

I Love Reading!



Impact Assessment Report

March 2020



क KATHA

New Delhi – 110017

www.katha.org

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Foreword

Katha has been working since 1988 with a clear purpose of transforming the lives of children through reading and relevant education. Through the years, we have and continue to strive to reach more and more children and bring them into the ambit of reading for fun and for meaning to provide them not just the dignified subsistence they so desire but also give them the impetus they require to become responsible and responsive citizens of the country.

Katha's flagship program **I Love Reading** started in 2008 with the vision of our Founder-President **Ms. Geeta Dharmarajan** (*Padm Shri*) to transform primary government schools (Municipal Corporation of Delhi- MCD) into fun, interactive spaces for students, to bring them to grade-level learning and to enhance the joy of reading. As a reading programme, ILR is perhaps one the most holistic, creative and inclusive in the country today and has impacted the reading skills of numerous children in schools and communities,

Driven by the ideals that our Founder-President set forth, the programme expanded over the years and bucked up popular educational trends... And in the year 2016-17, ILR took epic proportions with the generous support of **Oracle** who helped us steer forward in our mission of sustained social transformation through education, With the unstinted faith that Oracle placed in us, we could reach out to 1, 20,000 children in next four years.

We are happy to present this document titled 'I Love Reading –Impact Assessment Report' which contains the reading assessment of the year 2019-20 and survey report of impact of I Love Reading project on continuum of education and subject learning achievements once children transitioned to upper primary level.

We wish to thank all researchers, teachers, and other experts for their contributions in developing this report.

Special thanks to Charities Aid Foundation (CAF) - India for helping in smooth implementation of the project since 2016-17 till now.

Parvinder Kaur
Executive Director

Development Team

Dr. Ayaz Malik, Asst. Director – Katha

Dr. Shilpi Sarkar, Advisor – Child Poverty Action Research Lab

Dr. Sharique Usman, Freelance Consultant

Vimla Arya, Researcher

Kusumlata, Researcher

List of Abbreviations

MCD	Municipal Corporation of Delhi
ASBL	Active Story Based Learning
ASER	All School Education Report
CWSN	Children With Special Needs
ILR	I Love Reading!
KCPAR	Katha Child Poverty Action Research Lab
KREAD	Katha Relevant Education for All-round Development
NCERT	National Council of Educational Research and Training
NCF-2005	National Curriculum Framework 2005
NDMC	North Delhi Municipal Corporation
NGO	Non-Governmental Organization
NSA	National Achievement Survey
PAR	Performance, Attendance, Retention
RTE Act	Right to Education Act
RUCHI	Reading and Understanding Comprehensively, Holistically and Intuitively
SDMC	South Delhi Municipal Corporation
SSA	Sarva Shiksha Abhiyan
STeP	School Transformation and Engagement Program
TADAA	Think, Ask, Discuss, Act and Action
TLM	Teaching Learning Material
U-DISE	Unified District Information System for Education
VIBGYOR	Violet, Indigo, Blue, Green, Yellow, Orange, Red

Abstract

Based on Katha's 30-year old StoryPedagogy, the ILR (I Love Reading) Program epitomized a significant breakthrough in the history of government-supported reading programs as it helped children achieve grade level language skills and comprehension by explicitly focusing on i) "reading for fun," ii) "reading for meaning" and iii) reading aimed to foster the concurrent development of overall language skills in a non-threatening learning environment.

Under the ILR programme, Katha works with all the stakeholders – students, teachers, principals, communities/parents, and the government – to ensure a robust, sustainable intervention. With direct intervention through trained Reading Mentors, ILR facilitates whole school transformation. One of the most important features of ILR is the integrated approach of teaching, based on NCERT syllabus. In addition to this, the programme also focuses on supporting the most reading challenged children in MCD schools and tracks their progress and results.

At Katha we believe that if children enjoy reading they will do well and stay in school longer, enabling them to do well in their academics and help them in completing their school education.

The document includes children's performance mainly in two ambit. Firstly, reading level improvement by comparing baseline and the end line assessments in the year 2019-20. A total of 2999 sample consisting of most reading challenged children participated in the reading assessment. Secondly the performance of children passed out from ILR schools. Here, a good sample of 1483 children was surveyed, out of the total population of 7614 who have been under ILR intervention and have been passed out. Further, quantitative data was collected from 656 sample to assess the academic performance of the children once they are passed out from ILR schools and attending upper primary schools.

Encouraging results were found as more than 75% of the children are now at grade level reading (Hindi). Further, all ILR passed out children are continuing education i.e. 100% percentage transition and no drop out. The CCE score achieved by ILR children are higher than the overall Delhi mean. The 2017-18 data was compared with National Achievement Survey (NAS) done by NCERT.

Introduction

Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including syntax, phonetics and an extensive vocabulary. The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms (Tomasello, 2008).

Language development is a continuous process that begins at birth and continues throughout life. Education helps to develop language among children or people. (Petty, 1965) "The period a child spends in the primary grades is usually regarded as one of the transition from the formal language learning done primarily in the home to that of the more formal instruction which takes place in school." There are two phases of language acquisition that is reading skill and language comprehension. The acquisition of reading skill is supposed to affect the language comprehension ability. Being the medium of instruction, proficiency in language affect the overall school performance of the students.

Reading is a key to a wealth of knowledge and experience that links people in a way that extends to distant environments and distant times. Reading provides an experience by which an individual may expand his horizon of knowledge. He gains the essence of himself and of the universe. Reading is an inevitable instrument of learning. Reading provides experience through which the individual may expand his horizons, identify, extend and expand his interests and gain deeper understandings of himself, of other human beings and of the world. Deboer, and Dallmann, (1967) expressed their view that child in school with successful and happy experiences with reading will determine in great measure his feelings about himself and his social environment."

The reading process requires continuous practices, development and refinement. Reading to young children is a recommended way to instill language and expression and to promote comprehension of text (Alberto Manguel, 1996).

Proficient Reading depends on the ability to recognize words quickly and effortlessly (Marilyn Jager Adams, 1994). If word recognition is difficult students use too much of their processing capacity to read individual words which interfere with their ability to comprehend what is read. Reading is an act of communication and in order to

communicate one must first comprehend (Rayner, Keith; 2001). Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text comprehension is necessary before words can be identified, and if the purpose of reading is to make sense of the text, then there is often no point in identifying the individual words at all. Meaningful language is transparent. According to Little one's Reading Resource (2003-2010) Reading begins the journey through one's language development stages and language development begins with reading to our children.

I LOVE READING PROGRAM

Reading changes everything. It's not just the ability to read, but the power of reading. It connects us with others and helps us know ourselves better. And reading is not merely a question of going to school, but to know and learn while having lots of fun in the process. With this thought and spirit, and in response to the low reading levels of the children in the country, Katha initiated the ILR programme in Delhi's municipal government schools and the surrounding slum communities. Aiming to improve the effectiveness of elementary education in the government school system, especially reading skills in children, ILR is based on Katha's proven education and teacher-training methods that we have developed, tested and refined over the last twenty-five years. ILR also uses Katha's beautifully illustrated, internationally acclaimed storybooks for children to engage them in reading and to help teachers tackle some of the most pressing issues in India such as poverty, inequality, and to enable sustainable change. Under the ILR programme, Katha works with all the stakeholders – students, teachers, principals, communities/parents, and the government – to ensure a robust, sustainable intervention. With direct intervention through trained Reading Mentors, ILR facilitates whole school transformation. One of the most important features of ILR is the integrated approach of teaching, based on NCERT syllabus. In addition to this, the programme also focuses on supporting the most reading challenged children in MCD schools and tracks their progress and results.

The eclectic elements of ILR

i. Active Story Based Learning

A robust reading technology tested over twenty-five years that uses storybooks, not textbooks, to help children learn standard national curriculum. We use a variety of lesson plans, self-assessment tools for student use, TLM modules, graded reader kits etc. to enhance basic reading in children and bring them to grade-level reading.

In research conducted by Anderson, Wilson & Fielding (1988) evidence show that extensive reading promotes growth of vocabulary, verbal fluency and general information. Schackne (1944) studied whether there is a correlation between extensive reading and language acquisition and obtained significant results (Iwhori, 2008; Shen, 2003; Bell 2001).

Using its own collection of storybooks instead of text-books to foster overall language skills – Katha has been pushing the boundaries of basic and functional literacy skills through the past three decades – by bringing within the ambit of literacy listening, speaking, reading, writing and story-telling skills while concurrently encouraging comprehension, understanding, and critical thinking skills, and fostering the creative imagination of socio-economically disadvantaged children through StoryPedagogy™.

ii. Literature to Literacy

ILR uses Katha's beautifully illustrated, culturally rich storybooks to improve the reading skills and spread the joy of reading in children. We not only work towards literacy, but go beyond that to help children engage with content, and discover the deeper meanings and richness of stories.

Elley and Mangubhai (1983) concluded that pupils who read a high number of high-interest story books written in a second language progressed in reading & listening comprehension in that language at twice the rate of those who do not read such books.

Keiko Koda (2007) concluded that reading and language learning is based on the relationship between knowledge of a language and reading. Reading necessitates linguistic knowledge and reading comprehension ability enhances linguistic knowledge expansion. Leung (2002) investigated impact of extensive reading on

adults' self-study and concluded that extensive reading enhance vocabulary acquisition, reading comprehension and promote a positive attitude towards learning.

According to Rosen (1971), as language permeates the school life, reading permeates school curriculum. Thorndike (1973) considered reading to be central part of school curriculum. With the rapid increase of human knowledge and expanding curricula, books have become the nucleus for much of the activity conducted in schools and success in many academic subjects is dependent upon pupil's reading ability.

Students become better readers; score higher on achievement tests in all subjects areas than those who are not good readers. Partnerships for Reading (2005) conclude that proficiency in language also effect the academic achievement of a child. Language acquisition is one of the key milestones in early childhood development that its delay can create a domino effect that begins with isolation and withdrawal, turns into poor academic performance (Bamford & Mizokawa, 1991).

According to (Feast, 2002) when students are deficit in the language of instruction, it follows that they would not perform well in the various school subjects taught in the target language. Butler and Castellon-Wellington (2000) compared students' performance in content areas to concurrent performance on a language proficiency test and found a correlation between the two.

Need and Significance of the Study:

Reading comprehension is perhaps one of the most critical skills a student can master. Without a firm grasp on the comprehension process; students will struggle in every subject they encounter. Reading comprehension ability is found to be closely related to success in language learning capacity of students. When a child starts understanding things easily, he develops a sense of literary comprehension which sticks to him forever. And Katha's StoryPedagogy™ is premised on the tenet that a child "learns to read and reads to learn"

The purpose of this was to scientifically study the impact of better reading comprehension ability and language learning capacity. The study shall also focus on whether non-threatening way of teaching enhances the 'continuum of education'

amongst children.

Statement of the Problem:

Reading comprehension plays a crucial role in language development. As children learn to read, they build on a foundation of language development that began at birth. Reading comprehension provides an opportunity to develop language and language structure which is the foundation of academic achievement of students being medium of instruction.

Now days, it has been observed that students pay no attention towards comprehension or understanding of the read material or text. They emphasize on role memorization in order to achieve success in academics. This hampers their language development which in turn also affects their academic achievement as they are unable to understand subjects and express themselves freely.

In the present study, an attempt has been made to study the impact of good reading abilities of Students with Reference to their Academic Achievement and whether it helps in continuum of education."

Operational definition

Primary grades: Grades 1-5

MCD schools: Government primary schools operated by Municipal Corporation of Delhi

Grade Level reading skills: When a child is able to read and understand the grade specific text comprehensively, holistically and intuitively

Academic Achievement: Marks obtained by children in their specific grades through school level CCE (Continuous and Comprehensive Evaluation) examination.

Continuum of Education: Children successfully transit from primary to upper primary and so on until school education is achieved level without being dropped out.

VIBGYOR: A seven colored scale used by Katha to evaluate the reading proficiency of the children.

Objective of the study:

1. To study the improvement of the reading skills of the children under I Love Reading program for year 2019-20;
2. To study the trend of continuum of education of children passed out from I Love Reading schools;
3. To study the academic scores achieved by the children passed out from I Love Reading schools; and
4. To study the comparative performance of students passed out from I Love Reading schools with Delhi's overall performance of the government schools.

Study Design

The present study is a normative-cum-descriptive survey. The aim of the present study is to know about the impact of better reading comprehension ability and language learning capacity of students on their continuity of school education and their academic achievement. All these variables have already occurred and researcher observed the dependent variables and then tried to draw conclusions about independent variables. Here the independent variable was academic performance of Delhi. The dependent variable was the academic achievement of the students who have been into I Love Reading intervention.

After stating the aims and objectives of the present study, the research design was framed to explain the methodology and to plan the statistical analysis to draw conclusion.

Survey Procedure

Keeping in mind the objectives decided earlier, it was planned to carry out purposive cum snow ball sampling. Only those schools were considered for sample selection where I Love Reading intervention was implemented and all the students who have passed out from ILR schools. The secondary data pertaining to their current enrollment and scores of the examination in upper primary grades were collected for students passed out from academic years 2016-17 to 2018-19.

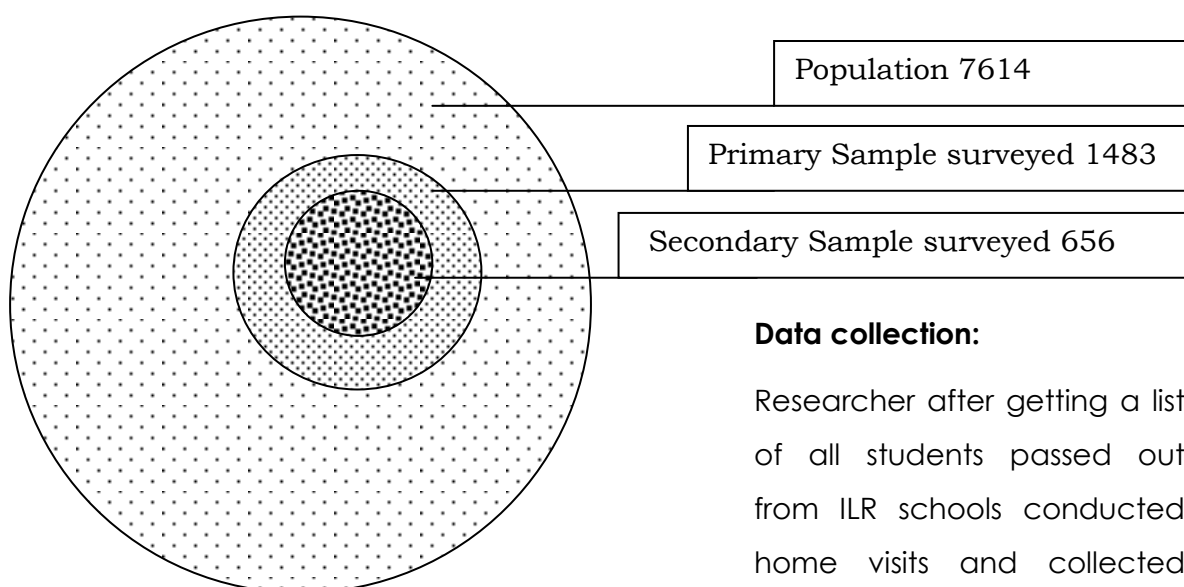
Population and sample

The population of the present study consists of all the students passed out from 65 MCD schools where I Love Reading intervention was implemented since 2016-17 academic year. The sample was selected for survey on the basis of availability.

The procedure of sample selection:

1. The students who have passed out from ILR schools were selected.
2. The required number of students was selected using purposive-cum-snow ball sampling methods.

The sample consists of 1483 (19.5%) of the total population (7614) was surveyed. For the purpose of generating a suitable sample, the population consists of all the students who have passed out (5th grade) from 65 I Love Reading schools at the confidence interval of 3.7 and the level of confidence at 95%. This helped to generate the representative sample size of respondents. Out of 1483, the generated sample; secondary data on exam scores were collected for 656 students.



Grade	No. of students for secondary data
5	199
6	200
7	190
8	67
TOTAL	656

Data collection:

Researcher after getting a list of all students passed out from ILR schools conducted home visits and collected data on current enrollment and mark sheets of the respondents. Secondary data of National Achievement Survey was retrieved from the NCERT report of 2017.

Secondary data was through mark sheets of the respondents were collected during the survey. The results were analyzed and compared with that of overall Delhi's students' academic achievement in 5th to 8th grades. Comparison of achievement scores were done on-

For 5th Hindi, EVS and Mathematics

For 8th Hindi, Science, Social Science and Mathematics

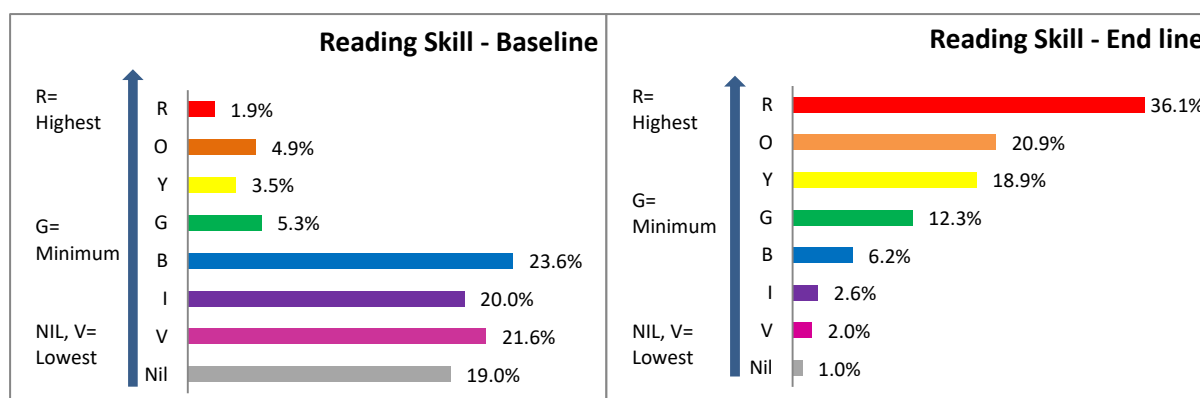
Analysis:

The data was analyzed using mean and standard deviation along with graphical methods for presentation of data.

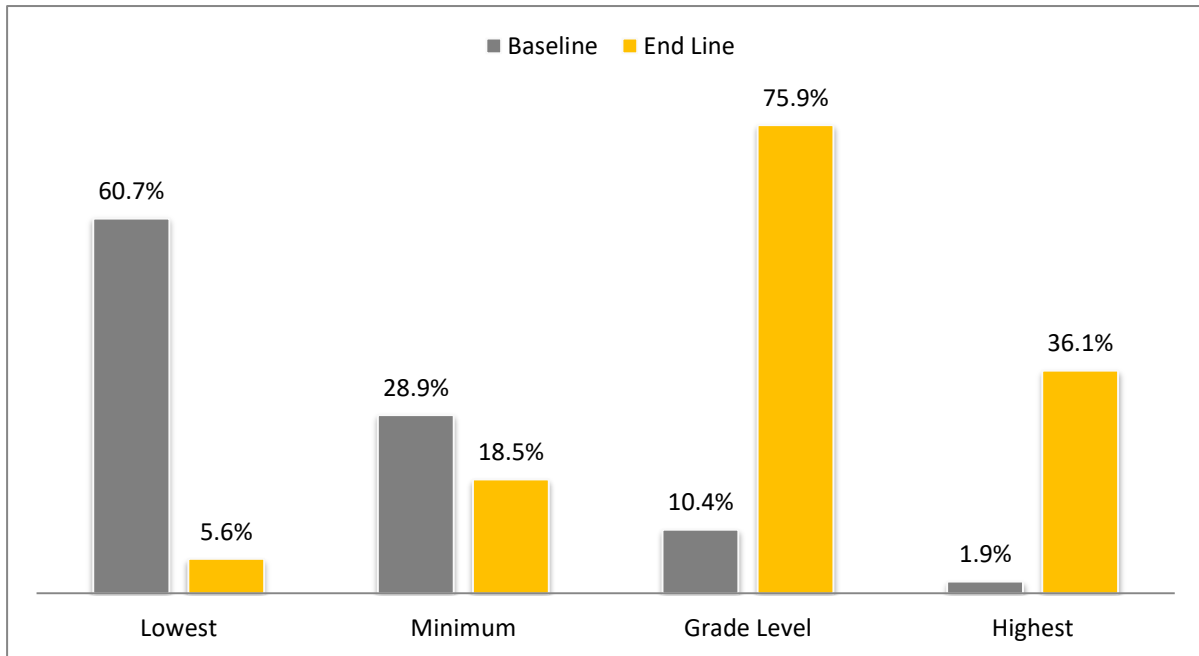
Objective 1: To study the improvement of the reading skills of the children under I Love Reading program.

This section enumerates the results of baseline and end line assessment of the reading proficiency level of children under the intervention. The VIBGYOR (typically names because of the '7 color code') scale used to evaluate the program. The accompanying graphs in this section show the percentage of students stacked along the VIBGYOR matrix during the Baseline assessment and End line assessment. The VIBGYOR category scale of assessment is an ordinal measure corresponds to a Likert scale. Acquisition of minimum grade-level language skills is marked by category Blue & Green on the VIBGYOR category scale. Once a student reaches category Yellow on the VIBGYOR scale – a student is considered to have reached grade-level language skills and Red being the highest level of proficiency.

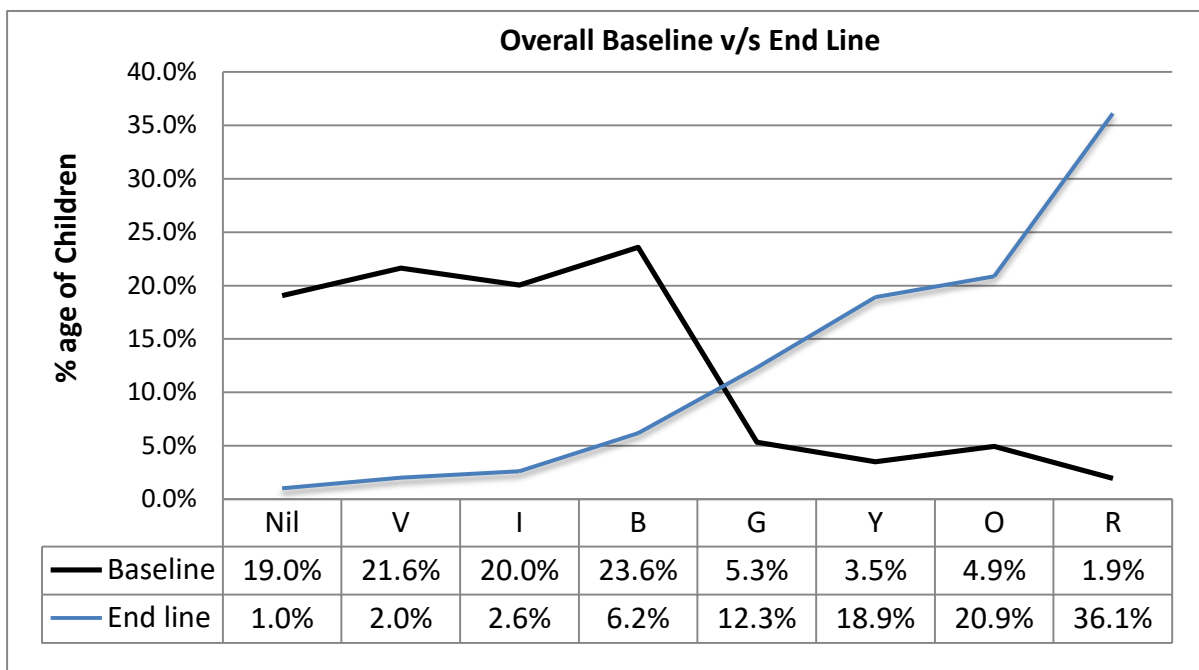
Violet corresponds to the lowest level in terms of language skills in the VIBGYOR scale. The Grey/Nil category marks out the level which is lower than what can be considered to be preliminary level skills in the specific language arena.



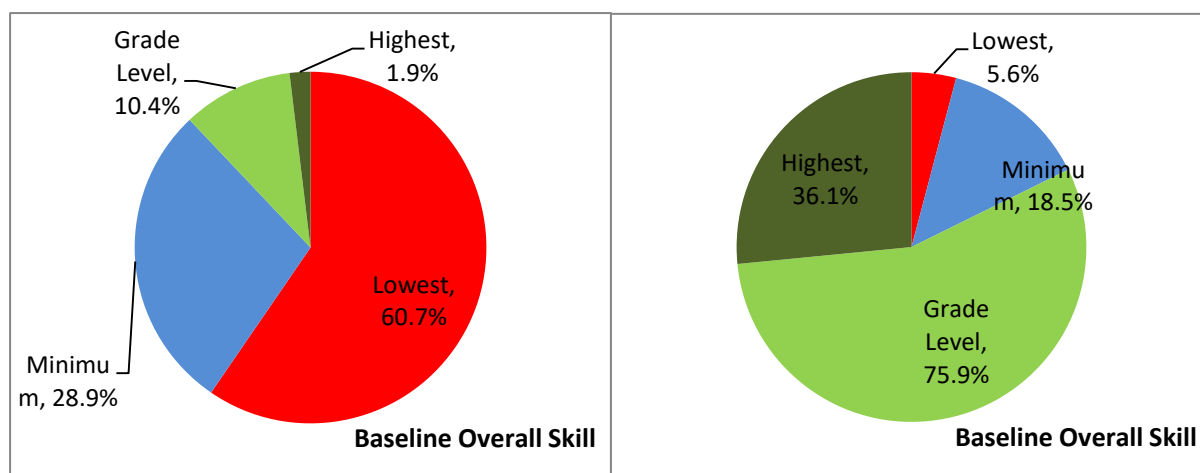
Through analysis, we have we found that **75.9%** of children were at or above grade-level in all language skills (Listening, Speaking, Story-telling, Reading and Writing) and across all grades (Grades 2 – 5) as compared to 10.4% in the baseline. More than thirty six percent (**36.1%**) of the children achieved the highest level of reading proficiency as against mere less than 2 percent in the baseline.



Overall, 99% of children have shown improvement their Hindi language skills as can be seen in in the graph given below. Only 5.6% children still there that despite of improvement could come out from the lowest level and will not be considered at near minimum grade level reading.



The pie chart gives us the comparison of baseline and end line and tells us the outstanding improvement of the large number 60.7% in 'red' category has gone down to meagre 5.6%.



- └ So, 75.9% children have performed at grade level and among them 36.1% were at the highest level specific to their grades.
- └ Many children progressed into higher levels from lowest to minimum and to grade levels. 18.5% children are at the minimum level of reading proficiency and have shown great improvement.
- └ There were about 20% children as most reading challenged and required lot of work. Extra push-up was given to them to bring them at minimum level to stay in their particular grades as these children had high threshold backlog.

The Katha ILR direct intervention in MCD schools of Delhi has been a great success in terms of promoting overall language skills. The Katha ILR program focused on 1) generating interest in reading, listening, speaking and language learning among the reading challenged students through the medium of stories, 2) making the classroom content relevant, 3) enabling comprehension, and 4) encouraging connections among the stories, content and the children's lives and community experiences.

However, one of the most satisfactory achievements has been the improvement shown by 'most reading challenged' children. We believe that the most challenged children have to be brought into the grade level or at least at the minimum level as they are prone to get dropped out from schools.

That was the effort that defined the eventual and long term outcome of the project which is to ensure the continuity of education when they transit from primary to upper primary level. Let us see the in the section ahead.

Objective 2: To study the trend of continuum of education of children passed out from I Love Reading schools.

Reducing dropout is thus the key to improve access to basic education, particularly in countries with relatively high enrolment rates where most school-age children who do not currently attend school have previously been enrolled in school.

Analysis of the response received from the respondents and verified by their school Ids enumerates that there was **100% transition from primary to upper primary schools and 100% retention as against the trend of overall 11% drop out at transition from primary level to upper primary level in Delhi** (U-DISE 2018).

So, Katha schools have 100% transition and retention rate that helps in establishing the fact that interesting, non-threatening and child centric methodologies helps even the most margined and excluded children continue their education.

The base was strengthened for these children and that enabled them to smoothly continue their school education once they are passed from I Love Reading schools to upper primary grades; it was of immense interest that once language proficiency is established (which is also the medium of instruction in these schools), would that impact their academic performances too? To answer the very relevant and important question, researchers conducted home visits and studied their performance through their mark sheets. Mark sheets have scores achieved by children.

Objective 3: To study the academic scores achieved by the children passed out from I Love Reading schools.

Analysis was done using mean and the standard deviation for the scores.

Table. Mean score by current batch 2019

		Hindi	EVS	Mathematics
Grade 5	Mean	57.6	56.4	56.3
	S.D.	13.3	13.6	13.7

The mean score is beyond 55% in each subject with lesser deviation. That means most of the children are more or less lies at minimum level of grade level

Table. Mean score of children studying in government schools after passed out from ILR schools

		Hindi	Science	Social Studies	Mathematics
Grade 6	Mean	55.2	44.8	44.8	47.7
	S.D.	19.3	15.6	15.0	15.1
Grade 7	Mean	61.6	46.5	54.4	44.1
	S.D.	17.3	17.2	17.8	15.0
Grade 8	Mean	57.3	46.4	48.0	46.5
	S.D.	17.2	16.6	14.9	17.2

The above table represents the mean scores of the children. There is a bit higher deviation which suggests that though the performance of the children has more variation.

It would be interesting to compare the performance of the students from ILR schools with the trend in Delhi. The fourth objective will suffice this query.

Objective 4: To study the comparative performance of students passed out from I Love Reading schools with Delhi's overall performance of the government schools.

For the comparison, excerpts from the report of National Achievement Survey (NAS) of 2017 were used. The performance of the selected students was compared with overall Delhi's report on the academic achievements of the students in 5th to 8th grades.

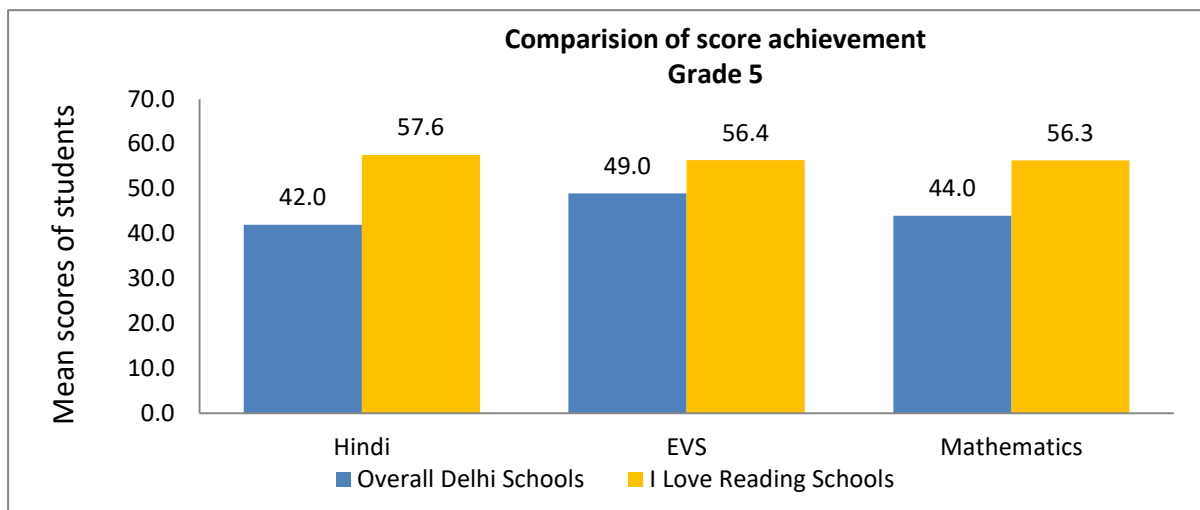
Table. Comparison of subject-wise achievement scores of students of grade 5

	Hindi	EVS	Mathematics
Overall Delhi Schools	42.0	49.0	44.0
I Love Reading Schools	57.6	56.4	56.3

Data source: Field data and data retrieved from National Achievement Survey (NAS)

The above table clearly shows the better performance of ILR school children in subjects Hindi, Environmental Science and Mathematics. The highest difference was in Hindi for which Katha worked to enhance the language proficiency under I Love Reading program. The result of the VIBGYOR assessment in the above section has reflected in the subject score achievement as well. Love for books, confidence boost and reading skills has contributed to the better performance of the children.

Graph. Comparison of subject-wise achievement scores of students of grade 5



The graph above clearly shows that there is good difference between the mean score of children from ILR schools as compared to the overall Delhi schools and against Hindi has achieved most with the positive impact on other subjects.

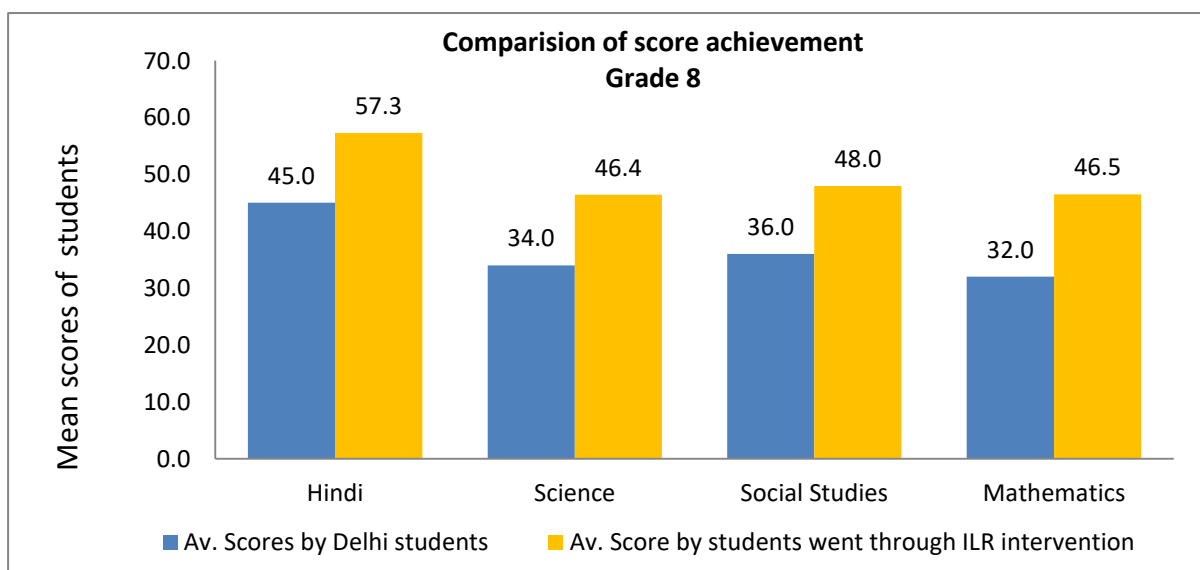
Similarly, the comparison was drawn for grade 8 and that also enumerates the higher subject level achievements of the ILR passed children to that of Delhi overall.

Table. Comparison of subject-wise achievement scores of students of grade 8

	Hindi	Science	Social Studies	Mathematics
Av. Scores by Delhi students	45.0	34.0	36.0	32.0
Av. Score by students went through ILR intervention	57.3	46.4	48.0	46.5

Data source: Field data and data retrieved from National Achievement Survey (NAS)

Graph. Comparison of subject-wise achievement scores of students of grade 8



The comparative analysis in the above graph shows that the better performance of ILR school children in subjects Hindi, Science, Social Science and Mathematics. The highest difference was in Hindi for which Katha worked to enhance the language proficiency under I Love Reading program. There is an at least 10 mean points difference in scores achieved by ILR schools students.

Major findings of the study

Though a large number of revealing and interesting findings have emerged from this study but only some major findings have been given here to put into sharp focus the thrust of investigation. These notable conclusions generate thinking and stimulate prompt policy makers to make reasonable and realistic decisions in the area of secondary education. The prominent findings of this study may be summarized as follows:

1. I Love reading has worked with 65 MCD schools and the analysis of sample students (n=2999) found that **99%** children improved their reading abilities.
2. More than **75%** of the children are reading at their grade level.
3. **100%** transition from primary to upper primary schools and 100% retention as against the trend of overall **11%** drop out at transition from primary level to upper primary level in Delhi.
4. 5th grade children of ILR have shown better performance than overall in Delhi in subjects Hindi, Environmental Science and Mathematics. The highest difference was in Hindi for which Katha worked to enhance the language proficiency under I Love Reading program. There is an at least **8-12 mean** points difference in scores achieved by ILR schools students.
5. 8th grade ILR passed children also enumerates the higher subject level achievements compared to that of Delhi overall. There is an at least **10 mean** points difference in scores achieved by ILR schools students.
6. With above statement tested with this study establish the fact that, children once exposed to Katha's interactive model of language learning, are able to make rapid strides in the acquisition of overall language skills. This in turn is paving the way for continuum of education and enhanced subject learning.

Delimitation of the Study:

1. The study is restricted to the students who have been benefitted from I Love Reading! program in MCD schools and are currently pursuing education in Delhi only.
2. Only ILR-ized and MCD schools were considered. A comparative study with similar number of sample from controlled and subject group would have been a real time study.
3. Comparison was drawn with secondary source available for Delhi and for year 2017-18 only due to unavailability of secondary data.

Conclusion

“Reading is the foundation for all other learning activities in the classroom. Children who do not learn to read in primary grades are less likely to perform well in higher grades, limiting their future economic and development opportunities.”

- The Abdul Lateef Poverty Lab, Massachusetts Institute of Technology

Reading is necessary for personal and social adjustment. Reading disability leads to maladjustment. Katha's I Love Reading program has enhanced the Hindi language proficiency in five aspects i.e. Listening, Speaking, Storytelling, Reading and Writing. While '**learning to read**' is the major goal as the child enters into the school gradually emphasis is being laid upon '**reading to learn**'.

In the present study, effort was made to understand the relationship between Reading Comprehension Ability and Language Learning Capacity of students and its relative effect on their academic achievement. The findings of the study revealed that reading comprehension affect language learning capacity of children which relativity affects their academic achievement. Hence it has become the need of the hour to focus our attention on laying emphasis on reading and improving comprehension and familiarities among students.

Katha Model and StoryPedagogy™: As mentioned earlier in this report, Katha uses stories and its own story books to transmit language skills while simultaneously fostering students to think about big ideas and develop their critical thinking skills. By implementing StoryPedagogy™ through Active Story Based Learning (ASBL), Katha

focuses on whole-language learning and implements an interactive model of language learning wherein children are encouraged to think aloud, discuss, ask questions, and interact with their peers and Reading Mentors. The children are actively encouraged to involve their parents and community members in their learning process. Overall, the students are encouraged to connect their learning in relevant ways to their community lives and experiences. The Reading Mentors take on the responsibility of encouraging students to share and narrate stories from their own lives. Thus students while they are acquiring language skills are simultaneously involved in making connections between classroom content and their own lives, their communities, thinking about big ideas, and building their confidence towards articulating their thoughts and opinions within the classroom.

Thus the distinguishing feature of the Katha model is that students, once exposed to Katha's interactive model of language learning, are able to make rapid strides in the acquisition of overall language skills. The students are able to follow and actively engage in listening and speaking activities through class discussions, conversations and also through relevant community-related activities. Language learning is made directly relevant to the students via stories, and the Think, Ask, Discuss and Act (TADA) component nested within Katha's StoryPedagogy ©. Thus the success of Katha ILR direct intervention program lies in making language learning i) relevant, ii) interactive and iii) participative, while concentrating on whole-language acquisition skills. This stands in stark contrast to language programs which stress word memorization, grammar, sentence structure, and syntax, and also programs which assume that higher order skills develop at a later stage and only after one achieves particular levels of language proficiency. The Katha model, which encourages participation, interaction, and involves students through community action while stressing relevancy, meaning and reading for fun can thus be deemed to be a model that works in addressing literacy and language skills. The impressive percentage of students who achieve grade-level and above-grade level Listening, Speaking, Storytelling and overall language skills at the end of the Katha ILR direct intervention provide evidence of the same. While writing and reading are considered to be higher-order skills – story-telling also falls within the arena of higher-order language skills. Story-telling involves critical thinking, problem-solving, understanding and awareness of plot, theme and climax, articulation skills, self-presentation skills, and inter-connected communication skills.

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Appendix1. List of government primary schools covered under I Love Reading!

S.N.	School	Zone	S.N.	School	Zone
1	Pyarelal Road I	NDMC	33	Dr. Amb. Nagar Sector.1, No.1 - I	SDMC
2	Anand Parvat li	NDMC	34	Dr. Amb. Nagar Sector.1, No.1 - li	SDMC
3	Ramjas Lane Co-Ed	NDMC	35	Bharat Nagar (Girls)	SDMC
4	Harjan Basti	NDMC	36	Sarai Julena (Co-Ed)	SDMC
5	E Block Naraina Co-Ed	NDMC	37	D.D.A Slum - li	SDMC
6	Naraina Village li	NDMC	38	D.D.A , li, li	SDMC
7	H Block Naraina Co-Ed	NDMC	39	Khizrabad, Hindi - I	SDMC
8	Dashgarh li	NDMC	40	Khizrabad, Hindi - li	SDMC
9	Moti Bagh	NDMC	41	Transit Camp - I	SDMC
10	Shastri Nagar li	NDMC	42	Transit Camp - li	SDMC
11	Nai Basti, Kishan Ganj I	NDMC	43	Giri Nagar - I	SDMC
12	Nai Basti, Kishan Ganj li	NDMC	44	Giri Nagar - li	SDMC
13	Nimary Colony I	NDMC	45	Hari Nagar Ashram (Boys)	SDMC
14	Wazirpur Old li	NDMC	46	Dr. Amb. Nagar Sector.6, No.4-li	SDMC
15	Satyawati Nagar Co-Ed	NDMC	47	Dr. Amb. Nagar Sector.3, No.2	SDMC
16	Ashok Vihar Phase 3	NDMC	48	Dr. Amb. Nagar Sector.4, No.3-li	SDMC
17	Wazirpur Village li	NDMC	49	Dr. Amb. Nagar Sector.1, No.2-li	SDMC
18	Jj Wazirpur I	NDMC	50	Khanpur Village (Co-Ed)	SDMC
19	Jj Wazirpur li	NDMC	51	Dr. Amb. Nagar Sector.6, No.2-li	SDMC
20	Than Singh Nagar I	NDMC	52	Dr. Amb. Nagar Sector.5, No.1-li	SDMC
21	Than Singh Nagar li	NDMC	53	Dr. Amb. Nagar Sector.4, No.2-li	SDMC
22	Anandpuri Bapanagar I	NDMC	54	Kakrola No.2-I	SDMC
23	Anandpuri Bapanagar li	NDMC	55	Kakrola No.2-li	SDMC
24	Bagh Kare Khan	NDMC	56	Transit Camp Raghuvir Nagar	SDMC
25	Kilokri Tank	SDMC	57	Ea Tagor Garden-li	SDMC
26	Ambedkar Sector 5 No.6 Nagar I	SDMC	58	Vashisht Park-I	SDMC
27	Ambedkar Sector 5 No.6 Nagar li	SDMC	59	Vashisht Park-li	SDMC
28	South Ex-li	SDMC	60	Paschimpuri-1212-I	SDMC
29	Hari Nagar Ashram	SDMC	61	Paschimpuri-1212-li	SDMC
30	Raj Nagar Extn. - I	SDMC	62	Dr. Amb. Nagar Sector.1 No.3-I	SDMC
31	Raj Nagar Extn. - li	SDMC	63	Dr. Amb. Nagar Sector.1 No.3-li	SDMC
32	Nehru Nagar	SDMC	64	Damkal Kendra	SDMC
			65	Masihgargh	SDMC

