

# Kannada Kalika Kosha

## A Brief Introduction

Kannada Kalika Kosha is a supplementary Kannada language learning programme conceptualised and implemented by the Language Development Programme team from The Promise Foundation and National Institute of Advanced Studies. This programme is part of the District Quality Education Programme in Chamarajanagar, Karnataka. Kalika Kosha is committed to a framework where language learning is believed to occur best when a child can explore the language through a variety of activities. In this framework speaking and listening activities are valued as much as reading and writing activities. In addition, activities for language learning are through themes and topics taken from across the curriculum. Thus children learn a language by exploring the vocabulary in history or geography topics or even math and science topics. Finally, in the Kalika Kosha framework, it is important for children to have many opportunities to practice reading and to practice writing. Partner-teachers in the Kalika Kosha programme not only actively arrange for these opportunities, but also make a space in the classroom to display and 'publish' the outcomes of these activities. Kalika Kosha encourages children to 'publish' their writings as child-made books. When children have an audience to whom they can show case their creative work they become more confident users of the language. The Kannada Kalika Kosha Model has three components: a Bag of language cards called Chili Pili Cheela, a Reading Wall called Nanna Odu Gode and individual child portfolios called Nanna Cheela. With these three components Kalika Kosha brings together a well researched learning resource, the idea of a class library and a tool to show case each child's language exploration.

Chili Pili Cheela:

This is a colourful bag of 100 cards. The cards are graded to span several reading levels as is typically expected in a given class. One side of the card has text, the other side a series of activities. The texts range from poems, essays, short stories and dialogues to comics, lists and announcements. The variety of genres that have been brought together for children is a unique feature of these cards. The activities range from art and craft activities to speaking and listening activities, apart from many writing and comprehension activities.

## Nannanu Odu Gode:

One wall in the classroom is dedicated to all the language activities and is called Nanna Odu Gode. Specific cards from the Chili Pili Cheela can be displayed here to encourage children to read. Materials children have written as part of the language activities from the Chili Pili Cheela cards can also be displayed. Most importantly, this Wall becomes the focal point for displaying of new story books that the school has acquired. This is also the space where teachers are encouraged to display simple stories of local events, history and folk tales that they have written or collected for the children. This is also the space where children are encouraged to make their own story books and publish. The Nanna Odu Gode is thus a simple class library that encourages children to read, write and publish, and teachers to supplement books bought from shops with locally attractive and authentic reading materials.

## Nanna Cheela:

This is a simple newspaper bag made by the child in the beginning of each trimester. As the child works on a card from the Chili Pili Cheela, she will generate her own writings, drawings and craft work. Nanna Cheela is the place where she will store these materials. In other words, the bag carries each child's portfolio of language work done through the trimester. Nanna Cheela is thus each child's own collection of works for sharing with her family and with visitors. For the teacher, the portfolio is a ready source of the child's work for continuous qualitative assessment. For the school supervisors (CRPs and BEOs) the portfolio can become a monitoring tool of how Kalika Kosha is developing and working in individual schools and classrooms.

## Time Table Issues:

Where does the concept of Kannada Kalika Kosha fit within the existing time table? In every class there is a daily Kannada period. The Kannada school text book is used to teach children in this

period. We suggest that the Kannada text book is used for three days in a week and two days a week are given for Kannada Kalika Kosha activities. We believe that the additional language activities, reading practice and writing exposure given through Kannada Kalika Kosha will supplement the teaching from the text book.

In addition, the use of the Chili Pili Cheela and materials displayed in the Nanna Odu Gode can be extended to free periods or during times when the teacher is busy with another section of the school.

### **For Multigrade Settings:**

In the last three years the Language Development Programme of TPF and NIAS has focussed on multigrade settings in Chamarajanagar schools. The Chili Pili Cheela began as a project to address the need for self access materials that allows children to work independently while the teacher is busy with other groups/ grades. Kannada Kalika Kosha has a strong focus on self access materials and independent learning opportunities; and we believe that it is this orientation that will make Kalika Kosha an effective programme for multigrade settings.

### **For Kannada in second language settings:**

The Chili Pili Cheela with graded language cards is available as a supplementary language programme for children studying Kannada as a second language. These may be children studying in Minority Language schools (e.g. Urdu, Telugu, Tamil schools) where Kannada is introduced by Std. 4 or in English medium schools where Kannada may be introduced in Std. 1 itself. The concepts of Nanna Cheela and Nanna Odu Gode are of universal value and can be easily introduced into a second language learning classroom.

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