Karnataka State has about 44,000 primary schools managed by the Government and there are about 10,000 primary schools both aided by the Government and those that are privately financed. We have about 71 lakh children in the 6-14 years age group. Karnataka has achieved fair success in bringing almost 98% into school. Our big challenge now is to improve the quality of education provided especially in government primary schools.

To my mind, a key component in the child’s educational development is her ability to read. Reading ability is the foundation for further learning and self-learning. Studies show low levels of reading ability among children in government primary schools. A number of initiatives including setting up of Karnataka Schools Quality Assessment Organization and launching of the campaign - Karnataka Schools Towards Quality Education - are under way.

Considering the magnitude of the task, the Government has invited support from all other stakeholders. It is in this context that we formed the Karnataka Learning Partnership with Akshara Foundation. Under this banner, government schoolteachers, CRPs and BEOs have all worked together with Akshara Foundation to execute a reading programme in all government primary schools in Bangalore and the results have been encouraging.

The Government considers this a successful programme - children have benefited; teachers and educators have been enthused about this “mission”; parents have been excited at seeing their children read better. This has now given us the confidence of taking this initiative beyond Bangalore to all parts of the State.

It is heartening that civil society players like Akshara Foundation have put in so much energy into this initiative.

We look forward to more programmes under the Karnataka Learning Partnership.

T.M. Vijay Bhaskar

Secretary, Primary & Secondary Education

Government of Karnataka
The Karnataka Learning Partnership was conceived as a platform for continuous engagement with the Education Department, Government of Karnataka, to ensure that every child is in school and learning well.

If society and government are completely serious about making sure that no child is left behind, it will need a long-term commitment of resources, both financial and human, both private and public. The Karnataka Learning Partnership provides an opportunity to make that commitment.

In the first phase, the State’s Education Department, in partnership with Akshara Foundation, has taken up the accelerated reading programme, in both Kannada and Urdu (in Urdu medium schools) to ensure that all children in government primary schools in Bangalore are able to read fluently and accurately, so that they can empower themselves to learn other subjects as well. We all know that reading is a primary skill without which even mathematics cannot be understood in our education system.

The results are there for all to see. Everyone who participated in this exercise feels a sense of great satisfaction at the huge effort that was put in. It was done in a focused, time bound and efficient manner and benefited tens of thousands of children. So many of them are now happily engaged in learning to read everything around them.

The results have also brought to us all a sharp sense of how much more effort remains to be made. We need to work further with those children who somehow could not be helped enough. We need to focus on them now. There are also schools that did not participate in this exercise. They have to be brought into the programme quickly as well.

This was only a Bangalore project. If the government is convinced, Akshara Foundation is prepared to help take this across to every school in Karnataka so that within two years, we will have reached every single child in every single government school in the State.
This is not a pilot project. This is the real thing.

We hope to bring good governance practices at a scale that is required for universalisation of any service, whether it is access to reading or something else.

That is why the Akshara team, along with our donor community and other partners, has spent so much time building a robust technology backbone for the Karnataka Learning Partnership. As you will see in this report, the technology framework will allow us and the government to measure the work in a continuous and targeted manner.

Eventually, this should feed into the strategy and planning exercise that the government has undertaken for the improvement of learning outcomes in school.

Let’s identify, early in the academic year, those students who require help and let us give it to them as quickly and efficiently as possible.

The Karnataka Learning Partnership’s work has just begun. Children who are discovering the pleasures of reading need access to enjoyable reading material. We hope that in the next phase, we can help enhance the school library system.

And as reading is just a stepping stone to more learning, we also need to accelerate learning in maths and the sciences for those who are currently unable to cope.

We hope the Karnataka Learning Partnership platform can be used by all those interested in the future of our school children.

Karnataka has done very well in getting almost universal enrollment into schools. Now let’s ensure that enrollment equals an entitlement to a good education.

Rohini Nilekani

Chairperson,
Akshara Foundation
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Partnership</td>
<td>6</td>
</tr>
<tr>
<td>The Methodology</td>
<td>10</td>
</tr>
<tr>
<td>The Planning</td>
<td>16</td>
</tr>
<tr>
<td>The Roll Out</td>
<td>22</td>
</tr>
<tr>
<td>The Results</td>
<td>26</td>
</tr>
<tr>
<td>Feedback</td>
<td>50</td>
</tr>
<tr>
<td>The Team</td>
<td>54</td>
</tr>
</tbody>
</table>
The Partnership
“Performance in the field of education is one of the most disappointing aspects of India’s developmental strategy. Out of approximately 200 million children in the age group 6-14 years, only 120 million are in schools and net attendance in the primary level is only 66% of enrollment. This is completely unacceptable and the Tenth Plan should aim at a radical transformation in this situation. Education for all must be one of the primary objectives of the Tenth Plan.”

Background

In Karnataka, nearly 98% of children are enrolled in schools; yet only 47.2% graduate from primary school. What are the reasons for these grim statistics? One key reason is the “lack of learning.” Children in government schools are not learning well enough and as the years pass the weaker children lag further and further behind till they finally drop out.

Several independent research efforts conducted to assess learning levels have shown that in Karnataka, one out of two children in primary schools cannot read and an even higher number cannot do basic division or subtraction. These surveys include those done by NCERT in 2002, ASER in 2005, and IMRB in 2005 and this was validated by the study done by the Karnataka State Quality Assurance Organization (KSQAO) in 2006.

This performance or the lack of it has been a serious concern within the Karnataka State Government and civil society. The learning performance of children in government schools needed to improve and it was with this background that Akshara Foundation and the Karnataka State Education Department started a dialogue on what corrective actions could and should be taken.

Akshara Foundation has been doing remedial education programmes in government schools since 2000. One of its successful programmes was an accelerated reading programme that had been implemented in some government schools since 2003. The results of the different pilots were very encouraging and Akshara Foundation felt that this programme could be rolled out on a large scale.

In October 2005, the Akshara Foundation management met with the Secretary of Education in the Government of Karnataka with the view of doing reading (Kannada and Urdu) and mathematics remedial interventions in all government primary schools. Two positives emerged from this meeting. (a) The Government had a proactive attitude towards partnering with civil society, in this case, with Akshara Foundation in this effort; and (b) they wanted the accelerated reading programme to be completed in the first year in Bangalore, by November 1, 2006, and a similar programme to boost children’s mathematics skills to be completed by November 1, 2007.

This would definitely not be possible both in terms of getting this done and also in terms of sustaining this effort over the long-term, without one significant and desirable “dependency” – that of the involvement of government officials and teachers of government schools. This was important not only from the perspective of getting the programme executed but also in creating the capacity for further growth beyond Bangalore and in institutionalizing alternate methodologies of teaching and learning in the existing curriculum.

---

2 Source: Selected Educational Statistics, MHRD, GOI, New Delhi
3 Source: Learning Achievement of Students at the End of Class V, Department of Educational Measurement & Evaluation, NCERT, 2003
4 http://www.pratham.org/aserrep.php
Setting Up The Karnataka Learning Partnership

In April 2006, Akshara Foundation and the Government of Karnataka signed a Memorandum of Understanding and the Karnataka Learning Partnership was formed. The objective of this public-private partnership (PPP) was to work jointly to improve learning outcomes among primary school children in Karnataka. The first initiative was to do a city wide reading programme that would be implemented in all government primary schools in Bangalore.

The responsibilities of Akshara Foundation would be to:

1. Develop and produce the Teaching Learning Material (TLM) for the programme with the active involvement of the DSERT.
2. Do capacity building and train teachers, CRPs and BEOs.
3. Create the technology backbone for the programme for data capture, analysis and display.
4. Monitor the programme and track assessments.

The main responsibilities of the Government through the Education Department and its allied agencies would be to:

1. Provide the teachers for the implementation of the programme.
2. Share a part of the programme cost.
3. Monitor implementation through CRPs and BEOs.
4. Engage as a partner to initiate change in the existing government school system.

Once the agreement was inked, teams that included Education Department officials, school teachers and personnel from Akshara Foundation set to work to complete the task of getting Bangalore’s children to read by Rajyotsava Day, 2006.
The Karnataka Learning Partnership was supported by many partners. The Sarva Shiksha Abhiyan (SSA), which sponsors (1) innovative methods of teaching and (2) remedial methods of teaching, supported the programme and agreed to fund a part of the cost of the programme. They bore the cost of teacher training and a part of the printing of the TLM.

There were many private organizations which supported the Karnataka Learning Partnership.

The GE Foundation funded a major part of the programme including the printing of the TLM for 70,000 children and setting up the technology backbone to enable the management of the programme. GE also has an active community of volunteers who also pitched in and supported the programme through field visits and on-the-spot assessments.

The programme was also supported ably by the media. The Printers Mysore Group which publishes Deccan Herald and Prajavani tracked the programme as it was being implemented and carried weekly articles in their newspapers. This generated awareness and interest among the citizens of Bangalore.

CNN-IBN, a leading English news channel, also covered the launch of the programme.

Unexpected help came from a local set of bloggers called Bangalore Bloggers who heard about the Karnataka Learning Partnership and wanted to participate. So a committed team from their end went around the city to identify government schools that would be a part of the programme and collected real time data on the children and the teachers.

This public-private collaboration which was the driving force of the Karnataka Learning Partnership, became a joint venture in the truest sense.
The Methodology

Conventional teaching follows a slow progression - from alphabet to word, (slowly) to simple sentences and finally to paragraphs. The accelerated reading programme methodology reverses this process. The technique starts with ‘reading’ (bordering on imitations of reading, as children do in homes where they are read to regularly) from the very first day. Children imagine and wonder, trying to make sense of what they see. They stumble, ‘read,’ guess what the words may be, try and make meaning of it and eventually learn to read. The teachers do not interfere with criticism or over-enthusiastic assistance, they just facilitate the process and ask an occasional question to help the child correct herself.

The technique is neither complex nor does it involve expensive teaching material. A set of reading cards designed with careful content is all that is required. A fortnightly assessment monitors the child’s progress.

Four types of teaching learning materials are used:

1. A set of 45 simple stories printed on separate cards - each card has 4 illustrations. Each child gets one story card a day. The teacher has the same story card in a bigger form factor.

2. The “kaagunitha” chart - one chart for each child. This has consonants in the first column and each row starting with the consonant shows how vowel signs are added to the consonant to make letters for each sound such as ka, kaa, ki, kee, ku, koo, kay, kai, ko, kow, etc.

3. Lots of sentence cards (about 20-30 sentence cards/20 children class) or papers with 3 line simple sentences without “gunithakshara” and “otthakshara.”

4. A bunch of alphabet cards, one card per alphabet, is used to reinforce the basics for weaker children.
Four Main Activities Constitute a Class

Reading The Story Card

The teacher begins by showing the illustrations on the card to the children to trigger their imagination. The writing in the card is covered using another sheet of paper. Children begin by guessing the story, interpreting the illustration in their own ways. Four or five of them are given a chance to tell their stories but the teacher makes no comment on their version. Then the teacher starts to narrate the story using words printed in the story card.

The story cards are given to the children - each child has a story card, and the teacher asks, “Who would like to read like I do?” and reads the story clearly but calmly without dramatization. The teacher reads the story once - loud, pronouncing each word clearly and pointing with her finger to each word as she reads. Children follow the teacher’s narration by pointing their finger on the words as she reads.

Now it is the children’s turn to attempt to read. Some children raise their hands while others don’t. Every one is given a chance. When one reads, the others look at their own cards. The teacher does not correct the child even if blatant errors are committed. But as the class progresses, children mutually begin to correct each other when mistakes are made. Even the children who were shy to volunteer and read now ask to read.

Once they come forward, they are given a few minutes to consult their friends and learn. This facilitates peer learning, making way for a unique social reading bond to be formed in the group. Children with lower reading levels often try to imitate their teacher or peers while trying to recall the exact words of the story.

A new story is picked up every day rather than waiting for everyone to ‘master’ the previous story.

The Crafting Of Stories

Story cards were crafted to capture the imagination of children, sustain their interest and be a learning method, not just tell a good story. The content team created a unique kind of story, the new modernized twist to an old tale, very often a childhood favourite, keeping in mind the fast-changing world children of today find themselves in. An old-world sense of values was also brought in which children appreciated.

No child, even those at Zero level, was impervious to the magic of the story cards – the text, the illustrations, the colours. Therein lay the success of these stories.

Story card number 13 was about The Jealous Fox, a simple tale with a moral - friends falling apart because of jealousy. Sajid, a student of standard 5 at the Government Urdu Higher Primary School in Fraser Town, read the card once again, relishing the act of racy reading. He enjoyed the story. What did he like about it? His eyes flashed with anticipation. He had given the story thought. “I like the character of the horse,” he said. “I detest the jealousy of the fox who tries to trap the horse. I think the gardener, without realizing it, teaches the fox a lesson.”
Using The *Kaagunitha* Chart

The teacher asks the children to listen carefully as she recites the sequence of sounds derived from consonants and then asks children to try the corresponding sequence with other consonants. The children are also asked to read vertically and horizontally from the *Kaagunitha* chart.

The teacher selects some simple words from the story. A word is said and the children are asked to identify the alphabets in the *Kaagunitha* chart. Eight to ten words are selected each day.

Similarly, a word is given and the children are asked to find it in the story. This helps in familiarizing with the alphabets.

The children who do not know consonants are given a few (any) alphabet cards to take home so that they can learn to associate the sound with the shape. Within a few days they know how to use the *Kaagunitha* chart.

Role-play

Children are asked to act out the story choosing characters of their liking. This kindles the creative quotient and makes the entire ‘learning to read’ activity fun and interesting.

The class is often composed of children of different age groups and learning levels. There is a possibility of some of them not coping well in a big group. These children are grouped together and the teachers plan additional activities with them after the scheduled daily classes, where feasible and useful.

Special Inputs For Zero Level

Zero level children (children who can only identify about 25% of the alphabets) are given special attention. They are given readers that repeat specific letters. These children are made to identify the repeated alphabets and this helps children with no understanding of the alphabet to get familiar with it.

The steps detailed above essentially form a broad framework. The methodology is flexible in nature. Teachers are given the freedom to modify the steps involved to suit their need.
The accelerated reading programme had a methodology, a tried and tested way of working, to yield the best possible results. Children would be divided into centres with typically twenty children in each centre. They would sit in a wide semi-circle, cards in hands. The teacher would hold the card in full view of this group, the text hidden from view. From the pictures on display, the teacher would encourage children to piece together the story. This was the basic format for the programme, but it goes without saying that it was often set aside.

In most cases, teachers followed their own methods, and their own timings for the programme. The widespread reaction was that they found it inconvenient to follow too rigidly the steps laid down. To begin with, classrooms were sometimes too small for the formation of circles. Then, the story could not be coaxed out of children, they needed special coaching. Teachers, more often than not, discovered their own ways, triggering innovation. They made the cards a do-it-yourself lesson for children, asking them to comprehend the stories and write them down in their own words. It also happened that a single card was used for two or three days. They said children took that long to learn, leading to delays in the completion of the programme.

There were shining stories of success achieved through daringly different methods. The very good progress made by children at Zero level in the Kakkolu cluster in North 4 Block was because additional, ingenious activities like using grains to form words, reinforced language skills in children’s minds.

---

**Assessments And Evaluations**

All the children are assessed using a standardized baseline test at the start of the programme and based on their reading competency they are divided into 5 levels:

1. Zero Level (0) - where the child can barely identify 25% of the alphabets
2. Letter Level (L) - where the child can identify most of the letters
3. Word Level (W) - where the child can identify words
4. Sentence Level (S) - where the child can read sentences
5. Paragraph Level (P) - where the child can read the entire paragraph

All the children at Zero level, Letter level and Word level are put through the accelerated reading programme. They are then regularly assessed through the 45 day programme and their progress is recorded. They are assessed after the 15th story card, the 30th story card and finally, the 45th story card of the programme.
“I Want More Story Cards”

Manjunath, short and chubby and easily excitable, was full of mischievous chuckles. He is in standard 3 at the Government Kannada Lower Primary School in Arahalli. His age? He took in a quick breath and said, “Eight years. I want more story cards. I would like to read the stories and see the pictures,” he said in a breathless rush. Manjunath was learning to read well in the Karnataka Learning Partnership’s reading programme. He was at Word level but had improved rapidly. His teacher, Bhagya, gave him story card number 41 from her bundle. It was a completely new card and Manjunath read fast, slowing down only when confronted by long combinations of words. He read well. Perhaps the moral of the stories had an impact on him, for he wanted to join the police force. “So that I can beat up all the bad people.”

REASONS FOR SUCCESS

Individual opportunity for each child to read

◆

Heterogeneous (mix of all reading levels) class facilitates peer group learning

◆

Free time for children to copy, discuss and learn from each other

◆

Finger pointing - a must when children read

◆

Kaagunitha exercise, flashcards important to reinforce knowledge about alphabets

◆

Noise, chatter, indiscipline in class kindle learning and creativity; teachers try and ensure a free learning environment.
The Planning
There are nine Education Blocks in the city of Bangalore. Each Block is headed by a BEO with a set of CRPs under him, each of whom manages a set of schools. There is a total of 75 clusters in the nine Education Blocks with 1410 government primary schools (including schools run by the BMP) in Bangalore.

The Karnataka Learning Partnership was supported by a special team - a team that rolled out the programme and monitored it very closely. The Government appointed a special nodal officer for the programme, Shri Chandrashekar, DPI, Government of Karnataka. The CRPs and teachers were identified as the vital links in the delivery chain that would take the programme to children. Akshara Foundation also employed 75 CVs who worked alongside the CRPs to monitor the programme. Each paired team of a CRP and CV was responsible for the set of schools in their cluster.

The aim was to create an integrated structure that included representatives from the Government and Akshara Foundation so that the system would accept the programme. Government and teachers would implement it and be responsible for its success. Akshara Foundation would be the facilitator for implementation and the integrated structure allowed for joint ownership and action.

The Karnataka Learning Partnership in every way sought to be a working model of a public - private partnership.
Involving CII

The Confederation of Indian Industry – Institute of Quality conducted a day-long motivational workshop for CRPs. The workshop focused on quality and how CRPs could deliver the highest quality while implementing the Karnataka Learning Partnership.

CII’s professional trainers, Dr. Senthil Kumar and Charan Chinnappa, worked with 70 CRPs. Along with the CRPs, top Education Department officials were there too – the Education Secretary, the DPI, PE, DDPIs, BEOs and BRCs. It was a stimulating experience for every one of them.

CRPs, in particular, were energized by the training. They participated without hesitation or inhibition. Each group was asked to chart out a plan of the programme. How would they go about conducting it? How would they detail its outcome? They prepared their own calendar for the training of teachers and later went on to complete it within the time frame given to them.

The DPI and the DDPIs who were part of some of the groups had suggestions to offer on how teachers should be trained, how assessments should be done, how the Karnataka Learning Partnership should keep moving forward, till its completion day. Participants from the South District put up a remarkable role play, enacting a real situation. A DDPI acted as a teacher and CRPs as children, and together, they captured a real, live classroom. Finally, the groups engaged in a lively discussion and ended with a function that showcased the results of the programme. This was one of the highlights of the workshop.

The culmination of the workshop was marked by a symbolic gesture. Participants, each and every one of them, signed on a football, pledging to work for the success of the Karnataka Learning Partnership.
The Planning

The training programme for the CRPs and teachers, who were ultimately the purveyors of the Karnataka Learning Partnership was crucial to the success of the programme. The accelerated reading programme required careful training since the techniques used were not what teachers would normally use in their classrooms.

CRPs were trained to become Master Trainers and they were entrusted with the task of training the teachers. An orientation workshop was organized for the CRPs. The objective was to motivate them to get children on the path to reading and make the Karnataka Learning Partnership an endeavour of joyful learning and not a tedious classroom chore.

There were no rigorous selection criteria for teachers. It all depended on the number of teachers and the number of children in the school. Sometimes the children who needed intervention far exceeded the number of teachers who were available and they had to be left out of the programme. Some schools had only a single teacher, and because of these constraints the programme was finally conducted only in 1309 schools instead of all the 1410 schools originally envisaged. 4355 teachers were trained to conduct the programme.

**The Significant Features of Training Instilled in Teachers Were**

There would be one teacher for twenty children. The 1:20 ratio would be maintained. The more the number, the greater the dilution of the programme.

- Teachers were exhorted to follow the methodology. This programme was somewhat different from regular teaching.

  - “Go beyond routine,” they were told.

- Encourage children to learn from their friends. There must be peer group learning.

- Give full freedom to play. Children must participate spiritedly in the programme. Impose no restrictions, or they would not come forward.

- One factor that was insisted upon was that children should not be corrected when they made a mistake while reading.

- Other steps could be sidelined, but not the opportunity for children to read. Let them stand with a card in their hands for a little while even if they could not read, the training emphasized.

- Children had to be encouraged to write their own stories and become leaders in their own groups.
Current advances in low-cost Information and Communications Technology (ICT) can aid in every area of development including education. However, there are not many case studies where this has been applied in a cost-effective manner across large numbers of beneficiaries. The Karnataka Learning Partnership used technology in a big way to address applications like assessments for reading competencies covering all children in all government primary schools in Bangalore.

To bring awareness on the state of the schools, a comprehensive database of information covering all government primary schools in Bangalore was developed. Geographical Information Systems (GIS) was used to create databases that provided complete information in both text and visual form. Based on maps and utilizing file formats employed in GIS technologies this data and information were made available to all stakeholders including those involved in the decision-making chains and the general public.

Data Capture And Analysis

In the first phase, data on all schools, teachers and children from standards 2-7 were captured into a database. This revealed the following:

1. There were 1410 schools in Bangalore Urban District.
2. There was a total of 6,580 teachers and 1,85,952 children in these schools.
3. There was a total of 90,349 boys and 95,603 girls between standards 2 and 7 in these schools.
4. The male:female ratio among children was 0.95 while the teacher to student ratio was 28.3 students per teacher.
5. The average number of teachers per school was 4.6.
A large database, perhaps the largest for such an initiative, was created and this was done keeping expansion across the state (and perhaps the country) in mind. A detailed schema was developed which allowed the team to establish relationships between schools, teachers and children. This helped in creating unique teacher and child identification numbers so that tracking on a per-child basis was possible.

Baseline assessments and indeed all subsequent assessments were captured using handheld Personal Digital Assistants (PDAs). Cluster teams entered the assessment data on these handheld devices and then synchronized them with the computer that hosted the database already created. This enabled the Karnataka Learning Partnership team to speedily capture data and start to look for trends and areas of concern or significant achievement.

Meanwhile, another team of professionals worked on creating a dedicated website to show the results of this initiative as it unfolded. To see the data and the progress, stakeholders visited http://karnatakalearningpartnership.org. This website will continue to be hosted and updated by the Karnataka Learning Partnership teams and will cover more applications in future.
The Roll Out
The Karnataka Learning Partnership’s reading programme was implemented in 1309 government primary schools in the first trimester of the academic year, 2006-07. But by March 2006, the groundwork had begun. The team had visited all 1410 schools in the city and collected individual data on each child.

In June 2006, as the new academic year started, a baseline test on reading proficiency was conducted. Children on the database and new entrants to the system all took the test. Baseline assessments were done in all 1410 schools, with 1,76,235 students. In most schools the baseline assessments started with marked enthusiasm. Children crowded around teachers’ tables, eager to demonstrate their reading prowess or the lack of it. There was active participation in the programme. 45% of students tested were found to need remedial help and were enrolled in the accelerated reading programme.

**Baseline Assessments**

After the baseline tests were over, the actual implementation of the programme began. The assessments were collected from schools and the data entered into PDAs at Akshara Foundation’s Block Offices. 70,000 children were identified to go through the accelerated reading programme.

It was on the basis of this number that the teaching learning material was printed. More than 33,00,000 story cards were required along with 1,50,000 copies of supplementary material. These were dispatched to each of the Block Offices.

CVs sorted out the material for every school into separate bundles, neatly banded together, and took them personally to the schools in their clusters. They delivered them to the Head Teachers and got a signed receipt in return as proof of delivery.

The Government was in charge of monitoring the programme in schools and Akshara Foundation partnered with them closely on this. They networked and interacted unremittingly with Head Teachers and teachers and enquired about the problems, the little stumbles, the minor roadblocks that any programme of this magnitude was bound to encounter. What was the response of children, of teachers? That was the paramount question. Did teachers face a problem? Were there any issues that needed to be addressed? All this, to keep the programme on track.

**Implementing The Programme**

The heart of the programme was to give every child a new story to read everyday for 45 days. Given that there were 70,000 children spread across an entire city, this exercise assumed significant proportions. A total of 33,00,000 story cards were eventually printed and distributed to children.

The distribution process was mapped with great precision. Eight story cards per child were given at a time on every trip. SCs and CVs worked overtime to ensure that cards reached schools on time.

Vehicles had to be requisitioned for card distribution. One vehicle for one cluster was the norm, but there were clusters with 33 schools, and one day proved too short to cover them all. 500 taxis did the trips in six instalments in all the ten Education Blocks during different phases of the programme. More than a 100,000 telephone calls criss-crossed the wires and the spectrum - interacting, coordinating, organizing, discussing and managing.
Doing The Assessments

It was Akshara Foundation’s task to ensure that the fortnightly reading assessments of children were collected on time. All the data on the children had to be recorded in their PDAs from where it was transferred to Akshara Foundation’s computer systems and updated on the website. But, given that it was the first time that data collection was done using PDAs, there were a few crises. CVs had a problem of data-deletion on their PDAs and a frustrated, dispirited team often sat through nights updating overdue data.

Assessment sheets were collected from each of the 3646 centres and sometimes mistakes would creep in. The challenge was to have accurate data and the CRPs verified and validated all the assessments.

A group of volunteers from GE also went around a few schools and did random audits on how the programme was implemented. They came back excited and enthused – the Karnataka Learning Partnership had acquired another hundred ambassadors.

Innovations During The Programme

As expected, there were many innovations that emerged when hundreds of teachers implement a single programme. Teachers changed, adapted and did things that they thought would best help their children. Many delightful successes were recorded. Here are a few of them:

Five schools in Kudregare in Rajankunte in the Bagaluru cluster in North 4 Block were doing the programme beyond school hours – from 3 pm to 4.30 pm, and then there was a separate class, again for the Karnataka Learning Partnership, from 4.30 pm to 5.30 pm. At the Aivarakandapura school in the Doddabyalakere cluster the programme went on till 6 pm in the evening. In the Byatarayanapura cluster with 26 Kannada medium schools and 7 Urdu medium schools and 4165 children, teachers were so motivated that they asked if the government would penalize them for the extra hours they devoted to the Karnataka Learning Partnership, beyond stipulated school timings.

There were many instances of CRPs being agents of energy and change in their clusters. Naik of Channasandra cluster in South 4 Block took the initiative to generate awareness among parents through the Samudaya Datta Shale (Towards the Community) programme. Rangaswamy of the Ellukunte cluster in South 3 Block said there were schools in tents in his cluster. The Education Department had opened makeshift schools for children of construction workers at building sites. He demanded story cards for these deprived children.

Sadashivan’s was the most spectacular initiative, by far. He is the CRP of the Bannerghatta cluster in the Anekal Block. He personally visited all the schools in his cluster, monitored, observed and recorded the programme’s trajectory. He garnered the opinions of teachers, collected information and data and made notes. He adopted two schools to see that the programme met with 100% success. He announced awards like shields and gifts for outstanding teachers who performed well and achieved results. All this, his personal investment in the Karnataka Learning Partnership.
The Education Coordinator of Attibele, Gavi Rangayya, a government official, was on the podium at the Government Model Boys’ School, Attibele, chairing a meeting of the Head Teachers of the area. He had a favourable impression to convey of the Karnataka Learning Partnership.

Gavi Rangayya said, “From the government’s side let me say that the story cards make learning effective because of the stories in them. Children learn successfully. Slow learners derive maximum benefit. The cards give them the encouragement to read and learn well. I feel there is 100% benefit. What is most beneficial is that the stories say something about what is right and what is wrong.”

There was collective endorsement of Gavi Rangayya’s sentiments.

The team at Akshara Foundation cited three primary reasons for the successful implementation of the Karnataka Learning Partnership.

- The government displayed extraordinary dedication by appointing a special nodal officer for the programme.

- Over 70 CRPs were trained by CII’s Institute of Quality. They in turn trained 4355 teachers in their respective clusters. It was quality training that was imparted.

- All the children in the Karnataka Learning Partnership’s reading programme had a story card in their hands.
The Results
The Tenth Plan specifies clear goals with respect to, among other things, Universal Achievement - improving the quality of education in all respects to ensure reasonable learning outcomes at the elementary level, especially in literacy, numeracy and in life skills, and Equity bridging all gender and social gaps in enrollment, retention and learning.

The accelerated reading programme under the Karnataka Learning Partnership began with a baseline test that was done in all 1410 government primary schools in Bangalore Urban District. Out of the enrolled strength of 1,85,952 children between standards 2 and 7, 1,76,235 children attended the baseline test – nearly 95% of all enrolled children.

Once the baseline tests were conducted and the results analyzed, the “non-readers” were identified, that is, children who were in the Zero, Letter and Word categories. They were the children who were brought into the Karnataka Learning Partnership reading programme. Due to various constraints, the programme was unable to cover all the children in these categories. It finally reached 69,800 children across 1309 schools. 3646 “centres,” - each centre had a teacher and 20 children - were formed and the children started on their story cards with enthusiasm.

After 45 story cards and nearly three months, the Karnataka Learning Partnership has seen some significant achievements and provided some insights as well.

- Across Bangalore Urban District, 64% of children who were in the Zero, Letter or Word categories, i.e., “non-readers,” have been converted to readers.
- Only 2% of children continued to remain at Zero level, and over 95% of children showed movement up the reading scale.
- While overall performance did vary between different administrative blocks, individual block success rates have been in a relatively narrow band of between 59% and 69% with one exception at 77% (South 1 Block).
- Between the assessments done after the 15th story card, the 30th story card and the 45th story card, the differences in the number of children taking the assessments differed by about 200 on a base of nearly 70,000, which is about 0.3%. This leads us to believe that children’s attendance went up for the period of this programme. It is worthwhile to emphasize that all the children who took the test are from the same database.
- In as many as 20% of schools we saw a student:teacher ratio of 40:1. From a systemic management perspective it highlights the need to bridge gaps and recruit more teachers to bring the ratios down to recommended levels.
- The government primary school system in Bangalore today has 4355 teachers who have been trained in implementing the accelerated reading programme. We believe this asset base can be usefully leveraged by the Education Department by taking this programme across the State.
Key Facts

1. There are 1410 government primary schools in Bangalore Urban District.
2. Total enrollment of children between standards 2 and 7 is 1,85,952.
3. The medium of instruction in 85% of schools is Kannada.
4. 12% of schools have Urdu as the medium of instruction.
   Tamil (2%) and Telugu (1%) are the other languages used as the medium of instruction.
5. 1,76,235 children were tested for reading capabilities during baseline assessments.

Bangalore Urban District - Baseline Data

Baseline tests that were done in 1410 government primary schools in Bangalore Urban District for all children between standards 2 and 7 revealed the following:

- 29% of children are at the paragraph level.
- 18% of children are at the sentence level.
- 22% of children are at the word level.
- 21% of children are at the letter level.
- 10% of children are at the zero level.
As children move to higher classes it is natural that overall levels of proficiency in reading improve, but the proportion of “non-readers” is still alarmingly high.
### The Results

#### Bangalore Urban District - Programme Performance

**Overall Performance**

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>20</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>36</td>
<td>25</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Word</td>
<td>44</td>
<td>44</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>22</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>
Overall Performance - By Gender

At all levels, girls outperformed boys.

Overall Performance - By Standard

In lower classes, there are more ‘non readers’ than in higher classes. Across all classes, it was observed that it was relatively easy for children to rise from Zero level to Letter, Word or Sentence levels. Moving to Paragraph level seemed to be a more difficult step.
## North I Block - Programme Performance

### Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>20</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>37</td>
<td>26</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Word</td>
<td>43</td>
<td>44</td>
<td>37</td>
<td>22</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>21</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>29</td>
</tr>
</tbody>
</table>

**Learning Level**
- **Paragraph**
- **Sentence**
- **Word**
- **Letter**
- **Zero**
The Results

North 1 Block - Programme Performance

Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
North 2 Block - Programme Performance

**Overall Performance**

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>20</td>
<td>9</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>37</td>
<td>27</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Word</td>
<td>43</td>
<td>43</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>20</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>
The Results

North 2 Block - Programme Performance

Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
## Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>21</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>39</td>
<td>28</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Word</td>
<td>41</td>
<td>43</td>
<td>36</td>
<td>29</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>20</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
</tbody>
</table>
Performance - By Gender

Performance - By Standard

Learning Level
- **Paragraph**
- **Sentence**
- **Word**
- **Letter**
- **Zero**
## Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>17</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>36</td>
<td>23</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Word</td>
<td>48</td>
<td>47</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>21</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>

### Learning Level
- **Paragraph**
- **Sentence**
- **Word**
- **Letter**
- **Zero**
The Results

North 4 Block - Programme Performance

Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
The Results

South I Block - Programme Performance

Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>17</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Letter</td>
<td>35</td>
<td>19</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Word</td>
<td>48</td>
<td>49</td>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>26</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>
Performance - By Gender

Performance - By Standard

Learning Level
- **Paragraph**
- **Sentence**
- **Word**
- **Letter**
- **Zero**
### The Results

**South 2 Block - Programme Performance**

#### Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>20</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Letter</td>
<td>38</td>
<td>27</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Word</td>
<td>43</td>
<td>47</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>18</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>
Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
# The Results

## South 3 Block - Programme Performance

### Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Letter</td>
<td>35</td>
<td>24</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Word</td>
<td>44</td>
<td>43</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>25</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)

- **Learning Level**
  - Blue: Paragraph
  - Green: Sentence
  - Purple: Word
  - Blue: Letter
  - Yellow: Zero

**Assessment**

- **Baseline data (%)**
- **15th day data (%)**
- **30th day data (%)**
- **45th day data (%)**
Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero

Standard
## The Results
### South 4 Block - Programme Performance

#### Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>23</td>
<td>10</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Letter</td>
<td>33</td>
<td>25</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Word</td>
<td>44</td>
<td>42</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>22</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>
THE RESULTS

South 4 Block - Programme Performance

Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
## Overall Performance

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Baseline data (%)</th>
<th>15th day data (%)</th>
<th>30th day data (%)</th>
<th>45th day data (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Level</td>
<td>18</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Letter</td>
<td>36</td>
<td>22</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Word</td>
<td>46</td>
<td>44</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td>Sentence</td>
<td>0</td>
<td>21</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>Paragraph</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>

The results of the Anekal Block - Programme Performance assessment show the progress in learning levels over different days. The table and chart illustrate the percentage of correct responses in Baseline data, 15th day data, 30th day data, and 45th day data for different learning levels. The learning levels include 0 Level, Letter, Word, Sentence, and Paragraph. The chart visualizes the learning progress across these levels and days, highlighting improvements in understanding and performance.
Performance - By Gender

Performance - By Standard

Learning Level
- Paragraph
- Sentence
- Word
- Letter
- Zero
Class 4th B at the Government Model Urdu Primary School in D.J. Halli, had 61 children, girls and boys, sitting on the floor. A stuffy, cramped room with little natural light and no fans. There were no cupboards. Nazhatunissa, the teacher, kept the class’s possessions and all the children’s school work in two trunks. But the walls were full of learning material. Charts covered them, with figures starting at 1 and running up to 2000. There were multiplication tables and calendars and multi-coloured pictures. All available space commandeered to instill and inspire.

It was Nazhatunissa’s handiwork. She is an indefatigable lady, a confident teacher who handled the training of teachers for the Karnataka Learning Partnership “Whatever benefits we derived, we transmitted to others. We gave them ways to benefit.”

Nazhatunissa said, “The Karnataka Learning Partnership is a very good programme. When children see the story cards, it interests them. Their education level is uplifted. There’s enhanced interest.” But how could the Karnataka Learning Partnership continue? How could it be perpetuated? Interest once kindled should be kept alive. “If Akshara could give us similar cards in Mathematics also, children would imbibe,” said Nazhatunissa. “That could be the next step.”

Students come to the school from Kannada medium schools, from convents. They might be older in years, but Nazhatunissa said they had to start from scratch with them, with the Urdu alphabet. Shaziya was a weak child. Did she like studying? She gave a guilty shake of her head, which could mean anything – a confirmation or a denial. Her father sold old clothes. “My mother doesn’t work,” she said. “She is a domestic help.” Nazhatunissa wrote down the alphabets for Shaziya and sent them home with her, hoping she would study. She sat with her student separately, after class hours to teach her. In class, Nazhatunissa got Shaziya to sit with a bright student, so the commingling could have salutary impact.

Ten year old Yasmin, tall and lanky, was from Tamil Nadu where she used to learn Tamil. The very first day in class, Nazhatunissa remembers how she strove to teach her four alphabets of the Urdu language. Yasmin went on to read letters. Her father sold onions. Her mother rolled incense sticks.

Nazhatunissa puts in enormous effort into her work. At the end of the day there is fulfillment, she said, despite the struggle.
Gundamma, the Headmistress of the Government Model Boys’ School at Attibele, is also the class teacher of the 6th standard. Of the 26 children in her class, 13 can now read, after the Karnataka Learning Partnership was introduced. They know the alphabets, she said. They could find out the same words in other contexts. She narrated the stories to them and they repeated after her. “Dull students get inspired,” she said of the programme.

At the Government Higher Primary Girls’ School in the Attibele cluster, M. Shantamma, the Headmistress in-charge, echoed the same words. “There is a spark now in students who used to be dull.”

Looking at the story cards, Shantamma said that children were learning words and sentences. They were moving forward from easy to difficult forms of usage. Their language skills were improving. Those who were weak, those with academic limitations, were responding to the new idea of story cards. “Children enjoy the programme,” she said. “They are reading and learning story cards with a sense of keenness and desire. The stories fascinate them. Besides, they have a moral. Children now want to read as well as the others who can. That urge has been kindled in them.”

Eleven year old Renuka is in 5th A at the Government Kannada Model Primary School in Geddaalahalli. She was at Letter level in her baseline assessments. The programme is over and she is at Paragraph level. Her face is bright, she has an intelligent look in her eyes and her words are soft. “I liked the story cards. I liked all of them. I liked the pictures,” she says, shaking her head affirmatively, a smile breaking through. “I like reading. I have liked the programme. I find textbooks easy after the programme.”

Renuka stands up to narrate the story of the thirsty crow. It is her own creation she talks of, deviating from the script in the story card. She describes a heavy downpour, the pot filling up, tilting over and breaking, and the crow’s disappointment at being unable to quench its thirst. She reads extremely well too when given a story card, not a mistake marring her fluency. Her parents and two elder sisters are construction workers. “But I want to study, not go to work. I want to become a teacher.” Renuka walks to school and back, a distance of four kilometres altogether. “I want more story cards,” she says, as she takes leave.
Anjanamma sits on the floor in her one-room tenement in Ashwatha Nagar in Geddalahalli. A mat is spread out for her visitors. Anjanamma has three children, a girl and two boys. Santosh, her seven-year old youngest son, is in the 3rd standard at the Government Kannada Higher Primary School in Ashwatha Nagar, Geddalahalli. He was at Word level in the Karnataka Learning Partnership. What does Anjanamma think of the programme? “It is good,” she says, suddenly spontaneous. “He gets to know things, now that he has seen the cards,” says Anjanamma. “As for his reading and writing abilities, there’s some improvement. Not bad.”

Anjanamma is a strong votary of education. “It is necessary,” she says. “Let children attain something. Let them study.” Her daughter, Nagaveni, is in the 8th standard. A forward-thinking mother, Anjanamma wants her daughter to complete her education.

“We never studied. Let our children study and do well,” she says. Anjanamma feels that if Santosh could study well he could earn well too, get a good job, something other than the construction work his father is engaged in. “Education will help. He should study,” she says. Santosh is an interested student who does not miss a day at school. Anjanamma encourages him, she is supportive, even if she cannot personally teach him much. She is all for Santosh studying well. “Only then can he come up in life,” she says. “A life better than ours. The Karnataka Learning Partnership has helped.”

Jyoti is nine years and in the 3rd standard at the Government Kannada Lower Primary School in Gerupallya. From Letter level at baseline assessment to Sentence level after the Karnataka Learning Partnership, it is an ascent that fills her with a sense of achievement. She says she feels so happy. She could not read before, but now she can.

She liked the story cards; they were so colourful. She would like to see more pictures in them next time. If there is a similar Mathematics programme next year, she wants pictures in those cards also. Her special interest is in Mathematics.
Pushpa is twenty seven years old. A slim, lithe figure in a salwar kameez, with thick, shoulder-length hair, it is easy to mistake her for one of the young girls running around the alleys of her home. Pushpa has been in Bangalore all these years. She has studied up to the 10th standard.

She has two sons, Chetan, nine years old and in the 3rd standard, and Raghavendra, seven years old and in the 2nd standard. Both of them go to the Government Kannada Higher Primary School in Ashwatha Nagar, Geddalahalli. They were both in the Karnataka Learning Partnership. “Every day they came and tell me about the story cards. The stories were good. My children now understand things. I make them understand what they don’t grasp. I teach them.”

Pushpa is a relieved mother to see that her sons are showing improvement. Chetan used to be a slow learner, a student who could not understand anything. He could not read; he did not know anything, says Pushpa sharply. “The story cards have helped him.” Raghavendra was always a better student, but before the Karnataka Learning Partnership, both of them faced academic hurdles; both found it difficult to cope with studies.

At home she exhorts her sons to study, to put in effort. She teaches them, gets them to do their homework. “I tell them things,” she says tensely. The constant worried refrain in her mind is, “‘Why don’t my children improve? What will become of them?’ I worry….”

“No, my children should not become painters,” Pushpa cries, horrified. Painting is her husband’s profession, a profession that is very difficult and pays poorly, she says. “I would like my children to be engineers, some day. Those who know, those who have knowledge can aspire to achievement. Those who don’t, won’t have anything.”

Pushpa would like her children to study, to amass as much academically as they wish to and continue to learn. “The future will be bright if there’s education.”

Gautham P. is a young achiever at the Government Kannada Model Primary School at Kamakshipallya. Thirteen years old and in the 7th standard, and all he could manage to stutter at baseline assessment were letters. Reading was a tough exercise, but after forty five days of the Karnataka Learning Partnership, he is at Paragraph level.

Gautham can now read paragraphs fast and fluently, without mistakes, and it makes him very happy. He says such programmes are needed in future. He, in particular, needs them, he says, so that he can read good stories with a moral.
THE KARNATAKA LEARNING PARTNERSHIP TEAM

EDUCATION DEPARTMENT GOVERNMENT OF KARNATAKA

G Chandrashekar
Kalappa
Deva Prakash
A Somashekar
Hanumanthraya
Jayaranga
Krisnappa A
Muniraju
Munireddy
Nagarajan C
Nagarathnamma
Padmavathi
Adilakshmi
Anusuya Mani
B V Bharathi
Chandrappa
Chennareddy
Gangaraju L
Gangareddy
Geetha
Girijesh
Gopalakrishna
Govind Raju
Govindappa
Govindappa
Gurumurthy
Hanumanth Poojari
Hemalatha
Hifzunnisa
Honnabasavaiah

Jyothamma
K Lingayya
Kantharaj
Kantharaj
Kempaiah
Kumaraswamy R
Lakshminarasimha M
Lokeshappa
Lokeshappa
Mahadevi
Mahalakshmi M
Mahesh
Malleshaiah
Malleshaiah
Mamatha
Manjunath Naik
Maregowdam M
Medur
Meenakshi
M R K Ramu
Munikrishnappa
Muniyappa
Nagaraju
Nagarathna T M
Nagesh Rao G D
Nagesh S R
Narayan
Narayanappa
Nayak D S
P Chowraj

Rajagopal
Rajalakshmi
Rajalakshmi
Raju
Ramachandra
Ramadevi
Ramaiah
Ramakrishnayya
Ramesh
Rangaswamy
Raveendra R
Reiny
Rudragangaiah
Rudresh
S Sadasiva
Sampath
Saolanki Sitaram
Satish
Shamala
Shankar Narayan
Shankarappa
Shanthakumar
Shashikala
Shivalingayya
Shivaraju
Shivaraju
Shobha
Siddaiah
Siddalingachari
Somashekar A

Srinivasa Shetty A C
Sudarshan
Symphrose Mary
Thimmegowda
Usha Kumari
Varadaraju
Venkatachalapathi
Venkatashivappa
Venkatesh
Venkatesh
Yashodamma
**Akshara Foundation**

Lt. Col. Murthy Rajan
Sridharha A C
Ravi kumar B R
Archana Hegde
Hemalatha G
Hemalatha S
Jagadish
Mahesh Gowda
Manohara G N
Sandhya Rani
Shivananda
Srikanth
Suman
Tasmiya
A P Thriveni
Anjum
Anusuya
Arogya Mary
Arul Mozhi
Babu Rajendra Prasad
Bhagya
Bhagya
Bharathi
Chandrakala H
Channamma
Chikkanarasamma
Chikkathayamma
Dhanalakshmi B R
Geeta
Gowramma
Gowramma T D
Halima Sultana
Harini M N
Hema K N
Hemavathi K
Indira V
Jagadish Rao Katkar
Jamuna
Jayalakshmi
Jayamma T
Kousar Jaha
Krishnaveni
Lakshmi
Lakshmidevi
Lalitha Bai
Lalithamma
Leya P
Mahadeva
Mahalakshmi M
Manjula
Manjula
Manjula
Manjula
Manjula K M
Manjunatha
Meena Kumari
Mohammed Suhail
Mohsina
Muniraju H M
Muniraju M
Munirathna
Muniyallappa
Nancy Mary
Nanda Joshi
Narasimha Murthy
Nazhath Nazneen
Priya
Rajappa
Rajeshwari B R
Ramachandra
Ramya
Rangaswamy
Rathnamma
Ravi
Ravish
Rizwana Banu
Rukmini
Salma Khanum
Sandeep Raj
Saraswathi
Sarvar Jabeena
Sathyanarayana
Shaheen
Shameem
Shameemunnisa
Sharada
Sharika
Shilpa Shree
Shivakumar
Shivanand
Srinivasa Murthy
Stella
Subeth M
Suma Ashok
Suman
Sumithra
Susheelamma
Tara
Thangemma
Triveni
Uma H B
Vijaya
Vishwanath
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARP</td>
<td>Accelerated Reading Programme</td>
</tr>
<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
</tr>
<tr>
<td>BMP</td>
<td>Bangalore Mahanagara Palike</td>
</tr>
<tr>
<td>BEO</td>
<td>Block Education Officer</td>
</tr>
<tr>
<td>BO</td>
<td>Block Office</td>
</tr>
<tr>
<td>BRC</td>
<td>Block Resource Coordinator</td>
</tr>
<tr>
<td>CRP</td>
<td>Cluster Resource Person</td>
</tr>
<tr>
<td>CV</td>
<td>Cluster Volunteer</td>
</tr>
<tr>
<td>CII</td>
<td>Confederation of Indian Industry</td>
</tr>
<tr>
<td>DDPI</td>
<td>Deputy Director of Public Instruction</td>
</tr>
<tr>
<td>DPE</td>
<td>Director of Primary Education</td>
</tr>
<tr>
<td>DPI</td>
<td>Director of Public Instruction</td>
</tr>
<tr>
<td>DPI, PE</td>
<td>Director of Public Instruction, Primary Education</td>
</tr>
<tr>
<td>DSERT</td>
<td>Department of State Education, Research and Training</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographical Information Systems</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
</tr>
<tr>
<td>KLP</td>
<td>Karnataka Learning Partnership</td>
</tr>
<tr>
<td>L level</td>
<td>Letter level</td>
</tr>
<tr>
<td>MRP</td>
<td>Master Resource Person</td>
</tr>
<tr>
<td>O level</td>
<td>Zero level</td>
</tr>
<tr>
<td>P level</td>
<td>Paragraph level</td>
</tr>
<tr>
<td>PDA</td>
<td>Personal Digital Assistant</td>
</tr>
<tr>
<td>PPP</td>
<td>Public-Private Partnership</td>
</tr>
<tr>
<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
</tr>
<tr>
<td>S level</td>
<td>Sentence level</td>
</tr>
<tr>
<td>SC</td>
<td>School Coordinator</td>
</tr>
<tr>
<td>TLM</td>
<td>Teaching Learning Material</td>
</tr>
<tr>
<td>W level</td>
<td>Word level</td>
</tr>
</tbody>
</table>