

# **Research Study Report**

## **Post-Intervention Situation Analysis of Reading Rooms**

**Supported by**



**Conducted by**

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## PREFACE

Education, especially quality education, cannot be imparted merely by text books. It needs to be supplemented with a lot of interesting and age appropriate reading materials. Room to Read with its many innovative programmes has been trying to fulfill this urgent need by ensuring quality reading books within the reach of each and every child.

Responses of the main stakeholders interacted with; indicate that the Reading Room programme is very much liked by the children. They appreciated the books and enjoyed various activities associated with the Reading Rooms.

Rasta is grateful to Ms. Sunisha Ahuja, Country Director, Room to Read, India for providing this opportunity and contributing to the capacity building of the Rasta Team and thereby the organization. The research study provided lot of insights and experiences which will stand good stead for further such studies.

The organization is also thankful to Mr. Harmendra Singh, Research Officer, Room to Read, India for his excellent guidance at each stage. His efficient coordination helped the research team in their visits to the local partner NGOs.

Our sincere gratitude to the library staff, school teachers, Head teachers, community members and children who provided useful information and shared their experiences about the programme!

***K.C. Pant***  
***Chief Executive, Rasta***  
***& Research Team Leader***

# Chapter 1

## Background Information

### Context

A good library, with quality books for children is as integral to the school, as is literacy to primary education, and the school itself is to the community. Any formal learning environment, without the active provisioning and use of children's literature is inherently incomplete. With this understanding and to inculcate the reading habit and reading skill leading to promotion of a holistic *learning* culture, Room to Read India, (RTR) an organization dedicated to the promotion of literacy, knowledge and school education has *offered support and guidance* to set up Reading Rooms (RRs) in Government Primary Schools, with a *preference for remote rural areas*.

RTR provides, with partnership of local communities, quality educational opportunities by establishing libraries, generating children's literature in local language establishing computer labs and providing education to girls. Since 2003, Room to Read India has established more than 3,221 Reading Rooms (libraries) across eight states in India and facilitated changes in the school schedule, so as to provide adequate time in for reading for the children. Room to Read partners with each Govt. school to provide three years of direct support, *which includes* around 1000 books to set up Reading Room (library), in the school building. Room to Read's prime target group is primary school level children, in the age group of 6-14 years. RTR offers a wide variety of titles including folk tales, fairy tales, books on simple science concepts, and books on arts and crafts and posters with local familiar rhymes to create a reading environment. Schools provide space, a separate room or book corner in the class room, furniture and human resource in direct implementation modal schools. It *secures* age appropriate books *as per children's interest* from publishers who are specialized in bringing out children's literature. RTR has its own local language publication division which works closely with the Reading Room Program to identify topics and themes relevant to the communities where we work, and which are missing from students' reading materials. After three years of direct support to Reading Rooms *respective* school authority takes the charges of running Reading Rooms and children continue to access Reading Room as were doing previously also Room to Read continued support to the teachers by providing "reading resources" for teachers and its quarterly newsletter. Since Room to Read supports each Reading Room only for three years and later the responsibilities shift to the school authorities to *continue* the reading activities, *in the same pattern*. Though, the process of handing over to school authority starts just after one year of intervention by reducing the intensity of direct intervention by Room to Read and increasing school's direct intervention in the Reading Rooms. The RR's receive books in phases; by the end of three years, each RR is provided with around 1000 - 1200 books in total.

## Reading Room: An Overview

Reading Room is the flagship program of Room to Read which seeks to *promote* a lifelong habit of reading in the children and inculcating a reading culture by engaging children with books in *an interesting* and meaningful way. In the education sector, Room to Read's stand is to primarily focus on strategies that would develop and improve reading skills of children, resulting in improved levels of learners' achievement which is an imperative towards achieving the long term goal for promotion of reading culture. Room to Reads' role as a partner is to set up libraries / resource centers in schools, which are named as Reading Rooms (RR). These libraries / resource centers are provided with a variety of reading and learning material in the form of books, posters, games and activity material. Room to Read proposes to complement the efforts of all the stakeholders –especially the government (Depts. of Education, State Project Office of SSA, State Resource Groups, District Institute for Education and Training [DIET], Block Resource Centre, Cluster Resource Centre, teachers) and the community. The capacity to complement incoming resources from the government with the necessary financial, technical and human resources is Room to Read's cutting edge.

The evolution of the Reading Room program in India is an outcome of the overwhelming evidence about the non availability of good children's literature in the primary schools. Majority of the children *are* first generation learners and *they* often find it difficult to relate to the school environment in general, and textbooks in particular, that offer no scope of excitement, interest and creativity. The situation can be effectively challenged, and altered through an active provisioning and use of children's literature in a variety of ways inside and outside the classroom. Room to Read, through the Reading Room Programme, seeks to address this very absence of non textbooks in the schools by setting up libraries with good children's literature in the primary schools. An interesting story book/Non textbook becomes considerably meaningful for the school going child as it not only encourages imagination and creativity but also provides much needed emotional and psychological fulfillment to him/her. The Reading Rooms, thus, seek to provide the children ample linguistic experience in terms of listening, speaking and being read to, which is essential to initiate him or her into the process of reading.

**The Reading Room program seeks to reach to the most disadvantaged section of the rural children, who lack the experience and exposure to the written word.** The child naturally feels attracted towards a story book or a picture book, and in the process gets actively involved with the print matter for the first time. The involvement and experience of the child with the children's literature enhances his/her familiarity with the written alphabet and his/her ability to identify the sounds that make up words. The child promptly picks up the finer nuances regarding the ordering and sequencing of the alphabets and words, sound patterns and repetitive nature through intelligent guessing and estimation, based on his experience of books and seeing other people read. Furthermore, a number of activities can be designed revolving around a good book keeping in mind the respective coherent abilities of a child, which can focus on the development of reading skill. These activities in the library, enhance the child's interest, curiosity and linguistic skills, which form the very basis of reading readiness. In other words, non textbooks provide the child with the pre-requisite background knowledge to be able to start the process of reading and writing.

Room to Read engages with the working teachers through systematic means of capacity building wherein it seeks to train, interact and understand their perceptions and experiences on the same. The goal is to evolve an understanding of how to use the available children's literature as a tool for developing reading skills and over-all learning achievement levels in addition to orientation on library management skills.

Over the backdrop, Room to Read encourages greater participation, responsibility sharing and ownership seeking from all the other social, administrative and civic bodies. It encourages the active partnership of community through a challenge grant, whereby communities co-invest with us in our projects so that they feel a sense of ownership and commitment. Similarly it reaches out to forge effective partnerships with NGOs and the Government Education Department. This ensures that local communities are committed to education and will care for each project for the long-term. The "co-investment" often includes in-kind contributions of things such as physical space, bookshelves and teachers dedicated to the management of a library. The role Room to Read plays in this process is that of a catalyst which can initiate the systems for provisioning and effective use of books, create and facilitate further creation of these assets as a part of the school, and then withdraw so that other stakeholders can assume the responsibility in the long term, till the library and library activities become a permanent and indispensable component of each school.

Currently, majority of the RRs are being implemented through 'NGO model'. For implementation of the program in a particular area, a willing local NGO is identified and an MoU is signed. To operationalise the RRs in the identified schools, the local partners engage facilitators with responsibility for 2 to 3 schools. They are community based persons selected through a selection process and their capacities are built through a continuous process of training and sharing.

The facilitator negotiates for a reading period in the school, armed with the multi-level simultaneous efforts from RtR and partner NGOs' end. The facilitators are given the clear message that they are not additional or para teachers in the school and thus their role is not to replace the teachers in the classrooms, but to compliment the language-learning process in the classrooms for a limited period.

The other implementation model is 'direct model'. In this model, no NGO partners are brought in and no facilitators are in operation. RtR India implements the program in coordination with the government functionaries at various levels and an extension monitoring team.

The over arching non-negotiability of formal understanding with *Government Schools* is a major aspect of the program design from quality improvement of primary schools and its sustainability points of view as well. Room to Read India finds it extremely important to build capacity of the partner organizations to work with government as they have to carry forward the initiative with close coordination with government agencies at various levels (district, sub-district and school levels). It happens during program implementation process as they are involved in various liaison and coordination activities. Regular orientation in

review meetings on these issues is an on-line process.

On the other hand, the logic behind working in collaboration with local NGO partners are:

- The local NGOs are supposed to be well-versed in regard to local situation and hence can be helpful in adapting our program in a context-specific manner;
- Due to already on-going programs, it is easier for them to roll out operations; it is both time and cost effective;
- As these partners are expected to continue their activities in the same operational area, the sustainability potential for the initiative is higher.

### **Expected Outcomes of the Program**

Through this intervention where the focus is on the whole school, the expected outcomes at different levels are:

#### ***Children***

- Age – grade appropriate reading fluency and comprehension skills developed in children;
- Improved levels of exposure to a variety of reading and learning materials and thus develop reading habit;
- Children's participation in the management of the resource materials/library at school.

#### ***Teachers***

- Develop an understanding on various ways for enhancing reading, writing and comprehension *and* other skills among children, particularly through utilization of library resources;
- Conducting different activities with children to strengthen and enhance their linguistic skills (reading, writing, comprehension and production);
- Participation in the management of the resource centre / library at the school.

#### ***At the school level***

- A library equipped with books, reading and learning material and furniture established;
- Systems to manage the library established at the school level;
- A time slot for the use of the library incorporated in the school time table.

*It is in the above context that Room to Read India invited **Rasta**, an NGO working in Delhi and NCR on development issues, especially on education of underprivileged children, to undertake a Post-Intervention Situation Analysis of Reading Rooms in four states i.e. Delhi, Rajasthan, Uttarakhand and Madhya Pradesh.*

## Chapter 2

### Objectives and Methodology

The study was conducted by involving the entire stakeholders associated with the Reading Room programme in all the four states. The participation of everyone was ensured during the study process.

#### Objectives of the Study

The primary objective of this study is to assess the functional status of phased out RRs and to determine the factors contributing to the varying sustainability level of libraries established by RTR along with local government and run by NGO partners and/or RTR directly.

Specific objectives include the following:

- I. Assess the functional status of phased out RRs that were established in 2005 and completed 3 years of RTR support.
- II. Determine the drivers and barriers which had contributed or hindered the functionality of libraries beyond 3 years of active support by RTR.
- III. Identify the potential strategies/processes that would enhance the likelihood of sustainability of libraries and its activities from potential stakeholders
- IV. Provide recommendations/guidelines for RTR library program improvements to make the program effective as well as sustainable.

#### Scope and Limitations

The study focused only on the libraries established in 2005. There were about 294 libraries established across 4 states of India viz., Delhi, Rajasthan, Uttarakhand and Madhya Pradesh in 2005. The study is mainly qualitative in nature with quantitative information supplemented as necessary. At least 20% of libraries were suggested to be visited for this exercise. The sample is representative of varying modes of implementation to help generalize the results.

State wise distribution of libraries is given below for information.

- Delhi-69 RJ-86 UK-90 and MP-49

Since the study is focusing on the sustainability aspects of phased out RRs,



suggested potential respondents in the selected school/community could be:

- Head master/principal
- LMC/PTA members
- School children
- Librarian teacher
- Teachers
- Community members/Parents
- Local education department functionaries

## **Research Methodology**

Mainly the following methods were used to conduct the discussion and collect the data from the various groups:

- Focused group discussions (FGD)
- Structured and semi structured Interviews
- Observation of the Reading Rooms and its activities
- Review of Records
  - Library records ( stock register, check-in check-out register , facilitators' attendance, daily diary of the facilitator )
  - School records (enrolment , attendance )
  - Monitoring formats
  - Records related to review meetings
- Review of Reports and Documents
  - MPR from S.O.
  - Quarterly review report from the partners
  - Minutes of meetings at different levels
  - Event reports
  - Training reports
  - Field visit reports
  - Facilitators Diary
  - Observation Diary and Reporting by the facilitator / AC/PC/MT
  - Teachers' / HMs' feedback
- Case Study
  - One Girl/ Boy
  - About RR- any aspect of RR
  - Any Dedicated worker/ Teacher
  - Any Government officials
  - Key Challenge
  - Community involvement

Each case study involved the following information:

- Background Information
- Description of the Present Problem/ situation
- Association with RR

- Impact or indifference with respect to RR
- Other people's opinion related to the situation

With the above methods, a situation analysis of Reading Rooms after Room to Read's intervention was done. The effort was also to understand the status of library functioning (access and usage of books by children/teachers/community members) and understand the sustainability mechanism of Reading Rooms as they exist today, after completing 3 years of support. Since RtR's support to RR is committed only for three years it was important to understand issues around whether after three years of support these RRs are continuing the processes / activities that were established during the support period.

## Tools and Sampling

The following Nine questionnaires/pointers for FGD or case study or observation schedule were prepared for the different stakeholders.

- Tool- ONE: General Information of the Library
- Tool- TWO: FGD with Children (10 students -5 girls and 5 boys- from Class V only)
- Tool- THREE: Library Observation Schedule
- Tool- FOUR: Questionnaire for RtR facilitator/ Teacher in-charge of Library
- Tool- FIVE: Questionnaire for the Head Teacher
- Tool- SIX: Interview points for Parents, PTA members and other community members
- Tool- SEVEN: Questionnaire for Area Coordinator
- Tool- EIGHT: Children (2 students- one boy one girls from Class V students only)
- Tool- NINE: Case Study

The sample was selected as per the following details:

<b>SAMPLE OF LIBRARIES</b>			
<b>Name of State</b>	<b>Number of libraries established</b>	<b>Number of libraries proposed to be covered</b>	<b>Number of libraries covered by Rasta</b>
Delhi	69	14	14
Rajasthan	86	17	17
Uttarakhand	90	18	17
Madhya Pradesh	49	10	10
<b>TOTAL</b>	<b>294</b>	<b>59</b>	<b>58</b>

<b>SAMPLE SIZE</b>		
<b>Sampling unit / Respondent</b>	<b>Sample Size</b>	<b>Sample covered by Rasta</b>

General Information of the Library	59	58
FGDs with Children (10 from each library)	590	580
Parents(PTA Members)	330	52
RTR coordinator / Area Coordinator	8	8
Facilitator/ In-charge	59	55
Head Masters	59	57
Children (2 from each)	118	426
<b>Total</b>	<b>1220</b>	<b>1236</b>

#### **Explanations:**

**Children (2 each):** Two types of questionnaires were filled on students per school. One questionnaire on 2 students and another was a FGD on 10 students because small children were unable to answer alone.

**Parents (PTA Members):** One interview per school was done.

## Chapter 3

### Data Analysis and Trends

#### Data Collection Process

After the development of questionnaires/FGD and observation schedules, the team of two researchers was sent to two schools- GPS Tila No. 3 and GPS Tila No. 5 in Jaipur on 11<sup>th</sup> Feb, 2010 as a field trial. As per the learning of the pilot test, the questionnaires were improved. The team of executives thus went to their respective states to collect the data on 22<sup>nd</sup> Feb, 2010 in Rajasthan, Uttarakhand and Delhi except in Sheopur, Madhya Pradesh as Mr. Vijay Verma, RTR coordinator told us that since the schools were having their exams, the Sheopur study should be postponed to March. But again in March, he mailed a letter of Naandi Foundation saying the schools will have their exams till 12<sup>th</sup> March, so it should be postponed further. Again when the date was given to us, our researchers found the schools closed after the examination and it was difficult for them to collect the data but with the help of Naandi foundation, their Bal Mitra collected students from their homes. Six libraries were observed in six schools. Again during April, the researchers came to know that the schools are closed for vacation. During the Month of September the team again visited Madhya Pradesh and collected data from Sheopur. Now the data is complete.

Earlier data was collected from **Rajasthan** and **Uttarakhand** without any obstacles and their respective reports were made but the questionnaires were filled with only 2 students i.e. according to the availability. Now data have been completed as 10 students from each school in all the states

#### PHOTO

In **Delhi**, Out of the 14 sample schools provided, survey was conducted only in 4 schools i.e. MCPS Karawal Nagar (Morning), MCPS Karawal Nagar (Evening), Hope Foundation Nizamuddin and MCPS Kucha Pati Ram. It was not possible to conduct the same at the rest of the schools as one of the school was already closed from the last three years; some could not be found at all i.e. MCPS, Nai Basti Photo Chowk- 2nd, MCPS, Babu Buniyadi Urdu and MCPS, Railway Colony. In most of the sample schools, authorities denied the presence of library by RTR most probably because the staff were new and not aware of RTR's intervention in the past i.e. MCPS, Muftiwalan, MCPS, Basti Harpool, MCPS, More Sarai I and MCPS, Mutani Dhanda. In some MCPS like Awasiya Parisar, Gautam Vihar and Kucha Pati Ram, school authorities denied access due to absence of authorization letter from *concerned authorities*. Thus, Delhi is also left partially uncovered as Chandra Kiran, RTR coordinator was unable to support us. This matter was brought to the notice of the RTS Trust. Subsequently they provided a list of 10 more schools. Now data have been collected and added in the study for all total 14 schools.

## Data Analysis and Trends

### General Information of the Library

Whether any record is maintained to find which books are generally read by children during school time			
	Yes	No	Total
UK	47.1%	52.9%	100.0%
DELHI	78.6%	21.4%	100.0%
RJ	82.4%	17.6%	100.0%
MP	88.9%	11.1%	100.0%
Total	71.9%	28.1%	100.0%

Around 72% libraries had some kind of record to show the books generally read by the children during school time. MP had almost 89% records followed by RJ (82%) and Delhi (79%). Surprisingly, around 28 % libraries did not have any record to find which books are generally read by children during school time. UK was leading in the failure of producing any records for the maintenance of books.

Whether any record, class wise, is kept as to who are using the library books			
	Yes	No	Total
UK	47.1%	52.9%	100.0%
DELHI	64.3%	35.7%	100.0%
RJ	76.5%	23.5%	100.0%
MP	66.7%	33.3%	100.0%
Total	63.2%	36.8%	100.0%

63 % libraries had kept class wise record to show the user of the books. Here, RJ took the lead with 75% records followed by MP (67%) and Delhi (64%). UK remained at the last stage here also with only 47% libraries having any such records. Overall 37% libraries did not have such records in all the four states.

Whether any issue register is maintained to keep records of the books issued after school time			
	Yes	No	Total
UK	58.8%	41.2%	100.0%
DELHI	85.7%	14.3%	100.0%
RJ	88.2%	11.8%	100.0%
MP	88.9%	11.1%	100.0%

Total	78.9%	21.1%	100.0%
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79% libraries had kept an issue register to keep records of the books issued after school time. MP had maximum libraries with such register with 89% followed by RJ (86%) and Delhi (86%). UK remained at the last stage here also with only 59% libraries having any such records. Overall 21% libraries did not have such registers in all the four states.

Number of periods devoted for library use in the school time table		
	5 or less than 5 periods	Total
UK	100.0%	100.0%
DELHI	100.0%	100.0%
RJ	100.0%	100.0%
MP	100.0%	100.0%
Total	100.0%	100.0%

In each state, 5 or less than 5 periods were devoted for library use in the school time table in a week. No state had more than that.

Whether any 'minutes book' is maintained for the meetings held monthly /quarterly in connection with library			
	Yes	No	Total
UK	64.7%	35.3%	100.0%
DELHI	42.9%	57.1%	100.0%
RJ	52.9%	47.1%	100.0%
MP	33.3%	66.7%	100.0%
Total	50.9%	49.1%	100.0%

Almost half of the libraries had any 'minutes book' maintained for the meetings held monthly /quarterly in connection with library. UK with 65% took the lead and the worst performance was of MP with 67% libraries not having a minute's book.

Regularity of the meetings with the community members by RtR facilitators or area coordinator					
	Weekly	monthly	quarterly	whenever required/ necessity occurred	Total
UK	.0%	52.9%	5.9%	41.2%	100.0%
DELHI	35.7%	7.1%	.0%	57.1%	100.0%
RJ	.0%	29.4%	.0%	70.6%	100.0%
MP	.0%	55.6%	11.1%	33.3%	100.0%

Total	8.8%	35.1%	3.5%	52.6%	100.0%
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UK and MP were the better performers in regularity of the meetings with the community members by RtR facilitators or area coordinator. Overall it is the necessity based meetings *which were conducted with reasonable regularity* across the states. The weekly and quarterly meetings could not be done consistently.

## Library Observation

Place where library was housed						
	Class Room	Separate Room	Principal Office	Staff Room	Any other Place	Total
UK	29.4%	52.9%	11.8%		5.9%	100.0%
DELHI	21.4%	50.0%	21.4%		7.1%	100.0%
RJ	17.6%	58.8%	11.8%	5.9%	5.9%	100.0%
MP	30.0%	10.0%	50.0%		10.0%	100.0%
Total	24.1%	46.6%	20.7%	1.7%	6.9%	100.0%



It was good to see that in most of the cases a separate room was given for the library. However, in MP, it is the Principal's office which was used for the library in around 50% cases. The classrooms were also significantly used as library rooms in all the states.

Whether some new and additional books were provided each year			
	Yes	No	Total
UK	58.8%	41.2%	100.0%
DELHI	64.3%	35.7%	100.0%
RJ	76.5%	23.5%	100.0%
MP	80.0%	20.0%	100.0%
Total	69.0%	31.0%	100.0%

Another good trend was to see that the libraries used to get new and additional books each year. All the states responded positively to the question and 69% libraries received new and additional books. However, a significant 31% did not receive such books. UK remained with the maximum libraries without new books.

Whether library books also include text books			
	Yes	No	Total
UK	11.8%	88.2%	100.0%
DELHI	78.6%	21.4%	100.0%
RJ	35.3%	64.7%	100.0%
MP	20.0%	80.0%	100.0%
Total	36.2%	63.8%	100.0%

Only 36% libraries had text books as part of the library books. Delhi had the maximum of 79% libraries having text books in the library books, while all the other three states had a very small section of libraries with text books along with other books.

What are the major age groups covered by the library				
	6 to 8 years	8 to 11 years	11 To 14 years	Total
UK		47.1%	52.9%	100.0%
Delhi	7.1%	85.7%	7.1%	100.0%
RJ	11.8%	76.5%	11.8%	100.0%
MP	20.0%	50.0%	30.0%	100.0%
Total	8.6%	51.7%	39.6%	100.0%

All the four states mainly covered the 8 to 11 years age group while the maximum in UK was the age group in 11 To 14 years. A very small section of 9% was the age group of 6 to 8 years. Here, a clear need to have more books for this age group is required.

How is condition of books in the library				
	Good	Average	Poor	Total
UK	35.3%	23.5%	41.2%	100.0%
Delhi	57.1%	35.7%	7.1%	100.0%
RJ	47.1%	52.9%		100.0%
MP	30.0%	60.0%	10.0%	100.0%
Total	43.1%	41.4%	15.5%	100.0%

The condition of *books* in most of the libraries was good in Delhi followed by RJ, UK and MP. 41% libraries in UK were poor in condition. Around 41% were average in all the states.



How books are kept in the library					
	In iron Almirah with lock	Wooden Almirah with lock	Open shelves in library room	Any other	Total
UK	76.5%		5.9%	17.6%	100.0%
Delhi	71.4%	21.4%	7.1%		100.0%
RJ	64.7%		35.3%		100.0%
MP	50.0%	20.0%	30.0%		100.0%
Total	67.2%	8.6%	19.0%	5.2%	100.0%

All the states had books kept mainly in the iron almirahs with lock. However, around 19% also had open shelves for keeping the books.

Are books categorized and displayed age-wise			
	Yes	No	Total
UK	52.9%	47.1%	100.0%
Delhi	35.7%	64.3%	100.0%
RJ	76.5%	23.5%	100.0%
MP	30.0%	70.0%	100.0%
Total	51.7%	48.3%	100.0%

The libraries in Rajasthan (77%) were well organized in terms of categorizing the books as per the age group of the children. MP remained with worst arranged libraries with 70% of the books kept without any categorized arrangement. The libraries in UK were 52% organized and Delhi also had a poor categorization with 64% without any proper categorization.

While children are reading the books the teacher				
	Kept sitting in the chair	Standing position	Moved about in the class room/ library	Total
UK	23.5%	11.8%	64.7%	100.0%
Delhi	7.1%		92.9%	100.0%
RJ		11.8%	88.2%	100.0%
MP			100.0%	100.0%
Total	8.6%	6.9%	84.5%	100.0%

It was good to see that most of the teachers (86%) moved about in the library and classrooms while the children were reading the books. Very few of them, mainly in UK and Delhi, kept sitting in the chair during the process of reading by children.

Whether teacher was helping in distribution of books among children			
	Yes	Sometime	Total
UK	76.5%	23.5%	100.0%
Delhi	85.7%	14.3%	100.0%
RJ	100.0%		100.0%
MP	80.0%	20.0%	100.0%
Total	86.2%	13.8%	100.0%

Another positive thing was the help by the teachers in distributing the books among children. 86% teachers helped in the process of books distribution. However, there were cases in UK, Delhi and MP where sometimes teachers did not take part in the distribution process.

Were children given chance to select the books of their own choice?					
	Frequently	Sometimes	Rarely	Never	Total
UK	64.7%	17.6%	11.8%	5.9%	100.0%
Delhi	78.6%	14.3%	7.1%		100.0%
RJ	88.2%	11.8%			100.0%
MP	60.0%	40.0%			100.0%
Total	74.1%	19.0%	5.2%	1.7%	100.0%

In 74% cases, children in all the states were given chance to select the books of their own choice. Children, however, in UK were at times denied that chance.

Did teacher/library teacher pay equal attention to boys and girls		
	Yes	Total
UK	100.0%	100.0%
Delhi	100.0%	100.0%
RJ	100.0%	100.0%
MP	100.0%	100.0%
Total	100.0%	100.0%

A unanimous answer in all the states in terms of paying equal attention to girls and boys is clear from the above table. Not a single case of discrimination based on gender was reported in any of the library in any state.

Teacher scolded and punished children when they made mistakes while reading					
	Frequently	Sometimes	Rarely	Never	Total
UK	11.8%	41.2%	47.1%		100.0%
Delhi		28.6%	28.6%	42.9%	100.0%
RJ	11.8%		11.8%	76.5%	100.0%
MP		30.0%	50.0%	20.0%	100.0%
Total	6.9%	24.1%	32.8%	36.2%	100.0%

Children rarely or never faced scolding and punishment by the teachers when they made mistakes while reading. Rajasthan was the best in this aspect with 76% on never scolding and punishment rate. However, it also had 11% responses for frequent scolding and punishment.

Pattern of sitting arrangement in the library					
	Spacious Room with Dari	Spacious Room with chairs	Small Room and Dari	No special arrangement	Total
UK	52.9%	17.6%		29.4%	100.0%
Delhi	50.0%	14.3%	14.3%	21.4%	100.0%
RJ	82.4%	11.8%		5.9%	100.0%
MP	50.0%		50.0%		100.0%
Total	60.3%	12.1%	12.1%	15.5%	100.0%

The libraries in Rajasthan (82%) were well organized in terms of pattern of sitting with spacious room with Dari. MP remained with worst space arrangement with 50% libraries with spacious rooms and 50% with small room and Dari. UK also had around 29% libraries without any special arrangement followed by 21% in Delhi.

## **RtR facilitator/ Teacher in-charge of Library**

Do you think there is adequate number of copies as per the needs of the teachers and children			
	Yes	No	Total
UK	70.6%	29.4%	100.0%

Delhi	71.4%	28.6%	100.0%
RJ	82.4%	17.6%	100.0%
MP	85.7%	14.3%	100.0%
Total	76.4%	23.6%	100.0%

Rajasthan and MP with over 80% libraries having adequate number of copies as per the needs of the teachers and children remained on top while UK and Delhi had around 29% libraries lacking adequate number of copies.



Whether any record is maintained to find which books are generally read by children during school time and out of school time			
	Yes	No	Total
UK	41.2%	58.8%	100.0%
Delhi	57.1%	42.9%	100.0%
RJ	76.5%	23.5%	100.0%
MP	85.7%	14.3%	100.0%
Total	61.8%	38.2%	100.0%

62% libraries had *maintained records* to find which books are generally read by children during school time and out of school time. MP with 85% and RJ with 77% had good records in this category while UK had around 59% libraries lacking those records.

Whether any record, class wise, is kept as to who are using the library books			
	Yes	No	Total
UK	47.1%	52.9%	100.0%
Delhi	57.1%	42.9%	100.0%
RJ	64.7%	35.3%	100.0%
MP	71.4%	28.6%	100.0%
Total	58.2%	41.8%	100.0%

58% libraries had records, class wise, kept as to who are using the library books. MP with 71% and RJ with 64% had good records in this category while UK had around 52% libraries lacking those records followed by Delhi with 43% such libraries.

Which age group is making maximum use of library				
	5-8	8-10	10-15 or above	Total
UK		70.6%	29.4%	100.0%
Delhi	7.1%	85.7%	7.1%	100.0%
RJ		64.7%	35.3%	100.0%
MP		28.6%	71.4%	100.0%
Total	1.8%	67.3%	30.9%	100.0%

It is definitely the 8-10 age-groups which is making maximum use of library in the overall percentage. However, state wise, it is only in Delhi, UK and Rajasthan that this group is dominating compared to MP where the age group is different.

Whether children are allowed to get the books issued after school time			
	Yes	No	Total
UK	70.6%	29.4%	100.0%
Delhi	64.3%	35.7%	100.0%
RJ	88.2%	11.8%	100.0%
MP	100.0%		100.0%
Total	78.2%	21.8%	100.0%

While MP has a 100% norm where children are allowed to get the books issued after school time followed by Rajasthan 88% but Delhi and UK has 35% and 29% libraries where this practice is not followed and children are not allowed to get the books issued after the school time.

Who keeps the record register about issue of books						
	Senior Students	Class teacher	Appointed Librarian	Volunteer from the community	Any other	Total
UK	17.6%	29.4%	23.5%	17.6%	11.8%	100.0%
Delhi		14.3%	71.4%	7.1%	7.1%	100.0%
RJ	29.4%	52.9%	17.6%			100.0%
MP		28.6%	14.3%	14.3%	42.9%	100.0%
Total	14.5%	32.7%	32.7%	9.1%	10.9%	100.0%

In all the states, it is the class teacher or the appointed librarian who keeps the record register about issue books. The number is very high in Delhi 71% for the appointed librarian.

How the library is being managed after withdrawal of support by RtR						
	By giving duties to school teacher	Teachers turn by turn	By librarian specially appointed by the school	By local volunteer appointed by the community	Any other (please mention)	Total
UK	17.6%	35.3%	23.5%	23.5%		100.0%
Delhi	7.1%	42.9%	21.4%	14.3%	14.3%	100.0%
RJ	47.1%	52.9%				100.0%
MP		28.6%	14.3%	42.9%	14.3%	100.0%
Total	21.8%	41.8%	14.5%	16.4%	5.5%	100.0%

The library management after withdrawal of support by RtR was a key issue and in most of the cases, the teachers turn by turn have been managing the library activities. Local volunteer also played significant role especially in MP. The solution was also found in appointing a special teacher or librarian in UK, Delhi and Rajasthan. *Good to mention about examples 'any other' and give examples.*

Whether library is open to parents and other community members			
	Yes	No	Total
UK	52.9%	47.1%	100.0%
Delhi	7.1%	92.9%	100.0%
RJ	41.2%	58.8%	100.0%
MP	100.0%		100.0%
Total	43.6%	56.4%	100.0%

The contradiction is very evident from the above table between Delhi and MP. MP has a 100% response about library being open to parents and other community members while Delhi has around 93% negative answers for letting parents and community members into the library. Rajasthan also has around 59% negative responsive. UK has around 53% libraries open to parents and community members.

To what extent community people including parents of children consult the library				
	To a great extent	To some extent	No difference	Total
UK	17.6%	23.5%	58.8%	100.0%
Delhi	14.3%	21.4%	64.3%	100.0%
RJ	5.9%	82.4%	11.8%	100.0%

MP	42.9%	57.1%		100.0%
Total	16.3%	45.5%	38.2%	100.0%

Regarding community people including parents of children consulting the library, Rajasthan takes a lead with 82% followed by MP with 57% to some extent. Overall it is 16% where people consult the library and a significant 38% are in the no difference category.

How community is helping in the maintenance of the library						
	By helping in the maintenance of the record	By guiding children about selection of books	By providing support to the teachers	By undertaking repair of the library books and library rooms	Community does not provide any kind of report	Total
UK	11.8%	5.9%	11.8%	11.8%	58.8%	100.0%
Delhi		14.3%		7.1%	78.6%	100.0%
RJ		5.9%	29.4%	5.9%	58.8%	100.0%
MP				28.6%	71.4%	100.0%
Total	3.6%	7.3%	12.7%	10.9%	65.5%	100.0%

The table shows an overall 65% libraries have no support from the community. The maximum other two categories of community support is Delhi 29% i.e. by providing support to the teachers and MP 29% i.e. by undertaking repair of the library books and library rooms.

To What extent Head teacher has taken interest in ensuring the proper use of the library created by RtR				
	To a great extent	To some extent	Not interested	Total
UK	58.8%	17.6%	23.5%	100.0%
Delhi	57.1%	42.9%		100.0%
RJ	47.1%	52.9%		100.0%
MP	42.9%	28.6%	28.6%	100.0%
Total	52.7%	36.4%	10.9%	100.0%

Head teachers across the states have taken interest in ensuring the proper use of the library created by RtR. UK is leading with 59% followed by Delhi 57%, RJ 47% and MP 43%. There are however, 11% Head teachers who were not interested at all in ensuring the proper use of the library.

Which of the following activities do you organize for the children of different classes						
	Recitation	Developing poems -using words from content	Organizing debates	Drama/skit	Art and Craft	Total
UK	23.5%	64.7%	5.9%	5.9%		100.0%
Delhi	28.6%	50.0%	14.3%		7.1%	100.0%
RJ	35.3%	52.9%	11.8%			100.0%
MP	14.3%	85.7%				100.0%
Total	27.3%	60.0%	9.1%	1.8%	1.8%	100.0%

Developing poems - using words from content (60%) was the most common activity organized for the children of different classes followed by recitation (27%). Debates were also organized sometimes in UK, Delhi and RJ. Very few libraries in UK and Delhi also organized drama/skit and art/craft activities.

Do you think that three years period planned by RtR for setting up and phasing out the library is adequate			
	Yes	No	Total
UK	11.8%	88.2%	100.0%
Delhi	50.0%	50.0%	100.0%
RJ	17.6%	82.4%	100.0%
MP	28.6%	71.4%	100.0%
Total	25.5%	74.5%	100.0%

The three years period planned by RtR for setting up and phasing out the library was not considered adequate in most of the cases (75%). UK with 88%, RJ with 82% and MP with 71% opined that the time period is not sufficient. Delhi remained divided with 50% in support for the time period and another 50% suggesting extending it.

To what extent are you satisfied by the support provided by the community in the managing the libraries				
	Not satisfied	Satisfied	Quite Satisfied	Total
UK	64.7%	35.3%		100.0%
Delhi	28.6%	57.1%	14.3%	100.0%
RJ	17.6%	52.9%	29.4%	100.0%
MP	57.1%	28.6%	14.3%	100.0%
Total	40.0%	45.5%	14.5%	100.0%



45% of the facilitators were satisfied by the support provided by the community in the managing the libraries along with 14% quite satisfied and around 40% remained not satisfied. Delhi and RJ facilitators got the maximum support from the community and UK and MP facilitators remained largely not satisfied.

What kind of support you expect from the higher authority like block officer or DEO in different phases					
	Setting of Libraries	Managing the Libraries	Phasing out	Don't Know	Total
UK	70.6%	17.6%	5.9%	5.9%	100.0%
Delhi	57.1%			42.9%	100.0%
RJ	47.1%	41.2%		11.8%	100.0%
MP	57.1%	14.3%	14.3%	14.3%	100.0%
Total	58.2%	20.0%	3.6%	18.2%	100.0%

In terms of support expected from the higher authority like block officer or DEO in different phases, 58% expected support for setting up the libraries, 20% in managing the libraries, very less 4% in phasing out and 18% were not clear of the expectation. Delhi provided a strange data finding of 57% clarity on setting up and a significant 42% were not clear of the expectation.

Do you think that workshops conducted by RtR have adequately built up the capacities of the teachers to run the library			
	Yes	No	Total
UK	76.5%	23.5%	100.0%
Delhi	78.6%	21.4%	100.0%
RJ	82.4%	17.6%	100.0%
MP	71.4%	28.6%	100.0%
Total	78.2%	21.8%	100.0%

Across the states, a total of 78% facilitators felt that the workshops conducted by RtR had adequately built up the capacities of the teachers to run the library. Only 22% felt otherwise.

On the basis of experience, do you think that libraries can be managed efficiently without any professional support			
	Yes	No	Total
UK	35.3%	64.7%	100.0%
Delhi	28.6%	71.4%	100.0%

RJ	35.3%	64.7%	100.0%
MP	71.4%	28.6%	100.0%
Total	38.2%	61.8%	100.0%

62% facilitators felt that the libraries cannot be managed efficiently without any professional support. Here the exception is MP, where 71% positive responses said that the libraries can be managed. All the other three states had maximum responses highlighting the inability to manage the library without professional support.

Were you involved in selection of books			
	Yes	No	Total
UK	11.8%	88.2%	100.0%
Delhi	42.9%	57.1%	100.0%
RJ	58.8%	41.2%	100.0%
MP	57.1%	42.9%	100.0%
Total	40.0%	60.0%	100.0%

Again a very different state wise finding shows that overall 60% facilitators said that they were not involved in selection of books. A huge 88% in UK confirmed this followed by 57% in Delhi. RJ and MP had maximum positive responses.

Do you rotate/change the books on display			
	Yes	No	Total
UK	52.9%	47.1%	100.0%
Delhi	50.0%	50.0%	100.0%
RJ	64.7%	35.3%	100.0%
MP	85.7%	14.3%	100.0%
Total	60.0%	40.0%	100.0%

Most of the facilitators (60%) said that they rotate/change the books on display. This is done in most of the libraries in MP (86%) followed by RJ (65%). Delhi and UK remained around 50% in both the categories.

Who select the books for student				
	Children themselves	Teacher/library teacher	whatever come in hand	Total
UK	70.6%	29.4%		100.0%
Delhi	50.0%	42.9%	7.1%	100.0%

RJ	70.6%	29.4%		100.0%
MP	85.7%	14.3%		100.0%
Total	67.3%	30.9%	1.8%	100.0%

Most of the facilitators (67%) said that children themselves select the books. This is done in most of the libraries in MP (86%) followed by RJ and UK (70% each). Delhi remained around 50% in the children themselves with 42% cases where teacher selects the books for children. The overall role of teachers across the states is 31% in the selection of books.

## The Head Teacher

Do you think that you are adequately consulted and involved in the setting up process of the library			
	Yes	No	Total
UK	76.5%	23.5%	100.0%
Delhi	71.4%	28.6%	100.0%
RJ	94.1%	5.9%	100.0%
MP	50.0%	50.0%	100.0%
Total	77.2%	22.8%	100.0%

77% Head teachers felt that they were adequately consulted and involved in the setting up process of the library. The leading response came from RJ with 94% Head teachers confirming this followed by UK (77%) and Delhi (71%). MP remained around 50% in both the categories of yes and no.



What is your opinion about the selection of books by RtR			
	Good	Average	Total
UK	100.0%		100.0%
Delhi	71.4%	28.6%	100.0%
RJ	58.8%	41.2%	100.0%
MP	87.5%	12.5%	100.0%
Total	78.6%	21.4%	100.0%

A majority of 79% Head teacher had good opinion about the selection of books by RtR and only 21% rated it as average. The leading response came from UK with 100% Head teachers confirming this followed by MP (87%) and Delhi (71%).

Did you receive any type of advice from <i>RtR to handle libraries effectively</i>			
	Yes	No	Total
UK	58.8%	41.2%	100.0%
Delhi	71.4%	28.6%	100.0%
RJ	94.1%	5.9%	100.0%
MP	37.5%	62.5%	100.0%
Total	69.6%	30.4%	100.0%

Around 70% Head teachers said that they had received some type of advice from RtR in effective handling of the libraries. Only in MP, the majority 62% said they did not receive any such advice. Rajasthan (94%) and Delhi (71%) received maximum advices on effective handling of libraries.

Whether during the implementation phase RtR facilitator or teacher in charge of library guided the student about the selection of books				
	Yes	No	Don't Know	Total
UK	70.6%	29.4%		100.0%
Delhi	78.6%		21.4%	100.0%
RJ	88.2%	11.8%		100.0%
MP	100.0%			100.0%
Total	82.1%	12.5%	5.4%	100.0%

82% Head teachers said that the RtR facilitator or teacher in charge of library guided the student about the selection of books during the implementation phase. It was 100% yes

responses from MP followed by 88% in RJ, 78% in Delhi and 70% in UK. Very few 12% said no guidance was given by the facilitator and 5% were not aware about this.

<i>Do you take feedback from teachers about the use and effectiveness of library</i>			
	Yes	No	Total
UK	94.1%	5.9%	100.0%
Delhi	64.3%	35.7%	100.0%
RJ	94.1%	5.9%	100.0%
MP	75.0%	25.0%	100.0%
Total	83.9%	16.1%	100.0%

84% Head teachers used to take feedback from teachers about the use and effectiveness of library with a leading yes from RJ and UK (94% each) followed by 75% MP and 64% in Delhi. Only 16% Head teachers said that they did not take any feedback from the teachers.

<i>Is it difficult to manage the library after withdrawal of support by RtR</i>			
	Yes	No	Total
UK	76.5%	23.5%	100.0%
Delhi	50.0%	50.0%	100.0%
RJ	58.8%	41.2%	100.0%
MP	62.5%	37.5%	100.0%
Total	62.5%	37.5%	100.0%

62% Head teachers really found it difficult to manage the library after withdrawal of support by RtR. 76% in UK and 62% in MP confirmed this while Delhi had 50% Head teachers confirming it to be difficult while other 50% did not find it difficult. Overall, 38% Head teachers did not find it difficult even after the support from RtR came to an end.

<i>To what extent withdrawal of support by RtR has made a difference in the usage of the library and its maintenance</i>				
	To a great extent	To some extent	No difference	Total
UK	58.8%	41.2%		100.0%
Delhi		92.9%	7.1%	100.0%
RJ	29.4%	35.3%	35.3%	100.0%
MP	75.0%	12.5%	12.5%	100.0%
Total	37.5%	48.2%	14.3%	100.0%

The maximum Head teachers felt that withdrawal of support by RtR had made a difference in the usage of the library and its maintenance. 37% felt that it made a difference to a great extent and 48% felt that it affected to some extent. Only 14% felt that no difference was there even after the withdrawal of support. MP with 75% felt that it affected to a great extent.

Do you think that RtR initiative has inculcated reading habits amongst children				
	To a great extent	To some extent	Don't Know	Total
UK	88.2%	11.8%		100.0%
Delhi	42.9%	50.0%	7.1%	100.0%
RJ	88.2%	11.8%		100.0%
MP	75.0%	25.0%		100.0%
Total	75.0%	23.2%	1.8%	100.0%

A very clear response at least in three states by the Head teachers (75%) shows that RtR initiative had inculcated reading habits amongst children. UK and RJ remained at 88% in favor followed by MP 75%. In Delhi, the Head teachers felt that it contributed only 42% to a great extent and 50% to some extent to the reading habit of children.

Do you think that setting up of libraries has motivated teachers <i>to get access to</i> extra material and share same with children					
	To a great extent	To some extent	Not at All	Don't Know	Total
UK	76.5%	23.5%			100.0%
Delhi	28.6%	64.3%		7.1%	100.0%
RJ	88.2%	5.9%	5.9%		100.0%
MP	62.5%	25.0%		12.5%	100.0%
Total	66.1%	28.6%	1.8%	3.6%	100.0%

66% Head teachers felt that setting up of libraries has motivated teachers to *get access to* extra material and share same with children. Again, only in Delhi, the Head teachers felt that it contributed 28% to a great extent and 64% to some extent to the motivational levels of teachers. Only in Rajasthan, 6% Head teachers felt that it did not contribute at all.

Whether gradual handing over of the library to school helped in building up the capacity of the teachers/students in managing the libraries
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	To a great extent	To some extent	No difference	Total
UK	29.4%	52.9%	17.6%	100.0%
Delhi	7.1%	71.4%	21.4%	100.0%
RJ	47.1%	47.1%	5.9%	100.0%
MP	12.5%	62.5%	25.0%	100.0%
Total	26.8%	57.1%	16.1%	100.0%

57% Head teachers felt that gradual handing over of the library to school helped to some extent in building up the capacity of the teachers/students in managing the libraries. 27% said that it helped to a great extent and 16% were of the view that it made no difference. The state wise responses were also more or less on the same lines.

Do you think that three years period planned by RtR for setting up and phasing out the library is adequate			
	Yes	No	Total
UK		100.0%	100.0%
Delhi	35.7%	64.3%	100.0%
RJ	5.9%	94.1%	100.0%
MP	12.5%	87.5%	100.0%
Total	12.5%	87.5%	100.0%

As similar to the views of the facilitators/teachers in charge, the three years period planned by RtR for setting up and phasing out the library was not considered adequate in most of the cases (88%) by the Head teachers also. UK with 100%, RJ with 94% and MP with 87% opined that the time period is not sufficient. Delhi remained divided with 36% in support for the time period and another 64% suggesting extending it.

Do you get adequate support from the educational administration in the direction			
	Yes	No	Total
UK	17.6%	82.4%	100.0%
Delhi	78.6%	21.4%	100.0%
RJ	41.2%	58.8%	100.0%
MP	25.0%	75.0%	100.0%
Total	41.1%	58.9%	100.0%

59% of the Head teachers said that they did not get adequate support from the educational administration in the direction. UK (82%) and MP (75%) felt the maximum problems in getting this support while Delhi (77%) got good support in maximum cases.

Have you ever organized any awareness /orientation program for the parents/community members to tell them about RtR and benefits of Reading habits among children			
	Yes	No	Total
UK	52.9%	47.1%	100.0%
Delhi	42.9%	57.1%	100.0%
RJ	88.2%	11.8%	100.0%
MP	50.0%	50.0%	100.0%
Total	60.7%	39.3%	100.0%

61% Head teachers said that they organized awareness/orientation program for the parents/community members to tell them about RtR and benefits of Reading habits among children. This was mainly done in RJ (88%). UK and MP remained around 50% and Delhi only 43% Head teachers organized these activities.

Have you ever purchased books from the school budget to enrich the library			
	Yes	No	Total
UK	5.9%	94.1%	100.0%
Delhi	35.7%	64.3%	100.0%
RJ	47.1%	52.9%	100.0%
MP	62.5%	37.5%	100.0%
Total	33.9%	66.1%	100.0%

66% Head teachers answered that they never purchased books from the school budget to enrich the library with a leading response of 94% from UK. In MP however, 63% Head teachers did purchase books from the school budget for the library.

How frequently do you visit the library				
	Daily	Weekly	Monthly or More	Total
UK	58.8%	35.3%	5.9%	100.0%
Delhi	14.3%	64.3%	21.4%	100.0%
RJ	41.2%	47.1%	11.8%	100.0%
MP	25.0%	50.0%	25.0%	100.0%
Total	37.5%	48.2%	14.3%	100.0%



A majority of 48% Head teachers said that *they* visit the library on a weekly basis followed by 38% on a daily basis and only 14% on a monthly basis or more. With 59% visiting on a daily basis, UK remained on top for daily monitoring followed by 41% Head teachers visiting the libraries in RJ.

Have you ever asked parents/community members to support the library by contributing books			
	Yes	No	Total
UK	29.4%	70.6%	100.0%
Delhi	50.0%	50.0%	100.0%
RJ	5.9%	94.1%	100.0%
MP	37.5%	62.5%	100.0%
Total	28.6%	71.4%	100.0%

71% Head teachers have *not* asked parents/community members to support the library by contributing books with a leading response of 94% from RJ followed by 71% in UK and 62% in MP. Delhi again remained around 50% in both the categories of yes and no.

Did you receive any feedback from parents/ area coordinator about the functioning of the library			
	Yes	No	Total
UK	35.3%	64.7%	100.0%
Delhi	21.4%	78.6%	100.0%
RJ	35.3%	64.7%	100.0%
MP	12.5%	87.5%	100.0%
Total	28.6%	71.4%	100.0%

71% Head teachers stated that they to have not received any feedback from parents/community members about the functioning of the library with a leading response of 87% from MP followed by 78% in Delhi and 68% in UK and RJ each.

If yes how did the feedback help you in making library more effective with respect to following					
	In identifying children with learning gap	In providing class room instruction	In better use of reading material	In assessing the progress of children's reading ability	Total
UK	11.8%		76.4%	11.8%	100.0%

Delhi	21.4%	64.3%	14.3%		100.0%
RJ	11.8%	35.3%	41.1%	11.8%	100.0%
MP	37.5%	37.5%	25.0%		100.0%
Total	17.9%	32.1%	42.8%	7.1%	100.0%

The feedback helped them in making library more effective in terms of 17.9% in identifying children with learning gap, 32.1% in providing class room instruction, 42.8% in better use of reading material and 7.1% in assessing the progress of children's reading ability.

## Parents, PTA members and other community members

Whether children are allowed to get the books issued after school time table			
	Yes	No	Total
UK	87.5%	12.5%	100.0%
Delhi	75.0%	25.0%	100.0%
RJ	100.0%		100.0%
MP	90.0%	10.0%	100.0%
Total	90.4%	9.6%	100.0%



Overall 90% Parents, PTA members and other community members said that children are allowed to get the books issued after school time table. It is the response of 100% members in RJ closely followed by MP (90%), UK (87%) and Delhi (75%).

How the access of the students to library books is managed				
	Library room is kept open throughout the day	There is specific Library period	Not aware about it	Total
UK	31.2%	43.8%	25.0%	100.0%
Delhi	37.5%	37.5%	25.0%	100.0%
RJ	22.2%	77.8%		100.0%
MP	10.0%		90.0%	100.0%
Total	25.0%	46.1%	28.8%	100.0%

Overall 46% Parents, PTA members and other community members said that the access of the students to library books is managed mainly through a specific library period. It is the response of 78% members in RJ. However, an overall 29% said that they are not aware about it.

To what extent library is accessible to parents and other community members					
	To a great extent	Some extent	Not at all	Don't Know	Total
UK	25.0%	18.8%	12.5%	43.8%	100.0%
Delhi	12.5%	12.5%	50.0%	25.0%	100.0%
RJ	11.1%	77.8%		11.1%	100.0%
MP	40.0%	30.0%	20.0%	10.0%	100.0%
Total	21.2%	40.4%	15.4%	23.1%	100.0%

Overall 21% Parents, PTA members and other community members' library feel that library is accessible to them. 40% feel it is accessible to some extent. 15% said it is not accessible at all and 23% are in the category of don't know.

Whether community including parents of the children consult the library				
	To a great extent	Some extent	Not at all	Total
UK	25.0%	18.8%	56.2%	100.0%
Delhi		62.5%	37.5%	100.0%
RJ	11.1%	88.9%		100.0%
MP		70.0%	30.0%	100.0%
Total	11.5%	59.6%	28.8%	100.0%

Overall 12% Parents, PTA members and other community members including parents feel that they consult library to a great extent. 60% feel it is consulted to some extent with very high percentage from RJ, Delhi and MP. 29% are in the category of 'not at all consulted' with a significant 56% from UK.

To what extent withdrawal of support by RtR has made a difference in the maintenance of library				
	To a great extent	Some extent	Not at all	Total
UK	68.8%	31.2%		100.0%
Delhi		100.0%		100.0%
RJ	22.2%	77.8%		100.0%
MP	70.0%	20.0%	10.0%	100.0%
Total	42.3%	55.8%	1.9%	100.0%

Overall 42% Parents, PTA members and other community members feel that withdrawal of support by RtR has made a difference in the maintenance of library to a great extent. 55% feel *that the difference made by the withdrawal of RtR support is only to some extent* with very high percentage from RJ and Delhi. Only 2% from MP are in the category of not difference at all at all.

Do you think the RtR initiative has inculcated reading habits amongst children				
	To a great extent	Some extent	Not at all	Total
UK	93.8%	6.2%		100.0%
Delhi	50.0%	50.0%		100.0%
RJ	55.6%	44.4%		100.0%
MP	60.0%	30.0%	10.0%	100.0%
Total	67.3%	30.8%	1.9%	100.0%

67% Parents, PTA members and other community members think the RtR initiative has inculcated reading habits amongst children to a great extent. The leading response is from UK with 94% followed by 60% in MP and 55% in RJ. Delhi again remained around 50% in both the categories of yes and no.

Whether teachers suggest you that reading extra books would ultimately enhance children abilities			
	Yes	No	Total
UK	56.2%	43.8%	100.0%
Delhi	75.0%	25.0%	100.0%
RJ	94.4%	5.6%	100.0%
MP	40.0%	60.0%	100.0%
Total	69.2%	30.8%	100.0%

69% Parents, PTA members and other community members said that teachers suggested them that reading extra books would ultimately enhance children's abilities. The three states responding in majority 'yes' are RJ (94%), Delhi (75%) and UK (56%). MP had maximum responses (60%) in 'no'.

What is your opinion about the selection of the books by RtR			
	Good	Average	Total
UK	50.0%	50.0%	100.0%
Delhi	75.0%	25.0%	100.0%
RJ	55.6%	44.4%	100.0%
MP	80.0%	20.0%	100.0%

What is your opinion about the selection of the books by RtR			
	Good	Average	Total
UK	50.0%	50.0%	100.0%
Delhi	75.0%	25.0%	100.0%
RJ	55.6%	44.4%	100.0%
MP	80.0%	20.0%	100.0%
Total	61.5%	38.5%	100.0%

A majority of 62% Parents, PTA members and other community members had good opinion about the selection of books by RtR and 38% rated it as average. The leading response came from MP with 62% confirming this followed by Delhi (75%), RJ (56%) and UK (50%).

What kind of support do you provide in managing the libraries								
	Helping in the maintenance in the record	Duty during library hours	Guiding children about selection of books	Providing support to the children	Repair of the library books and library room	Any other type of support	No support	Total
UK		6.2%	6.2%	12.5%	12.5%	18.8%	43.8%	100.0%
Delhi	37.5%		12.5%			25.0%	25.0%	100.0%
RJ	5.6%		5.6%	44.4%	5.6%	33.3%	5.6%	100.0%
MP	10.0%					50.0%	40.0%	100.0%
Total	9.6%	1.9%	5.8%	19.2%	5.8%	30.8%	26.9%	100.0%

As in other responses, the community support to the libraries remains very limited here also. 9.6% provided support helping in the maintenance in the record, 1.9% in duty during library hours, 5.8% guiding children about selection of books, 19.2% in providing support to the children, 5.8% in terms of repair of the library books and library room, 30.8% provided any other type of support and a significant 26.9% provided no support at all. Rajasthan and Delhi did mobilize better community support compared to UK and MP.

Have you ever participated in the capacity building programmes or monthly meetings organized by RtR			
	Yes	No	Total
UK	56.2%	43.8%	100.0%
Delhi	25.0%	75.0%	100.0%
RJ	44.4%	55.6%	100.0%
MP	40.0%	60.0%	100.0%

Have you ever participated in the capacity building programmes or monthly meetings organized by RtR			
	Yes	No	Total
UK	56.2%	43.8%	100.0%
Delhi	25.0%	75.0%	100.0%
RJ	44.4%	55.6%	100.0%
MP	40.0%	60.0%	100.0%
Total	44.2%	55.8%	100.0%

The participation in the capacity building programmes or monthly meetings organized by RtR was also limited and around 56% Parents, PTA members and other community members said that they did not participate in any such event. Only 44% confirmed to have participated in these programmes. UK had the maximum participation with 56% and Delhi has the lowest with 25%.

Have you been able approached by RtR for any kind of support in managing the libraries			
	Yes	No	Total
UK	6.2%	93.8%	100.0%
Delhi	25.0%	75.0%	100.0%
RJ	50.0%	50.0%	100.0%
MP	30.0%	70.0%	100.0%
Total	28.8%	71.2%	100.0%

71.2% Parents, PTA members and other community members *said that they have not* been approached by RtR for any kind of support in managing the libraries. This may be a reason to the limited involvement of these people in the library functioning. UK had around 94% members saying no to the question and in Delhi the percentage was 75%.

## Area Coordinator

To what extent were you involved in the selection and distribution of material to libraries				
	To a great extent	To some extent	Not at all	Total
UK	66.7%		33.3%	100.0%
Delhi		100.0%		100.0%
RJ		100.0%		100.0%
MP	33.3%	33.3%	33.3%	100.0%
Total	37.5%	37.5%	25.0%	100.0%

Two third of the area coordinators in UK were involved to a great extent in the selection and distribution of material to libraries but one third of the area coordinators in UK were not involved at all in the same process. In Delhi and RJ, 100% coordinators were involved to some extent and MP has one third area coordinators in each category of great extent, some extent and not at all.

Did you ensure that the reading material reached the school libraries as per schedule		
	Yes	Total
UK	100.0%	100.0%
Delhi	100.0%	100.0%
RJ	100.0%	100.0%
MP	100.0%	100.0%
Total	100.0%	100.0%

In all the four states, 100% area coordinators ensured that the reading material reached the school libraries as per schedule.

How did you rate the quality of reading material provided to the children			
	Excellent	Average	Total
UK	66.7%	33.3%	100.0%
Delhi	100.0%		100.0%
RJ		100.0%	100.0%
MP	66.7%	33.3%	100.0%
Total	62.5%	37.5%	100.0%

Two third of the area coordinators in UK rated the quality of reading material provided to the children as excellent but one third of the area coordinators rated those as average. In Delhi 100% coordinators rated the reading material as excellent compare to RJ where 100% said it was average. MP has two third area coordinators in the excellent category and one third area coordinators in the average one.

What is your opinion on the Performa or Tools used for monitoring the library activities in the schools under your justification				
	Very useful	Somewhat useful	No Performa was used	Total
UK	66.7%		33.3%	100.0%
Delhi	100.0%			100.0%
RJ		100.0%		100.0%
MP	33.3%	66.7%		100.0%
Total	50.0%	37.5%	12.5%	100.0%

Overall 50% area coordinators found the Performa or Tools used for monitoring the library activities in the schools very useful across the states. Two third of the area coordinators in UK found those very useful but one third of the area coordinators informed that no Performa was used. In Delhi 100% coordinators rated the Performa as very useful where as 100% in RJ said it was somewhat useful. MP had 50% of the area coordinators in the very useful category and 37% in somewhat useful and only 12% did not use any Performa.

Did you provide feedback to the facilitators based on the monitoring undertaken by you		
	Yes	Total
UK	100.0%	100.0%
Delhi	100.0%	100.0%
RJ	100.0%	100.0%
MP	100.0%	100.0%
Total	100.0%	100.0%

In all the four states, 100% area coordinators provided feedback to the facilitators based on the monitoring undertaken by them.



Whether community people were involved in the monitoring the library activities in schools and providing feedback to you			
	Yes	No	Total
UK	100.0%		100.0%
Delhi	100.0%		100.0%
RJ	100.0%		100.0%
MP	66.7%	33.3%	100.0%
Total	87.5%	12.5%	100.0%

Except in MP, all the other three states had 100% area coordinators confirmed that community people were involved in the monitoring the library activities in schools and providing feedback to them. MP had two third of area coordinators saying yes and one third saying no.

Do you think the three years period planned by RtR for setting up and phasing out the library is adequate			
	Yes	No	Total
UK		100.0%	100.0%
Delhi	100.0%		100.0%
RJ		100.0%	100.0%
MP		100.0%	100.0%
Total	12.5%	87.5%	100.0%

Except Delhi, all the other three states had 100% area coordinators said that the three years period planned by RtR for setting up and phasing out the library is not adequate. Delhi had all 100% saying yes to the question.

Do you get adequate support from the educational administration in this direction			
	Yes	No	Total
UK	33.3%	66.7%	100.0%
Delhi		100.0%	100.0%
RJ	100.0%		100.0%
MP		100.0%	100.0%
Total	25.0%	75.0%	100.0%

Again very different state wise responses were observed to the above question. Overall 75% area coordinators said that they did not get adequate support from the educational administration. Two third of the area coordinators in UK said that they did not get adequate

support and one third said yes to the adequate support. In RJ, 100% coordinators got adequate support where as the 100% in RJ and Delhi did not get the same.

What problems did you encounter in supporting the library programme					
	Selection of books	Cooperation from the community	Cooperation from the teachers/HM	Cooperation from the government officials	Total
UK	33.3%	66.7%			100.0%
Delhi				100.0%	100.0%
RJ	100.0%				100.0%
MP			66.7%	33.3%	100.0%
Total	25.0%	25.0%	25.0%	25.0%	100.0%

All the four categories above have 25% of the area coordinators. State wise, one third of the area coordinators in UK faced challenges in the selection of books and two third in community cooperation. Delhi had 100% area coordinators facing the challenges of cooperation from the government officials whereas in RJ, 100% coordinators faced challenge in selection of books. MP had one third of the area coordinators facing the challenges cooperation from the government officials and two third from the teachers and HM.

## Children

Which type of books generally you read			
	Story Books	Text Books	Total
UK	34.0%	66%	100.0%
Delhi	57.3%	42.7%	100.0%
RJ	60.2%	39.8%	100.0%
MP	82.3%	17.7%	100.0%
Total	58.7%	41.3%	100.0%

Except in UK, children in all the other three states liked to read story books with as high as 82% in MP followed by 60% in RJ and 57% in Delhi. UK had 66% children reading text books generally while this figure is very less (18%) in MP.

Whether you <i>are</i> allowed to get books issued after school time			
	Yes	No	Total
UK	39.4%	60.6%	100.0%
Delhi	77.7%	22.3%	100.0%

RJ	83.5%	16.5%	100.0%
MP	83.3%	16.7%	100.0%
Total	72.3%	27.7%	100.0%

Again, except in UK, children in all the other three states were largely allowed to get books issued after school time with as high as 83% in MP and RJ each and 78% in Delhi. UK had 61% children saying that they were not allowed to get books issued after school time.

Who keeps the records about issue of books						
	Senior Students on duty	Concerned Class teacher	Librarian appointed by school	Volunteer form community	Any other (please mention)	Total
UK	4.3%	47.9%	4.3%	43.6%		100.0%
Delhi		93.2%	2.9%	3.9%		100.0%
RJ	43.6%	48.9%	7.5%			100.0%
MP	7.3%	47.9%	11.5%	29.2%	4.2%	100.0%
Total	16.2%	59.2%	6.6%	17.1%	.9%	100.0%

Everywhere it is the Concerned Class teacher who keeps the records about issue of books in all the states with the maximum percentage in Delhi (93%). Rajasthan however had a greater role of senior students on duty and 44% of children said that senior students are keeping the records.

How library is being managed after withdrawal of support by RtR						
	Senior Students on duty	Concern Class teacher	Librarian appointed by school	Volunteer <i>from</i> community	Any other	Total
UK	6.4%	21.3%	1.1%	2.1%	69.1%	100.0%
Delhi	2.9%	19.4%	62.1%	2.9%	12.6%	100.0%
RJ	44.4%	37.6%	11.3%	6.0%	.8%	100.0%
MP		9.4%		12.5%	78.1%	100.0%
Total	16%	23.2%	18.8%	5.9%	36.2%	100.0%

The overall trends of *managing library* after withdrawal of support by RtR is that in 16% Senior Students on duty, 23.2% Concerned Class teacher, 18.8% Librarian appointed by school, 5.9% Volunteer form community and 36.2% any other arrangement was made. It is evident that the concerned class teacher has the main responsibility of taking forward the initiative. State wise, it is different as in Delhi, it is the librarian appointed has the main

responsibility compared to RJ where the concerned class teacher and senior students are sharing the responsibility. UK has a maximum response in any other category.

How many class periods per week have been provided in the school time table for consulting library				
	5	10	15 or more	Total
UK	96.8%		3.2%	100.0%
Delhi	87.4%	12.6%		100.0%
RJ	79%	21.1%		100.0%
MP	100.0%			100.0%
Total	89.7%	9.6%	.7%	100.0%

In terms of class periods per week provided in the school time table for consulting library, the trend is 5 periods per week across the states. Around 90% libraries follow this. Only 9% has 10 periods in a week and a very small .7% in UK has 15 or more periods per week. MP is 100% 5 periods per week.

Whether library is open to parents and other community members				
	Yes	No	Don't Know	Total
UK	11.7%	61.7%	26.6%	100.0%
Delhi	20.4%	66.0%	13.6%	100.0%
RJ	41.4%	50.4%	8.3%	100.0%
MP	20.8%	70.8%	8.3%	100.0%
Total	25.1%	61.3%	13.6%	100.0%

Overall 61% children said that library is not open to parents and other community members. This is the trend across all states. Only 25% said that the library is open for them. 14% were in the category of don't know.

Do you think that head teacher has taken interest in ensuring the proper use of the library created by RtR				
	Yes	No	Don't Know	Total
UK	51.1%	7.4%	41.5%	100.0%
Delhi	74.8%	15.5%	9.7%	100.0%
RJ	91.0%	5.3%	3.8%	100.0%
MP	61.5%	21.9%	16.7%	100.0%
Total	71.6%	12.0%	16.4%	100.0%

Overall 72% children said that the head teacher had taken interest in ensuring the proper use of the library created by RtR. This is the trend across all states with as high as 91% in RJ. 12% children said that the head teacher did not take any interest and 16% were in the category of don't know with a very high percentage (42%) from UK.

Do you think RtR initiative has inculcated reading habits amongst you			
	Yes	No	Total
UK	96.8%	3.2%	100.0%
Delhi	95.1%	4.9%	100.0%
RJ	96.2%	3.8%	100.0%
MP	89.6%	10.4%	100.0%
Total	94.6%	5.4%	100.0%

It is *heartening* to note that 95% children overall said that RtR initiative had inculcated reading habits amongst them. A very small percentage (5% children) did not agree to this with 10% children alone from MP.

Do you think that setting up library has motivated teachers to read extra material and share the same with you in the class?			
	Yes	No	Total
UK	89.4%	10.6%	100.0%
Delhi	93.2%	6.8%	100.0%
RJ	85.7%	14.3%	100.0%
MP	84.4%	15.6%	100.0%
Total	88.0%	12.0%	100.0%

Overall 88% children said that setting up library had motivated teachers to read extra material and share the same with you in the class. This is also a uniform view across all the states. A very small percentage (12% children) did not agree to this.



What do you like in the books

	Pictorial Presentation	Use of Color	Big Font Size	Easy language	Any other	Total
UK	61.7%	12.8%	8.5%	14.9%	2.1%	100.0%
Delhi	20.4%	46.6%	3.9%	29.1%		100.0%
RJ	41.4%	21.1%	12.0%	23.3%	2.3%	100.0%
MP	67.7%	18.8%	1.0%	10.4%	2.1%	100.0%
Total	46.7%	24.9%	6.8%	20.0%	1.6%	100.0%

When asked what they like in the books, children's responses were as follows: 46.7% Pictorial Presentation, 24.9% Use of Color, 6.8% Big Font Size, 20.0% Easy language and 1.6% liked other things in the books. Children in Delhi specifically liked the use of colours in the books. But overall it is the pictorial presentation in the books which was appreciated by children in all the states.

While reading if you don't understand anything, <i>do you clear your doubts with</i> your teacher/library teachers			
	Yes	No	Total
UK	97.9%	2.1%	100.0%
Delhi	99.0%	1.0%	100.0%
RJ	98.5%	1.5%	100.0%
MP	91.7%	8.3%	100.0%
Total	96.9%	3.1%	100.0%

While reading if children did not understand anything, 97% *cleared their doubts with* their teacher/library teachers. This is a good trend as it shows that students are taking such reading seriously and that the hesitation of asking the teacher was not there. The trend is uniformly visible in all the states.

Whether the books in the library are categorized age-wise			
	Yes	No	Total
UK	25.5%	74.5%	100.0%
Delhi	55.3%	44.7%	100.0%
RJ	74.4%	25.6%	100.0%
MP	20.8%	79.2%	100.0%
Total	46.9%	53.1%	100.0%

Except in RJ (74%), all other states children felt that the books in the library are not categorized age-wise. MP (79%) and UK (74%) had the largest percentage of children saying that. Delhi had however 55% children saying that the books were categorized but a significant 44% denied this.

How do you get books				
	Individually	In small groups	Two children together	Total
UK	56.4%	37.2%	6.4%	100.0%
Delhi	85.4%	14.6%		100.0%
RJ	69.9%	26.3%	3.8%	100.0%
MP	82.3%	14.6%	3.1%	100.0%
Total	73.5%	23.2%	3.3%	100.0%

The overall response of 73% children said that they get books individually. 23% said that they were getting the books in small groups and very small percentage of 3% said that two children together used to get the books. There is no major variation was seen here also in the responses by children across the states.

Does your Teacher /RtR facilitator conduct story telling activity form the books			
	Yes	No	Total
UK	98.9%	1.1%	100.0%
Delhi	96.1%	3.9%	100.0%
RJ	99.2%	.8%	100.0%
MP	92.7%	7.3%	100.0%
Total	96.9%	3.1%	100.0%

Around 97% children in an overall response said that teacher/RtR facilitator conducted story telling activity *from* the books. This is a good trend emerged across all the states. RJ with 99%, UK with 99%, Delhi with 96% and MP with 93% had almost all the libraries conducting these story telling activities on a regular basis.



## Chapter 4

### Key Findings and Recommendations

As per the objectives, the following findings and recommendations would help to identify the trends across the states and understand the factors that have an impact on sustainability and *the* strategies to be adopted to enhance these/*the* sustainability *prospect*.

#### Key Findings

- Headmasters in all the schools felt that the Reading Room intervention has added value in terms of enhancing children's reading ability, improving schools' learning environments, inspiring more children to read, and encouraging children to come to school.
- The programme has helped in promoting literacy and the habit of reading in children across all states.
- The weekly and quarterly meetings could not be done consistently. The necessity based meetings were conducted across the states.
- Most of the libraries received new and additional books each year.
- Only 36% libraries had text books as part of the library books.
- It was good to see that most of the teachers (86%) moved about in the library and classrooms while the children were reading the books. Another positive thing was the help by the teachers in distributing the books among children. 86% teachers helped in the process of distribution *of books*.
- Not a single case of discrimination based on gender was reported in any of the library in any state.
- Children rarely or never faced scolding and punishment by the teachers when they made mistakes while reading.
- Rajasthan and MP with over 80% libraries having adequate number of copies as per the needs of the teachers and children remained on top while UK and Delhi had around 29% libraries lacking adequate number of copies.
- The library management after withdrawal of support by RtR was a key issue and in most of the cases, the teachers turn by turn have been managing the library activities.
- MP has a 100% response about library being open to parents and other community members while Delhi has around 93% negative answers for letting parents and community members into the library. Rajasthan also has around 59% negative *response*. UK has around 53% libraries open to parents and community members.
- 65% libraries have no support from the community.
- Head teachers across the states have taken interest in ensuring the proper use of the library.
- The three years period planned by RtR for setting up and phasing out the library was not considered adequate in most of the cases.
- Support expected from the higher authority like block officer or DEO in different phases remained a challenge for the coordinator across the states.

- The workshops conducted by RtR to build up the capacities of the teachers to run the library were appreciated as the responses highlighted that the libraries cannot be managed efficiently without any professional support.
- Overall 60% facilitators said that they were not involved in selection of books; however, 77% Head teachers felt that they were adequately consulted and involved in the setting up process of the library.
- A majority of 79% Head teacher had good opinion about the selection of books by RtR and only 21% rated it as average.
- 84% Head teachers used to take feedback from teachers about the use and effectiveness of library.
- 62% Head teachers really found it difficult to manage the library after withdrawal of support by RtR. The maximum Head teachers felt that withdrawal of support by RtR had made a difference in the usage of the library and its maintenance. 57% Head teachers felt that gradual handing over of the library to school helped to some extent in building up the capacity of the teachers/students in managing the libraries.
- 66% Head teachers felt that setting up of libraries has motivated teachers to extra material and share same with children.
- 66% Head teachers denied having purchased books from the school budget to enrich the library.
- The community participation in the capacity building programmes or monthly meetings organized by RtR was also limited and around 56% Parents, PTA members and other community members said that they did not participate in any such event.
- 71.2% Parents, PTA members and other community members denied to have been approached by RtR for any kind of support in managing the libraries.
- The intervention has also increased access and use of library resources through literacy awareness in schools and communities by improving local capacity to manage school libraries.
- The programme has helped children to get access to culturally and locally relevant reading materials.
- Local language picture story books were liked by many students.
- Most students reported that they enjoy using the library, and most teachers, librarians, and school directors reported that the libraries are running well.
- Most students accessed the library during break time; the second most popular time for student access was the library period time.
- Most students reported using the library for reading books and storytelling and very few used it for class work.
- Most of the facilitators and coordinators reported receiving training during the project period.
- More than one-third of the teachers reported attending library training conducted by the librarians, and many reported using the skills learned in this training to assist in library management.
- Many school teachers want refresher training to learn about managing books and creating library materials.
- Teachers want a dedicated person like a Librarian to manage the books as they reported that now they manage the *library* by getting help from teachers and students.

- Teachers and children agreed that the books are appropriate for the school curriculum. Most students indicated that sentences in the books are easy to understand, and are not too long or too short.
- Almost all students agreed that the books provided them with knowledge to learn new vocabulary.
- More teachers mentioned using activities with books to encourage the children to read. This highlights the role of the facilitators, who have been visiting these schools regularly to demonstrate library activities. All the teachers indicated the use of books with the children has led to an increase in the children's interest in reading.
- The involvement of teachers was different as per the regularity of the facilitators to manage the libraries.
- Children liked the books with stories related to the triumph of good over evil, characters with positive qualities which they can imitate.
- Most students reported they have enough time in the library to read a book or choose one to check out for reading at home.
- At certain places, a library has been set up comprised of school staff as well as student, community, and parent association members.
- The longer libraries are open, the more students use them and check out books.
- Almost all the libraries have book entry registers; book classification systems; catalog systems; and book lending systems.
- All libraries remain open during the school time and children reported to have enough time in the library to read a book or choose one to check out for reading at home. The longer libraries are open, the more students use them and check out books.
- Many teachers agreed that that book content matched student reading levels due to easy language and short stories/sentences, big letters which are easy to read; colorful illustrations etc.
- Students usually borrow one book for a week, but some libraries allow students to borrow up to three books at a time.
- A few libraries had books in storage because the librarian had not had time to register the books.
- Students take library books home and share them with their siblings, parents, and neighbors.
- Some younger children indicated the font size should be larger to make the books easier to read.
- Younger children prefer books with attractive pictures that are not too thick, so they can finish reading them during break times while elder children prefer thicker books that hold their attention for longer periods of time.
- Most libraries conduct activities, such as quiz contests, drawing and painting, story writing, storytelling, and art and skill competitions.
- Many children said that they remember stories from the books. They shared the title of the books which they saw hanging in the libraries or kept in the book shelves but had not read them yet because there are so many other books in the school libraries.
- The intervention has helped in influencing the children's attitudes and habits toward reading.

- All children, irrespective of their social or economic status, can access the Reading Rooms and the materials kept in the reading rooms.
- There are separate reading rooms within the school at some places and the children have easier access to these reading rooms. No classes are held in these separate rooms, which has been dedicated as Reading Rooms by the school management.
- However, at some places, there are no separate reading rooms and the place has been created within the existing classrooms.
- Teachers feel that the content of books is more suitable for younger students than elder ones.
- Books were made available to the disabled children in the classroom itself. They also issue books home and do not face any kind of discrimination on the basis of their disability.
- It was seen in some places that the reading rooms are located either within one classroom or in the office room. As classes are held regularly within the classroom, and the office rooms are used by the school staff for official purposes, those places are not accessible to all the children in the schools.
- Children from the other classrooms cannot access the reading rooms & spend time there for going through the books & other materials.
- Though books are made accessible to the children at the time of distribution within their classes, they are not able to access the original place where the RR is located. Books are generally distributed within the different classes by the volunteers and the children's committee members, mainly for issuance for the home.

## Recommendations

- A Standard Operating Procedure of the Reading Rooms may be displayed openly at a place which is visible for all. It may include details like issuing of books, eligibility for availing the facilities etc.
- Everywhere the children may be allowed to get the books issued after school. It may be part of the standard practices for a Reading Room.
- A clear need to have more books for the age group (6-8) emerged from the study and therefore more and diverse books for this category of children, may be made available
- The weekly and quarterly meetings may be made more effective and regular with set agenda and necessity based discussions.
- The duration of a three year intervention is also to be reviewed as most of the respondents across the states did not find a three year time adequate for an intervention.
- The withdrawal strategy may be reviewed to *incorporate* a support system for sustainability during the programme implementation.
- Better visibility of the programme with the government officials is required to get required support from them during and after the programme implementation.
- Better awareness/orientation program for the parents/community members is required for their enhanced ownership in the programme. A separate strategy for community involvement is to be designed.
- The process of selection of books is to be reviewed and made more participatory, transparent and collaborative.
- Separate post for a librarian may be provided in each school.
- A specific library period may be part of school time table and may be followed.
- The Head teachers may be involved more with enhanced responsibilities in the programme implementation.
- Refresher training may be provided to librarians on library management and program staff may allocate more time to field monitoring.
- More books may be issued to children
- The system of providing new and additional books each year for the library may be followed.

- Text books may be made a required part of the library books.
- Children in grades 4 and 5 may be involved in library management
- Additionally, teachers and headmasters may be more involved in library management, as school leadership is an integral component in the sustainability of school libraries.
- Documenting existing stories and narratives in different regions is essential. Reading Room program may develop simple tools, techniques, and skills necessary to systematically document inquiries on children's preferences, so that children's voices become a fundamental feature of the parameters for designing and developing children's literature.
- Presence of a library management committee is essential for a successful programme. Roles and responsibilities of the library management committee be clarified and better understood.
- Full-time librarians may be recruited.
- Training period may be extended from two days
- Increasing the frequency of monitoring visits by library facilitators or coordinators
- A selection mechanism may be put in place to receive more books. It may involve children also.
- More practical training in classification and cataloguing may be provided. Rather than teaching advanced classification and cataloguing, simplified versions are sufficient.
- Sufficient follow-up visits after the training programs to motivate and assist them in using the library management skills they had learned in the trainings. More training *and* follow-up visits are needed to identify and address problems.
- The training curriculum may be revised based on a needs assessment and made more practical to suit schools with limited resources.
- Training for key community people from the villages may be organized to strengthen the community school aspect and ensure proper sustainability.
- All the head teachers did not feel equally motivated about the programme. It would be good to conduct a separate study just to understand their views and opinion about the programme.
- More books related to the history and geography may be provided.
- It was also shared that a variety of books by various publishers may be ensured.

- The programme may look out for other agencies to collaborate for an integrated intervention.
- Some new themes may be developed in discussion with children, community members and teachers to develop more context specific books.
- The drawing of children may be utilized in the development of new books.
- It is crucial to provide maximum time and opportunity for the children to read and conducting activities, such as storytelling, story discussions, and reading aloud sessions.
- The Departments of Elementary Education under each State Government may be approached to provide specific annual financial support for setting up/expansion/proper management of libraries in all Government Primary Schools, especially in view of the fact that Government Schools cater largely to children from socio-economically backward families, who may not otherwise be able to read such books. Also the Members of Parliament and Members of Legislative Assemblies, of the respective areas/States may be approached, to support this programme from the special funds provided to them by the Central Government for development of their Constituencies. This is one realistic step to ensure sustainability of this programme. In order to facilitate this Interest, Groups of parents around each school may be formed. Probably, this can be taken up in the next phase of the programme.

## **ANNEXURES- 1: Case Studies**

### **Delhi**

#### **1. Hope Foundation, Nizamuddin**

The library run by Hope Foundation at Nizamuddin is one of the best examples of RTR's intervention. Shazia Mirza is the librarian and teacher here who very dedicatedly managing the library functioning. The library was clean and spacious with adequate light. A big rectangular table with many chairs around it was kept in the middle of the room. Several racks full of colourful books were placed along the walls. Around 200 RTRs' books were kept in a separate rack including English grammar books, History, Mathematics, Geography, civics along with maximum number of story books. The work books and other games related material was also kept nicely. It was good to see that the work books are used regularly by the children. The library was also equipped with facilities like computerized record keeping and movie projections. The library had a very lively atmosphere.

Shazia informed that children love to read books other than syllabus based books only. She emphasized the need to provide new books regularly as the children had been reading the same books again and again and they were demanding more new story books.

#### **2. The little reader, MCPS Karawal Nagar**

Shivani is a bright, out spoken and non hesitant book lover we interacted with at Karawal Nagar MCPS. She is willing to learn new things through interaction, books and any medium possible. She takes initiative without any fear. She likes the story books available at the library. She takes the books at home and reads the stories to her parents also. Her parents encourage her to read more books and at times they are also indulged in reading books and at times they read out the stories to her. Shivani desires to read English story books and she is not able to find many such books presently in the school library. She feels if more books are provided, her desire for reading will be kept alive. She wants to be teacher and therefore thinks that a lot of reading material is required to know about the various things in the world. Her teachers and parents also feel very happy about her involvement in the library activities.



## **Uttarakhand**

### **1. Community Participation, GPS**

Lade is small village in Ramgarh block in Nainital district in Uttarakhand. The village has 67 families with one Government Primary school with 42 children. The school has one Principal, one Shiksha Mitra (Para teacher) and one Bal Shikshak. The Bal shikshak was appointed by the villagers with support from Room to Read through Chirag organization. After the support from Room to Read came to an end, the village committee decided to contribute Rs. 15/- per child into the school fund for the honorarium of the Bal Shikshak. The decision for contribution was taken as the villagers were finding the library very useful and they could see the change in the reading habits of children along with a change in their behaviour. The villagers are continuing to support the library work for the time being but they are also demanding a full time teacher from the government for their school as they consider that a good library is crucial for children to do well in their studies. This understanding about importance of a library has come from the RtR intervention and it is one of the great achievements of the programme.

### **2. Bal Shikshak in Pandeygaon, GPS**

Leela Sharma has been working as a Bal Shikshak in Pandeygaon village since 2007. The first year she spent working with children and at the same time understanding her work more meaningfully. By the time, she started enjoying her work, the programme supported by Room to Read came to an end and she was asked to continue without honorarium. Along with this challenge, she was also given challenge by the parents to make their children good at reading and writing. Parents who were contributing to the honorarium wanted the Bal Shikshak to demonstrate some tangible outcomes in the form of their children's learning. Leela took that challenge and within months she worked hard with all the children and contributed to the improvement of their reading and writing. She also particularly provided support to Pankaj who was unable to speak or listen. Pankaj is now making his parents learn how to write their names. His mother, who was illiterate earlier and used to put thumb prints, is now able to sign properly. She feels truly thankful to RtR for initiating the programme in her village. The programme brought a change in her life and attitude.

## **Madhya Pradesh**

### **1. Benipura Primary School**

The intervention started here was appreciated everyone inside and outside the school. The principal, teachers, community people and children all were very excited to share their experiences. The good thing was to see the collaborative efforts of the school staff and community people. All were sharing responsibilities of the library work. Children were also given responsibilities of issuing, maintaining the library books. Children particularly felt that they were benefitted by the intervention. The Bal Mitra, Ravi, working in the library was very enthusiastic about the intervention and had a very lively discussion with the team. He seemed to enjoy his work in the library very much. The community members also shared about many events which were organized as part of the reading enhancement activities in the school. Some of them shared that they also came and narrated many stories to children. They were all full of praises for RtR for the initiative. Community members also enjoyed the story books and demanded to have more books in the library. They also wanted some religious books in the library. They promised to support the library activities even if there is no outside support for it.

### **2. Gandhi Nagar Government Primary School**

Berulal comes regularly to the school library whenever he has time. His shop is next to the school and therefore he feels fortunate and makes best use of the library facilities. He thinks that the books kept in the library are good. He says the children come here and enjoy the books on a daily basis, what more one can desire for. He agrees that the library has enhanced the reading habits of the children and contributed to their cognitive development. His son Ishwar also studies in class V of the school. Though the school is formally closed for the summer vacation yet several students like Ishwar come to the library and stay there for some time. The village has appointed Devi Shankar as the library in-charge till there is a permanent librarian appointed by the government. Though the community members have a lot of aspirations to support the library but the support to the library activities is limited in many ways as most of the community members belongs to the labour class. Children here like more books in Hindi compare to English which they find difficult to understand.

## **Rajasthan**

### **1. Head Master, Pahadiya Government Primary School**

Mrs. Sandhya Soni is the Head Master of the Government Primary School located at Pahadiaya. She teaches Mathematics to children from class I to V. She feels very enthusiastic and excited while sharing the RtR intervention experience. She personally monitors the condition and use of library facilities. The library was very well organized with categorization of books under different themes and age groups. The teacher remains present in the library during the time when children use the library facilities. She has ensured that teacher give equal attention and opportunities to both girls and boys in using the facilities. The atmosphere in the library is very friendly and supportive and no child is scolded for asking questions or making any mistake. Children are also behaving very responsibly and helping in maintaining the library clean and organized. The new books are introduced in the prayer session to motivate children. She is facing problems in maintain the library after the support from RtR ended and feels that the time period of three years is not sufficient. She feels the need to have more books but share her constraints of limited by the government to buy new books each year for the library. She wants that the library should include the text books that will be very helpful for the poor children. The library is very useful for the villagers as there in no electricity and thus availability of other media sources is very limited.

### **2. Children support to the library, Thali Government Primary School**

Ritu a student of Thali government primary school takes equal interest in the studies and co-curricular activities. She with other students supports all the library activities and helps in maintaining the library neat and organized. She manages and helps the students who are given chance to select the well categorized books for reading. She has along with other students made several things to decorate the library like attractive charts, pictures, wall hangings, art and craft items. All these things have made the library very attractive and children love to sit here for a longer time. The library has sufficient number of books properly kept in open and close shelves. The library is also open for parents and other community members. Whenever Ritu's parents come here, they feel very proud and happy to see their daughter facilitating and helping in the library activities. They consider it very important to have a girl child educated as it will make a positive difference in her life and she would be better prepared for handling life's challenges.

## ANNEXURES- 2: Tools of the Study

### Tool- ONE

#### General Information of the Library

1. Total no. of books available in the library
  - a. Text books
  - b. Other books
2. Whether any record is maintained to find which books are generally read by children during school time and out of school time?
  - a. Yes
  - b. No
3. Whether any record, class-wise, is kept as to who are using the library books?
  - a. Yes
  - b. No
4. Whether any issue register is maintained to keep record of the books issued after school time?
  - a. Yes
  - b. No
5. Number of periods devoted for library use in the school time table
  - a. 5
  - b. 10
  - c. 15 or more
6. Whether any 'Minutes book' is maintained for the meetings held monthly/quarterly in connection with the library?
  - a. Yes
  - b. No
7. Regularity of the meetings with the community members by RtR facilitator or Area Coordinator

- a. Weekly
- b. Monthly
- c. Quarterly
- d. Six monthly or more

**Signature of Field Investigator**

**Time:**

**Date:**

**Tool- TWO**  
**FGD with Children**  
**(10 students -5 girls and 5 boys- from Class V only)**

**Note to the field worker:**

For each answer, go deep by continuing to ask why, why, why... till you think you've reached the real cause; don't leave answers superficial, take time to ask more till you feel you have heard something new that you did not already know. Be vigilant for participants' non verbal communication & body language that could convey important messages or show that we're perhaps being too direct or that we need to readjust our style and approach during the FGD. Always keep in mind that we are discussing very intimate and sensitive issues. Be very peculiar about the vocabulary you use. Such reactions from participants may be noted in details. Please probe with suggestions in afterthought, if the participants don't talk about one of the aspects we need to learn more about; as often as possible; please always remember to probe with social-cultural, religious aspects.

Question related to RR will be discussed with children like what are the things you generally discuss about the library? The question would vary as per the location and situation. Other question would be like?

1. Do the books that you read form the basis for any discussion in the group? Which types of books are generally read by you?
2. Do you see any benefit in your performance due to the RR?

3. Whether are you allowed to get the books issued after school time?
4. How you support the functioning of the library?
5. Do you find sufficient time and encouragement at home for reading?
6. Whether library is open to parents and other community members?
7. Do you think that RTR initiative has inculcated reading habits amongst you?
8. Do you think that setting up of library has motivated teachers to read extra material and share the same with you in the class?
9. What did you like in the books?
10. Do you ask questions to your teacher/library teacher in case of any difficulty?
11. Whether the books in the library are categorised age-wise?
12. What are the different activities conducted by the school/teachers for promoting the use of library?

Signature of Investigator

Date

Time

## **Tool- THREE**

### **Library Observation Schedule**

1. Place where the library was held?
  - e. Classroom
  - f. Separate room in the school
  - g. Any other place
2. Whether some new and additional books were provided each year?
  - h. Yes
  - i. No
3. Whether library books also include textbooks?
  - a. Yes
  - b. No
4. What are the major age groups covered by the library?
  - a. 6 to 8 years
  - b. 8 to 11 years
  - c. 11 to 14 years
5. How is the condition of books in the library?
  - a. Good
  - b. Average
  - c. Poor
6. Whether there is a special room for the library?
  - a. Yes
  - b. No
7. How the books are kept in the library?
  - a. In iron almirahs with lock
  - b. In wooden almirahs with locks
  - c. Open shelves in a library room
  - d. Any other ( Please write) \_\_\_\_\_
8. Are the books categorised and displayed age-wise?
  - a. Yes

- b. No
- 9. While children are reading the books, the teacher
  - a. Kept sitting in the chair
  - b. Kept standing
  - c. Moved about in the classroom/library
- 10. Whether the teacher was helping in distribution of books among children?
  - a. Yes
  - b. No
- 11. Were children given a chance to select the books of their own choice?
  - a. Frequently
  - b. Sometimes
  - c. Rarely
  - d. Never
- 12. Did the teacher/library teacher pay equal attention to boys and girls?
  - a. Yes
  - b. No
- 13. Teacher scolded and punished children when they made mistakes while reading.
  - a. Frequently
  - b. Sometimes
  - c. Rarely
  - d. Never

**Signature of Field Investigator**  
**Date**  
**Time**



## **Tool- FOUR**

### **Questionnaire for RtR facilitator/ Teacher in-charge of Library**

8. Do you think there is adequate number of copies as per the needs of the teachers and children?
- a. Yes
  - b. No
9. Whether any record is maintained to find which books are generally read by children during school time and out of school time?
- a. Yes
  - b. No
10. Whether any record, class-wise, is kept as to who are using the library books?
- a. Yes
  - b. No
11. Which age group is making the maximum use of library?
- a. 5-8
  - b. 8-10
  - c. 10-15 or above
12. Whether children are allowed to get the books issued after school time?
- a. Yes
  - b. No
13. Who keeps the record register about issue of books?
- a. Senior student on duty
  - b. Concerned class teacher
  - c. Librarian appointed by school
  - d. Volunteer from the community
  - e. Any other ( Please mention)\_\_\_\_\_

14. How the library is being managed after withdrawal of support by RTR?

- a. By giving duties to school children
- b. By teachers turn by turn
- c. By librarian specially appointed by school
- d. By local volunteer appointed by the community
- e. Any other ( Please mention)\_\_\_\_\_

15. Whether library is open to parents and other community members also?

- a. Yes
- b. No

16. To what extent community people including parents of children consult the library?

- a. To a great extent
- b. To some extent
- c. No difference

17. How community is helping in the maintenance of the library?

- a. By helping in the maintenance of the records
- b. By undertaking duty during library hours
- c. By guiding children about selection of books
- d. By providing support to the teachers
- e. By undertaking repair of the library books and library room
- f. Community does not provide any kind of support.

18. To what extent Head Teacher has taken interest in ensuring the proper use of the library created by RtR?

- a. To a great extent
- b. To some extent

c. Not interested

19. Which of the following activities do you organise for the children of different classes?

- a. Recitation
- b. Developing poems-using rhyming words, theme, pictures and characters.
- c. Organizing debates
- d. Drama/skit
- e. Art and Craft
- f. Wall magazines/newspaper
- g. Taking out monthly/bi- monthly children's' magazine.

20. Do you think that three years period planned by RtR for setting up and phasing out the library is adequate?

- a. Yes
- b. No

21. To what extent are you satisfied by the support provided by the community in managing the libraries?

- a. Not satisfied
- b. Satisfied
- c. Quite satisfied

22. What kind of support you expect from the Higher authorities like Block officers or DEO in different phases? Please list the issues.

- a. Setting up of libraries:
- b. Managing the libraries:
- c. Phasing out:

23. Do you think that workshops conducted by RtR have adequately built up the capacities of the teachers to run the library?

- a. Yes
- b. No

24. On the basis of your experience, do you think that libraries can be managed efficiently without any professional support?

- a. Yes
- b. No

25. Were you involved in selection of books?

- a. Yes
- b. No

26. Do you rotate/change the books on display?

- a. Yes
- b. No

27. Who selects the books for students?

- a. Children themselves
- b. Teacher/library teacher
- c. Whatever comes in hand

**Signature and Name of the Field Investigator**

**Time:**

**Date:**

## **Tool- FIVE**

### **Questionnaire for the Head Teacher**

1. Do you think that you were adequately consulted and involved in the setting up process of the library?
  - a. Yes
  - b. No
2. What is your opinion about the selection of books by RTR?
  - a. Good
  - b. Average
  - c. Not good
3. Did you receive any types of advice from RtR in effective handling of the libraries?
  - a. Yes
  - b. No
4. Who keeps the record register about issue of books?
  - a. Senior student on duty
  - b. Concerned class teacher
  - c. Librarian appointed by school
  - d. Volunteer from the community
  - e. Any other ( Please mention)\_\_\_\_\_
5. Whether during the implementation phase, RtR facilitator or teacher incharge of Library guided the students about the selection of books?
  - a. Yes
  - b. No
6. Do you take feedback from teachers about the use and effectiveness of library?
  - a. Yes
  - b. No
7. Is it difficult to manage the library after withdrawal of support by RTR?
  - a. Yes

- b. No
8. To what extent withdrawal of support by RTR has made a difference in the usage of library and its maintenance?
- a. To a great extent
  - b. To some extent
  - c. No Difference
9. Do you think that RTR initiative has inculcated reading habits amongst children?
- a. To a great extent
  - b. To some extent
  - c. Don't know
10. Do you think that setting up of library has motivated teachers to read extra material and share the same with children?
- a. To a great extent
  - b. To some extent
  - c. Not at all
11. Whether gradual handing over of library to school helped in building up the capacity of the teachers/students in managing the library?
- a. To a great extent
  - b. To some extent
  - c. No Difference
12. Do you think that three years period planned by RTR for setting up and phasing out the library is adequate?
- a. Yes
  - b. No
13. Do you get adequate support from the educational administration in this direction?
- a. Yes
  - b. No
14. Have you organised any awareness/orientation programme for the parents/community members to tell them about RtR and benefits of reading habits among children?

a. Yes

b. No

15. Have you also purchased books from the school budget to enrich the library?

a. Yes

b. No

16. How frequently do you visit the library?

a. Daily

b. Weekly

c. Monthly or more

17. Have you asked parents/community members to support the library by contributing books?

a. Yes

b. No

18. Did you receive any feedback from parents/Area Coordinator about the functioning of the Library?

a. Yes

b. No

19. If yes, how did the feedback help you in making library more effective with respect to following?

a. In identifying children with learning gaps.

b. In providing classroom instructions

c. In better use of reading material

d. In assessing the progress of children's reading abilities

**Signature and Name of the Field Investigator**

**Time:**

**Date:**

**Tool- SIX**  
**Interview points for Parents, PTA members and other community members**

1. Whether children are allowed to get the books issued after school time?
  - a. Yes
  - b. No
  
2. How the access of students to library books is managed?
  - a. Library room is kept open throughout the day
  - b. There is a specific library period
  - c. Any other strategy ( Please mention)\_\_\_\_\_
  - d. Not aware about it.
  
3. To What extent library is accessible to parents and other community members?
  - a. To a great extent
  - b. To some extent
  - c. Not at all
  
4. Whether community people including parents of children consult the library?
  - a. To a great extent
  - b. To some extent
  - c. Not at all
  
5. To what extent withdrawal of support by RTR has made a difference in the maintenance of library?
  - a. To a great extent
  - b. To some extent
  - c. Not at all



6. Do you think that RTR initiative has inculcated reading habits amongst children?
- To a great extent
  - To some extent
  - Not at all
7. Whether teachers suggest you that reading extra books would ultimately enhance children abilities?
- Yes
  - No
8. What is your opinion about the selection of books by RTR?
- Good
  - Average
  - Not good
9. What kind of support do you provide in managing the libraries?
- By helping in the maintenance of the records
  - By undertaking duty during library hours
  - By guiding children about selection of books
  - By providing support to the teachers
  - By undertaking repair of the library books and library room
  - Any other type of support ( Please mention)\_\_\_\_\_
  - Community does not provide any kind of support.
10. Have you ever participated in the capacity building programmes or monthly meetings organised by RtR?

a. Yes

b. No

11. Whether have you been approached by RtR for any kind of support in managing the libraries?

a. Yes

b. No

12. How is your rapport with the RtR facilitator in library matters?

a. Excellent

b. Average

c. Not good

**Signature of Field Investigator**

**Time:**

**Date:**

## **Tool- SEVEN**

### **Questionnaire for Area Coordinator**

1. To what extent were you involved in the selection and distribution of materials to libraries?
  - a. To a great extent
  - b. To some extent
  - c. Not at all
  
2. Did you ensure that the reading material reached the school libraries as per schedule?
  - a. Yes
  - b. No
  
3. How do you rate the quality of reading material provided to the children?
  - a. Excellent
  - b. Average
  - c. Below average
  
4. What is your opinion on the proforma or tool used for monitoring the library activities in the schools under your jurisdiction?
  - a. Very useful
  - b. Somewhat useful
  - c. Not useful
  - d. No Performa was used
  - e. Not aware
  
5. Did you provide any feedback to the facilitator based on the monitoring undertaken by you?

- a. Yes
  - b. No
6. Whether community people were involved in monitoring the library activities in schools and providing feedback to you?
- a. Yes
  - b. No
7. Do you think that three years period planned by RTR for setting up and phasing out the library is adequate?
- a. Yes
  - b. No
8. Do you get adequate support from the educational administration in this direction?
- a. Yes
  - b. No
9. What problems did you encounter in supporting the library programme?
- a. Selection of books
  - b. Cooperation from the community
  - c. Cooperation from the teachers/HM
  - d. Cooperation from the government officials

**Signature of Field Investigator**  
**Time:**

**Date:**

**Tool- EIGHT**  
**Children**  
**(2 students- only one boy and one girl from Class V students)**

1. Which types of books are generally read by you?
  - c. Story books
  - d. Text books
13. Whether are you allowed to get the books issued after school time?
  - a. Yes
  - b. No
14. Who keeps the record about issue of books?
  - a. Senior student on duty
  - b. Concerned class teacher
  - c. Librarian appointed by school
  - d. Volunteer from the community
  - e. Any other ( Please mention)\_\_\_\_\_
15. How the library is being managed after withdrawal of support by RTR?
  - a. By giving duties to school children
  - b. By teachers turn by turn
  - c. By librarian specially appointed by school
  - d. By local volunteer appointed by the community
  - e. Any other ( Please mention)\_\_\_\_\_
16. How many class periods per week have been provided in the school time table for consulting library?
  - a. 5
  - b. 10

- c. 15 or more

17. Whether library is open to parents and other community members?

- a. Yes
- b. No

18. Do you think that the Head Teacher has taken interest in ensuring the proper use of the library created by RTR?

- a. Yes
- b. No

19. Do you think that RTR initiative has inculcated reading habits amongst you?

- a. Yes
- b. No

20. Do you think that setting up of library has motivated teachers to read extra material and share the same with you in the class?

- a. Yes
- b. No

21. What did you like in the books?

- a. Pictorial Presentation
- b. Use of colour
- c. Big font size
- d. Easy language
- e. Any other (Plz specify) \_\_\_\_\_

22. While reading if you don't understand anything, do you ask questions to your teacher/library teacher?

a. Yes

b. No

23. Whether the books in the library are categorised age-wise?

a. Yes

b. No

24. Do you get books-

a. Individually

b. In small groups

c. Two children together

25. Does your teacher/RtR facilitator conducted storytelling activity from the books?

a. Yes

b. No

Signature of Investigator

Date

Time



**Tool- NINE  
CASE STUDY**

**Any one of the following:**

- One Girls/ Boy
- About RR- any aspect of RR
- Any Dedicated worker/ Teacher
- Any Government officials
- Key Challenge
- Community involvement

**Each case involves:**

1. Background Information
2. Description of the Presenting Problem/ situation
3. Association with RR
4. Impact or indifference with respect to RR
5. Other people's opinion related to the situation

## ANNEXURE 3 List of schools

States	Schools Name
UK	<ul style="list-style-type: none"> <li>• Primary School, Sural Gaon (Ramgarh) Reading Room</li> <li>• Community Library, GarhGaon (Ramgarh) Reading Room</li> <li>• Primary School, Talla Supi (Ramgarh) Reading Room</li> <li>• Government Primary School Lodh (Ramgarh) Reading Room</li> <li>• Primary School, Pande Gaon (Bheemtaal) Reading Room</li> <li>• Primary School Kamoli, Reading Room</li> <li>• Government Primary School (Karaundi) Reading Room</li> <li>• Government Primary School (Daulat Pur) Reading Room</li> <li>• Government Primary School (Padli Gujjar) Reading Room</li> <li>• Government Primary School (Khnanjar Pur) Reading Room</li> <li>• Government Primary School (Bahadur Pur Seni) Reading Room</li> <li>• Government Primary School (Laldhang) Reading Room</li> <li>• Government Primary School (Khelri) Reading Room</li> <li>• Government Primary School (Baungla 2) Reading Room</li> <li>• Government Primary School (Padartha) Reading Room</li> <li>• Government Primary School (Seetapur) Reading Room</li> <li>• RLEK Primary School, Mohand</li> </ul>
Delhi	<ul style="list-style-type: none"> <li>• Municipal Corporation Primary School, Karawal Nagar Reading Room</li> <li>• Municipal Corporation Primary School, Karawal Nagar Reading Room</li> <li>• Hope Foundation NGO, Nizammudin Reading Room</li> <li>• Municipal Corporation Primary School, Kucha Pati Ram Reading Room</li> <li>• Municipal Corporation Primary Girls School, Transit Camp, Govindpuri</li> <li>• Municipal Corporation Primary Boys School Lal Kuwan</li> <li>• Municipal Corporation Primary School, Tughlakabad Extension No-1</li> <li>• Municipal Corporation Primary School, Noor Nagar</li> </ul>

	<ul style="list-style-type: none"> <li>• Municipal Corporation Primary School, Jeevan Nagar</li> <li>• Municipal Corporation Primary School Okhla Girls Urdu</li> <li>• Municipal Corporation Primary School (Masihgarh)</li> <li>• Municipal Corporation Primary Girls School Madanpur khaddar Phase-I</li> <li>• Municipal Corporation Primary School Sewa Nagar N-Block ( Morning)</li> <li>• Municipal Corporation Primary School Lajpat Nagar Part-IV(Dayanand Colony)</li> </ul>
RJ	<ul style="list-style-type: none"> <li>• Rajkiya Shikshakarmi Government School (Jogiyan Dhani Kasir) Reading Room</li> <li>• Rajkiya Shikshakarmi Government School (Surajpura) Reading Room</li> <li>• Rajkiya Government Primary School (Dorai) Reading Room</li> <li>• Rajkiya Government Primary School (Ajgara) Reading Room</li> <li>• Rajkiya Primary Government Sanskrit School, Fathehgarh Reading Room</li> <li>• Government Primary School, Kankariyan Reading Room</li> <li>• Government Upper Primary School, Thali Reading Room</li> <li>• Rajkiya Government Upper Primary School (Ghati Karolan) Reading Room</li> <li>• National Public Private Secondary School, Purusharth Nagar Reading Room</li> <li>• Rajeev Gandhi Pathshala (Lasadiya Dhani) Reading Room</li> <li>• Rajeev Gandhi Pathshala (Dhani Bamuaan) Reading Room</li> <li>• Rajkiya Primary School (Revantpura) Reading Room</li> <li>• Rajeev Gandhi Pathshala (Dhuwaliya) Reading Room</li> <li>• Rajkiya Primary School (Unt Ka Kheda) Reading Room</li> <li>• Rajkiya Upper Primary School (Bhankrota) Reading Room</li> <li>• Rajkiya Middle School (Pahadiya) Reading Room</li> <li>• Rajkiya Primary School (Balapura) Reading Room</li> </ul>
MP	<ul style="list-style-type: none"> <li>• Government Boys Primary School (Benipura)</li> <li>• Government Primary School (Harijan Basti)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Government Primary School (Ochha)</b></li> <li>• <b>Government Primary School (Khetarpal)</b></li> <li>• <b>Government Primary School (Ranipura)</b></li> <li>• <b>Government Girls Primary School (Dhengda)</b></li> <li>• <b>Government Primary School (Lehroni)</b></li> <li>• <b>Government Girls Primary School (Premsar)</b></li> <li>• <b>Government Primary School (Dhoti)</b></li> <li>• <b>Government Primary School (Gandhinagar)</b></li> </ul>
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