

MICAI Model: How to Unlock Latent Potentialities of Slow Learners

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Abstract

MICAI is an abridged of six words: motivation, inspiration, cooperation, appreciation, incentive and intervention. MICAI has been innovated in a year long action research held in 5 schools in Bhanga and Sadarpur Upazilas in Faridpur district and 5 schools in Rangamati district in year 2009-10 under the financial support of TQI-SEP project, Ministry of Education. The research has tried to find out the causes of slow learners in first step, then to innovate the devices/techniques for mainstreaming the slow learners in second step, later on to apply devices in the field in third step, to exchange views and evaluate impacts of devices application in two regional seminars respectively held at Bhanga pilot school in Bhanga in Faridpur district and Rani dayamomi high school in Rangamati district. Sixty five causes were found behind slow learners. They were synthesized and further synthesized in the seminars and focused group discussions with headmasters, teachers, SMCs, guardians, local leaders, education officers, Upazila Nirbahi officers and district commissioners. Finally one cause lack of love of teachers for students was developed through evolution. As a solution to the problem it has been admitted by all concerns that to build love in the mind of teachers for students is the necessary as well as sufficient condition. Then the question arises how to build love for students in the mind of teachers. Through year long action research on different techniques/devices it has been found that teachers have many limitations of internal and external nature. As a result teaching profession has been following a lime path from solemn vow to business, The time path is: Solemn Vow Profession Job Business.

With this time path the devotion has trend towards zero. In this critical situation of teaching profession it is required to build love in the mind of teachers to create devotion, dedication and commitment for solution of slow learners problems. This was our central problem. To solve this problem the research has been trying to find out an unique solution by experimenting different devices. The MICAI is the final output of the experiment of devices. MICAI has been proved successful in building love in mind of teachers for students for bridging all gaps generated between student and teacher. The study has assessed the impact of each word on students, teachers, guardians and SMCs with special reference to students. It has tested the sequential consequence of each word, the substitutability and complementing property of the words. After in-depth testing the MICAI device has been developed. It has been proved to be effective in building love in the mind of

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teachers. It fulfils the gaps between students-teachers and works as an accelerator for mainstream the slow learners. It follows a path as below :

MICAIIxC Tolerance Empathy Love Peace Grand Bliss

It accelerates slow learners towards mainstream and facilitates the fast learners further for optimization of utilization of potentiality Each word of MICAIIrelated with bulding of live in the mind of teachers for students. For instance when a teacherers will try to motivate s/he is to love student. Motivation will be possible when love will remain in it. Same is true with other words like inspiration, cooperation, appreciation, incentive and intervention. Six individual love will produce grand love and fulfill the gap laying between teacher and student.

Background

MICAII is an abridged form of six words : motivation, inspiration, cooperation, appreciation, incentive and intervention. MICAII is innovated through 33 years of informal research and a formal action research of one year duration under the sponsorship of TQI-SEP innovation fund, Ministry of Education. In the year 1969 I appeared at SSC final examination from Baisharashi SS Academy, Sadarpur, Faridpur. Examination centre was in Zila School, Faridpur. We three out of 63 got first division. The highest majority got second division and the second highest got third division. Except me the other two who got first division were Utam Kumar Das and Nikhil Chandra Saha. Very few students failed in the examination. These failing students raised question in my mind that did they have any deficiency in merit as they did not succeed in examination. Since then I had been seeking the answer of the question. Similar question rose before me in 1972 when immediately after liberation war I appeared at HSC examination from Govt. Rajandra College, Faridpur. We many students got first division. But some of us who had obtained first division in SSC got second and third divisions in HSC. What did make them impossible ? Was it due to deficit of merit ? This question has been logging me since long.

After appearing at Master's final examination 1975 (held in 1976) in the Department of Economics, University of Dhaka I had joined in National Foundation for Research on Human Resource Development (NFRHRD), Dhaka as Research Assistant. There I had the opportunity to come to the close contact of Prof. Dr. Rizanul Islam and Dr. S A Kader the eminent researcher and economists of the country. I had learnt from them how to conduct research specially on human resource development. Later on I joined as Lecturer in Economics in B.M. College, Barisal after completing BCS (Education) in 1979. There I got the opportunity to work with slow learners. The term slow learner indicates those students who remain behind the main stream of pupils.

From the Department of Economics, Govt. B.M. College, Barisal I had started the informal research on slow learners. I found one student who was very inattentive in the class and was very much engaged in student politics. His quality was that he was very polite and respectful to teachers.

The then time Prof. Md. Hanif was the Chairman of the Department of Economics. One day in the Departmental meetine I nronosed to organise a monthly seminar on different economic issues for students of Economics for improvement of their creativity and understanding. Prof. Md. Hanif with all teachers appreciated the proposal and gave me responsibility to organise the seminar. It was decided in the meeting

that six students among the article presenters would be selected on the basis of marks given by individual teacher separately for awards and cost of awards would be borne from seminar fund. As initiator I organised the first seminar on population problem in Bangladesh¹ About thirty five honours and masters students presented papers in the day long seminar. Among them six students were selected on the basis of individual teacher evaluation and awarded prize and certificate. The date was fixed and title of second monthly seminar was decided on Decentralization of Banks and Industries in Bangladesh. I mentioned earlier that one student who was very engaged in politics did not attend class at all. I would not mentioned his name. I targeted the said student to present a paper. Accordingly I proposed him to prepare a paper for presentation. He regretted his inability. I tried to motivate him and finally I was successful. He wrote a paper on Denationalization of Banks : A Case Study of Public Bank and presented in the seminar. His paper was selected as first one obtaining the highest marks, and got champion prize. This reward brought a great change in his life and turned him towards a grand bliss. On this occasion he came to know about his ability and became very attentive in studies. Previously he had an idea that economics is very hard and considered himself as very weak. From this seminar he was inspired and he stood second class first in both Honours and Masters final examinations under Dhaka University among all honours teaching colleges and now he is a second grade officer in BCS (Admn.) cadre.

During my stay in Govt. B.M. College. Barisal I was very much successful in mainstreaming the slow learners by unlocking their latent potentiality through motivation, inspiration, cooperation, appreciation, incentive and intervention. Similarly, I did the same in Govt. Haragonga College, Munshigonj, Jagannath University College, Dhaka, Govt. Rajandra College, Faridpur and Eden Girls College, Dhaka as Professor of Economics.

In every college the students of Economics Department considered economics as a very hard subject. So they set their vision to obtain at best a second class in Honours and Masters Examinations. This was so because all the teachers of Economics Department give a initial message to the students during the time of collection of admission form that Economics is very hard subject. Besides this from day to day sessions they used to say that economics is very difficult. From this message the students build a vicious circle of abilities among themselves that -produce poor performance. That is why the students of Economics Department in different Honours and Masters teaching colleges did not find first class under National University since. I tried to break down this vicious circle of merit. For the first time the students of the Department of Economics got message from me that Economics was very easy. Economics is a subject of understanding like Mathematics and not to get by heart. I told them that they had the latent potentiality to obtain first class in Economics. If they tried, they would surely be successful. I motivated them. They became aware of their unlimited latent potentiality.

From my message the students of Economics became confident and blazed. They cordially attempted and became successful. When I was Chairman in the Department of Economics, Govt. Eden Girls College, Dhaka one student of my department got first class in Masters Examination for first time in National University in Economics. In the preceding year five students of my department got first class in Honours Examination for the first time. One girl stood first in Honours Examination in Economics. From then the number of first class holders was increasing day by day.

This number reached to forty five in-Economics department, in Eden Girls College, Dhaka in the last year of my tenure. From Govt. Eden Girls College, Dhaka I was awarded gold medal as the best teacher at

national level by the Ministry of Education, Govt, of Bangladesh. They also gave me a certificate. This was for very extra ordinary contribution of mine for academic excellence of students.

As principal I did the experiment in Govt. Ananda Mohan College, Mymensingh, Govt. Titumir College, Dhaka and Govt. Shree Bordi College, Shree Bordi, Sherpur. The average pass rate rose from 63% to 86% with three first class first in three departments in Govt. Ananda Mohan College, Mymensingh during 2002-2004. In Govt. Titumir College, Dhaka average pass rate improved from 55% to 95% during 2004-2007. In Govt. Shree Bordi College no Golden A+ and A got admission in intermediate (XI) classes. But in HSC final examination two students got Golden A+ and three students got A+ with ever highest increase in passing rate. This result was very exceptional throughout the country. Because usually in HSC examination the performance of students reduces than that in SSC examination. But in Govt. Shree Bordi College the result was reverse during my time. My time of these three colleges was golden age. This was possible due to introduction of motivation, inspiration, cooperation, appreciation, incentive and intervention devices. Immediately after two years I was awarded gold medal and certificate as the best principal at national level by the Ministry of Education from Govt. Ananda Mohan College, Mymensingh. After my departure none of these colleges including those ones, where I was chairman in the Department of Economics, did not keep the pace what they had achieved during my time. That is why teachers, guardians and students of these institutions called the period of mine as golden age. This was due to extraordinary contribution in education as principal.

As a chairman of the Managing Committee of Brahmarkanda A.S. Academy (High School), Pukhuria, Bhanga, Faridpur I did there the experiment with the failing students of SSC test examination. Twenty five students were disallowed in the test of class ten. Most of them were girls. I allowed them all by taking commitment of students and guardians that guardians would give time for studies of their words as proposed by me. The guardian would had been remaining sitting before their wards for three hours in the evening. I also made special coaching for these learners by teachers. In these special classes the students were remained busy in studies from 10 a.m. to 4 p.m. with a break of one hour in between. I gave hope of incentive to the teachers from school fund after getting positive results of these students. I allowed them all to appear at SSC examination. Twenty three students out of twenty five succeeded with five placed in second division. This tremendous result with three month efforts was possible for introduction of MICAIL. These are the background of MICAIL. For innovation of MICAIL, Muktijudh Sadhinatar Itihas Gobeshana Foundation gave goia meai in iuiu.

Statement of Problem

Slow learners problem is acute and massive in Bangladesh. All educational institutions have this problem. I have enquired 150 schools among the best level 50, mid level 50 and the worst level 50. These were secondary schools of urban and rural areas. These schools were selected from the districts of Dhaka, Faridpur, Barisal, Comilla, Sylhet and Rangamati on the basis of SSC

Table : 01 The table shows the percentage of fast, mid and slow learners of 150 selected secondary schools as per SSC result of 2010

School category	Fast learners average (%)	Mid learners average (%)	Slow learners average (5)
The Best Schools (50)	20	40	40
Mid Level Schools (50)	10	45	45

The Worst Schools (50)	5	30	65
Average (%)	11.67	38.33	50

examination result - 2010. The classification of learners as per head masters report given in table : 01

The fast learners were defined as those who are regular in class, understand lecture of all teachers of good and bad quality, want to obtain golden either A+ or A+. They are able to put themselves in the top position in respect of internal examinations of the considered institutions. They get interest in studies. They sit in the front line of class room. They have aim and goals in most cases. They maintain good relation with teachers. They build friendship with fast learners. They do not mix with slow learners.

The mid learners are more or less regular in class. They are in the list below fast learners and above slow learners. In respect of merit they are considered as average. These students want to obtain A or B+. They have little bit interest in study. They usually sit in the mid lines of the class. They have aim and goals in flexible trend. They have loose relation with teachers. The slow learners are irregular in class. They do not understand their teachers. They do not get any interest in study rather they consider learning as a burden. Their names remain at the bottom of the list. They usually sit on the back benches of the class. They consider studies as unnecessary efforts. They have no aim and goal. They attend to classes under some pressure. They have either very loose relation or no relation with their teachers. They are always discouragious in studies and try to find way to leave study. They do not find chance to be the friend of fast and mid learners. Even they do not develop friendship among themselves. They possess an inferior complex among themselves. School environment becomes very much intolerable to them.

Table : 01 shows the classification of students in 150 schools. The best schools have on an average 20% fast, 40% mid and 40% slow learners. The mid level schools have 10% fast, 45% mid and 45 slow learners. The worst schools have 5% fast, 30% mid and 65% slow learners. If we make an average it is found that only 11.67% is fast, 38.33% is mid and 50% is slow learners These slow learners have latent potentiality to obtain goldon At in all intenai and public examinations. The MICAI model research have found this evidence from long-run action research that if slow learners get proper attention and intensive care from their teachers they can obtain golden A+ in all examinations. These proper attention and intensive care together generate love. This love will be an output of MICAI if it is introduced. If the teachers practise MICAI in the teaching-learning process a spontaneous love will be built in the minds for their students. The slow learners are slow because they do not get love from their teachers. The .teachers can not love them due to presence of many constraints.

The existing problem of the society is that in primary cycle 9% of the primary aged children do not come to school. They belong to extreme poor families. These guardians and their children do not find any meaning of schooling. According to their knowledge, the potentiality of their children is very limited and completely inadequate for learning. So they do not send their wards to schools. They lack confidence and future vision. Another vital problem in primary cycle is that about 48% of enrolled students do not complete primary cycle and cause dropout before PSC.

Table : 02 : Six fundamental problems of Bangladesh education and their immediate impact

Sl.No.	Problem	Affected Section	Immediate Impact
1.	Out of School Children (9%)	Extreme poor, Socially excluded section	Total illiterate population is increasing Elongating poverty. Increasing poor-rich gap
2.	Dropout rate at primary level (48%)	Ultra poor and poor of rural and urban slum areas	These dropout students join to the illiterate section in future. Wastage of resources invested. Rising have - have nots gap
3.	Dropout rate at secondary level (61%)	Ultra poor, poor and lower middle class of rural areas and poor. Slump poor of slum areas	Increasing rural-urban and have-have nots gaps Wastage of human capital and investment resources
4.	Failure rate between nine - ten classes (42%) before Board registrc	Ultra poor, poor and lower middle class of rural areas and slum poor of urban areas	Increasing rural-urban and have-have nots gaps Wastage of human and invested resources
5.	Deteriorating quality of Education	Middle class, poor, ultra poor of rural areas and poor of urban slum	Wastage of human capital and invested resources. Creativity is declining Unemployment is rising. Reducing human productivity
6.	UNESCO s four pillars (Faure 1972, and Delors 1996) of learning are not achieved. The four niliar are • • Learning to be • Learning to do • Learning to know • Learning to live together	The nation as a whole	Broken peace, social instability, Defeated access, equity and excellence. Education can not reach world standard

MICAII is itself a device sequentially evolved through long-run action research. Further it is a model which has many devices and tools developed through long-run action research. The present paper is prepared on the basis of the opinion expressed by headmasters, teachers, guardians, students, SMCs and elite classes. On the basis of the opinion of the above section of people the paper has attempted to answer the questions of what, why, who, how, which and whom on MICAII. That is the paper has tried to answer seven questions of seven Ws about MICAII. These answers will make MICAII easy to understand, to think, to plan, to implement and to evaluate.

Rationale of the Study

The study was undertaken to answer some vital questions about MICAI. It is said that MICAI would be able to solve the problems of slow learners. One year long action research conducted in 10 secondary schools in Rangamati and Faridpur districts the study found that 65 causes are responsible for generation of slow learners. For mainstreaming the slow learners by handling 65 causes were simply impossible. As a result, for easy handling and simple solution the causes were synthesized to 21 in first step and 1 in final. The one cause found is lack of love in the mind of the teachers for students. MICAI has been innovated as a device to build love in the mind of the teachers for solving the problems of slow learners. It enables them to unlock their latent potentiality and bring them in the mainstream. In no way it causes any discrimination for fast learners. Rather fast learners become more faster.

The present study has tested the hypothesis that every child whenever arrives on the earth s/he is endowed with very valuable unlimited latent potentiality to do undo. The achievement of golden A+ is very minimum with comparison to his/her capabilities. MICAI is a revolutionary process to break down the traditional belief of the society. The traditional belief of the society is that a very few of the many students will get A+, few will get A, the next few will get grades below A and many will be unsuccessful. This will be so because there is a difference between God gifted merits. The society (teachers, guardians, students, SMCs and other surrounding people) believe that by nature some are meritorious, some are less meritorious and others are non meritorious. MICAI has placed a new belief by closing down the old one that a child whenever arrives on the earth s/he is endowed with the unlimited latent potentiality, s/he gets the potentiality to obtain A+ at all examinations either internal or external at a minimum. That is each child has inner latent capability to obtain golden A+ at all examinations at a minimum. It is difficult to believe this statement due to the trend of traditional belief which has been flowing in the society since long back. The rationale of the study is that it would answer many questions to be asked about MICAI because it has to shut down the long traditional belief and replace a new idea.

Objectives of the Study

To collect opinions of the concerned people who are conversant about MICAI to answer the questions of eight Ws (what, why, who, how, whom, whose and which). To evaluate the effectiveness of MICAI in achieving goals by unlocking the latent potentiality of slow learners to bring them in the mainstream. To assess whether MICAI would undervalue the fast learners and thus hinder their progress.

- To determine the effect of MICAI in respect of access, retention, equity, creativity and excellence.
- To find out the role of MICAI in optimizing the utilization of human potentiality and enhancing productivity.

Research Hypothesis

Whenever a child arrives on the earth s/he is inculcated with the latent potentiality to obtain golden A+ in all examinations of her/his student life at a minimum. Thus the slow learners have the capability to obtain golden A+ in all examinations. Medical research has found that the greatest scholars like Socrates, Albert Einstein, Sir Ijack Newton, Thomas Alva Edison, Adam Smith, Alfred Nobel utilized 5% to 25% potentiality. The general masses use very insignificant fraction/portion of their latent potentiality. So the highest portion of human potentiality remains unutilized in case of every human being. Consequently human capital formation productivity and value adding capacity stand at sub-optimal level. This causes lot

of wastages of human resources. Consequently it affects GNP negatively. By utilising the untapped human potentialities the world can reach the grand bliss.

Methodology

The study would use both primary and secondary data. The data was collected from action research going on in six secondary schools in Dhaka urban and sub-urban areas, one past action research in ten high/secondary schools, five each in Rangamati district and Faridpur district participants of one day orientation course, 5 day training course on MICAI model and headmasters and principals of Educational Administration and Management Training Course were interviewed. Data were collected through questionnaire, observation and focus group discussion (FGD) and from school documents. The interviewees were headmasters, teachers, students, SMCs, guardians and local elites.

The table given below shows categories and number of interviewees.

Table : 3 : Interviewees categories and numbers

SI. No.	Category	Numbers	Tools used
1.	Headmasters of 16 high schools under MICAI action research	16	Interview Schedule and Discussion
2.	Teachers	320	Questionnaire and FGD
3.	Students	1600	Questionnaire and FGD
4.	SMCs	80	Interview Schedule and Discussion
5.	Guardians	320	Questionnaire and Discussion
6.	Trainees of one day MICAI Training program	336	Questionnaire
7.	Trainees of 5 day MICAI Training course	425	Questionnaire and workshop presentation
8.	Headmasters and Principals of Educational Administration and Management Training course	220	Questionnaire and workshop presentation

Table : 4 : This table shows categories of tools used for data collection in the action research area

SI.No.	Name of Tools	Purpose of use
1.	Observation	To see the real situation, environment, surrounding nature, people and their behavior pattern
2.	Interview Schedule	To record the answers of the interviewees where questionnaire is not possible to use
3.	Questionnaire : Open ended, : Close ended.	To collect information from interviewees

4.	Group presentation on different components of MICAII like motivation, inspiration, cooperation, appreciation, incentive and intervention	To assess the effectiveness of each item
5.	Group debate on one component vs other components of MICAII	To assess the substitution and complement components of MICAII
6.	Seminar for synthesizing the causes of	To synthesize the causes of slow learners for unique solution
7.	Focus Group Discussion (FGD)	Raising different issues and discussion on it for collection of views
8.	Democratic evaluation	Trainees expressed their opinion individually and others evaluated them by giving marks separately
9.	TQI-SEP Ministry of Education sponsored Research study on Identification of causes of undesirable performance of slow learners at secondary level	Information of this study was used as secondary data for present study
10.	By vote of participants in motivational campaign by raising hands on different issues	To assess opinions of different stakeholders like students, teachers, headmaster, guardians, SMCs and local elites at mass scale

The study used mostly qualitative data which are very much related with questionnaire. Also some quantitative data were used which was collected from primary and secondary sources. To test the reliability of the data cross checking was made wherever it was possible.

Mathematical form of MICAII Model

MICAII Model is used to unlock the latent potentiality of learners. It is an abridged form of six words : motivation, inspiration, cooperation, appreciation, incentive and intervention. It makes slow and mid learners fast and accelerate fast learners further. The functional form of this model is :

$$HP = f(m, i_0, c, a, i_1, i_2)$$

Here HP = Human potentiality, f = function, m = motivation, i_0 = inspiration, c = cooperation, a = appreciation, i_j = incentive, I_2 — intervention The linear form of the function :

$$HP = e_1m + e_2i_0 + e_3c + e_4a + e_5i_1 + e_6i_2$$

Where e_1, \dots, e_6 indicate the coefficient of respective variable. The value of HP will be 1 or 100% which means full potentiality of human being. The compound form of this equation is :

$$HP = E M^a r_0^B C^Y I_1^s U$$

Where E is the coefficient of the function. Here it indicates the potentiality of human being which is unlocked naturally.

The value of $\alpha + \beta + \gamma + s + t = 1$. So the function is homogeneous of degree one. It will give a unique value. If all variables work in full swing the 100% potentiality of human being will be unlocked and acts as human capital. When HP will less than 100% it means that some human potentiality is remaining latent. The optimum value of HP will be 1 and in percentage it will be 100.

Presentation and Analysis

First of all the question was raised what is MICAII ? In answering this question the innovator has an explanation of his own. MICAII is an abridged form of the words motivation, inspiration, cooperation, appreciation, incentive and intervention. These words are selected through long formal and informal researches at secondary and higher education levels. It is innovated to fulfil the gaps found in teaching-learning process in action research. MICAII will bridge the gaps between teacher and student, student and student, teacher and teacher, headmaster-teacher, student-guardian and guardian-teacher. The research held on Identification of causes of undesirable performance of slow learners at secondary level institutions in Bangladesh found that there were 60 causes for slow learners. It was difficult to solve these numerous problems. To find a unique solution of these problems the causes were synthesized and further synthesized through two seminars held at Rani Dayamoni High School at Rangamati and Bhanga Pilot High School at Bhanga, Faridpur. The synthesized one cause of slow learners was lack of love of teachers for students. That is the learners need love of teachers for unlocking their latent potentialities. The fast learners get love from their teachers and can unlock their latent potentialities to the some extent. The mid learners get empathy from their teachers and can unlock their latent potentialities partially. The slow learners do not get love rather they get negligence from their teachers because they are bad. They cannot unlock their latent potentialities. They do not get message either from their teachers or from their guardians that they have potentialities like any fast learner. Only the difference is that the fast learners have been able to unlock their latent potentialities. That is they are awake up. The slow learners even do not know about their potentialities. So they are not able to unlock them.

Rather they get negative message from their teachers that they are cow/donkey/goat and they have no merit. Their guardians who are mostly illiterate and poor get these message that their wards are called cow/donkey/goat by their teachers as they have no merit. They become annoyed with their words. So they lose love of their parents. Consequently they become loveless lonely in the world. Ultimately they become dropout from the institutions. These slow learners very badly need love of the teachers. MICAII builds love in the mind of teachers for students. It creates love spontaneously in the mind of teachers. This love makes fast student more and more faster and mid and slow learners faster. The first message of MICAII to the slow learners is that they have unlimited latent potentiality. If they unlock it they surely can do undo. So they certainly can do what the fast learners can. Therefore, MICAII is a device that build love in the mind of teachers for the learners which can unlock the latent potentialities of slow learners. Thus slow learners can obtain golden A+ in all examinations of their life and can build a good career for themselves, inner, family, society, nature and world peace. Thus they can arrive at grand bliss.

Some questions were asked to students, teachers and headmaster what were the situation in their schools before MICAII action research.

Table : 5

Table 5 shows the prevailing situations of the schools in action research areas before the initiation of MICAI

	Headmasters		Teachers Yes		Students	
	Yes	No	No		Yes	No
Do any teacher ever say formally that each student has unlimited/much potentiality/ merit, simple merit?	Nil	100%	Nil	100%	Nil	100%
Do the students know about their capabilities	20%	80%	15%	85%	Nil	100%
Do the teachers ask any question to slow learners in any time	10%	90%	20%	80%	Nil	100%
Do fast learners build friendship with slow learners ?	Nil	100%	Nil	100%	10%	90%
Do guardian ask their wards to mix with fast learners ? Do teachers love slow learners ?	100% 5%	Nil 95%	100% 5%	Nil 95%	95% Nil	5% 100%
Is there any discrimination in the behavior of teachers ? Do teachers appreciated the students for good performances ?	95% 10%	5% 90%	95% 20%	5% 80%	100% 5%	Nil 95%
Do teachers cane students ?	80%	20%	75%	25%	90%	10%
Do you believe that few students have merit endowed by the creator and many others do not have ?	100%	nil	100%	nil	100%	nil
Do you believe that slow learners have deficit in merit for studies ?	95%	5%	97%	3%	85%	15%
Do teachers scold students ?	95%	5%	95%	5%	98%	2%
Do you belief that very few students have potentiality to ootain golden A+ and many others do not have ?	100%	nil	100%	nil	100%	nil
Do you believe that if try hard slow learners can do the best result ?	20%	80%	15%	85%	5%	95%
Do you consider that slow learners are burden for the institutions ?	75%	25%	80%	20%	40%	60%
Do you ever think that something should done for slow learners ?	50%	50%	45%	55%	80%	20%
Do you think that with some steps slow learners can be brought in the mainstream ?	5%	95%	5%	95%	90%	-10%
Has any institution taken ever any step to bring slow learners in mainstream ?	nil	100%	nil	100%	nil	100%

Source : Primary data collected from the field.

From table : 5 it is clear that teachers do not ever say students that they have potentiality. All students including headmasters and teacahers admit that students are never told about their unlimited latent

potentiality. So it may be stated that students are doing the effort of learning without knowing their capabilities. 100% students say that teachers never tell that every one of all students has latent potentialities. Headmasters and teachers ask them to learn. But they never tell them that they have capabilities to learn. Both teachers (85%) and headmasters (80%) admitted that the students do not know about their capabilities; even though they do not say students that they have latent potentialities. That is, the teaching community does not know about the necessity that students are required to be made confident about their capabilities before start of learning. Whether teachers did ask question to slow learners (90%) headmasters, teachers (80%) and students (100%) told that teachers did not ask question to slow learners.

To answer the question whether fast learners build friendship with the slow learners 100% headmasters, 100% teachers and 90% students answered in the negative. That is the fast learners do not build friendship with slow learners. Headmaster and teachers and most of the students admit that all guardians asked their wards to mix with the best learners. From FGD we came to know that even the guardians of slow learners desire their words to build friendship with fast learners. But the fast learners always try to avoid them. On question whether teachers love slow learners it shows that 95% headmasters, 95% teachers and 100% students reply in the negative. Another related question was whether there was discrimination in the behavior pattern of teachers. In reply 95% headmasters, 95% teachers and 100% students stated that there was discrimination in the behavior of teachers. On another question whether they do believe that few students have merit' endowed by creator and many others do not have 95% headmasters, 97% teachers and 85% students reply in the positive. They believe that slow learners have deficit in merit for studies. 100% headmasters, 100% teachers and 100% students believe that very few students have potentiality to obtain golden A+ and many others do not have. Only 20% headmasters, 15% teachers and 5% students believe that if they try hard the slow learners can do the best. Big majority of them believe that slow learners cannot. 75% headmasters, 80% teachers and 40% students state that slow learners are burden for the society. 50% headmasters, 45% teachers and 80% students feel that something should be done for slow learners. Only 5% headmasters, 5% teachers and 90% students believe that slow learners can be brought in the mainstream by taking some steps for them. In reply whether any institution has taken ever any step for slow learners the cent percent respondents say no. Teachers do not appreciate students, as per the opinion of majority respondents. Moreover teachers cane and scold students.

Guardians of students were asked about slow learners whether they do know about the potentiality of their wards. Their responses shown in table : 6

Table : 6

This table shows responses of guardians about potentiality of learners

Question	Yes	No
Do you believe that every learner has potentiality to do better in examinations	20%	80%
Do you believe that every student possesses potentiality to obtain golden A+	nil	100%
Do you ever tell your wards that they have potentiality/merit to obtain A+	nil	100%
Do you know about the unlimited latent potentiality of slow learners	nil	100%
Do you believe that very few students have merit and many have not merit	95%	5%
Do you ever hear from your wards that teachers have appreciated him/her for good performances	nil	100%
Do teachers cane students	98%	2%
Do teachers scold students	100%	nil

Source : Primary data collected.

All the views expressed by headmasters, teachers and students mentioned above are endorsed by guardians. From above analysis it is found that head masters, teachers, students and guardians believe that among students very few are meritorious and they can, many others are not meritorious and they cannot. This is the trend of the society.,As a result very few students dream to obtain golden A+ and endeavour to get it. The many 4thers do not dare to dream to obtain golden A+ or even A. So question of endevaour does arise on the part of them. A psychological divide in the class remains from the beginning. This statement is proved by the data given by students of 16 high schools under MICAII project area.

Table 07 shows the ability of students to obtain golden A+ as Expressed by them by raising hands before and after MICAII. Students from VI to X were ajiked to raise their hands who want to obtain.

Before MICAII has been start i		
Range of students	Raise hands (average numbe	Do not raise hands (average number)
1 to 20 raise hands 80 to 97 do not raise hands	10%	90% 90%
After MICAII has been started		
1 to 100	100%	Nil
Before MICAII		
Number of students who are trying to obtain golden A+		
Range	Raising hands Average (5)	Do not raise hands
3 to 20	10%	
80 to 97		90%
After MICAII		
1 to 100 100%		Nil
Do you believe that every body comes on the earth with the minimum potentiality to obtain golden A+ in all examinations he/she appear		
1 to 100 100%		Nil

Source : Classroom observation and discussion with the students.

From table : 3 it is seen that before MICAII has been started the students who wants to obtain obtain golden A+ and in the highest performing school has 20 students who want to obtain golden A+. The average number of students is only 10% who want to obtain golden A+. After introduction of MICAII cent percent students want to obtain golden A+.

The question about how many students are trying to obtain gold A+ shows that only 10% are trying before introduction of MICAII and after MICAII 100% are trying to obtain golden A+. This statement of students are endorsed by teachers, headmasters and guardians when they are asked how many students would get golden A+ from their schools. The average of their answers is 10%. After introduction of MIAII they say that they trying to ensure the golden A+ for all students. This is the brilliant achievement of MICAII.

The achievements of MICAII in 16 schools at a glance is shown in Table : 8

The table 8 shows the achievement of in 16 schools with regards to different variables before and after MICAII

Variable/item	Achievement after MICAII	Achievement before MICAII	Net Achievement after MICAII
Cane	No use at all	used by many teachers	100%
Scolding by teachers	No scolding prevails	Scolding by almost all teachers was in practice	100%
Headmasters' belief	Every student has potentiality to obtain golden A+ at a minimum	Very few students had potentiality to obtain golden A+	100%
Teachers' belief	do	do	100%
Students' belief	do	do	100%
Guardian belief	do	do	100%
SMCs belief Dropout Gender equality	do There is no dropout More girls are coming forward	do There was dropout Stagnant position	100% 100% 72%
Failure	Has been reducing	There was lot of failure	60%
Repetition	do	do	60%
Retention	All students are retaining except transfer cases	Retention was less	Not determined
Occurrence of eve teasing	No	There were some	90%
Socialization of Students	Increasing rapidly	Very rare	72%
Rate of success in internal examination	Rising at a high rate	was low	75%
Rate of pass at public examinations	Increasing at a high rate	Moderate	50%
Students creativity	Increasing	Decreasing due to only application of getting by heart	45%
Reading habit of students	Increasing	Decreasing	55%
Introduction of MICAII	Increasing at a high rate	There was none	60%
Introduction of group learning	Increasing	do	70%
Introduction of group competition	do	do	70%
Friendship of fast learners with slow learners Student-student relation	do	do	70%
Student-teacher relation	Excellent Excellent	There is none There was at a very low level	1 OU /o 80%
Teacher-guardian relation	Very good	There was none	65%
Slow learner-teacher relation	Very good	There was none	68%
Student devotion Teachers' commitment	Increasing at a high rate increasing	Almost nil There was none	72% 55%
Ensuring of inclusive education	Introducing at a high rate	There was none	72%
(Teachers' dedication	Increasing	There was work	58%
Good Governance	increasing	There was none before	72%

Teachers* motivation Out of school children in catchments area	increasing rapidly They are coming to school at a high rate than that of other areas	An do There was no progress	/U/o 50%
Average achievement			72%

From table : 8 it is very clear that the schools chosen for MICAII action research are in good progress. They are very rapidly going to reach the excellence. The' average achievement in column

Table : 9
This table shows the level of knowledge of students, teachers, headmasters and guardians before and after the MICAII action research.

	Headmasters' knowledge		Teachers knowledge		Guardians knowledge		Students knowledge	
	Yes	No	Yes	No	Yes	No	Yes	No
Have you ever heard about the words : motivation, inspiration, cooperation, appreciation, incentive and intervention as tools for teaching learning process	10	90%	10	90%	Nil	100%	Nil	100%
Have you applied these words in your teaching-learning process directly ?	Nil	100%	Nil	100%	Nil	100%	Nil	100%
Have you used these words in your teaching-learning process indirectly ?	10%	90%	5%	95%	Nil	100%	Nil	100%
Have you any idea about	Nil	100%	Nil	100%	Nil	100%	Nil	100%

Source : Primary data collected from fields.

4 is determined by teachers and headmasters separately. Average of their figure is shown in the table : 8

From table : 9 it is found that headmasters, teachers, students and guardians do not know about the words motivation, inspiration, cooperation, appreciation, incentive and intervention used as tools for teaching learning process. Even they knew very less about the use and effectiveness of these words in teaching learning process. It was found during focus group discussion.

In respect of variables mentioned in table: 8 the achievement of the schools is 72% on an average. This is very high achievement in two years period. To achieve the UNESCO four pillars of learning : Learning to be; Learning to do, Learning to know and Learning to live together (Faure 1972 and Delors 1996) the introduction of MICAII model is the vital need of the society.

Findings

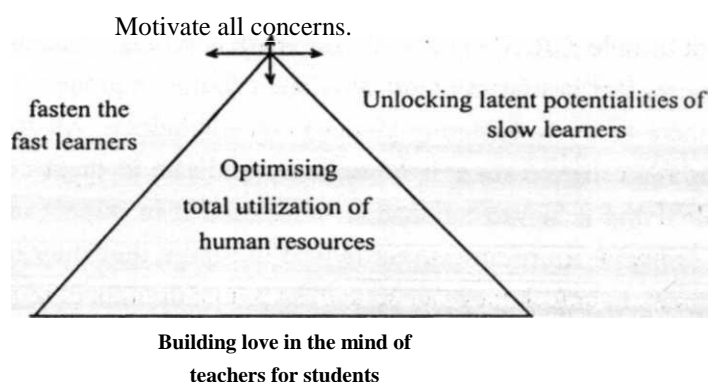
MICAII has already brought fundamental changes in the io schoois of project area. It has changed the mind set-up of the students, teachers, headmasters, SMCs and guardians. Before implementation of MICAII only 10% students desired to obtain and tried for golden A+. After implementation of MICAII cent percent students want to obtain and try for golden A+. This has been possible for introduction of MICAII that is motivation, inspiration, cooperation, appreciation, incentive and intervention. Ms Shereen Akther, programme Officer, UNESCO, Dhaka office, Dhaka was present in prize distribution functions held at Matuail pilot high school, Jatrabari, Dhaka and Rustom Ali High School, Demra, Dhaka. There when students were asked to raise their hands who want to obtain golden A+, all students of all classes raised their hands. By seeing the scenario she stated

that her heart was trembling that all students were so courageous to raise their hands to obtain golden A+. She stated it as a tremendous achievement of MICAI. It has been able to change mental set up of all persons related to schools.

In a short period of time MICAI has made headmasters, teachers, students guardians and SMCs believed that every student has latent potentiality/merit to obtain golden A+ at a minimum. This belief is helping them to try to ensure golden A+ for all students. All the variables those lead institutions towards excellence are enhancing at a rapid rate in these schools under MICAI project area. MICAI has achieved tremendous achievement in respect of gender equality. The female students are now more ambitious by the message that they have unlimited latent potentiality. If they can unlock they can do undo. The rate of dropout is zero. All students are very good friend to each other. Students socialization has been increasing rapidly and there was no occurrence of eve-teasing. This has been possible because MICAI group learning and competition have brought them under the bondage of friendship. Now they are all brothers and sisters. The teachers and headmasters were asked to compare the training on MICAI to other training they had got before. All respondents stated that MICAI training was consistent with the reality. Teachers can always introduce it. They can introduce with or without help of tools. For effective teaching-learning process use of MICAI devices are necessary as well as sufficient condition for development of education. Finally they called MICAI training as an excellent one which they never received before. They also mentioned that the training(s) they received before has/have no impact on their students. But MICAI training has deep and constant impact on their students. Many teachers mentioned that when they go to the classes the MICAI tools come to their memories and they always use them.

Out of school children belong to every extreme poor family. Their guardians believe that their children have deficit in merit. If they are sent to school they would be the back benchers. But message MICAI is that every child has the potentiality/merit to obtain golden A+ at a minimum. This message has changed their traditional faith. Now they are confident about their childrens' latent potentiality/merit. Therefore they can see the full moon in the sky of their children. With high vision they are sending their children to schools at a higher rate.

mainstreaming the slow learners by unlocking their latent potentialities. It is to fasten the fast learners. It is building love in the mind of teachers for students. The MICAII is called a model because the words :



As mentioned earlier dropout has been nil in the area since MICAII action research. This has been possible due the rising ambition of slow learners. Failure rate has been reducing in the MICAII action research area at a high rate. This has been possible due to change of attitude and aptitude of headmasters, teachers, guardians and finally students due to MICAII slogan that every student has latent potentiality to obtain golden A+ at a minimum. This has changed scenario of the area. Because since MICAII every student wants to obtain golden A+ and accordingly s/he has been endeavoring to reach there with all constraints. From above analysis it is possible to answer the question what is MICAII. MICAII is a model for motivation, inspiration, cooperation, appreciation, incentive and intervention are totally able to unlock human potentiality for optimization of human capital. It fulfills the necessary and sufficient conditions for maximum utilization of human resources. In presence seven tensions generated by social changes as determined by UNESCO MICAII would be able to build love in the mind of teachers which is the most essential and only vital input for unlocking unlimited latent potentiality of learners. It will ensure access, equity, retention, inclusion, quality, creativity and finally total excellence. In one important report of UNESCO there have been identified seven tensions such as :

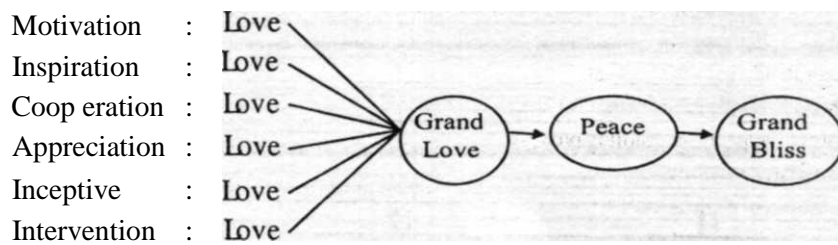
- The Global and the local
- The universal and the individual
- Tradition and Modernity
- Long - term and short - term consideration
- The need for competition and the concern for equality for opportunity
- The extra ordinary expansion of knowledge and human beings capacity to assimilate it
- The spiritual and the material

These 7 tensions are faced by all human being including teachers

MICAII can overcome these tensions and build love in the mind of teachers. These tensions cannot stop MICAII. It is a complete method in all respects. So it is called a model.

Another question is why MICAII . In reply it may be mentioned that it is to motivate, to inspire, to cooperate, to appreciate, for incentive and for intervention. All these six forces build devotion, dedication, commitment and confidence among students. These are vital inputs. These inputs give output: access, retention, equity, quality, creativity, gender equality, inclusion and excellence. So MICAII is to end dropout, fail, repetition, out of school children, social exclusion, disparity and discrimination. It is to unlock unlimited latent potentiality of human being and ensure maximum utilization of human capital. It is to enlighten all to be, to do, to know and to live together.

The next question about MICAII is who will do the above tasks. Answer is students, teachers, headmasters and guardians. These people will do. For MICAII they would feel urge to do. MICAII will build grand love. The six words of MICAII are directly and indirectly related to the process of building love. They all together will generate grand love.



This model will follow a time path as mentioned below :

MICAII Tolerance Empathy Love Peace

Grand
Bliss

This grand love will urge all concerns to optimise the utilization of human potentiality. The next question about MICAII is how it will work. The MICAII will develop a firm bondage among students, teachers, headmasters and guardians. It will be a bondage of love for reaching grand bliss. It will generate inner force, willpower and dedication. The tools will be group learning, group competition, motivational campaign, seminar, workshop, meeting, debate, student-student friendship building etc. Firstly students will be motivated about their latent potentialities and then they would be inspired to work accordingly by those tasks. The next question : MICAII is for whom. In answer it may be mentioned that MICAII is specially for the slow learners. But in whole MICAII is for all students. Because it invites slow learners to come to the position of students who obtain golden A+. At the same time it urges faster learners (who want to obtain A+) to go forward further. In a nutshell it urges slow learners to be fast. It urges fast learners to be more faster. Thus it accelerates the process and maintains dynamism. So MICAII is for the student community as a whole. The last question is which of many paths of learning will be followed. The answer is that it will follow the path of love which is the most power full device in the world. So MICAII will follow the path which will empower the students to move forward. The last question is about whose activities. MICAII warms up students to be green to move forward, to think fresh and to do good for all. It unlocks the unlimited latent potentiality of each and every student whose benefit touches individual, family, society, nation, world and the nature. Table : 10 shows the achievements of MICAII in 16 schools at a glance.

Table : 10
Achievements in 16 schools in MICAI action research area at a glance.

Item	Achievements
Access	Increases
Dropout rate	Reduces to almost zero
Retention	Rises
Out of school children	Decreases
Enrolment	Increases
Fail rate	Decreases
Pass rate in internal examination	Rises
Pass rate in public examination	Rises
Students participation in learning process	Enhances
Teachers' commitment	Accelerates
Students' motivation	Rises
Slow learners	Becomes faster
Every student wants	To obtain golden A+
Every student has been trying	To obtain golden A+
Slow learner-fast learner relation	Very friendly. Fast learners helps slow learners to learn
Teaching learning environment	Inclusive and participatory
student's creativity	Rises
Quality of Education	Enhances
Extra and co-curricular activities	Increases than before
Teacher-student relation	Improves
Guardian's cooperation	More than before
Use of cane	There is no use. Previous there was use
Scolding	There is no scolding. Previously it was
Eve-teasing	There is eve-teasing. Previously there was some
Students absenteeism	Reduces
Home task	Every student can solve home task because fast learner helps slow learners
Student earnest to learn	Increases tremendously
Students confidence	Ever high
SMCs attention towards school	Very high
Student's morality	Rises
Student's social activities	Increases
Student's patriotism	Rises by magazine competition
Excluded students	Student-teacher take care of them

Source : Data collected from field level of MICAI action research areas

Recommendations

MICAI has proved its ability to change the traditional belief of the community : "very few would obtain golden A+ and many cannot" in action research area which has been substituted by the slogan that every student can obtains golden A+. Because every one has latent potentiality/merit to obtain golden A+ at a minimum. MICAI training should be extended through out the country to change the conservative view of the nation by new idea that every one shall be able to do. No one shall remain behind rather come forward. Dissemination and implementation of MICAI will optimize human resources. MICAI action research will be extended to all primary and secondary schools.

Conclusion

MICAI has replaced the traditional belief that very few can and many cannot by the new idea that every one can. MICAI has been able to raise the full moon in the sky of all students. They set goal to reach there by harnessing their unlimited human potentialities. This will enrich the nation by optimizing human capital. For doing so MICAI model training and action research should be extensively operated at every level of education.

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