



ANANDAYA
FOUNDATION



Read to Rise

IMPACT REPORT

2023-24

Reading • Critical Thinking • Storytelling

www.anandayafoundation.org



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List of Abbreviations and Explanations

AF	Anandaya Foundation
CZ	Central Zone
ICT	Information and Communication Technology
MCD	Municipal Corporation of Delhi
NCR	National Capital Region
NEP	National Education Policy
SZ	South Zone
UNESCO	"United Nations Educational, Scientific and Cultural Organization "
WZ	West Zone
Treatment Schools	Schools with Project Pustakalaya intervention
Control Group	Schools without the Project Pustakalaya intervention



Dad has a p...

Sight words

bad	mad	pad	dad
sad	bag	jam	
cat	sat		
sam			

I can read!

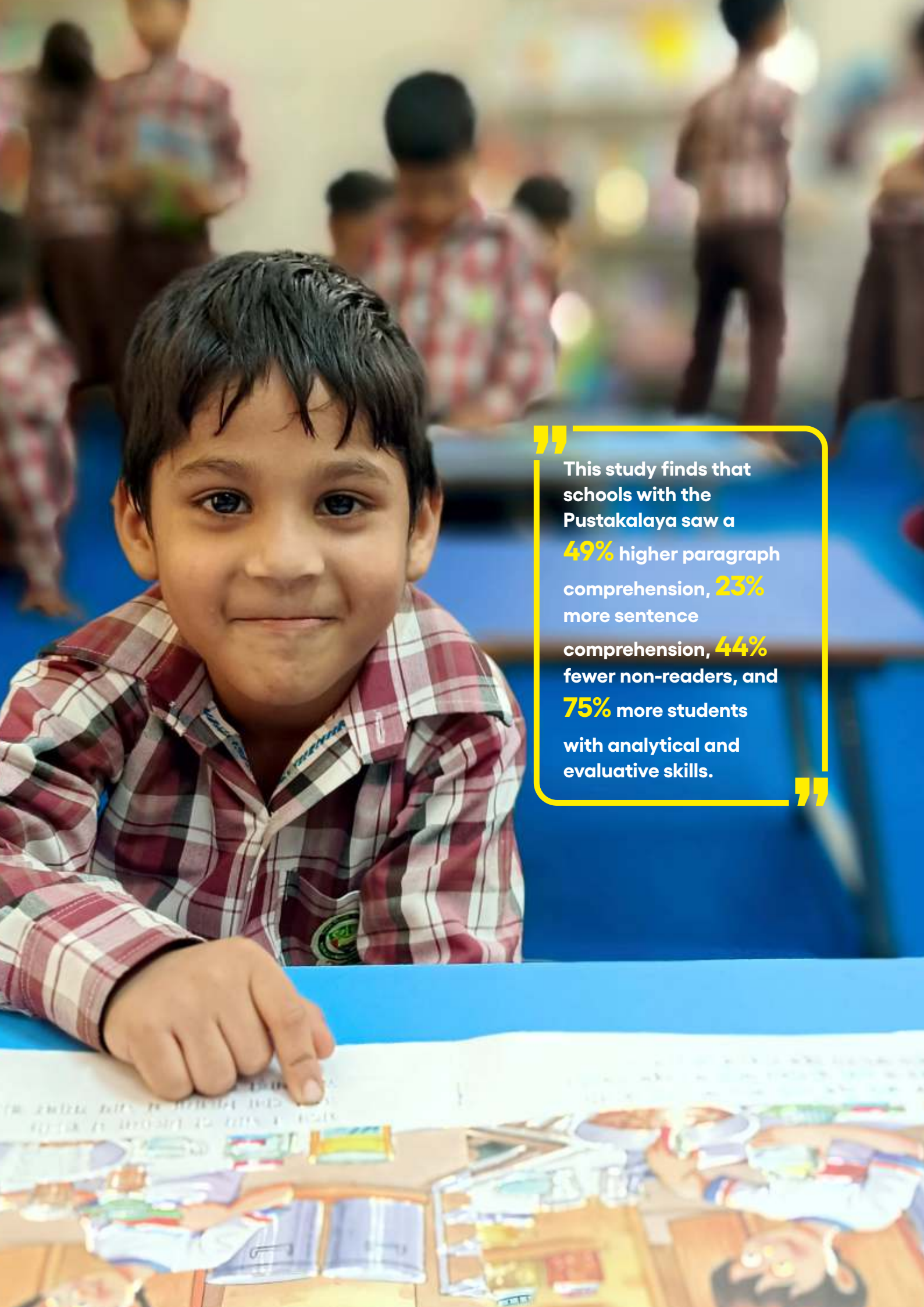
Executive Summary



In April 2020, Anandaya Foundation partnered with ACL Mobile Pvt. Ltd. (Sinch India) to launch Project Pustakalaya, a pioneering three-year CSR initiative aimed at enhancing reading, critical thinking, and expression skills in Municipal Corporation of Delhi primary school students. By creating engaging library environments, providing diverse reading resources, and empowering teachers with best practices, the project aims to foster a lifelong learning mindset. Anandaya conducted a comprehensive three-year impact evaluation comparing students in participating schools to those in non-participating Municipal Corporation of Delhi primary schools. The results showcased significant advancements in reading proficiency, critical thinking, and expression skills. Over the intervention period, a 49% increase in paragraph comprehension, 23% rise in sentence comprehension, and 44% decrease in non-readers were observed. Higher-order thinking skills saw substantial development, with 75% more students demonstrating analytical skills and 73% showing enhanced evaluative abilities. Storytelling proficiency also improved, with 78% of students able to narrate a story and 88% crafting complete narratives. Notably, students in Project Pustakalaya schools exhibited superior gains compared to non-participating schools. Teachers and principals reported positive shifts in teaching methodologies and mindsets, indicating lasting benefits for the school community. After the three-year project, all schools will enter the 'Pustakalaya Perpetuity Program' that guarantees ongoing support through book replenishment, maintenance, capacity building, and monitoring. This ensures the longevity and effectiveness of the libraries. In conclusion, Project Pustakalaya has had a substantial positive impact on reading comprehension, critical thinking, and expressive skills, surpassing outcomes in comparison schools. The program's continued success and growth trajectory indicate a promising future for educational advancement.

From the desk of,

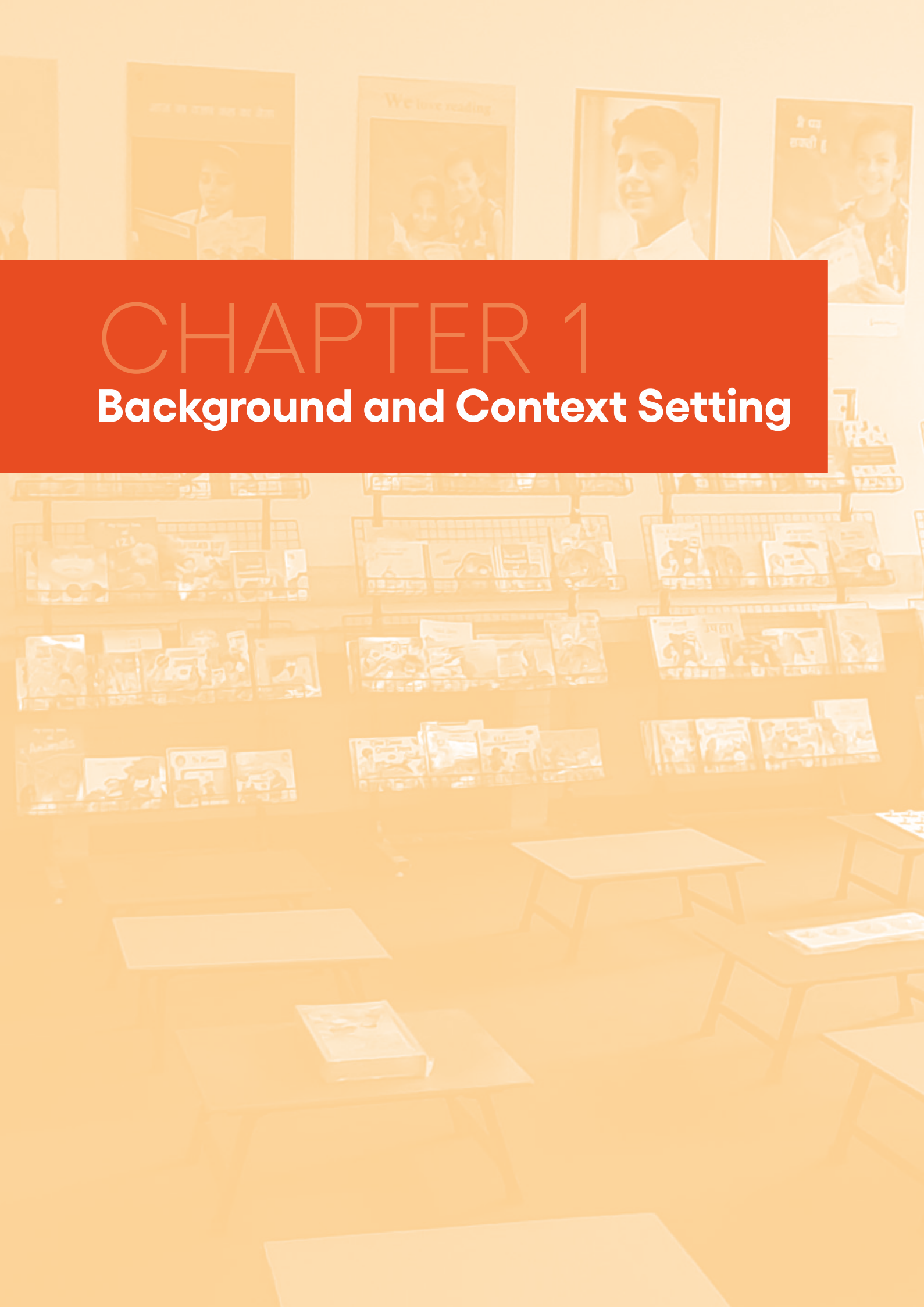
Jaishree Goyal
Founder and Managing Trustee



”

This study finds that schools with the Pustakalaya saw a **49%** higher paragraph comprehension, **23%** more sentence comprehension, **44%** fewer non-readers, and **75%** more students with analytical and evaluative skills.

”

The background image shows a library or reading area. In the upper part, there are four framed posters on a wall. From left to right: the first shows a boy reading with the text 'अपने दो दोस्तों को पढ़ाओ'; the second shows two children reading with 'We love reading'; the third is a portrait of a boy; the fourth shows a girl reading with 'मैं पढ़ सकती हूँ'. Below the posters are several metal bookshelves filled with children's books. In the foreground, there are several small, square wooden tables. One table in the lower left has a book on it. The entire image has a warm, orange-toned overlay.

CHAPTER 1

Background and Context Setting

Introduction

A quarter of all adults cannot read, and the vast majority of illiterate adults live in developing countries (UNESCO, 2011). In light of significant shortcomings such as these, development policies have shifted towards enhancing the standard of education. There has been a growing emphasis on enhancing reading instruction, with a particular spotlight on the accessibility of age-appropriate reading materials within primary school settings. It is observed that in numerous nations, there is a notable absence of children's books in native languages, and in cases where they are present, their availability within school environments remains limited.



In many low- and middle-income countries, the quality of public schools is infamously subpar, despite the success in expanding enrolment rates. The schools that children attend may not always be equipped to meet their educational needs. To tackle the rising concerns about the effectiveness of education, policymakers are increasingly directing their attention towards ensuring that students in school are indeed making progress in their learning. In order to enhance the quality of education for students in low- and middle-income countries, it is crucial to first pinpoint the strategies that yield significant measurable improvements among the targeted student population. This study focuses on one aspect of that mission: understanding how the provision of Pustakalayas with age-appropriate reading-material helps improve educational attainment in a low- or middle-income country setting.

While the NEP 2020 highlight's the transformative role of libraries, the 17th ASER report reveals that functional school libraries remain a distant reality for most Indian states.

Libraries as learning spaces and resource centers

A recent survey on educational attainment in India found that 41 percent of children of primary school age could not read a basic paragraph. Schools in India have extremely limited access to quality libraries and professional librarians. A survey conducted on public primary schools across the city of Bangalore revealed that even though 85 percent of schools had some sort of a library, only six percent of total schools had a librarian. In most schools, the library consisted of a small collection of books in a regular classroom or in locked cupboards in an office and the quality and relevance of books was quite variable. Possibly as a result most of these resources were difficult for students to access, and hence ineffective in improving children's reading abilities.

Libraries as learning spaces and resource centers

School libraries are increasingly recognized as a fundamental component of the educational experience, serving as a hub for students to cultivate information literacy skills and foster a love for reading. As the role of libraries in schools has evolved, they are now regarded as multifaceted spaces that facilitate broader education and development, acting as a gateway to knowledge and an essential component of school education.

A vast majority of illiterate adults live in developing countries (UNESCO, 2011)

Moreover, libraries have the potential to address gaps in public education by providing a conducive environment for students to develop reading habits and critical thinking skills. Particularly for students from marginalized communities, libraries can be transformative by offering access to books, materials, and a secure reading space, thereby promoting inclusivity and equal opportunities in education.

Previous studies have hinted at the potential for libraries to impact students' longitudinal educational trajectories all the way to the point of graduation.

41% of children of primary school age in India could not read a basic paragraph.





CHAPTER 2

Government's Vision



National Education Policy 2020

The National Education Policy (NEP) 2020 in India emphasizes the importance of libraries as essential services in the context of schools, colleges, and universities. The policy aims to strengthen the infrastructure, services, and working of libraries, including the integration of Information Communication Technology (ICT) for digital, online, and unique facilities and services for all types of readers in the nation.

The NEP 2020 envisions an India-centric education system that contributes directly to transforming the nation sustainably into an equitable and vibrant knowledge society. The policy highlights the role of libraries in promoting quality education and ensuring access, equity, and affordability for all learners. The government will promote acceptable career paths for library staff and ensure appropriate staffing to meet the goals.

The NEP 2020 emphasizes certain library features, such as the availability of age-appropriate

reading materials, digital resources, and trained librarians, to create spaces for children to nurture the habit of reading and gain information literacy, essential for rounded education and growth. The policy recognizes the potential of libraries to address shortcomings in public schools and transform the lives of students from marginalized communities by providing access to books, materials, and a safe reading space.

The National Education Policy 2020 in India highlights the key role of libraries in promoting quality education, ensuring access, equity, and affordability, and transforming the lives of students, particularly those from marginalized communities. The policy emphasizes the need to strengthen school and public libraries by providing them with adequate resources, including books, digital resources, and trained librarians, and incorporating technology into library services.



Alignment of Project Pustakalaya with NEP 2020

Fundamental Principles that guide NEP 2020	Fundamental Elements of Project Pustakalaya	Alignment Details
Highest priority to achieving FLN by all students by grade 3	Enhances reading with comprehension	Project Pustakalaya strengthens foundational reading in literacy.
Emphasis on conceptual understanding rather than rote learning and learning-for-exams.	Contextual and relevant booklist that covers various concepts.	A curated booklist with books on academic concepts and decodable books for phonetic reading.
Development of creativity and critical thinking to encourage logical decision-making and innovation.	Enhances critical thinking	The teachers and librarians are trained in library best practices that develop critical thinking skills in the students.
Ethics and human constitutional values – empathy, respect for others, cleanliness, courtesy, responsibility	Positive change in the value system through books	The curated booklist in the library develop values of empathy, respect for others, hygiene, responsibility through stories.
Promoting the power of language in teaching and learning	Enhances language and expression skills Enhances Expression	Enhances reading, comprehension and expression skills that impact learning outcomes.
Assessment for learning	Regular assessment of impact on reading, critical thinking and expression.	Project Pustakalaya conducts regular assessment of reading, critical thinking and expression of the students and compares it to baseline data.
Use of technology	Digital books, online capability sessions and story- telling programs	The library gives access to a digital device, digital books and offers digital capacity building tutorials for teachers and online story-telling sessions.
Teacher and faculty as the heart of the learning process	Capacity building sessions	Extensive capacity building of the teachers and orientation of the principals with regular principal conferences
A good education space where every student feels welcomed in a safe and stimulating learning environment.	Attractive and motivating library environment	Project Pustakalaya involves the creation of an attractive and meaningful library with a motivating environment.

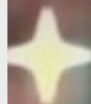
Project Pustakalaya aligned with NIPUN Bharat

Fundamental Principles of NIPUN Bharat	Fundamental Elements of Project Pustakalaya	Alignment Details
In school education, the National Education Policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills, that is, – both 'foundational skills' of literacy and numeracy and 'higher-order' skills such as critical thinking.	Enhances reading with comprehension, critical thinking and expression.	Project Pustakalaya focuses on the enhancing reading with comprehension and critical thinking skills of remember, understand and higher order critical thinking skills of analyse, evaluate and create.
But also, social and emotional skills - also referred to as 'soft skills' -including cultural awareness and empathy, teamwork, leadership, communication, among others.	Brings a positive change in the value system.	The stories in the books develop soft skills in the students. Through capacity building the teachers are trained in primary and extended library activities support the development of soft skills.
The highest priority is to achieving Foundational Literacy and Numeracy by all students by Grade 3	Strengthens foundational reading with comprehension	The Project Pustakalaya supports FLN with reading resources for all reading levels, decodable reading resources that are being used as teaching aids for FLN. The reading resources contain decodable books that support phonetics and teaching in FLN.
Strengthening of teacher training	Capacity building of teachers	Extensive capacity building of the teachers
Enjoyable and inspirational books for students at all levels.	Curated level wise booklist	A specially curated booklist that includes books of all genres from a collection of publishers.
Public and school libraries to be significantly expended to build a culture of reading across the country.	Develops the habit of reading	Project Pustakalaya develops a culture of reading in the school by developing a habit of reading in students and teachers.
Digital Library	Digital reading resources	Project Pustakalaya gives free access to its digital library

“

The National Education Policy (NEP) 2020 in India underscores the crucial role of libraries in empowering all students, particularly the marginalized, by providing quality education and equitable access.

”



The Samagra Shiksha Scheme

A “library room” is one of the key provisions to fulfil the objectives of “access and retention” and “quality” of schools, according to the Centre’s Samagra Shiksha Scheme for education and learning. The National Achievement Survey 2017, conducted by the National Council of Educational Research and Training, found that schools with a functional library reported better learning among the students.

The provision of a “library room” is a key factor in fulfilling the objectives of “access and retention” and “quality” in schools, according to the School Standards and Evaluation (SSE) report.

Various state governments have taken initiatives to improve the accessibility of libraries to students and to nurture the habit of reading among them. Karnataka has collaborated with civil society organisations to improve the infrastructure of school libraries. To ensure greater accessibility of library spaces for students, Tamil Nadu and Delhi linked public libraries with schools, while Andhra Pradesh set up a mobile library that visits public schools.

The Samagra Shiksha Scheme proposes that school libraries serve students as well community members during non-school hours. In essence, it envisions libraries as public libraries and resource centres, and not merely school libraries.

This is in line with the National Education Policy that requires school libraries be set up to serve the community members and facilitate reading. But such initiatives also require the allocation of more funds to procure books for different age groups and hire librarians and staff to manage the library

during non-school hours so that it does not add to the responsibilities of teachers.

The 17th Annual Status of Education Report for 2022, a comprehensive nationwide survey offering insights into the educational landscape of rural India, reveals that the presence of functional libraries in schools remains a distant reality for the majority of states in the country. Released on January 18, the survey encompassed seven lakh children in 19,060 villages spanning 616 districts across India.

While there has been a noticeable increase in the proportion of schools equipped with libraries nationwide from 2018 to 2022, the report also highlights a decline in the availability of library books in public schools, dropping from 37.3% to 34.3%. This discrepancy underscores the persistent lack of essential facilities, despite the National Education Policy of 2020 emphasizing the significance of school libraries in creating an enriching and supportive learning environment for students.

The National Achievement Survey 2017, conducted by the National Council of Educational Research and Training, found that schools with a functional library reported better learning among the students.



CHAPTER 3

The Intervention



Project Pustakalaya

Project Pustakalaya by the Anandaya Foundation envisions establishing engaging library spaces in every government school, aligning with the New Education Policy 2020's emphasis on a robust educational foundation. These libraries are designed to create a vibrant and child-friendly environment, equipped with new furniture and ageappropriate child-friendly books of all reading levels and genres to enhance students' reading fluency, critical thinking and expression skills. The project aims to move away from rote learning towards reading with comprehension, critical thinking, and improved communication abilities. Ensuring sustainability is a core focus of the project. By providing capacity building for teachers, addressing principals' challenges through regular Pustakalaya Principals Conferences, and collaborating with the government education department, the school library is integrated as a vital and enduring component of the school ecosystem.

The Anandaya Foundation's collaboration with the government has led to the establishment of impactful libraries in 170+ MCD schools, transforming the educational landscape. Principals have integrated library periods and shared best practices, while teachers focus on enhancing students' reading skills using the methodology followed by all the Pustakalayas. Students have progressed from struggling readers to confident learners, benefiting from improved literacy and critical thinking skills.

Pustakalaya Project: Empowering minds through reading & critical thinking.





Schools have seen positive changes, including reduced learning gaps, enhanced world knowledge, and improved social behavior. Parents are delighted with the resources available, reducing educational inequality and fostering a love for reading in students. Pustakalaya in 170+ Municipal Corporation of Delhi primary schools and a total of 215+ in the government Primary Schools in Delhi offers a comfortable and inspiring environment with child-friendly books displayed on accessible open racks, vibrant decor, wall-to-wall carpeting, and cost-effective durable furniture. The specially curated booklists feature premium quality, age-appropriate, and well-illustrated books tailored to match the reading levels of students, covering a diverse range of genres from humour to biographies.

Anandaya published decodable books, address the needs of less privileged students by providing English as a second language resources, focusing on building a strong foundation for fluent English reading with comprehension. Educational games and activities in the library enhance cognitive development and encourage independent and team-based learning. The library promotes reduced adult intervention, creating a safe space

Pustakalaya Project: Supports FLN in enhancing foundational reading in literacy.

for students to immerse themselves in reading and imagination.

Capacity building through interactive teacher coaching sessions aims to enhance students' reading, critical thinking, and expression levels, leading to improved learning outcomes. Sustainability is ensured through close collaboration with key stakeholders, including Principals, Government School Inspectors, and the MCD Education Department, with regular communication to maintain the library's integral role within the school system.

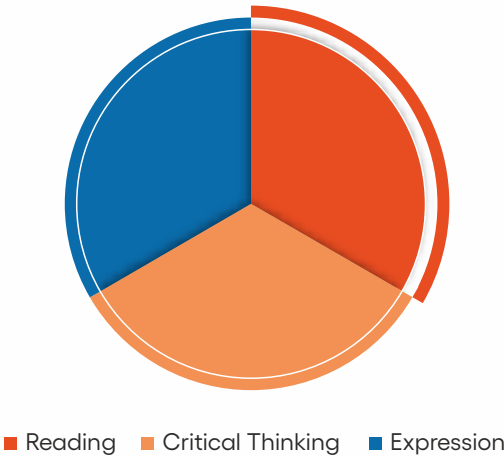
Ensuring that they not only acquire knowledge but also develop critical thinking and problem-solving skills. This approach has helped students better understand and engage with the reading materials provided through Project Pustakalaya, fostering a lifelong love for reading and learning.

Project Pustakalaya Focus

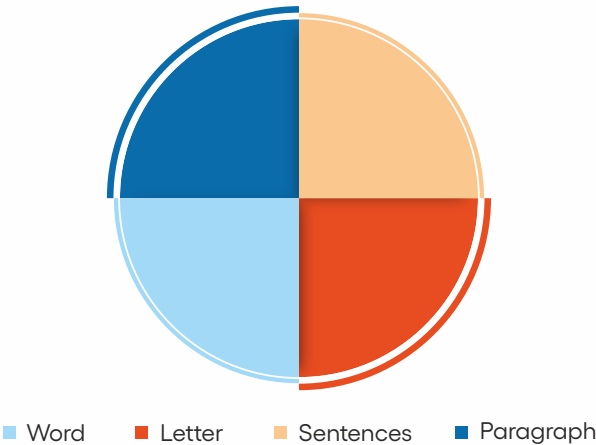
Anandaya Foundation's Project Pustakalaya aims to enhance students' reading fluency, critical thinking, and expression skills. This initiative fosters skill development through progressive stages: students advance from basic reading of letters

and words to complex reading of sentences and paragraphs; from fundamental critical thinking skills like remembering and understanding to advanced skills such as applying, analyzing, and evaluating; and from simple re-telling of stories to the creative creation of their own narratives.

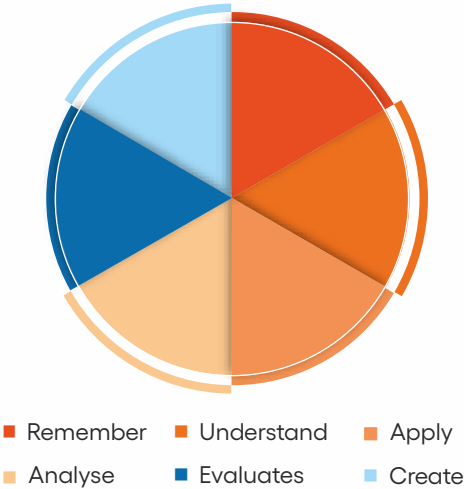
Project Pustakalaya Focus Areas



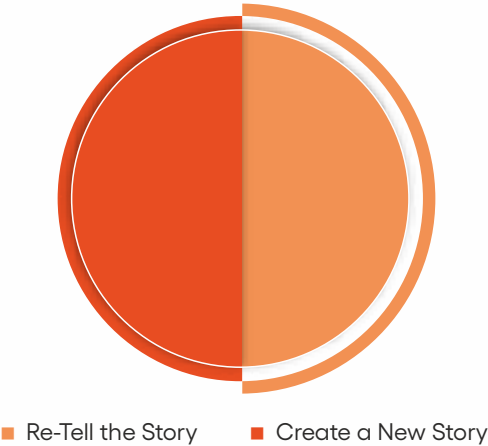
Enhance Reading with Comprehension



Developing Critical Thinking Skills



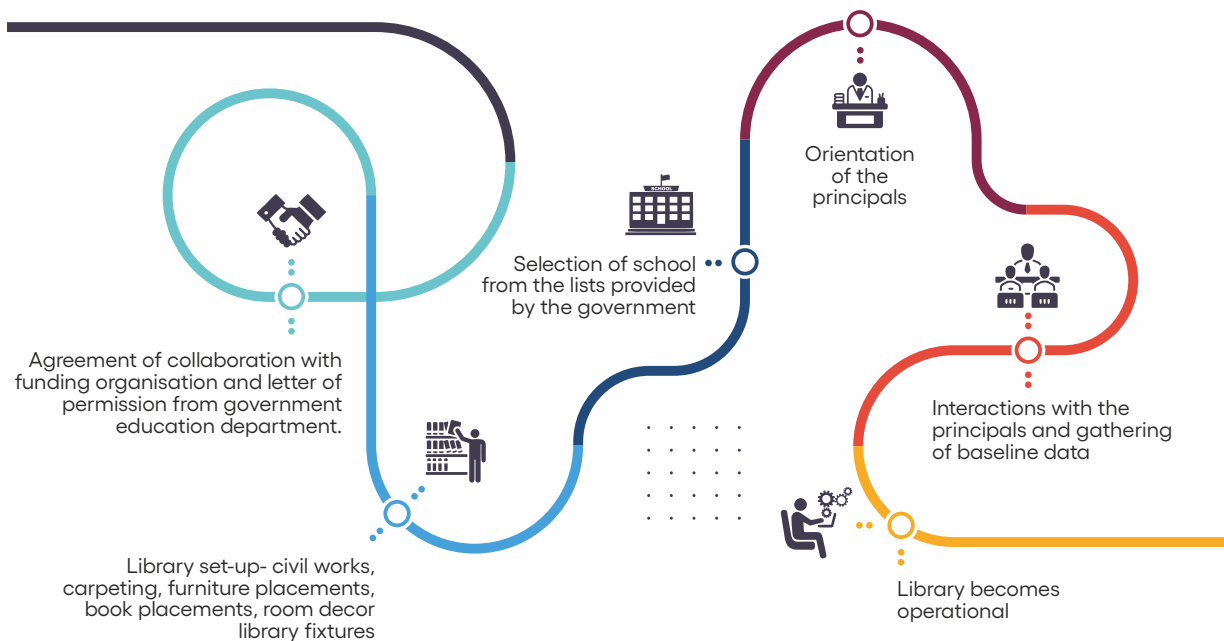
Enhance Expression Skills



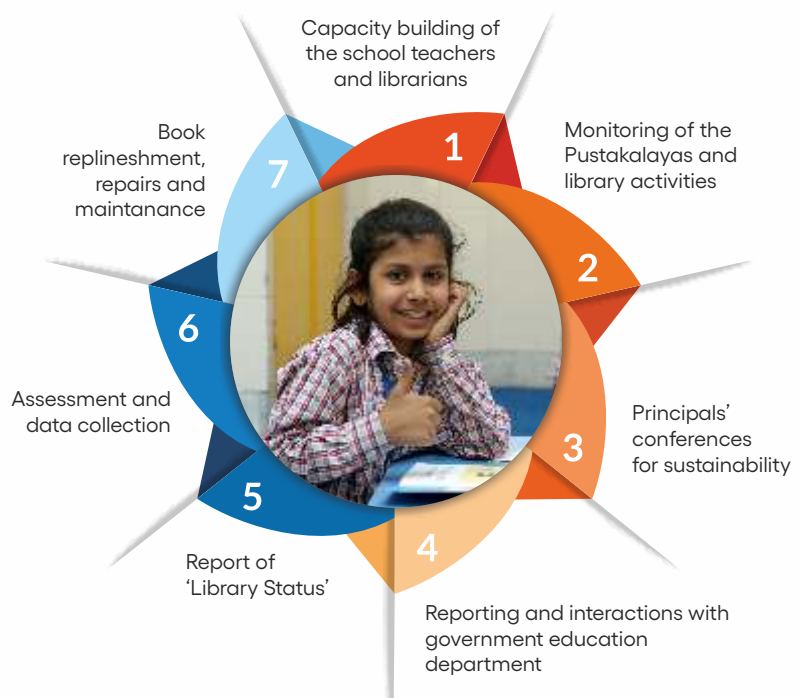
Implementation Process

Anandaya Foundation's implementation process for creating libraries within government schools involves several key steps. It implements a structured process for creating libraries in government schools, starting

with assessing needs, selecting appropriate resources, training teachers, and establishing a monitoring and evaluation system to enhance student reading, critical thinking, and expression skills.



Following a structured implementation process to create physical spaces for libraries within the government school infrastructure, a three-year rigorous intervention program is launched. The program is designed to focus on enhancing students' reading, critical thinking, and expression skills, as well as to cultivate a culture of reading within the schools.



Intervention in schools

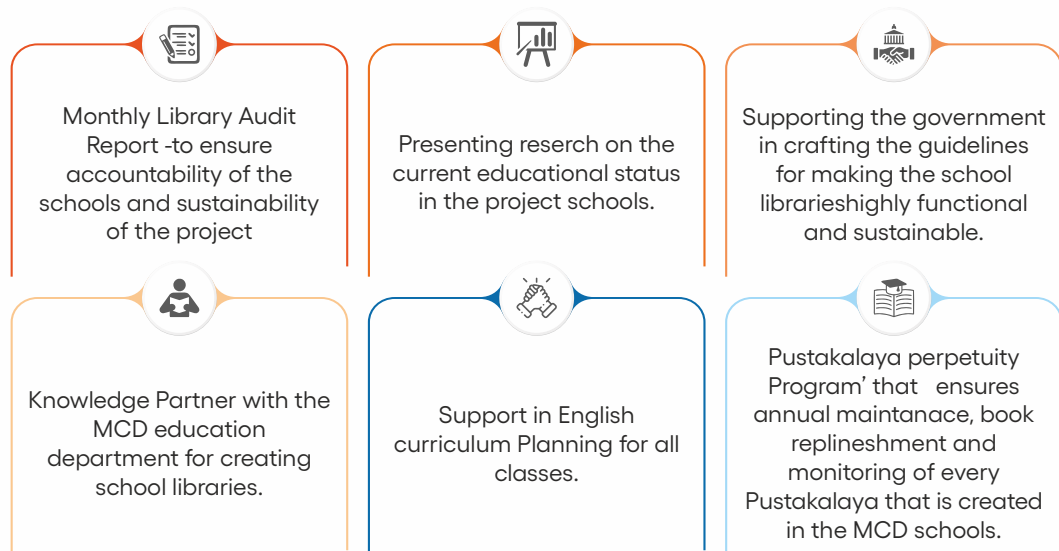
The interventions in the schools were meticulously planned to involve all stakeholders, aiming to create a lasting

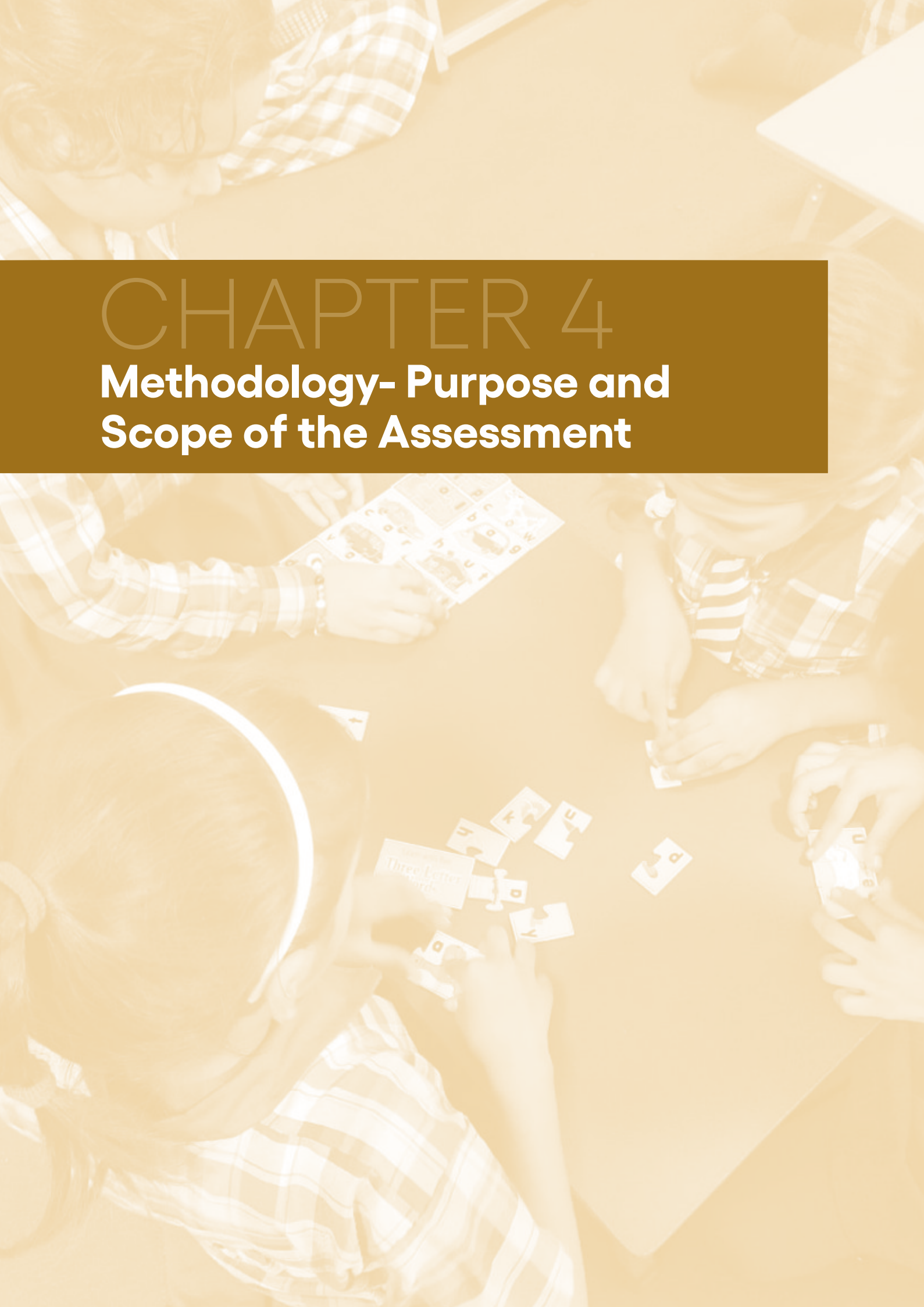
impact by integrating the libraries into the school system and ensuring their sustainability.

STUDENTS	TEACHERS	PRINCIPAL
Attractive, motivating and comfortable library room with easy accessibility to books in open racks.	Capacity building to enhance reading, critical thinking and expression skills in the students through the library resources.	Orientation of the principals towards Project Pustakalaya.
Specifically designed Learn-to-read program of decodable books with a systematic and staggered approach.	Capacity building in library best practices - primary and extended library activities for the optimum use of the library resources.	Principal conferences for the problem solving and intergration of the library into the school system.
Specially curated child - friendly booklist for all reading levels.	Capacity building on the science of reading and phonetics.	Principal Conferences for making Project Pustakalaya sustainable

Anandaya and Government

Anandaya foundation and the MCD education department worked together to make Project Pustakalaya sustainable.



A top-down view of three children sitting around a table, engaged in a learning activity with letter cards. The child on the left is wearing a plaid shirt and glasses, looking down at the cards. The child on the right is also in a plaid shirt, focused on the task. The child at the bottom is wearing a plaid shirt and a headband, with their hands on the cards. The table is covered with various letter cards, some of which are being held by the children. The background is a solid light blue color.

CHAPTER 4

Methodology- Purpose and Scope of the Assessment

Purpose and Scope of the Impact Assessment

The impact assessment of Project Pustakalaya, is essential for evaluating the program's effectiveness in promoting reading in literacy and critical thinking skills among children in government primary schools. The assessment measures the program's impact on student learning outcomes, identifies strengths and weaknesses, and evaluates its alignment with current educational policies, such as the National Education Policy (NEP) of India. By conducting this assessment, the social impact of the program on students, teachers, and communities can be measured, providing valuable insights that inform decision-making processes related to program continuation, expansion, or modifications.

The impact assessment is crucial for ensuring the program's sustainability and optimizing its impact

on promoting reading in literacy, developing critical thinking and a culture of reading among children in government primary schools. By evaluating the program's strengths and weaknesses, the assessment helps stakeholders make evidence-based decisions to enhance the program's alignment with educational policies and improve its overall effectiveness. The assessment also provides a platform for stakeholders to engage in a dialogue about the program's impact, fostering a culture of continuous improvement and learning. Ultimately, the impact assessment serves as a valuable tool for ensuring the Project Pustakalaya's long-term success and its contribution to the educational development of children in government primary schools.

The library established by Anandaya Foundation presents a thoughtfully chosen array of books across different genres sourced from various publishers. This colorful collection, along with the conducive atmosphere, fosters curiosity in children and encourages their imagination to flourish - Smt. Neera, MCD Deputy Director Education, West zone





The ability to read, once acquired by a child, is an irreversible milestone in their cognitive development.

Methodology

The methodology followed to undertake the impact assessment of Project Pustakalaya involves a comprehensive approach that includes quantitative and qualitative assessments. Quantitative data was collected through pre- and post-assessments of students' reading fluency, critical thinking skills and expression of class 3 and class 4 students. Qualitative data was gathered through detailed in-depth interviews with teachers, and principals. Anandaya Foundation's impact assessment

focuses on measuring the impact of the program on various aspects such as student learning outcomes, behavioural changes, enhanced expression, improved academics, love for reading and minimized literacy gaps. The assessment involves monitoring the utilization of the library in schools, capacity-building sessions for teachers, and aligning the Pustakalaya's resources with the literacy curriculum to bridge the gap to grade expectations.

Stakeholders and Sample Sizes

Stakeholder	Number of sample size
Schools	50
Students Treatment Group	500
Principals Treatment Group	50
Teachers Treatment Group	20
Principals Control Group	10
Teachers Control Group	20

Treatment Group - Schools with the Pustakalaya Control Group - Schools without the Pustakalaya

Our assessment included a sample size of 500 students from 50 schools, distributed across various zones of Delhi NCR. The results of our assessment were presented in a visually appealing manner, using tables and graphs to illustrate the program's impact.



CHAPTER 5

Data Analysis and Interpretation



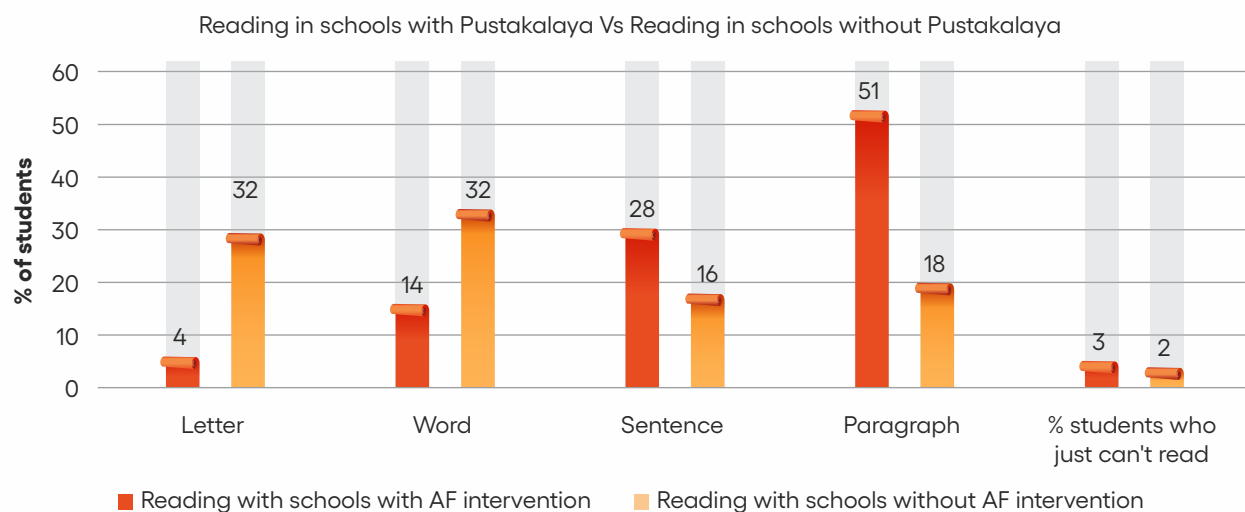
5.1 Assessment of the Pustakalaya- Students

Ability to read letter, word, sentence and paragraph

An assessment of language skills was conducted on 500 students, with 10 students selected from each of the 50 schools from classes 3 and 4. The evaluation focused on assessing the level of language skills through four parameters: letter, word, sentence reading with comprehension, and paragraph reading fluency. Significant differences in language literacy levels were observed among the 50 schools involved in the assessment made in these schools after the three-year intervention period when compared with schools without the Project Pustakalaya intervention. Schools with Project Pustakalaya showed a significant portion of students advanced to higher reading abilities while the comparison schools showed a significant portion of students at the beginning levels of reading. A detailed analysis is mentioned below.



Figure 1: Distribution of children able to read latter, word, sentence and paragraph of treatment and control (comparison) schools





”

Project Pustakalaya has significantly improved the reading abilities of students in government primary schools, with Project Pustakalaya schools showing a higher proportion of students advancing to higher reading levels compared to control schools.

”



The Pustakalaya has significantly contributed to improving the reading abilities of students in government primary schools. By establishing libraries in 170+ schools, the foundation has aimed to create a culture of reading and enhance learning outcomes in MCD primary schools.

Overall language literacy levels: The Pustakalaya has significantly contributed to improving the reading abilities of students in government primary schools. By establishing libraries in 170+ schools, the foundation has aimed to promote a culture of reading and enhance the reading with comprehension and critical

thinking skills of up to class 5 students. For Project Pustakalaya, the journey of reading begins with letter recognition to reading words to reading and comprehending sentences and finally reading paragraphs with comprehension. When a child reads fluently without assistance the child reads with comprehension.



The project has been successful in creating a conducive learning environment, providing access to a wide range of books, and fostering a love for reading among students. The increased availability of resources through Project Pustakalaya has helped students develop their reading skills, as evidenced by the 28% of assessed students in schools with project Pustakalaya who demonstrated the ability to read a sentence with comprehension and 51% who could read an entire paragraph with comprehension compared to only 18% in schools without project Pustakalaya. However, there is still a significant portion of the student population that needs further support in developing their reading and critical thinking skills,

indicating the need for continued efforts and resources to improve literacy rates and promote individual and national progress.

According to the National Education Policy 2020, continuous assessment and monitoring should be prioritized as key components to identify areas for improvement and ensure amplified outcomes of literacy programs.

To enhance the effectiveness of literacy programs and align with the National Education Policy (NEP) 2020, the Pustakalayas can play a significant role in addressing the challenges faced in the implementation of continuous assessment and monitoring practices in schools.

The NEP 2020 emphasizes the importance of regular assessment and monitoring to identify areas for improvement and ensure the amplified outcomes of literacy programs. Schools with exceptional performance: The high-performing schools are located in the West zone, indicating a potential regional focus on literacy development that has yielded positive results. The concentration of the 31 Pustakalayas was in the West zone. This finding underscores the importance of implementing effective literacy programs and interventions to improve literacy rates with similar focus across all zones and promote individual and national progress.

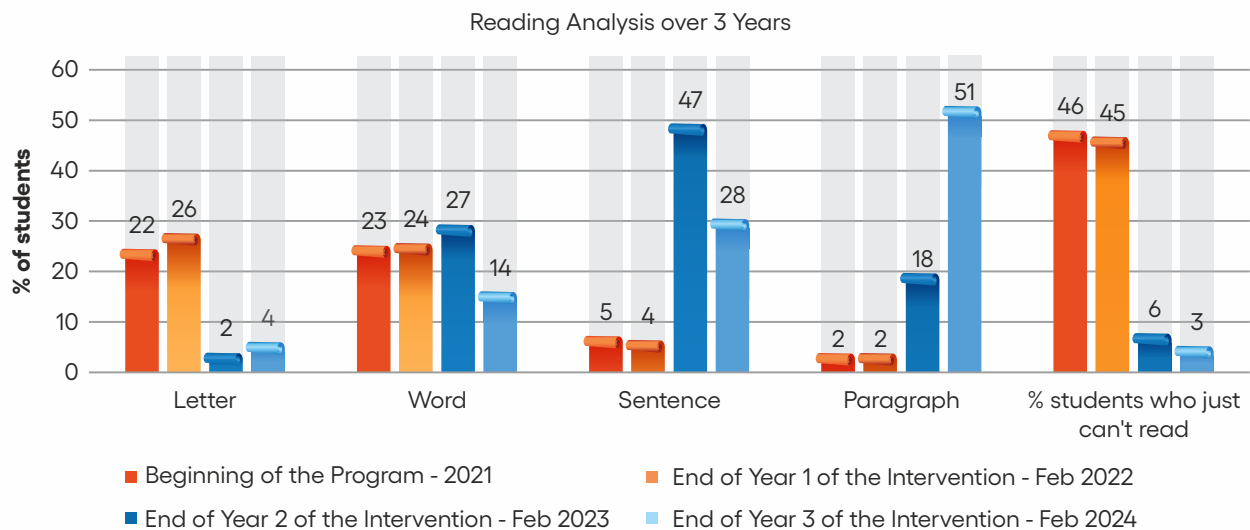
The exceptional performance of the West zone schools can also be attributed involvement of all stakeholders, implementation of the Pustakalaya best practices in developing a culture of reading in the schools.

Implications for education policy and practice: The data underlines the importance of targeted interventions to support language literacy development, particularly in schools where a significant proportion of students are still struggling with basic reading skills. Schools with lower levels may benefit from implementing evidence-based language programs, providing additional support for struggling readers, and fostering a literacy-rich environment within the school. Conversely, schools with higher levels may serve as models for effective instruction and can offer insights into best practices that can be replicated for other educational settings.



Reading comparison of the students over 3 years

Figure 2: Reading analysis over three-years in school with Project Pustakalaya



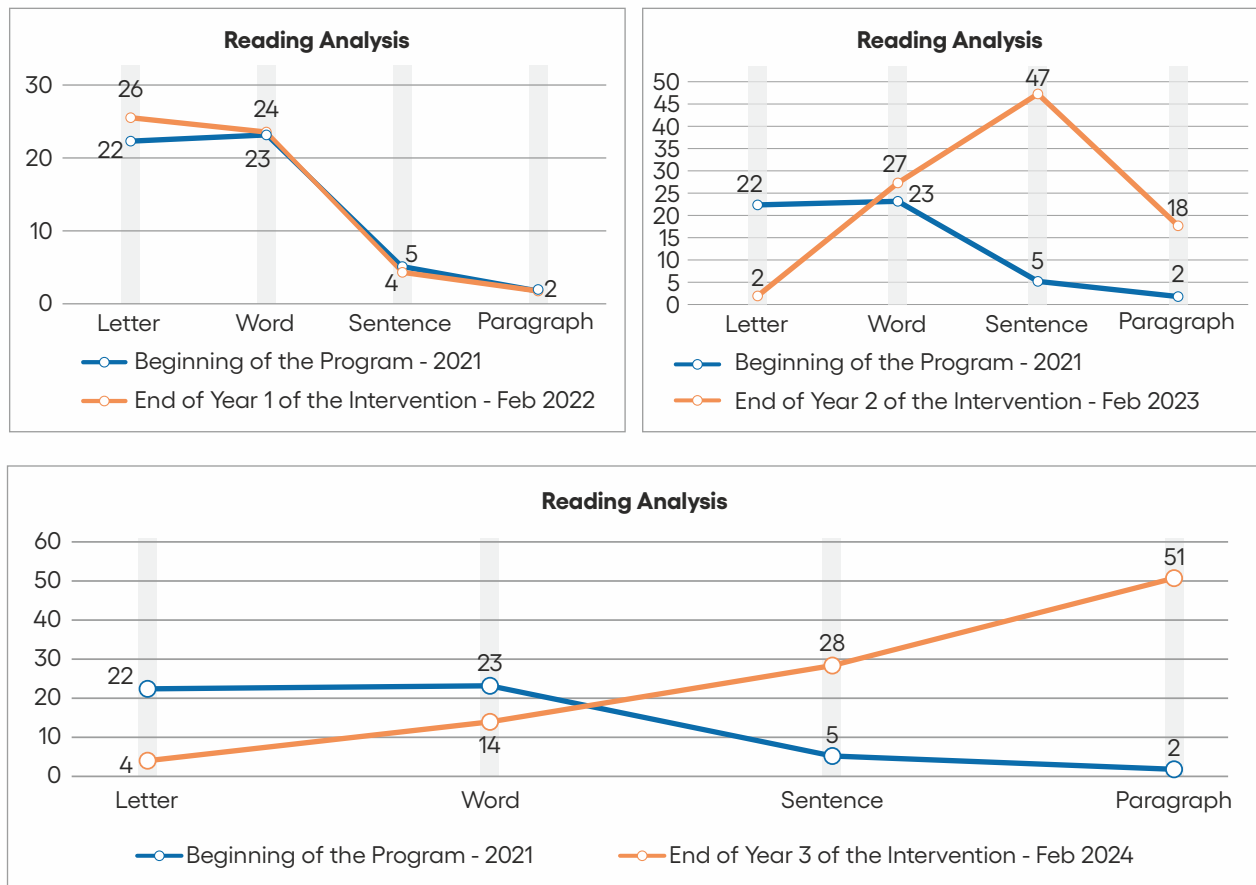
The provided data offers valuable insights into the reading fluency development over a three-year period. The analysis of the percentages across different reading components, from letters and words to sentences and paragraphs, reveals a significant shift in the students' reading skills and comprehension abilities.

A total of 53% students had a better grasp of reading individual letters and words, but struggled more with reading with comprehension longer passages at the sentence and paragraph level at the beginning of the project. By the end of the third year, students showed significant improvement in their reading comprehension at the sentence (28%) and paragraph (51%) levels. The percentage of students at the stage of reading individual letters (4%) and words (14%) decreased compared to the beginning of the period. This indicates that over the course of the three years, students enhanced reading skills from reading individual letters and words to higher order reading and comprehension by reading fluently longer passages of text.



Gradual progression in reading with Project Pustakalaya over 3 years

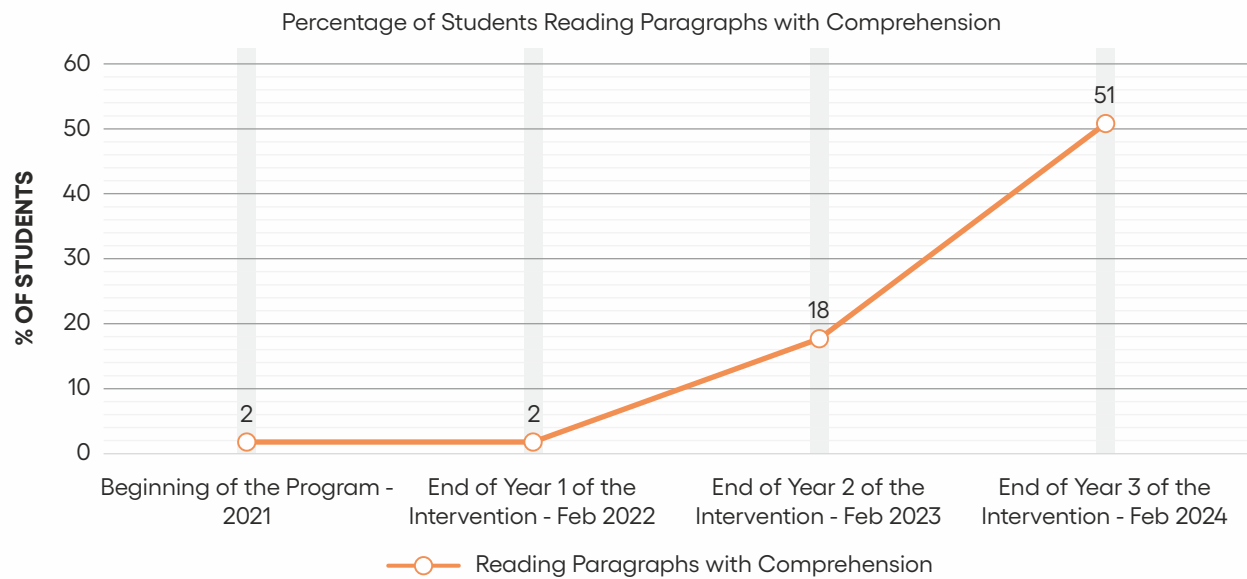
Figure 2a, 2b, 2c: Reading analysis projected year wise in schools with Project Pustakalaya



Only 2% of students were able to read and comprehend paragraphs in the first year of the intervention, while a significant majority remained at the basic reading level, focusing on letters and words.

In the second year of the intervention, there has been significant progress, with:

- 27% of students now reading words with comprehension
- 47% of students now reading sentences with comprehension
- 51% of students are now reading paragraphs.
- 28% are reading sentences, indicating substantial advancement in students' reading abilities.

Figure 2d: Paragraph reading analysis in school with Project Pustakalaya

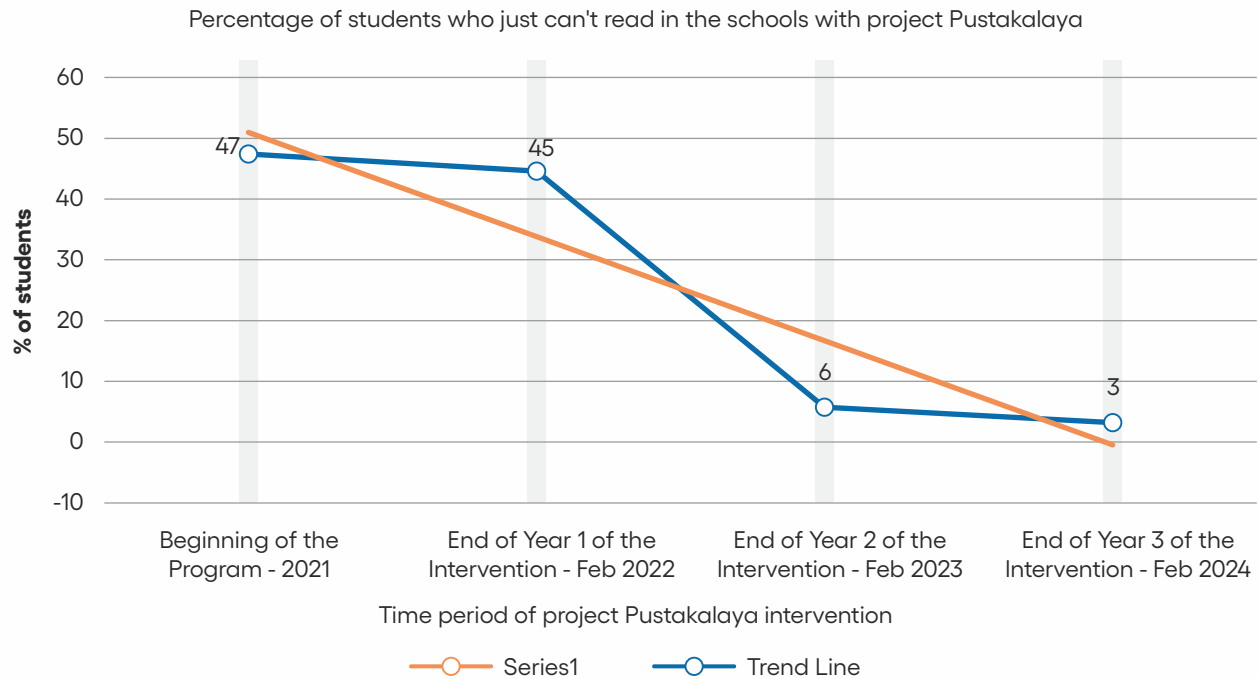
The data suggests a positive trajectory in students' reading development over time, highlighting the evolution from basic letter and word recognition to more advanced sentence and paragraph-level comprehension. This could be attributed to effective instructional strategies through capacity building of school teachers, the Pustakalaya best practices and the Pustakalaya interventions implemented over the three-year period, which helped students' progress from foundational reading skills to more complex reading comprehension abilities and availability of relevant reading resources for all reading levels along with an environment that encourages the habit of reading.

28% of the students moved to reading sentences and 51% moved to reading paragraphs with comprehension.



Students unable to read

Figure 3: Students who can't read in the schools with Pustakalaya



Trend Analysis: The data indicates a clear and consistent improvement in the reading abilities of students in class 3 and class 4 over the three-year period. The sharp decline in the percentage of students who were unable to read, from 47% at the beginning to just 3% by the end of the three-year intervention, suggests that the educational and Project Pustakalaya best practices interventions and strategies implemented during this time were highly effective.

A significant 47% to 3% decline in the number of students who just could not read in schools with the Pustakalaya.



The gradual decrease in the first year can be attributed to the year 2020-21 that was impacted by the pandemic and education was imparted through the hybrid model, followed by a more substantial drop in the second and third years, suggests that the interventions may have taken some time to take full effect, but ultimately led to significant improvements in reading proficiency.

Implications:

The data provides a clear indication of the progress made in addressing the issue of students who struggle with reading. The consistent reduction in the percentage of non-readers over the three-year period suggests that Project Pustakalaya was successful in helping the majority of students develop their reading skills. The data presented in Figure 3 demonstrates a positive and encouraging trend in improving the reading abilities of students over the course of three years, with a significant reduction in the percentage of those who were unable to read effectively.

This information is valuable in evaluating the effectiveness of the interventions and making informed decisions about future educational strategies.

Project Pustakalaya has fostered a positive trajectory in students' reading development, with progress from basic letter and word recognition to advanced sentence and paragraph-level comprehension.



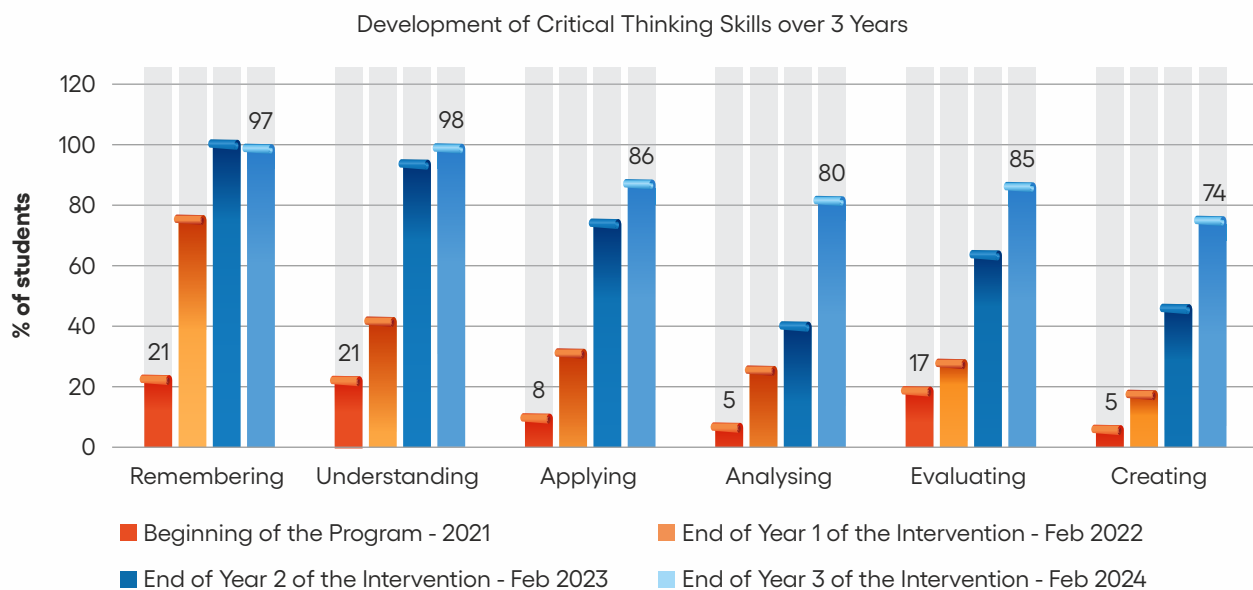
Reading books helps in expanding the horizons of knowledge, expand imagination and become better citizens in future. Anandaya Foundation's libraries are an essential resource for holistic development of our students in MCD schools

IAS Kumar Abhishek, District Commissioner, Karol Bagh Zone



Critical thinking comparison of the students over 3 years

Figure 4: Critical thinking analysis over 3 years in schools with Pustakalayas

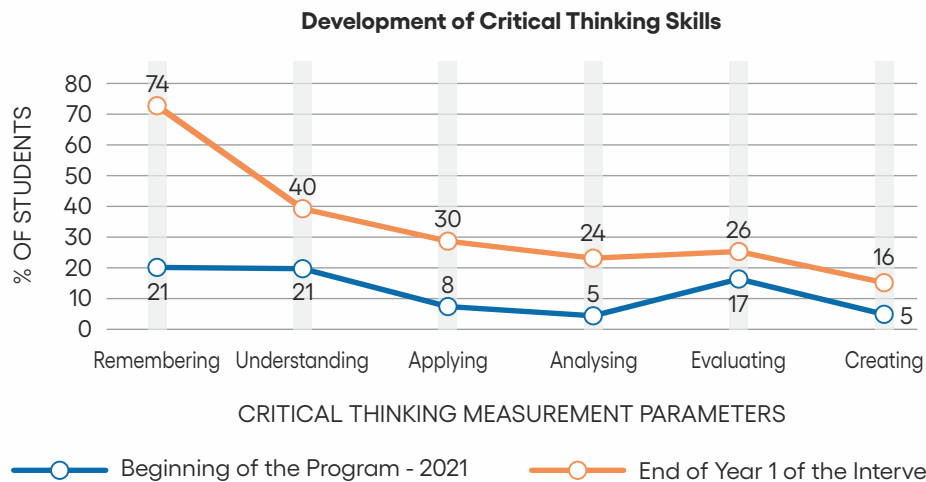


The provided data offers a comprehensive overview of students' cognitive skills and critical thinking abilities across different levels, from remembering to creating. The analysis of the percentages for each cognitive level reveals a significant progression in the students' learning and understanding over the course of three years. The graph above shows a clear progression in students' cognitive skills and critical thinking abilities over the three-year period. At the beginning of the period, the focus was primarily

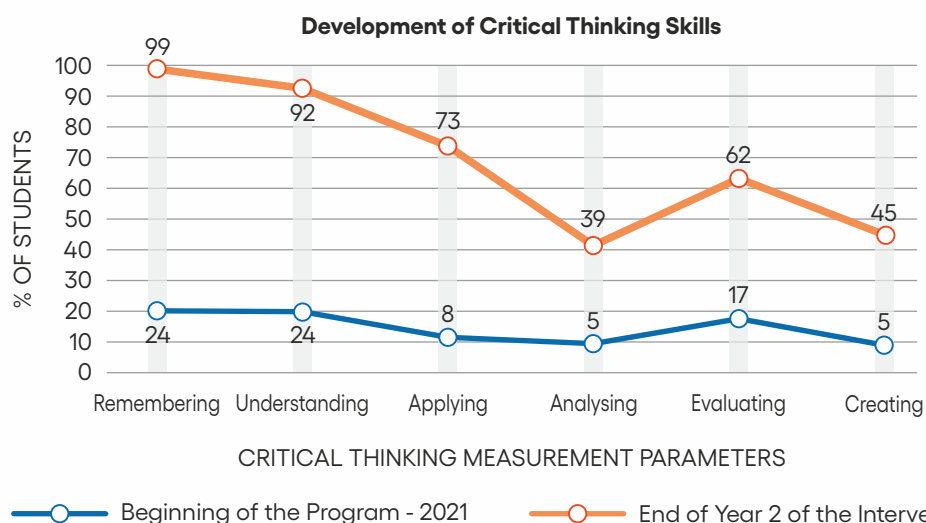
on the lower-order skills of remembering and understanding, with limited development in the higher-order skills of applying, analysing, evaluating, and creating. By the end of Year 3, there was a significant increase in the percentage of students in classes 3 and 4 demonstrating proficiency in the higher-order cognitive skills, indicating a shift towards more advanced comprehension and critical thinking abilities as shown in Figure 6.

Gradual development of critical thinking skills in students through project Pustakalaya over 3 years

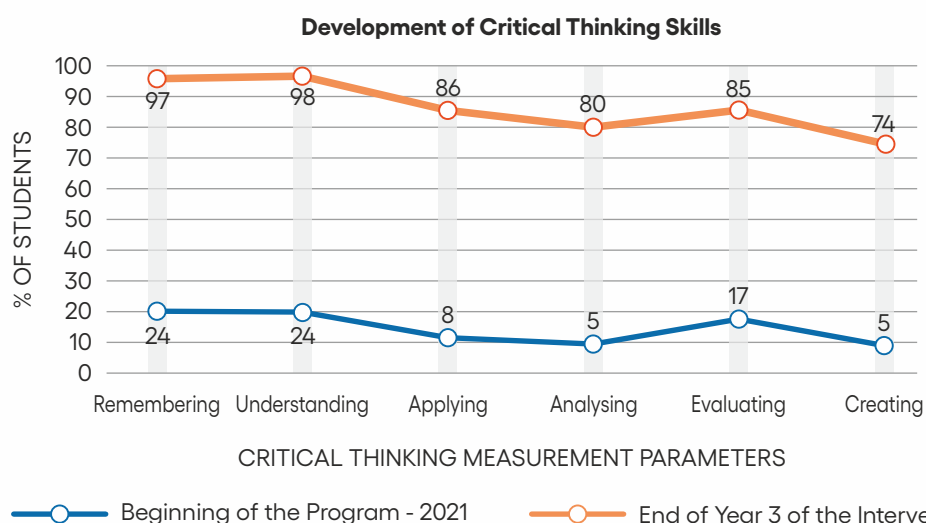
Figure 4a, 4b, 4c: Critical thinking analysis year wise in schools with Pustakalayas



A significant percentage of students exhibit lower-order thinking skills, while only a minimal percentage demonstrate higher-order analysis and application abilities, indicating a need for targeted development of critical thinking skills.



Over the past year, the students demonstrated proficiency in analyzing, and evaluating information, indicating that the Pustakalayas program is successfully fostering critical thinking skills.



Majority of students now demonstrate advanced critical thinking skills, capable of evaluating the text they read.

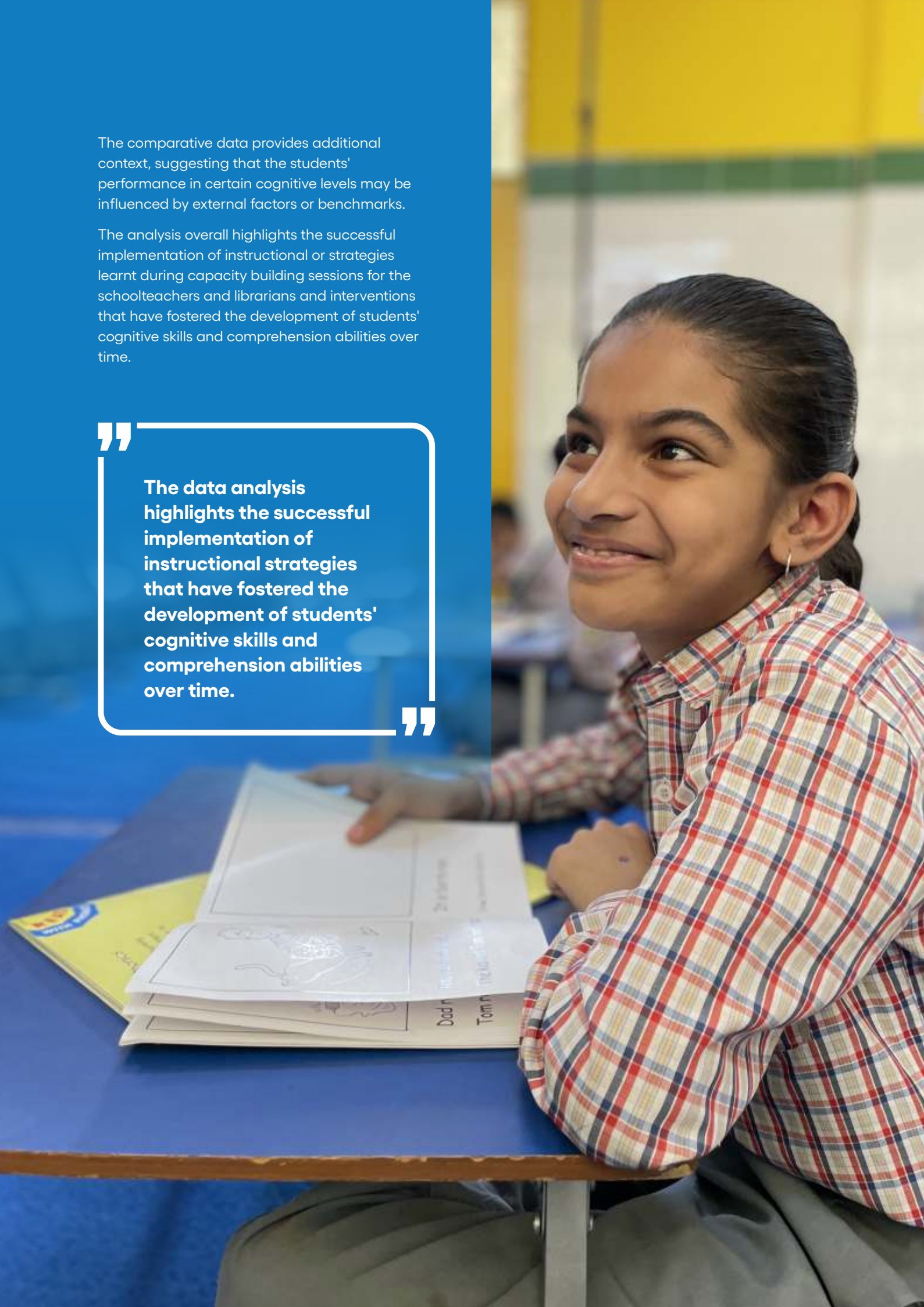
The comparative data provides additional context, suggesting that the students' performance in certain cognitive levels may be influenced by external factors or benchmarks.

The analysis overall highlights the successful implementation of instructional or strategies learnt during capacity building sessions for the schoolteachers and librarians and interventions that have fostered the development of students' cognitive skills and comprehension abilities over time.

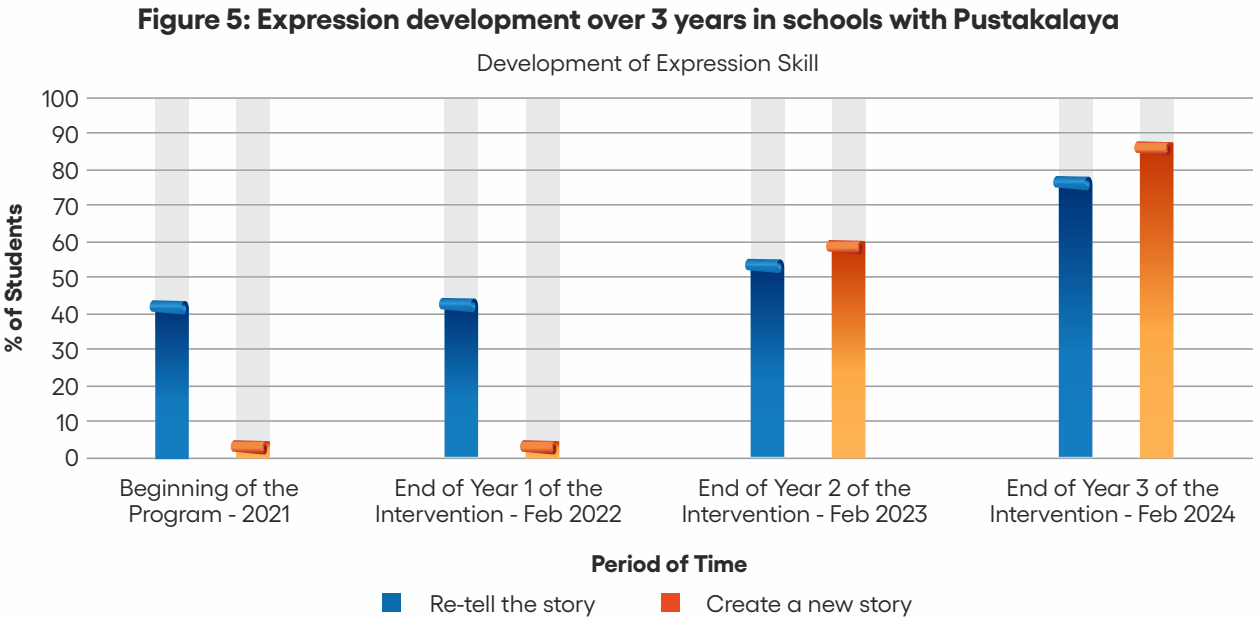
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The data analysis highlights the successful implementation of instructional strategies that have fostered the development of students' cognitive skills and comprehension abilities over time.

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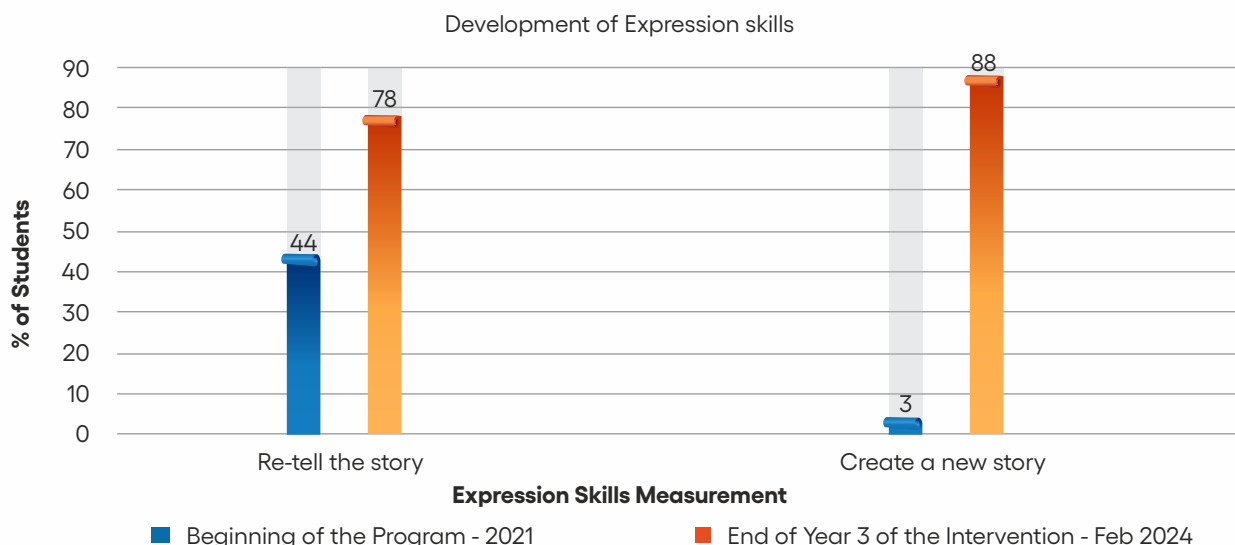
Gradual development of critical thinking skills in students through project Pustakalaya over 3 years



The data shows a clear and consistent improvement in both the ability to re-tell a story and create a new story over the three-year period. While the re-telling of a story saw a gradual increase, the ability to create a new story had a more dramatic improvement, particularly in the second and third years suggesting that the Foundation's interventions and strategies implemented during this time were effective in developing not only the students' comprehension skills but also their creative and expressive abilities.

88% students become proficient in storytelling



Figure 6: Expression Comparison between baseline and endline

After three years of the Pustakalaya intervention, 88% of students have developed the ability to create a story with a coherent structure, including a beginning, middle, and end, demonstrating the

effectiveness of the Pustakalaya in fostering students' creative thinking and storytelling skills, indicating a positive impact on their overall literacy development.

Via Pustakalaya, we want government school students to have access to facilities like a library, making them believe that they're not less than anyone. Anandaya is the only NGO who ensures sustainability, will report us back with the challenges and ensuring highlighting the best performing schools.

- Vikas Tripathi Ji, MCD Additional Commissioner Education, July 2024

Anandaya's libraries aren't just places to borrow books, they're sanctuaries of knowledge where dreams take flight. Our heartfelt thanks to Anandaya for not only fostering a love for reading but lifelong learning among students.

- Smt. Mini Sharmaji, MCD Additional Director Education,

Anandaya Foundation's Pustakalaya Project has opened up new avenues for learning for countless students. Their efforts in providing libraries have bridged a gap between privilege and access to knowledge.

- Shri Pragi Lal, MCD School Inspector, West Zone

I envision having a joyful library in every MCD school to help reduce inequality in education and Anandaya's libraries are the best.

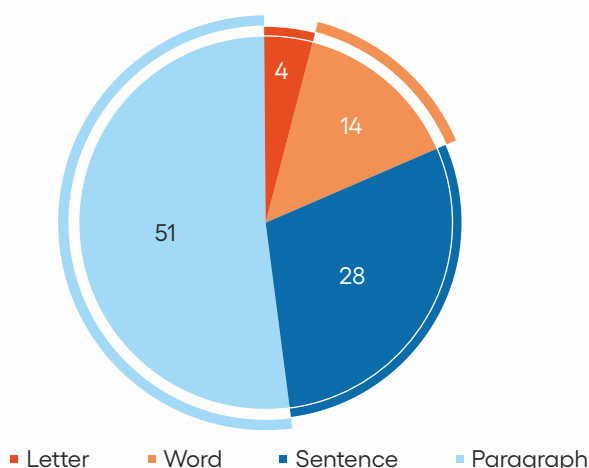
- IAS Gyanesh Bharti ji, MCD Commissioner, 2024 June

5.2 Comparison between schools with the Pustakalayas and without the Pustakalayas

5.2.1 Reading comparison of students with Pustakalayas and without Pustakalayas

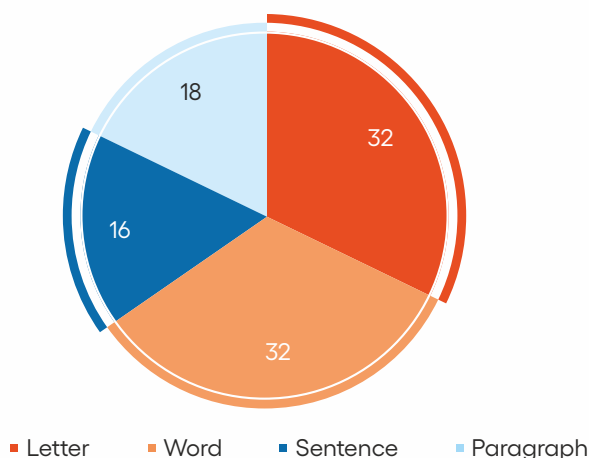
Figure 7a, 7b: Reading comparison between schools with Pustakalaya and without Pustakalaya

Reading Analysis in schools with the Pustakalya - Feb' 2024



In Schools with Pustakalaya Reading Proficiency 51% of students reached the advanced level of reading, focusing on paragraphs 28% of students are proficient in reading sentences with comprehension

Reading Analysis in schools without the Pustakalya - Feb' 2024



The Pustakalaya project effectively improved reading skills, as a higher percentage of students in intervention schools advanced to higher levels of reading comprehension.

5.2.2 Comparison between Treatment Schools (with the Pustakalaya) and Control Schools (without the Pustakalaya)

Data compared between treatment schools (with Pustakalaya) and control comparison schools (without Pustakalaya) where students' language literacy was assessed. It clearly identifies that the target school students performed better than the comparison school. Thereby highlighting the necessity and importance of Pustakalaya has brought to the school to foster language literacy skills among primary school students.

Comparison of reading comprehension levels - In treatment schools, 51% of students demonstrated the ability to read a paragraph, whereas in control schools, only 18% of students achieved similar level of proficiency. It indicates that students in treatment schools having access to Pustakalaya, perform better in terms of reading comprehension compared to students in control schools. This is observed because the schools with the model of Pustakalaya are likely to provide students with a wide range of reading materials therefore promoting a reading culture amongst students.

Access to these Pustakalayas in schools also induces a behaviour of independent learning amongst students thereby adding an edge to student's literacy development curve.

Implications - Schools with library facilities provide access to a wide range of reading materials to students, which can contribute to their enhanced ability to read and comprehend paragraphs. This signifies that investing in library resources and facilities can directly have a positive impact on students' literacy development and parallelly supporting academic performance.

Recommendations - Education policymakers and school administrators should prioritize the establishment and maintenance of Pustakalayas in schools, especially in those with lower levels of language literacy. Additional resources and assistance should be allocated to schools without library facilities to bridge the literacy gap and improve students' reading comprehension skills.

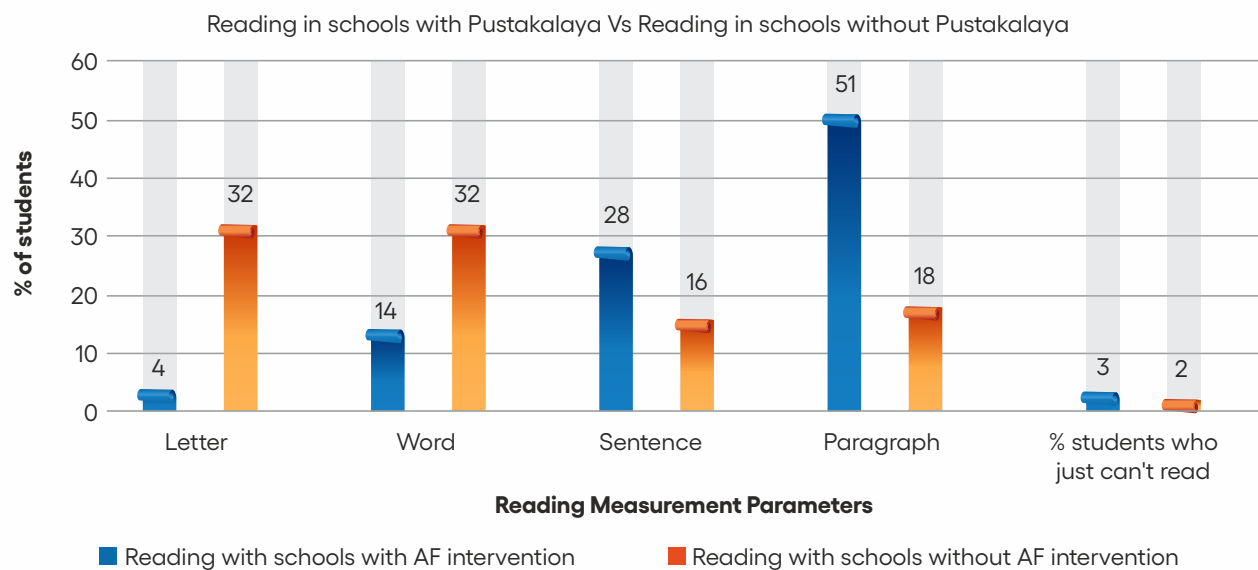


The findings reveal a nuanced picture of the intervention's impact on different aspects of reading proficiency.

1. Impact on Reading Skills: The data indicates the impact the Pustakalayas had on different aspects of reading skills. While in the intervention group there were lesser students in letter (4%) and word (14%) reading stage compared to the non-intervention group (32% and 32%, respectively), and more students in sentence (28%) and paragraph (51%) reading with comprehension stage. The data suggests that as per the stages of reading, 51% of the students are now reading paragraphs with comprehension, suggesting a positive growth in the reading levels of the students.



Figure 7c: Reading with Pustakalaya Vs. Reading without Pustakalaya



Reading books helps in expanding the horizons of knowledge, expand imagination and become better citizens in future. Anandaya Foundation's libraries are an essential resource for holistic development of our students in MCD schools

- IAS Kumar Abhishek
Deputy Commissioner, Karol Bagh Zone



The data indicates that the Pustakalaya's was successful in fostering the development of students' storytelling and creative expression skills. The data presented in Figure 8 demonstrates a positive and encouraging trend in the development of students' expression and storytelling skills over the course of three years, with a substantial increase in both the ability to re-tell a story and create a new one. The significant increase in the percentage of students able to create a new story (with a beginning, middle and ending of the story), from just 3% at the beginning to 88% by the end of Year 3, suggests that the program was particularly effective in nurturing the students' creative writing abilities.

2. Advanced Comprehension Skills Development: Students in the intervention group demonstrated significant improvements in sentence and paragraph reading with comprehension, indicating that Pustakalayas effectively enhanced

their ability to read, comprehend and analyse longer passages of text highlighting the intervention's success in fostering advanced reading skills critical for academic success and cognitive development.

3. Challenges in Basic Reading Skills: The slightly higher percentage of students who "just can't read" in the intervention group (3.2%) compared to the non-intervention group (2%) raises concerns about the intervention's effectiveness in addressing basic reading skills. This underscores the importance of a balanced approach to reading instruction that addresses both foundational skills and advanced reading and comprehension abilities. The impact assessment of reading skills with and without the Pustakalayas underscores the intervention's strengths in developing advanced reading and comprehension abilities.

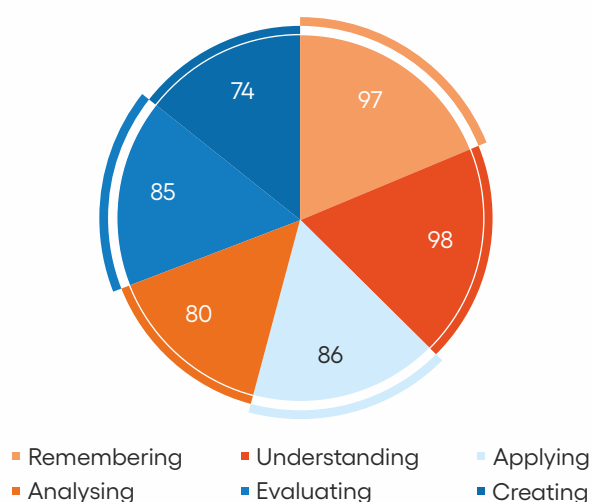
5.2.3 Critical thinking comparison of students with Pustakalayas and without Pustakalayas

The data presented in below provides compelling evidence of the significant positive impact of the Anandaya Foundation's intervention on students' cognitive skills and comprehension abilities. The

findings highlight the substantial improvements observed across various levels of critical thinking skills, from remembering to creating, in comparison to the non-intervention group.

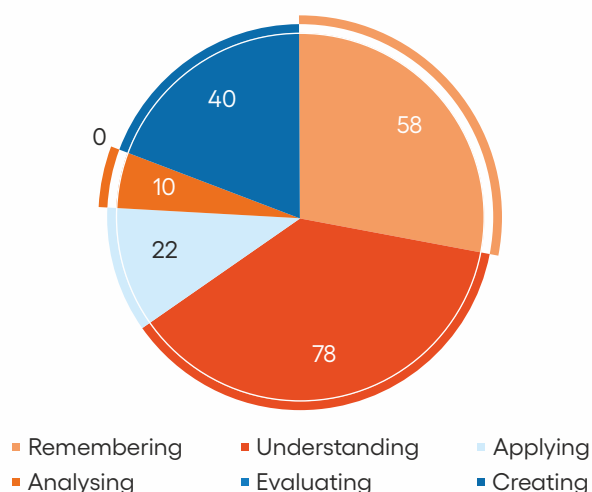
Figure 8a, 8b: Critical thinking with Pustakalaya Vs. Critical thinking without Pustakalaya

Critical Thinking in school with Project Pustakalaya - Feb' 2024



At the end of three years, students have shown balanced development in critical thinking skills, encompassing both lower and higher-order thinking abilities. This balanced progress indicates that the intervention has effectively nurtured students' critical thinking skills, enabling them to engage with texts more deeply and analytically.

Critical Thinking in school with Project Pustakalaya - Feb' 2024



In schools without Pustakalaya Project, there is a notable development in lower-order critical thinking skills among students, with a majority demonstrating proficiency. However, higher-order critical thinking skills such as apply, analyze, and evaluate are present in less than 10% of students on average.

1. Significant Improvements in Higher-Order

Thinking Skills: With the Pustakalayas, students demonstrated much stronger proficiency in the higher-order cognitive skills of analysing (80%), evaluating (85%), and creating (74%), compared to the non-intervention group, which showed only 10%, 0%, and 40% proficiency, respectively. It indicates that the Pustakalaya intervention was highly effective in developing students' critical thinking, problem-solving, and creative abilities, which are essential for academic success and future career readiness.

2. Enhanced Comprehension and Application of

Knowledge: The intervention group outperformed the non-intervention group in the cognitive

The Pustakalaya intervention was highly effective in developing students' critical thinking, problem-solving, and creative abilities, as shown by their significantly higher proficiency in higher-order thinking skills compared to the non-intervention group.

domains of remembering (97% vs. 48%), understanding (98% vs. 68%), and applying (86% vs. 42%) suggesting that the Pustakalaya intervention was successful in not only improving students' basic comprehension but also their ability to apply their knowledge effectively.

3. Consistent and Substantial Improvements

Across All Cognitive Levels: The data shows a clear and consistent pattern of superior performance by the intervention group across all levels of critical thinking, indicating the comprehensive and holistic nature of the AF

intervention's impact. This comprehensive approach to cognitive development is crucial for ensuring that students acquire a well-rounded set of skills and competencies.

The findings of this impact assessment have several important implications for educational practices and policy decisions:

Adoption of the Pustakalaya Intervention: The data strongly supports the implementation of the AF intervention in educational settings to enhance students' cognitive skills and comprehension abilities, particularly in the areas of higher-order thinking and problem-solving.

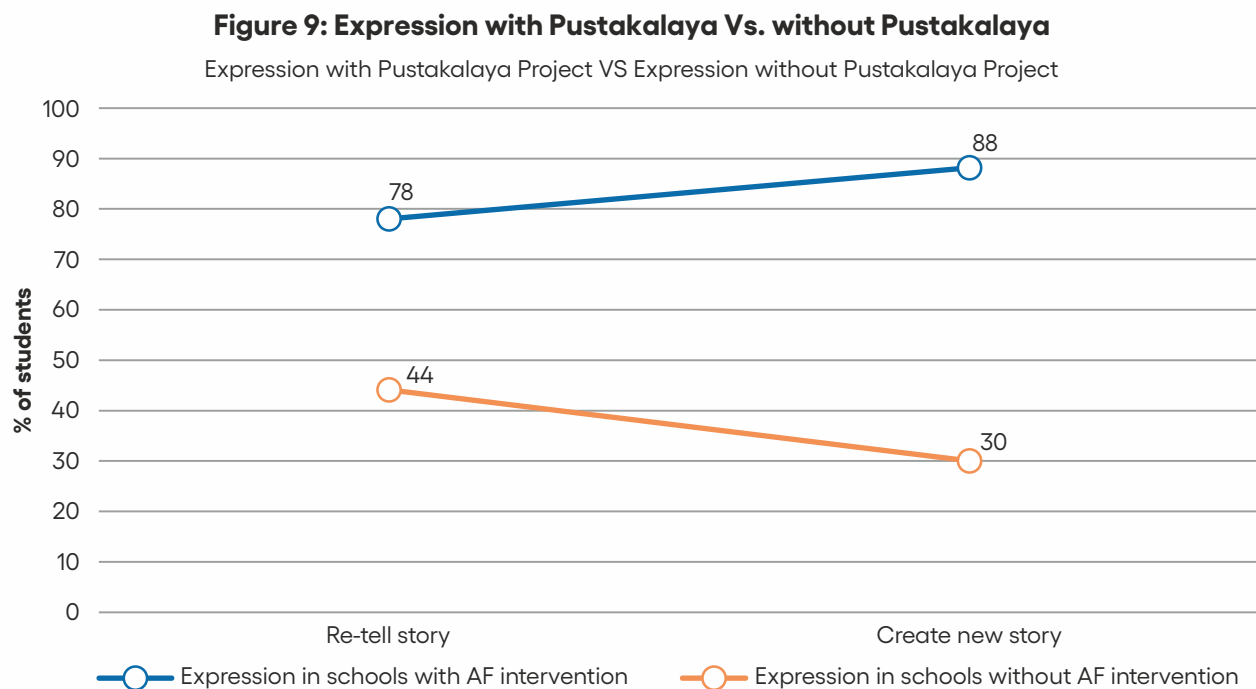
Expansion of the AF Intervention: Given the substantial positive impact observed, consideration should be given to expanding the reach and accessibility of the AF intervention to a wider population of students, ensuring equitable access to this effective learning tool.

Continuous Evaluation and Refinement: Ongoing monitoring and evaluation of the AF intervention's effectiveness should be conducted to identify areas for further improvement and ensure the program's continued success in supporting student learning and development.

The impact assessment of the Pustakalaya intervention on student comprehension has revealed remarkable improvements across various cognitive domains, particularly in the development of higher-order thinking skills. These findings underscore the value and potential of the Pustakalayas as a transformative educational tool that can significantly enhance students' academic performance and prepare them for future success.



5.2.3 Expression comparison of students with access to Pustakalayas and without Pustakalayas



The data analysis presented in this report examines the impact of the Pustakalayas on students of classes 3 and 4, their abilities in story narration and creation after a three-year intervention. The findings reveal a nuanced picture, with the intervention demonstrating a more pronounced impact on students' ability to understand and interpret narratives compared to their skill in creative writing.

“The library was perceived as a place of rest and leisure by our students. Anandaya Foundation's library has shown us how to make reading joyful by using experiential methods and enhance students' reading levels. Teacher, Tagore Garden”



Significant Improvement in Story Retelling: With the intervention, 78% of students were able to effectively re-tell a story, compared to only 44% in the non-intervention group. This substantial 34-percentage-point difference suggests that the AF intervention was highly successful in enhancing students' reading comprehension and narrative skills.

Significant Advantage in Story Creation: The data shows that 88% of students in the AF intervention group were able to create a new story, compared to 30% in the non-intervention group. The intervention group outperformed the non-intervention group, the difference of 58% percentage points is more pronounced than the gap observed in creating a new story that includes a beginning, middle and ending elements of the story.

Targeted Approach to Literacy Development: The findings indicate that the AF intervention was more effective in improving students' abilities to comprehend and retell stories, with limited focus on fostering their creative writing skills to the same extent.

The refined analysis of the story comprehension and creation data highlights the strengths of Pustakalayas in improving students' narrative skills, while also identifying an opportunity to enhance the program's impact on creative writing abilities. By adopting a more balanced approach to literacy instruction and continuously evaluating the intervention's effectiveness, educators can foster a well-rounded set of literacy skills among students.

”

Our teachers have hung some relevant books to motivate their students in the classrooms as well.

Sarwat Praveen, Principal, SDMC Vishal Enclave

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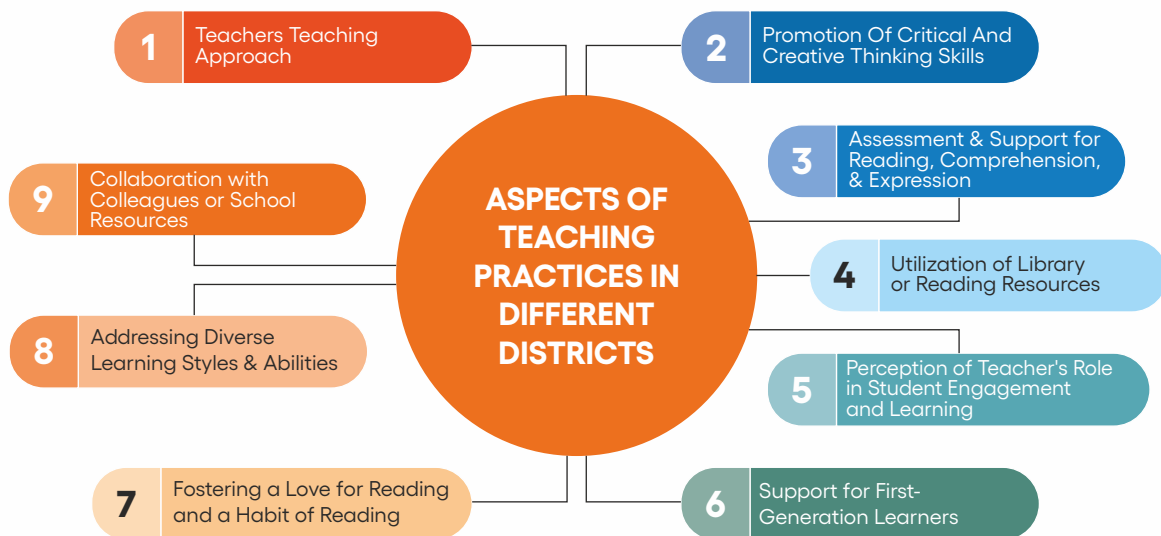




The data analysis reveals that the AF intervention was more effective in improving students' abilities to comprehend and retell stories, with potential to enhance the program's impact on developing their creative writing abilities.

5.3 Assessment of Pustakalaya - Teachers

Assessment of The Pustakalayas- Teachers



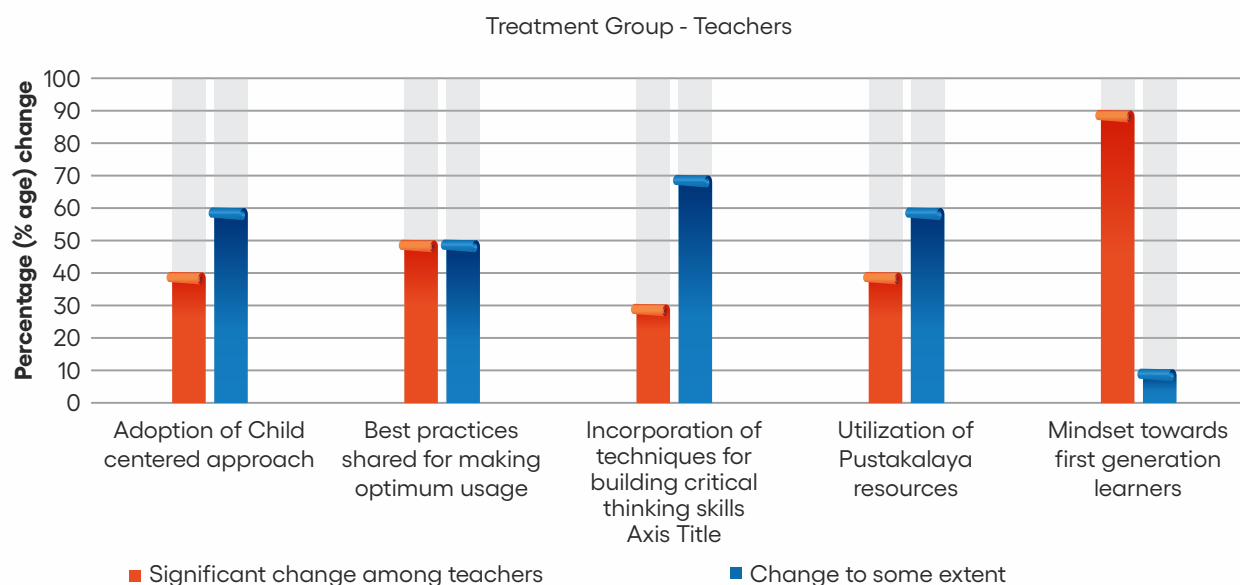
The data collected by both sets of teachers in treatment (schools with the Pustakalaya) and control group (schools without the Pustakalaya) are analysed based on the following aspects of teaching practices in different districts of the intervention geography:

These parameters are used to compare and contrast teaching practices across different districts and identify areas for improvement. The analysis reveals trends and patterns in teaching practices and provides insights into the effectiveness of different approaches to teaching and learning.



5.3.1 Data interpretation of teachers of schools with Project Pustakalaya

Figure 13: Changes among the Teachers of School with Project Pustakalaya



The data from the treatment group (schools with Pustakalaya) of teachers shows that they have largely adapted a child-centred approach to teaching, focusing on individual learning needs and adapting their teaching accordingly. They also actively incorporate activities that encourage critical and creative thinking and regularly assess and provide targeted support for reading, comprehension, and expression. The teachers frequently incorporate library or reading resources into their teaching and perceive their role as crucial in engaging and facilitating student learning. However, they face challenges in providing adequate support for first-generation learners and fostering a love for reading. They also find it challenging to address diverse learning styles and abilities in their classroom. The teachers have benefited from the best practices shared for making optimum usage of the Pustakalaya resources and have applied the understanding of reading levels and matching them with relevant resources in their teaching practice.

They have also incorporated techniques for building critical thinking skills into their teaching practice and used the Pustakalaya resources to promote expression and creative thinking among their students. The teachers have utilized the Pustakalaya resources to support their classroom teaching and have integrated them into their lesson plans or teaching strategies to enhance student learning outcomes. The phonetic training and awareness, as part of the 'science of reading,' have significantly benefited their teaching practice. The teachers' mind-set towards first-generation learners has positively changed as a result of the Pustakalaya project, and they have shared specific instances or stories that illustrate how this changed mind-set has positively impacted their interactions with them or their learning experiences in the classroom.

Sight words, cvc word books, small story books provided by Anandaya Foundation are wonderful resources for teachers and students. These books have been immensely useful in enhancing our students' reading levels during Mission Buniyad and FLN classes

- Ms. Deepali
Teacher, MCPS B1 Janakpuri

The Pustakalaya Principals' Conference, by Anandaya Foundation, offers an enriching platform for teachers and principals. It facilitates insightful discussions on addressing challenges from varied perspectives. Anandaya Foundation's initiative aids in fostering students' reading comprehension and expression skills. We extend our sincere appreciation to Anandaya Foundation for their valuable contributions to education.

- Mrs. Rashmi,
Incharge, Gurmandi, Rajpura

The data shows that the teachers in the schools with Project Pustakalaya have largely adapted a child-centered approach, utilizing library resources to engage students, foster critical thinking, and support diverse learning needs.



5.3.2 Data interpretation of Teachers of Control Group

The data from the control group of teachers shows a consistent approach to teaching that focuses on individual learning needs and adapting teaching accordingly, regular assessment and support for reading, comprehension, and expression, frequent incorporation of library or reading resources into teaching, and recognition of the crucial role of teachers in engaging and facilitating student learning. Teachers in the control group also demonstrate sensitivity towards the needs of first-generation learners, actively promote reading and create a reading-friendly environment, and differentiate instruction to accommodate diverse learning styles and abilities. However, they face challenges in fostering a love for reading and find it challenging to address diverse learning styles and abilities in their classroom.



We have seen a remarkable surge in students' reading and comprehension levels. This initiative has not only expanded student's literary horizons but also tapped into their cognitive abilities. Students have started to infuse their storytelling with creative endings, demonstrating their imaginative progression.

Teachers in the control group collaborate with colleagues and use school resources to some extent to improve their teaching practices, but there is room for improvement in this area. The data suggests that there is a need for more active collaboration and utilization of school resources to enhance teaching practices and improve student learning outcomes.

Overall, the data shows a strong foundation in teaching practices, but there is room for improvement in fostering a love for reading and addressing diverse learning styles and abilities. Increased collaboration and utilization of school resources can also help enhance teaching practices and improve student learning outcomes.

5.3.3 Comparison- Teachers of Schools with Project Pustakalaya (Treatment Group) Vs. Teachers of Schools without Project Pustakalaya (Control Group)

The treatment group of teachers in West Delhi, East Delhi, and Shahdara districts show a consistent approach to teaching that focuses on individual learning needs and adapting teaching accordingly, regular assessment and support for reading, comprehension, and expression, frequent incorporation of library or reading resources into teaching, and recognition of the crucial role of teachers in engaging and facilitating student learning. They also demonstrate sensitivity towards the needs of first-generation learners, actively promote reading and create a reading-friendly environment, and differentiate instruction to accommodate diverse learning styles and abilities. They actively seek collaboration with colleagues and utilize school resources to improve their teaching practices. On the other hand, the control group of teachers in West Delhi, North West Delhi, and East Delhi districts show a more varied approach to teaching. While they also focus on individual learning needs and adapt teaching accordingly, they sometimes include activities for critical and creative thinking, occasionally use library or reading resources, and collaborate with colleagues and use school resources to some extent to improve their teaching practices. However, some teachers in the control group follow a standardized teaching approach for all students, struggle to provide adequate support for first-generation learners, and find it challenging to address diverse learning styles and abilities. The treatment group of teachers has also benefited from the Pustakalaya, which has sensitized them towards the learning needs of their students, provided them with best practices for making optimum usage of the Pustakalaya resources, helped them apply the understanding of reading levels and matching them with relevant resources in their teaching practice, and incorporated techniques for building critical thinking skills into their teaching practice.

They have successfully promoted expression and creative thinking using Pustakalaya resources and utilized the Pustakalaya resources to support their



classroom teaching. They have also benefited significantly from the phonetic training and awareness as part of the 'science of reading' and have positively changed their mindset towards first-generation learners.

In contrast, the control group of teachers has not benefited from the Pustakalaya project and has not shown significant improvements in their teaching approach and student engagement.

They have not applied the understanding of reading levels and matching them with relevant resources in their teaching practice, incorporated techniques for building critical thinking skills into their teaching practice, or utilized the Pustakalaya

Thanks to the Pustakalaya initiative, as libraries are no longer confined to traditional norms. Instead, they have been built as friendly spaces for both students and teachers alike. Gone are the days of silent tones and strict regulations; this concept provides libraries with an open environment for learning and interaction.

resources to support their classroom teaching. They have not benefited significantly from the phonetic training and awareness as part of the 'science of reading' and have not positively changed their mindset towards first-generation learners.

In summary, the treatment group of teachers has shown a more consistent and effective approach to teaching that focuses on individual learning needs, regular assessment and support for reading, comprehension, and expression, frequent incorporation of library or reading resources into teaching, recognition of the crucial role of teachers in engaging and facilitating student learning, sensitivity towards the needs of first-generation learners, active promotion of reading and creation of a reading-friendly environment, differentiation of instruction to accommodate diverse learning styles and abilities, and active collaboration with colleagues and utilization of school resources to improve their teaching practices.

In contrast, the control group of teachers has shown a more varied and less effective approach to teaching and has not benefited significantly from the Pustakalaya project. While both groups share some similarities in their teaching practices, the treatment group of teachers appears to be more proactive in incorporating activities for

critical and creative thinking, promoting expression and creative thinking, fostering a love for reading, and benefiting from phonetic training and awareness.

They also have a more positive mind-set towards first-generation learners and provide specific examples of how they have integrated Pustakalaya resources into their lesson plans or teaching strategies to enhance student learning outcomes.

They have successfully promoted expression and creative thinking using Pustakalaya resources and utilized the Pustakalaya resources to support their classroom teaching. They have also benefited significantly from the phonetic training and awareness as part of the 'science of reading' and have positively changed their mindset towards first-generation learners.

They have also benefited significantly from the Pustakalaya project, which has helped them apply the understanding of reading levels and matching them with relevant resources in their teaching practice, incorporate techniques for building critical thinking skills into their teaching practice, and utilize the Pustakalaya resources to support their classroom teaching.

In contrast to traditional libraries, at Anandaya Foundation's library, there is no pressure to manage inventory or maintain detailed records of book usage. Here, we have the flexibility to utilize resources freely with our students.

- Mrs. Vandana Kasturia
NPV, GP Block

The treatment group of teachers have consistently adapted a child-centered approach, utilizing library resources to engage students, foster critical thinking, and support diverse learning needs.



The control group of teachers have shown a more varied and less effective approach to teaching, and have not benefited significantly from the Pustakalaya project.



The treatment group of teachers have significantly benefited from the Pustakalaya project, which has helped them apply the understanding of reading levels, incorporate critical thinking techniques, and utilize resources to support their classroom teaching.

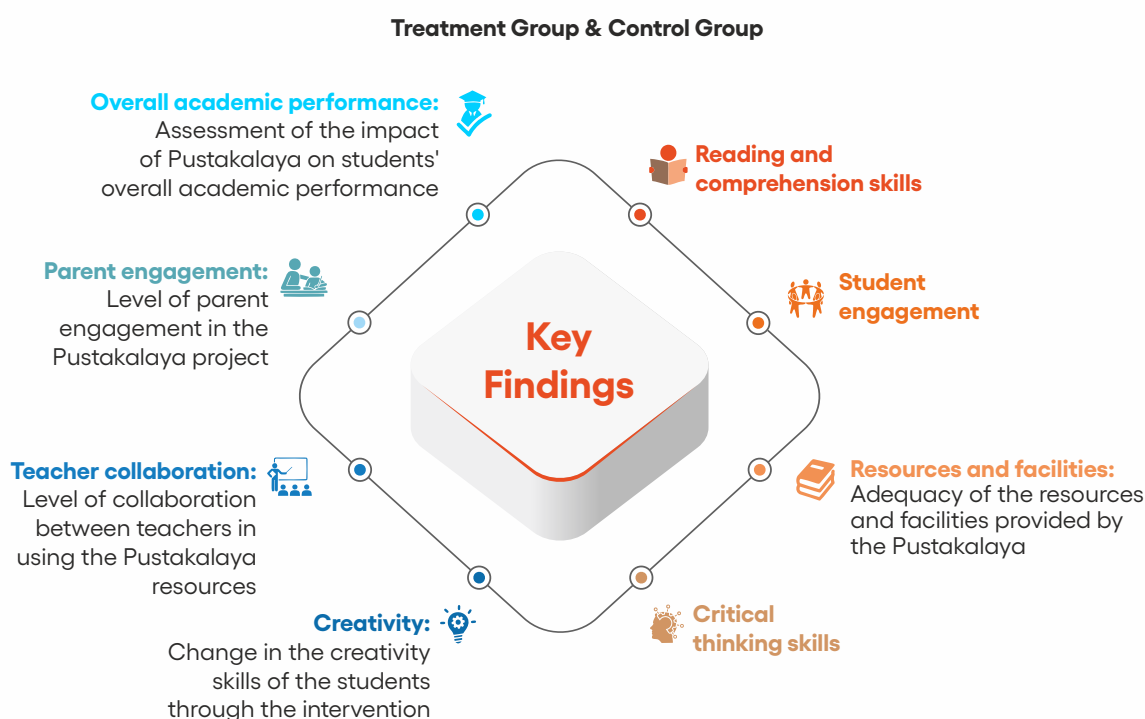


5.4 Assessment of Pustakalaya Principals

The data collected by both sets of principals (treatment and control group) are analysed based on the following aspects in different districts:

The key findings from the questions that can be used to assess schools are:

Figure 14: Parameters to assess the key finding of the Treatment and Control Group Principals



The parameters can be used to assess the effectiveness of the Pustakalaya in improving students' reading and comprehension skills, promoting student engagement, providing adequate resources and facilities, developing critical thinking skills, promoting creativity, fostering teacher collaboration, engaging parents, and improving overall academic performance



5.4.1 Data interpretation of Principals of Treatment Group (schools with Pustakalaya)

The data provided appears to be feedback on the impact of a school library program called "Pustakalaya". The findings, based on the ratings (A- very likely, B- somewhat likely, C- not sure), indicate that Pustakalaya has had a positive impact on various aspects of students' learning experience.

In terms of reading fluency and comprehension, there have been improvements for some students, but not all; advocating of the program to be successful in enhancing reading skills for some students, there is still room for improvement in this area. Pustakalaya has had a positive impact on student interest in reading, with some students even creating their own stories fostering a love for reading and encouraging creativity among students.

”

Pustakalaya has had a positive impact on students' reading skills, critical thinking, and overall learning enjoyment.

”

The principals are satisfied with the adequate resources and facilities provided by the Pustakalaya, to support students' learning. The Pustakalaya resources have contributed to the development of critical thinking skills to an extent, suggesting that the program has been successful in promoting critical thinking among students. The facility has made learning more enjoyable for students, and created a positive learning environment. Data also suggests that there has been improvement in students' confidence and self-esteem, suggesting that the program has been successful in boosting students' self-confidence and self-esteem.

Principals of the interviewed schools also mention that the Pustakalaya has lightened the workload of teachers by providing ready-to-use teaching materials, indicating that the program has been successful in supporting teachers and reducing their workload. There have been some positive changes in student behavior, encouraging a more positive learning environment; further recommending the initiative to other schools. Overall, the data suggests that Pustakalaya has had a positive impact on students' reading skills, critical thinking, and overall learning enjoyment. While there is room for improvement in some areas, the program seems to be beneficial in enhancing students' learning experience.

The program's success in fostering a love for reading, promoting critical thinking, and creating a positive learning environment suggests that it has been successful in achieving its goals. However, further research and analysis are needed to fully evaluate the program's effectiveness and identify areas for improvement.

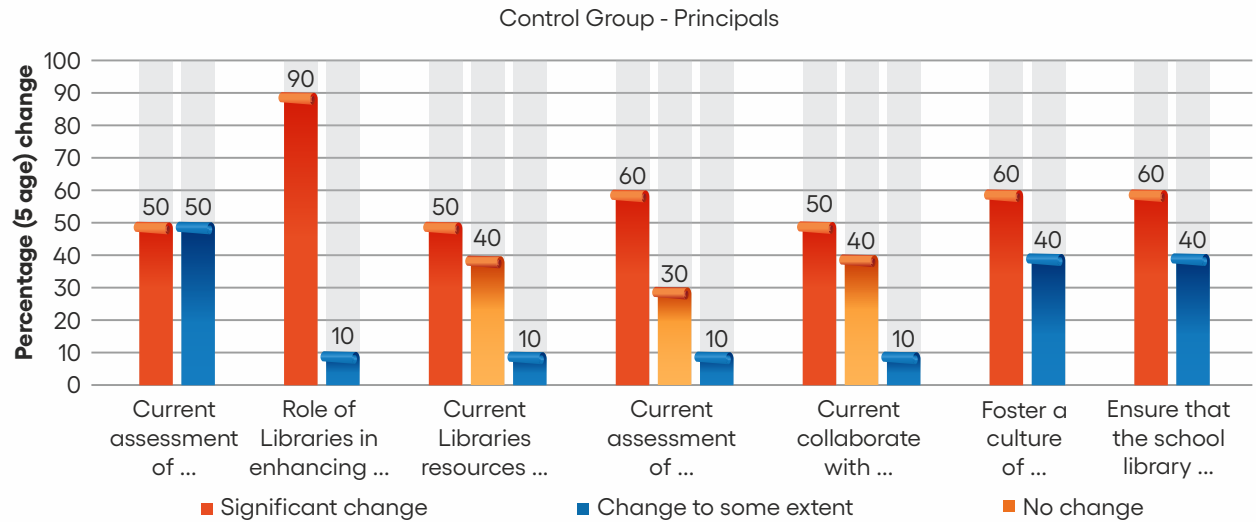


5.4.2 Deeper Dive into Pustakalaya's Impact on Schools

The Project Pustakalaya, which includes both a physical library and digital resources, has shown promising results in enhancing student literacy, critical thinking, creativity, and academic performance. The treatment group, which has full access to the program, has shown a clear

advantage in reading and comprehension skills, with principals reporting "multiple instances" of improvement and a "significant reduction" in the gap between reading levels and grades. This suggests that Pustakalaya effectively bridges the gap for struggling readers.

Figure 15: Changes in Principals of the Control Group Schools





However, the control group, which has limited access to the program, also shows some positive impact. This suggests that factors beyond Pustakalaya contribute to reading development in both groups. It is possible that the control group's exposure to some aspects of the program, such as the physical library or certain digital resources, has had a positive effect on their reading skills.

In terms of critical thinking and creativity, both groups show improvement, with students creating their own stories inspired by the program's materials. However, the treatment group might have a higher frequency of creative activities, suggesting that encouraging storytelling and creative expression within the program could be further explored.

The treatment group generally reports a more significant improvement in academic performance compared to the control group, indicating that Pustakalaya has a measurable impact on student learning outcomes. The program also lightens the workload of teachers by providing readily available teaching materials, allowing them to focus more on student interaction and personalized learning.

Both groups report positive changes in students' confidence and self-esteem, with the treatment group showing stronger positive responses. Pustakalaya seems to make learning more enjoyable for both groups, and it fosters a sense of community around books and learning activities.

”

Anandaya Foundation's library provides a brilliantly curated collection richly illustrated books that immediately capture a child's attention

- Mrs. Anita Vats

Principal, MCD Pratibha Vidyalaya (Girls), Neb Sarai

”

The program also appears to reduce disruptive behaviour, suggesting that it contributes to a more positive learning environment.

Parents in both groups are generally positive about Pustakalaya's impact, but the treatment group tends to be more enthusiastic. Principals in both groups are very likely to recommend Pustakalaya to other schools, indicating a positive overall impression of the program's effectiveness.

However, it is important to note that the data relies on self-reported observations from principals, which may be influenced by their expectations or biases. Standardized testing

could provide more objective evidence of learning gains. Additionally, the impact of Pustakalaya might vary depending on factors like the quality of implementation (teacher training, program fidelity) and student demographics (age, prior reading levels).

The Pustakalaya shows promise as a valuable tool for enhancing student literacy, critical thinking, creativity, and academic performance. Further research with objective measures and a focus on implementation fidelity can solidify the program's effectiveness and optimize its benefits for diverse learning situations.

”

In the digital age, this initiative has pressed the importance of open libraries to infuse learning with joy and foster a love for reading. By nurturing a passion for independent reading, it promotes holistic student development. Additionally, collaborative reading in these libraries has cultivated peer learning along with enhancing student engagement skills, laying a strong foundation for academic success.

”



5.5 Implications of the data for policy makers and school administrators

The study has several implications for policy makers and school administrators.

- The study highlights the importance of individualized instruction and adapting teaching to meet the learning needs of students. The treatment group of teachers reported a significant improvement in their ability to focus on individual learning needs and adapt their teaching accordingly. Supporting individualized instruction and differentiated learning leads to improved student outcomes.
- It emphasizes the importance of promoting critical and creative thinking skills among students. The treatment group of teachers reported actively incorporating activities that encourage critical and creative thinking, while the control group sometimes included these activities.
- The study underscores the importance of regular assessment and support for reading, comprehension, and expression. The treatment group of teachers reported regularly assessing and providing targeted support for reading, comprehension, and expression, while the control group reported doing so less frequently. Prioritizing regular assessment and support for reading, comprehension, and expression can lead to improved student outcomes.
- It highlights the importance of utilizing library or reading resources to support teaching. The treatment group of teachers reported frequently incorporating library or reading resources into their teaching, while the control group reported doing so less frequently suggesting that policies and practices that support the use of library or reading resources can lead to improved student outcomes.
- The study emphasizes the importance of collaboration and resource utilization to improve teaching practices. The treatment

group of teachers reported actively seeking collaboration with colleagues and utilizing school resources to improve their teaching practices, while the control group collaborated with colleagues and used school resources to some extent. Policies and practices that support collaboration and resource utilization can lead to improved teaching practices and, in turn, improved student outcomes.

- The study suggests that policies and practices that support individualized instruction, critical and creative thinking, regular assessment and support for reading, comprehension, and expression, utilization of library or reading resources, and collaboration and resource utilization can lead to improved student outcomes. Policy makers and school administrators should consider these findings when developing policies and practices that support teaching and learning.



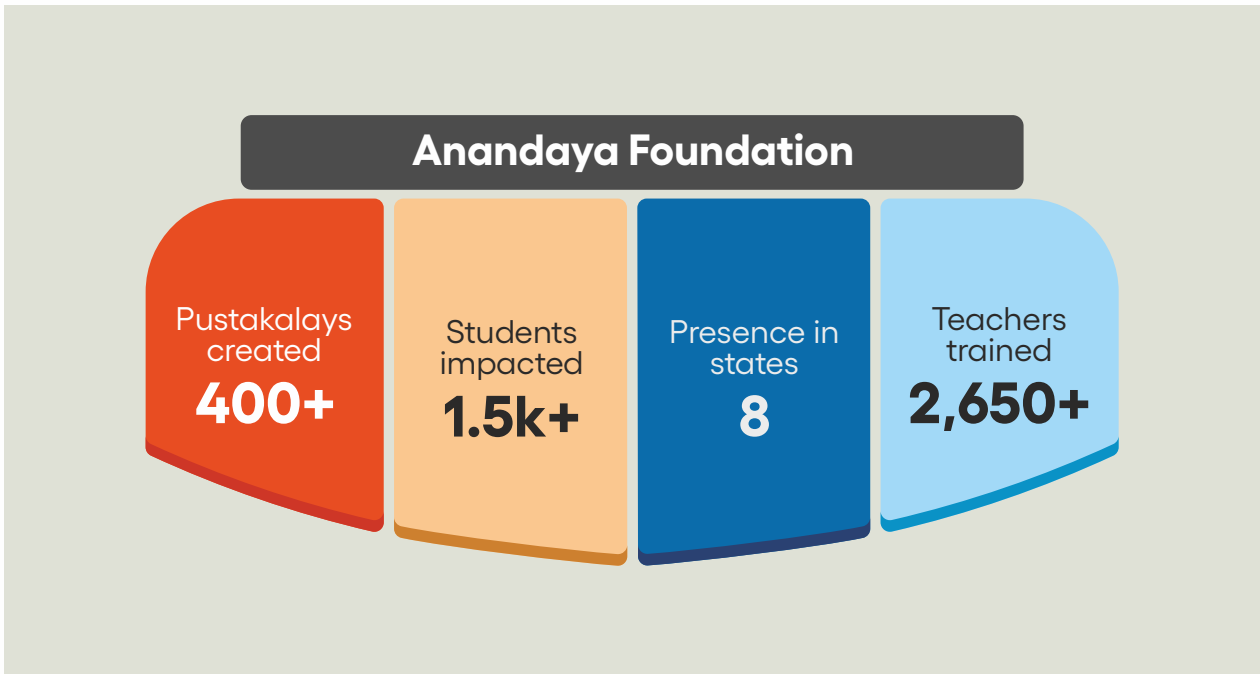
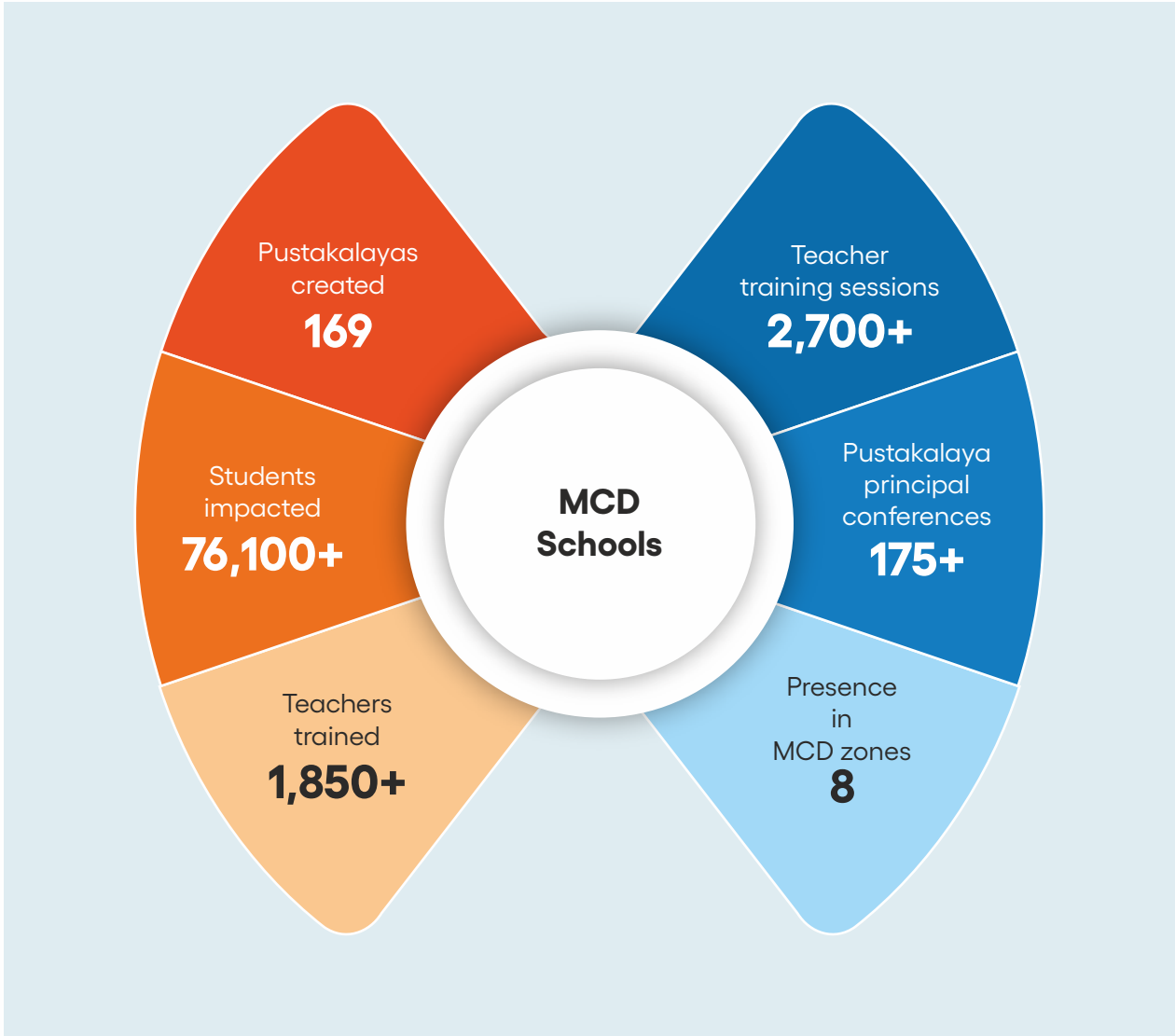


Our highest priority must be to achieve universal foundational literacy (reading and writing) and numeracy in primary schools by 2026-27, the rest of this policy will be largely irrelevant for such a large portion of our students if this most basic learning is not first achieved. – NEP2020

CHAPTER 6

Key Performance Indicators





CHAPTER 7

Key Findings



The key findings of this impact assessment provides a summarised analysis of the transformative effects of the Pustakalaya on students, teachers, and school environments. Drawing on data and insights gathered from various sources, this section highlights the significant positive changes brought about by the program in enhancing student literacy, critical thinking, and overall learning enjoyment. The findings reveal that the Pustakalaya has been instrumental in creating conducive learning environments, fostering a culture of reading, developing critical thinking skills, and promoting positive behavioural changes in students. Additionally, the program has provided valuable support to teachers, contributing to improved academic performance and a reduced workload. The data also underscores the positive impact of the program on parents and the wider community, highlighting the program's success in building sustainable libraries for underprivileged children. Project Pustakalaya has been a valuable tool in enhancing the educational outcomes and overall development of students in government schools.

A deeper understanding of the data is summarised below into various section heads:

1. Increased Desire to Read Books: The program has led to a significant increase in the number of books being issued to students, indicating a heightened interest in reading. Students have also been asking for more time to read, leading to the formation of classroom libraries in addition to the library periods in the Pustakalaya.

2. Behavioural Changes: The program has brought about positive behavioural changes in students, including improved value systems, reduced theft incidents, minimized physical fights, and increased admissions due to improved resources.

3. Spaces that Give Dignity to Children: The Pustakalayas has created conducive learning environments in government schools, providing relevant and contextual books that are easily accessible to students, thereby reducing the gap between students and reading materials.

4. Improved Academics: The program has contributed to improved academics, enhanced





expression, and minimized literacy gaps, indicating a positive impact on students' learning outcomes.

5. Developed Critical Thinking and Decision-Making Skills:

The program has helped students develop critical thinking and decision-making skills, nurturing their interests and independence in learning.

6. Shift in Students' Mind-set and Behaviour: The program has led to a clear shift in students' mind-set, with students moving from "I can't read" to "I can read," thanks to the joy of choice and abundance in their reading materials.



7. Round-the-Year Capacity Building of Teachers:

Anandaya Foundation's facilitators systematically monitor the pattern of utilization of the library in a school and devise workable interventions to enhance the reading, comprehension, and expression of their students.

8. Capacity-Building Sessions for Teachers:

The program includes capacity-building sessions for teachers to sensitize them to the Pustakalaya Methodology, which empowers them to use automation and repetition to increase student reading and comprehension skills.

9. Anandaya Foundation Books: The program includes exclusive reading resources, Anandaya Foundation books, which are simple, decodable readers based on the science of reading, helping students become confident readers.

These key findings suggest that the Pustakalayas has had a transformative impact on government schools, enhancing students' literacy, critical thinking, and overall learning experience. The program has also positively influenced teachers and the school environment, creating a conducive learning atmosphere for underprivileged children.



CHAPTER 8

Recomendations

ON'T
ARE

CLASS RULES

1. Stay home if you feel sick.
2. Wash your hands with soap and water.
3. Wear a mask.
4. Avoid going to school if you are sick.
5. Avoid going to school if you have a fever.
6. Avoid going to school if you have a cough.
7. Avoid going to school if you have a sore throat.
8. Avoid going to school if you have a headache.
9. Avoid going to school if you have a stomach ache.
10. Avoid going to school if you have a rash.

BACK TO SCHOOL

School Safety Pledge

We, the teachers, parents and students of ZONE PRIMARY SCHOOL VINODAPURI LAJPAT NAGAR-II pledge to ensure that our school is a SAFE SECURE and HAPPY place for all.

We pledge to -

- i. Take care of emotional, psychological, physical well being and safety of students and staff.
- ii. Ensure that the school premises are regularly disinfected and deep cleaning is done of all buildings, classrooms and particularly the surfaces that are touched by many people viz railings, tables, desks, sport equipments, etc. before, during and after school hours.
- iii. Make it mandatory for students, teachers & staff to wear masks.
- iv. Reinforce frequent hand washing with soap and water.
- v. Place alcohol based hand rubs/ sanitizers outside classroom, near entrance and exit points, in canteen.

HALL

Welcome
Students

Angelique
Foundation

Angelique
Foundation

Angelique
Foundation

Angelique
Foundation

Angelique
Foundation

Angelique
Foundation

Angelique
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Angelique
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Angelique
Foundation

PANCHAYATI

Drawing on the findings from the impact assessment, these recommendations are designed to address the identified challenges and areas for improvement in the program. They also align with the National Education Policy (NEP) of India, ensuring that the program remains relevant and responsive to the evolving educational landscape in the country. The recommendations are presented in the context of the program's goals and objectives, with the aim of maximizing its positive impact on student literacy, critical thinking, and overall learning experience in government schools.

By implementing these recommendations, the Pustakalaya can continue to be a valuable tool in promoting educational outcomes and supporting the development of underprivileged children in India.

1. Integration of Digital Resources: Project Pustakalaya should integrate digital resources like



e-Pustakalaya to enhance access to a wider range of reading materials and resources, especially in areas with limited physical library infrastructure focusing on leveraging technology to enhance learning outcomes.

2. Community Engagement: It is recommended that Project Pustakalaya promotes community engagement by involving parents, local communities, and stakeholders in supporting and promoting the program. This aligns with the NEP's focus on promoting community-based learning and ownership.

3. Capacity Building of Teachers: The program should provide continuous training and support for teachers to effectively utilize the resources provided by the Pustakalaya project, enhancing their capacity to facilitate student learning and engagement; emphasising continuous professional development for teachers.

4. Monitoring and Evaluation: Establish a robust monitoring and evaluation system to track the impact of the program on student outcomes, teacher effectiveness, and overall school environment for continuous improvement.

5. Partnerships: The program should collaborate with more organizations, CSR initiatives, to expand resources, funding, and support for the program, ensuring its sustainability and scalability. **6. Promotion of Reading Culture:** Implement initiatives to promote a culture of reading beyond the school environment, encouraging students to read for pleasure and personal development. This is in line with the NEP's focus on promoting a culture of reading and lifelong learning.

In order to emphasize the importance of equitable education for all students, including those with disabilities, it is recommended that the program focuses on the following strategies to enhance the Pustakalaya project.

1. Inclusive Curriculum Design: Recommend the government to develop inclusive curricula that help break down barriers faced by children with disabilities in the classroom. This includes using consistent layouts, text-based formats, and descriptive wording for hyperlink text to make content more accessible.



2. Teacher Training and Support: Teachers must be supported with training and pedagogical tools to reach students with special needs. This includes providing training on how to present information in various ways, assess frequently, and provide specific feedback to students with disabilities.

These recommendations aim to ensure that the Pustakalaya is accessible and inclusive for all students, regardless of their abilities or disabilities. By implementing these strategies, the program can create a more equitable and supportive learning environment for all students.

”

Our teachers have hung some relevant books to motivate their students in the classrooms as well.

- Sarwat Praveen
Principal, SDMC Vishal Enclave

”



Angelique
Foundation

PUSTAKALAYA

sinch

मेरे पलंग के नीचे

मेरी आँख खुली। मुझे प्यास लगी थी।
पानी लाने के लिए मैंने अपनी चप्पल ढूँडी।



नानी चली

गपपु

GAPPU
Gan's
DANCE

Written by PITIMAKA RAMAN
Illustrated by CHANDRAN K NAIK

Level-2

Level-2

Level-2

घर

Under My Bed

Illustrated by
Sushila Kalia

Level-2

मंगू का
डर

लेख : माधवी सिंह

घुटनों तक
जैकेट

Level-2

Read it yourself

The Big
Pancake

Level-2

Read it yourself

Level-2

Fun at
the Fair

Level-2

Bruno
Learns To Share

Level-2

Read it yourself with Look and
Level 2

School
Bus Trip

Level-2

Daddy Pig's
Old Chair

Level-2

मंगू का लट्टू

बांस का
घर

लेख :
मंगू
चित्र :
मंगू

पानी में
है जादू

उल्टा
पल्टा

शोभना

कारि किर

Level-2

Level-2

ईमानदार बना
अमन

लेख और चित्र : अमन और अमन के दो दो दो

बिकल टफी से मिला

Level-2

A GRT PUBLICATION

A
GREAT
GAME

A VOICE IN THE JUNGLE

Can You Kiss Your Own Face?

सोनम का
लट्टाख!



PUSTAKALAYA



आकछू!

ANNEXURE

मार्कर
संयुक्त

Level-3

Level-3

Written by
Ranjit Lal
Illustrated by
Lavanya Naid

अर्चना शर्मा | Illustration: Pooja Sharma

level

Level-3

Level-3

Level-3

Level-3

अमन
जिम्मेदार बन गया

इ इता है
उ उता है

तुलकता पहिया

दुनिया रंग-बिरंगी

Level-3

चंपा का
एक फूल

जी भस्के घम चिड़ियाघर

दुष्ट कौआ

संजीव यादव
चित्राण
अभिषेक मेरगुल

मैमी

Level-3

रूपा हाथी
Rupa the Elephant

मीठा और उसके
जादूई जूते
Mitha and Her
MAGIC SHOES

A CBT PUBLICATION

पुस्तकालय

ASHO

Level-3

पान्थी

पान्थी

पान्थी

पान्थी

Annexure 1– Questionnaire for Treatment Group of Teachers

Context: Your feedback is crucial in evaluating the effectiveness of the Pustakalaya project in MCD primary schools in Delhi, implemented by Anandaya Foundation in collaboration with Sinch India. This survey seeks to understand how the project has influenced your teaching practices and student engagement, aiming to enhance reading, comprehension, and creative thinking among students. Your responses will help us improve the project's impact and guide future strategies for sustainable educational development.

1. How has the shift from a teacher-centred to a child-centred Pustakalaya impacted your teaching approach and student engagement?

- A. Significantly improved: My teaching approach and student engagement have significantly improved.
- B. Improved: There is some improvement in my teaching approach and student engagement.
- C. No noticeable change: There has been no significant change in my teaching approach and student engagement.
- D. Other (please specify): _____

2. In what ways has the Pustakalaya project sensitized you towards the learning needs of your students?

- A. Increased sensitivity: I am more sensitive to the learning needs of my students now.
- B. Same sensitivity: My sensitivity towards the learning needs of my students has remained the same.
- C. Not applicable: My sensitivity towards the learning needs of my students was not affected by the Pustakalaya project.

3. How have you benefited from the best practices shared for making optimum usage of the Pustakalaya resources?

- A. Significant benefit: I have greatly benefited from the best practices shared.
- B. Some benefit: I have benefited to some extent from the best practices shared.
- C. Not sure: I am unsure of the benefit of the best practices shared.

4. How have you applied the understanding of reading levels and matching them with relevant resources in your teaching practice?

- A. Applied effectively: I have successfully applied the understanding of reading levels in matching resources.
- B. Applied to some extent: I have applied the understanding to some extent in matching resources.
- C. Not applied: I have not applied the understanding of reading levels in matching resources.
- D. Not sure: I am unsure of how to apply the understanding of reading levels in matching resources.

5. How have you incorporated techniques for building critical thinking skills into your teaching practice?

- A. Successfully incorporated: I have successfully incorporated techniques for building critical thinking skills.
- B. Incorporated to some extent: I have incorporated techniques to some extent for building critical thinking skills.
- C. Not incorporated: I have not incorporated techniques for building critical thinking skills.
- D. Not sure: I am unsure of how to incorporate techniques for building critical thinking skills.

6. How have you used the Pustakalaya resources to promote expression and creative thinking among your students?

- A. Successfully promoted: I have successfully promoted expression and creative thinking using Pustakalaya resources.
- B. Promoted to some extent: I have promoted expression and creative thinking to some extent using Pustakalaya resources.
- C. Not promoted: I have not promoted expression and creative thinking using Pustakalaya resources.
- D. Not sure: I am unsure of how to promote expression and creative thinking using Pustakalaya resources.

7. Open ended question: Can you provide examples of any creative projects, activities, or assignments you have implemented using Pustakalaya resources to encourage expression and creative thinking among your students?

8. Has the Pustakalaya project instilled a love for reading and a habit of reading in you?

- A. Yes, significantly: I have developed a love for reading and a habit of reading significantly.
- B. Yes, to some extent: I have developed a love for reading and a habit of reading to some extent.

- C. No, not yet: I have not developed a love for reading and a habit of reading.
- D. Not applicable: My love for reading and habit of reading were not affected by the Pustakalaya project.

9. How has this newfound love for reading and habit of reading, or lack thereof, influenced your teaching approach and interactions with students regarding reading activities?

- A. It has positively influenced my teaching approach, making me more enthusiastic about promoting reading activities.
- B. It has somewhat influenced my teaching approach, prompting me to incorporate more reading activities but with varying levels of enthusiasm.
- C. It has not influenced my teaching approach significantly; I approach reading activities in a similar manner as before.





- D. It has had no influence on my teaching approach; I continue to teach reading activities in the same way as before.

10. How have you utilized the Pustakalaya resources to support your classroom teaching?

- A. Effectively utilized: I have effectively utilized the Pustakalaya resources to support my classroom teaching.
- B. Utilized to some extent: I have utilized the Pustakalaya resources to some extent to support my classroom teaching.
- C. Not utilized: I have not utilized the Pustakalaya resources to support my classroom teaching.
- D. Not sure: I am unsure of how to utilize the Pustakalaya resources to support my classroom teaching.

11. Can you provide specific examples of how you have integrated Pustakalaya resources into your lesson plans or teaching strategies to enhance student learning outcomes?

- A. I have incorporated Pustakalaya resources into my lesson plans and teaching strategies, leading to noticeable improvements in student learning outcomes.
- B. I have occasionally used Pustakalaya resources in my teaching, with some positive impact on student learning outcomes.
- C. I have not actively used Pustakalaya resources in my teaching, but I am open

to exploring their potential impact on student learning outcomes.

- D. I have not used Pustakalaya resources in my teaching, and I do not see them as beneficial for enhancing student learning outcomes.
- E. Any other: _____

12. How has the phonetic training and awareness, as part of the 'science of reading,' benefited your teaching practice?

- A. Benefited significantly: The phonetic training and awareness have significantly benefited my teaching practice.
- B. Benefited to some extent: The phonetic training and awareness have benefited my teaching practice to some extent.
- C. No benefit: The phonetic training and awareness have not benefited my teaching practice.
- D. Not sure: I am unsure of how the phonetic training and awareness have benefited my teaching practice.

13. How has your mind-set towards first-generation learners, for whom English is a foreign language, changed as a result of the Pustakalaya project?

- A. Positive change: My mind-set has positively changed towards first-generation learners.
- B. No change: There has been no change in my mind-set towards first-generation learners.
- C. Negative change: My mind-set has negatively changed towards first-generation learners.
- D. Not sure: I am unsure of how the Pustakalaya project has changed my mind-set towards first-generation learners.

14. Open ended question: Can you share any specific instances or stories that illustrate how your changed mind-set towards first-generation learners has positively impacted your interactions with them or their learning experiences in the classroom?

Annexure 2– Questionnaire for Treatment Group of Principals

Context: The following questions aim to gather insights from school principals regarding the impact of the Pustakalaya initiated by Anandaya Foundation in MCD primary schools in Delhi. The project, developed in collaboration with Sinch India, focuses on enhancing reading, comprehension, and expression levels among less privileged students. Principals' perspectives on student engagement, critical and creative thinking development, and community-building aspects of the Pustakalaya will provide valuable feedback for future improvements and expansion of the program.

- 1. How do you perceive the impact of the Pustakalaya on the students of your school in terms of reading and comprehension skills?**

Explanation: This question asks for your opinion on how much the Pustakalaya has helped students improve their reading and comprehension skills.

- A. Significantly improved: The Pustakalaya has had a profound positive impact on the learning environment and student morale, creating a more conducive atmosphere for learning and boosting students' enthusiasm.
- B. Somewhat improved: There has been a noticeable but moderate improvement in the learning environment and student morale, with some positive changes observed.
- C. No noticeable change: There has been no significant change in the learning environment or student morale since the implementation of the Pustakalaya.
- D. Other (please specify): Allows respondents to provide additional details or explanations if the provided options do not fully capture their experience.

- 2. How has the student's interest in reading been affected by the Pustakalaya? Can you share any specific instances where you have observed students benefiting from the Pustakalaya resources in terms of improved reading fluency and comprehension?**

Explanation: This question asks how the Pustakalaya has changed students' interest in reading. It wants to probe on the examples of students reading better and understanding more because of the Pustakalaya.

- A. Yes, multiple instances: There have been several instances where students have demonstrated improved reading fluency and comprehension as a direct result of utilizing the Pustakalaya resources.
 - B. Yes, a few instances: There have been a few specific instances where students have shown improved reading fluency and comprehension.
 - C. No, not yet: There have been no specific instances where students have shown improved reading fluency and comprehension.
- 3. How satisfied are you with the resources and facilities provided by the Pustakalaya?**

Explanation: This question asks how happy you are with the books and things available at the Pustakalaya and if you think the resources and facilities are good or if there are things that could be better.

- A. Very satisfied: The resources and facilities provided by the Pustakalaya are excellent and meet all my expectations.
- B. Satisfied: I am satisfied with the resources and facilities provided by the Pustakalaya.
- C. Dissatisfied: I am dissatisfied with the resources and facilities provided by the Pustakalaya.

4. How have the Pustakalaya resources contributed to the development of reading and comprehension skills among the students?



Explanation: How the books and other things at the Pustakalaya have helped students learn to read and understand better and if the principal thinks the Pustakalaya has made a difference in how well students can read and understand.

- A. Significantly contributed: The Pustakalaya resources have played a major role in developing critical thinking skills among students, leading to noticeable improvements.
- B. Somewhat contributed: The Pustakalaya resources have contributed to some extent to the development of critical thinking skills among students.
- C. Not contributed: The Pustakalaya resources have not contributed significantly to the development of critical thinking skills among students.

5. Have you noticed any changes in the child's ability to think critically?

Explanation: If you have seen any changes in how well a child can think carefully and understand things and if the Pustakalaya has helped children think more about what they are learning.

- A. Yes, there has been a noticeable improvement in the child's ability to think critically.
- B. No, there has been no noticeable change in the child's ability to think critically.
- C. Not sure, I haven't observed closely enough to determine.

6. Are they able to read with comprehension and creatively after participating in the Pustakalaya? Are they able to re-tell the story, create a new story of their own with some clues given by the teacher?

Explanation: This question asks if students can read and understand better and if they can use their imagination to tell stories or make up their own stories after using the Pustakalaya. It wants to know if you have seen students being more creative and understanding stories better because of the Pustakalaya.

- A. Yes, they have become storytelling wizards, weaving tales that surprise even their teachers!

- B. Somewhat, they're beginning to spin their own stories but could use more practice.
- C. Not yet, but they're showing promising signs of becoming imaginative storytellers.

7. In what ways have you seen students engage creatively with the Pustakalaya resources, such as through storytelling or creating their own stories?

Explanation: This question asks how students have used their creativity with the books and other things at the Pustakalaya- seen students tell stories or make up their own stories because of the Pustakalaya.

- A. Actively participating in storytelling sessions: Students actively participate in storytelling sessions, showcasing their creativity and imagination.
- B. Creating their own stories: Students create their own stories inspired by the Pustakalaya resources, demonstrating their creative thinking skills.

- C. Not engaging creatively: Students show limited engagement in creative activities related to storytelling or creating their own stories.
- D. Other (please specify): Allows respondents to provide additional examples or details.

8. Have you noticed a reduction in the gap between students' reading levels and their grade levels since the implementation of the Pustakalaya? If so, how has this impacted classroom dynamics and student performance?

Explanation: If you have seen students getting better at reading and understanding things since the Pustakalaya started. The question also probes to know if this has made a difference in how the class works and how well students do in school.

- A. Yes, significant reduction: There has been a significant reduction in the gap between students' reading levels and their grade levels, leading to positive changes in classroom dynamics and student performance.



- B. Yes, slight reduction: There has been a slight reduction in the gap between students' reading levels and their grade levels, with some improvement in classroom dynamics and student performance.
- C. No reduction: There has been no reduction in the gap between students' reading levels and their grade levels.

9. Can you share any examples of how students have taken more ownership of their learning through their interactions with the Pustakalaya resources?

Explanation: Understand if you have seen students taking more control of their learning because of the Pustakalaya. And if students are more responsible for what they learn and how they learn because of the Pustakalaya.

- A. Students actively choosing books: Students actively choose books based on their interests and learning needs, demonstrating increased learner agency.
- B. Students making decisions about reading materials: Students make decisions about what to read and how to use the Pustakalaya resources, showing increased control over their learning.
- C. No evidence of increased learner agency: There is no evidence to suggest that students have demonstrated increased learner agency through their interactions with the Pustakalaya resources.



- D. Other (please specify): Provide additional examples or details.

10. To what extent do you believe the Pustakalaya has contributed to the students' overall academic performance?

Explanation: This question is about your opinion on how the Pustakalaya has affected students' overall academic performance. If the Principal's believe the Pustakalaya has had a significant impact, a moderate impact, or no impact on students' academic performance.

- A. Significantly enhanced: Pustakalaya has greatly improved students' academic performance.
- B. Moderately improved: Pustakalaya has somewhat improved students' academic performance.
- C. No significant impact: Pustakalaya has not had a noticeable impact on students' academic performance.

11. How has teacher's involvement in the child's education changed since the implementation of the Pustakalaya? How has the Pustakalaya supported the teachers in their teaching?

Explanation: Understand if it has reduced workload – As they don't have to make teacher learning material, they are now available in the library, representation of information in a pictorial form, teaching methodology has become interactive.

- A. Significantly enhanced: Pustakalaya has greatly improved students' academic performance.
- B. Moderately improved: Pustakalaya has somewhat improved students' academic performance.
- C. No significant impact: Pustakalaya has not had a noticeable impact on students' academic performance.

12. Have you noticed any changes in the students' confidence and self-esteem as a result of participating in the Pustakalaya?

Explanation: If you have seen students feeling more sure of themselves and feeling better

(confident and positive) about themselves because of the Pustakalaya.

- A. Yes, students have shown a remarkable boost in confidence and self-esteem since engaging with Pustakalaya.
- B. There has been some improvement in students' confidence and self-esteem, indicating positive development.
- C. No noticeable change yet, but I believe Pustakalaya's impact will gradually enhance students' confidence and self-esteem.

13. How has the Pustakalaya contributed to the child's overall enjoyment of learning?

Explanation: This question asks how the Pustakalaya has made learning more fun and enjoyable for the child and if the Pustakalaya has helped the child like learning more and be happier about it.

- A. Pustakalaya has turned learning into an exciting adventure, sparking curiosity and enthusiasm!
- B. Pustakalaya has made learning a delightful journey, with each resource adding a new layer of enjoyment and discovery.
- C. Pustakalaya has transformed learning into a joyful experience, making education something to look forward to every day!

14. How has the Pustakalaya helped build a sense of community/parents among students and teachers in your school?

This question is about how the Pustakalaya has helped students, teachers, and parents feel like they are part of a community in your school and also if the establishment has helped everyone feel connected and involved in the school.

- A. Strong sense of community developed: The Pustakalaya has helped develop a strong sense of community among students and staff, fostering a supportive and collaborative environment.
- B. Some sense of community developed: The Pustakalaya has helped develop



some sense of community among students and staff, leading to improved relationships and interactions.

- C. No impact on community building: The Pustakalaya has had no impact on building a sense of community among students and staff.

15. How has the Pustakalaya influenced the child's behavior? Have you observed any positive behavioral changes among students as a result of the Pustakalaya, such as improved social skills or reduced incidents of misconduct?

Explanation: Discussing the value system, discipline, change in mindset and dreams, social skills (how they interact with each other) and overall attitude towards learning. Have they become confident learners, and attained the attitude of "I can read", their minds have got

unlocked and the child is able to grasp better in class.

- A. Yes, significant positive changes: There have been significant positive changes in student behavior, including improved social skills and reduced incidents of misconduct.
- B. Yes, some positive changes: There have been some positive changes in student behavior, but the impact is not significant.
- C. No positive changes: There have been no positive changes in student behavior as a result of the Pustakalaya.

16. How do parents perceive the impact of the Pustakalaya on their children's education and overall development? Have you received any feedback from parents regarding the project?



Explanation: This question asks how parents see the Pustakalaya affecting their children's education and growth. And if any parent has shared any thoughts about the project with you.

- A. Parents are very positive about the impact: Parents have expressed a very positive perception of the impact of the Pustakalaya on their children's education and overall development.
- B. Parents are somewhat positive about the impact: Parents have expressed a somewhat positive perception of the impact of the Pustakalaya on their children's education and overall development.
- C. Parents are neutral: Parents have a neutral perception of the impact of the Pustakalaya on their children's education and overall development.
- D. Parents are negative about the impact: Parents have expressed a negative perception of the impact of the Pustakalaya on their children's education and overall development.

17. How likely are you to recommend the Pustakalaya to other parents or schools?

Explanation: This question asks how likely you are to suggest the Pustakalaya to other parents or schools and if they think that the Pustakalaya is good enough to tell others about it.

- A. Very likely! Pustakalaya is a treasure trove of learning opportunities that every child and school should explore.
- B. Extremely likely! Pustakalaya has revolutionized the way we approach education, and I can't wait to share it with others.
- C. Absolutely! Pustakalaya is a game-changer in education, and I wouldn't hesitate to recommend it to anyone looking to enrich their learning experience.

Annexure 3– Questionnaire for Control Group of Teachers

For the control group of teachers, who have not been exposed to the Pustakalaya project, the questions have been designed to understand their current teaching practices and perspectives without the influence of the project.

1. How do you currently approach teaching to meet the learning needs of your students?

- A. I focus on individual learning needs and adapt my teaching accordingly.
- B. I follow a standardized teaching approach for all students.
- C. I am not sure how to effectively address individual learning needs.

2. How do you currently promote critical and creative thinking skills among your students?

- A. I actively incorporate activities that encourage critical and creative thinking.
- B. I sometimes include activities for critical and creative thinking.
- C. I do not focus much on promoting critical and creative thinking skills.

3. How do you currently assess and support students' reading, comprehension, and expression levels?

- A. I regularly assess and provide targeted support for reading, comprehension, and expression.
- B. I assess occasionally but struggle to provide targeted support.
- C. I do not have a structured approach to assess or support these skills.

4. How do you currently utilize library or reading resources to support your teaching?

- A. I frequently incorporate library or reading resources into my teaching.
- B. I occasionally use library or reading resources.
- C. I rarely use library or reading resources in my teaching.

5. How do you currently perceive the role of the teacher in promoting student engagement and learning?

- A. The teacher plays a crucial role in engaging and facilitating student learning.
- B. The teacher's role is important but not central to student engagement and learning.
- C. The teacher's role is limited in engaging students and facilitating learning.





6. How do you currently view the needs of first-generation learners for whom English is a foreign language?

- A. I am sensitive to the needs of first-generation learners and provide appropriate support.
- B. I acknowledge the needs of first-generation learners but struggle to provide adequate support.
- C. I do not consider the needs of first-generation learners as significantly different from other students.

7. How do you currently foster a love for reading and a habit of reading among your students?

- A. I actively promote reading and create a reading-friendly environment.
- B. I encourage reading but face challenges in fostering a love for reading.
- C. I do not focus much on fostering a love for reading among my students.

8. How do you currently address the diverse learning styles and abilities of students in your classroom?

A. I differentiate instruction to accommodate diverse learning styles and abilities.

B. I try to address diverse learning styles and abilities but find it challenging.

C. I do not actively address diverse learning styles and abilities in my teaching.

9. How do you currently collaborate with colleagues or school resources to improve your teaching practices?

A. I actively seek collaboration with colleagues and utilize school resources to improve my teaching practices.

B. I collaborate with colleagues and use school resources to some extent to improve my teaching practices.

C. I do not collaborate much with colleagues or utilize school resources to improve my teaching practices.

Annexure 4– Questionnaire for Control Group of Principals

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For the control group of principals, who have not been exposed to the Pustakalaya project, the questions have been designed to understand their current perspectives and practices without the influence of the project.

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1. How do you currently assess the reading, comprehension, and expression levels of students in your school?

- A. We have structured assessments in place to measure reading, comprehension, and expression levels.
- B. We assess these skills occasionally but do not have a structured approach.
- C. We do not have a specific assessment method for these skills.

2. How do you currently perceive the role of libraries in enhancing student learning and academic performance?

- A. Libraries play a crucial role in enhancing student learning and academic performance.
- B. Libraries have a role but it is not central to student learning and academic performance.
- C. Libraries do not significantly impact student learning and academic performance.

3. How do you currently support teachers in implementing innovative teaching practices and promoting student engagement?

A. I actively support teachers in implementing innovative teaching practices and promoting student engagement.

B. I provide some support to teachers but find it challenging to promote innovative practices.

C. I do not provide significant support to teachers in implementing innovative practices.

4. How do you currently assess the effectiveness of educational programs or initiatives in your school?

A. I regularly assess the effectiveness of educational programs and initiatives using various methods.

B. I assess the effectiveness occasionally but find it challenging to measure.

C. I do not have a structured approach to assessing the effectiveness of educational programs.

5. How do you currently collaborate with parents and the community to support student learning and development?



A. I actively collaborate with parents and the community to support student learning and development.

B. I collaborate to some extent but face challenges in engaging parents and the community.

C. I do not collaborate much with parents and the community to support student learning and development.

6. How do you currently foster a culture of continuous improvement and innovation in your school?

A. I actively foster a culture of continuous improvement and innovation.

B. I try to foster a culture of continuous improvement and innovation but face challenges.

C. I do not focus much on fostering a culture of continuous improvement and innovation.

7. How do you currently ensure that the school environment is conducive to student learning and development?

A. I actively ensure that the school environment is conducive to student learning and development.

B. I try to ensure a conducive school environment but face challenges in maintaining it.

C. I do not focus much on ensuring a conducive school environment.

8. How often do you currently monitor and evaluate student progress and performance in your school?

A. I regularly monitor and evaluate student progress and performance using various methods.

B. I monitor and evaluate student progress and performance occasionally but find it challenging.

C. I do not have a structured approach to monitoring and evaluating student progress and performance.





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