A look at effective supplementary reading material and replicability

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'Nali-kali': joyful learning pedagogy a response to challenges

- How to:
  - manage 5 grades with two teachers
  - improve learning outcomes
  - learning with fun, not with fear

‘Nali-kali’ pedagogy designed to address multi-grade-multi-level (MGML) classes; child-friendly curriculum developed at grass-root level.
Detailed learning ladders designed

- Learning Ladders for Language, Math, Environmental Science
- Cards for each rung of the ladder
- No text books
- Learning at one’s own pace
- Teacher-assisted learning, peer-learning, self-learning.
Grades 1, 2, 3 in Nali-kali class
Nil exposure to print medium outside school - children need print motivation, need to ‘experience’ a book.

Children develop a feel for the nature of written language at a very early age by listening to books read aloud. They begin to understand the function of reading and develop a positive attitude towards it.'

Marie Clay

- 50 Readers twined with Learning Ladder of grade 1
- Initiated by UNICEF in partnership with State Govt Education Dept
- Coordination by NGO
- Scaled from 10 education blocks to 100 blocks to 202 blocks -44,000 schools
Multiple user, shared Reader
50 Readers designed for Grade 2
Readers replicated in Chatisgarh state on similar lines – not translated
Content, Design, illustrations, layout

- Teachers participation in generation of themes, concepts, reviewing
- Link criticality of Reading skills to other subjects - Math-related themes and science-related stories to improve vocabulary, comprehension, proficiency in these subjects as well
- Name of contributing teachers and her/his school was acknowledged on cover page of Readers
- Editing and refining out-sourced
- Teacher-page on left side; 'shared' by Sibling and other adults
- Four-colour, 200 gsm laminated paper used – Readers have survived 4 years in classrooms
<table>
<thead>
<tr>
<th>Grade</th>
<th>Font size</th>
<th>Max sentence length</th>
<th>Average no of words per book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>32</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Grade 2</td>
<td>24</td>
<td>7</td>
<td>85</td>
</tr>
</tbody>
</table>
Reading skills and writing skills interlinked - attention to critical spacing between words is relevant in developing both.

Design of activity-sheet or work-sheet given attention.
Teacher Training

- ToT model used – lengthy but necessary process
- Toll-free help-line instituted
- Video mode tried – has limitations
- On-going support by Cluster Resource Persons (CRPs) – if trained well
- Need strong, dedicated, high-energy Master trainer team
- D.E.A.R. teacher
“...even the high scorers are not able to meet the mark of what is expected of them from their books.”

Inside Primary Schools, Suman Bhattacharjea, Wilima Wadhwa, Rukmini Banerjee, 2011

- Child-friendly illustrations
- Charming 4-colour production
- Yet lengthy sentences, average 300 words per lesson in grade 2 text
- Will teacher complete syllabus or wait for all kids to catch up?
THE LOST RING

Once there lived a young man in a town, his name was Rangayya. One day he bought a gold ring. He kept the ring in his pocket. He went home late in the evening and said to his wife, “I have bought something for you!”

“Oh, thank you”, said his wife, “what have you bought?” “I have just bought a gold ring for you. Here it is.” He held it out for his wife to see. Then the ring slipped from his hands and fell down accidentally.

“Oh dear,” he said, “I have dropped it somewhere.” He began to look for it on the floor. The dark inside the house and he could not find anything. He went outside the house and began to look for the ring in the street. At first, his friend came along. He asked the man, “Hey, what do you want?”

“I have lost my gold ring,” the man said, “where did you lose it?”

“In my house.” The man said, “You have lost your ring inside your house. You are looking for it outside in the street! How foolish you are!”

“Ah, I know,” said Rangayya, “but it is dark inside my house. I need to find it there. But here, in the street, there is more light and I can see better.”

IV. Let’s do.
Teacher's challenge: multiple skill levels in class

- Class library comes to the aid of teacher
- Teacher has opportunity to create texts for reading; activities around reading
- Appropriate books can be selected for fast readers as well as those catching up.
- Essential to 'nurture' the newly-learnt skill of reading, to avoid regression
- Short paras can be co-created with children in black-and-white
Graded by skills – not age
Low-cost options

- Library-in-a-bag
Replicability issues

Senior decision-making officers have short tenure.

Impacts implementation hurdles and inadequate support system

Ability to read is not considered a critical skill – even by Dept officials

Though funds are allocated - enthusiasm wanes over time

Only in ‘Project mode’ is there seriousness in implementation
To sum up

Supplementary reading material:
Plays an important role in learning process, allows filling of gaps
Material should be child-appropriate and teacher-friendly
Involves teachers, middle level officers but also get professional inputs for designing, editing, production
Allows Teachers flexibility in classroom management

THANK YOU