

ANNUAL REPORT

2015-2016

Human development, as an approach, is concerned with what I take to be the basic development idea; namely advancing the richness of human life, rather than the richness of the economy in which human beings live, which is only a part of it – Amartya Sen. Kalike’s mission 2020 “Developing a proof of concept on “Transforming the Human Development Indicators in Yadgir Block” overlays with the development concept revealed by Amartya Sen.

The year 2015-16 was an exceptional year for Kalike in ensuring the implementation of “Integrated Multi Thematic Intervention” in Yadgir and developing pathway for sustainable growth. In addition to the Early Childhood Development & Education, new interventions like Livelihood – Agriculture, Community Water, Sanitation & Hygiene and Skill Development for youth’s programs were implemented in Yadgir block in collaboration with Institutions, Non-Profit partner organizations and Universities.

In the development of the human life, conversant information plays a critical role for the people to understand, for making informed decision and participation in the development of their own and community. Kalike focuses on transforming the Information & Knowledge to community members through the programs implemented at various levels.

In 2015-16, more than 2,657 children received the early childhood development inputs, around 20,567 children were covered under the education intervention in enhancing their learning levels, 85 youths were provided skills and placed for employment and around 2,465 farmers received inputs on farming ensuring increase in the productivity of the crops.

We have completed one year of mission 2020 ensuring the basic work on the ground and to some extent successfully overcame the challenges in recruiting qualified human resource, developing strong collaboration with the district administration, field implementation challenges etc. The year 2016-17 will be positive and a learning year for Kalike in implementing the multi thematic intervention.

Kalike values the support in strengthening this effort last year to all the Kalike staff members; also, express our gratitude and acknowledge to all our Donors, Partner Organisations, Community and Government Officials for contributing to our performance and success. We are confident and optimistic that the continued commitment and hard work from all the stakeholders would lead to better results in the year 2016-17.

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Mr. Shivakumar D



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Overview

Kalike is an associate organisation 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, water & sanitation and livelihood.

Kalike has initiated Mission 2020 project, a five-year programme to create a transformational change in Human Development in Yadgir block.

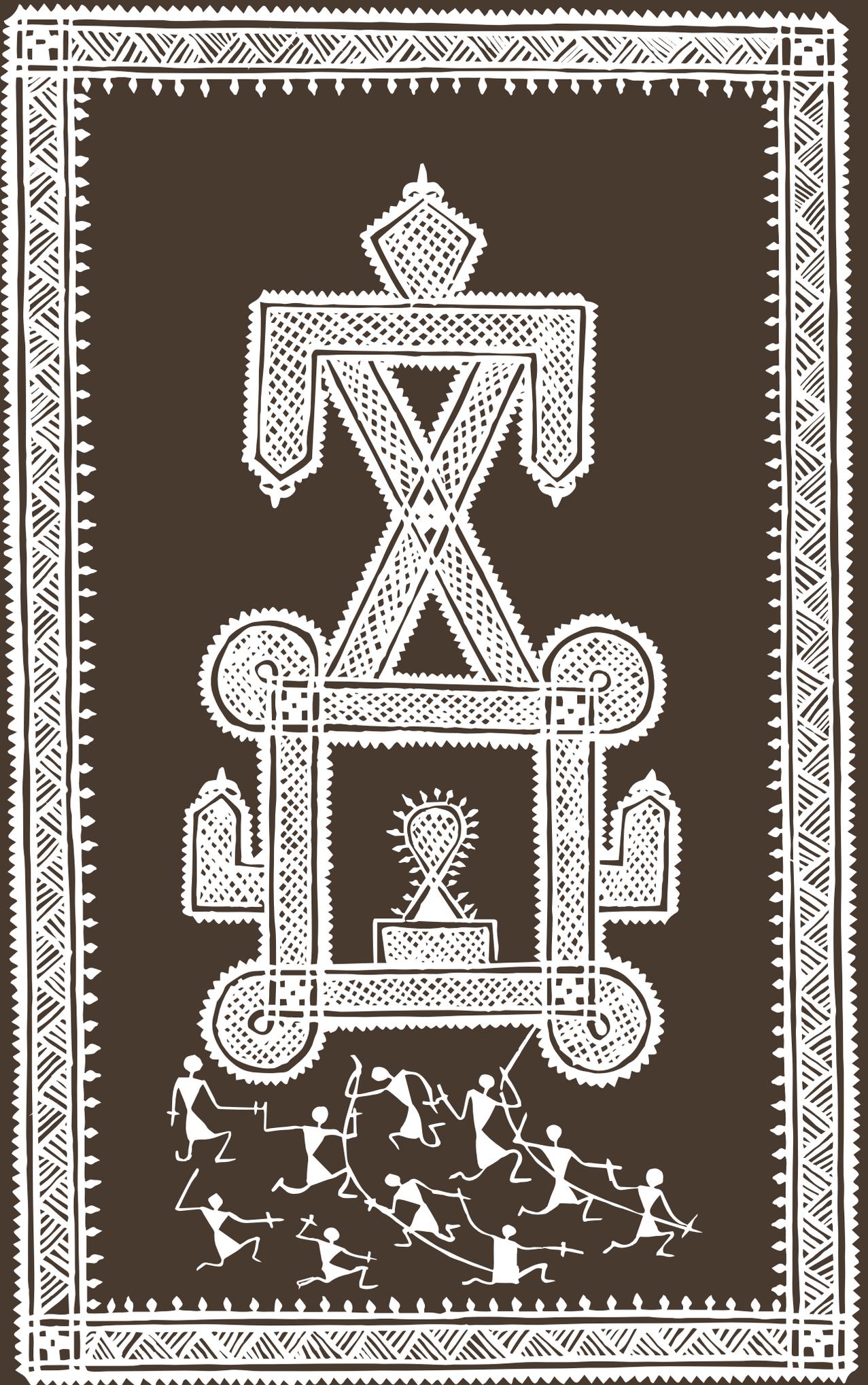
It is being planned through convergent multi-sectorial plans, innovation, high quality evidence-based action, sustainability through fostering community participation and leveraging of the Trusts investments. With its intervention in the area of education, Kalike aims to reach out to 125,000 children by 2020, imparting age specific learning to 80% of children between the ages of 3 and 6 years. The Kalike Early Childhood Development programme aims to reduce the incidence of malnourishment in infants from 23% to 10%. The efforts in the field of improving water and sanitation will expand to cover 164 villages under the rain water harvesting and public water systems. By 2020, Kalike aims to reduce input costs for key crops by 30%, raising household incomes to Rs.200,000. Through vocational training, Kalike will reach out to 2000 youth and ensure that 80% will develop their skills and become self-employed or linked to employment.

In the reporting year, several baseline studies were carried out in the fields of nutrition and education to efficiently track progress and results of the programmes. In addition, intensive training and capacity building exercises were undertaken to impart skills and knowledge to the teams involved in the delivery of the interventions. The number of anganwadi/schools reached out to through our ECD, education, water and sanitation programmes has increased in the reporting year, as have the numbers of students impacted.

The Kalike vocational training programme is well underway, with a Sewing Machine Operator course set up in collaboration with the SEEDS, a non-profit arm of IL&FS. During the period, over 85 youth have been trained, of which 45 were placed in jobs. Kalike has reached out to over 2500 farmers as part of the livelihood intervention, offering training workshops and ensuring construction of farm ponds and other infrastructure. The Community Development team has been active in mobilising the community, increasing participation in programmes and creating awareness about Kalike's varied interventions. This element of our efforts plays a crucial role in the long-term impact and sustainability of the programmes.

The Literacy Research in Indian Languages (LiRIL) study undertaken by Tata Trusts entered its final year of data collection. Initial analyses and results have been arrived at which are enumerated in detail in this report.





Chittara art is a folk art practiced by the Deewaru community in Shimoga, Sagara and Uttara Kannada districts of Karnataka. It consists of intricate patterns, that represent the auspicious ceremonies and rituals of life, symbolized through geometric patterns.

The Chittara painting is called 'Ratha Chittara'. It depicts the temple chariot festival where devotees are shown pulling the chariot.



Handwritten text on a dark surface, possibly a chalkboard, consisting of several characters in a South Asian script.

Handwritten text on a bulletin board, including several circular diagrams and lines of text.

Early Childhood Development

Kalike is committed to bridging the gap in Early Childhood Development (ECD), one of the most critical period of a child's life, by improving pre-school education and addressing malnutrition in Yadgir.

Kalike aims to saturate all anganwadis in the block, eventually reaching out to 17,000 children in the age group of 3-6 years, and to 100 of the 164 villages of Yadgir Block by 2020, reducing malnutrition to less than 10% from the existing rate of 23%.

Pre-School Education

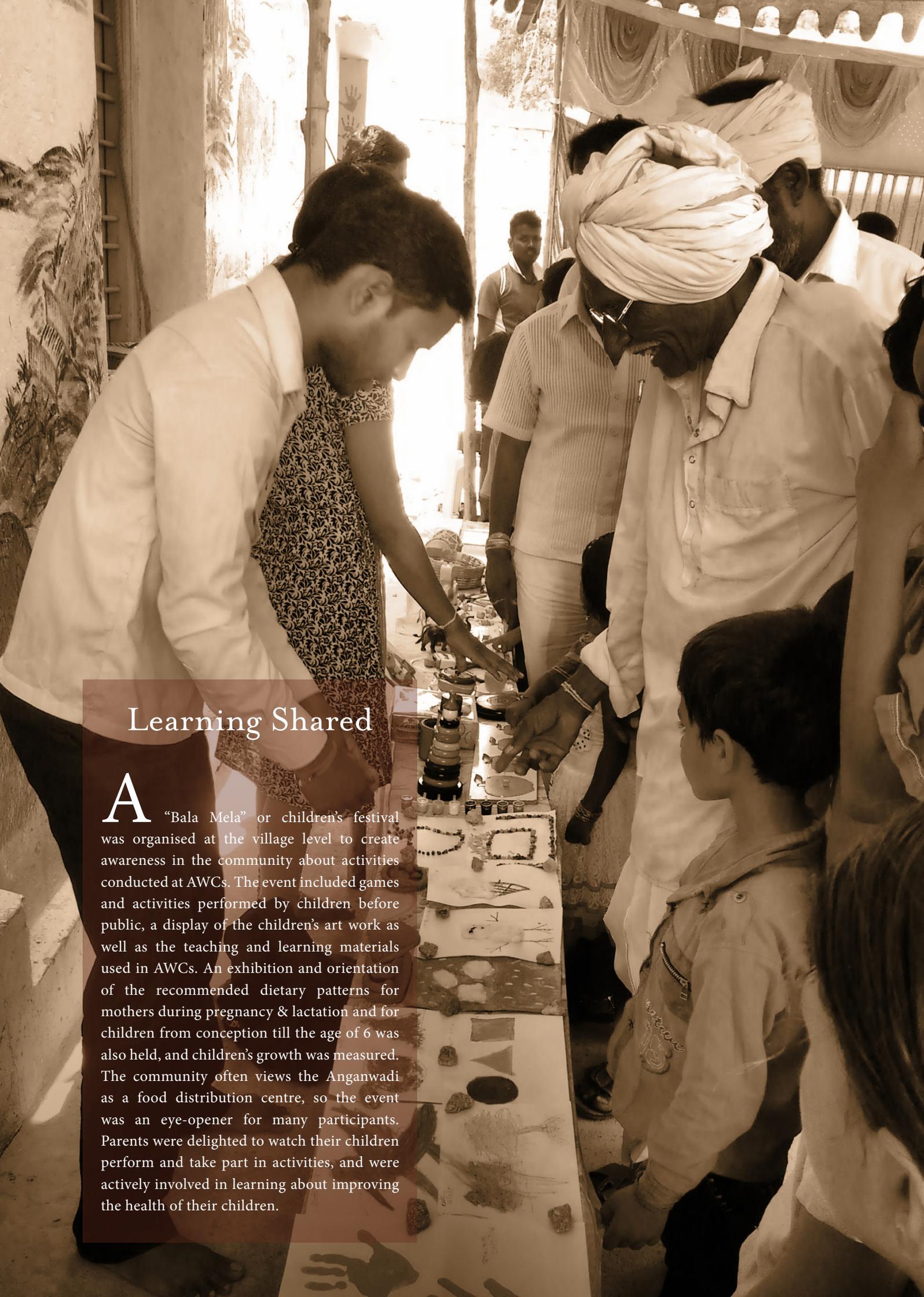
In the reporting year, a baseline study was conducted in all the 100 selected Anganwadi Centres (AWCs) under the programme, using tools developed specifically for the purpose in consultation with field experts. Activities at five AWCs were documented on video to serve as baseline data and for use in developing further material for Pre-School Education (PSE) training. Apart from this, intensive capacity building exercises were undertaken for the programme coordinators in teaching and learning materials (TLM) and creative activities for young children. Training for Anganwadi workers was organised on brain development in early years and the importance & organising of free play in PSE and hygiene practices in AWCs. In addition, support was provided to improve the atmosphere of AWCs, ensuring sufficient space for conducting children activities, painting shapes and primary colours on the floor, providing display boards and other materials for play and learning.

The most important aspect of ECD is to engage closely with parents and caregivers to orient them on other growth milestones.

Regular home visits were carried out to impart the importance of early childhood development and address irregular attendance, illness, hygiene, social adjustment etc. Regular mothers meetings were organised to emphasise the important of pre-school education.

The Kalike team developed and discussed the five-year plan of the ECD intervention with the Department of Women & Child Welfare for collaboration and support.



A photograph showing a woman in a white shirt and patterned dress leaning over a table, interacting with a man in a white turban and shirt. The table is covered with various educational materials, including a microscope, a scale, and several drawings or posters. Other people, including a child, are visible in the background. The scene is set outdoors, possibly under a covered area.

Learning Shared

A “Bala Mela” or children’s festival was organised at the village level to create awareness in the community about activities conducted at AWCs. The event included games and activities performed by children before public, a display of the children’s art work as well as the teaching and learning materials used in AWCs. An exhibition and orientation of the recommended dietary patterns for mothers during pregnancy & lactation and for children from conception till the age of 6 was also held, and children’s growth was measured. The community often views the Anganwadi as a food distribution centre, so the event was an eye-opener for many participants. Parents were delighted to watch their children perform and take part in activities, and were actively involved in learning about improving the health of their children.

Nutrition

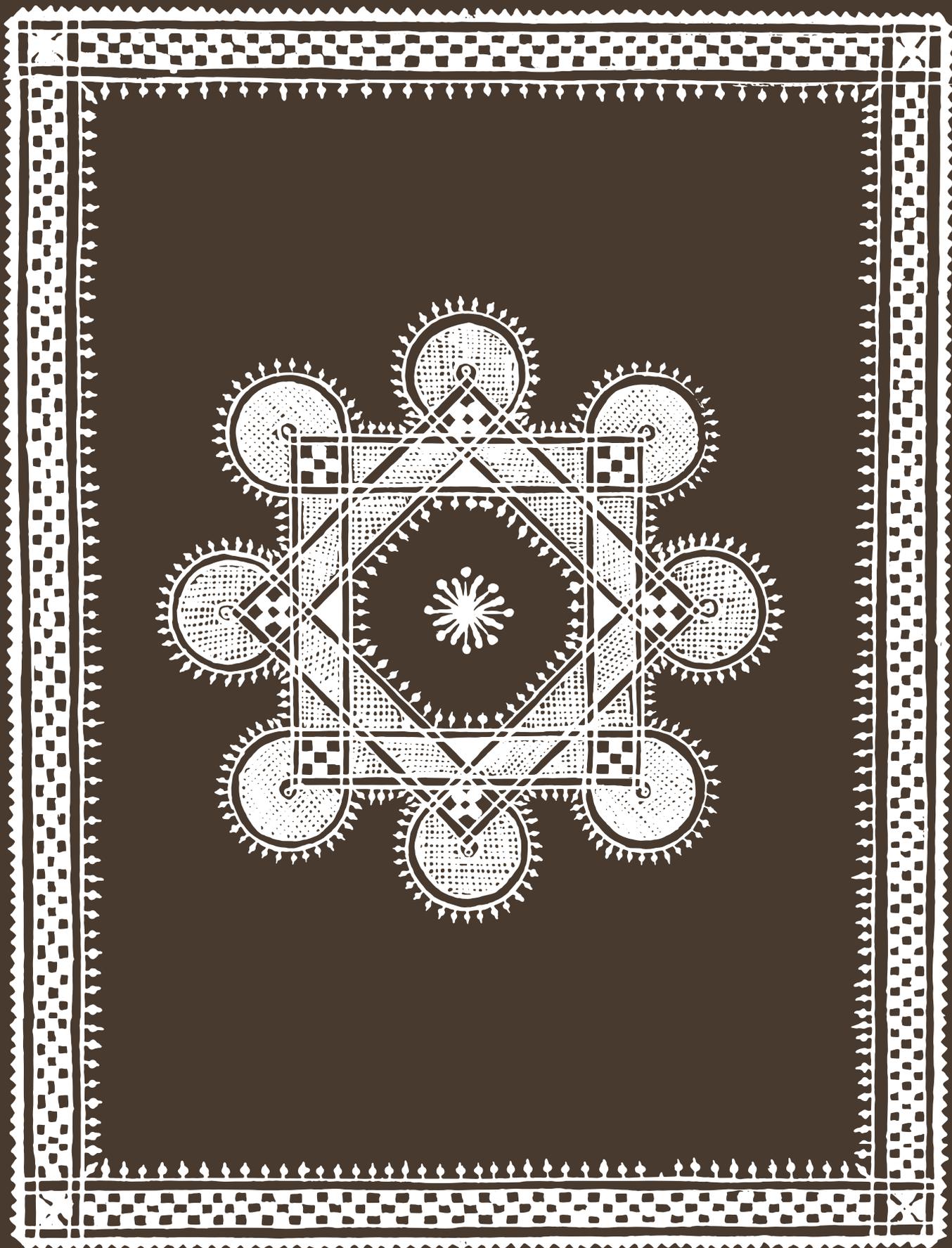
A baseline study on nutrition was conducted in 15 villages selected for the purpose, and the findings documented and discussed. A consultation meeting was held with the Departments of Health and Women & Child Welfare to share findings and develop a collaborative action plan to address child malnutrition. Severe Acute Malnutrition screening camps and referrals to Nutrition Rehabilitation Center (NRC) were organized jointly by Kalike, District Health and Family Welfare (DHFW) and DWCD at Primary Health Care (PHC) level. A medical social worker was deputed from Kalike to NRC to provide counselling services.



“There is a positive difference among children from intervention AWCs of ECD program and non-intervention AWCs with respect to their cognitive skills, numerical ability, language and shape recognition capabilities. In terms of confidence level and participation of students and the physical outlook and availability of amenities and overall environment of the classroom, Kalike intervention AWCs are better than non-intervention counterparts”.

- Mr. Manish Sahu, Tata Strategic Management Group





Education

Kalike hopes to bring about change in Yadgir district by ensuring access to quality education and addressing the gaps in the system. Given that the district has the lowest literacy rate in the state and one of the highest dropout rates, Kalike has designed interventions at every stage of a child's education, starting from primary to high school.

"All the education interventions implemented by Kalike-Tata Trusts are complementing our education department programs. Kalike has played a major role in improving children's learning levels in our government schools. I have personally visited some schools where Kalike is implementing programs and seen good results. Our teachers are also impressed by Kalike's interventions. Hence I have also instructed our officers to actively participate in these programs".

- Mr. H.C. Chandrashekar, Deputy Director (Academic) and Principal
District Institute of Education & Training (DIET), Yadgir district

Nali Kali

Kalike's primary school intervention includes a programme designed to strengthen the Nali Kali or joyful learning methodology followed in Grades I-III in Karnataka Government Schools. 100 schools were identified for this intervention, and coordinators have undergone 10 days of capacity building. The training ensured an in-depth understanding of the Nali Kali methodology and learned how to identify best practices as well as shortcomings in the teaching process. The coordinators also spent time observing the Nali Kali classes currently being conducted. A training module for teachers has been developed and a workshop will be conducted in the next academic year to put it into practice. A baseline study was carried out on the students to track the progress of the initiative. Workshops were also conducted in areas of language, social science and mathematics. Kalike coordinators will offer inputs when required and stay closely involved in the delivery of the programme.





Learning Improvement Program

Learning Improvement Program (LIP) initiative recognises a need for fluency in reading and writing in Kannada language in elementary school.

The initiative provides remedial classes to students having difficulties in acquiring, reading and writing skills in Kannada language. In the reporting year, animators (para teachers) who deliver the LIP programme through daily two-hour sessions before or after school hours, worked closely with school staff and parents to set up detailed schedules and lesson plans for their students. Reading material and workbooks were distributed at LIP centres to facilitate the programme. Monthly meetings of animators have been conducted at Kalike's offices, where progress and plans were shared. Animators have set up parent meetings and have also made home visits to discuss the progress of the children.

As an extension of the LIP initiative, Kalike has also set up Children's Clubs that encourage extra-curricular activities, inculcate important values, and also help to identify and nurture special talents and skills. In the Yadgir region, the clubs have been successfully set up in all schools. An activity manual has been drafted and animators followed these ideas in the weekly club activities.



No. of LIP centers:

79

No. of students:

2002



“The trainings provided by Kalike are not only complimenting the training planned by department but also seen significant improvement in school. The team also provides on-site inputs regularly to the teachers for better classroom transaction and to monitor the school activities. Also, Kalike has been providing additional TLM's to schools at free of cost which aids the teachers and students. Though there are many NGOs in Yadgir working in education limiting themselves by providing only trainings, Kalike has always been pro-active in follow-up and also mentoring the teachers at school. We are happy to be associated with Kalike's education intervention”.

- Mr. Monappa Gachimani, Block Resource Person in Yadgir block



A young woman with dark hair, wearing a dark vest over a light-colored shirt, is sitting on the floor. She is focused on writing in a notebook with a pen. The background is a plain, light-colored wall. The overall tone of the image is warm and sepia.

A story of transformation

Rajamma, now a 10th Grade student of Yadgir Urban Government High School, remembers that she used to go to school to eat the midday meal, not to learn. Despite years at her primary school, she felt as though she had made no progress academically. She had no depth of understanding of language and also lacked any confidence in herself. If it wasn't for enrolling in Kalike's Learning Improvement Programme (LIP), Rajamma says she probably would have dropped out of school years ago, and wouldn't have made it up to Grade X. Her classes with her animator helped her improve her grammar and her writing skills. "In fact," Rajamma says, "last year, for a project we had to write 25 stories. But I was so confident of my story writing skills that I wrote 35!" Rajamma, who dreams of becoming an engineer, has passed the difficult entrance test to the Navodaya residential school.

Proficiency in English

The Kalike programme to enhance proficiency in English language is being implemented in association with the Centre for British Teacher (CfBT) in 100 Government Higher Primary schools. 100 teachers from Grade 4-8 and 25 teachers from Grade 1-3 (Nali Kali) covering 17,333 students in 24 clusters are currently covered through the intervention across 3 blocks – Yadgir, Gurmitkal and Saidapur region of Yadgir District.

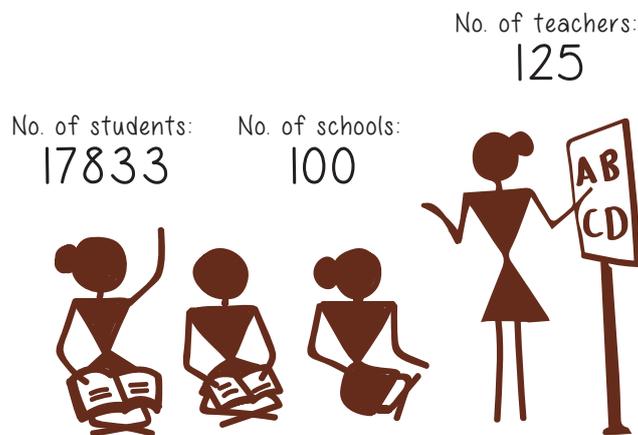
An initial preparatory training was undertaken for teachers in areas of grammar, structural, functional and skill based inputs, and teachers showed a 21% improvement from the baseline study conducted. Monthly trainings have been held for teachers of Grades I-VIII using activities, music, stories and reading in teaching. Quarterly trainings for Project Coordinators in English language proficiency and capacity building trainings for CRPs have been conducted. Overall there has been a positive response to the programme and an assurance of support and monitoring from the CRPs.

There has been a marked improvement in attendance since the implementation of Proficiency in English (PIE) and both teachers and parents have provided positive feedback on the programme.

The intervention has also included fun activities to make the English language more engaging to students, including the setting up of “English Committees” at schools to work in groups on improving their English language skills and playing grammar games. The regular provision and updating of teaching and learning material combined with frequent assessments of progress and quality have ensured the smooth functioning and positive effects of this programme.

“The PIE training has covered basic grammar and syllabus-based lesson plans which have really helped us in conducting the classes more effectively. PIE program is helping us to become true English teachers.”

- Ms. Sridevi, English Teacher,
Government Higher Primary School,
Thanagundi



Library

The Kalike library strengthening programme was undertaken in 100 Government Higher Primary Schools of Yadgir under the Tata Trusts Parag library initiative. Of these, 40 schools come under the intensive approach, managed by library facilitators with dedicated library spaces, while 60 come under the extensive library programme run by school teachers. A baseline study was conducted in 15 project schools and 15 control schools to understand the state of libraries and reading culture. This study concluded that non-curricular reading among students is minimal and that headmasters and teachers do not grasp the importance of a dedicated reading space. Knowledge of age-appropriate reading material among teachers is lacking while little or no priority is given to reading at home as parents and guardians do not have the habit of reading themselves.

In the reporting year, library facilitators appointed under the programme conducted library classes for students from Grades IV to VII in the 40 intensive schools. The facilitators attended a four-day capacity building workshop. In all these 40 schools, a collection of 107 age-appropriate books have been provided. The library facilitators have organised various activities and reading games. Overall, 5435 students in Grades IV-VII have benefitted from this programme.

No. of books available:	No. of school:
107	100
Intensive:	Extensive:
40	60
No. of children who benefit:	
5435	



“By observing different library activities of Kalike and through our interaction with library coordinators, animators, and other stakeholders, we were able to learn new things which would help us in strengthening the library program in our schools. We were able to see activities like Read-Aloud, Book Talk, I Spy etc., which are very new to our team. We definitely look forward to use them in our library classes. The documentation and MIS maintained by Kalike’s library team is impressive and very useful. We were able to see very good rapport developed by the Library team along with the schools authorities.”

- Mr. Mahesh, Lead Library coordinator- Tribal schools,
Swami Vivekananda Youth Movement, Mysore district



Information and Communications Technology in School

Kalike's Information and Communications Technology (ICT) intervention in partnership with the Swami Vivekananda Youth Movement (SVYM) was introduced to address the various gaps in high school education and to overcome the challenges of creating an effective educational IT strategy. In an effort to further the use of ICT in schools, Kalike's team carried out baseline assessments of students, capacity building, training of facilitators and tracked classes to monitor results.

“Through ‘Jeevan Koushalya’ - the life skills program, I have learnt how to lead life, how to learn new things, how not to waste time and how to study more effectively. I try to remember the tips and use in future too.”

- Mstr. Basavaraj, 10th Government High School, Konkani

Digital classes were conducted across schools, with students engaging in audio-visual learning and self-exploration. A significant increase in the number of doubt slips raised reflects the development of questioning skills among students, and an inclination to seek conceptual clarity on subjects. Life skills sessions on topics varying from team agreement, inner you, dealing with adults, giving and receiving feedback to identifying a mentor were conducted in 19 schools, and refreshment training on life skills was provided to trainers. Parent meetings were conducted in 25 schools for 841 parents where the discussions focused on the importance of education and digital learning in schools. Kalike team conducted classes during vacations for 10th grade students, and there was a marked increase in the number of DVDs borrowed by students to study after school hours. Baseline and end line assessments were carried out, showing increased learning levels in core subjects. ICT will focus on upgrading technology by equipping schools with tablets and introducing WiFi at campuses.



“This program has helped us to improve the quality of teaching core subjects. The audio-visual material has made the study more interesting for the students. It is helping them to reinforce their learning in theory class. Now, they remember the facts better and are performing well.”

- Ms. Manjula, Headmaster, Government High School, Yelheri







Making the Most of Resources

Bhirappa recently passed his Grade 10 exams with flying colours. He comes from an agricultural family and was committed to doing his best at academics. He made the most of the audio-visual and digital inputs he received in school and this helped him get 90.88% in his board exams. He is now studying Science at a Pre-University College in Dharwad.

Bridge IT Program

Kalike has implemented the Bridge IT programme in collaboration with Tata Consultancy Services, Bangalore. The objectives of this programme is to provide access to digital literacy among primary and middle school children through access to computers and related audio-visual materials; also to enhance literacy among adults in the community. As part of this programme, four entrepreneurs have been provided with laptops and trained to conduct sessions for both children and adults using technology-enabled resources. The four identified youth have also been encouraged to find other sources of income such as data entry for gram panchayat representatives, booking tickets, downloading forms, etc in their villages. During the reporting period, two batches of 81 people have undergone adult literacy training and regular sessions were conducted for students in five schools covering 389 students who have acquired the basic skills on computer literacy.



Sports for Development

The Sports for Development programme Kalike-TATA Trusts has adopted in partnership with Magic Bus India Foundation (MBIF) uses sports and related techniques to sensitize children and make them aware of issues related to their community through a play-based approach. Children in the age group of 11 to 14 have been identified and enrolled for a three-year programme.

In the reporting year, MBIF focused on recruitment and identification of the communities in which the programme was to be implemented. After intensive training of staff, Community Youth Leaders (CYLs) who will be integral in the delivery of the programme, were identified and trained. As many as 177 demo sessions have been held across three clusters – Yaddali, Ramasamudra and Hegdimandra, with approximately 1300 children participating. Of these, 1050 children have enrolled for the programme. Of the children enrolled, 42% are girls, who are rarely seen playing outdoors in most areas of Yadgir. With the intervention, however, more and more adolescent girls have come forward to participate. Even students who haven't registered for the programme benefit by watching their friends and neighbours taking part in the activities. The CYLs, initially shy and reluctant to take charge, have grown increasingly confident and capable of delivering sessions independently.

Through the programme, the focus will be on improving life skills and leadership qualities of the children in age group of 11 to 14 years.

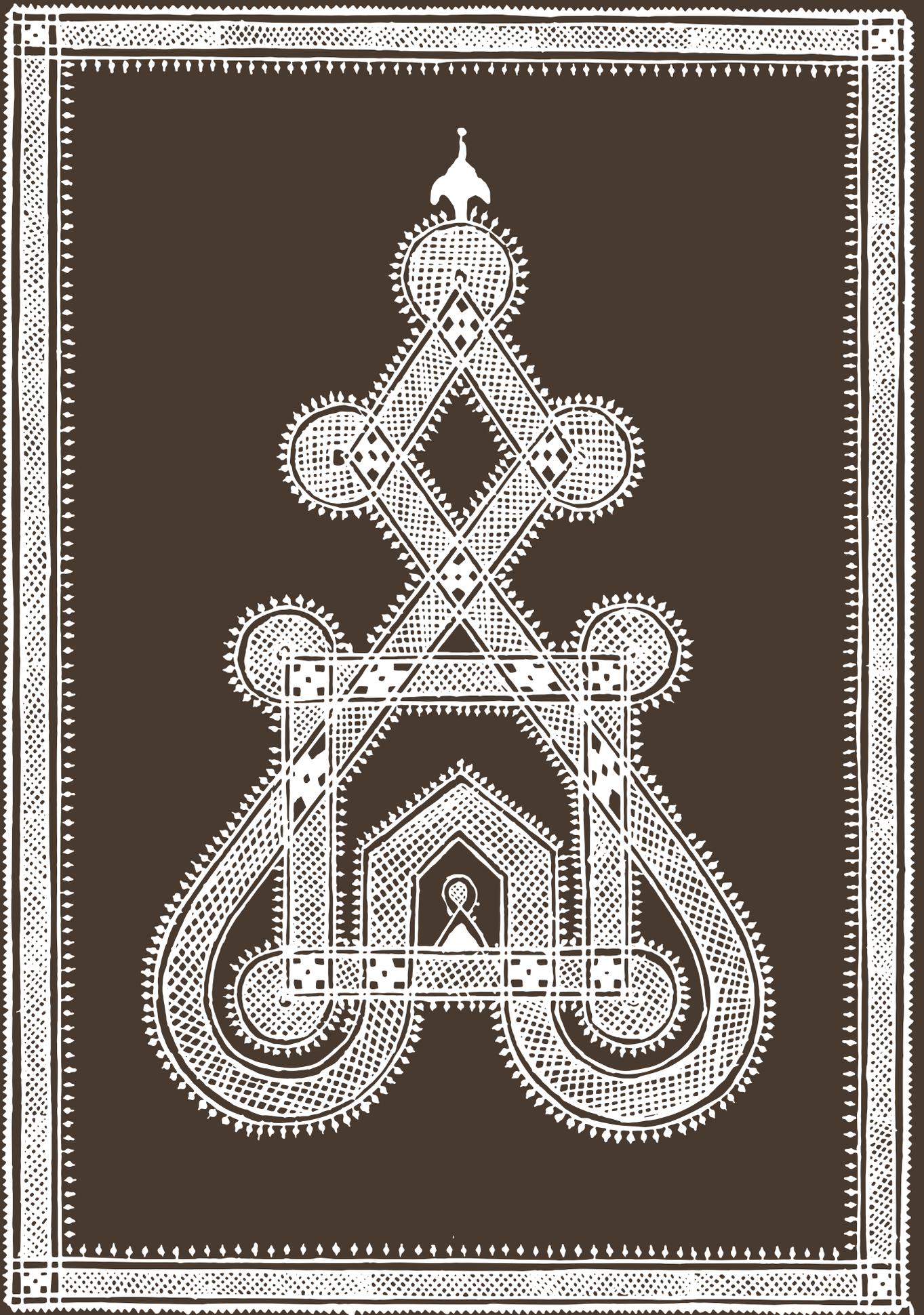
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“If you want to walk fast, walk alone. But if you want to walk far, walk together.”

- Ratan Tata





ಪ್ರಕೃತ ದೀಪಕಾಢಿ ನಾನು ಮನೆಯಲ್ಲ ಮತ್ತೆ ಕಾಲಯಲ್ಲ ಕೌಷಾಢಿ...
...ಯೋಗೂ ಕೌಷಾಢಿಯವನ್ನು ಬಳಸಲು ತಿಳಿಸುತ್ತೇನೆ...
...ಯೋಗೂ ಸತ್ತು ವ್ಯಕ್ತಿಯಿರಲೂ ಇತರ ವ್ಯಕ್ತಿಗೂ...
...ಯೋಗೂ ನಿರ್ಮಾಣ ಮಾಡುವುದು...
...ಮೂಲಕ ಪ್ರತಿಭಿ ಮಾಡುವೆನೆ.

ಪ್ರಜ್ಞ ಭಾರತ ಮಿಷನ್. ಯಾ

- 1) ಸ್ವಚ್ಛತೆ ವ್ಯಾಪಿಯೂ ಅಧುನ ಆರೋಗ್ಯ
2. ಒಣಗಿಸಿಯು ಮೇಲಾಯು. ಮನೆಯು ಕೌ
- 3) ನಮ್ಮ ಆರೋಗ್ಯ ಸತ್ತು ತಂಗಿಯಲ್ಲ
- 4) ಬಯಲಗೆ ಅಳ ಮು ರೋಗಕ್ಕೆ ಬಾಬ
- 5) ಕೌಷಾಢಿಯು ಬಾಸಿ ಆರೋಗ್ಯ ರಿಸಿ
- 6) ನೀರು ಮತ್ತು ಸ್ವಚ್ಛತೆ ವ್ಯಾಪಿಯ ಆರೋಗ್ಯ ಸಂ
- 7) ಒಣಗಿಸಿಯು ಬಳಸಿ ಆರೋಗ್ಯ ಮು. ಮು ಬಿ
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Water & Sanitation

The Kalike intervention that addresses issues of water and sanitation in Yadgir adopts a collaborative and sustainable approach that empowers and educates local institutions. The lack of access to clean water and toilets in the region has had an impact on the quality of health and hygiene as well as on agriculture.

In the reporting year, the team focused on maintaining the hardware structures that had been constructed in the earlier phase of intervention, and continued software activities in all the 20 schools under the School Health and Sanitation (SHS) programme. The SHS committees met regularly to provide thematic orientations and to conduct bimonthly water testing in all the schools. Health camps were held at six schools and children developed and maintained kitchen gardens in seven schools.

As part of the Tata Water Mission, Kalike will be scaling up the work on Water, Sanitation and Hygiene in 164 villages of Yadgir block over the next three years.



Hence, a Tri-Party MoU was signed between Zilla Panchyat – Yadgir, Arghyam and Kalike towards the joint implementation of the project; which would work towards provision of safe, assured and adequate drinking water, improved sanitation and hygiene facilities in the catchment area that includes community and schools. A pilot programme was launched, under which awareness and toilet construction was initiated in one village, with individual household toilets being facilitated in 53 households. Primary data collection has begun, reaching out to 2,060 households across 10 villages.





Livelihood

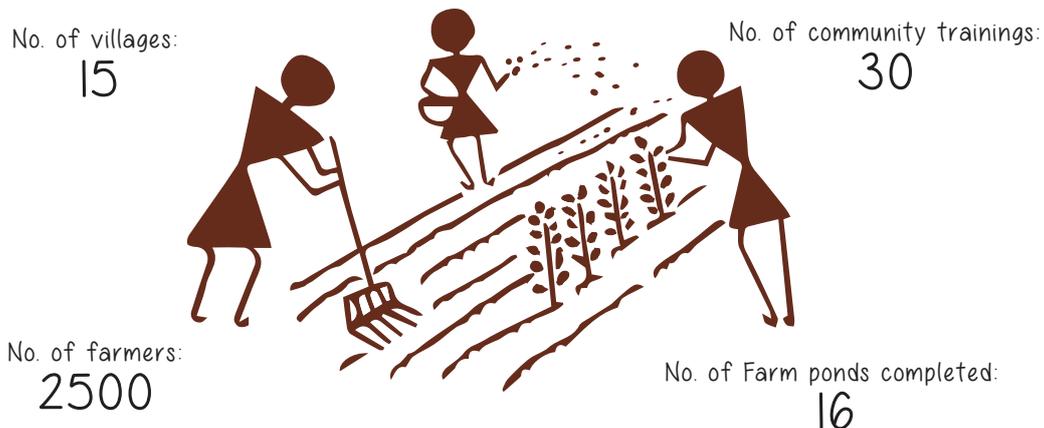
Yadgir is a primarily an agrarian society with 67% of the workforce employed by the agriculture sector.

Kalike is committed to working with the community to create sustainability in livelihood by adopting and sharing best practices in agriculture to improve productivity and household incomes.

The focus for the reporting period was to reach out to farmers' and women's groups in 15 villages and attain a target of 2,500 farmers.

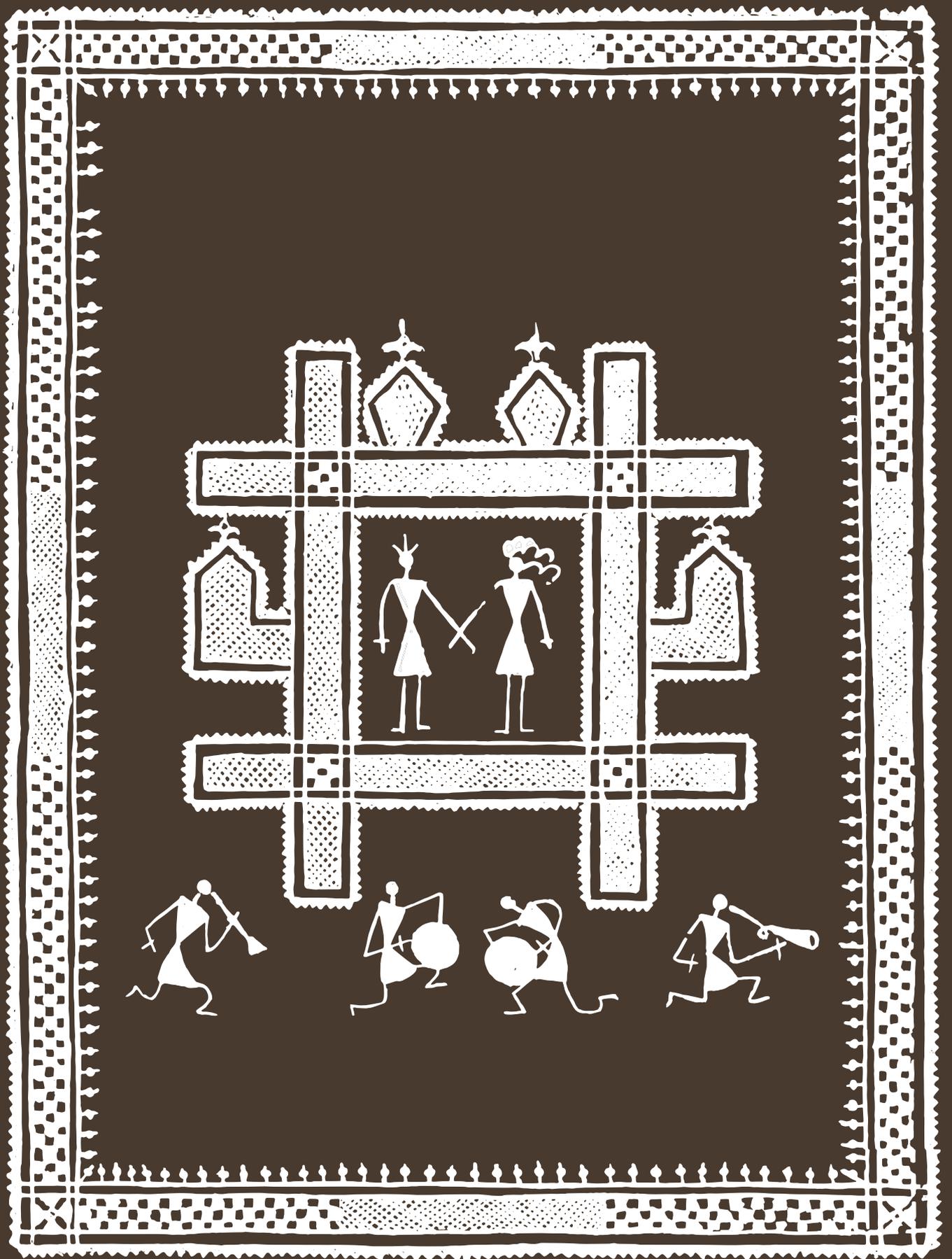
The programme began with the collection of soil from 300 farmers for testing, to determine the health of the land and the best crops to grow. A total of 30 community level training programmes were organised on best practices in agriculture, reaching out to over 2400 farmers. In partnership with Dhan Foundation, 48 new women's groups were formed and Rs. 3.24 crore of fund linkages was established with banks. For the demonstration of seasonal crops, 50 farmers were selected for Rabi (focused on groundnut cultivation) and 8 farmers for summer cultivation (focused on brinjal and green gram). In addition to this, water harvesting was undertaken with the support of the Agriculture Department and 16 farm ponds were completed under the Krishi Bhagya Scheme. Kalike also signed an agreement with the Agriculture Department to run a Custom Hiring Centre in Konkhal under "Saansad Aadarsh Gram Yojana". Rs. 10 lakh (80% support from Government and 20% from Kalike) worth of equipments have been procured for supporting mechanization of agriculture in the region.

Going forward, 500 more demonstrations will be undertaken to reach all 15 villages under the programme. Another 300 farm ponds will be created, and 30 farmers groups be set up which will receive regular training on reducing input costs while utilising the minimum water resources.









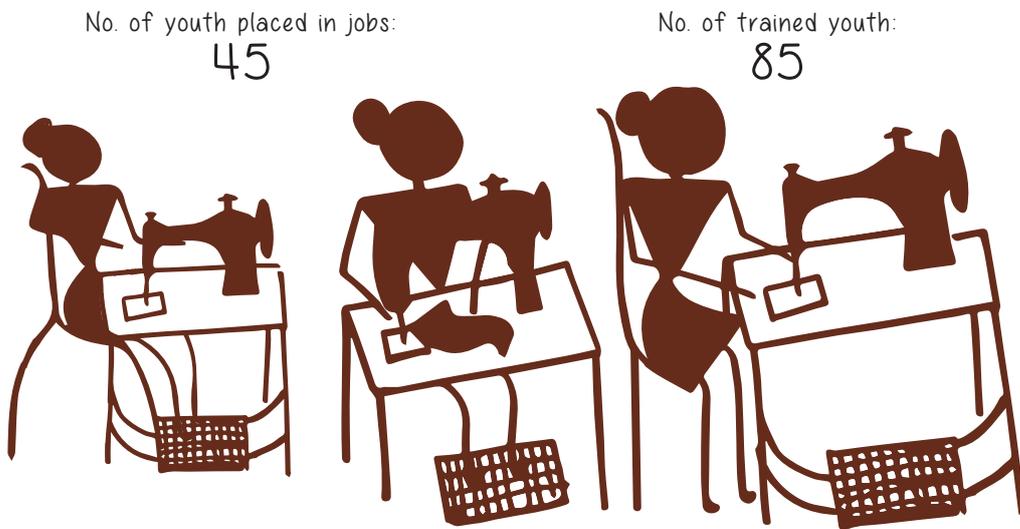
The Chittara painting is called 'Hasegode Chittara'. Hasegode depicts the wedding hall with elaborate details of the mantap (the wedding altar), guests, the couple and musicians. In the center is the sacred place (altar) where the bride and the groom are seated. The entire community, which is invited to witness the wedding, blesses the couple.



Skill Development

In an effort to address and reduce unemployment among youth in Yadgir, Kalike-TATA Trusts has partnered with SEEDS, the non-profit arm of IL&FS to implement a vocational training initiative. The training centre, set up in October 2015, offers the Sewing Machine Operator course, and has an annual training capacity of 200 trainees who are then placed in jobs in the textile sector.

The training is delivered in a simulated textile lab using multimedia content in Kannada. In addition to domain training, the trainees are taught soft skills for their holistic development. All trainees are assessed and certified by Apparel Made-ups Home Furnishings Sector Skill Council, Government of India. The centre has trained 85 trainees during the reporting period, and has successfully placed 45 trainees in companies like Raymond and Shahi Exports in Bangalore at a monthly salary of Rs. 8500/-, with accommodation facilities.



The skill development initiative aims to link 2000 unemployed youth from Yadgir to gainful employment by 2020, thereby increasing household incomes by 10%.

Over the next year, the centre is expanding its annual training capacity to 600 trainees with the introduction of new programmes in Electrical and IT/ITES sectors. The hope is that confidence and leadership skills, especially among women, are boosted, while distress migration is curbed.





Against All Odds

Shalambi is a strong-willed young woman who was born deaf but who came to the Kalike-SEEDS/IL&FS vocational training centre despite all odds. Her mother worked as a domestic help in several houses to support the family. Shalambi always wanted to help her mother but had no skills or way of contributing to the household income. When they heard about the vocational training programme in Yadgir, Shalambi immediately enrolled for the Sewing Machine Operator course. She was able to learn quickly and soon after completing her certification, she was placed with a job in Raymonds in Bangalore. “She earns a monthly salary of Rs. 8,500/- with free accommodation provided. Now, she helps to sustain the family and is proud to work in a reputed company,” says Shalambi’s mother, a truly proud parent.

Community Participation

Working closely with the community is crucial for the successful delivery of Kalike's programmes. The Community Development (CD) team was set up primarily to build a rapport with the local community and institutions including panchayats, departments, elected representatives, school development monitoring committees (SDMCs), parents, farmers and youth. The team is engaged in collecting and collating information relevant to Kalike's thematic interventions, while also creating awareness about these. The CD team works at the village level to gather basic demographic and institutional information, and at the gram panchayat level to conduct awareness workshops and arrange visits to intervention sites.

The skill development programme, being relatively new, requires intensive efforts to mobilise the community and create awareness about the opportunity available. The Kalike community team has been actively involved in mobilising youth to enrol in the Sewing Machine Operator training unit. The team also works closely with Magic Bus Foundation to encourage youth to participate in the Sports for Development programme, while creating awareness about its importance among parents and communities. The team supports the livelihood intervention by organising and mobilising farmers and conducting surveys when required. The Water, Sanitation and Hygiene (WASH) team was supported by the CD team in the area of mobilizing the community to participate in related activities including the Participatory Rural Appraisal (PRA), Gram Sabha, Focus Group Discussions (FGD) and during household visits. Working closely with the community is also an integral part of the Early Childhood Development and Education interventions, as the involvement and support of parents and families is key to development.

The CD team has developed a close relationship with the community and this familiarity and sense of comfort aid the processes of conducting surveys as well as tracking and monitoring progress.

Each Kalike programme involves enabling and mobilising the community to be involved and to move towards taking up roles of responsibility.

The long-term impact and sustainability of our programmes rely on the active support and involvement of the community, thus the role played by the CD team is pivotal to the overall success of Kalike's interventions.





Agents of Change

Konkal is a village located 35 km from Yadgir district Headquarters, and has a population of 5,000 living in 800 houses. The Higher Primary School in Konkal has 439 students across Grades I to VIII and the school is run by seven teachers. Until recently, the school did not have a functioning SDMC, and as a result suffered from a lack of management of facilities, including gardens, playgrounds, toilets and staff. The headmaster and one of the senior teachers were juggling roles to maintain the administration of the school, but were unable to implement all the school programmes or to create awareness in the area about the importance of education. Kalike recognised the need to have an active SDMC and together with the headmaster visited the gram panchayat several times to apply for the creation of a school committee. Since the SDMC has been set up, the school has seen many positive changes, including completion of work in the school compound and of the toilets on the campus. The committee had also made an appeal with District Collector and MLA for solving the lack of teachers in school; now there are about 7 seven teachers. The committee meets regularly, discusses issues and takes quick action to address the problem. This allows the teachers to focus on the delivery of the curriculum, while ensuring that the children are studying in a safe and healthy environment.

Exploration Studies

The Literacy Research in Indian Languages (LiRIL), which is longitudinal in nature, entered its final year of data collection in 2015-2016. The cohort of students being followed for the study entered the third grade, and both quantitative and qualitative data were collected. The two rounds of data collection included an effort that went beyond the stated goals of the project to study children from similar backgrounds whose schools did not follow the Nali-Kali curriculum. The original data collection form could not provide sufficient information to understand the wide variability in student performances, hence more detailed data was collected from children. Again, going beyond expectations, the team collected additional data on children by visiting homes and interacting with parents and relatives.

Some of the takeaways from the final round of LiRIL data collection are:

- Quintile-wise analyses revealed that there is a large amount of variability in the performance of the sample.
- Most children had begun reading words at the time of data collection, but the ability of children in the bottom two quintiles of Yadgir are still struggling – a cause for serious concern.
- Children had begun reading simple passages at the time of the penultimate round of data collection.
- However, 80% of children in the Yadgir sample cannot read even a simple passage with proficiency in third grade.
- The students sample showed improvement in the free writing task.

In order to gather qualitative data, the LiRIL team conducted home visits for every child in the sample, undertook classroom observation, teacher interviews, text engagement tasks and observations of teacher training sessions. It was found that several factors including anganwadi attendance and the involvement of parents and family in a child's education affects a child's performance. Classroom observations revealed that the distinguishing feature of high performing classrooms was that teachers were better equipped for classroom management and providing individual attention and also had a better grasp of pedagogical strategies.

Much of the reporting year was spent in analysis of data collated in previous years. Child portfolios have been created for every child in the sample, containing all information that has been gathered on that student over the course of the study. The LiRIL team has also begun to develop descriptions of phases/stages of work reading in Kannada, a first of its kind effort. The report will be finalised and disseminated in the year 2016-17.



A Nutrition baseline study was carried out in Yadgir block. The objectives were to i) understand maternal health practices and ii) understand the prevalence of malnutrition. For study, 695 households were selected from 16 villages using stratified random sampling. Enquiry schedule was formulated based on questions in NHFS-3 and National Sample Survey Organisation. Digital weighing scale, infantometer and stadiometer were used to collect anthropometric measurements. The final sample the study could reach for data collection and analysis is 394 households from 15 villages.

Some of the major findings from the study were:

- Majority of women have reported to make decisions along with their husband with respect to use of husband's earnings and health care of self, use of contraceptives (32.5%) and household purchases (21.8%).
- Majority reported consumption of food types like pulses, green leaf, vegetables and fruits and animal sources on a weekly and occasional basis that indicated a lack of balanced diet and requirement of nutrition intake on a daily basis.
- While 86.5% received IFA tablets only 23.7% reported to be completing the course. Similarly, receiving 2 or more TT injections (20.3%) and deworming (5.1%) were found to be very low.
- It was observed that 88.5% have normal delivery and delivery at institution is 58%.
- 78.4 % do not have access to latrine and prevalence of open defecation is 82.5 %.



Financial Highlights

**KALYANIWALLA
& MISTRY** (Regd.)

CHARTERED ACCOUNTANTS

INDEPENDENT AUDITORS REPORT

To the Members of Board of Trustees of KALIKE, Bengaluru

Report On the Financial Statements

We have audited the accompanying financial statements of Kalike, Bengaluru (The Trust) which comprise the Balance Sheet as at March 31, 2016 Income and Expenditure Account and Receipts and Payments Account for the year then ended and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these Financial Statements that give a true and fair view of the financial position, income and expenditure and receipts and payments and financial performance of the Trust in accordance with the Generally Accepted Accounting Principles in India including Accounting Standards. This responsibility also includes the maintenance of adequate accounting records in accordance with the Accounting Standards as prescribed by the Institute of Chartered Accountants of India, to the extent applicable. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentations of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the standards on Auditing issued by the Institute of Chartered Accountants of India. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risk of material misstatement of the Financial Statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Kalike's preparation and fair presentation of the financial statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose expressing opinion on the effectiveness of the Trust's Internal Control. An audit also includes evaluating the appropriateness of accounting polices used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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**KALYANIWALLA
& MISTRY**

Opinion

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give the information so required and give a true and fair view in conformity with the accounting principles generally accepted in India:

- I. In the case of Balance Sheet, of the state of affairs of Kalike at March 31, 2016.
- II. In the case of the Surplus for the year ended on that date and The Income and Expenditure Account for the year ended on that date,
- III. In the Case of Receipts and Payments Account, of the receipts and payments for the year and that ended on that date.

Report on Other Legal and Regulatory Requirements

We report that:

- a. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit.
- b. In our opinion, proper books of account as required by law have been kept by Kalike so far as appears from our examination of those books.
- c. The Balance Sheet, Income and Expenditure Account and Receipts and Payment Account dealt with by this Report are in agreement with the books of account.
- d. In our opinion, the Balance Sheet, Income and Expenditure Account and Receipts and Payment Account comply with the Accounting Standards issued by Institute of Chartered Accounting Standards, to the extent applicable.

For Kalyaniwalla and Mistry
(Chartered Accountants)
FRN: 104607w


Cyrus Jal Bharucha
Partner
M. No.: 034755



Date: September 21, 2016
Place: Bengaluru



Kalike

#317/85, First Floor, 18th Main, 18th Cross, M C Road, Vijayanagar, Bengaluru - 560040.

Balance Sheet as at March 31, 2016

(in Rs)

Liabilities	Sch.	As at March 31 st , 2016	As at March 31 st , 2015	Assets	Sch.	As at March 31 st , 2016	As at March 31 st , 2015
Trust Fund		5,944	5,000	Fixed Assets	5	1,329,783	263,833
Capital Fund	1	1,329,783	263,833	Current Assets	6	1,221,390	228,826
General Fund	2	211,077	76,829	Investments		5,944	5,000
Un -Utilized Earmarked Funds	3	39,356,063	1,753,179	Cash and Bank Balances	7	38,509,467	1,923,095
Current Liabilities	4	163,717	321,913				
Total		41,066,584	2,420,754	Total		41,066,584	2,420,754



Income and Expenditure Account for the year ended March 31, 2016

(in Rs)

Expenditure	SCH	March 31 st , 2016	March 31 st , 2015	Income	SCH	March 31 st , 2016	March 31 st , 2015
To Grant Expenditure Paid	-	-	-	By Grant Expenditure Recognized	-	-	-
NRTT - Grant Management	8	-	147,990	NRTT - Grant Management	8	-	147,990
NRTT - Grant Management 2014	10	338,433	276,567	NRTT - Grant Management 2014	10	338,433	276,567
NRTT - KSU Project	9	-	8,621,149	NRTT - KSU Project	9	-	8,621,149
NRTT - Strengthening ECCE	12	71,461	569,369	NRTT - Strengthening ECCE	12	71,461	569,369
NRTT - SVYM Monitoring Grant	13	371,387	711,694	NRTT - SVYM Monitoring Grant	13	371,387	711,694
NRTT Vikas Chetana Livelihood	11	3,841,116	-	NRTT Vikas Chetana Livelihood	11	3,841,116	-
NRTT-ECD	22	6,115,912	-	NRTT-ECD	22	6,115,912	-
NRTT-Education	23	9,080,970	-	NRTT-Education	23	9,080,970	-
NRTT-HSCT	26	2,057,604	-	NRTT-HSCT	26	2,057,604	-
NRTT-PIE	27	5,500,000	-	NRTT-PIE	27	5,500,000	-
NRTT-Rural Livelihood	25	-	699,586	NRTT-Rural Livelihood	25	-	699,586
SRTT - Child Nutrition Asst Study	14	364,663	178,092	SRTT - Child Nutrition Asst Study	14	364,663	178,092
SRTT - Grant DERC	15	424,103	195,897	SRTT - Grant DERC	15	424,103	195,897
SRTT- Liril	16	-	657,378	SRTT- Liril	16	-	657,378
SRTT-Libraries	21	1,329,606	-	SRTT-Libraries	21	1,329,606	-
Arogya Chetana Grant	17	295,798	433,013	Arogya Chetana Grant	17	295,798	433,013
Argyam Improved Water & Sanitation	24	540,656	-	Argyam Improved Water & Sanitation	24	540,656	-
Human Development Index	18	36,324	255,467	Human Development Index	18	36,324	255,467
Titan Company Ltd	19	2,039,424	-	Titan Company Ltd	19	2,039,424	-
Bridge IT-TCS	20	497,875	-	Bridge IT-TCS	20	497,875	-
APU - Liril Project	-	153,150	-	APU - Liril Project	-	153,150	-
CSR- Expenditure TCS & Titan	-	144,575	-	CSR- Expenditure TCS & Titan	-	144,575	-
To Depreciation on Fixed Assets	5	306,983	470,004	By Depreciation on Fixed Assets transferred to Capital Fund	5	306,983	470,004
To Excess of Income over Expenditure transferred to General fund		134,248	61,611	By Other Receipts			
				General Contribution		57,278	37,832
				Bank Interest		75,107	5,878
				Interest from GM fund		1,353	17,901
				Interest on TDS		510	-
Total		33,644,288	13,277,817	Total		33,644,288	13,277,817



Kalike Team

Mr. Anand R Bengeri
Asst. Program Officer – Livelihood

Ms. Annapurna S G
Program Coordinator – WASH

Ms. Anuradha N
Asst. Accountant

Ms. Ashajyothi Kotlo
Accounts Officer

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Agriculture Officer

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Program Director

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Ms. Rekha Vasant
Program Coordinator – WASH

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Program Coordinator – Community

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Program Coordinator – Education

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Ms. Shemethal
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Mr. Sheshidhar

Mr. Shivakumar Yadav
Program Coordinator – Library

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Mr. Srinivas K

Mr. Thammanna
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Mr. Tukaram M
Program Coordinator – Education

Ms. Vijayalaxmi T D
Program Coordinator – WASH

Mr. Vineet Loni
MIS Coordinator

Mr. Vishwanath K
Program Coordinator – Education

Mr. Yankoba A
Program Coordinator – WASH

Chittara Artist - Ishwar .C. Naik
(National Award Winner)

Creative Agency - Graffiti Collaborative
Served with Love





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