

The Karadi Path reach



Dear Educators,

After 12 years of intense research and field trial validations, when the Karadi Path methodology was introduced to schools 3 years ago, we faced much disbelief. We were a tiny company from Chennai, trying to tell the world that the language pedagogy being used in schools was all wrong. Can anyone learn a language through a 100% derivative learning process? Can you actually master a language without specifically being taught words, meanings and grammatical definitions?

A few enlightened educators and schools took a leap of faith and adopted the Karadi Path methodology in the first couple of years of our existence. These educators chose to trust their common sense and life experience over their education.

As we gear up to cross 1000 Karadi Path schools for the upcoming academic year, our journey has become much easier. The early Karadi Path user schools have shown the way. They are demonstrating not only that English language learning can be easier but also that learning in all subjects is enhanced through better English proficiency. We owe a huge debt of gratitude to those early schools and educators. I would like to take this opportunity to say a big THANK YOU.

The Karadi Path methodology is now receiving much attention as a breakthrough innovation. Karadi Path's latest feather in the cap is the READ Alliance award, a joint initiative of USAID (United States Agency for International Development) and CKS (Centre for Knowledge Societies).

C P Viswanath, Director, Karadi Path Education Company

For a presentation or a product demo on the Karadi Path methodology, please contact Francis at +91 8939417661 or write to francis.s@karadipath.com

The Karadi Path impact on school children



Shibani Dhalal,
Program Manager,
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On Saturday morning, all students from grade 1 - 9 had assembled on our bright, airy terrace with just a paper and pencil in hand. It was time for creative writing, an hour-long session in which we all came together to express our best ideas on paper.

The topics were already decided and displayed on the boards. Very soon, everybody got busy with their writing pieces. Some wrote about what the most beautiful thing in the world was, the little ones described their best friends, and one group wrote about how their life would be if they were a fish!

After an hour of ideating, drafting the essays, dotting the i's and crossing the t's, the students turned in some fine writing pieces! We started going through the essays one by one, and there was one group in particular whose work really stood out. Every student who had written about his life as a

fish seemed to have very interesting aspects in the writing piece. Some had used wonderful adjectives to describe the fish, some others had woven stories around their fish friends; and yet all the essays seemed to have something in common.

"How did this happen?" we wondered! And that's when we found out about the wonderful story of Timsy Machli in Karadi Path. Coincidentally, the students in the Magic English program were reading the same story at that time, and as soon as they got the opportunity to write about their life as a fish, all that they had absorbed in the classroom flowed out on paper along with their own imagination.

It was a great example of how students were learning the language through the stories and songs, and how eagerly they used it when they had the opportunity.

A Stronger Root Network

As someone who has formerly taught English to adults in different settings, I have observed (from both the establishment and the students) the desire to do an activity and see immediate results. This happens at the level of the course as well as at the level of an individual session, where learning objectives and outcomes are meticulously defined.

As long as the student can demonstrate the defined outcome, we say that they have "passed" the course or have successfully completed the lesson. This is fantastic for teachers, because it enables them to say, objectively, that "my students know what is expected of them". It also seems great for students, because it clearly states what is expected of them and how they should demonstrate their mastery. It also provides them with almost instant feedback on their performance.

But, can this method really work for becoming proficient in a language?

Perhaps it makes sense to step back and see what this approach entails. Generally, for a language, the easiest components to assess quickly and objectively tend to be grammar, vocabulary, and (literal) reading comprehension.

This, in turn, tends to guide the instructional design of many language courses, to the point that you might have a vocabulary lesson that looks like a mathematical one: "ENORMOUS = VERY + BIG". In the process, you might not notice that the learner has not come to understand near synonyms like "giant", "large", "huge", or "vast".

You would also not have been able to assess whether the learner is able to derive the meaning from those

words from the context in which they have been presented.

To give an analogy, this compartmentalized approach to teaching language is similar to trying to create a tree by strapping on specific branches of "knowledge" about different parts of speech, punctuation, syntax, or vocabulary. In the process, you have many trees that are more or less identical in their appearance and apparent growth. For a handful of learners, the grafting works-the root stock they cling to provide enough nurturing that they are able to continue their growth independently. For most who learn through

this memorization-based approach, though, the attachment is temporary, and once the bonds that are holding the branches in place weaken, the branches may begin wilting or fall off.

Extending the analogy, perhaps it's better to consider the advice of Rahul David on the importance of patience in achieving success. In this, he describes the growth of the Chinese bamboo plant. For up

to 5 years, the plant remains just a tiny shoot and then, within just three months, it grows an impressive 80 feet. In those initial 5 years, where it seems like no growth is happening, the plant is actually establishing an extensive root network that provides it with the foundation for rapid impressive independent growth.

This is not unlike the experience we observe when children learn their mother tongue-the best language learning experience any individual has. Isn't it time that as adults learning a second language, we start by learning some patience and trying to create stronger roots rather than just trying to graft independent branches of language to our abilities?

Ananda Mahto is the General Manager, Product and Training in Karadi Path Education Company.



Karadi goes places



Jaipur Literature Festival
Karadi Tales launched the highly acclaimed 'The Fox and the Crow' at the Jaipur Literature Festival, 2015. The panel consisted of the author Manasi Subramaniam and our publishing director Shobha Viswanath. The discussion was moderated by Sayoni Basu of Duckbill Books.

The book was presented as a flip book accompanied by a background score. It was the first time in the festival's history that a children's book was launched in a space that is primarily associated with books for adults.

The book continues to receive praises. Recently, The Hindu quoted: In hand, finely-wrought words, just a handful each page, Manasi tells this folk tale of "adult sensibilities" richly aided by Culpeo's art.

Here's an interesting quote from Mid-Day's review of the book: Hunger, angst, the politics of acquisition is vivid. It is a book that you as well as your kids can pick and stay riveted with.

All of the story titles used in Karadi Path's programmes come from the vibrant catalogue of the award-winning Karadi Tales company



New Delhi World Book Fair
Karadi Tales participated for the first time, independently, in this year's edition of the New Delhi World Book Fair. Our stand, which we shared with Duckbill Books, was clearly the most attractive stand in the hall! We used old, hand-painted wooden crates to display our books in the compact but convenient space that we were assigned. We can confidently say that our participation in the fair was a success, not only because we sold all the books even before the fair ended but also because several people who saw our new line of picture books wanted to promote them, distribute them or have them for school libraries. Many who visited our stands also felt nostalgic having read our books or having listened to our stories as children.