



An Impact Assessment Report of the Titan Kanya +



Implemented by Hans Foundation



Study Conducted by



Social Audit Network
2024 – 2025

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TITAN

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1. Introduction

Women's education is crucial for the development of society. Educating them has numerous benefits, including improved health, economic growth, and social stability. When educated, women are more likely to participate in the workforce, make informed decisions, and contribute to the well-being of their families and society. Also, education empowers girls to break the cycle of poverty and become informed citizens. Therefore, ensuring equal access to education for girls is not just a matter of equality but also an investment in India's future. However, despite significant progress, girls' education in India faces numerous challenges. Societal norms and gender biases often prioritize boys' education over girls', leading to lower enrolment and higher dropout rates for girls. Early marriage, household responsibilities, and safety concerns further hinder their access to education. Issues like poverty in rural areas exacerbate these issues, making it difficult for girls to attend and complete school. Government initiatives like Beti Bachao Beti Padhao aim to address these challenges, but much work remains.

In India, the number of girls attending school has increased over the years, but disparities remain. As of recent statistics, approximately 12.73 crore girls are enrolled in schools across the country. However, the enrolment rates drop significantly at higher education levels, with only about 20% of girls aged 15-19 completing at least 12 years of schooling. This indicates a need for sustained efforts to keep girls in school and ensure they receive quality education throughout their academic journey.

In Uttarakhand, girls' education faces several challenges. The state's tough terrain and scattered population make it hard for children to access schools. In Udham Singh Nagar, an industrial district of Uttarakhand, while large companies bring economic growth and job opportunities, they can also cause problems for education. Increased migration due to job opportunities often leads to children missing school, which affects their learning and academic performance. Many girls are also at risk of dropping out of school to help with household chores or work. Minority communities in the area face additional challenges, including language and cultural barriers that make it even harder for girls to stay in school.

Government schools in the district, like many other places in India, are often understaffed and lack the resources needed to provide quality education. To help bridge these gaps, extra tuition and support programs are crucial, especially for girls, to ensure they don't fall behind in their studies.

Titan Company, along with The Hans Foundation and Aasra Trust, has been working to provide quality education for underprivileged girls in Classes 6-12 in four Government schools in Udham Singh Nagar. From 2022 to 2024, this partnership supported 5,525 girls by providing quality education via a multi-pronged approach. This report shares the findings of the Social Impact Assessment conducted by SAN India to evaluate the effectiveness of this programme.

2. Objectives of the study

In November 2022, Titan Company, in partnership with the Hans Foundation, supported the education of girls in Uttarakhand's Udham Singh Nagar district by providing schoolteachers, career guidance and scholarships to girl students in four Government schools (GGICs). In 2023-24, programme included early morning extra classes delivered in four Community-Based Learning Centres (CBLCs). This project, called the '**TITAN KANYA + (Girls Education Programme)**' initiative was meant to benefit over 5,525 students.

Titan Company engaged SAN India to conduct a social impact assessment of the programme. The assessment aimed to evaluate the implementation process, measure achievements, and assess the programme's relevance to the selected beneficiaries. Its primary objective was to provide insights into the project's effectiveness and long-term benefits for the girls it serves. The evaluation focused on understanding the socio-economic impact on the target group and assessing the sustainability of the project's outcomes, offering actionable recommendations for future similar initiatives.

The study was led by Ms. Neeta N. K., Social Auditor at SAN India, under the expert guidance of Ms. Latha Suresh, Director of SAN India, and Ms. Marie Banu, Director of CSIM. As part of the assessment process, field visits were conducted to four government schools—Mahua Khera Ganj, Madhapur, Dineshpur, and Sultanpur—as well as two Community-Based Learning Centres in Udham Singh Nagar, Uttarakhand.

3. Methodology & Scope

The visits included collecting feedback from stakeholders through structured consultations. An initial virtual meeting with a representative from Hans Foundation was conducted to finalize the consultation plan and establish timelines.

The study used a combination of quantitative and qualitative methodologies. A desk review of documentation provided by Titan Company and Aasraa Trust was done. This review established a baseline understanding of the project's intended objectives and its execution.

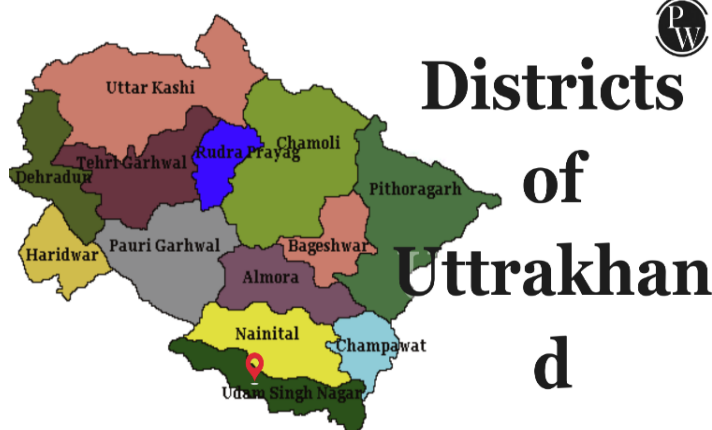
To capture a real-time picture of the project's impact, primary data was collected through:

- In-Depth Interviews: Conducted with students from Class 6-12, schoolteachers, special tutors hired by Titan, programme staff and school HM/Principals to gain insights into their perceptions of the project.
- Focused Group Discussions (FGD): Held to understand the students' collective experiences regarding the project.
- Consultations: Engaged with key stakeholders from Aasraa Trust to gather information on the project's implementation and effectiveness.

The scope of the assessment is from November 2022- March 2024.

4. Geographical Coverage

Figure 1: Map of Udham Singh Nagar District



Udham Singh Nagar in Uttarakhand, with its headquarters in Rudrapur, has a diverse population, including a significant migrant and minority community. The district's literacy rate is 73.1%, but female literacy lags at 55.6%, highlighting a gender disparity in education. Rudrapur, a key industrial and educational hub where the schools are situated, has a literacy rate of 71.48%, with male literacy at 78.89% and female literacy at 63.25%. The high rate of school

dropouts further exacerbates this issue. This gap highlights the need for targeted reforms, including improved school infrastructure, scholarships, and community awareness programs to promote gender equality and provide equal educational opportunities for girls.

5. Stakeholders

Table 1: Stakeholders consulted.

Type of Stakeholder	Nos. Consulted	Type of Interaction
School students 6-12	446	Focus Group Discussion
CBLC students	112	Focus Group Discussion
Hans- foundation appointed schoolteachers	8	Interviews
Govt schoolteachers	1	Interview
HM – GGIC	3	Interviews
CBLC Staff	8	Interviews
Office Staff- Aasraa Trust	2	Interviews
Total	578	

The auditors from SAN India visited four schools and two CBLCs to interact with the trainers and the beneficiaries with the aim to evaluate the impact and gather detailed feedback on the programme. In all, 578 beneficiaries were met with.

Table 2: Schools and Centres visited

Date of visit	Centre/School visited	Students interacted with
18-10-2024	CBL Dineshpur	67
18-10-2024	GGIC Dineshpur	93
18-10-2024	GGIC Gadarpur	87
1IX - X -2024	GGIC Mahua Kera Ganj	134
1IX - X -2024	GGIC Sultanpur	132
1IX - X -2024	CBL Mahua Khera Ganj	45

Words from the team

"Working in Udham Singh Nagar has given me a firsthand understanding of the challenges these girls face daily. Many come from marginalized backgrounds where early marriage, domestic responsibilities, and financial struggles often take priority over education. I've seen how this programme is making a difference—helping them stay in school, gain life skills, and think about their futures in ways they hadn't before. One of the most rewarding aspects of my work is watching these girls grow more confident and motivated. Thanks to TITAN KANYA+ for their support" - Laxmi Dwivedi – Aasraa Trust

6. Report on Performance

In April 2023, **Titan Company** and the **Hans Foundation** joined hands through an MoU to conduct a programme, titled **TITAN KANYA+**. The programme is an initiative designed to transform the lives of young girls from marginalized communities studying in local government schools. True to its name—**Kanya**, a Hindi/Sanskrit word meaning young girl, the programme strives to give these girls a fighting chance at a brighter future.

Through **high-quality education, life skills training, career guidance and scholarships**, the programme was designed to tackle the deeply rooted challenges these girls face on a regular basis viz- lack of access to quality education, gender inequality, early marriage, domestic labour, high dropout rates. Titan Kanya+ was designed to more than just a programme that just delivers immediate impact; it is intended to be a lifeline, empowering these girls to dream big, overcome obstacles, and rewrite their stories with courage and hope.

The programme is being implemented in Udham Singh Nagar district, Uttarakhand. **Aasraa Trust** serves as the **implementation partner**, while The **Hans Foundation** oversees **monitoring**. Titan Company provides financial support to drive the initiative forward.

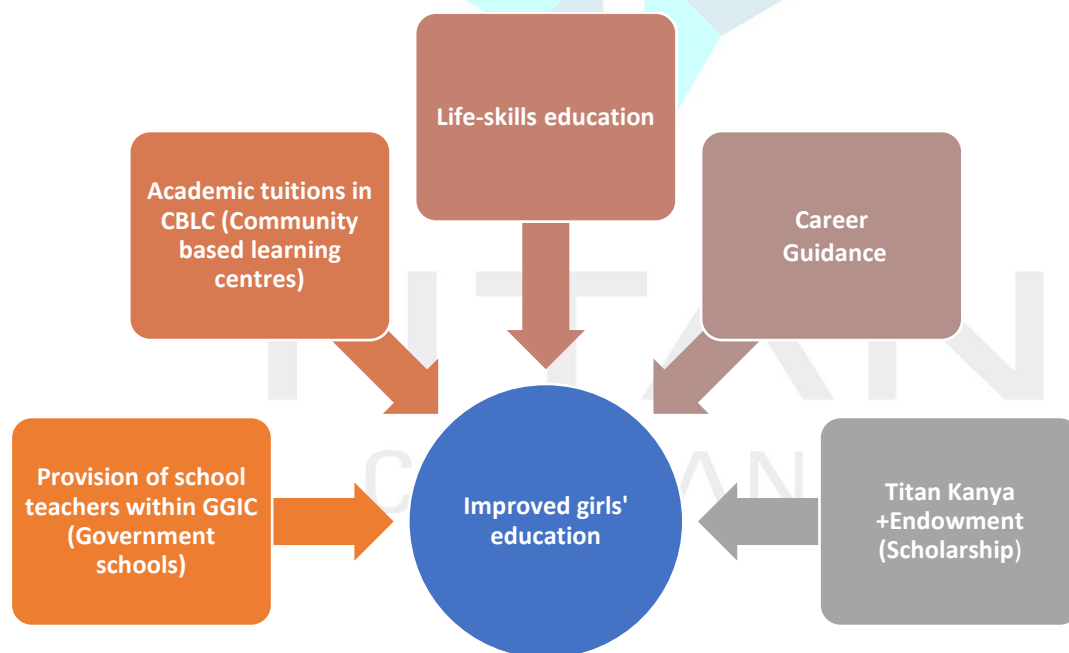
The key objectives of the programme as per the MOU are as follows.

1. To help girls achieve age-appropriate and grade-specific academic competencies.
2. To deliver comprehensive life skills education.
3. To offer career guidance and support for their future aspirations.
4. To award scholarships to deserving and promising students.

Testimonial by the Vice Principal

Our students, particularly those from primary to secondary levels, struggle with foundational subjects like Mathematics and English. Large class sizes, sometimes exceeding 75 students, limit our ability to provide individualized attention, which is crucial for subjects requiring consistent practice and understanding. The lack of foundational knowledge from earlier grades and the lack of enough teachers in the school compounds these challenges, creating significant performance gaps that are difficult to address within the existing framework. The support by Titan Company and Hans Foundation and Aasraa has been really helpful in this regard-
Nandini Sharma, VP, Sultanpur

Figure 2: Key activities of the project.



i. Overall Reach

Table 3: Overall reach of the programme

School Enrolment	Class VI-VIII	Class IX - X	Class XI- XII	Overall
GGIC Kashipur	310	744	709	1,763
GGIC Mahua Khera Ganj	152	269	275	696
GGIC Gadarpur	472	506	244	1,222
GGIC Dineshpur	132	250	250	632
GGIC Sultanpur	367	421	424	1,212
Total enrolled	1,433	2,190	1,902	5,525

The programme, which began in the 2022-23 academic year, initially enrolled students in four Government schools. However, due to certain factors, GGIC Kashipur was dropped, and in the following academic year (2023-24), GGIC Sultanpur was included in the programme. The total enrollment across all schools, including Class VI -VIII, IX - X, and XI- XII, stands at 5,525 students. GGIC Kashipur had the highest enrolment, with 1,763 students, while GGIC Mahua Khera Ganj had the lowest at 696 students.

ii. Provision of schoolteachers within GGICs

Table 4: Subject-wise teachers allocated to the GGICs

SCHOOL	GGIC Kashipur	GGIC Mahua Khera Ganj	GGIC Gadarpur	GGIC Dineshpur	GGIC Sultanpur	TOTAL
Sciences	0	1	1	0	1	3
Math	0	0	0	0	1	1
Chemistry	1	1	0	0	0	2
Social Studies	1	1	1	1	0	4
Geography	0	1	0	1	0	2
Economics	0	1	1	0	0	2
English	0	1	1	1	0	3
Life Sciences	0	0	0	0	0	0
Sociology	0	0	0	1	0	1
Hindi	1	0	0	1	1	3
Others	0	0	1	0	0	1
TOTAL	3	6	5	5	3	22

The four Govt schools faced a significant shortage of teachers which affected the academic performance of the students and posed a burden on the school's teachers.

To mitigate this issue, a total of 22 teachers were appointed as part of the programme to teach various subjects within the four GGICs. This approach aimed to enhance the quality of education in these Govt schools by filling the gaps in the number of trained personnel.

The decision to provide 22 teachers was based on this assessment, ensuring that areas with the most significant gaps were prioritized. While the majority of the teachers (13 out of 22) employed handled Hindi, English, Science and the Titan Kanya programme also provided teachers to handle other areas like Chemistry, Geography, Maths, Economics, and Sociology. The teachers were stationed like regular teachers and conducted all the duties and activities that regular teachers in the schools did.

Voice of Vice-Principal

"The shortage of teachers in our school has been a long-standing challenge, which directly affected the quality of education and the academic performance of our students. With the additional support from Titan Company, we have seen a significant improvement in the students' learning experience. The teachers provided by the programme have filled crucial gaps, particularly in Science, English. Their presence has helped reduce the burden on our existing staff. Thanks to Titan, Hans Foundation and Aasraa Trust for helping our students' study better." – Mrs Kusum Sha

iii. Academic support via CBLC

In 2023-24, Titan Company and Hans Foundation set up three Community-Based Learning Centres (CBLCs) in four districts, enrolling a total of 1,001 students. These CBLCs functioned as tuition centres and were strategically located near schools to provide additional academic support to the girls. The CBLCs offered these extra coaching sessions, during early morning hours before school or in the evenings post-school subject to the weather conditions (since Uttarakhand faces harsh winters). Each session lasted for two hours, giving students the chance to review important subjects, strengthen concepts, and engage in focused learning.

These morning sessions were designed to enhance the learning curve of each girl through peer-based learning. Typically, a CBLC teacher trained the students who learned from one another in small, manageable batches. Subjects were taught to three batches (Class VI-VIII, IX - X, and XI- XII), ensuring that the teaching was grade centric.

Table 5: Details of students enrolled in CBLC.

CBLC Enrollment	Class VI-VIII	Class IX - X	Class XI- XII	Overall
CBL Mahua Kera Ganj	65	116	92	273
CBL Gadarpur	0	138	72	210
CBL Dineshpur	98	131	130	359
CBL Kashipur	0	93	66	159
Total	163	478	360	1,001

Each centre was equipped with learning materials, books, a mini-library, and resources that supported learning. These materials were selected to provide a hands-on, practical approach to the subjects. An early morning snack was also provided to the children. The CBLC sessions were offered free of cost to the students, making them accessible to those from marginalized backgrounds who might otherwise lack the resources for extra academic support. In all, 12 teachers were appointed in these centres.

Table 6: CLC Teachers- Subject-wise list

CBLC Subject and teachers	CLC Mahua Kera Ganj	CLC Gadarpur	CLC Sultanpur	TOTAL
Sciences	1	1	1	3
Math	1	0	1	2
Chemistry	0	0	0	0
Social Studies	0	0	0	0
Geography	0	0	0	0
Economics	0	1	0	1
English	1	1	1	3
Life Sciences	0	0	0	0
Sociology	0	0	0	0
Hindi	1	1	1	3
Others	0	0	0	0
TOTAL	4	4	4	12

In addition to subject-specific teaching, Learning Support Educators (LSE) mentors were hired at the centres to offer guidance and mentorship. These mentors provided personalized attention to each student, helping them navigate challenges both academically and personally. By combining academic coaching with mentorship, the centres aimed to create a holistic environment that nurtured the students' overall development, supporting their education while helping them build the confidence and skills needed for success.

iv. Life Skills Education

The Life Skills Education (LSE) programme aimed to equip the girls studying from class 6 to class 12 with essential skills to navigate daily challenges and make informed decisions for their futures. This programme was delivered by the LSE mentors. During the time-period of the audit, the LSE programme reached 3,390 students across all four GGICs and the CBLCs. To support the implementation of the programme at GGIC, a consultant was hired to develop content and train the mentor team (LSE mentors).

A comprehensive curriculum consisting of 20 life skill modules was created, with all mentors receiving in-depth training on each module. The modules were translated into Hindi, and life skills workbooks were developed to assess the competencies of the students. Mentors also conducted regular sessions with the girls during school hours.

Table 7: Topics covered under life-skills training.

S. No	Topic	Classes
1	Healthy habits and eat healthy food	6th to 8th
2	Effective communication and decision-making	6th to 8th
3	Coping with body changes	6th to 8th
4	Menstrual cycle	6th to 8th
5	Understanding self: My strengths and abilities	6th to 8th
6	Understanding safe and unsafe touch	6th to 8th
7	Building healthy relationships	6th to 8th
8	Dealing with risky situations	6th to 8th
9	Understanding and expressing emotions	6th to 8th
10	Time management and planning to increase scholastic abilities	6th to 8th
11	Importance of education and helping others to succeed	6th to 8th
12	Mapping community resources and initiating community activities	6th to 8th
13	Effective communication and importance of being assertive	9th to 12th
14	Understanding peer pressure	9th to 12th
15	Consequences of early sex and readiness for marriage	9th to 12th
16	Consequences of early marriage and understanding the POCSO Act	9th to 12th
17	Goal setting, choice of subjects, and career	9th to 12th
18	Importance of savings and preparing a household budget	9th to 12th
19	Understanding and reporting violence and understanding substance abuse and its impact	9th to 12th
20	Using social media and online platforms: Dos and don'ts	9th to 12th

Words from the team

" From my perspective, the real power of this programme lay in its practical approach. Unlike traditional classroom teaching, these sessions encouraged open discussions, role-playing, and real-life scenario analysis. This interactive methodology helped the girls internalize the lessons, making them more relatable and impactful." – Alka Saini, Life Skills Trainer.

v. Career guidance:

The programme also incorporated career guidance to its students as one of its activities. This was done through the support of an external partner, I-Dream Career (IDC), a counselling service. The primary goal was to assist students in making career decisions after completing their Class 12.

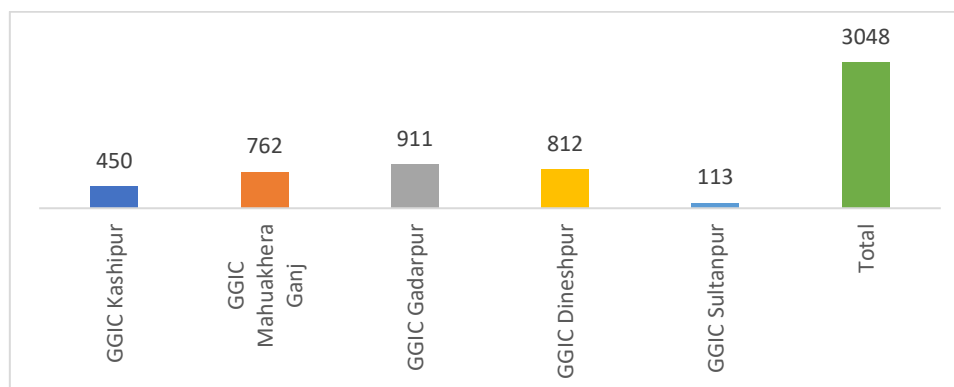
A baseline assessment was conducted for 668 students across the GGICs. This was designed to evaluate their aptitudes in relation to higher education options. The data gathered helped guide the career counselling process and allowed for a more personalized approach. Over the year, the programme facilitated three group workshops and two individual sessions, aimed at providing valuable career insights and guidance.

These sessions helped students explore various career paths, understand their strengths, and receive guidance on how to pursue further studies. In the final one-on-one counselling sessions, 417 girls received advice from the IDC team. These sessions focused on helping the students make better career choices and select appropriate colleges.

vi. Community initiatives:

The mentors play a crucial role in not only guiding the students but also engaging with their families to ensure a holistic support system for the girls' academic and personal growth. As part of their efforts to prevent dropouts and promote self-esteem, the mentors regularly visit the families to counsel them on various important topics. These include the academic progress of the girls, the challenges they face in school, and addressing issues like gender disparities, health, and the importance of education for girls. The goal of these family visits is to create an environment that helps these girls thrive. By discussing the importance of equal opportunities for girls, the mentors aim to help shift mindsets and reduce barriers that may hinder the girls' growth.

Figure 3: No of families visited by mentors

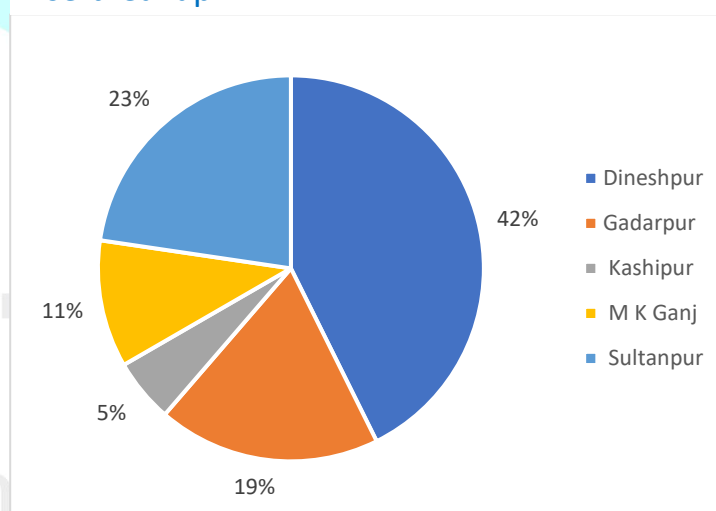


vii. Endowment support:

The scholarship/endowment programme provided essential financial support to a total of 177 girls. In the end of 2022-23, 103 students were supported to pursue the higher studies in the following year while in 2023-24, 74 students were given the endowment.

The district-wise breakdown shows a varying distribution of scholarships, with Dineshpur receiving the highest number of scholarships. These scholarships aimed to help girls in continuing their educational journey after class 12 by addressing financial constraints, without the worry of funding.

Figure 4: Scholarships distributed - District-wise breakup.



The recipients of the scholarships pursued a diverse range of courses based on their interests and career goals. Most students enrolled in undergraduate programs, including B. A, B. Com), and B.Sc. There was significant interest in nursing and other health-related programs, with 11 girls pursuing General Nursing and Midwifery (GNM) and 5 opting for B.Sc. Nursing. Other technical and professional courses such as BBA, ITI in Stenography, and a Diploma in Civil Engineering also saw enrolment.

Table 8: Course-wise distribution of scholarships

Course	2023-24	2024-25	Grand Total	%
B.A.	74	0	74	42%
B. An LLB	0	34	34	19%
B.Com.	19	6	25	14%

Course	2023-24	2024-25	Grand Total	%
B.SC	9	3	12	7%
G.N.M.	0	11	11	6%
B.Sc. Nursing	0	5	5	3%
BBA	0	3	3	2%
ITI (Stenography)	0	2	2	1%
Diploma in Civil Eng.	0	2	2	1%
Others	1	8	9	5%

The scholarship amounts ranged from Rs. 5,000 to Rs. 35,000, with a total fund allocation of Rs. 15,26,250 across the two years. The amount of financial support varied based on the course being pursued, with degree programs typically receiving larger scholarships due to the longer duration and higher costs associated with such studies. For example, students pursuing B.A., B.Com., and B.Sc. received a significant portion of the total funds, while diploma and vocational programs like ITI and civil engineering diplomas received more modest amounts.

7. Survey Findings

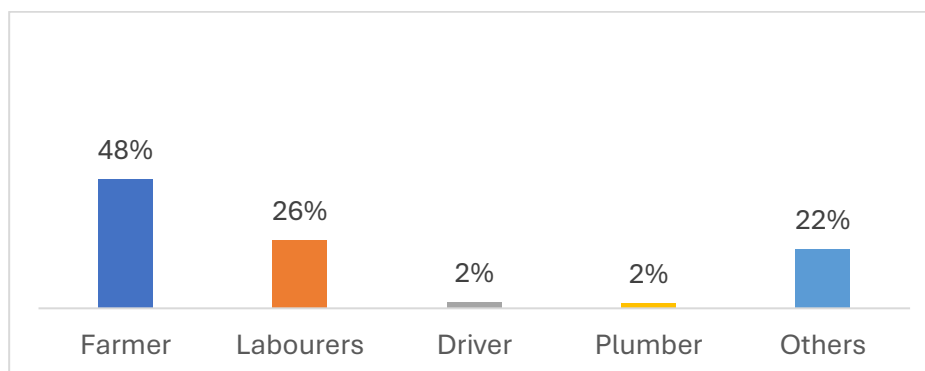
The social audit team visited four GGIC centres and 2 CBLCs. In all, 446 students from the GGICs and 112 students within the centres were consulted. The finding of the survey is detailed below.

Beneficiary Profile

Gender, Age and Income: All the programme beneficiaries were female, demonstrating the programme's strong commitment to ensuring gender accessibility to education and alignment with the Titan Kanya programme. The students were aged between 10 and 19 years, and it was revealed that all of them came from Below Poverty Line (BPL) backgrounds. This highlights the programme's success in reaching those in need.

Occupation: 48%, shared that their parents are farmers, while 26% stated their fathers work as labourers or farmhands. The remaining respondents mentioned that their parents do various odd jobs to make ends meet. This indicates that most girls come from families where the primary livelihoods yield low and inconsistent wages. 78% of the mothers were reported to be housewives and those working were reported to be labourers or farmhands. This reinforces the challenging economic conditions faced by these families.

Figure 5: Beneficiary background- Father's profession

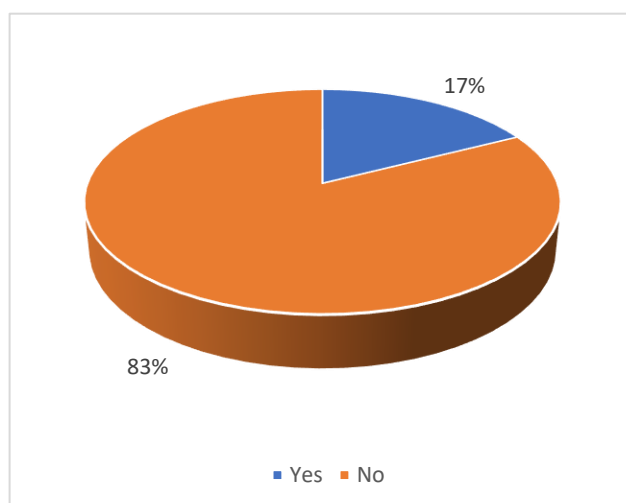


The reality of their lives

"My father works as a daily-wage labourer, and my mother takes up odd jobs like cleaning or stitching clothes for others. Sometimes, they struggle to even buy school supplies for me. I want to study hard so that one day, I can take care of them."

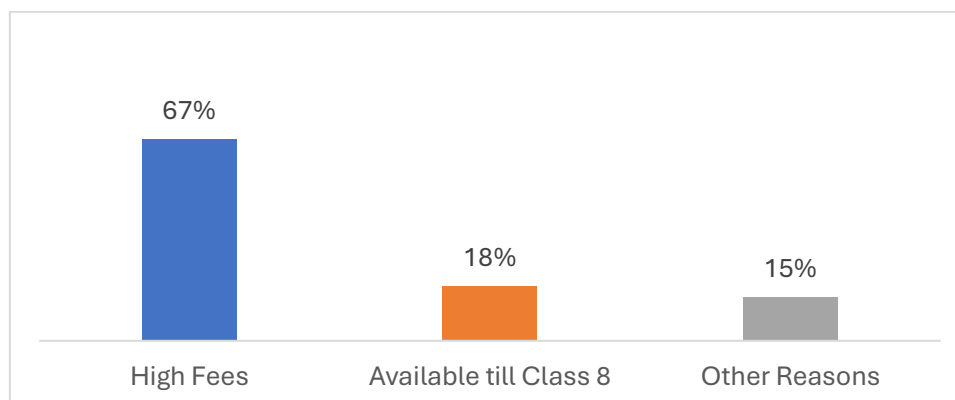
"My mother does housework in other people's homes, and my father does construction work whenever he can find it. There are days we struggle a lot."

Figure 6: % of beneficiaries who shifted from Pvt schools to the GGIC.



78 out of 446 students (approximately 17.5%) surveyed in GGIC schools previously studied in private schools. The primary reasons for switching to the Govt schools included high fees, which was the most common factor cited across all the schools. Another significant reason was the limitation of private schools offering education only up to Class 8, prompting students to move to GGICs for higher classes. A few students mentioned other reasons such as proximity, better facilities, or specific programs available at GGICs.

Figure 7: Key reasons for moving from Govt to private schools.

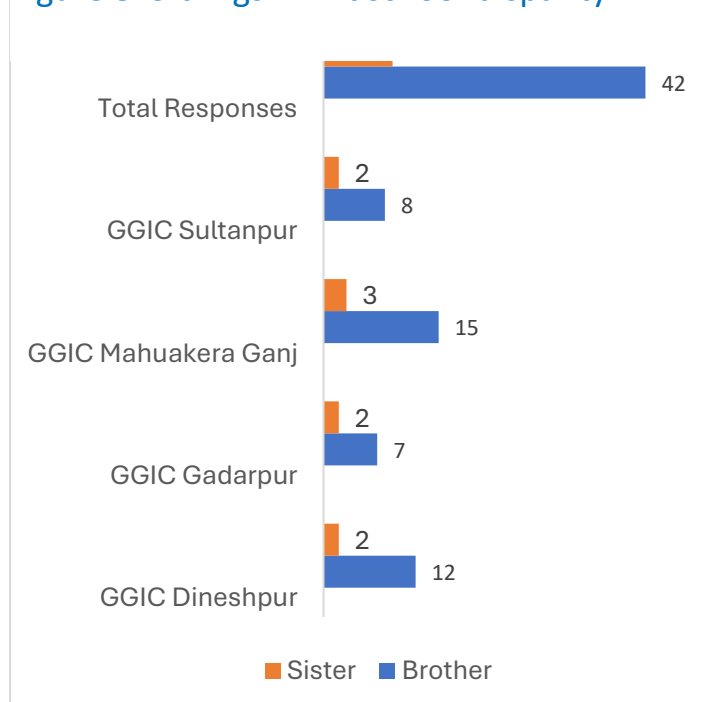
**Students speak.**

"Private schools only go up to Class 8, and I had to move to this GGIC to continue my studies in higher classes."

"I had to leave my private school because the fees were too high for my family to afford."

"The GGIC was closer to my home, and it also had better facilities for learning, which made it easier for me to focus on my studies."

Figure 8: Siblings in Pvt school-disparity



Gender disparities in their households: 11% of the surveyed students reported that their siblings studied in private schools. Among this group, a striking 90% were male (42 brothers to just 9 sisters.)

This highlights a stark gender disparity in educational preferences within the families that these girls hail from where male siblings is consistently prioritized for private education. This trend reflects deeply rooted societal biases in the families of these girls who often choose to invest more in the education of boys while placing less

emphasis on girls. Thus, for the girls in programme, the Govt schools represent their only shot at a formal education.

How the team handles the age-old gender constructs

*"When we work with these families, we first focus on understanding the household dynamics. Many girls are expected to take on household chores, which leaves them with little time for schoolwork. We talk to the parents about the importance of balancing responsibilities and providing the girls with the time and support they need for their studies. " – **Namrata Bisht, LSE Mentor***

Student feedback on the programme

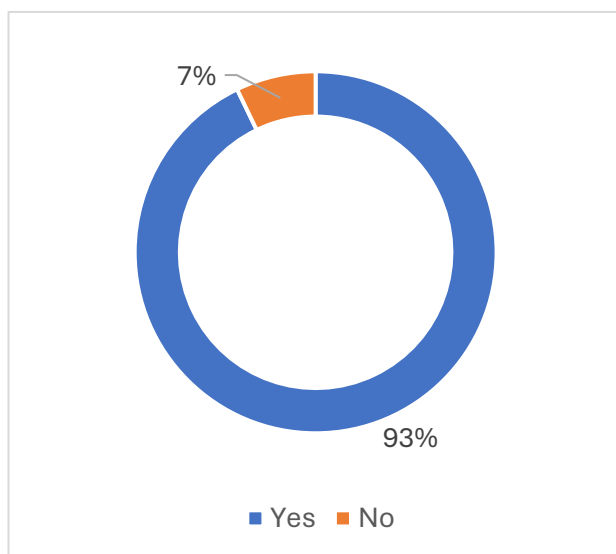
Academic performance before and after the programme: 97% of students feel they are doing well in school now, and they believe the improvement is due to the Titan Kanya programme. 99% of those surveyed believing that the addition of new teachers has helped their academic performance in school. This improvement was in comparison to before the programme was launched, when students faced issues, such as having no teachers for certain subjects, having free periods. The students mentioned that this resulted in portions of the curriculum not being covered and them not understanding their subjects.

Some of the other common responses cited include feelings of wasted time, aimless wandering, and a lack of learning. Students said they often resorted to playing or chatting, indicating that without the teachers, they did not have a clear direction for their day.

The situation in schools before

*The shortage of permanent staff has been a significant hurdle, with only 13 of the 32 sanctioned positions currently filled. We are immensely grateful for the programme's teachers who have stepped in through various programs and associations to bridge the gap. Their efforts, coupled with the support of mentors, have been instrumental in maintaining academic continuity for our students - **Nandini Sharma, VP, Sultanpur***

Figure 9L Pride in being associated with On CBLC



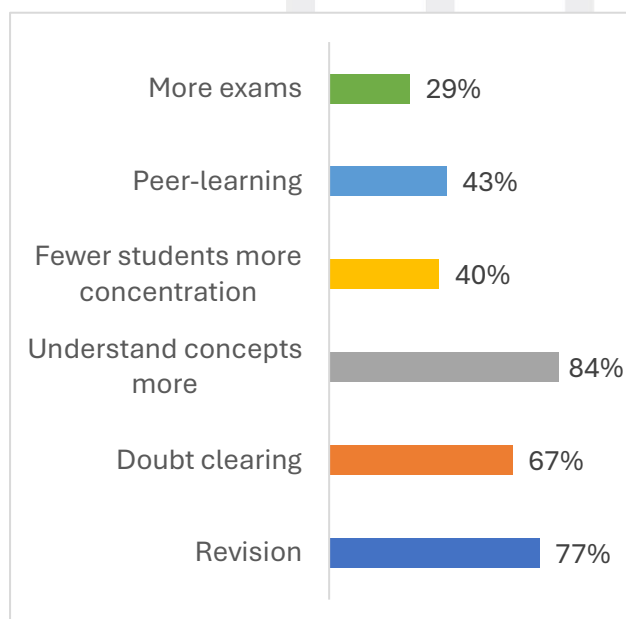
Student pride and endorsement of CBLC: All the students surveyed during the CBLC visit expressed great pride in being a part of the programme. When asked if they would recommend the tuition centres to other students, every one of them responded positively.

Impact of CBLC on exam performance: The survey feedback indicates a positive response to the CBLC, with 107 participants out of 112 reporting that they perform better in exams after attending the tuitions. This suggests that most students find the

centres beneficial in enhancing their exam performance. The low number of negative responses implies that the CBLC is effectively contributing to students' academic success. This feedback was also validated during the SAN India team's visit to the GGICs wherein the teachers indicated that those who attended the CBLCs performed better in the exams than those who did not.

Accessibility and affordability of CBLC compared to other coaching centres: When asked about the affordability of attending similar coaching classes, all the students explained that no nearby centres offered comparable facilities. They also mentioned that private coaching classes typically charge approximately Rs 300- Rs 500 per subject per month (for three days a week), which was unaffordable for them.

Figure 10: How does the centre help with Factors contributing to academic improvement:



Factors contributing to academic improvement: According to the students surveyed, the CBLCs were highly effective in supporting their academic growth. 84% reported that they understood concepts better after attending the centre. Revision of subjects also played a key role, with 77% citing it as a major benefit, helping them reinforce what they learned. 67% highlighted the ability to clear doubts with ease in improving clarity and confidence in subjects. Smaller batch sizes were mentioned by 40% as helpful for increasing concentration, allowing for more personalised attention. Peer learning was also rated by 43% of the

respondents who suggested that the collaborative environment at the centre helped them.

Parents perception about CBLCs: When asked about their parent's perception of the early morning classes, students shared that there were initial reservations due to the timing. However, once parents saw that their children were safe and making academic progress, they became more comfortable with the idea and were happy to send them to the tuition centres. Since most families lived nearby, the concerns slowly died. However, many preferred to send their daughters in groups.

How tuition centres boost learning and confidence - Students speak.

"The tuition centre helps me understand topics that I missed in class."

"I feel more confident in exams because of the extra practice we get here."

"My teacher at the tuition centre explains things in a way that is easy to remember."

"Coming here is fun because we learn together and help each other."

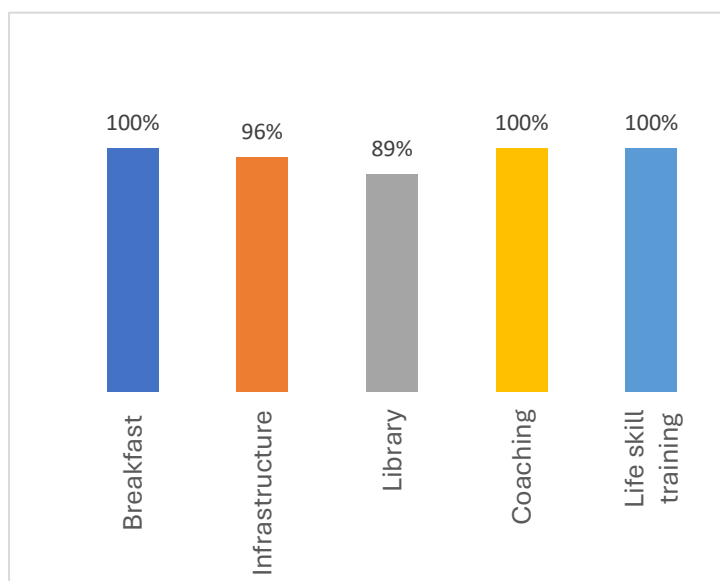
"The tuition centre gives me time to ask questions I am shy to ask in school."

"We get extra homework and notes that make studying less stressful."

"I like how they teach with examples that connect to real life."

Impact of providing morning snack on students' energy levels: The provision of breakfast, such as bananas and biscuits, was highly appreciated by the students. Many mentioned that, previously, they would attend school without eating anything. However, since the tuition centres started offering the snack, they noticed a significant increase in their energy levels and improved ability to focus during classes.

Figure 11: Satisfaction levels with CBLC offerings



Satisfaction levels: The students rated their satisfaction levels with the CBLC highly. Breakfast, coaching, and life skills training received unanimous approval with 100% satisfaction, emphasizing the programme's role in providing essential support for students' overall development. Infrastructure was rated highly at 96%, showcasing the quality of the facilities, while the library garnered 89% satisfaction, indicating a generally positive

response with some room for improvement.

Student feedback on the need for more focus and separate classes: When asked about the need for more subjects, students in grades VI-VIII expressed that they sometimes had to wait for other grade students' sessions to finish, as the tuition for these grades was organized in one batch. This led them to feel that they could benefit from having separate classes for their specific grade levels. Students in grades IX-XII, emphasized the need for more focus on Mathematics tuitions, suggesting that additional time should be devoted to this subject.

General feedback- Comparison between CBLC and school: The students expressed a preference for the CBLCs over their schools, stating that they were able to focus better there. They felt their ability to comprehend subjects had improved since they began attending the centres. They mentioned that the regular study sessions also sparked a greater interest in learning. The early morning classes left them feeling refreshed and ready for the day ahead. Overall, they believed that the tuition centres were extremely necessary for their academic success.

Individualized attention and support

"With smaller groups, I get more chances to ask questions and get answers right away."

"The extra attention I get during tuition helps me clear up any confusion I have about the lessons."

Effective revision and preparation

"Learning in the morning helps me revise school topics before classes begin."

"Morning tuition helps me refresh my memory on important concepts before school starts."

Doubt clearing and confidence building.

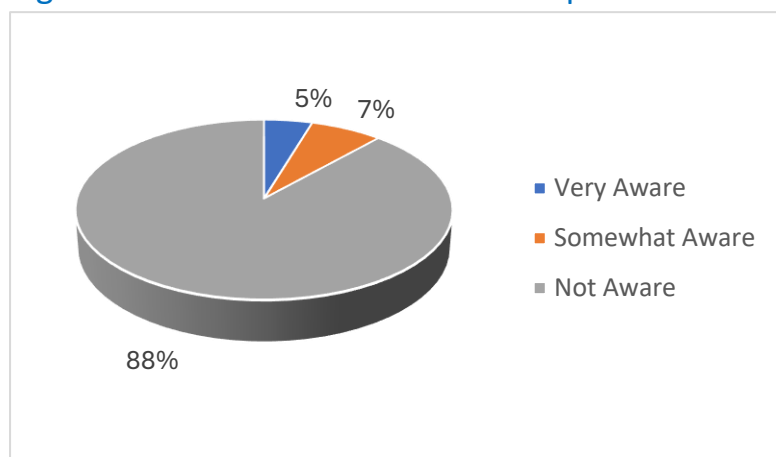
"Attending tuition means I can clarify doubts before school lessons get harder."

"I can ask questions during tuition that I wouldn't have time to ask in class."

Career counselling

43 students from classes XI and XII were asked for feedback on the career counselling programme. The findings are given below.

Figure 12: Awareness about career options- before the programme:



Awareness of career options before the programme:

Most students reported having limited awareness of career options before attending the programme. Only 4% said they were "very aware," and 7% were "somewhat aware."

This shows that most participants did not have a clear understanding of the career paths available to

them. This highlights the need for the structured career counselling programme and LSE mentor to guide the girls in the programme area.

Students speak.

"Before the programme, I had no idea about many career options. I only knew a few jobs, but now I know there are so many more possibilities."

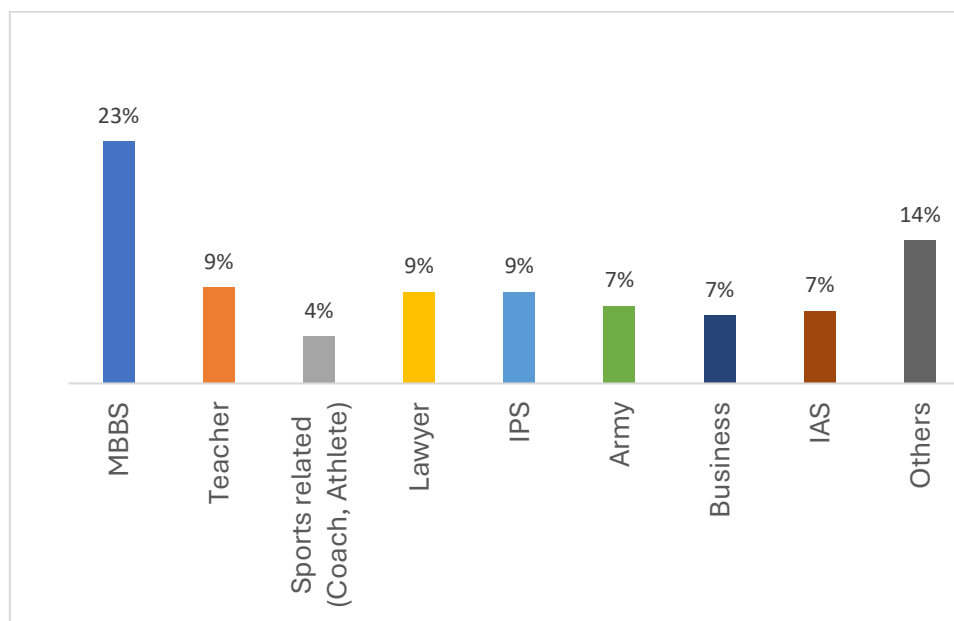
"I thought becoming a teacher or doctor was the only choice, but after the programme, I learned about careers in tech, design, and other fields."

"I was unsure about what to do after school, but this programme showed me different paths and helped me understand the careers I can explore."

Improvement in career awareness after the programme: The LSE mentor and counselling on career seemed to have had a significant impact on students' awareness of career options, with 100% of participants stating their knowledge had greatly improved. This indicates the programme helped them understand the variety of career paths suited to their interests. The sessions were effective in empowering them to evaluate options not considered before.

Ability to make informed career decisions: Although the programme increased awareness, only 50% of students felt they had enough information to make informed career decisions. This shows that while awareness is important, students still need ongoing support to feel confident in making key decisions. They explained that more mentoring sessions are needed to help build their confidence.

Figure 13: Career aspirations of the Kanyas

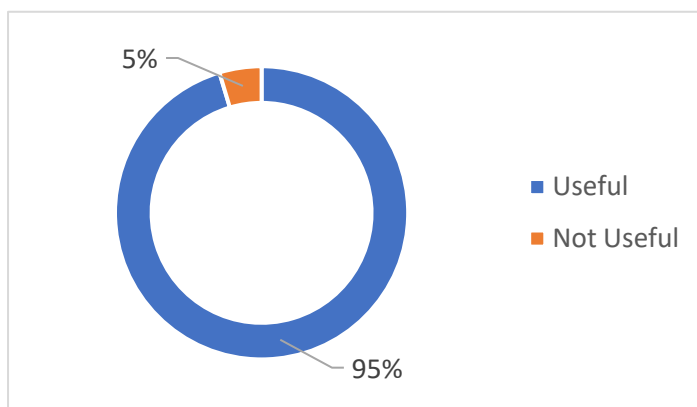


Confidence in subject and career choices: The programme had a mixed impact on students' confidence in their subject and career choices. Only 40% felt confident after the programme, 10% were neutral, and 50% still lacked confidence. This shows that while the programme provided useful information, it may not have fully addressed individual concerns or decision-making challenges. It highlights the need for more personalized mentoring and additional support, like career tests or workshops, to help boost students' confidence in their choices.

LSE mentor speaks.

*"As an LSE mentor, I've seen how important career counselling is for students. Many of the girls we work with come from backgrounds where they have little to **no knowledge** about **different career options**. They often start the programme feeling unsure about their future. Through one-on-one sessions, I can listen to their concerns and guide them in exploring different career paths. It's been great to see their confidence grow as they gain a better understanding of the choices in front of them. Now, many students feel clearer and more confident about their next steps.*

Figure 14: Satisfaction with one-to-one mentoring sessions



Satisfaction with one-to-one mentoring sessions:

The one-to-one mentoring sessions with the LSE counsellor seemed to be a highlight of the programme, with all the students surveyed expressing satisfaction with the same. Students benefited greatly from having dedicated time with the LSE mentors who they felt guide them and cleared

their queries.

Feedback on one-one sessions with LSE mentor

"The one-to-one sessions were really helpful. The mentor listened to all my concerns and gave me clear advice on what to do next."

"I felt happy because our LSE teacher gave me time to ask questions and explained everything so well."

"The mentor made me feel comfortable and answered all my questions, which helped me understand things much better."

Life skills coaching

Awareness of good-touch and bad-touch: A major focus of the LSE programme was educating students about the concept of good-touch and bad-touch. This topic was critical for ensuring that students could recognize appropriate and inappropriate physical interactions. During the field survey, 90% of students reported that they now had a clear understanding of the difference between good-touch and bad-touch. All the students mentioned that they felt more empowered to speak up if they experienced any form of inappropriate behaviour at least with the LSE mentor.

Understanding of online safety and digital security: Another important area of focus in the programme was online safety. 80% of students reported a better understanding of online risks and how to protect themselves. Students particularly appreciated the practical advice on maintaining privacy online, avoiding sharing personal information with strangers, and recognizing warning signs of digital threats. The auditors from SAN India tested the students by requesting them for their phone numbers. None of the girls shared their numbers. This shows that the LSE mentors successfully equipped students with the skills to navigate the issue.

Managing peer pressure effectively: 75% of students felt more confident in resisting peer pressure after attending the life skills training. Many students noted that they had learned how to assert themselves in difficult social situations and make decisions that were in their best interest.

About LSE trainer: All the students felt the trainers were approachable and made the lessons easy to understand. This suggests that the trainers' ability to connect with students and create an engaging learning environment played a key role in the programme's success.

Role of LSE trainers in the programme's success:

The LSE trainers were integral to the success of this training. They received specialized training to facilitate the life skills modules, ensuring that they could effectively engage with students and address their concerns. The trainers were not only knowledgeable but also skilled at creating an environment where students felt comfortable and supported. The programme itself was structured to encourage interaction, with students actively participating in discussions, role-playing exercises, and scenarios that allowed them to practice the skills they were learning

Thoughts on women empowerment – through the lens of the Kanyas

The SAN team held informal discussions with girls from classes 9 to 12 to learn about their thoughts on freedom, women empowerment, and dreams for the future. The idea was to understand how they viewed gender roles and whether the life-skills sessions helped them gain any perspective on the same.

As soon as the topics were raised, the girls earnestly shared their hopes and dreams. They spoke about a world where gender didn't decide what someone could or couldn't do. "Girls and boys are the same," said Meena, her eyes shining with determination. "We can do anything boys can do—be doctors, pilots, or scientists," added her friend Anushka. The group nodded in agreement, showing they all believed in equality.

When asked about earning their own money, Shalini, a quiet but determined girl, shared her thoughts. "If we earn our own money, we won't have to depend on anyone. We can take care of ourselves, make our own decisions, and live with self-respect." Her calm yet strong voice reflected her vision of independence. When girls have money, they can command the same respect and independence as others, said Kusum. They strongly expressed that being able to earn their own income was a vital step toward not depending on others. 'We don't have to bow our heads down in front of anyone,' said Pooja.

The girls also shared how society expects them to behave a certain way. "People think we should live according to set thought processes," said Ananya thoughtfully. "But education can help us break free from these expectations. It gives us the power to decide what we want and to live life our way. "They described the constraints

placed on them by cultural norms, such as prioritizing household responsibilities or sacrificing for their brothers. However, the girls were clear that these pressures should not hold them back from exploring their potential and achieving their goals. They felt they were just as capable as their male siblings and deserved equal opportunities.

The importance of education was something all the girls strongly believed in. When asked if girls should study after XII grade, their response was a unanimous “Yes”. They saw education as a tool for empowerment, opening doors to new opportunities and breaking barriers that had held women back. “Education isn’t just for us,” Rekha said. “It helps us help others, too.” They believed that educated women could change their family’s future too.

At the end of the discussion, the SAN team asked why equality was important. Sonali, a shy girl who had been quiet until then, raised her hand and said, “So we can achieve our dreams”. The entire class nodded in unison.”

8. Evaluation of Impact using REESS framework

The impact of the programme was assessed based on the REESS framework. *The REESS framework measures the performance of development programs based on five parameters – **Relevance, Effectiveness, Efficiency, Social Impact and Sustainability**. The REESS criteria answers the following questions and is defined as follows.*

Relevance	How important is the relevance or significance of the ‘Titan Kanya +’ project?
Effectiveness	Are the planned objectives of the ‘Titan Kanya +’ being achieved in the programme area?
Efficiency	Are objectives being achieved judiciously (time, resources, money spent)?
Sustainability	Are positive impacts sustainable and sustainability plans in place for continuation of the project?
Social Impact	Does the intervention contribute to social change? What is the impact or effect of the intervention to the primary stakeholders?

Indicators had evolved separately for these five parameters for each project. The 10-point performance rating scale was evolved to evaluate the performance of each REESS indicator.

Rating	Grade
1-2	Poor
3-4	Satisfactory
5-6	Good
7-8	Very Good
9-10	Excellent

Relevance

Challenges in education landscape within the programme area: Uttarakhand faces significant challenges in education, including poor learning outcomes, a 28% dropout rate in primary schools, and low reading and writing levels, with fewer than 35% of students achieving the expected grade level. Other contributing factors include child marriage and a lack of life skills education in schools. Due to an inadequate number of teachers within the Govt schools, the girls experience several learning gaps and require additional training. As a result, nearly 27% of girls drop out in the state before reaching the senior secondary level. The programme has played a key role in addressing these gaps.

Teacher's point of view

*The lack of adequate teachers in our school meant that many girls fall behind in their learning. With large class sizes, it's impossible for us to provide individualized attention that students need. As a result, many girls even struggle with basic literacy and numeracy. Unfortunately, some eventually drop out, even before reaching secondary level- **Ms. Tripti Kapoor, GGIC Dineshpur***

Demographic profile of the beneficiaries: The target beneficiaries of the programme are girls studying in selected government schools, all of whom come from Below Poverty Line (BPL) families. More than 74% of those who were surveyed in the schools mentioned that their fathers belonged to labour class or were farmers indicating that they belonged to poor households. Most of these girls (more than 90%) belong to Scheduled Castes, Scheduled Tribes, Minorities, Other Backward Classes etc. Hence, the programme is serving the right population.

Table 9: Profession of fathers

Profession of parents	GGIC Dineshpur	GGIC Gadarpur	GGIC Mahua Khera Ganj	GGIC Sultanpur	Total
Farmer	43	52	66	54	215
Labourers	29	16	37	32	114
Driver	2	4	3	1	10
Plumber	2	1	4	1	8
Others	17	14	24	44	99
Total	93	87	134	132	446

Of those who moved from private schools to the Govt schools, "High Fees" was cited as the primary reason. This indicates that the cost of education in private institutions is a significant barrier for many families. The programme is highly relevant in this context given that with the high fees being a major concern for families, the programme

offers an alternative that focuses on providing quality education without the financial burden.

Challenges within Govt schools: There was a significant lack of manpower within the Government schools that the programme was set-up in. In the four schools surveyed, there was a need for a total of 85 teachers, of which only 59 positions (70%) were filled by the Government teachers. To address the urgent requirements of the programme, the project provided 22 additional teachers. Previously, there was no one available to teach multiple subjects, making this intervention crucial in bridging the gap created by the shortage of staff.

What happened when teachers were absent in schools- Students perspectives.

"Sometimes, there were no teachers in class, so we just sat and didn't know what to do."

"When the teacher was absent, we spent the whole day playing or."

"When there were no teachers, I would just walk around or talk to my friends, but I didn't feel like I was learning anything."

"If there was no teacher, we would just play games."

Non-availability of other service providers doing similar work: There were no other organizations or programs offering free training and directly working within schools to address the challenges faced by the girls. All the participants surveyed highlighted that there were no other alternative tuition centres providers offering similar programs free of cost. They reported that other centres charged up to Rs 300 for a subject which was not affordable. This gap made it difficult for them since they were from underprivileged backgrounds and had no access to the right support and resources to improve their learning outcomes.

"Bridging the gap: How the programme supported our school's teaching capacity"

"Before the programme, our school was facing a severe shortage of teachers, which made it incredibly difficult to deliver quality education to our students. With many teacher positions being vacant, many subjects were left uncovered, and students were often left without proper instruction. The shortage affected the morale of both students and staff. There was a constant struggle to meet the needs of the students."

"When the Titan Kanya and Aasraa Team stepped in and provided additional teachers, it truly made a difference. These teachers helped fill the gaps, allowing us to cover the lessons on time all subjects. For the first time in a long while, we were able to focus on the needs of the children. Students who had previously struggled"

to keep up were able to catch up, and teachers were better able to manage their classrooms better. The programme improved our teaching capacity and student performance. It was a much-needed support that bridged the gap caused by the teacher shortage. Thanks to Titan for the support "- Ms Kusum Sha, Vice Principal, Dineshpur

Alignment with Titan's CSRs objectives: The programme aligns seamlessly with Titan's CSR initiative by focusing on empowering young girls, or "Kanyas," through a multi-pronged approach. The programme reflects Titan's commitment to supporting education, gender equality, and skill-building for young girls from underprivileged backgrounds. By providing teachers, tuition, vocational training, scholarships and life skills programs within Udham Singh Nagar, Titan ensures that these girls have access to opportunities that would otherwise be out of reach. This initiative supports Titan's overarching CSR goals.

Addressing current barriers to accessibility: The programme addresses key barriers to accessibility by providing young girls from underprivileged communities access to education. Many girls face limited educational opportunities due to financial constraints, societal gender biases, and a lack of infrastructure. By offering scholarships, mentoring, and skill-building programs, the initiative helps bridge the gap and ensures that these girls have the resources and support they need to continue their education and gain practical skills for future employment.

Team Speaks

We see the potential in every girl, but many face so many barriers that it's hard for them to move forward. Through scholarships, vocational training, and life skills, we aim to provide the support they need to overcome the challenges they face. It's about giving them a chance to dream bigger, to believe in themselves, and to create a future they deserve. –Prithvi Singh, Programme Manager

Adherence to national frameworks for education: The Titan Kanya programme aligns with national frameworks for education by adhering to key guidelines and priorities set forth by India's education policies. It supports the GOI's focus on inclusive education, skill development, and gender equality, which are central to frameworks like the National Education Policy 2020. By offering education, scholarships, vocational training, and life skills training, the programme aligns with the NEP's goal of ensuring equitable and quality education for all children, regardless of their socio-economic background or gender.

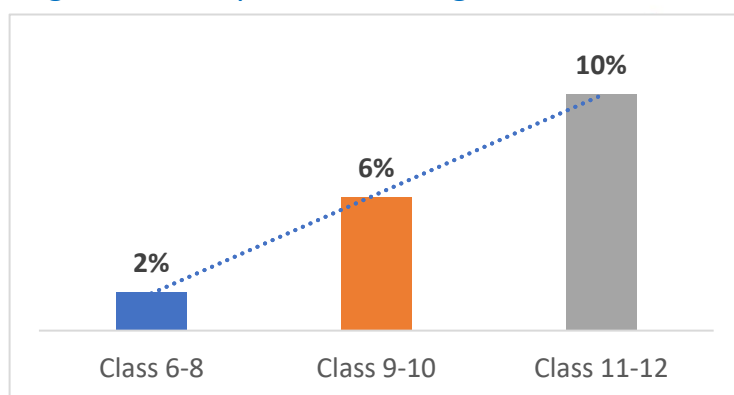
Adherence to international frameworks for education: The programme aligns with international frameworks for education by supporting key global goals such as the United Nations SDG 4, which aims to ensure inclusive and equitable quality education

and promote lifelong learning opportunities for all. The programme's provides marginalized girls in Udham Singh Nagar with the help they need to succeed academically and professionally.

Effectiveness

Overall reach and drop-out: Over the two years, the programme reached 5,525 students across five schools in three blocks of Udham Singh Nagar. In 2022 Nov, the total number of students was 4,313. However, in January 2024, GGIC Kashipur was dropped from the programme and GGIC Sultanpur was added. Hence, 3,762 students across four schools were part of 2023-24.

Figure 15: Dropout Percentage in X standard.



Despite this adjustment, the programme maintained a low overall dropout rate of 6%, with 217 students dropping out of the schools. When queried, it was observed that Dineshpur and Gadarpur schools were situated far away and hence, a greater number of students dropped out

there.

There were significant differences in dropout rates between grade levels. While the dropout rate for lower classes (Grades VI-VIII) was only around 2%, it rose to 10% among senior classes (Grades XI-XII). These findings highlight the need for targeted interventions to address the challenges faced by older students, ensuring they are supported to complete their education.

Out of the 3,762 GGIC students, the community-based learning centres have successfully engaged over 1,001 students (26%), with not a single dropout from the programme. This remarkable retention rate reflects the strong acceptance of the CBLC within the community and highlights its effectiveness in meeting the students' requirements. The programme has thus proven to be highly successful in reaching and maintaining the trust and participation of the families it serves.

Table 10: CBLC- Enrolment rates

Community Based Learning centre	Enrolled	Dropout	Total
CBL Mahua Kera Ganj	273	0	273
CBL Gadarpur	210	0	210
CBL Dineshpur	359	0	359
CBL Kashipur	159	0	159
TOTAL	1,001	0	1,001

Rehnuma's Success Story

I am Abdul Khatoon, our is a typical, conservative Muslim family. I have five children. My eldest daughter was married off early, and I assumed the same path awaited my second daughter, Rehnuma. But little did I know, her story would inspire all my children.

Rehnuma began attending the tuition centre, supported by Aasraa Trust and the Hans Foundation. At first, I thought it was a temporary arrangement, just a way for her to pass time. But the tutors at the centre saw something special in her. They said she was an exceptional student.

When I decided it was time for her to leave her studies after her 12th Std and focus on family responsibilities, the tutors didn't give up. One teacher, Alka Madam, came to our home. She reasoned with me, explaining why educating girls was essential, not just for their future but for the family and community as well. She told me that education was a gift that could empower Rehnuma without compromising our traditions or faith.

I was reluctant at first. In our world, the idea of a girl pursuing higher education was unfamiliar. But seeing my daughter's dedication and the unwavering support of Aasraa Trust and the Hans Foundation changed my heart. They not only encouraged her but also assured me that this was the right path for her.

Rehnuma worked hard, balancing her studies and household responsibilities. Her determination was inspiring. With the grace of Allah, she became the first girl in our family to pursue graduation. Today, she is a role model for her siblings.

Looking at her now, I am convinced that all my daughters deserve an education. With the support of Aasraa Trust and the Hans Foundation, all three of them are now in school and performing excellently. It fills my heart with pride and gratitude to see them thrive.

My daughter's success has taught me that education is not against our values; it strengthens them. It empowers our daughters to be confident, capable, and

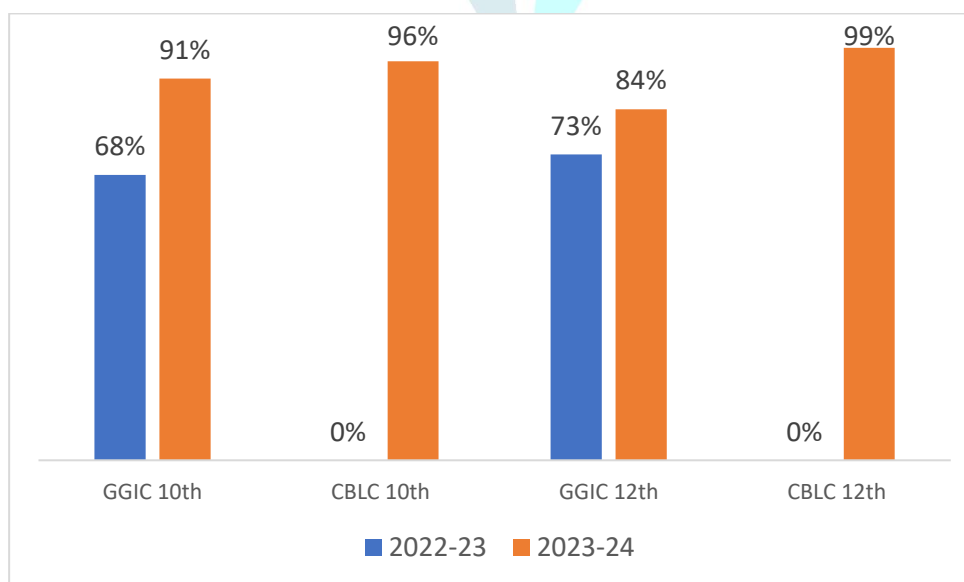
independent while remaining rooted in their faith. I thank Allah for guiding us, and I am deeply grateful to the AASRAA Trust, the Hans Foundation, and dedicated individuals like Alka Madam for their efforts in shaping the future of my children.

Abdul Khatoon – Father of Rehnuma

Improvement in academic performance: Stakeholder discussions with school management and authorities highlighted significant improvements in academic performance among students. For Class X, the pass rate increased from 68% in the academic year 2022-23 to 91% in 2023-24. Similarly, for Class XII, the pass rate rose from 73% in the programme's first year to 84% in its second year. This improvement can be attributed to the Titan Company's intervention within the GGICs, especially considering that only three months of coaching was provided to GGIC students in 2022-23, compared to a full year in 2023-24.

A comparative analysis of academic performance in 2023-24 revealed that students who attended the CBLC programme outperformed those from the GGIC. Among Class X students, 96% of CBLC attendees cleared their exams, compared to 91% of GGIC students. A similar trend was observed for Class XII, where 99% of CBLC students passed, compared to 84% of their GGIC counterparts. These findings strongly indicate that the CBLC programme was highly effective in enhancing students' academic outcomes.

Figure 16: Pass % in board exams - GGIC vs CBLC.



How tuition centres boost learning and confidence - Students say

"The tuition centre helps me understand topics that I missed in class."

"I feel more confident in exams because of the extra practice we get here."

"My teacher at the tuition centre explains things in a way that is easy to remember."

"Coming here is fun because we learn together and help each other."

"I used to struggle with math, but now it feels easier thanks to tuition."

Increased attendance: The teachers and Govt school authorities reported a significant increase in student attendance when compared to before the programme was implemented. The addition of teachers and LSE tutors contributed to a positive shift in the reputation of the schools, which, in turn, led to greater parental involvement and support. An analysis of the attendance records at the tuition centres also highlighted fair attendance, however more measures needed to be put in place as the cultural beliefs of the students came in the way of regular attendance. From the establishment of the CBLCs to the time of the audit, attendance rates consistently increased, reflecting the growing trust and engagement of both students and their families with the programme.

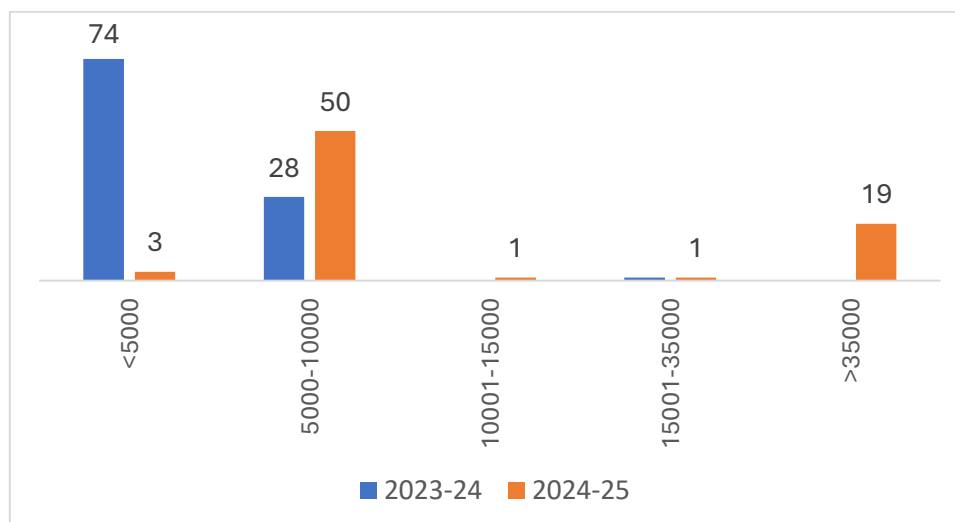
Teachers profess.

As a teacher, I have noticed a significant improvement in my students' approach to learning after the intervention. They are more focused, participate actively in class, and show greater understanding of concepts. The additional support and structured resources have helped them build confidence and improve their overall performance. It's encouraging to see them making steady progress in their studies.

- Ms. Nandini Sharma, Gadarpur GGIC

Creating supportive mechanisms to support long-term outcomes: The scholarships and endowments offered through the programme have been instrumental in supporting 103 girls in year 1 and 74 girls in year 2 after they completed their class 12, helping them pursue higher education and specialized courses. This was especially critical in the programme areas, where financial constraints often hindered access to further education. By alleviating some of these financial burdens, the programme enabled these girls to follow their academic and career aspirations without the added stress of funding challenges. A total of 15,26,250 Rupees was given to the students ranging from Rs 5000- Rs 35,000 depending on the course being pursued.

Figure 17: Scholarships provided for various courses.



The career counselling sessions played a pivotal role in broadening the students' horizons and helping them explore the diverse opportunities available to them. Through personalized guidance, students were made more aware of various career paths beyond the conventional options, empowering them to make informed decisions about their future. This exposure to a wider range of possibilities not only boosted their confidence but also inspired them to pursue fields they may not have previously considered, thus contributing to their long-term personal and professional development.

Team capacity: The LSEs are well-trained to address the specific needs of the girls, while the tutors possess strong subject matter knowledge. The Programme Manager oversees the daily implementation of the project, monitoring attendance, learning progress, and addressing any technical issues. The Senior Programme Manager handles overall monitoring and leadership, ensuring the programme runs smoothly. The Accounts and Admin staff manage programme schedules, audits, and procurement, supported by Office Assistants who handle day-to-day tasks. Together, this team is adequately equipped to meet the programme's needs and ensure its effective execution.

Focus on holistic development of the girl child: Students who attended the CBLCs alongside their regular school sessions were found to display a stronger commitment to their studies, demonstrated greater interest in subject, and exuded higher levels of confidence compared to those who did not participate, as per the teachers. This can be attributed to the combined academic and emotional support provided at the tuition centres. The personalised attention and structured revision sessions offered by the programme enabled students to better engage with their studies and overcome challenges in understanding complex concepts.

Beyond academics, holistic development was a significant outcome of the programme, largely due to the incorporation of life skills training. According to the students, these life skills training equipped them with tools to navigate real-life situations effectively.

About Life-Skills training- Students say

"Life skills training taught me how to stay calm in tough situations and make better decisions."

"Before the life skills classes, I didn't know how to communicate clearly, but now I feel more confident speaking in front of others."

"The life skills sessions helped me manage my time better, which made balancing school and personal life so much easier."

However, cultural factors presented certain challenges, particularly in the realm of health and hygiene. Many students were observed to neglect basic hygiene practices, such as daily bathing or maintaining personal cleanliness. This gap highlights the need for greater emphasis on hygiene education within the life skills training framework. Integrating these lessons into the curriculum could instil better health behaviours among students, contributing to their overall well-being.

Behavioural change among students: Notable behavioural changes among the students as highlighted by the parents and the schoolteachers spoken to included improved discipline, adopting the habit of waking up early, and having a sense of healthy competition among those attending the sessions. These changes led to a noticeable increase in focus and dedication to their studies. The CBLCs played a pivotal role in this transformation. Their supportive approach helped the girls become more composed and confident. Students who were once hesitant to voice their doubts or seek clarification reported feeling more at ease, leading to a more interactive learning experience. This shift not only enhanced their academic performance but also cultivated a positive attitude towards learning and self-improvement.

Increased interest in academics: The programme significantly increased students' interest in academics through a combination of personalized attention, interactive learning, and a supportive environment. By maintaining smaller tutor-to-student ratios, students received individual focus, allowing them to better understand complex topics. This approach, along with reinforcement, made learning more engaging for them.

Parents speak.

"Before tuition, my child lacked focus and discipline. They would spend hours playing or watching TV, and it was a struggle to get them to sit and study."

"We noticed that without proper guidance, our child wasn't taking their studies seriously. They would procrastinate and waste time on distractions instead of doing their homework or preparing for exams."

Students' perspectives

"Before this, I wasted a lot of time playing games and watching TV instead of studying."

"I didn't have a clear plan, so I just passed the time and never focused on my homework."

"I would spend hours with my friends, playing and chatting, but never really took my studies seriously."

"I just kept playing or doing anything that felt fun at the moment, without thinking about school."

"Without tuition, I wasn't motivated, so I would just waste time doing things that didn't help me with my studies."

Efficiency

Satisfaction levels of the beneficiaries: The programme has been widely appreciated by all involved. Students showed great enthusiasm for the tuition sessions and school-based initiatives, reflecting their deep satisfaction with the programme. Parents voiced their gratitude, acknowledging that they would not have been able to afford such educational support for their children on their own. Teachers and headmasters also provided positive feedback, stressing the critical need for such programs, especially in the schools where staffing was a major issue. However, they felt that incorporating a programme on Foundation Literacy and Numeracy was much needed.

About the teachers

"My teacher is really patient; she explains things again and again until I understand completely."

"I like my teacher is always kind and caring, making sure we feel comfortable asking questions."

"Even when I don't get something right, my teacher never gets frustrated. She helps me understand in a way that makes sense."

"The teacher always takes the time to explain things slowly, so we all have a chance to learn properly."

Cost-comparison of services with other service providers: The tuition programme offered through the CBLCs provided significant value at no cost to the beneficiaries. With an average market cost of ₹300 per subject, the total tuition cost for all subjects per student would amount to approximately ₹1,500. For 1,001 students receiving at least nine months of tuition, this would translate to an estimated value of ₹1.35 crores. Additionally, career counselling sessions, typically costing ₹5,000 per one-day workshop for 50 participants, were conducted for 668 children in Class 12. This would amount to an approximate cost of ₹64,000. Both the tuition and career counselling sessions were offered entirely free of charge, making these services accessible to all beneficiaries.

Feedback from participants consistently emphasized the value of these free services, with many acknowledging that cost-free access made the programme highly impactful. The total funding provided to Aasraa Trust for conducting these activities was approximately ₹67.3 lakhs, demonstrating excellent value for money when considering the scope, quality, and impact of the initiative.

Affordability: The tuition programme was provided completely free of charge, ensuring accessibility for all participants. Considering the financial constraints faced by these girls, this support was deeply valued. All beneficiaries (100%) acknowledged that they were able to participate and benefit from the programme entirely because it was offered at no cost to them. 17% of those surveyed indicated that they had moved from private schools. Of this, 37 respondents cited affordability as a major issue. Hence, by providing tuitions at par with private schools for free, the Titan Kanya programme has made quality education affordable for all.

Beneficiary feedback on affordability

"I would not have been able to afford the early morning tuitions on my own, but thanks to this free programme, I can attend the centre and continue learning."

"These free tuitions have given me the opportunity to learn. Without this support, joining the programme would have been impossible for me."

"Being part of this programme at no cost has been an incredible opportunity—I never thought I could access such valuable tuition for free."

Optimal utilization of available resources and manpower: The programme efficiently utilized its resources by deploying 10 Life Skills Educators (LSEs) and 31 tutors across schools and tuition centres. Their roles were optimized to encompass a triple focus: providing services in tuition centres, supporting schools, and engaging with the community. Additionally, they were responsible for liaising with parents during PTMs (Parent-Teacher Meetings). On average, each school was supported by 2 LSEs and 7 tutors, ensuring targeted attention and personalized guidance. In the tuition centre, this strategic allocation allowed each tutor to work closely with an average of

30 students at a time, significantly improving engagement compared to the large classroom sizes of 55-65 students per batch. Aasraa Trust operates on a lean administrative structure otherwise with one office boy, one programme manager, one senior programme manager and one admin manager overseeing other administrative responsibilities.

Table 11: Details of Aasraa Staff

Designation	Total staff
Accountant / Admin - Manager	1
Life Skills Educator/Mentor	10
Office Boy	1
Programme Manager	1
Sr. Programme Manager	1
Tutor	31
Grand Total	45

Timeliness of the project: Teachers, senior school management, and parents from CBLCSs unanimously praised Aasraa for its timely provision of trained and capable staff. This support enabled schools to complete their academic portions on schedule, a significant improvement compared to earlier scenarios where delays were common. By alleviating the pressure on govt teachers and ensuring that classes were taken by Aasraa teachers, Aasra's intervention created a smoother workflow within the school environment.

The CBLC operated on a structured two-hour daily schedule, focusing on targeted learning outcomes. This approach not only reinforced classroom teaching but also optimized students' time outside school hours. Students reported that their time at the centres was productive and purposeful, as the focused sessions allowed them to strengthen weak areas, practice new concepts, and receive individualized attention from the tutors.

Support Govt teachers in completing their job on time: Before Aasra's intervention, understaffing in schools often meant one teacher managing nearly 100 students per period and conducting class for multiple batches, thus leaving little room for clearing doubts etc. The programme plays a pivotal role in supporting government teachers by alleviating their burden and enhancing the overall classroom experience. By deploying school tutors and LSEs, the programme allows government teachers to dedicate more time to lesson planning and administrative responsibilities. The programme also actively contributes to the broader school ecosystem by organizing PTMs, career guidance sessions, and community outreach initiatives. These efforts create a supportive environment that complements the work of the government teachers, creating a pathway for better student outcomes.

Teachers have particularly highlighted the positive impact of tuition centres, noting that students gain a deeper understanding of subject matter, which, in turn, facilitates smoother and more efficient classroom teaching. Aasra's presence has significantly bridged this gap, helping to ensure that portions are completed on time and the quality of education is greatly improved.

Teachers speak.

"Before Aasra's support, managing the classes and high number of students in a single class was overwhelming. We were not able to take leaves as taking one day off meant multiple cancellations. With the addition of extra tutors, we now have the time to focus on lesson planning and engaging students better."

"The tuition centres have been useful. Students come to school better prepared, which has significantly improved their understanding of the lessons. It makes classroom teaching much smoother and more impactful."

Monitoring and evaluation: The programme employs multiple levels of monitoring to ensure efficiency. Weekly visits to the centres are conducted by the programme manager, and communication and planning are facilitated through WhatsApp. Attendance reports are verified monthly. Senior programme staff ensures that at least one visit to each centre is conducted. Additionally, Parent-Teacher Meetings (PTMs) are held (28 meetings conducted), and quarterly reports are prepared and submitted to the THF throughout the year.

Regular meetings are held to review progress and address challenges. Monthly meetings with Life LSEs and tutors are conducted at the project level. Four quarterly meetings are held annually at Aasra's Kashipur project office, bringing together all staff involved in the Titan Kanya+ project, along with senior staff from Aasra's head office in Dehradun. These structured meetings will help maintain alignment, ensure smooth operation, and enhance the programme's impact.

MIS and record-keeping: The programme maintains various records, including attendance registers, lesson plans, and details of school visits, which are all kept in physical registers. While the data is digitized, the MIS needs to be updated regularly, allowing for real-time tracking of the programme's status and ensuring that the data is readily available for analysis and decision-making.

Sustainability

Diversity of funding source: The project is currently primarily supported by a single donor, Titan, along with Hans Foundation. While Aasra has partnerships with a few other donors, these collaborations do not match the scale of support provided by Titan.

Community Ownership and Participation: The programme actively engaged with parents and the community, reaching 3,048 families through targeted visits and

training sessions. These efforts focused on introducing parents to the TITAN KANYA+ Project and emphasizing the importance of education and children's welfare. Parents were encouraged to support increased school attendance and enrolment while also analysing their family backgrounds and economic conditions to address barriers to education. They were motivated to participate regularly in Parent-Teacher Meetings and School Management Committees, including career guidance, life skills training, and educational support. Additionally, parents were updated about the Community Learning Centres. These measures highlight the focus on creating long-term behavioural changes and improving school attendance.

Potential for enhanced scale and impact: Currently, the use of technology to scale and enhance the programme's impact is limited. Investing in resources such as computers, smartboards, and tablets for students could significantly improve learning outcomes, especially through gamified educational tools. At present, the programme heavily relies on teachers, and incorporating more technology could help reduce this dependency while enhancing the overall learning experience.

Capacity of the organization to continue the programme: Aasraa Trust has a strong grassroots presence, with a dedicated workforce and established relationships with NGOs and local leaders. The team is committed. Additionally, Aasraa works closely with parents during Parent-Teacher Meetings to strengthen the partnership between the school and the community. This approach helps fill gaps in the educational system, encouraging active parental involvement and creating a more integrated support system for students both at home and in school.

Collaborations with Government Agencies: Aasraa Trust focuses on complementing the existing educational system rather than providing a parallel tuition structure. By building strong collaborations with government agencies such as the Education Department and local bodies like the BEO and CEO offices, Aasraa ensures that its initiatives align with government priorities, enhancing sustainability and impact.

Capacity building of the team to enhance the services: The team driving the project is composed of highly skilled, motivated, and well-trained individuals, playing a crucial role in its success. Regular training sessions are key to enhancing their skills and keeping them up to date with the latest teaching techniques and community engagement strategies. Feedback from schoolteachers and Headmasters consistently emphasizes the team's dedication and enthusiasm, highlighting their significant contribution to the programme's impact. The team is made up of 45 members, including Life Skills Educators, Mentors, Tutors, Coordinators, Office Assistants, and Managers, each of whom plays a vital role in ensuring the programme runs smoothly and effectively.

Staff members are regularly provided with upskilling opportunities, covering a wide range of topics such as career guidance, library management, subject-specific pedagogical techniques, and soft skills development. These training sessions ensure

that team members are well-prepared to offer comprehensive support to students. Additionally, the staff receives training in areas like sexual harassment prevention (POSH) and specialized skills for tutors, helping to create a positive and productive learning environment. This focus on continuous professional development ensures that the team remains effective and contributes to the long-term success of the programme.

Teacher's feedback

"As a teacher, I have noticed that many of the girls in my class face challenges with their reading and writing skills. Their abilities are generally poor, and they require significant support to improve. However, I've observed that the girls who attend tuition classes are performing noticeably better than those who don't. These additional lessons seem to provide the structure and guidance they need to build their confidence and skills. I strongly believe that the continuation of these classes is essential for their academic growth. Without this extra support, it will be difficult for them to catch up." - Ms Sarita Pal

Social Impact

Improved access to quality education: Through a multi-pronged approach via provision of schoolteachers, daily early morning tuition, life-skills counselling, career guidance, and working with parents and communities, Titan Company has made a fair impact in addressing the gaps in accessing quality- education in the region. These efforts have empowered the girls and equipped them with the support they need to pursue their studies with confidence. As a result, the programme has led to higher retention rates and improved academic performance, positioning these students for continued success in their educational journeys.

Breaking barriers: Mehreen and Surveen's journey to education

Mehreen and Surveen, two close friends from Dineshpur, have a story of hard work and success that has inspired many. They grew up in families where boys' education was given priority, and for girls, education often ended after basic schooling. In their community, these girls were expected to focus on household responsibilities rather than on studies.

Despite these challenges, Mehreen and Surveen were always curious and wanted to learn more. Their opportunity came when they joined the CBLC set up Aasraa trust. At first, their families were unsure. They questioned why it was important to educate girls when traditional beliefs suggested they should focus on other things. However, the tutors at the centre visited the families and explained the long-term

benefits of education, showing how it could help girls contribute to their families and society.

Since the class was free, their parents let them join the centre. It soon became a safe space where they could study without judgment. Other than academics, it helped the girls build confidence, learn life skills. Mehreen and Surveen excelled in their studies, particularly in subjects like mathematics and science, which were usually seen as out of reach for girls in their community.

By the time they reached Class 11, both had become top performers in their school. They balanced their household duties with their studies and became good students. Mehreen dreams of becoming a doctor, and Surveen hopes to be an engineer—goals that once seemed impossible to their families. Their academic success changed how their family's viewed education. Seeing their achievements, their families not only supported their education but also encouraged other girls in the family to follow their dreams.

Changing community behaviours and attitudes to girl education: There have been gradual yet noticeable shifts in the community's attitude towards girls' education, largely due to consistent efforts by the LSE mentors. Their dedicated work has led to subtle changes in the girls, as reflected in the survey results. Teachers have also observed a positive shift in attitudes, which they attribute primarily to the home visits conducted by the programme teams. These visits, combined with the renewed enthusiasm and increased interest from the girls, have played a key role in this change.

Parents speak.

"As a mother, I have seen a big change in my daughter ever since she started attending classes. At first, I wasn't sure how much of a difference it would make, but now I can see that she is more confident and excited about her studies. After the home visits and the support from the mentors, I have started to believe that my daughter deserves the same chances to learn and succeed. I now know that girls should learn. I am proud of her progress, and I feel hopeful for her future." - Nazeema Begum, mother of Nazreen

Adoption of positive learning practices: The programme has played a crucial role in encouraging the adoption of positive learning practices and behaviours among students. By encouraging consistent study routines, discipline, and a focus on

education over other distractions, it has helped students build structured habits. Through regular academic support, the programme has instilled a sense of responsibility in students, encouraging them to prioritize their studies. Moreover, the programme has created an environment where students feel comfortable raising questions, promoting active participation and curiosity.

Promoting inclusivity: The programme promotes inclusivity by providing equal access to educational opportunities for girls from marginalized and poor backgrounds. Through free tuition, career guidance, and life skills training, it helps level the playing field and ensures that all girls, regardless of financial constraints, can pursue education. By exposing girls to a diverse range of career options—such as engineering, teaching, civil services, and medicine—the programme broadens their horizons and challenges traditional gender norms, encouraging them to explore non-traditional fields.

Improved access to women's higher education and professional courses: The scholarship and endowment programme has played a pivotal role in supporting the educational journeys of about 194 girls. 120 were supported in 2023-23 and 74 in 2023-24, enabling most of them to pursue their degrees or diplomas. This financial support has not only helped these girls continue their higher education but has also empowered them to explore further career opportunities, breaking barriers and enhancing their prospects for future success.

Education aspiration increase: The girls, who previously had a strong inclination towards pursuing a BA in Arts, have now been exposed to a wider range of career possibilities. They are considering fields such as engineering, teaching, civil services, and medicine, marking a significant shift in their mindset. This broadening of their horizons represents a major change in their aspirations, as they now see themselves pursuing diverse and ambitious career paths beyond what they had initially envisioned.

Beneficiary Speaks

"This training has opened my eyes to many possibilities. I'm now thinking of starting my own tailoring unit, and I have the confidence to make it happen. I never imagined I could be a business owner."

I want to start my own business and hire people to work for me. I will make a lot of money.

Promoting gender equality: The programme also works towards combating social barriers such as gender inequality by empowering girls with the confidence and tools to challenge traditional norms. Through financial assistance and vocational training, the Titan Kanya programme enables girls to become self-sufficient, promoting long-

term social and economic mobility. This approach not only addresses immediate educational gaps but also creates lasting change by providing girls with the skills and opportunities to thrive, thereby ensuring equal access to resources and opportunities that were previously out of reach.

Improved self-confidence of the beneficiaries: The programme has greatly enhanced the self-confidence of both the students and their families. By providing access to quality teaching, educational materials, and career guidance opportunities, students have gained a clearer understanding of their goals and developed confidence in their abilities. For parents, witnessing their children's academic success and consistent efforts to improve has instilled a deep sense of pride. Seeing their children excel, engage in regular learning, and demonstrate commitment to their education has reinforced their belief in the value of education and its transformative power.



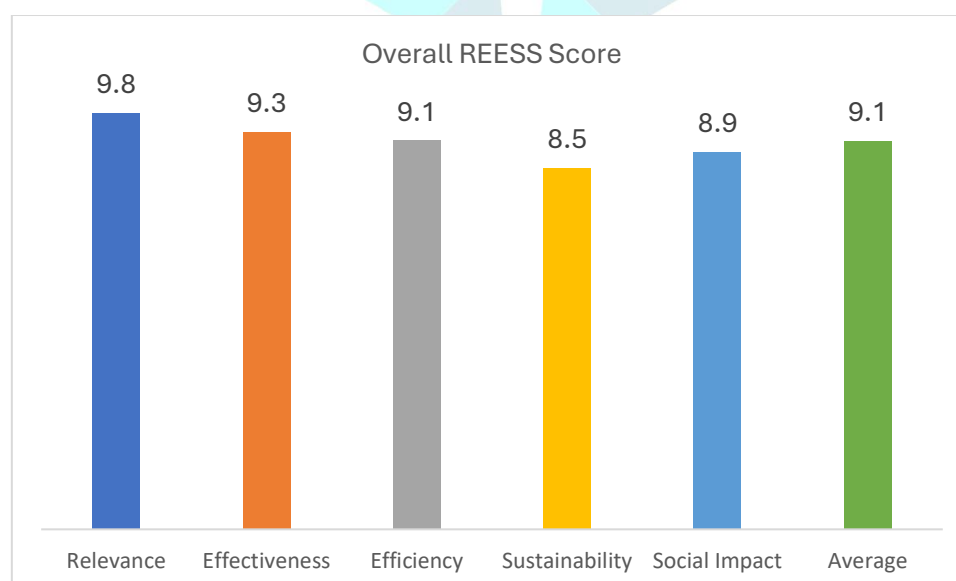
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Table 12: REESS Ratings

REESS INDICATORS		Rating
R E L E V A N C E	Challenges in education landscape within the programme area	10
	Challenges within the schools	10
	Non-availability of other private service providers doing similar work	9
	Demographic profile of the beneficiaries	9
	Alignment with Titan's CSRs objectives	10
	Addressing current barriers to accessibility	10
	Adherence to national frameworks for education	10
	Adherence to international frameworks for education	10
	Lack of interest on behalf of parents to send the girls to schools	10
	Lack of mentors/parents to teach at home/education level of parents	10
AVG RELEVANCE		9.8
E F F E C T I V E N E S S	Overall reach and dropout	10
	Improvement in learning outcomes	9
	Increased attendance	9
	Provision of quality education	10
	Creating supportive mechanisms to support long-term outcomes	9
	Team capacity	9
	Focus on holistic development of the girl child	10
	Behavioural change among students	9
	Increased interest in academics	9
	AVG EFFECTIVENESS	9.3
E F F I C I E N C Y	Satisfaction levels of the beneficiaries	9
	Affordability of services	10
	Cost-comparison of services with other service providers	9
	Optimal utilisation of available resources and manpower	9
	Time taken from identification to provision of Service Delivery	10
	Monitoring of learning outcomes	9
	Maintenance of records/MIS	8
	AVG EFFICIENCY	9.1
S U S T A I N A B	Diversity of funding source	8
	Community ownership and participation	8
	Potential for enhanced scale and impact	8
	Capacity of the organization to continue the programme	8
	Collaborations with Govt agencies	10
	Capacity building of the team to enhance the services	9
AVG SUSTAINABILITY		8.5

REESS INDICATORS		Rating
I L I T Y S O C I A L I M P A C T		
	Improved access to quality education	9
	Changing community behaviours and attitudes to girl education	8
	Adoption of positive learning practices and behaviours	8
	Promoting inclusivity	9
	Improved access to women's higher education and professional courses	9
	Creating aspirations to continue further education	10
	Promoting gender equality:	9
	Improved self-confidence of the beneficiaries	9
	AVG SOCIAL IMPACT	8.9

Figure 18: Overall REESS Score



The programme attained an average REESS rating of 9.1, which is considered excellent, highlighting the positive impact it has had on the young girls.

9. Alignment with UN SDGs

The Titan Kanya+ project in Udham Singh Nagar contributes significantly to achieving several UN SDGs as detailed below.

- **UN SDG 2: Zero Hunger:** The students are provided with bananas and biscuits as a pre-breakfast snack during their tuition sessions at the CBLCs, ensuring essential nutrition.
- **UN SDG 3: Good Health, Well-Being:** The programme incorporates training on health topics under RBSK, including sexual and menstrual health.
- **UN SDG 4: Quality Education:** The project addresses gaps in education due to a shortage of teachers in Government schools. It provides tutoring and academic support through schools and CBLCs, ensuring students receive a comprehensive learning experience.
- **UN SDG 5: Gender Equality:** By mitigating the high dropout rates among girls and enhancing access to education, the programme actively promotes gender equality.
- **UN SDG 8: Decent Work and Economic Growth:** The project creates employment opportunities for local women by hiring mentors for life skills programs, teachers for schools, CBLCs and provides a source of income and contribute to the local economy.
- **UN SDG 10: Reduced Inequalities:** By focusing on marginalized girls, including those from migrant communities and underserved areas like Udham Singh Nagar, the programme ensures equitable access to education, helping to bridge social disparities.
- **UN SDG 17: Partnerships for the Goals:** Through strategic partnerships with organizations such as the Hans Foundation and Aasraa Trust, both of which have strong grassroots networks, the project leverages collaborative efforts to amplify its impact.

This integrated approach not only addresses immediate challenges affecting the girls but also ensures long-term development, and building stronger, more equitable communities.

10. Recommendations

Academic Support

- **Separate tuitions for Classes 6, 7, and 8:** As subjects and their complexity vary, conducting separate tuition classes for each grade within the CBLCs is needed. This will allow teachers to focus on grade-appropriate improvement and better outcomes.
- **Foundational Literacy and Numeracy (FLN):** Feedback from schools indicates a need for foundational literacy and numeracy training for students, especially in classes 6, 7, and 8. This training needs to be provided to ensure students can cope with the subject matter in the higher classes.
- **Online classes for niche subjects:** In areas where qualified teachers for specific subjects are unavailable, online classes can fill the gap within the CBLCs.
- **Identify learning disabilities:** Introduce assessments to identify children with learning disabilities such as Dyslexia, Dyscalculia etc. Early identification will ensure timely intervention for students who may require additional support.
- **Provide targeted remediation:** Develop remediation plans for identified students with the help of trained special educators. These sessions can be conducted online or offline.

Logistics and Safety

- **Transportation:** Many students face challenges in commuting to and from the CBLCs. Arranging pick-up/drop-off services will encourage more students to attend.
- **CCTV installation:** To ensure the safety of children, installing CCTV cameras in CBLCs is recommended. This will reassure parents, increase trust and confidence in the programme.

Skill Development and Additional Training:

- **Data- entry training:** Offering vocational courses like data entry can equip older students with valuable skills that enhance their employability.
- **Menstrual health awareness:** Cultural practices have led to unhygienic habits among girls. Promoting awareness about the need for sanitary napkins, grooming, daily bathing, proper undergarment usage, can reduce absenteeism and improve overall well-being.

Community and Parental Engagement

- **Strengthen community interventions:** In the programme area, religious heads hold significant influence over parents' decisions. Sensitizing them about the importance of education can help them act as advocates, encouraging an increase in enrolment.
- **Parent engagement:** Creating dedicated WhatsApp groups for parents can help share progress updates, and address concerns. This will create a sense of involvement.

Dropout prevention:

- **After-school classes:** In locations where early morning classes are not feasible, offering after-school sessions ensures students can still access the programme.
- **Comprehensive measures:** Addressing dropouts requires a holistic approach, including counselling for students struggling academically or emotionally, awareness campaigns for parents to highlight the long-term benefits of education, and peer mentoring programs to create a supportive learning environment. These measures can help retain students and prevent them from leaving the programme prematurely.

11. Conclusion

The Titan Kanya Programme implemented by Hans Foundation and Aasra Trust is an example of a powerful commitment to empowering underprivileged girls through education and holistic development. By addressing critical challenges such as access to quality pedagogy, learning resources, skill-building opportunities, career guidance, scholarship and mentorship, the programme has made a significant impact on the lives of the young girls in the programme areas that it serves.

Through the programme's multi-pronged approach, Titan Company has helped in creating a supportive ecosystem for learning, that not only improved academic outcomes but also instilled confidence and aspirations in the girls it serves. The emphasis on parental engagement and community involvement is the next step in ensuring the impact extends beyond the classroom and creates a positive ripple effect that paves the way for a brighter future for the young girls it empowers. The impact of the programme reinforces the importance of collaborative efforts between corporations like Titan Company, non-profits, and communities in creating a positive social change.