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Multiple Ways Of Teaching And Learning Can Enrich Primary Schools Of Bangladesh

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DURING the last two decades Bangladesh has developed a vast system of primary education with a gross-enrollment of about 97.0% at present. It has now about 18.4 million children, 153250 teachers in its primary schools with 2000 instructional supervisors designated as Assistant Upazila Education officer. Most of our schools are prone to accept performances that are rote, ritualistic, conventional traditional or dogmatic leading children to spew back what they have been taught in schools and stay non-reactive. If this state of affair in primary education continues for more one decade, the country will remain to be impoverished for three decades. This is for lackings and inadequacies in our practices of early childhood care and development. This period (0-5) is critical for development but most of the children in this country grow through impoverished environment of malnutrition with inadequacies in learning activities, stimulations and interventions to promote right type of brain connection and nervous system development. Nonetheless, there remains residual plasticity or flexibility to enhance development at late childhood (6-10) to compensate for earlier losses. So, in our country, quality primary education is of fundamental importance for national survival. On the contrary, as a routine concern for quality, government is desperately looking for better transactional modes for implementing its need satisfying competency based primary curriculum. Here to rescue teachers from dogmatic teaching method Primary and Mass Education Division of the Government in collaboration with UNICEF-Bangladesh has introduced "Multiple Ways of Teaching and Learning (MWTL)" method based on Multiple Intelligences theory of Prof. Howard Gardner

of Graduate School of Education, Harvard University. The method explores to use all the human abilities in teaching a content to children with a view to help them in knowing, doing, thinking and linking relating to teaching content. Teaching eventually will lead to understandings.

Thus, in order to see rays of hope in our primary schools, the article aims at the following.

Aims of the Article

The aims are-

- a. To show derivation of MWTL from Multiple Intelligences Theory.
- b. To indicate how MWTL should be applied in the

Name of the intelligence	Core operations
1. Verbal-Linguistic	Syntax, phonology, semantics, pragmatics.
2. Rhythmic-Musical	Pitch, rhythm, timbre
3. Logical-Mathematical	Number, Categorization, relations
4. Visual-Spatial	Mental visualization, mental transformation of images
5. Bodily-Kinesthetic	Control of one's body, control in handling objects.
6. Intrapersonal	Awareness of one's own feelings, emotions, goals, motivation.
7. Interpersonal	Awareness of other's feelings, emotions, goals, motivations.

- c. primary classes.
- d. To show diffusion of MWTL in the Primary Schools of Bangladesh.
- e. To highlight on the resultant outcomes of application of MWTL in our primary school.
- f. To identify the inadequacies in the application of MWTL in the primary schools of Bangladesh.

Multiple Intelligences Theory and Derivation of MWTL

Novelty of the idea of multiple intelligences theory lies in its sound and rational basis and its usefulness to explore

different types of human abilities. Professor Howard Gardner of Harvard Graduate School of Education is the proponent of the multiple intelligences theory. This theory challenges the traditional view of intelligence as unitary capacity that can be measured by IQ tests. Instead, Howard Gardner defines an intelligence as "an ability to solve problems or create products that are valued in at least one culture." A boy failing in school tests is seen to do superb in football team as its spearhead. Had he not been very intelligent, he would not have been a superior footballer. His "spatial intelligence" and "Bodily—kinesthetic intelligence"

theory is advantageous over two factor and multiple factor theory of intelligence where intelligence has a large number of components, more than 120 having complexities in use and understanding.

Multiple intelligences theory presents only a manageable number of intelligences that appear to form the natural kinds. The seven intelligences of MI theory which encompass every human ability and activity are shown below along with its core operations.

Multiple intelligence theory has biopsychological basis. Specific region of the brain is important for certain specified functions and tasks and less important for others. Damage to specific areas of the brain impairs certain tasks, functions and activities of the individual. The theory is based on neurological, evolutionary and cross-cultural evidences. As Howard Gardner observes, each of the intelligences is related to "domain" and "field" for its development. He defines domain as discipline or craft that is practiced in a society; and field, the set of institutions and judges that determine which products within a domain are of merit."

For example, a child with musical intelligence will have to walk through the domain of music. The domain of musical performance requires intelligences beyond musical (i.e. bodily-kinesthetic and personal intelligences), just as musical intelligence can be mobilized for domains beyond music (say verbal-linguistic and personal intelligences). Domain survives in the field i.e. culture or society and institutions. Thus, the relationship of the trio of intelligence-domain-field is of extreme importance for the development trajectory of the child to take route.

earn him fame as a footballer when he is a dull in "verbal Linguistic intelligence" and "Logical-Mathematical intelligence" which are required in school tests. Concept of IQ confines human development within the specified index but multiple intelligences theory opens up multiple areas of development. According to this theory there are at least seven kinds of intelligences each having its one or more core operations through which the particular intelligence can be expressed and developed. Every human being has her/his own proclivities and as such strong in one or more intelligences, weak in others. Multiple intelligences