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Evaluation 2018- 2019

OELP's Literacy Program in Government Schools of Rajasthan



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Executive Summary

About OELP

The Organization for Early Literacy Promotion (OELP) is a registered, not for profit organization working in rural Government schools since 2008 to strengthen foundational learning. Our work has been driven by our belief that engaged reading and writing plays a vital role in transforming the lives of a large number of children, youth and adults from low literate communities.

Our vision is to build strong foundations for high quality learning for all children regardless of their home backgrounds, so that they can learn with fullness and actualize their potentials as active members of the contemporary global world.

Our mission By2022 we aim to influence classroom practices of 10,000 teachers. This will impact more than 50,000 children.

The present report is an internal evaluation of our efforts to help us assess and improve our own work with the government schools of Rajasthan. The report provides a summary of findings as well as detailed report based on the interviews with headmasters, teachers, FGDs with parents and observations we conducted in 30 schools in 2 blocks of Hanumangarh district.

Key findings and conclusion

Overall the evaluation study shows that OELP's work has helped make a change in the classroom environment and processes as corroborated by the headmaster and teacher perceptions, classroom observations and teacher assessment of their students.

- 1. Improvement in management of multigrade classrooms** – Headmaster interviews and classroom observations show that schools have to combine classes and deal with multigrade teaching. This is a regular feature in schools of rural areas due to commonly observed reasons such as lack of space, low enrolment of children, lack of teachers etc. Under these circumstances an important factor classroom management for effective learning in which group work is an important feature. The percentage of HMs who said that the children were taught in groups during combined classes increased from 58% to 100% at endline indicating better management of combined classes.
- 2. Increase in usage of OELP Materials** – The percentage of Head masters who reported that OELP materials are used in classrooms increased from 38% to 71% at the endline indicating a significant change in use of OELP materials towards facilitating better learning outcomes. This was also evident from the classroom observations which showed an increase from 10% classrooms which displayed or used the OELP kit during the baseline survey to an overwhelming 100% at the endline survey.
- 3. Increase in learning resources and print material in classrooms** – There was a high level of increase in displayed print elements/ print environment (reading materials, pupil's work, charts, story books, reading and writing materials) and learning resources (akshara cards, shabddiwar, poster display). The baseline percentage of classrooms with learning and print resources ranged between 3.3% to 23.3% which increased to a range of 63.3% to 100% at endline indicating an improvement.

4. **Increase in availability of materials with teachers** – Observation data shows that there was an increase in materials such as pencils for children(53.3% to 83.3%), notebooks (56.7% to 80%) and display boards (26.7% to 56.7%) at endline. These are important basic resources to facilitate learning activities. This also shows that the teachers understood the importance of materials and incorporated them in their classrooms.
5. **Impact of OELP kit on classroom environment** – The percentage of classrooms in the category of good environment increased from 10 % at baseline survey to 93 % at endline survey.
6. **Improvement in classroom quality** – Classroom observations and photos show improvements in all indicators of classroom quality including physical environment, processes followed by teachers, involvement of children, story book corners, displays, profile folders etc. The percentage of classrooms with good environment increased from 10 percent during baseline survey to 93 percent during endline survey.
7. **Shifts in teachers’ understanding about children’s language learning** – There was an increase from 9.5% to 23.8 % of teachers whose views shifted from conventional to progressive views about children's language learning. The percentage of teachers who had very conventional views dropped to 0% at endline from 19% at baseline. OELP's attempt has been to change the teachers’ views to more progressive and recent perspectives. The evaluation indicates that we have met with some success in this short span of evaluation period, which is encouraging.
8. **Improvement in children’s learning, reading and writing abilities** – Higher percentage of HMs believed that children were doing better by endline. For example, at endline, 54.2% of the HMs said that children could form their own sentences as compared to 29.2% HMs at baseline. This corroborates with teachers’ assessments of almost 1200 children at baseline and endline. Significant differences were observed in mean scores from baseline to endline survey in learning abilities (13 to 15.6), writing abilities (28 to 36.1) and listening abilities (6.8 to 8). As per teachers’ assessment of their students’ overall learning abilities, percentage of students who improved increased from 35.6% to 55.1% which is an encouraging improvement between June 2018-March 2019.
9. **Parent Perceptions** – Parents had aspirations for their children and were proud that their children were learning. Parents had many suggestions on how schools could improve such as maintaining good relations with families, using play way methods to teach, providing homely environment to children and make studies more interesting etc.

Based on these findings, it is conclusive that the schools, HMs and teachers are open to OELP teaching learning methodologies and materials. OELP methodologies had a positive impact on the teaching approaches, classroom environment and children’s learning abilities in a short span from June 2018-March 2019.

Detailed End line Evaluation Report 2019

Purpose: Comparison of shifts in classroom practices, teacher and HM perceptions about use of OELP kit and children’s performance from baseline (June 2018) to endline (March 2019) as a result of OELP interventions in Government schools of 2 blocks Rajasthan.

Tools: The present report has been prepared based on interviews with headmasters and teachers, checklist filled by teachers, classroom observations and small group discussions with parents in Hanumangarh and Pilibanga blocks of Hanumangarh district.

Below is a summary of the tools administered.

Tools	Objective	Sample Size (Baseline)	Sample Size (Endline)	Matched sample (baseline-endline)	Analysis
Headmaster	To understand <i>Primary School</i> Headmaster/ Headmistress’ views (from selected schools) about school language program including curriculum, teachers, implementation of language and literacy approaches (including OELP’s material and approach) and any challenge	30 Headmasters (Hanumangarh 20 and Pilibanga 10)	30 Headmasters (Hanumangarh 20 and Pilibanga 10)	24	Descriptive analysis
Observation	To observe the classroom during Hindi lesson for quality of the classroom environment and teaching approaches.	30 Classrooms (Hanumangarh 20 and Pilibanga 10)	30 Classrooms (Hanumangarh 20 and Pilibanga 10)		Descriptive analysis
Teachers Questionnaire	To estimate teachers’ understanding of Hindi reading instruction and curriculum	30 Teachers	30 Teachers	21	Descriptive analysis
Teacher checklist	To understand the perceptions of teachers’ about the learning abilities of their students	30 teachers reported for 1201 children	30 teachers reported for 1180 children		Descriptive analysis
FGD	To understand the perception of parents regarding their children’s education	30 Villages	6 villages		Qualitative analysis

Chapter 1 - Headmaster Perceptions

Information was collected from headmasters to understand their perceptions about children’s abilities of reading and writing skills in hindi language and the improvements they felt in children from June 2018 to March 2019.

Headmaster Profile

Out of the 30 headmasters interviewed from Hanumangarh district, 20 were from Hanumangarh block and 10 were from the Pilibanga block (Table 1.1). By the endline survey six of 30 headmasters had changed hence the comparison from endline to baseline considers only 24 headmasters.

Table 1.1: Block wise distribution of HMs

Blocks	N (30)	%
Hanumangarh	20	66.7
Pilibanga	10	33.3

Table 1.2: Experience of sampled HMs

Years of experience	N (30)	%
Less than 5 years	17	56.7
5-10 years	9	30.0
More than 10 years	4	13.3

Most of the headmasters (56.7%) had less than 5 years of experience working as headmasters as shown in table 1.2

Both baseline and endline interviews of HMs indicated the need to combine classes and conduct multigrade teaching.

As shown in Figure 1.1, a comparison of HM responses from baseline and endline interviews indicates that **schools were better able to manage the multigrade classrooms by endline** (combined data from tables a,b,c in annexure).

Management of Multigrade Classrooms

Figure 1.1: Positive Changes in Management of Multigrade Classrooms

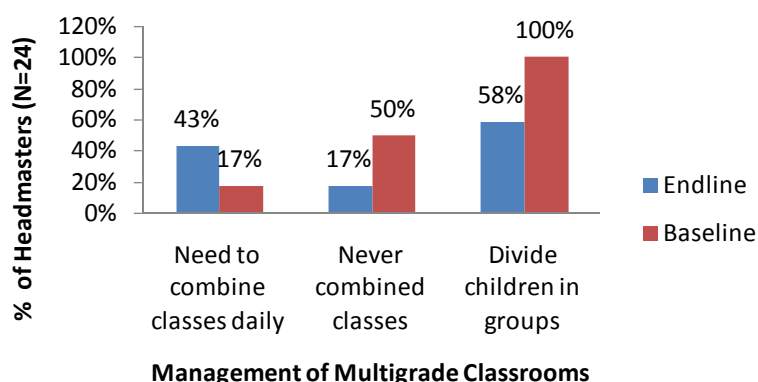
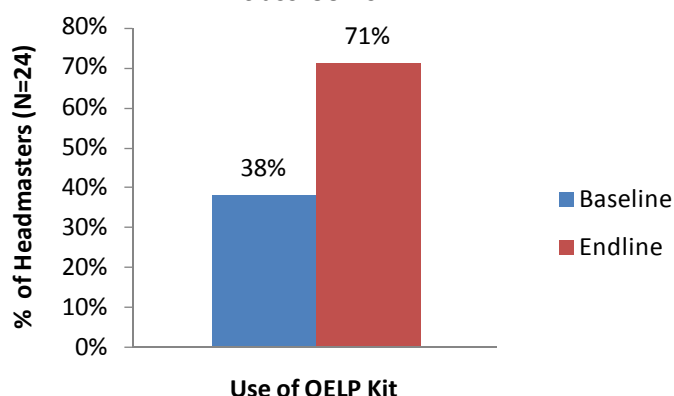


Figure 1.2: Use of OELP Material in classrooms

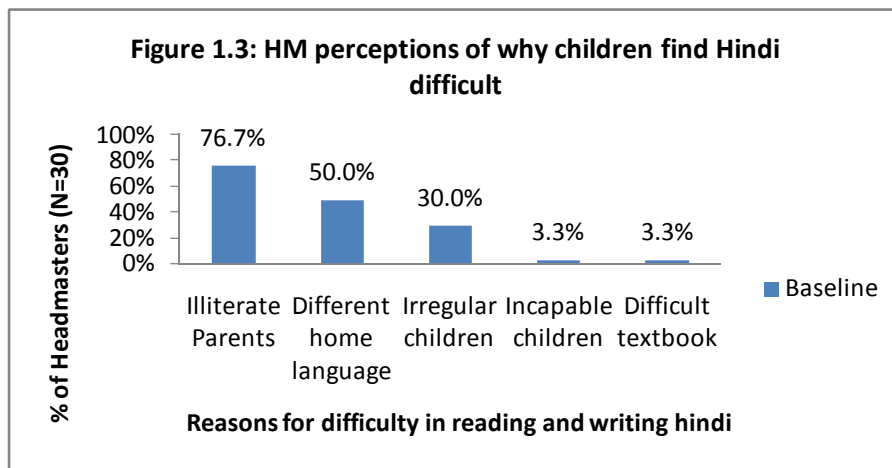


Availability and Usage of the OELP Materials

At both the baseline and endline survey, all the HMs reported that they received the OELP kit (Table d, annexure), however there was a huge improvement in usage of OELP kit in schools from baseline to endline survey (Figure 1.2). This is also evident from the pictures taken at endline and baseline.



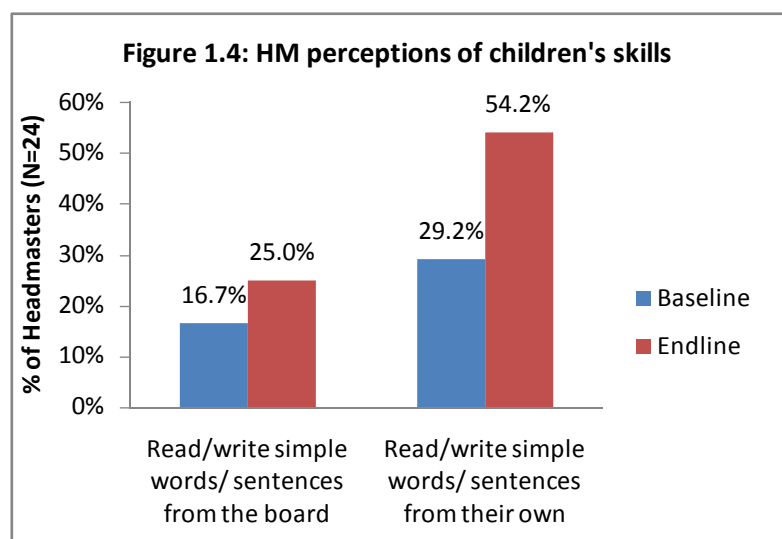
Perceptions of headmasters about reading and writing difficulties of children in Hindi



As shown in Figure 1.3, the main reasons provided by the headmasters at baseline survey for difficulties being faced by children to read and write Hindi language were illiteracy of parents (77%), different home language (50%) and irregularity of children(30%)(detailed table f in annexure).

Perception of headmasters about children's reading and writing capabilities by the end of class 2

Figure 1.4 shows that the HMs perceived an improvement in children's reading and writing skills at the endline. The figure 1.4 shows a good improvement in children's ability to write sentences on their own.



Headmasters' views on relationship between teachers and pupils

It was heartening to know that according to majority of the HMs (83%), teachers should be friendly with the students (Table 1.3). A good relationship between teachers contributes to a positive learning environment.

Table 1.3: Headmasters' views on relationship between teachers and pupils

Opinion	N*(30)	%
Teacher should have good discipline	7	23.3
Children should obey the teachers	3	10.0
Teachers should be friendly	25	83.3
Teacher should children to talk to each other	8	26.7

Note: * N total may add more than 30 due to multiple answers

Training provided to class 1 and class 2 teachers in last academic year

Table 1.4: Training provided to class 1 and class 2 teachers in last academic year

Trainings provided to teachers	N*(30)	%
Refresher training	2	6.7
Language training	14	46.7
No training was provided	10	33.3
CCE	1	3.3
Any other	3	10.0
Don't know	1	3.3

Note: * N total may add more than 30 due to multiple answers

About 47% headmasters reported that teachers had received language training in the last academic years (Table 1.4), which indicated a need for more support to the teachers to enable a better learning environment for children.

Perception of headmasters about challenges faced by children in schools

The biggest challenge faced by children of class 1 and 2 reported by majority (73.3%) of the headmasters during the baseline was that family members do not support schooling (Table 1.5).

Table 1.5: Perception of Challenges faced by children in schools (reported by headmasters)

Challenges faced by children	N*(30)	Percent
Children are not ready for school	3	10.0
Family members do not support schooling for children	22	73.3
Children from lower castes do not mix with children	2	6.7
Parents are not cooperative with school officials	3	10.0
Teachers have negative attitudes towards the children	3	10.0
Higher absenteeism rate among children	3	10.0
Higher rates of repeating class among children	3	10.0
Mismatch between culture of child and school	3	10.0
Language of instruction in school differs from child's home	4	13.3
There are no challenges	1	3.3
Any other (Illiteracy among parents)	1	3.3

Note: * N total may add up to more than 30 due to multiple answers

Chapter 2 - Classroom Observations

Classroom observations were conducted in 30 classrooms at baseline and endline to observe the classroom processes, quality of classroom environment, teacher child interactions and so on.

Multigrade Classrooms

As shown in table 2.1, amongst the 30 classes observed, 24 were combined at baseline and 20 were combined at endline. This was also mentioned by the HMs that schools have to combine classes and deal with multigrade teaching. This is a regular feature in schools of rural areas due to observed commonly reasons such as lack of space, less number of children, lack of space or lack of teachers etc but the important thing is to manage classrooms for effective learning. Improvement in management of combined classes was acknowledged by headmasters (Chapter 1).

Table 2.1: Distribution of classes observed by blocks

Classes	Baseline			Endline		
	Hanumangarh (N=20)	Pillibanga (N=10)	Total	Hanumangarh (N=20)	Pillibanga (N=10)	Total
Class 1	2	1	3	4	4	8
Class 2	3	0	3	1	1	2
Combined classes	15	9	24	15	5	20

The enrolment and attendance data captured on the day of observations is presented in table 2.2

Table 2.2: Average children enrolled and present at the time of survey

Children enrolment and present	Class 1		Class 2	
	Baseline (N=30)	Endline (N=30)	Baseline (N=30)	Endline (N=30)
Mean no. of children enrolled	17.6	22.0	21.9	20.8
Mean no. of children present	13.9	18.7	15.3	15.2

Improvement in quality of classroom environment

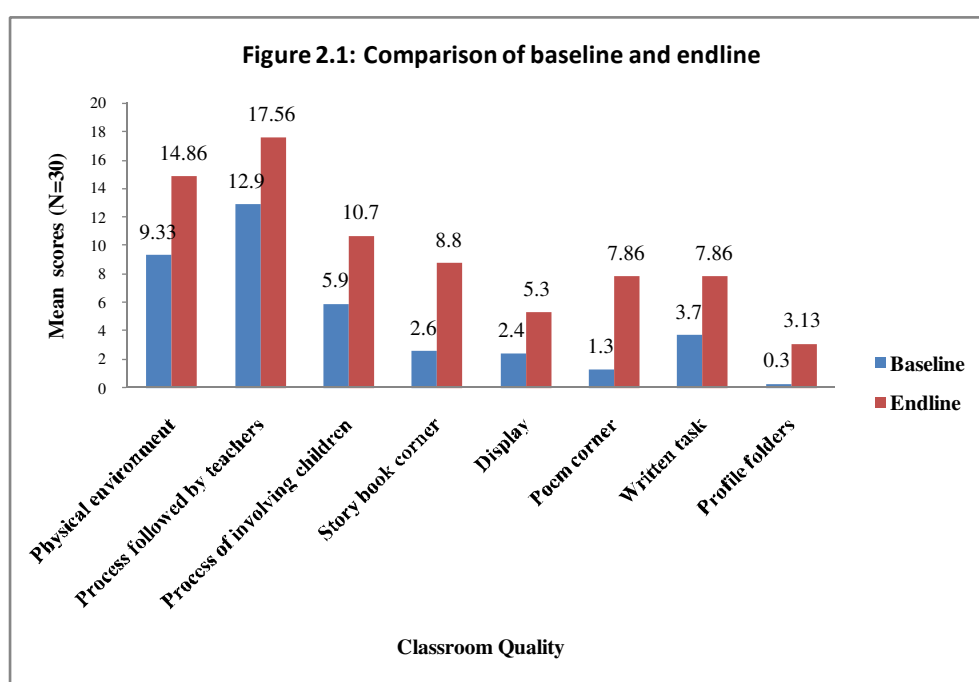
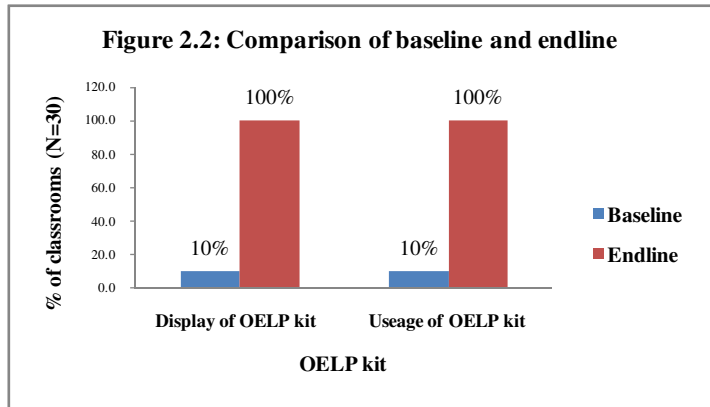


Figure 2.1 shows there was a good improvement in all domains of the classrooms from baseline to endline. Details of the calculations of each of the domains have been provided in annexure table f to n.

Use of OELP kit and materials

Figure 2.2 presents the observation of classrooms in terms of display and usage of OELP kits. Compared to 10% classrooms which have displayed or used any part of OELP kit in baseline survey it increased to an overwhelming 100% at the endline survey which indicates that teachers find the materials useful. The pictures below are indicative of this.



Displays at baseline, School 2 Hanumangarh

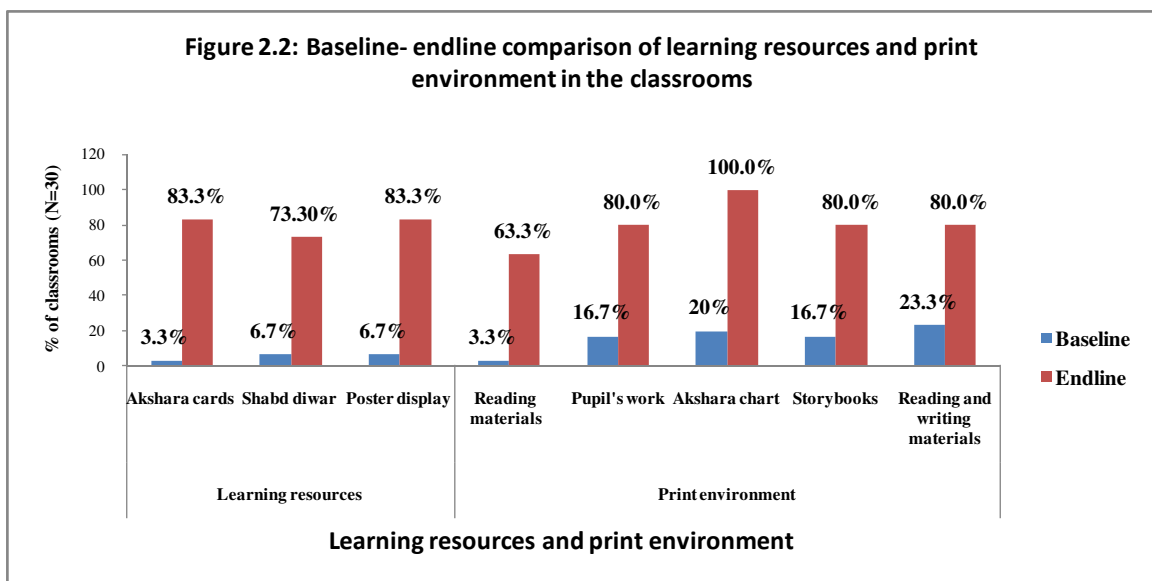


Displays at endline, School 2 Hanumangarh



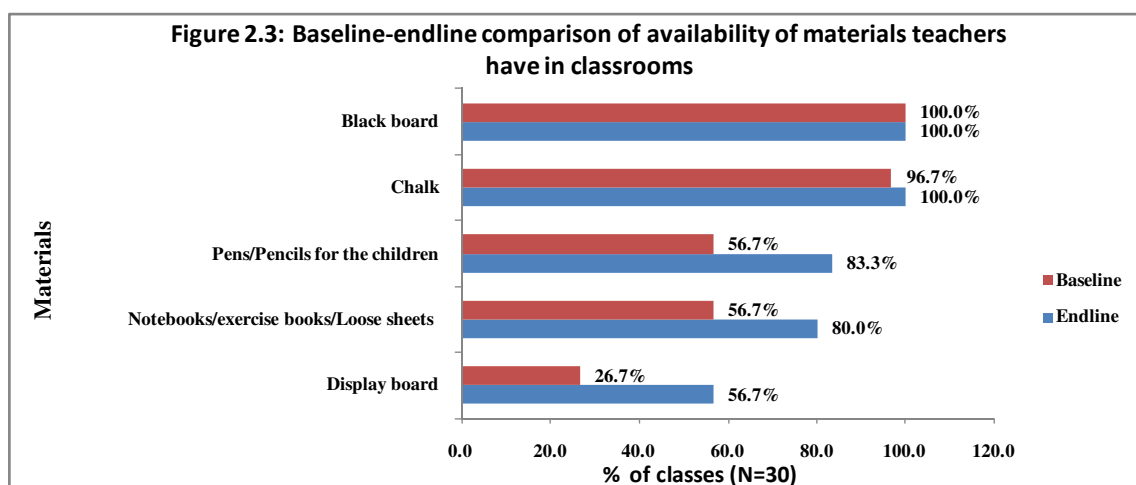
Use of learning resources and print environment in classrooms

As shown in Figure 2.2, there was a drastic improvement in use of OELP kit resulting in a print rich environment at endline survey in all aspects.



Availability of materials for teachers

As shown in figure 2.3, there was a good improvement in availability of a variety of materials for teachers at the endline.



Overall impact of OELP kit on classroom environment

A summative index of availability of learning resources, materials and print environment was constructed for capturing the effect of OELP kit on overall class environment. The mean scores representing the availability of learning resources, materials and print environment shows significant improvement from 10.9 in baseline survey to 26.1 in endline survey out of maximum mean scores of 30 (Table 2.3). **The percentage of classrooms in the category of good environment increased from 10 % at baseline survey to 93 % at endline survey.**

Table 2.3: Index of OELP kit and classroom environment (min=0, max=30)

Scores_OELP kit	Baseline		Endline	
	N	%	N	%
0-10 (Poor)	16	53.4	0	0.0
11-20 (Average)	11	36.6	2	6.7
21-30 (Good)	3	9.9	28	93.3
Mean score	10.9		26.1	

Note: Significant difference in mean score was observed at 1% level of significance.

Chapter 3 –Teacher’s Perceptions about Language Learning

Teachers were asked to respond to a series of questions to assess their understanding about children’s language learning. Their responses were analysed for the shifts in their understanding from conventional to progressive thinking due to OELP program.

The teachers’ responses were categorized into three categories namely, ‘conventional’, ‘less conventional’ and ‘progressive’. Summative assessment of scores was done on 11 items, listed in table 3.1 with score 2 for each; the max total scores being 22.

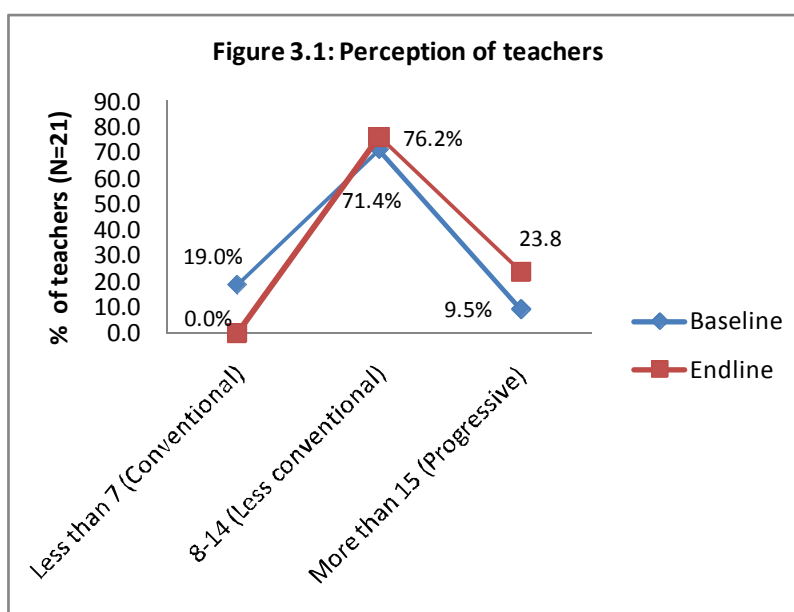


Figure 3.1 shows there was an increase in percentage of teachers from 9.5% to 23.8% whose views shifted from conventional to progressive views about language learning. The percentage of teachers with very conventional views dropped from 19% at baseline to 0% at endline.

Table 3.1: Teachers’ perceptions related to children’s reading

Statements that teachers agreed too	Baseline (N=21)		Endline (N=21)	
	N	%	N	%
The child’s home background can affect the child’s learning because her home language and experiences are different to those in school	8	38.1	12	57.1
If parents are not able to read and write they influence the child’s learning by helping their children learn to read	9	42.9	14	66.7
The difference between a child’s home language and the school language needs to be addressed by helping children to learn to read and write in the school language provided they can use their home language as well	1	4.8	5	23.8
The best way to teach a child to read a new word is to teach them to learn to read a new word and it is best to point at the word and tell them to repeat it.	10	47.6	15	71.5
Pointing to the first letter of a word and emphasizing the sound the first letter makes is likely to teach pupils the ability to relate sounds to symbols	1	4.8	2	9.5
The ability to segment sounds is important for decoding	2	9.5	2	9.5
If you label objects in the classrooms. This will likely help pupils to develop their vocabulary, as they can be reminded of the words and use them when speaking	2	9.5	6	28.6
It is a good idea to read aloud storybooks to children in Classes 1 and 2 as children will learn many concepts about print and written language	2	9.5	6	28.6
It is a good idea to have classroom conversation/talk in the classroom every day because this will help children to listen, learn new words, and express them. This also helps in reading and writing	2	9.5	5	23.8
Before you read a story in Hindi if you ask your pupils Qs in their home language such as “What might happen in this story?” This will help pupils learn to make predictions in their home language and Hindi	0	0.0	4	19.0
Classroom assessment should be conducted on an on-going, informal basis	2	9.5	4	19.0

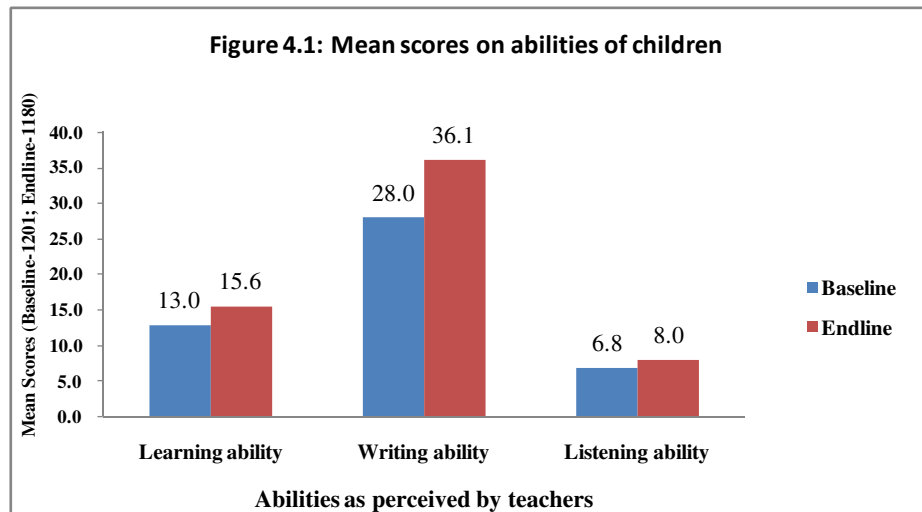
Min score=0; Max score=22

Chapter 4- Teachers' Assessment of Student Performance

Data were collected from 30 teachers to understand their perception of their students' abilities of learning, speaking and listening during baseline (children= 1201) and endline (children=1180). Data were collected about 609 students from class 1 and 592 students of class 2 during baseline and 607 students from class 1 and 573 students of class 2 during endline.

Figure 4.1 presents mean scores of children based on the assessment by teachers. There is an improvement in the learning, writing and listening abilities of children from baseline to endline survey as perceived by teachers. The results clearly indicate that the children's performance improved for learning, writing, listening ability at endline as compared to baseline survey.

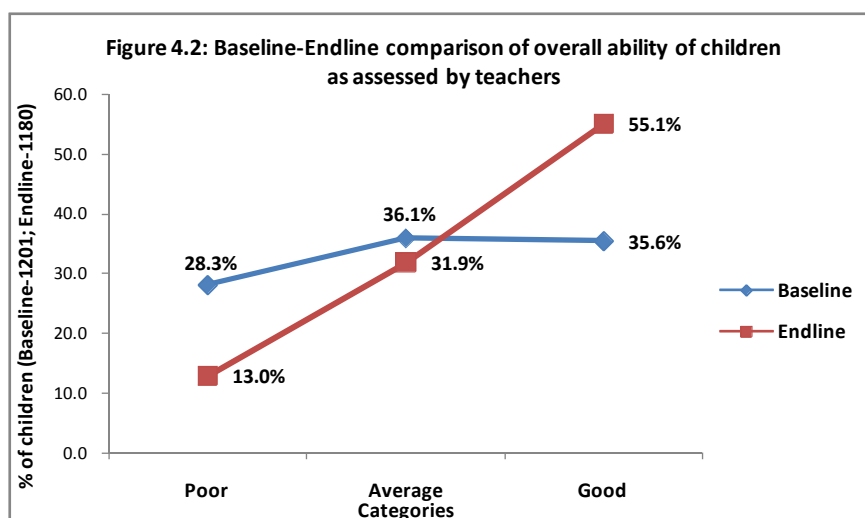
Significant differences were observed in mean scores from baseline to endline survey



A composite index was constructed for both baseline and endline survey and the scaled results were trichomatized by their total scores and categorised as 'Poor', 'Average' and 'Good'.

Figures 4.2 to 4.5 present the comparative results of a composite index constructed for evaluating different abilities of children from baseline to endline survey.

Figure 4.2 shows that as per teachers' assessment of their students' overall learning abilities, percentage of students who improved increased from 35.6% to 55.1%.



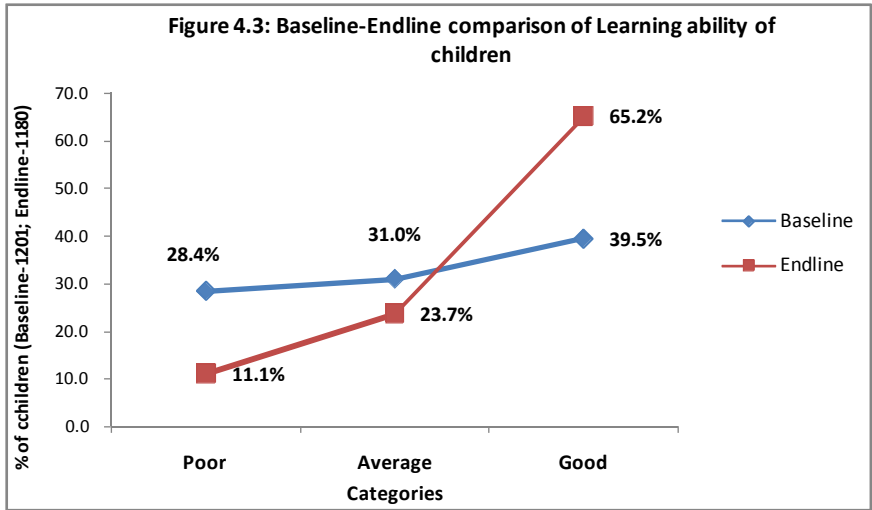


Figure 4.3 shows that as per teachers' assessment of their students' learning abilities, percentage of students who improved increased from 39.5% to 65.2%.

Learning abilities refers to competency based learning based on 3 skills sets:
 a) foundations for schooling
 b) foundations for R/W
 c) higher order thinking

Figure 4.4 shows that as per teachers' assessment of their students' writing abilities, percentage of students who improved increased from 30.6% to 51.7%.

Writing abilities refers to written vocabulary and independently expressing ideas, thoughts, feelings, experiences and understanding through appropriate written forms at the word, sentence and paragraph levels.

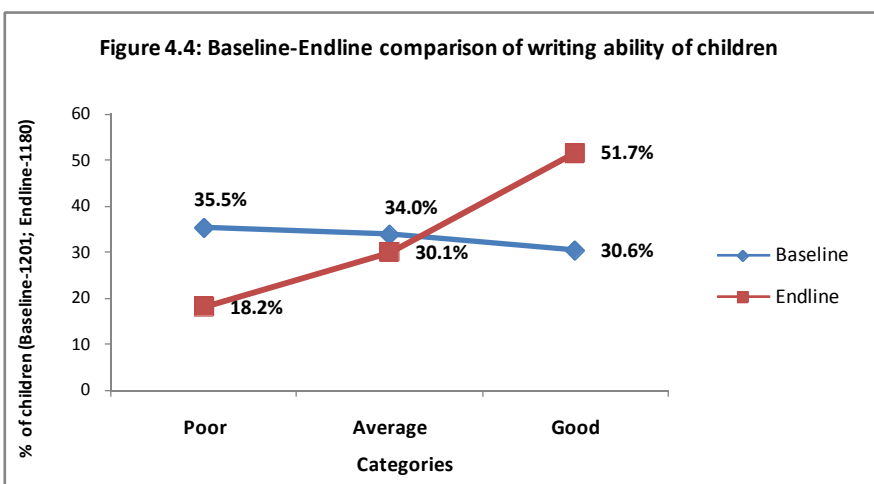


Figure 4.4: Baseline-Endline comparison of writing ability of children

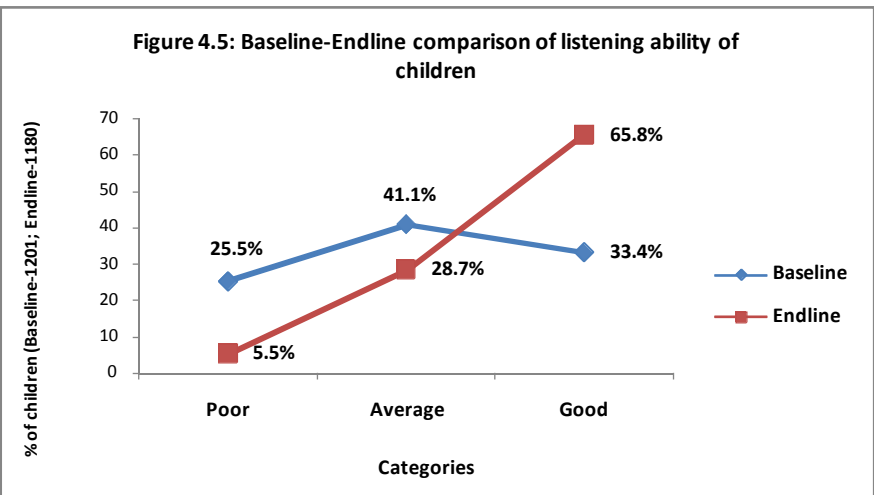


Figure 4.5 shows that as per teachers' assessment of their students' listening abilities, percentage of students who improved increased from 33.4% to 65.8%.

Listening abilities refers to listening with attention and understanding during teacher lead read alouds and other class activities, as well as listening to peers during conversations and book talk.

Chapter 5-Focus Group Discussions

Door to door contact and group discussions organized with parents in the communities surround 6 schools with a total of 45 participants in June 2018 at baseline. Discussions revolved around their children's studies and school performance, participation in meetings of school management committee (SMC), parents' aspirations for their children about their career, interest and dislikes and attendance in the school, views about learning, and perceptions about schools and so on.

- Most of the parents were aware about the activities of their children in school and were also thinking about the future careers of their children.
- Some parents felt proud that their children were learning, communicating about the school activities and narrating poems and stories at home.
- Most homes had no reading culture however stories are narrated orally by their guardians.
- Parents mentioned that some or the other family member tried to support their child in studies in different ways, to the best of their capacity.
- Most of the parents informed that they are participating in SMC meetings.
- Parents had many suggestions on how schools could improve such as maintaining good relations with families, using play way methods to teach, providing homely environment to children and make studies more interesting etc.



Annexure

Table a: Frequency of combining classes (reported by headmasters), Baseline and Endline survey

How often combine class 1 and 2	Baseline		Endline	
	N	Percent	N	Percent
Daily	10	43.5	4	16.7
Once in a week	3	13.0	3	12.5
Once in 2 weeks	0	0.0	1	4.2
Rarely	6	26.1	3	12.5
Never	4	17.4	13	54.2
Total	23*	100.0	24	100.0

*1 no response

Table b: Reasons of combining classes (reported by headmasters), Baseline and Endline survey

Reasons of combining classes	Baseline		Endline	
	N*	Percent	N*	Percent
Less number of children	1	5.3	1	9.1
Inadequate number of teachers	13	68.4	6	54.5
Insufficient space to conduct classes	6	31.6	4	36.4
Inadequate number of books and learning materials	2	10.6	2	18.2

Note: Among those who reported they combine classes. *'N' total may add up to more than 19 for baseline and 11 for endline due to multiple answers

Table c: Percent headmasters reported ways to ensure that teachers are able to manage the combined classes, Baseline and Endline survey

Ways to ensure teachers able to manage combined classes	Baseline		Endline	
	N*	Percent	N*	Percent
Separate children in the classroom or make Groups and divide teaching time between them	11	57.9	11	100.0
Teach with a combined syllabus for different classes/ Teach topics that are common for all classes	12	63.1	0	0.0

Note: Among those who reported they combine classes. *'N' total may add up to more than 19 for baseline and 11 for endline due to multiple answers

Table d: Percent of headmasters reported receiving of OELP kit, Baseline and Endline survey

Receipt of OELP kit	Baseline		Endline	
	N	Percent	N	Percent
Yes	24	100.0	24	100.0
Total	24	100.0	24	100.0

Table e: Percentage of headmasters reported the way OELP kits were being used in schools, Baseline and Endline survey

Usage of OELP kit	Baseline		Endline	
	N	Percent	N	Percent
Kit has not opened	2	8.3	0	0.0
Material is displayed in the school	4	16.7	0	0.0
Materials is displayed in the classroom	9	37.5	7	29.2
Material is used for activities	9	37.5	17	70.8
Total	24	100.0	24	100.0

Table f2: Scores on facilities available in the observed classrooms

Domains	Baseline				Endline				Min-Max
	Poor	Average	Good	Mean score	Poor	Average	Good	Mean score	
Physical environment	33.3	46.7	20.0	9.33	18.3	36.7	45.0	14.86	0-20
Process followed by teachers	26.6	39.9	33.4	12.9	13.8	43.1	43.1	17.56	0-24
Process of involving children	29.9	53.3	16.6	5.9	15.3	30.5	54.2	10.70	0-12
Story book corner	68.8	24.1	6.8	2.6	49.2	16.9	33.9	8.80	0-14
Display	48.2	27.5	24.1	2.4	25.4	22.0	52.5	5.30	0-6
Poem corner	80.0	6.6	13.3	1.3	40.0	3.3	56.7	7.86	0-8
Written task	50.1	36.7	13.3	3.7	25.0	26.7	48.3	7.86	0-10
Profile folders	83.3	16.7	0.0	0.3	50.0	13.3	36.7	3.13	0-4
All domains	43.3	50.1	6.6	38.7	22.4	36.2	41.4	76.10	0-98

Note: Significant differences were observed in means score of all domains at 1% level of significance.

Table g: Reasons for many children having difficulties in reading and writing Hindi (reported by headmasters)

Reasons of children having difficulties in reading and writing Hindi	N*	Percent
Parents are illiterate	23	76.7
Children are not capable	1	3.3
Home language is different	15	50.0
Children are irregular	9	30.0
School textbook is too difficult	1	3.3

* N total may add to more than 30 due to multiple answers

Table h: Observations on physical environment in the classrooms (N=30)

Observations	Baseline	Endline
The classroom is clean	33.3	63.3
Dustbin in the class	13.3	76.7
Place for keeping shoes	30.0	86.7
Place to keep bags	56.7	86.7
Teaching materials in the classroom is kept in organised manner	20.0	63.3
Books are organised and within reach of children	16.7	70.0
Children are made to sit according to levels	20.0	20.0
The children sitting arrangement is appropriate	33.3	73.3

The classroom has a beautiful and engaging atmosphere	30.0	53.3
Children are getting several interesting opportunities for reading and writing	36.7	43.3

Table i: Observations on processes being followed by teachers

Observations	Baseline	Endline
Teacher shows sensitivity towards the children	56.7	86.7
Teacher knows the children's names	76.7	96.7
Teacher has a friendly relationship with the children	53.3	76.7
Teacher gives the opportunity to the children to use their home language	30.0	73.3
Teacher incorporates the children experiences in the teaching process	30.0	40.0
Teacher is able to handle groups of children	6.7	26.7
Teacher manages to effectively engage all children in the teaching process	36.7	63.3
Teacher gives clear instruction and children are able to follow them	60.0	83.3
Teachers writing in clear	60.0	80.0
Teacher keep introducing new innovations so that children do not get board	30.0	46.7
Activities are planned keeping the children age group and attention span in mind	3.3	26.7
Teacher is sensitive to the diversity in the classroom and makes an effort to include all children especially those from excluded backgrounds	16.7	43.3

Table j: Observations on processes involving the children

Observations	Baseline	Endline
All the children are active and taking part without hesitation	36.7	96.7
Children are confident	23.3	86.7
Children help each other	36.7	70.0
Children shoulder responsibility in the classroom	6.7	70.0
Children help keep the classroom clean	13.3	66.7
Children greet each other and guests when they enter the classroom	66.7	100.0

Table k: Observation on story book corner

Observations	Baseline	Endline
There is a corner for story books	6.9	90.0
The teacher carries out a read aloud With expressions	3.4	53.3
There are conversations around stories/story books	17.2	53.3
Engagement of children with story books is satisfactory	3.4	46.7
Books are shared/stories narrated in a friendly manner	10.3	46.7
Activities related to story books are interesting and effectively engage children	10.3	60.0

Activities related to story books have been conducted with how many books	0.0	33.3
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Table l: Observations on display

Observations	Baseline	Endline
The display in the classroom is attractive, within the reach of children and effectively engages them	27.6	73.3
There are variety of display materials	36.7	80.0
The display materials is being used	26.7	86.7

Table m: Observation on poem corner

Observations	Baseline	Endline
The poem corner has been made properly and is in the appropriate place	20.0	100.0
The poem corner is being used	13.3	100.0
Poem posters have been displayed	16.7	93.3
How many children are familiar with the poems	10.0	100.0

Table n: Observation on written tasks

Observations	Baseline	Endline
Children are given adequate time for a variety of written tasks	13.3	53.3
Material required for writing is properly organised and available to all children	13.3	63.3
Instructions for the tasks are clear	36.7	83.3
The teacher writing is clear and correct	63.3	76.7
During the writing task the teacher observes the children	26.7	60.0

Table o: Observation on profile folders

Observations	Baseline	Endline
The profile folders have been kept in a neat and organised way	0.0	73.3
How many sheets have been put in each child's profile folder every week	0.0	73.3