

Draft report

**A study on the approaches of CLIP implemented NFPE
school and regular NFPE school**

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Abstract

A study on the approaches of CLIP implemented NFPE and regular NFPE schools was undertaken to find out the variations of teaching-learning situations in the classroom of these schools. In the study, detailed and thorough investigation was made to ascertain the effectiveness of teaching-learning process, to assess its strengths and weaknesses in the class-room situation and to observe various ways of communication between the teachers and learners. The study was conducted in four NFPE schools (CLIP implemented and two regular), on a sample of 132 learners (1st year). The role of the teacher was found very prominent in the class room. The study clearly revealed that the learners of regular NFPE school were found better in 'reading' but not in 'writing' while those of CLIP implemented schools showed just the opposite result. In respect to learners' achievement tests, the results clearly showed some deficiencies. However, some specific recommendations had been made here with the hope that the NFPE programme would be benefited.

Summary

Education aim at bringing desirable change in the behaviour of the learners. This change requires about a change in their knowledge, skill, attitude, values, belief and understandings. Every education system has a goal, a goal leading the nation to that future.

When the government of Bangladesh was unable to deliver primary education to all school age children for non-available of institution and even where schooling was available, many students dropped out due to the pressure of widespread poverty. In this moment the government of Bangladesh felt the importance of Non-formal education in the primary level. BRAC set up its Non-Formal Primary Education (NFPE) programme to contribute towards a strengthening of the Governments Universal Primary Education Programme-Education-For All-by the year 2000. The NFPE curriculum has been designed on the basis of rural life to fulfil the needs of rural children.

Group activity is the focal point of that curriculum since children learn best when they work in small peer groups. Duration of each class divided into three segments. In the first segment an introduction of the topic was made. Next small group-activities were conducted, in the final segment to the class was reunited for the purpose of the evaluation. As emphasis is given more on the child-centric method than on the teacher-centric method, it greatly facilitates flexibility in curriculum supplementation.

It is realized that efficiency of education does not depend on modernized curriculum, distinctive teaching method and environment. Finally, what is important is the proper application of the various teaching-learning approaches in the class.

Rational of the Study

Many studies are done with the focus on improvement of school-quality, reduction of illiteracy, relevance of curriculum, retention of students. But it is utter important to examine the teaching approach and to observe the activities of the teachers and learners in the class.

The present study is an attempt to understand and to bring about further all round pertaining to CLIP implemented NFPE school and regular NFPE school of BRAC.

The study will also undertake investigation and assessment of teaching-learning approach of the class-room.

Statement of the problem

"A study on the approaches of CLIP implemented NFPE school and regular NFPE school."

Objective of the study were-

1. to explore the teaching-learning situations in the class-room of CLIP implemented NFPE schools and regular NFPE schools;
2. to observe class-room activities of Bangla 'reading' and 'writing' in both approaches;
3. to find out relative effectiveness between the teaching-learning situations in CLIP implemented schools and regular NFPE schools.

Methodology

Sample of the study : The study was conducted in two CLIP implemented NFPE schools and ~~regular NFPE schools~~ from Mymensingh and another ~~two~~ regular NFPE schools in rural areas of Rangpur district for 1st year students (March 1999) ~~schools were selected.~~ Out of the total 132 learners of the four selected samples, 60 learners (15 from each school) were selected for reading and writing tests. Teachers, Programme-Organisers (PO), Programme Assistant (PA) were selected for unstructured interview who are attached with the NFPE programme.

Procedure of data collection

The following ^{methods and} instruments were used for data collection:

1. Questionnaire
2. Participation observation method and unstructured interviews
3. Learning observation form^X (block of six minutes)
4. Tools for learners assessment tests.

The researcher spent six days at Mymensingh and another six days at Rangpur district. Participant observation techniques is an essential tool to acquire more authentic information about the programme and it helped to gain insight into the network of multiple variables operating in the class-room environment and needs of the learners. The teacher and learners verbal interactions were supplemented by the use of audio-recording made on the tape-recorder in the class. Sixty minutes was the total duration of the each class. A learning observation form was divided into ten time- blocks each having six minutes for the observation of activities of teachers and learners in the class-room. The assessment tools were developed to assess the learners' achievement in reading and writing skill.

Discussion and conclusion

The study findings reveal that the infrastructure and educational facilities were satisfactory in CLIP implemented school and regular NFPE school. The sex ratio of learners was satisfactory 57.57 percent girls and 42.42 percent boys.

BRAC's principles of pedagogy emphasize child centred class-room and peer- group interactions. But teacher resists alternative kind of teaching. They show a teaching to be the centre of class-room activities, directing and soliciting students responses and reinforcing the idea of the teacher as the source of information, answers and achievement evaluation. Basically there was no difference between the approach of CLIP implemented NFPE schools and regular NFPE schools. ^{As} ~~The~~ teachers role were very prominent in the class-room of both types of schools.

Learners of CLIP implemented NFPE schools were not given any previous conception about the on-going lesson by the teacher in the class-room. As a result the learners had no concept about the lesson. A preliminary conception about the subject before starting the lesson in the class, should be prepared for the learners to draw their attention to the topic to be learnt.

For the picture discussion phase in the CLIP implemented approach, teacher used the picture of the book due to non-availability of the Flip-Chart. The size of the picture was so small that it was not clearly visible from the distance. The picture of the book should have been clear and distinct. In this situation it was wise to use Flip-Chart for benefit of the learners. Whereas the teachers of regular NFPE school used the Flip-Chart for the discussion of the picture phase. It was really an effective approach.

The investigator observed that the teacher of CLIP implemented school made wrong pronunciation of alphabets and words in the class. As a result the learners also followed the same pronunciation by their rapid catching capacity, which ultimately created problems in writing correct words and sentences. Perhaps there may be a communication gap between the supervisor and teacher, and also in the training procedure.

The findings of the present study from ~~Table 1 and 2~~ shows that the performance of learners in word reading and sentence reading was satisfactory. Regarding conception of the word the CLIP implemented school had 42.22 percent learners had high conception and 31.11 percent learners had medium conception about the words-~~क~~ दुल, लोक. Whereas in regular NFPE 64.88 percent learners had high conception and 25.25 percent learners had medium conception in that test. Therefore, the conception of CLIP implemented learners was less satisfactory than the learners of regular NFPE schools(~~see Table 1~~).

Regarding the conception of picture identification which was similar to the sentence, 72.50 percent learners achieved high category, 7.5 percent achieved medium category from the CLIP implemented schools and 80.00 percent learners achieved high category, 5.83 percent learners achieved medium category from regular NFPE schools in this test.

Therefore, the conception of CLIP implemented learners was less satisfactory than the regular NFPE schools (see Table 2). Lack of relevant discussion was the main reason of less satisfactory result in the conception of words and sentences.

The investigator observed that the approach of word formation and ~~verbal~~ sentence making of regular NFPE school was satisfactory for acquiring the skill of word formation and sentence making rapidly. But in CLIP Implemented school the ^{approach} was found not sufficient for the learners to acquire the skill of word and sentence formation orally. So, it would be modified. In the area of word formation both types of school should be preferred in writing practice on the slate, it would help the learners to increase the skill of word formation and word conception.

There was no significant difference in the comprehension test between the learners performance of CLIP implemented and regular NFPE school, though in actual number there was a difference of only three and four in both items respectively (see Table 3).

Only 13.33 percent learners were able to acquire the skill of rapid reading who were excellent (see Table 4). The excellent category learners were able to read the paragraph with proper pace and correct pronunciation. There was no significant ^{between} difference in the performance of CLIP implemented and regular NFPE Schools, though in actual numbers there was a difference only two learners. But the overall performance was not satisfactory in rapid reading.

In writing skill only 15 percent learners who were declared to be excellent, 23.33 percent learners were from CLIP implemented schools and ^{6.66 percent learners were from} regular NFPE schools, they were able to write three sentences correctly with in five minutes. The Table 5 shows that the

learners performance of CLIP implemented schools was better than the regular NFPE schools in writing sentence. But the overall learners performance was not satisfactory since 41.66 percent learners in both types of schools were unable to write any sentence for lack of writing practice and incorrect spelling.

At the beginning of the regular NFPE approach, teachers had given instruction about the concept of the subject for reading, picture discussion, identification of alphabets, word and sentence formation, rapid reading and writing practice. The above procedure were followed step by step in the classes and the learners gained there skills properly. The investigator observed a gap in the teaching method of CLIP implemented school. The teacher started the rapid reading in the class after picture discussion. The four essential steps were found missing-a).relevant discussion, b).using Flip-Chart, c).initial reading and repetition d) identification of alphabets.

The teacher of regular NFPE school also ~~provided~~ spends more time^s with slow students, calling them to the black-board for writing, focussing on their particular difficulties, and seeking peer help for them. But the teacher of CLIP implemented gave less time with slow students.

When the CLIP teacher were interviewed, it was found that they did not remember their training-components and still clung to the traditional approach. The CLIP teachers would not adjust with the new approach after receiving short training ~~15 and 19~~ days for which very little application of the new approach was noticed in the class-rooms.

As the CLIP implemented approach still being at the formative stage, right time had not yet arrived for a comparative study of this new approach and the traditional approach of BRAC. Nevertheless, the researcher was of the opinion that if a study was made of the two approaches, it would greatly facilitate in determining the next steps towards the successful of the new approach.

Recommendation

Lesson plan is very essential for the teacher and it helps the teacher to create learning situation by the proper application of principles and rules of learning. Lesson plan should be flexible. More emphasis should be given in preparing the lesson plan before going to the class.

1. Before starting a new lesson, the teacher should prepare the learners and draw their attention to the topic to be learnt.
2. A congenial and friendly atmosphere free from all kinds of fears and intimidation should be encouraged in the school.
3. More emphasis should be given on participatory approach in the class-room situation.
4. To improve the teaching skill emphasis should be given on demonstration lesson or to conduct micro-teaching for the teachers.
5. Teachers and trainers should have thorough knowledge on teaching techniques and methodology for primary level. For the above purpose training on effective primary teaching should be conducted by NFPE programme at the field level.
6. The steps of teaching should be appropriate and appealing to young minds.

Introduction

Education aim at bringing desirable change in the behaviour of the learners. This change requires about a change in their knowledge, skill, attitudes, values, belief and understandings. Every education system has a goal, a goal leading the nation to that future.

The constitution of Bangladesh states “The State shall adopt effective measures for the purpose of relating education to the needs of the society and proceduring properly trained and motivated citizens to serve those needs”. It is not clear what is the need of our education system (C'howdhury, Haq and Ahmed, 1997:1).

Education is consciously used as a tool for the realization of national aspirations. The educational goals are related directly to the national problems Education is the instrument of social change and relates to productivity, which is, in turn linked with economics and national development.

In Bangladesh about 80 percent of the people live below the poverty line. The under privileged parents of the society suffer from extreme poverty. Most of the poor illiterate families in rural areas cannot afford to send their children to school as regular student since their labour is needed in the fields or at home. Most rural parent consider that the school curriculum is not designed and oriented to the rural needs, environment and culture (Mohsin, 1992).

When the government was unable to deliver primary education to all school age children for non-available of institution and even where schooling was available, many students dropped out due to the pressures of widespread poverty. In this moment the Government of Bangladesh feel the importance of Non-formal education in the primary level. BRAC set up its NFPE programme to contribute towards a strengthening of the Governments Universal Primary Education Programme – Education For All – by the year 2000. The NFPE curriculum has been designed on the basis of rural life to fulfil the needs of rural children.

Group activity is the focal point of that curriculum since children learn best when they work in small peer groups. Duration of each class divided into three segments. In the first segment an introduction of the topic was made. Next small group-activities were conducted and in the final segment to the class was reunited for the purpose of the evaluation. As emphasis is given more on the child-centred method than on the teacher-centred method, It greatly facilitates flexibility in curriculum supplementation in the class.

It is realized that efficiency of education does not depend on modernized curriculum, distinctive teaching method and environment. Finally, what is important is the proper application of the various teaching-learning approach in the class.

Rationale of the Study

Many studies are done with the focus on improvement of school-quality ,reduction of illiteracy, relevance of curriculum, retention of students. But it is of utter importance to examine the teaching approach and to observe the activities of the teachers and learners in the class.

The present study is an attempt to understand and to bring about farther all-round pertaining to CLIP Implemented NFPE and regular NFPE school of BRAC. The study will also undertake investigation and assessment of teaching-learning approach of the class-room .

Statement of the problem

A study on the approaches of CLIP implemented NFPE School and regular NFPE school.

Objectives of the Study

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Statement of the problem

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Objectives of the Study

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1. to explore the teaching-learning situations in the class-room of CLIP implemented NFPE schools and regular NFPE schools,

Teaching: Teaching is the arrangement of information, an environment to facilitate learning.

Learning: Learning is the development of new knowledge skill and attitudes when the individual interacts with information and environment.

Methodology

Sample of the Study: The study was conducted in two CLIP implemented NFPE schools from Mymensingh and another two regular NFPE schools in rural areas of Rangpur district for the 1st year students. (March '99), ~~schools were selected~~. Out of the total 132 learners of the four selected samples, 60 learners (15 from each school) were selected for reading and writing tests. Teachers, Program organisers (PO), Program Assistants (PA) were selected for unstructured interview who are attached with the NFPE programme.

Procedure of data collection

The following ^{methods and} instruments were used for data collection:

1. Questionnaire
2. Participant observation method and unstructured interviews
3. Learning observation form (block of six minutes).
4. Tools for learners assessment Test

1. Questionnaire:

An open-ended questionnaire was prepared for collecting the opinions of the teachers back ground, training and learning activities in the class of CLIP implemented NFPE and regular NFPE schools.

2. Participant observation:

Participant observation was done by the researcher for 6 days at Mymensingh and another six days at Rangpur districts. Participant observation techniques is an

essential tool to acquire more authentic information about the programme and it helped to gain insight into the network of multiple variables operating in the class room environment and needs of the learners. The teachers and learners verbal interactions were supplemented by the use of audio-recording made on the tape recorder in the class.

3. Learning observation form:

Total duration of the class (60 minutes) was divided into ten time-blocks each having 6 minutes for the observation of activities of teachers and learners in the class-room.

4. Tools of learners assessment Test:

The assessment tools were developed to assess the learners' achievement in reading and writing skill. These were designed based on the lessons taught during nine-months period.

Reading tests

Four sets of tests were developed 1) to assess the ability to read words with conception, 2) to assess the ability to read sentence with conception, 3) comprehension test to measure the learners' interest and response accurately and 4) to assess the ability of rapid-reading.

1. **Reading Test 1:** There were 3 words (বক, বুরি, নৌকা) are selected for the purpose of word formation. Each word contains a picture for accurate assessment of the learners' reading of the words with conception. Learners' ability was put into three grades.

Reading Correctly:

High: The ability to read the word fluently with correct pronunciation.

Medium: The ability to read the word by spelling with some error in pronunciation.

Low: Unable to read the word.

Conception of word:

High: Fulfilment of the three criteria for the discussion of picture.

Medium: Fulfilment of the two or one criteria about the discussion of picture .

Low: Non-fulfilment of the criteria.

2. **Reading Test 2:** There were four sentences selected for the assessment of learners' skill of sentence-making. Each sentence has two items-reading correctly and conception. Three pictures were given for each sentence. Learners read the sentence and identified the correct picture. Learners' ability was put into three grades.

Reading Accurately:

High: The ability to read the sentence fluently with correct pronunciation

Medium: The ability to read the sentence by spelling with some errors in pronunciation.

Low: Unable to read the sentence.

Conception:

High: The ability to identify the correct picture

Medium: The ability to identify the picture partially.

Low: Inability to identify the picture completely.

3. **Reading Test 3:** A Paragraph was used for the third reading test. At first the investigator read out the passage slowly and then asked three questions were put to the learners to measure the performance of comprehension test. The learners performance was divided in to two items – Interest and correct answer. The test was graded into three categories-high, medium and low.

Interest:

High: Total interest in listening the paragraph.

Medium: partial interest in listening the paragraph.

Low: No interest in listening the paragraph.

Correct Answer:

High: Correct answers to the questions .

Medium: Correct answers to some of the three questions.

Low: Total inability to answer the questions.

4. **Reading test 4:** It consisted a paragraph with 29 words and 5 punctuations. The learners performance was rated in the following four categories:

Excellent: The ability to read the paragraph with proper pace and correct pronunciation.

Good: The ability to read the full paragraph with spelling and correct pronunciation.

Average: The ability to read the paragraph with spelling having made more than five mistakes in reading..

Poor: Inability to read any part of the paragraph.

5. Writing Test

The investigators selected the word 'बक' for sentence making by the learners. The performance was rated as excellent, good, average and poor. The criteria for the test have been given bellow-

Excellent: Ability to write three sentences correctly.

Good: Ability to write two sentences correctly

Average: Ability to write one sentence with some mistake

Poor: Unable to write any sentence

Procedure of data analysis:

Data collected through interviews and observations had described qualitatively. The data on the reading-writing writing test had been subjected to percentage analysis.

Data analysis and interpretation

This section is aimed at analysing and interpreting the collected data to realise the stated objectives of the study in the following heading-

1. Description of the situation of teaching-learning process in the CLIP implemented NFPE School.
2. Description of the situation teaching-learning process in the regular NFPE School.
3. Assessment of learners performance in Bangla reading and writing.

Infrastructure and Educational Facilities

The investigator selected two CLIP implemented NFPE and two regular NFPE schools at the districts of Mymensingh and Rangpur respectively. The locations of these schools were in rural areas and the environment of these schools were satisfactory. The lighting and sitting arrangement was adequate and they had elbow space for writing practice.

The timing of the classes at the school was convenient and supply of learning materials were sufficient and timely. But the condition of the black board was un-polished and rough and so the writing was not properly visible from the distance in the class-room.

The investigator observed that the attendance of teachers and learners were regular and they came to school on time.

Teachers Back Ground

CLIP implemented NFPE School: The teachers of these schools were female. One of the teacher passed Dakhel examination from the Madrasha and worked in BRAC's school for 4 years. Another one passed S.S.C examination and she joined recently in the BRAC school. Both of them received basic and CLIP training after selection as teacher of NFPE. They attend the refreshers course every month at team office. They could not

remember their training components Teachers stated that there was no instruction to write the lesson plan for “Asho Pori 1st Part”.

Regular NFPE School: In regular NFPE School one teacher was male and another was female. They have school Secondary Certificate (S.S.C) and have experience of more than 11 years in BRAC’s NFPE school. They got basic training after selection as teachers and they joined refresher’s course every month at team office. They remembered their training components very well. Both teachers stated that the lesson-plan must be written before starting the class and they followed a module given from the team office.

1. Situation of teaching-learning process in the CLIP Implemented NFPE school

Recapitulation the previous lesson:

Before starting the lesson teachers always recapitulated the previous lesson and evaluated them. The learners were put to test for spelling of words, word-formation, and reading, the leader of each group was asked to go through the last lesson. As a matter of fact, only those learners having proficiency of reading were preferred for test, consequently the weak learners lost inspiration in their learning failing to develop their knowledge.

Rapid reading:

In the CLIP implemented NFPE schools, students were asked to find out a certain page of the book which the children often failed to do so. The teachers were seen to stand in front of the black-board with the text-book in their left hand and naturally, their backs faced the children.

At the beginning teachers discussed about the picture of the text-book. But the size of the picture was so small that it was not clearly visible from the distance. The picture of the book should have been clear and distinct. In this situation it was wise to use Flip-Chart for benefit of the learners. The teachers started their lesson by reading loudly and asked the learners to follow them by looking at each line of the book page. Surprisingly, the

teachers were even found to pronounced some alphabets wrongly to cite a few examples व is pronounced बह, ड is pronounced ब, ध is pronounced द, छ is pronounced च etc. Learners wrongly followed the wrong pronunciation.

The teachers were seen reading out 5 pages a day, each page for 3 times. The teachers went through the pages very hurriedly without following punctuations. As a result, the pupils often failed to follow the lessons. The teachers, then, read out from the book and the pupils were to repeat the same in chorus which resulted in cacophony of voices in the class room.

Then the teacher formed 5 small groups. The learners of each group sat in a circle, and kept reading all the pages one by one while others repeated loudly. In this process of group learning, the abler reader helped the weaker ones.

Finally the teachers again formed the large group for the evaluation of reading among the learners. It was observed that the weak learners were left out of the test and a sizeable numbers of pupils lost their inspiration for learning.

Word formation

The teachers asked the students of that class to make a word with an alphabet orally. Then each learner was asked to make 5 words by the use of an alphabet learnt in the class. The teachers did not write the words formed by the students on the black board and in no time lost track of the words formed by the pupils. Here in too, good pupils are patronised by the teachers while a great majority of learners lost interest in learning. This obviously led to an unsatisfactory result.

Sentence Making

Each learner in the class was asked to form a sentence with the word he/she learnt in the class. Next, each pupil was asked to makes 5 sentence with the word he/she learnt and write the same on his/her slate. This process had, indeed, developed the ^{pupils}skill of sentence making. The above exercise of sentence-making was done in smaller groups in 12

minutes time. It was observed that the teachers did not examine the writings of the slates nor did they correct the wrong ones. If these wrong sentences were corrected, better result would here followed.

From the above discussion it is clear that the teacher of CLIP implemented school did not maintain the lesson-plan in the classes. They always maintained the following steps for "Asho Pori 1st Part".

- Recapitulation the previous lesson
- Picture discussion without Flip-Chart
- Rapid Reading and repetition
- Word formation
- Sentence making and writing on the slate

2. Situation of teaching-learning process in the regular NFPE school

Recapitulation of the previous lessons

The teachers of regular NFPE schools allotted six minutes' time (on an average) to assess the learners' knowledge from previous lesson before starting the new lesson. They tested the learners for spelling of words, formation of words, making of sentence and reading of the previous lesson. In this connection both the teachers were equally careful about the slow and good learner. As a result learners gradually developed their knowledge and skill on basis of their previous lessons.

Relevant discussion

The male teacher of regular NFPE school made relevant discussions of the subject with the learners. He asked some small questions about the relevant lesson to give clear conception to his learners. After getting the theme of the lesson from the learners, the teacher was happy to announce the topic to the learners. But the female teacher did not discuss the relevant subject before starting the lesson.

Initial Reading

Both the teachers hanged the Flip Chart over the black board on the left side facing the learners. Then both teachers asked some questions about the picture of the Flip-Chart which was related to the subject of the book of "Asho Pori 1st Part". The learners raised their hands from their respective sitting places who knew the answers. Then a few learners were asked to reply the questions. Then the teachers read the contents of the Flip-Chart three times and the learners listened attentively. It was observed that the teachers paid close attention to their learners. The male teacher was rich in his reading style and correct pronunciation. He was successful to keep learners' attention on the lesson all the time. The female teacher was not so efficient to keep the attention of her learners in the contents of the lesson because her reading style was not found good.

Then the teachers changed their strategy they read the alphabets, words, sentences having the learners repeat it at a time after them in normal voice. Teachers repeated this lesson three times for 8 minutes. Both teachers tactfully evaluated the ability of all learners to identify the new alphabets or words. In this way, the learners recognized the alphabets and words easily.

Word formation

Then both the teachers got into formation of words with the alphabets, which the learners learnt in the class. After one minute or so, the teachers asked their learners about the words they just formed. When each of the attending learners told one word, both the teachers wrote that immediately on the black-board. In this way they collected above 30

words from the learners. They read each of those collected words loudly for two times, and learners repeated them.

Next, the teacher again instructed each learner to make 5 words for the first time, 10 words for the second time, 15 words for the third time and 20 for last time with the newly learned alphabets verbally. When above instructions of the teachers were followed, it was noticed that better results were possible than the CLIP implemented schools.

Sentence Making

As in the case of making of words, the teachers then embarked upon the gradual process of sentence formation. First the learners were asked to form a sentence with the word formed by the learner. Then, each learner was asked to form gradually 5 sentences and next, 10 sentences with the words formed earlier by the learner. If this method of gradual sentence making were followed, the individual capacity, skill and knowledge of sentence-building of the learners could have increased manifolds (greatly). In this connection, the investigator would like to point out that if above method of sentence making were done in writing as well, then the learning process would have been more successful.

Rapid Reading:

Teachers instructed the learners to open the book. "Asho Pori 1st Part" indicating the page number for increasing their reading speed and skill. One page was learnt one day in the class. First, they began to read a loud voice with correct pronunciation repeated the selected page three times. The teachers allotted 3 minutes for this learning. Then some learners were called upon to read the lesson. Preference was given to those learners who were relatively weak in reading. After this, small groups of learners were formed in the class and reading continued in the groups. This group-reading lasted five minutes which appeared too short. The teachers paid close attention to the groups while reading. In the opinion of the investigators, more time should be allotted for rapid reading.

Writing Practice

Both the teachers gave 10 minutes (on average) for writing practice Two alphabets were written on the black board and some of the learners were called upon to write over the alphabets on the black board. Deficient (weak) learners were mostly chosen for this purpose. After over-writing was done the learners were asked to write the same alphabets on the board. Once this process was over, the learners were asked to write the same on their slates.

It should be evident from the above discussion that the teachers of the regular NFPE maintained a specific lesson plan. This, in turn, helped to create a harmonious learning atmosphere in the class.

The teacher of regular NFPE covered the following steps regularly in the class of "Asho Pori 1st Part".

- Recapitulation of the previous lesson
- Relevant discussion
- Used Flip – Chart for picture discussion
- Initial reading and repetition used by Flip-Chart
- Identification of alphabets\
- Word formation (verbally)
- Sentence making (verbally)
- Rapid reading and repetition
- Writing practice on the slate

The above procedures were followed step by step in the classes by the teachers which helped the learners in gaining skill and knowledge.

Therefore, in the approach of CLIP implemented schools, four essential steps were found missing –

- a. relevant discussion,
- b. using Flip-Chart,
- c. initial reading and repetition
- d. identification of alphabets.

So, the approach of regular NFPE schools was found more suitable and effective than the CLIP implemented ones.

3. Assessment of learners performance on Bangla 'reading' and 'writing'.

This section discussed the performance of the learners in the skill of Bangla 'reading' and 'writing' on completion of the first year course. Duration of time for rapid reading test was 5 minutes and 10 minutes for writing.

Table 1: Learners Performance On Reading Test 1

Selected Word	Items	Category of learners performance	CLIP implemented NFPE School		Regular NFPE School		Total	
			N=30	%	N=30	%	N=60	%
বক	Reading Correctly	High	26	86.66	27	90	53	88.33
		Medium	4	13	3	10	7	11.66
		Low	-	-	-	-	-	-
	Conception	High	19	63	21	70	40	66.66
		Medium	11	36.66	9	30	20	33.33
		Low	-	-	-	-	-	-
ঘুরি	Reading Correctly	High	10	33.33	12	40	22	36.66
		Medium	12	40	10	33.33	22	36.66
		Low	8	26.66	8	26.6	16	26.66
	Conception	High	-	-	15	50	15	25
		Medium	6	20	10	33.33	16	26.66
		Low	24	80	5	16.66	29	48.33
নৌকা	Reading Correctly	High	22	73.33	22	73.33	44	73.33
		Medium	7	23.33	6	20	13	21.66
		Low	1	3.33	2	6.66	3	5
	Conception	High	19	63.33	26	86.66	46	75
		Medium	11	36.66	4	13.33	15	25
		Low	-	-	-	-	-	-

The Reading Test-1 consisted of reading words only. The Table-1 provides data pertaining to this test. Out of the total students of four schools 88.33 percent, were found to be of high category. The success rate of high category in the CLIP implemented schools were 86.66 percent and that of NFPE schools were 90 percent. The high category learners were able to read the word 'বক' with correct pronunciation.

Out of the total learners of the schools, 11.66 percent learners were of medium category. In the CLIP implemented school 13 percent were successful and in the regular NFPE schools 10 percent were successful. The successful ones of this category were able to

read that word with spelling but some made mistakes in pronunciation. There was no learner in the low category in both types of these schools.

Regarding conception of the word, a total of 66.66 percent learners were of high category considering all the learners together of these successful learners in the high category, 63 percent learners were from CLIP implemented and 70 percent learners from regular NFPE schools. They had the clear conception about the picture of 'বক' A total of 33.33 percent learners (combined) were found to be of medium category of which 36.66 percent learners were from CLIP implemented and 30 percent from regular NFPE school, they were able to fulfil requisite criteria of picture discussion. There were no learners in the 'low' category.

The next word was 'বুনি'. Out of the total students of the four schools, 36.66 percent learners achieved 'high' category. The success rate of high category in the CLIP implemented schools were 33.33 percent and that of regular NFPE schools was 40 percent. They were able to read the word 'বুনি' with correct pronunciation. Out of the total learners of the schools, 36.66 percent learners were of medium category. In the CLIP implemented school 40 percent were successful and in the regular NFPE schools 33.33 percent were successful. The medium category learners were able to read that word with spelling but some error in pronunciation. In the low category the percentage of learners performance was same (26.66) in the CLIP implemented and regular NFPE schools.

Regarding conception of the word, a total of 25 percent learners were of high category considering all the learners together. Of these successful learners in the high category, the percent of learners were nil from CLIP implemented school and 50 percent learners from regular NFPE schools. They had clear conception about the picture of 'বুনি'. A total of 26.66 percent learners (combined) were found to be medium of which 20 percent learners were from CLIP implemented school and 33.33 percent learners from regular NFPE schools. They were able to fulfill requisite criteria of picture discussion. Out of the total learners of the schools, 48.33 percent learners were of 'low' category, 80 percent learners were from CLIP implemented school and 16.66 percent learners from regular NFPE schools. They had no conception about the picture of 'বুনি'.

The third word was 'लोक'. Out of the total students 73.33 percent were found to be of high category. The success-rate was same (73.33 percent) in both the types of school. The high category learners were able to read that word with correct pronunciation. Out of the total learners of the schools, 21.66 percent learners were of 'medium' category. In the CLIP implemented school, 23.33 percent were successful and in the regular NFPE schools 20 percent were successful. The medium category learners were able to read that word with spelling but some error in pronunciation. Only 5 percent learners were assessed 'low' category- they were unable to read the word.

Regarding conception of the word, a total of 75 percent learners were of high category. Considering all the learners together of these successful learners in the high category, 63.66 percent learners were from CLIP implemented and 86.66 percent learners were from regular NFPE schools. They were able to fulfil requisite three criteria of picture discussion. A total of 25 percent learners (combined) were found to be of 'medium' category of which 36.66 percent learners were from CLIP implemented school and 13.33 percent learners from regular NFPE school. They were able to fulfill requisite two criteria of picture discussion. There were no learners in the low category.

It would be evident that from Table-1 that 64.44 percent learners achieved 'high' category and 25.55 percent learners achieved medium category from CLIP implemented NFPE schools. In regular NFPE schools, 63.33 percent learners achieved 'high' category and 21.11 percent learners achieved medium category in this test. If the above results were compared, the learners' performance of CLIP implemented school and regular NFPE schools were satisfactory.

It would be clearly evident from Table-1, that the CLIP implemented schools had 42.22 percent successful learners of high conception and 31.11 percent learners had medium conception of the selected words. Where as in regular NFPE 64.88 percent learners had high conception and 25.55 percent learners had medium conception in that test. Therefore, the conception of CLIP implemented learners was less satisfactory than the learners of regular NFPE schools.

Table -2: Learners Performance On Reading Test 2

Selected Sentence	Items	Category of learners performance	CLIP implemented NFPE School		Regular NFPE School		Total	
			N=30	%	N=30	%	N=60	%
নদীতে নৌকা চলে	Reading Correctly	High	16	53.33	21	70	37	61.66
		Medium	6	20	4	13	10	16.66
		Low	8	26.66	5	16.66	13	21.66
	Conception	High	17	56.66	21	70	38	63.33
		Medium	4	13	2	6.66	6	10
		Low	9	30	7	23.33	16	26.66
ঐ দেখ আমাদের পতাকা	Reading Accurately	High	17	56.66	14	46.66	31	51.66
		Medium	9	30	10	33.33	19	31.33
		Low	4	13	6	20	10	16.33
	Conception	High	24	80	23	76.66	47	78.33
		Medium	2	6.66	1	6.66	3	5
		Low	4	13.33	6	20	10	16.66
জেলে মাছ ধরে	Reading Accurately	High	25	83.33	27	90	52	86.66
		Medium	2	6.66	2	6.66	4	6.66
		Low	3	10	1	3.33	4	6.66
	Conception	High	28	93.33	28	93.33	56	93.33
		Medium	1	3.33	2	6.66	3	5
		Low	1	3.33	-	-	1	1.66
প্রজাপতিরা ফুলে ফুলে উড়ে বেড়ায়	Reading Accurately	High	3	10	12	40	15	25
		Medium	18	60	11	36.66	29	48.33
		Low	9	30	6	20	15	25
	Conception	High	18	60	24	80	42	70
		Medium	2	6.66	2	6.66	4	6.66
		Low	10	33.33	4	13	14	23.33

The Reading Test 2 comprised of four sentences. Each sentence divided into two items and each item divided into three categories –high, medium and low. The first sentence was 'নদীতে নৌকা চলে'. Among the total learners, 61.66 percent learners were found to be of high category. The success rate of high category in the CLIP implemented schools were 53.33 percent and that of regular NPPE schools was 70 percent. The learners were able to read that sentence fluently with correct pronunciations. Out of total learner of the schools,

16.66 percent learners were of medium category. In the CLIP implemented school 20 percent were successful and in the regular NFPE schools. 13 percent were successful. The medium category learners were able to read the sentence by spelling with some error in pronunciation. Out of the total learners of the schools 21.66 percent were found to be of low category of which 26.66 percent learners were from CLIP implemented and 16.66 percent learners from regular NFPE schools. The low category learners were unable to read the sentence.

Regarding the conception of picture identification a total of 63.33 percent learners were of high category considering all the learners together. Of these successful learners in the high category, 56.66 percent learners were from CLIP implemented and 70 percent learners from regular NFPE schools. They had clear conception to identify the correct picture. Only 10 percent learners were (combined) were found to be of medium category of which 13 percent learners were from CLIP implemented and 6.66 percent from regular NFPE schools, they had partial ability to identify the picture. A total of 26.66 percent learners were found to be of low category of which 30 percent learners were from CLIP implemented and 23.33 percent from regular NFPE schools, they were unable to identify the picture.

'ঐ দেখ আমাদের পতাকা', was the next sentence of this test. A total of 31.66 percent learners achieved high category for their better performance, 56.66 percent learners were from CLIP implemented and 46.66 percent learners were from regular NFPE schools. They had ability to read the sentence fluently with correct pronunciation. A total of 31.66 percent learners were found to be of medium category of which 30 percent learners were from CLIP implemented and 33.33 percent learners were from regular NFPE schools. They were able to read the sentence by spelling with some error in pronunciation. 16.66 percent learners from the total learners were found to be of low category of which 13 percent learners were from CLIP implemented and 20 percent learners were from regular NFPE schools. They were unable to read the sentence.

Regarding the conception of picture identification, a total of 78.33 percent learners were of high category considering all the learners together. Of these successful learners in the high category, 80 percent learners were from CLIP implemented and 76.66 percent

learners were from regular NFPE schools. They had high conception to identify the correct picture. Only 5 percent learners achieved medium category of which 6.66 percent learners from CLIP implemented schools and 3.33 percent learners from regular NFPE schools. They had partial conception to picture. Out of the total, 16.66 percent learners were found to be of low category of which 13.33 percent learners were from CLIP implemented NFPE and 20 percent learners were from regular NFPE schools. They were unable to identify the picture.

Among these learners a total of 86.66 percent learners achieved high category in the third sentence 'জেলো নাহ ধরে', 83.33 percent learners were from CLIP implemented and 90 percent learners were from regular NFPE schools. They had ability to read the sentence fluently with correct pronunciation. Only 6.66 percent learners were found to be medium and low category in both types of these schools. Therefore, the learners' performance of CLIP implemented NFPE schools was less satisfactory than the regular NFPE schools.

Regarding the conception of picture identification of the sentence, a total of 93.33 percent learners were of high category. The same percentage (93.33) of learners were found to be high category in both types of these schools. They had high conception to identify the correct picture. Only 4 learners in both types of schools had no-conception to identify the picture. In regular NFPE, there was no learner in the low category.

'প্রজাপতিরা ফুলে ফুলে উড়ে বেড়ায়', was the last sentence of this test. Only 25 percent learners achieved high category of which 10 percent learners from CLIP implemented NFPE and 40 percent learners from regular NFPE schools. They were able to read this sentence with correct pronunciation. Out of the total students of the schools, 48.33 percent were found to be of medium category. In the CLIP implemented schools 60 percent were successful and in the regular NFPE schools 36.66 percent were successful. They were able to read the sentence with spelling but some made mistakes in pronunciation. Out of the total learners of the schools, 30 percent learners were of low category of which 30 percent learners were from CLIP implemented schools and 20 percent learners were from regular NFPE schools. They were unable to read the sentence.

Regarding the conception of picture identification, a total of 70 percent learners were of high category, 60 percent learners were from CLIP implemented and 80 percent learners from regular NFPE school. They had high conception to identify the correct picture. Only 6.66 percent learners were 'medium' category. The percent of CLIP implemented NFPE and regular NFPE schools were same (6.66 percent) in this category. They were partially able to identify picture. Among these learners 23.33 percent were found to be 'low' category of which 33.33 percent learners were from CLIP implemented and 13 percent learners were from regular NFPE schools. They were unable to identify the picture.

The Table-2 revealed that 50.83 percent learners achieved 'high' and 29.16 percent learners achieved 'medium' category from the CLIP implemented NFPE schools. In regular NFPE schools, 61.66 percent learners achieved 'high' category and 22.50 percent learners achieved medium category in reading sentences. If the above results were compared the learners performance of CLIP implemented and regular NFPE schools was satisfactory.

It would be clearly evident from Table-2, that the 72.50 percent learners achieved 'high' and 7.5 percent learners achieved 'medium' category from the CLIP implemented schools. In the regular NFPE schools, 80.00 percent learners achieved 'high' category and 5.83 percent learners achieved 'medium' category in this test. Therefore, the conception of CLIP implemented learners was less satisfactory than the learners of regular NFPE schools.

Table 3: Learners Performance On Reading Test 3

Items	Category of learners performance	CLIP implemented NFPE school		Regular NFPE school		Total	
		N=30	%	N=30	%	N=60	%
Interest	High	10	33.33	16	53.33	26	43.33
	Medium	16	53.33	13	43.33	29	48.33
	Low	4	13	1	3.33	5	8.33
Correct answer	High	8	26.66	16	53.33	24	40
	Medium	17	56.66	13	43.33	30	50
	Low	5	16.66	1	3.33	6	10

Out of the total learners of the schools, 48.33 percent learners were of medium category. In the CLIP implemented school 53.33 percent were successful and in the regular NFPE schools 43.33 percent were successful. The learners had partial interest to listen the paragraph. Then, the learners performance of CLIP implemented NFPE school was better than the regular NFPE schools.

Only 8.33 percent learners were found to be of 'low' category of which 13 percent learners were from CLIP implemented school and 3.33 percent learners were from regular NFPE schools. They had no interest to listen the paragraph.

Regarding the correct answers of the paragraph, a total of 40 percent learners were of high category considering all the learners together of these successful learners in the high category 26.66 percent learners were from CLIP implemented schools and 53.33 percent learners were from regular NFPE schools. The high category learners were able to answers three questions correctly. Therefore, the learners performance of CLIP implemented schools was less satisfactory than the regular NFPE schools.

Out of the total learners of the schools, 50 percent learners were of medium category of which 56.66 percent learners were from CLIP implemented school and 43.33 percent learners were from regular NFPE schools, they were ability to correct.answers to some of the three questions.

Only 10 percent learners were achieved low category, 16.66 percent learners were from CLIP implemented schools and 3.33 percent learners were from regular schools. They were inability to answer the questions.

There was no significant different between the learners performance of CLIP implemented NFPE schools and regular NFPE schools, though is actual numbers there was a difference of only three and four in both items respectively.

Table 4: Learners Performance On Reading Test 4

Category Of learners performance	CLIP implemented NFPE school		Regular NFPE school		Total	
	N=30	%	N=30	%	N=60	%
Excellent	3	10	5	16.66	8	13.33
Good	9	30	9	30	18	30
Average	14	46.66	13	43.3	27	46
Poor	4	13	3	10	7	11.66

The Reading Test 4 was prepared to assess the learners ability of reading paragraph consisted of 29 words and 5 punctuation. The Table 4 affords a picture of the learners performance on rapid reading. Out of the total students of the selected schools 13.33 percent were found to be of excellent. The success-rate of excellent in the CLIP implemented schools were 10 percent and that of NFPE school was 16.66 percent. The excellent category learners were able to read the paragraph with proper pace and correct pronunciation. There was no significant difference between the performance of CLIP implemented and regular NFPE schools, though in actual numbers there was a difference only two learners.

A total of 30 percent learners (combined) were found to be of 'good' category of which the same percentage (30) learners were from CLIP implemented NFPE and regular NFPE schools, they were able to read the full paragraph with spelling and correct pronunciation. There was no difference between the both types of schools.

Out of the total learners of the schools, 45 percent learners achieved average category. In the CLIP implemented school 46.66 percent learners were in average and in the regular NFPE schools 43.33 percent learners achieved average category in this test. There was no significant difference of learners performance between the two types of schools, though in actual numbers there was a difference of only two.

Only 11.66 percent learners were found to be of 'poor' category 13 percent learners were from CLIP implemented school and 10 percent learners were from regular NFPE schools, they had unable to read any part of the paragraph.

Therefore, the Table-4 reveals that the highest percentage of learners who were average from both types of school. Only 13.33 percent learners were able to acquire the skill of rapid reading who were excellent in this test.

Table 5: Learners Performance On Sentence Writing

Category Of learners performance	CLIP implemented NFPE school		Regular NFPE school		Total	
	N=30	%	N=30	%	N=60	%
Excellent	7	23.33	2	6.66	9	15
Good	5	16.66	5	16.66	10	16.66
Average	7	23.33	9	30	16	26.66
Poor	11	36.66	14	46.66	25	41.66

The writing skill test aimed to assess the learners' performance on sentence writing. Table-5 provides data pertaining to this test.

Out of the total only 15 percent learners who were declared to be excellent in the writing, the highest percentage (23.33) of learners were from CLIP implemented schools and the lowest percentage (6.66) were from regular NFPE schools. The excellent category learners were able to write three sentences correctly with in 5 minuets.

Total 16.66 percent learners' performance was considered good on this test, there was no difference between the performance of learners CLIP implemented schools and regular NFPE schools. The good category learners were able to write two sentences correctly.

Average was the next category in the test. 26.66 percent learners whose ability was found to be average. There was no significant difference between the performance of both types school, though in actual numbers there was difference of only two.

This Table 5 shows that 41.66 percent learners were unable to write any sentence for lack of writing practice and the learners performance of CLIP implemented schools was better than the regular NFPE school in writing sentence.

Discussion and Conclusion

- The study findings reveal that the infrastructure and educational facilities were satisfactory in CLIP implemented NPFE school and regular NPFE school. The sex ratio of learners was satisfactory 57.57% girls and 42.42% boys. The sitting arrangement was adequate and “U-style”, and they had elbow space for writing practice. The investigator observed that children of BRAC schools got 3 hours per day for class room activities. Timing of the classes and learning materials were sufficient and timely in both types of school.
- BRAC’s principles of pedagogy emphasize child-centred class rooms and peer-group interactions. But teacher resists alternative kind of teaching. They show a teaching to be the centre of class-room activities, directing and soliciting students responses and reinforcing the idea of the teacher as the source of information, answers and achievement evaluation. Basically there was no difference between the approach CLIP implemented and regular NFPE schools. ^{As,} The teachers role were very prominent in the class-room of both types of schools.
- Learners of the CLIP implemented NPFE school were not given any previous conception about the ongoing lesson by the teacher in the class-room. As a result the learners had no concept about the lesson. A preliminary conception about the subject before starting the lesson in the class, should be prepared for the learners to draw their attention to the topic to be learnt.
- For the picture discussion phase in the CLIP implemented approach, teachers used the pictures of the book due to non-availability of the Flip-Chart. The size of the picture was not sufficient to make it clearly visible from the distance of the class-

room. It should be larger, clear and distinct. Where as the teachers of regular NFPE school used the Flip-Charts for the discussion of picture phase. It was really an effective approach.

- The investigator observed that the teachers of CLIP implemented school made wrong pronunciation of alphabets and words in the classes. As a result the learners also followed the same pronunciation by their rapid catching capacity, which ultimately created problems in writing correct words and sentences. Perhaps there may be a communication gap between the supervisor and teacher, and also in the training procedure.
- The approach of teaching 5 pages a day was found overburdened for the learners and teachers in CLIP implemented school .It should not be more than two pages per day.
- The findings of the present study from Table-1 that the performance of learners in word reading was satisfactory. Regarding conception of the word the CLIP implemented school had 42.22 percent learners had high conception and 31.11 percent learners had medium conception about the words বক, ঘুরি, নৌকা। Where as in regular NFPE 64.88 percent learners had high conception and 25.25 percent learners had medium conception in that test. Therefore, the conception of CLIP implemented learners was less satisfactory than the learners of regular NFPE schools.
- The reading test 2 consisted of four sentences নদীতে নৌকা চলে, ঐ দেখ আমাদের পতাকা, জেলে মাছ ধরে, প্রজাপতিরা ফুলে ফুলে উড়ে বেড়ায়। Each sentence divided into two items and each item divided into three categories-high ,medium and low. In reading sentences 50.83 percent learners achieved high category,29.16 percent learners achieved medium category from the CLIP implemented NFPE schools and 61.66 percent learners achieved high category,22.50 percent learners achieved medium category from NFPE schools. The above results were compared the learners

performance of CLIP implemented and regular NFPE schools was satisfactory (see Table-2).

- Regarding the conception of picture identification which was similar to the sentence, 72.50 percent learners achieved high category, 7.5 percent achieved medium category from the CLIP implemented schools and 80.00 percent learners achieved high category, 5.83 percent learners achieved medium category from regular NFPE school in this test. Therefore, the conception of CLIP implemented learners was less satisfactory than the regular NFPE schools (see Table 2). Lack of relevant discussion was the main reason of less satisfactory result in the conception of words and sentences.
- The investigator observed that the approach of word formation and verbal sentence making of regular NFPE school was satisfactory for acquiring the skill of word formation and sentence making rapidly. But in CLIP implemented school the approach was found not sufficient for the learners to acquire the skill of word and sentence formation orally. So it should be modified. In the area of word formation both types of schools should be preferred in writing practice on the slate, it would help the learners to increase the skill of word formation and word conception.
- There was no significant different in the comprehension test between the learners performance of CLIP implemented and regular NFPE school, though in actual numbers there was a difference of only three and four in both items respectively (see Table 3).
- In the reading test 4 was prepared to assess the learners ability of rapid reading. Only 13.33 percent learners were able to acquire the skill of rapid reading who were excellent. The excellent category learners were able to read the paragraph with proper pace and correct pronunciation. There was no significant different ^{between} the performance of CLIP implemented and regular NFPE schools, though in actual

numbers there was a difference only two learners(see Table 4).But overall performance was not satisfactory in rapid reading because the good and average categories learners were unable to read the paragraph fluently with proper pace and correct pronunciation. Incorrect pronunciation (alphabets, words, syllable),lack of identification of alphabets, lack of teachers careful attention to the children for reading time were the main reason of not satisfactory performance of learners in both types of schools. Should be totally avoided wrong pronunciation of alphabets and words, arranged silent reading in the class for increase the skill of rapid reading of the learners.

- In writing skill only 15 percent learners who were declared to be excellent,23.33 percent learners were from CLIP implemented schools and 6.66 percent learners were from regular NFPE schools ,they were able to write three sentences correctly with in five minutes. The Table 5shows that the learners performance of CLIP implemented schools was better than the regular NFPE schools in writing sentence. But the overall learners performance was not satisfactory since 41.66 percent learners in both types of schools were unable to write any sentence for lack of writing practice and incorrect spelling. Time of writing practice should be increased in the class of both types school for increase the learners writing skill.
- The study observed a significant influences of learners getting help in their studies at home and parental education who were rated excellent or good in reading and writing skill test by the informal discussion of these learners.
- Blackboard used by the learners was found insufficient, it should be increased the use of the blackboard by the learners for writing.
- At the beginning of the regular NFPE approach, teachers had given instruction about the concept of the subject for reading, picture discussion, identification of alphabets, word and sentence formation, rapid reading and writing practice. The above procedure were followed step by step in the classes and the learners gained

their skills properly. The investigator observed a serious gap in the teaching method of CLIP implemented school. The teacher started the rapid reading in the class after picture discussion. The four essential steps were found missing-a) relevant discussion, b) using Flip-chart, c). initial reading and repetition ,d)identification of alphabets.

- The teacher of regular NFPE school also ~~provided~~ spends more times with slow students, calling them to the black-board for writing, focussing on their particular difficulties, and seeking peer help for them. But the teacher of CLIP implemented gave less time with slow students. They should give more emphasis with slow students.
- Teacher talk was found more directed towards instructional purposes, little time was spent on disciplinary problems for both types of school.
- When the CLIP teachers were interviewed, it was found that they did not remember their training-components and still clung to the traditional approach. The CLIP teachers would not adjust with the new approach after receiving short training ~~15 to 19 days~~ for which very little application of the new approach was noticed in the class-rooms.
- As the CLIP implemented approach still being at the formative stage, right time had no yet arrived for a comparative study of this new approach and the traditional approach of BRAC. Nevertheless, the researcher was of the opinion that if a study was made of the two approaches, it would greatly facilitate in determining the next steps towards the successful(realisation) of the new approach.

Some general recommendations

1. Lesson plan is very essential for the teacher and it helps the teacher to create learning situation by the proper application of principles and rules of learning. Lesson plan should be flexible. More emphasis should be given in preparing the lesson plan before going to the class.
2. Before starting a new lesson, the teacher should prepare the learners and draw their attention to the topic to be learnt.
3. Learning 5 pages a day is too much for the learners and teachers in CLIP implemented NFPE school. It should not be more than two pages per day.
4. A congenial and friendly atmosphere free from all kinds of fears and intimidation should be encouraged in the school.
5. More emphasis should be given on participatory approach in class-room situation.
6. To improve the teaching skill emphasis should be given on demonstration lessons or to conduct micro-teaching for the teachers.
7. Teachers and trainers should have thorough knowledge on teaching techniques and methodology for primary level. For the above purpose training on effective primary teaching should be conducted by NFPE programme at the field level.
8. Before introducing any method it should be pre tested in the field.
9. The steps of teaching should be appropriate and appealing to young minds.
10. More emphasis should be given on writing practice in the class.
11. Proper and correct use of teaching aids must be ensured in the class.
12. For proper evaluation, more time should given on slow learners in CLIP implemented school.

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Teachers Background

নামঃ

বয়সঃ

শিক্ষাঃ

কতদিন থেকে ব্যাক-এ চাকুরী করছেন?

----- মাস ----- বৎসর

আপনি ট্রেনিং পেয়েছেন?

হ্যাঁ হয়ে থাকলে কি কি ধরনের ট্রেনিং এ পর্যন্ত পেয়েছেন?

কোথা থেকে ট্রেনিং পেয়েছেন?

ট্রেনিং সময়কাল কতদিন ছিল?

রিফ্রেশার কোর্সে অংশ নিয়েছেন?

ট্রেনিং-এর বিষয় বস্তু মনে আছে কি?

প্রতিদিন সংবাদপত্র পড়েন কি?

কোন ধরনের সংবাদ পড়তে ভাল লাগে?

বিভিন্ন ধরনের সাপ্তাহিক পত্রিকা পড়েন কি?

Class Observation Form

Name of the School :	Satisfactory Not Satisfactory
Name of the District :	
Location of the School :	Satisfactory Not Satisfactory
Seating Place :	Satisfactory Congested
Lighting Arrangement :	Adequate In adequate
Air :	Sufficient No Sufficient
Lesson Plan :	Flexiable Regid
Objective of each lesson :	Known Unknown
Text material :	Available Not Avilable
Condition of the Black Board :	Satisfactory Not Satisfactory

Learning Observation Form

Name of the school: _____

Date: _____

Name of the teacher: _____

Name of the Subject: _____

No. of learners: _____

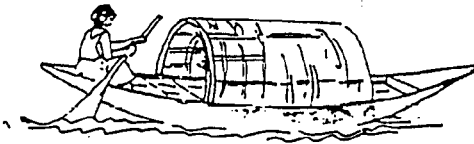
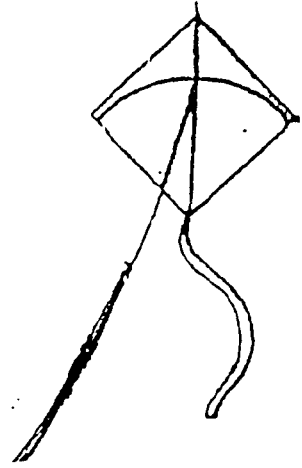
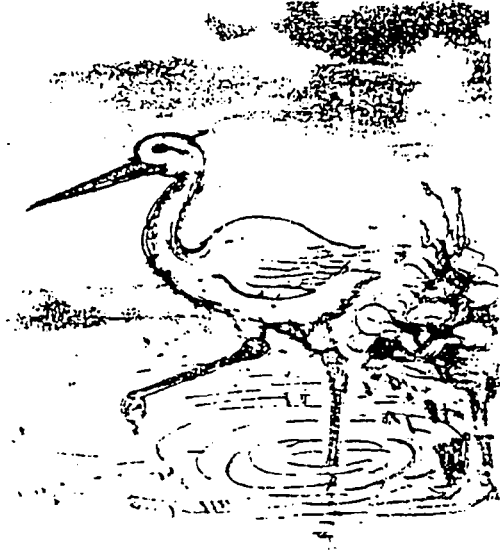
Content	BLOCK OF 4 MINTS									
	6mint	6mint	6mint	6mint	6mint	6mint	6mint	6mint	6mint	6mint
Recapitulate on the previous discussion	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Relevant discussion	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Picture discussion	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Initial reading	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Repetition	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Identification of Alphabet	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Word formation	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Sentence Making	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Rapid Reading and Repetition	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Writing Practice on theSlate	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Use of black board by the learner	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000
Use of Teaching aid	000000	000000	000000	000000	000000	000000	000000	000000	000000	000000

নির্দেশিকা: শিক্ষক ও শিক্ষার্থীরা সম্মিলিত ভাবে নিচের কোন কাজটি করতে তা পর্যবেক্ষন করুন। এবং কোনটি কত মিনিট ধরে করতে চিহ্নিত করুন। প্রতিটি ব্লকে ১ মিনিট ধরে বিভিন্ন কর্মতৎপরতা অনুযায়ী তা কত মিনিট করা হচ্ছে তা কালো চিহ্ন করুন।

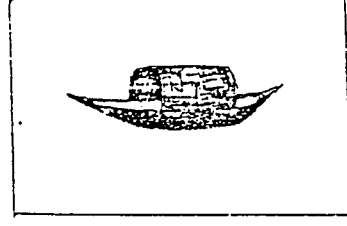
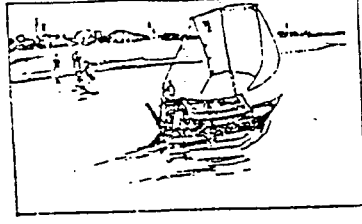
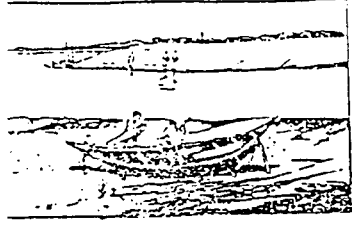
বক

ঘুরি

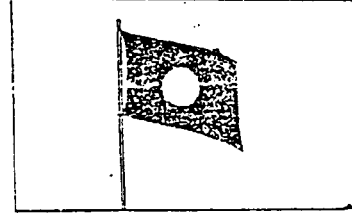
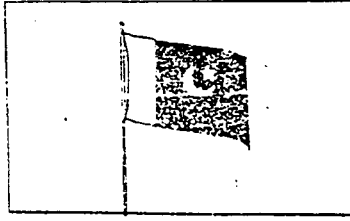
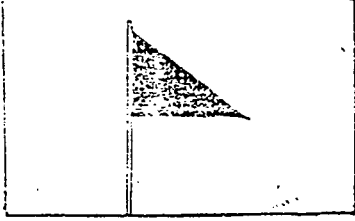
নৌকা



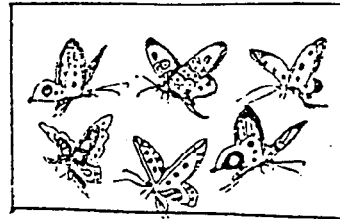
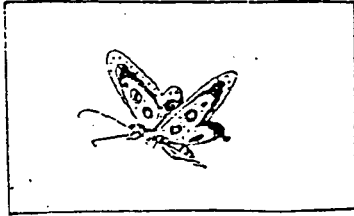
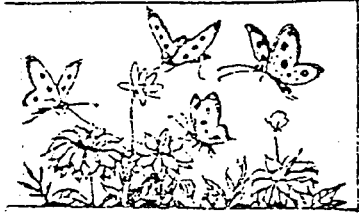
নদীতে নৌকা চলে



ঐ দেখে আমাদের পতাকা



প্রজাপতিরা ফুলে ফুলে উড়ে বেড়ায়



জেলে মাছ ধরে



কাশ ফুল শরতকালে ফোটে। সাদা সাদা
কাশফুল নদীর তীরে ফুটে থাকে।

- প্রশ্ন : (১) কাশ ফুলের রং কি ?
(২) কাশ ফুল কখন ফোটে ?
(৩) কাশ ফুল কোথায় ফুটেছে ?

দ্রুতপঠন :

আমরা কলের পানি খাই। ময়লা
পানি খেলে পেটের অসুখ করে।
অনেক সময় খারাপ পানি খেলে
মানুষ মারা যায়। পানি ছাড়া মানুষ
বাঁচতে পারে না। তাই পানির অপর
নাম জীবন।

লিখন দক্ষতা বাচাই :

বক দিয়ে তিনটি বাক্য গঠন কর

পরীক্ষার্থীর নাম :

স্কুলের নাম :

শ্রেণী :

১। শব্দ গঠন

শিগুকে ফ্লাস কার্ডটি দেখিয়ে সেখানকার শব্দগুলি পড়তে বলুন?

“এই শব্দগুলি পড় এবং প্রতিটি শব্দের অর্থ কি তা বুঝিয়ে বল”, এবার প্রতিটি শব্দের পাঠের মান ও তার সংবোধনের মানের সাথে মিলিয়ে নীচের ঘরে টিক চিহ্ন দিন।

শব্দ	স্বতস্কুর্ত পাঠ			সংবোধন		
	উচ্চ	নিম্ন	অক্ষম	উচ্চ	নিম্ন	অক্ষম
বক	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ঘুরি	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
নৌকা	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

২। বাক্য গঠন :

শিগুকে ফ্লাস কার্ডের বাক্যগুলি দেখিয়ে পড়তে বলুন

এখানে ৪ টি বাক্য আছে। প্রতিটি বাক্যের নীচে তিনটি ছবি আছে। তুমি বাক্যটি পড়ে দেখ এবং বাক্যের সাথে নিচের কোন চিত্রটির খুব মিল আছে তা দেখাও? এবার প্রতিটি বাক্যের পাঠের মানের সাথে মিলিয়ে টিক চিহ্ন দিন।

শব্দ	পঠনের সঠিকত্ব			সংবোধন		
	উচ্চ	মধ্য	নিম্ন	উচ্চ	মধ্য	নিম্ন
নৌকা	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
পতাকা	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
প্রজাপতি	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
জেলে	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

৩। শিশুকে ফ্লাস কার্ডে একটি প্যারা পড়ে শোনান হবে এবং ৩টি প্রশ্ন করা হবে। প্রতিটি প্রশ্নের উত্তরের বলার মান ও শোনার আগ্রহের সাথে মিলিয়ে নীচের ঘরে চিক চিহ্ন দিন।

	উচ্চ	মধ্য	নিম্ন		উচ্চ	মধ্য	নিম্ন
আগ্রহ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	সঠিকত্ব	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

৪। দ্রুত পঠন : ফ্লাস কার্ডে ২৯টি শব্দ বিশিষ্ট একটি অনুচ্ছেদ রয়েছে। শিশুরা এ অনুচ্ছেদটি পাঠের সময় তাদের পাঠের মানের সাথে মিলিয়ে টিক চিহ্ন দিন।

অতি উত্তম ভাল মোটামুটি অক্ষম

৫। বাক্য লিখন দক্ষতা যাচাই : 'বক'
শিক্ষার্থীদের লিখনের সঠিকত্ব ও পরিচছন্নতা যাচাই করে নিম্নে টিক চিহ্ন দিন।

অতি উত্তম ভাল মোটামুটি অক্ষম