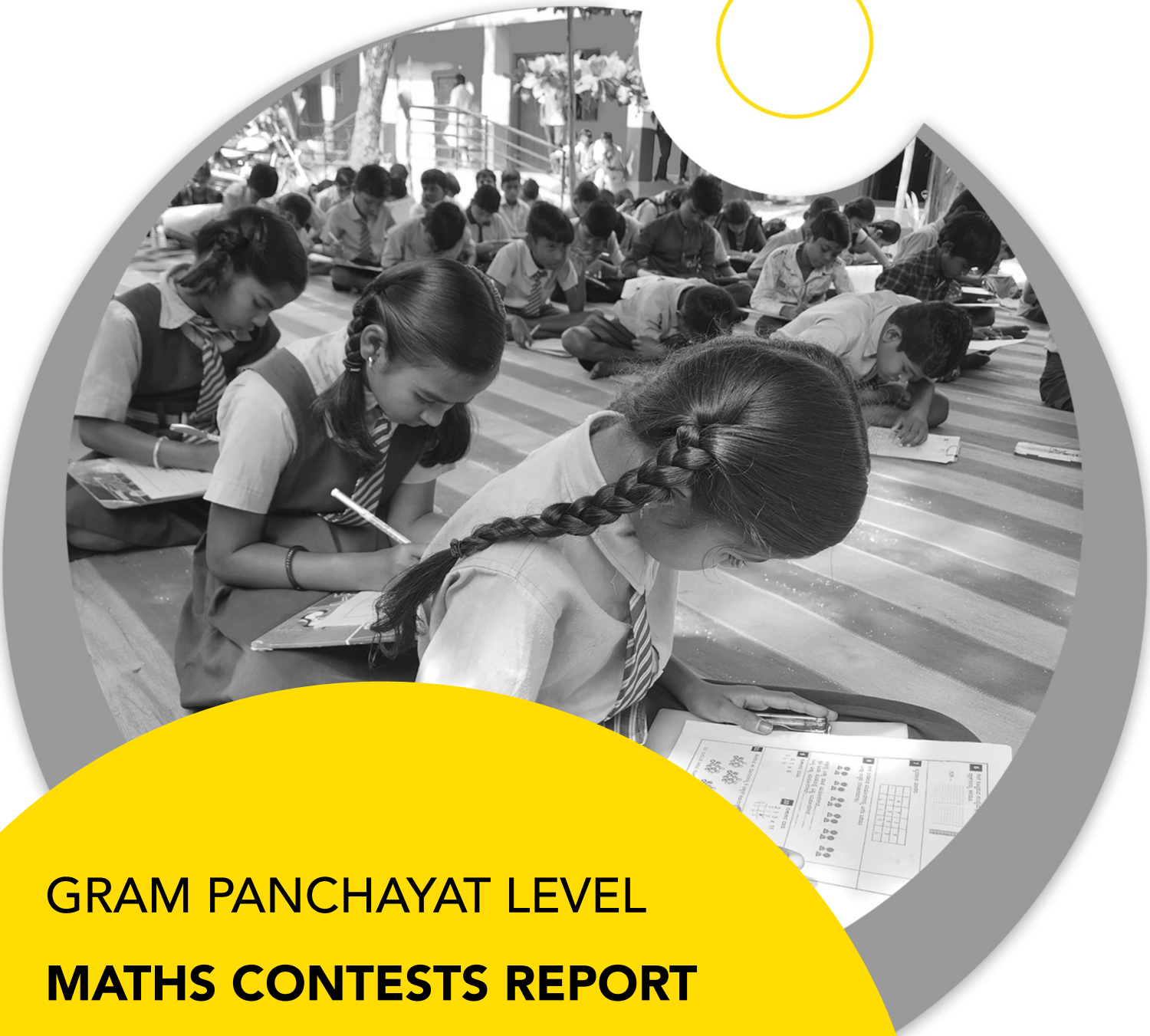
Akshara Foundation

EVERY CHILD IN SCHOOL AND LEARNING WELL



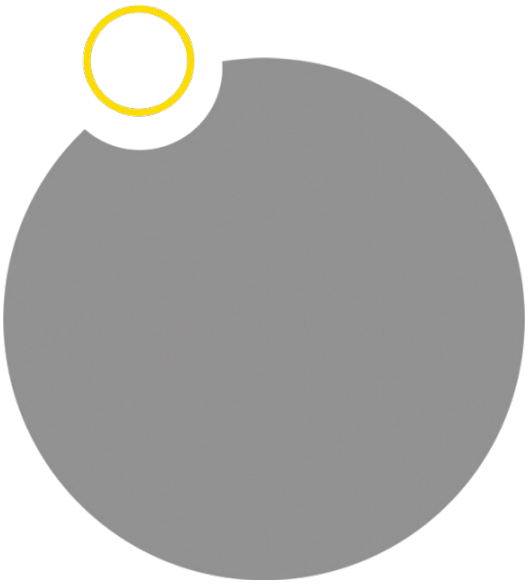
GRAM PANCHAYAT LEVEL

MATHS CONTESTS REPORT

2024–25

India's Biggest Community-led Maths Contests

– KARNATAKA –



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A Different Approach to Large Scale Assessments

Team Akshara

Over the past decade, Akshara Foundation has been supporting the state of Karnataka in rolling out a unique numeracy programme for children in grades 4 and 5 in government primary schools. This programme – perhaps model would be a better word, is called Ganitha Kalika Andolana (GKA) and this has been rolled out across the state in all government primary schools.

Two key pieces of the GKA model are Large Scale Assessments to understand where children are in their learning trajectory; and, engaging the community in their children's schooling especially, in our case, with mathematics. We did a study of the various large-scale assessments done for mathematics around the world and learnt a lot – specifically we looked closely at PISA[1] (Programme for International Student Assessment) conducted by OECD; TIMMS[2] (Trends in International Mathematics and Science Study) conducted by the International Association for the Evaluation of Educational Achievement; and, ASER[3] (Annual Status of Education Report) conducted by Pratham Education Foundation, India.

PISA is conducted every three years across 80+ countries, typically samples 5,000-10,000 students per country depending on the country's size and educational diversity and assesses the ability of 15-year-old students to apply knowledge and skills in reading, mathematics, and science to real-world challenges. TIMMS is conducted every four years (since 1995) for children in grades 4 and 8 and typically samples 4,000-5,000 children per grade in each of the 60+ participating countries and assesses how well students have learned the curriculum content in their schools, providing insights into teaching practices and curriculum effectiveness.

ASER, conducted annually since 2005, surveys about 6,00,000 children annually across all of rural India and assesses children aged 5-16 years. Its main aim is to provide annual estimates of children's schooling status and foundational learning outcomes. While ASER's primary geography is India, other developing countries have started to use the ASER tools and methodology as well.

1. https://www.oecd.org/en/about/programmes/pisa.html
2. https://timssandpirls.bc.edu/
3. https://asercentre.org/

PISA and TIMMS use large, stratified samples to ensure global comparability and generalisability across populations. Their rigorous statistical techniques ensure the validity of their findings. ASER uses an extensive, decentralised household survey method to provide actionable insights on foundational skills in rural India.

At Akshara Foundation, we felt that we need to have:

- comprehensive large-scale coverage to avoid resistance from stakeholders to scientific sampling techniques
- granular insights for us to share strengths and weaknesses at the school level with the relevant stakeholders
- high credibility
- equity and inclusion

But without it being :

- high cost
- time consuming
- prone to respondent fatigue
- with risk of errors

Although the Gram Panchayat (GP) level Maths Contests[4] were done at a census-like scale, Akshara managed to optimise the costs very efficiently. Further, large cadres of Education Volunteers and GP Team Leaders (numbering over 37,000) reached out to the community who contributed their resources to conduct these GP-level Maths Contests which meant that they had a stake in ensuring the veracity of these contests and then understanding the performance of their children. State mechanisms through the Education Department and the Rural Development & Panchayati Raj (RDPR) Department also supported the efforts by granting permissions and asking department officials to extend all possible support for the smooth conduct of these contests.

4. India's largest community-led maths contests - more on page 10

WHAT WE FOUND

The result was a comprehensive view of the learning outcomes of children in grades 4, 5 and 6 in the state of Karnataka. Out of the 34 educational districts in Karnataka, the GP-level Maths Contests were held in 28 of them and the state report covers about 6,00,000 children in grades 4, 5 and 6 across these districts.

Children were assessed for their mastery of the previous year's competencies in mathematics – in other words, a child in grade 4 was tested for what she should have learnt in grade 3 and so on. Also, what we looked for was **how many children could answer 8 out of 20 questions correctly – this is the equivalent of saying how many children passed with scores of 40% and above.**

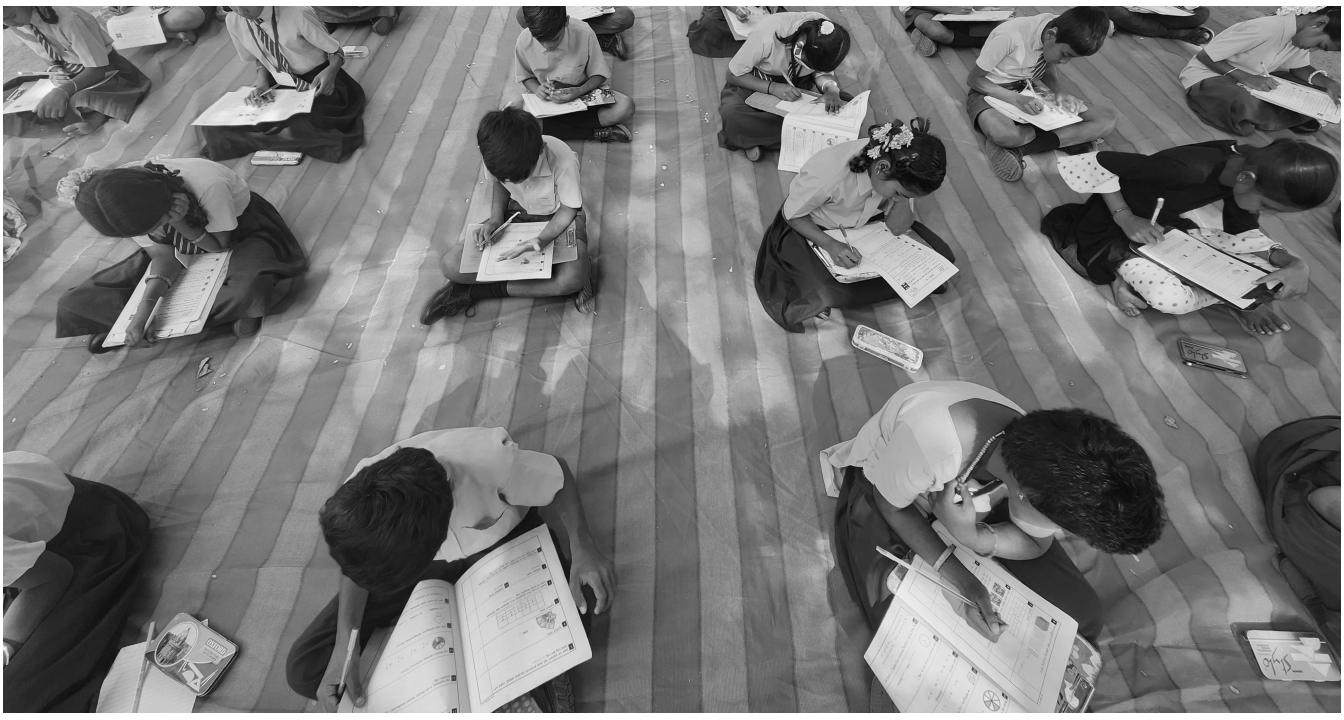
Some key takeaways:

- Across the state, we found that more girls than boys were participating in these contests. Moreover, when it came to performance, girls were performing much better than boys in most districts and across grades. This is a good trend and a compelling argument for giving the girl child more opportunities and for preventing dropouts.

- Performance trends from grade 4 to grade 5 to grade 6 showed dips. For example, in the case of Division for Mandya District, in grade 4, 47% of the children could do Division while in grade 5, it dropped to 41% and in grade 6 to 39%. This is a worrying trend.

- Kalaburagi Division lags behind the other divisions – the child population is the highest here while the performance numbers are the lowest.

The GP-level Maths Contest results were analysed in detail at the district level and these reports can be accessed at: https://akshara.org.in/gram-panchayat-maths-contest-reports/
This academic year (2024-25), Akshara also facilitated discussions at the district level where, overall, the participation from the state departments and the community was high and we believe there was a concerted resolve to do better in the next edition of the GP-level Maths Contests.
Your comments and suggestions on this report are welcome.
Please do write to us at : web@akshara.org.in



Context

By Anil Swarup, IAS (Retd.), Oct 2024 (extract reproduced from the Millenium Post with their permission, for which we are grateful)

Nexus of Good: Competitive Brilliance

The Gram Panchayat Maths Contests, facilitated by Akshara Foundation, are engaging communities to improve maths learning in government schools across Karnataka and Odisha.

I was in Bengaluru last week and attended the local chapter meeting of the **Nexus of Good**[5]**.** One of the presentations was by Ashok Kamath, Chairman of Akshara Foundation. Ashok and his team have been focusing on improving early maths education in the government school system for over a decade and they have a model that addresses all stakeholders – their model is called Ganitha Kalika Andolana (GKA). Ashok spoke about one part of this model – on community engagement and this was an eye-opener for me. It was truly an *andolana*. For a programme to be sustainable well beyond the organisation implementing it, every stakeholder needs to recognise its potential, take ownership of its outcomes and continue to implement it long after the exit of the original programme implementers from the geography. In other words, it needs to become 'socially desirable'. Unless the locus of control moves from the supply side to the demand side (parents, SDMC members, Education Volunteers and Gram Panchayat leaders), the quality of schooling will not improve. Which is why, people collaborations are the nub of Akshara Foundation's community-centric initiatives.

The Gram Panchayat Maths Contest is a first-of-its-kind community initiative in India to encourage all concerned stakeholders to push for enhancing the quality of teaching and learning of mathematics, across the education system.

5. https://nexusofgood.com/

These contests are an independent, transparent, out-of-school, curriculum-linked evaluation of children's current maths learning levels.

For the GP-level Maths Contests, the question paper is set by the District Institute for Education & Training (DIET) and printed by Akshara Foundation. Beyond that, these contests are organised entirely by the community members and, of course, facilitated by Akshara. On the chosen day, children in grades 4, 5 and 6 turn up at the contest venues, usually at the GP headquarters or school forecourts. They sit in neat, disciplined rows, under a colourful shamiana, and await their maths test. The timer is set to 1 hour as they begin the test. Education Volunteers from the villages evaluate the answer sheets soon after the hour is over, before finally announcing the winners. The Education Volunteers are local village youth who are educated and willing to give time and effort to helping their community without any monetary reward, and are identified, selected and trained by Akshara's Field Coordinators.

The concept of GP-level Maths Contests has opened up many a healthy dialogue between stakeholders like parents, teachers and other community members regarding their children's learning levels. The fascinating aspects of these contests are:

- **Transparency at the core:** The contests adopt a transparent approach, providing a fun setting for assessing children's maths skills. The tests are administered in a manner where the integrity of the test is not compromised.
- **Local involvement:** The contests are entirely managed by trained education volunteers and GP Team Leaders within each Gram Panchayat.
- **Objective evaluation:** Observers, including teachers and parents, can witness the contests but are not permitted to intervene during the process. There is a definite *Lakshman Rekha* beyond which parents and teachers are not allowed, and this is strictly enforced.
- **Swift recognition:** Winners are promptly announced, and prizes distributed within three hours, enhancing the excitement and impact of the initiative. Children are excited to see their friends win prizes, and they also get inspired to do better in the next year's edition.
- **Community-driven:** The programme is entirely funded by communities, showcasing a collective commitment to education with an average of INR 15,000 raised per participating Gram Panchayat.
- **Impressive participation:** The contests have high levels of attendance, very often higher than daily attendance levels in schools.

From Policy to Practice :

THE ROLE OF COMMUNITY PARTICIPATION IN INDIAN EDUCATION

K. Vaijayanti, Akshara Foundation

INTRODUCTION

Over the years, community participation has been seen as a critical factor in improving education in India. Various policies and frameworks have emphasised involving local communities to ensure equitable and quality education. The evidence suggests that schools become more effective and responsive to local needs when communities are empowered and actively engaged. India has a long history of encouraging grassroots involvement in education. Policies have repeatedly recognised the importance of decentralised decision-making:

COMMUNITY PARTICIPATION IN ACTION: KEY POLICIES AND INITIATIVES

- The Kothari Commission (1964-66) [6]: This commission was among the first to advocate for community involvement in education, highlighting the need for educational institutions to reflect local values and address community-specific issues.

- The 73rd Constitutional Amendment (1992)[7] empowered Gram Panchayats to oversee primary education, creating pathways for participatory governance. Participatory democracy in education was institutionalised through this amendment, enabling local communities to contribute to school administration and development planning.

- National Policy on Education (1986, 1992)[8] emphasised collaboration between schools and communities, fostering partnerships to improve education delivery.

- The Task Force Report by Raja Ramanna (2000)[9]: The Raja Ramanna Task Force Report on improving the quality of elementary education in Karnataka (2000) emphasised the importance of effective management and community participation through existing panchayat structures. It proposed legislating community ownership of schools by empowering bodies such as School Development Monitoring Committees (SDMCs) to decentralise responsibilities from higher administrative levels.

6. Government of India. (1966). Report of the Education Commission (1964-66): Education and National Development. New Delhi: Ministry of Education.

7. Government of India. (1992). 73rd Constitutional Amendment Act. New Delhi: Ministry of Law and Justice.

8. Government of India. (1986). National Policy on Education. New Delhi: Ministry of Human Resource Development.

9. Raja Ramanna Committee: Interim Report of Task Force on Education, 2000, p. 22.

The report stated: *"Each school should prepare a vision document outlining a development plan addressing issues related to access, enrolment, equity in enrolment, retention, and children's learning outcomes, as well as resource mobilisation for classroom teaching and activities."*

- Sarva Shiksha Abhiyan (SSA) (2000)[10]: The SSA championed community-based planning to enhance school infrastructure and resources (Government of India, 2000).

- Right to Education Act (2009)[11] made the establishment of School Management Committees (SMCs) mandatory, giving local stakeholders the authority to monitor the utilisation of grants and plan school operations.

- The National Curriculum Framework (NCF) 2005[12] consistently highlighted the importance of integrating community knowledge into curriculum and teaching practices. Schools can also engage the community by inviting them into their premises, allowing the broader world to play a part in shaping the curricular process. Parents and community members can participate as resource persons, sharing their knowledge and experiences relevant to the topics being studied.

- The National Education Policy (NEP) 2020[13] emphasises the role of local communities, parents, and other stakeholders in ensuring quality education for all. Key local stakeholders will be more involved in the governance of schools/school complexes. The NCF aligned with the NEP 2020 in further emphasising community engagement for resource allocation and integrating traditional Indian knowledge into classroom practices.

Initiatives such as Kerala's People's Plan Campaign, Rajasthan's Lok Jumbish, and Karnataka's School Development and Monitoring Committees showcase the transformative power of grassroots governance in education. Similarly, examples like Karnataka's Makkala Grama Sabhas, and Odisha's SMCs illustrate how community participation can effectively enhance school infrastructure, classroom practices, and accountability.

10. Government of India. (2000). Sarva Shiksha Abhiyan Framework for Implementation. New Delhi: Ministry of Human Resource Development.
11. Government of India. (2009). The Right of Children to Free and Compulsory Education Act. New Delhi: Ministry of Law and Justice.
12. NCERT. (2005). National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.
13. NCERT. (2020). National Curriculum Framework for Foundational Stage 2020. New Delhi: National Council of Educational Research and Training.

- Community participation has played a crucial role in addressing educational challenges across India. Active School Development and Monitoring Committees ensured improved midday meal supervision in Karnataka (DSERT 2022)[14].

- In Assam, community involvement enhanced infrastructure and classroom participation, while in Odisha, SMCs appointed voluntary teachers to address shortages (V. Ramachandran, Taramani Naorem, 2013)[15].

- A village in Madhya Pradesh built a boundary wall to protect its school, and in Ladakh, traditional knowledge was integrated into the curriculum (Govinda & Diwan, 2003)[16].

- In Andhra Pradesh's Pamurai village, the tribal community established a school without government support, recognising the importance of education (Sujatha K,1999)[17].

- However, a study in Uttar Pradesh highlighted the lack of awareness and participation in education governance, stressing the need for grassroots advocacy to improve learning outcomes (Banerjee et al., 2006)[18].

14. Emerging Trends in Community Participation in Education, Position Paper, DSERT 2022.

15. Vimala Ramachandran, Taramani Naorem: What It Means To Be a Dalit or Tribal Child in Our Schools, A Synthesis of a Six-State Qualitative Study, Special article, Economic & Political Weekly, November 2, vol xlviii, no 44, 2013.

16. Ibid

17. Sujatha, K., "Education of Indian Scheduled Tribes: A Study of Community Schools in the District of Visakhapatnam, Andhra Pradesh", IIEP/UNESCO, 1999.

18. Banerjee, A., Banerji, R., Duflo, E., Glennerster, R., Khemani, S. (2006). Can Information Campaigns Spark Local Participation and Improve Outcomes? World Bank Policy Research Paper.

STORIES OF CHANGE: VOICES FROM GROUND ZERO

CHATRAPPA MALLADGUDDA: A LEADER FOR EDUCATION

Chatrappa Malladgudda, Gram Panchayat President of Virupapur, Sindhanur Taluk, Raichur district, Karnataka, didn't stop at governance—he made education his priority. When he discovered that Akshara's GKA programme wasn't being used effectively in schools, he took action. Instead of rushing into Akshara's Gram Panchayat Mathematics Contest, he called a meeting with officials, teachers, and community leaders. They decided to improve learning outcomes first. For three months, Chatrappa monitored schools, encouraged teachers, and raised awareness. The contest finally took place with 305 children. The community came together, and the event was a success. Yet, results showed learning gaps. Chatrappa took it as a challenge. He ensured regular school visits, introduced weekly maths quizzes, and improved teaching quality. Though the press praised him, he remained humble. His only goal: better education for every child. Virupapur now had a leader who turned education into a movement.

"SHIVAJINAGAR'S WAKE-UP CALL: A COMMUNITY RISES FOR EDUCATION"

In Shivajinagar, a small Lambani thanda in Mundargi, Gadag District, education was a beacon of hope. Parents believed in their teachers, sending 428 children to school with dreams of a better future. But when Akshara's Maths Contest revealed poor results, the community was shaken. The people, once unquestioning, now demanded better. Conversations shifted from blind faith to active participation. The contest was not just a test but a wake-up call. A village that once trusted silently had found its voice—for its children's education.

THRIVING ON CHALLENGES: THE STORY OF BILIGIRIRANGANABETTA

In Biligiriranganabetta GP, Chamarajanagar district, Karnataka, skepticism arose about hosting a GP-level Maths Contest due to its remote jungle location and the small number of students. The Panchayat Development Officer (PDO) doubted its feasibility. The 53 children, belonging to the Soliga tribe, were deeply connected to their land and culture, and their parents were hesitant about education. Despite these concerns, the Akshara team persisted. To everyone's surprise, all 53 students participated. Typically reserved and withdrawn, these children stepped out of their comfort zones. Some parents, witnessing the contest's impact and prize rewards, became more open to education. The PDO's enthusiasm led to wider adoption, with district-wide contests supported by the Education Department and media. This event proved that, even in the most remote areas, education can thrive when challenges are met with persistence and belief in inclusivity.

DATA-DRIVEN INSIGHTS MATTER: WAY FORWARD

The stories and studies above reflect a simple truth: informed and engaged communities drive real change. The challenge now is scaling these successes while ensuring inclusivity and equity in every village and every school across the country. India's education system must shift from access-focused reforms to quality-driven improvements. Community participation should not be limited to formal structures like SMCs or Village Education Committees (VECs); instead, genuine partnerships must be built between parents, teachers, government bodies, and NGOs.

To strengthen community involvement, capacity building at the grassroots level is crucial for sustained participation. Empowering Panchayat administrations and community leaders can close the gap between policy and implementation. Raising awareness about school committees and their impact can spark greater engagement.

By learning from local successes and addressing barriers to participation, India can build an education system that truly reflects its constitutional commitment to quality, free, and compulsory education for all.

Preparing the Question Papers:

Prepared by Sri.Ramesh Yarali, Lecturer, GKA District Nodal Officer, DIET Dharwad, and Sri. Nanjunda Aradhya, Lecturer, GKA District Nodal Officer, DIET Mysuru.

This writeup was received in Kannada, and has been translated to English using a blend of human and Artificial Intelligence.

The Gram Panchayat Maths Contests are a key part of GKA - the Mathematics Learning Movement. GKA is a collaborative initiative involving Samagra Shikshana Karnataka, the Department of State Educational Research & Training (DSERT), Bengaluru, District Institutes of Education & Training (DIETs) across Karnataka, and Akshara Foundation, Bengaluru. For the 2024-25 edition of the contests, DIET Dharwad and DIET Mysuru took the lead in developing the question papers, which were utilised across the state.

Question Paper Preparation Workshop: A three-day workshop was organised by **DIET Dharwad** to develop high-quality question papers for the upcoming GP-level Maths Contests. The process followed the guidelines provided by Akshara Foundation and involved experienced educators, including DIET lecturers and head teachers.

Key Aspects of the Workshop:

1. Question Paper Development:

- A total of 20 questions were created based on students' prior learning and understanding.
- Four different question paper models (A, B, C, D) were designed, covering multiple-choice questions and fundamental mathematics problems.
- The final versions were reviewed and validated by DIET lecturers, senior teachers, and the Akshara Foundation team.

2. Focus Areas of Questions:

- Identifying and understanding Numbers and Place Value.
- Differentiating between small and large numbers.
- Arithmetic operations: Addition, Subtraction, Multiplication, Division.
- Solving real-life mathematical problems.
- Understanding how to read clocks and interpret time.
- Recognising two-dimensional shapes and learning about Area, Perimeter, and Measurement.
- Working with Weight, Length, Decimals, and Number Sequences.

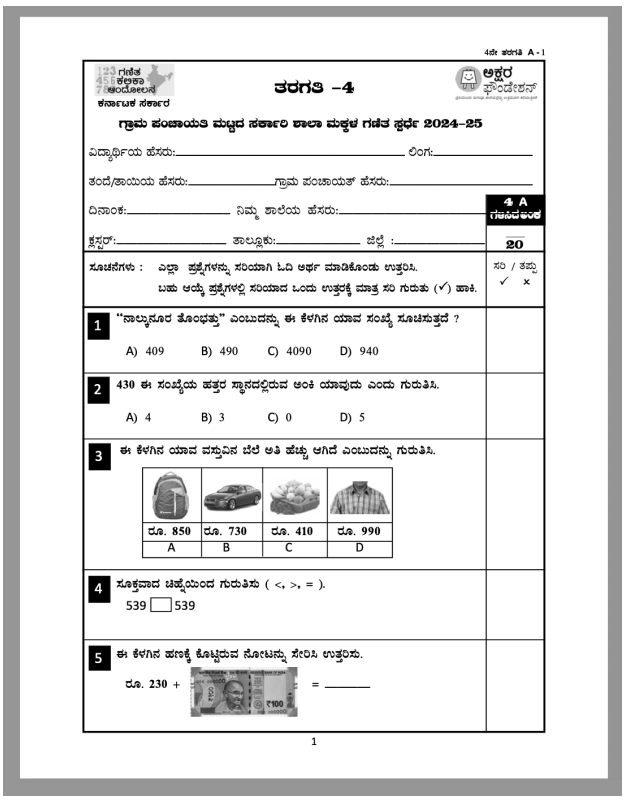
3. Implementation & Expectations:

- DIET officials and teachers were encouraged to integrate this framework into regular school assessments.
- The final question papers were rigorously reviewed and validated before implementation.
- The workshop played a crucial role in refining the quality of other mathematics competitions at the district level.

The **DIET Mysuru** team played a crucial role in preparing an ideal question paper for the GP-level Maths Contests. This involved:

1. Selection of Resource Persons:

- Skilled educators from various taluks were identified and assigned specific roles.
- 45 Resource Persons (RPs) were selected to prepare question papers for different grades.
- A structured meeting was held to guide and instruct the participants on question paper design.



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ತರಗತಿ –4

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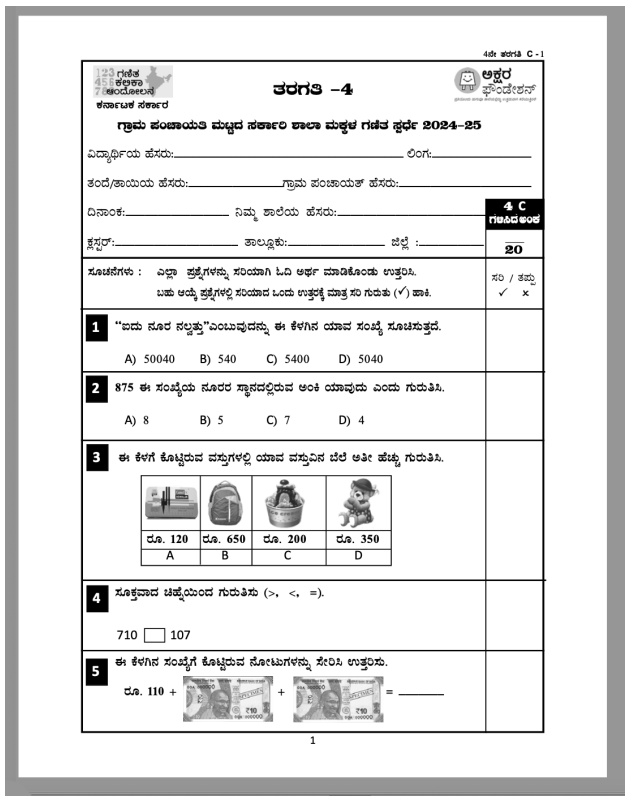
Grade 4 Paper: **Series A**



4ನೇ ತರಗತಿ C - 1

ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ತರಗತಿ –4

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ಬಹು ಆಯ್ಕೆ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಸರಿಯಾದ ಒಂದು ಉತ್ತರಕ್ಕೆ ಮಾತ್ರ ಸರಿ ಗುರುತು (✓) ಹಾಕಿ.

ಸರಿ / ತಪ್ಪು ✓ ×

1. "ಐದು ನೂರ ನಲ್ವತ್ತು"ಎಂಬುದನ್ನು ಈ ಕೆಳಗಿನ ಯಾವ ಸಂಖ್ಯೆ ಸೂಚಿಸುತ್ತದೆ.
   A) 50040 B) 540 C) 5400 D) 5040
2. 875 ಈ ಸಂಖ್ಯೆಯ ನೂರರ ಸ್ಥಾನದಲ್ಲಿರುವ ಅಂಕಿ ಯಾವುದು ಎಂದು ಗುರುತಿಸಿ.
   A) 8 B) 5 C) 7 D) 4
3. ಈ ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ವಸ್ತುಗಳಲ್ಲಿ ಯಾವ ವಸ್ತುವಿನ ಬೆಲೆ ಅತೀ ಹೆಚ್ಚು ಗುರುತಿಸಿ.

ರೂ. 120	ರೂ. 650	ರೂ. 200	ರೂ. 350
A	B	C	D

4. ಸೂಕ್ತವಾದ ಚಿಹ್ನೆಯಿಂದ ಗುರುತಿಸು (>, <, =).
   710 ☐ 107
5. ಈ ಕೆಳಗಿನ ಸಂಖ್ಯೆಗೆ ಕೊಟ್ಟಿರುವ ನೋಟುಗಳನ್ನು ಸೇರಿಸಿ ಉತ್ತರಿಸು.
   ರೂ. 110 + = _____

1

Grade 4 Paper: **Series C**

2. Characteristics of an Ideal Question Paper:

- Questions should be simple, comprehensible, and thought-provoking.
- The balance between challenging and easy questions should be maintained to reduce academic stress.
- The paper should align with the latest syllabus and validated references.
- The question paper should be thoroughly reviewed and error-free before printing.
- Visuals should be relevant and engaging to enhance student interest.

3. Preparation Process:

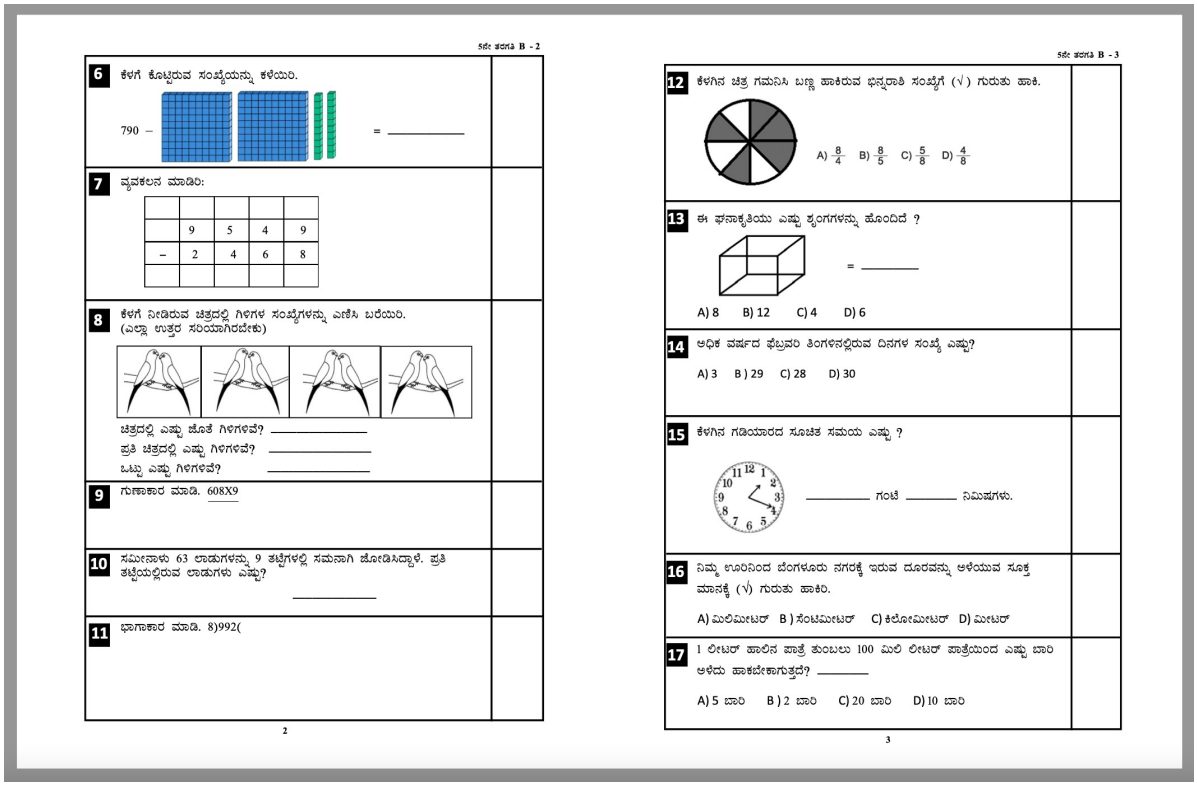
- Resource Persons initially drafted handwritten versions of the test papers.
- A model answer sheet was created through mutual discussion and refinement.
- The test papers were carefully checked for errors, formatted digitally, and finalised for printing.
- DIET Mysuru ensured confidentiality and high standards in the question paper preparation.

4. Recognition and Success:

- The question paper prepared by DIET Mysuru was well received and praised at the state level.
- A felicitation ceremony was conducted to honour key contributors, including teachers, DIET officials, and Gram Panchayat members who supported GKA.

The Dharwad DIET workshop, DIET Mysuru's question paper preparation, and GKA have significantly contributed to enhancing the quality of mathematics education at the district level.

The structured question paper preparation process ensures that students are assessed fairly and effectively, while the innovative learning concepts provide a robust framework for continuous educational improvement. Additionally, their collective approach reinforced the importance of collaboration between NGOs and educational institutions.



5ನೇ ತರಗತಿ B - 2

6 ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಯನ್ನು ಕಳೆಯಿರಿ.

790 – = _____

7 ವ್ಯವಕಲನ ಮಾಡಿರಿ:

	9	5	4	9
–	2	4	6	8

8 ಕೆಳಗೆ ನೀಡಿರುವ ಚಿತ್ರದಲ್ಲಿ ಗಿಳಿಗಳ ಸಂಖ್ಯೆಗಳನ್ನು ಎಣಿಸಿ ಬರೆಯಿರಿ.
(ಎಲ್ಲಾ ಉತ್ತರ ಸರಿಯಾಗಿರಬೇಕು)

ಚಿತ್ರದಲ್ಲಿ ಎಷ್ಟು ಜೊತೆ ಗಿಳಿಗಳಿವೆ? _____
ಪ್ರತಿ ಚಿತ್ರದಲ್ಲಿ ಎಷ್ಟು ಗಿಳಿಗಳಿವೆ? _____
ಒಟ್ಟು ಎಷ್ಟು ಗಿಳಿಗಳಿವೆ? _____

9 ಗುಣಾಕಾರ ಮಾಡಿ. 608X9

10 ಸಮೀನಾಳು 63 ಲಾಡುಗಳನ್ನು 9 ತಟ್ಟೆಗಳಲ್ಲಿ ಸಮನಾಗಿ ಜೋಡಿಸಿದ್ದಾಳೆ. ಪ್ರತಿ ತಟ್ಟೆಯಲ್ಲಿರುವ ಲಾಡುಗಳು ಎಷ್ಟು?

_____

11 ಭಾಗಾಕಾರ ಮಾಡಿ. 8)992(

2

5ನೇ ತರಗತಿ B - 3

12 ಕೆಳಗಿನ ಚಿತ್ರ ಗಮನಿಸಿ ಬಣ್ಣ ಹಾಕಿರುವ ಭಿನ್ನರಾಶಿ ಸಂಖ್ಯೆಗೆ (√) ಗುರುತು ಹಾಕಿ.

A) $\frac{8}{4}$ B) $\frac{8}{5}$ C) $\frac{5}{8}$ D) $\frac{4}{8}$

13 ಈ ಘನಾಕೃತಿಯು ಎಷ್ಟು ಶೃಂಗಗಳನ್ನು ಹೊಂದಿದೆ ?

 = _____

A) 8 B) 12 C) 4 D) 6

14 ಅಧಿಕ ವರ್ಷದ ಫೆಬ್ರವರಿ ತಿಂಗಳನಲ್ಲಿರುವ ದಿನಗಳ ಸಂಖ್ಯೆ ಎಷ್ಟು?

A) 3 B) 29 C) 28 D) 30

15 ಕೆಳಗಿನ ಗಡಿಯಾರದ ಸೂಚಿತ ಸಮಯ ಎಷ್ಟು ?

_____ ಗಂಟೆ _____ ನಿಮಿಷಗಳು.

16 ನಿಮ್ಮ ಊರಿನಿಂದ ಬೆಂಗಳೂರು ನಗರಕ್ಕೆ ಇರುವ ದೂರವನ್ನು ಅಳೆಯುವ ಸೂಕ್ತ ಮಾನಕ್ಕೆ (√) ಗುರುತು ಹಾಕಿರಿ.

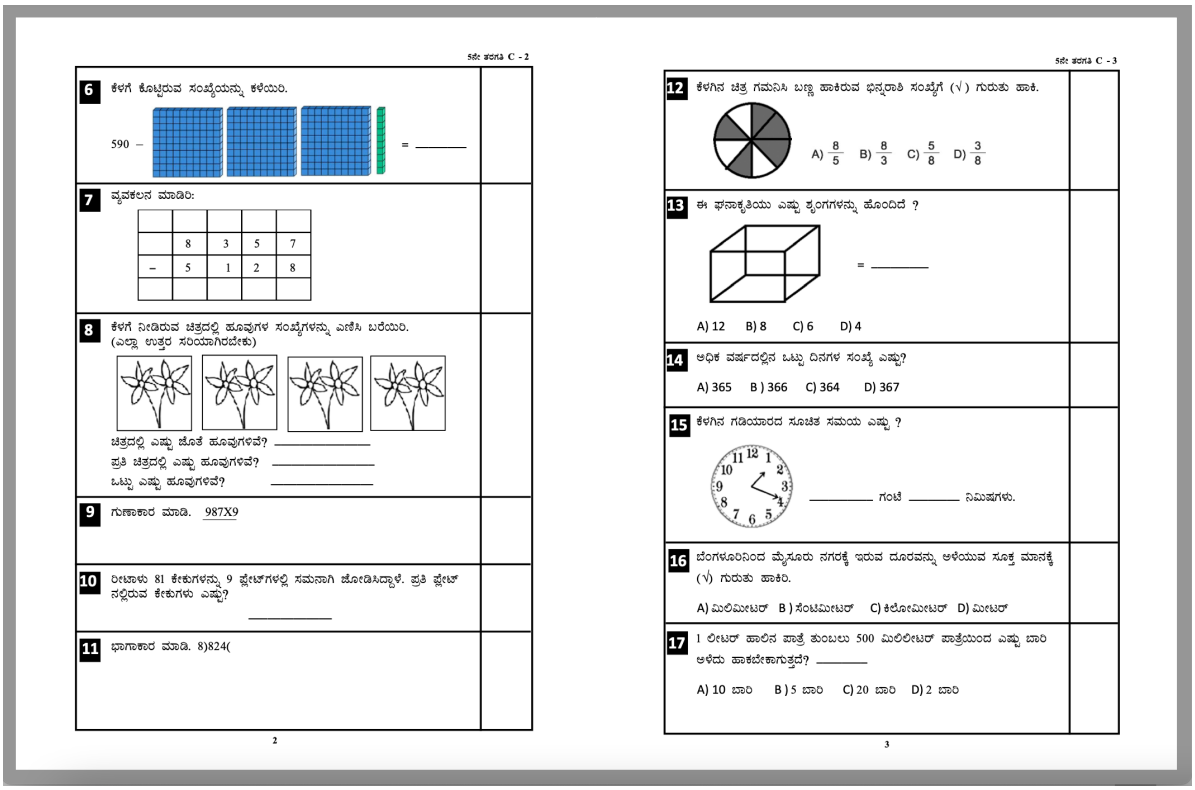
A) ಮಿಲಿಮೀಟರ್ B) ಸೆಂಟಿಮೀಟರ್ C) ಕಿಲೋಮೀಟರ್ D) ಮೀಟರ್

17 1 ಲೀಟರ್ ಹಾಲಿನ ಪಾತ್ರೆ ತುಂಬಲು 100 ಮಿಲಿ ಲೀಟರ್ ಪಾತ್ರೆಯಿಂದ ಎಷ್ಟು ಬಾರಿ ಅಳೆದು ಹಾಕಬೇಕಾಗುತ್ತದೆ? _____

A) 5 ಬಾರಿ B) 2 ಬಾರಿ C) 20 ಬಾರಿ D) 10 ಬಾರಿ

3

Grade 5 Paper: **Series B**



5ನೇ ತರಗತಿ C - 2

6 ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಯನ್ನು ಕಳೆಯಿರಿ.

590 – = _____

7 ವ್ಯವಕಲನ ಮಾಡಿರಿ:

	8	3	5	7
–	5	1	2	8

8 ಕೆಳಗೆ ನೀಡಿರುವ ಚಿತ್ರದಲ್ಲಿ ಹೂವುಗಳ ಸಂಖ್ಯೆಗಳನ್ನು ಎಣಿಸಿ ಬರೆಯಿರಿ.
(ಎಲ್ಲಾ ಉತ್ತರ ಸರಿಯಾಗಿರಬೇಕು)

ಚಿತ್ರದಲ್ಲಿ ಎಷ್ಟು ಜೊತೆ ಹೂವುಗಳಿವೆ? _____
ಪ್ರತಿ ಚಿತ್ರದಲ್ಲಿ ಎಷ್ಟು ಹೂವುಗಳಿವೆ? _____
ಒಟ್ಟು ಎಷ್ಟು ಹೂವುಗಳಿವೆ? _____

9 ಗುಣಾಕಾರ ಮಾಡಿ. 987X9

10 ರೀಟಾಳು 81 ಕೇಕುಗಳನ್ನು 9 ಪ್ಲೇಟ್‌ಗಳಲ್ಲಿ ಸಮನಾಗಿ ಜೋಡಿಸಿದ್ದಾಳೆ. ಪ್ರತಿ ಪ್ಲೇಟ್ ನಲ್ಲಿರುವ ಕೇಕುಗಳು ಎಷ್ಟು?

_____

11 ಭಾಗಾಕಾರ ಮಾಡಿ. 8)824(

2

5ನೇ ತರಗತಿ C - 3

12 ಕೆಳಗಿನ ಚಿತ್ರ ಗಮನಿಸಿ ಬಣ್ಣ ಹಾಕಿರುವ ಭಿನ್ನರಾಶಿ ಸಂಖ್ಯೆಗೆ (√) ಗುರುತು ಹಾಕಿ.

A) $\frac{8}{5}$ B) $\frac{8}{3}$ C) $\frac{5}{8}$ D) $\frac{3}{8}$

13 ಈ ಘನಾಕೃತಿಯು ಎಷ್ಟು ಶೃಂಗಗಳನ್ನು ಹೊಂದಿದೆ ?

 = _____

A) 12 B) 8 C) 6 D) 4

14 ಅಧಿಕ ವರ್ಷದಲ್ಲಿನ ಒಟ್ಟು ದಿನಗಳ ಸಂಖ್ಯೆ ಎಷ್ಟು?

A) 365 B) 366 C) 364 D) 367

15 ಕೆಳಗಿನ ಗಡಿಯಾರದ ಸೂಚಿತ ಸಮಯ ಎಷ್ಟು ?

_____ ಗಂಟೆ _____ ನಿಮಿಷಗಳು.

16 ಬೆಂಗಳೂರಿನಿಂದ ಮೈಸೂರು ನಗರಕ್ಕೆ ಇರುವ ದೂರವನ್ನು ಅಳೆಯುವ ಸೂಕ್ತ ಮಾನಕ್ಕೆ (√) ಗುರುತು ಹಾಕಿರಿ.

A) ಮಿಲಿಮೀಟರ್ B) ಸೆಂಟಿಮೀಟರ್ C) ಕಿಲೋಮೀಟರ್ D) ಮೀಟರ್

17 1 ಲೀಟರ್ ಹಾಲಿನ ಪಾತ್ರೆ ತುಂಬಲು 500 ಮಿಲಿಲೀಟರ್ ಪಾತ್ರೆಯಿಂದ ಎಷ್ಟು ಬಾರಿ ಅಳೆದು ಹಾಕಬೇಕಾಗುತ್ತದೆ? _____

A) 10 ಬಾರಿ B) 5 ಬಾರಿ C) 20 ಬಾರಿ D) 2 ಬಾರಿ

3

Grade 5 Paper: **Series C**

Akshara Foundation's Revolutionary Approach to Mathematics Education in Karnataka

Prepared by Akshara's Field Personnel

This writeup was received in Kannada, and has been translated to English using a blend of human and Artificial Intelligence.

Introduction : Since its inception in 2000, Akshara Foundation has been committed to ensuring that every child learns well in school. With a strong focus on mathematics education, the foundation has initiated several programmes to enhance mathematics learning among children in government schools, particularly in Karnataka and Odisha.

One of its most impactful initiatives has been Ganitha Kalika Andolana, which has significantly contributed to improving children's mathematical abilities through innovative teaching methods and competitive platforms.

Genesis of GKA:

In 2014, Akshara Foundation launched GKA, implementing specially designed mathematics learning kits in government schools. The objective was to simplify mathematical concepts and make learning more engaging for students. In 2016, the foundation further expanded its efforts by introducing the GP-level Maths Contests, a large-scale initiative aimed at fostering a competitive spirit among students and engaging the community in the education process.

Massive Reach and Participation:

Over the years, the GP-level Maths Contests have gained significant traction. By 2024-25, these contests saw the participation of 595,517 children across 26,188 schools in 28 educational districts, with the active cooperation of 4,890 Gram Panchayats. The contests provided a structured platform for students from grades 4, 5, and 6 to demonstrate their mathematics skills. Each event was meticulously organised, with question papers designed by DIET, Government of Karnataka.

The results from these contests were systematically collected, analysed, and the reports compiled. The findings were then shared with educational stakeholders, including school authorities, Gram Panchayats, and district education officials.

Recognising Excellence Through District-Level Mathematics Symposiums:
Marking Akshara Foundation's 25th anniversary in 2025, the organisation introduced District-level Mathematics Symposiums. These symposiums served as a platform to honour the top 25 schools and 25 Gram Panchayats from each district that had demonstrated excellence in mathematics education.

The symposiums were inaugurated by the Chief Executive Officers (CEOs) of the respective districts and attended by key educational stakeholders, including Deputy Directors of Public Instruction (DDPIs), DIET principals, Panchayat Presidents, and district education officers. The events featured discussions on mathematics learning trends, performance analysis, and strategic planning for further improvements.

Key Outcomes and Strategic Decisions: The symposiums played a crucial role in shaping future educational strategies. Some of the significant decisions taken during these discussions included:

- Comprehensive Planning for Mathematics Education: Based on the GP-level Maths Contest reports, district officials were advised to develop strategic plans to enhance mathematics learning in primary schools.
- Mandatory Participation: Officials stressed the need for 100% student participation in the GP-level Maths Contests.
- Adoption of Schools and Gram Panchayats: Senior education officers were encouraged to adopt two students each and mentor them to improve their mathematics skills. Additionally, top-performing schools and Gram Panchayats were to be converted into model institutions.
- Enhanced Community Engagement: The symposium emphasised collaboration between the education department and the local community, ensuring that every child's fundamental right to education is fulfilled.
- Recognition of Excellence: Awards and mementos were distributed to schools, teachers, and Gram Panchayats that showcased exceptional performance, fostering motivation among educators and students.


* ಗ್ರಾಮ ಪಂಚಾಯತಿ ಮಟ್ಟದ ಗಣತಿ ಸ್ಥಳೀಯ
* ಶಾಲಾ ಮತ್ತು ಗ್ರಾಮ ಪಂಚಾಯತಿಗಳ ಸನ್ಮಾನ ಕಾರ್ಯಕ್ರಮ
ಸರ್ವರಿಗೂ ಸ್ವಾಗತ
ದಿನಾಂಕ : 05-12-2024
ಸ್ಥಳ : ಜಿಲ್ಲಾ ಪಂಚಾಯತ್


ಜಿಲ್ಲಾ ಮಟ್ಟದ ಗಣತಿ ಪುರಸ್ಕಾರ ಸಮಾರಂಭ
2024-25

Challenges and Triumphs:

Despite its widespread success, organising the Mathematics Symposiums and Contests was not without challenges. Some of the difficulties faced included:

- Delays in obtaining permissions from district authorities, requiring extensive travel and coordination efforts.
- Scepticism from certain officials, with some downplaying the importance of these events.
- Logistical hurdles, including managing transport, data entry, and coordination across multiple districts.
- Unforeseen disruptions, such as state-wide holidays affecting scheduled events.
- However, the dedicated efforts of the Akshara Foundation team, along with the enthusiastic participation of students, educators, and community members, ensured the successful execution of these programmes.

A Model for Future Educational Initiatives: The impact of GKA and District-Level Symposiums has been profound, setting a precedent for educational reforms. The GP-level Maths Contest reports serve as valuable data sources that can guide future policy decisions.

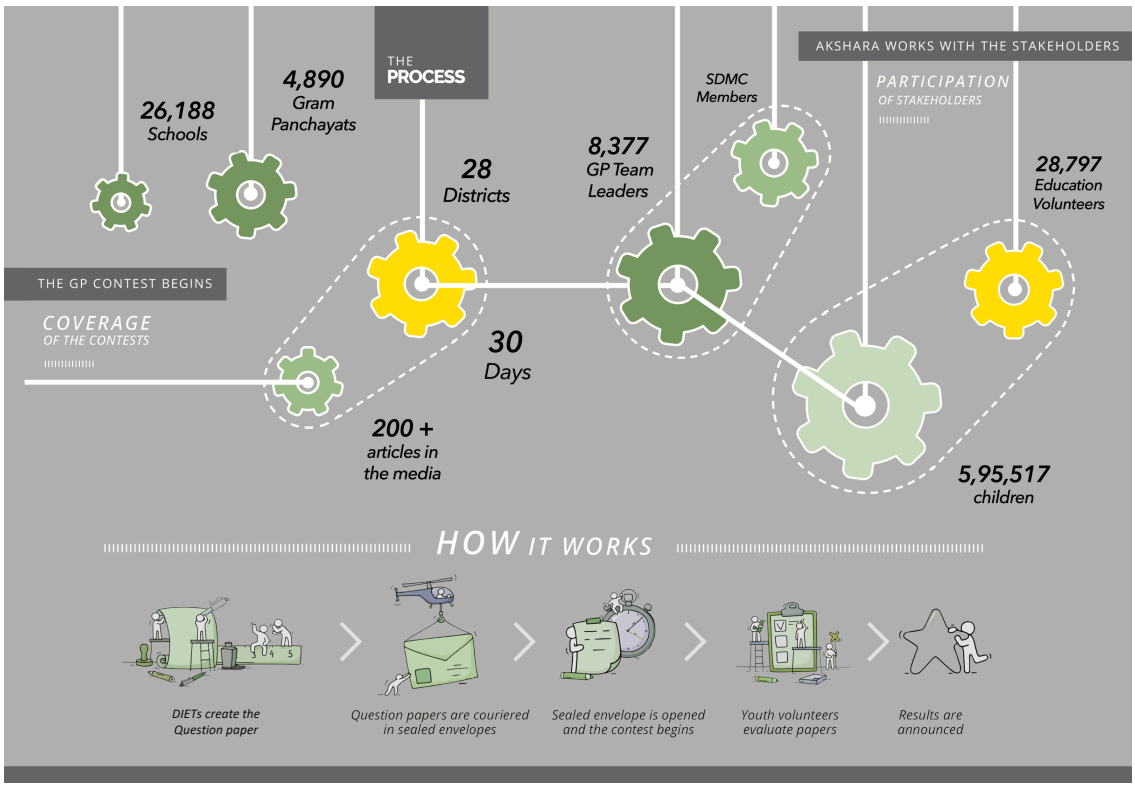
Education officials, recognising the initiative's success, have committed to continuing these efforts, ensuring that every child benefits from quality mathematics education.

Through its pioneering approach, Akshara Foundation has not only improved mathematics learning outcomes but has also strengthened community participation in education, making it a model initiative that other states can replicate.

WHAT DID WE LEARN?

The Process: The GP-level Maths Contests may be a contest for children, but it is a test for all stakeholders. Every stakeholder – teachers, parents, SDMC members, Gram Panchayat members, other community members, the Education and RDPR Departments of the state government, district officials, and NGOs have lessons to learn from this exercise.

During this edition of the contests, 28 out of the 34 Educational Districts in Karnataka conducted these contests and a total of 4,890 Gram Panchayats in the state were covered.



The contests were held between August 27, 2024 and September 26, 2024. In almost all cases, all Gram Panchayats in a particular district were held on the same day. This meant that for the smooth conduct of the contests, a key element was the presence of a cadre of GP Team Leaders and Education Volunteers. The Akshara field team had spent several months prior to the contests in locating, training and nurturing young people from all the districts who willingly gave a few hours of their time every month. None of these people were remunerated by Akshara. For us at Akshara, it is a matter of pride that today over 35,000 young people have put their trust in us and are willing to do what it takes to conduct these contests effectively and efficiently.

The costs for conducting these contests are raised locally and spent locally – community members have given what they could afford in either cash or kind – the prize money which typically is 40% of the total money spent goes to the children of their Gram Panchayats.

SL No	District	No of Gram Panchayats	No of Schools	Grade 4	Grade 5	Grade 6	No of Team Leaders who Supported	No of EVs who supported
1	BAGALKOT	195	895	12,618	11,184	10,874	362	963
2	BALLARI	92	395	6,589	6,354	5,836	170	540
3	BELAGAVI	200	620	10,618	10,234	9,975	373	867
4	CHIKKODI	249	1,016	12,429	11,675	11,691	471	977
5	BENGALURU RURAL	100	809	3,155	3,120	2,546	172	1,096
6	BIDAR	185	763	5,161	4,950	4,565	354	2,058
7	CHAMARAJANAGAR	128	569	3,821	3,876	3,370	258	774
8	CHIKKABALLAPUR	157	1,157	5,120	5,305	3,836	291	1,462
9	CHIKKAMAGALURU	224	1,026	5,112	4,792	4,196	375	1,686
10	CHITRADURGA	188	1,341	10,624	10,278	8,513	378	1,134
11	DAVANGERE	194	821	6,835	6,920	6,024	372	980
12	DHARWAD	145	454	8,654	8,873	7,519	271	560
13	GADAG	122	443	7,739	6,919	6,182	216	481
14	HASSAN	259	1,818	7,116	7,146	5,966	445	3,588
15	HAVERI	223	718	9,993	10,063	9,016	416	1,071
16	KALABURAGI	256	1,248	10,458	10,252	9,139	209	691
17	KODAGU	100	314	1,487	1,403	1,393	177	615
18	KOLAR	133	1,169	4,498	4,953	3,295	239	1,533
19	KOPPAL	150	734	8,255	7,601	7,200	258	871
20	MANDYA	234	1,298	5,863	6,140	5,310	390	778
21	MYSURU	258	1,457	9,768	10,030	8,945	460	828
22	RAICHUR	178	1,049	8,174	7,966	6,991	288	1,119
23	RAMANAGARA	118	863	3,580	3,654	3,086	160	406
24	TUMAKURU	189	1,556	6,497	6,497	5,304	382	1,146
25	MADHUGIRI	138	1,075	5,479	5,690	4,299	278	830
26	VIJAYANAGAR	145	756	8,205	8,151	7,026	246	834
27	VIJAYAPURA	210	1,180	15,941	14,406	14,320	228	495
28	YADGIR	120	644	6,078	5,576	5,225	138	414
	Total	4,890	26,188	2,09,867	2,04,008	1,81,642	8,377	28,797

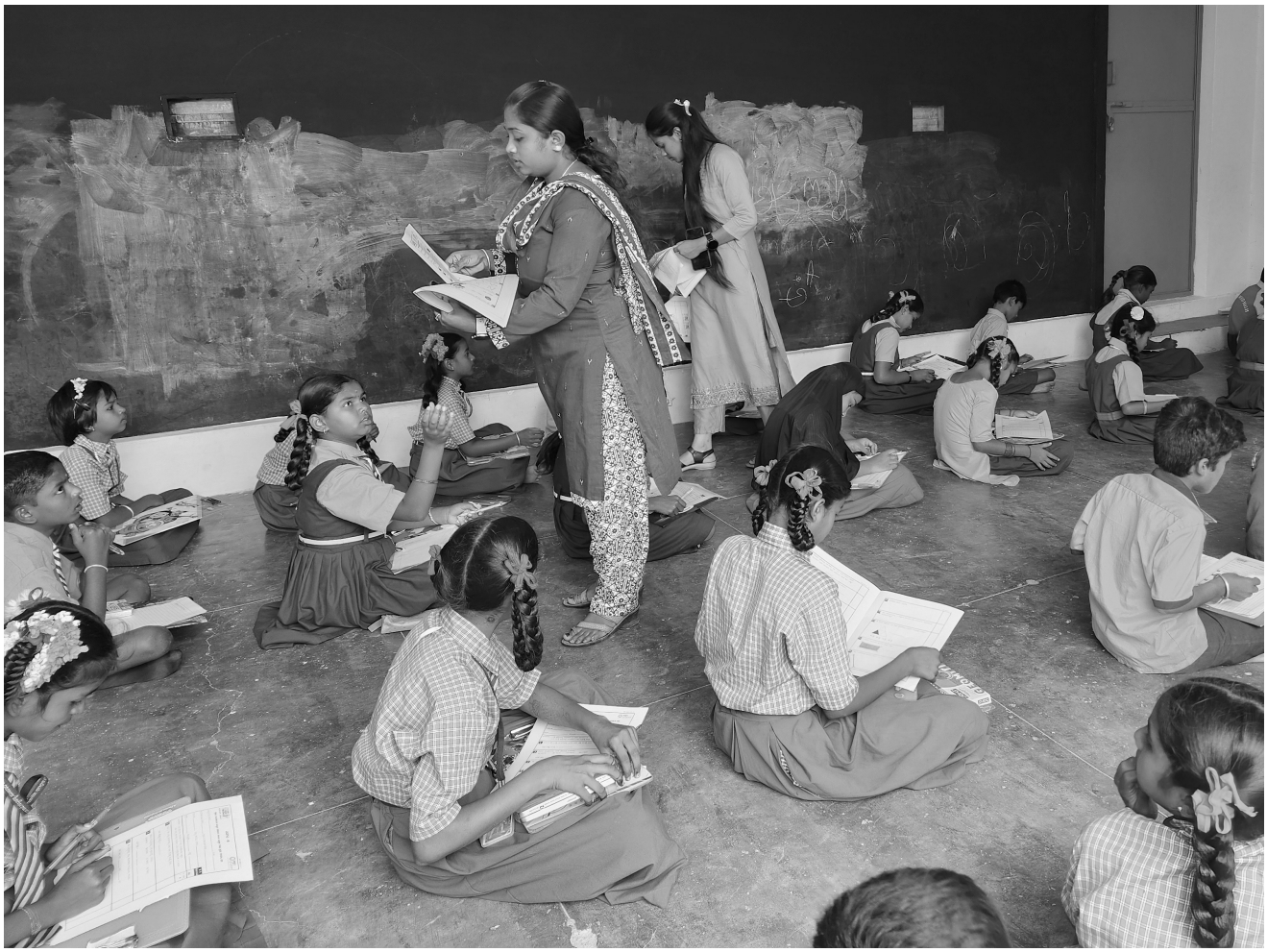
As can be seen from the table above, **a total of 5,95,517 children from grades 4, 5 and 6, from 26,188 schools participated in these contests**. We have their answer sheets and will keep them in storage till March 2027. **This activity was supported by 8,377 GP Team Leaders and 28,797 Education Volunteers which means that 37,174 young people managed these contests.**

WHAT DID WE LEARN?

While the test papers are evaluated at each location and the prizes declared and given, the answer sheets are sent to Bengaluru for data entry and subsequent detailed analysis.

Our goals when doing the analysis were:

- How many children in each grade could answer 8 out of 20 questions correctly?
- Across the state, what was the gender participation like?
- How did the children perform in every block in every district? Again, the measure was – how many could answer 8 out of 20 questions correctly.
- What were the difficult competencies for children and what were the easy competencies?

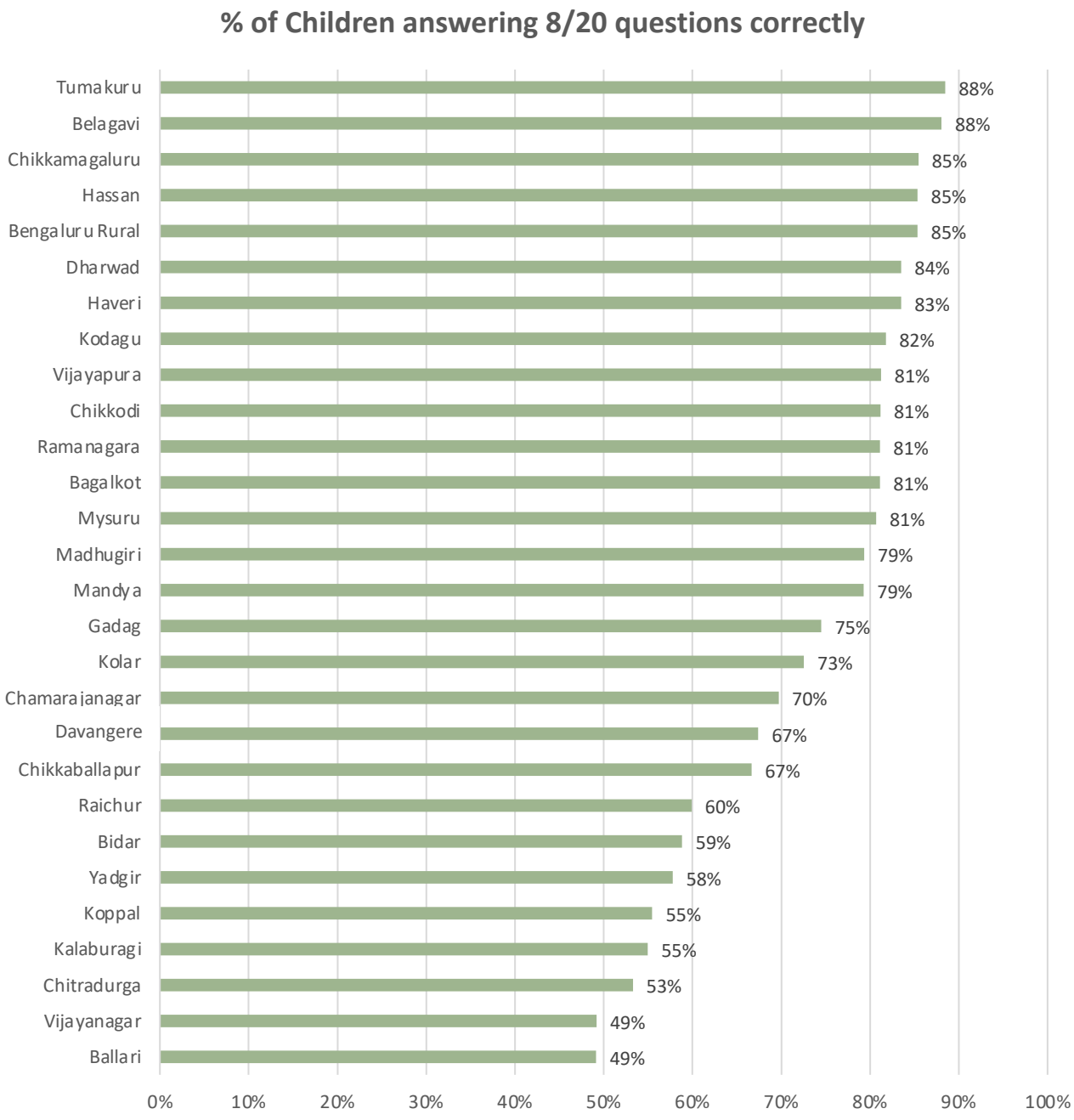


Since this is a comprehensive study, we believe that we need to understand children's skills across all age and grade-appropriate competencies. This is the principal reason why we stress on checking how many children can answer 8 out of 20 questions correctly. In 2024, in the Karnataka State Secondary School Leaving Certificate (SSLC) exams, grace marks to the tune of 20% were given to children and this created a controversy leading to withdrawal of the grace marks concept. To quote "*The controversy over this system of awarding grace marks was triggered by Karnataka School Examination and Assessment Board's decision to raise grace marks from 10% to 20% in all subjects after the SSLC exams this year clocked a dismal 54% pass percentage. With 20% grace marks, the SSLC pass percentage shot up to 74%.10 Oct 2024*"[20].

20.https://timesofindia.indiatimes.com/city/bengaluru/karnataka-eliminates-grace-marks-for-class-10-exams-to-enhance-education-quality/articleshow/114096432.cms#:~:text=The%20controversy%20over%20this%20system,percentage%20shot%20up%20to%2074%25

STATE PERFORMANCE

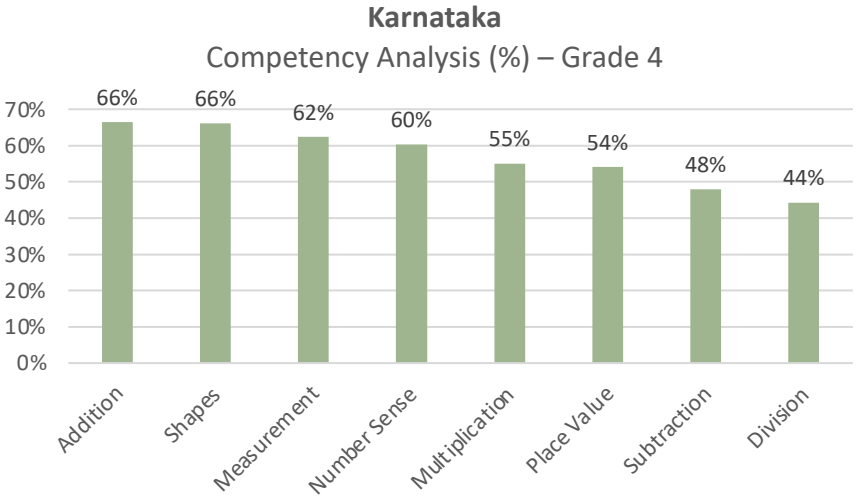
Grade 4

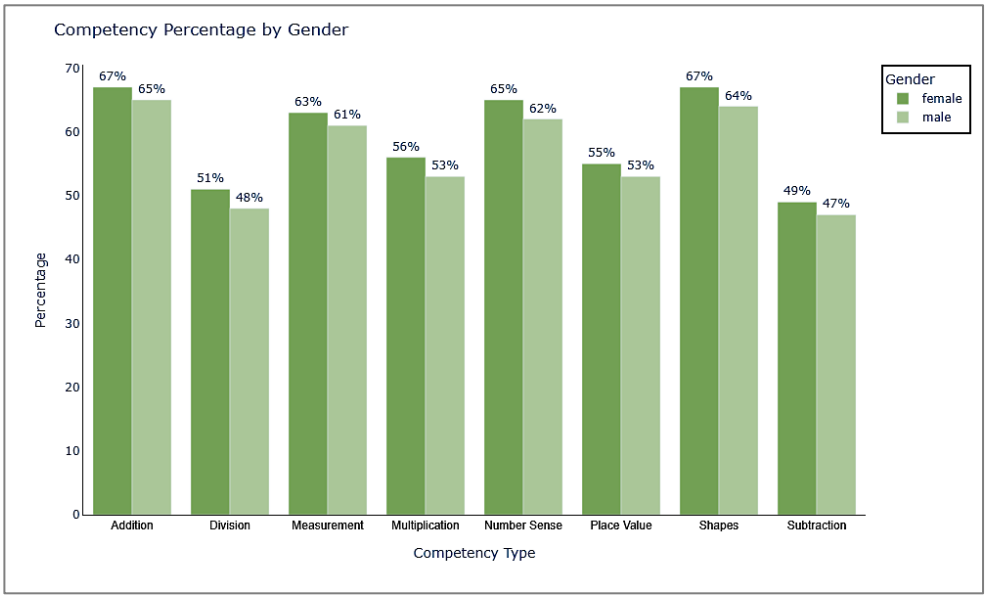


- In grade 4, even in the lowest performing districts of Ballari and Vijayanagar, 49% of the children could answer 8 out of 20 questions correctly.
- At the top end, 88% of the children in Tumakuru and Belagavi could answer 8 out of 20 questions correctly.
- Children in grade 4 have spent three years under the state's Nali Kali[19] activity-based pedagogy.
- Note that children in grade 4 are tested for grade 3 competencies.

19. https://azimpremjiuniversity.edu.in/news/2022/child-friendly-approach-towards-inclusion

HOW CHILDREN PERFORMED ACROSS COMPETENCIES

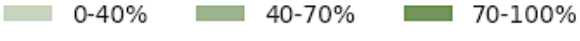




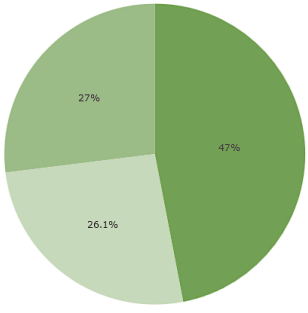
- Across the state, children in grade 4 found Subtraction and Division difficult while Addition and Shapes were easy competencies. **In every competency, girls outperformed boys across the state**.

- **In grade 4, across the state 53.1 % of the participants were girls while 46.9% were boys.**

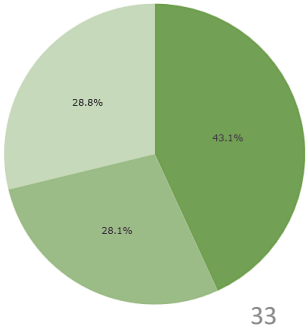
To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:



Clearly, in the 70%-100% band girls outperformed boys by nearly 4 percentage points while at the bottom end boys were trailing girls by about 2.7%.

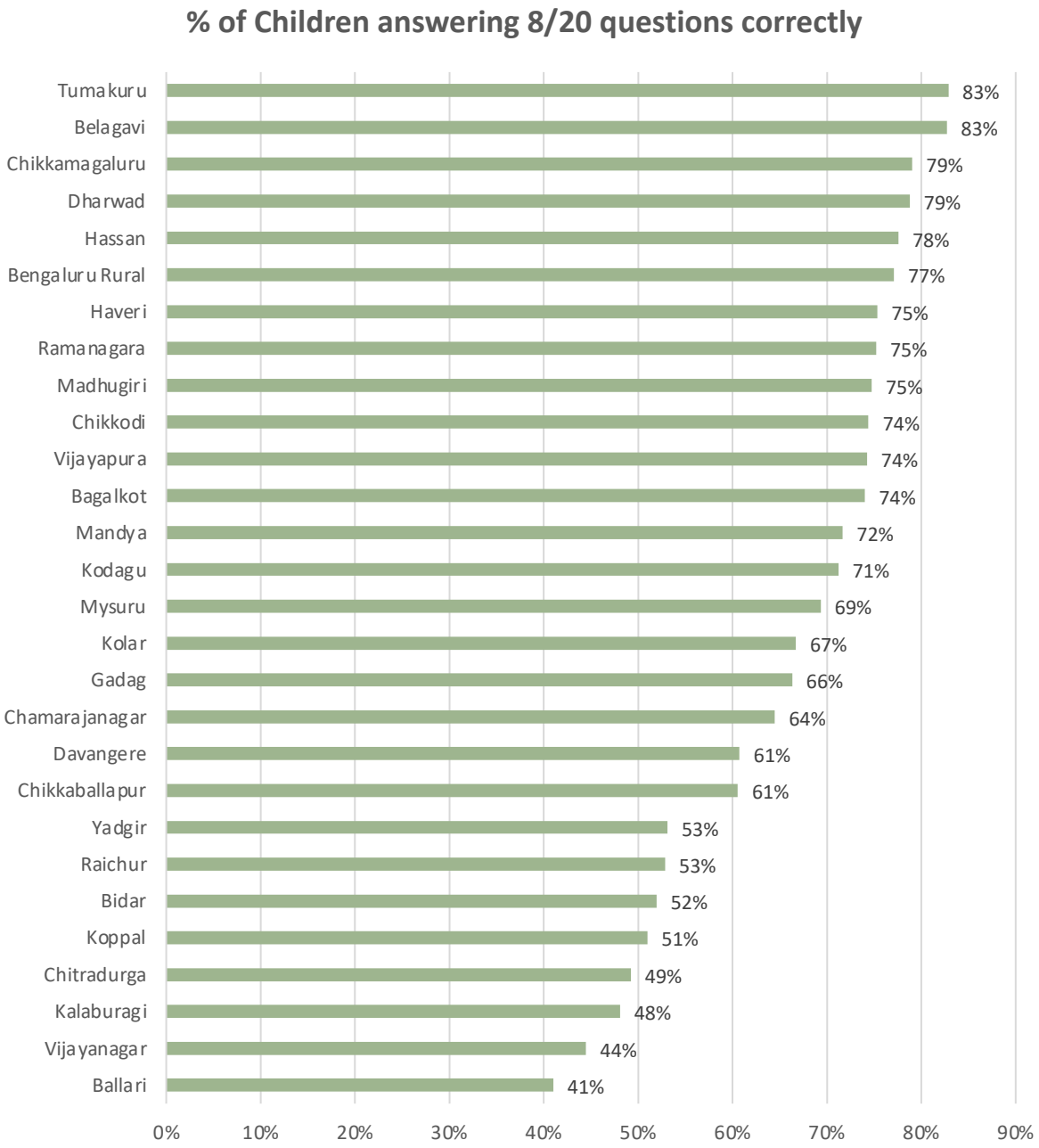


FEMALE



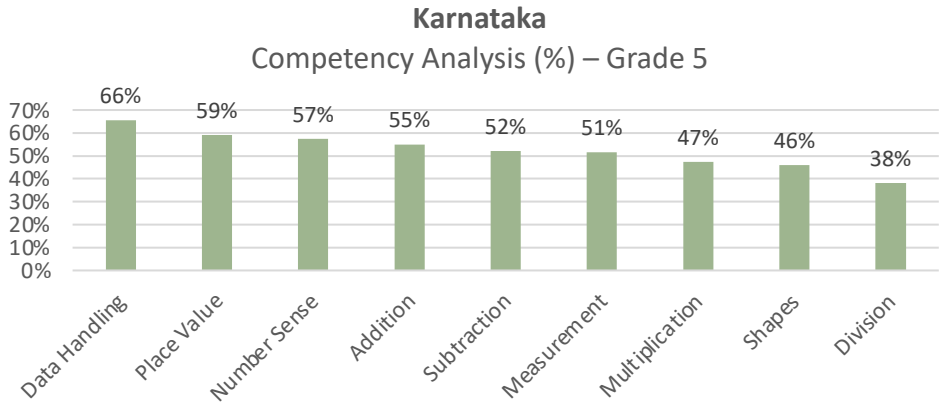
MALE

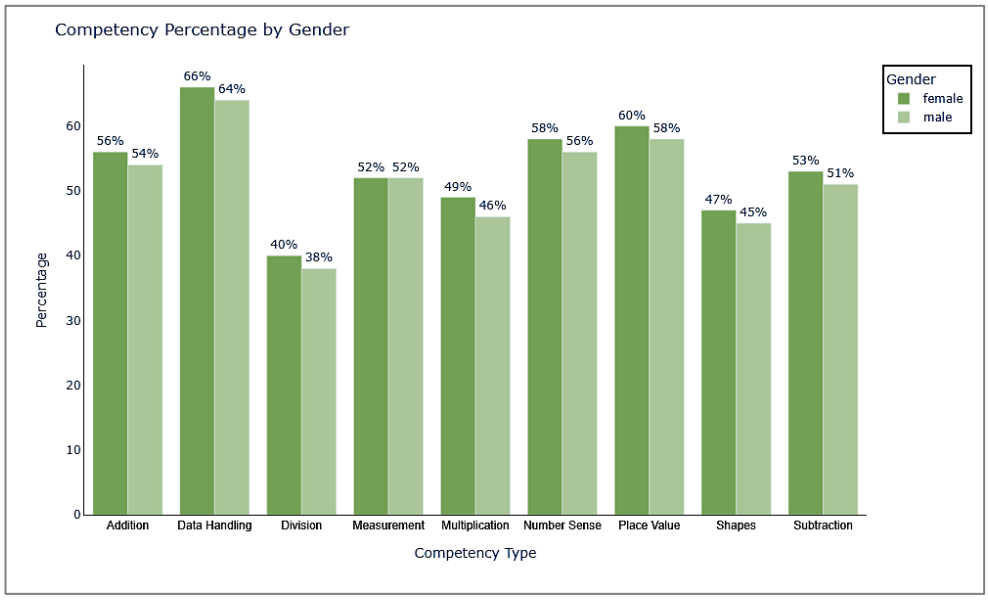
Grade 5



- In grade 5, the lowest performing districts were Ballari at 41% and Vijayanagar at 44% which meant that 41% and 44% of the children in those districts were able to answer 8 out of 20 questions correctly.
- Both Tumakuru and Belagavi continued to be the best performing districts where 83% of the children could answer 8 out of 20 questions correctly.
- It is to be noted that children were tested for competencies they should have learnt in grade 4.

HOW CHILDREN PERFORMED ACROSS COMPETENCIES





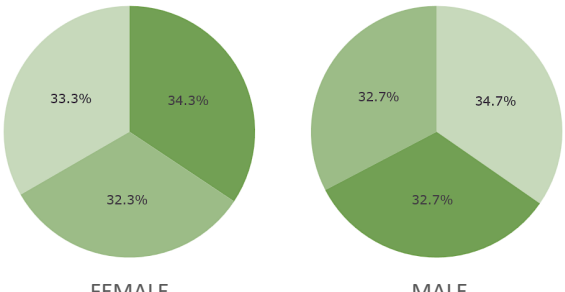
- Across the state, children in grade 5 found Shapes and Division difficult while Data Handling and Place Value were easy competencies. **For every competency except Measurement, girls outperformed boys across the state.**
- **In grade 5, across the state 54.1 % of the participants were girls while 45.9% were boys.**

To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:

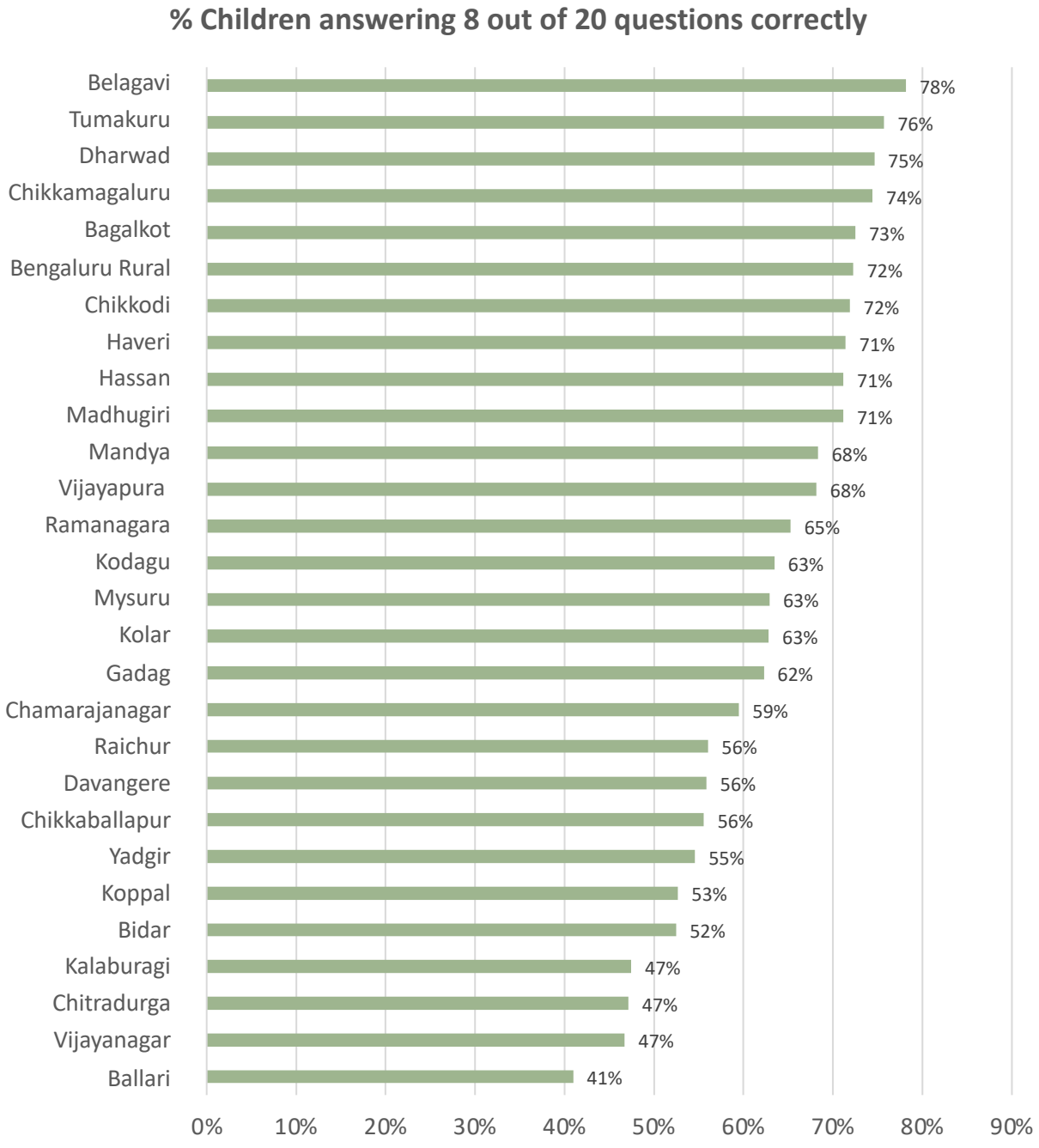
0-40% 40-70% 70-100%

As seen in grade 4, in the 70%-100% band girls outperformed boys by nearly 2 percentage points while at the bottom end boys trailed girls by 1.6%. Some interesting trends start to emerge:

- In grade 4, 44% of the children could handle Division while in grade 5 this dropped to 38%.
- In grade 4, 48% of the children could handle Subtraction while in grade 5 this jumped to 52%.



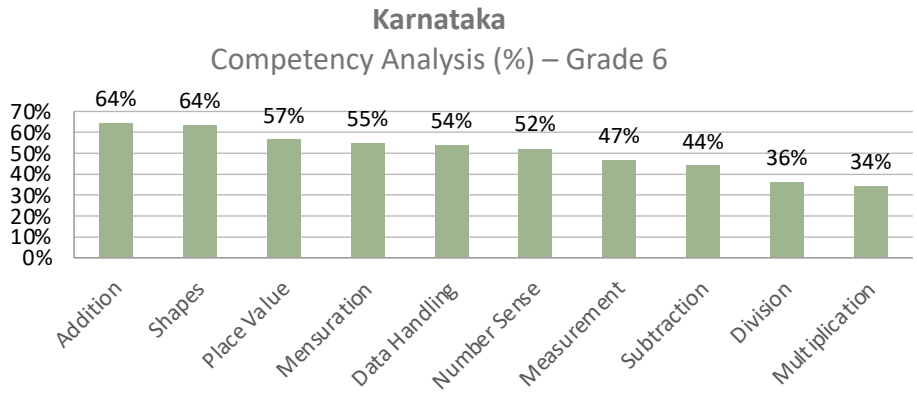
Grade 6

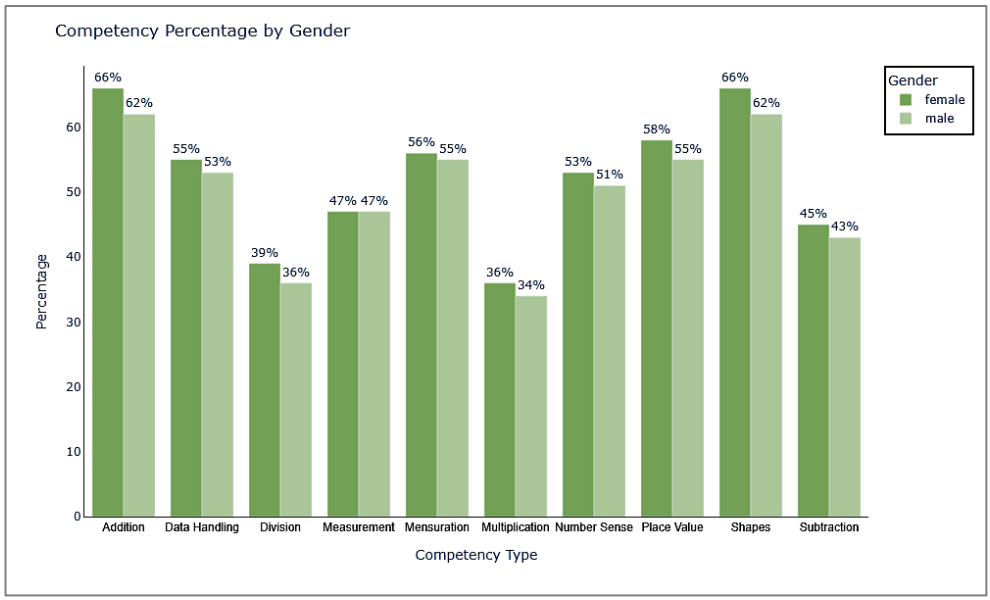


- In grade 6, Ballari and Vijayanagar continued to be the lowest performing districts while Belagavi and Tumakuru retained the top two spots respectively, as in grade 5.

- Compared to grade 5, Ballari continued to be at the 41% mark while Vijayanagar gained three points in grade 6 from 44% in grade 5 to 47% in grade 6.

HOW CHILDREN PERFORMED ACROSS COMPETENCIES

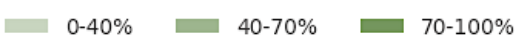




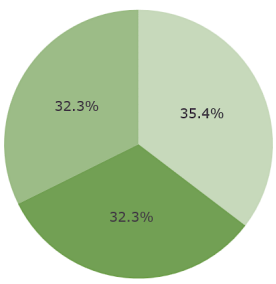
- Across the state, children in grade 6 found Division and Multiplication the most difficult competencies while Addition and Shapes were the easiest competencies. **Across all competencies except Measurement, girls performed better than boys.**

- **In grade 6, across the state 53.2 % of the participants were girls while 46.8% were boys.**

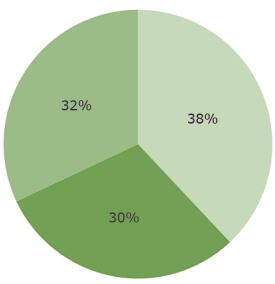
To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:



- As seen in grades 4 and 5, in the 70%-100% band girls outperformed boys by 2.5 percentage points while at the bottom end, boys trailed girls by 3.1%.



FEMALE



MALE

A QUICK SUMMARY OF THE STATE-WIDE RESULTS:

- In terms of participation in the contests, more girls than boys participated. In numbers, girls outnumbered boys by over 40,000.

- While in grade 4, over 40% of the children were in the highest scoring band (70-100%), this dropped to about a third in grades 5 and 6. This is a disturbing trend.

- In grades 5 and 6, a third of the children were in the bottom band of the scoring (0-40%).

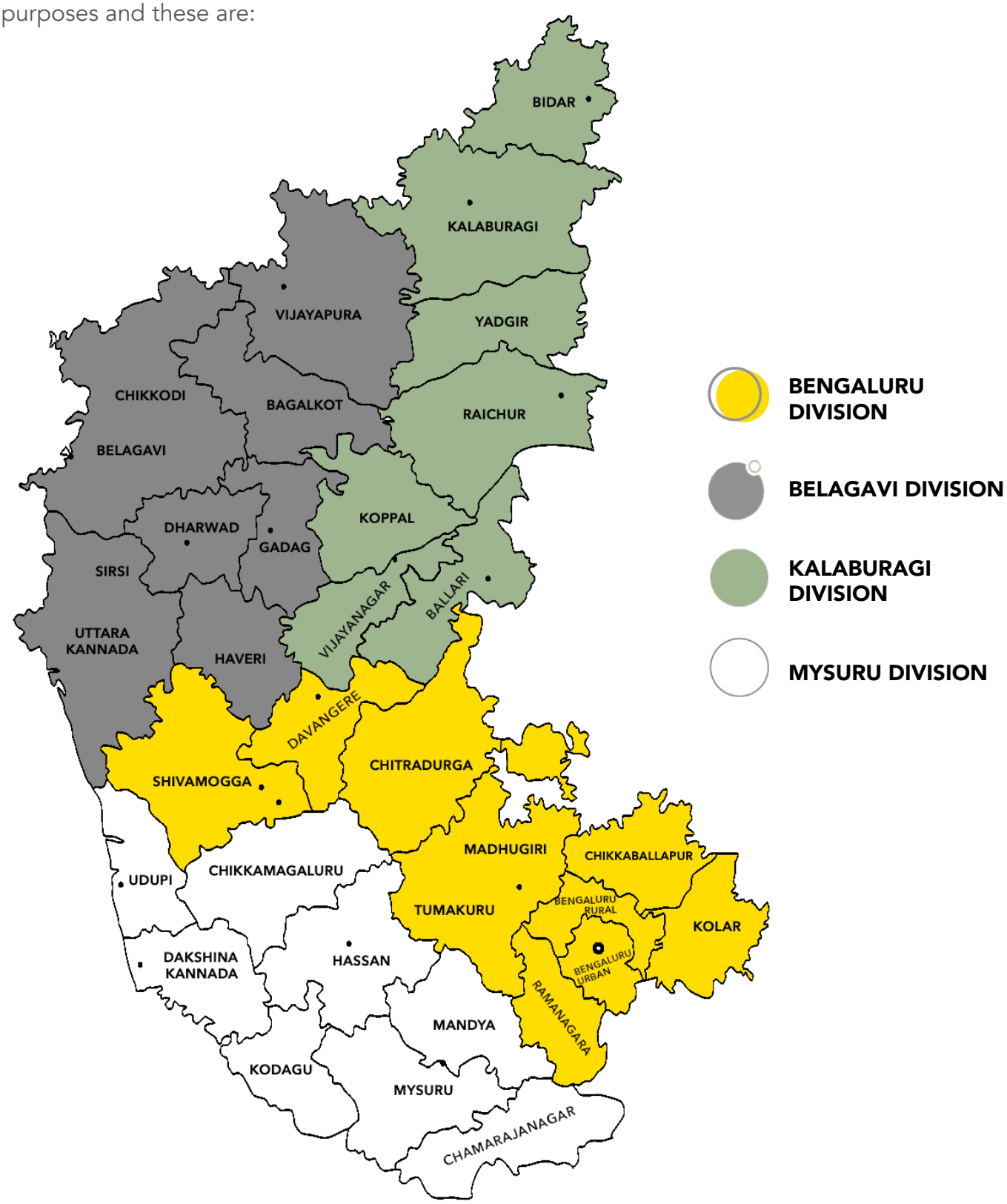
- Division is a difficult competency across all grades while subtraction is not.

- Competencies like Shapes and Place Value were easy for most children.

PERFORMANCE

BY DIVISION

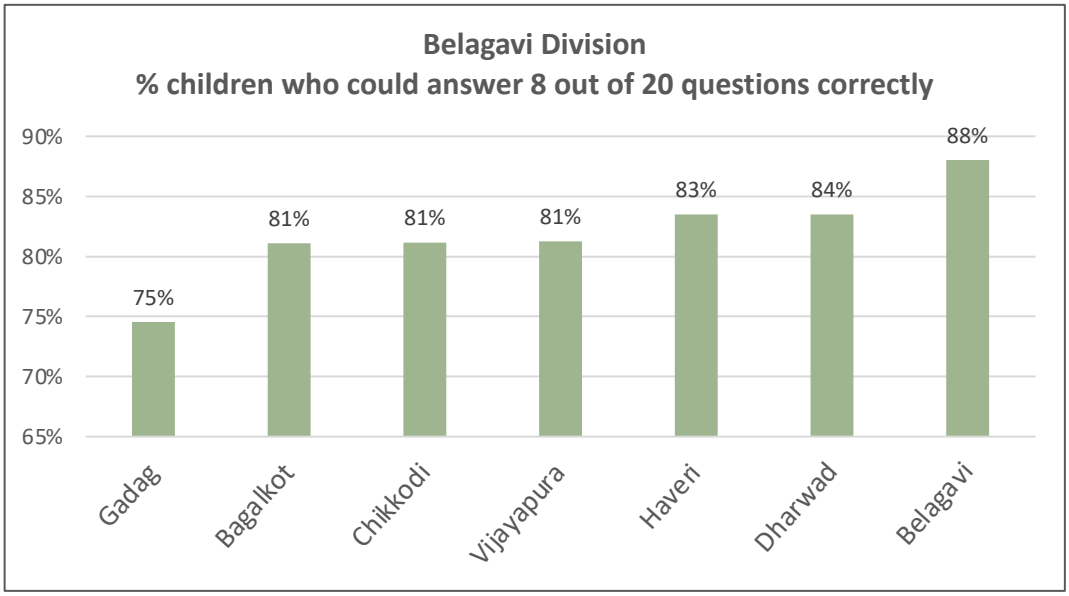
The state of Karnataka has four Educational Divisions for administrative purposes and these are:

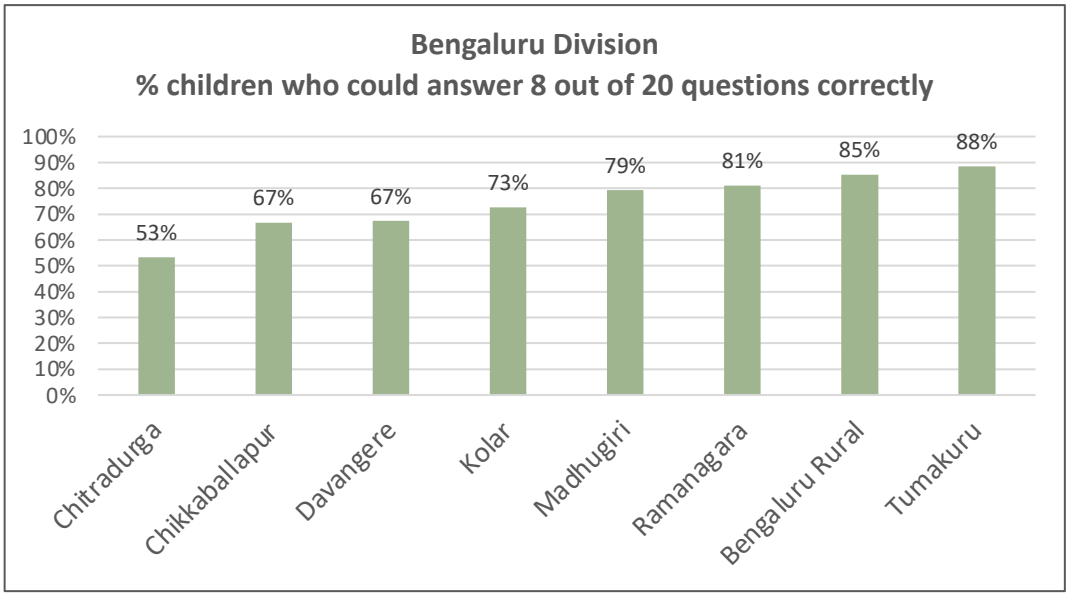


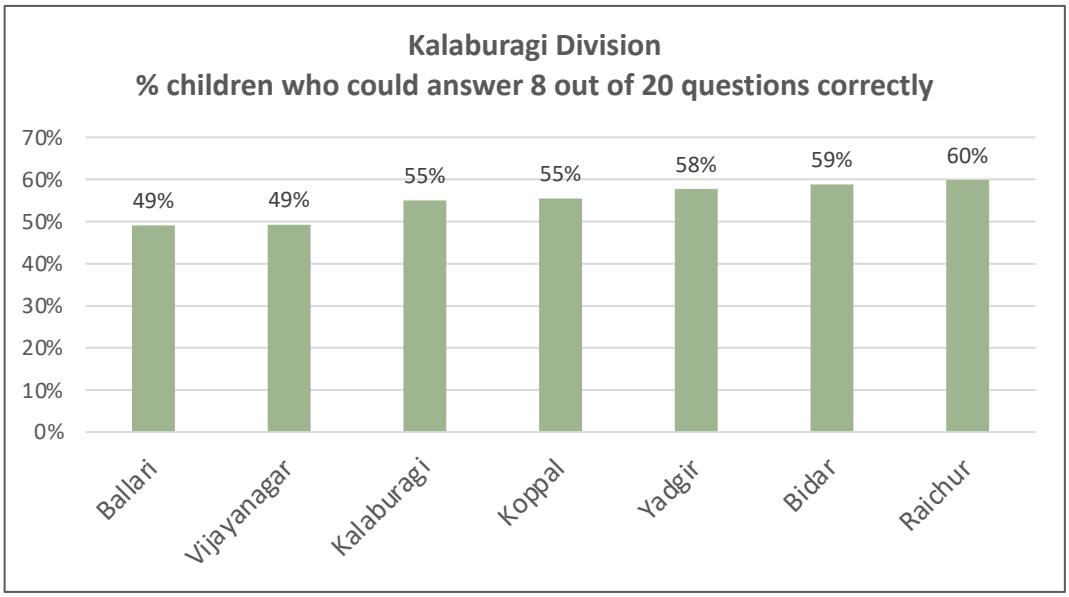
Note:

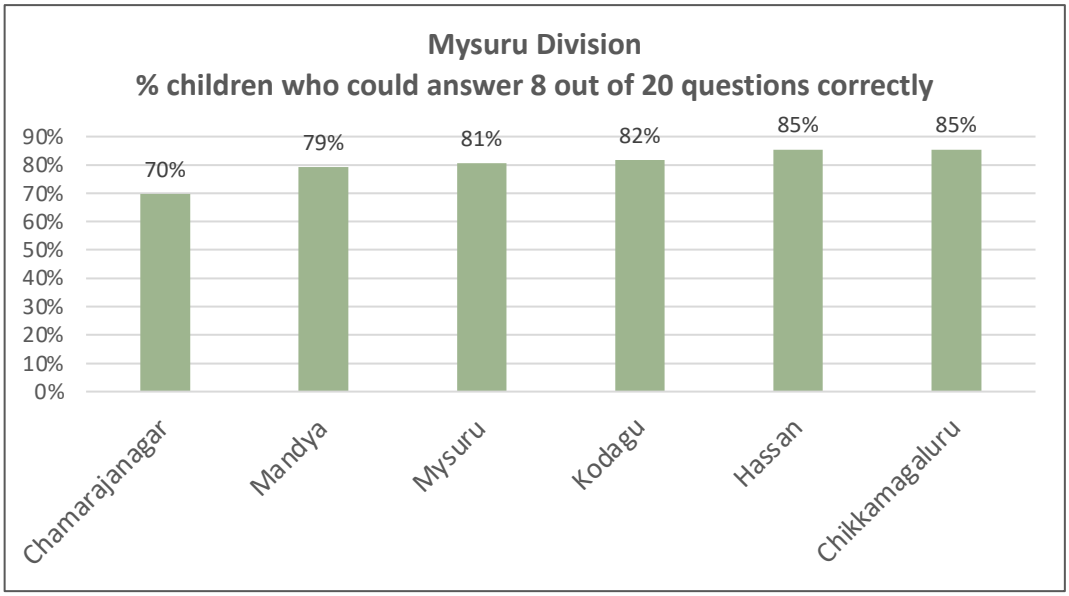
GP-level Maths Contests were not held in Uttara Kannada, Sirsi, Udupi, Dakshina Kannada, Shivamogga and Bengaluru Urban.

Grade 4


Belagavi Division
% children who could answer 8 out of 20 questions correctly
90%
85%
80%
75%
70%
65%
75%
81%
81%
81%
83%
84%
88%
Gadag
Bagalkot
Chikkodi
Vijayapura
Haveri
Dharwad
Belagavi


Bengaluru Division
% children who could answer 8 out of 20 questions correctly
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53%
67%
67%
73%
79%
81%
85%
88%
Chitradurga
Chikkaballapur
Davangere
Kolar
Madhugiri
Ramanagara
Bengaluru Rural
Tumakuru



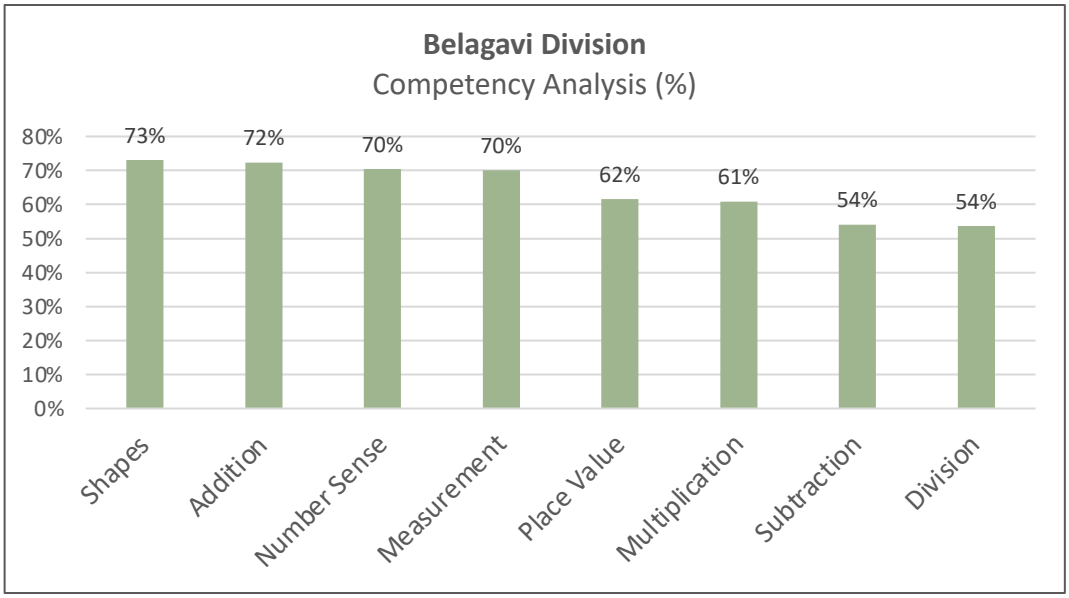


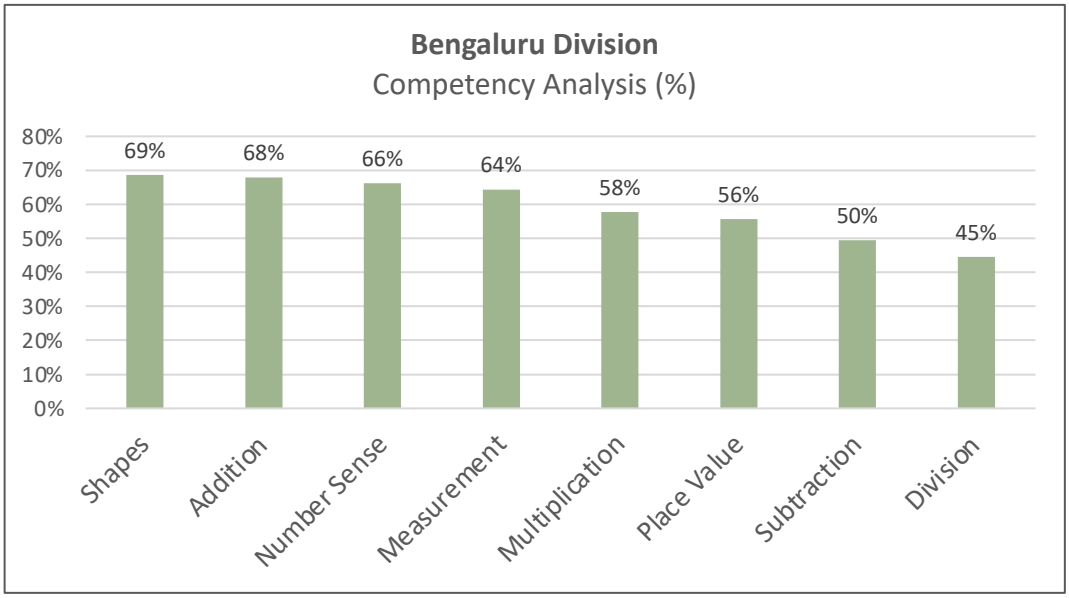
Some takeaways:

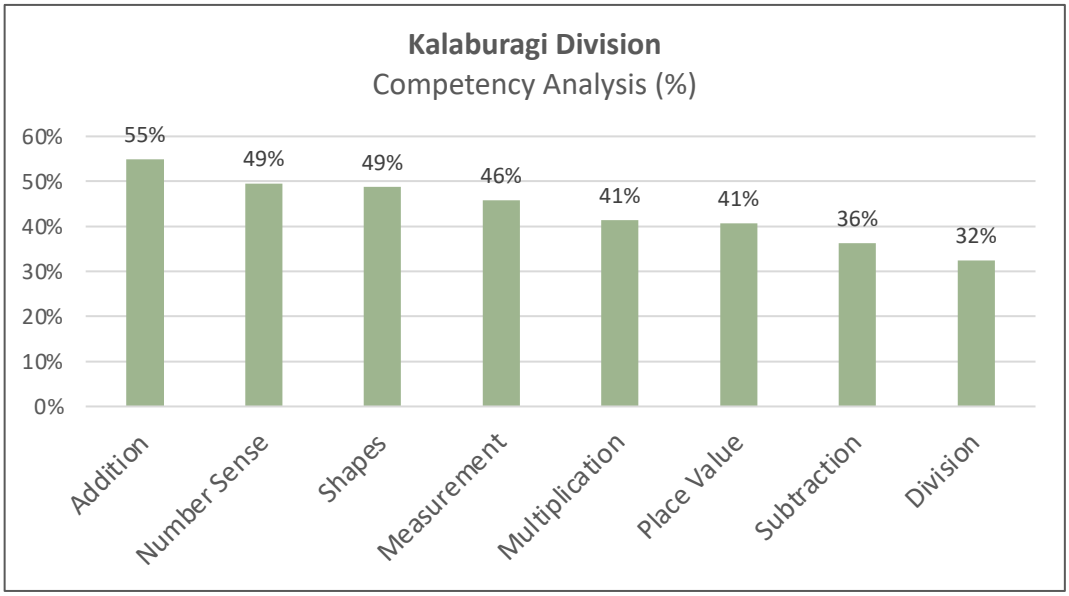
- In grade 4 across the state, more than 72% of the children could answer 8 out of 20 questions correctly.
- In Bengaluru Division, Chitradurga is an outlier at 53% while all other districts are 67% and above.
- Kalaburagi Division is the lowest performer with its best district (Raichur) at 60%.
- Belagavi and Mysuru divisions are both showing results upwards of 70%.

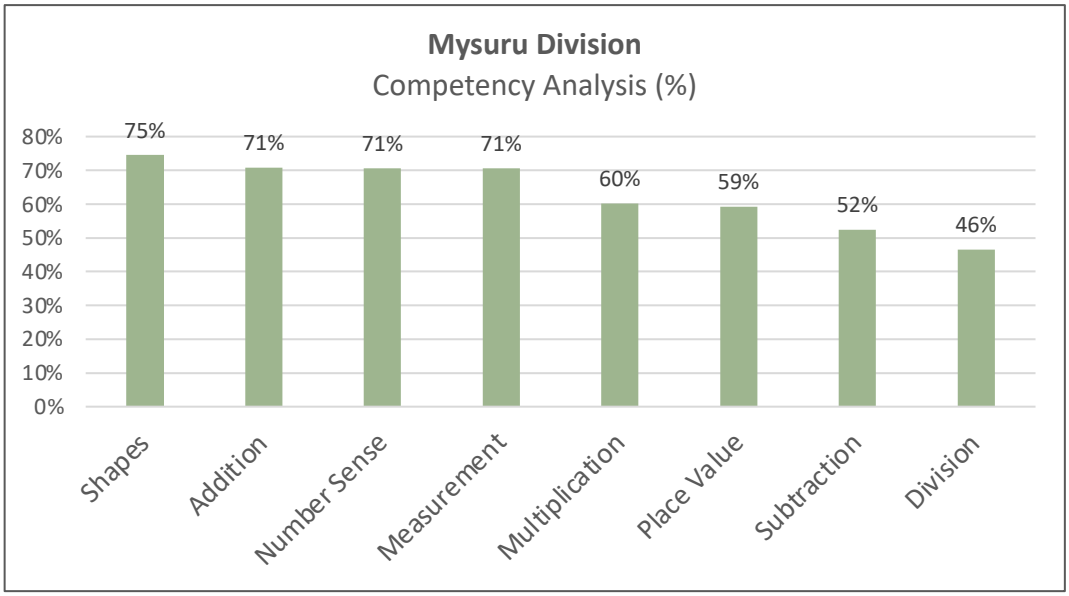
Grade 4

IN TERMS OF COMPETENCIES









A quick summary of grade 4 competence analysis:

- Division as a competency was the most difficult for children – in Kalaburagi Division only 32% of the children could manage Division while in the other divisions, more than 45% of the children could manage Division, with Belagavi Division the highest at 54%.
- Subtraction as a competency was also hard for children and once again in Kalaburagi only 36% of the children could handle subtraction while in the other divisions the number of children who could manage subtraction ranged from 50% to 54%.
- Shapes was the easiest competency followed by Addition across Belagavi, Bengaluru and Mysuru Divisions.

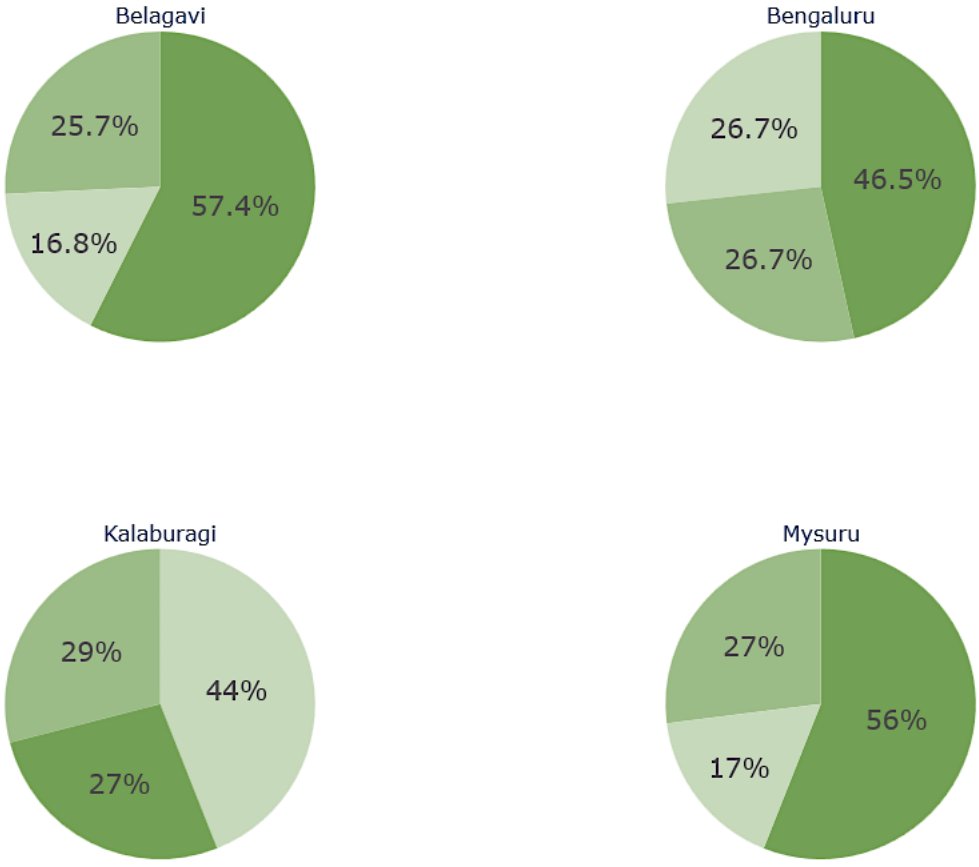
Grade 4

Across all the divisions, more girls participated in the contests than boys.

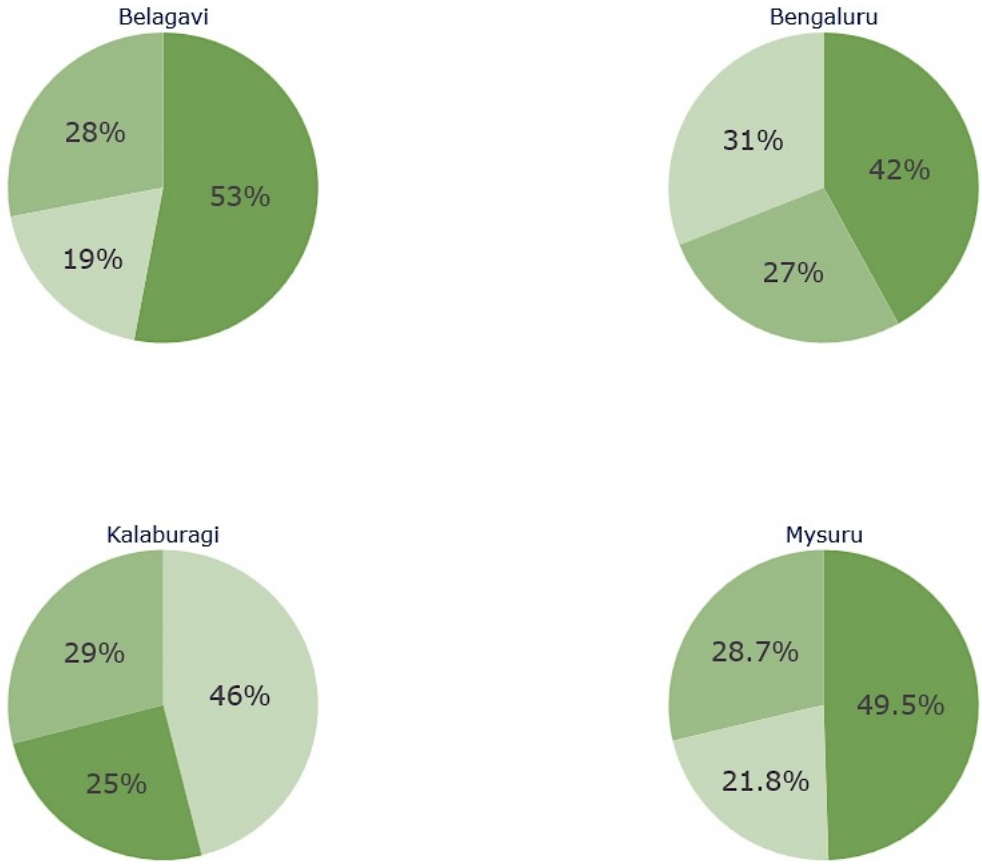
To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:

0-40% 40-70% 70-100%

PERFORMANCE BY DIVISION - FEMALE

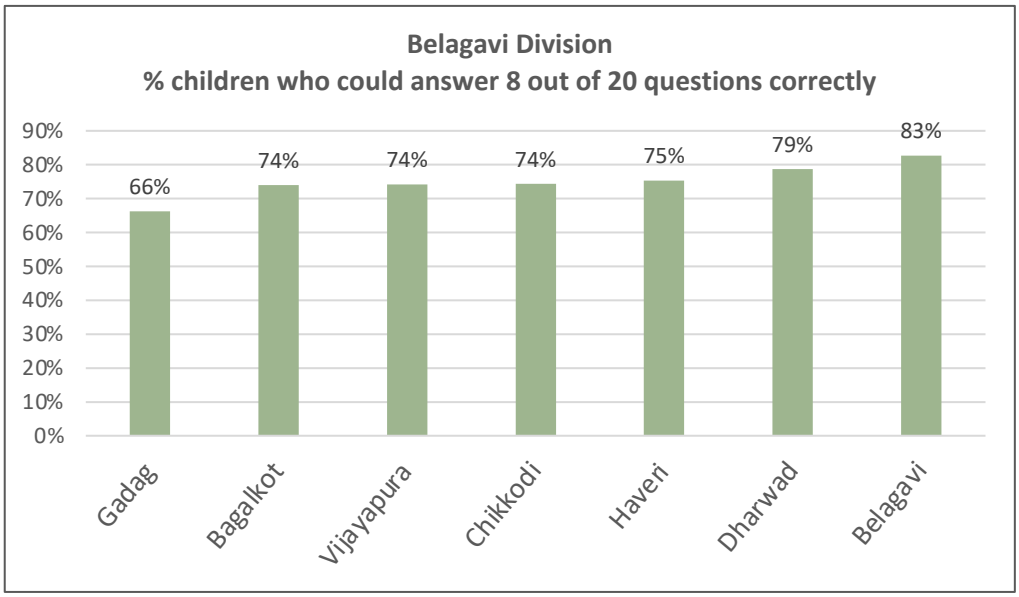


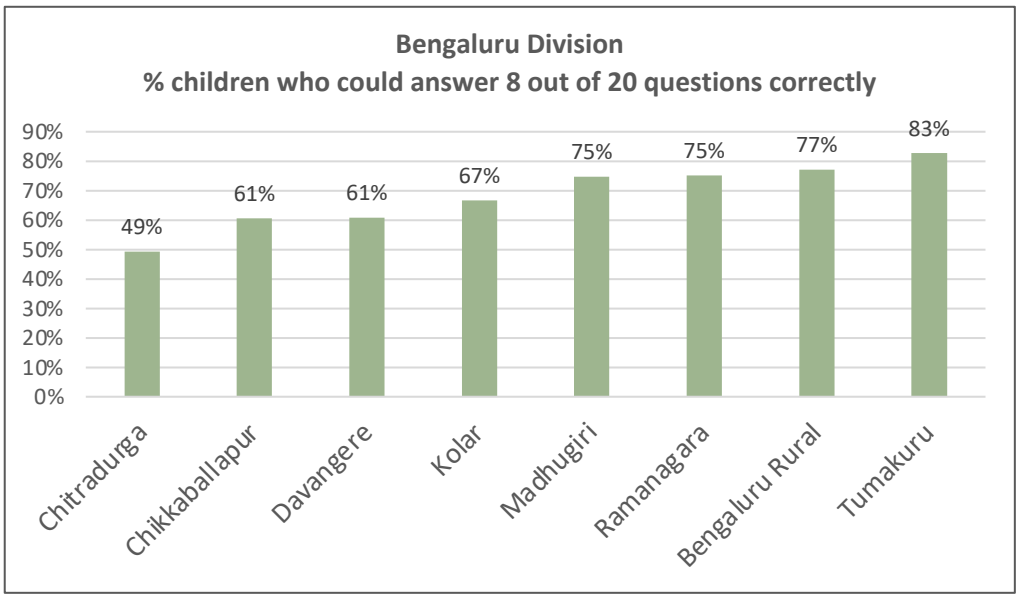
PERFORMANCE BY DIVISION - MALE

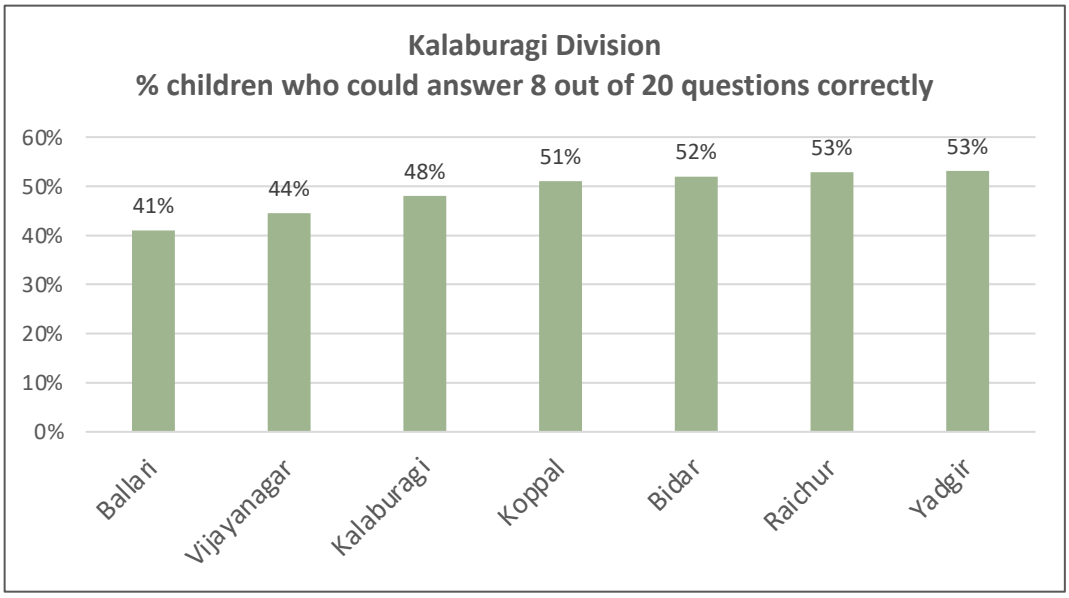


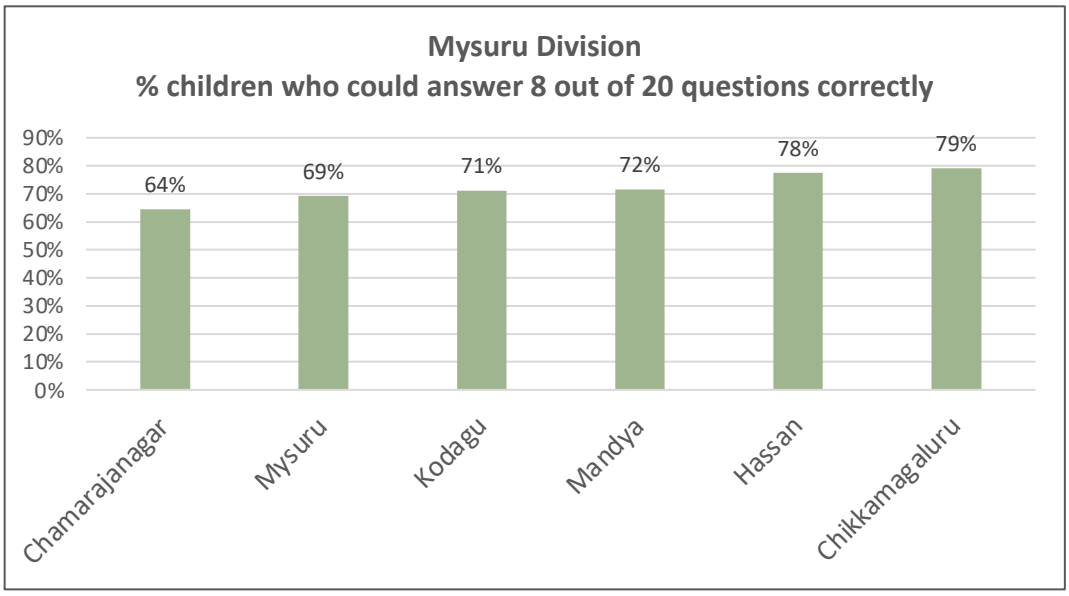
- Children in Mysuru and Belagavi seem to have done well.
- More than 49.5% of the children in these two divisions irrespective of gender scored in the 70-100% band.
- Kalaburagi children were the lowest performers with over 40% of the children in the 0-40% band.

Grade 5


Belagavi Division
% children who could answer 8 out of 20 questions correctly
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
66%
74%
74%
74%
75%
79%
83%
Gadag
Bagalkot
Vijayapura
Chikkodi
Haveri
Dharwad
Belagavi


Bengaluru Division
% children who could answer 8 out of 20 questions correctly
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
49%
61%
61%
67%
75%
75%
77%
83%
Chitradurga
Chikkaballapur
Davangere
Kolar
Madhugiri
Ramanagara
Bengaluru Rural
Tumakuru



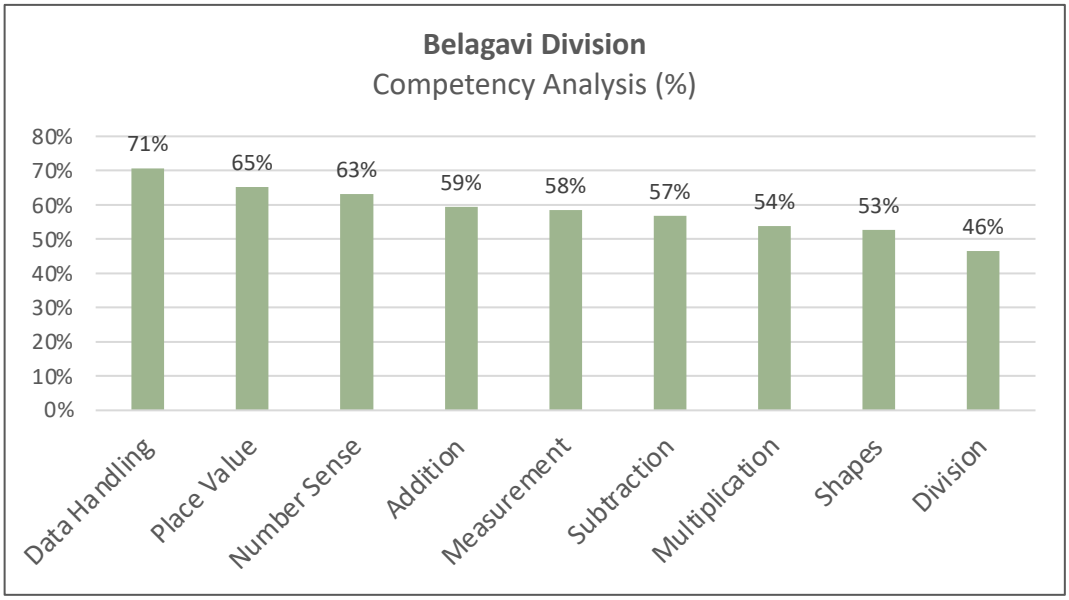


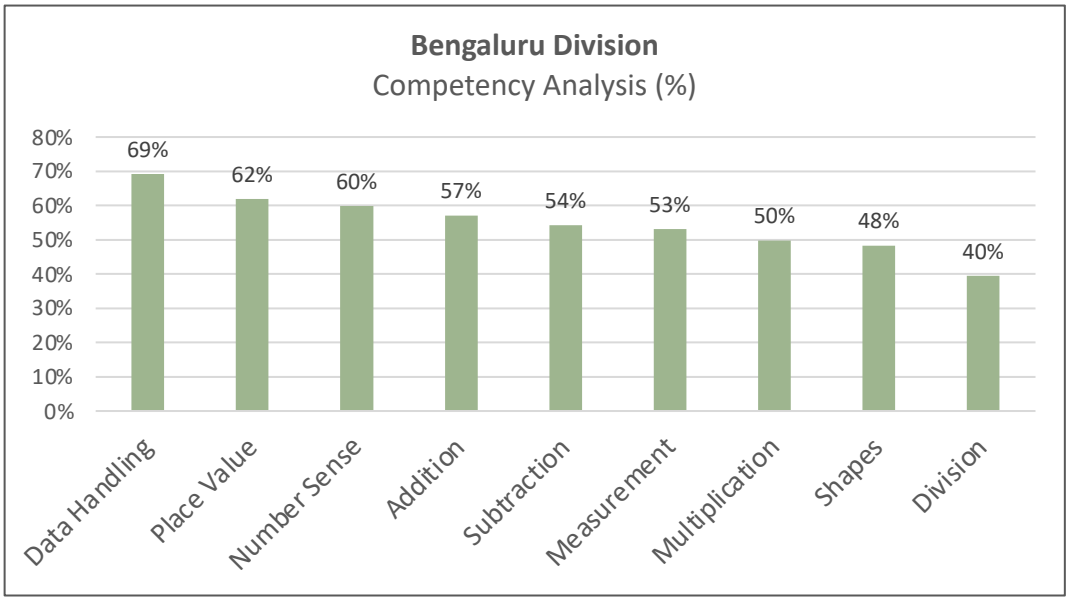
Some takeaways:

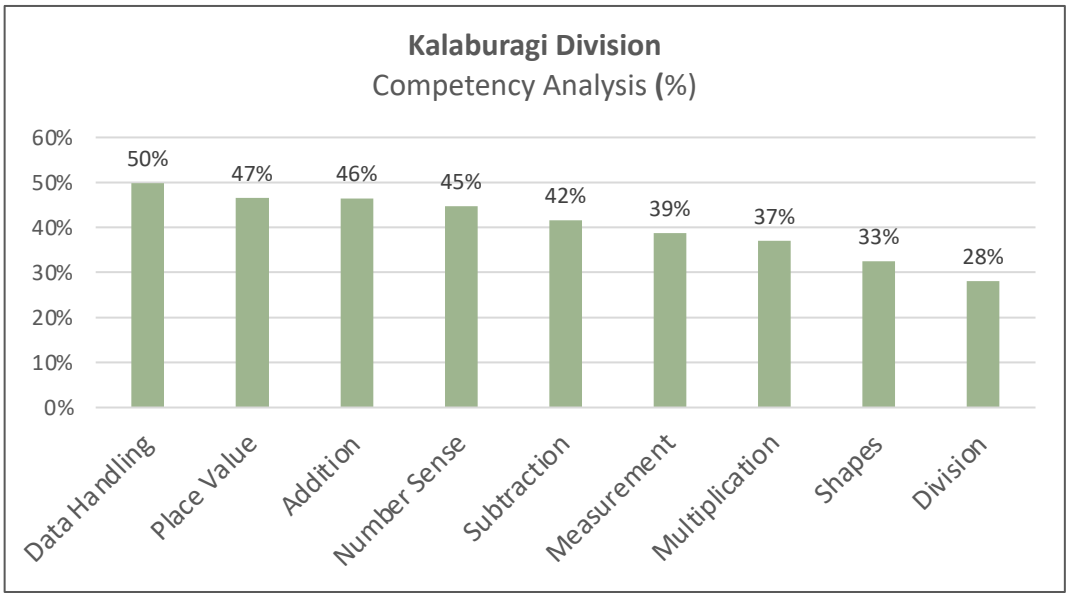
- In grade 5 across the state, about 66% of the children could answer 8 out of 20 questions correctly.
- In Bengaluru Division, Chitradurga is an outlier at 49% while all other districts are 61% and above. The drop in performance from grade 4 – between 4-6 percentage points, is noticeable.
- Kalaburagi Division is the lowest performer with its best districts (Raichur and Yadgir) at 53% - a drop of 7 percentage points from grade 4.
- Belagavi and Mysuru Divisions are both showing results upwards of 64%, again a drop of about 6 percentage points.

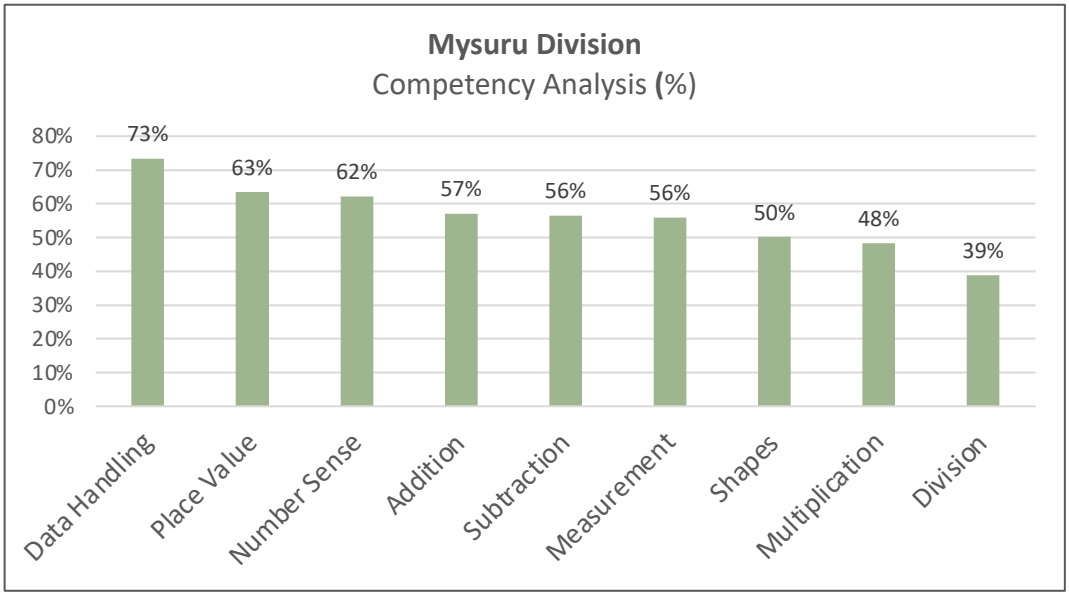
Grade 5

IN TERMS OF COMPETENCIES









A quick summary of grade 5 competence analysis:

- Division as a competency was the most difficult for children – in Kalaburagi Division only 28% of the children (32% in grade 4) could manage Division while in the other divisions, more than 39% of the children (46% in grade 4) could manage Division with Belagavi Division the highest at 46% (54% in grade 4).
- Shapes as a competency was also hard for children and in Kalaburagi only 33% of the children could handle Shapes.
- Data Handling was the easiest competency followed by Place Value across all four divisions.

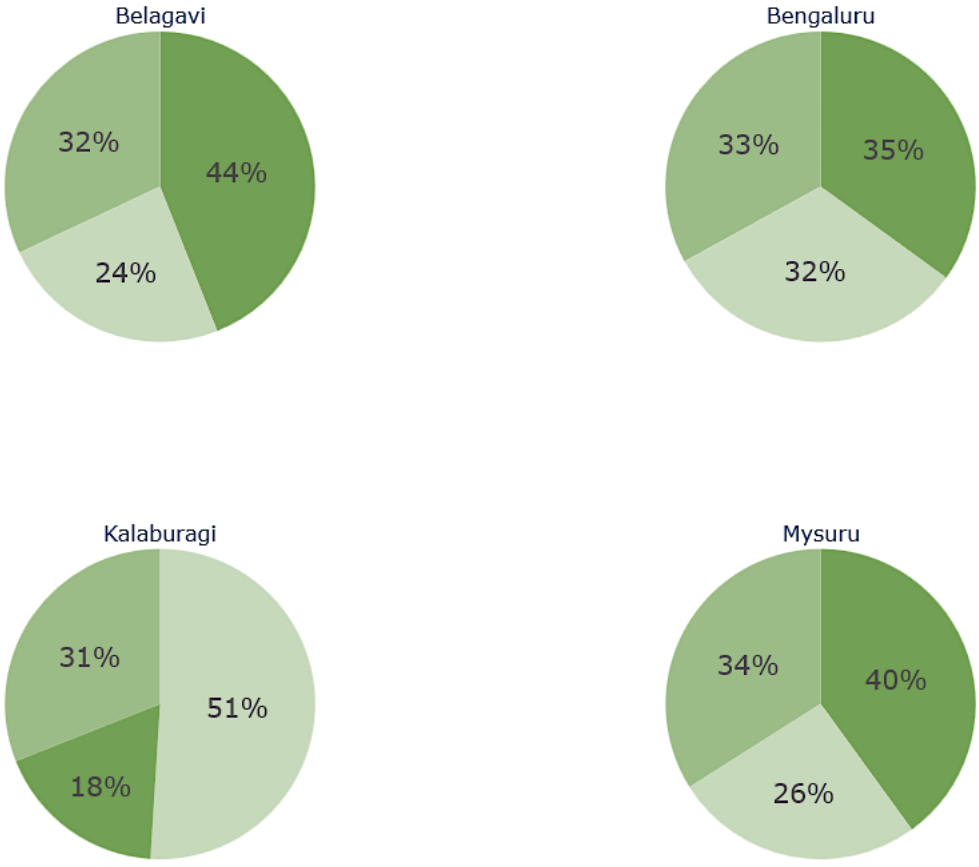
Grade 5

Across all the divisions, more girls participated in the contests than boys.

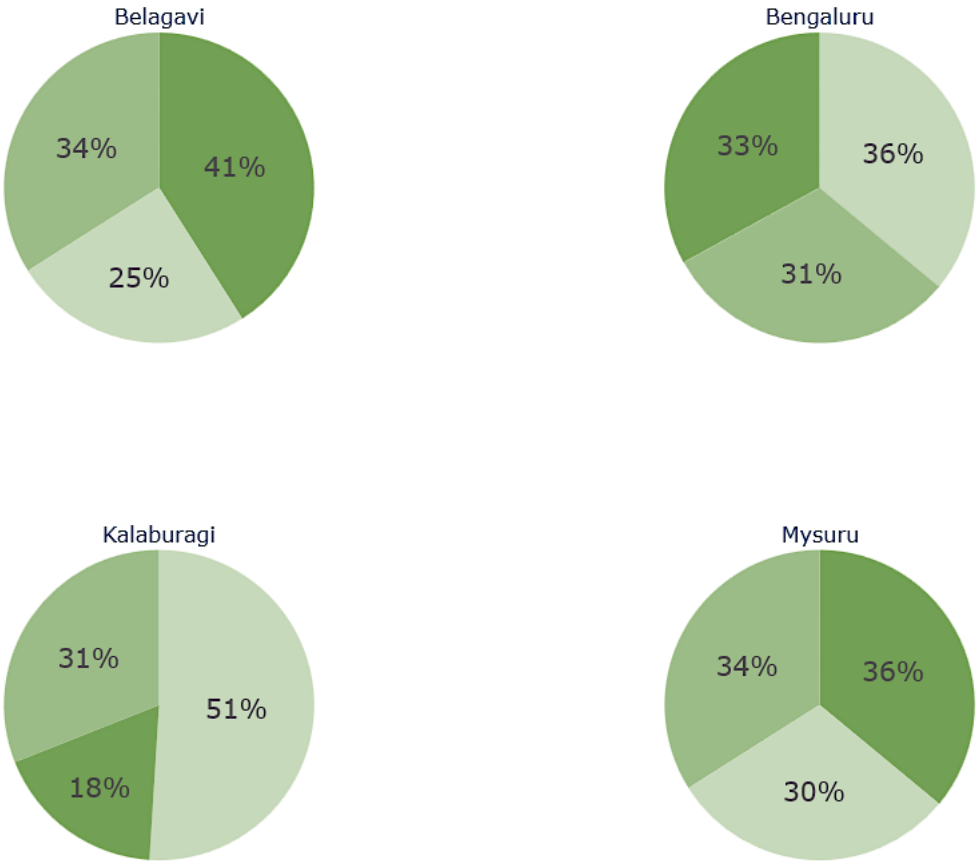
To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:

0-40% 40-70% 70-100%

PERFORMANCE BY DIVISION - FEMALE

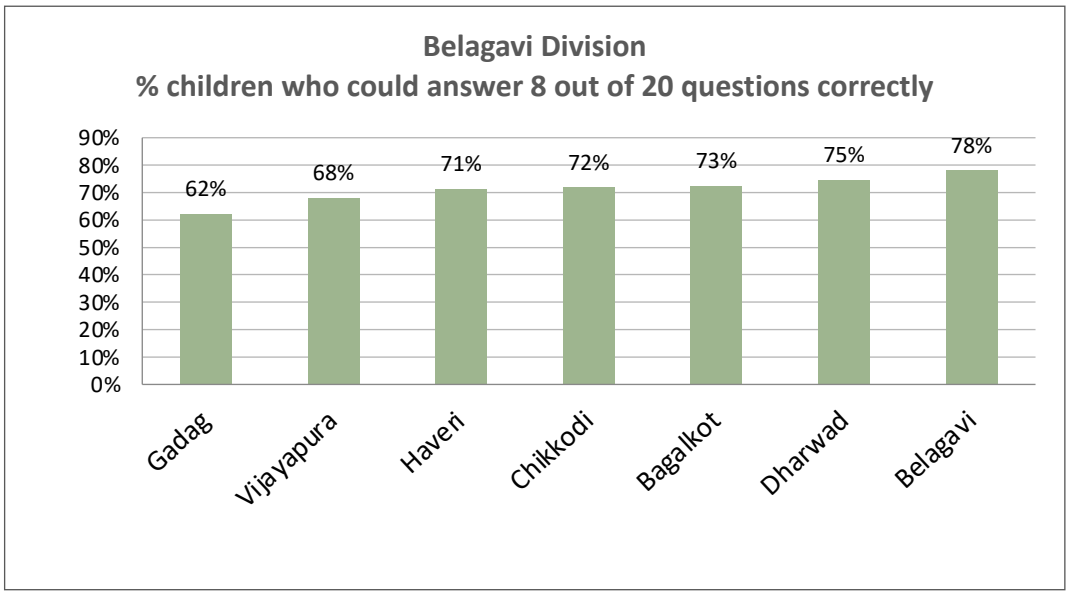


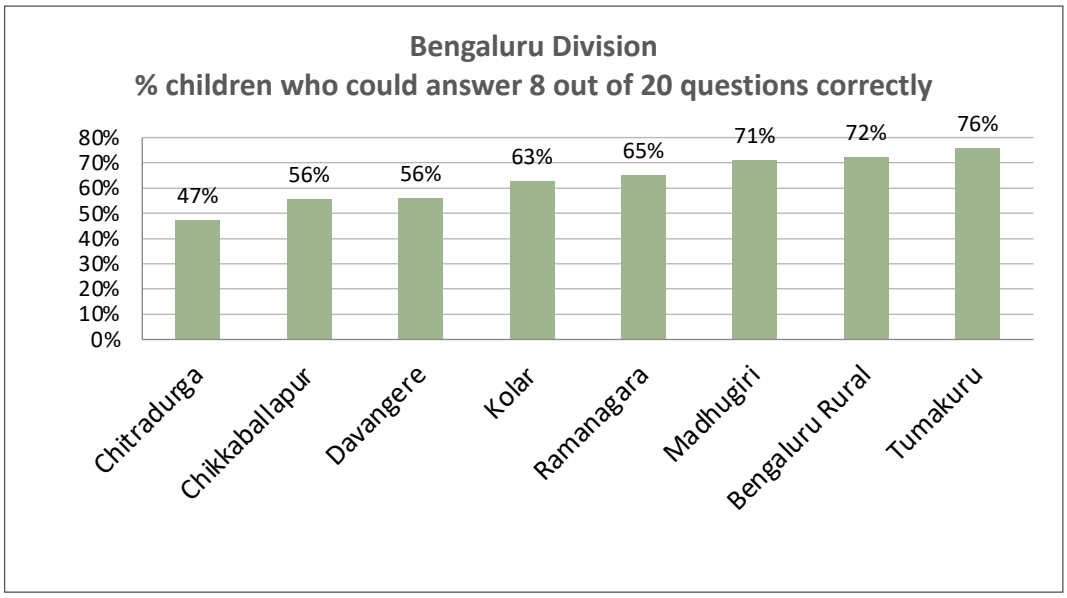
PERFORMANCE BY DIVISION - MALE

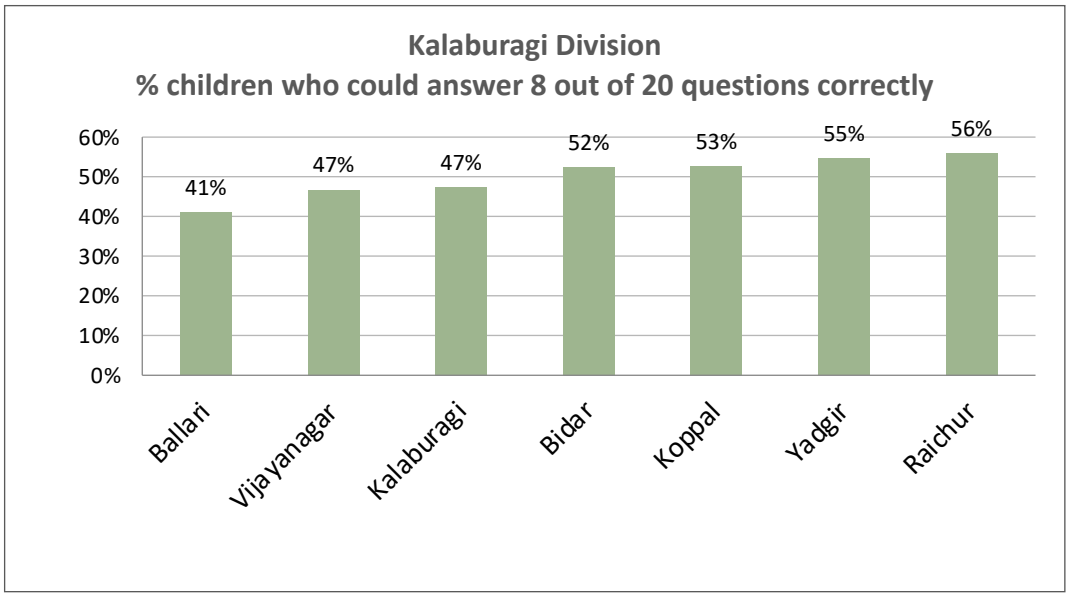


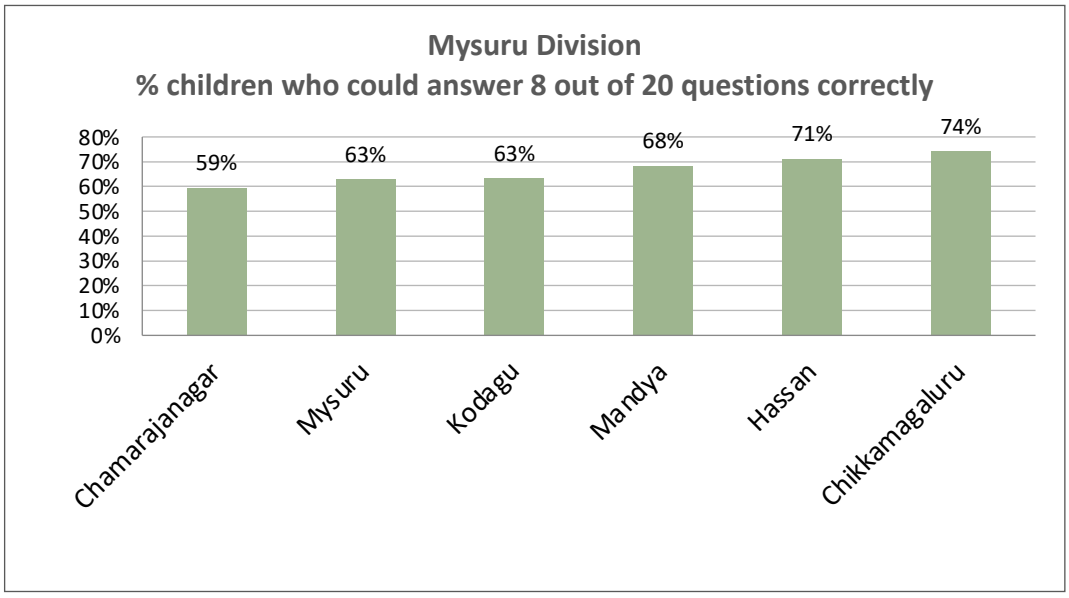
- Children in Mysuru and Belagavi seem to do very well. More than 70% of the children in these two divisions irrespective of gender scored in the 40-70% and 70-100% bands.

- Kalaburagi children were the lowest performers with more than 50% of the children in the 0-40% band.


Belagavi Division
% children who could answer 8 out of 20 questions correctly
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
62%
68%
71%
72%
73%
75%
78%
Gadag
Vijayapura
Haveri
Chikkodi
Bagalkot
Dharwad
Belagavi


Bengaluru Division
% children who could answer 8 out of 20 questions correctly
80%
70%
60%
50%
40%
30%
20%
10%
0%
47%
56%
56%
63%
65%
71%
72%
76%
Chitradurga
Chikkaballapur
Davangere
Kolar
Ramanagara
Madhugiri
Bengaluru Rural
Tumakuru



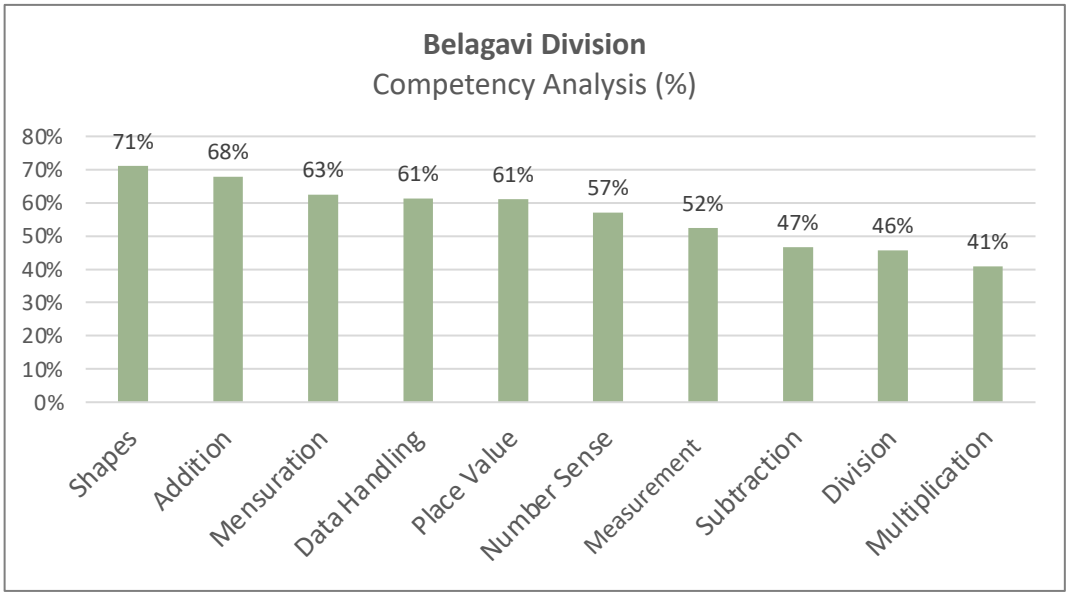


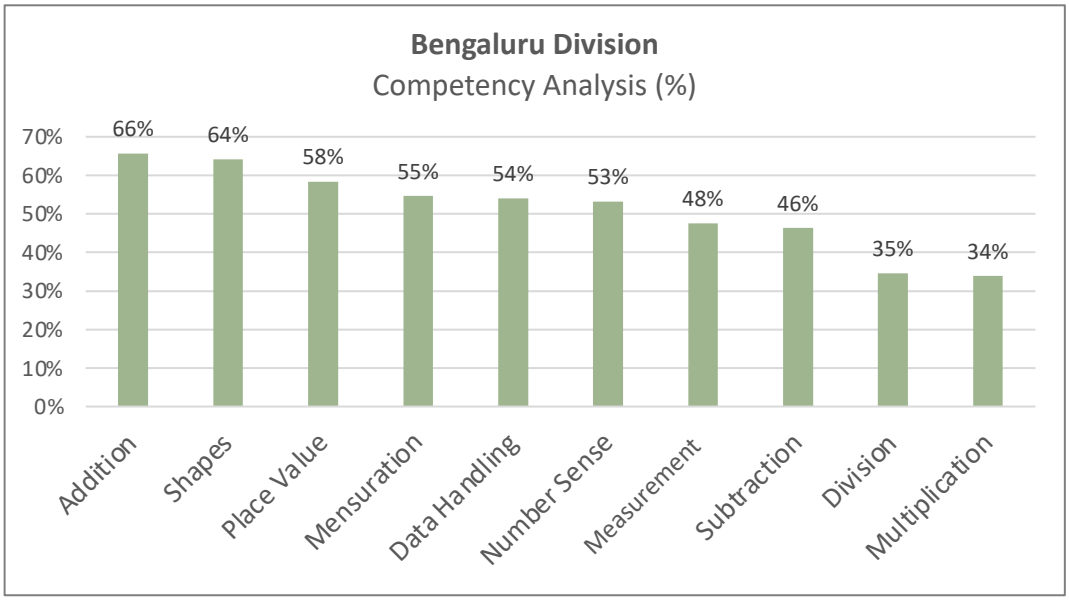
Some takeaways:

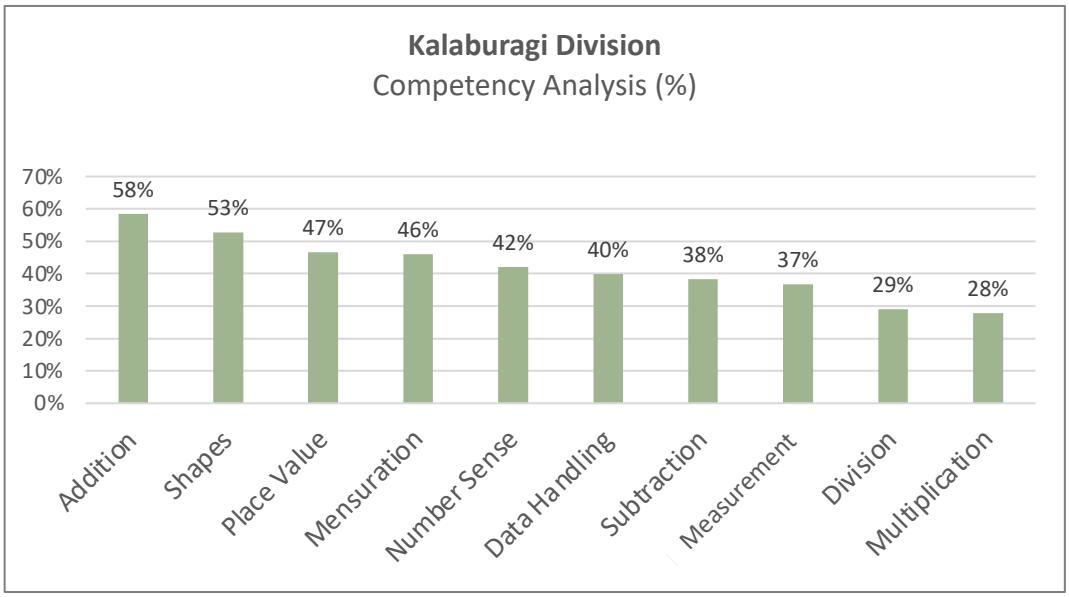
- In grade 6 across the state, about 63.1% of the children (from 66% in grade 5) could answer 8 out of 20 questions correctly.
- In Bengaluru Division, Chitradurga continues to be an outlier at 47% (drop of 2% from grade 5) while all other districts are 56% and above, a drop of 5% from grade 5.
- Kalaburagi Division is the lowest performer with its best districts (Raichur and Yadgir) at 55% and 56% - a GAIN of 3-4% from grade 5.
- Belagavi and Mysuru Divisions are both showing results upwards of 63%.

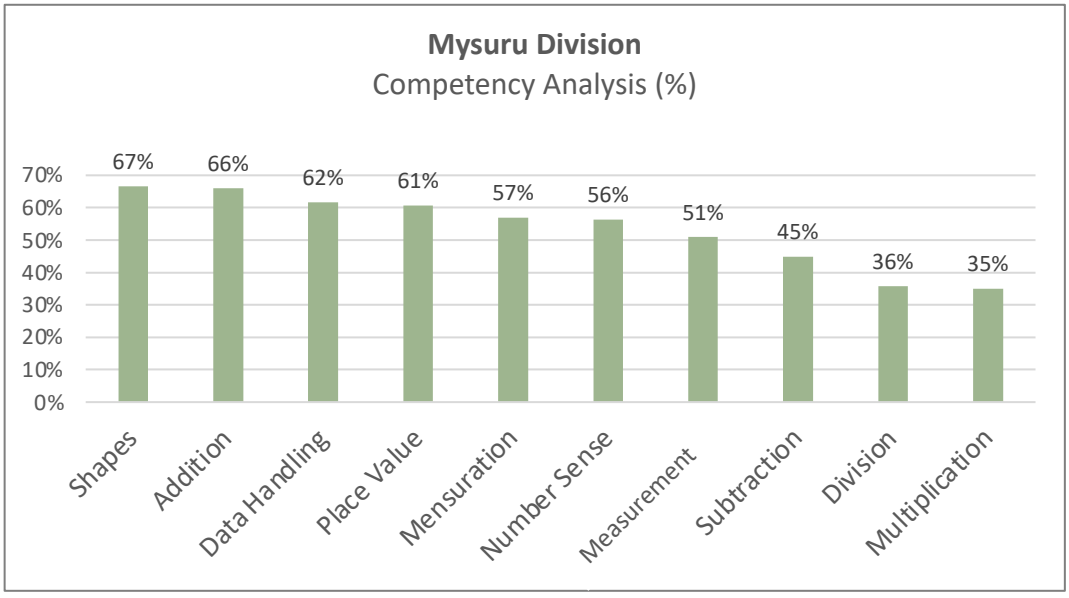
Grade 6

IN TERMS OF COMPETENCIES









A quick summary of grade 6 competence analysis:

- Multiplication as a competency was the most difficult for children – in Kalaburagi Division only 28% of the children could manage Division while in the other divisions, the performance ranged from 34-41%.

- Division as a competency was also hard for children and once again in Kalaburagi only 29% of the children could handle Division.

- Addition and Shapes were the two easiest competencies across all four divisions.

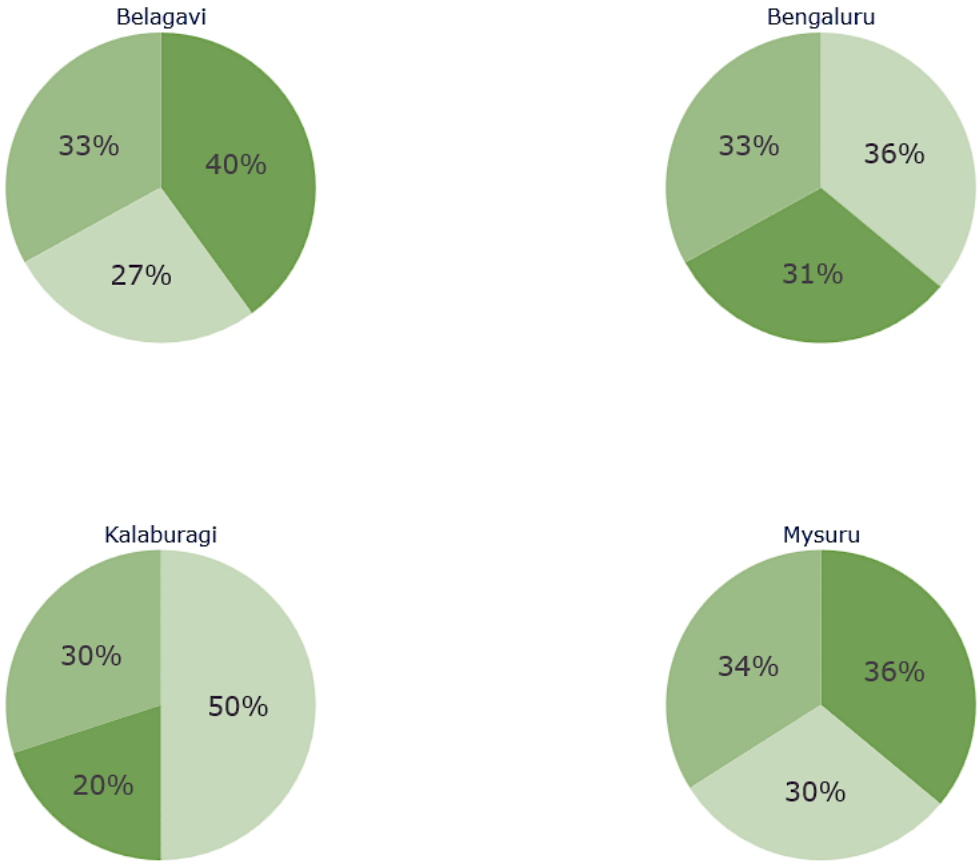
Grade 6

Across all the divisions, more girls participated in the contests than boys.

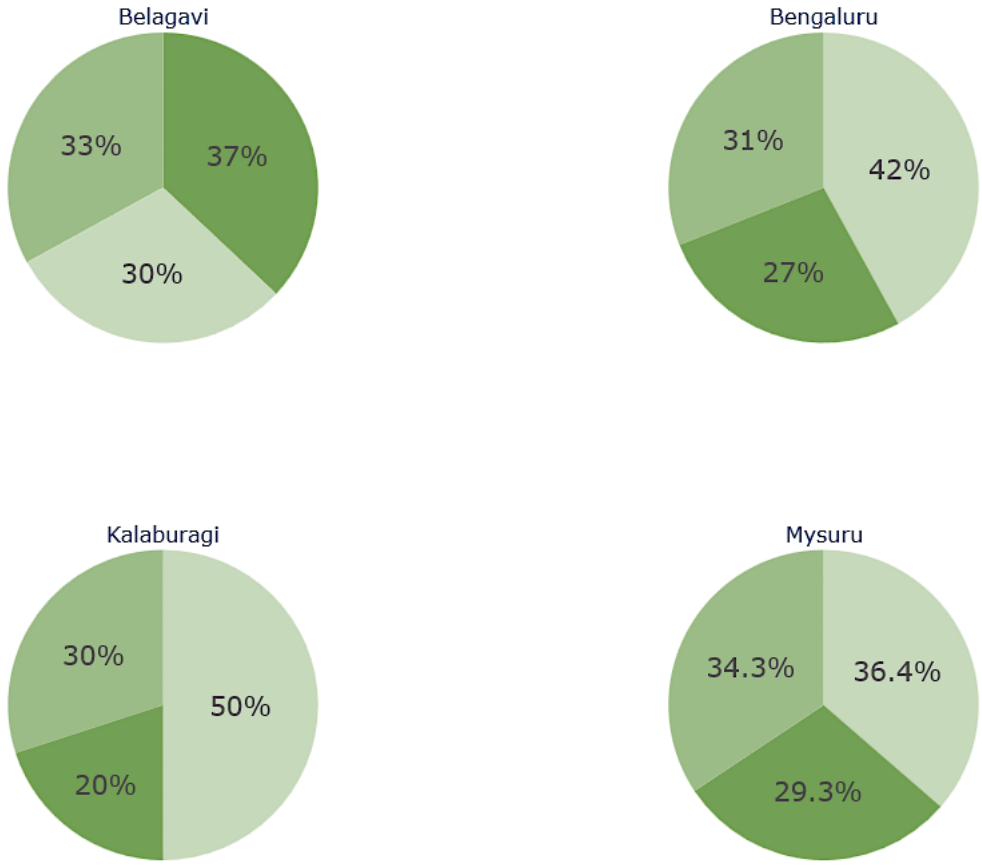
To understand their performance, we created three performance bands each of which denotes the percentage of children who could answer 8 out of 20 questions correctly:

0-40% 40-70% 70-100%

PERFORMANCE BY DIVISION - FEMALE



PERFORMANCE BY DIVISION - MALE



- Children in Mysuru and Belagavi seem to do well irrespective of gender with a large percentage of children in the 70-100% band.
- Kalaburagi children were the lowest performers with more than 50% of the children in the 0-40% band.
- Bengaluru Division was not far behind with more than 42% of the boys in the 0-40% band.

DISTRICT-WISE PERFORMANCE

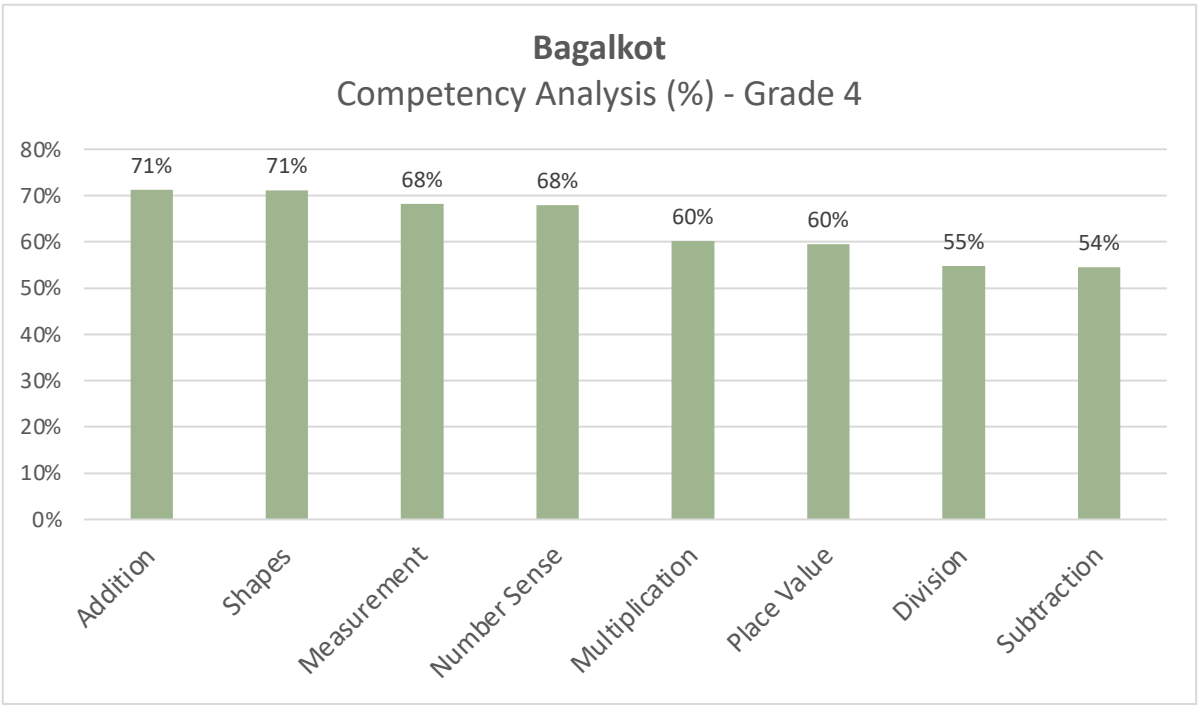

WHITE BOARD

Bagalkot

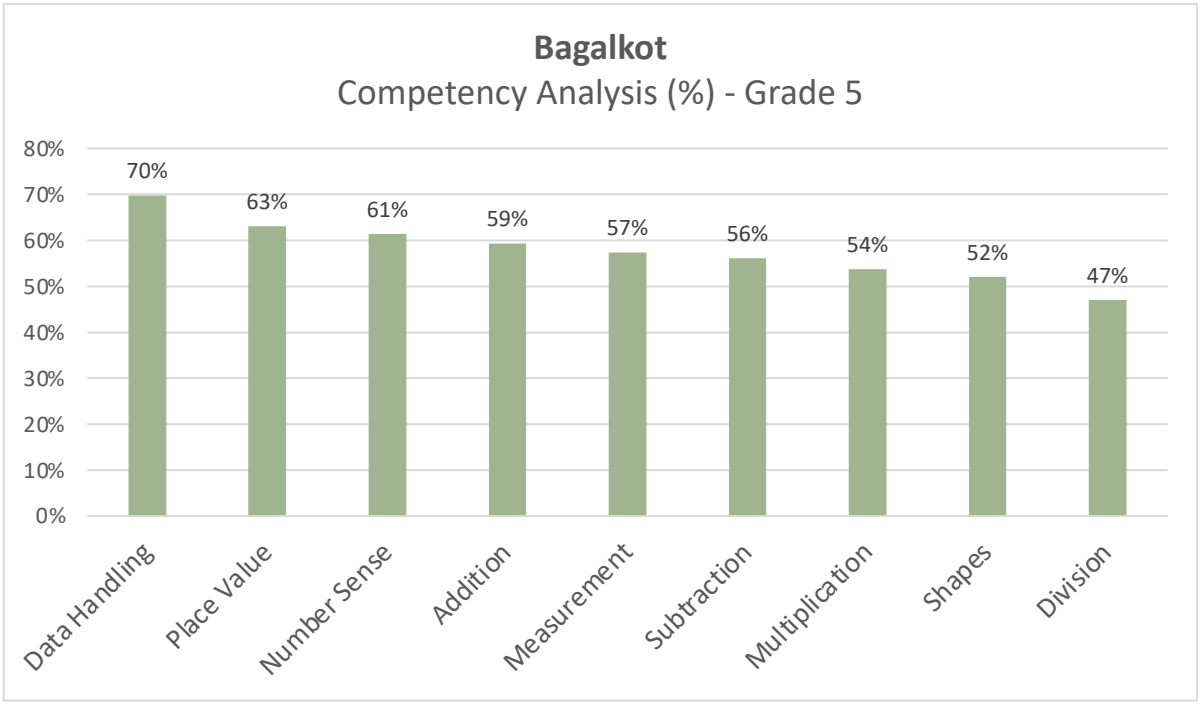
34,676 children from 195 Gram Panchayats and 895 schools participated in the GP-level Maths Contests in Bagalkot. The contests were facilitated by 362 GP Team Leaders and 963 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All six blocks of Bagalkot District were covered.

The best performing block in the district across all grades was Bagalkot where nearly 85% of the children could answer 8 out of 20 questions correctly. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

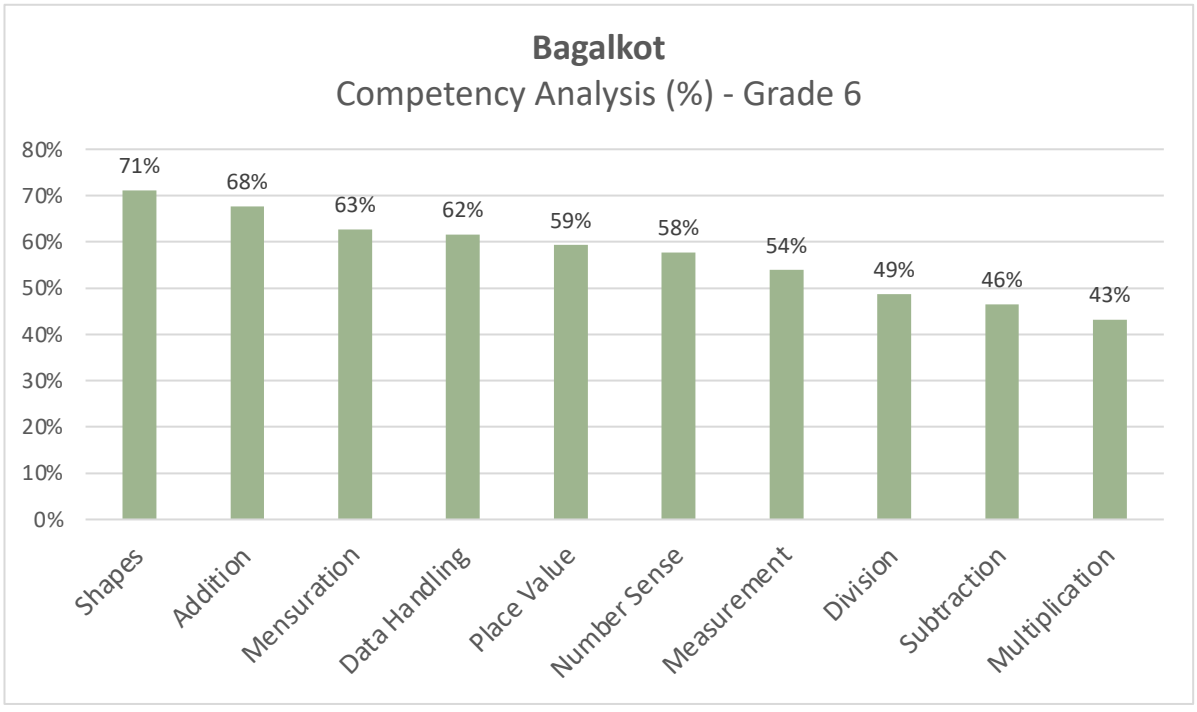
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN BAGALKOT?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

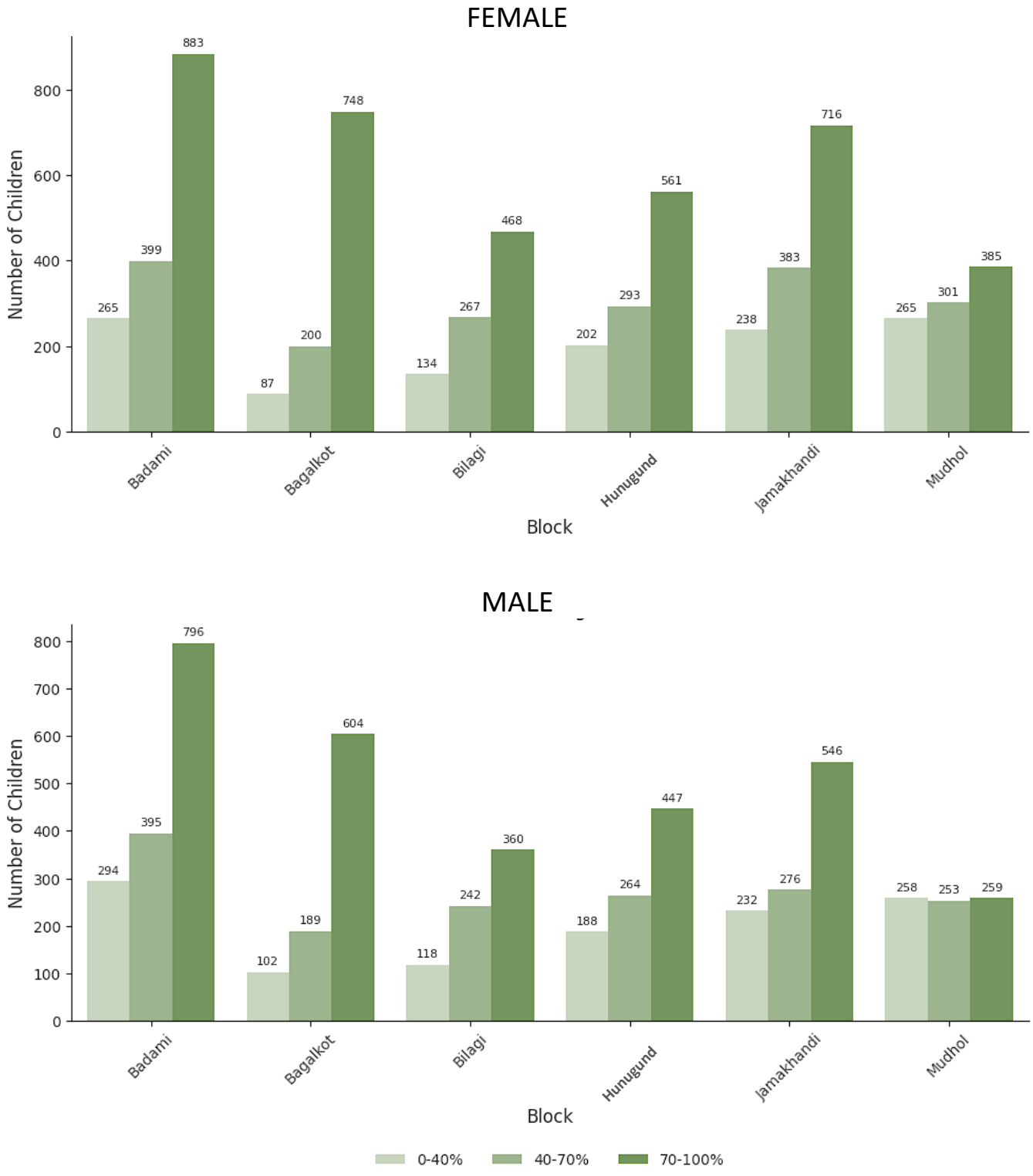


In grade 6, Shapes and Addition were the easiest competencies for children while Subtraction and Multiplication were the difficult ones.

Bagalkot

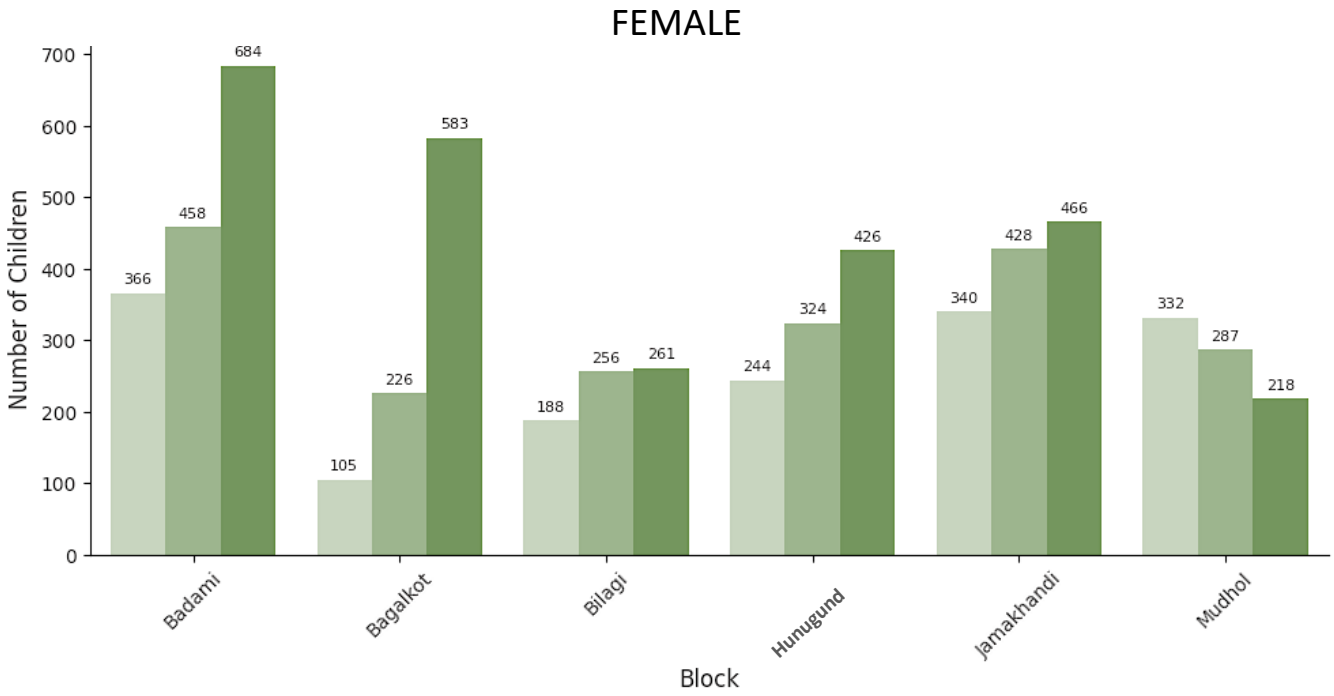
HOW DID CHILDREN PERFORM?

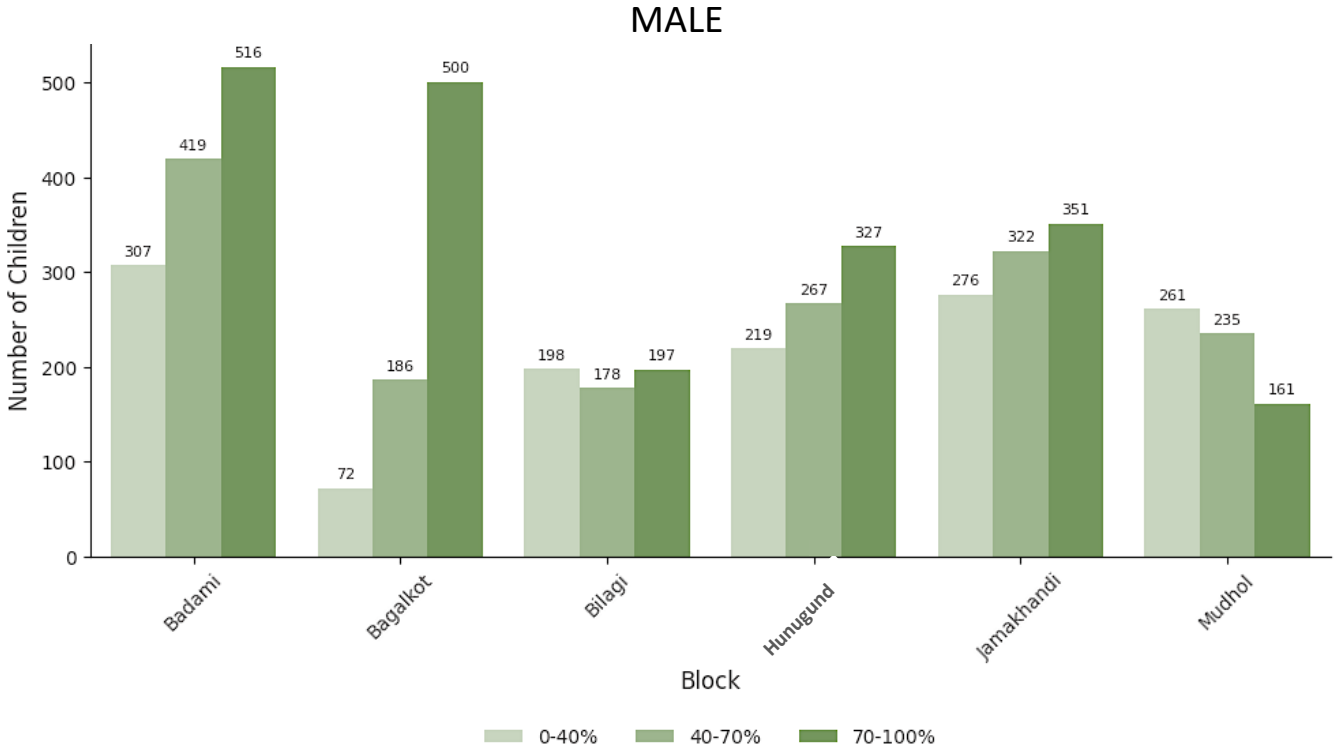
GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**



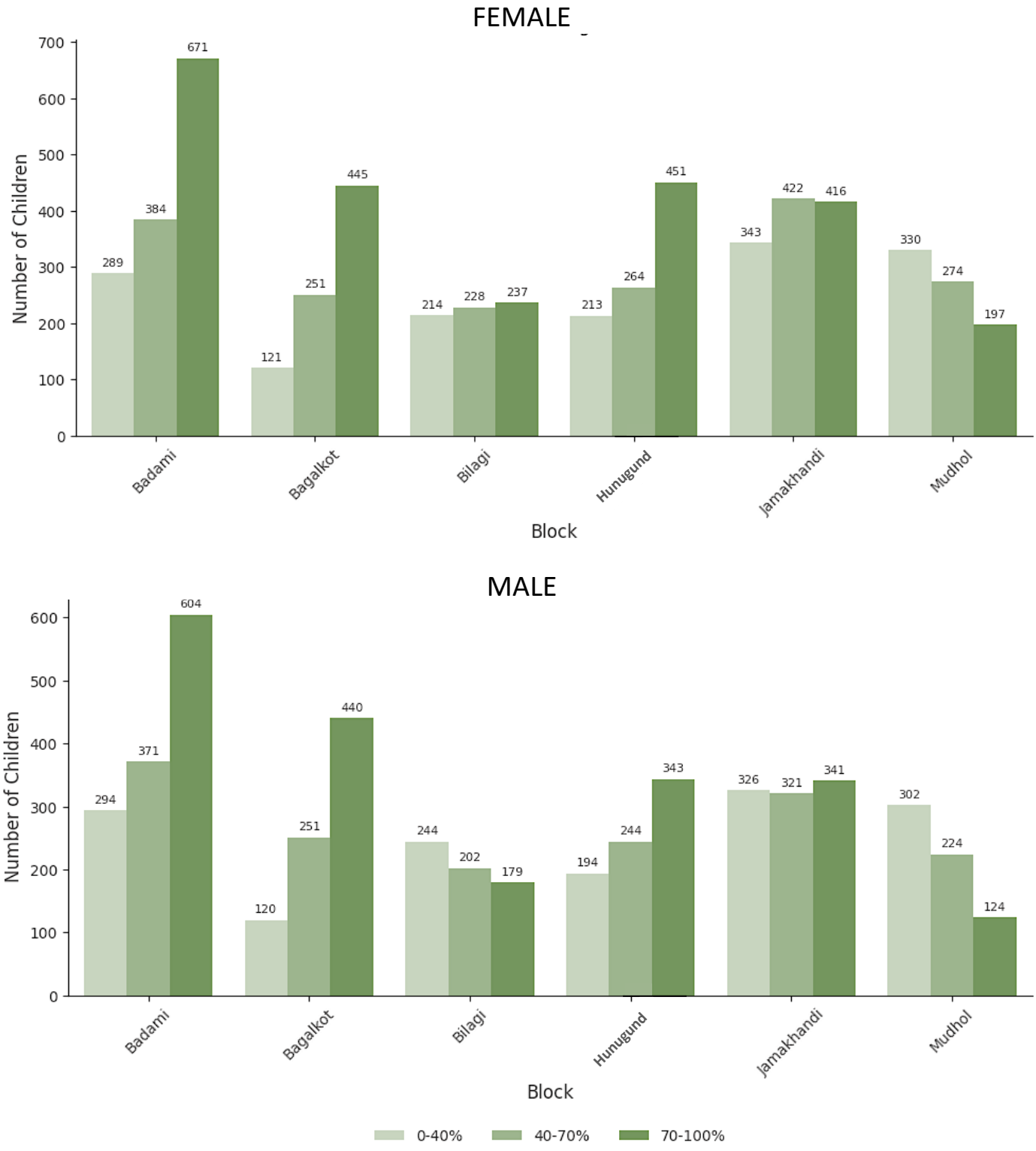


Except Mudhol block all blocks have their highest number of children in the 70-100% band.

Bagalkot

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



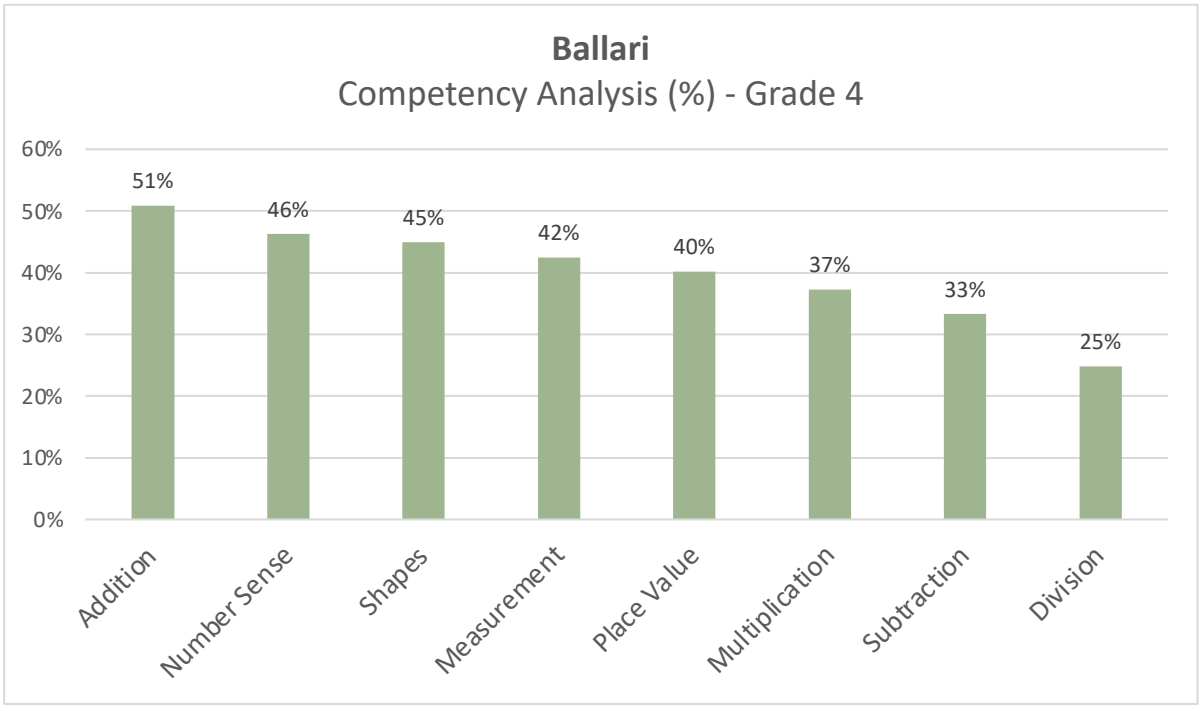
By and large all blocks have their highest number of children in the 70-100% band. Mudhol is a low performer and there are slight dips in Bilagi for boys and in Jamakhandi for girls.

Ballari

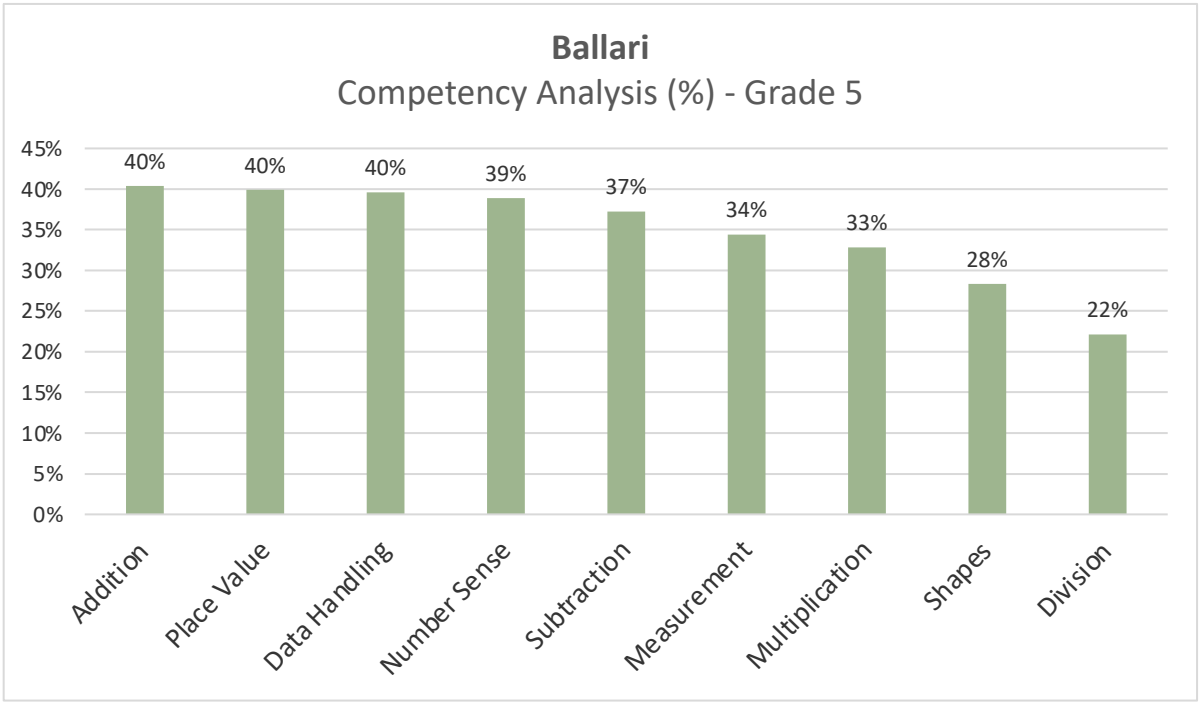
18,779 children from 92 Gram Panchayats and 395 schools participated in the GP-level Maths Contests in Ballari. The contests were facilitated by 170 GP Team Leaders and 540 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All four blocks of Ballari District were covered.

The best performing block in the district across all grades was Ballari East where nearly 50% of the children could answer 8 out of 20 questions correctly. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests

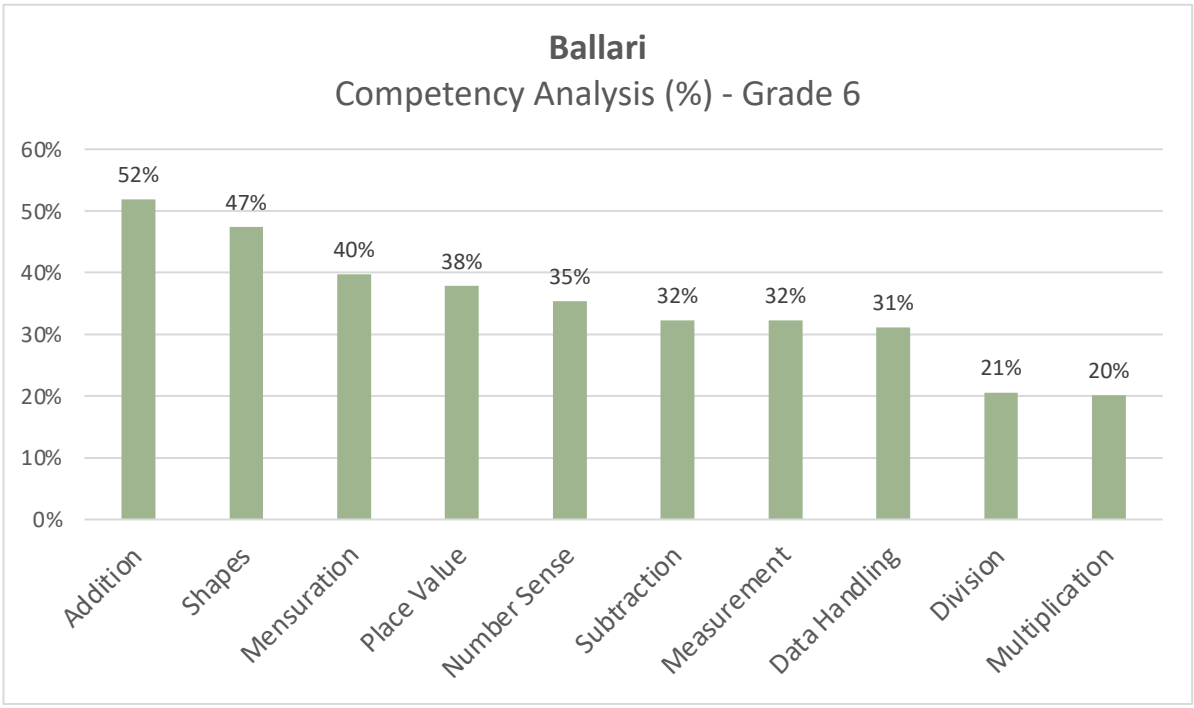
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN BALLARI?



In grade 4, children found Subtraction and Division difficult while Number Sense and Addition were the easiest competencies.



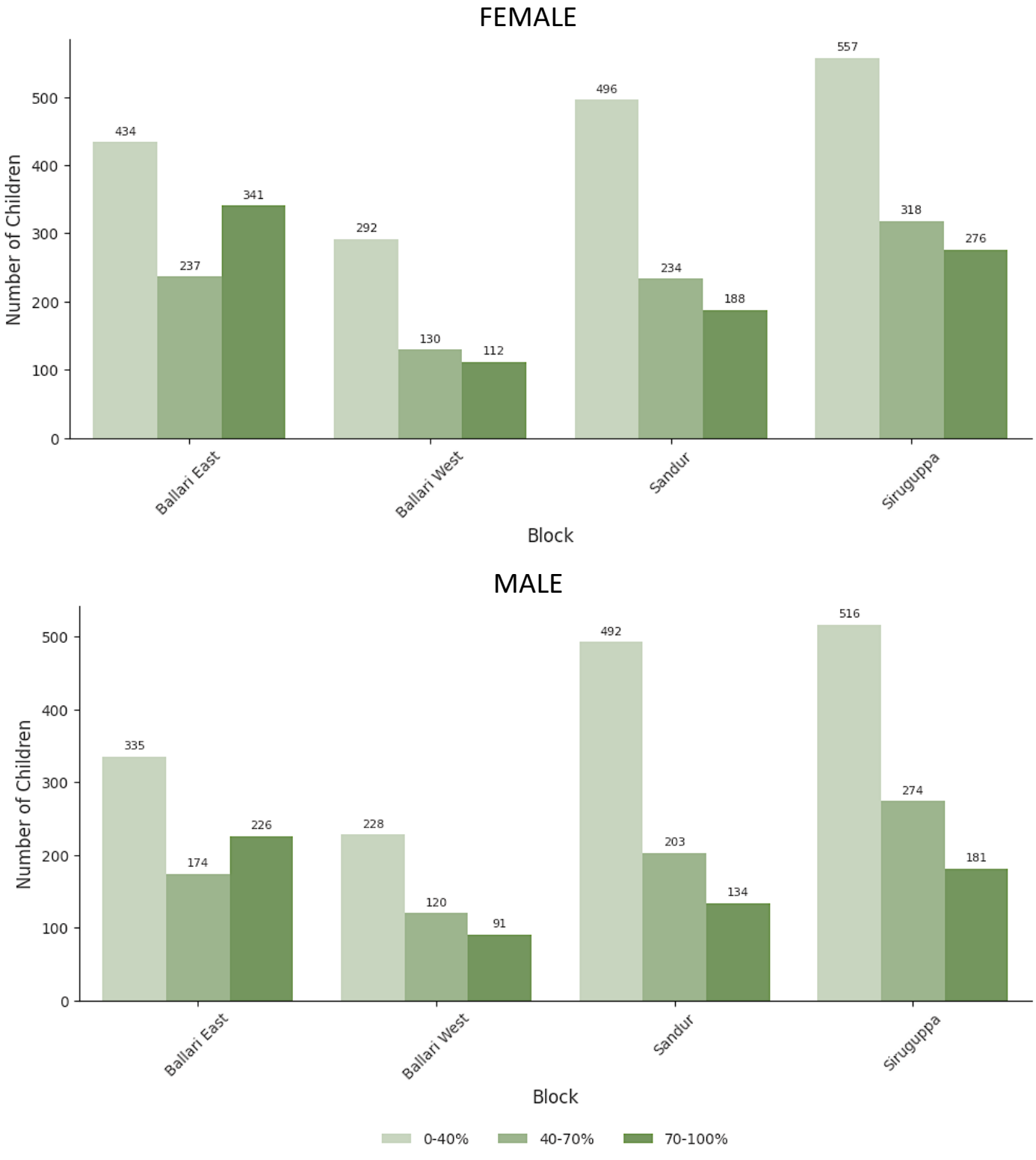
In grade 5, Addition and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

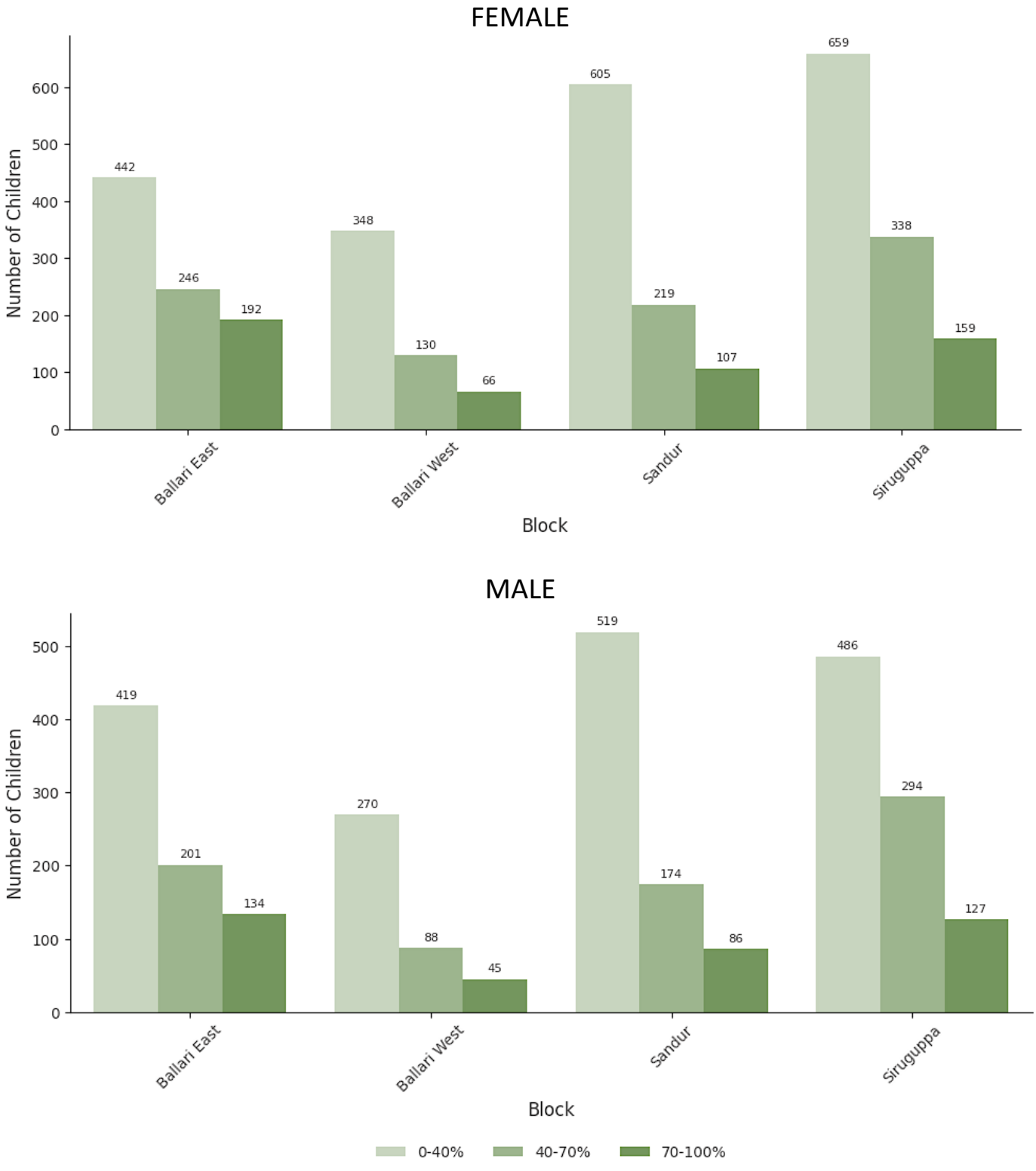
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 0-40% band.

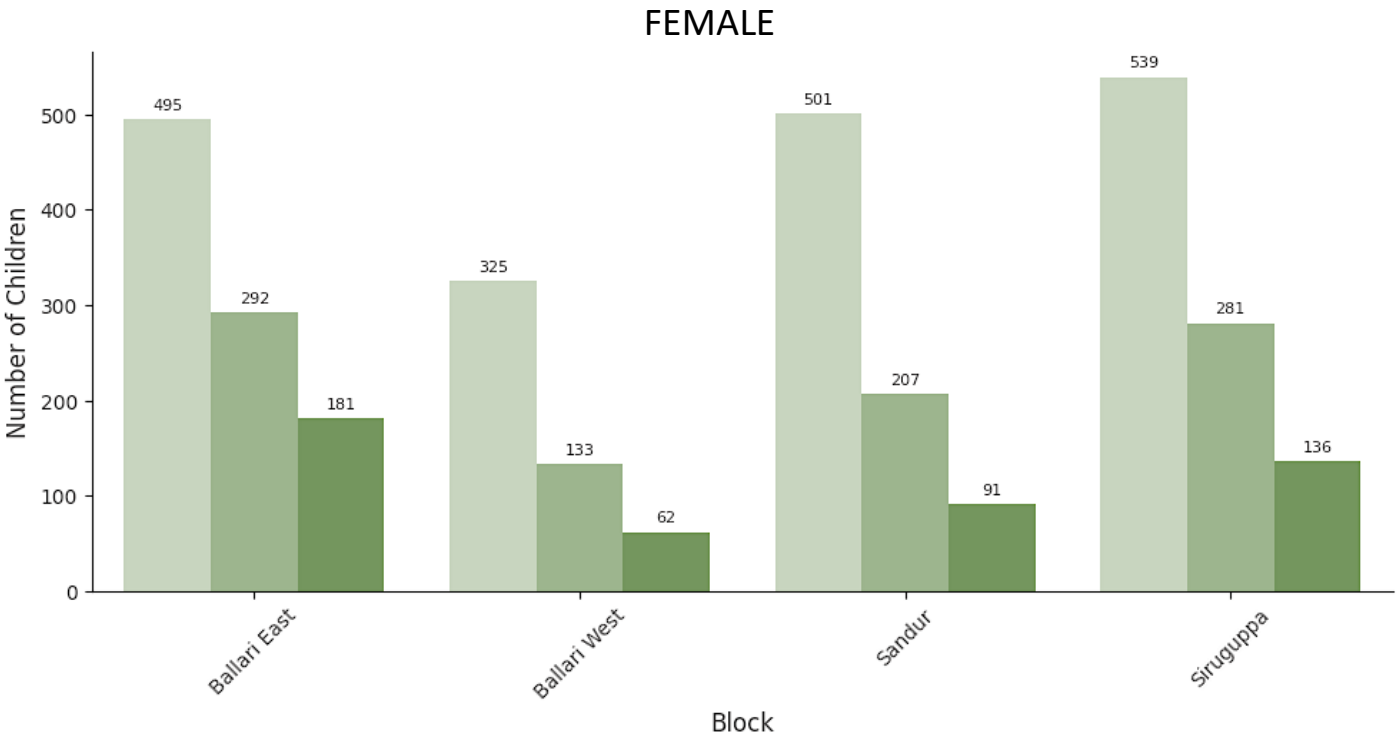
GRADE 5 : **OVERALL SCORE BY GENDER**

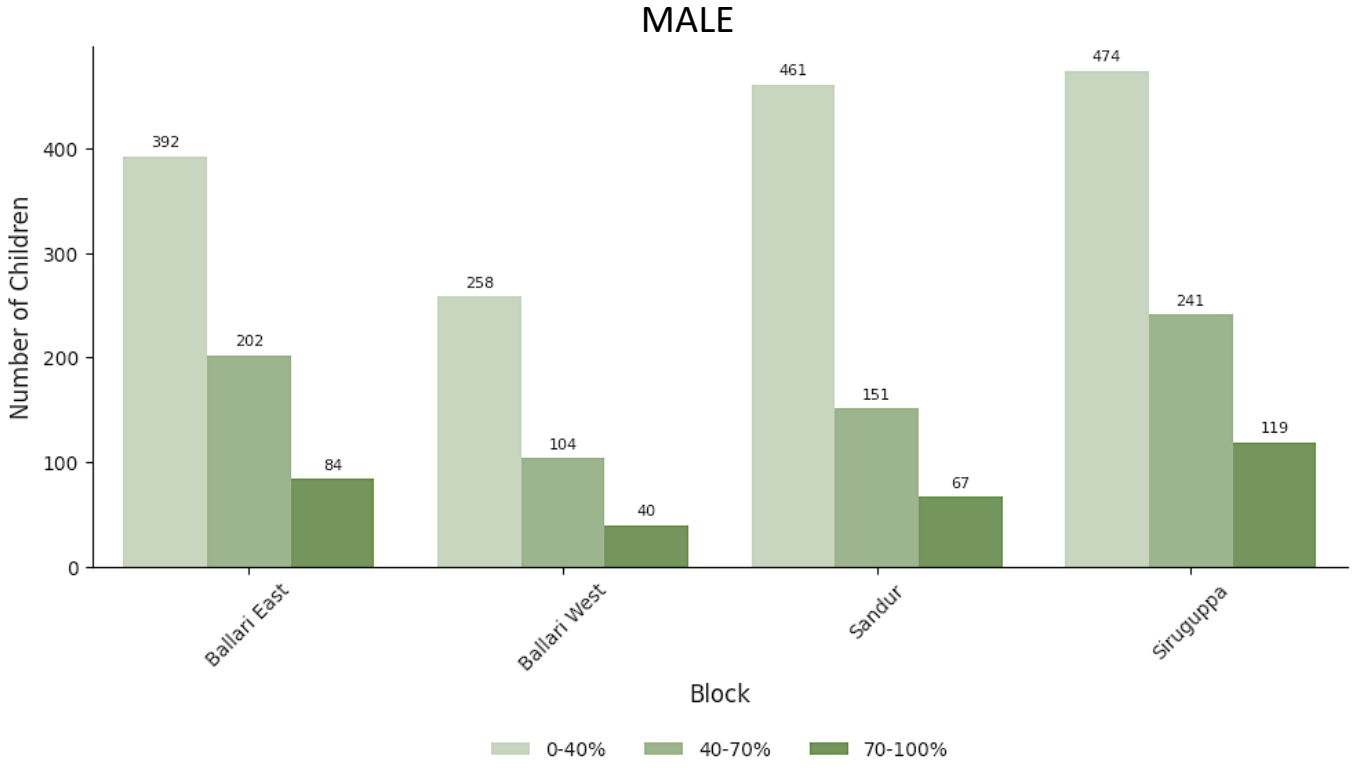


All blocks have their highest number of participants in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





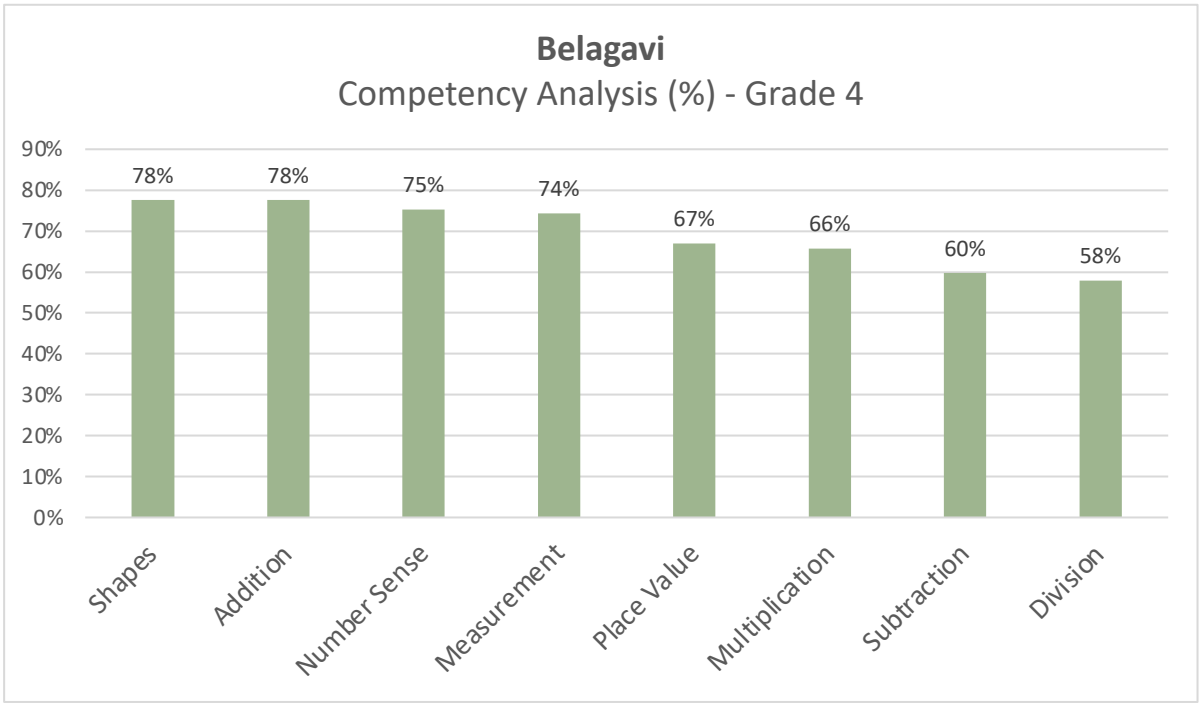
All blocks have their highest number of participants in the 0-40% band.

Belagavi

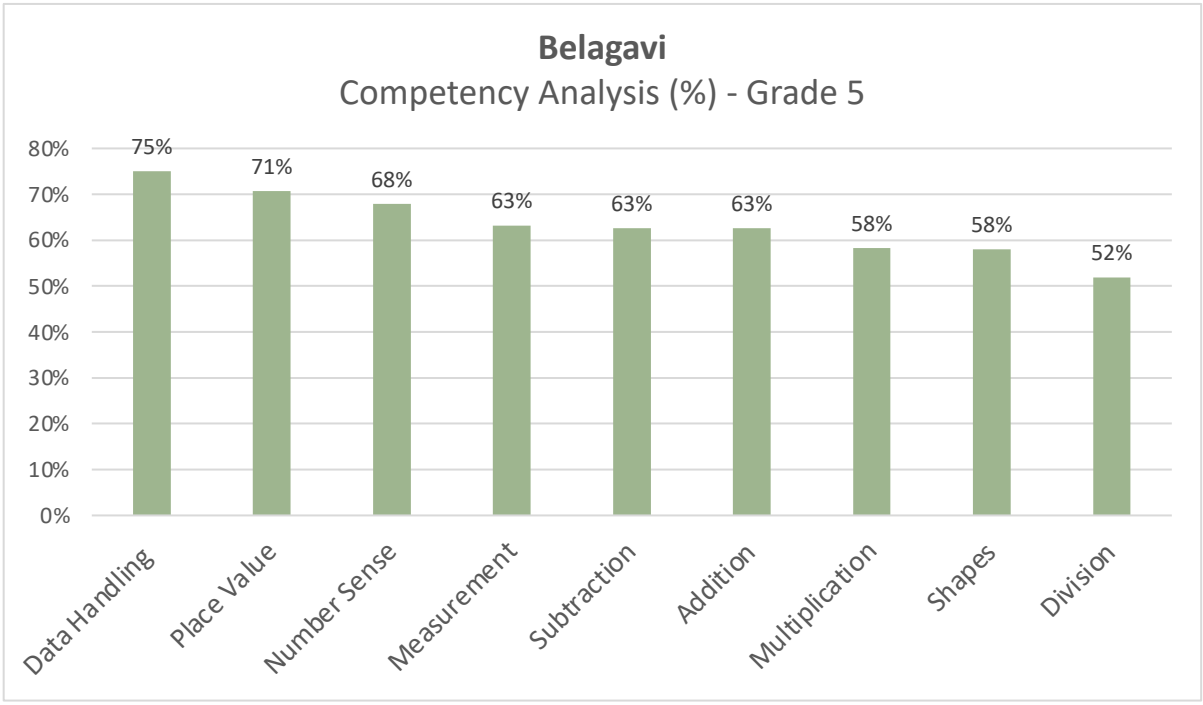
30,827 children from 200 Gram Panchayats and 620 schools participated in the GP-level Maths Contests in Belagavi. The contests were facilitated by 373 GP Team Leaders and 867 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All six blocks of Belagavi District were covered.

The best performing block in the district across all grades was Belagavi Rural and Savadatti where over 84% of the children could answer 8 out of 20 questions correctly. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

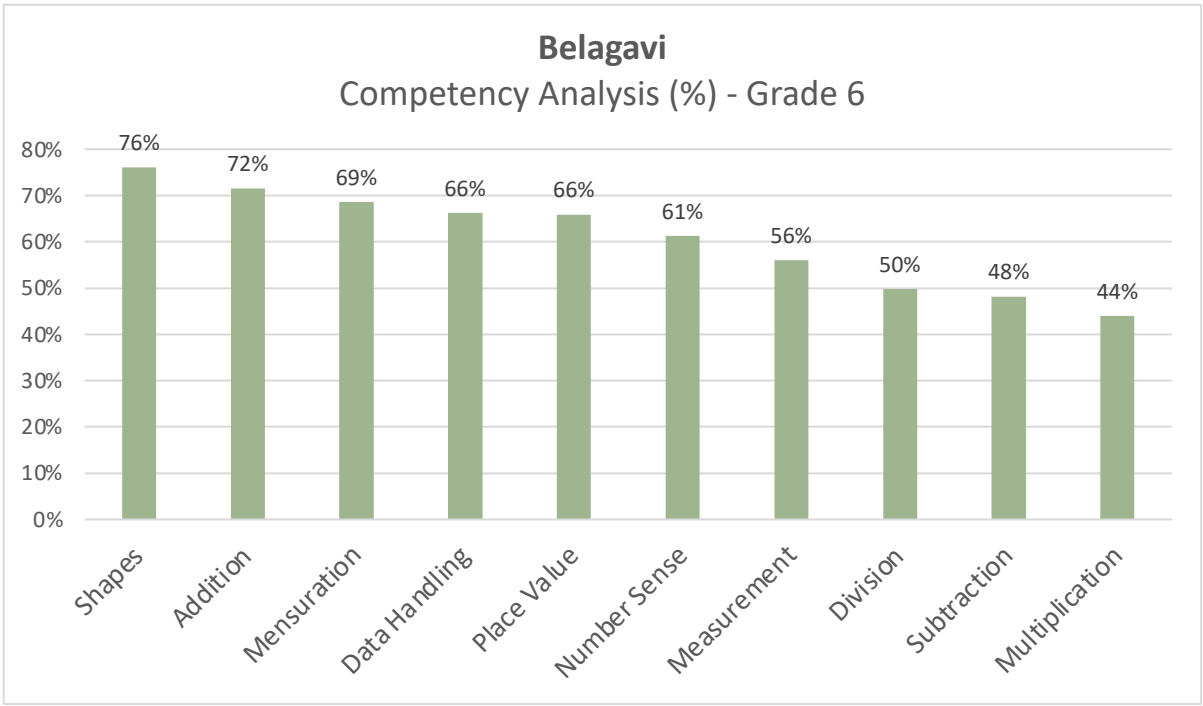
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN BELAGAVI?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



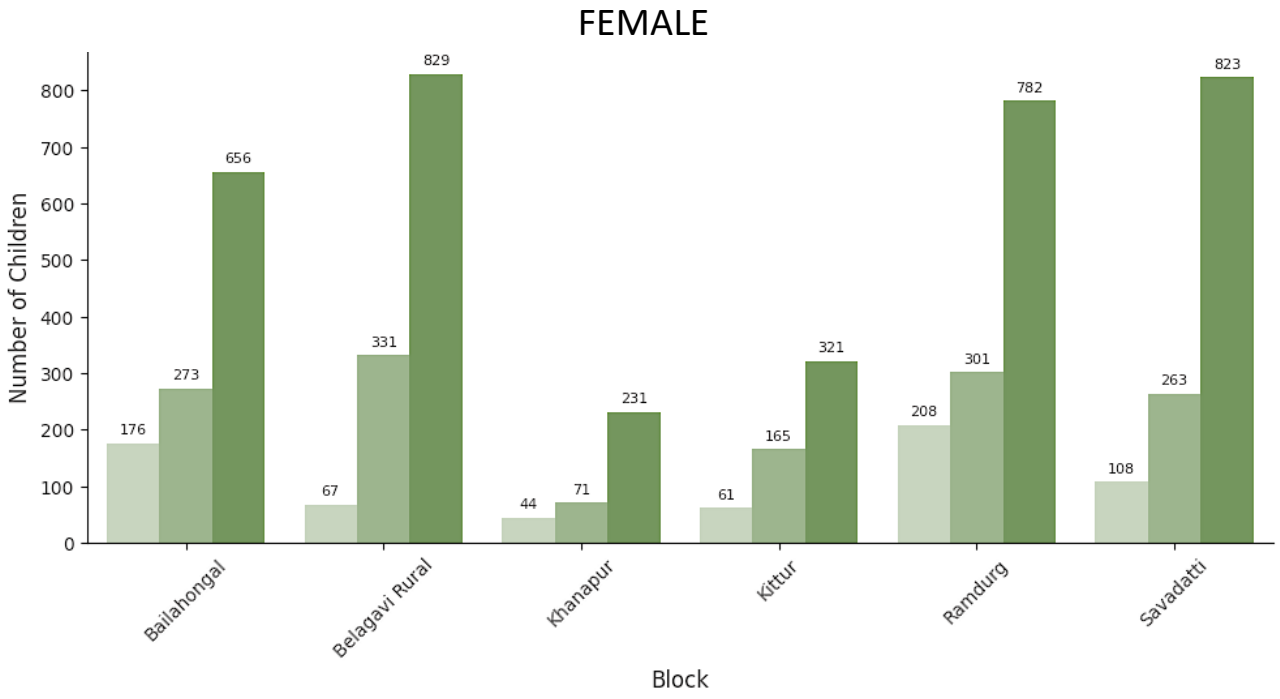
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

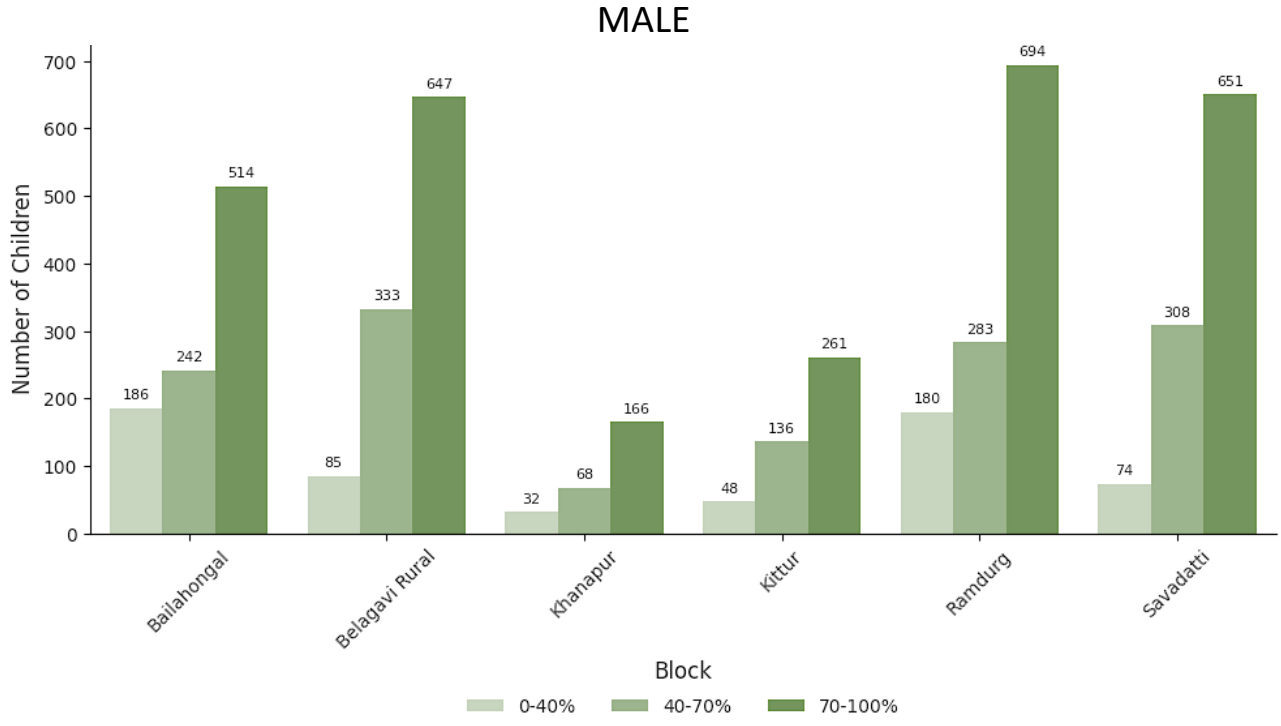


In grade 6, Shapes and Addition were the easiest competencies for children while Subtraction and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

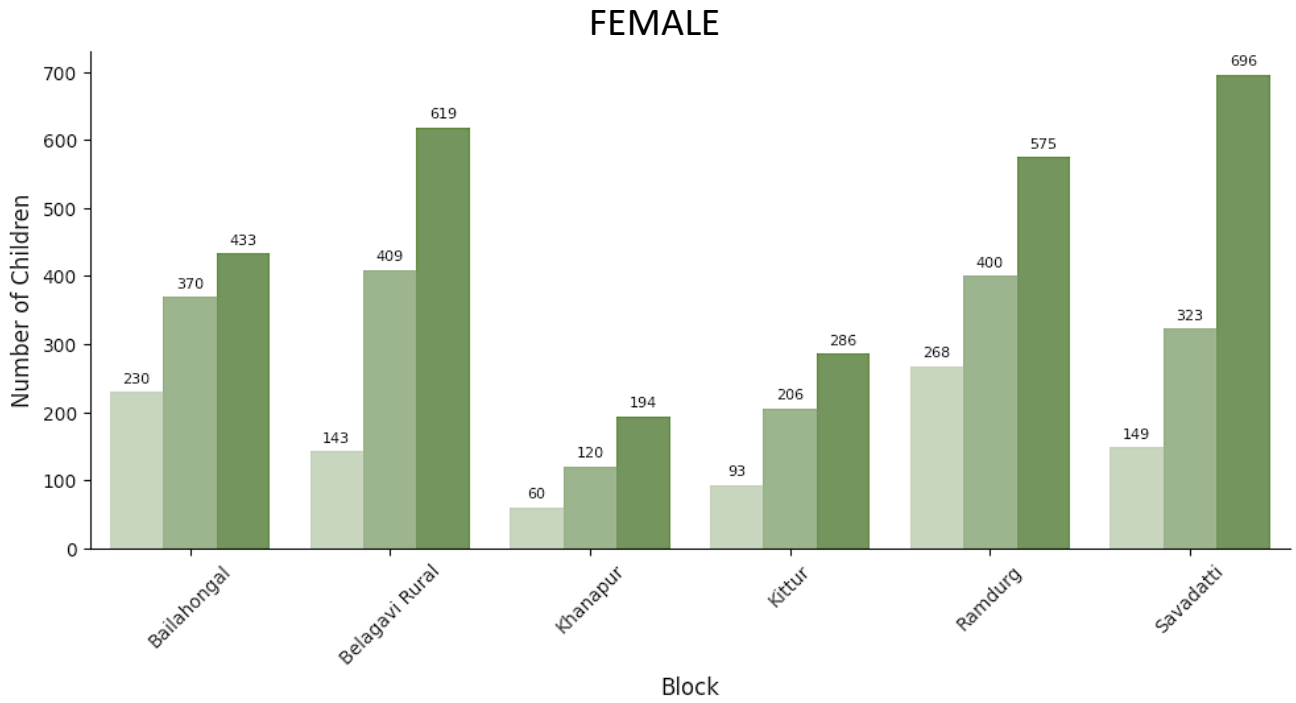
GRADE 4 : **OVERALL SCORE BY GENDER**

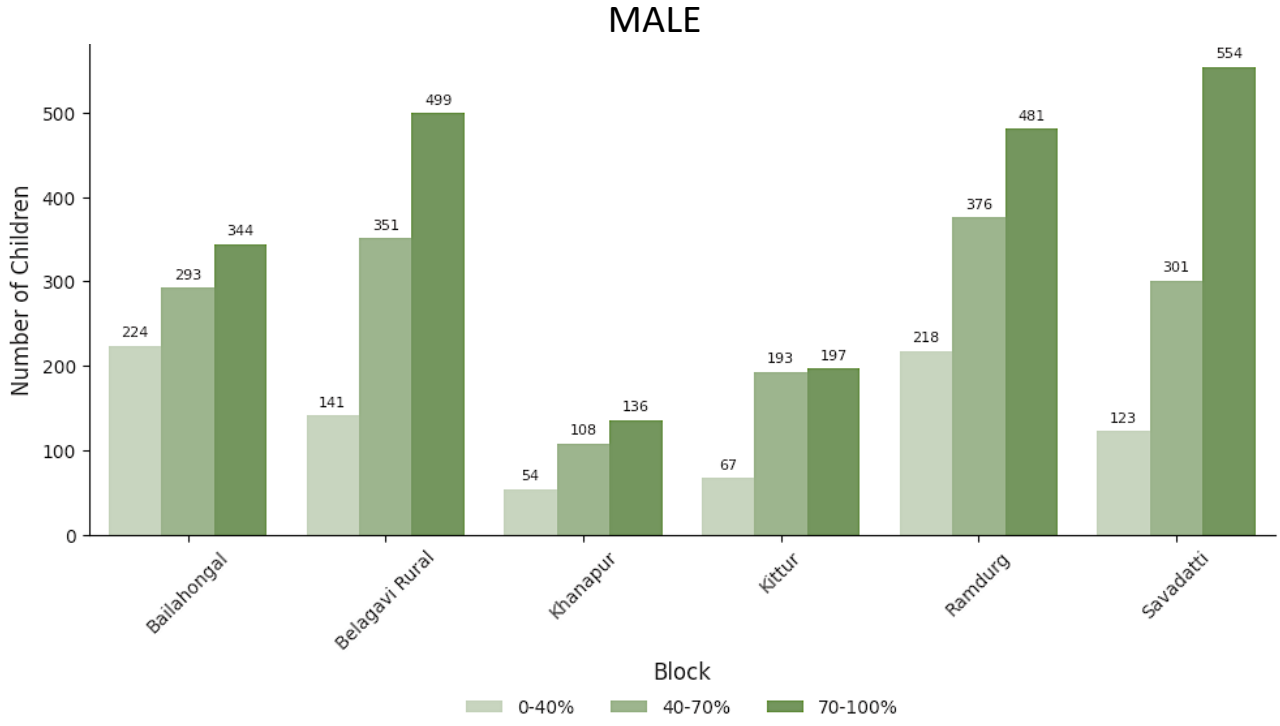




All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

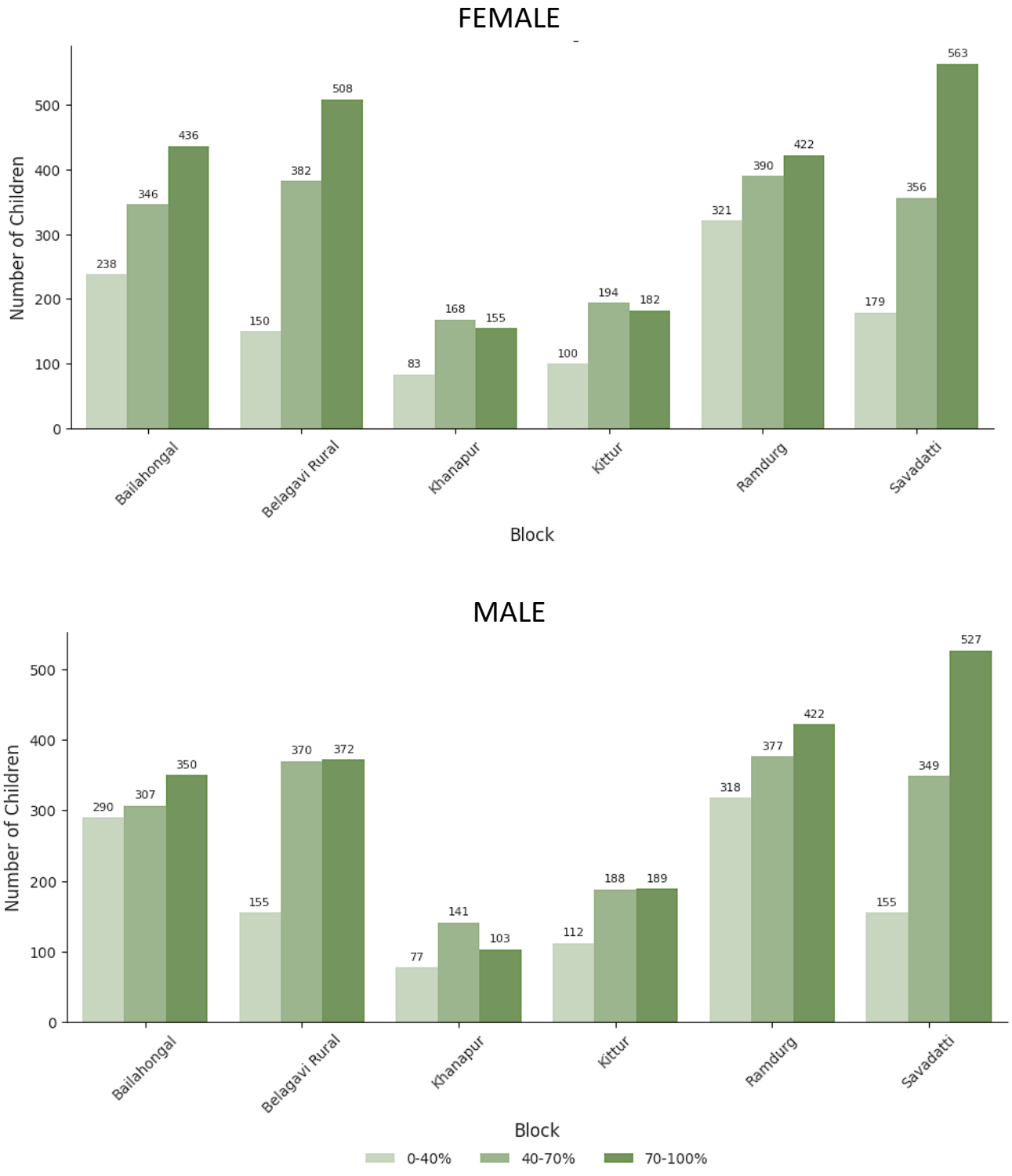




All blocks have their highest number of participants in the 70-100% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



Except in Khanapur Block, all blocks have their highest number of participants in the 70-100% band.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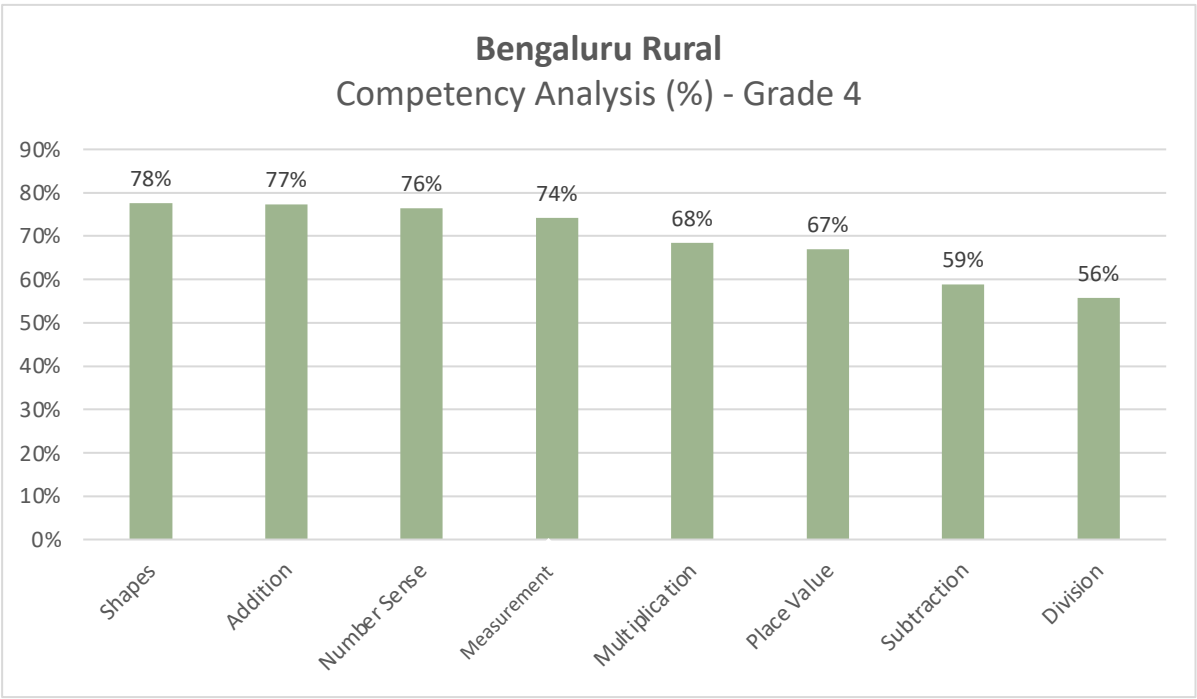
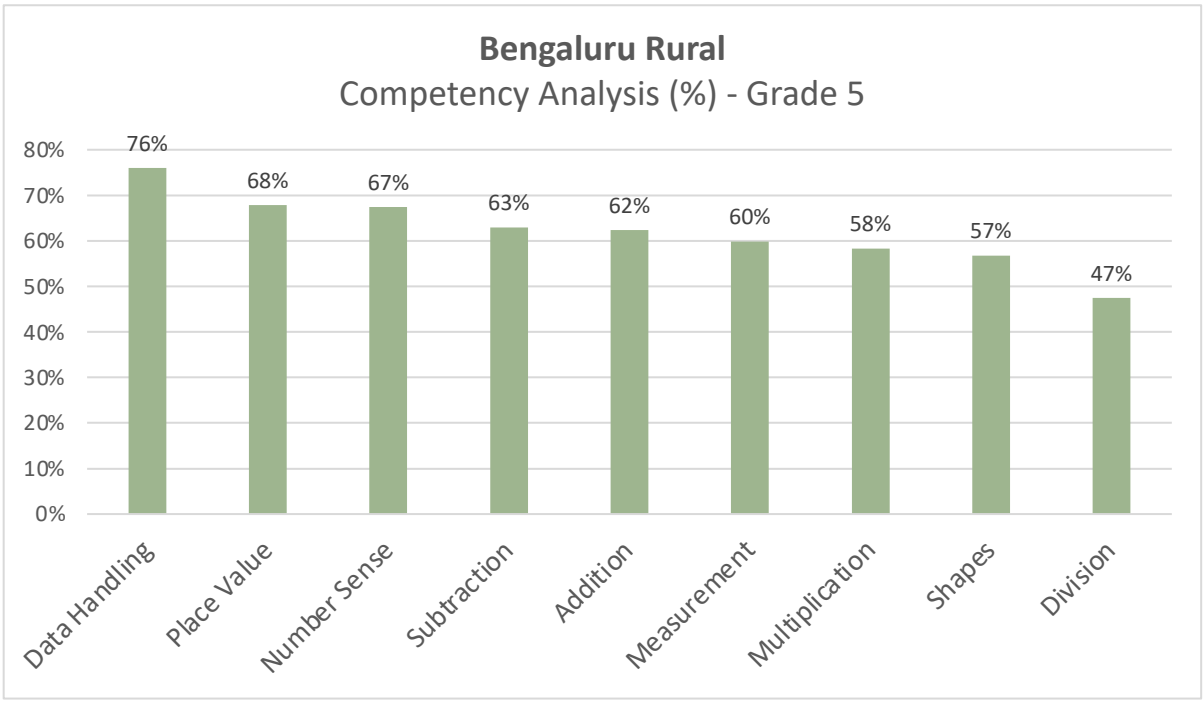
Bengaluru Rural

8,821 children from 100 Gram Panchayats and 809 schools participated in the GP-level Maths Contests in Bengaluru Rural. The contests were facilitated by 172 GP Team Leaders and 1096 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All four blocks of Bengaluru Rural District were covered.

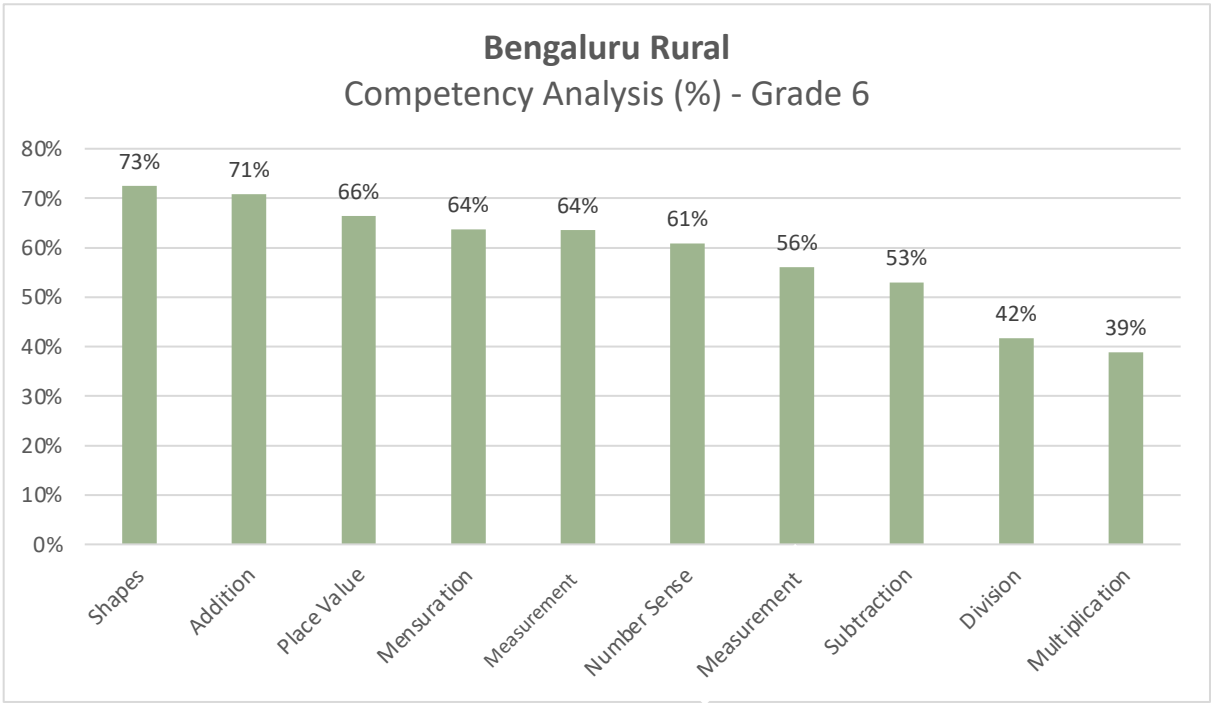
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN BENGALURU RURAL?



In grade 4, Shapes and Addition were easy for children while Subtraction and Division were difficult.



In grade 5, Data Handling and Place Value were the easy competencies while Shapes and Division were difficult.

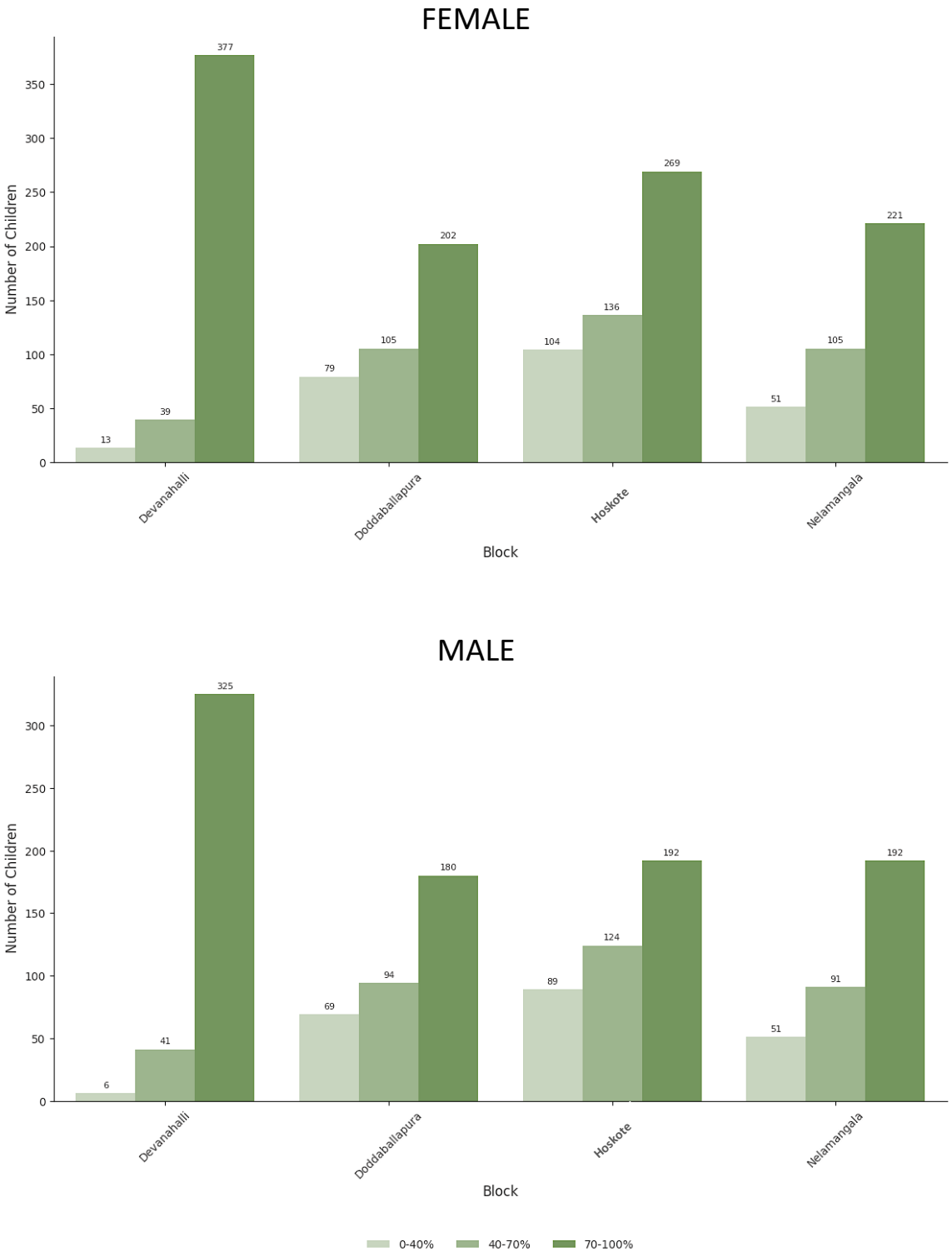


In grade 6, children found Shapes and Addition easy while Division and Multiplication were difficult.

Bengaluru Rural

HOW DID CHILDREN PERFORM?

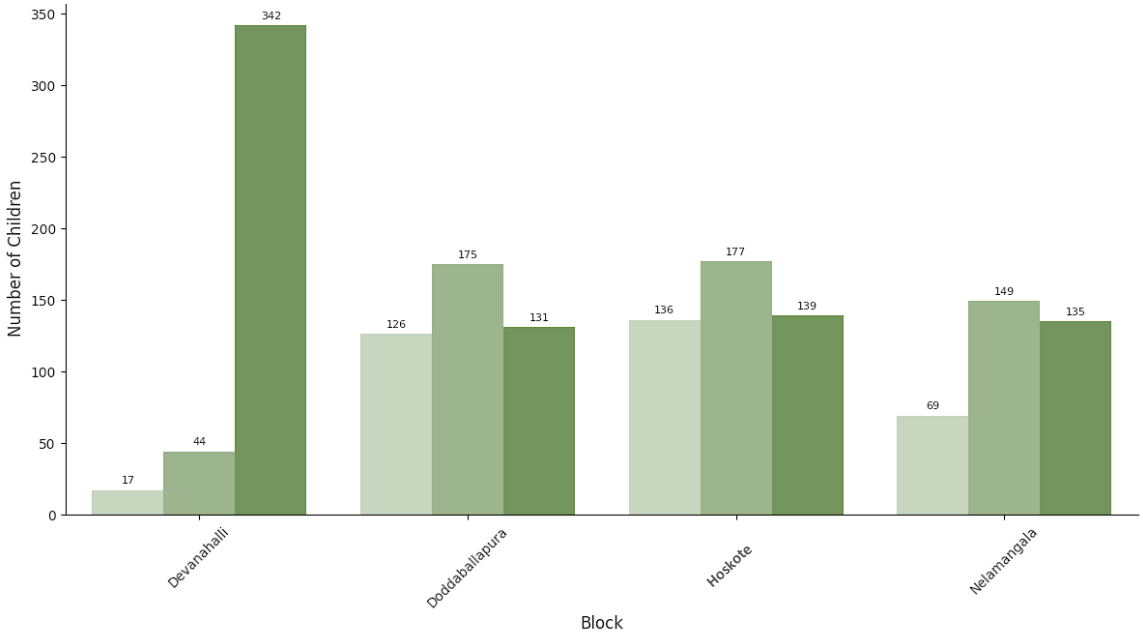
GRADE 4 : **OVERALL SCORE BY GENDER**



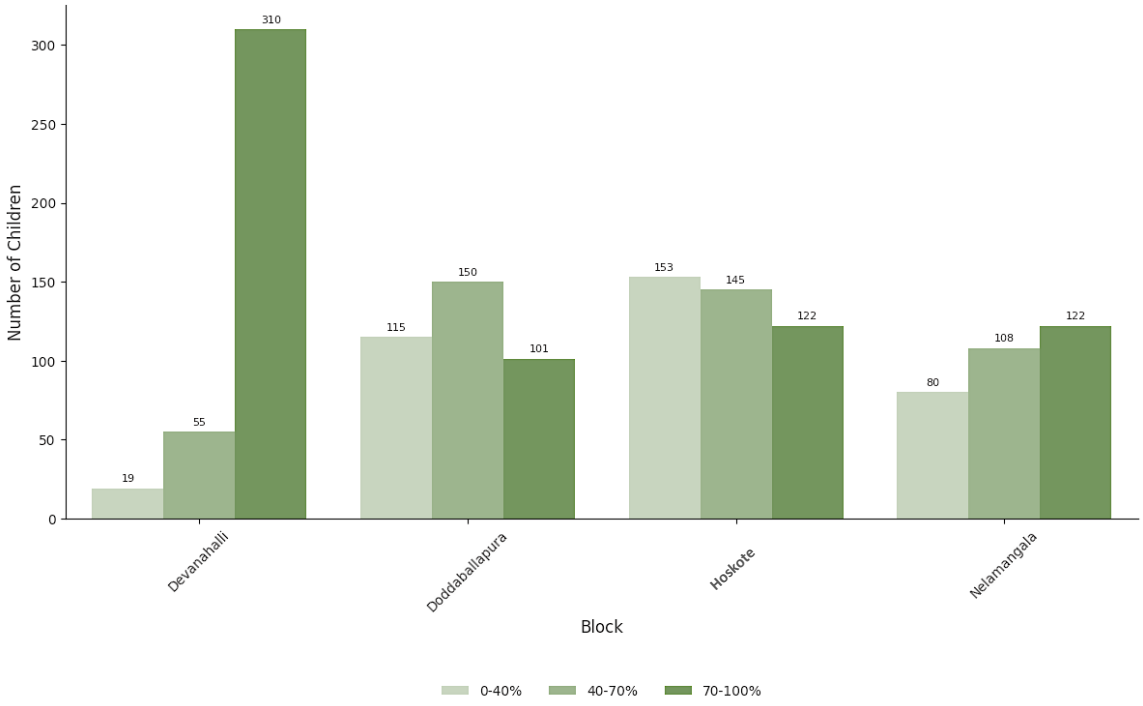
All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



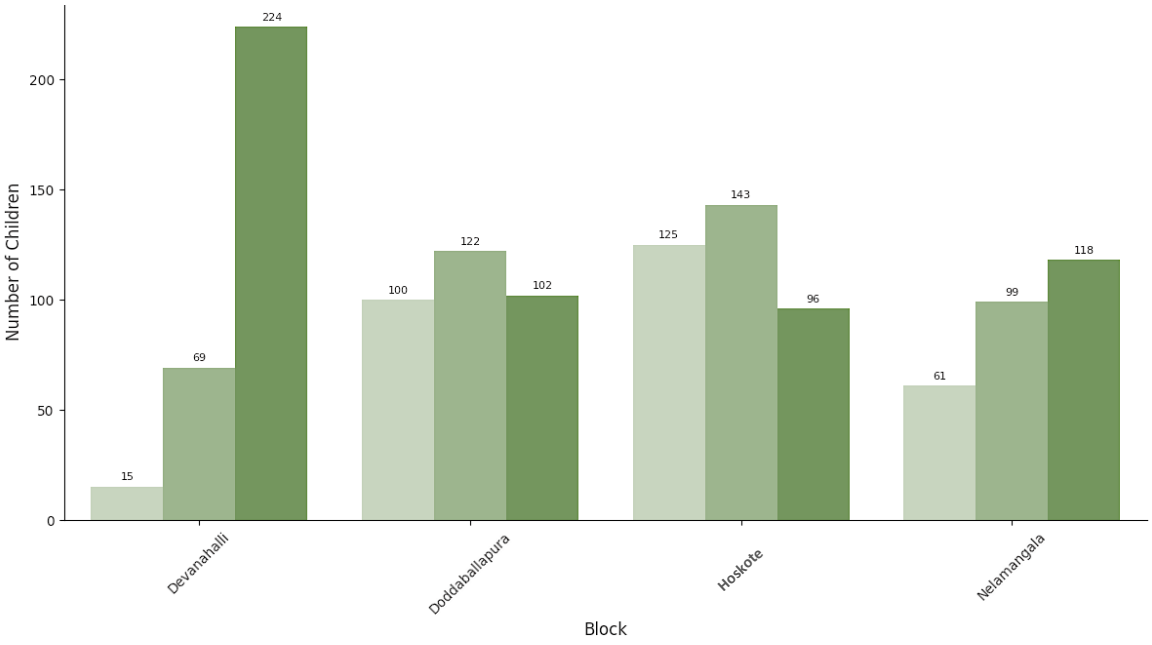
Boys and girls in the Devanahalli Block scored exceptionally well.
Across other blocks, children were largely in the 40-70% band.

Bengaluru Rural

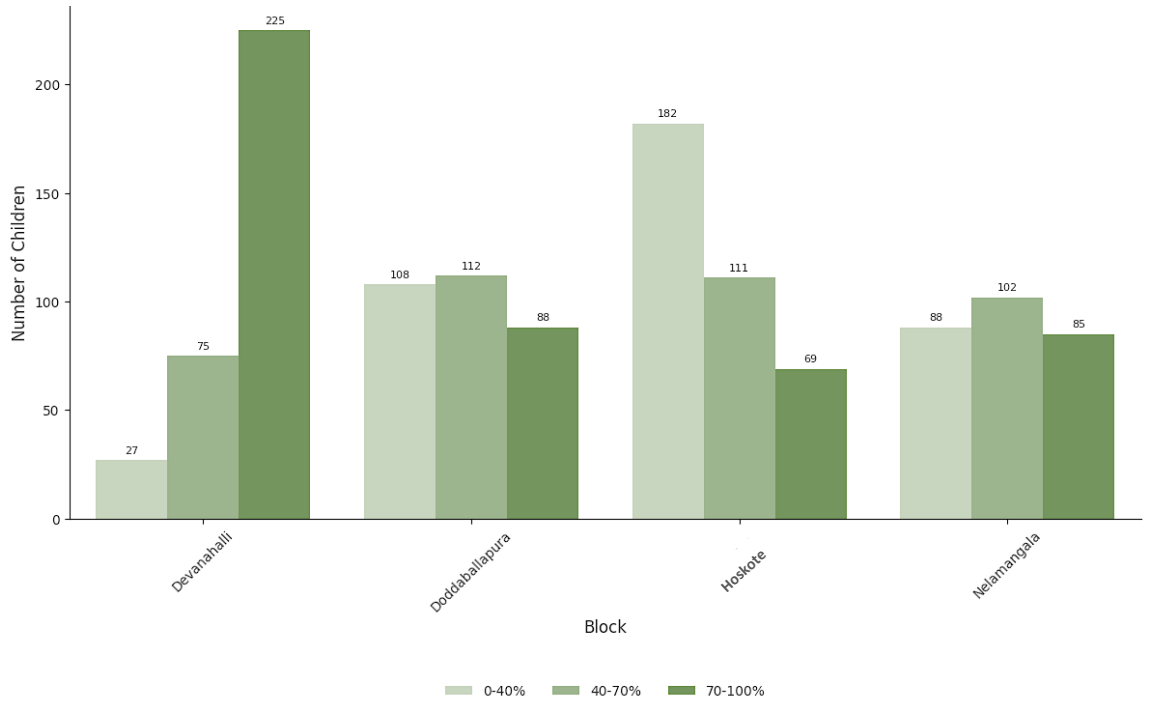
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



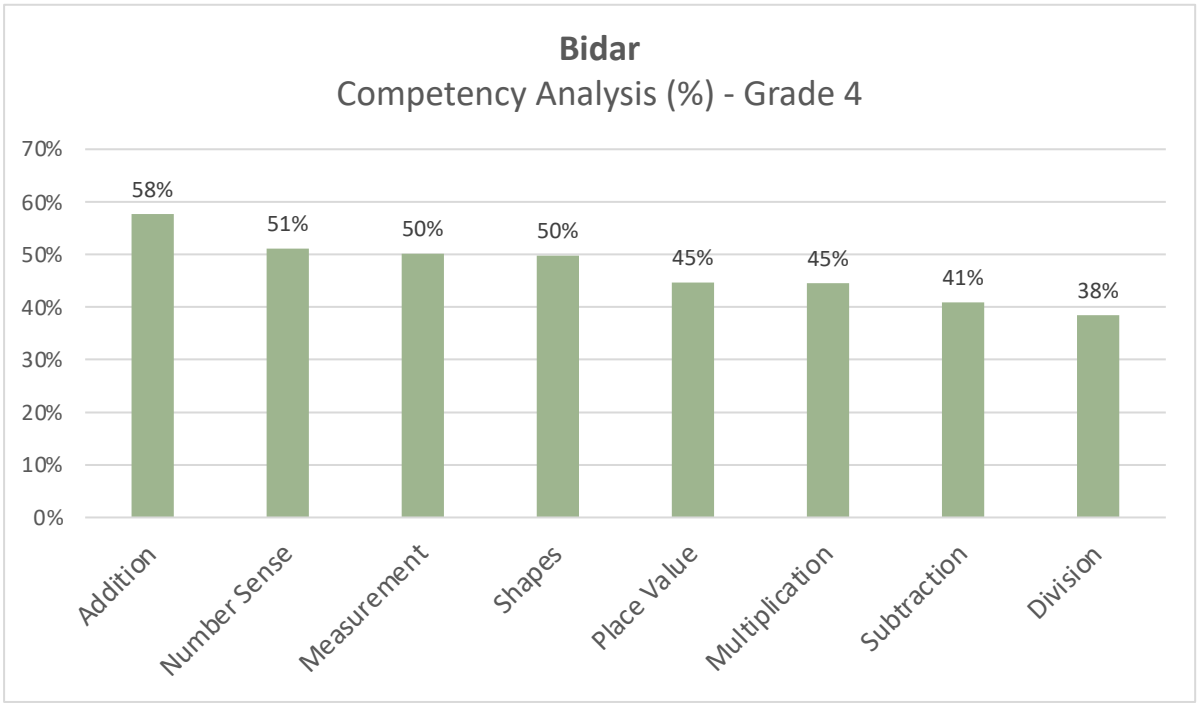
Boys and girls in the Devanahalli Block scored exceptionally well.
Across other blocks, children were largely in the 40-70% band.

Bidar

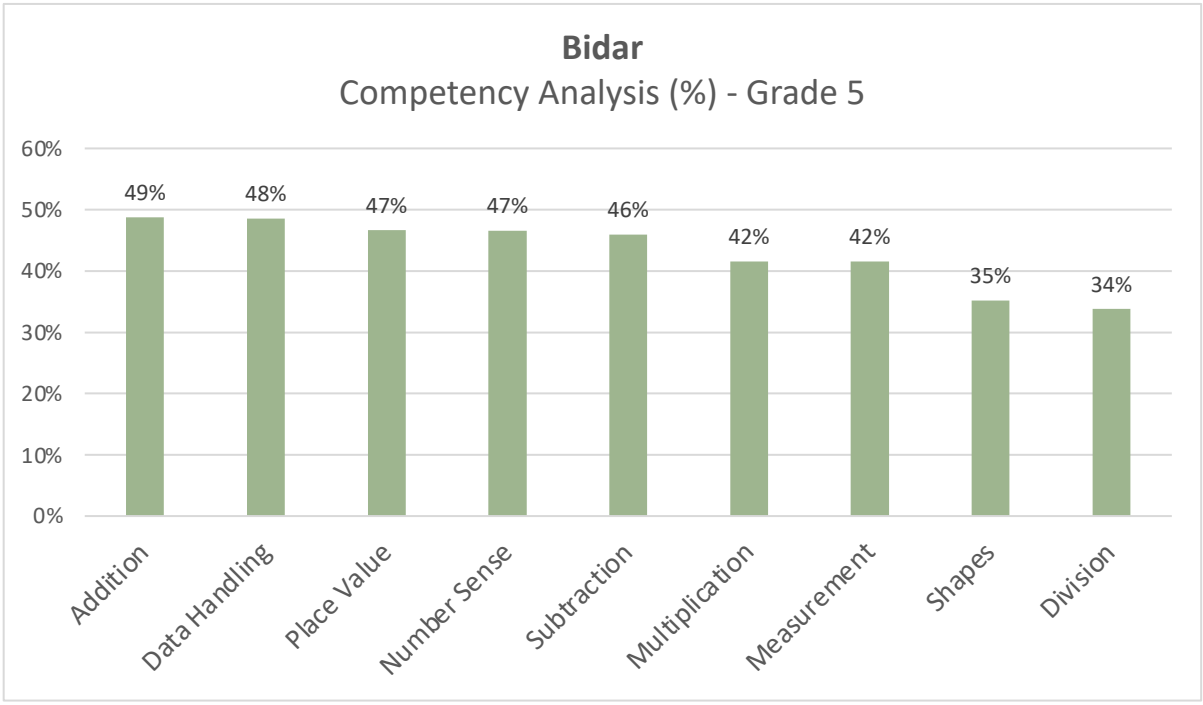
14,676 children from 185 Gram Panchayats and 763 schools participated in the GP-level Maths Contests in Bidar. The contests were facilitated by 354 GP Team Leaders and 2,058 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All five blocks of Bidar District were covered.

The best performing block in the district across all grades was Aurad where nearly 77% of the children could answer 8 out of 20 questions correctly. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

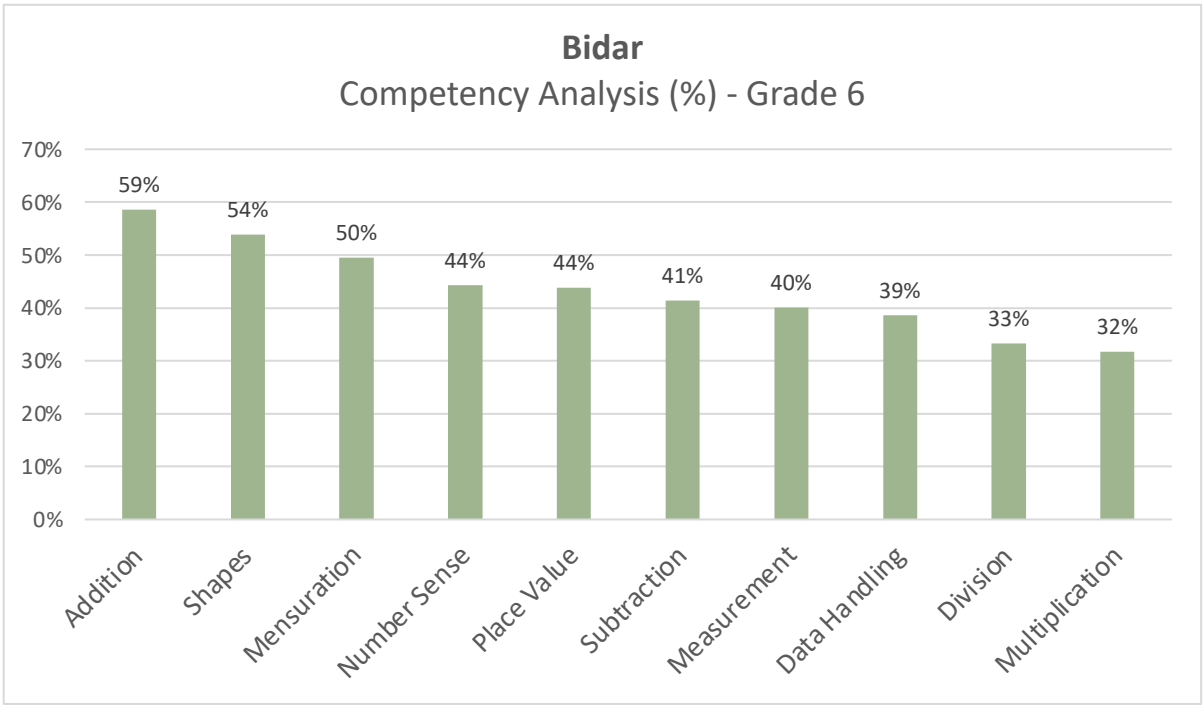
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN BIDAR?



In grade 4, children found Subtraction and Division difficult while Number Sense and Addition were the easiest competencies.



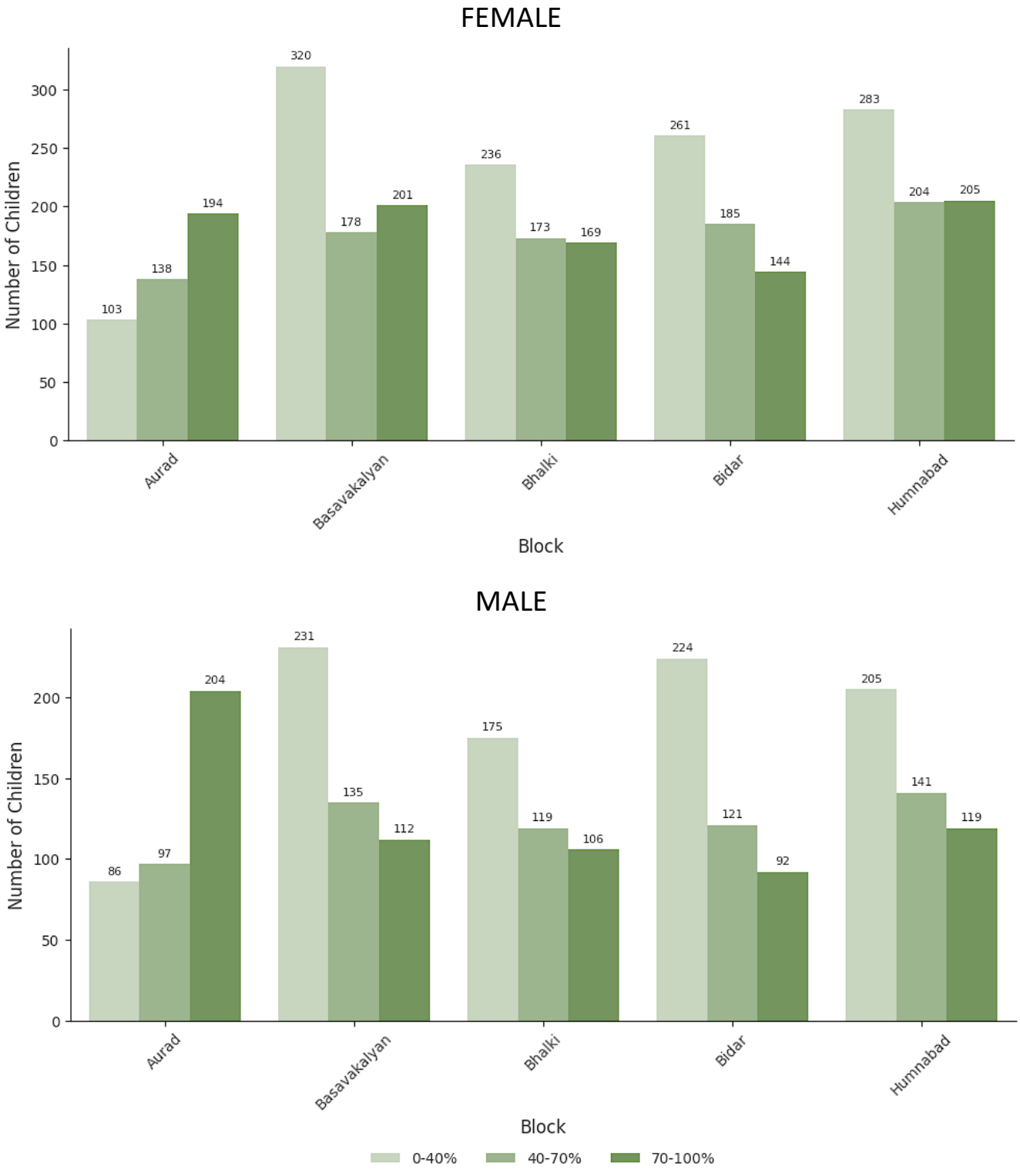
In grade 5, Data Handling and Addition were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

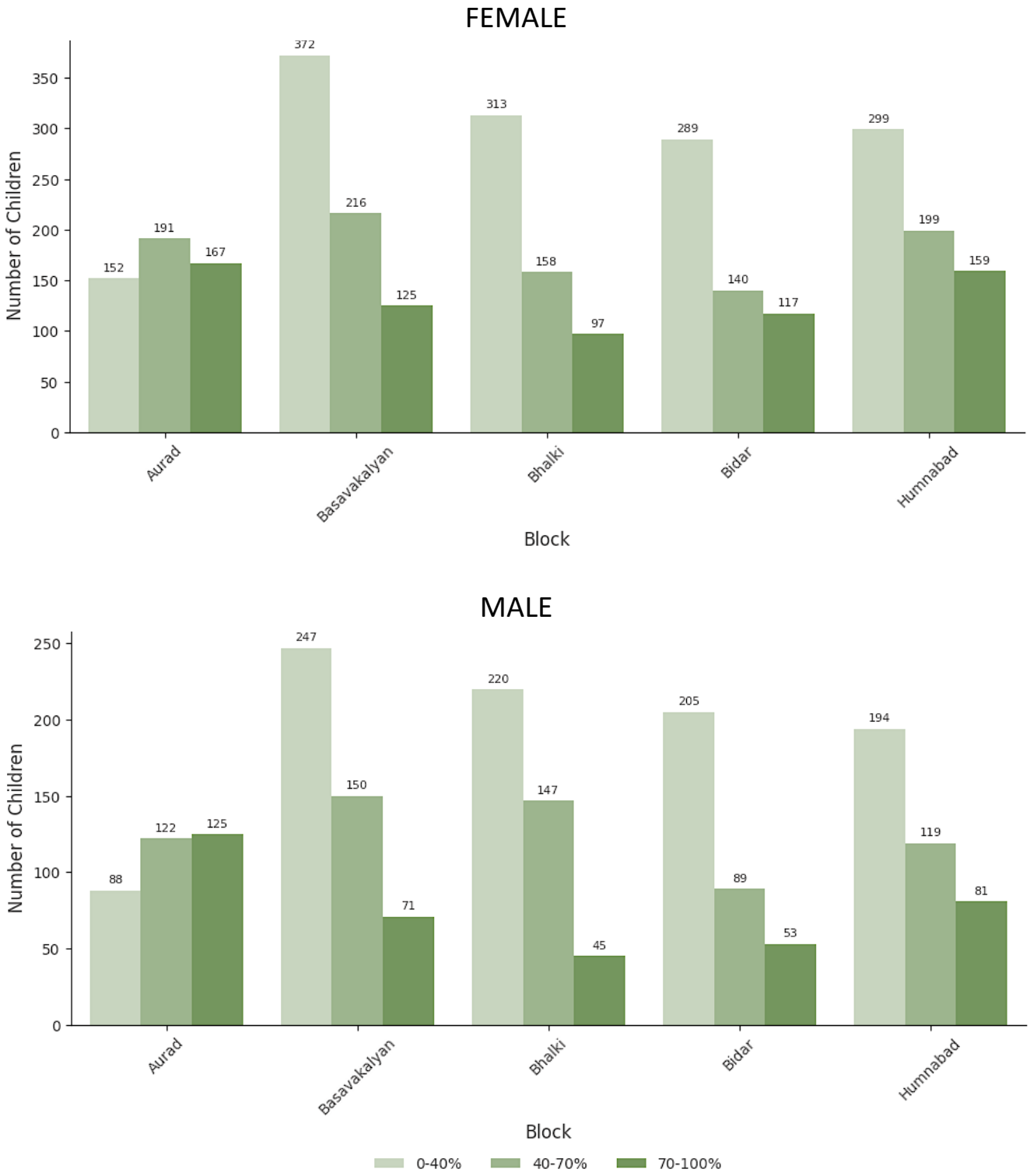
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



Boys in Aurad did well but overall the number of children in the 0-40% band is high.

GRADE 5 : **OVERALL SCORE BY GENDER**

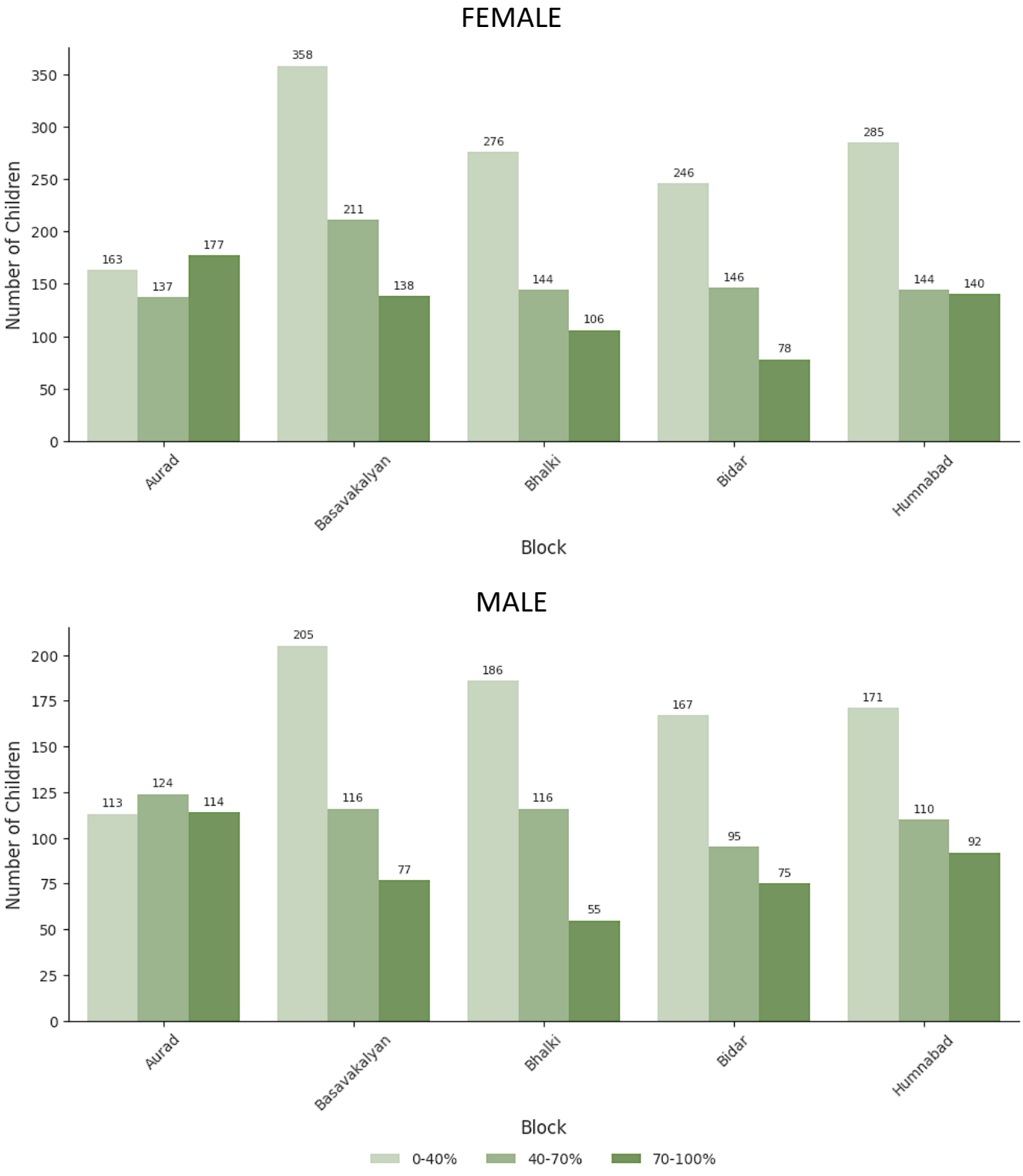


Grade 5 performance is poor and most children are in the 0-40% band.

Bidar

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



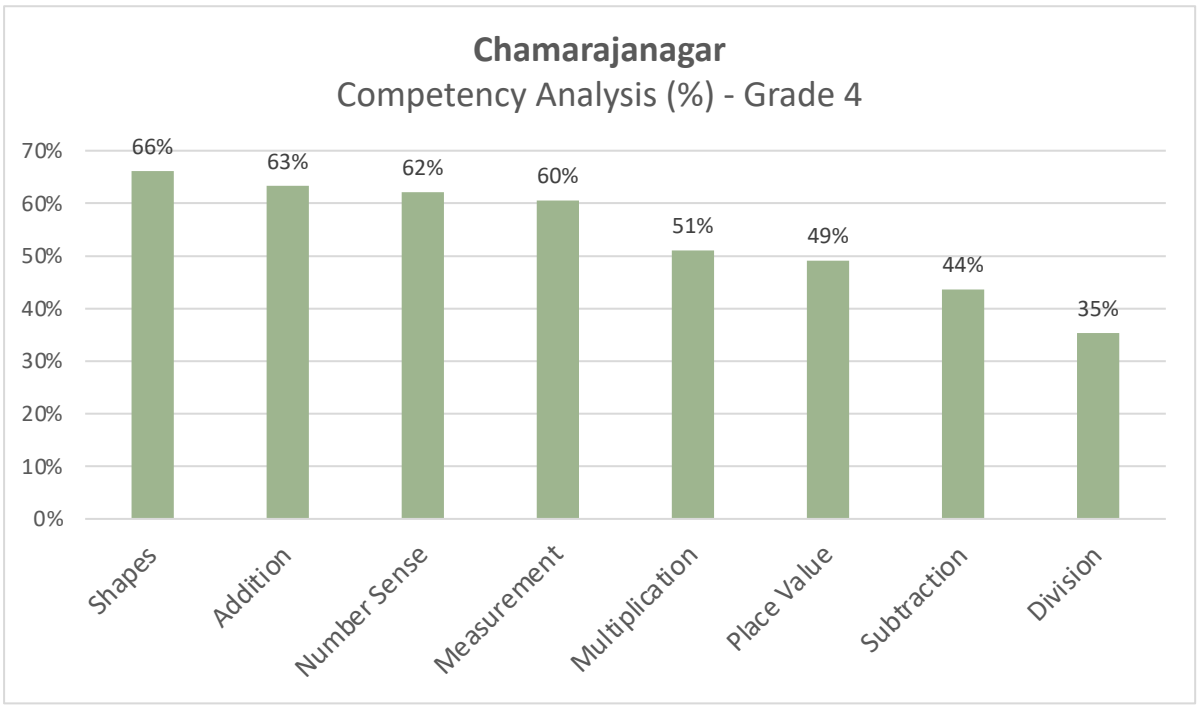
Grade 6 performance is poor and most children are in the 0-40% band.

Chamarajanagar

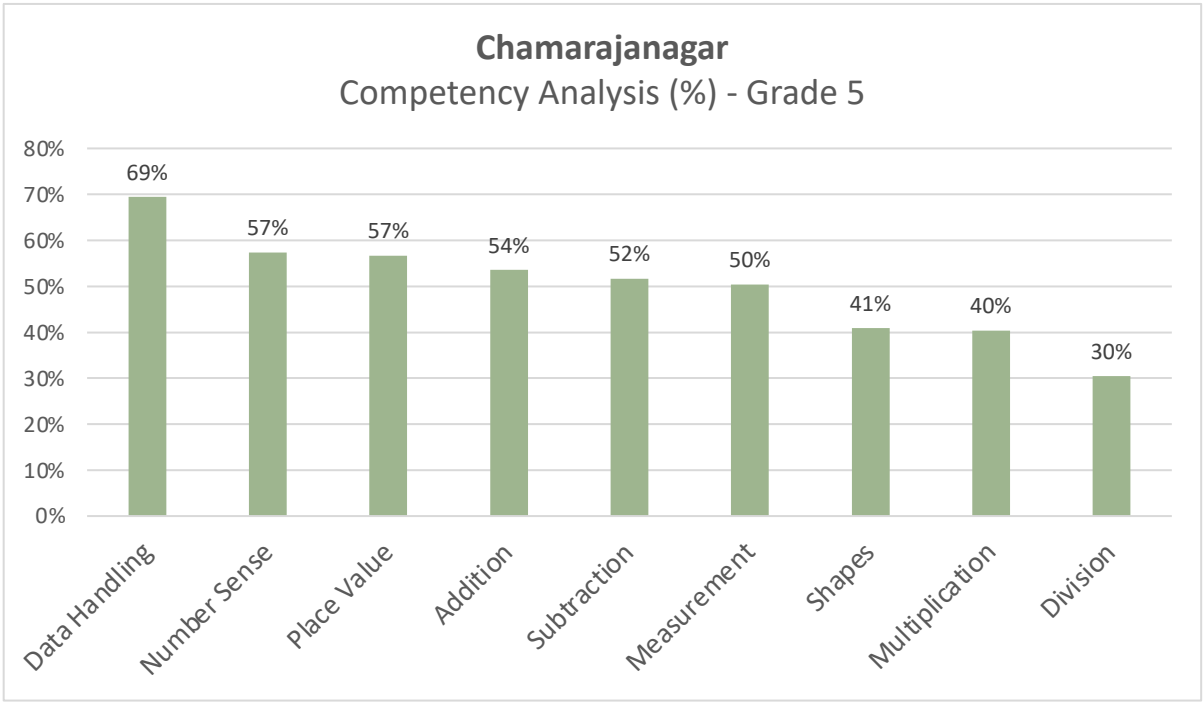
11,067 children from 128 Gram Panchayats and 569 schools participated in the GP-level Maths Contests in Chamarajanagar. The contests were facilitated by 258 GP Team Leaders and 774 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Chamarajanagar District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

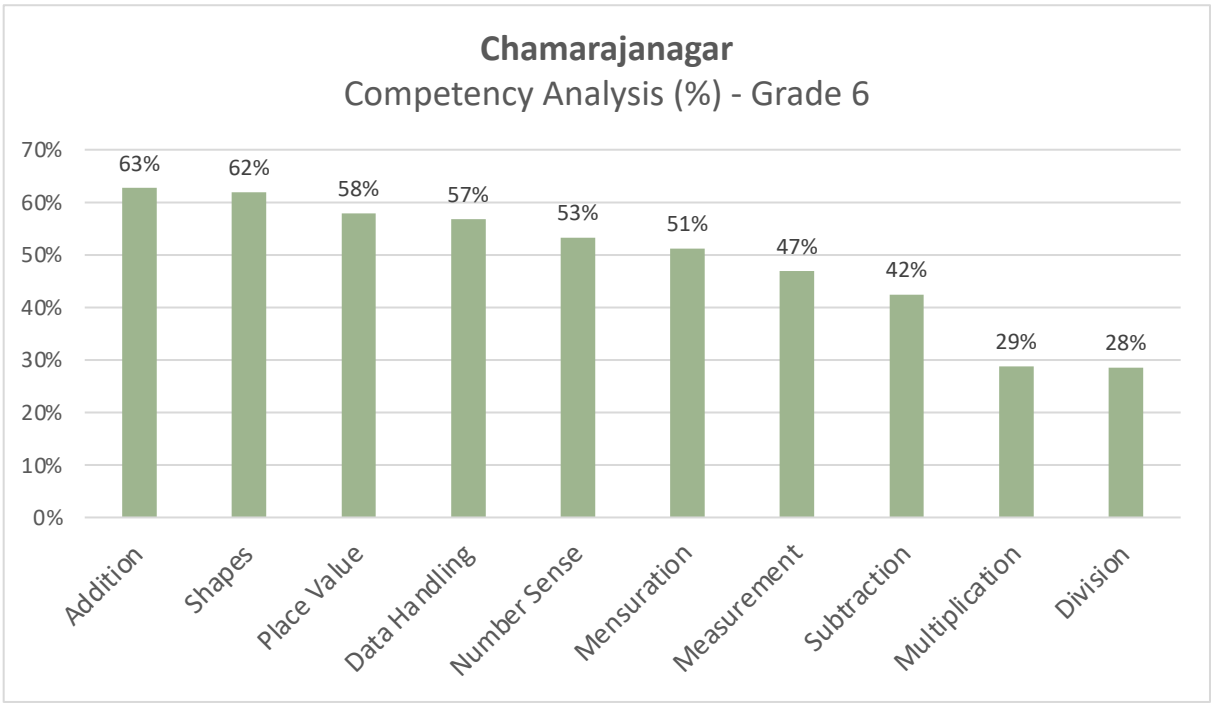
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN CHAMARAJANAGAR?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Number Sense were the easiest competencies for children while Multiplication and Division were the difficult ones.

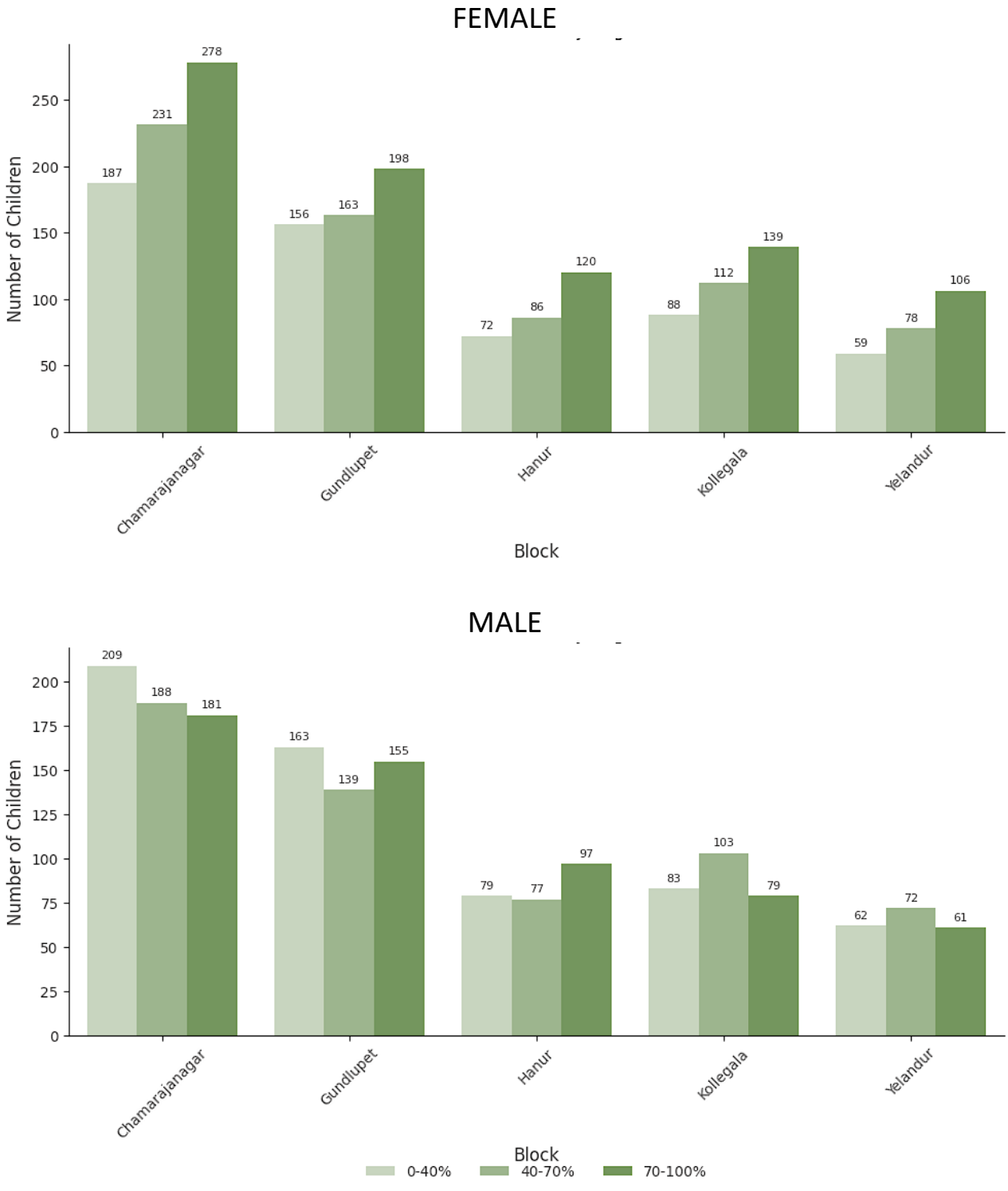


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

Chamarajanagar

HOW DID CHILDREN PERFORM?

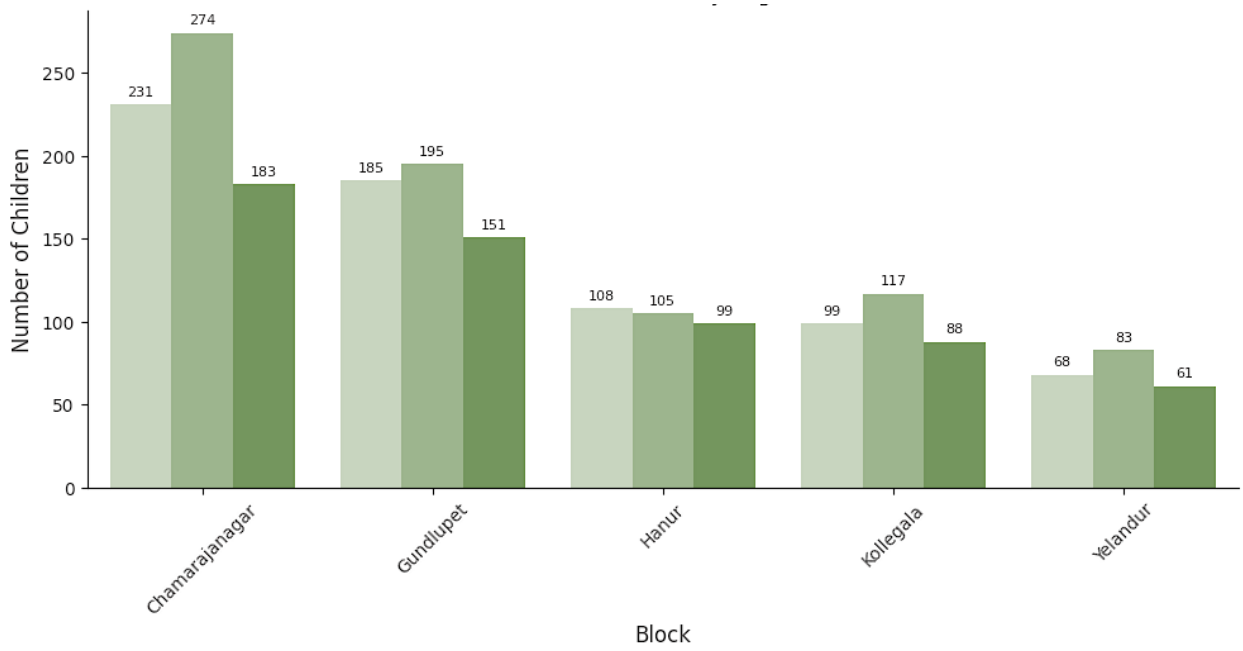
GRADE 4 : **OVERALL SCORE BY GENDER**



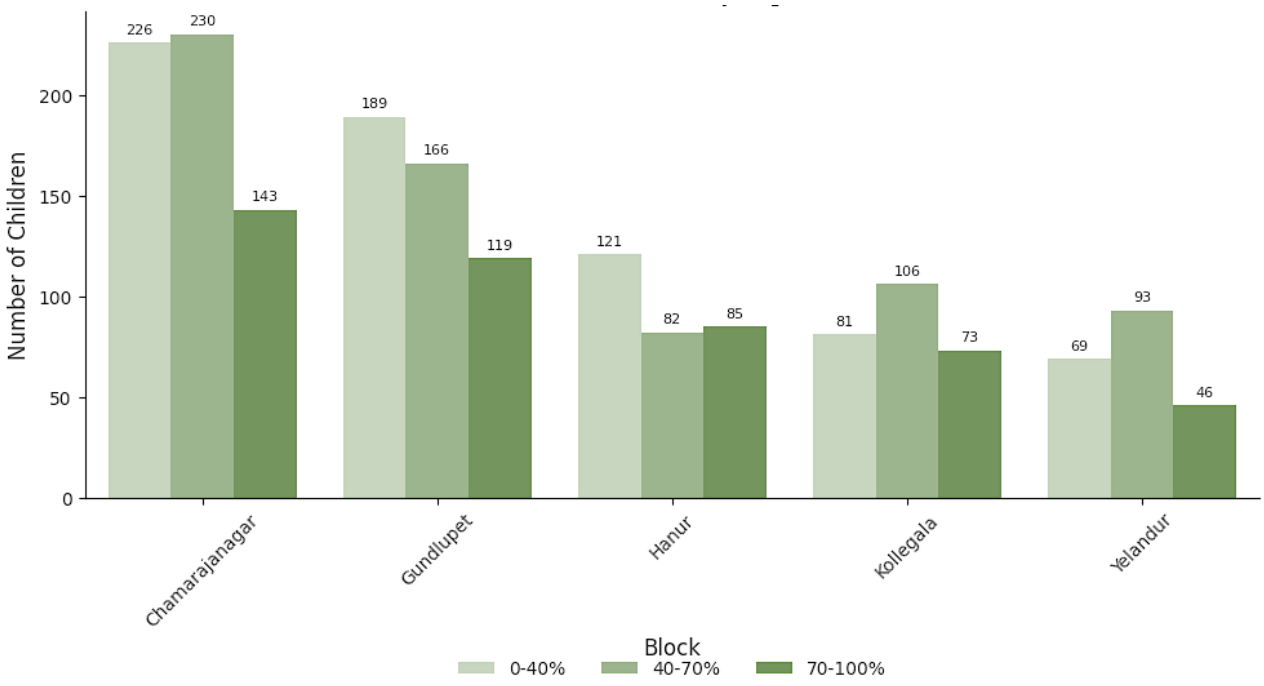
In all blocks, a large number of girls were in the 70-100% band. Boys lagged behind with Chamarajanagar and Gundlupet blocks having the highest number of male participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

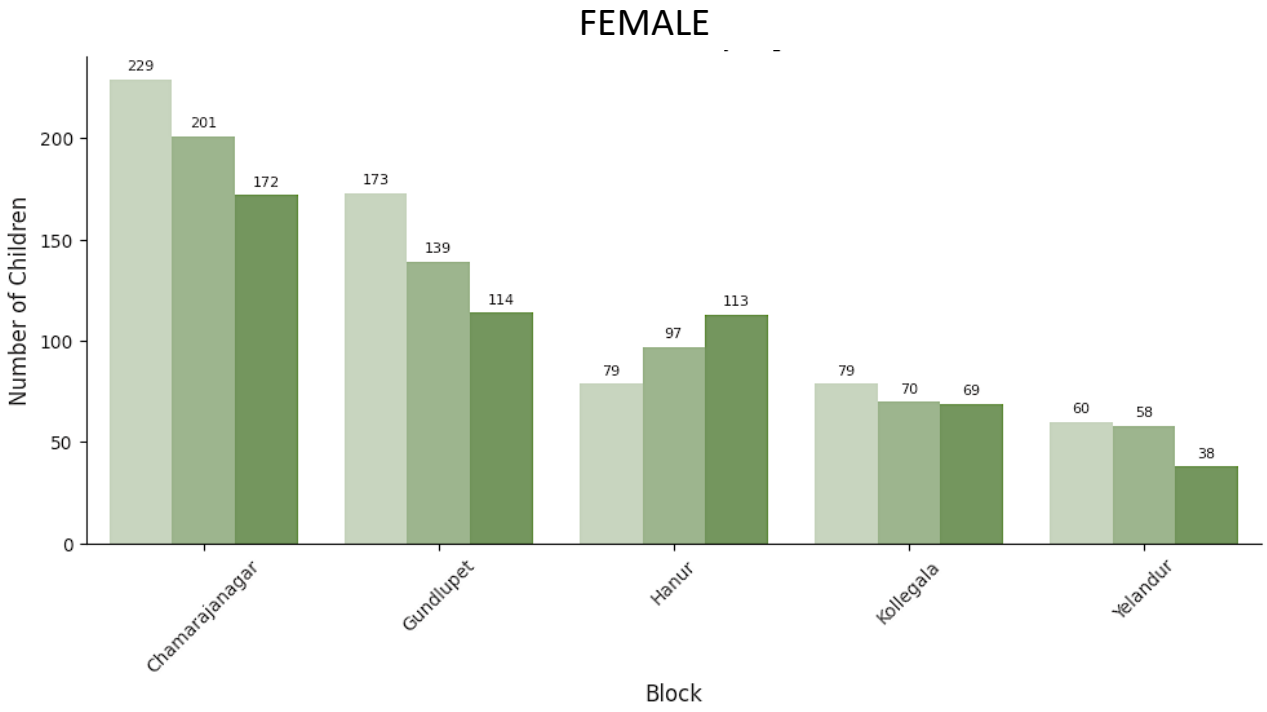


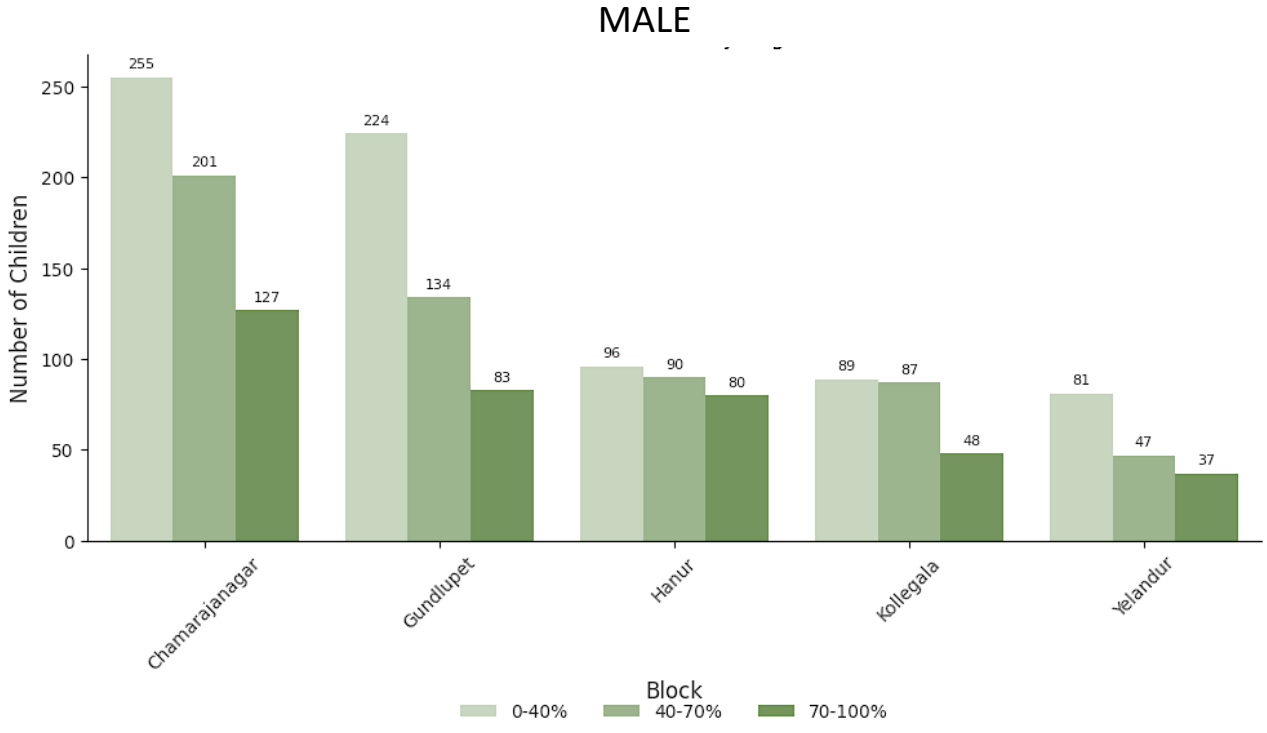
Across the district there are more children in the 0-40% and 40-70% bands.

Chamarajanagar

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





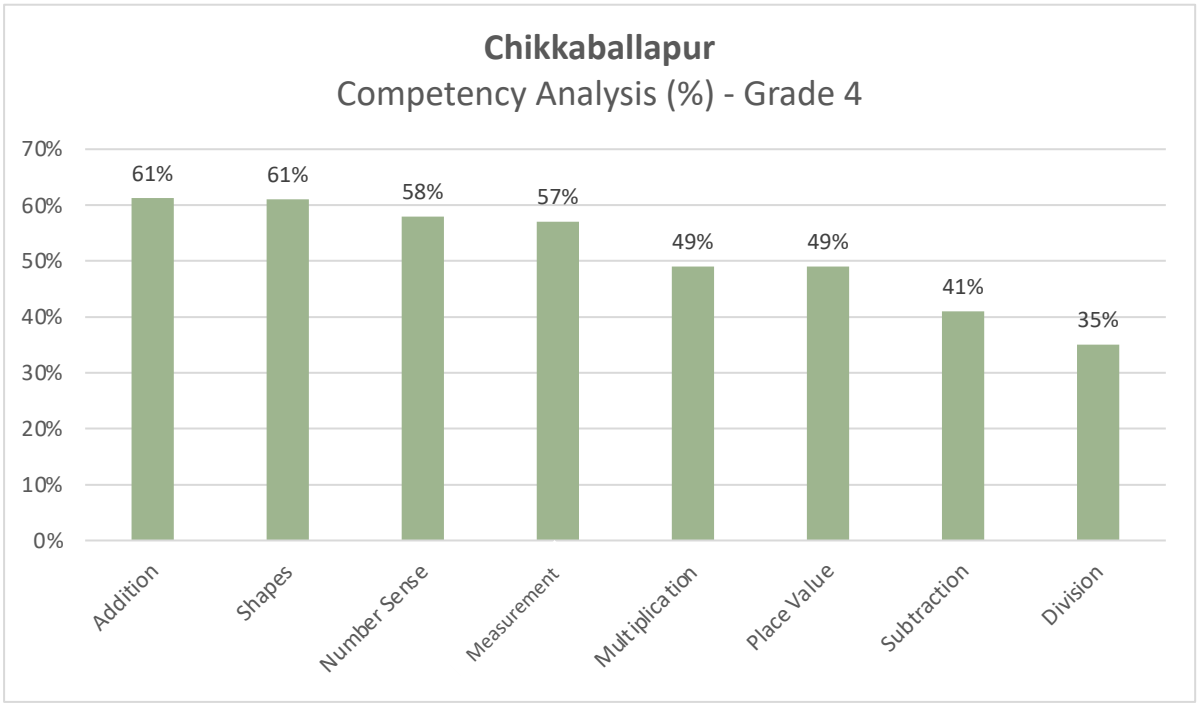
All blocks have their highest number of participants in the 0-40% band.

Chikkaballapur

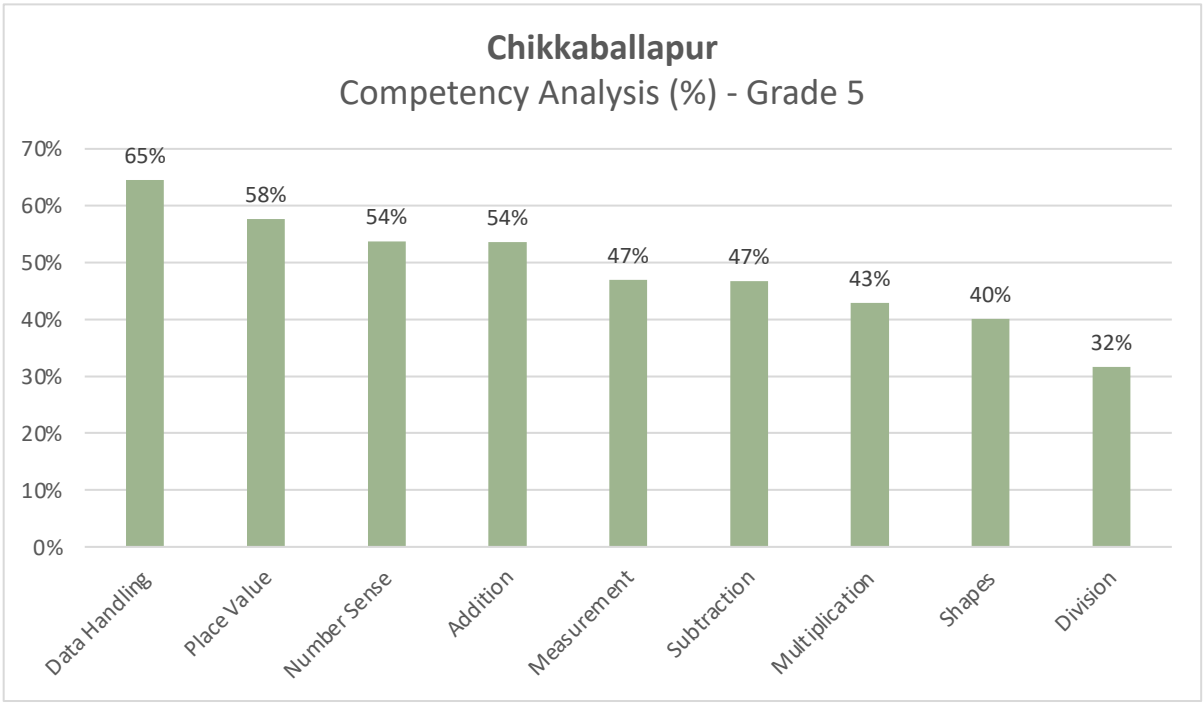
14,261 children from 157 Gram Panchayats and 1,157 schools participated in the GP-level Maths Contests in Chikkaballapur. The contests were facilitated by 291 GP Team Leaders and 1,462 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All six blocks of Chikkaballapur District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

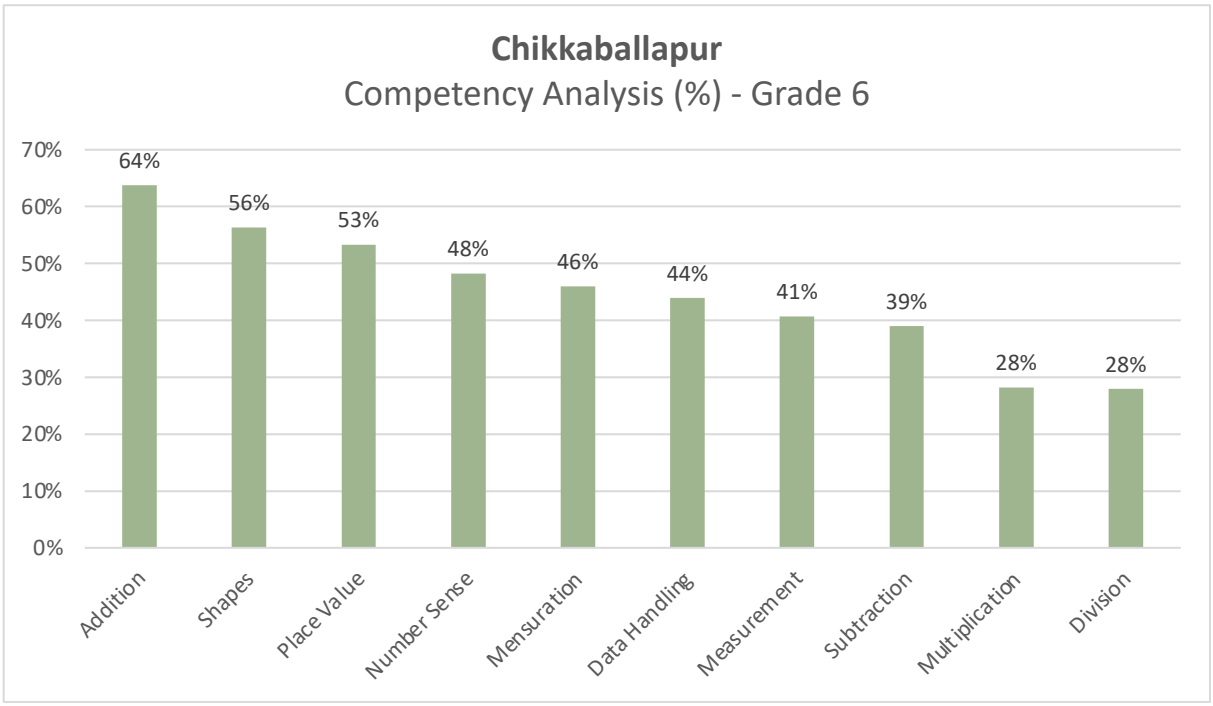
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN CHIKKABALLAPUR?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

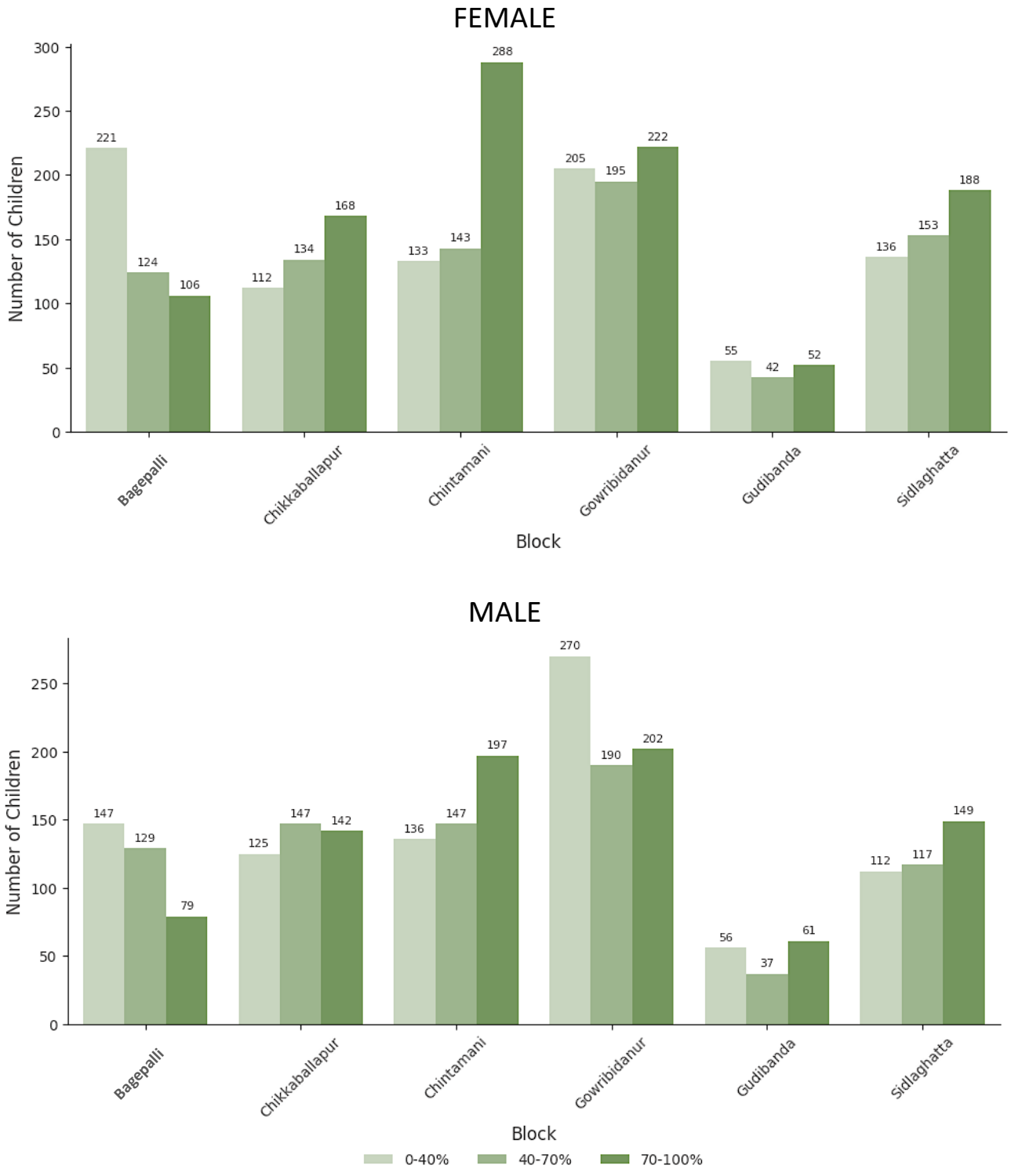


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

Chikkaballapur

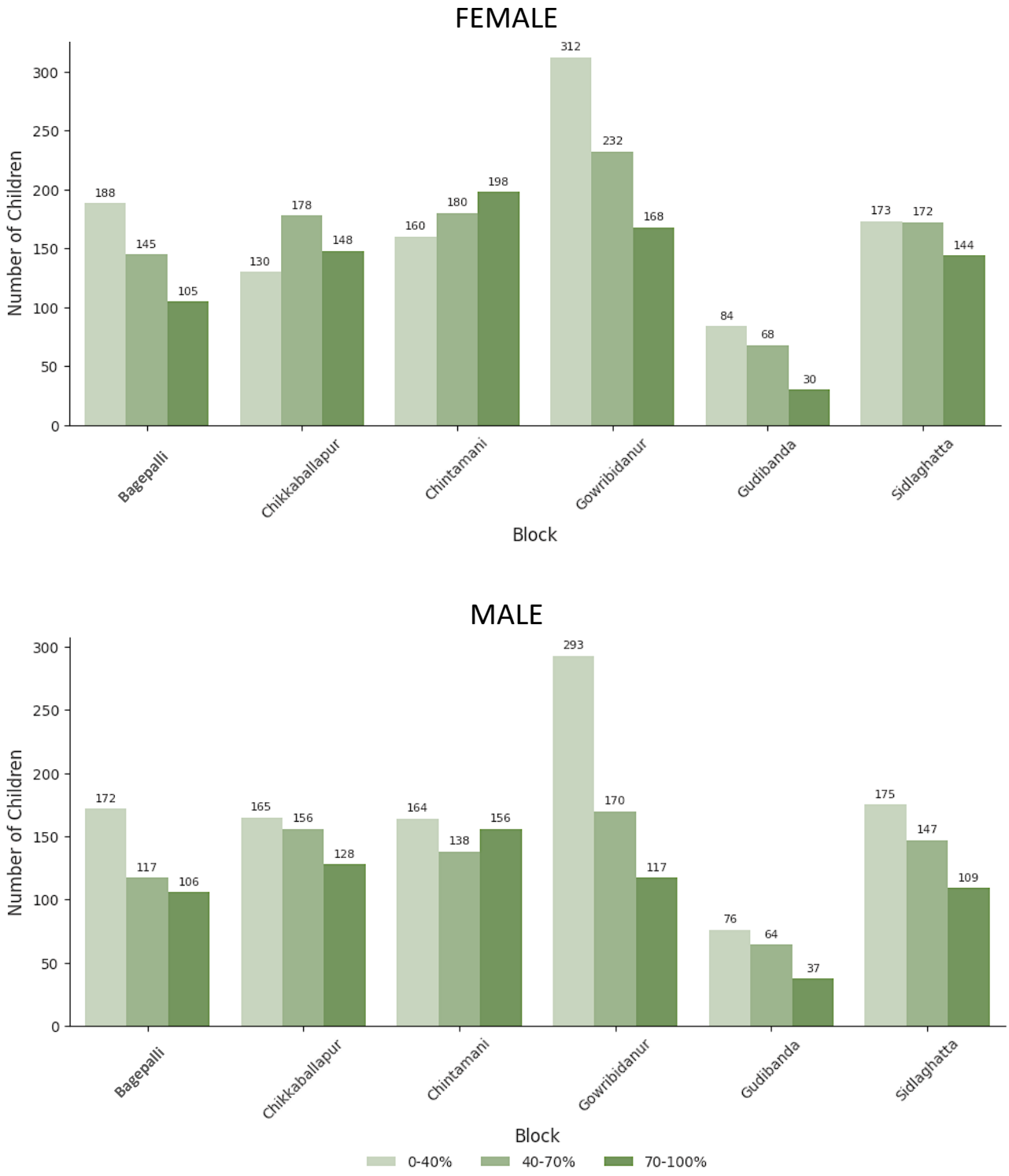
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



Girls did well in all blocks except Bagepalli.
In comparison, the performance of boys was not good.

GRADE 5 : **OVERALL SCORE BY GENDER**

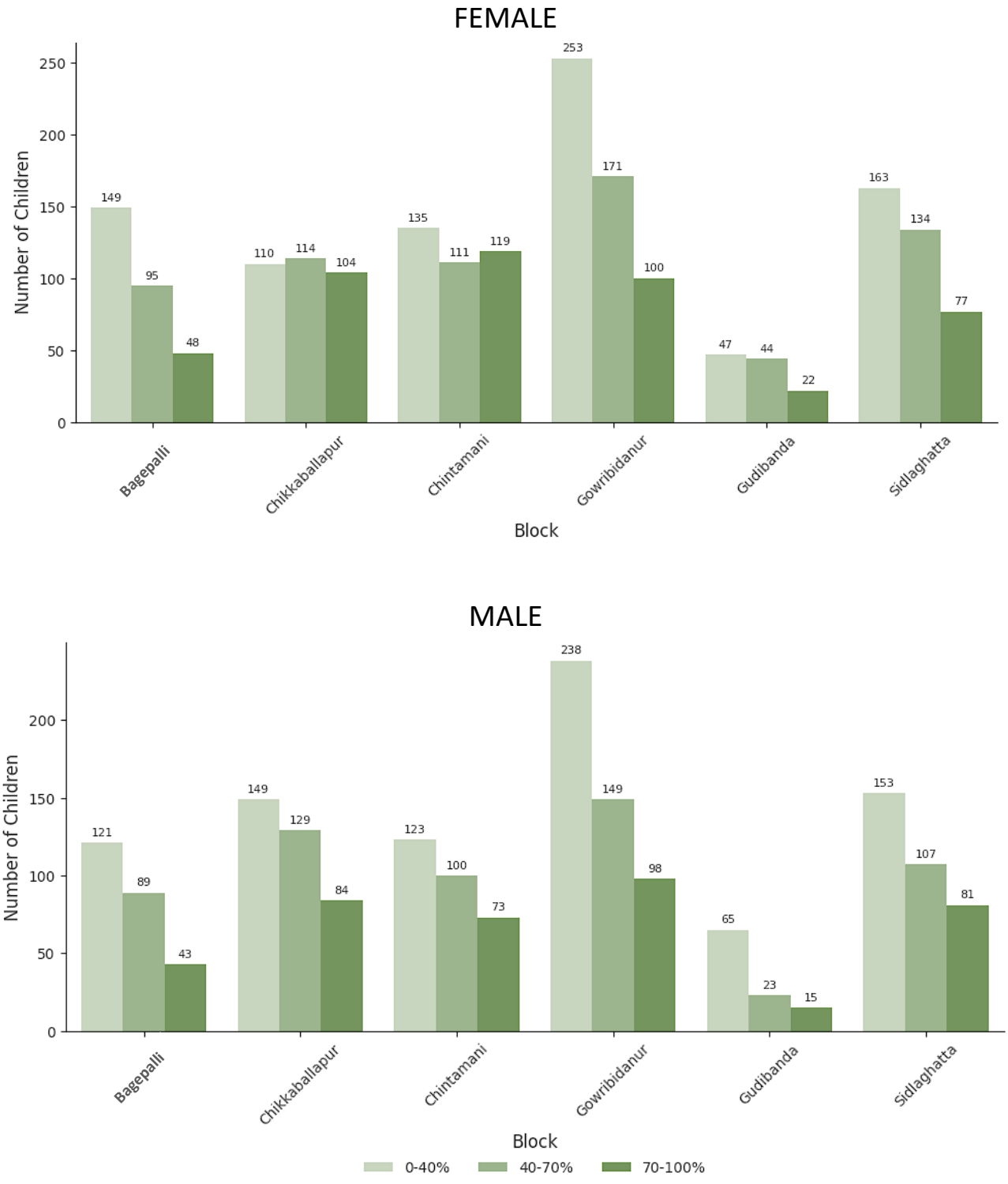


There is a performance drop from grade 4 with more children in grade 5 in the 0-40% band.

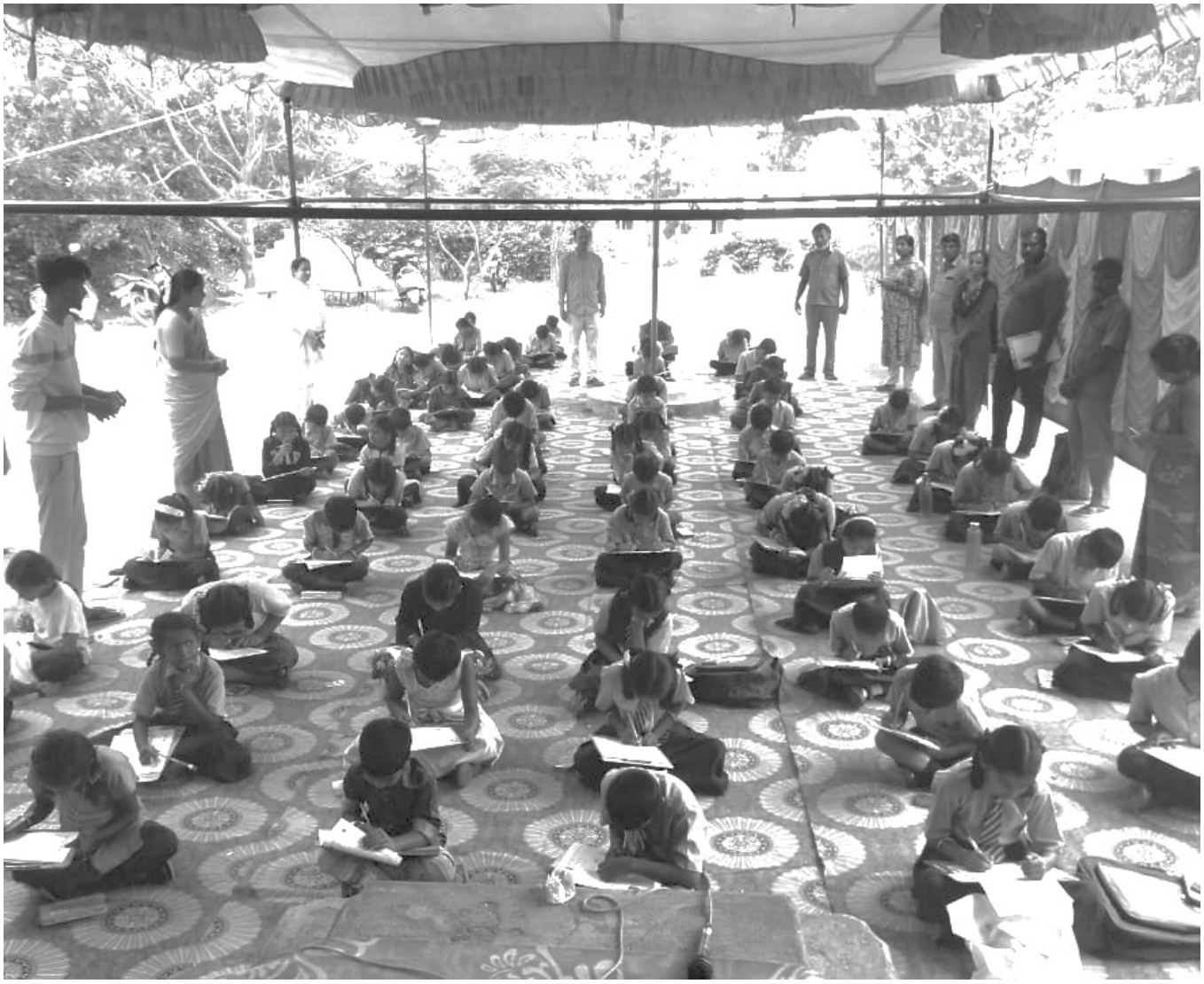
Chikkaballapur

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



Overall, more children in the 0-40% band.

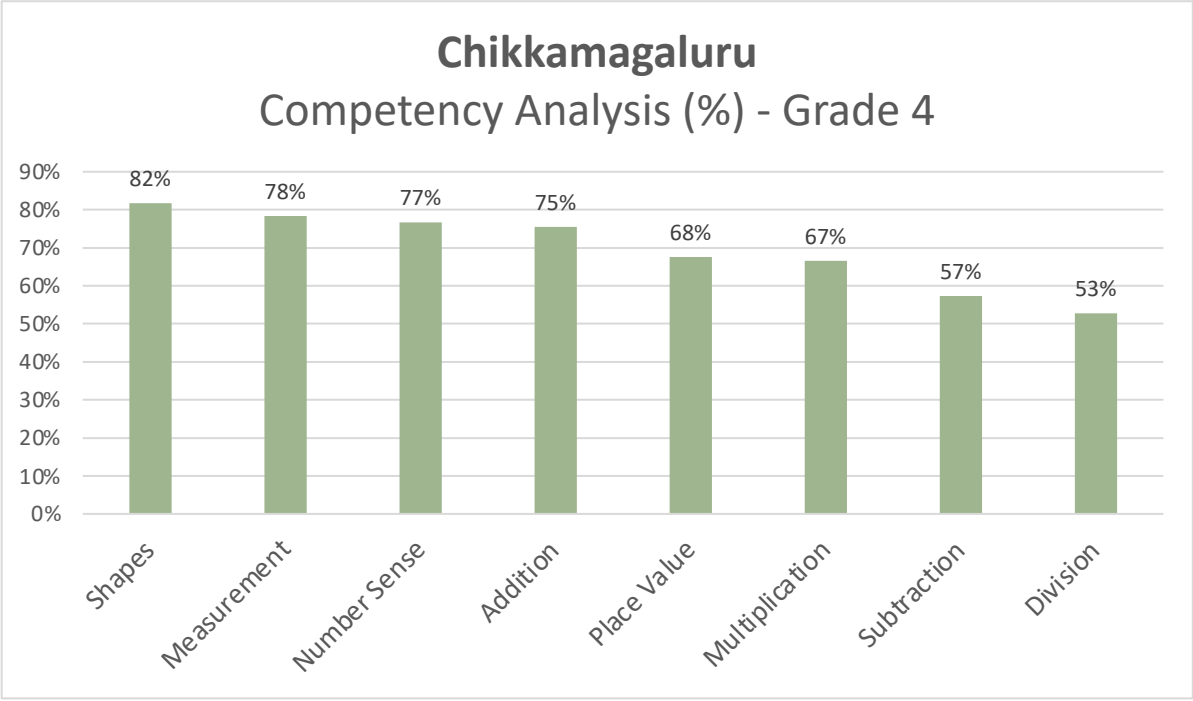


Chikkamagaluru

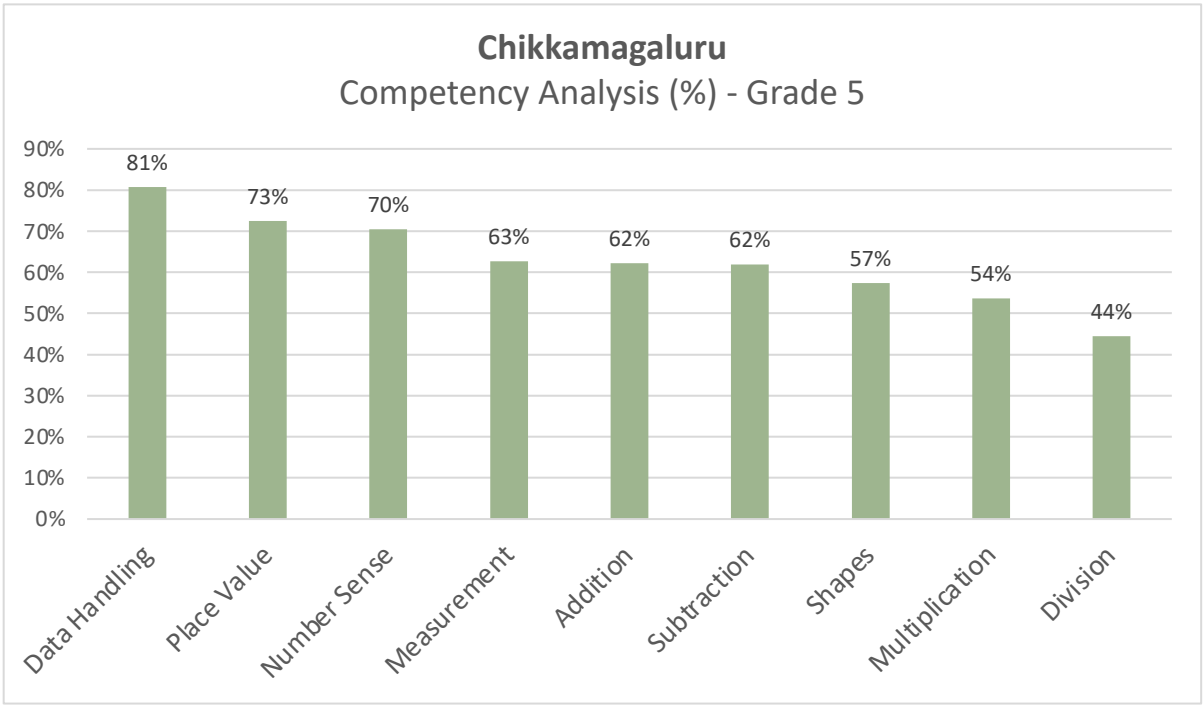
14,100 children from 224 Gram Panchayats and 1,026 schools participated in the GP-level Maths Contests in Chikkamagaluru. The contests were facilitated by 375 GP Team Leaders and 1,686 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All eight blocks of Chikkamagaluru District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

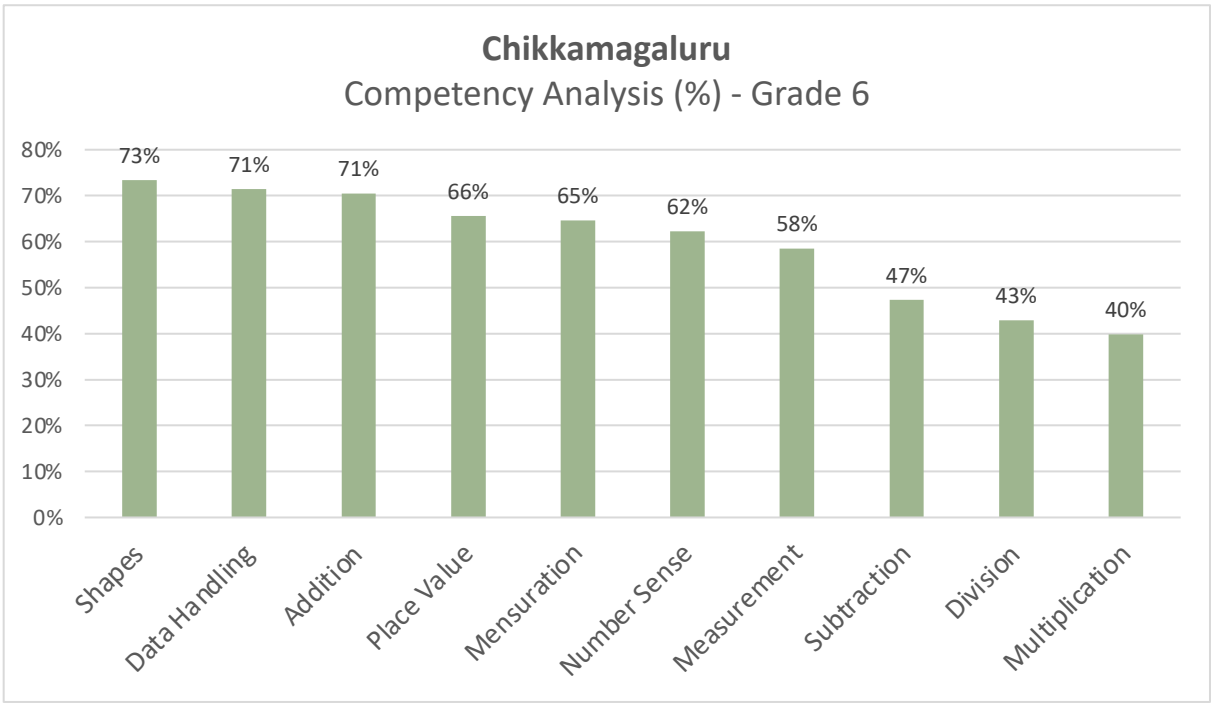
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN CHIKKAMAGALURU?



In grade 4, children found Subtraction and Division difficult while Shapes and Measurement were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Multiplication and Division were the difficult ones.

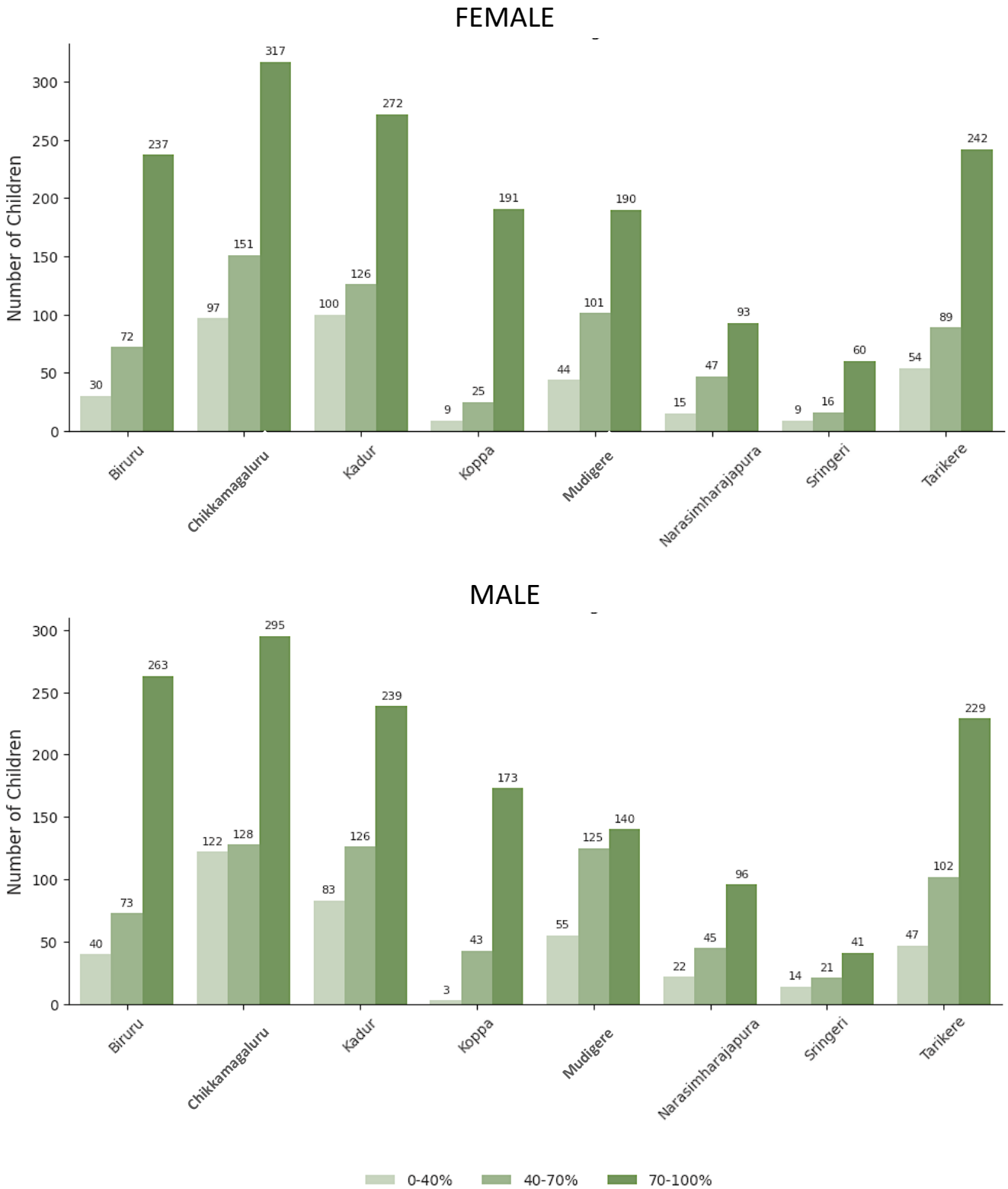


In grade 6, Shapes and Data Handling were the easiest competencies for children while Division and Multiplication were the difficult ones.

Chikkamagaluru

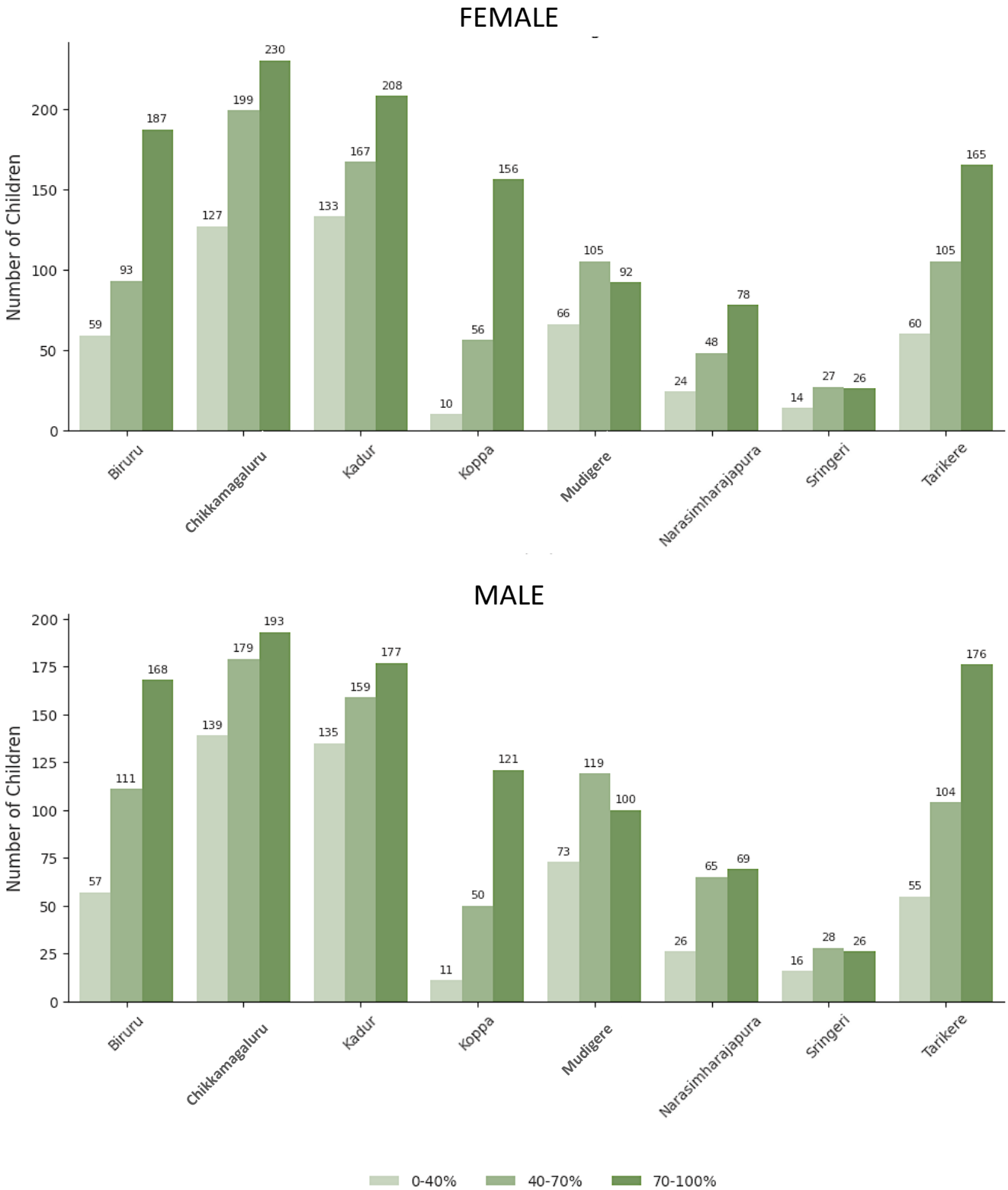
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

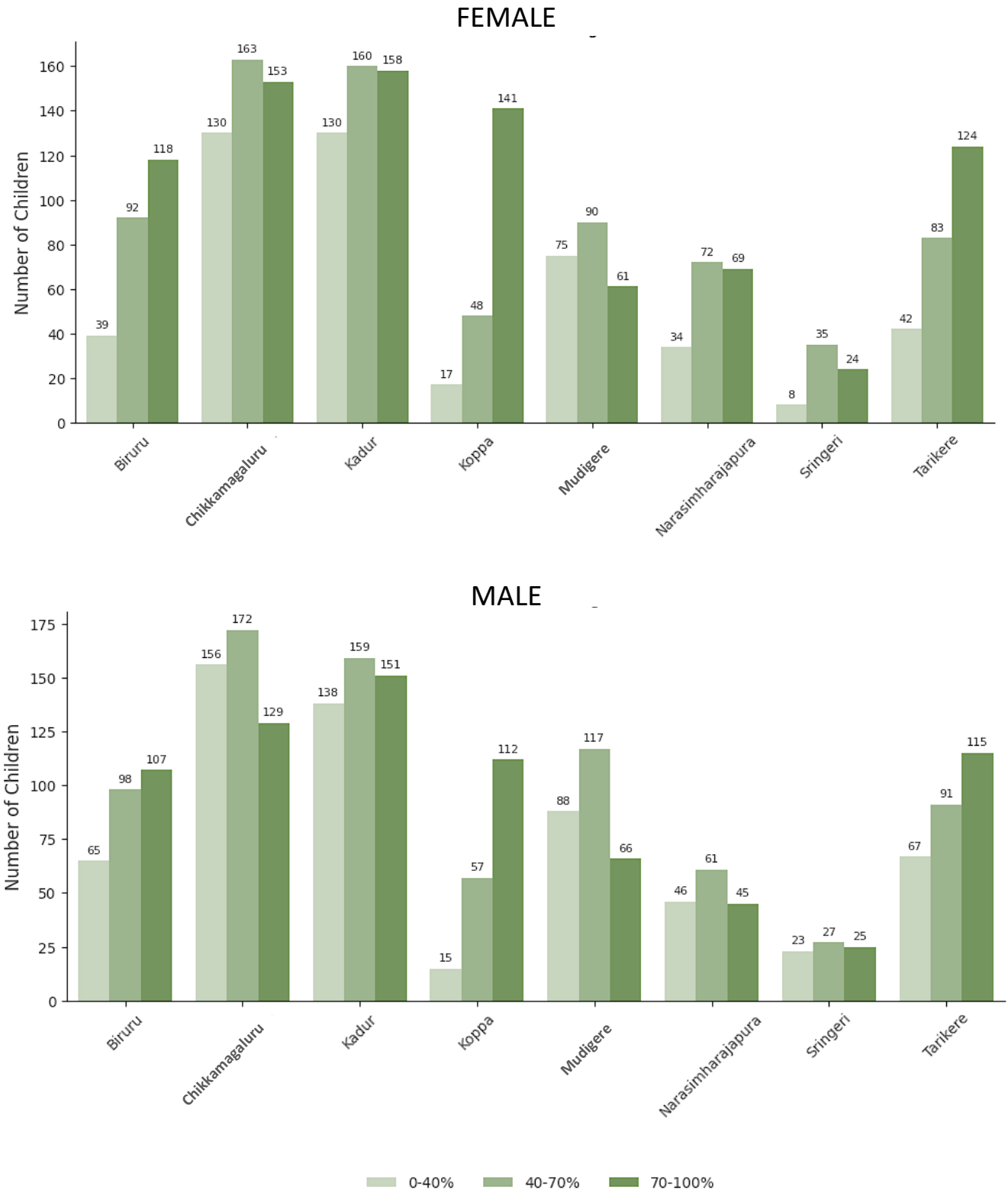


All blocks have their highest number of participants in the 70-100% band.

Chikkamagaluru

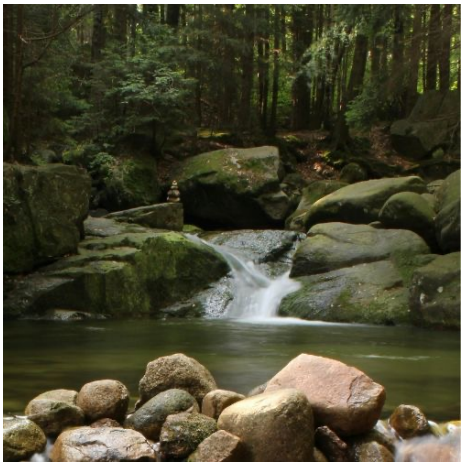
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 40-70% and 70-100% bands.

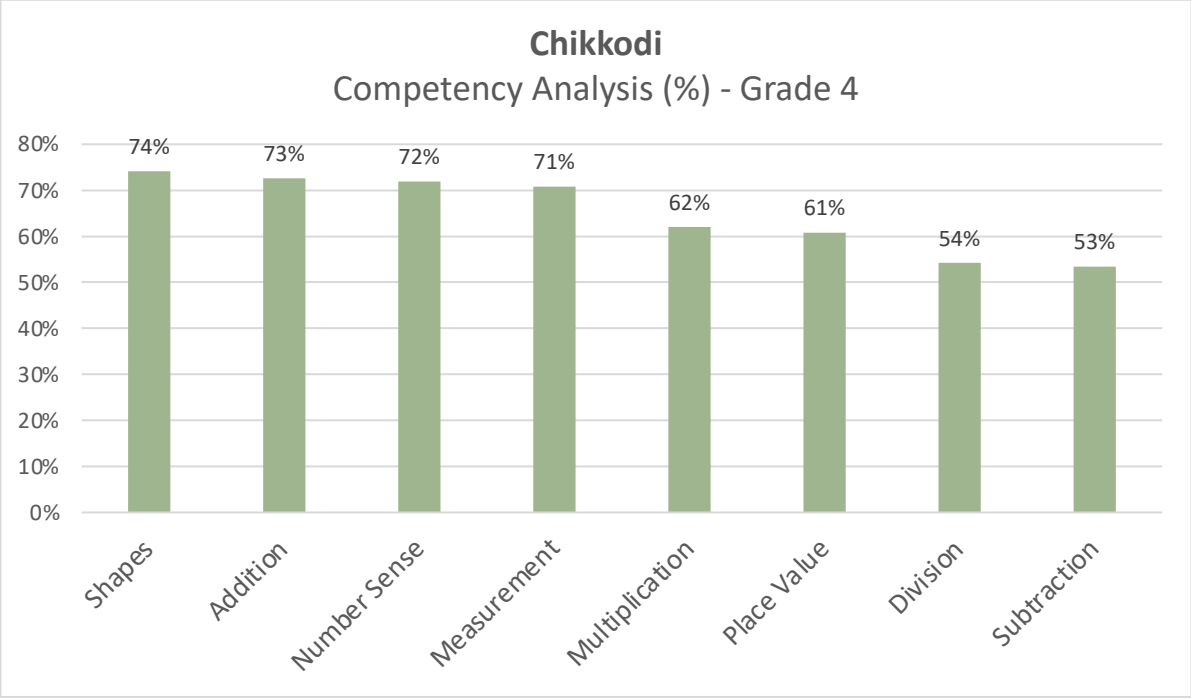
Chikkodi



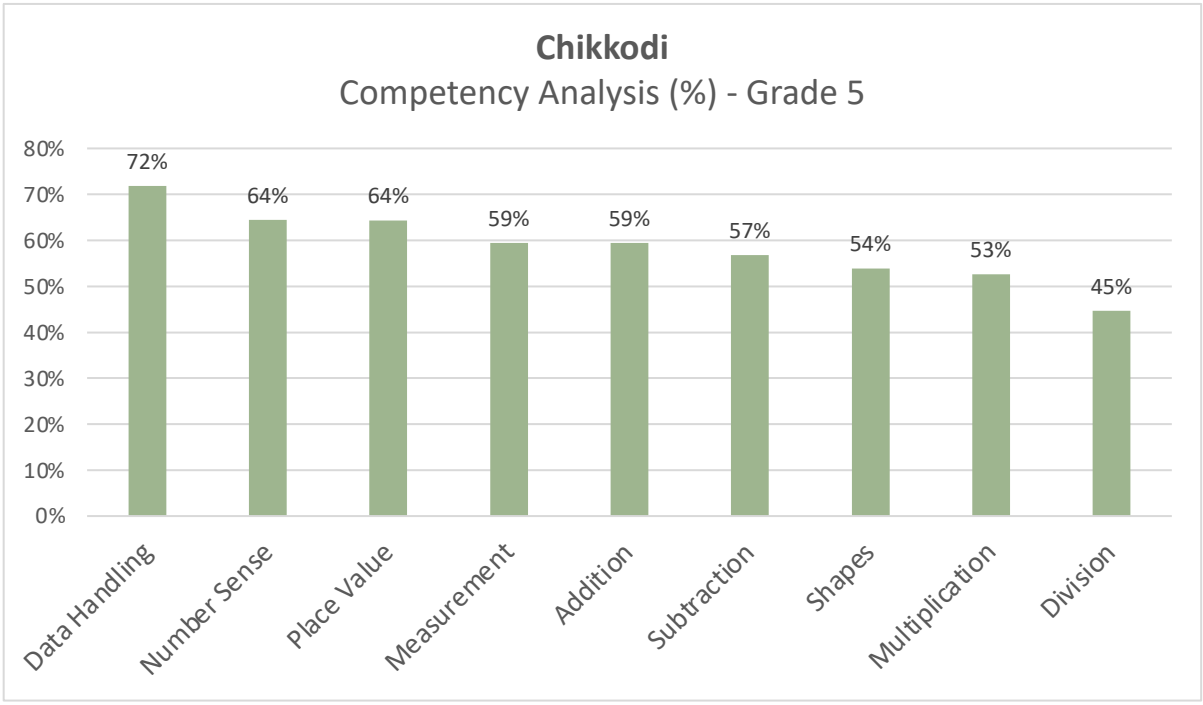
35,795 children from 249 Gram Panchayats and 1,016 schools participated in the GP-level Maths Contests in Chikkodi. The contests were facilitated by 471 GP Team Leaders and 977 Education Volunteers all of whom gave their time and energy on a *pro bono* basis. All eight blocks of Chikkodi District were covered.

The best performing block in the district across all grades was Chikkodi where over 87% of the children could answer 8 out of 20 questions correctly. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

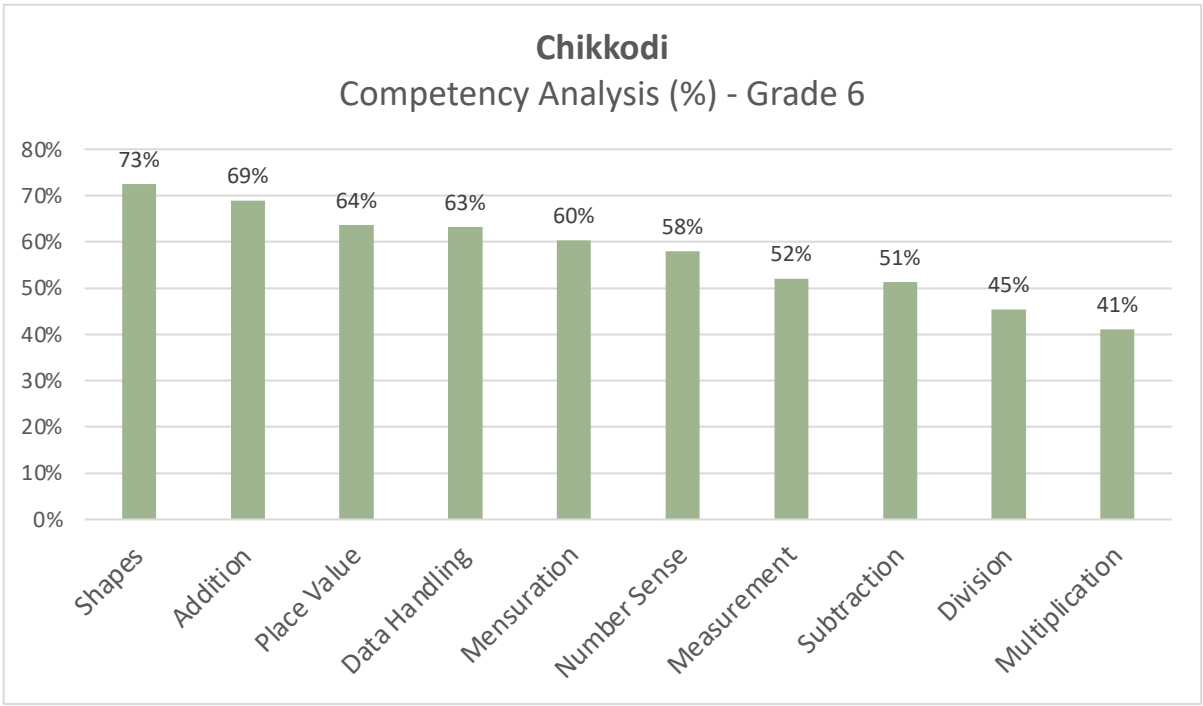
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN CHIKKODI?



In grade 4, children found Subtraction and Division difficult while Addition and Shapes were the easiest competencies.



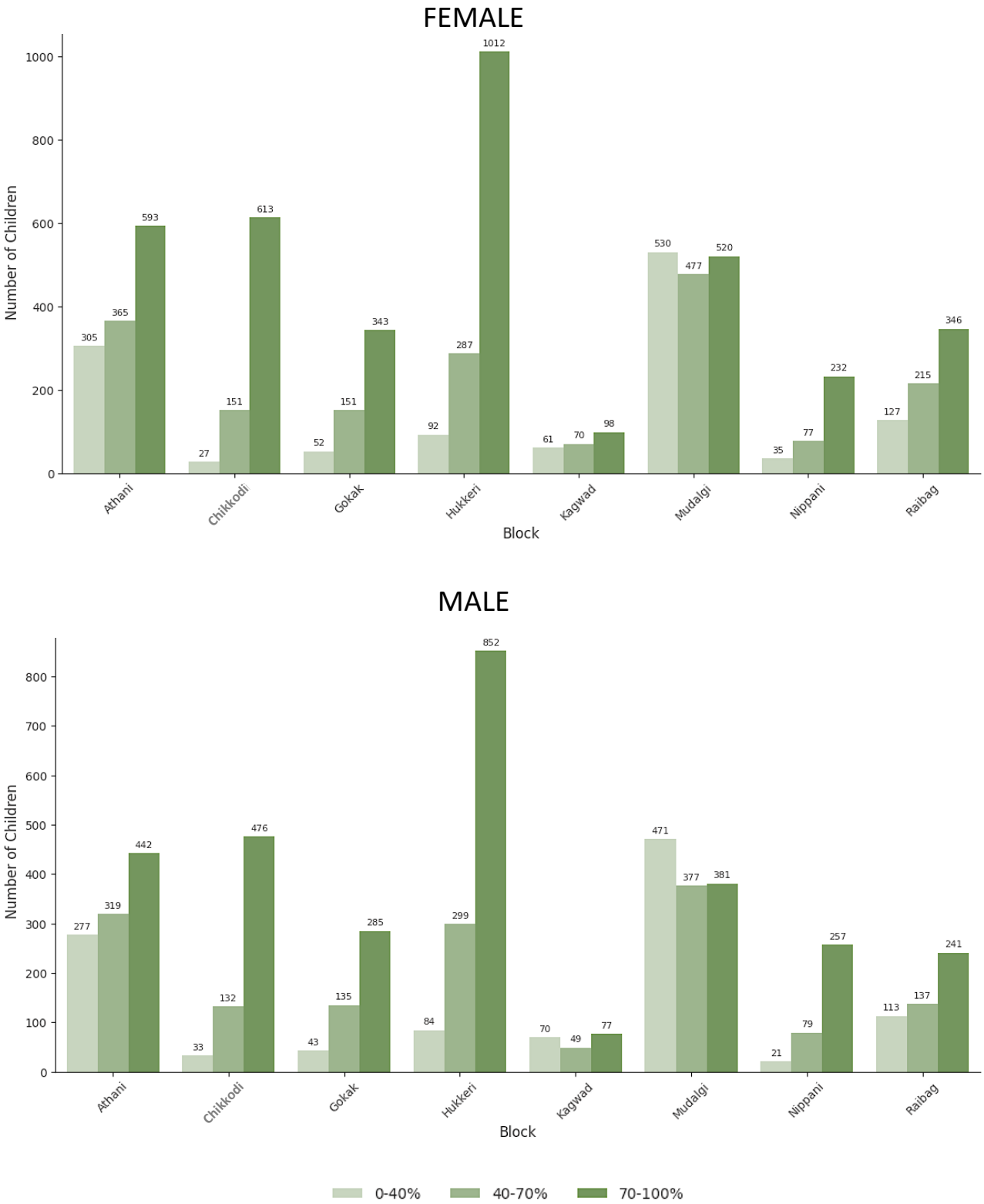
In grade 5, Data Handling and Number Sense were the easiest competencies for children while Multiplication and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

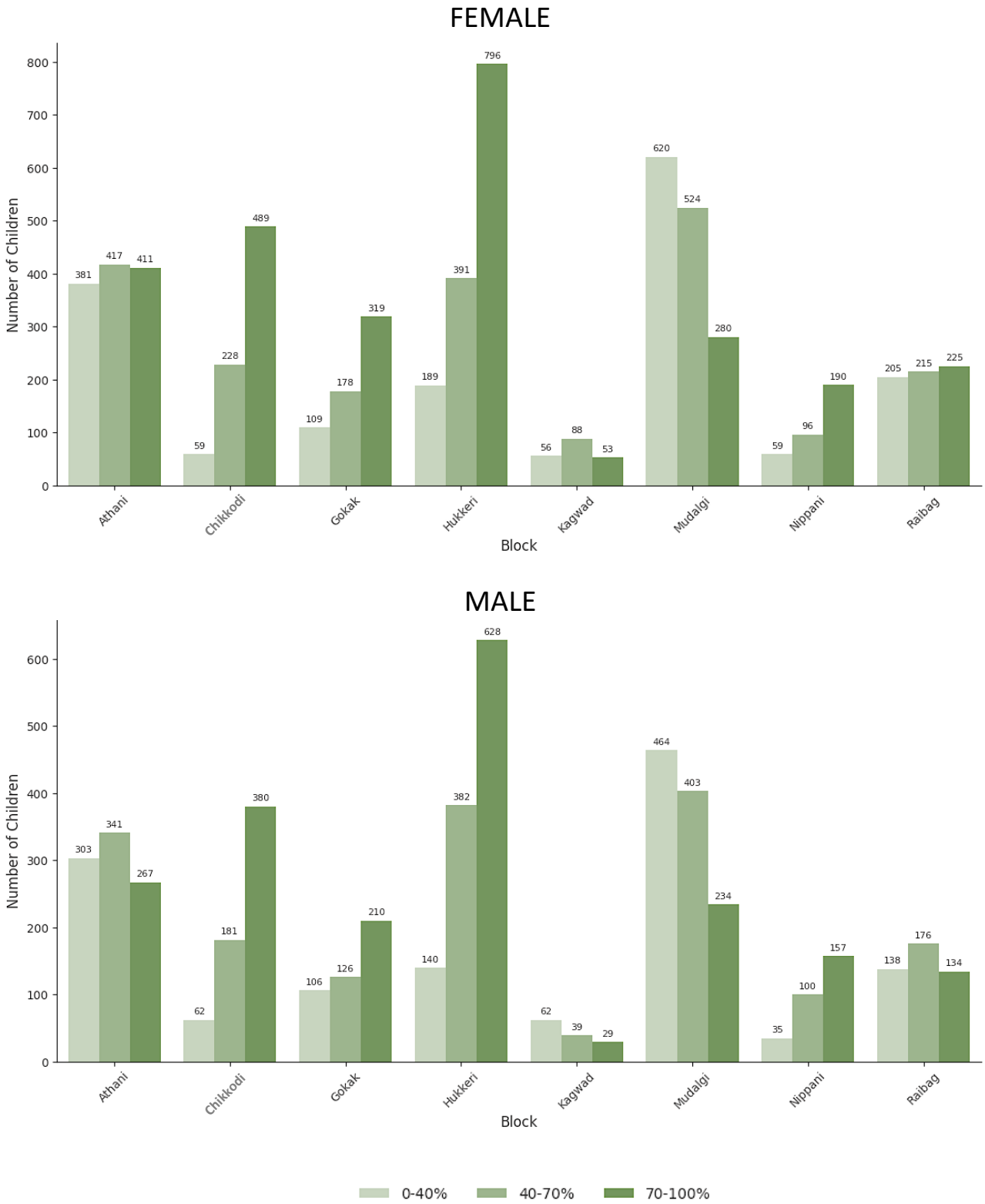
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band with children in Hukkeri and Chikkodi blocks performing best.

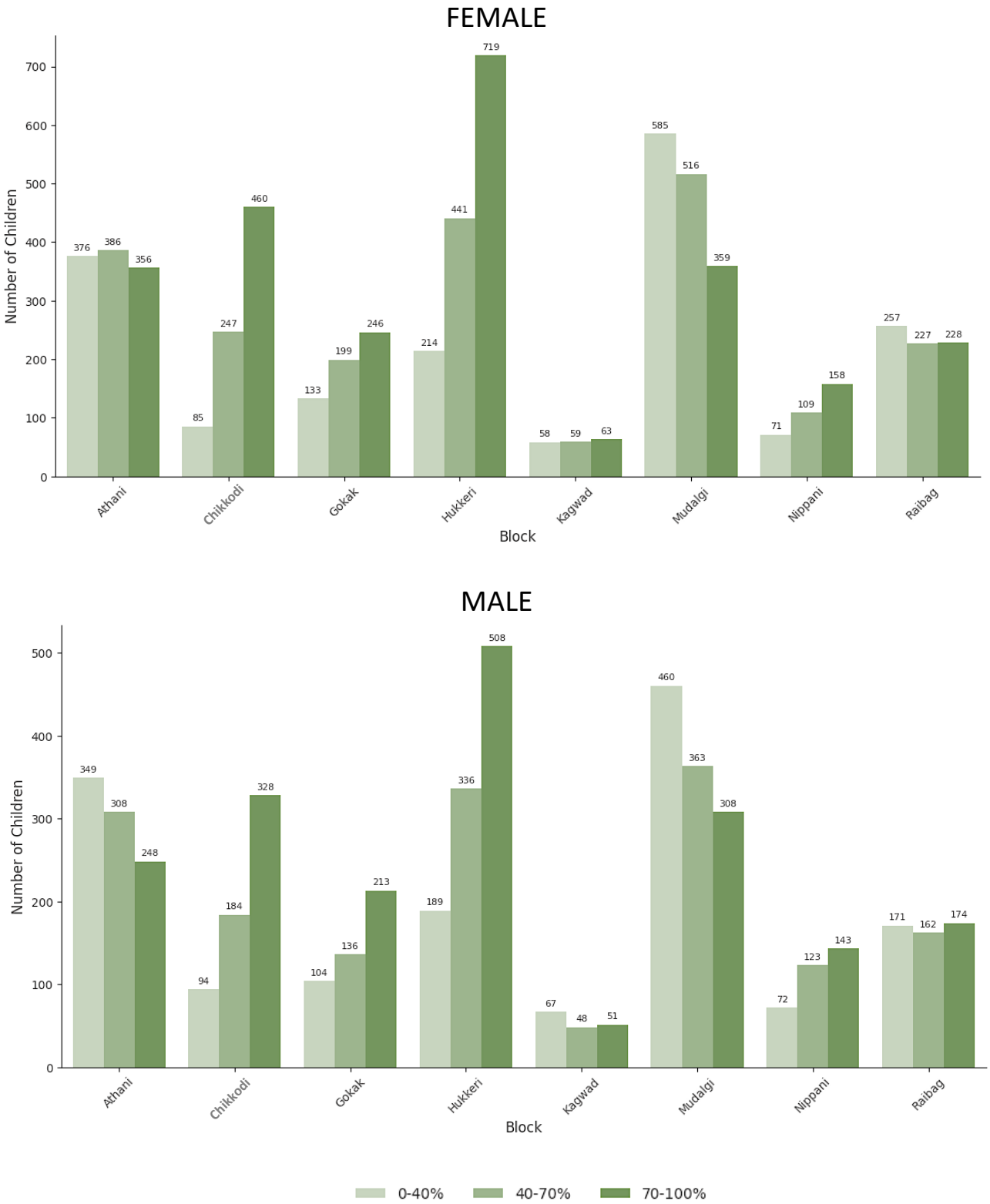
GRADE 5 : **OVERALL SCORE BY GENDER**



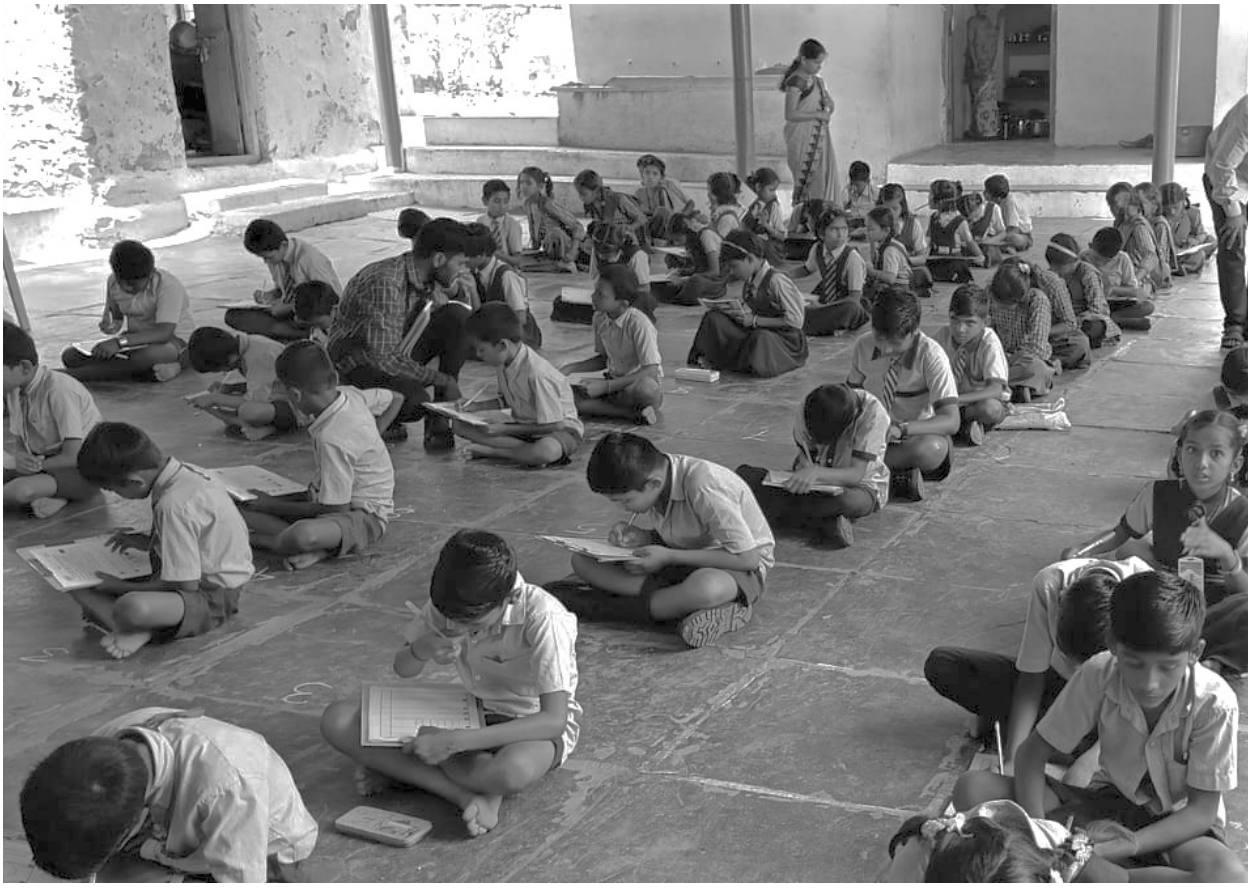
All blocks have a maximum number of children in the 40-70% and 70-100% bands. Girls perform better than boys. Hukkeri and Chikkodi continue to the be best performing blocks.

HOW DID CHILDREN PERFORM?

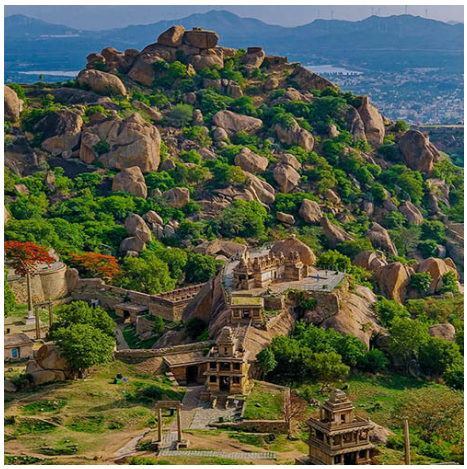
GRADE 6 : **OVERALL SCORE BY GENDER**



All blocks have a maximum number of children in the 40-70% and 70-100% bands. Hukkeri and Chikkodi continue to be the best performing blocks.



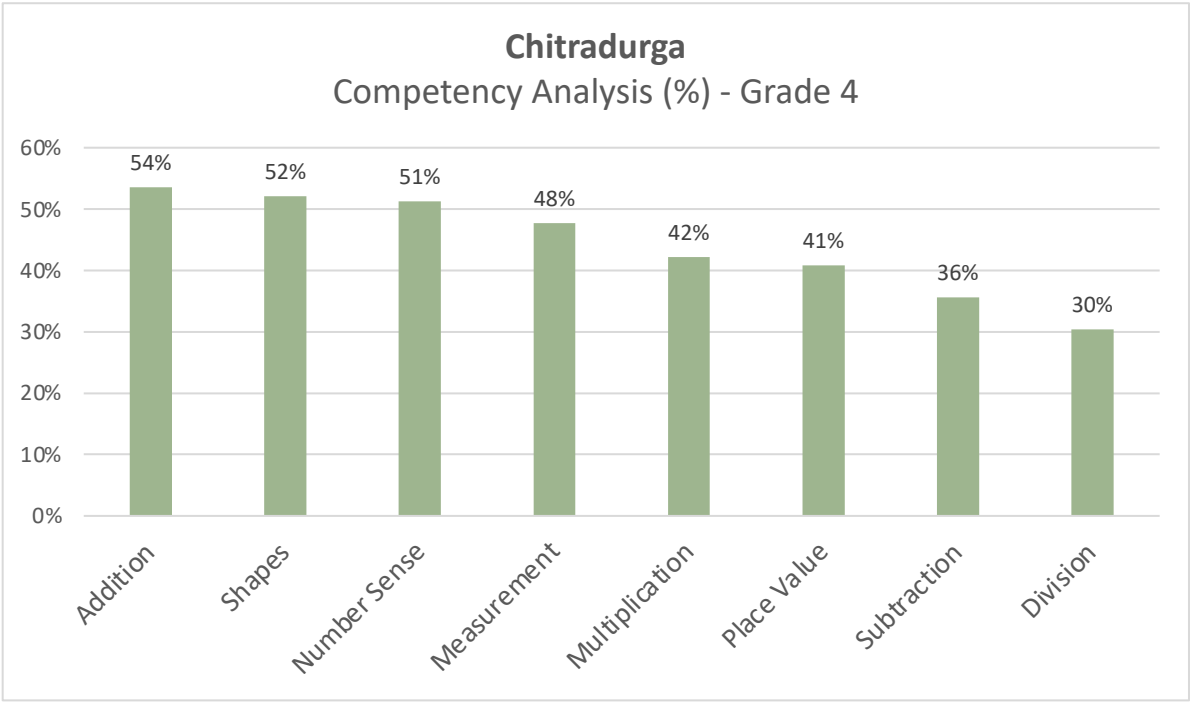
Chitradurga



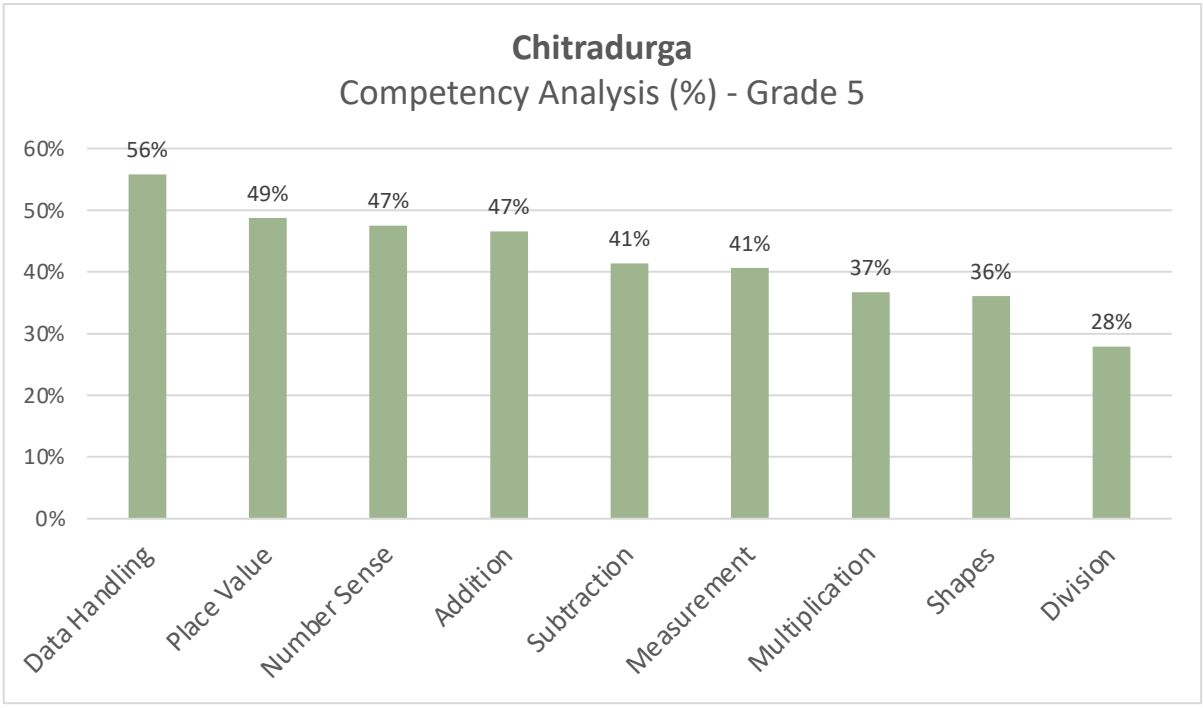
29,415 children from 188 Gram Panchayats and 1,341 schools participated in the GP-level Maths Contests in Chitradurga. The contests were facilitated by 378 GP Team Leaders and 1,134 Education Volunteers all of whom gave their time and energy on *a pro bono* basis.

All six blocks of Chitradurga District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

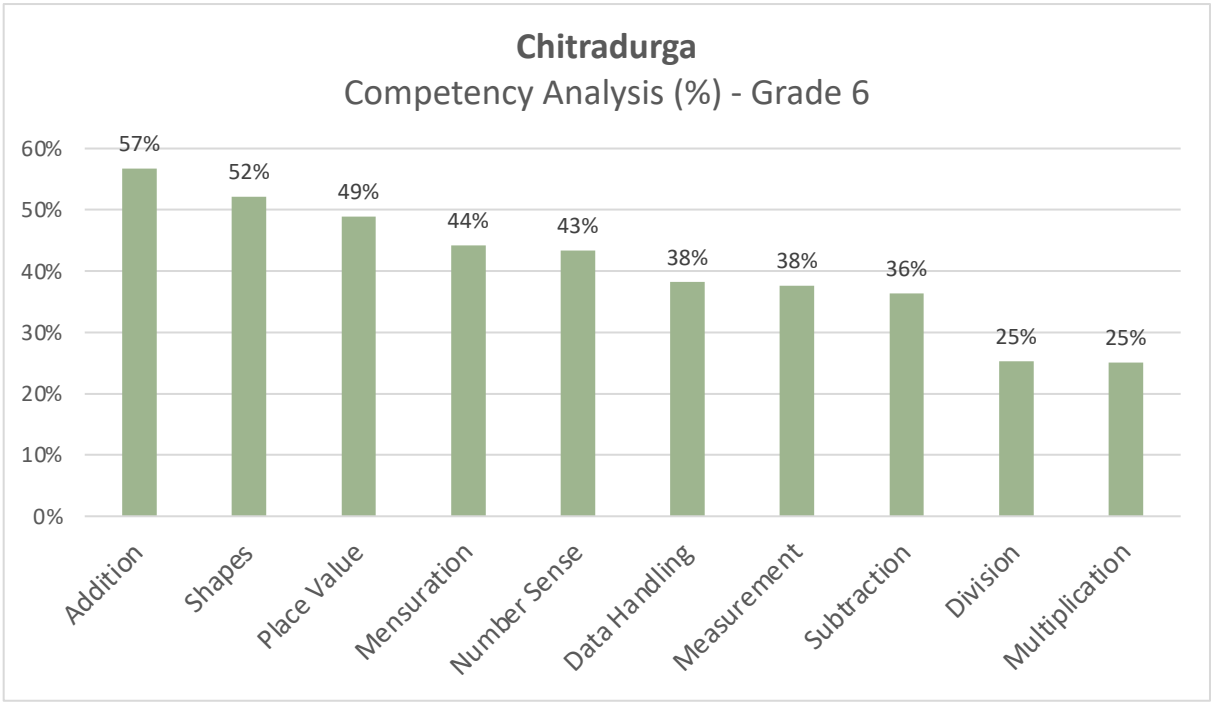
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN CHITRADURGA?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



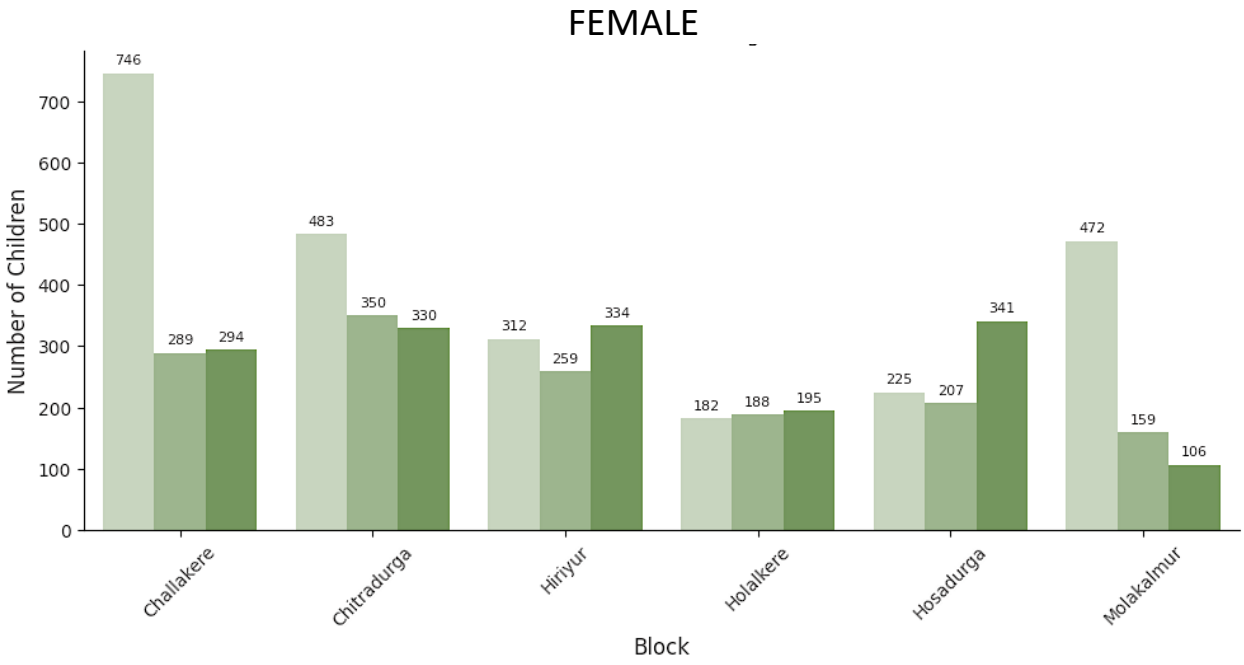
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

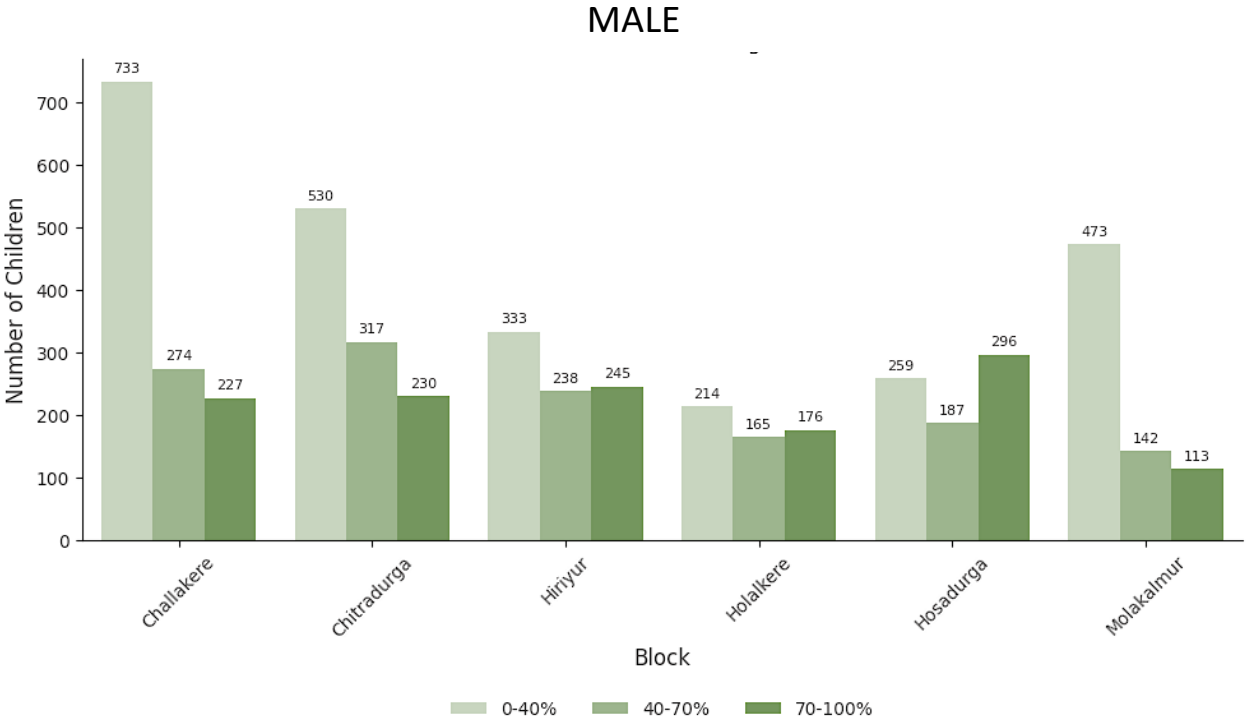


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

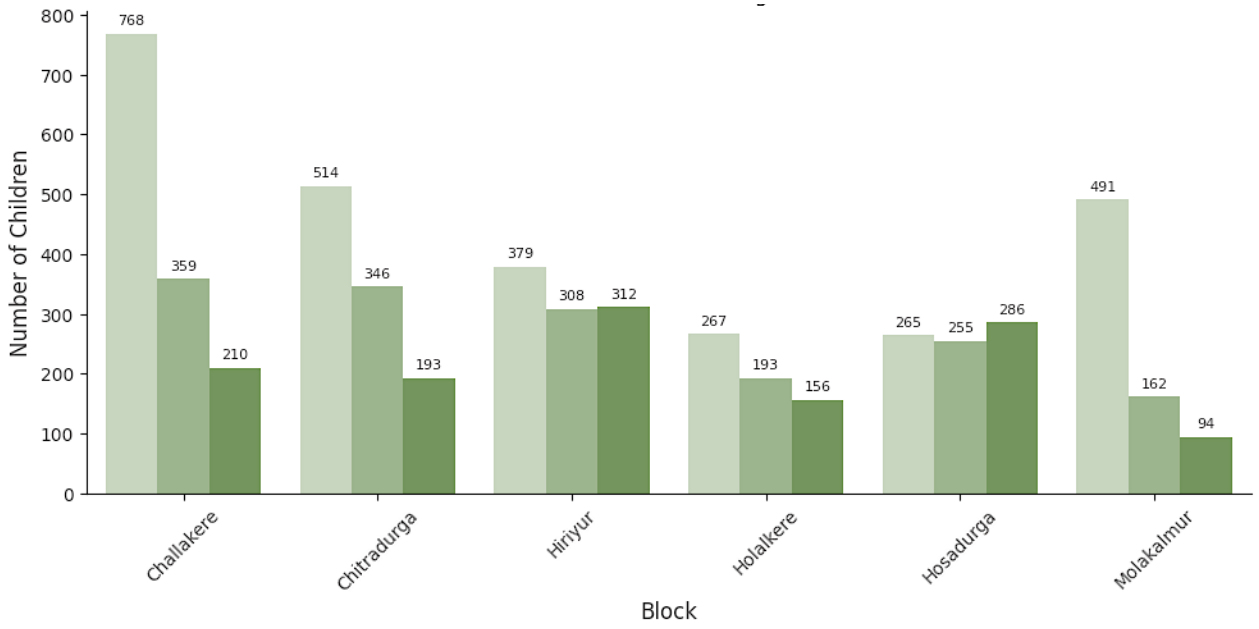




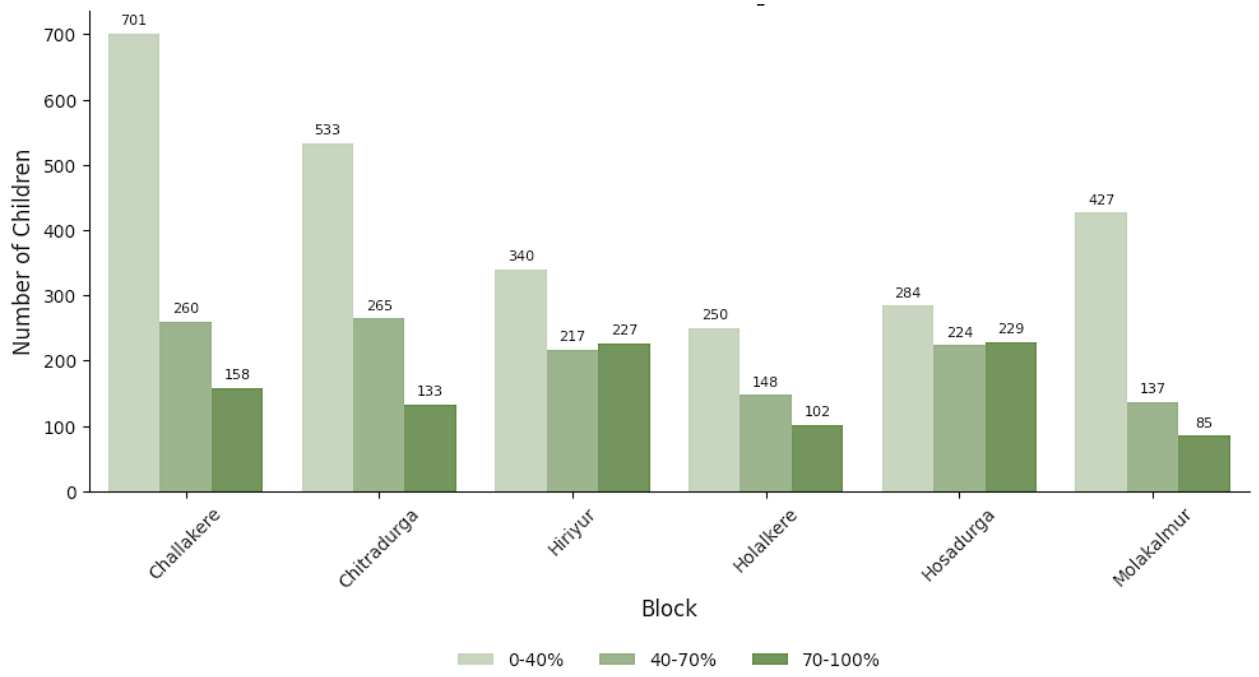
All blocks have their highest number of participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

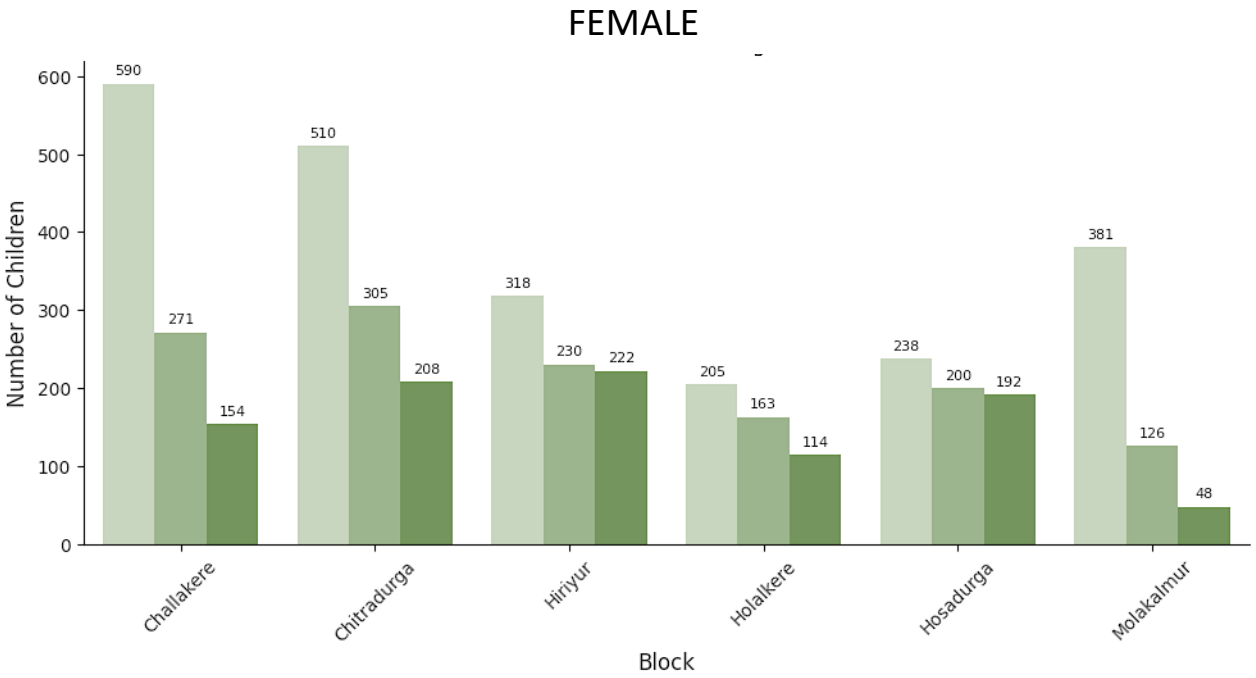


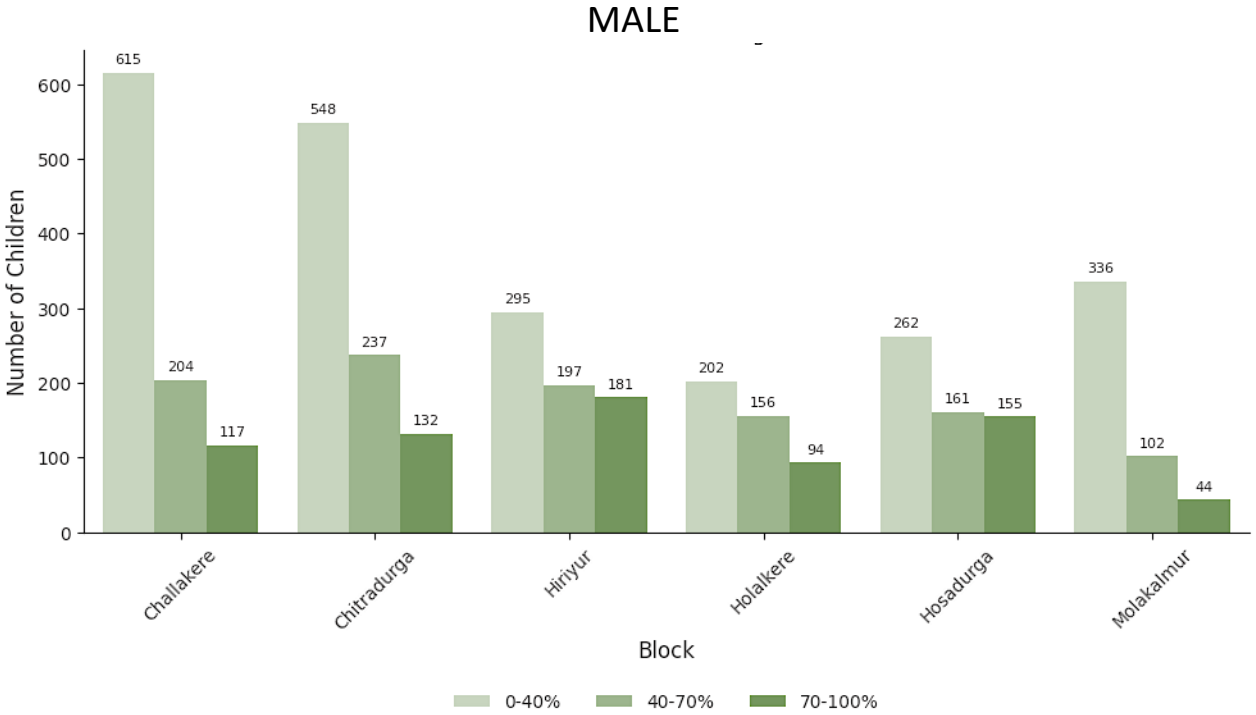
All blocks have their highest number of participants in the 0-40% band.

Chitradurga

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





All blocks have their highest number of participants in the 0-40% band.

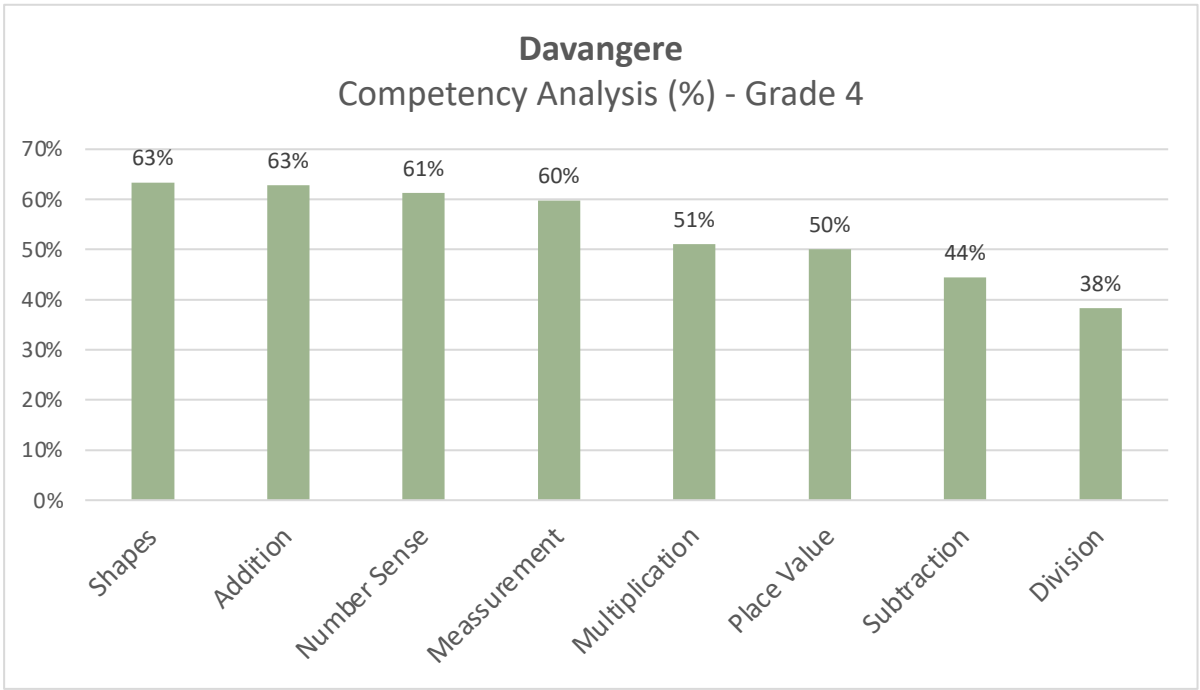

ಗ್ರಾಮ ಪಂಚಾಯತಿ ಮಟ್ಟದ ಬಾಲಾ ಸಭೆ
ಗೌರವ ಧನ ಆಂದೋಲನಾ ಕಾರ್ಯಕ್ರಮ

Davangere

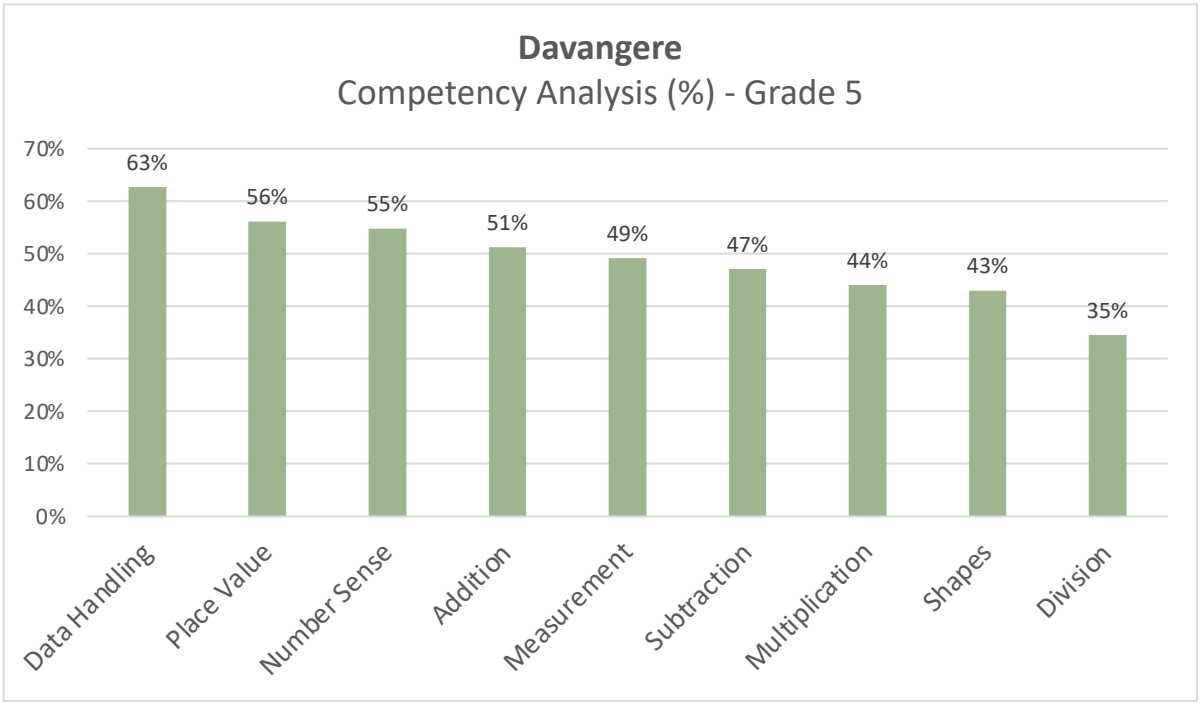
19,779 children from 194 Gram Panchayats and 821 schools participated in the GP-level Maths Contests in Davangere. The contests were facilitated by 372 GP Team Leaders and 980 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All six blocks of Davangere District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

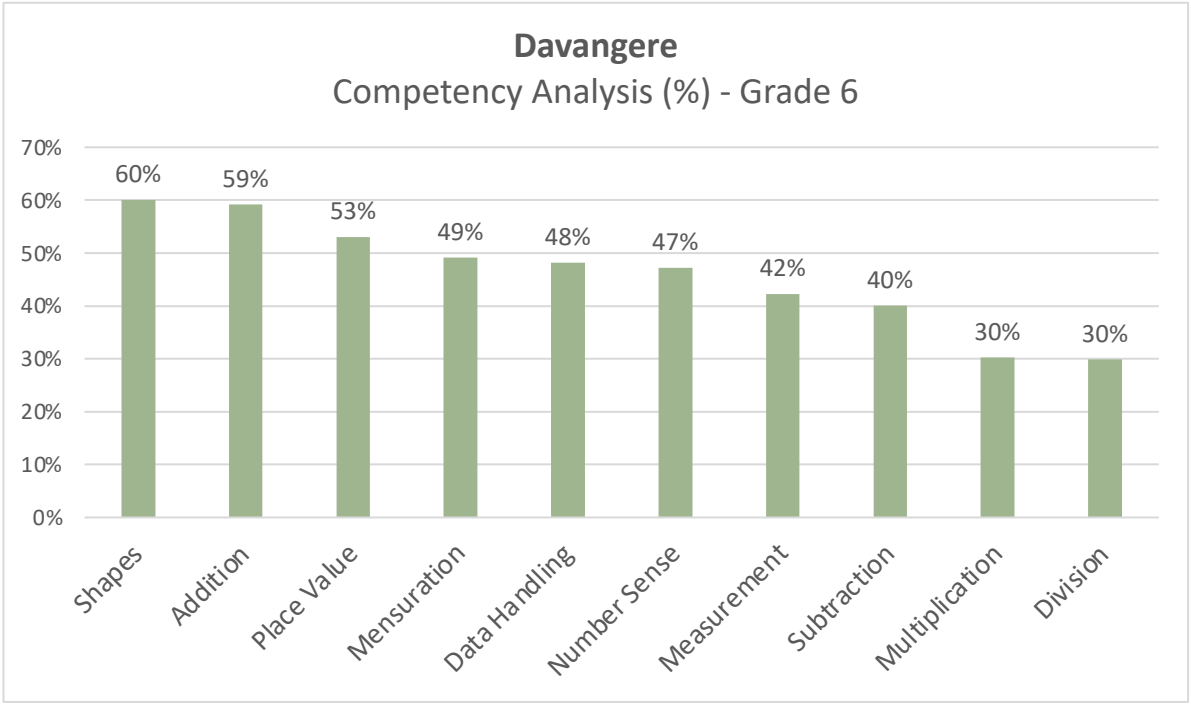
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN DAVANGERE?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



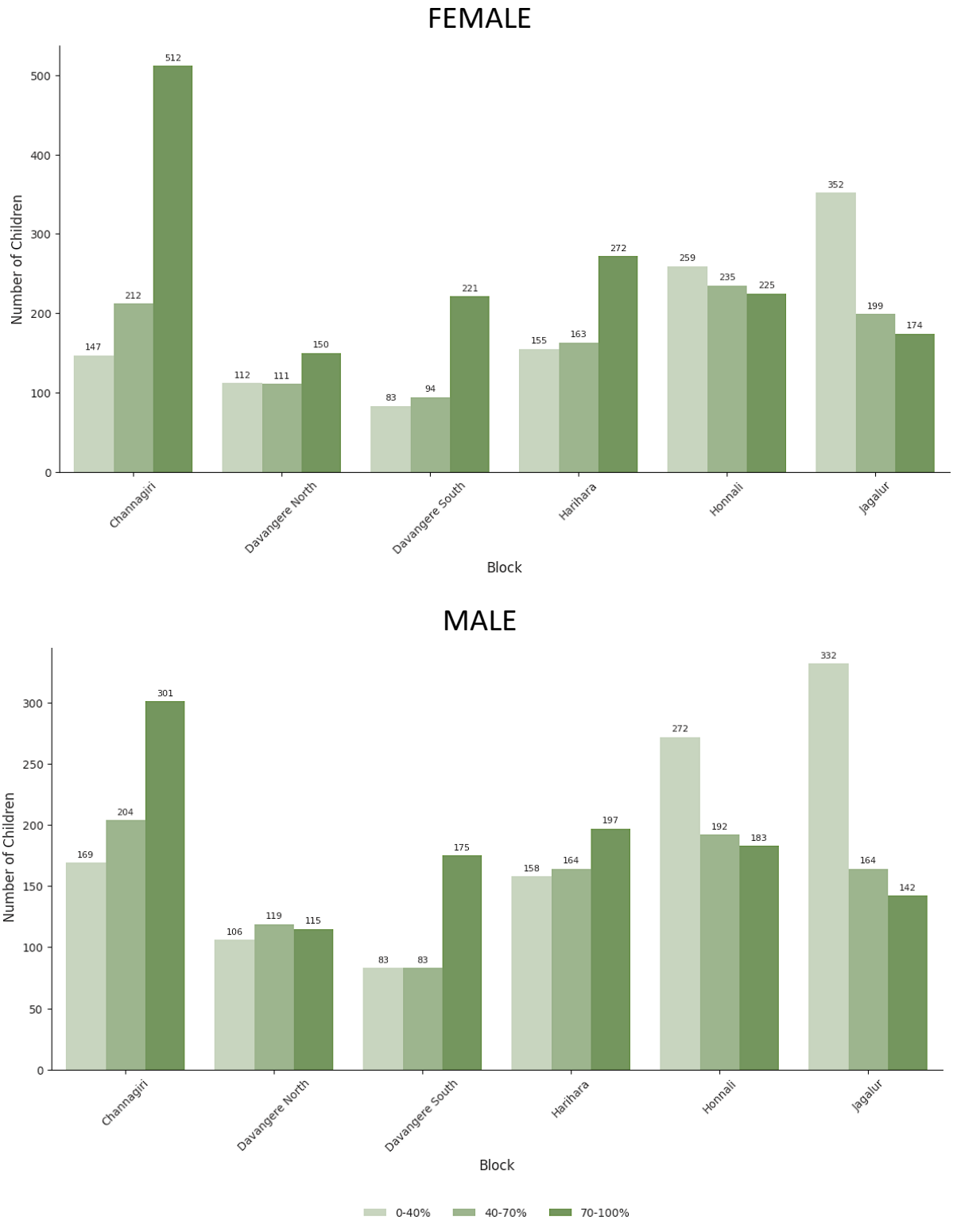
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

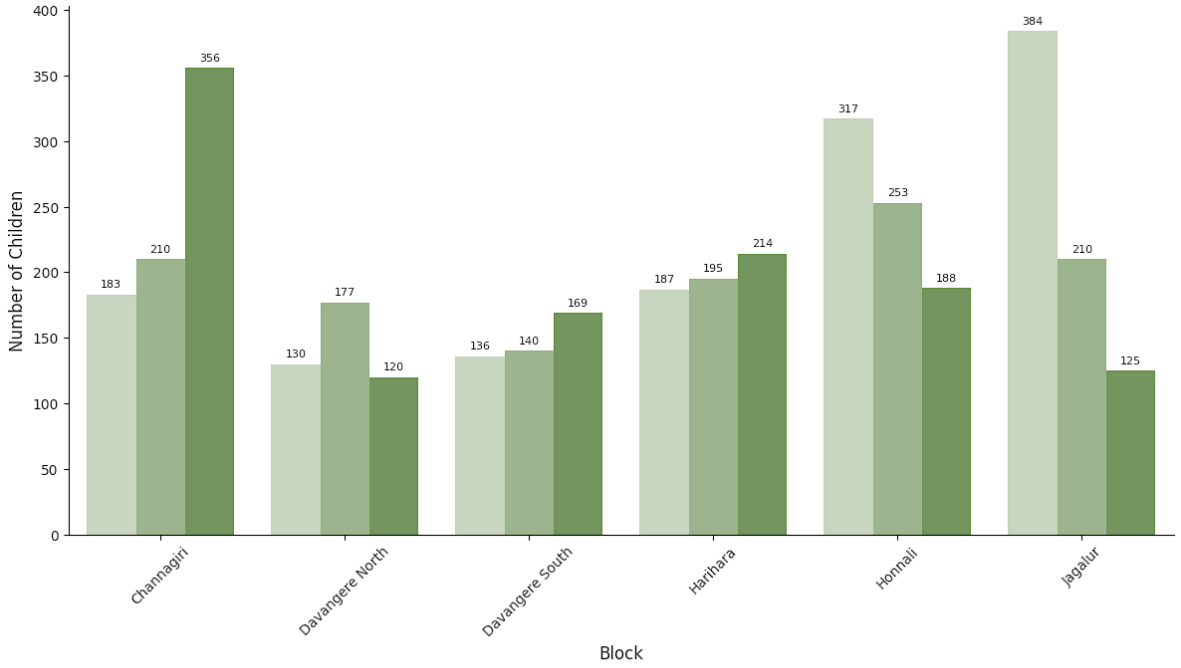
GRADE 4 : **OVERALL SCORE BY GENDER**



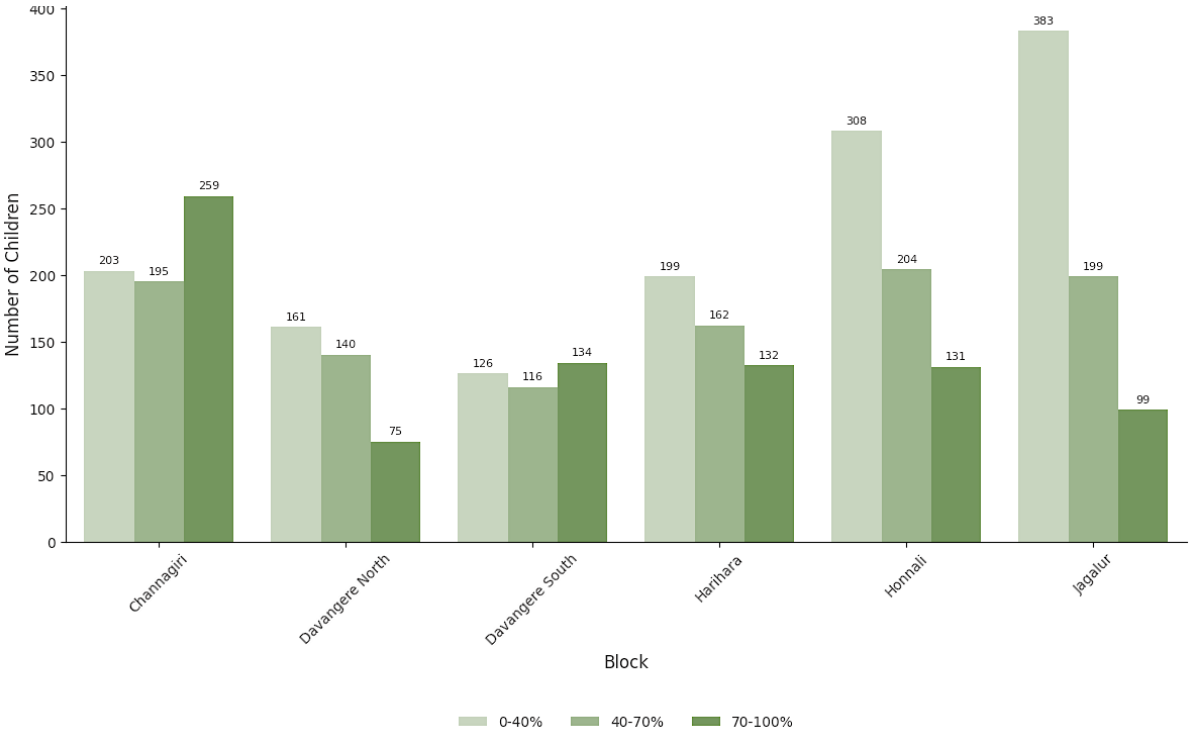
Honnali and Jagalur blocks have a large number of children in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

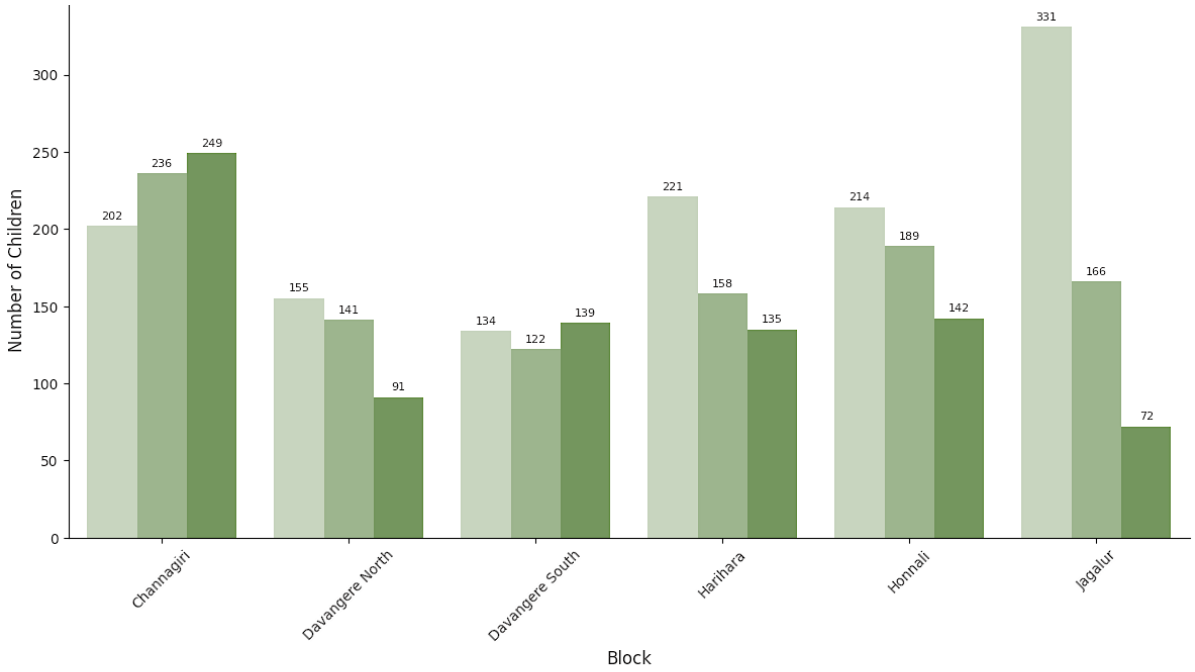


Children in Channagiri block continue to perform the best while Honnali and Jagalur blocks performed poorly with most children in the 0-40% band.

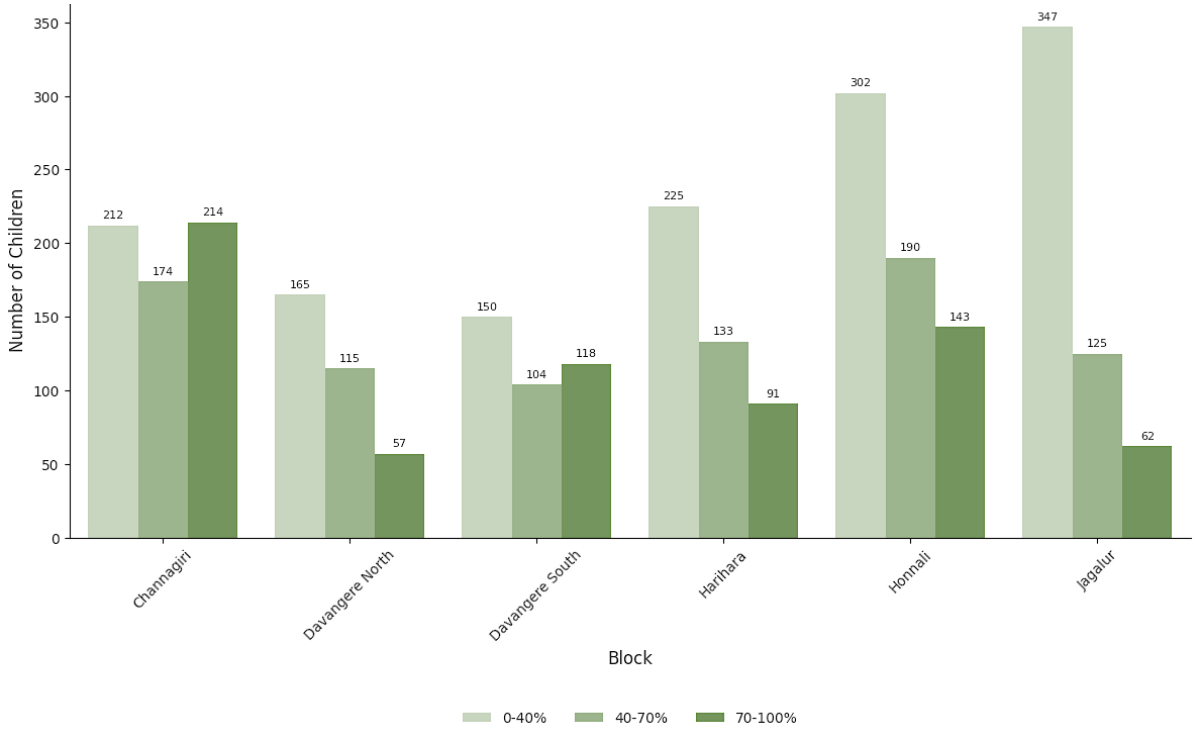
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



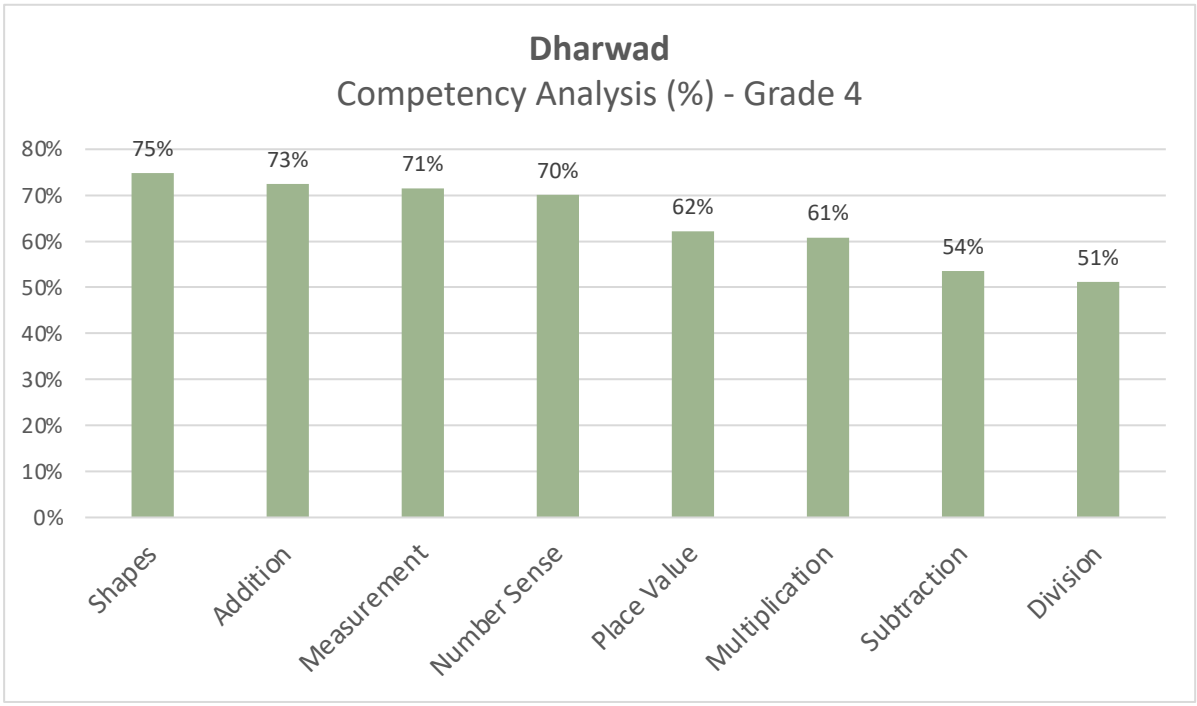
Honnali, Jagalur and Harihara blocks performed poorly with most children in the 0-40% band. Channagiri continues to be the leading block.

Dharwad

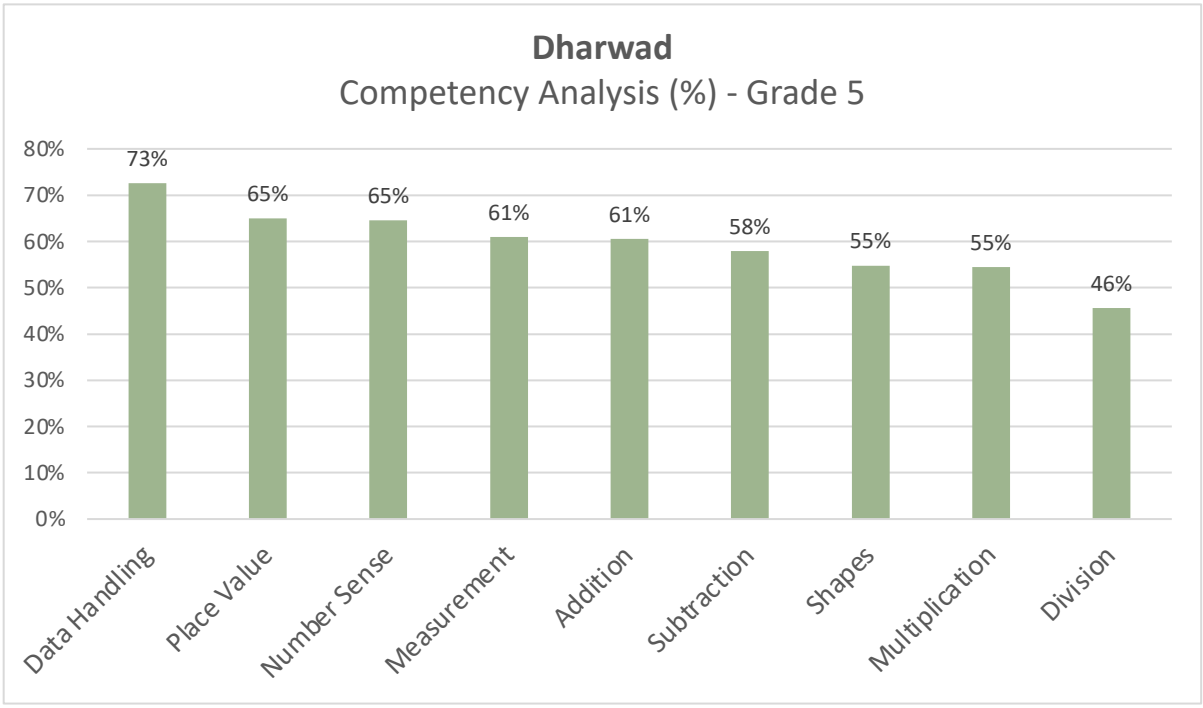
25,046 children from 145 Gram Panchayats and 454 schools participated in the GP-level Maths Contests in Dharwad. The contests were facilitated by 271 GP Team Leaders and 560 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Dharwad District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

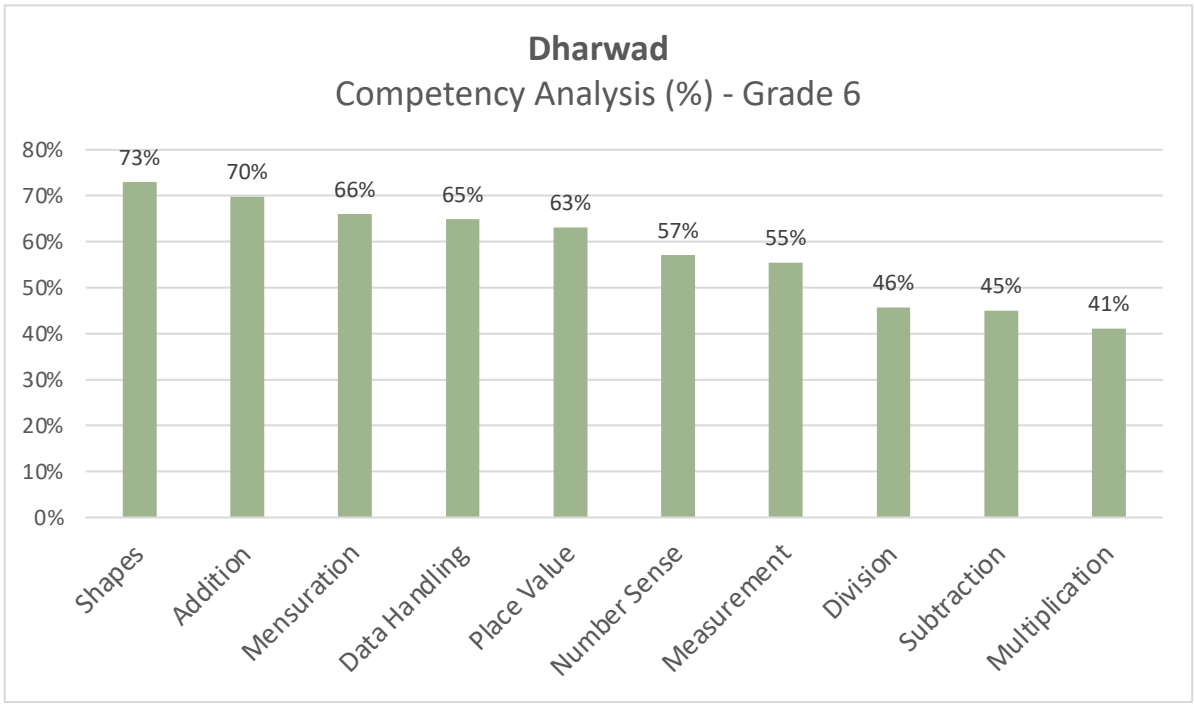
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN DHARWAD?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Multiplication and Division were the difficult ones.

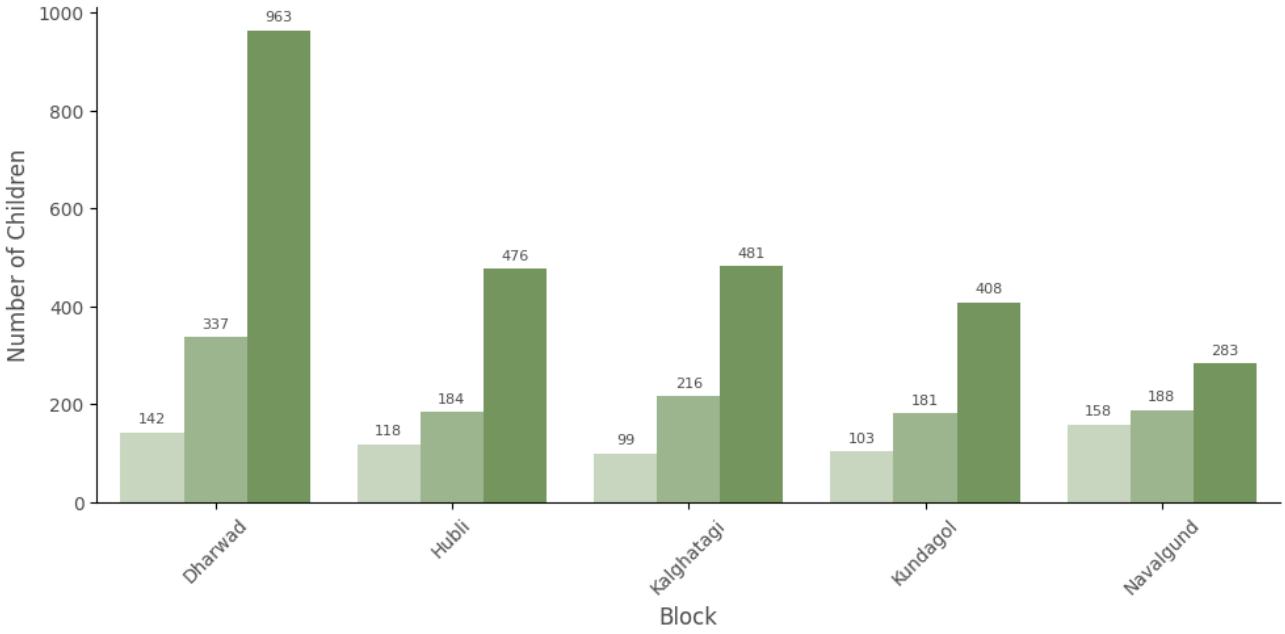


In grade 6, Shapes and Addition were the easiest competencies for children while Subtraction and Multiplication were the difficult ones.

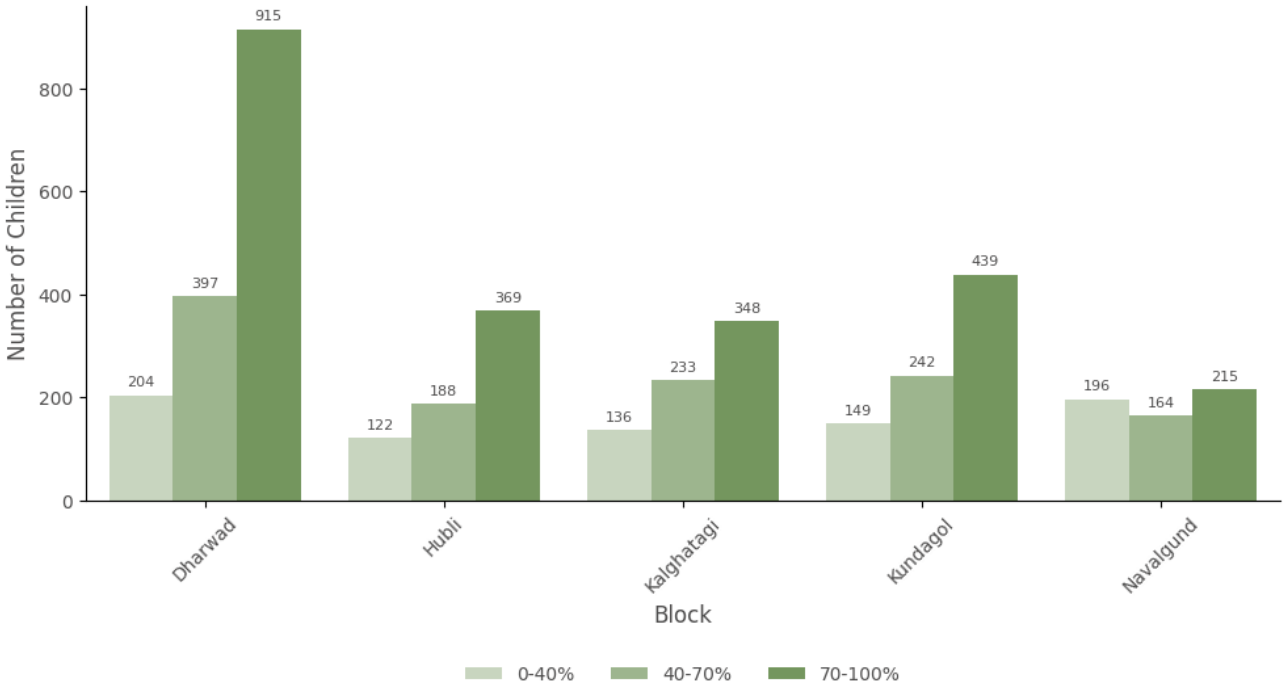
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE



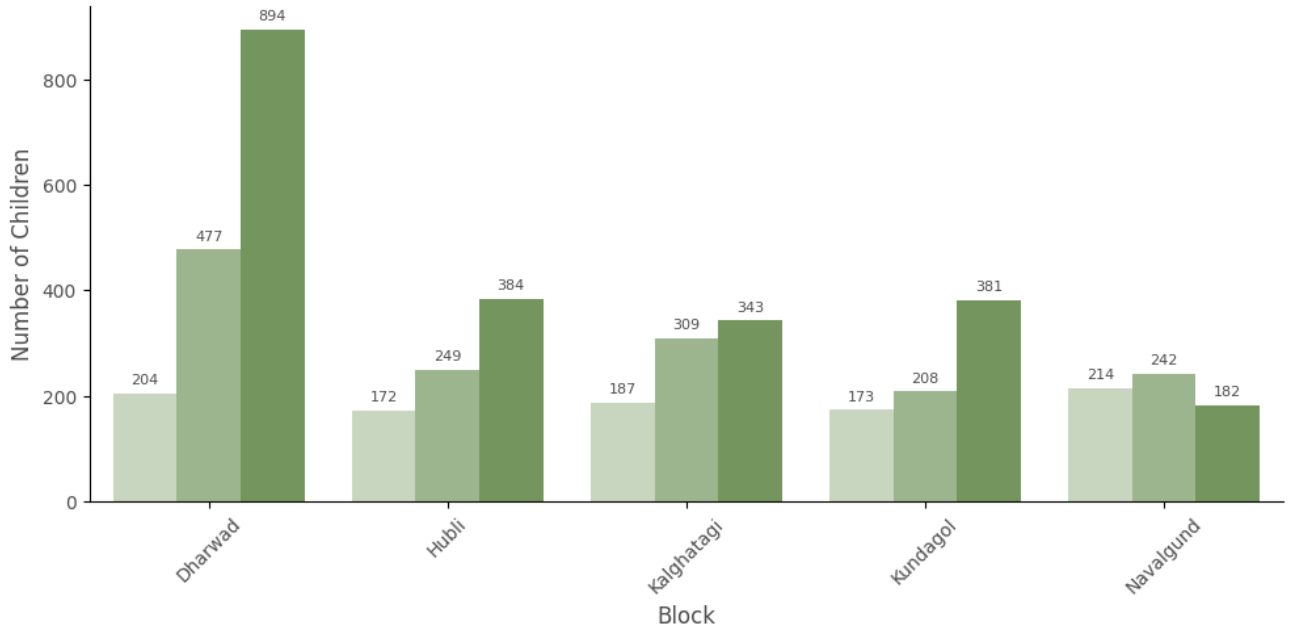
MALE



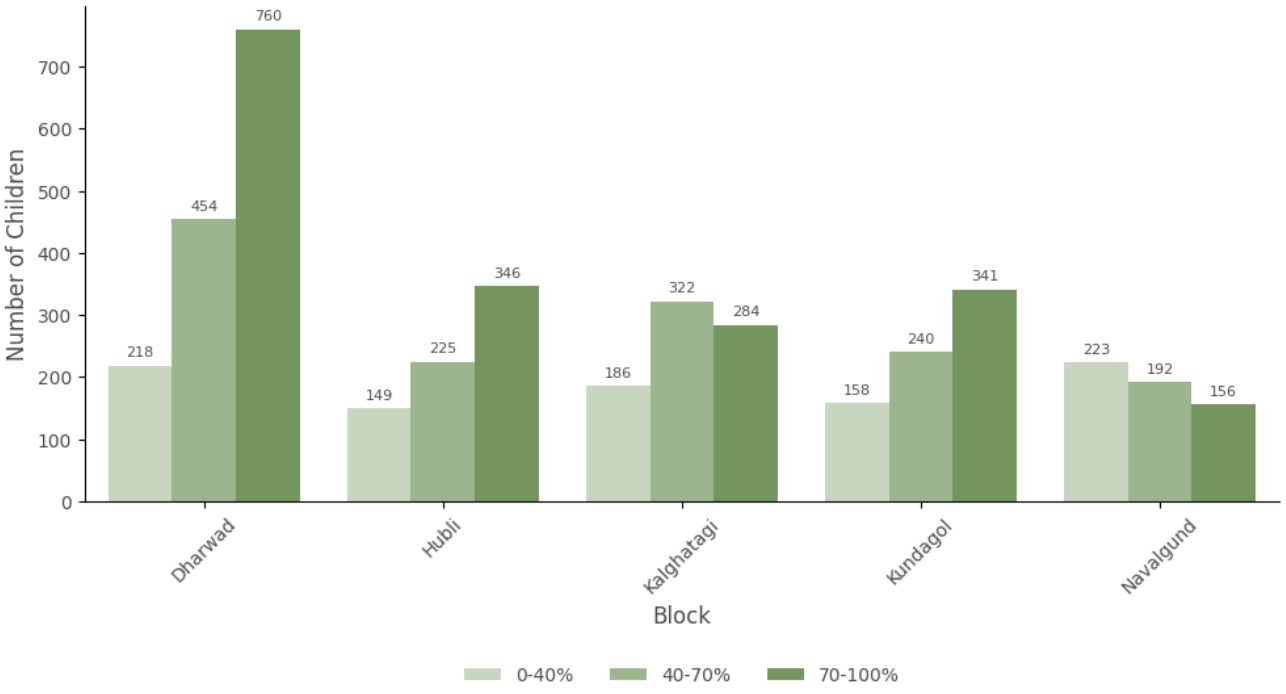
All blocks have their highest number of participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

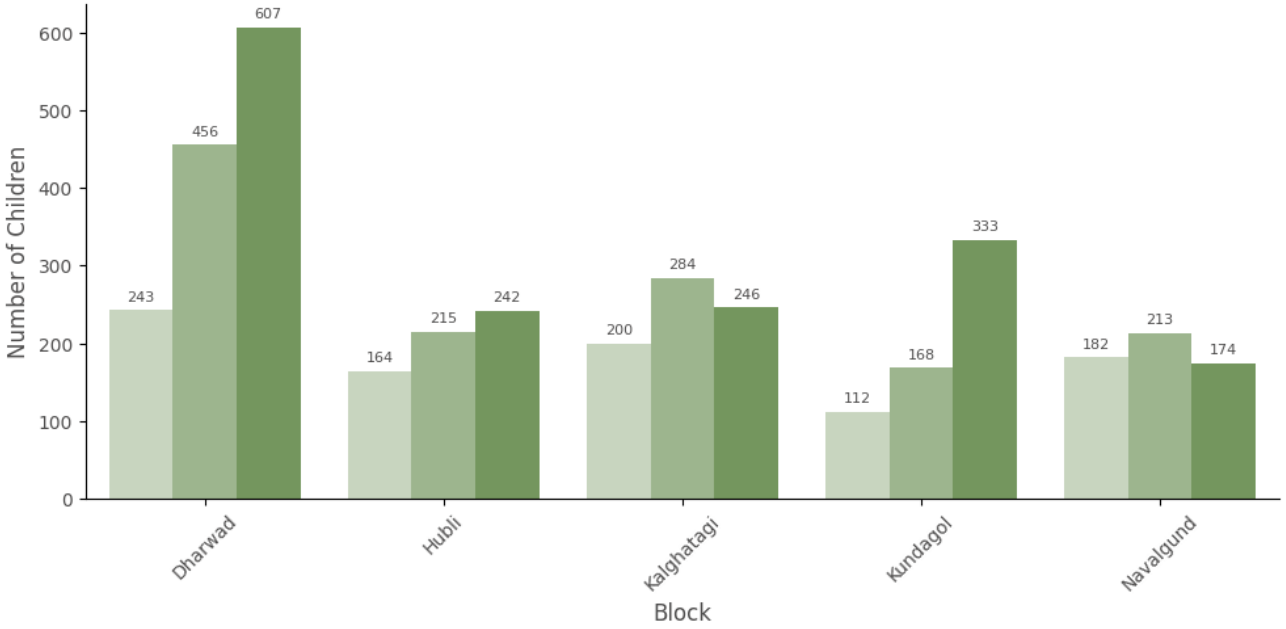


All blocks have their highest number of participants in the 0-40% band.

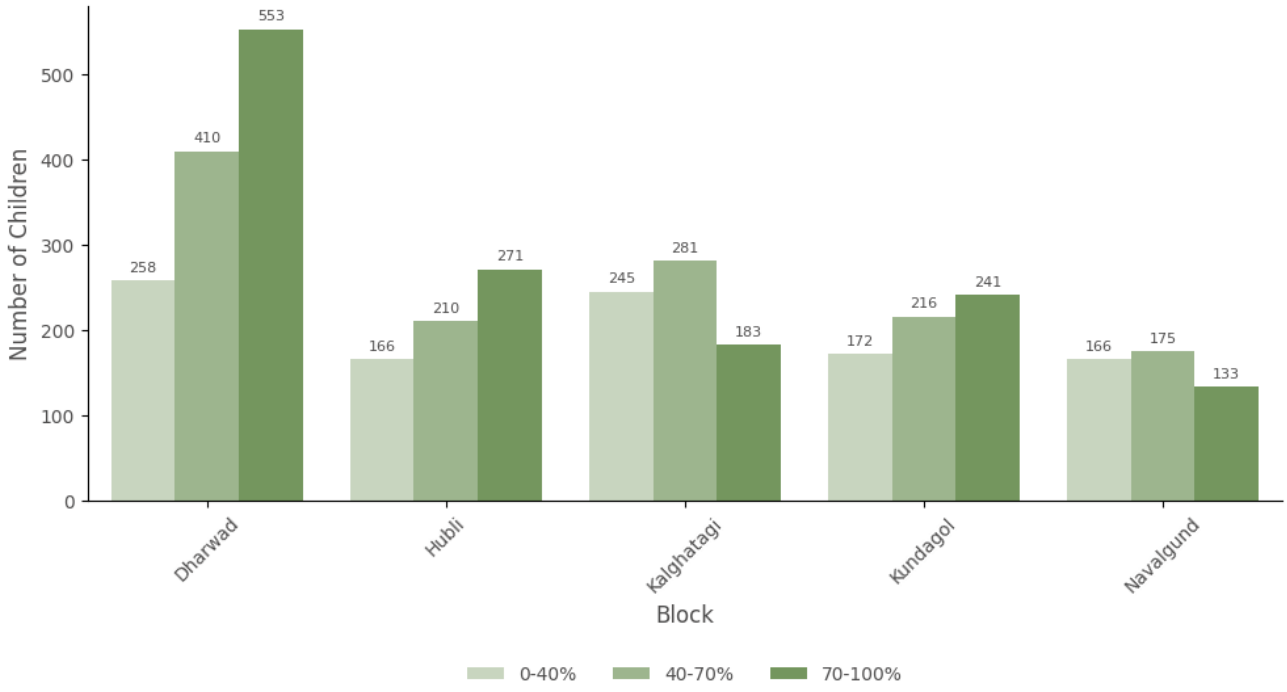
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



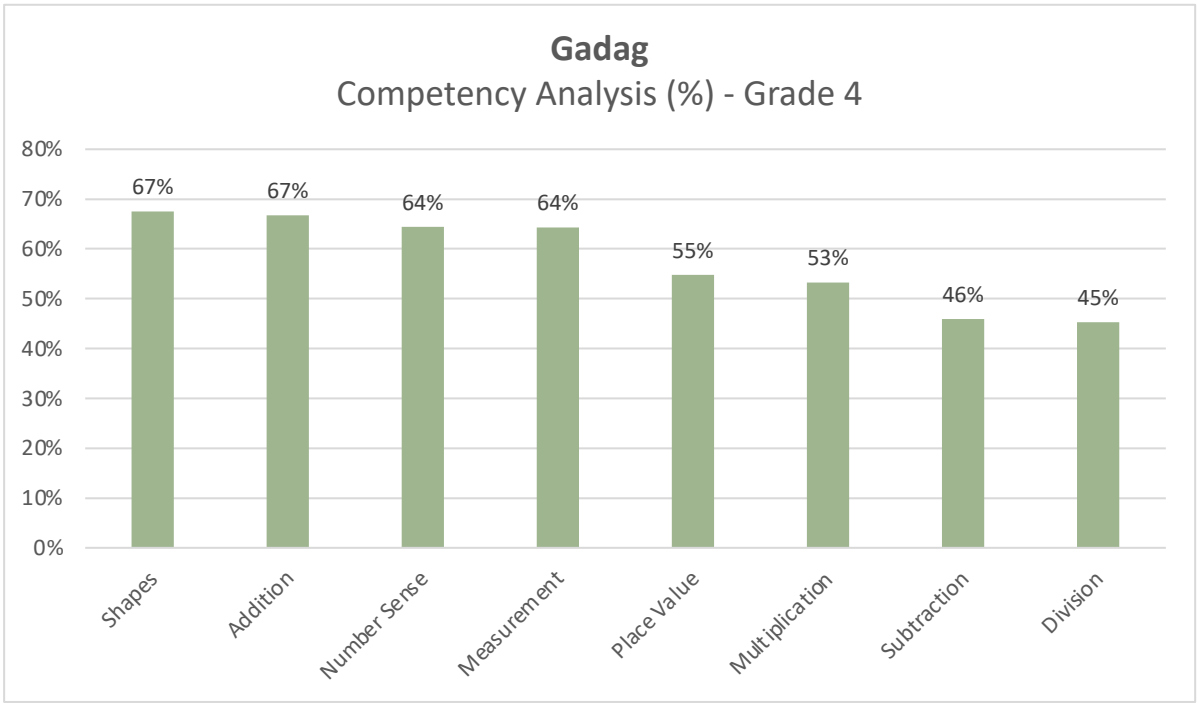
All blocks have their highest number of participants in the 0-40% band.

Gadag

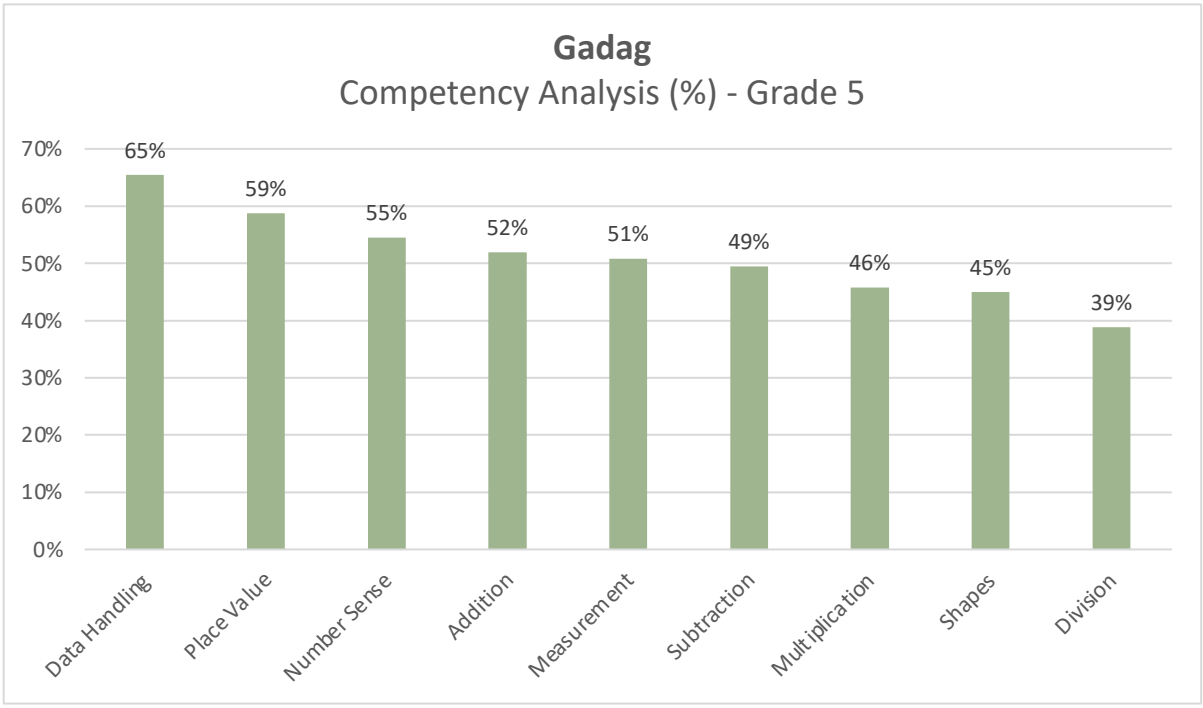
20,840 children from 122 Gram Panchayats and 443 schools participated in the GP-level Maths Contests in Gadag. The contests were facilitated by 216 GP Team Leaders and 481 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Gadag District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

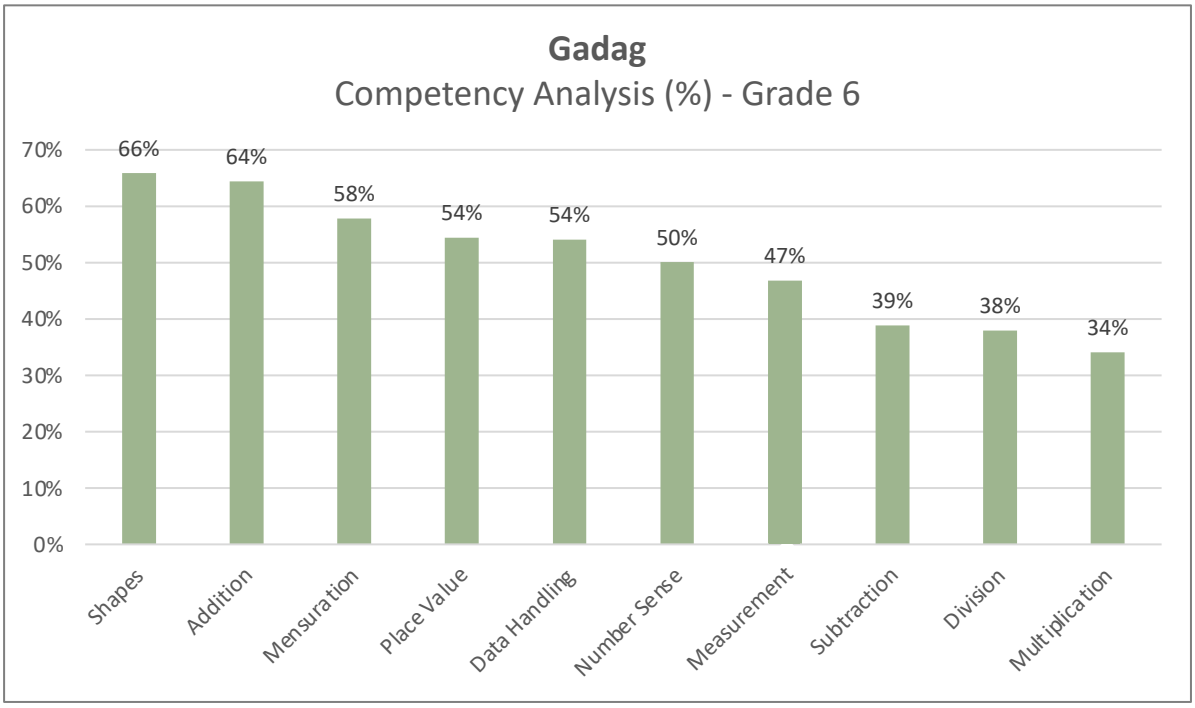
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN GADAG?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



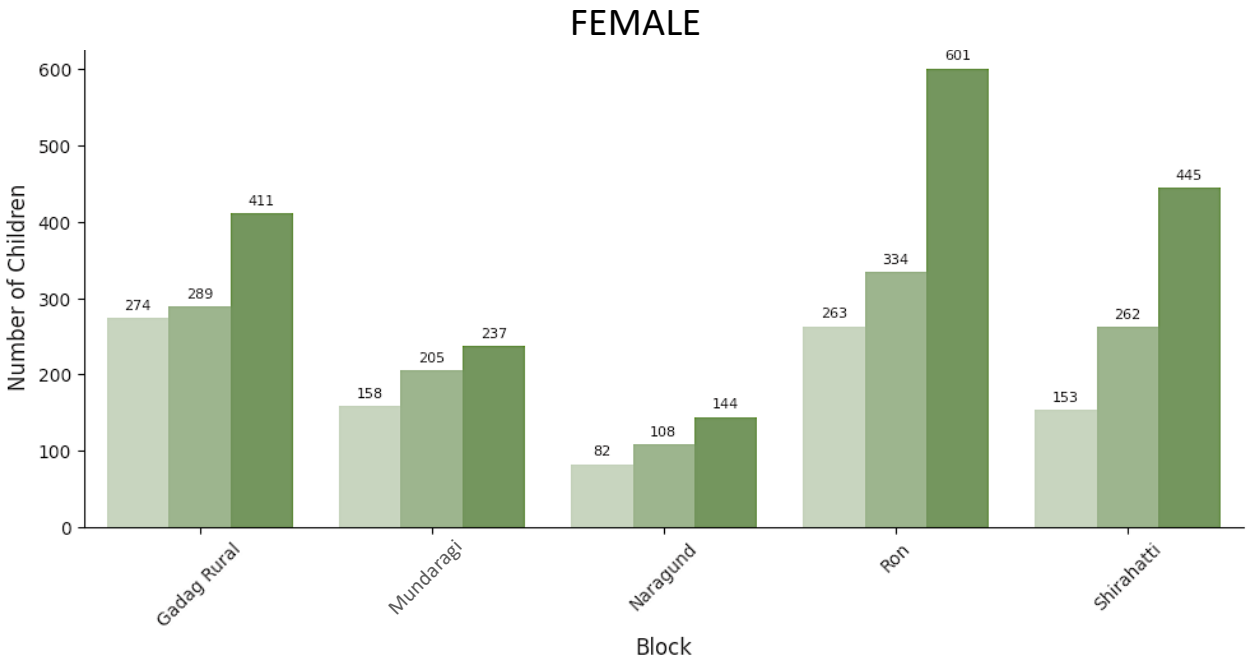
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

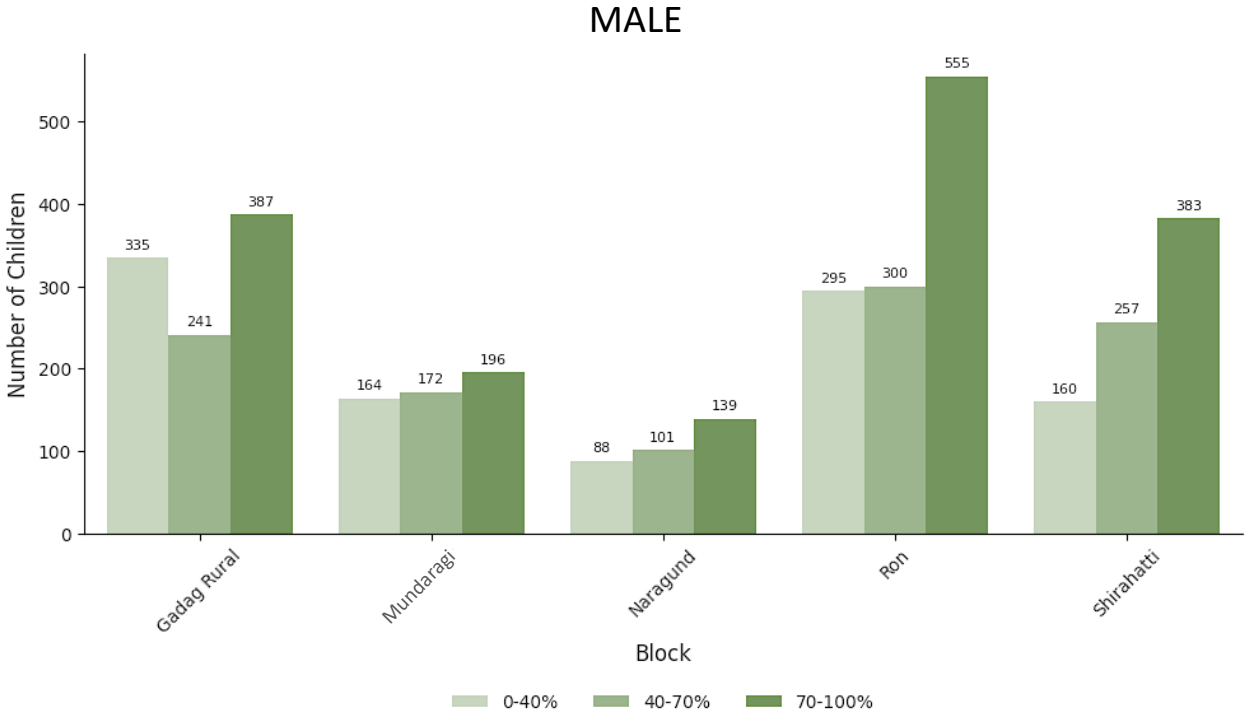


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

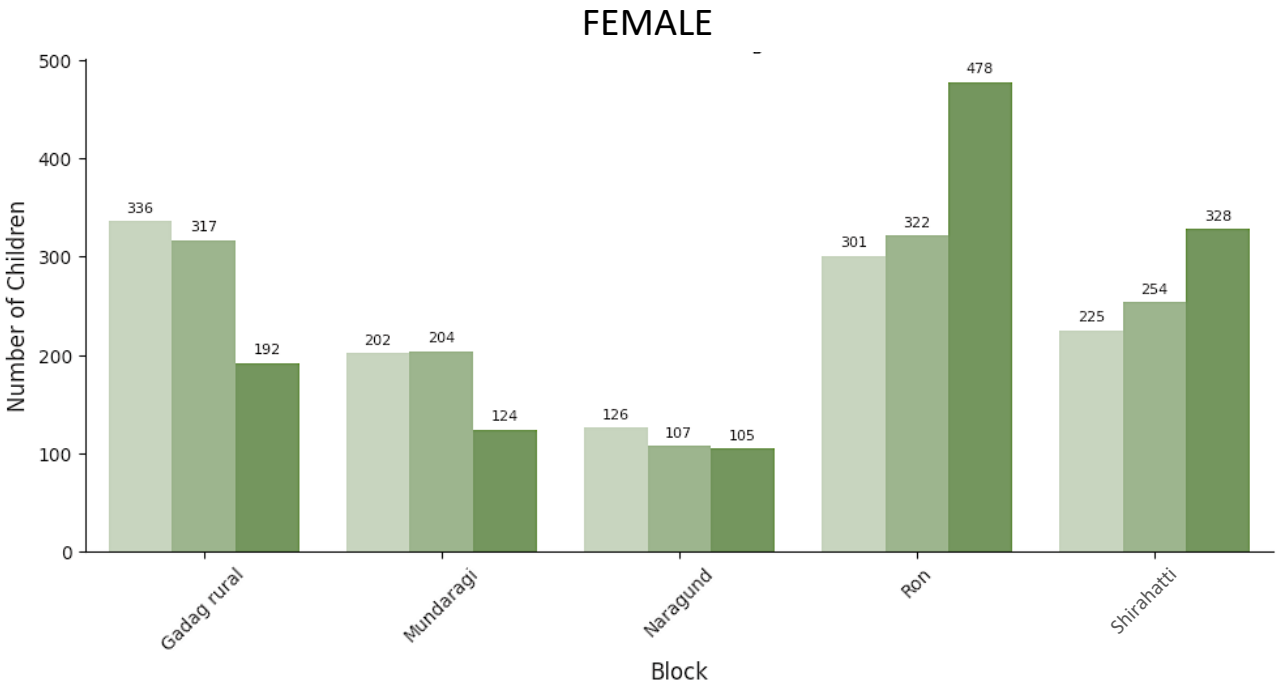
GRADE 4 : **OVERALL SCORE BY GENDER**

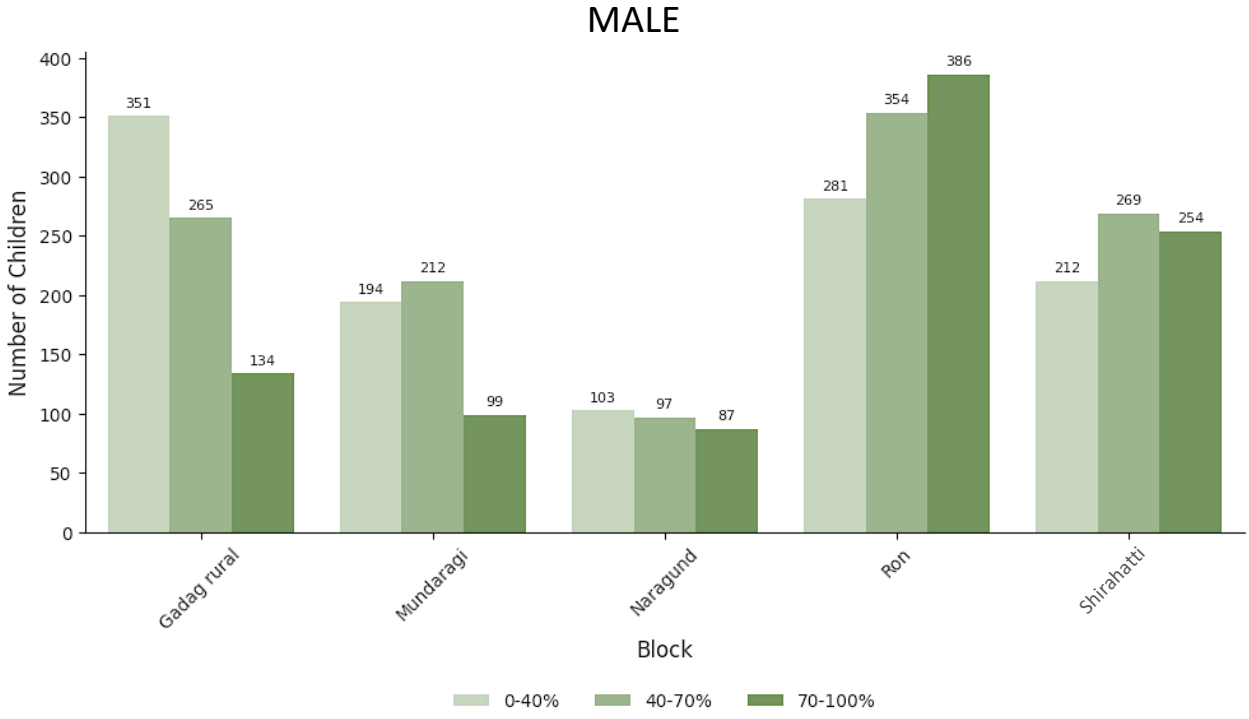




All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

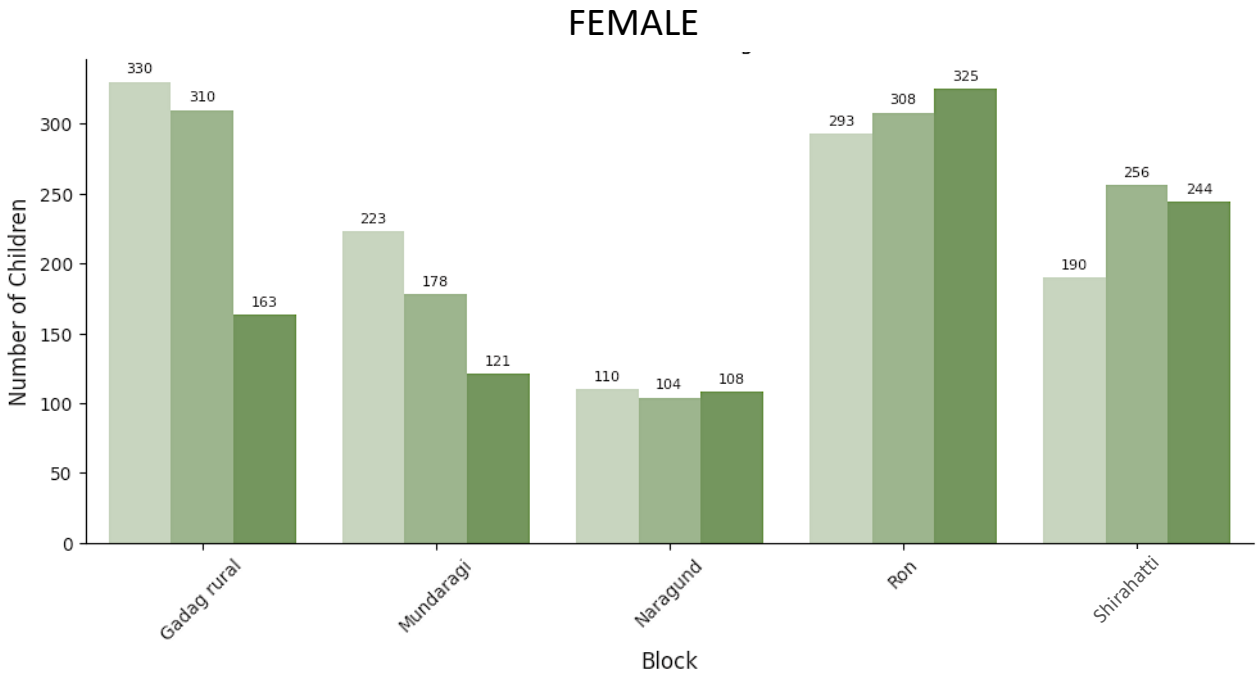


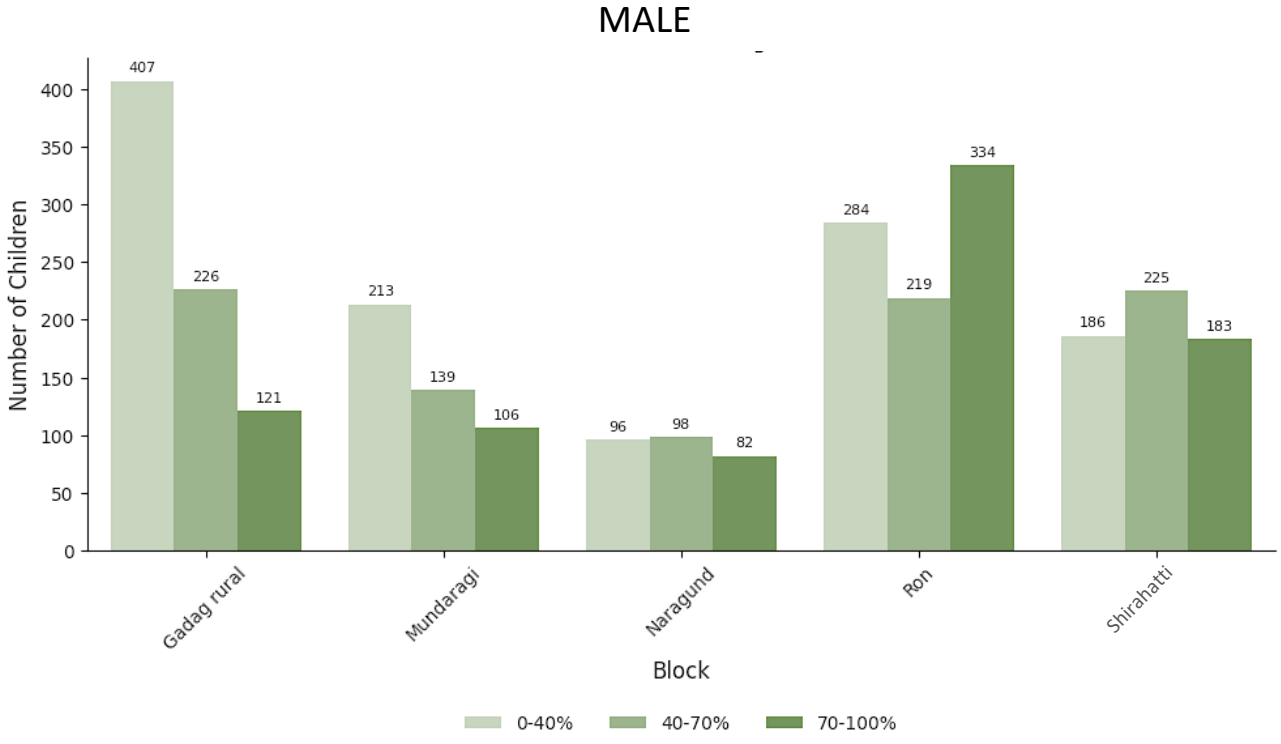


Ron and Shirahatti blocks have their highest number of participants in the 70-100% band for both boys and girls.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





Children in Ron and Shirahatti Blocks did well while other blocks had more children in the 0-40% band.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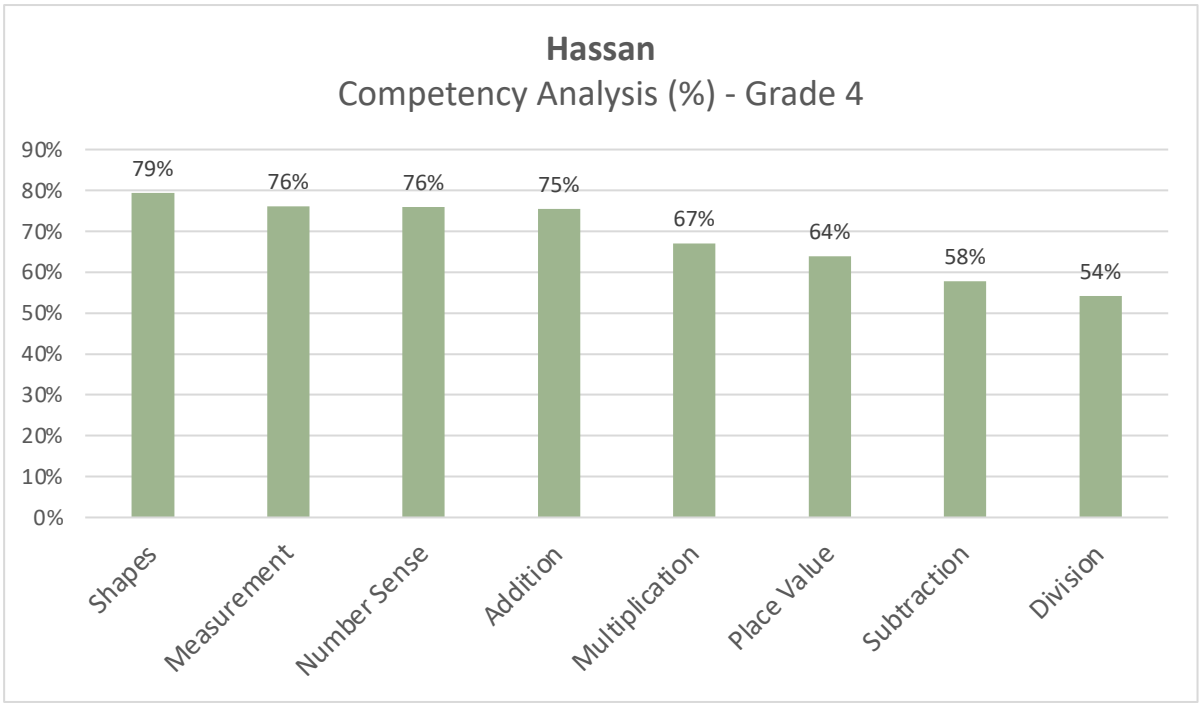
Hassan

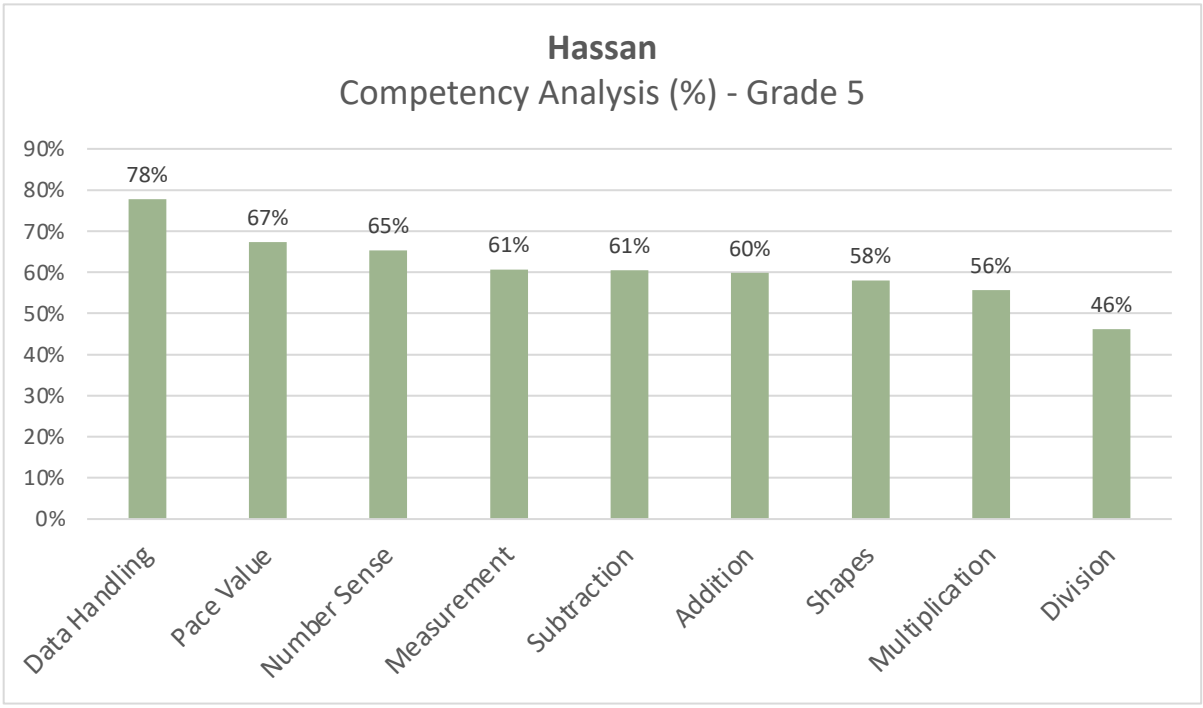
20,228 children from 259 Gram Panchayats and 1,818 schools participated in the GP-level Maths Contests in Hassan. The contests were facilitated by 445 GP Team Leaders and 3,588 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All eight blocks of Hassan District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

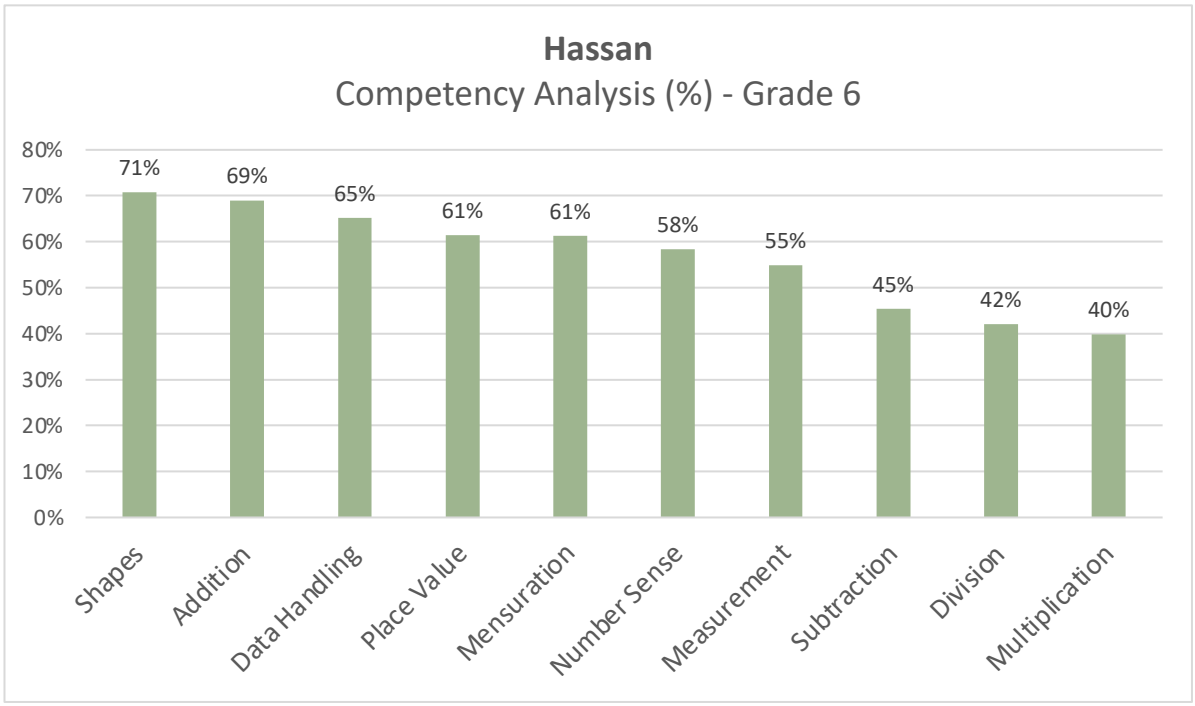
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN HASSAN?



In grade 4, children found Subtraction and Division difficult while Shapes and Measurement were the easiest competencies.



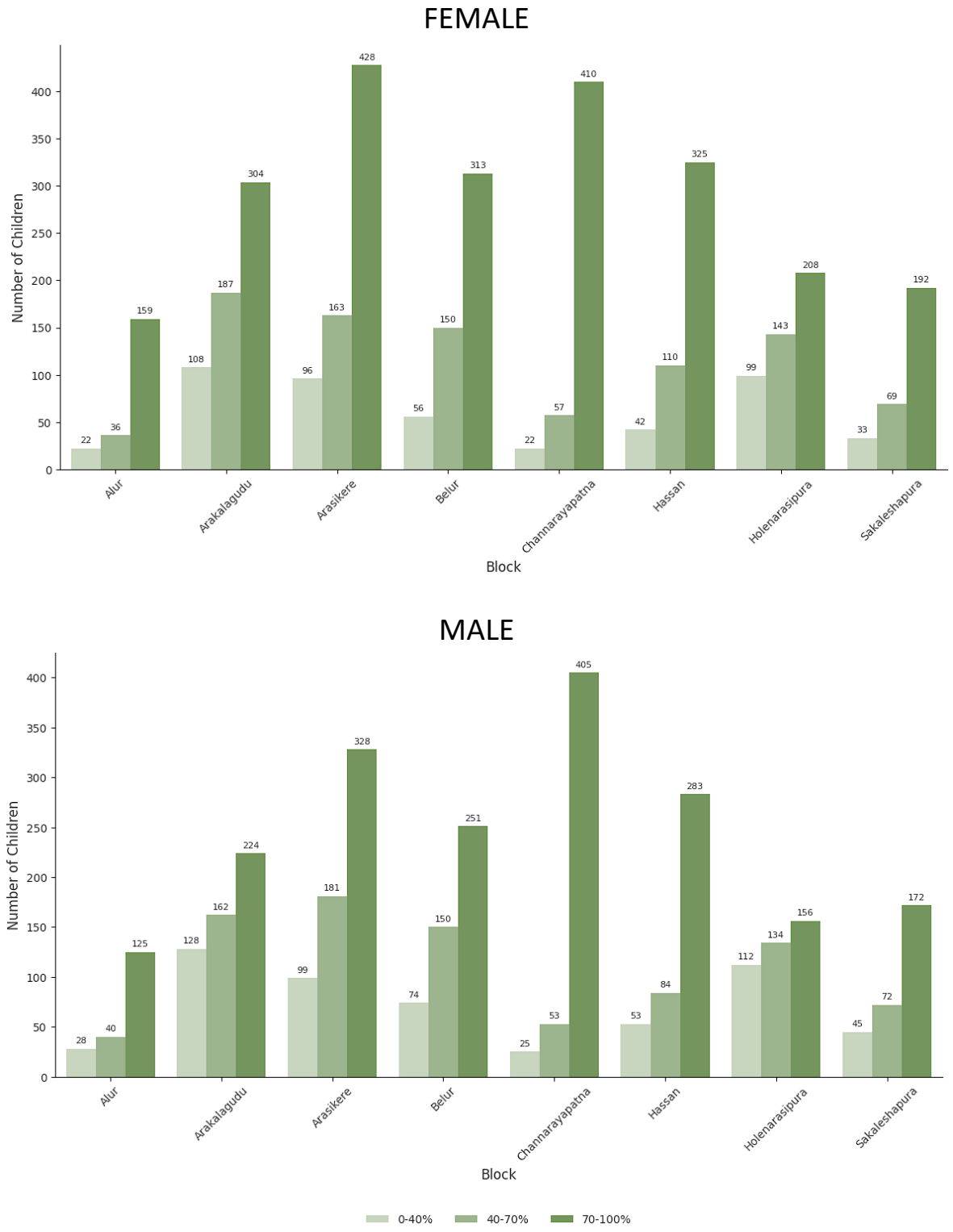
In grade 5, Data Handling and Place Value were the easiest competencies for children while Multiplication and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

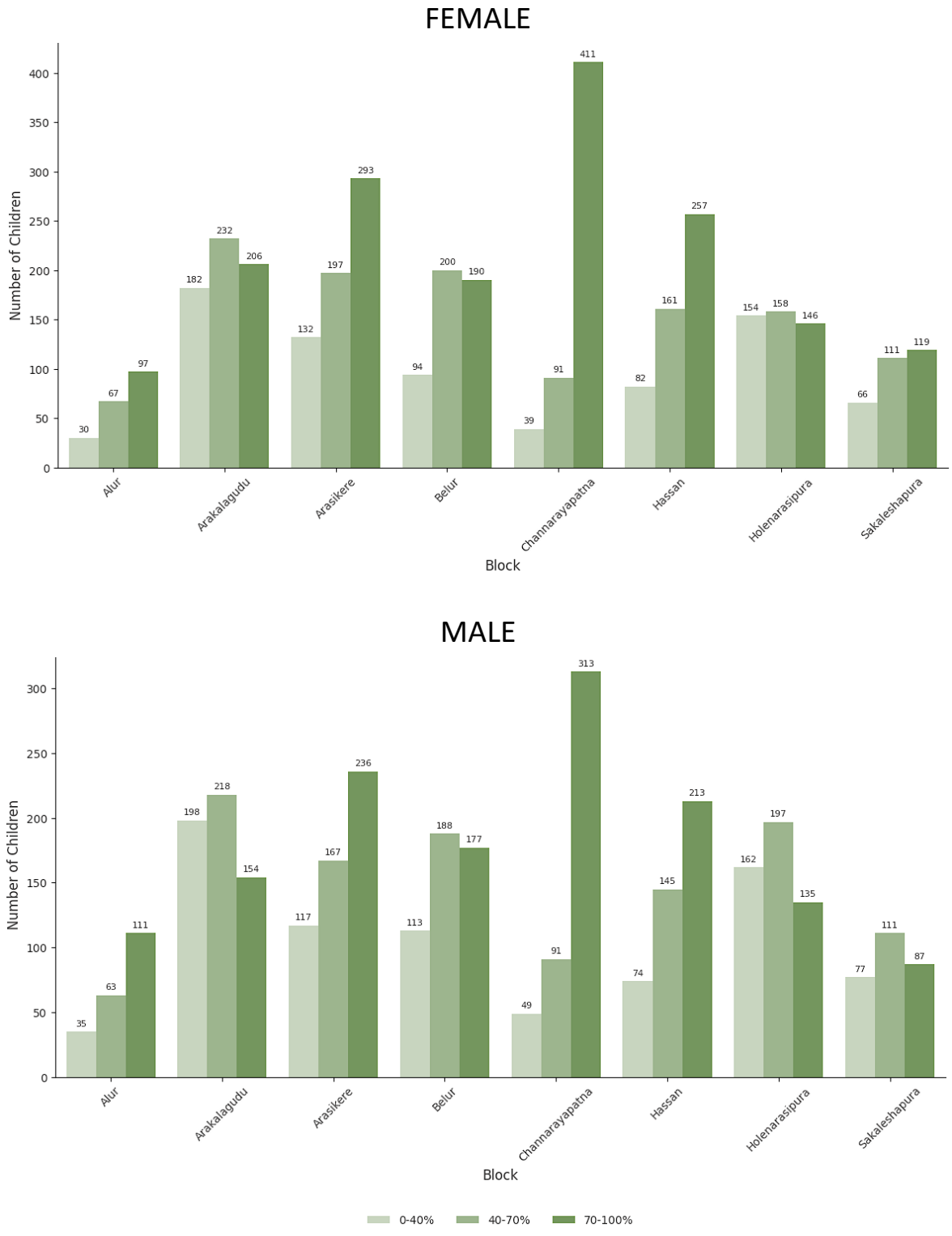
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**



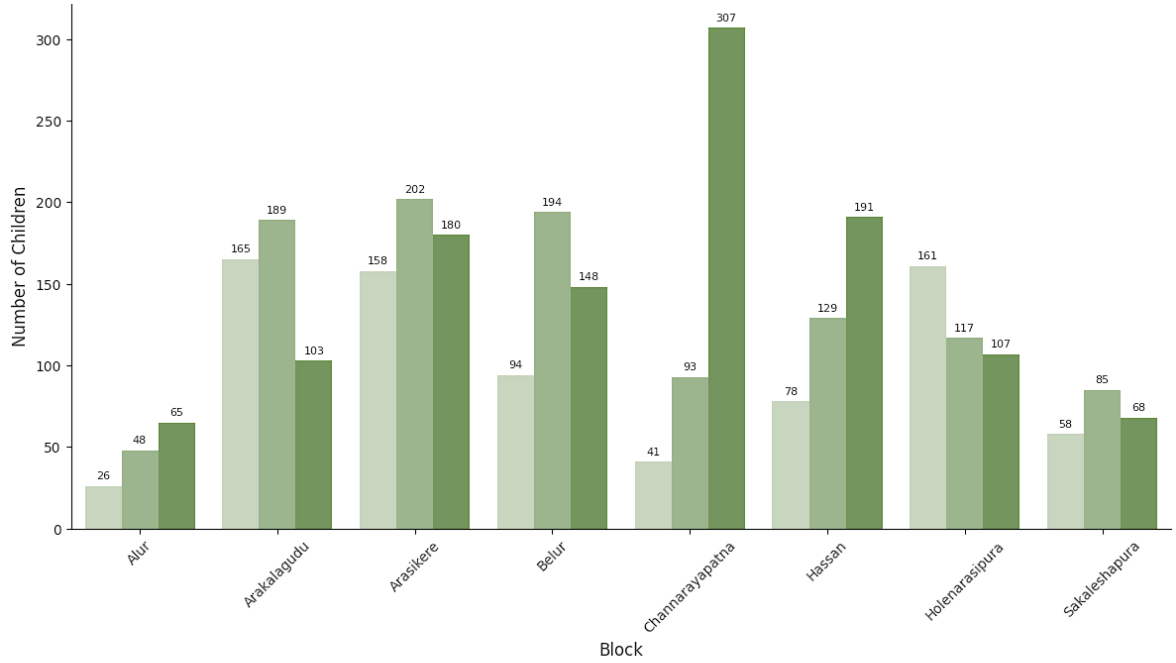
Most blocks had highest performance in the 70-100% band.
Chennarayapatna was exceptionally good.

Hassan

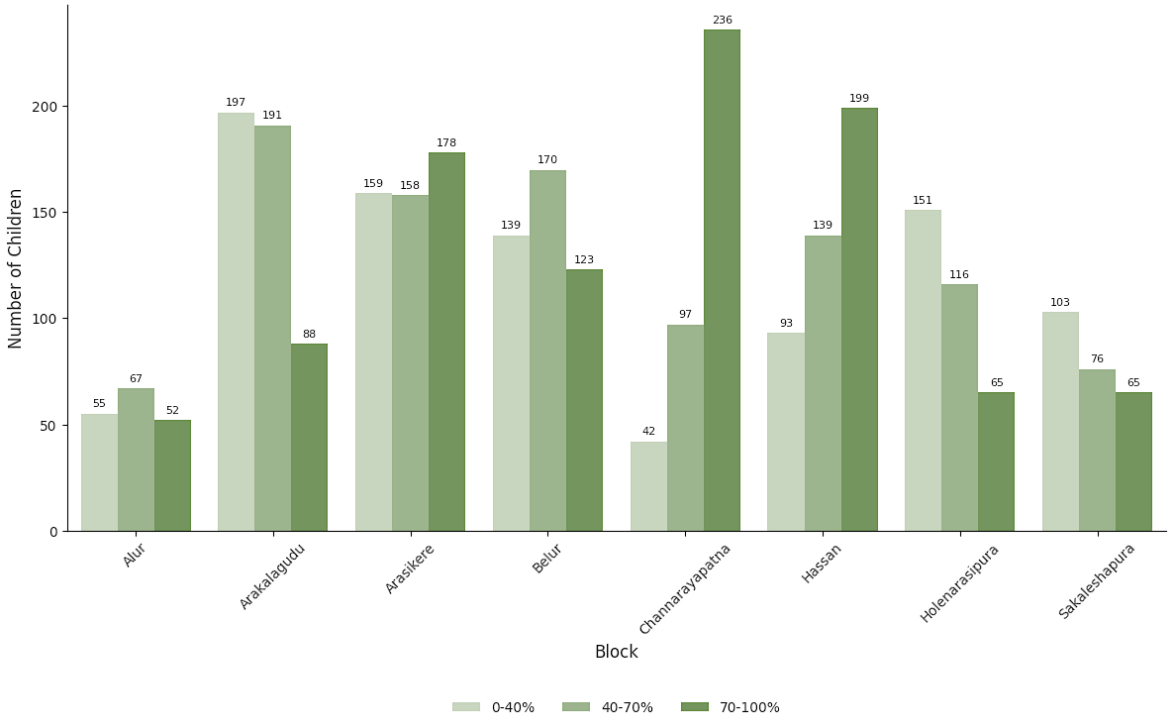
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



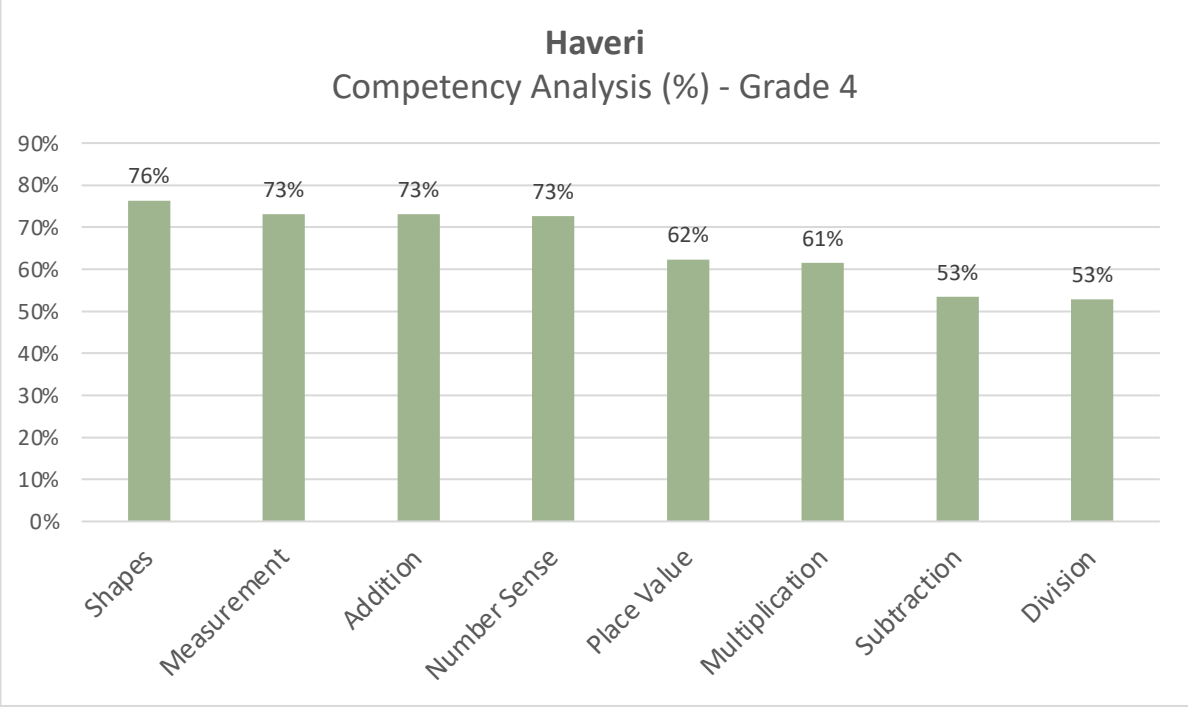
Most blocks had highest performance in the 40-70% and 70-100% bands. Chennarayapatna was exceptionally good.

Haveri

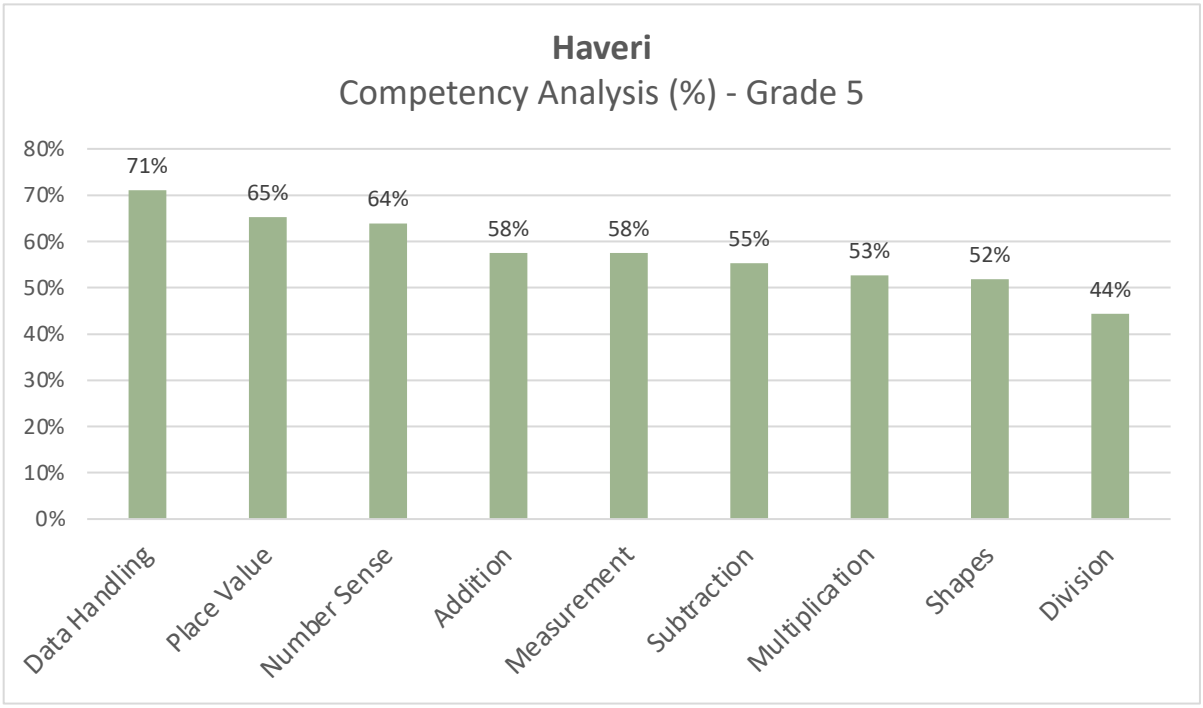
29,072 children from 223 Gram Panchayats and 718 schools participated in the GP-level Maths Contests in Haveri. The contests were facilitated by 416 GP Team Leaders and 1,071 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All seven blocks of Haveri District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

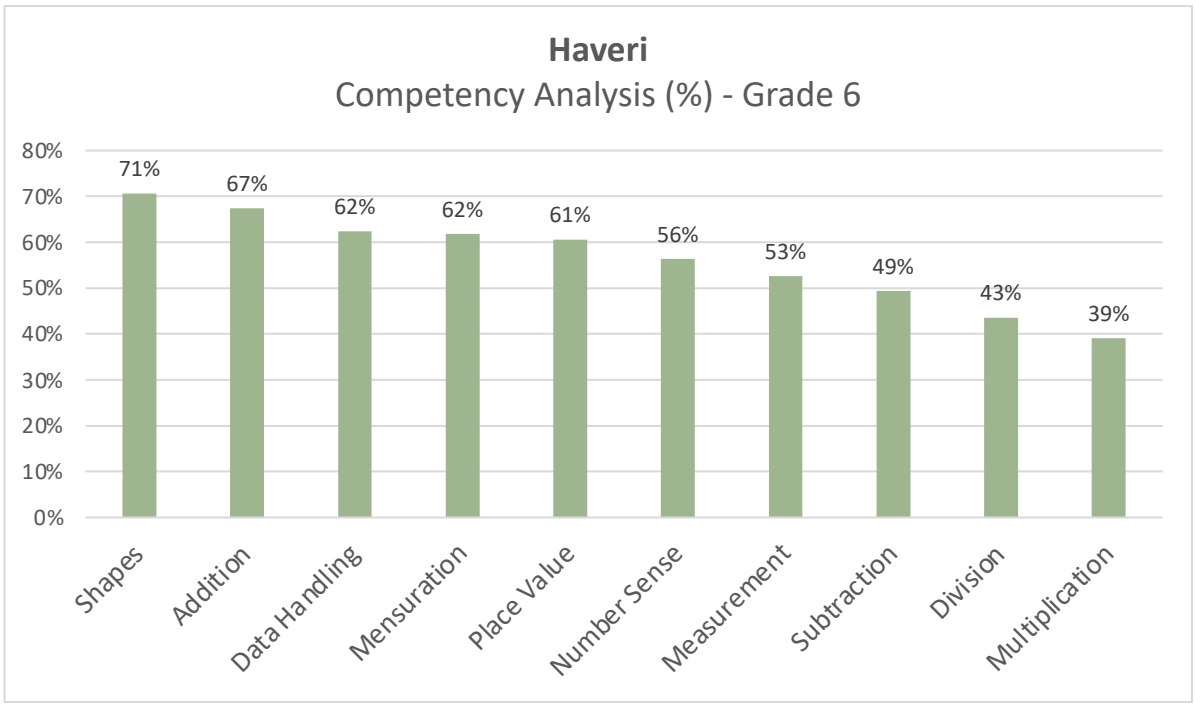
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN HAVERI?



In grade 4, children found Subtraction and Division difficult while Shapes and Measurement were the easiest competencies.



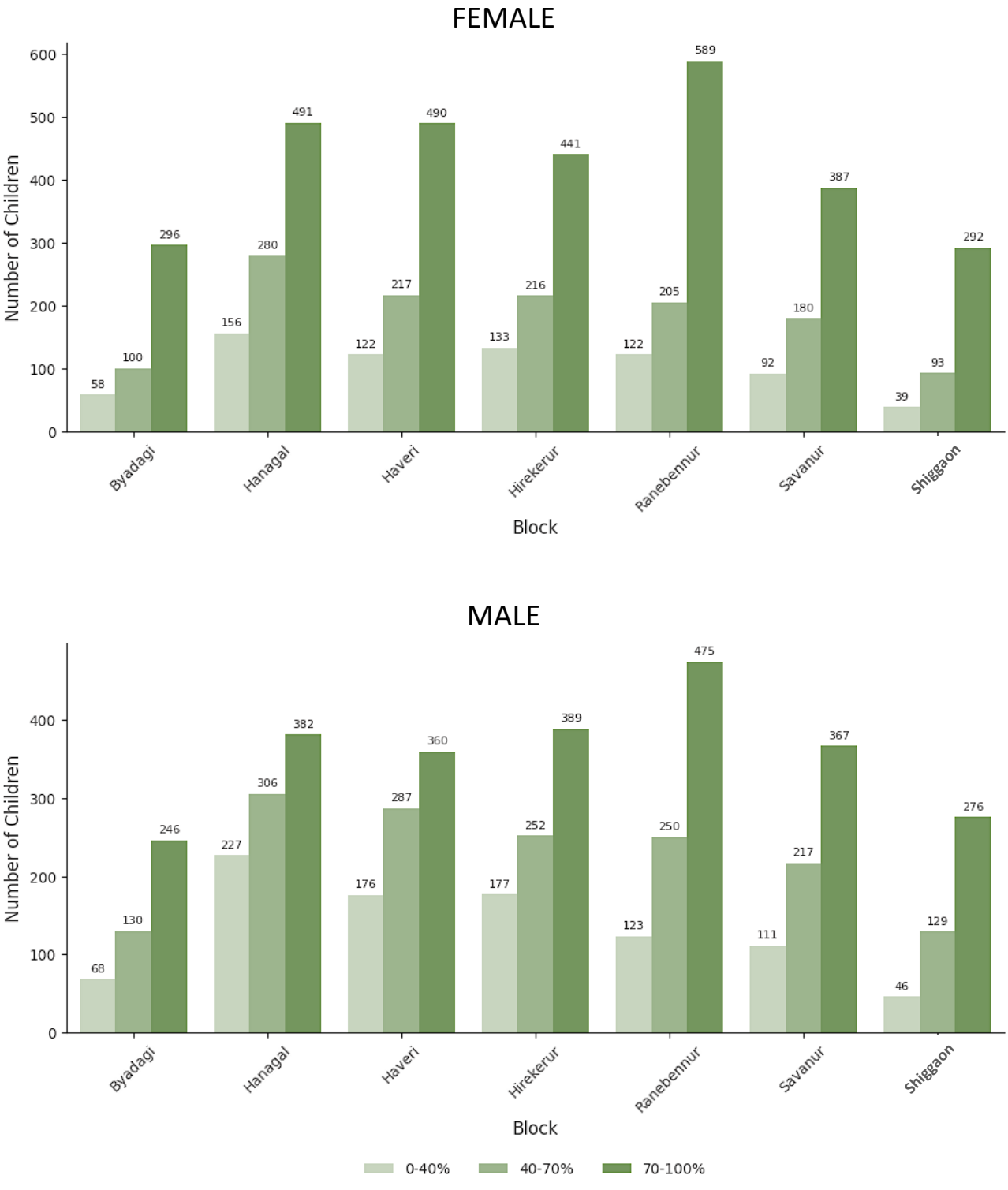
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

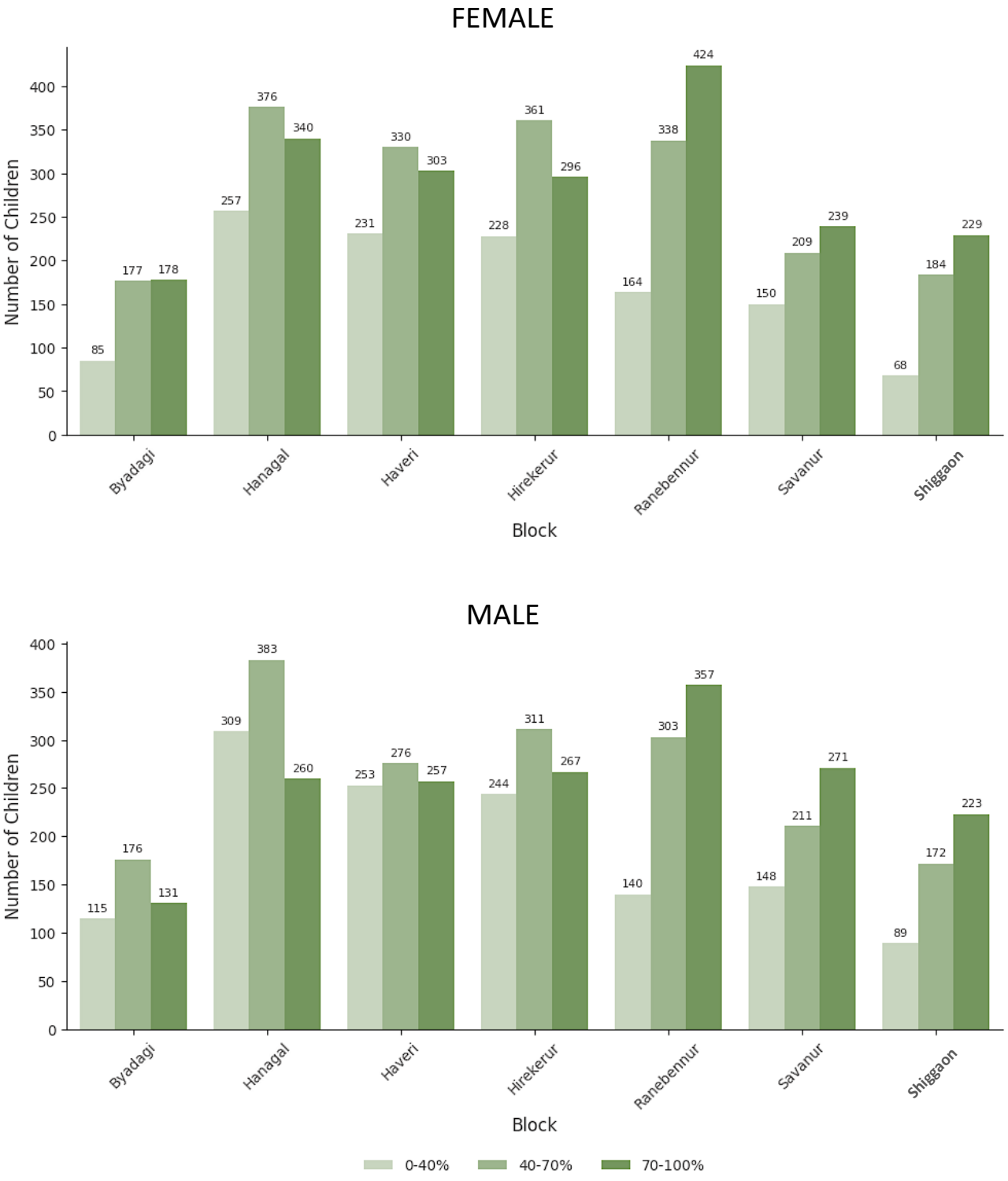
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band.

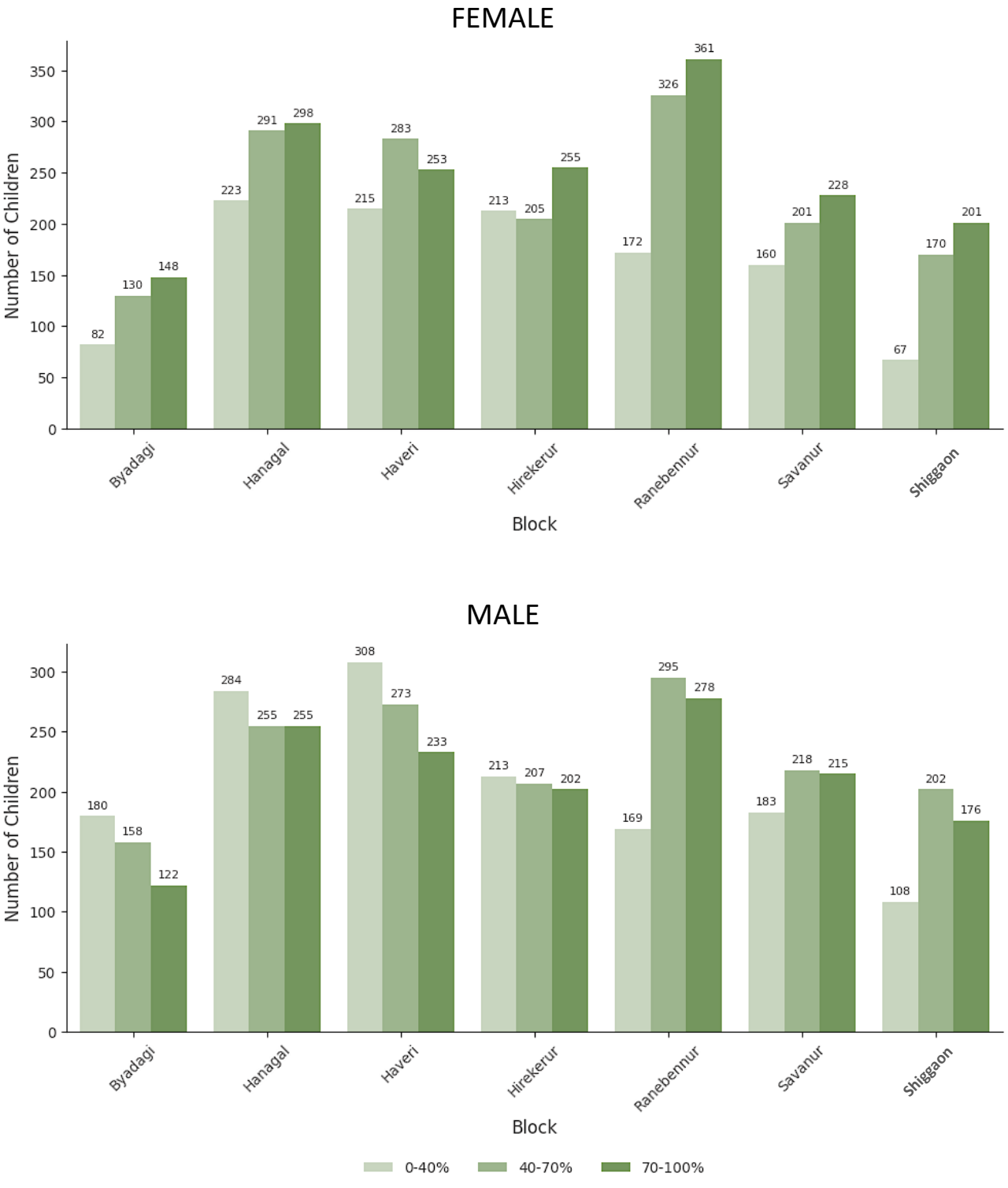
GRADE 5 : **OVERALL SCORE BY GENDER**



Ranebennur, Savanur and Shiggaon blocks have their highest number of participants in the 70-100% band while the rest of the blocks show more children in the 40-70% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



There were more girls in all the blocks except in Haveri block in the 70-100% band, while boys in most blocks slipped to the 40-70% and 0-40% bands.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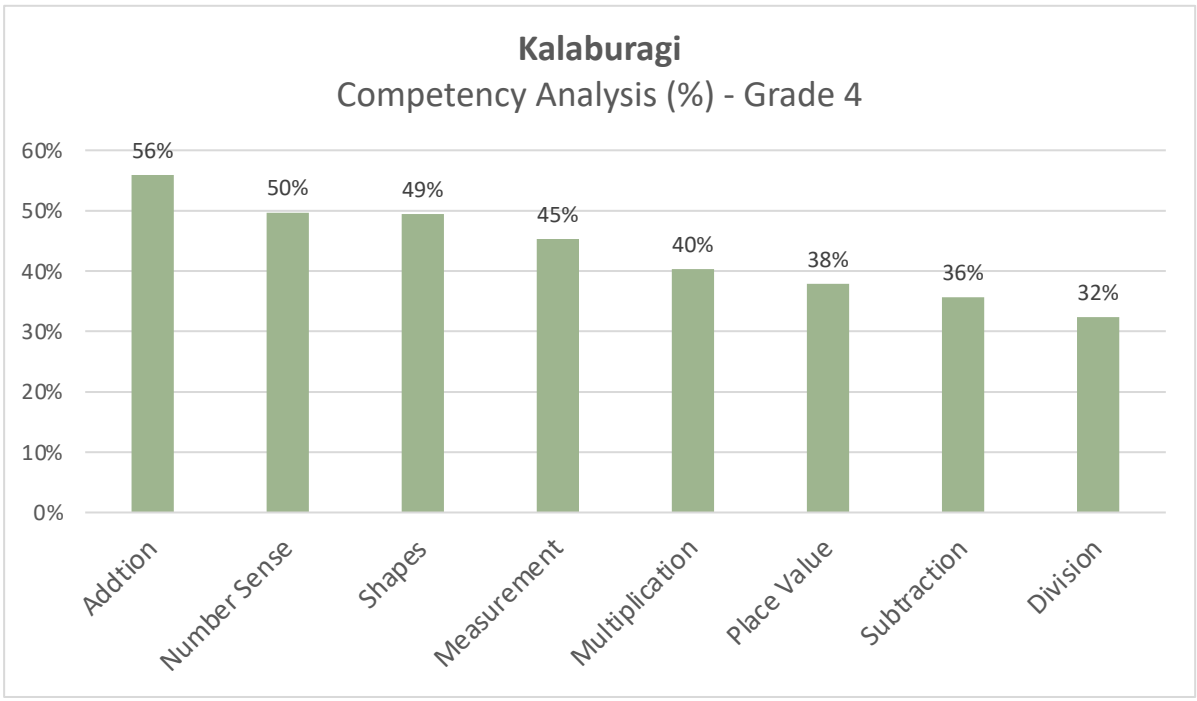
Kalaburagi

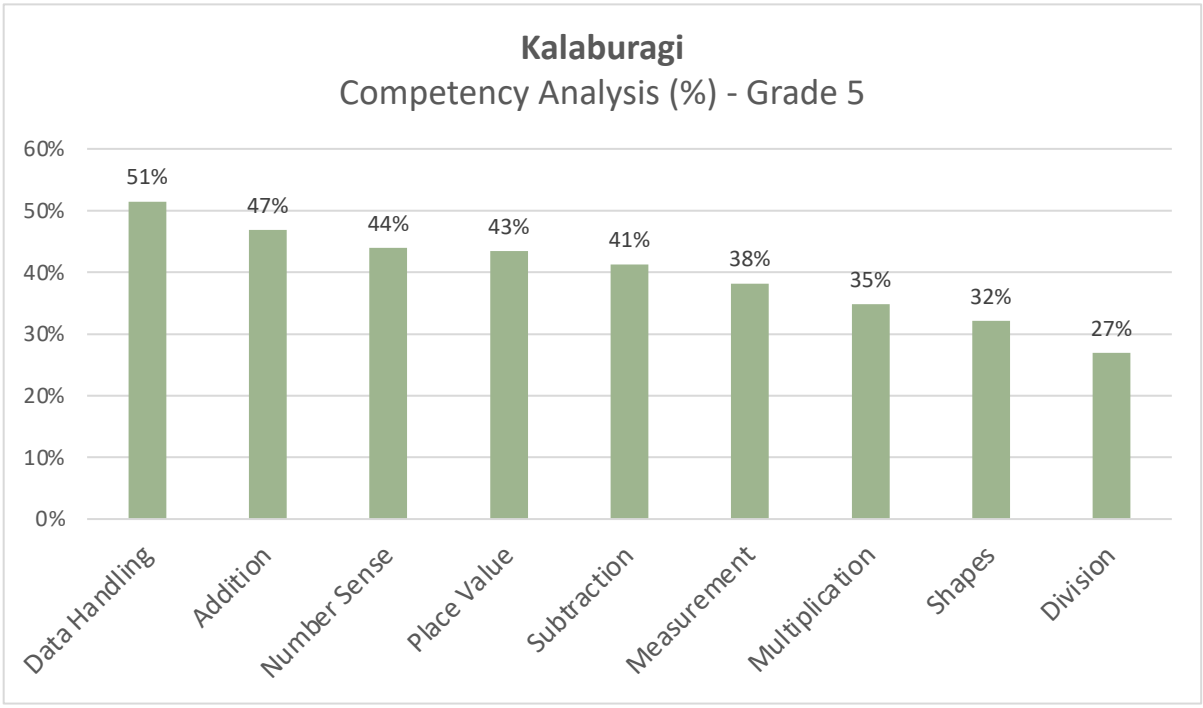
29,849 children from 256 Gram Panchayats and 1,248 schools participated in the GP-level Maths Contests in Kalaburagi. The contests were facilitated by 209 GP Team Leaders and 691 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All eight blocks of Kalaburagi District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

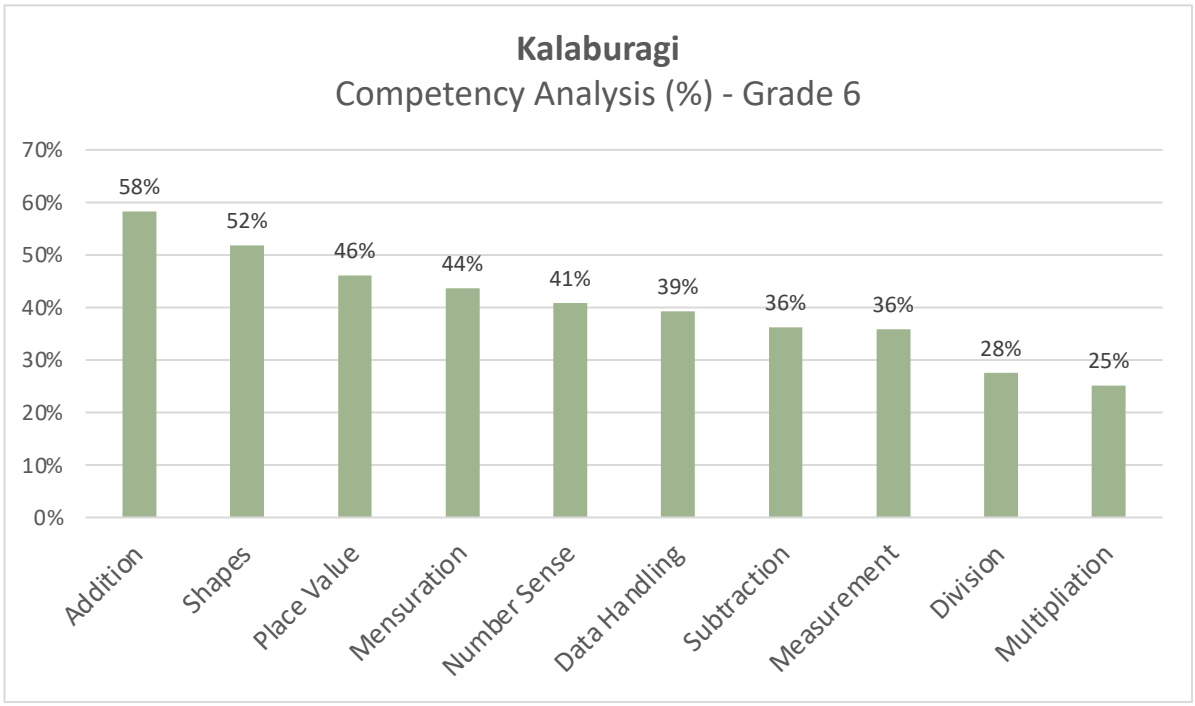
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN KALABURAGI?



In grade 4, children found Subtraction and Division difficult while Addition and Number Sense were the easiest competencies.



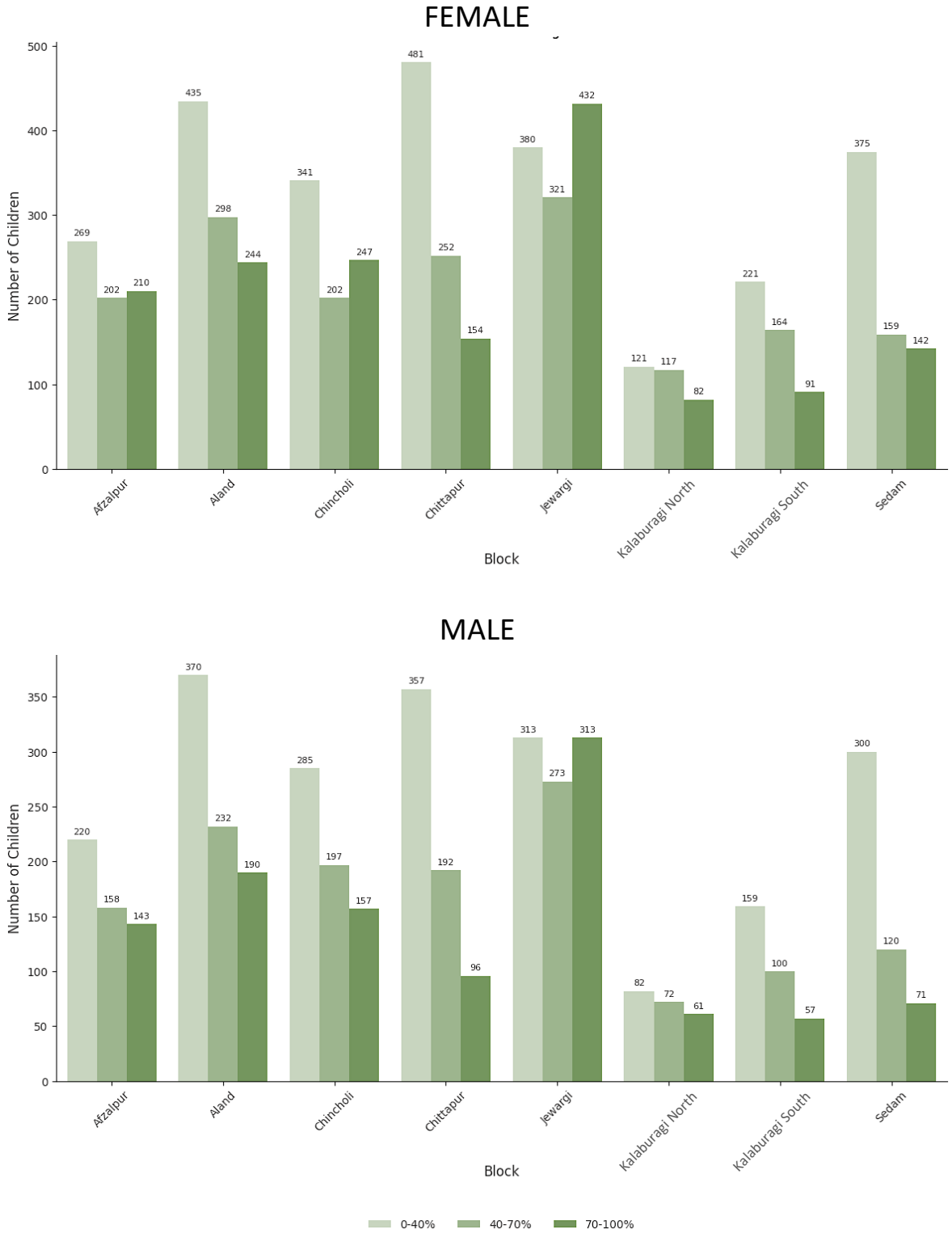
In grade 5, Data Handling and Addition were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

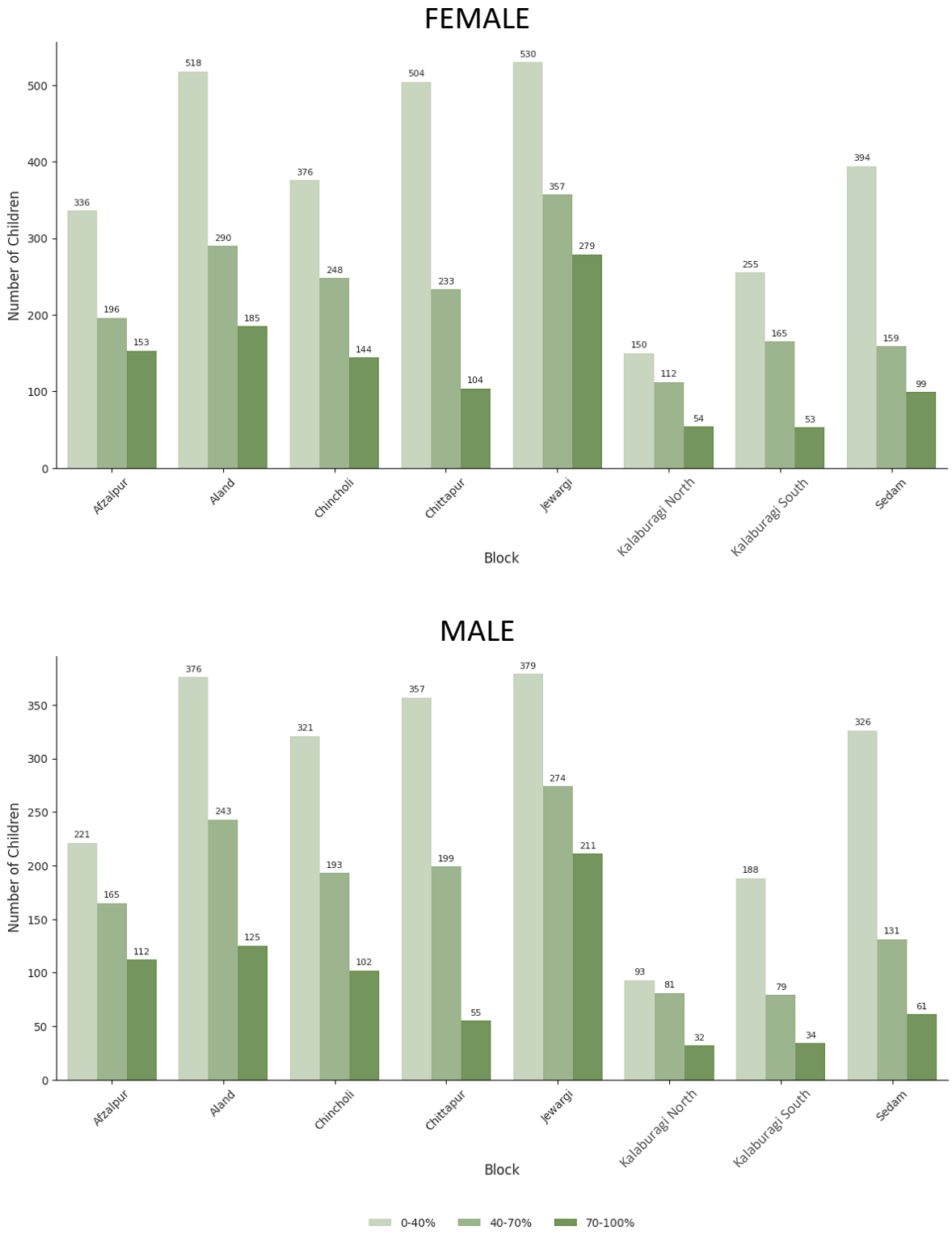
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 0-40% band.

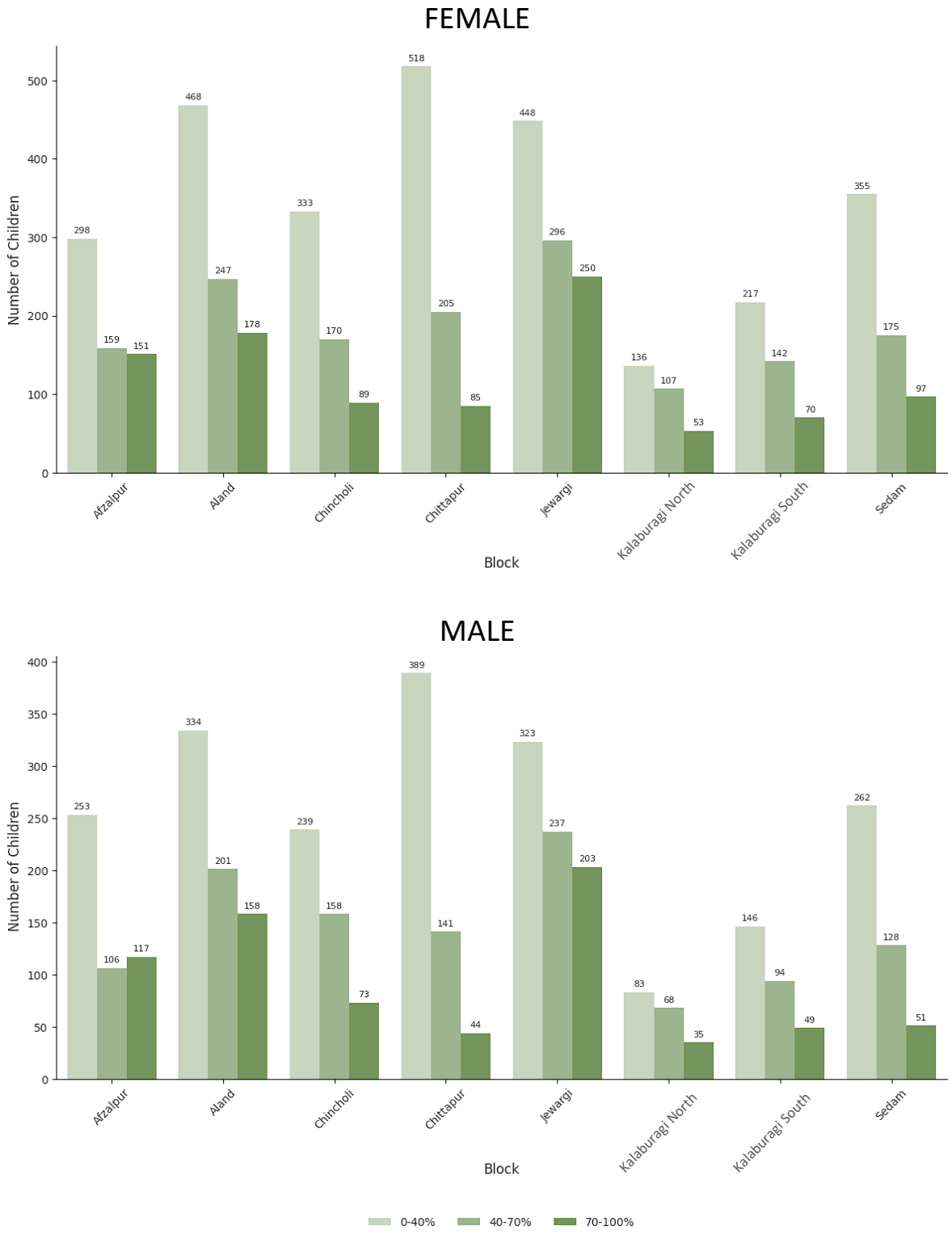
GRADE 5 : **OVERALL SCORE BY GENDER**



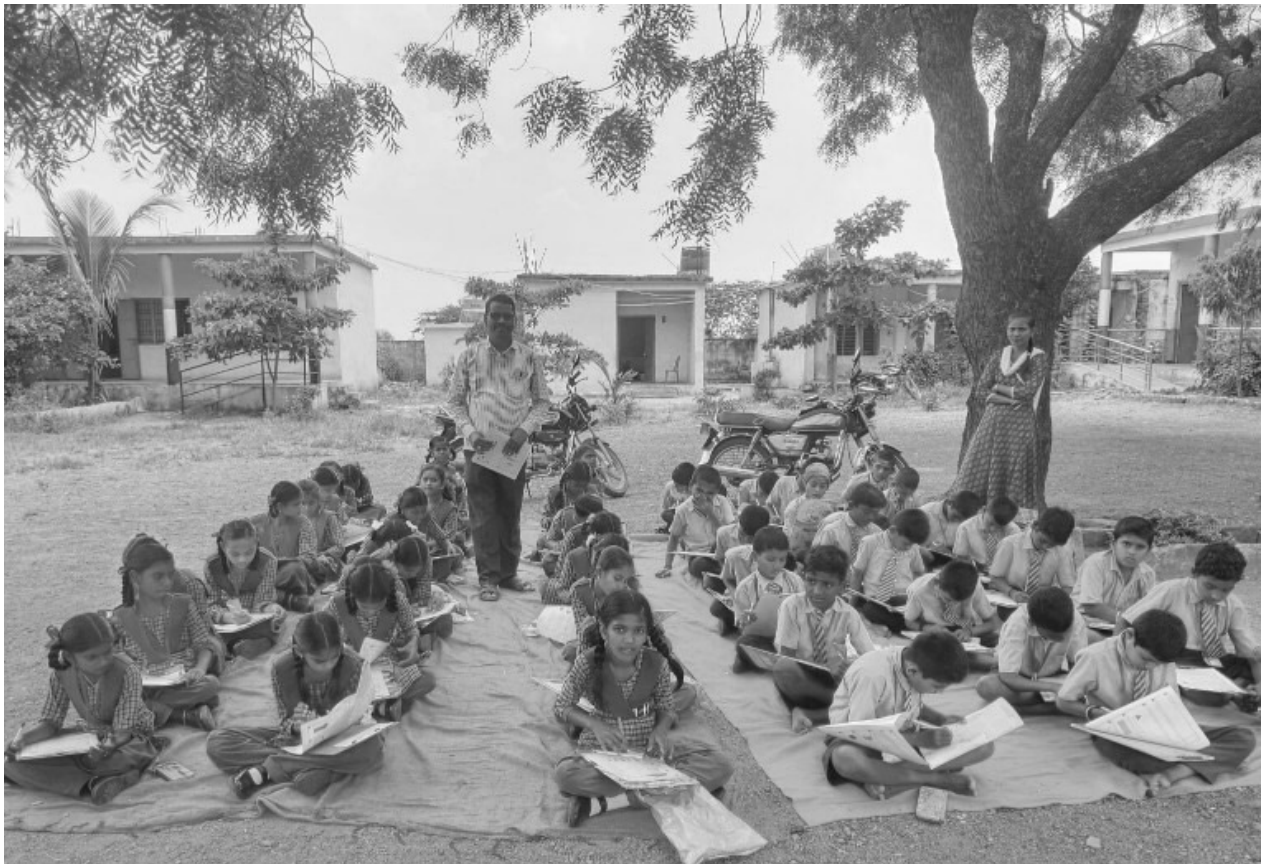
All blocks have their highest number of participants in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 0-40% band.

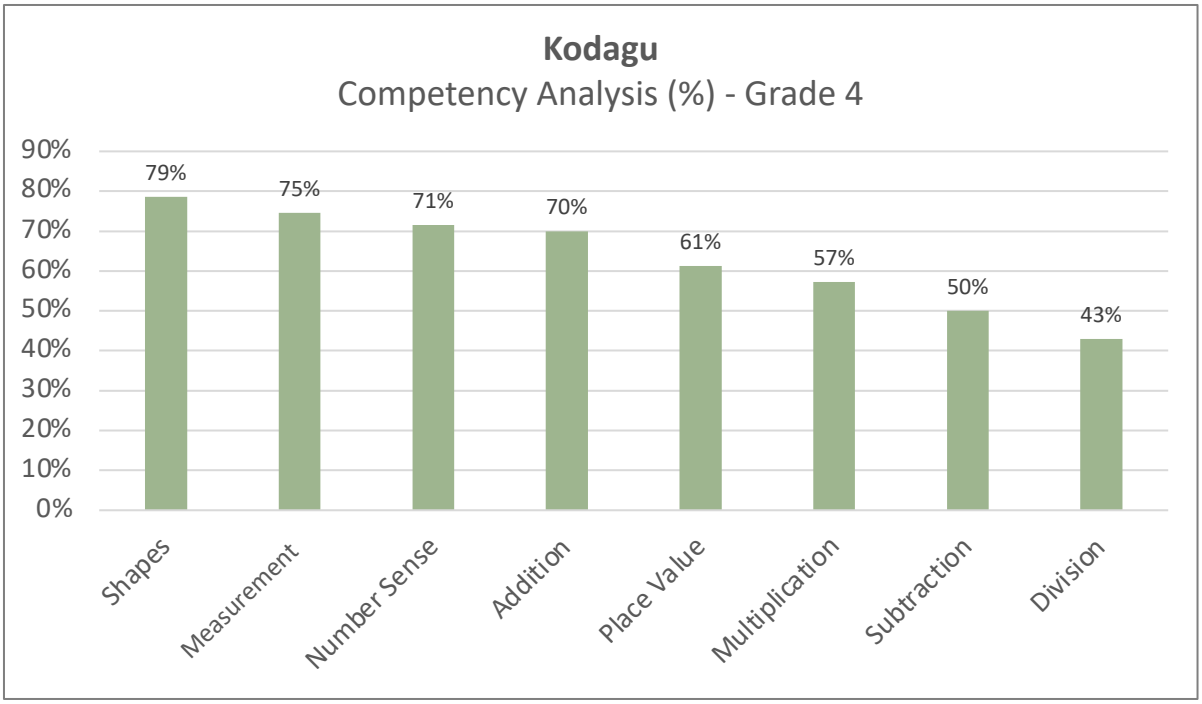


Kodagu

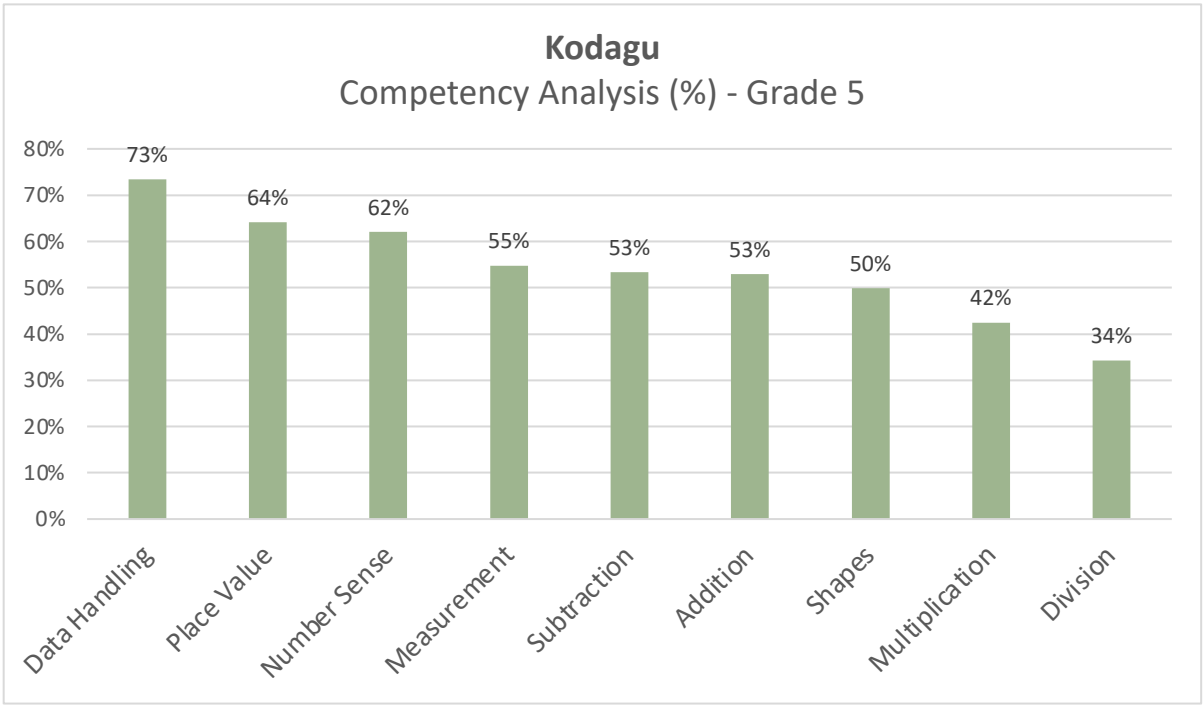
4,283 children from 100 Gram Panchayats and 314 schools participated in the GP-level Maths Contests in Kodagu. The contests were facilitated by 177 GP Team Leaders and 615 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All three blocks of Kodagu District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

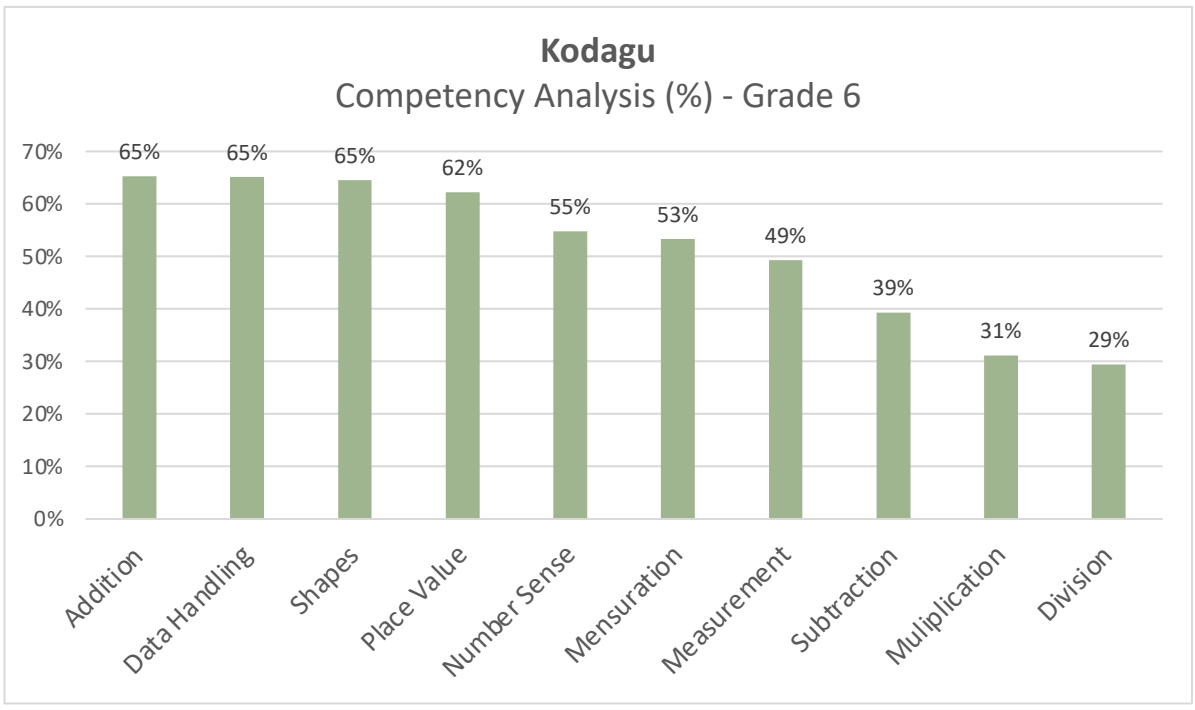
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN KODAGU?



In grade 4, children found Subtraction and Division difficult while Shapes and Measurement were the easiest competencies.



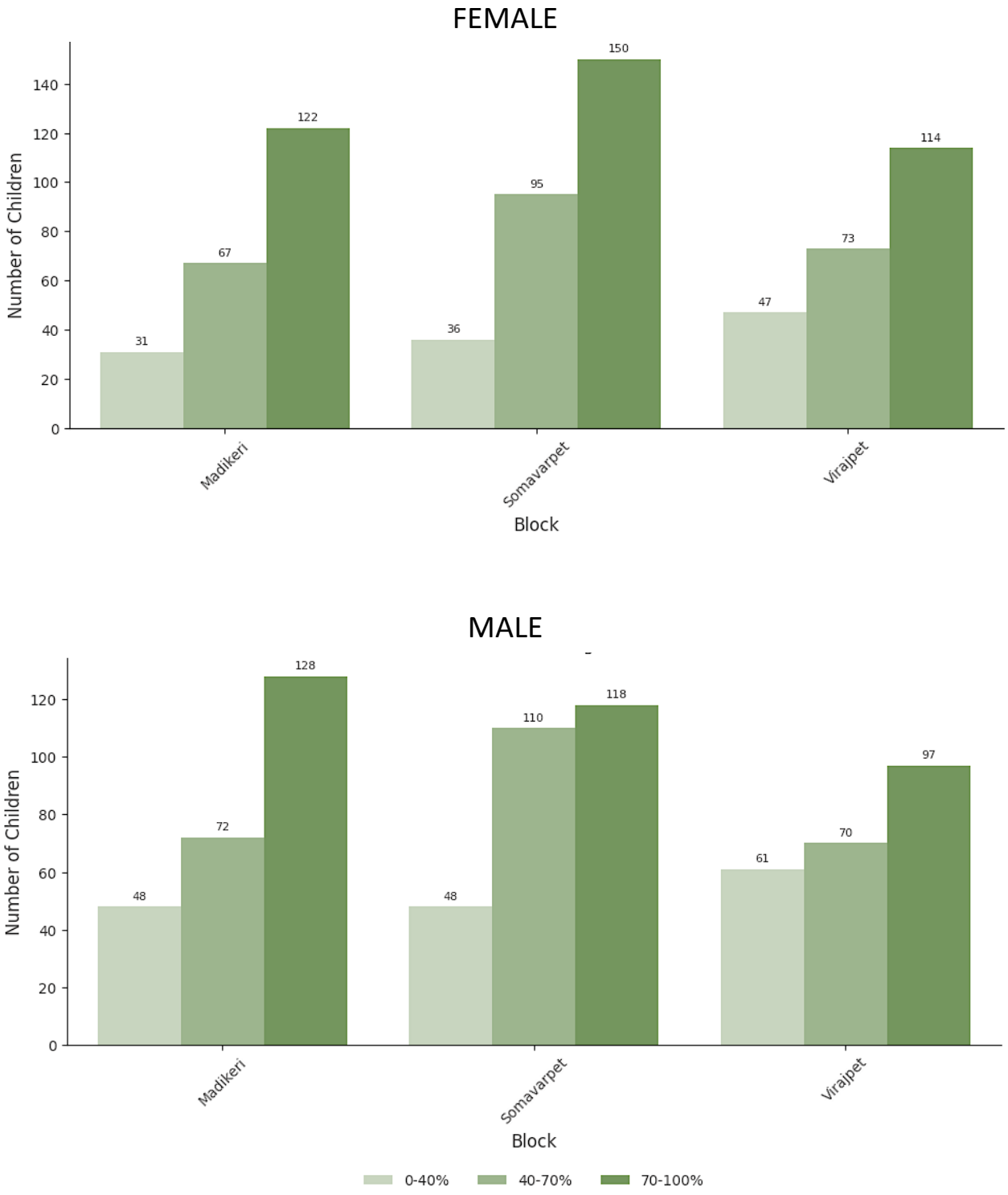
In grade 5, Data Handling and Place value were the easiest competencies for children while Multiplication and Division were the difficult ones.



Data Handling and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

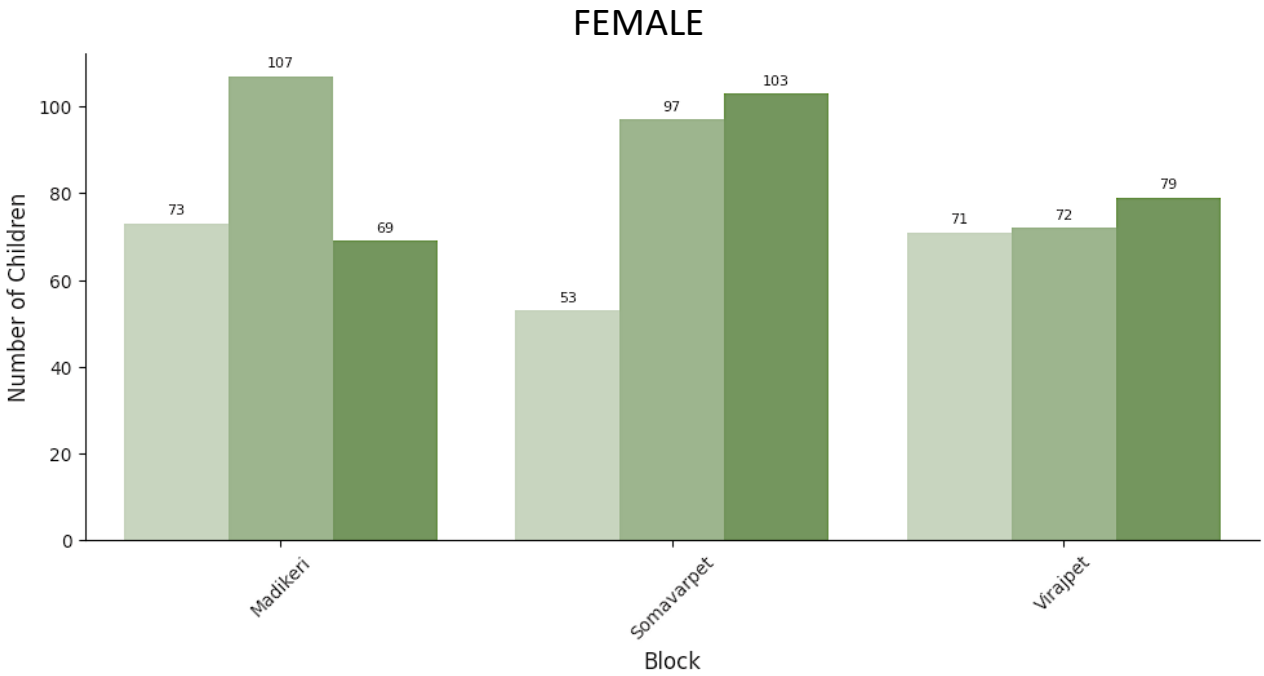
HOW DID CHILDREN PERFORM?

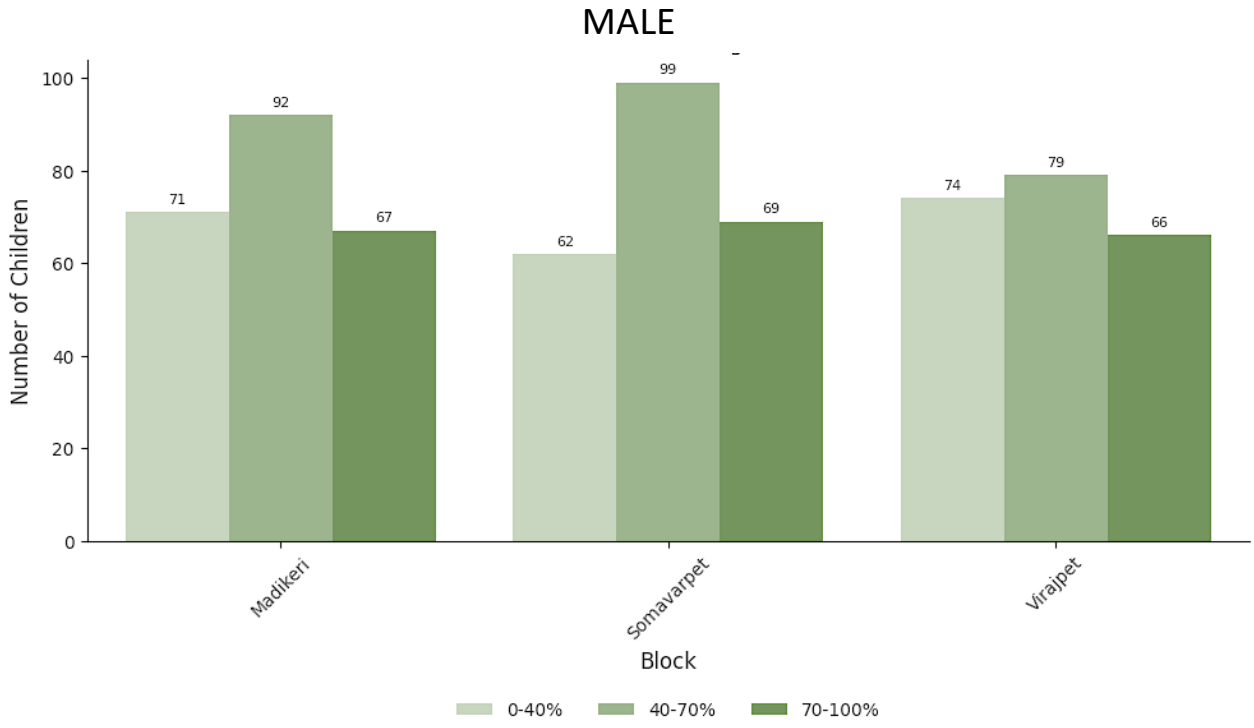
GRADE 4 : **OVERALL SCORE BY GENDER**



In all blocks most children were seen to be in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

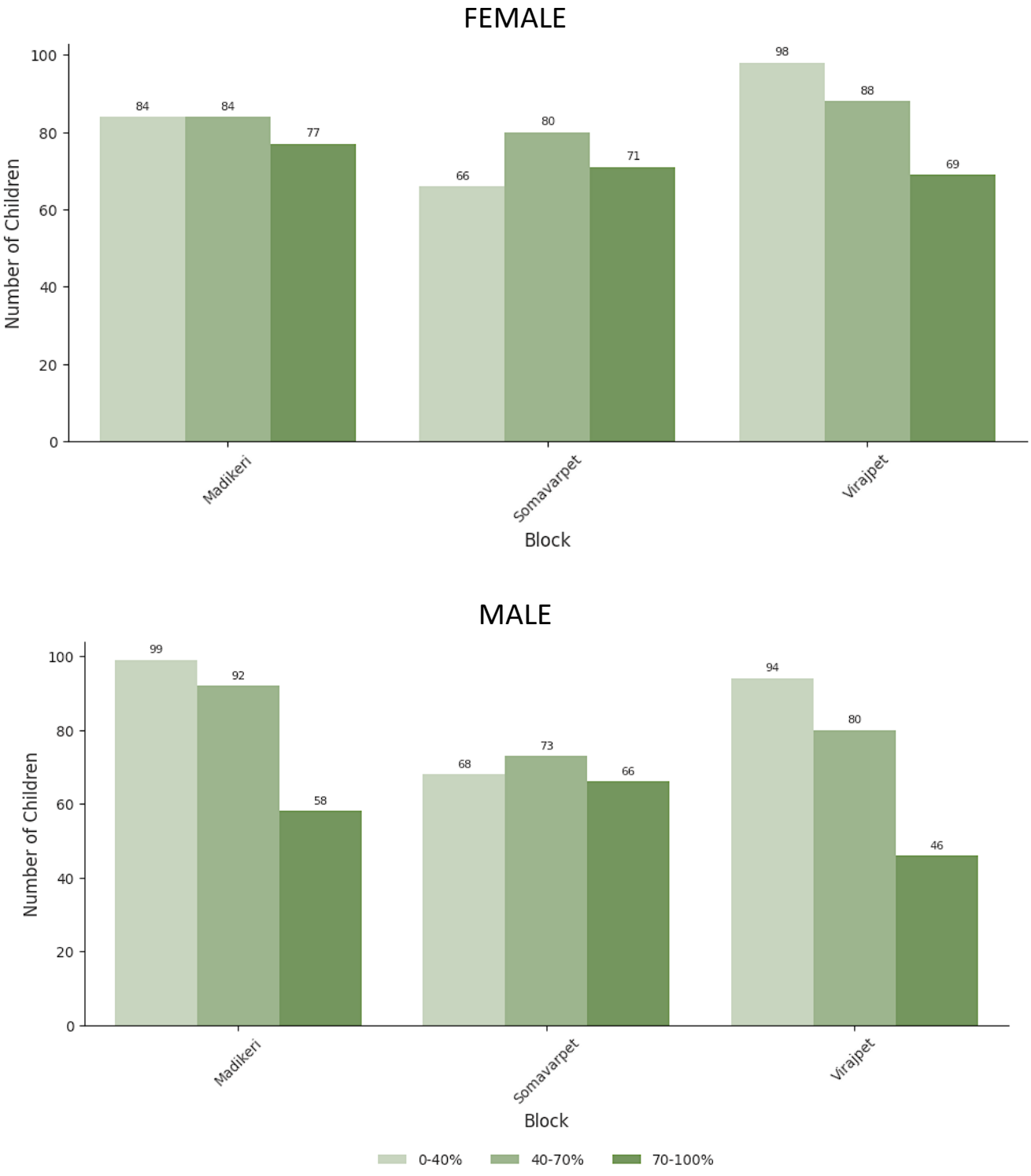




Overall, there are more children in the 40-70% band irrespective of gender.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



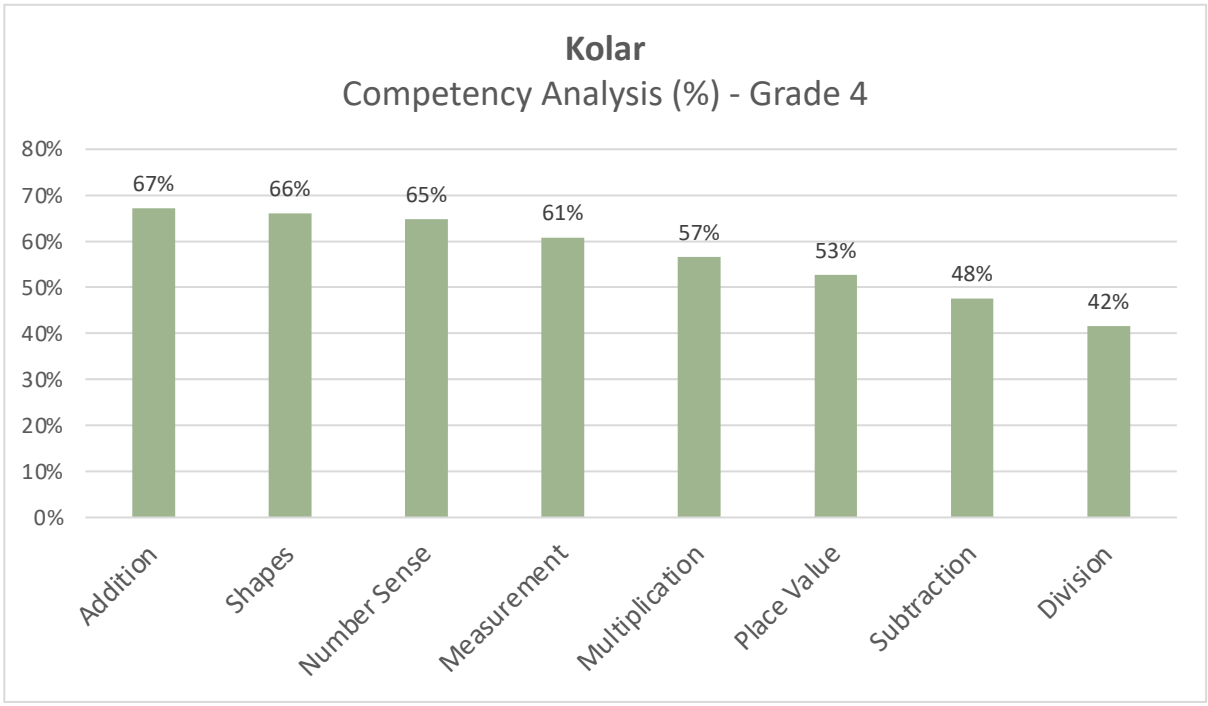
There is a performance dip from earlier grades and the number of children in the 0-40% band is higher in grade 6 irrespective of gender.

Kolar

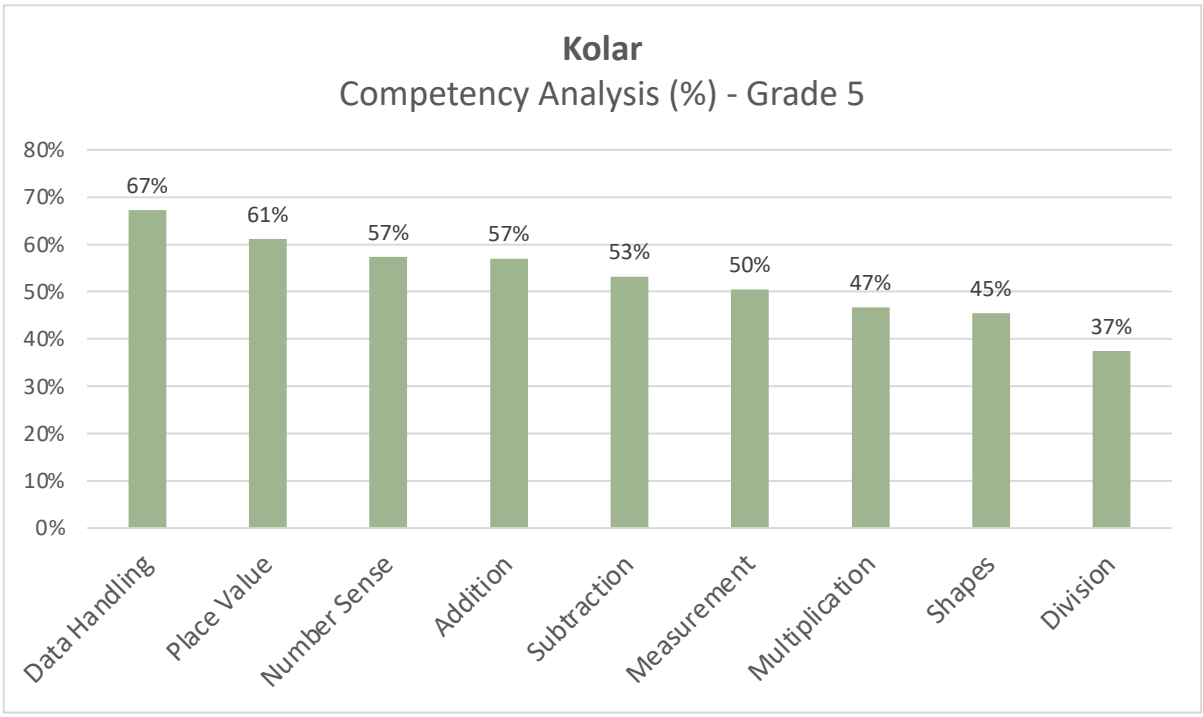
12,746 children from 133 Gram Panchayats and 1,169 schools participated in the GP-level Maths Contests in Kolar. The contests were facilitated by 239 GP Team Leaders and 1,533 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

Five blocks of Kolar District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

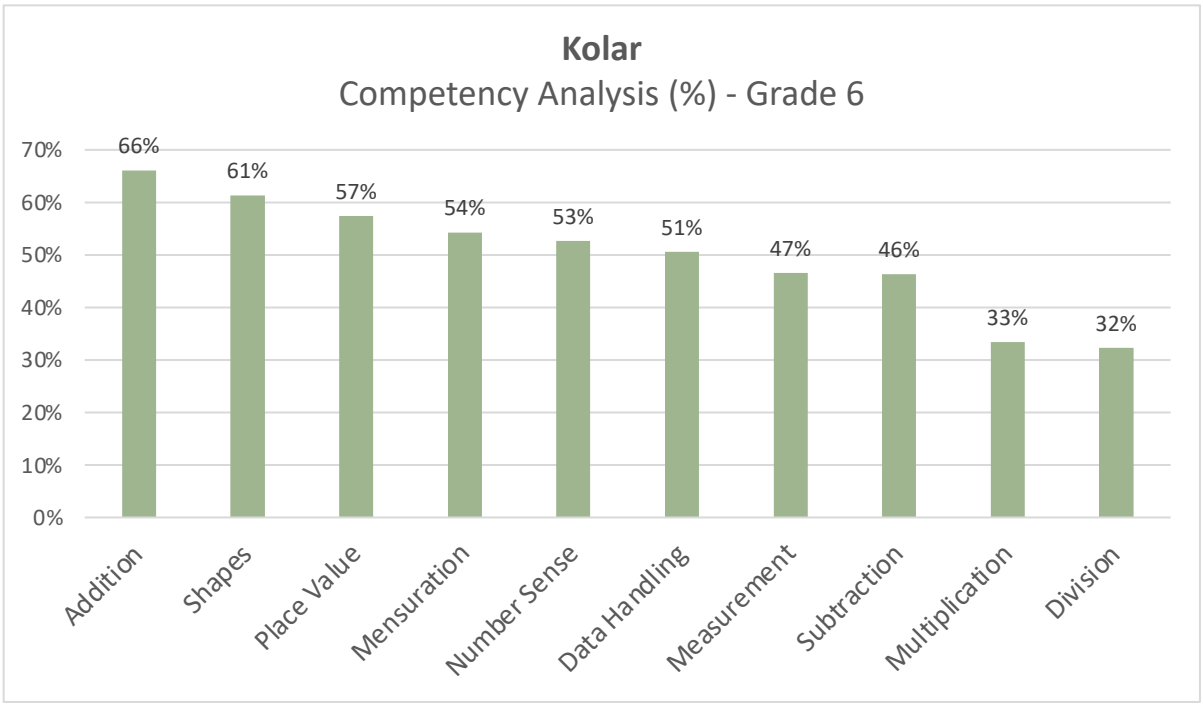
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN KOLAR?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



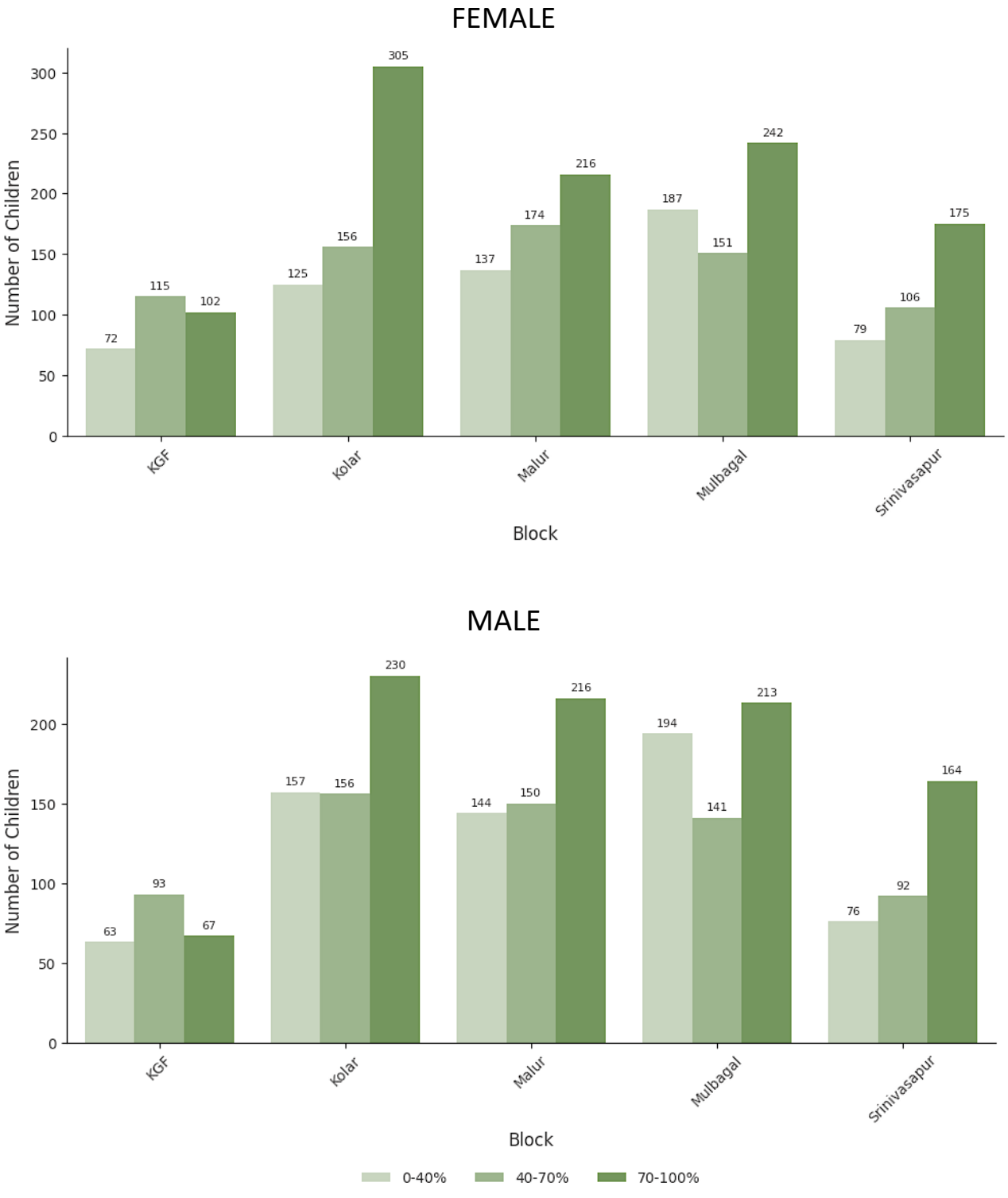
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

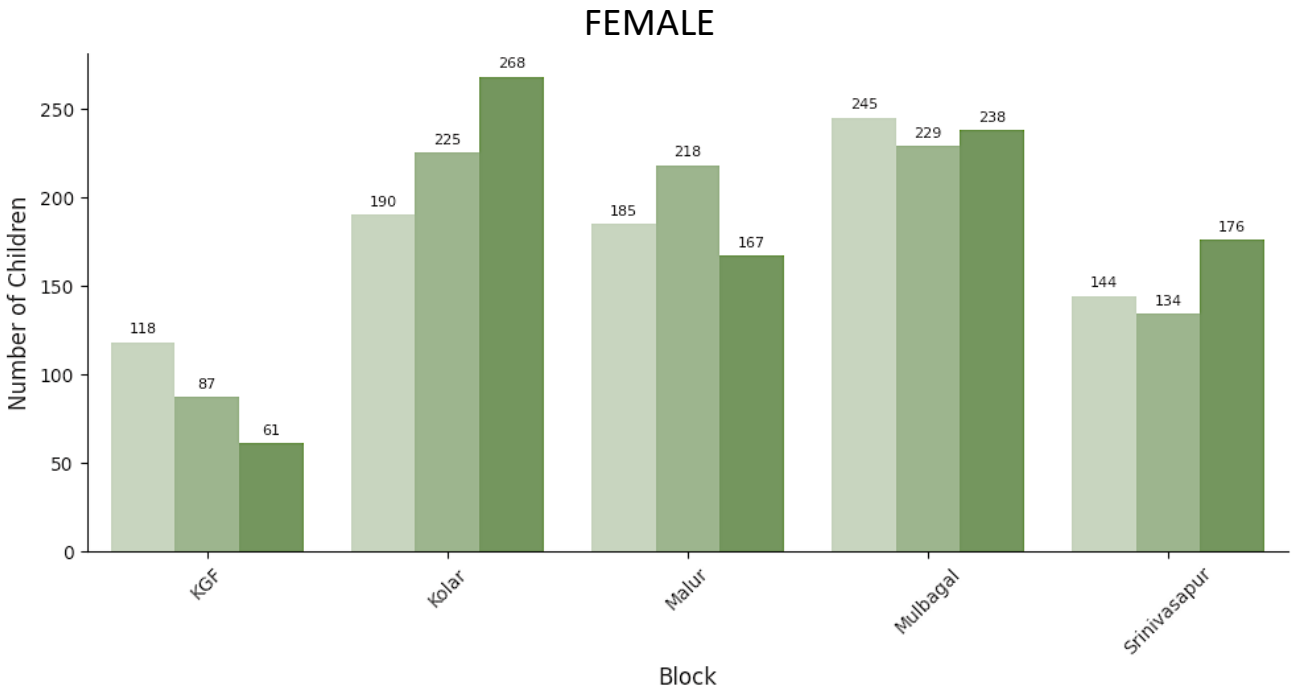
HOW DID CHILDREN PERFORM?

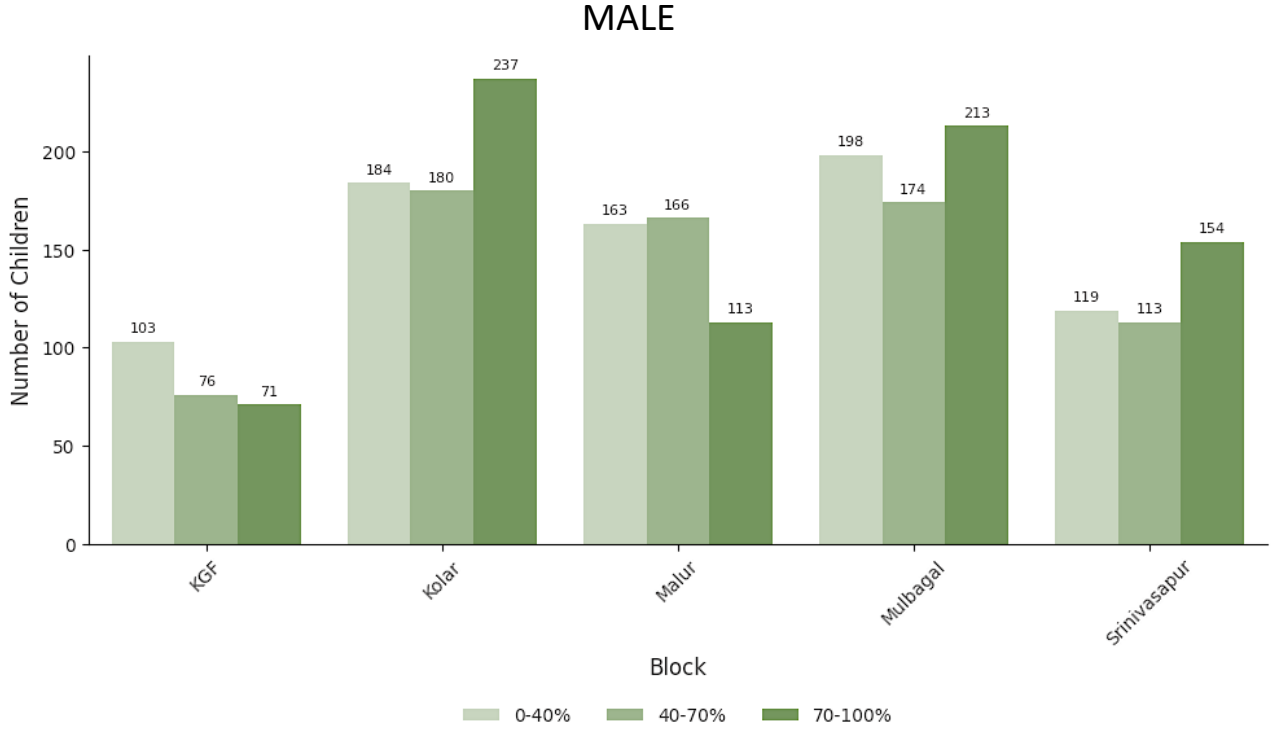
GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

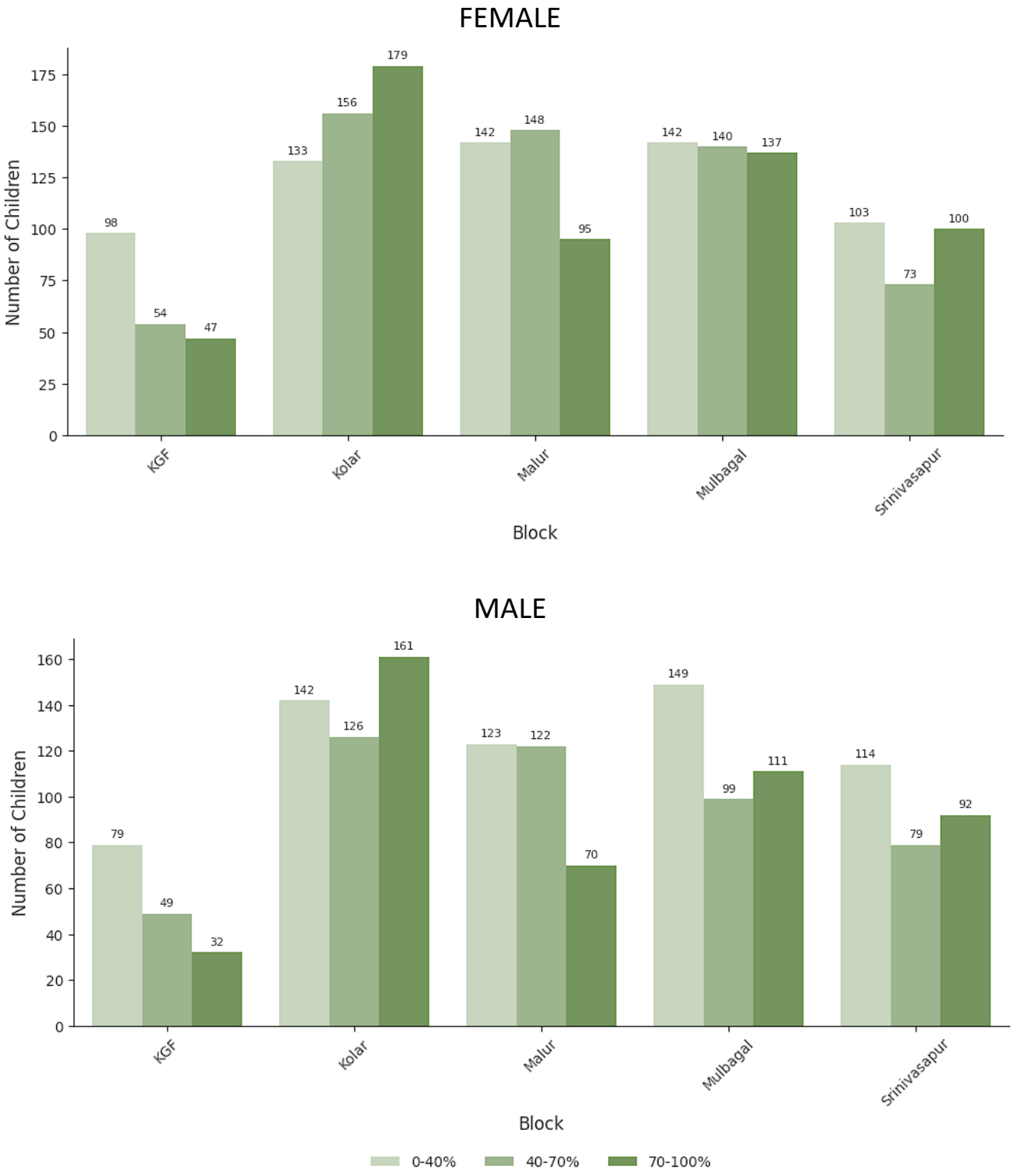




Kolar and Mulbagal blocks have their highest number of participants in the 70-100% band for both boys and girls. There are also more children slipping into the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



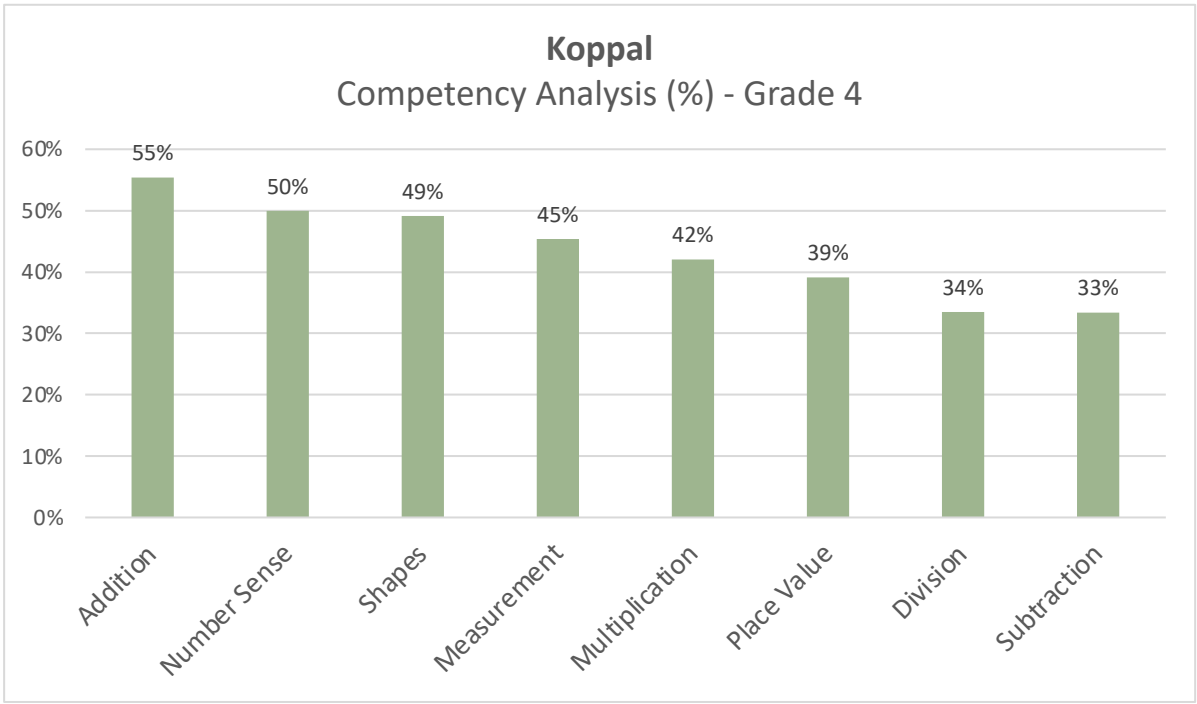
Children in Kolar block did well. Overall, more children are slipping into the 0-40% band.

Koppal

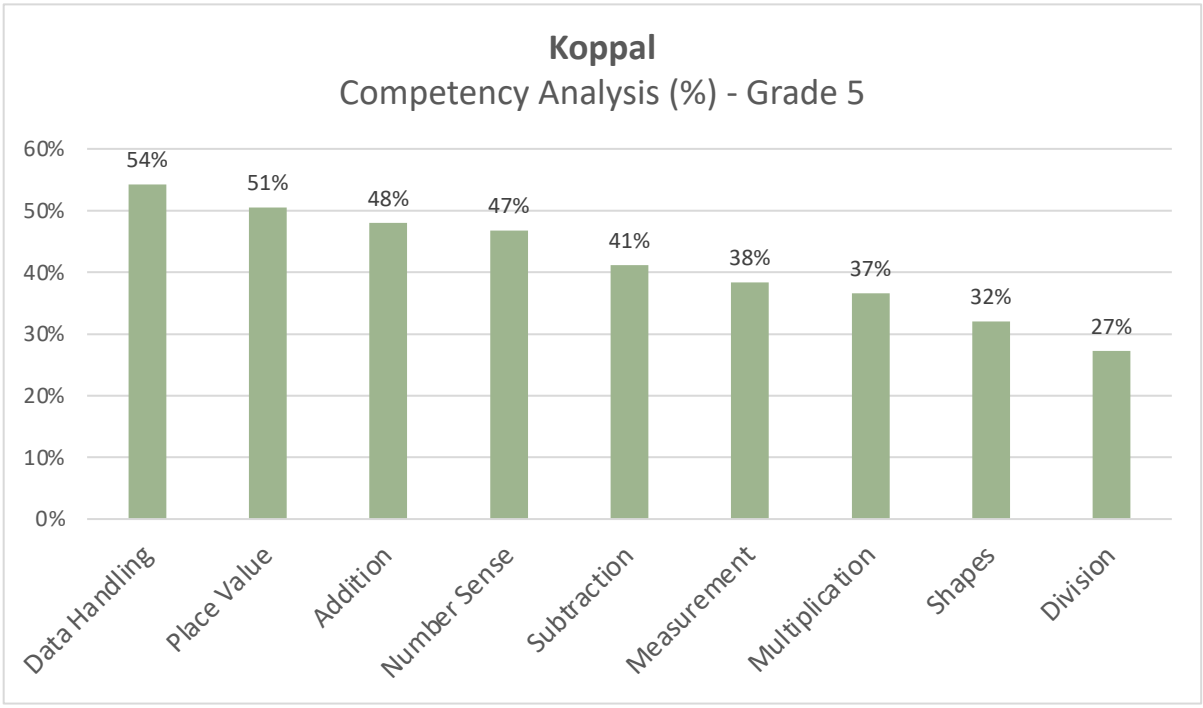
23,056 children from 150 Gram Panchayats and 734 schools participated in the GP-level Maths Contests in Koppal. The contests were facilitated by 258 GP Team Leaders and 871 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Koppal District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

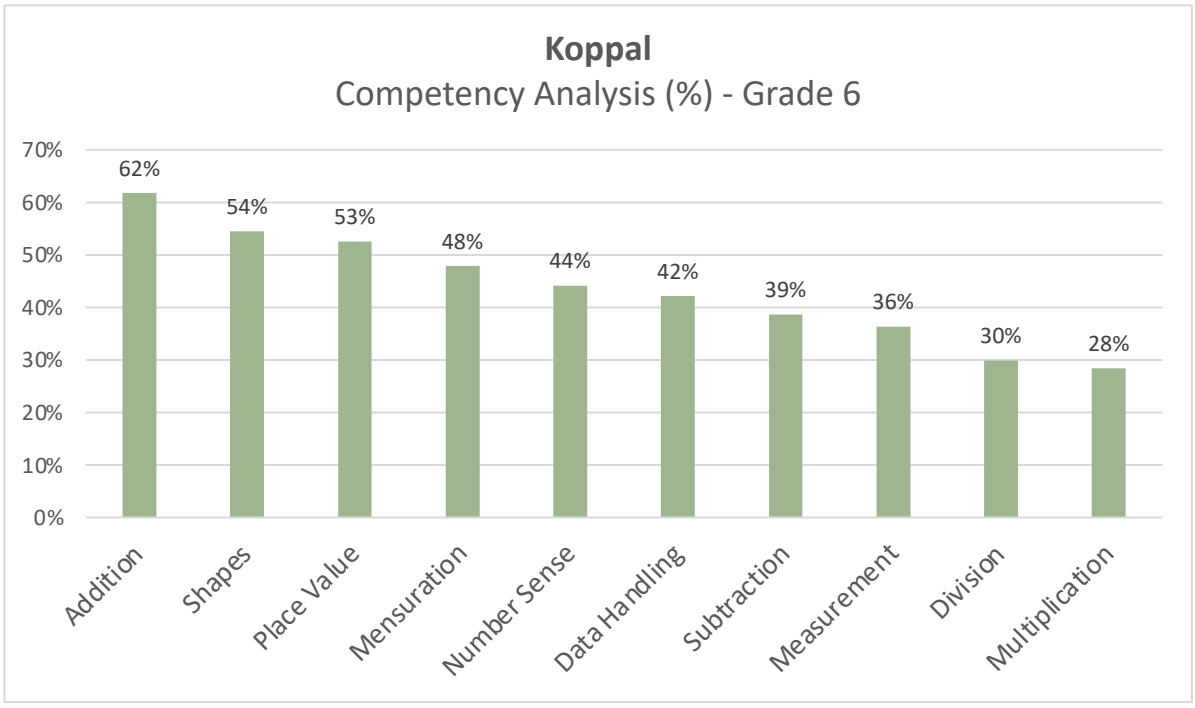
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN KOPPAL?



In grade 4, children found Subtraction and Division difficult while Addition and Number Sense were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

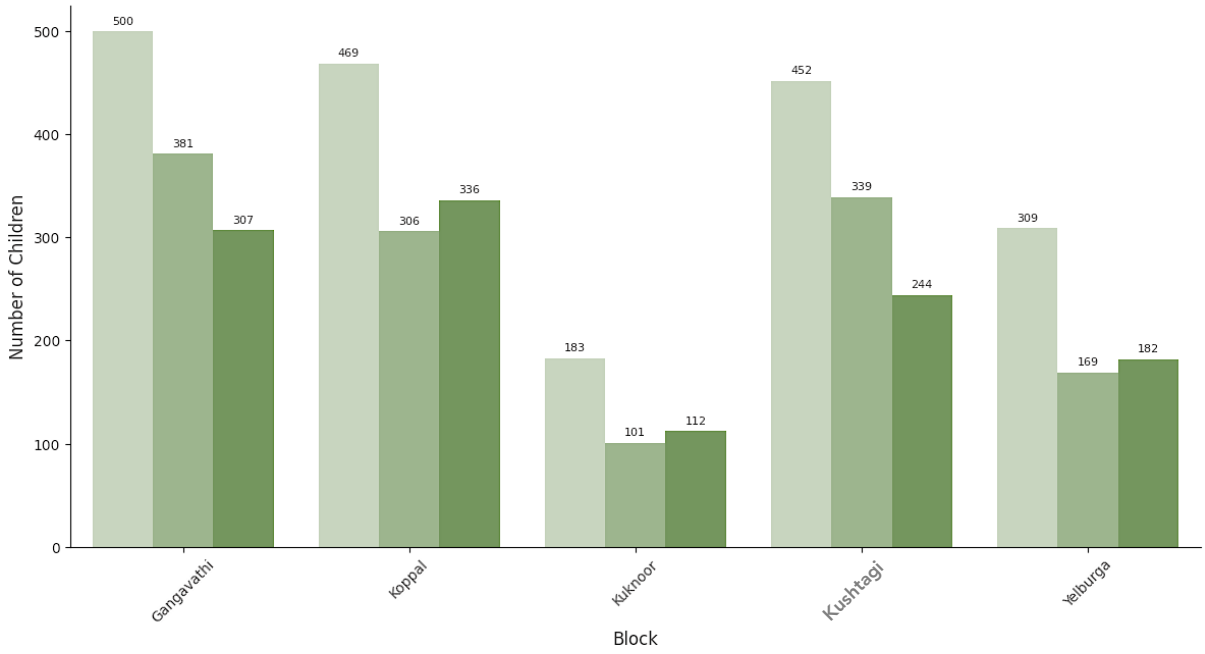


Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

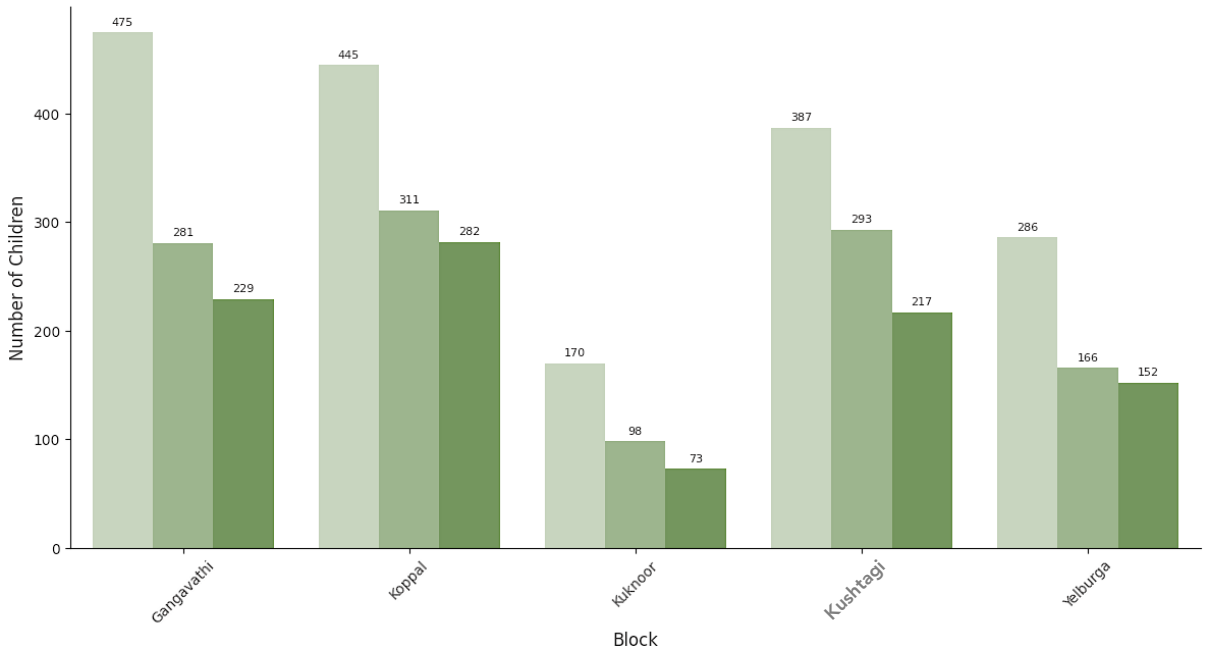
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE



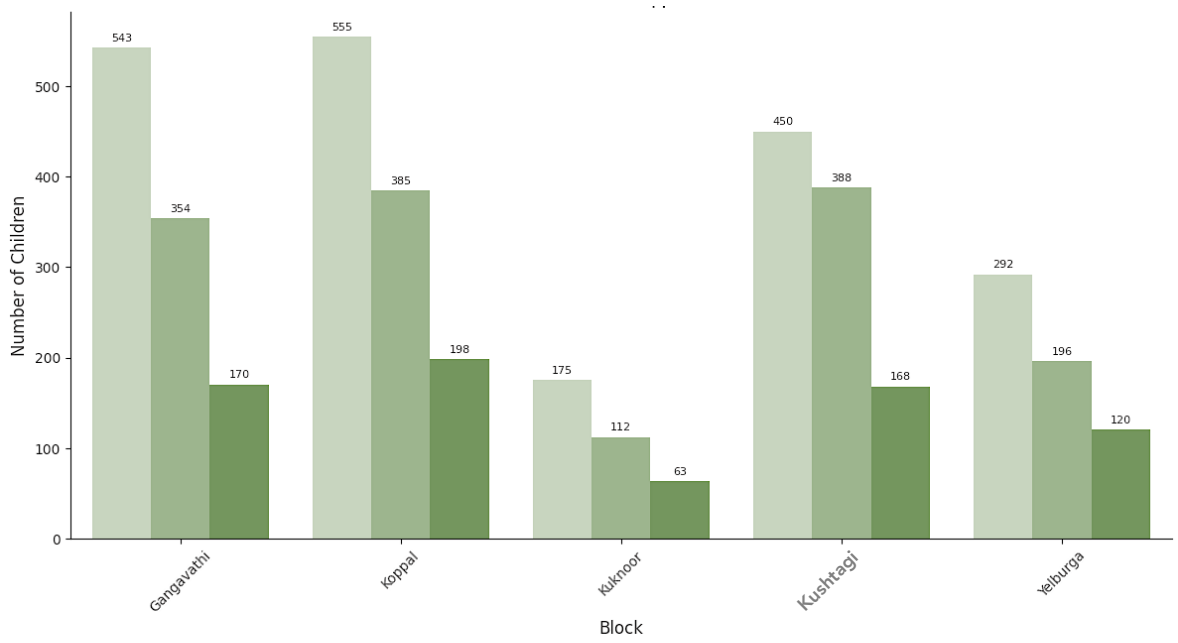
MALE



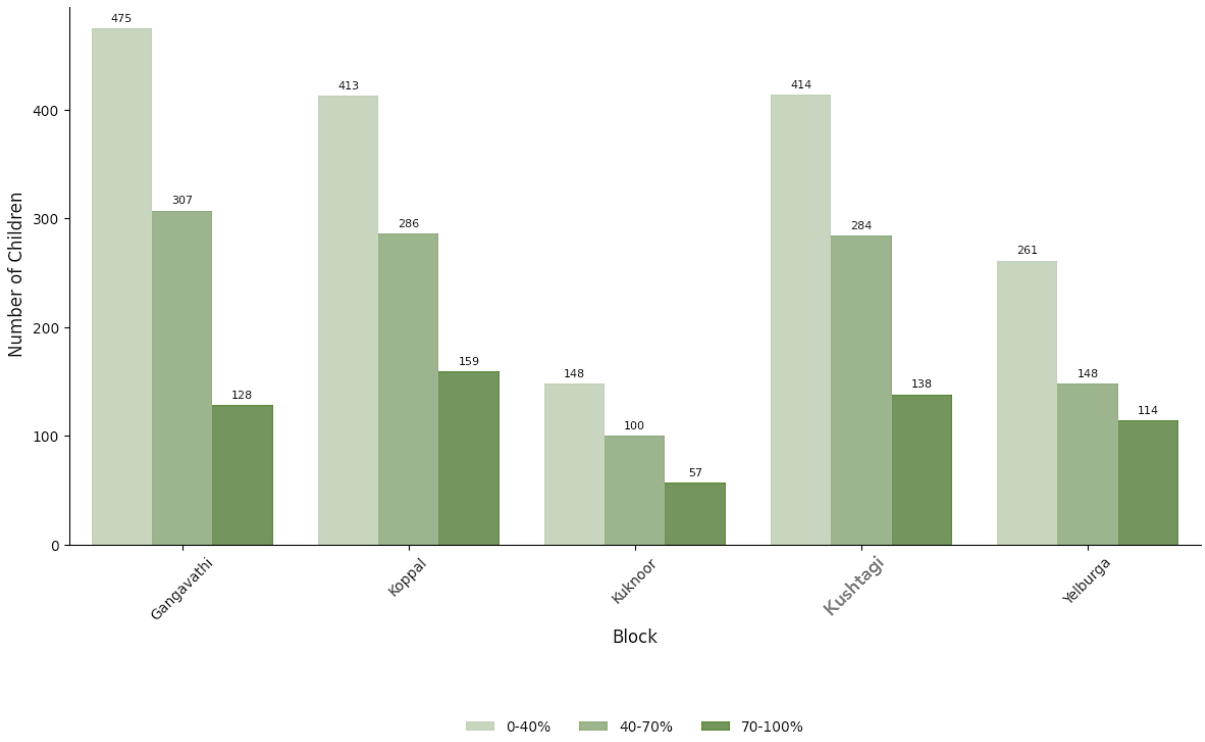
All blocks have their highest number of participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



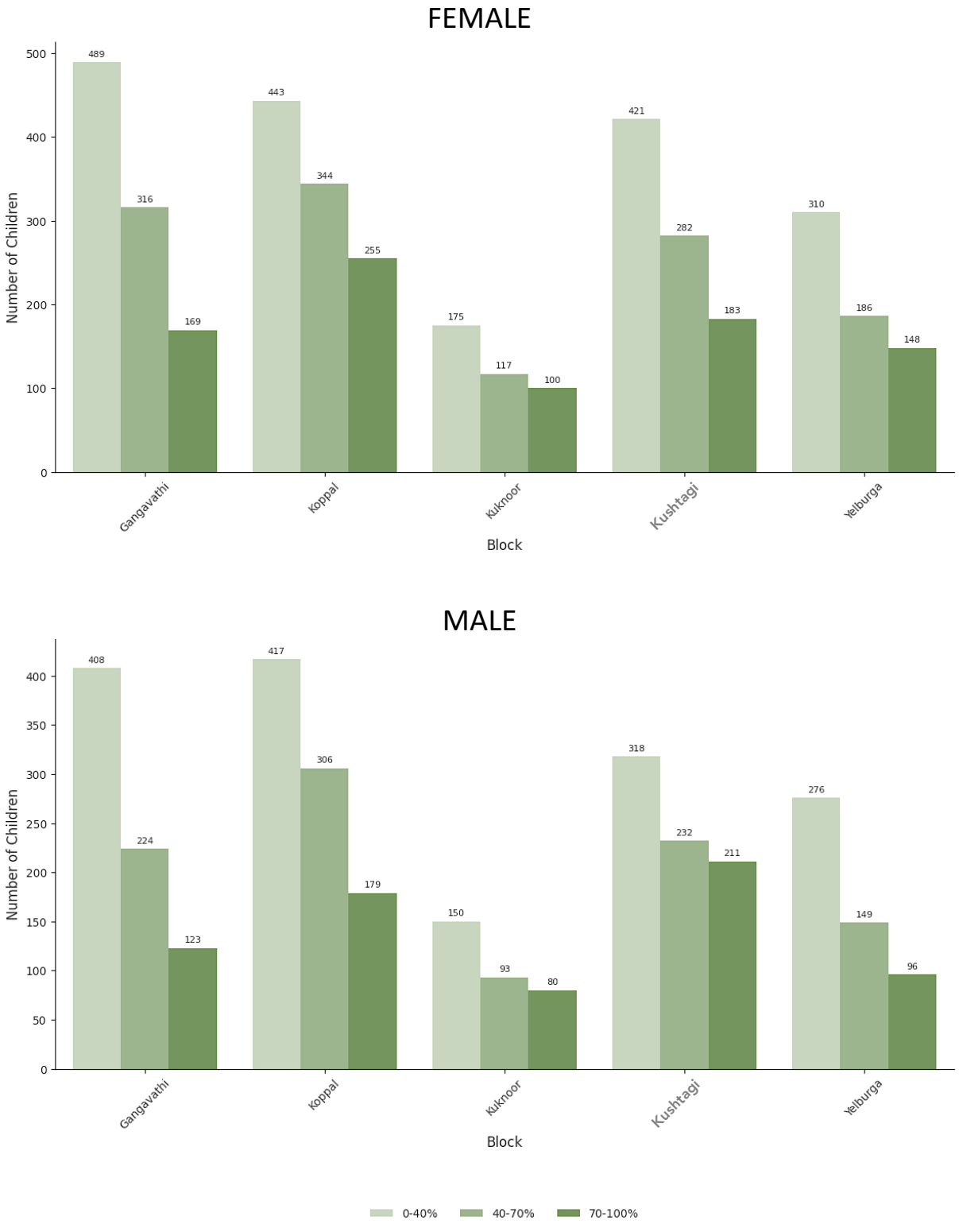
MALE



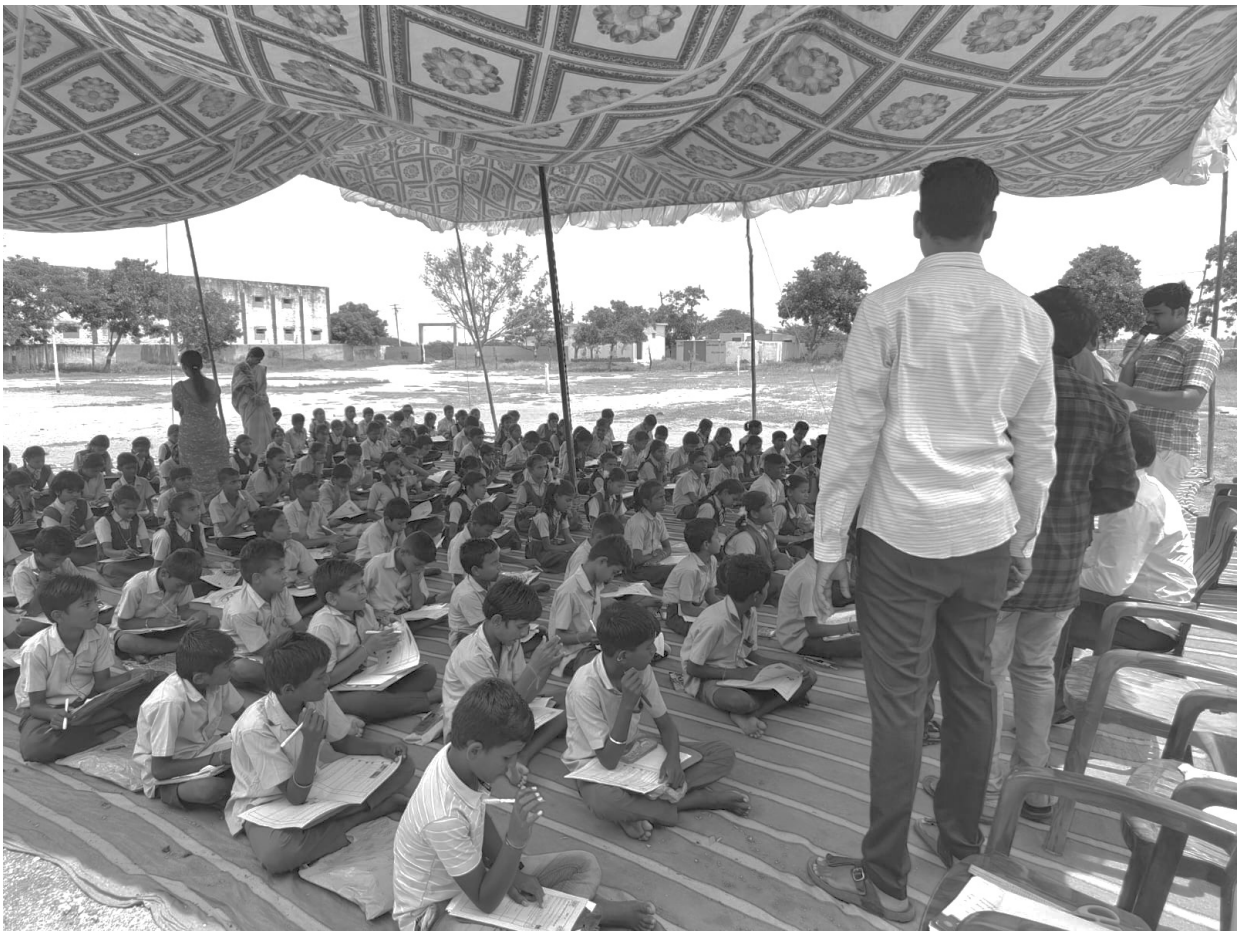
Across all the blocks children continue to be largely in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



Performance continues to be poor with most children in the 0-40% band.

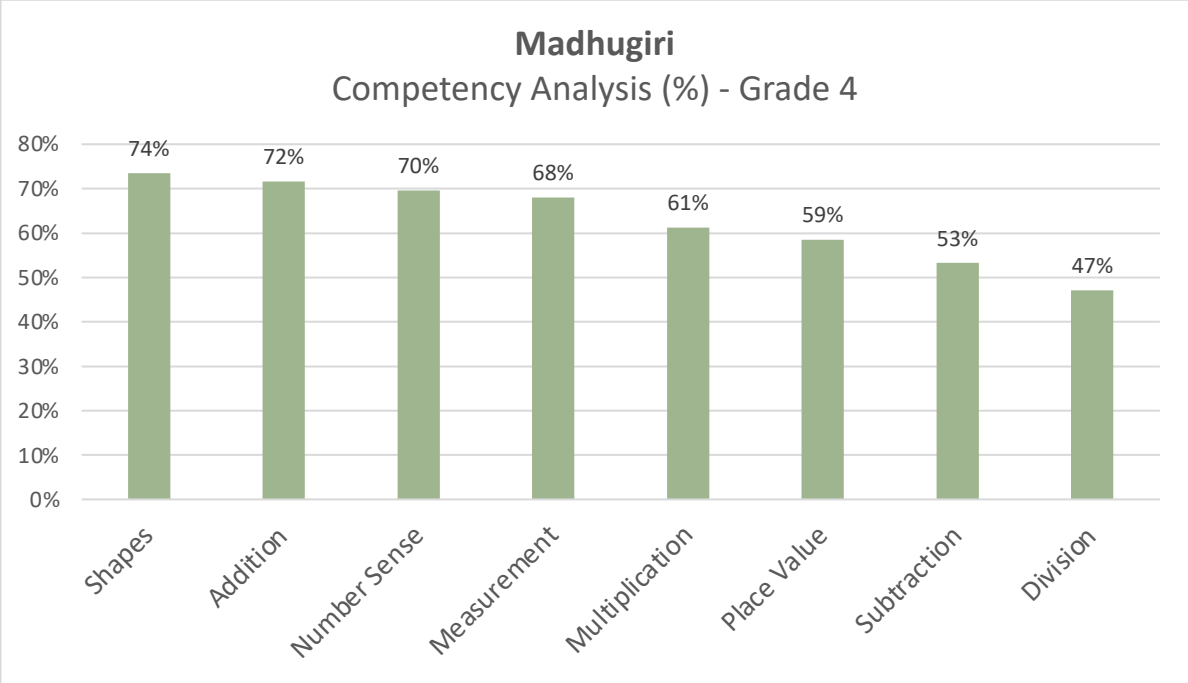


Madhugiri

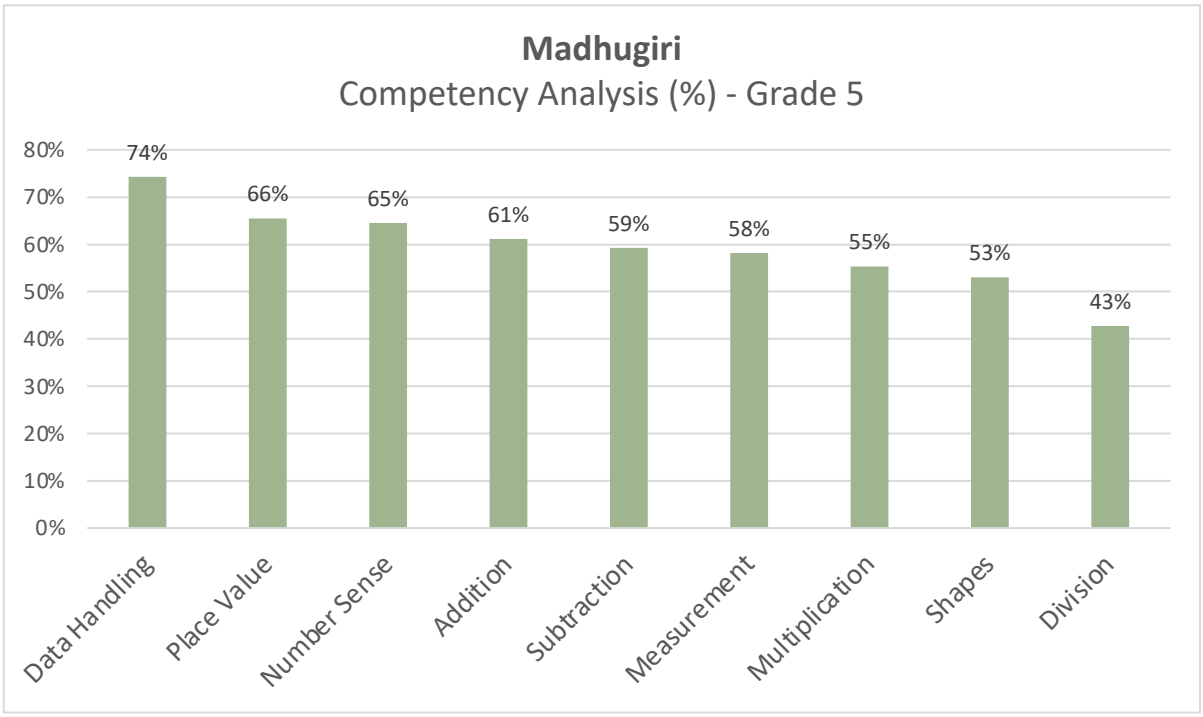
15,468 children from 138 Gram Panchayats and 1,075 schools participated in the GP-level Maths Contests in Madhugiri. The contests were facilitated by 278 GP Team Leaders and 830 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All four blocks of Madhugiri District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

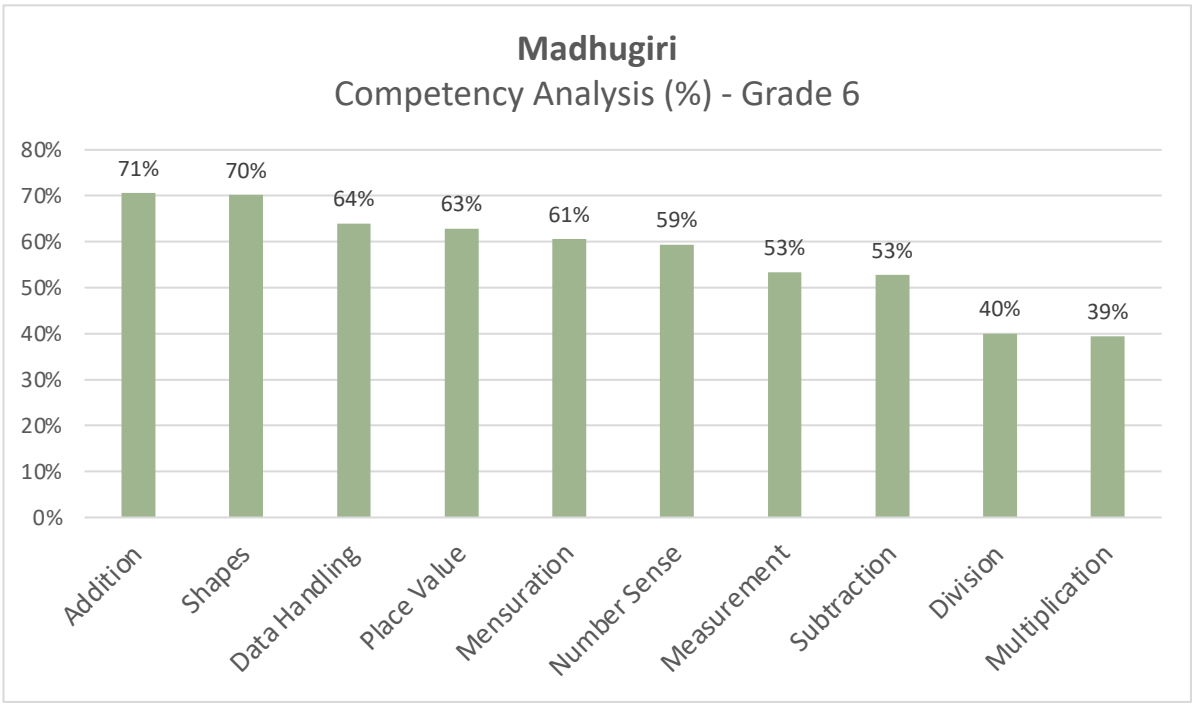
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN MADHUGIRI?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

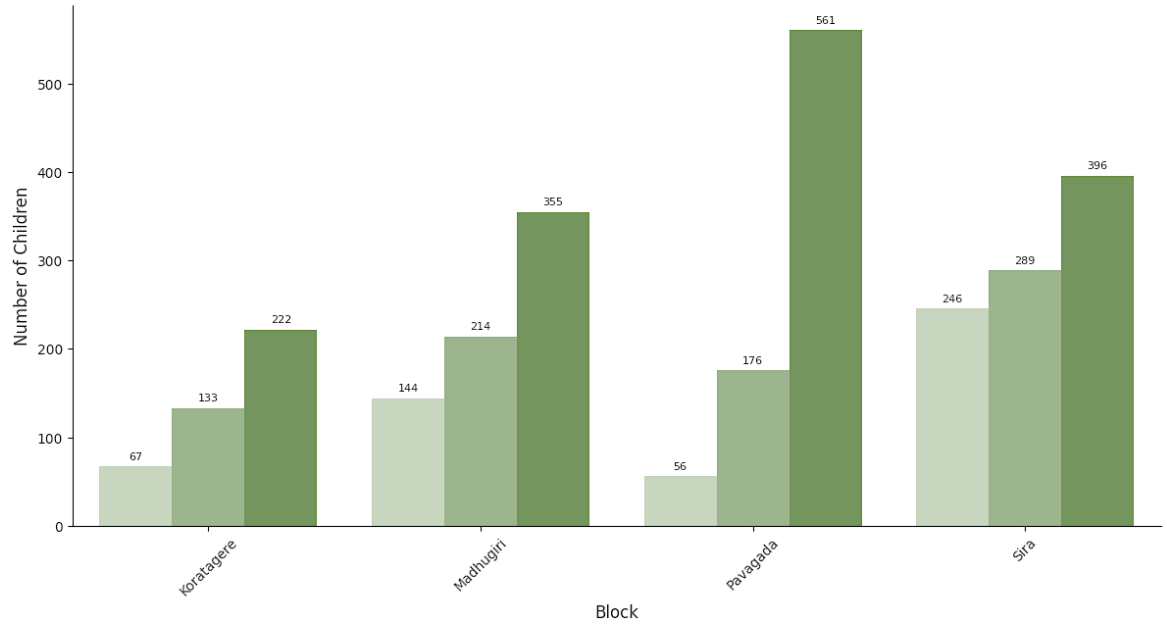


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

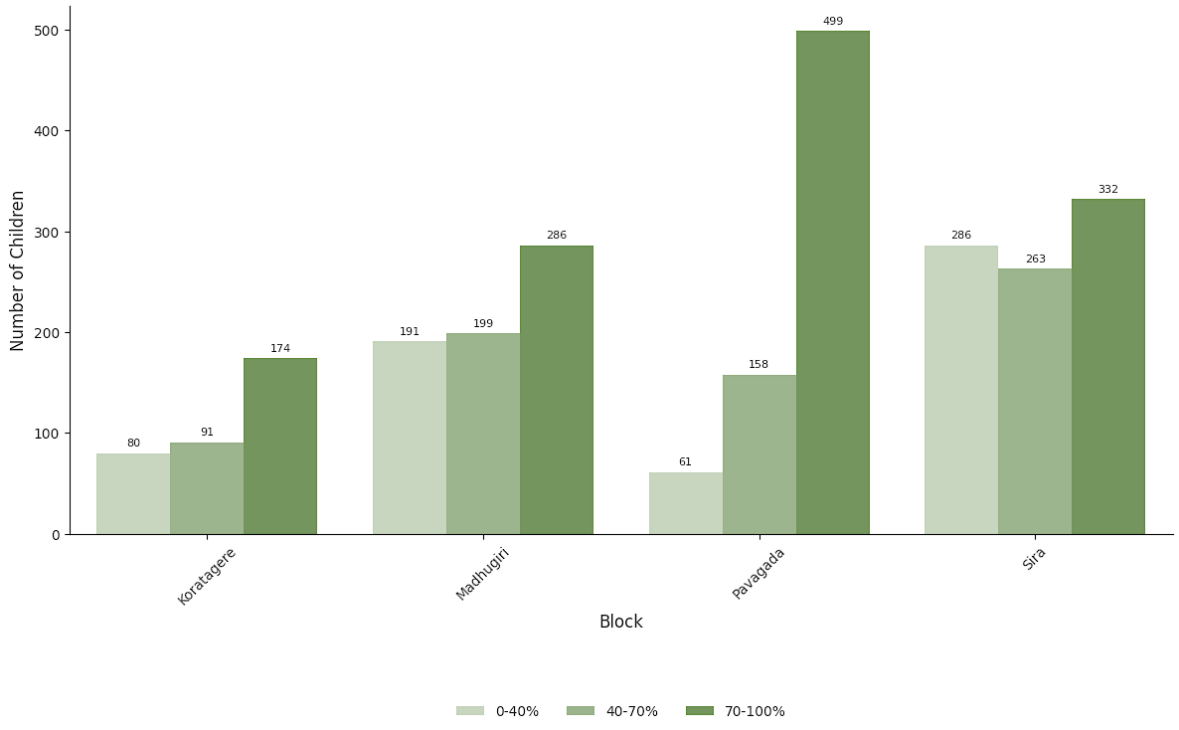
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE

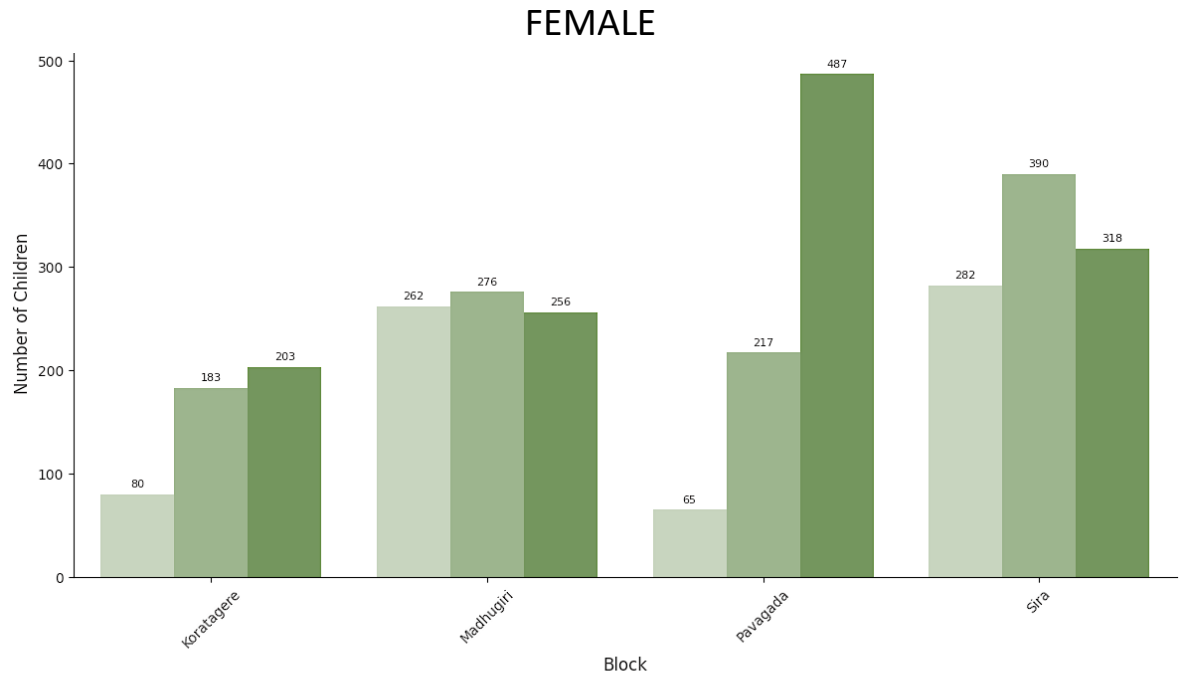


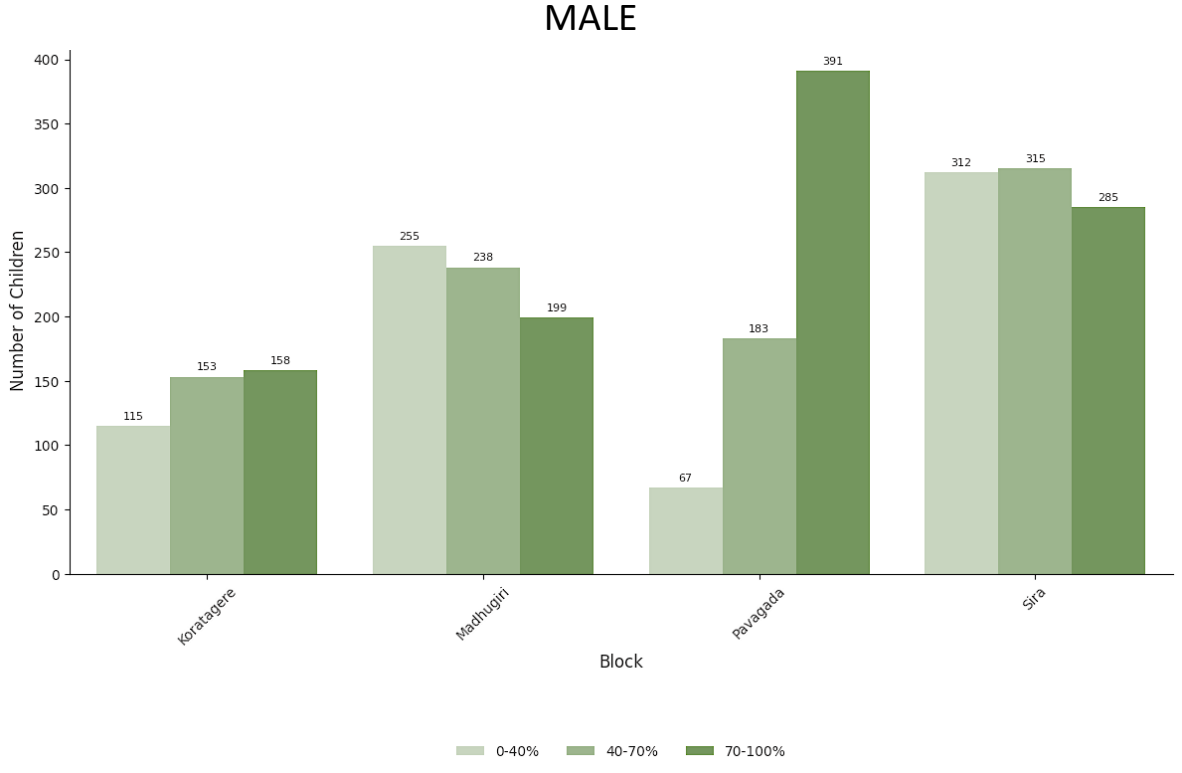
MALE



All blocks have their highest number of participants in the 70-100% band.
Pavagada block did exceptionally well.

GRADE 5 : **OVERALL SCORE BY GENDER**

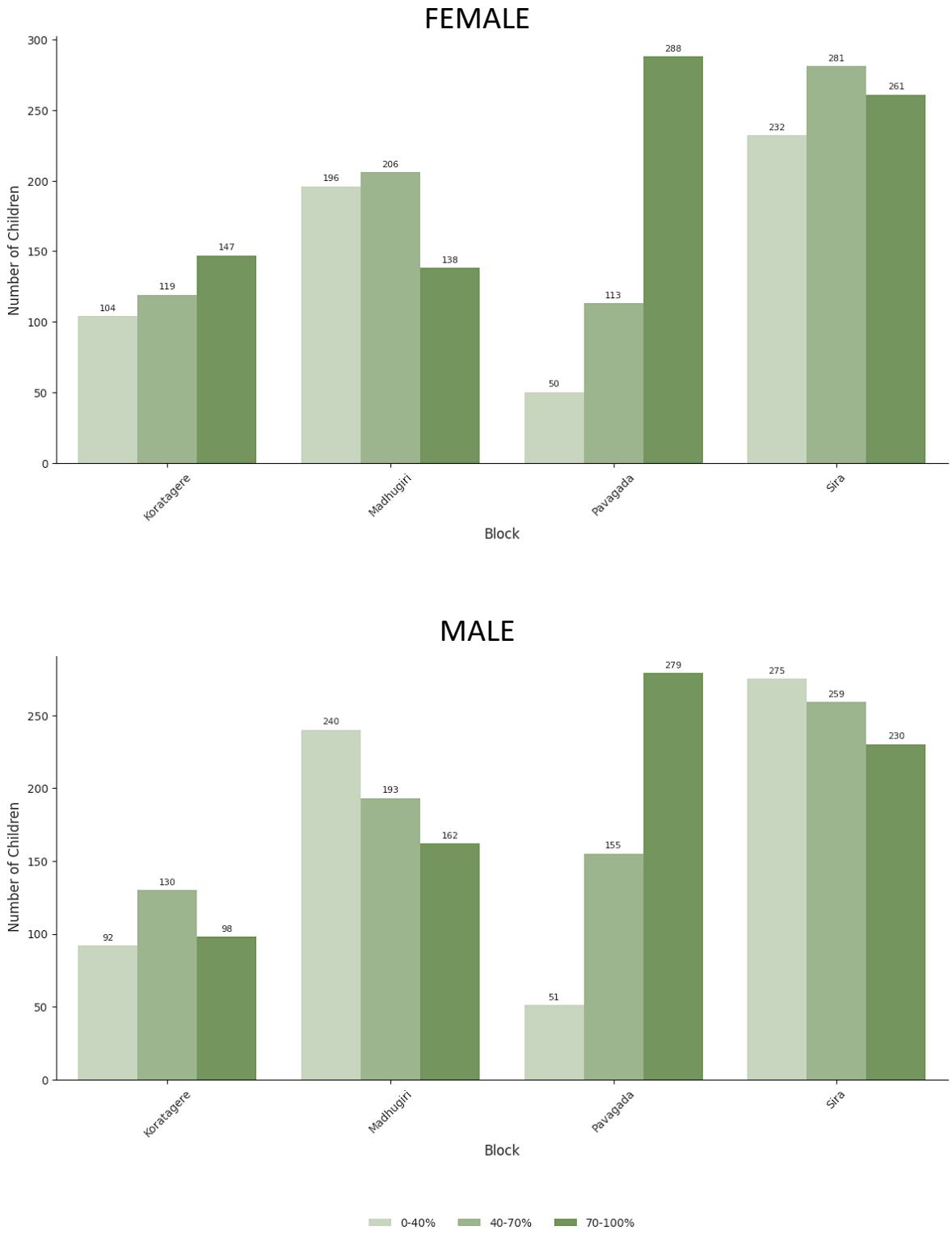




All blocks have their highest number of participants in the 40 -70% and 70-100% bands. Pavagada block continues to do exceptionally well.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



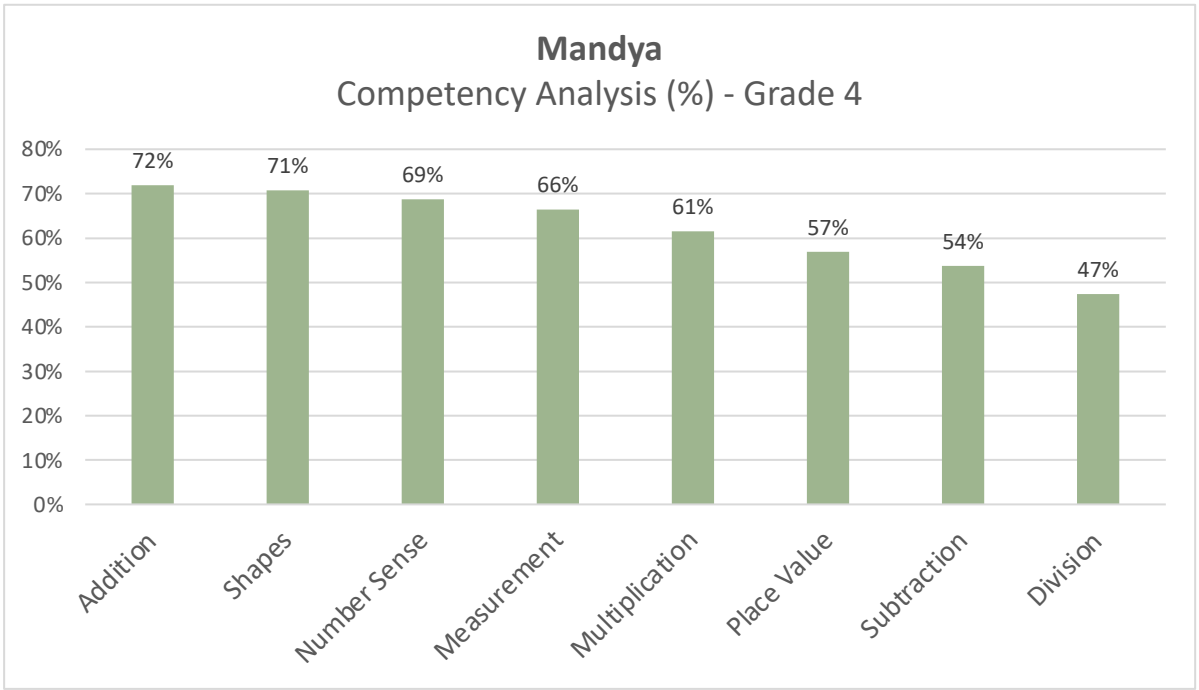
Generally, most blocks have their highest number of participants in the 40-70% and 70-100% bands. Sira is an exception. Pavagada block continues to do exceptionally well.

Mandya

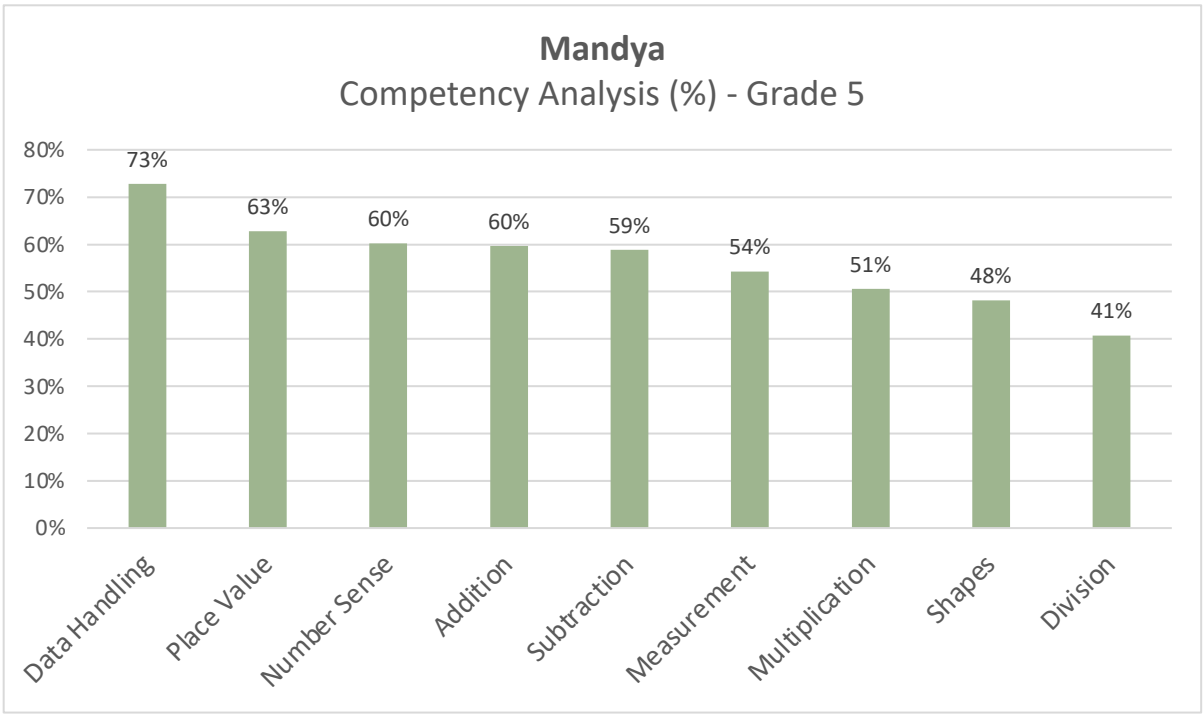
17,313 children from 233 Gram Panchayats and 1,298 schools participated in the GP-level Maths Contests in Mandya. The contests were facilitated by 390 GP Team Leaders and 778 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All eight blocks of Mandya District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

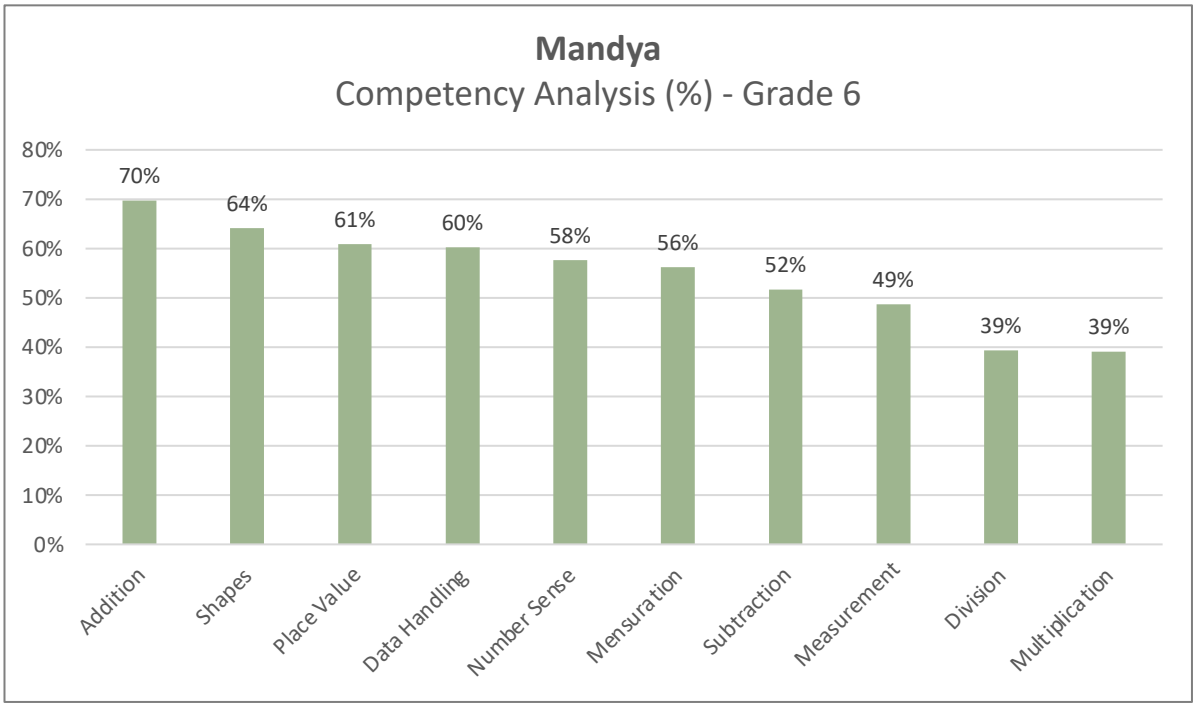
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN MANDYA?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



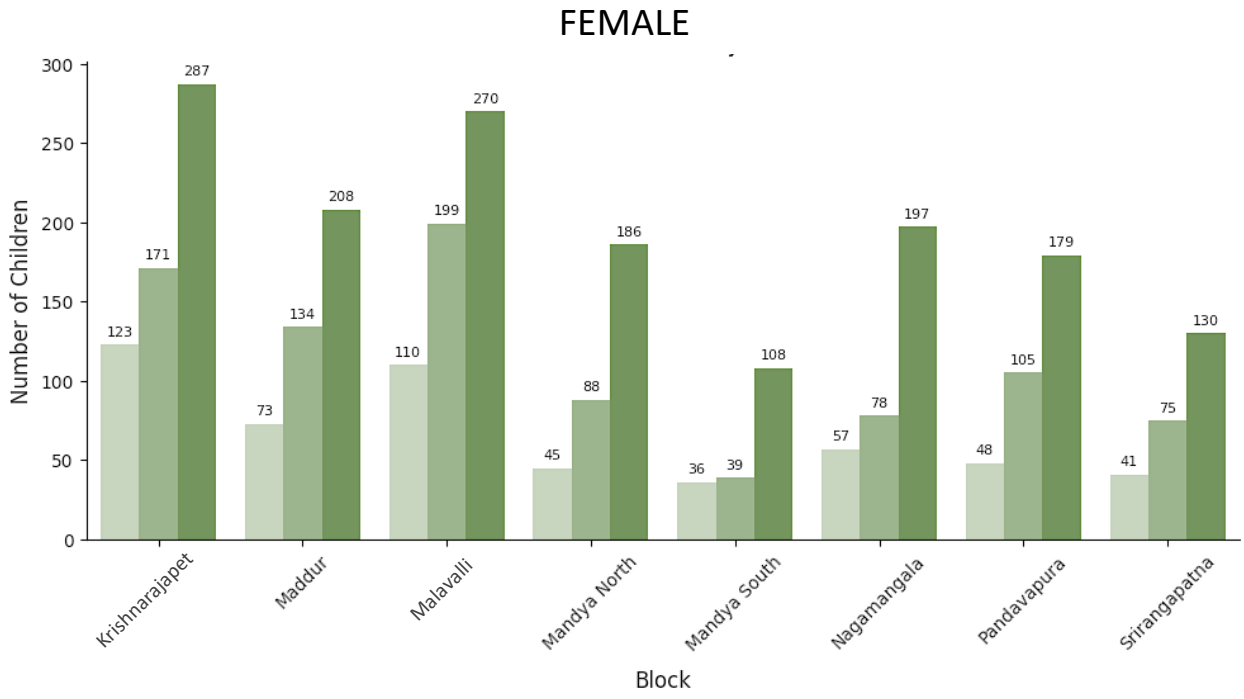
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

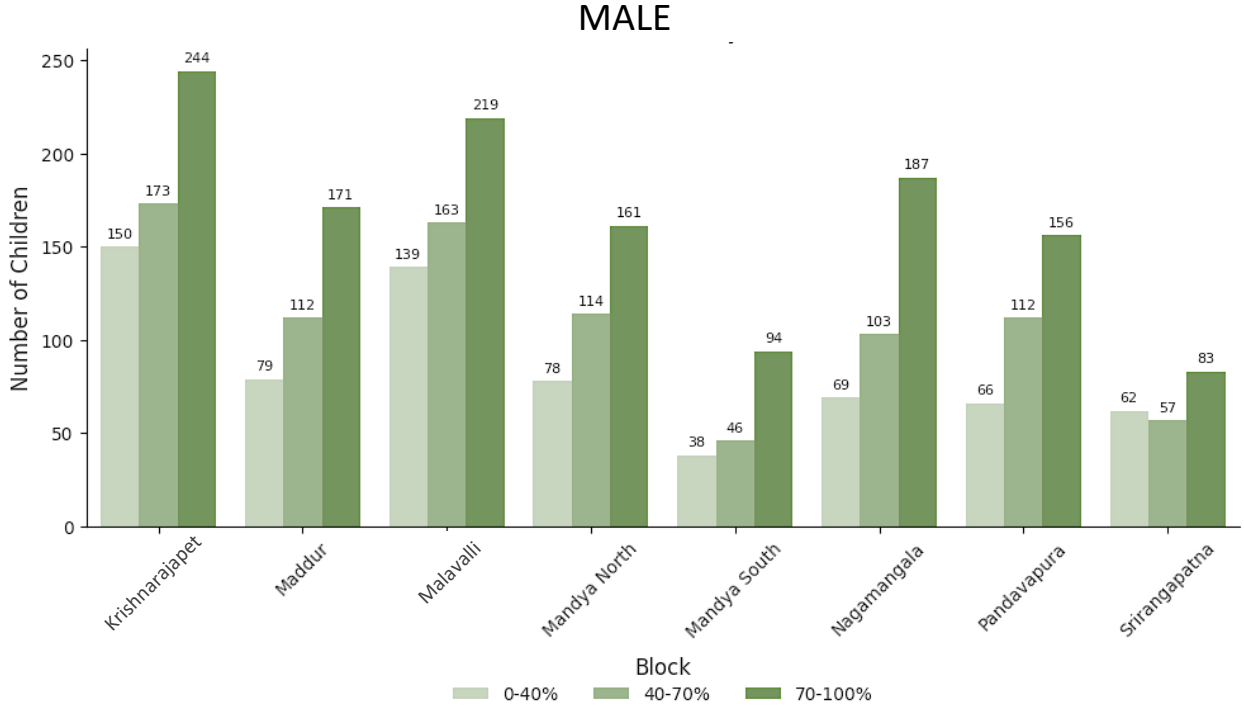


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

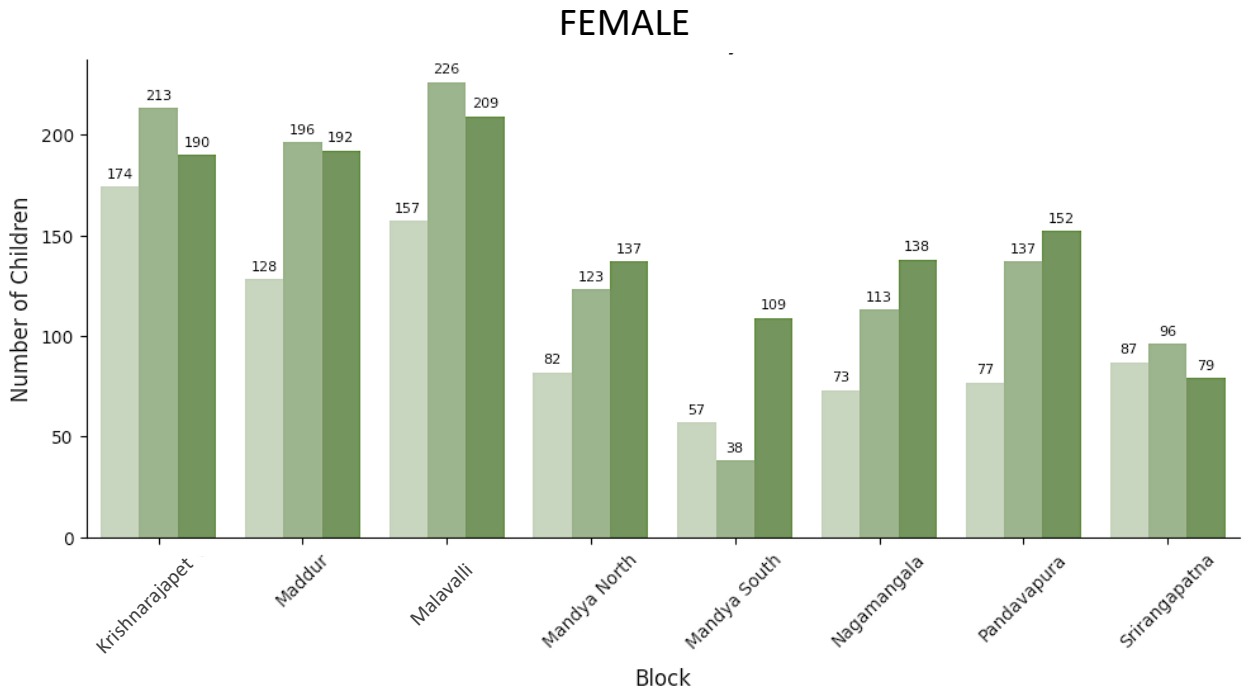
GRADE 4 : **OVERALL SCORE BY GENDER**

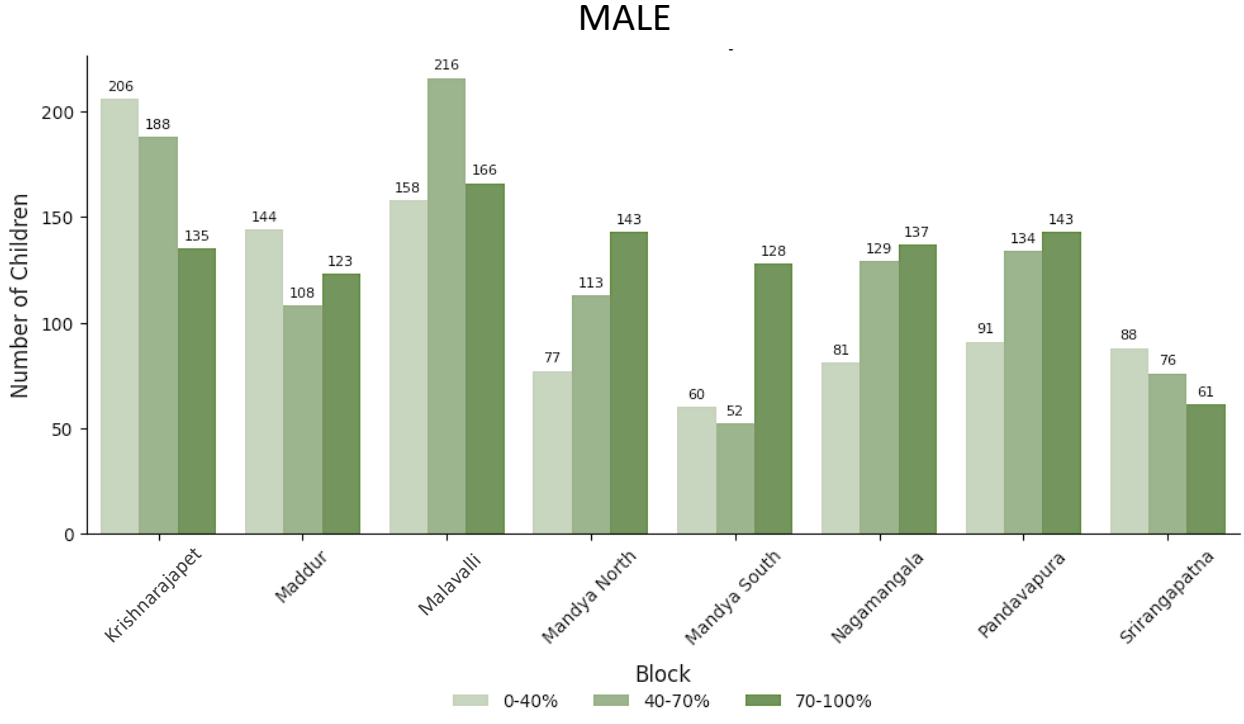




All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

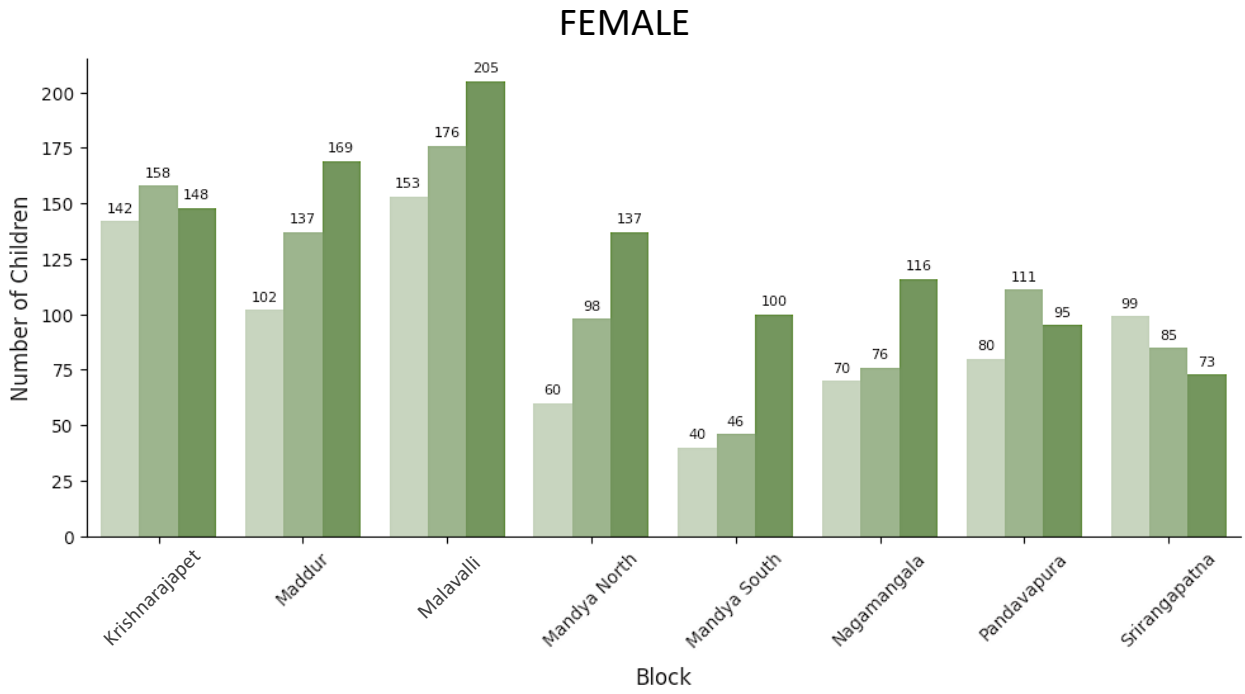


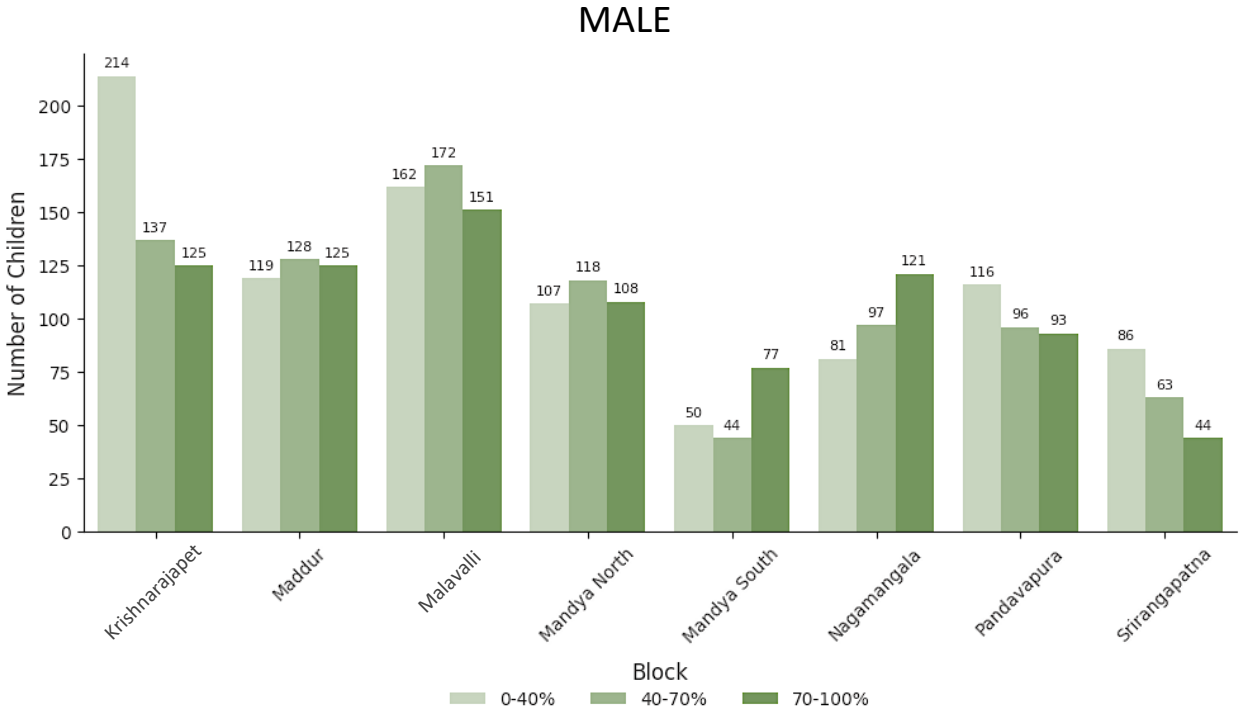


While overall there are more children in the 40-70% and 70-100% bands there are a large number of children in the 0-40% band especially in Krishnarajapet, Maddur and Malavalli Blocks.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





Overall, girls did better than boys across the district.
Children were also performing well and in the 40-70% and 70-100% bands.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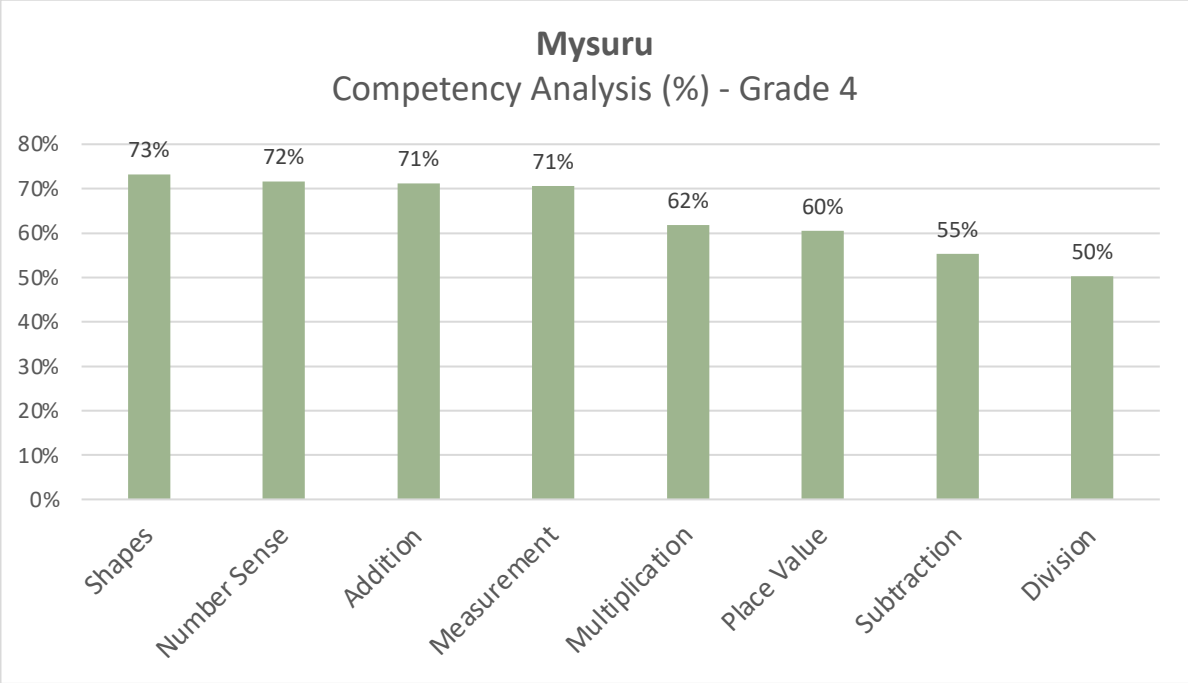
Mysuru

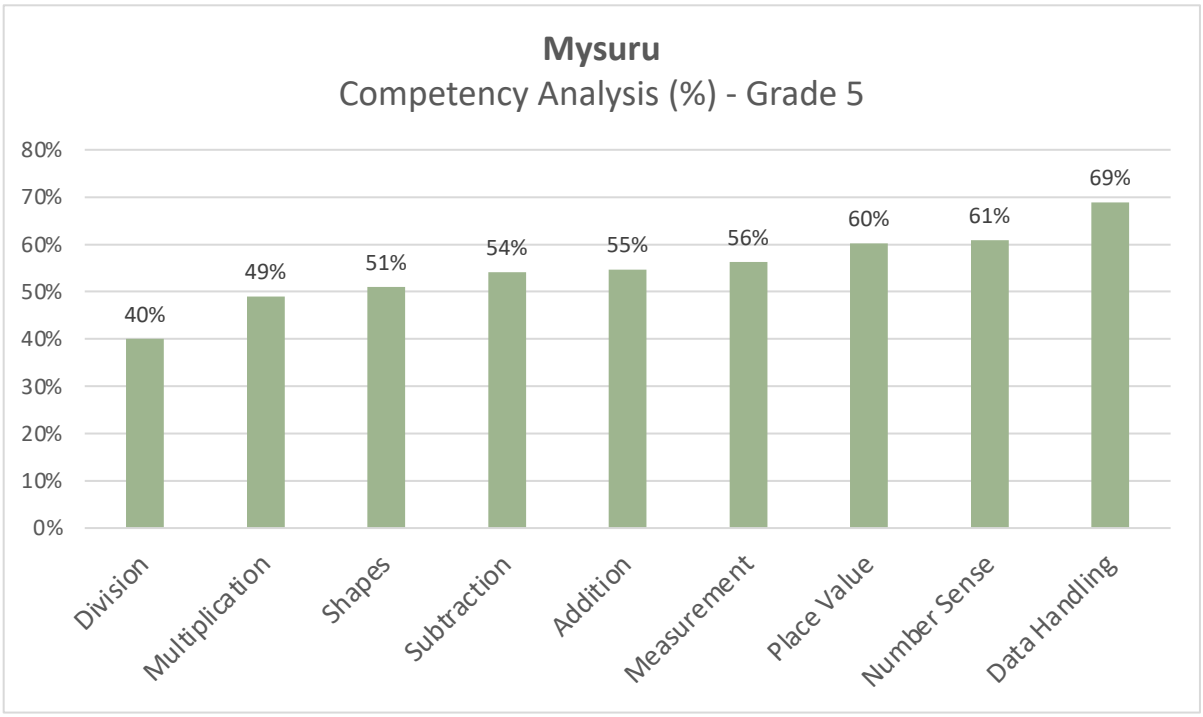
28,743 children from 258 Gram Panchayats and 1,457 schools participated in the GP-level Maths Contests in Mysuru. The contests were facilitated by 460 GP Team Leaders and 828 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All seven blocks of Mysuru District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

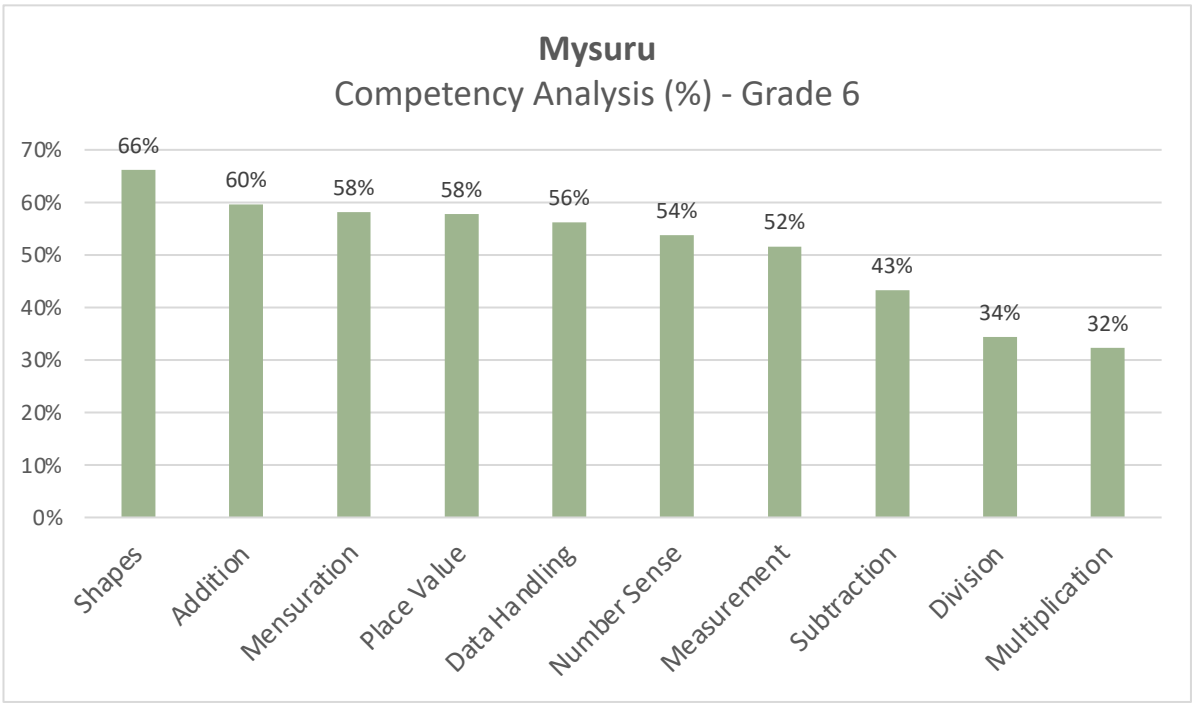
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN MYSURU?



In grade 4, children found Subtraction and Division difficult while Shapes and Number Sense were the easiest competencies.



Data Handling and Number Sense were the easiest competencies for children while Multiplication and Division were the difficult ones.

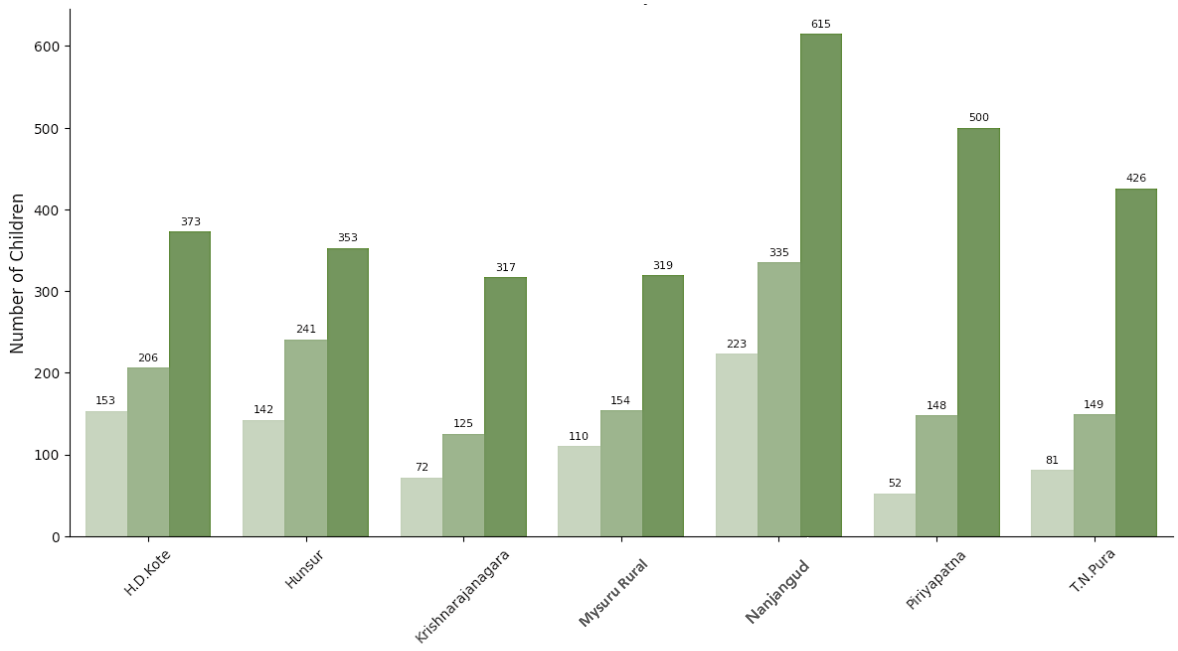


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

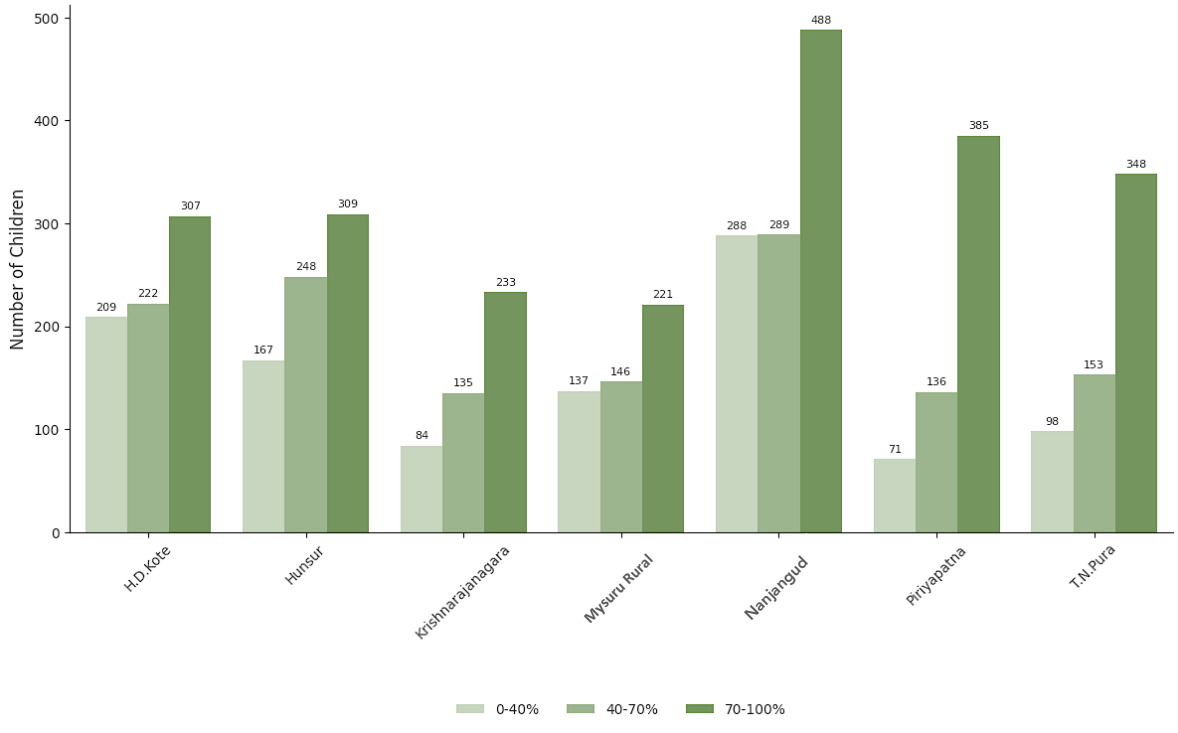
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE



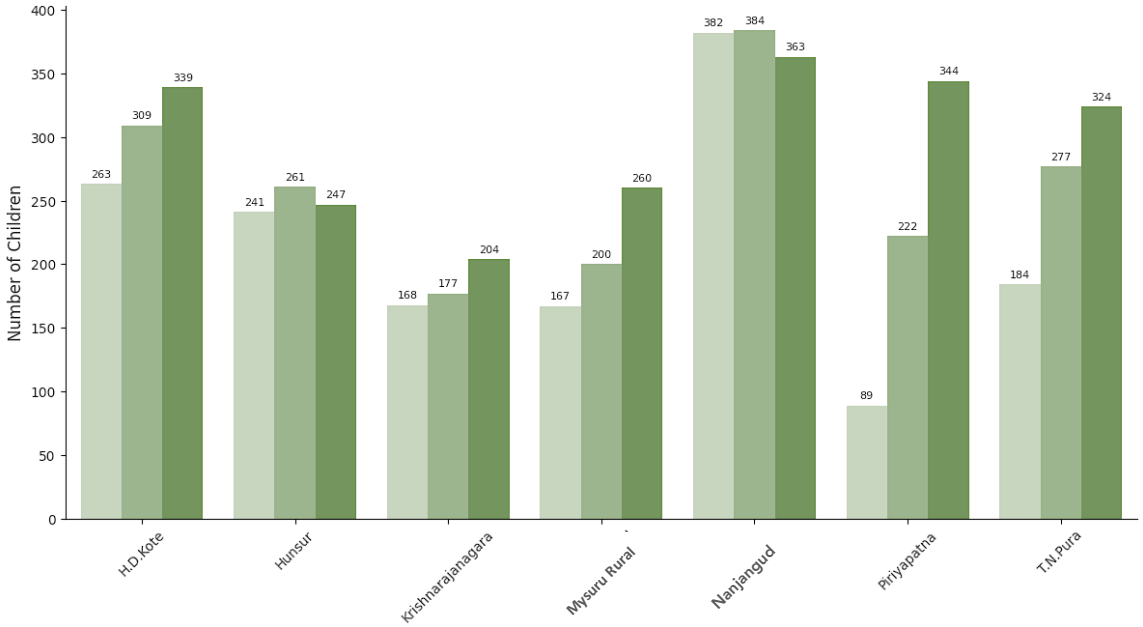
MALE



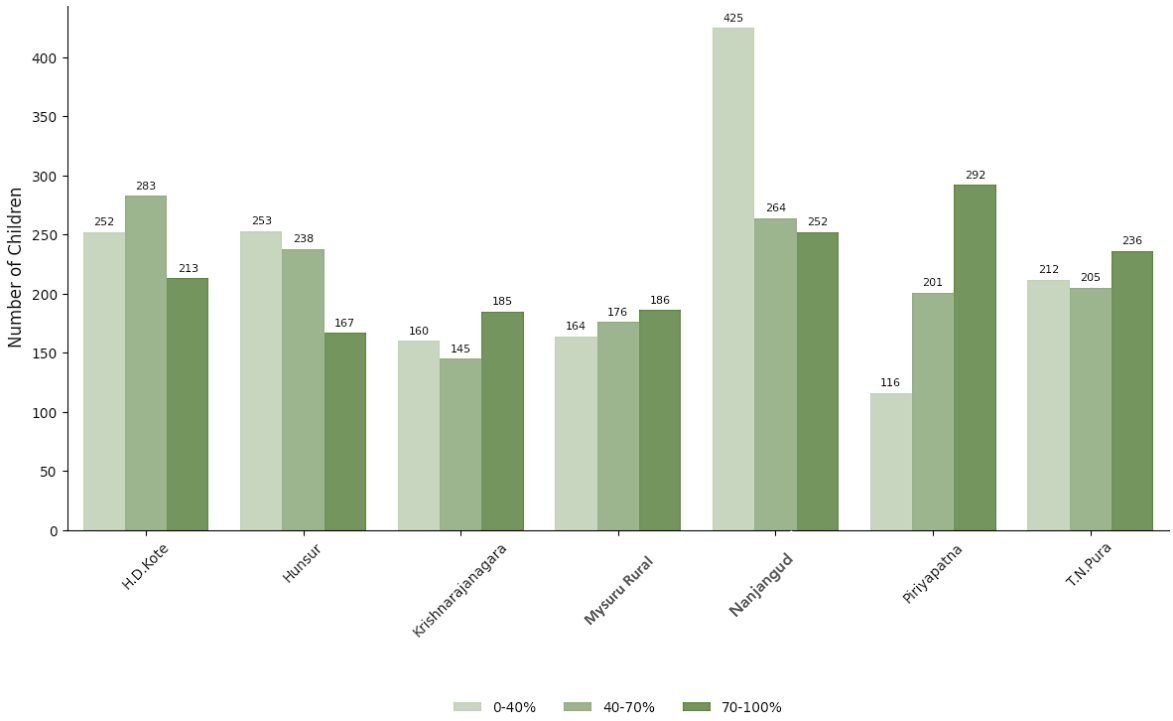
All blocks have their highest number of participants in the 70-100% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

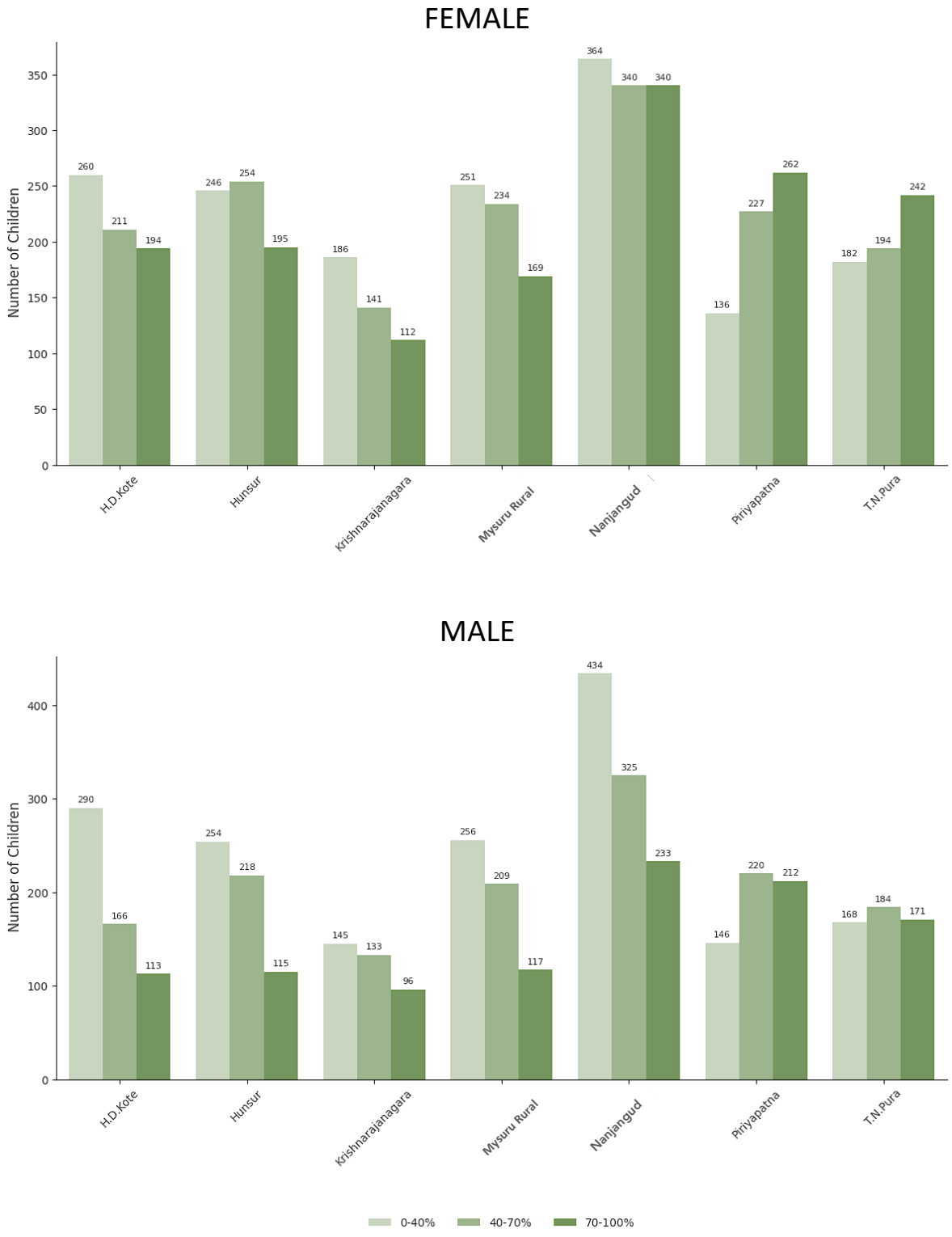


Girls performed better than boys in most blocks – girls were mostly in the 70-100% band. Boys performed relatively poorly with a large number of children in the 0-40% band.

Mysuru

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



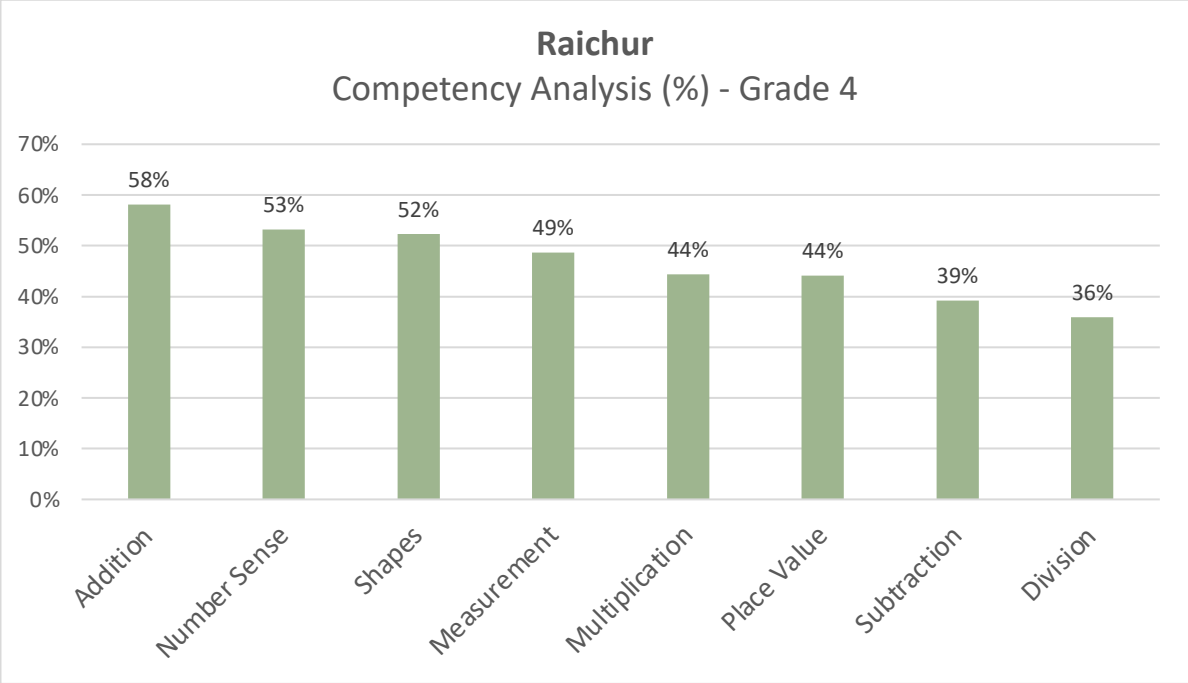
Overall girls performed better and were in the 40-70% and 70-100% bands.
Boys were more in the 0-40% band.

Raichur

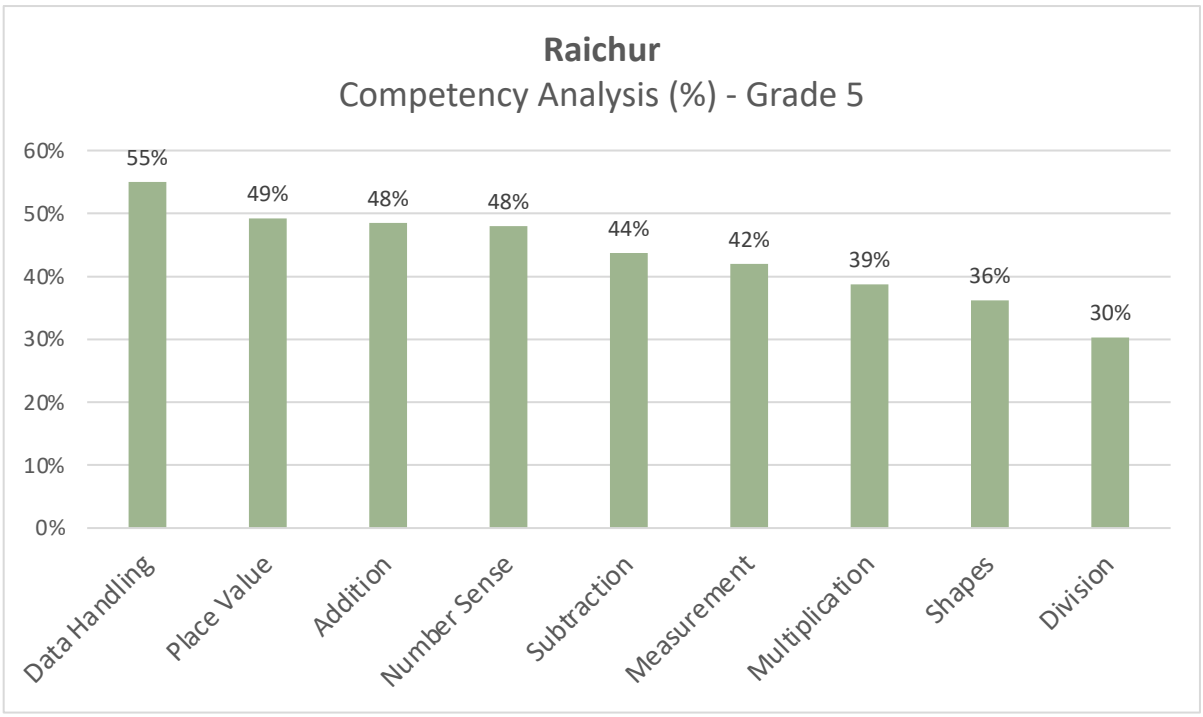
23,731 children from 178 Gram Panchayats and 1,049 schools participated in the GP-level Maths Contests in Raichur. The contests were facilitated by 288 GP Team Leaders and 1,119 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Raichur District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

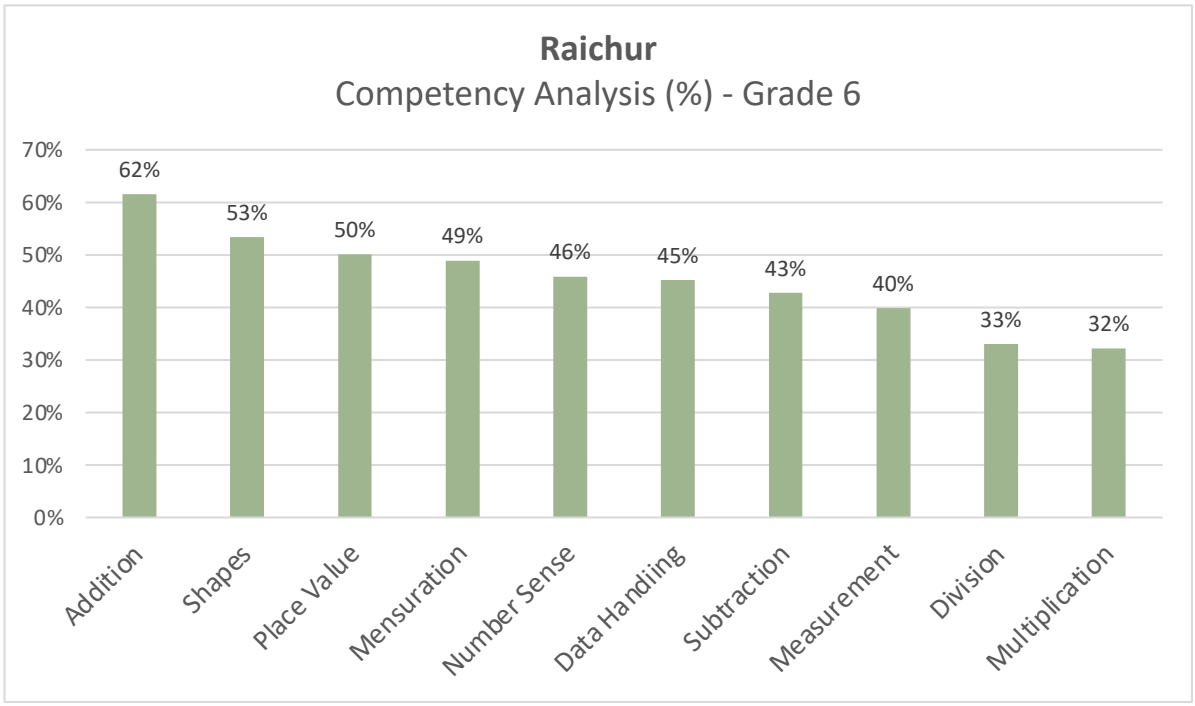
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN RAICHUR?



In grade 4, children found Subtraction and Division difficult while Addition and Number Sense were the easiest competencies.



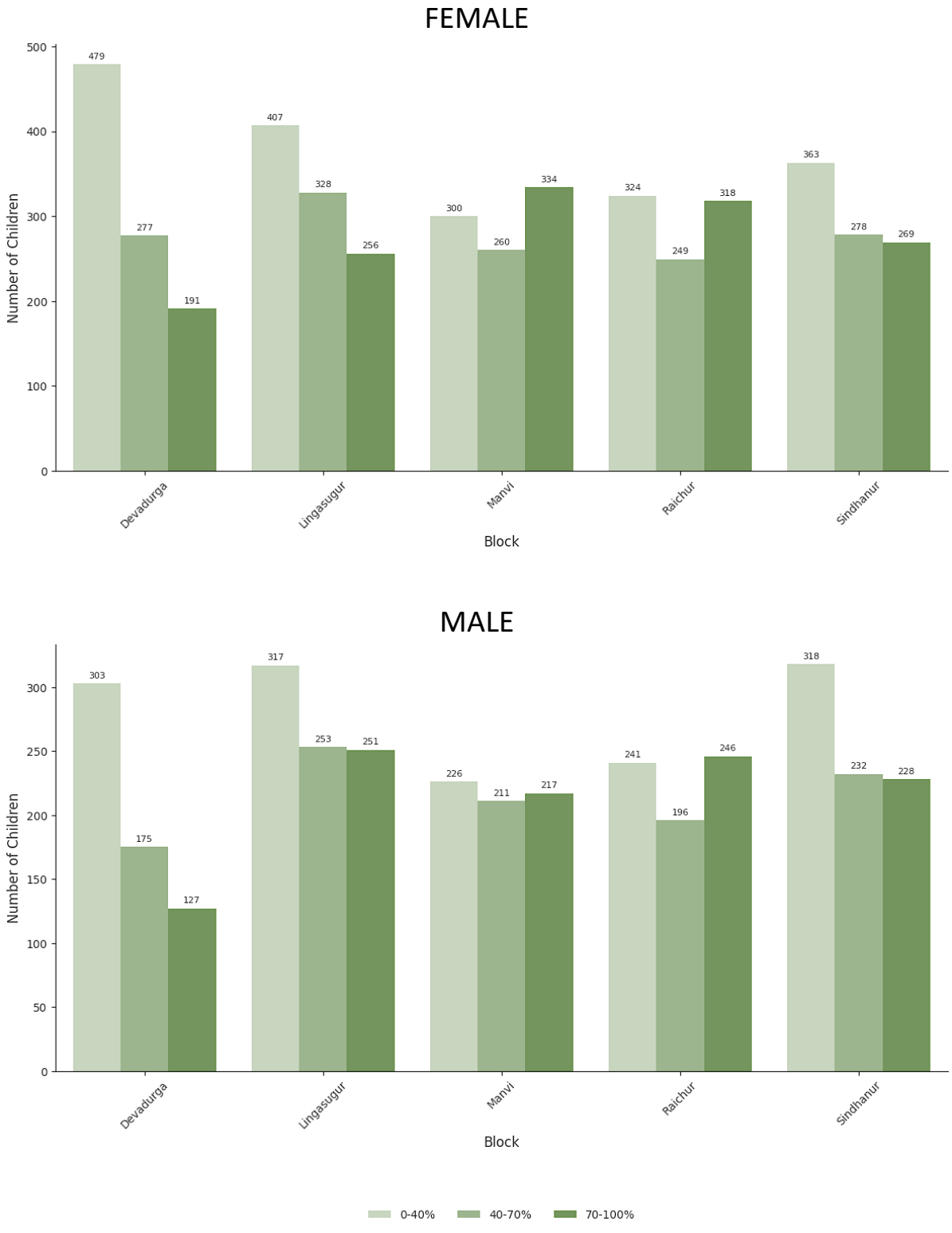
In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

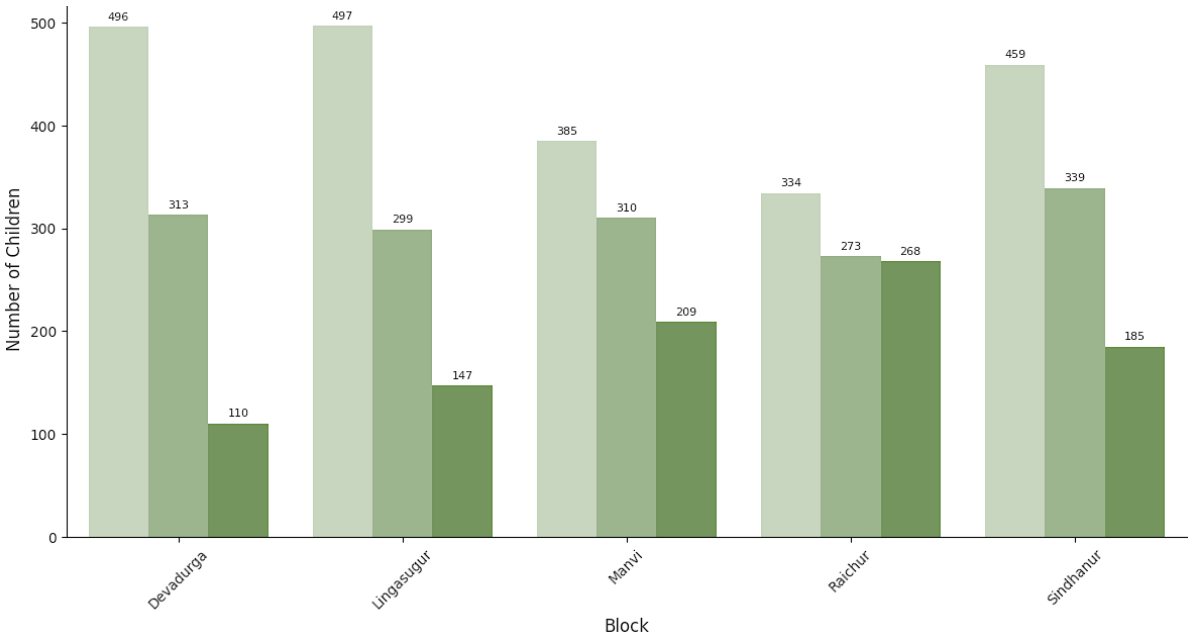
GRADE 4 : **OVERALL SCORE BY GENDER**



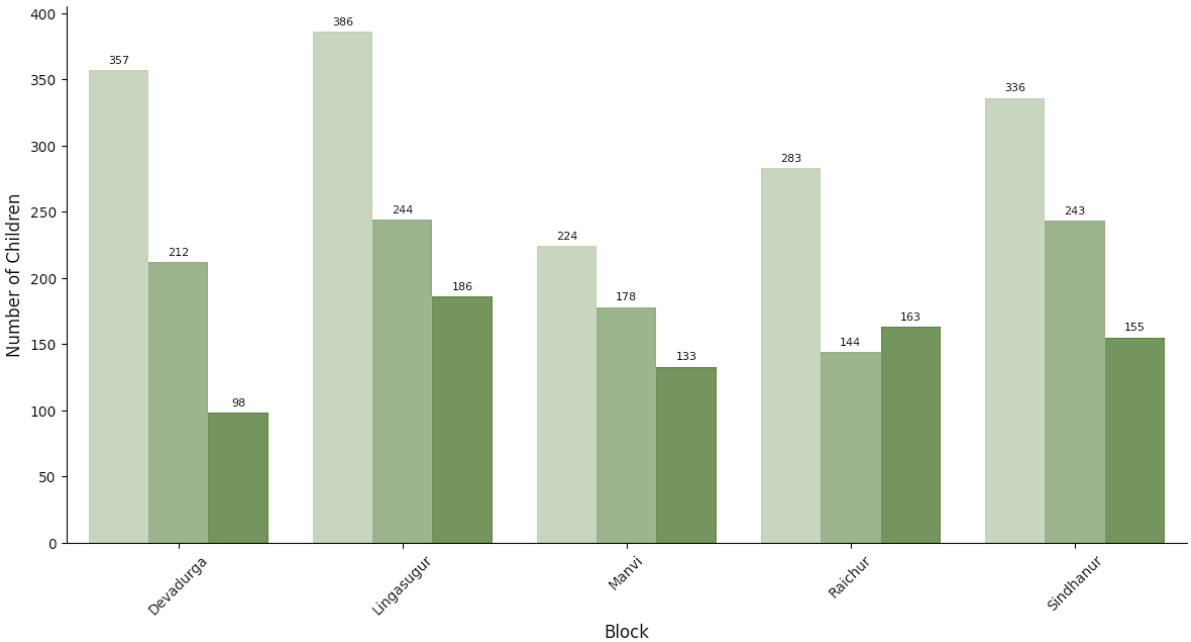
All blocks have their highest number of participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



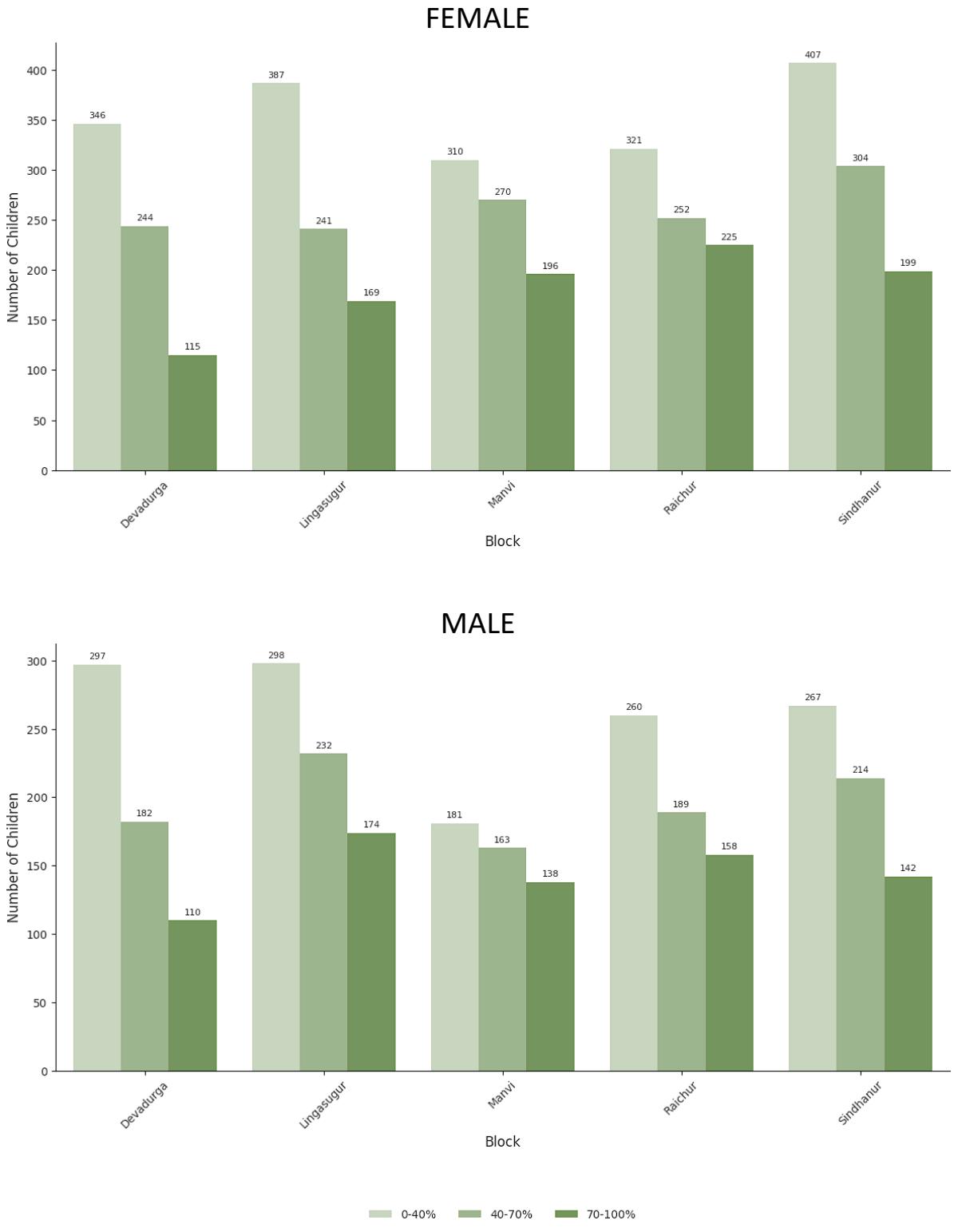
MALE



Across all the blocks children continue to be largely in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



Performance continues to be poor with most children in the 0-40% band.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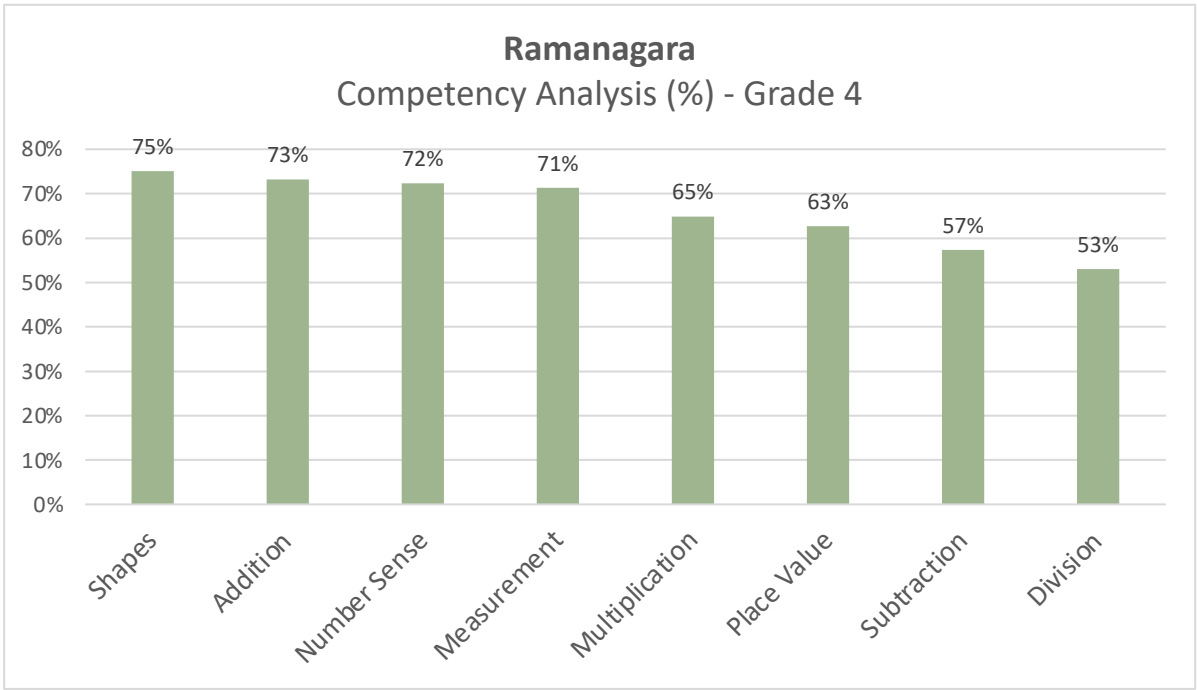
0:15-05-2022

Ramanagara

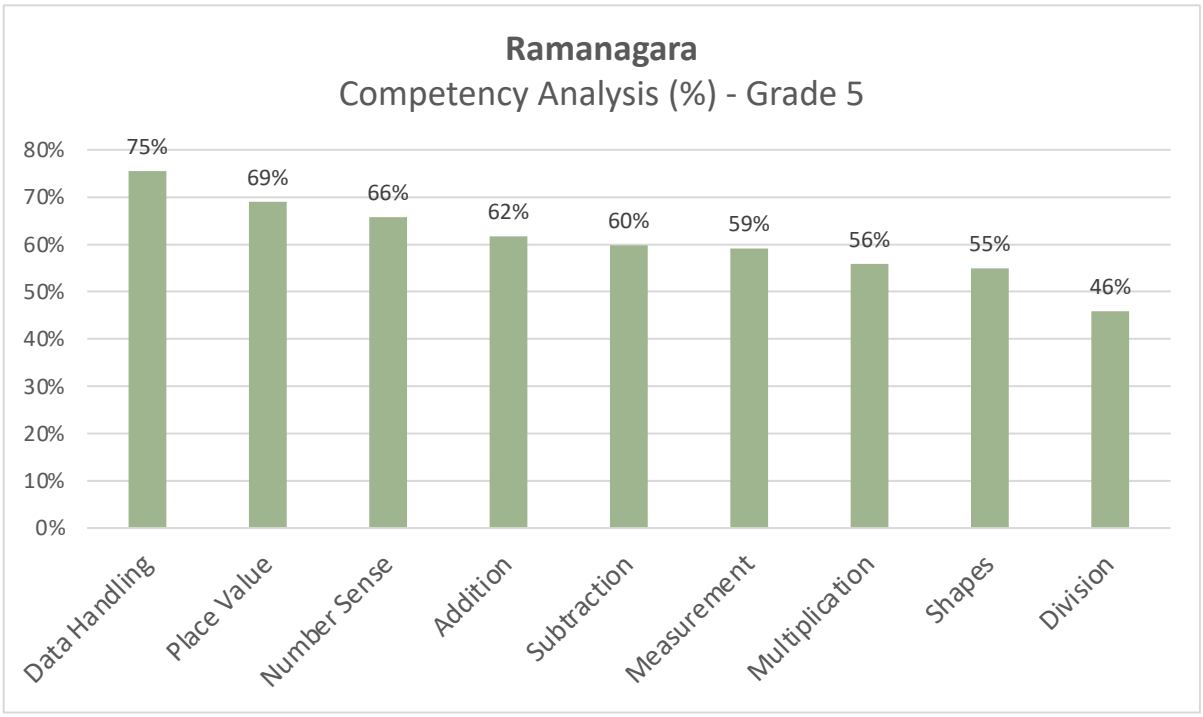
10,320 children from 118 Gram Panchayats and 863 schools participated in the GP-level Maths Contests in Ramanagara. The contests were facilitated by 160 GP Team Leaders and 406 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All four blocks of Ramanagara District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

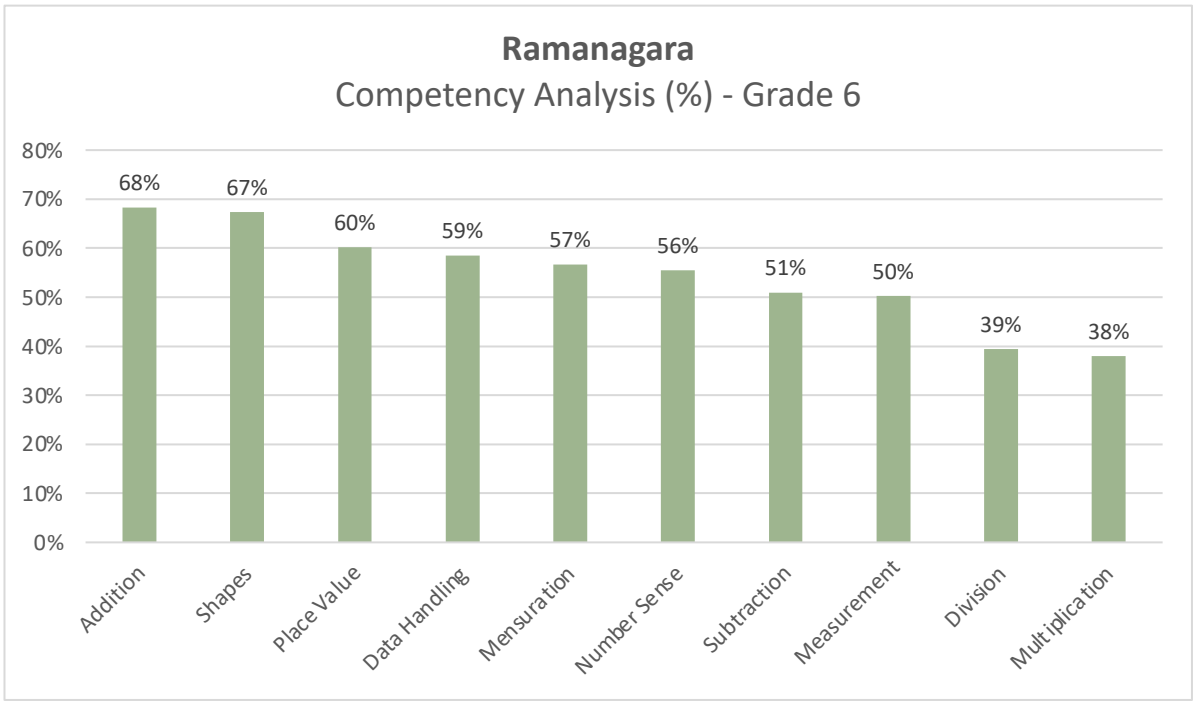
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN RAMANAGARA?



In grade 4, children found Shapes and Addition easy while Subtraction and Division were difficult.



In grade 5, children found Data Handling and Place Value easy while Shapes and Division were difficult

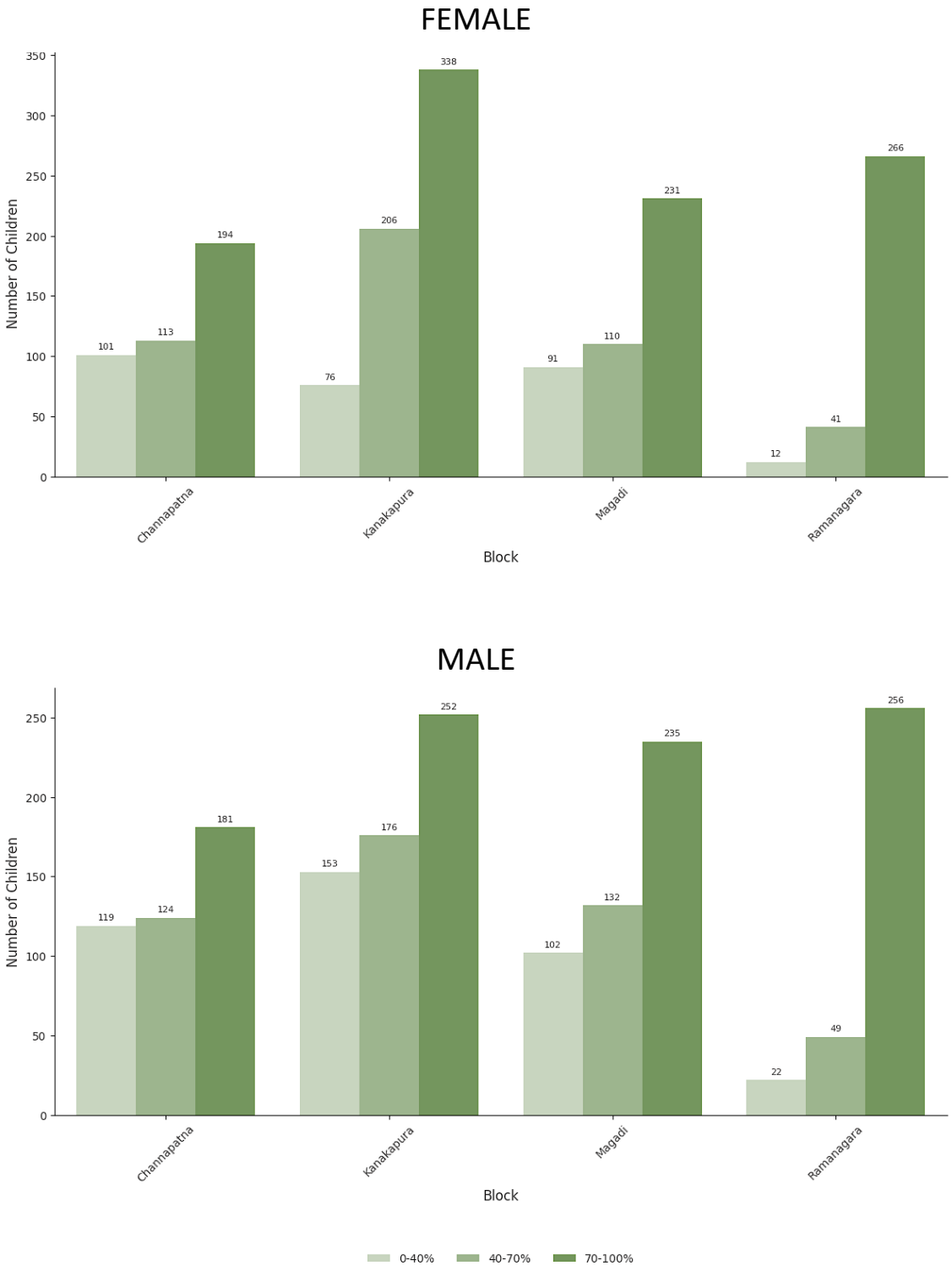


In grade 6, children found Addition and Shapes easy while Division and Multiplication were difficult.

Ramanagara

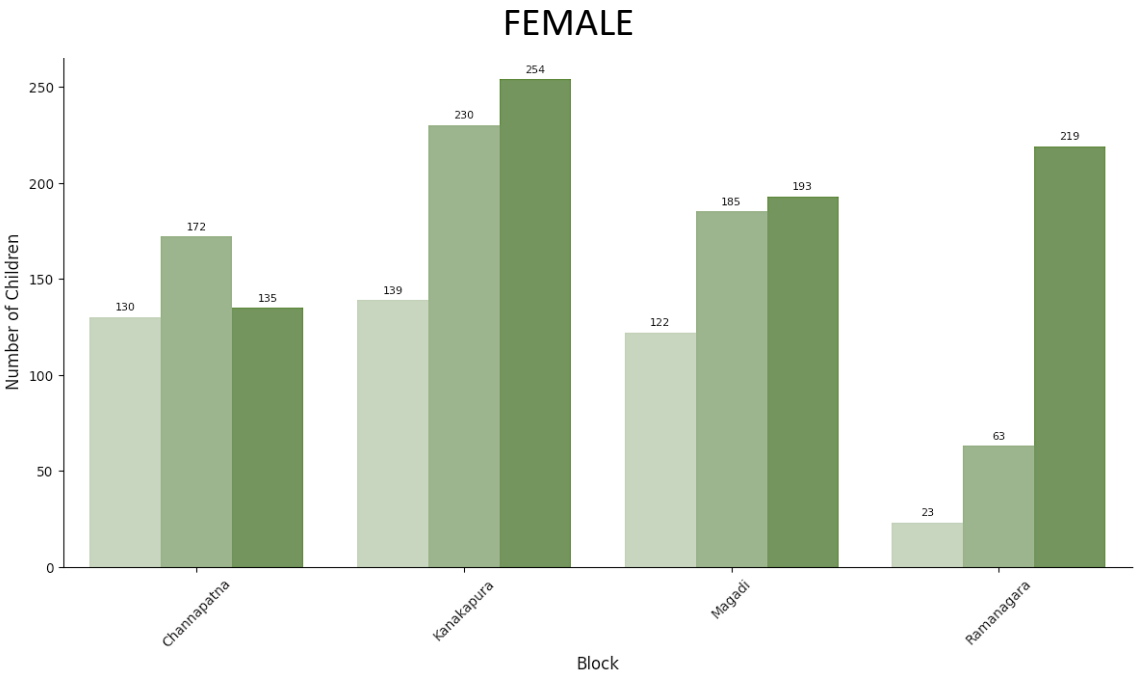
HOW DID CHILDREN PERFORM?

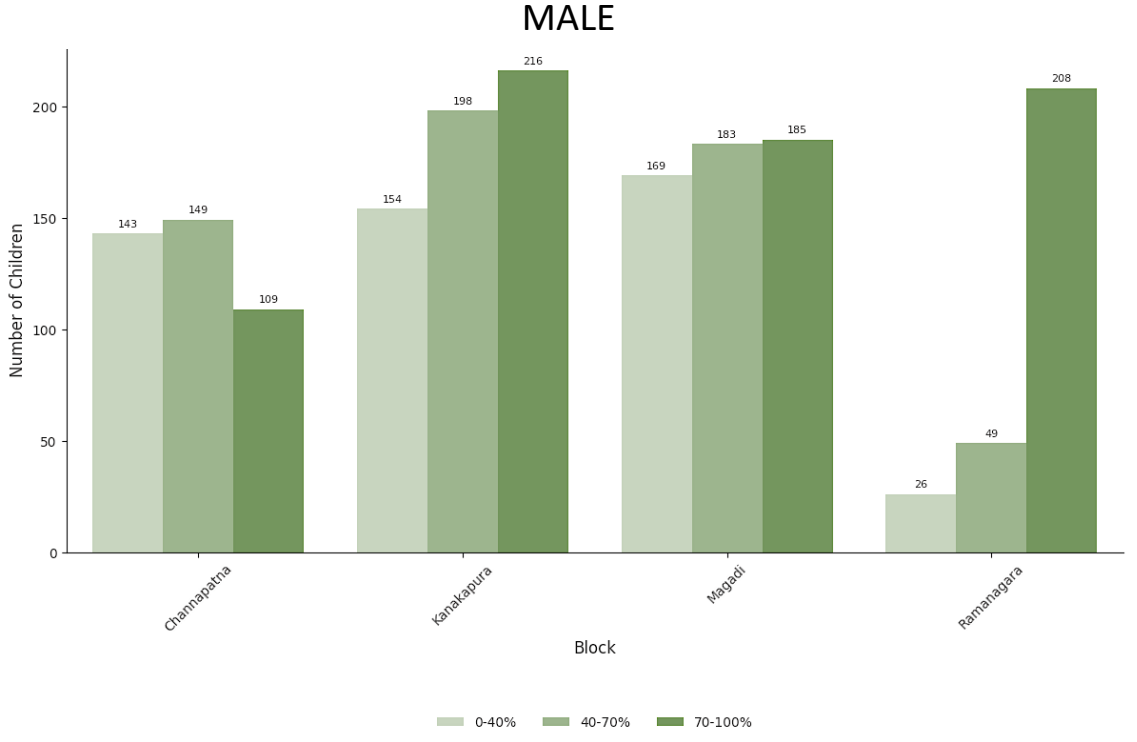
GRADE 4 : **OVERALL SCORE BY GENDER**



All blocks have their highest number of participants in the 70-100% band wiith Kanakapura and Ramanagara blocks performing very well.

GRADE 5 : **OVERALL SCORE BY GENDER**



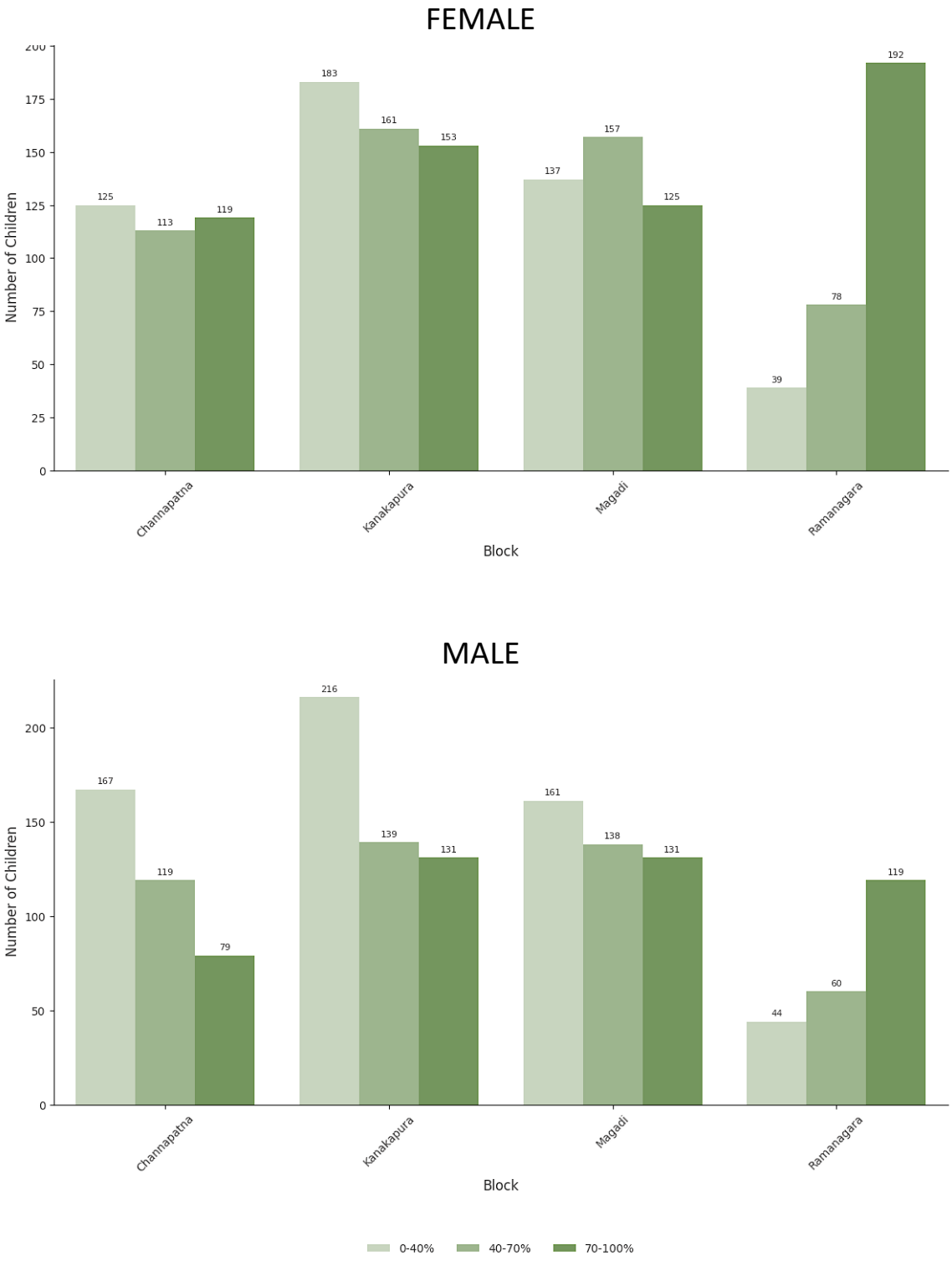


Children in Kanakapura and Ramanagara blocks continued to perform well.

Ramanagara

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



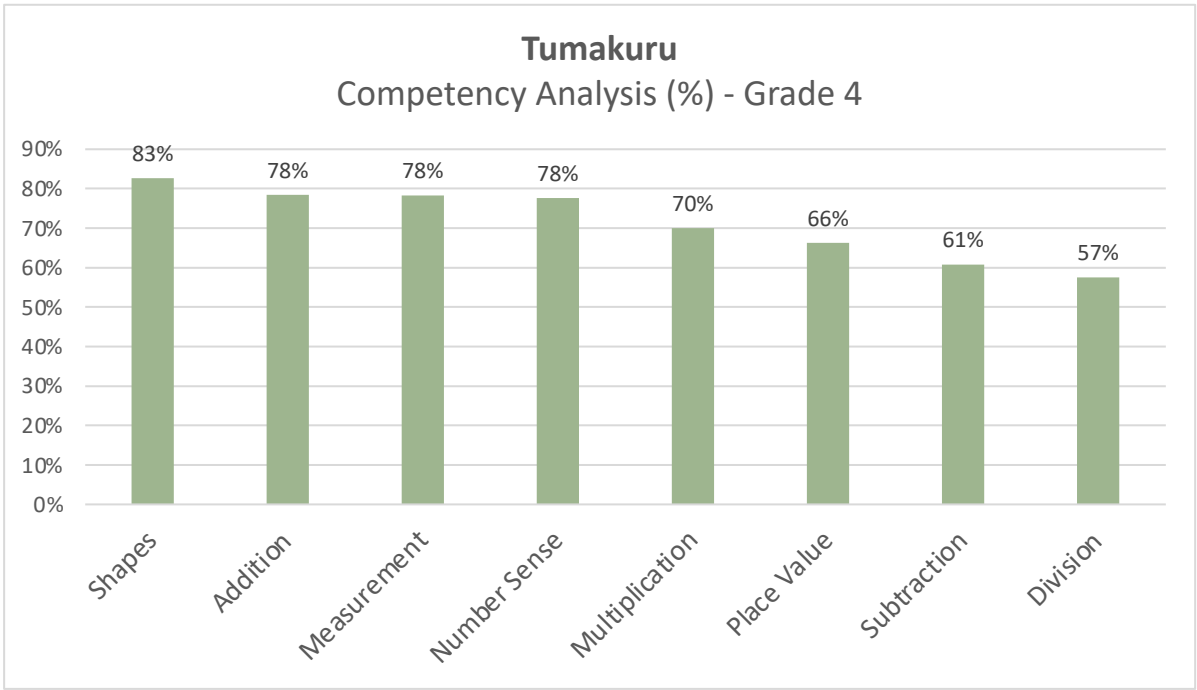
Kanakapura's performance dropped significantly while Ramanagara block continued to do well. Overall, more children are now in the 0-40% band.

Tumakuru

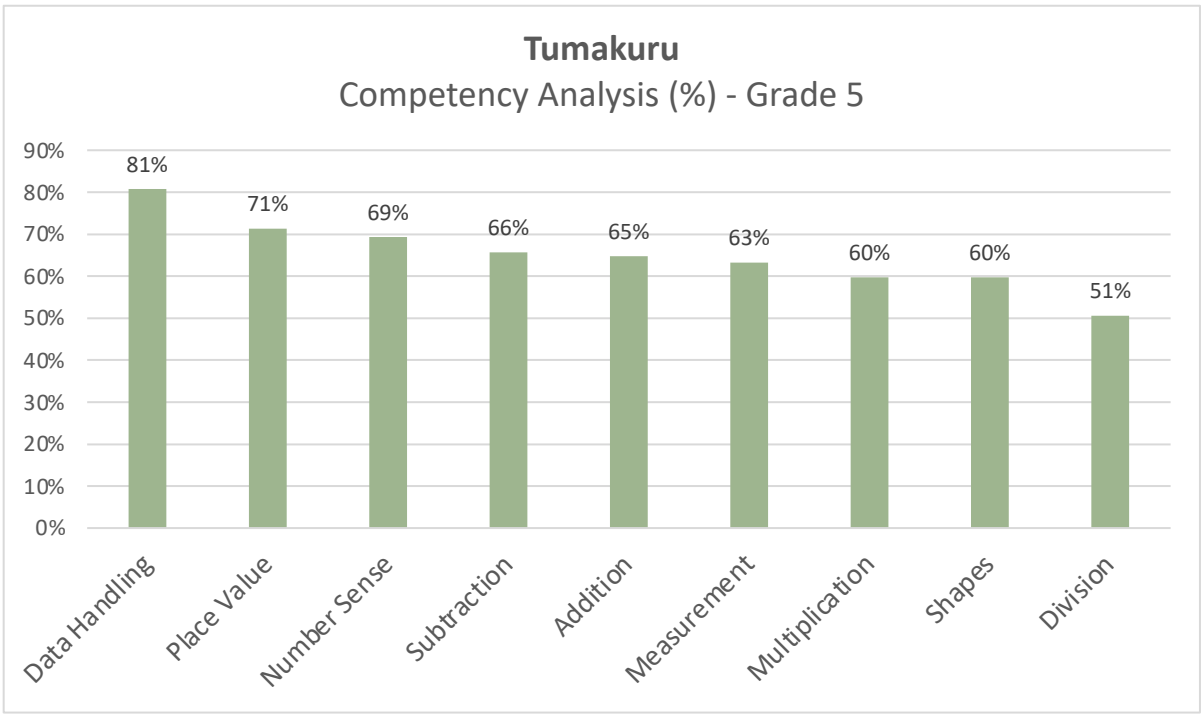
12,298 children from 189 Gram Panchayats and 1,556 schools participated in the GP-level Maths Contests in Tumakuru. The contests were facilitated by 382 GP Team Leaders and 1,146 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All six blocks of Tumakuru District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

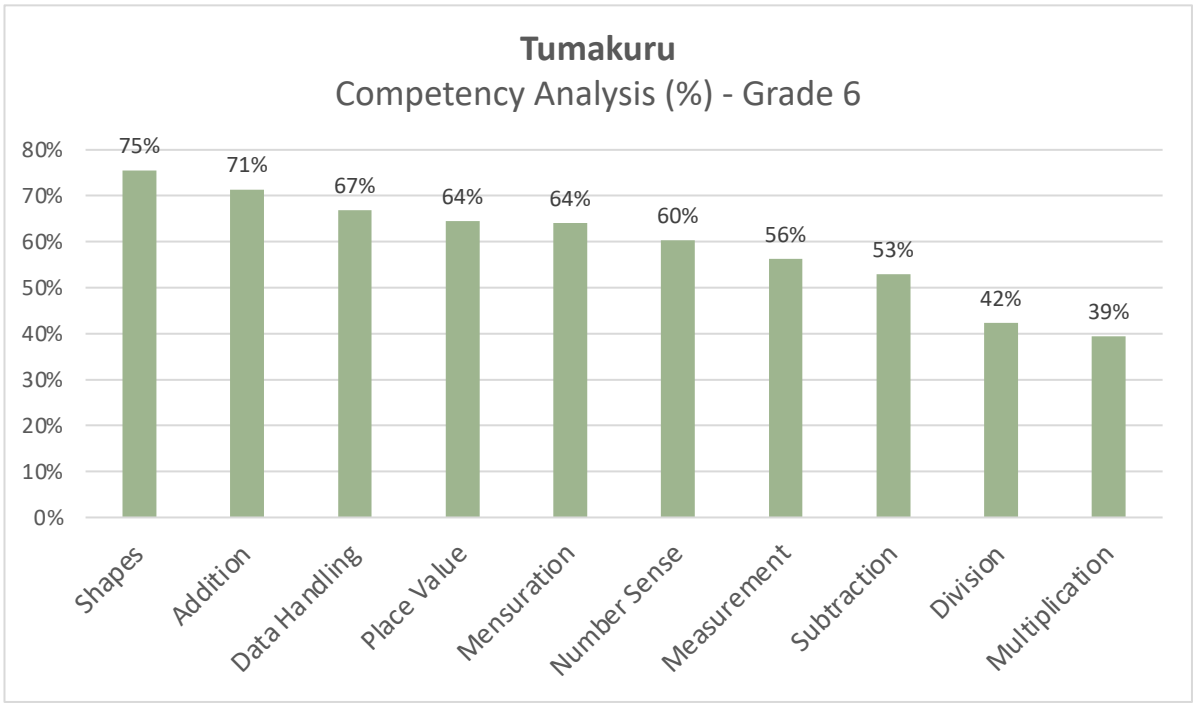
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN TUMAKURU?



In grade 4, children found Subtraction and Division difficult while Shapes and Addition were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones

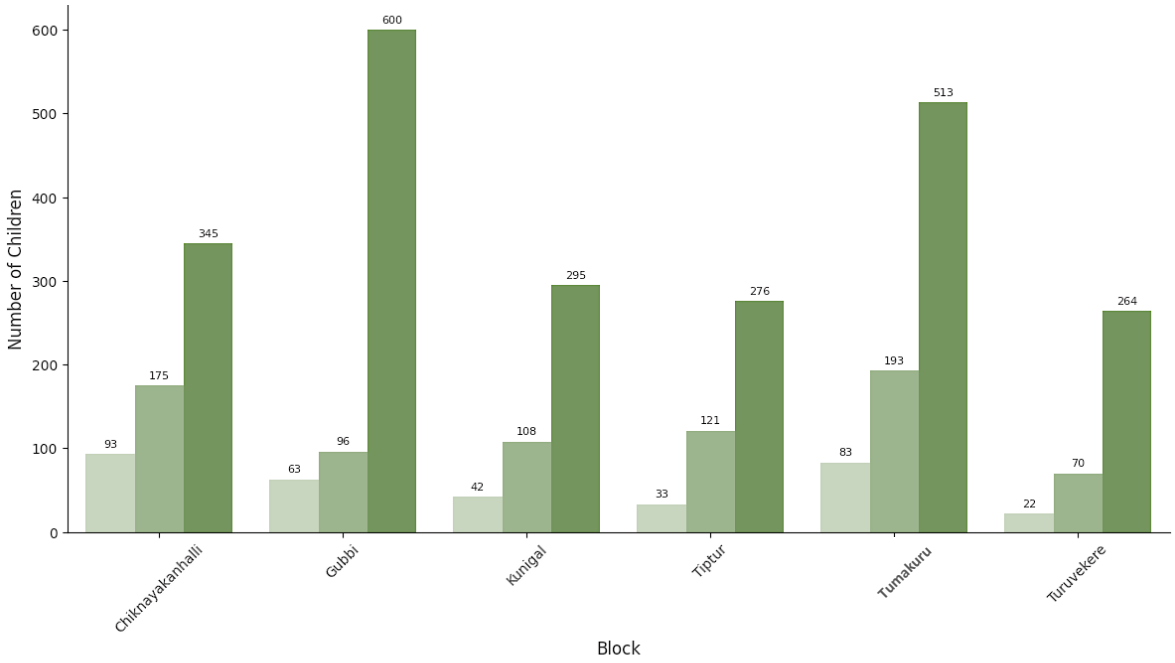


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

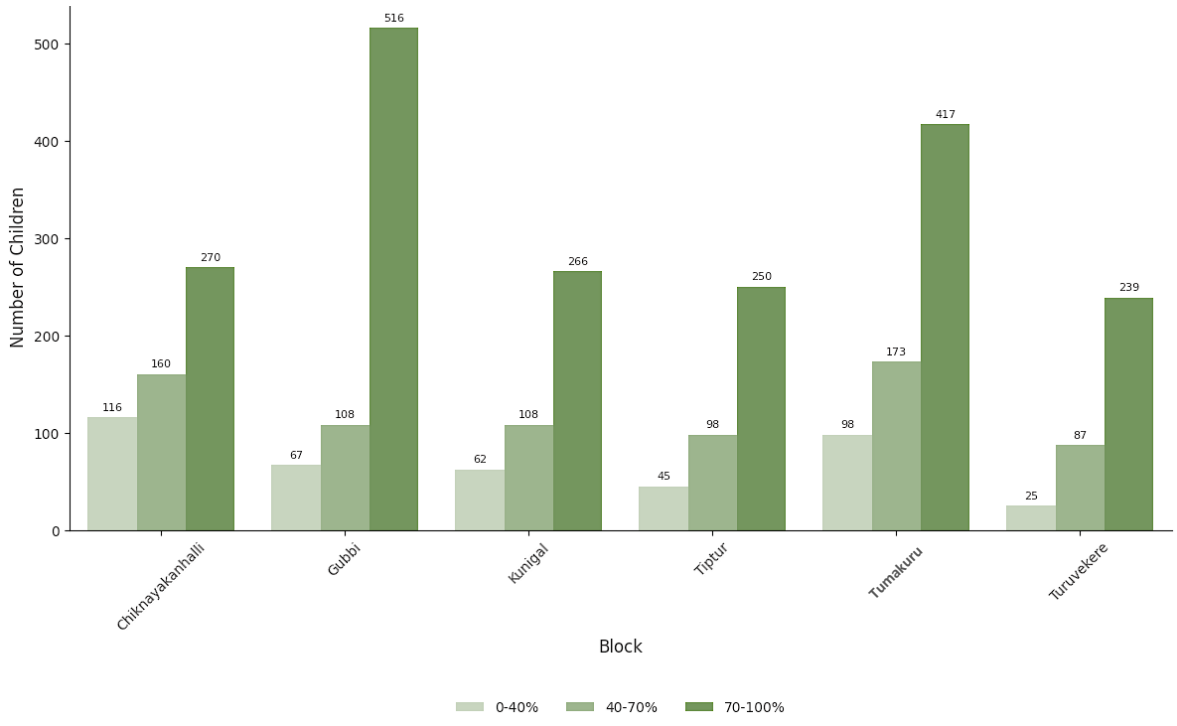
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE



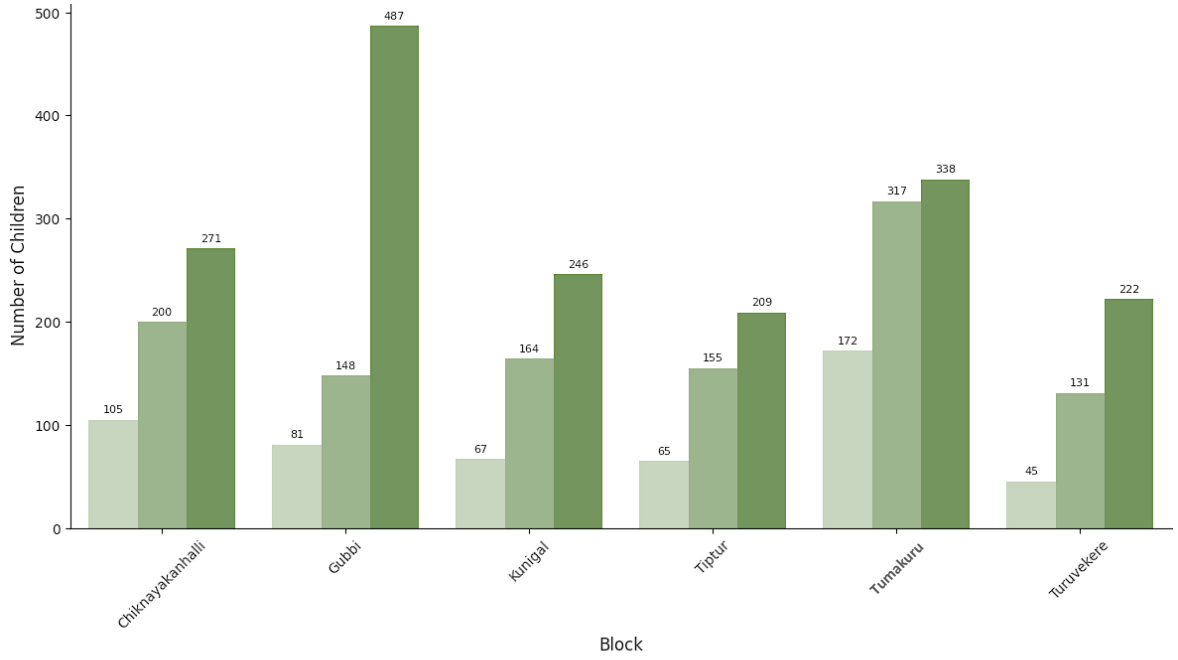
MALE



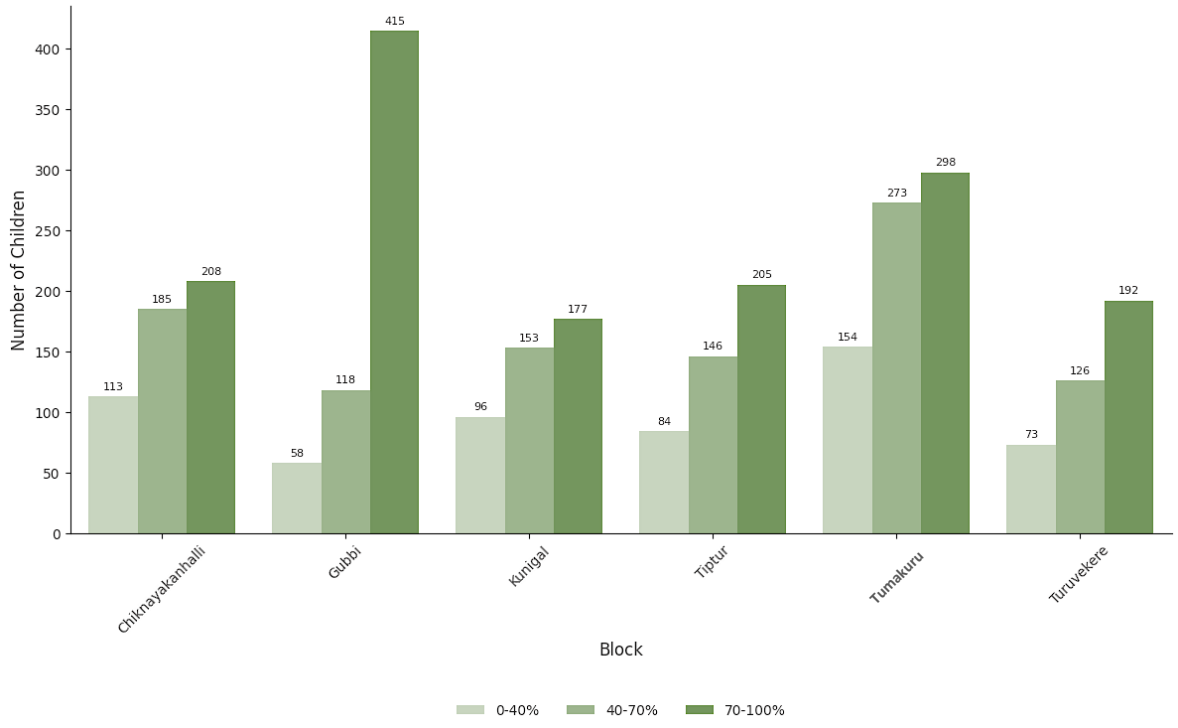
All blocks have their highest number of participants in the 70-100% band.
Gubbi block did exceptionally well.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



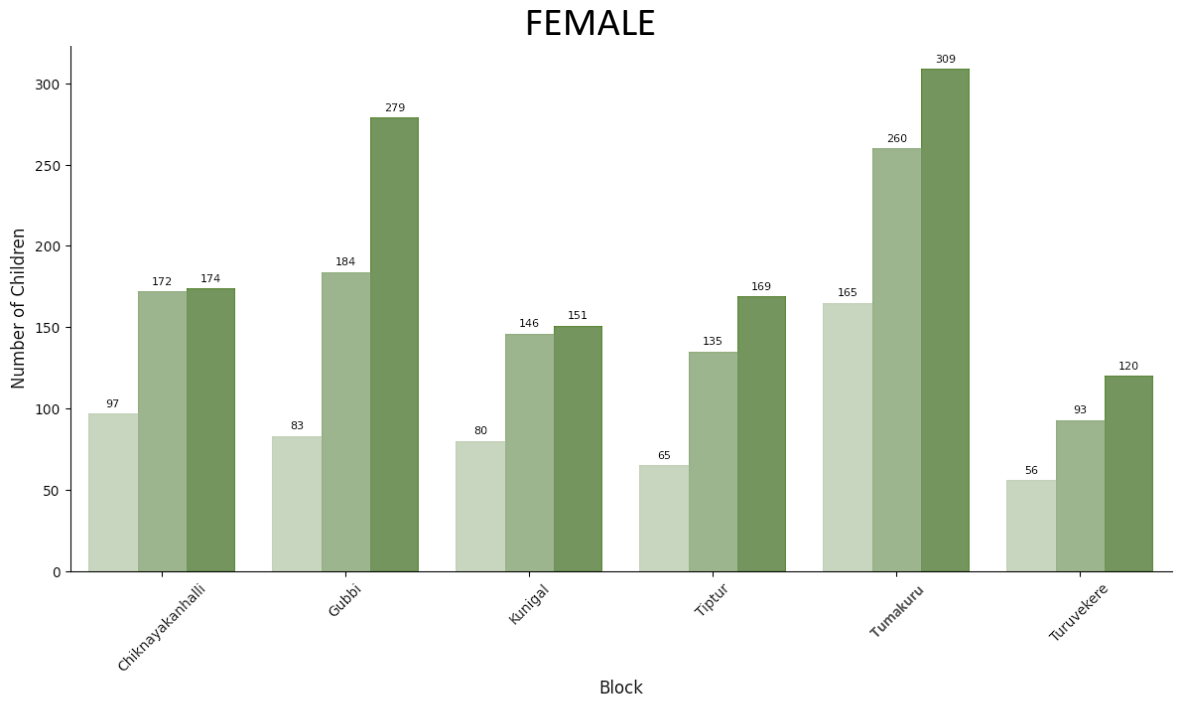
MALE

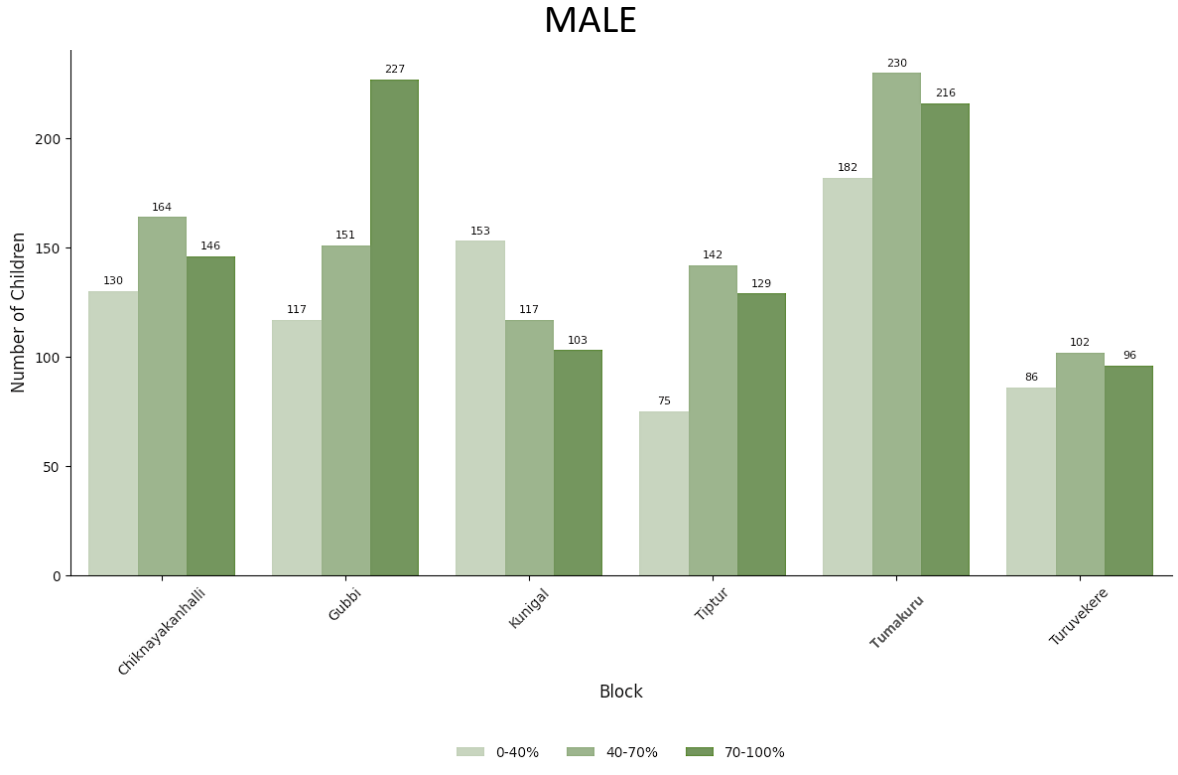


All blocks have their highest number of participants in the 70-100% band.
Gubbi block continues to do exceptionally well.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





Generally, most blocks have their highest number of participants in the 70-100% band. Gubbi block continues to do exceptionally well.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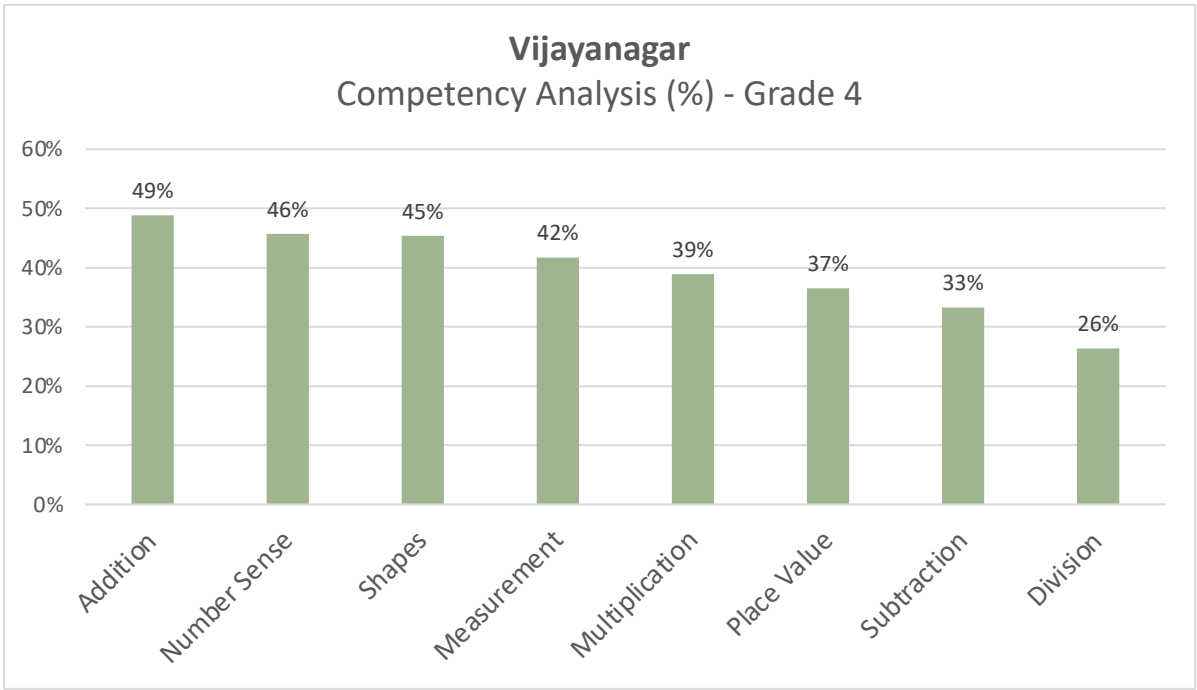
Vijayanagar

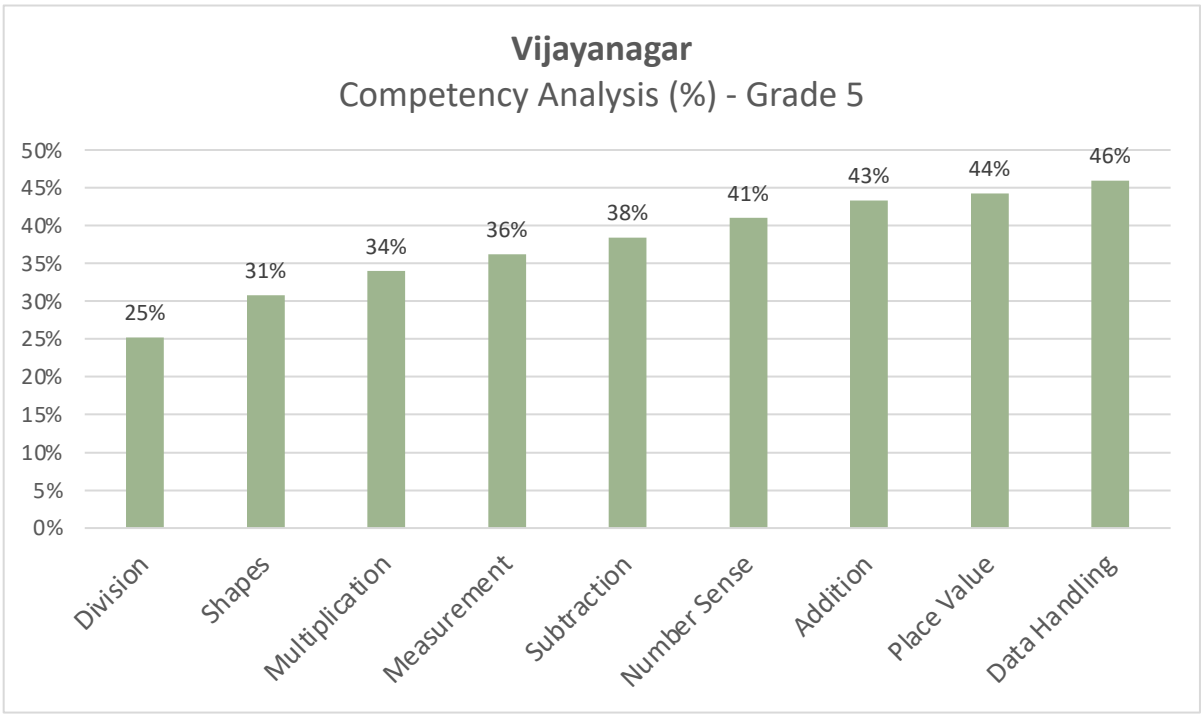
22,382 children from 145 Gram Panchayats and 756 schools participated in the GP-level Maths Contests in Vijayanagar. The contests were facilitated by 246 GP Team Leaders and 834 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All five blocks of Vijayanagar District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

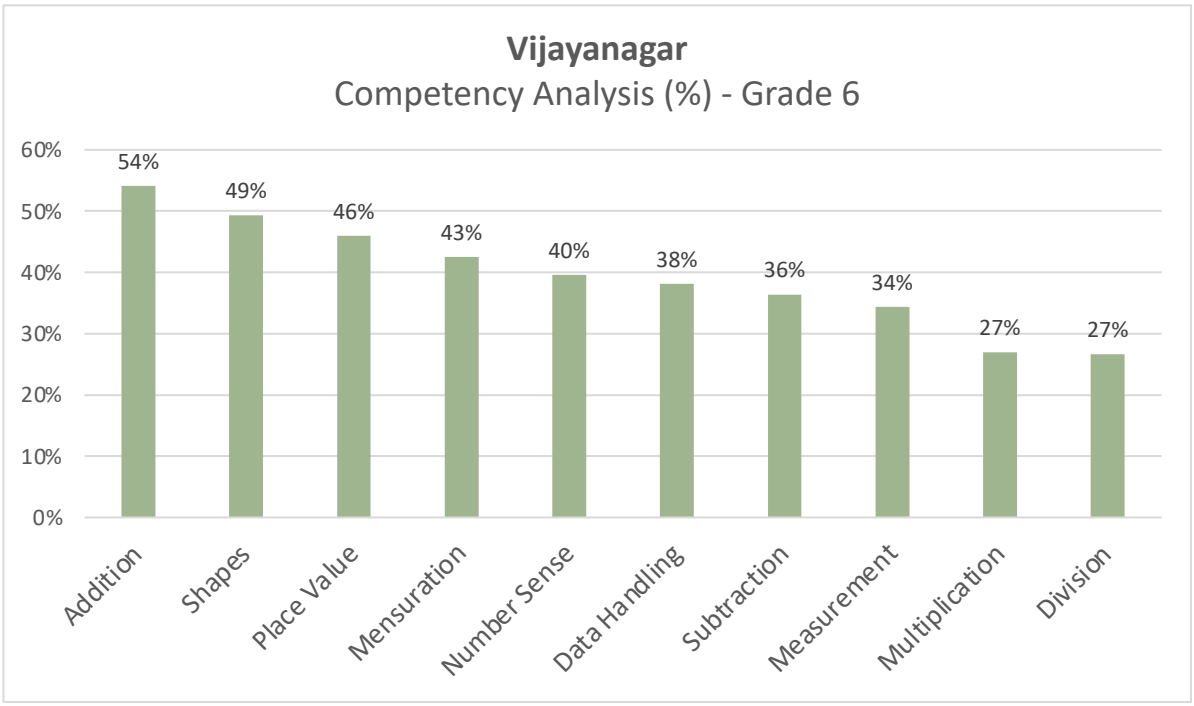
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN VIJAYANAGAR?



In grade 4, children found Subtraction and Division difficult while Number Sense and Addition were the easiest competencies.



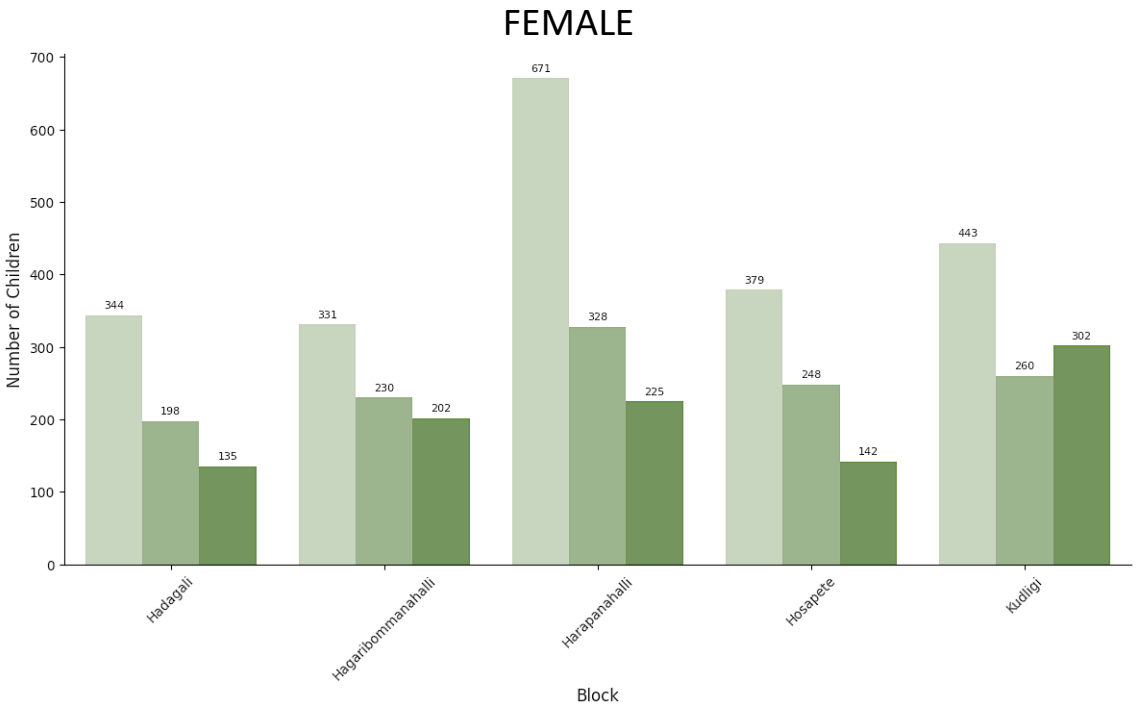
In grade 5, Place Value and Data Handling were the easiest competencies for children while Shapes and Division were the difficult ones.

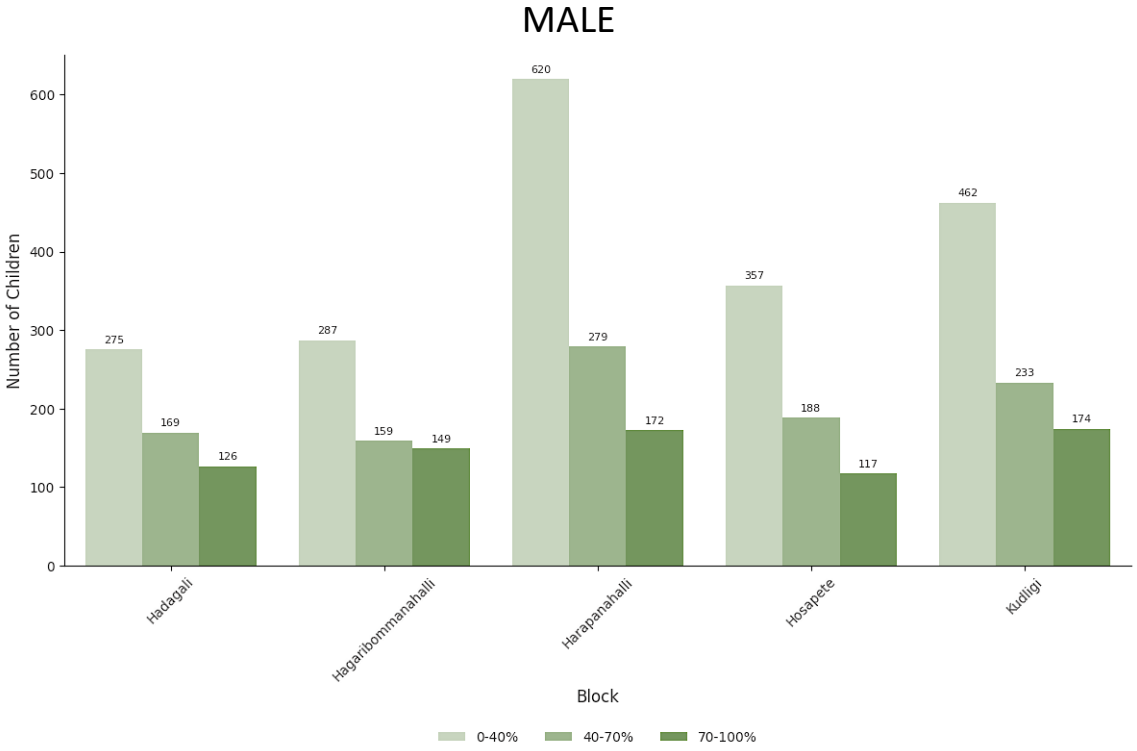


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

HOW DID CHILDREN PERFORM?

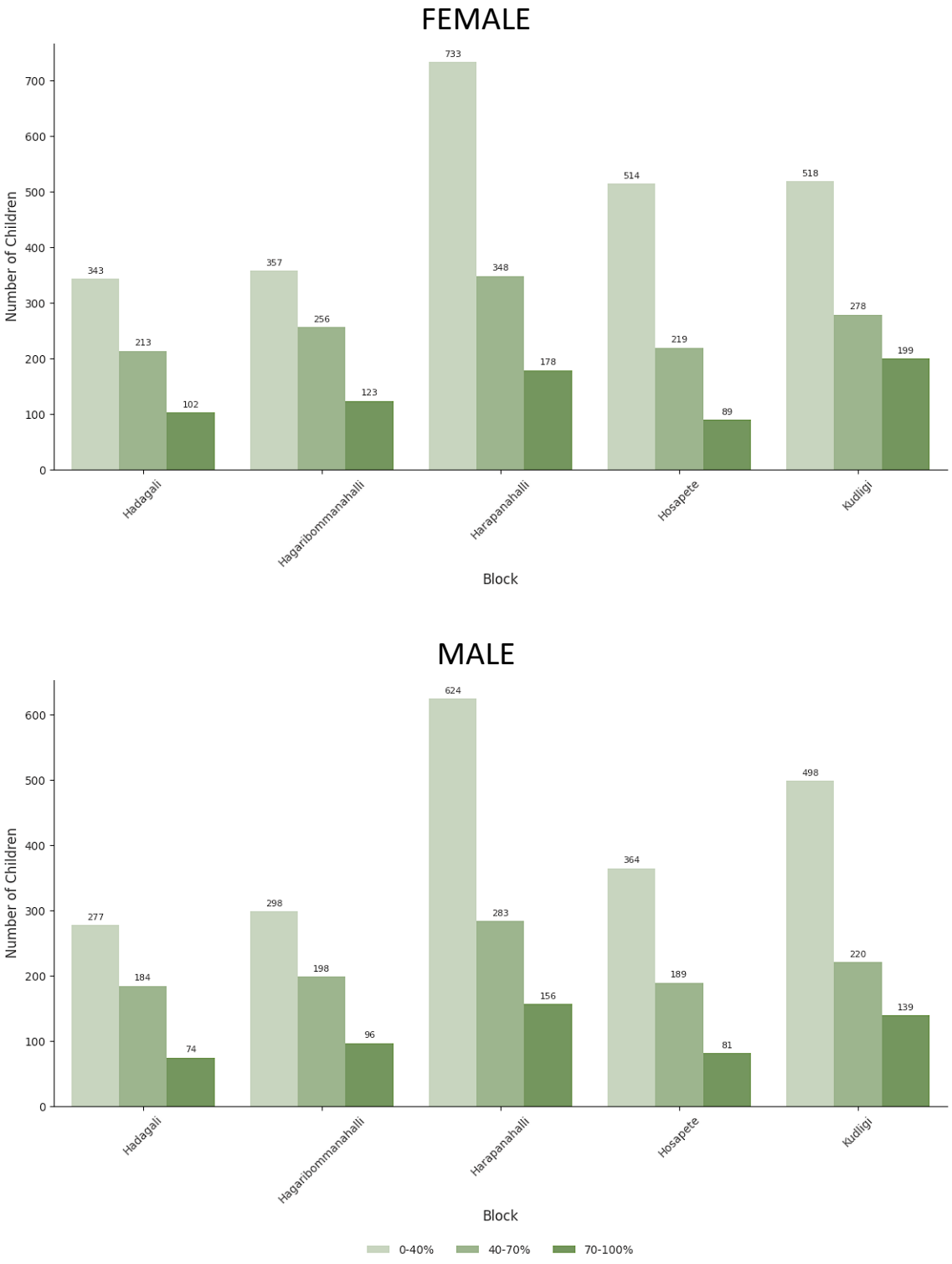
GRADE 4 : **OVERALL SCORE BY GENDER**





All blocks have their highest number of participants in the 0-40% band.

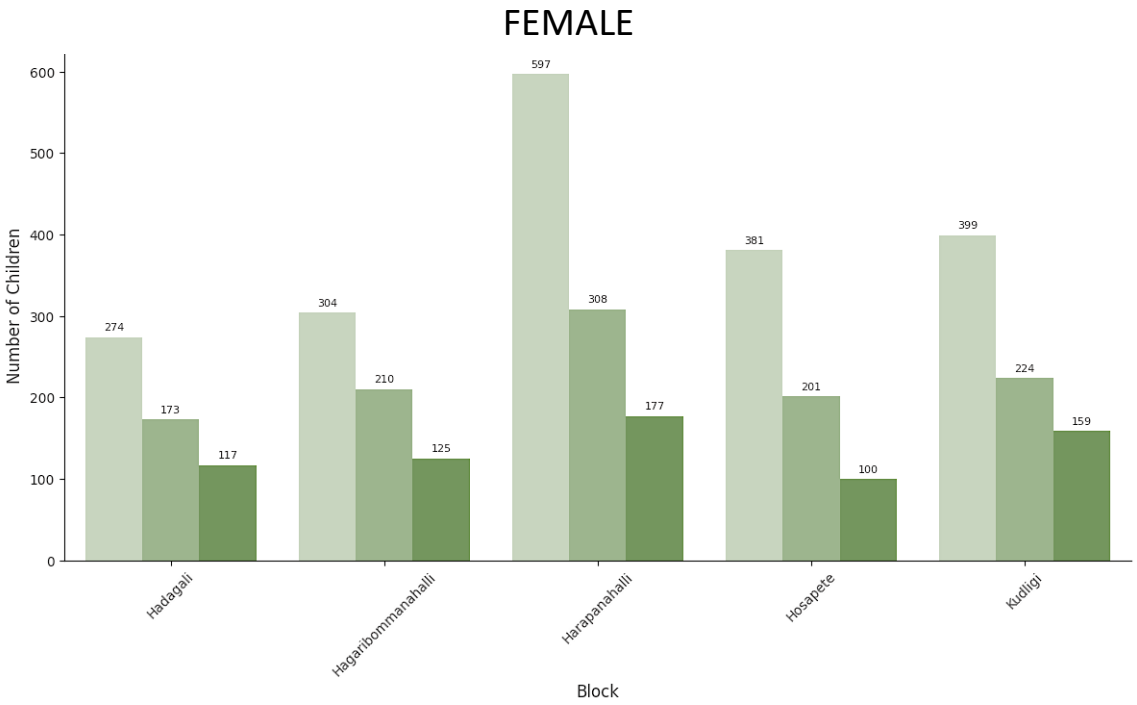
GRADE 5 : **OVERALL SCORE BY GENDER**

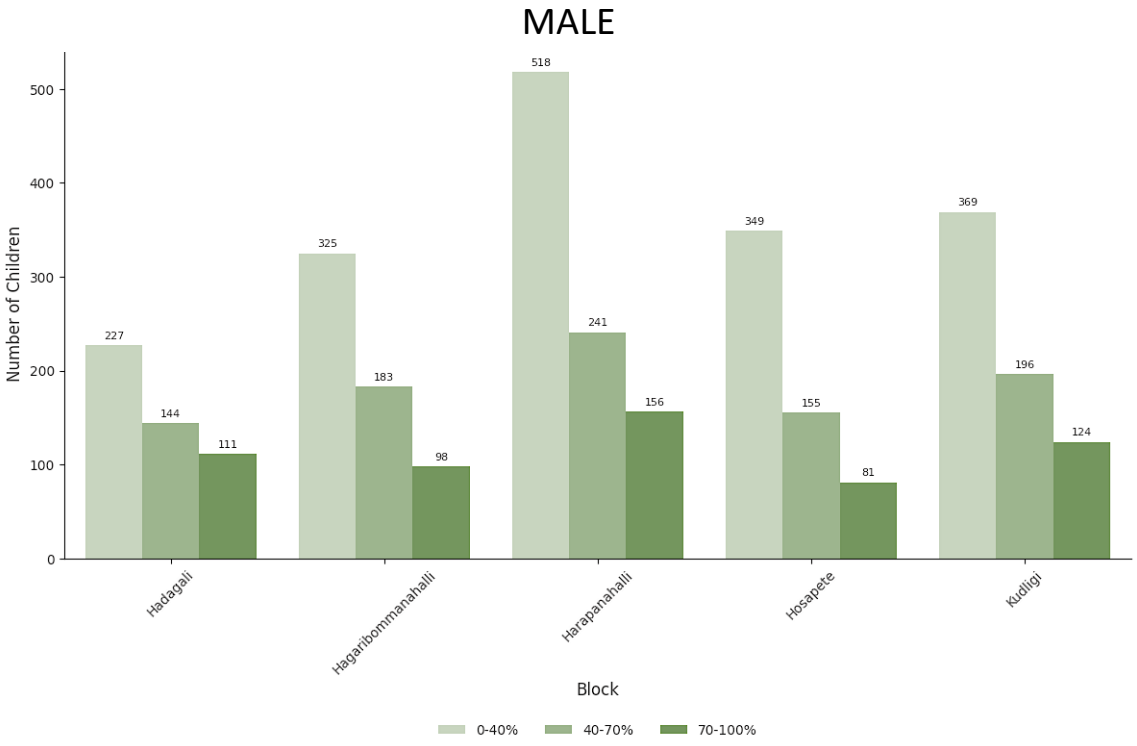


All blocks have their highest number of participants in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**





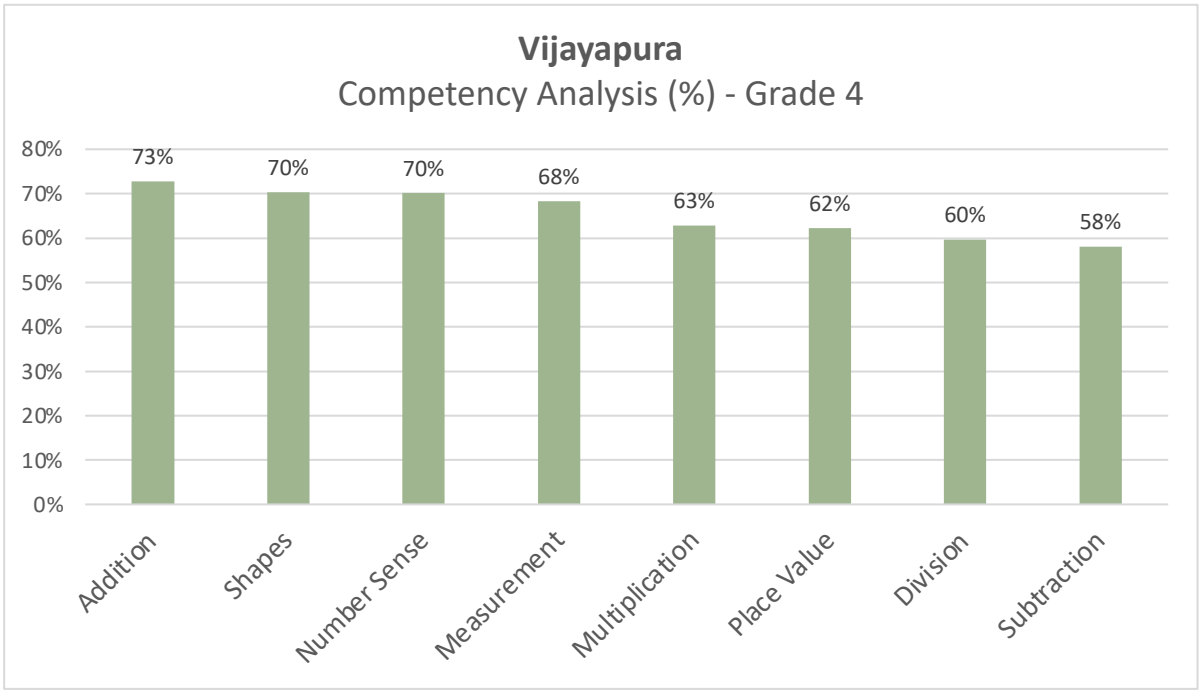
All blocks have their highest number of participants in the 0-40% band.

Vijayapura

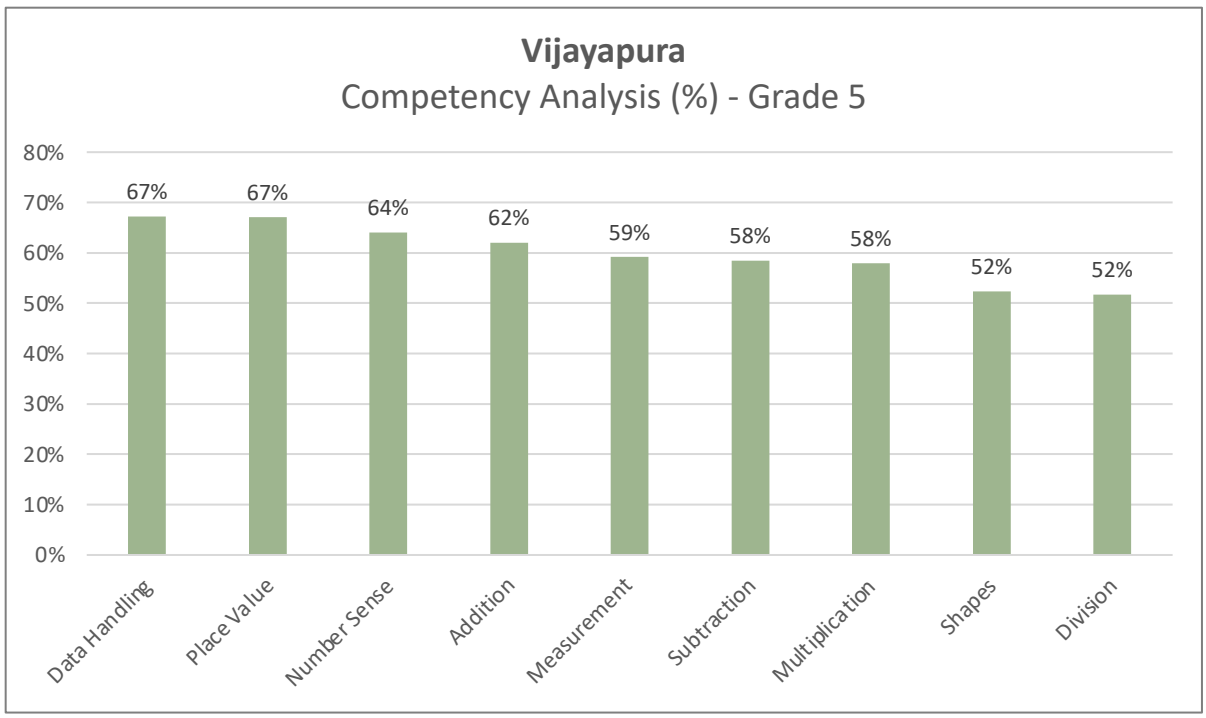
44,667 children from 210 Gram Panchayats and 1,180 schools participated in the GP-level Maths Contests in Vijayapura. The contests were facilitated by 228 GP Team Leaders and 495 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All six blocks of Vijayapura District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests .

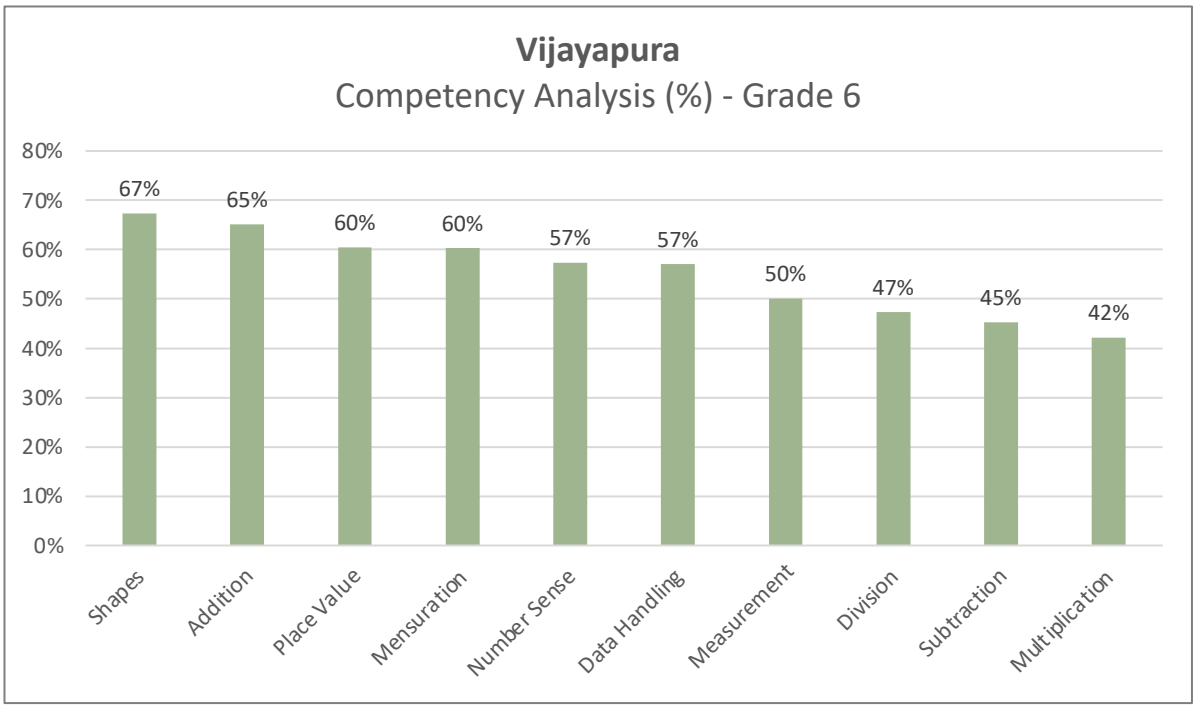
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN VIJAYAPURA?



In grade 4, children found Subtraction and Division difficult while Addition and Shapes were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.



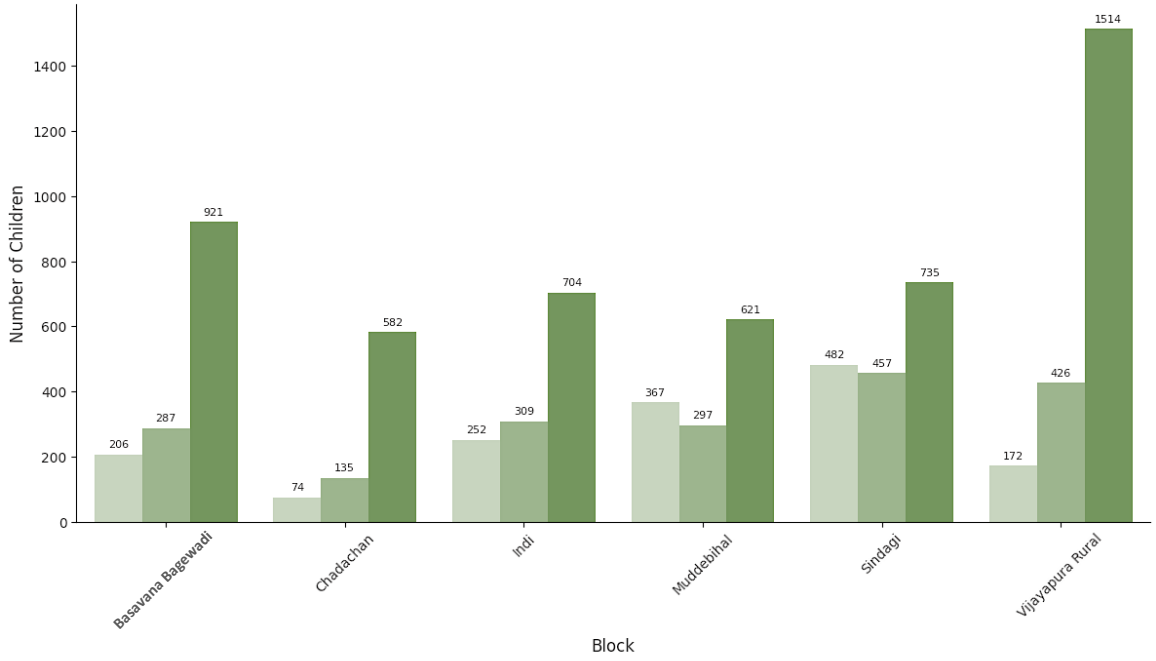
In grade 6, Shapes and Addition were the easiest competencies for children while Subtraction and Multiplication were the difficult ones.

Vijayapura

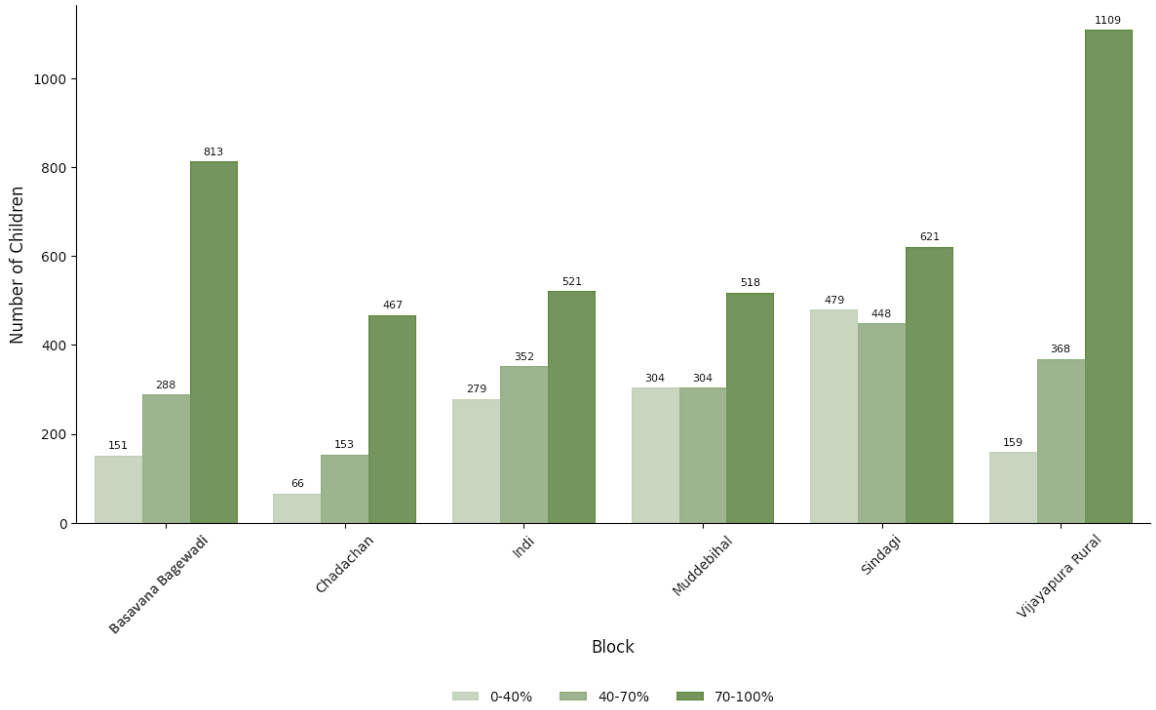
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE



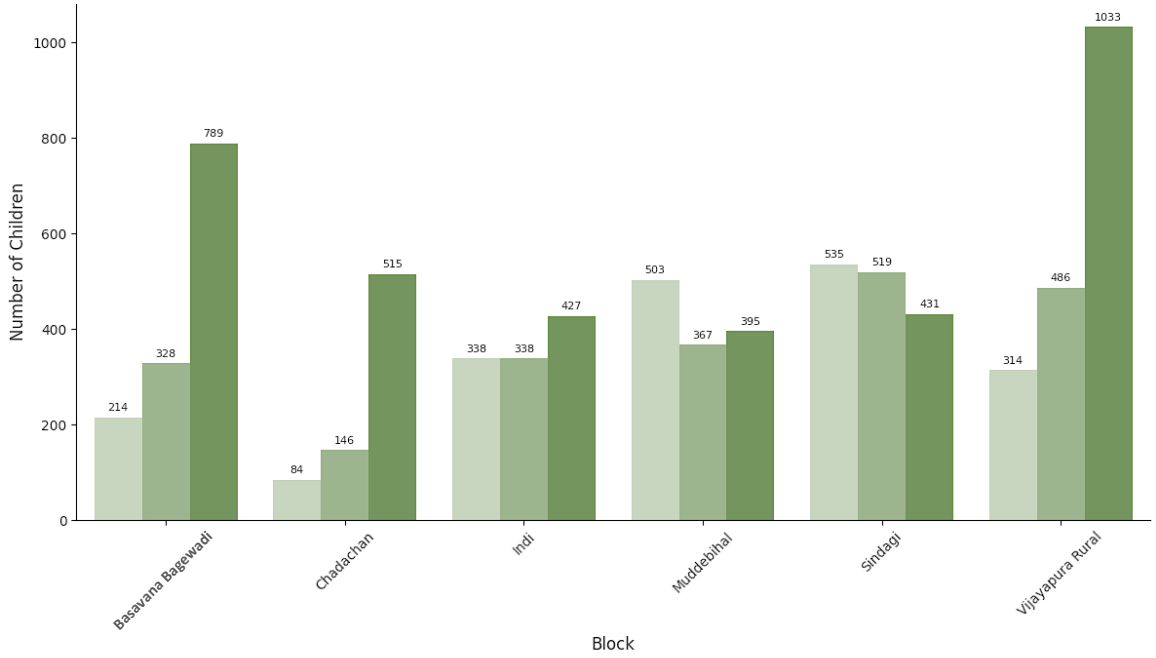
MALE



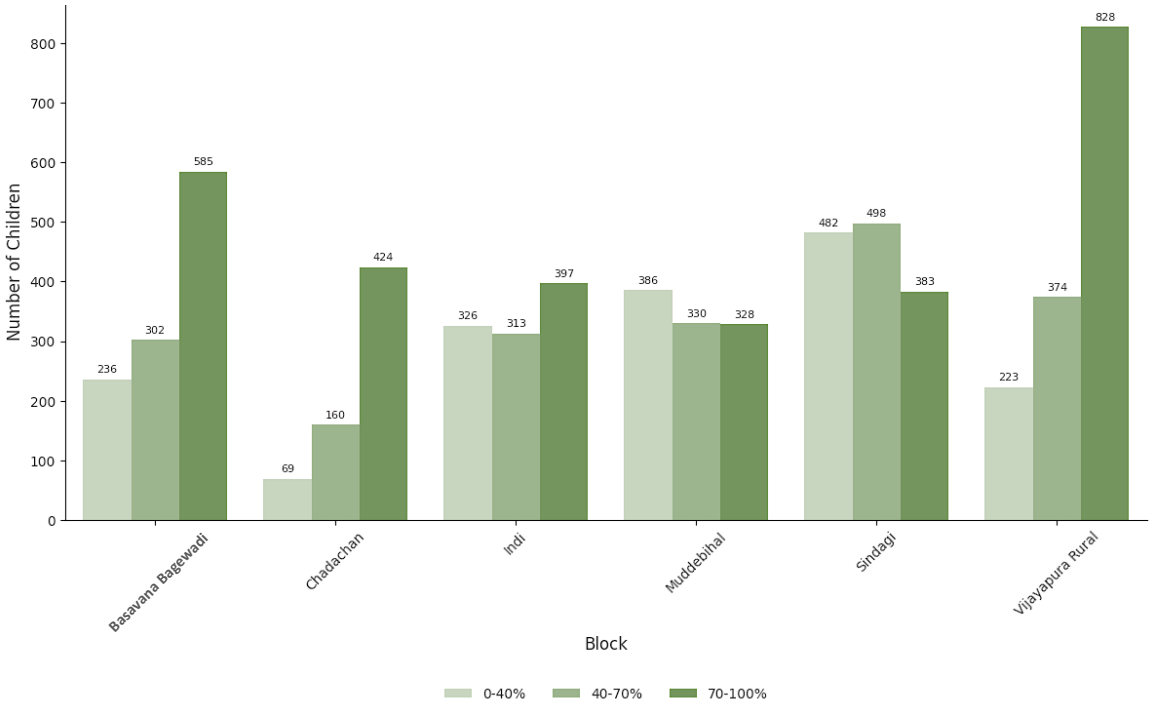
All blocks have their highest number of participants in the 70-100% band with Vijayapura Rural performing exceptionally well.

GRADE 5 : **OVERALL SCORE BY GENDER**

FEMALE



MALE

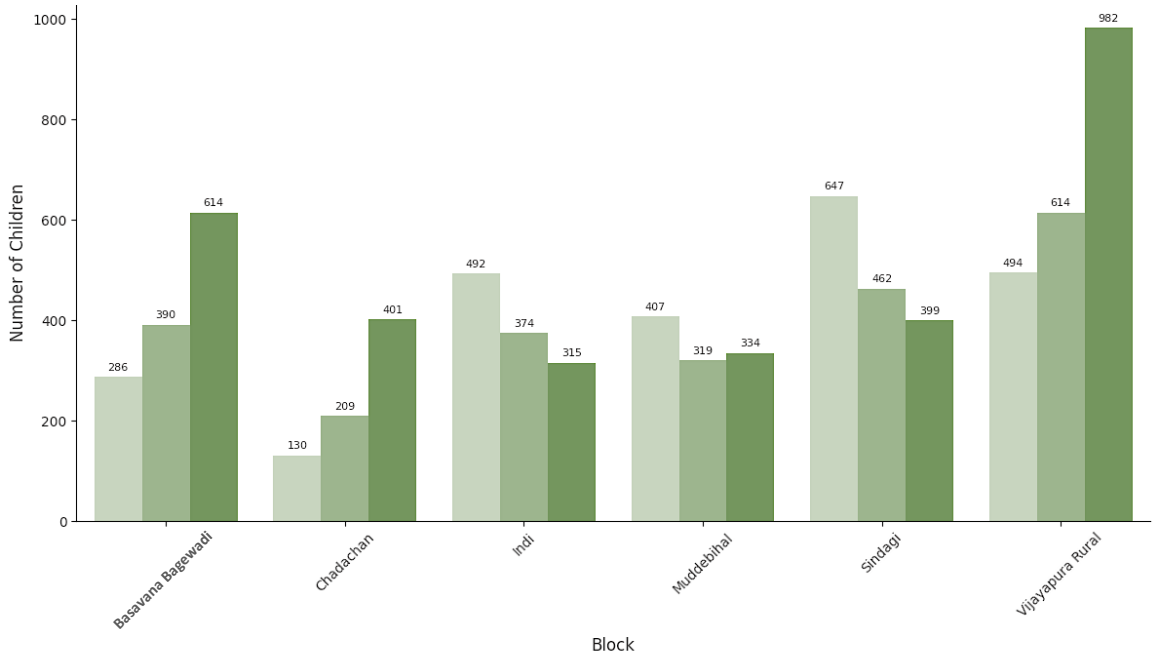


Across all the blocks children continue to be largely in the 40-70% and 70-100% bands.

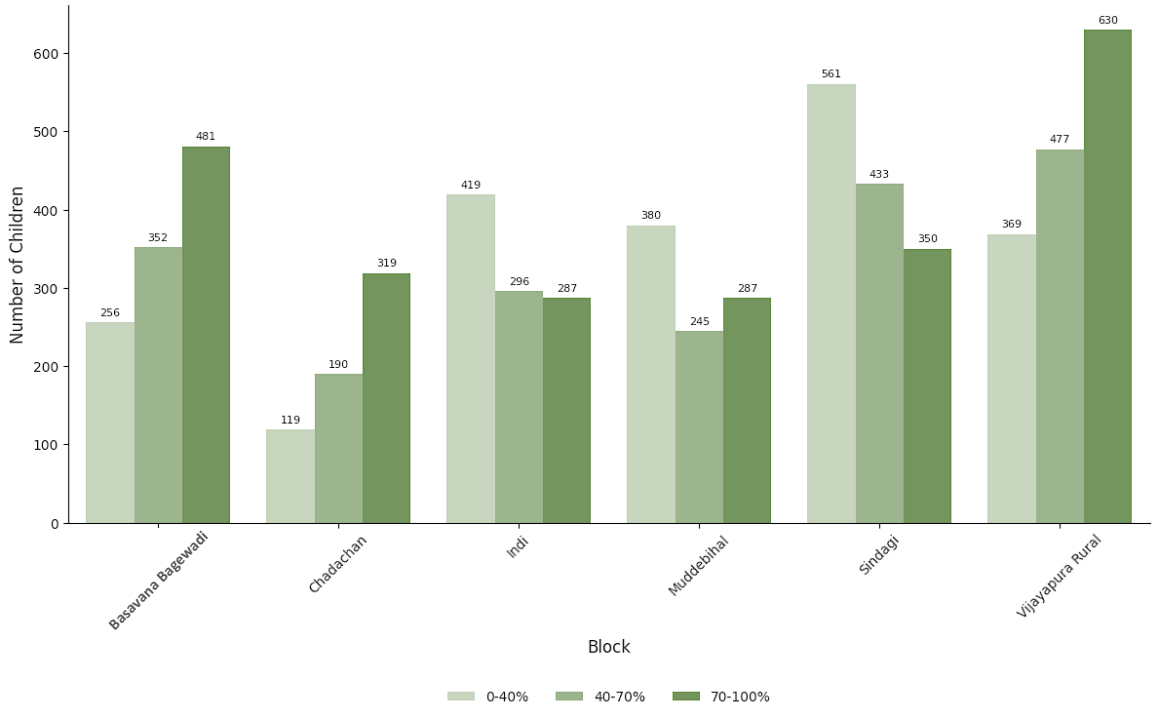
HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**

FEMALE



MALE



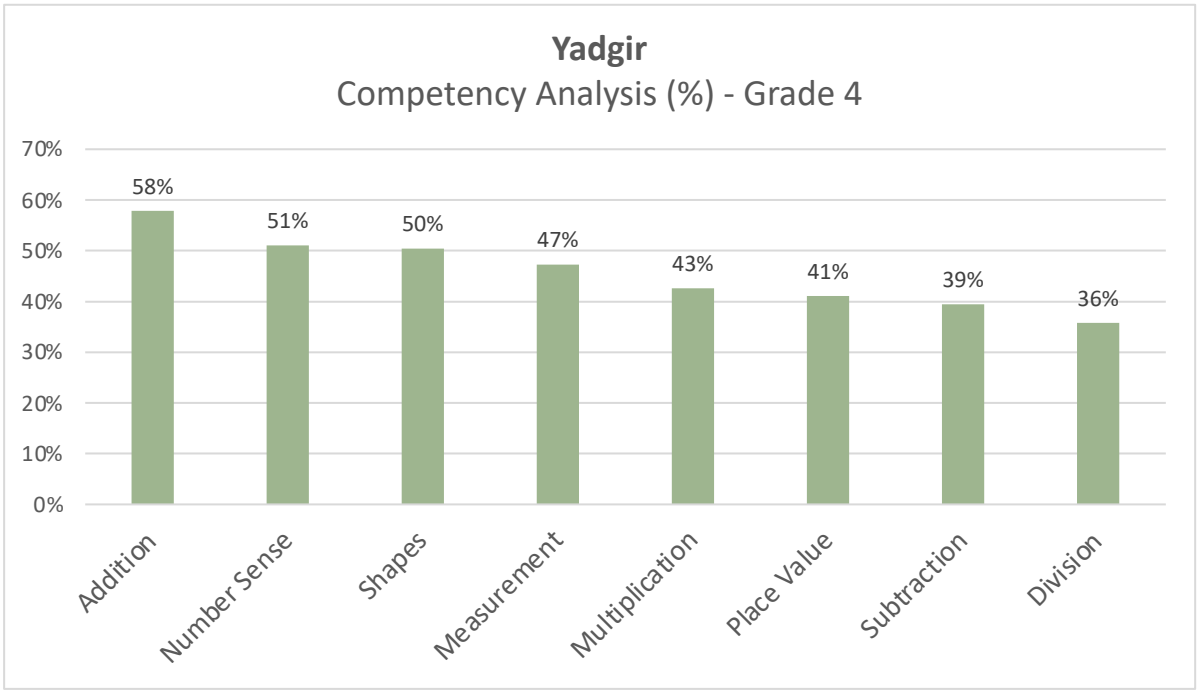
Across all the blocks children continue to be largely in the 40-70% and 70-100% bands.

Yadgir

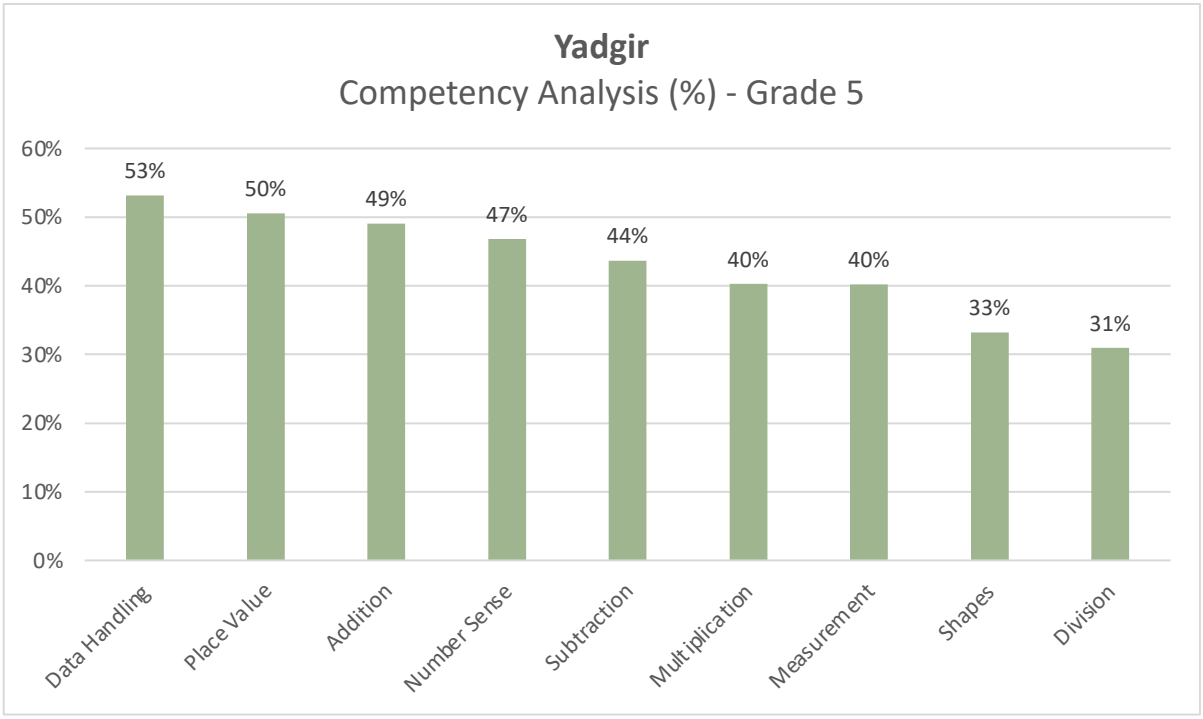
16,879 children from 120 Gram Panchayats and 644 schools participated in the GP-level Maths Contests in Yadgir. The contests were facilitated by 138 GP Team Leaders and 414 Education Volunteers all of whom gave their time and energy on a *pro bono* basis.

All three blocks of Yadgir District were covered. Across all blocks and across all grades, more girls than boys participated in the GP-level Maths Contests.

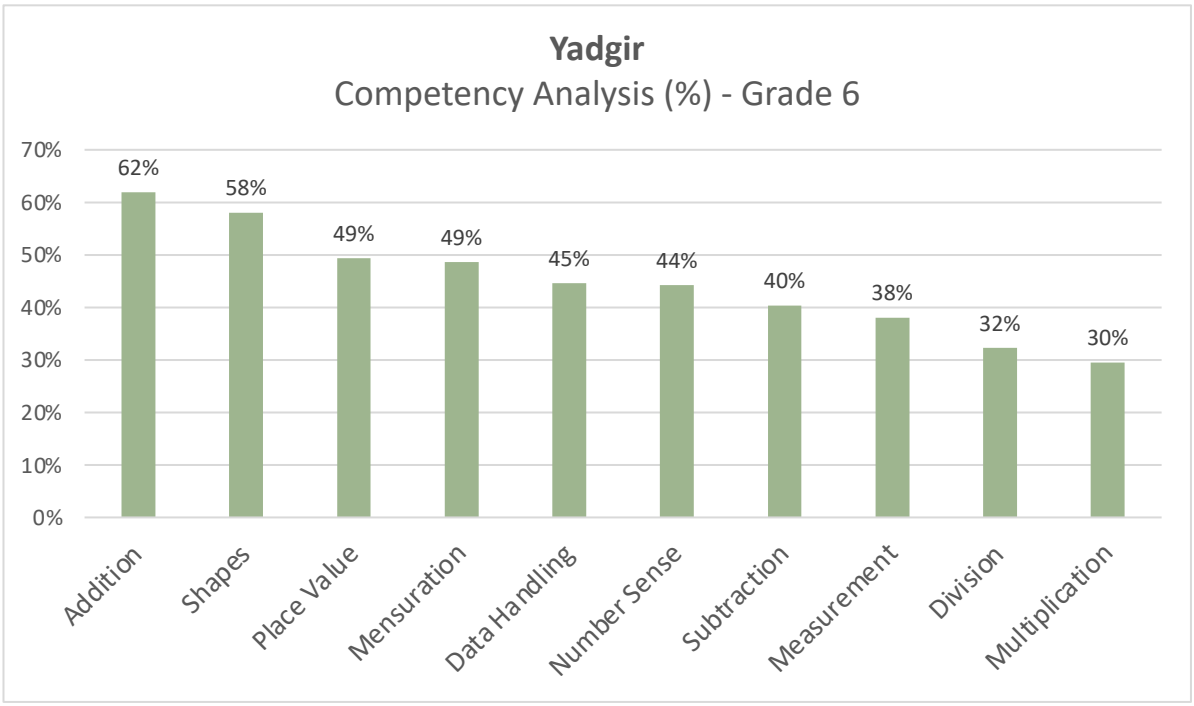
WHAT IS EASY AND WHAT IS HARD FOR CHILDREN IN YADGIR?



In grade 4, children found Subtraction and Division difficult while Addition and Number Sense were the easiest competencies.



In grade 5, Data Handling and Place Value were the easiest competencies for children while Shapes and Division were the difficult ones.

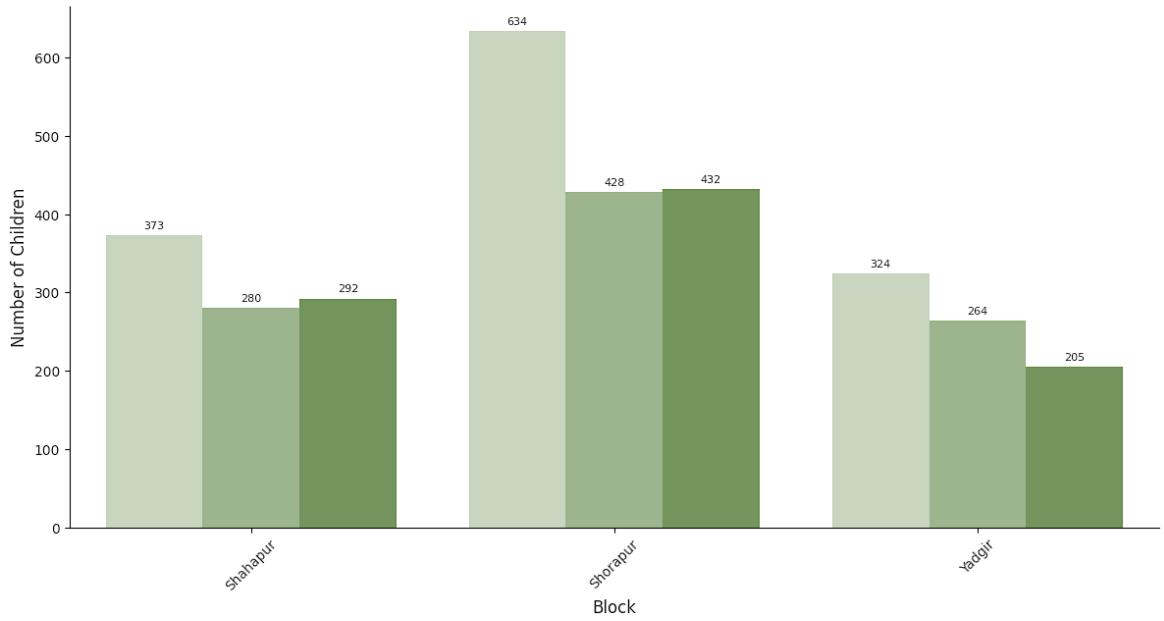


In grade 6, Shapes and Addition were the easiest competencies for children while Division and Multiplication were the difficult ones.

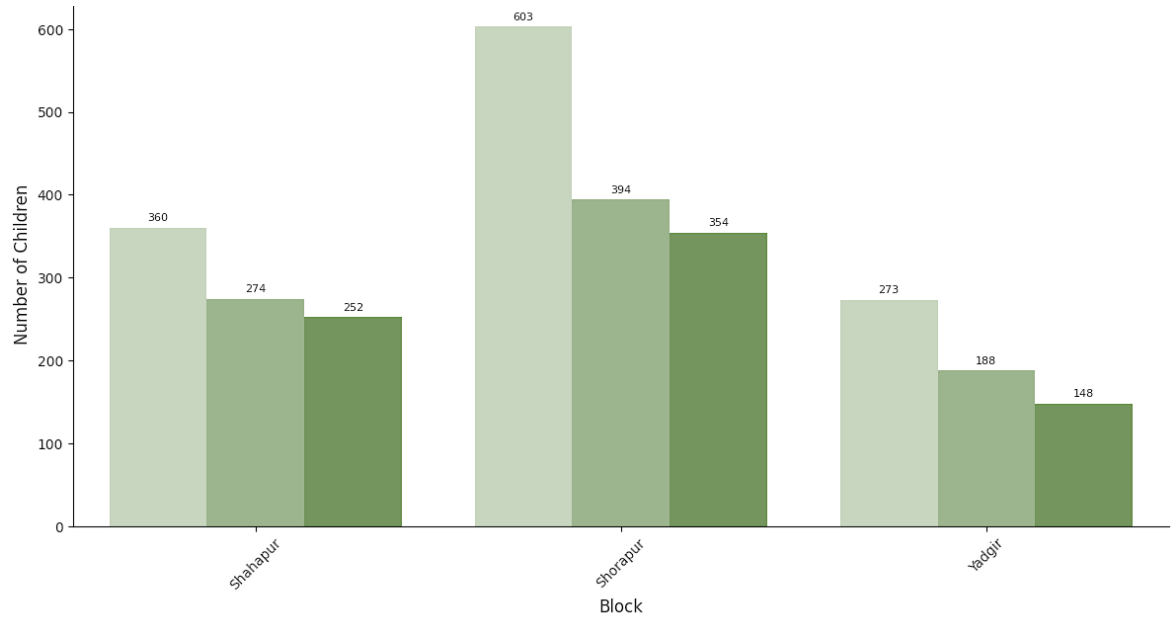
HOW DID CHILDREN PERFORM?

GRADE 4 : **OVERALL SCORE BY GENDER**

FEMALE

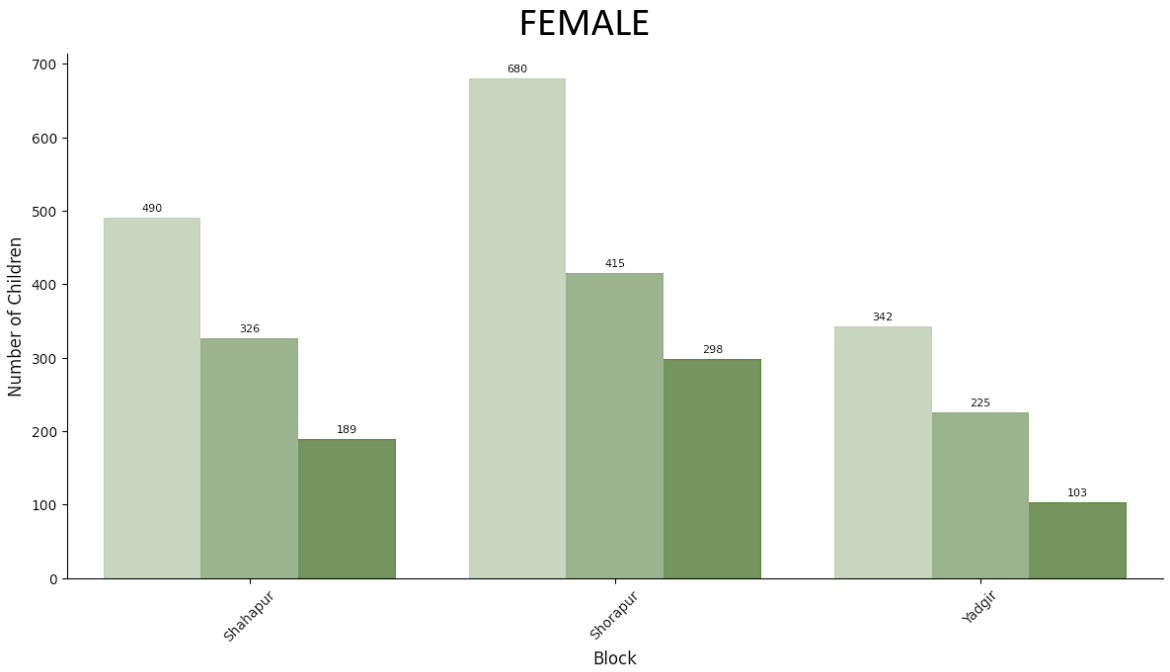


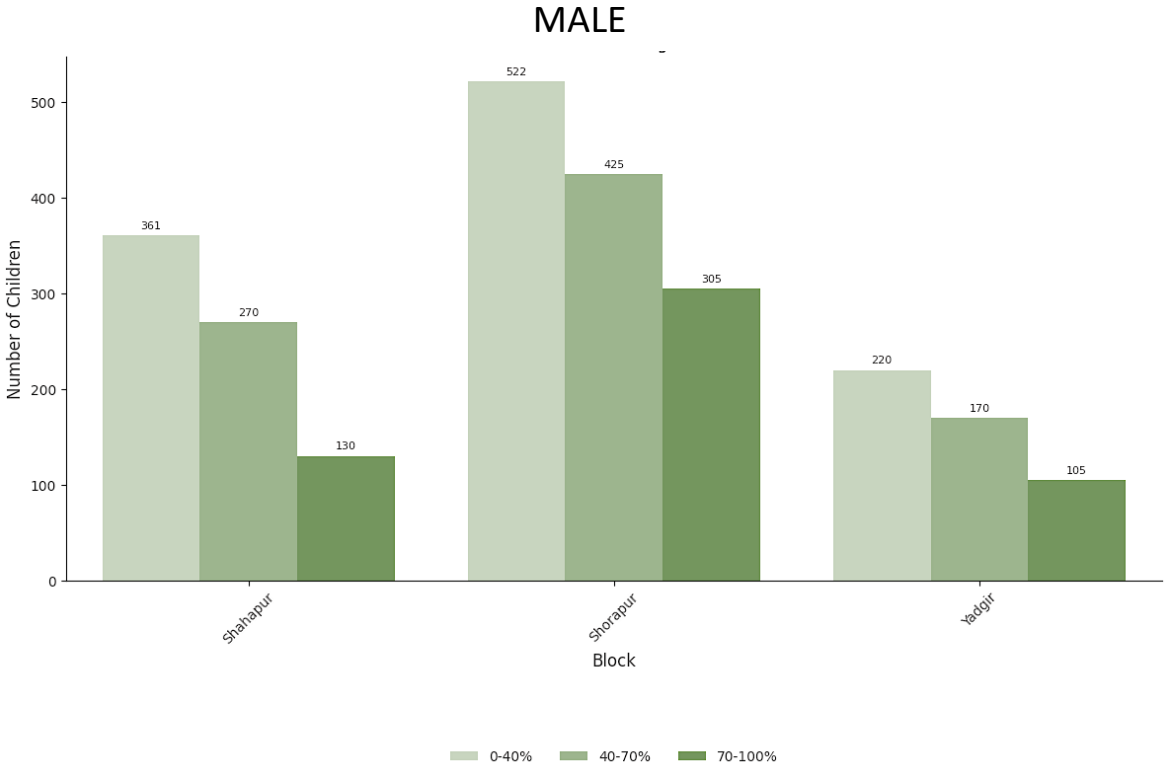
MALE



All blocks have their highest number of participants in the 0-40% band.

GRADE 5 : **OVERALL SCORE BY GENDER**

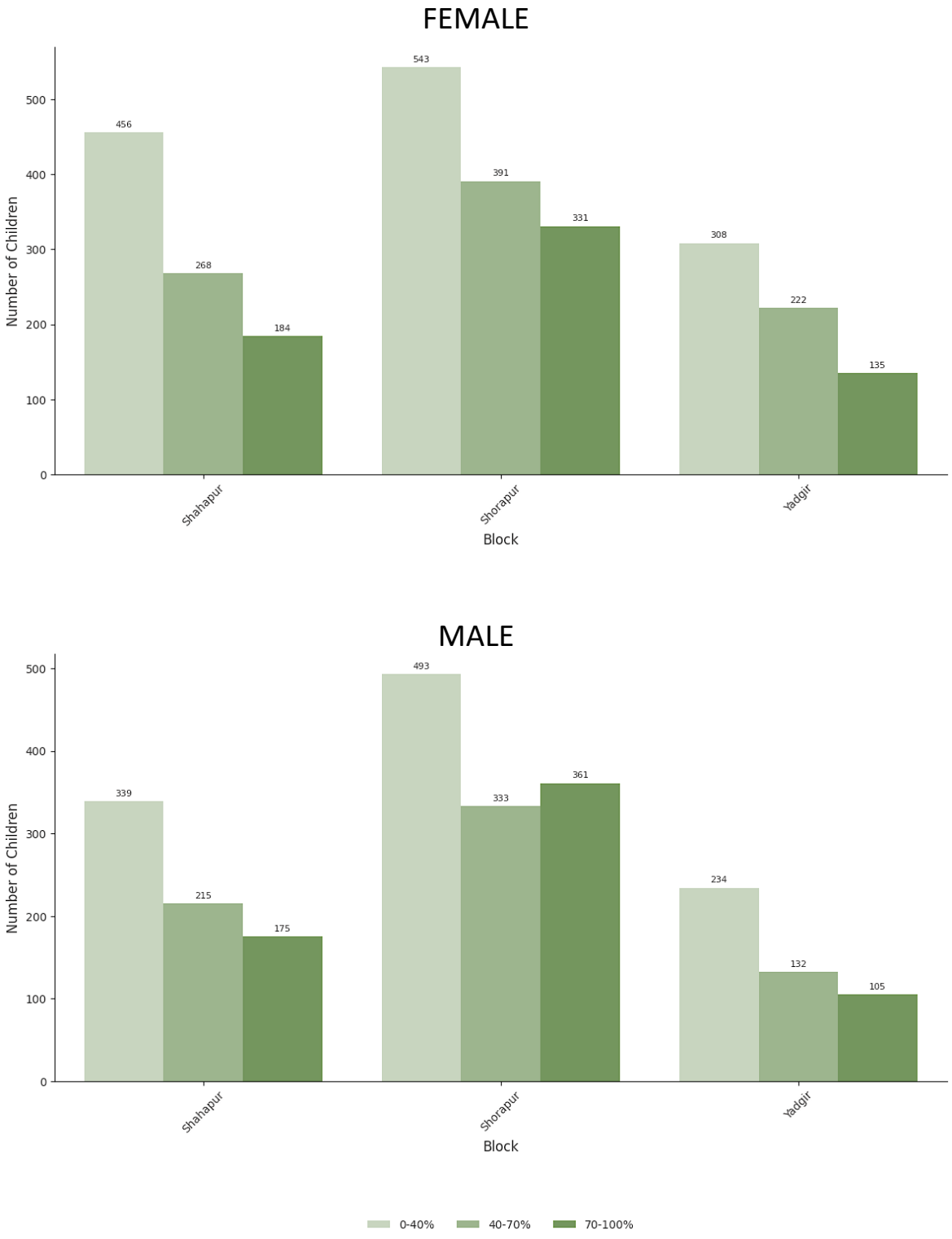




Across all the blocks children continue to be largely in the 0-40% band.

HOW DID CHILDREN PERFORM?

GRADE 6 : **OVERALL SCORE BY GENDER**



Performance continues to be poor with most children in the 0-40% band.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Media Frenzy

The Gram Panchayat Maths Contests and District-level Symposiums are nothing short of a grand celebration—a festival of learning and achievement. Conducted with great enthusiasm and splendour, these events deserve front-page headlines. After all, it's not every day that children from rural Karnataka are recognised and awarded for their numeracy skills.

These pioneering initiatives, the first of its kind in rural Karnataka, have garnered widespread media attention, highlighting their far-reaching impact on community-driven education.

Newspapers across Karnataka have acknowledged the significance of these contests, showcasing the enthusiasm of young participants, the dedication of volunteers, and the tangible improvements in learning outcomes. With approximately 200 published articles in the local media, our work has reached a vast audience, raising awareness about the urgent need to enhance numeracy skills.

The District-level Symposiums have seen a fantastic turnout with the highest level of officials, where the best schools and GPs in the District have been felicitated with prizes. It's not surprising then that local media houses have quoted these speakers while pledging to ensure better results in the contests the following year.

We are thrilled to see our efforts recognised and deeply appreciate the media's role in amplifying this movement—bringing attention to the transformative power of grassroots educational initiatives.

ಗಣಿತ ವಿಷಯವು ಮಕ್ಕಳಲ್ಲಿ ಸೃಜನಾತ್ಮಕತೆ ಬೆಳೆಸುತ್ತದೆ : ಮಲ್ಲಿಕಾರ್ಜುನ ಕಮ್ಮಾರ

ಕುಂದಾನಗರಿ ನ್ಯೂಸ್

ನಂದವಾಡಗಿ : ಬಾಗಲಕೋಟೆ ಜಿಲ್ಲೆಯ ಇಲಕಲ್ ತಾಲೂಕಿನ ಸರಕಾರಿ ಹೆಣ್ಣು ಮಕ್ಕಳ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ ನಂದವಾಡಗಿಯಲ್ಲಿ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತ ರಾಜ್ ಇಲಾಖೆ, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ, ಸಮುದಾಯ ಹಾಗೂ ಅಕ್ಷರ ಫೌಂಡೇಶನ್, ಗ್ರಾಮ ಪಂಚಾಯತ ನಂದವಾಡಗಿ ಸಂಯುಕ್ತಾಶ್ರಯದಲ್ಲಿ ಗ್ರಾಮ ಪಂಚಾಯತ ನಂದವಾಡಗಿ ಮಟ್ಟದ ಶಾಲಾ ಮಕ್ಕಳ ಗಣಿತ ಸ್ಪರ್ಧೆ ಕಾರ್ಯಕ್ರಮವು ಯಶಸ್ವಿಯಾಗಿ ಜರುಗಿತು. ಕಾರ್ಯಕ್ರಮ ಉದ್ಘಾಟಿಸಿ ಮಾತನಾಡಿದ ನಂದವಾಡಗಿ ಗ್ರಾಮ ಪಂಚಾಯತ ಅಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿಗಳು ಶ್ರೀ ಮಲ್ಲಿಕಾರ್ಜುನ ಕಮ್ಮಾರ, ಮಕ್ಕಳ ಸಂತಸ ಕಲಿಕೆಯಲ್ಲಿ ಹಾಗೂ ಸೃಜನಾತ್ಮಕತೆಗಾಗಿ ಗಣಿತ ವಿಷಯವು ಬಹುಮುಖ್ಯ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ ಎಂದರು. ಗಣಿತ ವಿಷಯವು ಸುಲಭ, ಆಸಕ್ತಿದಾಯಕ ವಿಷಯ, ಮಕ್ಕಳ ಗಣಿತ ಕಲಿಕಾ ಮಟ್ಟ ಗುರುತಿಸಲು ಇಂತಹ ಸ್ಪರ್ಧಾ ಕಾರ್ಯಕ್ರಮವು ಸಹಕಾರಿಯಾಗುತ್ತದೆ ಎಂದು ಶಾಲಾ ಪ್ರಭಾರಿ ಮುಖ್ಯ ಗುರುಮಾತೆ ಏ ಬಿ ಕುಂದಾರ ಹೇಳಿದರು. ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಗ್ರಾಮ ಪಂಚಾಯತ ಸದಸ್ಯರಾದ ಮೈಬೂಸಾಬ ಗುಡಿಹಾಳ, ರಮೇಶ ಭಜಂತ್ರಿ, ಎಸ್ ಡಿ ಎಂ ಸಿ ಸದಸ್ಯರು ಹಾಗೂ ಮುದಕಪ್ಪ ಪಾಲ್ತಿ, ಚೌಡಪ್ಪ ಲೆಕ್ಕಿಹಾಳ ಅತಿಥಿಗಳಾಗಿ ಭಾಗವಹಿಸಿದ್ದರು. ಮಕ್ಕಳು ಉತ್ಸಾಹದಿಂದ ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಪಾಲ್ಗೊಂಡರು. ಬಹುಮಾನ ವಿತರಣಾ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಕ್ಷೇತ್ರ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿ ಶ್ರೀಮತಿ ವಿಜಯಲಕ್ಷ್ಮೀ ನಾಗಲೋಟಿ ಸ್ಪರ್ಧೆಯ ಕುರಿತು ಮಾತನಾಡಿ, ವಿಜೇತರಾದ ಮಕ್ಕಳಿಗೆ ಶುಭ ಕೋರಿ ಪುರಸ್ಕಾರ ನೀಡಿದರು. ಇದೇ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿಯರಾದ ಶ್ರೀಮತಿ ಜ್ಯೋತಿ, ಶ್ರೀಮತಿ ಜಿ ಆರ್ ನದಾಫ್, ಶ್ರೀಮತಿ ಗಂಗಾ, ಶ್ರೀಕಾಂತ ಮಂಗಳೂರು, ಡಿ ಜಿ ಸಜ್ಜನ, ಎನ್ ಎಂ ಪಾಟೀಲ, ಬಸವರಾಜ ಬಲಕುಂದಿ, ಡಾ ವಿಶ್ವನಾಥ ತೋಟಿ, ಎಂ ಸಿ ನದಾಫ್, ಸಿ ಎಸ್ ಪೈರವಾಡಗಿ, ಚಂದ್ರಶೇಖರ ಹುತಗಣ್ಣ, ಕುಮಾರಿ ಆಶ್ವಿನಿ ಕಪ್ಪರದ, ಶ್ರವಣಕುಮಾರ ಧೋತ್ರೆ ಅತಿಥಿ ಶಿಕ್ಷಕ ರಾಜಶೇಖರ ಮೆದಿಕನಾಳ, ಉರ್ದು ಶಾಲೆಯ ಅತಿಥಿ ಶಿಕ್ಷಕಿಯರು, ಶಾಲಾ ಮಂತ್ರಿ ಮಂಡಲ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿನಿಯರು ಹಾಜರಿದ್ದರು. ವಿಜೇತರಾದ ಮಕ್ಕಳಿಗೆ ನಂದವಾಡಗಿ ಕ್ಲಸ್ಟರ್ ಸಮೂಹ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿ ಶ್ರೀ ಶಾಂತಕುಮಾರ ಎಸ್ ಕೆ ಅಭಿನಂದನೆ ಸಲ್ಲಿಸಿ, ಶುಭಾಶಯ ಕೋರಿದರು.

ಜಿಲ್ಲಾಮಟ್ಟದ ಗಣಿತ ವಿಚಾರ ಸಂಕಿರಣ ಉದ್ಘಾಟಿಸಿದ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಉಪನಿರ್ದೇಶಕಿ ಗಿರಿಜಾ

ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಗಣಿತ ಕಿಟ್ ಸಹಕಾರಿ

■ ವಿಕ ಸುದ್ದಿಲೋಕ ಮಧುಗಿರಿ

ಸರಕಾರಿ ಶಾಲಾ ಮಕ್ಕಳು ಗಣಿತ ವಿಷಯ ಸರಳವಾದ ರೀತಿಯಲ್ಲಿ ಕಲಿಯಲು ಗಣಿತ ಕಿಟ್ ಉಪಯುಕ್ತವಾಗಿದೆ ಎಂದು ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಮಧುಗಿರಿ ಕ್ಷೇತ್ರಶಿಕ್ಷಣಾಧಿಕಾರಿ ಗಿರಿಜಾ.ಬಿ.ಎಚ್. ಅಭಿಪ್ರಾಯಪಟ್ಟರು.

ಪಟ್ಟಣದ ಡಯಟ್ ಸಭಾಂಗಣದಲ್ಲಿ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತ್ ರಾಜ್ ಇಲಾಖೆ, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಹಾಗೂ ಅಕ್ಷರ ಫೌಂಡೇಷನ್ ಸಹಭಾಗಿತ್ವದಲ್ಲಿ ಹಮ್ಮಿಕೊಂಡಿದ್ದ ಜಿಲ್ಲಾ ಮಟ್ಟದ ಗಣಿತ ವಿಚಾರ ಸಂಕಿರಣ ಉದ್ಘಾಟಿಸಿ ಮಾತನಾಡಿದ ಅವರು, ಅಕ್ಷರ ಫೌಂಡೇಷನ್ ಸಂಸ್ಥೆಯು ಕಳೆದ 25 ವರ್ಷಗಳಿಂದ ನಮ್ಮ ಇಲಾಖೆಯೊಂದಿಗೆ ಸಹಕರಿಸುತ್ತಿದ್ದು, ನಮ್ಮ ಸರಕಾರಿ ಶಾಲಾ ಮಕ್ಕಳಿಗೆ ಗಣಿತ ವಿಷಯವನ್ನು ಸರಳ ರೀತಿಯಲ್ಲಿ ಕಲಿಯಲು ಗಣಿತ ಕಿಟ್ ಉಪಯುಕ್ತವಾಗಿದೆ ಎಂದು ತಿಳಿಸಿದರು.

ಗಣಿತ ಸ್ಪರ್ಧೆಗಳ ವರದಿ ಆಧಾರವಾಗಿಟ್ಟುಕೊಂಡು ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ನಮ್ಮ ಕ್ರಿಯಾ ಯೋಜನೆಯಲ್ಲಿ

ಮಧುಗಿರಿ ಡಯಟ್ ಕಾಲೇಜಿನಲ್ಲಿ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಉಪನಿರ್ದೇಶಕಿ ಗಿರಿಜಾ ನೂತನ ಗಣಿತ ಕಲಿಕ ಪುಸ್ತಕ ಬಿಡುಗಡೆಗೊಳಿಸಿದರು.

ಈವರೆಗೆಗೊಂಡು ಮಧುಗಿರಿ ಜಿಲ್ಲೆಯ ಎಲ್ಲಾ ಶಾಲೆಗಳ ಮಕ್ಕಳ ಕಲಿಕಾ ಫಲಿತಾಂಶಗಳು ಉತ್ತಮಪಡಿಸುತ್ತೇವೆ, ಗಣಿತ ಫಲಿತಾಂಶ ಎಂಬುದು ಶಾಲೆಯ, ಶಾಲೂಕಿನ ಮತ್ತು ಜಿಲ್ಲೆಯ ಫಲಿತಾಂಶವಾಗಿದೆ. ಮಧುಗಿರಿ ಜಿಲ್ಲೆ, ಕ್ಷೇತ್ರಶಿಕ್ಷಣ ಜಿಲ್ಲೆಯಾಗಿರುವುದರಿಂದ ಕ್ಷೇತ್ರಶಿಕವಾಗಿ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ತುಂಬಾ ಗುಣಾತ್ಮಕ ಕಲಿಕೆ ತರಲು ನಾವೆಲ್ಲರೂ ಪ್ರಯತ್ನಮಾಡುತ್ತೇವೆ ಎಂದರು.

ಅಕ್ಷರ ಫೌಂಡೇಶನ್ ನಿರ್ದೇಶಕ ಕೆ.ವೈ.ಜಯಂತಿ ಗಣಿತ ಸ್ಪರ್ಧೆಗಳ ವಿಜ್ಞಾನ ವರದಿಯನ್ನು ಬಿಡುಗಡೆ ಮಾಡಿ, 4ರಿಂದ 6ನೇ ತರಗತಿಯ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ, ತರಗತಿವಾರು ತುಂಬಾ ಅಂತರ ಕಾಣುತ್ತಿದೆ. ಹಿಂದಿನ ವರ್ಷ ಓದಿದ ಸರಳವಾದ 20 ಪ್ರಶ್ನೆಗಳಿಗೆ 8 ಅತ್ಯಂತರ್ಣವಾದ ಅಂಕಗಳು ಪಡೆದ ಮಕ್ಕಳ ಪ್ರತಿಶತವು ಹೆಚ್ಚು ಕಂಡುಬರುತ್ತಿದೆ. ಹೀಗಾಗಿ ಪ್ರಾಥಮಿಕ ಹಂತದ ಮಕ್ಕಳ ಕಲಿಕೆಯ ಬಗ್ಗೆ ಸಮಗ್ರವಾಗಿ ಚಿಂತನೆ, ಕಾರ್ಯಯೋಜನೆ ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು ಎಂದು ತಿಳಿಸಿದರು.

ಡಯಟ್ ಪ್ರಾಂಶುಪಾಲ ಗಂಗಾಧರ್ ಮಾತನಾಡಿ, ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನ ಯೋಜನೆಯು ಸರಕಾರಿ ಶಾಲಾ ಮಕ್ಕಳ ಗಣಿತ ವಿಷಯ ಸರಳತೆಯಿಂದ ಆಡಿಕಲಿ, ಮಾಡಿ ಕಲಿ ಎಂಬ ಕಲಿಕೋಪಕರಣಗಳ ಮೂಲಕ ಕಲಿಯಬಹುದು. ಆದು ಕಠಿಣ ವಿಷಯವಲ್ಲ, ಮೂರ್ತ ಪರಿಕಲ್ಪನೆಯ ಮೂಲಕ ಅಮೂರ್ತ ಪರಿಕಲ್ಪನೆಯ ಪರಿಚಯದ ಮೂಲಕ ಕಲಿತರೆ ಮಕ್ಕಳು ಲೆಕ್ಕಗಳು ಮರೆಯಲು ಸಾಧ್ಯವಿಲ್ಲ ಎಂದರು.

ಜಿಲ್ಲೆಯಲ್ಲಿ ಆಯ್ಕೆಯಾದ 25 ಗ್ರಾಪಂ ಅಧ್ಯಕ್ಷರಿಗೆ, ಪಿಡಿಒ ಹಾಗೂ 25 ಸರಕಾರಿ ಶಾಲಾ ಮುಖ್ಯ ಶಿಕ್ಷಕರಿಗೆ ಅಕ್ಷರ ಫೌಂಡೇಷನ್ ವತಿಯಿಂದ ಗೌರವಪೂರ್ವಕವಾಗಿ ಪ್ರಮಾಣ ಪತ್ರ ನೀಡಿ ಸನ್ಮಾನಿಸಲಾಯಿತು. ಶಿಕ್ಷಣ ಇಲಾಖೆಯ ಗಣಿತ ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, ಗ್ರಾಪಂ ಅಧ್ಯಕ್ಷರು, ಪಿಡಿಒಗಳು ಹಾಗೂ ಡಯಟ್ ಕಾಲೇಜಿನ ಉಪನ್ಯಾಸಕರು ಹಾಗೂ ಸಿಬ್ಬಂದಿ ಹಾಜರಿದ್ದರು.

ಸಂಯುಕ್ತ ಕರ್ನಾಟಕ

ಸರಳ ಸೂತ್ರಗಳಲ್ಲಿ ಗಣಿತ ಕಲಿಸಿ: ಸಾಸನೂರು

ಹುಣಸಗಿ: ಗಣಿತ ತುಂಬಾ ಆಸಕ್ತಿದಾಯಕ ವಿಷಯವಾಗಿದೆ. ಹಿಂದಿನ ನಮ್ಮ ಹಿರಿಯರು ಏಗೋಳ, ಗಣಿತ, ಸೌರ ಹೀಗೆ ಅನೇಕ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ ಜಗತ್ತಿಗೆ ವಿಶ್ವಗುರುಗಳಾಗಿದ್ದರೆಂದು ಸಿಆರ್‌ಪಿ ಬಸವರಾಜ ಸಾಸನೂರ ಹೇಳಿದರು. ತಾಲೂಕಿನ ಕಾಮನಟಗಿ ಸರಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಇತ್ತೀಚೆಗೆ ಜರುಗಿದ ಬಲಶಿಬಿರಾಳ ಸಮೂಹ ಶಾಲೆಗಳ ಗಣಿತ ಸ್ಪರ್ಧಾ ಪರೀಕ್ಷಾ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಮಾತನಾಡಿದರು.

ಕಾಮನಟಗಿ ಗ್ರಾಮದ ಸರಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಗಣಿತ ಪರೀಕ್ಷೆಯಲ್ಲಿ ವಿಜೇತ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಶಸ್ತಿ ಪತ್ರ ನೀಡಿ ಸನ್ಮಾನಿಸಲಾಯಿತು.

ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಗಣಿತ ವಿಷಯದಲ್ಲಿ ಆಸಕ್ತಿ ಮತ್ತು ಕುತೂಹಲ ಮೂಡಿಸಲು ಸರಳ ಸೂತ್ರಗಳನ್ನು ಕ್ಲಿ ಬೆರಳಿನಲ್ಲಿ ಕೂಡಿಸುವ, ಕಳೆಯುವದನ್ನು ವಿವರಿಸಿ ಎಂದರು. ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಸಮುದಾಯ ಹಾಗೂ ಅಕ್ಷರ ಮತ್ತು ಪಂಚಾಯತ ರಾಜ್ ಇಲಾಖೆ, ಫೌಂಡೇಶನ್ ಸಹಯೋಗದೊಂದಿಗೆ ಗ್ರಾಪಂ, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಆಯೋಜಿಸಲಾಗಿದ್ದ 4ರಿಂದ 6ನೇ ತರಗತಿಯವರಿಗಿನ ವಿದ್ಯಾರ್ಥಿಗಳು ಗಣಿತ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿದ್ದರು. ವಿಜೇತರಿಗೆ ಪ್ರಶಸ್ತಿ ಹಾಗೂ ನಗದು ಬಹುಮಾನ ನೀಡಿ ಸನ್ಮಾನಿಸಲಾಯಿತು.

ಎಸ್‌ಡಿಎಂಸಿ ಅಧ್ಯಕ್ಷ ಮಶಾಕಸಾಬ ಬಳಿಛಾವಿ, ಮುಖ್ಯ ಶಿಕ್ಷಕ ಹಸನಸಾಬ ತಾರಗಾರ, ಬಸವರಾಜ ಮುದನೂರು, ಬಸವರಾಜ ಅಂಬಲಿಹಾಳ, ಗೊಲ್ಲಾಳಭಟ್ ಜೋಷಿ ಇತರರು ಇದ್ದರು. ಅತ್ಯುತ್ತಮ ಶಿಕ್ಷಕಿ ಮರಿಶ್ಮತ ಗೀತಾ ಸಜ್ಜನ ಅವರನ್ನು ಸನ್ಮಾನಿಸಲಾಯಿತು. ಬಾಲದಂಡಪ್ಪ ಸ್ವಾಗತಿಸಿದರು. ರಾಧಾಕುಮಾರಿ ವಂದಿಸಿದರು. ಕಾಮನಟಗಿ ಗ್ರಾಪಂ ವ್ಯಾಪ್ತಿಯ 13 ಶಾಲೆಗಳಿಂದ ಸುಮಾರು 300 ವಿದ್ಯಾರ್ಥಿಗಳು ಭಾಗವಹಿಸಿದ್ದರು.

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Chikkodi Deputy Director of Public Instructions R S Seetaram inaugurates the district-level Mathematics seminar by watering a sapling at Chikkodi town in Belagavi district on Thursday. DH PHOTO

NP NEWS | ನಿರಂಜನಪ್ರಭ

ಗ್ರಾಮ ಪಂಚಾಯಿತಿ ಮಟ್ಟದ ಗಣಿತ ಕಲಿಕಾ ಸ್ಪರ್ಧೆಯಲ್ಲಿ

ಠಾಣಗುಂದಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಅಗ್ರ ಶ್ರೇಯಾಂಕ

ಯಾದಗಿರಿ : ತಾಲೂಕಿನ ಠಾಣಗುಂದಿ ಗ್ರಾಮ ಪಂಚಾಯತಿ ಮಟ್ಟದ 4,5,6 ನೇ ತರಗತಿಯ ಸರಕಾರಿ ಶಾಲಾ ಮಕ್ಕಳ ಗಣಿತ ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಠಾಣಗುಂದಿಯ ಸರಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳು ಮೂರು ಪ್ರಥಮ,ಮೂರು ದ್ವಿತೀಯ, ನಾಲ್ಕು ತೃತೀಯ ಸ್ಥಾನಗಳನ್ನು ಪಡೆದುಕೊಂಡ ಲಕ್ಷ್ಮಿ, ಶ್ವೇತಾ, ಸಾವಿತ್ರಿ, ಜಯವಂತ,ಸುಮಯ್ಯ, ಶ್ರಾವಣಿ, ಆಯುಷ್ಯ ರಾಮಮ್ಮ ಮಧುಶ್ರೀ ಅಜ್ಞಾನ ಅವರು ಶಾಲೆಗೆ ಕೀರ್ತಿ ತಂದಿದ್ದಾರೆ ಎಂದು ಮುಖ್ಯ ಗುರುಗಳಾದ ಗೋಪಾಲಕೃಷ್ಣ ಸಂತಸ ವ್ಯಕ್ತಪಡಿಸಿದರು

ಅವರು ಪ್ರತಿ ವರ್ಷ ನಡೆಯುವ ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನವು ಗ್ರಾಮ ಪಂಚಾಯಿತಿ, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ,ಅಕ್ಷರ ಫೌಂಡೇಶನ್ ಸಹಯೋಗದಲ್ಲಿ ಏರ್ಪಡಿಸಿದ್ದ ಗಣಿತ ಸ್ಪರ್ಧೆಯ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಮಾತಾಡಿದರು. ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಹೆಚ್ಚು ಅಂಕ ಗಳಿಸಿದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಠಾಣಗುಂದಿಯ ಪಿಡಿಒ ಶರಣಬಸಪ್ಪ ಅವರು ಅತಿ ಹೆಚ್ಚು ಅಂಕ ಪಡೆದ ಮಕ್ಕಳಿಗೆ ಪ್ರಥಮ ಸಾವಿರ ರೂಪಾಯಿ, ದ್ವಿತೀಯ ಆರುನೂರು ರೂಪಾಯಿ,ತೃತೀಯ ನಾಲ್ಕು ನೂರು ರೂಪಾಯಿಗಳನ್ನು ಬಹುಮಾನವಾಗಿ ವಿತರಿಸಿದರು. ಬೊಮ್ಮ ಶೆಟ್ಟಳ್ಳಿ, ತಳಕ್, ವಿಶ್ವಾಸ್ ಪುರ,ಹೆಡಗಿಮದ್ರಾ, ಮತ್ತು ಠಾಣಗುಂದಿಯ ಒಟ್ಟು 45 ಮಕ್ಕಳು ಭಾಗವಹಿಸಿದ್ದರು. ಈ ಎಲ್ಲಾ ಶಾಲೆಗಳ ಮುಖ್ಯ ಗುರುಗಳಾದ ಲತಾ ಕೆ. ಮದ್ರಪ್ಪ, ರಮೇಶ್, ಚಂದ್ರಪ್ಪ ವೇದಿಕೆಯಲ್ಲಿದ್ದರು. ಶಿಕ್ಷಕ ಶರಣಪ್ಪ ಸ್ವಾಗತಿಸಿದರು. ವಿದ್ಯಾನಾಥ ವಂದಿಸಿದರು.

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ಕನ್ನಡಪ್ರಭ

ಕಲಿಕಾ ಆಂದೋಲನಗಳಿಂದ ಮಕ್ಕಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿ: ಸೌಮ್ಯ ಅಭಿಮತ

ದಾಬಸ್‌ಪೇಟೆ: ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನ ಸ್ಪರ್ಧೆಗಳಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಉತ್ಸಾಹ ಹೆಚ್ಚಳವಾಗಿ ಬೌದ್ಧಿಕ ಮಟ್ಟವೃದ್ಧಿಯಾಗಲು ನೆರವಾಗುತ್ತದೆ ಎಂದು ಕಳಲುಘಟ್ಟ ಗ್ರಾಪಂ ಅಧ್ಯಕ್ಷೆ ಸೌಮ್ಯ ಅಭಿಪ್ರಾಯಪಟ್ಟರು.

ತ್ಯಾಮಗೊಂಡ್ಲು ಹೋಬಳಿಯ ಆಲಾನಾಯಕನಹಳ್ಳಿ ಶಾಲಾ ಆವರಣದಲ್ಲಿ ಕಳಲುಘಟ್ಟ ಗ್ರಾಪಂ, ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ ಮತ್ತು ಪಂಚಾಯತ್ ರಾಜ್ ಇಲಾಖೆ, ಸಾಕ್ಷರತಾ ಇಲಾಖೆ ಸಮುದಾಯ ಮತ್ತು ಅಕ್ಷರ ಫೌಂಡೇಷನ್ ಇವರ ಸಹಯೋಗದಲ್ಲಿ ಹಮ್ಮಿಕೊಂಡಿದ್ದ ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನ ಕಾರ್ಯಕ್ರಮವನ್ನು ಉದ್ಘಾಟಿಸಿ ಮಾತನಾಡಿದರು. ಗ್ರಾಪಂ ಪಿಡಿಒ ಗೀತಾಮಣಿ ಮಾತನಾಡಿ, ಮಕ್ಕಳಲ್ಲಿ ಗಣಿತ ವಿಷಯದ ಬಗ್ಗೆ ಇರುವ ಭಯವನ್ನು ಹೋಗಲಾಡಿಸಲು ಸರ್ಕಾರ, ಸ್ಥಳೀಯ ಆಡಳಿತ, ಸರ್ಕಾರೇತರ ಸಂಘ- ಸಂಸ್ಥೆಗಳು ಜಂಟಿಯಾಗಿ ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನ ಎಂಬ ವಿಶಿಷ್ಟ ಕಾರ್ಯಕ್ರಮ ರೂಪಿಸಿದೆ. ಈ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳು ಗಣಿತ ವಿಷಯವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕಲಿಯಲು ಪ್ರೇರೇಪಿಸಲಾಗುತ್ತಿದೆ ಎಂದರು. 60 ವಿದ್ಯಾರ್ಥಿಗಳು ಗಣಿತ ಕಲಿಕಾ ಆಂದೋಲನ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿದ್ದರು ಎಸ್‌ಡಿಎಂಸಿ ಅಧ್ಯಕ್ಷ ಆಂಜಿನಮೂರ್ತಿ, ಗ್ರಾಪಂ ಸದಸ್ಯರಾದ ಲೋಕೇಶ್, ನರಸಿಂಹಮೂರ್ತಿ, ಹರೀಶ್, ಮುಖಂಡರಾದ ಉಮೇಶ್, ದಿನೇಶ್, ಬಿಆರ್‌ಸಿ ನಂಜಮ್ಮ, ಸಿಆರ್‌ಪಿ ಸುಕನ್ಯಾ, ಶಿಕ್ಷಕರಾದ ರಾಜು, ಸಿದ್ದಗಂಗಯ್ಯ,ಇಂದೂಮತಿ ಮತ್ತಿತರರಿದ್ದರು.

Visitor Log:

VALUE BEYOND NUMBERS

by Mahi Sastry

On a supposedly pleasant September day (by Indian standards, a mild morning that turns into a simmering afternoon), I made my way to Kolar with Ms. Sushmita and Ms. Pushpa. We reached the government school premises situated in Arabikothanur, where the maths contest had just begun.

Children in neat columns poring over different maths sets, sharing smiles or poking each other in the back reminded me of my school days (I know I sound old, but I just graduated from college).

The children were quick to finish their tests, they took half of the allotted time. Cut to afternoon, I helped Ms. Pushpa and the volunteers with validating the test scores. The volunteers were my age, eager for opportunities—making me realise how privileged I was to live in the city, where networking and career paths seemed far more accessible.

The felicitation ceremony began late in the afternoon, attended by giggling students, expectant teachers, and officials, to name a few. Their speeches on the importance of maths education were interactive and it was endearing to see the students actually or at least partially interested in what the elders had to say.

I was particularly touched or impacted by these three moments:

- As the roses were being handed out, I noticed there weren't enough to go around. Yet, a teacher gently placed one in my hands, making sure I wasn't left out. It wasn't just a flower—it was a quiet act of kindness that stayed with me.
- The children as they were leaving - the smiles on their faces and the glitter in their eyes (the reader must have figured out by now I have a penchant for poetry).
- The energy of the field team, even though faced with a mountainous task of data collection - which made me appreciate as a data analyst, the data that comes to me - clean, unbiased and accurate.

The award ceremony was completed in due time, and I was well on my way home with small things from a small village: a smile, a flower and an increased appreciation for gratitude.

A SCHOOL VISIT THAT REALLY COUNTED

by Arvind V.

"Atithi-galu daivittu vedike mele barbekaagi vinanti"!

It was a special occasion for several of my past students from the Srishti Manipal Institute of Art, Design, and Technology (SMI). We were at a Government Primary School in Chickaballapur district, near Bangalore, to participate in one of the many School Maths Contests conducted by Akshara Foundation. The half-dozen Srishti students were there as part of their primary research on a design brief on Technology in Education, and accompanying them were their Project Guide, Dr. Saroja Ganapathy, faculty at SMI, and myself.

We assembled at the Akshara office and my own memories of working out of that very same building were still fresh. I could not resist a quick trip up the stairs to see "my table"!! We soon headed deep into rural Chikkaballapur. Our expectations were high and the curiosity was intense: we peppered Srikanth, Divisional Field Manager, Akshara Foundation, with many questions on the way.

The school was neat, with a small ground in the front, and buildings arranged along the perimeter. A shamiana was ready at the inside end of the ground, and the children were already trooping in. The Srishti contingent helped to lay out the carpets on the ground and the students were made to sit in columns based on their class. We got ready to distribute the papers.

The entire school staff was also close at hand and several teachers willingly conversed with the Srishti students, giving them a good few insights into their work world. The contest was inaugurated by several dignitaries, including the School Principal, the members of the local Panchayat, and other local leaders. A good few were women too. To my surprise, I was also invited to the dais! Their welcome was very nice to receive! Several of the leaders spoke, exhorting the school children to do their best. The Question Paper packets were ceremonially opened; we were formally photographed as if we were releasing a book! As we watched for the next hour and a quarter, many wrote furiously, some were thinking deeply about a puzzling arithmetic problem, and some gave us a smile as we walked quietly among them.

The questions, as we discovered in just a bit, were nicely balanced and attuned to the children's attainments: there were visual questions, word problems, figures, questions on arithmetic operations, and on geometry for the older ones. We swiftly gathered the answer scripts as the time was called; I think the older ones were given just a little more time to complete their work.

What came next was one of the best experiences: we were invited to join the Evaluation Team! We had a quick briefing from the Akshara Coordinator and we were ready. We decided to work in pairs so that we would not make mistakes. The results were cross-checked and neatly tabulated. And then we had our Prize Winners! We had one of the winners in the set we were evaluating! Back to the shamiana and the announcements and prizes and the cheers! It was priceless!

The SMI students too got a great deal of insight into the kind of questions that formed the paper, and the kind of errors that seemed to creep in; there was quite some discussion on these in the Evaluation Hall! It certainly informed their view and their subsequent design decisions in their project, to include technology into teaching and learning! Dr. Saroja also helped them to make sense of the information they had obtained.

We had one last round of chats with the teachers, thanked the Akshara staff whom we had met there, and made our way back to the vehicles. The children were filing out and many waved goodbye! For us, it was a visit that really "counted"! Thanks to Akshara!

End Note

It is our belief that teachers, schools, Gram Panchayats and the community will learn from these contests and work closely together to improve the learning levels of our children in this crucial and relevant (in the 21st century) skill of mathematics.

To read the detailed district-level reports, click on the QR code alongside.

SCAN ME

Your comments and suggestions on this report are welcome.

Please do write to us at : web@akshara.org.in

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