



# Nanhi kali<sup>3</sup>

for the girl child

Project Nanhi Kali

(A project jointly managed by the K.C. Mahindra Education Trust and  
Naandi Foundation)

## **1. Introduction to Project Nanhi Kali**

***Project Nanhi Kali*** which currently supports the education of over 100,000 underprivileged girl children across 9 states in India believes that education is the single most powerful intervention for transforming lives. For thousands of disadvantaged girls in India, education is the only weapon that will open the doors to provide them with equal opportunity, so that they can grow, learn and realize their own potential.

The Project was inceptioned in 1996 by the K.C. Mahindra Education Trust, with the objective of providing primary education to underprivileged girl children in India. Today, it is a national sponsorship program which provides academic and material support to underprivileged girl children in primary and secondary classes, so that they can achieve grade specific learning competency levels. Our objective is to stem the high rate of drop outs amongst girl children from socially and economically marginalized families especially since the areas we work in, girls drop out of school either because they have to look after younger siblings, dedicate time to household chores, contribute to the household income, or are married off at a young age. The project is jointly managed by K.C. Mahindra Education Trust and Naandi Foundation from 2005.

The intervention includes academic support in the form of before or after-school classes and material support is provided in the form of schoolbags, shoes, books, uniforms, lunchboxes and other essentials that help a girl go to school with dignity. Project Nanhi Kali also mobilizes communities of parents, teachers and village elders to make them active stakeholders in the process of change.

### **About K.C. Mahindra Education Trust**

The K.C. Mahindra Education Trust (KCMET) was formed by the late Mr. K.C. Mahindra in 1953 with the vision to “transform the lives of people in India through education, by providing financial assistance and recognition to them, across age groups and income strata”. Since then, KCMET has undertaken a number of education initiatives in the form of grants, scholarships, and livelihood training to youth from socially disadvantaged sections of society

### **About Naandi Foundation**

Naandi Foundation, with their primary goal of “Eradicating poverty, Changing lives” focuses on three broad sectors – Child Rights, Safe Drinking Water and Sanitation and Sustainable Livelihoods. Naandi is one of the largest and most reputed social sector organization in India working towards making poverty history.

## **1.1 Statement of the Problem**

India has 1/6th of the world's population and 1/3rd of the world's poor. The socio-economic composition of children who drop out of school in India suggests that education deprivation occurs most among urban poor, rural and tribal children and within each category the situation of girls is worse than boys because of the perceived and actual costs to households of girls' schooling. Under-educated parents, particularly mothers, do not realize the importance of educating their children. This contributes to factors that perpetuate the cycle of poverty, such as child labour, low wages, and job insecurity. Moreover, research suggests that educating a woman has far ranging positive effects. Educated women marry later, have fewer children, feed them better, abstain from having many children and are more likely to send their children to school.

Through the Nanhi Kali project, we are addressing three of the eight Millennium Development Goals – universal education, gender equality and empowering women and eradication of poverty. The World Bank has recognized that investment in girl's education is essential to meet the Millennium Development Goals. According to UNICEF (2007) India accounts for 1/5<sup>th</sup> of the worlds out of school girls and if this is not addressed the World will not be able to reach the Millennium Development Goals to have every child complete primary school by 2015.

In India, Government schools provide “free” education but surveys have shown that ‘quality’ of education is a big question mark.

### **Literacy in India**

As per the latest ASER (Annual Status of Education Report) 2013

**Almost 68% Children in standard 3 in Government schools, cannot read 1<sup>st</sup> standard level text**

Almost 60% children in standard 5 in Government schools, cannot read 2<sup>nd</sup> standard level text

Around 79% children in standard 5 cannot do mathematical divisions. In arithmetic, a large fraction of children are lagging several years behind where they are expected to be.

Around 50% of Schools do not meet pupil teacher ratio norms as per RTE

	<b>Males</b>	<b>Females</b>
Literacy	82%	65%

Source: Results from the Preliminary Data of Census, 2011

The recent 2011 census data has revealed that while the effective female literacy rate has improved from 54% to 65%, it still lags behind the male literacy rate by 17%. What is extremely disturbing is the abysmal child sex ratio which has fallen from 927:1000 (females: males) to 914:1000. The strong preference for a son amongst Indians has resulted in a grave imbalance in the gender ratio, which is a matter of utmost concern. Nanhi Kali can help correct this ratio, as

education of girls is the first step towards empowering them to become economically independent.

### **1.2 Selection Criteria of Nanhi Kalis / Beneficiaries of Nanhi Kali Project**

Needy, underprivileged girls of urban poor, rural and tribal families enrolled in government schools belonging to below poverty line, schedule caste/schedule tribe (socially weaker sections) or migrant communities who are generally first generation learners with younger siblings and of single parent are selected as Nanhi Kalis.

### **1.3 Implementation of Project Nanhi Kali:**

The Nanhi Kali programme is implemented in 9 states in India including some of the most deprived, remote, and difficult regions of the country where the literacy levels, especially female literacy levels are low.

Female Literacy Levels in the areas where the Nanhi Kali Projects exist are given below:

<b>State</b>	<b>District</b>	<b>Female Literacy</b>
Andhra Pradesh	Hyderabad	78.42
	Mahabubnagar	45.65
	Vishakapatnam	60.00
Madhya Pradesh	Sheopur	44.45
	Ratlam	56.45
Chattisgarh	Kanker	61.08
Rajasthan	Tribal sub-plan of Udaipur	49.10
Tamil Nadu	Chennai	87.16
	Tuticorin	81.77
	Krishnagiri	63.91
Delhi	Central	82.60
	South	80.99
	East	84.55
	West	82.50
Maharashtra	Mumbai	86.03
	Nasik	73.43
	Chakkan	81.13
Karnataka	Bangalore	84.01

Source: Census 2011

## **1.4 Support provided by Nanhi Kali**

The Nanhi Kali Project encourages girls to attend school by ensuring their holistic development through provision of material support in addition to academic support.

### **a) Academic Support**

The Academic Support is provided in terms of an extra study class which is conducted either before or after school hours. These classes help to bridge the gaps in learning achievements and enable children to reach their grade specific competency level. The classes are conducted by “Community Activists” selected from within the community with the vision that they would be the local resource to act as friends and mentors to the children and at the same time stroking community interest and proactive action for quality education. The teaching strategy is based on cooperative and reflective learning where the focus is on enabling learning rather than on teaching.

The Academic Support Classes assume greater significance since living conditions and contexts of poor children do not give them the luxury of space and time at home to study, revise and practice. The Nanhi Kalis are usually first generation learners and have no one at home whom they can turn to in case they need clarification in any subject.

### **b) Material Support**

Material support consist of an education kit comprising usually of two sets of uniforms, undergarments, shoes, socks, school bag, stationery and notebooks which is ceremonially handed over to every individual Nanhi Kali at a colorful function. The content of the Material Kit might differ region to region and also takes into account the items provided by the state government to the students. The function is attended by the parents and the larger community and cuts across all barriers of caste, creed, age and gender. It also serves as a platform to sensitize the community on the importance of girl’s education.

### **c) Social and Moral Support**

Sensitizing the community on the importance of girls’ education and encouraging it to take ownership of the functioning of the school is an essential part of the Nanhi Kali programme. Events are organised wherein the community members, especially women, participate actively. These serve as platforms to change mind-sets and attitudes.

## **1.5 Pedagogy of the Project**

The Project adopts the Cooperative Reflective approach (CRA) which is an interactive group approach to learning. The value of cooperative learning lies in the way group dynamics are created within children in a classroom by the teacher, to encourage listening to one another, asking questions, clarifying issues and restating their point of views. The approach considers learning as a continuous process that is distinct for each child. It acknowledges the need for individual attention and assistance required by each child to become competent and continuously progress in the primary years of schooling. This classroom teaching method regards children’s voice as central to the learning experience. It helps in making children responsible for their own



learning by motivating them and their peers. It helps promote communication between peers and builds healthy teacher-child relationships.

The approach breaks down the classroom of children into small heterogeneous work groups ensuring the participation of each and every child in the class in different learning activities. The small workgroups of children help in building on the existing learning potential of each child. In a group, a child has no fear/shyness to speak up. This improves articulation and communication. Each member of the group is individually accountable for completing the task set for the day, so the team members have to help each other for the team to declare they have completed their tasks. Cooperative Reflective approach makes children with different learning levels work together on a particular task thereby ensuring acceleration in each individual child's learning levels. It also encourages peer learning and helps ascertain that all the children in the class move forward in their learning tasks.

### **1.6 Assessment and Evaluations**

Assessment and evaluation of the learning levels of children is an integral part of the Cooperative Reflective approach. Children are assessed on the competencies taught regularly through worksheets and assessment sheets at frequent intervals. The teaching-learning process incorporates periodical assessment and continuous mapping of the child's learning levels on the RECALL (Review of Each Child's Accelerated Learning Level) to track the child's progress and her learning levels and monthly progress and directs the academic coordinator to concentrate on the areas which require improvement. The absentees and low performers are given additional support on a one to one basis by the Nanhi Kali Tutor to ensure they perform well in school exams. Before every exam in the school, the school teacher along with the Nanhi Kali Tutor takes up exam revision during school time and practice sessions are conducted in the Academic Support Classes.

We also conduct a baseline assessment of every child in the beginning of the academic year followed by continuous performance tracking of the child and an end line assessment at the end of academic year. While baseline assessment helps in identifying the competency gaps of the individual child at the start of the academic year the continuous tracking identifies and records what the child has or has not achieved in order to plan the next step in the teaching or learning process for improvement and the end line helps to understand the impact of the year long intervention.

### **1.7 Innovation behind Project Nanhi Kali**

- a) **Pedagogy of the Project:** Nanhi Kali represents an exciting pedagogic innovation for the girl child, where three components of educational, material and social support in combination have successfully increased enrolment of girls, ensured higher attendance, better learning outcomes and curtailed drop outs. The Project adopts the Cooperative Reflective approach which is an interactive group approach to learning to encourage listening, questioning, clarifying issues and restating point of views.

- b) **Scientific Tracking Tool for Assessment of Learning Levels:** Nanhi Kali has also overcome the persistent challenge faced by most education programmes relating to the assessment of learning levels. It has an inbuilt mechanism to track the progress of each girl through the Child Tracking Matrix with a baseline and endline assessment which has highlighted areas for improvement, leading to a continuously evolving pedagogy aptly suited to meet local needs.
- c) **An IT enabled system** which allows donors to do online and offline donations/sponsorships which links them to supporting specific girls. The Program provides profiles and progress reports of each child to the donors which can be easily accessed through the donor ID and password on the website.
- d) **Low Sponsorship cost of one child** This is due to the unique partnership with the government schools where their infrastructure is used which helps in keeping costs low and strengthening government-community relations.
- e) **Replicable & Scalable:** The number of Nanhi Kalis has steadily increased from 1,700 in 2001 to 3,600 in 2004, to 50,000 in 2009 to over 100,000 in 2015. While the teaching learning aids and methodology may be tweaked to meet the perceived needs of the local community where the project is being implemented (for e.g. specific to its language, livelihood and culture), the basic programme strategy can be considered highly replicable in other settings that has helped in achieving scalability.
- f) **Multi-stakeholder partnerships:** The project is an exemplary example of multi-stakeholder partnerships with corporate, government bodies, local communities, students, and school teachers, leading to pooling of resources and expertise and thereby ensuring successful implementation of the programme on one hand and ensuring sustainability of the intervention on the other hand. Systematic, strategic and consistent engagement and involvement of the local community has also ensured a noticeable albeit gradual “shift in culture” in favour of education of the girl child.
- g) **Sustainability:** We believe that active participation by the community ensures sustainability of any initiative. Once the community develops a sense of ownership, they also become an effective monitoring forum. We work with teachers in terms of improving their skills and with communities to forge closer community-school relationship to sustain the process beyond the project. Towards ensuring this Nanhi Kali works with the community and school management right from the beginning.

## 2. Impact of the Programme

- a) **Reach:** We are currently providing educational support, both academic and material, to over 100,000 girls through nine states in India, namely Andhra Pradesh, Chattisgarh, Delhi, Haryana, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu and Rajasthan.
- b) **Increase in attendance & performance of Nanhi Kalis:** Through constant monitoring and follow-up the Nanhi Kali team is able to maintain 83% average attendance of Nanhi Kalis in schools which has a direct impact in the academic performance of the child. There is a steady growth in the academic performance of the children across years. In the year 2008-2009 State Board examination for grade V in Chhattisgarh, three Nanhi Kalis secured a rank in the top 10 positions. In 2008-09 there were 17 Nanhi Kalis who secured above 90% mark and in 2012-13 there are 44 Nanhi Kalis who scored above 90% mark in the same board examination. This academic year around 75% Nanhi Kalis secured pass percentage in the 10<sup>th</sup> Std of which 31% secured first division (13% secured distinction). Moreover 15 Nanhi Kalis have received admission under the Navodaya scheme this year which was launched by the Government of India for talented poor children from VI to XII standard. This scheme aims to provide free, high quality education in a residential school system without regard to their family's socio-economic situation. These results are remarkable keeping in mind that most of the Nanhi Kalis are first generation learners, and especially considering the high level of absenteeism of government school teachers, the only place that any learning is happening is in the Nanhi Kali Academic Support Centers.
- c) **Reduction in Drop-out rates of girls:** Drop out rates of girls, which, at the national level is more than 50% by the time girls reach class 10th, has successfully been curtailed to less than 10% within the Nanhi Kali programme. In the last academic year 13-14, the dropout rate across our project area was 10.8%, of which 8.3% are still continuing their education in non operational areas.
- d) **Continuity in Education post Secondary classes:** Since 2010, 10945 Nanhi Kalis have completed Grade X (Secondary School). Most of these girls are continuing their education and are either studying in Colleges or are pursuing vocational courses at Polytechnic Institutes. Among those who have discontinued their education, some have started their own businesses such as tailoring, vegetable vending & setting up their own grocery shops. While there are still cases of girls getting married at a young age, we are happy to see that children who have passed middle & high school have become instrumental in convincing their parents that education should come first and then marriage



### **3. Cost of Sponsorship:**

Through Global Giving, we aim at sponsoring 50 Nanhi Kalis in the primary sections (Class I – Class V) in any of the backward areas in India where there is a need.

Total cost of sponsoring 50 Nanhi Kalis for a year is USD 2500 @ USD 50 per child per year.

The Trust is registered under Bombay Public Trusts Act, 1950.

### **4. Feedback to the Sponsor for a donation towards the complete sponsorship amount of USD 50:**

- Profile of each Nanhi Kali along with a photograph;
- Progress report every six months to track the academic progress of the sponsored child.
- Donors can choose to get a mention on the “I Pledge” page on the Nanhi Kali website

## **5. Board of Directors & Our Trustees**

### **K.C. Mahindra Education Trust**

- Mr. Keshub Mahindra, Chairman Emeritus, Mahindra & Mahindra Ltd.
- Mr. Anand Mahindra, Chairman & Managing Director, Mahindra & Mahindra Ltd.
- Mr. Bharat N. Doshi, Director, Mahindra & Mahindra Ltd.
- Mr. Ulhas Yargop, Group President, IT Sector and Group CTO Member, Group Executive Board, Mahindra & Mahindra Ltd.
- Mrs. Uma Ranjit Malhotra, Educationist and Founder, First Steps.
- Mrs. Leena Labroo, Advisor, Shanti Devi Charitable Trust & Advisor, Youth Reach
- Ms Sheetal Mehta, Executive Director, K.C. Mahindra Education Trust & Chief CSR, Mahindra & Mahindra Ltd.

### **Naandi Foundation**

- Mr. Anand Mahindra, Chairman & Managing Director, Mahindra & Mahindra Ltd.
- Mr. Maganti Rajendra Prasad, Chairman, Soma Enterprise Ltd.
- Mr. Satish Reddy, Vice Chairman and Managing Director Dr. Reddy's Laboratories Ltd

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