



EVALUATION OF EFFECTIVENESS OF NALI KALI PROGRAM IN SHIVAMOGGA DISTRICT – KARNATAKA

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Introduction:

Teacher's role is the most important in education system. Only the teachers can provide quality of education and a great teacher can mould a great student. The teachers sometime face the challenges of their professional career, because the new generation is very smart, active and dynamic and a proficient teacher alone can meet the demands of this generation. Teacher training forms the basis for preparation of teachers for the institutions at various levels. The challenges of the teachers can be changed through training.

Nali Kali is essentially based on the activity based learning process. It involves joyful learning which contains processes like songs, games, surveys, storytelling and use of educational toys. Thus, it arouses interest among students and pushes them positively to participate in the transactions within the classroom. Subjects like mathematics and science which are considered difficult would be made easier to understand through this innovative method. Learning attainments of children in the primary schools of the State seem to be suboptimal.

They do not match with the investments on time, physical / human resources and efforts. Methods of classroom transaction underwent severe scrutiny and the need was felt to change the same for the benefit of the student community. In Karnataka, the Nali Kali approach to learning began in 1995 with UNICEF assistance. Based on an interaction with the School, the teachers in primary schools in Mysore worked on the processes of teaching to transform the rigid system in government schools to an enjoyable, participative system focusing on the 'Joys of Learning'. Under Nali Kali, learning takes place systematically in accordance with age wise competency in an interactive situation. Children are grouped, and they master the competency and move on to another group to learn the next competency.

Children learn at their own pace: and moving from one competency to another is not dependent on the whole group's learning. The child is free to move at his/her natural pace of learning.

What is Nali Kali?

Under Nali Kali, learning takes place systematically in accordance with age wise competency in an interactive situation. Children are grouped, and they master the competency and move on to another group to learn the next competency. Children learn at their own pace: and moving from one competency to another is not dependent on the whole group's learning. The child is free to move at his/her natural pace of learning. The tools of Nali-Kali are competency cards, and achievement and evaluation ladders. The cards indicate the mastery of any particular skill or competency. This method effectively eliminates the formal system of roll calls, examinations, promotions and ranking-all these now deemed unhealthy-at least between the tender ages of 5 and 14. The salient features of the program are as follows: a) Pre-preparatory activities – getting started by obtaining necessary inputs by the teachers with the help of officials of department of education; b) Preparatory activities – exposing the students to this new method of learning with necessary supportive activities; c) Learning activities – teaching prescribed syllabus to the students; d) Evaluation activities – students would be doing their own evaluation and in this regard different steps / stages of the ladder would be explained to the students. Each student will have to complete each stage to qualify to the next one.

Students are provided with text books, work-books and learning materials. At least one teacher in LPS with Nali-Kali mode was given specialized training for 6 days to manage the students in the special mode. Teaching Learning Material (TLM) grant is given to teachers of all these schools. The Nali-Kali mode adopts multi-grade technique in multi-level classrooms. After the lapse of few years it is now opportune time to know the impact that the program has made on various stake holders and more importantly on the student community.

The program was introduced with right earnest and humility. The salient features of the program are as indicated below

- Pre-preparatory activities
- Preparatory activities
- Learning activities
- Learning in Nali-Kali system takes place in six stages. They are; pre-preparatory stage, supportive stage for learning, learning factor (preparing the students for prescribed

syllabus), stage of studies, stage of use of learning materials and finally the stage of evaluation.

- Evaluation activities
- Evaluation

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Objectives of the Study:

The objectives of the study are as follow.

1. Assess Minimum Levels of Learning competencies set for 1 and 2 standards (apart from Basic Skills) [Develop Base-Line Data], at the 3rd standard level (2017-18).
2. Examine social class, sex, rural-urban differentials in attainment of competencies at 3rd standard level (2017-18) (objectives 1 and 2)
3. Examine the efficiency of implementation of Nali-Kali programme with special reference to training of teachers, year of introduction of Nali-Kali, supply of learning materials, work-books for schools as well as their use in schools, replacements of materials on need, informal help-line for the programme, TLM prepared by teachers and finally documentation of progress of children for the sub-sample of Nali-Kali schools of 2016-17, through statistical treatment of data.

Methodology and Sampling

The sample schools for the study were selected from Seven taluk representing whole District. The schools were selected randomly and the criterion adopted was to select such schools where Nali Kali was initiated on or before 20013- 14. The detailed sample frame of the study which includes schools, classes observed, & whole Nali – kali system.

Nali Kali trained teachers and students is presented in the table.

Thaluku of Shivamogga	No of Schools	No of Classes	No of Students	No of Nali Kali Trained Teachers
Shikaripura	94	121	237	1144
Soraba	30	30	52	167
Thirthahalli	44	58	102	185
Hosanagara	24	24	34	109
Bhadravathi	51	53	143	183
Shivamogga	57	67	130	1024
Sagara	28	34	109	159

In the sample schools, students were selected for different tests to assess their learning competencies gained in 1st and 2nd standards and these students were currently part of 3rd standard.

Personality Development of Children in Nali Kali Classroom

Close observation by our investigators revealed that most of the students were enjoying the teaching method of the Nali Kali activities. As far as their personality development is concerned, it can be said that majority of the students were very active in performing their assigned activities, they also seem to be fearless in responding to the queries. One could also observe a better co-operation among themselves in helping each other and motivating those who were not moving along. The gender equality also was a matter of satisfaction with very little discrimination of any sort.

Supply of Learning Materials

All the materials under different subjects have been effectively supplied to the selected schools. This naturally speaks about the seriousness that the administrative machinery has attached to the provision of necessary inputs to the program. For example the items under the broad head Nali Kali kit have been supplied to the extent of 98.3 per cent which could well be treated as 100 per cent. Similarly components of Belli Chukki have also been supplied effectively to the extent of 97.6 per cent. It can also be noted from the table that Pragati Patra and Learning materials per 40 students have also been supplied to the fullest possible extent. Though the supply of materials in the month of July is a matter of concern, one can note from the table that teachers have efficiently managed the issue by putting in their own efforts in mobilizing such supplies.

Supply of Teachers' cards, Students' Cards, Wachadagalu, Reference Books, Nali Kali Kit, Marga Soochi, Teachers Hand book, Learning ladders, Kalika Tattagalalu, Pragati

Nota, Belli Chukki, Pragati Patra, Learning Materials per 40 Students have effectively supplied across the districts as well.

Issues of Managing Nali Kali Class

The problems faced by the teachers in managing the Nali Kali class and the probable solutions have been discussed in the following table below

Issues Raised by Teachers	Probable Solutions
More number of students in Nali Kali class rooms (4.3 %) with additional burden of other classes (5.3 %)	More teachers would reduce the burden on the existing teachers in select locations
Single Teacher Schools (3.6)	Need for additional teacher/s
Shortage of rooms and Smaller rooms(3.9 %)	Need for physical infrastructure
Language problems in border and Tribal areas(1.5 %)	Needs special attention
Teachers feel that numbers of activities are quite high in number and thus they are constrained by the time factor (0.8 %)	Need to arrive at consensus through consultative meetings with concerned officials
Need for separate class rooms for 1st and 2nd Standards (1.9 %)	Views of the teachers needs a second look
Need to manage weak learners (3.1 %)	Need for focused training

Note: Figures in the brackets show percentage of teachers expressing their views

FINDINGS OF THE STUDY

Based on the impact assessment of the Nali Kali program, the following discussion presents the achievement levels of the students. In this background the following messages deserve attention.

The overall performance of the students was examined in all the Thaluks for different subjects. The following table depicts this picture.

Average Marks: Rural & Urban (All Thaluks)											
1st Standard						2nd Standard					
Kannada		Mathematics		E. Studies		Kannada		Mathematics		E. Studies	
Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
77.1	76.3	83	82.3	85.2	82.2	75.7	75	77.5	77.2	82.3	82.9

It can be observed from the table above that,

- The overall performance of the students shows that the students are doing well under the umbrella of Nali Kali
- Assessment in terms of average scores of the students at the 1st Standard show that rural students are doing better than their urban counterparts in subjects like Kannada, Mathematics and E. Studies
- However the similar picture for the 2nd Standard students shows that the performance levels seem to be almost similar for rural and urban students in all the subjects.

- Such a outcome can also considered satisfactory because contrary to the old belief, it is encouraging to note that rural students are on par with urban students.

CONCLUSION

It can be noted from present survey of the Nali Kali schools that the program has been implemented in the state with right earnest. The pre preparation activities have been effectively addressed. Preparation/collection of materials by the teachers was also examined and the message that has emerged shows that teachers have been doing well to serve the interests of the students. The following discussion would broadly summarize the messages that have emerged from the closer look at this innovative program.

- If one looks at the rural urban breakup of the schools it can be observed that about 88.7 schools were from the rural areas and rest were from the urban areas.
- Many teachers have received the training for imparting skills under the Nali Kali program. But this does not mean that all those who have received training have been transacting business under the Nali Kali. Thus, it is good to know that there is a buffer of ready to use teachers for any expansion of the program.
- It is also interesting to know that Nali Kali has the benefit of experienced teachers.
- On the whole it is in the interest of the Nali Kali that more number of teachers were found in the female category – 56%
- Teachers with higher levels of experience and more number of female teachers with full fledged training under the program.
- The rural urban break up of students' shows that about 87 per cent of the students are located in the rural areas and rest are found in the urban centers.
- It can be observed that about 85 per cent of the total schools surveyed are functioning in a Pucca building. This is definitely an encouraging indicator.
- Most of the schools do function in government a building (99.6 per cent) which is again a source of satisfaction.
- Out of the various facilities, the distance that need to be covered for the benefit of students include enhancing the coverage with regard to library, provision of television, girls' urinals and toilets, drinking water, computers and laboratory.

Issues of Concern as Expressed by Teachers

At the outset the teachers managing Nali Kali expressed their whole hearted support for the program and felt that it certainly brings qualitative change in the learning capabilities

of the children. However some issues of concern surfaced during our discussion with them at the time of the survey. In this context the following deserve attention

- In schools where there are standards up to 5th are posing problems wherever there are single teachers – need to fill up vacancies in such places
- If students are numbering more than 30 the load on the teachers increases and hence this needs immediate attention
- Special needs of hilly areas need attention. Due to sparse population some schools have the problem of scanty students and thus the problem of teacher posting. Thus, the existing teacher has to manage other classes along with Nali kali activities.
- Need is also felt to cater to the single room schools for creating better environment for the implementation of the program.

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