

# **EGRA Report of Makawanpur District**

## **Interpretation of the Field Data**



**Submitted to**  
**VSO Nepal**



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## Introduction

VSO administered EGRA tool to assess grade one students of the 8 control and 10 treatment schools of Makawanpur district. The tool consisted of 7 sections. The first section consisted of letter sound knowledge; the second section had familiar word reading; the third section had invented words reading; the fourth section consisted of oral passage reading; the fifth section had reading comprehension; the sixth section was related to listening comprehension and, the seventh section had pupil's background information.

Well versed researchers gathered data from the field. Prior to go to collecting data they were trained and also asked to do muck survey. The field researchers were also monitored by the supervisors and the necessary suggestions were given to them as per their needs at workplace.

After collecting the data, it was coded and entered into data sheet. The coded data was analyzed with SPSS package at 0 and 1. Zero symbolized as "no knowledge" and 1 was meant as yes the child had the ability to this section. Efforts were made to interpret the data by gender, caste, ethnicity, topography, parental education, mother tongue at home, financial status of the family, ECD background, and school enrollee' and non-enrollees' status. Simple statistical measures were applied to show the difference between the achievements of control and treatment while analyzing the data.

## The respondents

There were 155 students in control groups and 161 in treatment groups. Out of these groups almost half were girls. By caste and ethnic groups there were Dalits, *Janajatis* and others. Some of the respondents were of underage (below 5 years of age) and others were of overage (above 6 years of age) as well. Interestingly the number of correct age students was slim (16% in control groups and 9% in treatment group) in both the control and the treatment group. A total of 85 students, 22 from control and 63 from treatment groups did not define their age group. The table below provides the characteristics of the respondents.

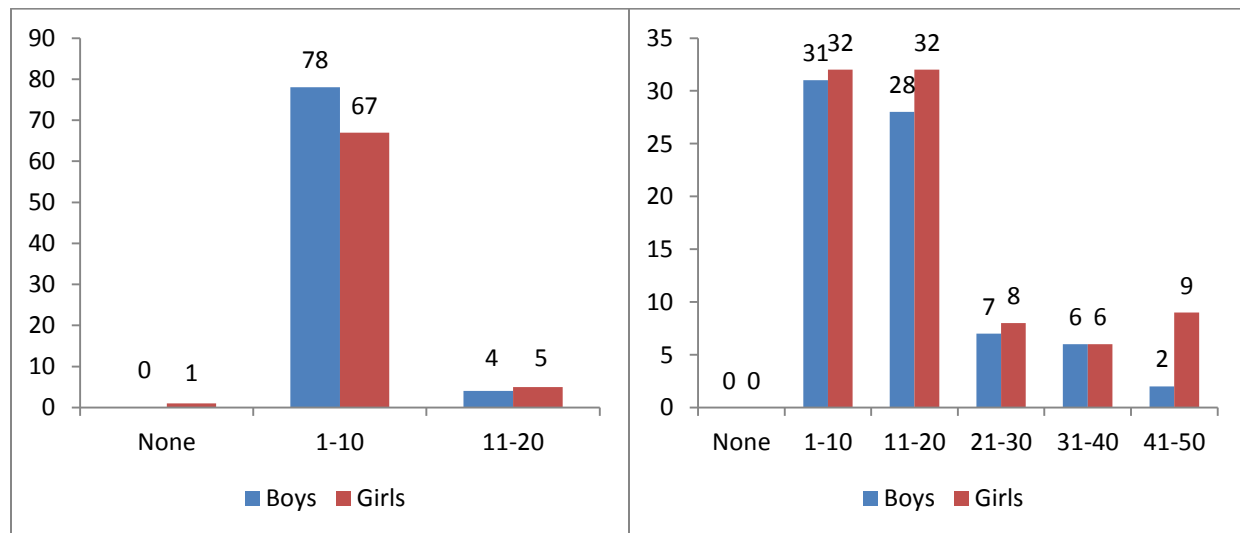
Table 1: Number of EGRA Participants

Categories	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
<b>Total</b>	82	73	155	74	87	161
<i>Dalit</i>	14	4	18	11	9	20
<i>Janjati</i>	39	40	79	36	50	86
<b>Others</b>	29	29	58	27	28	55
<b>Underage</b>	3	2	5	6	5	11
<b>Correct age</b>	12	14	26	6	10	16
<b>Overage</b>	56	46	102	34	37	71
<b>Age not defined</b>	11	11	22	28	35	63

### Result of Section 1: letter sound knowledge

In section one there were 10 rows and 10 columns. There were single and joint English alphabets to be pronounced correctly by the student. Every student was asked to go for trial twice. Once s/he was comfortable with the alphabet, they were requested to pronounce the given assignment. Timer was set while every student was reading the assigned task. S/he was also given time for self-correction of the pronounced alphabet. If the student hesitates for 3 seconds s/he was asked to read the next alphabet. By then the researcher was supposed to mark the correctly pronounced alphabet of each row and column. The figure below shows the details of the number of students who attempted to pronounce the alphabets (Appendix 1).

Figure 1: Number of students who attempted to read alphabets in control and treatment groups



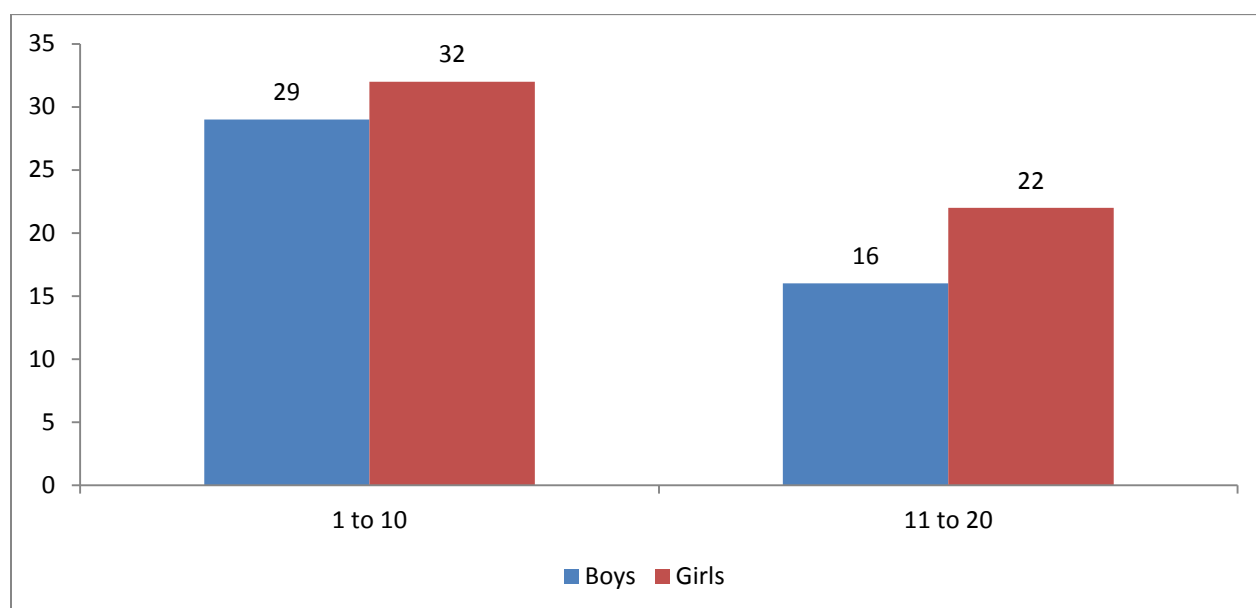
Note: The scale is drawn from none to 91 to 100 and charts have been drawn for the relevant scales only

The figure above showed that students of both the control and treatment groups attempted to answer the questions. Almost all of them, 154 out of 155 students in control group and 123 out of 161 students in treatment group became able to attempt up to the first and the second row. But the encouraging result was that some of the students of the treatment group became able to read up to the fifth row. This means the students of treatment group were not able to read all the

10 rows. The data also indicates that the students of the treatment group were found a bit better than their counterparts of the control schools.

Regarding the correctness of the pronounced alphabets this study found that the students of treatment group were able to pronounce more words in comparison to their counterparts of the control schools (See figure above). However they too had difficulty in pronouncing alphabets from row 4 onward. The figure also indicated that girls outnumbered the boys by (74 boys against 87 girls) in pronouncing the alphabets. The figure below displays the detail results in the treatment groups as there was no correct pronunciation of alphabets in control groups (Appendix 2).

Figure 2: Number of correctly pronounced alphabets in treatment groups



Note: The scale is drawn from none to 91 to 100 and charts have been drawn for the relevant scales only

Interestingly the figure above showed that 54 girls have pronounced alphabets correctly while only 45 boys have been able to do so. The next event was that none of the students of control group pronounced the alphabets correctly. The students of treatment schools, in this sense were better than the students of the control schools as 45 students from control group while 99 students from treatment group were able to answer correctly. In the same vein Nepali language users were the best performers as 80 Nepali language users provided the correct answer while this case was 22 in regards to other language users (Appendix3).

This study showed that both ECD experience and regular students of treatment schools did better in pronouncing the alphabets as 79 students from treatment groups were able to do so while none of the students from control group could respond. However they too were able to read up to 3 rows. From row four onward they had difficulty in reading the alphabets (Appendix 4).

Efforts were made to know whether there was any connection between parents' education with alphabet reading ability of the students. As the study found there was positive correlation between parents' education (no matter it is fathers and or mother's education) and reading ability of the students in both the control and the treatment schools (Appendix 5). In fact, 67 students whose parents were literate were found to have better reading ability while this number was 33 in case of those students whose parents were not literate.

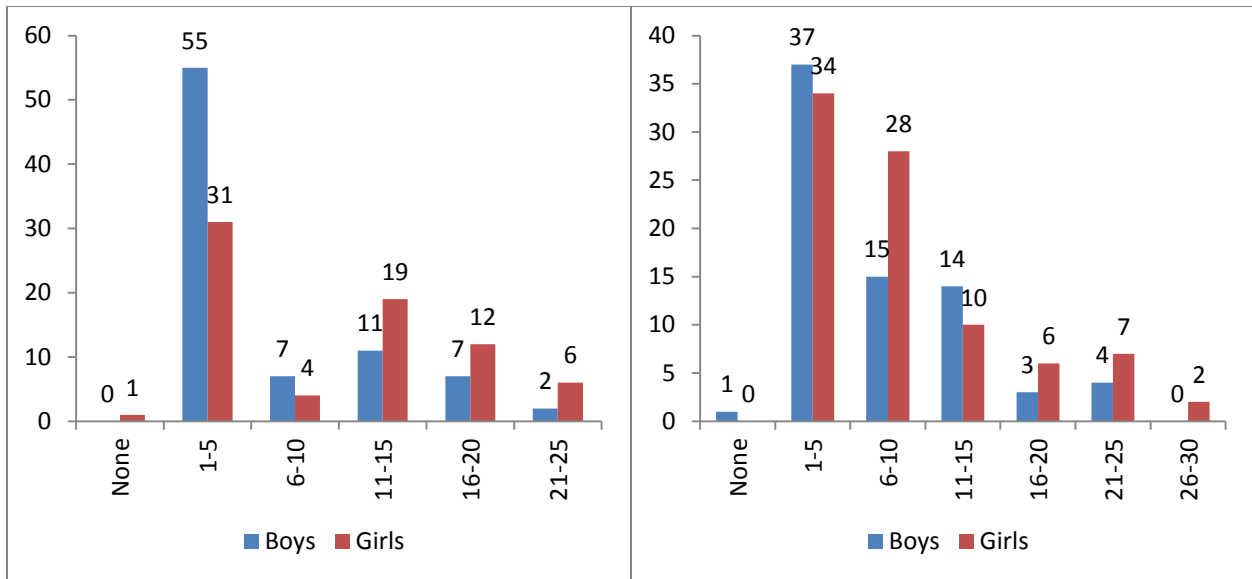
This study also found that some underage (below 5 years at grade 1), some correct age (5 years at grade 1), and many overage (5 year plus at grade 1) students of the treatment schools were able to read alphabets. It also found that none of the underage, correct age and overage students of control school were able to do so. This signified that the students of treatment group had better reading ability though it was yet to be improved. Even the correct age students were capable of reading the alphabets of 3 rows only (Appendix 5). Despite these facts, data showed that more dropout students of treatment schools did better than (36 regular students against 63 dropout students) their regular classmates. But this was not the case of control school (Appendix 6).

The data showed that income level also served to the students of treatment schools. As the study found students having refrigerator, television, radio, bikes, bicycles, trucks, engine, and obviously toilet facilities had positive correlation (60 vs 39 in case of radio; 96 vs 3 in case of telephone/mobile and electricity; 83 vs 16 in case of television and 27 vs 72 in case of refrigerators) with the reading ability (Appendix 7, 7a, 7b, & 7c). The interesting fact was that there were more refrigerators than the toilets in the villages. Equally interesting was that none of the students of control had toilet facilities at home.

### **Result of Section 2: familiar word reading**

In this section students were asked to read simple words (consisting of 2-4 letters) as many as they can. There were 5 rows and 10 columns to be read. Like in the first section students were asked to test their ability twice before going for the assigned task. Here again students were given chance for self-correction. Timer was kept to help students proceed for the next familiar words to read. The researcher used to mark the ability of the students immediately without letting know the students. Data shows that 87 girls and 74 boys of treatment school and 73 girls and 82 boys of the control school read the familiar words of the second section as given in the figure below (Appendix 8).

Figure 3: Total number of letter read by gender in control and treatment groups



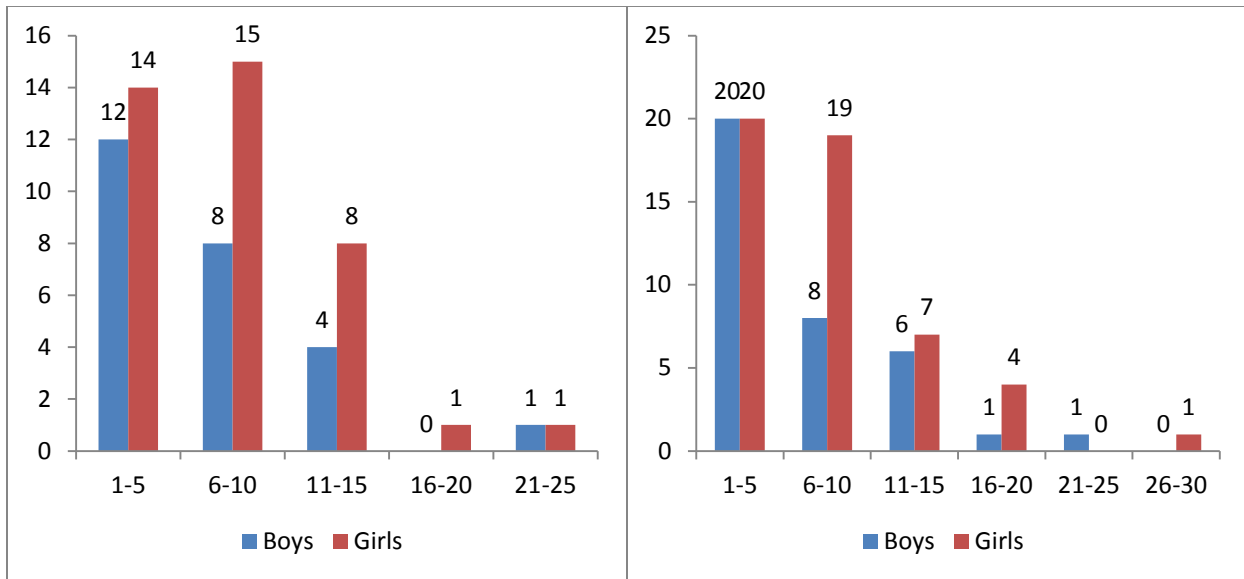
Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above indicated that the girls of treatment school were better than their boy counterparts as given in the figure above. It also suggests that the students of control school read up to 25 words. But two boy and two girl students of treatment schools read up to 30 words. In this sense this figure did not show the visible differences between (8 students in control groups were able to read up to 25 words while this number was 11 in case of treatment groups) the treatment and the control school students: both control and the treatment schools were almost at the same length in terms of students' ability to reading familiar English words.

Students were also asked to spell the words correctly. They were given chance for self-correction as well. The data thus obtained show that students of both the control and treatment group were not found that much different; in fact 64 students from the control group and 87 students from the treatment group pronounced the words correctly. But the number of corrected words varied from control to the treatment schools. The figure below displays more about it (Appendix 9).



Figure 4: Correct of letters read by gender in control and treatment groups

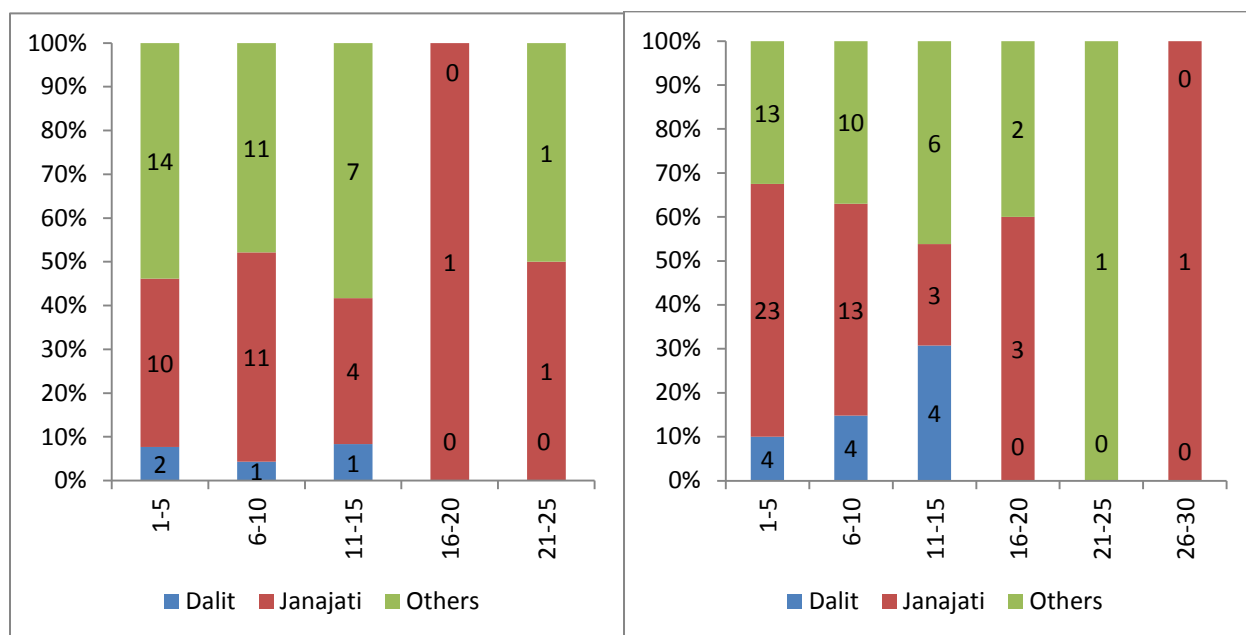


Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above also suggests that treatment school was not different in helping male students pronounce the words correctly. In fact 39 girls of the control groups and 51 girls from the treatment groups read the word correctly while only 25 boys of the control groups and 36 boys of the treatment groups could do so. In other words, girls were found to pronounce more words than their counterparts.

Data were also analyzed to see the relation of caste/ethnicity of the students with their reading abilities. But the problem was that the number of respondents was not taken proportionately. So it was difficult to mention which group did better in reading. However the available data suggest that more *Janajati* and Dalit students of treatment schools did better than the students of the control school (43 and 12 students respectively). Below is the figure that shows the details of the correct words read by the caste/ethnic groups of students (Appendix 10).

Figure 5: Correct words read by caste/ethnic group in control and in treatment groups



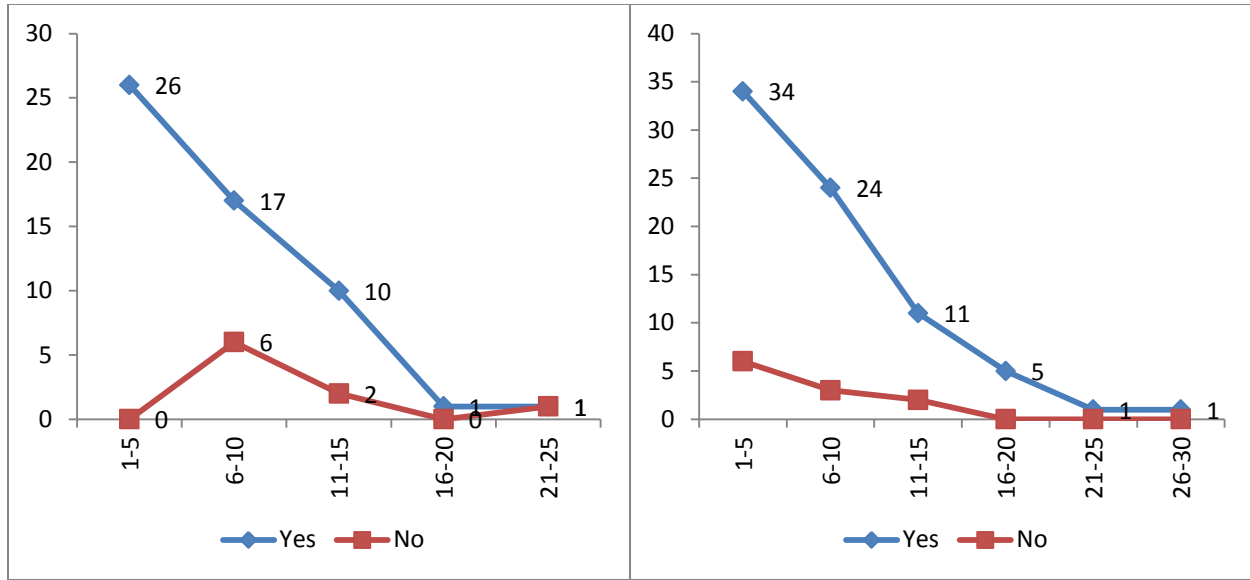
Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above shows that Dalit and *Janajati* students of treatment schools spelled more words correctly. Numerically speaking, 12 Dalit students and 43 *Janajati* students spelled words correctly but the same figure also indicated that 32 students of others category, that includes Brahman/Chetris of the treatment schools were not found better in comparison to the students of control school. This indicates that treatment school focused more on Dalit and *Janajati* students.

The students with mother tongue Nepali pronounced the words correctly as 68 students showed this trend. The data also showed that a significant number of non-Nepali students of treatment schools obtained the similar result as 21 students showed this tendency. Regardless of their mother tongue, the students who were able to spell the words correctly were also found using English words sometimes with their family members (Appendix 11).

ECD experience had positive effect in students' ability to read English words correctly. As the data suggested both the students of control and treatment schools were able to pronounce the words. It also gave knowledge that students of treatment schools performed much better. In other words they outnumbered the students of control school in pronouncing the English words in a better way. Numerically speaking, only 55 students of control groups were able to read English words correctly while 76 students of experimental groups were able to do so. Below is the figure that displays the details of it (Appendix 12).

Figure 6: Students ECD experience in reading English words correctly in control and treatment groups

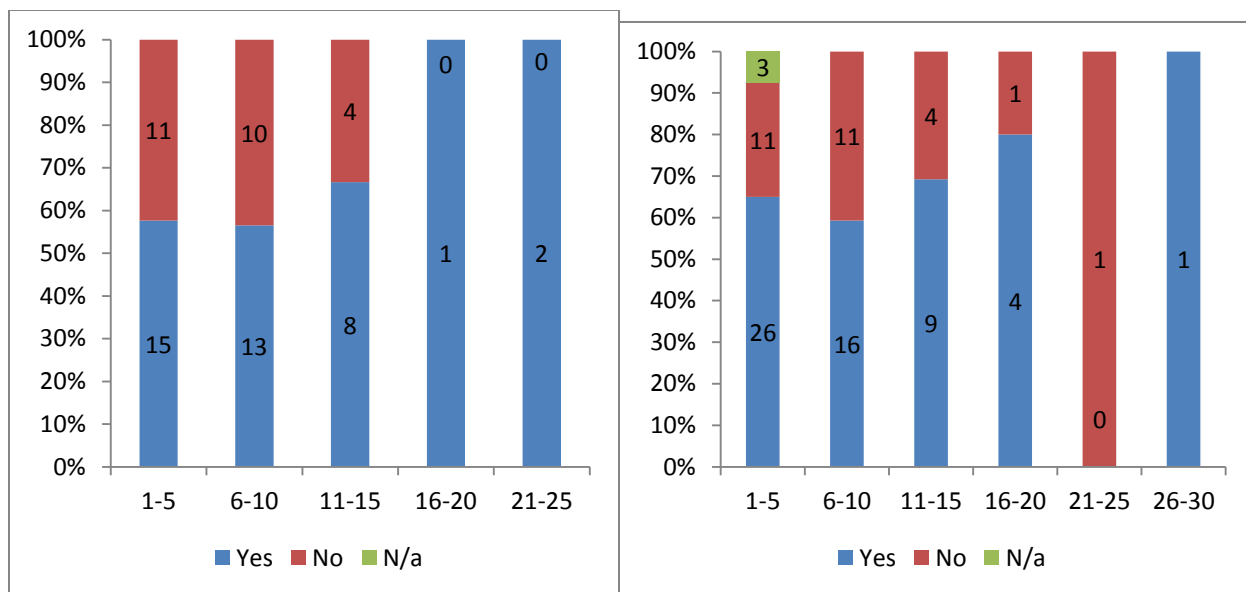


Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

If we compare the number of total students of both the control and treatment schools against the number of correct words spellers this comes less than half. It means even ECD experience was not equally useful for all students: there were some who were better (55 students from control groups and 76 students from treatment groups) and others were not at par with their classmates. Interestingly dropout students with ECD experience showed their performance better in control school than the students of the treatment schools (16 regulars' vs 47 dropouts). On the other hand regular students of treatment school performed better in pronouncing the words correctly (Appendix13).

Parents' education in one or in other way helps students learn better. This conventional belief was supported by this study as well. But mothers' education was more so. The comparative data of fathers' and mothers' literacy stands as testimony. This testimony was more so with the students of the treatment schools. The figure below gives the details of the relation between mother education and the word reading ability of the students (Appendix 14).

Figure 7: Education level of mother and word reading ability in control and treatment groups



Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above shows that some parents of the control and the treatment schools were literate. These literate parents regardless of their position in control and or treatment school had helped their children to learn English alphabets. This finding indicates that parents are becoming interested to teach English to their children. It also challenges teachers' ability of the public schools who have been pressurized to teach in English as that of the so called private boarding schools. Parents growing interest to encourage their children to private schools are also one of the market led testimony of it. Because of this reason the students of public schools were also speaking English sometimes at home (Appendix 15).

Data also showed that some of the students of both the control and the treatments schools had modern facilities like radio, television, bike, and motors (Appendix 16a, 16b & 16c). But the number of students having such facilities was obviously few in control schools than in treatment schools. One exception was found with the students of control group who had more refrigerator than the students of treatment school. However, this study showed that students having these facilities pronounced English words more than the students who had no such facilities. The obvious reason was that these machines have English words here and there. Students because of their curiosity read them if they are around.

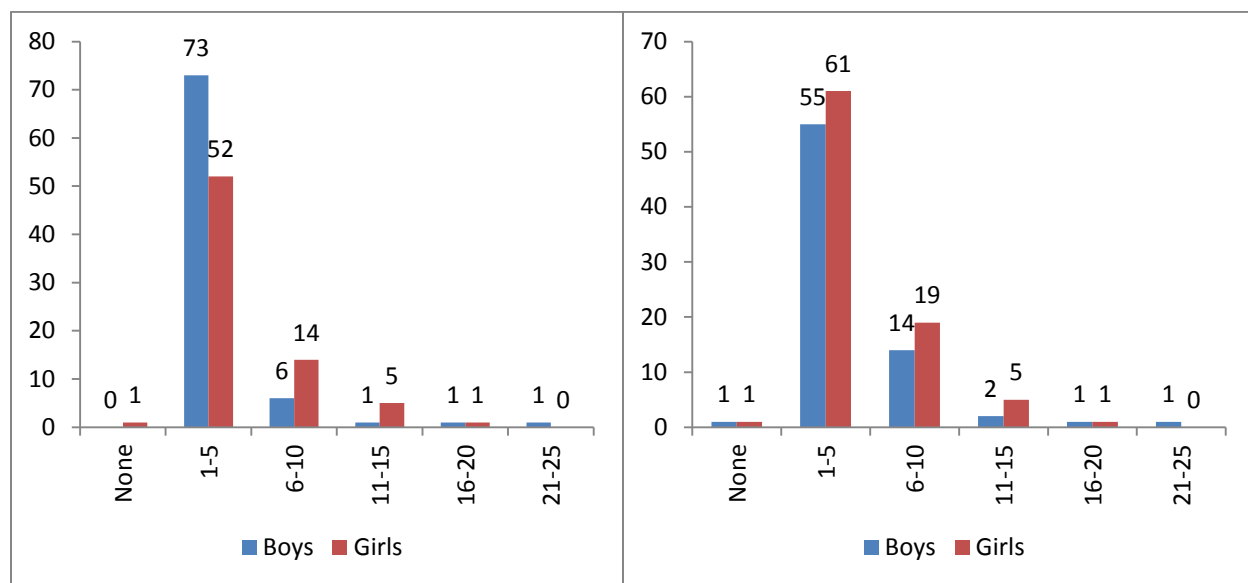
### Result of section 3: Invented word reading

There were 10 rows and 5 columns in this section. Each row and column had invented words to read. Students of control and treatment school were asked to read the words as many as they can. They were given the same option as that of the first and the second section. It means students were given chance for a trial. They were allowed to go for trial until they make self-

correction. Once they were done with one row students were asked to read the following row. Researcher had performed the duty of time keeper and the tick marker of the correct information.

As the study suggests boys outnumbered the girls (82 boys vs 73 girls) in control school while the number was reverse in case of the treatment schools (74 boys vs 87 girls). The figure below displays the detail of gender specific result of the study (Appendix 17).

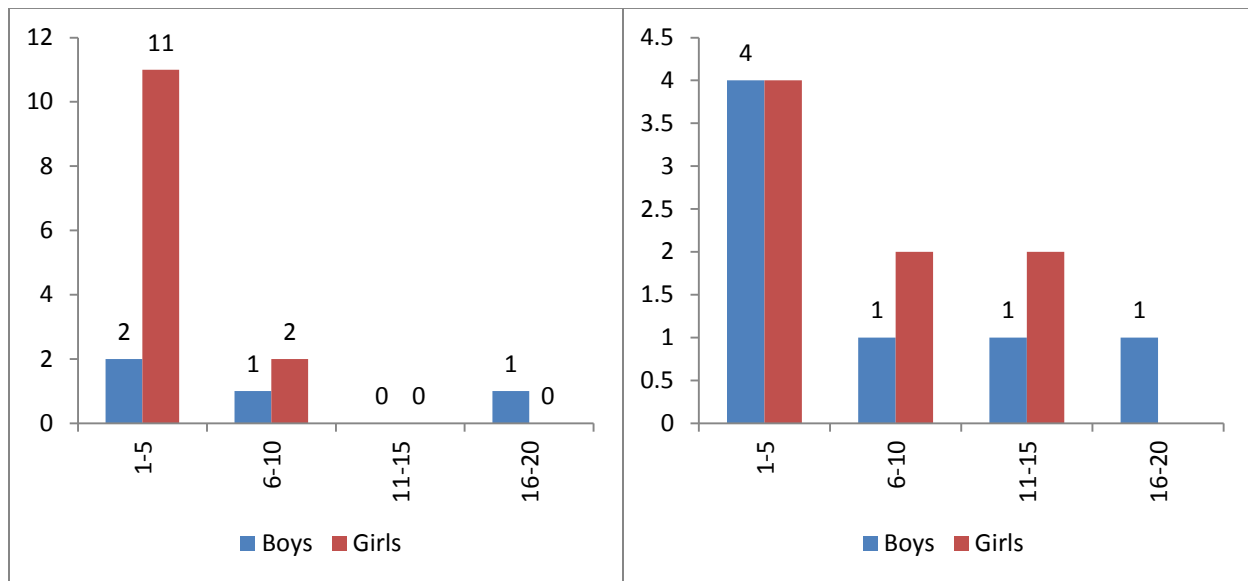
**Figure 8: Number of students reading the invented words gender in control and treatment groups**



Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above also indicated that girls of the treatment schools, as numbers stated earlier, did better than the boys. Researchers also asked the students to tell the invented words correctly. The students of both the control and the treatment schools attempted to do so. But the result shows that students of treatment schools took more benefits out of the project. Below is the figure that shows the result of the correctly pronounced invented words of both the control and the treatment schools (Appendix 18).

Figure 9: Number of students reading the correct invented words in control and in treatment groups



Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

Interestingly the figure above shows that female students of control group performed better than their counterparts of the treatment schools (11 against 8 girls). This finding showed that the girls of the control schools were already better than the girls of the control school in reading the correct words.

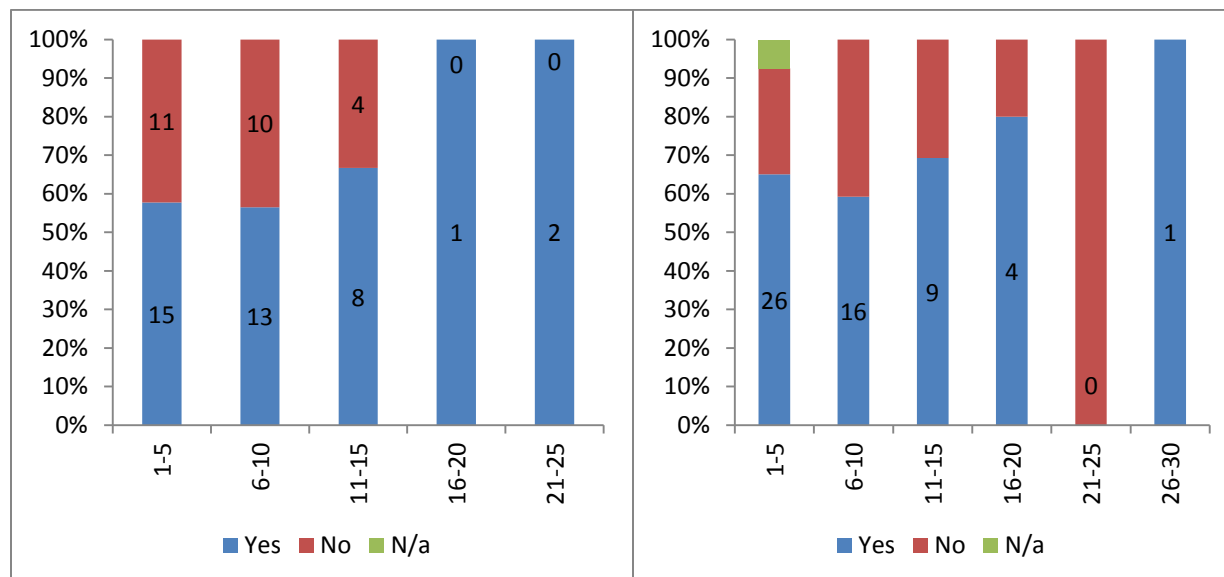
The data also suggested that Dalits and *Janajati* of the treatment schools were able to take benefit from the project inputs. This means they have been able to match with traditional elite groups as the data showed that 9 Dalit and *Janajati* students were able to read invented words while only 6 students from Others were able to do so. The same consequence was seen in case of Nepali language speakers. Interestingly these groups of the students used to speak English rarely at their home no matter they belonged to the control and/or treatment schools.

This study found that ECD experience of the students contributed to the reading of the invented words. But again there was no marked difference between the students of the control and the treatment schools' ECD graduates' performance: their number was almost the same (12 students of the control groups vs 14 students of the treatment groups). Similarly in both the cases dropout students showed better performance in reading the invented words than their regular counterparts in both the control and the treatment schools (10 dropout students vs 7 regular students of the control groups and 10 dropout students vs 5 regular students of the treatment groups). The potential reason was that dropout students were exposed with the outer world that has words everywhere. It was so while they were going in search of their livelihood business.

Education of the father and mother also counts to the progress of the students. Keeping this view in mind students were asked to mention the educational status of their parents. They were given two options literate and illiterate. As the study found fathers' literacy was higher among the

students of control school. The opposite was true with the mothers' literacy in treatment school meaning that mothers' literacy was higher in treatment schools. The figure below gives the cursory view of status of parents' education in both the control and the treatment schools (Appendix 19).

Figure 10: Education level of mother and skills oninvented words in control and treatment groups



Note: The scale is drawn from none to 46 to 50 and charts have been drawn for the relevant scales only

The figure above shows that parents' education helped students read more invented words. It also indicated that mothers' education was more contributory to this end. The increased level of row in reading the invented words by students along with parents' education is the testimony of the aforesaid statement.

The data also gave the indication that students of treatment schools had used the modern facilities of their homes to read the invented words. But the case of the availability of refrigerator was not the determining force. In fact it did not show any significant effect on students' ability to read the invented words. Numerically speaking, only 4 students had an improved learning ability while 11 students had no significant effect on the learning ability.

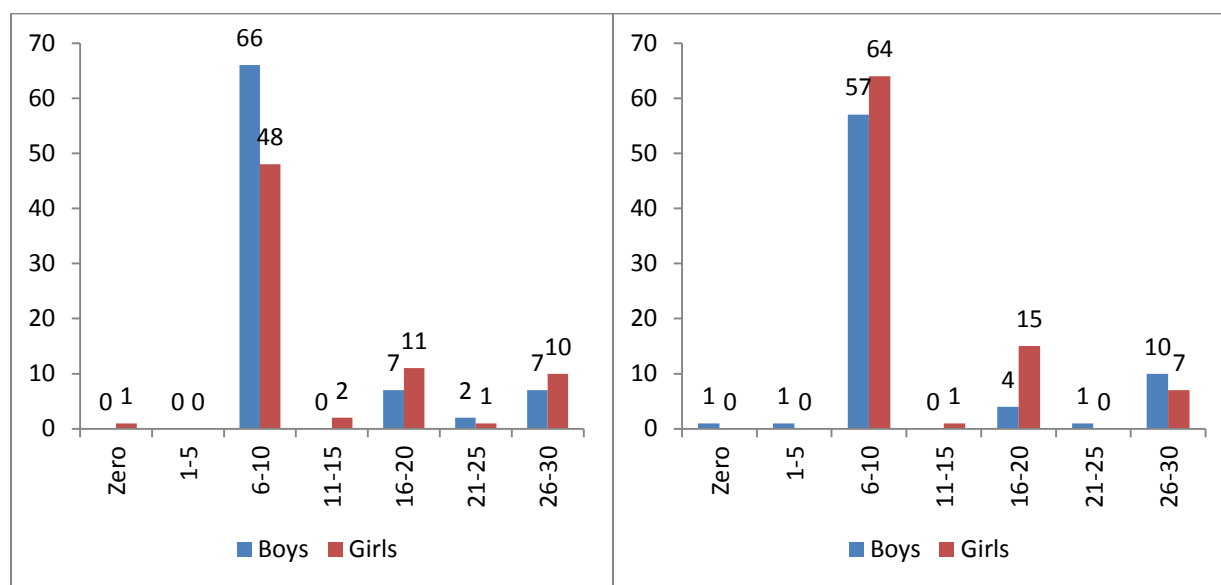
Toilet facilities, bike, cycle, car, and other facilities had also the effect to the ability of the students in reading the invented words. Though few, they all had the effect in reading the words. The possible reason was that students were exposed with new words with these modern facilities. Parents too asked them to read the words that are there to read for them. The next potential reason was that students themselves become curious to read the English words all by themselves. This signifies the importance of literalization of environment with English words around students to make them able to read more invented words.

#### Result of section 4: Oral passage reading

In this section students were given a short story to read. They were asked to read it loudly, quickly and carefully. The researchers also asked students to read the passage as best as they could. In course of reading the passage, students were also given some help if they needed it. As in the earlier sections researchers had used timer to regulate the reading process of the students. Below is the finding of this effort.

This study showed a tendency that the number of 5 correct readers was very few, 2 students in case of control groups and 3 students in case of treatment groups. Contrary to it the 0 scorers were more in both the types of schools. It also showed that treatment school students did better in reading the passage correctly. However a sizable number of students of control and treatment school failed to read the passage correctly. Numerically stating, 83 students in case of control groups and 73 students in case of treatment groups could not read the passage correctly. The figure below gives the details of the analyzed data (Appendix 20).

Figure 11: Passage reading status by gender in control and treatment groups



The figure above showed that the girls of the treatment schools were found relatively better in passage reading as 87 girls of the treatment schools could do so while only 74 boys could read the passage. The data also showed that 10 Dalit students were able to read the passage while 46 Janajati students were able to read the passage. Language spoken at home was not the determining force to this result. The reason was that students of both the control and the treatment schools used to speak English sometimes at home. The number of such students at treatment schools outnumbered their counterparts of the control school but the difference was slim i.e., 28 students of the control groups and 31 students of the treatment groups, as it was not statistically insignificant (Appendix 21a, & 21b).



This study also found that ECD had effect in students' ability to read passage correctly. But there was no vast difference between the performance of the students of control and the treatment schools. (114 students of the control groups vs 122 students of the treatment groups) It indicates that ECD worked regardless of treatment and the control groups to promote early grade reading among students (Appendix22).

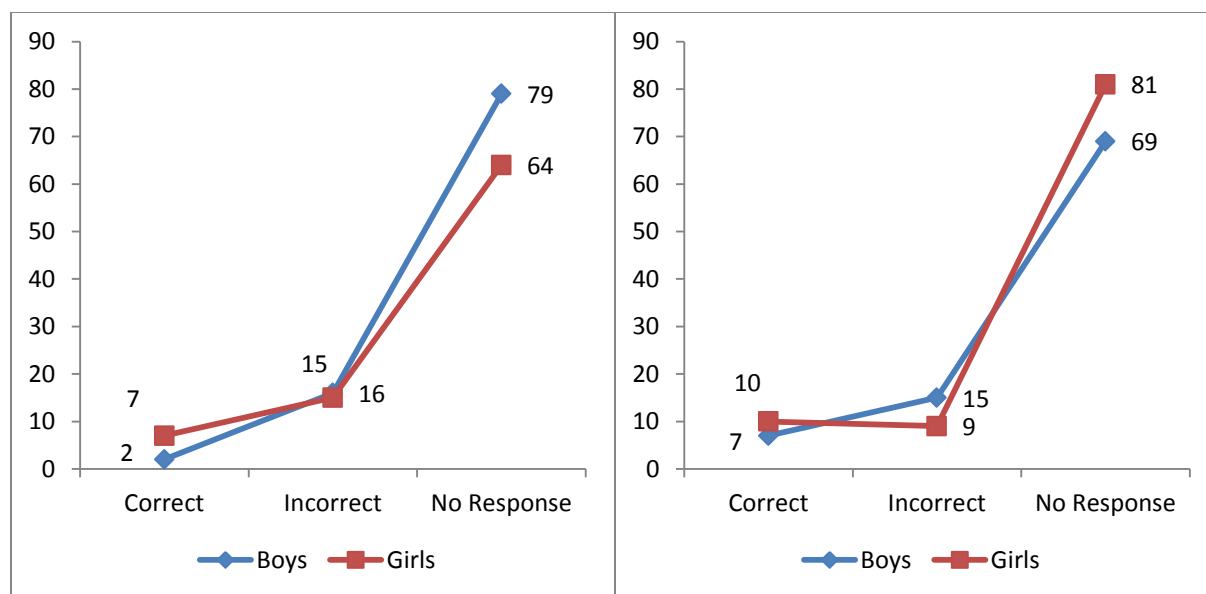
Data also suggested that dropout students did better in comparison to the regular students (97 dropouts vs 57 regular in the control groups and 81 dropouts vs 77 regular in the treatment groups). So was the situation with mothers' literacy status i.e. literate mothers' children did better in reading the passage correctly (95 students of the control groups vs 92 students of the treatment groups). This finding was consistent with the result of the earlier sections as well. The score of the overage students also suggests the same direction. This means underage and correct age students were found lagging behind in reading the passage correctly.

Availability of refrigerator, electricity, bikes, bicycle, motors, and other kinds of modern facilities like toilet had also the positive contribution in helping students read the passage correctly. This finding was almost similar in both the control and the treatment schools (71 students of the control groups and 89 students of the treatment groups in case of radio; 146 students of the control groups and 151 students of the treatment groups in case of telephone; 147 students of the control groups and 156 students of the treatment groups in case of electricity; 96 students of the control groups and 132 students of the treatment groups in case of television, and 30 students of the control groups and 36 students of the treatment groups). It was also noticed that the difference between the control and the treatment school scorers was slim meaning that it was not statistically significant.

### **Result of section 5: reading comprehension**

In this section students were given simple questions to answer. They were supposed to read the question and give answer to them. There were three major questions followed by one sub question to the third one. Researchers asked students to read the questions within a minute. Then s/he removed the passage from the student's sight. Each question was given 15 second's time to answer it. If the students could success/fail to answer the given question, researchers used to ask students to attempt to the next question. The researchers were supposed to mark the correct answer given by the students: they had three options correct answer, incorrect answer, and no response. While analyzing the data due attention was given to count the frequency of the correct doers. The figure below displays the result of it (Appendix 23).

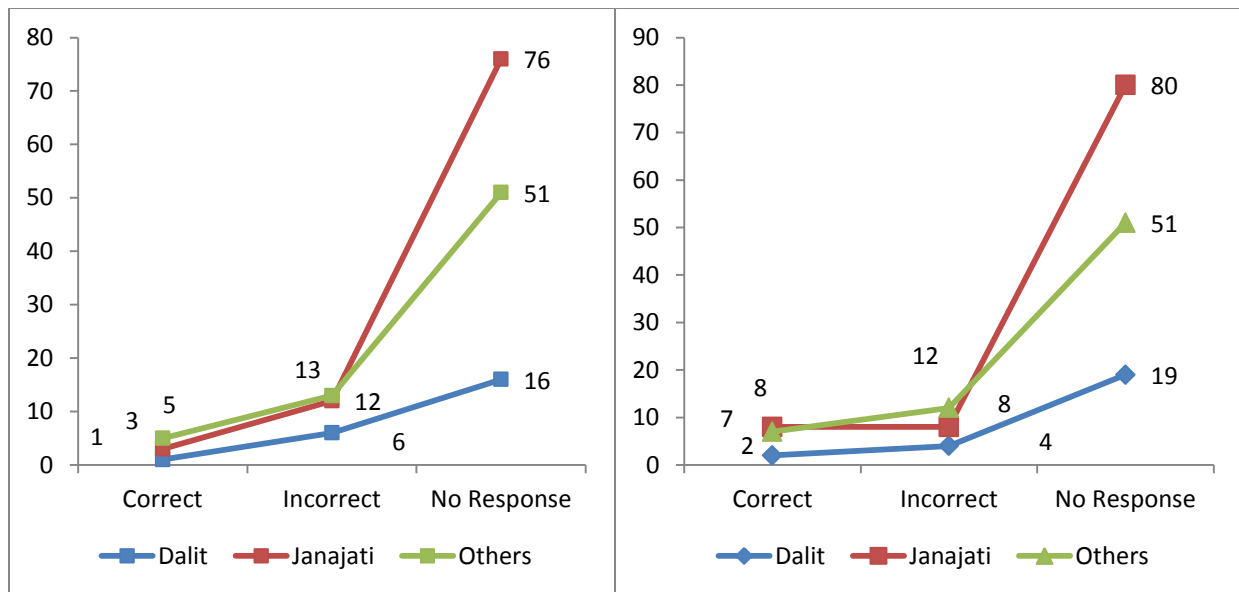
Figure 12: Reading comprehension of early grade readers in control and treatment groups



The figure shows that the number of correct doers was more than double in treatment schools. Numerically stating, the number of correct doers in control groups was 9 while this number was 17 in treatment groups. The incorrect attempters were also few in the same schools (31 in control groups and 24 in treatment groups). But the interesting fact was that the number of "no response" was also more in the treatment school as well as 150 students did not respond to the questionnaire. If we reread the data from gender lens they indicate that more girls of treatment group responded the question correctly. The same case was true with the control group as well. This indicates that girls did better in comparison to their boy counterparts of both the control and the treatment schools (7 and 10 girls in control and treatment groups respectively while this number was 2 and 7 boys in the control and treatment groups).

The data were further analyzed in terms of caste/ethnicity as well. As the data showed, Janjatis of the treatment schools gave more correct answers than their counterparts of the control schools (8 *Janajatis* of the treatment schools vs 3 *Janajatis* of the control schools). But the answer provider Dalits were nominal in both in the control and the treatment schools (1 and 2 students from control and treatment schools respectively). The figure below displays the details of it (Appendix 24).

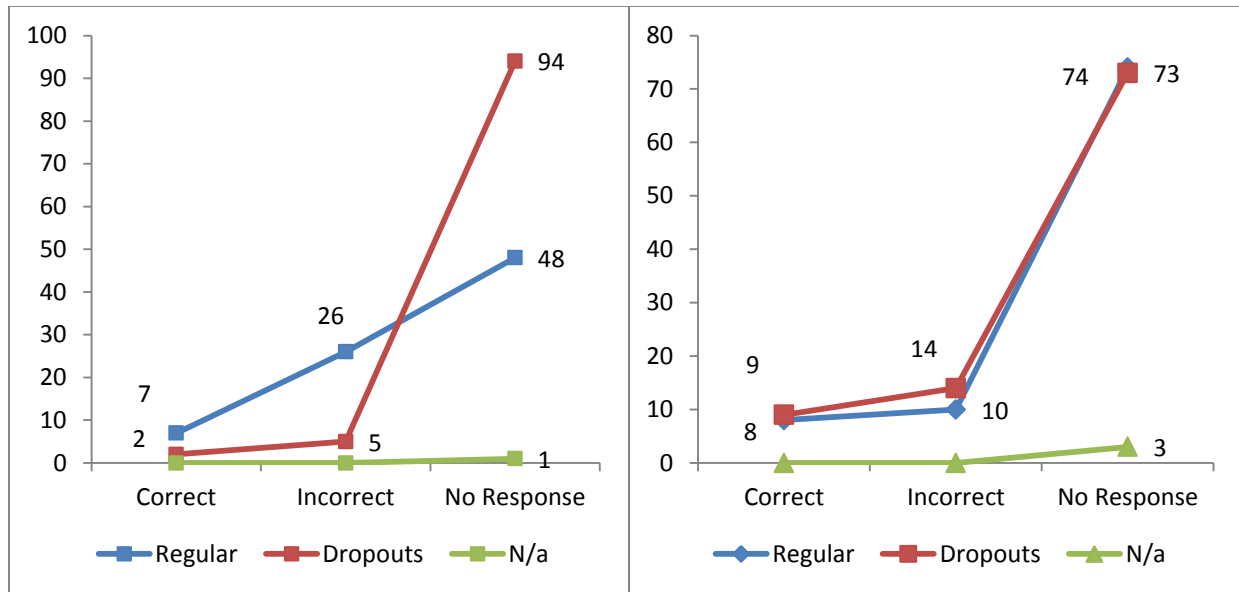
Figure 13: Reading comprehension skills by caste/ethnicity of control and treatment groups



The analysis of the "no response" category also showed that Dalits and *Janajati* of control and treatment schools were the one who did not answer the questions. This finding also indicates that there is a need of additional effort to support the students for answering the comprehension question especially to the Dalits and *Janajati* students (Appendix 25). The possible reason was that their grammar and the English grammar did not match with each other. Because of this unmatched grammar relation the *Janajati* students were unable to answer the question. It also indicates that *Janajati* students need different pedagogical arrangement to learn English.

Data suggested that ECD contributed to improve reading comprehension of the students. Students of treatment schools did even better in reading comprehension (15 students of the treatment groups vs 6 students of the control groups). This study also explored the connection of dropouts and regularity of the students with reading comprehension. As this study found, regular students of both the control and the treatment school were of the same position (7 students of the control groups vs 8 students of the treatment groups). But the dropout students of the treatment group were found better in comparison to their counterparts of the control schools (9 students of the treatment groups vs 2 students of the control groups). Even the incorrect doers were relatively few in the treatment schools (24 students of the control groups vs 31 students of the treatment groups). The finding indicated that treatment schools helped regular students to improve reading comprehension. The figure below displays the result of the field survey (Appendix 26).

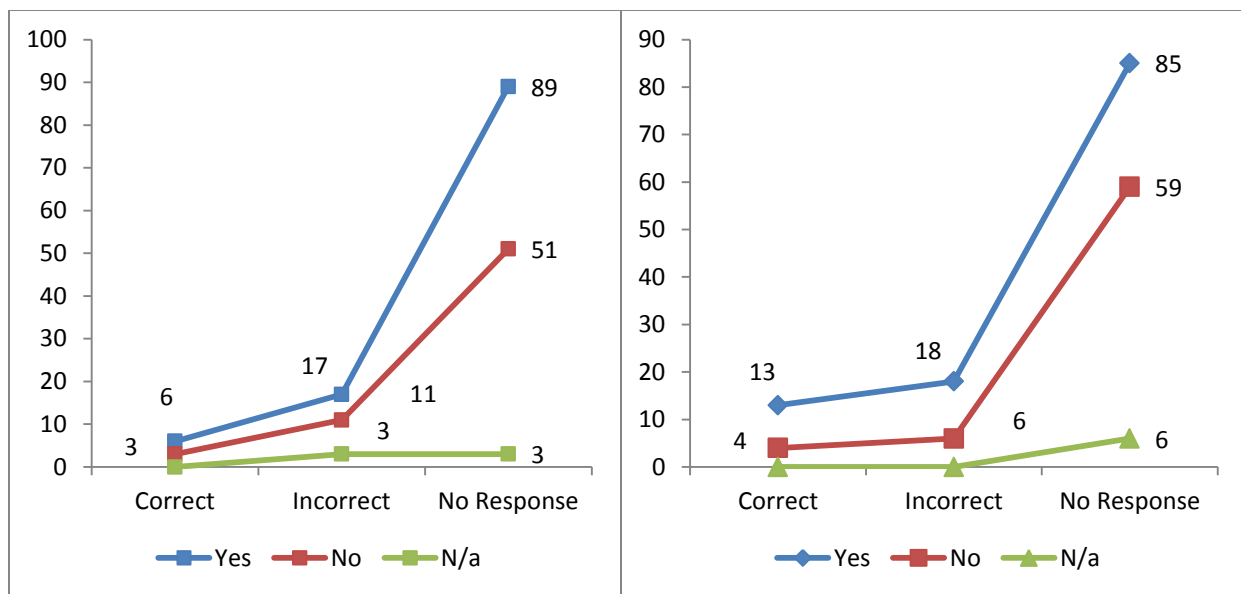
Figure 14: Reading comprehension details in control and treatment groups



The number of 'no response' of control and treatment schools gave another clue that efforts to capacitate students of control school (143 students) were inadequate though there were some significant changes in the achievement of the regular students of the treatment schools.

Parents' education was found contributory to promote reading comprehension among the students. Mothers' education was found more contributory to the students of treatment schools as 13 students of the treatment groups had the correct answer vs the 6 students of the control groups that did the same. Below is the figure that shows the contribution of parents' education for improving the comprehension skills (Appendix 27).

Figure 15: Education level of mother and skills on comprehension questions in control and treatment groups



The figure above shows that parents' level of education and students' ability to answer the comprehension question has positive correlation. This observed fact was reiterated by the findings of this study as well.

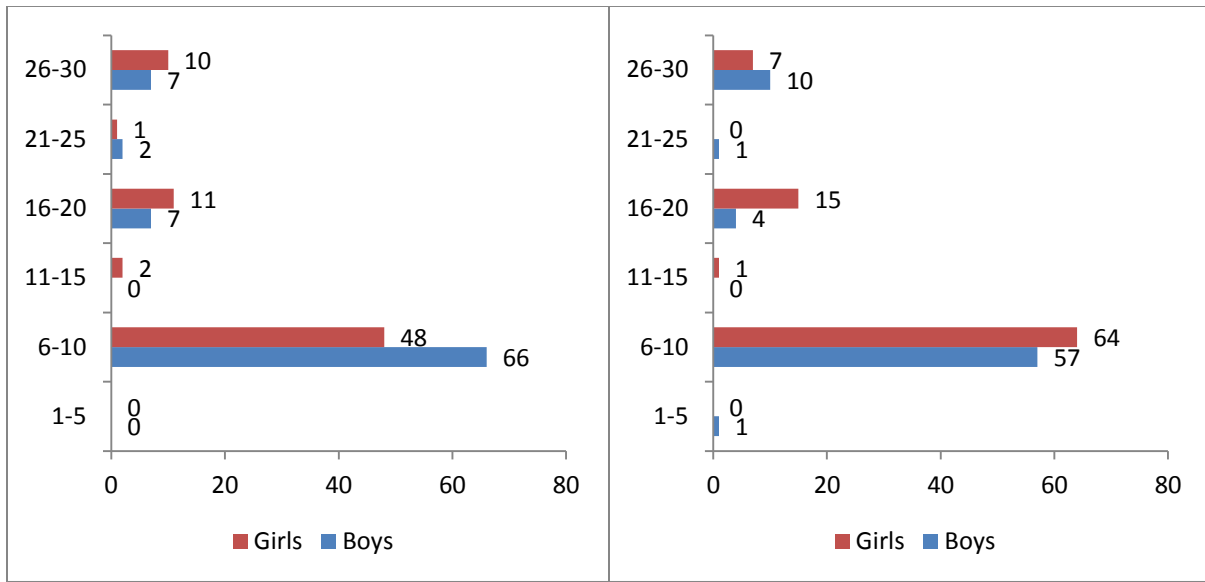
If we analyze the data by age group of the students, this study showed that overage students did better than the underage and correct age students of both the control and the treatment group (7 overage students vs 1 underage and correct age students of the control groups vs 12 overage students vs 2 underage and correct age students of the treatment groups). This implies that the overage students though few took the benefits of the correct age students.

Data suggested that there was a correlation between the available facilities (radio, television, vehicle, toilet etc.) and students' ability to answer the comprehension question. The availability of bicycle was an exception. This gives a clue that affluence and reading comprehension can go together. This might be the reason that students get chance to communicate with their peers, parents, and teachers about these available facilities and become capacitated to respond the comprehension question. The other possible reason is that students see pictures in their textbooks, relate them while they study in classroom, and then generally become capable to answer the comprehension questions.

### Result of section 6: Listening comprehension

In this section students were asked to read a passage loudly. They were requested to read the passage only once but slowly i.e. 1 word per second. Once they finish reading, researchers had asked some questions to be answered by the students. Below is the figure that portrays the number of correct answer providing students of both the control and the treatment schools (Appendix 28).

Figure 16: Number of correct comprehension in listeners in control and treatment groups



The figure above shows a tendency that (a) both girls and boys of control and the treatment schools had difficulty in answering all the five questions by listening a passage at one time (b) more students of both the control and the treatment schools failed to answer the questions correctly (c) the number of all answers givers decreased in boys and girls; only 2 in case of control groups and 3 in case of treatment groups (d) there was no a definite pattern to answer that boys and/or girls answered the questions in comparison to their counterparts of the two types of schools.

*Janajati* students of both the control and the treatment schools were better off in terms of in listening comprehension as 79 such students from control groups and 86 students from treatment groups provided sound comprehensive skills. This was more so with the students of the treatment schools. The potential reason was that *Janajati* by culture learnt to listen more and talk less. This cultural heritage of the *Janajati* parents might have helped students develop listening habit. On the other hand the non-*Janajati* group except Dalits had developed reactive culture and hence they were less attentive to what somebody said and react in the end. But this study had not explored such reasons. Because of the lack of data one cannot claim these reasons as authentic and yet this hunch might have some connection with the findings of this study.

This study found that Nepali language speakers of both the control and the treatment schools gave more answers correctly to the ethnic language speakers (60 and 71 students in control and treatment groups respectively). This might be the reason that teachers taught English in Nepali language regardless of the mother tongue of the ethnic students. Critical researches usually claim that the students of the so called mainstream community take benefit from school education because of their cultural compatibility and also the presence of their types of teachers

and other service providers. But for *Janajati* the same situation was not found favorable. The research finding might have some implications to this study as well.

The study also showed that students using English occasionally at home were more in treatment schools and the students of such family had scored more correct answers. This indicates that listening and answering has something to do with the home environment where English is spoken at home and in school to help students listen and speak in English.

Like in the aforesaid sections, this study found that ECD had positive effect on students' ability to listening comprehension (47 and 62 students from control and treatment groups respectively). This was more so with the students of the treatment schools. Similarly dropout students answered more questions than their regular school counterparts of both the control and the treatment schools. This indicates that efforts were limited to reach at correct age and underage students in both the control and the treatment schools.

Parents' education was another variable that was counted while analyzing the data. As the analysis shows parents' education had some effect on students' listening comprehension but it was not so visible among the students of both the control and the treatment schools (45 students of the control groups vs 55 students of the treatment groups, see Appendix 29). In case of age group as variable this study found that there was not a definite trend. In some occasion the students of control schools turned out to be better (in case of overage students) and in other cases they were weaker even in the treatment schools.

The data were also analyzed to see whether there was any effect of the means of transportation and communication including that of toilet facilities. As the study found there was significant relationship of these facilities to the listening comprehension of students. The possible reason is that these facilities produce some kinds of sounds except toilet. Students, who listened others, even in the noisy sounds, might have showed better performance in listening comprehension. This result resembles to the finding of the multilingual studies which claim that the more people listen many speeches of different language the more they develop language faculty and hence understand each other.

In a nutshell this study showed that students of treatment schools performed better in all the six sections above. It also confirmed that means of transportation and communication at home had also positive correlation with students' better performance. Study also indicated that the beneficiaries of this project were the Nepali speaking community, overage children, school dropouts, and girls. But because of the absence of qualitative information the reasons were yet to be explored after each of the finding. However the growing interest of the parents to educate their children and market demand as well as the accessibility of the English alphabets and words here and there students of both the control and the treatment schools witnessed the importance of English education for all.

## Appendixes

Appendix 1: Number of students who attempted to read alphabets

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
Zero	0	1	1	0	0	0
1 to 10	78	67	145	31	32	63
11 to 20	4	5	9	28	32	60
21 to 30	0	0	0	7	8	15
31 to 40	0	0	0	6	6	12
41 to 50	0	0	0	2	9	11
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
<b>Total</b>	<b>82</b>	<b>73</b>	<b>155</b>	<b>74</b>	<b>87</b>	<b>161</b>

Appendix 2: Number of correctly pronounced alphabets

Response	Control Group		Treatment Group		
	Boys	Total	Boys	Girls	Total
Zero	0	0	0	0	0
1 to 10	0	0	29	32	61
11 to 20	0	0	16	22	38
21 to 30	0	0	0	0	0
31 to 40	0	0	0	0	0
41 to 50	0	0	0	0	0
51 to 60	0	0	0	0	0
61 to 70	0	0	0	0	0
71 to 80	0	0	0	0	0
80 to 90	0	0	0	0	0
91 to 100	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>54</b>	<b>99</b>

Appendix3: Effect of home language on early grade reading

Response	Control Group		Treatment Group			Control Group		Treatment Group	
	Nepali	Others	English	Nepali	Others	Sometime	Rarely	Sometime	Rarely
Zero	0	0	0	0	0	0	0	0	0
1 to 10	0	0	2	49	14	0	0	14	6
11 to 20	0	0	0	31	8	0	0	19	6
21 to 30	0	0	0	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>80</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>12</b>



Appendix 4: Effect of ECD on early grade language learning

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 10	0	0	0	45	16	0
11 to 20	0	0	0	34	4	0
21 to 30	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
Total	0	0	0	79	20	0

Appendix 5: Effects of parental education on early grade reading

Response	Mother's Educational Background						Father's Educational Background					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 10	0	0	0	42	19	0	0	0	0	45	16	0
11 to 20	0	0	0	25	13	0	0	0	0	28	10	0
21 to 30	0	0	0	0	0	0	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	67	32	0	0	0	0	73	26	0

Appendix 6: Effects of students' regularity in early grade reading

Response	Regular/School Dropouts					
	Control Group			Treatment Group		
	Regular	Dropouts	N/a	Regular	Dropouts	N/a
Zero	0	0	0	0	0	0
1 to 10	0	0	0	25	36	0
11 to 20	0	0	0	11	27	0
21 to 30	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
Total	0	0	0	36	63	0

Appendix 7: Effects of radio on students' early grade reading

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 10	0	0	0	36	25	0
11 to 20	0	0	0	24	14	0
21 to 30	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
Total	0	0	0	60	39	0

Appendix 7a: Effects of telephone/mobile on students' early grade reading

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 10	0	0	0	60	1	0
11 to 20	0	0	0	36	2	0
21 to 30	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
Total	0	0	0	96	3	0

Appendix 7b: Effects of electricity on students' early grade reading

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 10	0	0	0	58	3	0
11 to 20	0	0	0	38	0	0
21 to 30	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0
Total	0	0	0	96	3	0

Appendix 7c: Effects of television and refrigerator

Response	Television						Refrigerator					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 10	0	0	0	50	11	0	0	0	0	18	43	0
11 to 20	0	0	0	33	5	0	0	0	0	9	29	0
21 to 30	0	0	0	0	0	0	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	0	0	0	0	0	0
51 to 60	0	0	0	0	0	0	0	0	0	0	0	0
61 to 70	0	0	0	0	0	0	0	0	0	0	0	0
71 to 80	0	0	0	0	0	0	0	0	0	0	0	0
80 to 90	0	0	0	0	0	0	0	0	0	0	0	0
91 to 100	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	83	16	0	0	0	0	27	72	0

Appendix 8: Total number of letters read by gender

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
Zero	0	1	1	1	0	1
1 to 5	55	31	86	37	34	71
6 to 10	7	4	11	15	28	43
11 to 15	11	19	30	14	10	24
16 to 20	7	12	19	3	6	9
21 to 25	2	6	8	4	7	11
26 to 30	0	0	0	0	2	2
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	82	73	155	74	87	161

Appendix 9: Correct number of letters read by gender

Response	Control Group			Treatment Group		
	Male	Female	Total	Male	Female	Total
Zero	0	0	0	0	0	0
1 to 5	12	14	26	20	20	40
6 to 10	8	15	23	8	19	27
11 to 15	4	8	12	6	7	13
16 to 20	0	1	1	1	4	5
21 to 25	1	1	2	1	0	1
26 to 30	0	0	0	0	1	1
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	25	39	64	36	51	87

Appendix10: Correct words read by caste/ethnic group

Response	Control Group			Treatment Group		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Zero	0	0	0	0	0	0
1 to 5	2	10	14	4	23	13
6 to 10	1	11	11	4	13	10
11 to 15	1	4	7	4	3	6
16 to 20	0	1	0	0	3	2
21 to 25	0	1	1	0	0	1
26 to 30	0	0	0	0	1	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	4	27	33	12	43	32

Appendix 11: English word users of different mother tongues

Response	Mother Tongue*						English Language Used at home			
	Control Group			Treatment Group			Control Group		Treatment Group	
	English	Nepali	Others	English	Nepali	Others	Sometime	Rarely	Sometime	Rarely
Zero	0	0	0	0	0	0	0	0	0	0
1 to 5	1	20	5	1	24	15	2	0	22	4
6 to 10	0	22	2	0	25	3	2	4	8	4
11 to 15	0	11	1	0	13	0	2	3	0	3
16 to 20	0	1	0	0	5	1	0	0	1	0
21 to 25	0	2	0	0	1	0	0	1	0	0
26 to 30	0	0	0	0	0	1	0	0	1	0
31 to 35	0	0	0	0	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0	0	0	0	0
Total	1	56	8	1	68	20	6	8	32	11

Appendix 12: Students with ECD experience in reading English words correctly

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 5	26	0	0	34	6	0
6 to 10	17	6	0	24	3	0
11 to 15	10	2	0	11	2	0
16 to 20	1	0	0	5	0	0
21 to 25	1	1	0	1	0	0
26 to 30	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	55	9	0	76	11	0

Appendix 13: Number of regular/school dropouts with ECD experience in pronouncing English words

Response	Control Group			Treatment Group		
	Regular	Dropouts	N/a	Regular	Dropouts	N/a
Zero	0	0	0	0	0	0
1 to 5	1	24	1	12	27	1
6 to 10	9	14	0	8	19	0
11 to 15	3	9	0	9	4	0
16 to 20	1	0	0	3	2	0
21 to 25	2	0	0	1	0	0
26 to 30	0	0	0	0	1	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	16	47	1	33	53	1

Appendix 14: Parental education and word reading ability of early grade readers

Response	Mother's Educational Background						Father's Educational Background					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 5	15	11	0	26	11	3	20	6	0	31	7	2
6 to 10	13	10	0	16	11	0	19	4	0	17	10	0
11 to 15	8	4	0	9	4	0	10	2	0	12	1	0
16 to 20	1	0	0	4	1	0	1	0	0	4	1	0
21 to 25	2	0	0	0	1	0	2	0	0	1	0	0
26 to 30	0	0	0	1	0	0	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0	0	0	0	0	0	0
Total	39	25	0	56	28	3	52	12	0	66	19	2

Appendix 15: Number of students speaking English words at their home

Response	Control Group		Treatment Group	
	Sometime	Rarely	Sometime	Rarely
Zero	0	0	0	0
1 to 5	2	0	22	4
6 to 10	2	4	8	4
11 to 15	2	3	0	3
16 to 20	0	0	1	0
21 to 25	0	1	0	0
26 to 30	0	0	1	0
31 to 35	0	0	0	0
36 to 40	0	0	0	0
41 to 45	0	0	0	0
46 to 50	0	0	0	0
Total	6	8	32	11

Appendix 16a: Students having radio and telephone in pronouncing English words

Response	Radio						Telephone/Mobile Phone					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 5	12	14	0	18	22	0	25	1	0	37	2	1
6 to 10	11	12	0	11	16	0	23	0	0	25	2	0
11 to 15	4	8	0	9	4	0	11	1	0	13	0	0
16 to 20	1	0	0	3	2	0	1	0	0	5	0	0
21 to 25	2	0	0	1	0	0	2	0	0	1	0	0
26 to 30	0	0	0	1	0	0	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0	0	0	0	0	0	0
Total	30	34	0	43	44	0	62	2	0	82	4	1

Appendix 16b: Students having electricity and television in pronouncing English words

Response	Electricity						Television					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 5	26	0	0	39	1	0	22	4	0	30	10	0
6 to 10	23	0	0	26	1	0	16	7	0	23	4	0
11 to 15	12	0	0	13	0	0	8	4	0	12	1	0
16 to 20	1	0	0	5	0	0	1	0	0	5	0	0
21 to 25	2	0	0	1	0	0	2	0	0	1	0	0
26 to 30	0	0	0	1	0	0	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0	0	0	0	0	0	0
Total	64	0	0	85	2	0	49	15	0	72	15	0

Appendix 16c: Students having refrigerator in pronouncing English words

Response	Refrigerator					
	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0
1 to 5	12	14	0	11	29	0
6 to 10	5	16	2	3	24	0
11 to 15	3	9	0	0	13	0
16 to 20	0	1	0	2	3	0
21 to 25	0	2	0	1	0	0
26 to 30	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	20	42	2	18	69	0

Appendix 17: Number of students reading the invented words by gender

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
Zero	0	1	1	1	1	2
1 to 5	73	52	125	55	61	116
6 to 10	6	14	20	14	19	33
11 to 15	1	5	6	2	5	7
16 to 20	1	1	2	1	1	2
21 to 25	1	0	1	1	0	1
26 to 30	0	0	0	0	0	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	82	73	155	74	87	161

Appendix 18: Number of students reading the correct invented words by gender

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
Zero	0	0	0	0	0	0
1 to 5	2	11	13	4	4	8
6 to 10	1	2	3	1	2	3
11 to 15	0	0	0	1	2	3
16 to 20	1	0	1	1	0	1
21 to 25	0	0	0	0	0	0
26 to 30	0	0	0	0	0	0
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	4	13	17	7	8	15

Appendix 19: Parents' educational status and students' ability to read the invented words

Response	Mother's Educational Background						Father's Educational Background					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Zero	0	0	0	0	0	0	0	0	0	0	0	0
1 to 5	15	11	0	26	11	3	20	6	0	31	7	2
6 to 10	13	10	0	16	11	0	19	4	0	17	10	0
11 to 15	8	4	0	9	4	0	10	2	0	12	1	0
16 to 20	1	0	0	4	1	0	1	0	0	4	1	0
21 to 25	2	0	0	0	1	0	2	0	0	1	0	0
26 to 30	0	0	0	1	0	0	0	0	0	1	0	0
31 to 35	0	0	0	0	0	0	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0	0	0	0	0	0	0
Total	39	25	0	56	28	3	52	12	0	66	19	2

Appendix 20: Passage reading status by gender

Response	Control Group			Treatment Group		
	Male	Female	Total	Male	Female	Total
Zero	0	1	1	1	0	1
1 to 5	0	0	0	1	0	1
6 to 10	66	48	114	57	64	121
11 to 15	0	2	2	0	1	1
16 to 20	7	11	18	4	15	19
21 to 25	2	1	3	1	0	1
26 to 30	7	10	17	10	7	17
31 to 35	0	0	0	0	0	0
36 to 40	0	0	0	0	0	0
41 to 45	0	0	0	0	0	0
46 to 50	0	0	0	0	0	0
Total	82	73	155	74	87	161



Appendix 21a: Caste/ethnic distribution of the comprehension passage readers

Response	Control Group			Treatment Group		
	Dalit	Janjati	Others	Dalit	Janjati	Others
5 Correct	0	1	1	0	2	1
4 Correct	0	4	0	0	4	5
3 Correct	1	9	4	3	8	6
2 Correct	5	7	10	2	12	11
1 Correct	5	9	16	5	20	9
0 Correct	7	49	27	10	40	23
<b>Total</b>	<b>18</b>	<b>79</b>	<b>58</b>	<b>20</b>	<b>86</b>	<b>55</b>

Appendix 21b: Mother tongue of the comprehensive paragraph readers

Response	Mother Tongue*						English Language Used at home			
	Control Group			Treatment Group			Control Group		Treatment Group	
	English	Nepali	Others	English	Nepali	Others	Sometime	Rarely	Sometime	Rarely
5 Correct	0	2	0	1	2	1	1	0	2	1
4 Correct	0	1	3	0	4	5	4	0	8	0
3 Correct	0	7	7	0	10	7	7	0	10	0
2 Correct	0	21	1	0	24	1	3	3	6	0
1 Correct	0	29	1	0	31	6	1	4	3	6
0 Correct	2	69	15	1	49	24	12	24	4	7
<b>Total</b>	<b>2</b>	<b>129</b>	<b>27</b>	<b>2</b>	<b>120</b>	<b>44</b>	<b>28</b>	<b>31</b>	<b>33</b>	<b>14</b>

Appendix 22: ECD/PPC Experience for early grade reading

Response	Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a
5 Correct	0	2	0	3	0	0
4 Correct	4	0	0	8	1	0
3 Correct	10	4	0	13	4	0
2 Correct	14	8	0	14	11	0
1 Correct	19	11	0	24	10	0
0 Correct	67	15	1	60	12	1
<b>Total</b>	<b>114</b>	<b>40</b>	<b>1</b>	<b>122</b>	<b>38</b>	<b>1</b>

Appendix 23: Reading comprehension of early grade readers

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
Correct	2	7	9	7	10	17
Incorrect	16	15	31	15	9	24
No Response	79	64	143	69	81	150
<b>Total</b>	<b>97</b>	<b>86</b>	<b>183</b>	<b>91</b>	<b>100</b>	<b>191</b>

Appendix 24: Reading comprehension of early grade readers by caste/ethnic distribution

Response	Control Group			Treatment Group		
	Dalit	Janajati	Others	Dalit	Janajati	Others
Correct	1	3	5	2	8	7
Incorrect	6	12	13	4	8	12
No Response	16	76	51	19	80	51
<b>Total</b>	<b>23</b>	<b>91</b>	<b>69</b>	<b>25</b>	<b>96</b>	<b>70</b>

Appendix 25: Mother tongue users at school and English users at home for answering the comprehension question

Response	Mother Tongue*						English Language Used at home			
	Control Group			Treatment Group			Control Group		Treatment Group	
	English	Nepali	Others	English	Nepali	Others	Sometime	Rarely	Sometime	Rarely
Correct	0	9	0	0	15	3	0	4	2	5
Incorrect	0	29	5	0	20	5	0	11	0	8
No Response	2	119	26	2	110	42	28	23	33	7
Total	2	157	31	2	145	50	28	38	35	20

Appendix 26: Reading comprehension details

Response	Control Group			Treatment Group		
	Regular	Dropouts	N/a	Regular	Dropouts	N/a
Correct	7	2	0	8	9	0
Incorrect	26	5	0	10	14	0
No Response	48	94	1	74	73	3
Total	81	101	1	92	96	3

Appendix 27: Contribution of parent's literacy for improving their children in answering comprehension questions

Response	Mother's Educational Background						Father's Educational Background					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
Correct	6	3	0	13	4	0	8	1	0	15	2	0
Incorrect	17	11	3	18	6	0	27	1	3	23	1	0
No Response	89	51	3	85	59	6	114	25	4	102	43	5
Total	112	65	6	116	69	6	149	27	7	140	46	5

Appendix 28: Number of correct comprehension listeners

Response	Control Group			Treatment Group		
	Boys	Girls	Total	Boys	Girls	Total
5 Correct	1	1	2	0	3	3
4 Correct	1	3	4	5	4	9
3 Correct	9	5	14	8	9	17
2 Correct	14	8	22	8	17	25
1 Correct	16	14	30	18	16	34
0 Correct	41	42	83	35	38	73
Total	82	73	155	74	87	161

Appendix 29: Contribution of parents' education on students' listening comprehension

Response	Mother's Educational Background						Father's Educational Background					
	Control Group			Treatment Group			Control Group			Treatment Group		
	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a	Yes	No	N/a
5 Correct	1	1	0	3	0	0	2	0	0	3	0	0
4 Correct	4	0	0	8	1	0	4	0	0	9	0	0
3 Correct	7	7	0	12	5	0	11	3	0	13	4	0
2 Correct	17	5	0	13	12	0	16	6	0	17	8	0
1 Correct	16	14	0	19	14	1	24	6	0	26	8	0
0 Correct	50	30	3	36	32	5	67	12	4	43	25	5
Total	95	57	3	91	64	6	124	27	4	111	45	5