



Pedagogical Impact of Teachers on Reading Preparedness and Reading Attainment among Scheduled Tribe Children: Insights from Field Observations

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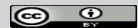
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ABSTRACT

The highest priority of school education as per the National Education Policy 2020 is universal acquisition of foundational learning skills by Grade 3. Reading readiness is a critical developmental stage in a child's journey towards effective reading and comprehension of written language. The paper reports the complex relationship between pedagogical methods and literacy development, focusing on reading readiness and performance in early-grade tribal students. Through classroom observations, assessments, and interviews, it examines constructivist, collaborative, integrative, and reflective teaching approaches, shedding light on their impact on language proficiency. The role of teachers as bridges between language and culture for tribal children is emphasized. Using the classroom observation, the research categorizes teachers' methods and correlates them with Grade II tribal students' achievements. Constructivist and reflective strategies enhance listening comprehension, integrative methods enrich vocabulary, while collaborative and constructivist techniques improve letter recognition, especially within tribal contexts. The synergy between these methods enhances various aspects of literacy, though challenges like mother tongue versus state language disparities persist. The paper recommends adopting integrative and

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reflective practices, embracing cultural relevance for effective education, and informs policies to boost language acquisition, communication finesse, and academic success in tribal students.

Keywords: Pedagogical impact, reading preparedness, reading attainment and indigenous children

The highest priority of school education as per the National Education Policy 2020 is universal acquisition of foundational learning skills by Grade 3. The ability to read and write is a necessary foundation and indispensable prerequisite for all future schooling and lifelong learning. Early literacy and numeracy skills are not only foundational for learning but are correlated with greater quality of life and personal well-being and are critical for educational outcomes in later years. (Ministry of Education, 2020). Reading readiness is a critical developmental stage in a child's journey towards effective reading and comprehension of written language. It encompasses various cognitive, physical, and emotional factors that contribute to a child's ability to learn to read successfully. Reading performance, on the other hand, refers to a child's ability to read and understand text fluently and accurately. High quality Early Childhood Education programmes help the children to develop a conceptual and language foundation for later learning of reading, writing and mathematics'. Early childhood (birth to 9 years) is a critical period of development and early literacy and early numeracy are two important skill areas that develop along with social, emotional, cognitive, and physical development of the child during this period.

Defining Reading Readiness

Reading readiness encompasses a child's readiness to acquire crucial reading skills, such as phonological awareness, letter recognition, vocabulary, and oral language. Jeanne S. Chall (1983) highlights cognitive, physical, and emotional factors influencing effective reading acquisition. Clay (1993) stresses the alphabetic principle understanding—letters representing sounds, while Elizabeth Sulzby (1986) underscores oral language and comprehension. UNICEF (2012) accentuates mental, physical, and socio-emotional maturation's role in reading readiness, emphasizing it as developmental rather than purely chronological. Schifferdecker (2007) clarifies it marks the shift from non-reader to reader, a challenging yet rewarding journey. Proficient reading not only boosts self-esteem but also enhances overall learning along the educational path.

Influence of Teachers' Pedagogical Practices on Learning Achievement

Professionally trained teachers play a pivotal role in influencing students' reading performance through tailored strategies that accommodate diverse educational settings. Taylor and Pearson emphasize context-specific strategies that cater to students from economically disadvantaged

backgrounds, including those from monolingual and multilingual settings. Paulo Freire's concept of critical literacy underscores the importance of understanding students' experiences and power dynamics to create an inclusive and empowering learning environment. Teachers' choices in lesson value and structure impact students' perceptions of information importance, contributing to a socially constructed learning experience.

Rationale of the Study

The research paper titled "Pedagogical Impact of Teachers on Reading Preparedness and Reading Attainment among Scheduled Tribe Children: Insights from Field Observations" presents a compelling case within the domain of educational research. It squarely addresses a critical issue concerning the educational progress of Scheduled Tribe children, a historically disadvantaged and marginalized group in the realm of education.

By delving into the pedagogical impact of teachers on the readiness and achievement levels of reading skills, the study aspires to offer pragmatic insights aimed at enhancing the educational journeys of these children. Proficiency in reading stands as a foundational skill, with its early development holding paramount importance for overall academic success. A comprehensive grasp of how teachers shape this developmental process serves as the cornerstone for crafting effective teaching strategies and interventions.

Furthermore, the research adopts a comprehensive approach by capturing the dynamics within classrooms and the interactions between teachers and students. Ultimately, the study seeks to enlighten policymakers, educators, and other stakeholders by presenting evidence-based recommendations. These recommendations, grounded in empirical data, are poised to bridge existing educational disparities and promote inclusive learning environments for Scheduled Tribe children. In doing so, the research endeavours to contribute significantly to their socio-economic empowerment and overall well-being.

Objectives

- (i) To study the reading readiness of early grade Scheduled Tribe Children.
- (ii) To examine socio-cultural and pedagogical factors influencing reading readiness of early grade Scheduled Tribe Children in school and community.

Research questions

- (i) What is the reading readiness level of early-grade Scheduled Tribe children in the Mayurbhanj District of Odisha?
- (ii) How do the pedagogical and cultural factors influence in reading readiness of early grade Scheduled Tribe Children?

Methodology

In pursuit of robust research, a meticulous methodology was employed to guarantee representative sampling and ethical integrity. Our study focused on the district of Mayurbhanj, Odisha, where 26 blocks were initially identified. Employing random selection, four blocks were chosen to form the basis of our investigation.

Within each of these selected blocks, a purposive sampling technique was employed to identify ten elementary schools catering to Scheduled Tribe children in primary grades. This approach aimed to capture a diverse range of perspectives and experiences.

To collect comprehensive data, three distinct tools were meticulously crafted. The first, a Reading Readiness Test, was administered to 205 grade II Scheduled Tribe children. The second tool, an Inventory for School cum Observation Schedule, was applied across 40 schools. The third tool, a pre-designed interview schedule, was conducted with 40 teachers. These instruments were thoughtfully designed to address the research objectives and questions effectively.

To enhance tool validity, a rigorous development and try-out process ensued. Pilot test data was scrutinized, examining response distribution, item variability, and potential redundancies or ambiguities within the items. Informed by these insights, a process of revision, refinement, and item reduction was diligently executed, culminating in validation by experts and our guide.

Ethical considerations were paramount throughout our research journey. Informed consent was sought from individuals contributing their data, ensuring transparency and respect for privacy. Data collection was limited to what was strictly necessary for our research objectives. All interactions with participants were conducted with unwavering honesty and integrity, reinforcing our commitment to ethical research practices.

The study employed a standardized Classroom Observation Tool (CoT) to classify teachers into distinct pedagogical approaches: Constructivist, Collaborative, Integrative, and Reflective. The effects of these approaches were juxtaposed with the academic achievements of tribal students. Statistical analysis, including One-way Analysis of Variance (ANOVA), synthesized the data to establish correlations and derive meaningful insights.

Defining Different Pedagogical Approaches Adopted by Teachers while Teaching

Constructivist Pedagogy: This student-cantered approach emphasizes hands-on activities, critical thinking, collaboration, and self-guided learning. Constructivist teachers foster independent learners who can apply knowledge in real-world contexts, influencing reading readiness and performance.

Collaborative Pedagogy: In this approach, pupils work together on tasks, fostering interaction, community, and support among learners. Teachers facilitate collaboration, contributing to an inclusive and engaging learning environment that impacts reading readiness and performance.

Integrative Pedagogy: Integrative learning promotes connections between subjects and real-world experiences. Reflective practice enhances understanding and metacognitive skills, contributing to improved reading readiness and performance.

Reflective Pedagogy: Educators who continuously reflect on lessons and seek student feedback create an environment of growth and improvement. Reflective pedagogy encourages critical thinking and self-awareness, positively impacting reading readiness and performance.

Demographic profile of teachers under various pedagogical category

This research study aimed to investigate the influence of pedagogical approaches adopted by teachers on Reading Readiness and Reading Performance of scheduled tribe children. The findings shed light on the significance of different pedagogical strategies/approaches such as (i) Constructive Pedagogy, (ii) Collaborative or cooperative pedagogy, (iii) Integrative Pedagogy and (iv) Reflective pedagogy which are adopted by the teachers and how these teaching approaches are influence reading readiness and performance among the students.

Table 1: Number of teachers in each pedagogical category and number of students they have taught in language subject

Category	Constructivist	Collaborative	Integrative	Reflective
Teachers	9	12	11	8
Students taught	72	157	93	78

Note: (i) Constructivist (Cons) (ii) Collaborative (Colla) (iii) Integrative (Inte), and (iv) Reflective (Refle) pedagogy.

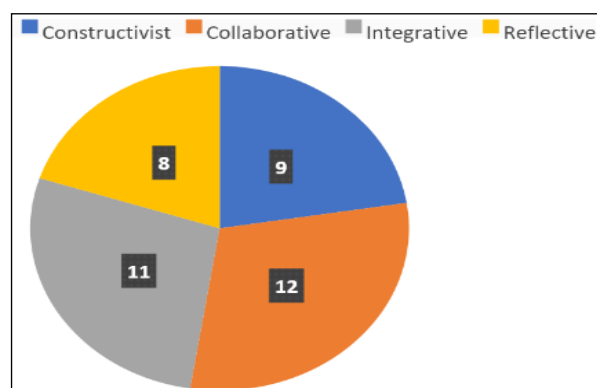


Fig. 1: Number of Teachers in Each of the Pedagogy Category

Analysis of Data

Pedagogical Influence on Reading Readiness of the Scheduled Tribe Students

Listening Comprehension: Data analysis shows Constructivist and Reflective methods greatly enhance tribal children’s listening skills. Fig. 2 emphasizes their effectiveness over collaborative and integrative approaches. Authentic experiences, active learning, and explicit teaching create engaging language environments. Constructive pedagogy cultivates diverse oral communication skills, boosting proficiency. Teachers embracing these methods significantly improve students’ comprehensive listening abilities.

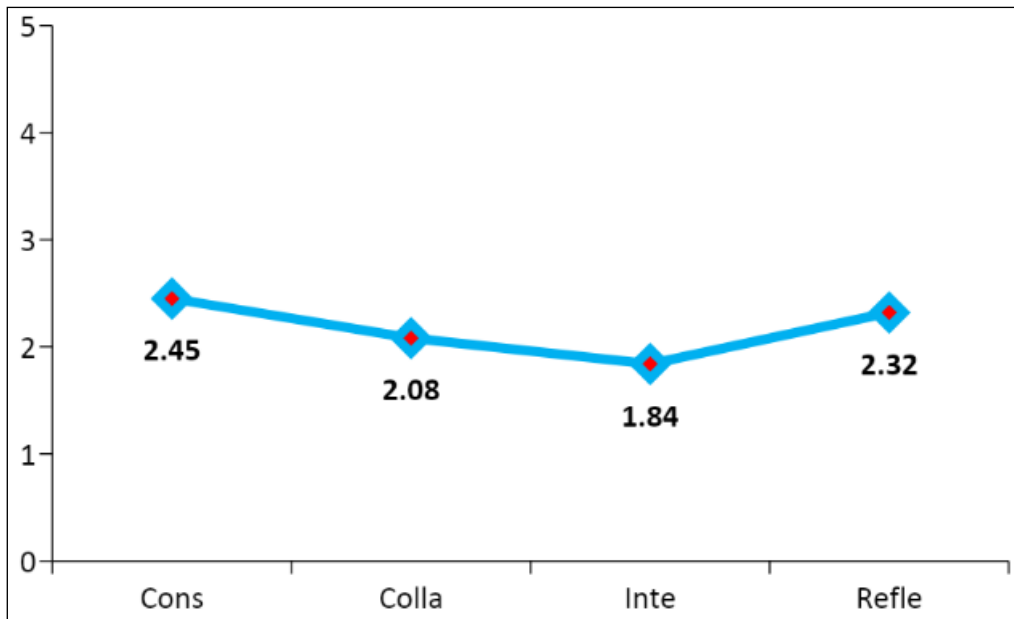


Fig. 2: Effect of Teacher’s Pedagogical Approach on Listening Comprehension

Vocabulary Development

The integrative pedagogical approach seamlessly weaves vocabulary learning into language teaching, encompassing reading, writing, speaking, and listening. It introduces new words through real-life scenarios like texts, discussions, and interactive tasks, enhancing comprehension and application. Fig. 3 data underscores how this method bolsters vocabulary development and overall language proficiency, empowering teachers to create impactful learning experiences.

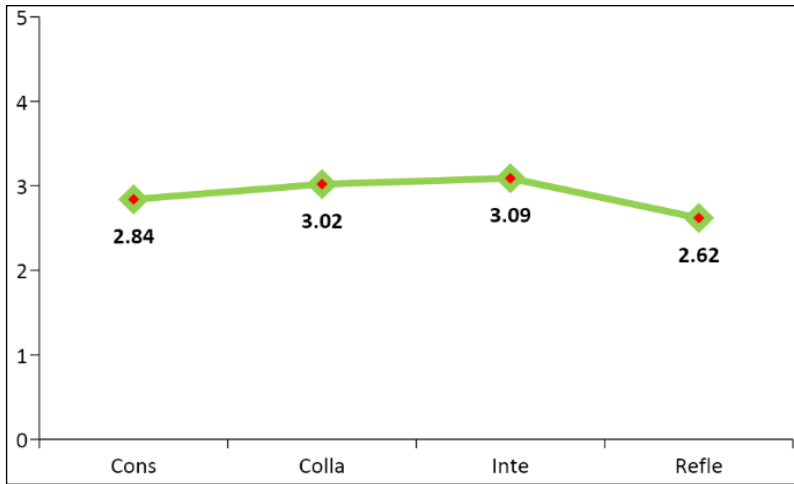


Fig. 3: Effect of Teacher’s Pedagogical Approach on Vocabulary Development

Letter Recognition

Letter recognition is vital for early literacy. Employing constructivist and collaborative methods can enhance learning. Constructivism emphasizes active learning and critical thinking, letting students discover letters autonomously. Collaboration involves group tasks, fostering idea exchange. These methods empower tribal students, deepening understanding and creating an inclusive learning space. Figures indicate their efficacy in building stronger letter recognition skills.

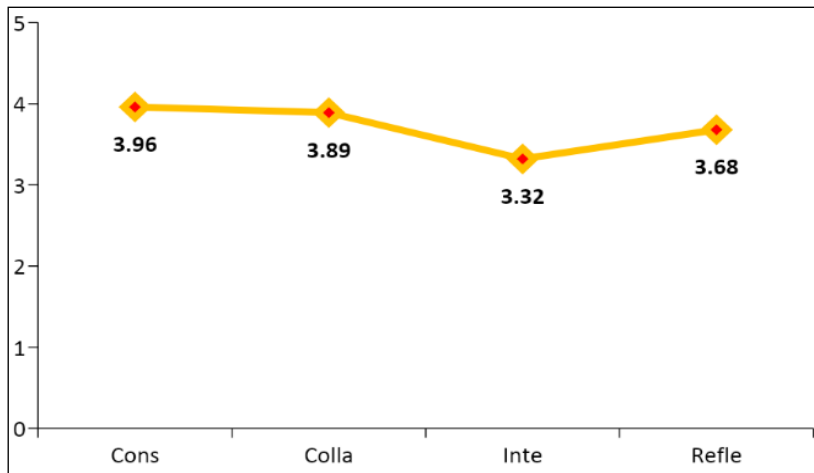


Fig. 4: Effect of Teacher’s Pedagogical Approach on Letter Recognition Of Students

Word Recognition

The constructivist, integrative, and reflective approaches profoundly shape word recognition. Constructivism highlights readers' active role in meaning-making, connecting prior knowledge to new words. Integrative strategies combine phonics, context, and more, fostering adaptable decoding. Reflection enhances self-awareness and correction. Together, they empower readers for improved comprehension, fluency, and literacy, as depicted in Fig. 5.

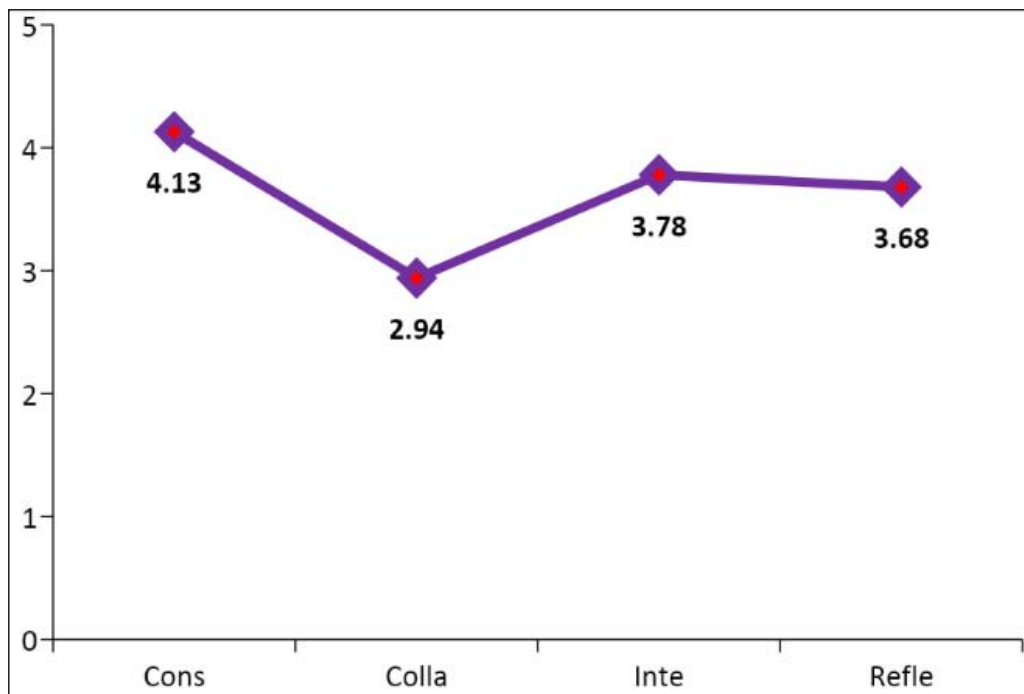


Fig. 5: Effect of Teacher's Pedagogical Approach on Word Recognition Of Student

Phonological Awareness

Integrative and reflective pedagogical methods positively shape phonological awareness development. Integrative techniques incorporate phonological instruction into diverse subjects, highlighting its role in reading and writing. Reflective methods foster metacognition, prompting learners to assess their phonological abilities, set goals, and enhance motivation. Employing these approaches cultivates a robust understanding of phonological awareness, aiding its application in literacy tasks.

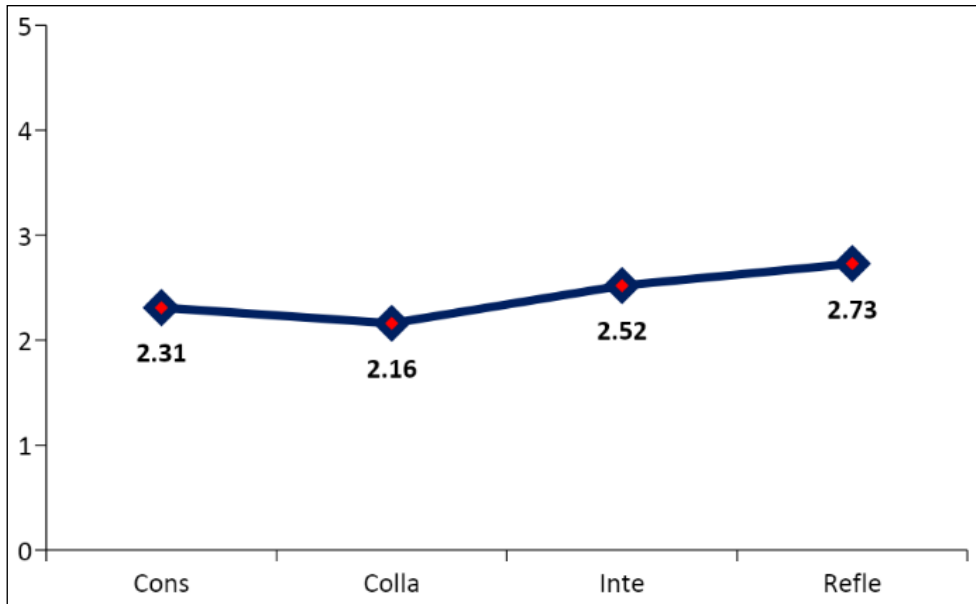


Fig. 6: Effect of Teacher's Pedagogical Approach on Phonological Awareness

Table 2: Summary of One-Way ANOVA for Reading Readiness Among Grade II Students Relating to the Pedagogical Approach of their Teachers

Listening with Comprehension					
Source	SS	df	MS	F	p
Between groups	48.27	3	16.09	12.87	P<.0001
Within /Error	496.55	396	1.25		
Mean					
	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	2.45	2.08	1.84	2.32	
Significant group difference	No difference: 1vs 4		Difference: 1vs2, 1vs 3, 2vs 3, 2vs 4, 3vs.4		
Vocabulary Development					
Source	SS	df	MS	F	p
Between groups	17.04	3	5.68	2.64	P<.05
Within /Error	852.18	396	2.25		
Mean					
	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	2.84	3.02	3.09	2.62	

Significant group difference	No difference: 1vs 2, 2vs3,		Difference: 1vs 3,1vs 4, 2vs 4, 3vs.4		
Letter Recognition					
Source	SS	df	MS	F	p
Between groups	37.62	3	12.54	6.09	P<.001
Within /Error	814.48	396	2.06		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	3.96	3.89	3.32	3.68	
Significant group difference	No difference: 1vs 2		Difference: 1vs2, 1vs 3,1vs 4, 2vs 3, 2vs 4		
Word Recognition					
Source	SS	df	MS	F	p
Between groups	97.51	3	32.50	10.52	P<.001
Within /Error	1222.43	396	3.09		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	4.13	2.94	3.78	3.68	
Significant group difference	No difference: 3vs4		Difference: 1vs2, 1vs 3,1vs 4, 2vs 3, 2vs 4		
Phonological awareness					
Source	SS	df	MS	F	p
Between groups	27.26	3	9.09	5.41	P<.001
Within /Error	664.23	396	1.68		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	2.31	2.16	2.52	2.73	
Significant group difference	No difference: 1vs2, 3vs4		Difference: 1vs 3,1vs 4, 2vs 3, 2vs 4		

Pedagogical Influence on Reading Performance of the Scheduled Tribe Students

Dictation: The study affirms that constructivist and reflective methods positively impact students' dictation skills. Constructivism links new material to existing knowledge, aiding understanding and context comprehension. It acknowledges prior knowledge's role, enhancing vocabulary and grammar application. Reflection boosts self-assessment, error analysis, and goal setting. Merging both approaches cultivate active, informed learning, connecting, collaborating, and self-improving, elevating dictation competence.

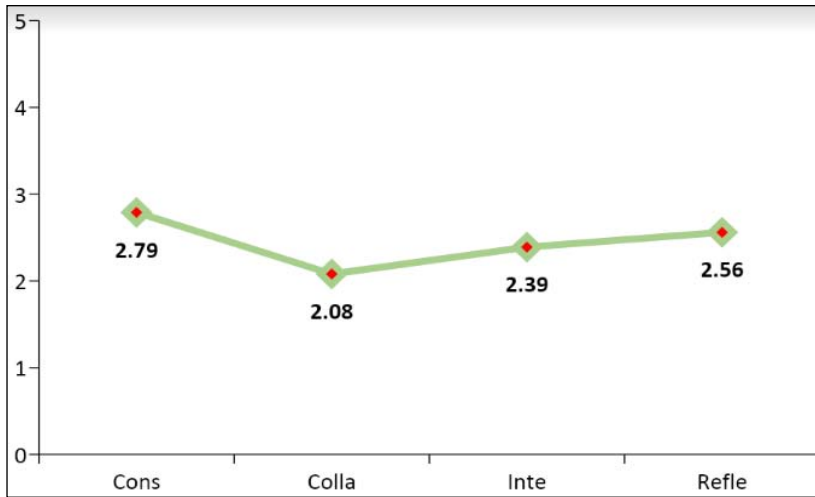


Fig. 7: Effect of teacher's pedagogical approach on dictation of students

Reading Fluent: Thus, the finding of the study in Fig. 8 clearly indicates that by combining the constructivist, collaborative, and reflective approaches, students can develop a holistic and comprehensive approach to reading fluency. The constructivist approach helps students build meaning from texts, the collaborative approach facilitates peer interaction and support, and the reflective approach encourages students to take ownership of their learning. Together, these approaches provide a strong foundation for developing reading fluency skills.

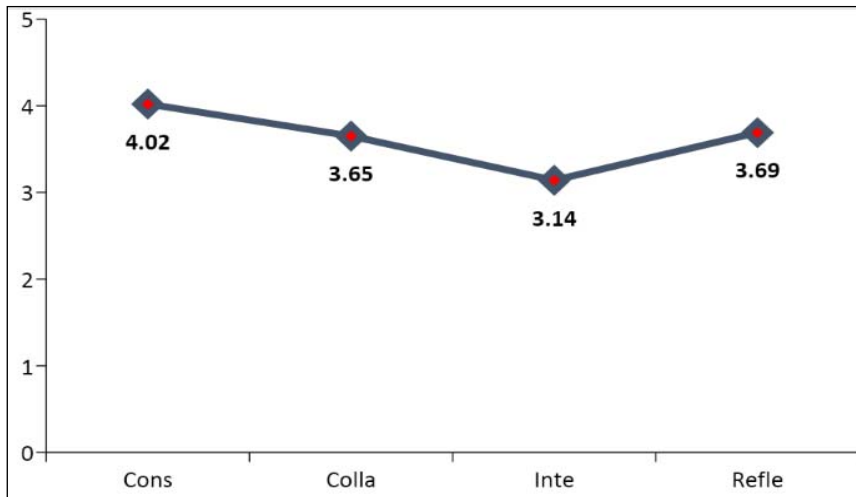


Fig. 8: Effect of teacher's pedagogical approach on reading fluent

Reading Comprehension: Constructivist and reflective approaches amplify reading comprehension. Constructivism engages students in active interaction and meaning creation, nurturing higher-order thinking. Reflection cultivates self-awareness and metacognition, aiding comprehension. Illustrated in Fig. 9, these methods excel over collaborative and integrative techniques, synergizing for holistic reading mastery. Together, they enrich understanding, critical thinking, and reading competence.

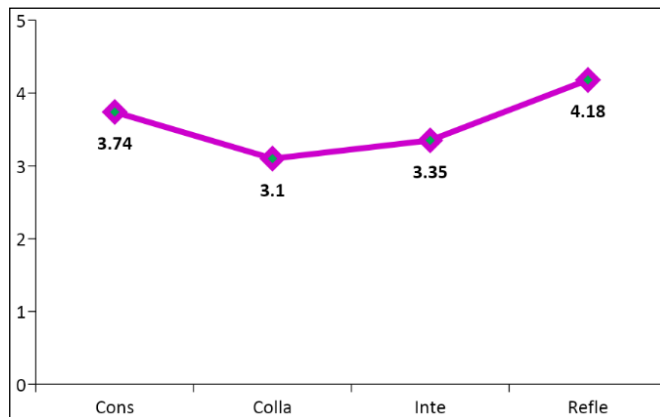


Fig. 9: Effect of teacher’s pedagogical approach on reading comprehension

Reading with Voice modulation: Voice modulation while reading involves purposefully adjusting tone, pitch, volume, and pace for enriched delivery. It adds depth, emotion, and emphasis, making text engaging. Modulation distinguishes characters, conveys moods, and highlights key elements. Challenges hinder tribal children’s modulation, as shown by Figure-10 data. Mother tongue disparity and accents play a role.

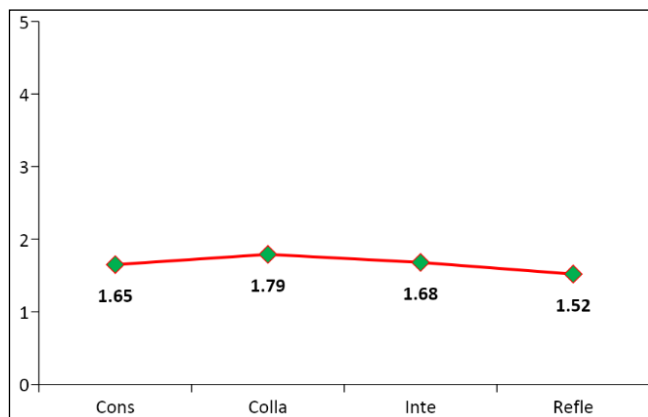


Fig. 10: Effect of teacher’s pedagogical approach on reading with voice modulation

Grammatical Knowledge

The data in Fig. 11 clearly indicates that both the Constructivist and Collaborative approaches instead of Integrative and reflective approaches; promote active engagement, meaningful contexts, and interaction, which can enhance early-grade students' grammatical knowledge. By providing opportunities for hands-on exploration, discovery, and collaboration, these approaches foster a deeper understanding of grammar and support language acquisition and communication skills.

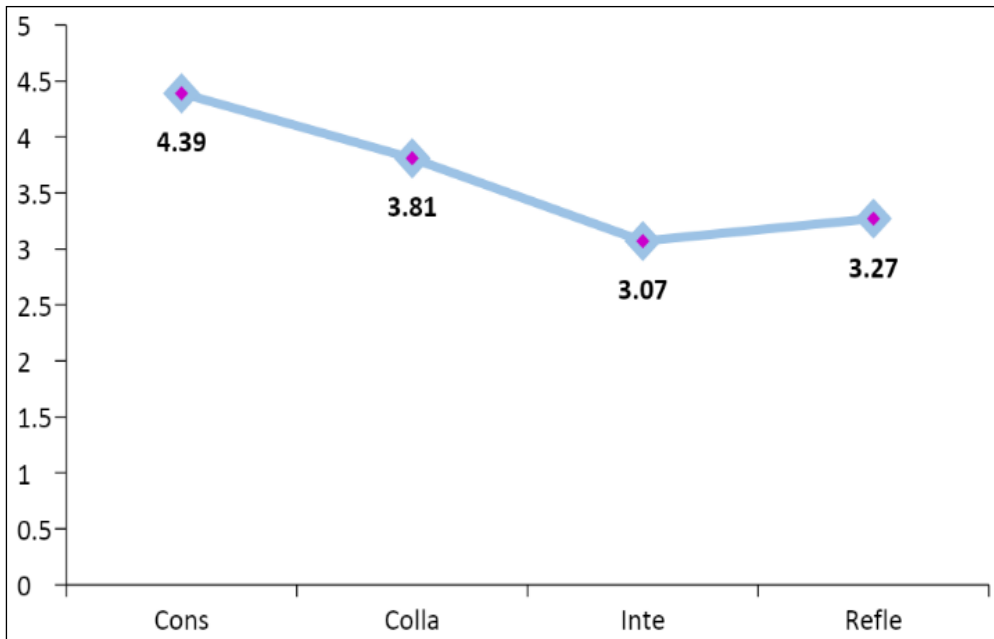


Fig. 11: Effect of teacher's pedagogical approach on grammatical Knowledge

Independent writing

Comparatively, constructivist and collaborative methods, exemplified in Fig. 12, outperform integrative and reflective tactics. These approaches empower tribal students as autonomous writers, embracing culture, fostering participation, peer cooperation, ownership, autonomy, and reflection. Thus, educators harness these techniques to boost tribal students' writing prowess, instilling confidence, expressiveness, and proficiency. In summary, constructivist and collaborative approaches excel in cultivating self-reliant writers.

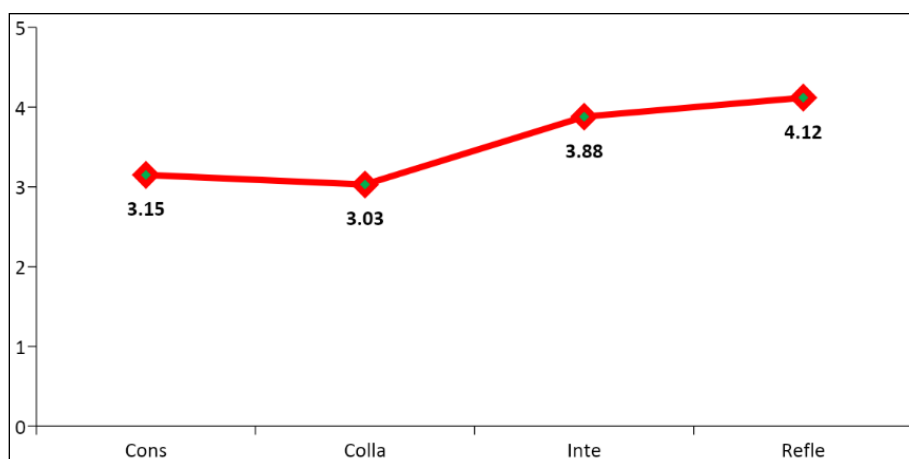


Fig. 12: Effect of teacher’s pedagogical approach on independent writing

Table 3: Summary of One-way ANOVA for Reading Performance among Grade II Students Relating to their teachers’ pedagogy approach

Dictation					
Source	SS	df	MS	F	p
Between groups	42.32	3	14.10	6.27	P<.01
Within /Error	889.51	396	2.25		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	2.79	2.08	2.39	2.56	
Significant group difference	No difference		Difference: 1 vs 2, 1vs 3,1vs 4, 2vs, 4, 3vs.4, 2vs3		
Reading Fluent					
Source	SS	df	MS	F	p
Between groups	73.16	3	24.39	12.76	P<.001
Within /Error	755.37	396	1.91		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	4.02	3.65	3.14	3.69	
Significant group difference	No difference: 2vs4		Difference: 1 vs 2, 1vs 3,1vs 4, 2vs 3, 3vs.4		
Reading Comprehension Skill					
Source	SS	df	MS	F	p
Between groups	152.56	3	50.85	20.09	P<.0001

Within /Error	1002.68	396	2.53		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	3.74	3.10	3.35	4.18	
Significant group difference	No difference: 2vs3		Difference: 1 vs 2, 1vs 3,1vs 4, 2vs 4, 3vs.4		
Reading with Voice Modulation					
Source	SS	df	MS	F	p
Between groups	12.73	3	4.24	1.76	P<.05
Within /Error	951.81	396	2.40		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	1.65	1.79	1.68	1.52	
Significant group difference	No significant group differences were observed				
Gramatical Knowledge					
Source	SS	df	MS	F	p
Between groups	78.12	3	26.04	8.04	P<.001
Within /Error	1282.51	396	3.24		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	4.39	3.81	3.07	3.27	
Significant group difference	No difference		Difference: 1 vs 2, 1vs 3,1vs 4, 2vs 3, 2vs 4, 3vs4		
Independent Writing					
Source	SS	df	MS	F	p
Between groups	67.54	3	22.51	7.10	P<.001
Within /Error	1256.42	396	3.17		
Mean	Cons (1)	Colla (2)	Inte (3)	Refle (4)	
	3.15	3.03	3.88	4.12	
Significant group difference	No difference: 1 vs 2, 3vs 4		Difference: 1vs 3,1vs 4, 2vs 3, 2vs 4		

MAJOR FINDINGS

- ❖ The research reveals that Constructivist and Reflective pedagogies have a substantial impact on tribal children's listening comprehension. These methods stress active learning, authentic listening, and explicit teaching, proving more effective than collaborative and integrative approaches. Creating dynamic language engagement through constructive pedagogy enhances oral communication and language proficiency.

- ❖ For vocabulary development, the integrative approach excels, seamlessly merging vocabulary learning with real-life situations. This method bolsters comprehension and application, leading to improved proficiency.
- ❖ Constructivist and collaborative techniques effectively enhance letter recognition by encouraging active learning and critical thinking. Such methods create an inclusive space, deepening understanding.
- ❖ Word recognition benefits from Constructivist, Integrative, and Reflective approaches. Constructivism connects prior knowledge to new words, integrative methods blend techniques, and reflection sharpens comprehension and fluency.
- ❖ Integrative and reflective techniques shine in phonological awareness development. Integrative methods incorporate phonological instruction into various subjects, while reflection hones metacognition.
- ❖ Constructivist and reflective practices enhance dictation skills. Constructivism links new and prior knowledge, reflection encourages self-assessment, fostering informed learning.
- ❖ Reading fluency thrives through Constructivist, Collaborative, and Reflective methods, fostering meaning-building, peer interaction, and ownership of learning.
- ❖ Reading comprehension benefits from Constructivist and Reflective strategies, promoting active interaction and higher-order thinking.
- ❖ Voice modulation's importance is highlighted for enriched text delivery, though current methods may not significantly impact tribal children due to language disparities.
- ❖ Constructivist and Collaborative approaches excel in promoting grammatical knowledge, providing meaningful contexts and interaction.
- ❖ For independent writing, Constructivist and Collaborative methods empower tribal students, acknowledging cultural identities and fostering collaboration.
- ❖ In conclusion, specific pedagogical methods significantly impact language skills among tribal children. These insights empower educators to enhance learning outcomes and literacy development in tribal communities.

Constructivist and Reflective pedagogical methods exert a profound impact on tribal children's listening comprehension. Active learning, genuine listening encounters, and direct instruction enhance oral communication and language skills. Integrative tactics seamlessly merge vocabulary growth with real-life contexts, fostering deeper comprehension. Collaborative and Constructivist techniques synergize to improve letter recognition, creating inclusive learning environments. Integrative and Reflective methods enhance phonological awareness and dictation prowess, establishing a strong foundation. Comprehensive reading fluency thrives through the fusion of Constructivist, Collaborative, and Reflective approaches. However, voice

modulation skills may require tailored strategies. Constructivist and Collaborative methods excel in grammar instruction, while writing proficiency blossoms via Recognizing cultural identities, active participation, and reflective thinking. These methodologies empower tribal children, promoting language skills and educational triumph.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The study delved into the impact of diverse pedagogical methods on various aspects of language and literacy development among tribal children. The findings underscore the critical role of pedagogical approaches such as constructivism, collaboration, integration, and reflection in fostering enhanced listening comprehension, vocabulary development, letter recognition, word recognition, phonological awareness, dictation, reading fluency, reading comprehension, voice modulation, grammatical knowledge, and independent writing skills.

Holistic Approach: Educators and curriculum designers can adopt a holistic approach by integrating a combination of constructivist, collaborative, integrative, and reflective methods. This approach acknowledges the multifaceted nature of language and literacy development and offers a comprehensive learning experience for tribal students.

Metacognitive Skills: Reflective pedagogical strategies encourage metacognition, self-assessment, and goal-setting. These skills empower tribal students to take ownership of their learning and make informed decisions about their language and literacy development.

Cultural Sensitivity: Acknowledging and respecting cultural identities within the educational context is essential. Constructivist and collaborative methods can help incorporate cultural elements into teaching, making the learning experience more relevant and relatable for tribal children.

Scaffolded Learning: Integrative and reflective strategies, which scaffold instruction and gradually build complexity, can assist tribal students in mastering challenging language skills. This gradual progression ensures that students are adequately prepared for each stage of language development.

Peer Interaction: Collaborative approaches facilitate peer interaction and cooperative learning, which can foster a sense of community and shared understanding among tribal students. Peer engagement promotes active participation and provides opportunities for linguistic practice.

Teacher Training and Professional Development: Educators working with tribal communities should receive specialized training in these pedagogical methods. Ongoing professional development can equip teachers with the skills and knowledge needed to effectively implement these approaches and adapt them to the specific needs of their students.

In conclusion, the research highlights the significant influence of pedagogical methods on tribal children's language and literacy development. By utilizing constructivist, collaborative,

integrative, and reflective approaches, educators can empower tribal students to excel in various language skills, enabling them to achieve educational success and engage meaningfully in their communities and beyond. These findings hold great promise for the advancement of language and literacy outcomes among tribal communities, emphasizing the transformative impact of tailored pedagogical strategies.

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