

PROJECT NANHI KALI

EMPOWERING GIRL CHILD THROUGH EDUCATION



Impact Assessment Report

Implemented by: K.C.Mahindra Education Trust
in partnership with Naandi Foundation

Project Year FY-22

Supported by

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Submitted by

 **chrysalis**
services

Project Highlights:

Need for the project:

-  India slipped from rank 87 in 2016 to 135 in 2022 among 146 countries in gender parity – Gender Parity Ranking, World Economic Forum.
-  At least 1.5 million girls under the age of 18 get married each year in India – UNFPA UNICEF 2021.
-  The child sex ratio at birth in India is highly male skewed with only 929 girls per 1000 males – National Family Health Survey, India 2021.
-  Indian women's labour force participation has been steadily declining since 2005 and was at a low of 19% in 2021 – World Bank, June 2022.
-  Only 34% women in rural India (and 42% at large) have ever used the internet – National Family Health Survey, India 2021.



Objective

Project Nanhi Kali aims to provide comprehensive support to underprivileged girls studying in classes 1 to 10. Through the Nanhi Kali after school academic support classes (ASCs), each girl received access to an AI-powered personalised adaptive learning software preloaded onto digital tablets, that matched instructions to the learning levels of each girl, ensuring that she learnt with understanding. Additionally, every girl was given a school supplies kit which also included feminine hygiene materials for secondary school girls, enabling them to attend school with dignity. A professionally designed sports curriculum was integrated into the program to promote holistic development.



Implementing partner

K.C.Mahindra Education Trust in Partnership with Naandi Foundation.



Geography

Ferozepur, Kolhapur, Mumbai, Moga, Ratlam, Shravasti, Tarn Taran, Visakhapatnam.



Activities

01



K.C.Mahindra Trust in partnership with Naandi Foundation sets up the Nanhi Kali Academic Support Centres (ASCs)

02



Recruits and trains community Associates(CAs) on academic and sports activities (1 per 25-30 girls)

03



Procures school supplies kits, including school bags, stationery, pullovers, raincoats, and feminine hygiene material for secondary class Nanhi Kalis.

04



Nanhi Kalis attend 400 hours of concept-based learning to strengthen foundational literacy(local language and English) and numeracy skills (Mathematics) at ASCs.

05



Community Associates facilitate learning, doubt clearing, mentor, and establish a girl-friendly atmosphere.

06



Nanhi Kalis attend 40 hrs of sports training and the Toofaan Games athletic series.

07



Community Associates facilitate sports training for Nanhi Kalis, distribute school supplies kits, and sensitise parents and community members.

08



Community Associates facilitate three assessment tests through the digital tablets.

09



Learning levels of Nanhi Kalis either improve or remain unchanged. Accordingly, concept-based learning continues.

10



The learning levels are monitored and feedback received is incorporated for further improvement.

Approach and Methodology

Approach



Methodology

Stakeholders	Tools
Girl child	Quantitative Surveys
Girl child	In- depth Interview
Primary Class girls	Smiley Scale Surveys
Parents	Focused Group Discussions
School Management Committee	
Nanhi Kali Team	Focused Group Discussions/ Key Informant Interviews
Parents	Key Informant Interviews
Teachers/Principal	
Community Associates	
Block Education Officer	

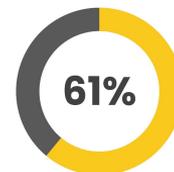
Findings and Analysis

Digital learning tools among underprivileged girls

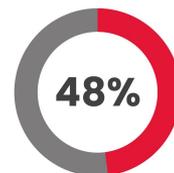
Project Nanhi Kali has significantly contributed to bridging the digital divide by promoting digital learning tools among underprivileged girls in India. Survey indicates, 80% of the respondents had not used a tablet for educational purposes before their involvement with the project, and **99% reported enjoying the experience of studying on a tablet.**



Improvements in learning levels were noted in all beneficiaries.



Local Language – 61% of Nanhi Kalis observed an increase in their learning levels.



Mathematics – 48% of Nanhi Kalis observed an increase in their learning levels.



English – 53% of Nanhi Kalis observed an increase in their learning levels.

The project has had a positive impact on academic outcomes, with respondents displaying a diverse interest in the subjects offered at Academic Support Centres. The preference for **local language was the highest at 45%**, followed by **English at 32%**, and **Maths at 23%** and remaining had interest in all of the three subjects.



Smiley Scale Findings:

100%

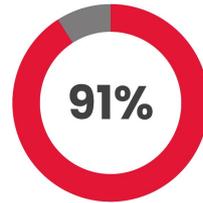
of Nanhi Kalis expressed **feeling happiest when learning through a tablet** since it makes learning exciting and easy.

100%

Nanhi Kalis were pleased with the kit, which included all the necessary items. The items are similar for **everyone, eliminating any sense of inequality.**



Of Nanhi Kalis felt very happy to understand Mathematics concepts through tablets. It made Mathematics concepts easy to understand.



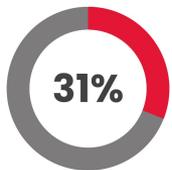
of Nanhi Kalis shared that they felt motivated to study due to the support provided by Community Associates.



Of Nanhi Kalis enjoyed participating in sports activities organised under Project Nanhi Kali.



Expressing a desire to study well.



Showing a keenness to improve their knowledge.



Feeling motivated to continue their studies.

99% of Nanhi Kalis showed increased interest in studies due to Academic Support Centres.

School management committee members and teachers stated that after this intervention, dropouts had reduced, and children became more regular in school indicating a positive impact of project on dropout reduction.

Project has indirectly facilitated **social change by influencing parents** to support their children's education more actively. Observing their children's heightened interest and academic improvement through the project, parents are becoming more inclined to invest in their children's educational pursuits.

99% of the Nanhi Kalis expressed satisfaction with the school kit (school bag, stationery, pullover, raincoat) provided to them. During the in-depth interview, it was noted that Nanhi Kalis were more aware of **good hygiene and had replaced cloth material with good sanitary napkins.**

95% of nanhi kalis engaged in **sports and extracurricular** activities leading to improvement in physical and mental health.

The Nanhi Kali team adopted a holistic approach for ensuring complete access to education during tough times.

96%

of Nanhi Kalis were able to continue their studies **even during the COVID-19** due to support provided by **Community Associate** who maintained regular contact with parents through instant message and regular visits with proper precautions. This ensured continued learning for Nanhi Kalis during COVID-19.





Relevance

Project Nanhi Kali is highly relevant as it addresses the crucial need for equitable access to education, particularly focusing on girls in underserved areas. It leverages technology such as tablet based learning, to enhance digital literacy.



Effectiveness

The project has proven effective in enhancing students learning outcomes and reducing drop out rate among girls.



Efficiency

Efficiency is evidenced by employing digital tools and personalised learning platforms the project delivers scalable and tailored educational content efficiently.



Coherence

It aligns well with national initiatives like Beti Bachao Beti Padhao and the National Education Policy, which supports gender equality in education and technology in learning.



Impact

Project Nanhi Kali has improved academic performance and generated motivation to study. The project has promoted holistic development, with 95% of respondents engaging in sports and extra-curricular activities. 94% of the respondents also expressed a very high satisfaction with being a part of this project.



Sustainability

The project focuses on digital learning through tablets and a curriculum aligned with NCERT. Using a digital-first approach will significantly help reduce the digital divide and keep the students engaged and motivated through this innovative learning approach. Sustainability is highlighted through the projects adaptability during COVID-19. This ensured continued education and support to Nanhi Kalis.

Alignment with Sustainable Development Goals

Goal	Activities of the Project	Target
 <p>4 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Providing quality education and academic support to underprivileged girls. • Establishing Nanhi Kali Academic Support Centres (ASCs) within Government schools. • Utilizing EdTech tools for personalised learning. 	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1425 366 1580 609"> <p>TARGET 4-1</p>  <p>FREE PRIMARY AND SECONDARY EDUCATION</p> </div> <div data-bbox="1609 366 1763 609"> <p>TARGET 4-5</p>  <p>ELIMINATE ALL DISCRIMINATION IN EDUCATION</p> </div> </div>
 <p>5 GENDER EQUALITY</p>	<ul style="list-style-type: none"> • High retention rate of girls in the project. • Building confidence and self-reliance amongst girls. • Changing mindsets of communities towards girl child education. • Empowering local women as Community Associates. 	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1437 689 1591 947"> <p>TARGET 5-1</p>  <p>END DISCRIMINATION AGAINST WOMEN AND GIRLS</p> </div> <div data-bbox="1620 689 1775 947"> <p>TARGET 5-4</p>  <p>VALUE UNPAID CARE AND PROMOTE SHARED DOMESTIC RESPONSIBILITIES</p> </div> </div>

A group of children, mostly girls, are sitting on the ground in an outdoor setting. They are holding yellow booklets with the title 'Nanhi kal' and a butterfly illustration. The children are wearing winter clothing like hats and jackets. In the background, there are plastic chairs and a table. A sign in the background lists measurements in Hindi: '1 मीटर 60 सेंटीमीटर 1 मीटर 60 सेंटीमीटर', '1 सेंटीमीटर 24 पेंटीमीटर 30.31 सेंटीमीटर', '1 सेंटीमीटर 7 सेंटीमीटर 1 सेंटीमीटर 12 सेंटीमीटर', '1 सेंटीमीटर 30.31 सेंटीमीटर 1 सेंटीमीटर 36 सेंटीमीटर', and '1 सेंटीमीटर 10 सेंटीमीटर 1 सेंटीमीटर 10 सेंटीमीटर'.

Thank You