

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

- 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 Steps and Thematic Learning.
- Both the components are complementary and delivered concurrently.
- 10 Steps comprise of 450 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 National Curriculum Framework- Foundational Stage (NCF-FS) 2022.

## 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.’*
- 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 Science

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.

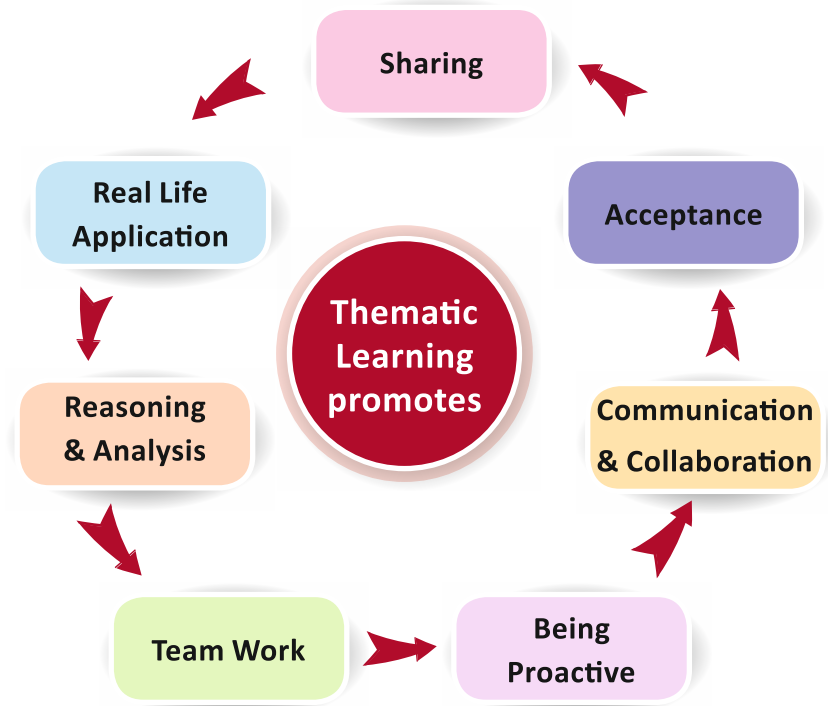
The entry point for each child is based on the Baseline assessment.

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-based learning – 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

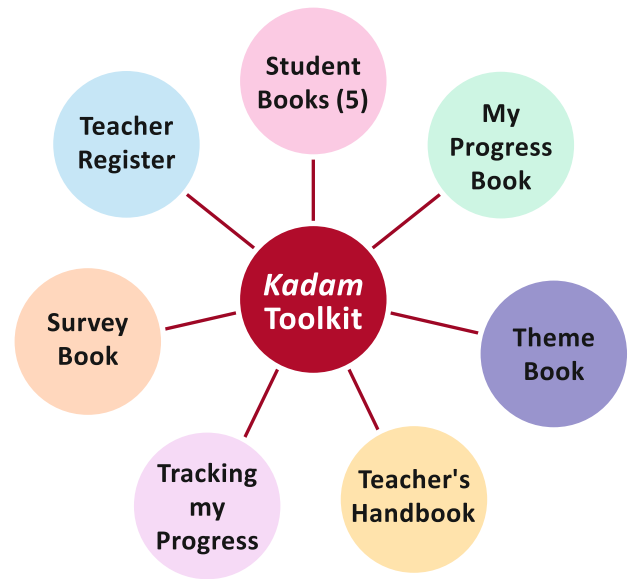
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During the first 5 days in each week, children work on developing their language, mathematical and environmental knowledge and skills using the Student Books. This part of learning is guided by a 10-Step programme where they can monitor and drive their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

### 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 retention of 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 Children's Day*

**Children's Day:** Children's 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. Children's Day is organised by the children themselves and it provides an opportunity to the children to showcase their products and talents to their parents. Children's 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.

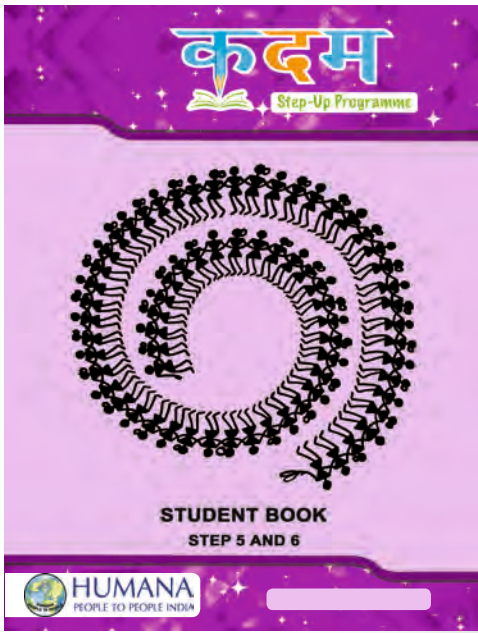
# THE LEARNING TOOLS

## 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.



**Step 5**      **पहाड़ा ( 6, 7 )**      5.8b

देखें, कोसें और समझें।

$6 \times 1 = \underline{\quad}$	$7 \times 1 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$7 \times 2 = \underline{\quad}$
$6 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$
$6 \times 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$
$6 \times 6 = \underline{\quad}$	$7 \times 6 = \underline{\quad}$
$6 \times 7 = \underline{\quad}$	$7 \times 7 = \underline{\quad}$
$6 \times 8 = \underline{\quad}$	$7 \times 8 = \underline{\quad}$
$6 \times 9 = \underline{\quad}$	$7 \times 9 = \underline{\quad}$
$6 \times 10 = \underline{\quad}$	$7 \times 10 = \underline{\quad}$

पूरा करें।

**Step 3**      **संख्या ( क्रम )**      3.5d

री पॉ संख्या को आगेही और अगलेही क्रम में लिखें।

17, 47, 27, 37	20, 9, 39, 50
अगलेही	अगलेही क्रम
36, 42, 23, 2, 31	47, 16, 8, 2, 28
अगलेही	अगलेही क्रम
25, 15, 35, 50, 3	19, 11, 44, 37, 21
अगलेही	अगलेही क्रम

## 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.

**मेरी चेकलिस्ट**

तीसरा चरण

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क्र.सं.	कार्य विवरण	दिनांक	हस्ताक्षर
1.	21-50 तक संख्याएँ पढ़ना या लिखना करना / सकती हूँ।		
2.	1-50 तक संख्याओं को हवाई और पहाड़ी में लिखना करना / सकती हूँ।		
3.	1 से 50 तक संख्याओं के पहले और बाद की संख्याएँ जानना / सकती हूँ।		
4.	1 से 50 तक संख्याओं में बढ़ती या घटती क्रम जानना / सकती हूँ।		
5.	1 से 50 तक संख्याओं को बढ़ती और घटती क्रम में लिखना करना / सकती हूँ।		
6.	1 से 10 तक संख्याओं को उल्टा में लिखना करना / सकती हूँ।		
7.	1-50 तक संख्याएँ जोड़ना (सही क्रम में लिखना) करना / सकती हूँ।		
8.	1-50 तक संख्याएँ घटाना (सही क्रम में लिखना) करना / सकती हूँ।		
9.	1-50 तक संख्याएँ जोड़कर योगफल निकालना / सकती हूँ।		
10.	1-50 तक संख्याएँ घटाकर अंतर निकालना / सकती हूँ।		
11.	1-50 तक संख्याएँ जोड़कर योगफल निकालना / सकती हूँ।		
12.	2 और 3 के पहाड़ी समुदाय लिखना / सकती हूँ।		
13.	2-को (सं, अक्षर, चिह्न, रूप) अनुक्रमित करना / सकती हूँ।		
14.	निर्देश, खोजी और लिखी संख्याएँ जानना / सकती हूँ।		
15.	पाठ्यपुस्तक के 1 से 50 तक चित्र और चिह्नों को पहचानना / सकती हूँ।		
16.	संख्याएँ और चिह्न संख्याओं को पहचानना / सकती हूँ।		
17.	संख्याएँ, शब्द या चिह्नों के उपयोग में संख्याओं को पहचानना / सकती हूँ।		
18.	संख्याएँ, शब्द और चिह्न को पहचानना / सकती हूँ।		
19.	संख्याएँ के चिह्नों को जानना / सकती हूँ।		
20.	निर्देश पढ़कर काम करना / सकती हूँ।		
21.	1 से 10 तक संख्याओं का पहचानना / सकती हूँ।		

**मेरी चेकलिस्ट**

पांचवा चरण

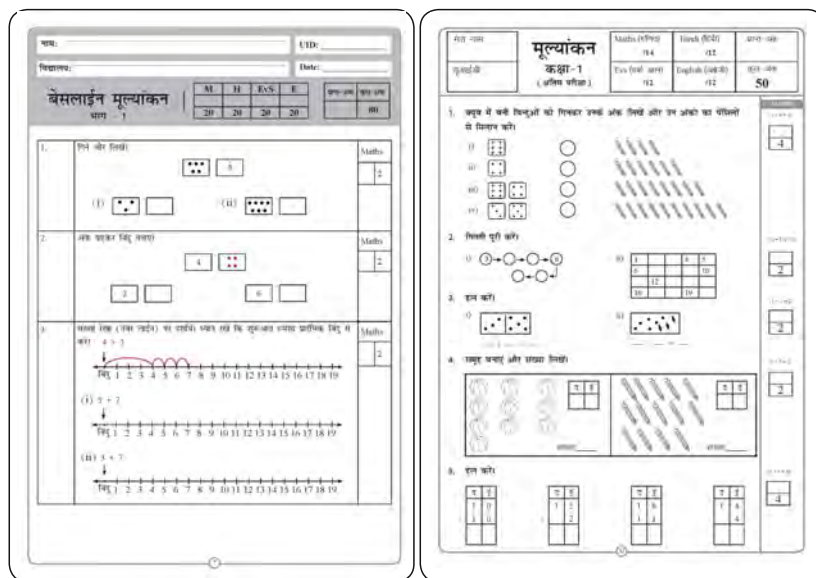
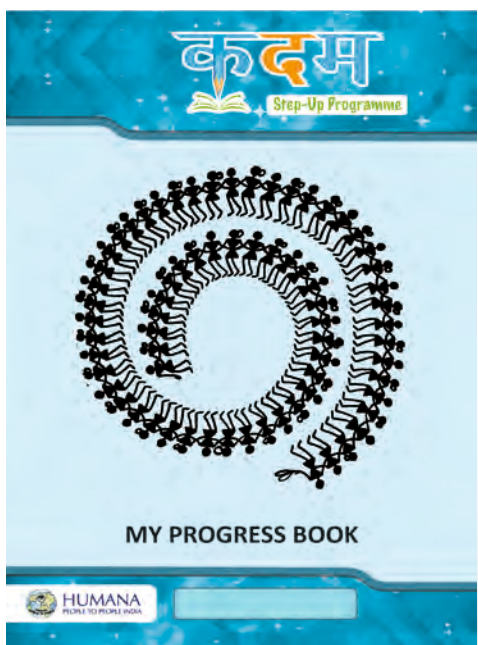
	A u d L	
	अंग्रेजी	B
	c k z A	

क्र.सं.	Topic	Date	Sign
1.	Can listen and follow instructions to complete a drawing.		
2.	Can read 2 and 3 letter words.		
3.	Can listen to and write 2 / 3 letter words.		
4.	Can read and write words with blending sounds.		
5.	Can differentiate between sh / ch words.		
6.	Can make rhyming words.		
7.	Can read, write and engage in games on naming words: Persons, Places, Objects, Birds and Animals.		
8.	Can identify personal names from common names.		
9.	Can use "This / That / These / Those" in a short sentence.		
10.	Can use "What / Where / When" in a short sentence.		
11.	Can read and understand a short sentences / paragraph / poem.		



## 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.



## 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 Out-of-School Children	* Kadam for Primary School Children
	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	132,047	6,448
Maharashtra	7,945	37,638
Rajasthan	191	-
Delhi	315	-
Uttar Pradesh	43,107	131,560
Chattisgarh	15,836	15,859
Uttarakhand	93	-
J & K	152	-
Madhya Pradesh	2,043	31,917
Jharkhand	-	2,363
Bihar	2,383	43,972
<b>Total</b>	<b>204,112</b>	<b>269,757</b>

\* February, 2026

