

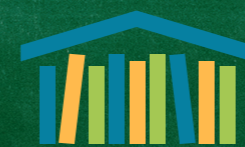
LITERACY PROGRAM



Room to Read India Trust

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Room to Read®

www.roomtoread.org

BACKGROUND

The concept of literacy is now expanding and is not confined to development of basic reading writing abilities alone. Literacy today talks of the ability to access information from multiple sources, deal with multiple perspectives and layered meaning in a text and form an informed opinion. This becomes even more critical, given that we are living in a world where change is the only constant. It becomes imperative that our children are equipped with the skills to be able to deal with new influx of written information, analyse the same and use it into expand or replace their existing knowledge system. The objective hence is to ensure the development of independent learning skills in children, and this can only be achieved on a strong foundation of early grade literacy. National and international research clearly demonstrate the impact that reading has in developing children into lifelong learners.

India has successfully achieved universalization of primary education. However, quality of education in the last two decades has been a growing concern. While ASER 2008 revealed that 50.6 per cent grade 3 children in India could read a grade 1 text, this number reduced to 42.5 percent by 2016. With India committed to the Sustainable Development Goal of achieving equitable quality education and lifelong learning opportunities for all by 2030, the time to act is now.

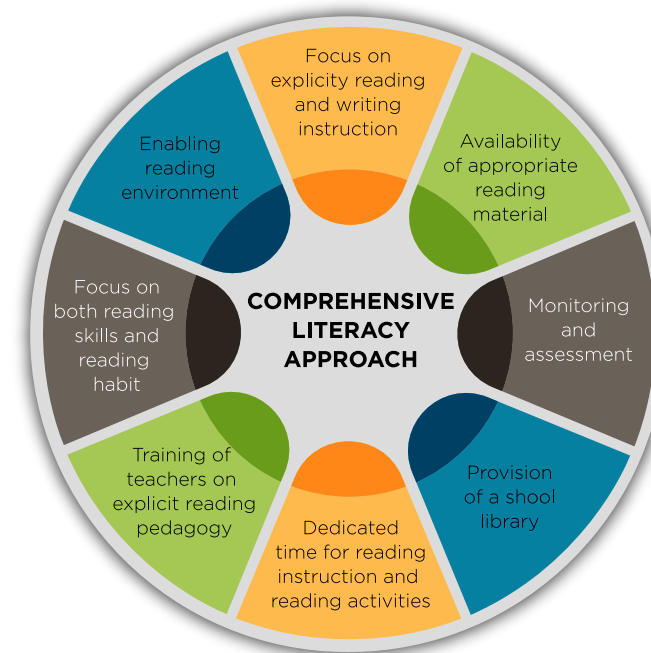
PROGRAMMATIC APPROACH

Room to Read encourages each child to become fluent, engaged, independent readers with love for variety of books, genres and styles. Through the Literacy program, Room to Read works in close collaboration with the teachers, schools, government officials and communities. We have not only contributed significantly in improving children's reading abilities but have also maintained a continued inquiry in the field of literacy education.

Based on extensive field experience and scientific research, we have designed an innovative Comprehensive Literacy Approach that looks at 'learning to read' as a comprehensive experience immersed in which the child learns all the skills that are required to become independent and fluent readers. It aims to combine the 'Science' of learning to read with the 'Magic' of loving to read in an enabling reading environment.



The key components of our literacy program can be seen below:



There is vast knowledge supported by neuroscience, with respect to what a good literacy program should look like and what elements need to be focused on. RtR takes care of most of the theoretical knowledge and rigor under its three pillars of literacy, namely,

- Oral language development
- Orthographic expertise
- Exposure to a variety of rich texts

These three pillars subsumes under it the eight elements of everyday classroom practice, namely orality, phonological awareness, phonics, vocabulary, fluency, independent reading, writing and comprehension.

HOW IS OUR APPROACH UNIQUE AND INNOVATIVE

What gives Room to Read Literacy program its uniqueness even though many other organisations are following similar universal elements of Early Grade Literacy all over the world is that:

Firstly, RtR approach is about giving a comprehensive literacy experience to a child. We ensure that each child has enough scope to practice, through our scaffolding approach- I do, We Do, You Do.

Secondly, the approach is based on scientific principles, strongly supported by neuroscience.

Thirdly, not only does RtR understand in depth the theoretical premise, we are also able to transform this theory into good classroom practices.

Fourthly, RtR literacy program is also culturally sensitive. The program even though has universal elements, takes into consideration and adapts itself to local contexts.

Lastly, given the multilingual reality of our classrooms, RtR program integrates in its design children's language and ensures the use of this rich resource for development of their literacy skills.

Hence, even though many good literacy classrooms have similar activities, RtR is doing it with full knowledge and an approach that helps transform this knowledge into actual classroom practice.

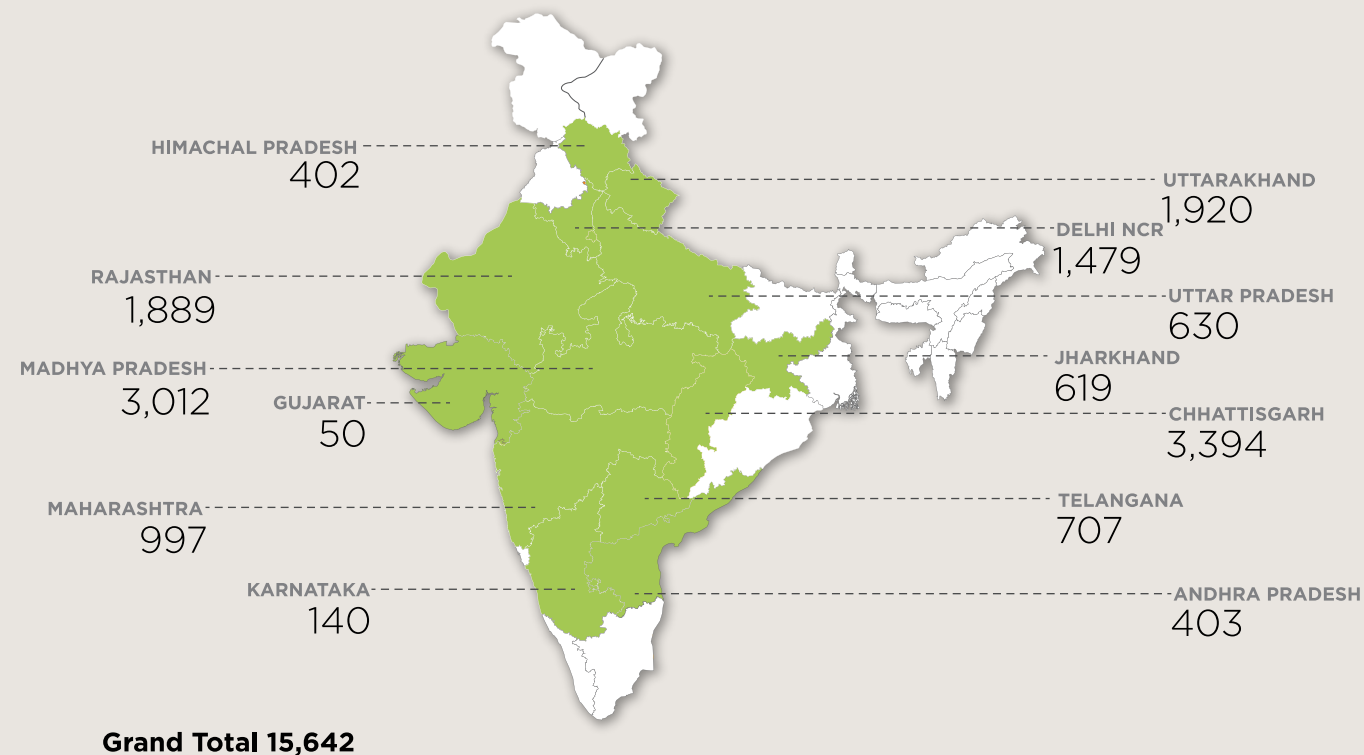
APPROACH TO SCALE

Room to Read works on a scaffolded 'I do, We do, You do' approach in a geographical location, whereby we first demonstrate the model in selected government schools (**Demonstration schools - I Do**), then work in close collaboration with the government to

scale up this model across where we support the program's implementation (**Partnership Schools - We Do**), and finally we plan a larger spread across, along with increased government ownership for sustainability of the approach (**You Do**).

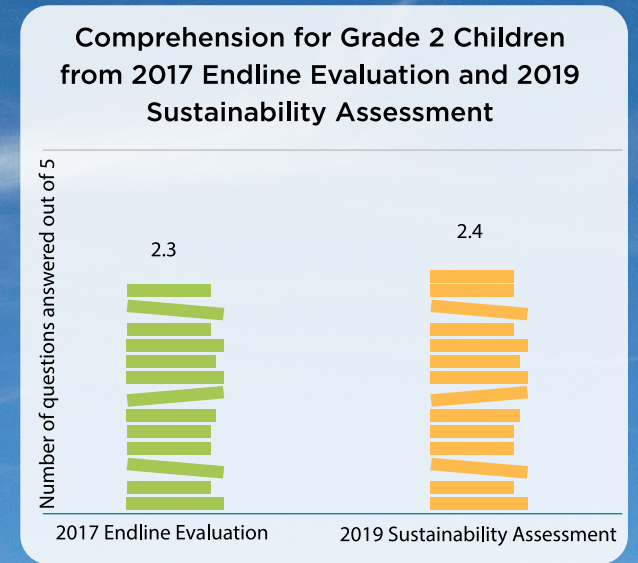
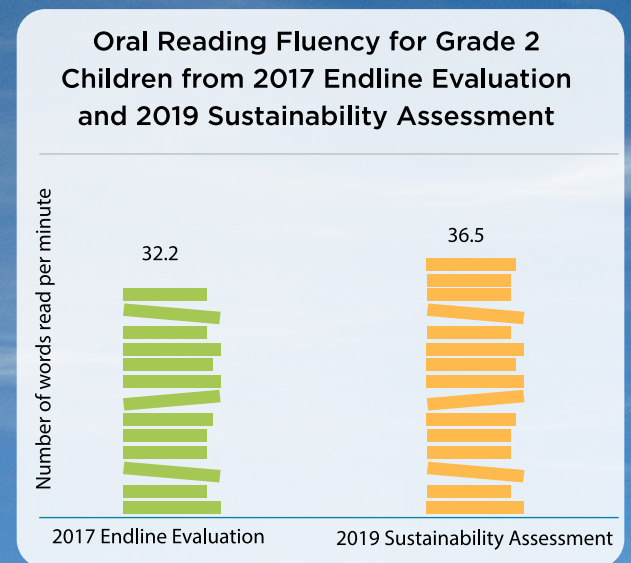
<p>Create Evidence of the success of model</p> <p>I DO</p> <p>DEMONSTRATION MODEL</p>	<p>Prepare the system for scale up: Simplify, Standardize and Institutionalize</p> <p>WE DO</p> <p>COLLABORATION MODEL</p>	<p>Government lead scale up with Room to Read technical assistance</p> <p>YOU DO</p> <p>EXPANSION MODEL</p>
<p>This intervention model has proved that if there is an effective technical support and ownership from the government, then quality on scale is not a farfetched idea.</p>		

OVERALL SPREAD AND IMPACT



During 2015-17, Room to Read conducted a 2-year impact evaluation of its Literacy Program in three states of India, viz Chhattisgarh, Rajasthan and Uttarakhand.

Results of this impact study established positive and statistically significant impact of the Program on children's reading skills in the intervention schools.



The data clearly indicates that children have become independent, fluent and engaged readers. This has further been supported by successive impact evaluation studies and

goes on to show that RtR has been consistently supporting the government in achieving the same.



PUBLICATION



Room to Read India started publishing local-language books in 2005. The Book Publishing Program ensures age appropriate and culturally relevant books in local languages, that young readers can enjoy at various development levels of their reading skills. Over 200 thousand copies of books, developed under our publishing program, have been distributed in over 9661 schools, across different states of India. The book collection in Room to Read libraries ensures that children get exposed to a variety of writing styles and genres which includes prose, poetry, drama, biographies and non-fiction books.

To ensure a balanced book collection, a detailed collection development guideline has been put into place which considers themes, formats, genres as well as a colour-coded levelling system for the books. GROWBY is

our book levelling system, comprising of 6 Levels which indicate the reading ability of a child. Green Level is for early readers who are just beginning to read. The difficulty at each level keeps increasing, ending with Yellow Level for children who have become proficient independent readers.

Room to Read India has published over 205 original titles. Over 500 books have been published in various languages, formats and genres ranging from fiction, fantasy, folklores to non-fiction and simple concept books. We publish in many Indian languages including Hindi, Marathi, Gujarati, Telugu, Kannada and Urdu.

Room to Read's Book Publishing Program focuses on filling the gaps in children books. For Room to Read, quality children's books start at an Authors' Workshop. The Book Publishing team organizes Authors' and

Illustrators' workshops to create new stories.

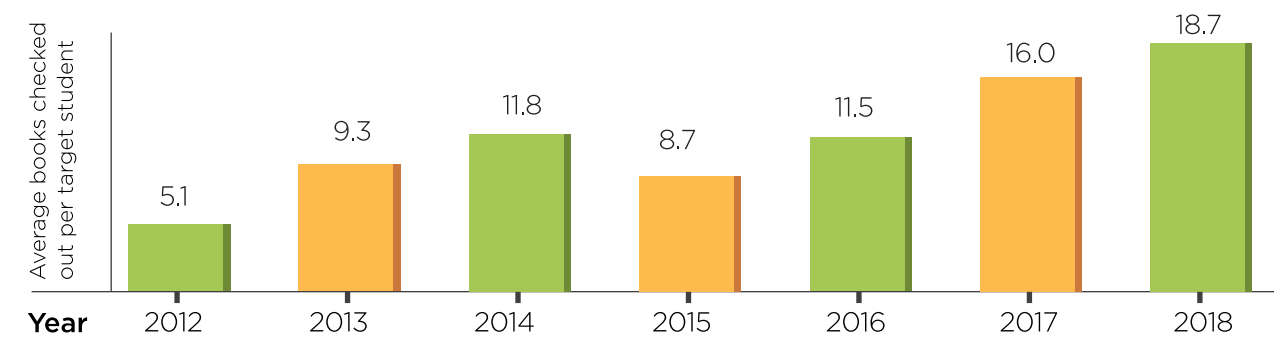
Room to Read regularly organizes an "Ideal Book Collection" event, in the languages we work, to achieve a collection of books that provide a balanced, targeted and relevant range of resources available in the market. Books are invited from various publishers and after rigorous review process they are selected for distribution through our network of libraries.

We have been invited by several state

governments, for sharing technical know-how on developing high-quality and original books in various native languages/ dialects, to engage children, etc.

Access to carefully designed material to help enhance children's literacy expertise, which fosters a profound excitement about reading, has helped Room to Read to cultivate a love for reading in young learners. The average number of books checked out per student, in our libraries, has been steadily on the rise!

Check-In Check-Out (CICO) TREND OVER THE YEARS

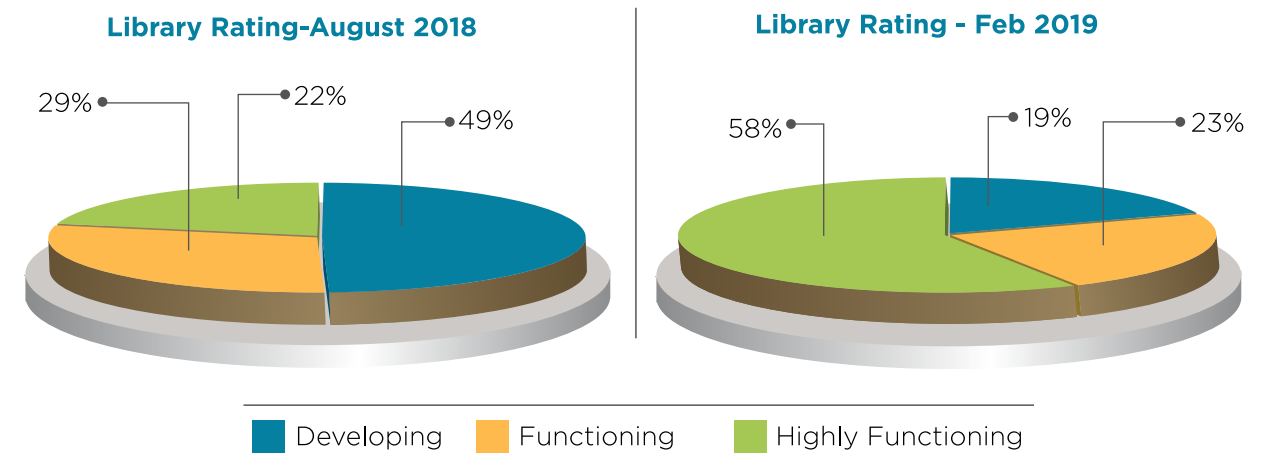


LIBRARY RATING SYSTEM

Library Rating System (LRS) is a rating system which tells about the performance of the libraries set up by Room to Read. LRS is also

used for the purpose of evaluating the library from time to time (twice in a year) based on a set of 15 indicators.

Graph: Status of all libraries in 2018-2019



The data given above shows the impact of the intervention in improving the functionality of the libraries.