

M.Ed. Two Year Programme

S.L1.4 (d): Early Literacy: Theory and Practice

Maximum Marks: 100

Rationale: It is very important to understand the nature of literacy in the early years. In India many children depend solely on schools to make their first contacts with literacy. If they fail to acquire literacy in the beginning years of schooling, then their survival later on is bound to be difficult. Lately, there is a lot of focus on early literacy in India, possibly due to the increased enrolment caused by RTE act. There is a daunting task of providing literacy instruction to a large number of children from varying socio-economic, cultural, linguistic, and literacy background. Yet, very little is understood about the processes of early literacy acquisition and challenges of teaching it. This paper will examine early literacy acquisition from both development and socio-cultural perspective and discuss its implications for classroom instruction. The challenges of early literacy in India will be discussed in detail.

This course will include field-based assignments to enable students to understand early literacy development in the Indian context.

Unit one: Oral Language Development

Theoretical perspective on oral language development. Its relevance in understanding literacy acquisition.

Unit two: Literacy Development

Understanding the nature of literacy development from an Emergent literacy perspective. Vygotskian theory of development.

Examining the development of various aspects of reading and writing including concepts about print, spelling, functions of print, and comprehension.

Early Reading in a second language.

Unit three: Socio Cultural Perspectives

Importance of context: examining the language and literacy background of children in pre-primary and primary school.

Examining the classroom as a special context of language and literacy

Examining theories that account for differential achievement in literacy. Critique of deficit model.

Exploring alternative models including discontinuity model.

Critical literacy in early childhood.

Unit four: Implications for Pre-primary and Primary Classrooms

Issues related to teaching early literacy: the classroom environment; the teacher's role; early literacy curriculum and controversies related to it.

Literacy assessment

Unit Five: Early Literacy in India

Critical analysis of surveys on early literacy achievement.

Status of early literacy instruction in India

Examining the policy documents related to early literacy in India: NCF 2005, Padhe Bharat Badhe Bharat

Early literacy interventions in India

The challenge of reading in a second language in India

Reading List:

- Avery, C (2002).*And with a light touch: Learning about reading, writing, and teaching with first graders.* Portsmouth, NH: Heinemann
- Bissex, G (1980). *GYNS at work : A child learns to read & write.* Cambridge: Harvard University Press.
- Bloome, D. (2012). Classroom ethnography. In M.Grenfell et al, *Language, Ethnography, and Education* (pp.7-26). New York: Routledge.
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- Goodman D., Flurkey A. and Goodman Y. (2007). *Effective Young Beginning Readers. Critical Issues in Early Literacy, Research and Pedagogy:* Routledge: Taylor and Francis Group,3-16.

- Government of India. *Padhe and, Badhe Bharat: Early reading and writing with comprehension and early mathematics programme*. New Delhi: MHRD, Government of India.
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- Kumar, K. (2009). *What is worth teaching?* (4th Ed.). New Delhi: Orient Blackswan Private Limited.
- Larson, J, & Marsh, J. (2013), *Handbook of Early childhood literacy*. New Delhi: Sage.
- Mason, J. M. & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of Research on the education of young children* (pp. 137-150). New York, NY: Macmillan.
- McCarty, T.L. (2005). *Language, Literacy, and Power in Schooling*. Mahwah, NJ: Lawrence, Erlbaum Associates.
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