



# An Impact Assessment Report of the Titan Kanya Sampoorna – 2.0, Karnataka



Implemented by Kalike



Study Conducted by



Social Audit Network  
2024 – 2025

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## 1. Introduction

Yadgir District was created by dividing the former Kalburgi district as the thirty-first district of Karnataka. With its headquarters located in Yadgir, the district is the second smallest in the state, spanning six taluks: Shorapur, Hunasagi, Shahpur, Wadagera, Yadgir and Gurmitkal. The major occupation is agriculture, has very poor social and economic conditions. According to the Karnataka Human Development Report 2020<sup>1</sup>, Yadgir is one of ten North Karnataka districts that did poorly on the multi-dimensional poverty index. In the state, the district is thought to have the lowest average human development index. There are 84% rural residents in this district. This district has a high rate of malnutrition and unemployment, with very few employment opportunities.

### Need for the Titan -Kalike's Kanya Sampoorna programme

The Kalyan Karnataka region, particularly along the Andhra Pradesh border, has some of the lowest literacy rates in the state, with Yadgir recording the lowest National Enrolment Ratio (NER) in the latest Human Development Index (HDI) report. In Yadgir taluk, the pupil-teacher ratio stands at 1:47, and the average literacy rate is just 51.8%, with the highest dropout rate in the region. Improving learning outcomes will require better educational facilities and infrastructure, such as computer-aided learning labs, access to clean drinking water, libraries, and teaching kits for subjects like science, math, and language—resources that are currently insufficient. The impact of the COVID-19 pandemic has further hindered educational progress, as highlighted by ASER's recent report on rural Karnataka, which revealed a decline in reading proficiency among children aged 5-16 in 2020 compared to 2018. For instance, in 2018, 40.3% of first graders were unable to read a single letter.

Student attendance and learning outcomes are also heavily influenced by household factors such as food security, family income, poverty, language barriers, prior learning, at-home study time, parental attitudes toward education, and literacy levels within the household. Many of these challenges are acutely felt in Yadgir, making it imperative to address these issues.

In response to the above issues, Titan Kalike, an associate organisation of Tata Trusts, has launched the **Kalike Samruddhi Upakram** (Learning Enhancement Initiative) to address these challenges. Kalike works towards long-term improvements in the district's quality of life through direct field engagement across key areas: education, early childhood development, health and nutrition, livelihood development, water and sanitation, and skill development. By focusing on these five broad areas, Kalike aims to bring transformative change to Yadgir district and uplift its communities.

Although the programme is intended for all school-age children and the district's schools, the name Kanya Sampoorna Project comes from the primary focus on transforming girl children. The underlying idea behind this is that the family's chances of becoming literate

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<sup>1</sup> <https://planning.karnataka.gov.in/storage/pdf-files/Reports/HumanDevelopmentReport-2022FullBook.pdf>

in the future will be facilitated if the women of the house become literate. The intervention's first phase was carried out between 2018 and 2022. Phase II of the project has been planned and executed in light of the results and effects of Phase I.

Additionally, the programme's phase II includes components that are in line with the objectives stated in the New Education Policy (NEP) 2020.

## 2. Objective, Methodology and Scope of the project

By examining the performance of the programme's implemented activities and their effects on beneficiaries and stakeholders, the social impact assessment seeks to assess the Titan – Kalike Kanya Sampoorna Programme's **relevance, effectiveness, efficiency, sustainability, and social impact**.

The study employed the following **methodologies** incorporating both quantitative and qualitative data:

1. **Desk Review:** A thorough review of the documentation provided by the project partners to Titan's CSR department was conducted. This included analyzing initial project plans, logical frameworks, progress reports, management information system data, and comparisons between planned versus actual achievements. This review provided a baseline understanding of the project's intended objectives and its execution.
2. **Primary Data Collection:** To capture a real-time and accurate picture of the project's impact, primary data was collected through:
  - **In-Depth Interviews** with stakeholders and beneficiaries to gain insights into their experiences and perceptions of the project.
  - **Focused Group Discussions (FGD)** to explore collective views and experiences regarding the project's activities and outcomes.
  - **Consultations** with key stakeholders to gather feedback on the project's implementation and effectiveness.
  - **Observation** of project activities and interactions to assess the real-time impact on beneficiaries.
  - **Case Studies** to illustrate the project's impact on individual beneficiaries or specific groups.
3. **Field Visits and Stakeholder Consultations:** The SAN team comprising of Ms. Vatsala. R and Ms. Marie Banu, Social Auditors of SAN India conducted the field visits to various locations as part of the assessment process. They were ably guided by Mrs. Latha Suresh, Director, SAN India.

These visits involved gathering feedback from stakeholders and beneficiaries through structured consultations. An initial virtual call with the implementing partners' teams were held to finalize the plan and timelines for these consultations.

A participatory methodology was adopted to gather information from children of different age groups in the Anganwadi's and schools. As part of the assessment

process, the team conducted field visits to the Anganwadi's and schools on 18<sup>th</sup> and 19<sup>th</sup> September 2024, where they observed the children's activities and conducted one-on-one interviews with key stakeholders.

4. **Preparation of Survey Tools:** The SAN team developed and utilized survey tools such as questionnaires, FGD guides, and personal interview questions to facilitate the data collection process. These tools were designed to gather comprehensive and relevant information on the project's impact.

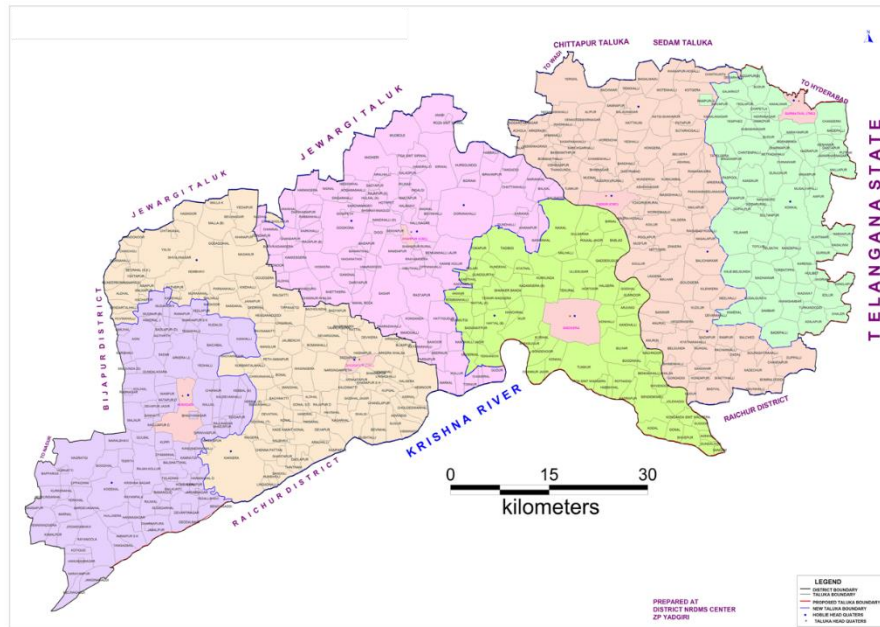
*Table 1: Stakeholders consulted.*

S. No	Stakeholder	Total Number	Total consulted	Consultation method
1.	Students at primary school	12,314	168	FGD
2.	Students at High School	10,453	620	FGD
3	Girls in the hostels	854	120	FGD
4.	Principals	92	9	Personnel Interview
5	Teachers (NaliKali)	50	6	Personnel Interview
6.	Animators	50	5	Personnel Interview
7.	Remedial Teachers (Hostels)	16	4	Personnel Interview
8.	Kalike Co-ordinators	7	3	Personnel Interview
9.	Kalike Program Managers	2	2	Personnel Interview

The **scope** of the study is for the period 2023-2024.



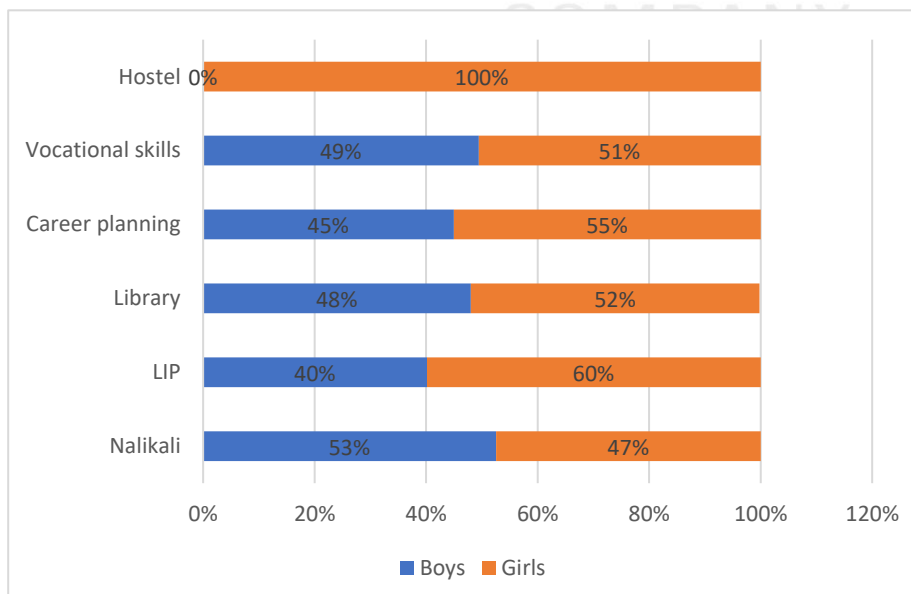
### 3. Geographical background



### 4. Report on Performance

The goal of the Titan-Kalike's Kanya Sampoorna Project (KSP) is to support the development of girls by improving their education through interventions in schools and hostels in Yadgir. The programme has been scaled to 50 villages from 20 based on the success of phase I. The way the programme is set up, KSP II can help and support the

kids all the way through their educational journey, from elementary school to higher secondary school and beyond. Several interventions for different grades have been designed with the primary focus of enhancing their educational experience and ensuring better academic performance.



*Figure 1: Overall Beneficiaries of Titan Kalike Kanya Sampoorna*

For **NaliKali** (an early childhood education program), boys constitute 53% of the beneficiaries while girls make up 47%. This slight male predominance suggests a balanced engagement in early education, but the near-equal representation indicates opportunities to further encourage female participation.

In the **LIP** (Learning Improvement Program), girls represent a larger share at 60% compared to boys at 40%. This suggests that the program is effectively reaching and benefiting more girls, potentially helping to bridge gender disparities in learning outcomes.

The **library** initiative shows a similar trend, with girls (52%) slightly ahead of boys (48%). This equal representation highlights the importance of library resources in promoting literacy and learning for both genders, while indicating a need to maintain interest among boys.

For **Career Planning**, girls again surpass boys, with 55% versus 45%. This indicates that girls are receiving more support in planning their future careers, which is crucial for their empowerment and socio-economic development.

In terms of **Vocational Skills**, the distribution is relatively even, with boys at 49% and girls at 51%. This balanced engagement is encouraging, as both genders benefit equally from vocational training opportunities.

Notably, the **Hostel** program exclusively serves girls, who constitute 100% of the beneficiaries. This underscores a focused effort to support girls in their educational journeys, particularly those who may face barriers to accessing education due to socio-economic factors.

Overall, the Titan Leap Kanya Sampoorna program appears to be effectively promoting gender equity, with initiatives tailored to address the specific needs of girls while ensuring balanced participation in other areas. However, continuous efforts should be made to maintain and enhance male participation, particularly in programs where their representation is lower, to foster an inclusive educational environment.

## NaliKali programme

The NaliKali programme of the government is designed for first through third graders. Kalike is the nodal organization for providing training to NaliKali teachers, master resource persons, and cluster resource persons as well as overseeing the execution of the programme in the district. Kalike provides hands-on support Teaching Learning Material (TLM) for NaliKali sessions by supplying all teaching materials, vibrant instructional posters, lots of printed material such as flash cards, desks, card racks, and other supplies.



Kalike organizes cluster-level monthly consultation meetings with the aim of sharing knowledge and resolving issues among the teaching community and is responsible for setting up nodal Nali Kali centres in each cluster. These nodal centers act as a hub, and other centres in the cluster share/duplicate the resources. Currently, the project supports 50 schools, with around 30 students enrolled in each centre. Multiple centers are established in the same schools with more than thirty students in each centre.

*Table 2: Training details of Nalikali programme*

Year	No. of training programs conducted for teachers	No. of NaliKali Teachers trained	No. of Master resource persons (MRP) / cluster resource person trained (CRP)/ block resource person (BRP)
2022-23	<ul style="list-style-type: none"> <li>2 Consultation meetings cum trainings.</li> <li>3 days' Nalikali guest teachers training.</li> <li>2 (1+1) days Model Nalikali teachers training</li> </ul>	113	14 MRPs and 19 CRPs and 5 BRPs
2023-24	<ul style="list-style-type: none"> <li>5 days Residential Content Trainings (3+2days)</li> <li>5 One-day Consultation meetings cum Trainings.</li> <li>3 days' Nalikali guest teachers training.</li> <li>1 day Model Nalikali teachers training</li> </ul>	105	14 MRPs and 19 CRPs and 5 BRPs

*Table 3: Details of NaliKali programme*

No. of TLM designed	Language – 7 and Math's 22
No. of Kits distributed	113
Average cost of each TML Kit	Rs. 4602
No. of model NaliKali established	19

## Learning Improvement Programme (LIP)

For students in classes three through five, Kalike has designed a remedial programme with an aim to ensure that the fundamentals of language are strengthened. Kalike selects 25 children from each school after conducting an assessment to determine which

students are weak. A screening process is done in collaboration with the schoolteachers and the principal. The selected students are then given the opportunity to take a remedial class before or after school with the assistance of an animator hired by Kalike.

For the LIP programme, specific workbooks and TML kits have been developed with an emphasis on improving language skills, including reading and writing. Four sets of workbooks, designed for different stages of progression, are completed by students as part of the programme every year. These sessions are handled by Kalike animators who are native to the corresponding village and possess a basic educational qualification, ranging from a high school diploma to a B. Ed Degree. Written exams and in-person interviews are used to thoroughly screen these animators. The animator receives in-depth training for 10 days in a year on how to lead the LIP sessions in order to enhance the students' learning outcomes. A review/training meeting for Kalike Staff is arranged each month to facilitate the sharing of their experiences and challenges encountered in the field. For each of the villages, Kalike has a specific animator appointed.

*Table 4: Details of LIP coverage*

No. of schools running LIP programme	50
Total number of students covered	1183
Total no. of girl students covered	708

*Table 5: LIP training details*

<b>No. of animators</b>	<b>50</b>
Number of training session conducted for animators (year-wise)	2022-23 Monthly Review meetings Cum Trainings –16 days and Content Trainings 6 days 2023-24 Monthly Review meetings 20 days and Content Trainings -6 days

## Programme for Libraries

Students in grades 4 through 8 are the target audience for this programme. 50 schools now have libraries, each with a specially painted room that has been set up to enhance the library experience.

Each library has received resources like desks, book racks, mats, and roughly 700 book titles. The school's regular schedule includes a set period for library class. Every class has two weekly library visits. The activities in the library class includes read-aloud, book reviews, and book hospitality (which teaches how to handle books carefully and prevent

damage) are led by the Kalike animator who has received specific training to lead the library classes.

*Table 6: Details of Library programme*

<b>No. of libraries set-up</b>	<b>No. of student beneficiaries reached</b>	<b>No. of girl students covered</b>
50	7262	3762

## Programme for Science Activities

The facilities and resources needed to enable children's experiential learning are lacking in rural schools. Keeping this in mind, Kalike initiated this programme in association with the Innovation and Science Promotion Foundation (ISPF). This programme is offered to students in classes six through eight in 44 higher primary schools throughout the district.

The programme's goal is to equip students with 21st century skills like effective communication, problem solving, teamwork, and critical thinking and promote STEM education in the rural areas. Through interactive experimentation, observation, and exploration, the child learns the concepts in a playful and enjoyable way that leaves a longer lasting impression on their mental map. During the seven-month programme, students get to do science experiments that correspond with their academic syllabus. Every pupil receives a separate kit to hands-on experiment and investigate these experiments. ISPF offers training to the Kalike team and the teachers in the school to help them comprehend each experiment and how it should be presented to and demonstrated for the students.

Besides the classroom activities a number of other activities such as establishing Raman club, interschool science exhibitions etc. had been planned. Many of these ISPK activities, could not be executed due to rigorous schedule in the schools.

*Table 7: Details of Science Activity programme*

<b>No. of schools</b>	<b>No. of student beneficiaries reached</b>	<b>No. of experiments conducted</b>	<b>No. of Kalike team members and teachers trained by ISPF</b>
44	3401	21	15 – Kalike team members, 44 – Govt. Science teachers

## Life Skills, Career planning and guidance, and Vocational skills

Kalike has implemented a skills and career development programme for high school and hostel students in accordance with the New Education Policy. The programme's goal is to ensure the holistic development of the students. In addition to receiving fundamental academic support, children are also given life skills training that will help them take the

best decisions for their own future development. A particular curriculum has been created and is currently being tested in eight hostels and 42 schools. The entire programme is being recorded in a way that will allow the government to duplicate it as a proof of concept.

*Table 8: Details of Life Skills programme*

No. of schools covered	Details of topics covered	No. of total children covered	No. of girl beneficiaries covered
42	<b>Module 1</b>  Session 1: Understanding Values  Session 2: Enhancing Self Esteem  Session 3: Managing Emotions  Session 4: Effective Communication  Session 5: Assertiveness  Session 6: Conflict Ladder  <b>Module 2</b>  Sessions 1: Difference between sex and gender  Session 2: Gender Equality  Session 3: Gender Role and Discrimination  Session 4: Masculinity and femininity  <b>MODULE 3: Human Rights</b>  <b>MODULE 4: Value of Education</b>  <b>MODULE 5: Friendship and Marriage</b>	10453	5511

The organization KHPT, which leads targeted initiatives to enhance community health and well-being, created the life skills curriculum. KHPT has provided the necessary training for the Kalike Coordinators to carry out the programme in the field. Experts from

a variety of fields, including doctors, nutritionists, and counselors, are invited periodically to speak to the students at the school as part of the programme. In addition to the curriculum mentioned above, spoken English classes are also offered.

Kalike has partnered with United Efforts to offer career planning module in schools and hostels as part of the Career Planning programme. To enable students' take their career decisions, United Efforts has created a scientific method for determining the student's interests, strengths, and potential career options. This is accomplished through exposing them to various careers options through classroom activities and detailing, and an assessment to determine each student's interests and strengths. United Efforts provides training to the Kalike coordinators to deliver the content and maps the student's progress.

The career planning sessions was first implemented in class 8 as a pilot programme in 17 schools last year, and it has since been expanded to all 42 schools. Over the course of two years, the students are introduced to nine distinct vocations and all potential career paths associated with it.

For the class 10 students who would take the board exams and graduate from the school, a career guidance session is held. They are informed about the nearby colleges, courses they can enroll in, the cost structure, and the potential academic paths they could pursue based on their performance and interests. A follow -up of the students has been done to check the courses they have opted.

*Table 9: Details of Career Planning sessions*

No. of schools covered	Details of topics covered	No. of students covered	No. of girl children covered
<ul style="list-style-type: none"> <li>Career Planning With the support of the United Efforts organization, the team completed 3 sectors in 17 selected schools for 8th grade students.</li> <li>Career guidance - 10<sup>th</sup> Grade all 42 secondary schools.</li> </ul>	Covered sectors. <ol style="list-style-type: none"> <li>1) Indian Armed Forces</li> <li>2) BFSI Sector</li> <li>3) Healthcare Sector</li> </ol> Kalike has been giving various carrier planning	783 – Career Planning	431

No. of schools covered	Details of topics covered	No. of students covered	No. of girl children covered
	sessions through classroom discussion and workbooks.  Topics  1) Know yourself. 2) Know the world. 3) Equip yourself. 4) Take decisions.	1534	714

## Vocational skills

Basic vocational skills such as carpentry, gardening, electrical maintenance have been introduced for the higher classes. The courses are in nascent stage of implementation. To begin with, kitchen gardens have been executed, which was witnessed during the field visit. For other subjects, basic theory classed have been undertaken and plan to get started once the resources in the schools are made available.

*Table 10: Details of vocational skill sessions*

No. of schools covered	No. of students covered	No. of girl children covered	Details of topic covered
18	1618	818	1) Soil preparation, 2) Seed sowing, 3) Watering techniques, 4) Pest management and harvesting.



## Digital classes under Aspirational District initiative

The Digital programme was launched in four secondary schools that were part of KSP Phase I. Students were given digital tabs with content provided by SVYM. Social studies, science, and math subjects were covered. In response to the programme's success, the district education department expanded the programme to 40 high schools in KSP II. Kalike was brought on board to serve as technical knowledge partner for the programme. Teachers received training so they could manage the tab and assist the students during the virtual classes. During the digital classes, a mixed group of students—good, average, and below average students—share a tab, to encourage peer learning. The schools receive between 10 and 20 tabs, depending on their strength.

## Hostel Intervention

The hostel intervention, which was initiated in KSP Phase I, was implemented in eight girls' hostels, the majority of which housed pre-metric students. In the current Phase II, it has been expanded to 16 hostels (7 post-metric and 9 pre-metric hostels). The SC/SC department, the backward class department, the social and child welfare department, and other government agencies oversee these hostels.

The Kalike Remedial teachers carry out the hostel intervention. These educators are hired following a rigorous screening process and hold a minimum of a B. Ed Degree. Classes ranging from 6 to 9 cover topics such as life skills, spoken English, communication skills, library activities, computer sessions, art and craft, and other related subjects. For the post metric hostel inmates, information regarding competitive exams and details of its preparation are shared. Along with life skills, basic computer and spoken English classes. There are 2 coordinators appointed by Kalike to oversee the hostels. Programme specifics are recorded in Kalike's MIS regularly.

*Table 11: Details of Life skills for Hostels students*

No. of hostels covered	Details of topics covered	No. of total girls covered
16	1) Life Skill Education: Same as in High School  2) Asha Modules: A) Adolescent Changes  B) Good Touch and Bad Touch	854

	C) Menstruation	
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Digital classes are offered exclusively to students studying in class 10 and residing in the hostels. These classes help the students prepare better for the board exams as the remedial teachers assist them in their learning.

***Three hostels had 100% results in board exam last year, while the other hostels had results ranging from 90 to 95 percent.***

*Table 12: Details of remedial classes for hostels*

No. of hostels covered	No. of total girls covered
16	854

Previously, only 8 hostels in Phase I received the tablet-based digital programme. Owing to the success of the programme, it has been expanded to include the entire Yadgir district. Funding is provided by the department under the NITI Aayog Aspirational district programme, and Kalike has been brought on board as the district's technical partner.

In 78 hostels for boys and girls, Kalike has assisted Niti Aayog in hiring about 100 remedial teachers and has trained them in leading the digital remedial classes. The goal of the entire endeavor is to raise and enhance Yadgir District students' educational standards.

## 5. Evaluation of Impact using REESS Framework

### 5.1. Relevance

Yadgir district is one of the most underdeveloped districts in Karnataka, as has been mentioned earlier. The existence of Kalike has contributed to the government's efforts to improve the district's poor academic performance.

Since 2009, the Kalike programme has been operational in Yadgir district. There is a functioning government school in each village and Kalike has been actively supporting the district's education department and the schools. Nearly all the children in the district are enrolled and attend school regularly. For both boys and girls, hostels have been constructed in consideration of the population's trend toward migration and to reduce drop-off rates. Kalike's intervention in these schools and hostels has sparked a desire for higher education. Due to these circumstances, Yadgir children now have guaranteed access to education, and Kalike programs are now highly ***relevant to the needs of the local community***.

Additionally, the initiatives are ***in line with the region's educational requirements***. The children's learning gaps have gotten wider since the Covid era. KSP II is supporting

children's foundational learning by fostering and enhancing the fundamental literacy and numeracy skills through its NaliKali programme. Academically struggling students in classes 3 through 5 have benefited from the remedial support offered to them before and after classes. Through science activities developed by and trained by ISPF, the schools have integrated STEM related courses in their regular academics., thereby fostering innovation and science promotion. This has helped in bridging *gaps to STEM resources*. Kalike has played a key role in the assisting in putting together school-based labs. Basic equipment has been procured and supplied to many of the schools. Every effort made is ***in line with the standard syllabus***.

All programs, including NaliKali, remedial classes, and life skill development, have teaching materials (TML) in the local language that are specifically designed to fit the cultural, linguistic, and social context of the area. This makes the TML more relatable and engaging for students. The community has acknowledged the Kalike's efforts, and their involvement in the school activities has increased. Instances of the community lending resources to the school were noted during the survey, demonstrating the ***community's involvement towards the shared objective of enhancing the educational experience***.

The KSP programme's goal is to improve the education, awareness, and abilities of the girl children living in Yadgir Block. Although the programme is implemented in a variety of settings, its main objective is to support girls who need intervention. A case in point is the remedial class in the girls' hostel. It has been demonstrated that life skills programs cover important topics like menstrual hygiene, career counseling, and reproductive health, all of which are especially important to the community's teenage girls and meet their needs in a gender-specific way. A rise in the number of female students engaging in technology-enhanced learning, particularly in virtual remedial courses offered in schools and hostels, suggests that the initiative is removing obstacles to ***girls' education and growth***.

Yadgir is a backward district that is primarily rural, so the people living there do not have access to modern tools and technology. The ***technology-enabled education*** gap has been effectively closed by introducing electronic tabs into classrooms and providing students with digital content relevant to their subjects. Learning interests have been trending upward, and both the teacher and the student feel empowered.

One of the KSP programme's major and much-needed contributions has been the ***construction of school libraries***. Through the programme's provision of books and other knowledge resources, children have been able to cultivate a spirit of self-learning from an early age. It has grown to be a major draw in the school programme, thanks to the trained resource handling the session. The libraries have been properly utilized because specific times have been set aside by the school in their regular timetable for their use.

In accordance with the 2020 New Education Policy, Kalike has tried to incorporate ***life and career skills*** into the upper classes, particularly for students in the sixth through ninth grades. During the session, basic vocational streams like carpentry, electrical,

gardening, etc. are introduced. Values instillation, self-worth, confidence, and aspiration creation are just a few of the topics covered in life skills classes. The overwhelming positive feedback from the students indicates that the material covered in these sessions is relevant to their personal development and future objectives, as evidenced by their active participation.

Every programme that has been created has complied with state and national regulations as well as the district education department's planning and policies. Their alignment is with educational priorities set by the state or district, which include enhancing literacy and numeracy skills, encouraging digital learning, and lowering dropout rates. The community has acknowledged the hard work of KSP, and as a result, Kalike has emerged as the government's technical partner in providing support to every school in the district.

## 5.2. Effectiveness

Indicators such as student learning outcomes, improved skill development, utilization, teacher development, community engagement, equity and inclusion, and post-school outcomes are used to gauge how effective an educational programme is.

**Learning Outcomes:** Stakeholder engagement and on-the-ground observations unmistakably demonstrate an upward trend in the lower classes. The TML resources that Kalike created internally have enhanced the NaliKali programme. The classrooms are child-friendly, beautifully decorated, and filled with lots of print. Kalike provides desks, stacks, stationery, and other educational supplies. The teachers' and HMs' vision for implementing the ideas in their respective schools has been widened by Kalike's efforts in training them and giving them experiential visits to model schools. As a result, numerous Nalikali model centers have been established that are easily comparable with urban/Montessori schools. Improved learning among the children has been observed through observation and teacher engagement. Retention and attendance are also high.

As students advance to higher classes, the remedial support offered in the schools and hostels making sure that their foundational knowledge is solid. The baseline and end line assessments in the school remedial support programme have shown improved comprehension. *But the upper primary needs special attention in the mid-school section. It was noted during the field visit that they had trouble understanding the material and were unable to form simple sentences.* Compared to other schools where the intervention is not present, students in the upper classes—particularly those in the class 10—have performed better in the board exams, partly because of the augmented study resources such as digital tabs provided by Kalike.

Children's interest has been piqued by the science activity class; many have created models that they have demonstrated at interschool competitions, like Prathima Karanje, and received praise from numerous department officials.

***An impact of Kalike's library programme.***

*Kamala (name changed) a Government Higher Primary School student, has actively participated in the library programme. She has been taking part in most of the activities, including read-aloud and book reviews, and she has also been a helpful student to the teacher. She made a library nook for herself in her home. Students from her neighborhood could also come to her house every evening after school to read books.*

The newly created library classes have become one of the school's eye catchers. The library's infrastructure, which includes space for activities, book racks, well-designed walls with murals, and child-friendly, basic furniture, has been carefully planned. There are at least 700 book titles in the libraries of most schools. Pupils are guided toward independent reading and learning through play-way activities.

**Life Skill development:** The girls have responded very well to the life skills programme. Most of the students' hail from rural backgrounds, so there isn't much open discussion about menstruation, health, etc. Their inhibitions have been broken, thanks to the life skills programme. Girls are more self-assured, aware of physical changes, and capable of handling their own affairs with greater assurance. Life skills classes are also offered to boys, covering more general subjects like self-worth, honesty, the ability to strive for their objectives, etc.

*The health and hygiene sessions has had a huge impact on the girls in the hostel. Before the sessions were conducted, the girls did not have much knowledge on how to deal with menstrual hygiene. They would litter the surrounding of the hostel with used sanitary napkins or throw them into the bathroom commode. Many a times this clogs the drain. After the sessions were taken for the girls, their understanding levels has broadened, they no longer feel inhibit to discuss about it with their friends and families. More importantly, they have learnt how to use the sanitary napkins and dispose them only in the incinerator provided by Kalike in the hostel premises. This has helped improve the cleanliness of the surrounding.*

*A major changes as observed by the warden of the girls' hostel is that earlier girls would come from school and be in their respective rooms and spend their time worthlessly. After the Kalike programme, children are productively engaged in activities, learning new things and improving their personality.*

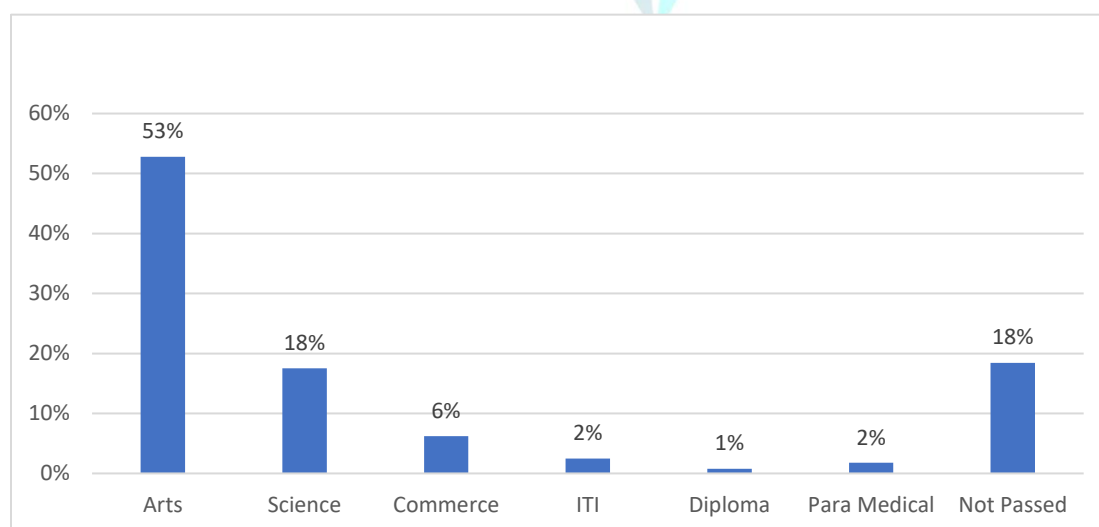
The foundations of some vocational skills have been initiated in many schools; however, their effects will take time to manifest. Gardening was offered as a career stream in many of the schools. There was fully operational kitchen gardens set up on the school grounds.

Support for career guidance has been given to 1534 students. One of the major outcomes of this programme has been that all the students have opted for higher education, *emphasizing the relevance and effectiveness of the intervention.*

*Table 13: Table: Distribution of streams chosen by students for higher education.*

S, NO	Stream	No of Students
1	Arts	810
2	Science	269
3	Commerce	95
4	ITI	38
5	Diploma	12
6	Para Medical	27
7	Not Passed	283
	<b>Total</b>	<b>1,534</b>

*Figure 2: Education Streams selected by students.*





Effort for mid-school & hostels in remedial classes and for Spoken English strengthens the foundational skills of students as well as improves their confidence to pursue higher education.

*Jayashree, a student in 10<sup>th</sup> standard staying in hostel in Tallapur was very irregular initially in attending the classes. Once she started interacting with Kalike teachers and attended life skill classes and the digital classes, a slow transformation in her could be noticed. She developed an interest in science as it involves practical classes, drawing of diagrams etc. She attends to her classes in school and during the tab classes tries to explore further in the subject. Academically she seems to have progressed. Another major transformation as noticed by her teachers is that she can take science session in the class by herself. She can draw on the board and help her friend understand many of the topics. She attributes these changes due to the self-learning efforts she has developed using the tabs in the hostel.*

**Technology-based Interventions** – The success of the tab-based learning from KSP phase I has been scaled up across the district by Niti-Aayog and the Department of Education with Kalike as their Technology partner. This has had a profound effect on the learning of the students and to some extent bridge the digital divide. The content and the technical support for maintenance of the tab is taken care by Kalike. Students have shown keen interest in taking up the tab-based learning. This is more pronounced in girls who stay in the hostel.

**Community Engagement:** Kalike has been mentoring the school's principals and teachers toward improved school development. The school management have been able to gather ideas for the development of their own schools because of training and visits to observe best practices. To ensure community involvement for the school's development, it was noted during the field visit, that the principals of many of the schools had sought resources from the Gram Panchayat, specific parents, and in certain cases, from the school's alumni. Parents are regularly informed about their ward's progress as well as other school-related events thereby encouraging active SDMC in the schools.

**Equity and inclusion** the goal of the Kalike programme is to empower girls. All the programs have been created with girls as the primary focus. Kalike's programme in the girls' hostel include the schedule caste hostels, schedule tribe hostels, and minorities hostels etc. Kalike has guaranteed the inclusion of the marginalized gender as well as numerous societal segments by addressing all these groups and supporting them in their educational endeavors. The performance of girls has been better than the boys in most of the school. Parents have also actively involved in the progress of their daughters.

### 5.3. Efficiency

The efficient use of resources, cost control, and impact maximization contribute to a programme's overall definition of efficiency. It is about executing tasks in the best possible way with the least amount of waste or needless work. Kalike has worked hard to achieve this goal.

**Resource utilization:** Kalike has implemented the hub-and-spoke model by establishing modal Nali Kali centers in each cluster. The modal center receives the TML and stationaries, which are subsequently shared by the other centers. The libraries are stocked with 400–700 titles of books, depending on how strong the schools are. Schools have received digital tabs as part of the Niti Aayog initiative. Kalike makes sure that each tab is used in a group of good, average, and below average students in every class. This ensures that the resource is used efficiently and promotes peer learning among the students.

Most of the teaching staff, including the remedial teachers and animators, are women who hail from the surrounding area. Through the provision of employment opportunities and the establishment of local connections, the programme's continuity is guaranteed. Depending on the programme, the ratio of teaching staff to students is 1: 30/40.

**Time management:** To guarantee timely delivery, the programs—which begin with teacher training, student selection, and programme execution—have been methodically planned in conjunction with school administrations. Additionally, the digital tabs are utilized appropriately and promptly.

**Efficiency of the teacher or facilitator:** Regular input from the field is gathered via review meetings, training sessions, and the MIS. The managers and coordinators of the programs assist in removing the bottlenecks on an ongoing basis.

**Scaling efficiency:** In Phase II, most of the programs that had been successfully piloted in Phase I, were expanded from 20 to 50 villages which include the remedial classes, life skills classes and the digital programme. In phase I, the remedial and digital programme was limited to eight hostels. The programme has been expanded throughout the district because of the programs value addition. Kalike is currently implementing the programme in 16 hostels while overseeing activities in the 62 remaining hostels. In the current phase, the life skills and library programme has expanded from 20 to 50 schools. Kalike is now overseeing all the district's schools as the district commissioner has made Kalike as its digital partner.

**Programme Reach vs. Resource Input –** With a maximum of 59 employees for the elementary school and 24 for the high school, Kalike boasts a lean organizational structure that serves about 10,000 students across 50 village.

Organogram of Kalike programs



**Efficiency in Collaboration and Partnerships** Rather than producing updated versions of the same product, Kalike has partnered with numerous NGOs throughout Karnataka to deliver its range of programs. The CfBT Modules have been used for the spoken English classes. United Efforts is the class's knowledge partner for career planning. The health-related KHPT modules have been completed for the Life Skills classes. They have partnered with ISPF on the science-related initiatives. It has become simpler to implement the best-executed programs throughout Yadgir because of all of these collaborative efforts.

**Monitoring and Feedback Systems:** For every programme, a monitoring system is set in place. Every programme starts with a baseline study, is continuously monitored, and teachers, staff, and students feedback are regularly sought. Daily regulations are in place for standardized reporting formats, and the MIS is updated on a regular basis.

The stakeholders' overall level of engagement, including that of the students, girls living in the hostel, teachers, principals, and district officials, has been excellent. This is a result of the programme's successful outcomes. The result vs. Resource input is extremely positive when taking into account the programme's influence throughout the district and its spread throughout the block. In conclusion, most of the efficiency parameters tick right for Kalike's programme.

## 5.4. Sustainability

The **sustainability of a programme** refers to the programme's ability to continue delivering its intended benefits, impacts, or services over the long term, even after initial funding, resources, or support are reduced or withdrawn. A sustainable programme is designed to be resilient, adaptable, and capable of maintaining its operations, effectiveness, and value to stakeholders over time. In the context of Kalike's programme, the following factors in the programme show the strength of its sustainability.

**Integration of the programme into the formal education system:** The Kalike interventions, which include life skills training, technology-enabled education, remedial support, and NaliKali, have been incorporated into educational policies and curricula in

schools. The district's schools have embraced each of these initiatives, with Kalike serving as their technical support partner. Many these programs were first piloted. The Department of Education has shown a strong interest in expanding it after observing the beneficial results. Although these programs are offered in schools and dorms, long-term planning and budgeting are left to future developments.

**Teacher Capacity and Retention** – Kalike has consistently provided training to educators, master resource persons, and cluster resource persons. Although the programme increases the capacity of teachers, it has no control over their retention. All the model NaliKali centers, however, were found to share their resources and training inputs with other centers in the area, thereby spreading the knowledge and know-how.

**Community and Stakeholder Ownership** – The community has also intervened in most of the villages after observing the school's positive transformation and the students' interest in learning. The community is guaranteed to be involved in the school's progress through the active participation of the SDMC. The local community sponsors most school events. The community has raised money to upgrade the school buildings' infrastructure.

**Policy and Advocacy Impact:** The adoption of the Kalike's programs by the local government for the upkeep and extension of programme activities has been proven. To ensure alignment with more comprehensive frameworks for educational policy, such as the NEP 2020, programme elements like digital, life, and vocational skills have also been integrated.

**Programme Scalability and Replication:** The intervention's design facilitates easy scalability. The programme's components are adaptable and can be used in a variety of settings, communities, and schools. The best practices are recorded and disseminated at the review sessions, teacher training sessions, and other gatherings for replication.

All these sustainability indicators suggest that the programme has the structures, community buy-in, and capacity to continue beyond the initial project timeline, ensuring its lasting impact on education and the community.

## 5.5. Social Impact

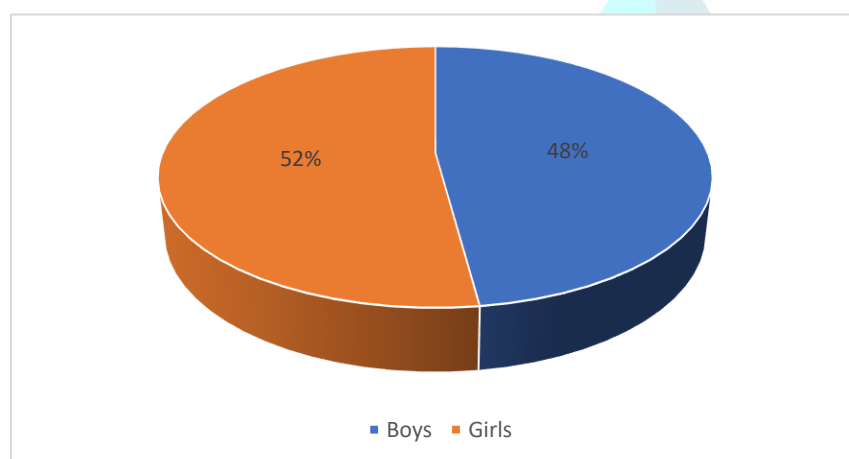
Social Impact of the for the Kalike's programme broadly refers to the outcomes such as improved education, increased equality, better health awareness and enhanced community engagements.

**Improvement in Educational Outcomes:** The enrollment rate in the schools where Kalike is involved is nearly 100%. Both, the school and Kalike remedial teachers, visit the homes of absentee students to inquire about their well-being and ensure they come to school regularly. The Kalike programme has positively affected approximately 10,000 students across 50 schools.

The programme's design encourages the student's continuity in their education and has seen a reduction in school dropout rates. By supporting the students with additional learning support through their Learning Improvement programme, by providing activity-based library classes and introducing digital tabs with school content, they ensure that the student develops interest in learning and continues their schooling. Approximately 1250 students received learning support through LIP and 7000 students through their library activity during the assessment period. During the previous academic year, three girls' hostels had a 100% pass out rates in their board exam, while the remaining hostels had 90–95% pass out rates, demonstrating the programme's success.

**Gender Equity in Education:** As mentioned earlier, Kalike programme's emphasis is to empower girls. During the assessment period, support to 5000 girls in schools and 800 in hostels have been provided. Girls have generally performed better than boys in most of the schools. Girls are actively engaged in programs that teach them life skills, vocational skills, and career planning. Parents' decisions to keep their children in school through higher grades reflect a shift in attitude toward their educational continuity.

Figure 3: Total beneficiaries' gender wise.



**Empowerment of Students:** The FDGs with the student reflected clearly that they feel confident to communicate and enjoy taking leadership roles. The life skills and vocational classes have helped in bringing forth their personality. The digital classes have shown an overwhelming response amongst the students. The career planning, though in its nascent stage, has helped in opening up avenues for their future career plans.

**Improved Life Skills and Well-being:** The life skill classes have aided in the students' development of emotional health. Girls are self-assured in handling their menstruation and do not hesitate to discuss menstrual-related concerns with friends and family. They are aware of the finer points between good and bad touch. There has been a noticeable improvement in the surrounding areas of schools and hostels regarding health, hygiene, and nutrition awareness.

*Sasikala is a student studying presently in Government High school, Gurmitkal. She is preparing to give her 10<sup>th</sup> board class. She has been a part of KSP phase I, when the Learning Improvement programme was piloted in 20 schools across Yadgir. Sasikala has been attending the library classes too, which helped inculcate the reading habit in her. Today she is helping her neighbors and other children studying in lower classes. Considering that she was a part of the remedial class which is meant for weaker students and today she is in a position where she is preparing herself for the board exam, speaks how Kalike has been instrumental in being the force for the social mobility of the children.*

**Social Mobility:** 100% students, who undertook the Career Guidance programme, pursued higher education after completing secondary school. This reflects the social mobility of the different communities in this region.

**Technology Adoption and Digital Literacy:** The level of digital literacy among students has increased. Kids could effortlessly transition to utilizing tabs loaded with their curriculum and have enjoyed this medium of learning. It has reflected in better performances in the Board exam, as seen in the girls' hostels.

**Attitudinal and Behavioral Changes:** Teachers and parents have reported increased self-discipline, accountability, and learning motivation. Students who participate in life skills and vocational training sessions have been shown to have lower rates of absenteeism, aggression, and behavioral problems. The community's views about education are changing, and life skills, digital learning, and high-quality education are now valued more highly.

To summarize, the Kalike programme has brought a positive impact in the region and is responsible for the overall improvement in the quality of education.

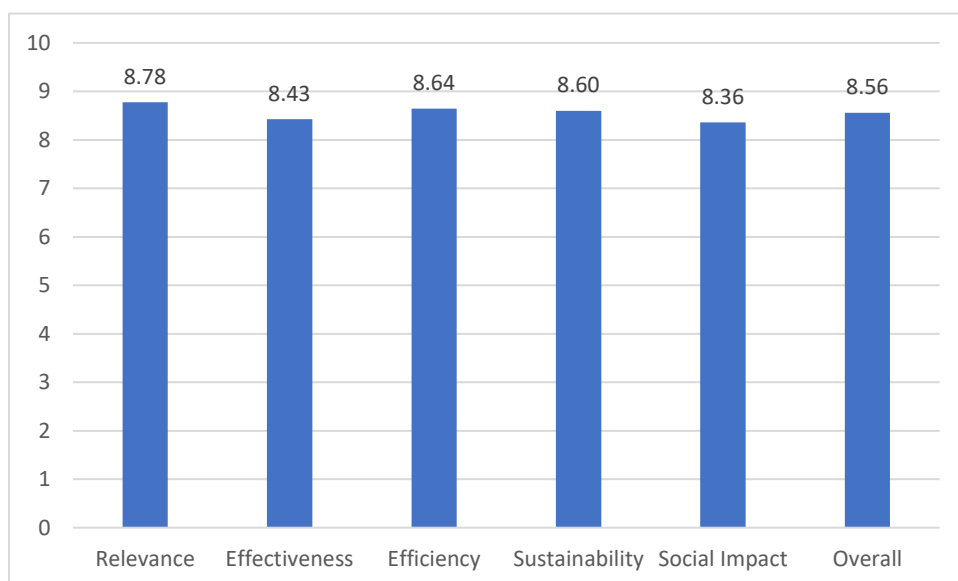


Category	Indicators	Sub Indicators	Rating
<b>Relevance</b>	Alignment with local needs	Alignment with gaps in the local community	9
	Alignment with regular academics	Use of culturally appropriate teaching methods.	8
		Promotion of 21st century skills such by promoting STEM in the region and digital education	9
	Gender specific needs	Inclusion of marginalized communities (e.g., girls, lower-income families).	9
		Focus on gender equality and inclusion	10
	Stakeholder Engagement	Involvement of local leader in the planning	8
		Active engagement of teachers, parents, community leaders etc	8
	Relevance to policy priority	Alignment with national and regional educational goals.	9
		Contribution to government priorities in youth development and literacy	9
<b>Effectiveness</b>	Learning Outcomes	Increase in literacy and numeracy levels	7
		Quality of teaching learning material	9
		Teacher training affect	8
		Student participation in the engagement	8
	Skill development	Increase in the knowledge of life skills	8
		Change in behaviour among school and hostel students	9
		Aspiration to continue further education	9
	Promoting technology-based education	Increased usage of digital resource	9
		Improvement in conceptual understanding	8
	Community engagement	Level of participation of the parents, teachers and other stakeholders	8
		Stakeholder satisfaction with the program	9
		Increase in the parental involvement in students 'education and progress	8
	Equity and inclusion	Increased participation of girls in educational programs.	9
		Shifts in community attitudes towards girls' education and leadership	9

<b>Efficiency</b>	Resource utilization	Usage of TML by the schools	9
		Usage of the digital tabs in schools and hostels	9
		Ratio of the pupil to teachers	7
	Time and teacher efficiency	Alignment of Kalike intervention with the school/ hostel programs	9
		Training of the teachers	9
		Availability of the TML	9
		Feedback from the field	9
	Scaling efficiency	Components of the program that can scaled	8
		Ease of scalability of the program	9
	Program Reach vs Resource input	No. of people hired to run the program	9
		Geographical spread of the program	9
	Efficiency in collaboration and partnership	No. of partners	9
		Direct /indirect involvement of partners	8
		Nature of partnership	8
<b>Sustainability</b>	Integration into formal education system	No. of intervention integrated into formal school	9
		No. of programs run continuously	9
		Long term viability of the program	8
	Teacher capacity and retention	No. of teachers and resource persons trained	8
		Spread of knowledge know-how	9
	Community and stakeholder ownership	No. of active SDMC	8
		Nature of engagement of the community	9
		Attitude of the community toward the program	9
	Policy and advocacy impact	Expansion of the program	8
		Support for the program from the education department	9
<b>Social Impact</b>	Improvement in educational outcomes	Increase enrolment	9
		Reduction in dropout rate	8
		Transition from primary to secondary	8
		% of students passing board exam	8
	Gender equity in education	No. of girls supported	9
		No. of girls passed board exam	9
	Empowerment of students	Transformation in student due to life skill classes	9
		Increase in self confidence	8
		Increased communication and critical thinking	7

	Social Mobility	No. of students opting for higher education	8
		Increased aspiration	8
	Technology adoption	Ease of transition in adopting technology for learning	9
	Attitudinal and behavioural change	Changes observed in the students based on teachers/parent feedback	9
		Parental change in attitude	8

Figure 4: Overall REESS Scorecard



## 6. SDG alignment

Titan-Kanya Sampoorna Programme II programme aligns with many of the Sustainable Development Goals as its approach is holistic in nature. A snapshot of some of the SDGs aligned with the programme is given below.

	<p>The Titan-KSP is primarily focused on improving educational outcomes of Yadgir, making SDG 4 a central goal. The project aims to augment the existing educational programme run by the government by providing interventions that would lead to holistic development of the child. This includes life skills, vocational skills and digital skills and STEM resources besides remedial support to the mainstream curriculum. These interventions aim at bringing quality education to rural community in Yadgir.</p>
	<p>The primary focus of the KSP programme is to empower girls by providing opportunities in all aspects of their educational grooming which includes basic schooling, digital empowerment, life skills etc. Special effort in sensitizing gender-related and health related issues are undertaken. All these interventions are aimed at bridging the gender divide, hence aligning with SDG 5.</p>
	<p>While not the primary focus, the Titan Sampoorna Project also supports SDG 3 by integrating health and well-being into its educational programs. Schools are provided with infrastructure for clean drinking water and sanitation facilities. This ensures hygiene for all the children, and incentive for young girls to come to school.</p>
	<p>The Titan KSP Project indirectly supports SDG 8 by equipping students with skills relevant to future employment and economic participation. The introduction of vocation and life skills along with their regular curriculum is aimed at providing foundation skills for better work force in the future. The Career planning programme helps the child to identify their area of interest to pursued in future, hence creating productive workforce.</p>
	<p>The Titan KSP contributes to SDG 10 by addressing inequalities within and among countries. The project focuses on improving access to education and resources in underserved and marginalized communities, thereby reducing educational disparities. By providing targeted support to economically disadvantaged students and promoting social inclusion, the project helps to bridge the gap between different socioeconomic groups and ensures that all students have the opportunity to succeed.</p>

## 7. Recommendations

**1.Exclusion of Class III from NaliKali:** With change of government, the syllabus and the structure of NaliKali keeps changing constantly. This affects the teachers to carry out the programme effectively. Most of the teachers are of the view that the 3<sup>rd</sup> class should be dissociated with from NaliKali and integrated into the formal learning as its syllabus is in alignment with class 4 and 5.

**2. Remedial sessions for Class 5-8:** Since till class 8, no child is detained, the learning of the students in the mid schooling seems to be slight callous. The effect of this is observed when the child comes to 9<sup>th</sup> and 10<sup>th</sup> and the teachers are pressurised to show board results. They are finding it extremely challenging to start from the basics and complete the syllabus in the stipulated time. Most of the student tend to opt for rote learning without understanding the subject. It is recommended that internal checks for performance in the schools and further enhanced remedial classes for 5-8 be extended. This will help in reducing the slackening of the students' performance built by the foundational skills in NaliKali.

**3.Peer learning in groups:** Like in the digital class, peer learning for regular sessions can be put in action. Groups of 5 students with very good, average, very weak students can be formed and made to take up schools' / remedial assignments to be jointly done.

**4. Exposure visit as a part of Career Planning:** As a part of the career planning class, Kalike can plan exposure visit to enterprises / institutions for the various verticals detailed in the class. This will help the students to get a practical sense of the vocation.

**5. Interschool competitions:** Interschool competitions for Kalike students can be organised especially for science activities. This will encourage learning and exchange of ideas.

**6. Gender training for all students:** Presently the gender training is provided for the girls. It should be extended to boys such that they learn how to respect each other and foster gender equality in the true sense.

**7. Safety parameters for Kalike's staff:** Many of the Kalike staff are required to be on the field to supervise the activities on the ground. Safety of the staff, especially the women staff, need to be ensured. Provision for a two-wheeler access in the form of loan etc could be extended for their easy mobility.

## 8. Conclusion

The Titan – Kalike's Kanya Sampoorna Project has made considerable impact in the holistic development of the children in Yadgir. By building a chain of interventions from early intervention to youth development, it has ensured consistent support to the local / district educational departments.

The NaliKali programme has been a huge success with the teachers and the headmasters who are being trained on a regular basis by Kalike. The field exposure to the teachers on best practises has encouraged many schools to develop into modal schools with distinct features.

The Learning Improvement Programme for Class 3 -5 is an extension to support the lower classes with foundation language skills. Promoting STEM education through science activities has helped instil an interest in science subjects amongst students. The **digital programme** for higher classes which includes learning subject matters through digital tabs has shown an increase self-learning in children and in the performance of the students. Augmenting their learning with **life skills, vocational and career planning classes**, the programs ensures that the students take their educational experience to logical end.

The KSP programme is primarily targeted for girls. **Gender awareness** and health and hygiene classes have immensely helped the rural girls to understand their physical changes and how to manage them effectively while continuing with their basic education. The girls in the hostels have benefitted with remedial as well as other activity classes. They can make use of their time productively. For post metric students, access to computer basic classes, spoken English and support for preparing for competitive classes have been very useful.

Overall, the Kalike has left behind an indelible mark in teaching community and in the school ecosystem of Yadgir. It has become a name to reckon for any educational intervention in the district. The stakeholders have the firm belief that the organisation does intensive detailed work on the ground and is consistent in its delivery of programs.



## 9. Annexures:

### 9.1. Feedback from stakeholders

#### Nali Kali programme

*“While most other organisation support Nalikali classes by providing training to the teachers, Kalike is the only organisation which supports the teachers with training inputs as well as provides all the stationaries required for the activities to be carried out for the children. We have noticed that students from Nalikali continue schooling regularly and have a stronger foundational base. The activities in the classes such as read aloud, storytelling etc. help in their performance in higher classes.” – Mr. Allaudin, Kalike Coordinator, Allipur village*

*“With change of government, there is always an apprehension that the 3<sup>rd</sup> standard would be moved out of the Nalikali. This can be disturbing for the teachers as the learning till 13rd is a continuous process, which would get hampered. The syllabus keeps changing and becomes difficult to implement. The orders come very late, and training of teachers get delayed, affecting the overall programme” Nali Kali Teacher in GHPS, Allipur*

*“We got excellent support from Kalike for establishing this model centre of Nalikali. All the resources, like the dresses for the children, desk, storage facility, stationaries are provided by Kalike. Ours is a small village. Even if the parents go for work outside, we provide them the support of taking care of their children and ensure their continuity in school. We have almost no absenteeism. Earlier when we approached the community, they would have suspicion that the headmaster wants to make money. But after the intervention of Kalike, today they are forthcoming and providing support.” – Mr. Raghavendrachari, Principial, GLPS, Parameshpalli*

*“I am extremely happy with the support given by Kalike. Be it their training programme, their support in terms of resources or constant monitoring and the supervision of the programme, it is very well planned and executed” Yellamma, Nali Kali Teacher and a Master Resource Person (MRP), GLPS, Allipur*

*Kalike has provided infrastructural support in the form of building toilets and hand washing facility. The materials for the labs have been provided in the schools. Teaching in these schools are challenging because the students are not that active. This is because most of the parents are not literate and do not give much support to the children. Due to poverty, the children are made to do work in fields etc. Through Kalike’s intervention, the drop off rate has reduced”. – Ms. Santoshi, Model School teacher.*

*“Support from Kalike has been immense. They have with infrastructural support such as building the toilets in the school, the hand wash facility, provided fans and bulbs for the classroom. Have help set up the science labs and library in the school. They provide TML for the teachers as well as sport material for the girls to play. They have provided training to the teachers for the science class, such as for Prayoga Darpana. Mr. Veerappa, GGHS Yadgir*

## School Development activities – stakeholders testimonials

*“Kalike has provided support in many ways – the entire provided us with TML, stationaries, remedial teacher to help children, set-up library in the school and have helped in putting together the laboratory. They guide us with teaching support when needed. The students have undergone Science activities. The children were excited to get the science kits. The children are able to make the models by themselves. The library has been set-up. Definitely there is an improvement in the performance of the students. Whenever there is a deficit of resources or support from the Government, Kalike fills the gap and provides the support. We can see migration of children from private schools to this school. With the help of Kalike, we could convince the parents through SDMC to support the school with resources.” Mr. Ramesh, Principal, GHPS, Konkai*

*“In the LIP classes, we make the students to write on the board or white paper multiple times. To make them understand and do, a lot of related activities are done. Once the child learns to write correctly, they are made work on the workbook. Based on this progress, the assessment of the child is made.” – Ms. Indira, Kalike animator, Konkai*

*“The children were diffident earlier. They would hesitate to speak in public. After attending the library session and getting involved in the activities, there is an observable change in them. They enjoy coming to the class and have developed an interest in reading. Their academic books are huge, while these storybooks are light in reading, have beautiful pictures and hence fun in reading. Their reading speed has improved. This has had a good impact in their academic performance too. The steps taught in reading books in the library has helped in reading and observing their regular classes. Extending on the NaliKali principles, the students are being taught how to map the information, and hence their retention has also improved.” Srilata, Kalike Animator, GHPS, Putpak school*

*“Kalike has been of good support to the school. They have set up the library and are also proving remedial support to weak students. Since children speak Telegu in this area, they in translating the text in Telegu such that children understand the topic. Earlier they would have problem in reading, hence hesitate in participating in morning assembly. Today everyday day a child addresses the assembly with some proverbs. Children are very excited to go the LIP classes. They engage with the students through activities. The interest in studies have increased since Kalike interventions have started. The teachers are very regular and maintains the time. Since the government teachers are loaded with so much of administrative and other work, we are not able to completely focus on the child’s growth. Kalike’s support is of great help to us since they help in filling this gap.” Mr. Bhimayya, Principal, GHPS, Putpak*

*“The science kit provided it was very good. The activities use basic materials, and we have done all the experiment. The children were very well excited during the session. As a part of training given, we were told to help children explore further, which they have trying. They come with their ideas, try to change one parameter in the experiment and check the results, this way experimentation and exploration is encouraged.” –Ms. Venushree, guest teacher in GHPS, Chandrike*

## Beneficiaries' feedback

*Mr. S.M. Botha, Headmaster of Kandakur School, shares his experience: "I have been working in this school for 27 years. My wife also teaches in the primary school on the same campus, and as a result, I've turned down promotions four times because I don't want to relocate. The support provided by the Kalike team has been invaluable, and our students benefit greatly from their computer training sessions. In fact, students seem to prefer life skill education over subject classes. Recently, we faced a challenge when our science teacher was transferred, leaving our math teacher to handle science as well. We are in need of a dedicated science teacher, an English teacher, and a computer teacher. We're hopeful that the government will depute a guest science teacher next year. The guest teacher is usually placed for only one year and receives an honorarium of ₹10,000 per month. Last academic year, our school's pass percentage was 41%, but in 2022-23, it improved significantly to 74%."*

*"Life skill classes are useful to us as the teachers have taught us the meaning of values, the importance of self-esteem and how one can overcome fear and deal with confidence. They have given us a direction as to how we should conduct ourselves as we grow old. They have taught us how we can work towards our life goals."*

*"As a part of the vocational theory classes, we learnt about various forms of measurement – kg, meter etc. These classes are very interesting. We would like to have more such classes".*

*"We prepared the kitchen garden in the school. We prepared the soil by adding water and turning the mud, added some natural fertilizers like cow dung, and sowed the seeds of brinjal, coriander etc. We have regularly monitored the growth of the plant. We are glad to see our kitchen garden come up beautifully".*

*"I get an opportunity to read books in library. This is the only place where we can read in silence which I like a lot. Most of the books have beautiful illustration/ pictures and are easy to comprehend. I feel my reading ability has improved. We get to read at least 12 books in a year."*

*"They taught us about the possible options available for Arts, Science and Commerce streams for pursuing further education. Also gave us tips on how we need to pursue our goals, what kind of preparation we need to do to excel in the chosen field. Based on their inputs given, I have decided to take science stream."*

## 9.2. List of Kalike's programs in schools

S, no	Location/ Cluster	Name of School	No. of Boys	No. of Girls	Programmes offered in each school	Model Nali Kali
1	YADGIR STATION	ABBE TUMKUR GHPS (UDISE Code 29331012701)	99	130	Nalikal, Library, and ISPF LIP, SDMC	
2	ALLIPUR	ALLIPUR GHPS (UDISE Code 29331000201)	121	154	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
3	KADECHUR	BADDEPALLI GHPS (UDISE Code 29331001101)	195	153	Nalikal, Library, and ISPF LIP, SDMC	
4	BADIYAL	BADIYAL GHPS (UDISE Code 29331001201)	186	196	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
5	BALICHAKRA	BALICHAKRA GHPS (UDISE Code 29331001501)	208	218	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
6	SAIDAPUR (CT)	BELGUNDA GHPS (UDISE Code 29331001902)	83	122	Nalikal, Library, and ISPF LIP, SDMC	
7	KONKAL	BETTADHALLI GHPS (UDISE Code 29331014501)	80	78	Nalikal, Library, and ISPF LIP, SDMC	
8	SAIDAPUR (CT)	BHIMANHALLI GLPS (UDISE Code 29331002001)	22	30	Nalikal, Library, SDMC	
9	HEDGIMADRA	BOMSHATHALLI GHPS (UDISE Code 29331002201)	30	31	Nalikal, Library, and ISPF LIP, SDMC	
10	CHAPETLA	BUDUR GHPS (UDISE Code 29331002401)	57	71	Nalikal, Library, and ISPF LIP, SDMC	
11	PUTPAK	CHANDRAKI GHPS (UDISE Code 29331002703)	105	164	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
12	CHAPETLA	CHAPETLA GHPS (UDISE Code 29331002801)	104	128	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
13	GAJARKOT	CHINTKUNTA GHPS (UDISE Code 29331015101)	141	165	Nalikal, Library, and ISPF LIP, SDMC	Model Nali Kali
14	PUTPAK	DANTAPUR GHPS (UDISE Code 29331015901)	65	50	Nalikal, Library, and ISPF LIP, SDMC	

S, no	Location/ Cluster	Name of School	No. of Boys	No. of Girls	Programmes offered in each school	Model Nali Kali
15	HATTIKUN I	DEVANADODDI GLPS (UDISE Code 29331004610)	57	64	Nalicali, LIP, Library, SDMC	
16	GAJARKOT	GAJARKOT AMBEDKER NAGARA GLPS (UDISE Code 29331003605)	57	46	Nalicali, LIP, Library, SDMC	Model Nali Kali
17	GAJARKOT	GAJARKOT GHPS (UDISE Code 29331003601)	219	279	Nalicali, LIP, Library, SDMC and ISPF	
18	BALICHAKRA	GOUDGERA GHPS (UDISE Code 29331004001)	103	105	Nalicali, LIP, Library, SDMC and ISPF	
19	KONKAL	GUNJUNUR GHPS (UDISE Code 29331004301)	100	92	Nalicali, LIP, Library, SDMC and ISPF	Model Nali Kali
20	HATTIKUN I	HATTIKUNI GHPS (UDISE Code 29331004601)	217	209	Nalicali, LIP, Library, SDMC and ISPF	Model Nali Kali
21	HEDGIMADRA	HEDGIMADRA GHPS (UDISE Code 29331004701)	128	160	Nalicali, LIP, Library, SDMC and ISPF	Model Nali Kali
22	MALHAR	HEGGANGERA GLPS (UDISE Code 29331004802)	10	15	Nalicali, LIP, Library, SDMC	
23	ALLIPUR	HORUNCHA GHPS (UDISE Code 29331005201)	92	114	Nalicali, LIP, Library, SDMC and ISPF	
24	KADECHUR	KADECHUR GHPS (UDISE Code 29331005401)	157	178	Nalicali, LIP, Library, SDMC and ISPF	Model Nali Kali
25	GURMATKAL (RURAL)	KAKALAWARA GHPS (UDISE Code 29331014103)	76	119	Nalicali, LIP, Library, SDMC and ISPF	Model Nali Kali
26	ALLIPUR	KANCHGARHALLI GHPS (UDISE Code 29331005701)	112	90	Nalicali, LIP, Library, SDMC and ISPF	
27	YADGIR(B)(RURAL)	KOILUR GHPS (UDISE Code 29331006701)	143	118	Nalicali, LIP, Library, SDMC and ISPF	
28	YADGIR(B)(RURAL)	KOLIWADA GHPS (UDISE Code 29331026102)	193	219	Nalicali, LIP, Library, SDMC and ISPF	
29	KONKAL	KONKAL GMPS (UDISE Code 29331006902)	203	207	Nalicali, LIP, Library, SDMC and ISPF	

S, no	Location/ Cluster	Name of School	No. of Boys	No. of Girls	Programmes offered in each school	Model Nali Kali
30	GAJARKOT	KOTGERA GHPS (UDISE Code 29331007001)	227	206	Nalikali, LIP, Library, SDMC and ISPF	
31	YADGIR STATION	LADISGALLI YADGIR GOVT LPS (UDISE Code 29331028803)	53	65	Nalikali, LIP, Library, SDMC	
32	MALHAR	LINGERI GHPS (UDISE Code 29331007603)	60	62	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
33	YERGOL	MALKAPPANALLI GHPS (UDISE Code 29331017301)	45	57	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
34	ANPUR	MINASAPUR GHPS (UDISE Code 29331008501)	112	125	Nalikali, LIP, Library, SDMC and ISPF	
35	CHAPETLA	MITHA-TIPDAMPALLI (MT PALLI) GHPS (UDISE Code 29331008601)	55	70	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
36	GAJARKOT	MOTANHALLI GHPS (UDISE Code 29331008703)	170	176	Nalikali, LIP, Library, SDMC and ISPF	
37	YADGIR STATION	MUDNAL GHPS (UDISE Code 29331008901)	143	169	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
38	RAMASAMUDRA	MUNDARGI GHPS (UDISE Code 29331009001)	271	256	Nalikali, LIP, Library, SDMC and ISPF	
39	MALHAR	MUSTUR GHPS (UDISE Code 29331009204)	116	127	Nalikali, LIP, Library, SDMC and ISPF	
40	KONKAL	NANDEPALLI GHPS (UDISE Code 29331009501)	90	102	Nalikali, LIP, Library, SDMC and ISPF	
41	ANPUR	NAZRAPUR GHPS (UDISE Code 29331010001)	87	90	Nalikali, LIP, Library, SDMC and ISPF	
42	YADGIR(B)(RURAL)	PAGLAPUR GHPS (UDISE Code 29331010401)	116	81	Nalikali, LIP, Library, SDMC and ISPF	
43	KONKAL	PARMESHWARPALLI GOVT LPS (UDISE Code 29331014701)	20	18	Nalikali, LIP, Library, SDMC	Model Nali Kali
44	PUTPAK	PUTPAK GHPS (UDISE Code 29331010501)	121	144	Nalikali, LIP, Library, SDMC and ISPF	



S, no	Location/ Cluster	Name of School	No. of Boys	No. of Girls	Programmes offered in each school	Model Nali Kali
45	RAMASAMUDRA	RAMASAMUDRA (UDISE Code 29331010801)	250	297	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
46	HEDGIMADRA	THANGUNDA (UDISE Code 29331012401)	128	134	Nalikali, LIP, Library, SDMC and ISPF	
47	GURMATKAL (RURAL)	UPPARAGADDA (UDISE Code 29331014137)	73	99	Nalikali, LIP, Library, SDMC and ISPF	
48	ALLIPUR	VENKATESHWARNAGAR GHPS (UDISE Code 29331013904)	54	76	Nalikali, LIP, Library, SDMC and ISPF	
49	YADGIR(B)(RURAL)	WARKANHALLI (UDISE Code 29331016201)	198	189	Nalikali, LIP, Library, SDMC and ISPF	Model Nali Kali
50	HONGERA	YEDDALLI GHPS (UDISE Code 29331013301)	144	170	Nalikali, LIP, Library, SDMC and ISPF	
			<b>5896</b>	<b>6418</b>		

### 9.3. List of Kalike's Life Skills Programme in Schools

S, no	Location	Name of School	No. of Boys	No. of Girls	Programmes offered in each school
1	Yadgir	ALLIPUR GHS (UDISE Code 29331000209)	89	114	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
2	Yadgir	ANPUR GHS (UDISE Code 29331000302)	120	132	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
3	Yadgir	ARAKERA(K) (RMSA) GHS (UDISE Code 29331000701)	82	171	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
4	Yadgir	AZALAPUR GHS (UDISE Code 29331000903)	53	73	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)

S, no	Location	Name of School	No. of Boys	No. of Girls	Programmes offered in each school
5	Yadgir	BADDEPALLI (RMSA) GHS (UDISE Code 29331001101)	135	127	Life Skill Education, Career Guidance
6	Yadgir	BADIYAL GHS (UDISE Code 29331001210)	60	59	Life Skill Education, Career Guidance Career Planning
7	Yadgir	BALICHAKRA GHS (UDISE Code 29331001511)	214	204	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
8	Yadgir	BANDHALLI GHS (UDISE Code 29331001601)	40	41	Life Skill Education, Career Guidance Career Planning, Vocational Skill(Gardening sessions)
9	Yadgir	BASWANTHPUR GHS (UDISE Code 29331001702)	78	82	Life Skill Education, Career Guidance
10	Yadgir	BELAGERA GHS (UDISE Code 29331001801)	52	41	Life Skill Education, Career Guidance, Career Planning
11	Gurulike	CHANDARKI GHS (UDISE Code 29331010507)	84	91	Life Skill Education, Career Guidance
12	Gurumitkal	CHAPETLA GHS (UDISE Code 29331002802)	137	158	Life Skill Education, Career Guidance
13	Gurumitkal	EDLUR GHS (UDISE Code 29331003502)	118	102	Life Skill Education, Career Guidance, Career Planning Vocational Skill(Gardening sessions)
14	Gurumitkal	GAJARKOT KPS (UDISE Code 29331003606)	278	254	Life Skill Education, Career Guidance
15	Gurumitkal	GJR BOYS GURUMITKAL ( 29331014125 )	186	366	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
16	Gurumitkal	GURUMITKAL GGHS (UDISE Code 29331014117)	0	190	Life Skill Education, Career Guidance
17	Yadgir	HATTIKUNI GOVT.JUNIOR COLLAGE (UDISE Code 29331004607)	177	142	Life Skill Education, Career Guidance,Vocational Skill(Gardening sessions)
18	Yadgir	HEDGIMADRA GHS (UDISE Code 29331004702)	126	106	Life Skill Education, Career Guidance

S, no	Location	Name of School	No. of Boys	No. of Girls	Programmes offered in each school
19	Yadgir	HONGERA GHS (UDISE Code 29331005103)	196	74	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
20	Yadgir	KADECHUR GHS (UDISE Code 29331005404)	69	161	Life Skill Education, Career Guidance, Career Planning
21	Yadgir	KANDKUR GHS (UDISE Code 29331005803)	207	46	Life Skill Education, Career Guidance, Career Planning, Vocational Skill(Gardening sessions)
22	Yadgir	KANEKAL GHS (UDISE Code 29331005902)	41	49	Life Skill Education, Career Guidance, Career Planning, Vocational Skill(Gardening sessions)
23	Yadgir	KOLIWADA YADGIR GHS (UDISE Code 29331026107)	127	139	Life Skill Education, Career Guidance
24	Yadgir	KONKAL GHS (UDISE Code 29331006905)	147	108	Life Skill Education, Career Guidance
25	Yadgir	KOTGERA GHS (UDISE Code 29331007002)	78	318	Life Skill Education, Career Guidance, Career Planning
26	Yadgir	LINGERI STATION GHS (UDISE Code 29331007604)	282	112	Life Skill Education, Career Guidance, Career Planning
27	Gurumitkal	MADHAWAR GHS (UDISE Code 29331007702)	122	94	Life Skill Education, Career Guidance, Career Planning
28	Yadgir	MALHAR GHS (UDISE Code 29331008004)	84	97	Life Skill Education, Career Guidance, Career Planning
29	Gurumitkal	MOTANHALLI GHS (UDISE Code 29331003607)	91	70	Life Skill Education, Career Guidance, Career Planning
30	Yadgir	MUDNAL GHS (UDISE Code 29331008901)	75	76	Life Skill Education, Career Guidance
31	Yadgir	MUNDARGI GHS (UDISE Code 29331009001)	70	38	Life Skill Education, Career Guidance, Career Planning
32	Gurumitkal	NASALWAI GHS (UDISE Code 29331009802)	42	114	Life Skill Education, Career Guidance, Career Planning
33	Gurumitkal	PUTPAK GHS (UDISE Code 29331010506)	145	205	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)

S, no	Location	Name of School	No. of Boys	No. of Girls	Programmes offered in each school
34	Yadgir	RAMASAMUDRA GHS (UDISE Code 29331010807)	188	149	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
35	Yadgir	SAIDAPUR(GRAM) GHS (UDISE Code 29331011009)	123	287	Life Skill Education, Career Guidance
36	Yadgir	STATION BAZAR YADGIR GHS (UDISE Code 29331028408)	220	85	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
37	Yadgir	WANKSAMBAR GHS (UDISE Code 29331013102)	86	290	Life Skill Education, Career Guidance, Career Planning
38	Yadgir	YADGIR GGHS (UDISE Code 29331026208)	0	21	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
39	Yadgir	YADGIR GJC (UDISE Code 29331026207)	169	136	Life Skill Education, Career Guidance
40	Yadgir	YELHERI GHS (UDISE Code 29331013608)	140	71	Life Skill Education, Career Guidance, Career Planning, Vocational Skill(Gardening sessions)
41	Yadgir	YELSATTI GHS (UDISE Code 29331013703)	52	214	Life Skill Education, Career Guidance, Career Planning
42	Yadgir	YERGOL GHS (UDISE Code 29331013909)	159	104	Life Skill Education, Career Guidance, Vocational Skill(Gardening sessions)
		<b>Total</b>	<b>4942</b>	<b>5511</b>	

## 9.4. List of Kalike's Programme in Hostels

S.NO	Location	Name of Hostel	No. of Girls	Programmes offered
1	Yadgir	Arekara (RMSA) Education Department Pre-Metric Girls Hostel	66	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
2	Gurumitkal	Gajarkot SWD Pre Matric Girls Hostel	31	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
3	Yadgir	Gram Saidapur STWD Pre Matric Girls Hostel	28	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
4	Gurumitkal	Gurmitkal SWD Pre Matric Girls Hostel	44	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
8	Yadgir	Hattikuni BCWD Pre-Matric Girls Hostel	50	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
9	Gurumitkal	Kandakoor BCWD Pre Matric Girls Hostel	55	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
10	Gurumitkal	Kandakoor SWD Pre Matric Girls Hostel	56	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
15	Yadgir	Yadgir SWD Pre Matric Girls Hostel	45	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
16	Yadgir	Yelheri (KGBV) Education Department Pre Metric Girls Hostel	82	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
13	Yadgir	Yadgir Gunj BCWD Pre Matric Girls Hostel	59	1) Digital Class ,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English

5	<b>Gurumitkal</b>	<b>Gurumitkal BCWD Post Matric Girls Hostel</b>	50	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
6	<b>Gurumitkal</b>	<b>Gurumitkal Minority Dept Post Matric Girls Hostel</b>	45	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
7	<b>Gurumitkal</b>	<b>Gurumitkal SWD Post Matric Girls Hostel</b>	38	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
11	<b>Yadgir</b>	<b>Yadgir BCWD General Post Matric Girls Hostel</b>	59	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
12	<b>Yadgir</b>	<b>Yadgir Gunj BCWD Post Matric Girls Hostel</b>	64	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
16	<b>Yadgir</b>	<b>Yadgir SWD Post Matric Girls Hostel</b>	82	1) General Knowledge Sessions / Projector Class,2) Life Skills Education and Asha Module,3) Library Sessions ,4) Computer Sessions 5) Craft Activities 6) Spoken English
total			854	

\*Each Hostel has 1 Remedial teacher and 2 Coordinators