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Making education interesting

**Feature** 

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I visited the Government Higher Primary School in Tavarekere,

Math programme at work. My focus was on Classes 4 and 5.

Children demonstrated their familiarity with subtraction and addition with use of the abacus. They were not only familiar with fraction strips, geo board, clock, play money notes, measuring tape and many other such learning materials, but were also eager to participate in the class. "

These materials are colourful and are like toys.

Children like to feel and touch and actually see for

how they can get the right answer....They don't have to simply imagine." Subramani, the Class 5 teacher, concurred: "Slow learners have picked up. It is showing in their report cards and parents are happy. Also, because they work in groups, a lot of peer learning happens. They observe how the others use the material and learn much faster." I sought a demonstration. Little Nithyashree from Class 4 was promptly summoned and she showed me how she does addition

with carrying over. "Not too long ago she used to struggle with

the concept of numbers," her teacher said, warmly applauding

seriously. "Why do you like this abacus?" I persisted. She

thought about it for a bit before she declared. "It's nice."

her effort. "Do you like Math?" I asked the child and she nodded

the process of expanding its reach to cover more districts in Karnataka. Excerpts from the interview with Ashok Kamath, Managing Trustee and Chairman of the Foundation:

(ideally) both should take ownership of the programme during the later part of the implementation phase. Ensuring that these three requirements happen has been our greatest challenge. Scaling up has been a challenge for Akshara. Because of the increased number of schools and children, the monitoring a process for monitoring the roll-out of Ganitha Kalika Andolana (GKA) — that aims to revolutionise the teaching of

The Akshara Foundation is in

In the time since its

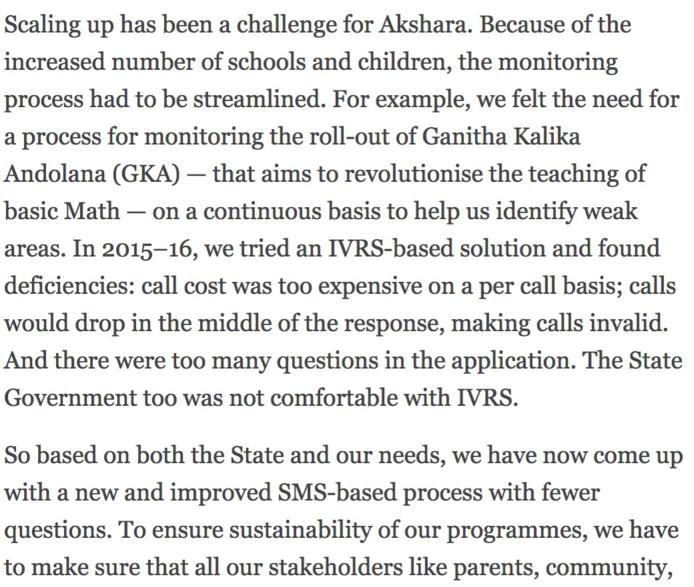
Akshara's greatest

challenges?

inception, what have been

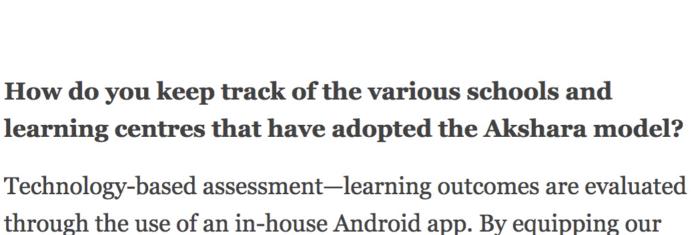
The State or the community or

Finally, the programmes should be simple enough for replication in any region, right from the curriculum stage to the What kind of teacher training programmes does Teachers learn to use the TLM effectively through a face-to-face

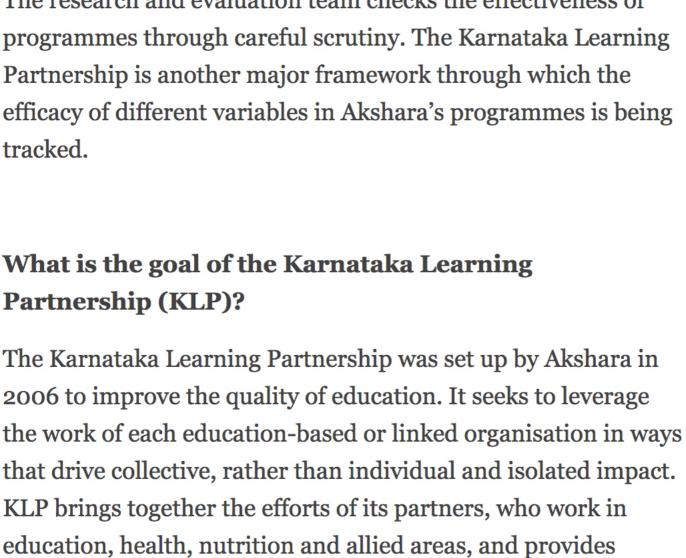


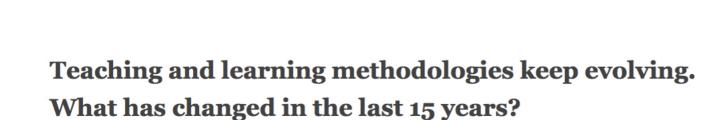
Students learn about time with

the Akshara clock.



The Akshara weighing scale. We use an SMS-based process to monitor efficiency, and monitor whether the programme is happening in the schools as scheduled, the teachers have been adequately trained, and so on. This process helps provide onsite support for the teachers and helps us identify their weak spots and build on their strengths. The research and evaluation team checks the effectiveness of





studying in government schools in rural communities. One of the key things we have done is use Activity Based Learning (ABL) as opposed to rote learning method. For example, our innovative GKA makes mathematics a fun subject rather than the rote learning, boring subject that it can be. There is a math

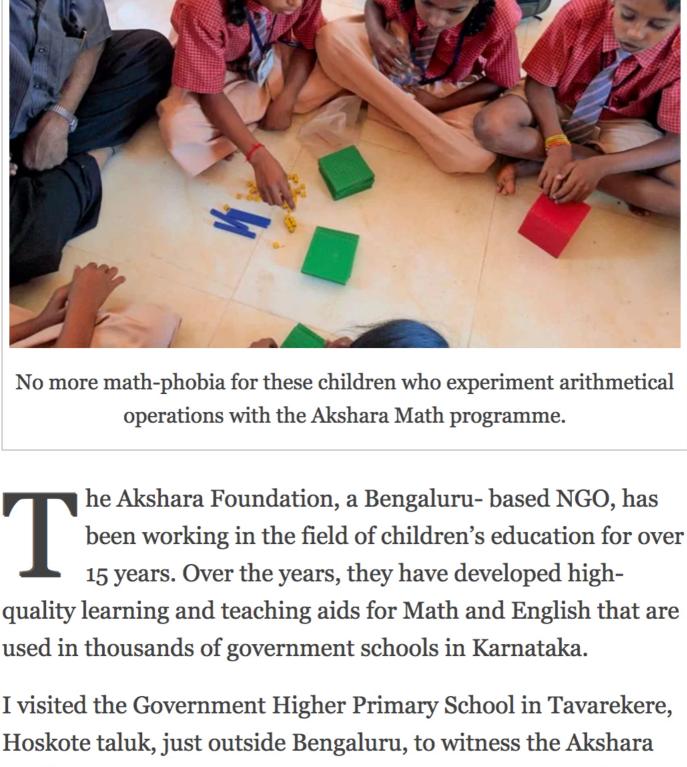
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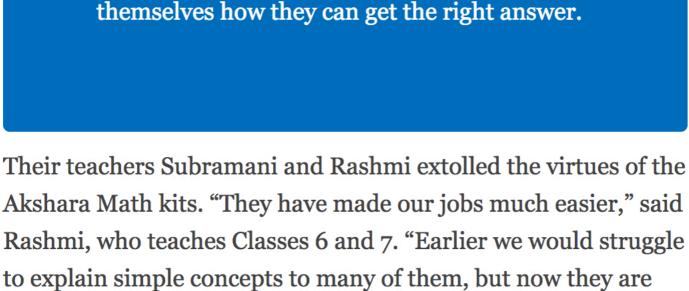


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enthusiastic. These material are colourful and are like toys. Children like to feel and touch and actually see for themselves



teachers etc are involved concurrently in the process of

education. training modules. Akshara conduct? training programme. Training is done using a cascade method that ensures sustainability. In programmes that have gone to scale such as GKA, the training is backed by video modules which are available to teachers via our website and through

DVDs. field team with the app installed on electronic tablets, we are able to test children every month in the whole district. Children are randomly selected in a class and given the tab to individually solve a set of questions.

comprehensive data on a single platform. How do you source books for the classroom libraries? Books of all kinds and genres in languages like English, Kannada, Tamil, Telugu, and Urdu are sourced from reputed

publishers of children's literature.

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Our target constituency is the bottom of the pyramid — children

kit which is used to teach children which moves from concrete to representational to abstract (CRA).

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