



An Impact Assessment Report for CSR Initiatives of the Digital Equalizer for Girls (DEFG)



'Educating a girl in the present can be a miracle in future.'

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Background

In the realm of academic support for girls, particularly in mathematics and language, there is a growing emphasis on empowering and nurturing the skills of female students. Notably, Corporate Social Responsibility (CSR) projects of Titan Co. Ltd. led by the KC Mahindra Education Trust (KCMET) and the Naandi Foundation have been undertaken in Tiruvannamalai, Krishnagiri, district, Tamil Nadu, and Raichur district, Karnataka, during the year 2022-23. These initiatives, including the Digital Equalizer for Girls (DEFG), aim to provide meaningful educational opportunities and skill development to girls in these regions. The primary objective extends beyond mere academic enhancement and fosters inclusivity within the educational landscape.

CSR initiatives, driven by a commitment to educational welfare, invest in specialised training programs tailored to address the unique learning needs of girl students in mathematics and language. These academic support projects span various educational domains, specifically focusing on Tiruvannamalai in Tamil Nadu and Raichur district in Karnataka. The goal is to ensure that participants, through initiatives like DEFG, acquire skills aligned with their academic interests and capabilities. Leveraging technology and adaptive learning methodologies, these projects break down educational barriers and create an inclusive learning environment for girls.

Collaborative efforts between the implementing and local government agencies enhance the reach and impact of these academic support initiatives for 2022-23. This collaboration facilitates a comprehensive approach that not only improves academic skills but also emphasises critical thinking and communication abilities, preparing female students in Tiruvannamalai and Raichur for the academic dynamics of the classroom. Titan Company Limited has contributed to girls' empowerment through these CSR endeavours and paved the way for a more equitable and inclusive future.

A Brief Profile of Implementing Agency-KCMET and Naandi Foundation

The K.C. Mahindra Education Trust (KCMET) was founded in 1953 by the visionary philanthropist Mr. K.C. Mahindra, and it is dedicated to advancing literacy and higher learning in India. For its 61-year journey, KCMET has been instrumental in transforming lives, particularly in empowering girls. Through education, the trust has positively impacted the lives of over 3,10,000 girls, providing opportunities for growth and development. Besides, KCMET has skillfully trained and placed more than 50,000 youth in various industries, fostering economic



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independence. With a commitment to education and social impact, KCMET has supported 21,250 scholars in pursuing higher education across diverse disciplines.

In 1998, the Naandi Foundation emerged as a dynamic organisation operating across tribal, rural, and urban regions in India. The foundation's multifaceted initiatives have touched millions of lives, including empowering 180,000 girls through 37,000 daily learning hours annually. Naandi's impact extends to regenerative agriculture, supporting 35,000 women farmers in cultivating chemical-free, nutritious vegetables. The foundation also plays a crucial role in waste recycling, converting 50,000 tons of waste biomass into 17,500 tons of compost annually. Through coaching 490,000 women in English, aptitudes, and digital skills, Naandi enhances employability. Health and well-being are prioritised, with the foundation's work impacting 1 million women and children. Moreover, Naandi ensures safe water access for 3 million rural residents and serves 1 billion nutritious meals to children in government schools, addressing both nutrition and education.

The project Nanhi Kali, initiated in 1996 and jointly managed by KCMET and Naandi Foundation, is a beacon of progress in providing quality education to underprivileged girls across India. This project has been funded by Titan since 2012. Transforming the lives of over 500,000 girls in 14 states, the project goes beyond academic support, offering before or after-school classes and material assistance such as school bags, shoes, books, uniforms, and lunch boxes. This collaborative endeavour contributes significantly to education and empowerment and aligns with sustainable development goals, making a lasting impact on communities. Through the Nanhi Kali project, KCMET and Naandi Foundation exemplify a holistic approach to societal transformation rooted in community-driven initiatives, empathy, and collaborative efforts.

Leveraging the assurance and capabilities demonstrated by KCMET and Naandi Foundation, Titan has formalised an agreement to implement the Nanhi Kali project in Karnataka and Tamil Nadu. These specific initiatives, encompassed within Titan's Nanhi Kali initiative, aim to enhance academic opportunities for girl students in the regions. The collaboration underscores Titan's commitment to inclusivity, emphasising academic improvement in mathematics and language, and introducing the Digital Equalizer for Girls (DEFG) to empower female students. Through this partnership, Titan manifests its dedication to positively impacting society, utilising its resources and influence to bolster academic and digital skill learning initiatives tailored to the unique needs of girl children.

Objective of the Impact Assessment

- To study the impact of livelihood interventions funded by Titan and implemented by KCMET and its partners for the years 2022-2023 in the states of Tamil Nadu and Karnataka.

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- To identify the gaps in the CSR project implementation/execution, beneficiaries' engagement, and stakeholders' consultation process and propose recommendations for improvements.
- To suggest areas of improvement for future CSR projects based on the impact assessment study of these projects

Approach

Following the EASIER Framework, an Impact assessment of the project was done for its Effectiveness(E), Awareness(A), Sustainability(S), Impact(I), Efficiency(E) and Relevance(R) concerning its contribution to fulfilling the needs of beneficiaries.

The EASIER Framework for impact assessment has been taken into account with the extent to which the project has been able to fulfil its stated objectives efficiently and effectively, as well as assess the extent to which the projects have been implemented as planned to see the direct/indirect impact of CSR projects on the Lives of beneficiaries. Besides, it will also evaluate the level of awareness of CSR projects/initiatives amongst the target beneficiaries/ concerned stakeholders. Local conditions and resources have been considered to guarantee the evaluation process's relevance and efficacy.

Methodology

A preliminary meeting with Titan CSR officials was held virtually to gather qualitative information, discuss project objectives, and receive project documents and details. A visit to the KCMET Office in Raichur and Tiruvannamalai was made to initiate the field verification of the secondary information received and interaction with key stakeholders (beneficiaries, project implementation agencies, and their representatives). The primary and secondary data were collected from stakeholders and subjected to qualitative and quantitative analysis.

Data for impact assessment was collected from the different sources:

- a. All information related to the project available with KCMET and its partner Implementing Agencies (IA)
- b. Primary sources by interviewing stakeholders such as, students, Community Associates (Nanhi Kali teachers), government school teachers/headmasters, parents/guardians, employers, and personnel from KCMET and its partner organisations.
- c. Site visits at the project locations and field verification

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d. Collecting secondary data available with IA and other websites, as per requirement

Sampling Plan

The impact assessment study sampled the project sites based on the sampling frame agreed upon by the Titan Company and KCMET. An intensive visit was undertaken to the KCMET local office for field verification, FGD, and interviews with key informants/beneficiaries (the students, teachers, and their parents) based on their availability and ability to provide requested information. 10% of the beneficiaries, i.e., 5 out of 59 schools in Raichur District (Karnataka) and 1 in Tiruvannamalai (Tamil Nadu), benefitted from the Nanhi Kali scheme was observed and required information was collected.

Data Collection:

The following research tools were used as per their suitability in this project:

- Group interviews through a semi-structured questionnaire
- Asset verification
- Focused Group Discussion
- Key Informant Interviews
- Non-participant observation Technique

A semi-structured interview schedule was developed for the impact assessment of the activities funded by the Titan Co. in Raichur district and Tiruvannamalai, administered through group discussions at various locations. The data was collected with the support of team KCMET and its partner Naandi Foundation, given the language barriers between the data collection team and the beneficiaries and other issues. A field visit was made to various centres to get an overview of the educational programme and interact with officials of the Naandi Foundation.

The projects were analysed for impact using the EASIER Framework to understand the impact.

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The project Nanhi Kali:

“Nanhi Kali” translates to “little bud” in Hindi. Just as a bud holds the promise of blossoming into a vibrant flower, this project envisions nurturing and empowering young girls, allowing them to reach their full potential. It’s an initiative that recognises the inherent potential within every girl, waiting to bloom and positively impact the world.

Project Nanhi Kali is an inspiring initiative to empower underprivileged girls through education. The main focus of the project is:

- **Educational Support:** Project Nanhi Kali aims to enable girls to complete ten years of schooling. It provides daily academic support to these girls, especially enhancing mathematical and language efficiency, ensuring they receive the education they deserve.

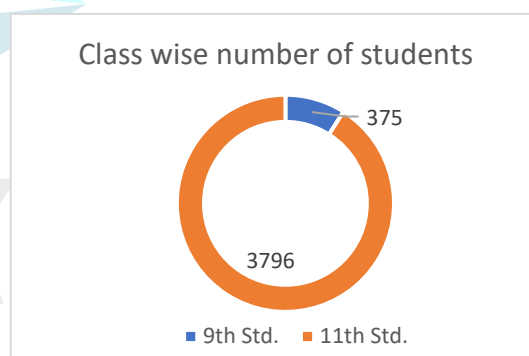
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- **Digital Devices:** Every girl enrolled in the program gains access to a digital device preloaded with innovative educational content. This technology helps enhance their learning experience.
- **School Supplies:** The project ensures that girls attend school with dignity by providing them with school bags and an annual school supplies kit.
- **Feminine Hygiene Products:** Older girls also receive feminine hygiene products, promoting their well-being and allowing them to focus on their studies.
- **Social Impact:** By educating the girl child, Project Nanhi Kali contributes to building the economy and combating social issues like dowry and child marriage.

Field observations were conducted at the locations in Raichur district (Karnataka) and Tiruvannamalai (TN) by IIFM consultants. The field observations of both locations are provided in the subsequent sections.

Field Observations: Tiruvannamalai

The Digital Equalizer for Girls (DFFG) is a comprehensive program developed by the Naandi Foundation specifically for girl students in classes 9 and 11. The primary goal of this program is to empower these students with essential skills required in the contemporary educational world, including critical thinking, problem-solving, collaboration, and creativity. By enhancing their confidence and preparing them for higher education and employment, the DFFG aims to create a level playing field for girls. The program is designed to be delivered through face-to-face sessions by experienced faculty members from the Naandi Foundation.



The total number of schools benefiting from the DEFG programme in 2022-23 was 18. The details of the students of classes 9 and 11 are given below in the figure.

The interaction with the implementing agencies (IA), the school principal, and the concerned teachers indicated that the DEFG is delivered to the students in a 30-hour module. The other important factor worth mentioning is the module on life skills that exposes students to becoming more self-aware, learning self-goal setting and time management. The pedagogy used for the lectures includes interactive, two-way communication and learning by doing, that is, activity-based learning. Further, the IA provides extensive training to the adjunct faculty and teachers in 3 days ToTs. The teachers selected are mainly in the age group of 25-45 years. Besides, there are 40-45

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students per teacher in the class. The teachers expose the students, apart from mathematical and language related inputs, to computer education, the Do's and Don'ts of the internet, and the effective use of digital systems.

The visit to the school in Tiruvannamalai was made on 09/01/2024. The observer met the principal and the teacher directly associated with the programme and other teachers who are directly associated with the programme but teach other courses to the benefited students in the school. Later, students in the class were also included in the discussion. During the FGD, the students said they have immensely benefited from the programme, leading to awareness of life skills, goal and goal-related actions, facing problems, making decisions, money management, and drawing activity sheets.

Besides, the students were invited to the discussion without the teachers for their genuine response and feedback on the programme and their performance. During this meeting, the students mentioned that they had observed positive changes in their behaviour. Now, they are more confident and organised after undergoing the programme activities, and their test scores have been positively impacted. The observations of the consultant during the focused group discussion with the students also reveal that the students' confidence is at a higher level.

The Baseline & End line Assessment

The Implementing agency (IA) provided the baseline and end-line assessment for the students, which was conducted to understand the pre and post-intervention impact of the programme. The data on the baseline and the end line have been included in the report. The objective of the assessment was to assess the students' learning from participating in the programme.

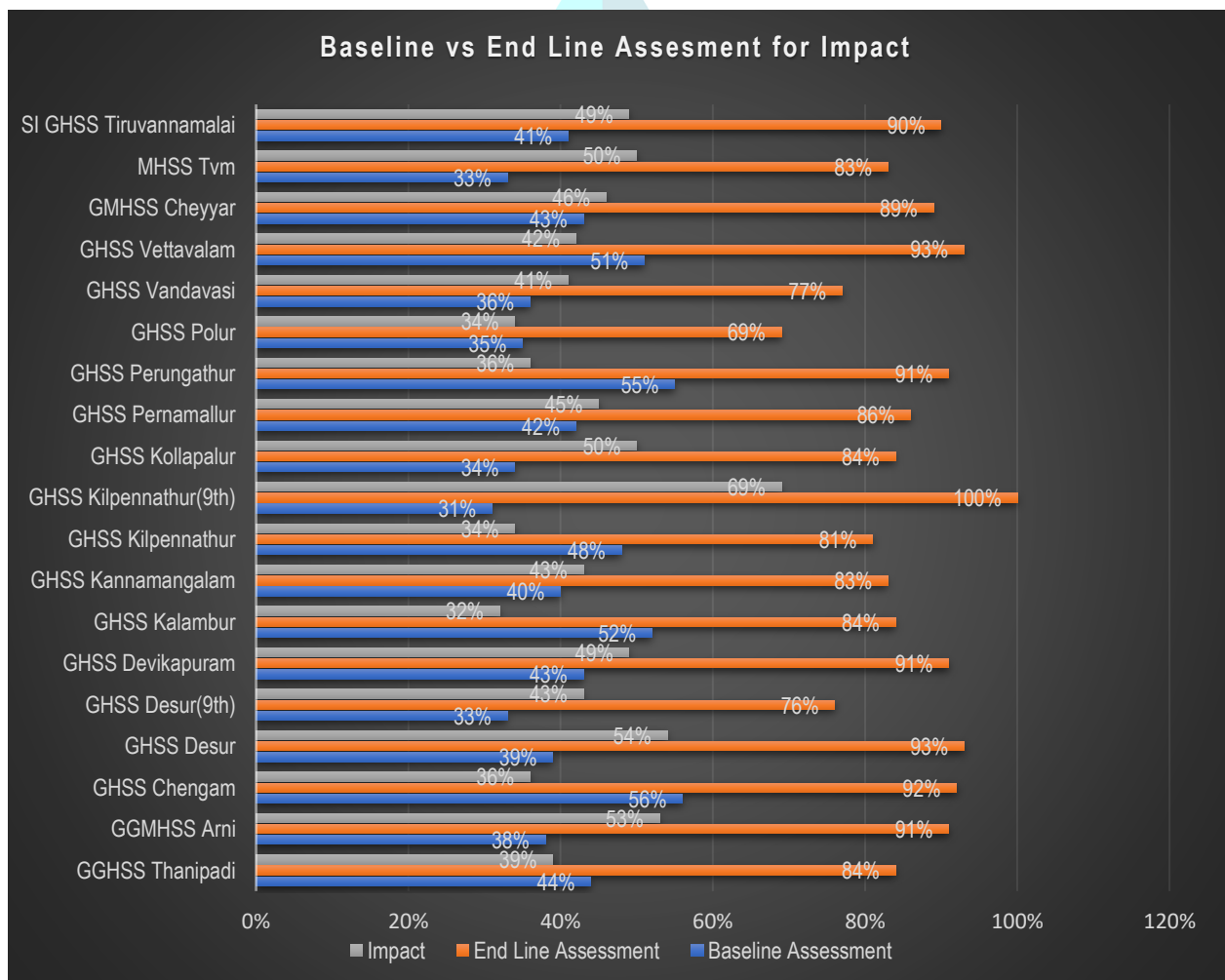
As part of the assessment, students participated in an objective test, and the test results offer valuable insights into the effectiveness of the program's delivery and its overall impact. Below is the data illustrating the percentage of change or improvement brought about by the DEFG program in upskilling students from each school where the program was implemented. The data indicates the massive success of the programme. Regarding changes in scores, the minimum impact was 32 % and the maximum was found to be 69%.

School Name	Baseline Assessment	End Line Assessment	Impact
GGHSS THANIPADI	44%	84%	39%
GGMHSS ARNI	38%	91%	53%
GHSS CHENGAM	56%	92%	36%
GHSS DESUR	39%	93%	54%



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GHSS DESUR(9TH)	33%	76%	43%
GHSS DEVIKAPURAM	43%	91%	49%
GHSS KALAMBUR	52%	84%	32%
GHSS KANNAMANGALAM	40%	83%	43%
GHSS KILPENNATHUR	48%	81%	34%
GHSS KILPENNATHUR(9TH)	31%	100%	69%
GHSS KOLLAPALUR	34%	84%	50%
GHSS PERNAMALLUR	42%	86%	45%
GHSS PERUNGATHUR	55%	91%	36%
GHSS POLUR	35%	69%	34%
GHSS VANDAVASI	36%	77%	41%
GHSS VETTAVALAM	51%	93%	42%
GMHSS CHEYYAR	43%	89%	46%
MHSS TVM	33%	83%	50%
SI GHSS TIRUVANNAMALAI	41%	90%	49%



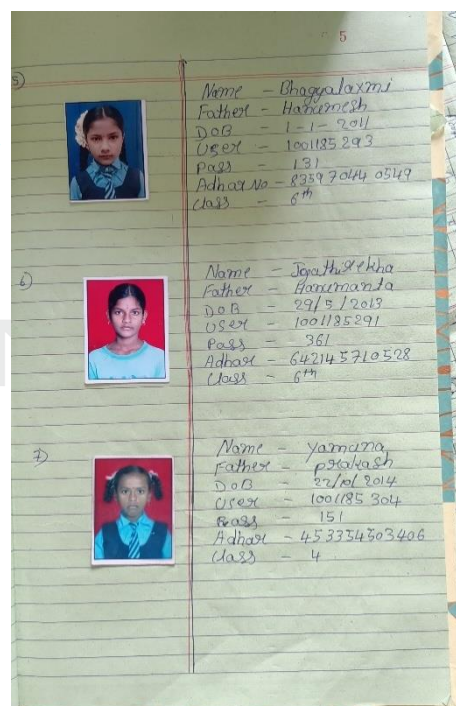
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While the educational component shows a growth trend, as depicted in the figure above. Further discussion with the students and the teachers revealed that the health consciousness has increased among the girls participating in the programme. They are now better aware of their bodies and can care for themselves independently. Money (Financial) management topics in the curriculum have helped them understand the importance of saving and wisely using money.

Digital literacy is high now; however, having access to compute individually at home is not easy for them as most belong to lower socio-economic status. By and large, the program has helped them use computers and essential MS Office applications like MS Word, PowerPoint, and MS Excel.

Challenges

Many students come from lower socio-economic backgrounds and lack access to high-quality digital learning platforms. While the current program has helped these students gain exposure to the digital world and make use of available resources for their educational and personal growth, there is a risk that changes in state policy could lead to the discontinuation of their access to the DEFG scheme. Additionally, the program's sustainability is contingent upon securing funding. Currently, Titan Co. Ltd is funding the program, but in the future, funding may be redirected to other communities and social activities. As a result, it is essential to develop a comprehensive plan to address this issue, or the benefits of the program may not extend to future generations.



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Field Observation:

Raichur

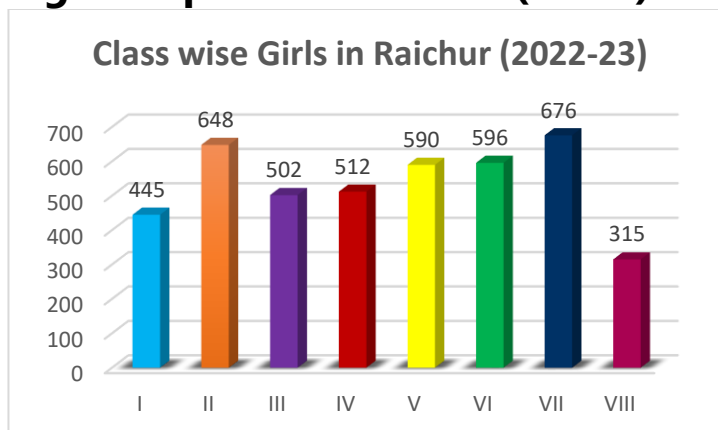
The Titan support program was extended to Manvi in Raichur after the Tamil Nadu Government withdrew its support for the Nanhi Kali project in Tiruvannamalai. The team began adding students, profiling the Nanhi Kalis, taking mission smile pictures, and sharing Mindspark IDs. The tablets were distributed among the CAs after installing the necessary apps. Additionally, academic materials such as whiteboards and stationery items were distributed to start the Academic Support Centers (ASC) across selected schools in the Manvi block of the Raichur district.



Project Nanhi Kali aims to help girls complete their schooling. They provide comprehensive support, including daily afterschool academic support and an annual school supplies kit. Educational Initiatives has partnered with the project to provide girls access to a personalised, adaptive learning software called Mindspark. The girls are taught English, Math, and their local language from Class 1-10 and Science from Class 6-10. A professionally designed sports curriculum has been integrated into the intervention to promote holistic development.

The Raichur project office and ASCs were visited on 16/01/2024 and 17/01/2024, where a Focus Group Discussion (FGD), naturalistic observation, etc., was used to collect the data on the impact of the project, in line with relevance, effectiveness, awareness, efficiency, impact and sustainability was held with the local implementing agency (IA) staff and employees, Naandi Foundation. It was informed that there were 137 ASCs (Learning Centers located at Government Schools) in Manvi block during the FY 2022-23 with the same number of Community Associates. The FGD revealed that the project has been quite effective in almost all the ASCs except a few difficult ones. The difficult ASCs were those with high dropouts and irregular student attendance due to various social and cultural factors.

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The feedback received from the FGD provided valuable insights into the project's overall process and effectiveness. The project school activities are managed by a team of women called 'Community Associates' (CAs) who are recruited from local communities and trained to be learning facilitators and mentors to the girls in the schools. The IAs train these CAs on educational methods, use of educational materials, social cybercrime, abuse of the internet, etc.

Besides, these CAs also meet with the girl's parents and other community stakeholders to create awareness about the programme and foster a friendly and accepting environment. This has resulted in low student dropout rates and increased participation from community members. The initiative has also led to positive changes in the parents' attitudes, and they now allow their children to remain in school for an additional two hours after school and arrive two hours earlier before school time. The results of the FGD indicated that the project was highly relevant, as it directly related



to improving educational prospects for girls, providing them with freedom, and increasing their self-esteem. This was predicted to lead to an enhancement in the family's social status.

Later in the evening, the IIFM team visited the Kuradivillage for field observation at the available ASCs. The students were found to be present with the CA in the class and engaged in their daily learning activities. It was informed that various groups of students are created, and the tablets are shared at a ratio of 2:1, or if the number of

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students is more. It is 3:1. Similarly, ASCs in Kaloor, Krishna Kaloor, and Hokarni were revisited on 17/01/2024 based in the Government Girls Higher Secondary and Primary schools. 445 out of the total 4287 Nanhi Kalis (enrolled in different ASCs in Raichur district) were enrolled in the ASCs visited at the above locations.

The interaction was held with the students, teachers (CAs and regular school teachers), headmaster/principal of the school and other staff members. Only one parent was present and interacted during the visit. Others could not make it due to one of the festivals celebrated for around one week (as informed by the school's students and teachers).

The interaction led to the understanding that the Nanhi Kali's enjoy the two hours of digital awareness sessions, fun filled educational content, sports and other learning activities, which occur only before or after the regular school timings. The class attendance was over 85% (in all ASCs), where students of different classes were studying.



The students of classes 1 to 3 and other classes till 5 could not respond appropriately and independently due to language barriers to various questions asked of them. Still, they could solve mathematical problems provided to them by the IIFM Team. This indicates the upgradation of educational understanding of the subjects being taught in the programme. Further, almost all the students were aware of the programme and its components and were looking forward to the next level of engagement with the programme. Besides, the data presented below (provided by the IA) indicates the effectiveness relating to educational advancements. The change in score may not be very wide, but it reveals the potential of the teaching methods.

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Subjects	Average marks scored by NKs in the second assessment	Average marks scored by NKs in the third assessment
	Average score	Average score
Math	40	42
Language	44	56
English	44	45

The students and the teachers mentioned that there have been positive changes in the student's academic performance since participating in the program, leading to enhanced confidence. The students mentioned that division and other mathematical calculations (relevant to the class group) were now easy for them. They have learned the tables and languages (English and Kannada), which have been made easy through the Mindspark app. All the beneficiaries also appreciated the life skill programme. In addition to the academic curriculum, the sports team organises weekly activities at the centre for the Nanhi Kalis to enjoy and learn different games.

The Nanhi Kali programme has provided a new worldview to the girl students and made them aware of their health and hygiene. CAs mentioned that the Care O safe menstruation workshop was conducted by the Care O safe team. The workshop educated 55 CAs of different ages about menstrual hygiene and the use of Care O Safe products. The training aimed to raise awareness, provide practical advice, educate women, empower them to manage their menstruation with dignity and confidence, and create a safe and supportive environment for them to discuss their concerns. The workshop included visual demonstrations and discussions on different types of pads. The relief pad was distributed to all the CAs before the workshop, resulting in a significant improvement in their knowledge and awareness of menstrual hygiene, which was then passed to the students of higher classes along with their parents through a community engagement programme.



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Challenges

The KCMET and the Naandi Foundation have been instrumental in providing the necessary infrastructure for the overall development of students in the ASCs. However, there is a challenge in terms of community participation, effective utilisation of the infrastructure, and allowing eligible students to use the facilities. In the Raichur project area, the dropout rates were low during the program's first year, which was in 2022-23. However, the current situation is different, as the problem is not limited to students dropping out; finding eligible CAs is also a challenge, which may have a long-term impact on the project outcomes.

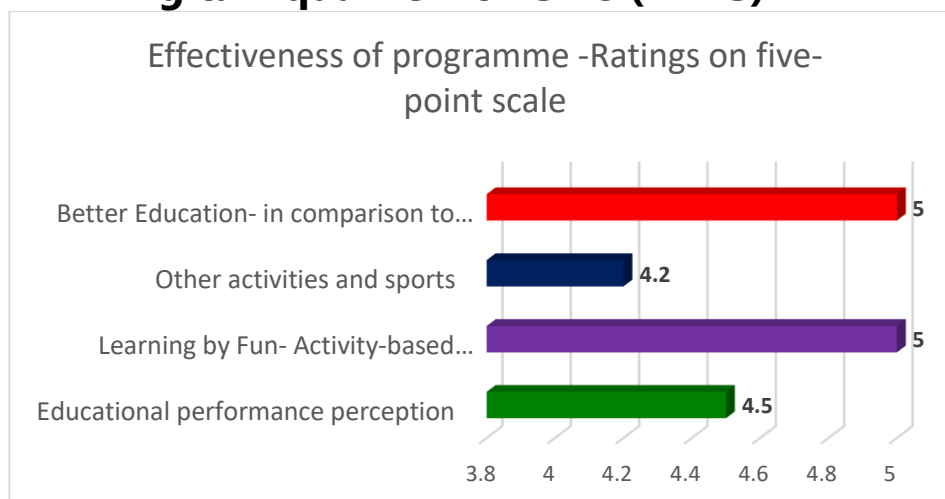
Moreover, the government already runs a few schemes like Nalli Kali for lower classes without any gender bias. However, the community feels that only girls are being provided with the project benefits, leaving out other male students who could also benefit from the program. Additionally, considering that CAs cater to small children and higher classes, it may be of interest to the project team to address the maintenance of school facilities and ensure electricity availability, particularly during post-school hours and summer. The timing of classes is also a challenge, as many parents are not comfortable sending their children to school outside of regular school hours. Some parents also feel that girls should help with day-to-day household chores.

Furthermore, the challenge of recruiting quality CAs still persists. Partner organisations need to address these challenges systematically to enhance the efficiency and effectiveness of the centres.

EASIER Framework

Effectiveness: The qualitative and quantitative data from all the centres depict that effectiveness indicators were satisfactory regarding stakeholders' ratings. The observers' rating, relating to the effectiveness of educational performance based on stakeholder feedback, is presented below. The ratings were taken from students and teachers during interaction in the schools of both states, which were later consolidated to reach the rating presented in the figure below. The effectiveness seems to be good in terms of performance in education after being exposed to the programme.

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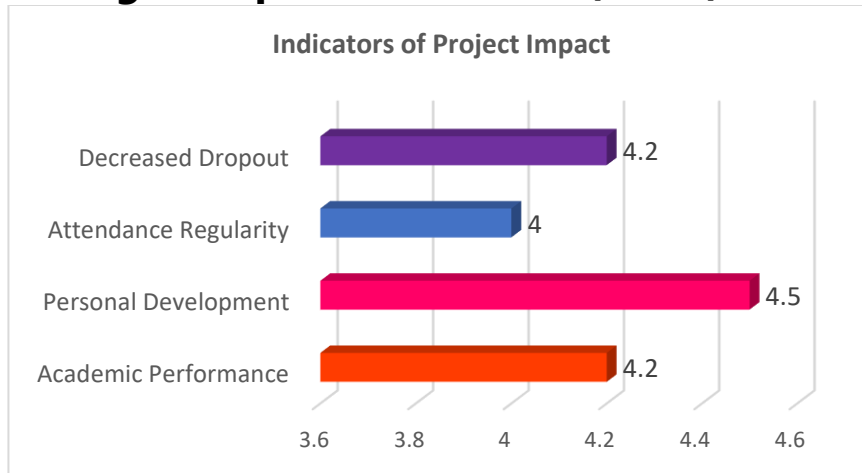


Awareness: The level of awareness about Titan funding for this project among the students was understandably low due to their young age. However, it was found that teachers, some parents, and other stakeholders had a reasonable level of awareness. In many centres, the branding for this project was primarily done by the local implementing agency, as they are in regular communication with them. It may be necessary to make active efforts to highlight the role of Titan Co Ltd. in this project

Sustainability: - Through interactions with stakeholders, it has become clear that the programme has had a significant and positive impact. The project has created a positive environment for girls studying at various schools under the programme. However, it is important to note that the programme is solely reliant on CSR funding, donations and government policies. This reliance on external funding sources may jeopardize the sustainability of the project in the long run. An example of this can be seen in Tiruvannamalai.

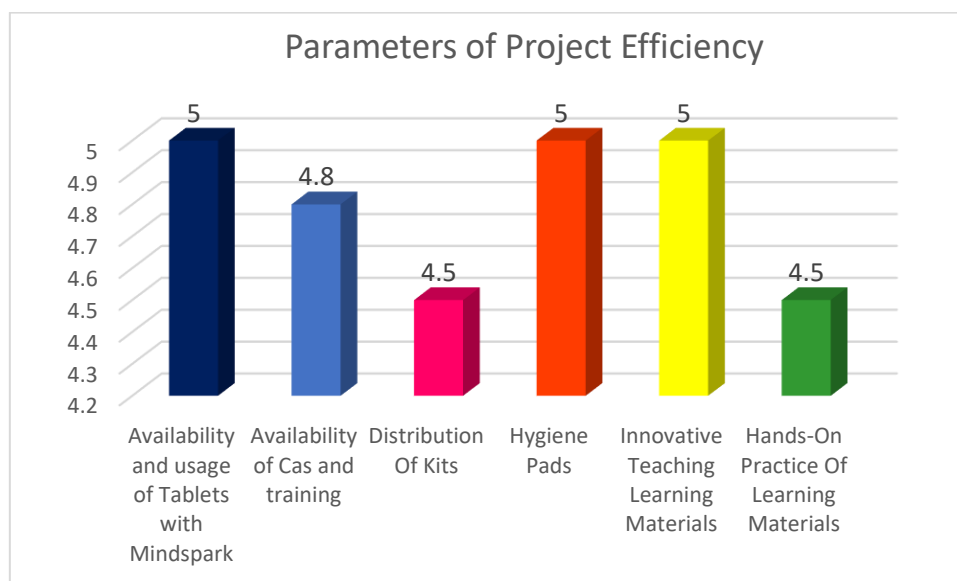
Impact: - The project's impact was assessed through indicators like academic performance, personal development, which include public speaking and confidence, attendance regularity and decreased dropout. The obtained data from the sample reveals the following picture:

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The overall confidence in public speaking in the mother tongue (Kannada) is commendable. A few students were also found to be interacting in English confidently, and the representation of the class and leading other mates in the class was highly appreciable. The evaluation team member himself observed the same. Attendance has improved, and so has academic performance in Math, English, Kannada and even in general science.

Efficiency: - The efficiency has been indicated through fund utilization as well as project implementation and its quality. As reported by KCMET officials, an amount of Rs. 3,83,34,008 was allocated to Project Nanhi Kali over both locations. The financial assistance received by Titan has been fully utilized in the project implementation. Regarding implementation quality, indicators were the distribution of kits, hygiene pads, training workshops for CAs, Teaching Learning Materials, and hands-on practice of learning materials. The consolidated ratings obtained on the above indicators are depicted in the following bar graph.



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When there is a new enrollment in the school or for some other reasons the availability of Kits cannot be made immediately and the students have to wait for the same. The tablets were shared at a ratio of 2:1 or 3:1. Initially, there seemed to be no problem, but the students when they graduated to the next level of learning, sharing became difficult with other students who were still pacing up. Further, the CA availability with required education and interest is a concern for the IA.

Relevance: The CSR fund provided for promoting digital literacy and education for girls is highly relevant in the selected schools. It is expected that this financial assistance will boost the morale and performance of the Academic Support Centers (ASCs) in the coming days, with the overall objective of promoting education in the area. Furthermore, the project's other objectives are also relevant as they directly address social and health-related issues. The project has also provided livelihoods to CAs who are settled locally, even temporary engagement is positively taken. This would not have been possible without the present funding. Hence, the project's relevance is considered to be very high and plays a significant role in the overall development of the girl students.

Recommendations

The program has provided a solid foundation for students to understand the digital world and how it can benefit their learning. It has also helped to improve their academic performance and has led to personal development. The DEFG program has been well-received by students, who have found it to be relevant and effective for their overall development. Additionally, the program aligns with Sustainable Development Goal (SDG) 4, which focuses on quality education and is one of the 17 Sustainable Development Goals established by the United Nations. Its objective is to ensure that everyone has access to equitable and high-quality education throughout their lives.

The program has a goal of bringing about a significant change in the lives of underprivileged and academically weak girls at a fundamental level. The project's performance has been good when assessed through the EASIER framework of impact evaluation, yet there is still room for improvement. Implementing the following recommendations could lead to significant enhancements and have more meaningful impacts.

Academics and School Timings: The current programme times are not very convenient for the students, which often results in their absence from the centre. To address this issue, KCMET and the Naandi Foundation could consider integrating the programme with the government's Nali Kali scheme. This would enable the students to manage their school and family time effectively. In addition, it would encourage other teachers to adopt the teaching and learning styles of the foundation. Naandi

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Foundation can work with schools before the start of an academic year to plan and schedule programme deliveries in conjunction to the courses being taught in the school for other students.

To maintain a connection with other students with Academic Support Centres (ASCs) in school, the project implementation team may consider developing dedicated weekly training sessions for digital and life skills for all classes and students. Permission from the Government Education Department will be required, but it can be easily obtained. This effort can help share resources with the school and other students, resulting in a more significant impact.

Community Associates (CAs): A considerable number of CAs who are working on the project have limited English proficiency. It is essential to acknowledge the significance of digital and linguistic skills, particularly in English. Therefore, providing skill upgradation and booster training on health awareness, digital and language proficiency could be highly beneficial for CAs. This training would equip them with the latest digital knowledge, enhance their communication skills, and ultimately improve the overall educational experience for students. Also there is a retention issue of CAs, which may be due to outward movement of the CAs from the locality or due to the honorarium issues, which needs to be identified and rectified.

Social and Community Engage: It is important to address the issue of inadequate academic monitoring at home by parents. This will help students manage their homework and maintain a healthy balance between school and home life. To promote awareness, regular group meetings for parents should be held at places like temples, panchayats, or even in their homes, instead of only at the ASCs. Additionally, regular face-to-face feedback should be provided to all parents to keep them informed. This will help to overcome the mindset of some parents who restrict their daughters from enrolling in certain programs.

Sustainability of the Project: It is not feasible for funding agencies to provide funds to a single project indefinitely. At some point, the funding will reach a saturation point, and if that happens, the students in the area will suffer. To address this issue, it is recommended that implementing agencies (IAs) engage with local governance institutions such as the Panchayats and Education department to ensure that the project remains operational even when funding is diverted or reduced from the current project.

By implementing the recommendations mentioned above, the DEFG and Nanhi Kali Project of Titan initiative can overcome existing challenges and enhance its effectiveness in promoting education for girl children and bringing positive transformation in the community. The project can achieve maximum impact and

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contribute significantly to advancing education and societal development in the communities by continuously striving for improvement and implementing targeted enhancements.

