Getting Ready for School...
The *Kadam Step-Up Programme* aims to build educational prowess as well as work on the holistic development of children at primary school level. It works towards improving their quality of life and catapult them into the mainstream education system. The programme is yearlong. It is designed by blending the formal learning and skill based experiences, engaging children for six days in a week.

**THE CONCEPT**

- It is a blend of cognitive development through subject based competencies and social development through skill building.
- To address both the domains, the programme has been designed as an amalgamation of 10 Steps and Theme Learning.
- Both the components will be delivered side by side. None exists in isolation.
- 10 Steps and Themes both are aligned with NCF 2005 issued by NCERT.

**GUIDING PRINCIPLES**

- Child oriented, outcome based learning
- Activity based learning –

  *’I hear and I forget. I see and I remember. I do and I understand.’*

- Integration of skills and formal subject based learning
- Build learners’ capacity and independence
- Make learning visible
The programme aims to plug the learning gaps of a varied age group within the same classroom. Both the 10 Steps and Theme Modules are designed to cater to this need. The steps are designed in progressive order of learning competencies. Though all the children have the same entry point at Step 1 irrespective of their age, the exit point is decided on the basis of the age and grade in accordance with the mainstream guidelines. Among these steps, the child peddles his learning at his own pace, one step at a time.

Constant support is provided to the teacher through the Teacher Manual for creating age appropriate learning experiences with the activities and games listed. The books, tasks and activities are designed in a manner that support and build learner independence. The child stays in command of his learning with the TLMs provided to him.

**Multi Grade Classroom:**

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**OUR APPROACH**

What are 10 Steps? How did we formulate them?

To address the varied age and learning levels within the classroom, learning of the basic school system skills is organized as 10 Steps.

The 10 Steps are listed as a progressive organization of competencies to be developed in languages, Mathematics and environment awareness. Once the child achieves the learning level of a Step, she/he progresses to the next.

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<tr>
<th>Steps</th>
<th>Syllabus of Grade</th>
<th>Qualify for Grade</th>
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All the children will not be expected to clear all the ten steps.

Though any child who shows capacity to learn beyond the learning expected at his age will be encouraged to do so.

The entry point for each child is decided as per the performance on Baseline test.

The exit point is determined as per the age of the child. Therefore, the mandatory number of steps to be cleared shall be determined according to the age level of the child.

Syllabus upto grade 5 to be covered.

A set of two steps qualifies the child to clear one grade.
What is Theme Learning? Why is it important?

Theme addresses the life skill building component. It provides opportunity to build the following attitudes and behaviours.

- Sharing
- Acceptance
- Communication and Collaboration
- Reasoning and Analysis
- Team Work
- Being Proactive
- Real Life Application

Theme Learning Promotes

- Being Proactive
- Team Work
- Real Life Application
- Communication and Collaboration
- Reasoning and Analysis
- Acceptance
- Sharing

Methods/ Tools to blend Themes with Formal Learning

- Giving shape to concepts learnt – designing and creating models, equipment and structures, art and craft items, games to revise concepts of different subjects.
- Connecting with the community – generate experiences by meeting the people from the community, learning from them, interviewing and collecting information, planning and executing actions in common interest of the community.
- Nature walks – Nature is the best book and a wonderful teacher too. Mathematics, languages or Science, all are addressed during the exploration walks outside the learning center.
- Learning beyond the book – sing and dance, draw and paint, script and present dramas.
THE STRUCTURE

The programme has been horizontally and vertically mapped with NCF 2005. Each pair of steps progressively qualifies the child for one class level. The themes have also been chosen in alignment with the themes suggested for social and environment awareness for children at primary level.

Components and Process:

During the first 5 days in each week, children work on developing their language, mathematical and environmental knowledge and skills using the Student Book. This part of learning is guided by a 10 step programme where they can monitor and drive their own development in relation with the subject knowledge of grade 1st to 5th of the formal school system. Meri Checklist given in the Student Books serves as the objective monitoring tool.

In the Theme Book, each headline has multiple elements which are taken up on the 6th day (Saturday) and in the fourth week. The fourth week is dedicated to broaden the horizon of children and generate experiences for them based on the headline of the month. This beyond the book learning ensures holistic development of children and gives the opportunity to explore and experience a variety of facets of practical life.

<table>
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<tr>
<th>Week 1</th>
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Teachers / Education Volunteers:
Qualification – Senior Secondary + D.Ed or Graduates
The teacher will be playing an interesting role of creating opportunities for children to be able to explore, discover, experience or experiment.
Children are not to be merely told things through chalk and talk; they have to do them to know them. The teacher has to be one with the children, be the way they are: energetic, inquisitive and willing. Books are not her (teacher’s) ways, hers are the ones in which children learn: moving around, sitting on the floor, jumping up, acting, singing, drawing, playing and collaborating with others.

Preparatory Plan
• Orientation and Preparation Session – minimum of 3 days, can go upto one week depending on the skill set of the teachers
• Need based training as and when required depending upon the need expressed by the teachers or as gauged by the monitoring team for successful execution of the programme.

Teaching Learning Materials:
Each state has a customized programme as per the state’s needs and plans, though all of them have a basic agenda of achieving an optimum level of mathematical skills and developing the capacity to read and write well. The programme suffices for these basic agendas, at the same time, the state material can be used as complimentary to the tasks and activities in the programme. Since the baseline of the Kadam Step Up Programme and State Bridge Programmes is same, the TLMs and teacher resources work as an augmenting factor. For example, charts and cards designed under SSA for different subjects can be used comfortably along with the Kadam Step Up Programme.

Assessment and Evaluation
• Baseline Assessment
  In order to gain insight into students’ learning and understanding, there is a chalked out plan to monitor their present level of learning and continuously improve the quality.
• Step End Test - Assessment after each Grade
  The relevance, efficiency and consistency of the learning procedure is gauged through continuous use of Meri Checklist. It is measured by a specially formulated assessment at the end of each grade.
• Endline Assessment
  At two levels, internal as well as from government agencies for mainstreaming.
The programme has been horizontally and vertically mapped with NCF 2005. Each pair of steps progressively qualifies the child for one class level. The themes have also been chosen in alignment with the themes suggested for social and environment awareness for children at primary level.

The Learning Tools

- **Student Books**
  A set of 5 books, each book contains learning material for two steps. The explanation and exercises are designed to support the idea of self-driven learning.
  They aim to generate curiosity and interest in the learning process having learner independence as the key outcome.
  A variety of buddy tasks, thinking based activities, real life application of learnt concepts and learning games have been included.
• **Meri Checklist**

A detailed step wise list of competencies per subject which serve as a progressive learning guide as well as a checklist.

All the four subjects are chalked out into achievement indicators, known as *Feats*. These feats are the competencies which qualify the child’s learning at the respective Steps.

It is a structured tool designed to help the child peddle his way to the desired learning and for the teacher to be able to monitor and identify the *Feats* where the child needs help and support.

• **Theme Book**

A collection of 11 themes, termed as periods. The periods of the program will take the children through matters of heart and head, the local area and the world, the arts and the material world, languages and numbers.

It is dedicated to broaden the horizon of children and generate experiences for them based on the headline of the month. This beyond the book learning ensures holistic development of children and gives the opportunity to explore and experience a variety of facets of practical life.
• The Teacher Manual

It is a support tool for the teacher having various subject based strategies, teaching tips, activities and thinking based questions.

It assists the teacher in her goal to make learning active, involving and meaningful.

• My Progress Book

This is a consolidated book consisting of all the assessments - Baseline Assessments, Step End Tests and Endline Assessments.
• **Baseline Assessment**
  A tool to measure and record children’s level of competency at the beginning of the year.
  It also helps to decide the starting level of the student in the programme.

• **Step End Test**
  A test to evaluate at the student at the end of the grade, that is, after the two steps which correspond to that grade level and give instant feedback. Competencies which a child failed to develop during the test can be identified through the test and reworked upon.

• **Endline Assessment**
  Test conducted at the end of the programme. The test serves as an indicator of learning levels achieved by the student after the completion of the programme. The Endline Assessment is a parallel of the Baseline tool and helps to draw nearly accurate comparison of the student’s progress from the beginning of the programme.
About Humana People to People India

Humana People to People India (HPPI) is a not-for-profit company under the Companies Act, 1956-Section 25, established on 21st of May, 1998. HPPI works in partnership with government sector, private corporations and international funding agencies in 5 thematic areas of Education, Livelihoods & Community Development, Environment Sustainability, Health and Microfinance. HPPI implements around 60 projects across 13 states, reaching out to more than 2 million people annually.

Our Reach

From July 2016 to 31st of March 2019, 59,727 children participated in the Kadam Step-Up Programme in Haryana and the National Capital Region, Chhattisgarh, Maharashtra and Uttar Pradesh. Out of these, 26,221 children have so far been enrolled in the government schools at their age appropriate levels.