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Annual Report 2014-15

Content

<i>Executive Director's note</i>	2
<i>Mission 2020</i>	3
<i>Education</i>	7
<i>School Health & Sanitation</i>	16
<i>Livelihood</i>	18
<i>Exploration Studies</i>	19
<i>Financial Highlights</i>	20
<i>Other Highlights</i>	21



Vision:

'enhancing access and quality that is meaningful, empowering, appropriate and holistic for human development'

The world around us today changes continually and this constant change shapes the way in which a development sector must adapt its responses to meet the needs of society. Although the development sector is adapting to the change, older challenges remain while new, complex ones, continue to arise.

Given the fast changing environmental needs, the focus of Kalike is also changing; creating new structural trends, a new appreciation of learning through interaction, and a healthy opening up to the idea of larger collaboration. Further, in order to enhance sustainability of interventions, Kalike has recently adopted a Matrix Approach; the idea is to include livelihoods, health, education, skill building, drinking water & sanitation and other relevant interventions to ensure sustainable impact and irreversible change in the quality of life of beneficiaries.

Over the past 5 years, Kalike has focused on understanding the education issues and interacting with various local stakeholders. The area of engagement was on Early Childhood Development, Primary and Secondary education, School Water & Sanitation and Strengthening Community Institutions such as the School Development Monitoring Committee. Now, with the changing focus, there is greater involvement in areas like livelihood, nutrition, and skill building. Along with this, Kalike is endeavoring to ensure the incorporation of the following facets in all future engagements; namely: (a) scalability of the interventions; and (b) sustainability of the community served.

Currently, Kalike is working in Yadgir District covering 10,751 children across 60 villages in Yadgir block under various interventions. The interventions have demonstrated the changes in the functioning of schools, anganwadis, children & community participation. Further, one of the significant developments in the reporting year was that, the District Administration wishes to replicate interventions across all the villages in the block /district. Also the report on "Human Development Indices" for Yadgir district was completed and submitted to the Zilla Panchayat and the same was published. This Annual Report gives an account of many such instances where the support of Kalike has brought about sustainable change in the lives of the underprivileged. I would like to recognize and commend the efforts of Kalike team towards making a difference in enhancing the quality of life of the communities we serve.

D. Shivakumar
Executive Director

Transformation Change in Human Development in Yadgir block

2015-2020

Outreach: 125,000 Children & 41,000 HH's



impart age specific learnings to 80% children between ages of 3-6 years as compared to the current 30%



provision of technology enabled education & development of digital study materials across 336 schools



reduce the number of severe acute malnourished children from 23% to 10%



expansion of rain water harvesting & public water systems across 100 villages through Tata Water Mission



application of low cost water purification technology



building awareness about quality of water and importance of sanitation



30% reduction in input cost for key crops and annual household income to raise to Rs. 200,000



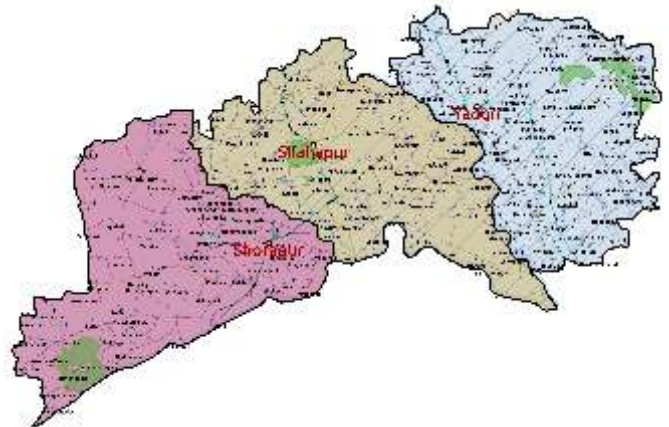
integrated water management through recharge pits, sprinkler irrigation & S/W conservation



80% youth to be self-employed or linked to employment through development of skills

Mission 2020

Yadgir district is one of the most backward districts in North Karnataka on all development indicators. Agriculture is the main occupation, employing 67% of the labor force either as cultivators or laborers. The region experiences large scale seasonal migration for employment opportunities and livelihood, which is one of the key factors contributing to high level school dropouts (11%) and poor functioning of many government institutions. School enrolment and retention rates, grade specific learning achievements among children, community participation and difficult access to quality human resources are key issues in the district.



In October 2007, the Tata Trusts launched 'Kalike Samruddhi Upakram – Learning Enhancement Initiative' (KSU) in Karnataka, focusing on improving the quality of elementary education in selected backward districts/blocks. In June 2012, "Kalike" - an Associate Organization of the Trusts, was registered as a nodal agency for interventions under KSU for facilitating holistic, large scale and sustainable impact on the quality of life through education, health, livelihood, and skill development. Under its long-term vision as an institution, through convergence with other portfolios of the Trusts and various Government departments and Non Profit Organizations, Kalike seeks to address these inter-related domains, while keeping Education as a core focus area.

Over the five years, KSU has demonstrated viable models on a pilot scale and has engaged with Government and other institutions in up scaling/ mainstreaming the experiences and learnings. The past five years were focused on understanding the education issues, interacting with various local stakeholders and identify partners for implementing programs. The area of engagement was mainly on Early Childhood Development, Primary and Secondary education, Water & Sanitation and Strengthening Community Institutions such as the School Development Monitoring Committee in Yadgir district.

Under the matrix approach, Kalike would address issues to overcome the regional disparity in terms of human development leading to better life. An ambitious program has been designed which would bring (a) an irreversible learning among 125,000 children and also ensure quality teaching learning process in schools; (b) 8,000 families out of poverty by ensuring an annual income of Rs. 1.5 to 2 lakhs from the current baseline of Rs. 30,000 per households through agriculture intervention; (c) vocational and soft-skill program will provide improved skills among 2,000 youths for alternative livelihood through placements and entrepreneurship; (d) Significant improve nutrition status of targeted severe acute malnourished children through appropriate interventions at household and community level; and (e) improved access to safe drinking water and sanitation. The focus would be on Yadgir block, Yadgir district.

The key features of the approach to achieve the above results are as follows:

- **Convergent multi-sectorial plans:** the approach will seek to implement an integrated development plan inclusive education including skills, health & livelihoods to achieve the transformational goal of bringing change in the human development indicators in Yadgir block. Within Education, the focus would be to strengthen the teaching and learning processes in the early grades and also enhance subject knowledge amongst teachers and children in high schools through technology based education. Under the livelihoods, the focus would be to strengthen rain-fed agriculture along with diversification to high value irrigated agriculture as a priority. Pilot initiatives will be initiated addressing nutrition, safe drinking water, sanitation and skill development and learnings from such actions will be considered to further scale this approach across 100 villages in Yadgir block.
- **Innovation:** The specific actions under this program will seek to bring in new ideas, products and technologies. For this, partnerships will be built and strengthened with national/ international centres of excellence focusing on education, health, agriculture, natural resource management, vocational training & skills for youth.
- **High quality – evidence based action:** The planned programs will be outcome-based actions with focus on generating tangible impact within specified time frame. These will be dynamic to incorporate field learning and new information and knowledge. A high quality monitoring and evaluation system will be developed to objectively capture, analyze and disseminate results of actions with relevant stakeholders and wider audience
- **Sustainability – irreversibility – fostering community initiative:** The program actions would focus in bringing large-scale change within a short span of time to create enough traction for further organic growth. This development of the area would happen both by attracting more investments from other stakeholders as well by triggering community's aspiration of change. Focus would be on irreversibility of the impact, which also means increased resilience of the communities. Further, the interventions would trigger entrepreneurial nature in the community and not foster dependence.
- **Leverage of Trusts investments:** Concerted initiatives will be undertaken at various levels to draw support from other stakeholder and supporters for this endeavor, both at Kalike and at Trusts level. The efforts would be undertaken to build medium to long term partnership with Karnataka state government to achieve the program objective. Bilateral and consortium mechanism with other likeminded donors will be explored and developed to generate required financial support.

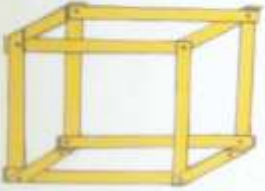
The proposed approach requires close anchoring and bringing together diverse stakeholders. This will be done by Kalike as the nodal agency of the Initiative.



Impossible Illusions?



Cuboid and Tri-Bar?



Impossible?



What about the dots?



Impossible structures?

Education

Central focus on improving quality of elementary education and to enhance child's learning & development by facilitating teacher education, community participation and strengthening district level education structures to become responsive to the needs of diverse learners.

Chiguru



Early Childhood Development program focuses to improve the learning levels of pre-school children and to reduce prevalence & occurrence of malnutrition.

Implemented in **33** Integrated Child Development Services centres covering **2937** children

In 2011, Kalike initiated Early Childhood Care as an integrated program under its Kalike Samruddhi Upakram. The intervention aims to improve the curve of the children from pre-school; by setting up ICDS center as learning Centres through intense capacity building workshops/training to Anganwadi Workers (AWW); resource support to Anganwadi Centres to enrich the children's cognitive learning experience in the age group of 0-6 and also to focus on maternal care, early child care and stimulation, and nutrition.

During the reporting year, an intense capacity building was provided to Anganwadi Workers and Helpers which intended to crystalize the learnings of the ICDS front line workers from the main course preschool education trainings during the previous 2 years with the practical application and its refinement in the classroom setup so as to strengthen the workers knowledge and skills. In addition, regular meetings were conducted with



mothers covering topics such as importance of regularity in children's attendance, sending the children clean to center and role of adult-child interaction. Further, as part of the on-site support, an intense field monitoring and mentoring support was carried out for strengthening of new knowledge and skills learnt among the AWW's.

Highlights

- 60% of the AWCs conduct PSE for one and half hours
- Sustenance of 75% of children's participation during the Pre-school education hours
- Considerable improvement in transaction of pre-school activity in 50% of the AWC's
- Improvement in school readiness of children entering to primary grade

“Stepping Ahead”

This is a case of escalation from positive to comparative form of degree, of Nagarekha, Anganwadi worker at Nagalapur. When Nagarekha's center was identified for intervention she simply welcomed it! And, from thereon it did not take any long to discover her passion for teaching and enthusiasm to bring new and interesting things to the children. Every input that she received in the trainings was seen in practice with the children. Things started getting better from the good they were viz., preparation for activities, method of delivery, organization of classroom. Most children started to come to the center on their own.



An interesting thing about her is that , Nagarekha has carefully preserved the teaching tools like story cards and drawings that she has created right from her initial trainings to till date and one can see them being used in the classroom. She shared her excitement of having got appreciation from a team of UNICEF which had visited her center. Said she “they observed pre-school activity conducted and said 'this is one of the best center we have visited in the state'. I am feeling very happy; It is

because of the support and guidance Kalike has provided”. This appreciation and acknowledgment of her work has amplified her spirit to do more.....the superlative.

Kalika Chethana



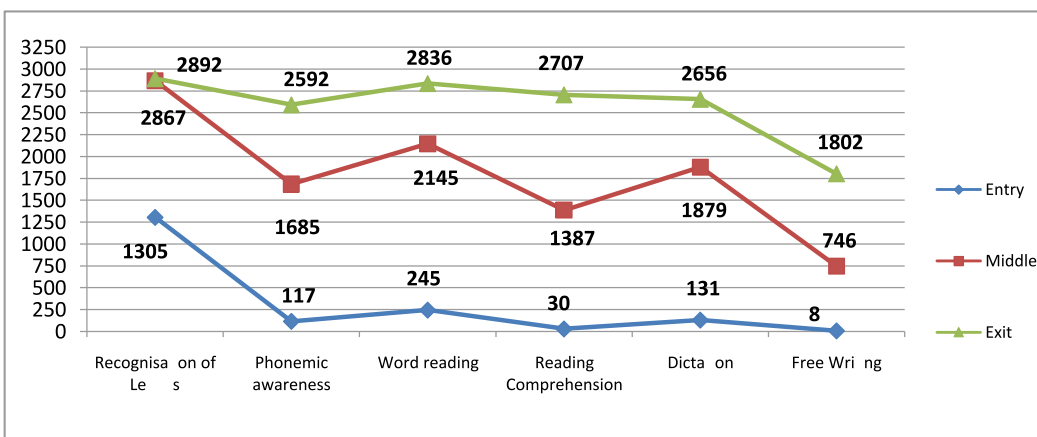
Learning Improvement Program in 40 centres, improving reading and writing skills in Kannada Language of over 2987 children

Kalike designed the 'Learning Improvement Program' for the students in elementary grades (Grades III-V) having difficulties in reading and writing in the Kannada Language. To ensure increase in the level of reading and writing, the animators (para teachers) are trained and provided with necessary materials to conduct after school classes/remedial for two hours before and after school hours depending on the children's convenience. 25 low performing children from each school studying in grade III to V are selected by the Head Master of the school to attend the LIP program.

During the reporting period, the program has been successfully implemented in selected 39 Government schools of Yadgir block where a total of 987 children benefitted from program. During the course of 9 months, 3 assessments were conducted to analyze the progress of each child. The analysis of the pre-mid-exit assessments show that 93.65% of children were able to acquire basic reading and writing skills in the Kannada



language. The factors influencing the improvement in children's learning levels apart from classroom interventions were mainly, the regular home visits by animators and quarterly parents meetings, which have helped in sustaining and improving the children's attendance to LIP classes which is the key for learning. The quarterly parent's meets in all centers helped to ensure active participation of parents in the process



The above graphs indicates the consolidated results of assessments of basic oral, reading and writing skills over last 3 years, which show a steady progress achieved by children in various reading and writing activities like recognizing letters, phonemic awareness, reading words, dictations, improvement in free writing, ability to express freely to enhance their vocabulary and conversation.

'A little support all it needs for improvement'

Ishwarya, studies in 4th std. at Govt. Higher Primary School of Allipur village in Yadgir block. She is one of the 6 children of Sabanna and Ratnamma, who belong to below poverty line family, struggling to manage the responsibility of bringing up large family. All the children along with parents work in fields for daily wages except Ishwarya. Ishwarya attends school regularly and involves actively in academic activities with keen interest.

But, one year back, even Ishwarya also could be seen working in the field. Even though Sabanna and Ratnamma were eager to see their daughter in school, Ishwarya was not showing any interest in studying and did not like to attend school, hence mostly being absent from classes. She was introvert, and did not mix with others easily. Hence she was low

Highlights

- Overall 93.65% children attending the program have acquired basic reading and writing skills in Kannada
- Increased participation of parents in school activities
- 50.06% children were girls, 76.50% belonged to marginalized and minority groups

performer academically and also not participating in extra-curricular activities. When her name was selected for Learning Improvement Programme (LIP) by Kalike, the parents of Ishwarya responded positively by saying “we want our daughter to attend your LIP class, she is very poor in reading and writing”.

When Ishwarya started attending LIP remedial classes, she got interested because of individual attention shown by animator and use of effective learning materials. During the course, her progress in reading and writing was visible with her active involvement in reading & writing activities. She was able to write, picture and narrate short stories. Ishwarya was using all 4 workbooks of LIP and based on her performance she was promoted to 3rd group. She became confident to participate in extra-curricular activities without any fear. Her progress was regularly shared with her parents Sabanna and Ratnamma by animator during home visits and in parents meeting.



Ishwarya's parents express their gratitude to Kalike's Learning Improvement Programme, “With low household income, we

are unable to send our child to private school. Your programme has improved reading and writing skills of our child and made her more confident to mix with others. We thank Kalika Chethana-'Learning Improvement Program'.

Spoorthi



ICT intervention in **40** Government High Schools covering **200** subject teachers and **4,827** of Yadgir block

The intervention aims to support teachers to enhance their basic knowledge and skills on usage of ICT's in classroom. The Subject Teacher Forums are created to provide onsite support to teachers and various workshops have been designed to encourage teachers in curricular farming through digital resources.

During 2014-15, the ICT team has provided technical support to upkeep ICT infrastructure in 18 High Schools in Yadgir block and also in Kalike office at Yadgir. The core subject teachers of the high schools were provided technology based academic support to make use of web based resources and also to create their own resources for core subjects.

Apart from supporting high schools, academic and technical support was also provided to institutions like District Institute of Education and Training (DIET) & Block Resource Centre (BRC). Basic information about schools and DIET was uploaded in School Wiki & Diet Wiki Pages.

Some of the video resources in science topics created by subject teachers were uploaded on YouTube. The ICT team has helped the schools to conduct digital story telling workshop. Technical support was provided to make science labs functional in the high schools. During last year ICT team has further strengthened its association with other NGOs working in the region like APF and Aagysta foundation in terms of materials, information and experience sharing.



“ICT - A Game Changing Tool for Teachers and Students”

Government Girls High School (GGHS), Yadgir, was one of the many schools in the district that received IT related equipment such as an overhead projector, photocopier, UPS, etc. to enable Information Communications Technology (ICT) based education for high school students, under Phase III of the ICT scheme of the state government. Simultaneously, all the subject teachers of the school received ICT training, so that they could make optimum use of technology for ensuring a better teaching-learning process. Ironically, the school received no computers - which are the backbone for any ICT intervention. Jyothi, a Science teacher and a state-level master resource person in the subject recalls, “lack of computers in the school was a major concern for us, as we were unable to use the technical resources and our expertise for classroom instructions.”



In June, 2014 'Spoorthi' – a programme designed by Kalike, focusing on integrating ICT in secondary schools and building capacity of teachers – put Jyothi's fears to rest. Under this programme, Kalike facilitated the procurement of 5 computers for GGHS, given by Infosys, Bengaluru. Subsequently, Kalike's Technical and Subject Coordinators for Spoorthi operationalized the computers and set up the computer lab. They installed the open source 'Ubuntu' (free operating software) and subject

resource tools like K-Geography, Marble for Geography, Geogebra, K-Star, PhET, Stellrium, Kalzium for Science, Maths and Social Sciences. The Kalike team trained the subject teachers in operating the computers (Ubuntu is slightly different from the ubiquitous Windows OS; hence a small learning curve) and utilizing the subject resource tools for better classroom interactions.

Highlights

- 64 teachers in the intervention schools have been motivated to purchase their own laptops for classroom preparedness
- 9 teachers have been regularly contributing web based resources to Karnataka Open Education Resources platform(KOER)
- Teachers are pro-active in using the computers, laptops, data cards, etc.

“Along with the other subject teachers, I now use the subject resource materials to complement teaching methods in daily classroom transactions. The teachers also encourage the students to use the computers for learning,” informs Jyothi. During the year, the students of Grade X prepared their project work such as..., using computers. Simultaneously, the teachers also used the computers for preparing Continuous and Comprehensive Evaluation (CCE) action plans and question papers, besides routine administrative tasks. Motivated by the Kalike team, Jyothi purchased a laptop to enhance and share her subject knowledge. “I regularly contribute to the Karnataka Open Education Resources (KOER) platform, with my own web resources in Science” she adds, with a twinkle in her eye.

Kalike's timely IT intervention has thus facilitated an enabled teaching-learning environment in GGHS, along with other schools in Yadgir district.

Over the next five years, Kalike would endeavor to adopt ICT enabled interventions for enhancing learning levels among 91,000 children, covering 336 Government schools (296 Primary Schools and 40 High Schools) in Yadgir block. Special focus would be provided on optimum usage of the existing technology-based activities whilst developing suitable technology-enabled tools for enhancing the effectiveness of programs.

Sanjeevani



Readers Club promoted in 50 schools in enhancing reading skills, general knowledge and language fluency amongst children

In 2011, in collaboration with NCCL-NBT, Navajbai & Sir Ratan Tata Trust and Education Department, readers' clubs have been set up in 50 selected schools of Yadgir block. The purpose was to promote and develop reading skills, general knowledge and language fluency amongst teachers and children. Workshops on language, storytelling, and importance of reader's club were conducted for Government Teachers. As part of the club activities, a two day book fair was organized and books from Nava Karnataka, NBT, Sapna, Pratham, etc. were sold. The fair had a range of books from teaching skills to subject related, to story books etc. meeting the needs of both students and teachers.

During the reporting period, the existing library structures in all 50 schools were reorganized to facilitate regular usage of library facility. Books of student's choice are being distributed on regular basis and the same is being monitored by school teachers and animators. As a result of the program activities, there has been an increase in the usage of library books amongst students and teachers. In all schools, monthly library related activities were conducted like, read and answer, making wall paper, drawing, collection of old books, drama, discussions, quiz, storytelling etc. Through these activities, considerable improvement has been observed in students in language fluency, general knowledge. The teachers are also

Highlights

- *310 students from 35 schools in Yadgir block have set up their own library at home with wide range of books from stories to general knowledge to freedom fighters biopics*

benefitted from the books in terms better lesson planning and effective classroom transaction. A total of 70 “Pustaka Jolige” programs were conducted in schools, where all students and teachers of a school take *jatha* within the village to collect old books from the community.

Chinnara Chethana



Children's club formed in 40 schools covering 4,500 children

Children clubs are formed to meet the purpose of inculcating good values among the children and to identify and develop various skills and talents among them. On a weekly basis various activities such as information sharing on RTE, child rights, drawing, storytelling, story writing, craft making, quiz etc. activities are conducted. Further, play materials are provided to all children clubs to promote both indoor and outdoor games among children.

During 2014-15, the children club activities were diversified to add value by introducing various themes and social issues, like promotion of kitchen garden, health and hygiene awareness, village mapping, science experiments and street theatre etc. As part of the health and hygiene awareness, children from each clubs have carried out a survey for understanding the hygiene practices followed at their village. Based on the findings, each club had put across a play which was presented at school and community level.

District Education Resource Centre (DERC)

DERC is the only center in India which has been functional within the District Institute of Education and Training (DIET) and being used widely. DERC provides supplementary information (working modules, TLM's, reference books etc.) to Block Resource Person's (BRP's), Cluster Resource Person's (CRP's), teachers, students of D.Ed & B.Ed, children; and also to others who are interested in learning. Kalike extended its support towards DERC located in Chamrajanagar for continuity of the activities.



During the reporting period, two subject based workshops were conducted for BRP's, CRP's, teachers and the students of D.Ed. and B.Ed. and school children to enrich their knowledge and efficiency in their professions. On regular basis, knowledge building activities for children have been carried out such as creation of weekly display boards, information on curricular, etc. The centre is equipped with 8444 books and 1461 TLM's which comprises of departmental modules, subject based TLM's, survey reports of education and action research, encyclopedias, etc.

Jagruthi Sindhu



Strengthening Community Participation in village through Education Committees and Parent Teacher Association across 40 schools

The knowledge gap amongst the community members of Village Education Committees and Parent Teacher Associations have become a hurdle in monitoring of the services rendered at the schools. Hence, Kalike adopted a specific approach for strengthening the community's knowledge and information sharing which includes (i) peer guidance to School Development & Monitoring Committee (SDMC) members, (ii) guide and direct SDMC members, (iii) equip women SHGs with knowledge and (iv) Motivate experienced individuals youth members to encourage the SDMC members to take up the tasks effectively.

During the year, the findings from need based analysis were considered to develop training modules for SDMC trainings. These trainings were conducted for the SDMC members in 22 schools covering 426 members. The trained SDMC members in all 22 schools were active in developing the School Development Plan (SDP). In 12 schools all the planned school development activities under SDP were completed with local resource



mobilization with active stakeholder participation. The same is in progress in other 10 schools. Kalike was also involved with education department in conducting Spandana- SDMC trainings in 10 schools.

'The Inspired School Community'

The Govt. Higher Primary School (GHPS) at Killankera village, situated at around 24 km. from Yadgir town, has 295 students and 7 teachers of which five are guest teachers and two regular teachers. In the month of November 2014, the School Development & Monitoring Committee (SDMC) developed a School Development Plan (SDP) with 6 development needs identified by the stakeholders. The action points decided included, arranging safe drinking water, proper maintenance of school environment, mainstreaming of dropout children, conducting parents meeting regularly, filling the vacant teacher posts and motivating stakeholders to actively participate in school activities.

Highlights

- *Increased participation by SDMC members, particularly the women members, in school programmes and meetings*
- *Ensured that SDMC meetings held monthly*
- *Members taking active part in SDMC meetings to discuss school issues*
- *SDMC Members taking interest in mobilizing local resources*
- *SDMC Members actively implementing school development plan*
- *SDMCs approaching authorities and elected members for school development*



Since then, Mr. Hanamant Bavuru, president of SDMC, has been actively engaging himself and also motivating other members of the SDMC and all stakeholders, resulting in achievement of nearly 80% of the action points of the SDP. He has committed himself to make GHPS, Killankera as a model school in next 2-3 years. He is extending full cooperation to head teacher and other teachers of the school. Under his guidance, other members are also slowly taking interest in school development activities. The SDMC president and members have collected information on school dropout children and have been making home visits of these children to motivate parents and children to attend school regularly. SDMC has approached Zilla Panchayat, Yadgir, and local

Gram Panchayat, requesting funds for school development, which has resulted in provision of one bore-well for water supply along with a water filter for clean drinking water. SDMC president has provided complete cooperation and mobilized community contribution for Kalike's School Health & Sanitation program, under which, hand wash platform was constructed and repair of toilets was done in the school during February and March 2015.

The head teacher and other teachers of the school express their satisfaction about functioning of their SDMC and express that training provided to SDMC by Kalike under its "Jagruti Sindhu" program in November 2014, has made all this difference. They claim that the scenario in their school was completely opposite during last year with old committee which had no interventions from Kalike. The earlier SDMC was almost non-functional, since there was no coordination among members and hence no regular meetings were conducted for development plans. The members of the earlier SDMC were not aware of their roles and responsibilities and hence lost touch with school resulting in a non-functional SDMC.

Mr. Hanamant Bavuru, say that without the training and follow-up inputs provided from coordinators of Kalike, he would not have understood the roles and responsibilities of himself as president and also about the committee. He appreciates the School Development Plan (SDP) activity, which has helped the stakeholders and him to realize the importance of planning and sharing of responsibility to execute the plan. He also say that without the training from Kalike, he and other SDMC members would not have come forward to meet department officials and other stakeholders for mobilizing resources to their school.

With positive atmosphere seen in GHPS, Killankera under active SDMC, comprehensive school development can be visualized in coming years.



School Health & Sanitation



Focus on providing access to safe drinking water and sanitation facilities. The intervention has covered **4183** children and **122** teachers from **20** schools in Yadgir block

In collaboration with Arghyam, 'Aarogya Chethana' program has been designed and implemented to actively engage the services and involvements of the SDMC's in improving drinking water and sanitation facilities in 20 selected government schools. The focus is to benefit 4000 children, 154 teachers and 200 SDMC members associated in these schools. The aim was to provide both hardware and software facilities like (a) utilization of Ultra Violet drums for drinking water, (b) initiate rain water harvest systems for water storage, and (c) construction and repair of functional toilets (separate for boys and girls) to produce a healthy school environment and to develop and support safe hygienic behaviors.

During the year, an orientation on usage and maintenance of UV drums were provided to Head Teachers and School Health & Sanitation Committee (SHSC) members. Along with repairs and construction of rainwater harvest tanks and urinal facilities in schools, hand-washing platforms were constructed in selected schools. Further a workshop for SHSC members on planning, implementing and monitoring health activities was conducted for a healthy school environment. Health camps were organized in 10 selected schools covering 1103 children.



'Alleviating water scarcity'

Situated 15 km away from Yadgir, Kanchagarahalli village is mostly populated by an economically poor agrarian people. The ground water table is situated deep below the rocky landscape and sandy soil. To get to that water, the villagers would have to dig about 250-300 ft. below ground level. The cost would average around Rs. 60-70,000, which is beyond their means. This means that year round, and especially in summer, Kanchagarahalli is susceptible to severe water scarcity.

Arghyam is our supporting organization towards Aarogya Chethana

Highlights

- 70% of children are utilizing the toilet facilities while 80% accessing drinking water
- Increased SDMCs, HM and teachers involvement in monitoring the health and hygiene practices among children
- Vegetables grown in the kitchen garden are used in the mid-day meal program.

Irregular water supply is not the area's only problem. What water is available is contaminated by fluoride, nitrate and hydrogen sulphide (H₂S). This was particularly so in the village school, where children regularly consumed contaminated water. When Kalike, under the aegis of the Trusts, studied the school infrastructure and the requirements to improve the educational facilities under their Aarogya Chethana initiative, this was one of the first issues that it tackled. The school's water was tested by ARGHYAM, a Bangalore-based company, and Kalike shared the results with the community. They also provided awareness of safe drinking water to the villagers.

The School Development and Monitoring Committee (SDMC) became Kalike's partners in the area; when Kalike volunteers motivated the community to harvest rain water, the SDMC stepped up to help the organisation construct a Rain Water Harvesting (RWH) model at the school.

In this endeavor, Kalike was helped by the active involvement of Mr. Bhimaraya, the ex-president of SDMC, who not only took an interest in the construction of the RWH tank at the school, but also took steps to learn RWH techniques to meet his household's water needs. He and his family used to spend three hours every day to fetch enough water from 2km away to meet their drinking, cooking and other household needs. He was motivated to approach the Kalike team to understand how to procure materials, the costs involved in setting up RWH tanks to meet household needs, the required capacity of the tanks, etc. Eventually, he installed a 6,000ltr RWH tank at his home. "After adapting the RWH model to the household level, we are able to



collect a good amount of uncontaminated water," says a relieved Bhimaraya. "Now, I can spend that time in agriculture and other jobs." Bhimaraya is very grateful to Kalike for providing the information and technical support in setting up Rain Water Harvesting tanks in the village. He is now encouraging other villagers to adopt the RWH model to meet their needs.

Livelihood

Enhancement through Agriculture Promotion

Vikas Chethana

A Feasibility Study, under **Livelihood** intervention, was conducted to map the existing agricultural practices followed by farmers, issues in agriculture, pattern of crops, source of water, rainfall, etc. The study to understand the current practices in agriculture highlighted that there is a scope for action towards livelihoods improvement. It was found that farmers in the area do not have access to extension services and are ignorant on the best farm practices.

Agriculture is rain-fed and the quantity of inputs used across crops is high as compared to the recommended, resulting in very high inputs costs. Further, a baseline survey of 874 farming households across 15 selected villages of Yadgir block was carried out with the objective (a) to define the current status of the selected households across Development indicators on Livelihood, Health, Access to information, etc.; (b) to generate qualitative data from group discussions to support and validate the quantitative findings; (c) to digitally map village resources; (d) to generate the online data base.

Hence, Kalike has designed a pilot project with farmers from 15 selected villages and is working towards bringing best practices to the fields of the farmers. The aim is to motivate small and marginal farmers to improve the productivity of their agricultural activities by adopting best practices, for example validated PoPs, water conservation technologies etc. (a) Promote and enhance capacities of small and marginal farmers by facilitating dissemination and adoption of crop specific validated PoPs for stabilizing farmer incomes; (b) Build a robust community based extension system and increase the risk taking ability of farmers (resulting in increased yields and decreased inputs); and (c) Bring in market perspective and strengthen value chain by adopting an End to End approach.



In addition, during the reporting year, a study on impact of improved biomass cook stove was conducted to know the preference of cook stove and to reduce the drudgery involved in cooking by the rural women. As a part of this study 10 Households with different food habits and cooking practices were selected from Hattikuni village. They had been asked to use three different models of cook stoves for a period of one week each and at the end a focused group discussion was conducted to know the preference and financial perspective. This study revealed that all the households had recognized the importance of cook stove.

Exploration Studies

Exploration Studies are essential to bring out the various dimensions of the problem and to provide a feed back to formulate effective programs and policies. Thus, during the year four research studies were carried out in field of education, skill development, livelihood, and human development index.

The **Literacy Research in Indian Languages**, initiated by the Trust has completed its 2 years successfully. Apart from assessment of a cohort of about 360 children twice in a year, the research also has a qualitative part which comprises of class observation, teacher interviews, in depth study of selected target children, case study, and curriculum analysis. Till now, 4 rounds of assessments and multiple class observations focused on different aspects of literacy instructions and literacy acquisition are completed. In depth comprehension task, orality and text engagement tasks and administered on the target children to understand their learning levels and learning processes more closely. Though it is difficult to state any final findings at this stage of the study, it can be surely mentioned that the assessment results and the instances captured in the qualitative study, together are very insightful and supportive to each other. The focus of the qualitative study in the 3rd year will be on understanding the teacher's knowledge and professional development process and understanding how children's socio-economic and family background is affecting their literacy learning levels.



A baseline study on **Nutrition** was initiated focusing on children under the age of two years due to their vulnerability to poor nutrition and care. It aims at understanding the prevalence of child under-nutrition & childhood disability and its determinants in Yadgir through a six month study. The major objectives of the study were (a) to identify children who are undernourished and children with disabilities in the age group of 0-2 and 2-5 years of age; (b) to measure socio-demographic, ecological and cultural factors affecting overall child development; (c) to map existing resources available in the area which caters to child health; and (d) to design an intervention programme for under-nutrition and early intervention for childhood disabilities. The baseline was conducted among a randomly selected sample from all 15 villages, where education and livelihood interventions are underway. Anthropometric measurements, observation of clinical signs of under-nutrition and developmental screening was done for children under the age of five years. The data analysis is under process and to be completed by October 2015.

Kalike Financial Abstract for the year 2014-15

Income and Expenditure statement as on March 31, 2015

(Currency in Rupees)

Income	March 31, 2015	March 31, 2014	Expenditure	March 31, 2015	March 31, 2014
Grant Income Recognized	12,746,202	12,168,728	Grant Expenditure Paid	12,746,202	12,168,728
Depreciation	470,004	-	Depreciation	470,004	-
Other Income	61,611	15,080	Surplus	61,611	15,080
	13,277,817	12,183,808		13,277,817	12,183,808

Balance Sheet as on March 31, 2015

(Currency in Rupees)

Liabilities	March 31, 2015	March 31, 2014	Assets	March 31, 2015	March 31, 2014
Trust Fund	5,000	5,000	Fixed Assets	263,833	623,008
Capital Fund	263,833	728,008	Current Assets	228,826	332,695
General Fund	76,829	15,218	Investments	5,000	5,000
Un-Utilized Earmarked Funds	1,753,179	4,329,715	Cash and Bank Balances	1,923,095	4,117,291
Current Liabilities	321,913	53			
	2,420,754	5,077,994		2,420,754	5,077,994

A Knowledge Partnership & MOU was signed between University of Agricultural Sciences (UAS) Raichur and Kalike on August 13, 2014. The core objective of the proposed partnership is for UAS to provide Technical and Backstopping support to Kalike for the agriculture development program for the farming community in Yadgir, with clear focus on establishing and strengthening extension mechanisms.

Events

A MoU was signed between Kalike, Pratham and Tata Consultancy Services (TCS) on December 4, 2014. The objective of this agreement is to carry out common projects to contribute to educating the target populations (i.e. children and adults) of villages in Yadgir block, Yadgir district through the use of technology and other appropriate education tools.

In News

Newspaper: Prajavani
 Article: Release of HDI report, Yadgir

ಜಿಲ್ಲೆಯ ಸಮಗ್ರ ಅಭಿವೃದ್ಧಿಗೆ ಸಚಿವರ ಸಲಹೆ

ಪ್ರಜಾವಾಣಿ ವಾರ್ತೆ

ಯಾದಗಿರಿ: ಜಿಲ್ಲೆಯ ಮಾನವ ಅಭಿವೃದ್ಧಿಯ ಪ್ರಮುಖ ಕ್ಷೇತ್ರಗಳಾದ ಆರೋಗ್ಯ, ಶಿಕ್ಷಣ, ಸುನಿರ್ಮಿತ ನೋಡು, ಪ್ರಮಾಣ, ಗೃಹ ನಿರ್ಮಾಣ ಸೇರಿದಂತೆ ಆದಾಯ ಅಂಶಗಳನ್ನು ಗುರುತಿಸಿ, ಜಿಲ್ಲೆಯ ಸಮಗ್ರ ಅಭಿವೃದ್ಧಿ ಹಾಗೂ ಮಾನವ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಕ್ರಮಿಸುವಂತೆ ಜಿಲ್ಲಾ ಅಭಿವೃದ್ಧಿ ಸಚಿವ ಬಾಬುರಾವ್ ಚಿಂತನಸೂತ್ರ ಅಧಿಕಾರಿಗಳಿಗೆ ಸೂಚನೆ ನೀಡಿದರು.

ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಸಭಾಂಗಣದಲ್ಲಿ ಸೋಮವಾರ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿ-2014 ಅನ್ನು ವಿಡಿಯೋ ಮೂಲಕ ಅವರು ಮಾತನಾಡಿದರು.

ಯಾದಗಿರಿ ಜಿಲ್ಲೆ ಮಾನವ ಅಭಿವೃದ್ಧಿ ಯಲ್ಲಿ ಅತ್ಯಂತ ಹಿಂದುಳಿದಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ರಾಜ್ಯ ಸರ್ಕಾರವು ಯೋಜನಾ ಇಲಾಖೆಯ ಮೂಲಕ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಯನ್ನು ಪ್ರಕಟಿಸಿದ್ದು, ಇದರ ಆಧಾರದ ಮೇಲೆ ಸರ್ಕಾರದ ಅಭಿವೃದ್ಧಿ ಕಾರ್ಯಕ್ರಮಗಳು ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ಸಚಿವರ ಸಲಹೆಯನ್ನು ಹಾಗೂ ಜಿಲ್ಲೆಯ ಮಾನವ ಅಭಿವೃದ್ಧಿ ಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೈಗೊಳ್ಳುವಂತೆ ಸೂಚಿಸಿದರು.

ಜಿಲ್ಲೆಯ ಸಮಗ್ರ ಅಭಿವೃದ್ಧಿ ಗೊಳಿಸಲಾಗಿದೆ. ಜಿಲ್ಲೆಯ ಸಾಕ್ಷರತಾ ಪ್ರಮಾಣ ಶೇಕಡು 51.83 ರಷ್ಟು ಇದೆ.

ಯಾದಗಿರಿ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಸಭಾಂಗಣದಲ್ಲಿ ಸೋಮವಾರ ಯಾದಗಿರಿ ಜಿಲ್ಲೆಯ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಯನ್ನು ಸಚಿವ ಬಾಬುರಾವ್ ಚಿಂತನಸೂತ್ರ ವಿಡಿಯೋ ಮೂಲಕ ಮಾತನಾಡಿದರು.

ರಾಜ್ಯದ 30 ಜಿಲ್ಲೆಗಳ ಪೈಕಿ ಕೊನೆಯ ಸ್ಥಾನವನ್ನು ಹೊಂದಿದೆ. ಮಹಿಳಾ ಸಾಕ್ಷರತಾ ಪ್ರಮಾಣ ಶೇ 41.25 ರಷ್ಟು ಇದ್ದರೆ, ಪುರುಷರ ಸಾಕ್ಷರತಾ ಪ್ರಮಾಣ ಶೇ 61.63 ರಷ್ಟಿದೆ. ಆರೋಗ್ಯ, ಶಿಕ್ಷಣ ಸೇರಿದಂತೆ ಜನರ ಜೀವನ ಮಟ್ಟವನ್ನು ಸುಧಾರಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಕಾರ್ಯ ಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಬೇಕಾಗಿದೆ ಎಂದು ಹೇಳಿದರು.

ಪ್ರತಿ ಕುಟುಂಬಕ್ಕೆ ಕುಡಿಯುವ ನೀರು, ಕೆಲಸದ ಯೋಜನೆ, ಮನೆಗಳ ಸೌಲಭ್ಯ ಸೇರಿದಂತೆ ಆದಾಯ ತರುವ ಸೌಲಭ್ಯಗಳನ್ನು ನೀಡಬೇಕಾಗಿದ್ದು, ಈ ದಿಕ್ಕಿನಲ್ಲಿ ಜಿಲ್ಲಾಧಿಕಾರಿಗಳು ಹಾಗೂ ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಮುಖ್ಯ ಕಾರ್ಯನಿರ್ವಾಹಕ ಅಧಿಕಾರಿಗಳು ಸೇರಿದಂತೆ ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆಗಳ ಅಧಿಕಾರಿಗಳು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುವಂತೆ ಅವರು ಸಲಹೆ ನೀಡಿದರು.

ಈಗ ತಯಾರಿಸಲಾದ ಯಾದಗಿರಿ ಜಿಲ್ಲಾ ಮಾನವ ಅಭಿವೃದ್ಧಿ ವರದಿಯು ಜಿಲ್ಲಾ ಮಟ್ಟದಲ್ಲಿ ಮಾನವ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಗಳು, ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ದೂಷಿಸಲು ಹಾಗೂ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಸೂಕ್ತ ಕಳಪಡಿಯನ್ನು ಒದಗಿಸಲಿದೆ. ದಿವಿಧ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಮತ್ತು ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಬಂಡವಾಳದ ಮಂಡವಾಳದ ಸಮರ್ಪಕ ವಿವರಗಳಾದ ಮೂಲಕ ಜಿಲ್ಲೆಯಲ್ಲಿ ಸಮಗ್ರ ಜೀವನಶೈಲಿ ಅಳವಡಿಸಲಾಗಿದೆ ಎಂದರು.

ಮಹಿಳೆಯರು, ಮಕ್ಕಳು ಒಳಮಟ್ಟ ಗುಂಪುಗಳ ಮಾನವ ಅಭಿವೃದ್ಧಿ ಸ್ಥಿತಿಯನ್ನು ಈ ವರದಿ ವಿಶ್ಲೇಷಿಸುತ್ತದೆ. ಇದರಿಂದ ಮುಂದುವರಿದ ದಿಕ್ಕಿನಲ್ಲಿ ಸರ್ಕಾರದ ವಿವಿಧ ಯೋಜನೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ಹಾಗೂ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ವರದಿಯಲ್ಲಿರುವ ಅಂಶಗಳನ್ನು ಪರಿಶೀಲಿಸಿ ಮನೋಜ್ಞ ಪಟ್ಟಿ ಹೇಳಿದರು.

ಜಿಲ್ಲಾ ಪಂಚಾಯತ್ ಅಧ್ಯಕ್ಷ ಕೆ. ಕೆ. ಸಾಹು ಅವರ ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿದ್ದರು. ಕಲೆ ನಿರ್ದೇಶಕಿ ಬಿ. ಶಿವಕುಮಾರ್ ವರದಿ ಬಗ್ಗೆ ಮಾತನಾಡಿದರು. ಸಚಿವರು ಇದೇ ಸಂದರ್ಭದಲ್ಲಿ ಪ್ರಮಾಣಿ ದ್ರವ್ಯ ವಹಿಯಿಂದ ನೀಡಲಾದ ಕಾರ್ಯಗಳನ್ನು ಸಚಿವ ಬಾಬುರಾವ್ ಚಿಂತನಸೂತ್ರ, ಫಲಾನುಭವಿಗಳಿಗೆ ವಿತರಿಸಿದರು.

ಮುಖ್ಯಾಂಶಗಳು

- ಜಿಲ್ಲೆಯ ಸಾಕ್ಷರತಾ ಪ್ರಮಾಣ ಶೇ 51.83
- ಮಾನವ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಹಿಂದುಳಿದ ಜಿಲ್ಲೆ
- ವರದಿ ಅನ್ವಯ ಅಭಿವೃದ್ಧಿಗೆ ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಸೂಚನೆ





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