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Table 3.1: Distribution of sample sub-cluster and non sub-cluster schools by year of establishment and by type of school

Year of establishment	Sub-cluster				Non Sub-cluster			
	Govt.	Non-Govt. Regd.	Non-Govt. Non-regd.	Total	Govt.	Non-Govt. Regd.	Non-Govt. Non-regd.	Total
Before 1900	10	-	-	10	-	-	-	-
1900-1939	91	-	-	91	3	-	-	3
1940-1949	65	-	-	65	-	-	-	-
1950-1959	29	-	-	29	1	-	-	1
1960-1969	44	-	-	44	1	-	-	1
1970-1979	61	5	-	66	-	2	-	2
1980-1989	8	8	-	16	-	1	-	1
1990-1996	2	1	1	4	-	-	-	-
Total (N)	310	14	1	325	5	3	-	8

Source: Head Teachers.

Table 3.2: Percentage distribution of sample schools by number of classrooms and grades

Number of classrooms	Sub-cluster			Non Sub-cluster		
	5 Grades	6 Grades	Total (N)	5 Grades	6 Grades	Total (N)
1 - 2	14.0(23)	18.0(29)	52	-	-	-
3 - 5	78.0(128)	73.3(118)	246	50.0(2)	75.0(3)	5
6+	7.9(13)	8.7(14)	27	50.0(2)	25.0(1)	3
Total (N)	164	161	325	4	4	8

Source: Head Teachers.

Table 3.3: Number of assistant teachers in the sample schools by gender and training status, as reported by the HTs

Number of Asstt. Teachers	Sub-cluster			Non Sub-cluster		
	Male	Female	Total	Male	Female	Total
0 (None)	7	121	128	1	3	4
1	35	93	128	1	1	2
2	86	55	141	-	-	-
3	99	27	126	3	-	3
4	72	16	88	2	2	4
5	17	4	21	-	-	-
6	9	6	15	1	1	2
7	-	2	2	-	1	1
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	1	1	-	-	-
Total	931	428	1359	24	22	46
Mean number/school	2.86	1.32	4.18	3.0	2.75	5.75

Source: Head Teachers.

Table 3.4: Percentage distribution of HTs, teachers, and education officials by their professional qualification

Professional qualification	Sub-cluster			Non Sub-cluster		
	HTs	Teachers	Edu. Off.*	HTs	Teachers	Edu. Off.*
No qualification	3.7 (12)	4.0(39)	-	12.5 (1)	11.8 (4)	-
C. in-Ed.	42.8 (139)	42.2 (411)	45.0 (27)	50.0 (4)	52.9 (18)	33.3 (4)
Sr. C. in-Ed.	0.9 (3)	0.1 (1)	-	12.5 (1)	-	-
PTI	38.5 (125)	44.3 (431)	10.0 (6)	12.5 (1)	14.7 (5)	8.3 (1)
B. Ed.	8.6 (28)	3.7 (36)	73.3 (44)	-	5.9 (2)	58.3 (7)
B.P. Ed.	0.3 (1)	-	-	-	-	-
Dip-in-Ed.	-	0.3 (3)	8.3 (5)	-	-	16.7 (2)
M.Ed.	0.6 (2)	-	16.7 (10)	-	-	8.3 (1)
Cluster training/curriculum dissemination	-	-	66.7 (40)	-	-	91.7 (11)
Management	-	-	66.7 (40)	-	-	83.3 (10)
Population and health	-	-	28.3 (17)	-	-	25.0 (3)
Agriculture	-	-	10.0 (6)	-	-	16.7 (2)
Others (science training/small scale enterprise/Eng. curriculum, etc.)	4.6 (15)	5.4 (53)	31.7 (19)	12.5 (1)	14.7 (5)	16.7 (2)
DK/NR	-	-	1.7 (1)	-	-	-
Total (N)	325	974	60	8	34	12

* Multiple responses.

Source: Head Teachers, Teachers, and Education Officials.

Table 3.5: Percentage* distribution of HTs, teachers and education officials' by topics discussed in the last training

[Multiple Responses]

Topics discussed	Sub-cluster			Non Sub-cluster		
	HTs	Teachers	Edu. Off.	HTs	Teachers	Edu. Off.
Mathematics	38.0(119)	46.5(435)	-	42.9(3)	43.3(13)	-
Child Psychology/Psychology in education	32.3(101)	32.3(302)	13.3(8)	14.3(1)	16.7(5)	16.7(2)
Teaching science	7.0(22)	-	-	-	-	-
Population and health	23.6(74)	31.8(297)	-	42.9(3)	40.0(12)	-
Principles of education	24.3(76)	33.9(317)	15.0(9)	-	16.7(5)	16.7(2)
Fine arts/music	22.0(69)	24.0(224)	-	-	13.3(4)	-
Physical education	17.6(55)	15.4(144)	-	-	10.0(3)	-
English	27.5(86)	27.7(259)	-	-	23.3(7)	-
General science	15.0(47)	20.6(193)	-	14.3(1)	33.3(10)	-
History	10.2(32)	8.3(78)	-	14.3(1)	-	-
Geography	8.6(27)	8.1(76)	-	14.3(1)	-	-
Religious education	15.0(47)	14.1(132)	-	-	16.7(5)	-
Health and nutrition	10.2(32)	2.5(23)	-	-	-	-
Teaching Bangla	41.5(130)	47.2(441)	-	42.9(3)	50.0(15)	-
Teaching social science	29.4(92)	32.7(306)	-	28.6(2)	53.3(16)	-
Agricultural work/science	2.2(7)	1.8(17)	-	14.3(1)	16.7(5)	-
Administrative rules	-	-	20.0(12)	-	-	33.3(4)
School management	-	-	28.3(17)	-	-	41.7(5)
Improving quality of education	-	-	15.0(9)	-	-	8.3(1)
Imparting knowledge	-	-	6.7(4)	-	-	-
Teaching specific subjects	-	-	8.3(5)	-	-	16.7(2)
Sub-cluster training	-	-	6.7(4)	-	-	8.3(1)
Monitoring and supervision	-	-	16.7(10)	-	-	8.3(1)
Others	24.3(76)	5.8(54)	20.0(12)	14.3(1)	10.0(3)	8.3(1)
DK/NR	1.6(5)	2.5(23)	8.3(1)	-	-	-
Total (N)	313	935	60	7	30	12

* Only those reported receiving any training.

Source: Head Teachers, Teachers, Education Officials.

Table 3.6: Mean number of school-going children by level currently attending and gender, as reported by the parents

Level of education of children currently attending	Sub-cluster			Non Sub-cluster		
	Boy	Girl	Both	Boy	Girl	Both
Primary	0.92	0.93	1.85	0.90	1.07	1.97
Above primary	0.39	0.32	0.71	0.50	0.30	0.80

Note: For the parents interviewed, their mean number of children currently attending school was 2.56 under sub-cluster and 2.78 under non sub-cluster.

Source: Parents of school-going children.

Table 4.1: Percentage distribution of education officials by purpose of sub-cluster training and designation

[Multiple Responses]

Purpose of sub-cluster training	Education Officials		
	DPEO	TEO	ATEO
Improving teachers' teaching quality	66.7(8)	90.9(10)	91.9(34)
Increasing attendance/preventing dropout	8.3(1)	36.4(4)	16.2(6)
Applying new techniques of teaching/ increasing use of materials	33.3(4)	45.5(5)	32.4(12)
Establishing close relationship between school and SMC/PTA	8.3(1)	9.1(1)	8.1(3)
Others (Improving school management/making teaching attractive to the children)	41.7(5)	18.2(2)	24.3(9)
DK/NR	8.3(1)	-	2.7(1)
N	12	11	37

Source: Education Officials.

Table 4.2: Percentage distribution of HTs and teachers by frequency of receiving sub-cluster training

Frequency of receiving training	Head Teachers	Teachers
Could not mention	1.8(6)	6.5(63)
1	1.2(4)	1.8(18)
2	4.0(13)	3.7(36)
3	4.6(15)	7.1(69)
4	8.3(27)	9.1(89)
5	11.1(36)	10.4(101)
6	19.7(64)	17.8(173)
7	22.2(72)	21.6(210)
8	15.7(51)	14.1(137)
9	4.0(13)	1.7(17)
10	3.7(12)	3.4(33)
11	0.6(2)	1.0(10)
12	1.5(5)	0.4(4)
13	1.5(5)	1.4(14)

Source: Head Teachers, Teachers.

Table 4.3: Percentage distribution of the education officials in terms of their responses on the extent of attendance of teachers, SMC and PTA chairmen-members in sub-cluster training

Participants'	Extent of Attendance			
	Poor (< 25%)	Moderate (25-50%)	Good (50-75%)	Very good (75% +)
Teachers	3.3(2)	-	13.3(8)	83.3(50)
SMC members	35.0(21)	50.0(30)	15.0(9)	-
PTA members	91.7(55)	6.7(4)	1.7(1)	-
N	60	60	60	60

Source: Education Officials.

Table 4.4: Percentage distribution of HTs and teachers by extent of interest and enthusiasm of SMC and PTA chairmen-members to be present in sub-cluster training

Extent of interest and enthusiasm	Head Teachers		Teachers	
	SMC	PTA	SMC	PTA
Not at all	41.4(132)	60.5(193)	38.9(375)	59.6(575)
To a little extent	23.2(74)	21.9(70)	23.0(222)	22.8(220)
To some extent	32.0(102)	15.7(50)	35.3(341)	16.2(156)
To a great extent	3.4(11)	1.9(6)	2.8(27)	1.5(14)
N	319	319	965	965

Source: Head Teachers, Teachers.

Table 4.5: Percentage distribution of HTs, teachers and education officials by topics of modules/leaflets used in sub-cluster training

[Multiple Responses]

Topics which modules/leaflets relate to	Head Teachers	Teachers	Education Officials
Pedagogy	99.4(317)	99.5(960)	100.0(60)
Management	71.8(229)	73.8(712)	91.7(55)
Community participation	55.5(177)	50.4(486)	68.3(41)
School development	79.6(254)	77.1(744)	80.0(48)
Prevention of school dropout	4.7(15)	3.9(38)	-
Others (tree plantation/health and sanitation/students' participation or attendance/ teacher-student relationship/ Govt. employees' code of conduct, etc.)	6.9(22)	3.5(34)	1.7(1)
DK/NR	0.9(3)	0.7(7)	-
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.6: Percentage distribution of HTs, teachers and education officials by training materials used in sub-cluster training

[Multiple Responses]

Training materials used	Head Teachers	Teachers	Education Officials
Teachers' guide/manual	73.4(234)	70.7(682)	75.0(45)
Leaflets	46.7(149)	56.7(547)	41.7(25)
Poster	19.7(63)	16.6(160)	21.7(13)
Picture/Map/Globe	22.9(73)	18.1(175)	3.4(2)
Chalk/Duster	34.2(109)	21.1(204)	8.3(5)
Vipp board	-	29.3(283)	41.7(25)
Pen/sign pen/marker	20.4(65)	34.9(337)	16.7(10)
Real/semi-real materials (abacus, seeds, sticks, model)	14.7(47)	16.4(158)	15.0(9)
Chart	15.4(49)	-	23.3(14)
Paper/art paper/coloured card	20.1(64)	-	20.0(12)
Others (pin/books/register etc.)	24.5(78)	13.8(133)	-
DK/NR	-	0.3(3)	-
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.7: Percentage distribution of HTs, teachers and education officials by teaching aids used in sub-cluster training

[Multiple Responses]

Teaching Aids used	Head Teachers	Teachers	Education Officials
Chalk/duster	83.7(267)	78.3(756)	76.7(46)
Vipp board	39.2(125)	45.1(435)	60.0(36)
Real/semi-real materials	37.6(120)	46.0(444)	21.7(13)
Picture/Map/Globe	36.1(115)	32.4(313)	43.3(26)
Chart/poster	34.2(109)	26.9(260)	68.3(41)
Pen/marker/colour pencil	28.2(90)	30.2(291)	51.7(31)
Paper/art paper/card	13.5(43)	22.3(215)	51.7(31)
Leaflet/teachers' guide	17.9(57)	18.5(179)	26.7(16)
Pin/board-pin	-	14.7(142)	43.3(26)
Abacus/marble/stick/counting materials	22.9(73)	-	18.3(11)
Pointer/indicator	11.0(35)	-	-
DK/NR	-	0.3(3)	-

Source: Head Teachers, Teachers, Education Officials.

Table 4.8: Percentage distribution of HTs, teachers and education officials* by co-curricular activities in which the trainees participate in sub-cluster training
[Multiple Responses]

Co-curricular activities	Head Teachers	Teachers	Education Officials
Singing songs	43.5(137)	46.4(441)	96.7(58)
Reciting rhymes/poems	58.7(185)	63.6(605)	83.3(50)
Making jokes	37.8(119)	44.5(423)	93.3(56)
Performing comics	17.1(54)	20.4(194)	63.3(38)
Telling stories	56.8(179)	56.5(537)	95.0(57)
Drawing pictures	27.3(86)	33.4(318)	60.0(36)
Showing physical exercises	24.8(78)	27.7(263)	51.7(31)
Others: Extempore speech Debate/acting /dancing/testing ready wit/games etc.	4.4(14)	4.0(38)	23.3(14)
No response	4.8(15)	5.6(53)	-
N	315	951	60

Source: Head Teachers, Teachers, Education Officials.

* Only those who said yes.

Table 4.9: Percentage distribution of HTs, teachers and education officials by mode of instruction in sub-cluster training

Mode of instruction	Head Teachers	Teachers	Education Officials
Student-centered	57.1(182)	54.9(530)	43.3(26)
Teacher-centered	35.4(113)	35.5(343)	45.0(27)
Others	7.5(24)	9.5(92)	11.7(7)
N	319	965	60

Source: Head Teachers, Teachers and Education officials.

Table 4.10: Percentage distribution of HTs, teachers and education officials by extent to which demonstration lesson is followed by lesson criticism

Extent of lesson criticism	Head Teachers	Teachers	Education Officials
Always	90.0(287)	87.7(846)	95.0(57)
Sometimes	10.0(32)	12.1(117)	3.3(2)
Never	-	0.2(2)	1.7(1)
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.11: Education officials' reporting about the percentage of HTs/teachers by their degree of participation in the lesson criticism session in a sub-cluster training

Degree of participation	Reported percentage of teachers
Not/least active	11.2
Somewhat active	23.2
Active	33.7
Very active	31.9
Total number of teacher	1195

Source: Education Officials.

Table 4.12: Percentage distribution of HTs, teachers and education officials by extent to which open discussion takes place in all the training centers

Extent of open discussion	Head Teachers	Teachers	Education Officials
Rarely	0.6(2)	0.6(6)	5.0(3)
Sometimes	12.5(40)	13.0(125)	6.7(4)
Almost regularly	21.9(70)	27.5(265)	18.3(11)
Always	64.9(207)	59.0(569)	70.0(42)
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.13: Percentage distribution of head teachers and teachers by other categories of participants of open discussion

[Multiple Responses]

Other participants of open discussion	Head Teachers	Teachers
SMC members/chairmen	56.4(180)	57.9(559)
PTA members/chairmen	29.5(94)	25.7(284)
Guardians	22.6(72)	24.0(232)
Education Officials	11.9(38)	14.9(144)
N	319	965

Source: Head Teachers, Teachers.

Table 4.14: Percentage distribution of the education officials in terms of their responses on the extent of participation of the teachers, SMC and PTA chairmen-members in open discussion

Participants' category	Extent of participation in open discussion			
	Not active	Little	Moderate	Very active
Teachers	-	5.0(3)	36.7(22)	58.3(35)
SMC members	20.0(12)	48.3(29)	26.7(16)	5.0(3)
PTA members	78.3(47)	16.7(10)	5.0(3)	-
N	60	60	60	60

Source: Education Officials.

Table 4.15: Percentage distribution of HTs, teachers and education officials by areas of sharing ideas and experiences during open discussion in sub-cluster training

[Multiple Responses]

Areas of sharing ideas and experiences	Head Teachers	Teachers	Education Officials
Ensuring attendance of children	97.5(311)	98.3(940)	100.0(60)
Filling up of low land of the school	41.7(133)	36.3(347)	68.3(41)
Purchasing of land for the school	24.5(78)	20.0(191)	35.0(21)
Developing playground	66.5(212)	58.9(563)	80.0(48)
Procuring furniture	81.8(261)	78.7(752)	88.3(53)
Identifying and solving problems for upward communication	84.0(268)	85.5(817)	93.3(56)
Preventing school dropout	84.0(268)	79.8(763)	95.0(57)
Others (improving teacher-student relationship/ways how lessons can be made more attractive/tree plantation/gardening, etc.)	6.3(20)	7.9(76)	5.0(3)
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.16: Percentage distribution of HTs, teachers and education officials by their perceptions of sub-cluster training in relation to few selected indicators

[Multiple Responses]

Indicators of perception	Head Teachers			Teachers			Education Officials	
	Yes	No	DK/NR	Yes	No	DK/NR	Yes	No
Whether sub-cluster training has any impact on the quality of teaching-learning in the school/area	98.7 (315)	0.3 (1)	0.9 (3)	97.6 (942)	0.4 (4)	2.0 (19)	100.0 (60)	-
Whether sub-cluster training provides the teachers an opportunity to develop their ability of teaching	98.4 (314)	1.6 (5)	-	98.3 (949)	1.7 (16)	-	100.0 (60)	-
Whether sub-cluster training provides the teachers an opportunity to contribute in improving the teaching styles of others	91.5 (292)	8.5 (27)	-	87.3 (842)	12.7 (123)	-	96.7 (58)	3.3 (2)
Whether sub-cluster training is helpful in developing leadership and management capabilities among the teachers and HTs	NA	NA	-	NA	NA	-	100.0 (60)	-
Whether sub-cluster training is conducive in developing a sense of responsibility and accountability among the teachers and HTs for the schooling outcomes or achievement by the students	NA	NA	-	NA	NA	-	98.3 (59)	1.7 (1)
Whether sub-cluster training is conducive to the skill development of children	96.9 (309)	1.6 (5)	1.6 (5)	94.2 (909)	1.6 (15)	4.2 (41)	100.0 (60)	-

Source: Head Teachers, Teachers, Education Officials.

Table 4.17: Percentage distribution of HTs, teachers and education officials in terms of their responses as to how planning and scheduling of sub-cluster training take place

[Multiple Responses]

Planning and scheduling of sub-cluster training	Head Teachers	Teachers	Education Officials
Date and venue of next training:			
ATEO determines in consultation with the teachers	74.9(239)	97.0(936)	85.0(51)
It is determined in the last training/Head Masters' monthly meeting/salary date	26.0(83)	3.8(37)	16.7(10)
Through letter correspondence	-	-	3.4(2)
DK/NR	0.3(1)	0.8(8)	1.7(1)
Who should present the next demonstration class:			
ATEO determines in consultation with the teachers/ATEO decides	67.1(214)	71.1(686)	65.0(39)
Determined by participating Head Masters	-	16.6(160)	31.7(19)
ATEO presents	-	6.1(59)	-
Decided in the last training/decided by the HTs or teachers of the host school/jointly by the participants of last session	32.3(103)	6.6(64)	8.3(5)
DK/NR	3.4(11)	2.5(24)	3.3(2)
Topic Selection:			
Selected jointly by the ATEOs and the participating teachers	77.4(247)	88.9(858)	61.7(37)
Selected by the teachers/by the one who would present the demonstration lesson	5.0(16)	6.6(64)	28.3(17)
ATEO decides/selects	11.9(38)	-	3.3(2)
DK/NR	7.2(23)	4.9(47)	10.0(6)
Development of training modules/leaflets:			
With the cooperation of UNICEF/UNICEF develops	42.3(135)	40.6(392)	23.3(14)
Directorate of primary education	51.7(165)	56.1(541)	65.0(39)
District and Divisional level Education Officers	-	4.0(39)	-
Text book board/teachers themselves/DPEO, TEO, ATEOs	19.7(63)	8.7(84)	16.7(10)
DK/NR	9.7(31)	16.5(159)	6.7(4)

Source: Head Teachers, Teachers, Education Officials.

Table 4.18: Percentage distribution of HTs and teachers by number of times they received supervisory visits from the higher officials

Number of visits	Head Teachers					Teachers				
	DPEO	TEO	ATEO	ADPEO or DD	Others	DPEO	TEO	ATEO	ADPEO or DD	Others
0 (No visit)	76.3 (241)	27.8 (88)	2.8 (9)	83.9 (265)	89.2 (282)	67.5 (652)	25.3 (244)	3.7 (36)	84.3 (814)	86.0 (831)
1-4	23.1 (73)	68.4 (216)	18.7 (59)	15.5 (49)	10.1 (32)	31.1 (300)	67.3 (650)	13.6 (131)	15.3 (148)	12.7 (123)
5-9	0.6 (2)	3.2 (10)	38.0 (120)	0.6 (2)	0.3 (1)	1.3 (13)	3.7 (36)	33.5 (324)	0.3 (3)	1.2 (12)
10-14	-	0.6 (2)	37.0 (117)	-	0.3 (1)	-	2.6 (25)	41.0 (396)	0.1 (1)	-
15-19	-	-	2.5 (8)	-	-	0.1 (1)	-	5.5 (53)	-	-
20-24	-	-	0.9 (3)	-	-	-	1.1 (11)	2.7 (26)	-	-

Source: Head Teachers, Teachers.

Table 4.19: Percentage distribution of HTs, teachers and education officials by activities done by the officials during their normal supervisory visits

[Multiple Responses]

Activities done during supervisory visits	Head Teachers	Teachers	Education Officials
Check various documents	93.4(295)	91.0(870)	95.0(57)
Check teachers' attendance register	98.1(310)	98.3(940)	100.0(60)
Check students' attendance register	97.2(307)	98.3(940)	100.0(60)
Provide academic support to the teachers and students	78.5(248)	73.4(702)	96.7(58)
Write comments on the inspection book	95.9(303)	94.0(899)	95.0(57)
Observe teaching/co-curricular activities	-	-	38.3(23)
Take opinion about tree plantation	9.8(31)	-	-
Inspects classroom	7.9(25)	-	-
Suggestion for development	-	8.4(80)	-
Others (refreshment, lecture, etc.)	5.4(17)	11.0(105)	18.3(11)
DK/NR	-	0.1(1)	-
N	319	956	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.20: Percentage distribution of HTs, teachers and education officials by activities done by the supervisor(s) during visiting a sub-cluster training session

[Multiple Responses]

Activities done during visiting a sub-cluster training session	Head Teachers	Teachers	Education Officials*
Checks availability of Teachers' guide	91.2(155)	85.3(452)	95.7(22)
Whether sub-cluster training is held as per plan	90.0(153)	90.2(478)	87.0(20)
Whether teachers are being benefited by the training	73.5(125)	81.1(430)	95.7(22)
Whether teachers can apply the acquired knowledge in practice	61.8(105)	72.3(383)	73.9(17)
Whether sub-cluster training register is maintained properly	65.3(111)	72.1(382)	78.3(18)
Helps solve problems related to sub-cluster training	63.5(108)	63.0(334)	78.3(18)
Others (check teachers' attendance/take part in discussion)	6.5(11)	5.3(28)	17.4(4)
DK/NR	0.6(1)	0.2(1)	-

Source: Head Teachers, Teachers Education Officials.

* Excluding ATEOs.

Table 4.21: Percentage distribution of HTs, teachers and education officials in terms of their responses on provision for stationeries and entertainment and sufficiency of the provisions

Items	Head Teachers		Teachers			Education Officials	
	Yes	No	Yes	No	DK	Yes	No
Whether there is any provision for stationeries for sub-cluster training	86.5 (276)	13.5 (43)	80.3 (775)	18.8 (181)	0.9 (9)	76.7 (46)	23.3 (14)
Whether there is any provision for entertainment of the participants of sub-cluster training	93.4 (298)	6.6 (21)	84.2 (813)	15.0 (145)	0.7 (7)	68.3 (41)	31.7 (19)
Whether provisions for material and/or other support sufficient	3.4 (11)	96.6 (308)	8.4 (80)	91.6 (876)	-	8.3 (5)	91.7 (55)
N	319	319	965	965	965	60	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.22: Percentage distribution of HTs, teachers and education officials* by reasons of insufficiency of provisions for material and/or other support for sub-cluster training

[Multiple Responses]

Reasons of insufficiency	Head Teachers	Teachers	Education Officials
Do not get stationeries/inadequate supply	88.6(273)	73.6(644)	54.5(30)
No entertainment facility/No DA	60.4(186)	79.4(695)	18.2(10)
No transport or TA/communication problem	67.2(207)	55.4(485)	67.3(37)
DK/NR	4.2(13)	7.9(69)	3.6(2)
N	308	875	55

Source: Head Teachers, Teachers, Education Officials.

* Those who said yes.

Table 4.23: Percentage distribution of HTs, teachers and education officials by their responses on problems related to the management of sub-cluster training and suggestions to deal with the weaknesses of sub-cluster training management system

[Multiple Responses]

Responses to the items	Head Teachers	Teachers	Education Officials
Problems:			
Dearth of teaching/training materials	58.0(185)	50.4(486)	46.7(28)
Shortage of furnitures/lack of space and other facilities	42.0(134)	44.0(425)	38.3(23)
Entertainment/refreshment problem	34.5(110)	47.4(457)	31.7(19)
Communication problem/No TA or DA	34.2(109)	13.4(129)	53.3(32)
Lack of efficient instructor/lack of sincerity of the ATEO	-	14.7(142)	-
Problem of planning and implementation/problem of timely informing the participants/absence of TEO/SMC-PTA members	28.2(90)	24.7(238)	11.7(7)
Financial problem/poor allocation of money	25.1(80)	13.4(129)	58.3(35)
Others (Poor facility for TOT, shortage of training	-	-	3.3(2)
DK/NR	3.8(12)	5.8(56)	3.3(2)
Suggestions:			
Ensuring supply of necessary materials (leaflets/guides/vipp board/stationeries)	45.5(145)	46.2(446)	56.6(34)
Supplying adequate furniture/logistics and other facilities	42.3(135)	35.1(339)	43.3(26)
Determining training centre by considering communication system/establishing separate center for training	24.8(79)	19.4(187)	-
Providing TA/conveyance	45.8(146)	26.9(260)	41.7(25)
Increasing GOB budget on logistics/resolving financial problem	15.0(48)	16.4(158)	48.3(29)
Providing entertainment/DA	-	28.7(277)	23.3(14)
Appointing efficient ATEO/filling up of vacancies	-	14.3(138)	20.0(12)
Others (Increasing duration of training/ensuring timeliness, etc.)	8.5(27)	7.0(68)	5.0(3)
DK/NR	5.3(17)	6.9(67)	5.0(3)
N	319	965	60

Source: Head Teachers, Teachers, Education Officials.

Table 4.24: Percentage distribution of HTs, teachers, education officials, and parents of school-going children by overall strengths and weaknesses of sub-cluster training

[Multiple Responses]

Strengths and weaknesses of sub-cluster training	Head Teachers	Teachers	Education Officials	Parents
Strengths:				
New techniques of teaching are conducive to improving teachers' skill/ability	69.9(223)	78.1(754)	53.3(32)	53.1(34)
Use of teaching materials are conducive to easy learning	-	33.5(323)	71.7(43)	64.1(41)
Practice of co-curricular activities are conducive to reduce monotony and boredom	-	5.5(53)	15.0(9)	-
Opportunity for improving teaching-learning quality through sharing of ideas	65.2(208)	41.7(402)	38.3(23)	-
Lesson criticism helps understand strengths and weaknesses of teaching	-	-	36.7(22)	-
Opportunity to interact with community members or other teachers	19.4(62)	-	-	12.5(8)
Increasing attendance/reducing dropout/good relationship/schools have become attractive	12.2(39)	16.8(162)	-	23.4(15)
Increased consciousness about health and cleanliness	-	-	-	6.3(4)
DK/NR	0.9(3)	2.9(28)	-	14.1(9)
Weaknesses of sub-cluster Training:				
Lack of financial grant for entertainment	-	69.2(668)	63.3(38)	-
Inadequate fund for stationeries	66.8(213)	42.5(410)	-	-
Shortage of leaflets/guides/materials/ training aids	33.9(108)	32.5(314)	45.0(27)	29.7(19)
Problem of proper monitoring and evaluation	37.6(120)	42.6(411)	-	14.1(9)
Lack of fund/No TA-DA/communication problem	46.1(147)	28.6(276)	43.3(26)	45.3(29)
Dearth of good trainers/lack of efficient trainers	5.0(16)	-	13.3(8)	-
Lack of space/furniture for training	-	-	6.7(4)	-
Keeping classes suspended on the day of the training	-	-	31.7(19)	-
Others (ill-participation of SMC-PTA chairmen or members/teachers' disinterest, etc.)	-	-	21.7(13)	21.9(14)
DK/NR	4.7(15)	4.7(45)	1.7(1)	31.3(20)

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 4.25: Percentage distribution of HTs, teachers, education officials, and parents of school-going children by their suggestions to overcome the weaknesses of sub-cluster training

[Multiple Responses]

Suggestions	Head Teachers	Teachers	Education Officials	Parents
Increasing grant on entertainment and travel	68.0(217)	73.0(704)	58.3(35)	32.8(21)
Ensuring adequate and timely supply of teaching/training materials and other stationeries	58.0(185)	59.1(570)	50.0(30)	23.4(15)
Proper planning and implementation (providing efficient instructor/ increasing frequency of training by taking few teachers from each school everyday/increasing duration of training/ maintaining punctuality, etc.)	33.2(106)	48.9(472)	-	14.1(9)
Ensuring supervision and follow-up/attendance of SMC-PTA members	-	3.9(38)	15.0(9)	21.9(14)
Provision of training of trainers (TOT)	16.9(54)	-	-	-
Ensuring a system for evaluating training effectiveness	-	-	5.0(3)	-
Others (span of school hours may be shortened instead of suspending classes/providing panel board or vipp board to every school)	-	-	26.7(16)	-
DK/NR	5.0(16)	5.4(52)	3.3(2)	45.3(29)

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 5.1: Mean number of students enrolled in the sub-cluster and non sub-cluster sample schools upto march 1996 by grade and gender

Grade	Sub-cluster			Non Sub-cluster		
	Boys	Girls	Both	Boys	Girls	Both
Baby	10.8	10.0	20.9	8.6	8.1	16.8
Class I	35.9	33.3	69.2	24.0	25.7	49.7
Class II	33.2	30.6	63.8	26.9	25.9	52.8
Class III	33.1	30.1	63.2	30.4	26.6	57.0
Class IV	25.8	26.1	51.9	23.5	21.1	44.6
Class V	21.2	19.8	41.0	16.7	15.5	31.6
Total (mean)	160	150	310	130	123	253

Source: Head Teachers.

Table 5.2: Mean number of students enrolled in the sample schools upto March 1995 by grade and gender

Grade	Sub-cluster			Non Sub-cluster		
	Boys	Girls	Both	Boys	Girls	Both
Baby	10.9	10.0	20.8	10.3	10.4	20.6
Class I	37.8	34.3	72.1	25.2	24.8	50.0
Class II	34.7	30.9	65.6	26.5	24.5	51.0
Class III	31.8	29.7	61.5	25.1	20.5	45.7
Class IV	24.7	22.6	47.3	17.7	14.3	32.0
Class V	20.0	18.6	38.7	13.4	12.2	25.7
Total (mean)	160	146	306	118	107	225

Source: Head Teachers.

Table 5.3: Students' attendance rate in the sample schools on the day of visit by grade and gender

Grade	Sub-cluster			Non Sub-cluster		
	Boys	Girls	Both	Boys	Girls	Both
Baby	66.7	67.0	66.5	66.7	62.0	64.4
Class I	69.6	71.5	70.5	68.6	69.5	69.1
Class II	70.5	69.9	70.2	67.4	61.9	64.8
Class III	66.8	69.1	67.9	52.9	62.7	57.5
Class IV	70.2	70.5	70.1	62.2	63.6	62.8
Class V	71.2	73.2	72.2	72.1	66.1	69.3
Total (mean)	69.4	70.7	69.8	64.0	64.4	64.2

Source: Head Teachers.

Table 5.4: Students dropout rate by the end of the year 1995 by grade and gender

Grade	Sub-cluster			Non Sub-cluster		
	Boys	Girls	Both	Boys	Girls	Both
Baby	1.8	1.0	1.4	2.9	1.0	1.9
Class I	7.1	6.4	6.8	6.3	4.0	5.2
Class II	5.8	5.5	5.6	3.4	5.7	4.5
Class III	8.5	6.7	7.6	11.5	14.6	12.9
Class IV	7.3	5.8	6.6	8.5	11.2	9.7
Class V	6.5	5.9	6.2	4.5	8.2	6.2
Total (mean)	6.7	5.7	6.2	6.6	7.6	7.1

Source: Head Teachers.

Table 5.5: Percentage distribution of the HTs and teachers by their opinion about the status of students' attendance and dropout in 1995 by response categories

Items	Sub-cluster						Non Sub-cluster					
	Increased		Remained the same		Decreased		Increased		Remained the same		Decreased	
	HTs	Teachers	HTs	Teachers	HTs	Teachers	HTs	Teachers	HTs	Teachers	HTs	Teachers
Students' attendance	90.5 (294)	88.0 (857)	3.7 (12)	8.6 (84)	5.8 (19)	3.4 (33)	87.5 (7)	100 (34)	12.5 (1)	-	-	-
Dropout	3.1 (10)	2.2 (21)	5.3 (19)	8.4 (82)	91.1 (296)	89.4 (871)	-	-	-	-	100 (8)	100 (34)

Note: Number of HTs were 323 under sub-cluster and 08 under non sub-cluster; number of teachers under sub-cluster were 974 and 34 under non sub-cluster

Source: Head Teachers, Teachers.

Table 5.6: Percentage distribution of sample schools by existence of teaching aids

(Multiple Responses)

Teaching Aids	Sub-cluster	Non Sub-cluster
1. Chalk Board	95.7	87.5
2. Chalk	98.8	87.5
3. Duster	99.4	100.0
4. Display Board	17.8	37.5
5. Picture	72.3	75.0
6. Charts	67.1	75.0
7. Map	77.5	100.0
8. Globe	20.9	50.0
9. Picture instrument	19.1	12.5
10. Abacus	21.8	25.0
11. Slides	1.8	-
12. Microphone	1.5	-
13. Picture books	36.9	37.5
14. Sample of soil	50.5	62.5
15. Models made of clay	51.7	50.0
16. Bamboo/cane materials	29.5	37.5
17. Seeds of various fruits	42.2	25.0
18. Magnet	21.5	12.5
19. Pointer/stick	8.6	-
20. Scale	1.8	-
21. Others (compass/weighing machine/sign pen, etc.)	0.6	-
N	325	8

Source: Inventory (Head Teacher Schedule).

Table 5.7: Percentage distribution of sample schools by holding of co-curricular activities (during January-December, 1995)

Co-curricular Activities (by broad heads)	Sub-cluster	Non Sub-cluster
1. Holding of sports	96.0	87.5
2. Holding of literary/cultural activities	80.3	75.0
3. Participation in inter-school competition	92.3	87.5
4. Receiving prizes in the competition	87.5	84.0
5. Observance of various days:		
a. 21st February	85.8	87.5
b. 26th March	91.7	87.5
c. Bangla New Year's Day	29.2	25.0
d. 16th December	84.0	75.0
e. Tree plantation week	82.2	87.5
f. Vaccination day	81.2	87.5
g. Education day	79.1	75.0
h. Annual milad/Eid-e-Miladunnabi	15.4	12.5
i. Mother and child day	2.5	-
j. Health, hygiene and sanitation campaign	0.9	-
k. Others (UN Day)	1.2	-

Source: Head Teachers.

Table 5.8: Percentage distribution of HTs, teachers and education officials by co-curricular activities conducted in the class/school

[Multiple Responses]

Specific co-curricular activities conducted	Sub-cluster			Non Sub-cluster		
	HTs	Teachers	Edu. Off.	HTs	Teachers	Edu. Off.
Singing songs	67.7 (220)	71.8 (699)	80.0 (48)	37.5 (3)	58.8 (20)	58.3 (7)
Reciting poems/rhymes	59.1 (192)	54.8 (534)	81.7 (49)	62.5 (5)	52.9 (18)	75.0 (9)
Making jokes/performing comics/acting or dancing	58.5 (190)	60.9 (593)	48.3 (29)	37.5 (3)	47.1 (16)	41.7 (5)
Organizing games and sports	60.3 (196)	67.9 (661)	71.7 (43)	62.5 (5)	64.71 (22)	66.67 (8)
Telling stories	48.0 (156)	42.9 (418)	58.3 (35)	-	29.4 (10)	50.0 (6)
Physical exercise/education	2.5 (8)	24.8 (242)	33.3 (20)	-	47.1 (16)	25.0 (3)
Cultural functions	-	23.2 (226)	-	-	11.8 (4)	-
Drawing/fine arts	12.9 (42)	0.6 (6)	-	12.5 (1)	-	-
Speech/debate competition/riddle	7.1 (23)	-	46.7 (28)	-	-	25.0 (3)
Tree plantation/cleanliness	-	17.7 (172)	-	-	41.2 (14)	-
Observing special days/weeks	13.2 (43)	13.6 (132)	-	-	8.8 (3)	-
Others (exhibition/ picnic/rally)	11.4 (37)	5.9 (57)	48.3 (29)	12.5 (1)	5.9 (2)	41.67 (5)
N	325	974	60	8	34	12

Source: Head Teachers, Teachers, Education Officials.

Table 5.9: Percentage distribution of respondents in terms of their responses on students' opportunity for participation in the class, identifying weaknesses of backward children, and students' opportunity to practice lessons in the class by respondent categories

Items	Respondent categories	Sub-cluster			Non Sub-cluster		
		Yes	No	DK	Yes	No	DK
Whether students are allowed sufficient time for their proper participation in the class	HTs	95.4 (310)	4.6 (15)	-	87.5 (7)	12.5 (1)	-
	Teachers	94.4 (919)	5.6 (55)	-	94.1 (32)	5.9 (2)	-
	Education Officials	80.0 (48)	20.0 (12)	-	66.7 (8)	33.3 (4)	-
	Parents	75.9 (1229)	6.4 (103)	17.8 (288)	70.0 (28)	17.5 (7)	12.5 (5)
Whether teachers try to identify the weakness of backward children	HTs	99.7 (324)	0.3 (1)	-	87.5 (7)	12.5 (1)	-
	Teachers	99.8 (972)	0.2 (2)	-	97.1 (33)	2.94 (1)	-
	Education Officials	98.3 (59)	1.7 (1)	-	91.7 (11)	8.3 (1)	-
	Parents	70.7 (1146)	6.4 (104)	22.8 (370)	70.0 (28)	12.5 (5)	17.5 (7)
Whether students are provided opportunity to practice lessons in the class	HTs	99.1 (322)	0.9 (3)	-	87.5 (7)	12.5 (1)	-
	Teachers	98.9 (963)	1.1 (11)	-	97.1 (33)	2.94 (1)	-
	Education Officials	100 (60)	-	-	100 (12)	-	-
	Parents	73.0 (1183)	3.8 (61)	23.2 (376)	72.5 (29)	5.0 (2)	22.5 (9)

Source: Head Teachers, Teachers, Education Officials, and Parents of school-going children.

Table 5.10: Percentage distribution of HTs teachers and education officials by ways of ensuring participation of students, remedials provided to the backward children, and ways of providing opportunity to the children to practice lessons in the class

[Multiple Responses]

Responses by items	Sub-cluster			Non Sub-cluster		
	HTs	Teachers	Edu. Off.	HTs	Teachers	Edu. Off.
Ensuring students' participation:						
By asking to write on the chalk board/note book	32.9(102)	32.8(301)	43.8(21)	42.9(3)	37.5(12)	75.0(6)
Using various materials/co-curricular activities	23.5(75)	24.2(222)	37.5(18)	62.5(5)	46.9(25)	62.5(5)
Asking students to answer questions orally or in writing	49.4(153)	50.1(460)	60.4(29)	12.5(1)	25.0(8)	75.0(6)
Providing opportunity to ask questions/allowing questioning	31.9(99)	23.9(220)	-	25.0(2)	6.3(2)	-
Through easy presentation/creating joyous environment within the classroom	20.0(62)	-	-	25.0(2)	-	-
Teaching the poor students by the meritorious ones/repeated practice/group work	-	35.8(329)	18.8(9)	-	34.4(11)	-
DK/NR	2.6(8)	1.7(16)	12.5(6)	-	3.1(1)	12.5(1)
Remedials to the backward children:						
Teaching through good students	65.1(211)	67.1(652)	69.5(41)	57.1(4)	60.6(20)	36.4(4)
Through repeated practice	28.7(93)	45.6(443)	15.3(9)	50.0(4)	52.9(18)	27.3(3)
Through separate teaching arrangement for them/devoting extra time	47.5(154)	37.8(367)	16.9(10)	37.5(3)	41.2(14)	9.1(1)
Assigning home task/ informing guardians	9.3(30)	12.9(125)	-	-	5.9(2)	-
Encouraging them through love and affection	9.3(30)	12.2(119)	13.6(8)	-	-	45.5(5)
Teaching through remedial method	-	-	54.2(32)	-	-	90.9(10)
Teaching them using real materials	21.9(71)	-	11.9(7)	12.5(1)	-	-
Question-answer/asking questions	-	-	6.8(4)	-	-	18.2(2)
Asking them to practice on the blackboard	-	-	5.1(3)	-	-	-
DK/NR	0.3(1)	0.7(7)	-	-	-	-
Providing opportunity to practice lessons in the class:						
By asking them to work on the black board	42.9(138)	45.9(442)	51.7(31)	28.6(2)	45.5(15)	33.3(4)
Asking them to answer questions after learning lessons in the class/ question-answer	48.1(155)	40.1(386)	60.0(36)	50.0(4)	55.9(19)	75.0(9)
Asking them to read something/recite poems	18.3(59)	-	30.0(18)	12.5(1)	-	33.3(4)
Providing opportunity to solve exercises	29.8(96)	-	-	37.5(3)	-	-
Through practice/repeated practice	21.7(70)	57.4(553)	26.7(16)	-	47.1(16)	41.7(5)
Remedial teaching/methodical teaching	-	24.1(232)	-	-	29.4(10)	-
Asking the meritorious students to teach the weaker ones	-	-	6.7(4)	-	-	-
Ability-based teaching/use of materials	-	-	5.0(3)	-	-	-
DK/NR	1.2(4)	0.2(2)	5.0(3)	-	-	-

Source: Head Teachers, Teachers, Education Officials.

Table 5.11: Percentage distribution of respondents in terms of their perception of teaching-learning quality

Responses categories	Sub-cluster				Non Sub-cluster			
	HTs	Teachers	Edu. Off.	Parents	HTs	Teachers	Edu. Off.	Parents
Poor	1.2 (4)	0.4 (4)	-	2.3 (38)	12.5 (1)	29.4 (10)	16.7 (2)	12.5 (5)
Relatively fair	31.4 (102)	29.6 (288)	41.7 (25)	50.3 (815)	25.0 (2)	14.7 (5)	33.3 (4)	40.0 (16)
Good	53.2 (173)	57.8 (563)	53.3 (32)	35.5 (575)	50.0 (4)	52.9 (18)	50.0 (6)	37.5 (15)
Very good	14.2 (46)	12.2 (119)	5.0 (3)	9.9 (161)	12.5 (1)	2.9 (1)	-	7.5 (3)
DK/NR	-	-	-	1.9 (31)	-	-	-	2.5 (1)
Total	325	974	60	1620	8	34	12	40

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 5.12: Percentage distribution of respondents as to whether they feel that the school is attractive and enjoyable to the students

School attractive and enjoyable to students	Sub-cluster				Non Sub-cluster			
	HTs	Teachers	Edu. Off.	Parents	HTs	Teachers	Edu. Off.	Parents
Yes	94.5 (307)	95.6 (931)	96.7 (58)	89.0 (1442)	87.5 (7)	94.1 (32)	91.7 (11)	87.5 (35)
No	3.1 (10)	1.7 (17)	3.3 (2)	3.2 (52)	12.5 (1)	2.9 (1)	8.3 (1)	5.0 (2)
DK	2.5 (8)	2.7 (26)	-	7.8 (126)	-	2.9 (1)	-	7.5 (3)
N	325	974	60	1620	8	34	12	40

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 5.13: Percentage distribution of respondents by their reasons as to why the school is or is not attractive and enjoyable to the students

[Multiple Responses]

Reasons	Sub-cluster				Non Sub-cluster			
	HTs	Teach-ers	Edu. Off.	Parents	HTs	Teach-ers	Edu. Off.	Parents
School is attractive and enjoyable because:								
Students get opportunity to play/free environment	76.2 (234)	84.4 (786)	65.5 (38)	63.7 (919)	62.5 (5)	82.4 (28)	27.3 (3)	37.8 (14)
Love and affection of teachers/good teachers/good behaviour of teachers	49.8 (153)	43.5 (405)	39.7 (23)	39.6 (571)	50.0 (4)	32.4 (11)	36.4 (4)	35.1 (13)
Co-curricular activities/ better environment	53.7 (165)	27.0 (251)	48.3 (28)	21.5 (310)	50.0 (4)	29.4 (10)	36.4 (4)	29.7 (11)
Good teaching/desire to learn	-	37.7 (351)	29.3 (17)	55.5 (800)	-	20.6 (7)	54.5 (6)	54.1 (20)
Food for education/free supply of books, dresses	-	7.6 (71)	-	3.7 (53)	-	5.9 (2)	-	5.40 (2)
Use of various materials	16.6 (51)	-	-	-	12.5 (1)	-	-	-
Others (cultural function/ better facilities in the school/closeness of school to the residence, etc.)	13.4 (41)	5.4 (50)	22.4 (13)	15.5 (223)	25.0 (2)	-	45.5 (5)	-
DK/NR	0.3 (1)	0.3 (3)	1.7 (1)	-	-	2.9 (1)	-	-
School is not attractive and enjoyable because:								
Poverty/financial hardship	60.0 (6)	17.6 (3)	50.0 (1)	17.3 (9)	-	-	-	-
Lack of consciousness on the part of the parents	40.0 (4)	11.8 (2)	-	-	-	-	-	-
Strict discipline/fear of punishment/ill-behaviour of the teachers	20.0 (2)	23.5 (4)	-	11.5 (6)	-	-	-	100 (2)
Lack of physical facilities in the school	-	64.7 (11)	100 (2)	46.2 (24)	-	-	100 (1)	-
Inattentiveness	-	-	-	-	-	-	-	-
Dislike for education	-	-	-	-	-	-	-	-
Others (communication problem/shortage of teachers/sickness, etc.)	20.0 (2)	23.5 (4)	50.0 (1)	44.2 (25)	-	-	100 (1)	50.0 (1)
DK/NR	-	23.5 (4)	-	-	100.0 (1)	100.0 (1)	-	-

Source: Head Teachers, Teachers, Education Officials, and Parents.

Table 5.14: Percentage distribution of respondents in terms of their opinion about the extent of teamwork and collaboration between teachers and students

Responses categories	Sub-cluster				Non Sub-cluster			
	HTs	Teachers	Edu. Off.	Parents	HTs	Teachers	Edu. Off.	Parents
Little	16.6 (54)	15.0 (146)	10.0 (6)	20.6 (334)	25.0 (2)	35.3 (12)	41.7 (5)	27.5 (11)
Moderate	58.5 (190)	57.8 (563)	76.7 (46)	45.4 (735)	50.0 (4)	41.2 (14)	50.0 (6)	42.5 (17)
Good/very good	24.9 (81)	27.2 (265)	13.3 (8)	25.1 (407)	25.0 (2)	23.5 (8)	8.3 (1)	25.0 (10)
DK/NR	-	-	-	8.9 (144)	-	-	-	5.0 (2)
N	325	974	60	1620	8	34	12	40

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 5.15: Percentage distribution of sample schools by community involvement activities

Community Involvement Activities	Sub-cluster	Non Sub-cluster
1. Survey of school age children	97.8	100
2. Motivating parents and children in favour of education	92.9	87.5
3. Holding of parent-teachers' day	61.8	62.5
4. Holding of PTA meetings	68.0	50.0
5. Holding of SMC meetings	98.5	87.5
N	325	8

Source: Head Teachers.

Table 5.16: Percentage distribution of sample schools by frequency of holding SMC/PTA meetings

Frequency of holding meetings	Sub-cluster		Non Sub-cluster	
	SMC	PTA	SMC	PTA
1 - 2	3.1(10)	32.6(72)	-	50.0(2)
3 - 4	8.8(28)	51.6(114)	-	50.0(2)
5 - 6	12.8(41)	8.6(19)	-	-
7 - 9	22.2(71)	3.2(7)	57.1(4)	-
10 - 12	45.3(145)	2.3(5)	42.9(3)	-
13+	7.8(25)	1.8(4)	-	-
Mean number of meetings	9	4	9	3
N*	320	221	7	4

* Only those reporting 'yes' in the preceding table.

Source: Head Teachers.

Table 5.17: Percentage* distribution of HTs, SMC and PTA chairmen-members by topics discussed in the SMC/PTA meetings

[Multiple Responses]

Topics discussed in SMC/PTA meetings	Sub-cluster			Non Sub-cluster		
	HTs	SMC members	PTA members	HTs	SMC members	PTA members
Ensuring students' attendance	70.9 (227)	76.2 (154)	39.3 (61)	85.7 (6)	55.5 (5)	16.7 (1)
Distribution of books	31.6 (101)	-	-	-	-	-
School construction/repair	65.6 (210)	-	45.8 (71)	14.3 (1)	-	16.7 (1)
Tree plantation	27.2 (87)	-	-	28.6 (2)	-	-
Furniture problem	29.4 (94)	48.0 (97)	29.7 (46)	14.3 (1)	44.4 (4)	16.7 (1)
Preventing school dropout	30.3 (97)	22.3 (45)	22.6 (35)	14.3 (1)	22.2 (2)	33.3 (2)
Formation of new SMC	16.3 (52)	-	-	-	-	-
Survey of children/ enrolment	29.4 (94)	15.84 (32)	24.5 (38)	28.6 (2)	11.1 (1)	16.7 (1)
Distribution of wheat	10.0 (32)	-	8.4 (13)	-	-	-
Collecting new books/destroying old ...	4.4 (14)	-	-	-	-	-
Teachers' attendance	26.9 (86)	32.7 (66)	20.0 (31)	-	22.2 (2)	16.7 (1)
Quality of education	15.3 (49)	35.6 (72)	29.0 (45)	-	11.1 (1)	-
School development and management	-	69.3 (140)	-	-	66.7 (6)	-
Health/hygiene/sanitation	7.2 (23)	20.3 (41)	12.2 (19)	14.3 (1)	11.1 (1)	-
Miscellaneous	21.6 (69)	-	-	28.6 (2)	-	-
N	320	202	155	7	9	6

* Only those who reported.

Source: Head Teachers, SMC/PTA chairmen-members.

Table 5.18: Percentage distribution of respondents in terms of the extent of teamwork and collaboration between the teachers and the community

Response categories	Sub-cluster				Non Sub-cluster			
	HTs	Teachers	Edu. Off.	Parents	HTs	Teachers	Edu. Off.	Parents
Not at all	8.0 (26)	5.7 (56)	1.7 (1)	6.2 (100)	-	2.9 (1)	-	10.0 (4)
Little	32.3 (105)	35.5 (346)	30.0 (18)	33.0 (534)	37.5 (3)	29.4 (10)	33.3 (4)	37.5 (15)
Moderate	48.0 (156)	47.9 (467)	65.0 (39)	42.6 (690)	50.0 (4)	44.1 (15)	58.3 (7)	42.5 (17)
Very good	11.7 (38)	10.8 (105)	3.3 (2)	10.6 (172)	12.5 (1)	23.5 (8)	8.3 (1)	7.5 (3)
DK/NR	-	-	-	7.7 (124)	-	-	-	2.5 (1)
N	325	974	60	1620	8	34	12	40

Source: Head Teachers, Teachers, Education Officials, Parents.

Table 5.19: Percentage distribution of HTs, teachers and education officials in terms of the extent of community support for the development of the school by areas of support, respondent categories

Areas of support	Respondent categories	Extent of Support									
		Sub-cluster					Non Sub-cluster				
		Not at all	Little	Mode-rate	Very high	N	Not at all	Little	Mode-rate	Very high	N
Providing land	HTs	30.8	24.0	31.7	13.5	325	-	25.0	37.5	12.5	8
	Teachers	31.1	25.8	31.3	11.8	974	5.9	32.4	37.5	2.9	34
	Education Officials	11.7	28.3	41.7	18.3	60	-	41.7	41.7	16.7	12
Providing fund	HTs	40.3	28.3	27.1	4.3	325	12.5	62.5	25.0	-	8
	Teachers	35.5	33.3	27.8	3.4	974	32.4	50.0	17.6	-	34
	Education Officials	15.0	61.7	18.3	5.0	60	33.3	41.7	25.0	-	12
Accepting management responsibility	HTs	8.9	29.2	51.1	10.8	325	25.0	12.5	62.5	-	8
	Teachers	7.6	29.3	56.3	6.9	974	17.6	26.5	35.3	20.6	34
	Education Officials	8.3	18.3	66.7	6.7	60	8.3	33.3	58.3	-	12
Participation in SMC meetings	HTs	5.5	24.3	57.5	12.6	325	12.5	-	62.5	25.0	8
	Teachers	6.4	25.6	58.6	9.4	974	-	2.9	52.9	8.8	34
	Education Officials	6.7	20.0	66.7	6.7	60	-	16.7	66.7	-	12
Participation in PTA meetings	HTs	28.3	40.9	26.2	4.6	325	37.5	37.5	25.0	-	8
	Teachers	29.9	44.6	22.9	2.7	974	17.6	55.9	26.5	-	34
	Education Officials	40.0	43.3	15.0	1.7	60	41.7	50.0	8.3	-	12
Improving education	HTs	6.8	15.1	64.6	13.5	325	-	-	75.0	-	8
	Teachers	4.8	23.0	58.3	13.9	974	-	29.4	55.9	14.7	34
	Education Officials	1.7	25.0	68.3	5.0	60	-	-	66.7	-	12
Solving school problems	HTs	7.4	28.9	50.8	12.9	325	-	25.0	62.5	-	8
	Teachers	7.0	32.9	50.8	9.3	974	-	47.1	52.9	-	34
	Education Officials	6.7	41.7	50.0	1.7	60	-	25.0	50.0	-	12
Others	HTs	96.6	0.6	2.2	0.6	325	87.5	12.5	-	-	8
	Teachers	96.2	0.3	2.5	1.0	974	88.2	-	5.9	5.9	34
	Education Officials	90.0	1.7	6.7	1.7	60	100	-	-	-	12

Source: Head Teachers, Teachers, Education Officials.



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Sub-cluster Training: An Evaluation of the Programme's Acti