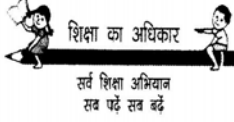


डा० कुसुम पन्त
अपर राज्य परियोजना
निदेशक



उत्तराखण्ड सभी के लिए शिक्षा परिषद,
राज्य परियोजना कार्यालय,
ननूरखेडा तपोवन मार्ग,
रायपुर देहरादून।
Website: <http://ssa.uk.gov.in/>
Email - spd-ssa-uk@nic.in
☎/Fax No: (0135) 2781941, 2781942

राज्य परियोजना निदेशक,
उत्तराखण्ड सभी के लिए शिक्षा परिषद,
सर्व शिक्षा अभियान उत्तराखण्ड, देहरादून।

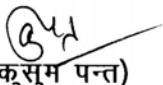
महोदया,

राज्य परियोजना कार्यालय में भाषा प्रकोष्ठ स्थापित कर लेखन एवं वाचन कौशल संवर्धन हेतु कार्यक्रम के निर्धारण एवं क्रियान्वयन के सम्बन्ध में समन्वयक पैडागॉजी से प्राप्त सूचना अनुसार अवगत कराना है कि, समान दक्षताओं सहित गुणवत्ता शिक्षा की सुनिश्चिता के आलोक में भारत सरकार के Project Approval Board द्वारा वर्ष 2013-14 की वार्षिक कार्ययोजना एवं बजट के अनुमोदन के साथ राज्य में मूल भाषायी दक्षताओं को सुदृढ़ करने हेतु राज्य परियोजना कार्यालय सहित सभी डायट्स में लेखन एवं वाचन प्रकोष्ठ स्थापित करने का सुझाव दिया गया है। जिला एवं राज्य स्तरीय शोध अध्ययनों तथा अनुश्रवण आख्याओं से भी यह जानकारी प्राप्त हुई है कि कक्षा एक व दो के बच्चों में लिखने एवं पढ़ने की दक्षताओं में असमानतायें विद्यमान हैं।

राज्य परियोजना कार्यालय, सर्व शिक्षा अभियान स्तर पर एक चार सदस्यीय कोर ग्रुप का गठन करते हुये NCERT द्वारा दिनांक 22 जुलाई, 2013 को क्षेत्रीय शिक्षा संस्थान अजमेर, राजस्थान में आहूत एक दिवसीय कार्यशाला में राज्य परियोजना कार्यालय से श्री अशोक कुमार गुसाई, विशेषज्ञ, पैडागॉजी द्वारा प्रतिभाग किया गया। उक्त विषयक राज्य परियोजना कार्यालय स्तर से अद्यतन की गई कार्यवाही की सूचना महोदया की सेवा में प्रेषित की जा रही है।

संलग्नक:- यथोपरि।

भवदीया


(डॉ. कुसुम पन्त)
अपर राज्य परियोजना निदेशक
उत्तराखण्ड, देहरादून।

सेवा में,

निदेशक,
अकादमिक शोध एवं प्रशिक्षण
उत्तराखण्ड, देहरादून।

पत्रांक:- रा0प0नि0/ 1321 / पैडा-II / 2013-14 दिनांक: 21 सितम्बर, 2013

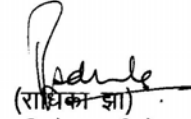
विषय: कक्षा I एवं II में पठन एवं लेखन दक्षताओं के संवर्धन हेतु भाषा प्रकोष्ठ (Reading Cell) की
स्थापना तथा DIET स्तर से प्रायोगिक आधार पर परीक्षण करवाये जाने के संदर्भ में।

महोदय,

अपर सचिव (SE), भारत सरकार, मानव संसाधन विकास मंत्रालय, स्कूल शिक्षा और साक्षरता विभाग के संलग्न पत्रांक: D/O.No.F.16-5/2013-EE-17 Dated 16 July, 2013 के अनुसार राज्य के समस्त राजकीय एवं सहायता प्राप्त विद्यालयों की कक्षा I एवं II में लेखन एवं पठन दक्षताओं के संवर्धन हेतु शिक्षण गतिविधि (Early Grades Reading and Writing Programme) करवाने के उद्देश्य से राज्य परियोजना कार्यालय, सर्व शिक्षा अभियान देहरादून में भाषा प्रकोष्ठ (Reading & Writing Cell) की स्थापना की गई है। चूंकि प्रारम्भिक भाषायी दक्षताओं की अपेक्षित स्तर में कमी को एक प्रमुख हस्तक्षेप का क्षेत्र मानते हुये इस हेतु शिक्षण कार्य इस प्रकार नियोजित किया जाना उचित होगा कि शिक्षक नवीनतम भाषा शिक्षण विधियों का, समस्त उपलब्ध सहायक सामग्री का अधिकतम उपयोग करते हुए बच्चों में पठन एवं लेखन दक्षताओं का समुचित शब्द ज्ञान के साथ-साथ भाषा शिक्षण करवायें, जिससे उच्चतर कक्षाओं के अन्य विषयों, जैसे-गणित, विज्ञान तथा सामाजिक विषयों में भी उसका सकारात्मक प्रभाव परिलक्षित हो सके।

उक्त के आलोक में दिनांक: 12 अगस्त, 2013 को राज्य परियोजना कार्यालय, सर्व शिक्षा अभियान, देहरादून में एक दिवसीय कार्यशाला का आयोजन किया गया, जिसमें भाषायी कौशल विकास तथा शिक्षक द्वारा उसको दी जा रही प्रशिक्षण सामग्री का समुचित उपयोग किस प्रकार हो, पर विचार विमर्श हुआ। संलग्न कार्यवृत्त आपकी सेवा में इस आशय से प्रेषित किया जा रहा है कि कृपया वर्णित संस्तुतियों के आलोक में आप समस्त डायट प्राचार्यों को वाचन एवं लेखन प्रकोष्ठ (Reading & Writing Cell) स्थापित करने तथा प्रायोगिक आधार पर Reading Writing दक्षताओं को कक्षा I व II में अपेक्षित स्तर तक विकसित करने हेतु विशिष्ट कार्ययोजना तैयार करते हुए भाषा शिक्षण सम्पादित करवाने हेतु निर्देशित करने का कष्ट करें।

संलग्नक:- यथोपरि।

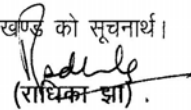

(राधिका झा)

राज्य परियोजना निदेशक
उत्तराखण्ड, देहरादून

पृ0सं0 :- रा0प0नि0/ 1321 / पैडा-II / 2013-14, तददिनांक।

प्रतिलिपि:-

1. अपर सचिव (SE), भारत सरकार, मानव संसाधन विकास मंत्रालय, स्कूल शिक्षा एवं साक्षरता विभाग, शास्त्री भवन, नई दिल्ली-110115।
2. प्रो० मंजुला माथुर, प्रो० एवं समन्वयक, Early literacy Programme, GP Pant Block, DEE, NCERT, Sri Aurobindo Marg, New Delhi-110016।
3. निदेशक (प्रारम्भिक शिक्षा) उत्तराखण्ड।
4. प्राचार्य, समस्त डायट, उत्तराखण्ड को आवश्यक कार्यवाही हेतु।
5. जिला परियोजना अधिकारी, सर्व शिक्षा अभियान, समस्त जनपद, उत्तराखण्ड को सूचनार्थ।


(राधिका झा)

राज्य परियोजना निदेशक
उत्तराखण्ड, देहरादून



330
247



सूचना का
अधिकार

1501

29/7/13

Vrinda Sarup
Additional Secretary (SE)
Tel. No. 23383226
Email: vsarup@nic.in

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

D.O. No. F. 16-5/2013-EE-17

कार्यालय-सचिव वि.शिक्षा, सं.शिक्षा एवं वि.शिक्षा विभाग
सं. 7250 दिनांक 23/7/13

Dated: 16th July, 2013

Dear *Manisha,*

Important
SPC. SSA
A.S (Basic)
Director
(R&T)

As you are aware that during PAB meetings for 2013-14, it was agreed that your State/UT would implement an Early Grade Reading, Writing and Comprehension as well as an early Maths programme, as foundational learning is necessary for quality education. In the light of this, NCERT, has evolved a comprehensive package for an early reading/ comprehension programme and will be holding workshops with States/UTs at their respective RIE's, to build capacity for the same and assist States/UTs and RIE faculty to rollout plans for this intervention and factor in technical support required. For this purpose, NCERT has sent you a letter no. 42- 4/ DEE/ EL/2013-14 dated June 27th, 2013 inviting your nominations for the workshop.

- This workshop will enable your officials/ technical experts to understand the NCERT package, principles of the reading programme, view best practices from other States while also to get an understanding of your rollout plans and time lines for the early grade reading, writing and comprehension programme and the methodology & design of your assessment studies on learning outcomes of students.
- I would like you to ensure that the State Pedagogy Coordinator, SSA or the official who will lead this program in your State, along with select nominees from SCERTs & DIETs participate in this workshop. Kindly coordinate with Director SCERT to ascertain their participation.

h

21/7

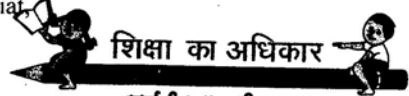
(निजीय) संयुक्त
सचिव
दिल्लीय शिक्षा
कार्यालय सं.शिक्षा

With warm regards,

Yours sincerely,
cc
(Vrinda Sarup)

St Pedagogy I/II
21/7
26.07.13

To
Smt. Manisha Panwar, IAS
Secretary
School Education & Sanskrit Education
Room No-12, Ground Floor,
SBI Building, 4-Subhash Road
Uttarakhand Secretariat,
Dehradun-248001
UTTARAKHAND



शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़े सब बढ़े

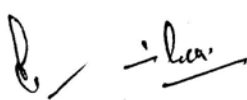
कार्यवृत्त (minutes)

दिनांक 12 अगस्त 2013 को राज्य स्तर पर कक्षा 01 एवं 02 में लेखन एवं वाचन कौशल विकास हेतु योजना निर्माण (Early Grade Reading and Writing Skill Development) विषय पर कार्यशाला में प्रतिभागियों द्वारा निम्नलिखित विवरणानुसार प्रतिभाग किया गया।

क्र०सं०	नाम एवं पद	कार्यरत संस्थान
01.	श्री कुलदीप गैरोला, विभागाध्यक्ष	राज्य शैक्षिक प्रबन्धन एवं प्रशिक्षण संस्थान उत्तराखण्ड।
02.	श्री दिनेश रतूडी, सहायक निदेशक	राज्य शैक्षिक प्रबन्धन एवं प्रशिक्षण संस्थान उत्तराखण्ड।
03.	श्रीमती सरोजिनी नौटियाल, वरिष्ठ प्रवक्ता	जिला शिक्षा एवं प्रशिक्षण संस्थान हरिद्वार।
04.	श्रीमती साघना डिमरी, प्रवक्ता	राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद उत्तराखण्ड।
05.	श्री मदन मोहन पाण्डय, प्रवक्ता	राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद उत्तराखण्ड।
06.	श्री आर० बी० सिंह, प्रवक्ता	जिला शिक्षा एवं प्रशिक्षण संस्थान देहरादून।
07.	श्री भुवन चन्द कुनियाल, प्रवक्ता	राजीव गांधी नवोदय, विद्यालय देहरादून।
08.	श्री यशवर्धन उनियाल, कार्यक्रम समन्वयक	रूम टु रीड इंडिया, देहरादून।
09.	सुश्री शिवानी पंत समन्वयक	प्रथम एजूकेशन, देहरादून।
10.	श्री एम० एस० विष्ट विशेषज्ञ	राज्य परियोजना कार्यालय, एस०एस०ए० उत्तराखण्ड।
11.	श्री अशोक कुमार गुसाई, विशेषज्ञ	राज्य परियोजना कार्यालय, एस०एस०ए० उत्तराखण्ड।
12.	श्री अरुण सिंह बिष्ट, समन्वयक	राज्य परियोजना कार्यालय, एस०एस०ए० उत्तराखण्ड।

सीमेट सभागार में आयोजित कार्यशाला में समस्त उपस्थित प्रतिभागियों के परिचय आदान-प्रदान के पश्चात अशोक कुमार गुसाई विशेषज्ञ द्वारा कार्यशाला के उद्देश्य तथा योजना निर्माण के विषय में चर्चा की। दिनांक: 22/07/2013 को उक्त विषय पर क्षेत्रीय शिक्षा संस्थान अजमेर राजस्थान में MHRD एवं NCERT द्वारा आयोजित कार्यशाला में प्राप्त दिशानिर्देशों तथा अनुभवों की जानकारी दी गई।

कक्षा 01 एवं 02 में हिन्दी भाषा में वांछित अधिगम स्तर न प्राप्त किये जाने विषय पर विभिन्न श्रोतों से प्राप्त आंकड़ों के आधार पर सर्वानुमति से स्वीकार किया कि अद्यतन कक्षा 01 व 02 में 50% से अधिक बच्चे हिन्दी भाषा को समझते हुये नहीं पढ़ एवं लिख पा रहे हैं।







इस प्रकार निर्धारित स्तर से कम संप्राप्ति के कारण बच्चे अग्रेतर कक्षाओं में भाषा के मूल कौशलों में पिछड़ रहे हैं। कार्यशाला में SCERT के विषय विशेषज्ञों द्वारा यह भी जानकारी दी गई कि यदि भाषा कौशल तथा शब्दकोष में बच्चे कमजोर होंगे तो उसका नकारात्मक प्रभाव उच्चतर कक्षाओं के अन्य विषयों जैसे गणित, विज्ञान तथा मानविकी विषयों पर भी दृष्टिगोचर होता है।

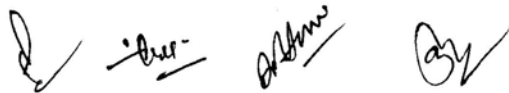
विभागाध्यक्ष शोध एवं मूल्यांकन, सीमेट द्वारा विभिन्न स्रोतों से करवाये गये Learning level Achievements से प्राप्त परिणामों के आधार पर जानकारी दी कि वास्तव में कक्षा 01 से 05 तक के अध्ययनरत बच्चों को भाषायी कौशल अर्जित करने हेतु शिक्षक प्रशिक्षण की अनिवार्यता तथा आधुनिक नवीनतम विधियों को अपनाया जाना अनिवार्य हो गया है।

रूम टु रीड इंडिया के यशवर्धन उनियाल द्वारा उनकी संस्था द्वारा हरिद्वार जिले के तीन विकासखण्डों में संचालित Reading Writing Instruction Programme (RWIP) की नवीन तकनीकों तथा संस्था द्वारा तैयार मूल्यांकन प्रपत्रों पर जानकारी दी गई। प्राथमिक विद्यालयों में संचालित उक्त कार्यक्रमों के प्रशिक्षण माड्यूल तथा 05 दिवसीय शिक्षक प्रशिक्षण पर जानकारी दी गई।

SCERT तथा DIET के विषय विशेषज्ञों द्वारा अवगत करवाया गया कि NCERT के दिशानिर्देशों के आलोक में तैयार की गई शिक्षक मार्ग (Teacher handbook) संदर्शिकाओं का उपयोग शिक्षकों को भाषा प्रशिक्षण दिये जाने में किया जा सकता है। कार्यशाला में कक्षा 01 एवं 02 में भाषायी मूल दक्षताओं में Reading (वाचन) से प्रारम्भ करते हुये अन्य कौशलों जैसे लेखन, श्रवण तथा संप्रेषण आदि जो वाचन में निहित होता है के लिये बृहद से सूक्ष्म की ओर वाली पद्धति अपनाये जाने का समर्थन किया गया है। भाषा सीखने-सिखाने में वर्णमाला का स्थान वाक्य (कहानी एवं कविता) के बाद रखे जाने का समर्थन सदस्यों द्वारा दिया गया है।

चूंकि भाषाई मूल कौशलों के संवर्धन हेतु MHRD भारत सरकार द्वारा NCERT के माध्यम से प्राप्त करवायी गयी मार्गदर्शिका के अनुपालन में राज्य परियोजना कार्यालय स्तर पर एक पठन एवं लेखन प्रकोष्ठ (Reading Cell) की स्थापना की गई है। इसी क्रम में कार्ययोजना का निर्माण निम्न प्रकार सर्वानुमति से तैयार किया जाना प्रस्तावित है।

1. राज्य स्तर पर SPO में SCERT तथा DIET की सहायता से स्थापित Reading cell के अनुसार जनपद मुख्यालयों (DPO) के सहयोग से DIET में भाषा प्रकोष्ठ की स्थापना यदि अद्यतन नहीं की जा सकी है, तो तत्काल प्रकोष्ठ की स्थापना किया जाना उचित होगा।
2. कार्ययोजना में शिक्षक प्रशिक्षण न्यूनतम 05 दिन का हो जिसकी पुनरावृत्ति प्रतिवर्ष सेवारत शिक्षक प्रशिक्षण में की जाय। प्रशिक्षण साहित्य के रूप में शिक्षक मार्गदर्शिका (प्राथमिक स्तर) का भी उपयोग किया जा सकता है। RtoR इंडिया तथा प्रथम इजुकेशन व अन्य

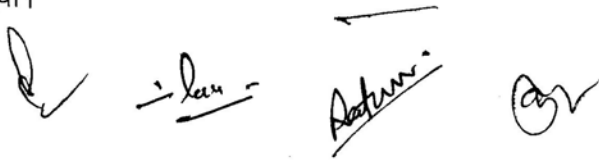


द्वारा भाषा के लिये तैयार Module तथा Schedules का समावेश आवश्यकतानुसार किया जा सकता है।

3. NCERT द्वारा वर्ष 2007-08 में उत्तर प्रदेश के मथुरा जिले में लगभग 500 विद्यालयों पर NCERT के Module से भाषायी कौशल पर कार्य करते हुये अधिक उत्तम परिणाम पाये जाने की बात कही गयी है। आवश्यकता पड़ने पर राज्य स्तर की एक टीम उत्तर प्रदेश के मथुरा जिले का भ्रमण भी कर सकेगी।
4. वर्ष 2013-14 में SCERT तथा दो डायट हरिद्वार एवं देहरादून के प्रतिभागियों द्वारा सुझाव दिया गया कि शुरुआत करने हेतु (Pilot Base Project) के लिये SCERT के 10 विद्यालयों तथा DIET देहरादून एवं हरिद्वार के समीपस्थ (Lab Area) के 10-10 विद्यालयों को सम्मिलित करते हुये कुल 30 विद्यालयों में नई अवधारणा एवं प्रविधि पर आधारित शिक्षण, शिक्षक मार्गदर्शिका तथा अन्य सामग्री, जैसे-गतिविधि पुस्तिका, पुस्तकालय की पुस्तकें तथा 'बरखा' सीरीज की पुस्तकें आदि की सहायता से विद्यालयों के शिक्षकों द्वारा प्रायोगिक तौर पर की जा सकती है। इसके लिये DIET के एक-एक शिक्षक द्वारा प्रत्येक विद्यालय में Mentor के रूप में कार्य करेंगे।
5. कार्यक्रम का अनुश्रवण (भाषा शिक्षण एवं सत्रीय आकलन) राज्य स्तर पर गठित टीम के निर्देशन में DIET के भाषा प्रकोष्ठ द्वारा किया जायेगा। भाषा अधिगम/शिक्षण का विश्लेषण करते हुये समय-समय पर बच्चों की अधिगम असमानताओं को दूर करने को शिक्षण गतिविधि में सम्मिलित किया जायेगा।
6. शैक्षिक सत्र 2013-14 में समय-समय पर कार्यशाला आयोजित कर कक्षा-1 एवं 2 में भाषायी कौशल में अपेक्षित परिणाम हेतु विचार मंथन किया जायेगा। उक्त कार्यशालाओं में SCERT को सहयोग दिये जाने हेतु NCERT के विषय-विशेषज्ञ तथा तकनीकी सलाहकार समूह (Ed. CII) के पैडागॉजी विभाग से विशेषज्ञ/सलाहकार को बुलाया जाना उचित होगा इस पर सभी प्रतिभागियों द्वारा सहमति व्यक्त किया गया।

अंत में सर्वानुमति से तय हुआ कि SCERT तथा दोनों DIET (हरिद्वार एवं देहरादून) के कुल 30 Lab Area के विद्यालयों के प्रयोग से प्राप्त परिणामों का विश्लेषण कर यदि 3 माह के अन्तराल में 20% की वृद्धि भाषा अधिगम संप्राप्ति में परिलक्षित होती है तो डायट द्वारा तैयार इस प्रदर्श को समस्त विद्यालयों में प्रयुक्त किये जाने का प्रस्ताव भारत सरकार के सम्मुख आगामी कार्ययोजना एवं बजट 2014-15 हेतु तैयार किया जा सकेगा।

कार्यशाला का समापन धन्यवाद प्रस्ताव तथा शीघ्र ही वृहद समझ व सकारात्मक दृष्टिकोण के साथ आगामी कार्यशाला में विचार विमर्श हेतु पुनः मिलने की अपेक्षा के साथ किया गया।



Early Literacy Programme
Department of Elementary Education
NCERT

Concept note on Early Literacy

As children enter the early years of formal schooling, they need to be given a classroom which offers a variety of opportunities to read, talk & write for real/authentic purposes. By the end of grade I and beginning of grade II, every child should have received adequate guidance in the direction of an interesting world of print. Reading & writing should be viewed as developmental processes that continue to refine as children engage with print and purposeful opportunities of reading & writing. Children can shape themselves out as proficient readers only if they find themselves immersed in a print friendly environment, and opportunities to engage in meaningful reading and writing processes. Reading will help them master various subject areas as well.

In the school curriculum reading is confined to textbooks alone. An overwhelming majority of teachers believe that completing the prescribed course material is their main and only professional concern. This perception of teaching/ learning is ubiquitously shared by parents and guardians at large. Most of our primary schools do not encourage reading for different purposes. Reading is limited to textbooks and preparation for examinations. Reading to explore and process information, developing a personal interest in reading and reading for pleasure often get neglected and the child fails to become a competent reader. There is no school programme whereby books will transform themselves into objects of pursuit after knowledge, enjoyment and aesthetic fulfillment leading to an enduring interest in reading as a lifelong activity.

Children belonging to different groups have different factors that affect their engagement with print, before and in the school system. Often, the curriculum and language that children engage with at school are of the kind they cannot identify themselves with. An overview of the last few decades shows various programmes floating the education system focusing on improving conditions of primary schools in the country.

But we still find a large number of children who are not able to acquire meaningful processes of reading and writing. The numbers may show children having the skills to read. The numbers behind tests and surveys are as much a question mark as the surveys themselves. Most often than not, these surveys most often look at the decodable skills like recognition of alphabets, pronunciation, writing of two letter words, ability to chant the varn mala at a go etc. ignoring the qualitative aspects that go into becoming independent readers and writers. Reading with understanding is a completely ignored area in these surveys that are output oriented.

Researches in the area of reading and writing over the past 60 years have clearly stated that reading is a constructive process. Learning to read and write is not just a matter of distinguishing letter shapes and being able to draw or copy those shapes. An understanding of how children develop as literacy learners is needed in order to provide appropriate support to enhance this development. Literacy development begins long before children start formal instruction. Children always use language for many purposes & have encounters with print much before they come to school. It is important to understand that children learn through active engagement with

print and construct their understanding of how written language works. Children see people using print in meaningful contexts and therefore have a sense that print holds meaning. Their impression of use of language needs to be strengthened in school by giving them meaningful opportunities & contexts rather than mechanical drills.

Though reading has always been recognized as a key component of a sound educational programme, no viable plan is in place in the school system to ensure children's acquisition of, and mastery over reading skills. Reading is integral to academic studies, professional success and personal development, and has been recognized in pedagogic literature as a distinct developmental area in the formative years of schooling. It is a matter of serious concern for educationists as to why reading has remained passive and perfunctory in the school curriculum. So far, reading for pleasure has remained more a theoretical concept than an actual educational goal. It is imperative to help children grow up as proficient readers, and with that in view a self-reading programme in early years of schooling needs to be put in place.

The National Curriculum Framework 2005 states – *While reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorizing tasks, so much so that the pleasure of reading for its own sake is missed out. Opportunities for individualized reading need to be built at all stages in order to promote a culture of reading, and teachers must set the example of being members of such a culture. This requires major means of encouraging reading. The development and supply of a range of supplementary reading material relevant to all school subjects and across the grades require urgent attention. A great deal of such material, though of varying quality, is available in the market, and could be utilized in a methodical manner to expand the scope of classroom teaching of a subject. Teacher training programmes need to familiarize teachers with such material, and to give them yardsticks by which to select and use it effectively.*

In this direction, the NCERT has set up a Reading Development Cell (RDC) in September 2007, under Sarva Shiksha Abhiyan (SSA) with the approval and support of the Ministry of Human Resource and Development (MHRD). The creation of the Cell/ Early Literacy Programme marked the beginning of a significant attempt to focus the attention of policy makers and curriculum designers all over the country on the pedagogy of reading in the early years.

The early literacy programme has attempted to break the narrow notion doing reading only from textbooks by offering a programme that emphasizes on using children's literature in the classroom to provide children with an environment conducive to reading. The programme focuses on understanding the processes of reading and writing in primary school years moving away from the mechanical engagement with literacy. Reading and writing are understood as developmental processes and an early literacy classroom is an unhurried, relaxed space for teachers and students to enjoy the processes of reading and writing. Children in an early literacy classroom have easy access to children's literature with the freedom to browse through them with pleasure. The books are free from the burdens of textbook learning & provide opportunities for children to share the pleasure of reading with their teacher and the peer group. Children's literature provides opportunities and freedom to engage with books and develop familiarity with them. It not only supplements and complements the textbook but also creates a meaningful and relevant print-rich environment in the class.

Focus Areas of the Early Literacy Programme:

- Early literacy to be addressed as an area of special focus with an understanding of its pedagogical & theoretical implications..
- Children graduating out of primary schools to become motivated readers & writers with sustainable & lasting reading skills.
- To associate reading with the experience of joy & pleasure.
- Initiating dialogue & attention on the pedagogy of reading & writing in early years.
- Creating awareness about needs of children of classes I and II with reference to early literacy.
- Creating a cadre of teachers well acquainted with pedagogy of reading & writing.

Activities of the Programme

Reading is a constellation of sub-skills. Children's literature provides an exciting context for developing these skills, namely, predicting with cues from graphophonics, semantics and syntax, using previous knowledge to comprehend, etc. Grades I & II are an important stage for developing the important skill of reading with comprehension and writing with a purpose. It is important to create opportunities for reading and writing for children and provide them with meaningful & relevant books for reading. Presence of books will enhance their creativity, imagination and other skills related to reading and writing. Accessibility to children's literature provides opportunities and freedom to engage with books and develop familiarity with them. It will not only supplement and complement the textbook but also create a meaningful and relevant print-rich environment in the class.

Select Children's Literature

The Programme has made a list of good children's literature published by various publishers and organizations. The selection was done on the basis of the criteria like richness and variety of illustration, coherent and uncomplicated storyline, natural and context-based language, predictability of phrases and words in the story, use of repetitive words, phrases, verses and episodes etc.

Graded Reading Series

The Programme has developed a graded reading series which can be read independently by children of early primary classes namely, Classes I and II.

Children's Magazine

The **children's magazine** 'Firkee bachchon ki' caters to the needs of children in classes I and II by providing them with relevant, interesting reading material in a simple format.. The magazine is bilingual in nature. i.e Hindi and English. Illustrations hold an important place as they would provide support in reading and understanding the text. It will make possible for children to predict and make guesses in the process of meaning making.

Reading material for teachers

The Early Literacy Programme has a vision to create a cadre of teachers well acquainted with the pedagogy of reading and writing. The material for teachers has been designed addressing their context specific needs and issues related to reading and writing.

Videos on aspects of reading and writing

The video programmes highlight and talk about various aspects of reading and writing e.g. reading and writing as a process, activities like story telling as important components of a literacy classroom. It has been found to be very helpful in the teacher training programmes in strengthening the concepts of reading.

Functional Libraries

Our experiences from the field suggest that children experience a dearth of children's literature and the idea of a meaningful functional library be understood and promoted.

National seminar on Early Literacy

The national seminar on Early Literacy was organized to deliberate specifically upon the existing scenario of pedagogy and curriculum of early literacy.

Mathura Project

In the year 2007, NCERT launched Early Literacy programme in approx. 600 schools spread in 5 blocks of Mathura District of Uttar Pradesh. It serves as a testing ground for all the follow up activities of the Programme. **Reading corners** have been set up in every classroom where children can read at their own pace in a relaxed manner. Orientations have been organized with teachers, cluster and block resource co-ordinators in the field on the processes of reading and writing. Monitoring is an on-going process & helps to map the qualitative progress of the program and understand the realities of the field. The feedback from the monitoring has been used to understand the challenges occurring in the implementation and plan further actions. Various activities like book fair, workshops with children, setting up cluster level libraries have been organized to create awareness & support teachers in the implementation of the programme.

Country-wide awareness

This is a step towards engaging the entire country in an informed dialogue on reading & writing in the early years. Its estimated impact is expected to be much more sustainable than the effort of the NCERT in undertaking a pilot project in Mathura.

There is an urgent need to engage the entire country in an informed dialogue on reading and writing, processes of reading and writing and to understand its nuances. It is important to have programs of enduring impact and reach across the country. There is a requirement to develop the understanding of the State team about early reading and writing and give them opportunities to delve into intricacies of processes of reading and writing. The early literacy programme has developed a multi-pronged strategy to facilitate dialogue in States/UTs, to mobilize their resources to start their own Early literacy Programme and create a cadre of teachers well acquainted with pedagogy of early literacy.



राष्ट्रीय शैक्षिक अनुसंधान
और प्रशिक्षण परिषद्



1479
25/07/13

NATIONAL COUNCIL OF EDUCATION
RESEARCH AND TRAINING

Department of Elementary Education
Early Literacy Programme
F.NO. 42- 4/ DEE/ EL/2013-14

1522
Email:
readingcell.ncert@gmail.com
Fax : 011-26863104
Tel: 011-26863735

8th July 2013

To
The SPD
Smt. Radhika Jha, IAS
State Project Director
Sarva Shiksha Abhiyan,
Raj Priyojana Kariyalaya,
Tapovan Marg, Siemat Bhawan, Nanoorkhera, Raipur, Dehradun – 248008
UTTARAKHAND

Sub: Planning meeting for Early Literacy Programme at RIE, Ajmer on 22nd July 2013.

Dear **Smt. Radhika Jha,**

This is in reference to our email dated 2nd July 2013 regarding implementation of the Early Literacy Programme in the State/UT with support from MHRD. A planning meeting is being organised to discuss state specific plans for the implementation of programme in classes I and II. The objective of this meeting is to understand the detailed planning of the state along with the timelines for the early grades reading, writing program which is a commitment for AWP&B 2013-14. This meeting will give us an opportunity to understand the programmes that will be implemented by the state/UT along with areas for support required.

A recommended list of persons for the Core Group could include the following

- Pedagogy co-ordinator/ incharge looking after early literacy in SSA
- One language faculty member from SCERT
- Two language faculty members from DIET

This core group could be mandated with the responsibility for planning, supporting implementation, monitoring and assessing the programme in the state/UT.

In this regard, a meeting is being organised at RIE, Ajmer to discuss and plan the process of implementation. The meeting is scheduled for 22nd July 2013 at 10:00 a.m at

Regional Institute of Education
Capt. D.P Chaoudhary Marg
25.07.13

Regional Institute of Education
Capt. D.P Chaoudhary Marg

श्री अरविन्द मार्ग, नई दिल्ली-110016
टेलीफैक्स : 011-26862459
तार : शिक्षाशोध फोन कार्यालय

SRI AUROBINDO MARG, NEW DELHI-
TELEFAX : 011-26863104
GRAMS : EDUSEARCH II PHONE : OFF:.....

Ajmer- 305004
Email id- rieajmer@yahoo.com

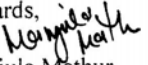
Kindly send the names of the team members and a confirmation for the meeting so that we can make the necessary arrangements for stay and also send a copy to principal RIE for the same. The TA, stay and food expenses will be borne by the state.

We would be sending the detail schedule of the meeting soon.

A Detail proforma for the information on Reading- writing programme/ programme focused on learning for classes I and II is enclosed along the mail. Send the required information in proforma along with the copy of material developed/used under the programme to NCERT on the following address latest by 12th July 2013.

Prof. Manjula Mathur
Co-ordinator Early Literacy Programme
Room no. 307, IIIrd floor
G.B.Pant Block
Department of Elementary Education,
NCERT
Sri Aurobindo Marg
New Delhi- 110016
Email id- readingcell.ncert@gmail.com, manjulamathur@hotmail.com
Phone no. 9868501378

We would also request participants to bring learning material, training modules, research studies etc. related to reading and writing or any other programme focused on learning specifically in classes I and II. This copy of the material will be used for exhibition and submission at RIE

Regards,

Manjula Mathur
Prof. & Co-ordinator
Early literacy Programme

Encl 1: Proforma

PROFORMA

STATUS OF EARLY LITERACY PROGRAMME IN STATES/UTS

Department of Elementary Education

Early Literacy Programme

NCERT

1. Name of the State/UT : **Uttarakhand**
2. Name of the Learning/ Reading Programme for class I and II : **01. Kunjapuri Active Group Learning Program (KAGL).
02. Writing Reading Instruction Program by Room to Read India.
03. Interactive Learning Program (My Activity Book).
04. News letter “Baal Dhamaal”
05. Picture Dictionary
06. Library Manual**
3. Mention the timeframe of the programme : **KAGL(grade 1 & 2 throughout the session), WRIP (One Period in a day i.e 40 minutes), ILM July onwards, Newsletter –Quarterly, Teacher Handbooks distributed.**
4. Present status :

S. No.	Activity	Status of the Activity	Remarks
1.	Discussion Meetings on the concept of Early Literacy- reading & writing	<ul style="list-style-type: none"> • Three day workshop conducted during 16 to 18;June 2013 at SPO . 	
2.	Selection of District/Block for the Reading/ Learning Programme. Please mention the names	<ul style="list-style-type: none"> • All 95 blocks in all 13 Districts for distribution of ‘My Activity Books’. 	
3.	No. of Schools Selected	<ul style="list-style-type: none"> • 422 schools for KAGL and 695 RtoR libraries & 233 Reading Writing Instruction Program. 	
4.	<p><u>Teacher preparation:</u> Training Programmes- orientation of core group, teacher educators, teachers on processes of reading-writing etc.</p> <p>Material developed- teacher’s manual, concept note etc.</p>	<ul style="list-style-type: none"> • More than 43000 teachers were provided teacher manual along with ‘Sandarbh-4’; an In- Service Teacher Training Module. • In year 2012-13 05 days training of Language teachers and Mathematics teachers has been accomplished. • Concept Note on CCE was also developed and distributed to all the teachers during their training. 	

5.	<u>Development of Material :</u> For teachers For children- books or magazine specifically for classes I & II	<ul style="list-style-type: none"> • Training Module and teacher hand book. • Newsletter, Activity Books and Picture Dictionary for children. 	
6.	<u>Graded reading material:</u> Procurement of Barkha graded series developed by NCERT(no. of copies ordered per school) Translation of Barkha Development of any new series	<ul style="list-style-type: none"> • GLS “Barkha” one set of 40 in each school was distributed. 	
7.	<u>Selection of Children’s Literature for classes I,II(level1) & III,-V (level2)undertaken:</u> Procedure adopted (documentation) List of selected books in regional language Provision of children’s literature for school libraries	<ul style="list-style-type: none"> • A group of experts with the technical support of SCERT developed all of the material. • School Libraries installed in all PS and UPS. 	
8.	Video documentation of the programme	<ul style="list-style-type: none"> • DIET, DPO and BRCs devised proper documentation. 	
9.	Creation of Reading Corners in classes I & II and their physical structure	<ul style="list-style-type: none"> • Learning Corners have been installed in all PS and UPS. 	
10.	Assessment strategies employed	<ul style="list-style-type: none"> • Child Friendly Assessment in Place. 	

11.	Mechanism for monitoring	<ul style="list-style-type: none"> DIET, BRCs and CRCs. 	
12.	Learning outcomes defined (if any) for classes I & II	<ul style="list-style-type: none"> Learning Level Assessment by APF. SCERT has developed LLA format. 	
13.	Any research study or evaluation report of any focused programme on learning / reading-writing undertaken	<ul style="list-style-type: none"> Study on Achievement Level in grade 1 & 2 by GFK Mode in 2010.. LLA analysis by Price Water House Cooper in 2011-12. 	
14.	Any other activity		

5. Are you working in association with NGO/Institute (DIET, SCERT, UNICEF, etc.). If yes, please mention the name of the partner and nature of collaboration: Pratham Education, Azim Prem ji Foundation, Room to Read India etc.
6. Have you sought any support from Early Literacy Programme, NCERT: Expertise/academic support at State level workshops and meetings.
7. Please mention what kind of support you expect from NCERT: Marerial Development, CCE, Monitoring researches and training.
8. Please send the following details for further correspondence:

Designation	Name	Contact Nos.				E-mail Address
		Mobile. No.	Phone No.	Office No.	Fax No.	
SPD	Ms.Radhika Jha	8979491100	-nil-	01352781943	01352781942	spd-ssa-uk@nic.in
In-charge of Early Literacy Programme	Ashok Kumar Gusain	9410300721	-nil-	01352781931	01352781942	akgusain@rediffmail.com
Pedagogy	Arun S.Bisht	9761942608	-nil-	01352781931	01352781942	

coordination						arunbisht1966@gmail.com
Members of the Team (core group)	<ol style="list-style-type: none"> 1. Ashok Kumar Gusain,SSA 2. Arun Singh Bisht, SSA 3. R.B. Singh, DIET Dehradun. 4. Devendra Singh, SCERT 	<p>9410300721 9761942608 9410759080</p>	-nil-			

UKM & उक्त विषयक आर0आई0ई0 अजमेर, राजस्थान में दिनांक 22 जुलाई, 2013 को आयोजित एक दिवसीय कार्यशाला में राज्य परियोजना कार्यालय के प्रतिभागी श्री अशोक कुमार गुसाई, विशेषज्ञ पैडागॉजी के द्वारा राज्य में संचालित गतिविधियों की जानकारी दी गई तथा उक्त प्रपत्र पर भारत सरकार, मानव संसाधन विकास मंत्रालय के स्कूल शिक्षा एवं साक्षरता विभाग द्वारा चाही गई सूचनाओं की पूर्ति कर ई-मेल के द्वारा प्रेषित कर दिया गया है।