



Which other stakeholder group does Kalikayatna specifically work with in bringing about a change in learning within the government school system?

Kalikayatna arose as a need to intensify the work with government schools and its basis was to be found in Prajayatna- the citizen's initiative for elementary education reform across Karnataka, Telangana and Uttar Pradesh. Prajayatna's core approach was to facilitate communities to take ownership of their schools; and it came from the belief that local communities would engage with a certain issue if facilitated appropriately and with authentic information and take responsibility so as to change the prevailing conditions around that issue. Prajayatna has been working for over a decade in bringing together all stakeholders to relook and revision the existing education system.

A key stakeholder group is the local community and the parents. The team facilitates both Gram Panchayat level meetings as well as individual school meetings towards developing an understanding of the traditional schooling system and its implications, the kind of learning that takes place in Kalikayatna schools, the need to re-look at learning outcomes and the roles & responsibilities of SMCs, GP and parents.

PRAJAYATNA

No. 331, 1st A Main,
7th Block, Jayanagar (West)
Bengaluru - 560 070
Tel: 080 - 26769676
E-mail : prajayatna@prajayatna.in
Website: www.prajayatna.org



prajayatna
we learn. we live.

KALIKAYATNA



KALIKAYATNA

What is Kalikayatna?

Kalikayatna, in its vernacular Kannada means 'a learning initiative'. People and groups engaged with Kalikayatna, since 2005, have come to understand it as an overarching approach to learning. Kalikayatna supports any learning method and structure that works in meeting learning outcomes of children based on two premises- that it should support children's learning styles to help them build on their innate capabilities and it should support in achieving capability based learning outcomes as determined by all concerned stakeholders.

Where has Kalikayatna been attempted?

Kalikayatna was initiated as a collaborative Research and Evaluation project of the Sarva Shikshana Abhiyan- Karnataka and Prajayatna (an education reform initiative) in 2005. The approach was initiated in Bilikere cluster in Mysore District. It is now operational in 483 schools belonging to 33 clusters in Karnataka, Uttar Pradesh and Telangana. Presently it reaches out to 25000 children and 700 teachers.

What is the purpose of Kalikayatna?

The intent of the approach is to facilitate and support children's learning in a manner that they are able to apply what they learn in school to the various real life situations. At a primary stage the approach focuses on 'learning how to learn' which in turn emphasizes building of abilities of children- like abilities to create, evaluate, recall, analyse, remember, understand and apply-to be adaptive learners throughout their lives.

What is the premise of Kalikayatna's work?

Kalikayatna was initiated as a response to the traditional system of education. Despite the growing concerns and the focus brought on by all stakeholders, we continue to experience poor learning levels amongst large number of our children. While accessibility has increased and more number of children are being enrolled to younger classes there is greater need for growth indicative of children's learning levels. In fact students who score well on standardized tests often are unable to successfully integrate memorized facts and formulae with real life applications outside the classroom. The traditional system so mired in conceiving a narrow view of intelligence, focusing on the ability to recall, emphasizing on transfer of information and only on preparation of examinations needed a complete redefinition.

What structures and practices has Kalikayatna developed towards 'building capabilities of children for life'?

Within the constructs of the Kalikayatna approach, capability building is not just restricted to that of children. Creating a dynamic environment and experiences for children necessitated capability building of adults – especially the teachers, the education bureaucracy and the local community. The initiative has attempted to delineate the various structures and practices of the education system to include teacher empowerment, children's assessment, and learner centered classroom processes and stakeholder ownership; and built a body of work around each. The experiences, methods and techniques used across all schools for each of the above systems have been evolved and redesigned continually over a period of time and the search for better methods continue. The structure and practices which this approach has been working on from the out set are- establishing a learner centered schooling process, developing an effective model of assessment, promoting a new approach to teacher empowerment and building an institutional mechanism of networking for resources.

What are the key features of the Kalikayatna approach?

The emergent key features of this approach are clearly the integrated curriculum and concept mapping, mixed age groups, formative assessment and empowerment of teachers. These features were clearly marked as areas which required attention and needed to be redesigned; and over a period of time much has been worked upon to bring in further clarity to each of them. The requisite concepts, tools and processes in implementing each has been continually reworked and fine tuned to arrive at better ways in which to build learner capabilities.



Integrated Curriculum and Concept Mapping

Kalikayatna's classes range from Grade 1 to 5, who follow an integrated curriculum, integrated across subjects and grades. Of this integration, over 65 concepts which are representative of all concepts for these subjects and grades have been identified by the earlier batch of teachers and Kalikayatna facilitators. The teachers pick a concept which is relevant for the children and provide several opportunities in the classroom for the child to engage with, applying mostly their own experiences. The understanding is that when children are connected to these concepts they would have engaged with the existing curriculum and expectations of all concerned of the government school at this grade.

Ongoing Assessment

A system which comprises of an ongoing portfolio, a reflection portfolio and an observation book has been identified for assessing the progress of a child. Every child's daily work gets filed in their ongoing portfolio; simultaneously the teacher notes her observations in the classroom in an observation notebook on the various abilities of the child- procedural skills, process skills, attitudes and areas of interest; and the reflection portfolio is a collection which is representative of the child's work. Such an ongoing system of documentation of a child's learning provides a range of student work with which to assess a child and provide the requisite feedback for



further improvement. It also provides the student to self assess and make further plans for improving specific abilities. This is then marked on a progress report on a rubric, and recorded every quarter. This is also shared with the parents on a periodic basis.



Mixed Age Grouping

Students have been encouraged to learn together hence the classes 1-5 in Kalikayatna schools are found to engage in understanding a concept together. This clearly helps them form opinions and learn new information while collaborating during a learning session. They tend to take more initiative, ask questions of each other, build on their own ideas, practice what they already know and are able to assess areas of their own improvement. For some older children, while sharing ideas and skills, they have the opportunity to practice what they already know(reinforce their understanding) and self assess to determine areas for improvement; while for younger ones seeking help from others, they learn to ask questions, make decisions, solve problems, and build on their own ideas.

Empowerment of Teachers

The monthly teacher's collective is a space where the teachers have directly engaged in the planning and reflection on curricular learning experiences for their students. Based on their own experiences the teachers develop ways to facilitate a concept better, address the challenges that they face in their specific learning environments, review and adapt learning plans and generate feedback for improving the practices of the Kalikayatna's approach. Teachers also experience the process of assessment which is simultaneous to that of learning, ensuring that they use the feedback to self assess and identify future learning outcomes for themselves individually and in a group. They are commonly assessed on aspects of planning, documentation, observation, facilitation and attitude.