



An Initiative of **TATA TRUSTS**

For more information write to
info@kalike.org

 +91 80 2310 8967

 www.kalike.org

WORKING COLLECTIVELY TOWARDS
PROGRESSION

ANNUAL REPORT 2017-18



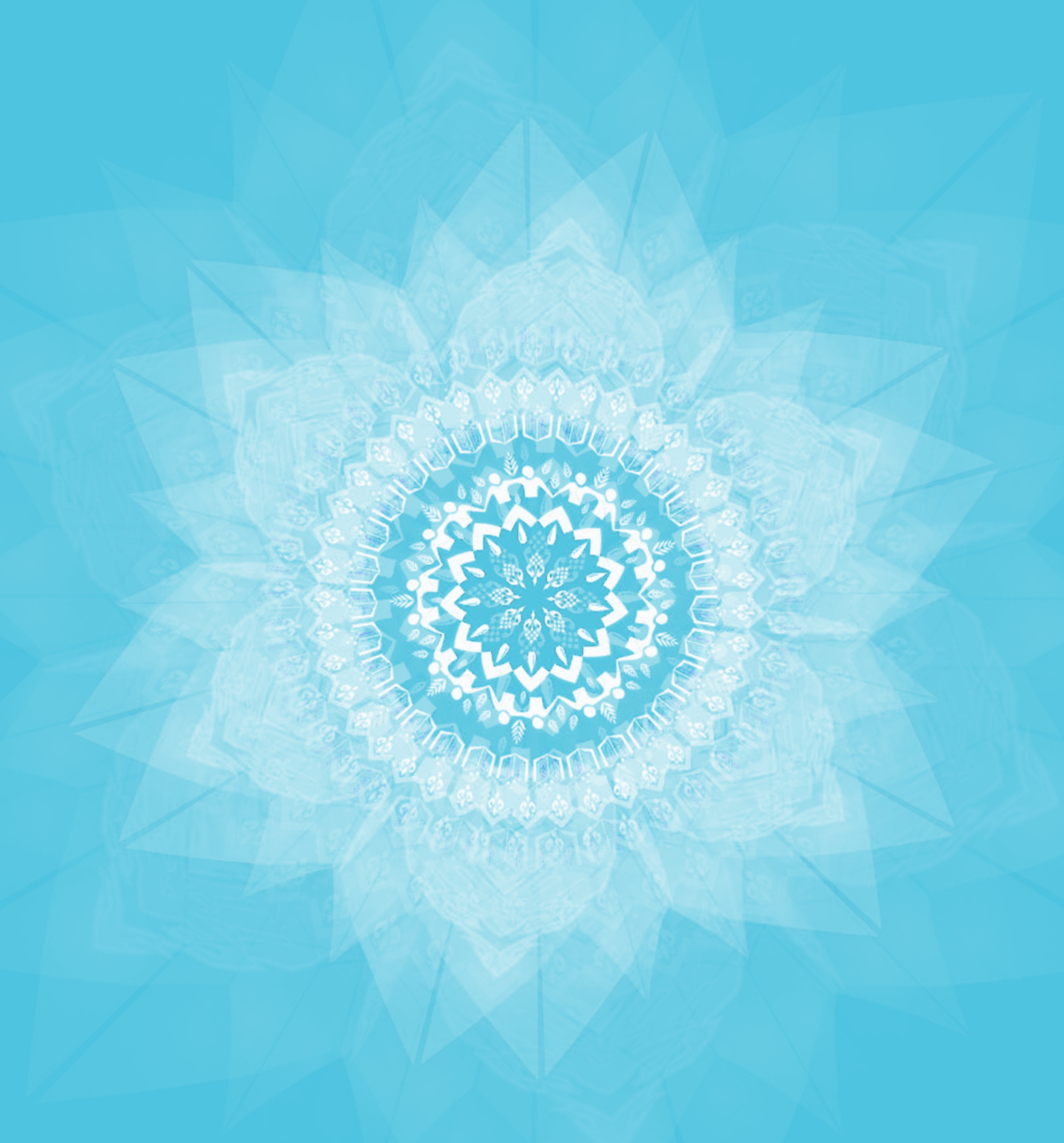
Over the years, through the efforts of our dedicated team we have reached out to the families and communities of Yadgir to establish a self-sustained community that will meet the needs of its future generation.

Our theme for this year is a Mandala, in which the elements that represent the universe of Yadgir harmonize together and unify the community.

These elements are the five interventions - Early Childhood Development, Education, Skill Development, Livelihood and WaSH.

Every single element of the Mandala has been created with a role to play in overall human development at Yadgir. From supporting the growth and development of children by Anganwadi Workers, to education-specific programs to encourage the youth through and providing sustainable means of livelihood – all hand-in-hand with the community.





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COLLABORATING FOR SUSTAINABILITY

Over the years, Kalike has sought to enhance the quality of life for people living in Yadgir District through interventions that encompass all aspects of life.

We bring improvements to the quality of pre-school activities at select Anganwadis in Yadgir using play-based activities, effective teaching and pedagogic practices which facilitate all-round development of children and enhance school readiness.

Our Early Childhood Education intervention implemented in Yadgir was reviewed and the program was taken to all the Anganwadi centres across all the six districts of Hyderabad-Karnataka Region, in collaboration with Hyderabad-Karnataka Region Development Board and the Department of Women & Child Welfare. We are aiming for effective implementation of early childhood education across six districts, consolidating our learnings under Mission 2020 for wider dissemination and exploring new areas of engagement complementing our efforts in Yadgir.

We introduced a new project “Kanya Sampoorna” for the holistic development of girl children, with support from Titan Company Ltd. The project focuses on an end-to-end approach on the advancement of girl children from early childhood to providing fundamental skills for girls in age group of 16-18 years through Pre-Vocational training.

This year, we witnessed the signing of the Memorandum of Understanding between the District Administration, the Government of Karnataka and Kalike. This provides us with the platform to share and review the progress of multi-thematic interventions in Yadgir Block.

We are also working on revamping ourselves by updating our website in line with the new communication strategy. Along with it, we have introduced a digitised Management Information System (MIS) to capture data effectively and customized thematic project monitoring tools. It will be implemented to plan, monitor and evaluate the efficacy of the interventions through regular reports. We hope to complete the system between 2018 and 2019.

We want to thank all our partner organisations, donors, community members and government for their continued association and support provided throughout the year.

D Shivakumar
Executive Director

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| MANAGEMENT TEAM

MR. D SHIVAKUMAR, EXECUTIVE DIRECTOR

MR. GIRISH HAKAMANI, PROGRAM DIRECTOR

MR. PRAKASH KAMATH, DEPUTY PROGRAM DIRECTOR







WHO WE ARE

We are an associate organization of the Tata Trusts, which 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, 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 ACHIEVEMENTS

Through interventions that move across various elements of the village, our strategy has always been to demonstrate a large-scale and long-term effect using collaboration. Much of our work uses viable models on a pilot scale, engaging with the Government and other institutions to ensure that all experiences and learnings are upscaled as much as possible.

Kalike has collaborated with the District Administration of Yadgir and technical institutions for effectively implementing its interventions in the area of Early Childhood Development, Education, Livelihood, WaSH and Skill Development.

The progress of our interventions quickly gained recognition by the Regional Commissioner of Hyderabad-Karnataka Region Development Board (HKRDB). Together, we have scaled up the Early Childhood and Education interventions with focus on few main components:

Identifying and addressing systemic issues in implementation as well as delivery of early childhood education in Anganwadi centres

Demonstrating strategies for decentralized training and in-service training of frontline workers at circle levels through mid-line functionaries.

Improving quality of early childhood education activities in all 13,332 Anganwadis through play-based activities which facilitate all-round development of children.

Establishing a District Resource Centre to allow access to information and material for professional development and creating long term institutional structure within the Integrated Child Development System.



“HKRDB has associated with Tata Trusts - Kalike for strengthening the quality of pre-school education in Anganwadi’s of this region. This is a unique model where an NGO is getting involved in a sustainable manner. Their intervention is designed to also be owned by the department and hence, sustainable. We will not find weak learners, the system itself will ensure that every student takes interest in studies and they do not fall behind. I hope the association with TATA trusts yields good results and hope to find similar partnership with other NGOs.”

Harsha Gupta, Regional Commissioner, HKRDB.



TATA TRUSTS

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KANYA

SAMPOORNA

With support from Titan Company Limited, we enable holistic development of young girls through our Early Childhood Development and Education interventions. Our focus is primarily to empower girl children to respond to real life situations in positive and responsible ways. For girls in school, we initiated the Adolescence Education program, where we provide age appropriate and culturally relevant information, promote healthy attitudes and train them with relevant skills.

We also focus on development of dropout school children through a Non-Formal Education program. We aim to provide alternative livelihood options to young women in the age group of 16 to 18 years by training them with fundamental skills through our Pre-Vocational Training program.





LAYING THE FOUNDATION

TO A SUSTAINABLE FUTURE



At Kalike, we are passionately working towards overall human development through the introduction of various interventions that touch every aspect of life for people residing in Yadgir district.

Our passion drives us to improve the livelihoods and enrich the life of underdeveloped communities, through five primary interventions - early childhood development, education, livelihood, skill development and water & sanitation.



EARLY CHILDHOOD DEVELOPMENT



EDUCATION



LIVELIHOOD



WATER & SANITATION



SKILL DEVELOPMENT





EARLY CHILDHOOD DEVELOPMENT



The Early Childhood Development intervention is established as a service-strengthening intervention. We collaborate with the Department of Women and Child Development to strengthen pre-school education at Anganwadi centres, we conduct hands-on, intensive, capacity-based training to Anganwadi workers and helpers, on age-specific activities to aid the physiological and psychological growth of children from 3 to 6 years.

The activities look at all-round development, beginning from nutrition to early learning in children. We believe parents contribute largely to the well-rounded growth of their children. We engage with parents by conducting demonstration camps on nutrition and through regular home visits & caregivers meeting.



‘There are many things that I continue to learn as I teach my children. Practice time in the trainings and on-site guidance for all my activities has been crucial in helping me conduct preschool.’

Bhagya, Anganwadi Worker, Saidapur

PRE-SCHOOL EDUCATION

Intensive trainings were conducted for Anganwadi Workers (AWWs) and Anganwadi Helpers (AWHs) with focus on two primary topics: spoken language activities, cognitive development and monthly planning of Pre-School Education (PSE) activities. The quality in conducting PSE activities have been improved and 2 hours of PSE activities are conducted. Caregivers meetings are also organized at Anganwadi Centres (AWCs) to help parents understand the significance of early childhood education. Bala Vikas Samiti members are actively involved at the meetings and take initiation to help AWCs meet their infrastructural requirements.

To increase awareness on nutrition and education in early years and role of AWCs, we successfully organized 102 community events known as Bala Melas. The Bala Mela event brings together parents, children and the community to raise awareness on the progress made by the children as well as to help the community understand to create a space for learning and provide care to children.



Bala Mela includes 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 were held, and children's growth was measured.

The community often views the Anganwadi as a food distribution centre, so the mela was an eye-opener for many participants. We encourage community participation by having local, home-made food for demonstrating in nutrition stall. 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.

Our programme has been co-implemented with the Community Development Foundation, Bengaluru.



1,897

CHILDREN LEARNING AT ANGANWADIS





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BUILDING AN ECOSYSTEM CONDUCTIVE TO LEARNING

At Kadechur village, we have started developing a model centre to ensure delivery of high-quality pre-school activities.

With the help of the Gram Panchayat and with community support, we constructed twin pit toilets and a hand wash station to meet the sanitary requirements. We also provided the building with a brand new look - a fresh coat of paint - and added a sand pit for the children to play during their recess.

The centre is fully equipped with adequate constructive teaching learning materials to create a child-friendly learning environment. Our belief is that our new model centre will stand as a promise to the rest of the district, showing them how truly enabling education.





NUTRITION

On aligning with the Trusts' vision, our nutrition program strategy was finalised. Our team has undergone extensive training on the causes and identification of malnutrition in children. They were coached to monitor growth measurements and record data. The training was deemed essential to help combat undernourishment.

We also held counselling sessions at the Nutrition Rehabilitation Centre (NRC) for mothers of in-patient Severely Malnourished Children (SAM) through meetings and demonstrating the preparation of nutritional mixes and diets.



102

ANGANWADI CENTRES STRENGTHENED



202

ANGANWADI WORKERS & HELPERS
UPSKILLED

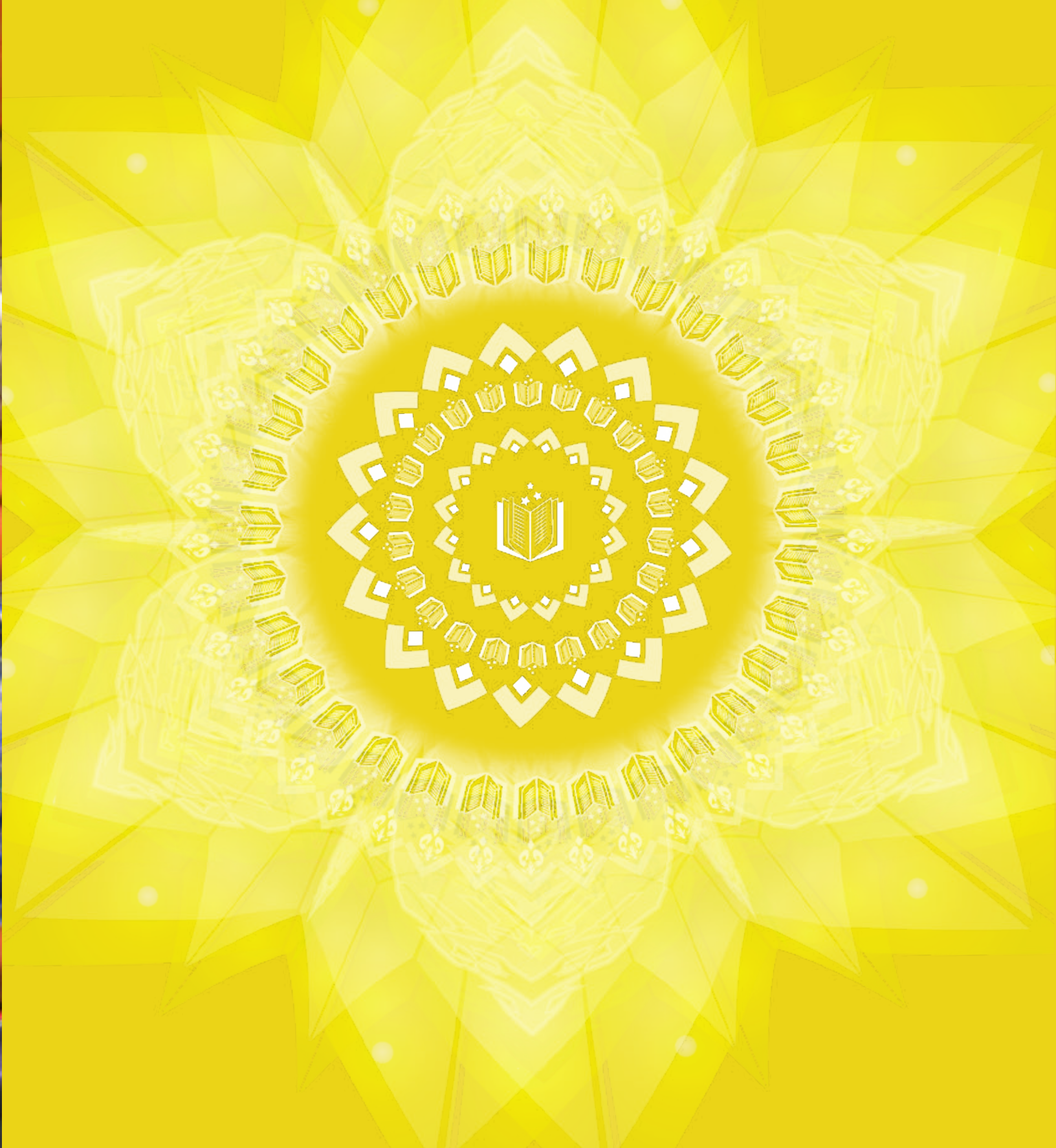




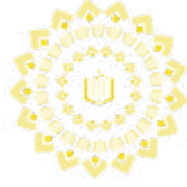
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EDUCATION



Our aim is to help children grasp various concepts by giving them a chance to learn in a creative and practical space. We have several programs under the Education intervention allowing us to enhance a child's learning at all stages of their education cycle.

We start with capacity building workshops to better equip teachers to carry out all the programs. To encourage age appropriate children to join schools, we organize enrolment drives at the village with support from Community & Department of Education. These rallies spread educational messages that emphasize the importance of an early start to education for children and retention in schools.

Our initiatives and collaborations with the government continue to yield positive results across all education programs.



“The training organized for teachers is extremely useful. I can see the change that Kalike has been making by working with the Education Department for strengthening Nali Kali and all other programs.”

Mr. Rudregouda, Block Education Officer

STRENGTHENING OF NALI-KALI

The Nali Kali program brings back the joy of learning to children in grades 1 to 3. We developed an activity handbook to allow teachers to include various games related to spoken language, reading & comprehension, writing and mental mathematics to create an environment conducive to learning.

In continuation to last year, the Nali-Kali intervention has been extended to another 46 schools. We successfully organized capacity building workshops for government teachers and provided resource materials for 263 Nali Kali centres. Along with the Department of Education in Yadgir, a joint review was conducted to gauge the progress of the intervention. We plan to have a monthly meeting, where the Nali Kali teachers would share and evaluate their experiences at a cluster level with active involvement of District Institute of Education and Training (DIET), Yadgir and Cluster Resource Persons (CRPs), Block Resource Persons (BRPs) and Block Resource Centre Co-ordinator (BRC). A teachers' training specific to Nali Kali has also been planned for by the Department, and our active resource team will work closely with them to build academic capacity of guest teachers.



12,613

CHILDREN REACHED THROUGH
STRENGTHENING OF NALI KALI



377

TEACHERS TRAINED TO CONDUCT
MEANINGFUL ACTIVITIES



LEARNING IMPROVEMENT PROGRAM

LIP is delivered to students from Grade 3 to 5 who have been identified as having difficulties in reading and writing Kannada language. Fluency in their mother tongue creates overall improvement in learning across all subjects. Currently, the program is being delivered in 80 centres across Yadgir block, where trained animators provide two hours of remedial support on a daily basis.

Our regular assessments indicate that 75% of children have improved in their listening, writing, reading and speaking skills. We observed that children are now more expressive and confident in participating in school activities.

This year, almost 90% of parents have been actively involved in the parent meetings held for re-emphasizing the importance of education. Parents are understanding that they have a crucial role to play in ensuring continuity of schooling for their children.



“I find the learning improvement program extremely useful for children who are finding it difficult to acquire basic language skills. I have personally observed Animator work closely with children, with a lot of activities.”

Mr. Bhimappa, Headmaster, GHPS, Chandraki



1,981

CHILDREN WERE IMPACTED



PROFICIENCY IN ENGLISH LANGUAGE

In collaboration with the Centre for British Teachers (CfBT), we implemented a program aimed to enhance the speaking, reading and writing of English language in children from grades 4 to 8.

We administer rigorous training to teachers in the PIE and Nali Kali programs, with distinctive focus on pedagogical & classroom transaction skills. Content for the training was built on from the state curriculum provided by the Government of Karnataka. Nali Kali teachers were specifically guided on how to use a story-board approach to their teaching as children can learn effectively through play-way methodology. More than 60% of trained teachers attempt the practice in teaching-learning process.

20 teachers from Government Higher Primary Schools were recognised and offered with additional course on Teaching Knowledge Test (TKT), Cambridge University for their professional growth.

◀ 17,498

SCHOOL CHILDREN LEARNING
ENGLISH THROUGH THE PIE PROGRAM



◀ 127

SCHOOL TEACHERS TRAINED IN
ENGLISH



1.1.17 Judge - 2017 Play

Getting to Know Someone - 1

A: Good morning. My name is Raghu. I am studying in ___ class in ___ school.

B: Hello Raghu. My name is Neela. I too am studying in ___ . We are in the same class.

A: Our schools are close by. We can play together after school.

B: Yes, I would like that very much.

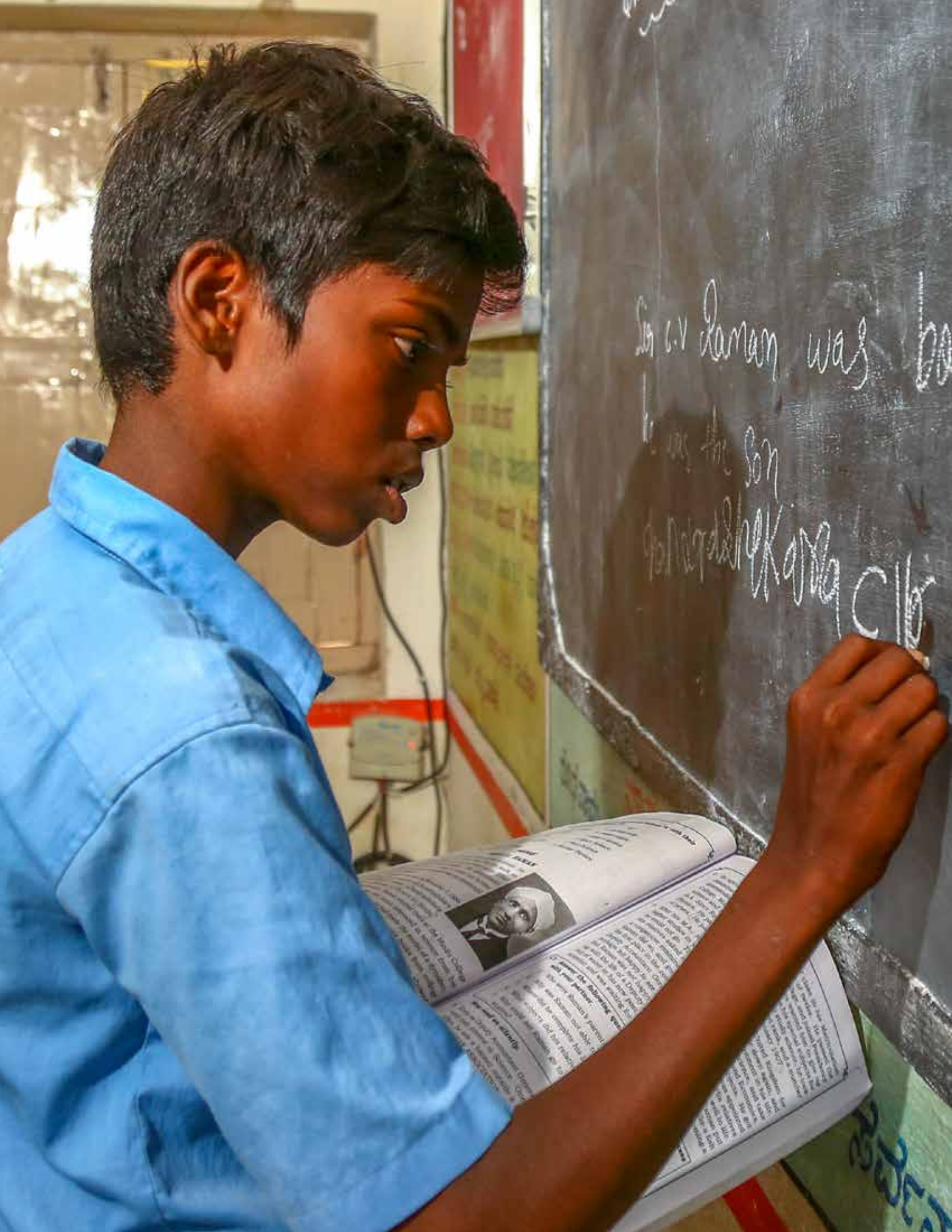
A: Amina is my friend. His name is Tommy.

B: I have a friend.

A: Ok let's play.

B: Bye. See you later.





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of the Roman
Cleric



“The inputs provided during the language trainings conducted by CfBT & Kalike-Tata Trusts are really supportive in enhancing the language skills among teachers. The additional resources such as display cards, work books, audio materials and more supplement the classroom for improved sessions with students. The on-site support from coordinators through demo-classes have helped me in discovering new ways of teaching and have enabled an improved atmosphere in English sessions for students.”

Mr. Muzamil Ahmed, English Teacher from GHPS, Gondadagi

SCHOOL LIBRARY PROGRAM

A 100 Government Higher Primary schools have been brought in as a part of the Tata Trusts Parag Library initiative to inculcate the spirit of reading among youth by ensuring the distribution of age appropriate reading material.

Several capacity building workshops have been held across the 100 schools with focus on reformation of library space, demonstrations on story-telling and read-aloud activities. Discussions are also held after the sessions, along with engagement activities that help the teachers actively involve the students in the readings. The engagement activities are based on the book used in that specific session and children are allowed to do various designed activities which encourage better participation, creative expression, logical & imaginary thinking, free writing, shared reading, role play, painting and craft activities.

Awareness campaigns called Pustak Jolige Karyakam were organized at the community level to relay the significance of libraries in schools, their functionality and to encourage children to read more. An increase in the frequency of children borrowing books from the library has been noticed.

The program has improved the reading skills, general knowledge and fluency among children through inclusion of regular library sessions, interactive activities and games.



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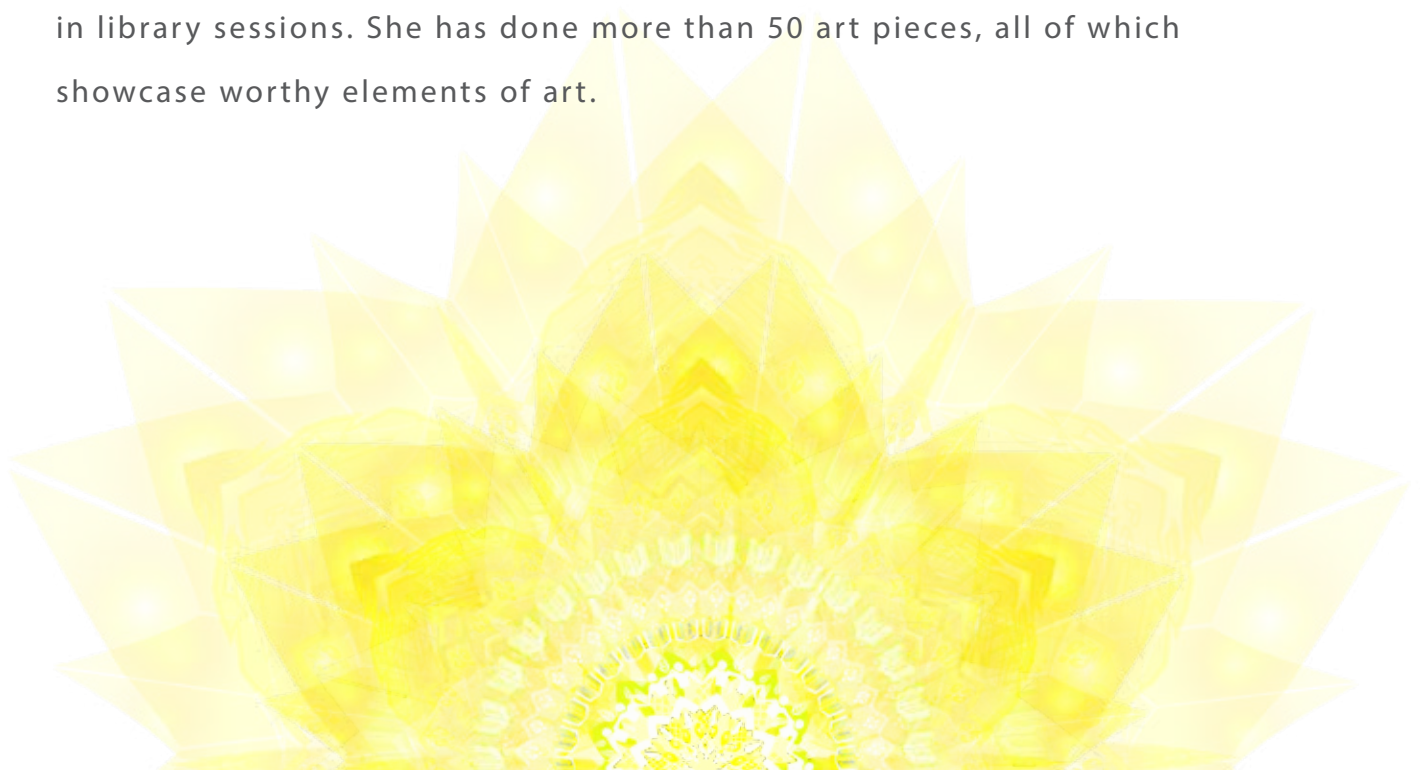
PAINTING THE FUTURE BRIGHT

Anita, a 13-year girl, from the Lambani community, studies in Grade VII in GHPS Venkateshwaranagara.

Initially, her participation in library sessions was limited but then her interest peaked when they were given the chance to do art work as part of the library sessions. Anita soon found the chance to express her interest by participating in the library sessions held at her school.

Kalike provides the art supplies and non-fiction books to conduct engrossing activities including art. Through practice, she has not only improved her painting skills but also her reading.

Her work has been appreciated by the school head teacher and community leaders and has inspired hundreds of students to read and get involved in library sessions. She has done more than 50 art pieces, all of which showcase worthy elements of art.



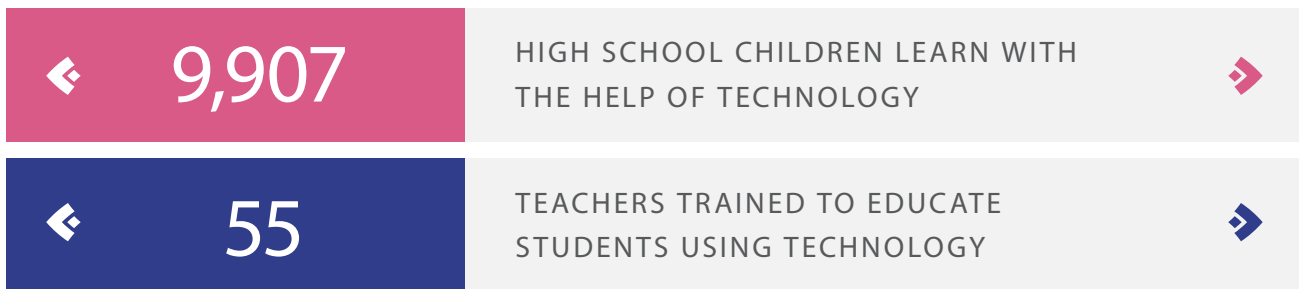
TECHNOLOGY-ENABLED EDUCATION

Under this program, students and teachers are given the opportunity to familiarise themselves with technology, which provides them with a wholesome conceptual learning experience. We work in collaboration with the Swami Vivekananda Youth Movement (SVYM) and help students learn content for other subjects as well through conceptual learning facilitated by technology.

Children are grouped based on their level of learning to help them keep pace with the curriculum. Digitized resources are made available through TABs to easily access information during school which provides a healthy learning ecosystem. Through audio-visual aid, children are more easily able to grasp theoretical subject knowledge and engage in healthy discussions with their classmates and teachers.

The program has successfully created confidence and fluency with modern-day technology amongst students and teachers. In addition, life skills sessions were conducted to address behavioural issues and exam fears among students of grade X. We also conducted regular parent meetings to inform parents about the progress of their child.

The program has had positive influence on student results over the years. In last three to four years, there has been a paradigm shift in the achievement levels, including students scoring higher marks and an increased number of students receiving first and second-class results.



A VISUAL JOURNEY THROUGH SELF-LEARNING

In the Government High School in Yalsatti, there were no dedicated teachers to conduct Science and Math classes. Bhadrappa, who happens to be a temporary guest teacher, was put in charge of conducting classes for both these subjects to the whole batch of students from Grade VIII to X, affecting the quality of the teaching-learning process. Soon another problem cropped up. The head master, Shashi Gangadharappa, was finding it difficult in conducting his social science classes on a regular basis due to his administrative responsibilities.

Both Bhadrappa and Shashi Gangadharappa decided to make best use of Premavidya, a technology-based learning program, implemented by Sri Vivekananda Youth Movement (SVYM) and Kalike. Under the Teacher-Driven model of the program, audio-visual content became a part of regular classrooms with the help of projectors. The audio-visual content would serve as an additional resource material to assist teachers.

The pictorial material and the projectors made for more interactive learning environments peaking the interest of the students. Teachers were able to go back and forth to clear doubts. Students were also given subject wise workbooks to reinforce the learning and were trusted to handle the projector by the coordinator of the program, making it easier for them access information during free periods. In the process, students developed and demonstrated their leadership skills. The classroom quickly became a place they wanted to be in, where they could show the right kind of skills.

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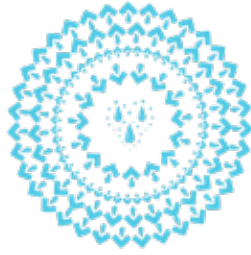
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**WATER' SANITATION
AND HYGIENE**



As part of the Tata Water Mission (TWM), we are working on Water, Sanitation and Hygiene in 40 Gram Panchayats covering 156 villages of Yadgir block. Kalike works towards provision of safe, assured & adequate drinking water, improved sanitation and hygiene facilities in the area including the community and schools. The programs are de-centralized, demand-responsive and community-managed to achieve the goal and make it sustainable.

Our aim is to provide safe drinking water and reduce water-borne diseases, where health will be impacted positively. Our team works extensively with the community at Yadgir to also ensure an open defecation free, hygienic society.

 125	VILLAGES COVERED UNDER THE BCC CAMPAIGN	
 35,705	HOUSEHOLDS EDUCATED TO AVOID OPEN DEFACATION	

WASH

INTERVENTIONS IN COMMUNITY

We continue to educate the community in the rural areas of Yadgir through our Behavioural Change Campaign, known as Budhivantha Chaluvalli, works towards raising awareness on the consequences of open defecation and how to end the practice. The team would go around collecting applications from households, and submit them to the Gram Panchayat for further processing.

Our second community-led initiative to eliminate open defecation is based on developing a sense of shame and disgust among community members. This was known as Community Led Total Sanitation (CLTS). The village continues to learn facts about mass open defecation and how it adversely affects the community.

With the support of Arghyam, in the WASH intervention, we provided training to the community and our team about hydrogeology. We also conducted meetings with farmers across five villages to educate them on Participatory Ground Water Management process.

We continue to strengthen the Village Water and Sanitation Committees (VWSCs) across villages. All issues regarding the WASH initiatives are addressed through the committee.







WASH

INTERVENTIONS IN SCHOOLS

The school WASH intervention ensures an increase in awareness on health and hygiene practices through monthly campaigns by the School Health Sanitation Committee (SHSC). The students receive regular orientations from our team on different aspects of WASH. This results in the improvement of health of the children and reduces absenteeism.

We have successfully completed several hardware activities, such as overlooking the construction of toilets and hand wash facilities in nine different schools. Another 80 schools have also been identified to benefit from this program.



80

SCHOOLS HAVE ACTIVE SHSC



NANDEPALLI VILLAGE

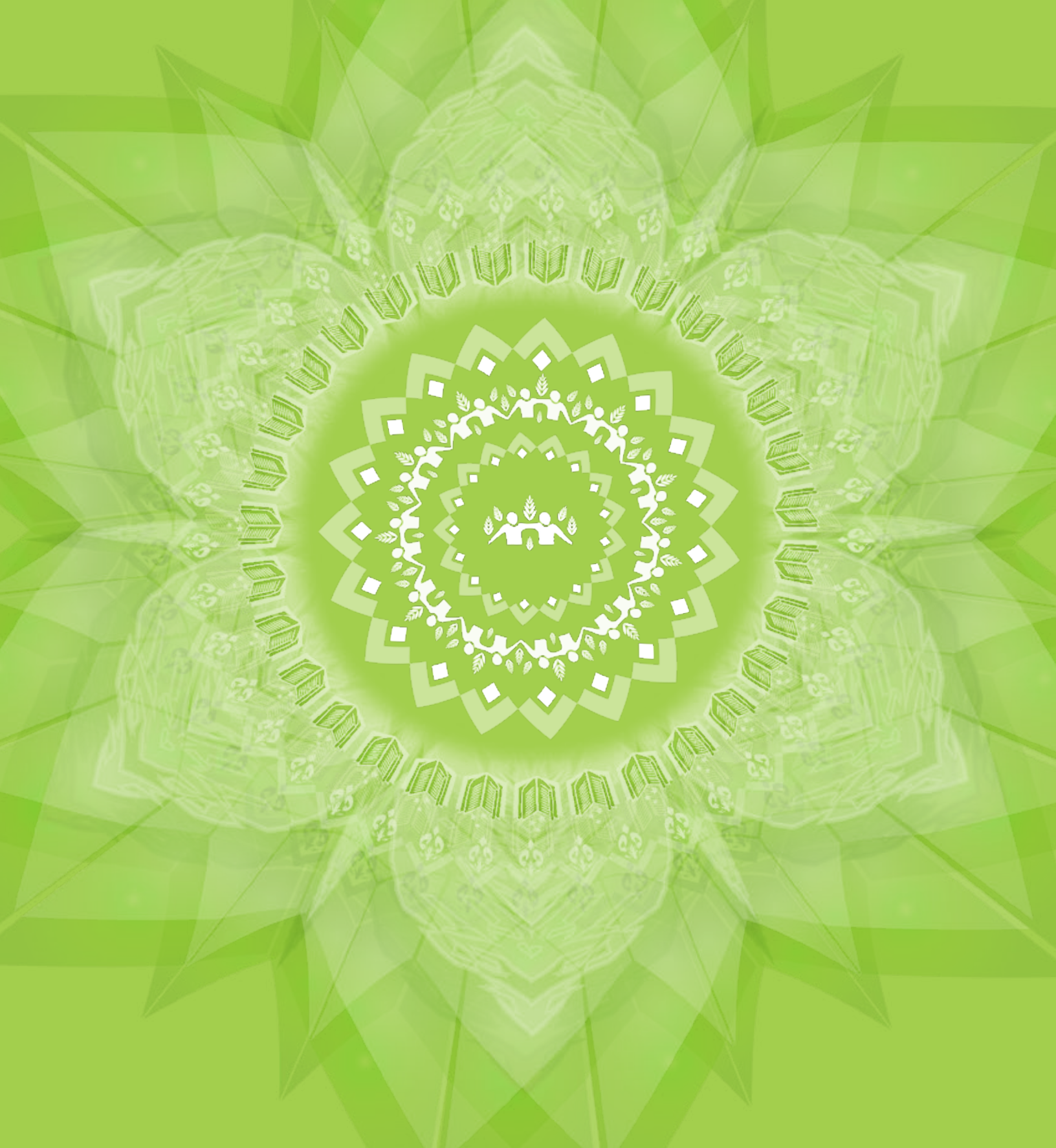
In Nandepalli village, Konkakal Gram Panchayat, only 18 houses out of 223 households had toilets. The villagers believed that the construction of a toilet was an expensive affair and even if people constructed toilets, only single pit toilets were constructed. This meant a lack of sustainable efficiency and the need for twin pit toilets became of prime importance.

Today, after Kalike's intensive intervention along with government incentive, one can find twin pit toilets in every household of Nandepalli village. Through a three-pronged approach of community-led total sanitation exercises, Behavioural Change Campaigns and constant discussion, we implemented to achievable, sustainable sanitation practices throughout the village. Nandepalli village now serves as a model for neighbouring villages.









LIVELIHOOD



The livelihood program is an in-depth strategy devised to increase both the yield and income of farmers in the community. In consultation with experts, we provide inputs on cultivation of seasonal crops such as green gram, red gram and ground nut crops through demonstrations on seed treatment, inter-cultivation and weed removal. Through our package of practices, we have seen a substantial increase yield in the crops. Field day events are also conducted to introduce best practices in integrated pest management, critical irrigation at different stages among farmers.

Our Custom Hiring Centre (CHC) assist the farmers in hiring equipment at subsidized rates that cater specifically to the seasonal agricultural requirements, throughout the year.



“The ‘Custom Hiring Centre’ in our village under Sansad Adarsha Gram Yojana has really helped our farmers in Konkal and from nearby villages by reducing our input cost.”

Gurunath Reddy, Konkal Village, Farmer Beneficiary





We have facilitated the formation of a Dairy Co-operative Society in collaboration with Karnataka Milk Federation, consisting of 100 farmers. Our team is closely monitoring the milk procurement process.

We also chose a select group of farmers for an exposure visit to Ken Agri Tech, as a part of our pilot gherkin cultivation project. They were taken to demonstration plots and provided with technical support and assistance by Ken Agri Tech to enhance quality and quantity of produce. In the new season, we will be scaling the project to 20 villages, while contributing intensive and advanced technology to the farmers.

Along with the Department of Agriculture, we have also enabled the excavation of four minor irrigation tanks to benefit the catchment farmers. Our Farmer Groups help the community farmers maintain a solid connect with our team. The Farmer Groups share information on key inputs through group meetings, sensitization and exposure visits to other fields within the district.



2,873

FARMERS COVERED THROUGH DEMOS AND TRAININGS



27%

INCREASE IN YIELD FROM THE LAST YEAR





GREEN CASH FROM GREEN GRAM

Hanmanth Ningappa Jeenbavi owns 3 acres of own land in Yaddalli village of Yadgir taluk where he cultivates Green Gram as his main crop and Ground nut as an alternate crop.

The poor agriculture practices such as skipping critical irrigation to the crop and fertilizer overdose for pest management resulted in low yield. This has been regular fare even in the previous years. Kalike team discussed these observations with Mr. Hanamant and motivated him to take up demonstration of Green Gram cultivation for one acre of his land. He attended the training and exposure visits, where he got inputs on seed treatment, and practices on how to cultivate Green Gram such as fertilizer application and pest management. With the suggested Package of Practice, Hanamant used improved seed variety, essential micronutrients and other timely interventions to increase the overall yield. As a result, for Hanamant there was a 20% reduction in cost and 60% increase in yield.

Hanamant also received a higher rate per quintal for his produce compared to his counterparts who practiced the traditional methods. As a result of reduced cost and increased yield, he was recognized for his higher quality produce, and Hanamant's net income was three times higher than before.







SKILL DEVELOPMENT



In partnership with Social Empowerment and Economic Development Society (SEEDS), we deliver short-term vocational skills training in simulated labs using multi-media. Our trainings include Sewing Machine Operator Course, Data Entry and Electrical courses. The youth attending are given inputs on relevant soft skills and languages, such as financial literacy and English language training.

Our focus is on mobilizing the youth towards actively participating in these trainings, and local placement for certified trained youth.

Along with the technical training, inputs are given on soft skills and language, with focus on financial literacy to mobilize youth to engage in gainful employment activities.

Additionally, we have re-strategized the programme in order to address the migration and unemployment issues, to help the individuals involved as well as their families. The aim is to employ individuals and families in multiple income generating activities and to provide increased alternative livelihood opportunities through placements and entrepreneurships. A value chain enterprise will also be established and successfully operated and managed by the community institutions.





FINISHING SKILLS

We plan to create a consolidated employment opportunity platform along with soft skills and language training to aid them into employment.

NON-FORMAL FARM BASED SKILLS

Since agriculture is the primary source of income at Yadgir, we plan to help families in the field by providing soft and technical skills to young farmers and those in farming families. This will help create value chains or community-based institutions for improved market interventions.

NON-FORMAL NON-FARM BASED SKILLS

We also look to provide short-term vocational skills to youth from a non-farm based background. We plan to create/establishments of value chains and encourage entrepreneurs from both farm-based and nonfarm-based interventions.





COMMUNITY ENGAGEMENT



Community engagement is an integral part of our work and Mission 2020. We believe that transformation in human development can be achieved by inculcating a sense of initiation and providing opportunities that move towards sustainable transformation in all in the community.

We work mainly with village-level institutions and groups including Gram Panchayats, School Development and Monitoring Committees (SDMCs), Bala Vikas Samithis (BVS), Village Water and Sanitation Committees (VWSCs), youths and farmers' groups. We organize several village-level social awareness programs and knowledge & capacity building workshops with specific community groups. Our community work primarily focuses on strengthening engagement across all our thematic interventions.

◀ 31	GRAM PANCHAYAT LEVEL MEETINGS	▶
◀ 105	VILLAGE AWARENESS CAMPAIGNS	▶

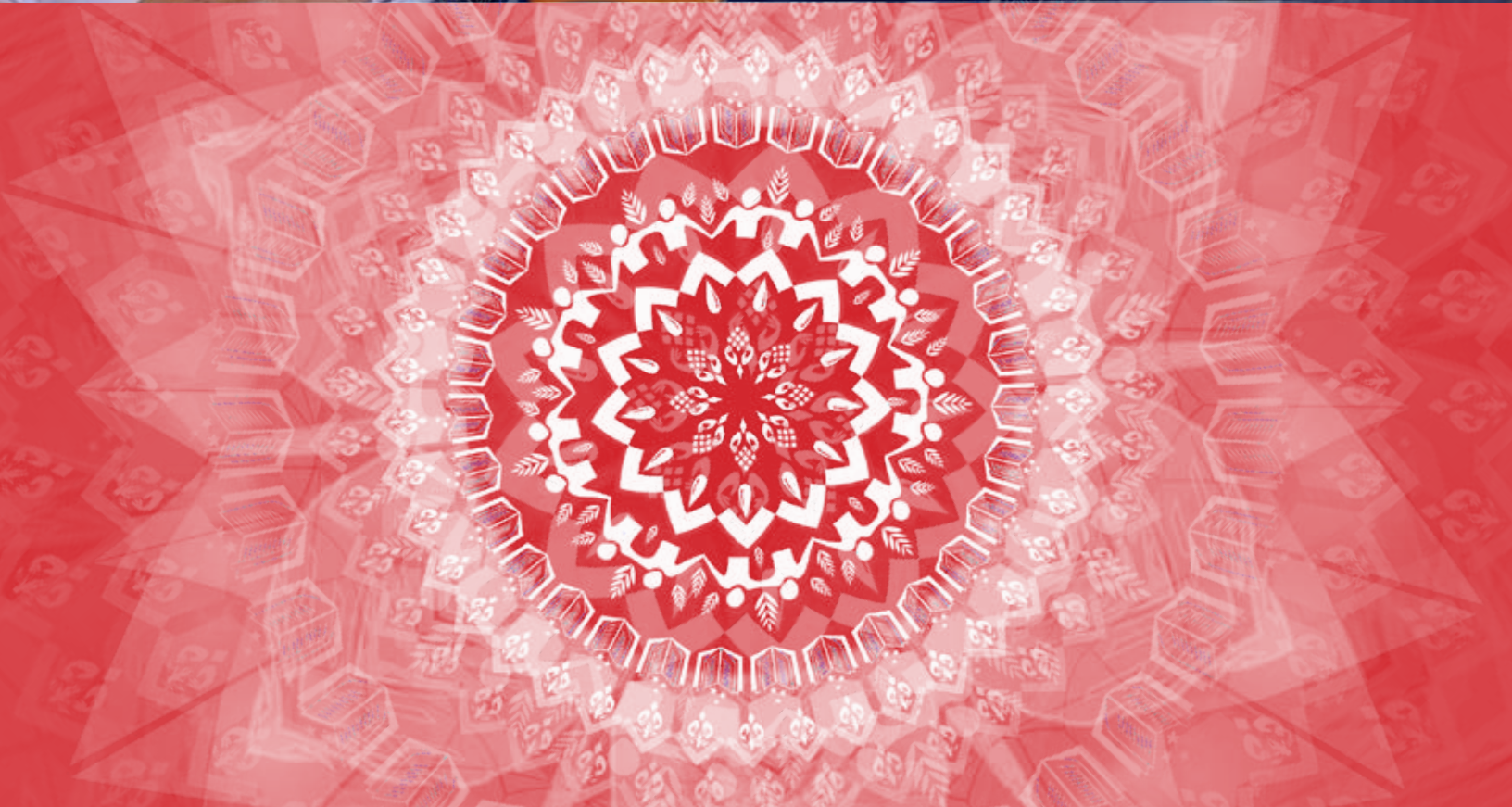
A series of meetings with SDMCs, BVSs, farmers' groups and parents, under each of the theme-specific initiatives resulted in following achievements during the year:

In the Anganwadis and schools, home visits and parents' meetings have contributed in increased children's attendance and regularity

Continuous dialogues with parents, school teachers and Gram Panchayats have resulted in the reformation of SDMCs in 38 schools. These schools were without SDMCs for about 6 months to 3 years.

Children's Gram Sabhas have been facilitated in eight Gram Panchayats, which have successfully mobilized the SDMC & BVS members towards meetings that address issues connected with AWCs and schools. This continued to solidify our connectivity with the Gram Panchayat and the community.

Consistent engagement with the farmer community has impacted in the formation of about 35 farmers' groups, all armed with an increased knowledge base on sustainable agriculture and good agricultural practices. These farmers' groups facilitate village level information dissemination as well as knowledge and experience sharing related to their beneficial agricultural practices.





EVENTS OF THE YEAR

SEPTEMBER 2017

MOU SIGNING WITH DISTRICT ADMINISTRATIVE

A MoU with the District Administration of Yadgir, Government of Karnataka, was signed by Tata Trusts to expand the focus of our Education program in Yadgir district, We addressed development issues using a multi-thematic interventions approach.

The partnership with District Administration will support and facilitate authorities to also focus on other developmental issues that arise from inadequate health awareness, limited opportunities & knowledge of alternative livelihoods, water scarcity and personal hygiene.



“We have been making significant progress in the district across all community issues, especially education, over the past few years. There is a need to increase skilling among the youth for alternative livelihood opportunities to mitigate poverty and migration. Through the expansion of this programme, the government will be able to enhance the development of Yadgir.”

Mr. Manjunath J, IAS, Deputy Commissioner, Yadgir

The new focus is expected to raise the standard of living of 41,000 households and reach to 1,25,000 children, 2,000 youth and 8,000 farmers in Yadgir.

The programme will build partnerships with the government and NGOs to boost development. As part of Tata Trusts' Mission 2020 programme, the objective of this intervention will be to create a model for the state and replicate the successes to upscale across the state. Tata Trusts will work alongside the Government Departments to implement multiple programmes through Kalike.

Headed by the Deputy Commissioner of Yadgir, Tata Trusts will also be responsible for the formation of a steering committee that will regularly review the progress in the district.

DECEMBER 2017

LITERACY RESEARCH IN INDIAN LANGUAGES (LIRIL)

A longitudinal research study on LIRIL was carried out to understand the teaching, learning of reading and writing in two Indian Languages – Marathi and Kannada. We wanted to document the challenges faced by learners in this process. The study in Kannada language was conducted jointly by Tata Trusts, Azim Premji University and Kalike.

It followed 360 students as they moved from Grades 1-3 (from 2013 to 2016) through longitudinal research design. It was emerged that children are not just unable to read words and passages at the appropriate level of difficulty, but even those who are able to read the script, are often unable to comprehend it. Higher order skills like comprehension and composition are alarmingly poor.

Based on the findings, our team is strengthening the Nali-Kali intervention by designing a supportive activity handbook for teachers which includes a set of Kannada language and also in Mathematics teaching & learning activities.



FINANCIAL OVERVIEW

2017-18



■	Early Childhood Education	15%
■	Education	49%
■	Livelihood	9%
■	WaSH	15%
■	Skill Development	12%

BALANCE SHEET AS AT 31 MARCH, 2018

PARTICULARS	NOTE NO.	AS AT 31 MARCH, 2018 (IN Rs.)	AS AT 31 MARCH, 2017 (IN Rs.)
FUNDS AND LIABILITIES			
FUNDS			
(a) Earmarked Fund	3	1,49,64,818	1,27,84,436
(b) General Fund	4	17,87,661	-
(b) Capital Grant fund	5	29,34,076	28,90,702
(c) Income and Expenditure Account	6	11,89,401	3,79,440
		2,08,75,956	1,60,54,578
LIABILITIES			
Current Liabilities	7	-	43,288
		-	43,288
		2,08,75,956	1,60,97,866
ASSETS			
TOTAL			
(a) Fixed assets			
Tangible assets	8	30,06,402	28,90,703
(b) Investments	8	5,944	6,520
(c) Loans and advances	10	14,62,904	2,12,226
(d) Cash and bank balances	11	1,64,00,706	1,29,88,417
		2,08,75,956	1,60,97,866
TOTAL			

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH, 2018

PARTICULARS	NOTE NO.	YEAR ENDED 31 MARCH, 2018 (In Rs.)	YEAR ENDED 31 MARCH, 2017 (In Rs.)
INCOME			
Transfer from earmarked funds and other funds	12	5,19,22,065	4,78,44,989
Other income	13	9,97,699	49,684
Total Income		5,29,19,764	4,78,94,673
EXPENSES			
(A) EXPENDITURE ON OBJECTS OF THE TRUST			
(i) Onward grant paid		1,09,57,942	1,60,02,000
(ii) Project Expenses	14	2,02,13,351	1,58,96,771
(b) Employee benefit expenses	15	1,96,14,699	1,51,07,408
(c) Establishment Expenses	16	7,93,851	2,62,075
(d) Depreciation		5,60,449	6,94,857
Total expenses		5,21,40,292	4,79,63,111
EXCESS OF (EXPENDITURE OVER INCOME) / INCOME OVER EXPENDITURE			
		7,79,472	(68,438)

| OUR BANKERS

STATE BANK OF INDIA, VIJAYNAGAR BRANCH,
BANGALORE & CHITTAPUR ROAD BRANCH, YADGIR

HDFC BANK, VIJAYNAGAR BRANCH, BANGALORE

YES BANK, VIJAYANAGAR BRANCH, BANGALORE

| STATUTORY AUDITORS

KALAYANIWALLA & MISTRY CHARTERED ACCOUNTANTS, BANGALORE

| INTERNAL AUDITORS

PKF SRIDHAR & SANTHANAM LLP FIRM OF CHARTERED ACCOUNTANTS, BANGALORE

| DONORS

TATA TRUSTS





KALIKE IS REGISTERED UNDER

INDIA TRUST ACT 1882: 46/2012-13

FOREIGN CONTRIBUTION REGULATION ACT : 094421711

SEC 80G (5) OF INCOME TAX ACT 1961: DTE(E)BLR/80G/456/AACK0078L/ITO(E)-1/VOL 2012-2013

UNDER 12A OF INCOME TAX ACT 1961 : DTE(E)BLR/12A/K-903/AACK0078L/ITO(E)-1/VOL 2012-2013

PERMANENT ACCOUNT NUMBER (PAN): AACK0078L

TAX DEDUCTION ACCOUNT NUMBER (TAN) : BLRK11888C

