

An Impact Assessment Report of the Titan Kanya



Implemented by KCMET



Study Conducted by



Social Audit Network
2024 – 2025

Table of Contents

1. Introduction	2
2. Objective & Methodology.....	3
3. Stakeholders Consulted:	3
4. Programme overview.....	5
5. Assessment Findings	8
6. Evaluation of Programme using REESS Framework	17
Relevance	17
Effectiveness.....	19
Efficiency	23
Sustainability	27
Social Impact	29
7. Alignment with UN SDGs	34
8. Recommendations	35
9. Conclusion.....	36
Figure 1 Map of Raichur.....	5
Figure 2 Key activities of the Nanhi Kali project	6
Figure 3 Class-wise breakup of Nanhi Kalis.....	Error! Bookmark not defined.
Figure 4 Educational background of family.....	8
Figure 5 Parental occupation	9
Figure 6 Role of ASC	10
Figure 7 Interest in continuing Tab Tuitions	11
Figure 8 Data on enrolment rates	18
Figure 9 Field-Level Implementation team. Org chart.....	25
Figure 10 Subject-wise monitoring of learning outcomes	27
Figure 12 Overall REESS Ratings.....	33
Table 1 Stakeholders consulted.....	3

Table 2 Overall Reach of the Program.....	6
Table 3 List of items given in the school-supplies kit.....	7
Table 4 Number of Nanhi Kalis who participated in the tournaments	7
Table 5 Ratings given by Secondary School Nanhi Kalis.....	9

1. Introduction

Women across world, particularly in developing nations like India, face numerous challenges in their daily lives. Deep-rooted patriarchy and societal norms often result in an uneven playing field, putting them at a disadvantage from a young age. This disparity begins as early as their school years, where the needs of young boys are often prioritized over those of girls. As a result, many girls face barriers to school enrolment and are more likely to drop out, perpetuating a cycle of illiteracy, poverty, poor health, and diminished well-being.

Education is often seen as the first stepping stone to leading a successful life. It helps one make informed decisions, about themselves and for those around them. Empowering women with education enables them to overcome the aforementioned challenges.

However, this journey must begin right during childhood. When young girls are provided with timely quality education, it paves the way for a future filled with, where they can flourish.

Raichur is a district in Karnataka, India where most of the developmental indices are poor. The district has been identified as a ‘High-Priority’ district like Raichur, Karnataka. Girls here struggle with limited access to quality education, inadequate infrastructure, and socio-cultural barriers that hinder them from completing their studies. Gender biases, early marriages, and poor economic status of the people in the district further exacerbate these issues, creating an ecosystem where many girls are deprived of opportunities for academic growth.

There was, therefore, an urgent need for CSR organizations to work together and provide the resources, infrastructure, and support necessary to overcome these challenges, ensuring that these girls have the means to break the cycle of poverty and build a brighter future for themselves.

In order to work towards this, Titan Company partnered with K.C. Mahindra Education Trust (KCMET) as part of its Titan Kanya initiative to provide educational support and empower girl Girls/Nanhi Kalis in Raichur. The project, named ‘Nanhi Kali’ is jointly managed K.C. Mahindra Education Trust (KCMET) and Naandi Foundation. **In 2023-24**, Titan Company supported the education of 4,379 ‘Nanhi Kalis’ within two blocks of Raichur.

This report, submitted by SAN India outlines the finding of an impact assessment of the Nanhi Kali program supported by Titan Company. It serves as a reflective tool for the organization and offers recommendations for enhancing the impact of the program.

2. Objective & Methodology

Titan Company requested SAN India to conduct a Social Impact Assessment of the 'Nanhi Kali' project, which was implemented with the support of KCMET and Naandi Foundation in Raichur district, Karnataka. The scope of the audit was from April 2023 to March 2024.

The study was conducted by Ms. Neeta N K, Social Auditor of SAN India. Field visits were conducted to six schools within the program sites in Raichur as part of the assessment process. She was ably guided by Ms. Latha Suresh, Director of SAN India. The visits included collecting feedback from stakeholders and beneficiaries through structured consultations. An initial virtual meeting with a representative from KCMET was conducted to finalize the consultation plan and establish timelines.

The study used a combination of quantitative and qualitative methodologies:

Desk Review: A review of documentation provided by Titan's CSR department was conducted. This included progress reports. This review established a baseline understanding of the project's intended objectives and its execution.

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

- In-Depth Interviews: Conducted with parents, school authorities and govt authorities to gain insights into their perceptions of the project.
- Focused Group Discussions (FGD): Held to explore Nanhi Kalis and parents' collective experiences regarding the project.
- Consultations: Engaged with key Govt and school stakeholders to gather feedback on the project's implementation and effectiveness.
- Observation: Monitored project activities and interactions to assess the real-time impact on beneficiaries.

3. Stakeholders Consulted:

Table 1 Stakeholders consulted

Type of Stakeholder	Total Nos Met	Type of Interaction
School Nanhi Kalis- Academic Class	345	One to One
Community Associates	8	One to One
Teachers	24	One to One
Head Masters	3	Telephone
Naandi Foundation Staff	2	Telephone
Parents	11	Telephone
Toofan Games Participants	6	One to One
Community Associates	8	Telephone

KCMET Staff	1	Online
Govt authorities	3	Online Survey
Total	411	

4. Programme overview

Nanhi Kali or ‘little bud’, as the name suggests is a flagship initiative of the KC Mahindra Educational Trust. The overarching aim of this program is to create a world where girls are empowered to overcome societal challenges and become the best versions of themselves. At its core lies the holistic development of each child, nurturing their potential in every way possible. The tagline ‘**Where girls learn they matter**’ is the driving force behind all of Nanhi Kali’s initiatives.

To make inroads into this cause and bring this vision to life, the program reaches out to underprivileged girls in Government schools across India, with the aim of offering them more than just education—it gives **hope and a chance to dream**. The project works on a sponsorship model where individual and corporate donors can support the education of girls.

In 2023-24, Titan and KCMET Naandi Foundation to deliver the Nanhi Kali Program to girl Nanhi Kalis (also referred to as ‘Nanhi Kalis’) in Government schools within two taluks (Manvi and Siriwar) in Raichur. Different courses were offered to Primary School (Class 1-5) and Secondary School (Class 6-10) Nanhi Kalis. To ensure the field-level implementation of the program, KCMET partnered with the Naandi Foundation, an NGO with grassroots level presence in over 438 districts in 21 states of India.

Programme Area

Figure 1 Map of Raichur

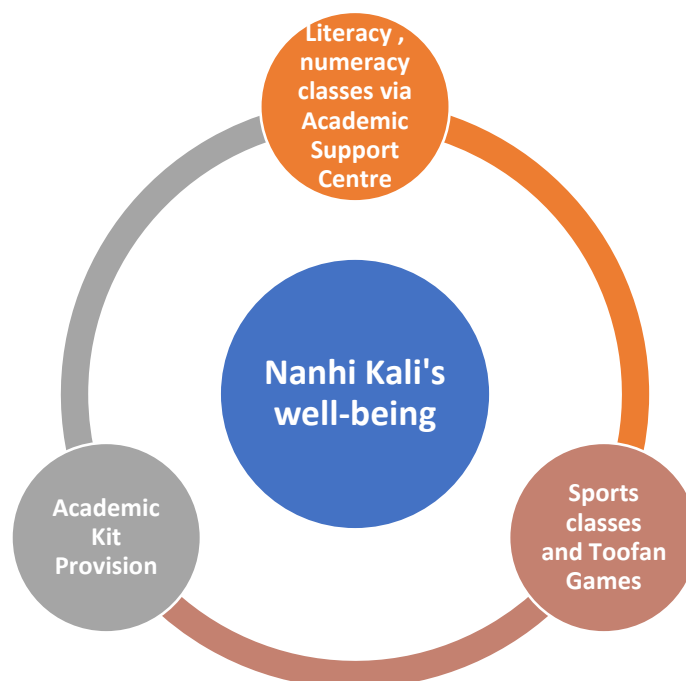


Raichur, one of the most backward districts in Karnataka has been recognised as an aspirational district by the Govt of India. The prevalence of low-literacy rates and school-dropouts among girls is high in the district.

The Nanhi Kali program is needed in Raichur due to the region's educational challenges and socio-economic barriers. Through a multi-pronged approach, the two organizations aim to help mitigate the challenges these young girls face.

Key initiatives of the Titan-KCMET partnerships in Raichur

Figure 2 Key activities of the Nanhi Kali project



The core objective was to provide the 'Nanhi Kalis' with **academic support**. The Nanhi Kalis were taught **Maths, English and Kannada** delivered through **digital tablets** via Mindspark, a learning platform within spaces within called the **Academic Support Centres (ASC)**. These ASCs were set up within Government schools and provide Nanhi Kalis with academic sessions. Conducted in batches, these sessions took place for 2 hours every day from Monday to Friday. The content for these sessions was delivered through Mindspark, a software that is pre-loaded in digital tablets (two Girls/Nanhi Kalis are attached to one tab).

In addition to tuition classes or '**Tab Tuitions**' as the Nanhi Kalis refer to them as, regular assessments were conducted to assess each child's learning curve. The level of content delivered via the AI Powered Mindspark software was accordingly tweaked to suit the child's learning capacity. In all, 4,379 girl Nanhi Kalis during the study period 2023-2024 were reached out to through this project.

Table 2 Overall Reach of the Program

Overall Program Reach	
Schools	57
Districts	1
Districts Manvi and Siriwar	2
Nanhi Kalis	4,379

Of the 4379 Nanhi Kalis who were enrolled as part of the program, 50.7% were primary school Nanhi Kalis while the rest were secondary school Nanhi Kalis.

To ensure that every girl can attend school without the burden of lacking basic school supplies, the project provided each Nanhi Kali with an annual school supplies kit. Each kit contained essential items like books, stationery, a school bag, notebooks, a water bottle, a sweater or raincoat, and sanitary napkins (for secondary Nanhi Kalis).

Table 3 List of items given in the school-supplies kit

Items inside the school kit supplied to Nanhi Kalis	
Item	No. of Items
School Bag	1
Sketch Pens	1 Set
Markers	1 Set
Drawing Sheets	1 Set
Eraser	1
Notebooks	10
Sharpener	1
Ruler	1
Pencils	2 boxes
Geometry Box	1
Feminine Hygiene Kit	15 packets
Sweater	1
Raincoat	1

On Saturdays, **sports classes** like Kabbadi, Kho-Kho, Throw-ball, Volleyball, Yoga, Frisbee etc were offered. In addition, regular matches are conducted at the village level by the CAs'. At this level, Nanhi Kalis who display a flair for, and skills are selected for the district level tournaments in categories like 50 m Run, Standing Long Jump, Shuttle Run and Endurance.

Table 4 Number of Nanhi Kalis who participated in the tournaments

Level	Conducted By	Participants
Village Level	Community Associates	4379
District Level	Nanhi Kali Team	120
National Toofan Games	Nanhi Kali Team	1

In addition to regular sports classes, a national level tournament called the '**Toofan Games**' is conducted by KCMET and Naandi. The tournament encourages participation from Nanhi Kalis from all the states who perform well in the district level tournaments. In 2023-24, one out of the 120 girls who participated in the district level game was selected for participation in the Toofan Games tournament.

The on-field operations are managed by an all-women team called **Community Associates (CA)**. These women are recruited from within villages close to the schools and are trained to become learning facilitators for the Nanhi Kalis. They are in charge of ensuring daily implementation of the program and act as mentors, supporting the girls through their journey. The CAs also act as the main point of contact between the parents and the Naandi project team. All the key areas of engagement like discussing the child's needs, progress, meetings etc are handled by the CA.

5. Assessment Findings

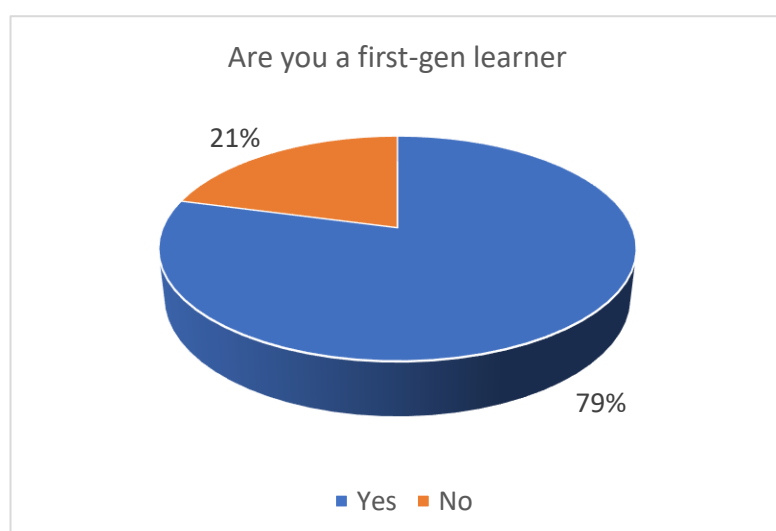
Overview

The Social auditor from SAN visited 6 out of the 57 schools to interact with staff, Nanhi Kalis, community assistants, and parents, with the aim to evaluate the impact and gather detailed feedback on the program.

i. Beneficiary profile

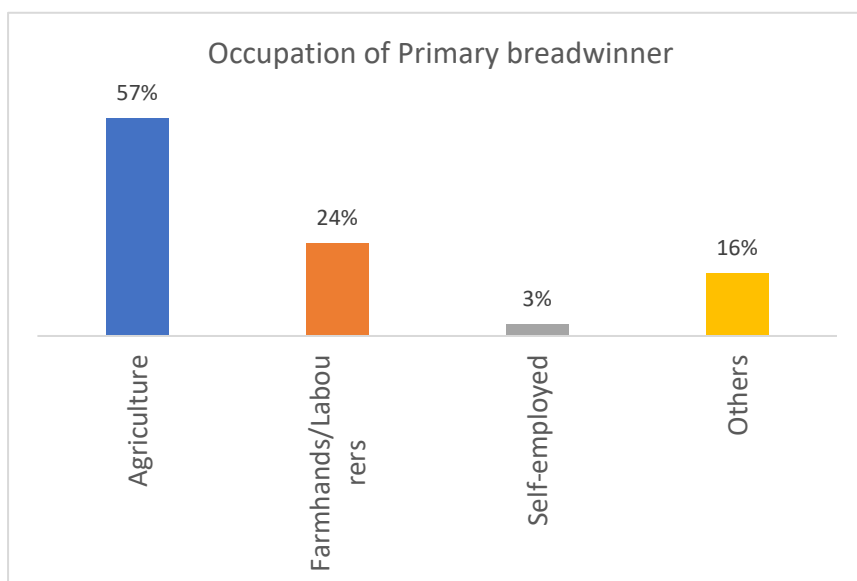
The Nanhi Kalis participating in the program are aged between 1st to 10th standard, with over 90% coming from families below the poverty line (BPL). When asked about their monthly income levels, 90% of the secondary-school Nanhi Kalis revealed that their families earned less than ₹15,000 per month. This indicates that there are real challenges for families to afford quality education, healthcare, and other basic needs.

Figure 3 Educational background of family



Prevalence of First-Generation Learners: A notable 79% of the Nanhi Kalis are first-generation learners, meaning they are the first in their families to attend school. Among the remaining Nanhi Kalis, 11% reported that their parents had completed primary school, while the rest had parents who finished higher schooling.

Figure 4 Parental occupation



Occupation: With regards to their parents' occupation, 57% of the Nanhi Kalis mentioned that farming was their primary source of livelihood. 24% said that their parents are engaged in manual labour or as farmhands. Only 3% run small businesses, while the rest depend on various odd jobs.

ii. Nanhi Kalis feedback

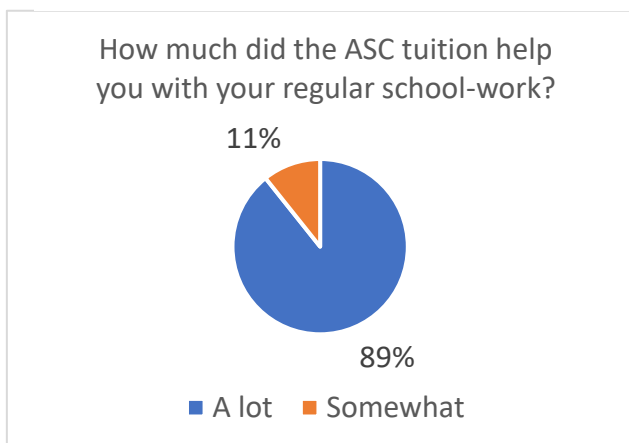
To gain insights into the Nanhi Kalis' perspectives, the audit team sought ratings from the higher-class Nanhi Kalis on several key parameters using a scale of 1 to 5 (5 being highest). The findings are recorded in the table below.

Table 5 Ratings given by Secondary School Nanhi Kalis

Higher- Class	Kurdi	Manvi	Nam-mager	Hoka-rni	Krishna Kallur	Kallur	Avg
Use of technology/tablets (AI powered platform – Mindspark)	5	5	5	5	5	5	5.0
Learning Materials	5	5	5	5	5	5	5.0
Sports and Yoga	5	5	5	5	5	5	5.0
Course Content	5	4	5	5	5	5	4.8
Toofan Games	5	5	5	5	5	5	5.0
Helps in studies	4	4	3	5	4	4	4.0
Average	4.8	4.7	4.7	5.0	4.8	4.8	4.8

The findings reveal a high level of satisfaction, with an average rating of 4.8 across all parameters. The Nanhi Kalis gave full ratings to the quality of the quality of learning materials, use of tablet (tab-tuition), sports indicating that they were well-received. However, the use of the course in helping the Nanhi Kalis in their day-to-day school courses, which received a rating of 4.0, which means that while the course was useful, the modules could be tweaked to support them in their regular schoolwork and exams.

Figure 5 Role of ASC



About the course: The Nanhi Kalis expressed a clear sense of enjoyment with the program. A highlight for the Nanhi Kalis was their Kannada and English lessons, where over 95% of the Nanhi Kalis reported finding these subjects enjoyable. This indicates that these lessons were well-received and effectively captured their interest.

However, most Nanhi Kalis appeared hesitant when asked to speak in English. They seemed to lack confidence, and their shyness was

apparent when attempts were made by the auditor to encourage them to speak in English. When prodded, they did express their intent and desire to speak English fluently. While the general feedback from the Nanhi Kalis was that they enjoyed their lessons or 'tab tuitions', many opined that they found Math concepts harder to grasp compared to other subjects.

Nanhi Kalis Speak

About the classes

Earlier, I would go home and play, and by evening I felt too tired to study, so I would just sleep. But, with the tab tuitions, I could sit down and study for two hours every evening after school. It was really nice and I was able to understand the subject, especially English better. Learning with my friends made it even more fun, every day. I wish the tab tuitions were continued "

About Kannada and English lessons

"I really enjoyed our Kannada and English lessons. The videos and audios made learning fun, and I can understand English better now than before"

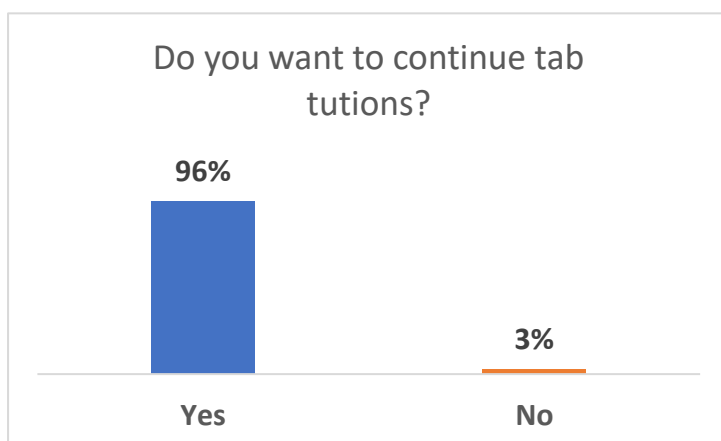
My favourite subject was Kannada. After the tab tuition, I found it easier to spell words. I really enjoyed these classes.

"I want to speak English fluently, but I get nervous when I have to speak. I'm still trying, though!"

Views on Maths lessons

The tab tuitions made the concepts easier to learn in Maths. Maths is my favourite subject. "Math is hard for me. I find it difficult to understand some of the concepts, but I try my best."
"I like learning from the tablets, but Math feels confusing sometimes. I wish I could understand it better."

Figure 6 Interest in continuing Tab Tuitions



About the use of tablets and technology: All the Nanhi Kalis shared that this was their first experience seeing, touching, and using a tablet, not just for studies. Most of them had not even used a smartphone before.

The Nanhi Kalis expressed a strong interest in continuing their **Tab-based tuition**, indicating that they felt happy using technology as part of their learning process. This

enthusiasm suggests that the use of Mindspark has been effective in making the Nanhi Kali's academic journey more joyful and interactive. Finally, when queried whether they required the course to be continued, 96% responded in the affirmative suggesting that the program was very well-received.

Quotes about the tablets

"No, I had never seen or heard of a tablet before this. But now, I can easily navigate all the buttons, open all the materials with ease."

"Tab tuitions are so much fun. I really enjoyed the sounds and audios coming from the tabs."

"We love Tab tuitions. Earlier, we did not know what a tablet was. My parents do not even own a smartphone."

"None of my friends and cousins in other schools have been taught on a tablet. They keep telling me 'I wish I was in your school'"

Experience interacting with the Community Associate: A major factor contributing to the Nanhi Kalis' positive experience with the program was the support they received from the Community Associates (CA). According to feedback, 90% of the Nanhi Kalis shared that the CA guided them through the process of opening the tablet and accessing their courses. They said that they were first intimidated as they had no prior experience with tablets. But the CA's guided them and helped them familiarize themselves with the tabs.

Experience with the tab

"When I first saw the tablet, I was very excited, but I was also scared because I didn't know how to use them. The teachers also warned us to be careful with the devices. But every evening we had tab tuition, and Akka (CA) would help me with opening my lesson. Slowly I got used to using the device and studying on it. It's much more interesting than our books. Now, I can operate the tablet on my own and study easily!" – A Student

About the school kit: Regarding learning supplies, the Nanhi Kalis shared that items like notebooks, pens, and pencils were extremely useful for their schoolwork. An interesting point that emerged was that over 25% of the Nanhi Kalis mentioned they had not previously owned a new school bag. This shows that the Nanhi Kali has helped filled a gap in girl Nanhi Kalis' basic school supplies which, indirectly has helped improve their overall academic experience.

Feedback about the school-kit

"Earlier, I used to borrow pencils and eraser from others, but now I have my own bag and all my stuff. I love my bag—it makes me feel proud and ready to carry it."

"My parents used to buy pencils and stationery for my brother, and I didn't have much for myself. I used to wait until he finished studying before I could start. But now, with my own school kit, I don't have to depend on him anymore. Sometimes, my brother even gets a little jealous!"

Other girls who are not part of tab-tuitions tell us we are very lucky to get the bags and stationery. They also wish to be part of this program".

Future Plans: When asked about their future plans, only two Nanhi Kalis mentioned that they did not wish to work. The rest of the girls spoke with enthusiasm, sharing dreams of becoming doctors, engineers, teachers, police, IAS officers and even a Pilot. Most of them stated that while expected to get married and have families, they would not want to stay at home and do nothing about their careers.

Dreams for tomorrow

"I want to be a teacher because I love helping others learn. I want all the kids in my village to go to school and study like me. Yes, I think I will be a good teacher"

"I want to be a police officer to catch bad people and keep everyone safe. I will make sure my village is peaceful."

"I want to be a doctor because I want to help people who are sick."

I want to become a collector because my father says people will respect me when I become one.

"My cousin and I want to become doctors. Doctors help people when they are unwell"

'I want to become a dancer as dancing makes me happy'

Interestingly, when queried about the courses they would need to pursue to achieve their dream profession, none were able to provide an answer. This suggests that while the inclination and aspiration is there, more support in terms of career guidance would be required to help them take the right steps towards achieving their goals.

Understanding of women's empowerment and value of education: One of the most interesting insights from the assessment came from the secondary class Nanhi Kalis regarding gender equality. When asked 'Whether they believed boys were superior to girls', the unanimous response was a resounding "no." The Nanhi Kalis confidently expressed that the girls are equally smart, intelligent, and capable.

Equally interesting was their thoughts on why women must be educated, many Nanhi Kalis emphasized that education helped women to "stand on their own feet," indicating a belief in self-reliance. Others spoke about financial independence, highlighting the significance of having their own money. Another sentiment expressed by over 10% of the higher-class Nanhi Kalis that education would ensure they "never have to listen to others," symbolizing a desire to break free from societal constraints and live life on their own terms.

Views on women empowerment

"Girls are just as intelligent and capable as boys; there's no difference."

"Education helps us stand on our own feet and make our own decisions."

"If I'm educated, I won't have to depend on anyone for money or support."

"When we study, we don't have to listen to others or follow what they say; we can live life our way."

"I want to take care of my brother and parents when I grow up. Only if I have money will I be able to achieve this. "

About the sports program: The feedback from Girls/Nanhi Kalis regarding the sports classes was extremely positive. The classes were well-received, and the Nanhi Kalis expressed genuine enthusiasm with many stating that they particularly loved playing games like kho-kho, which was noted to be a favourite. The experience was entirely new for some as they never participated in team games before. Discovering sports like frisbee was a unique highlight. They also appreciated the village level games which they felt was a wonderful experience. All the Girls/Nanhi Kalis mentioned enjoying the physical activities and called it fun. They also expressed interest in having sports classes every day.

Sports classes

"The sports classes on Saturdays were the most fun part of my week! I love playing kho-kho and kabbadi."

"Saturday sports classes are so much fun! We get to play different games like kho-kho, frisbee, and other activities. It's a nice break from school, and I really like how we get to play with friends. I wish we could have sports every day!"

iii. Teachers feedback

Teacher's Feedback	Kurdi	Manvi	Nammageragadda	Hokarni	Krishna Kallur	Kallur	Total
Tech-based education (AI powered platform - Mindspark)	4.6	5	4.8	5	5	5	4.9
School kit	4.5	4.6	4.8	5	5	5	4.8
Sports and Yoga	5	4.3	4.4	4.6	4.8	4.5	4.6
Course Curriculum	3.5	4	4.5	5	5	3.5	4.3
Dedication of team	5	5	5	5	5	5	5.0
Average	4.5	4.6	4.7	4.9	5.0	4.6	4.7

Teachers provided generally positive feedback about the Nanhi Kali project, with an overall average rating of 4.7, highlighting the program's effectiveness. The dedication of the field team was much appreciated with all the teachers giving them a perfect score. The usage of tablets and the provision of the school kit were also highly appreciated by teachers. The course curriculum received a slightly lower but still strong rating of 4.3, indicating room for further improvement of the curriculum.

Teachers' thoughts

- *This program has really changed the way our Girls/Nanhi Kalis learn. The tech-based education and learning materials have made a big difference, helping them and enjoy learning.*
- *The dedication of the Naandi team is truly commendable, always there to support us whenever we need. The sports and yoga activities have also been great for the Girls/Nanhi Kalis's overall development. This initiative has had a very positive impact on both our Nanhi Kalis."*
- *The mentoring by the Community Associates is really very good. They handle the Girls/Nanhi Kalis and handle their queries during the two hours with ease. They are very adept at maintaining discipline in the classes also.*
- *The Nanhi Kalis showed a great deal of enthusiasm with the program. They used to wait for the evening tuitions.*
- *There definitely has been a lot of improvements in Girls/Nanhi Kalis, especially in English Language. The program is really very useful.*
- *It's really nice that Project Nanhi Kali have provided the school kits. The Girls/Nanhi Kalis are so proud to show off their bags. Previously, a few Nanhi Kalis lacked enthusiasm for writing, but now that they have their own pencils and notebooks, they are more engaged and take notes much more often than before.*

All the teachers opined that the Nanhi Kalis truly benefitted from the program. They recommended that the program be continued as they found an improvement in academics and a renewed interest in attending school. The teachers also expressed witnessing a growing interest from the parents in their ward's progress.

Feedback on attendance and interest in learning- Words from the HM

"Since the program began, I've noticed an improvement in Nanhi Kalis' attendance. Earlier, many of them would miss school frequently due to a lack of motivation or support at home. But once these classes started, they were excited to come every day, not just for regular classes but also for the afterschool 'Tab Tuitions'."

"Before the program, a few girls to miss school often because they didn't feel interested and because of their family commitment. But after the school sessions, the same Nanhi Kalis seem more interested."

There is a student named Shwetha who was not interested in studies at all. Due to her family background, she often couldn't attend school regularly as she had to take care of her younger sibling. However, after the Community Assistant visited her mother and made more efforts to support her, things started to change. Since the tab tuition program began, Girls has become more active in class and now participates eagerly in her studies. Many other Girls/Nanhi Kalis are also showing a greater interest in their education. However, the program must be continued to see long term changes.

iv. Parents' feedback

11 parents were spoken to during the day of the audit. The parents of the Nanhi Kalis expressed strong satisfaction with the program, opining that it was extremely useful for their Girls/Nanhi Kalis.

Since the program was offered for free, parents expressed their appreciation for the **affordability**, stating that the costs for tuitions outside typically is around ₹300-₹500 per month. While they were not sure about the costs of app-based or online tuition, they believed such options would also be unaffordable. They mentioned that if they had to pay for these services, it would be a significant financial burden for them and they would not be able to afford the same for their Girls/Nanhi Kalis.

The use of **tablets** to study was a revelation to the parents who had never seen one themselves and who believed that it was only via the program that their daughters could have access to what Girls/Nanhi Kalis in 'cities' have.

Views of parents

"We could never dream of affording such a course or technology for our Girls/Nanhi Kalis".
"If we had to pay for tuitions or other services, it would be impossible for us. Even ₹300 a month is too much for us to manage with our limited income. This free program is a blessing for our Girls/Nanhi Kalis."
"Private tuitions were beyond our means, but Naandi has brought this program to our schools. I am very proud about it "

The school kit was also highly appreciated by all the parents interviewed, who were happy to see their Girls/Nanhi Kalis receiving quality educational materials. They mentioned that the provision of books, pencils, and other stationery reduced their financial burden. Many parents shared that, earlier, they struggled to provide these basic supplies, which often led to their Girls/Nanhi Kalis borrowing from their classmates.

Parents Profess

"The stationery and learning materials provided have been a huge relief for us, as buying these for her was difficult with my meagre income."

"Before this, my child often borrowed pencils and notebooks from classmates because we couldn't buy enough. Now, with the school kit, she has everything she needs."

"Educating girls is so important, and this program has given my daughter the opportunity a way to learn better."

"Sports and extracurricular activities were never within our reach, but now my child is participating and becoming more confident."

"Earlier, my child would finish school and just play around or avoid studying, but now, I see her sitting with her books and even teaching her younger siblings. She talks about wanting to do well in her exams, and I've never seen her this excited about school."

The parents also felt that the program has positively motivated their Girls/Nanhi Kalis to spend more time in their studies and develop a **growing interest in studies**. The parents observed a shift in their Girls/Nanhi Kalis's attitude toward education since the program began. Parents have felt that the structured after-school sessions have instilled focus in their Girls/Nanhi Kalis who have developed consistent study habits.

When asked if girl Nanhi Kalis must be allowed to study, all the parents responded in the affirmative, indicating that the program is moving closer to its vision of creating an ecosystem where girls are treated equal and women's education is given priority.

Mother of a Toofan Games Participant

"I was both proud and surprised when my daughter was selected for the Toofan Games. It was a big moment for our family as it was her first flight and the first time a girl in our family travelled so far. While I was concerned about her safety, I knew this was a once-in-a-lifetime opportunity, so I encouraged her. She came back from the games full of excitement, brimming with confidence, and eager to share her experiences. This journey has inspired her to pursue sports with even greater enthusiasm. I'm so proud of her achievements, and I now see her as a role model for other girls in our community. Without Project Nanhi Kali, I don't think my daughter would have had such an incredible opportunity. It's my hope that every girl gets to experience something as impactful as this."

6. Evaluation of Programme using REESS Framework

The impact of the program 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 Nanhi Kali project?
Effectiveness	Are the planned objectives of the Nanhi Kali project being achieved in the program area?
Efficiency	Are the objectives being achieved in a judicious manner (in terms of time, resources, money spent) for the project?
Sustainability	Are the positive effects or impacts sustainable? Are 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 evolved separately for these five parameters for each project. The following 10-point performance rating scale evolved to evaluate the performance of each REESS action indicator.

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

Relevance

- Economically disadvantaged and underprivileged beneficiaries:** According to the 2015 report on Human Development Performance of Gram Panchayats in Karnataka, Raichur is among the most backward districts, with 173-gram panchayats below the state average Human Development Index (HDI). In 2018, the Government of India also designated Raichur as one of the 115 aspirational districts. The district's economy is primarily agricultural, further limiting educational opportunities for underprivileged girls. The Titan-KCMET led Nanhi Kali program provides crucial support for the girls they work with by breaking down the barriers that poverty creates in accessing quality education.

Breaking Barriers

"I come from a very humble background, and without this program, my daughter wouldn't have had the chance to use a tablet for her studies."

"Being from a marginalized community, we face numerous barriers in buying good quality learning materials for my child. The bags given by KCMET and Naandi are really good."

- Poor language and numeracy skills among Nanhi Kalis within the program area:** Baseline assessments conducted by Project Nanhi Kali revealed that Nanhi Kalis scored an average of 2.9 out of 5 across subjects like Maths, English, and Kannada. While Nanhi Kalis scored lower than average in Maths (2.7/5) and English (2.7/5), their scores in Kannada (3.4/5) were marginally better. This result highlights the need for a structured program to strengthen literacy and numeracy, advanced maths, English, and Kannada vernacular skills. Enhancing these skills is crucial as weak foundations in early years hinder academic progression in later stages. The Nanhi Kali program has been focused on working towards this via daily evening classes delivered in the aforementioned subjects.
- High rates of school drop-out among girl Nanhi Kalis:** The overall literacy rate in Raichur district is 59.56%, with male and female literacy rates at 70.47% and 48.73% respectively. While the enrolment rate of girls is higher in elementary classes, the number of girl Nanhi Kalis who drop out in the higher grades is higher, as given in the figure below. This trend points to the need for efforts to encourage continued education among girl Nanhi Kalis. Stakeholder consultations with the Govt authorities and the school management (including teachers) indicated that there has been a gradual shift in the parents' attitudes towards their girls' education in the schools where the Nanhi Kali program is conducted. Incremental changes like increased attendance etc were indicators of a shift in the direction of retention of girl Nanhi Kalis in schools.

Figure 7 Data on enrolment rates

Government Schools– Elementary to Hr. Secondary Grade		Government Schools– Elementary Grade Only	
	685	Number of school having AWC*	668
	1665	Number of school	1506
	255691	Total enrolment (excluding AWC)	219804
Boys enrolment is 1.0 times higher than girls enrolment	128138	Boys enrolment	108566
	127553	Girls enrolment	111238
	8433	Total teachers	6967
	43	Contractual teachers	32
Male teachers are 1.32 times more than female teachers	4805	Male teachers	3882
	3628	Female teachers	3085
	5.06	Average number of teachers per school	4.6
	30	Pupil teacher ratio	32

*Anganwadi Centres

Source: DISE, 2016-17

- Absence of similar private service providers in the program area:** There are no other organizations providing similar support within the program area as Nanhi Kali and KCMET. Feedback from school authorities also highlights this gap, suggesting an unmet need for these services. This absence of similar initiatives creates a unique

opportunity to address educational gaps in the region. Establishing a dedicated support system here would fill a significant void and could serve as a model for other districts facing similar challenges.

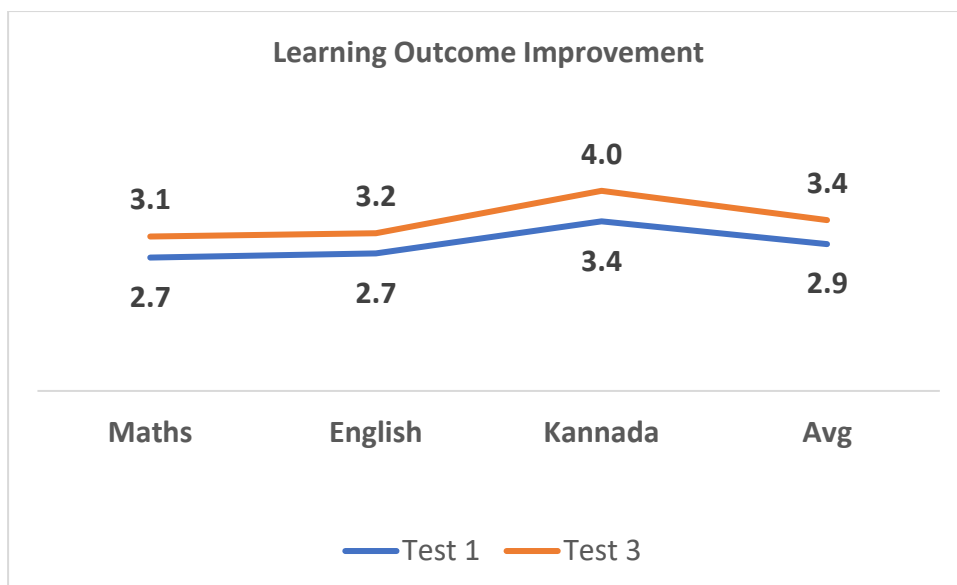
- **Alignment with Titan's CSR objectives:** Titan Kanya is focused on empowering girls through education and academic support. The objectives of the Nanhi Kali program align closely with Titan's CSR mandate, emphasizing the value of education in promoting girl child empowerment. Supporting girls' education via the Nanhi Kali program not only fulfils Titan's CSR mandates but also contributes to the larger goal of gender equality.
- **Alignment with National Frameworks:** The NEP 2020 by the Govt of India emphasizes the need for foundational literacy and numeracy in early schooling. The Nanhi Kali program, with its structured support in language, numeracy, and vernacular skills, directly addresses this goal, baseline assessments revealed significant skill gaps in subjects like English, Math, and Kannada. By providing regular sessions in these core subject areas, Nanhi Kali is working to meet the NEP's goal of ensuring quality foundational education for every child.
- **Alignment with International frameworks:** In Raichur, the dropout rate among girls increases in higher grades, a trend that Nanhi Kali is actively countering by creating a supportive environment that encourages continued education. This commitment aligns with the United Nations Sustainable Development Goal (SDG) 4, which calls for inclusive and equitable quality education for all, and SDG 5, which emphasizes gender equality and empowerment for girls and women.

BEO , Govt of Karnataka

" Many girls in this area had been dropping out of schools due to a lack of academic support and encouragement. This program has been a game-changer for those at risk of leaving school. It has not only provided educational support but also created an environment where girls feel empowered to continue their studies."

Effectiveness

- **Improvement in literacy, numeracy skills:** The stakeholder consultations and the findings from the baseline assessment revealed that there was a marginal improvement in the Nanhi Kalis' English/Kannada literacy and Numeracy skills, which is detailed in the graph below. There was an average increase in the marks obtained by the Nanhi Kalis from Baseline Assessment 1 to Baseline Assessment Three. The incremental progress indicates that the program has a positive influence on the learning journey of the girl child, though ongoing support may be required to maintain and increase this upward trend. These findings were validated by the feedback from the teachers who also noticed an improvement in the Kannada skills of the Nanhi Kalis when compared with Maths and English where there was a slight improvement.



From Teachers:

- "We've seen clear improvement in the Girls/Nanhi Kalis's Kannada skills, but there is a need to focus more on Maths and English."
- We are able to see definite improvements in the Nanhi Kalis' learning. While not all of them may have benefitted (there are some slow learners), a vast majority have shown progress since the program started".

- **Overall reach of the program:** The program has been successful in reaching 4,379 Nanhi Kalis and has achieved the project proposal's target across 57 schools, covering various blocks in Manvi and Sirwar. A key finding from the audit was that not all the Nanhi Kalis in the schools were reached out to and part of the Nanhi Kali program. This led to a debate amongst parents about why some of the Nanhi Kalis were not provided the study kits and given evening classes or sports sessions. Discussions with the implanting partner team revealed that while the program had initially faced some challenges in gaining full enrolment due to concerns about safety (as classes were conducted in the evening), once parents and Nanhi Kalis understood the benefits (from feedback from other parents and feedback from their own Girls/Nanhi Kalis who compared with their peers), the overall enthusiasm for the program grew.
- **Provision of quality education:** The content and curriculum are delivered via MindSpark which works by engaging Nanhi Kalis through gamified learning and interactive sessions. These elements have been found to make the learning enjoyable as per the Nanhi Kalis. They also claim that they are able to retain information more effectively. Since Mindspark adapts to each student's unique learning pace, the child can progress at a speed that suits their individual needs. It aligns its curriculum with systems including CBSE, ICSE, IGCSE, Common Core State Standards (U.S. curriculum). This has helped the Nanhi Kalis from the rural centres as it gives them exposure to other curricula, thereby providing high-quality education.

- **Improved use of digital resources:** The introduction of technology to girls, who had never before accessed digital resources or tablets was one of the key USPs of the program. The use of the Mindspark platform via the tablets which was responsible for providing both the content and the technical support for maintaining the tablets has had a significant impact on student learning, helped to bridge the digital divide and increase digital literacy to a small extent. Stakeholder consultations and feedback from the teachers and Nanhi Kalis as stated above also validated the impact of the tab-based learning in the Nanhi Kalis. The Nanhi Kali program has therefore been able to deliver quality teaching by integrating technology using the tablets and has also ensured that the girls gain skills that only private schools offer.

From Nanhi Kalis:

"I really enjoy learning through the tablet-based tuition. It's easy to follow and helps me learn better. I want to continue using it for my studies!"

"The tablet lessons are fun, and I feel like I can learn at my own pace. I would love to keep using the tablets for all my subjects."

- **Provision of adequate infrastructure and resources to support child's learning:** The Nanhi Kali classes were conducted in a separate room which was child-friendly (with posters) etc and warm mats where the Girls/Nanhi Kalis could be seated. The stakeholders also revealed that all the essential supplies, including books, stationery, bags, raincoats, sweaters, water bottles, and menstrual napkins were provided to Nanhi Kalis. This initiative is particularly important as most of the Nanhi Kalis hail from BPL families and cannot afford them. By providing a safe ambience and the school kits, the Nanhi Kali program in Raichur has been able to ensure that each girl child can focus on learning without the barrier of lacking fundamental items.
- **Provision of opportunities for sports:** The program made significant efforts to promote extracurricular and sports activities. Through organized sports events, girl Nanhi Kalis gained valuable experiences outside the classroom, contributing to a well-rounded education. Further, their gameplay and interest in physical activities had improved. A comprehensive focus on holistic development, including sports, yoga, and academics, was one of the objectives of the program. By providing yoga and sports sessions and the opportunity to participate in sports tournaments at the district and national stage,

Teachers feedback

"The sports activities have boosted the Nanhi Kalis' confidence and teamwork skills remarkably. While we see the girls benefiting, the boys also deserve the same level of support." GPHS Kallur

"Sports have brought a positive change in the classroom, helping Nanhi Kalis focus better and engage more actively. PHS Krishna Kallur

Feedback on sports classes

Yoga Class: "I like yoga because it makes me feel nice. My teacher shows us how to do poses, and I feel so happy when I can do them. It helps me feel peaceful, and sometimes, I even sit quietly like a little tree!"

Kabaddi Class: "Kabaddi is so much fun! I run really fast and try to tag my friends, and sometimes they tag me back! I want to play every day!"

Sports classes: "The sports classes are the best! I played games and saw my friends try really hard. We didn't win every time, but we had fun. I felt happy!"

Sports events: "Toofan games are very exciting! We jump, run, and do all sorts of fun stuff. I feel like I'm flying around like a superhero. I like the games because we it's fun to play with my friends!" We did not win medals but we will next time

Sports Classes: "Sports class is awesome! We play all kinds of games, like running races and kho kho. I love learning new games and getting better at them. My teacher says I'm getting faster!"

- **Team capacity to deliver the program:** The staff workers are well trained and adequately prepared to meet the needs of the girls in the schools. They have understood the nuances of operating the tablet, selecting the levels of each child and also doing the documentation. They also interact closely with the parents on various issues regarding the Nanhi Kalis. Since they are from the local communities and educated when compared to the others in the community, the parents also see them as a voice of reason and value their opinions. This suggests that they are quite capable of implementing the program in the field.
- **Increased interest in academics:** The introduction of technology, via tablet-based learning, has captured the Nanhi Kalis' attention and increased their **involvement** in their academics. The use of digital tools like the Mindspark platform has made learning more enjoyable and accessible as per observations from the field. The school headmasters revealed that this has led to improved attendance and greater enthusiasm in learning.

From Parents:

"We are extremely satisfied with the program and want to see it continue for our Girls/Nanhi Kalis as they move into higher grades. The course materials are of good quality, and it has made a real difference in our daughters' learning".

"My daughter has shown tremendous interest in attending school since joining the program".

- **Behavioural change among school Nanhi Kalis:** With the introduction of the evening classes and tab lessons under the monitoring of community assistants, Nanhi Kalis have become more disciplined and focused in their studies. Their confidence has

grown, especially in subjects they once found challenging, such as English and Mathematics. The peer learning model has been found to help in making the Nanhi Kalis more supportive and respectful towards one another.

- **Program Completion:** An analysis of the MIS data provided by the team revealed that of the 4,379 Nanhi Kalis who participated, 310 Nanhi Kalis did not complete the program, reflecting a 7% dropout rate from the program. Upon being asked the reason, the Naandi team said that one of the key reasons was that a majority shifted to private schools as they felt that the education was better there. A few others also migrated to other states as they hailed from a family of migrant workers. This was cross verified with the school authorities who acknowledged that a greater number of parents were opting for private school education for their Girls/Nanhi Kalis.

Efficiency

- **Satisfaction levels of the beneficiaries:** More than 96 % of Nanhi Kalis indicated the need for continuing tablet-based tuition, showing a clear enthusiasm for this mode of learning. The Nanhi Kalis' positive feedback about the tabs point to them becoming more familiar with technology. It was observed that the novelty of holding and interacting with a tablet left a lasting impression on the Nanhi Kalis. Only a very few of them had seen such devices on TV or heard about them, so having the opportunity to learn through technology was beyond their expectations and felt incredibly empowering. This marks a significant milestone for the program, which has successfully brought technology directly to each child's doorstep.

Parents Profess

"As a parent, I am more than satisfied with the program. The support it provides, both for my daughter's academics and via sports, has made a huge difference in our child's learning. In fact, when I initially moved my child from Private to Govt school, I was worried about the quality of the coaching. However, the evening classes have been really helpful. Also, the books and bags provided are excellent and my daughter is really proud to flaunt them in front of her friends from other school. As someone who is part of the parent teacher committee, I interact a lot with other parents who also feel the same way. It is our collective wish that this program is continued. In fact, not just girls, all Girls/Nanhi Kalis must have access to this program."

All the parents surveyed expressed a high level of satisfaction achieving a commendable 4.7 rating (out of 5), with the program. Affordability, quality of education, and the use of technology all received perfect scores of 5. Every parent also approved of the program and expressed a desire for it to continue into higher grades. Also, all the parents highlighted the excellent quality of the course materials that were provided to the Girls/Nanhi Kalis.

The teachers also shared positive feedback about many aspects of the program, giving it an overall rating of 4.7. They were particularly impressed with the dedication of the team, the use of technology in teaching, and the quality of the learning materials, all of which they felt greatly supported the Girls/Nanhi Kalis's education. Teachers also noted significant improvements in the Girls/Nanhi Kalis's Kannada skills but highlighted the need for more focus on Maths and English. This feedback was further supported by the results from both the baseline and endline assessments.

Parents Feedback

"We see a real difference in our daughter's confidence and learning. We would not have been able to provide this kind of support on our own."

"This program gives our daughter opportunities that are hard to find here, in rural areas."

"We truly appreciate this program. It's much needed, and we're grateful for the resources and support it offers to Girls/Nanhi Kalis who otherwise have limited options."

Yes, of course, " I hope more Girls/Nanhi Kalis, particularly girls, can benefit from it."

Nanhi Kalis Feedback

"I love attending the tab tuitions! It makes learning so much more interesting, and I can understand things better."

"The tablet lessons are so much fun and different from regular classes. I feel like I learn faster and can-do things on my own. It would be great if we could keep using them for all our subjects!"

"Using the tablet to study has made learning so much easier for me. It's not boring like the usual way, and I can go back and review things whenever I need to. My brother who is older than me is envious that we have Tab tuitions"

- **Cost-comparison of services with other service providers:** At an average of ₹2000 per student (less than ₹150 per month), the initiative was more affordable compared to other coaching classes, which can cost ₹300-500 per month without offering similar technology or tablet-based learning. In cities, the cost of a similar program would be approximately Rs 1500-2000 a month. This competitive pricing highlights the value of Titan Company's investments for the Nanhi Kali program in terms of both cost and quality.

Affordability of services: The program was provided at no cost to the Nanhi Kalis, a critical factor given that many parents work in agriculture or manual labour. This relief allowed families who could not otherwise afford similar educational services to access high-quality support for their Girls/Nanhi Kalis. This was substantiated during the feedback sessions with the parents where all of them unanimously agreed that they would not have been able to afford a similar program for their child if this was a paid program.

Voice of Gratitude

"I work in the fields, and there's no way I could afford extra tuition for my child. This program is free. I can see the difference it's making for my child, and I'm so thankful for this opportunity."

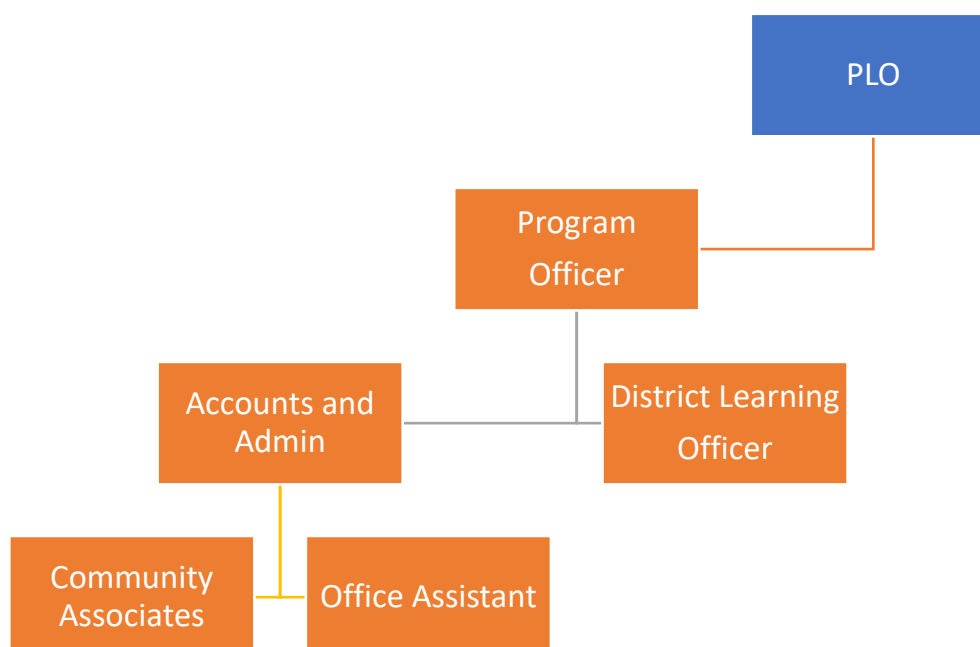
"As someone who does manual labour, money is always tight, and paying for private tutoring is just not possible. This program has been a real support for my child".

The lessons are helping them a lot, and I can't express how grateful I am that it's available at no cost."

"I don't earn enough, but this program has been a blessing. From tuition to study materials to sports, the team has been very helpful in helping our daughters get opportunities available to city kids"

- Optimal utilization of available resources and manpower:** The Naandi team runs on a lean structure with very few staff. The team has effectively utilized its resources by assigning one community assistant to a school. The ratio of Nanhi Kalis handled by one CA was 1:40. The community assistant would oversee the sessions and sharing tablets between pairs of Nanhi Kalis. Each tab was assigned to a group that includes a mix of high-performing, average, and below-average Nanhi Kalis in every class. This approach ensures efficient use of the resource and encourages peer learning. This approach also maximized the use of the CA's time, allowing each child to alternate between digital and paper-based activities within a two-hour period, ensuring balanced learning time.

Figure 8 Field-Level Implementation team. Org chart



The District Learning **Officers** (DLOs) oversee daily attendance, tablet usage, learning levels, and technical issues, while Program Officers (POs) handle overall monitoring and leadership.

Accounts and Admin staff manage program schedules, audits, and procurement, supported by Office Assistants for day-to-day tasks. This ensures seamless implementation, with each staff playing varied roles.

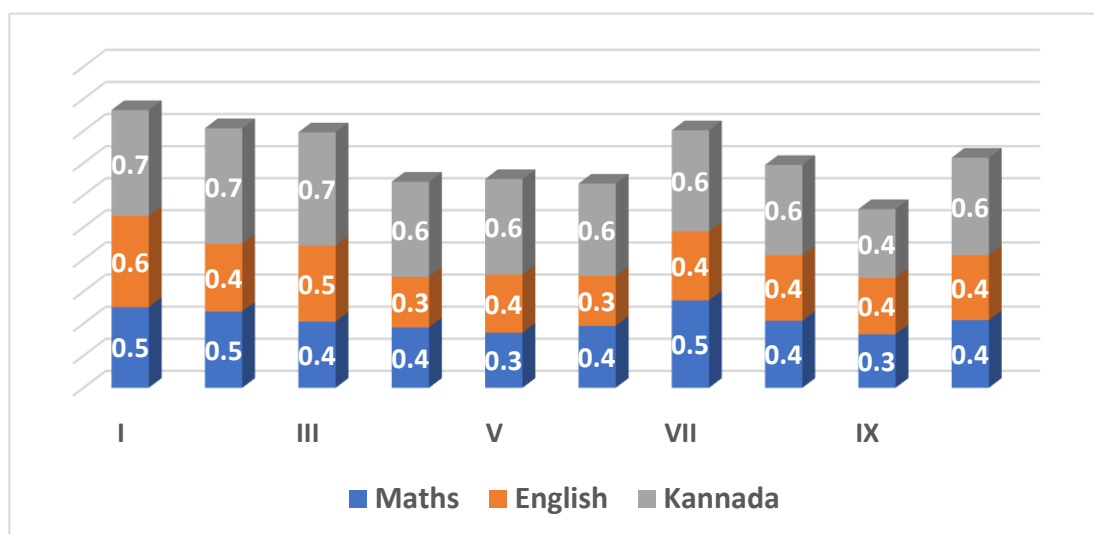
- **Time taken from identification to service delivery:** Feedback from teachers and Govt school authorities indicated that the program was quick in providing academic classes to identify Nanhi Kalis, thereby cutting down on any waiting period. Hence, the girls started benefiting from the services in a timely manner. The program also followed a clear schedule, with the curriculum completed on time as planned.

BEO , Govt of Karnataka

"The Naandi Foundation team, led by Praveen, was incredibly proactive in setting up the program in Manvi block. They managed to roll it out quickly, ensuring that the identified Nanhi Kalis received the program support without any delays. What impressed us the most was their ability to follow a clear schedule and complete the curriculum on time, as planned. Praveen and the team were always proactive, responsive, and committed to making sure everything ran smoothly. Their dedication to ensuring that the girls got timely help made a significant difference in the program's success. We would like to extend this program to other schools in Raichur as well.

- **Monitoring and feedback system:** A monitoring system is set in place for both academic and program related tasks. The team consistently tracked the learning outcomes through baseline and endline assessments, ensuring progress monitoring. The table below, for instance, represents the subject-wise and class-wise improvement noted in the Nanhi Kalis before and after the intervention. On average, there was 0.4-point increase (on a scale of 1 to 5) in learning levels of Maths and English while a 0.6-point increase (on a scale of 1-5) was noted in Kannada skills. However, these results were not regularly shared with schoolteachers or administrators, suggesting an opportunity to enhance communication and better integrate Nanhi Kalis' progress into their regular school activities.

Figure 9 Subject-wise monitoring of learning outcomes



- Maintenance of records/MIS:** The program utilizes technology-based documentation via the Mindspark and has adequate record-keeping systems, ensuring that student records, progress reports, and curriculum milestones are accurately tracked. This approach reduces manual errors and saves time, making the process efficient. The program team also maintained comprehensive records and an MIS for documentation and tracking purposes. All these are documented. However, the data was not analysed and were not immediately shared to the audit team, indicating a need to improve the system's accessibility for better and transparency.

Sustainability

- Diversity of funding sources:** The success and sustainability of the Nanhi Kali program owe much to the generous contributions of key donors like Titan, SAP, and Credit Saison, as well as support from 284 individual donors. Together, these donors enable the program to reach over 10,000 Nanhi Kalis, providing resources that ensure the Nanhi Kalis have access to quality education, academic support, and personal development opportunities.

Team KCMET – Feedback

"Working on the Nanhi Kali program has been incredibly rewarding. Seeing how technology and an international syllabus have opened up new learning opportunities for these girls has been truly inspiring. The impact of this program goes beyond education; it's empowering the next generation of women to dream big and achieve their goals. Being a part of this team is something I'm proud of every day."

- Community ownership and participation:** At present, limited emphasis is given to promoting community ownership of girls' education. Although occasional visits are conducted, there is a need to strengthen efforts in raising awareness about the importance of keeping girls in school. Building community understanding of both the positive impacts of education—such as future income, independence, and self-

reliance—and the negative consequences of school dropout, including early marriage and lifelong economic dependency, is essential. There is a lacuna with regards to this.

Potential for enhanced scale and impact: KCMET utilizes the Mindspark platform to deliver interactive content, reducing the dependency on teachers. As a one-time investment, this approach minimizes operational expenses associated with salaries, allowing funds to be directed toward expanding the program’s reach. By integrating technology in this way, the Nanhi Kali achieves both scale and impact, ensuring that a larger number of Nanhi Kalis can potentially benefit from quality content without significant costs.

Ability to scale -

“One of the key programs we are particularly proud of is the Nanhi Kali program, which is designed to empower girls by providing them with the opportunity to access quality education and resources. In all our meetings, we proudly highlight that our Nanhi Kalis are benefiting from an international syllabus, enhanced by the use of tablets and technology. This program has gained significant attention among our seniors also, with numerous HMS for other schools reaching out to us to continue the program. We are thrilled to accommodate this request, even during class hours, to ensure that the Nanhi Kalis can take full advantage of this enriching educational experience. We are committed to support Titan and KCMET and Naandi in expanding the Nanhi Kali program, which has already shown great promise in helping many girls.” **BEO (Education Coordinator), Govt of Karnataka**

- **Capacity of the organization to sustain the program:** KCMET is well-positioned to sustain and expand the program, backed by robust financial support of Mahindra, a well-regarded name in philanthropy. Additionally, the vast network of Naandi Foundation strengthens the program’s sustainability. The team consists of qualified professionals, and the organization also taps into local talent via community assistants who can be trained to create community connections and consider the girl child’s needs.
- **Collaboration with Govt:** The Naandi team maintains an active collaboration with Government agencies like the Department of Education and the office of the Chief Education Officer. Regular meetings and updates are given to ensure alignment and transparency. Monthly meetings are held with school headmasters, encouraging strong collaboration and buy-in from school leadership. These touchpoints help align the program's goals with the Nanhi Kali’s needs, encouraging active support from the HMs, thereby ensuring smooth program implementation at the school level. However, challenges remain as the curriculum does not yet fully align with the state syllabus framework, leaving some gaps. Addressing these discrepancies will be crucial for seamless integration within Government schools.

BEO (Education Coordinator), Govt of Karnataka

I firmly believe that replicating this program in other districts could bridge significant gaps, offering more girls the chance to access quality education. The program has the potential to serve as a model for other areas, creating a lasting impact not only on the Nanhi Kalis but on the wider community as well, by empowering girls to break barriers and build brighter futures. "-

- **Capacity building and motivation of the team to deliver services:** The Naandi team was observed to be skilled and motivated. Frequent training sessions enhance the team's capabilities, and feedback from government authorities consistently highlights their dedication and enthusiasm. This motivated and well-trained team forms the backbone of the program's success. Community Assistants, with a minimum qualification of 12th grade, undergo a three-day training program covering testing, reading, writing, and technical skills.

Social Impact

- **Improved access to quality education:** Through the Nanhi Kali initiative, Titan Company has ensured that rural girl Nanhi Kalis have access to the same quality of education that Girls/Nanhi Kalis in urban areas enjoy. The provision of quality learning materials, online platform, and other support like mentoring has made a significant difference in filling the gap in the program area. As a result, the Nanhi Kalis are increasingly able to continue their studies, leading to higher retention rates and an incremental academic achievement.
- **Improved health outcomes:** Sports play a vital role in improving the overall health and well-being of Nanhi Kalis. By organizing weekly sports activities like kho-kho, kabaddi, yoga, and athletics, Project Nanhi Kali promotes physical fitness and mental focus among the Nanhi Kalis. Discussions with the Nanhi Kalis and teachers revealed that these activities provide an outlet for stress relief, improved concentration, and enhanced teamwork, all of which contribute to better health outcomes for the Nanhi Kalis. Regular sports tournaments conducted via "Toofan Games" events further encourage gameplay and a sense of healthy competition, making a positive impact on both their health and overall development.
- **Narrowing digital literacy divide:** The program has introduced technology to the Nanhi Kalis who had never interacted with digital devices before. The use of Mindspark tablets in the classroom has not only helped improve their digital literacy but has also enhanced their understanding of technology. All the girls interacted with claimed that this is their first exposure to technology. This improved access to technology has built in a sense of curiosity, encouraging these girls to explore more in the digital world.
- **Changing community behaviours and attitudes to girl education:** As per the Govt school authorities, there has been a subtle shift in parents' attitudes towards girls' education, with a growing recognition of its importance. While change has been incremental, the Nanhi Kali program has contributed to this shift by providing educational materials, menstrual hygiene support, and addressing other barriers that previously hindered girls'

school attendance. As retention rates rise and parents witness the benefits of girls continuing their education.

Feedback from community associate

- *"As a community associate, I have the privilege of working closely with the girls and supporting their learning. The access to tablets and a modern syllabus has really opened up new opportunities for them. It's amazing to watch them grasp new concepts with such enthusiasm. "*
- *"The Nanhi Kali program is changing the way girls in our community learn. I see them using technology with confidence and actively participating in lessons.*
- *It's incredible to watch their progress and know that we're helping to shape a generation of strong, capable girls who will go on to do great things. It's truly a fulfilling experience to be a part of this program."*

- **Promoting inclusivity and mainstreaming:** One of the core achievements of this program is its success in promoting inclusivity by preventing school dropouts and providing equal opportunities for rural girls. Through the program, these girls gain access to the same educational resources and extracurricular activities that their urban peers enjoy. This inclusion helps to ensure that rural girl Girls/Nanhi Kalis are not left behind and are able to pursue their education on a level playing field.
- **Provision of local livelihood opportunities for women:** Titan Company has also created livelihood opportunities for women in the community. Local girls, trained as "Community Assistants", play an integral role in running the schools and ensuring that the program continues smoothly. These community assistants are paid stipends and are responsible for managing school activities, which not only provides them with valuable work experience but also empowers them economically. Each woman gets a stipend of Rs 2500 per month for the two hours that she works. Some of these women have even gone on to complete their master's degrees with one even pursuing her PhD, showcasing the program's long-term impact on their personal and professional growth.
- **Improved self-confidence:** The program has significantly boosted the self-confidence of both the Nanhi Kalis and their families. Through access to technology, sports, educational materials, and opportunities to travel for sports events, such as the Toofan games, Nanhi Kalis have gained a sense of accomplishment and confidence in their abilities. For parents, seeing their Girls/Nanhi Kalis succeed academically and participate in extracurricular activities instills pride and a sense of empowerment.
- **Creating aspirations to continue further education:** The program has had a positive impact on Nanhi Kalis' aspirations to pursue further education. By providing access to quality learning materials and encouraging a more interactive and dynamic way of studying, the program has ignited a desire for continued learning beyond the current

grade level. The Nanhi Kalis have started to see the value in their education and are motivated to complete their schooling and aim for higher studies.

- **Improved career outcomes and earning opportunities for women in future:** By providing a strong literacy and numeracy foundation to Nanhi Kalis and work experience for community assistants, the program has paved the way for improved career outcomes. Nanhi Kalis who receive a high-quality education are better prepared for future employment opportunities, leading to greater earning potential. For community assistants, the stipend they receive, along with the skills they acquire, can help them build successful careers. This creates a cycle of empowerment where both education and livelihood opportunities contribute to a brighter future for these women and their families.

Feedback from Community Assistants

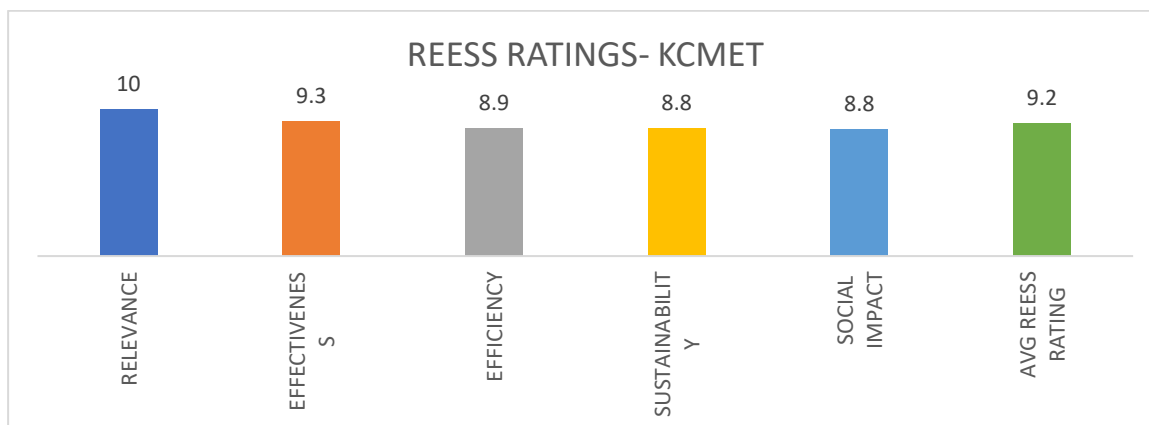
- *Working here has had a huge impact on my life, both personally and professionally. The income I've earned from this role has significantly enhanced my financial independence, allowing me to manage my own expenses and gain a level of confidence I never thought possible.*
- *It has given me the opportunity to support my family by contributing to essential home improvements, which has been deeply rewarding.*
- *The knowledge I gain through my master's program which I am able to pursue while working for Nanhi Kali program will further equip me to serve the community and the girls in the empowerment programs.*
- *I am committed to using this knowledge of using technology to better support and guide others, and I aspire to continue working with organizations like the Nandhi Foundation, where I see myself making a significant impact.*
- *Through my work here, I have developed key skills, including improved technical knowledge and enhanced boldness, which will undoubtedly help in my future career.*

REESS Ratings

Category	Indicators	Ratings
RELEVANCE	Poor language and numeracy skills among Nanhi Kalis within the program area	10
	High rates of school drop-out among girl Nanhi Kalis	10
	Absence of similar private service providers in the program area	10
	Alignment with Titan's CSR objectives	10
	Economically disadvantaged and underprivileged beneficiaries	10
	Does program address current barriers to accessibility	10
	Adherence to national frameworks for education	10
	Adherence to international frameworks for education	10
	AVG RELEVANCE	10
	Improvement in literacy and numeracy skills	9
EFFECTIVENESS	Overall Reach and drop-out	9
	Program continuation and completion	8
	Provision of quality education	9
	Use of digital resources and technology	10
	Provision of adequate infrastructure and resources to support child's learning	10
	Providing rural girls with opportunities in sports	10
	Team capacity	10
	Behavioural change among Nanhi Kalis	9
	Increased interest in academics	9
	AVG EFFECTIVENESS	9.3
EFFICIENCY	Satisfaction levels of the beneficiaries	9
	Affordability of services	9
	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	9
	Monitoring of learning outcomes	9
	Maintenance of records/MIS	8
	AVG EFFICIENCY	8.9
SUSTAINABILITY	Diversity of funding source	9
	Community ownership and participation	9
	Potential for enhanced scale and impact	8
	Capacity of the organization to continue the program	10
	Collaborations with Govt agencies	8
	Capacity building of the team to enhance the services	9
	AVG SUSTAINABILITY	8.8
SOCIAL IMPACT	Improved access to quality education	9
	Improved health outcomes due to sports intervention	9
	Narrowing digital literacy divide	9
	Changing community behaviours and attitudes to girl education	8
	Promoting inclusivity and mainstreaming	9

Category	Indicators	Ratings
	Provision of local livelihood opportunities for women	9
	Improved career outcomes and earning opportunities in future	9
	Creating aspirations to continue further education	9
	Improved self-confidence of the beneficiaries	8
	AVG SOCIAL IMPACT	8.8

Figure 10 Overall REESS Ratings



The program attained an average REESS rating of 9.2, which is considered excellent, highlighting the positive impact it has had on the Nanhi Kalis.

7. Alignment with UN SDGs

Titan's Nanhi Kali initiative aligns closely with several United Nations Sustainable Development Goals (SDGs), including SDGs 1, 3, 4, 5, 8, and 10, by addressing key social and educational challenges.

- **SDG 1: No Poverty** – By providing tech-based education and the school kits to underserved girls, the program contributes to breaking the cycle of poverty, offering girls a chance to build brighter futures and become financially independent. Further, poor women from the villages are hired as Community Assistants, giving them livelihood.
- **SDG 3: Good Health and Well-being** – The program not only focuses on education but also promotes well-being by ensuring girls have access sports and yoga. This encourages both mental and physical health.
- **SDG 4: Quality Education** – At the core of Nanhi Kali is the mission to provide inclusive, equitable, and quality education for all. The multi-pronged initiative using technology equips girls with the knowledge and skills they need to succeed academically.
- **SDG 5: Gender Equality** – The program directly addresses gender inequality by empowering girls in marginalised communities through education and participation in sports, challenging stereotypes, and ensuring that girls have the same opportunities as boys to pursue their dreams and aspirations.
- **SDG 8: Decent Work and Economic Growth** – By equipping the community assistants and the Nanhi Kalis with the necessary skills and knowledge, the initiative helps prepare them for the workforce, contributing to economic growth in the future.
- **SDG 10: Reduced Inequalities** – Nanhi Kali works to reduce inequalities by focusing on marginalized girls, particularly in rural areas, ensuring that they have access to the same educational opportunities as their urban counterparts, regardless of their socio-economic background.

8. Recommendations

- **Involve all girl Nanhi Kalis in the program:** Ensuring that all girl Nanhi Kalis in the schools participate will help all Nanhi Kalis who may face additional barriers to accessing quality coaching. This will ensure fair access to coaching and all the necessary learning materials like books and bags.
- **Establish support groups through parents of participating girls:** Parents whose daughters are already participating in the program can form support groups to help other parents. These groups can offer guidance, motivation, and share the positive impact of the program, thereby encouraging more parents to enrol their daughters in the program.
- **Conduct classes during regular school hours for safety reasons:** Holding classes after school hours has led to safety concerns. Shifting the program to regular school hours will ensure a secure environment. Where this is not feasible, consider offering the program one hour in the morning and one hour in the evening to ensure girl Nanhi Kalis do not go home too late.
- **Provide orientation for teachers and headmasters on the syllabus and use of tablets:** KCMET and Naandi Foundation must conduct an orientation for teachers and headmasters who believe they are disconnected from the program content taught via Mindspark classes.
- **Integrate a 15–30-minute daily yoga/sports session for Nanhi Kalis:** Incorporating a daily yoga session will support Nanhi Kalis' physical and mental well-being, helping to improve their focus and enhance their ability to learn effectively.
- **Emphasis on spoken English:** Emphasis on spoken English: A module on spoken English using the tab or Alexa can be incorporated. This will help Nanhi Kalis practice regularly in the absence of teachers
- **Increasing community awareness:** There is focus on initiatives that enhance the community's acceptance of girls receiving the same educational opportunities as boys. Raising awareness about the consequences of school dropouts in girls—such as early marriage, its negative impact on mental and physical health, and its long-term effects on career prospects and income levels—is crucial. Understanding these challenges will ensure a sustainable commitment to keeping girls in school and ensure they have equal opportunities to succeed.
- **Need to distribute more sanitary pads:** Currently, 15 packets of feminine hygiene material were provided to the Girls/Nanhi Kalis. However, it is preferable to provide 6-8 pads per month over the course of one year to help girls develop the habit of using pads regularly. In parallel, these girls can be offered sessions on menstrual hygiene to ensure they have the necessary knowledge and understanding on the topic.

9. Conclusion

Titan Company's Nanhi Kali initiative has made a significant and impactful contribution to underserved girls, fulfilling its mission of empowering women and ensuring that every girl knows that she matters. By offering a structured learning program through Mindspark tablets, along with providing essential materials and learning aids, the program has built an ecosystem where girls are given the opportunity thrive academically. It has also created valuable opportunities for women's participation in sports, further encouraging their confidence and engagement.

In regions like Raichur, where dropout rates among girls are high, Titan's Nanhi Kali initiative has played a pivotal role in creating a more inclusive and supportive environment for young girls. This initiative has successfully addressed critical challenges by combining education and extracurricular participation, and its impact has been profound.

Given its success, it is recommended that the Nanhi Kali program continues in the region and expands to other districts facing similar challenges. With support from KCMET and Naandi, this program has the potential to reach even more girls, ensuring they have the tools and opportunities needed to break barriers and build brighter futures.