



Five years



of empowering people
and improving lives

At Kalike, we are driven towards making an impact on the lives of the communities that we work with. This year, we have completed five years of impact. To us, this is five years of learning, five years of infrastructural development, five years of knowledge sharing and altogether,

five years of empowerment.

To celebrate our five-year anniversary edition of the annual report, we have chosen the theme of a colourful hand print. The five fingers in the hand print represent our five interventions. Symbolically, when these five fingers come together to form a fist, empowerment begins in the community. The five fingers also, coincidentally, represent five years of our impact. The vibrant colours come together to represent the diversity of our team which helps create this impact.

CHAIRMAN'S MESSAGE

Tata Trusts derives knowledge and collective experience across India to build plug-and-play models for development, which can be scaled to build sustainable communities.

In 2012, Kalike, an associate organization was established to implement the Trusts' **Kalike Samruddhi Upakram** initiative. The objective was direct field engagement to facilitate deep, large-scale and long-term impact by empowering and improving the quality of lives.

In 2015, the 'Transformational Change' programme was initiated as part of the Kalike Samruddhi Upakram **Mission 2020**. Through a multi-thematic intervention approach, focusing on Early Childhood Development, Education, Livelihood, Water, Sanitation & Hygiene and Skill Development, the programme helps create transformation in the region.

Over the five years of progressive implementation, Kalike has created viable models alongside existing Government structures, which has led to scaling the experiences and learnings of the programmes.

We express our gratitude to all our donors, partner organizations, community and Government officials for contributing to our performance and success. We are certain that we will be able to address multiple developmental issues in this district, and that this model will be expanded to the neighbouring districts for holistic development.

Burzis S Taraporevala

Chairman

BOARD OF TRUSTEES

Mr. Burzis S Taraporevala

Mr. Arun Pandhi

Ms. Amrita Patwardhan

Ms. Malavika Chauhan

Mr. Manoj Kumar

Mr. Ganesh Neelam

Prof. Chaya Degaonkar

Mr. Umashanker Periodi

DONORS

Tata Trusts, Mumbai

Arghyam, Bengaluru

Titan Company Limited, Bengaluru

Tata Consultancy Services, Bengaluru

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WHO WE ARE



We are an associate organization of the Tata Trusts, that started out as an implementation of the Kalike Samruddhi Upakram (Learning Enhancement Initiative) in Yadgir.

The success of the KSU initiative encouraged the Trusts to upscale the interventions to saturate the entire Yadgir block of Yadgir district. We also expanded thematically from early childhood development and education to include livelihood, health & nutrition and skill development making the interventions sustainable, holistic and integrated.

Our story started in Yadgir, one of the most underdeveloped districts in Karnataka across all development indicators. But it does not end there. We aspire to bring dignity and prosperity to many more families across the nation. The first step to transformation starts now.

OUR VISION FOR THE FUTURE

We have a vision that families in Yadgir will be able to sustain themselves, regardless of the challenges they face. To accomplish this, we are building a model which aims to cover all aspects of life. Our model is planned based on convergent multi-sectoral plans, and evidence and investments from the Trusts to encourage sustainability through the community.

To achieve our vision, we have devised Mission 2020 across key development indicators. These include early childhood development, education, livelihood, skill development and water, sanitation & hygiene.

We want to bring about sustainable change in Yadgir.

And then we want to recreate this change in new geographies.



By **2020**,

through our integrated interventions,
we intend to impact the lives of

1,25,000 children

2,000 youth

8,000 farmers

41,000 households

MANAGEMENT TEAM

Mr. D Shivakumar, Executive Director

Mr. Bhagirath Gop, Program Director

Mr. Girish Harakamani, Deputy Program Director

ADMINISTRATION TEAM

Mr. M P Nagaraj, Finance Officer

Ms. Ashajyothi K, Accounts Officer

Ms. Sakhi Gopalraju, Grants & Communications Manager

Mr. Nagendra, Accounts Assistant

Mr. Devareddy, Administrative Support

Mr. Jagadish K, Administrative Support

Mr. Malliakrjuna M, Administrative Support

Mr. Vineet M Loni, Program Coordinator - MIS



PROGRAMME TEAM

COMMUNITY

Mr. Saibabu, Sr. Program Coordinator

Mr. Revansiddappa, Program Coordinator

EARLY CHILDHOOD DEVELOPMENT

Dr. Chitkalamba N, Program Officer

Ms. Archana Bengeri, Asst. Program Officer

Ms. Geetha Shedthi, Program Coordinator

Mr. Girisha R, Program Coordinator

Ms. Kavitha, Program Coordinator

Mr. Malappa, Program Coordinator

Mr. Ravichandra, Program Coordinator

Ms. Savita, Program Coordinator

Ms. Shanthamma, Program Coordinator

Mr. Sharanappa V K, Program Coordinator

Ms. Siddavva S, Program Coordinator

EDUCATION

Mr. Mayur S Pujari, Program Officer

Mr. Allamaprabhu, Program Coordinator

Mr. Allauddin, Program Coordinator

Mr. Basavaraj H, Program Coordinator

Mr. Bheemaraya Kotriki, Program Coordinator

Mr. Hanamanta, Program Coordinator

Mr. Kashinath, Program Coordinator

Mr. Lingappa V, Program Coordinator

Mr. Mahantesh, Program Coordinator

Mr. Mahesh, Program Coordinator

Mr. Monappa N, Sr. Program Coordinator

Mr. Monappa H, Program Coordinator

Ms. Nagaratna, Program Coordinator

Mr. Neelayya, Program Coordinator

Mr. Rudraswami, Program Coordinator

Mr. Santosh Kumar P, Program Coordinator

Mr. Santosh Kumar G, Program Coordinator

Mr. Shivakumar Yadav ,Program Coordinator

Mr. Siddayya Swamy, Program Coordinator

Mr. Tammanna S H , Program Coordinator

Mr. Tukaram, Program Coordinator

Mr. Vishwanath K, Program Coordinator

Mr. Yankatappa T, Program Coordinator

LIVELIHOOD

Mr. Anand R Bengeri, Asst. Program Officer

Mr. Manjunath, Program Coordinator

Mr. Preetham, Program Coordinator

Mr. Rachan Gouda, Program Coordinator

Mr. Udayakumar M, Program Coordinator

WASH

Mr. Dhanaraj Chittapur, Program Officer

Mr. Iranna Biradar, Sr. Program Coordinator

Ms. Rohini Kalashetti, Sr. Program Coordinator

Ms. Annapurna Ghatanatti, Program Coordinator

Mr. Basavraj Chinagudi, Program Coordinator

Mr. Fayaz S Kalli, Program Coordinator

Mr. Mallikarjun Patil, Program Coordinator

Mr. Manjunath M Danni, Program Coordinator

Ms. Rekha D, Program Coordinator

Ms. Rekha W, Program Coordinator

Ms. Shemethal, Program Coordinator

Mr. Shivalingappa K, Program Coordinator

Mr. Vitthal S, Program Coordinator

*The names highlighted in orange have completed five years

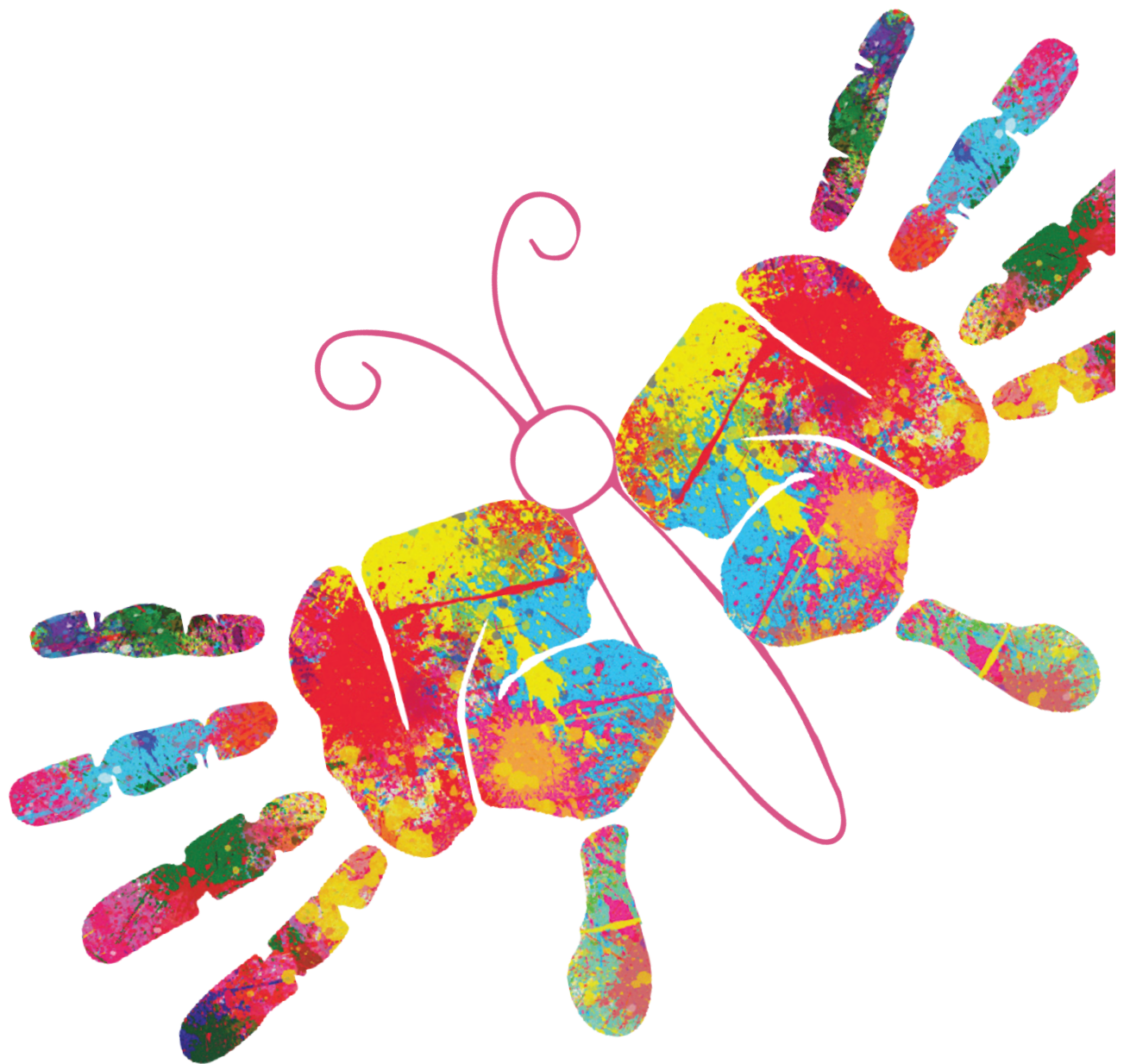


THE WORK WE DO





EARLY CHILDHOOD DEVELOPMENT



Developed alongside the Department of Women and Child Development, the Early Childhood Development intervention is a service strengthening intervention designed to nurture health, improve nutrition and facilitate early learning in children aged 0 to 6 years.

Parents are a significant part of early childhood development and the intervention actively involves parents as a part of meetings and camps held on several topics such as pre-school education, nutrition and hygiene.

Home visits were also carried out regularly to address issues such as attendance, illness and social adjustment.

Mrs. Anita, Supervisor – Madhwara circle ICDS, Yadgir.

" I am so excited after observing the pre-school activity for the entire duration. Children are so engaged. I like the collection and organization of materials. The rack for storage was much needed. I believe all AWWs should receive the training. I am eager to extend this to the remaining centres in my circle."



PRE-SCHOOL EDUCATION

The pre-school education programme is a combination of our train-the-trainer model alongside improving materials and classrooms for the young ones. Classrooms are improved in terms of organization, availability and variety of teaching and learning materials, thus helping workers and helpers to conduct creative activities in the Anganwadi centres.

Intensive, activity-based capacity building is provided to Anganwadi workers in a phased manner, which focuses on free play, art activities and spoken language development in children aged 3 to 6 years. As part of the training, several topics are covered such as the importance of a developing brain, the needs and considerations to be followed while teaching and the practical methods to encourage children to follow hygiene. On-site mentoring is continuously provided by programme coordinators to Anganwadi workers to help them collate and create activity-based teaching from locally available materials. Our programme has been co-implemented with the Community Development Foundation, Bengaluru.



NUTRITION

Nutrition is an important aspect of the ECD intervention. Baseline studies indicated that several younger children in the village suffered from undernourishment.

We consistently monitor the growth of young children aged between 6 months to 5 years, to help identify Severely Malnourished Children (SAM) at grass root level. These children are then provided with support via case referrals to health services.

Demonstration-based nutrition camps are organized regularly. The focus of these camps is on appropriate complementary feeding methods. Families with SAM children are also provided counselling services by our medical social workers from the District Nutrition Rehabilitation Centre (NRC).



Early Childhood Development

At inception

As on March 2017



Number of
Anganwadis

63

100



Number of
children

2568

3945



Number of
AWWs

63

100

ENCOURAGING GROWTH OUT OF THE COCOON

Rajeshwari – the motivator

Rajeshwari, the worker at the Anganwadi in Vadnalli village, is an active facilitator of pre-school education (PSE).

Rajeshwari's transformation into a model AWW began more than five years ago. Today, she delivers her significant, unhindered attention to the children in the first half of the day and maintains records and home visits in the second half of the day. She is motivated to influence stakeholders in the village to leverage support to improve the centre. "I understand the children's need and how to cater to them," says the confident worker with secondary education who has volunteered to play the peer-mentor role.





EDUCATION



The multiple programmes under the Education intervention are designed to specifically cater to each stage of a child's learning level. Our aim is to prevent drop-outs and maintain literacy rates within the district.

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

"All the education interventions implemented by "Kalike-Tata Trusts" are complementing our education department programmes. Kalike has played a major role in improving children's learning levels in our government schools."



NALI KALI

The Nali Kali intervention focuses on the joyful learning methodology practised in grades 1 to 3 in Government schools. Training modules are being carried out by the teachers. Kalike coordinators remain closely associated with the programme to offer on-site support and recommendations when necessary.



LEARNING IMPROVEMENT PROGRAM

Learning Improvement Programme (LIP) is delivered to students who have been identified from Grade 3 to 5 as having difficulties in reading and writing Kannada language. The classes serve as two-hour long remedials taken by animators for students with weaker grades and language-specific learning difficulties. Many of the activities conducted in the classes are practical in nature, involving activity cards, blackboards, seeds, beads, stationary and more. Reading material and workbooks are also distributed to facilitate the programme.

As an extension of the programme, Children's Clubs have been set up in 40 schools. These clubs encourage extracurricular activities, inculcate important values while also identifying and nurturing special talents and skills.

Parents are an active part of this programme and parent meetings, as well as home visits, are scheduled by animators to track the progress of students.



GIVING WINGS TO THE LOVE OF LEARNING

Enkamma – the warrior

After completing a Diploma in Education, Enkamma came to us to be trained as an animator several years ago. Working as an animator gave her the time and financial support to continue studying and pursue her dream of becoming a professional teacher. In 2015, Enkamma passed the Teachers Eligibility Test and is a teacher today at the Madhwara School. She still uses the techniques that she learnt in her animator training with Kalike.

"It is the teachers' role to focus on planning and implementing the programmes available to us. Kalike has been like a gold mine to me," Enkamma says, "I have used the opportunity to gain all the knowledge I possibly can to reshape my life."



PROFICIENCY IN ENGLISH

The Proficiency in English programme aims to improve skills in English language speaking, reading and writing. It is implemented in conjunction with the Centre for British Teacher & Education Services, Hyderabad. An initial preparatory training was provided for teachers in how to provide skill-based inputs to students. Additionally, monthly trainings are also delivered to teachers to enable them to teach the current English curriculum effectively.

Teachers are also encouraged to actively use resource materials like flashcards, charts, audio-visual equipment handbooks and workbooks, as well as incorporate rhymes & vocabulary building content as part of the teaching process. Curriculum and materials are consistently updated alongside frequent assessments and on-site support to teachers, to ensure smooth functioning of the programme.



FLYING TOWARDS KNOWLEDGE

Hanumantha – the curious learner

Recently, the Kanchagarahalli school has started identifying and training students for entrance exams to three residential schools run by the Government for bright children. Five students who had undergone LIP at Kanchagarahalli have gained admission into these schools.

Hanumantha, a bright and talkative student of Grade VII, is one of them. His teachers say that he used to be one of the slower learners in school. Today, he is a model student who takes initiative, both for himself and for others. He enjoys borrowing books from the library - so much so that his father also tries to read with him! His parents don't know how to write, but Hanumantha insists on teaching them and has already shown them how to write their names!



LIBRARY

100 Government Higher Primary schools have been brought in as a part of the TataTrusts Parag Library initiative, where reading capabilities in both English and Kannada are strengthened.

This programme has improved the reading skills, general knowledge and fluency of students in grades 4 to 7. Forty of the schools are a part of the intensive approach, with dedicated library spaces with specially trained facilitators while the remaining sixty are under the extensive approach.

The programme looks to combat the growing disinterest in reading due to lack of age and grade-specific books as well as a dedicated reading space. To address this issue, library educators partook in a four-day capacity building workshop on how to engage with students in reading-related activities. The spaces are also provided with necessary infrastructure and books (in both English and Kannada). Facilitators are provided with tablets to handle MIS and undergo regular training.



INFORMATION COMMUNICATIONS TECHNOLOGY

The Information and Communications Technology programme was started to help students in high school achieve a technology-driven conceptual learning, peer-to-peer knowledge sharing, and achieve a wholesome experiential learning. It occurs in partnership with the Swami Vivekananda Youth Movement (SVYM).

The ICT programme addresses the multiple learning styles in children and provides them with the opportunity to fully understand the subjects. The programme allows teachers to familiarize themselves with various technologies such as projectors, DVDs and operating computers, allowing them to use these as a means of teaching.

Students engage in audio-visual learning with their teachers and are encouraged to ask questions in the form of doubt slips; pushing the students to seek conceptual clarity on the topics. The programme has successfully created confidence and fluency amongst students and teachers, with modern-day technology.



Learning Improvement Program

At inception

As on March 2017



Number of centres

40

80



Number of students

1000

11611



Number of animators

40

125

Nali Kali

As on March 2017



Number of schools

146



Number of students

12386



Number of teachers

249

Library

As on March 2017



Number of schools

100



Number of students

15579



Number of teachers

140

Proficiency In English

At inception

As on March 2017



Number of
schools

31

100



Number of
students

3719

22023



Number of
teachers

32

153

Information and Communications Technology

At inception

As on March 2017



Number of schools

40

40



Number of students

2341

12248



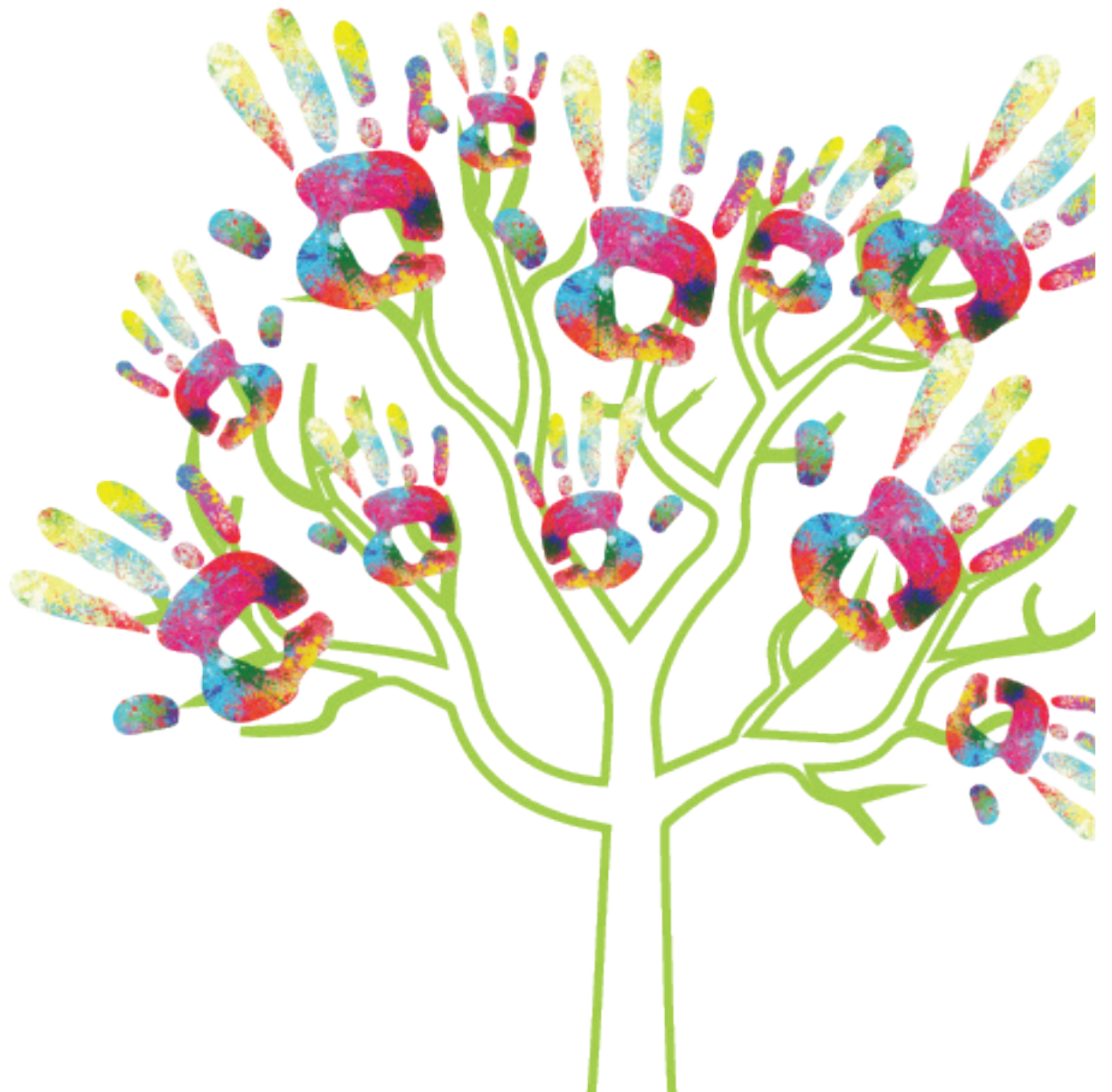
Number of teachers

60

89



LIVELIHOOD



An in-depth strategy has been devised to increase both the yield and income of farmers. In partnership with experts in the field and the Agriculture Department, we share knowledge on best practices, technology and judicious use of water.

Farmers are provided demonstrations on the cultivation of seasonal crops, suitable methods of water harvesting and mechanization of tools. We are, furthermore, committed to ensuring access to finance and improving market linkages for them.

The intervention includes activities to increase financial support for farmers, such as credit needs, encouraging them to explore markets to increase returns to farmers while decreasing input costs. We work through the Village Resource People (VRPs) to maintain sustainability in their livelihood. Over 2,400 farmers' lives have been improved by Kalike's community-level training programmes on best practices in agriculture.





Livelihood

As on March 2017



Number of
farmers trained

2782



Increase in green
gram yield per
hectare

1.84x

GROWING INTO NEW PRACTICES

Hampayya – the diligent worker

We initiated a demonstration to showcase the best practices on a pilot scale in small plots across Allipur, one of the villages in Yadgir block. Farmers' groups were formed to disseminate information on the variety of seeds and seed treatment while providing information on nipping technology, IPM management practices and more. The custom hiring centre established in the village gave farmers an opportunity to hire the latest technology-enabled equipment at a subsidized rate.

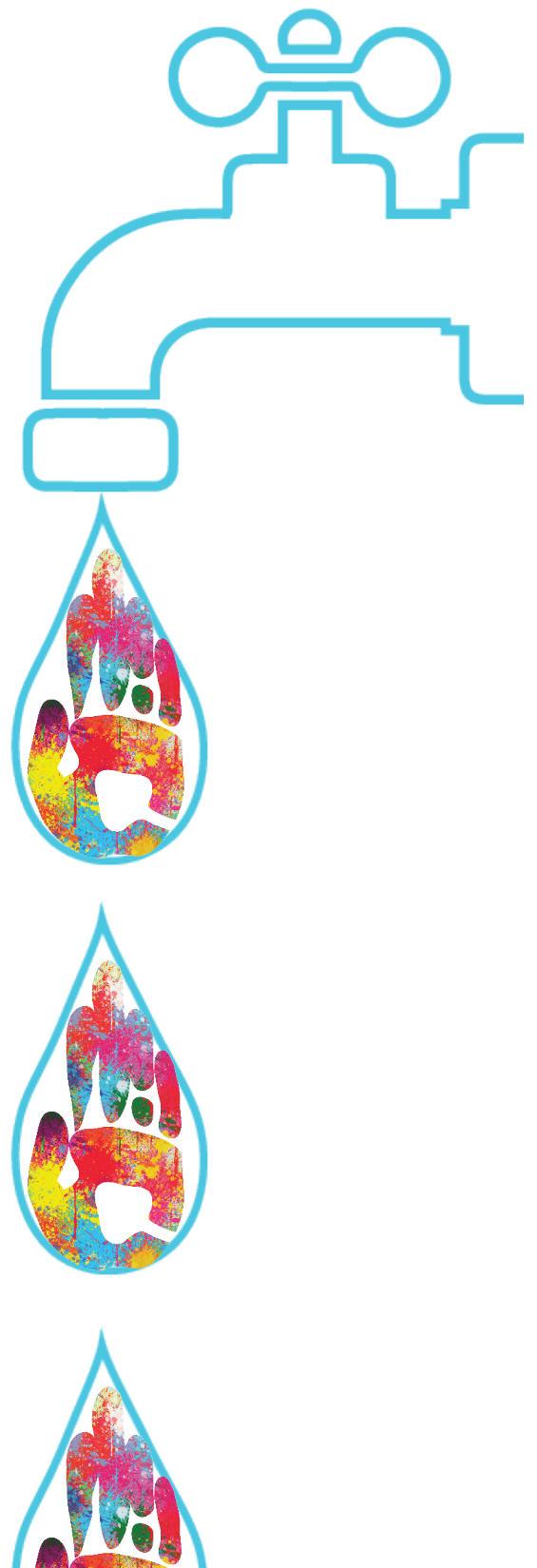
Mr Hampayya Saidri, an active farmer, expressed, "With the help of the Kalike team and the experts' inputs, I'm able to cultivate more yield with low costs.

The introduction to advanced technology and best practices shared during the farmer group meetings has resulted in twice the regular yield."





WATER, SANITATION & HYGIENE



The WASH (Water, Sanitation and Hygiene) initiative addresses issues on the scarcity of water, and sanitation & hygiene related to open defecation. Kalike adopts a collaborative approach working with Gram Panchayats to change the mindset of the community towards sanitation and increase the utilization of safe drinking water.

The focus has been two-pronged: on maintaining the hardware structures that have been constructed, such as filters, water storage tanks, toilets and hand wash posts, and conducting regular health camps and water quality testing. Under the School Health and Sanitation (SHS) programme, thematic orientations and bi-monthly water testing are conducted across schools.



WASH

As on March 2017



Number of
villages covered

164



Number of
individual toilets
constructed

6674



Number of
school children
with access to safe
drinking water

6259

POURING HOPE INTO REVOLUTION

Kanchagarahalli Government Primary School:

A versatile space

At the Kanchagarahalli Government Primary School, barely any students would attend classes. There was a severe lack of teaching staff, high dropout rates and no water within a 1-km radius. All of this made it difficult for children, especially girls, to come to school. The little water that was available was contaminated by fluoride, nitrate and hydrogen sulphide (H₂S). The school was on the verge of shutting down. This was more than five years ago.

Under the aegis of the Trusts, we studied the school infrastructure and the requirements to improve the facilities. The water was tested by ARGHYAM, a Bangalore-based organisation, who also provided awareness of safe drinking water to the villagers. The School Development and Monitoring Committee (SDMC) became our partner in the area and our volunteers motivated the community to harvest rainwater. The SDMC helped the organisation construct a Rainwater Harvesting (RWH) model at the school, allowing the school to store 22,000 litres of water for the dry months. With UV filtration drums installed from our WASH intervention, they are even able to use this water for everyday drinking.

Today, Kanchagarahalli is a model school in the district, having won the Parisera Award in 2012.





SKILL DEVELOPMENT



To address and reduce unemployment among youth, Kalike has partnered with the Social Empowerment and Economic Development Society (SEEDS), a non-profit arm of IL&FS to implement a vocational training initiative.

The goal is to increase household incomes while also providing confidence and leadership skills, especially among women. Initially, the centre only offered a course on the Sewing Machine Operation, providing special focus to women. A recent extension of the centre comprises of two new programmes in Electrical and IT/ITES sectors.

Training is provided in simulated labs using multi-media content in Kannada. Soft skills and language trainings are being offered to the trainees to support their capabilities in the field. Our team provides monitoring and support to the implemented partners in mobilizing the youth and creating awareness on the courses offered in the communities of Yadgir block.



Skill Development

As on March 2017



Number of
villages

66



Number of
youth trained

445



ಕಲಿಕೆ ಕಾಲೇಜು
ವಿಶ್ವ ಜಲ ದಿವಾಚರಣೆ
ಅರಿವು ಕಾರ್ಯಕ್ರಮ
ಸಂಸ್ಥೆ : ಬಾಡು ಪ್ರಾಜೆಕ್ಟ್, ಪಾಗಲಗುಡಿ, ಬೆಂಗಳೂರು

ಮಲ್ಲೇಶ್ವರ ಸೇವಾ ಸಂಸ್ಥೆ
ಅಂತರಾಷ್ಟ್ರೀಯ ಮಕ್ಕಳ ದಿನಾಚರಣೆ

COMMUNITY PARTICIPATION



The Community Development (CD) team primarily builds rapport with the local community and institutions including panchayats, departments, elected representatives, school development monitoring committees (SDMCs), parents, farmers and youth. The team is actively engaged in collecting and collating information relevant to the multi-thematic model, while also creating awareness about these among the people.

They work 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.

Efforts have been made to build the capacity of individual members from the SDMCs by organizing school level workshops and ensuring regular meetings for the members which helps them understand the duties and responsibilities of their roles. Additionally, a School Development Plan (SDP) is being developed to help provide a top-quality education for students.

Orientation programmes for both Gram Panchayat members and Panchayat Development Officers have resulted in successful implementation of prioritized activities of SDP under the Gram Panchayat grants. There is active participation from mothers in nutrition camps. Farmers are encouraged to form farmers groups and youth are mobilized to join the Skill Development intervention. Active participation is also observed from villagers in the Participatory Rural Appraisal activity and school water and sanitation infrastructure development under WASH. School level orientation workshops were conducted in 46 schools where the SDMCs have been reformed. Participation from various stakeholders has increased as awareness continues to grow through community programmes and meetings.

Community Participation

As on March 2017



Number of
SDMC Members

2200



Number of
villages

100

BALANCE SHEET AS ON 31 MARCH, 2017

PARTICULARS	NOTE NO.	AS AT 31 MARCH, 2017 (IN Rs.)	AS AT 31 MARCH, 2016 (IN Rs.)
FUNDS AND LIABILITIES			
Funds			
(a) Earmarked Fund	3	127,84,436	383,66,239
(b) Capital Grant & Own Fund	4	28,90,702	13,29,124
(c) Income and Expenditure Account	5	3,79,440	2,17,021
		160,54,578	399,12,384
LIABILITIES			
Current Liabilities	6	43,288	28,717
		43,288	28,717
TOTAL		160,97,866	399,41,101
ASSETS			
(a) Fixed assets			
Tangible assets	7	28,90,703	13,29,124
(b) Investments	8	6,520	5,944
(c) Loans and advances	9	2,12,226	94,566
(d) Cash and bank balances	10	129,88,417	385,11,467
TOTAL		160,97,866	399,41,101

Statutory auditors: Kalyaniwalla & Mistry Chartered Accountants, Bengaluru

Internal auditors: PKF Sridhar & Santhanam LLP Firm of Chartered Accountants, Bengaluru

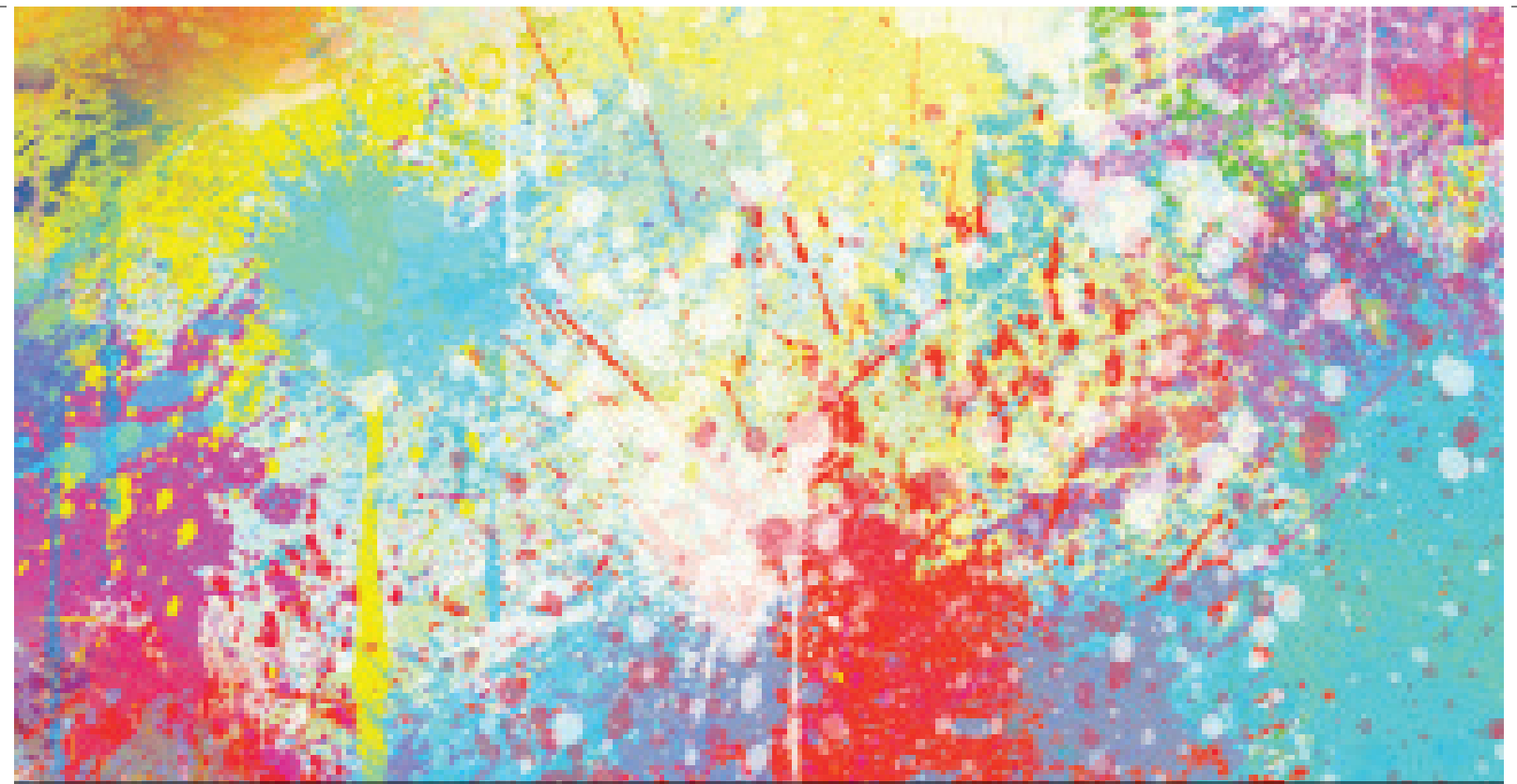
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH, 2017

PARTICULARS	NOTE NO.	FOR THE YEAR ENDED 31 MARCH, 2017 (IN Rs.)	FOR THE YEAR ENDED 31 MARCH, 2016 (IN Rs.)
INCOME			
Transfer from earmarked funds and other funds	11	478,44,989	335,10,040
Other income	12	49,684	1,34,248
Total Income		478,94,673	336,44,288
EXPENSES			
(a) Expenditure on objects of the Trust			
(i) Onward grant paid		160,02,000	123,00,000
(ii) Project Expenses	13	158,96,771	116,65,645
(b) Employee benefit expenses	14	151,07,408	85,07,803
(c) Establishment Expenses	15	2,62,075	7,29,609
(d) Depreciation	7	6,94,857	3,06,983
Total expenses		479,63,111	335,10,040
Excess of (Expenditure over income)/Income over Expenditure		68,439	1,34,248



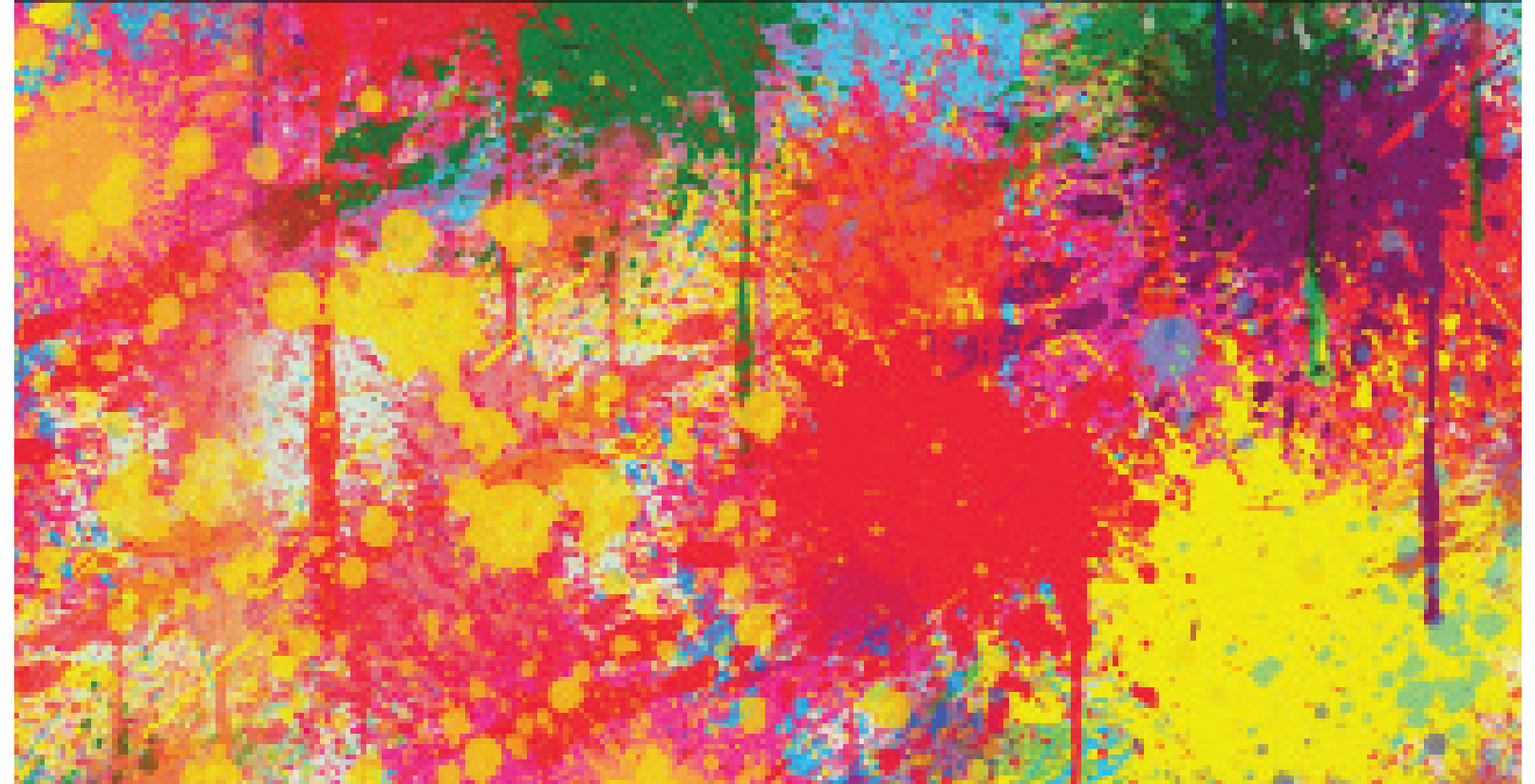
We aspire to bring dignity and prosp
nation. We believe that the first

Together, we can take action towards



erity to many more families across the
step to transformation starts now.

empowering people and improving lives.





For more information write to
info@kalike.org

 080 4157 5258
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