

DISCOVER | LEARN | CREATE | REASON | UNDERSTAND | COLLABORATE | DISCUSS | EXPRESS | EMPOWER

CONNECT | SHARE | ENGAGE | ASK | EXPLORE | EXPERIENCE | EXPERIMENT



Step-Up Programme

*Building Foundational Learning*



**HUMANA**  
PEOPLE TO PEOPLE INDIA

# THE *Kadam* STEP-UP PROGRAMME

- An Overview

**The *Kadam* Step-Up Programme** aims to build educational prowess as well as works on the holistic development of children at primary school level. It works towards improving their quality of life by enabling them to acquire foundational learning skills for their age-appropriate integration in schools.

The yearlong programme engages children for six days in a week. It is designed by blending the formal learning with real-life, experience-based skills.

## CONCEPT

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- It is a blend of cognitive development through enhancement of subject-based competencies and development of social skills through hands-on experiences in Thematic Learning.
- To address both the domains, the programme has been designed as an amalgamation of 10 Steps and 11 Theme headlines.
- Both the components are complementary and delivered concurrently.
- 10 Steps comprise of 540 competencies in four subject areas of English, Hindi, Mathematics and Environmental Science, and the Thematic Learning comprises of one theme headline for each month in the programme. The Steps and Themes are in alignment with the guidelines of NCERT and have been horizontally and vertically mapped with NCF 2005.

## GUIDING PRINCIPLES

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- Child oriented, outcome based learning
- Activity-based learning –  
*‘I hear and I forget. I see and I remember. I do and I understand.’*
- All-round development of the learner
- Build learners’ capacity and independence
- Make learning visible

# PROGRAMME OUTLINE

## The Learning Model:

### FORMAL LEARNING

10 Progressive Steps

Continuous process from one step to the next at child's own pace.

Basic Learning : Languages, Mathematics and Environmental Awareness

Practiced for 5 days a week, for three weeks in a month

### THEMATIC LEARNING

11 months, 11 themes

Each theme is spread over 4 weeks

Themes address the skill building component of the programme

Activities carried out on every Saturday and on the dedicated fourth week of every month

## OUR APPROACH

To address the varied age and learning levels within the classroom, foundational skills of primary school level are organised in 10 Steps. 2 Steps cover one school grade, hence, 10 Steps cover grades 1-5 of the primary school.

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

Steps	Syllabus of Grade	Qualify for Grade
1	1	2
2		
3	2	3
4		
5	3	4
6		
7	4	5
8		
9	5	6
10		

Every child is not expected to clear all the 10 Steps.

A child who shows capacity to learn beyond his/her age, is encouraged to do so.

Syllabus upto grade 5 is covered.

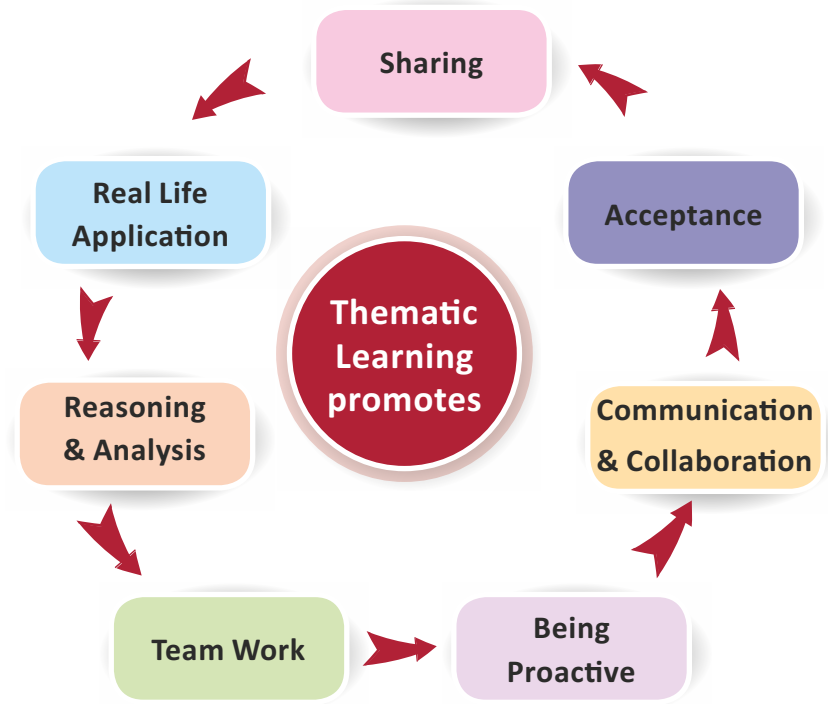
The entry point for each child is based on the Baseline assessment.

The exit point is decided as per the age of the child. The mandatory number of Steps to be cleared are determined accordingly.

A set of 2 Steps qualifies the child to clear one grade.

## Thematic Learning

Themes address the life skill building components. They provide an opportunity to build the following attitudes and behaviours:



## Methods/ Tools to Blend Thematic 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 – generating 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 centre.
- Sports and other activities – extremely important for the physical development of children which ultimately helps in their overall development by increasing their confidence, self-esteem and mental alertness.
- Learning beyond the book – singing and dancing, drawing and painting, scripting and presenting dramas.

## STRUCTURE

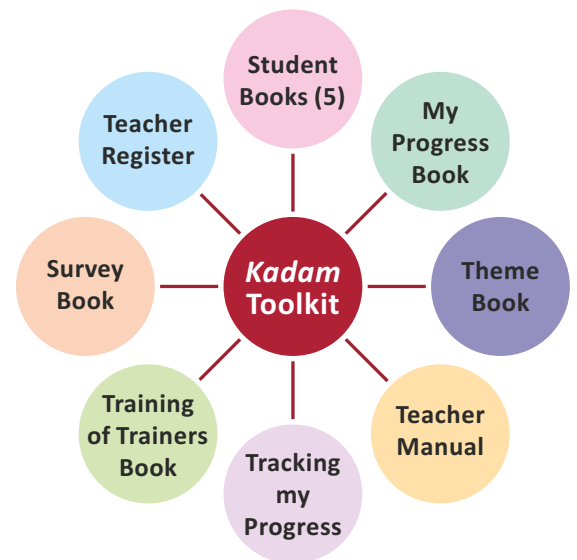
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During the first 5 days in each week, children work on developing their language, mathematical and environmental knowledge and skills using the Student Books. This part of learning is guided by a 10-Step programme where they can monitor and drive their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

## Monthly Programme Calendar:

Days Weeks	Mon	Tue	Wed	Thu	Fri	Sat
WEEK 1	☐	☐	☐	☐	☐	☐
WEEK 2	☐	☐	☐	☐	☐	☐
WEEK 3	☐	☐	☐	☐	☐	☐
WEEK 4	☐	☐	☐	☐	☐	☐

☐ Formal Learning Day   
 ☐ Theme Day   
 ☐ Children's Day



## Learning Process:



### Orientation & Training:

- Orientation to all Stakeholders
- Training of Teachers
  - o Initial, Comprehensive
  - o Continuous, Refresher

### Baseline Assessment:

Baseline assessment conducted on the children:

- To obtain the initial learning level
- To place them at an appropriate Step

### Progressive, Accelerated Learning

- Each Step consist of task-based learning
- Progressive Steps takes through grade appropriate competencies

### Continuous Assessments

- Students self-assess their own learning with the help of
  - o Meri Checklist
  - o Tracking my Progress (TmP) card
- Students are assessed at the end of each grade as they complete
- MIS tracks the students' learning throughout the programme

### End-line Assessment

End-line assessment conducted on the children:

- To obtain the exit learning level
- To find the effectiveness of the programme

### Tracking Retention

Monthly monitoring schedule is followed to track the children in schools

## KEY FEATURES OF THE PROGRAMME

**Self-paced, Multi-graded Learning:** The *Kadam* programme is designed for multi-graded learning environment wherein children learn progressively from one Step to the next. As children are at different learning levels, they work their own way through the programme. Keeping in mind that some children are faster than others, some children are regular, and some children are able to grasp the concepts better, self-pacing becomes an essential element in a multi-graded classroom.



*Competency-based learning process*



*TRIOs in a classroom*

**Trios:** To handle self-paced, multi-graded situation effectively, trios of children are formed in the classroom (that is, three children form a group). Care is taken while forming trios wherein it is important that the trio members are at different learning levels. Teamwork and peer learning play a great role in the personal development of the children as such elements not only make them socially viable but also confident enough to take on challenges in life with each other's support.

**Creating a Fluid Learning Atmosphere:** While the trio structure of the class promotes accelerated, peer learning among the students, the *Kadam* Programme also promotes a fluid learning environment within the classroom creating an avenue of ceaseless, continuous learning. Individual students within a trio keep changing as students continue to gain higher level of competencies and finally achieve their age-appropriate learning level. As this continues, other children move in to complete the trio while the learning process continues ceaselessly.



*Accelerated peer-to-peer learning*



*Students assess and mark their own progress*

**Child-driven Learning:** In *Kadam*, the children are able to steer their learning. The sequence is simple - before attempting the exercises in the Student Books, the children go through the learning competencies as given in the Meri Checklist to determine what they are going to do; then, they attempt the exercises to the related competency; once all the corresponding exercises are finished, the students go back to Meri Checklist and fill the date on which they completed all the exercises for the competency, thereby, self-assessing themselves in the process. Another component that makes the child drive her/his learning is the Tracking our Progress (ToP) chart. When the students enter the programme, how they progress and when they are supposed to exit is all visible at a glance in this chart.

### **Teacher as a Facilitator and Co-constructor of Learning:**

The role of a teacher in the *Kadam* programme is markedly different from a conventional teacher. In *Kadam*, the teacher is more like a facilitator and a guide to the children who helps them by removing their doubts rather than imposing his/her ideas on them and plays an interesting role of creating opportunities for children to be able to explore, discover, experience or experiment. The *Kadam* teacher is also a co-creator of activities, the one who creates a conducive learning environment and activities for the children to help them successfully achieve learning skills.



*Teacher is a co-creator of their learning*



*Showcasing products on Parents Day*

**Parents Day:** Parents Day is held at the end of each month as a culmination of the monthly theme headline. It is a day when the parents and other members of the community are invited to the school by the children. Parents Day is organised by the children themselves and it provides an opportunity to the children to showcase their products and talents to their parents. Parents Day is an effective way to promote parents' participation in school activities and mobilise the community.

**Holistic Learning:** Along with attending to the cognitive skills of the students, the programme builds upon and develops the social, emotional and real-life skills of the students through thematic learning. Connecting with the community and generating experiences through social interaction adds to children's learning. Theme Days, Students' Competitions, Parent Teacher Meetings (PTMs) and Parents' Days are such events that involve students' interaction with members of their community. Learning beyond the book – sing and recite, draw and paint, create and build, script and present role-plays - are some activities which make students more creative and help in their all-round development.



*Learning happens beyond the class walls*

**Tracking Retention in Schools:** Another special component of *Kadam* is tracking the retention of the students in the formal system of schooling. Once the child is brought to his/her age appropriate learning level, the *Kadam* teachers/resource persons track the child in the school on monthly basis. A proper tracking system and reporting mechanism is an essential component of My Progress Book where a record of the child is kept. Tracking retention is effective in checking the drop-out rates in the schools.

**Need-based Customisation:** Since, the programme aims to build and strengthen the foundational learning skills of children in their primary school grades, the modular framework on which the programme is based provides a high degree of flexibility in using various inherent elements/tools that can be employed in need-based manner in diverse educational settings. Hence, the *Kadam* programme is implemented for building academic and social skills of out-of-school children (either dropped out or those who have never attended school) in Special Training Centres (STCs) of the government primary schools and also, for bolstering foundational learning skills of in-school primary grade students to make them reach their age-appropriate learning level.

# THE OPERATIONAL MODEL

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The aim of the Kadam initiative is that every child in India should have access to quality primary education. In a large and diverse country like India, this is possible by supporting the largest chain of schools- the Government Primary Schools.

Humana People to People India (HPPI) has meticulously structured the Learning Tools and Operational Models to be in alignment with National and State policies and curricular standards. This facilitates easy adoption of the programme in the classrooms.

## Alignment with National Policies

The Kadam model is designed in line with the vision of the Right to Education Act (RTE) so that every child should have access to free and quality education. To ensure that children covered by Kadam -based projects get the same quality of education as children in regular schools, the Kadam learning tools are designed in line with national curricular standards set by NCERT (National Council for Educational Research and Training) and the operational models are designed to be in sync with the budgetary and operational norms of the Samagra Shiksha Abhiyan (SSA).

## Collaboration with Government

The Kadam philosophy and approach recognizes and emphasizes the role of Government schools and stakeholders in the securing of the vision of the RTE. Therefore, HPPI works in partnership with State Governments (Department of Education, District & Block Officials and Government-run primary schools).

HPPI's partnerships with different State Governments involve the State as co-implementor (all processes and activities are mainly carried out by Government primary school staff) and co-funder (State invests in all school-level costs, including cost of Kadam learning toolkits). HPPI's principal role is that of a facilitator, providing technical and operational support.

## Flexible Adoption

The Kadam Learning Tools (described in the next section) are designed in a modular manner that allow for flexible adoption/ adaptation in a diverse set of scenarios.

Kadam can be adopted by State Governments as part of the vision to enroll and bridge learning gaps in out-of-school children. It can be adopted in schools where children are at risk of dropping out due to unengaging learning experiences. It can also be adopted in schools by teachers in regular classes as part of remedial learning initiatives. Competency-based approach of the programme ensures its efficiency in enhancing learning outcomes in a multi-graded classroom setup. Further, Kadam provides a robust, foundational platform for children in ensuring progressive learning at higher grades.

The **Sambhavana Programme** is a middle-school, learning enhancement programme for children who are out-of-school as well as for those with learning gaps in formal schools, and is built on the foundational learning of the Kadam which provides a strong base for progressive learning.

The **Samarth Girls Education Programme** for girls at middle and secondary school level is a tailor-made, remedial education and life skill development programme aimed for making a positive impact on gender equality, and is built on with providing sound foundation of primary school level learning with Kadam.



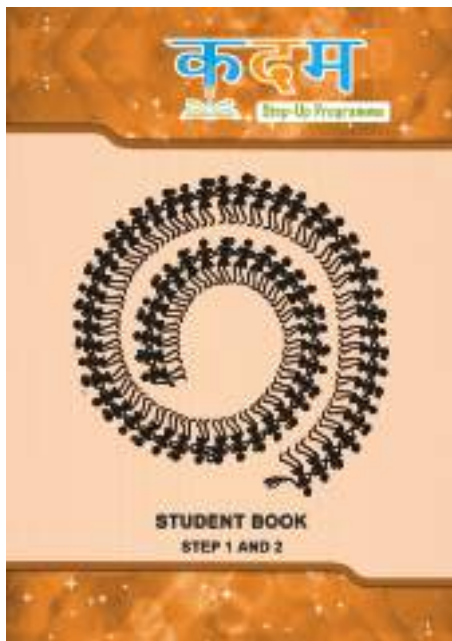
# THE LEARNING TOOLS

## Student Books

A set of 5 books, each containing learning material for 2 Steps. The explanation and exercises in these books are designed to support the idea of self-driven learning.

They aim to generate curiosity and interest in the learning process with independent learning being the key outcome.

A variety of buddy tasks, thinking based activities, real life application of learnt concepts and learning games are included in the Student Books.



**M Step 3 घटा 3.9**

निम्नलिखित घटायी को जोड़कर बनें नए शब्दों का पदम अभ्यास करें।

37 - 22	43 - 20	21 - 11	50 - 10
र ई	र ई	र ई	र ई

अगरी कक्षा के अक्षरों लिखें, लिखें व पढ़ायी।

कुल कबो लक्ष्मी (कलसे मे)

25 - 14	19 - 9	46 - 23	38 - 35
र ई	र ई	र ई	र ई

कुल फिर पढ़ो कृपल

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**M Step 3 जोड़ (हासिल के साथ) 3.10a**

अज्ञे जोड़ें।

र ई	र ई	र ई	र ई
2 6	1 2	2 3	
1 5	1 9	1 7	

जोड़ प्रकल पैर से शुरू करे

र ई	र ई	र ई	र ई
3 4	1 3	1 8	
1 6	2 9	1 6	

**H Step 3 शब्द रचना 3.3a**

निम्नलिखित वर्णों को जोड़कर बनें नए शब्दों का पदम अभ्यास करें।

च+ट+न = चटन    ज+ल+न = जलन    क+म+ल = कमल

प+र+म = परम    क+व+च = कवच    म+ट+र = मटर

च+त+ख = चतख    ड+ग+र = डगर    स+र+ल = सरल

प+ल+क = पलक    म+ग+न = मगन    च+ट+क = चटक

प+ल+ट = पलट    त+र+ल = तरल    क+ल+म = कलम

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**H Step 3 शब्द रचना 3.3b**

निम्नलिखित वर्णों को जोड़कर बनें नए शब्दों का पदम अभ्यास करें।

ट+ह+र = टहर    न+क+ल = नकल

न+म+क = नमक    म+ह+क = महक

स+ड+क = सडक    च+ह+न = चहन

श+र+म+स = शरमस    च+र+त+न = चरतन

ग+ड+च+र = गडचर    स+र+ग+म = सरगम

श+र+च+त = शरचत    ख+ट+म+ल = खटमल

झ+र+स+र = झरसर    छ+म+छ+म = छमछम

## 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.

**दूसरा चरण**

अ प ट म  
आ हिं दी  
अ प क

कार्य विवरण	दिनांक	हस्ताक्षर
1. वर्णमाला के सभी वर्ण लिख सकता हूँ।		
2. वर्णों को देखकर पहचान सकता हूँ। (क, ख, ट, घ, ड, र, म, प, छ, ड, च, ध, झ, ञ, ह, प, प्र, य )		
3. वर्णमाला के सभी वर्णों का उच्चारण कर सकता हूँ।		
4. वर्णमाला के सभी वर्णों को सुझकर लिख सकता हूँ।		
5. वर्णों का चित्रों से मिलान कर सकता हूँ।		
6. वर्णों को जोड़कर अमूर्तिक शब्द पूरे सकता हूँ।		
7. चित्र देखकर अमूर्तिक शब्द पूरे कर सकता हूँ।		
8. स्वरो को पहचान सकता हूँ।		
9. स्वरो को पढ़ सकता हूँ।		
10. कक्षा में हो रही धियाओं के बारे में 3-5 वाक्यों में बता सकता हूँ।		

**दूसरा चरण**

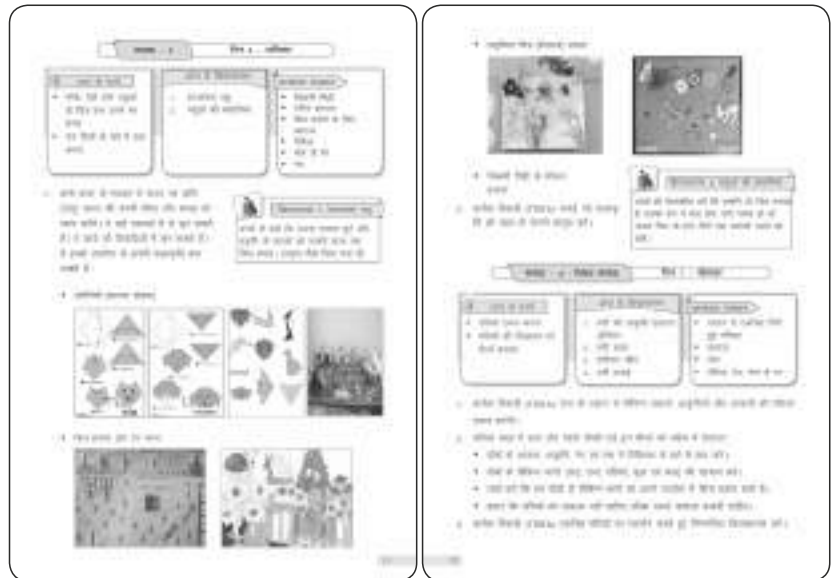
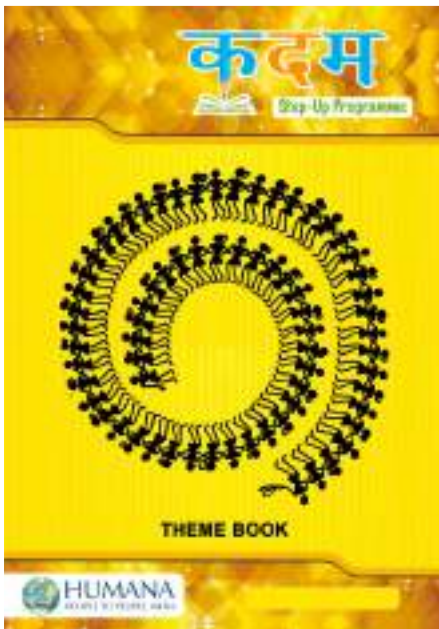
+ 5  
1 बाणित %  
- 2 x

कार्य विवरण	दिनांक	हस्ताक्षर
1. अंक 1 से 20 को लिखित रूप में पहचान कर संख्याएं बोल सकता हूँ।		
2. 1 से 20 तक की संख्याओं का उपयोग करके वस्तुओं को गिन सकता हूँ।		
3. वस्तुओं को 10-10 (दहाइयों) के समूहों में और एकल वस्तु (इकाइयों) में व्यवस्थित कर सकता हूँ।		
4. चित्र बना कर दहाई और इकाई के समूह दिखा सकता हूँ।		
5. 20 तक की संख्याएं पढ़ व लिख सकता हूँ।		
6. 1 से 20 तक की संख्याओं को क्रम में बताना सकता हूँ।		
7. संख्या क्रम (1 से 20) पूर्ण कर सकता हूँ।		
8. 20 तक की संख्याओं की तुलना कर सकता हूँ।		
9. आगे गिनते हुए जोड़ (20 तक) सकता हूँ।		
10. चिह्न (+, -) को पहचान कर संख्याओं को जोड़ व घटा सकता हूँ।		
11. जोड़ सकता हूँ (8 + 9 तक, हासिल किए बिना)।		
12. घटा सकता हूँ (10 - छोटी संख्या, हासिल किए बिना)।		
13. आकृतियों (दूध, चम, आमत, चिपुके) पहचान सकता हूँ।		
14. आकृतियों के अक्षर पर वस्तुओं को धीरे धीरे चित्रित कर के उनका वर्णन कर सकता हूँ।		
15. चिह्नित आकृतियों के उपयोग से बने सरल पैटर्न को भूट कर सकता हूँ।		
16. गुंड (नेटो एवं रिक्त) की पहचान कर सकता हूँ।		

# Theme Book

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

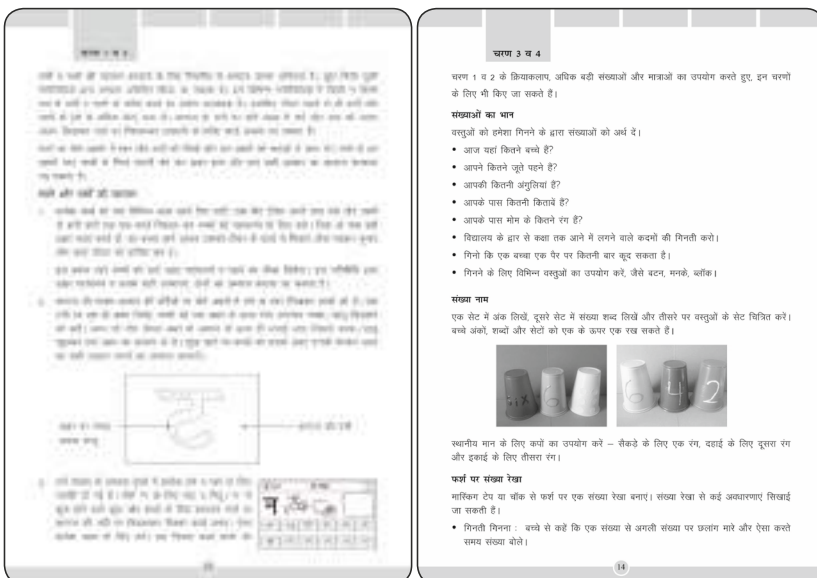
It is dedicated to broaden the horizon of children and generate experiences for them based on the headline of the month. This, beyond the book learning, ensures holistic development of children and gives them the opportunity to explore and experience a variety of facets of practical life.



# Teacher Manual

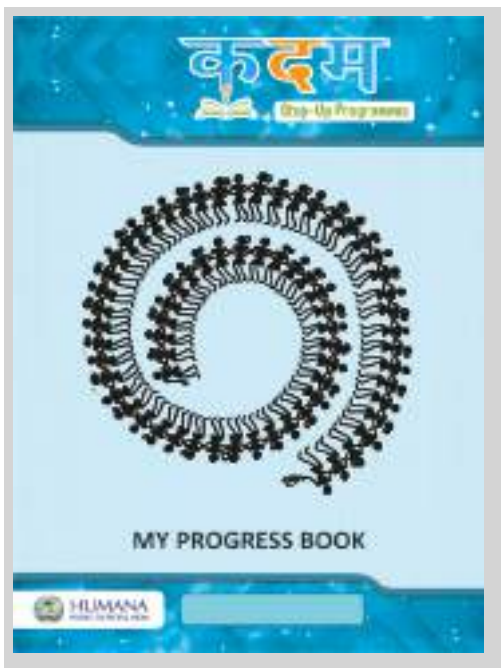
A support tool for the teachers having various subject based strategies, teaching tips, activities and thinking based questions.

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



## My Progress Book

A consolidated book consisting of all the assessments: Baseline Assessment, Grade-end Tests and Endline Assessment. The book also contains the child's enrollment details. At the end of the book, a consolidated report of the child's progress since the beginning till the end of the programme is provided. A retention report is also provided at the end of the book.



**M Step 3 घटा 3.9**

निम्नलिखित वर्णों को घटाकर बने नए शब्दों का पटन अभ्यास करें।

37 - 22	43 - 20	21 - 11	50 - 10
र ई	र ई	र ई	र ई

अवनी कक्षा के अठ्ठार निम्नलिखित वर्णों को घटाकर बने नए शब्दों का पटन अभ्यास करें।

25 - 14	19 - 9	46 - 23	38 - 35
र ई	र ई	र ई	र ई

कुल बचने लड़के लड़कियाँ (बालों के) कुल पिए हुए कुल

**H Step 3 शब्द रचना 3.3a**

निम्नलिखित वर्णों को जोड़कर बने नए शब्दों का पटन अभ्यास करें।

च+ट+न = चटन	ज+ल+न = जलन	क+म+ल = कमल
प+र+म = परम	क+व+च = कवच	म+ट+र = मटर
ब+त+ख = बतख	ड+ग+र = डगर	स+र+ल = सरल
प+ल+क = पलक	म+ग+न = मगन	च+ट+क = चटक
प+ल+ट = पलट	त+र+ल = तरल	क+ल+म = कलम

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**M Step 3 जोड़ (हासिल के साथ) 3.10a**

अज्ञे जोड़ें।

र ई	र ई	र ई	र ई
2 6	1 2	2 3	
1 5	1 9	1 7	
4 0			

जोड़ करवाये से शुरू करें

र ई	र ई	र ई	र ई
3 4	3 4	1 3	1 8
1 6	1 6	2 9	1 6

**H Step 3 शब्द रचना 3.3b**

निम्नलिखित वर्णों को जोड़कर बने नए शब्दों का पटन अभ्यास करें।

ट+ड+र = उडर	न+क+ल = नकल
न+म+क = नमक	म+ह+क = महक
स+डु+क = सडुक	ब+ह+न = बहन
श+र+म+स = शरमस	ब+र+त+न = बरतन
ग+डु+ब+दु = गडुबदु	स+र+ग+म = सरगम
श+र+ब+त = शरबत	ख+ट+म+ल = खटमल
झ+र+स+र = झरसर	छ+म+छ+म = छमछम

## 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.

- Grade-end Test**

A test to evaluate 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**

A 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 is a development organisation working for the holistic development of the under-privileged and marginalised people in rural and urban India through social development and poverty alleviation interventions by coordinated, strategic approaches focusing on education, life skills, improved livelihoods, health and sanitation, the empowerment of women and environment protection.

## OUR REACH

States	Kadam for OOSC	Kadam for in-school students
	Number of children who have completed the programme and are integrated in regular classes (since 2016)	Number of children who have completed the programme and narrowed their learning gaps (since 2016)
Haryana	95,850	4,972
Maharashtra	5,244	14,751
Rajasthan	191	-
Delhi	315	-
Uttar Pradesh	40,051	72,360
Chattisgarh	11,647	-
Uttarakhand	93	-
J & K	152	-
Madhya Pradesh	2,043	31,917
Jharkhand	-	2,363
Bihar	404	8,737
<b>Total</b>	<b>155,990</b>	<b>135,100</b>

\*Table updated in December 2023



**HUMANA**  
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