

Strengthening of Nali-Kali Programme (Classes I to III)

Introduction

Activity Based Learning, thus assumes significance in the modern curriculum which indents to impart learning in a democratic set up taking care of the individual differences of the students. Classroom observations showed that a good deal of student time is spent on non-learning related activities for a majority of students. Certain social, emotional and psychological aspects of classroom behaviour have been seen to be positive in Activity Based Learning classes although certain problems were also seen consistently. Students with disabilities who are included in the regular classes have shown improvements in communication and certain life skills but not in cognitive skills.

Using an activity-based learning approach in classrooms enhances student participation and makes learning and teaching more enjoyable and easier to understand and apply. In fact they appeared to find it a welcome relief from the more traditional approaches to learning.

Nali Kali and its origin.

The advantages of Activity Based Learning, (ABL) has been noticed by the policy makers in school education in the country. The most discussed about the ABL in the country is the Nali Kali programme developed in Karnataka. Though developed as a means to address the problem of multi-grade teaching this is an indigenous method of addressing many of the defects of the traditional teaching and curriculum. The practicing teachers of the HD Kote block of Mysore district developed this method. The literal meaning of Nali Kali is 'Learning through Playing'.

The genesis of the programme can be traced to a micro planning exercise conducted in the villages of HD Kote block of Mysore district during 1992-93 in collaboration with UNICEF. The objective of this exercise was to understand the status of education, community participation and the gaps, which are impediment for the educational progress. The micro planning exercise revealed that due to unattractive school atmosphere and other reasons many children especially girls dropped out of the school or were never enrolled. Teachers identified many challenges in the micro planning exercise. One such challenge in most of the schools was to deal with multi grade and multi level scenario. High dependency on textbooks, the dull and uninterested classroom atmosphere resulting in low learning levels among children were also identified as the challenges.

PRINCIPLES OF NALI-KALI

- Joyful Learning
- Own phased learning
- Self Learning
- Self Evaluation
- Multi Grade Teaching
- Multi Level Learning

5 GROUPS OF NALI – KALI

- Fully Teachers Support.
- Partially Teachers Support.
- Fully Peer's Support.
- Partially Peer's Support.
- Self Evaluation-Self Learning.

The Nali Kali activity based programme has been implemented in the Government Kannada and Urdu Medium Schools across the state from the year 2008-09.

Present Status of Nali-Kali Units in Karnataka State

Sl.No	Medium	No.of Nali-Kali Units	No.of Students
01.	Kannada	55530	1386356
02.	Urdu	5100	

English Nali-Kali Level-01 : Nalikali English was piloted in the 4 districts of Ramnagara, Tumkur, Mysuru and Dakshina Kannada inKarnataka in the year 2017 in 100 units. The programme received enthusiastic reception from the teachers, students and the community at large.

Buoyed by the response, it was decided to expand the ENK programme to 2000 more schools in the second phase of piloting ENK in 2019 across the State. These comprise of 276 Karnataka Public Schools, 724 English medium schools and 612 best NK units in the State.

The overwhelming support for the English Nali kali programme which opened new vistas to students from Government schools prompted the State Government to declare that Grade 1 ENK will be implemented in all the 55,530 Nali-kali units in Kannada medium schools and 5100 NK Units in Urdu medium schools across the State from the academic year beginning in June 2020. Activity based English Nali-Kali content has been designed with the help of experts from UNICEF.

Progress of the implementation of Nali Kali units is monitored effectively by the Nali-Kali Cell at the State level through the District Resource Groups(DRGs) and Block Resource Groups (BRGs).

The district Nali Kali unit has been housed in the DIET that is responsible for ensuring the quality of Nali Kali. The district cell is headed by the DDPI (Admin) & DDPI (Development) and is supported by the District Resource Group. The cell will translate state goals into district goals and support the blocks to form goals and regularly monitor block reports and review progress towards goals with block authorities. They will also manage TLM supplies and human resources including posting and training of staff.

The Block Resource Group (BRG) is the front line team that supports the monitoring effort of Nali-Kali at block and includes the BRC, BRPs, CRPs, ECO and resource persons headed by the BEO. Each BRG member has a target number of schools to provide onsite support. The BEO is also responsible for supply management, staff deployment and monthly reviews to check progress towards block goals.

The Cluster Resource Persons are responsible for a cluster of 12-15 schools which they visit once a month. CRPs administer the basic quality tool, share their observations with the teacher and provide advice on how problems faced by the teachers can be solved. They will in turn send consolidated reports on cluster performance to the BRG each month and bring difficult situations to the attention of the BRG.

Micro study supports the district Nali-Kali unit and provides an objective analysis of the status of the Nali-Kali implementation system including class room implementation, accuracy and quality of CRP observation and regularity and

quality of cluster and block support. The unit consists of 10 members who devote 5 days every month to visiting schools and reporting on the status of Nali-Kali in the field. In this Micro study, micro observers mainly focus on class room processes.

A **macro survey** conducted on the efficacy of Nali-kali methodology in Kannada and its implementation in 60,000 units has helped in strengthening and sustaining the programme in the State. A macro survey will be conducted on the same lines for nail-kali English too from January 2021.

To motivate teachers and school managements to perform well, it was decided to Certify **Schools**. This process of '**Certification of Schools**' was carried out by selecting 03 schools that have met the expected levels of implementation in '**Macro and Micro**' studies in each taluk. Various schools have taken up proactive measures to implement Nali-Kali effectively with support from the community, teachers, stakeholders, etc. 612(3 per block X 204 blocks) schools which excelled were certified as good Nali-Kali schools. This has been an impetus for them to do better and it has been observed in consequent visits that these teachers feel encouraged and strive to give the best results. Districts have been given grants for conduct of a programme to felicitate such schools with a certificate and a cash award of Rs.5000 which can be used for any nali-kali activity. This practice is one of its kind in the State.