

AN OVERVIEW OF FOUNDATIONAL LITERACY AND NUMERACY IN INDIA

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Acknowledgements

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EXECUTIVE SUMMARY



Meaning and Importance of Foundational Literacy and Numeracy

Various organisations have defined the scope and criticality of Foundational Literacy and Numeracy (FLN) over the years. Despite different definitions, common and central aspects of the framing of FLN comprises skills such as recognition of letters and words, reading, writing, mathematical problem-solving and skill development.

The National Education Policy 2020 and the directive NIPUN Bharat have articulated the definition of FLN for India, which enables measurement of FLN skills, hence, facilitating their achievement. For India, FLN skills mean basic skills in reading, writing, and mathematics. It is the ability to read and understand a basic text and perform simple mathematical calculations by the end of Grade 3. In order to ensure this accomplishment, NIPUN Bharat guidelines for implementation of NEP emphasise on a focus on the first four foundational years, namely one year of pre-school, and formal schooling up to Grade 3.

Over time, multiple global and domestic inquiries have proven that FLN investments are imperative for India. Provision of FLN programmes at an early age makes education initiatives equitable, since 98.4% learners are in-school and can benefit from these. It is also observed that with robust FLN skills, learners continue to remain in school, preventing dropouts. They are also prepared to learn higher order skills, become more socially responsible individuals, attain better health outcomes, and are able to navigate social problems. Additionally, efforts in FLN also reduce the remediation costs in education.

Status of Foundational Literacy and Numeracy in India

In India, the enrolment rate for the 6-14 age group has been over 95% for the last 15 years; and this continued even with school closures. Despite these positive trends, profound deficits in learning levels continue to exist, with over 75% learners of Grade 3 without foundational skills.

- In literacy, only 20.5% of Grade 3 learners, 48.2% of Grade 5 learners, and 69% of Grade 8 learners are able to read Grade 2 text.
- In mathematics, only 25.9% of Grade 3 learners are able to do subtraction; whereas merely 25.6% of Grade 5 learners and 44.7% of Grade 8 learners are able to perform simple division.

Evolution of the Foundational Literacy and Numeracy Landscape in India

While learning levels remain a concern, India has come a long way for creating a system for achievement of FLN outcomes for all learners. Programmes such as the Integrated Child Development Scheme, the Right to Education Act (2002-2009), the Samagra Shiksha Abhiyan and the NEP 2020 have paved way to establish the criticality of foundational skills and strengthened the levers that can help in their achievement. The current scenario is a promising one, with FLN at the centre for India's education.



Systemic challenges in the FLN Landscape

As the landscape for achievement of Foundational Literacy and Numeracy has developed, so have the challenges. These hurdles are across five dimensions: Policy and Intervention landscape, Classroom factors, Governance, Assessment and Funding. Navigating these by generating synchronous actions between the centre and the states would enable the fulfilment of India's FLN goals.








The primer identifies best practices from initiatives across Pedagogy, Assessments and Governance, which can be scaled up to overcome existing challenges. The focus is on moving on to competency-based assessments which would help in classroom planning. Large-scale school-readiness assessments are also critical. To overcome bottlenecks in governance, initiatives that emphasise generating accountability at multiple cadres of the public education system and making monitoring processes aligned to learning outcomes are key.



MEANING AND IMPORTANCE OF FOUNDATIONAL LITERACY AND NUMERACY



Organisations working in education practice and assessment offer various definitions for Foundational Literacy and Numeracy. These cover aspects like reading, writing, mathematical problem solving and skill development.

	Articulation of Language Skills	Articulation of Mathematical skills	Other aspects to FLN
 	Oral language skills (i.e., listening, comprehension and recognising parts of words, either syllables or phonemes, called phonological awareness).	—	Logical approach to problem solving along with “knowing how to count and the relations between numbers”.
	Reading a letter (letter sounds), reading a word, reading a paragraph and reading and comprehending a short story.	Number recognition, place value and performing basic operations of addition, subtraction and division.	—
All the skills mentioned above are expected to be achieved as the child enters Grade 2, hence, Uwezo assessments consider that as a crucial stage.			
	Recognising letters, 2-3 letter contextual words with 1 or 2 matras, 4 simple lined sentences appropriated with Grade 1 texts, 7-10 line story with contextual words appropriated with Grade 2 texts.	Number recognition from 1-99, 2-digit subtraction and 3 by 1 numerical division.	—
Each of the descriptors mentioned above are levels of the ASER testing tool, mentioned in increasing order of complexity.			
	The ability to identify, understand, interpret, create, communicate, compute and use printed materials associated with varying contexts.	The knowledge and skills required to effectively manage and respond to mathematical demands posed by diverse situations, involving objects, pictures, numbers, symbols, formulas, diagrams, maps, graphs, tables and text.	
 	The capacity to understand, use, and reflect on written texts in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society.	A range of skills from basic arithmetic and logical reasoning, to advanced mathematics and interpretative communication skills.	—

Source: [Evans & Hares 2021](#), [ASER 2021](#), [Sunita Sanwal, 2020](#)



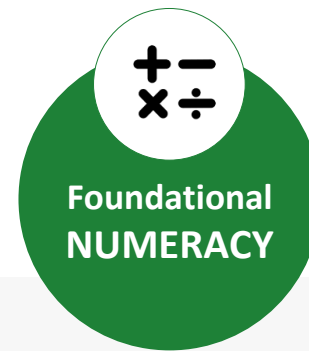
The Indian government articulates **foundational literacy and numeracy** to include reading, writing and arithmetic.

Foundational Literacy and Numeracy (FLN) in India's policy documents (National Education Policy [NEP] 2020 and NIPUN Bharat) refers to basic skills in reading, writing, and mathematics. It is the ability to read and understand a basic text, and perform simple mathematical calculations by the end of Grade 3.



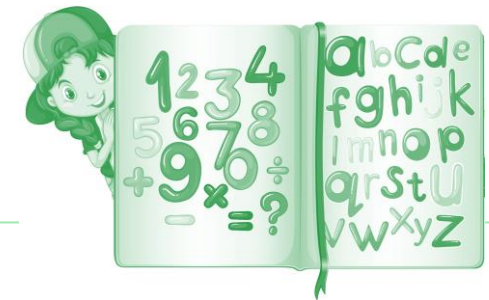
Foundational Literacy is a child's ability to:

- Identify **letters**
- Identify **words**
- **Read symbols and non-words**
- **Listen with comprehension**
- **Read with fluency and comprehension**
- **Write for academic and non-academic purposes**



Foundational Numeracy is the child's ability to:

- **Identify and differentiate** numbers
- Identify **symbols, shapes and spaces**
- **Understand shapes and relationships**
- Understand **measurements**
- **Solve basic mathematical problems** up to three digits



In the schooling system, **Foundational Literacy and Numeracy** refers to the education of a child between three and eight years of age. This includes the initial three years of preschool, followed by early primary education up to Grade 2 (NEP 2020).

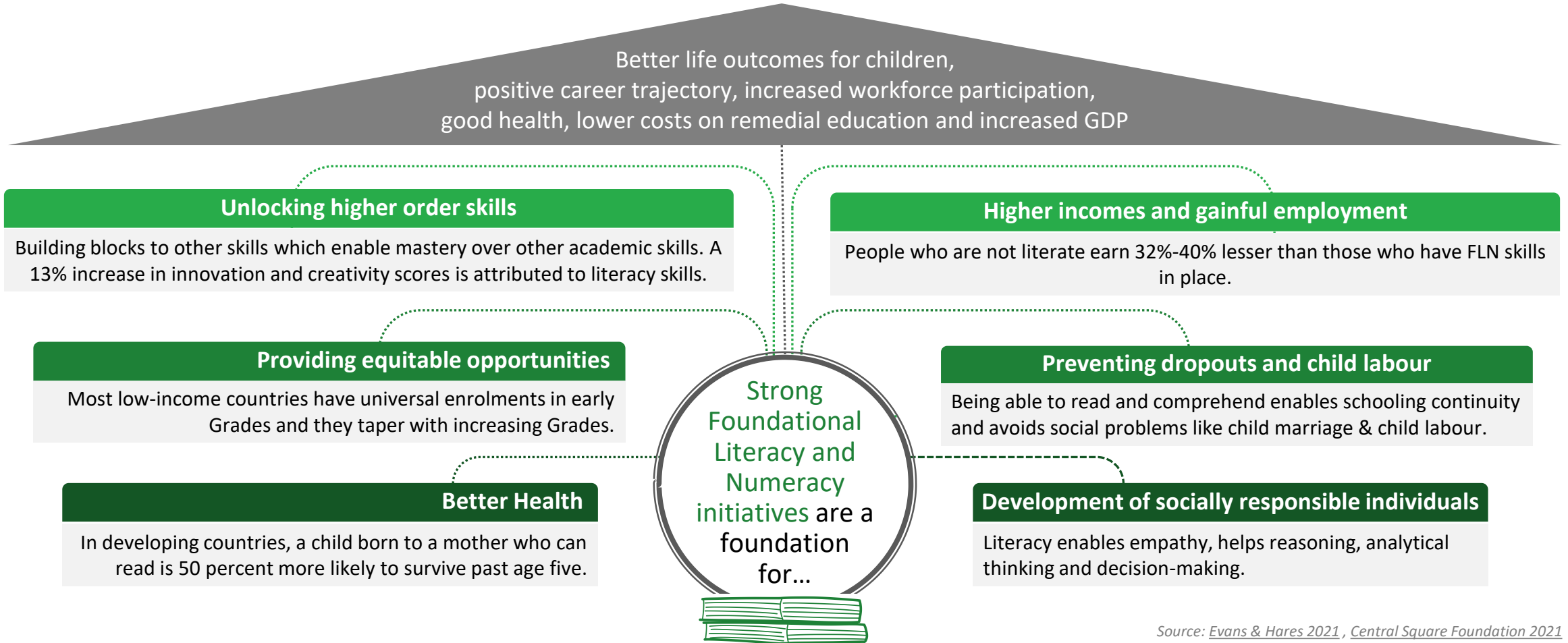
However, the NIPUN Bharat guidelines for implementation of NEP talks of four foundational years, namely one year of preschool and formal schooling up to Grade 3.

In either case, in the Indian context, it means focus on early years interventions, along with primary years of schooling.

Source: [NEP 2020](#), [NIPUN Bharat 2021](#)

171 million people worldwide could be lifted out of poverty if FLN skills were in place.

For India, which has 54% of the world's working population, FLN investments are imperative as they would prepare learners for the future and enable India's contribution to the global economy.



Source: *Evans & Hares 2021, Central Square Foundation 2021*



STATUS OF FOUNDATIONAL LITERACY AND NUMERACY IN INDIA



In the Indian education system, one of the largest in the world, profound learning level deficits exist, despite 97% of children between ages 6-14 being in school.

Despite an evolved education system....



1.51 million

schools across the country



0.77 million

primary schools teaching children in Classes 1 to 5



51.3%

of the 264 million students enrolled in schools, are in elementary grades



26:1

Pupil Teacher Ratio (PTR) for primary schools teaching Classes 1 to 5 (The suggested ratio by Right to Education (RTE) act is 30:1 for primary schools)

...severe learning poverty exists across foundational years of schooling.



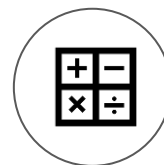
More than 75%

of the children in Class 3 do not have basic reading and numeracy skills required for their grade.



Only **48.2%**

of all the children in Class 5 in rural India are able to read Class 2 level textbooks with fluency and understanding.



Only **25.6%**

of all the children in Class 5 in rural India are able to do basic mathematical division.



61.8%

in Language

56.8%

in Mathematics

were the average performance scores of Class 5 students surveyed by the National Achievement Survey (NAS).

Source: *ASER 2022, Ministry of Education [MoE] 2021*



The learning deficit has persisted and intensified over the years.

As children progress grades, the problem only becomes worse, thereby impacting their grade-appropriate competencies. School closures due to COVID have only stagnated, or worsened the situation further.

Despite multiple efforts, the proportion of children who can read at the Grade 3-level across years in each grade has either been fairly stable or dropped.

Year	Percentage of students in Grade 3 who can read Grade 2-level text	Percentage of students in Grade 5 who can read Grade 2-level text	Percentage of students in Grade 7 who can read Grade 2-level text
2014	23.6	48.0	74.7
2016	25.2	47.9	73.1
2018	20.2	50.5	73.0
2022	20.5	48.2	69.0

The results of students who can perform basic operations of subtraction and division are dismal and not improving either.

Year	Percentage of students in Grade 3 who can do subtraction	Percentage of students in Grade 5 who can do division	Percentage of students in Grade 7 who can do division
2014	26.1	26.1	44.2
2016	27.7	26.0	43.3
2018	28.2	27.9	44.1
2022	25.9	25.6	44.7

Source: ASER 2022



The COVID-19 pandemic exacerbated the issue of foundational learning, leading to 'learning poverty'.

The World Bank defines 'learning poverty' as the inability of children to attain minimum reading proficiency, and correlates this with the proportion of children who are out of school.



70% of 10-year-olds in low- and middle-income countries across the globe **cannot pass a basic literacy test** and are now considered in 'learning poverty'.



In India, **COVID-induced school closures** which lasted for approximately **82** weeks impacted nearly **250 million children** in **1.5 million schools**.

Despite this, the proportion of **children (aged 6 to 14) enrolled** in government school increased sharply from **65.6%** in **2018** to **72.9%** in **2022**.

While enrolment trends have been promising, India's **learning poverty shot up** from **54%** to **70%**.

1 out of **5** children in world is from India and hence, India contributed heavily to the global learning crisis.

The very high levels of learning poverty, both before COVID and now, violate children's right to education.



92% of children lost at least one specific language ability and

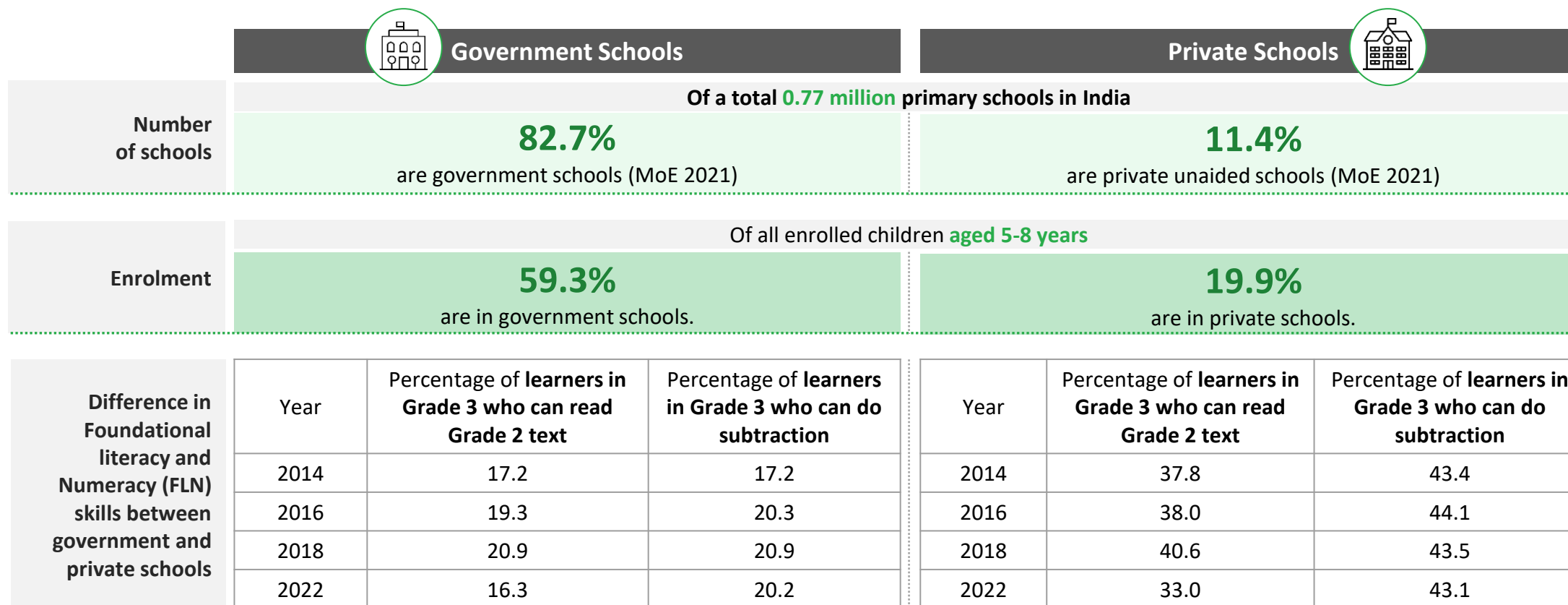
82% lost at least one mathematical ability during the lockdowns.

Source: World Bank, 2022, ASER 2022, The World Bank, UNESCO and UNICEF, 2021



Enrolment in government schools has increased during COVID.

However, government schools fare worse in FLN than private ones. More girls are enrolled in government schools than boys, placing them at an early disadvantage.



At the age 4-5, **56.8% girls** and **50.4% boys** are enrolled in government pre-schools. On the other hand, **43.2% girls** and **49.6% boys** are enrolled in private pre-schools. The disadvantage for girls, hence, begins early on.

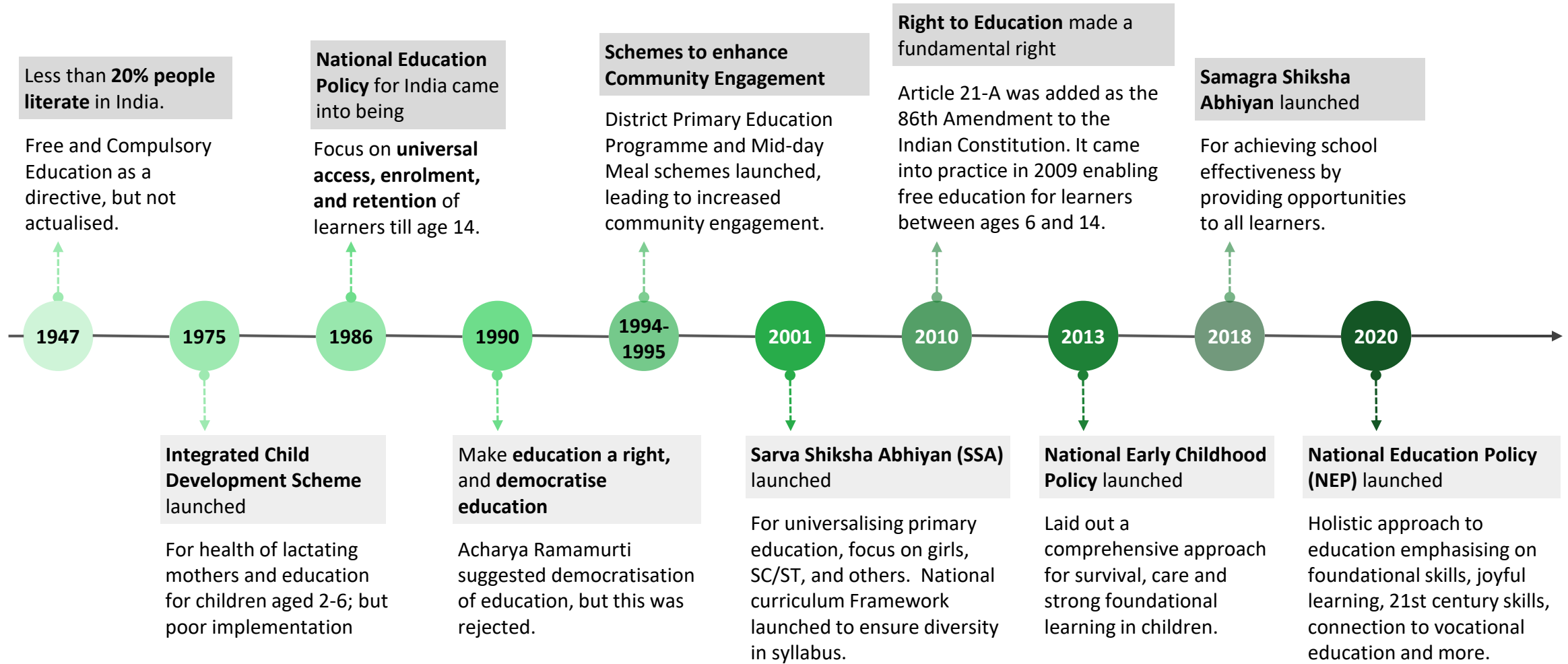
Source: ASER 2021, ASER 2022, UDISE 2019



EVOLUTION OF THE FLN POLICY LANDSCAPE IN INDIA



India has come a long way in enabling achievement of FLN outcomes for all learners. Despite the ups and downs in this journey, the current scenario is a promising one.



The NEP 2020 is a robust guideline document for transforming the education landscape.

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), launched under NEP, has carved out concrete goals for achieving FLN outcomes by working with various stakeholders in the education ecosystem; children, teachers, parents, community and government.

NEP approach facilitating the FLN Landscape



Focusing on early years and foundational skills

- Anganwadi infrastructure
- Focus on school readiness through Vidya Pravesh
- NCERT curriculum and pedagogy framework for 0-8 years
- Focus on multilingual needs
- ECCE teacher training



Ensuring access to holistic and joyful learning

- Reduce dropout rate
- Develop FLN
- Holistic, experiential learning and vocational skills
- Restructure curriculum and pedagogy (5+3+3+4)



Transforming assessments to enable learning, not test it

- Setup PARAKH - independent student learning assessment centre
- Redesign school-based assessments with multi-dimensional progress card
- Key stage assessments in Grades 3, 5 and 8



Reforming teacher training and governance

- Reform teacher recruitment
- Introduce National Curriculum Framework for Teacher Education
- Set up an independent State School Standards Authority in each state



Including edtech and ensuring continuous learning

- Equitable access to technology and online education
- Professional and technical education
- Adult and lifelong learning

NEP Guidelines specific to FLN Outcomes

NIPUN Bharat-Samagra Shiksha Abhiyan (SMSA) 2.0

1 Ensure that all children attain FLN by the end of Grade 3, by 2026-27

2 Ensure FLN through classroom practices by introducing innovative pedagogies, formative assessments and large-scale national assessments


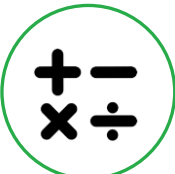
3 Focus on continuous training and capacity building of teachers with the support of a special package on FLN under NISHTHA.

4 Ensure engagement of all stakeholders i.e., teachers, parents, students, community, and policy makers for building a strong foundation of lifelong learning

Source: NEP 2020

NIPUN Bharat is a mission for achieving FLN outcomes. It asserts that every child in the country should necessarily attain Foundational Literacy and Numeracy by 2026-27, and for the same, focuses on various dimensions of literacy and numeracy skills.

As per the goals set by the NIPUN Bharat Mission, a student at the following levels should be able to

	Balvatika	Grade 1	Grade 2	Grade 3
	<ul style="list-style-type: none"> Recognise letters and corresponding sounds Read simple words comprising 2-3 letters 	<ul style="list-style-type: none"> Read small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text 	<ul style="list-style-type: none"> Read with meaning 45-60 words per minute 	<ul style="list-style-type: none"> Reads with meaning At least 60 words per minute
	<ul style="list-style-type: none"> Recognise and read numerals upto 10 Arrange numbers, objects, shapes, occurrence of events in a sequence 	<ul style="list-style-type: none"> Read and write numbers upto 99 Perform simple addition and subtraction 	<ul style="list-style-type: none"> Read and write numbers upto 999 Subtract numbers upto 99 	<ul style="list-style-type: none"> Read and write numbers upto 9999 Solve simple multiplication problems

NIPUN Bharat guidelines focus on a **‘Balanced Approach’** to teach reading to children in early grades, mitigating the long-term tussle between the two extremes of the reading, the phonics approach and the whole language approach.






















Moreover, till the pre-school structures are set, NIPUN Bharat guidelines highlight **‘School Readiness programmes’ for Grade 1 children**, so that children transition smoothly to primary schooling.

About **80%** of all primary schools had received a directive to implement FLN activities with their students, and about the same proportion had **at least one teacher who had received training on FLN.**

Source: ASER 2022, NIPUN Bharat 2021



Several actors in the public space, and private entities such as NGOs, multilaterals, and research institutes enrich the education ecosystem in order to strengthen FLN outcomes for learners in and out of schools.

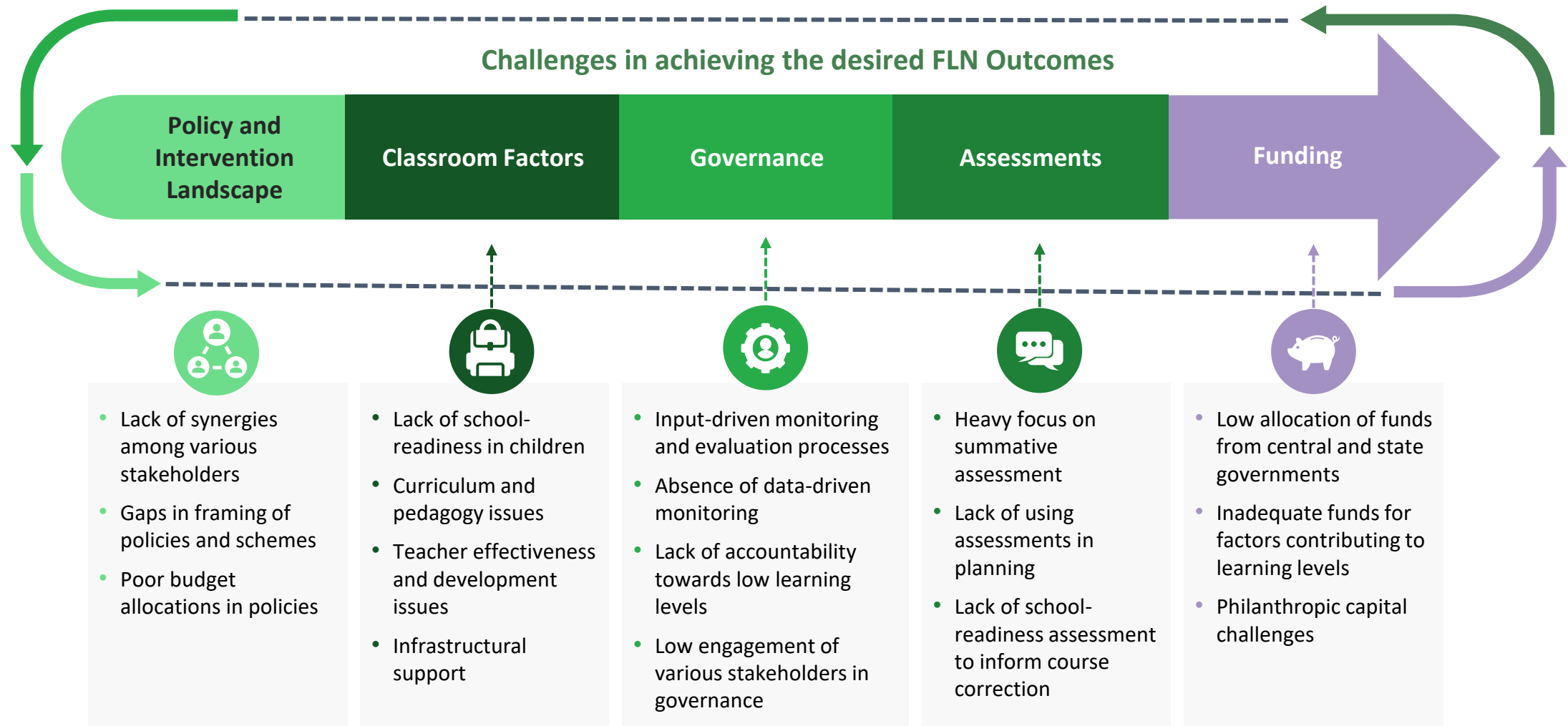
	Stakeholder	Type	Role	Description	Key Players
	5+ Government and Apex Bodies	Public	Enabler, Funder, Policymaker, Regulator	They create policies, schemes and guiding principles, provide funds and ensure implementation.	    
	50+ Non-Governmental Organisations	Private	Enabler, Implementer, Expert	They work with governments, or on their own to implement school- or community-level FLN programmes, teacher capacity-building, community engagement, curriculum development, pedagogy and assessments.	    
	5+ Multilateral Organisations	Public Private	Enabler, Expert, Funder	They work with governments and NGOs to catalyse the achievement of learning outcomes by providing infrastructure support, teacher capacity-building, pedagogy or curriculum enhancement and assessment.	  
	~10 Large Research Organisations	Public Private	Enabler, Expert	They work with governments and NGOs to analyse the impact of factors like teacher effectiveness, pedagogy, curriculum or budget on FLN interventions and inform future initiatives.	   



SYSTEMIC CHALLENGES IN THE FLN LANDSCAPE



A number of challenges hinder the achievement of FLN outcomes in India. These challenges are seated in various components of the FLN landscape.



1 Policy and Intervention Landscape



Gaps in framing policy guidelines and lack of collaboration between various stakeholders impede improvements in FLN. Furthermore, budget allocations for FLN are not promising and do not instil confidence for shifting the current scenario.

While NEP and NIPUN Bharat mission emphasise the importance of learning outcomes, their framing misses some crucial points.



- Representation of children with disabilities in the curriculum and training support needed to ensure FLN outcomes for them is not articulated clearly.
- Guidelines for strengthening capacity for conducting assessments in the two-stage assessment model is a gap. The process demands involvement of teachers, parents and peer learner assessments, and recommended mechanisms for facilitating their involvement are missing.

Synergies among various public and private players is amiss. This affects the momentum, quality and quantity of work implemented.



- Alignment between the Ministry of Women and Child Development (MWCD) focussing on early years education, and Ministry of Education (MoE) focussing on primary grades is missing.
- Actualisation of FLN outcomes depends on state initiatives directed by NEP and NIPUN Bharat. Over-centralisation and lack of coordination between the centre and state impacts achievement of outcomes.
- NGOs, multilaterals and for-profit organisations working in the FLN space are operating in silos. There is a lack of collaborative action between stakeholders as a result of competition for funding, inhibiting effectiveness in the space.

In order to accomplish the FLN outcomes and create a change in the education landscape, India has to raise the funding for education to 6% of the GDP. This figure has not gone beyond 3% and the education budget and further has been reduced 6% from INR 993.11 billion in 2020-21 to INR 932.24 billion in 2021-22.



Source: *PRS Legislative Research, 2022*



2 Classroom Processes



Despite the presence of over 1.3 million anganwadis and 500 private preschools per metro city, only 57% children are ready for primary schools. Ineffective utilisation of teachers' time, obsolete learning methodology and poor infrastructure further worsen the problem.

Multiple challenges for classroom processes impact the quality of learning

While enrolment patterns in early years education are promising, children are not ready for school.



75% children aged 4 onwards attend anganwadis. 30% of all preschool-age children go to private preschools. While there is an ecosystem for early learning, at age 6,

- Only **59.1%** children can recognise letters
- Only **35.6 %** children can do oral addition
- Only **30.5%** children can do oral subtraction

Teachers are not able to be effective because of gaps in professional development and strained instructional time.



- Nearly 42% of government elementary schools have only one or two teachers for the elementary grades.
- Multi-grade classrooms further burden the teacher. Proportion of Grade 2 students observed to be sitting with children from other grade(s) was 54.8% in 2010, 61.6% in 2014, 62.4% in 2018, and stands at 65.5% in 2022.
- Teacher attendance was seen at 87% in 2022. In this time, 45% (90 days) of instructional time is lost due to absenteeism, non-teaching duties and managing multi-grade classes.

The teaching methods are one-way, teacher-centric, focused on rote learning and completion of the grade-level syllabus.



- 70% of teaching time goes into traditional teaching and rote learning.
- Learning level assessment is missing before session planning.
- Activity-based learning is absent, and teaching is not outcome-oriented, but aligned to completing the syllabus.

Poor infrastructural support is a major hindrance for facilitating learning and sustaining learners as they go ahead.



- In terms of teaching-learning material (TLM) for FLN, most teachers rely on textbooks. Other TLM for hands-on learning is absent.
- Merely 38.54% schools have functional computer labs.
- 9% schools still do not have functional girls toilets, only 25% schools have water purifiers.

Source: *ASER 2019, Central Square Foundation 2021*



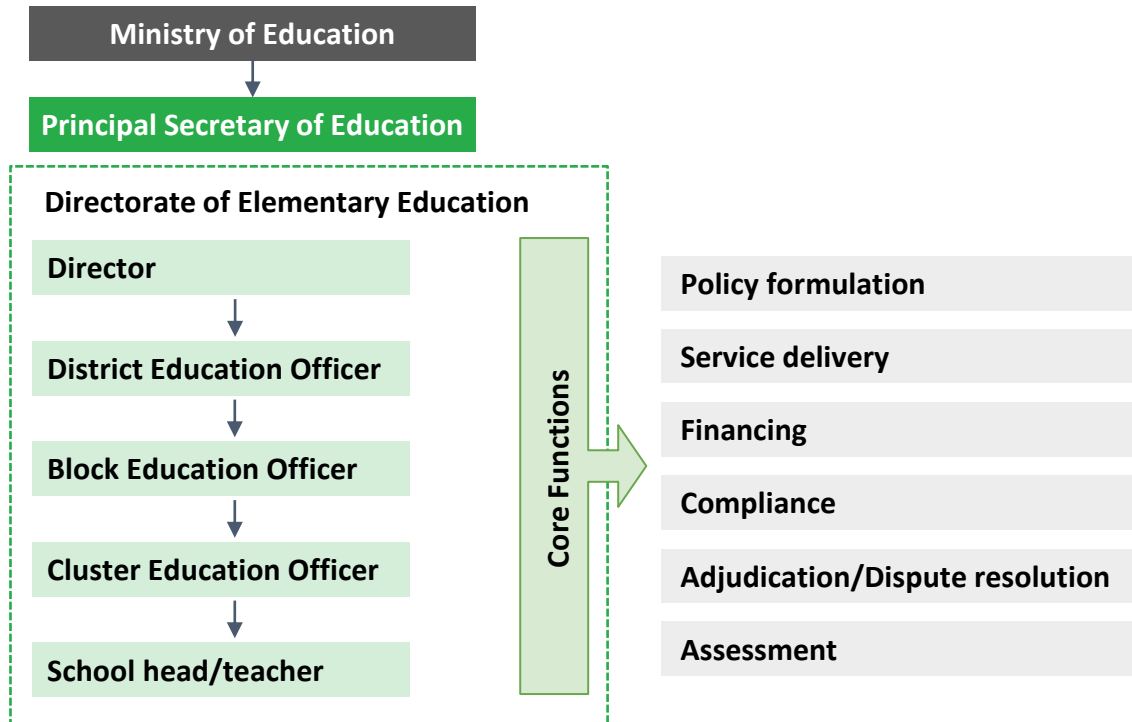
3 Governance



The structure for monitoring, absence of strong monitoring cadre, and the focus of governance on inputs, rather than learning outcomes, are major barriers for good governance. Moreover, low engagement of the community further reduces the accountability for FLN.

The Directorate of Elementary Education is responsible for service implementation and monitoring; creating a potential conflict of interest.

Loss of accountability is a fallout of a single department playing the role of a functionary, financier and auditor.



The governance that exists is poor quality, input-driven, not focused on learning outcomes, and does not involve community members.

- **Officials monitor a range of things from infrastructure to classroom practices (39 tasks on a visit);** and hence have to juggle between academic tasks and administrative tasks.
- **Only 8.7%** of a supervisor’s time is spent on academic supervision.
- Cluster and block level officers cannot provide teachers with adequate academic mentoring. **68% of Block Education Officers (BEOs)** did not receive any training after being appointed.
- **Authority issues also come in the way of governance** since Cluster Resource Coordinators (CRCs) are hired from the teaching cadre and are often several years junior to the teachers they are expected to mentor.
- **Parents are unaware of the learning levels of children. Community engagement in governance is minimum.** 28% schools in the country do not have School Management Committees (SMCs).

Source: Central Square Foundation 2021, Kapoor, A, Jhalani, A, Vinayak, N, and Zutshi, S, 2021



4 Assessments



The current approach to assessment is to show results achieved, rather than guiding further classroom planning. The scope of assessment is limited and it does not help gauge practical aspects like school-readiness or changes in foundational literacy and numeracy over time.



There are no assessments for capturing student readiness.

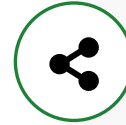
57% of children who enter the school system have low school-readiness levels. Despite this concerning state of the problem, there is no assessment of student readiness when they enter Grade 1.



Most assessments test only grade-level content and not competencies, which leads to floor effects in the data thereby limiting its use (i.e. if a child is not grade-level proficient, the existing design does not help a teacher identify the current learning level of a child). **Competency-based assessments aligned to the learning outcomes are amiss.**



Low focus on formative assessment that enables understanding changes in learning over time. An analysis of census assessments conducted in ten Indian states indicates that summative assessments are designed and used predominantly to test student memorisation of textbook material.



Lack of systems for disseminating and using assessment data for session planning. 14 out of 20 states did not have appropriate data usage and dissemination mechanisms in place.

Moreover, Teachers are hardly trained in conducting assessments and using them which further complicates the usability of assessment tools



Assessment tools that would help understand the **retention of learning levels** after an intervention, and those that capture the extent to which children are able to grasp grade-appropriate curriculum, are missing.



State budgets for assessments vary between 0.2% - 1% of education budgets. Most states do not have the

required funding, infrastructure, and technical capacity to generate relevant, reliable and regular learning outcomes data that can be utilised to improve the quality of education.

Source: *ASER 2018*

Kapoor, A, Jhalani, A, Vinayak, N, and Zutshi, S, 2021



5 Funding



India needs to raise State funding for education, which stands at less than 3% of the GDP as of 2022, to 6% of its GDP to achieve FLN outcomes. The 2023-24 allocation to Samagra Shiksha Abhiyan is also concerning as it has been plateauing at Rs. 37,453 crores despite its significance to learning loss recovery.



While the 8.3% increase in the Education budget is encouraging, it is not enough to solve FLN crises. Current expenditure of the government on ECE is less than 0.5% of the GDP, which ideally needs to be at least 2.2%. Budget for the Department of School Education & Literacy has either declined or is unchanged, constituting 61.6% (2020-21) to 60.8% (2022-23) to 61.4% (2023-24) of the total education budget.



Teacher salaries take up a major share of the budget, affecting non-salary components that directly influence learning. Share of teacher salaries in school education budgets across states is between 60% to 82%. Due to this, the allocations to school infrastructure (2.6%-13.3%), teacher trainings (0.2%-1.6%) and governance (0%-1.2%) are low.



The focus of CSR on foundational literacy and numeracy in critical early childhood education is dismal. Only 17 percent of the top education funders have financed interventions related to ECE. Between 2016 and 2018, of the 77 funders identified as top funders in education only 3 had focus on education program in ECE



Process inefficiencies lead to delays between budget approvals, releases and expenditure. Analysis of the timing of fund flows reveal significant delays in actual release of funds by different levels of government. In FY 2019-20, (till 31st October 2019), states had spent only 22% of total budgets under Samagra Shiksha, including state share.



Public expenditure is not fructifying into learning outcomes. Between 2008 and 2017, the government's per pupil expenditure in real terms nearly tripled (2.7 times) from Rs 7,245 to Rs 19,233. However, during the same nine-year period, the number of children in Class 5 in government schools who could read a Class 2-level text declined.



Schools have limited discretionary expenditure powers. Planning and allocations at district and state level are done without considering school-level needs or demands. 56% of schools do not make SDPs and when they do, the process of creating school plans ends up being a perfunctory exercise.

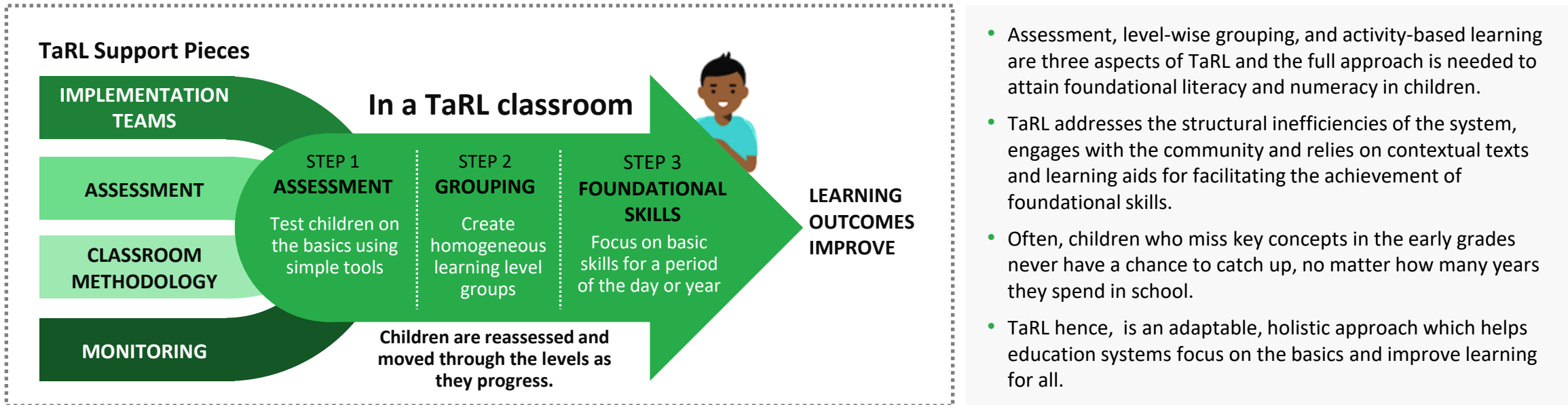
Source: [India Budget Speech 2023](#)
[Jhalani et al. 2021](#)

CASE STUDIES



1 Pratham’s pedagogical approach, Teaching at the Right Level (TaRL) has impacted 60 million children in India, and continues to grow strong, approaching 12 million learners across Africa.

Over the last two decades, Pratham Education Foundation and J-PAL have disentangled the problem statement: How can children be in school and not even learn the basics? To address this, TaRL was conceptualised with interventions across 21 states in India, and 6 randomised large scale trials.



TaRL is implemented by Pratham in the form of two models across India and Africa. It is enabling the primary education ecosystem to incorporate competency-based learning.

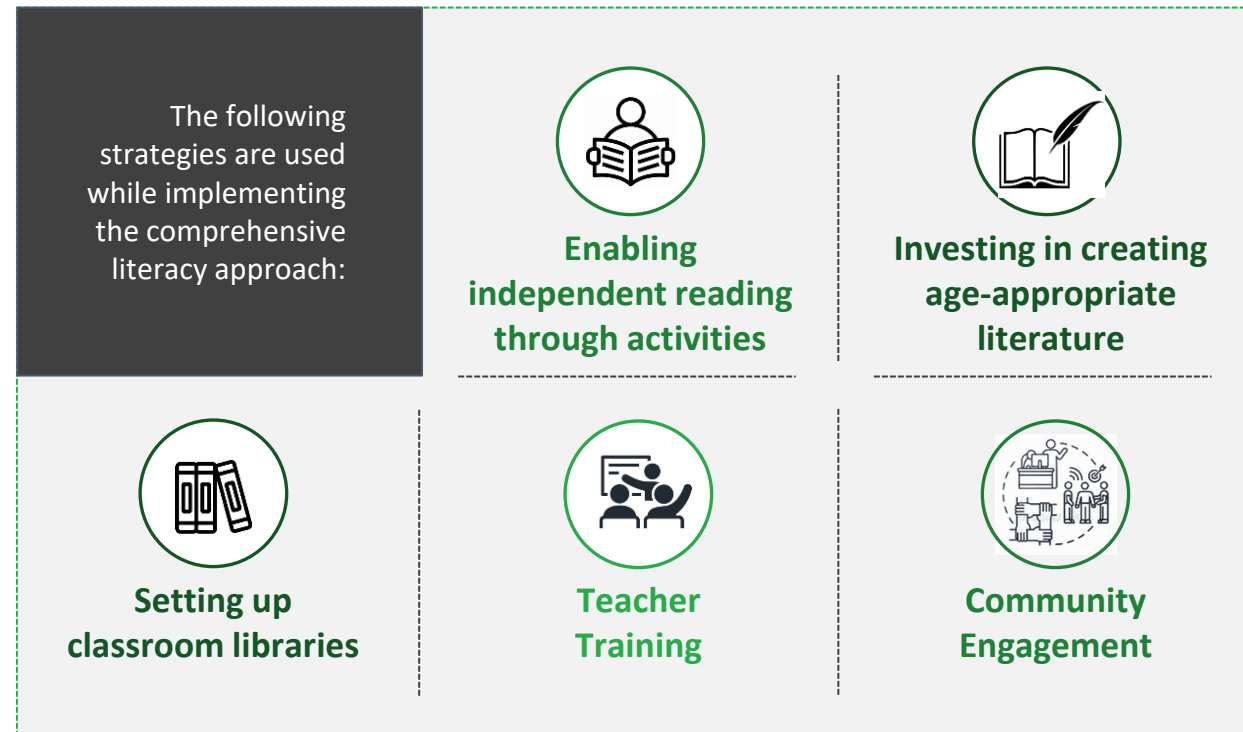
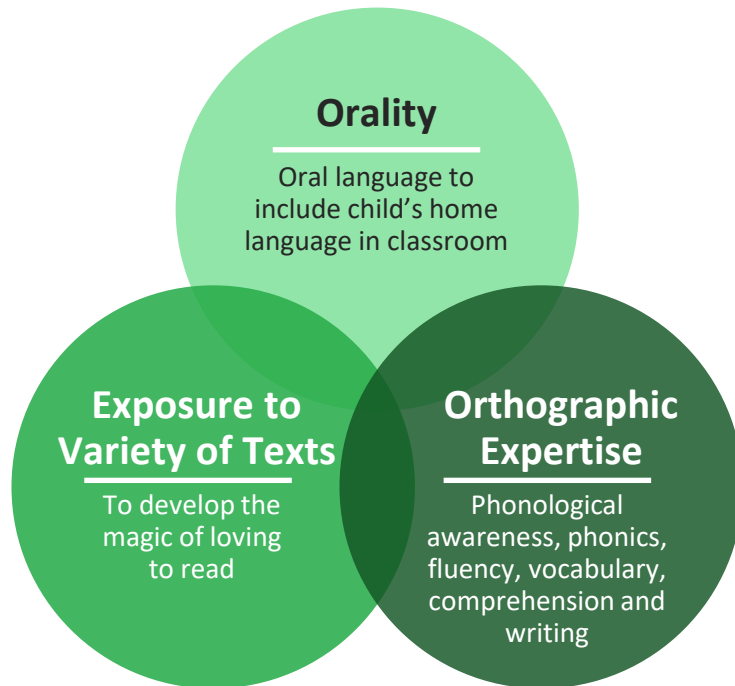
1 Direct Model The Pratham staff works with 25-30 learners, starts with assessments, and groups children according to their learning levels. Learning camps are organised for durations from 30 to 50 days, with an intervention of 2-3 hours every day; which leads to the achievement of learning outcomes.

2 Government Partnerships Government teachers are trained and supported. In these models, teachers re-group children in Grades 3 to 5 based on learning levels, for one to two hours a day, to focus on basic skills. Teachers receive strong mentorship support.

Source: TaRL, 2020



2 Room to Read’s Comprehensive Literacy Framework looks at ‘learning to read’ as a complete experience, where not only does the child learn all the skills to become an independent reader, but the environment also encourages the love for reading.

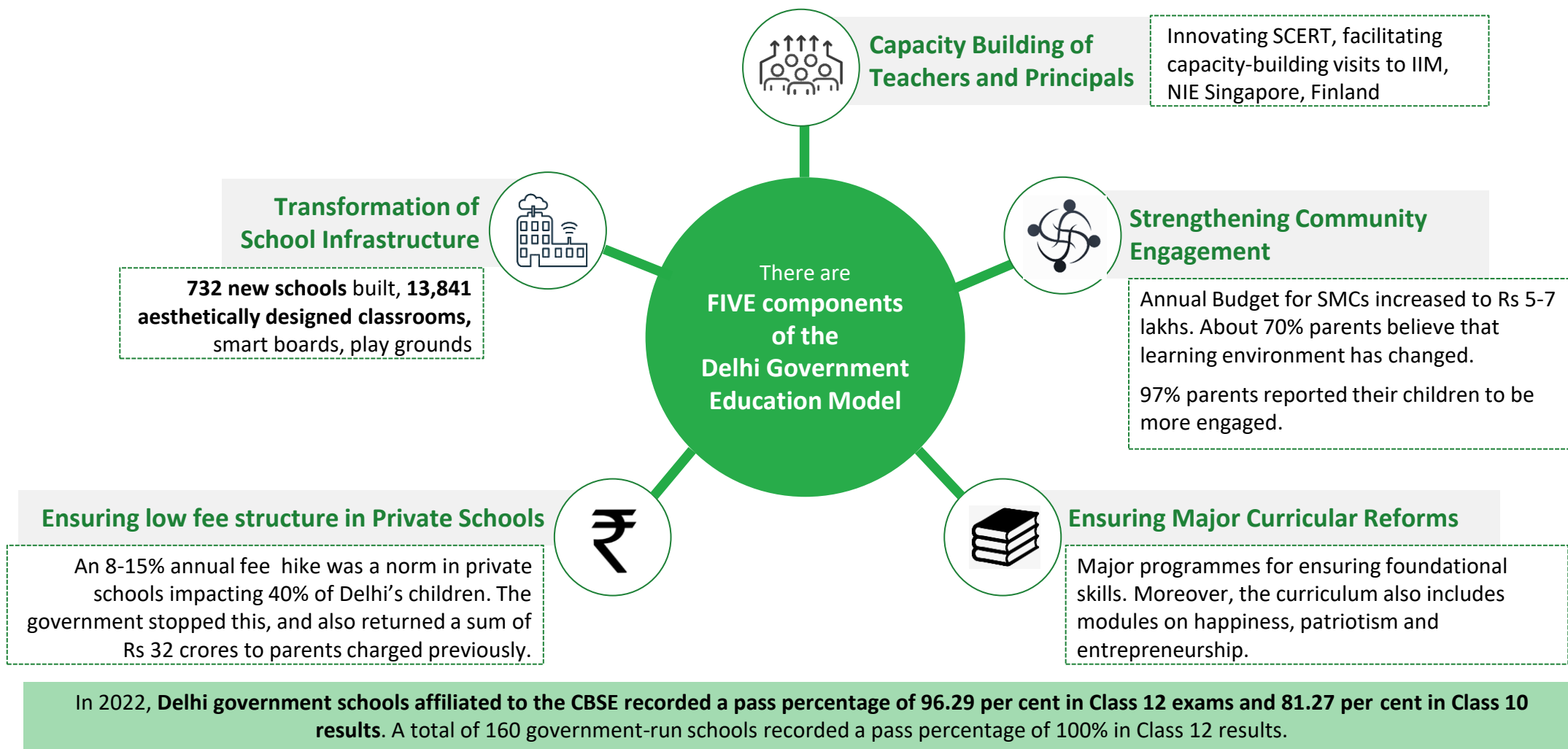


Room-to-Read’s Literacy Programme focuses on developing reading skills and a habit of reading among primary school children in government schools. For them, reading is the foundation of all future learning. They believe that the magic of learning enables a child to learn concepts, explore new places, internalise values, and develop their imagination, empathy, and critical thinking.

Source: *Room to Read, Our Approach*



3 With nearly 22% of the State Budget going into Education, the Delhi Government Education model has become a goal post for practitioners nationally as well as internationally.



Source: Dialogue and Development commission of Delhi, 2022



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