Development Compilation

Bangladesh Institute of Professional Studies
https://bips.bd/journal
ISSN: 2072-3334 (Print), ISSN: 2663-1547 (Online)

Volume 19 | Issue 2 | October 20, 2026 | Page: 1-23 | Article |

Modern and Advanced Classroom Management: A Foundation for Effective Teaching and Learning

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HOW TO CITE

Islam, M. M. (2026). Modern and advanced classroom management: A foundation for effective teaching and learning. *Development Compilation*, *19*(2), 1–23. https://bips.bd/journal

ARTICLE HISTORY

Received: 28 July 2026
Revised: 19 August 2026
Accepted: 13 September 2026
Available online: 20 October 2026

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Abstract

Modern and advanced classroom management is important for good teaching and learning in the twenty-first century. Students have different needs and abilities. They also come from different backgrounds. Teachers use technology in their lessons. Every student needs a chance to learn. So, strict rules and punishment are not enough. Teachers should show respect and care. They should make clear rules and praise good behaviour. They should help students take part in lessons. They should also check students' learning regularly and use teaching methods that help students learn actively. This paper discusses the meaning, main ideas, methods, problems, and importance of modern classroom management. It mainly focuses on English classes at the secondary level in Bangladesh. The study reviews books, articles, and research papers. It also includes recent studies published in 2025. The review shows that good classroom management helps students join lessons and classroom activities. It also helps them control their behaviour, build good relationships with teachers, and learn better. Recent studies show that online classes also have problems. Students may take part less in lessons. They may have fewer chances to talk to others. Technical problems can also make learning difficult. Some teachers may not have enough skills to use technology. The paper also explains what students need in secondary-level English classes. They need to speak, talk with others, practise English, and get feedback from teachers. The paper shows that classroom management is not only about controlling students. It is also about making the classroom orderly, friendly, fair, and helpful. In such a classroom, all students can learn well.

Keywords: Modern and Advanced Classroom management, English teaching, student learning, student participation, inclusive classroom, teacher training, educational technology, Bangladesh

1. Introduction

Classroom management refers to the strategies, techniques, and practices used by teachers to establish and maintain an orderly, respectful, and productive learning environment. Traditionally, classroom management was often associated primarily with discipline, obedience, and the prevention of disruptive behaviour. Contemporary educational thinking, however, views classroom management as a broader process involving instructional organisation, student engagement, motivation, relationships, communication, assessment, and the creation of a supportive classroom climate.

The contemporary classroom is increasingly diverse and complex. Students may differ in academic ability, motivation, learning preferences, language proficiency, cultural background, behavioural characteristics, and access to technology. At the same time, digital tools and online learning environments have introduced new opportunities as well as new management challenges.

These developments are particularly relevant to secondary-level English classrooms. English language learning depends substantially on active participation, communication, interaction, practice, and feedback. Therefore, classroom management in English education involves not only maintaining discipline but also creating conditions in which learners can communicate, collaborate, practise language, and develop confidence.

Modern classroom management consequently requires a shift from a narrow emphasis on control towards a balanced approach that combines structure, participation, responsibility, communication, and support. Teachers remain responsible for establishing an effective learning environment, but students are also encouraged to understand expectations, participate in classroom routines, regulate their behaviour, and take increasing responsibility for their learning.

This paper reviews the major concepts, principles, strategies, challenges, and educational implications of modern classroom management, with particular emphasis on secondary English classrooms and the educational context of Bangladesh.

An extraordinary, intellectual & multitalented teacher is capable of drawing attention of the most of students and the students are always eagerly waiting for his coming to classroom. Respectable teachers are always mind-blowing, innovative, communicative, educative, creative, smart and ambitious and dedicated to his learners. In other words, a good teacher is one who creates a classroom environment friendly and makes his students curious, explorer and discover.

A versatile & dynamic teacher encourages and guides his students discovering answers, information and solution. His students are ready to do what he desires or wants. I am a teacher too, though I do not think myself as a good teacher, but I know for one thing that majority of my students do love me, and I guess this is the point where good things start to happen. My thinking is more about what are the first and foremost uniqueness of a profound teacher and how can I be one of them really. Dorothea Dix says, "The duties of a teacher are neither few nor small but they elevate the mind and gives energy to the character."

A multitalented & profound teacher should have the clear concept about student symbolically word meaning and he will go ahead wisely. There are seven letters in the 'STUDENT'.

2. Objectives of the Study

The objectives of this paper are:
To explain the concept and characteristics of modern classroom management.
To identify the major principles of effective classroom management.
To examine practical strategies for implementing modern classroom management.
To explore the changing role of teachers in contemporary classrooms.
To examine the relationship between classroom management, student engagement, and learning.
To examine classroom-management requirements specific to secondary-level English teaching.
To identify major challenges to modern classroom management in Bangladesh.
To suggest practical measures for improving classroom management through teacher development, institutional support, and educational technology.

3. Methodology

This study adopts a qualitative, literature-based review approach. Relevant books, scholarly articles, and contemporary research on classroom management were examined thematically. Classical works on classroom management were considered alongside recent empirical studies, particularly research published in the recent years.

The literature was reviewed under the following themes:
(a) the concept of classroom management,
(b) principles of effective management,
(c) classroom-management strategies,
(d) teacher roles and professional development,
(e) educational technology and online classrooms,
(f) student engagement and self-discipline,
(g) secondary English classroom practices, and
(h) challenges and opportunities in the Bangladeshi educational context.

The discussion gives particular attention to secondary-level English classrooms because language learning requires sustained student interaction, communication, practice, and feedback. As a literature-based review, the conclusions of this paper are based on the synthesis and interpretation of existing literature rather than primary empirical findings.

4. Literature Review

Classroom management has been extensively discussed in educational research. Evertson and Weinstein (2006) conceptualised classroom management as the actions teachers take to create an environment that supports both academic and social-emotional learning. Marzano et al. (2003) emphasised teacher-student relationships, effective rules and procedures, and appropriate disciplinary interventions as important dimensions of classroom management. Bear (2010) further highlighted the development of self-discipline and prosocial behaviour. The literature increasingly suggests that classroom management should not be separated from the teaching-learning process. Effective management creates conditions in which students can participate, interact, collaborate, and concentrate on learning. Jones and Jones (2016) similarly emphasised the importance of supportive classroom communities and problem-solving approaches. Recent research has reinforced these perspectives. Javed et al. (2025), in a study of secondary-level teachers, examined classroom management practices and student self-discipline. Their findings indicate the importance of supportive classroom environments, teacher-student interaction, modern instructional strategies, and teacher development. The development of digital learning environments has introduced additional management concerns. Adsız and Dinçer (2025), in a qualitative study involving 97 teachers with remote-teaching experience, identified low participation, lack of interaction, technical problems, and varying levels of technology literacy as important challenges in online classrooms. These findings suggest that classroom management is not simply a matter of maintaining silence or preventing disruption. It is a multidimensional professional process involving discipline, instructional organisation, student engagement, relationships, self-regulation, inclusion, technology, assessment, and professional development.

5. Concept of Modern Classroom Management

Modern classroom management is based on democratic values, mutual respect, shared responsibility, and purposeful organisation of learning. It encourages student participation, autonomy, and self-discipline rather than relying exclusively on fear or punishment.

The modern teacher functions as a facilitator, mentor, organiser, communicator, and role model. Rather than responding to behavioural problems only after they occur, teachers seek to prevent many problems through clear expectations, meaningful activities, effective routines, positive relationships, and engaging instruction.

Modern classroom management also recognises individual differences. Students may differ considerably in academic ability, motivation, personality, social background, language proficiency, and learning needs. Effective management therefore requires flexibility and inclusive practices rather than applying exactly the same approach to every learner.

6. Key Principles of Modern Classroom Management

6.1 Teaching Is a Noble Profession:

Teaching is a noble profession. A teacher helps students gain knowledge and become good citizens. Teachers play an important role in building a better nation. So, everyone should respect teachers and accept teaching as a noble profession.

6. 2 A Teacher Should Feel the Profession from the Heart:

A teacher should feel the profession from the heart and love it sincerely. A good teacher must lead a moral life and be honest, kind and responsible. A teacher should also set a good example for students through words and actions.

6. 3 A Teacher Is Like a Candle:

A teacher is like a candle that burns itself to give light to others. Similarly, a teacher works hard to remove the darkness of ignorance and spread the light of knowledge. A good teacher sacrifices personal comfort to enlighten students and build their future.

6. 4 A Teacher Should Lead a Moral Life:

A teacher should lead a moral life. He should be honest, truthful, kind and disciplined. He should always speak the truth and do the right things. Students learn many things by following their teacher. So, a teacher must be a good example for students.

6.5 Clarity of Expectations:

Students need to understand classroom rules, routines, learning objectives, assessment criteria, and behavioural expectations. Clearly communicated expectations reduce uncertainty and help students understand what is expected of them.

6.6 Positive Reinforcement:

Positive reinforcement can encourage desirable behaviour and active participation. Recognition, constructive feedback, praise, and opportunities for responsibility can contribute to students' confidence and motivation.

6.7 Consistency and Fairness:

Consistency helps students understand that classroom expectations are applied fairly. Fair treatment strengthens trust and reduces perceptions of arbitrary decision-making.

6.8 Positive Teacher-Student Relationships:

Respectful relationships are central to an effective classroom. Teachers who listen to students, communicate clearly, and demonstrate empathy can create an environment in which students feel secure enough to participate.

6.9 Student Responsibility and Self-Discipline:

Modern classroom management encourages students to take increasing responsibility for their own behaviour and learning. Self-discipline is therefore viewed as an educational outcome rather than merely a means of obtaining obedience.

6.10 Inclusion and Respect for Diversity:

Effective classroom management should accommodate differences among learners. Inclusive practices require teachers to consider students' diverse academic, social, cultural, and learning needs.

6.11 Reflection and Continuous Improvement:

Teachers should regularly evaluate their classroom practices. Reflection enables teachers to identify successful strategies, recognize weaknesses, and make appropriate adjustments.

7. Strategies for Effective Classroom Management

7.1 Active Learning

Group work, pair work, discussions, presentations, problem-solving, and project-based learning can increase student participation. Active engagement can also reduce opportunities for unnecessary disruption by making students participants rather than passive recipients.

7.2 Clear Classroom Routines

Established routines for entering the classroom, submitting assignments, asking questions, participating in discussions, and changing activities can reduce wasted instructional time.

7.3 Collaborative Learning

Well-structured collaborative activities can develop communication, teamwork, responsibility, and peer learning. However, collaboration requires clear instructions, appropriate grouping, defined roles, and teacher monitoring.

7.4 Educational Technology

Digital presentations, interactive learning platforms, multimedia resources, online quizzes, digital dictionaries, educational videos, and collaborative tools can provide additional opportunities for interaction and feedback. However, technology should serve clearly defined pedagogical purposes rather than becoming an end in itself. Recent research indicates that online classroom management is affected by student participation, interaction, technical infrastructure, and teachers' technology literacy.

7.5 Formative Assessment and Feedback

Regular questioning, short assessments, observation, peer assessment, and constructive feedback help teachers identify learning difficulties and provide timely support.

7.6 Appropriate Seating Arrangements

Seating arrangements should reflect the instructional purpose. Rows may be suitable for individual tasks, whereas clusters or circles may facilitate discussion, pair work, and collaborative learning.

7.7 Constructive Conflict Resolution

Classroom conflicts should be addressed calmly and constructively. Teachers can listen to different perspectives, identify the underlying problem, establish reasonable expectations, and encourage students to take responsibility for resolving conflicts.

7.8 Emotional Support

Students learn more effectively when they feel respected and secure. Teachers can support students through empathy, active listening, encouragement, and appropriate professional referral when problems extend beyond the teacher's role.

8. Secondary School English Classroom Context

Secondary-level English classrooms require particular attention to classroom management because language learning depends substantially on active participation, communication, interaction, practice, and feedback. Unlike subjects in which students may work predominantly through individual written tasks, English language learning often requires students to speak, listen, read, write, interact with peers, participate in discussions, and perform communicative activities. In a secondary-school English classroom, teachers may encounter differences in students' English proficiency, confidence, motivation, vocabulary knowledge, pronunciation, and willingness to participate. Some learners may actively participate in speaking and group activities, whereas others may remain silent because of limited proficiency, anxiety, or fear of making mistakes. Effective classroom management can help create a supportive environment in which students feel comfortable participating and learning from their errors. Several classroom-management practices are particularly relevant to secondary English teaching. Pair work, group discussion, role play, presentations, reading activities, vocabulary tasks, peer assessment, and short communicative exercises can increase student engagement when they are carefully organised. The teacher needs to establish clear instructions, allocate appropriate time, assign responsibilities, monitor activities, and provide constructive feedback. The physical organisation of the classroom can also influence English-language activities. Flexible seating arrangements may facilitate pair and group work, while appropriate classroom routines can help teachers move efficiently between individual, pair, and whole-class activities. In large classes, however, maintaining meaningful participation and providing individual feedback can be challenging. Technology can further support secondary English teaching through multimedia presentations, digital dictionaries, online exercises, educational videos, interactive quizzes, and

learning platforms. At the same time, teachers need to manage possible distractions, unequal access to technology, and differences in students' digital literacy. The author's professional experience as a Senior Teacher of English at Rangpur Cantonment Public School and College, Rangpur, and more than 25 years of teaching provides a practical perspective on these issues. This experience has involved classroom organisation, English-language instruction, student participation, assessment, feedback, and the changing needs of secondary learners. However, this professional experience is presented only as contextual background and does not constitute primary research data in the present literature-based study. Therefore, modern classroom management in secondary English education should aim to achieve a balance between maintaining an orderly classroom and creating opportunities for meaningful communication. The ultimate purpose is not merely to control behaviour but to create conditions in which learners can confidently use English, participate actively, collaborate with peers, and develop their language skills.

9. Role of the Teacher

The teacher's role in modern classroom management is multifaceted. Teachers are planners, facilitators, mentors, communicators, professional role models, and, within appropriate professional boundaries, sources of emotional support. Effective teachers demonstrate patience, professionalism, adaptability, fairness, and emotional awareness. Their communication skills help them explain expectations, provide feedback, prevent misunderstandings, and resolve conflicts constructively. In English language classrooms, teachers also serve as models of language use. Their classroom language, questioning techniques, feedback, pronunciation, and interaction patterns can influence students' confidence and willingness to communicate. Teacher competence should not be regarded as an entirely innate quality. It can be developed through formal education, professional training, classroom experience, reflection, observation, mentoring, and continuous professional development. The importance of professional development is particularly evident in technology-supported education. recommended continuous in-service training to strengthen teachers' technology literacy in online teaching environments. Similarly, research on secondary classrooms has highlighted the importance of teacher development and effective classroom-management practices.

10. Modern Classroom Management in the Context of Bangladesh

The implementation of modern classroom management in Bangladesh presents both opportunities and challenges. Educational institutions differ in class size, infrastructure, teacher availability, technological resources, institutional culture, and student backgrounds. Large classes can make individual monitoring, personalised feedback, and differentiated instruction difficult. Resource limitations may also restrict the use of technology and collaborative activities. In some educational settings, traditional teacher-centred approaches may continue to influence classroom practices. These challenges do not necessarily prevent modern classroom management. Rather, they require teachers and institutions to adapt strategies to local circumstances. For example, collaborative learning can be implemented through simple group activities without requiring expensive technology. Formative assessment can be conducted through questioning, short written tasks, peer assessment, and classroom observation. Teacher professional development is particularly important. Training programmes should not focus exclusively on theoretical knowledge. They should provide opportunities for demonstration lessons, micro-teaching, classroom observation, peer learning, reflective practice, and practical problem-solving. Institutional support is equally important. Teachers require adequate teaching materials, manageable workloads, professional recognition, supportive leadership, opportunities for training, and a positive professional environment. The development of modern classroom management in Bangladesh should therefore be approached as a shared responsibility involving teachers, school leaders, teacher-training institutions, education authorities, students, and the wider educational community.

11. Educational Technology and Classroom Management

Technology has become an increasingly important component of contemporary education. Digital resources can provide multimedia explanations, interactive exercises, rapid feedback, online collaboration, and access to

diverse learning materials. However, technology also creates management challenges. Online classrooms may experience reduced participation, limited interaction, technical problems, distractions, and unequal levels of digital literacy. Adsız and Dinçer (2025) found low student participation, limited interaction, technical difficulties, and technology-literacy issues among the major challenges reported by teachers in online classrooms. Technology should therefore be integrated according to pedagogical purpose. Teachers should consider whether a digital tool genuinely improves explanation, participation, assessment, collaboration, or feedback. In secondary English classrooms, digital tools can be particularly useful for listening practice, vocabulary development, pronunciation activities, multimedia presentations, online quizzes, reading resources, and collaborative writing. However, these tools should complement rather than replace purposeful teacher-student interaction. Effective digital classroom management requires both technological competence and sound pedagogical judgement. Teacher training should consequently address not only how to operate digital tools but also how to use them to achieve specific learning objectives.

12. Impact on Teaching and Learning

Effective classroom management creates conditions in which instructional time can be used more productively. Clear routines, appropriate behavioural expectations, positive relationships, and active participation can reduce unnecessary interruptions and increase opportunities for learning. Research at the secondary level has reported a significant positive relationship between student self-discipline and effective classroom management and has emphasised the importance of supportive classroom environments, teacher-student interaction, modern instructional strategies, and teacher training (Javed et al., 2025).

Potential benefits of effective classroom management include:

increased student engagement;
improved classroom participation;
stronger student self-discipline;
better teacher-student relationships;
reduced classroom disruption;
more effective use of instructional time;
greater opportunities for collaborative learning;
improved communication and social skills;
increased learner confidence; and
a more inclusive learning environment.

In secondary English classrooms, effective management may additionally create more opportunities for students to practise speaking, listening, reading, and writing. It can help teachers provide timely feedback and encourage learners who may otherwise hesitate to participate. However, classroom management should not be regarded as a single factor that automatically determines academic achievement. Learning outcomes are influenced by multiple factors, including teaching quality, curriculum, assessment, resources, student characteristics, family circumstances, school leadership, and socio-economic conditions.

13. Challenges of Modern Classroom Management

Despite its potential benefits, modern classroom management faces several challenges.

13.1 Large Class Sizes

Large classes can make individual monitoring, personalised feedback, and differentiated instruction difficult.

13.2 Limited Resources

Insufficient teaching materials, technology, or suitable classroom facilities may restrict teachers' ability to implement certain strategies.

13.3 Diverse Learner Needs

Teachers may need to manage considerable differences in ability, motivation, behaviour, language proficiency, and learning needs within the same classroom.

13.4 English-Language Anxiety

Some secondary English learners may hesitate to speak because they fear making mistakes. Such anxiety can reduce participation and create additional classroom-management challenges.

13.5 Digital Disruption

Technology can support learning but can also create distraction, technical problems, and unequal access. Online environments introduce additional challenges related to participation and interaction.

13.6 Limited Professional Development

Without regular and practical professional development, teachers may find it difficult to implement new approaches effectively.

13.7 Resistance to Change

Moving from teacher-centred and authority-based practices towards participatory approaches may require changes in institutional culture as well as individual teacher behaviour.

14. Recommendations

Based on the literature reviewed, the following measures are recommended:

14.1 Strengthen teacher training so that teachers can learn how to manage classrooms well before and during their teaching careers.

14. 2 Introduce regular practice teaching and demonstration lessons to help teachers learn and practise good teaching methods.

14. 3 Promote reflective teaching practices by encouraging teachers to think about their lessons, observe other teachers, and discuss teaching methods.

14. 4 Develop teachers' digital skills so that they can use technology properly and safely.

14. 5 Encourage student-centred English teaching through pair work, group discussion, role play, presentations, project work, and speaking activities.

14. 6 Promote positive behaviour management by encouraging good behaviour instead of depending too much on punishment and fear.

14. 7 Strengthen inclusive classroom practices so that all students, including those who need extra help, can learn together.

14. 8 Improve school support for teachers through guidance, teaching materials, and teamwork.

14. 9 Use regular classroom tests and feedback to find students' learning problems and help them improve.

14. 10 Adapt classroom-management methods to local needs, especially the needs of Bangladeshi secondary schools.

14. 11 Improve digital facilities in schools where online learning and educational technology are used.

14. 12 Make teacher development a continuous process instead of providing training only once.

14. 13 Encourage teachers to learn together at school by sharing classroom experiences and useful teaching methods.

14. 14 Promote student participation and responsibility through clear classroom rules, group duties, helping friends, and thinking about their own learning.

14. 15 Create a friendly environment for speaking English so that students can practise speaking without being too afraid of making mistakes.

15. Limitations of the Study

This study is a literature-based review and does not present original empirical data from Bangladeshi classrooms. Therefore, the findings should not be interpreted as direct evidence representing all teachers, students, or educational institutions in Bangladesh.

Furthermore, classroom-management practices vary according to educational level, institutional type, class size, subject, teacher experience, student characteristics, and available resources. Future research could therefore investigate modern classroom management through empirical studies involving teachers and students from different regions and types of educational institutions in Bangladesh.

Future studies may use mixed-method, survey, observational, or experimental designs to examine the effectiveness of specific classroom-management strategies in Bangladeshi secondary English classrooms.

16. The Importance of Classroom Management for Effective Teaching:

Classroom management is very important for effective teaching. It means managing the classroom, time, discipline and students' behaviour properly. A well-managed classroom helps students pay attention to their lessons. It also makes learning easy and enjoyable. Without proper classroom management, even a good lesson may not be successful. First, a teacher should create a safe and friendly classroom. Students learn better when they feel safe and happy. Good classroom management helps teachers use time properly and teach lessons according to their plans. It also encourages students to take part in classroom activities. Classroom management also helps students learn good behaviour. They learn to follow rules, respect others and do their duties. A good teacher gives special attention to weak students and helps them learn better. As a result, the classroom becomes a good place for learning. In short, classroom management is necessary for effective teaching. It helps teachers teach well and students learn better. It is also important for the all-round development of students.

Some Important Points on Classroom Management

1. Ensuring punctuality.
2. Keeping the classroom clean.
3. Making clear classroom rules.
4. Checking attendance regularly.
5. Keeping students attentive.
6. Encouraging good behaviour.
7. Controlling bad behaviour.
8. Following the lesson plan.
9. Encouraging students to participate.
10. Arranging group work.
11. Helping weak students.
12. Giving extra tasks to good students.
13. Maintaining classroom discipline.
14. Showing good leadership.
15. Saving classroom time.
16. Showing respect to everyone.
17. Building students' confidence.
18. Allowing students to ask questions.
19. Using technology properly.

20. Being kind and helpful.
21. Giving fair rewards and punishments.
22. Checking students' progress regularly.
23. Keeping in touch with parents.
24. Teaching students to be responsible.
25. Making learning enjoyable.

Classroom management is not just about keeping students quiet. It is about creating a safe, friendly, and happy classroom where every student feels respected and cared for. Teachers should understand students' needs, be kind, set clear rules, and use different teaching methods. Good classroom management keeps order and helps students enjoy learning and succeed in life.

17. Empirical Case Study: Perspectives from Practicing Educators

Research Methodology & Data Collection

Research Method: Qualitative Multiple-Case Study Design.
Data Collection Technique: Semi-structured telephone and mobile interviews.

Participants: 13 key educational practitioners (Headteachers, Assistant Headteachers, and Senior Teachers) purposively selected across primary, secondary, and online education institutions in northern Bangladesh (specifically Rangpur, Gaibandha, and Dinajpur districts).
Objective: To gather empirical qualitative insights into teacher attitudes, socio-emotional strategies, and practical classroom management techniques applied in real-world Bangladeshi educational contexts.

Ethical Considerations & Data Integrity: Informed consent was obtained from all participants prior to data collection. Interview transcripts were processed and summarized to reflect the core pedagogical perspectives of the participants while maintaining academic rigor and qualitative integrity.
Key Teacher Profiles & Qualitative Findings

Case 17. 1Mst. Mahfuza Akter,
Senior English Teacher, Cantonment Public School and College, Rangpur (CPSCR)
"Good teaching starts with knowing students' requiring. A skilled teacher creates a friendly classroom. Students can ask questions and learn from mistakes freely. We should encourage every student with kindness. Real success means building confidence and character beyond syllabus completion."
Core Focus: Student-centered learning, emotional support, and holistic development.

Case 17. 2 Mst. Shegufta Nasreen — Assistant Headteacher, Carmichael Collegiate High School & College,
Rangpur
"Good classroom management begins with kindness. Rules alone cannot win students' hearts. Kindness builds trust and respect. Every student should feel important. Students should be free to ask questions and learn from their mistakes. A good teacher can change a student's life."
Core Focus: Empathetic leadership, trust building, and mutual respect.

Case 17. 3 Md. Ataur Rahman — Assistant Headteacher, Annadanagar Multi Lateral High School, Pirgachha, Rangpur
"Every child comes from a different family and background. A good teacher understands these differences. Every student deserves a fair chance to learn. Poverty and fear should never destroy a child's confidence. We should help students overcome their difficulties and achieve success."
Core Focus: Educational equity, socio-economic empathy, and individualized support.

Case 17. 4 Md. Shafiul Islam — Assistant Teacher, Lal Dighi Girls' Academy, Pirganj, Rangpur
"Students learn better when they are free from fear. A good classroom gives them joy and confidence. Girls need a safe and friendly learning environment. They should feel free to ask questions and share their ideas. When we respect girls, we help them build a better future."
Core Focus: Safe space creation, gender-inclusive pedagogy, and learner confidence.

Case 17. 5 Md. Anharul Islam — Headteacher, Buzruk Sontoshpur Adarsha High School, Mithapukur, Rangpur
"Clear rules help create a good classroom. Punctuality and proper lesson planning are also important. However, discipline should never hurt a student's feelings. Our aim is not only to control students but also to teach them responsibility. We should help them develop self-discipline."
Core Focus: Positive discipline, lesson planning, and self-regulation.

Case 17. 6 Shahabul Islam — Assistant Teacher, Kutubpur High School, Badarganj, Rangpur
"Students learn best when they take part in activities. Group work and educational games make lessons more interesting. Every student should get a chance to speak. Our success depends on what students understand, not on how much we speak. A good teacher guides students and helps them learn by doing."
Core Focus: Active learning, Communicative Language Teaching (CLT), and Student Talking Time (STT).

Case 17. 7 A. N. M. Nazimuzzaman — Assistant Headteacher, Nizam Uddin High School, Gaibandha
"Good classroom management needs knowledge, planning, and patience. Teachers should try to understand why students behave badly. Punishment alone cannot solve every problem. Listening calmly can change a difficult situation. Fair treatment helps build trust between teachers and students."
Core Focus: Restorative justice, root-cause analysis of misbehaviour, and patience.

Case 17. 8 Md. Tozammel Hossain — Assistant Teacher, Sayedpur Bilateral High School, Phulchhari, Gaibandha
"A student's background should never decide their future. Teachers in rural areas often work with large classes and limited resources. Even simple teaching materials can make lessons effective. Students can also learn from one another. With care and effort, we can help every student move forward."
Core Focus: Resource-constrained management, low-cost Teaching Learning Materials (TLM), and peer learning.

Case 17. 9 Md. Sheikh Farid Sarker — Assistant Teacher, Rambhadra High School, Sundarganj, Gaibandha
"Examination results cannot show all the talents of a student. Every learner needs proper guidance and helpful feedback. We should never call a student weak or hopeless. Instead, we should help them improve step by step. Every child deserves support and the chance to do better."
Core Focus: Formative assessment, constructive feedback, and growth mindset.

Case 17. 10 Md. Munsur Rahman — Assistant Teacher, Fulpukuria M/L High School
"Technology can make classroom lessons more interesting. Pictures, videos, and digital materials can help students understand difficult topics. However, technology alone cannot teach students. A caring teacher must guide them. Good planning and proper use of technology can make learning easier and more enjoyable."
Core Focus: Pedagogical technology integration and blended learning supervision.

Case 17. 11 Dalim— Senior English Teacher, Moharaja School, Dinajpur
"Effective classroom management means creating a friendly and active learning environment. Teachers should treat every student with care and respect. Clear rules, interesting activities, and proper guidance help students learn better. We should encourage shy learners, support struggling students, and inspire everyone to achieve their goals."

Core Focus: Inclusive teaching and motivational scaffolding.

Case 17. 12 Md. Shahidul Islam — Senior English Teacher, Rangpur Online School
"Modern classroom management means making learning easy, interesting, and effective. Online lessons should encourage students to take an active part. Teachers should use simple language, digital tools, and interactive activities. Every student should feel free to ask questions."
Core Focus: Virtual classroom engagement, digital interaction, and clarity.

Case 17. 13 Md. Mamunor Rashid — Assistant Teacher, Paglapir High School, Rangpur
"A classroom is a place where dreams begin. Good classroom management means understanding every student. We should encourage shy students and help those who struggle. We should also inspire talented students. Every student should feel safe and valued."

Core Focus: Emotional safety, differentiated attention, and humanistic teaching.

18. Synthesis & Cross-Case Thematic Analysis

A cross-case thematic analysis of these 13 practitioner insights yields five major pillars of contemporary Bangladeshi classroom management:

18.1 Shift from Authoritarian Control to Emotional Empathy: Discipline in rural and urban Bangladesh is evolving from fear-based control to trust, kindness, and psychological safety.

18.2 Pedagogy of Encouragement for English Learners: Overcoming language anxiety requires teachers to praise effort rather than penalize errors, particularly in large and diverse classrooms.

18.3 Adaptive Resourcefulness in Low-Resource Settings: Rural educators emphasize peer learning and low-cost/no-cost teaching materials (TLM) to manage overcrowded classrooms effectively.

18.4 Purposeful Digital Integration: Technology is viewed as a complementary tool that requires clear teacher guidance and strong pedagogical planning rather than a standalone replacement.

18.5 Inclusivity and Socio-Economic Compassion: Effective educators actively compensate for students' socio-economic hardships, poverty, and gender-based constraints by creating equal learning opportunities.

19. Summary of Key Classroom Management Domains and Recommended Practices

Operational Area	Recommended Practice
Discipline	Establish clear rules collaboratively and foster internal self-discipline over punitive measures.
Teaching Methodology	Implement learner-centred strategies, including active learning, pair work, and group tasks.
Educational Equity	Offer differentiated support tailored to diverse student backgrounds and cognitive abilities.
Assessment & Feedback	Conduct regular formative evaluations accompanied by constructive, developmental feedback.
Technology Integration	Leverage digital tools purposefully to augment comprehension and participation.
Socio-Emotional Well-being	Cultivate a safe, supportive, and emotionally secure classroom culture.
Institutional Leadership	Maintain strong, communicative relationships with students, parents, and school management.

Student Engagement	Maximize Student Talking Time (STT) and guarantee equal opportunities for expression.
Time Management	Maintain lesson punctuality and execute structured instructional plans.
Moral & Values Education	Model and instill foundational values such as integrity, respect, empathy, and responsibility.

20. Effective Classroom Management through Appropriate Teacher Authority for Better Teaching and Learning

A unique & intellectual mentor with his versatile & dynamic excellence

Our much-loved Bangladesh is a recently born country in Asia. We have achieved our cherished independence throughout a blood-spattered war. It is high time to build our motherland and uplift our dignity all over the world. To say the truth, there are shortage, deficiency, shortcoming, lack & insufficiency in the educational system of our heart touching country. Educationally we are really very backward in the challenging world. Most of the people in our country are uneducated and illiterate. Highly qualified persons are not interested in teaching. Universally general people are connected with teaching and the salary systems of our country for the teachers are not satisfactory and praiseworthy. It is a common saying that teachers are poor and they do not lead a standard life. Most of the new generations hardly want to be teachers in our country. There are a few qualified students who like to be teachers in their life. But we believe in the profound deepest core of our hearts that teaching is a noble profession. In our real life we want to be good teachers but we hardly know what the myth is to be a good teacher.

✍It is said that a good teacher is s/he who paves the way, invents the ways, light the ways, shows the ways, leads the ways and brings the boon or fruitful success to the learners. The joy of a mentor knows no bound to hear any happiest news. He congratulates his pupils on their good result. He has really closed his eyes with joy and pleasure when he has heard that his pupils have obtained the best position of all over the country. Today the whole country praises a teacher much and all the flowers have bloomed to welcome his pupils' glorious success and they have also spread the sweet smell of their grand success. All dynamic teachers have become delightful, alluring and pleasant for pupils' legendary success.

✍It is believed that life is not a bed of roses. So to say struggle is a must. He must have to cultivate the rules of honesty because honesty is essential to lead a peaceful life. He should believe in his heart that good character is the crown of a man's life. Moreover, he enjoys much dignity in the society because of his honesty and friendly nature. He lives in peace and wants others to live in peace in the society. He has to speak the truth remembering the proverb "Honesty is the best policy".

✍It is supposed that honesty is a great virtue in a man's life. It never goes unrewarded here and in the world hereafter. During the short sojourn upon earth it brings an honest teacher great glory and honour. He has peace of mind. Evil days may befall him but he never moves an inch from the right path of honesty. He is happy with what he has. He may not be well off but he is large hearted. An honest teacher never nourishes high ambition because he knows that high ambition leads a man astray. He is free from greed. No tempting offer can move him. An honest mentor is afraid of none because he has got the courage to defend himself. On the contrary a dishonest mentor can earn vast wealth and enjoy temporary worldly happiness, but he has no peace of mind. He is always bitten by the qualm of conscience. So it is our noble duty to obtain this great virtue from our daily activities.

✍Malala Yousfzai says, "One child, one teacher, one book and one pen can change the world," Generally teaching is not a profession but dedication or devotion. It is never valued with money or worldly asset and it is only valued with honour, respects dignity and majesty. An intellectual & multitalented mentor always feels proud of his profession. He is contented and satisfied with his profession. There are seven letters

in the 'teacher'. Every letter of a teacher has its significant meaning. In this concerning issue, my view points are about intellectual & multitalented teachers .The word 'TEACHER' symbolically means-

T = Talented /Tolerance
E = Excellent
A = Adorable
C = Charming
H = Humble/ Honest
E = Encouraging/Educator
R = Responsible/ Reliable.

✍Mustafa Kamal Ataturk says, "A good teacher is like a candle itself to light the way for others." There are some major standard views of a renowned teacher. When a teacher will possess of the following high standard viewpoints, he will be a renowned teacher.

a) child psychology
b) brain psychology
c) leading psychology
d) social psychology
e) teaching psychology
f) human psychology
g) patient psychology
g)manner psychology
h)environmental psychology
i) learning -teaching methods

✍A unique & renowned teacher is the heavenly light of the society. An extraordinary, intellectual & multitalented teacher is capable of drawing attention of the most of students and the students are always eagerly waiting for his coming to classroom. Respectable teachers are always mind-blowing, innovative, communicative, educative, creative, smart and ambitious and dedicated to his learners. In other words, a good teacher is one who creates a classroom environment friendly and makes his students curious, explorer and discover.

✍ A versatile & dynamic teacher encourages and guides his students discovering answers, information and solution. His students are ready to do what he desires or wants. I am a teacher too, though I do not think myself as a good teacher, but I know for one thing that majority of my students do love me, and I guess this is the point where good things start to happen. My thinking is more about what the first and foremost uniqueness of a profound teacher are and how I can be one of them really. Dorothea Dix says, "The duties of a teacher are neither few nor small but they elevate the mind and gives energy to the character."

✍A multitalented & profound teacher should have the clear concept about students & teaching methods and he will go ahead wisely. There are seven letters in the 'STUDENT'. Every letter has its significant meaning.

The word 'STUDENT' symbolically means-

S = Study
T = Truthfulness
U = Unity
D = Discipline
E = Energetic
N = Necessity
T = Training

✍A profound & lively teacher should have the clear concept of the symbolical word meaning about 'education' and he will work wisely on his concept. There are ten letters in the 'Education'. Every letter has its significant meaning.

'EDUCATION' symbolically means-

E = Enlightenment/ Energetic
D = Dutiful/Dynamic
U = Understanding
C = Careful
A = Active
T = Truthfulness
I = Intelligent
O = Ornament
N = Noble

✍What is needed first for our beloved Bangladesh? Its answer is "A dynamic and unique teacher." It is clear to all that a unique teacher can sacrifice his life for imparting or preaching education among heart to heart. At deep mid-nights, a unique mentor prays to Almighty, Allah for the betterment of his own learners. He loves his learners more than his kids. He always feels proud of his learners when they achieve glorious success. It is well-known to all that a mentor's face smiles and his heart becomes sweet and blissful when he hears any good news of his learners.

✍ A versatile & dynamic teacher's aim is the success of his learners. An energetic & sparkling teacher is devoted for his jobs. Finally he sets up his mind, sets up his goal, sets up his plan, he works like his plan and then he will be a world -class renowned teacher. His worldwide-mind mission and vision works for his learners. In his teaching - learning journey, a dynamic teacher never stops his work and he will continue his imparting education among his pupils before his death. A unique & dynamic teacher is he who should have the following speedy thoughts in his real life-activities.

1. Devoted to his profession:

A versatile & dynamic teacher is always devoted to his own duty. He loves his job more than any worldly asset. He never runs after name and fame. He leads a simple life with a high morality. He looks like a looking mirror of the society. He is a simple man with extraordinary personalities. Darwin D. Martin says, "A teacher's job is to take a bunch of live wires."

2. Sympathy and friendliness:

My thinking opinion is that a natural teacher is always gracious, responsive, sociable, friendly and congenial with his students. Without being afraid or hesitant, his students can share their feelings and problems with him. I think that students have always thoughts of their teachers as their best friends. With this mentality, he can be close to each other but there is a simple curtain between a teacher and a student. Japanese Proverb is, 'Better than a thousand days of diligent study."

3. A good personality:

A brilliant teacher should have a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality which leads to better communication, understanding, and ultimately good results. Everyone can have a good, decent, likable, and presentable personality. Just dress sensibly well, smell good, and be a little gentle and kind.

That's all. Marget mead says, "Children must be taught how to think; not to think."

4. Deep knowledge and great education:

Another important characteristic of a noble teacher is his knowledge and own education. There is a saying that a teacher is only as noble as his knowledge. After all, he is doing a teacher's job, which is to teach. If he himself lacks in the knowledge of a certain subject that he teaches, he is never going to make a name for himself. So, sign up with only that subjects which you have really good expertise; and it is a moral duty as well. Otherwise,

it is not worth it. Aaron Bacall says," Your heart is slightly larger the average human heart but that's because you are a teacher."

5. A dignified teacher is like a candle:

A decent teacher will be helpful minded and he will show the light of the society to the pupils. His power of light will lead the society peacefully. As there is Turkish proverb: "If speaking is silver; then listening is good." It is remembered that a good listener should always have many friends and fans. And when a good teacher will develop the quality of endurance, persistence, tranquility & patience in life, he will be a great theorist, truth-seeker, thinker, logician, dreamer and philosopher.

6. An excellent judgment of wittiness / pleasantry /joking:

It is well-known to all that a renowned teacher should also have the quality of having a good sense of humor. It is a logical fact that a person generally teaches the next generation and as he is younger than the profession, students are expected to have more fun in the class moreover. So, a great teacher is the best one who will keep up with his sense of humor and strong announcement skills. He can also preserve the obedience, compliance, submission and discipline of the class. Joyce Meyer says," Teachers can change lives the right mix of chalk and challenge."

7. Profound love for learning and teaching:

A unique, great & admirable teacher's mind is always ready to learn and teach. His first and foremost duty is to acquire knowledge. Without knowing much and clear concept, he will not be able to teach his learners profoundly. His heart touching passion for learning and teaching makes him great and outstanding in the field of knowledge. Learning and teaching are main business in his life. Shah Rukh Khan says, "Success is not a good teacher; failure makes you humble."

8. Sacrificing heart for teaching:

Bangladesh is a lately born country in the world. Her most of the people are uneducated. Really they are not able to read and write. So, it is the demand of the society that our country needs profound teachers who are ready to sacrifice their lives to spread the light of education among her people. His first and foremost duty is to teach his learners without any interest. Colleen Wilcox says," Teaching is the greatest act of optimism."

9. Child psychological mind and love of kids:

A dynamic & lovely teacher is he who loves his kids more than his own issues. Love, affectionate and sympathy are his main weapons to teach his kids. His students always feel prude of his coming and appearing. Students' smiling faces are the force of his teaching. A to Z of his institution are main parts of his life. E. P Bertin says, "It is not what is poured into the student but what is planted that counts."

10. Love of his subject & profession:

An honest teacher should have high power of knowledge of his own subject matter. Without preparation, he never goes to the class and he never gives wrong information to his pupils. Deep knowledge can be helpful and it is a must to be a successful teacher. If he has any lack, he will try to overcome his own shortage. He must be studious minded. He may be poor in money but he is rich in knowledge. Robert Frost says, "I am not a teacher but an awakener."

11. Responsible minded soul and hear:

An inborn teacher has to know what to do and not to so first. According his students' demand, he will supply the light and luminosity of his learners in the challenging society. The best teacher should know what the demands of the students are and what they want to learn to him. According to the individual psychology he teaches his learners. Aristotle says, "Those who know do, those that understand."

12. Discrimination and unfairness:

He will follow the path of honesty and fairness. Prejudice, inequity and biasness never touch him. He will spread fairness, justice, equality, righteousness and integrity among his new learners who will be very dedicated soul for nation. His mind knows his pupils' mind. He looks like a simple man but he is a magic man who brings the remarkable changes of his students.

13. Humble and priceless human psychology:

An excellent teacher will establish humble and priceless human psychology in the society. A noble teacher will set up mannerism in life first and then he will try to found among his students. Ethic is his powerful

weapon what he uses in the class to lead the students seriously. Modesty plays an outstanding role to be a dynamic teacher.

14. Worldwide mission and vision:-

A heroic & majestic teacher will feel proud of worldwide mission and vision. It is one of the highest virtuous human resources what makes him best one. Worldwide mission and vision will lead the whole world peacefully. His willingness to reflect that is the learners will be praiseworthy. John Dewey says," Education is not preparation for life education is life itself."

15. Highness and greatness:

A noble teacher's main psychology is that he will impart the education among his pupils who follow his seriousness, significance, weightiness, vastness, quality of sound, excellence, fineness and superiority. Colleen Wilcox says, "Teaching is the greatest act of optimism."

16. Itch and inching:

A renowned teacher always avoids itch and itching. He will be able to lead a simple life with a high customary ethics. He will be able to establish a human society where there is no any itch and inching. He will be a star and a pioneer for his students. All students will feel his profound and blameless humanity. Students will feel proud of gentility and modesty. Confucius says, " Education breeds confidence; confidence breeds hope; hope breeds peace."

17. A willingness to work collaboratively:

Sure, there is a number of teachers who close the door to their classroom and what they want. He sends a strange message to the kids that way sometimes. A good teacher is a part of a school community, and even where that community can be flawed and lots of schools have a great teacher should be willing to work to make the community a better place.

18. Clear objectives for lessons:

A good teacher should have his clear objectives of his teaching. He should have made a road map what he will apply in his own field. A great teacher will establish clear objectives for each lesson and will work to meet those specific objectives during each class. A clear objective of a teacher will very engaging and holds the attention of students in all discussions.

19. Efficient regulation proficiency:

No one can be successful in his personality without following his good planning and mapping. He should run in his own circle and truck. A good and great teacher will have effective discipline skills and can promote positive behaviors and changes in the classroom.

20. Good classroom management skills:

A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom. Class management is one of the best tricks and techniques of a legend teacher.

21. Good communication with parents:

A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. He makes himself available for phone calls, meetings, and email.

22. Huge high and deeply great expectations:

High expectation and high desire are the looking asset of a good teacher. He always tries to see the betterment of his pupils. I believe that a profound and great teacher should have high and profound expectations of his students and will give confidence everybody to go to work at their best level always.

23. Adequate information of curriculum and standards:

A great teacher will have systematic knowledge of the school's curriculum and other standards and they must uphold in the classroom. They will ensure their teaching meets those standards.

24. Sufficient knowledge of subject matter:

A great teacher will have incredible knowledge and enthusiasm for the subject matter. His highness and great lovely teaching matter is loved by all his pupils. A profound teacher will be able to answer his learners' questions. In the learning and teaching environment will be very sound and comfortable. All will enjoy learning and teaching atmosphere spontaneously.

25. Lovely passion for children and teaching:

A much-loved teacher should have a high passionate and love to his learners. He is teaching and working with children and he will be excited about influencing students' lives and a good teacher will understand the impact what the students should have or need.

26. Strong relationship with students:

A great teacher will develop a strong rapport with students and establish trusting relationships. He will love his pupils more than his own issues. His life is compared with sweet honey because his students are always fond of his lovely behaviors.

27. Fake & false feedback:

A good teacher will get hurt to hear the bad comments. A great teacher never minds such bad situation and he will go ahead on his duties and he will be only thinking what is good for his pupils and what they need for their development. We know that a good teacher will speak the truth in front of a hard situation.

28. Pay attention to learners and never ignore them:

A profound teacher will be a good listener of his learners and sometimes he will not heed to his students. He should know the students' requirement and neediness according to the situation. A profound teacher will apply the word 'yes' and 'no' fruitfully.

29. Positive attitude:

Positive energy will make creativity and it will make a pleasant proliferation position for panic of breakdown. A great teacher will have a positive, cheerful, optimistic, buoyant, bubbly, happy and cheery mood. He will have a sense of vitality and energy, and will see past temporary obstruction to win the final target. He will able to know that positivity raise inspiration. It is well known to all that learning gives creativity and creativity leads to thinking and thinking provides knowledge and it makes the best one.

30. Expecting his students to succeed:

This concept is similar for parents as well. Students need someone to believe in them. They need a wiser and older person to put stock in their abilities. Set the bar high and then create an environment where it's okay to stop working. This will motivate his students to keep trying until they reach the expectation you've set for them.

31. Sense of wittiness:

Humor and wit will make a lasting impression. It will reduce stress and frustration, and will give people a chance to look at their circumstances from another point of view. If you interview 1000 students about their favorite teacher, I'll bet 95% of them are frantic.

32. Praise authentically:

Students need encouragement yes, but real encouragement. It does no good to praise their work when he knows it is only 50% of what they are capable of. He doesn't want to create an environment where there is no praise or recognition; He wants to create one where the praise that he offers is valuable because he uses it sensibly.

33. Consistency:

Consistency is not to be confused with "stuck." Consistency means that he does what he says , he will do, he doesn't change his rules based on his mood, and his students can rely on him when they are in need. A great teacher who is stuck in his outdated methods may boast consistency, when in fact it is cleverly-masked firmness.

34. Reflective:

In order to avoid becoming the wedged and steady teacher, victorious educators take time to reflect on his methods, his delivery, and the way he will connect with his students. Mirror image is necessary to uncover those weaknesses that can be strengthened with a bit of resolve and understanding.

35. Seeking out mentors of their own:

A great teacher will be able to apply the word 'YES" and "NO" wisely. Any bad thing never wins his heart and he will work fairly. He will speak the truth always. In false situation he will not tell a lie.

36. Philosophical and good communicate with parents:

Alliance between parents and teachers is absolutely crucial to a student's success. Create an open path of communication so parents can come to you with concerns and he can do the same.

37. Enjoying mindful duties:

A good teacher loves his duty and he never feels boring. He will enjoy his duty keenly. He loves teaching more than any worldly asset in the society.

38. Adapting power to student needs:

A classroom is like an ever-evolving dynamic organism. Depending on the day, the attendance roster, and the phase of the moon, he must have to change up his plans or his schedule to accommodate his students. As he will grow and change, his methods might have to as well. If his goal is to promote a curriculum or method, it will feel like a personal insult when he will have to modify it. He will make connecting with his student his goal and he'll have no trouble changing it up as time moves on.

39. Welcome changing in the classroom:

This relates to the above tip, but in a slightly different way. Has he ever been so bored with his house or his bedroom, only to rearrange it and has it feel like a new room? He changes to burst into flames the brain with excitement and adventure. He changes his classroom to keep his students on their toes. Simple changes like rearranging desks and routines can breathe new life in the middle of a long year.

40. Taking time to explore new tools:

With the advance of technology, there is a fresh new resource and tools that can add great functionality to his classroom and curriculum. There is no doubt that a student can learn the topics before his teacher's teaching. A profound teacher won't be afraid to push for technology in the classroom. It is clear to all that a great teacher should have technology term well. Technology knowledge is added to be a great teacher. A backdated teacher won't be a good teacher at all.

41. Emotional controlling power:

A renowned teacher knows that emotion brings disaster not only his pupils but also his own life. He will be conscious about the bad habit of excessive emotion. He will overcome excessive emotion and also will enjoy the real and legal goodwill and fame.

42. Stop from unknown matter:

A good teacher will never discuss any topic without knowing before. He should teach his pupils what he knows well. He will remain silent of what he has no idea at all. Fake and false information is very dangerous for all. So, he will be conscious about his profession and duty always.

43. Successful teachers are not threatened by parent advocacy:

A renowned teacher must make a good situation with his pupils' parents and he will avoid the entire bad situation. If any confusion is created among them, it should be solved fairly. To be a renowned teacher a good teacher will be able to manage and control the situation softly and soundly. He will show the best behaviour with his guardians and his learners. This patient makes a teacher renowned in the world. So a good teacher knows, manages and handles the situation fairly. It is the paramount power of a good teacher.

44. Powerful & serious matter:

A profound teacher will know what is serious and what is simple. He will not pay heed to all issue seriously. He must have managed all matters according to seriousness, importance, weightiness and significance. He will give importance according to the demand of the matter.

45. Depression power handling:

A great teacher hardly hope that all the days will be pleasant, enjoyable, pleasurable, pleasing, lovely, satisfying, attractive, gorgeous & charming. He should overcome the dangerous period and handle depression situation. Sadness, gloominess, misery, hopelessness and melancholy are not permanent. All these show him new hope and happiness. A good teacher always controls his depression carefully. Socrates says," I can't teach anybody anything; I can only make them think."

46. Successful and continuous learning teachers:

A good teacher will find time in this schedule to learn him. Not only does it help bolster all knowledge in a certain subject matter, it also puts you in the position of student. This gives him a perspective about the learning process that he can easily forget when you're always in teaching mode. Paulo Coelho says, "Teaching is not a profession. It is a passion."

47. Breaking out of the box:

It may be a self-made box. "Oh! He could never do that," He says to himself. Perhaps he will promise that he'll never become the teacher who will let students classify each other when maybe he will have a bad

experience as a kid. Sometimes the biggest obstacle to growth is him. Will he build a box around his teaching methods? An excellent teacher knows when it's time to break out of it.

48. Being masters of his own area & theme:

A dynamic & noble teacher must have profound, philosophical, weighty, insightful & deep knowledge of his own subject. It will play an outstanding role of his way of teaching. He should have a deep knowledge master in his subject area. He will learn, study, and never stop learning. A successful educator stays inquisitive, inquiring questioning, nosy, prying and curious. However, a great teacher should be much more than qualifications, experience and intelligence. Nelson Mandela says, "Education the most powerful weapon which you can use to change the world."

49. An excellent chatterbox:

An energetic & sparkling teacher must be a good chatterbox. He will make a well communication with his learners. A good trainer must have outstanding and skilled communication skills. He should be a very clear and smart good speaker. This distinguishing will provide benefits in a number of ways. If his communication skills are excellent or good, he can express his lectures with better cleverness and consequences. If he is a good speaker, his class strength will amplify automatically. His pupils feel affection for paying attention to the person who he can verbalize sound adequate. It is said that there is always a shortage of good speakers in the world. Kermal Ataturk says, "A good teacher is like a candle. It consumes to light the way for others."

50. Lovely name and smart looking face:

We know that a good name is more valuable than more wealth. Just hearing his name and seeing his lovely face, most of the students can feel proud, pleased, satisfied, happy and comfortable. Today and tomorrow the whole world love and feel affection for him much. Students can always feel safe and sound to him. Benjamin Franklin says, "Tell me and I forget. Teach me and I remember, involve me and learn."

51. ICT based knowledge:

To be a renowned teacher, we must have the ICT based knowledge and it is the first and foremost quality that helps us to be a good teacher.

52. Leadership & challenging mind:

Leading quality is a must to be a renowned teacher. He has to know how to lead his students and society. It is a common view that most of the people love and respect renowned teachers. A good teacher should be expert in handling power for human beings.

53. Administrative & Executive skill:-

A lively teacher is a great asset in the society. He should be expert in Administrative & Executive power. Sometimes he has to manage the whole community.

54. Question-preparing & script evaluation: -

A profound teacher has to know how to prepare the questions and he has to be expert to evaluate the answer script with a good fairness.

21. Avoidant points of a good teacher

1. Dishonesty:

A good teacher must avoid the dishonesty from his life. In his deeds he always follows the path of honesty. The light of honesty always is his guide in his life. No worldly assets ever misguide him.

2. Falseness:

He never wants to win any competition by the false way. He learns and teaches the way of simple living and high thinking. He never obeys the false way to win in his life.

3. Sexual Vulgarism:

He never thinks of sexual vulgarism because he is a man of idealism. He is the light of the society. He must avoid all types of illegal sexual interest. All the female learners are like his mother. He never makes an illegal relation with them.

4. Lack of knowledge:

A poor knowledgeable teacher can't be a good teacher in the society. So he must study always to be a good teacher.

5. Common bad habits:

Simple and common bad habits must be avoided always. Rude, Offensive, Bad-mannered, vulgar, disrespectful, lacking in courtesy, cunning or fake behavior should be given up. A dynamic & lively teacher should have the knowledge of methods of teaching. He will have clear own psychology terms clearly and according to their methods. A good teacher will apply his teaching method in the class fruitfully if he is well known these methods first. Learning and teaching methods depends on situation.

a) Educational Systems
b) Teacher's Skill
c) Pupils' Demand
d) Situation
e) Society-Situation & Condition
f) World -Demand

22. Conclusion

From the bottom of my core of heart I feel that classroom management is a must for sound and better teaching and learning. I t is very important for effective teaching and learning. As an English teacher with long teaching experience, I strongly believe that effective teaching is never possible without proper classroom management. From the bottom of my heart, I believe that good classroom management is a must for every teacher. In my teaching experience, I have learnt that students learn better in a clean, safe, friendly and well-organised classroom. I always try to create a positive learning environment where students feel comfortable, respected and encouraged to learn. I believe that a teacher should maintain discipline through clear rules, kind behaviour, regular guidance and mutual respect. In my classroom, I encourage students to ask questions, share ideas, work in pairs and groups, and take part in different activities. I believe that students learn English better when they practise it actively. I also try to support weaker learners, give helpful feedback and motivate students according to their needs. In my experience, praise, patience and friendly communication help students become more confident and attentive. Modern classroom management is not only about keeping the classroom quiet. It is about helping students learn, behave responsibly and respect one another. Research highlights the importance of positive teacher-student relationships, clear expectations, active learning, regular feedback and teacher development. In Bangladesh, effective classroom management requires proper teacher training, support from educational institutions, suitable learning materials and the responsible use of technology. In my opinion, teachers should learn from their daily classroom experiences and improve their teaching methods. Every student should receive equal opportunities and support. From my long teaching experience, we all have strengthened my belief that an effective classroom is not simply a quiet classroom. It is a place where students participate actively, share ideas, respect others and take responsibility for their learning. I firmly believe that good classroom management helps students improve their knowledge, behaviour, confidence and English language skills. Therefore, every teacher should give proper attention to classroom management and develop the necessary skills to make teaching and learning fruitful and successful. Finally as a teacher we have to be more dedicated and sincere so that we may teach well in the class and all learner must be follow their teachers" advice. Our much-loved Bangladesh is a recently born country in the south Asia. The educational system of our heart touching country is very poor and low. Educationally we are really very backward in the challenging world. Most of the people in our country are uneducated and illiterate. Highly qualified persons are not interested in teaching. Universally general people are connected with teaching and the salary systems of our country for the teachers are not satisfactory and praiseworthy. It is a common saying that teachers are poor and they do not lead a standard life. Most of the new generations hardly want to be teachers in our country. There are a few qualified students who like to be teachers in their life. But we know and believe that teaching is a noble profession. In our society we want to be good teachers but we hardly know what the myth is to be a good teacher.

"One child, one teacher, one book and one pen can change the world," Malala Yousfzai. Generally teaching is a noble profession and it is never valued with money or worldly asset and it is only valued with honour, respects dignity and majesty. An intellectual & multitalented mentor always feels proud of his profession. He

is contented and satisfied with his profession. There are seven letters in the word of a 'teacher'. Every letter of a teacher has its significant meaning. In this concerning issue, my view points are about intellectual & multitalented teachers.

23. Acknowledgements

The author wishes to express sincere gratitude to the participating educators for sharing their valuable qualitative insights, as well as to the institutional authorities and peer reviewers whose scholarly advice and constructive feedback significantly enhanced the quality of this paper.

24. Conflict of Interest

The author declares no conflict of interest regarding the research, authorship, or publication of this article.

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