher Education (DSHE)	
NACTAR	Ministry of Education (MoE)	
VTTI	Directorate of Technical Education (DTE)	

Table - 66: It is seen that one institution, NAEM (20%) is controlled by the Ministry of Education; HSTTI (20%) is working under the Directorate of Secondary and Higher Education (DSHE) as controlling authority; BMTTI (20%) is also controlling by the DSHE; NACTAR (20%) is controlled by the Ministry of Education; and VTTI (20%) is working under the control of Directorate of Technical Education (DTE).

Table- 67 : Main Functional Power of the Authority

Criteria	Item	Institutions (N=5)	
		Frequency	Percent
Final authority for taking decision	MoE	03	60%
	DSHE	01	20%
	DTE	01	20%
Functions of the authority	Approving	05	100%
	Financial allocation	05	100%

	Recruitment	05	100%
Areas have autonomy for taking decision	Preparing curriculum	03	60%
	Number of courses	03	60%
	Course duration	03	60%

Table-67: According to this table it is seen that Ministry of Education is the final authority for three training institutions (60%); DSHE is an authority of a training institution (20%); DTE works as an authority of one institution (20%).

Table- 68: Job description and recruitment

Institutional Criteria	Institutions (N=5)			
	Yes		No	
Approved job description for the officers and staff	Frequency	Percent	Frequency	Percent
		02	40%	03
Approved recruitment rules of the institution	01	20%	04	80%

Table-68: It is observed that two training institutions (40%) have officially approved job description while three institutions (60%) have not; only one training institution (20%) has officially approved recruitment rules while four institutions (80%) have not. This is the disappointing situation.

Table- 69: Status of manpower of the Institutions

Position Level	Name of position	Status	No. of post	Institution (N=5)
Top level officer	DG	Sr. Govt. college professor	01	01
	Director Addl. Director	Govt. College Professor / Director	07	03
	Principal	Govt. College Professor	02	02
Mid level	Deputy Director	Associate	14	04

Officer		Professor		
	Senior Instructor	Associate Professor	06	02
	Asstt. Director	Assistant Professor	21	03
Entry level/ Lower level Officer	T Trainer	Lecturer	54	04
	Instructor			
	Support officer			
3rd Class employee	Official asstt	3 rd Class	53	05
4th Class employee	MLSS / Equivalent	4th Class	204	05

Table-69: This table shows that one institution (20%) has one position named Director General as equivalent to senior professor of Government College; three institutions (60%) have 08 posts named Director, Additional Director or Principal as equivalent to professor of government college; four training institutions (80%) have twenty posts (14+6) named Deputy director or Senior Instructor as equivalent to Associate professor of government colleges; three institutions (60%) have twenty one posts named Assistant Director as equivalent to Assistant Professor of Government colleges; four institutions (80%) have 54 posts named Trainer or Instructor or Supporting Officer as equivalent to Lecturer or class one officer of government colleges or government organizations; All of five institutions (100%) have 53 posts in the rank of class III like other government organization; and all of respondent institutions have 204 posts as equivalent to class IV like other government organization. So the training institutions have not sufficient & effective manpower and have not any HR department.

Table-70: Required Qualification and Experiences for Faculties

Designation	Required Qualification	Min. Experience Reqd. (yrs)	Institutions (N=5)	
			Total	Remark
DG	Masters Degree	25 +	01	The total position is not exiting (maximum vacant post)
Director	Masters Degree	20 +	06	
Addl Director	Masters Degree	18 +	01	
Principal	Masters Degree	20 +	02	
DD	Masters Degree	15 +	12	
Senior Instructor	Masters Degree	15 +	04	

AD	Masters Degree	10 +	24	is in VTTI)
Assot Prof	Masters Degree	10 +	02	
Asst. Prof	Masters Degree	6+	06	
Lecturer	Masters Degree	n/a	17	
T Trainer	Masters Degree	02	28	
Instructor	Bachelor /B.Sc Egr	n/a	05	
Support officer	Masters Degree	n/a	06	
Junior Instructor	Diploma Engrg	n/a	08	

Table-70: Regarding required qualifications and experiences for faculty members it is observed from this table that for head and associate head of institution it requires master degree with experiences of 18 years to 25 years; for deputy or senior instructor it requires master degree with the experiences of 15 years; for AD or Assistant Professor it requires master degree with 6 years experiences; for lecturer or equivalent it requires master degree with 2 years experiences and junior trainers or equivalent it requires master degree and does not require experiences.

Table- 71: Incentive for Trainers / Faculties

Incentive & Award	Nature of Incentive	Institutions (N=5)	
		Frequency	Percent
Incentive package for trainers, other than regular pay	Scope of higher Education	Very ltd.	
	Scope of advanced training	Very ltd.	
	Financial benefit	For Deputed	
	Reward	Very ltd.	
	Recognition	n/a	
Have any awards for the best trainers	Certificate	n/a	
	Prize	n/a	
	Others	sometimes	

Table-71 : It is seen from this table that there is very limited scope for incentive packages for trainers other than regular salary in terms of higher education or advanced training or reward. But deputed trainers from the government colleges working in these training institutions are provided additional financial benefit other than regular salary.

In case of awards it is seen that sometimes it is given to the trainers as a token gift.

Table - 72 : Training Monitoring System in the Training Institutions

Practice in the Institution	Institutions				
	NAEM	HSTTI	BMTTI	NACTAR	VTTI
Use of external resource persons in the training sessions	20%	10%	5%	5%	--
Have any career planning system for faculties	No	No	No	No	No
Is there any participatory training monitoring system in institution	Average	Poor	Poor	Poor	n/a

Table-72 : It is found from this table that in using external resource persons in training programs NAEM uses 20%, HSTTI uses 10% and BMTTI and NACTER use 5%. But VTTI does not use external resource person. In case of having career planning no training institution has the provision.

Regarding participatory training monitoring system only NAEM (20%) has moderate practice and none of others (80%) have the system.

Table-73: Trainer's performance evaluation system of Institution

Practice	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Individual	ACR	ACR	ACR	ACR	ACR	100
Division/ Unit wise	no	no	no	no	no	--
Organization	no	no	no	no	no	--
Special	no	no	no	no	no	--

Table-73 : It is found from this observation checklist table that all of sample respondent institutions (100%) adopt Annual Confidential Report to measure the trainers' performance as evaluation system and none of

them use any other evaluation system at individual or division or organizational levels.

Table-74 : Trainer's performance evaluation system of Institution

Practice	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
By trainees	√	√	√	√	√	100
By committee	no	no	no	no	no	--
By superior Authority	no	no	no	no	no	--
By others	no	no	no	no	no	--

Table-74: This table shows that trainers of all training institutions (100%) are generally evaluated by the trainees of relevant courses, but none of institutions use by committee or by superior authority or other means.

Table-75: Course-wise report preparation in the training institution

Practice	Institution	Practice	Present
	Preparing course-wise report after completion of a course		NAEM
HSTTI		Prepare sometimes if the authority demanded	10%
BMTTI		Prepare sometimes if the authority demanded	10%
NACTAR		Said positively, but could not show any one	5%
VTTI		n/a	--

Table-75 : It is observed that all of respondent training institutions do not prepare course-wise report after completion of any training course, but prepare sometimes if it is needed by the authority. It is a disappointing situation of the training institutions.

Table-76: MIS Practice in the Institution

Item	Institution
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Areas covered in keeping MIS		NAEM	HSTTI	BMTTI	NACTAR	VTTI
	Training	√	--	--	√	--
	Finance and accounts	--	--	--	--	--
	Human resource	--	--	--	--	--
	Others area	--	--	--	--	--

Table-76 : It is found that in keeping data and information as MIS, only NAEM and NACTAR (40%) are maintained by IT using in training area but not in HR or accounts and finance or in any other areas. The remaining three training institutions (60%) do not maintain MIS in any areas.

Table-77 : Use of MIS reports in the Institutional Plans and Activities

Using MIS reports	Task Item	Institution					No Practice yet
		NAEM	HSTTI	BMTTI	NACTAR	VTTI	
	Training plan	no	no	no	no	no	
	Financial plan	no	no	no	no	no	
	ADP	no	no	no	no	no	
	HR plan	no	no	no	no	no	
	Others	no	no	no	no	no	

Table-77 : Regarding the use of MIS report in the Institutional Plans and Activities it is observed from this table that none of the institutions use MIS report in the institutional plan and activities. Earlier it has clear that all those training institutions have no actual practice of MIS in any administrative area.

Table-78 : Institutional Satisfaction

Dhaka University Institutional Repository

Satisfactory Item	Institution					Comment
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
The Institution is a learning organization	√	√	√	√	X	The overall environment of learning situation of VTTI is not good
The institution has financial sustainability	√	X	√	√	X	

Table-78 : It is seen from this table that all of the institutions anticipated that they are learning organizations. But the researchers' observation is at best (80%) are learning organizations and their 60% are financially sustainable.

Table-79: Practice of Quality Assessment in the Institution

Evaluating Item	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Self assessment	√	no	no	no	no	20
Internal assessment	no	no	no	no	no	--
External assessment	no	no	no	no	no	--
Third party assessment	no	no	no	no	no	--

Table-79: observation from this table that only one institute (20%), named NAEM use self assessment method for quality assessment of the institution. But they are doing only self assessment method. It is very unfortunate that none of the institutions use other method for that purpose.

Table-80: Practices of Committees that Recommend for

Management Decisions

Types of Committee	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Procurement committee	yes	yes	yes	yes	yes	20
Academic committee	yes	yes	yes	yes	no	--
Research committee	yes	no	no	no	no	--
Hostel committee	yes	no	no	no	no	--
Cafeteria/Canteen committee	yes	yes	yes	no	no	--
Library committee	yes	no	no	no	no	--
Publication committee	yes	no	no	no	no	--
Others	yes	yes	yes	no	no	--

Table-80 : In case of having practices of committee it is found that all of training institutions (100%) have procurement committee and academic committee in making decisions in respective tasks; Only one institution, NAEM (20%) has research committee and hostel management committee, but others three institutions (60%) have not; three institutions (60%) have cafeteria/canteen committee; one (20%) has library committee and publication committee; and three (60%) have other insignificant committees.

Table-81 : Preparing Annual Training Plan in the Institutions

Planning Item	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Preparing annual training-calendar regularly	√	By DSHE	√	√	--	--
Preparing annual training-calendar irregularly	--	√	--	--	√	--

Table-81 : This table shows that except four training institutions (80%) prepare annual training calendar regularly while one institution, VTTI

(20%) do not prepare any ATP. Because, it has not any training program of its own.

Table-82 : Training Procurement System in the Institution

Trg. Procurement Authority	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Assigned by parent organization	--	√	√	√	--	
Sent by nominating agency (Project funded)	√	√	√	√	--	
Procured through competitive bidding	√	--	√	√	--	
New course designed by the institution	√	--	√	√	--	

Table-82: Since performance of any training institution is directly related to organization of training courses, for which participation of the trainees in those courses is a pre-condition, procurement of trainees is very vital for the institute. This procurement, in one extreme case, is ensured through routine sending of the participants by the controlling organization and through competitive bidding or newspaper announcement on the other extreme. Training procurement can sometimes be a challenging job. The responses of the training institutions reveal that they procure trainees in their various courses in five different ways and in different proportions.

These ways are:

- Sent by the government/controlling organizations as a routine;
- Sent by nominating agencies/individuals in response to public announcement;
- Sent by the nominating agencies/individuals (GO & NGO) as per their own preferences;
- Procured through competitive bidding;
- Procured through personal approach by the CEO or faculty members;
- Drawn from own experimental/pilot projects.

Table-83 : Practice of Training Need Assessment (TNA)

Criteria of TNA	Training Institutes					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
TNA is done for all courses	no	no	no	no	no	--
TNA is done for some courses	√	no	√	no	no	--
Generally TNA is done after a certain duration	√	no	no	no	no	--

Table-83 : Sixty percent training institutes claimed that they assess training needs, in some form or other (in a vague manner), for designing all their courses. Forty percent made it clearer that they mostly do it through discussions with the sponsors (in an informal manner) and conduct formal assessment studies in selected cases, depending on availability of resource, time and expertise. The rests were silent on the issue. The number of capable members in the faculties to assess training needs varied from 0 to 20.

It is found from this table that no training institutions (100%) do Training Need Assessment for all courses before introducing any training course. But NAEM and BMTTI (40%) do TNA for some courses in sometimes.

Table-84 : Practice of Training Impact Assessment (TIA)

Criteria of TIA	Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
TIA is done for all courses	no	no	no	no	no	--
TIA is done for some courses	√	no	no	no	no	20
Generally TIA is done after a certain duration	√	no	no	no	no	20

Table- 84: It is found from this table that no training institutions do Training Impact Assessment for all courses; only NAEM (20%) does TIA for some of courses after certain period.

Table-85 : Major Components Used in Course Curriculum by the Training Institutes

Types of Component	Trg. Institution					Present (%)
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Objectives of the course	√	√	√	√	--	80
Requisite of the course	√	√	--	--	--	40
Course contents	√	√	√	√	√	100
Teaching/ Training methods	√	√	--	--	--	40
Assessment / Evaluation methods	√	√	√	√	--	80
Name of Resource Persons	√	--	--	--	--	20

Table-85: It is observed from this table that four training institutions (80%) include the general and specific objectives of the course in their curricula; VTTI (20%) does not do that, All of training institutions (100%) include contents in detail in their training courses.

Only two training institutions (NAEM and HSTTI) include teaching-learning/training methods in their curricula.

Four training institutions (80%) include the component of trainee's assessment/ /evaluation methods in their curricula.

Table-86 : Number of Participants Attend in a Training Course

Criteria	Number of participants	Trg. Institution				
		NAEM	HSTTI	BMTTI	NACTAR	VTTI
Preference of participant number per course	20--30	√	√	√	√	√
	30--40					
	40--50					
	50--60					
	60 +					
Practice of participant number per course	20--30	30%	20%	40%	40%	100%
	30--40	40%	20%	40%	40%	--
	40--50	20%	30%	20%	20%	--
	50--60	--	--	--	--	--
	60 +	10%	30%	--	--	--
Number of women participants attend per course	Minimum 20% expected	5-30%	5-15%	0-10%	5—20%	5-10%

Table-86 : In case of number of participants per course it is found from this that all of training institutions (100%) prefer twenty to thirty trainee participants per course. But in practice there is a different situation. All of training institutions have practice of twenty to fifty participants per course. Regarding participation of woman trainees per course minimum 20% expected. But it is seen that NAEM has 5% to 30% women participant of total participants, HSTTI has 5% to 15% women participant of total participants; BMTTI has 0% to 10% women participant of total participants, NACTAR has 5% to 20% women participant of total participants; and VTTI has 5% to 10% women participant of total participants.

Table-87 : Training Courses Offered by the Training Institutes

Sl.	Name of courses	Course Duration	Types of participant	No. of Courses Per year	Offering Trg. Inst.
01	Educational Administration and Management Course	3 weeks	Heads of Secondary Level Institutions	06	NAEM HSTTI
02	Educational Administration and Management Course	3 weeks	Principals of Colleges & Sr. Madrasas	08	NAEM
03	Foundation Training Course (FTC)	4 Months	Newly Recruited Education Cadre Officers	03	NAEM
04	Advance Course on Educational Management (ACEM)	45 Days	Associate Professor of Govt Colleges	04	NAEM
05	Superior Service Course on Educational Management (SSCEM)	45 Days	Professor of Govt Colleges	03	NAEM
06	Educational Research Methodology Course	1 Month	Position holders in different FTCs	04	NAEM
07	Educational Planning & Development Course	1 Month	The officers under MoE offices	04	NAEM
08	Education Administration Course	2 weeks	District Education Officer (DEO)	03	NAEM
09	Library Planning and Management Course	3 weeks	Librarians of college levels institutions	03	NAEM
10	Training of Trainers (TOT) Course	2 weeks	Officers of NAEM, HSTTI, BMTTI & TTCs	03	NAEM
11	Secretarial Science and Office Management Course	2 weeks	Commerce Teachers of colleges	02	NAEM

Sl.	Name of courses	Course Duration	Types of participant	No. of Courses Per year	Offering Trg. Inst.
12	Communicative English Course	3 weeks	Secondary level English teachers	06	NAEM
13	Communicative English Course	3 weeks	English Teachers of Colleges	05	NAEM
14	Communicative English Course	2 weeks	Officers under MoE offices	02	NAEM
15	Computer Application Course ICT Course Certificate Course on Computer Application	2 & 3 weeks	Secondary level computer Teachers	06	NAEM BMTTI HSTTI NACTAR
16	ICT Course	3 weeks	Lecturer of Colleges	04	NAEM NACTAR
17	ICT Course	1 week	Heads of Secondary Level Institutions	02	NAEM
18	Office Management Course	2 week	Officers under MoE Offices	04	NAEM
19	Project Management Course	2 week	Officers under MoE Offices	04	NAEM
20	Satellite Training Course (Field level)	1 weeks	Secondary Teachers	06	NAEM
21	Subject-Based Training Course	2 Months	Higher Secondary Teachers	04	HSTTI
22	ICT and Pedagogy Course	1 week	Secondary Teachers	03	HSTTI NACTAR
23	Educational Administration and Management Course	3 weeks	Supers of Dakhil Madrasas	06	BMTTI
24	Subject-Based Training Course	1 Month	Madrasah Teachers	04	BMTTI
25	Competency Based Training (CBT) program	2 weeks	TVET Teachers	02	VTTI
26	Skill Development Training (SDT) program	3 weeks	TVET Teachers	04	VTTI
27	Refreshers Course	2 weeks	Many Courses from above	---	NAEM BMTTI
28	Certificate Course on ICT	6 Month	School Teachers	02	NACTAR
29	Certificate Course on ICT	6 Month	Open for all	01	NACTAR

NB: Information Collected from the Training Calendar of NAEM and others

Table-87 : It is found from this table that out of 29 courses NAEM offers 22 courses; BMTTI offers only four courses; VTTI offers two courses; HSTTI offers four courses; NACTAR offers 04 courses. It is also seen that

almost all courses' duration is from one week to three weeks except the Certificate course.

Table-88 : Conditions of Congenial Training Atmosphere

Criteria / Item	Institutions (N=5)			
	Provision		Not provision	
	Frequency	Percent	Frequency	Percent
Have flexibility in course content	05 Inst	100	--	--
Arranging field trips for trainees	03 Inst	60	--	--
Female participants' friendly environment in the institution	05 Inst	100	--	--

Table-88 : This table shows that all of the respondent training institutions (100%) have flexibility in course contents; three institutions (60%) have the programs of field trips; all institutions (100%) have friendly environment for the female trainee participants for all courses. But physical facilities are not equal in all the institutes.

Table-89: Condition of Training Requirements in the Training Institution

Criteria	Item	Institutions (N=5)	
		Frequency	Percent
Final authority for taking decision	MoE	03	60
	DSHE	01	20
	DTE	01	20
Functions of the authority	Approving	05	100
	Financial allocation	05	100
	Recruitment	05	100
Areas have autonomy for taking decision	Preparing curriculum	03	60
	Number of courses	03	60
	Course duration	03	60

Table-89: It is observed from this table that Ministry of Education (MoE) is the final authority for taking decision for three training institutions (60%); Director of

secondary and Higher education (DSHE) is for one institution (20%); and Directorate of Technical Education (DTE) is for one institution (20%).

The above authorities reserve the power of approval of functions, financial allocation and recruitment of human resources.

In case of autonomy, three training institutions (60%) have autonomy for taking decisions in the areas of preparing curricula, number of courses to be held, and determination of course duration.

Table- 90 : Arrangement of Co-curricular Activities for trainees

<i>Types of response</i>	Training Institutes				
	NAEM	HSTTI	BMTTI	NACTAR	VTTI
Indoor games	yes	yes	yes	yes	--
Outdoor games	yes	no	no	yes	--
Morning physical Exercise	yes	no	no	no	--
Debate	yes	no	no	no	--
Cultural programs	yes	no	no	yes	--

Table-90 : It is observed from this table that four training institutions (80%) except VTTI (20%) have indoor games as curricular activity; two institutions (40%) outdoor games; only NAEM (10%) has arrangement of morning physical exercise as co-curricular activity; two institutions (20%) have cultural programmes.

Table-91 : Course Content change/correcting Authority

<i>Types of response</i>	Training Institutes				
	NAEM	HSTTI	BMTTI	NACTAR	VTTI
Institution Level	yes	no	yes	yes	no
DTE	no	no	no	no	yes
DSHE	no	yes	no	no	no
MOE	no	no	no	no	no

Table-91 : It is revealed from this table that three training institutions (60%) can change their course content at institutional level without

invention of the controlling authority; DTE can change the course content of VTTI (20%) and DSHE can change the course content of HSTTI (20%).

Table-92 : Status of Available Women Trained Faculties

Types of response	Training Institutes				
	NAEM	HSTTI	BMTTI	NACTAR	VTTI
05%--10%	no	no	no	no	yes
10%--20%	no	yes	yes	yes	no
20%--30%	yes	no	no	no	no
30%--40%	no	no	no	no	no
40%--50%	no	no	no	no	no

Table-92: It is found from the table that one institution named VTTI has 5% to 10% trained woman faculties; three institutions have 10% to 20% trained women faculties; and one institution named NAEM has 20% to 30% trained woman faculties.

Table- 93: Training Methods Used in the Training Institutes

Type of Trg. Method	Trg. Institute					Remark
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
Lecture	yes	yes	yes	yes	yes	All methods are not used in a course
Group work	yes	yes	yes	yes	yes	
Team-learning	yes	no	no	yes	no	
Cooperative learning	no	no	no	no	no	
Individual assignment	yes	yes	yes	yes	yes	
Group assignment	yes	yes	yes	yes	yes	
Peer learning	yes	no	no	no	yes	
Demonstration	yes	yes	yes	yes	yes	
Case study	yes	yes	no	no	no	
Discussion	yes	yes	yes	yes	yes	
Role playing	yes	yes	yes	yes	no	
Simulation	yes	no	no	no	yes	
Brainstorming	yes	yes	yes	yes	yes	
Buzz groups	yes	no	no	no	yes	
Question and answer	yes	no	no	no	no	

sessions						
Others	yes	yes	no	yes	yes	

Table-93 : It is revealed from the table all of the training institutions (100%) use various types of training methods in their training courses. It is especially mentioned here that all training methods are not used in a course and NAEM practices most of the methods & techniques.

Table-94 : Maintaining networking with training sponsors/employers

Maintaining networking with training sponsors/ Employers	Types of network	Trg. Institute				
		NAEM	HSTTI	BMTTI	NACTAR	VTTI
	Assistance in course designing	yes	yes	yes	yes	--
	Exchange of faculties	no	no	no	no	--
	External evaluation	no	no	no	no	--
	Others	no	no	no	no	--

Table-94: Regarding maintain networking, four training institutions (80%) except VTTI do maintain network with training sponsors/employers. But none of the institutions (100%) do exchange faculties or other networking.

Table-95 : Maintaining Collaboration with National/ International Training Institutes

Types of Collaboration	Trg. Institute				
	NAEM	HSTTI	BMTTI	NACTAR	VTTI
Assistance in course designing	yes	yes	yes	yes	--
Training partnership	yes	no	no	no	--
Exchange of faculties	no	no	no	no	--
Office attachments	yes	no	no	no	--
Demonstration tours	yes	yes	no	no	--
External evaluation	yes	no	no	no	--
Others	no	no	no	no	--

Table-95: It is revealed from this table that four institutions (80%) do maintain collaboration with national/international training organizations in assistance in course designing; one institution named NAEM do maintain

collaboration with national /international training institution in training partnership and also office attachment, demonstration tour and external evaluation; one institution named HSTTI maintains collaboration in demonstration tour.

Table-96 : Training equipments used in the Trg. Institute

Types of equipments	Trg. Institute					Remark
	NAEM	HSTTI	BMTTI	NACTAR	VTTI	
White board marker	yes	yes	yes	yes	yes	All the institutes should have modern training equipment and materials
Multimedia projector	yes	yes	yes	yes	yes	
Remote control projector	yes	no	no	yes	no	
Overhead projector	yes	yes	yes	yes	yes	
Pocket microphone	yes	yes	yes	yes	no	
Demonstration Film	yes	no	no	yes	no	
Electronic board	yes	no	no	no	no	
Sound system	yes	no	yes	yes	no	
Digital screen	yes	no	no	no	no	
Others	no	no	no	no	no	

Table-96 : It is found from the table that all of the respondent training institutions (100%) use more or less the noted training equipment/ materials in their training courses.

All the institutes have not modern training equipment/ materials. Even they have not well equipped training rooms.

Table-97 : Status of training rooms in the Trg. Institute

Trg. Institute	Total no. of Trg. Room	Well-decorated Trg. Room	Remark
NAEM	10	05	
HSTTI	03	01	
BMTTI	04	02	
NACTAR	11	03	
VTTI	02	01	

Table-97 : It is found from this table that one institution named NAEM (20%) has five well decorated training rooms out of ten training rooms; one institution named HSTTI (20%) has only one well decorated training

room out of three training rooms; one institution named BMTTI (20%) has only two well decorated training room out of four training rooms; one institution named NACTAR (20%) has three well decorated training room out of eleven training rooms; VTTI has only well decorated training room out of two training rooms.

Table-98 : Status of Hostels in the Trg. Institute

Name of Trg. Institute	Total no. of Hostel	Total no. of Seats in all Hostel	Satisfactory (Hostel)	Moderate (Hostel)	Dissatisfactory (Hostel)	Remark
NAEM	05	470	01	02	02	
HSTTI	02	230	--	02	--	
BMTTI	02	320	--	02	--	
NACTAR	03	286	01	02	--	
VTTI	02	175	--	02	--	

Table-98 : Regarding status of hostel, it is found from this table that one training institution named NAEM (20%) has five hostels having 470 seats with satisfactory one, moderately 2 and dissatisfactory 2; one institution named HSTTI (20%) has two hostels having 230 seats with moderate status; One institution named BMTTI (20%) has two hostels having 320 seats with moderate status; One institution named NACTAR (20%) has three hostels having 286 seats with moderate status. One institution named VTTI (20%) has two hostels having 175 seats with moderate status.

Table-99: Status of Library in the Trg. Institute

Resource Item	Unit	Institutions (N=5)	
		Frequency	Percent
Total Manpower	01--03	03	
	04--06	01	
	7 & more	01	
No of Officers	01	03	
	02	01	
No. of Staff	01--03	04	
	04--06	--	
	7 & more	01	
No of books	1000---5000	01	
	6000--10000	03	
	11000--15000	--	
	15000 plus	01	
No of Journals	000	04	
	01---10	01	

Subscribed	11---20	--	
	21 Plus	--	
No of books on Training	000—100	03	
	100—200	01	
	200—300	01	
	300 plus	--	

Table-99 : In case of status of library, three institutions (60%) have 01-03 manpower, one institution (20%) has 04-06 manpower and one institution (20%) has 7 and above manpower; three institutions (60%) have 01 officer in each, one institution (20%) has 02 officers; four institutions (80%) have 01-03 staff in each, one institution (20%) has 07 and more staff.

In case of books collection, one institution (20%) has 1000-5000 books, three institutions (60%) have 6000-10000 books, one institution (20%) has more than 15000 books.

Four institution libraries (80%) do not have any journal and only one institution (20%) has 1-10 journals.

In case of having training books, three institutions (60%) have 000-100 books on training, one institution (20%) has 100-200 books on training, one institution (20%) has 200-300 books on training.

Table-100 : Status of Computer labs in the Trg. Institute

Resource Item	Unit	NAEM	HSTTI	BMTTI	NACTAR	VTTI
No. of computer labs	01	no	yes	yes	no	yes
	02	no	no	no	no	no
	03	yes	no	no	no	no
	4 plus	no	no	no	yes	no
Total no. of computers In a lab	10-19	no	yes	no	no	no
	20-29	yes	no	yes	yes	yes
	30-39	yes	no	no	yes	no
	40 plus	yes	no	no	no	no
Internet connection	Connectivity available in the computer labs	yes	no	no	yes	no
	Connectivity in all computers	no	no	no	no	no
	Wi Fi Connectivity in whole campus	yes	no	no	no	no

	Network slow / high speedy	slow	no	no	slow	no
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Table-100: In case of status of ICT, two institutions (40%) have three & more computer labs and the remaining three institutions (60%) have one computer lab in each.

They have 20—30 computer per labs, in most cases the computers are not working properly.

Only NAEM is Internet connected & it has Wi Fi Connectivity in whole campus.

SECTION FIVE

ANALYSIS OF FOCUS GROUP DISCUSSION

A **Focus Group Discussion** (FGD) was organized at NAEM on the basis of data and information gathered from an interview schedule. The participants were selected from the areas of 'educational administration & management' and educational training & research. The list of participants has been shown at 'Appendix'.

Wong (2008) defined focus group discussion as "a form of qualitative research method in which the interviewer asks participants specific questions about a topic or an issue in a group discussion". He went on to explain that the number of people in the focus group discussion should be between 6 and 12. A larger group lacks cohesion and may break into side conversation or participants may become frustrated if they have to wait long for a turn to respond. A smaller group (four to six participants) is preferred when the researcher wants equal participation from each subject.

Purpose of FGD

On 5 June 2014 the researcher carried out a focus group discussion at NAEM in Dhaka, to investigate how the training institutions manage their in-service training properly and systematically in the secondary education sub-sector of Bangladesh.

For collecting data and information one (FGD) was adopted from the trainers of NAEM and other educational administrators, managers and teacher educators and the experts were selected purposively. The issues

were relevant with the set objectives of the study. The three issues were as follows :

- a) Issue-1 : How the training institutions manage their in-service training properly and systematically in the secondary education sub-sector ?
- b) Issue-2 : What are the strengths and weaknesses of training management system followed by the training institutes ?
- c) Issue-3 : What recommendations should be proposed for policy implications regarding training management system of secondary level education of Bangladesh ?

How the Focus Group Discussions were conducted

a) The following issues or questions for discussion in the FGD were selected considering the title and objectives of the study and findings drawn from structured interview of sampled trainers, educational administrators, managers, teacher educators and the experts:

Issue-1 : How the training institutions manage their in-service training properly and systematically in the secondary education sub-sector ?

Issue-2 : What are the strengths and weaknesses of training management system followed by the training institutes ?

Issue-3 : What recommendations should be proposed for policy implications regarding training management system of secondary level education of Bangladesh ?

b) The approach followed a standard pro-forma across the groups with the facilitation of the researcher. The facilitator followed initial discussion and asked participants to think about the issues of discussion. Then concluded in each case by asking participants to suggest measures that they think useful.

c) Focus group offers a way of systematically qualitative data on specific subject of discussion. This FGD included 10 persons from the Educational administrators, manager, policymakers and researchers including members of the research team. All included persons as participants were the expert of secondary schools in their respective

areas with teaching, or training. So they are relevant persons as participants having similar educational background and work experiences. One of the members of the FGD worked as moderator. The moderator recorded the theme of discussion and the other member of the group maintained detailed notes. The discussion was of 1.00 hours session and took place in early evening.

Discussions

Issue-1 : How the training institutions manage their in-service training properly and systematically in the secondary education sub-sector ?

On the above issue, all of participants discussed about “*How the training institutions manage their in-service training properly and systematically*”. They also said, “**National Education Policy, Bangladesh’ 2010** comments on the training quality that the existing teachers training are traditional, partial and certificate oriented, which is based on only theoretical knowledge, rote-learning and old assessment system.” They stated, “almost deputed teachers are doing jobs as trainer in the training institutions. Without government initiative, in-service training properly is not possible.” By the political and personal communication, a huge numbers of bribes transactions held for this type of postings.

Seven participants (Maximum) said, “Leadership is the main thing’. A successful leader has some qualities like, **Ability to Inspire, Intuition, good sense, Creativity, Commitment, Confidence, Sense of Humor, Ability to Delegate, knowledge and experience**”. The heads of all the training institutions are recruiting with absence of these types of qualities all the times. They are coming by pursuing the present political party.

Issue-2 : What are the strengths and weaknesses of training management system followed by the training institutes ?

They opined on the above issue, they are acquainted with the same outlook about the-

Major strengths of the training institutes:

- a. Suitable and congenial physical facilities (classroom, hostel, cafeteria,

- play grounds, etc.) in most of the institutes.
- b. Skilled, competent, experienced and motivated faculty members/ staff.
 - c. Familiarity with multi-disciplinary approach and use of appropriate method-mix needed for learning.
 - d. Research and demonstration linkages with training in some institutes.
 - e. Capacity for meeting diversified training courses for various groups of participants.
 - f. Government support through revenue and development budget.

And Major weaknesses of the training institutes:

- a. No systematic career planning and staff development programme for the faculty.
- b. Limited opportunity of higher studies abroad for the faculty members.
- c. Limited scope for faculty promotion.
- d. Gradual decline of linkages with international organizations.
- e. Meager allocation of resources for research and training linkage.
- f. Inadequate modern training equipment/ aids.
- g. Tendency of the senior faculty members to seek higher remunerative jobs elsewhere.

Issue-3 : What recommendations should be proposed for policy implications regarding training management system of secondary level education of Bangladesh ?

On this issue, all participants (100%) stated some recommendations:

1. Chief executives of the training institutes should be appointed on deputation from IER, BPATC, NDC, BARD and other renowned training institutes by administrative order. They should have training and research background. Chief Executives should take administrative/ management decisions with participatory approach.
2. The trainers should come by directly recruitment with training, research and related subject background. They should have proper knowledge to tackle every situation in the training programs.
3. The institutes have to plan and capacity to train the faculty members in occasion basis. All the institutes should have some sort of monitoring systems to oversee the activities of the key functionaries. The institutes

should follow the ways of the participants' training needs Assessment.

4. They should achieve the learning objectives. They should accept 25--30 participants per course for better learning. But many of them have to accept much bigger (50 and above participants) groups in a course.

5. The trainers of all the training institutes should use in different various modern training methods.

6. Educational/competence levels of the faculty members should prefer Ph.D. degree and not less than Masters. The faculty members should be gender sensitive. The entire institutes have to adequate accommodation and other related facilities for female trainees.

7. All the institutes should have libraries with essential books and journals. They will have appropriate documentation and communication unit and the same proportion of institutes; have their own attached field exposure/community interaction facilities.

8. All the institutes should have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes have to follow some means of training evaluation, though the standard forms and frequency.

9. All the institutes should be the centre of excellence.

10. They also expressed finally, all the training institutes have to get ISO 9001 certification in recognition of its quality performance in the education sector.

Wrapping up

Last of all the researcher thanked all the experts. He also summarized up findings from the discussion. After the formal discussion he legended the data and it was finally input into the report.

CHAPTER SEVEN

Major Findings, Recommendations and Conclusions

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Major Findings, Recommendations and Conclusions

7.1 Major Findings of the Study

The study comprises a survey on the 5 selected training institutes. Information/data were collected through a carefully designed questionnaire, supplemented by focus group discussion along with and written comments from faculty members and the chief executives of the institutes. The researcher tabulated and analyzed the data, and finalized the report under the overall guidance of the supervisor.

1. Only one of the training institutes had duration of 55 years. Other institutes had been established 17--29 years ago. NAEM is the oldest one.
2. All the institutes had almost similar objectives of 'conducting' or 'rendering' classroom based training, with few exceptions of linking research and training and attachment for field practicum.
3. The range of faculty members in the institutes varies from 10 - 60. the highest number of faculty members are conceiving NAEM.
4. Chief executives of the training institutes are usually appointed on deputation from Govt. college teacher and by administrative order.
5. Only one of them (total 9 institutes) has training background and only one of them (total 9 institutes) has research background. Rest of them comes with teaching / management background. Sixty percent of these

Chief Executives take the day-to-day administrative / management decisions following strictly the administrative hierarchy, avoiding any participatory approach.

6. About 80 percent institutes claimed that they have some sort of monitoring system to oversee the activities of the key functionaries. All institutes have a perception that they are given inadequate budget allocation to meet their needs. Budgetary allocation to individual institutes varies from Tk. 1.9 to 120.0 million annually.

7. A participatory SWOT analysis has revealed that their common strength is the existence of physical facilities while absence of career planning and incentive for good performance is the common weakness. On the other hand, utilization of the skilled and experienced faculty members to cater to diversified training needs of participants is the common opportunity, but in spite of this reality, institutes are exposed to the threats of inadequate budget allocation to accomplish their given tasks; transfer system and maximum deputed faculty.

8. The institutes follow mainly five different ways of trainee procurement, though the participants' training needs are formally assessed in few cases only. Sixty percent of the institutes adopt various ways to assess the extent of achievement of the learning objectives. Though 60% institutes prefer to accept 25--30 participants per course for better learning. But many of them have to accept much bigger (50 and above) groups in a course. Forty percent institutes annually handle up to 1000 participants, while in case of one institute the size is about 5000.

9. All the training institutes in varied proportions organize training courses for the senior level, mid-level and front line training participants. In these courses the trainers use in different extents various training methods starting from traditional lecture method to modern VIPP (visualization in

participatory programs) method. Only two of the institutes (40%) allow flexibility in changing the course content as per needs.

10. Educational/competence levels of the faculty members include Ph.D. degree and bachelor degrees (in a few cases) and Masters from home and abroad (in the most cases). In considerable cases, the competence level of the trainers is also supplemented by initiative, commitment and hard work.

11. Gender sensitivity is an important agenda that 80% faculty members have a gender related course and number of female faculty members in the institutes varies from 10%--40%. Only one (20%) institute still do not have adequate accommodation and other related facilities for female trainees.

12. Eighty percent institutes have libraries with essential books and journals. Only one-fifth of them have appropriate documentation and communication units and the same proportion of institutes, have their own attached field exposure/community interaction facilities.

13. Sixty percent institutes have modern and well-equipped training rooms. All the institutes have their computer labs, but 60% is not up-to-the-mark. All the institutes have their cafeteria/canteen facilities, but 40% is below standard.

14. No institute has a research unit except NAEM. They have no mandatory duty to conduct research. All faculties must be engaged with a research program. Because, a trainer who is a researcher, he is one of the best trainer.

15. Out of the 5 institutes under assessment 3 have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes follow

some means of training evaluation, though the forms and frequency vary from institute to institute. But there is no hard and fast rule to execute in all the courses.

16. The country has no training institute that has ISO 9001 certification in recognition of its quality performance in the education sector.

7.2 Recommendations of the Study

According to the study findings the researcher considers some recommendations which were agreed with the supervisor –

1. All the institutes had almost similar objectives of 'conducting' or 'rendering' classroom based training. Maximum training courses should be linking research and attachment for field practicum.

2. Chief executives of the training institutes should be appointed on deputation from IER, BPATC, NDC, BARD and other renowned training institutes by administrative order. They should have training and research background. Chief Executives should take administrative/management decisions with participatory approach.

3. The trainers should come by directly recruitment with training, research and related subject background. They should have proper knowledge to tackle every situation in the training programs.

4. The institutes have to plan and capacity to train the faculty members in occasion basis. All the institutes should have some sort of monitoring systems to oversee the activities of the key functionaries. The institutes should follow the ways of the participants' training needs Assessment. They should achieve the learning objectives. They should accept 25--30 participants per course for better learning. But many of them have to

accept much bigger (50 and above) groups in a course.

5. The trainers of all the training institutes should use in different various modern training methods. They should use not only the classroom training, but also the outreaching.

6. Educational/competence levels of the faculty members should prefer Ph.D. degree and not less than Masters. The faculty members should be gender sensitive. The entire institutes have to adequate accommodation and other related facilities for female trainees.

7. All the institutes should have libraries with essential books and journals. They will have appropriate documentation and communication unit and the same proportion of institutes; have their own attached field exposure/community interaction facilities.

8. All the institutes should have some formal ways of training monitoring system together with an arrangement of giving feedback to maintain/improve the training quality. All the institutes have to follow some means of training evaluation, though the standard forms and frequency.

9. All the institutes should have a research unit. All faculties must be engaged with a research. Because, a trainer who is a researcher, he is one of the best trainer.

10. All the institutes should be the centre of excellence. In all respect it should be excuseless.

11. All the training institutes have to get ISO 9001 certification in recognition of its quality performance in the education sector.

Conclusions

This research was investigated the study on in-service training and made a possible set of recommendations. Policy makers, planners and training professional will get a clear picture and specific direction from this research work. It is expected to create pride of performance in the training institutions and impetus for their improvement. The study is also expected to be helpful for professional development of the trainers in the country. The study wants to see the status of training management system of secondary education sub-sector aiming at establishing an effective training management system in Bangladesh.

Three sets of questionnaire were prepared in line with the components of the required basic structure and corresponding criteria. The questionnaire on individual training institutions was administered through direct interview with the key respondent groups from each institute selected purposively for collection of data/information. In some cases, focus group discussion was used to collect the complementary data. A participatory approach was followed for filling up the part of the questionnaire that included the SWOT analysis of individual training institutes. Review of publications, office records and desk files were also a part of data collection. Moreover, the training institutions were under observation of the researchers' coded to the data collection.

The study comprises a survey on the 5 selected training institutes in the secondary education sub-sector. Information/data were collected through carefully designed questionnaire, supplemented by focus group discussion along with and written comments from faculty members and the chief executives of the institutes.

In the changing context of globalization, liberalization and advances in telecommunication, teachers and teacher educators need to become conversant with international trends, internationalism, multi-cultural, multi-racialism and other pluralities. In-service teacher training programs should be receptive to new thinking and new changes. However, reforms and

innovations in education can reach schools in large size and speedy through in-service education programs.

Bangladesh Public Administration Training Centre (BPATC), the apex training institution, is the only training institution in Bangladesh that was given ISO 9001 certification in 2005. This was in recognition to its management standard on the basis of an assessment done by a competent third party from outside the country (BPATC, 1999). Though there are many other training institutions in the country, established even much earlier than the BPATC, and some of them are internationally reputed, no one else is known to have received such recognition. One obstacle on the way of the training institutions in getting such recognition is that Bangladesh does not have a country standard of assessment of training institutions for quality training. It may be mentioned here that such a country standard (certification), based on a third party organizational audit to determine the availability and sustainability attributes is required for getting ISO 9001 or 9002 recognition.

BSTD (2007) is the national professional organization of the trainers in Bangladesh was established in 1982. In the absence of a country standard for quality management of training institutions and delivery of quality training, it has come forward to suggest a set of performance criteria corresponding to selected components (parameters) of basic structure, for introducing a Bangladesh Standard. As an initial step for introduction of the Bangladesh Standard, BSTD has decided to embark on setting a country standard based on the criteria to assess the performance of training institutions in Bangladesh.

The situation necessitates the country should have an authority to control the standard for performance assessment of training institutes. Though, Bangladesh Society for Training and Development (BSTD) as a national

professional organization of the trainers came forward to suggest a framework for a Bangladesh Standard of Performance Assessment ; but it is not a govt. body, it is a society.

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APPENDICES