

**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

School Education - Foundational Reading Literacy Programme - "WE LOVE READING" - Improving Reading Practices among School children - Time bound action plan - Guidelines - Issued.

SCHOOL EDUCATION (PROG.II) DEPARTMENT

G.O.RT.No. 220

Dated: 12-11-2020.
Read:

From the DSE, Lr. No.1258828/Director RMSA/APSS/2020, dt.20.10.2020.

ORDER:

One of the main aims of Education is holistic development of a student's personality. Schools are providing learning opportunities to students to improve their learning skills. Reading is one of the major focused learning skills in the education system. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading skills have a profound influence on the development of their cognitive skills. It is reported that students are unable to read and comprehend in a proper way. It affects their future learning. According to ASER data, 77.6% of 3rd Grade and 52.2% of 5th Grade students are not able to read even Grade 2 level text book. 78.9% of 3rd Grade students are not able to read even Std. I level text. Data reveals how the reading levels of students of government schools have deteriorated over time. On top of the deteriorating levels of reading that students exhibit, there is also a large focus on mere reproducing of concepts in exams without reading and understanding. A lack of strong reading comprehension skills definitely affects a child's success at school as academic progress depends on understanding, analysing and applying information gathered through reading.

2. Reading helps students to develop better critical and analytical skills and cultivates confidence and creativity among students. Government felt that the ability to read with comprehension is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The habit of reading can best be inculcated and nurtured at the early stage of a student's life and there is dire necessity to have a time bound action plan. In this gigantic task, all the stakeholders including parents, community and civil society organizations should actively be involved. HM's and Teachers should play a key role in the entire programme.

3. After careful examination of the proposal of the Director of School Education in the reference read above, Government hereby decided to launch a one year Reading Fluency campaign from 14th November 2020 to 14th November 2021 with a tagline of "WE LOVE READING" to improve the reading skills of children from classes 3 to 9 and to institutionalize these interventions in the system to ensure sustained improvement among the students in the long run. The following guidelines are hereby issued for strict compliance:

I. Objectives of the Programme:

- a. To transform Non-readers to Readers.
- b. To cultivate habit of reading to make him/her independent reader.
- c. To create awareness on using of e-books and digital libraries wherever such infrastructure is available.
- d. To involve teachers actively in improving reading skills among student.
- e. To create awareness among the community on the importance of reading habit and make them to involve in the process.

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f. To achieve convergence of resources by involving Director of Public Libraries and Director of Adult Education and strengthening the school Libraries

II. The programme focuses on developing foundational literacy skills both the conceptual and skill-based knowledge among students of Class 3 to 9 and intends to build the following skills:

1. Phonemic awareness
2. Alphabetic Principle
3. Reading fluency
4. Vocabulary
5. Comprehension

The above first two skills are expected to be achieved by the primary grade students. A significant part of the schooling experience strives to improve students' reading fluency, vocabulary and comprehension. Developing strong reading practices is one of the best ways to improve these skills, and these skills in turn make the experience of reading a fruitful one.

III. **Planning and Institutional Mechanism:**

i. **State Level:**

- a. The Director of School Education (DSE) and SPD (SS) should conduct convergence meeting at the state level with Director of Public Libraries and Director of Adult Education, and other relevant officers and prepare State Action Plan;
- b. One senior Officer in the Directorate of School Education/SS should be appointed as State Level Monitoring Officer (SLMO). The SLMO shall oversee the entire campaign at state level with the support of State level campaign coordinators (SLCC). One senior officer at state level in the Department should be appointed as State level campaign coordinator (SLCC) for each district. The SLCC's shall coordinate with state level and district level officers and submit a report every month on activities of the allotted district to DSE.
- c. Director of School Education will submit consolidated report to Govt. in every month.
- d. Director of Public Libraries and Director of Adult Education should issue appropriate instructions to down the line for active involvement in the programme;
- e. Regional Joint Director of School Education should actively be involved in monitoring the programme in all the districts under his/her jurisdiction.
- f. A state level committee is constituted as follows:

Chairperson	Principal Secretary to Govt., School Education
Convener /Coordinating officer	Director of School Education
Co-convener	State Project Director, Samagra Siksha
Member	Director, SCERT
Member	Director, Public Libraries
Member	Director, Adult Education
Member	Nominated by DSE

ii. **District Level:**

- a. The Collector/Joint Collector (Development) will organize the meeting with State Level Campaign Coordinator (SLCC) of district concerned,

DEO, APC, Dy. Director, Adult Education and Secretary, Zilla Grandhalaya Samstha and other district level officers who were already appointed as Special/Nodal Officers of Mandals and prepare District Level Action Plan with the assistance of State level campaign coordinator (SLCC).

- b. District level resources should be mobilized to implement the District Action Plan. The model plan communicated by Director of School Education is the basis for the District Action Plan;
- c. All the librarians, Book Deposit center in-charges in the department of Public Libraries and Adult Education supervisors Volunteers and all other functionaries in the adult education department in the district may actively be involved in implementation of Action Plan;
- d. A District level committee is constituted as follows:

Chairperson	Joint Collector Development
Convenor /Coordinating officer	District Educational Officer
Co-convenor	Additional Project Coordinator, Samagra Siksha
Member	Principal, DIET
Member	Secretary, Public Libraries
Member	Deputy Director, Adult Education
Member	AMO
Member	One Lecturer from DIET
Member	One School Complex HM (Nominated by DEO)
Member	MEO (Nominate by DEO)

iii. Mandal Level:

- a. Special/Nodal Officer of the Mandal should conduct Mandal level meeting and prepare Mandal Action Plan with active support of all officers in the Mandal
- b. Special/Nodal Officer should identify one Mandal level officer for each Gram Panchayat and appoint him/her as GP Coordinator for successful implementation of the action plan
- c. Mandal Educational Officer should assist the Special/Nodal Officer of the Mandal in preparation of Mandal level Action Plan;
- d. A Mandal level committee is constituted as follows:

Chairperson	Mandal Parishad Development Officer
Convenor/ Coordinating officer	Mandal Educational Officer
Co-convenor	One School Complex HM
Member	Librarian, Public Libraries
Member	Supervisor, Adult Education
Member	One High School Headmaster
Member	One senior primary school Headmaster

iv. Gram Panchayat level:

- a. Mandal level Coordinating Officer should go to the respective allotted GP and convene a meeting with all stakeholders such as Headmasters, teachers, Village Secretariat functionaries, Village Volunteers, Preraks, Village literacy volunteers and librarians, village elders, SHG groups, Youth groups, etc., and prepare GP Action Plan;
- b. Headmasters will prepare school wise action plans for effective implementation;
- c. The existing school libraries and available village libraries will be strengthened and utilize properly in this task;

d. Gram Panchayat level committee is constituted as follows:

Chairperson	Village Secretary
Convenor /Coordinating Officer	Main School Headmaster
Member	Librarian, Public Libraries/ Book Deposit Center
Member	Instructor/Volunteer, Adult Education
Member	One senior teacher in the village
Member	One representative from Parents Monitoring Committee (PMC)
Member	Community Reading center volunteer

IV. Roles and Responsibilities of Headmasters and teachers in the campaign.

- a. Teacher is a continuous reader. He/ She has to understand innovations in both content and methodology. For this purpose teacher shall cultivate a habit of reading on his own. Without reading habit, teacher is unable to teach concepts to suit the understanding levels of students. In the same way, teacher educator has to continue reading for his professional development.
- b. Department of School Education/Samagra Siksha is held responsible to design various reading activities in the Reading Program along with students to teachers and teacher educators by providing world class literature and research studies on content and pedagogy, teaching methods, Assessment procedures, learning styles of students, Teaching learning material preparation and utilization techniques, lesson plans.

V. Implementation and Monitoring of the programme

- a. Monthly Action Plan, Baseline assessment format, Planning, School level implementation strategy, Student library committees, Library book issue procedure, Book Bank and school adoption procedure are appended to the G.O. at Annexures 1 to 8.
- b. All the teachers should be properly trained in this programme. Role of teachers and community in inculcating reading habit is appended to the G.O. at Annexure-3;
- c. The Monitoring Formats at various levels are appended to the G.O. at the Annexure-9;
- d. Various activities for conducting competitions & fests are appended to the G.O. at Annexures 10, 11 and 12;
- e. Library periods are incorporated in the academic calendar and model time tables are appended to the G.O. at Annexure-13.
- f. Two Library periods- one period for English and one period for Telugu per day shall be allotted in the class time table from the class 3 to 9 for improving reading skills.

4. The Director of School Education, A.P. and the State Project Director, Samagra Shiksha and the District Collectors in the state shall take necessary action in the matter accordingly.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

**B.RAJSEKHAR
PRINCIPAL SECRETARY TO GOVERNMENT**

To
The Director, School Education, A.P. Ibrahimpatnam, Vijayawada.

P.T.O

The State Project Director, Samagra Shiksha, A.P., Patamata, Vijayawada.
All District Collectors in the state
All RJDSE's in the State
All District Educational Officers in the state.
All Addl. Project Coordinators, Samagra Shiksha in the state
Copy to
The Addl. PS to Minister (Education)
The PS to Prl. Secy. (SE)

// FORWARDED BY ORDER //

SECTION OFFICER

ANNEXURE-1

DETAILED MONTHLY ACTION PLAN

While the campaign is initiated for one year, the goal is to institutionalize these interventions in the system to ensure sustained improvement in student outcomes.

The below-given action plan will take you through one year actionable steps of interventions across the school, state, and community levels. Each actionable is supported by clear guidelines attached in the Annexure.

Timeline	Activity	Work to be carry out	Resources
November	1. Baseline Assessment 2. School Level new Time table preparation. 3. Door to Door collection of Books by school team.	1. HM and school teachers organize assessment processes. 2. Class teacher is held responsible for organizing 2 library periods per day by adjusting regular workload. This has to be included in the Academic calendar.	Annexure 2- Assessment formats & guidelines. Annexure 13. Model Time Tables for all schools:
	1. Planning. 2. School and students adoption. 3. Division of library books. 4. Arranging School Book Bank. 5. Identification of Reading Volunteers 6. Identification of Community Reading centre. 7. Door to Door Collection of books by school team. 8. Plan execution. 9. Review Meeting. 10. Organizing rallies in the village for bringing awareness on Reading Literacy campaign. 11. Monitoring	1. Post assessment Planning with HM, Teachers, Grama volunteers. 2. HM, Teacher and Grama Volunteers will identify community volunteers to adopt students to help them after school hours and during holidays. 3. Formation of student Library committee. 4. Giving wide publicity to donate books to the School Library to set up a School Book Bank. 5. H.M., teachers with the help of village volunteers and village secretariat staff need to identify volunteers. 6. At the same time to identify a suitable place in the village on holidays is better, otherwise they may use school classrooms on holidays too. 9. Monitoring by state/district/mandal teams.	Annexure 3- Planning meeting Annexure 4- Implementation strategies. Annexure 5- Student library committee formation guidelines. Annexure 6- Library Book Issue Register Format Annexure 7 Book Bank Annexure 8 School adoption Annexure 9 School Visit Observation Format
December	1. Plan execution. 2. Reading Fest in	1. HM with the help of the teachers should implement the action plan developed in school level meetings.	Annexure 10 Reading Fest.

	<p>the school level.</p> <p>3. Monthly Assessment.</p> <p>3. Review meeting.</p> <p>4. Monitoring.</p>	<p>2. Monthly assessment to check how many students should be promoted to the next level.</p> <p>3, Monitoring by state/district/mandal teams.</p>	
January	<p>1. Plan execution.</p> <p>2. Reading buzz in the school level.</p> <p>3. Monthly Review & Planning Meeting.</p> <p>4. Monitoring.</p>	<p>1. School-level monthly review meeting by HM, teachers, Grama volunteer and youth volunteers.</p> <p>2. Monitoring by state/district/mandal teams</p>	Annexure 11- Reading buzz
February	<p>1. Plan execution.</p> <p>2. Reading Competitions in the school level.</p> <p>3. Midline assessment.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. HM and school staff with the help of grama volunteers will organize a reading mela.</p> <p>3. Monitoring by state/district/mandal teams.</p>	Annexure 12- School level reading Competitions
March	<p>1. Plan execution.</p> <p>2. Reading Mela at a community level.</p> <p>3. Monthly Review & Planning Meeting.</p> <p>4. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. Monitoring by state/district/mandal teams.</p>	Annexure 10- Village level reading mela guidelines.
April	<p>1 Plan execution.</p> <p>2. Midline assessment.</p> <p>3 Reading Fest in the school.</p> <p>4 Monthly Review & Planning Meeting.</p> <p>5. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status.</p>	Annexure 1- Assessment formats & guidelines.
May	<p>1. Plan execution.</p> <p>2. Monthly assessment.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the</p>	Annexure 11- Reading buzz.

	<p>3. Reading Buzz in the school.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring</p>	<p>academic year, assessment is to be conducted to check the campaign status.</p>	
June	<p>1. Plan execution.</p> <p>2. Village level Reading Mela organization.</p> <p>3. Monthly assessment.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status.</p>	<p>Annexure 10- Village level reading mela guidelines.</p>
July	<p>1. Plan execution.</p> <p>2. Reading Fest at school level.</p> <p>3. Monthly assessment.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status.</p>	<p>Annexure 10 Reading Fest.</p>
August	<p>1. Plan execution.</p> <p>2. Conducting Reading competitions.</p> <p>3. Monthly assessment.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status.</p>	<p>Annexure 12 Reading Competitions</p>
September	<p>1. Plan execution.</p> <p>2. Village level Reading Mela.</p> <p>3. Monthly assessment.</p> <p>4. Monthly Review & Planning Meeting.</p> <p>5. Monitoring.</p>	<p>1. Plan execution should continue as usual.</p> <p>2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status.</p>	<p>Annexure 11 Village level Reading Mela</p>

October	<ol style="list-style-type: none"> 1. Plan execution. 2. Reading Buzz in classrooms. 3. Monthly assessment. 4. Monthly Review & Planning Meeting. 5. Monitoring. 	<ol style="list-style-type: none"> 1. Plan execution should continue as usual. 2. In the last week of the last of the academic year, assessment is to be conducted to check the campaign status. 	Annexure 11 Reading Buzz
November	<ol style="list-style-type: none"> 1. Plan execution. 2. End line Assessment. 3. Monthly Review & Planning Meeting. 4. Monitoring. 	<ol style="list-style-type: none"> 1. Plan execution should continue as usual. 2. In the last week of this month assessment is to be conducted to check the campaign status. 	Annexure 10 Reading Fest

ANNEXURE-2

ASSESSMENT FORMATS AND GUIDELINES

School Report Card							
Baseline assessment							
UDISE code:				Date of assessment:			
Name of the school:				Name of GP:			
Name of the Mandal:				Name of Dist.			
Name of the assessor:				Name of the Gram Volunteer :			
Reading Level							
Class	Total Number of Students-Enrolled	Total Number of Students Assessed	Beginner	Word	Sentence	Paragraph	
Std-III							
Std-IV							
Std-V							
Std-VI							
Std-VII							
Std-VIII							
Std-IX							
Count of students at each level							

ANNEXURE-3

GUIDELINES FOR THE PLANNING MEETING.

- a. Proper planning is necessary for successful implementation of any programme
- b. Based on the guidelines Headmaster shall prepare a detailed plan of action showing implementation procedures.
- c. Gram Panchayat level committee, teachers and Headmasters of all schools in the Grama Panchayat and prepare the plan.
- d. In the planning meeting the following agenda shall be included.
- e. Weeding and grading of library books.
- f. Conduct of baseline assessment-grading of the students.
- g. Confirmation about community reading center and reading volunteers.
- h. Establishment of Book Bank and Reading Corner.
- i. Preparation of school time table @ 2 library periods per day.
- j. Work distribution, adoption of students among teachers.
- k. Identification and allotment of slots for the story tellers.
- l. Identify willing youth/retired/welfare organisations etc in the village who are willing to work in association with reading campaign.
- m. Paint the logo and the oath on the outer part of the school wall.
- n. Every 4th Friday there should be a monthly assessment using the Annexure 2 format.
- o. Post monthly assessments HM should organise a school level meeting in presence of teachers, grama volunteers and other volunteers to review the monthly assessment and check the progress and prepare for the next month interventions.

ANNEXURE-4

IMPLEMENTATION STRATEGY

MONTH	LEVEL-1	LEVEL-2	LEVEL-3	LEVEL-4
November	Picture book reading. Alphabet recognition. Talk about pictures in the story.	Picture/ Single words, sentence story book reading. Alphabet recognition Construction of new words (sarala padalu)	Simple text story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences	Simple text story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences
December	Picture/simple text book reading. Alphabet recognition Construction of new words (sarala padalu) Talk about pictures in the story.	Simple text story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences.	Paragraph type story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences. Narrate the story what they read	Paragraph type story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences. Narrate the story what they read

January	<p>Simple text book reading.</p> <p>Alphabet recognition Construction of new words (sarala padalu)</p> <p>Talk about pictures in the story.</p>	<p>Simple text story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p>	<p>Paragraph type story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p> <p>Narrate the story what they read</p>	<p>Paragraph type story book reading.</p> <p>Handouts, pamphlets, brochure.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences.</p> <p>Narrate the story what they read</p>
February	<p>Simple text book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu)</p> <p>Talk about pictures in the story.</p>	<p>Simple text story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences.</p> <p>Narrate the story what they read</p>	<p>Paragraph type story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p> <p>Narrate the story what they read</p>	<p>Simple Paragraph/ 2-5 pages story book reading.</p> <p>Handouts, pamphlets, brochure.</p> <p>Read and Understand new sentences with a speed of 35 words per minute recognition.</p>
March	<p>simple text book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p>	<p>Simple text story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p> <p>Narrate the story what they read</p>	<p>Simple Paragraph/ 2-3 pages story book reading.</p> <p>Read and Understand new sentences with a speed of 35 words per minute recognition.</p>	<p>Simple Paragraph/ 2-5 pages story book reading.</p> <p>Read and Understand new sentences with a speed of 35 words per minute recognition.</p>
April	<p>Simple sentences story book reading.</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p>	<p>Simple text story book reading</p> <p>New words recognition Construction of new words (Guninthapadalu) simple sentences</p> <p>Narrate the story what they read</p>	<p>Simple Paragraph/ 2-3 pages story book reading.</p> <p>Read and Understand new sentences with a speed of 35 words per minute recognition.</p>	<p>Simple Paragraph/ 2-8 pages story book reading.</p> <p>Read and Understand new sentences with a speed of 35 words per minute recognition.</p>

May	Simple sentences story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences	Simple text story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences Narrate the story what they read	Simple Paragraph/ 2-5 pages story book reading. Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Read and Understand new sentences with a speed of 35 words per minute recognition.
June	Simple sentences story book reading. New words recognition Construction of new words (Guninthapadalu, Dvitva, samyuktha padalu) simple sentences	Paragraph type story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences Narrate the story what they read	Simple Paragraph/ 2-5 pages story book reading. Handouts, pamphlets, brochure, . Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition.
July	Simple sentences/Paragraph story book reading. New words /sentences recognition Construction of new words (Guninthapadalu, Dvitva, samyuktha padalu) simple sentences	Paragraph type story book reading. New words recognition Construction of new words (Guninthapadalu) simple sentences Narrate the story what they read	Simple Paragraph/ 2-5 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition.
August	Simple sentences/Paragraph story book reading. New words /sentences recognition Construction of new words (Guninthapadalu, Dvitva, samyuktha padalu) simple sentences. Narrate the story that they read	Simple Paragraph/ 2-5 pages story book reading. Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition.

September	Simple Paragraph/ 2-3 pages story book reading. New words /sentences recognition Construction of new words (Guninthapadalu, Dvitva, samyuktha padalu) simple sentences	Simple Paragraph/ 2-5 pages story book reading Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition. Read with voice modulation- stress, pause, intonation etc.
October	Simple Paragraph/ 2-5 pages story book reading. Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition. Read with voice modulation- stress, pause, intonation etc.
November	Simple Paragraph/ 2-8 pages story book reading. Simple Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure, Read and Understand new sentences with a speed of 35 words per minute recognition.	Simple Paragraph/ 2-8 pages story book reading. Handouts, pamphlets, brochure. Read and Understand new sentences with a speed of 35 words per minute recognition.	Story books, Articles, News papers, handwritings, scrollings, reading and Understand with a speed of 35 words per minute recognition. Read with voice modulation- stress, pause, intonation etc.

ANNEXURE-5

FORMATION OF STUDENT LIBRARY COMMITTEES:

- a. Class level student library committee shall be formed with four members, 2 from boys and 2 from girls of the concerned class.
- b. Train the student library committee to maintain the issue register.
- c. Library books have to be issued to the children with the help of class wise student committees. Books are to be issued in the last period of every Friday. Class teacher is responsible for the entire process.
- d. Two (2) library periods (one for Telugu and the other for English) per day are to be allotted uniformly for all classes and to be implemented in all schools of the state after reopening of schools. 3rd and 6th periods are selected as library periods.

ANNEXURE-6

LIBRARY BOOK ISSUE REGISTER

Class:

Number of Students:

Name of the Class Teacher:

Name of the Student:

Section:

Roll Number:

S.No.	Book Number	Name of the Book	Publication	Rate	Date Issued	Date Received

Note: To maintain the issue register a 200 pages long notebook has to be kept. Allot 3 pages for each student. Books are to be issued on every Friday. If a student completes reading before Friday, another book has to be issued.

Reading volunteers (School-village partnership)

(This strategy is suitable for Covid pandemic season, to support students reading at home)

- One separate mechanism has to be in place for improving the reading habits of children through the Reading volunteer's system in all villages.
- With the help of ward volunteers and Education Assistants in the village Secretariat, some educated and enthusiastic persons are to be identified who can support the children of that village during Sundays and all other holidays.
- Reading volunteers have to encourage the reading habits of children and need to guide them in improving the same during Sundays and all other holidays of the school.
- All officers in the Education system from the state level to Mandal level have to adopt one village each for improving the reading habits of children.
- All B.Ed., D.Ed., Engineering colleges have to adopt as many villages as possible for improving reading skills.
- The whole system has to focus on improving the reading habits of children of all classes in the first 40 working days as a mission mode in phase 1.
- Reading volunteers are to be encouraged by issuing certificates from C.M./ Govt. for their services for the needy children. The details may be obtained in the following proforma;

Volunteer profile

S.No.	Name of the Volunteer	Qualification	No. Of students adapted	Class of students

ANNEXURE-7

SCHOOL BOOK BANK PROGRAMME GUIDELINES

- Objective:**
- To recognize the importance of reading in day to day life.
 - Recognizes the importance of the giving and taking process.
 - Self motivation towards reading books happens.

“Today a reader, tomorrow a Leader”- Margaret Fuller.

- a. It's the prime duty of all teachers to make children recognize the importance of book reading in their lives.
- b. Availability of books plays a crucial role in inculcating the book reading habit in children.
- c. Inculcating the habit of book giving will arouse reading habits in children.
- d. For this purpose for collecting more and more books in all schools, the 'BOOK BANK' concept has to be introduced.
- e. One big Carton has to be placed in the school with a small opening above , closed on all sides and written as 'OUR SCHOOL BOOK BANK'
- f. HM of the school has to start placing books in that, by stating that books already read by all the members of their house can be placed here.
- g. Later all teachers have to continue the same by placing one or two books which are already read by all the members of their house.
- h. The same habit may be continued by children of the school even.
- i. Children may be encouraged to donate a book to school on their birthdays
- j. Collection of books as donations from Public so that the children will get interest to enrich the class library and hence, healthy competition among the Students of various classes to develop their love towards books and passion of reading
- k. Through the School Book Bank as many books as possible may be collected in all schools.
- l. With this process, the children are able to identify the importance of books in their life, which in turn helps in the motivation of reading

ANNEXURE-8

SCHOOL ADOPTION GUIDELINES/ CONCEPT

The following table explains about the guidelines of school adoption. Post school adoption process all the stakeholders during their school visits take reference to observe the list of activities suggested in the Annexure 9

ADOPTION STRATEGIES AT DIFFERENT LEVELS FOR READING LITERACY CAMPAIGN					
S.NO	STATE LEVEL	DISTRICT LEVEL	MANDAL LEVEL	VILLAGE LEVEL	SCHOOL LEVEL
1	All state-level officers as mentioned in the annexure need to form teams and have to closely monitor the implementation of the Reading Literacy programme in schools every day .	All District Level Officers (DEO & APC) have to prepare an action plan for adoption of mandals to district level officers irrespective of their department. District level officers have to be supported by all stakeholders in the Education department like DyEOs, Sectoral Officers and MEOs.	MEOs of all mandals need to take the support of other line department officers in the mandal and also with school complex HMs, CRPs etc to form teams for adoption of villages in the mandal.	High School HM / senior primary/UP school HM with the support of Education Asst. of the village secretariat has to form teams within the village to monitor all schools in that particular village.	HM of every school is solely responsible for improving the reading skills of that Particular school. Class teachers need to adopt their class children. That particular teacher needs to have individual focus on every child especially on those who are not able to identify letters and read words.
2	Need to provide proper support and guidance to	These district teams have to closely monitor	The mandal teams have to closely monitor	The village level teams have to closely	HMs have to closely monitor this process and

	district level officers in achieving the desired outcomes in reading skills	programme implementation especially in terms of improvement in reading skills in children in their allotted mandals.	the reading enhancement of children in the schools of those villages.	monitor the reading enhancement of children in the schools of those villages.	have to give required support for the teachers and students.
3	State level officers need to closely monitor the district level adoption process.	DEOs & APCs need to closely monitor the mandal adoption process	MEO has to closely monitor the village adoption process	Senior HM/ High school HM has to closely monitor the reading skills improvement in different schools of that village and can give proper guidance and support.	Teachers shall have their own strategies or can follow the strategy plan given by the state office for improving children's reading skills. But ultimately every student should become a reader.
4	State level officers have to submit weekly compliance report on the progress of reading skills of the children in that district to SPD, Samagra Siksha	District level teams have to submit their compliance report weekly once to the concerned DEOs Report should also include the measures taken for poor learners.	Village level teams have to submit their compliance report to concerned MEO. Report should include measures taken for poor learners.	Teams of the village need to submit their compliance report to the concerned MEOs once in every week in the given proforma at Annexure-2	HMs have to submit their compliance report to the concerned MEOs twice in a week.

ANNEXURE - 9

SCHOOL VISIT OBSERVATION FORMAT

Observation Proforma On Reading Literacy Programme

Part A- Classroom Observation

S.No	Process To Observe	Remarks
1	Reading aloud of story for 3 times	YES/NO
2	Writing of gist of the story on the board	YES/NO
3	Specific/graphic reading by the students	YES/NO
4	Word recognition by encircling the words	YES/NO
5	Letter recognition by linking the Alphabet chart	YES/NO
6	Creation of new words with known letters	YES/NO
7	Making of similar sentences	YES/NO

8	L3 level students writing book synopsis	YES/NO
9	Open ended story discussion	YES/NO

Part B-Preparedness For Reading Literacy Campaign

S.No	Item To Observe	Remarks
1	Segregation of books into 3 levels of both languages is completed	YES/NO
2	Identification of students into 3 levels is completed	YES/NO
3	Baseline test conducted	YES/NO
4	Adoption of classes to all teachers	YES/NO
5	Student Library committees constitution	YES/NO
6	Regular maintenance of Library book issue Register	YES/NO
7	Identification of Village Reading Volunteers	YES/NO
8	Whether the plan of action for Reading Melas, Reading Fests is there	YES/NO
9	Any other innovative ideas (If so write below)	YES/NO
10	Any support from Parents, Old students, Youth, NGO or any others from the village	YES/NO

Part-c General Information Of The School Visited

Name Of The Observer & Designation:
Name & Address Of The School Visited:
Date & Time Of Visit:
Students Data:

CLASS	Level 1	Level 2	Level 3	Level 4	Total
Class 3					
Class 4					
Class 5					
Class 6					
Class 7					
Class 8					
Class 9					
Class 10					

Overall Remarks:

Signature of the Observer:

ANNEXURE-10

GUIDELINES ON READING MELAS/FESTS

- a. Reading Mela/ Reading Fest is a combination of different innovative activities related to reading and comprehension. This is organised by students on their own.
- b. Objectives of Reading Mela/Reading Fest:
- c. To improve reading skills among students in a joyful way
- d. To encourage students to participate in different reading activities
- e. To make reading as a fun
- f. To explore and familiarise various language discourses
- g. To know about famous poets/writers/literature
- h. Reading Mela will be conducted at panchayat/ school complex/ mandal/ district level. Students display their presentations/activities in the reading mela.
- i. Reading Fest will be conducted at school level duly following Reading Mela procedures.
- j. Select convenient place to conduct reading mela
- k. Arrange stalls depending on exhibits and number of students. Provide opportunity to all schools in the Mela to display their exhibits.
- l. Inform all school Headmasters/teachers about commencement of Reading Mela and suggested list of activities one week before the commencement.
- m. Every school shall develop exhibits related to reading skills i.e. language games, story corner, letter box, word puzzles, word forest and other creative and fun activities.
- n. The stalls shall be run by students with the support of teachers
- o. Reading Mela shall be conducted one or two days thrice in a year.
- p. At the end of the programme best displays are to be awarded.
- q. Conduct orientation to teachers at school complex level to develop innovative language games/objects/display etc.

ANNEXURE - 11

GUIDELINES ON READING BUZZ

- a. Reading Buzz is a class specific activity, it makes students alert and dynamic
- b. Recitation, Reading aloud are the best practices in the Reading Buzz activity.
- c. Buzzing sound to be made in the classroom for motivating all students towards reading.
- d. Select a story/poem/writeup and circulate the same to all students and ask them to read the story in groups and the whole class. It seems to be a form of recitation.
- e. Ask the students to read aloud the given text with proper stress, intonation and voice modulation.
- f. Sing rhymes/ songs/ poems in a group or individual.
- g. Conduct a buzz game in the classroom (Ask the students to stand in a circle and utter the names of food items one by one, if the first student shall say the name of any food item from plants, the next student should say buzz, third student shall say another plant food item. Fourth student shall say buzz. In this way the game will be continued. In the second round instead plant food item food from animals may be used)
- h. Imitation of different sounds and people may be encouraged

ANNEXURE-12

COMPETITIONS AND FESTS AT SCHOOL/VILLAGE LEVEL

Reading should be a continuous process. We should create an enabling environment to read the books beyond school hours and even school vacation. Reading should be incentivized at the school and community level by organizing competitions and fests.

At village level all schools together with the help of village heads or donors have to organise Reading Melas by arranging book exhibitions, stalls by students and conducting inter school competitions in book reviews before the villagers which will help in improving the reading skills of students.

ANNEXURE-13

Subject Wise Period Allotment For Primary Level In View of We Love Reading Campaign

There are 48 periods in a week @ 8 periods per day. Every day 2 periods shall be allotted library periods to improve foundational reading literacy among students of classes 1 to 5. The subject wise period allotment is hereunder.

Subject	Allotted Periods	Subject Periods	Remedial Teaching Periods	Library Periods
Telugu	10	6	1	3
English	10	6	1	3
Mathematics	10	6	1	3
E.V.S.	5	4		1
Physical Literacy	5	5	0	0
No Bag Day	8	6	0	2
Total	48	33	3	12

Model Timetable

DAY	P 1	P2	B R E A K	P 3	P4	B R E A K	P 5	P 6	B R E A K	P 7	P 8
MON	Tel	Mat		Lbr	EVS		Eng	Lbr		Tel	PL
TUE	Tel	Mat		Lbr	EVS		Eng	Lbr		Mat	PL
WED	Tel	Mat		Lbr	EVS		Eng	Lbr		Tel	PL
THU	Tel	Mat		Lbr	EVS		Eng	Lbr		Eng	PL
FRI	Tel	Mat		Lbr	Mat		Eng	Lbr		Eng	PL
SAT	NBD	NBD		Lbr	NBD		NBD	Lbr		NBD	NBD

NOTE: For every subject period 10 minutes is allotted for Ananda Vedika activities. All creative activities shall conduct on no bag day (Saturday). Every day 3rd library period is meant for Telugu library books reading and every 6th library period is meant for English Library books reading.

High School Level:

There are 54 periods in a week @ 9 periods per day. Every day 2 periods shall be allotted library periods to improve foundational reading literacy among students of classes 6 to 9. The subject wise period allotment is hereunder.

Subject	Allotted Periods	Subject Periods	Remedial Teaching Periods	Library Periods
Telugu	7	4	1	2
Hindi	6	3	1	2
English	7	4	1	2
Mathematics	9	6	1	2
Physical Science / Bio Sci	6/5	7 (4/3)	2 (1/1)	2 (1/1)
Social Studies	7	4	1	2

Physical Literacy	5	5	0	0
Work/Art/Value Education	1	1	0	0
Env. Edn.	1	1	0	0
Total	54	35	7	12

DAY	P 1	P2	P 3	B R E A K	P 4	P5	B R E A K	P 6	P 7	B R E A K	P 8	P 9
MON	Mat	Tel	PS		Lbr	Eng		SS	Lbr		Hin	Work Edn
TUE	Mat	Tel	PS		Lbr	Eng		SS	Lbr		Hin	PL
WED	Mat	Tel	PS		Lbr	Eng		SS	Lbr		BS	PL
THU	Mat	Tel	PS		Lbr	Eng		SS	Lbr		BS	PL
FRI	Mat	Tel	PS		Lbr	Eng		SS	Lbr		BS	PL
SAT	Mat	Hin	BS		Lbr	Env		Mat	Lbr		Hin	PL

Note: Library associated activities like elocution, creative writing, puppetry, debates, quiz, drawing and painting, model making etc shall be conducted in the second library period of every Saturday.

Upper Primary Level:

Subject	Allotted Periods	Subject Periods	Remedial Teaching Periods	Library Periods
Telugu	7	4	1	2
Hindi	5	2	1	2
English	7	4	1	2
Mathematics	8	5	1	2
General Science	6	3	1	2
Social Studies	7	4	1	2
Physical Literacy	5	5	0	0
Work/Art/Value Education	2	2	0	0
Env. Edn.	1	1	0	0
Total	48	30	6	12

DAY	P 1	P2	B R E A K	P 3	P4	B R E A K	P 5	P 6	B R E A K	P 7	P 8
MON	Tel	Mat		Lbr	Hin		Eng	Lbr		Sci	PL
TUE	Tel	Mat		Lbr	Hin		Eng	Lbr		SS	PL
WED	Tel	Mat		Lbr	Hin		Eng	Lbr		SS	W.Ed.
THU	Tel	Mat		Lbr	Sci		W.E	Lbr		SS	PL
FRI	Tel	Mat		Lbr	Sci		Eng	Lbr		SS	PL
SAT	Eng	Mat		Lbr	Sci		Env.sci	Lbr		SS	PL

Note: Library associated activities like elocution, creative writing, puppetry, debates, quiz, drawing and painting, model making etc shall be conducted in the second library period of every Saturday.