



- **Background of Kalike**

Kalike is an associate organization of the Tata Trusts, working as a nodal agency to implement the Trusts' Kalike Samruddhi Upakram (Learning Enhancement Initiative). Kalike operates in Yadgir, Karnataka; one of the most backward districts in the state across all development indicators. Through direct field engagement, Kalike strives to facilitate deep, large-scale and long-term impact on the quality of life in Yadgir through education (from early childhood to skill development), health and nutrition, and livelihood. Besides facilitating interventions in partnership with the state governments and other NGOs/Institutions, Kalike plays a critical role in providing monitoring services and technical support to Trusts partners; incubating new innovations/strategies, acts as a knowledge hub and works towards scaling up programs for long-term impact.

As a multi thematic development matrix approach, Kalike had initiated Mission 2020, a 5 year program in 2015. Through programmes covering five broad areas of work – Early Childhood Development, Education, Water & Sanitation, Livelihood, Skill Development, Kalike worked towards bringing about a transformational change in Yadgir District. Kalike tried to address these five inter-related domains to work towards meaningful, empowering and holistic human development. Kalike works towards systematic reform through its interventions, which will have the potential to inform policy.

Kalike has added Elder Care program, Menstrual Hygiene Management program and post disaster livelihood components along with 5 themes of Mission 2020. Apart from these, ‘‘Kalike Dhwani 90.4’’, a Community Radio Station was started in 2019-20 which is an Information and knowledge sharing platform.

Currently Kalike is working in 9 districts of Karnataka with focus on North Karnataka. Apart from Mission 2020 a multi thematic development program in Yadgir district, the Early Childhood Education program was scaled up in 6 districts of North East Karnataka by Kalyana Karnataka Region Development Board (KKRDB), Govt. of Karnataka where Kalike is the resource organisation building the systemic capacity of ICDS personnel. Post disaster livelihood program is being implemented in Coorg district post floods in 2018. A school wash program is initiated in Belgaum district, post floods in 2019. Similarly, a school education intervention was implemented in Bengaluru rural district.

Key achievements:

- The Early Childhood Education program has been scaled up by Govt. to 14798 Anganwadis across 7 districts
- Technology enabled high school education model and Pre-Metric hostel remedial program model is scaled up by Yadgir district administration under Niti Ayog’s Aspirational District Program.
- More than 13000 potential school dropouts continued education as a result of Remedial – “Learning Improvement Program”
- 8000 girls receiving special focus on education and life skills
- More than 12000 farmers trained on better agriculture practices

- Synergy with Yadgir district agriculture department through “VIC–RSK”, a joint agriculture service delivery model
- 91 govt. primary schools upgraded with Water and Sanitation infrastructures

Kalike's Education Interventions:

Sl. No.	Education Intervention Components	Outreach
1	Early Childhood Education	Resource organization KKRDB for 14798 Anganwadis across Kalyana Karnataka Region
2	Primary Education	657 Primary schools in Yadgir and Koppal districts
3	Secondary Schools	44 secondary schools of Yadgir block
4	Pre-Metric and Post-Metric girl's hostels	14 hostels in Yadgir block (Also the resource organization for 76 pre-metric hostels of Yadgir district)
5	Gram Panchayat Libraries	200 GP libraries in Yadgir and Koppal districts

- Overview

As emphasized in National Education Policy-2020 and Sustainable Development Goals, it is significant to ensure and develop conducive learning environment to achieve foundational learnings of children and required to strengthening the system through engaging with various stakeholders to achieve the set goals as described in the policies. Hence, the project aims to ensure all children attain foundational literacy & numeracy (FLN) skills and continue their schooling through availing enhanced quality teaching –learning process and supplementary child-friendly engagement activities.

- Partnership with the system for effective education interventions

In order to ensure smooth implementation of the planned activities and integrate & replicate the learnings of this project, planned to engage with various stakeholders with existing system and details follows.

- Collaborate with existing system at state/district level with respect to design & implement the planned trainings, workshops, follow-up meetings, cluster/block level events to reach out larger population and sustain.
- Work on sustainability and impact by working at teachers, classroom, school, and system level.
- Achieve tangible gains in foundational learning (numeracy and literacy) of primary school children from disadvantaged backgrounds.
- Work towards learnings being captured for wider sharing and application.
- Impact of each Program will be evaluated through an independent evaluation by reputed third-party entity which will conduct a baseline and end-line along with annual assessments.

- Tata Trusts provides technical support in design, monitoring, conducting periodic reviews, and dissemination of learnings and impact to wider audiences.

Current Interventions of Kalike in Education theme:

1. Improving Early Childhood Education (ECE) in ICDS Anganwadis

Kalike's "Strengthening Early Childhood Education" model has been adapted by Kalyan Karnataka Region Development Board (KKRDB) in 7 districts of North-East Karnataka to improve the quality of early childhood education in all its anganwadis of more than 14,000 in numbers. Kalike's ECE resource team builds the capacity of ICDS supervisors as master resource persons on ECE and ensure they further build the capacities of their Anganwadi workers and helpers to ensure that at least 2 hours of quality ECE activities are conducted in the anganwadis. Currently Kalike has an MoU with KKRDB for strengthening ECE in the region. This program ensures that sustainable systemic improvement in the ICDS ECE.

2. Intervention in Elementary Schools

Kalike is implementing Strengthening Primary Education program in Yadgir and Koppal districts. Under this project, 5 key interventions are being implemented. Along with defined activities, need based modifications and addition of interventions are being done along with below stated interventions for improve the learning achievement of children and strengthen the implementation of existing best practices efficiently.

- (i) Strengthening Foundational Literacy & Numeracy (Nali Kali Program)
- (ii) Strengthening School Library Program (Grade IV-VIII).
- (iii) Learning Improvement Program (Remedial Program)
- (iv) Strengthening SDMC's and Community Participation.
- (v) Support to science pedagogy for higher primary classes.

2. 1. Objectives

Overall: the project aims to ensure all children attain foundational literacy & numeracy (FLN) skills and continue their schooling through enhanced quality teaching-learning process and supplementary child-friendly engagement activities.

Specific Objectives:

- To design and demonstrate a comprehensive early grade quality teaching-learning intervention with considering previous learnings and pandemic impact.
- Strengthening Nali-Kali intervention in schools by supporting primary school teachers through training and developing relevant & quality teaching learning materials.
- To improve reading and writing skills of children by providing handholding support to teachers and addressing the gaps through remedial support.
- To develop an enabling environment to access age-appropriate books and motivate children to become independent readers through various engagement activities.

- Strengthening School Development and Monitoring Committees (SDMC) through training of SDMC members with realization of their role, responsibilities, and importance of their active participation in school functioning.
- To create community awareness on the importance of education and their role in strengthening the school functioning and children's learning.
- Experiential education and 21st century skills to school children, addressing several requirements mentioned in various policies and curriculum frameworks.
- Overall to consolidate the learnings and insights through this project to integrate with system and engage system for larger reach out.

2. 2. Approach

In order to achieve the goal and outcomes of the project, the following key strategy adopted with two prong approach. By engaging intensively with selected schools and demonstrating the changes in those schools & children performance and upscaling the experience/approach to all the schools in Koppal, and Yadgiri districts of Karnataka with step-by-step method.

- Engaging teachers with intensive and extensive approach through providing training, resources materials, cluster level meetings, and field level onsite support.
- Establishing demonstration centers/schools to quick replication and adoption by other schools in the project area.
- Closely engaging community level stakeholders (SDMCs/Parents/PRI members etc) and involved them to continue to contribute and support the implementation of programmes as well ensure the sustainability of activities from day-one of the project periods.
- Providing Technical support to build the capacity of government ecosystem at various levels and ensure sustainability through advocacy at district & state level engagements.

Major Approach	Implementation Strategy
Strengthening Foundational Literacy & Numeracy skills	<ul style="list-style-type: none"> • Enhance the facilitation skills of teachers to work with early grade children along with subject specific inputs in line with state curriculum. • Teachers are trained on conceptual understanding which includes oral language development and writing (<i>Read Aloud, Shared Reading, Guided Reading, Reading Fluency, Silent Reading, Reading Comprehension, Guided Writing, Shared Writing, Free Writing activities and support for understanding phonological awareness, developing sound – symbol relation, coding-decoding etc</i>) along with basic operation of mathematics. • Provide a larger educational perspective and inculcate innovation in the education sector with respect to classroom teaching learning process. • Resources (Lang + Maths TLM kit) and learning materials (stationary) are provided to teachers to conduct appropriate activities to improve the learning achievement of children.

	<ul style="list-style-type: none"> • Development of print-rich learning environment at early grade classrooms with subject specific learning corners, display, connecting local resources etc. • 2 hours remedial classes are conducted with support of Animators at school level with providing workbooks, learning materials for children to acquire basic language skills. • Animators are trained on a package of language development activities and followed up monthly through review meetings. • Children assessment is conducted to understand progress made against the target on annual/quarterly basis. • Develop a cadre of master resource group at block level through identifying active teachers while considering their subject background, interest, and facilitation skills. • Systematic onsite and handholding support is provided to teachers & Animator to implement the expected activities at their respective school/village.
School Library Program (Grade IV-VIII).	<ul style="list-style-type: none"> • Setting up 100 intensive libraries with providing age-appropriate books (fiction & non-fiction), supplying of customized books display furniture's, learning materials to conduct engagement activities in the intervention schools. • Teachers are trained in library core activities such as Book Talk, Storytelling, Read Aloud, Treasure hunt, Book Review etc. • Conduct monthly training cum review meetings of Animators to track the implementation and provided inputs on regular basis. • Children library club are formed at school level to ensure children active participation in library management and build ownership to continue the activities on regular basis.
Strengthening SDMCs and Community Participation	<ul style="list-style-type: none"> • SDMCs members are orientated at school level to understand their role and responsibilities and seek their support to school functioning. • Develop and follow up of School Development Plans (SDPs) with participatory approach and distribution of responsibilities with members to comply the task planned in the plan. • Bi-monthly/quarterly review meetings of SDMC members are conducted at school to ensure children's enrollment and attendance. • Parents meetings are conducted at school level and updated their children learning progress path (remedial classes enrolled children) on regular basis.
Support to science pedagogy for higher primary classes.	<ul style="list-style-type: none"> • 7 hands-on activities per grade, in science (VI to VIII grades) aligned with the Karntaka state curriculum. • Training science teachers on how to conduct the activities and relate them to the curriculum, • Material support for 7 activities to each and every child in 44 Primary schools.
Resource Development	<ul style="list-style-type: none"> • Develop and use a manual on TLM kits. • Revise and use supportive activities (Nali Kali) manual of Language &

	<p>Mathematics activities.</p> <ul style="list-style-type: none"> • Develop and use the SDMC members training manual. • Revise and utilize the programmatic monitoring tools
Advocacy Engagement	<ul style="list-style-type: none"> • Quarterly sharing and planning meeting at block & district level with Department of School Education and Literacy. • Joint monitoring and support visits to provide on-field inputs and demonstrate activities with cluster & block level officials. • Block and district level events for showcasing good practices

3. Intervention in Gram Panchayat Libraries.

In the past two years or more, government of Karnataka has significantly focused on strengthening Gram Panchayats Libraries, increase membership base, especially increase outreach of children post school hours as well as link number of other social service schemes with the library to make it a hub for all age groups. Kalike started working to strengthen Gram Panchayat and community Libraries in Yadgir during pandemic when schools were closed, and efforts have continued thereafter too. Later year, Kalike undertook survey of GP Libraries in Koppal district and started the process of making GP libraries child friendly through enhanced collection, orienting librarians for practice that would draw children to libraries, create inviting ambience in libraries among others. However, bringing about and sustaining change in practice requires ongoing effort. Hence currently Kalike is working with 200 Gram Panchayat Libraries to ensure that they became child friendly libraries allowing the children to access the library beyond school hours.

4. Interventions in Secondary schools.

The secondary school component focus on providing technology-based academic support to teachers and children in subjects like Mathematics, Science, Social Science and English as part of “Technology Enabled Education”. Sessions on life skills, vocational skills and career guidance are provided for students to make suitable decisions on their education path. Library in the selected schools is established to complement the learning process.

- a. **Life skills, vocational skills and Career Planning:** As per the NEP 2020 policy document, emphasis is provided to introduce vocational skills, life skills and career planning along with subject relevant inputs in schools. The customized curriculum is developed in collaboration with Titan CSR team. The process is documented on a regular basis and will be shared with the Department of Education/State as proof of concept, which can be replicated in Government Schools etc. Sessions on life skills are carried out in the selected high schools to (a) develop knowledge/understanding on physiological changes, reproductive health, and importance of nutrition; (b) promote hygiene practices during menstruation among adolescent girls and (c) develop problem solving skills. Teachers are trained to carry out the sessions in schools; formation and training a group of adolescent girls who will facilitate the peer clubs formed in schools.

The career planning is designed with the help of an organization named “United Efforts” where we have provided career planning workbooks consisting of nine career sectors to each and every child in 42 high schools. A baseline test is conducted to

know the interest of every child and planning sessions are conducted in the school following the same.

- b. **Model Schools set-up:** The project aims to work with Two Girls High Schools in Yadgir developing as Model Schools.
- c. **Science Education:** Kalike collaborates with other Institutions, NGOs and Education Department in imparting Science Education in Schools. There are few NGOs/Institutions who are imparting Science Education in Yadgir district and project leverages the resources and complement the efforts in promoting Science Education.

5. Interventions in Pre-Metric Girls' Hostels

- a. **Curricular Based Remedial Support:** The intervention is implemented in all pre-metric girls' and post-metric hostels in Yadgir block, on key subjects for the children studying from Grade VI-XII. Weekly five sessions of two hours each are being carried out in the girls' hostels on the core subjects like Science, Mathematics, Social Science and English. Teaching learning materials are also provided in ensuring conceptual learning among students.
- b. **Promoting Technology Enabled education:** The current curricular based technology enabled support is implemented in Girls Hostels for girl children studying in Grade VIII to X. Audio-video digital resources are provided in science, mathematics and social science subjects for conceptual learning and also additional inputs on subjects. The electronic Tabs, pre-loaded with digital content of the core subjects, are being used. Imparting 21st Century Skills sessions encouraging creative thinking, analytical and problem-solving skills among students.
- c. **Emphasis on spoken English:** Unique story board approach is implemented in the hostels for enhancing the spoken English language among children. Materials like stories, teachers' manuals and flash cards are provided and teachers and facilitators are trained in the beginning of the academic year as well as inputs are given on a regular basis. In addition, print rich environment and exposure to English is established. English committees are formed for self-learning and peer learning in acquisition of language skill and also improvement in confidence level. Periodic student's assessments are carried out. Literary competitions are also held to motivate the children.
- d. **Life skills, vocational skills and Career Planning are also carried out in similar fashion to that of in high schools.**
- e. **Establishment of Library:** One of the key issues is the children are not exposed or have access to information which helps them for self-learning and making informed decision. The project focuses on establishing a library with relevant curricular based books, information, audio/video materials, and access to internet and web resources. The existing libraries in selected hostels are strengthened with proper training and resources to make the libraries functional. All the books and materials provided are grade appropriate; also, comprised of reference literature and articles.

Monitoring, Evaluation and Learning

Kalike has a monitoring and evaluation system in place for regular monitoring and periodic evaluation of the intervention. Appropriate tools are developed for documenting the process of implementation and the same is reviewed on monthly basis. Tablets pre-loaded with data capturing forms are provided for field coordinators to collect the information from the field and the same is uploaded to the cloud on a weekly basis. The data is analyzed by the thematic Program Officer and is shared with the Management team. This will enable us to take informed decisions on the progress of the program and capture knowledge for improved effectiveness of program delivery.

Gallery



Figure 1 School Library



Figure 2 NaliKali Classroom



Figure 3 Animators' training



Figure 4 Animators' training



Figure 6 Learning Improvement Program



Figure 7 Model Nali-Kali center

Figure 8 NaliKali MRP Training





Figure 12 Classes in hostels



Figure 16 Presentation of activities in hostels



