

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.0. INTRODUCTION

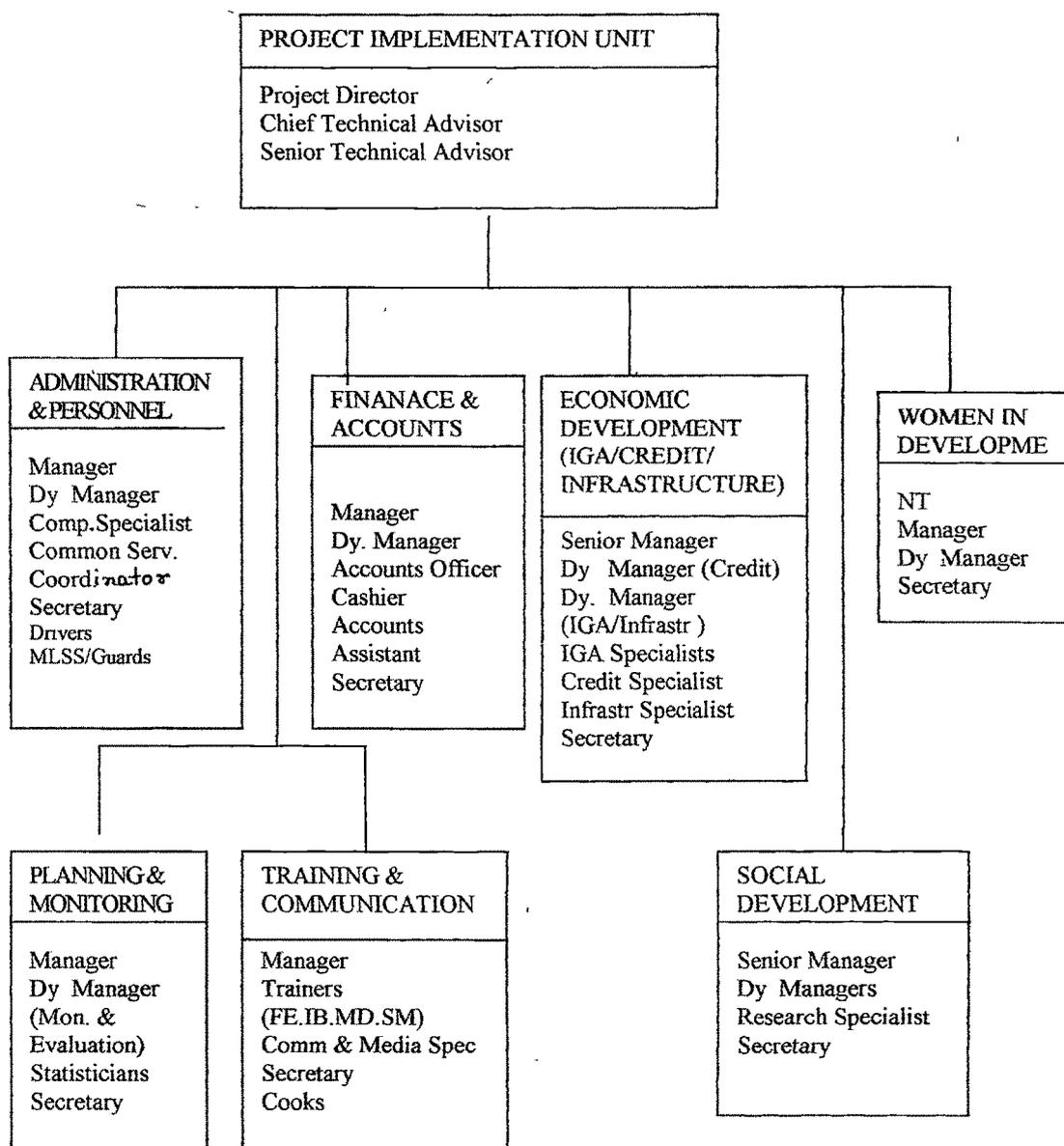
The present chapter is aimed at analysing and interpreting the data collected in order to realise the stated specific objectives of the study. The information collected from various sources (presented in Chapter 3) have been analysed and are presented in this chapter under sections as mentioned below:

- 4.1 Data in the form of description of the operational structure of FE programme, analysis of content of learning materials and teaching learning process.
- 4.2 Data regarding the different modes of assessment of learners performance attainments.
- 4.3 Data regarding factors affecting learners performance.
- 4.4 Data pertaining to drop outs.
- 4.5 FE effects on learners daily life.
- 4.6 Views and suggestion of functionaries regarding FE.
- 4.7 Local peoples attitude towards FE.
- 4.8 Discussion of Case Profiles

#### **4.1. Data Regarding to the Operational Structure of FE Component**

RDP – 9 is a poverty alleviation programme aimed at improving the quality of life and economic conditions of the rural poor in four districts of Greater Rangpur. Funded jointly by the Government of Bangladesh and the Commission of the European Communities (EC) the RDP – 9 actually went into operation 1989. Though the project concept originated in 1983, the actual implementation began at field level only towards the end half of 1989 due to the feasibility study, government approval, funding arrangements and other formalities. Now operating in 20 thanas of the four districts, and with around 40,000 members with almost 2,200 groups.

**Organogram of RDP - 9**



Source : RDP-9 OFFICE, RANGPUR

A Project Implementation Unit (PIU) has been set up on Rangpur town to implement the project on a day-to-day basis, acting in close co-ordination with the BRDB, and with officials of concerned ministries. The PIU has functional autonomy for implementation of the work plan and budget that is approved by BRDB and EC.

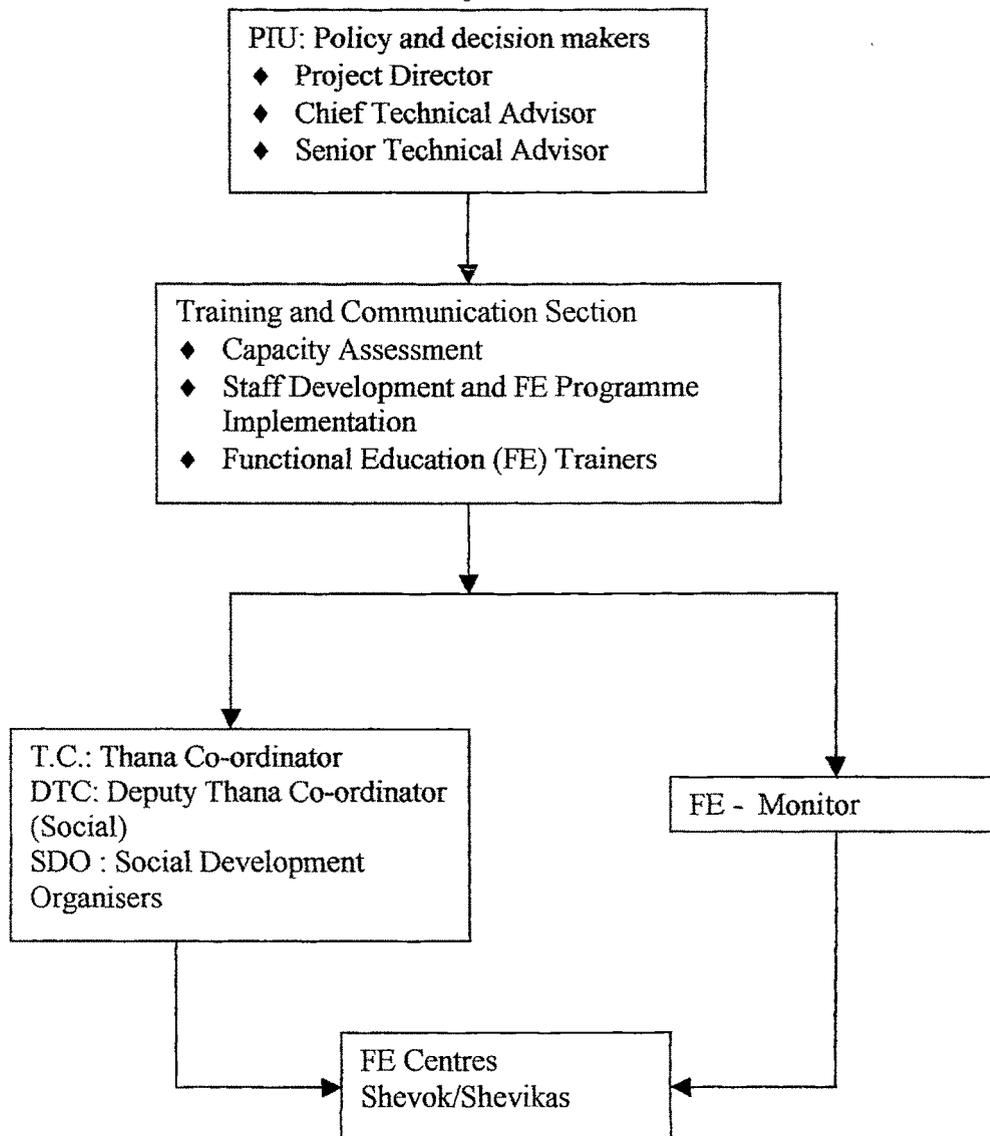
RDP – 9 Headquarters consists of seven sections i.e. (1) Administration and Personnel (2) Finance and Accounts (3) Planning and Monitoring (4) Training and Communications (5) Economic Development (IGA/CREDIT/INFRASTRUCTURES). (6) Women in development and (7) Social Development (see Organogram RDP – 9).

Our focus is on the section (4), which is concerned with the FEP. All the same, even the FEP is an integral part of the total project and all the different activities of the RDP–9 are planned to function in an independent manner. Hence there is constant interaction between the different sections of the RDP-9 set-up (see Operational Structure of RDP – 9).

#### **Operational Structure of the RDP-9 FE Component**

The main objectives of the Functional Education Component are to improve the level of literacy of RDP – 9 group members. The project was introduced, as a six-month's long FE course for their illiterate group members (GMs) from 27<sup>th</sup> October 1996 in the 20 thanas. Each FE centre consists of 20 learners. FE Component is being run by the Training and Communication Section of the RDP – 9. The unit is also responsible for staff capacity assessment and development along with management, monitoring, and evaluation with the support from its grass root level staff. The Function Education Trainers (FE –Trainer) of Training and Communication Section is playing the role of FE – co-ordination of the RDP –9. Trainer is the Key person of the FE programme. The FE- trainer has prepared almost all the relevant documents, designed the field operation plans and budget for the selection of centres, places, learners and Shevok/Shevikas, etc and maintains a liaison with Project Implementation Unit (P.I.U) for the FE –progress.

Figure- 2

**Operational Structure of RDP - 9 F.E. Component**

Source: RDP – 9 Office, Rangpur.

P.I.U: Project Implementation Unit

T.C . Thana Coordinator

D.T.C: Deputy Thana Coordinator

S.D.O: Social Development Organisers

At first Social Development Organisation (S.D.O) and group leaders established a Local Management Committee for each learning centre. The committee consists of local elites, members, a chairman and group leaders. For the purpose of smooth functioning of the literary centres, local management committees performed as catalytic agents for the learner's motivation. This committee motivated the illiterate group members to join the FE centres.

The group-members of RDP – 9, had to choose a place in their village for the construction of FE centre, RDP – 9 provides 1,000 Taka for each FE centre construction. The groups contributed the rest of the money required for construction. Teaching, reading and classroom materials and honorarium have been provided by RDP – 9.

At the thana level, a teacher selection committee was set up for selecting Shevok/Shevikas. Thana co-ordination (T.C), Deputy Thana co-ordination (D.T.C) social, Social Development Organiser (S.D.O) and group-leader were also in that committee. Each thana office applied different selection techniques. Maximum than offices has used a written test and viva-voce for the selection purpose. In that selection, the committee gave greater preference for local people.

Most of the learners were landless labours and were living below subsistence levels; age of the learners was most by between 15 to 55 years.

Four monitors were under the direct supervision of FE trainee with Training and Communication Section. Each of the monitors were responsible for one district. The shevoks & shevikas assisted and monitored by four FE monitors representing the thana and head quarter. Programme had monitoring system providing regular information on the programme achievement, problems, constraints etc. managing at successive levels.

The functional Education Centre (FEC) has been instructed to provide written the supervisory register for T.C once in a month, to the D.T.C once in a fortnight and for the weekly one to the SDO/EDO of each thana. During the observation period also the literacy personnel have given importance on the matters of learners' attendance, maintenance of attendance register book, progress of the learners, and how appropriately shevok and shevika followed the prescribed method etc

Apart from carrying on the supervisory tests, the FE committee was created for each centre to run the programme smoothly; help to could of drop outs and maintain regular attendance and to devise means for solving learners' problems if any.

The **Table 7** indicates that in the district of Gaibandha, one male monitor on temporary bases, and 3 male and 2 female deputy than co-ordination (D.T.C) were supervising the FE centres of the five thanas under RDP – 9. The female D.T.Cs conducted and supervised the social activities and male D.T.Cs conducted and supervised the economic development activities. At the union level, 20 male and 20 female Social Development Organisers (S.D.O) have been working in this programme. Unions are local self government organisations at the village level and a thana has as many unions as villages. In these five thanas, the 29 male F.E. centres and 54 female centres have been opened. There were 29 shevoks for the male centres and 54 shevikas for the female centres.

In the district of Lalmonirhat, only one female monitor was appointed on temporary basis and at the four thanas the FE centres have been opened. For supervising the FE programme of 4 thanas, there were 3 male and 1 female T.C, 4 male and 4 female D.T.C. The female D.T.Cs are engaged with the social activities. There were 12 male and 12 female S.D.Os at the union-level for social activities as well as 12 male and 12 female Economic Development Organisers (E.D.O) at the union level for economic activities. 24 male centres and 29 female centres were opened in the four thanas. The 24 shevoks for the 24 male centres and 29 shevikas for the 29 female centres were appointed.

In the district of Nilphamari, one male monitor was appointed on temporary basis. In the five thanas of this district to supervise the FE – programme, there were 5 male T.C., male and 5 female D.T.Cs. The male D.T.Cs looked after the economic activities and the female D.T.Cs took care of the social activities. At the union level the 21 male and the 21 female S.D.O have been engaged in these activities. In these thanas, there were the 30 FE centres for the male and the 30 FE – centres for the female, with 30 shevoks for the male centres and 30 shevikas for the female centres, and all of these were on temporary basis.

**Table- 7. Staff Capacity in Terms of FE programme for 4 districts**

Name of the District	No. of Thana	Sex	No.of Monitor	No.of T.C.	No.of DTC	No. of S.D.O./E.D.O		No. of Centre	No. of Shevok/ Shevika	Total
Gaibandha	5	M	01	03	05	20	20	29	29	78
		F	-	02	05	20	20	54	54	101
Lalmonirhat	4	M	-	03	04	12	12	24	24	55
		F	01	01	04	12	12	29	29	59
Nilphamari	5	M	01	05	05	21	21	30	30	83
		F	-	-	05	21	21	49	49	97
Rangpur	6	M	01	04	06	22	22	30	30	85
		F	-	02	06	22	22	53	53	105
<b>Total</b>	-	<b>M</b>	<b>03</b>	<b>15</b>	<b>20</b>	<b>75</b>	<b>75</b>	<b>113</b>	<b>113</b>	<b>301</b>
		<b>F</b>	<b>01</b>	<b>05</b>	<b>20</b>	<b>75</b>	<b>75</b>	<b>185</b>	<b>185</b>	<b>362</b>
<b>Total</b>	<b>20</b>	<b>-</b>	<b>04</b>	<b>20</b>	<b>40</b>	<b>150</b>	<b>150</b>	<b>298</b>	<b>298</b>	<b>963</b>

Source: RDP – 9 Office, Rangpur

In the district of Rangpur, one male monitor was appointed on temporary basis. In the six thanas of this district to supervise the FE – programme, 4 male and female T.Cs as well as the 6 male and 6 female D.T.Cs have been appointed. The female male D.T.Cs were engaged in the economic development activities and the female D.T.Cs were in charge of the social development activities. For the social programme, the 22 male S.D.Os and 22 female S.D.Os were appointed and 22 male E.D.Os and 22 female E.D.Os for the economic development worked. In these six-

thanas, there were 30 male FE – centres and 53 female FE - centres, with equal number of shevoks and shevikas for each of them.

Therefore, **Table 7** shows RDP – 9 have started FE – programme at the 20 thanas of the four districts. They appointed the four monitors for six – months for the FE –course in these for districts. In the 20 T.Cs, the 40 D.T.Cs, the 150 S.D.Os, and the 150 E.D.Os worked at the 20 thanas, and 298 FE centres have been opened in those thanas. As well as the total number of shevok/shevika was 298 for the 298 FE – centres. The total number of 963 employees were engaged in the functioning of RDP – 9 FE activities in the 20 thanas of the four districts.

The **Table 8** shows the number of functionaries involved in FE activities in the 16 centres of the selected thanas of the 4 districts under RDP – 9 were 36 in all. Of the 36 functionaries the number of male and female shevoks / shevikas were equal where as the number of female TCs, DTCs and SDOs were more than their male counter parts.

In short, the total number of permanently appointed functionaries responsible for conducting the FE activities were 4 TCs, 4 DTCs, 12 SDOs. Shevoks and Shevikas were appointed partly on temporary basis.

#### **Training of Literacy Personnel**

Shevok/Shevikas, SDO, DTC,TC and Monitors were involved in the RDP – 9 FE programme at the thana level. The Training and Communication Section arranged the training of Monitors and DTCs at the Pirgong Training Centre of RDP – 9 in Rangpur. They were provided with a 13 – day “ Training of Trainers” course on FE by the FIVDB trainers. They also prepared a training curriculum and handouts. The curriculum consists of learning materials, guidelines regarding methods, duration and activities. The training curricula did not include any guidelines with regard to the skills and knowledge needed for FE centre management. The needs of the literacy personnel were not comprehensively visualised. The contents of this training were mainly on FE concepts, quality of trainers, training techniques, and literacy instruction process. There was no instruction about the supervision of centre, class management and evaluation technique of learners 3Rs’ skill. So, this training curriculum was found to be inadequate for effective functioning of FE centres.

**Table – 8. Staff Capacity in terms of FE programme for selected 16 centres**

Name of the District	Name of the Thana	No. of Thana	Sex	No. of T.C	No. of D.T.C	No. of S.D.O	No. of Centre	No of the Shevok/ Shevikas	Total
Gaibandha	Sundargonj	01	M	-	-	01	02	02	03
			F	01	01	02	02	02	06
Lalmonirhat	Aditmari	01	M	-	-	02	02	02	04
			F	01	01	02	02	02	06
Nilapharmari	Saidpur	01	M	01	01	01	02	02	05
			F	-	-	01	02	02	03
Rangpur	Gangachana	01	M	-	-	01	02	02	03
			F	01	01	02	02	02	06
<b>Total</b>		-	<b>M</b>	<b>01</b>	<b>01</b>	<b>05</b>	<b>08</b>	<b>08</b>	<b>15</b>
			<b>F</b>	<b>03</b>	<b>03</b>	<b>07</b>	<b>08</b>	<b>08</b>	<b>21</b>
<b>Total</b>		<b>04</b>		<b>04</b>	<b>04</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>36</b>

SOURCE: RDP – 9 Office, Rangpur

In addition to the basic training, the Monitors and DTCs were also given a 3 – day refresher training at the middle of FE programme by the FE trainer of the RDP – 9, FE trainer. This is done with a purpose to enrich Monitors and DTCs motivation as well as improvement of their performance and skill, in respective place.

The investigator interviewed 4 Monitors, 19 DTCs and it was observed that during the training the nature of discussions held were at an elementary level. The Trainer emphasised more on the book based teaching method, but did not properly train the personnel for monitoring and supervisory functions, which are more important for the monitors and supervisors.

From the thana office T.C arranged the training of shevoks and shevikas for 10 days on the FE programme This is a basic training course for the volunteer teachers

to run FE and conduct FE classes. The main responsibility of DTC (social) are to conduct Shevok/Shevikas training, and to extend technical support to the teachers. This training course consisted of concept of education, development, literacy instruction: methods and approach, lesson monitoring, record keeping and monthly reporting.

In addition to the basic training of Shevok/Shevikas were also given one-day refresher training every month at the thana office. DTC (social) was trainer of that refresher training. This was done with a purpose to enrich Shevok/Shevikas motivations as well as improvement of their teaching learning skill.

During the field survey the investigator interviewed 19 shevoks and 21 Shevikas. The Shevok/Shevikas were found to be mostly young and energetic. From that survey it has been revealed that the teachers could not remember their training component. This instability indicates a major weakness of Shevok/Shevikas training programme and explains inadequacies in the Shevok/Shevikas.

Teachers effectiveness is perhaps the single most important determinant of any literacy programme effectiveness, and must be given the importance it deserves. Much emphasis needs to be placed on creating an effective teacher training curricula. The instructional materials used at the training centres for different levels such as literacy personnel and shevol/shevikas were charts, flashcards, posters, guide book, etc. The trainees were dissatisfied as these were not used appropriately or adequately. Curricula should also emphasise on the appropriate behaviours and attitude to be developed in teachers' the importance of showing up for class regularly, treating participants with respect, and not looking down on them or blaming them for low performance. Training should be proved role models to trainees enable them to perform more effectively than the teachers by themselves have known (Abadzı; 1994).

The trainer should have experience in methodology of literacy training, social-communication technique, and human psychology and class management for the FE. Besides, periodic refresher training should be given to strengthen the capacity of shevoks and shevikas.

### Content Analysis of Learning Materials

No programme of learning can be effectively organised and conducted without proper materials and accessories for the process of learning. In this respect the booklets produced by 'Friends in Village Development in Bangladesh' (FIVDB), for the functional education programme for the adults, seem to be quite effective in realising the objectives of such programmes. After examining this set of learning materials, the following observations could be made about each booklet:

#### Functional Literacy –1

The Functional Literacy – 1 is a booklet of 75 pages and it is divided into twenty lessons from 1 to 20 and the size of the printed alphabet is “ 18 and 16” points Bold. This primer contains sentences made with all the twenty two consonants ( ক, গ, চ, ছ, জ, ট, ড়, ত, দ, ধ, ন, প, ব, ভ, ঙ, য়, য়, ঝ, ঞ ) five vowels ( অ, আ, ই, ঐ, ও ) and five 'matras' ( ি, ি, ি ) for developing the learners' reading and writing skills. The primer contains 57 words which represents the fundamental aspect of reading and writing. "Work" is the theme from the 1<sup>st</sup> to 13<sup>th</sup> lesson. The 1<sup>st</sup> lesson introduces small sentences and this sentence is broken into words in the 2<sup>nd</sup> lesson and the words are broken down into alphabets in the 3<sup>rd</sup> lesson of this booklet. This method is continued upto 13<sup>th</sup> lesson to give the learners of concepts of alphabets and formation of words. Poverty, wages, unity, debt are the themes of lessons 14 to 20. Each lesson has some small paragraphs composed of small sentences. Pictorial illustrations are well provided, but the pictures of 15,18 and 20<sup>th</sup> lessons in the flip chart and booklet not clear and create confusion in the learners' mind as there are contradictions between the theme of the reading materials and the pictures in the flip chart.

For any new learner, provision for practising the alphabets is very essential. For this the letters need to be printed in the form of dots on which the learners can practice. Such practice provision are not adequately provided, which can hamper the development of writing skills. The above lessons also contain arithmetical concepts of integers 1 to 50, there are 41 additions and 21 subtraction problems/exercises of one digit and they represent the fundamental aspects of numeracy.

### Functional Literacy – 2

Functional Literacy – 2 is a booklet of 102 pages and it is divided into 20 lessons from 21 to 40. The size of the printed alphabet is 14 point Bold. This primer contains sentences made with all the 13 consonants ( খ, ঘ, ঙ, চ, ড, ঢ, ন, ত, থ, দ, ঝ, ঞ, ঞ, ঞ ), four vowels ( উ, ঊ, এ, ঐ ) and four signs ( ঠ, ড, ণ, ঵ ) for developing the learners reading and writing skills. 135 words are used in this booklet which represents the fundamental concepts of reading and writing. In this booklet 'generative themes' utilised for registration of learning are - work, unity, organisation, loan, disease, balanced diet, child, dowry, letter writing, number, addition and subtractions. Each lesson contains small paragraphs in which meaningful concepts are developed. On pages 76-77 (36<sup>th</sup> lesson) two different spellings ( স্নানাস, স্নানাস ) may lead to confusion with the adult learners. The lessons 36, 37 and 40 contain three texts in the form of letters on themes such as dowry, literacy education, and child health. Here themes are repeated in the format of letter for increasing the learners' reading skill and writing, and also show the learners how to write the address on the post cards on envelop. Pictures are adequate but space for practising 'words' are not. This booklet also contains numbers 51 to 120, there are 16 additions and 24 subtractions of two digits. The number of three steps addition of one digit is 08 and the number of four steps addition of one digit is 04. The total number of three-step addition of four steps are not sufficient for acquiring numeracy skill.

### Functional Literacy - 3

Functional Literacy – 3 is a booklet of 104 pages and it consists of 20 lessons, 41 to 60. The size of the printed alphabets is 14 point bold. There are 17 compound consonants and 162 words, which represent the fundamental aspects of reading and writing. 'Bangladesh and its Glory' and 'Independence War' are the themes of the lessons number 41 and 42, respectively. In these two lessons the fundamental concepts of compound alphabets are introduced. Water, use of latrine, diarrhoea and saline are the themes of lesson nos. 43, 44 and 45. These themes are also repeated in the lesson 46 in the form of a letter. Poultry farming, man and environment, savings, loan and organisation, unity and right, village problems and their solutions, national

rights and problems on accounts are the themes in lesson 47 to 56. In the lesson 57 and 59, and exercise of writing applications seeking information about literacy programme and village library have been introduced. The themes of village library have been introduced. The theme of village problem is repeated in the two lesson 58 and 60 in the form of short story, presented in four to five paragraphs. These conceptual themes are meaningful and their presentation is also adequate. Yet, the pictures accompanying them are not always clean and distinct. Only one picture in the lesson 50 shows the males and females as seated together which indicates its focus on the gender equity. Provision of writing space for practice is inadequate and problems on 'accounts' are not sufficient. There is no graphic presentation to bring in variety on stimulus variation while dealing with numbers.

### **Practice Book**

Practice – book is a follow up material. This booklet has 68 pages and the size of the printed alphabet is 11 point bold. In this booklet the contents are: source of water, education, a foolish farmer, Bangladesh and manual labour, story of Rahima Bibi, development, health, form of organisation, saving book. Each lesson contains one theme and an explanation in short paragraphs. This booklet contains five pictorial work sheets, formation of word with selected alphabets and labelling the name of objects. There are two blank sheets for writing practice without the help of booklet and three blank sheets for solving problems on accounts, two sheets for formation of sentence by selected words, two sheets for practising letter writing, and a blank sheet to write number from 501 to 1000. There are six sheets for writing down the name of seven days, name of Bengali months, and number one to fifty. The contents are so arranged indicating the lesson to be covered in each week, month and the period to cover the total practice book has been planned to be three months. Their exercises and revision work are well arranged. 'Generative themes' in different lessons are well developed and explained. It follows the teaching method based on the maxim of 'easy to difficult'. Writing space again is inadequate, and pictures on the last two pages are unclear. This follow-up material is not sufficient for a three-month course for the neo-literate.

### **Experts Opinions regarding Learning Materials**

The investigator took the opinion of Bangladeshi experts and two Indian experts who have been associated with the literacy programme in Bangladesh. They gave some important comments about the booklets of FIVDB. The four experts commented that the three booklets were life oriented and useful, and also identified the methodology adapted to be 'work based'. But they emphasised that for the outcomes of the booklets to be effective, the role of the Shevok/Shevikas is very crucial. The Shevoks and Shevikas must be trained to use the manual properly. The reading portion is adequate, but the writing space and addition and subtraction exercises are not sufficient according to the experts. Pictures also are always clear and distinct. Only one expert said that the contents selected for these booklets are relevant but not adequate. The names such as 'Babar' and 'Zeba' are not common in context of Bangladesh. Presentation of contents is not appropriate and nor is it easy to understand. These lessons are over burdened with too many concepts for neo learners and the space left for writing is not adequate. The experts felt that time schedule to complete the lessons may be inadequate. Some of the contents may develop conflicts in the society, such as the **poor** work more and the rich usually do not work or work less. Some life skills are provided in the primers but more needs to be added. Though the information presented is relevant and logical, it is far too much and so may overburden the new learner. The five experts said that the exercises and revision work are well arranged in the practice book but writing space is inadequate.

### **Concluding Remarks on Content Analysis**

Going through the above one can easily notice that the concepts developed through different lessons are based on and linked up with individual as well as social experience of the community. These themes therefore, have enough potential for creating interest for learning. After examining the comment of the experts the following points emerge:

1. On page number 1 from Functional Literacy – 1, there are rows and columns of pictures, of which the picture of male picture is labelled as 'Babar' but the picture of the woman is not labelled. It seems to have no link with the lesson.

2. To practice writing Bengali alphabets, there should have been many more dotted letters in each lesson.
3. Page numbers 76-77 (Functional Literacy – 20) two different spellings for the same word (  $\text{স্বাস্থ্য}$  ,  $\text{জ্বাস্থ্য}$  ) may lead to confusion with the adult learners.
4. Space for practising ‘words’ should be increased.
5. Addition and subtraction exercises should be more.
6. Multiplication and division exercises should be added
7. Problems on ‘accounts’ should be sufficient.
8. Graphic presentation should be included for numeracy lessons.
9. Practice book is not adequate for neo-literates.

The booklets for the functional literacy programme seem to have been written according to the provisions of the National Curriculum for functional education of Bangladesh. The booklets have enough potential for realising the purpose for which they have been produced. But there are many paragraphs containing insufficient instruction and informations about health, hygiene, sanitation and improving the quality of life for the learners. These booklets have also maintained gender equity and have reflected the role of women in our society.

Paulo Freire, the great Brazilian exponent of the programme of Andragogy, proposed the utilisation of “generative themes” fundamentally which are rooted in the life of the adult learners. Theme generative approach is basically suitable for the illiteracy programs in the West. There is a structural differences between the Western/European languages and language with Sanskrit origin. The latter is more efficiently learned through this ‘Synthetic approach’ . in order to hold on the interest of the adult learners, and eclectic approach combining ‘theme generative’ and ‘Synthetic approach’ would be more effective.

#### **Observation of Teaching Learning Process**

The investigator personally observed sixteen running centres of FE during the class time and she was personally incontact with each of the FE centres for collecting the data pertaining to teaching – learning process and other information. The investigator had taken two male (Uzzol) and two female (Provati) FE centres in each district of Gaibandha, Lalmonirhat and Nilphamari for seven days observation. Also,

the investigator observed two male and two female centres continuously in the district of Rangpur for 30 days within the six-month duration of the course. As explained in the methodology chapter the investigator observed 204 classes in the 16 centres of the 4 district. In order to facilitate the recording of the class room activities the investigator used an observation schedule. From the observation of FE classes the investigator recorded the activities occurring in the teaching and learning process to be, 'to a great extent', 'to some extent', and 'negligible'. From these observations the investigator has analysed the reasons as to why some activities were done to a great extent in the teaching and learning process; how the shevok and shevikas followed the

**Table – 9. Teaching Steps Suggested by FIVDB**

Name of the District	Name of the F.E. Centre	Teaching learning process			Class was closed	Total
		To a great Extent	To some Extent	Negligible		
Gaibandha	Koler Chuya Uzzol Dol	-	07	-	-	07
	Sardar Para Uzzol Dol	-	07	-	-	07
	Belka Maszid Para Provati Dol	-	04	-	03	07
	Belka Jakuya Para Provati Dol	-	07	-	-	07
Lalmonirhat	Ambari Uzzol Dol	-	07	-	-	07
	Arazi Dowba Uzzal Dol	-	07	-	-	07
	Aditnari Uttar Para Provati Dol	-	07	-	-	07
	Vetishore Provati Dol	-	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	07	-	-	07
	Bagdocra Uzzol Dol	-	02	-	-	07
	Lakhanpur Bala Para Provati Dol	-	07	-	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	04	-	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	26	01	01	30
	Monakhosha Uzzol Dol	-	25	02	03	30
	Gangachara Provati Dol	02	22	05	01	30
	2 No. Mia Para Provati Dol	-	16	05	09	30
<b>TOTAL</b>		<b>04</b>	<b>155</b>	<b>25</b>	<b>20</b>	<b>204</b>

steps of teaching method, and whether they used flash cards properly; if they were enthused about their work. On the field the investigator observed that shevoks and shevikas did not follow the teaching methods of FIVDB's and they did not use flash cards properly and were not careful about the needs of the learners. Learners were not calmed down at the class and their attention always got diverted to the noises outside. The time duration of each class was about two hours in which a minimum of half-hour was to be allocated for writing and numeracy each. The investigator recorded the occurrences as happening always sometimes and never. 'Always' sometimes meant that the activity was carried on for the allotted time of 30 minutes, 'sometimes' meant about 10 to 15 minutes

In the same manner the investigator has recorded the teaching behaviours displayed by the Shevok/Shevikas as to a great extent, some extent and never.

As it is observed for **Table 9**, the FIVDB steps of teaching the learners was used by shevoks and shevikas to a great extent in two centres of Rangpur Thana. On the other hand, they were used to some extent in all the centres of the 4 thanas except one centre. In six centres, the classes were over when the observation was done and so, no data is available. It was also observed that only in 6 centres, the steps were not followed at all or followed to a negligible extent

As is seen from **Table (10)** the mode of teaching only through discussion on the part of shevok/shevika was the most prevalent (81), while lecture method was next in the order of ranking (45); it was found that in 42 classes covering the four thanas, the method of discussion followed by question answers was used. Play-acting was observed only in two classes. Nearly 20 classes were closed because of the absence of shevok/shevika and harvest time.

Teaching is effective only when learning takes place. The investigator tried to observe how far the teachers presentation has been effective. As seen from **Table 11**, it appears that the learners in the different centres did not comprehend to fully, but only sometimes. Only in three centres the teacher was always understood whereas in 15 centres the learners only understood partly of the Shevok /shevikas teachings.

Table – 10. Use of Different Teaching Methods

Name of the District	Name of the F.E. Centre	Type of Teaching Method					Class was closed	Total
		Lecture	Question & Answers	Discuss Question & answers	Play acting	Only Discuss		
Gaibandha	Koler Chuya Uzzol Dol	-	-	07	-	-	-	07
	Sardar Para Uzzol Dol	-	-	07	-	-	-	07
	Belka Maszid Para Provati Dol	04	-	-	-	-	03	07
	Belka Jakuya Para Povati Dol	-	-	07	-	-	-	07
Lalmonirhat	Ambari Uzzol Dol	-	03	-	01	03	-	07
	Arazi Dowba Uzzal Dol	-	-	-	-	07	-	07
	Aditmari Uttar Para Provati Dol	-	-	04	-	03	-	07
	Vetishore Provati Dol	05	02	-	-	-	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	05	-	-	-	02	-	07
	Bagdocra Uzzol Dol	04	01	-	-	02	-	07
	Lakhanpur Bala Para Provati Dol	02	-	-	-	05	-	07
	Lakhanpur Bariyshal Para Provati Dol	04	-	-	-	-	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	05	04	-	18	01	30
	Morakhosha Uzzol Dol	15	-	02	-	10	03	30
	Gangachara Provati Dol	04	03	06	01	15	01	30
	2 No. Mia Para Provati Dol	-	-	05	-	16	09	30
<b>TOTAL</b>		<b>45</b>	<b>14</b>	<b>42</b>	<b>02</b>	<b>81</b>	<b>20</b>	<b>204</b>

As was seen in the earlier **Table 10** the method followed was basically teacher centred discussion or lecture, which did not permit learners participation. This may explain why the comprehension was only to some extent and not total.

**Table – 11. Comprehension of Learners**

Name of the District	Name of the F.E. Centre	Comprehension of Learners			Class was closed	Total
		Every Times	Some Times	Never		
Gaibandha	Koler Chuya Uzzol Dol	-	07	-	-	07
	Sardar Para Uzzol Dol	-	07	-	-	07
	Belka Maszid Para Provati Dol	-	04	-	03	07
	Belka Jakuya Para Povati Dol	-	07	-	-	07
Lalmonirhat	Ambari Uzzol Dol	-	07	-	-	07
	Arazi Dowba Uzzal Dol	-	07	-	-	07
	Aditmari Uttar Para Provati Dol	-	07	-	-	07
	Vetishore Provati Dol	-	-	07	-	07
Nilphamari	Uttar Ashur Khai Uzzol Dol	-	07	-	-	07
	Bagdocra Uzzol Dol	-	07	-	-	07
	Lakhanpur Bala Para Provati Dol	-	07	-	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	04	-	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	25	02	01	30
	Morakhosha Uzzol Dol	-	27	-	03	30
	Gangachara Provati Dol	01	26	02	01	30
	2 No. Mia Para Provati Dol	-	21	-	09	30
<b>TOTAL</b>		<b>03</b>	<b>170</b>	<b>11</b>	<b>20</b>	<b>204</b>

As a part of FE programme, the Shevok/Shevikas were expected to relate the contents in the learning material to life situations of the learners. Observations as revealed in **Table 12** indicate that this functional aspect of education was taken care of only in a limited way. Out of the 204 observations, it was found that in 108 classes the functional aspect was taken care of 'sometimes' and in 73 classes it was totally

**Table –12. Discussion of Functional Concept Contained in the Learning Material**

Name of the District	Name of the F.E. Centre	Teaching learning process			Class was closed	Total
		Every Times	Some Times	Never		
Gaibandha	Koler Chuya Uzzol Dol	-	02	05	-	07
	Sardar Para Uzzol Dol	-	03	04	-	07
	Belka Maszid Para Provati Dol	-	02	02	03	07
	Belka Jakuya Para Povati Dol	-	02	05	-	07
Lalmonirhat	Ambari Uzzol Dol	-	04	03	-	07
	Arazi Dowba Uzzal Dol	-	04	03	-	07
	Aditnari Uttar Para Provati Dol	-	07	-	-	07
	Vetishore Provati Dol	-	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	02	05	-	07
	Bagdocra Uzzol Dol	-	07	-	-	07
	Lakhanpur Bala Para Provati Dol	-	07	-	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	03	01	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	22	05	01	30
	Morakhosha Uzzol Dol	-	15	12	03	30
	Gangachara Provati Dol	01	13	15	01	30
	2 No. Mia Para Provati Dol	-	15	06	09	30
<b>TOTAL</b>		<b>03</b>	<b>108</b>	<b>73</b>	<b>20</b>	<b>204</b>

ignored. In the 3 classes run in the Rangpur thanas the teachers seem to have always related the contents to life situation

To be able to relate teaching to life necessitates special skills, attitudes and understanding on the part of the teachers for which proper training is essential. This deficiency has been felt acutely in the different aspects of the FE programme. Moreover relating content to real life is essential for making the teaching learning process effective and interesting, and relevant, especially in the case of neo-learners in the rural areas.

One of the important aims of RDP – 9 through the FE component was to empower the rural illiterates with knowledge and skills pertaining to their social and political rights and create awareness in them. The learning materials and the teaching

aids have been prepared keeping in view this goal of RDP – 9. This can be attained only through the Shevok/Shevikas using the primers, charts and flash cards judiciously. **Table 13** provides the data in this regard.

**Table – 13. Discussion of Social and Political Issues**

Name of the District	Name of the F.E. Centre	Discussion of Social and Political for Awareness			Class was closed	Total
		To a great extent	To some extent	No Discuss		
Gaibandha	Koler Chuya Uzzol Dol	-	02	05	-	07
	Sardar Para Uzzol Dol	-	02	05	-	07
	Belka Maszid Para Provati Dol	-	01	03	03	07
	Belka Jakuya Para Povati Dol	-	03	04	-	07
Lalmonirhat	Ambari Uzzol Dol	-	02	05	-	07
	Arazi Dowba Uzzal Dol	-	03	04	-	07
	Aditmari Uttar Para Provati Dol	-	02	05	-	07
	Vetishore Provati Dol	-	02	05	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	02	05	-	07
	Bagdocra Uzzol Dol	-	04	03	-	07
	Lakhanpur Bala Para Provati Dol	-	06	01	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	04	-	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	12	15	01	30
	Morakhosha Uzzol Dol	-	10	17	03	30
	Gangachara Provati Dol	-	11	18	01	30
	2 No. Mia Para Provati Dol	-	16	05	09	30
<b>TOTAL</b>		<b>02</b>	<b>82</b>	<b>73</b>	<b>20</b>	<b>204</b>

As seen from the **Table 13**, it is clear that the Shevok and Shevikas discussed the social and political issues pertaining to the learners only to a very limited extent. In fact, out of the 204 observation, it was found that in 100 classes this kind of discussion was not attempted at all, and only in 82 classes the Shevok/Shevikas discussed them to some extent. As the table shows, there was no difference between male and female centres on this aspect.

Just as functionality is an important concept, so also is development of social and political awareness to make education relevant. Here, it appears that learners' growth and development has not been properly taken care of and efforts were only towards the attainment of literacy and numeracy goals. This, again can be attributed only to the inadequate teacher preparation and training.

Poverty and illiteracy are the major reasons for the backwardness, high vulnerability to disease, epidemics and high mortality rates among the rural poor. The learning materials and the teaching aids, prepared by the FIVDB so that through the FE programme, the personal health and hygiene of the learners could be improved considerably.

The investigation observed that the Shevok/Shevikas only read the lessons on health and hygiene from the primer and treated it as another literacy lesson or language lesson, but did not give any idea about prevention of diseases, common remedies, etc. Neither did they motivate the learners to be attentive to this kind of content.

As seen from **Table 14**, the Shevok/Shevikas discussed these concepts only to some extent in 42 classes and it was found that it was given no place at all in 141 classes. This meant that the learners were denied of very significant knowledge, which they could have got effectively in a formally organised set up.

The basic components of any literacy programme are the 3Rs, which are reading, writing and arithmetic. The primer used in the FE centres contained certain exercise where in the learners practised the alphabets and words. For this purpose dotted lines and outlines of alphabets are included in the primers. These need to be properly practised by the learners and supervised by the Shevok/Shevikas.

Table – 14. Discussion of Personal Health and Hygiene

Name of the District	Name of the F.E. Centre	Improving Health and Hygiene			Class was closed	Total
		To a great extent	To some extent	No discuss		
Gaibandha	Koler Chuya Uzzol Dol	-	02	05	-	07
	Sardar Para Uzzol Dol	-	02	05	-	07
	Belka Maszid Para Provati Dol	-	01	03	03	07
	Belka Jakuya Para Povati Dol	-	02	05	-	07
Lalmonirhat	Ambari Uzzol Dol	-	-	07	-	07
	Arazi Dowba Uzzal Dol	-	01	06	-	07
	Aditmari Uttar Para Provati Dol	-	-	07	-	07
	Vetishore Provati Dol	-	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	01	06	-	07
	Bagdocra Uzzol Dol	-	02	05	-	07
	Lakhanpur Bala Para Provati Dol	-	04	03	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	-	04	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	01	11	17	01	30
	Morakhosha Uzzol Dol	-	07	20	03	30
	Gangachara Provati Dol	-	03	26	01	30
	2 No. Mia Para Provati Dol	-	06	15	09	30
<b>TOTAL</b>		<b>01</b>	<b>42</b>	<b>141</b>	<b>20</b>	<b>204</b>

Table 15 shows to what extent the learners practised writing so that they could acquire the skill of writing at the end of the course. It is observed that this practice of writing was done only sometimes during the class in about 113 observations that were done. At the end of the class the learners practised writing for the most 10 minutes in a class of two hours.

This explains the lack of mastering seen in the learners at the assessment time. Focus was mainly on reading the textbook. Moreover it also has been noted that place for writing in the book was also less in primers, which may explain the less writing practise done by the learners. The insufficient light arrangements also affected the practice of writing. The third 'R' is aimed to be imparted by the literacy programmes is arithmetic or as it now denoted as numeracy, starting from basic counting, to

**Table – 15. Practice of Writing Skill**

Name of the District	Name of the F.E. Centre	Writing Skill Practice			Class was closed	Total
		Every Times	Some Times	No		
Gaibandha	Koler Chuya Uzzol Dol	-	04	03	-	07
	Sardar Para Uzzol Dol	-	03	04	-	07
	Belka Maszid Para Provati Dol	-	01	03	03	07
	Belka Jakuya Para Povati Dol	-	07	-	-	07
Lalmonirhat	Ambari Uzzol Dol	-	05	02	-	07
	Arazi Dowba Uzzal Dol	-	07	-	-	07
	Aditmari Uttar Para Provati Dol	-	07	-	-	07
	Vetishore Provati Dol	-	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	02	05	-	07
	Bagdocra Uzzol Dol	-	03	04	-	07
	Lakhanpur Bala Para Provati Dol	-	06	01	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	03	01	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	-	22	07	01	30
	Morakhosha Uzzol Dol	-	16	11	03	30
	Gangachara Provati Dol	-	17	12	01	30
	2 No. Mia Para Provati Dol	-	10	11	09	30
<b>TOTAL</b>		-	<b>113</b>	<b>71</b>	<b>20</b>	<b>204</b>

solving simple account problems involving addition and subtraction functions. As per the FIVDB primer, it would have been necessary to teach numeracy skills on a daily basis in the class.

The **Table 16** shows that numeracy-teaching activities were not carried always as per the allotted time. Out of 204 observations, the numeracy teaching was carried out daily only for short periods of time. In fact there are a few centres where in numeracy was never taught by the Shevok/Shevikas during the period of observation.

The basic infrastructure facility required for any learning situation is the blackboard and chalkstick. These two are the main supports for a teacher in the developing countries. It supplements the lack of all other educational gadgets. The proper use of the blackboard ensures effective learning to a great extent. Just the

Table – 16. Practice Of Numeracy Skill

Name of the District	Name of the F.E. Centre	Lesson Imparted on numeracy			Class was closed	Total
		Always	Some Times	Never		
Gaibandha	Koler Chuya Uzzol Dol	-	07	-	-	07
	Sardar Para Uzzol Dol	-	07	-	-	07
	Belka Maszid Para Provati Dol	-	04	-	03	07
	Belka Jakuya Para Povati Dol	-	07	-	-	07
Lalmourhat	Ambari Uzzol Dol	-	05	02	-	07
	Arazi Dowba Uzzal Dol	-	07	-	-	07
	Aditmari Uttar Para Provati Dol	-	07	-	-	07
	Vetishore Provati Dol	-	02	05	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	03	04	-	07
	Bagdocra Uzzol Dol	-	03	04	-	07
	Lakhanpur Bala Para Provati Dol	-	07	-	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	03	01	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	-	15	14	01	30
	Morakhosha Uzzol Dol	-	15	12	03	30
	Gangachara Provati Dol	-	19	10	01	30
	2 No. Mia Para Provati Dol	-	16	05	09	30
<b>TOTAL</b>		-	<b>127</b>	<b>57</b>	<b>20</b>	<b>204</b>

presence of a blackboard in a classroom does not ensure effectiveness. It needs to be in **good** condition for use, and the teacher has to use it appropriately.

**Table 17** shows the condition of the blackboards and their use by the Shevok/Shevikas during the observation period. While it was found that blackboards in 11 centres were not in **satisfactory** the condition, it was found that in three centres the condition was really **poor**. Only 4 centres seemed to be equipped with **good** blackboards.

The condition of blackboard was considered to be **good**, when they were placed on the stands, and were well polished. In such places writing was properly visible from the distance for the learners. The condition of Black-Board was considered to be **not satisfactory** which they were placed against wall due to want of the stands, and they were not well polished and the writing was less visible from the

Table – 17. Condition of the Blackboard and Use of Blackboard.

Name of the District	Name of the F.E. Centre	Condition of Black Board					Use of Black Board		Class was closed	Total
		Good	Not satisfactory	Poor	Class Closed	Total	Yes	No		
Gaibandha	Koler Chuya Uzzol Dol	-	07	-	-	07	02	05	-	07
	Sardar Para Uzzol Dol	-	07	-	-	07	01	06	-	07
	Belka Maszid Para Provati Dol	-	04	-	03	07	-	04	03	07
	Belka Jakuya Para Povati Dol	-	07	-	-	07	07	-	-	07
Lalmonurhat	Ambari Uzzol Dol	07	-	-	-	07	04	03	-	07
	Arazi Dowba Uzzal Dol	07	-	-	-	07	07	-	-	07
	Aditmani Uttar Para Provati Dol	-	07	-	-	07	05	02	-	07
	Vetshore Provati Dol	07	-	-	-	07	-	07	-	07
Nilphamari	Uttar Ashaur Kha Uzzol Dol	-	07	-	-	07	-	07	-	07
	Bagdocra Uzzol Dol	-	04	03	-	07	04	03	-	07
	Lakhanpur Bala Para Provati Dol	-	-	07	-	07	-	07	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	-	04	03	07	01	03	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	02	27	-	01	30	20	09	01	30
	Morakhosha Uzzol Dol	-	27	-	03	30	12	15	03	30
	Gangachara Provati Dol	-	29	-	01	30	18	11	01	30
	2 No Mja Para Provati Dol	-	21	-	09	30	10	11	09	30
<b>TOTAL</b>		<b>23</b>	<b>147</b>	<b>14</b>	<b>20</b>	<b>204</b>	<b>91</b>	<b>93</b>	<b>20</b>	<b>204</b>

distance. The condition of the blackboard was considered to be **poor**, when the Blackboard was placed on the floor due to want of stand. The surface of the Blackboard was not polished, and so the writing was not properly visible from the distance for the learners.

Out of the 204 observation, it was found that the Shevok/Shevikas used the Blackboard in 91 classes, and they were not used in 93 classes. This only shows that even when the Blackboards were not in **satisfactory** condition, they have been used. The investigator also found, from informal chats with the Shevok/Shevikas that blackboard work was hampered by the lack of adequate supply of chalk stick. Time is a crucial factor in any learning situation. For adult learners time is a very important factor, and they would always like to use it productively. Keeping this in mind RDP – 9 chose such time for FE centres, when the adult learners are free.

**Table – 18. Timing of the Centre and Supply of Learning Material**

Name of the District	Name of the F.E.Centre	Timing of the Centre				Supply of Learning Materials			
		Yes	No	Class Closed	Total	Sufficient	Not sufficient	Class was closed	Total
Gaibandha	Koler Chuya Uzzol Dol	07	-	-	07	-	07	-	07
	Sardar Para Uzzol Dol	07	-	-	07	-	07	-	07
	Belka Maszid Para Provati Dol	04	-	03	07	-	04	03	07
	Belka Jakuya Para Povati Dol	07	-	-	07	-	07	-	07
Lalmonirhat	Ambari Uzzol Dol	07	-	-	07	-	07	-	07
	Arazi Dowba Uzzal Dol	07	-	-	07	-	07	-	07
	Aditmari Uttar Para Provati Dol	07	-	-	07	-	07	-	07
	Vetshore Provati Dol	07	-	-	07	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	07	-	-	07	-	07	-	07
	Bagdocra Uzzol Dol	07	-	-	07	-	07	-	07
	Lakhanpur Bala Para Provati Dol	07	-	-	07	-	07	-	07
	Lakhanpur Bariyshal Para Provati Dol	04	-	03	07	-	04	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	29	-	01	30	04	25	01	30
	Morakhosha Uzzol Dol	27	-	03	30	-	27	03	30
	Gangachara Provati Dol	29	-	01	30	-	29	01	30
	2 No Mia Para Provati Dol	16	05	09	30	-	21	09	30
<b>TOTAL</b>		<b>179</b>	<b>05</b>	<b>20</b>	<b>204</b>	<b>04</b>	<b>180</b>	<b>20</b>	<b>204</b>

**Table 18** shows that 179 learners found that timings of FE classes was appropriate. This was an encouraging factor, which indicates the interest and co-operation learners showed for the FE programme. In those five classes where the learners were not satisfied with the timings, was due to the fact that the Shevikas changed the timings without consulting the learners. And hence learners did not attend these change timings.

Teaching-learning materials very important in the teaching-learning situation. Maximum developing countries shows that their FE programme were ineffective for the lack of regular and prompt supply of teaching-learning materials.

From **Table 18**, where 180 FE classes were observed by investigator, learners were not satisfied about the supply of writing materials, teaching aids, inadequate light, chalkstick etc.

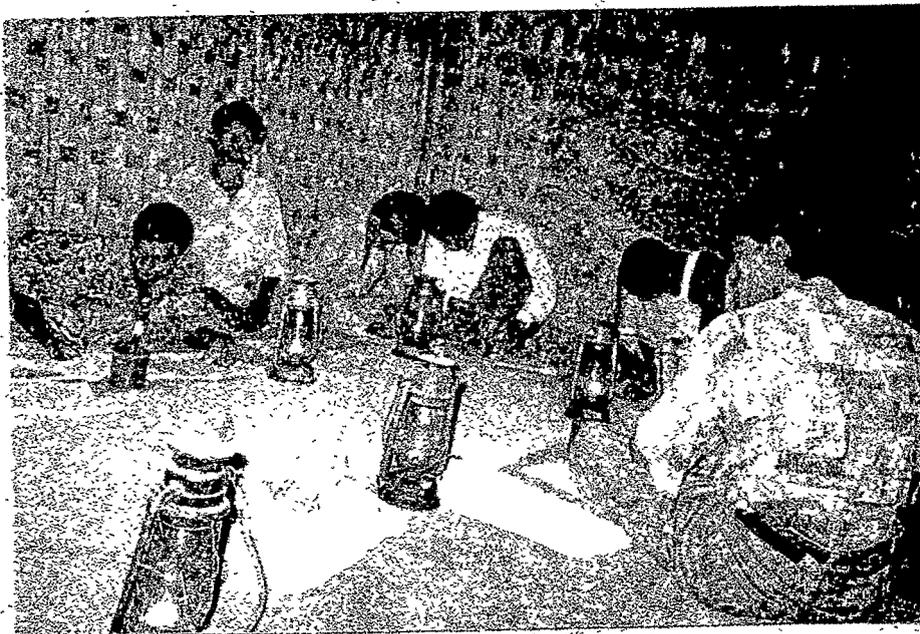
The investigator observed that though reading materials supply was sufficient and timely, learners could not practice writing for want of pencil and lack of writing space in the primer. They had no ability to purchase pencil for writing. The office

gave one pencil for one learner during the FE class period. And due to insufficient supply of chalk stick the shevoks and shevikas could not use the black board as much as needed learning.

Inadequate lighting of the centres hindered proper visibility for the learners and Shevoks/Shevikas.

Most of the centres were lighted with the help of Kerosene lanterns and 'Kupi'. The supply of Kerosene as well the maintenance of the lanterns was found to be far from satisfactory. This greatly hampered the teaching-learning process.

UTTAR ASHURKHAJI UJJOL DOL - SAIDPUR



BAGDOGRA UJJOL DOL - SAIDPUR



**Table - 19. Sitting Arrangements and Environment of the Centre**

Name of the District	Name of the F.E Centre	Sitting Arrangement				Environment of the Centre			
		Satisfactory	Not satisfactory	Class Closed	Total	Good	Not satisfactory	Class was closed	Total
Gaibandha	Koler Chuya Uzzol Dol	07	-	-	07	-	07	-	07
	Sardar Para Uzzol Dol	07	-	-	07	-	07	-	07
	Belka Maszid Para Provati Dol	04	-	03	07	-	04	03	07
	Belka Jakuya Para Povati Dol	07	-	-	07	-	07	-	07
Lalmoharhat	Ambari Uzzol Dol	07	-	-	07	07	-	-	07
	Arazi Dowba Uzzal Dol	07	-	-	07	07	-	-	07
	Aditmani Uttar Para Provati Dol	07	-	-	07	-	07	-	07
	Vetushore Provati Dol	07	-	-	07	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	07	-	-	07	-	07	-	07
	Bagdocra Uzzol Dol	07	-	-	07	-	07	-	07
	Lakhanpur Bala Para Provati Dol	07	-	-	07	-	07	-	07
	Lakhanpur Bariyshal Para Provati Dol	04	-	03	07	04	-	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	29	-	01	30	29	-	01	30
	Morakhosha Uzzol Dol	27	-	03	30	-	27	03	30
	Gangachara Provati Dol	29	-	01	30	-	29	01	30
	2 No Mia Para Provati Dol	21	-	09	30	-	21	09	30
<b>TOTAL</b>		<b>184</b>	<b>-</b>	<b>20</b>	<b>204</b>	<b>47</b>	<b>137</b>	<b>20</b>	<b>204</b>

A comfortable sitting arrangement is a basic necessity for learning. Usually in the developing countries, especially in the rural areas, the sitting arrangements in centres are merely the provision of mats made of jute or palm leaves on which the learners sit. This is the normal sitting arrangement even at homes and found to be comfortable. As evident from **Table 19**, learners of all centres found the seating arrangement quite adequate.

The selection of location for FE centres is important as noisy or crowded environment affects the concentration of the adult learners.

As seen from **Table 19**, it appears that the choice of location was **not satisfactory** as reported by the learners of 12 centres. In 137 classes out of 204, learners attention got diverted from the lesson by noises of kids and over crowding of the villagers who gathered the outside of the centre. The investigator as stated that over crowding and constant noises irritate and upset an adult more easily than

children. It creates hindrances in effective teaching-learning process in the centre. Therefore, learners and Shevoks/Shevikas always preferred a quiet environment for teaching-learning.

Shevok/Shevikas are the main instruments of FE programme in the developing countries. The learners always follow their Shevok/Shevikas because they have had no other source from where they could acquire literacy. RDP – 9 instructs their Shevok/Shevikas that they reach the FE centre half an hour before the starting time of the class. Table 20 shows that in 135 classes the Shevok/Shevikas were regular, they maintained the time schedule of RDP – 9 and began the classes on time as fixed. The investigator observed that in 49 classes the Shevok/Shevikas were irregular, they did not reach the centre on the schedule time.

**Table – 20. Attendance of Shevok/Shevikas**

Name of the District	Name of the F.E. Centre	Attendance of the Shevok/shevikas			Class was closed	Total
		Regular	Irregular	Absent		
Gaibandha	Koler Chuya Uzzol Dol	07	-	-	-	07
	Sardar Para Uzzol Dol	03	04	-	-	07
	Belka Maszid Para Provati Dol	02	02	03	03	07
	Belka Jakuya Para Povati Dol	07	-	-	-	07
Lalmonirhat	Ambari Uzzol Dol	07	-	-	-	07
	Arazi Dowba Uzzal Dol	07	-	-	-	07
	Aditmari Uttar Para Provati Dol	07	-	-	-	07
	Vetishore Provati Dol	07	-	-	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	07	-	-	07
	Bagdocra Uzzol Dol	07	-	-	-	07
	Lakhanpur Bala Para Provati Dol	07	-	-	-	07
	Lakhanpur Bariyshal Para Provati Dol	02	02	03	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	29	-	01	01	30
	Morakhosha Uzzol Dol	11	16	03	03	30
	Gangachara Provati Dol	26	03	01	01	30
	2 No. Mia Para Provati Dol	06	15	09	09	30
<b>TOTAL</b>		<b>135</b>	<b>49</b>			<b>204</b>

The Table 20 also shows that Shevok/Shevikas were absent in the 20 classes. 2 male and 4 female centres were closed for the Shevok/Shevikas absent. It was the main cause of the close of some of the centres during the observation period. Shevoks/Shevikas gave some reasons for their absenteeism. Male Shevok were absent during the harvest time and female Shevika could not continue after her marriage. This absenteeism on the part of the Shevok/Shevikas had a dampening effect on the programmes in those centres.

**Table – 21. Steps for Remedial the Slow Learners**

Name of the District	Name of the F.E. Centre	Remedial Steps for the Slow Learners				Class was closed	Total
		Help in reading skill	Help in writing skill	Help in Reading and writing	No Atte - mpt		
Gaibandha	Koler Chuya Uzzol Dol	-	-	-	07	-	07
	Sardar Para Uzzol Dol	-	-	-	07	-	07
	Belka Maszid Para Provati Dol	-	-	-	04	03	07
	Belka Jakuya Para Povati Dol	04	03	-	-	-	07
Lalmonirhat	Ambari Uzzol Dol	-	-	-	07	-	07
	Arazi Dowba Uzzal Dol	-	-	-	07	-	07
	Aditmari Uttar Para Provati Dol	-	-	-	07	-	07
	Vetishore Provati Dol	-	-	-	07	-	07
Nilphamari	Uttar Ashaur Khai Uzzol Dol	-	-	-	07	-	07
	Bagdocra Uzzol Dol	-	-	-	07	-	07
	Lakhanpur Bala Para Provati Dol	-	-	-	07	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	-	-	04	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	-	-	20	09	01	30
	Morakhosha Uzzol Dol	-	-	-	27	03	30
	Gangachara Provati Dol	05	02	-	14	01	30
	2 No. Mia Para Provati Dol	-	-	08	21	09	30
<b>TOTAL</b>		<b>09</b>	<b>02</b>	<b>28</b>	<b>142</b>	<b>20</b>	<b>204</b>

Any learning group is characterised by the individual differences among the members. All the learners may not have the same capacity of learning. 'Slow learners' are those who are not able to keep the same pace of learning as their other group

members. There could be many reasons for the same. In the case of the FE centres most of the slow learners were such learners who had been absent for a period of time for some reason or the other, and when they rejoined they found themselves lagging behind. Such slow learners need some extra help from their teachers to come on par with others.

**Table 21** shows that two Shevikas helped her slow learners to increase their reading skill in the 9 FE classes before the regular classes began. Two Shevikas helped their slow learners to increase their writing skill in the 5 classes before starting of the class. The Shevok of Purbo Maddho Para Uzzol Dol helped their slow learners to increase their reading and writing skill in the 28 classes to help them to adjust with the regular learners. The **Table 21** also shows that the in other centres Shevok/Shevikas did not take any such steps in 142 classes for the progress of their slow learners during the observation period.

Therefore, from the above discussion it was found that the maximum Shevok/Shevikas did not show interest in providing remedial assistance to their slow learners. More emphasis should be given on the slow learners to make the FE programme effective.

The Centre Management Committee has been established at every centre for the purpose of the smooth functioning of the centre, motivating the learners and taking note of their constraints and problems in each FE centre. The committee was composed of local influential leaders who acted as catalytic agents for the Shevok/Shevikas and learners. The committee members' encouraging the local illiterates to join the FE centre indicated the interest and co-operation of the community in the FE programme. The success of the FE programme depended to a considerable extent on the effectiveness of the committees' involvement in the FE programme.

**Table 22** shows that out of the 16 centres, in only two centres, the committee was found to be effective, as it was observed in 36 classes in these 2 centres. Here the committee members regularly visited the centre, motivated the learners and the secretary and the members provided the centre with the assistance the centres needed.

**Table - 22. Involvement of Centre Management Committee**

Name of the District	Name of the F.E Centre	Involvement		Class was closed	Total
		Effective	Not Effective		
Gaibandha	Koler Chuya Uzzol Dol	07	-	-	07
	Sardar Para Uzzol Dol	-	07	-	07
	Belka Maszid Para Provati Dol	-	07	03	07
	Belka Jakuya Para Povati Dol	-	04	-	07
Lalmonirhat	Ambari Uzzol Dol	-	07	-	07
	Arazi Dowba Uzzal Dol	-	07	-	07
	Aditmari Uttar Para Provati Dol	-	07	-	07
	Vetushore Provati Dol	-	07	-	07
Nilphaman	Uttar Ashaur Khai Uzzol Dol	-	07	-	07
	Bagdocra Uzzol Dol	-	07	-	07
	Lakhanpur Bala Para Provati Dol	-	07	-	07
	Lakhanpur Bariyshal Para Provati Dol	-	04	03	07
Rangpur	Purbo Maddho Para Uzzol Dol	29	-	01	30
	Morakhosha Uzzol Dol	-	27	03	30
	Gangachara Provati Dol	-	29	01	30
	2 No Mia Para Provati Dol	-	21	09	30
<b>TOTAL</b>		<b>36</b>	<b>148</b>	<b>20</b>	<b>204</b>

On the other hand, in the rest 14 centres as observed over a period of 148 classes, it was seen that no member of the committee, or the secretary visited the centre and ensure that the Shevok/Shevikas and learners were regular in attendance, nor did they take any note of motivating learners, their progress and constraints.

#### **4.2. Centre wise Assessment of Learners Performance and Attainment**

In this section, the data regarding assessment of learner's performance in the different modes of evaluation their attainment in oral-participation test, reading skill test, writing skill test, numeracy skill test during the period of FE class are prepared. The above evaluations are important to identify the learners' performance in the running FE classes among 16 centres. The investigator had taken five tests to measure the performance of all the learners in the FE classes in 16 centres. And the investigator also evaluated the learners' performance in oral participation, reading

skill, writing skill, numeracy skill in each evaluation test. The rating of the performance in test has been in three grades, **good**, **satisfactory** and **poor**. The investigator rated students as **good**, when learners were able to speak, read and write as taught in the lessons properly in the test. **Satisfactory** category learners performed with some errors. Whereas **poor** category learners could not demonstrate any learning in the class test. The test materials were graded from the first to fifth test, and difficulty level was gradually increased.

For the numeracy test, '**good**' meant that the learners were able to count, write and do the problems correctly, while '**satisfactory**' indicated that they were able to count, write and do the problems partially, here as '**poor**' learners were unable to do so.

In the month of November and December 1996, the investigator had taken first test in the selected 16 centres. Learners personal bio-data was the content of the oral-participation test, a seven alphabets sentence (Babor Kaz Kore) was selected for reading skill test, in the writing skill test the investigator asked the learners to write their names, in the numeracy skill test the selected number were 1 to 25 for counting and writing.

The second was taken in the month of January 1997. The investigator asked two questions, which was related to their lesson in oral-participation test, a twelve-alphabet sentence ( জমিলা পোরের বারি কাজ করে {Jomila Porer Bari Kaz Kore}) was selected for reading skill test, Babor Kaz Kore was selected to writing skill test, 50 to 100 numbers was selected for count and write down in the numeracy test.

In the month of February 1997 the investigator took the third test. In oral-participation test the investigator asked the learners three questions, which was related to their lesson from reading skill test a small paragraph of four lines selected from the lesson 21 in the "Functional Literacy -2" Amader Desher Nam Bangladesh ( আমাদের দেশের নাম বাংলাদেশ ) was selected for writing skill test; in numeracy test the total number of problems were two – one one digit addition and one one digit subtraction.

In the month of March 1997 the investigator conducted the fourth test. In the oral-participation test the investigator observed the learners' interaction with other

learners in the class; a paragraph of 7 lines was selected '34' Lesson in the 'Functional Literacy -2'; in writing skill test their personal address; in numeracy test the investigator gave two problems, one two digits addition and one two digits subtraction.

The fifth was taken in the month of April 1997. The Shevok/Shevikas asked some questions to the learners about their daily life which is related to their lesson; the lesson 'Pani' (water) was selected for reading skill test from '43' lesson in the **Functional Literacy - 3**; in writing skill test the investigator asked them to write the name of seven days; in numeracy test the total number of problems given were four – one two digits addition and one two digits subtraction, as well as one three digits addition and one three digits subtraction.

The investigator conducted five tests to assess the learners performance in four centres in each district of Gaibandha, Lalmonirhat, Nilphamari and Rangpur in the FE classes with in six months. The learners performance about oral participation, reading skill, writing skill, numeracy skill has been showed in the table and also comprising the learners performance first to fifth evaluation in centre and district wise.

#### **Centrewise Data Regarding Learners Presence, Absence and Dropouts during the Five Tests**

The **Table 23** show data regarding learners' presence, absence and dropout in the 16 FE centres of four districts. 250 learners out of 317 took the first test. Total absent learners were 60 and dropout learners were 07. In the first test, the Gangachara Provati Dol in FE Centre in Rangpur district had highest 100 percent learners present in the class. In two centres, one in Veteshore Provati Dol and lowest was a 60 percent learner in Sardar Para Uzzol Dol, the attendance in the first test was only 60percent (only 12 out of 20 students took the test).

The highest 40 percentage of absentees (40percent) was found to be in centre Sardar Para Uzzol Dol in Gaibandha and Veteshore Provati Dol in Lalmonirhat district. Lowest percentage of absentee was in Rangpur district where only 05 percent learners in each centre Purbo Maddho Para Uzzol Dol and Monakosha Uzzol Dol were absent. In the first evaluation 11 centres out of 16 had no dropout learners. The highest dropout learners were Arazi Dowdoba Uzzol Dol in Lalmonirhat, where 2



were absent and lowest number of dropout were in Ambari Uzzol Dol in Lalmonirhat, Uttar Ashurkhai Uzzol Dol and Lakhanpur Bariyshal Para Provati Dol in Nilphamari district. Rangpur district had no dropout learners in the first evaluation. The table also shows that the centre of Gangachara Provati Dol had no absent learners and dropout learners.

In the second evaluation the total learners appeared were 226 and the total absentee were 75 and total dropout learners were 16. The highest percentage of learners present in Rangpur district was 95 percent learners were present in for the test in the centres, Purbo Maddho Para Uzzol Dol and Gangachara Provati Dol. The lowest percentage of learners present was 40 percent in Uttar Ashurkhai Uzzol Dol in Nilphamari district. The centre of Belka Maszid Para Provati Dol 55 percent learners were absent in the class of Gaibandha district and in the centre Lakhanpur Bariyshal Para Provati Dol in Nilphamari and Purbo Maddho Para Uzzol Dol., Gangachara Provati Dol in Rangpur district only 5 percent were absent. In second test 09 centres out of 16 had no dropout learners. The centre of Arazi Dowdoba Uzzol Dol of Imonirhat district had highest dropout learners 21 percent and lowest dropout learners, 05 percent were found in the centres Veteshore Provati Dol in Lalmonirhat and Monakosha Uzzol Dol in in Rangpur district only 5 percent were absent. In second test 09 centres out of 16 had no dropout learners. The centre of Arazi Dowdoba Uzzol Dol of Lalmonirhat district had highest dropout learners 21 percent and lowest dropout learners, 05 percent were found in the centres Veteshore Provati Dol in Lalmonirhat and Monakosha Uzzol Dol in Rangpur.

During the third test the total learners appeared were 193, the total absent learners were 82 and total dropout learners were 22. The highest percentage of learners present was 80 percent in Nilphamari district in centre Lakhanpur Balapara Provati Dol and Lakhanpur Bariyshalpara Provati Dol. The lowest percentage of learners present was 45 percent in Veteshore Provati Dol in Lalmonirhat district. In Veteshore Provati Dol of Lalmonirhat 50 percent remained absent, and in Lakhanpur Bariyshal Para Provati Dol of Nilphamari district only 05 percent were absent. In the third test 05 centres out of 16 had no dropout learners. Dowdoba Uzzol Dol had highest dropout learners at 21 percent and Veteshore Provati Dol had lowest dropout

learners at 05 percent in Lalmonirhat district. In Rangpur district 2No. Mia Para Provati Dol was closed during the third test.

The fourth test the total learners appeared were 173, the total learners absent were 77 and total dropout learners 27. The centre Belka Maszid Para Provati Dol in Gaibandha district and Monakosha Uzzol Dol in Rangpur district were closed during fourth test. The highest percentage learners present were in Belka Jakuya Para Provati Dol of Gaibandha district with 90 percent present and lowest percentage of learners present was 45 percent in each centre Sardar Para Uzzol Dol of Gaibandha, Ambari Uzzol Dol of Lalmonirhat, Purbo Maddho Para Uzzol Dol and Gangachara Provati Dol of Rangpur district. During the fourth test 05 centres out of 16 had no drop out learners. In Rangpur district the two centres named Purbo Maddho Para Uzzol Dol and Gangachara Provati Dol had 25 percent dropout learners. The lowest number of dropout learners were in Veteshore Porvati Dol in Lalmonirhat (05percent). 188 learners took part in the fifth test. The total absent learners were 57 and total dropout learners were 32 .The highest percentage of learners present was 90percent in Aditmari Uttar Para Provati Dol in Lalmonirhat district and lowest percentage of learners present was 50 percent in centre Veteshore Provati Dol in Lalmonirhat and Purbo Maddho Para Uzzol Dol in Rangpur. Arazi Dowdoba Uzzol Dol Lalmonirhat had no absentee learners in the fifth test. In this district the centre Veteshore Provati Dol had highest percentage of absentees (45percent) and Gangachara Provati Dol in Rangpur had lowest percentage of absent learners (5percent).

In the fifth test 04 centres out of 16 had no dropout learners. The centre of Gangachara Provati Dol had highest dropout learners (35percent) in Rangpur district and lowest dropout learners (05percent) in each centre Veteshore Provati Dol in Lalmonirhat, Monakhosha Uzzol Dol and 2 No. Mia Para Provati Dol in Rangpur district.

To sum up, it can be seen that the absentee phenomenon has been high from the first to fifth test, but dropout percentage has not been found to be high. The highest number of absentees was during the third test and the highest number of dropouts was in the fifth test.



### Centrewise Learners Performance on the Five Oral – Participation Tests

The **Table 24** shows the learners' data regarding performance with 5 oral-participation test conducted in the FE classes. A total of 250 learners took part in the first oral-participation test. 180 learners were rated as **'good'**, 55 learners were rated **'satisfactory'** and 15 learners were **'poor'**.

90 percent learners of Monakosha Uzzol Dol in Rangpur district were rated **good** and in Lakhanpur Bariyshal Para Provati Dol in Nilphamari only 30 percent learners were in **good** category. The percentage of learners who were rated **good** in the other centres ranged from 83 percent to 35 percent. The learners who were **'good'**, were able to fully and correctly answer about their personal bio-data without hesitation and quickly. Gangachara Provati Dol in Rangpur district had the **highest** percentage of learners who were **'satisfactory'** (45 percent). In Monakosha Uzzol Dol in Rangpur only 5 percent learners were in this **satisfactory** category. These learners who were found to be **'satisfactory'** were able to partially answer their bio-data with hesitation.

15 percent of the learners in Belka Maszid Provati Dol in Gaibandha, and 05 percent learners in the centres of Belka Jakuya Para Provati Dol in Gaibandha, Arazi Dowdoba Uzzol Dol in Lalmonirhat, Lakhanpur Bala Para Provati Dol in Nilphamari were rated **'poor'**. The **poor** category learners were able to only their names with hesitation. The centres of Koler Chuya Uzzol Dol and Sardar Para Provati Dol in Lalmonirhat, Purbo Maddho Para Uzzol Dol, Monakosha Uzzol Dol, Gangachara Provati Dol and 2 No. Mia Para Provati Dol had no learners who were rated **'poor'**. In the second test a total of 226 learners appeared, 161 learners were rated **'good'**, 60 learners were **'satisfactory'** and 05 were rated **'poor'**. Purbo Maddho Para Uzzol Dol had the **highest** 75 percentage of learners who were rated **'good'** and Uttar Ashurkhai Uzzol Dol in Nilphamari had the **lowest** percentage of learners (15 percent) with **'good'** ratings. These learners had a clear conception about the lesson and gave correct answers to the questions related to their lesson. Sardar Para Uzzol Dol in Gaibandha had the **highest** percentage learners (40 percent) who performed **satisfactorily**, and Belka Jakuya Para Provati Dol in Gaibandha, Monakosha Uzzol Dol in Rangpur district had only 05 percent learners

who performed **satisfactorily**. These learners did not have a conception about the content of their lessons and answered the questions with some hesitation.

14 centres out of 16 had no learners who were rated **poor**. Uttar Ashurkhai Uzzol Dol in Nilphamari had 15 percent learners and Koler Chuya Uzzol Dol in Gaibandha had the lowest percentage of learners (10 percent) who were in the '**poor**' category. They had no conception at all about their lesson and could not answer at all.

In the third test 193 learners appeared, of whom, 148 learners were in '**good**' category, 39 learners were '**satisfactory**', and 06 were '**poor**'. The centre of 2 No Mia Para Provati Dol in Rangpur was closed during this evaluation period.

Nilphamari district had the **highest** percentage of learners who were rated **good** in oral- participation test as well as the **lowest** percentage of '**good**' learners in another centre of the district. Lakhanpur Bala Para Provati Dol had **highest** 75 percent learners and Uttar Ashurkhai Uzzol Dol had **lowest** 25 percent learners were in **good** category. The **good** category learners were able to clarify the investigator's questions clearly without hesitation.

Sardar Para Uzzol Dol in Gaibandha, Lakhanpur Bariyshal Para Provati Dol in Nilphamari had **highest** percentage (30 percent) learners who performed **satisfactorily**. Ambari Uzzol Dol, Aditmari Uttar Para Provati Dol in Lalmonirhat and Lakhanpur Bala Para Provati Dol in Nilphamari had only 05 percent learner who was in '**satisfactory**' category. These learners were able to clarify the investigator questions with some hesitation.

Only four out of 16 had learners who performed **poorly** in this third test. Uttar Ashur Khai Uzzol Dol in Nilphamari had the **highest** percentage of learning (15 percent) who were '**poor**' in their performance, the centres of Arazi Dowdoba Uzzol Dol, Vetishore Provati Dol in Lalmonirhat, Purbo Maddho Para Uzzol Dol in Rangpur had only 05 percent learners who performed **poorly**. Such learners were unable to clarify the investigator's questions.

In the fourth test 173 learners appeared in the oral-participation test. In this test 114 learners were rated '**good**', 43 learners were '**satisfactory**' and 16 learners were '**poor**'. The two centres named Balka Maszid Para Provati Dol in Gaibandha, Monakosha Uzzol Dol in Rangpur were closed during this evaluation period.

Belka Jakuya Para Provati Dol in Gaibandha had 70 percent learners whose performance was rated **'good'** and 25 percent learners in each centre Sardar Para Uzzol Dol in Gaibandha and Uttar Ashurkahai Uzzol Dol in Nilphamari were rated **'good'** in oral-participation test. The **good** category learners were able to share their knowledge, reading and writing materials with other learners.

Lakhanpur Bariyshal Para Provati Dol in Nilphamari had 35 percent learners who were rated **satisfactory** and Belka Jakuya Para Provati Dol had only 10 percent learners in the **satisfactory** category. They could discuss with the Shevok/Shevikas about their lessons but they could not interact with their peer group regarding the lesson.

08 centres out of 16 had no learners who had performed **'poorly'**. Arazi Dowdoba Uzzol Dol in Lalmonirhat had 21 percent learners, which was the highest who performed **poorly**. Vetishore Provati Dol in Lalmonirhat had 05 percent learners, which was the **lowest** in the **poor** category. These learners sat aloof in the corner of the class less silently without actively participating.

The total number of learners who appeared in the fifth test were 188. 130 were found to be **good**, 48 learners were **'satisfactory'** and 10 learners were in **'poor'**. Balka Maszid Para Provati Dol in Gaibandha, Lakhanpur Bariyshal Para Provati Dol in Nilphamari was closed during this evaluation period.

Ambari Uzzol Dol in Lalmonirhat, Monakosha Uzzol Dol in Rangpur had 70 percent learners who were rated **good**. Uttar Ashurkhai Uzzol Dol Nilphamari had the **lowest** percentage of learner (25 percent) who were rated **good** in the oral-participation test. They were able to explain easily and correctly any topic, which was related to their daily life presented to them by Shevok/Shevika.

Arazi Dowdoba Uzzol Dol in Lalmonirhat had 42 percent learners in **satisfactory** category, which was the **highest** percentage. Belka Jakuya Para Provati Dol in Gaibandha, Ambari Uzzol Dol and Veteshore Provati Dol in Lalmonirhat, Monakosha Uzzol Dol in Rangpur had the **lowest** percent of learners (25 percent) that were rated **'satisfactory'**. These learners were able to explain any selected topic, which is related to their daily life with some errors.

Only 08 centres out of 16 were their learners with percentage. Bagdocra Uzzol Dol in Nilphamari had 11 percent learners who were **'poor'** which was the **highest**

and Arazi Dowdoba Uzzol Dol in Lalmonirhat, Monakosha Uzzol Dol in Rangpur had only 05 percent learners who performed **poorly**. Such learners could not speak about any topic asked by the Shevok/Shevikas.

Therefore, the **Table 24** shows that though some of the centres may not have the **highest** percentage of learners who were rated **good**, their general performance has been **satisfactory**. This is evident from the total percentage of '**poor**' performers across the five tests in all these centres.

On the whole it has been observed that the performance of the learners on oral participation test was **satisfactory** in the five tests.

#### **Centrewise Learners Performance on Five Reading Skill Tests**

The **Table 25** provides data regarding the learners' performance on 5 reading skill tests conducted on the FE classes centre wise comparison the learners' performance is also presented.

In the first test the total number of learners who appeared were 250. 116 learners rated '**good**', 69 learners were rated '**satisfactory**', and 65 learners were rated '**poor**'.

70 percent learners in Monakosha Uzzol Dol in Rangpur district were the largest number whose performance was **good**; and lowest number of learners (05percent) who were rated '**good**' were from the Uttar Ashurkhai Uzzol Dol in Nilphamari district. The above **good** category learners were able to read the selected sentence 'Babor Kaz Kore' with correct pronunciation.

In the **satisfactory** category the highest 40 percent learners in the centre Koler Chuya Uzzol Dol, Belka Maszid Para Provati Dol in Gaibandha, Purbo Maddho Para Uzzol Dol in Rangpur, had 40 percent learners, who were the largest number whose performance was **satisfactory**. The 5percent learners in centre of Aditmari Uttar Para Provati Dol in Lalmonirhat district were the least who were rated **satisfactory**. They were able to read the selected sentence ' Babor Kaz Kore' with spelling partially but with some errors in pronunciation.

Table - 25. Centrewise Learners Performance on Five Reading Skill Tests

Name of the F.E Centre	Performance of Reading Skill														
	First Test (Nov - Dec)			Second Test (Jan)			Third Test (Feb)			Fourth Test (March)			Fifth Test (April)		
	Good N %	Satisfac- tory N %	Poor N %	Good N %	Satisfac- tory N %	Poor N %	Good N %	Satisfac- tory N %	Poor N %	Good N %	Satisfac- tory N %	Poor N %	Good N %	Satisfac- tory N %	Poor N %
Koler Chuya Uzzol Do(N=20)	03 15	08 H 40	06 H 30	05 25	05 25	02 10	05 25	05 25	04 20	05 25	05 25	02 L 10	07 35	03 15	03 15
Sardar Para Uzzol Do(N=20)	06 30	02 L 10	04 20	06 30	06 30	04 20	05 25	06 30	02 10	05 25	02 10	02 L 10	05 25	03 15	04 20
Belka Maszid Para Provati Do(N=20)	04 20	08 H 40	06 H 30	02 L 10	04 20	03 15	05 25	05 25	04 20	03 15	04 20	<b>C L O S E D</b>			
Belka Jakuya Para Provati Do(N=20)	08 40	02 L 10	06 H 30	03 15	06 30	06 30	03 15	05 25	03 15	04 20	06 30	08 40	04 20	07 H 35	04 20
Ambari Uzzol Do(N=20)	10 50	04 20	02 10	09 45	04 20	01 05	02 L 10	02 L 10	---	09 45	08 40	01 L 05	09 45	04 20	02 10
Arazi Dowdoba Uzzol Do(N=19)	07 368	03 157	02 105	06 315	04 21	01 L 05	06 31.5	05 26	---	07 368	03 15.7	04 21	05 26	06 31.5	04 21
Aditmar Uitar Para Provati Do(N=20)	13 65	---	01 L 05	11 55	03 L 15	01 L 05	10 H 50	02 L 10	01 L 05	09 H 45	01 L 05	---	13 H 65	05 25	---
Veteshore Provati Do(N=20)	03 15	03 15	06 H 30	04 20	06 30	04 20	04 20	03 15	02 10	04 20	06 30	04 20	03 15	05 25	02 10

The high numbers of **'poor'** learners (30percent) were from the FE centres of Koler Chuya Uzzol Dol, Belka Maszid Para Provati Dol, Belka Jakuya Para Provati Dol in Gaibandha district, Veteshore Provati Dol in Lalmonirhat, Purbo Maddho Para Uzzol Dol in Rangpur district. Aditmari Uttar Para Provati Dol in Lalmonirhat and Gangachara Provati Dol in Rangpur district had the lowest percentage of learners (05percent), whose performance was **'poor'**. They were totally unable to read the selected sentence 'Babor Kaz Kore'.

The total learners appeared in the second test were 226 94 were in **'good'** category, 82 in **'satisfactory'** category and 50 in **'poor'** category.

In the **'good'** category. Monakosha Uzzol Dol in Rangpur district ranked highest with 65 percent learners and Belka Maszid Para Provati Dol in Gaibandha, Uttar Ashurkhai Uzzol Dol in Nilphamari ranked lowest with 10percent learners being rated **'good'**. The **good** category learners were able to read the selected sentence 'Jomila Porer Bari Kaz Kore' with correct pronunciation.

The **'satisfactory'** category of learners in Gangachara Provati Dol in Rangpur ranked highest (55percent), and Aditmari Uttar Para Provati Dol in Lalmonirhat, Monakosha Uzzol Dol, in Rangpur had the lowest number of learners (15percent) in the **satisfactory** category of reading skill test. They were able to read the selected sentence 'Jomila Porer Bari Kaz Kore' with spelling partially correct and with some errors in pronunciation

The highest percent of learners (50percent) who performed **poorly** were from the FE centre of Purbo Maddho Para Uzzol Dol in Rangpur. Where as in the centres Arazi Dowdoba Uzzol Dol, Aditmari Uttar Para Provati Dol in Lalmonirhat, Uttar Ashur Khai Uzzol Dol in Nilphamari, Monakosha Uzzol Dol, in Rangpur learners in the **poor** category of reading skill test were only 05 percent. The above learners were unable to read the selected sentence ' Jomila Porer Bari Kaj Kore, at all

The total number of learners who appeared in the third evaluation of reading skill test were 193. Of them, 86 learners were in **good** category, 72 learners were in **satisfactory** and 35 were rated **poor**. 2 No. Mia Para Provati Dol in Rangpur district was closed in the third test. Aditmari Uttar Para Provati Dol in Lalmonirhat had highest number of learners (50percent) who were **'good'** and Uttar Ashur Khai Uzzol Dol in Nilphamari had the lowest percent of learners (10percent) whose performance

was **good** in reading skill test. The **good** category learners were able to read the selected four-line paragraph with correct pronunciation

The two centres named Uttar Ashur Khai Uzzol Dol and Lakhanpur Bariyshal Para Provati Dol in Nilphamari district had 40 percent learners, whose performance was **satisfactory**; and Ambari Uzzol Dol, Aditmari Uttar Para Provati Dol of Lalmonirhat district had 10 percent of learners in the **satisfactory** category of reading skill test. They were able to read the selected four-lines paragraph with proper spelling but with some errors in pronunciation.

25 percent of learners in Lakhanpur Bala Para Provati Dol in Nilphamari, Purbo Maddho Para Uzzol Dol in Rangpur performed **poorly** in the test. This was the highest percentage of '**poor**' performances. Aditmari Uttar Para Provati Dol in Lalmonirhat, Monakosha Uzzol Dol in Rangpur had the least number of learners (05percent) in **poor** category of reading test. They were unable to read any of the selected four-line paragraphs.

In the fourth test the total number of learners who appeared were 173 of them, 71 learners were '**good**', 61 learners were '**satisfactory**' and 41 learners were '**poor**' in their performance. Belka Maszid Para Provati Dol in Gaibandha and Monakosha Uzzol Dol in Rangpur were closed in the fourth test. Aditmari Uttar Para Provati Dol ranked highest with 45 percent of the performing well in the test. Where as only 05 percent learners in Uttar Ashurkhai Uzzol Dol in Nilphamari was rated '**good**' category. These '**good**' learners were able to read the selected seven-line paragraph with correct pronunciation.

In **satisfactory** category Uttar Ashurkhai Uzzol Dol in Nilphamari ranked highest with 45 percent learners performing satisfactorily; Lalmonirhat district ranked the lowest with 05 percent learners in each of centres of Ambari Uzzol Dol, Aditmari Uttar Para Provati Dol performing only satisfactorily. The **satisfactory** category learners were able to read the selected seven-line paragraph with spelling partially correctly but with some errors in pronunciation.

Bagdocra Uzzol Dol in Nilphamari had the highest percentage of learners (27.7 percent) who had fared '**poorly**'; and 10 percent of learners from centres Koler Chuya Uzzol Dol, Sardar Para Uzzol Dol in Gaibandha district, ranked lowest for

**poor** performance category. The **poor** category learners were unable to read any of lines from selected seven lines paragraph.

The 188 learners appeared in the fifth test. Out of them, 80 were '**good**', 62 '**satisfactory**' and 46 learners were in the '**poor**' category. Belka Maszid Para Provati Dol in Gaibandha, Lakhanpur Bariyshal Para Provati Dol was closed during fifth test.

Aditmari Uttar Para Provati Dol in Lalmorihat had the highest percentage of learners (65 percent) whose performance was **good**, and Uttar Ashurkhai Uzzol Dol in Nilphamari had the lowest percentage of learners (10 percent) who were in '**good**' category. These learners were able to read the selected lesson 'Pani' with correct pronunciation.

Belka Jakuya Para Provati Dol in Gaibandha ranked highest with 35 percent learners reading satisfactorily and Bagdocra Uzzol Dol in Nilphamari ranked lowest with 11 percent learners whose reading was '**satisfactory**'. They were able to read the selected lesson 'Pani' with spelling partially correctly, but with some errors in pronunciation.

Bagdocra Uzzol Dol in Nilphamari ranked highest with 38.8 percent learners who were '**poor**' in the test; and Monakosha Uzzol Dol in Rangpur had the lowest rank of only 05 percent learners performing **poorly** in the test. These learners were totally unable to read the selected lesson 'Pani'.

Therefore, the **Table 25** also shows that though the FE centre Koler Chuya Uzzol Dol, Sardar Para Uzzol Dol, Belka Maszid Para Provati Dol, Belka Jakuya Para Provati Dol in Gaibandha district did not rank highest in the number '**good**' learners category of reading skill test, one could consider them **satisfactory** as one centre was closed during the last test. So also in Lalmonirhat district the learners of Ambari Uzzol Dol, Arazi Dowdoba Uzzol Dol, Vetishore Provati Dol did not rank highest in the number of learners whose performance was '**good**' in the reading skill test. The learners of Aditmari Uttar Para Provati Dol had the highest percentage of '**good**' learners in reading skill test in the third, fourth and fifth evaluation. In Rangpur district the learners of Purbo Maddho Para Uzzol Dol, Gangachara Provati Dol, 2 No. Mia Para Provati Dol had the highest number of **good** learners of reading skill test. The learners of Monakosh Uzzol Dol ranked highest in **good** category learners in reading skill test in the first and second evaluation.

Table - 26. Centrewise Learners Performance on Five Writing Skill Tests

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Name of the F.E. Centre	Performance of Writing Skill														
	First Test Nov - Dec.			Second Test Jan			Third Test Feb			Fourth Test March			Fifth Test April		
	Good N %	Satisfac- -tory N %	Poor N %	Good N %	Satisfac- -tory N %	Poor N %	Good N %	Satisfac- -tory N %	Poor N %	Good N %	Satisfac- -tory N %	Poor N %	Good N %	Satisfac- -tory N %	Poor N %
Koler Chuya Uzzol DoI(N=20)	04 20	04 20	09 H45	04 20	05 25	03 15	03 15	05 25	06 30	07 35	04 20	01 L05	05 25	04 20	04 20
Sardar Para Uzzol DoI(N=20)	05 25	05 25	02 10	04 20	06 30	06 30	04 20	04 20	05 25	01 L05	02 10	02 10	04 20	05 25	03 15
Belka Maszid Para Provati DoI(N=20)	06 30	10 H50	02 10	03 15	04 20	02 10	03 15	05 25	04 20	CLOSED			CLOSED		
Belka Jakuya Para Provati DoI(N=20)	07 35	07 35	02 10	05 25	06 30	04 20	04 20	02 L10	06 30	04 20	07 35	07 H35	03 15	09 H45	03 15
Ambari Uzzol DoI(N=20)	09 45	05 25	02 10	08 40	04 20	02 10	07 35	02 L10	10 10	07 35	02	—	06 30	06 30	03 15
Arazi Dowdoba Uzzol DoI(N=19)	07 36.8	04 21	01 L05	06 31.5	05 26	—	05 26	05 26	01 L05	05 26	04 21	04 21	05 26	08 42	02 L105
Aditdari Uttar Para Provati DoI(N=20)	10 50	01 L05	03 15	10 H50	03 15	02 10	10 H50	02 L10	01 L05	09 H45	01 L05	—	09 45	03 15	06 30
Veteshore Provati DaI(N=20)	02 L10	01 L05	09 H45	02 10	04 20	08 H40	01 L05	02 L10	06 30	01 L05	07 35	06 30	02 L10	01 L05	07 H35

The Table 26 provides the data pertaining to learner's performance of writing skill in 5 tests taken with FE classes. In the first test of writing skill the total number of learners who appeared were 250, 101 learners were placed in 'good' category, 80 in 'satisfactory' and 69 learners were in 'poor'. The Monakosha Uzzol Dol, Gangachara Provati Dol in Rangpur district had highest percent of learners (60 percent) who were placed in the good category and Veteshore Provati Dol in Lalmonirhat had lowest number of learners (10 percent) who were rated 'good'. These learners who were rated 'good' were able to write their names correctly and clearly.

The 50 percent of learners in Belka Maszid Para Provati Dol in Gaibandha were rated satisfactory and only 05 percent learners in Aditmari Uttar Para Provati Dol, Veteshore Provati Dol in Lalmonirhat district, were rated satisfactory. These learners were able to write their names with some errors and were not very clear.

The 'poor' category learners were highest (45 percent) in the centre Koler Chuya Uzzol Dol in Gaibandha, Veteshore Provati Dol in Lalmonirhat, Lakhanpur Bariyshal Provati Dol in Nilphamari. Arazi Dowdoba Uzzol Dol in Lalmonirhat, Gangachara Provati Dol in Rangpur had the lowest percentage of learners (05 percent) whose performance was rated 'poor'. They were unable to write their names at all.

In the second test of writing skill the total number of learners attended were 226. 83 learners' performance was good category, 82 learners were satisfactory, and 61 learners were poor. Aditmari Uttar Para Provati Dol in Lalmonirhat, Monakosha Uzzol Dol in Rangpur had the highest number of learners (50 percent) whose performance was good. And Lakhanpur Bariyshal Para Provati Dol in Nilphamari had the lowest number learners (05 percent) were rated 'good'. The good category learners were able to write the selected sentence 'Babor Kaz Kore' correctly and clearly.

The learners of Rangpur district ranked the highest and lowest in satisfactory performance. Gangachara Provati Dol had highest 60 percent learners who performed satisfactorily and Monakosha Uzzol Dol, 2 No. Mia Para Provati Dol had the lowest 10 percent learners who performed 'satisfactorily'. 'Satisfactory' meant that the

learners were able to write the selected sentence 'Babor Kaz Kore' with some errors and some non-clarity.

Veteshore Provati Dol in Lalmonirhat, Lakhanpur Bariyshal Para Provati Dol in Nilphamari had the highest percentage of learners (40 percent) who were '**poor**' and Gangachara Provati Dol in Rangpur had the lowest number of learners (05 percent), whose performance was **poor**. The **poor** category learners were unable to write any part of the selected sentence.

The third writing test was taken by a total of 193 learners, 70 learners were '**good**', 62 learners were '**satisfactory**' and 61 learners were '**poor**'. The centre of 2 No. Mia Para Provati Dol in Rangpur was closed during the third evaluation period

Aditmari Uttar Para Provati Dol in Lalmonirhat ranked highest with 50 percent learners whose performance was **good** and Veteshore Provati Dol in Lalmonirhat ranked lowest with 05 percent learners who were in **good** category. The **good** category learners were able to write the selected sentence 'Amader Desher Nam Bangladesh' correctly and clearly. For the **satisfactory** performance Bagdocra Uzzol Dol in Nilphamari had the highest 38.8 percent of learners. The six centres were in the lowest position for **satisfactory** category. Belka Jakuya Para Provati Dol in Gaibandha, Ambari Uzzol Dol, Aditmari Uttar Para Provati Dol, Veteshore Provati Dol in Lalmonirhat district, Purbo Maddho Para Uzzol Dol and Monakosha Uzzol Dol in Rangpur had the lowest percentage (10 percent) of learners whose performance was **satisfactory**. These learners were able to write the selected ' Amader Desher Nam Bangladesh' with some amount of error and lack of clarity. Lakhanpur Bariyshal Para Provati Dol in Nilphamari had the highest percentage of learners (50 percent) who were in '**poor**' in writing. Arazi Dowdoba Uzzol Dol and Aditmari Uttar Para Provati Dol in Lalmonirhat district and Gangachara Provati Dol in Rangpur district had only 5 percent of learners who were **poor** in writing test. They were unable to write any part of the selected sentence.

The fourth test was attended by a total of 173 learners, of which 53 **good**, 74 **satisfactory** and 46 were **poor** in their performance. Belka Maszid Para Provati Dol in Gaibandha and Monakosha Uzzol Dol in Rangpur was closed in the fourth test period. In **good** category the highest ranked centre with 45 percent was Aditmari Uttar Para Provati Dol in Lalmonirhat and lowest ranked centres with 05 percent learners

were Sardar Para Uzzol Dol in Gaibandha, Veteshore Provati Dol in Lalmonirhat, Lakhanpur Bariyshal Para Provati Dol in Nilphamari, Purbo Maddho Para Uzzol Dol in Rangpur district. The **good** category learners were able to write their address correctly and clearly. Uttar Ashurkhai Uzzol Dol in Nilphamari ranked highest with 40 percent learners whose performance was '**satisfactory**' and Aditmari Uttar Para Provati Dol in Lalmonirhat had the lowest number of learners (05 percent) whose performance was **satisfactory**. **Satisfactory** performance meant that they were able to write their address with some errors but the letters could be reached at that destination.

Those learners who were placed in '**poor**' category were from Belka Jakuya Para Provati Dol in Gaibandha and there were 35 percent learners who performed **poorly** and Purbo Maddho Para Uzzol Dol in Rangpur had the lowest number of learners (05 percent) whose performance was '**poor**'. Such learners were unable to write their address.

The fifth test was taken by 188 learners. 65 learners were rated **good**, 69 **satisfactory**, 54 **poor**. The two centres named Belka Maszid Para Provati Dol in Gaibandha and Lakhanpur Bariyshal Para Provati Dol in Nilphamari was closed during the fifth evaluation period. Monakosha Uzzol Dol in Rangpur was highest with 55 percent learners whose performance was **good**, and Veteshore Provati Dol in Lalmonirhat was lowest with only 10 percent learner were in **good** category. These learners were able to write the names of seven days correctly and clearly.

Belka Jakuya Para Provati Dol in Gaibandha had the highest number of learners, (45 percent), whose performance was **satisfactory** and Veteshore Provati Dol in Lalmonirhat was lowest with 05 percent learners who were rated **satisfactory**. '**Satisfactory**' meant that they were able to write the names of seven days with some errors and some amount of confusion.

In **poor** category Veteshore Provati Dol in Lalmonirhat ranked highest with 35 percent learners being '**poor**' in their performance. Arazi Dowdoba Uzzol Dol in Lalmonirhat had 10.5 percent learner who were '**poor**' in the written test. The **poor** category learners were unable to write the name of seven days properly at all.

Therefore, the 'table' also shows that the learner of Koler Chuya Uzzol Dol, Sardar Para Uzzol Dol, Belka Maszid Para Provati Dol and Belka Jakuya Para Provati

Dol of Gaibandha district had very few learners who were rated **good** in writing skill test. So also were in Lalmonirhat district the learners of Ambari Uzzol Dol, Arazi Dowdoba Uzzol Dol and Veteshore Provati Dol had very few learners whose performance was **good** in writing skill test. The learners of Aditmari Uttar Para Provati Dol had achieved the highest position of **good** performance in the second, third and fourth evaluation. The learners of Uttar Ashurkahi Uzzol Dol, Bagdocra Uzzol Dol, Lakhanpur Bala Para Provati Dol and Lakhanpur Bariyshal Para Provati Dol in Nilphamari district had less number of learners whose performance was **good** in writing skill test. The learners of Purbo Maddho Para Uzzol Dol and 2 No. Mia Para Provati Dol of Rangpur district also did not have many learners with **good** performance in writing test.

The learners Monakosha Uzzol Dol in Rangpur had ranked highest in the number of learners in **good** category of writing skill test in the first, second and fifth evaluation. Learners of Gangachara Provati Dol in Rangpur ranked highest in **good** category of writing skill test in first evaluation. The performance of learners in Nilphamari centres was only **satisfactory** with equal percentage of **poor** performance.

#### **Centrewise Learners Performance on Five Numeracy skill Tests**

The **Table 27** pertains to the data of learners' performance on 5-numeracy skill test conducted in the FE classes. In the first test of numeracy skills the total number of learners appeared was 250, 103 learners were rated **good**, 80 learners were **satisfactory**, 67 learners were **poor**. Gangachara Provati Dol in Rangpur had the highest percentage of learners (80 percent) whose performance was **good**, and Lakhanpur Bariyshal Para Provati Dol in Nilphamari had the lowest percentage of learners (05 percent) who were in **good** category. These learners were able to count and write down the selected numbers 1 to 25 correctly.

Bagdocra Uzzol Dol and Lakhanpur Bala Para Provati Dol of Nilphamari district ranked highest with 50 percent learners who performed satisfactorily and Aditmari Uttar Para Provati Dol in Lalmonirhat ranked lowest with only 05 percent learners who were in **satisfactory** category. They were able to count and write down the selected numbers 1 to 25 partially.

Veteshore Provati Dol in Lalmonirhat district had the highest percentage of learners (45 percent) whose performance was **poor**, and Arazi Dowdoba Uzzol Dol in

Table - 27. Centrewise Learners Performance on Five Numeracy Skill Tests

Name of The FE Centre	Learners Performance on Numeracy skill																
	First Test (Nov - Dec)			Second Test (Jan)			Third Test (Feb)			Fourth Test (March)			Fifth Test (April)				
	Good N	Satisfac- -tory N	Poor N	Good N	Satisfac- -tory N	Poor N	Good N	Satisfac- -tory N	Poor N	Good N	Satisfac- -tory N	Poor N	Good N	Satisfac- -tory N	Poor N		
Koler Chuya Uzzol Do(N=20)	06	04	07	06	04	02	04	03	07	03	15	04	03	05	06	02	10
Sardar Para Uzzol Do(N=20)	07	02	03	06	05	05	06	05	02	02	25	03	04	06	04	02	10
Belka Maszid Para Provati Do(N=20)	07	07	04	03	05	01	03	06	03	03	15	C L O S E D					
Belka Jakuya Para Provati Do(N=20)	04	04	08	06	07	02	03	04	05	05	25	03	13	05	08	02	10
Ambari Uzzol Do(N=20)	08	06	02	06	06	02	06	02	03	06	15	C L O S E D					
Arazi Dowdoba Uzzol Do(N=19)	07	04	01	06	02	03	05	04	02	04	10	04	08	07	07	01	10
Aditmari Uttar Para Provati Do(N=20)	11	01	02	10	03	02	09	02	02	02	10	04	03	08	06	04	20
Veteshore Provati Da(N=20)	03	---	09	02	05	07	01	03	05	03	15	01	06	02	01	07	35

Lalmonirhat, Gangachara Provati Dol in Rangpur stood lowest with 05 percent learners in **poor** category. '**Poor**' learners were unable to count and write any of the selected numbers 1 to 25.

In the second test of numeracy skill 226 learners appeared. 94 learners performance was **good**, 73 was **satisfactory**, 59 was **poor**. Gangachara Provati Dol in Rangpur district ranked highest, with 65 percent learners performing **good**, and Uttar Ashurkhai Uzzol Dol in Nilphamari ranked lowest with only 05 percent learners in the **good** category. They were able to count and write down the selected numbers 50 to 100 correctly.

Belka Jakuya Para Provati Dol in Gaibandha, Lakhanpur Bariyshal Para Provati Dol in Nilphamari had the highest percentage (35 percent learners) whose performance was **satisfactory**; and Purbo Maddho Para Uzzol Dol in Rangpur had only 10 percent learners who were in **satisfactory** category. These learners were able to count and write down the selected numbers 50 to 100 partially.

Rangpur district ranked highest and lowest percent for learners in **poor** category. Purbo Maddho Para Uzzol Dol had 40 percent learners which was the highest and Gangachara Provati Dol had 05 percent learners in **poor** category which was the lowest. The **poor** category learners were unable to count and write down any of the selected numbers from 50 to 100.

In third evaluation of numeracy skill test total learners appeared were 193. 70 learners were **good**, 65 learners were **satisfactory**, and 58 learners were '**poor**' In Rangpur district the centre of 2 No. Mia Para Provati Dol was closed during the third evaluation period.

In **good** category 50 percent learners in Monakosha Uzzol Dol of Rangpur district were the highest, and 05 percent learners were in Veteshore Provati Dol Lalmonirhat district were lowest. The **good** category learners were able to calculate one one-digit addition and one one-digit subtraction correctly.

In the **satisfactory** category 40 percent learners in Uttar Ashurkhai Uzzol Dol, Lakhanpur Bariyshal Para Provati Dol in Nilphamari district were highest. Two centres of Ambari Uzzol Dol, Veteshore Provati Dol in Lalmonirhat, Purbo Maddho Para Uzzol Dol in Rangpur had only 10 percent learners whose performance was

**satisfactory**. These were able to calculate the selected one one-digit addition and one one digit subtraction with some error.

In **poor** category the learners of Rangpur district ranked both highest and lowest percent. Purbo Maddho Para Uzzol Dol had highest 45 percent learners who were **poor** in performance and Gangachara Provati Dol had only 05 percent learners were in **poor** which was the lowest. These '**poor**' performers were not able to calculate both the selected one one-digit addition and one one-digit subtraction.

The fourth test of numeracy skill had 173 learners who appeared 53 learners performance was **good**, 77 learners were **satisfactory**, 43 learners were **poor**. The centre of Belka Maszid Para Provati Dol in Gaibandha district and Monakosha Uzzol Dol in Rangpur district was closed during the fourth evaluation period.

The three centres achieved **good** performance in the fourth evaluation. The 30 percent learners in centre Ambari Uzzol Dol in Lalmonirhat, Lakhanpur Bala Para Provati Dol in Nilphamari, 2 No. Mia Para Provati Dol in Rangpur district were rated '**good**' in the fourth test and only 05 percent learners were in Veteshore Provati Dol in Lalmonirhat, Uttar Ashurkhai Uzzol Dol in Nilphamari performed **good** in the fourth test. They were able to calculate the selected problems one two-digit addition and one two-digit subtraction correctly.

Belka Jakuya Para Provati Dol in Gaibandha ranked highest, with 65 percent learners whose performance was **satisfactory** and Gangachara Provati Dol in Rangpur had only 10 percent learners in **satisfactory** category. They were able to calculate the selected problem and two-digit addition and one two-digit subtraction with some errors.

In the **poor** category, Veteshore Provati Dol in Lalmonirhat had the **highest** percentage of learners (35 percent) and Purbo Maddho Para Uzzol Dol in Rangpur had the **lowest** percentage of learners (05 percent). These '**poor**' performance were unable to calculate any of the selected problems

In the fifth test of numeracy skill test the total learners appeared were 188. 73 learners were **good**, 69 learners were **satisfactory**, 46 learners were **poor**. The centre of Belka Maszid Para Provati Dol in Gaibandha and Lakhanpur Bariyshal Para Provati Dol in Nilphamari was closed during the fifth evaluation.

Monakosha Uzzol Dol in Rangpur had highest number of learners (60 percent) who were 'good' and Uttar Ashurkhai Uzzol Dol in Nilphamari had lowest number of learners (05 percent) in **good** category. They were able to calculate the selected problems of two digit addition and subtraction and three-digit addition subtraction correctly.

Belka Jakuya Para Provati Dol in Gaibandha had highest percentage of learner (40 percent) who performed **satisfactorily** and Veteshore Provati Dol in Lalmonirhat had the lowest percentage (05 percent) learners who performed satisfactorily. These were able to calculate the selected problems two digits addition and subtraction, and three-digit addition and subtraction with some errors.

Bagdocra Uzzol Dol in Nilphamari had highest percentage of learners (38.8 percent) who fared **poorly**, and Arazi Dowdoba Uzzol Dol in Lalmonirhat had the **lowest** percentage of learners (05 percent) in the **poor** category. These were unable to calculate any of the selected problems of two digits addition and subtraction, as well as three digits addition subtraction.

Comparatively by speaking, the **Table 27** also shows that the learners of Koler Chuya Uzzol Dol, Sardar Para Uzzol Dol, Belka Maszid Para Provati Dol and Belka Jakuya Para Provati Dol of Gaibandha did not have very many learners who performed **good**, on the numeracy skill test. In Lalmonirhat district the learners of Ambari Uzzol Dol had **highest** number of learners in the **good** category on the numeracy skill test of fourth evaluation. The other three selected centres named Arazi Dowdoba Uzzol Dol, and Veteshore Provati Dol had very few learners with **good** performance in numeracy skill test. Neither was there in Nilphamari district of Uttar Ashur Khai Uzzol Dol, Bagdocra Uzzol Dol, Lakhanpur Bariyshal Para Provati Dol whose performance was rated '**good**'. The learners of Lakhanpur Bala Para Provati Dol ranked **highest** position in **good** performance in numeracy test in the fourth evaluation. In Rangpur district the learners of Purbo Maddho Para Uzzol Dol and 2 No. Mia Para Provati Dol did not rank high in **good** performance in numeracy skill test. The learners of Monakosha Uzzol Dol ranked **highest** in **good** performance on numeracy skill test in third and fifth test. The learners of Gangachara Provati Dol had ranked **highest** in **good** performance on numeracy skill test in the first and second evaluation.

It is interesting to note here that **good** performance on literacy skills did not necessarily ensure **good** performance on numeracy skills. The learner who performed well on the numeracy skill was not the same as those who performed well on literacy skills.

**District wise male and female learners presence, absence and dropout percentage on the Five Tests**

[ The data has been already discussed centre wise in the preceding pages. In this selection it is being presented districtwise. The reason for this repetition is to facilitate a detailed comparison of the data at across the four districts as the title of the study demands.]

The **Table 28** revealed that on the whole out of 317 learners, 250 were present, 55 were absent, and 07 were dropout learners. District wise distribution showed that Rangpur and Gaibandha ranked highest with 95 percent male learners and 85 percent female learners respectively present during the first test.

Lalmonirhat district had the lowest percent of presence in this evaluation. With only 71.5 of males and 65 percent of females being present.

In Gaibandha and Lalmonirhat districts had highest absentees with 27.5 percent males and 35 percent females absent respectively, as well as Rangpur and Gaibandha had lowest absentee percentage of male learners (05 percent) and 10 percent female learners absent respectively, in the first evaluation.

During the first evaluation dropout learners were negligible with only total of 7 being dropped out of which Gaibandha had 2 female dropouts, Lalmonirhat had 3 males, 1 male and 1 female in Nilphamari and none in Rangpur.

Therefore, Rangpur had the highest percent of learners who were present 71 ones. Lalmonirhat had the highest absentee learners (22 ones) and dropout learners (03 ones) during the first evaluation. Therefore, equal number (125 ones) of male and female learners were present in the first evaluation. The number of male absent learners were lower than the female absent learners. Male dropout learners were higher than females dropout learners. Hence, the female learners were seen to be more active than male learners to participate in the first test.

Table -- 28. Districtwise Present, Absentee and Dropout Learners in the Five Tests

Name of District	Attendance of Male and Female Learners																	
	First Test Nov - Dec			Second Test Jan			Third Test Feb			Fourth Test March			Fifth Test April					
	No of present learners N %	No of absent learners N %	No of dropout learners N %	No of present learners N %	No of absent learners N %	No of dropout learners N %	No of present learners N %	No of absent learners N %	No of dropout learners N %	No of present learners N %	No of absent learners N %	No of dropout learners N %	No of present learners N %	No of absent learners N %	No of dropout learners N %			
aibandha	Male (N=40)	29 72.5 H	11 27.5 H	---	28 70 H	12 30 H	---	27 67.5 H	13 32.5 H	---	21 52.5 H	19 47.5 H	---	25 62.5 H	15 37.5 H	---		
	Female (N=40)	34 85 H	04 10 L	02 5 H	24 60 L	14 35 H	02 5 H	24 60 L	14 35 H	02 5 H	18 45 L	02 5 H	02 5 H	15 37.5 L	03 7.5 L	02 5 L		
almomthiat	Male (N=39)	28 71.7 L	08 20.5 L	03 7.6 H	25 64 L	07 17.9 H	07 17.9 H	22 56 L	10 25.6 H	07 17.9 H	23 58.9 H	09 23 H	07 17.9 H	30 76.9 H	02 5 L	07 17.9 L		
	Female (N=40)	26 65 L	14 35 H	---	29 72.5 L	10 25 L	01 2.5 L	22 55 L	17 42.5 H	01 2.5 L	24 60 L	15 37.5 H	01 2.5 L	28 71.7 H	11 27.5 H	01 2.5 L		
Total (N = 80)		63	15	02	52	26	02	51	27	02	39	19	02	40	18	02		
Total (N = 79)		54	22	03	54	17	08	44	27	08	47	24	08	58	13	08		

The second evaluation on the whole had 226 learners present out of 317, 75 learners were absent, and 16 learners were dropouts. District wise distribution showed that the Rangpur had the highest percentage of learners (90 percent male) and Nilphamari was highest in terms of females learners 82.5 percent who were present, as well as Nilphamari had the lowest number of male learners who were present (52.6 percent), and Gaibandha had the lowest number of female learners who were (60 percent). Gaibandha had the highest male absent learners (30 percent) and females (35 percent), Rangpur was lowest in male absentee learners (7.5 percent) and Nilphamari had lowest female absent learners (10 percent). Lalmonirhat had highest the dropout male learners 17.9 percent and 7.5 percent females, as well as the lowest male dropout learners were 2.5 percent of Rangpur district and 2.5 percent female dropouts in Lalmonirhat district.

Therefore, Rangpur was highest present learners (57 ones) in the second evaluation, Gaibandha was highest with regard absent learners (26 ones) and Lalmonirhat had highest number of dropout learners (08 ones) in the second test. Therefore, the number of male learners who were present was lower than the number of females' learners who were present. The number of male absent learners and dropout learners was higher than the number of female absent learners and dropout learners. Hence it is seen that female learners were more regular than male learners in participating in the second test.

During the third evaluation, out of total 297 learners, 193 were present, 82 learners were absent and 22 learners dropout. One female centre in Rangpur district was closed at third evaluation.

District wise distribution showed that the Rangpur and Nilphamari districts had **highest** percentage of male learners who were present (71.7 percent) and 80 percent female in Nilphamari. The district of Lalmonirhat and the districts of Rangpur had the **lowest** percentage of learners 56 percent who were present and 30 percent female who were present in the third evaluation. 32.5 percent male learners were absent in Gaibandha district and 42.5 percent female learners were absent in Lalmonirhat district during these evaluation. There was no male dropout learners in Gaibandha. The **highest** 17.9 percent male dropout learners was in Lalmonirhat and 7.5 percent female dropout learners were in district Nilphamari and Rangpur each.

The Rangpur district had the lowest dropout rate among male learners (7.5 percent) and 2.5 percent female learners dropped out in the district of Lalmonirhat.

Therefore, Nilphamari had the highest number of learners who were present (58 ones), highest number of absent learners (27) were in Gaibandha and Lalmonirhat. Lalmonirhat ranked highest on its dropped learner's (08) during the third test. Therefore, the presence of male learners was higher than the female learners in this evaluation. The number of male and female absentees were same in the third evaluation but the number of male dropouts were higher than the number of female dropouts during the third evaluation test. So it can be seen that the male learners were more regular than the female learners during the third evaluation.

The fourth evaluation had on the whole 277 learners, of whom 173 learners were present, 77 learners were absent, and 27 learners were dropouts. One male centre and one female centre were closed in this evaluation period. Districtwise distribution showed that the Nilphamari district had the highest number of male present and female learners (71 percent) and (71.7 percent) respectively; Rangpur had the lowest percentage of male learners present 22.5 percent; and 45 percent female learner in Gaibandha were present during this evaluation. The highest percentage absent male learners were found in Gaibandha (47.5 percent) and Lalmonirhat had 37.5 percent female who were absent. The lowest numbers of absent learners were in Rangpur (15 percent male) and 22.5 percent females were absent in the district of Nilphamari. The Gaibandha district had no absentees among female learners' in the fourth evaluation. There were no dropouts among male learners in Gaibandha. Lalmonirhat had the highest dropout among male learners (17.9 percent) and highest dropout female learners (12.5 percent) was in Rangpur district. Nilphamari district had the lowest (10.5 percent) male dropout learners and Lalmonirhat had the lowest 2.5 percent female dropout learners in the fourth evaluation.

Therefore, Nilphamari had the highest number of learners present (55), Lalmonirhat had highest number of learners absent (24) and Rangpur had the highest number of dropout learners (10) in the forth test.

It can be seen here that the number of male learners who were present was lower than the number of female learners who were present; number of male absent learners were higher than the female absentees and the number of male dropout

learners was higher than the number of female dropouts. Hence, the female learners were more regular than the male learners in participating in the fourth test.

The fifth evaluation on the whole had a total of 277 learners, of whom 188 learners were present, 57 learners were absent and 32 learners were dropouts. Two female centres are closed during this evaluation. District wise distribution showed that Lalmonirhat district had the highest number of male learners present (76.9 percent) male and 71.7 percent female; Gaibandha had the lowest 62.5 percent male learners who were present; Nilphamari had the lowest 30 percent female learners who were present during this evaluation. Gaibandha and Lalmonirhat had the highest absentees 37.5 percent male and 27.5 percent female absentees respectively. The male learners of Lalmonirhat (05 percent) were absent and female learners of Gaibandha (7.5 percent) were absent learners during this fifth evaluation. There were no male learners of Gaibandha and female learners of Nilphamari who were dropouts during the fifth evaluation. Nilphamari district had the highest dropout rate (18 percent male) and highest (20 percent) female dropouts' learners were in Rangpur. 17.5 percent males of Rangpur and 05 percent females of Gaibandha were the dropout learners in this evaluation. Therefore, Lalmonirhat had highest number of learners present (58); Gaibandha had the highest number of absent learners (18) and Rangpur had the highest dropout learners (15) in the fifth test.

Therefore, the number of male learners present were higher than the number of female present learners, the number of male absentees were higher than the number of female absentees, the number of male dropout learner were higher than the number of female dropout learners. Hence, the male learners seemed on the whole more regulars than the female learners in the participation of the fifth evaluation test.

#### **Districtwise Male and Female Learners Performance on Five Oral -Participation Tests**

The **Table 29** presents the data pertaining to the learners' performance in the 5 oral participation test conducted in the FE classes. In the first test the total 250 learners took part in the oral – participation evaluation. An equal of number of 125 males and 125 females appeared in the test. 180 learners' performance was rated, i.e. they were **good** able to answer correctly the questions about their personal bio-data without hesitation and quickly; 55 learners were rated **satisfactory**, as they gave



**Table - 29. Districtwise Male and Female Learners Performance on Five Oral Participation Tests**

Name of the district	Male and Female Learners Oral - Performance																								
	First Test (Nov - Dec)					Second Test (Jan)					Third Test Feb					Fourth Test March					Fifth Test April				
	Good N %	Satisfactory N %	Poor N %	Good N %	Poor N %	Satisfactory N %	Good N %	Poor N %	Satisfactory N %	Good N %	Poor N %	Satisfactory N %	Good N %	Poor N %	Satisfactory N %	Good N %	Poor N %	Satisfactory N %	Good N %	Poor N %	Satisfactory N %				
Male (N=40)	23 57.5	06 H 15	---	16 40	02 L 05	10 H 25	17 42.5	---	10 H 25	---	11 27.5	10 H 25	16 40	---	10 H 25	16 40	---	07 17.5	02 L 05	---	07 17.5	02 L 05			
Female (N=40)	23 H 57.5	07 17.5	04 H 10	20 50	---	04 L 10	20 50	---	04 L 10	---	14 L 35	02 L 05	12 30	02 05	01 L 2.5	12 30	02 05	01 L 2.5	02 05	---	01 L 2.5	02 05			
<b>Total (N=80)</b>	<b>46</b>	<b>13</b>	<b>04</b>	<b>36</b>	<b>02</b>	<b>14</b>	<b>37</b>	<b>02</b>	<b>14</b>	<b>---</b>	<b>25</b>	<b>12</b>	<b>28</b>	<b>02</b>	<b>08</b>	<b>28</b>	<b>02</b>	<b>08</b>	<b>04</b>	<b>---</b>	<b>08</b>	<b>04</b>			
Male (N=39)	19 L 48.7	06 H 15	03 L 7.6	18 46	---	07 17.9	15 L 38	01 L 2.5	06 L 15	01 L 2.5	15 H 38	04 L 10	20 51	04 L 10	09 23	20 51	04 L 10	09 23	01 L 2.5	---	09 23	01 L 2.5			
Female (N=40)	21 52.5	03 L 7.5	02 L 05	23 H 57.5	---	06 15	20 50	---	01 L 2.5	01 L 2.5	19 H 47.5	04 10	20 H 50	01 L 2.5	06 15	20 H 50	01 L 2.5	06 15	02 05	---	06 15	02 05			
<b>Total (N=79)</b>	<b>40</b>	<b>09</b>	<b>05</b>	<b>41</b>	<b>---</b>	<b>13</b>	<b>35</b>	<b>02</b>	<b>07</b>	<b>02</b>	<b>34</b>	<b>08</b>	<b>40</b>	<b>05</b>	<b>15</b>	<b>40</b>	<b>05</b>	<b>15</b>	<b>03</b>	<b>---</b>	<b>15</b>	<b>03</b>			

partially correct answers about their bio-data with some hesitation; 15 learners were in the **poor** category who were able to speak out only their name that also with some hesitation. District wise variation showed that Rangpur had the highest in males learners (82.5 percent) and Gaibandha was highest females learners (57.5 percent) who were placed in **good** category in the oral participation test. Lalmonirhat had the females (45 percent) whose performance was **good**. District wise variation showed that among males, the highest percentage learners in the **satisfactory** category was 15 percent in Gaibandha and Lalmonirhat. Rangpur had the highest number of females (32.5 percent) in the **satisfactory** category on the oral-participation test. Nilphamari had the lowest number of males (7.8 percent) the **satisfactory** category and Lalmonirhat was lowest in females (7.5 percent) in the **satisfactory** category in oral participation test. In **poor** category, it was seen that in the districts of Gaibandha and Rangpur there were no male learners who were rated '**poor**' and in the district of Rangpur there were no female learners who were rated **poor** in the oral participation test. District wise distribution showed that Nilphamari had the highest number of male learners in **good** category of oral participation test. Hence, the learners' performance of Rangpur was better than (10.5 percent) and Gaibandha had highest number females (10 percent) in the **poor** category in oral participation test. Lalmonirhat had the lowest number of males (7.6 percent) and females (0.5 percent) in the **poor** category.

Therefore, Rangpur had highest number of learners (53) in **good** category of oral participation test. Hence, the learners the performance of Rangpur district was better than the other three districts in the first evaluation of oral -participation test. The **Table** also shows that the number of male learners were higher than the number of female learners in **good** category, the number of male learners were lower than the number of females learners in **satisfactory** and **poor** category. Hence, the performance of male learners were better than the females in oral -participation of first evaluation in general.

In the second evaluation 266 learners took part in the oral-participation evaluation. 109 learners were male and 118 were female. In oral-participation test 162 learners were rated **good** who had a clear conception on the lesson and gave correct answer to the question asked which were related to their lessons. 60 learners were at **satisfactory** who had a partial conception about the lesson and answered with some

hesitation, 5 learners were rated **poor** and as they had no conception about their lessons.

District wise distribution that Rangpur had the highest number of males (77.5 percent) in **good** category. Among the females, the **highest good** category was 57.5 percent Lalmonirhat and Nilphamari. Nilphamari also had the **lowest** number of males (28.9 percent) who rated **good**; and Rangpur had **lowest** number of females (48.7 percent) who were rated **good**. District wise variations showed Gaibandha had the **highest** number of males (25 percent) and Nilphamari had the **lowest** number of females (17.5 percent) who were rated **satisfactory**. Lalmonirhat had the **lowest** number of males (15 percent) and females (2.5 percent) in the **satisfactory** category. Among the male learners, Lalmonirhat (7.8 percent) and Gaibandha had the **lowest** number of males who were rated **poor**. The numbers of **poorly** rated female learners' were very few in numbers in all the district. Rangpur district had **highest** number of learners' (50) in **good** category of oral-participation test. Hence, the learners' performance of Rangpur district was better than the other three districts in oral-participation test of second evaluation

The table also shows the number of male learners were lower than the number of female learners in **good** and **satisfactory** category, the male learners achievement was **poor** in comparison to the females as there were no female learner who was rated **poor**. Hence, the female learners' performance was better than the male learners in oral participation test of second evaluation.

Third evaluation had 193 learners who took part in the third oral-participation test. 103 learners were male and 90 learners were female. One female centre of Rangpur district was closed during this evaluation period. In oral-participation test 148 learners were **good** category; they were able to clarify the investigators' questions clearly without hesitation, 39 learners were **satisfactory** who were able to clarify the investigator questions with some hesitation, 06 learners were **poor** category who were unable to clarify the investigator question at all.

District wise variations showed that Rangpur was highest amongst males (67.5 percent) and Nilphamari was highest in females (62.5 percent) who were rated **good**. Lalmonirhat had the lowest in males (38 percent) and Rangpur was lowest in females (17.5 percent) in the **good** category. Gaibandha was highest in males (25 percent) and

Nilphamari was highest in females (17.5 percent) who were rated **satisfactory**. Lalmonirhat had the lowest number of males (15 percent) and females (2.5 percent) who were placed in the **satisfactory** category. In the **poor** category there were no male learners of Gaibandha as they had performed better on the test. Nilphamari had the highest number of males (7.8 percent) who were placed in the **poor** category. The female learners in Gaibandha and Nilphamari and Rangpur had performed satisfactorily and so had very few learners who performed badly. 2.5 percent females in Lalmonirhat district were rated as '**poor**'. Therefore, Nilphamari had the highest number of learners' (42) in the **good** category of oral participation test. Hence, the learners performance of Nilphamari district was better than the other three districts in the third evaluation of oral-participation test.

The table also shows that the number of male learners were higher than the number of female learners in **good**, **satisfactory** and **poor** category. Hence, the male learners performance was better than the female learners in the third evaluation of oral-participation test.

The fourth evaluation had 173 learners who took part in the oral-participation. 80 learners were male and 93 learners were female. One female centre in Gaibandha and one male centre in Rangpur was closed in this evaluation. In oral-participation test 114 learners were **good** who were sharing their knowledge, reading and writing materials with other learners, 43 learners were **satisfactory** who talked with Shevok/Shevikas about their lesson but they did not share their knowledge, reading and writing materials with other learners: 16 learners were **poor** category who sat aloof in the class and were silent. District wise variation showed that Lalmonirhat had highest number in males (38 percent) and females (47.5) percent who were rated **good**. Rangpur was lowest in males (22.5 percent) and among females, the lowest was 35 percent in Gaibandha and Rangpur were in the **good** category.

Districtwise variation showed that Gaibandha was highest among males (25 percent) and Nilphamari was highest in females (25 percent) who were rated '**satisfactory**'. Lalmonirhat had the lowest number males (10 percent) and Gaibandha had lowest number of females (05 percent) in the **satisfactory** category. There were no male learners from Rangpur, and female learners who were **poorly** rated. Nilphamari had the highest number of males (13 percent) and Rangpur had the

highest number of females (10.5 percent) who were rated 'poor'. Lalmonirhat had the lowest number of males (10 percent) and females (2.5 percent) who were in the **poor** category. Therefore, Lalmonirhat had the highest learners (34) in **good** category of oral-participation test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the fourth evaluation of oral-participation.

The table also shows that the number of male learners were lower than the than the number of female learners in the '**good**' category, the number of male learners were higher than the number of female learners in **satisfactory** and **poor** category. Hence, the male learners' performance was better than the female learners in the fourth evaluation of oral-participation test.

In the fifth evaluation 188 learners took part in the oral-participation test. 106 learners were male and 82 learners were female. One female centre in Gaibandha and one female centre in Nilphamari was closed in the fifth evaluation.

In oral-participation test 130 learners were **good** category who were able to explain easily and correctly any topic which was related to their daily life as presented by the Shevok/Shevika; 48 learners were rated **satisfactory**, who were able to explain any selected topic with some errors which was related to their daily life; 10 learners were rated **poor** who could not explain any topic given by the Shevok/Shevika. District wise variation showed that Rangpur was highest in males (60 percent) and Lalmonirhat was highest in females (50 percent) whose performance was rated **good**. Nilphamari was lowest amongst males (31.5 percent) and females (17.5 percent) in **good** category. Districtwise variation showed that Nilphamari was highest in males (28.9 percent) and Rangpur was highest in females (20 percent) for **satisfactory** performance. Rangpur had the lowest number of males (2.5 percent) whose performance was **satisfactory** and Gaibandha had the lowest number females (2.5 percent) whose performance was **satisfactory**. There were no female learners in Nilphamari and Rangpur who were rated **poor**. On the whole number of male and female learners who were rated **poor** in the fifth test, were just one or two and so negligible.

Therefore, Rangpur had the highest number of learners (43) in **good** category of oral-participation test. Hence, the learners' performance of Rangpur district was better than the other three districts in the fifth evaluation of oral-participation test.

The **Table 29** also showed that the number of male learners were higher than the number of female learners in all the three categories. On the whole, the male learners performance was better than the female learners in the fifth evaluation of oral-participation test.

#### **Districtwise Male and Female Learners Performance on Five Reading Skill Tests**

The data revealed in **Table 30** that 250 learners took part in the skill test of first evaluation. 125 learners were male and 125 learners were female. In the first evaluation, 116 learners were rated **good** in reading skill test; and they were able to read the selected sentence 'Babor Kaz Kore' with correct pronunciation. 69 learners rated **satisfactory** of reading skill test who were able to read the selected sentence 'Babor Kaz Kore' with spelling partially but with some errors in pronunciation. 65 learners were **poor** in their performance in reading skill test, as they were unable to read the selected sentence 'Babor Kaz Kore'

Districtwise variation showed that Rangpur was highest in **good** category of reading skill test with 47.5 percent males and 45 percent females who rated **good**, in first test. Gaibandha had the lowest percentage of learners in the **good** category of the first evaluation.

Among males Rangpur had the highest number of learners in the **satisfactory** category of reading skill test (27.5 percent) and among females, the highest number of **satisfactory** learners was 25 percent in Gaibandha and Nilphamari. Lalmonirhat had the lowest number of males (17.9 percent) and 7.5 percent females in the **satisfactory** category.

Nilphamari was highest in the '**poor**' category on reading skill test with 26 percent males and Gaibandha was highest with females (30 percent) in '**poor**' category. Among males, it was lowest in Lalmonirhat, which had the lowest number of learners (10 percent) who were rated **poor**, and among females Rangpur had the lowest number of learners (15 percent) in the **poor** category of reading skill test.

Rangpur district had the highest number of learners (37) in **good** category at reading skill test. Hence, the learners performance of Rangpur district was better than other three districts in the first evaluation of reading skill test.

It was also observed that the number of male learners were lower than the number of female learners in the **good** category. The number of male learners were

Table - 30. Districtwise Male and Female Learners Performance on Five Reading Skill Tests

Name of the District	Sex	Performance of Male and Female on the Reading Skill																			
		First Test Nov - Dec				Second Test Jan				Third Test Feb				Fourth Test March				Fifth Test April			
		Good N %	Satisfactory N %	Poor N %		Good N %	Satisfactory N %	Poor N %		Good N %	Satisfactory N %	Poor N %		Good N %	Satisfactory N %	Poor N %		Good N %	Satisfactory N %	Poor N %	
Jaibandha	Male (N=40)	09 L 22.5	10 25	10 25	06 15	11 27.5	11 27.5	06 H 15	10 25	11 27.5	06 H 15	07 17.5	07 17.5	10 25	07 17.5	04 10	12 30	06 L 15	06 L 15	07 17.5	
	Female (N=40)	12 L 30	10 H 25	12 H 30	09 H 22.5	10 25	07 17.5	07 H 17.5	06 L 15	08 20	04 10	04 10	04 10	07 17.5	07 17.5	04 10	04 10	07 17.5	07 17.5	04 10	
	<b>Total (N=40)</b>	<b>21</b>	<b>20</b>	<b>22</b>	<b>15</b>	<b>21</b>	<b>16</b>	<b>15</b>	<b>17</b>	<b>21</b>	<b>13</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>08</b>	<b>16</b>	<b>13</b>	<b>13</b>	<b>11</b>		
almomirhat	Male (N=39)	17 43.5	07 L 17.9	04 L 10	02 L 05	08 20.5	15 38	15 H 38	07 L 17.9	07 L 17.9	---	15 H 38	04 L 10	14 H 35.8	04 10	14 H 35.8	10 H 25.6	10 H 25.6	06 15		
	Female (N=40)	16 40	03 L 7.5	07 17.5	05 L 12.5	09 L 22.5	15 H 37.5	14 H 35	05 L 12.5	05 L 12.5	03 7.5	13 H 32.5	07 L 17.5	16 H 40	04 L 10	16 H 40	10 H 25	10 H 25	02 L 05		
	<b>Total (N=80)</b>	<b>33</b>	<b>10</b>	<b>11</b>	<b>07</b>	<b>17</b>	<b>30</b>	<b>29</b>	<b>12</b>	<b>03</b>	<b>28</b>	<b>11</b>	<b>28</b>	<b>08</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>08</b>			

higher than number of female learners in the **satisfactory** category. The number of male learners was lower than number of female learners in the **poor** category. On the whole, the performance of female learners was better than males in reading skill test of first evaluation.

The second evaluation had 266 learners who took part in the reading skill test. 109 learners were male and 117 learners were females in this evaluation test. In reading skill test 94 learners were in **good** category who were able to read the selected sentence 'Jomila Pores Bari Kaz Kore' with correct pronunciation. 82 learners were in **satisfactory** category who were able to read the selected sentence 'Jomila Porer Bari Kaz Kore, with spelling partially but some errors in pronunciation. 50 learners were **poor** in reading skill test who were unable to read the selected sentence ' Jomila Porer Bari Kaz Kore'.

Districtwise variation showed that Rangpur was highest in the **good** category of reading skill test with 42.5 percent males whose performance was **good** and Lalmonirhat had the highest number of females (37.5 percent) who were in **good** category. Nilphamari had the lowest number of **good** performance amongst males (21 percent) and Gaibandha had the lowest number of females (12.5 percent) who were in **good** category of reading skill test.

Gaibandha was highest with males (27.5 percent) and Rangpur was highest with females 35 percent in the **satisfactory** category Rangpur had the lowest number of males (20 percent). Lalmonirhat was lowest in females (22.5 percent) in the **satisfactory** category.

Rangpur had the highest percentage of males (27.5 percent) and Gaibandha had the highest percentage of females (22.5 percent) who rated **poor**. Lalmonirhat district was lowest amongst males and females (0.5 percent and 12.5 percent) in the **poor** category.

It appears that Lalmonirhat district had highest number of learners (30) in **good** category of reading skill test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the second test of reading skill. Female learners who were rated **good** in reading skill test. The number of males was lower than females in **satisfactory** and **poor** category. Hence, the performance of

male learners was better than female learners in reading skill test of second evaluation.

The third evaluation had 193 learners who took part in reading skill test. 103 learners were male and 90 learners were females. One female centre of Rangpur district was closed in this evaluation. The third evaluation had 86 learners were rated **good** and who were able to read the selected four-line paragraph with correct pronunciation. 72 learners were **satisfactory** who were able to read the selected four-line paragraph with spelling partially but some errors in pronunciation. 35 learners were in **poor** category who were unable to read the selected four lines paragraph.

Districtwise variation showed that Lalmonirhat was highest amongst males and females (38 percent) and (35 percent) respectively in the **good** category of reading skill test. Nilphamari was lowest with males (23.6 percent) and Rangpur was lowest in females 12.5 percent in the **good** category of reading skill test. Nilphamari was highest amongst males and females (34 percent) and (32.5 percent) respectively in the **satisfactory** category. Lalmonirhat district had the lowest number of males and females (17.9 percent) and (12.5 percent) respectively in **satisfactory** category.

Gaibandha and Rangpur district had the highest percentage of males (15 percent) in each district, as well as Gaibandha and Nilphamari had the highest percentage of females (17.5 percent) who were rated **poor** in reading skill test. Therefore, Lalmonirhat had the highest number of learners (29) in **good** category of reading skill test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the third evaluation of reading skill test. In the third, test the number of male learners was higher than the number of female learners in **good** and **satisfactory** category of reading skill test. In **poor** category the number of males were lower than the number of females in this test. Hence, the performance of male learners was in general better than female learners in the third evaluation reading skill test.

The fourth evaluation 173 learners took part in the reading skill test. 80 were male learner and 93 were female learners. One female centre in Gaibandha district and one male centre in Rangpur district was closed during this evaluation period. The fourth evaluation had 71 learners were in **good** category who were able to read the selected seven lines paragraph with correct pronunciation. 61 learners were

**satisfactory** who were able to read the selected seven-line paragraph with spelling partially but with some errors in pronunciation. 41 learners were rated '**poor**' who were unable to read the selected seven-line paragraph.

District wise variation shows that Lalmonirhat was highest amongst males and females of (38 percent) and (32.5 percent) respectively, and Rangpur was lowest with males 05 percent and Gaibandha was lowest with females (15 percent) who were rated **good** category in the reading skill test. Districtwise distribution of **satisfactory** category shows that Nilphamari was highest amongst males and females with 28.9 percent and 27.5 percent respectively whose performance was rated **satisfactory**, and Lalmonirhat and Rangpur had the lowest amongst males (10percent), and Lalmonirhat was lowest amongst females (17.5 percent) who were rated **satisfactory** on the reading skill test.

Districtwise variation of **poor** category Nilphamari had the highest number of males (23.6 percent) and Rangpur had the highest percent of female learners (17.5 percent), Rangpur and Lalmonirhat had the lowest amongst in males and females (7.5 percent males and 10 percent females) respectively whose performance was rated **poor**.

Therefore, Lalmonirhat district had the highest number of learner 28 in **good** category of reading skill test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the fourth evaluation of reading skill test.

In the fourth test the number of male learners was lower than the number of female learners who were rated '**good**', '**satisfactory**' and '**poor**' category. So, the performance of female learners was better than male learners on the reading skill test in the fourth evaluation.

The fifth evaluation had 188 learners who took part in the reading skill test. 106 learners were male and 82 learners were females. One female centre in Gaibandha district and one female centre of Nilphamari district was closed during the evaluation test. In reading skill test 80 learners were in **good** category who were able to read the selected lesson 'Pani' with correct pronunciation, 62 learners were rated **satisfactory** who were able to read the selected lesson 'Pani' with spelling partially but some errors in pronunciation, 46 learners were rated **poor** who were unable to read the selected lesson 'Pani'.

Districtwise variations showed that Lalmonirhat had the highest number males and females of (35.8 percent) and (40 percent) respectively in **good** category, and Nilphamari had the lowest number of males (18 percent), Gaibandha and Nilphamari had the lowest number of females (10 percent) in each district who were rated **good** in reading skill test.

In **satisfactory** category district wise distribution showed that Lalmonirhat was highest amongst males and females (25.6 percent and 25 percent) and Gaibandha had 15 percent males and in Nilphamari 15 percent females being the lowest who rated **satisfactory**.

In the **poor** category, district wise variation showed that Nilphamari was highest amongst males (28.9 percent) and Rangpur was highest amongst females (25 percent), whose performance was rated **poor**. Rangpur was highest with (10 percent) males and among females, the lowest of **poor** category 05 percent in Lalmonirhat and Nilphamari.

Therefore, Lalmonirhat district had highest numbers of learners (30) in the **good** category in reading skill test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the fifth test of reading skill.

In fifth evaluation the number of male learners was higher than the number of females whose performance was rated '**good**'; the number of males and females in **satisfactory** category, the number of males were lower than the number of females in **poor** category.

Hence, the performances of male learners were better than the females in reading skill test of fifth evaluation.

### **District wise Male and Female Learners Performance on Five Writing Skill Tests**

The **Table 31** revealed that 250 learners took part in the first test writing skill. 125 learners were male and 125 learners were females. In writing skill test 101 learners were rated **good** who were able to write their name correctly and clearly, 80 learners were **satisfactory** who were able to write their names with some error and some degree of lack of clarity, and 69 learners were **poor** who were unable to write their names at all.

Table - 31. Districtwise Male and Female Learners' Performance on Five Writing Skill Tests

Name of the District	Sex	Male and Female Performance on the Writing Skill																	
		First Test (Nov - Dec)			Second Test (Jan)			Third Test (Feb)			Fourth Test (March)			Fifth Test (April)					
		Good N %	Satisfactory N %	Poor N %	Poor N %	Satisfactory N %	Poor N %	Poor N %	Satisfactory N %	Poor N %	Poor N %	Satisfactory N %	Poor N %	Poor N %	Satisfactory N %	Poor N %			
Gaibandha	Male (N=40)	09 L 22.5	09 L 22.5	11 27.5	08 20	09 H 27.5	22.5	07 17.5	09 22.5	11 H 27.5	08 20	10 25	03 7.5	09 22.5	07 17.5				
	Female (N=40)	13 32.5	17 H 42.5	04 L 10	08 20	10 25	06 15	07 17.5	07 17.5	10 25	04 L 10	07 L 17.5	07 17.5	03 L 7.5	09 H 22.5	03 L 7.5			
<b>Total (N=80)</b>		<b>22</b>	<b>26</b>	<b>15</b>	<b>16</b>	<b>22</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>22</b>	<b>12</b>	<b>17</b>	<b>10</b>	<b>18</b>	<b>10</b>				
Jamnagar	Male (N=39)	16 41	09 23	03 L 7.6	14 35.8	09 23	L 05	12 30.7	07 17.9	03 L 7.6	12 H 30.7	07 17.9	04 10	14 H 35.8	05 12.8				
	Female (N=40)	12 30	02 L 5	12 30	12 H 30	07 L 17.5	10 25	11 H 27.5	04 L 10	07 17.5	10 H 25	08 20	06 L 15	11 H 27.5	13 H 32.5				
<b>Total (N = 80)</b>		<b>28</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>16</b>	<b>12</b>	<b>23</b>	<b>11</b>	<b>10</b>	<b>22</b>	<b>15</b>	<b>10</b>	<b>18</b>	<b>18</b>				

District wise variation showed that Rangpur ranked **highest** for both males and females (47.5 percent) and (42.5 percent) respectively, for their '**good**' performance on the test; and Nilphamari was **lowest** amongst males and females of 21 percent and 17.5 percent respectively who were rated **good** in writing skill test.

In the **satisfactory** category of performance, Nilphamari ranked **highest** amongst males (34 percent) and Gaibandha was **highest** (42.5 percent); Gaibandha had the **lowest** number males (22.5 percent) who were **satisfactory**, and Lalmonirhat had the **lowest** number of females (05 percent) who were found **satisfactory** in the writing skill test.

The **poor** performance amongst males was **highest** in Gaibandha (27.5 percent) and amongst females it was **highest** in Nilphamari (37.5 percent), Lalmonirhat had the **lowest** number of males (7.6 percent) and Gaibandha had the **lowest** number of females (10 percent) who were **poor** in writing skill test.

The Rangpur district had the **highest** number of learners (36) who were rated **good** category. In the first test the performance of learners in Rangpur district was better than the other three districts in writing skill test.

**Table 31** also shows that the number of male learners who were found **good** and **satisfactory** was higher than the number of female learners in those two categories. The number of male learners were lower than the female learners in the **poor** category. So it can be seen that the performance of males better than females, generally, in the first writing skill test.

The second evaluation had 266 learners who took part in the writing skill test. 109 learners were male and 117 learners were female. In writing skill test 83 learners were **good** who were able to write the selected sentence 'Babor Kaz Kore' correctly and clearly, 82 learners were **satisfactory** who were able to write the selected sentence ' Babor Kaz Kore' with some errors and some amount of lack of clarity; 61 learners were **poor** who were unable to write the selected sentence 'Babor Kaz Kore'.

District wise variation showed that Rangpur rated **highest** amongst males (40 percent) who were in **good** category of writing skill test. Amongst the female learners who were rated the highest in **good** category was 30 percent in Lalmonirhat and Rangpur. With only 40 percent males and 30 percent females

being rated '**good**' it appeared that the overall performance is not as **good** as it could have been expected.

In the **satisfactory** category of performance, Gaibandha was highest amongst males (27.5 percent) and among females, the highest **satisfactory** performance was amongst the learners in Nilphamari and Rangpur. Rangpur had the lowest number of males (20 percent) and Lalmonirhat had the lowest number of females (17.5 percent) who were rated **satisfactory** on writing skill test.

In **poor** category district wise variations showed that Rangpur ranked highest among males (30 percent) and Nilphamari was highest in females (30 percent). Lalmonirhat had the lowest number of males (05 percent) and Rangpur had the lowest number of females (12.5 percent) who performed '**poorly**'.

Therefore, Rangpur had the highest number of learners (28) who were rated **good** in this writing skill test. Hence, the learners performance of Rangpur district was better than the other three district in the second evaluation of writing skill test.

The **Table 31** also shows the number of male learners were higher than the number of female learners in '**good**' category. The numbers of male learners were lower than the number of female learners in **satisfactory** and **poor** category. Hence, the performance of male learners was better than the female learners in writing skill test.

In the third evaluation 193 learners took part in the writing skill test. One or three learners were male and 90 learners were female. One female centre of Rangpur district was closed in this evaluation period. In the writing skill test 70 learners were **good** who were able to write the selected sentence 'Amader Desher Nam Bangladesh' correctly and clearly; 62 learners were in **satisfactory** category who able to write the selected sentence with some error and some amount of lack of clarity; and, 61 learner were **poor** who were unable to write the selected sentence 'Amader Desher Nam Bangladesh'.

District wise variation showed that Rangpur was highest amongst males (42.5 percent) and Lalmonirhat was highest in females (27.5 percent) whose performance was rated **good**, Nilphamari had the lowest number of males (13 percent) and Rangpur had the lowest number of females (12.5 percent) who were

In the **satisfactory** category Nilphamari ranked highest with males (34 percent) and females (30 percent), performing in a **satisfactory** manner. Rangpur had the lowest number of males (10 percent) and Lalmonirhat had the lowest number of females (10 percent) whose performance was **satisfactory** in writing skill test.

Gaibandha was highest amongst males (27.5 per cent) and Nilphamari was highest in females (35 per cent) for **poor** performance. Lalmonirhat had lowest number of males (7.6 per cent) and Rangpur had the lowest number of females (2.5 per cent) whose performance was **poor** in writing skill test

Therefore, Lalmonirhat was highest number of learners (23) whose performance was rated '**good**' in writing skill test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the third evaluation of writing skill test.

The **Table 31** also shows the number of male learners were higher than the female learners in both **good** and **satisfactory** category. The number of male learners were lower than the female learners in **poor** category. Hence, the performance of the male learners was better than females in the third writing skill test.

The fourth evaluation had 173 learners who took part in the writing skill test. 80 learners were male and 93 learners were female. One female centre of Gaibandha district and one male centre of Rangpur district was closed in the fourth evaluation. In writing skills test 53 learners were **good** category who were able to write their address correctly and clearly, 74 learners were **satisfactory** who were able to write their address with some errors but still the later could be reached their destination; 46 learners were **poor** who were unable to write their address.

Districtwise distribution showed that Lalmonirhat had the highest number of males (30.7 per cent) and females (25 percent) who were rated **good** in writing skill test. Rangpur ranked lowest for males (2.5 percent) and Gaibandha lowest for females (10 percent) were in **good** category of writing skill test.

In **satisfactory** category Nilphamari ranked highest for males (34 percent) and females (32.5 percent); Rangpur ranked lowest in males (17.5 percent) and Gaibandha was lowest in females (17.5 percent) whose performance was only

Nilphamari had the highest number of males (23.6 percent) and females (25 percent), in the **poor** performance category. Rangpur was lowest in males (2.5 percent) and among females, it was lowest (15 percent) in Lalmonirhat and Rangpur for **poor** performance.

Therefore, Lalmonirhat had the highest number of learners (22) with **good** performance in writing skill test. Hence, the learners performance of Lalmonirhat district was better than the other three district in the fourth evaluation of writing skill test.

The **Table 31** also showed that the number of male learners were lower than the number of females in **good** category, the number of male learners and the number of female learners were same in the **satisfactory** category, the number of male learners were lower than the number of females of **poor** category. Hence, the performance of male learners were better than females were in the fourth writing skill test.

The fifth evaluation had 188 learners who took part in the writing skill test. 106 learners were males and 82 learners were female. One female centre of Gaibandha district and one female centre of Nilphamari district was closed during the fifth evaluation. In writing skill test 65 learners were rated **good**, who were able to write the name of seven days correctly and clearly; 69 learners were in **satisfactory** category who were able to write the name of seven days with some errors and some amount of lack of clarity; 54 learners were rated **poor** as they were unable to write the name of seven days.

Districtwise variation showed Rangpur had the highest number of males (35 percent) and Lalmonirhat had the highest number of females (27.5 percent), whose performance was **good**. 13 percent male learners were in Nilphamari and 7.5 percent female learners in Gaibandha were the least number of students in **good** category of writing skill test.

Lalmonirhat ranked highest in males (35.8 percent) in **satisfactory** category. Among females, the highest **satisfactory** category was 22.5 percent in Gaibandha and Rangpur. Among males, the lowest **satisfactory** category was 22.5 percent in Gaibandha and Rangpur as well Lalmonirhat had the lowest number of females (10 percent) who were rated **satisfactory** on the writing skill test.

Nilphamari ranked highest amongst males (23.6 percent) and Lalmonirhat ranked highest in females (32.5 percent) who were rated in the writing skill test. The lowest of **poor** category was 7.5 percent males and 7.5 percent females in the district of Rangpur and Gaibandha respectively.

Therefore, Lalmonirhat district was highest learners in **good** category of writing skills test. Hence, the learners performance of Lalmonirhat district was better than the other three districts in the fifth evaluation of reading skill test.

The **Table 31** also showed that the number of male learners were higher than the number of female learners in **good** and **satisfactory** category, the number of male learners were lower than the number of females learners. Hence, the performance of male learners were better than the female learners in the fifth writing skill test.

#### **Districtwise Male and Female Learners Performance on Five Numeracy Skill Tests**

The data **Table 32** revealed that in the first evaluation 250 learners took part in the numeracy skill test 125 learners were male and 125 learners were female. In numeracy skill test 103 learners who were rated '**good**' were able to count and write down the selected numbers 1 to 25 correctly, 80 learners were rated **satisfactory**, who were able to count and write down the selected number 1 to 25 partially, 67 learners were in **poor** who were unable to count and write down the selected number 1 to 25.

Districtwise variation showed that Rangpur ranked highest-amongst males (55 percent) and females (55 percent) for **good** performance; Nilphamari ranked lowest amongst males (2.6 percent) and females (12.5 percent) for **good** performance in numeracy skill test.

In **satisfactory** category Nilphamari was highest amongst males (39 percent) and females (45 percent); Gaibandha was lowest amongst males (15 percent) and Lalmonirhat was lowest amongst females (2.5 percent) for **not satisfactory** performance on numeracy skill test.

In **poor** category Nilphamari was highest with males (36.8 percent) performing **poorly** and Gaibandha was the highest with females (30 percent); 7.6

Table - 32. Districtwise Male and Female Learners Performance on Five Numeracy Skill Tests

Name of the District		Performance of Male and Female on the Numeracy																	
		First Test (Nov - Dec)			Second Test (Jan)			Third Test (Feb)			Fourth Test (March)			Fifth Test (April)					
		Good N %	Satisfactory N %	Poor N %	Good N %	Satisfactory N %	Poor N %	Good N %	Satisfactory N %	Poor N %	Good N %	Satisfactory N %	Poor N %	Good N %	Satisfactory N %	Poor N %			
Raibandha	Male (N=40)	13 32.5	06 L15	10 25	12 30	09 22.5	07 17.5	10 25	08 20	09 22.5	07 17.5	07 17.5	11 27.5	10 25	04 10				
	Female (N=40)	11 27.5	11 27.5	12 H30	09 L22.5	12 30	03 L7.5	06 L15	10 25	08 20	03 L7.5	13 H32.5	05 L12.5	08 20	02 L05				
<b>Total (N=80)</b>		<b>24</b>	<b>17</b>	<b>22</b>	<b>21</b>	<b>21</b>	<b>10</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>10</b>	<b>20</b>	<b>16</b>	<b>18</b>	<b>06</b>				
almonirhat	Male (N=39)	15 38	10 25.6	03 L7.6	12 30.7	08 20.5	05 L12.8	11 28	06 1.5	05 L12.8	10 H25.6	11 28	14 H35.8	12 H30.7	04 10				
	Female (N=40)	14 35	01 L2.5	11 27.5	12 30	08 L20	09 22.5	10 H25	05 12.5	07 17.5	05 12.5	09 22.5	10 H25	07 L17.5	11 H27.5				
<b>Total (N=40)</b>		<b>29</b>	<b>11</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>14</b>	<b>21</b>	<b>11</b>	<b>12</b>	<b>15</b>	<b>20</b>	<b>24</b>	<b>19</b>	<b>15</b>				

percent females were the lowest percentage of learners in Rangpur district whose performance was rated **poor**, on the numeracy skill test.

Therefore, Rangpur district had the highest number of learners (44) whose performance was **good** in the numeracy skill test.

Hence, the learners performance of Rangpur district was better than the other three districts in the first evaluation of numeracy skill test.

The **Table 32** also showed that the number of male learners were lower than the female learners of **good** category, the number of male learners were higher than the number of female learners of **satisfactory** category, the number of males learners were lower than the number of females in **poor** category. Hence, the performance of female learners and the male learners in the first numeracy skill test of is almost the same.

In the second evaluation 266 learners appeared of whom 109 learners were male and 117 learners were female. In numeracy test 94 learners were rated **good** who were able to count and write down the selected numbers 50 to 100 correctly. 73 learners were rated **satisfactory** who were able to count and write down the selected number 50 to 100 partially; and 59 learners were in **poor** category who were unable to count and write down the selected number 50 to 100.

Districtwise variation showed that Rangpur had the highest number of males (47.5 percent) and females (47.5 percent), whose performance was rated **good**. Nilphamari had the lowest number of males (05 percent) and the lowest number of females (22.5 percent) with **good** in performance was found in Gaibandha and Nilphamari.

Nilphamari had the highest number of males (23.3 percent) and females (32.5 percent) with **satisfactory** performance Rangpur had the lowest number of males (15 percent) with **satisfactory** performance and among females, the lowest number of learners (20) who were rated **satisfactory** were Lalmonirhat and Rangpur.

Rangpur had the highest number of males (27.5 percent) whose performance was **poor**, and Nilphamari had the highest number of females whose performance was **poor** (27.5 percent). 12.8 percent of males in Lalmonirhat, and 7.5 percent females in Gaibandha were ranked the lowest in **poor** performance.

As it is seen from the above data, Rangpur had the highest number of learners (38) in the **good** category of numeracy skill test. So, the learners performance of Rangpur district was better than the other three districts in the second numeracy skill test.

The table also showed that the number of male learners were lower than the number of female learners in **good** and **satisfactory** category, the number of male learners were higher than the number of female learners in **poor** category. This shows that the performance of female learners were better than the male learners in the second numeracy skill test.

The third evaluation 193 learner took part in the numeracy skill test. 103 learners were male and 90 learners were females. One female centre of Rangpur district was closed in this evaluation period. In numeracy skill test 70 learners were in **good** category who were able to calculate the selected one one-digit addition and one one-digit subtraction correctly, 65 learners were in **satisfactory** category who were able to calculate the selected one one-digit addition and one one-digit subtraction with some error, 58 learners were **poor** category who were unable to calculate the selected one one-digit addition and one one-digit subtraction.

Districtwise variation showed that Rangpur ranked highest amongst males (35 percent) and Lalmonirhat was highest amongst females (25 percent) in **good** category. Nilphamari had the lowest percentage of males (7.8 percent) and Gaibandha had the lowest percentage of females (15 percent) who were rated **good** on numeracy skill test.

In **satisfactory** category Nilphamari ranked highest amongst males (36.8 percent) and females (32.5 percent); Rangpur ranked lowest amongst males (12.5 percent) and females (10 percent) in numeracy skill test.

Rangpur had the highest number of males (47.5 percent) and Nilphamari was the highest in females (25 percent) whose performance was **poor**; Lalmonirhat ranked lowest amongst males (12.8 percent) and Rangpur was lowest amongst females (2.5 percent) in performance.

Lalmonirhat and Rangpur had the highest number of learners (21) whose performance was **good** on numeracy skill test. Hence, the learners performance of Lalmonirhat and Rangpur district was better than the other two districts in the third

The **Table 32** also showed that the number of male learners were higher than the number of female learners in **good**, **satisfactory** and **poor** category. The performance of male learners was marginally better than the female learners in the third numeracy skill test.

The fourth test had 173 learners who took part in the numeracy test. 80 learners were male and 93 learners were females. One female centre of Gaibandha district and one male centre of Rangpur district was closed during this evaluation period. In numeracy skill test 53 learners were in **good** category who were able to calculate the selected problems one two-digit addition and one two digits subtraction correctly, 77 learners were in **satisfactory** category who were able to calculate the selected problems one two digits addition and one two digits subtraction with some error, 43 learners were in **poor** who were unable to calculate any of the selected problems one two-digits addition and one two digits subtraction.

District wise variation showed that Lalmonirhat ranked highest amongst males (25.6 percent) and Rangpur ranked highest in females (27.5 percent); while Nilphamari had the lowest number of males (10.7 percent) and Gaibandha had the lowest number of females (7.5 percent) who were rated of **good** category.

District wise variation showed that Nilphamari had the highest number of males (37 percent) whose performance was the **satisfactory** and Gaibandha had the highest number of females (32.5 percent) whose performance was **satisfactory**. Rangpur district ranked lowest amongst males (7.5 percent) and females (17.5 percent) in the **satisfactory** category of numeracy skill test.

District wise distribution showed that Nilphamari had the highest number of males (21percent) Lalmonirhat had the highest number of females (25 percent) whose performance was **poor**. Rangpur had the lowest number of males (2.5percent) and Gaibandha had lowest number of females (05 percent) in the **poor** category.

Therefore, Rangpur had the highest number of learners 16 who were rated **good** on numeracy skill test. The learners who had rated **good** in Lalmonirhat were just a little less (by one learner) than the Rangpur total. More over the number of learners who had **satisfactory** performance were more in Lalmonirhat than in

Rangpur. So, we can say that the performance of learners in Rangpur and Lalmonirhat was almost on par.

The number of male learners was lower than the number of female learners in **good** and **satisfactory** category. Hence, in general the performance of female learners were better than the male learners in fourth numeracy test

The fifth evaluation had 188 learners who took part in the numeracy skill test, 106 learners were male and 82 learners were female. One female centre of Gaibandha and one female centre of Nilphamari was closed during fifth test period. In numeracy test 73 learners were rated **good** who were able to calculate the selected problem one three-digits addition and one three-digits subtraction, 69 learners were in **satisfactory** category who were able to calculate the selected problems one three-digits addition and one three digits subtraction with some error, 46 learners were in **poor** category who were unable to calculate the selected problems one three-digits addition and one three-digits subtraction.

District wise variation showed that Rangpur ranked highest amongst males (40 percent) and Lalmonirhat ranked highest amongst females (25 percent) in **good** category. Nilphamari had the lowest number of males (10.5 percent) whose performance was **good** and among females, the lowest rank **good** performance was 12.5 percent in Gaibandha and Nilphamari.

District wise variation showed that Lalmonirhat ranked highest amongst males (30.7 percent) and Rangpur ranked highest amongst females (30 percent) in **satisfactory** category. Rangpur ranked lowest amongst males (20 percent) and Nilphamari ranked lowest amongst females (10 percent) in **satisfactory** category.

District wise distribution showed that Nilphamari had the highest number of males (34 percent) whose performance was **poor** and Lalmonirhat had the highest number of females (27.5percent) in the **poor** category; Rangpur ranked lowest amongst males (05 percent) with **poor** performance and among females, the lowest **poor** category was 05 percent in Gaibandha.

Therefore, Lalmonirhat and Rangpur ranked highest with 24 learner in each district whose performance on numeracy skill test was **good**. Hence, the learners performance of Lalmonirhat and Rangpur district was better than the other two districts in the fifth test of numeracy skill.

It is also observed that the number of male learners were higher than the number of female learners in the **good** and **satisfactory** categories, the number of males and females were same in **poor** category. So, the male learner performance was better than the female learners in fifth numeracy skill test.

Prior to the discussion of the assessment of learners' achievement in **reading, writing, numeracy** and **social awareness**, there is a need to analyse their entry behaviour in terms of the variables such as sex, age, education and socio-economic and occupational backgrounds. The data pertaining to these were collected through interviews the investigator conducted personally and individually. Detailed data are presented in appendix in the **Tables numbered L-1** and so on. A brief summary is being presented here.

The actual number of learners who were observed, tested and interviewed totalled upto only 232 of which Gaibandha had 30 males and 30 females; Lalmonirhat had 29 males and 30 females; Nilphamari had 28 males and 30 females; and Rangpur had only 20 males and 32 females (**Table L – 1**).

Out of these 232, the actual number of the learners who appeared for the different tests are presented in **Table L –2**.

As regards age group, a total of 158 learners are placed in the age group of 16 –35, 37 in the age group of 36 – 45. Interestingly, there were only 4 learners who were above 55 and 21 below 15 years. Nilphamari and Rangpur had in all 19 learners who were less than 15 years of age. 170 learners were married and 214 learners had no schooling background at all. Only 4 learners (2 males and 2 females) had a schooling of 5 years.

The reasons offered for not attending school, are various, out of which the most commonly cited were as follows:

- resistance on the part of parents/guardians.(114 Learners)
- economic reasons(99 Learners), and
- not realising the significance of education (49 Learners).

Occupational background of these learners also have an important impact on their motivation for education and consistency in attendance. Agricultural

majority of male learners. On the other hand, most of the female learners were occupied with poultry farming, cattle rearing, rice husking and domestic labour. Some female learners were also engaged in selling fish and snacks.

The economic background of the learners was pretty low. 94 learners had an income of Tk. 500/- per month and less. 58 learners had an income of Tk. 500 – 1,000/- per month. Moreover this income has to be seen in the context of their family size. Nearly 102 learners seemed to be supporting a family of more than five members( **Table – L 4**)

Inspite of all these constraining factors, it was interesting to note that almost 232 learners were regular in attending the FE classes in different centres in the four districts. While asked as to what motivated them to attend the classes, the learners gave the following factors. Figures within parenthesis indicate the actual number of respondents. ( **Table – L 5**)

- Self motivated (113)
- RDP – 9 project (38)
- Shevok/Shevikas (31)
- Spouses (20)
- Group leaders and members (20)
- Parents (10)

#### **Assessment of Learners Performance on Reading skill, Writing skill, Numeracy skill and General Awareness**

This section discusses the performance of the learners in the skills of reading, writing, numeracy and general awareness. The investigator prepared **final test (FEAT)** to evaluate the learners performance in 3R's after the completion of the six months' FE course of RDP – 9. Time duration fixed for each of the tests was: 10 minute for reading, 30 minute for writing and 30 minute for numeracy.

With regard to awareness, the investigator had prepared a questionnaire and collected information orally. The learners answered the questions pertaining to general awareness orally, and it was recorded for each individual learning on separated sheets.

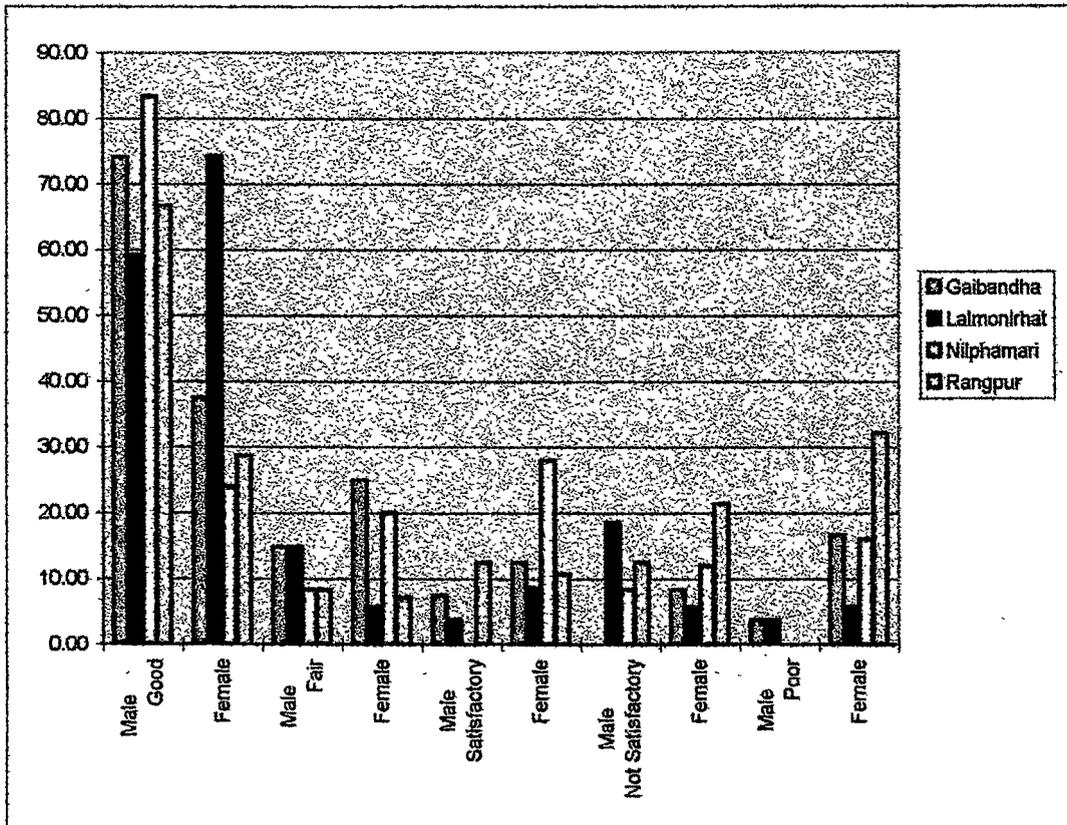
Table – 33 District wise Learners Performance on Reading Skill Test 1

Name of the District  Rating	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No of M 27		No. of M - 27		No of M-24		No of M- 24		No of M-102	
	No of F- 24		No of F- 35		No of F- 25		No of F- 28		No. of F- 112	
	No	%	No	%	No.	%	No.	%	No	%
<b>Good</b>										
(M)	20	74.07	16	59.25	20	83.33	16	66.66	72	70.58
(F)	09	37.50	26	74.28	06	24.00	08	28.57	49	43.75
<b>Fair</b>										
(M)	04	14.81	04	14.81	02	8.33	02	8.33	12	11.76
(F)	06	25.00	02	5.7	05	20.00	02	7.14	15	13.39
<b>Satisfactory</b>										
(M)	02	7.40	01	3.70	--	---	03	12.5	06	5.88
(F)	03	12.5	03	8.57	07	28.00	03	10.71	16	14.28
<b>Not satisfactory</b>										
(M)	--	--	05	18.51	02	8.33	03	12.5	10	9.80
(F)			02	5.71	03	12.00	06	21.42	13	11.60
<b>Poor</b>										
(M)	01	3.70	01	3.70	--	---	--	---	02	1.96
(F)	04	16.66	02	5.71	04	16	09	32.14	19	16.96
<b>Total</b>	<b>51</b>		<b>62</b>		<b>49</b>		<b>52</b>		<b>214</b>	

The **Reading skill test 1** consisted of reading words only (word Formation test). The **Table 33** provides data pertaining to this test. Out of the total 72 male who were declared to be **good** in the reading test, the **highest** number of males

Graph 1. Reading Skill Test 1

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	74.07	37.50	14.81	25.00	7.40	12.50	0.00	8.33	3.70	16.66
Lalmonirhat	59.25	74.28	14.81	5.70	3.70	8.57	18.51	5.71	3.70	5.71
Nilphamari	83.33	24.00	8.33	20.00	0.00	28.00	8.33	12.00	0.00	16.00
Rangpur	66.66	28.57	8.33	7.14	12.50	10.71	12.50	21.42	0.00	32.14



who got **good** were from Lalmonirhat district (59.25 percent). Among the total 49 female learners who secured **good**, the **highest** percentage of were from Lalmonirhat (74.28 percent) and the least percentage of **good** performers were from Nilphamari (24.00 percent).

In the second category of **fair** performance out of the 12 male learners in both Gaibandha and Lalmonirhat had the same percentage of learners (14.81) who were rated **fair**. Of the 15 female learners who were rated **Fair**, Gaibandha district had the **highest** percentage of learners (25.00 percent) who were **fair**. On the other hand the least percentage of male learners were both Nilphamari and Rangpur district as both had 8.33 percent of learners who were **Fair** in achievement, where as the female learners from Lalmonirhat (5.7 percent) had the least percentage of **fair** achievers.

The male learners who had given a **satisfactory** performance were from Rangpur district (12.5) out of a total of 6 learners and the least percentage of **satisfactory** male learners were form Lalmonirhat (3.70). On the other hand, the **highest** percentage of female learners out of the total of 16, who had performed satisfactorily were form Nilphamari (28 percent) and **lowest** percentage of **satisfactory** performances were from Lalmonirhat.

Only 10 male learners' performance was considered **not satisfactory**, the **highest** percentage of such male learners were form Lalmonirhat (18.51) and the **lowest** percentage of male learners whose performance was **not satisfactory** were from Nilphamari (8.33 percent). On the other hand, the **highest** percentage of female learners out of a total of 13, whose performance was **not satisfactory** was in the Rangpur district (21.42 percent) and the least percentage of **not satisfactory** female learners were from Lalmonirhat (5.71 percent).

Only two male learners were considered **poor** in their performance and they were one each from the districts of Gaibandha and Lalmonirhat; where as out of a total 19 female learners whose performance was **poor**, 32.14 percent were from Rangpur district and 5.71 percent were from Lalmonirhat.

This **Table 33** therefore shows that on the whole the male learners performed better than the female learners on the word formation test. A total percentage of 56.54 male and female learners attained **good** rating.

Table – 34. Districtwise Learners Performance on Reading Skill Test 2

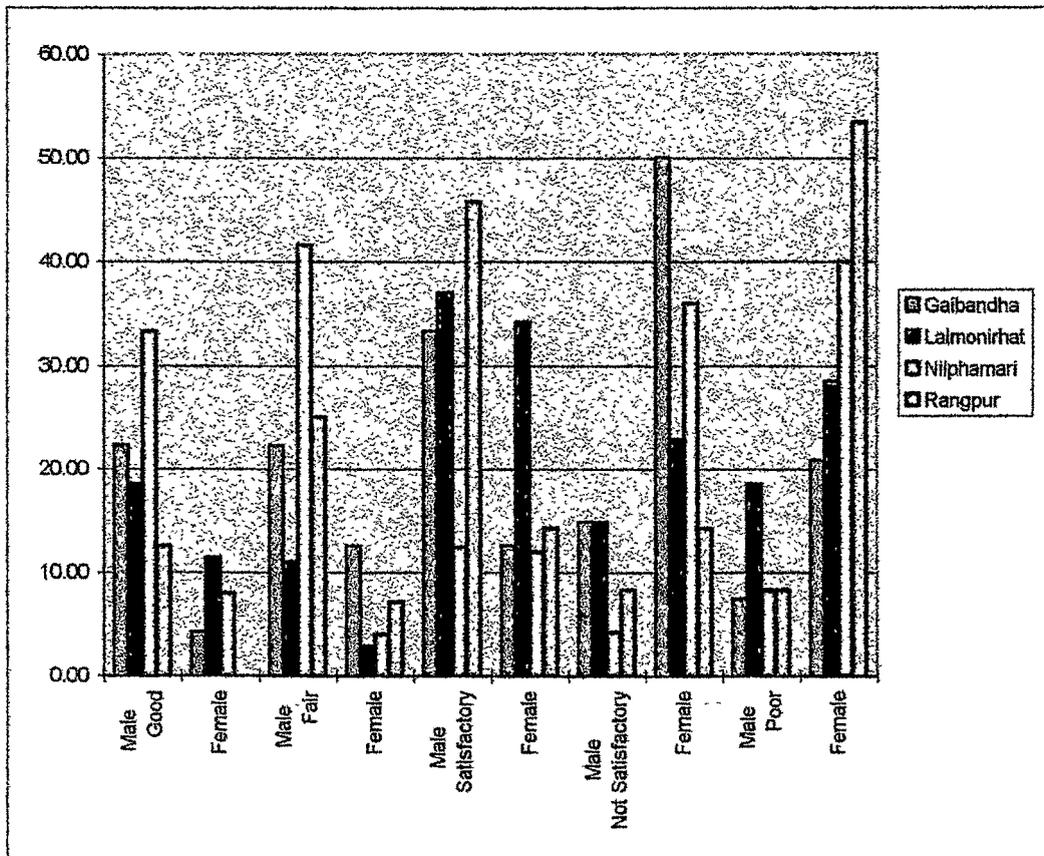
Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M 27		No. of M - 27		No. of M- 24		No. of M- 24		No. of M 102	
	No. of F- 24		No. of F- 35		No. of F- 25		No. of F 28		No. of F- 112	
	No.	%	No.	%	No	%	No.	%	No.	%
<b>Good</b> ( M ) ( F )	06	22.20	05	18.50	08	33.33	03	12.50	22	21.56
	01	4.16	04	11.40	02	08	-	----	07	06.25
<b>Fair</b> ( M ) ( F )	06	22.20	03	11.00	10	41.60	06	25.00	25	24.50
	03	12.50	01	2.85	01	04	02	7.14	07	06.25
<b>Satisfactory</b> ( M ) ( F )	09	33.30	10	37.03	03	12.40	11	45.8	33	32.35
	03	12.50	12	34.20	03	12.00	04	14.28	22	19.65
<b>Not satisfactory</b> ( M ) ( F )	04	14.80	04	14.80	01	4.16	02	8.30	11	10.78
	12	50.00	08	22.80	09	36	07	14.20	36	32.14
<b>Poor</b> ( M ) ( F )	02	7.40	05	18.50	02	8.3	02	8.30	11	10.78
	05	20.80	10	28.50	10	40	15	53.50	40	35.71
<b>Total</b>	<b>51</b>		<b>62</b>		<b>49</b>		<b>52</b>		<b>214</b>	

The **Reading skill test 2** was prepared to assess the learners' ability of reading paragraphs. These paragraphs were of <sup>7</sup>sentences and two compound consonants and one conjunction. **Table 34** affords a picture of the learners' performance on this test. A total of 102 males and 112 female learners appeared in this test from all the four districts.

Out of a total of 22 male learners who were assessed to be 'good' on this test, Nilphamari district had the **highest** percentage of male learners (33.33 percent), and Rangpur had the **lowest** percentage of male learners (12.5 percent). Of the 7 female learners, the **highest** number of female learners who were rated

Graph 2: Reading Skill Test 2

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	22.20	4.16	22.20	12.50	33.30	12.50	14.80	50.00	7.40	20.80
Lalmonirhat	18.50	11.40	11.00	2.85	37.03	34.20	14.80	22.80	18.50	28.50
Nilphamari	33.33	8.00	41.60	4.00	12.40	12.00	4.16	36.00	8.30	40.00
Rangpur	12.50	0.00	25.00	7.14	45.80	14.28	8.30	14.20	8.30	53.50



**good** were from Lalmonirhat which had 4 learner who were **good** and the least number of learners who were assessed to be '**good**' were from Gaibandha district, where only one learner got that rating. Rangpur district did not have even a single female learner whose performance was **good** on reading paragraphs.

A total of 25 male learners and 7 female learners was found to be '**fair**' in their ability to read paragraphs. The highest percentage of male learners in this category were from Nilphamari where 41.6 percent of male learners were found to be '**fair**' in their paragraph reading skill and the least percentage of male learners who were rated '**fair**' was in Rangpur district with 12.5 percent learners (only 3 learners). Among the female learners who were rated **Fair**, the highest percentage of learners were found to be from Gaibandha district (12.5 percent) and the least percentage was from Lalmonirhat district (2.85 percent).

On the category of '**satisfactory**' performance, a total of 33 males and 22 female learners were found. Out of the 33 male learners, the district where the highest percentage of male learners (45.8 percent) who were rated '**satisfactory**' was from Rangpur district, and the least percentage of male learners of this category (12.5 percent) was from Nilphamari district. The highest percentage of female learners (34.2 percent) who were rated to be '**satisfactory**' were from Lalmonirhat district, and the least percentage of such female learners (12 percent) were from Gaibandha as well as Nilphamari districts.

47 out of total 214 learners were found '**not satisfactory**' on the paragraph reading skill (21.96 percent). The highest percentage of male learners who were found to be '**satisfactory**' were from Lalmonirhat (14.8 percent) and only one male learner was found to be '**not satisfactory**' in Nilphamari district. Among the female learners, Gaibandha district had the highest percentage of female learners (50 percent) who were assessed to '**not satisfactory**' on the paragraph reading test, and the least percentage of such learners were found in Rangpur district (14.2 percent).

A total of 51 male and female learners were assessed as '**poor**' on

'poor' were from Lalmonirhat district (18.5 percent) and the Gaibandha district had the least percentage of 'poor' male learners (7.4 percent). The highest percentage of female learners who were 'poor' on paragraph reading test belonged to Rangpur district (53.5 percent) and the district which claimed to have least percentage of 'poor' performance among female learners was Gaibandha district (20.8 percent).

An analysis of data of this **Table 34** reveals that on the whole the performance of the male learners were better than the female learners and Nilphamari district fared better than the other districts in the male learners' performance. The female learners of Lalmonirhat and Gaibandha district performed relatively better than other two districts on paragraph reading skills.

**Reading skill Test 3** comprised of the activities of reading a paragraph of 5 sentences with 2 conjunction and 2 compound consonants; comprehending the paragraphs and orally answering questions based on the same. **Tables 35** present the districts wise performance of male and female learners on this test.

A total of 71 male and female learners were rated **good** on this test across the 4 districts. The districts with the **highest** percent of male learners who were rated 'good'; (70.37 percent) was Gaibandha and Lalmonirhat had the least percentage of male learners (22.22 percent) who were rated 'good', performers. Among the female learners, the learners at Lalmonirhat ranked **highest** with 37.14 percent, and the least percentage of 'good' performer (37.7) was found in Rangpur district.

Only 16 male and female learners were found to be 'fair' in their paragraph reading ability on the third reading test. Out of the 12 male learners, 25.0 percent of them were rated 'fair' and they were the learners of Rangpur district; three male learners i.e. 11.11 percent, from Gaibandha district, and three male learners from Lalmonirhat also were rated 'fair'. Out of the 4 female learners whose ability was found to be 'fair', two of each were from Rangpur district, one each from Gaibandha and Nilphamari districts. There were no female learners with 'fair' rating in Lalmonirhat district.

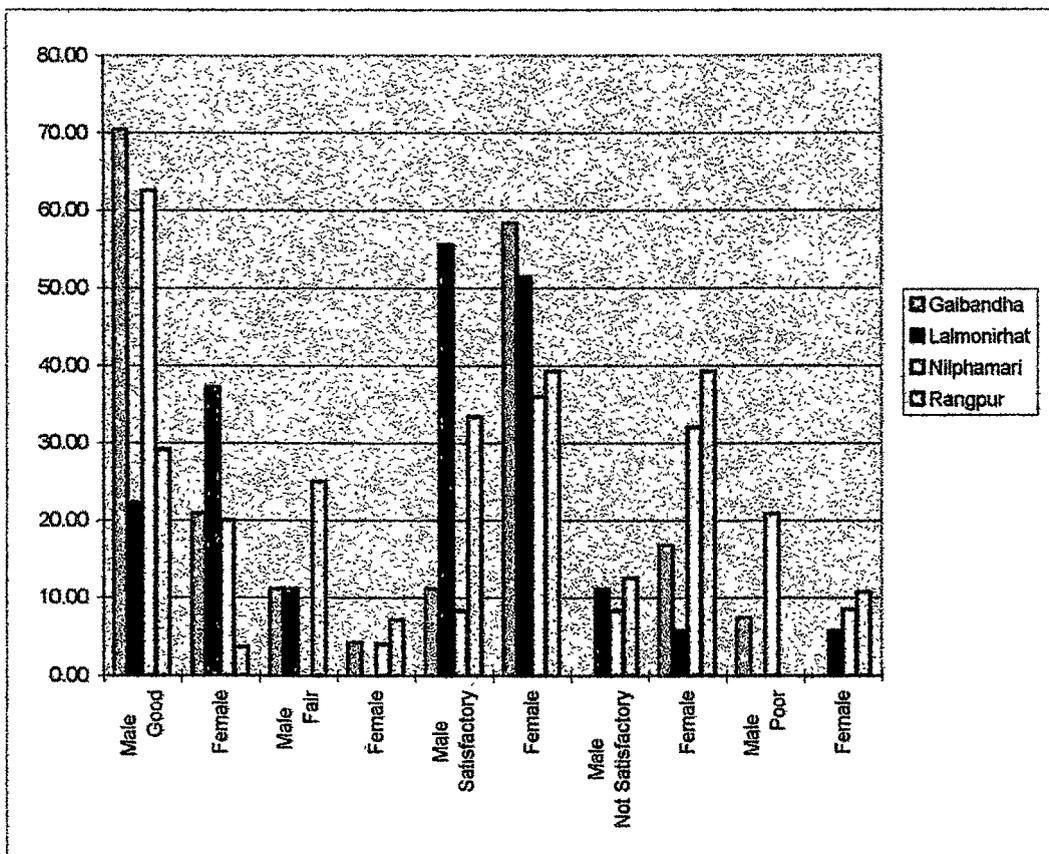
Table – 35 District wise Learners Performance on Reading Skill Test 3

Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27		No. of M -27		No. of M-24		No. of M 24		No of M-102	
	No. of F- 24		No. of F 35		No. of F 25		No. of F- 28		No. of F- 112	
	No.	%	No.	%	No	%	No.	%	No.	%
<b>Good</b>										
	(M)	19	70.37	06	22.22	15	62.50	07	29.16	47
(F)	05	20.83	13	34.14	05	20.00	01	03.57	24	21.42
<b>Fair</b>										
	(M)	03	11.11	03	11.11	--	----	06	25.00	12
(F)	01	04.16	--	--	01	40.00	02	7.14	04	03.57
<b>Satisfactory</b>										
	(M)	03	11.11	15	55.55	02	08.33	08	33.33	28
(F)	14	58.33	18	51.42	09	36.00	11	39.28	52	46.42
<b>Not satisfactory</b>										
	(M)	--	---	03	11.11	02	8.33	03	12.5	08
(F)	04	16.66	02	5.71	08	32.00	11	39.28	25	22.32
<b>Poor</b>										
	(M)	02	7.40	-	---	05	20.83	--	---	07
(F)	--	---	02	5.71	02	08.00	03	10.71	07	06.25
<b>Total</b>	<b>51</b>		<b>62</b>		<b>49</b>		<b>52</b>		<b>214</b>	

Among the total 80 learners who were 'satisfactory' 28 were males and 52 females and they were distributed in all the 4 districts. Lalmonirhat had the **highest** percentage of male learners who were assessed as 'satisfactory' (55.55 percent) and Nilphamari had only 8.33 percent male learners who were found to be **satisfactory**. Among female learners, the **highest** percentage with 'satisfactory' performance (58.33) was in Gaibandha district, and **lowest** percentages of **satisfactory** learners were in Nilphamari district.

Graph 3. Reading Skill Test 3

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	70.37	20.83	11.11	4.16	11.11	58.33	0.00	16.66	7.40	0.00
Lalmonirhat	22.22	37.14	11.11	0.00	55.55	51.42	11.11	5.71	0.00	5.71
Nilphamari	62.50	20.00	0.00	4.00	8.33	36.00	8.33	32.00	20.83	8.00
Rangpur	29.16	3.57	25.00	7.14	33.33	39.28	12.50	39.28	0.00	10.71



8 male learners and 25 female learners were found to be **'not satisfactory'** in their attainment of reading skill Test 3. Of them, 3 male learners were from Lalmonirhat and Rangpur each, and two from Nilphamari district. Where as the highest percentage of female learners (39.28 percent) were from Rangpur, and two learners (5.71percent) were from Lalmonirhat.

Only 14 male and female learners (7 each) were found to be **'poor'** performers on the Reading Skill Test -3. In Nilphamari there were 5 male learners and remaining male learners were from Gaibandha; where as 3 female learners from Rangpur, two each Lalmonirhat and Nilphamari district. There were no **'poor'** male performers in Lalmonirhat and Rangpur, and Gaibandha did not have any female learner who was rated **'poor'**.

The **Table 35** shows that on the whole male learners performed better on this Reading Skill Test 3, than their female counterparts. In district wise analysis, Gaibandha seems to have performed better on this test than the other districts

The **Writing skill test 1** was prepared to assess the learners' ability of copying the five selected words. **Table 36** provides data pertaining to this test. A total of 102 males and 110 females appeared in this test from all four districts.

Out of total 79 males and 53 females who were assessed to be **'good'** on this test, Rangpur district had the **highest** percentage of male learners (87.5 percent) and Gaibandha had the **lowest** percentage of male learners (70.37 percent). Among the females – Gaibandha district had **highest** percent of learners (58.33) who were rated **'good'** and Rangpur district had the least number females (35.71 percent).

The table shows that 132 learners out of a total of 212 were placed in the **'good'** category.

A total of 13 learners and 22 female learners were found to be **'fair'** in their ability to copy writing. The highest percentage of male and female learners in this category were from Gaibandha, where 22.22 percent male learners and 29.16 percent females learners were found to be **'fair'** in copy writing skill. Only two male learners

Table - 36 District wise Learners Performance on Writing Skill Test 1

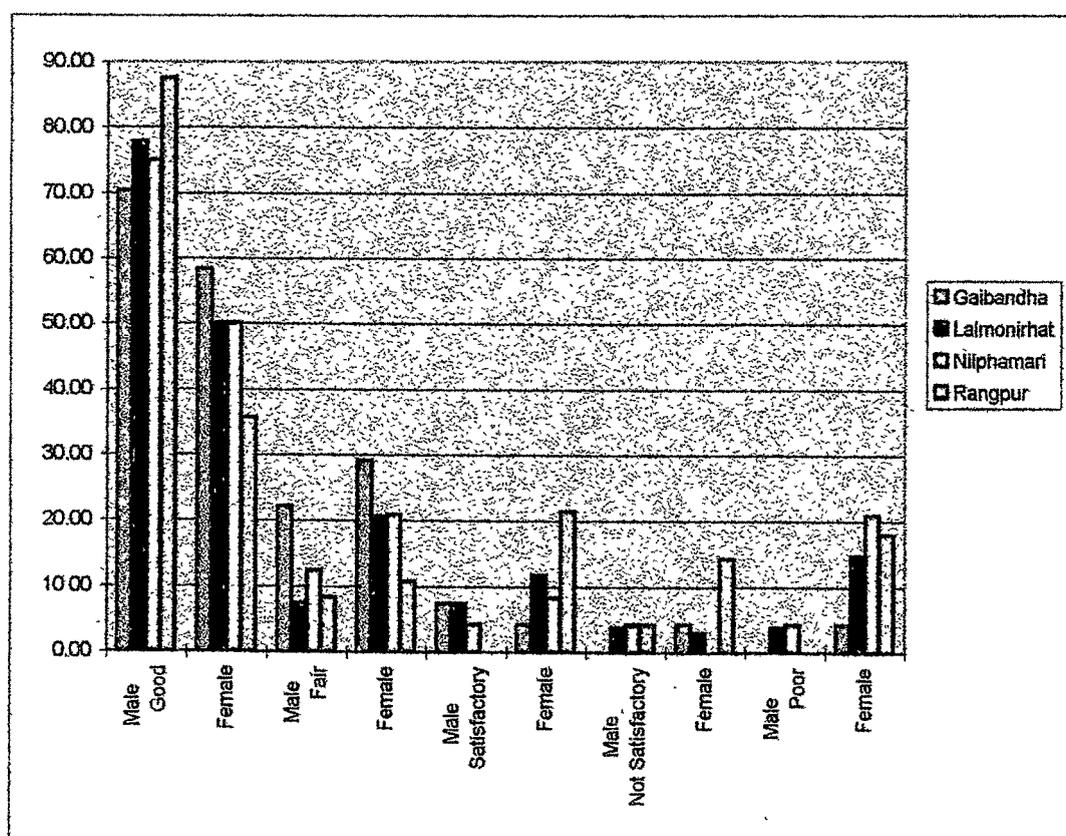
Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27		No. M - 27		No. of M- 24		No. of M -24		No. of M-102	
	No of F- 24		No. of F- 34		No. of F- 24		No. of F - 28		No. of F-110	
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Good</b>	19	70.37	21	77.77	18	75.00	21	87.50	79	77.45
	14	58.33	17	50	12	50.00	10	35.71	53	48.18
<b>Fair</b>	06	22.22	02	07.40	03	12.50	02	08.33	13	17.74
	07	29.16	07	20.58	05	20.83	03	10.71	22	20.00
<b>Satisfactory</b>	02	07.40	02	07.40	01	04.16	--	----	05	04.90
	01	04.16	04	11.76	02	08.33	06	21.42	13	11.81
<b>Not satisfactory</b>	--	---	01	03.70	01	04.16	01	04.16	03	02.94
	01	04.16	01	02.94	---	---	04	14.28	06	05.45
<b>Poor</b>	---	---	01	03.70	01	04.16	--	----	02	19.60
	01	04.16	05	14.70	05	20.83	05	17.85	16	14.54
<b>Total</b>	<b>51</b>		<b>61</b>		<b>48</b>		<b>52</b>		<b>212</b>	

were found to be 'fair' in Lalmonirhat and Rangpur districts and 03 female learners in Rangpur district were rated in 'fair'. From the Table 36 learners were rated 'fair' on the copy writing test.

In the category of 'satisfactory' performance, there were only 05 males and 13 females learners; the district where the highest percentage of female learners (21.42 percent) rated 'satisfactory' was Rangpur district, and the least percentage of female learners of this category (4.16 percent) was from Gaibandha. The five

Graph 4. Writing Skill Test 1

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	70.37	58.33	22.22	29.16	7.40	4.16	0.00	4.16	0.00	4.16
Lalmonirhat	77.77	50.00	7.40	20.58	7.40	11.76	3.70	2.94	3.70	14.70
Nilphamari	75.00	50.00	12.50	20.83	4.16	8.33	4.16	0.00	4.16	20.83
Rangpur	87.50	35.71	8.33	10.71	0.00	21.42	4.16	14.28	0.00	17.85



Lalmonirhat, and one from Nilphamari. Rangpur district did not have even a single male learners whose performance was **satisfactory** on copy writing test.

**'Not satisfactory'** was the fourth category of this test. Only 9 learners out of total got assessed in this category. 1 male learner (in each) districts of Lalmonirhat, Nilphamari and Rangpur were rated **'not satisfactory'**. In Gaibandha district not even a single male learner was formed to be **not satisfactory**.

Rangpur district had the highest percentage of female learners (14.28 percent) who were **'not satisfactory'**. Gaibandha and Nilphamari district both had 01 female learner who were found out to be **'not satisfactory'** on this test, where as not even a single female learner in Nilphamari district was in this category

**'Poor'** was the lowest rating category. Only 2 males received this rating and they were one such from Lalmonirhat, and Nilphamari. Gaibandha and Rangpur district did not have even one learner in this category. Among the 16 female learners five each from Lalmonirhat, Nilphamari and Rangpur were considered **poor** and where as the remaining learner who was rated **poor** was from Gaibandha.

The **Table 36** therefore shows that a total percentage of 62.26, male and female learners were in **'good'** rating. On the whole male learners performed better than the females on the copy writing test.

The **Writing skill test 2** aimed to assess the learners' performance in writing their personal address. On this test a total of 66 learners were rated **'good'**. The male learners of Rangpur district had the highest percentage (62.5 percent) of those who were rated in this category 22.22 percent from Lalmonirhat had the lowest percentage of learners who were rated **'good'**. Where as (25.92 percent) male learners from Gaibandha and 54.16 percent males from Nilphamari also were **'good'** only of a total of 41 male learners. A total of 25 females achieved **'good'** category in this test. The percentage analysis shows that the district where the highest percentage of female learners **good** category were from Gaibandha,

Table – 37. District wise Learners Performance on Writing Skill Test 2

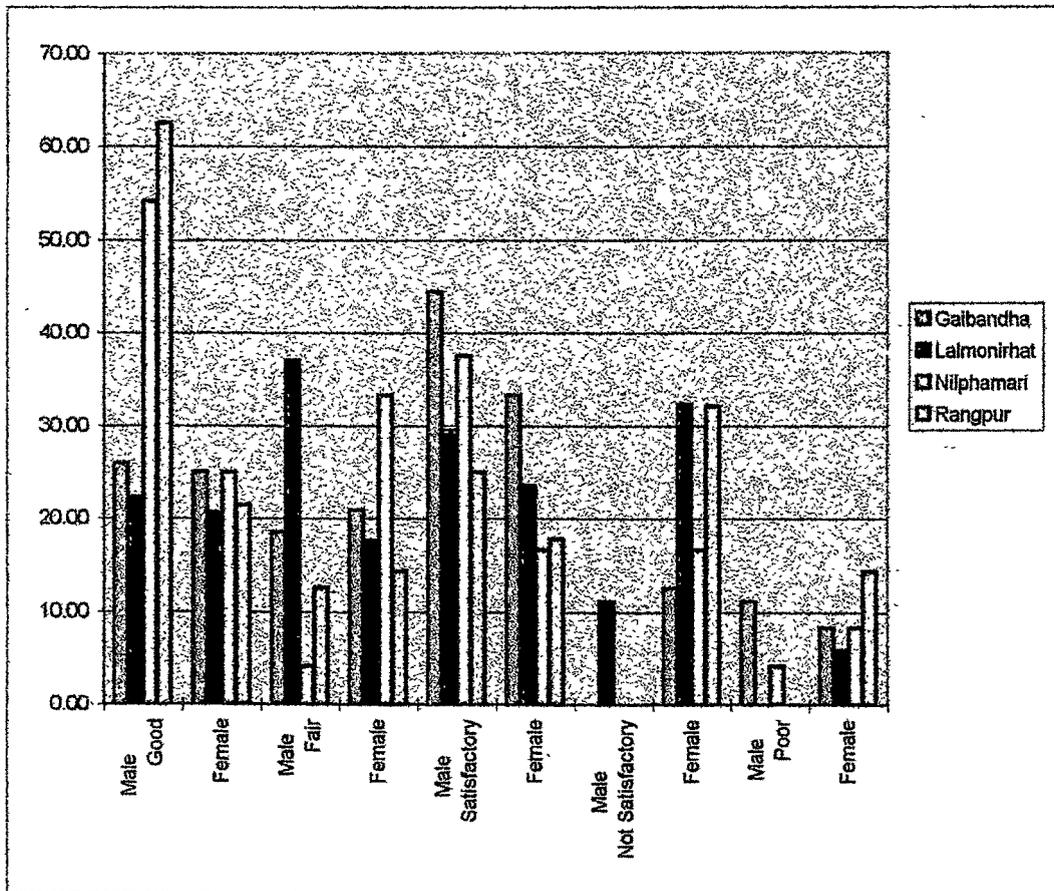
Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M- 27		No. of M-27		No. of M-24		No. of M-24		No. of M-102	
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Good</b>										
(M)	07	25.92	06	22.22	13	54.16	15	62.50	41	40.19
(F)	06	25.00	07	20.58	06	25.00	06	21.42	25	22.72
<b>Fair</b>										
(M)	05	18.51	10	37.03	01	04.16	03	12.50	19	18.62
(F)	05	20.83	06	17.64	08	33.33	04	14.28	23	20.90
<b>Satisfactory</b>										
(M)	12	44.44	08	29.62	09	37.50	06	25.00	35	34.31
(F)	08	33.33	08	23.52	04	16.66	05	17.85	25	22.72
<b>Not satisfactory</b>										
(M)	--	---	03	11.11	--	---	---	---	03	02.94
(F)	03	12.50	11	32.35	04	16.66	09	32.14	27	24.54
<b>Poor</b>										
(M)	03	11.11	---	---	01	04.16	---	---	04	03.92
(F)	02	8.33	02	05.88	02	08.33	04	14.28	10	09.09
<b>Total</b>	<b>51</b>		<b>61</b>		<b>48</b>		<b>52</b>		<b>212</b>	

Nilphamari and Rangpur had 6 learners who were **good**, where as in actual numbers Lalmonirhat had the highest number of '**good**' rated learners (07)

The second category was '**fair**'. A total of 42 learners were rated '**fair**' in the skill of writing their personal address. Category of was **fair** the highest percentage of male learners in this category were from Lalmonirhat, where 37.03 percent of male learners were rated '**fair**', and the least percentage of male learners who were rated '**fair**' was in Nilphamari district with 4.16 percent learners (only 1 learner). Among the male learners, who were rated **fair**, 05 males and 03 males

Graph 5. Writing Skill Test 2

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	25.92	25.00	18.51	20.83	44.44	33.33	0.00	12.50	11.11	8.33
Lalmonirhat	22.22	20.58	37.03	17.64	29.62	23.52	11.11	32.35	0.00	5.88
Nilphamari	54.16	25.00	4.16	33.33	37.50	16.66	0.00	16.66	4.16	8.33
Rangpur	62.50	21.42	12.50	14.28	25.00	17.85	0.00	32.14	0.00	14.28



each of were found to be from Gaibandha and Rangpur district respectively on this test . Among the females, who were rated '**fair**', the highest percentage of learners were found to be from Nilphamari district (33.33 percent) and the least percentage was from Rangpur district (14.28 percent), who were able to write their address with some errors. The performance of females in Gaibandha and Lalmonirhat was the almost same.

A total of 35 male learners and 27 female learners were found to be '**satisfactory**' in their ability to write the personal address. The highest percentage of male learners in this category were from Gaibandha where 44.44 percent of males learners were found to be '**satisfactory**' in their address writing skill and the least percentage of male learners who were rate '**satisfactory**' was in Rangpur district with 25 percent learners. Among the females learners who were rated **satisfactory**, the highest percentage of learners were found to be from Gaibandha district-(33.33 percent) and the least percentage was from Nilphamari district (16.66 percent).

Only 3 male learners from Lalmonirhat were considered '**not satisfactory**' in their performance of address writing. There was no '**not satisfactory**' male performers in Gaibandha, Nilphamari and Rangpur. There was a high percentage of female learners in both Lalmonirhat (32.35 percent), and Rangpur (32.14 percent). Nilphamari and Gaibandha 4 and 3 learners respectively '**not satisfactory**' in this test.

A total of 14 male and female learners were found to be '**poor**' performance on the writing skill test 2 . In Gaibandha there were 3 male learners and one remaining male learners was from Nilphamari. There was no male learner found to be '**poor**' from Lalmonirhat and Rangpur, where as four female learners from Rangpur, two each from Gaibandha , Lalmonirhat and Nilphamari were found to be in this test.

The **Table 37** shows that on the percentage 31.13, male and female learners were in '**good**' rating. In districtwise analysis, Nilphamari district seems to have performed better on this test than th other districts. On the whole male learners performed better on this writing skill test – 2, than their female counterparts.

The **Writing skill test 3** required the learners to fill up the gaps with appropriate words to complete sentence. **Table 38** provides data pertaining to this test.

**Table – 38. District wise Learners Performance on Writing Skill Test 3**

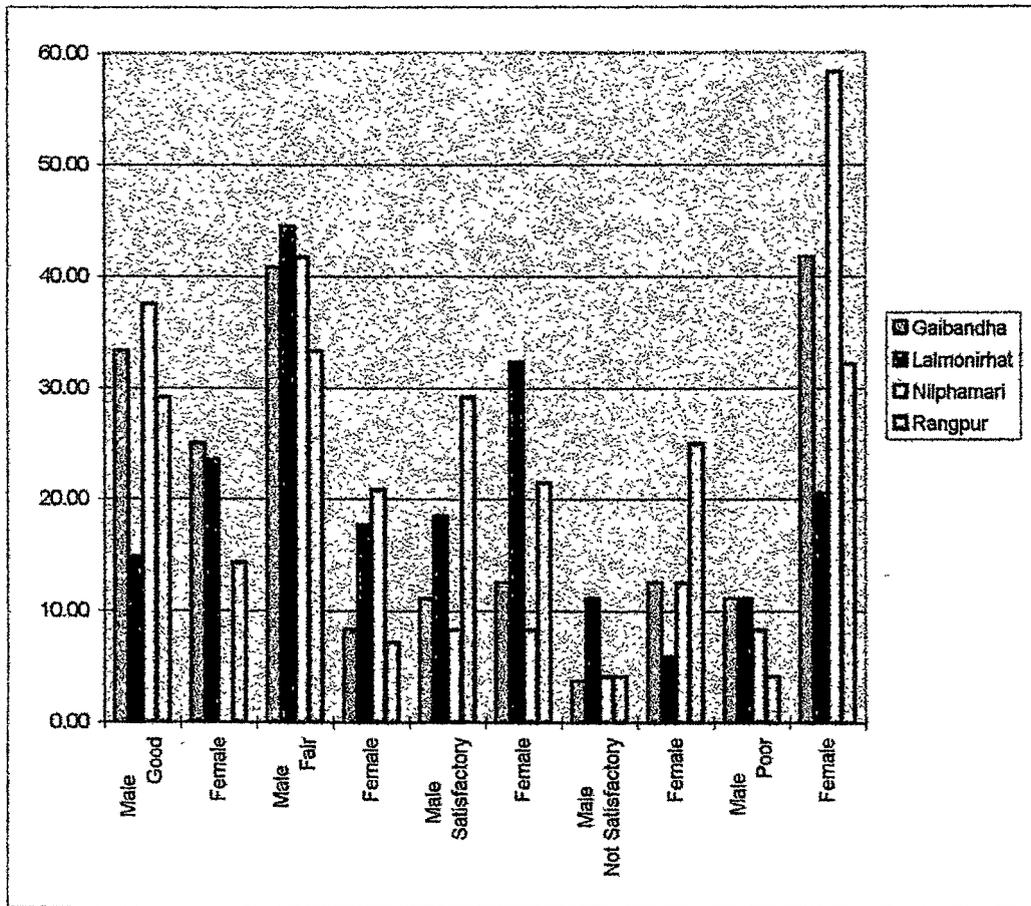
Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total		
	No. of M- 27	No. of F- 24	No. of M- 27	No. of F- 34	No. of M- 24	No. of F- 24	No. of M- 24	No. of F- 28	No. of M-102	No. of F- 110	
Ratings	No.	%									
<b>Good</b>	(M)	09	33.33	04	14.81	09	37.50	07	29.16	29	28.43
	(F)	06	25.00	08	23.52	--	--	04	14.28	18	16.36
<b>Fair</b>	(M)	11	40.74	12	44.44	10	41.66	08	33.33	41	40.19
	(F)	02	08.33	06	17.64	05	20.83	02	07.14	15	13.63
<b>Satisfactory</b>	(M)	03	11.11	05	18.51	02	08.33	07	29.16	17	16.66
	(F)	03	12.50	11	32.35	02	08.33	06	21.42	22	20.00
<b>Not satisfactory</b>	(M)	01	03.70	03	11.11	01	04.16	01	04.16	06	05.88
	(F)	03	12.50	02	05.88	03	12.50	07	25.00	15	13.65
<b>Poor</b>	(M)	03	11.11	03	11.11	02	08.33	01	04.16	09	08.82
	(F)	10	41.66	07	20.58	14	58.33	09	32.14	40	36.36
<b>Total</b>	<b>51</b>		<b>61</b>		<b>48</b>		<b>52</b>		<b>212</b>		

Out of the total of 29 male who were declared to be **good** in the writing test, the **highest** number of males were from Nilphamari district (37.5 percent) and the least number of male learners who got '**good**' were from Lalmonirhat district (14.81 percent). Among the total 18 female learners who secured '**good**' the **highest** percentage of learners were from Gaibandha (25 percent) and least percentage of '**good**' performance were from Rangpur (14.28 percent). In Nilphamari district not even a single female learner was in '**good**' category of this test

In the second category of '**fair**' performance, out of total 41 male learners

Graph 6. Writing Skill Test 3

Region	Good		Fair		Satisfactory		Not Satisfactor		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	33.33	25.00	40.74	8.33	11.11	12.50	3.70	12.50	11.11	41.66
Lalmonirhat	14.81	23.52	44.44	17.64	18.51	32.35	11.11	5.88	11.11	20.58
Nilphamari	37.50	0.00	41.66	20.83	8.33	8.33	4.16	12.50	8.33	58.33
Rangpur	29.16	14.28	33.33	7.14	29.16	21.42	4.16	25.00	4.16	32.14



learners (44.44 percent) in this rating and the least percentage of **'fair'** male learners were from Rangpur (33.33 percent). On the other hand, the **highest** percentage of female learners from Nilphamari and Lalmonirhat was 20.83 and 17.64 respectively though in actual numbers there was a difference of only one. Where as the female learners whose performance was rated **fair**, was the same in Gaibandha and Rangpur as they as they had only two learners in this category.

Only 17 male learners' performance was considered **'satisfactory'** on this third test; the **highest** percentage of such male learners being from Rangpur (29.16 percent) and **lowest** percentage of male learners being from Nilphamari (8.33 percent). On the other hand, the **highest** percentage of female learners out of a total of 22, whose performance was **satisfactory**, was in the Lalmonirhat district (32.35 percent) and the least percentage of **'satisfactory'** female learners was from Nilphamari (8.33 percent).

A total of 6 male learners were considered **'not satisfactory'** in their performance in this third writing test. Three were from Lalmonirhat and one each from the district of Gaibandha, Nilphamari and Rangpur; where as there was a total 15 female learners, whose performance was **'not satisfactory'**; 25 percent were from Rangpur district and 5.88 percent were from Lalmonirhat.

Nine male learners were rated **'poor'** in this third test of writing skill, of whom the **highest** percentage (11.11 percent) of male learners was from both districts Gaibandha and Lalmonirhat, and the least percentage of **'poor'** male learners' was from Rangpur (4.16 percent). On the other hand, the **highest** percentage of female rated **'poor'**, learners rated **'poor'** was from Nilphamari district (58.33 percent), and the least percentage of **'poor'** female learners was from Lalmonirhat (20.58 percent) in the test of writing skill.

This **Table 38** shows that a total percentage of 22.16 male and female learners attained **'good'** category, on the whole male learners performance was better than the female learners in this test where the learners had to supply the

Table – 39. District wise Learners Performance on Writing Skill Test 4

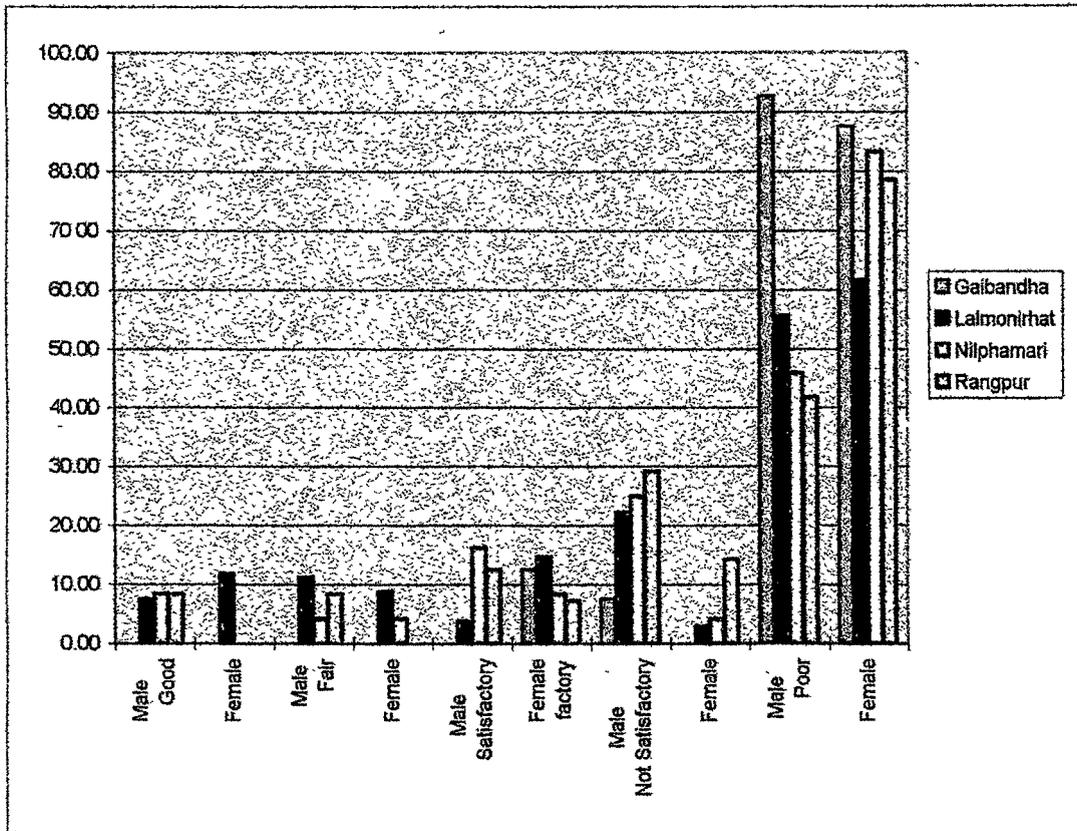
Name of The District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27	No. of F-24	No. of M-27	No. of F-34	No. of M-24	No. of F-24	No. of M-24	No. of F-28	No. of M-102	No. of F-110
Ratings	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Good</b>										
(M)	--	---	02	07.40	02	08.33	02	08.33	06	05.88
(F)	---	---	04	11.76	--	--	--	----	04	03.63
<b>Fair</b>										
(M)	---	----	03	11.11	01	04.16	02	08.33	06	05.88
(F)	---	---	03	8.82	01	04.16	--	---	04	03.63
<b>Satisfactory</b>										
(M)	--	---	01	03.70	04	16.16	03	12.50	08	07.84
(F)	03	12.50	05	14.70	02	08.33	02	07.14	12	10.90
<b>Not satisfactory</b>										
(M)	02	07.40	06	22.22	06	25.00	07	29.16	21	20.58
(F)	--	---	01	02.94	01	04.16	04	14.28	06	05.45
<b>Poor</b>										
(M)	25	92.59	15	55.55	11	45.83	10	41.66	61	59.80
(F)	21	87.50	21	61.76	20	83.33	22	78.57	84	76.36
<b>Total</b>	<b>51</b>		<b>61</b>		<b>48</b>		<b>52</b>		<b>212</b>	

The Writing skill test 4 consisted of a written picture composition. Table 39 presents the district wise performance of male and female learners on this test.

Only 10 learners were found to be 'good' in their written picture composition. 6 male learners, whose ability was found to be 'good', two each from Lalmonirhat, Nilphamari and Rangpur district. All the 4 female learners

Graph 7. Writing Skill Test 4

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	0.00	0.00	0.00	0.00	0.00	12.50	7.40	0.00	92.59	87.50
Lalmonirhat	7.40	11.76	11.11	8.82	3.70	14.70	22.22	2.94	55.55	61.66
Nilphamari	8.33	0.00	4.16	4.16	16.16	8.33	25.00	4.16	45.83	83.33
Rangpur	8.33	0.00	8.33	0.00	12.50	7.14	29.16	14.28	41.66	78.57



whose ability was found to be **'good'** in this test were from Lalmonirhat and the other 3 districts did not claim even one female learner whose performance was **'good'** in this test. A total of 06 learners (2 males and 4 females) in the **'good'** category were from Lalmonirhat district.

Again, only 10 male learners were found to be **'fair'** in this test. Out of the 06 male learners who were rated, **fair**, 11.11 percent of them were from Lalmonirhat district. The districts of Rangpur and Nilphamari had 2 learners and one learner respectively. Out of the 4 female learners whose ability was found to be **'fair'**, three of them were from Lalmonirhat district and one from Nilphamari district. There was no female learner with **'fair'** rating in Gaibandha and Rangpur districts.

8 males and 12 females were found to be **'satisfactory'** in this test. The male learners at Nilphamari ranked highest with 16.61 percent, and the least percentage of **satisfactory** performance (3.70) was found in Lalmonirhat district with only one learner who was found **satisfactory**. There was not even a single male learner from Gaibandha district in this rating. Among female learners the highest percentage of learners (14.70) rated **satisfactory** was from Lalmonirhat district; where as 3 learners from Gaibandha, 2 each from Nilphamari and Rangpur were found to be **satisfactory**.

21 male learners' performance was considered **'not satisfactory'** in this written composition test; the highest percentage of such male learners was from Rangpur (29.16) and lowest percentage of male learners whose performance was **not satisfactory** was from Gaibandha (7.40). On the other hand, the highest percentage of female learners out of a total of 06, whose performance was **not satisfactory** was in the Rangpur district (14.28 percent) and one each from Lalmonirhat and Nilphamari were considered **'not satisfactory'**. There was no female learner with **'not-satisfactory'** rating in Gaibandha district.

A total of 61 male and 84 female learners were rated **poor** in this test. The

percent) was Gaibandha and Rangpur had the least percentage of male learners (41.66 percent) who were rated 'poor' performers. Among the female learners, the learners at Gaibandha ranked highest with 87.5 percent, and the least percentage of 'poor' performers (61.76) was found in Lalmonirhat district.

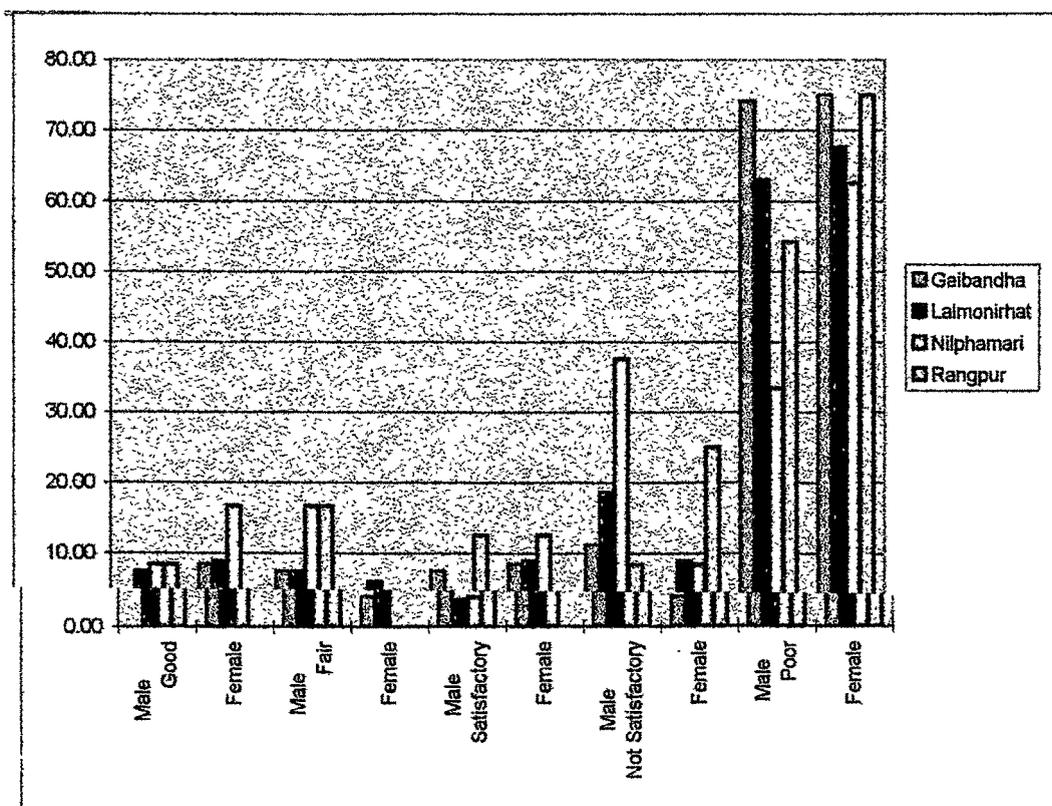
This Table 39 shows that a total percentage of only 4.7 male and female learners attained 'good' rating. In district wise analysis, Lalmonirhat district seems to have performed better on this test than the other districts. On the whole the male learners performed better than the female learners in this test.

**Table – 40. District wise Learners Performance on Writing Skill Test 5**

Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M- 27	No. of F- 24	No. of M-27	No. of F- 34	No. of M- 24	No. of F- 24	No. of M- 24	No. of F- 28	No. of M-102	No. of F- 110
Ratings	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Good</b>										
(M)	---	---	02	07.40	02	08.33	02	08.33	06	05.88
(F)	02	08.33	03	08.82	04	16.66	--	--	09	08.18
<b>Fair</b>										
(M)	02	07.40	02	07.40	04	16.66	04	16.66	12	11.76
(F)	01	04.16	02	05.88	--	--	--	----	03	02.72
<b>Satisfactory</b>										
(M)	02	07.40	01	03.70	01	04.16	03	12.50	07	06.86
(F)	02	08.33	03	08.82	03	12.50	--	---	08	07.27
<b>Not satisfactory</b>										
(M)	03	11.11	05	18.51	09	37.50	02	08.33	19	18.62
(F)	01	04.16	03	08.82	02	08.33	07	25.00	13	11.81
<b>Poor</b>										
(M)	20	74.00	17	62.96	08	33.33	13	54.16	58	56.86
(F)	18	75.00	23	67.64	15	62.50	21	75.00	77	70.00
<b>Total</b>	<b>51</b>		<b>61</b>		<b>48</b>		<b>52</b>		<b>212</b>	

Graph 8. Writing Skill Test 5

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	0.00	8.33	7.40	4.16	7.40	8.33	11.11	4.16	74.00	75.00
Lalmonirhat	7.40	8.82	7.40	5.88	3.70	8.82	18.51	8.82	62.96	67.64
Nilphamari	8.33	16.66	16.66	0.00	4.16	12.50	37.50	8.33	33.33	62.50
Rangpur	8.33	0.00	16.66	0.00	12.50	0.00	8.33	25.00	54.16	75.00



The **Writing skill test 5** assessed the performance of the learners ability to write a personal letter. **Table 40** presents the district wise performance of male and female learners on this test. Out of 15 learners who were rated **good** in this test, there were only 06 male learners and they were two each from the districts of Lalmonirhat, Nilphamari and Rangpur ; there were no male learners from Gaibandha with this rating. Where as out of a total 09 female learners whose performance was '**good**', 16.66 percent were from Nilphamari district and 8.33 percent were from Gaibandha and 8.82 percent from Lalmonirhat. There was not even one female learner with '**good**' from Rangpur district.

Only 12 males learners' performance was considered '**fair**', the **highest** percentage of such male learners were form Nilphamari and Rangpur (16.66) and the **lowest** percentage of male learners whose performance was '**fair**' was from Gaibandha and Lalmonirhat (7.40 percent). On the other hand only 3 females were rated in '**fair**' two females from Lalmonirhat and one female from Gaibandha, Rangpur and Nilphamari district had no female learners whose ratings was **fair** on this test.

In the third category of '**satisfactory**' performance, the total 7 male learners were rated in this rating. Rangpur district had the **highest** percentage of learners 12.5 (only 3 learners) who were '**satisfactory**' and Lalmonirhat and Nilphamari had the same number of learners (only one) who were rated satisfactorily. Two males were found to be '**satisfactory**' from Gaibandha. On the other hand the 08 female learners were found to be '**satisfactory**' in this writing test; they were three from each district Lalmonirhat and Nilphamari; and two from Gaibandha in this rating. There were no female learners in these ratings from Rangpur district.

Only 19 male learners and 13 female learners were rated '**not satisfactory**' in this test. The district with the **highest** percent of male learners who were rated as '**not satisfactory**', (37.5 percent) was Nilphamari and Rangpur had the least percentage of male learners (8.33 percent) who were rated '**not**

ranked **highest** with 25 percent, and the least percentage of **'not satisfactory'** performance (4.16) was found in Gaibandha district.

A total of 135 male and female learners were assessed as **'poor'** on letter writing test. The **highest** percentage of male learners assessed as **'poor'** were from Gaibandha district (74.0 percent) and Nilphamari district had the least percentage of **'poor'** male learners (33.33 percent) The **highest** percentage of female learners who were **'poor'** on letter writing test belonged to Gaibandha district (75 percent), and from Rangpur district, through in actual numbers, Lalmonirhat had 23 learners who were rated **poor**. Nilphamari had 62.5 percent their female learners who were rated **poor**.

An analysis of data of this **Table 40** reveals that only 7.07 percent male and female learners attained **'good'** rating. This shows that neither the males nor the females had developed the skill of letter writing to even the minimum level of satisfaction. On the whole the performance of the male learners was better than the female learners and Nilphamari district fared better than the other district.

From the **Writing skill tests** shows that the performance learners of were 62.26 percent **'good'** in copy writing test, 31.13 percent **'good'** in address writing test, 22.16 percent **'good'** in fill up the gaps with appropriate words, 4.7 percent **'good'** in written picture composition and 7.07 percent **'good'** in a letter writing.

From the above discussion it shows the learners' performance with **'good'** ratings gradually decreased. The first three test shows that learners had acquired writing skill, but the last two **Tables (39 and 40)** show that every high percentage of learners both males and females were found to have failed in the written test of picture composition and letter writing. Only those learners who were rated **good, fair and satisfactory** could be expected to retain these skills after the FE centre ended. But this also requires more practice on their part.

Table - 41. District wise Learners Performance on Numeracy Test 1

Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M- 27	No. of F- 24	No. of M-28	No. of F- 28	No. of M- 24	No. of F- 25	No. of M- 24	No. of F- 28	No. of M-103	No. of F- 105
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Good</b>										
( M)	27	100	28	100	22	91.66	24	100	101	98.5
( F)	16	66.66	21	75	18	72	24	85.71	79	75.23
<b>Fair</b>										
( M)	--	--	--	--	--	--	--	--	--	--
( F)	01	04.16	01	3.57	--	--	01	3.57	03	02.85
<b>Satisfactory</b>										
( M)	--	---			02	8.33	--	--	02	1.94
( F)	05	20.83	03	10.71	05	20	02	7.14	15	14.28
<b>Not satisfactory</b>										
( M)	--	--	--	--	--	--	--	--	--	--
( F)	02	8.33	03	10.71	01	4.0	--	--	06	5.71
<b>Poor</b>										
( M)	--	--	--	--	--	--	--	--	--	--
( F)	--	--	--	--	01	4.0	01	3.57	02	1.90
<b>Total</b>	<b>51</b>		<b>56</b>		<b>49</b>		<b>52</b>		<b>208</b>	

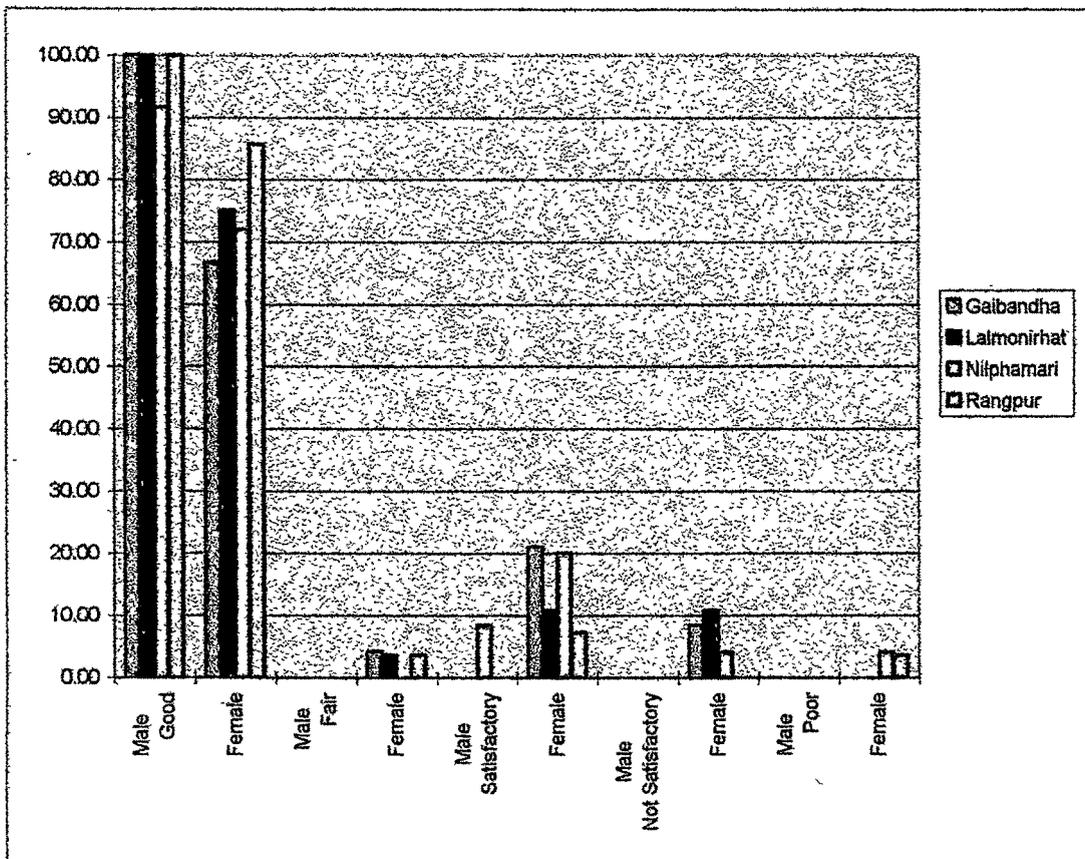
The **Numeracy skill test 1** was prepared to assess the learners ability to orally count numbers 1 to 50. **Table 41** affords a picture of the learners' performance on this test. A total of 103 males and 105 female learners appeared in this test from all the four districts.

Out of a total of 101 male learners who were assessed to be 'good' on this test. Gaibandha, Lalmonirhat and Rangpur had 100% of learners who were rated 'good', while in Nilphamari 91.66 percent of learners were rated 'good'. 79 female learners, who were rated **good** in this test.

The **highest** percentage of female learners, who were rated 'good' were

Graph 9 Numeracy Test 1

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	100.00	66.66	0.00	4.16	0.00	20.83	0.00	8.33	0.00	0.00
Lalmonirhat	100.00	75.00	0.00	3.57	0.00	10.71	0.00	10.71	0.00	0.00
Nilphamari	91.66	72.00	0.00	0.00	8.33	20.00	0.00	4.00	0.00	4.00
Rangpur	100.00	85.71	0.00	3.57	0.00	7.14	0.00	0.00	0.00	3.57



Rangpur where 85.71 percent were found to be **'good'** in their oral counting skill and the least percentage of female learners who were rated **'good'** was in Gaibandha district with 66.66 percent learners.

Gaibandha, Lalmonirhat, Nilphamari and Rangpur did not have even a single male learner whose performance was **'fair'** on oral counting. Only three female learners were considered **'fair'** in their performance and they were one each from the districts of Gaibandha, Lalmonirhat and Rangpur. There was no female learner in this rating from Nilphamari district.

Only two male learners were considered **'satisfactory'** in their performance from Nilphamari district; and the rest of the male learners had been already rated **'good'** in this test. Out of a total 15 female learner whose performance was **'poor'**, 20.83 were from Gaibandha district and 7.14 percent were from Lalmonirhat. Out of the 103 male learners 101 had been rated **good** and 2 were rated **satisfactory**, so we don't find them in the other categories. Out of the remaining 8 female learners, six were rated not **satisfactory** and 2 were rated **poor**.

The female learners who were found to be **not satisfactory** were; 2 from Gaibandha, three from Lalmonirhat and one from Nilphamari. The two female learners who were rated **'poor'** were from Nilphamari and Gaibandha.

This **Table 41** shows that a total percentage of 86.53, male and female learners attained **'good'** rating in their first numeracy test. On the whole the male learners performed better than the female learners in oral counting.

The **Numeracy skill test 2** was prepared to assess the learners ability to orally identify 5 selected numbers. **Table 42** presents the picture of the learners' performance on this test. Out of the total 82 male who were declared to be **good** in the numeracy test, the **highest** number of males were form Nilphamari district (91.66) and the least number of male learners who got **'good'** were from Gaibandha district (66.66 percent). Among the total 41 female learners who

secured 'good', the highest percent learners were from Gaibandha (41.66 percent) and the least percentage of 'good' performance from Rangpur (35.71 percent).

**Table – 42. District wise Learners Performance in Numeracy Test 2**

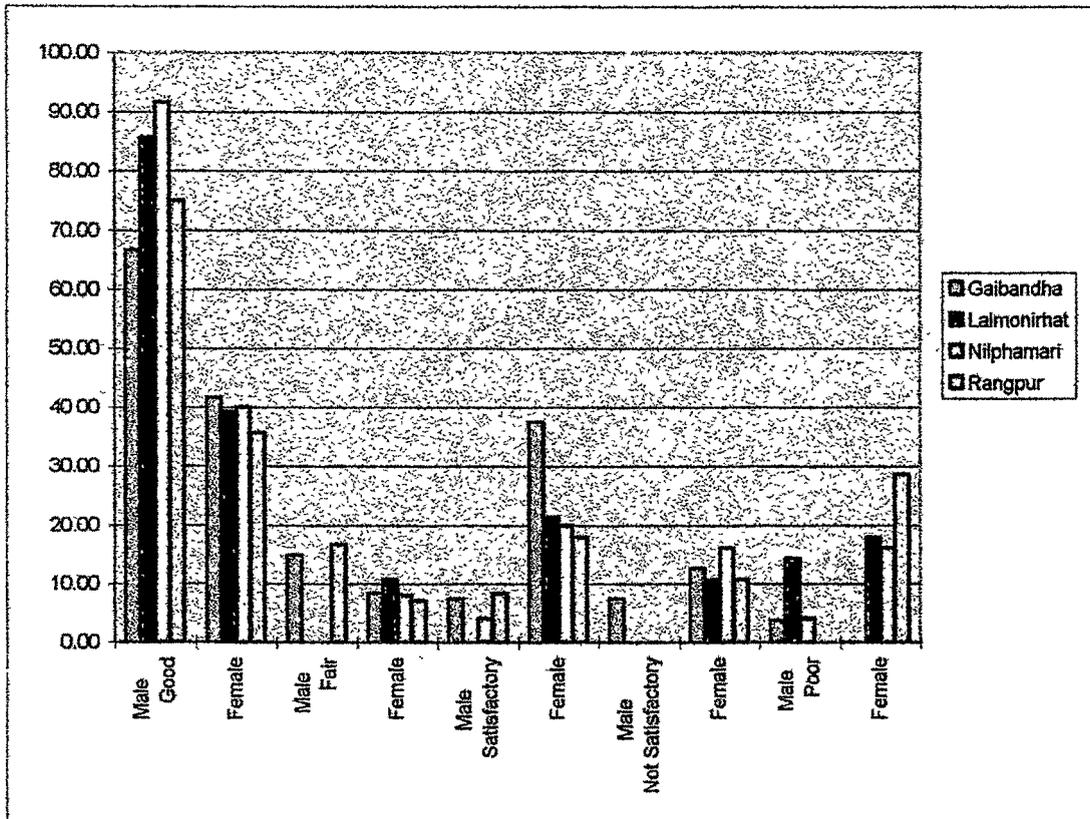
Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27 N	No. of F-24 %	No. of M-28 N	No. of F-28 %	No. of M-24 N	No. of F-25 %	No. of M-24 N	No. of F-28 %	No. of M-103 No.	No. of F-105 %
<b>Good</b> (M) (F)	18 10	66.66 41.66	24 11	85.71 39.28	22 10	91.66 40.00	18 10	75 35.71	82 41	79.61 39.04
<b>Fair</b> (M) (F)	04 02	14.81 8.33	-- 03	---- 10.71	-- 02	--- 8.00	04 02	16.66 7.16	08 09	7.76 8.57
<b>Satisfactory</b> (M) (F)	02 09	7.40 37.50	-- 06	---- 21.42	01 05	4.00 20.00	02 05	8.33 17.85	05 25	4.85 23.80
<b>Not satisfactory</b> (M) (F)	02 03	7.40 12.50	-- 03	---- 10.71	--- 04	---- 16.00	--- 03	---- 10.71	02 13	1.94 12.38
<b>Poor</b> (M) (F)	01 --	3.70 ---	04 05	14.28 17.85	01 04	4.16 16.00	--- 08	---- 28.57	06 17	5.82 16.19
<b>Total</b>	<b>51</b>		<b>56</b>		<b>49</b>		<b>52</b>		<b>208</b>	

08 male learners in Gaibandha and Rangpur (4 in each district) were rated **fair** in this test. 09 female learners were rated '**fair**'; of whom 3 learners were from Lalmonirhat and each from Gaibandha, Nilphamari and Rangpur districts.

Out of the five male learners whose performance was rated **satisfactory** two were from Gaibandha and two from Rangpur and the remaining one was from Nilphamari. The **highest** percentage of female learners (37.5 percent) who were rated to be '**satisfactory**' were from Gaibandha district, and the least percentage of such female learners (17.85) were from Rangpur.

Graph 10 Numeracy Test 2.

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	66.66	41.66	14.81	8.33	7.40	37.50	7.40	12.50	3.70	0.00
Lalmonirhat	85.71	39.28	0.00	10.71	0.00	21.42	0.00	10.71	14.28	17.85
Nilphamari	91.66	40.00	0.00	8.00	4.00	20.00	0.00	16.00	4.16	16.00
Rangpur	75.00	35.71	16.66	7.16	8.33	17.85	0.00	10.71	0.00	28.57



Only two male learners were rated **not satisfactory** and they were from Gaibandha. Among the female learners, Nilphamari district had the **highest** percentage of female learners (16. percent) who were assessed to be '**not satisfactory**' on the numeracy test, and 3 learners in each districts Gaibandha, Lalmonirhat and Rangpur were rated '**not satisfactory**.'

Out of a total of 6 male learners who had given a **poor** performance, 4 were from Lalmonirhat district (14.28 percent) and one each from Gaibandha and Nilphamari. Where as, out of total 17 female learners rated **poor**, the **highest** percent of female learners (28.57 percent) were from Rangpur, and the least percentage of female learners (16 percent) were from Nilphamari.

The **Table 42** shows that a total percentage of 59.13 male and female learners attained '**good**' rating. In a district wise analysis Gaibandha district seems to have preferred better on this test than the other districts, on the whole male learners preferred better on this test skill 2, than their female counterparts.

The **Numeracy skill test 3** was prepared to assess the learners' ability to complete a series of numbers by filling up the blanks with correct numbers. **Table 43** presents the districtwise performance of male and female learners on this test.

Among the total 141 learners who were found '**good**', 80 were male and 61 were female and they were distributed in all the 4 districts, Nilphamari district had the **highest** percentage of male learners who were assessed as '**good**' (91.66 percent) and least percentage of **good** learners (51.85 percent) were from Gaibandha district.

Where as the **highest** percentage of female learners (62.5 percent) were from Gaibandha and the **lowest** percentage of '**good**' learners were in Rangpur district (53.57 percent). 10 male learners and 10 female learners were found to be

Table - 43. District wise Learners Performance on Numeracy Test 3

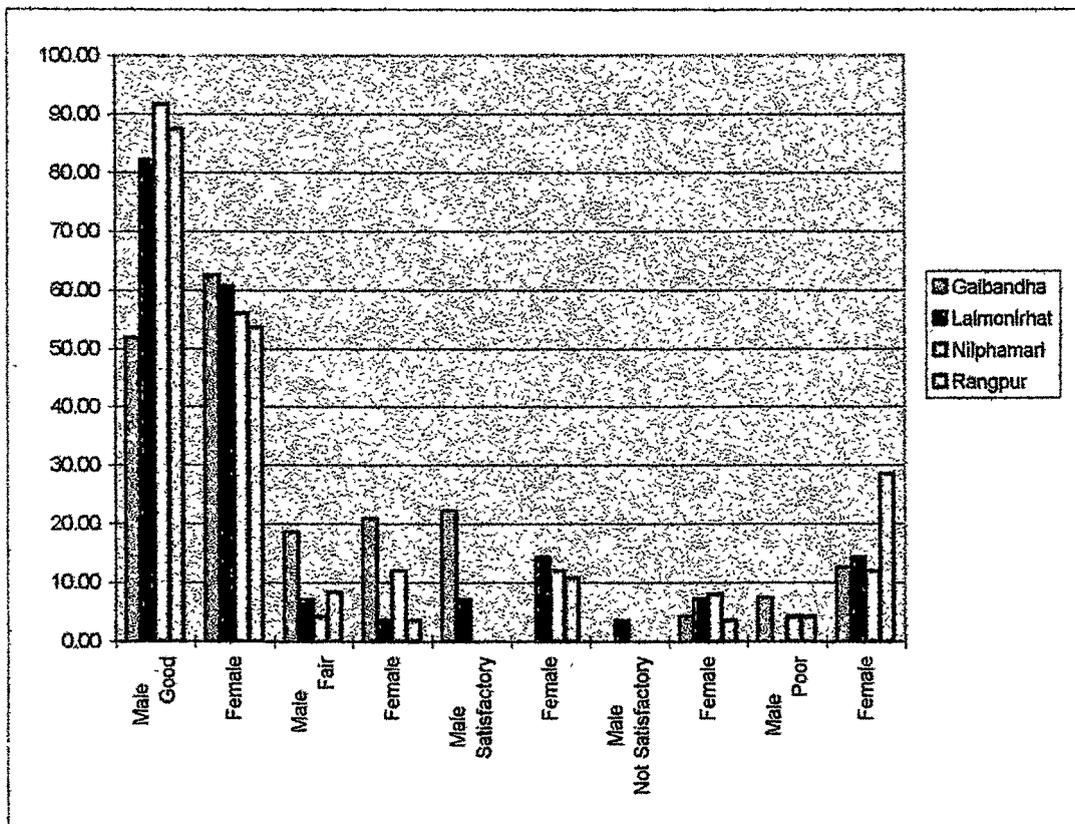
Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27		No. of M-28		No. of M-24		No. of M-24		No. of M-103	
	No. of F-24		No. of F-28		No. of F-25		No. of F-28		No. of F-105	
	N	%	N	%	N	%	N	%	No.	%
<b>Good</b>										
(M)	14	51.85	23	82.14	22	91.66	21	87.5	80	77.66
(F)	15	62.50	17	60.71	14	56	15	53.57	61	58.09
<b>Fair</b>										
(M)	05	18.51	02	7.14	01	4.16	02	8.33	10	9.70
(F)	05	20.83	01	3.57	03	12	01	3.57	10	9.52
<b>Satisfactory</b>										
(M)	06	22.22	02	7.14	---	---	--	--	08	7.76
(F)	--	---	04	14.28	03	12	03	10.71	10	9.52
<b>Not satisfactory</b>										
(M)	--	---	01	3.57	---	---	---	---	01	0.97
(F)	01	4.16	02	7.14	02	8.0	01	3.57	06	5.71
<b>Poor</b>										
(M)	02	7.4	---	---	01	4.16	01	4.16	04	3.88
(F)	03	12.5	04	14.28	03	12	08	28.57	18	17.14
<b>Total</b>	<b>51</b>		<b>56</b>		<b>49</b>		<b>52</b>		<b>208</b>	

'fair' in their attainment on numeracy skill test 3, Gaibandha had the **highest** percentage of learners (18.51 percent) who were rated 'fair' and the least percentage of 'fair' male learners was from Nilphamari (4.16 percent) i.e. only one learner. On the other hand, the **highest** percentage of female learners whose performance was fair from Gaibandha (20.83 percent) and the **lowest** percentage (3.57 percent) of fair performance were from both district Lalmonirhat and Rangpur.

Only 08 male learners were considered 'satisfactory' in their performances, the **highest** percentage of male learners being 22.22 from Gaibandha the **lowest** percentage of male learners whose performance was

Graph 11. Numeracy Test 3

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	51.85	62.50	18.51	20.83	22.22	0.00	0.00	4.16	7.40	12.50
Lalmonirhat	82.15	60.71	7.14	3.57	7.14	14.28	3.57	7.14	0.00	14.28
Nilphaman	91.66	56.00	4.16	12.00	0.00	12.00	0.00	8.00	4.16	12.00
Rangpur	87.50	53.57	8.33	3.57	0.00	10.71	0.00	3.57	4.16	28.57



**satisfactory** was from Lalmonirhat (7.14 percent). Nilphamari and Rangpur district did not have any male learner who was rated '**satisfactory**'. Out of total 10 female learners whose performance was '**satisfactory**', there were 4 female learners from Lalmonirhat and 3 females from both districts of Nilphamari and Rangpur in this test;

'**Not satisfactory**' was the fourth category of this test. Only one male learner was found to be **not satisfactory** on the numeracy skill test and he was from Lalmonirhat district. Where as two female learners in each district Lalmonirhat and Nilphamari, one each from Gaibandha and Rangpur were rated '**not satisfactory**'.

The remaining 4 male learners were considered '**poor**' in their performance and two were from Gaibandha, and one each from the district of Nilphamari and Rangpur. Among the 18 female learners, who were rated **poor**, the **highest** percentage of learners was found to be from Rangpur district (28.57 percent) and the least percentage was from Nilphamari district (12 percent).

This **Table 43** also shows that on the whole the male learners performed better than the female learners in their test. A total percentage of 67.78 male and female learners attained '**good**' rating, and the performance of learners in Lalmonirhat was better than the performance of the other districts.

The **Numeracy Skill Test 4** was prepared to examine the learners ability in computing three addition problems selected from the **Primer**. **Table 44** presents the district wise performance of male and female learners on this test.

A total of 117 learners attained '**good**' rating on this test of which 66 were male and 51 female and they were distributed in all the 4 districts. The **highest** percentage of male learners who were assessed as '**good**' (91.66 percent) was from Rangpur and Gaibandha had the least percentage of **good** (29.62 percent) performers. Among females, the **highest** percentages of female learners (62.5

Table - 44 District Learners Performance in Numeracy Test 4

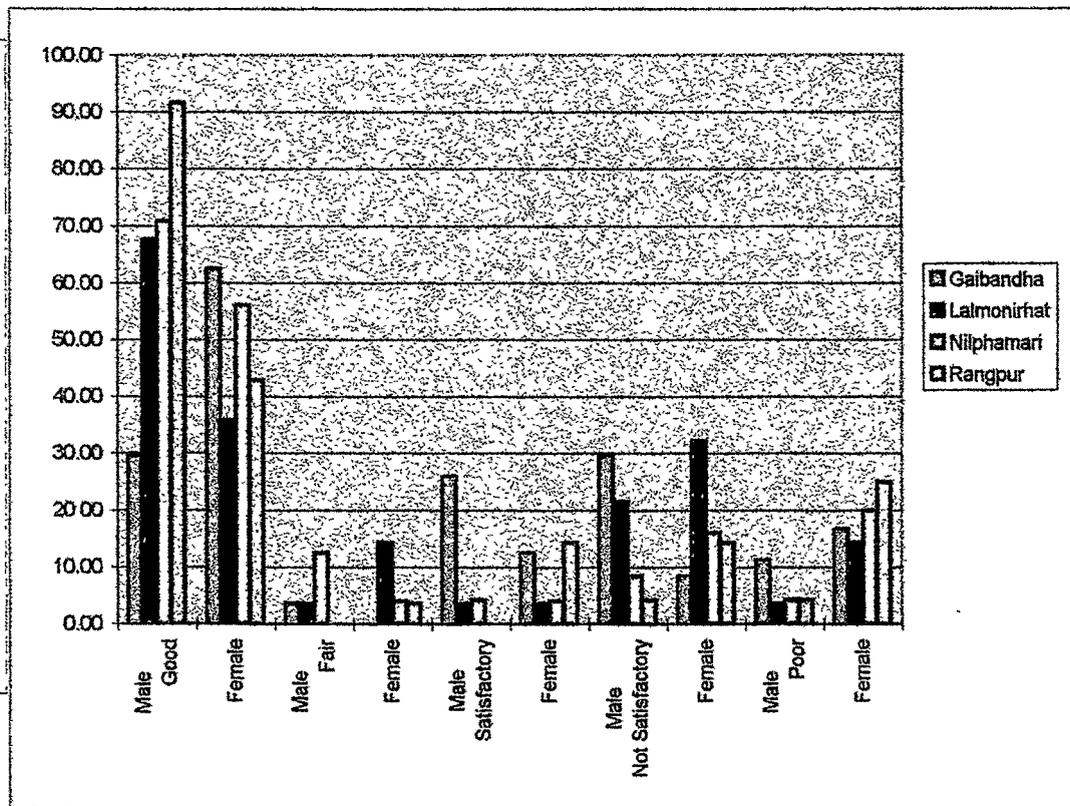
Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27		No. of M-28		No. of M-24		No. of M-24		No. of M-103	
	No. of F-24		No. of F-28		No. of F-25		No. of F-28		No. of F-105	
	N	%	N	%	N	%	N	%	No.	%
<b>Good</b> (M)	08	29.62	19	67.58	17	70.83	22	91.66	66	64.00
	15	62.50	10	35.71	14	56.00	12	42.85	51	48.57
<b>Fair</b> (M)	01	3.70	01	3.57	03	12.50	---	---	05	4.85
	---	---	04	14.28	01	4.00	01	3.57	06	5.71
<b>Satisfactory</b> (M)	07	25.92	01	3.57	01	4.16	--	---	09	8.73
	03	12.50	01	3.57	01	4.00	04	14.28	09	8.57
<b>Not satisfactory</b> (M)	08	29.62	06	21.42	02	8.33	01	4.16	17	16.50
	02	8.33	09	32.14	04	16.00	04	14.28	19	18.09
<b>Poor</b> (M)	03	11.11	01	3.57	01	4.16	01	4.16	06	5.82
	04	16.66	04	14.28	05	20.00	07	25.00	20	19.04
<b>Total</b>	<b>51</b>		<b>56</b>		<b>49</b>		<b>52</b>		<b>208</b>	

percent) in this category from Gaibandha and the least percentage of female learners who were rated 'good' was in Lalmonirhat district with 35.71 percent.

Only 05 male learners were considered 'fair' in this test, three learners from Nilphamari and one each from Gaibandha and Lalmonirhat were rated 'fair' category. Whereas only 06 female learners were rated in 'fair' category, 4 learners were from Lalmonirhat and one each from Nilphamari and Rangpur had achieved 'fair' category in this test. Not even a single female learner from

Graph 12. Numeracy Test 4

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	29.62	62.50	3.70	0.00	25.92	12.50	29.62	8.33	11.11	16.66
Lalmonirhat	67.58	35.71	3.57	14.28	3.57	3.57	21.42	32.14	3.57	14.28
Nilphamari	70.83	56.00	12.50	4.00	4.16	4.00	8.33	16.00	4.16	20.00
Rangpur	91.66	42.85	0.00	3.57	0.00	14.28	4.16	14.28	4.16	25.00



An equal number of male (09 ones) and female learners (09 ones) were rated '**satisfactory**'. Among males, 7 learners were from Gaibandha in this ratings and one each male learner from Lalmonirhat and Nilphamari was rated '**satisfactory**'. In Rangpur district had not even a single male learner whose performance was '**satisfactory**' in this Table. As for the female learners who were rated **satisfactory**, 4 were from Rangpur, three from Gaibandha and one each from Lalmonirhat and Nilphamari.

Out of the total 17 male learners who were considered '**not satisfactory**', the **highest** number of males were from Gaibandha district (29.62 percent) and the least number of male learners rated '**not satisfactory**' was from Rangpur district (4.16 percent). The **highest** percentage of female learners who were rated **not satisfactory** were from Lalmonirhat (14.28 percent) and the least percentage of '**not satisfactory**', from Gaibandha district (8.33 percent).

A total of 26 learners were placed in the '**poor**' category of this test. Only 6 male learners were rated in '**poor**'. Three learners from Gaibandha district and one each from Nilphamari and Rangpur district were rated '**poor**' in this test. Among the female learners, the **highest** 07 female learners were from Rangpur in '**poor**' rating and 04 each from Gaibandha and Lalmonirhat district were rated '**poor**'.

The **Table 44** shows that a total percentage of 56.25 male and female learners attained '**good**' rating. In district wise analysis Rangpur seems to have performed better on this test. The over all performance of male learners was relatively better in this numeracy test than their female counterparts.

The Numeracy Test 5 consisted of three problems of subtraction selected from the primer to measure the attainment of the learners. Table 45 provides data pertaining to this test.

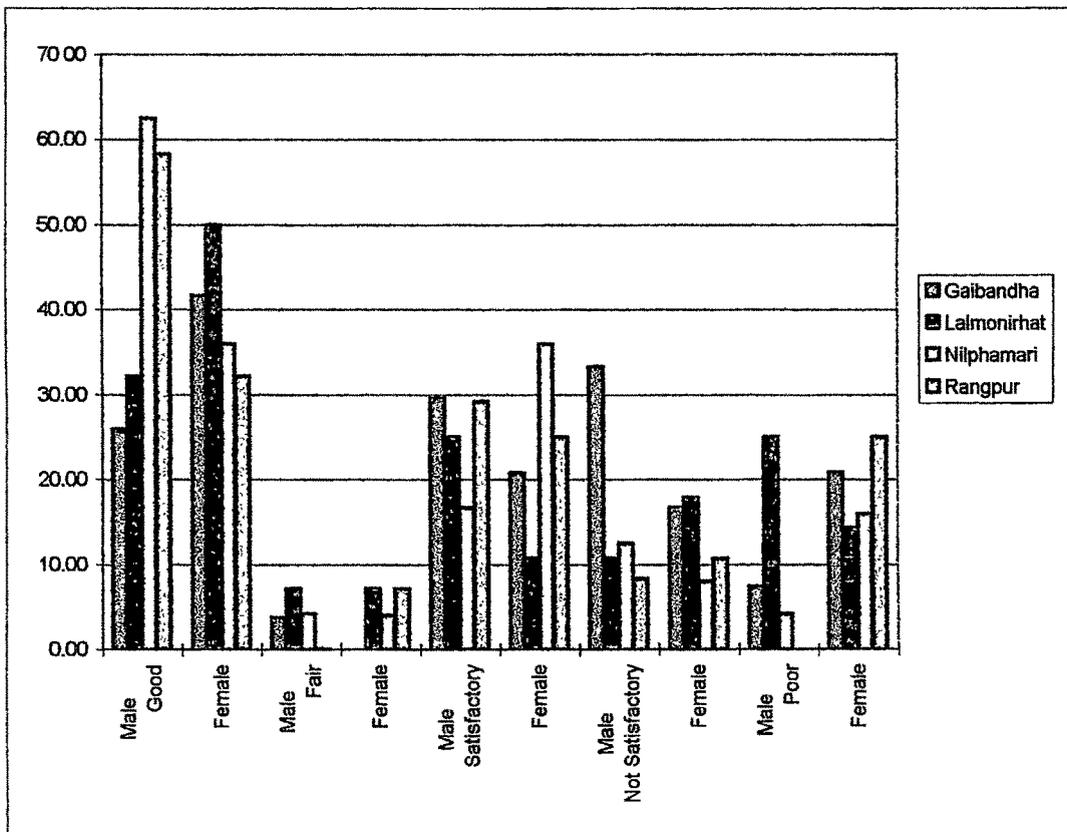
Out of a total of 45 males and 42 females who were assessed to be 'good' on this test, Nilphamari district had the highest percentage of male learners (62.5

**Table - 45. District wise Learners Performance in Numeracy Test 5**

Name of the District Ratings	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
	No. of M-27		No. of M-28		No. of M-24		No. of M-24		No. of M-103	
	No. of F- 24		No. of F- 28		No. of F -25		No. of F- 28		No. of F- 105	
	N	%	N	%	N	%	N	%	No.	%
<b>Good</b> (M) (F)	07	25.92	09	32.14	15	62.50	14	58.33	45	43.68
	10	41.66	14	50.00	09	36.00	09	32.14	42	40.00
<b>Fair</b> (M) (F)	01	3.70	02	7.14	01	4.16	01	0.04	05	4.85
	--	---	02	7.14	01	4.00	02	7.14	05	4.76
<b>Satisfactory</b> (M) (F)	08	29.62	07	25.00	04	16.66	07	29.16	26	25.24
	05	20.83	03	10.71	09	36.00	07	25.00	24	22.85
<b>Not satisfactory</b> (M) (F)	09	33.33	03	10.71	03	12.50	02	8.33	17	16.50
	04	16.66	05	17.85	02	8.00	03	10.71	14	13.33
<b>Poor</b> (M) (F)	02	7.40	07	25.00	01	4.16	--	---	10	9.70
	05	20.83	04	14.28	04	16.00	07	25.00	20	19.04
<b>Total</b>	<b>51</b>		<b>56</b>		<b>49</b>		<b>52</b>		<b>208</b>	

Graph 13. Numeracy Test 5

Region	Good		Fair		Satisfactory		Not Satisfactory		Poor	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gaibandha	25.92	41.66	3.70	0.00	29.62	20.83	33.33	16.66	7.40	20.83
Lalmonirhat	32.14	50.00	7.14	7.14	25.00	10.71	10.71	17.85	25.00	14.28
Nilphamari	62.50	36.00	4.16	4.00	16.66	36.00	12.50	8.00	4.16	16.00
Rangpur	58.33	32.14	0.04	7.14	29.16	25.00	8.33	10.71	0.00	25.00



percent) and Gaibandha had the **lowest** percentage of male learners who were rated **good** (25.92 percent). Among the females – Lalmonirhat district had the **highest** percent of learners (50) who were rated '**good**' and Rangpur district had the least number of female learners (32.14 percent).

5 male learners and 5 female learners were found to be '**fair**' in their ability to compute subtraction. Only 2 male learners were found to be '**fair**' in Lalmonirhat and one each from Gaibandha, Nilphamari and Rangpur district in this test. Among female learners, two each from Lalmonirhat and Rangpur district and only one from Nilphamari district were rated in '**fair**' category. Gaibandha did not have a single of female learner in this category.

In the category of '**satisfactory**' performance, Gaibandha had the **highest** percentage of male learners (29.62 percent) and the **lowest** percentage of male learners (16.66 percent) who were rated in **satisfactory**. Among females, Nilphamari district had the **highest** percentage of female learners (36 percent) and Lalmonirhat had the **lowest** 10.71 percent learners were found to be '**satisfactory**' category.

The total 31 learners were found to be '**not-satisfactory**' Gaibandha had the **highest** percentage of male learners (33.33 percent) who were '**not-satisfactory**'. The **lowest** percentage of male learners of Rangpur who were in the category was (8.33 percent) Lalmonirhat had the **highest** percentage of female learners (17.85 percent) who were found to be '**not-satisfactory**' on this test, Nilphamari had the least percentage of female learners (80 percent) who were found to be '**not satisfactory**'.

Only 10 male learners were considered to be '**poor**' on this test, and the **highest** percentage of male learners (25 percent) were from Lalmonirhat district and the **lowest** was from Nilphamari (4.16 percent). There was no male learner in Rangpur districts with '**poor**' ratings. 20 female learners were rated '**poor**' in this test. The **highest** percentage of female learners (25 percent) were from Rangpur

district and Lalmonirhat had the **lowest** percentage of female learners (14.28 percent), who were rated '**poor**' in this test.

\_\_\_\_\_ This **Table 45** shows that a total percentage of 41.82 male and female learners attained '**good**' rating. In a district wise analysis Nilphamari and Rangpur districts seem to have performed better on this test than the other two districts, and on the whole the male learners performed better than the females.

The **numeracy skill test** shows that 86.53 percent learners achieved '**good**' category in Numeracy test 1, 59.30 percent learners were **good** in Numeracy test 2, 67.78 percent **good** in Numeracy skill test 3, 56.25 percent learners were rated **good** in Numeracy test 4 and in Numeracy test 5 shows 41.82 percent learners were in **good** category. The learners' of Rangpur districts got the **highest** percentage in the three tests.

The overall performance of the learners in the numeracy test gradually decreased in the fourth and fifth test where in computing addition and subtraction.

#### **Assesment of General Awareness**

The learners at the different FE centres in the four districts of Gaibandha, Lalmonirhat, Nilphamari and Rangpur were also assessed for their general awareness regarding the following

- Personal Hygiene and Healthy Habits
- Social awareness, and
- National Awareness

This assessment was done orally with the help of a questionnaire. The investigator interviewed the learners individually and recorded the responses on a sheet for each individual. In this section the data pertaining to the responses of the learners on these issues are presented.

As regards personal hygiene, questions were on their knowledge and use of different agents for cleaning their teeth, hair, clothes and other toilet habits.

The Table 46 provides the data pertaining to the learners' personal hygiene and habits, use of cleaning agent for teeth and hair, trimming of nails, clothes and habits like washing hands before meals etc., are included in this part.

Out of a total of 212 learners 58.01 percent learners use tooth powder, charcoal ash and mud, branch of mango and neem tree, and gul etc. for cleaning their teeth.

**Table – 46. Personal Hygiene and Health Habits**

Name of the District	Items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Use of Different Agents for cleaning teeth	M	21	70	06	24	16	53.33	14	60.86	51	52.72
	F	15	71.42	16	80	19	61.29	16	50	66	63.46
	T	36	70.58	22	48.88	35	57.37	30	54.54	123	58.01
Use different Cleansing Agents for hair	M	20	73.33	21	84.00	25	83.33	20	86.95	86	84.25
	F	12	57.14	19	95.00	31	100	32	100	94	90.38
	T	32	62.74	40	88.88	56	91.80	52	94.54	180	84.90
Trimming of nails regularly	M	22	66.66	24	96	25	83.33	20	86.95	91	79.62
	F	15	71.42	17	85	28	90.32	32	100	92	88.46
	T	37	72.54	41	91	53	86.88	52	94.54	183	86.32
Washing hands Before Meals	M	20	66.66	18	72	19	63.33	12	52.17	69	63.88
	F	12	57.14	17	82	20	64.51	20	62.5	69	66.34
	T	32	62.74	35	77.77	39	63.93	32	58.18	138	65.09

70 percent males and 71.42 percent females from Gaibandha, 24 percent males and 80 percent females from Lalmonirhat, 53.33 percent and 61.29 percent females from Nilphamari, and the 60.86 percent males and 50 percent female learners from Rangpur district, learners brush their teeth twice daily after taking meals.

It was observed that 23.58 percent learners used tooth powder, 27.35 percent used charcoal, 18.86 percent used ash and mud, and the other remaining learners used branch of mango and neem as to clean their teeth. The learners who have indicated they used of charcoal and ash are the ignorant about the effect of their use on the teeth over a period of time.

The table shows that total of 84.90 percent learners used soap and shaka for washing their hair. Districtwise variation shows that the highest percentage of male learners (86.95 percent) who used soap and sheka was from Rangpur, where as 100 percent female learners from both districts of Nilphamari and Gaibandha washed their hair once a week with these agents.

Trimming of nails was the next item of enquiry. A total of 86 percent learners trimmed their nails regularly, of whom the highest percent 86.95 male learners 100 percent females were from Rangpur district

The number of male and female learners is equal (69) with regard to washing hands before meals. The different agents used for washing hand were soap, ash, mud etc. Lalmonirhat district had the highest percentage of (72 percent males and females 82 percent) who washed hands regularly with the use of cleaning agents. In the over all analysis of this table, it is seen that the learners from Lalmonirhat and Rangpur are relatively better in their knowledge and practice of this significance of personal hygiene and habits. Another interesting point to be noted is that the learners concern regarding the care of hair and nails seem to be more than that of teeth and washing hands.

**Table 47** presents the data pertaining the type of latrine which were in use in these 4 districts, and they are one of the major indicators of improvement of quality of life of the learners.

A total 22.64 percent learners used ring latrines; of whom 30.43 percent were male learners was from Rangpur and (50.00 percent) were female learners from Lalmonirhat.

A total of 31.60 percent learners used Kacha latrine, which is made of mud. They sated that they could not afford to build ring latrine in their homes. Nilphamari had the highest percentage of male learners (43.33) and Lalmonirhat had the highest (45 percent) of female learners who used Kacha latrine.

**Table – 47. Types of Latrines**

Types of Latrine	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30		No. of M- 25		No. of M-30		No. of M-23		No. of M- 108	
		No. of F – 21		No. of F- 20		No. of F-31		No. of F- 32		No. of F- 104	
		No.	%	No.	%	No.	%	No.	%	No.	%
Ring Latrine	<b>M</b>	06	20	02	8.0	03	10	07	30.43	16	14.81
	<b>F</b>	06	28.57	10	50	07	22.58	09	28.12	32	30.76
	<b>T</b>	12	23.52	12	26.66	10	16.39	16	29.09	48	22.64
Kacha Latrine	<b>M</b>	11	36.66	05	20	13	43.33	08	34.78	37	34.25
	<b>F</b>	07	33.33	09	45	06	19.35	08	25	30	28.84
	<b>T</b>	18	35.29	14	31.11	19	31.14	16	29.09	67	31.60
Use of Fields	<b>M</b>	13	43.33	18	72	14	46.66	08	34.78	53	49.07
	<b>F</b>	08	38.09	01	5.0	18	58.06	15	46.87	42	40.38
	<b>T</b>	21	41.17	19	42.22	32	52.45	23	41.81	95	44.81

44.81 percent learners reported that they had to use fields for toilet purposes. Nilphamari had the highest percentage of both male and female learners (46.66 percent and 58.00 percent respectively) who had to use fields.

The table reveals that out of 212 male and female learners, nearly 45 percent of them did not have proper toilet facilities.

The **Table 48** represents the data about the learners' toilet habits. Use of slippers while using toilet was the first item of enquiring of this table. The table shows that only 14.62 percent of learners male and female had the habit of wearing slippers while visiting the toilets; the highest percentage of male learners who wore slippers were from Nilphamari (50 percent), and the highest percentage of female (45 percent) were from Lalmonirhat. They did not go to latrine with bare feet, but they wore rubber slippers.

Table – 48: Learners Response on Toilet Habits

Items	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No. of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F – 104
		No.	%	No.	%	No.	%	No.	%	No.	%
Wearing slippers while visiting toilets	M	06	20	06	24	15	50	08	34.78	20	18.51
	F	02	9.52	09	45	06	19.35	10	31.25	11	10.57
	T	08	15.68	15	33.33	21	34.42	18	32.72	31	14.62
Ash as cleansing agent after the use of toilet	M	17	56.66	13	52	17	56.66	18	78.26	65	60.18
	F	11	52.38	14	70	18	58.06	21	65.62	64	61.53
	T	28	54.90	27	60	35	57.37	39	70.90	129	60.84
Soap as cleansing agent	M	05	16.66	---	---	02	6.66	02	8.69	09	8.33
	F	---	---	01	5.0	04	12.90	01	3.12	06	5.76
	T	05	9.80	01	2.22	06	9.83	03	5.45	15	7.07
Mud and soap as cleansing agent	M	08	26.66	07	28	11	36.66	---	---	26	24.07
	F	10	47.61	05	25	09	29.03	10	31.25	34	32.69
	T	18	32.29	12	26.66	20	32.78	10	18.18	60	28.30

Out of a total of 56.13 learners, who were aware of the importance of using slippers while visiting the toilets, it is observed that 49.7 male learners and 63.46 percent female could not put their knowledge into practice, as they were so poor that they could not afford slippers. But they washed their feet after a visit to the latrine; 29.94 percent learners were ignorant about the need to wear slippers while visiting latrines.

Out of total 60.84 percent learners who used some kind of cleansing agents, 65.62 percent males and 70.90 percent females from Rangpur had used ash as cleansing agent after visiting the latrine. Only 7.07 percent responses used soap and 28.30 percent responses use mud and soap as cleansing agent. Ash seemed to be the maximally used cleansing agent.

### Health Habits

As regards health habits, questions were on their knowledge and use about purified water, food, prevention of worms, goitre, oral-saline treatment, and preventive injection for children. The above items were included to measure the learners awareness and concern for these health issues.

The major sources of water for drinking as well as domestic purposes were tube-wells and rivers. 87.73 percent learners across the four districts stated that tube-wells were the main source of water and only 11.79 percent stated that they used the river water for their purpose.

A total of 58.01 percent learners, 37.96 percent males and 78.84 percent females used some methods to purify water. The 56 percent male learners from Lalmonirhat and 100 percent female learners from Rangpur regularly purified water by using tablets during the flood times. When tablets were not available they boiled water for purification.

**Table – 49. Process of Purifying Water**

Name of the District	No of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Use Purified Water	M	03	10	14	56	15	50	09	39.13	41	37.96
	F	12	57.14	17	85	21	67.74	32	100	82	78.84
	T	15	29.41	31	68.88	36	59.01	41	74.54	123	58.01
Know about purifying water but do not practice	M	17	56.66	02	8.0	13	43.33	02	8.69	38	35.18
	F	06	28.57	--	---	10	32.25	--	---	16	15.38
	T	23	45.09	02	4.44	23	37.70	02	3.63	54	25.47
No knowledge	M	06	20	09	36	02	6.66	12	52.17	29	26.85
	F	03	14.28	03	15	--	---	--	---	06	5.76
	T	09	17.64	12	26.66	02	3.27	12	21.81	35	16.50

The **Table 49** shows that the female learners were more concerned about the purification of water than male learners.

A total of 25.47 percent learners were aware about the importance of purifying water, but they did not actually practice it. The highest percentage of male learners and female learners who did not purify water though they were aware of its importance were 56.66 percent male learners from Gaibandha and 32.25 percent female learners from Nilphamari.

Out of a total of 16.50 percent learners who had no knowledge about water purifying, 26.85 percent males and only 06 percent females were in this item. This shows that the learners were aware about the importance of purifying drinking water, but quite a few of them did not put the knowledge into practice

**Table - 50. Knowledge about Nutrition Value of Food**

Name of the District	No. of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F - 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No.	%	No.	%	No.	%
Use the knowledge nutritive food	M	10	33.33	15	60	08	26.66	10	43.47	43	39.81
	F	05	23.80	08	40	09	29.03	02	6.25	24	23.09
	T	15	29.41	23	51.11	17	27.86	12	21.81	67	31.60
Have knowledge but don't practice	M	14	46.66	05	20	14	46.66	05	21.73	38	35.18
	F	11	52.38	11	55	11	35.48	23	71.87	56	53.84
	T	25	49.01	16	35.55	25	40.98	28	50.90	94	44.33
Are ignorant	M	06	20	05	20	08	26.66	08	34.78	27	25
	F	05	23.80	01	5.0	11	35.48	07	21.87	24	23
	T	11	21.56	06	13.33	19	31.14	15	27.27	51	24.05

The data from the **Table 50** shows how far the learners use the knowledge of nutritive value of food in their daily life. 31.60 percent learners out of total,

39.81 percent males and 23.09 percent females had proper knowledge of food selection. Lalmonirhat had the highest percentage of male learners 60 percent and 40 percent female learners who used their knowledge in daily life.

A total of 22.16 percent learners, 19.44 percent males and 25 percent females stated that they gave their children fresh and green vegetables, also tried to give proper diet to their children to ensure **good** eyesight.

A total of 44.33 percent learners had knowledge of nutritive food but they did not put it into practice. The highest percentage (46.66) male learners in this category came from the districts of Gaibandha and Nilphamari and the highest females (71.87 percent) in this category were from Rangpur. An equal numbers of female learners 11 in each district of Gaibandha, Lalmonirhat and Nilphamari, had the knowledge about which food contains more vitamins and nutritions but they could not afford proper food for their family members. Total 61.32 percent learners, 68 male learners and 62 female learners stated that they had knowledge about the food to keep their children's eyesight normal but they could not afford them because of their poor economic condition.

The remaining 24.05 percent learners were ignorant on this aspect. The highest percentage of ignorant learners were 34.78 percent male and 35.48 percent female were from Rangpur and Nilphamari respectively. Total 16.50 percent learners had no knowledge about the food to keep their children's eyesight normal. The table reveals that though the learners were fairly well informed about nutritious food, they were unable to use the knowledge practically because of economic constraints.

The **Table 51** revealed that a total of 19.33 percent learners had knowledge about the causes worm and prevention of worms. The highest numbers of 33.33 percent males from Nilphamari and 40 percent females from Lalmonirhat took some preventive measures to protect their family from worms and, also took medicines every six months on the advice of the doctors.

38.88 percent male learners and 51.92 percent of female learners had the knowledge of prevention of worms, but took no action about it. The highest percentage 56 males from Lalmonirhat and among females, 68.75 percent were from Rangpur district, who had the knowledge about the causes of worms and its

remedy, but they could not afford it for their family members. All that they used was two teaspoons of tender Pine-apple leaf juice for the treatment of worms.

**Table – 51. Knowledge and Preventive Measures Regarding Worms**

Name of the District		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F- 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
No. of items		No.	%	No.	%	No	%	No.	%	No.	%
Use knowledge for preventive measures.	M	07	23.33	03	12	10	33.33	02	8.69	22	20.37
	F	04	19.04	08	40	03	9.67	04	12.5	19	17.30
	T	11	21	11	24.44	13	21.31	06	10.90	41	19.33
Have knowledge but does not practice	M	16	53.33	14	56	10	33.33	02	8.69	42	38.88
	F	13	61.90	03	15	16	51.61	22	68.75	54	51.92
	T	29	56.86	17	37.77	26	42.62	24	43.63	96	45.28
Are ignorant	M	07	23.33	08	32	10	33.33	19	82.60	44	40.74
	F	04	19.04	09	45	12	38.70	06	18.75	31	29.80
	T	11	21.56	17	37.77	22	36.06	25	45.45	75	35.37

Out of a total of 35.37 percent learners, 40.74 percent males and 29.80 percent females were ignorant about the cause and remedies of worms. The highest percentage of male learners (82.60 percent) who were ignorant was from Rangpur and 45 percent females from Lalmonirhat, who they did not take any prevention for their family out of their ignorant.

From the above discussion it is seen that only 19.33 percent learners were aware about the causes and prevention of worms. Their main source of information was radio, T.V. and local health centres.

Table -52. Knowledge and Prevention Measures Regarding Goitre

Name of the District		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F - 21	No. of M- 25	No. of F- 20	No. of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
No. of items		No.	%	No.	%	No.	%	No.	%	No.	%
Practice in the life	M	08	26.66	03	12	08	26.66	05	21.73	24	22.22
	F	01	4.76	08	40	05	16.12	03	9.37	17	16.34
	T	09	17.64	11	24.44	13	21.31	08	14.54	41	19.33
Have knowledge but did not practice	M	20	66.66	05	20	04	13.33	05	21.73	34	31.48
	F	12	57.14	02	10	11	35.48	20	62.5	45	43.26
	T	32	62.74	07	15.55	15	24.59	25	45.45	79	37.26
Are Ignorant	M	02	6.66	17	68	18	60	13	56.62	50	46.29
	F	08	38.09	10	50	15	48.38	09	28.12	42	40.38
	T	10	19.60	27	60	33	54.09	22	40	92	43.39

In the selected districts goitre is a very common ailment caused due to deficiency of iodine. Hence, diseases for **Table 52** presents the data pertaining to learners' knowledge about preventive measures for goitre.

Out of a total of 19.33 percent learners, 22.22 percent males and 16.34 percent females had the knowledge and took preventive measures for their family with regard to goitre. The highest percentage of male learners (26.66 percent) in the both districts Gaibandha and Nilphamari, and highest females (40 percent) from Lalmonirhat, had proper knowledge about the causes of goitre disease and

they used iodised salt in their cooking as prevention from that disease. The radio, T.V. and local health centre was the main source of their information.

A total 37.26 percent learners, 31.48 percent males and 43.26 percent females were aware about the causes of goitre, but made no efforts to save themselves of their families from goitre. The female learners (66.66 percent) of Gaibandha ranked highest and the females (62.5 percent) of Rangpur ranked highest in this category. These learners have come to know about the causes of goitre from radio, T.V. and local health care centre, but they could not afford iodised salt for their family members.

A total of 43.39 percent learners were ignorant about the disease of goitre, the highest number female learners were from Nilphamari and 27 from Lalmonirhat, who had no knowledge about goitre disease.

**Table - 53 Knowledge and Use of Oral – Saline Therapy**

Name of the District No. of items		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Practice in the daily life	<b>M</b>	10	33.33	11	44	20	66.66	08	34.78	49	45.37
	<b>F</b>	12	57.14	16	80	14	45.16	22	68.75	64	61.53
	<b>T</b>	22	43.13	27	60	34	55.73	30	54.54	113	53.30
Have knowledge but did not practice	<b>M</b>	13	43.33	09	36	06	20	09	39.13	37	34.25
	<b>F</b>	03	14.28	03	15	09	29.03	09	28.12	24	23.07
	<b>T</b>	16	31.37	12	26.66	15	24.59	18	32.72	61	28.77
Ignorant	<b>M</b>	07	23.33	05	20	04	13.33	06	26.08	22	20.37
	<b>F</b>	06	28.57	01	5.0	08	25.80	01	3.12	16	15.38
	<b>T</b>	13	25.49	06	13.33	12	19.67	07	12.72	38	17.92

Oral – saline therapy is one of easiest and quickest home remedy for helping persons from getting dehydrated which is a very common health hazard in developing countries. The **Table 53** reveal the learners' awareness and their use of oral – saline therapy. A total of 53.30 percent learners, 45.37 percent male learners and 61.53 percent female learners were able to state the proportion of oral –saline composition correctly, and also reported that they had prepared oral-saline many times for their family members when they were suffering diarrhoea. Among males, Nilphamari district had the highest 66.66 percent of male and among females, Rangpur district had the highest 68.75 percent who were aware of and used this therapy.

Out of a total of 28.77 percent learners, 34.25 percent males and 23.07 percent females had the knowledge about the use of oral-saline but they did not prepare oral-saline in the home while necessary. Among them, Gaibandha had the highest number of male learners (43.33 percent) and among females, Nilphamari and Rangpur had 9 learners each, and Gaibandha and Lalmonirhat had 3 females each.

Out of a total 17.92 percent learners, 20.37 male learners and 15.38 female learners were ignorant about this remedy. The highest percentage male (23.33 percent) and female (25.49 percent) who had no knowledge about the preparation and use of oral-saline were from Gaibandha.

Table 53 shows that female learners were more knowledgeable than male learners, about this remedy.

The **Table 54** show that the learners knowledge and use preventive injections for children such as vaccines for BCG, Tetanus, Whooping cough, Measles etc. Out of a total 212 learners, only 37.26 percent learners knew to get vaccines and knew about the when their children immunised. The highest 76.66 percent male learners from Nilphamari and 37.5 percent female learners from Rangpur who stated the names of five injections correctly which were given to their children with in the six months of birth.

Table – 54. Knowledge and Immunisation Vaccines for children

Name of the District	No. of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Got their children immunised	M	11	36.66	08	32	23	76.66	11	47.82	53	49.07
	F	05	23.80	05	25	04	12.90	12	37.5	26	25
	T	16	31.37	13	25.49	27	44.26	23	41.81	79	37.26
Have knowledge but did not use it	M	18	60	12	48	07	23.33	10	43.47	47	43.51
	F	13	61.90	12	60	11	35	16	50	52	50
	T	31	60.78	24	47.05	18	29.50	26	47.27	99	46.69
Ignorance	M	01	3.33	05	20	---	---	02	8.69	08	7.40
	F	03	14.28	03	15	16	51.61	04	12.5	26	25
	T	04	7.84	08	17.77	16	26.22	06	10.90	34	16.03

43.51 percent male learners and 50 percent female learners had the knowledge, but did not utilise it. The highest percentage of males (61.90) females (60.78) were from Gaibandha district belonged to this category. The above respondents had the knowledge about vaccines, but they did not give them to their children out of the fear of pain caused by injections.

Only 16.03 percent learners, 7.40 percent males and 25 percent females were totally ignorant about immunisation, the highest ignorant male learners (20 percent) were from Lalmonirhat and female learners (57.61 percent) from Nilphamari.

From Table 54, therefore it was seen that the male learners were very more knowledgeable and active about immunisation than the females. But the higher number of learners (both male and female together) did not utilise this knowledge for their children, just out fear of the pain caused by the injections about which

they have not been reassured. Gaibandha had the highest percentage of such male and female learners (60.78 percent). Ignorance about immunisation was maximally observed among the learners in Nilphamari district. Radio, T.V. and local health centre was the main source of their information.

**Table – 55. Clean Houses and Surroundings, Disposal of Garbage**

Name of the District	No. of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Keep the house clean	<b>M</b>	13	43.33	13	52	20	66.66	11	47.82	57	52.77
	<b>F</b>	09	42.85	19	95	27	87.09	29	90.62	84	80.76
	<b>T</b>	22	43.13	32	71.11	47	77.04	40	72.72	141	66.50
Know the importance of keeping clean	<b>M</b>	17	56.66	12	48	10	33.33	09	39.13	48	44.44
	<b>F</b>	12	57.14	01	5.0	04	12.90	03	9.37	20	19.23
	<b>T</b>	29	56.86	13	28.83	14	22.95	12	21.81	68	32.07
Garbage in a pit	<b>M</b>	06	20	11	44	18	60	10	43.47	45	41.66
	<b>F</b>	08	38.09	14	70	22	70.96	27	84.37	71	68.26
	<b>T</b>	14	27.45	25	55.55	40	65.57	37	67.27	116	54.71
Outside of the house	<b>M</b>	17	56.66	10	40	11	36.66	10	43.47	48	44.44
	<b>F</b>	07	33.33	06	30	07	22.58	04	12.5	24	23.07
	<b>T</b>	24	47.05	16	35.55	18	29.50	14	25.45	72	33.96
No fixed place to throw garbage	<b>M</b>	07	23.33	04	16	01	3.33	03	13.04	15	13.88
	<b>F</b>	06	28.57	--	---	02	6.45	01	3.12	09	8.65
	<b>T</b>	13	25.49	04	8.88	03	4.91	04	7.27	24	11.32

The **Table 55** pertains to data regarding about maintaining clean houses and surroundings, and disposal of garbage. A total of 66.50 percent learners (52.77 percent males) and (80.76 percent females) always kept their houses clean. 66.66 percent male learners from Nilphamari and 90.62 percent female learners reported about maintaining cleanliness of their houses. In districtwise data showed that Nilphamari had the highest percentage of learners (77.04) who gave importance to keep their house and surrounding clean in order to save their family from different diseases and contamination.

Out of a total of 32.07 percent learners, 44.44 percent male learners and 19.33 percent female learners were aware about the importance of keeping clean the house and surrounding but could not always maintain so. The highest percentage of males (56.66) and females (57.14) of this category were from Nilphamari.

The 41.66 percent, male learners and 68.25 percent female learners disposed their garbage in a fixed pit. The male learners of Nilphamari (60 percent) and the females 84.37 percent from Rangpur ranked highest in this habit of systematic disposal of garbage. They threw weeds and dung of cow, goat, duck and hen droppings in a pit outside of the house. Rangpur district had the highest percentage of (67.27 percent) respondents who showed this behaviour.

A total of 33.96 percent learners, 44.44 percent males and 23.07 percent females threw their garbage in a fixed place outside of their houses. Among such learners, 56.66 percent male learners were from Gaibandha and 7 female learners from each district of Gaibandha and Nilphamari. Stated that they had no pits, so they throw weeds and dung of cattle and bird droppings in a fixed place outside their houses. In the districtwise variation shows that the highest respondent (47.05 percent) were from Gaibandha district on this item of enquiry.

Only 11.32 percent learners were from in all 4 districts, and Rangpur had the highest respondents 23.33 percent male and 28.57 percent female had no fixed place to throw garbage. There was not even a single female respondent from Lalmonirhat in their item of enquiry.

Therefore, from the table shows that 66.50 percent respondent cleanse their house and surrounding, and 54.71 percent respondent throw their garbage in a pit

the percentage was not satisfactory. The female respondents were more conscious about cleanliness than male respondents.

### **Social Awareness**

In order to assess the social awareness of the learners at the FE centres, the investigator asked questions pertaining to following topics while personally interviewing them individually.

- Kitchen garden, use of fertilisers and cutting down of trees,
- Keeping the homes and environment clean,
- Pollution and steps to decrease pollution,
- Minimum wages, alternative income generating activities, availing of loans, sources of loans, utilising of loans, borrowing from Mahajans,
- Minimum age limit for marriage, legal aspects of marriage and divorce, opinions regarding divorce, family planning, etc.

The **Table 56** represents the data learners attitude towards kitchen garden 39.81 percent males and 52.88 females reported that they maintain their kitchen garden very well. On this category, the highest percentage of male learners (56.66) were from Nilphamari and the highest percentage of female learners (70 percent) were from Lalmonirhat. The districtwise variation shows that the learners of Nilphamari ranked highest (60.60 percent) in the maintaining kitchen gardens.

The total 45.75 percent learners appreciate about kitchen garden, of whom 49.07 percent males and 42.30 percent female. Gaibandha district had the highest percentage of male learners (56.66 percent) and Rangpur district had the highest 56.25 percent female learners in this category Gaibandha district had the highest percent of respondents (52.94 percent) on this item when compared with other three districts.

A total 17 learners were ignorant about the kitchen garden, 4 learners in each district Gaibandha, Lalmonirhat and Rangpur; and two female learners each from Gaibandha and Rangpur, and only one from Lalmonirhat stated that they were ignorant about the use of kitchen garden. Not a single male or female learner respond to this item from Nilphamari.

Table - 56 Kitchen Garden.

Name of the District		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M-30	No. of F-21	No. of M-25	No. of F-20	No. of M-30	No. of F-31	No. of M-23	No. of F-32	No. of M-108	No. of F-104
No. of items		No.	%	No.	%	No.	%	No.	%	No.	%
Maintain a Kitchen Garden	M	09	30	08	32	17	56.66	09	39.13	43	39.81
	F	09	42.85	14	70	20	64.51	12	37.5	55	52.88
	T	18	32.29	22	48.88	37	60.65	21	38.18	98	46.22
Appreciate its use but don't have	M	17	56.66	13	52	13	43.33	10	43.47	53	49.07
	F	10	47.61	05	25	11	35.48	18	56.25	44	42.30
	T	27	52.94	18	40	24	39.34	28	50.90	97	45.75
Ignorant about its use	M	04	13.33	04	16	---	---	04	17.39	12	11.11
	F	02	9.52	01	5.0	--	---	02	6.25	05	4.80
	T	06	11.76	05	11.11	--	---	06	10.90	17	8.01

Districtwise analysis shows that had 6 learners each, Gaibandha and Rangpur, and 5 from Lalmonirhat displayed a total ignorance about the use of kitchen garden.

When asked about the use of minerals and chemical fertilisers, only 37 percent learners out of total had good knowledge about mineral and chemical fertiliser, as well as they used both fertiliser increase the yield in their fields. Maximum respondents mentioned local krishi office was the source of information about fertiliser.

The Table 57 provides the data pertaining to learners knowledge about the effect of cutting down trees. A total of 13.20 percent learners, 15.74 percent males and 10.57 percent females were fully aware about the effect of cutting down trees.

Table – 57. Effecting of Cutting Down Trees

Name of the District	No of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Fully aware about the trees	M	04	13.33	02	8.0	10	33.33	01	4.34	17	15.74
	F	03	14.28	04	20	--	----	04	12.5	11	10.57
	T	07	13.72	06	13.33	10	16.39	05	9.09	28	13.20
Have partial knowledge	M	09	30	05	20	13	43.33	11	47.82	38	35.18
	F	11	52.38	11	55	19	61.29	14	43.75	55	52.88
	T	20	39.21	16	35.55	32	52.45	25	45.45	93	43.86
No knowledge	M	17	56.66	18	72	07	23.33	11	47.83	53	49.07
	F	07	33.33	05	25	12	38.70	14	43.75	38	36.53
	T	24	47.05	23	51.11	19	31.14	25	45.45	91	42.92

The highest percentage of male learners (33.33 percent) were from Nilphamari and among females, 04 in each district of Lalmonirhat and Rangpur, three from Gaibandha district, were fully aware about this item of enquiry. Nilphamari district did not have even a single female learner who was aware about the effects of cutting down of trees.

Out of a total of 43.86 percent learners, 35.18 percent females and 52.88 percent males had partial knowledge about this. The highest male learners (47.82) in this category were from Rangpur and 61.29 percent female learners were from Nilphamari who had only partial knowledge about effect of cutting down trees. In a districtwise variation showed that Nilphamari district had the highest respondents (52.45 percent) in this item of enquiry when compared with the other districts.

42.92 percent learners (49.07 percent male learners and 36.53 percent female learners) were totally ignorant about this issue. 72 percent male learners from Lalmonirhat and 43.75 percent female learners from Rangpur were totally

ignorant. Districtwise variation showed that the highest number of learners were from Rangpur who were totally unaware of the ill effects of cutting down the trees.

The Table 57 shows that the percentage of learners who were aware about the significance of cutting down trees has been very low. Hence, it is possible that they would not be sensitive the indiscriminate cutting of trees in the neighbourhood

**Table – 58. Effect of Pollution**

Name of the District No. of items		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No	%	No.	%	No.	%
Take steps to decrease pollution	<b>M</b>	05	16.6	02	8.0	10	33.33	06	26.08	23	21.29
	<b>F</b>	05	23.80	03	15	02	6.45	05	15.62	15	14.42
	<b>T</b>	10	19.60	05	11.11	12	19.67	11	20	38	17.92
Have knowledge about pollution	<b>M</b>	10	33.33	03	12	12	40	03	13.04	28	25.92
	<b>F</b>	08	38.09	03	15	10	32.25	05	15.62	26	25
	<b>T</b>	18	35.29	06	13.33	22	36.06	08	14.54	54	25.47
No knowledge about pollution	<b>M</b>	15	50	20	80	08	26.66	14	60.86	57	52.77
	<b>F</b>	08	38.09	14	70	19	61.29	22	68.75	63	60.57
	<b>T</b>	23	45.09	34	75.55	27	44.26	36	65.45	120	56.60

The Table 58 reveals that the a total of only 17.92 percent learners (21.29 percent males and 14.42 percent females) had good knowledge about the pollution and its remedy. The highest percentage of male learners (33.33 percent) were from Nilphamari and 23.80 female learners were highest from Gaibandha. The table also reveals that districtwise difference was negligible between the learners of Gaibandha, Nilphamari and Rangpur where as the number of learners who were knowledgeable about pollution in Lalmonirhat were comparatively lesser than the other three districts. The learners who were knowledgeable stated that they take steps to decrease pollution by planting some trees which would give them fresh air

as well as fruits about pollution in Lalmonirhat were comparatively lesser than the other three districts. The learners who were knowledgeable stated that they take steps to decrease pollution by planting some trees which would give them fresh air as well as fruits.

A total of 25.47 percent learners, 28 learners male and 26 were female learners stated that they were aware about causes and effects of pollution, but could not plant trees for they had no land.

The table shows that total 56.60 percent learners were ignorant about the phenomenon of pollution. Among males, Lalmonirhat had the highest number of 20 male learners and Rangpur had the highest number 22 female learners who had no knowledge about pollution. Lalmonirhat had the highest percentage learners (75.55) who were totally ignorant about pollution.

Thus we see that only 17.92 percent learners took steps to decrease pollution which is a very small percentage to control pollution. On the whole out of 212 respondents, 92 learners were knowledgeable about pollution and they stated that radio and T.V. were the source of information about pollution.

The **Table 59** provides the data pertaining to learners knowledge about minimum daily wages and their alternative income generating activities. A total of 73.27 percent learners of whom 78.89 percent were males and 68.28 percent were females had correct knowledge about minimum daily wages. The highest number of male learners 29, who had correct knowledge about minimum wages were from Gaibandha and Lalmonirhat districts and the highest number (26) of females were from Gaibandha district. Across the four districts, Gaibandha district had the highest percentage of learners 91.66 in this category.

Only 24 learners (male 10 and female 14) had a partial knowledge about the minimum daily wages. In districtwise variation Rangpur district had the highest male learners (30 percent) and highest female learners (21.81 percent) who had partial knowledge about minimum daily wages.

Only a total of 16.37 percent learners were not at all aware about wages of whom 13 male learners, 9 learners were from Nilphamari and 4 learners were from Rangpur. Gaibandha and Lalmonirhat in this item of enquiry among female learners, the remainig 10 were from Rangpur.

**Table – 59. Knowledge about minimum wages and alternative income generating activities**

Name of the District	No of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No of M- 30	No.of F – 30	No of M- 29	No.of F- 31	No ofM-30	No.of F-30	No.of M-20	No.of F- 32	No of M- 109	No of F- 123
		No.	%	No.	%	No	%	No.	%	No	%
Have correct knowledge	M	29	96.66	29	100	18	60	10	50	86	78.89
	F	26	86.66	22	70.96	21	70	15	46.87	84	68.29
	T	55	91.66	51	85	39	65	25	48.07	170	73.27
Have partial knowledge	M	01	3.33	--	--	03	10	06	30	10	9.17
	F	--	--	06	19.35	01	3.33	07	21.81	14	11.38
	T	01	1.66	06	10	04	6.66	13	25	24	10.34
Not aware at all	M	--	--	--	--	09	30	04	20	13	11.92
	F	04	13.33	03	9.67	08	26.66	10	31.25	25	20.32
	T	04	6.66	03	5.0	17	28.33	14	26.92	38	16.37
Had alternative income	M	06	20	10	40	19	63.33	13	56.52	48	44.44
	F	09	45.85	11	55	13	41.93	14	43.75	47	45.19
	T	15	29.41	21	46.66	32	52.45	27	49.09	95	44.81

While the learners were asked as to what was the source of information about daily wages, nearly 72 percent of learners informed that FE centre, village people and their experience were the main source of their information about daily labour charge.

The table also shows that the maximum learners had aware the knowledge about minimum daily wages. An effective awareness depends on correct knowledge. In correct knowledge or ignorance of any legal protection make the concerned people very vulnerable.

The **Table 59** also shows the percentage of learners who had alternative income generating activities. It is seen that a total of 44.81 percent learners were doing different types of works in their leisure time to earn money. In this respect female learners were as much active as the male learners.

Table – 60. Use of Loans

Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total		
	No. of M- 30	No. of F – 21	No. of M- 25	No. of F- 20	No. of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104	
No. of items	No	%	No.	%	No	%	No.	%	No.	%	
Loan used for Productive purpose	M	11	36.66	08	32	16	53.33	07	30.43	42	38.88
	F	09	42.85	06	30	16	51.61	06	18.75	37.	35.57
	T	20	39.21	14	31.11	32	52.45	13	23.65	79	37.26
Loan used for unproductive activity	M	10	33.33	05	20	05	16.66	07	30.43	27	25
	F	08	38.09	01	5.0	01	3.22	01	3.12	11	10.57
	T	18	35.29	06	13.33	06	9.83	08	14.54	38	17.92
Did not avail loan	M	09	30	12	48	09	30	09	39.13	39	36.11
	F	04	19.04	13	65	14	45.16	25	78.12	56	53.84
	T	13	25.49	25	55.55	23	37.70	34	61.81	95	44.81

The **Table 60** provides the data pertaining about the use of loans. The total appeared learners were 212. The table shows that only 37.26 percent learners used their loan for productive purpose. The district wise analysis shows that Nilphamari district had the highest number of learners who used the loans for productive purposes and the number of males and females were equal in this aspect (16). In this matter of loans, the table shows that the male loanees were marginally higher in number than female learners. They used their loans for the productive activities and they benefited from them. Male respondents used their loans in agriculture, pisciculture, poultry, petty trade, Rickshaw or van etc. The female respondents used their loans buy plots for house, for petty trade, poultry and Rickshaw.

Only 12.92 percent learners (25 percent males and 10.50 females) used the loans for unproductive activity. In a districtwise analysis it is seen that Nilphamari had the highest number of males (10) and females (08) who used the loan amount unproductively and so could not really benefit from the loans. They used the money on items like daughters' marriage, to repairing house, funeral rites etc.

Out of a total of 44.81 percent learners, 36.11 percent male learners and 54.84 percent female learners did not avail of the loan facility. Rangpur district had the highest percentage of male learners (78.12) and 61.81 female learners who were totally unaware about loan facilities and hence did not avail of the facility from the project office of RDP – 9.

This is a significant fact because due to ignorance, varieties of facilities provided by state and organisation go unutilised.

**Table – 61. Borrowings from Mahajans and Signing Blank Documents**

Name of the District		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 21	No of M- 25	No of F- 20	No of M-30	No of F- 31	No.of M- 23	No.of F- 32	No of M- 108	No of F- 104
No. of items		No	%	No	%	No	%	No	%	No	%
Did not take loans from Mahajans	M	08	26.66	10	40	04	12.90	05	21.73	27	25
	F	02	9.52	--	---	03	9.67	09	28.12	14	13.46
	T	10	19.60	10	22.22	07	11.47	14	25.45	41	19.33
Occasionally borrowed from Mahajans	M	17	56.66	10	40	24	80	11	47.82	62	57.40
	F	16	76.19	18	90	22	70.96	21	65.62	77	74.03
	T	33	64.70	28	62.22	46	75.40	32	58.18	139	65.56
Knowledge regarding signing blank documents	M	21	70	16	64	28	93.33	15	65.21	80	74.07
	F	17	80.95	18	90	23	74.19	29	90.62	87	83.65
	T	38	74.50	34	75.55	51	83.60	44	80	167	78.77

The Table 61 reveals data regarding borrowings from Mahajans and signing blank documents. Only 19.33 percent of learners did not borrow from the Mahajans, the traditional moneylenders. Male learners comprised 25 percent and female learners 13.46 percent. Districtwise analysis shows that the highest percent of male learners (40 percent) were from Lalmonirhat and among females, the highest percent female learners (28.12 percent) were from Rangpur in this regard. The Rangpur district had the highest number of learners (25.45 percent) who did not borrow from Mahajan. The above learners did not take loan from Mahajan for the fear of being cheated by them. Male learners were more cautious in this regard than the female learners. A total of 65.56 percent learners, (57.40 percent males

and 74.30 percent females) had occasionally borrowed from Mahajans. Nilphamari district had the highest percentage of learners 75.40 when compared with other three districts. The percentages of females were higher than the percentage of males.

A total of 78.77 percent learners where as 74.07 percent males and 83.65 percent females were properly aware about the risks of signing blank documents and so refrained from doing so. The highest percentage of such knowledgeable learners (83.66) were from Nilphamari. As the table shows, on the whole female learners were more cautious in this regard than males.

This table reveals that though they were unable to read properly, the male and female learners were careful about borrowing money from traditional moneylenders and signing blank documents.

**Table – 62. Minimum Age for Marriage for Men and Women and Registration of Marriage**

Name of the District	No. of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No of M- 30	No of F – 21	No.of M- 25	No.of F- 20	No of M-30	No of F-31	No of M-23	No of F- 32	No of M- 108	No of F- 104
		No.	%	No	%	No	%	No.	%	No	%
Have knowledge	<b>M</b>	17	56.66	11	44	20	66.66	15	65.21	63	58.33
	<b>F</b>	17	80.95	16	80	09	29.03	12	37.5	54	51.92
	<b>T</b>	34	66.66	27	60	29	47.54	27	49.09	117	55.18
No knowledge	<b>M</b>	13	43.33	14	56	10	33.33	08	34.78	45	41.66
	<b>F</b>	04	19.04	04	20	22	70.96	20	62.5	50	48.07
	<b>T</b>	17	33.33	18	40	32	52.45	28	50.90	95	44.81
Have document	<b>M</b>	---	---	04	16	04	13.33	02	8.69	10	9.25
	<b>F</b>	---	---	07	35	05	16.12	02	6.25	14	13.46
	<b>T</b>	---	---	11	24.44	09	14.75	04	7.27	24	11.32
No document	<b>M</b>	18	60	17	68	11	36.66	06	26.08	52	48.14
	<b>F</b>	20	95.23	13	65	17	54.83	30	93.75	80	76.92
	<b>T</b>	38	74.50	30	66.66	28	45.90	36	65.45	132	62.26

The **Table 62** reveals about the knowledge of minimum age limit for marriage for men and women, registration of marriage. A total of 55.18 percent learners, 58.33 percent males and 51.92 percent females were fully knowledgeable about the legally specified minimum age for marriage of men and women in Bangladesh.

At the same time as the table reveals, a total of 44.81 percent learners (41.66 percent males and 48.07 percent females) who were totally ignorant about the minimum age of marriage for men and women. It is interesting to note that from the districtwise analysis the Nilphamari district had the highest percentage learners in the category of 'have knowledge' and 'no-knowledge' than the other three districts.

With regard to the registration of marriage, a total of 24 learners, 10 males and 14 females had registration document of marriage. In this aspect, the learners of Lalmonirhat had the highest percentage learners (24.44) who has document of marriage registration when compared with the other three districts. There were no male and female learners were from Gaibandha district who seemed to have marriage documents.

A total of 62.26 percent learners, 48.14 percent males and 76.92 percent females, had no registered documents for their marriage. Gaibandha district had the highest percentage of learners (74.50) they were totally ignorant about the registration of marriage.

Therefore, the percentage of marriage registration (11.32) was very poor. Learners stated that their guardians were not aware about the marriage document. The proportion of females (76.92 percent) were higher than the proportion of males (48.18 percent) in this category.

Dowry exists as a curse in the life of a large section of Bangladeshi youth and this causes a heavy burden on the parents of many who can ill afford to pay it. They were questioned about their level of awareness of any statute prohibiting giving or accepting dowry. The data from the **Table 63** indicates that 20.18 percent of male.

Table – 63. Views about Dowry and Actual Practice

Name of the District No. of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total		
	No. of M- 30	No. of F – 25	No. of M- 29	No. of F- 31	No. of M-30	No. of F-30	No. of M-20	No. of F- 30	No. of M- 109	No. of F- 116	
	No	%	No.	%	No	%	No	%	No.	%	
Favour	M	01	3.33	07	24.13	08	26.66	06	30	22	20.18
	F	02	8.0	02	6.45	02	6.66	---	---	06	5.17
	T	03	5.45	09	15	10	16.66	06	12	28	12.44
Not Favour	M	28	93.33	03	10.34	07	23.33	05	25	43	39.44
	F	22	88	28	90.32	19	63.33	16	53.33	85	73.27
	T	50	90.90	31	51.66	26	43.33	21	42	138	61.33
No Response	M	01	3.33	19	65.51	15	50	09	45	44	40.36
	F	01	4.0	01	3.22	09	30	14	46.66	25	21.55
	T	02	3.63	20	33.3	24	40	23	46	69	30.66

learners and 5.17 percent female learners were in favour of accepting dowry. Out of the total 22 male learners 08 learners were from Nilphamari, 07 learners from Lalmonirhat, 06 learners from Rangpur and only one learner from Gaibandha; among females, 2 learners in each district from Gaibandha, Lalmonirhat and Nilphamari were in favour of accepting dowry. Nilphamari had the highest percent of learners (16.66 percent) on this item of enquiry. As the table shows, a total of 61.33 percent learners were not in favour of dowry. The highest percentage of learners (93.33 male learners) were from Gaibandha and 90.32 female learners were from Lalmonirhat. In the districtwise variation showed that Gaibandha had the highest percent of learners (90.90 percent) who stated that they were not favour of accepting or giving dowry. It is interesting to note that the percentage of female learners (73.27) was more than the percentage of males (39.44) in this regard.

40.36 percent male learners and 21.55 percent female learners were in 'no-response' category on the views about dowry. Lalmonirhat districts had the highest

percentage of male learners (65.51) and Rangpur district had the highest percentage of female learners (46.66) who did not give any response. Gaibandha districts had the smallest number of learners (02) who were non-committal on this issue.

Out of the total learners whom the investigation interviewed 40.36 percent male learners have accepted dowry and 41.77 percent female learners have given dowry during the time of their marriage.

It is seen from the above analysis that large percentage of female learners protested against the dowry system. At the same time most of the female learners also stated that without dowry the marriage of female child was not possible in their society.

The **Table 64** provides the data pertaining to the learners views regarding divorce and knowledge of laws pertaining to divorce procedures. A total of 232 learners responded to these questions of whom 109 were males and 123 were females. There was not even a single male on female who was in the favour of divorce. A total of 65.94 percent learners (57.79 percent male and 73.17 percent female learners) stated categorically that they were not in favour of divorce. The highest percentage of male learners (100 percent) were from Gaibandha district and 93.54 percent females were from Lalmonirhat district on this item of enquiry. In the districtwise analysis Gaibandha district had the highest percentage (86.66) learners who did not favour divorce

42.20 percent male learners and 21.13 percent female learners could not say anything about divorce. 16 male learners in each district from Lalmonirhat and Nilphamari and 8 female learners each from Gaibandha, Nilphamari and Rangpur had no personal views on divorce. Nilphamari district had the highest 24 learners out of districts, who were ignorant could not say anything about divorce.

Table – 64. Views regarding Divorce and Knowledge of Law for Divorce.

Name of the District	No of items	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 30	No. of M- 29	No of F- 31	No of M-30	No. of F-30	No. of M-20	No of F- 32	No. of M- 109	No of F- 123
		No	%	No	%	No	%	No	%	No	%
Not Favour	M	30	100	13	44.82	14	46.66	06	30	63	57.79
	F	22	73.33	29	93.54	15	50	24	75	90	73.17
	T	52	86.66	42	70	29	48.33	30	57.69	153	65.94
Cannot say	M	--	---	16	55.17	16	53.33	14	70	46	42.20
	F	08	26.66	02	6.45	08	26.66	08	25	26	21.13
	T	08	13.33	18	30	24	40	22	42.30	72	31.03
There is a Law	M	24	80	13	44.82	08	26.66	04	20	49	44.95
	F	08	26.66	17	54.83	09	30	09	28.12	43	34.95
	T	32	53.33	30	50	17	28.33	13	25	92	39.65
Do not know	M	06	20	16	55.17	13	43.33	09	45	44	40.36
	F	17	56.66	02	6.45	07	23.33	07	21.87	33	26.82
	T	23	38.33	18	30	20	33.33	16	30.76	77	33.18

A total of 39.65 percent learners 44.95 were males and 34.95 were female learners were aware about divorce laws. Gaibandha had the highest percentage of male learners (80 percent), and Lalmonirhat had the highest percentage of female learners (54.83 percent) who stated that they were aware about divorce laws.

40.36 percent male learners and 26.82 female learners stated that there were not aware of any divorce law, the highest percent male learners (55.17) in this category were from Lalmonirhat and there were 56.66 female learners were from Gaibandha who were ignorant regarding divorce law.

It is very interesting to note that the number of females were higher than the number of males who had definite views about divorce. Yet it is rather sad to that only 39.65 percent of learners were aware that there are definite laws regarding divorce procedure.

**Table – 65. Views about Family Planning, Adoption of Family planning and Reasons for Non-Adoption**

No. of items	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 30	No. of M- 29	No. of F- 31	No of M-30	No. of F-30	No of M-20	No. of F- 32	No. of M- 109	No. of F- 123
		No.	%	No.	%	No.	%	No.	%	No.	%
Had knowledge	M	30	100	21	72.41	15	50	06	30	72	66.05
	F	28	93.33	30	96.77	20	66.66	30	93.75	108	87.80
	T	58	96.66	51	85	35	58.33	36	69.23	180	77.58
Adoption	M	21	70	14	48.27	10	33.33	03	15	48	44.03
	F	20	66.66	23	74.19	13	43.33	21	65.62	77	62.60
	T	41	68.33	37	61.66	23	38.33	24	46.15	125	53.87
Non Adoption	M	09	30	07	24.13	07	23.33	06	30	29	26.60
	F	10	33.33	07	22.58	09	30	10	31.25	36	29.26
	T	19	31.66	14	23.33	16	26.66	16	30.76	65	28.01

The Table 65 represents learners views about family planning, adoption of family planning and reasons for non adopting of family planning measures. The total number of learners who responded to this item were 232, 109 were males and 123 were females. The number of female respondents were higher than the male respondents.

Out of a total of 180 learners, 66.05 percent male learners and 87.80 female learners had good knowledge about the family planning. Among males, Gaibandha district had the highest percentage of learners (100 percent) who had full knowledge about family planning. Among females, Rangpur and Lalmonirhat had

the highest number of learners (30) who were knowledgeable about family planning. In districtwise variation shows that the highest number of learners (96.66 percent) who had **good** knowledge about family planning were from Gaibandha.

Out of a total of 125 learners 44.03 percent male and 62.60 percent female learners reported that they were adopting of family planning. The highest percentage of males (70) from Gaibandha and highest 74.19 percent females from Lalmonirhat practiced family planning. The above respondents had reasons for adopting the small family norm because they felt that happiness depended on such factors as ability to provide children with better education, controlling the fragmentation of property there by having impart on national economy. A districtwise variation shows that the Gaibandha district had the highest number of learners (68.33 percent) who adopted family planning than the other districts.

A total of 65 learners did not adopt family planning. Among male learners, nine were from Gaibandha, 07 learners in each district of Lalmonirhat and Nilphamari, and only 06 learners were from Rangpur who did not adopt family planning measures. The highest number of female learners (10) were in each district of Gaibandha and Rangpur in this category. The respondents who did not practice family planning, stated that they needed more children as manpower, who could add to the family income and be a source of security in old age. 26 percent of learners did not like the family planning techniques and so did not practice family planning.

From the above table it is seen that the female respondents were positive towards practice of family planning. The female respondents were very conscious about this view when compared in the male counterpart on this issue.

### **National Awareness**

As regards national awareness, questions about the name of the nation and Prime Minister, and casting of vote were put to the learners. The **Table 66** revealed that out of total 212 learners, the males were 108 and females were 104. 73.11 percent of learners, (65.74 percent males and 80.76 percent females) were able to identify the name of their country very correctly. Nilphamari district had the highest 100 percent male learners from Rangpur, who gave fully the name of Bangladesh correctly in the proper pronunciation.

**Table - 66 Knowledge about the Nation, Prime Minister and Participation in Democracy**

Name of the District No. of items		Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F - 21	No. of M- 25	No. of F- 20	No. of M-30	No. of F-31	No. of M-23	No. of F- 32	No. of M- 108	No. of F- 104
		No.	%	No.	%	No.	%	No.	%	No.	%
Name of the Nation	M	14	46.66	16	64	30	100	11	47.82	71	65.74
	F	12	57.14	16	80	24	77.41	32	100	84	80.76
	T	26	50.98	32	71.11	54	88.52	43	78.18	155	73.11
Name of Prime Minister	M	04	13.33	08	32	17	56.66	08	34.78	37	34.25
	F	05	23.80	14	70	16	51.61	11	34.37	46	44.23
	T	09	17.64	22	48.88	33	54.09	19	34.54	83	39.15
Casting Vote	M	13	43.33	15	60	23	76.66	10	43.47	61	56.48
	F	10	47.61	17	85	21	67.74	29	90.62	77	74.03
	T	23	45.09	32	71.11	44	72.13	39	70.90	138	65.09

In the districtwise variation shows that the percentage of learners (88.52) Nilphamari district were highest in this first item of enquiry.

Name of the Prime minister was the second item of enquiry in this table. 34.25 percent males and 44.23 percent females were able to respond correctly. The highest percentage (51.61) male learners and (54.09) female learners were from Nilphamari district, who gave the correct answer about the name of Prime minister. In district wise variation shows that the learners of Nilphamari district had the highest number on this item.

The third item was pertaining to casting of vote. Out of a total of 65.09 percent learners, 56.48 percent males and 74.03 percent females regarded positively about this item. Among males, the highest 76.66 learners were from Nilphamari and the highest female learners 90.62 percent were from Rangpur, who fully and correctly responded about the minimum age for casting votes and they

also had cast their vote during the election period. The highest number of learners were from Nilphamari on this item of enquiry.

The **Table 66** shows that the female learners were more knowledgeable than the male learners on the regard to national facts and rights it is also observed that learners from Nilphamarr have greater National Awareness when compared with learners of the other three districts. All participants mentioned that radio, T.V., and FE centre were the main source of their information

#### 4.3. Factors affecting Learners Performance

Section 4.3 deals with data pertaining to the factors affecting the learners' performance in their different tests conducted in the FE centres. These factors include the regularity of the Shevok/Shevikas, teaching methods and aids used, learners irregularity due to non co-operation of the spouses, house hold work, distances, health reasons, etc.

**Table – 67. Perception of Learners regarding the Shevok/Shevikas regularity and Teaching Methods**

Name of the District	Population	Gaibandha		Lalmoinirhat		Nilphamari		- Rangpur		Total	
		No. of M- 30	No. of F – 30	No of M- 29	No of F- 31	No ofM-30	No of F-30	No of M-20	No of F- 32	No of M- 109	No. of F- 123
		No.	%	No	%	No	%	No	%	No	%
Shevok/Shevikas irregularity	M	---		---		---		03	15	03	2.75
	F	---		03	9.67	---		05	15.62	08	6.50
	T	---		03	5.00	---		08	15.38	11	4.74
Ineffective teaching method	M	---		---		---		---		---	
	F	---		05	16.66	01	3.33	---		06	4.87
	T	---		05	8.33	01	1.66	---		06	2.58

**Table 67** gives a picture of the regularity of the Shevok/Shevikas, and the teaching methods aids used by them, as perceived by the learners. Out of total 232 respondents, only 11 learners complained that the Shevok and Shevikas were irregular in conducting the FE classes. Out of these 11, female learners were more,

their total being 8. This shows that irregularity on the part of Shevok/Shevikas were not a major factor affecting the learners' performance

With regard to teaching methods, none of the male learners had any complaints in any of the districts. Only 6 female learners (2.58 percent of the total learners group) stated that the teaching methods were ineffective. Again, this also shows that, in general the learners were satisfied with the regularity of the instructor and their instruction.

Out of 168 learners who responded to the query regarding the use of blackboard by their instructors, 103 learners stated that over a period of 6 months' instruction the Shevok/Shevikas used the blackboard around 30 to 40 times, which is quite inadequate for them to learn to read and write the alphabets properly. Learners of Gaibandha and Rangpur districts comprised the larger group who stated that the blackboard was used 30 to 40 times during the entire course, where as the learners of Lalmonirhat and Nilphamari perceived the use even lesser.

**Table - 68. Use of Flash Cards and Flip Charts by the Shevok/Shevikas**

Teaching Aids	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F - 30	No. of M- 30	No. of F- 30	No ofM-30	No. of F-30	No. of M-20	No. of F- 32	No of M- 110	No of F- 122
		No.	%	No.	%	No	%	No	%	No.	%
Used Flash cards	M	27	90	29	96.66	24	80	20	100	100	90 90
	F	25	83.33	21	70	22	73.33	25	78.12	93	76.22
	T	52	86.66	50	83.33	46	76.66	45	86.53	193	83.18
Used Flip Charts	M	27	90	28	93.33	19	63.33	19	95	93	84.54
	F	25	83.33	21	70	22	73.33	25	78.12	93	76.22
	T	52	86.66	49	81.66	41	68.33	44	84.61	186	80.17

For neo learners, especially when they belong to the adult age groups, teaching aids in the form of flip charts, flash cards, pictures etc., are very essential to bring about effective learning. The data pertaining to the use of flash cards and flip charts is presented in **Table 68**. 96.66 percent male learners from Lalmonirhat and 100 percent of male learners from Rangpur felt that the instructors used flash cards to enhance the teaching learning process where as 95 percent of male learners from Rangpur district stated that flip charts were used by their Shevok/Shevikas regularly which helped them to learn.

As regards the female learners 83.33 percent from Gaibandha reported that flash cards as flip charts were used while teaching.

**Table – 69. Location and Timings of the Learning Centres**

Perception	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30		No.of M- 29		No ofM-30		No.of M-20		No.of M- 109	
		No.of F – 30		No.of F- 30		No.of F-30		No.of F- 32		No.of F- 123	
		No.	%	No	%	No	%	No.	%	No.	%
Location Satisfactory	M	29	96.66	18	62.02	26	86.66	15	75	88	80.73
	F	27	90	15	48.38	28	93.33	31	96.87	101	82.11
	T	56	93.33	33	55	54	90	46	88.46	189	81.46
Timings Convenient	M	26	86.66	14	48.27	27	90	11	55	78	71.55
	F	17	56.66	25	80.64	17	56.66	26	81.25	85	69.10
	T	43	71.66	39	65	44	73.33	37	71.15	163	70.25

Learners responses on the location and timings of the learning centres are presented in the **Table 69**. A total of 81.46 percent learners stated that the location of the classes was satisfactory 80.73 percent of whom were males and 82.11 percent were females. In a districtwise variation the male learners of Gaibandha district ranked highest (96.66), when compared with the other districts. Among females, the learners of Gaibandha, Nilphamari and Rangpur had more than 90 percent who found the location satisfactory. They were happy because the location of the centre was very near to their house. The 43 learners who stated that the location of the centre was not suitable felt so, because of the over crowding of villagers near the classes, which diverted their attention from the lesson.

A total of 70.25 percent learners (71.55 percent males and 69.10 percent females) stated that the timings of their classes at the centre was convenient. The male learners of Nilphamari district ranked the highest on this item with 90 percent of learners, and the female learners of Rangpur (81.25 percent) had the same opinion with regard to the timings. The remaining 69 learners out of total claimed that two hours was not adequate for their learning, and suggested that three hours would be more appropriate.

213 learners out of total 232 learners respondent that they had faced no obstacle in joining the FE centre. The number of female learners were more in this regard than the male learners. This is very satisfactory to note that female learners were quite free to attend the FE centre and be educated.

Adequate and proper seating and lighting facilities are very necessary for effective the teaching and learning process. **Table 70** shows that 76.72 percent learners, 68.80 percent males and 83.73 percent females were satisfied about their seating arrangement at the FE centres. Gaibandha district had the highest percentage of learners (96.66 percent) when compared with other districts. Among females, the learners percentage in Rangpur, Nilphamari and Gaibandha were not

significantly different. Gaibandha district had the highest percentage of learners (male and female) on this item of enquiry.

**Table – 70. Seating and Lighting facilities at the Learning Centres**

Items	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30		No. of M- 29		No of M-30		No. of M-20		No. of M- 109	
		No. of F – 30		No. of F- 31		No. of F-30		No. of F- 32		No. of F- 123	
		No.	%	No.	%	No	%	No.	%	No.	%
Seating place was Satisfactory	M	29	96.66	18	62.06	23	76.66	05	25	75	68.80
	F	27	90	18	58.06	28	93.33	30	94	103	83.73
	T	56	93.33	36	60	51	85	35	67	178	76.72
Seating Place was Congested	M	01	3.33	11	37.93	07	23.33	15	75	34	31.19
	F	03	10	13	41.93	02	6.66	02	06	20	16.26
	T	04	6.66	24	40	09	15	17	33	54	23.27
Lighting Arrangement was Adequate	M	---	---	---	---	---	---	03	15	03	2.75
	F	30	100	16	51.61	28	93.33	31	96.87	105	85.36
	T	30	50	16	26.66	28	46.66	34	65.38	108	46.55

On the other hand, a total of 23.27 percent learners (31.19 percent males and 16.26 percent females) found the space congested. While Rangpur district had the highest male respondents 75 percent with this response, Lalmonirhat district had the highest female respondents (41.93 percent) who stated that their sitting place was congested, and they had no elbow space which created problems for their writing practice. Learners in Lalmonirhat (40 percent) experienced this problem more acutely than the other three districts.

With regard to lighting arrangements in the classroom, only 2.75 percent male learners, and 85.36 percent female learners stated that their lighting arrangement was adequate. There was not a single male learner from Gaibandha, Lalmonirhat and Nilphamari, who found the lighting arrangements adequate. Only 3 learners from Rangpur were satisfied with lighting arrangements. In context the districts of Gaibandha, Lalmonirhat and Nilphamari the female learners were quite satisfied with the lighting arrangements. In a districtwise variation shows that Rangpur had the highest percentage of male and female (65.38) learners who were satisfied with the lighting arrangement. It is important to note here that the female learners, who found the lighting arrangements adequate, had their classes during the daytime. Whereas the classes for men were during the night. Hence, men were not satisfied with the lighting facilities.

Actually the table showed that the night centres experienced inadequate lighting arrangement, they complained about this irregular supply of Kerosene oil and inadequate number of lanterns, and these hindered proper visibility their learning time.

**Table - 71. Learners Studying at Home.**

Perception	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No of M- 30		No of M- 29		No of M-30		No of M-20		No of M- 109	
		No	%	No	%	No	%	No	%	No	%
Lesson prepare at home	<b>M</b>	03	10	19	65.51	13	43.33	07	35	42	38.53
	<b>F</b>	14	46.66	16	51.61	16	53.33	16	50	62	50.40
	<b>T</b>	17	28.33	35	58.33	29	48.33	23	44.23	104	44.82
Don't prepare at home	<b>M</b>	27	90	10	34.48	17	56.66	13	65	67	61.46
	<b>F</b>	16	53.33	15	48.38	14	46.66	16	50	61	49.59
	<b>T</b>	43	71.66	25	41.66	31	51.66	29	55.76	128	55.17

**Table 71** shows the percentage of learners who prepare for their lessons at home and also the time they spend on studies at home. Out of a total of 232 learners at the 4 districts under study only 104 learners indicated that they spend time at home preparing for their lesson. Out of them, female learners seemed to be more than their male counterparts. On the other hand 55 percent of the learners (both male and female) do not study at home. The highest percentage of male and female learners who don't study at home were reported from Gaibandha district

Out of the total 104 learners who reported that they study at home, only 93 learners indicated the time they spend for studying. A total of 52 learners stated that they spend hardly 30 minutes a day to prepare for their lessons, while 26 learners reported that they spend 30 minutes to an hour studying at home. Interestingly 15 learners reported that they spend nearly 1 to 1½ hours studying

**Table – 72. Reasons for not preparing Lesson at Home**

Name of the District	Type of Reason	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No of M- 30	No of F – 30	No of M- 29	No.of F- 31	No ofM-30	No.of F-30	No.of M-20	No of F- 32	No.of M- 109	No of F- 123
		No.	%	No	%	No	%	No	%	No	%
Busy with house hold work	<b>M</b>	---		---		---		---		---	
	<b>F</b>	10	33.33	11	37.93	---		02	6.25	23	18.69
	<b>T</b>	10	16.66	11	18.33	---		02	3.84	23	9.91
Had no time	<b>M</b>	10	33.33	01	3.44	09	30	10	50	30	27.52
	<b>F</b>	04	13.33	11	35.48	03	5.00	03	9.37	21	17.07
	<b>T</b>	14	23.33	12	20	12	20	13	25	51	21.98
Don't feel necessity of preparation lesson at home	<b>M</b>	09	30	---		08	26.66	05	25	22	20.18
	<b>F</b>	07	23.33	05	16.12	---		08	25	20	16.26
	<b>T</b>	16	26.66	05	8.33	08	13.33	13	25	26	11.20

Nearly 123 learners gave various reasons for not studying at home. This data is presented in **Table 72**. The data pertaining to the reasons given by learners for not preparing lesson at home is represented in **Table 72**. There was no male learner in any of the 4 districts who stated that they were busy with house hold work which prevented them from preparing lessons at home. A total of 23 female learners stated that they were busy with household work, and that it was main reason for not preparing lessons at home. Nilphamari district did not have even a single female learners who responded with this above mentioned reason.

The highest number of learners (51) stated that they had no time for preparing lesson at home. The number of male learners were higher than their female counterparts. The variation any the number of learners across the districts was very small, in this regard.

Out of a total 26 learners who felt that there was no used to prepare the lessons at home, 22 were males and 20 were females. The male learners from Lalmonirhat and female learners from Nilphamari did not respond in this item.

**Table – 73. Competencies of Recalling the name of the Primers and putting Signatures**

Name of the District	competencies	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30	No. of F – 30	No. of M- 29	No of F- 31	No of M-30	No. of F-30	No. of M-20	No. of F- 32	No of M- 109	No of F- 123
		No.	%	No.	%	No	%	No.	%	No	%
Can recall the name of the primer	M	27	90	29	100	27	90	14	70	97	88.99
	F	24	80	26	83.87	26	86.66	16	50	92	74.79
	T	51	85	55	91.66	53	88.33	30	57.69	189	81.46
Can to put signature	M	30	100	29	100	29	96.66	19	95	107	98.16
	F	28	93.33	26	83.87	28	93.33	26	81.25	108	87.80
	T	58	96.66	55	91.66	57	95	45	86.53	215	92.67

**Table 73** shows how far the learners in the 4 FE centres were able to recall the name of the Primers that they had studied during the FE course, and write their signature at the end of the 6 month course. Nearly 81.46 percent of learners were able to correctly state the name of their Primers. The male learners at Lalmonirhat and female learner at Nilphamari appeared to be the most successful learners in the four districts with 100 percent and 86.66 percent success respectively. On the other hand the highest percentage of learners who could not successfully recall the name of the primers were 30 percent males and 50 percent females from Rangpur district.

As regards the ability to write their signatures at the end of the 6 month course, most of the male learners from all the four districts have been found to be competent, while the female learners from Gaibandha and Nilphamari (93.33 percent each) were found to be successful in acquiring this competency.

#### **4.4. Dropouts from FE programme**

It has been noticed in most of the literacy programmes that all those who can enrol to benefit from the programme do not consistently attend or complete the course. The persons who give up attending the course midway are referred as drop outs. Many reasons are given for the non-continuance. The investigator was faced with the phenomenon of dropouts in the FE programmes as well. An attempt was made by the investigator to identify the reason for dropout. The learners who were regular were interviewed and questioned as to the reasons for dropouts. **Table 74** provides the data pertaining to the probable causes for dropouts as provided by the regular learners in the four districts. The different reasons suggested were

- it was a loss of time attending FE programme,
- it was a loss of income which could be carried during the time of the classes,
- it was difficult to learn,

- the learners could not remember what they learn,
- distance to commute to the centre was too much,
- poor eyesight and
- non co-operation from the spouse.

Table 74 shows that 109 male and 123 female respondents provided information about the causes of dropout learners' from the FE centre. A total of 25 percent learners (45.87 percent males and 6.50 percent females) stated that loss of

**Table – 74. Learners responses on causes of the dropout Learners**

Causes of Dropout	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No. of M- 30		No. of M- 29		No. of M-30		No. of M-20		No. of M- 109	
		No.	%	No.	%	No.	%	No.	%	No.	%
Loss of Time	M	22	73.33	13	44.82	07	23.33	08	40	50	45.87
	F	---		01	3.22	04	13.33	03	9.37	08	6.50
	T	22	36.66	14	23.33	11	18.33	11	21.15	58	25
Loss of Income	M	27	90	10	34.48	23	76.66	07	35	67	61.46
	F	08	26.66	08	25.80	14	46.66	14	43.75	44	35.77
	T	35	58.33	18	30	37	61.66	21	40.38	111	47.84
Had to work	M	06	20	03	10.34	01	3.33	05	25	15	13.76
	F	---		01	3.22	---		---		01	0.81
	T	06	10	04	6.66	01	1.66	05	9.16	16	6.89

time was the main cause of the dropout learners. Among males, the highest percentage of learners (73.33) were from Gaibandha who stated the above reason for dropouts. Among females, Gaibandha district had no female learners who supported this reason for dropouts and from the other three districts only 8 learners agreed that time loss was the major reason for dropouts.

On the other hand out of a total of 47.84 percent learners (males and females) stated that loss of income was the main cause for the learners to leave the FE programme. The percentage of male (61.46) was higher than their female (35.77 percent) counterparts because maximum male learners were include agriculture and petty trade and they felt that their time could be better spent on their work than attending FE classes.

Gaibandha district had the highest percentage of respondents on this item with 90 percent respondent, and Nilphamari had 76.66 respondents who gave this reason for dropouts. Female learners from Nilphamari and Rangpur (14 each) also subscribed to with regard to the cause of dropout. The same reason constituting 46.66 and 43.75 percent respectively.

Only 15 male learners and 1 female learner said that the dropout was due to the fact that those learners had to work during the time when the classes were conducted

Only 6 male and 5 female learners said the learners leave the centre because it was hard to learn. 9 males and 4 females stated that the dropouts may be because the learners did not remember what they learnt. Only 5 respondents suggested that learners might have left the centre because of the long distance they had to travel to attend the classes. 13 female learners responded that poor eyesight could be the cause of dropout.

Therefore, from the above discussion it is seen that the village people are more concerned with earning their livelihood and hence give priority to that activity education, as livelihood is essential for fulfilling their basic needs.

#### **4.5. FE Effects on Learners Daily Life**

In an enquiry it was found that FE has considerable effect on learners' perceptions of the need for education. More than 90 percent male respondents in each district except Lalmonirhat (80.20 percent) and among females, the females of Lalmonirhat (90.32 percent) appreciated the importance of education for the illiterate village people. Most of the learners stated that ignorance was the main cause of difficulties in their life. FE should be the main tool to improve the quality of personal life and their agricultural productivity.

**Table 75** provides information of about how many learners applied their learning in their life. The Table contains eight categories of daily activities, which were identified as areas of life where in the learners applied the newly acquired knowledge.

A total of 56.89 percent (males and females) stated that after completion of the FE course they were able to remove their illiteracy, as they were now able to read and put their own signature.

A total of 28.44 percent (males and females) learners reported that they were able to calculate their own accounts. Only 20 female learners stated that they write their daily bazaar list regularly. Male learners did not respond to this item.

10 male respondents and 17 female respondents said that they take care of the education of their children who are in primary schools.

Table – 75. Effect of FE Programme on Learners' Daily Life.

Type of Effect	Name of the District	Gaibandha		Lalmonirhat		Nilphamari		Rangpur		Total	
		No of M- 30		No of M- 29		No of M-30		No.of M-20		No of M- 109	
		No	%	No	%	No	%	No	%	No	%
Remove illiteracy	M	15	50	17	58.62	28	93.33	15	75	75	68.80
	F	02	6.66	21	67.74	10	33.33	24	75	57	46.34
	T	17	28.33	38	63.33	38	63.33	39	75	132	56.89
Able to calculate accounts	M	17	56.66	11	37.93	05	16.66	02	10	35	32.11
	F	12	40	07	22.58	03	10	09	28.12	31	25.20
	T	29	48.33	28	46.66	08	13.33	11	21.15	66	28.44
Able to write daily bazaar list	M	---	---	---	---	---	---	---	---	---	---
	F	07	23.33	04	12.90	06	20	03	9.37	20	16.26
	T	07	11.66	04	6.66	06	10	03	5.76	20	8.62
Take care of their children education	M	---	---	02	6.89	06	20	02	10	10	9.17
	F	06	20	03	9.67	07	23.33	01	3.12	17	13.82
	T	06	10	05	8.33	13	21.66	03	5.76	27	11.63
Able to write own address	M	01	3.33	---	---	02	6.66	03	15.00	06	5.50
	F	---	---	---	---	02	6.66	02	6.25	04	3.25
	T	01	1.66	---	---	04	6.66	05	9.61	09	3.87
Grow social awareness	M	18	60	---	---	---	---	01	5.00	19	17.43
	F	---	---	---	---	06	20	03	9.37	09	7.31
	T	18	30	---	---	06	10	04	7.69	28	12.06
Is able to read sign board and posters	M	03	10	---	---	01	3.33	12	60	16	14.67
	F	---	---	03	9.67	04	13.33	09	28.12	16	13.00
	T	03	5.00	03	5.00	05	8.33	21	40.38	32	13.79

Among the male learners, only one learner from Gaibandha, two from Nilphamari, three from Rangpur were able to write their personal address properly. Where as, among female learners, two each from Nilphamari and Rangpur districts, were able to write their personal address correctly.

12.60 percent respondents (19 percent males and 69 percent females) acquired some amount of social awareness after joining the FE course. Here, the male respondents were higher than the female. An equal number of (16) of males and females were able to read sign boards and poster after joining the FE classes.

To sum up, the table reveals that the impact of the FE programme leaves much to be still achieved. It appears that the skills of even writing their personal address, or regarding the signboards and posters have not been attained by all the learners in these 4 districts.

#### **4.6. Views and Suggestion of Functionaries regarding FE Programme**

The section 4.6 deals with the data pertaining to the views and suggestions of the different functionaries of the FE programme. They are the Shevok/Shevikas and the literacy personnel connected with the FE centres of the 4 districts who were interviewed by the investigator.

The total number of Shevok/Shevikas who were covered in this study were 41 (male 20 and female 21). **Table 76** represents the details regarding their age group, educational background and tenure of service in RDP – 9. 80 percent of male belonged to the age group between 21 – 30 and 55 percent of male Shevok/Shevikas had passed S.S.C examination. 90 percent of them had a service record of only 6 months in RDP. Among the female shevikas, almost 81 percent were in the age group of 21 –30 years and 66 percent had cleared their S.S.C exams and 95.32 percent also had worked only for 6 months in the RDP.

**Table – 76. Age, Level of Education and Duration of Service of Sevok/Shevikas**

Items	Responses	Shevok		Shevika		Total	
		No.20	%	No.21	%	No 41	%
Age (in year)	20 and below	---		02	9.52	02	4.87
	21 – 30 years	16	80	17	80.95	33	80.48
	31 – 40 years	04	20	02	9.52	06	14.63
Level of Education	VII to X class	02	10	05	23.80	07	17.07
	Pass S S.C	11	55	14	66.66	25	60.97
	Pass H.S.C	06	30	02	9.52	08	19.51
Duration of Service in RDP – 9	1 – 6 months	18	90	20	95.32	38	92.68
	Over 6 months	02	10	01	4.76	03	7.31

This shows that by and large the Shevok and Shevikas were young persons, but at the same time qualified sufficiently for primary education. The table also reveals that most of them were employed on a temporary basis.

The **Table 77** provides the information about the distance between the centre and the residence of Shevok/Shevikas. 70.73 percent of respondents (13 male and 16 female) mentioned that they resided in the village where the FE centre is located.

**Table - 77. Residence of the Shevok/Shevikas**

Location	Shevok		Shevika		Total	
	N=.20	%	N=.21	%	N=.41	%
Reside in the neighbourhood of the centre	13	65	16	76.16	29	70.73
Reside far from the centre	07	35	05	23.80	12	29.26

Out of the remaining, 6 Shevok/Shevikas (5 male and 1 female) resided within a kilometre distance from the centre. So, most of them (93 percent of them) commuted on foot to the centre and the rest cycled down to the centre.

**Table – 78. Location, Training, Duration of Training and Components of Training**

Items	Response	Shevok		Shevika		Total	
		N=20	%	N=21	%	N=41	%
Undergone Training	Yes	20	100	21	100	41	100
	No	----		----		----	
Place of Training Centre	Thana office of RDP – 9	20	100	21	100	41	100
Duration of the training programme	10 days	20	100	21	100	41	100
Component of training	Remember	----		----		----	
	Could remember not	20	100	21	100	41	100

The **Table 78** provides the information on Shevok/Shevikas training, place of training, duration of training and training component. The total respondents were the 41 Shevok/Shevikas who stated that they had undergone training to equip themselves for conducting FE classes of RDP – 9. The thana office conducted a 10 day training programme for the shevoks and shevikas, who were to conduct the FE classes of RDP – 9. None of the Shevok/Shevikas could remember their training components of the programme. This indicates a major weakness of Shevok/Shevikas training programme.

In their interviews, they complained to the investigator that their training was not adequate. D.T.C. who conducted their training course at thana office was not experienced in the FE programme. They strongly felt that training course should be organised by experienced trainers who have a good idea of methodology of FE class management.

**Table – 79. Suitability of Frequency, Duration and Timing of the FE classes**

Items	Time/Duration	Shevok		Shevika		Total	
		N=20	%	N=.21	%	N=41	%
Frequency of the FE classes per week	6 days in a week	20	100	21	100	41	100
Duration of Class period	Below two hours	07	35	---	---	07	17.07
	Two hours	06	30	14	66.66	20	48.78
	Two and half hours	02	10	02	9.52	04	9.75
	Three hours	03	15	05	23.80	08	19.51
Time of the FE classes	Morning	---	---	09	42.85	09	21.95
	Afternoon	---	---	12	57.14	12	29.26
	Night	21	100	---	---	21	51.21
Time suitability	For self	---	---	---	---	---	---
	For learners	20	100	21	100	41	100

The **Table 79** gives information on Shevok/Shevikas working schedule of FE centre. All the 41 ones, 20 shevoks and 21 shevikas stated that they conduct six-classes in a week. The 48.78 percent of Shevok/Shevikas conduct the FE class for two hours a day; 19.51 percent Shevok/Shevikas conduct for three hours a day, 07 Shevoks reported that they conduct FE classes, which lasted less than 2 hours. 9.75 percent Shevok/Shevikas conduct the FE class for two and half-hours in a day.

According to 42.85 percent Shevok/Shevikas, learners found the morning time FE classes convenient, whereas 57.14 percent shevikas said the their learners chose the after noon for their FE classes. The female learners chose their timing in order to avoid coming in the nights especially during the rainy season 21 shevoks stated that their learners were busy during the daytime with their jobs and so they chose night time for their FE class.

It is clear that the Shevok/Shevikas and the thana office gave importance to the learners' convenience while fixing the time for the FE classes.

The **Table 80** provides the information about the location, sitting arrangements, lighting arrangement and condition of the blackboard of these FE centre, and also about the instructional materials provided in the centre. Nearly 69 percent of the Shevok/Shevikas did not find the location of the centre satisfactory. They complained that the noise created by villagers who crowded around the classes was very disturbing learners got very distracted by this and so could not concentrate on learning.

On the other hand nearly 32 percent respondents stated that the places where the classes were held were satisfactory, 45 percent were males and 19 percent females. The Shevok/Shevikas stated they opposed villagers of conducting classes.

**Table – 80. Adequacy of Physical Facility and Instructional Materials**

Items		Response	Shevok N=20 %	Shevika N=21 %	Total N= 41 %
Physical facilities	Place of the centre	Satisfactory	09 45	04 19 04	13 31 70
		Not Satisfactory	11 55	17 80 95	28 68 29
	Sitting arrangement	Adequate	14 70	10 47 61	24 58 53
		Congested	06 30	11 52 38	17 41 46
	Lighting Arrangement	Adequate	02 10	16 76.19	18 43 90
		Inadequate	18 90	05 23.80	23 56.09
	Condition of the black-board	Satisfactory	04 20	06 28 57	10 20 39
		Not satisfactory	16 80	15 71 42	31 75 60
Instructional Materials	Sufficient quantity instructional materials supply in timely	Yes	19 95	20 95 23	39 95 12
		No	01 5 00	01 4 76	02 4 87
	Usefulness	Very related	20 100	20 95.23	40 97 56
		Partly related	---	01 4 76	01 2 43
		Un-related	---	---	---
	Learners interested in using instructional materials	Generally	16 80	17 80 95	33 80 48
		Some times	04 20	04 19 04	08 19 51
	Applicability of instructional materials	Reading skill	17 85	17 80 95	34 82 92
		Writing skill	16 80	14 66 66	30 73 17
		Numeracy skill	14 70	09 42 85	23 56 09

With regard to the sitting arrangement 59 percent respondents stated that sitting arrangements of the learners were adequate. Shevok/Shevikas said that learners were provided with gunny bags on which they sat, and this was quite adequate. But 41.46 percent Shevok/Shevikas stated that the sitting place of the learners were congested.

30 percent shevoks and 52.38 percent shevikas felt that the place was congested which hampered the learners when they had to practice writing. The lighting arrangement was adequate according to 43.90 percent Shevok/Shevikas.

76.19 percent of respondents were the shevikas, as they conducted the classes during the morning and afternoon times. Whereas 59.09 percent of total respondents stated that the lighting arrangement of these centres were inadequate, of whom 90 percent were male and 23.80 percent female were in this category. Maximum male centres were conducted in the night. The thana office supplied only five hurricanes in each centre but all of them were not in good working condition due to the lack of maintenance and irregular supply of Kerosene oil. The Shevoks complained that insufficient light hampered teaching process in the centre. The shevikas also complained that there the room was not well ventilated because there were no windows in these centres. Inadequate light hindered the proper visibility of learners

75.60 percent of Shevok/Shevikas complained about the condition of the blackboard. They did not have proper stands to place them, and so they had to place it on the floor. This hindered effective use of blackboard. Moreover, the surface of the boards were not well polished and so the Shevok/Shevikas could not write properly on them.

**Table 80** also indicates that 95.12 percent shevoks and shevikas stated that the supply of instructional materials from thana office was regular and timely. Only 4.87 percent shevoks and shevikas said that the irregular supply of instructional materials hampered their class, 97.56 Shevoks and shevikas said that the instructional materials were very related to the learners, only one Shevika said that it was partly related to the learners. 80.48 percent shevoks and shevikas stated that their learners generally used this materials and, 20 percent shevoks and shevikas said that their learners used sometimes in the FE class.

From the **Table 80**, a total of 82.92 percent shevoks and shevikas stated that the instructional material was very applicable to the learners reading skill, 73.17 percent respondents said that it was applicable to learners writing skill and 56.09 percent shevoks and shevikas stated that it was applicable to the learners numeracy skill. A few of shevoks and shevikas complained about the irregular supply of chalk which hindered the learners writing practice on the blackboard.

**Table 81** presents the list of subjects emphasis which according to the Shevok/Shevikas need to be given more in the classes. The table reveals that maximum emphasis needs to put on food and nutrition, literacy and numeracy, health and hygiene and on social rights and environment. While the Shevoks placed more importance on these subject, as the shevikas laid stress on family planning and personal habits.

When Shevok/Shevikas were asked about the involvement of the villagers in the FE programme, 20 Shevok/Shevikas stated the villagers mainly involved themselves in motivating learners to attend the FE classes and help to construct the huts for the centres.

**Table - 81. Priority to different Subjects discussed in the FE Centres**

Subject	Shevok		Shevika		Total	
	No=20	%	N=21	%	N=41	%
Literacy and Numeracy	18	90	18	85.71	36	87.80
Food and Nutrition	20	100	17	80.95	37	90.24
Health and Hygiene	18	90	18	85.71	36	87.80
Infectious diseases	13	65	12	57.14	25	60.97
Social rights	17	85	16	76.19	33	80.84
Personal habits	11	55	13	61.90	24	58.53
Environment	16	80	15	71.42	31	75.60
Family planning	10	50	15	71.42	25	60.97
Household industry and handicrafts	06	30	01	4.76	07	17.07
Use of Agrochemical	06	30	07	33.33	13	31.70
Dowry	---		01	4.76	01	2.43

As regards the remuneration of the Shevok/Shevikas, 90 percent shevoks and 81 percent shevikas stated that they received the remuneration regularly.

**Table 82** indicates 20 shevoks and 21 shevikas state that the FE programme had an impact on the learners in acquiring literacy and numeracy skills after joining the FE class. Out of the total 73.17 percent respondents, 70 percent shevok and 76.19 percent shevika said that learners had done well in acquiring literacy and numeracy skills. 26.82 percent respondents from the total respondents,

30 percent shevok and 28.40 percent shevika stated that the literacy and numeracy skills were acquired to a satisfactory extent.

**Table – 82. Shevok/Shevikas responses of FE Programmes' Impact on Learners**

Impact		Shevok		Shevika		Total	
		No:20	%	No.21	%	No.41	%
Literacy and Numeracy	Done well	14	70	16	76.19	30	73.17
	Satisfactory	06	30	05	23.80	11	26.82
Social Awareness	Increase awareness	13	65	12	57.14	25	60.97
	Satisfactory	07	35	09	42.85	16	39.02
Improving Personal health	Increase awareness	16	80	15	71.42	31	75.60
	Satisfactory	04	20	06	28.57	10	24.39

From **Table 82** it is observed that 60.97 percent respondents (65 percent shevok and 57.14 percent shevika) stated that there was an increase in their social awareness. A total of 39.02 respondents (35 percent shevoks and 42.85 percent shevikas) said that the social awareness of learners was acquired to a satisfactory level.

The **Table 82** also reveals that 75.60 percent of Shevok/Shevikas (80 percent shevoks and 71.42 percent shevikas) stated that learners also showed an increased awareness with regard to personal health. A total of 24 percent respondents, 20 percent shevoks and 28.57 percent shevikas said that the awareness of learners was satisfactory. From the above discussion the shevoks and shevikas stated that after joining the FE centre learners had acquired knowledge, skill and awareness about socially skill of personal health.

The data presented in **Table 83** indicates that out of the 34.14 percent of respondent 45 percent shevoks and 23.80 percent shevikas stated that FE programme needs to remove illiteracy.

**Table - 83. Shevok/Shevikas' response on needs of FE Programme**

Responses	Shevok		Shevika		Total	
	N=20	%	N=21	%	N=41	%
Remove illiteracy	09	45	05	23.80	14	34.14
Improve mental abilities	02	10	02	9.52	04	9.75
Develop social awareness	04	20	06	28.57	10	24.39
Substitute thumb prints with signature	07	35	05	23.80	12	29.26

Another 29.26 percent of Shevok/Shevikas were more concerned about substituting the use of thumbprints with signature and increasing social awareness. Only 9.57 percent of Shevok/Shevikas felt that the FE programme should help to enhance the mental abilities of the learners

**Table – 84. Shevok/Shevikas' Responses on Backwardness of Women in the Society**

Reason	Shevok		Shevika		Total	
	N=20	%	N=21%		N=41%	
Lack of education	18	90	20	95.23	38	92.68
Lack of self confidence	04	20	08	38.09	12	29.26
The society resists	14	70	14	66.66	28	68.29
Purdha system	03	15	---		03	7.31
Family restriction	06	30	05	23.80	11	26.82
Lack of independent thinking	07	35	08	38.09	15	36.58

The **Table 84** provides the views of Shevok/Shevikas on the reasons for women's backwardness in the society. Data indicates that the lack of education was the most significant reasons for women's backwardness as given by 92.68 percent Shevok/Shevikas who subscribed to this reason. 70 percent shevoks and 66.66 percent shevikas stated that resistance of the society was the reason of women's backwardness.

A total of 36.58 percent respondents, 35 percent shevoks and 38.09 percent stated that women have remained backward because lack of independent thinking. 20 percent shevoks and 38.09 percent shevikas said that lack of self-confidence was the reason of women's backwardness in the society. Family restriction was another reason for women's backwardness according to 30 percent shevoks and 23.80 percent shevikas

It is interesting to note that only 3 shevok stated that purdha system was one of the reasons for women's' backwardness, no female shevika suggested this as a reason.

On analysing the bio-data of the **Literacy Personnel** it was found that 27 out of the 55 personnel had graduation degrees in Arts and the rest of them except 5 female literacy personnel had graduation degrees and Post Graduate degrees in one or the other disciplines. There were more number of post graduates among the men than women. Out of the total 55 personnel, only 5 ladies were without graduation degrees.

Nearly 47.27 percent, i.e. 26 persons had previous experience of working in the area of community development and 34.54 (19) percent had two to three years' experience as Literacy personnel in RDP – 9 and 17 of them had worked in RDP – 9 for more 6 years. 23 personnel were in the age group of 26 – 30 years and 17 were in the next age group of 31 – 35 years. It was also observed that these two sets of literacy personnel were found to be more enthusiastic and active on their jobs than their older colleagues.

**Table - 85. Literacy Personnels' responses regarding the Duration, Nature and Usefulness of Training**

Training		Male		Female		Total	
		N=28	%	N=27	%	N=55	%
Had Training		24	85.71	25	92.59	49	89.09
No training		04	14.28	02	7.40	06	10.90
Duration of Training	1 – 7 days	06	21.42	02	7.40	08	14.45
	8 – 14 days	06	21.42	05	18.51	11	20.00
	15 – 21 days	08	28.57	12	44.44	20	36.36
	22 – 28 days	01	3.57	---	---	01	01.81
	29 and above	---	---	03	11.11	03	5.45
	No data	03	10.71	03	11.11	06	10.90
Nature of Training	Knowledge	17	60.71	08	29.62	25	45.45
	Affective	12	42.85	07	25.95	19	34.34
	Skills	21	75	23	85.18	44	80
Usefulness of Training	To a great extent	13	46.42	16	59.25	29	52.72
	Some extent	11	39.28	09	33.33	20	36.36
	Can't say	04	14.28	02	7.40	06	10.90

The **Tables 85** provides the information about the training, duration of training, nature of training and usefulness of training undergone by the literacy personnels of RDP – 9. From the table it is seen out of the total 89.09 percent respondents had undergone training.

As regards the duration of the training, there were five types of responses. They ranged from 1 to 7 days to 29 days and more. Of these 5 ranges 20 personal (36.36 percent) reported to have undergone a training of 15 – 21 days duration whereas 11 personal stated that they had undergone 8 –14 days training and 8 persons had undergone 1 –7 day training.

The **Table 85** also provides information about the nature of training. 80 percent respondents (both males and females) said that they acquired skill from their training, 45.45 percent respondents stated they acquired knowledge from their training, 60.71 percent males and 29.62 percent females were in this category.

Only 34.34 percent (12 males and 07 females) of the literacy personnel reported that the training brought about any changes in their affective domain.

From the **Table 85** provides the information of usefulness of training, 52.72 percent respondents stated it was relevant to a great extent, 46.42 percent males and 59.25 percent females were in this category. 36.36 percent respondents (39.28 percent male and 33.33 percent female) stated that it to be relevant only to some extent.

Only 10.90 percent respondents from the total was respondents could not clearly specify in what way the training activities of RDP – 9 helped them to improve or not.

From the above discussion it seen that the majority (89 percent) literacy personnels' perceived the impact in acquiring from the different kinds of training from RDP – 9.

**Table 86** presents the data pertaining to the FE centres. It can be observed here that all the female personnel have visited the centres whereas only 25 out of 28 male personnel have visited the centres. Moreover the investigator also observed that the female personnel had logged their reports more methodically than the male personnel. The number of visits the female personnel made are authenticated by their documented reports of their observation which was found to be absent for the male personels' visit.

**Table - 86. Literacy Personnels' visits to the FE centre**

Number of centres visited	Male		Female		Total	
	N=28	%	N=27	%	N=55	%
One to five centre	12	42.85	09	33.33	21	38.18
Six to ten centre	04	14.85	05	18.51	09	16.36
Eleven to fifteen centre	03	10.71	09	33.33	13	23.63
Sixteen to twenty centre	02	7.14	03	11.11	05	9.09
Above twenty centre	04	14.28	01	3.70	05	9.09

**Table 87** indicates 54 literacy personnels' stated that there was an impact on learners on their literacy and numeracy skills after participating the FE class. 38.18 percent respondents said that learners had done well in literacy and numeracy skills, 32.14 percent males and 44.44 percent females formed this 38.18 percent. A total of 60 percent respondents (64.28 percent male and 55.55 percent female) stated that the literacy and numeracy skills of learners were satisfactory. Only one male literacy personnel said that there was no change in the literacy and numeracy skill of the learners.

From the **Table 87**, 96 literacy personnels stated that there was an effect of FE programme on the learners in acquiring social awareness. 49.90 percent respondents (42.85 percent males and 55.55 percent females) said that the participating learners were more improved in social awareness. 47.27 percent respondent from the total respondents, 53.57 percent male and 40.74 percent female literacy personnels' said that the awareness of learners was only to a satisfactory level. On the other hand only 3.63 percent respondents from the total that learners had no change in the area of social awareness. The 96 percent literacy

personnel stated that there was an impact on the learners in acquiring knowledge about personal health. The female literacy personnel

**Table – 87. Effect of FE Programme Learners as Perceived by Literacy on Personnel**

Impact		Male		Female		Total	
		N=28	%	N=27	%	N=55	%
Literacy and Numeracy	Done well	09	32.14	12	44.44	21	38.18
	Satisfactory	18	64.28	15	55.55	33	60.00
	No-change	01	3.57	----		01	1.81
Social Awareness	Increase Awareness	12	42.85	15	55.55	27	49.09
	Satisfactory	15	53.57	11	40.74	26	47.27
	No-change	01	3.57	01	3.70	02	3.63
Improving Personal Health	Increase Awareness	15	53.57	17	62.96	32	58.18
	Satisfactory	12	42.85	09	33.33	21	38.18
	No-change	01	3.57	01	3.70	02	3.63

were more satisfied with regard to the increase in the area of personal health in the learners than the male literacy personnel. 42.85 percent of male and 33.33 percent of female personnel found that the extent and increased awareness regarding personal health was to be a satisfactory level.

The **Table 88** provides the information about the reasons for women's backwardness in the society. The total respondents were 55 (both male and

female). The data indicates that the lack of education topped (89.09 percent respondents) of the list of reasons for women's backwardness.

**Table - 88: Literacy Personnels' responses on Backwardness of Women in the Society**

Reasons	Male		Female		Total	
	N=28	%	N=27	%	N=55	%
Lack of Education	25	89.29	24	88.88	49	89.09
Lack of Self Confidence	12	42.85	14	51.81	26	47.27
The society's resistance	15	53.57	12	44.44	27	49.09
Family restriction	16	57.14	15	55.55	31	56.36
Lack of development of independent thinking.	06	21.42	01	3.70	07	12.72

89.29 percent male from the total male respondents and 88.88 percent female from the total female respondents said that lack of education was the main reason of the backwardness of women in the society.

Family restriction was the next highest on this list, the 56.36 percent respondents from the total respondents, 57.14 percent male and 55.55 percent females stated that family restriction was the next reason of backwardness of women.

The society's resistance was the next highest reason quoted for the backwardness of women. A total of 49.09 percent respondents (53.57 percent males and 44.44 percent females) stated that the society's resistance to change was the reason of backwardness of women

Next in order of importance was lack of self confidence of women. 47.27 percent respondents from the total respondents (42.85 percent males and 51.81

percent females) stated that the above was the main reason for the women's backwardness.

Out of a total of 12.72 percent respondents (21.42 percent males and 3.70 percent females) said that women have not developed their independent thinking and this was the reason for backwardness in the society.

#### 4.7. Local Peoples Attitude toward FE

Any programme of development can make an impact only when the people at the grass root level are involved in it. The investigator tried to find out the level and nature of the participation of the local people in the FE programmes in the 4 districts. Her observations are presented in Table 89.

**Table - 89. Age Distribution of the Local People who Co-operated in the FE Programme**

Age (in years)	Male N=54	Female N=10	Total N=64
20 and below	05	---	05
21 – 30 years	16	01	08
31 – 40 years	06	04	10
41 – 50 years	09	02	11
Above 50 years	18	03	21

It is seen from the table that out of total of 64 local people, 21 belonged to the age groups of above 50 years, 17 belonged to the age group of 21 – 30, and there were 10 and 11 in the age groups of 30 –40, and 40 to 50 respectively. This shows that the senior people of the village were more concerned about the need of such a programme for their villages and so actively participated in the same. It is

also interesting to see that more male members of the society getting involved in the FE programmes. Another important item of information is that among the female local people who were concerned with this program, nine out the total ten, were those who had not had the privilege of any schooling. They seemed to have perceived the need for education very strongly; and so were the 18 male local people who also had no schooling background, but they supported the FE programme.

**Table – 90. Number of respondents whom send their Children in a Education Institution**

Responses	Male N=54	Female N=10	Total N=64
Number of Respondents whom send their male children to the school	15	02	17
Number of Respondents whom send both (M & F) children to the school	20	02	22

**Table 90** shows that out of the 64 local people who were interviewed, who were actively supporting the FE programme, 20 male send both male and female children to schools and out of the five female local persons two send both male and female children to schools. In all 44 local persons are conscious about the need of education for their children

**Table 91** presents the data regarding the reasons for the good and satisfactory performance of FE programmes. 21 men and 3 women said that FE programmes were successful because of its removing illiteracy among the local people. 08 male and 03 female said that the programme was effective because the learners were able to put signature correctly and clearly. 08 male and 02 female respondents said that those joined the FE programmes were able to calculate their own accounts. 04 male and 01female said that learners' social awareness has

increased. 04 male respondents said because of the FE programme conflicts amongst the villagers have decreased. They also stated that the villagers have realised the importance of sending their children to schools. But the villagers complained to the investigator that the time of the programme was very short and the FE programme did not include a skill training programme in this centre.

**Table – 91. Respondents on reasons Good and Satisfactory Performance**

Nature of Reasons	Male N=54	Female N=10	Total N=64
Remove Illiteracy	21	03	24
Put Signature	08	03	11
Grow Social Awareness	04	01	05
Can able to Calculate own Budget	08	02	10
Stop to conflict to each other	04	---	04
Grow interest to send their children in an education institution.	07	03	10

The **Table 92** provides information about the reasons for women's backwardness in the society as perceived by the local people in the society.

The total respondents were 64 (both male and female). The data indicates that lack of education was at the top (41 ones) of list of reasons for women's backwardness. 33 ones male and 08 ones female state that lack of education was the main reason of the backwardness of women in our society.

The **society's resistance** was the next major reason as reported by 31 respondents. 29 males and 05 females were in this category. Next in order of importance was the lack of self confidence of women, 18 male respondents and 01 female respondent from the total respondent gave the above reason for the backwardness of women.

**Table - 92. Local Peoples' Responses on Backwardness of Women in the Society**

Reasons	Male N=54	Female N=10	Total N=64
Lack of education	33	08	41
Lack of self Confidence	18	01	19
The Society Resists	29	05	34
Purdha System	08	---	08
Family Restriction	14	03	17
Women's Lack of effort	02	---	02
Lack of development of independent thinking	10	---	10

Family restriction was another reason which was given by 14 male and 03 female respondents so the reason for the backwardness of women. Only 10 males respondents stated that women have not developed their independent thinking and it was the reason of backwardness of women. Interestingly, 08 male respondents said that purdha system was the reason of backwardness of women. Women's lack of effort was the last of the list, only 2 male respondents were in this category.

Therefore, from the above discussion society's resistance, purdha system and family restriction were not the only reasons of backwardness of women. Lack of education was the main reason of backwardness of women in the society.

#### **4.8. Discussion of Case Profiles**

This section presents Profiles of 10 learners who have attended the FE programme in the different centres of the 4 Districts. Actually 36 case profiles were prepared out of which 10 very significant profiles are being presented. These 10 learners have been selected for their extraordinary achievements in the face of poverty, family constraints and the problems that go with it. Yet, these learners were fully motivated, inspired by RDP-9 personnel and their own inner desire for self development, have struggled and completed the course.

They have been regular in their attendance and have received ratings of good, fair and satisfactory in reading, writing and numeracy skills. Their general awareness about their surroundings and social issues , were some of the criteria for being selected as subjects for case profiles. These learners represent all the three districts except Gaibandha. The investigator was not able to contact the selected learner from Gaibandha as he had to move away in search of work.



Profile No. : 1  
 Name : Sree Aschini Kanta Barmon  
 Age : 32 years  
 Sex : Male  
 Marital Status : Married  
 District : Lalmonirhat  
 Centre : Arazi Dowdoba Uzzol Dol.

স্বাক্ষরিত নাম : সুরেশ্বর কান্ত বার্মন  
 পিতার নাম : সুরেশ্বর কান্ত বার্মন  
 ঠিকানা : অরাজি দোবদা উজ্জল দল  
 জেলা : লালমনিরহাট

Sree Aschini Kanta Barmon, 32 years old, is a farmer of Arazi Dowdoba at the Aditmari thana in the district of Lalmonirhat. In his childhood he did not get formal education because of the poor economic condition of his parents. He had to go out of the village for earning money even at that early age to financially support his family. Now he is married and received Tk.8,000/- as dowry , but his marriage has not been registered. He has one son who is not of school going age.

Aschini joined the Arazi Dowdoba Uzzol Dol, Aditmari six years ago. He took loans from RDP-9 thana office five times. Total amount of the loan that he has taken is Tk.18,300/- for investing in cultivation of paddy. He has taken the loans in order to pay for the cultivable lands that were mortgaged to him. With this, he took up cultivation of paddy which fetches him an average monthly income of Tk.1500/-. He has repaid all the loans promptly. With proper investment of the loans his financial situation has improved.

He came to know from the G.O about the FE centre that was to be opened in his village with the support of RDP-9. He became interested and joined the FE centre named, 'Arazi Dowdoba Uzzol Dol'. This FE course came to his life

as a unique opportunity. He also motivated other illiterate group members to join the centre. Investigator's observation and evaluation who that he was a regular learner and would practice reading, writing and numeracy even after the closing of the FE classes.

He regularly completed his practice book. His reading, writing and numeracy skills were found to be good by his instructors. He progressed well in the FE course because of his regularity in attendance and practice. As the classes were arranged in the nights, he did not find any problem in attending them regularly.

In the FEAT, he performed very proficiently in reading. He read the compound consonants with correct pronunciation and answered the five comprehension questions of the reading skill test 3. He was able to copy five selected words correctly and write his personal address correctly in the test paper. He filled the 8 gaps out of 10 with correct words. He was able to write four sentences on the picture composition test and a letter of three sentences. On the numeracy skill test, his performance was very good. He committed only one error of subtraction.

After 9 months of closing of the FE centre, he could read 'ALOR DAK-6', a magazine, without mistakes. He can read posters, sign boards and mile stones etc. He can write his own accounts and also maintain the group savings book. His handwriting is very neat and beautiful.

Aschini tells that 6 months is a very short period for FE class. It would be better to increase the period of the centre. He also gave an important suggestion for the centre and it was that the FE training should include skill of paddy ploughing, proper use of fertilizers, along with the other components. Such practical training would be beneficial to the learners., he felt.

His daily routine is described here. At 6.a.m he gets up and cleans his teeth with neem branch. After breakfast he works on his paddy field. He uses soap to clean his hair once a week and keeps his nails trimmed. His family members use soda and sheka to wash their clothes. They do not use iodized salt as it is highly priced. But he knows that iodized salt prevents from getting goitre.

His wife raises chicken for eggs which is used for their home and also sell. His family uses straw, dry leaves, dry food grains, gaitha (dry cow dung) etc. for fuel purposes. He himself cleans the outside of his house and keeps it clean so as to prevent the spread of diseases generated from the accumulated dirt. He and his family consult an Ayurvedi practitioner when any member of the family fall sick.

He has a house of a 5 decimal land. The house has mud floor and walls and roof is made of bamboo sticks and straw. They use a tube well as their source for drinking water. They do not have their own personal latrine as it costs money to construct one.

In the weekly meetings of the group, he discusses with other members all the matters of common concern. The group members discuss about the needs, facilities and problems of their work and about improving their savings and increasing their incomes. They discuss each others activities and suggest ways to improve their conditions. Aschini deposits Tk.5/- per week in the group savings for his future needs.

Aschini told the investigator that the group members discussed that development of general awareness and leadership capabilities, consciousness about health, nutrition, family planning and family laws are certain important things that need to be included in their FE apart from the other skills. RDP-9 should also motivate their group members for income generating activities that would raise their lives from poverty and depression. Aston hopes that in future he would be able to purchase some cultivable land and also build a latrine for his family's use.

Aschini is now a literate person and it is hoped that he retains his literacy skills. He has applied his knowledge in his daily life as was expected from the FE course. He has shown his awareness regarding fertilizers, and use of good quality of seeds and use of pesticide. And he is able to purchase it from the marker without the help of any one. FE programme has had a considerable impact on his life.



১) বাক মুচিসুড়  
 বাক চিমটি লখন  
 আশানি তার শানি  
 ছেন্নে নবেনেতে হু  
 ২) মক্কে শৈশিকো বাতগু

Profile No. : 2

Name : Rabeya

Age : 36 years

Sex : Female

Marital Status : Married

District : Lalmonirhat

Centre : Veteshore Provati Dol.

Rabeya, a 36 year old woman became a member of Veteshore Provati Dol in Aditmari thana. She did not have any schooling in her childhood because of the poor financial condition of her family. Now she is married and her husband, Nurul Haque is a daily labourer. Her husband has not taken any dowry at the time of their marriage. They do not own any land. Rabeya has three sons and two daughters. The oldest daughter is studying in class VII and the elder son is in class V. The other three children are still not of school going age.

Rabeya's family lives in a house made on their own land. This land is not cultivable. It is a house with mud floor and walls are made of bamboo and the house has a tin roof. They have sunk a tube well for their personal use and also have a ring latrine.

Rabeya came to study in the centre out of her own interest, after having heard that an adult literacy was being opened in their village for her group

members. Having enrolled in the centre, she has been a regular and keen learner. The investigator observed that she was able to read the paragraph, 'PORIVAR' from the magazine 'ALOR DAK-6' by spelling the alphabets. She knows sewing and is able to write down the measurements of the customers to stitch their garments. This way she keeps in practice the skill of writing. She writes her accounts daily. She also has kept the primers she received from the centre very carefully. Whenever she finds time practices reading and writing. She can read the posters, sign boards, mile stones etc.

In the FEAT, Rabeya's reading proficiency was satisfactory, but she needed to spell out the alphabets to read the words with compound consonants. In writing, she could copy 5 sentences correctly but she was not able to complete writing her personal address. Out of the 10 gaps that needed to be filled with appropriate words, she was able to fill up only six words. She was able to write three sentences in the picture composition test. Her speed of writing was very slow, hence she could not write the personal letter. On the numeracy test she did very well. She committed only one mistake in addition.

Being a group member and having benefited from the FE course, Rabeya has been very systematically putting her knowledge to practical use. She has availed of loans from RDP-9 thrice. On the first occasion, she used Tk.1500 for setting up a petty shop, the second time she got a loan of Tk.3000 which she used for cultivation of the vegetable 'Tinda'. On the last occasion she received Tk.6000 which she used for paddy cultivation. Apart from that, she was the only female member of the group who availed of the sewing training provided by RDP-9. For this she received Tk.43 per day as an allowance in exchange of which she received a sewing machine. She sews regularly and earns out of it. During Eid, she earned Tk.800 by stitching clothes for others. With this

additional income and her husband's income she is able to maintain her family. She is also saving Tk.5 per week in order to accumulate a tidy amount for her daughter's marriage in the future. She feels strongly about dowry and states that the system should be stopped immediately.

She adds that education is more important for girls of her village as education has become a primary criterion for arranging marriage. As the marriage system is changing, education is an increasingly important bargaining point for the girl's family.

Every morning she cleans her teeth with mango twigs. Then she also sweeps the courtyard. Twice a week, she washes her hair, and her children's hair with soap and soda. She trims her and her children's nails once a week. Her family has not taken preventive medicine for worms. She consults doctors during illness of herself and her family members. She knows the importance of iodized salt in the prevention of goitre, but she can not use because of its high price. Her family members do not use slipper while visiting the latrine, but she always makes her children to wash their hands with ash and soda before meals and after visiting the latrine. Once a week she plasters the floor of her house with a mixture of cowdung and mud. She raises chickens, the eggs of which she uses for her family and also selling.

She uses straw, dry leaves, dry food grains, gaitha as cooking fuel. Instead of cutting trees for fuel, she and her family are protecting the environment. They use a ring latrine by which they are able to keep their surroundings also clean. Rabeya told the investigator that her children have been immunised and are basically in good health. She has good knowledge about hygiene, health, and prevention of disease.



নাম : সত্যময়ী বার্মনি  
 পিতার নাম : জগদীশ্বর বার্মনি  
 পিতামহীর নাম : কুমুদী বার্মনি  
 জন্ম তারিখ : ১৯৬০  
 জন্মস্থান : লালমনিরহাট

Profile No. : 3

Name : Satyamoyee Barmoni

Age : 55 years

Sex : Female

Marital Status : Married

District : Lalmonirhat

Centre : Veteshore Provatī Dol

Satyamoyee Barmoni is a 55 year old female learner in the Veteshore Provatī Dol in the Aditmari thana, in the district of Lalmonirhat. As a child did not receive any education as her parents were very poor and she had to go for work. Now she is a mother of two sons, who are daily labourers. She is staying with her sons. Their average monthly income is Tk. 600/-. They have a house with mud floor and walls and roof are made of bamboo sticks and straw. She or her sons do not own any land.

From the beginning she has been a member of Veteshore Provatī Dol. It is a remote area and all the members of that group are very poor. When she joined the group she would practice to write her name with the help of the G.O of RDP-9 thana office. From the thana office she came to know about the functional education centre which was opened at Veteshore union in the thana of Aditmari. She got interested and joined the FE centre. Most of the learners of this centre were group members.

From the observation and evaluation of the investigator, it is seen that she was a good learner in that centre and her reading, writing and numeracy skills were satisfactory.

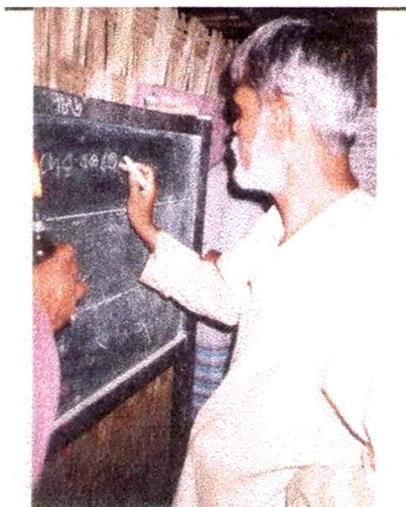
Lack of proper light and her age made it difficult for her to read. She was also dissatisfied with the shevika's irregularity.

The performance of Satyamoyee on the FEAT was satisfactory. She was good in reading, but when it came to read words with compound consonants, she had to spell out the alphabets and read them. She finished her reading test within the scheduled time. In the writing skill test, she was able to fill up all the ten gaps with appropriate words, but she was not able to write any sentences on the picture composition test or the letter writing test. Her writing speed was slow. On the numeracy test she did well and she gave correct answers to all the problems in the question paper.

After nine months of the completion of the course the investigator found that her reading and writing skills were well retained. She was able to read 'Chobi Kotha Bole' without mistakes and could read any Bangla writing. Over and above these, she could read the posters, sign boards, mile stones etc. In the night she would practice reading and writing regularly with her grand sons. She told the investigator that she can write any thing that she wanted to. She was able to express her mind in written expression. She is able to maintain her savings book. She practices writing every night so that she retains her writing skills.

Every morning she cleans her teeth with charcoal. Once in a week she washes her hair with soap and soda, and trims her nails. She does not use iodized salt to prevent from goitre neither has she taken any medicine for worm prevention since a long time. She uses sheka for washing her clothes. She has sunk a locl made tube well and also got a ring latrine constructed for the personal use of her family. She always takes care that her grand children wash their hands with ash or soap before their meals and after visiting the latrine. She is busy with her house hold work and she also raises duck and chickens. She earns Tk.70 every month by selling eggs and chicks.

She received Tk.7,000/- as a loan from RDP-9 which she gave it to her son. Her son has used it procure land to cultivate 'Tinda'. Out of the earnings she is paying the instalments of the loan regulary and she also deposits Tk.5 every week in the group savings. She is a very hard working lady who firmly believes that every morning will bring something good for her and her family.



Profile No. : 4

Name : Mozir Uddin

Age : 75 years

Sex : Male

Marital Status : Married

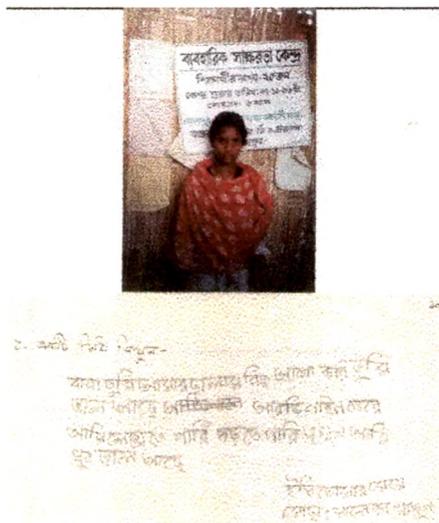
District : Nilphamari

Centre : Uttar Ashurkhai Uzzol Dol

A profile of Mozir Uddin has been included in this section not for his achievement in the FE course. He is worth mentioning because he was the oldest learner from all the centres that were set up by RDP-9. He is 75 years old and lives by cultivating on his own land. Another thing that is very remarkable about him is that he had not accepted dowry during his marriage when it was a very common practice to do so.

His only son is running a petty business. Mozir Uddin has a small cottage on his own land. There is a tube well and he has got a ring latrine built on his land for his family's personal use. During his childhood he did not go to school because he did not think that education was important or necessary. Later when he heard that RDP-9 was to open a FE centre for adult illiterates, he enrolled himself as a learner out of his own interest. He was an attentive and regular learner. Though his reading, writing and numeracy skills were not satisfactory, it did not make him give up his studies. He told the investigator that he was not satisfied with his progress and he believed it was due to his poor eye sight. The investigator also observed that the light in that FE centre was not sufficient to facilitate reading to all the learners, more so for persons in advanced age. Mozir also expressed his view that if the duration of the FE course was increased it would benefit the learners.

His deep desire and enthusiasm to learn and improve his life is remarkable and sets a good example for the younger members of his group.



Profile No. : 5

Name : Mossamad Maleka Khatun

Age : 19 years

Sex : Female

Marital Status : Unmarried

District : Nilphamari

Centre : Lakhanpur Barayashal Para

Provati Dol

Maleka Khatun is a 19 years old female learner at the Barayashal Para Provati Dol FE centre in the thana of Saidapur in Nilphamari district. Her father is Mohammad Hossain and is 45 years old. He is a barber who conducts his job on the road side at Saidapur thana. His monthly income is about Tk.1,200 and he is the main earning member in his family. Maleka's mother is Rabeya Khatun, 35 year old housewife.

Maleka did not attend school as a child as her parents could not afford it. They donot possess any cultivable land but they live in a mud house with bamboo and straw walls and roof. Maleka's house has a tube well but does not a personal latrine.

She came to know from the neighbours that RDP-9, a project of BRDB is arranging credit programmes at minimum rate of interest for the group members. Maleka joined the Barayashal Para Provati Dol and she regularly attends the weekly meetings. She underwent a one day training from the thana office about the proper use of credit before availing of the loans. She has received a loan of Tk.1500. This amount she invested in taking a mortgage on a land to cultivate wheat. Her father helped her in this venture. Within the stipulated time she repaid the loan from the profits of their earning. In 1998 she

again took another loan of Tk.4000/- and she bought a cow. With this she is able to pay her weekly instalments. She also is able to deposit Tk.5 per week to the group savings for future.

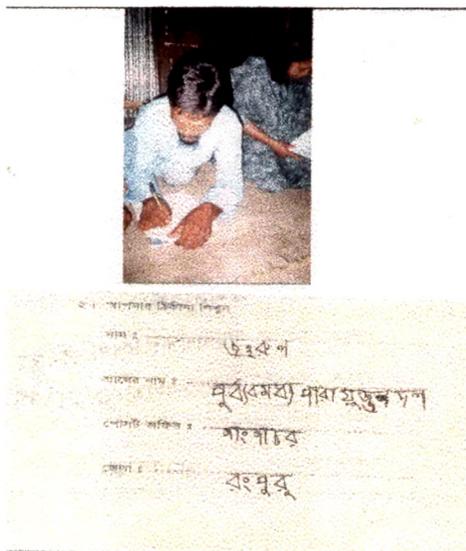
Maleka enrolled in the FE centre to become literate out of her motivation as soon as she heard about the opening of the centre from the group members. The centre was started on 27<sup>th</sup> October 1996. She has been an attentive and good learner. She has progressed well in reading, writing and numeracy skills. She also practices reading and writing during her leisure time. Her academic achievement has been very good. She has acquired good proficiency in reading. She is able to read the compound consonants easily and also gave correct answers to all the 5 questions in the comprehension exercise. On the writing test, she copied the selected words correctly and clearly. She also wrote her own address correctly. In the filling up of the blanks exercise, she was able to fill up all the 10 gaps with appropriate words. She wrote two meaningful sentences on the picture composition test. She also wrote a letter of 4 sentences to her father about the FE course of RDP-9. The only deficiency in her learning was that she had not learnt the proper format of letter writing. She also did well in the numeracy test, completing all the problems correctly both orally and in the written form.

When the investigator evaluated Maleka, she found that she was able to read any Bangla paper. She also could read posters, sign boards, leaflets, milestones etc. She could read the 1<sup>st</sup> page of 'ALOR DAK-6' without mistakes. Her writing skill has now become slow for the want of practice. In the night however, she practices reading regularly. She is able to record her savings in the savings book and also keep an account of the money she has deposited in the group savings. Maleka gets up early in the morning and uses tooth powder to clean her teeth. At first she sweeps the court yard and prepares the cow feed. She also helps her mother in house hold chores such as cooking, washing clothes, cleaning utensils etc. She also does the hard work of paddy husking, grinding wheat and pulses on the traditional grinding stone known as 'chakki'. This she does as paid jobs for earning

extra income for her family. She also plasters the floor of their house with a mixture of cow dung and mud to keep the floor hard and strong.

She uses oil cake to wash her hair twice a week and her family use sheka to wash their clothes. Her family is aware of the use of iodized salt but are not able to afford it. They also have not taken any prevention for worms. Her family consults an Ayurvedic practitioner during any sickness in the family. Maleka has a high level of awareness about sanitation, concern for environment and other issues. The source of her information is the radio and the TV in the neighbourhood.

Maleka, while discussing with the investigator, complained that the people in her village are very conservative and they do not prefer the women going out of their house for work. Maleka had a suggestion to offer. She said that besides providing literacy and numeracy skills in the FE courses, the learners also need to be given training in sewing, bamboo work etc., as these occupational training would be very beneficial for the women. From such training, the women could acquire new skills by which they can generate extra income for their family. She informed that she was still unmarried because the youth in her village are not prepared to marry without dowry and she is very much opposed to this dowry system.



Profile No. : 6

Name : Johurul Haque

Age : 38 years

Sex : Male

Marital Status : Married

District : Rangpur

Centre : Purbo Maddho Para

Uzzol Dol

Johurual Haque is a 38 years old member of Purbo Maddho Para Uzzol Dol, in the Gangachara thana of Rangpur district. He is a daily labourer. He had no education in his childhood as he had no opportunity to go o school, Yet he learnt to sign his name from a field officer of BRDB. In 1992, he joined the 'Purbo Maddho Para Uzzol Dol' when it was established. In 1997, he took a loan for Tk. 7000/- from RDP-9 to set up his petty business of selling paddy. With the help of this loan his financial situation improved. Before taking the loan he underwent a 3 day training in the cultivation of paddy. He felt that he could benefit from this training as he was able to cultivate the land more efficiently, and he could also advise his fellow farmers with the knowledge he had acquired through the training.

He came to know from his group members about the FE centre which was opened in his village with the support of RDP-9. Knowing from them that there is an opportunity for getting education, he was motivated to join the centre. He enrolled himself in the FE centre, 'Purbo Maddho Para Uzzol Dol'. The academic achievement of Johurul Haque was good. He attended the class regularly. In the FEAT, his reading proficiency was found to be good and he completed the reading

test on the scheduled time. On the writing test he copied five selected words and wrote his address correctly and clearly. He filled up 10 gaps correctly with appropriate words. He did not attempt the picture composition test, but he wrote a letter with two meaningful sentences. In numeracy test he did excellently. He solved all the problems correctly both orally and in the written form.

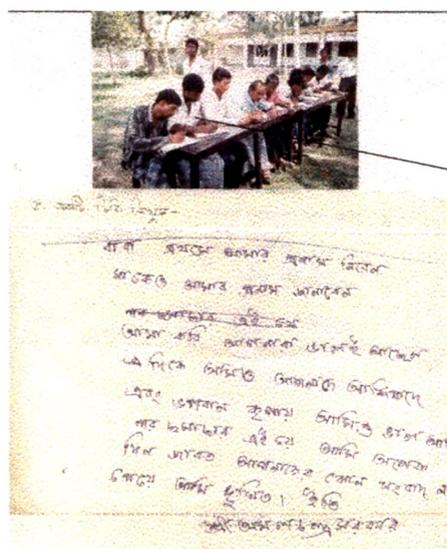
After nine months of the closure of the class , the investigator observed that he could read the paragraph about the solemn promise from the 'ALOR DAK-9' without any mistake and hesitation. He also told the investigator that he had read three books , 'Zohora', 'Ballo Bibaho'(early marriage) and 'Motsho Chash' (fish farming). He also was able to read posters, sign boards, leaflets and milestones. He is able to count his wages . He expressed the opinion that the duration of the FE course was very short and that it should be increased. As he has no time he is out of touch with writing . But he has retained his reading and numeracy skills.

He is married and has not taken any dowry. He has 3 sons and one daughter. His two sons attend the primary school. The other two children are still not of school going age. He has a house on his own land but does not possess any cultivable land. The house has a mud floor, and walls and roof are made of bamboo and straw. His family use a tube well as their source of drinking water. He has recently built a ring latrine for the use of his family.

He works as construction labourer and his monthly income is about Tk.1500/-. He has another source of income which is selling of paddy. His family is quite large and he is the only earning member of his family. Now he has realized that it is difficult to maintain a large family and has started practising family planning. He is very conscious about the health and education of his family.

Twice a week he uses soap to wash his hair and he trim his nails once a week. His family use soda and sheka to wash their clothes. The use iodized salt for cooking so as to prevent the disease of goitre. His wife raises chicken and ducks and sells the produce of eggs as well as uses them for food. His family uses straw, leaves and manure as cooking fuel. This way they protect the environment and keep their surroundings clean. He has ring latrine for the use of his family. His family take the yearly dose for the prevention of worms. During the rainy season his family drink boiled water. In the morning he helps his wife in her household work and sometimes takes care of his children's study.

He hopes to buy some cultivable land in the future. He is very definite about continuing his children's education.



Profile No. : 7

Name : Amol Chandro Sarkar

Age : 32 years

Sex : Male

Marital Status : Married

District : Rangpur

Centre : Monakosha Uzzol Dol

Amol Chandro Sarkar is a 32 year old male member of the Monakosha Uzzol Dol, Gangachara thana in the district of Rangpur. He owns a shop selling molasses at the Gangachara market and also possesses some cultivable land. His monthly income is about Tk.2500/-. He has a house of his own on his land . The house with a tin roof , has mud floor and the walls are made of bamboo. He is married and his only son is 5 years old. Amol Chandro had received Tk.4000/- as a dowry at the time of his marriage.

In his childhood, Amol had studied up to class II, but as he grew up he forgot the skills of addition and subtraction. He came to know about the FE centre that opened in his village from his group members. Learning from his group leader that there is an opportunity for getting education from this centre, he was enthused to join the FE centre, ‘Monakosha Uzzol Dol’. The FE course came to him as a unique opportunity. He also motivated many others to join this centre. He came to the centre regularly and would practice reading and writing in his leisure time. He regularly completed the exercises in his practice book. He informed the

investigator that since the classes were arranged in the night he had no problem in attending them regularly. After closing his shop, he spent time at the centre.

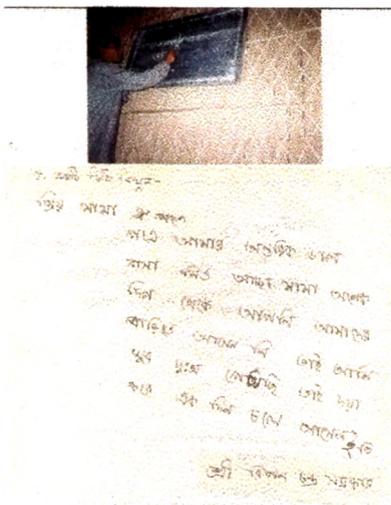
In the FEAT his proficiency was found to be good. He did not commit any mistake in spelling the compound consonants in the test and gave correct answers to the questions in the reading test 3. He was also able to copy the words and write his address correctly and clearly. In the filling up the blanks exercise he was able to fill the gaps with appropriate words. Though he did not attempt writing the picture composition, he wrote a letter to his father about his family condition. In numeracy test he did very well orally as well as in the written numeracy test.

The investigator observed that after 9 months of the closure of FE classes he could still read fluently 'Zohora', 'ALOR DAK-6'. He also has kept his FE primers 1,2 and 3 nicely, and he practices reading, writing and counting regularly till date. He maintains proper accounts of his shop, and the saving book. He told the investigator that he can read any paper written in Bangla fluently. He also added that six months was a very short period for the FE course. He feels that the duration of the FE classes should be increased. He also suggested that it would be beneficial to the learners if training in paddy ploughing, fish farming and appropriate measures for the use of the fertilizers are included in FE programmes.

Amol Chandro gets up early in the morning and cleans his teeth with mango twigs. He would plough his land and go to his shop after lunch at 11.a.m. He uses soap twice a week to clean his hair and trims his nails weekly once. His family use soap and soda to wash their clothes. They also use iodized salt in cooking so as to prevent goitre. His wife raises chickens for eggs for home consumption as well as selling.

His family uses straw, leaves and dry manure as cooking fuel. His wife is engaged with all types of household work. They have their own tube well and they use its water for all their needs. Amol's house also has a ring latrine. His family members have the habit of wearing slippers while visiting the latrine. Along with this habit and taking the yearly dose of medicines his family is able to prevent the development of worms in their systems. He keeps his surroundings of his house by cleaning himself and seeing that others do the same. By doing so Amol's family try to prevent the diseases caused due to unhygienic surroundings. He consults the physicians at the health centres when ever a member of his family is sick. During the rainy season, his family drink water purified by tablets. He has a high level of awareness about sanitation, environmental concerns and family planning issues.

In the weekly meetings of the Dol the members meet to discuss all the matters that concern their group. Amol Chandro told the investigator that the group members discussed about the needs, facilities and problems of their business and steps to be taken to improve their savings and increasing their incomes. Till date he has not taken any loan from the project, but he deposits Tk.10 per week group savings to ensure for his future needs.



Profile No. : 8

Name : Ripon Chandro Sarkar

Age : 19 years

Sex : Male

District : Rangpur

Centre : Monakosha Uzzol Dol

Ripon Chandro Sarkar is a 19 year old learner in the FE centre of Monakosha Uzzol Dol, Gangachara thana in Rangpur district. In his childhood he had attended a primary school and studied till class II. Despite his interest and desire to continue to study he could not do so. Since then, he has been eager to learn reading, writing and numeracy. When the FE centre was opened in his village, it came to him as a golden opportunity. In spite of having attended school for two years, he had lapsed into illiteracy except to the skill of signing his name. He and his father are daily labourers. Their financial condition is very poor and their monthly income is Tk.1500/-. He has a brother and a younger sister. His younger brother goes to the primary school and his sister helps her mother in house hold chores. Theirs is a house made of mud, bamboo and straw. Ripon's family do not have any cultivable land. His mother and sister fetch drinking water from a neighbour's house as they do not have a tube well. Ripon's house also does not have latrine for their use.

The investigator observed that Ripon was a regular learner at the centre. After 3 months of attending the course, he could easily identify the alphabets and sign his name clearly, but was not able to do additions. He was found to be satisfactory on reading test. He committed a few mistakes in pronouncing the

compound consonants. But he was able to give correct answers to the five comprehension questions in the reading test 3. In the writing test he was able to copy five selected words correctly and very clearly. He wrote his address correctly and he also could fill up the 10 gaps with appropriate words. He was able to write only one meaningful sentence in the picture composition test. On the letter writing test he wrote a letter to his uncle inviting him to his house. He knew the format of writing letters correctly. In the numeracy test he did well except for an error in the problem of subtraction of three digit numbers.

After 9 months of the completion of the course, the investigator found that his reading, writing and numeracy skill were retained. Reading skill had improved to a good deal. He could read 'Paribarik Ayine' without mistake except for some difficult words. He was able to read anything written in Bangla, headings of newspaper, letters, posters, sign boards, leaflets, milestones etc. Sometimes he would practice reading, writing, for one hour in the night. He said that the duration of the FE class was very short and it would be better if that was increased. He also suggested the training in paddy cultivation, use of appropriate measures of different kinds of fertilizers need to be included in course. These would help in the learners developing skills for income generating activities. He states that functional education is an accomplishment which make person more confident as well as more capable of functioning in the changing world.

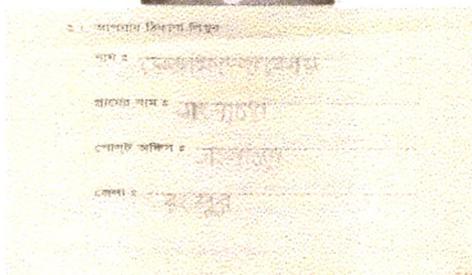
Ripon cleans his hair with soap once a week. He use charcoal and wood ash to clean his teeth and also washes his hands with ash after visiting the latrine. His family use sheka to wash their clothes. His family is aware of the use of iodized salt but they do not use it due to its prohibitive cost. In the rainy season they use the water from the tube well, but do not take any medicine for the prevention of

worms. He has a high level of awareness regarding sanitation, environmental concerns and other issues.

It is interesting to note that he does not find it wrong in the dowry system as he considers it traditionally accepted system. He said that he will accept dowry during his marriage, as it gives some financial support to the family.

As Ripon is a member of Monakosha Uzzol Dol he could take a loan of Tk.2000/- from RDP-9 in 1997. With that money, he acquired a piece of cultivable land. He regularly attends the group meetings where the group members discuss about the common needs, facilities, problems and ways of increasing their income. He is able to pay the weekly instalment towards the loan. He also helps his parents financially and he is able to deposit Tk.5/- every week in the group savings.

As regards future, he said, ' I want to be more educated and within some time I will earn a lot of money'. He is very optimistic and has great plans for future. He wishes to buy a cultivable land and wants to establish a small scale paddy business.



Profile No. : 9

Name : Khodeza Begum

Age : 22 years

Sex : Female

Marital Status : Married

District : Rangapur

Centre : Gangachara Provati Dol

Khodeja Begum is a neo literate of Gangachara Provati Dol. She is 22 years old and she is married. During her marriage her family gave a dowry of Tk.3000/-. She does not have a registration document of her marriage. Her husband, Nur-Islam is a shop keeper of grocery in the bazaar of Gangachara thana. Their average monthly income is Tk.2000/-. Her one son, age 7 is studying in class I in the primary school at Gangachara. She has no land but she is building a house on her father's land. The house has mud floor, and the walls and roof are made of bamboo sticks and straw. There is not sufficient air and light in the house as it does not have even one window.

She is a member of Gangachara Provati Dol since the time it was set up. She got leadership training from RDP-9 thana office. She received loans twice from RDP-9. First time she took Tk.1500/- with which she opened a grocery shop in her house. After repaying the first loan she took another loan of Tk.7000/- for petty trade, and this she gave her husband. With that money he bought a grocery shop in the market of Gangachara. Both their income put together is Tk.1200/-.

She did not wish to take loans from Mohajans as she knew that they charge very high rate of interest.

Due to poverty, she did not have any education in her childhood. Before joining the centre she could write her name only. She came to know about the centre from the T.C. The investigator's observation shows that Khodeja was regular as well as attentive in the class. She would practice reading, writing and numeracy skills in the house after the closing of the FE class. Sometimes during the class she would become distracted due to her other anxieties and in such times she would commit errors in identifying the alphabets. She has been absent only for one day in the centre.

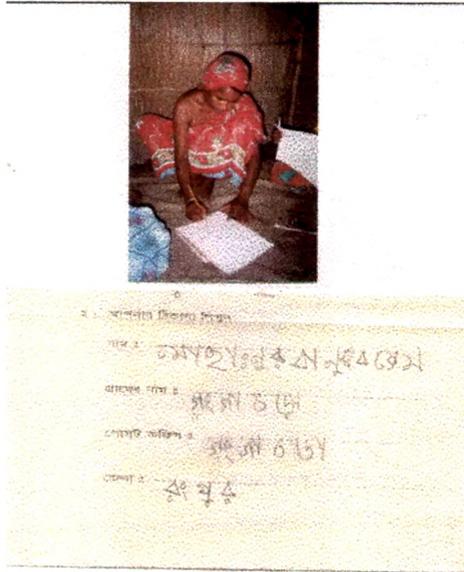
In FEAT, Khodeja's performance was very good in reading, writing and in numeracy test. She was able to read the compound consonants correctly with proper pronunciation. In writing test she copied the words correctly, and she wrote her address correctly. She was able to fill up the 10 gaps with appropriate words and she also wrote a letter to her sister to enquire about her welfare. She did not attempt the picture composition test for the lack of time. In numeracy test she did well completing all the problems correctly in the scheduled time.

After 9 months of the closure of the centre, she could read easily the first page of 'ALOR DAK-6' and some paragraphs from the book 'Zohora'. She was able to read 'Paribarik Ayina', 'Gorur Chikitsa' and 'Sakkhor' etc to the members of her group during their weekly meetings. She would teach her children in the morning and night. She is also able to do addition and subtraction very well. She wrote a letter to the T.C of Gangachara informing him about the problems of their group.

In her opinion the time duration of the FE class is very brief for the adults to acquire the different skills and understanding. She also opined that some income generating training as for example, embroidery, sewing, cottage industry need to be a part of the FE programme along with the 3R's. This, according to her, will help them increase their income. She is able to write in the saving book and also the book of the group. She is able to put in writing her thoughts, and thus her literacy skill has been retained.

Khodeja and her family daily use tooth powder for cleaning their teeth. They use soap and ash, and she also uses sheka and soap for cleaning her hair once a week. In her family soda and sheka are used to wash clothes. She does not use iodized salt in her cooking as it is very expensive, but she is aware of its role in the prevention of goitre. In order to avoid getting worms, she and her children take a tea-spoon juice of tender pine apple juice with salt for three days in the morning on empty stomach. Because of her poor financial condition her family can not consult the doctor regularly.

She also raises chicken and duck for their eggs, which she uses in her family's food, and also earns money by selling them. Khodeja uses straw, dry leaves, gaitha, dry crops, dry bamboo leaves etc, as cooking fuel. The surroundings of her house is clean and hygienic, and she is aware of social, environment and health issues. She told the investigator because of financial constraints they do not have a tube well or a personal latrine. But, she hopes that in the future she would be able to buy a land where she would construct a house with these facilities.



Profile No. : 10

Name : Nur Banu Begum

Age : 28 years

Sex : Female

Marital Status : Married

District : Rangpur

Centre : Gangachaa Provati Dol

Nur Banu, aged 28 years received functional education from the Gangachara Provati Dol in the district of Rangpur. As a child she did not receive education as her parents were very poor. She is the 5<sup>th</sup> wife of her husband, Bacchu Mia. At her wedding, her husband did not take any dowry. But their marriage does not have registration document. Presently she does not live with her husband as he has married for the 6<sup>th</sup> time. She has two children, one is a daughter and another is a son. She is very conscious about her children's education and sent both of them to school. Education has widened her outlook. She got 2 decimal land from her husband on which she has build a house with mud floor, bamboo walls and a straw roof. The condition of the house is not very healthy as it lacks ventilation and light. She also does not have a tube well or a latrine for her family's needs. She is the main earning member of her household and her average monthly income is Tk.900/-. The investigator found her to be a regular learner except for a period of five days when she had to go out for work. Though she was slow in learning to identify words, her writing and counting skills were found to be satisfactory. She would practice reading, writing and numeracy in the house of the shevika every night for one hour. This helped her to improve her different skills. This FE centre

opened a golden opportunity to her. She confided in the investigator that though she has been a very regular and attentive learner, it was not always possible for her to concentrate on her lesson. She added that the shevika in the centre which she attended was very co-operative and this helped Nur Banu to complete her course.

In the FEAT, Nur Banu was rated 'fair' on reading and numeracy. In the reading test she erred only in the reading of compound consonant and she completed the test on the scheduled time. In the writing test she copied five selected words correctly and also wrote her address without a mistake. She filled in the 10 gaps with appropriate words. But her writing speed was very slow. So, she could not write any sentence in the picture composition test nor in the letter writing exercise. In numeracy test, she committed an error in a problem of addition of two digits and two problems of subtraction with two and three digits.

After nine months of the closure of the centre she could read a story book, 'Zohora' and posters by spelling the alphabets. She practices reading with her children in the night. Her writing skill has decreased due to lack of practice. But she is still able to make necessary notings in her deposit book and is able to count her daily wages.

She told the investigator that she gets up at 5.a.m , sweeps the courtyard, fetches water from her neighbour's tube well and goes for seeking work as she is a daily labourer. Her children do not have food to eat whenever she is out of job. So, she also does paddy husking and grinding for others. Many a times, on such jobs she does not get paid in cash, but in kind. For husking 10 kg. Paddy, or grinding she gets half a kg of rice. In winter, she prepares snacks like, 'Vapa' and 'Tel pita' with ground rice and sell them at the market. This is a very profitable but seasonal

business. Sometimes she sends her son for selling fried nuts in the market of Gangachara after school hours. If she is unable to get work in her own village, she even ventures out of her village in search of a living. This is her daily hard schedule from dawn to dusk. At the end of the day, she sleeps like a dead log. Yet every morning she rises with a hope that something better would turn up for her and her children.

### **Some Observations about Case Profiles**

These 10 cases show that the FE programme conducted under the RDP-9 has made some impact on the learners. Firstly it has motivated learners across different age group ranging from 15-75, and sex to enrol themselves in the FE centres in order to become functionally literate. It has also helped them to realize and articulate their views and needs as to what they require as education in order to improve their standards and quality of life. Their awareness about social issues, environmental and economic development has not only been rekindled, but also sharpened. These persons, remarkable in their own spheres have proven that the FE component of RDP-9 has not strived in vain. The valuable suggestions these ten persons have given indicates a positive trend towards development .

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