



## Innovative Methods of Teaching -Learning of Secondary and Higher Secondary Level Education in Bangladesh: A Review

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### Abstract

Innovative methods of Teaching Learning (T-L) is essential for the development of teaching system of Bangladesh because innovative methods of teaching learning is practicing all the developed countries. However the present study has conducted to find out the teaching-learning methods of secondary and higher secondary education in Bangladesh, to explore the new classroom innovative methods of secondary and higher secondary education that is needed for progress in Bangladesh and to review about innovative methods of teaching learning. The study was documentary analysis type. Data and information were collected from secondary sources such as books, research report, journal, magazine, Ministry of Education Peoples Republic of Bangladesh, Directorate of Secondary and Higher Secondary Education, Bangladesh Bureau of Statistics (BBS) Bangladesh Bureau of Educational and Information Statistics (BANBEIS), different websites, Internet etc. From reviewing some researchers' report it was found that innovative methods of teaching learning is very efficient and modern method around the world. From the result it was found that some writers showed that innovative methods of teaching learning is very effective for teaching in developing countries like Bangladesh. The study revealed that very few teachers had modern training to teach the students by adopting innovative methods of teaching learning. For this reason the students of secondary and higher secondary level education in Bangladesh is not learning their lesson effectively and efficiently. To make the students eligible to compete in international area, it is necessary to teach the students of secondary and higher secondary level education in Bangladesh through innovative methods of teaching learning. So government should take necessary and immediate initiatives to popularize and implement innovative methods of teaching learning in secondary and higher secondary level of education in Bangladesh. For this reasons government should train up teachers of secondary and higher secondary level of education so that teachers can teach the students by adopting innovative methods of teaching learning. Print and electronic media can play a vital role to create awareness among the stakeholders of different levels of secondary and higher secondary level of education system in Bangladesh.

**Key words:** *Education, Innovative Methods, Training, Classroom, Effective Teaching, Curriculum, Schools Colleges, Madrashas.*

### BACKGROUND OF THE STUDY

The educational system in Bangladesh is three-tiered and highly subsidized. The government of Bangladesh operates many colleges in the primary, secondary, and higher secondary levels. It also subsidizes parts of the funding for many private colleges and schools. In the tertiary education sector, the government also funds more than 15 state universities through the University Grants Commission. Bangladesh conforms fully to the Education For All (EFA) objectives, the Millennium Development Goals (MDG) and international declarations. Article 17 of the Bangladesh Constitution provides that all children between the ages of six and eighteen years receive secondary education free of charge. The profile of our learners has changed. They are digital natives weaned on video games and Web 2.0, and have been described as “marching through our colleges and schools, carrying a transformational change in their pockets in the form of powerful multimedia handheld devices” (Chen, 2010, pp. 213). Without the constraints of class room relevance and test accountability, these digital technologies have changed the traditional pedagogical paradigm, bypassing the educator to reach the student directly and revolutionize their learning experiences. While many educators today lament that these learners are impossible to engage, game designers are solving with enviable success the dilemma that educators still grapple with: getting students to master something that is time-consuming and challenging, and derive pleasure from it.

Gee (2003) made the plea for educators to build schooling on better principles of learning, which currently comport poorly with the theories of learning in good video games. For a long time, schools and colleges have been endured rather than experienced by students as “a series of exciting explorations of self and society” (Abramowitz, 2004). More recently, Prensky (2010) asserts in *Teaching Digital Natives* that what today’s kids do have a short attention span for are “our old ways of learning” (pp. 2). Against such persistent portraits of student disaffection, it is time to reflect if our curricular and pedagogical approaches are congruent with the learning styles of this generation. Today pockets of innovation are sprouting up across the educational landscape, but many schools and colleges continue to keep at arm’s length the democratizing imperative of “giving voice” to the students, asserting instead a singular top-down authority in the classroom (McWilliams, 2008). The underlying assumptions and organization of the schools and colleges into classrooms, hallways, and departments that were instituted so long ago also remain unchanged, and “the basic instructional approach of teachers talking to students as they sit passively in their seats” continues to be the main teaching strategy (Kelly et al, 2008, pp. 12). This could be attributed to the educational policy in the United States, which continues to shape curriculum to reflect the realities of priorities: academic performance is taking center stage especially when many countries are clamoring to join international tests like TIMSS, PISA to benchmark their education systems with the best in the world in their quest to create world-class education systems – based on test scores. Yet Asian countries like Singapore and South Korea known for being frequent high flyers in international comparative studies are exerting great efforts to allow more autonomy at the local level and reduce the pressure of testing because “they know very well the damage that results from standardization and high stakes testing” (Zhao, 2009, pp. 63).

### STATEMENT OF THE PROBLEM

Bangladesh has made remarkable progress over the past two decades by ensuring equity, gender parity, and enrolment in primary and secondary and higher secondary and higher secondary education (The World Bank). But there is a declining trend in enrolment towards tertiary level of education. It is reducing markedly from primary level to secondary and from higher secondary level to tertiary level of Policy, 2010 higher secondary Education aims to cover external efficiency of education, life skills needed for young learners, and also to prepare the students for tertiary education. Because of this sharp decline in tertiary education along with other issues there need to revisit the performance of secondary and higher secondary Schools, Colleges and Madrasa in Bangladesh. According to the Bangladesh Education, Secondary and higher secondary will make a student prepare for job market and next level of education as well. However, the present status of secondary and higher secondary education is not in that way to achieve that level. In the policy documents the issue of Schools, Colleges and Madrasas performance are inadequately captured. As a result the Schools, Colleges and Madrasas performance related problems are somehow neglected and it affected learning outcome, life skills development, etc. Computers, tablets, digital cameras, videoconferencing technology and GPS devices (internet, wifi) can enhance a student’s learning experience. Possible uses of classroom technology include using video games to teach math and foreign languages, smart classroom, leveraging Skype to communicate with classrooms or guest speakers from around the world, or multimedia projectors that allow students to explore subject matter using film, audio, video and even software.

### OBJECTIVES OF THE PRESENT STUDY

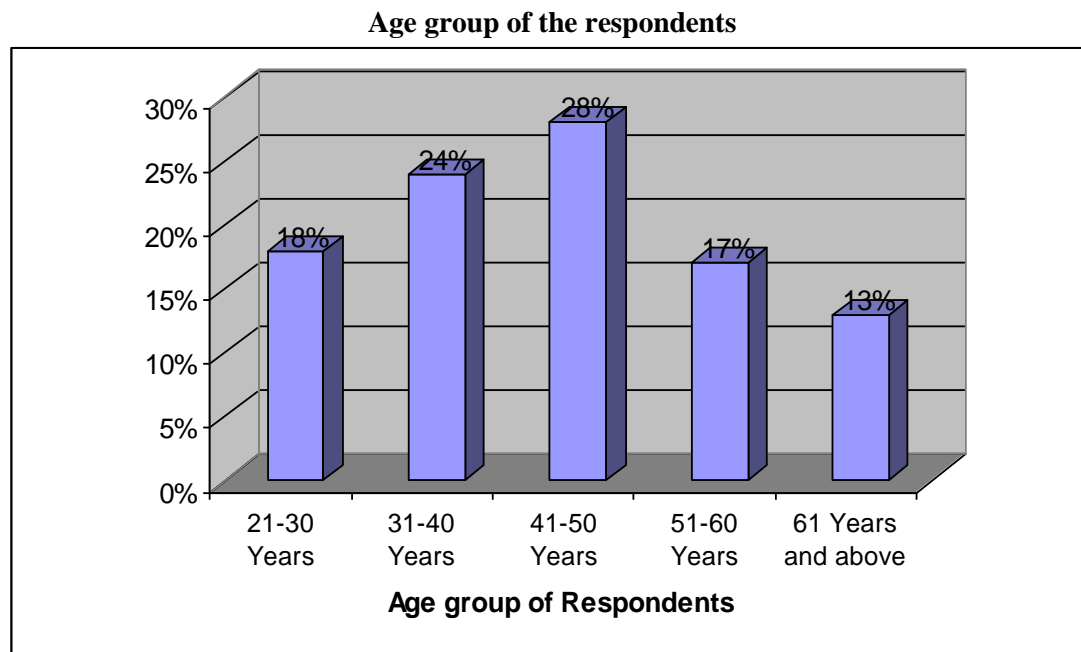
The main objectives of the study were as below:

1. To find out the teaching-learning (T-L) methods of secondary and higher secondary education in Bangladesh.
2. To identify the contribution of new innovative & technology and to develop the outcome based syllabus and curriculum for secondary and higher secondary education in Bangladesh.
3. To explore the new classroom innovative methods of secondary and higher secondary education that is needed for progress in Bangladesh.

### METHODOLOGY OF THE STUDY

The study was survey and case study type. Data and information were collected from primary and secondary sources. Primary data were collected from the respondents of the study. Total sample size was 400. The respondents were students, guardians, parents, Head teachers at secondary school level, teachers and Principals and teachers at college level and Superintendents and teachers at Madrasha level, Assistant Head Teachers and Assistant Superintendants, Governing body, School/Madrasha Managing Committee Members of civil society, Upazila Secondary Education Officer (USEO), District Education Officer (DEO). Secondary sources such as books, research report, journal, magazine, Ministry of Education Peoples Republic of Bangladesh, Directorate of Secondary and Higher Secondary Education, Bangladesh Bureau of Statistics (BBS) Bangladesh Bureau of Educational and Information Statistics (BANBEIS), different websites, Internet etc.

## RESULTS AND DISCUSSION



From the result it was found that Age group 41-50 was 28% which was maximum, Age group 31-40 was 24% which was second position, Age group 21-30 was 18% which was third position, Age group 51-60 was 17% which was fourth position and age group 61 and above was 13% which was the minimum.

**1. Do you think peoples have enough availability/accessibility of information about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	150	37.5%
Disagree	100	25%
Strongly disagree	75	18.75%
Strongly agree	50	12.50%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 37.5% respondents express agree about peoples have enough availability/accessibility of information about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 25% respondents express disagree about peoples have enough availability/accessibility of information about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 18.7% respondents express strongly disagree about peoples have enough availability/accessibility of information about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 12.50% respondents express strongly agree about peoples have enough availability/accessibility of information about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh and 6.25% respondents express neither agree nor disagree about peoples have enough availability/accessibility of information about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh.

**2. Do you think general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level?**

Respondent's Opinion	Frequency	Percentage
Agree	200	50%
Disagree	100	25%
Strongly disagree	50	12.50%
Strongly agree	25	6.25%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 50% respondents express agree about general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level , 25% respondents express disagree about general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level,. 12.50% respondents express strongly disagree about general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 6.25% respondents express strongly disagree about general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh and 6.25% respondents express neither agree nor disagree about general people have knowledge about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh.

**3. Do you think educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	250	62.50%
Disagree	50	12.50%
Strongly disagree	50	12.50%
Strongly agree	25	6.25%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 62.50% respondents express agree about educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level , 12.50% respondents express disagree about educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 12.50% respondents express strongly disagree about educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 6.25% respondents express strongly agree about educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level and 6.25% respondents express neither agree nor disagree about educated people are essential for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level.

**4. Do you think only high Income level people needed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	150	37.50%
Disagree	100	25%
Strongly disagree	50	12.50%
Strongly agree	50	12.50%
Neither agree nor disagree	50	12.50%
Total	400	100%

From the result was found that 37.50% respondents express agree about only high Income level people needed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 25% respondents express disagree about only high Income level people needed for Innovative methods of teaching-learning in the secondary and higher secondary level, 12.50% respondents express strongly disagree about only high Income level people needed for Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 12.50% respondents express strongly agree about only high Income level people needed for Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh and 12.50% respondents express neither agree nor disagree about only high Income level people needed for Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh.

**5. Do you think occupation is important mater about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	100	25%
Disagree	150	37.50%
Strongly disagree	50	12.50%
Strongly agree	75	18.75%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 25% respondents express agree about occupation is important mater about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 37.50% respondents express disagree about occupation is important mater about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 12.50% respondents express strongly disagree about occupation is important mater about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 18.75% respondents express strongly agree about occupation is important mater about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh and 6.25% respondents express neither agree nor disagree about occupation is important mater about Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh.

**6. Do you think the local government has important contribution of Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	200	50%
Disagree	100	25%
Strongly disagree	50	12.50%
Strongly agree	25	6.25%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 50% respondents express agree about the local government has important contribution of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 25% respondents express disagree about the local government has important contribution of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 12.50% respondents express strongly disagree about the local government has important contribution of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 6.25% respondents express strongly agree about the local government has important contribution of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh and 6.25% respondents express neither agree nor disagree about the local government has important contribution of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh.

**7. Do you think Innovative methods of teaching-learning (T-L) in the secondary and higher secondary levels in Bangladesh are affected by some barucratic institute?**

Respondent's Opinion	Frequency	Percentage
Agree	250	62.50%
Disagree	50	12.50%
Strongly disagree	25	6.25%
Strongly agree	50	12.50%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 62.50% respondents express agree about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh are affected by some barucratic institute, 12.50% respondents express Disagree about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh are affected by some barucratic institute and 6.25% respondents express strongly disagree about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh are affected by some barucratic institute, 12.50% respondents express strongly agree about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh are affected by some barucratic institute and 6.25% respondents express neither agree nor disagree about Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh are affected by some barucratic institute.

**8. Do you think family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?**

Respondent's Opinion	Frequency	Percentage
Agree	200	50%
Disagree	100	25%
Strongly disagree	25	6.25%
Strongly agree	50	12.50%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 50% respondents express agree about family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 25% respondents express disagree about family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 6.25% respondents express strongly disagree about family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 12.50% respondents express strongly agree about family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh and 6.25% respondents express neither agree nor disagree about family prosperity dependable on Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh.

**9. Is there any specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level?**

Respondent's Opinion	Frequency	Percentage
Agree	250	62.50%
Disagree	50	12.50%
Strongly disagree	25	6.25%
Strongly agree	50	12.50%
Neither agree nor disagree	25	6.25%
Total	400	100%

From the result was found that 62.50% respondents express agree about specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 12.50% respondents express disagree about specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 6.25% respondents express strongly disagree about specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level, 12.50% respondents express strongly agree about specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level and 6.25% respondents express neither agree nor disagree about specific objective should be developed for Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level.

#### 10. Do you think population is the important fact of Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh?

Respondent's Opinion	Frequency	Percentage
Agree	200	50%
Disagree	100	25%
Strongly disagree	25	6.25%
Strongly agree	25	6.25%
Neither agree nor disagree	50	12.50%
Total	400	100%

From the result was found that 50% respondents express agree about population is the important fact of Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 25% respondents express disagree about population is the important fact of Innovative methods of teaching-learning (T-L) in the secondary and higher secondary level in Bangladesh, 6.25% respondents express strongly disagree about population is the important fact of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh, 6.25% respondents express strongly agree about population is the important fact of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh and 12.50% respondents express neither agree nor disagree about population is the important fact of Innovative methods of teaching-learning in the secondary and higher secondary level in Bangladesh.

### EVOLUTION OF TEACHING METHODS

#### Ancient education

About 3000 BC, with the advent of writing, education became more conscious or self-reflecting, with specialized occupations such as scribe and astronomer requiring particular skills and knowledge. Philosophy in ancient Greece led to questions of educational method entering national discourse. In his literary work *The Republic*, Plato described a system of instruction that he felt would lead to an ideal state. In his dialogues, Plato described the Socratic Method, a form of inquiry and debate intended to stimulate critical thinking and illuminate ideas. It has been the intent of many educators since, such as the Roman educator Quintilian, to find specific, interesting ways to encourage students to use their intelligence and to help them to learn.

#### 19<sup>th</sup> century - compulsory education

The Prussian education system was a system of mandatory education dating to the early 19<sup>th</sup> century. Parts of the Prussian education system have served as models for the education systems in a number of other countries, including Japan and the United States. The Prussian model required classroom management skills to be incorporated into the teaching process.

#### 20<sup>th</sup> century

Newer teaching methods may incorporate television, radio, internet, multimedia, and other modern devices. Some educators [who?] believe that the use of technology, while facilitating learning to some degree, is not a substitute for educational methods that encourage critical thinking and a desire to learn. Inquiry learning is another modern teaching method. A popular teaching method that is being used by a vast majority of teachers is hands on activities. Hands-on activities are activities that require movement, talking, and listening, it activates multiple areas of the brain. "The more parts of your brain you use, the more likely you are to retain information," says Judy Dodge, author of *25 Quick Formative Assessments for a Differentiated Classroom* (Scholastic, 2009).

### EFFECTIVE TEACHING STRATEGIES: SIX KEYS TO CLASSROOM EXCELLENCE

This particular list of teaching characteristics appears in an excellent book that is all but unknown in the states, *Learning to Teach in Higher Education*, by noted scholar Paul Ramsden. In the case of what makes teaching effective, he writes, "...a great deal is known about the characteristics of effective university teaching. It is undoubtedly a complicated matter; there is no indication of one 'best way,' but our understanding of its essential nature is both broad and deep." (p. 88-89). He organizes that essential knowledge into these six principles, unique for the way he relates them to students' experiences.

**1: Interest and explanation** – "When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us." (p. 98). Coupled with the need to establish the relevance of content, instructors need to craft



explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

**2: Concern and respect for students and student learning** – Ramsden starts with the negative about which he is assertive and unequivocal. “Truly awful teaching in higher education is most often revealed by a sheer lack of interest in and compassion for students and student learning. It repeatedly displays the classic symptom of making a subject seem more demanding than it actually is. Some people may get pleasure from this kind of masquerade. They are teaching very badly if they do. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly.” (p. 98)

**3: Appropriate assessment and feedback** – This principle involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

**4: Clear goals and intellectual challenge** – Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

**5: Independence, control and active engagement** – “Good teaching fosters [a] sense of student control over learning and interest in the subject matter.” (p. 100). Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose “mass production” standards that treat all learners as if they were exactly the same. “It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more.” (p. 102)

**6: Learning from students** – “Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.” (p. 102)

## GUIDELINES FOR INCLUSIVE CLASSROOM-BASED TEACHING

### 1 Preparing for teaching:

Consider your learning outcomes and teaching aims. What teaching approaches can you use to reach these?

Aim to use a range of approaches in your teaching sessions (e.g. traditional lecturing, discussion/debate, audio-visual materials etc.). This helps maintain interest and concentration, and ensures that all students can learn using their preferred learning style at least some of the time.

### 2 Structuring Teaching:

Consider incorporating short breaks into your teaching where students are taught in blocks. This helps maintain energy levels and ensure effective engagement from your students. Begin lectures with a brief recap of what has been covered in the module so far. This need only take a few minutes and can be an effective tool to help students focus and contextualize your current lecture material. Begin lectures with a brief, bullet pointed list of the day's aims, and to end lectures with a restatement of the lecture aims. Aim to make your teaching sessions interactive. It encourages student engagement and helps maintain concentration. Start and finish on time. To allow students time to travel between venues.

## TEACHING METHODS EVALUATION

Simply put, teaching method is any teaching maneuver that can be used to facilitate students learning and satisfaction. Different teaching methods may elicit different types of changes in learning outcomes. Teaching methods are many and varied and could be used in different ways, considering among others the age of the learners, body configuration or physique of learners, (able or disabled learners). Academic ability/intelligence of the learners, number of learners and of course the type of curriculum discipline which recognizes the fact that certain teaching methods are much more suitable to some disciplines than others. Vivo (2003) is discussing types of teaching methods explained that teaching methods could be presented under three main categories:

- Cognitive development methods
- Affective development methods
- Psychomotor development methods

### 1. Cognitive Development Methods

Here, if the focus of the instructional objectives is to develop intellectual skills in learners, then the cognitive development methods of teaching are recommended. This method helps learners to comprehend, analyze, synthesize and evaluate information. It helps learners develop good cognitive abilities. Though the cognitive development methods are essentially didactic. Some of the teaching methods in this category include:

- Discussion Method
- Questioning/Socratic Method
- Team Teaching Method
- Talk Chalk/Recitation Method
- Field Trip/Escort Method

### 2. Affective Development Method:

This domain includes objectives which describe changes in interest, attitudes and values. It further deals with the development of appreciation and adequate adjustment. Education has a lot to give the learner in order to assist him/her develop in these areas, hence teachers are encouraged to include learning experiences that are worthwhile, teach in ways that arouse interest and develop proper attitude in learners. This mode of teaching are basically phonetic, here students feelings or opinion are aroused. Some teaching methods under this category include:

- Modeling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role-Playing Method

### 3. Psychomotor Development Methods

These are activity based methods of teaching that aim at motor skills development in learners. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching. It is a more student activity based method. This method includes:

- Inquiry Method
- Discovery Method
- Process Approach Method
- Demonstration Method
- Laboratory/Experimentation Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method
- Microteaching Method
- Mastery Learning

Over the century, a great number of teaching methods have been developed, modified and even combined. Below is a list of some teaching methods that can be used to facilitate learning generally.

## Wheel of Instructional Choice showing various Teaching Methods

As already mentioned, there are several methods of teaching; the following methods will be discussed in this paper:

1. Discussion method
2. Questioning method
3. Role Playing Method
4. Stimulation Method
5. Demonstration Method
6. Inquiry/Discovery Method

## CRITERIA FOR SELECTING TEACHING METHODS

In selecting teaching method, the teacher's analytical ability comes to play considering the situation at hand. There are some factors that will guide the teacher's choice of method to use in teaching a particular lesson; such factors include:

- The subject matter
- Instructional objectives
- The learner
- The teacher
- The time
- Instructional materials
- The environment

These factors are discussed below:

### The Subject Matter

The content of a subject determines what method to be used to achieve effectiveness in the teaching and learning process. Subjects could be science or arts oriented, and as such, they definitely require different teaching methods that suit such disciplines. Science subjects are better taught with the inquiry or discovery methods while the lecture method can be used in some art subjects depending in the content of the subject.

### Instructional Objectives

The instructional objectives a teacher intends to achieve at the end of a lesson, determines the choice of teaching method to use in teaching the subject. Example from the objectives of a lesson, the teacher will know if the lesson intends to acquire new skills or illicit an emotional or aesthetic reaction from the students; knowledge of these will go a long way in determining which teaching method to use.

### The Learner

The learner is the pivot of teaching a teacher will have to know the student's prior knowledge. The age, ability and the number of learners needs to be considered in some teaching method suitable for students within a given age group; students with different physical and mental abilities/disabilities, interest, students at the primary, secondary or higher educational institutions. Example- a method used with the physically challenged cannot be used with the normal students.

### The Teacher

The teacher is the person that has to initiate the particular teaching method or methods he/she intends to use in a given lesson. He/she should be familiar with such methods and be prepared in every way. The teacher should Endeavour to vary the methods he/she uses in teaching and should not be known to using a particular method always.

### Time

The time allotted to a subject on the schools and college's time-table should be considered when determining the choice of teaching method. Methods like role-playing, simulations can be done within double periods. When there is little time to cover large scheme of work, then, the lecture method can be used, but the learners must be considered in every way.

### Instructional Materials

These go a long way to determine what teaching methods to use in a given lesson e.g. a teacher that wants to teach a practical class in biology needs an equipped biology laboratory to demonstrate effectively, but where there is none; will end up with just a lecture method which does not completely suit that topic.

### The Classroom Environment

Classroom environment set a tone for learning and causes learners to behave in certain ways. It is important to consider the classroom environment in selecting an appropriate teaching method for a lesson. The space available in a class, ventilation, illumination and other teaching devices in a classroom, etc all these affects the choice of teaching methods to be used.

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A Programme Chart for Selecting Appropriate Teaching Method (Ellington & Earl, 1998)

#### Stage 1

Are you clear as to what your instructional objectives are? If not clarify them now.

#### Stage 2

Choose the teaching method that you think would be the best suited to helping your students achieve these particular objectives in the context of their scheme of work.

#### Stage 3

Will your students be comfortable with the method (s) you have chosen?

#### Stage 4

Will you yourself be comfortable with the method (s) you have chosen?

#### Stage 5

Will your chosen method (s) be practical?

#### Stage 6

Will you be allowed to use the method (s) you have chosen?

#### Stage 7

Use the chosen method (s) with your students.

### CURRICULUM IMPLEMENTATION & ITS IMPLICATION FOR TEACHING METHODS

Curriculum is the planned and guided learning experiences and intended learning outcomes formulated through systematic reconstruction of knowledge and experiences for learners under the auspices of a school or a college. Tanner and Tanner (1975). Curriculum to Overformal (2005) is a structural series of learning experiences intended for the education of the learners under the guidance of the teacher. Nnachi (2009) conceptualizes curriculum as a programmed of education made as a guide to the teacher and learner in respect of procedure, content an context of the course of study under the guidance of the schools or colleges for effective teaching and learning. In summary of all the definitions above, curriculum is the totality of the systematically planned experiences which the schools and colleges offer to the learners. The ability to put curriculum content and other instructional guidelines into practice inside the classroom can be referred to as curriculum implementation. Formal (2005) stated that curriculum implementation is the transmission of the planned curriculum into the operational curriculum. On the other hand, Ivowi (2004) viewed curriculum implementation as the process of putting all that have been planned as a curriculum process into practice in the classroom through the combined efforts of the teacher, learner, schools and colleges administrator as well as the interaction with the physical facilities, instructional materials, psychological and social environment.

Therefore, curriculum implementation is the sole concern of the teacher, and the interaction of learners and other education administrators geared towards achieving the objectives of education. Teachers carry out the task of providing learning experiences by providing instruction; these instructions can be achieved through the use of various teaching methods that are made available. Fundamentally, teaching is concerned with the attainment of maximum beneficiary learning for the learner. The teacher's major task among others is to ensure that learning is

effective and efficient. Teaching methods known as patterns of interaction between the learners and the teachers are intended to lead to a change in the learner's behavior.

#### Important differences between traditional and innovative education methods

Traditional Methods	Innovative Methods
1. Content Based Education	1. OBE (outcome based education)
2. Absence of technology	2. Presence of technology
3. Absence of IT	3. Presence of IT
4. Absence of IOT (Internet of Things)	4. Presence of IOT ( Internet of Things)
5. Absence of IOE ( Internet of everything)	5. Presence of IOE ( Internet of everything)
6. Absence of Teachers evaluation by the students	6. Presence of Teachers evaluation by the students
7. No formal peer observation	7. Peer observation should be formalized

**Peer observation:** Sometimes it is very difficult to identify one's own mistakes and limitations.

#### CONCLUSION

In this research to identify the problems and prospects of secondary and higher secondary education, the study areas were divided in to three regions e.g. Municipality areas, Areas less developed than Municipality areas and Remote areas. The schools, colleges and madrasa's of Municipality areas, Areas less developed than Municipality areas and Remote areas are categorized as Good, Medium and weak respectively. From the study it was found that the problems of secondary and higher secondary education in Municipality areas are highest in case of students' (29%), problems of people are lowest (23%), problems of guardians and teachers are 25% and 24 % respectively. The problems of areas which are less developed than Municipalities in case of students the problems are highest (29%) and problems of people are lowest (23%) and the problems of guardians and teachers are 24% and 24 % respectively. The problems of remote areas in case of students the problems are highest (29%) and problems of people are lowest (22%) and the problems of guardians and teachers are 24% and 24 % respectively. The result shows that in every areas the students' problems were prominent.

The facilities of good categories schools, colleges and madrasa's students (Municipalities areas) are the wealth problems (22%) which indicate the maximum and transport problems (17%) which indicate the minimum. The other problems are security, health and home problems are 20%, 19% and 21% respectively. The facilities of medium categories schools, colleges and madrasa's students (especially in areas less developed than Municipalities areas) wealth problems are 25 % which indicate the maximum and transport problems are 15 % which indicate the minimum. The other problems are security, health and home problems are 7%, 21 % and 20% respectively. It indicates that poverty is a main problem for the students and guardians. The facilities of weak categories schools, colleges and madrasa's students (Remote areas) are wealth problems (25 %) which indicate the maximum and transport problems (17 %) which indicate the minimum. The other problems are security, health and home problems are 19%, 20 % and 19% respectively.

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## RECOMMENDATIONS

The following recommendations are given for the study

### **Financial Support should be provided**

In most cases problems arise from guardians' sides. The guardians don't want to send their sons or daughters in schools and colleges and Madrashes. They engaged their children to different income generating activities. Sometimes the guardians don't give clothes to their children. For these reasons many boys and girls don't want to go to schools and colleges and Madrashes. If the government of the People's Republic of Bangladesh arrange financial support for all secondary level and higher secondary level students the number of attendance of students will increase.

### **Decentralization of official power should be done**

Administrative power should be decentralized and in district and upazila level. Power should be offered and accountability must be imposed in all spheres so that zila and upazila based officers may take pragmatic action against any irregularity, mismanagement and corruption. If it is done it will be helpful to take any stern official ordain, action, decision etc be imposed or implemented by the upazila or district wise education officers or concerning personnel. Besides if the upazila or district wise concerning officers are given power to apply any stern power sans the direction of the higher authority, it will be possible to materialize many government orders as regard to education in technical field while proper education is coming down badly day by day.

### **Manpower should be increased**

In the secondary and higher secondary Schools, Colleges and Madrashes good education has been being hampered for want of necessary man power. So it is suggested that more man power ought to be appointed in proportion with the schools, colleges and Madrashes and students. If it is done, it is possible to control or supervise all the upazila or district academic institutes precisely and regularly.

### **Co-ordination between government and non government schools, Colleges and Madrashes should be increased**

The gap between government and non government Schools, Colleges and Madrashes should be minimized by proper coordination. The difference between the government and non government Schools, Colleges and Madrashes should be wiped out by unilateral education principle

### **Co-ordination among the education sectors should be increased**

As there is very few co-ordination among the activities of different sectors of education in center, region and all fields that creates set back against proper education. Therefore, there should be such rules and regulations in order that all sectors might come in one chain.

### **Pattern of reading should be uniform**

Different Schools, Colleges and Madrashes should follow different syllabus, question papers, guide books and examination time table. It is a bad vogue of education in educational institutes that creates indiscrimination in the sector of education. So syllabus, question papers, guide books and examination time table and all other patterns should be unilateral directed by district educational department. It will eradicate the leakage of question papers all kinds of miss deed done by the immoral teachers.

### **Qualified and Trained Teachers should be provided**

A lot of unskilled teachers are appointed in clandestine ways in non government Schools, Colleges and Madrashes, so the appointed teachers cannot teach in classes perfectly. Bengali teachers teach English or mathematics, and English teachers have to teach Bengali or any other subjects. Besides, in many Schools, Colleges and Madrashes especially in the rural Schools and Colleges and Madrashes, there are many guest teachers who are mostly college students or vagabond and have no quality to teach the students. This kind of haphazard teaching destroying the learners' carrier and they are not being built up as their merits. So the government should take initiatives to appoint subject wise and qualified teachers. There should have provisions to train up newly appointed teachers.

**Perfect education in primary level should be provided**

In primary schools, students are not built up perfectly. So when they come to high schools, they are found badly weak in all subjects. Even many students are found devoid of fundamental knowledge. As a result, despite the utmost endeavor of secondary teachers they cannot build them up to the mark. Therefore, the teachers have to undergo all kinds of defamation after SSC examination. So, primary education should be improved by surveillance of the officers concerned.

**Students' desire to go to government Schools, Colleges and Madrashes should be changed**

Most of the good students who come from primary schools get admission in government schools and colleges while almost all the weak students come to non government ones. So in government schools and colleges admission test should be stopped and lottery system admission should be introduced. Then they also will have to teach good and weak students.

**Private teaching tendency of teachers should be closed**

Almost all of the English, Mathematics and Science teachers are prone to private teaching. They hardly give earnest lesson in classes and take the students to their private centers by applying technical policy while poor students are not getting education in classes or they cannot go to private centers for want of money or ability. Necessity knows no law. It cannot be said that the secondary non government teachers are solvent enough alike those of government ones. They do not get large amount of salaries, increment, bonus, house rents etc like the government teachers. So they are not able to maintain their families sans doing other job other than their teaching jobs. Indeed, for the cause of their poverty they become bound to practice private teaching. So they should be nationalized and then only it may be possible to stop the vogue of private teaching. The tendency of private teaching of the govt. teachers should be totally banned as they are enjoying full pledge advantages from the government.

**Involvement of competent personnel in education sectors should be provided**

For the cause of not involving experienced, expert and competent personnel in the department of education the education institutes are not getting proper help due to which the standard of secondary education and higher secondary education is coming down regrettably. So well educated and skilled persons should be involved in Schools, Colleges and Madrashes as the advisory board and the advisory board should be given more power than the managing committee.

**Traditional group of education should be up dated**

At present all Schools, Colleges and Madrashes are teaching the students in three groups like science, commerce and arts. This vogue of teaching has been confining the students to limited knowledge. So, unilateral education system of education should be introduced by the government. The traditional group of education should be up dated.

**Specific rules in making Schools, Colleges and Madrashes nationalization should be introduced**

There is no specific rule in making any school and colleges nationalized. Generally city Schools, Colleges and Madrashes are nationalized. But in rural areas many renowned schools and colleges have considerable eligibility for being nationalized. But they are not getting the chance of being state-owned. Many Schools, Colleges and Madrashes nationalized in city areas have no standard position or environment or good atmosphere. So in every union at least one school and college should be nationalized.

**Guardians' awareness and regularity of students should be increased**

Many guardians are so abstracted or indifferent to their wards that they do not take care of their children. As a result too many students remain absent from classes or play truant from schools and colleges and at one stage they drop out of their Schools, Colleges and Madrashes. Generally not more than 50% to 60% students remain present in schools and colleges. Again the percentage of absence in rural Schools, Colleges and Madrashes are too more. So environment of Schools, Colleges and Madrashes should be amusing and standard. All kinds playing and amusing instruments should be had in Schools, Colleges and Madrashes. Co-curriculum activities should be held. Load of syllabus should be reduced; severity of punishment should be avoided. Leisure time Tiffin should be yielded to the students. Teachers should make the class interesting and students should not be threatened. Even teasing must be checked by imposing stern law.

**Syllabus should be same**

Different schools and colleges introduce different syllabus for the students. So for want of unilateral question papers, syllabus and various rapid readers there cause indiscrimination among schools and colleges and learners. Question papers vary from school to school and college to college and madrasha to madrasha that creates distinction among Schools, Colleges and Madrashes teachers and students. So question papers, syllabus and rapid readers should be introduced unilaterally through the district based education offices.

**Objective system in English should be included**

Objective type questions are very useful for the students. It makes the students bound to read books from top to bottom and they automatically have to study the ins and outs of the whole book. But as a result of no objective questions in English, students feel reluctance to read English books from fast to last. As a result they do not know various aspects of English grammar without which they can be perfect in English. Objective system should be introduced in English.

**Number of books and lengthy syllabus should be minimized**

Students have to read a lot of books and they have to complete unreasonable lengthily syllabus. So they become disheartened and study only a few suggested parts given by their teachers. So number of books should be reduced and length of syllabus ought to be shortened.

**Passage and translation in English 2<sup>nd</sup> paper should be included**

Translation and passage is a practicing sphere of English. As students do not practice translation and passage their ability of speaking and off hand writing is regrettably decreasing. Passage and translation should be included in the syllabus.

**Television program should be started after school and college time**

Students are generally prone to enjoying television programs. They want to remain sitting before TV day and night. Again as the consequence of displaying attractive TV programs like magazine, cinema, drama, football, cricket and what not during the day or school time, make the students sit before TV. They do not want to go to Schools, Colleges and Madrashes or reading table. Many students flee away from Schools, Colleges and Madrashes at leisure period to enjoy cinema film and thus they go to the dog that mars the development of education. TV programs should be chalked out considering the interest of students and day time cinema, drama or magazine should be stopped.

**Stability of syllabus should be provided**

In our country secondary and higher secondary Schools, Colleges and Madrashes syllabus is changed again and again. When a teacher becomes skilled on any syllabus in one year, next year it is changed while a teacher loses his previous skill and has to be skilled again. It is obviously detrimental to both the teachers and students. So frequent syllabus change should be stopped and constant one should be done.

**Practice of co curriculum activities should be increased**

In many Schools, Colleges and Madrashes there is on practice of co curriculum activities like debating society, publication of magazine, wall paper, practicing spoken English and other indoor outdoor games that are the part and parcel of education. Therefore, co curriculum activities should be obligatory.

**Good English teachers should be provided**

English is an international language. A good English knowing student may shine in life. But it is a matter of regret that in many Schools, Colleges and Madrashes English teachers themselves cannot speak in English or cannot read English newspaper. As such they cannot build expert students All English teachers must speak in English in their classes and make the students bound to speak in English during the English classes. They should be encouraged to read English papers and every school and college must keep at least one English daily. Then the students will be habituated in speaking English.

**Curriculum and Syllabus should be modified**

The curriculum and syllabus of secondary and higher secondary education in our country are not up to date in comparison to the developed countries. For this reason the quality of the students in our country is not up to the mark. So the curriculum and syllabus of secondary and higher secondary education in our country should be modernized.

**Educational Aids should be supplied**

There are many people in Bangladesh who are living under poverty line. They can't afford two meals a day for their children let alone education. They can't manage educational aids. As a result they are not willing to send their children to Schools, Colleges and Madrashes. If the government takes necessary steps for supply Tiffin, stipend and



educational aids for the poor students they will be inspired to receive education. So government should take immediate measures in this concern.

### **Manpower should be increased**

In the secondary and higher secondary Schools, Colleges and Madrasa good education has been being hampered for want of necessary man power. So it is suggested that more man power ought to be appointed in proportion with the schools, colleges and madras's and students. If it is done, it is possible to control or supervise all the upazila or district academic institutes precisely and regularly.

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