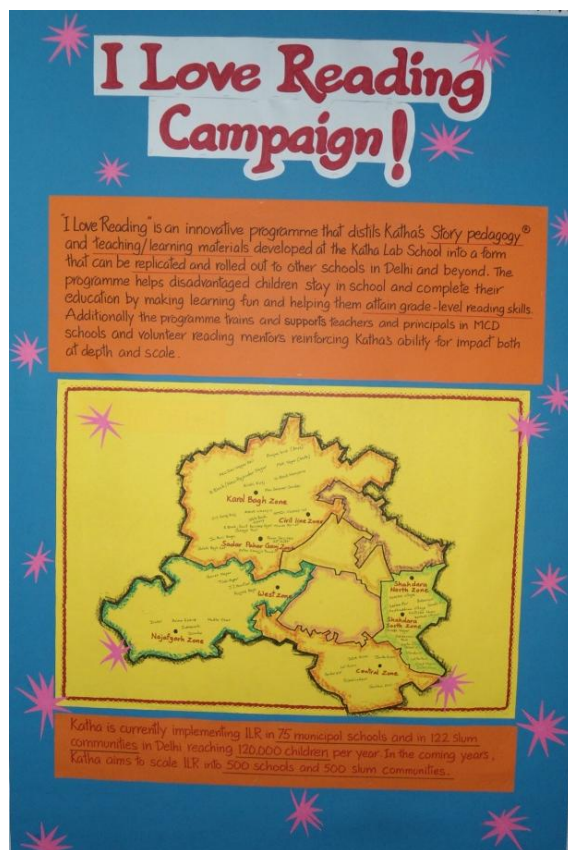


# 'I Love Reading' Intervention

by *Katha*



## Evaluation of 'I Love Reading Campaign' in Delhi MCD Schools

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CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT



AMBEDKAR UNIVERSITY DELHI

Centre for Early Childhood Education and Development (CECED)  
Ambedkar University Delhi

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अम्बेडकर विश्वविद्यालय दिल्ली



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*PROF. VENITA KAUL*  
*DIRECTOR*

F. No. AUD/CECED/14-36/2015-16/Katha  
30-6-2015

To,

Ms. Parvinder Kaul  
Executive Director, Katha  
A3 Sarvodya Enclave  
Sri Aurbindo Marg  
New Delhi – 110 017

Dear Ms. Parvinder,

We are pleased to inform you that we have completed the project, “**Evaluation of ‘I Love Reading Campaign’ in MCD Schools in Delhi**” The executive summary of this evaluation conducted by Centre of Early Childhood Education and Development, Ambedkar University Delhi is enclosed.

We gained some very valuable insights and learnings in the process of conducting this study. We hope that you too find the evaluation useful.

Sincerely,

*Venita Kaul*  
(Prof. Venita Kaul)



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## EXECUTIVE SUMMARY

*Katha*, a “non-profit/profit for all” organization has been working in Delhi since 1988 on enhancing quality education and inducing joy of reading amongst students living in urban slums. *Katha* began its ‘*I Love Reading*’ (ILR) campaign in collaboration with Primary Schools of Municipal Corporation of Delhi, Delhi Government in 2008 to transform MCD schools into a fun and interactive learning place for children and increase reading and numeracy skills among students from classes 1-5. In the year 2013, the program expanded to include the intervention in 75 MCD schools across three municipal corporations (North, South and East).

The Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi, (AUD) was invited by *Katha* in 2013 to carry out an evaluation of their ‘*I Love Reading*’ intervention. In the *Katha* intervention schools, *Katha* was providing two kinds of intervention. The first was in the form of a pull-out classroom in which students who were Reading Challenged were provided approximately 40 minutes of instruction everyday by *Katha* mentors for each grade level. The second was in the regular classroom in which *Katha* mentors were providing intervention once a week for approximately 40 minutes.

This evaluation was conducted in three parts. In the first part, in 2014, children from classes 2 and 4 were assessed on their literacy and math scores. The classroom quality vis-à-vis the scores of the children was also analysed. In the second part, children’s reading attitudes and educators perceptions about the programme was assessed. In the third part, in 2015, the children were again assessed, but only on literacy (Hindi). By this time, children were in classes 4 and 6 respectively, approximately a year later.

***Overall, the evaluation of Katha’s ‘I Love Reading’ intervention indicated a significant improvement in the learning levels of Reading Challenged (RC) students with noticeable improvement on the task of reading with comprehension,*** among children who were in classes 2 and 4 in the baseline. Children performed at the lowest levels on these tasks during the baseline. For class 2 children, the percentage of students who could read and comprehend increased to 76.19% in the end-line from 5.71% in the baseline. On the other hand, in class 4/6 students, the percentage increased to 84 % in end-line from 22 % in baseline.

The sections below provide details regarding the three parts of the evaluation.

In the **first part** (Part I, baseline), the objective was to assess the achievement levels of students in Hindi and Maths and analyze the influence of classroom quality on the same. For the methodology, a stratified random sampling design was used to select the schools, classes and children. This included 26 schools from the *Katha* intervention group and 14 schools for a Control group (5 of these included Super-30 schools that were better in infrastructure than other MCD schools). Sample selection of the total of 800 students included selecting 10 students randomly from class 2 and class 4 (in the intervention schools, 5 students were selected from the Reading Challenged class and 5 from the regular class for each grade level). The assessments included graded Hindi and Maths Achievement Tests and ECEQAS+ for assessing classroom quality.

The results of the study indicated that performance of students in the Reading Challenged category in both classes and in both subjects was mostly in the lowest quartile, while the performance of the other three groups were comparable, with the Super-30 category being lower than the others, on average. There was a correlation between scores of Hindi and Maths across all the categories of students in class 2 and class 4 indicating a need for continued content

focused instruction. Among other findings, the results indicated that when the complexity of the tasks increased, student performance became lower across categories, even in letter identification for class 4. Items that were especially challenging were tasks that required independent reading and writing. Many students (even in class 4) did not attempt these items, especially in reading. The student scores in listening comprehension were relatively higher across all categories and this could be indicative of the access to books provided by *Katha* because an inclination towards stories was also emphasized by the *Katha* mentors. The outcomes of children on the achievement test and ECEQAS—as assessed in the evaluation indicated that free/guided conversation and competency in Hindi/language significantly influenced the Maths achievement for class-2. Moreover, gender played a significant role, where boys performed better than girls. For class 4, the findings point to significant role of free/guided conversation, gender and influence of Hindi competency on Maths score of the students.

In the **second part**, the objective was to assess students' attitudes towards reading, access to books, activities they do in the *Katha* intervention class and the regular class and lastly, the preparation and perception of the *Katha* and the MCD educators. The survey on reading attitude (247 students) indicated an overall positive attitude by the students towards reading. **This intervention by *Katha* in providing access to books to young children emerged as a commendable step in changing attitudes towards reading.** The findings of Reading Attitudes Survey of Students in *Katha's* Intervention indicated that many students showed positive attitudes towards reading. **The students' response regarding books from the *Katha* library –“whether they had taken home”- 75% of the students reported they had taken books from *Katha* story room.** Additionally, students who had higher scores in Hindi and Maths also demonstrated marginally better scores on the reading attitude survey. The survey on access to books indicated that more students in class 4 were taking books home than class 2 students. Additionally, majority of the students reported that the classroom activities focused on formal instruction such as reading and writing—both, in the regular and the *Katha* classroom. However, students in the *Katha* classroom also reported about 'play' and 'storytelling' more than in the regular classroom.

The focus group discussions, interviews and surveys were conducted with Junior Reading Mentors (JRMs) from *Katha* (19), Senior Reading Mentors (SRMs) from *Katha* (12), Principal Reading Mentors (PRMs) from *Katha* (5), MCD teachers (81) and MCD Principals (16). The results of the evaluation demonstrated that overall, all educators did have a relatively common understanding of the goals and objectives of the *Katha* program. The JRMs, SRMs and PRMs were involved in on-going training and mentoring that focused on creating lessons based on story pedagogy, assessment, and so on. In response to the *Katha's* intervention, **93.75% of the Principals felt that the ILR programme had been very helpful for their students.** While acknowledging the intervention, the Principals (93.75%) wanted the *Katha* programme to continue in their schools. However, the results also indicated that there were challenges at various levels, especially for the JRMs. These related to large numbers of students in their classrooms, variations in the process of the selection of reading challenged students, pedagogical issues, administrative issues in the MCD schools, and so on.

In the **third part** (Part III, end-line), the objective was to assess the learning levels of children after a year of intervention. However, for this part of the study, only RC students were selected and they were assessed only on the Hindi achievement test. Since the Part 1 was conducted when the children were in classes 2 and 4 in February of 2014, the children were in classes 4 and 6

when the end-line assessment<sup>1</sup> was conducted in April-May of 2015. The sample of Part-III included 100 students in class 4/6 and 105 students in class 2/4 across the three zones of MCD schools. The results of the study (summarised in Tables 1 and 2) indicated that performance of students in the end-line study in both classes increased significantly in comparison with the baseline study across all tasks.

**Table 1: Comparison of Baseline and End-line performance of Class 2 students who entered Class 4 in 2015**

Literacy Aspects	Base line (2014)	End line (2015)	% increase in performance
Letter Identification (L-3 highest difficulty level)	51.12%	81.58%	30.46%
Word Recognition L-3	20.15%	78.09%	57.94%
Phonemic Awareness L-3	17.38%	81.19%	63.81%
Listening comprehension-(inferential-higher level of thinking)	0.95%	18.09%	17.14%
Running record (Reading Rate/fluency)	0%	26.67	26.67%
Running record (pronunciation/Accuracy)	3.80%	75.23%	71.43%
Dictation(highest level difficulty) completely correct	5.23%	33.34%	28.11%
Partially correct	0%	50.47%	50.47%
Written Expression-comprehensibility Exceeds expectation	0%	22.85%	22.85%
Meets Expectations	1.90%	25.71%	23.81%
Written Expression comprehensibility overall performance	1.90%	48.56%	46.66%
Written Expression-vocabulary Exceeds expectation	0%	5.75%	5.75%
Meets Expectation	1.90%	24.76%	22.86%
Written Expression Vocabulary Overall performance	1.90%	30.51%	28.61%
Reading Comprehension Answers correctly in complete sentence	0%	33.34%	33.34%
Overall Reading Performance: children who can read and Comprehend	5.71%	76.19%	70.48%

**Table 2: Comparison of Baseline and End-line performance of Class 4 students who entered Class 6 in 2015**

LITERACY Aspects Assessed	Baseline (2014)	End-line (2015)	% Increase in Performance
Letter Identification (L-3 highest difficulty level)	63%	83.34%	20.34%

<sup>1</sup> Children from Class 2 in the end-line have been indicated by 2/4 and children in Class 4 from in the end-line have been indicated by 4/6 respectively.

Word Recognition L-3	47.34%	89.17%	42%
Phonemic Awareness- L-3	39.75%	88%	48.25%
Listening comprehension-(inferential)	03%	25%	22%
Running record (Reading Rate/fluency)	0%	33%	33%
Running record (Pronunciation/Accuracy)	22%	91%	69%
Dictation(highest level difficulty) completely correct	16%	42%	26%
Partially correct	0%	46.50%	46.50%
Written Expression- Comprehensibility <b>Exceeds expectation</b>	01%	38%	37%
<b>Meets Expectations</b>	7%	37%	30%
Written comprehensibility overall performance	08%	75%	67%
Written Expression-Vocabulary <b>Exceeds expectation</b>	0	17%	17%
<b>Meets Expectation</b>	07%	37%	30%
Written Expression Vocabulary -Overall performance	07%	54%	47%
Reading Comprehension Answers correctly in complete sentence	0%	42%	42%
Overall Reading Performance Children who can read and comprehend	22%	84%	62%

The findings indicate a significant improvement in learning levels of RC students on Hindi achievement test with noticeable improvement on the task of *reading with comprehension*. The following were some of the main findings:

- Increase of 70.48% in reading with comprehension: In class 2/4, the percentage of students who could read and comprehend increased to 76.19% in the end-line from 5.71% in the baseline.
- Increase of 62% in reading with comprehension: In class 4/6 students, the percentage increased to 84 % in end-line from 22 % in baseline.
- Written Expression comprehensibility overall performance which was not even 02% increased to 48.56% showing remarkable increase of 46.6% among class 2 students who entered class 4.
- Not even a single child among class 2 and 4 could answer reading comprehension questions in complete sentences in the baseline assessment but in the end-line assessment 33.34% of 2/4 children and 42% of 4/6 children could answer reading comprehension in complete sentences.
- Similarly not a single child of class 2 and 4 could read fluently as given in reading record baseline data, but in the end-line, 26.67% of class 2/4 and 33% of class 4/6 could read fluently at grade appropriate reading fluency. Accuracy of class 2/4 and 4/6 increased upto 71.43% and 69% respectively.



There has been remarkable improvement across all literacy aspects as can be seen from the above tables showing comparisons between baseline and end-line performances of students. However, there were some specific areas which need more focused attention such as vocabulary building, identifying complex letters, identifying word with *matras*, speaking in complete sentences and independent writing skills.

Since there was no control group in the end-line, one cannot compare the performance of the RC children with their peer group/s in other classes/schools. Also, the percentage of students who had migrated or not traced i.e., 5.40% in class 2/4 and 18.03% in class 4/6 might have affected the results of the study.

Given the findings from the baseline of the study, the **recommendations** of the report highlights the need for continued focused intervention, especially for Reading Challenged group of students and for providing them with more access to books at home. Other recommendations include more training for the JRMs, smaller class sizes for intervention, systematic screening and assessment of reading challenged students and ways to involve the MCD staff more into the intervention. Lastly, the play-based instruction, story pedagogy and access to books needs to continue so that these could help in motivating students toward reading and writing.