ROOM TO READ INDIA
PRESENCE IN KARNATAKA

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About Room to Read

Since 2000, Room to Read has

- benefitted more than **39 million** children worldwide

- **182,000+** partner communities

- Published **2089 original** & **2328 adapted** children's storybook titles

- Distributed more than **36 million** books

- **3.4 million+** books checked out in 2021

- **70%** of graduate girls enrolled in tertiary education or working

Literacy Program

P R I M A R Y

Critical milestones for language learning happen in the first few years of primary school.

Objective: Children in early grades are able to read and write and develop a habit of reading

Girls' Education Program

S E C O N D A R Y

Critical milestones for girls to continue their education happen in the first few years of secondary school.

Objective: Girls complete secondary education & gain skills to negotiate key life decisions


VISION
Room to Read envisions a world in which all children can pursue a **quality education** that prepares them to **be fulfilled** and **make positive change – in their families, communities and the world**

MISSION
Room to Read **transforms the lives** of millions of children through education, creating a world free from illiteracy and gender inequality

"World change starts with educated children"

1998-2000: An Idea Is Born
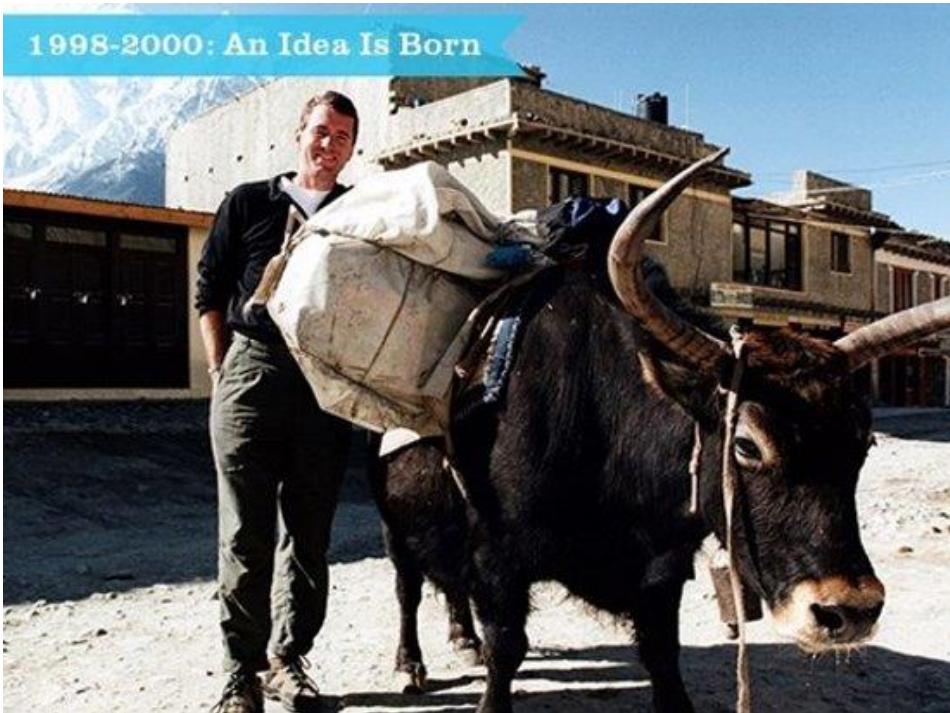
STARTED IN NEPAL

SPREAD TO 23 COUNTRIES

**In India, operations started from 2003 and currently present in 11 states -
AP, Chhattisgarh, Delhi, Jharkhand, Karnataka, Maharashtra, MP, UP, Uttaranchal, Rajasthan
and Telangana**

PROGRAMME IN KARNATAKA

- *Started operation in Karnataka from **2017** through its **Library Program***
  - *MoU from 15th Sept 2023 to 14th Sept 2026*

- ***Direct Intervention** - Library Program*

- ***Joint Project** – JSW Room to Read Project*

- ***State level engagement -** Knowledge Partner for SSK & DSERT on promoting reading habits and foundational literacy through literature*
  - *Joint project with SSK - 68 DIET RPs at state level & 1020 Block RPs through the 34 DIETs*
    - *Digital Library Course for teachers*
  - *Member of Book Selection Committee,*
  - *Nali Kali state committee*
  - *Development of localized reading materials for primary graders*
  - *Capacity building on Children literature*

Current - Bangalore Rural, Bangalore North, Bangalore South & Kolar Bellary & Vijaynagar

Phased Out Districts-Ramanagara (2017) & Chikkaballapur (2018)
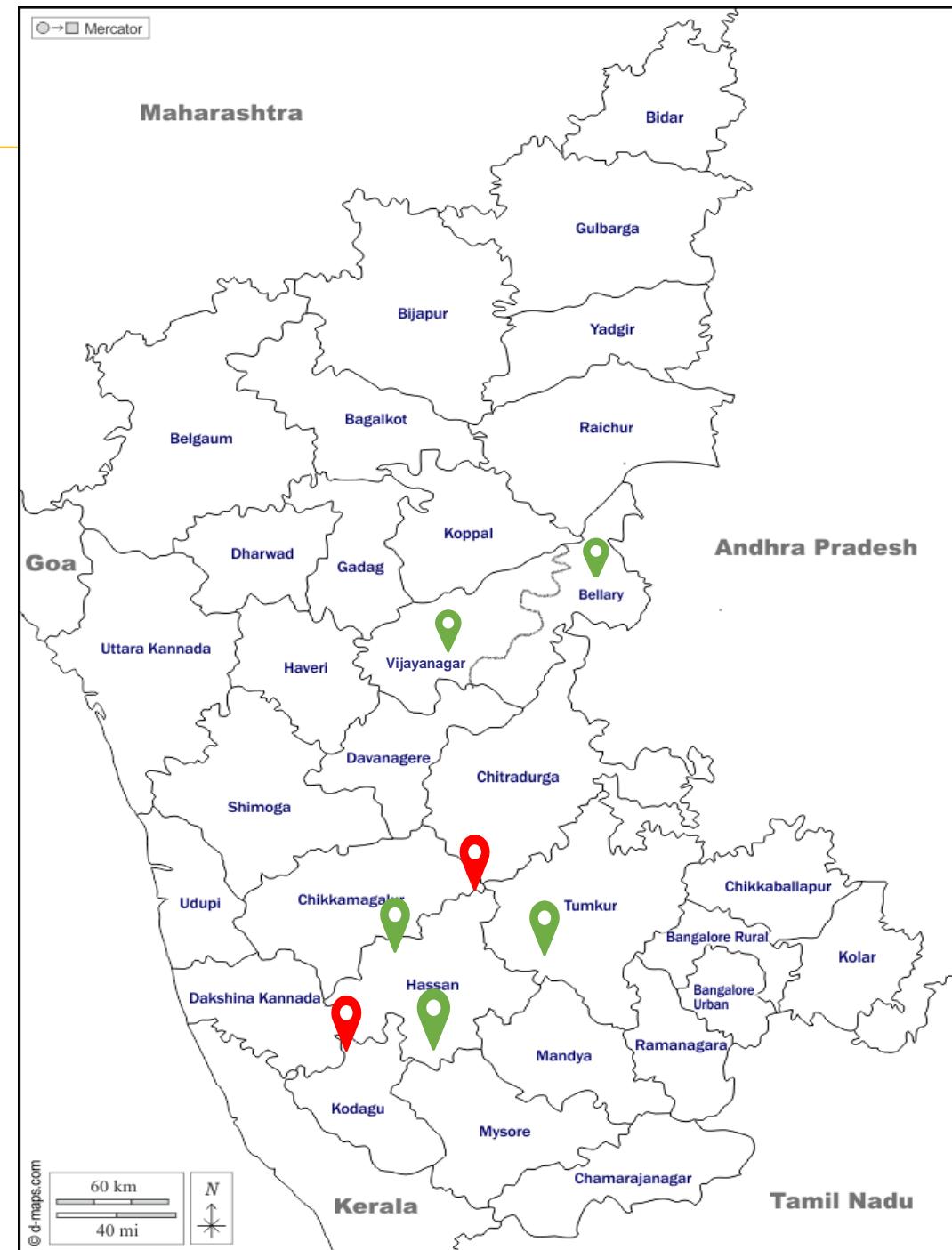
Stories and **Storytelling** comes naturally to humans beings!

However, Reading is a learnt skill

- It is an **acquired set of skills** and have to be **learned** and does not exist in our brain.

- Each one of us, who has to **learn to read,** has to create new circuit in **our brain.**
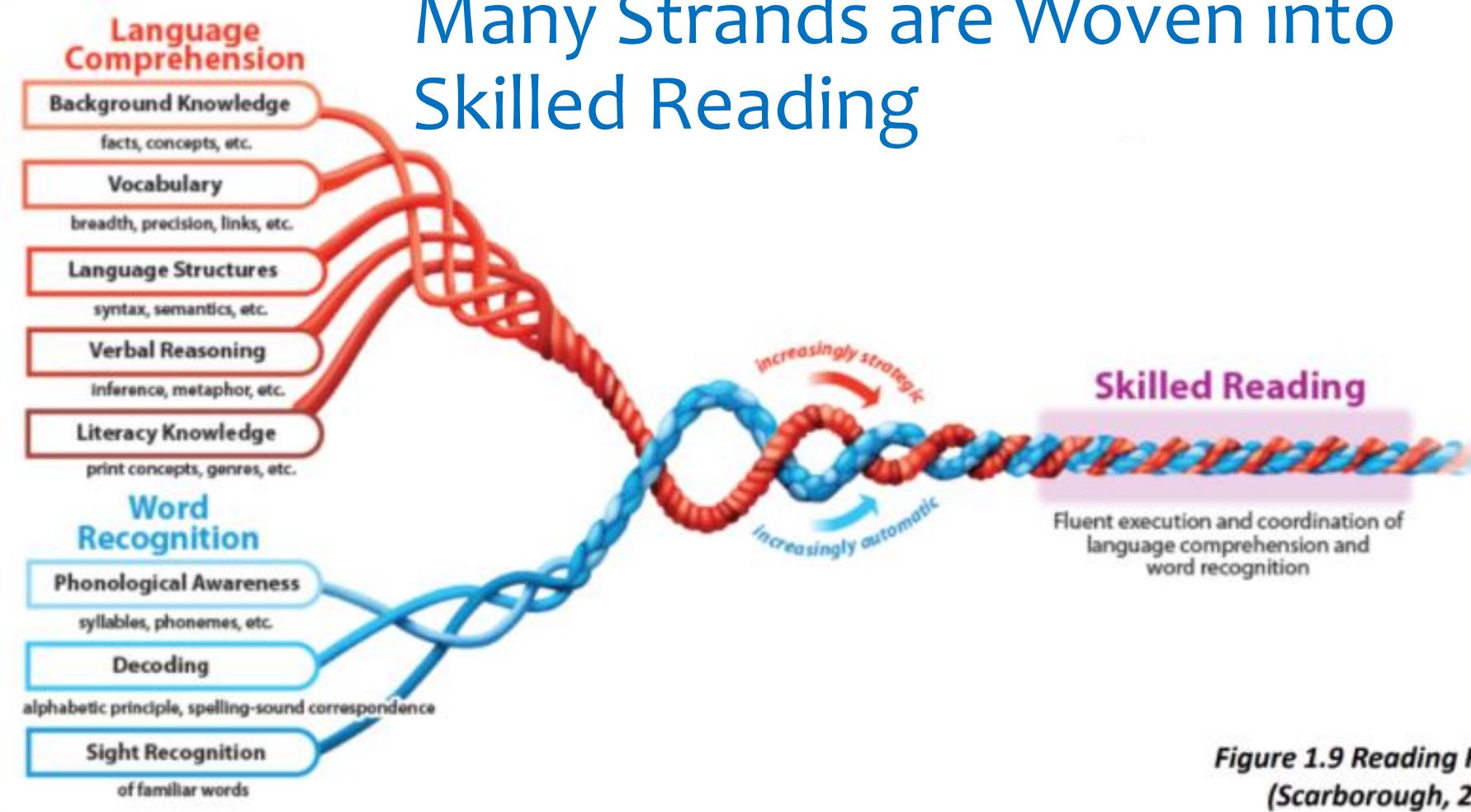
Many Strands are Woven into Skilled Reading

Language Comprehension

- **Background Knowledge**
  facts, concepts, etc.
- **Vocabulary**
  breadth, precision, links, etc.
- **Language Structures**
  syntax, semantics, etc.
- **Verbal Reasoning**
  inference, metaphor, etc.
- **Literacy Knowledge**
  print concepts, genres, etc.

Word Recognition

- **Phonological Awareness**
  syllables, phonemes, etc.
- **Decoding**
  alphabetic principle, spelling-sound correspondence
- **Sight Recognition**
  of familiar words

increasingly strategic

Increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Reading is a simultaneous process is, not sequential

So, it is important to teach a child how to 'decode' and also 'think while reading'.
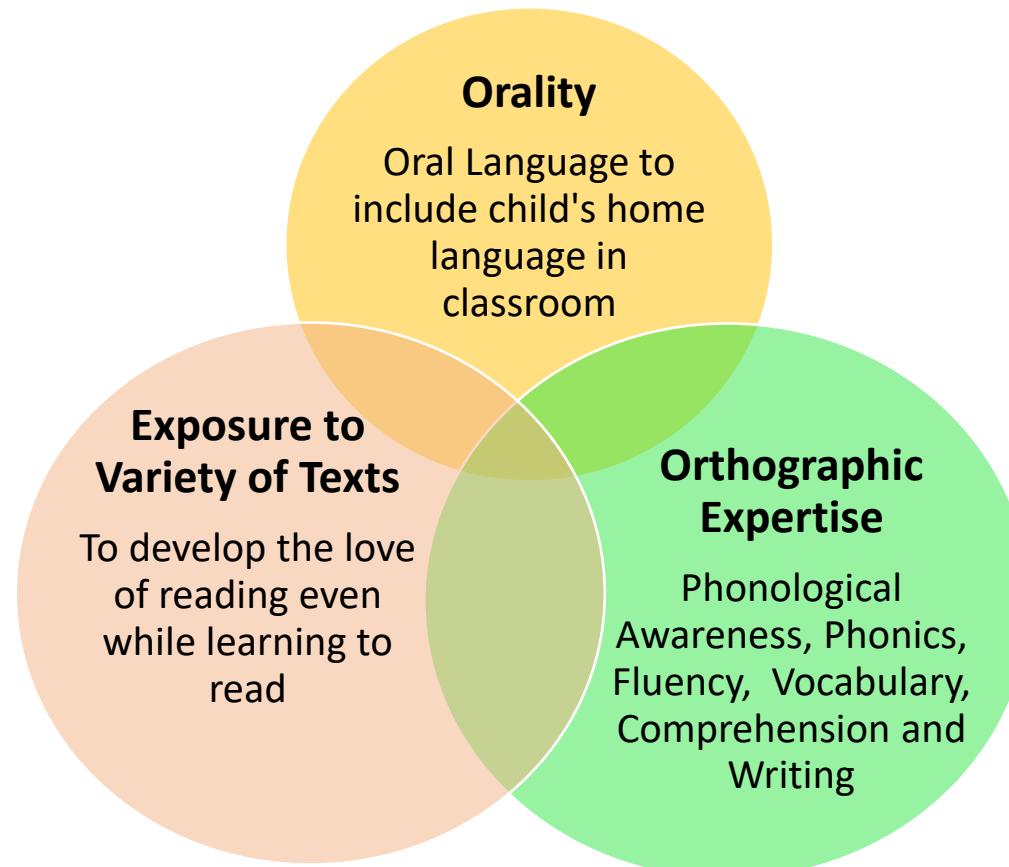
COMPREHENSIVE APPROACH TO LITERACY

Critical milestone of language learning happens in the first few years of primary school

Till Grade 3, children **Learn to Read** from Grade 3 onwards, **Read to Learn**

Combining the **'Science' of learning to read** with the **'Magic' of loving to read**

Three Major Pillars of Literacy

Orality
Oral Language to include child's home language in classroom

Exposure to Variety of Texts
To develop the love of reading even while learning to read

Orthographic Expertise
Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension and Writing

Independent Reader

Reading Skill
The ability to read fluently with comprehension

Reading Habit
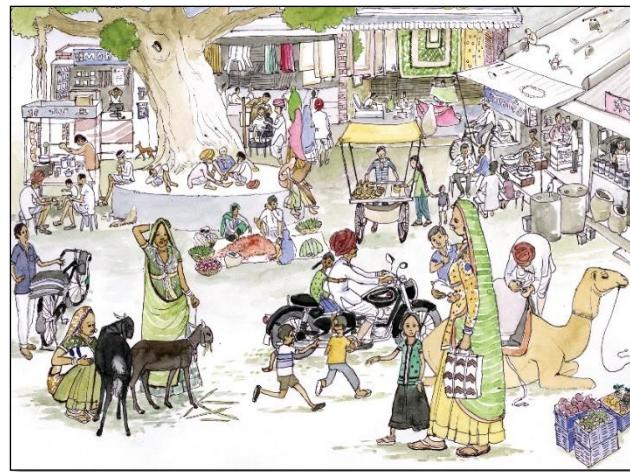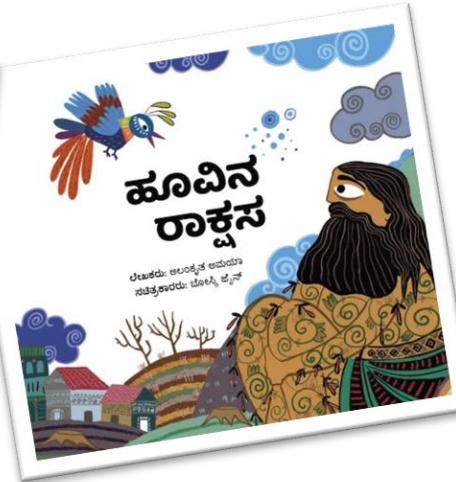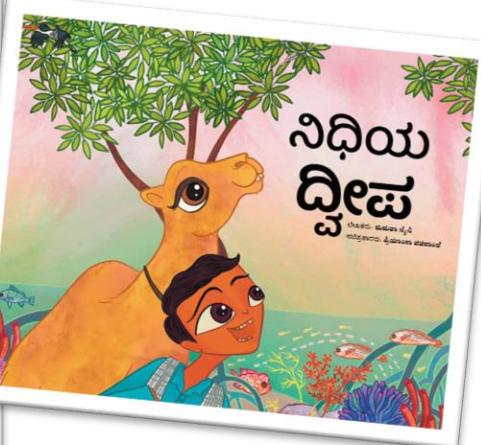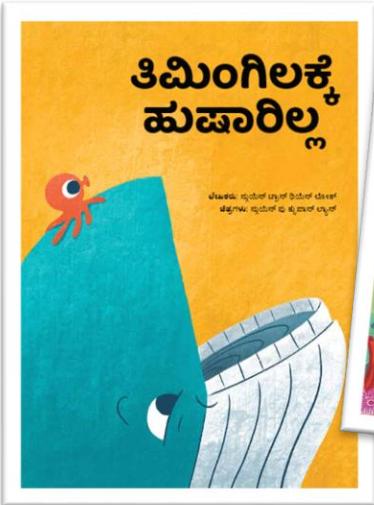Reading voluntarily and frequently, inside and outside schools.

Enabling Reading Environment
Within school, at home and at policy level

Literature and reading materials are key

Libraries need to become an integral part of the **literacy experience for children,** as a **'must have'** and not as a *'good to have'* to develop the **habit** of lifelong independent learning
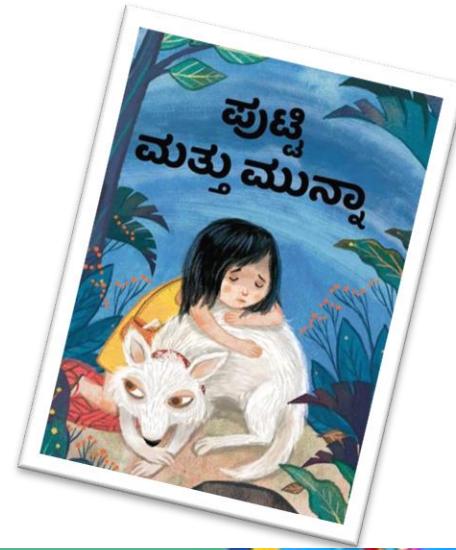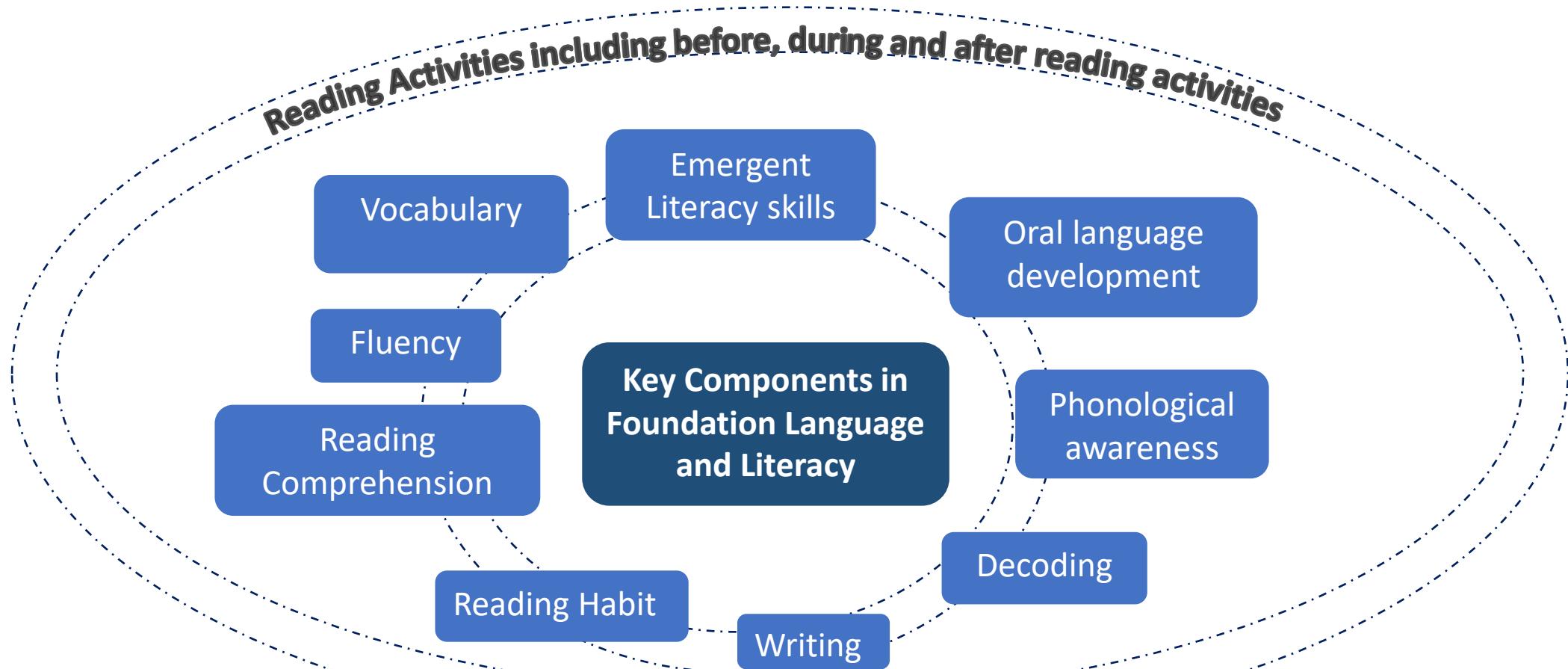
As children **decode**, they need to understand and **comprehend what is being read** – for which vocabulary and background knowledge is essential

IMPACT OF LITERATURE ON LITERACY

An *independent reader* is a product of robust, paced out **reading instruction** and **exposure to a variety of texts**

- A child ought to be reading at her decoding level and parallelly exposed to text **beyond her decoding level**

- Authentic Literature and **enhanced orality around it**, strengthens comprehension and fluency, specifically in Akshara languages

- Interaction with books also **builds vocabulary** and acquire complex language.

- A library creates the larger emotional and cognitive landscape for literacy, by establishing **meaning** as the main propeller - a critical outcome for effective reading

How Reading habit contributes to development of Foundational literacy skills

Reading Activities including before, during and after reading activities

Vocabulary

Emergent Literacy skills

Oral language development

Fluency

Key Components in Foundation Language and Literacy

Phonological awareness

Reading Comprehension

Decoding

Reading Habit

Writing

Mapping of specific activities within reading activities to the 9 components (Sources: NCF 2022) will be carried out and included in the training of Master trainers and teachers

The Approach

- **Access**

- **Creating Interest**

- **Positive influence**

Access to quality, age and reading level appropriate books

Dedicated space for reading activities

Dedicated time focussed on reading activities

Well capacitated teachers conducting reading activities

Involved Parents & Learning Environment at home

Availability of 'checked-out-books' at home

SCHOOL

HOME

Developing *'Reading Habit'* among children

DISTRICT

BLOCK

CLUSTER

- *Focussed & capacitated to promote reading habits*
- *Monitors and supports implementation activities*

Ideal Children Library Room
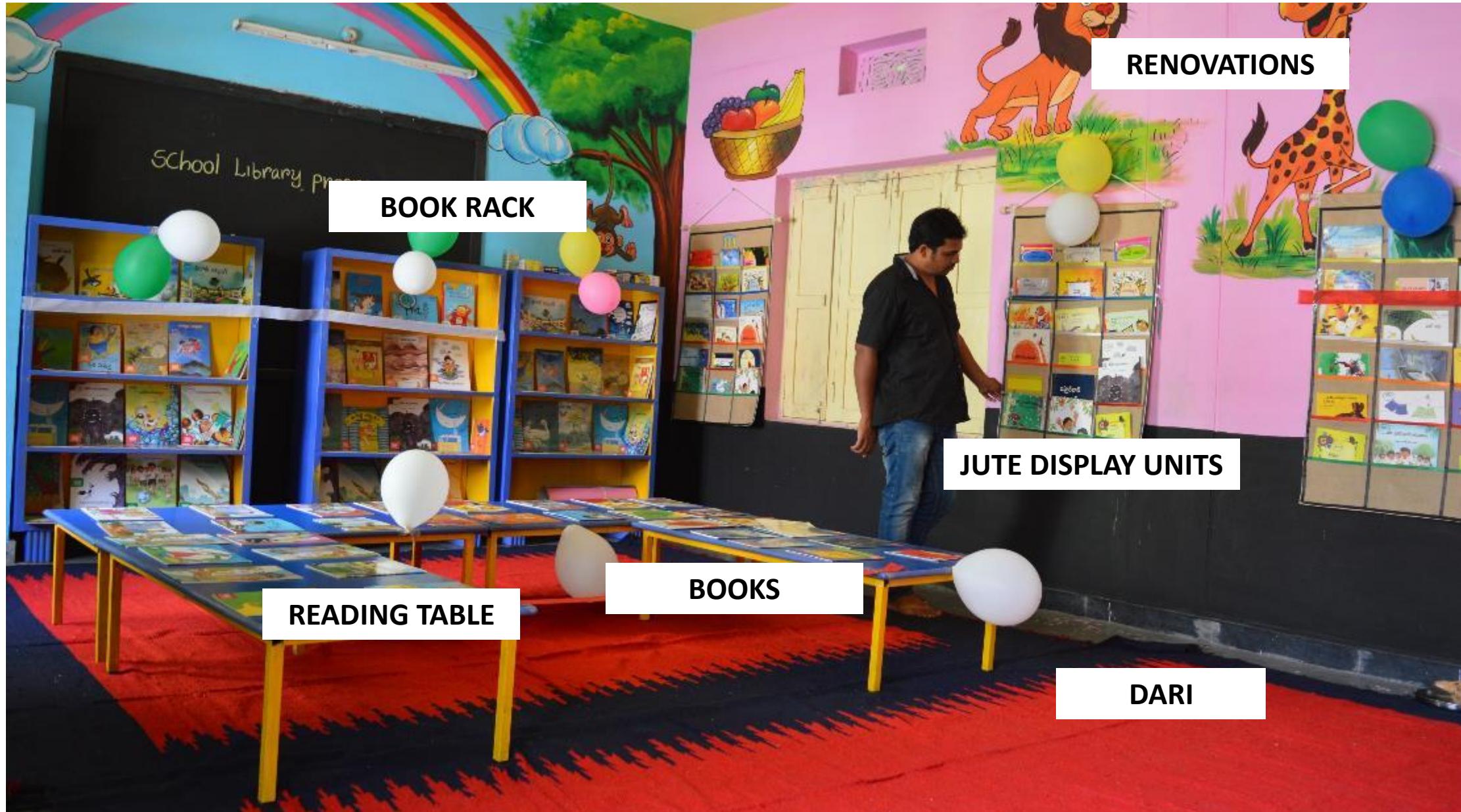
Dedicated Reading Space/ Corner – with minimal Resources

Important aspects of Children Library/ Reading Corner

- Four Structured & Sequential Reading Activities to translate curiosity to sustained interest
- CLMC – Children Library Management Committee/ SLC – Student Library Council important for maintaining & sustaining activities in libraries
- Book Hospital & maintenance of registers

Library Programme – 2017 to till date

367
SCHOOLS

1,071
TEACHERS TRAINED

70,209
CHILDREN REACHED

3,57,211
READING MATERIALS DISTRIBUTED

Check out books - Since 2017

	Phase 2017	Phase 2018	Phase 2019	Phase 2020	Phase 2021	Phase 2022
Year 1	36973	110623	62676	School Closure	School Closure	103747
Year 2	113924	298699	School Closure	School Closure	232032	In Progress
Year 3	222897	School Closure	School Closure	165305	In Progress	Will start in 2024
Number of Children	(6845)	(9515)	(6727)	(12133)	(11874)	(8498)
Avg book read per year per child	18	22	9	14	20	12

■ Year 1 ■ Year 2 ■ Year 3

Library Programme – Spread

Districts	Blocks	Y2017	Y2018	Y2019	Y2020	Y2021	Y2022	Y2023	Total Schools Reached
Bangalore South	South 1	8							8
	South 3	3			16		9		28
	South 4			30		29			59
	Anekal (New)						12		12
Bangalore North	North 3		6						6
	North 4		9		21		15	6	51
Bangalore Rural	Dodballapura				15				15
	Neelmangla				15				15
	Hosakote					21			21
	Devanahalli						12	4	16
Ramnagara	Ramanagara	8							8
	Channapatana	18							18
	Magadi	13							13
Chikkaballapura	Chikkaballapura		15						15
	Gowribidnaur		30						30
Kolar	Kolar					12			12
	Malur					13			13
	Mulbagilu					15			15
	Bangarpete						7		8
	KGF						5		4
Total		50	60	30	67	90	60	10	367

JSW Room to Read Project

Goal : *Children across the district develop a habit of reading*

Project Outcomes

1 Children reading voluntarily at schools/home

2 Teachers and Educational officials support and promote reading in schools

3 Parents support reading at home

Particulars	Reach	
No of Districts	2	Bellary & Vijayanagar
No. of Blocks	9	Bellary E, Bellary W, Sirugappa, Sandur, Hadagali, Hagaribommanahalli, Harapanahalli, Hospet, Kudilgi
No. of Clusters	142	
No. of Schools	1,473	
No. of Teachers	1,473	
No. of young learners	Approx 2.4 lac children (Grade 1 -5 inclusive of new cohort)	

JSW Room to Read project – Hub and Spoke model

- **Cluster Libraries will be set-up** and **provided ~1500 books** over the period of 3 years

- **Innovative & Dedicated Reading space** will be created in all the spoke schools. Books will be received through monthly rotation process. Provision for Library bags for schools for the purpose of exchanging books

- CRP to play a key role in this rotation

- Teachers will be **trained on conducting 4 scientifically designed reading activities** including before, during & after reading activity

- **Books will be issued to children** for promoting reading at home

- This would allow an efficient utilization of library books

1500 books at Cluster level – rotated amongst 10-15 schools

Read Aloud

- Helps children to listen to and comprehend a book, as well as to expose them to a variety of genres and texts.

Shared Reading

- Helps children to actively participate in reading the book, as well as enjoy the illustrations and words of the story.

Paired Reading

• It helps children to support each other in reading new or unfamiliar words. Children can be at the same reading level, or a more advanced reader can be paired with a less advanced reader who needs guidance and encouragement.

Independent Reading

• The objectives of this reading activity are for children to be able to read books at their comfort level, and to make independent choices about what they read.

Reading Materials in Kannada

1 — LOCAL LANGUAGE PUBLISHING (LLP) TITLES IN KANNADA

- *These are child-friendly, age appropriate, and content-rich books story books for primary grade children*
- *Presently, RtR has **142 titles** in Kannada (**10 in progress**)*
- ***30 titles** can be published by GoK*
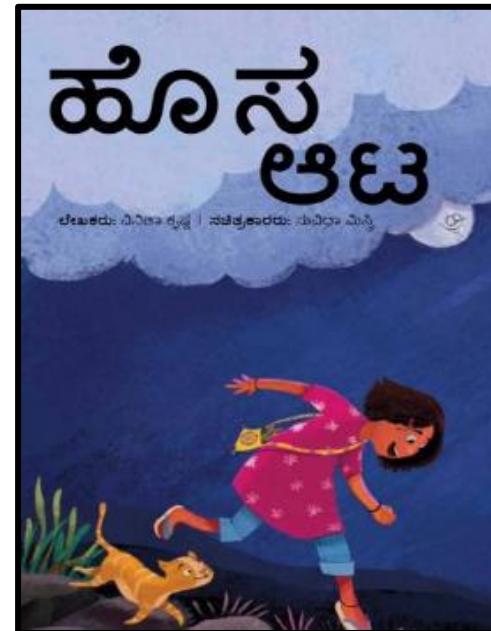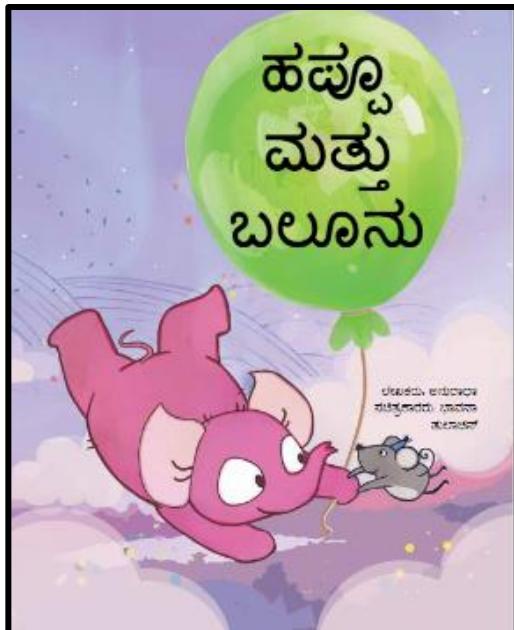
LLP Titles Sample

2 — READING CARDS IN KANNADA

- *4-pager cards that have illustrated picture stories with minimum text (not more than 1-2 sentences per page) and more focus on self-explanatory illustrations*
- *Presently, RtR has **50 reading cards** in Kannada*
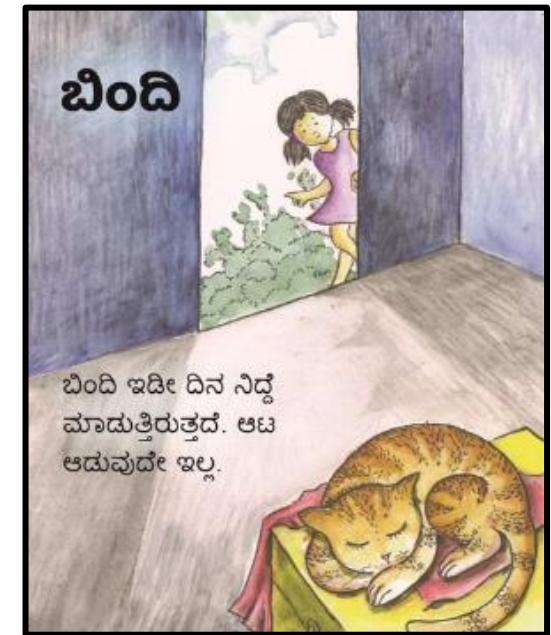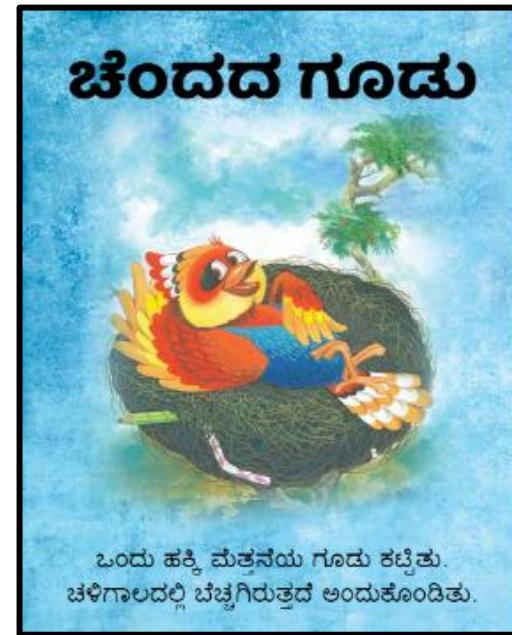
Reading Cards

Kannada

Digital Literary Content – Video Format

1   TV EPISODES

- *Audio-visual representation of select RtR stories primarily produced for broadcasting on television during pandemic induced school closure*
- *Story is explained by a narrator with interactive texts and animations*
- *Each episodes is approx 25 mins*
- *Presently, RtR has **16 TV Episodes** in Kannada*
- *Materials are available in the google drive and DIKSHA*

2   READ ALOUD VIDEOS

- *Read Aloud Videos (RAV) is created from select RtR stories.*
- *In the videos, the story is narrated along with the screen display of the storybook, pictures and text*
- *The videos are 4 mins to 10 mins duration*
- *Presently, RtR has **34 read aloud videos** in Kannada*
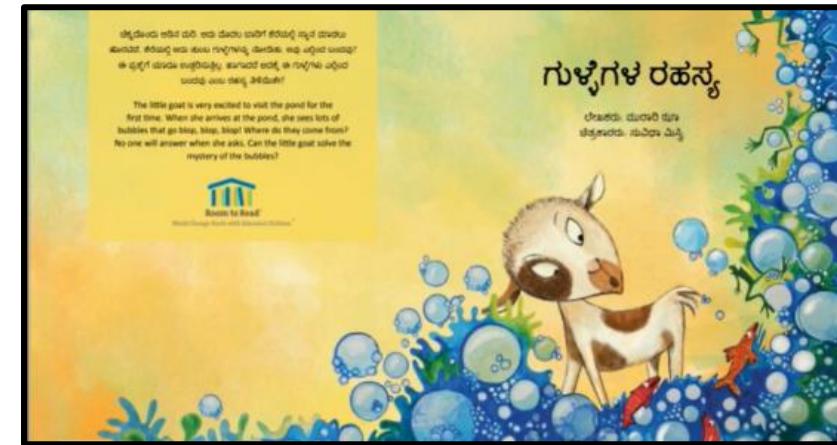
[Link to Read Aloud Stories in Kannada (YouTube)](#)

Digital Literary Content – Audio Format

3 LITERACY RADIO EPISODES

- *Radio Episodes are approx. 15 minutes long interactive audio stories in Kannada led by a narrator with 2-3 children in engaging conversation style storytelling*
- *Stories for the radio episodes were picked from selected RtR's children's storybooks*
- *The content was created for broadcasting on radio to benefit the children during pandemic induced school closure, specially for those who don't have access to any kind of phones – smart/internet based or key-pad*
- *Presently, RtR has **36 Literacy Radio Episodes** in Kannada*

4 SHORT AUDIO STORIES (IVR)

- *These are 2-4-minute-long narrations of short stories from selected RtR's <u>Reading Cards</u> by a narrator with voice modulation*
- *24 Audio stories were created in 2021 to be broadcasted through IVR to help children engage in active listening, especially those with limited access to smartphones or internet-based devices*
- *Presently, RtR has **24 audio stories** in Kannada*

Digital Materials for Parental Engagement

7 AUDIO GAMES

- *Set of interactive games recorded in audio and can be facilitated by parents/elder siblings for engagement with the children and get involve in their learning journey*
- *The audio games were created in 2020*

- *Presently, RtR has **40 audio games** in Kannada*

8 Awareness videos on promotion of Home as a Learning Space

- *Videos of 3-4 mins duration to promote parental engagement towards the development of skills such observational, deeper thinking, oral language development, and articulation among their children.*
- *Presently, RtR has **2 videos** in Kannada*

Reading Materials in Digital Format

5 — FLIP BOOKS

- *A booklet with a series of images and texts on a story. Readers can turn pages according to their reading pace and comfort level*
- *These flipbooks can only be accessed <u>with use of internet in designated links and not available in drives, DIKSHA or youtube</u>*

- *Presently, RtR has **27 flipbooks** in Kannada*
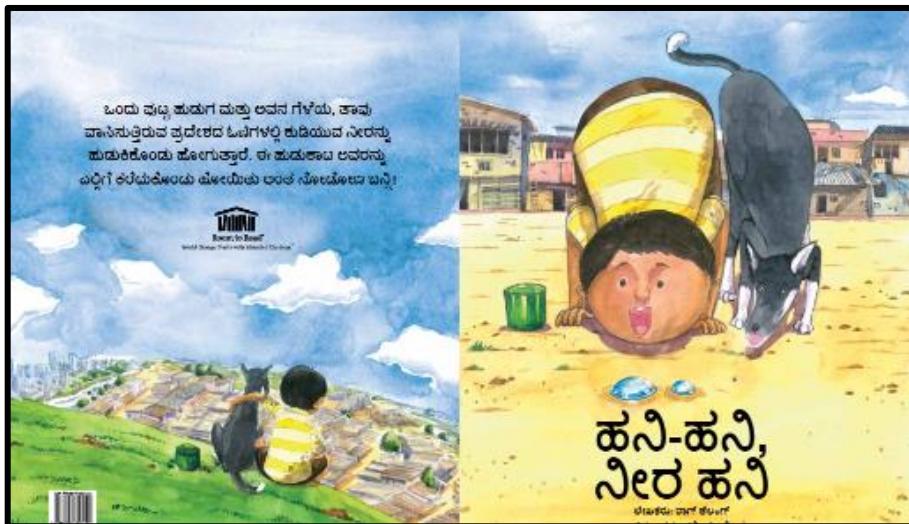
6 — LITERACY CLOUD

- *Literacy Cloud is RtR's online platform of digital resources which contains materials of various languages spoken in India and globally.*
- *The books can be saved offline in the platform and read without the usage of internet. However, the books are not shared in drives, DIKSHA or any other platform*
- *While most of the materials can be accessed without creating a login, some resources can be accessed and downloaded after log-in*
- *Presently, **52** RtR story books in Kannada can be accessed in the platform**

Videos for Teacher Professional Development

9 Training Videos on Library

- **10 structured videos** *building the professional capacities of teachers towards providing an enabling reading environment and engaging with children to develop their habit of reading.*

10 Self Paced Course on Reading Activities

- **4 module course** – *under development*

Parental Engagement / Home as A Learning Space

- *Regular Parent Teacher Meeting*
- *Parent Calendar – innovative tool*
- *Home Visits, worksheet for parenets*
- *Videos based on Parent Calendar Activity*

Shikshana Varthe

S. No	Month	Name of the Story	QR Code
1	Feb -2023	Gullegala Rahasya	
2	March - 2023	Moda Yaake Male surisuttade	
3	June - 2023	Eradu Benkikaddigala Sneha	
4	July - 2023	Erehulugalu Mannina Mitraru	
5	Aug - 2023	Raayi Mattu Chunni	