

Padhe Bharat Badhe Bharat

1. Background

In the school curriculum reading and writing continues to be confined to textbooks to a large extent, despite the giving effect of *National Curriculum Framework-2005* under RTE Act, 2009. An overwhelming majority of teachers believe that completing the prescribed course material is their main and only professional concern. Thus reading remained passive in school curriculum. Reading to construct or derive meaning as a means of language acquisition and of communication and of sharing of information and ideas often gets neglected and the child fails to become a competent reader. The Yashpal Committee in its report on Learning without Burden (1993) had highlighted the meaningful and joyless nature of school based learning in India and strongly raised the issue of non-comprehension in the classroom.

Reading is essentially a process of meaningful making i.e., comprehension.

Reading is an interaction between the text and the reader which is hoped by the context—the reader’s prior knowledge, experience, attitude and language of community which is culturally and socially situated. The reading process requires continuous practice, development and refinement. In addition, reading requires creativity and critical analysis.

Though reading has always been recognised as a key component of a sound educational programme, existing plans of many school system do not ensure children’s acquisition and proficiency over reading skills and to make them motivated readers and writers. The NCERT Mathura study and results of National Achievement Surveys on the reading, writing and comprehension (Class III) clearly suggest revisiting the existing language development– listening, speaking, reading and writing with comprehension. Thus a nationwide programme can be launched to

* Source: www.mhrd.gov.in

improve language development to create an enduring interest in reading and writing with comprehension as a lifelong activity. It is based on the premise that children need meaningful and socially relevant engagement with books, along with various opportunities to actively and purposefully engage with a variety of print based reading and writing activities.

Except for some urban and rural localities endowed with pre-primary classes, the primary schools are the first to introduce literacy to children and thus making the reading and writing relevant, interesting and meaningful to their lives, has been a challenge of our school system.

Classes I and II are important stages for developing the important skill of reading with comprehension and writing with a purpose. It is important to create enabling environment and opportunities for reading and writing. Children who fail to learn to read in the first two grades of schools are likely to fall being and have difficulty in learning other subjects as well. Poor readers cannot develop proper writing skills and are vulnerable to drop-out of the education system undermining the quality of life and productivity of human resources.

The *National Curriculum Framework-2005* has clearly pointed out “A majority of children have a sense of fear and failure regarding Mathematics. Hence, they give up early on, and drop-out of serious

mathematical learning.” Far too many abstractions are introduced at once with scant attention to well-known facts about development of mathematical thinking in children. Many a time, the tendency embedded in teaching is to accelerate children’s mathematical skills by teaching them mechanical rules at the expense of understanding and intelligent application. Therefore, there is a need to help the children learn mathematics in a way that develops liking and understanding of the mathematics during the early years of schooling, particularly in Classes I and II.

A nationwide sub-programme to the *Sarva Shiksha Abhiyan (SSA) ‘Padhe Bharat Badhe Bharat’* is planned a twin track approach: (i) to improve language development by creating an enduring interest in reading and writing with comprehension; and (ii) to create a natural and positive interest in mathematics related to the physical and social world.

The two track of *Padhe Bharat Badhe Bharat* are:

1. Early Reading and Writing with Comprehension
2. Early Mathematics.

2. Objectives

1. To enable children to become motivated, independent and engaged readers and writers with comprehension possessing sustainable and lasting reading and writing skills and achieve

learning level appropriate to the class of study.

2. To make the children understand the reasoning in the domains of number, measurement and shapes; and enable them to become independent in problem-solving by way of numeracy and spatial understanding skills.
3. To associate reading and writing with the experience of joy and real life situation.
4. To recognise social perspective of home-school transition and the role of children's literature in the process of building independent and engaged readers and writers.

By

1. Initiating a dialogue with Teachers, Head Teachers, Parents, Educational Administrators and Policy makers and attention on the pedagogy of reading and writing; and early mathematics.
2. Creating sensitisation about the needs of children of Classes I and II with reference to meaningful processes of reading and writing and early mathematics.
3. Creating a cadre of resource groups and teachers well acquainted with pedagogy of reading and writing; and early mathematics.
4. Creating classroom and school environment conducive and vibrant to early reading and writing experiences; and early mathematics.

3. Components of (i) Early Reading and Writing with Comprehension, and (ii) Early Mathematics Programme

Three factors a) the text; b) the reader, and c) the context i.e., both the setting where the reading, writing and oral language actively happens and also the manner in which these are transacted are critical to make any reading/ writing/ speaking a meaningful or meaningless experience. Similarly the context of problem-solving exposed by the reader provides better appreciation of numbers and spatial understanding. Considering these factors the programmes are composed of the following components towards implementation.

3. (a) System-level Components

1. Design, Curriculum and material development of (i) Early Reading and Writing with comprehension, and (ii) Early Mathematics by Academic Authority (NCERT and SCERT) as per Section 29 of RTE Act.
2. State Policy level clarity on medium of instruction.
3. Early Reading and Writing with comprehension and Early Mathematics component in Pre- and In-Service Teacher Training Programmes.
4. Capacity building of Teacher Educators– SCERT, DIETs and RPs.
5. Capacity building of Educational Administrators– Director (EE), DEOs, BEOs etc.

6. Capacity building of Head teachers on leadership in Early reading and writing with comprehension and early mathematics.
7. Capacity building of SMCs.
8. Development of simple, region specific, interesting and graded children literature in local languages and resources in mathematics.
9. Research and Evaluation in the area of Early Reading and Writing with comprehension and Early Mathematics at regular intervals and review of the programme on a cycle approach.

3. (b) School-Classroom Level Components

1. Learning environment:
 - 1.1 Teaching-learning time
 - 1.2 Teachers
 - 1.3 Students
 - 1.4 Teachers capacity building
 - 1.5 Teacher mentoring and support system
 - 1.6 Classroom condition
 - 1.6.1 Physical condition
 - 1.6.2 Print-rich environment

3. (c) Positive School Social Environment

1. Enabling Classroom transaction
2. Connecting classroom with community
3. Assessment as learning
4. Monitoring system

The School-Classroom components are explained below while the System level components are part of overall

implementation of *Sarva Shiksha Abhiyan*.

School-Classroom Components

1. Learning Environment

1.1. Teaching-learning hours

- 200 school working days.
- 800 instructional hours (in 200 days) in an academic year with a break up of 500 instructional hours for language and 300 hours for Early Mathematics.
- Out of 4 instructional hours/day, 2½ hours could be earmarked to reading, writing and language and 1½ hours for Early Mathematics.

1.2 Teachers

- Pupil-Teacher Ratio (PTR) 30:1
- Earmarking one teacher for Classes I and II
- Regularity of teacher attendance (95%)
- Teacher working hours per week (45 hours for teaching and preparation).

1.3 Students

- Enabling minimum 75% attendance by children
- Should get opportunity to develop self-confidence and a positive self-image through experiences of Acknowledgment.

1.4 Teachers capacity building (Professional development) on following domains:

1.4.1 Training of teachers on Early reading and writing with comprehension

- i. Progressive approach to language learning
 - Understanding of natural learning behaviour of children and their home learning environments through experiential methods.
 - To appreciate the strengths and differences between children and to make success achievable in the classroom.
- ii. Understanding of Early reading and writing and Pedagogy
 - Progressive Reading approach sensitive to the diversity of learners.
 - Understanding of the processes of reading, learning to read and comprehend and writing in early grades. Pedagogy to address comprehension, oral and written writing in early grades. Pedagogy to address comprehension, oral and written language connection, uses of literacy in everyday life, concepts about print and phonological awareness.
 - Understanding of developmental phases of reading and writing in early grades.
 - Using children experiences as resources in literacy learning.
 - Understanding that how the oral/ spoken language lays the foundation for Early reading and writing with comprehension development.
 - Understanding of children's reading and writing requirements within and outside the school.
- iii. Reading Corner
 - Children's literature: Procedure of selection of appropriate children's literature and usage in facilitating early reading and writing process.
 - Graded reading series: For self-reading of children to develop reading skills
 - Children's Magazines: reading for joy.
- iv. Home to school language transition

Provision of space for children home language including its transition to the language of instructions with a clear strategy spread over 2-3 years times span.
- v. Classroom planning: Flexible planning as per the classroom and children specific situations.
- vi. Assessment as learning
 - Understanding of CCE and learning indicators, child profile tracking and their adaptation to CWSN in implementing early reading and writing and early Mathematics in classrooms.
 - Observing children to record the process of learning, achievements and challenges to know students strengths, learning gaps and serve her in adapting curriculum and teaching-learning approach/ method to suit learner's needs.
 - Child observation and reflection and review of classroom

practices/ pedagogies and management techniques.

- Addressing the needs of all children especially children who lag behind, with additional support/ instructions.
- vii. Inclusion and Celebration of Diversity: Addressing the individual needs of all children and being sensitive to the classroom linguistic, social, religious and gender diversity and its celebration for unity in diversity.

1.4.2 Training of teachers on Early Mathematics for Classes I and II

- i. To make them understand the concepts of numeracy, spatial understanding and pedagogy of mathematics.
- ii. Orientation to use concrete materials conducive to the activity-based learning for enhancing mathematical skills i.e., numeracy, special understanding, data handling etc.
- iii. Teacher should address diverse and different needs of children in an inclusive manner while teaching mathematics.

1.5 Teacher Mentoring and Appraisal system

1.5.1 Mentoring System

- i. Demonstration and practice opportunity: Teachers should have opportunities to observe and learn best practices and get opportunity for classroom practice

under guidance in early reading and writing with comprehension pedagogy and methodology sensitive to the diversity of learners and learning situations.

- ii. Academic support: Should have access to Resource Persons for guidance, feedback and innovation.
- iii. Cluster Meetings: Peer discussion to include learning processes, children learning behaviours; their interests, and their resources and ways in which these can be brought into the classroom for improved learning outcomes.
- iv. Are provided with resource material viz., posters, Audio-visual material, visually rich handbooks, pamphlets, videos etc., need to be designed to facilitate conceptual understanding for different contexts and disseminated widely.

1.5.2 Appraisal system

- i. Teacher appraisal process for assessing teacher performance.

1.6 Classroom condition

1.6.1 Physical condition

- i. Should be conducive for reading and writing-light, seating arrangement etc.
- ii. Classroom labeling:
 - Wall blackboards or writing space allocated for children for free expression in writing.
 - Reading/ Book and Activity corner, Poem corner, Message boards (can include a meaningful and simple daily

- morning message), Word walls etc.
- iii. Reading Corner
Children's literature (fiction and non-fiction), magazines, posters, drama, folk stories, poems, folk songs etc., as per children's level and interest.
 - iv. Barkha (NCERT) or any other graded reading series.
 - v. Easily accessible to children and prominently displayed.
 - vi. Provide facility to read at school or take books home for reading.
 - vii. Availability of stationery for children to write viz., slate, chalk etc.
 - viii. Provide translations/adaptations to make the books accessible to children.
 - ix. Get children to make books and become authors.
Parameters of Children's literature in Reading corner:
 - x. Key features/elements of books liked by children in terms of characters, self-explanatory attractive pictures, theme, text, content simplicity and length, fun, font, relating with child experience etc.
 - xi. Are stimulating for children.
 - xii. Offer sensitivity to diversity in interests and social backgrounds and celebrates diversity.
 - xiii. Does not create superior or inferior impressions among children based on cultures and social backgrounds and non-exclusionary.
 - xiv. Provide openness to linguistic diversity – multiple languages (standard-non-standard).
 - xv. Build on home - school linkages by offering opportunity and space for sharing a variety of children's real world and home experiences in the classroom such as their culture (e.g., food, festivals and dress), language, daily life experiences etc.
 - xvi. Provide opportunity and space for various forms of engagement and expression — drawing, painting, music, drama, craft etc.
- 1.6.2. Print-rich environment*
- i. Timely distribution of all textbooks to all children at the beginning of academic session.
 - ii. Student's name chart and Attendance chart to be used by children as a literacy engagement.
 - iii. Class responsibility chart, mid day meal chart, children's birthday chart, chart of stories, poems etc., to be used by teacher and children.
 - iv. Display of children's writings, drawings, collections, variety of texts, pictures with captions, instructional material developed by teacher etc., (on walls/display boards) at the eye level of children to be changed from time to time.
- 1.6.3. Positive school social environment*
- i. Provides welcoming, caring and emotionally safe atmosphere, warm pupil-teacher relationship.

- ii. A non-threatening, non-discriminatory (irrespective of identity-gender, religion, caste, race, language, place of birth etc.) Non-exclusionary classroom environment.
- iii. Provides communicative spaces for dialogue, openness and sharing based on mutual respect, both in the form of teacher–child and child–child communications.
- iv. Celebrates diversity and sensitive to social differences – background, gender, caste, religion, class, community and literacy at home.
- v. Teacher to be sensitive to the children’s natural learning processes, to their home backgrounds, and their individual differences, diversity in classroom while fostering meaningful and purposeful ways of engagement.
- vi. Management of issues related to home to school transition viz.,
 - (a) Coping with values and belief system of the school;
 - (b) Coping with the routine schedule;
 - (c) Coping with the language of the school.
- vii. Provides a welcome space for parents and community members in classrooms.

2. Enabling Classroom

Transaction: Sustained and Active Engagement with Every Child

Early reading and writing with comprehension/Early Mathematics specific strategies:

Languages in Classrooms

- i. Teaching-learning preferably be in the mother tongue of children/child’s home language/language of school instruction related to daily life experience and socio-cultural context.
- ii. Encouraging activities like morning message (Aaj ki Baat) that bridge home-school gaps and presenting reading writing connections to young children.
- iii. Encouraging children to share their experiences in the class in their own language and use their talk as a resource in building classroom discussion richer by drawing from multilingual situation.
- iv. Encourage children to building connections between oral language and written language.
- v. Specific strategy for transition from home language to medium of instruction spread over of 3 years timeline.
- vi. Allow children to invent their own ways of using existing vocabulary to convey mathematical ideas related to numeracy and spatial understanding.
- vii. Provide opportunities to learn formal mathematical language viz., numerals, symbols for operation, terms etc.
- viii. Use simple, friendly and clear language in classroom avoiding commands.

- ix. Encouraging children to express their mathematical findings and later gently pointing out errors if any.

Children's participation in class

- i. Make activities and learning tasks more participatory in nature keeping in view of varied needs of children.
- ii. Encouraging children to participate in classroom activities through asking questions and framing of problems.
- iii. Allow freedom of mobility to children in class while working in groups and reading from reading corner.
- iv. Encourage children to develop many informal strategies in dealing with problems related to numbers and measurement.
- v. Opportunity to respond, discuss and share reading and books.

Teaching Learning Process

- i. Out of 4 instructional hours a day, 2 ½ hrs could be earmarked to language activities (viz., Oral language development, Read Aloud, Guided Reading, Word Study, Guided Writing and minimum 30 minutes of independent reading) and 1 ½ hr for early mathematics.
- ii. Reading aloud of meaningful text/story books and story-telling through gestures and expressions.
- iii. Giving space for developmental phase of reading and writing at early stages like pretend reading,

making use of predictions in reading etc., and scribbling, using invented spelling etc., in writing and encouraging instead of findings errors in pronunciation, spelling or writing.

- iv. Able to sensibility challenge children by neither talking down at children nor watering down learning opportunities.
- v. Able to elicit creative responses from the children and allow them predictions while reading a story to children.
- vi. Language and mathematical games based on the displayed print and content.
- vii. Use of local rhymes, stories and songs as print material for reading and numeracy pleasure.
- viii. Activities which allow children to draw/write and them express the meaning of what they have written/drawn.
- ix. Give opportunity to children to develop own stories individual or in groups and appreciating stories developed by them.
- x. Classroom Conversations based on classroom display, poems, texts and pictures.
- xi. Experience based and imaginative writing which support the development of listening, speaking and reading.
- xii. Teacher demonstrates multiple ways of reading and writing and interesting ways of problem solving.

- xiii. Opportunity to use and understand different genres and text types such as a) Narrative, b) Poems, c) Information books and text, d) Instructions, e) Expository texts which present or argue viewpoints.
- xiv. Help children to build a sound foundation of counting, moving on to place value and number operations.
- xv. It is essential that children understand counting and do not just rote learn the sequence of number words.
- xvi. Provide opportunities to explore 3-D and 2-D shapes found in the environment.
- xvii. Encourage children to identify various elements of an object and later relates a 3-D object with its 2-D picture/shape.

3. Connection Classrooms with Community

Connecting reading and writing with parents/community living, livelihood, festivals, current events and engagement with local knowledge needs viz.,

- i. Teachers asking children “Morning message” (Aaj ki baat) and writing it on the board and reading to children and doing mathematics work similarly.
- ii. Showcasing children’s accomplishments (in reading, writing, numeracy etc.) in community events.
- iii. Involvement of community viz., Parents, SMCs, PRI and women etc.,

in teaching and school activities appropriately.

- iv. Visits to fairs, post office, police station, local body, diverse religious cultural institutions to celebrate local diversity etc.

4. Assessment as Learning

- i. Parents are aware of the learning indicators of Classes I and II.
- ii. Teacher to have a baseline assessment of class/children at the beginning.
- iii. Teacher observation/formative assessment — qualitative indicators.
 - Are the children participant/ expressing freely
 - Are they confident
 - Are they supporting each other
 - Are they taking initiatives
 - Strategies adopted by the child for reading (for e.g. awareness of print, use of prediction, illustration, context cues etc., for meaning making and decoding)
 - Ways of expression (for example scribbling, drawing, string of letters, invented spellings etc.)
 - Feedback considering children’s developmental processes of reading.
- iv. Summative assessment of learning: Are they achieving learning milestones.
- v. Learner profile folders (portfolios) with writings/drawings viz.,

poem, drawing, short story, letter, messages, invented spellings, scribbling, activity involvement etc., of individual child.

- vi. Documentation/child learning tracking: Teacher's assessment of child's reading and writing and problem solving.
- vii. Feedback from children, parents and peer group.
- viii. Use of Continuous and Comprehensive Evaluation (CCE) to review the tracking plan and to work for improved learning performance of children in reading and writing and mathematics.

5. Monitoring System

- i. Block Education Officers (and their inspectors) should visit every school once in 6 months and assess all components of Early reading and

writing with comprehension and Early Mathematics programme viz., (i) Learning Environment, (ii) Enabling classroom transaction, (iii) Connecting classroom with community and (iv) Assessments and (v) Monitoring; and review the CCE results of every child in comparison to set Learning indicators.

- ii. Use of Quality Monitoring Tools (QMT) by Resource Persons.
- iii. Use of Teacher Performance Indicators by Head Teachers and Resource Persons.
- iv. SCERT to conduct sample Learning Achievement Surveys and share the results with the teachers, HTs, BEOs, BRPs, CRPs and DIETs for improving performance.
- v. NCERT to conduct NAS during 2014-15 and share the results

<i>Level</i>	<i>Programme Leadership</i>	<i>Programme Academic Support</i>
National	MHRD	National Resource Group on Early Reading and Writing and Early Mathematics at NCERT.
State	SSA State Project Director	State Resource Group on Early reading and writing with comprehension and Early Mathematics under SCERT leadership with members from SSA, Director Elementary Education, involving Educationists from diverse social, cultural and religious backgrounds, Civil Society University Education Department
	Director, SCERT	
	SSA State Programme Officer (Pedagogy)	
Director	District Edu. Officer/ DPO	DIET
Block	BEO	BRP
School level	Head Teacher	CRP and SMC
Classroom level	Teacher	CRP

with the States, teachers, Head Teachers, Education officers, Resource Persons and DIETs for improving performance.

6. Management Structure

The State and UT Education Department (under the leadership of State Project Directors of SSA) are responsible for the implementation of the programme.

7. State Preparedness

1. The States/ UTs in partnership with NCERT, experts and Civil Society formulates an Early Reading and Writing with comprehension and Early Mathematics Programme (ERW&EMP) with clear objectives, components and milestones for common understanding of all Stakeholders and implementation.