IMPACT ASSESSMENT REPORT

TITAN KANYA SAMPOORNA

Implemented by Kalike

2024-2025

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Abbreviations

AISHE	All-India Survey on Higher Education
BBBP	Beti Bachao Beti Padhao
BCWD	Backward Classes Welfare Department
BEO	Block Education Officer
BRC	Block Resource Centre
BT	Bachelor of Teaching
CRP	Cluster Resource Person
CSR	Corporate Social Responsibility
DAC (OECD-DAC)	Development Assistance Committee
DDPI	Deputy Director of Public Instruction
DIET	District Institute of Education and Training
DSMC / SDMC	School Development and Monitoring Committee
DWCD	Department of Women and Child Development
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
EMRS	Eklavya Model Residential Schools
FLN	Foundational Literacy and Numeracy
FGD	Focus Group Discussion
GER	Gross Enrolment Ratio
GGHS	Government Girls' High School
GEP	Girls Education Program
HM	Headmaster
ICDS	Integrated Child Development Services
ICT	Information and Communication Technology
IDI	In-Depth Interview
ILP	Indian Literacy Project
IP	Implementing Partner
ISPF	Innovation & Science Promotion Foundation
ITI	Industrial Training Institute

KGBV	Kasturba Gandhi Balika Vidyalaya
KSP / KSP-II	Kanya Sampoorna Programme / Phase II
KKRDB	Kalyana Karnataka Region Development Board
LIP	Learning Improvement Programme
LSE	Life Skills Education
M&E	Monitoring and Evaluation
MGML	Multi-Grade Multi-Level
MIS	Management Information System
MoU	Memorandum of Understanding
MOSPI	Ministry of Statistics and Programme Implementation
NEET	National Eligibility cum Entrance Test
NEP	National Education Policy
NFHS	National Family Health Survey
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
PTM	Parent-Teacher Meeting
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RT	Remedial Teacher
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SMC	School Management Committee
SSC / SSLC	Secondary School Leaving Certificate
SSA	Samagra Shiksha Abhiyan
ST	Scheduled Tribe
STEM	Science, Technology, Engineering and Mathematics
STWD	Scheduled Tribes Welfare Department
SWD	Social Welfare Department
TLM	Teaching-Learning Material
UC	Utilisation Certificate
UDISE+	Unified District Information System for Education Plus

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EXECUTIVE SUMMARY

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Strengthening equitable access to quality education for girls in underserved regions remains a development priority across India. In both Cuddalore (Tamil Nadu) and Yadgir (Karnataka), gaps in early learning quality, foundational literacy and numeracy (FLN), STEM exposure, digital skills, and adolescent life-skills continue to affect learning trajectories. In response, the Kanya Sampoorna Programme (KSP-II), implemented by Kalike with support from Titan Company Ltd., adopts an integrated, multi-stage education model spanning ECE, FLN, STEM, digital literacy, vocational skills, and career guidance, delivered across 222 Anganwadis, 257 primary schools, 67 middle schools, 34 high schools and 23 higher secondary schools in Tamil Nadu, and 50 primary schools, 44 high schools and 16 girls' hostels in Karnataka.

This impact assessment applied a mixed-methods approach guided by the Organisation for Economic Co-operation and Development- Development Assistance Criteria (OECD-DAC). Quantitative assessments covered Grade 5 (FLN), Grade 8 (STEM & outcomes) and Grade 9 (life-skills & awareness), with a total assessed sample of 268 girls. Qualitative insights were generated through interviews with teachers, principals, parents, Anganwadi workers, implementing partners, and students residing in hostels.

Findings from Cuddalore in Tamil Nadu show encouraging progress in foundational learning. Among Grade 5 students, English performance was strongest in reading comprehension (83%), while vocabulary and grammar recorded 53% and 41% respectively. Mathematics outcomes showed 83% in number sense, 65% in measurement, and 54% in fractions, while Tamil scores indicated 90% in vocabulary and 68% in comprehension. However, grammar in both English and Tamil, alongside higher-order mathematical concepts, remained challenging. At the upper-primary level, Grade 8 results reflected developing competency: 46% of students scored between 21–40%, 31% scored between 41–60%, and 15% scored between 61–80%. STEM assessments revealed stronger performance in scientific processes (66%), with comparatively lower outcomes in physical phenomena (39%) and classification (31%). Mathematics results showed 44% in number sense/arithmetic and 28% in algebra. Parallel assessments in Karnataka (Grade 8) showed similarly high gains in spoken English confidence (96%) and career clarity (91%), but persistent hesitation in academic help-seeking (only 2% agreed). Grade 9 students demonstrated strong agreement on improvements in career awareness (90%), digital learning (66%), and wellbeing (89%), though fewer students expressed comfort in seeking academic support, and only 17% reported strong family encouragement to continue higher studies.

Across both states, stakeholders reported marked improvements in girls' confidence, communication, school participation, hygiene practices, and awareness of educational pathways. Teachers across both states rated programme components highly, giving scores of 4.8–5.0 for remedial worksheets, STEM kits, Nali-Kali TLMs, and career guidance sessions. Parents also reported substantial improvements: regularity and understanding (4.33 each), participation (4.67), and life-skills indicators such as communication and decision-making (4.67).

The programme has also influenced family and community attitudes toward girls' education, with parents reporting greater willingness to support continued schooling and a perceived reduction in early marriage practices. Spillover effects were noted in siblings, classroom practices, and teacher adoption of activity-based pedagogies.

However, constraints persist. Irregular attendance due to migration, limited infrastructure in certain schools, teacher workload, inconsistent visit frequency, and lower proficiency in English and advanced mathematics continue to affect learning continuity. Strengthening parental engagement, reinforcing spoken English and higher-order numeracy, and ensuring timely provision of teaching–learning materials—particularly STEM kits—will be vital for sustaining gains.

Overall, the evidence indicates that KSP-II is making a meaningful contribution to improving learning outcomes, enhancing life-skills, and raising aspirations among girls in socio-economically disadvantaged geographies. Consolidation and scaled delivery of its most effective components can significantly deepen impact in the coming years.

INTRODUCTION

1. INTRODUCTION

1.1.Girl Child Education

India has witnessed substantial gains in girls' education over the past two decades, particularly at the secondary and tertiary levels. According to the All-India Survey on Higher Education (AISHE), female enrolment in higher education reached 2.07 crore (20.7 million) in 2021–22, marking a 32% increase since 2014–15, compared to a 26.5% rise in total enrolment over the same period (Iftikhar, 2024; Ministry of Education, 2024). Women now comprise a near-equal or majority share of students in several disciplines, accounting for 51% of enrolment in Arts and 50.8% in science at the undergraduate level (AISHE, 2021–22).

Despite this progress, discipline-level gender gaps persist. Women remain underrepresented in Engineering and Technology, where they constitute only around 28–30% of enrolled students, reflecting enduring gender segmentation in technical and STEM education (Ministry of Education, 2024). This suggests that while access to higher education has expanded, field-of-study choices remain shaped by social norms, labour market expectations, and institutional pathways.

At the level of school education, female participation has improved markedly. Government statistics indicate near parity or female advantage in Gross Enrolment Ratios (GERs) at the secondary and higher secondary stages. The female GER at the higher secondary level increased from 39.4% in 2012–13 to 58.2% in 2021–22, while in higher education, female GER (27.9%) slightly exceeded male GER (26.7%) by 2020–21 (MOSPI, 2022; AISHE, 2021–22). These enrolment trends align with broader social indicators: adult female literacy surpassed 70% nationally by the early 2020s, and girls' school participation now rivals that of boys in most Indian states (MOSPI, 2022).

1.1.1. Current Status and Trends

Tamil Nadu

Tamil Nadu stands out as one of India's strongest performers in girls' education. With an overall literacy rate of approximately 80%, the state consistently achieves gender parity or female surplus in enrolment at upper primary, secondary, and higher secondary levels (MOSPI, 2022). Recent administrative and survey data show that girls' enrolment rates at the higher secondary level exceed 70%, and Tamil Nadu records one of the highest female GERs in higher education nationally (approximately 47–49%), well above all-India average (AISHE, 2021–22; The Hindu Business Line, 2024).

This performance is closely linked to the state's long-standing welfare-oriented education model. Measures such as free uniforms, textbooks, bicycles, midday meals, public transport concessions, and targeted scholarships have significantly reduced financial and social barriers to schooling for girls (Tamil Nadu Social Welfare & Women Empowerment Department, 2022). As a result, female dropout rates are low, and in some cohorts, girls marginally outnumber boys, particularly in government schools.

At the district level, learning outcomes data (ASER, 2024) indicate that in Cuddalore, while school participation remained high, achievement levels varied across grades. In 2024, 66.1% of children aged 6–14 were enrolled in government schools, with no children reported as out of school. However, learning levels at the primary stage were modest, with only 19.1% of students in Standards III–V able to read a Standard

II-level text and 32.0% able to perform subtraction. By upper primary (Standards VI–VIII), reading outcomes improved to 61.7%, though numeracy remained limited, with 30.2% able to perform division. Alongside these patterns, Cuddalore recorded a notable improvement in senior secondary outcomes in 2025, ranking fifth among government schools in the Class 12 board examinations with a 96.06% pass rate, a sharp rise from its position in the low twenties the previous year (New India Express, 2025). District officials attributed this gain to targeted remedial coaching, attendance tracking for vulnerable students, and focused exam-support initiatives. While these results demonstrated that school-level interventions could deliver strong short-term improvements, state and district diagnostics continued to highlight uneven learning foundations and heightened vulnerability during middle-school transitions, particularly among students affected by poverty and migration, underscoring the need for sustained support earlier in the schooling cycle.

Karnataka

Karnataka has also recorded notable progress, though outcomes are more uneven across regions and social groups. Data from the National Family Health Survey indicate that the proportion of women aged 15–49 who had completed Class 10 increased from about 28% in 2005–06 to roughly 45% by 2015–16, reflecting expanded access to secondary education (NFHS4). According to the most recent available NFHS round (NFHS5, 2019–21), this figure has increased further to around 50%, indicating continued expansion of secondary education access for women in the state, albeit with persistent rural-urban and social disparities.

However, these gains are concentrated in urban and southern districts, while northern Karnataka districts (such as Yadgir, Raichur, Bagalkote, and Vijayapura) continue to lag (NFHS5 Karnataka, 2021). These regions show lower female literacy, higher dropout rates, and greater prevalence of early marriage, particularly among SC/ST and economically disadvantaged communities (Ramanaik et al., 2018; NFHS5 Karnataka, 2021). Consequently, state-level averages mask deep intrastate disparities, highlighting the continued relevance of geography and caste in shaping girls' educational trajectories.

At the district level (ASER, 2024), 86.0% of children in Yadgir aged 6–14 were enrolled in government schools in 2024, reflecting a reliance on the public education system, while 0.7% of children were reported as not being in school. Learning outcomes at the primary level were low, with only 9.5% of students in Standards III–V able to read a Standard II-level text and 37.1% able to perform at least subtraction. At the upper-primary level (Standards VI–VIII), 48.4% of students were able to read a Standard II-level text, and 22.8% demonstrated the ability to perform division. The data indicate variation in learning levels across grades within the district, as reflected in the 2024 district-level assessment.

1.1.2. Key Challenges

Despite considerable progress, structural and cultural barriers continue to constrain girls' educational attainment. Poverty and gender norms remain central. Qualitative evidence from southern India indicates that low-income households often curtail girls' schooling in favour of early marriage or domestic labour, especially when concerns around sexual respectability and family honour arise (Ramanaik et al., 2018). Such pressures intensify during adolescence, when schooling costs rise, and mobility restrictions increase.

Girls from SC/ST communities are disproportionately affected. In parts of northern Karnataka, entrenched poverty, weak school infrastructure, and social practices such as the Devadasi system (a caste-based ritual practice in which girls, primarily from Dalit communities, are dedicated to a deity and subsequently face social exclusion, early withdrawal from schooling, and heightened vulnerability to sexual exploitation and informal union) are associated with particularly high dropout rates among girls (Uniyal, 2025; Ramanaik et al., 2018; NFHS-5 Karnataka, 2021). School-level constraints further compound these challenges. Inadequate sanitation facilities, long distances to secondary schools, safety concerns, limited availability of female teachers, and inflexible school timings continue to deter attendance, especially after puberty (MOSPI, 2022).

Academic challenges also persist. Even where enrolment is high, learning gaps especially in English-medium instruction and STEM subjects are frequently reported among girls, which can undermine transitions to higher education and technical fields. Finally, implementation gaps, such as delays in benefit delivery or shortages of teachers and hostel facilities, can reduce the effectiveness of otherwise well-designed programmes (Government of India, 2022).

1.1.3. Policy Responses and Government Initiatives

In response to these challenges, India has implemented a broad mix of national and state-level interventions to promote girls' education. At the national level, Samagra Shiksha Abhiyan integrates elementary and secondary education with a focus on universal access and gender equity, while Kasturba Gandhi Balika Vidyalayas (KGBVs) provide residential schooling for girls from disadvantaged communities. The Beti Bachao Beti Padhao programme combines enrolment incentives with social awareness campaigns aimed at shifting gender norms (Government of India, 2022). In addition, targeted scholarships, including Post-Matric scholarships for SC/ST students and the AICTE Pragati scheme for women in technical education, seek to reduce financial barriers (Ministry of Education, 2024).

Tamil Nadu's most prominent initiative is the Moovalur Ramamirtham Ammaiyar Higher Education Assurance Scheme (Pudhumai Penn), launched in 2022. Under this scheme, eligible girls who studied in government schools from Classes 6 to 12 receive ₹1,000 per month, transferred directly to their bank accounts for the duration of their first undergraduate, diploma, or ITI programme (Tamil Nadu Social Welfare & Women Empowerment Department, 2022). Delivered through the Penkalvi portal, the scheme functions as a sustained income support mechanism, effectively lowering both direct and opportunity costs of higher education for girls.

Karnataka complements central schemes with initiatives such as the Bhagyalakshmi Scheme, scholarships for girls in professional and engineering education, and investments in girls' hostels. While these measures have improved retention, their impact is moderated by persistent regional and caste-based inequalities, particularly in the state's northern districts (NFHS-5 Karnataka, 2021).

BACKGROUND OF THE KANYA SAMPOORNA PROGRAMME

2. BACKGROUND OF THE KANYA SAMPOORNA PROGRAMME

2.1.Titan Kanya Sampoorna

Figure 1: Field Visit in Nadiyapattu, Cuddalore

The Kanya Sampoorna Program (KSP) is a multi-year, multi-state initiative by Titan Company Limited which implemented by Kalike with support from to improve educational outcomes and empower girls across Karnataka and Tamil Nadu, including Cuddalore and Yadgir districts. The details of the interventions in both the locations are given below:

2.1.1. Kanya Sampoorna in Cuddalore, Tamil Nadu

The Kanya Sampoorna Project Phase II (KSP-II) operates in the rural blocks of Cuddalore district - Kammapuram, Keerapalayam, Kattumannarkoil and Srimushnam. These rural blocks face persistent gaps in early learning quality and school-level educational outcomes, especially for children and adolescent girls.

Programme assessments indicate that early childhood education remains uneven, with many Anganwadi Centres requiring support to move beyond basic service delivery towards structured, theme-based preschool learning. In primary schools, baseline and term-wise assessments reveal learning gaps in FLN, especially in early grades. At the secondary level, assessments point to limited exposure to hands-on STEM learning, digital literacy, and applied problem-solving skills among students, particularly girls. Adolescent girls also demonstrate low baseline awareness in digital skills, career pathways, entrance examinations and financial support options, alongside the need for structured life-skills education covering communication, decision-making, leadership, menstrual hygiene and vocational preparedness. Limited access to community-based learning spaces further constrains opportunities for regular reading and self-learning outside school hours.

In response to these challenges, the KSP II in Tamil Nadu was designed as a district-wide, integrated intervention spanning early childhood education, foundational learning, STEM strengthening, digital literacy, life skills and career guidance.

2.1.2. Kanya Sampoorna in Yadgir, Karnataka

The northern region of Karnataka remains considerably less developed compared to the state's urbanized districts, with poorer outcomes in literacy, school enrolment, health, nutrition, and infrastructure. Around 68% of the most backward talukas are in this region, and poverty levels remain high.[1]

Yadgir district was formed in 2010 after being carved out of Gulbarga district. It is one of the most backward districts in Karnataka and ranks 29th out of 30 districts on key development indicators such as education, health, and living standards. The district has a population density of 223 persons per square kilometres and a large proportion of Scheduled Caste and Scheduled Tribe communities. The district faces several social and educational challenges. Seasonal migration is high, with nearly 60% of the working-age population migrating every year for work. As a result, many children accompany their parents and drop out of school. Access to early childhood education is also limited. About 16.2% of children do not have access to preschool education. Many Anganwadi centres function mainly as feeding centres rather than learning spaces. Educational outcomes in the district remain weak. The overall literacy rate is 51.83%, which is lower than the state average of 65%. Female literacy in rural areas is particularly low. Child marriage, child labour, sibling care responsibilities, and migration contribute to high dropout rates among girls. School infrastructure is inadequate and affects the quality of education. The teacher-student ratio is 1:46, which is higher than the state average of 1:36.[2]

In response to these challenges, the Kanya Sampoorna Project (KSP) - Phase II aims to strengthen early childhood education, improve learning outcomes of girl children, and promote life skills, health awareness, and career guidance in selected villages of Yadgir block, contributing to the holistic development and empowerment of girls in the district.

2.1.3. Programme objectives

KSP-II aims to improve learning outcomes for girls by strengthening preschool education, enhancing foundational literacy and numeracy, and promoting STEM learning across primary, middle, and high schools. It supports adolescent girls through life skills, digital literacy, vocational training, and career guidance.

[1] *Program Documents shared by client*
[2] *Program Documents shared by client*

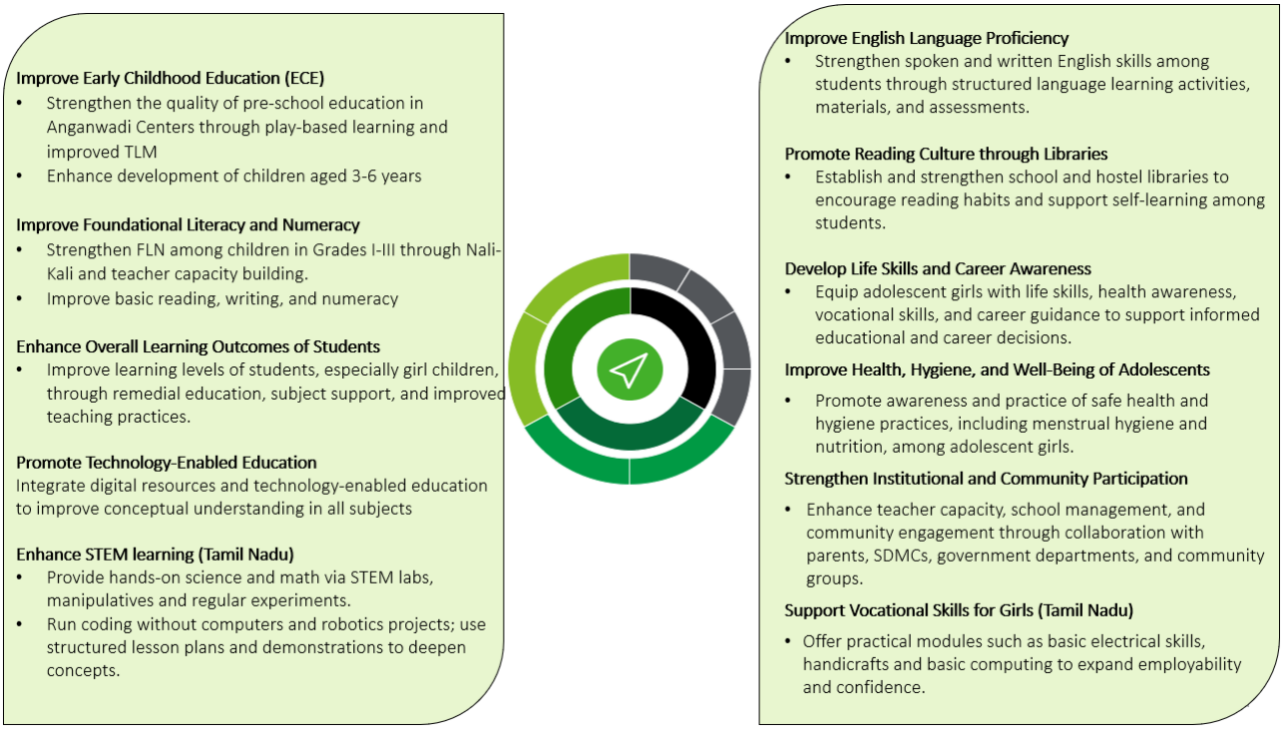


Figure 2: Objectives of Kanya Sampoorna – TN and Karnataka

2.1.4. Geographic coverage

Kanya Sampoorna operates across two major geographies: in Yadgir district (Gurmitakal block), Karnataka, it covered 50 primary schools, 44 high schools, and 16 girls hostels.

In the Cuddalore district of Tamil Nadu, KSP-II operates in the four blocks of Kammapuram, Keerapalayam, Kattumannarkoil and Srimushnam. Across these blocks, the program supports 222 Anganwadi Centres, 257 primary schools, 67 middle schools, 34 high schools, and 23 higher secondary schools, forming a comprehensive continuum from early childhood to adolescence. In addition, the Tamil Nadu School Education Department, through the Namma School -Namma Ooru Palli framework, has formally permitted Kalike to implement KSP-II activities across 285 government schools in the district. This enables alignment with state initiatives such as Ennum Ezhuthum and Naan Mudhalvan.

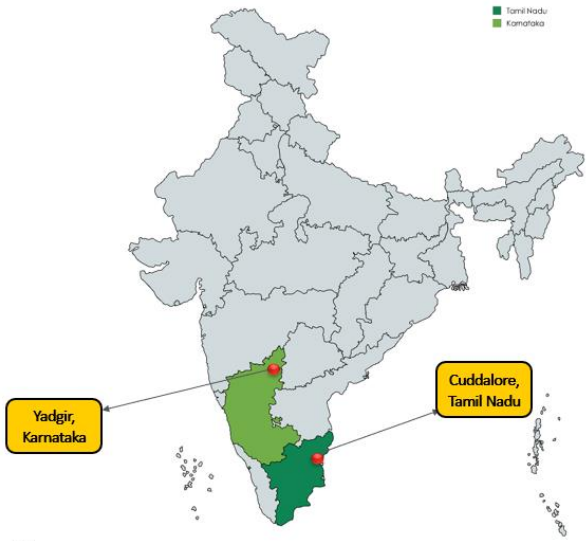


Figure 3: Geographic Coverage

Table 1: Number of students enrolled in schools

State	District	Foundation	Grades											
			1	2	3	4	5	6	7	8	9	10	11	12
TN	Cuddalore	2523	2214	2453	2634	3121	3124	2466	2439	3618	2996	3079	2421	2297
KA	Yadgir	2087								1207	1819	1832		
Total		2214	2453	2634	3121	3124	2466	2439	4825	4815	4911	2421	2297	

***Detailed table is present in Annexure X**

State	District	Library Program	Grades						College level						
			5	6	7	8	9	10	PUC 1st Science	PUC 1st Arts	PUC 1st Commerce	PUC 2nd Science	PUC 2nd Arts	PUC 2nd Commerce	Degree
KA	Yadgir	3903	12	73	86	109	146	112	61	92	74	90	60	24	22

Table 2: Number of students enrolled in hostels

***Detailed table is present in Annexure X**

2.1.5.Timeline of implementation

The Kanya Sampoorna Project - Phase II commenced in April 2022 and was implemented through a three-year phase which ended in March 2025. The programme was executed in a phased manner with continuous education, life skills, vocational and digital learning interventions in schools and hostels.

2.1.6.Key Achievements

Achievements in Tamil Nadu

The KSP-II in Tamil Nadu continued to make considerable progress across early learning, foundational education, STEM, and adolescent development, translating planned interventions into measurable improvements at scale. A few of its achievements are outlined below: [3]

- ✓ **Early Childhood Education (ECE):** 73 Anganwadi Centres demonstrated measurable improvements in early childhood education quality during the period. The proportion of centres performing well in planning and use of teaching–learning materials increased from 17% to 38%, while strong classroom processes rose from 49% to 67%. Community participation also improved significantly, with centres

[3] Program Documents shared by Client

performing well increasing from 58% to 80%, alongside consistent gains in preschool theme-based assessments across the quarter (2024-25).

- ✓ Foundational Literacy & Numeracy (FLN): A total of 475 teachers were trained through cluster-level language and numeracy workshops to strengthen classroom instruction. Four hundred schools were supported to create print-rich learning environments, and one hundred and twenty-four schools were provided with Math Kits, with more than 90% actively using them. In addition, FLN community events engaged one hundred and thirty-six schools and two hundred and thirty-two students, reinforcing learning beyond the classroom.
- ✓ STEM (Middle & High Schools): 30 high schools were equipped with STEM labs and science–math kits to promote hands on learning. Coding and robotics materials were introduced in thirty schools, reaching more than 1,200 girls and resulting in over 120 student led projects. Alongside this, vocational and STEM skills training was delivered to a total of 1,173 girls, strengthening applied learning and problem-solving skills.
- ✓ Girls' Leadership, Digital Literacy & Libraries: 50 community libraries were strengthened with improved resources and trained mentors to promote regular reading and learning. 1,583 girls received training in English communication skills, while more than 1,370 girls were trained in basic computer literacy, including exposure to Python. 6 structured mentor meetings were also conducted to support girls' collectives and leadership development.
- ✓ Career Guidance & Life Skills: Pre- and post-assessments conducted with 200 students showed a 55.38% improvement in understanding of entrance examinations and financial support options. Knowledge related to goal setting and SWOT analysis improved by 102.93% among the same group. Digital literacy baseline assessments were completed for two hundred students, and more than 1,000 adolescent girls successfully completed vocational training in computers, electrical skills and handicrafts.
- ✓ Computational Thinking (Bebras Challenge): 1880 girls participated in the Bebras computational thinking challenge, reflecting strong engagement from intervention schools. 7 girls achieved state-level ranks, including State Rank 1 and First Runner-Up positions. Overall, students from KSP-II intervention schools constituted 68% of total district participants, highlighting the programme's reach and effectiveness in this area.

Achievements in Karnataka

- ✓ ECE Scale-Up: Early Childhood Education intervention expanded to 13,300+ Anganwadi Centers in Kalyana Karnataka in collaboration with DWCD and Kalyana Karnataka Region Development Board (KKRDB).
- ✓ Improved Learning Outcomes: Children showed a 30–40% improvement in learning levels compared to baseline.
- ✓ Technology in Education: Technology Enabled Education introduced in 40 high schools through the Department of Education.
- ✓ Strengthened Library Systems: School library initiatives extended to Gram Panchayat Libraries, including free membership for children and training for librarians.

- ✓ **Livelihood & Sanitation Improvements**: Agriculture interventions increased household incomes by ₹30K-₹50K annually, and 62% of households adopted sanitation facilities.
- ✓ **Policy & Government Collaboration**: Kalike contributed to state ECE curriculum development (NEP 2020) and supported government capacity-building initiatives and Jal Jeevan Mission implementation.[4]

Together, these milestones reflect the programme's ability to drive systemic improvement while ensuring that girls experience stronger learning, greater confidence, and expanded opportunities.

2.1.7. Programme activities

Programme Activities in Tamil Nadu

Activities included teacher training, onsite mentoring, structured lesson plans, remedial worksheets, and print-rich classroom resources. The program strengthened school and community libraries, delivered life skills and career guidance sessions, and introduced coding-without-computers, robotics, STEM kits and math simulators. Vocational training in wire craft and electrical skills, along with adolescent collectives and community sessions, were also implemented.

Table 3: List of activities – Tamil Nadu

List of activities in the area of Education
▶ Monthly theme based preschool sessions carried out in Anganwadi Centres using storytelling, songs, games and hands on learning activities to strengthen early language, numeracy, and socio emotional development. ▶ Classroom processes improved through lesson planning support, better use of teaching learning materials, and regular observations to strengthen routines and child engagement. ▶ Parent volunteers oriented and supported to assist AWWs in conducting daily preschool activities. ▶ Workbook, craft and learning kit distribution undertaken to improve access to learning resources and help centres move towards a model Anganwadi approach. ▶ Teacher capacity building through cluster level workshops and onsite mentoring on child specific instruction, bilingual strategies, and activity-based classroom practice in Tamil, English and Mathematics. ▶ Strengthening classroom environments through print rich materials, posters, reading corners, and structured use of school libraries to improve vocabulary, comprehension and exposure to age-appropriate reading. ▶ Printing and adoption of STEM lesson plans and worksheets to help teachers run regular demonstrations and practical sessions. ▶ Community science events organised where students present science models, experiments and innovations to peers and families. ▶ Distribution and demonstration of Math Kits and FLN workbooks/worksheets to support regular practice across grades.

[4] Program documents shared by client named" Proposal_Kanya Sampoorna Project 2.0_Kalike"

- Printing and adoption of STEM lesson plans and worksheets to help teachers run regular demonstrations and practical sessions.
- Community science events organised where students present science models, experiments and innovations to peers and families.
- Establishment and utilisation of math and science kits, STEM labs and activity corners to enable hands on experimentation in Grades 6–10.
- Coding Without Computers and robotics kits used to introduce foundational computational thinking, sequencing, logic and problem solving through unplugged and hands on activities.

List of activities in the area of Life Skills, Digital Literacy, and English

- Digital literacy training for girls including basic computer operations, MS Office tools, safe internet use, email, and introductory Python programming.
- Functional English communication sessions focusing on pronunciation, everyday conversation, question response patterns, and vocabulary building.
- Life skills sessions covering self-awareness, communication, emotional wellbeing, values, personal hygiene, leadership and problem solving, adapted for adolescents in high schools.

List of activities in the area of Capacity-Building

- Anganwadi workers trained on play based pedagogy, monthly themes, classroom setup and structured ECE routines.
- Primary school teachers upskilled through cluster sharing, TLM creation, assessment planning and peer mentoring forums.
- Orientation and continuous support provided to parent volunteers assisting in Anganwadi Centres and school activities.

Programme Activities in Karnataka

The program provided FLN support through Nali-Kali TLMs, strengthened libraries, and introduced ISPF science experiments, STEM kits and math simulators. It delivered life skills education, remedial Learning Improvement Programs, technology-enabled learning, spoken English, vocational carpentry training, and career guidance. Activities also included community science events, parental engagement, and ongoing teacher training with on-site mentoring. The details are presented below:

Table 4: List of Activities - Karnataka

List of activities in the area of Education

- Nali-Kali / Foundational Literacy and Numeracy (FLN) teacher trainings, including a 3-day residential workshop for Master Resource Persons and cluster-level pedagogy consultations.
- **Summer learning camps (April-May) in selected villages and centres using experiential learning activities.**

List of activities in the area of Education

- Distribution of Nali-Kali Teaching Learning Materials (TLM) kits and stationery and establishment of print-rich classrooms and strengthened school libraries.
- School profile data collection across schools to inform planning on infrastructure, teacher availability, and enrolment.
- Learning Improvement Program (LIP) with animator-led remedial classes, baseline-midline-endline assessments, learning materials distribution, and parent engagement meetings.
- Implementation of the ISPF science program in government higher primary schools and hands-on workshops for science teachers.
- Head Teacher orientations and review meetings to align school development plans and strengthen library engagement activities.
- Development of a Science Laboratory Manual and training of District Master Resource Persons with support for cascade training through the Education Department.
- Structured school library program including read-aloud sessions, storytelling, book talks, borrowing systems, and Library Point Teacher training. Life Skills Education (LSE) sessions for Grade 8 students across secondary schools with baseline and endline assessments.
- Holiday learning support classes during the breaks to sustain student engagement. Career guidance and career planning sessions for Grade 9 and Grade 10 students, including sector exposure and role-model interactions.
- Establishment of two Model Girls' High Schools (GGHS Yadgir and GGHS Gurumitkal) with infrastructure upgrades including sanitation facilities, laboratories, libraries, and sports materials.
- Hostel-based academic support systems, including remedial teaching, tablet-based digital learning for Grade 10, and sessions on life skills, spoken English, library use, computer basics, and competitive exam preparation.

List of activities in the area of Health/Nutrition

- Digital literacy training for girls including basic computer operations, MS Office tools, safe internet use, email, and introductory Python programming.
- Functional English communication sessions focusing on pronunciation, everyday conversation, question response patterns, and vocabulary building.
- Life skills sessions covering self-awareness, communication, emotional wellbeing, values, personal hygiene, leadership and problem solving, adapted for adolescents in high schools.

List of activities in the area of Livelihood / Skill Development

- Vocational skill training for secondary students in carpentry and basic electrical skills, including practical assessments and distribution of toolkits to schools.

List of activities in the area of community engagement

- Enrolment and attendance drives in collaboration with the Department of Education and DWCD, including village-level planning, parent meetings, and development of child-level databases. Capacity-building trainings for animators, remedial teachers, program coordinators, and head teachers through residential workshops and periodic review meetings.

List of activities in the area of Education
► Reformation and strengthening of School Development and Monitoring Committees (SDMCs) through meetings and exposure visits. On-site mentoring and classroom demonstrations for teachers, animators, and remedial teachers supported by monitoring systems and assessment reviews. ► Program review and recognition events, including Titan CSR field visits and appreciation of teachers, head teachers, animators, and remedial teachers.

2.1.8. Implementation process

The Kanya Sampoorna Program follows a structured, phased approach beginning with baseline assessments, resource distribution and capacity-building workshops for teachers, Anganwadi workers, animators and remedial instructors. Tamil Nadu interventions focus on early learning, FLN, STEM and life skills with continuous mentoring, community engagement and MIS-based monitoring, leading into exit-strategy training in Year 3. In Karnataka, implementation strengthens Nali-Kali in primary schools, runs libraries and remedial programs, and delivers life skills, vocational training, STEM activities and digital learning in secondary schools and hostels. Regular assessments, reviews and stakeholder consultations ensure effective delivery and sustainability.

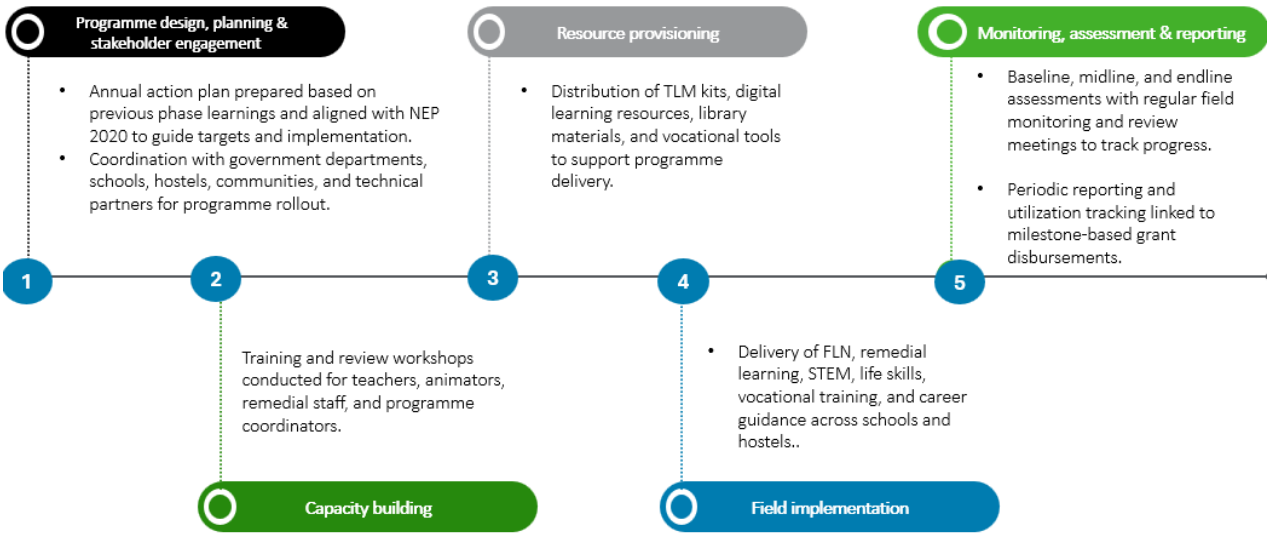


Figure 4: Implementation

2.1.9. Partnerships

The figures below represent partnerships of KSP-II, both in Tamil Nadu, and Karnataka. In Tamil Nadu, the programme leverages state education systems and district-level institutions to contextualise and adapt interventions, with close coordination between education departments, schools, and residential hostels. Kalike is the implementation partner of Titan Company Ltd. (CSR), supported by structured cross-learning between Tamil Nadu and Karnataka teams. Technical partners contribute to life skills, vocational education,

and career guidance, while exposure visits and joint trainings ensure knowledge transfer, quality assurance, and scalability across locations.

In Karnataka, the programme is implemented through strong partnerships with state and district government systems, including the Department of School Education, Zilla Panchayat–Yadgir, DIET, and blocklevel functionaries (BEOs, CRPs, BRPs). Residential girls' hostels are supported in collaboration with the Social Welfare, Backward Classes Welfare, Scheduled Tribes Welfare, and Minority Welfare Departments. The programme is funded by Titan Company Ltd. (CSR) and implemented by Kalike, with technical and thematic collaboration from partners such as ISPF for STEM education, United Efforts for career planning, SAN India for independent assessments, and MYRADA as a training partner.

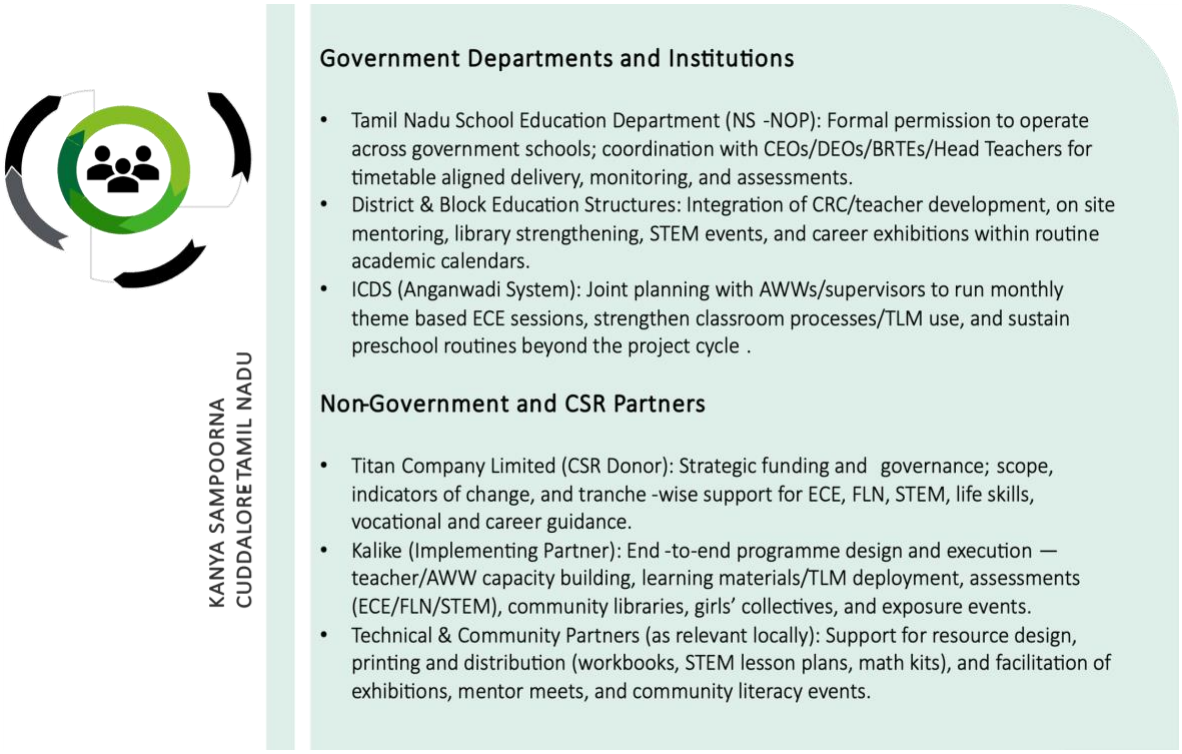


Figure 5: KSP-II Partnerships - Tamil Nadu

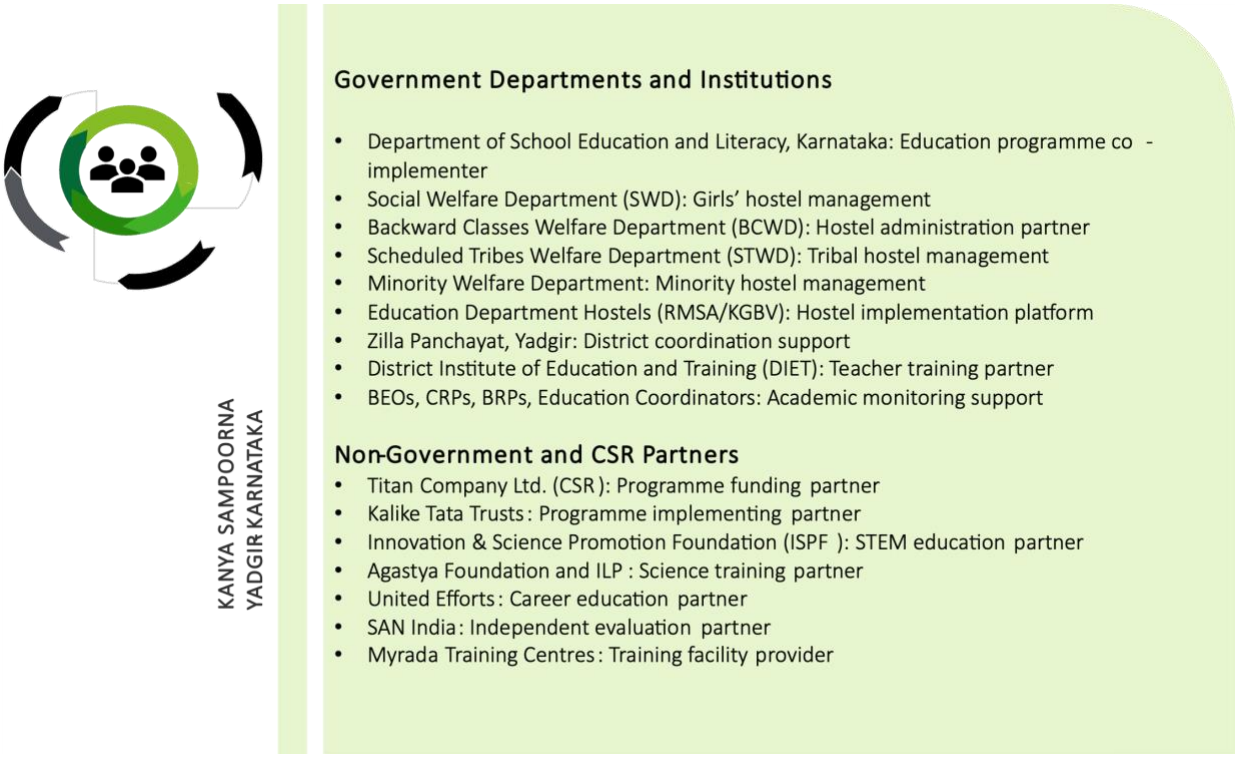


Figure 6: KSP-II Partnerships - Karnataka

2.1.10. Stakeholder mapping

For the present impact assessment, stakeholders were mapped based on their functional role in the programme ecosystem and their relevance to the OECD-DAC evaluation criteria of relevance, effectiveness, impact, and sustainability. The stakeholder universe for the Kanya Sampoorna Programme – Phase II (KSP-II) was categorised across beneficiary groups, programme delivery stakeholders, institutional actors, and community members across Cuddalore (Tamil Nadu) and Yadgir (Karnataka).

2.1.11.1 Direct Beneficiaries

Grade 5 Students (Foundational Literacy and Numeracy Assessment)

Grade 5 students were assessed using a structured FLN tool to examine reading fluency, comprehension, number sense, and basic operations, reflecting cumulative learning gains from early literacy and numeracy interventions for Cuddalore.

Grade 9 Students (Outcome and Awareness Assessment)

Grade 9 students were engaged through an outcome and awareness assessment to understand changes in life skills, confidence, career awareness, digital literacy, and help-seeking behaviour resulting from programme exposure for Cuddalore.

Grade 8 Students (STEM and Outcome Assessment)

Grade 8 students were assessed using STEM tools and outcome assessments to evaluate conceptual understanding in science and mathematics in Cuddalore and shifts in aspirations, health awareness, confidence, and agency in Yadgir.

2.1.11.2 Programme Delivery Stakeholders

Programme Teachers (In-Depth Interviews)

Programme teachers were interviewed to understand implementation of FLN, LIP, STEM, and life-skills components, including use of activity-based pedagogy, student engagement strategies, and operational challenges.

Government School Teachers (In-Depth Interviews)

Government teachers provided insights on integration of programme activities with the curriculum, classroom-level improvements, and constraints related to syllabus coverage and resource utilisation.

Anganwadi Teachers (Focus Group Discussions)

Anganwadi teachers participated in discussions to share experiences with early childhood learning activities, including play-based pedagogy, thematic learning plans, and capacity-building support.

School Principals / Head Teachers (In-Depth Interviews)

School leaders were consulted to understand institutional coordination, integration of programme activities within school schedules, and readiness to sustain programme practices.

Hostel Students (Interaction Sessions)

Hostel students were engaged through interaction sessions to explore experiences with academic reinforcement, life-skills learning, and perceived changes in confidence, communication, and peer interaction.

2.1.11.3 Community-Level Stakeholders

Parents / Guardians (In-Depth Interviews)

Parents were consulted to capture household-level perceptions of the programme, including observed changes in children's learning, confidence, and attitudes toward continued education.

2.1.11.4 Implementing Partner Stakeholders

Kalike (Implementing Partner) - In-Depth Interviews

Representatives from Kalike were interviewed to understand programme design, implementation strategy, training and mentoring systems, coordination with government stakeholders, and sustainability

SCOPE & METHODOLOGY

3. SCOPE AND METHODOLOGY

3.1.Scope of Work

The evaluation assessed the relevance, coherence, effectiveness, efficiency, impact and sustainability of Titan's KSP-II in Cuddalore, Tamil Nadu and Yadgir, Karnataka for the year 2024-2025., focusing on how interventions have influenced educational outcomes for girls The study examined changes in behaviour, awareness, and skills, as well as whether girls are more informed and have experienced improvements in educational performance. It also explored shifts in community perspectives towards girls' education and wellbeing. The assessment reviewed alignment with programme objectives and the quality and applicability of training content and delivery in school and community settings. As part of this assessment, key measurable indicators included student learning outcomes measured as the percentage of correct responses in different subjects; student awareness and perception outcomes measured as the percentage of students reporting positive responses (Likert scale 4–5) on indicators such as clarity on education and career pathways, confidence in spoken English, comfort in seeking academic support, and awareness of menstrual hygiene; application of life skills measured through the percentage of students demonstrating strong responses in scenario-based assessments; and parent- and teacher-reported outcomes captured through average ratings (1–5 scale) on student development and classroom practices. Evidence from beneficiary feedback, stakeholder consultations, document review, and secondary data will inform recommendations for future planning and scale-up. Guided by the OECD-DAC evaluation framework[5], the evaluation combined desk review and field insights to examine the objectives of the program. The detailed methodology is outlined below.

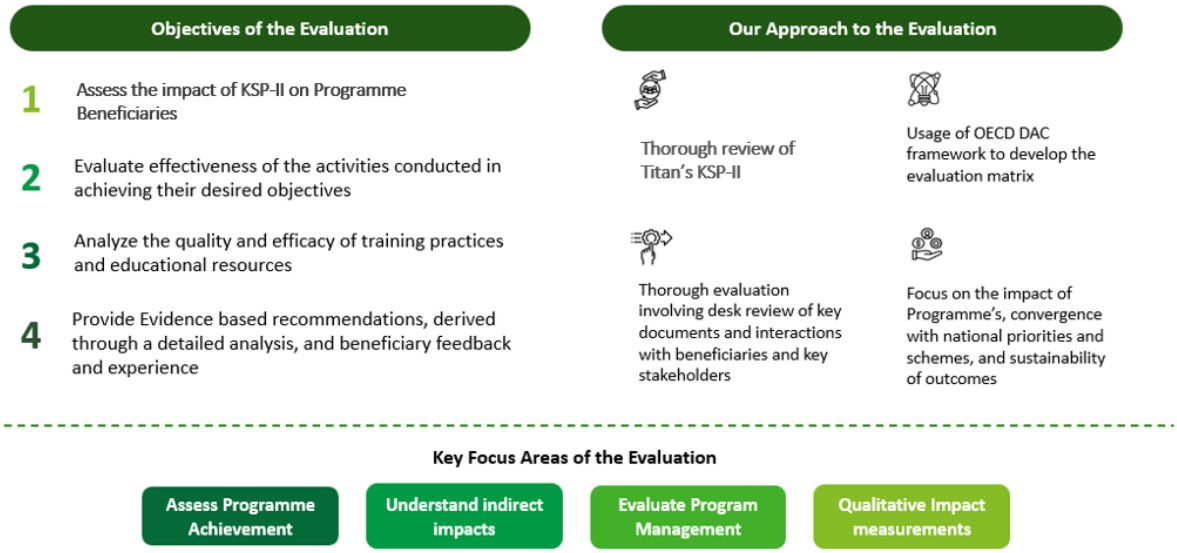


Figure 7: Scope of Work

[5] https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html

3.2.Approach & Methodology

The evaluation adopted a mixed-methods approach - quantitative methods to estimate learning, awareness, and outcome patterns among beneficiaries, while qualitative enquiry provided contextual understanding of programme delivery, enabling factors, and constraints. Evidence was drawn from primary fieldwork and secondary documentation and interpreted through triangulation across data sources.

The evaluation used a tailored approach to measure impact, comparing groups where possible and analysing how specific activities lead to observed changes. Because Titan's education initiative spans two states and various types of support, a single "one-size-fits-all" measurement model was not effective. Instead, the methodology was customised for each part of the program, considering how long the project had been running, the local environment, and the specific ways the services were delivered. This ensured the results accurately reflected the unique successes and challenges of the intervention.

The assessment relied on cross-sectional outcome measurement, subgroup analysis, and qualitative evidence. Findings were interpreted through triangulation across quantitative assessments, stakeholder interviews, field observations, and programme documentation to assess alignment between observed outcomes, programme objectives, and delivery processes.

Table 5: Programme specific evaluation approach

Programme	Evaluation Focus	Key Data Sources and Tools
Kanya Sampoorna (KSP-II)	Learning outcomes across multiple schooling stages, life skills, STEM exposure, and programme contribution across diverse intervention pathways	Grade-appropriate FLN assessments; IDIs with government and programme-supported teachers, Anganwadi teachers, parents, principals, and implementing partners.

3.2.1. Sampling Strategy

The evaluation adopted a mixed sampling approach, combining purposive and random sampling within a mixed methods design. Purposive sampling was used to select geographies, intervention models, and stakeholder categories to ensure balanced representation across programs, guided by programme scale and feasibility. Within the selected sites, quantitative respondents were randomly selected from available beneficiary records (e.g., school and programme databases) to support robust estimation of learning outcomes, awareness levels, and other key indicators at the program and grade level. Based on the student concentration data shared by Titan for Cuddalore and Yadgir, a list of schools with students enrolled in Grades 1 to 12 (for Cuddalore) and Grades 8 to 10 (for Yadgir) was reviewed.

Schools were shortlisted in alignment with the grade coverage defined under the Kanya Sampoorna Programme. Priority was given to schools with a higher concentration of students within the eligible grades to ensure adequate representation.

Following the preliminary selection, the identified schools were reviewed in consultation with implementation partners. This was done to re-verify the feasibility of field visits. The process ensured that the final sample was both operationally practical and aligned with on-ground realities.Qualitative samples were selected purposively to capture implementation experiences, stakeholder perspectives, and contextual

factors, thereby complementing quantitative findings and explaining the drivers underlying observed patterns-methods design.

Quantitative Sample Size Determination

The sampling approach was designed to meet the primary objective of estimating program-grade level outcomes across diverse geographies. In the absence of prior variance data, Cochran's formula offers a transparent and conservative basis for determining sample requirements. This method supports descriptive analysis and learning, ensuring outcomes are estimated with a high degree of confidence while remaining operationally practical.[6]

Sample sizes for learner and beneficiary level assessments were calculated using Cochran's formula for population proportions, assuming a 90% confidence level and a 10% margin of error. The calculation is based on the following parameters:

Cochran's formula is expressed as:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$$

Where:

- n_0 (Initial Sample Size): The baseline requirement for an infinite population, which ensures the study has sufficient statistical power.
- z (Z-value of 1.645): Corresponds to the 90 % confidence level, providing a reliable balance between precision and the logistical realities of multi-state field data collection.
- p (Population Proportion of 0.5): Assumed at 50 % to maximise potential variability. This conservative approach ensures the sample size is large enough to remain valid regardless of how characteristics are distributed across the population.
- e (Margin of Error of 0.10): Sets a 10 % range of precision, ensuring that the findings reflect the true population values within a statistically acceptable window for social-impact programmes.

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Finite Population Correction (FPC) was applied since the total number of beneficiaries is known for each intervention. The final sample sizes were determined after accounting for this correction and were further

[6] Note: Alternative approaches, such as power-based sample size calculations, were considered but not adopted, as the evaluation is not designed to test statistically significant differences or estimate effect sizes between treatment and comparison groups. Simpler population-based formulas (e.g., Slovin's or Yamane) were also considered; however, Cochran's formula was preferred as it explicitly incorporates confidence levels and conservative assumptions in the absence of prior variance estimates.

refined by considering operational feasibility, cost implications, and time constraints associated with field implementation.

Sample Calibration

As the beneficiary populations for Titan's programs are known, the initial sample size (n_0) was adjusted using the Finite Population Correction (FPC). This adjustment ensured the sample is representative of the specific population size without unnecessary over-sampling. The final sample sizes were further refined through an iterative calibration process to account for,

- Program design and intensity of the intervention.
- Beneficiary density across geographies covered during field visits.
- Expected homogeneity or variability of outcomes within specific cohorts.
- The feasibility of administering age-appropriate assessment tools.
- Availability of complementary qualitative evidence.

In several program-grade combinations, the final proposed sample exceeded the statistical minimum to enhance robustness and enable more meaningful subgroup analysis.

Table 6: Study Coverage Locations

State	District/ Block	Centre/School Name
Karnataka	Yadgir	Ramasamudra GHS (UDISE Code - 29331010807)
Karnataka	Yadgir	Gajarkot KPS (UDISE Code - 29331003606)
Karnataka	Yadgir	Gurumitkal GGHS (UDISE Code - 29331014117)
Tamil Nadu	Cuddalore	GHS Nadiapattu
Tamil Nadu	Cuddalore	AHS(RC) Udaiyarkudi (8th)
Tamil Nadu	Cuddalore	APS(RC) Udaiyarkudi (5th)
Tamil Nadu	Cuddalore	APS(PRG) Udaiyarkudi (5th)
Tamil Nadu	Cuddalore	AWC Nadiapattu
Tamil Nadu	Cuddalore	PUMS A.Valliyam
Tamil Nadu	Cuddalore	Veenangeni
Tamil Nadu	Cuddalore	GHS Periyakappankulam

Table 7: Samples across locations

State	District/ Block	Centre/School Name (Covered)	grade 5 (fln assessment)	grade 8 (STEM assessment)	grade 8 (outcome assessment)	grade 9 (Outcome based assessment)	Teachers IDI (program)	Teachers IDI (govt)	Parents IDI	Principal IDI	Hostel IDI	AWW FGD
Karnataka	Yadgir	RAMASAMUDRA GHS (UDISE Code - 29331010807)			18		1	1	1			
Karnataka	Yadgir	GAJARKOT KPS (UDISE Code - 29331003606)			15		1		1			
Karnataka	Yadgir	GURUMITKAL GGHS (UDISE Code - 29331014117)			12					1	2	
Tamil Nadu	Cuddalore	GHS Nadiapattu		25		20	1	1	1			
Tamil Nadu	Cuddalore	AHS(RC) Udaiyarkudi (8th)		35		44		1		1		
Tamil Nadu	Cuddalore	APS(RC) Udaiyarkudi (5th)	30				1		1			
Tamil Nadu	Cuddalore	APS(PRG) Udaiyarkudi (5th)	16						–	1		
Tamil Nadu	Cuddalore	AWC Nadiapattu							1 (early learning)			1
Tamil Nadu	Cuddalore	PUMS A.Valliyam	20	7			1		1			
Tamil Nadu	Cuddalore	Veenangeni										1
Tamil Nadu	Cuddalore	GHS PERIYAKAPPANKULAM	1			2						
Total: 268 (2 IDIs with Implementation Partner)			**67**	**67**	**45**	**66**	**5**	**3**	**6**	**3**	**2**	**2**

Grade Selection and Tool Typology

Grade selection for the assessment was based on programme objectives and impact pathways. Specifically,

- Grades 5,8, and 9 were covered through FLN, STEM, and student outcome assessments respectively

The study assessed currently enrolled students in Grades 5, 8, and 9. This was guided by cohort availability and timeline considerations across sampled schools. The approach was finalised through discussions with the implementing partner.

Grade 5 was included to assess foundational learning - a stage where core competencies are expected to be established. Grade 8 was selected as a key upper-primary stage aligned with the programme's emphasis on STEM exposure and structured student development. Grade 9 was included to capture transition-stage outcomes associated with entry into secondary education, particularly awareness, aspirations, and educational continuity.

Assessment modalities varied by location in line with programme focus—for example, STEM-based assessments were administered in Cuddalore, while outcome-based assessments were used in Yadgir.

Qualitative Sampling

Purposive sampling was used for the qualitative component to support in-depth understanding of programme implementation, contextual factors, and perceived changes, rather than to estimate the prevalence of views. This approach enabled engagement with stakeholders who had direct experience of programme delivery and participation. In-depth interviews were conducted with teachers (government and programme-supported), parents, principals, and implementing partners.

The qualitative sample was structured to ensure coverage across key stakeholder groups and programme geographies, allowing learner-level outcomes to be interpreted alongside institutional, community, and implementation perspectives and strengthening triangulation with quantitative findings.

3.2.2.Study Approach

The evaluation is structured around a Define-Gather-Analyse-Report approach, with clear steps covering objective setting, data collection, analysis of findings, and structured reporting.

- Define:
  A detailed review of programme documentation, including Proposals, Annual reports, Quarterly reports, Utilisation Certificates, Memorandum of Understanding (MoUs) and partner submissions, was undertaken at the outset to establish an understanding of programme intent, delivery arrangements and expected outcomes. This review informed the framing of the evaluation parameters and the sampling design across Tamil Nadu and Karnataka The sampling strategy sought to reflect programme heterogeneity while retaining operational feasibility. Assessment instruments for learners including FLN, and STEM worksheets, grade-level academic assessments and awareness

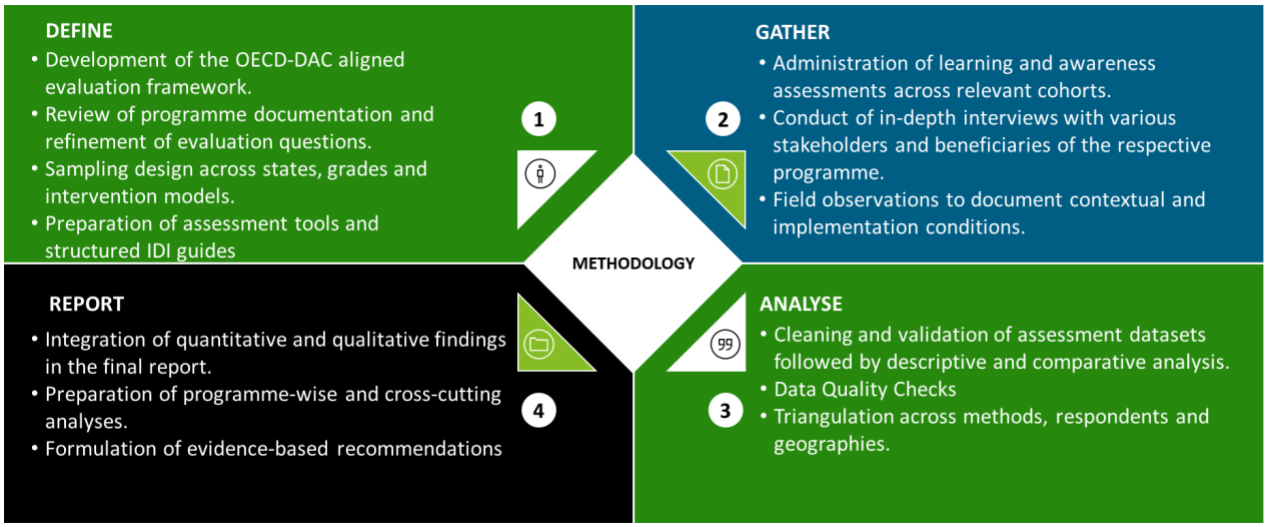
measures for the relevant cohort. The in-depth interview guides were structured around OECD DAC considerations.

- Gather:
  Field activities included administering quantitative assessments along with qualitative discussions and observational visits. Assessments occurred among learners in Grades 5,8, and 9 which took place between 2nd to 5th February 2026. These tools were designed to be age-appropriate, visually accessible, and suitable for expected skill levels. The qualitative tools included semi-structured questionnaires for the in-depth interviews (IDI) with teachers, parents, school leaders, and key informant interviews (KIIs) with representatives from implementing agencies. The qualitative discussions were conducted in accordance with the approved discussion guide. The interviews were conducted in the local language specific to programme geographies for the ease of communication. The IDIs were documented through detailed note-taking and voice recordings, with prior informed consent obtained verbally from all respondents. These discussions looked at changes in learning, teaching practices, enabling and limiting factors, gender and inclusion issues, community engagement, and the sustainability of ongoing efforts. The assessments as well as the interactions took place at the respective schools. Interaction with respondents was facilitated by the Kalike team, who supported in coordinating and enabling access to the targeted respondent groups at each location.

- Analyse:
  The analytical process consisted of systematic cleaning, validation and examination of quantitative and qualitative data. Assessment datasets were subjected to descriptive and comparative analysis to identify patterns in performance, and sub-group analysis by gender, geography or grade wherever feasible using descriptive statistics through Excel. Qualitative data were transcribed using Generative AI and were subsequently manually reviewed and checked for accuracy. The qualitative data were then thematically analysed manually, without the use of qualitative analysis software, following the OECD DAC criteria. This approach enabled structured interpretation of stakeholder perspectives concerning programme relevance, operational effectiveness, resource deployment, emerging behavioural or learning changes, and sustainability prospects. Triangulation across tools, respondent categories and locations was undertaken to strengthen the credibility of findings and minimise interpretive bias.

- Report:
  The reporting stage involved synthesising quantitative and qualitative evidence into an integrated evaluative narrative aligned with the OECD DAC framework. The final report presents programme-wise insights, supported by data visualisations and documentation derived from field interactions. Recommendations were framed to remain actionable, context-sensitive and oriented towards strengthening programme performance and sustainability.

Figure 8: Study Approach



3.2.3. Evaluation Framework

The detailed evaluation framework is presented below, mapped against OECD-DAC criteria and corresponding probe areas.

Table 8: Evaluation Framework

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
1	Relevance	What gaps / problem statements / needs were identified, and how?	1. Needs assessment studies 2. Titan Programme Documents 3. Implementing Partners 4. Direct programme beneficiaries 5. Titan CSR team	1. Secondary review 2. IDIs / KIIs	1. Stakeholder consultations undertaken 2. Type of challenges faced in the community / amongst beneficiaries 3. Requirements of implementing partners
2		To what extent do Titan's CSR programmes align with the identified needs and gaps?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners 4. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs	1. Awareness and understanding of Titan programmes amongst project beneficiaries 2. Perspectives of IPs on need alignment
3		What type of activities were conducted through Titan's CSR programmes, and to what extent were these responsive to the identified gaps? How were these activities developed?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners 4. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs	1. Awareness and understanding of Titan programmes amongst project beneficiaries 2. Level of satisfaction with Titan support (project ben & IP) 3. Methods adopted by Titan to address needs
4	Coherence	Are the Titan CSR's focus areas and corresponding initiatives complementary to and compatible with other activities and interventions within the Titan ecosystem?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners	1. Secondary review 2. IDIs / KIIs	1. Other similar programmes / projects (within Titan system) 2. Type of funding available for these
5		What are the other initiatives in these geographies within the Titan programme areas? How aligned are they with Titan's CSR initiatives?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Other similar programmes / projects (other orgs) 2. Type of funding available for these - govt, private philanthropy, CSR, FCRA, etc. 3. Working models and experiences of IP with other donors / funding partners

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
6	Efficiency	To what extent are the Titan CSR programmes, and its initiatives implemented in a cost-effective way and timely manner, and achieve significant impact?	1. Utilisation certificates and audited reports (project-wise) 2. Quarterly and annual reports (project-wise) 3. Titan CSR team	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
7		What were the key inputs [finance, people, etc] allocated to the programme and how were they distributed across different components?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
8		To what extent do the M&E systems utilised by the Titan CSR Programme ensure effective and efficient project management?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Methods utilised for M&E 2. Overall M&E framework 3. Mandatory submissions / compliance requirements
9	Effectiveness	In which areas do the Titan CSR programme have the greatest achievements? Why and what have been the supporting factors? How can Titan build on or expand these achievements?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Project-wise extent of achievements against key indicators of M&E framework (survey / IDIs) 2. Enabling factors 3. Linkages to other programmes / government systems
10		In which areas do the Titan CSR programme have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Project-wise shortfalls against key indicators of M&E framework (survey / IDIs), and reasons for same 2. Constraining factors 3. Areas where additional support is required
11		Were any course-correction strategies adopted by Titan? What were the outcomes?	1. Titan CSR team 2. Implementing partners	1. Secondary review 2. IDIs / KIIs	1. Challenges faced 2. Course correction strategies
12	Impact	Has the Titan CSR programme effected people's well-being, in line with contributing to the achievements of the SDGs?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Level of access to services 2. Persisting barriers to access 3. Overall improvement in well-being / socio-economic status / educational outcomes

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
13		Are Titan CSR initiatives being continued and scaled by the implementing partners, so they achieve longer-term outcomes and changes at an ecosystem level?	1. Implementing partners	1. IDIs / KIIs[1]	1. Additional efforts, if any 2. Additional programmatic support by Titan
14		What were the unintended consequences of the Titan's CSR work?	1. Implementing Partners 2. Direct programme beneficiaries	1. IDIs / KIIs	1. Impact on other aspects of well-being / socio-economic indicators 2. Impact on non-beneficiaries / indirect beneficiaries
15	Sustainability	Do implementing partners have enough financial resources, and capacity, to sustain changes in the future, and create further impact?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt 2. Key ecosystem challenges (current & upcoming) 3. Readiness to address challenges
16		How has Titan supported knowledge and capacity development of implementing partners?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Capacity building efforts 2. Outcomes of capacity building
17		To what extent are implementing partners continuing to rely on Titan? Is there a clear roadmap for phasing out these dependencies?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt 2. Handover plans, if any 3. Community resilience

[1] KIIs conducted with the Implementing Partners whereas IDIs conducted with programme stakeholders (parents, teachers, etc.)

3.3.Limitations

The study has been subject to a set of practical constraints affecting data access, field scheduling, sampling coverage, and continuity of engagement. The key limitations were as follows:

- Sample availability and location adjustments
  Limited availability of students in some of the originally selected schools required adjustments to the sampling plan. In one instance, the selected school was changed due to insufficient student numbers. Similarly, shortfalls in Grade 8 and Grade 9 student assessments from GHS Nadiapattu and Grade 5 assessments from APS (PRG) Udaiyarkudi were addressed by covering the remaining samples at alternate locations.
- Participant availability for FGDs
  Challenges were encountered in arranging the required number of participants for certain focus group discussions (FGDs). At one location, the teacher FGD was conducted with only two teachers as the implementing partner (IP) was unable to arrange a larger group. Additionally, the FGD at AWC Nadiapattu could not initially be completed with the required number of participants and had to be reattempted at the same location.
- Changes in data collection arrangements
  Some modifications to the planned data collection arrangements were made in coordination with the implementing partner. The location of the Anganwadi Centre (AWC) for one interaction was changed based on the IP's suggestion. In addition, Early Learning IDIs were not conducted at this site as they had already been completed at other locations, while Early Learning parent IDIs were carried out as per the arrangements facilitated by the IP.
- Unintentional response bias:
  Responses may have been influenced by respondents' personal beliefs or external environmental factors, leading to unintentional response bias and potentially affecting the objectivity of the findings.
- Self-administered assessments:
  As some students completed the assessment sheets independently, there is a possibility that certain questions were misunderstood, which may have influenced the accuracy of their responses.
- Cultural influence:
  Local cultural norms may have shaped how respondents answered survey questions and participated in KIIs and FGDs. This cultural influence could have affected the authenticity and openness of some responses.

KEY FINDINGS

4. KEY FINDINGS- Kanya Sampoorna (Cuddalore, Tamil Nadu)

4.1 Pre-Programme Gaps and Context

4.1.1.Foundational Literacy and English Communication Gaps

Across stakeholders, foundational literacy challenges emerged as a key issue prior to programme implementation. Teachers described that many students had attended school but had not fully consolidated early reading skills. This situation was frequently linked to disruptions in early schooling during the COVID-19 period.

Students often struggled with basic letter recognition and pronunciation. Reading was frequently performed by joining individual letters rather than recognising words fluently, which slowed reading pace and affected comprehension. Sentence construction also remained limited, with some students finding it difficult to form complete sentences independently.

Programme teachers described that even when students had some familiarity with letters and words, reading fluency remained weak. One teacher explained:

"Some children don't even know letters... Most of the student studies are affected by COVID. They didn't go to the school in their initial days... They struggle to identify the letter and pronunciation." – Teacher (Programme)

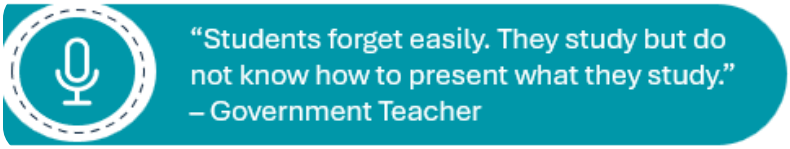
Parents also described similar observations at home, noting that children often read slowly and struggled to read continuous text smoothly.

In addition to literacy challenges, hesitation in English communication was also highlighted. Teachers indicated that students often avoided speaking English due to fear or lack of confidence, even when they understood some vocabulary. Some students struggled to construct sentences, while others hesitated to participate verbally in classroom discussions. These challenges reflected both skill limitations and hesitation in oral expression.

4.1.2. Foundational Numeracy and Conceptual Learning Challenges

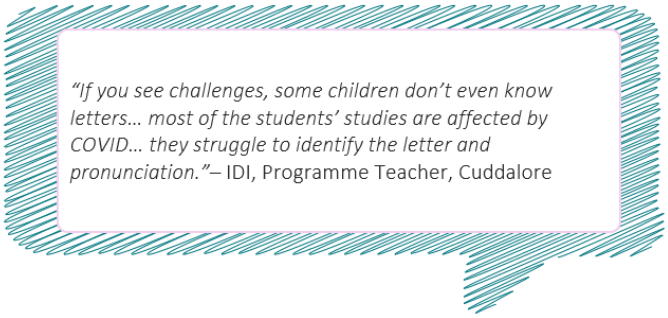
Mathematics learning difficulties were also described across teachers and parents. Students encountered challenges in basic operations, particularly division and fractions. Teachers explained that students often required additional time to understand mathematical concepts and that learning pace in mathematics was slower for several students.

Alongside computational difficulties, teachers described challenges related to conceptual understanding. Students sometimes studied content but found it difficult to explain or present what they had learned. A government teacher described this issue in the following way:



These descriptions indicate that learning often remained procedural, with limited internalisation of underlying concepts. Parents also mentioned that their children found certain subjects, particularly mathematics and social science, difficult to understand prior to programme engagement.

4.1.3. Passive Classroom Learning Context



Several respondents described classroom environments that prioritised syllabus completion over interactive engagement. Teachers explained that earlier classroom practices were largely lecture-based, with lessons delivered through reading and explanation and limited use of activity-based reinforcement.

Similarly, Anganwadi workers described challenges related to early childhood learning environments. They referred to developmental difficulties among some children entering preschool, including delayed speech, difficulty forming sentences, limited attention spans, and challenges pronouncing longer words. Workers also noted that children engaged more actively in play-based activities and responded better when learning involved objects and materials rather than only books. However, exposure to structured play materials had been limited in some centres prior to programme engagement.

AWD workers further explained that earlier preschool activities were less systematically organised. Structured thematic planning and guidance related to early childhood development were introduced later, indicating that previous preschool activities lacked consistent pedagogical structure.

4.1.4.Teacher Workload and Resource Constraints

Structural constraints within schools and Anganwadi centres were frequently mentioned. Principals described staffing shortages that limited the capacity to provide individual attention to students who required additional support. In schools with fewer teachers, classroom management and instruction were often distributed across large student groups.

Teachers also referred to limited access to teaching-learning materials prior to programme support. Demonstration kits and subject-specific materials were not always available, and teachers sometimes needed to search independently for suitable resources. This limited opportunities for practical demonstrations and activity-based learning approaches within classrooms.

Anganwadi workers described similar operational pressures. In several centres, helper staff were not consistently available, requiring workers to manage cooking, cleaning, and teaching responsibilities simultaneously. These conditions placed constraints on the time and attention that could be dedicated to structured early childhood learning activities.

4.1.5.Infrastructure and Learning Environment Limitations

Respondents also referred to infrastructure gaps that affected learning environments. Programme teachers described that in some villages, particularly in tribal areas, schools previously lacked basic facilities such as toilets. One teacher explained:

> "In many villages there were no toilets… in one tribal village school toilets were built." – Teacher (Programme)

Anganwadi workers also referred to limitations related to building infrastructure. Some centres operated without dedicated buildings or functioned in structures that required repair. These conditions affected the physical learning environment available to young children.

In addition to building infrastructure, respondents mentioned limited availability of classroom materials and teaching aids. The absence of ready-made teaching-learning materials constrained opportunities for demonstration-based instruction and hands-on learning.

4.1.6.Hygiene Awareness and Behavioural Practices

> *"Earlier she was careless. Now she washes properly, brushes regularly, takes bath every day."*– IDI, Mother, Cuddalore

Parents and teachers also referred to gaps in hygiene awareness among students prior to programme engagement. These included irregular habits related to brushing teeth, bathing, and toilet hygiene.

Teachers also mentioned that some girls missed school during menstruation due to limited awareness regarding menstrual hygiene practices. Programme teachers described making efforts to follow up with families and encourage girls to attend school regularly.

4.1.7.Gender Norms and Educational Continuity for Girls

Respondents also referred to broader community norms affecting girls' participation in education. Teachers described contexts where girls sometimes missed school due to menstruation and required targeted guidance and support.

> *"Earlier, some marriages were arranged after 12th. Now that has reduced."*
> – IDI, Parent (Mother), Cuddalore

Parents also referred to earlier community practices where marriages sometimes occurred after girls completed secondary school or if they did not continue their education. Respondents indicated that these practices had reduced over time and that awareness regarding girls' education had increased.

4.2 Relevance: Alignment of Programme Design with Identified Needs

4.2.1 Structured Remediation and Conceptual Learning Support

Programme design incorporated structured instructional approaches that corresponded with previously identified gaps in foundational literacy and numeracy. Teachers described a stepwise progression in literacy instruction beginning with letter recognition and advancing through word formation, sentence construction, reading, and writing. This incremental approach allowed instruction to begin at the student's existing level rather than assuming prior mastery.

Classroom sessions combined multiple techniques to reinforce language development. Teachers referred to the use of action songs for vocabulary introduction, storytelling for comprehension, and drawing-based exercises that encouraged students to generate words and construct sentences from visual prompts. Worksheets were also used to reinforce concepts and provide additional practice for students requiring further support.

> "If a child does not know letters, we teach letters, then words, then sentences, reading and writing – that is our contribution." – Teacher (Programme)

Teachers also described grouping students by learning level and using assessments to identify topic-wise gaps. Mathematics instruction incorporated structured worksheets and curriculum-aligned materials that enabled students to practise operations and reinforce conceptual understanding. These approaches addressed previously described difficulties in operations such as division and fractions. Parents also described the teaching approach as systematic and patient, enabling children to gradually improve reading and subject comprehension.

Conceptual learning in mathematics and science was further supported using demonstration-based materials. Teachers referred to STEM kits and visual learning resources aligned with the Tamil Nadu curriculum that enabled concepts to be illustrated through models and experiments. Government teachers noted that these ready-made kits reduced the need to independently prepare teaching materials and allowed concepts to be demonstrated more effectively during lessons. One teacher described the value of this approach as follows:

Teachers indicated that demonstration and visual explanation supported clearer understanding and enabled students to articulate concepts more confidently during classroom discussions.

4.2.2 Activity-Based and Participatory Learning Approaches

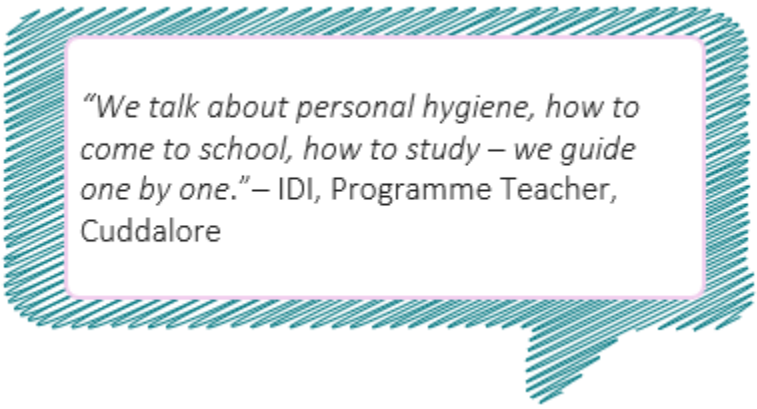
Programme activities were designed to promote active participation during classroom sessions. Teachers described learning processes that incorporated group work, discussion, and practical exercises to encourage engagement and interaction. These activities were intended to create a classroom environment in which students could participate without hesitation and interact more freely with both teachers and peers.

A similar approach was described in preschool settings. Anganwadi workers referred to the introduction of structured activities such as action songs, storytelling, matching exercises, and colouring activities within

daily routines. Workers explained that children responded more actively when learning involved play materials and objects rather than only books.

Monthly thematic planning and learning corners were introduced to organise these activities more systematically. Workers described that these elements helped integrate play-based engagement with structured learning objectives within preschool classrooms.

4.2.3 Gender, Life Skills, and Institutional Capacity Support



Programme design also incorporated elements addressing gender-related concerns, life skills, and institutional capacity constraints. Teachers described sessions covering hygiene practices, menstruation awareness, and the importance of continuing education for girls. In some cases, these discussions were conducted in separate sessions for girls to allow more open participation.

Career guidance activities were also included to introduce students to different educational and vocational pathways. Teachers referred to the use of audiovisual materials and videos explaining options such as diploma programmes, vocational training, and higher education courses. Government teachers noted that visual formats helped students understand these pathways more clearly.

Parents also described behavioural and hygiene guidance provided through programme activities, including practices such as handwashing, personal cleanliness, and appropriate social behaviour.

In addition to student-focused components, the programme provided materials, training, and external instructional support to schools and Anganwadi centres. Teachers described receiving worksheets, demonstration kits, and structured lesson materials aligned with the school curriculum. Anganwadi workers referred to receiving play-based learning materials such as blocks, number boards, colouring sheets, and floor mats, which expanded the range of preschool learning activities.

Training sessions and on-site mentoring were also described, particularly for Anganwadi workers, who received guidance on organising learning corners and implementing thematic plans. In schools, programme coordinators sometimes conducted sessions alongside teachers. Principals noted that this additional instructional support was helpful in contexts where teacher availability was limited.

These elements indicate that the programme design combined instructional support, learning materials, and capacity-building measures to complement existing school and preschool systems.

4.3 Relevance: Stakeholder Awareness, Participation, and Responsiveness

Across stakeholder groups, awareness of programme objectives and activities appeared generally clear, and multiple forms of participation in implementation were described. Programme teachers articulated

familiarity with the key areas addressed by the programme, including foundational learning gaps, hygiene and life skills education, and career guidance for students. Their descriptions reflected understanding of how programme activities were intended to address learning challenges and broader social concerns affecting students. One programme teacher described this alignment as follows:

"I feel the programme focuses on learning, hygiene-related needs, and career guidance, which directly address the challenges faced by girls." – Programme Teacher

Programme teachers also described participating actively in implementation through coordinated delivery and internal discussions among team members. Teachers explained that programme activities were implemented collectively and adapted to the learning levels of students. In addition to classroom instruction, teachers described follow-up actions such as contacting families when girls were absent and providing individual guidance to students who required additional support.

Government teachers demonstrated awareness of programme components such as STEM kits, worksheets, life skills sessions, and career guidance activities. They described using materials provided through the programme during classroom teaching and sometimes continuing to use these resources even when programme staff were not present. Collaboration between programme staff and government teachers was described as generally smooth, although some teachers noted time pressures associated with completing syllabus requirements alongside programme activities.

School principals also demonstrated familiarity with programme operations, including coordination with education authorities, scheduling programme sessions within the school timetable, and the provision of learning materials. Principals described cooperating with programme staff during implementation and indicated that external resource persons sometimes conducted sessions jointly with teachers. One principal also noted that external facilitators occasionally attracted greater student attention during classroom sessions.

Parents reported becoming aware of programme activities through several channels, including parent-teacher meetings, school management committee interactions, Anganwadi workers, and communication from children. Many parents described attending meetings where programme activities were explained and where questions could be raised. Parents also reported supporting children's learning at home and attending school meetings when invited.

Anganwadi workers similarly demonstrated awareness of programme objectives related to early childhood development. Workers referred to structured preschool activities, thematic planning, and the use of learning corners introduced through programme engagement. They also described participating in training sessions and mentoring visits that provided guidance on implementing these activities within their centres.

Across stakeholder accounts, participation was reflected through collaboration between programme staff, school personnel, parents, and Anganwadi workers. Responsiveness was also described in instances where programme staff provided follow-up support, conducted demonstrations during visits, or addressed

concerns raised by schools and centres. At the same time, some respondents mentioned variations in visit frequency, which influenced the extent of ongoing interaction with programme teams in certain locations.

4.4 Coherence: Complementarity with Other Initiatives and Ecosystem Alignment

4.4.1 Alignment with Government Curriculum and Institutional Systems

Across teachers and school leadership, the programme was described as aligned with the Tamil Nadu school curriculum. Programme teachers explained that lesson plans, worksheets, STEM kits, and other learning materials were designed with reference to curriculum requirements and implemented according to the school term structure. Materials were described as grade-appropriate and consistent with existing academic expectations.

Government teachers also emphasised that teaching materials needed to align with the syllabus to be usable in classroom settings. They confirmed that the materials provided through the programme were compatible with SCERT standards and could therefore be incorporated within regular teaching.

School principals described the programme as formally introduced through administrative processes involving district education authorities. In one case, the programme was initiated through NGO outreach followed by approvals from the Chief Education Officer and District Education Officer, while another school reported introduction through the Block Resource Centre. These descriptions indicate that programme activities were implemented within existing administrative structures rather than operating independently of them.

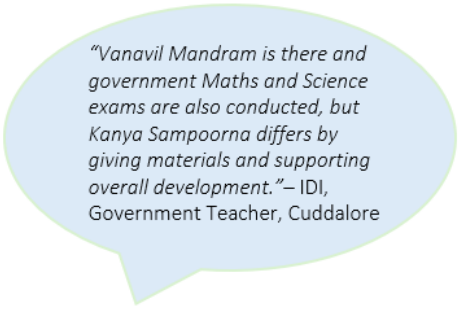
Programme activities were also reported to be conducted during regular school hours and integrated within existing timetables. Teachers described coordinating with school staff when planning sessions, suggesting that the programme functioned within the routine structure of school operations.

In preschool settings, Anganwadi workers explained that programme activities were introduced through the ICDS system. Workers described receiving guidance through office-level training sessions and through visits to centres where programme staff demonstrated learning activities. Thematic planning and child-centred activities introduced through the programme were implemented within existing Anganwadi routines, indicating alignment with the ICDS structure.

4.4.2 Relationship with Other Government and Community Initiatives

Teachers and school staff referred to the presence of several government-led educational initiatives, including *Vanavil Mandram* science activities, Thulir magazine programmes, and government mathematics and science examinations. These initiatives were described as existing alongside programme activities rather than being replaced by them.

Respondents described the programme as broader in scope, combining academic support with life skills, hygiene awareness, and career guidance. Government teachers also noted that the programme provided ready-made teaching materials and demonstration kits, which supplemented existing classroom resources. In the absence of such materials, teachers explained that they would otherwise need to prepare or locate teaching aids independently.



Principals indicated that programme staff sometimes conducted sessions jointly with teachers, particularly in contexts where teacher availability was limited. In this sense, the programme complemented existing school capacity rather than functioning separately from it. One principal noted that external facilitators occasionally attracted additional student attention during classroom sessions.

Parents described the programme as operating alongside family support for children's education. They referred to reinforcing hygiene practices at home, supporting homework, and attending meetings organised by the school. Communication about programme activities was sometimes facilitated through school meetings and messaging platforms used by schools to contact parents.

In preschool settings, Anganwadi workers described programme activities as strengthening existing ICDS practices by introducing structured materials, thematic planning, and learning corners. Workers indicated that these elements expanded the range of activities available within the Anganwadi system rather than replacing it.

Across respondents, there was limited reference to other non-government organisations operating in the same areas with a similar focus on girls' education. Some teachers and government staff indicated that they had not observed other organisations providing comparable support in their local contexts. Some respondents also noted that the frequency of programme visits had varied over time, particularly in Anganwadi centres and some schools where earlier visits were described as more regular. These variations were mentioned in relation to the level of ongoing engagement rather than to the presence of other initiatives.

4.5 Efficiency: Implementation Processes, Coordination, and Timeliness

4.5.1. Budget Utilisation and Cost Efficiency

The table below presents a summary of the approved budget, actual expenditure, utilisation percentages, and variances for KSP-II (Tamil Nadu) during FY 2024–25.

Table 9: Budget Utilisation - Tamil Nadu

S. No	Particulars / Budget Head	Proposed (₹)	Utilised (₹)	% Utilised vs Proposed	Variance (₹)
1	Personnel & Human Resources	1,82,35,380	1,70,39,181	93.35%	11,96,199
2	Capital Cost (Computers & Equipment)	2,40,000	2,36,499	98.54%	3,501
3	Early Childhood Education (ECE)	34,96,765	39,54,914	113.10%	(4,58,149)
4	Foundational Literacy & Numeracy (FLN)	26,57,900	29,22,175	109.95%	(2,64,275)
5	STEM & Adolescent Education	25,86,000	29,95,743	115.77%	(4,09,743)
6	Girls' Leadership & Community Libraries	12,70,000	11,98,850	94.41%	71,150
7	Knowledge Management, M&E & Learning	15,90,000	18,86,994	118.68%	(2,96,994)
8	Overheads & Administration	13,12,000	12,16,635	92.73%	95,365
9	Management Cost (2%)	5,97,721	5,97,721	100.00%	0
	Total	**3,20,35,766**	**3,22,59,560**	**100.70%**	**(2,23,794)**

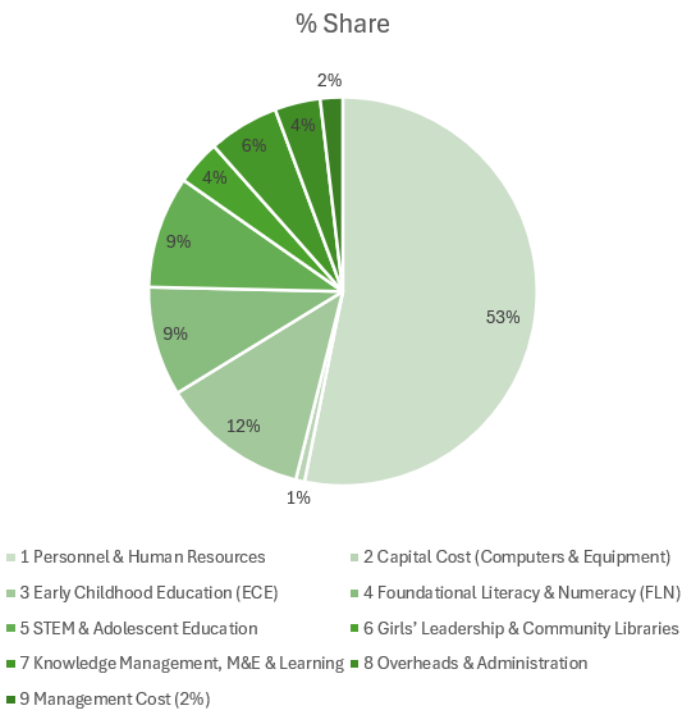


Figure 9: Financial Utilisation - Cuddalore

Personnel and human resources constituted the largest share of total expenditure, reflecting the programme's emphasis on field-based implementation, teacher and Anganwadi worker capacity building, mentoring, and programme management. Programmatic investments were substantial across key learning areas. Knowledge management, monitoring and learning activities accounted for 5.85%, supporting evidence-driven implementation, while girls' leadership and community library initiatives represented 3.72%. Overheads and administrative costs together remained modest at 3.77%, and capital expenditure was minimal (0.73%), indicating efficient use of resources.

4.5.2 Coordination and Delivery Processes

Programme delivery was described as organised through coordinated processes involving programme staff, school teachers, and institutional leadership. Programme teachers indicated that implementation followed structured planning aligned with the academic calendar, with internal discussions among team members to ensure consistent delivery across schools and to adapt sessions to student learning levels.

> *"It is not that one of us does the program alone. If we are eight people, all eight do the same program. We discuss and do according to where the children are."*
> – IDI, Programme Teacher, Cuddalore

Government teachers described working alongside programme staff during classroom sessions and coordinating on how activities were integrated into subject periods. Teachers also indicated that learning materials provided through the programme could continue to be used during regular lessons even when programme staff were not present. Respondents generally described collaboration between programme staff and school teachers as smooth, with no reported coordination conflicts.

School principals also referred to routine coordination with programme teams regarding scheduling and classroom sessions. Programme activities were incorporated within the school timetable and implemented through communication between school staff and programme facilitators. Principals indicated that communication channels were functional and that programme teams responded when support was requested.

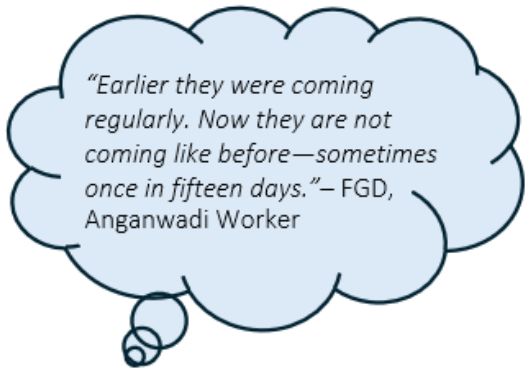
In preschool settings, Anganwadi workers described coordination through ICDS training sessions and through visits where programme staff demonstrated activities and discussed upcoming topics. These interactions provided opportunities for workers to clarify implementation processes and prepare for subsequent activities in their centres.

4.5.3 Mentoring, Visit Frequency, and Continuity

Programme staff visits formed an important part of implementation oversight. Programme teachers described mentoring visits and monitoring interactions that provided opportunities to review activities and discuss classroom experiences. Teachers generally rated mentoring support positively and described visits as useful for guidance and feedback.

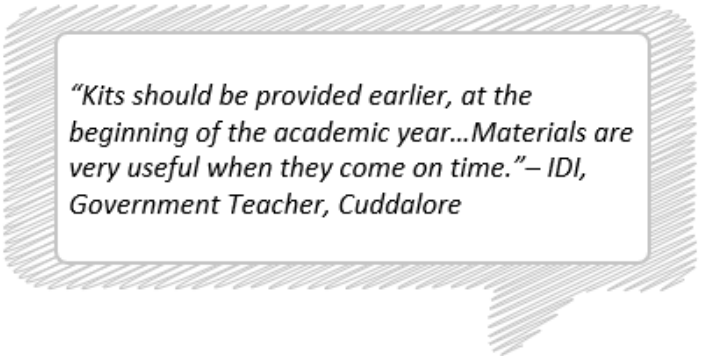
However, the reported frequency of visits varied across locations. Government teachers described weekly engagement in some schools and twice-weekly sessions in one case, while other stakeholders described less frequent visits. School principals noted that programme staff had previously spent longer periods in schools, whereas more recent visits were described as shorter or less frequent. One principal indicated that longer sessions would allow deeper engagement with students.

> *"When they don't come, we feel a gap. If they spend half a day weekly, it will benefit students more."*
> – IDI, Principal (In-Charge), Cuddalore



Variation in visit continuity was also reported in Anganwadi centres. Workers in one focus group described visits occurring approximately twice a month, while another group stated that visits had been regular earlier but had reduced more recently. These accounts suggest that the duration and frequency of programme engagement differed across sites and may have changed over time.

4.5.4 Timeliness of Materials and Operational Constraints



Most programme teachers indicated that the materials used during activities were appropriate and useful for classroom implementation. However, one teacher recommended that learning kits be distributed earlier in the academic year so that they could be utilised from the beginning of the school term. This recommendation related to the timing of distribution rather than the design of the materials themselves.

Government teachers also referred to the need to balance programme activities with syllabus completion. While programme sessions were incorporated within subject periods, teachers noted that classroom schedules required careful management to ensure that academic portions were completed within the required timeframe.

Operational constraints were more prominent in preschool settings. Anganwadi workers described managing multiple responsibilities, including cooking, cleaning, and teaching, particularly in centres without helper staff.

Workers indicated that programme visits sometimes helped reduce these pressures by providing demonstrations and guidance during centre visits. However, staffing limitations affected the time available for implementing structured activities daily.

Overall, respondents described programme implementation as coordinated and functional, while also indicating that variations in visit frequency, material delivery timing, and local staffing conditions influenced the pace and continuity of activities across different locations.

4.6 Effectiveness: Quality of Academic, Technical, and Mentoring Support

4.6.1 Academic Quality of Teaching and Learning Support

Across stakeholders, academic inputs were generally described as clear, structured, and relevant to student learning needs. Programme teachers characterised the teaching approach as activity-based and organised around progressive learning stages, allowing concepts to be introduced and reinforced through structured classroom engagement. Teachers emphasised that lessons incorporated activities designed to maintain student engagement while ensuring that concepts were fully understood rather than simply covered within the syllabus.

Teachers (both government and programme) were asked to rate the usefulness and quality of key Kanya Sampoorna programme components on a five-point scale. Average ratings indicate strong perceived effectiveness of training, mentoring, and teaching–learning materials across schools (Table X).

Table 10: Teachers' Ratings of Programme Components and Support Quality – KSP-II, Tamil Nadu

Component	Grades Covered	Average Rating
Teacher training sessions and capacity-building workshops	All	4.0
Onsite mentoring and academic handholding support	All	4.0
Lesson plans and structured teacher resource books	All	4.2
Remedial worksheets and learning materials	All	4.8
Print-rich classroom activities and visual TLMs	Grades 1–5	5.0
Library and reading resources (school / community libraries)	Grades 6–12	3.8
Life-skill sessions	Grades 6–10	4.4
Career-guidance modules	Grades 9–12	4.33
Coding without Computers and Robotics	Grades 6–10	3.8
STEM and science kits / math simulators	Grades 8–12	4.6
Vocational training (wire craft / electrical skills)	Grades 9–10	4.0

Component	Grades Covered	Average Rating
Adolescent collectives and community sessions	Grades 6–12	3.5

Overall, teacher ratings indicate strong perceived effectiveness of key programme inputs, particularly in areas related to classroom support and learning materials. Remedial worksheets, print-rich classroom activities, and STEM kits received the highest average scores, reflecting their usefulness in strengthening conceptual understanding and student engagement. Teacher training and mentoring were also rated consistently well, suggesting that the programme's capacity-building approach has supported classroom implementation. Comparatively lower ratings for library resources and coding without computers point to areas where utilisation or reach may be less consistent and could benefit from further strengthening.

Government teachers similarly highlighted the value of demonstration-based teaching approaches. They referred to the use of science models, mathematics apparatus, and visual aids that enabled students to understand concepts through observation and practical demonstration. Principals also referred to improvements in conceptual clarity and classroom engagement when lessons were supported by demonstration materials.

Parents described observable improvements in children's reading ability, subject comprehension, and confidence in schoolwork. Some parents explained that children were able to understand lessons more quickly and explain what they had learned at home. Parents did not express dissatisfaction with academic teaching quality, although some suggested that additional support in spoken English and vocational exposure could further strengthen learning opportunities.

4.6.2 Technical Quality and Relevance of Learning Materials

Technical inputs, including teaching-learning materials and demonstration kits, were consistently described as relevant and easy to use. Programme teachers emphasised that the materials were appropriate for students' age and grade levels and supported conceptual explanation during lessons. One teacher described the materials as follows:

> *"All are government-based. It matches. Were easy to use and helped in teaching the students in a more effective and engaging way."*– IDI, Programme Teacher, Cuddalore

Government teachers also stressed that the usefulness of teaching materials depended on their alignment with the official syllabus. Teachers confirmed that worksheets and demonstration kits corresponded with curriculum requirements and could therefore be incorporated directly into subject teaching.

Principals referred to the presence of science and mathematics kits, classroom displays, and other materials that supported the learning environment. In some schools, respondents also mentioned earlier support for facilities such as libraries or learning spaces. Across respondents, there were no reports that materials were inappropriate or mismatched with classroom needs.

One operational suggestion from a programme teacher concerned the timing of material distribution. The teacher recommended that kits be provided at the beginning of the academic year so that they could be used throughout the school term. This recommendation reflected a scheduling consideration rather than concerns regarding the quality of the materials themselves.

4.6.3 Mentoring, Training, and Professional Support

Mentoring and training support were generally described positively by teachers and Anganwadi workers. Programme teachers reported receiving guidance through field mentor visits, internal team discussions, and periodic review meetings. Mentoring ratings were typically around four out of five, indicating general satisfaction with the level of professional support provided.

> *"The programme team shares ideas, and we apply them in our own teaching."* - IDI, Government Teacher, Cuddalore

Government teachers also described training sessions and collaborative planning with programme staff. Teachers reported receiving ideas for subject teaching and indicated that the materials and lesson approaches could be applied within their own classroom instruction. Collaboration ratings were typically between four and five. However, a small number of teachers noted moderate confidence in facilitating certain programme components independently, suggesting that ease of implementation varied among teachers.

In preschool settings, Anganwadi workers described training and mentoring as highly useful. Workers referred to monthly ICDS-level training sessions, centre visits, and demonstration teaching that helped them organise activities such as action songs, storytelling, and learning corners. Workers also indicated that guidance on upcoming monthly themes was communicated in advance.

Workers rated cluster-level training and mentoring support highly, often giving scores of five out of five. However, some workers explained that operational constraints, particularly the absence of helper staff, limited the time available to implement activities as intended.

Across respondents, the quality of mentoring and professional support was generally viewed as strong, with stakeholders describing guidance as clear and supportive. At the same time, variations in visit frequency and local staffing conditions influenced the extent to which this support could be fully utilised in certain settings.

4.7 Effectiveness and Impact: Improvements in Student Learning Outcomes

4.7.1 Progress in Foundational Learning Across Subjects

The following grade-wise results summarise short assessments administered in select schools. They are presented first to anchor the discussion on observed learning pattern.

To assess foundational learning levels, Grade 5 students were administered a short assessment covering English, Mathematics, and Tamil, with each subject carrying 10 marks. The results were analysed by grouping scores into percentage ranges to understand overall performance patterns.

The score distribution indicates that most students fall within the moderate to higher performance bands, particularly between 41-80% across subjects. In English, performance is relatively spread across the middle ranges, with 33% of students each in the 41-60% and 61-80% bands, while 24% fall in the 21-40% range,

indicating some variation in proficiency levels. Mathematics shows better outcomes, with 55% of students scoring between 61-80% and 10% reaching the 81-100% band. Tamil performance is largely concentrated in the 41-60% range (49%), indicating developing conceptual understanding with scope for further strengthening higher-level mastery.

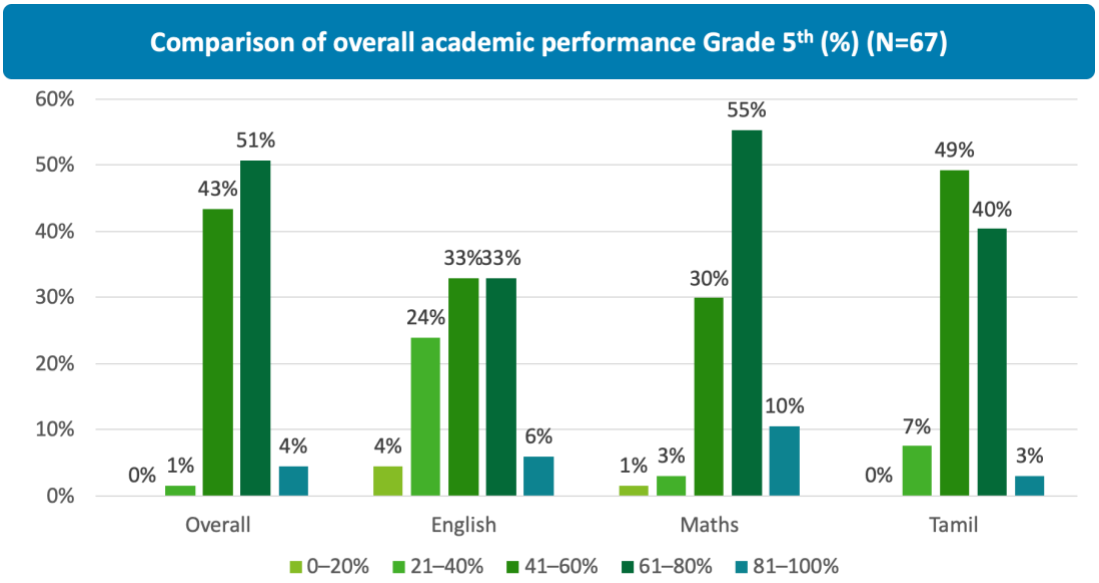


Figure 10: Comparison of academic performance - Grade 5

For English, the results show that students performed relatively better in Reading Comprehension and Moral Understanding, where 83% of responses were correct, indicating familiarity with basic text interpretation. Performance in Vocabulary (spellings, synonyms, and antonyms) was moderate, with 53% correct responses. In comparison, Grammar related to parts of speech recorded 41% correct responses, suggesting that students may require additional reinforcement in applying grammatical rules.

Table 11: Academic Outcomes in English for KSP-II, Tamil Nadu

English	Proportion of students (%) Grade 5th (N=67)
Reading Comprehension & Moral Understanding	83%
Vocabulary - Spellings, Synonyms, Antonyms	53%
Grammar - Parts of Speech (Prepositions, Adverbs, Verb Forms)	41%

As observed from the table below students performed relatively better in Number Sense and Number Operations, with 83% correct responses, indicating familiarity with basic numerical concepts. Performance in Measurement (money and time) was also comparatively higher at 65%, followed by Geometry - Angles and Shapes (59%). Fractions and Decimals recorded 54% correct responses, suggesting that some students may require additional practice in applying these concepts.

Table 12: Academic Outcomes in Maths for KSP-II, Tamil Nadu

Maths	Proportion of students (%) Grade 5th (N=67)
Number Sense & Number Operations	83%
Measurement - Money & Time	65%
Fractions & Decimals	54%
Geometry - Angles & Shapes	59%

Regarding Tamil, the results indicate that students performed highest in Vocabulary (synonyms and antonyms), with 90% correct responses, suggesting familiarity with common word meanings. Reading Comprehension recorded 68% correct responses, indicating that many students are able to understand and interpret written passages. In comparison, Grammar and Sentence Skills recorded 36% correct responses, suggesting that students may require additional practice in applying grammatical rules within sentences.

Table 13: Academic Outcomes in Tamil for KSP-II, Tamil Nadu

Tamil	Proportion of students (%) Grade 5th (N=67)
Vocabulary (Synonyms/Antonyms)	90%
Reading Comprehension	68%
Grammar & Sentence Skills	36%

To understand learning levels, Grade 8 students were administered a short assessment in Mathematics and Science[1], with each subject carrying 10 marks. The results were grouped into score ranges to observe the distribution of student performance.

The distribution shows that a large proportion of observations fall within the lower to middle performance bands. Overall, 46% fall in the 21–40% range, followed by 31% in the 41–60% band and 15% in the 61–80% range. In Mathematics, scores are distributed across the lower and middle bands, with 25% in 0-20%, 33% in 21-40%, and 37% in 41-60%, while 4% reached the 61-80% range. In Science, 42% of students fall in the 21-40% range, followed by 31% in 41-60% and 16% in 61-80%, with 7% in the lowest band. Overall, the results indicate that many students are performing within the basic to developing competency ranges, with fewer students reaching the higher score bands.

[1] *English was removed as per IP since it is not a part of intervention*

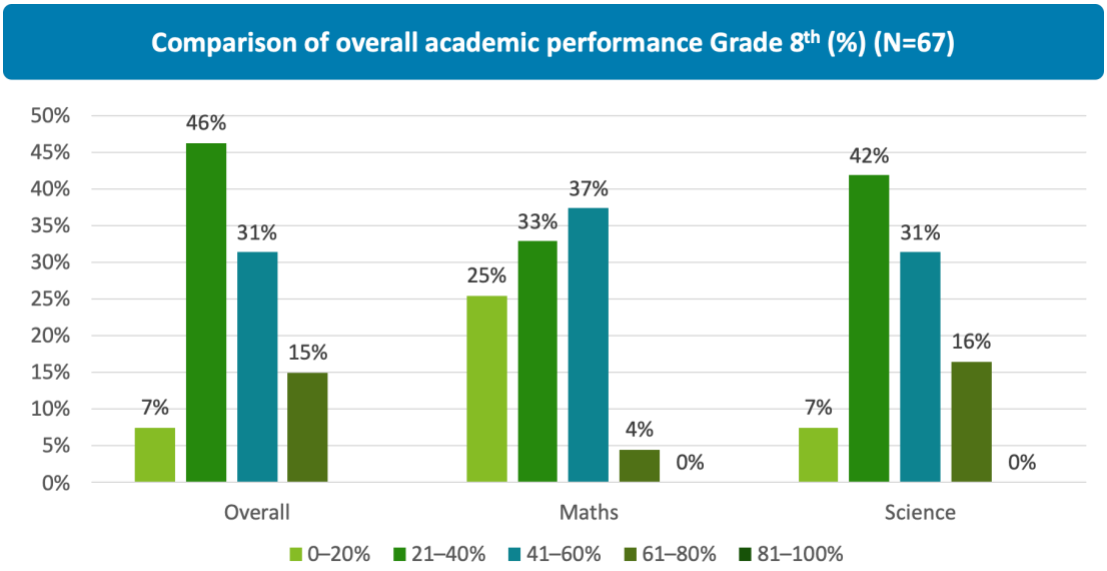


Figure 11: Comparison of academic performance - Grade 8

Particularly in Mathematics, students recorded 44% correct responses in Number Sense, Arithmetic, and Proportional Reasoning, and 42% in Geometry, Mensuration, and Data Interpretation, indicating similar levels of understanding in these areas. Algebraic Expressions, Expansion, and Identities recorded 28% correct responses, reflecting relatively lower performance compared to the other topics.

Table 14: Academic Outcomes in Math for KSP-II, Tamil Nadu

Maths	Proportion of students (%) Grade 8th (N=67)
Number Sense, Arithmetic & Proportional Reasoning	44%
Geometry, Mensuration & Data Interpretation	42%
Algebraic Expressions, Expansion & Identities	28%

For Science, students recorded 66% correct responses in Scientific Processes, Microorganisms, and Chemical/Biological Phenomena, indicating relatively better performance in this area. Forces, Sound, and Physical Phenomena recorded 39% correct responses, while Classification of Materials and Biological Systems recorded 31%.

Table 15: Academic Outcomes in Science for KSP-II, Tamil Nadu

Science	Proportion of students (%) Grade 5th (N=67)
Scientific Processes, Microorganisms & Chemical/Biological Phenomena	66%
Forces, Sound & Physical Phenomena	39%
Classification of Materials & Biological Systems	31%

Furthermore, qualitative findings corroborate some of the findings above. Programme teachers indicated that students who initially struggled with letter recognition and basic reading had progressed through

structured stages of literacy development, moving from recognising letters to forming words and constructing sentences. One teacher described this progression as follows:

Teachers noted that many students who previously recognised letters but struggled to read fluently were able to read with greater clarity after participating in structured activities such as storytelling, vocabulary exercises, and guided reading tasks. Improvements in numeracy were also reported, particularly in students' confidence when performing basic arithmetic operations. Government teachers indicated that students demonstrated stronger understanding when mathematical concepts were explained through practical materials and demonstrations. One teacher observed that after engaging with demonstration materials, students explained Maths and Science concepts well.

Parents also reported observable changes in children's learning outcomes. Parents were asked to rate the extent of improvement observed in their children's learning since the introduction of the programme. Ratings were captured on a five-point scale, where 1 indicates no improvement and 5 indicates very high improvement. The findings below present averaged parent perceptions across core academic areas:

Table 16: Parents' Rating of Learning Outcomes of Students, KSP-II, Tamil Nadu

Component (N=4)	Average Rating
Regularity in school and programme attendance	4.33
Understanding of school subjects	4.33
Interest and participation in studies	4.67
Spoken English	3.67
Performance in tests and exams	4.00
Confidence in doing Math and Science activities (STEM sessions)	4.00

Parents reported moderate to high improvements across most academic and behavioural indicators. The strongest gains were observed in interest and participation in studies (average 4.67), suggesting that children are more engaged and motivated in learning. Improvements in school attendance and understanding of subjects (both 4.33) indicate greater regularity and comprehension following programme exposure. Performance in tests and exams, as well as confidence in Math and Science activities, both averaged 4.0, pointing to steady academic progress, though with scope for further strengthening. Spoken English received a comparatively lower average (3.67), indicating that while progress is visible, this remains a relative area of challenge and potential focus for continued intervention. (Refer Table 16)

Despite these improvements, some learning challenges remain. Teachers noted that certain mathematical topics, including fractions and higher-digit division, continue to require additional reinforcement. Similarly, reading fluency remains uneven for some students, particularly in English, although foundational reading ability appears stronger in the local language.

4.7.2 Conceptual Understanding and Classroom Engagement

School teachers frequently linked improvements in learning outcomes to increased student engagement during lessons. Teachers described students as more attentive and willing to participate in classroom activities when lessons incorporated demonstrations, games, and visual materials.

> *"When lessons are demonstrated through materials, students understand concepts more easily and score better than before."*
> – IDI, Headmaster, Cuddalore

Government teachers similarly reported that demonstration-based instruction helped students understand and explain concepts more clearly. Visual and hands-on learning materials enabled students to observe processes directly and articulate their understanding during classroom discussions.

School principals also described improvements in student motivation and interest in learning. Principals observed that students often showed enthusiasm when programme activities involved materials and demonstrations. One principal noted that lessons supported by teaching materials were associated with stronger academic performance:

These observations suggest that improvements in learning outcomes were linked both to conceptual explanation and to increased student engagement during lessons.

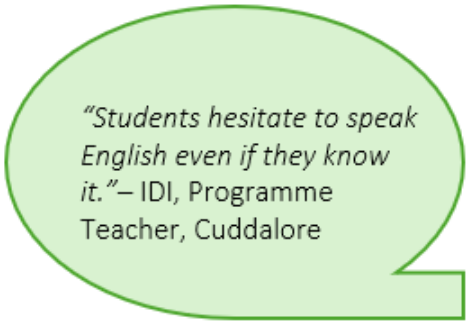
4.7.3 Early Childhood Development and Participation

Improvements in early childhood learning were reported by Anganwadi workers. Workers described children demonstrating stronger participation in preschool activities, including singing songs, repeating rhymes, identifying objects, and recognising numbers and letters. Participation in storytelling and song-based activities was rated highly by workers.

> *"One child came who did not speak at all… Now he speaks Tamil well."*
> – FGD, Anganwadi Worker, Veenangeni Cluster

Workers also described improvements in children's communication and social interaction. Workers noted that children often learned through observation of peers and through participation in play-based activities. They also described consistent attendance and active participation in preschool sessions. In some cases, workers reported that visible improvements in children's learning encouraged other families in the community to enrol their children in Anganwadi centres.

4.7.4 Areas of Gradual Progress



While improvements in foundational learning and engagement were widely reported, respondents also identified areas where progress remains gradual. Spoken English confidence was frequently mentioned as continuing to develop, with some students hesitant to communicate despite understanding basic language structures.

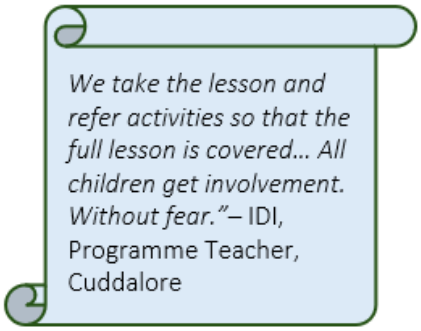
Teachers also noted that more complex mathematical topics remain challenging for some students, indicating that improvements are most visible in foundational numeracy rather than advanced problem-solving skills. Similarly, while reading ability has improved, fluency continues to vary among students.

Across respondents, improvements in student learning outcomes were therefore most clearly observed in foundational skills, classroom participation, and early childhood communication. More advanced competencies, particularly in English communication and higher-level mathematics, were described as areas where further development is ongoing.

4.8 Changes in Pedagogical Practices and Teaching Approaches

4.8.1 Transition Toward Activity-Based and Experiential Teaching

Across teachers and school leadership, classroom instruction was described as increasingly incorporating activity-based and demonstration-oriented teaching methods. Programme teachers explained that lessons frequently included storytelling, action songs, drawing exercises, vocabulary activities, and demonstrations using learning materials. These approaches were described as helping sustain student attention and enabling clearer explanation of concepts.



Government teachers also reported integrating demonstration tools such as science models, mathematics apparatus, graph charts, and visual aids during lessons. These materials allowed teachers to illustrate abstract concepts through practical examples. School principals similarly observed that lessons involving demonstrations and materials appeared to generate greater student interest and engagement. In these sessions, students were described as responding more actively and demonstrating clearer understanding of the subject matter.

4.8.2 Differentiated Instruction and Adoption of New Teaching Practices

Teachers also described adapting their teaching approaches to better address variation in student learning levels. Programme teachers explained that students were sometimes grouped according to learning needs

so that additional attention could be provided to those requiring reinforcement. In these situations, teachers used targeted worksheets and structured activities to support students who required additional assistance.

School leadership also referred to the use of teaching materials to support low-performing students more intensively in certain contexts. One principal described separating weaker students and using learning materials with this group to strengthen conceptual understanding.

Government teachers indicated that the materials and teaching approaches introduced through the programme were often incorporated into their regular classroom practice. Teachers described continuing to use worksheets, visual aids, and demonstration kits even when programme staff were not present, suggesting that some instructional methods introduced through the programme were adopted within routine teaching.

Programme teachers also described collaborative planning within their teams, where teaching strategies and classroom experiences were discussed collectively. One teacher explained:

However, respondents also noted that the extent of pedagogical change varied across teachers. Some teachers reported moderate confidence in facilitating activity-based sessions, and government teachers referred to time pressure associated with completing syllabus requirements, which sometimes limited the duration of activity-based teaching.

4.8.3 Play-Based Pedagogy in Early Childhood Education

Anganwadi workers described changes in preschool teaching practices following programme training. Workers referred to the introduction of structured play-based activities such as storytelling, action songs, colouring exercises, object identification, and matching activities. Monthly thematic planning and the organisation of learning corners were also described as part of classroom routines.

> *"If they see object they identify correctly. More than book they like to learn through play materials."*
>
> – FGD, Anganwadi Worker, Veenangeni Cluster

Workers explained that children responded more actively when learning involved objects and play materials rather than only books. Materials such as blocks, bead boards, animal models, number boards, and colouring sheets were used to reinforce recognition of numbers, letters, and everyday objects. One worker described this learning approach as follows:

Despite these changes, workers also highlighted operational constraints affecting implementation. In centres without helper staff, workers described managing multiple responsibilities simultaneously, including cooking, cleaning, and teaching.

Overall, respondents described a shift toward more participatory and experiential teaching approaches across both school and preschool settings. At the same time, the extent to which these practices were

consistently implemented depended on factors such as teacher confidence, available classroom time, and operational conditions within learning centres.

4.9 Impact: Changes in Confidence, Aspirations, and Agency of Girls

Across teachers, parents, and school leadership, girls were described as demonstrating greater confidence in classroom participation and communication. Programme teachers noted that activity-based sessions and group learning activities created opportunities for girls to ask questions, contribute to discussions, and engage more actively during lessons. One teacher described this shift as participation occurring without fear, indicating a change in classroom dynamics where girls felt more comfortable expressing their ideas.

Government teachers also observed that girls appeared more confident when explaining concepts during lessons, particularly after engaging with demonstration-based learning activities. Students were described as more willing to articulate their understanding and participate in academic discussions, although hesitation in speaking English was still noted in some cases.

Parents similarly described improvements in their daughters' communication and self-expression. Girls were reported to speak more confidently with teachers and family members and to share their learning experiences at home. These changes were often accompanied by greater participation in school activities and increased willingness to engage in discussions with adults. Additionally, they described their daughters' expressing aspirations for higher education and professional careers. In some cases, respondents described instances where girls demonstrated initiative beyond classroom participation.

Parents were asked to rate the extent of improvement they have observed in their children's behaviour, life skills since the introduction of the programme. Ratings were captured on a five-point scale, where 1 indicates no improvement and 5 indicates very high improvement. The findings below present averaged parent perceptions across core academic areas as well as life skills and health-related outcomes. These ratings provide insight into where the programme appears to have had the most visible impact at the household level.

Table 17: Parents' Rating of Children's Life Skills and Behaviour, KSP-II, Tamil Nadu

Component	Average Rating
Confidence and communication skills	4.67
Decision-making	4.67
Awareness of health and hygiene (e.g., menstrual hygiene, cleanliness)	4.33
Concentration and energy levels in class (after nutrition and health support)	4.33

Parents reported consistently high improvements in life skills and health-related outcomes following children's participation in Life Skills and Health sessions. Confidence and communication skills, as well as decision-making abilities, showed particularly strong gains (average 4.67). Awareness of health and hygiene and improvements in concentration and energy levels in class also received solid ratings (average 4.33),

indicating positive behavioural changes and improved classroom readiness linked to health education and nutrition support (See Table 17)

In preschool settings, Anganwadi workers described improvements in children's social participation and communication during group activities such as songs and storytelling. These behaviours reflected early development of confidence and expressive ability among younger children.

Career guidance sessions were also described as contributing to students' awareness of educational pathways. Teachers reported that students were able to discuss potential career options and express interest in professional fields such as medicine and engineering. While not all students articulated specific goals, teachers generally described an increase in students' awareness of possible academic pathways.

Government teachers similarly noted that career guidance sessions and informational videos about educational pathways helped students understand options such as diploma courses, vocational training, and university degrees. While these sessions broadened awareness, teachers indicated that the clarity of long-term planning varied across students.

Overall, respondents described increases in girls' confidence, communication, and awareness of educational opportunities. At the same time, the development of long-term aspirations and expressions of agency appeared to vary across students, suggesting that these changes are emerging gradually rather than uniformly.

To complement stakeholder perspectives, Grade 9 students participating in the Kanya Sampoorna programme provided ratings on confidence, career awareness, digital learning, academic help-seeking, well-being, and family encouragement. Their responses offer direct insight into how programme components are internalised by adolescent girls.

Students in Grade 9 under the Kanya Sampoorna programme were asked to rate statements related to career awareness, skill development, confidence, digital exposure, and family support using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Please note that statements marked with (*) were negatively framed and have been reverse coded for analysis, and the results have been reported using positively framed interpretations. Percentages presented in the analysis reflect aggregated responses at the theme level across relevant statements.

The 66 responses indicate positive perceptions regarding career awareness and future planning among students. Around 91% of respondents reported agreement (4-5) across statements related to career guidance and vocational sessions, suggesting that these activities helped students understand career options, recognise the relevance of skills for future work, and gain clarity regarding educational pathways after completing their current grade.

In relation to skill development and digital learning, around 66% of respondents reported agreement (4-5) that activities such as coding, robotics, digital literacy, and spoken English sessions contributed to their learning and confidence. At the same time, a proportion of respondents indicated neutrality or

disagreement, suggesting that the perceived benefits of digital and language-based activities varied among some students.

Responses related to library support indicate moderate levels of participation. Around 55% of respondents reported agreement (4-5) that library encouragement and activities motivated them to explore new books and learning materials, although a notable share (43%) reported neutral or differing experiences.

Student confidence in seeking academic support appeared more mixed. Around 39% of respondents reported agreement (4-5) that they felt more comfortable asking teachers for help when they did not understand something, while a comparable proportion reported disagreement, suggesting that comfort in approaching teachers for academic clarification varied across students.

In relation to well-being, responses indicate high levels of awareness. Around 89% of respondents reported agreement (4-5) that menstrual hygiene management sessions improved their understanding of the topic. However, responses related to family support indicate varying levels of encouragement for educational continuation, as around 70% of respondents reported disagreement (1-2) with the statement on receiving sufficient encouragement from their families to continue studying in higher classes.

Table 18: Student perceptions on programme components and learning support (Grade 9)

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did Not answer
Career Awareness and Future Planning				
The career guidance sessions encouraged me to talk about my goals with teachers or friends.	3%	6%	91%	0%
The vocational sessions helped me see how skills can be useful for future work or income.				
The career mentor/facilitator explained career options in a way that was easy for me to understand.				
I am clearer now about the education options available after completing my current grade.				
Skill Development and Digital Learning				
The coding and robotics activities helped me understand how step-by-step instructions work in solving problems.	13%	18%	66%	3%
The digital literacy sessions helped me learn basic computer skills such as using documents, internet, or email.				
The spoken English sessions helped me feel more confident while speaking in English.				
Library Support				
I feel more motivated to use the library when I receive encouragement or guidance.	22%	21%	55%	2%

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did Not answer
Original Statement: *I do not feel motivated to use the library on my own unless someone encourages me.**				
The library activities encouraged me to explore new books or materials that I had never used before.				
Student Confidence in Seeking Academic Support				
I am becoming more comfortable asking teachers for help when I do not understand something. *Original Statement:* *I am not always comfortable asking teachers for help when I don't understand something.*	38%	23%	39%	0%
Well-being				
I have a better understanding of menstrual hygiene management after attending the sessions.	8%	3%	89%	0%
Family Support for Educational Continuation				
Encouragement from my family would help strengthen my motivation to continue studying in higher classes. *Original Statement:* *I feel I still need more encouragement from my family to continue studying in higher classes.*	70%	10%	17%	3%

To assess the practical internalisation of life skills concepts, Grade 9 students were presented with a structured real-life scenario related to preparing a group project for a school exhibition. The situation incorporated elements of teamwork, stress management, empathy, decision-making, and problem-solving.

Scenario: Your class is preparing a small display for Health Awareness Day. Your group of four girls is responsible for making charts on healthy food, hygiene, and simple ways to stay calm during exams.While planning, one friend quietly says she needs a short break because she is feeling unwell. Another friend is unsure which task she should take, and the group needs to decide how to divide the work smoothly so everyone can contribute.

Students were asked to select the most appropriate response in different moments within the scenario. Each response option reflected varying levels of life skills competencies (strong, moderate, and weak application).

The aim was to examine whether students could translate classroom learning from life skills sessions into context-based decision-making.

In relation to task selection within the group, 62% of students chose roles aligned with their strengths, reflecting confidence and self-awareness. A smaller proportion (17%) selected tasks based on what felt manageable at the time, indicating moderate self-regulation. However, 21% preferred waiting for others to suggest a role, suggesting some scope to further strengthen initiative and ownership in group settings.

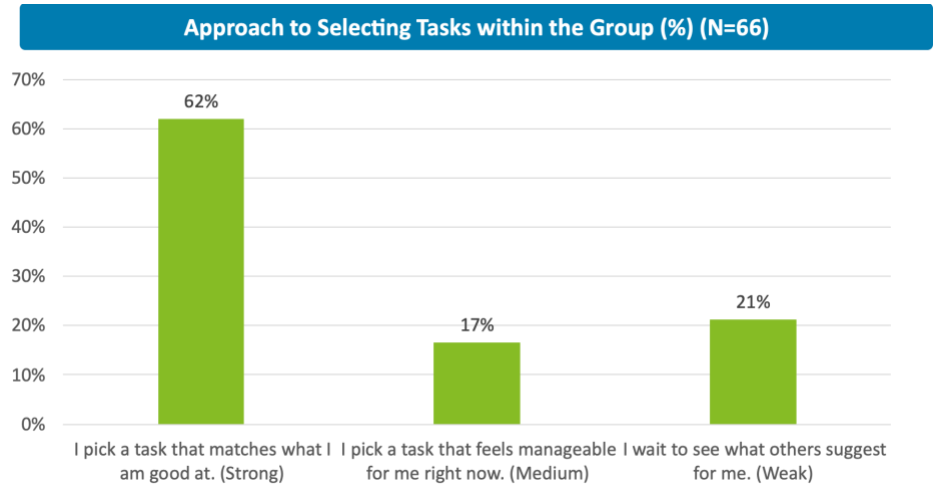


Figure 12: Approach to Task Selection

With respect to responding to a peer feeling unwell, a clear majority of students (65%) selected the strong response of checking in and offering support, reflecting empathetic awareness. Over one-fourth (27%) indicated they would gently encourage her to continue if she felt capable, demonstrating moderate sensitivity. Only 8% chose to continue their own work without engagement, suggesting overall positive internalisation of peer support behaviours.

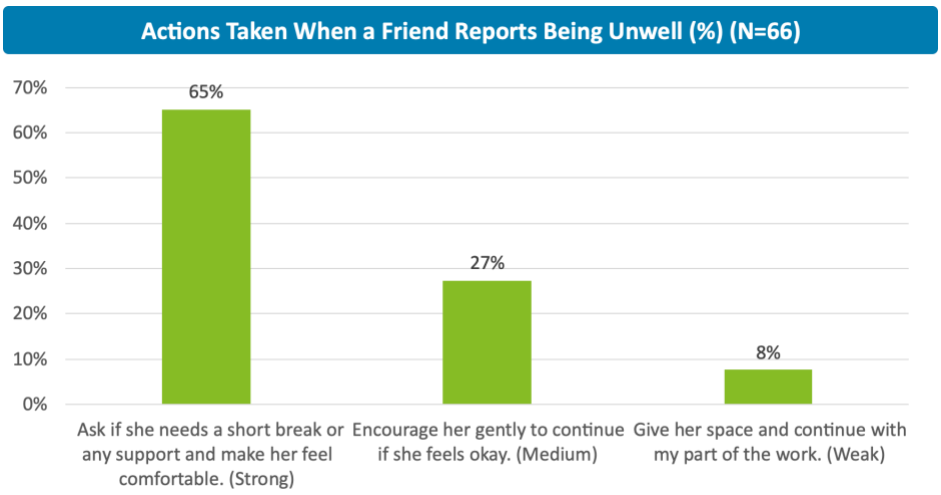


Figure 13: Peer Support Behaviours

In terms of dividing tasks within the group, 56% of students selected the strong response of discussing roles collectively based on individual strengths, reflecting collaborative intent. About one-fourth (26%) preferred

beginning with smaller parts and adjusting along the way, indicating moderate flexibility. However, 17% indicated they would wait for the teacher's instructions, and 1% did not respond, suggesting some continued reliance on external direction rather than independent group coordination.

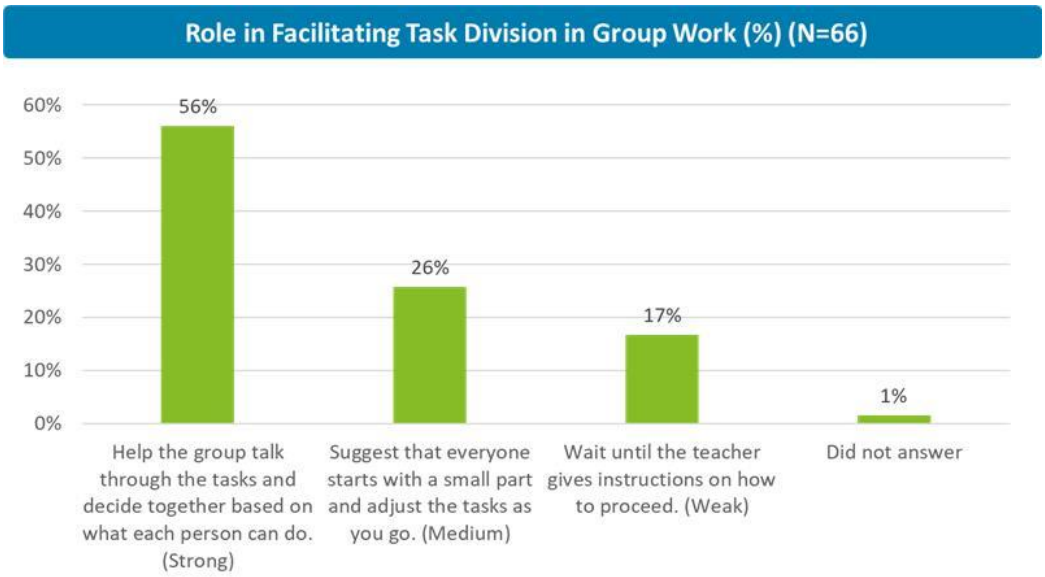


Figure 14: Approach to Task Division

Regarding self-management during the activity, only 24% of students selected the strong response of proactively maintaining energy and focus through steady pacing and basic self-care. A slightly higher proportion (38%) indicated they would pause if feeling tired or overwhelmed, reflecting moderate awareness of stress regulation. However, 36% preferred to continue working and delay a break, and 2% did not respond, suggesting the need to further reinforce timely and proactive stress-management practices.

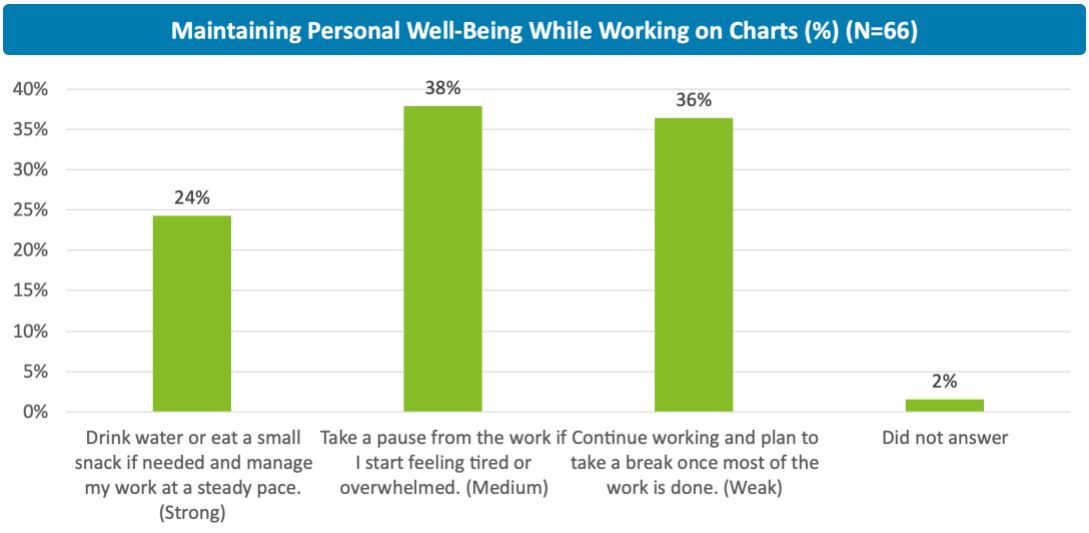


Figure 15: Balancing personal well-being with academics

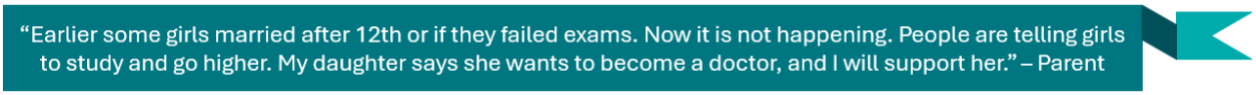
4.10 Impact: Shifts in Family and Community Attitudes toward Girls' Education

Across teachers, parents, and school leadership, respondents described growing support within families for girls' education and continued schooling. Programme teachers indicated that awareness sessions, parent meetings, and life skills discussions had contributed to reinforcing the importance of girls remaining in school. Teachers also described interacting directly with families when girls were absent, including home visits to encourage continued attendance and discuss issues affecting participation in school.

Government teachers and principals similarly noted that parents appeared more engaged with school activities and were increasingly supportive of their children's education. Teachers described parents attending school meetings and events, particularly when students were recognised for academic participation or achievements. These interactions were reported to strengthen communication between schools and families and reinforce positive attitudes toward continued education.

Parents themselves frequently expressed aspirations for their daughters to pursue higher education and professional careers. One parent explained that community attitudes toward girls' education had shifted over time, noting:

Respondents also described increasing awareness within communities regarding issues affecting girls' education. Programme teachers reported conducting sessions that addressed topics such as the legal age of marriage and the importance of delaying marriage until girls complete their education. One teacher explained:



Parents also indicated that early marriage practices had become less common in their communities, with greater emphasis placed on continuing education before marriage. While these observations reflect parental perceptions rather than systematic measurement of community-level change, they suggest a shift in how education for girls is viewed within families.

In early childhood settings, Anganwadi workers described growing recognition among parents of the value of preschool education. Workers observed that when one child demonstrated visible progress through songs, storytelling, or other activities, other families were encouraged to enrol their children as well.

Across stakeholders, these accounts indicate increasing community engagement with educational activities and broader acceptance of girls' education. At the same time, much of the evidence reflects stakeholder perceptions and observations, suggesting that these changes should be interpreted as indicative rather than conclusive evidence of wider community transformation.

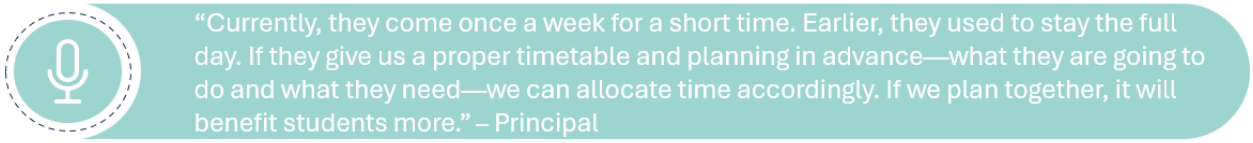
4.11 Remaining Gaps, Constraints, and Course Corrections

4.11.1 Operational Constraints Affecting Programme Delivery

Across stakeholders, most constraints related to operational conditions affecting programme delivery rather than to the design of programme activities. Programme teachers indicated that the timing of material distribution could influence how effectively resources are used within the academic calendar. One teacher suggested that STEM and learning kits would be more useful if they were supplied at the beginning of the academic year so that teachers could incorporate them consistently throughout the school term.

Government teachers also referred to practical constraints within the school timetable. While teachers reported integrating programme activities into classroom sessions, they noted the need to balance activity-based learning with the requirement to complete syllabus portions in preparation for examinations. This sometimes limited the time available for extended activities during lessons.

School principals also described operational considerations related to programme scheduling. Although coordination with programme staff was generally described as smooth, principals indicated that the frequency and duration of visits had reduced compared with earlier phases. One principal explained:



In preschool settings, Anganwadi workers described more substantial structural constraints affecting implementation. Workers indicated that the absence of helper staff required them to manage cooking, cleaning, and teaching responsibilities simultaneously, which limited the time available for structured learning activities. One worker described this challenge as follows:

"Very difficult managing two centres, cooking, cleaning, teaching." – Anganwadi Worker

Infrastructure limitations were also noted in one Anganwadi centre, where workers reported operating in a rented building that required repairs and lacked a dedicated facility.

4.11.2 Areas Where Learning Outcomes Continue to Develop

Respondents also identified areas where student learning continues to require additional reinforcement. Programme teachers noted that while foundational literacy had improved for many students, reading fluency remained uneven, particularly among children whose early schooling had been disrupted earlier due to COVID.

Teachers also reported that certain mathematics topics, including fractions and higher-digit division, continued to present difficulties for some students. Government teachers similarly noted that spoken English confidence remained limited for many students despite increased classroom participation.

Parents generally expressed satisfaction with programme activities but suggested areas where additional support could strengthen learning further. These included expanded spoken English practice, additional mathematics and science materials, and more exposure to vocational or skill-based learning opportunities.

Overall, respondents described programme implementation as effective in addressing foundational learning needs while also indicating that continued reinforcement in specific academic areas, alongside improvements in operational conditions, could strengthen outcomes further.

4.12 Spillover Effects and Unintended Consequences

Stakeholders described several indirect benefits that extended beyond the programme's immediate target groups. Within schools, programme materials and activity-based teaching methods were sometimes used by teachers and students outside the direct programme sessions. Programme teachers noted that learning materials and activities introduced through the programme were occasionally accessed by other students or used by school teachers during regular lessons when programme staff were not present. Government teachers similarly reported incorporating programme-provided worksheets and demonstration kits into their own teaching. These practices suggest that programme resources contributed to broader learning benefits within the school environment and influenced routine classroom practices beyond programme-led sessions.

School leaders also described indirect effects on community perceptions of government schools. Principals noted that visible teaching activities and student engagement occasionally attracted attention from parents and community members, contributing to increased interest in school activities. In some cases, families reportedly considered enrolling their children after observing programme activities or hearing about improvements from other parents. Although these observations were anecdotal rather than based on enrolment data, they suggest that programme visibility may have influenced perceptions of schooling within the community.

At the household level, some parents described programme-related learning practices extending to other children within the family. Materials and learning activities shared by participating students were sometimes used by siblings at home, particularly younger children. Parents also indicated that behavioural practices introduced through programme sessions, such as hygiene habits and study routines, were adopted more broadly within family life.

In preschool settings, Anganwadi workers reported a demonstration effect in which visible learning progress among one child encouraged other families to enrol their children. One worker described this pattern as follows:

4.13 Sustainability: Institutional Capacity, Ownership, and Continuation Readiness

Across schools and early childhood centres, stakeholders described increasing familiarity with programme approaches and the integration of several practices into routine teaching. Programme teachers reported confidence in continuing activity-based instruction and structured literacy approaches introduced through the programme. Teachers indicated that the pedagogical methods used during programme sessions could be incorporated into regular classroom teaching, particularly when addressing learning gaps among students.

> *"I'm confident to continue this method even if the programme ends."*– IDI, Programme Teacher, Cuddalore

Government teachers also described using programme materials such as worksheets, visual aids, and demonstration kits during their own lessons. In several cases, teachers continued using these materials even when programme staff were not present, indicating that certain instructional practices had been adopted within everyday teaching. One government teacher described this continued use directly:

School principals similarly expressed support for continuing programme practices within their institutions. School leadership described the teaching-learning materials and activity-based approaches as complementary to existing teaching processes and beneficial for student engagement. These observations suggest emerging institutional ownership of programme practices within participating schools.

In early childhood centres, Anganwadi workers reported that training and mentoring had strengthened their ability to conduct structured learning activities such as songs, storytelling, and play-based exercises. Workers indicated that these practices could continue beyond the programme period as part of their routine preschool teaching.

While stakeholders expressed general confidence in continuing programme practices, several conditions were identified as important for sustaining these approaches. Programme teachers noted that continued access to teaching-learning materials and periodic technical support would help maintain activity-based instruction over time. Government teachers similarly indicated that sustaining these practices would require balancing experiential teaching methods with syllabus completion demands.

> *"Because there is no helper, time is very limited to do all activities."*– FGD, Anganwadi Worker, Veenangeni Cluster

In Anganwadi centres, workers highlighted operational constraints that could influence long-term implementation. Multiple responsibilities and the absence of helper staff were described as limiting the time available for structured learning activities. These conditions suggest that while pedagogical capacity has strengthened, the sustainability of

programme practices will depend on supportive institutional conditions and access to learning resources.

4.14 Sustainability: Future Support Needs and Scalability Pathways

Stakeholders identified several areas where continued support could strengthen programme implementation. Programme teachers emphasised the importance of timely provision of learning materials, particularly STEM kits and teaching-learning resources. Some teachers suggested that distributing these materials at the beginning of the academic year would allow more consistent integration into teaching plans.

Figure 16: Teachers at a school in Kattumannarkoil, Cuddalore

Government teachers similarly suggested that additional subject-oriented demonstration materials could further support conceptual learning, particularly in science and mathematics. Teachers also noted that additional support for spoken English development would be beneficial, as hesitation in English communication continued to be observed among students. Some respondents suggested that refresher training or periodic mentoring sessions could help teachers sustain activity-based pedagogical practices over time.

Parents also expressed interest in strengthening components related to students' future opportunities. Suggested areas included additional spoken English practice, expanded science and mathematics resources, and exposure to vocational or skill-based learning opportunities that could support career exploration.

School leadership also described opportunities to expand similar programme interventions to additional schools facing comparable learning challenges. Principals indicated that continued engagement between programme staff and schools, including regular visits and advance planning of activities, would support more effective integration of programme components within school schedules.

In early childhood centres, Anganwadi workers highlighted the value of continued training and additional play-based learning materials to support preschool teaching. Workers also noted that the availability of helper staff or volunteers could improve the consistency with which structured learning activities are implemented.

Overall, stakeholder suggestions focused on reinforcing existing programme elements and extending support to additional schools and centres rather than introducing entirely new programme components.

These perspectives indicate potential pathways for strengthening and scaling programme practices within similar educational contexts.

5 KEY FINDINGS- Kanya Sampoorna (Yadgir, Karnataka)

5.1 Pre-Programme Gaps and Contextual Challenges

The pre-programme context was characterised by structural and socio-economic constraints that affected students' educational participation and learning continuity in the intervention region. The district was described by stakeholders as economically backward, with broader development challenges influencing access to education. School leadership reported that many families prioritise livelihood activities over education due to poverty and migration pressures. These conditions were noted to make it difficult for students to maintain consistent engagement with schooling.

Programme staff reported that the district had been selected due to structural development deficits identified through a baseline assessment, which highlighted low literacy levels, weak educational outcomes, and broader socio-economic vulnerability across the region. The intervention was therefore designed based on these contextual findings, with coordination with government institutions forming a central element of implementation. Formal collaboration mechanisms included tripartite agreements with district authorities and regular engagement with officials such as the Deputy Director of Public Instruction (DDPI), Block Education Officer (BEO), and Chief Executive Officer of the Zilla Panchayat (CEO), which supported integration of programme activities within the district education system.

Within this context, teachers reported that students' learning continuity was affected by migration and transportation challenges, particularly in remote areas. Students were described as travelling from distant villages and tandas, where transport infrastructure is limited. Such conditions were reported to contribute to irregular attendance and learning gaps, particularly in foundational reading skills. Seasonal migration linked to economic hardship was also noted to interrupt schooling.

> *"There are some places where there are no bus facilities… children come from such places"– Govt. Teacher*

Educational discontinuation among girls after Grade 10 was also highlighted as a contextual concern. Teachers indicated that family circumstances often influenced such decisions, which affected girls' continuation into higher education.

5.2 Relevance: Alignment of Programme Design with Identified Needs

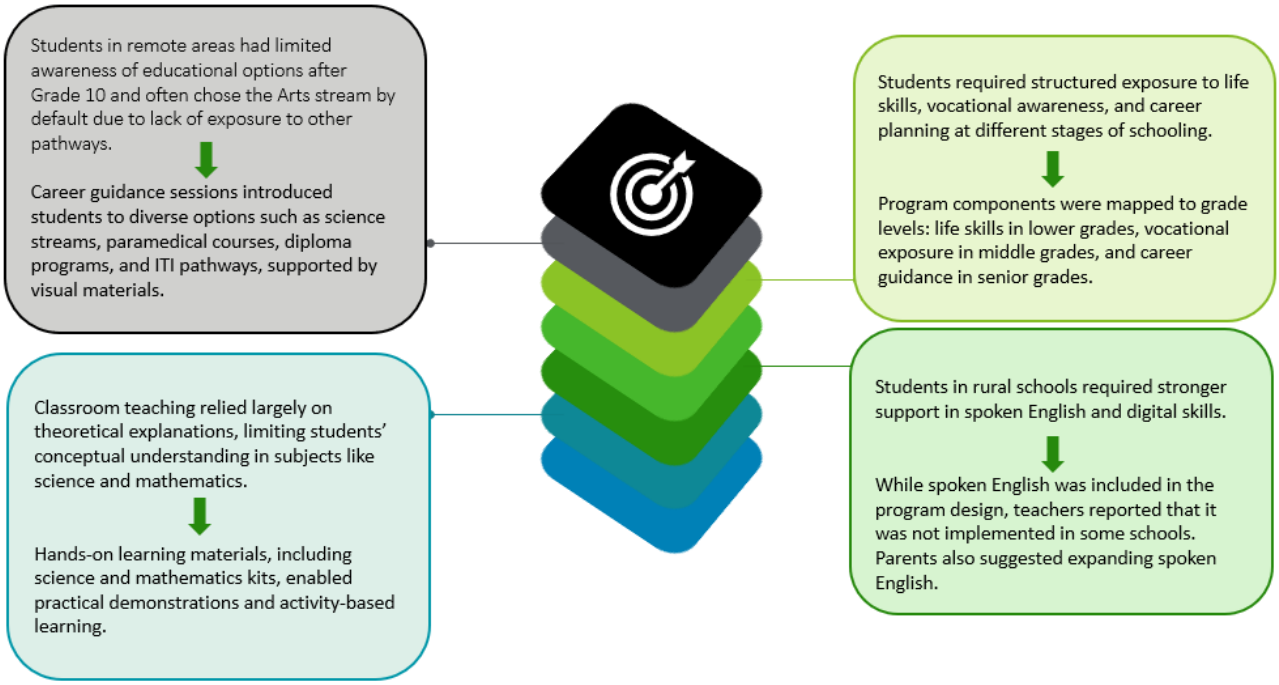


Figure 17: Relevance: Alignment of Programme with Needs, KSP-II, Karnataka

The programme design was reported to align with gaps identified in the pre-programme context, particularly those related to students' awareness, learning approaches, and exposure to future educational opportunities.

5.3 Coherence: Complementarity with Other Initiatives and Ecosystem Alignment

The programme was generally perceived to complement the existing curriculum and educational activities within schools. Teachers indicated that programme components such as digital learning, life skills sessions, and science activities were aligned with the Karnataka government syllabus and therefore supported classroom instruction rather than disrupting it.

As per Kalike, initial overlap with organisations such as Kalyana Karnataka Region Development Board (KKRDB) and the Indian Literacy Project (ILP), which supported improvement in the Secondary School Leaving Certificate (SSLC) examination results, was identified through a survey of NGO presence. In response, programme leadership shifted the focus of activities towards life skills and vocational education in alignment with policy priorities under the National Education Policy (NEP) 2020.

5.4 Efficiency: Budget Utilisation and Cost Efficiency

During the reporting period 01 April 2024-31 March 2025 under KSP – II (Karnataka), the programme received a sanctioned grant of ₹2,79,11,000. As per the Utilisation Certificate, funds were fully utilised, with actual expenditure of ₹2,79,13,364-a marginal excess of ₹2,364 over funds received-implying complete drawdown for programme delivery within the year. The overall budget was managed against a Revised Approved Budget of ₹2,81,36,652.

Table 19: Budget Utilisation - KSP-11, Karnataka

Sl. No.	Particulars / Budget Head	Proposed (INR)	Utilised (INR)	% Utilised vs Proposed	Variance (INR)
1	Personnel (Total Salary)	₹13,038,868	₹13,021,867	99.9%	₹17,001
2	Program Cost (Total Program Cost)	₹13,460,005	₹13,267,423	98.6%	₹192,582
3	Overhead Cost (Total Overhead)	₹1,110,491	₹1,096,786	98.8%	₹13,705
4	Management Cost (2%)	₹527,288	₹527,288	100.0%	₹0
Grand Total		**₹28,136,652**	**₹27,913,364**	**99.2%**	**₹223,288**

The expenditure distribution indicates that financial resources were primarily directed towards personnel and programme implementation, which together accounted for the majority of the total allocation. Personnel costs constituted approximately 46% of the overall budget, reflecting the programme's reliance on trained human resources for the delivery and coordination of activities. Programme costs accounted for approximately 48% of total expenditure, highlighting the focus on direct implementation and operational activities aligned with programme objectives.

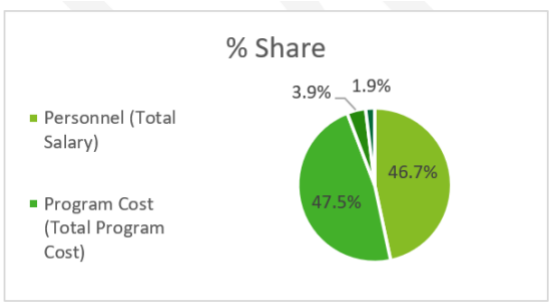


Figure 18:Component-wise share of Total Budget, KSP-II, Karnataka

Administrative expenditure remained relatively limited. Overhead costs accounted for roughly 4% of the total allocation, while management costs were maintained at the capped level of 2%, indicating adherence to cost-efficiency norms and controlled administrative spending. Expenditure across most budget heads was largely consistent with approved allocations, with only minor underspending observed in programme costs and overheads.

Overall, the financial distribution reflects a programme structure that prioritised operational delivery while maintaining lean administrative expenditure, with the majority of resources allocated towards core implementation activities. The limited variance across budget heads also suggests close alignment between financial planning and programme implementation.

5.5 Monitoring, Evaluation, and Reporting Systems

The programme follows a structured Monitoring and Evaluation (M&E) framework to track implementation and learning outcomes across schools and hostels. Baseline, midline, and endline assessments are conducted for key programme components including FLN (Nali-Kali), LIP remedial learning, life skills education, vocational training, and career planning modules, while hostel interventions are assessed through life skills and digital learning performance assessments. Programme monitoring is supported through student profile databases, attendance and learning progress records, and MIS documentation maintained by programme staff. Regular monitoring mechanisms include monthly review meetings with animators, remedial teachers, coordinators, and the internal programme team, along with field visits to observe classroom sessions and verify documentation. Progress is tracked through periodic reporting and review meetings with government

officials and school leadership, complemented by quarterly programme reviews by the Titan CSR team. In addition, external assessments and peer learning visits are undertaken periodically to review programme outcomes and strengthen implementation.

5.6 Effectiveness and Impact: Implementation Processes and Student Learning Outcomes

Programme activities were reported to be implemented through structured visits by facilitators who conducted sessions on a regular basis. Teachers indicated that facilitators coordinated with school staff in advance and delivered sessions during designated periods, ensuring alignment with the school timetable. Programme staff were reported to visit schools multiple times each month and conduct several sessions during each visit, which supported continuity in implementation. Principals further noted that facilitators typically informed the headmaster and teachers prior to conducting sessions, allowing schedules to be adjusted where necessary. In some instances, school leadership rearranged periods or permitted sessions to extend beyond regular school hours to enable effective delivery of programme activities.

Teacher's Perspective

Teachers reported improvements in students' conceptual understanding, particularly in science and mathematics, following the introduction of practical learning tools and hands-on activities. Through experiments and demonstrations, students were reported to grasp concepts more clearly compared to theoretical instruction alone. Teachers also indicated that students demonstrated greater confidence in explaining mathematical and scientific concepts after participating in practical exercises. Improvements in reading ability and basic mathematical operations were also reported among many students. However, some students were noted to continue facing challenges in language skills, particularly in constructing sentences in Kannada or English.

Table 20: Teachers' Perceptions of Programme Components and Support Quality, KSP-II, Karnataka

Components of the program	Average Rating
Nali-Kali Teaching Learning Materials (TLMs) - Foundational Literacy & Numeracy support[2]	5.0
STEM and Science Kits / Math Simulators - hands-on science and mathematics activities	5.0
Curricular Based Remedial Support / Learning Improvement Programme (LIP) as remedial support	5.0
Career Planning & Guidance sessions - exposure to career options and streams	5.0
Teacher Training & On-site Mentoring Support - capacity-building for teachers (Nali-Kali, ISPF, Remedial, Digital Learning)	5.0
Life Skills Education (LSE) - decision-making, communication, coping skills, health & hygiene sessions in secondary schools and hostels	4.7
Technology Enabled education	4.7
Model School & Community Science Events - science and co-curricular activities in Girls' High Schools	4.7
Vocational Skills sessions - hands-on carpentry and practical skill training	4.7
Library Initiatives	4.3

[2] Rated by only 1 teacher as it wasn't applicable in rest of the schools

Components of the program	Average Rating
ISPF (Innovation & Science Promotion Foundation) activities - experiments and demonstrations in Higher Primary Schools	4.3
Spoken English activities Hostels	4.3
Parental Engagement & School Development Plan (SDP) activities - meetings with parents and SDMC participation	3.3

Teachers were asked to rate different components of the programme based on their perceived usefulness in supporting teaching and student learning. Higher ratings were observed for Nali-Kali teaching learning materials, learning improvement programme, career planning and guidance sessions, and teacher training and on-site mentoring support, each receiving an average rating of 5.0. These components were therefore perceived by teachers to contribute positively to foundational learning support, remedial instruction, career awareness, and teacher capacity-building.

Other components, including life skills education, technology-enabled education, vocational skills sessions, and model school and community science events, received average ratings of approximately 4.7, indicating favourable perceptions of activities related to practical learning exposure and co-curricular engagement. Library initiatives, innovation and science promotion foundation activities, and spoken English sessions received average ratings of 4.3.

In comparison, parental engagement and school development plan activities received a lower average rating of 3.3, indicating comparatively lower perceived effectiveness or limited implementation of structured parent engagement activities within the programme.

Table 21: Parent's perception of changes in academic outcomes, life skills, and confidence, KSP-II, Karnataka

Components	Average Rating
Regular school attendance has improved, and fewer students are absent for long periods.	5.0
Students are able to explain math and science concepts better after using kits and experiments.	5.0
Students are able to use basic arithmetic operations (addition, subtraction, multiplication, division) confidently in class.	4.7
The classroom has more learning materials and visual aids than before, making it easier for students to learn.	4.7
Students have become more confident in setting goals	4.7
Career guidance sessions have helped students think more clearly about what to study after school	4.7
Life skills, vocational, and adolescent collective activities have helped girls become more confident and plan for their future.	4.7
Students rarely use the library or reading corners for independent reading.	4.3
Many students still struggle to read fluently and form complete sentences in Kannada/Tamil or English.	3.7
Many students hesitate to speak in English even during basic conversations.	3.3

Teachers were asked to rate observed changes in students' learning and behaviour following programme implementation. Improvement in regular school attendance and students' ability to explain mathematics and science concepts using kits and experiments received the highest average rating of 5.0, indicating positive perceptions of student engagement and conceptual understanding.

Several indicators received high ratings of 4.7, including students' confidence in basic arithmetic operations, availability of classroom learning materials, goal-setting ability, clarity on post-school education pathways through career guidance sessions, and confidence development through life skills and vocational activities.

Moderate ratings were observed for language-related skills. The statement that students still struggle to read fluently and form complete sentences received an average rating of 3.7, while hesitation in speaking English during basic conversations received the lowest rating of 3.3. As these are negatively framed statements, lower average ratings indicate comparatively better outcomes, suggesting that teachers did not widely perceive these challenges across students, although communication skills remain an area requiring further strengthening.

Table 22: Teacher's rating of pedagogical practices, KSP-II, Karnataka

Components (N=5)	Average rating
I feel more confident in facilitating interactive and activity-based learning sessions.	5.0
I collaborate more frequently with other teachers to plan lessons and exchange ideas.	5.0
Collaboration with Remedial Teachers (RTs) and Animators has strengthened follow-up support for slow learners.	4.7
I find it difficult to apply the methods and concepts learned through project trainings in my classroom teaching.	1.3

Teachers were asked to rate changes in their pedagogical practices following programme implementation. The results indicate positive perceptions regarding teacher confidence and collaboration.

Higher average ratings of 5.0 were reported for statements related to confidence in facilitating interactive and activity-based learning sessions and increased collaboration with other teachers for lesson planning and exchange of ideas. Collaboration with remedial teachers and animators to support slow learners also received a high average rating of 4.7, suggesting that coordinated academic support mechanisms were perceived to have strengthened.

In contrast, the statement that teachers find it difficult to apply the methods and concepts learned through project trainings in classroom teaching received a low average rating of 1.3. As this statement is negatively framed, the lower rating indicates that teachers generally did not perceive major difficulty in applying training-based methods in their classroom practices.

Principal's Perspective

Principals also observed increased student engagement in learning activities, particularly through project-based work and practical exercises. Students were reported to show enthusiasm for conducting experiments and preparing project work suggested by programme facilitators. In addition, increased participation in competitions and academic activities was noted.

Programme staff's Perspective

Programme staff reported improvements in learning outcomes through several programme components. At the primary level, the Learning Improvement Programme (LIP) was reported to strengthen foundational reading and writing skills. Students who had previously struggled with basic reading tasks were reported to become able to identify book titles, recognise authors, and narrate stories, which was attributed to regular reading activities and library engagement. Programme staff reported that students were organised into small groups during sessions and assigned activity-based tasks to encourage collaboration and discussion. Such approaches were described as supporting the development of communication skills and practical understanding of concepts among students.

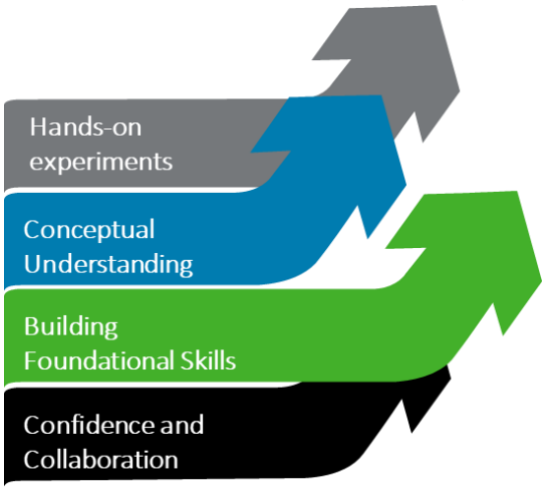


Figure 19: Student Skills Reported by Stakeholders

Parent's Perspective

Parents also reported improvements in their children's academic engagement, confidence, and participation in school activities. One parent noted that her daughter maintained high attendance and performed well in examinations. Parents further observed improvements in subject understanding and reading interest, along with increased participation in school competitions and activities. However, English was identified as an area where further improvement was still required.

5.7 Changes in Confidence, Aspirations, and Agency of Girls

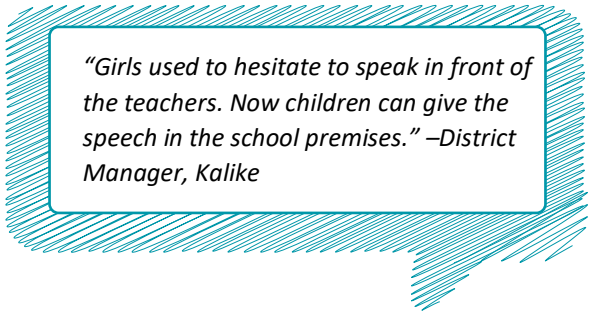
Teachers reported that the programme contributed to increased confidence among girls, particularly through life skills training and participatory learning activities. Girls were observed to become more comfortable expressing themselves in classroom settings and participating in academic as well as extracurricular activities. Career guidance sessions were also reported to help girls develop clearer aspirations for their future education and careers, with guidance materials and course information enabling students to understand educational pathways available after Grade 10.

> *"There was a lot of difficulty before our program was held. But after our program, daughters have the courage to participate in everything and move forward in every field."- Teacher*

Principal similarly observed that the programme created opportunities for girls to engage in project work, competitions, and practical learning activities, which supported confidence building and motivation. Leadership respondents noted that external facilitators introduced new forms of exposure and encouraged girls to

participate more actively in school activities, which was considered particularly important in rural contexts where students often have limited access to broader opportunities.

Programme staff also reported improvements in girls' confidence and agency as a result of life skills education and mentoring activities. Girls who initially hesitated to speak publicly were observed to gradually participate in school events and share their ideas more openly. Career guidance sessions were also reported to expand girls' awareness of educational and professional pathways, with some students exploring options such as science streams, paramedical courses, and other professional fields.



Parents also described visible improvements in their daughters' confidence and participation in school activities. Increased involvement in competitions and school programmes was noted as an indication of growing self-confidence. Parents further reported that their daughters had begun discussing career aspirations and future plans; in one case, a student expressed interest in becoming a police officer after attending career guidance sessions.

While stakeholder perspectives indicated several positive changes, student responses reflect both alignment and some differences. Consistent with views expressed by teachers and parents during IDIs, students also reported that career guidance sessions helped them gain better clarity on future education and career pathways. Students further indicated improvements in confidence through spoken English sessions, although teachers and parents noted that communication skills still require continued strengthening. However, a variation emerged: parents participating in in-depth interviews expressed support for their daughters' education, student responses suggested that many still perceive a need for greater encouragement from their families to continue their studies in higher classes.

5.7.1 Analysis of responses from learning outcome assessments of students - Grade 8th (Perception regarding the program)

Students in Grade 8 under the Kanya Sampoorna programme in Yadgir were asked to rate statements related to career guidance, life skills, confidence, library engagement, and family support using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Please note that statements marked with (*) were negatively framed and have been reverse coded for analysis, and the results have been reported using positively framed interpretations. Percentages presented in the analysis reflect aggregated responses at the theme level across relevant statements.

Responses from 45 students indicate positive perceptions related to career awareness and future planning. Around 91% of respondents reported agreement (4-5) across statements related to career guidance and vocational sessions, indicating that these activities supported students in discussing their goals with teachers or peers, recognising the relevance of skills for future work, and gaining better clarity regarding educational options after completing their current grade.

In relation to library support, responses were more evenly distributed. Around 47% of respondents reported agreement (4-5) that encouragement and library activities motivated them to explore books and learning materials, while an equal proportion reported disagreement, indicating varying levels of engagement with library resources among students.

Responses related to communication skills indicate perceived benefits from spoken English sessions, with 96% of respondents reporting agreement (4-5) that these sessions improved their confidence in speaking English. Also, in terms of well-being, around 89% of respondents reported agreement (4-5) that sessions on menstrual hygiene management improved their understanding of the topic, suggesting awareness related to health and hygiene practices.

However, responses related to seeking academic support indicate that most students continued to feel hesitant about approaching teachers for clarification, as 98% of respondents reported disagreement (1-2) with the statement that they felt more comfortable asking teachers for help.

Similarly, responses related to family support for educational continuation indicate limited encouragement reported from households, with 96% of respondents reporting disagreement (1-2) with the statement that family encouragement would strengthen their motivation to continue studying in higher classes.

Table 23: Student perceptions on programme components and learning support (Grade 8)

Statements	Disagree (1-2)	Neutral (3)	Agree (4-5)
Career Awareness and Future Planning			
The career guidance sessions encouraged me to talk about my goals with teachers or friends.	7%	2%	91%
The vocational sessions helped me see how skills can be useful for future work or income.			
I am clearer now about the education options available after completing my current grade.			
The career mentor/facilitator explained career options in a way that was easy for me to understand.			
Library Support			
I feel more motivated to use the library when I receive encouragement or guidance. *Original Statement:* *I do not feel motivated to use the library on my own unless someone encourages me.**	47%	6%	47%
The library activities encouraged me to explore new books or materials that I had never used before.			
Communication Skills			
The spoken English sessions helped me feel more confident while speaking in English.	2%	2%	96%
Well-being			
I have a better understanding of menstrual hygiene management after attending the sessions.	9%	2%	89%
Student Confidence in Seeking Academic Support			
I am becoming more comfortable asking teachers for help when I do not understand something. *Original Statement:* *I am not always comfortable asking teachers for help when I don't understand something.*	98%	0%	2%
Family Support for Educational Continuation			

Statements	Disagree (1-2)	Neutral (3)	Agree (4-5)
Encouragement from my family would help strengthen my motivation to continue studying in higher classes. *Original Statement:* *I feel I still need more encouragement from my family to continue studying in higher classes.*	96%	2%	2%

5.7.2 Analysis of responses from learning outcome assessments of students - Grade 8th (Scenario based question)

In Addition, to assess the practical internalisation of life skills concepts at the senior secondary level, Grade 8 students were presented with a structured real-life scenario related to preparing a display for Health Awareness Day. The situation incorporated elements of teamwork, empathy, stress management, decision-making, and equitable task distribution, requiring students to navigate peer wellbeing concerns while ensuring smooth completion of group work.

Scenario:

"Your class is preparing a small display for Health Awareness Day. Your group of four girls is responsible for making charts on healthy food, hygiene, and simple ways to stay calm during exams.

While planning, one friend quietly says she needs a short break because she is feeling unwell. Another friend is unsure which task she should take, and the group needs to decide how to divide the work smoothly so everyone can contribute."

Students were asked to select the most appropriate response at different points within the scenario. Each response option represented varying levels of life skills application (strong, moderate, and weak). The exercise aimed to evaluate whether students could meaningfully apply classroom learning from life skills sessions to realistic peer and group dynamics situations.

In relation to task selection within the group, a majority of students (71%) chose to take up roles aligned with their strengths, reflecting confidence and self-awareness. Nearly one-fourth (24%) preferred selecting a task that felt manageable at the time, indicating moderate self-regulation. Only 4% relied on others to assign them a role, suggesting that most students demonstrate initiative and ownership in collaborative settings.

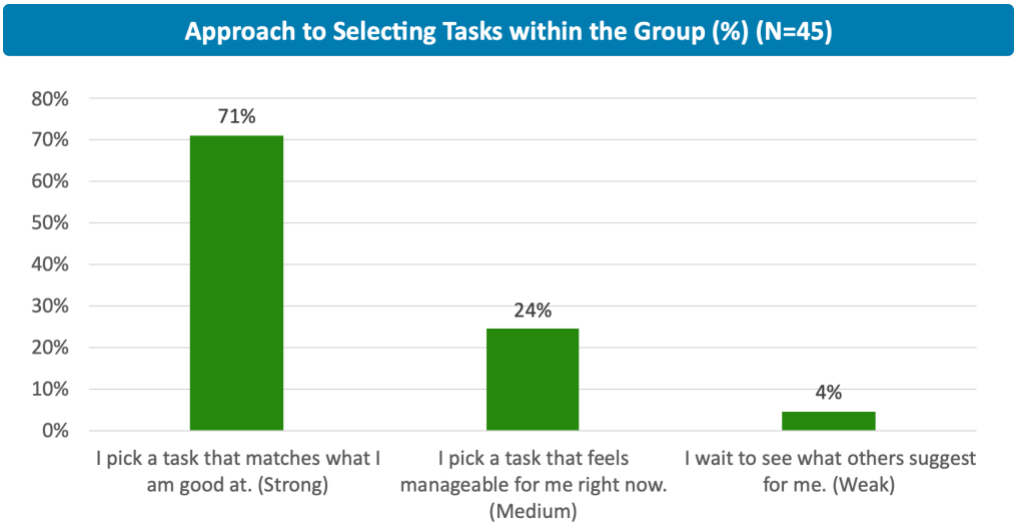


Figure 20: Task Allocation

With regard to responding to a peer feeling unwell, 44% of students prioritised checking in and offering support, demonstrating empathetic engagement. A comparable proportion (40%) indicated they would gently encourage the friend to continue if she felt capable. However, 16% reported continuing their own work without active engagement, highlighting some scope to further strengthen proactive peer support behaviours.

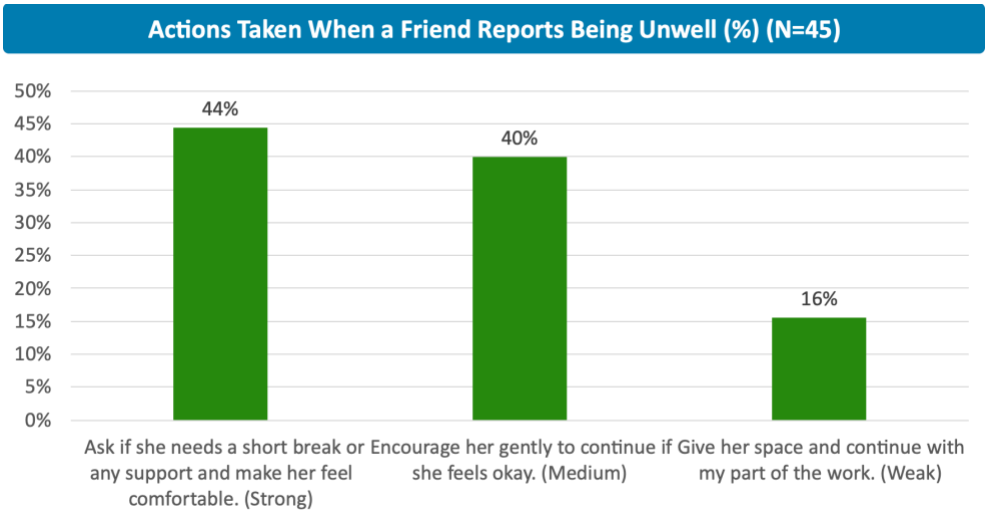


Figure 21: Empathy and peer support

In terms of group coordination, 67% of students endorsed discussing task allocation collectively based on individual strengths, reflecting strong collaborative tendencies. Nearly one-fourth (24%) preferred beginning with smaller roles and adjusting as needed, suggesting flexibility in approach. Only 9% indicated reliance on teacher direction, demonstrating that most students exhibit participatory and independent decision-making skills.

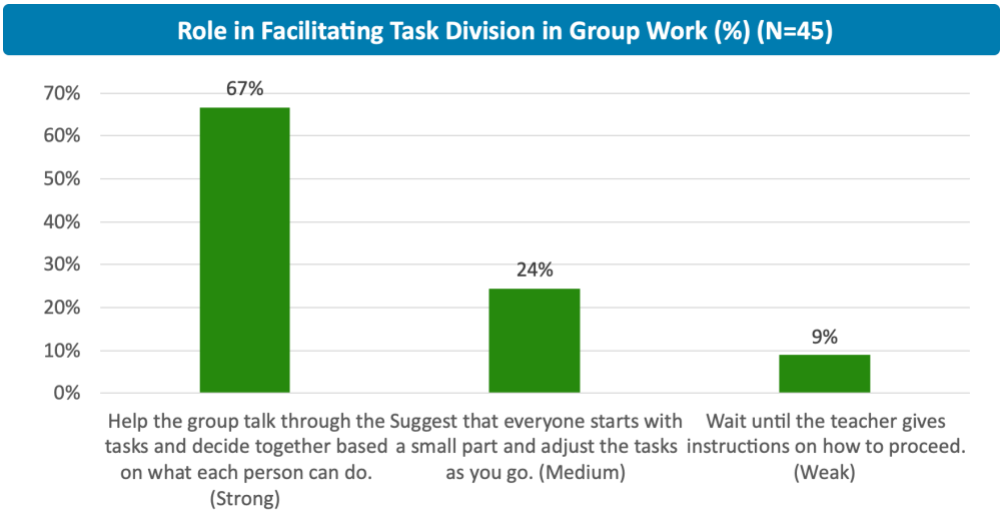


Figure 22: Collaborative Decision Making

Regarding self-management during the activity, over half of students (53%) reported maintaining steady progress while attending to basic needs such as hydration or nutrition. A smaller proportion (18%) indicated they would pause when feeling overwhelmed, reflecting awareness of emotional regulation. However, 29% preferred delaying breaks until most work was completed, suggesting an opportunity to reinforce timely and healthy stress-management practices.

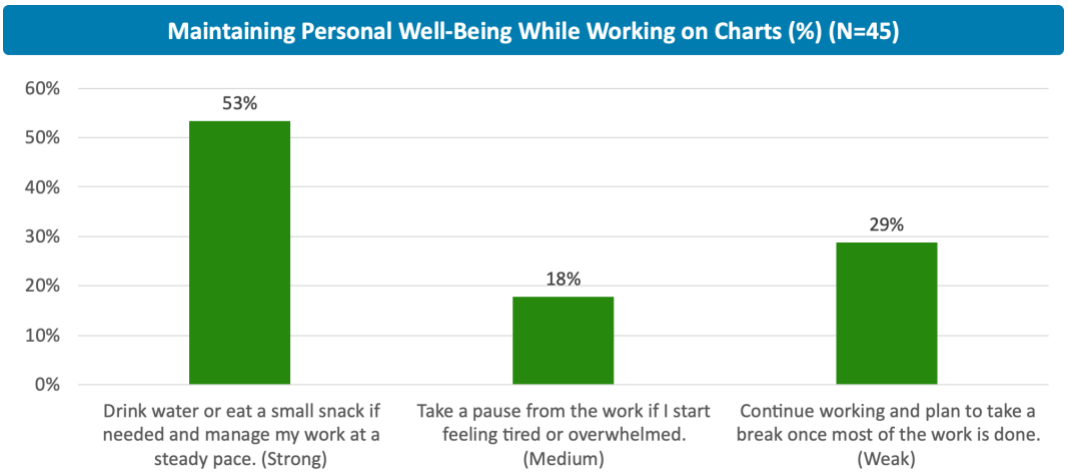


Figure 23: Personal Stress and Wellbeing Management

5.8 Impact: Shifts in Family and Community Attitudes toward Girls' Education

Teachers reported increased awareness among parents and communities regarding the importance of girls' education. Greater parental interest in children's schooling and participation in school-related activities was observed since the introduction of the programme. Teachers also referred to community-level initiatives, including the formation of local task forces, aimed at addressing social issues such as child marriage and promoting girls' education.

Principals similarly noted gradual changes in community attitudes toward girls' education. Awareness activities and external engagement were reported to have drawn attention to issues such as early marriage

and girls' empowerment. While child marriage was acknowledged to still exist in the region, leadership respondents indicated that awareness efforts were contributing to gradual reductions.

Programme staff also reported that awareness programmes and life skills education had helped improve community perceptions of girls' education. Girls were described as increasingly focusing on studies and considering further education or employment opportunities. Awareness sessions and government initiatives were also reported to contribute to reducing child marriage practices in the community.

> *"Previously, a lot of child marriages happened… now it's reduced."*– Parent

Parents reflected similar changes in aspirations and perceptions. Some parents expressed ambitions for their daughters to pursue professional careers such as medicine or policing, indicating evolving views regarding girls' opportunities. Parents also acknowledged that awareness activities on girls' education and child marriage prevention had influenced community practices. One parent observed that child marriages had reduced in the community compared to earlier periods and noted that awareness meetings conducted through Anganwadi centres, along with government schemes such as Bhagyalakshmi, discouraged marriage before the age of 18 and had helped prevent several early marriages.

5.9 Remaining Gaps, Constraints, and Course Corrections

Despite the positive outcomes reported, stakeholders identified several contextual and operational challenges that continue to influence student learning and programme effectiveness. Teachers highlighted irregular attendance linked to migration, as some students from remote villages were reported to move with their families for livelihood-related reasons. Transportation difficulties for students travelling from distant villages were also noted, contributing to inconsistent attendance and learning gaps. Teachers indicated that certain components, particularly spoken English sessions, were not implemented in some schools despite being considered useful for students from rural backgrounds.

School leadership emphasised infrastructure limitations as a key constraint affecting teaching and learning processes. Despite having multiple student sections and high enrolment, the school was reported to operate with a limited number of classrooms. Existing spaces had to be repurposed, including the use of a storeroom as an office, which restricted effective classroom management and learning activities. Principals also suggested strengthening components related to moral education and personality development.

Programme staff acknowledged operational challenges affecting delivery. Large classroom sizes, in some cases exceeding 100-150 students, were reported to make it difficult for facilitators to engage with every student during activity-based sessions. To address this issue, microphone systems were introduced to improve communication during sessions. Programme staff also noted that district-level academic performance remains low, highlighting the need for continued focus on improving Secondary School Leaving Certificate (SSLC) outcomes in future programme phases.

> *"Especially in English and Maths subjects, the children are lagging behind.."*– Parent

Parents suggested additional academic and skill-based support, including special evening classes, stronger instruction in English and mathematics, and

opportunities for computer training and skill development to better prepare students for future educational and career pathways.

5.10 Spillover Effects and Unintended Consequences

Teachers reported that programme activities generated broader effects within the school environment. Although the programme primarily focuses on girls, benefits were reported to extend to boys in co-educational schools through participation in activities such as life skills sessions and vocational training.

School leadership also observed institutional-level effects following programme implementation. Exposure to programme facilitators and activity-based approaches encouraged teachers to reflect on their own classroom practices and consider the need for more innovative and engaging teaching methods.

Programme staff further reported that certain components of the programme were later adopted through government-led initiatives, indicating institutional recognition of the model. In particular, the technology-enabled education component was reported to have been scaled across the district under an initiative supported by the National Institution for Transforming India (NITI Aayog), with elements of the project model extended to low-performing schools.

In addition, programme implementation was reported to have generated employment opportunities for local youth through roles such as animators, coordinators, and remedial teachers.

5.11 Sustainability: Future Support Needs and Scalability Pathways

Recommendations (Teachers and Principals)

Teachers suggested that future programme support should focus on strengthening spoken English, communication skills, and academic reinforcement, particularly for students from rural backgrounds who often have limited exposure to English language environments. Additional sessions beyond regular school hours were also recommended to help students build practical skills and improve confidence in communication. Teachers further suggested introducing Science, Technology, Engineering and Mathematics (STEM)-focused digital classes, particularly in core subjects such as mathematics, science, and English.

School leaders supported expanding the programme to additional schools, especially in districts where educational resources and teacher availability are limited. External academic support was considered beneficial for schools facing shortages of specialized subject teachers. Leadership respondents also recommended strengthening components related to personality development, general knowledge, and social awareness to support students' broader development beyond academic learning. At the same time, they emphasized that awareness should first be created among headmasters and teachers before expansion, so that implementation begins with institutional understanding and cooperation.

Figure 24: Recommendations - Teachers and Principals, KSP-II, Karnataka

Recommendations (Program staff and parents)

Programme staff identified several priorities for future scaling, including strengthening remedial classes, improving infrastructure for technology-enabled learning, and increasing focus on Secondary School Leaving Certificate (SSLC) and Pre-University Course (PUC) outcomes. Conducting infrastructure assessments prior to expanding digital learning interventions was also recommended to ensure schools have the required facilities. In addition, programme staff suggested that future programme phases should include pathways for students who do not pass SSLC examinations, including opportunities for vocational education.

Parents similarly expressed interest in strengthening academic and skill-based support. Additional classes and training opportunities were suggested to help students improve academic performance and prepare for future careers. In particular, parents emphasized the importance of stronger English language instruction and computer training, which were perceived as important for students' future employment prospects.

Figure 25: Recommendations - Program Staff and Parents, KSP-II, Karnataka

5.12 Insights from Hostel-Based Students

5.12.1 Hostel Environment and Living Conditions

Students described the hostel environment mainly in terms of basic living arrangements, including rooms, bathrooms, and toilets. Discussions focused on cleanliness and the overall condition of these facilities. Overall, hostel living conditions were reported to be manageable, and no major concerns regarding cleanliness or facilities were raised. Some students noted that minor adjustment challenges were experienced when they first joined the hostel, but these were reported to reduce over time as students adapted to the environment.

5.12.2 Academic and Digital Learning Support

Students reported participating in several academic support activities under the Kanya Sampoorna Programme within the hostel setting. These included remedial classes, science practical sessions, and tablet-based learning activities. The sessions were perceived as helpful in improving understanding of school subjects, particularly mathematics, science, and English. Students reported that the hostel classes provided opportunities to clarify doubts and revise lessons beyond regular school hours. Tablet-based learning was also described as useful for revisiting lessons and reinforcing concepts that were difficult to understand during regular classroom instruction.

5.12.3 Life Skills, Health Awareness, and Confidence Development

Students highlighted life skills and health awareness sessions as important components of the programme. These sessions covered topics such as emotional management, personal health, and menstrual hygiene. Participation in these activities was reported to contribute to improved confidence and communication. Some students indicated that they initially felt hesitant to speak or express their views, but programme activities helped them become more comfortable interacting with peers and teachers.

5.12.4 Perceived Benefits and Suggestions for Improvement

Students expressed that the knowledge and skills gained through the programme would remain useful for their future education and daily life. The sessions were perceived as beneficial for improving academic

performance, confidence, and participation in school activities. At the same time, students suggested strengthening academic support, particularly in mathematics and grammar, and providing more opportunities for doubt clarification. Some students also recommended providing additional learning materials to support continued study after leaving the hostel.

OBSERVATIONS AND RECOMMENDATIONS

6 OBSERVATIONS AND RECOMMENDATIONS

This section presents a comparative analysis of the Kanya Sampoorna Programme's implementation and performance across Cuddalore (Tamil Nadu) and Yadgir (Karnataka). Building on this comparative perspective, the section then presents detailed observations and recommendations separately for Cuddalore and Yadgir. This approach ensures a broad perspective while detailing location-specific observations and recommendations to support informed decision-making.

Table 23: Cuddalore and Yadgir Comparative Observations

Evaluation Criterion	Cuddalore (Tamil Nadu)	Yadgir (Karnataka)	Comparative Analysis
Relevance	Programme interventions are closely aligned with learning gaps, particularly in FLN, STEM exposure, English communication, and early childhood education. The design responds directly to post-pandemic learning loss and classroom-level academic needs.	Programme relevance is shaped by socio-economic and structural challenges such as poverty, migration, low literacy, weak school infrastructure, and high risk of discontinuation after Grade 10. Interventions prioritise continuity, life skills, confidence, and vocational exposure.	While both programmes demonstrate strong alignment, the nature of relevance differs substantially. Cuddalore's design responds primarily to learning quality deficits within a relatively functional system, whereas Yadgir's design addresses access, retention, and systemic vulnerability alongside educational inputs.
Coherence	Programme activities align well with the Tamil Nadu curriculum (SCERT), ICDS systems, and school routines. Teaching-learning materials, worksheets, and STEM kits are integrated into classroom processes and complement existing government initiatives.	Programme components align with the Karnataka syllabus and district education plans. Initial overlaps with other actors led to refocusing towards life skills, vocational education, and NEP 2020 priorities, ensuring compatibility with the broader policy environment.	Coherence is evident in both contexts, though achieved differently. Cuddalore benefits from a stable and mature institutional ecosystem that enables smoother integration. In Yadgir, coherence was achieved by adjusting programme activities in response to overlaps with other initiatives and local

Evaluation Criterion	Cuddalore (Tamil Nadu)	Yadgir (Karnataka)	Comparative Analysis
			implementation conditions
Efficiency	Financial utilisation is high, with most resources dedicated to programme delivery. Implementation processes are structured. However, efficiency is occasionally influenced by variations in visit frequency and the timing of material distribution within the academic year.	Budget utilisation is high and well controlled. However, delivery efficiency is affected by large class sizes, transport constraints, migration-linked absenteeism, and reliance on facilitators for repeated engagement.	Both locations demonstrate sound financial efficiency, but operational efficiency is influenced by different factors. In Cuddalore, efficiency is moderated by programme-level logistics, whereas in Yadgir it is shaped more strongly by systemic factors beyond programme control.
Effectiveness	Measurable improvements are observed in student learning outcomes, particularly at the foundational level and in STEM subjects. Teachers report strong uptake of activity-based pedagogy, though spoken English fluency and higher-order mathematical competencies continue to develop.	Effectiveness is most evident in practical learning, remedial education, life skills, and vocational exposure. Teachers report improved conceptual understanding, while language fluency, independent learning behaviours, and academic confidence remain uneven.	Effectiveness materialises differently across the two districts. Cuddalore demonstrates stronger academic outcome gains supported by formal assessments. Yadgir shows gains in experiential learning, confidence, and applied skills, with academic consolidation progressing more gradually.
Impact	The programme has contributed to improved confidence, classroom participation, hygiene awareness, and educational aspirations among girls. Parents demonstrate growing support for girls' education, alongside	Substantial improvements are observed in girls' confidence, public participation, and career awareness. However, student responses indicate very limited perceived family encouragement to continue education beyond higher secondary levels.	Impact on girls' agency and confidence is evident in both districts, but the surrounding ecosystem differs. In Cuddalore, household and community support tends to reinforce programme impact, whereas in Yadgir gains in confidence often occur in

Evaluation Criterion	Cuddalore (Tamil Nadu)	Yadgir (Karnataka)	Comparative Analysis
	reported reductions in early marriage practices.		contexts where family encouragement remains constrained.
Sustainability	Increasing institutional ownership is visible, with teachers and Anganwadi workers continuing to use programme materials and approaches independently. Long-term sustainability is influenced by the availability of timely resources and manageable workloads.	Some programme components have begun to influence government-led initiatives, particularly technology-enabled education. However, implementation remains more facilitator-dependent, and structural barriers continue to affect sustained outcomes.	Sustainability prospects differ in emphasis. Cuddalore shows stronger readiness for school-level continuation of pedagogical practices, while Yadgir's sustainability is more closely tied to system-level reinforcement and continued support to address contextual constraints.

Cuddalore, Tamil Nadu

The following section summarises key observations and learning emerging from programme implementation across Tamil Nadu:

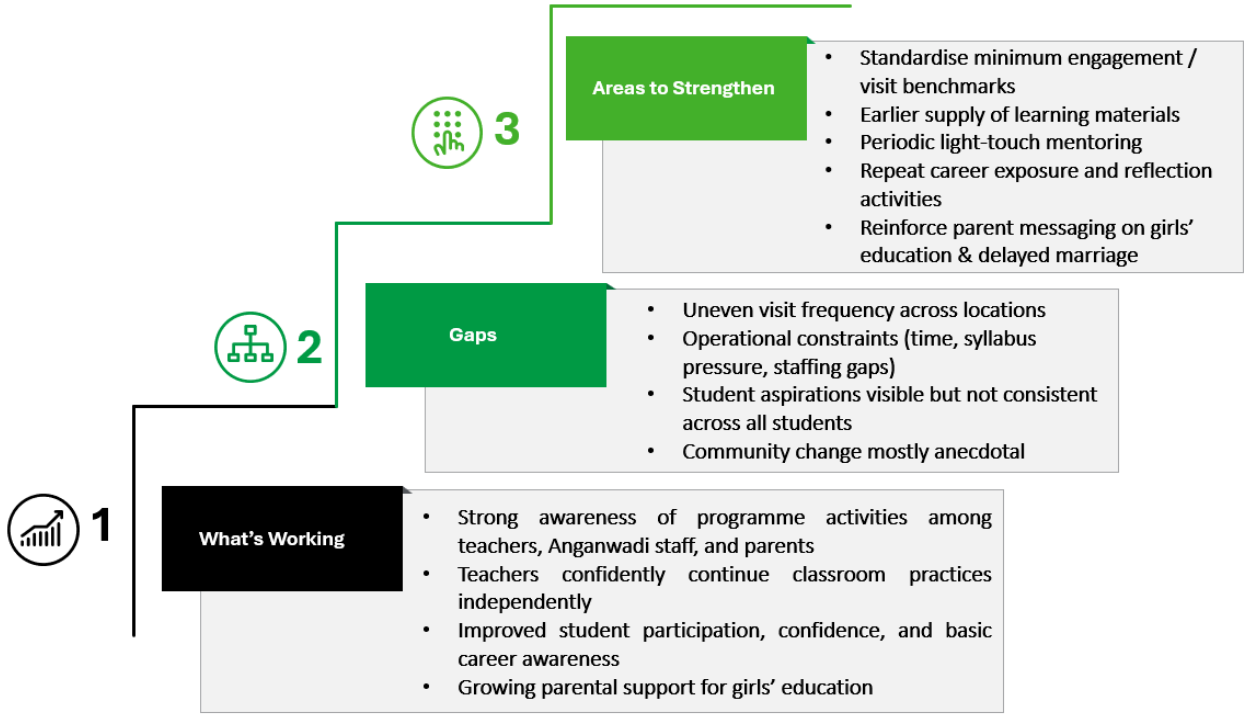


Figure 26: KSP-II Observations and Recommendations - Tamil Nadu

Observation 1: Relevance - Programme Engagement

Stakeholders across schools, Anganwadi centres, and households demonstrated clear awareness of programme objectives and strong alignment between programme activities and local educational needs. Teachers and frontline workers consistently described programme inputs (such as activity-based learning, life skills sessions, and learning materials) as relevant and appropriate to classroom and community contexts.

Observation 2: Coherence – Alignment with Government Systems and Existing Initiatives

Programme activities in Tamil Nadu were broadly aligned with state curriculum frameworks and existing institutional systems. Teaching–learning materials, lesson plans, and STEM resources were reported to be compatible with the prescribed syllabus, enabling teachers to integrate programme inputs within regular classroom instruction. Activities were implemented during school hours and coordinated through existing administrative structures, indicating complementarity rather than duplication of government efforts.

Observation 3: Efficiency – Implementation and Co-ordination

Coordination between programme staff and institutions was generally functional, enabling schools and Anganwadi centres to use programme materials and continue activities between visits. However, efficiency gains from coordinated planning and resource use were uneven across locations due to variation in the frequency and duration of on-site visits. These differences influenced the intensity of mentoring, interaction, and follow-up support available at some sites.

Recommendation

Efficiency could be strengthened by establishing minimum standards for visit frequency and duration by institution type, alongside planned follow-ups or alternative communication mechanisms where in-person engagement is less frequent. This would promote greater consistency in implementation without altering programme design.

Observation 4: Effectiveness – Teaching and Learning Outcomes

Programme activities in Tamil Nadu were effectively translated into classroom and centre-level practices, contributing to improvements in student engagement, conceptual understanding, and learning behaviour. Teachers reported that structured lesson plans, remedial worksheets, print-rich materials, and STEM kits supported clearer explanation of concepts and more participatory classrooms. Evidence from student assessments and parent feedback further suggests that these inputs contributed to gains in attendance regularity, subject understanding, and confidence. However, effectiveness varied across learning domains, with spoken English and more advanced mathematics showing slower and less uniform progress compared to foundational skills.

Recommendation

To enhance effectiveness across domains, the programme could adopt targeted reinforcement strategies for areas showing slower progress, particularly spoken English and higher-order numeracy. Differentiated practice, focused skill-building activities, and periodic review of assessment trends can help ensure that foundational gains translate into more consistent subject-level mastery.

Observation 5: Impact - Student Confidence and Aspirations

Teachers and parents widely described improvements in girls' classroom participation, communication, and awareness of educational and career pathways. Students were reported to engage more actively in discussions and learning activities, and some demonstrated initiative in projects or competitions. At the same time, expressions of long-term aspirations varied across students. Clear examples of initiative and goal setting appeared in individual cases rather than consistently across the full group of students.

Recommendation

To strengthen these emerging gains, teachers could incorporate brief reflection or discussion moments within existing career guidance sessions. For example, students could be asked to identify one career option that interests them and explain why. Career exposure could also be repeated across grades through short videos, discussions, or examples rather than relying on single sessions. Teachers may further reinforce these ideas by linking classroom lessons, particularly in science and mathematics, to real-world applications and careers.

Observation 6: Impact - Community Attitudes Toward Girls' Education

Stakeholders frequently described increased parental support for girls' continued education, greater participation in school meetings, and growing awareness of delaying marriage. Parents reported stronger engagement with schools and interest in their children's learning. However, these shifts are described mainly through perceptions and anecdotal observations rather than systematic evidence of broader community change.

Recommendation

To sustain and reinforce these attitudes, the programme could continue sharing short messages during existing parent meetings about girls' education, continuation beyond key grades, and the legal age of marriage. These messages could also be reinforced informally through routine interactions such as attendance follow-ups, school events, and Anganwadi enrolment discussions. Schools or centres could note simple indicators, such as continued attendance at meetings or enrolment after key transitions, without introducing complex monitoring systems.

Observation 7: Sustainability - Future Implementation

Sustainability appears strongest at the level of classroom practice. Teachers and Anganwadi workers reported confidence in using programme materials and continuing activity-based approaches independently. However, continued implementation remains partly dependent on enabling conditions. Stakeholders linked sustained practice to timely access to learning materials, periodic technical support, and manageable operational conditions. Several operational constraints were also reported, including reduced visit duration, late distribution of materials, pressure to complete the syllabus, and staffing limitations in some Anganwadi centres. These factors affect the intensity and consistency with which programme activities can be implemented even where learning gains are visible.

Recommendation

To strengthen sustainability under these conditions, the programme could prioritise advance planning and earlier distribution of learning materials at the beginning of the academic year. Periodic low-frequency mentoring or refresher interactions could also help maintain teaching practices introduced through the programme. Clear and shared visit schedules may allow schools and centres to allocate time more effectively within existing workload pressures. This approach builds on practices already adopted by teachers and does not require continuous programme presence.

Yadgir, Karnataka

The following section summarises key observations and learning emerging from programme implementation across Karnataka:

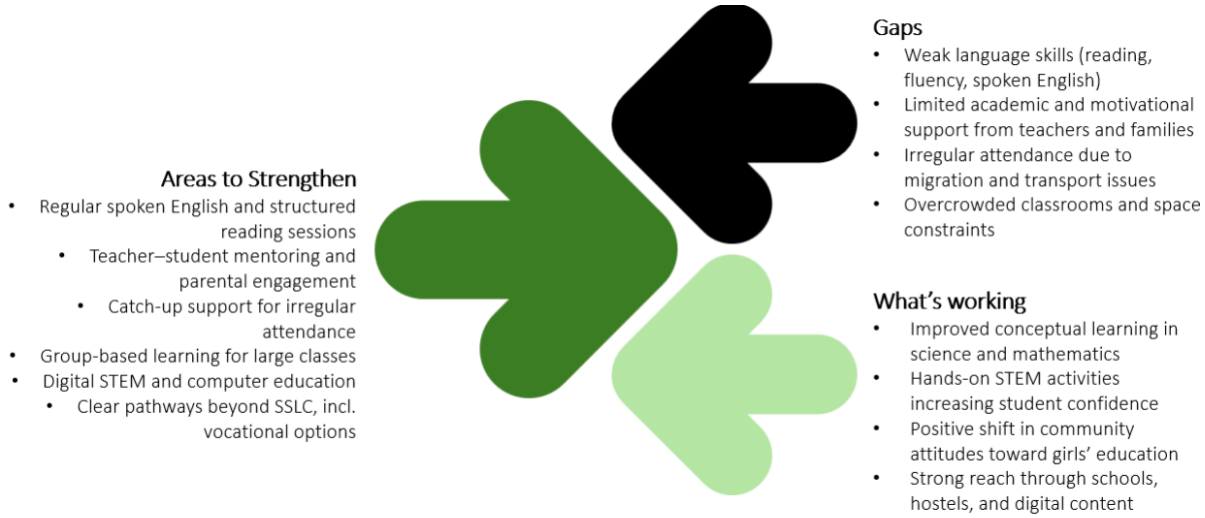


Figure 27: Observations and Recommendations for KSP-II - Karnataka

Observation 1: Effectiveness – Learning Outcomes

The programme appears to have contributed to improved conceptual understanding in science and mathematics. Teachers report that hands-on tools and practical activities help students grasp concepts more effectively and improve confidence in explaining academic content. Gains are also noted in basic reading abilities and mathematical operations, indicating progress in foundational learning.

Recommendation

Activity-based and experiential learning approaches, particularly in science and mathematics, can be further strengthened through expanded practical resources, structured demonstrations, and regular reinforcement of concepts.

Observation 2: Effectiveness – Language and Communication Challenges

Language-related challenges persist. Students report limited use of libraries or reading corners, difficulty in fluent reading and sentence formation, and hesitation in spoken English, particularly during basic conversations.

Recommendation

Language development can be strengthened through regular spoken English practice, structured reading sessions, and increased use of libraries or reading corners. Additional sessions beyond regular school hours may help improve communication confidence. Parents and teachers emphasised the importance of English proficiency for future education and employment, indicating strong relevance for this focus.

Observation 3: Impact – Academic and Motivational Support

Survey findings reveal gaps in academic and motivational support. Many students report discomfort in seeking help from teachers and perceive limited encouragement from families to continue education beyond higher classes, pointing to weak school- and home-based support systems.

Recommendation

Teacher–student mentorship mechanisms can be strengthened, alongside structured parental engagement initiatives, to improve academic support at home and encourage continuation of education.

Observation 4: Relevance – Attendance Challenges

Teachers report irregular attendance linked to seasonal migration and transportation barriers for students travelling from distant villages. These factors disrupt learning continuity and limit the effectiveness of classroom interventions.

Recommendation

Targeted strategies such as supplementary academic support for students with disrupted attendance, combined with community engagement on transportation and migration-related barriers, can help mitigate learning loss.

Observation 5: Efficiency – Infrastructure and Classroom Constraints

Infrastructure limitations affect programme delivery. In some schools, high enrolment and multiple sections operate within limited classroom space, leading to overcrowded classes of 100–150 students. These conditions restrict active participation during activity-based sessions, even where audio support tools are used.

Recommendation

Classroom management approaches suitable for large groups—such as structured group work, peer learning models, and additional facilitation support—can be adopted. Coordination with schools to optimise available learning spaces may further improve engagement in high-enrolment contexts.

Observation 6: Impact – Community Attitudes Towards Girls' Education

Teachers, school leaders, and parents report positive shifts in community attitudes, including increased awareness of girls' education, higher parental engagement, and rising aspirations for girls to pursue higher education and professional careers.

Recommendation

STEM-focused digital learning sessions in mathematics, science, and English can further strengthen impact by increasing exposure to technology-enabled learning. Parents and teachers also emphasised the value of basic computer training in improving future employment prospects.

Observation 7: Sustainability and Future Priorities

Programme staff and school leaders highlighted the need to expand support to additional schools, particularly in resource-constrained districts and areas with shortages of specialised subject teachers. Priorities for future phases include strengthening remedial classes, improving technology-enabled learning infrastructure, and increasing focus on SSLC and PUC outcomes.

learning interventions, infrastructure, and resource assessments can be
not pass SSLC examinations—such as vocational education and
ced to support continued learning and reduce dropout risks.

CONCLUSION AND WAY FORWARD

7 CONCLUSION AND WAY FORWARD

Overall, the programme demonstrates strong alignment with contextual priorities in Cuddalore and Yadgir. It responds to documented gaps in foundational learning, STEM exposure, life skills, and early childhood development. The programme design is well integrated with existing institutional systems. Activities are aligned with the state curriculum, ICDS routines, and regular school timetables. This has enabled programme activities to be embedded within routine school processes.

Evidence from the evaluation indicates positive shifts in classroom engagement and learner confidence. Students reported greater ease in articulating academic concepts and participating in classroom activities. Improvements were also observed in early-years participation and students' awareness of educational pathways. However, progress remains uneven in some areas. Challenges persist in spoken English and students' willingness to seek academic help. These findings suggest the need for continued strengthening of language and communication skills.

Sustainability prospects appear promising in locations where teachers and Anganwadi workers have adopted activity-based teaching methods. In many cases, they continue to use programme-provided teaching-learning materials. At the same time, structural constraints remain. Teacher shortages, large class sizes, migration-linked absenteeism, and limited parental encouragement may affect the continuity of gains. Addressing these challenges through periodic technical support, timely provision of TLM and STEM kits, and stronger school-home engagement will be important.

Taken together, the programme makes a credible contribution to strengthening girls' learning and agency in underserved contexts. It has influenced classroom practices and supported improvements in learner confidence and aspirations. Continued focus on language proficiency, advanced mathematics, and attendance-related barriers will be important to consolidate and scale programme outcomes.

Annexures

Annexures

Annexure I – Assessment tools for grade 5th and 8th

Grade 5th

GRADE 8th

Grade 8 Tamil

Annexure II - In Depth Interview – Parents/Guardians of Students - *Kanya Sampoorna*

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this conversation, we hope to understand your experiences as a parent of someone who has benefited from the services provided under this programme.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 20 to 30 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name of the respondent	Open text
2. Name of the beneficiary (student)	Open text
3. Gender of the beneficiary	

4. Age of the beneficiary	____ years
5. Grade of the beneficiary	
6. Name of the school of the beneficiary	
5. Relationship with the beneficiary	
6. Occupation	
7.Is your child the first person in your family to go to school or study beyond primary level?	Yes / No (If No, specify who else studied and up to what level)
8. Annual Income in INR	
9. Location (village/taluk/district)	_____

SECTION 2: Need Alignment & Perceived Usefulness

1. How did you first come to know about the Kanya Sampoorna Programme or the activities being conducted in your child's school?

Probe: Identify communication channel (school staff, Kalike team, community meetings, SMC meetings, etc.)

2. Have you or other parents been involved in any meetings or activities related to the Kanya Sampoorna programme such as Parent-Teacher Meetings, community meetings, or discussions with the school or Kalike team?

(Probes: Involvement in community meetings, Parent Teachers Meeting, Consideration of feedback or suggestions by teachers, whether teachers and Kalike members approachable)

3. What role do you usually play in supporting your child's education (e.g., ensuring attendance, study time, homework support, purchasing additional learning materials)?
4. Before the programme began, what were the main difficulties your child faced in continuing or performing well in school?
5. Do you feel the programme has addressed some of these challenges? If yes, which ones?

(Probes: Extra support through remedial classes, improved reading habits through the library, better facilities, life-skills sessions, spoken English, or vocational and career guidance.)

SECTION 3: Perceived Change in Learning, Confidence, & Behaviour

6. Since the project began, how much improvement have you noticed in your child's behaviour and learning?

(Rate on a scale of 1–5, where 1 = No Improvement and 5 = Very High Improvement)

- Regularity in school and programme attendance
- Understanding of school subjects
- Interest and participation in studies
- Spoken English
- Performance in tests and exams
- Confidence in doing Math and Science activities (STEM sessions)

7. Since your child began attending the Life Skills and Health sessions under the Kanya Sampoorna programme, how much improvement have you noticed in the following areas?

Rating from 1-5, 1 being "No Improvement" to 5 being "Very high improvement"

- Confidence and communication skills
- Decision-making
- Awareness of health and hygiene (e.g., menstrual hygiene, cleanliness)
- Concentration and energy levels in class (after nutrition and health support)

8. Has there been any change in your child's awareness or planning for her future studies or career after attending career guidance sessions? (Probe: Interest in higher education, clarity on subjects or career paths, discussions about goals with you)
9. Has your own involvement or communication with the school increased in recent times?
10. How satisfied are you with the support and services your child has received through the Kanya Sampoorna program? Have they met your expectations?

(Probe: Have you or your child faced any challenges or difficulties with the Kanya sampoorna program or its activities?)

SECTION 4: Broader Effects on Family & Community Attitudes

11. Since your child joined *Kanya Sampoorna*, have you noticed any change in community attitudes toward girls' education or early marriage?
12. What is your perception about your girls' higher education & career?
13. Have you or your family benefited in any other way through the Kanya Sampoorna programme?

(Probes: Increased awareness about child learning and development, importance of regular reading and school attendance, improved knowledge of health and hygiene practices, participation in community or SDMC meetings, or learning from library activities and parent meetings.)

14. Do you have any suggestions for improving the Kanya Sampoorna Project or the Anganwadi activities in your area?

Annexure III: In Depth Interview – Teacher – Kanya Sampoorna

Interviewer Prompt:

Hello! My name is _____.

I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's projects have supported schools and communities particularly in improving education quality, student learning, and overall well-being.

Through this conversation, we hope to learn from your experiences as a teacher involved in the programme: how the activities have been implemented in your school, what changes you have observed among students, and what challenges or support needs remain.

Your responses will help us understand how the programme has contributed to teaching–learning improvements and how it can be further strengthened in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Gender	
3. Age	____ years
4. Educational Qualification	
5. Designation	
6. Name of the school	

7. Years of Experience	____ years
8. Duration of association with the current school	____ years
9. Grades Handled	Primary (1-5)/Middle (6-8)/ High (9-10)/ Higher secondary (11-12)
10. Subjects Handled	
11. Location (village/taluk/district)	_____

SECTION 2: Need and context

1. How did you first learn about the Kanya Sampoorna program and its activities in your school?
2. In your opinion, what are the major learning gaps or challenges faced by students in your school?
3. What types of support or activities are being provided to students under the Kanya Sampoorna program in your school?
4. ***Tamil Nadu:*** To what extent were the distributed materials (such as STEM kits, math and science lesson plans, worksheets, and digital tools) aligned with the curriculum followed in Tamil Nadu?

Karnataka: To what extent were the distributed materials aligned with the curriculum followed in Karnataka government schools?

(Probe: Nali-Kali Teaching Learning Materials (TLMs), STEM and Science Kits, lesson plans, worksheets, and digital tools)

5. Were the activities (trainings, materials etc.) designed under the programme suitable for students' grade and learning level?

(Probe: age-appropriate content for lower-primary FLN, conceptual clarity for high-school STEM, and relevance of life-skills or vocational modules for adolescents.)

6. In your opinion, how relevant are the activities and focus areas of the Kanya Sampoorna programme to the actual challenges faced by girls in your school and community?
7. What has been your role or involvement in implementing the Kanya Sampoorna programme in your school?
   (**Tamil Nadu** Probe: Planning and identifying learning gaps, coordination or discussions with the Kalike team, collaboration *with other teachers for lesson planning/digital learning support, peer learning or sharing of teaching methods)*

   *(**Karnataka** Probe: facilitation of Nali-Kali or remedial sessions, supporting library or digital learning, collaboration with Kalike coordinators or Remedial Teachers, conducting life-skills/vocational modules, mentoring students, or participating in teacher-training and review meetings.)*
8. Were there any other programmes or organisations supporting girls' education in your area before Kanya Sampoorna? How is Kanya Sampoorna different from or similar to them?

(Probe: Type of support earlier programmes provided -academic, life skills, scholarships, health, or infrastructure, what new or unique value Kanya Sampoorna brings how it complements or fills existing gaps)

SECTION 3: Implementation Quality & Support Systems

9. How useful and relevant have the following components and support activities of the Kanya Sampoorna programme been in improving your classroom teaching and student learning outcomes?

(Please rate on a scale of 1–5, where 1 = Not Useful and 5 = Very Useful)

Tamil Nadu			
Sl. No.	Component	Grades	Rating
1.	Teacher training sessions and capacity-building workshops	All	
2.	Onsite mentoring and academic handholding support	All	
3.	Lesson plans and structured teacher resource books	All	
4.	Remedial worksheets and learning materials	All	
5.	Print-rich classroom activities and visual TLMs	Grade 1-5 (6-11 age group)	
6.	Library and reading resources (school / community libraries)	Grades 6 – 12	
7.	Life-skill sessions	Grades 6 – 10	
8.	Career-guidance modules	Grade 9-12	
9.	Coding without Computers and Robotics	Grades 6 – 10	
10.	STEM and science kits / math simulators	Grades 8 – 12	
11.	Vocational training (wire craft / electrical skills)	Grades 9 – 10	
12.	Adolescent collectives and community sessions	Grades 6 – 12	

Karnataka			
Sl. No.	Component	Grades	Rating
1.	Nali-Kali Teaching Learning Materials (TLMs) – Foundational Literacy & Numeracy support	Grades 1 – 3	
2.	Library Initiatives	Grade V-VIII	

3.	ISPF (Innovation & Science Promotion Foundation) activities – experiments and demonstrations in Higher Primary Schools	Grades 6- 8
4.	STEM and Science Kits / Math Simulators – hands-on science and mathematics activities	Grades 6 -8
5.	Life Skills Education (LSE) – decision-making, communication, coping skills, health & hygiene sessions in secondary schools and hostels	6-12 (6- 12 except 10 in hostels)
6.	Curricular Based Remedial Support / Learning Improvement Programme (LIP) as remedial support	6-12 3-5 LIP
7.	Technology Enabled education	Grades 8 – 10
8.	Spoken English activities High Schools & Hostels	All (also in hostels)
9.	Model School & Community Science Events – science and co-curricular activities in Girls' High Schools	Grades 8 – 10
10.	Vocational Skills sessions – hands-on carpentry and practical skill training	Grade 9
11.	Career Planning & Guidance sessions – exposure to career options and streams	Grades 9 – 10
12.	Parental Engagement & School Development Plan (SDP) activities – meetings with parents and SDMC participation	Grades 1 – 12
13.	Teacher Training & On-site Mentoring Support – capacity-building for teachers (Nali-Kali, ISPF, Remedial, Digital Learning)	Grades 1 – 12

10. How frequently did Kalike staff / field mentors visit your school for academic or technical support? (Weekly / Fortnightly / Monthly / Rarely / Never)
11. Have parents shown greater engagement or participation since the programme began?
12. Since the introduction of the program, have you noticed any change in community attitudes or parental perspectives toward girls' education and early marriage?

SECTION 4: Observed Outcomes & Pedagogical Change

13. To what extent do you agree or disagree with the following statements about students' learning and your own teaching experience since the Kanya Sampoorna interventions began?

(Please rate each statement on a scale of 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.)

Students:

- *Regular school attendance has improved, and fewer students are absent for long periods.*

- *Many students still struggle to read fluently and form complete sentences in Kannada/Tamil or English.*
- *Students are able to use basic arithmetic operations (addition, subtraction, multiplication, division) confidently in class.*
- *The classroom has more learning materials and visual aids than before, making it easier for students to learn.*
- *Students rarely use the library or reading corners for independent reading.*
- *Coding without Computers sessions often confuse students rather than engage them (only for Tamil Nadu).*
- *Students are able to explain math and science concepts better after using kits and experiments.*
- *Many students hesitate to speak in English even during basic conversations.*
- *Students have become more confident in setting goals*
- *Career guidance sessions have helped students think more clearly about what to study after school*
- *Life skills, vocational, and adolescent collective activities have helped girls become more confident and plan for their future.*

Teacher:

- *I feel more confident in facilitating interactive and activity-based learning sessions.*
- *I find it difficult to apply the methods and concepts learned through project trainings in my classroom teaching.*
- *I collaborate more frequently with other teachers to plan lessons and exchange ideas.*
- *Collaboration with Remedial Teachers (RTs) and Animators has strengthened follow-up support for slow learners. (only for Karnataka).*

14. Have you faced any challenges in coordinating the Kanya Sampoorna program activities in your school? (Probe: Whom do you reach out to in case of any support needed? How responsive are they?)
15. If you could recommend one improvement for the next phase, what would it be? (Probe: are there still any existing gaps that can be addressed through this programme)
16. How confident do you feel about continuing the use of programme resources and methods after the project ends, and what kind of support would you still need?

Annexure IV: In Depth Interview – School Administration/ Principal – Kanya Sampoorna

Interviewer Prompt:

Hello! My name is _____.

I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's projects have supported schools and communities particularly in improving education quality, student learning, and overall well-being.

Through this conversation, we hope to learn from your experiences as a principal involved in the programme: how the activities have been implemented in your school, what changes you have observed among students, and what challenges or support needs remain.

Your responses will help us understand how the programme has contributed to teaching–learning improvements and how it can be further strengthened in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Age	____ years
3. Designation	_____
4. School Name and Location	_____
5. Approximate no. of children enrolled in the school	_____
6. When did Kanya Programme activities begin in your school?	_____

SECTION 2: Programme delivery and Coordination

1. How did your school first get involved with the Kanya Sampoorna programme implemented by Kalike and Titan? (Probe: communication received, orientation, initial meetings)
2. Were the planned activities (teacher trainings, STEM/life skills sessions, lab setup, TLM distribution, FLN events, etc.) implemented on time as per the schedule shared with the school?
3. How would you describe the coordination between your school staff, the Kalike field team, and Titan CSR representatives during implementation?
4. Did programme activities such as teacher training, mentoring sessions, or student events affect your regular school timetable or teachers' workload? If yes, how did the school manage it?
5. How would you describe the support, follow-up, and responsiveness provided by Kalike staff during classroom visits and implementation?
6. Did you face any shortage of teachers or facilitators that affected participation in the programme activities? How was this managed at the school level? Was Kalike team of help during such shortages?

SECTION 3: Tangible results and institutional outcomes

7. In your opinion, what have been the most visible or positive changes in your school since the Kanya Sampoorna activities began? (Probe: classroom environment, student interest, learning outcomes, hygiene, infrastructure)
8. Have you noticed any change in teachers' classroom practices, motivation, or confidence after receiving project-supported trainings and mentoring visits? (Probe: use of TLMs, peer collaboration, activity-based teaching)
9. How has the introduction or use of ICT tools (e.g., Lenovo tabs, PhET simulations, math simulators, or other digital resources) influenced classroom teaching and student learning?
10. Have the STEM labs, math/science kits, or classroom TLMs been actively used by teachers and students? What has been the impact on students' conceptual understanding or curiosity?
11. Did the infrastructure upgrades (classrooms, sanitation, laundry, library, etc.) lead to visible changes in school atmosphere or student well-being?

SECTION 4: Reflections and Recommendations

12. What additional support, resources, or linkages from Titan, Kalike, or government departments would help your school sustain the programme's benefits after project completion?

13. If you could recommend one key change or improvement for the next phase of Kanya Sampoorna, what would it be? (Probe: training design, materials, coordination, monitoring, etc.)

14. From your perspective, how could the programme be scaled up or replicated in other schools?

Annexure V: In Depth Interview – Parents/Guardians of Students- Kanya Sampoorna- Early Learning Tamil Nadu

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this conversation, we hope to understand your experiences as a parent of someone who has benefited from the services provided under this programme.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 20 to 30 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name of the respondent	Open text
2. Name of the beneficiary (student)	Open text
3. Gender of the beneficiary	
4. Age of the beneficiary	____ years
5. Grade of the beneficiary	
6. Name of the school of the beneficiary	
5. Relationship with the beneficiary	

6. Occupation	
7.Is your child the first person in your family to go to school or study beyond primary level?	Yes / No (If No, specify who else studied and up to what level)
8. Annual Income in INR	
9. Location (village/taluk/district)	_____

SECTION 2: Need Alignment & Perceived Usefulness

1. How did you first come to know about the Kanya Sampoorna Project and the activities being done at your Anganwadi Centre or in your village?

(Probe: Through Anganwadi Worker, community meetings, volunteers, rallies, or other parents.)

2. What role do you usually play in supporting your child's learning at home or through the Anganwadi?

(Probe: Ensuring regular attendance, helping with home-based preschool activities, spending time reading or talking with the child, attending awareness sessions.)

3. Have you or other parents been involved in any meetings or activities related to the Kanya Sampoorna Project?

(Probe: Participation in parent meetings, community literacy events, volunteering in preschool sessions, attending "Back to Anganwadi" campaigns, or training sessions for parents.)

4. Have you or any family members volunteered to help with preschool sessions or community events at the Anganwadi? If yes, what kind of activities did you do?
5. Before this project began, what were the main challenges you faced in supporting your child's early learning or sending them regularly to the Anganwadi?
6. Do you feel the activities introduced through Kanya Sampoorna have helped address some of these challenges? If yes, which ones?

SECTION 3: Perceived Change in Learning, Confidence, & Behaviour

7. Since the project began, how much improvement have you noticed in your child's behaviour and learning?

(Rate on a scale of 1–5, where 1 = No Improvement and 5 = Very High Improvement)

- Regularity in attending Anganwadi sessions
- Interest and excitement to go to the Anganwadi

- Participation in songs, storytelling, and group play
- Confidence in communicating or speaking in front of others
- Improvement in your child's awareness or habits related to hygiene, cleanliness

8. For parents who volunteered, how has participating in preschool sessions or parent trainings helped you personally?

(Probe: Learning about child development, feeling confident teaching or guiding children, bonding with other parents, contributing to the community.)

SECTION 4: Broader Effects on Family & Community Attitudes

9. Do you think initiatives like the "Back to Anganwadi" campaign or community events have motivated more families to send their children regularly to Anganwadi?

(Probe: Observed increase in enrolment, community participation, awareness about preschool benefits.)

10. Has your communication with the Anganwadi Worker improved after the project began?

(Probe: Discussing your child's learning progress, being invited to meetings, feeling comfortable to share feedback.)

11. Have you or your family benefited in any other way through this project such as learning new skills, gaining confidence, or feeling more involved in your child's education?

(Probe: Awareness about child development, health, nutrition, or reading habits through community libraries.)

12. Do you have any suggestions for improving the Kanya Sampoorna Project or the Anganwadi activities in your area?

Annexure VI: FGD – AWW – Kanya Sampoorna (Early Learning) Tamil Nadu

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's Kanya Sampoorna Project has supported Anganwadi Centres and communities, especially in improving preschool education, early learning, and child development.

Through this conversation, we would like to understand your experiences as an Anganwadi Worker involved in the programme, the kind of support you received, how it has helped you conduct preschool activities, and what changes you have seen among children and parents.

Your responses will help us learn how the programme has strengthened Anganwadi Centres, the challenges faced in implementing activities, and how these efforts can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Gender	
3. Age	____ years
4. Educational Qualification	
5. Designation	
6. Name of the Anganwadi Centre (AWC)	
7. Years of Experience as AWW/AWH	____ years
8. Duration of association with this AWC	____ years
9. Approximate number of children enrolled	
10. Age group of children currently handled	_____
11. Location (village/taluk/district)	_____

SECTION 2: Awareness and Relevance

1. How did you first learn about the Kanya Sampoorna Project and its preschool activities in your centre? (Probe: Through ICDS officials, project team, cluster meetings, peers, etc.)
2. In your opinion, what are the major learning gaps or challenges in your Anganwadi Centre (AWC)?
3. What types of support or activities are being provided to students under the Kanya Sampoorna program in your AWC?
4. To what extent do you think these activities and materials are relevant to the needs of preschool children in your area?

5. What has been your role or involvement in implementing the Kanya Sampoorna programme in your AWC?
6. Were there any other programmes or organisations supporting early childhood care or preschool education in your area before the Kanya Sampoorna Project? How is Kanya Sampoorna different from or similar to them?

SECTION 3: Implementation Quality & Support Systems

7. How useful were the following components in improving your preschool sessions?

(Rate 1–5, where 1 = Not Useful and 5 = Very Useful)

- Cluster/Block-level trainings on preschool concepts
- Onsite handholding and mentoring
- Learning kits and teaching materials
- Parent/volunteer engagement activities

8. How often did project staff or mentors visit your centre for support or guidance? (Weekly / Fortnightly / Monthly / Rarely / Never)
9. How has the involvement of parents or community volunteers changed since the project began?

(helping to conduct sessions, attend meetings, support home learning)

10. In what ways have you applied the methods learned from these trainings in your daily preschool sessions?

(Probe: storytelling, action songs, activity-based teaching, child participation, etc.)

SECTION 4: Observed Outcomes & Pedagogical Change

11. Since the Kanya Sampoorna activities began, what changes have you observed in children's learning and participation during preschool sessions, and how have the trainings and handholding support helped you improve your teaching? ***(sheets can be distributed for these ratings questions)***

(Please rate each statement on a scale of 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.)

1. *Children attend preschool sessions more regularly and participate actively.*
2. *Some children still struggle with basic literacy and numeracy activities.*
3. *Children are more confident in storytelling, singing, and group play.*
4. *Parents show greater interest and involvement in preschool learning activities.*
5. *I feel more confident in conducting structured, activity-based sessions.*

6. *Sometimes it is difficult to plan or complete the full 1.5–2 hour session due to other responsibilities.*
7. *The training and handholding support have helped me make sessions more engaging and child-friendly.*

12. What challenges do you still face in implementing preschool activities under KSP?
13. How confident are you in continuing these improved preschool practices after the project support ends?
14. If you could suggest one improvement or new activity for the next phase of the project, what would it be?

(Probe: Any gaps still remaining in preschool learning, training, or parental awareness.)

Annexure VII: Key Informant Interview – Implementing Partner – Kanya Sampoorna

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Kanya Sampoorna* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this conversation, we hope to understand your experiences as an Implementing Partner under this programme.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Designation	_____
4. Role in Kanya Sampoorna Programme	_____
5. District / Cluster handled	_____
6. Duration of involvement with the project	_____
7. Years of association with Titan	_____

SECTION 2: Need alignment, contextual fit, and responsiveness of design

1. How were the target schools and interventions identified during programme design?

Probe: Role of needs assessment or baseline study; Criteria for school selection (need, remoteness, infrastructure), ***whether community or school-level stakeholders consulted during programme design?***

2. In your view, how well does the Kanya Sampoorna programme (remedial education, life skill education, career guidance) align with the needs and challenges that were identified in the beginning? Please elaborate on different activities which are going on.
3. Were any new or unforeseen needs identified during field implementation? For eg. Adaptations made mid-course; Additional areas requiring support.
4. How receptive were schools, parents, and teachers to the programme initially?
5. How well does the Kanya Sampoorna Programme complement with other government initiatives in Karnataka/Tamil Nadu?

SECTION 3: Quality, timeliness, and resource management in implementation

6. How is the field team structured under the Kanya Sampoorna programme, and how are roles and responsibilities distributed across schools and hostels?

Karnataka: *(Probes: Number of staff or coordinators covering clusters of schools and girls' hostels; roles of field coordinators, remedial teachers (RTs), and animators in implementing classroom, remedial, library, and hostel-based activities; staff handling life skills education, digital and technology-enabled learning, vocational and career guidance, and science/STEM activities; coordination between Kalike's central*

programme team and school-level staff; clarity of responsibilities between academic support, community engagement, and administrative functions.)

Tamil Nadu: *(Probes: Number and type of staff deployed across blocks; clarity of responsibilities between academic support(STEM and Life Skills Educators, Digital Literacy and Career Guidance Facilitators), community engagement, and administrative functions; coordination mechanisms between Kalike's central team, field staff, and schools; frequency of review meetings and technical support; and major staffing or operational challenges faced during implementation)*

7. Were funds, materials, and approvals received on time to meet planned activities?

Probe: Timeliness of fund disbursement; Procurement and logistics processes

8. Were the financial and human resources available under the programme adequate for achieving planned activities, and were they utilised effectively?
9. How effective was coordination between Titan CSR team, and Kalike teams?

Probe: *Communication mechanisms; Review meetings and feedback loops; Reporting and documentation flow*

10. What operational or logistical challenges did you face in rolling out activities?

(Probe: School permissions, scheduling, staff attrition, technical issues, regular attendance, ***correction measures and additional support needed****)*

11. How were training sessions planned and monitored? Can you tell us about the mechanisms for follow-up support?

SECTION 4: Achievement of expected outcomes and enabling factors

12. What are the most visible changes observed (for school, students, families) since the Kanya Sampoorna Programme started?
13. How would you rate students' overall participation and engagement in the following Kanya Sampoorna activities? (1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very High)

- Remedial sessions
- Library and reading activities
- STEM / Science and Math kit-based sessions
- Digital and technology-enabled classes
- Life Skills Education sessions

- Career Guidance
- Vocational sessions
- Adolescent Collectives (Tamil Nadu)
- Teacher mentoring and capacity-building support

14. Were there any unintended results (positive or negative)?

Probe: *Spill-over effects in other grades; Extra workload for teachers or field staff; Behavioural or social changes among students, gender equality*.

15. Are there overlaps or complementarities with other education programmes?

Probe: *NGOs or CSR programmes working in same region*

SECTION 5: Continuation, ownership, and long-term planning

16. What steps have been taken to ensure the programme's continuity after project closure?
17. Are schools and teachers showing ownership in continuing key interventions?

Probe: *Internal champions, peer learning, or local leadership*

18. How is Kalike building local capacity for long-term continuation? Is there any exit strategy in place?
19. Are there any mechanisms present for monitoring or follow-up beyond the funding period?
20. Are there any cost-sharing or co-funding mechanisms being explored to sustain or expand the Kanya Sampoorna programme beyond Titan's support?

Probe: government departments, other CSR partners, or donors, status of progress

21. What kind of future support (technical or financial) would strengthen sustainability and scale-up?

(Probe: Current non-financial support, Current funding and support sources, Titan's role in building capacity, key challenges or risks to continuation, and roadmap and readiness to manage or scale the programme independently.)

SECTION 6: Reflections and Recommendations

22. What do you consider the top three successes of the Programme so far?
23. What are your top recommendations for improving design and implementation in the next phase?
24. How would you describe the overall partnership experience with Titan CSR?

Additional Questions on Micro Enterprise:

(Eco-friendly Paper Pen & Pencil Micro-enterprise, Lambani Craft–based Livelihood Project)

1. How has Kalike supported the women's groups in moving from training to establishing a sustainable micro-enterprise? What is the current status?
   (Probe: process of mobilization, skill training, quality assurance, business setup, production management, and ongoing mentoring or handholding support.)

2. What measures are being taken to strengthen marketing and ensure long-term sustainability of these women-led enterprises?

Annexure VIII: Student Impact and Learning Outcomes Assessment (Grade 8 Karnataka)

Please fill in the information below and answer the questions that follow. This sheet asks about your experiences with different classes and activities in your school/hostel. There are no right or wrong answers. Please choose the option that best matches your experience.

Name: _____
School/Hostel: _____
Grade: _____

1. There are 10 statements written below, please read it carefully and express whether you agree or disagree with the statements on a scale of 1-5:

Please rate it from 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

1. The career guidance sessions encouraged me to talk about my goals with teachers or friends.
   □ 1 □ 2 □ 3 □ 4 □ 5
2. I do not feel motivated to use the library on my own unless someone encourages me.
   □ 1 □ 2 □ 3 □ 4 □ 5
3. The spoken English sessions helped me feel more confident while speaking in English.
   □ 1 □ 2 □ 3 □ 4 □ 5
4. The vocational sessions helped me see how skills can be useful for future work or income.
   □ 1 □ 2 □ 3 □ 4 □ 5
5. I have a better understanding of menstrual hygiene management after attending the sessions.
   □ 1 □ 2 □ 3 □ 4 □ 5
6. I am not always comfortable asking teachers for help when I don't understand something.
   □ 1 □ 2 □ 3 □ 4 □ 5
7. I am clearer now about the education options available after completing my current grade.
   □ 1 □ 2 □ 3 □ 4 □ 5
8. The career mentor/facilitator explained career options in a way that was easy for me to understand.
   □ 1 □ 2 □ 3 □ 4 □ 5
9. I feel I still need more encouragement from my family to continue studying in higher classes.
   □ 1 □ 2 □ 3 □ 4 □ 5
10. The library activities encouraged me to explore new books or materials that I had never used before.
    □ 1 □ 2 □ 3 □ 4 □ 5

2. Please read the paragraph carefully and then choose the best answer for each question.

Your class is preparing a small display for Health Awareness Day. Your group of four girls is responsible for making charts on healthy food, hygiene, and simple ways to stay calm during exams.

While planning, one friend quietly says she needs a short break because she is feeling unwell. Another friend is unsure which task she should take, and the group needs to decide how to divide the work smoothly so everyone can contribute.

2.1 How would you choose your task in the group?

A. I pick a task that feels manageable for me right now.
B. I wait to see what others suggest for me.
C. I pick a task that matches what I am good at.

2.2 When your friend says she is unwell what would you do?

A. Give her space and continue with my part of the work.
B. Ask if she needs a short break or any support and make her feel comfortable.
C. Encourage her gently to continue if she feels okay.

2.3 If the group is unsure how to divide the tasks, what would you do?

A. Wait until the teacher gives instructions on how to proceed.
B. Help the group talk through the tasks and decide together based on what each person can do.
C. Suggest that everyone starts with a small part and adjust the tasks as you go.

2.4 While working on the charts, what would you do to take care of your own well-being?

A. Continue working and plan to take a break once most of the work is done.
B. Take a pause from the work if I start feeling tired or overwhelmed.
C. Drink water or eat a small snack if needed and manage my work at a steady pace.

3. How useful were the hostel activities (library, spoken English, digital classes, computer sessions, life skills) in supporting your learning and confidence? *(for Yadgir, Karnataka- hostel students)*

A. Very useful
B. Somewhat useful
C. Not useful

Annexure IX: Student Impact and Learning Outcomes Assessment (Grade 9 Tamil Nadu)

Please fill in the information below and answer the questions that follow. This sheet asks about your experiences with different classes and activities in your school/hostel. There are no right or wrong answers. Please choose the option that best matches your experience.

Name: _____
School/Hostel: _____
Grade: _____

4. There are 12 statements written below, please read it carefully and express whether you agree or disagree with the statements on a scale of 1-5:

Please rate it from 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

1. The career guidance sessions encouraged me to talk about my goals with teachers or friends.
   □ 1 □ 2 □ 3 □ 4 □ 5
2. I do not feel motivated to use the library on my own unless someone encourages me.
   □ 1 □ 2 □ 3 □ 4 □ 5
3. The spoken English sessions helped me feel more confident while speaking in English.
   □ 1 □ 2 □ 3 □ 4 □ 5
4. The vocational sessions helped me see how skills can be useful for future work or income.
   □ 1 □ 2 □ 3 □ 4 □ 5
5. I have a better understanding of menstrual hygiene management after attending the sessions.
   □ 1 □ 2 □ 3 □ 4 □ 5
6. I am not always comfortable asking teachers for help when I don't understand something.
   □ 1 □ 2 □ 3 □ 4 □ 5
7. I am clearer now about the education options available after completing my current grade.
   □ 1 □ 2 □ 3 □ 4 □ 5
8. The career mentor/facilitator explained career options in a way that was easy for me to understand.
   □ 1 □ 2 □ 3 □ 4 □ 5
9. I feel I still need more encouragement from my family to continue studying in higher classes.
   □ 1 □ 2 □ 3 □ 4 □ 5
10. The library activities encouraged me to explore new books or materials that I had never used before.
    □ 1 □ 2 □ 3 □ 4 □ 5
11. The coding and robotics activities helped me understand how step-by-step instructions work in solving problems.
    □ 1 □ 2 □ 3 □ 4 □ 5
12. The digital literacy sessions helped me learn basic computer skills such as using documents, internet, or email.
    □ 1 □ 2 □ 3 □ 4 □ 5

5. Please read the paragraph carefully and then choose the best answer for each question.

Your class is preparing a small display for Health Awareness Day. Your group of four girls is responsible for making charts on healthy food, hygiene, and simple ways to stay calm during exams.

While planning, one friend quietly says she needs a short break because she is feeling unwell. Another friend is unsure which task she should take, and the group needs to decide how to divide the work smoothly so everyone can contribute.

4.1 How would you choose your task in the group?

A. I pick a task that feels manageable for me right now.
B. I wait to see what others suggest for me.
C. I pick a task that matches what I am good at.

4.2 When your friend says she is unwell what would you do?

A. Give her space and continue with my part of the work.
B. Ask if she needs a short break or any support and make her feel comfortable.
C. Encourage her gently to continue if she feels okay.

4.3 If the group is unsure how to divide the tasks, what would you do?

A. Wait until the teacher gives instructions on how to proceed.
A. Help the group talk through the tasks and decide together based on what each person can do.
B. Suggest that everyone starts with a small part and adjust the tasks as you go.

4.4 While working on the charts, what would you do to take care of your own well-being?

A. Continue working and plan to take a break once most of the work is done.
B. Take a pause from the work if I start feeling tired or overwhelmed.
C. Drink water or eat a small snack if needed and manage my work at a steady pace.

Annexure X: Details of total number of students enrolled:

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	AHSS(Sacred heart) Iruppukurichi						42	73	265	262	198	255	145
Tamil Nadu	Cuddalore	AHS(RC) Udaiyarkudi						202	212	201	222	200		
Tamil Nadu	Cuddalore	AHSS (DVC) Srimushnam								186	170	178	192	138
Tamil Nadu	Cuddalore	GHSS Srimushnam								132	101	105	100	114
Tamil Nadu	Cuddalore	GHSS Kammapuram						19	48	116	91	111	108	136
Tamil Nadu	Cuddalore	GHSS Iruppu						62	76	97	83	74	191	138
Tamil Nadu	Cuddalore	AHS (ST.Antonys) Aranthangi						114	92	94	115	101		
Tamil Nadu	Cuddalore	GHS Ko.Adhanur						115	56	87	51	124		
Tamil Nadu	Cuddalore	GGHSS Kattumannarkoil								82	158	160	334	288
Karnataka	Yadgir	YADGIR GGHS (UDISE Code - 29331026208)								78	82	94		
Tamil Nadu	Cuddalore	AHSS(Sacred heart) Vadakupalayam								74	118	74	86	110
Karnataka	Yadgir	RAMASAMUDRA GHS (UDISE Code - 29331010807)								71	48	60		
Karnataka	Yadgir	GAJARKOT KPS (UDISE Code - 29331003606)								70	93	107		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Karnataka	Yadgir	GURUMITKAL GGHS (UDISE Code - 29331014117)								66	124	125		
Karnataka	Yadgir	YERGOL GHS (UDISE Code - 29331013909)								57	71	85		
Tamil Nadu	Cuddalore	AHS (Muslim) Ayangudi						65	67	56	62	56		
Tamil Nadu	Cuddalore	GHS Kotteri						71	56	55	62	64		
Tamil Nadu	Cuddalore	GHS Nadiapattu						45	46	54	58	49		
Tamil Nadu	Cuddalore	GHSS Reddiyur								54	48	50	67	50
Tamil Nadu	Cuddalore	GHSS T.Neduncheri						13	23	51	47	41	36	64
Karnataka	Yadgir	LINGERI STATION GHS (UDISE Code - 29331007604)								51	101	132		
Karnataka	Yadgir	HONGERA GHS (UDISE Code - 29331005103)								48	37	42		
Tamil Nadu	Cuddalore	GHS Irulakurichi						35	45	45	54	40		
Tamil Nadu	Cuddalore	GHS Sakkangudi						48	28	45	46	43		
Karnataka	Yadgir	ANPUR GHS (UDISE Code - 29331000302)								45	33	48		
Tamil Nadu	Cuddalore	GHS Pudaiyur						56	38	44	37	57		
Tamil Nadu	Cuddalore	GHS Vilagam						54	35	42	48	42		
Tamil Nadu	Cuddalore	AHS(Muslim) Kollumedu						23	32	40	49	52		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	GHSS Kanjankollai								40	47	54	38	37
Karnataka	Yadgir	KOLIWADA YADGIR GHS (UDISE Code - 29331026107)								39	29			
Tamil Nadu	Cuddalore	ADWHSS Dharmanallur						5	9	37	44	24	48	39
Tamil Nadu	Cuddalore	GHSS Muttam								36	63	31	94	76
Tamil Nadu	Cuddalore	GHS Keerapalayam						71	27	35	42	57		
Tamil Nadu	Cuddalore	GHSS Srineduncheri								35	77	62	65	85
Tamil Nadu	Cuddalore	GHS Karupperi						24	20	34	25	21		
Karnataka	Yadgir	BALICHAKRA GHS (UDISE Code - 29331001511)								34	60	54		
Tamil Nadu	Cuddalore	GHSS Kandamangalam								34	54	42	48	59
Tamil Nadu	Cuddalore	AMS Thandeswaranallur	9	9	11	23	20	41	38	33				
Tamil Nadu	Cuddalore	GHS Ottimedu						28	29	33	25	19		
Tamil Nadu	Cuddalore	PUMS Kavalakudi	10	10	12	18	16	15	21	33				
Karnataka	Yadgir	YELHERI GHS (UDISE Code - 29331013608)								33	55	56		
Karnataka	Yadgir	STATION BAZAR YADGIR GHS (UDISE Code - 29331028408)								33	60	83		
Tamil Nadu	Cuddalore	PUMS Eyyalur	20	20	12	23	14	29	24	32				

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	GHSS Mudhanai						18	17	31	46	63	46	55
Karnataka	Yadgir	CHAPETLA GHS (UDISE Code - 29331002802)								31	58	42		
Tamil Nadu	Cuddalore	PUMS Therkkupalayam	12	27	25	22	29	16	30	30				
Tamil Nadu	Cuddalore	GHS Melakuppam						24	24	30	25	19		
Karnataka	Yadgir	KANDKUR GHS (UDISE Code - 29331005803)								30	42	62		
Karnataka	Yadgir	EDLUR GHS (UDISE Code - 29331003502)								29	39	16		
Karnataka	Yadgir	KADECHUR GHS (UDISE Code - 29331005404)								29	20	27		
Karnataka	Yadgir	MALHAR GHS (UDISE Code - 29331008004)								29	27	44		
Karnataka	Yadgir	HEDGIMADRA GHS (UDISE Code - 29331004702)								29	35	44		
Tamil Nadu	Cuddalore	PUMS Keelapalaiyur	4	10	6	8	12	17	21	28				
Tamil Nadu	Cuddalore	AMS Kattumannarkoil	7	10	4	12	16	25	36	27				
Tamil Nadu	Cuddalore	AMS Melakadambur	4	11	6	7	10	21	34	27				
Karnataka	Yadgir	BANDHALLI GHS (UDISE Code - 29331001601)								27	27	17		
Tamil Nadu	Cuddalore	PUMS C.Melavanniyur	9	11	12	7	9	25	23	26				

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	AHS(St.therasa) Kattukoonankurichi						25	17	26	27	20		
Tamil Nadu	Cuddalore	GHS Kozhai						23	13	26	17	14		
Karnataka	Yadgir	ALLIPUR GHS (UDISE Code - 29331000209)								26	29	38		
Karnataka	Yadgir	WANKSAMBAR GHS (UDISE Code - 29331013102)								26	21	30		
Karnataka	Yadgir	SAIDAPUR(GRAM) GHS (UDISE Code - 29331011009)								26	29	34		
Tamil Nadu	Cuddalore	GHSS C.Keeranur								26	95	94	91	87
Tamil Nadu	Cuddalore	GHS Mazhavarayanallur						21	31	25	15	29		
Tamil Nadu	Cuddalore	PUMS Karkudal	19	15	17	29	17	32	24	25				
Karnataka	Yadgir	MUNDARGI GHS (UDISE Code - 29331009001)								25	32	25		
Tamil Nadu	Cuddalore	GHS U.Mangalam						20	27	24	19	27		
Tamil Nadu	Cuddalore	AMS Ponnankoil	9	19	14	22	17	17	25	24				
Karnataka	Yadgir	BADDEPALLI (RMSA) GHS (UDISE Code - 29331001101)								24	48	32		
Tamil Nadu	Cuddalore	PUMS Odakkanallur	6	5	8	10	9	7	18	23				
Karnataka	Yadgir	KOTGERA GHS (UDISE Code - 29331007002)								23	36	36		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	GHS Nattarmangalam						16	29	22	24	29		
Tamil Nadu	Cuddalore	PUMS Allur	5	11	10	29	15	23	16	22				
Tamil Nadu	Cuddalore	PUMS Veenangeni	8	6	10	16	9	20	14	22				
Tamil Nadu	Cuddalore	PUMS Kollirupu Colony	12	14	12	15	13	13	10	22				
Karnataka	Yadgir	AZALAPUR GHS (UDISE Code - 29331000903)								22	23	17		
Tamil Nadu	Cuddalore	GHSS Kaanur								22	65	64	72	133
Tamil Nadu	Cuddalore	PUMS A.Valliyam	11	16	16	20	23	27	26	21				
Tamil Nadu	Cuddalore	GHS Vanamadevi						14	24	21	25	17		
Tamil Nadu	Cuddalore	AMS T.Pavazhangudi	12	18	13	17	16	29	21	21				
Tamil Nadu	Cuddalore	ADWHSS Madhuranthaganallur						4	20	21	41	36	32	57
Tamil Nadu	Cuddalore	PUMS Melapazhanjanallur	10	9	9	14	17	14	19	21				
Tamil Nadu	Cuddalore	PUMS Madhuranthaganallur	20	7	14	21	8	15	18	21				
Karnataka	Yadgir	HATTIKUNI GOVT.JUNIOR COLLAGE (UDISE Code - 29331004607)								21	79	40		
Karnataka	Yadgir	MUDNAL GHS (UDISE Code - 29331008901)								21	36	33		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	GHS K.Adoor						27	28	20	37	32		
Tamil Nadu	Cuddalore	PUMS A.Kuravankuppam	7	8	10	14	8	13	21	20				
Tamil Nadu	Cuddalore	AMS (Thirunadaraja) Sozhatharam						6	15	20				
Tamil Nadu	Cuddalore	PUMS Palakollai	7	9	7	15	10	25	13	20				
Tamil Nadu	Cuddalore	ADWMS Mugaiyur	14	13	10	26	17	20	12	20				
Karnataka	Yadgir	KONKAL GHS (UDISE Code - 29331006905)								20	48	53		
Karnataka	Yadgir	CHANDARKI GHS (UDISE Code - 29331010507)								20	22	29		
Karnataka	Yadgir	PUTPAK GHS (UDISE Code - 29331010506)								20	40	36		
Tamil Nadu	Cuddalore	GHS Keezhpathi						31	19	19	17	40		
Tamil Nadu	Cuddalore	PUMS Shandan	8	11	9	6	13	15	14	19				
Karnataka	Yadgir	MOTANHALLI GHS (UDISE Code - 29331003607)								19	27	25		
Tamil Nadu	Cuddalore	PUMS Kiliyanur	8	14	14	19	17	22	21	18				
Tamil Nadu	Cuddalore	GHS Gunavasal						24	10	18	14	12		
Tamil Nadu	Cuddalore	PUMS Vadaharirajapuram	3	9	8	16	7	9	9	18				
Karnataka	Yadgir	BELAGERA GHS (UDISE Code - 29331001801)								18	23	16		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Karnataka	Yadgir	KANEKAL GHS (UDISE Code - 29331005902)								18	22	24		
Tamil Nadu	Cuddalore	GHS Veppankurichi						11	28	17	27	32		
Tamil Nadu	Cuddalore	GHS Periyakappankulam						33	20	17	26	19		
Tamil Nadu	Cuddalore	PUMS Gudalaiyathur	7	5	11	4	10	14	16	17				
Tamil Nadu	Cuddalore	PUMS Ayyanur Akkaramangalam	8	7	14	13	14	22	14	17				
Tamil Nadu	Cuddalore	ADWMS Perungalur	5	7	14	3	20	27	18	16				
Tamil Nadu	Cuddalore	PUMS Ko.Mavidanthal	12	16	10	13	22	13	16	16				
Tamil Nadu	Cuddalore	PUMS Kaliyamalai	10	5	10	8	8	17	13	16				
Tamil Nadu	Cuddalore	GHS Moovur						14	11	16	11	19		
Tamil Nadu	Cuddalore	GHS Maniam Adoor						18	31	15	25	25		
Tamil Nadu	Cuddalore	PUMS Uyyakondaravi	6	6	6	12	10	15	22	15				
Tamil Nadu	Cuddalore	PUMS V.Kumaramangalam	6	8	17	11	19	19	20	15				
Tamil Nadu	Cuddalore	PUMS Sathavattam	6	11	13	8	13		17	15				
Tamil Nadu	Cuddalore	PUMS Ambujavallipettai	9	9	12	14	15	15	17	14				
Tamil Nadu	Cuddalore	PUMS SriAdhivaraganallur	8	5	10	13	12	21	15	14				
Tamil Nadu	Cuddalore	AMS Gunamangalam	4	3	8	6	8	10	9	14				
Tamil Nadu	Cuddalore	GHS C.Veerasozhagan						10	8	14	13	18		

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	GHSS Seplanatham South						3	6	14	20	24	16	31
Karnataka	Yadgir	MADHAWAR GHS (UDISE Code - 29331007702)								14	43	57		
Tamil Nadu	Cuddalore	AMS Valisapettai	5	2	8	12	10	9	16	13				
Tamil Nadu	Cuddalore	GHS G.K Colony						14	15	13	21	19		
Tamil Nadu	Cuddalore	AMS Kavanur West	5	9	3	5	8	17	12	13				
Tamil Nadu	Cuddalore	PUMS Valasakadu	9	8	6	14	16	16	11	13				
Tamil Nadu	Cuddalore	PUMS A.Kokkankuppam	18	10	11	18	5	20	9	13				
Tamil Nadu	Cuddalore	GHS Ramapuram						10	8	13	15	7		
Tamil Nadu	Cuddalore	PUMS Virudhagirikuppam	3	2	7	7	7	9	7	13				
Tamil Nadu	Cuddalore	PUMS Vazhakollai	14	14	13	15	12	17	28	12				
Tamil Nadu	Cuddalore	PUMS Anandhagudi	8	9	7	8	8	15	18	12				
Tamil Nadu	Cuddalore	PUMS Uthangal	16	7	18	15	8	17	16	12				
Tamil Nadu	Cuddalore	AMS Vilakkapadi	9	3	2	4	7	12	11	12				
Tamil Nadu	Cuddalore	PUMS U.Adhanur	2	5	3	9	4	13	10	12				
Karnataka	Yadgir	YELSATTI GHS (UDISE Code - 29331013703)								12	28	28		
Tamil Nadu	Cuddalore	PUMS A.Thoppulikuppam	4	7	11	9	14	6	13	11				
Tamil Nadu	Cuddalore	PUMS Sathapadi	8	13	5	12	12	8	12	11				

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUMS Nachiyarpettai	1	3	3	4	4	4	5	11				
Tamil Nadu	Cuddalore	PUMS Palayapattanam	4	5	10	11	8	18	19	10				
Tamil Nadu	Cuddalore	PUMS M.Adhanur	12	10	7	16	6	14	12	10				
Tamil Nadu	Cuddalore	AMS Veerananthapuram	4	3	5	6	3	8	8	10				
Tamil Nadu	Cuddalore	AMS Siluvaipuram	5	4	1	5	6	3	6	10				
Tamil Nadu	Cuddalore	PUMS Thiruchinnapuram	12	9	14	5	15	13	11	9				
Tamil Nadu	Cuddalore	AMS Siruvarapur	2	5	3	8	2	5	8	9				
Tamil Nadu	Cuddalore	PUMS Perur	4	6	5	10	8	8	6	9				
Tamil Nadu	Cuddalore	AMS Kandamangalam	3	4	4	6	7	8	5	9				
Tamil Nadu	Cuddalore	PUMS Parathur Savadi	1	3	2	8	4	4	11	8				
Tamil Nadu	Cuddalore	PUMS Kandhakumaran	10	2	5	8	4	6	5	8				
Karnataka	Yadgir	YADGIR GJC (UDISE Code - 29331026207)								8	16	6		
Karnataka	Yadgir	NASALWAI GHS (UDISE Code - 29331009802)								8	15	10		
Tamil Nadu	Cuddalore	PUMS Chinnakottumulai	3	10	7	11	7	6	12	7				
Tamil Nadu	Cuddalore	AMS Govindhanallur	11	7	12	11	8	11	10	7				
Tamil Nadu	Cuddalore	AMS Kalnattampuliyur	4	6	5	4	6	5	12	6				
Tamil Nadu	Cuddalore	PUMS Sathamangalam	8	15	10	10	8	9	10	6				

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	AHSS(Thiruvalluvar) Orathur							10	6		14	75	56
Tamil Nadu	Cuddalore	PUMS Keezhnatham	3	6	2	8	3	7	7	6				
Karnataka	Yadgir	BASWANTHPUR GHS (UDISE Code - 29331001702)								6	34	37		
Tamil Nadu	Cuddalore	AMS Poonthottam	4	2	4	5	3	9	3	5				
Tamil Nadu	Cuddalore	PUMS (Mixed) Udaiyarkudi	1		2		2	2	3	5				
Tamil Nadu	Cuddalore	AMS Pannapattu	1	2	4	3	3	7	8	2				
Tamil Nadu	Cuddalore	AMS Gopalapuram	5	5	4	7	3	3	7	2				
Karnataka	Yadgir	ARAKERA(K) (RMSA) GHS (UDISE Code - 29331000701)								1	101	62		
Tamil Nadu	Cuddalore	APS(RC) Udaiyarkudi	65	52	79	73	98							
Tamil Nadu	Cuddalore	APS(PRG) Udaiyarkudi	27	29	52	61	77							
Tamil Nadu	Cuddalore	APS Vadakupalayam	27	31	31	43	34							
Tamil Nadu	Cuddalore	APS Aranthangi	19	33	27	42	44							
Tamil Nadu	Cuddalore	APS Thirumoolasthanam	45	54	45	36	44							
Tamil Nadu	Cuddalore	APS Ayangudi	20	18	27	36	18							
Tamil Nadu	Cuddalore	PUPS Ko.Adhanur	20	19	28	35	30							
Tamil Nadu	Cuddalore	APS Therkiruppu	23	20	26	32	25							
Tamil Nadu	Cuddalore	PUPS Irulakurichi	20	27	23	31	33							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	APS Srimushnam	12	20	22	28	26							
Tamil Nadu	Cuddalore	APS Palakollai	22	15	19	26	23							
Tamil Nadu	Cuddalore	PUPS Melakuppam	8	12	4	23	19							
Tamil Nadu	Cuddalore	PUPS Nadiapattu	20	22	11	23	18							
Tamil Nadu	Cuddalore	APS Mudapuli	9	16	12	23	15							
Tamil Nadu	Cuddalore	APS(RC) Kattukoonankurichi	15	5	9	23	10							
Tamil Nadu	Cuddalore	APS Dhidirkuppam	22	6	22	22	19							
Tamil Nadu	Cuddalore	NLC APS Mandharakuppam	15	10	8	22	10							
Tamil Nadu	Cuddalore	PUPS Sakkangudi	9	20	17	21	16							
Tamil Nadu	Cuddalore	PUPS K.Adoor	15	20	16	21	14							
Tamil Nadu	Cuddalore	APS Devangudi	8	13	9	19	24							
Tamil Nadu	Cuddalore	PUPS T.Neduncheri	8	16	5	19	18							
Tamil Nadu	Cuddalore	ADWPS Reddiyur	14	13	14	19	17							
Tamil Nadu	Cuddalore	PUPS Melpapanapattu	13	13	25	18	25							
Tamil Nadu	Cuddalore	PUPS Keerapalayam	17	24	34	18	22							
Tamil Nadu	Cuddalore	PUPS Mazhavarayanallur	12	21	19	18	22							
Tamil Nadu	Cuddalore	PUPS Muttam	11	14	7	18	14							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	ADWPS Kammapuram Colony	5	6	5	18	13							
Tamil Nadu	Cuddalore	PUPS Kammapuram	10	24	14	17	29							
Tamil Nadu	Cuddalore	PUPS Vanamadevi	15	14	14	17	22							
Tamil Nadu	Cuddalore	APS Sozhatharam	12	8	14	17	20							
Tamil Nadu	Cuddalore	PUPS C.Keeranur	6	16	11	17	14							
Tamil Nadu	Cuddalore	APS Rajendirasolagan	13	8	13	17	12							
Tamil Nadu	Cuddalore	PUPS Kamaraj Nagar	7	8	10	17	9							
Tamil Nadu	Cuddalore	APS Kaanur	12	23	8	17	8							
Tamil Nadu	Cuddalore	PUPS Perundurai	15	12	26	15	15							
Tamil Nadu	Cuddalore	PUPS Viluperunthurai	3	2	8	15	14							
Tamil Nadu	Cuddalore	PUPS Periyakappankulam	13	12	15	15	13							
Tamil Nadu	Cuddalore	APS Esanur	12	5	9	15	12							
Tamil Nadu	Cuddalore	PUPS Kumarakudi	7	13	8	15	7							
Tamil Nadu	Cuddalore	PUPS Kotteri	10	18	15	14	21							
Tamil Nadu	Cuddalore	APS Kollumedu	10	11	8	14	19							
Tamil Nadu	Cuddalore	PUPS Kandamangalam	10	22	13	14	18							
Tamil Nadu	Cuddalore	PUPS Santhaithoppu	9	9	6	14	15							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	APS(RC) Iruppukurichi colony	7	9	7	14	15							
Tamil Nadu	Cuddalore	APS(TELC) Kattumannarkoil	12	9	15	14	13							
Tamil Nadu	Cuddalore	APS Gunamangalam	4	11	11	14	13							
Tamil Nadu	Cuddalore	APS K.Thozhur	13	12		14	13							
Tamil Nadu	Cuddalore	APS U.Agaram	11	27	11	14	10							
Tamil Nadu	Cuddalore	PUPS Virudhagirikuppam	2	3	12	14	8							
Tamil Nadu	Cuddalore	PUPS Melaradhambur	7	7	9	14	4							
Tamil Nadu	Cuddalore	PUPS Sirukattur	7	14	12	13	22							
Tamil Nadu	Cuddalore	APS Rayanallur	7	8	13	13	13							
Tamil Nadu	Cuddalore	ADWPS Karkudal Colony	7	6	10	13	9							
Tamil Nadu	Cuddalore	APS Arasakuzhi	8	10	6	13	8							
Tamil Nadu	Cuddalore	PUPS Ramapuram	10	6	13	13	8							
Tamil Nadu	Cuddalore	APS Sithamalli	6	17	17	13	7							
Tamil Nadu	Cuddalore	PUPS Therkkuviruthangan	14	9	12	13	7							
Tamil Nadu	Cuddalore	PUPS Gunavasal	3	5	6	13	5							
Tamil Nadu	Cuddalore	PUPS Pudaiyur	11	9	14	12	17							
Tamil Nadu	Cuddalore	ADWPS U.Mangalam	9	12	14	12	15							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	APS Manakkollai	2	6	3	12	13							
Tamil Nadu	Cuddalore	PUPS Maniam Adoor (Muslim)	4	3	11	12	11							
Tamil Nadu	Cuddalore	PUPS Kozhai	11	4	15	12	9							
Tamil Nadu	Cuddalore	PUPS Alangathan	6	6	4	12	8							
Tamil Nadu	Cuddalore	PUPS Sethiyur	8	11	5	12	2							
Tamil Nadu	Cuddalore	PUPS Vilagam	24	20	24	11	19							
Tamil Nadu	Cuddalore	APS Srineduncheri	9	8	8	11	13							
Tamil Nadu	Cuddalore	ADWPS Eachampoondi	3	5	7	11	13							
Tamil Nadu	Cuddalore	APS Puthuelavarasanpattu	18	9	15	11	12							
Tamil Nadu	Cuddalore	PUPS Nadukanjankollai	5	6	7	11	11							
Tamil Nadu	Cuddalore	PUPS Srimushnam	8	7	8	11	11							
Tamil Nadu	Cuddalore	APS Su.Keenanur	6	13	8	11	11							
Tamil Nadu	Cuddalore	PUPS Thorappu	10	6	10	11	6							
Tamil Nadu	Cuddalore	PUPS Merkiruppu	4	4	9	11	5							
Tamil Nadu	Cuddalore	APS Orathur	11	17	15	10	21							
Tamil Nadu	Cuddalore	PUPS Mamangalam	8	14	10	10	20							
Tamil Nadu	Cuddalore	PUPS Srineduncheri	9	6	9	10	17							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Ka.Pudur	5	9	7	10	7							
Tamil Nadu	Cuddalore	PUPS Moovur	6	3	9	10	7							
Tamil Nadu	Cuddalore	APS Sirugalure	5	6	7	10	7							
Tamil Nadu	Cuddalore	PUPS Kattumannarkoil East	6	5	2	10	6							
Tamil Nadu	Cuddalore	PUPS Kuppanguzhi	4	4	5	10	4							
Tamil Nadu	Cuddalore	PUPS P.K.Veerattikuppam	8	5	10	9	14							
Tamil Nadu	Cuddalore	ADWPS Gunavasal	5	4	9	9	12							
Tamil Nadu	Cuddalore	PUPS Kaanur	1	4	9	9	12							
Tamil Nadu	Cuddalore	PUPS Nandeeswaramangalam	6	14	5	9	11							
Tamil Nadu	Cuddalore	PUPS P.Edakuppam	20	10	7	9	10							
Tamil Nadu	Cuddalore	ADWPS V.Kumaramangalam	5	7	7	9	9							
Tamil Nadu	Cuddalore	PUPS Palayankottai (keel)	3	2	3	9	6							
Tamil Nadu	Cuddalore	PUPS Udaiyarkudi (Uruthu)	6	9	5	9	6							
Tamil Nadu	Cuddalore	PUPS Nattarmangalam	3	4	6	9	6							
Tamil Nadu	Cuddalore	PUPS Vadakkuvellur	7	2	5	9	5							
Tamil Nadu	Cuddalore	ADWPS Keezhnatham	3	13	5	9	4							
Tamil Nadu	Cuddalore	APS Marungur	11	14	13	8	17							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Vadakuppam	5	3	7	8	12							
Tamil Nadu	Cuddalore	PUPS Kodiyalam	7	8	5	8	12							
Tamil Nadu	Cuddalore	APS Kunjamedu	11	8	5	8	11							
Tamil Nadu	Cuddalore	ADWPS Madhuranthaganallur	5	2	4	8	9							
Tamil Nadu	Cuddalore	PUPS C.Veerasozhagan	4	4	6	8	8							
Tamil Nadu	Cuddalore	PUPS Nangudi	7	4	8	8	8							
Tamil Nadu	Cuddalore	ADWPS Ayyanur Akkaramangalam	4	4	10	8	7							
Tamil Nadu	Cuddalore	PUPS Reddiyur	3	4	8	8	7							
Tamil Nadu	Cuddalore	PUPS Velliyakudi	9	1	8	8	7							
Tamil Nadu	Cuddalore	APS Kottagam	2	3	4	8	6							
Tamil Nadu	Cuddalore	PUPS Keelpathi	2	6	11	8	6							
Tamil Nadu	Cuddalore	PUPS Poondiyankuppam	2	3	7	8	5							
Tamil Nadu	Cuddalore	PUPS Pakkirimaniyam	5	7	6	8	5							
Tamil Nadu	Cuddalore	APS Ayeepettai	6	1	8	7	19							
Tamil Nadu	Cuddalore	APS Peruvarappur	8	16	13	7	15							
Tamil Nadu	Cuddalore	PUPS Kalarkuppam	3	7	14	7	15							
Tamil Nadu	Cuddalore	PUPS Samuthirapalaym	7	7	5	7	13							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	ADWPS Karmangudi	4	5	8	7	12							
Tamil Nadu	Cuddalore	PUPS Edaiyanpalcherry	8	6	7	7	11							
Tamil Nadu	Cuddalore	APS Nattarmangalam	5	5	10	7	11							
Tamil Nadu	Cuddalore	APS Madhakalir Manikkam	8	8	3	7	10							
Tamil Nadu	Cuddalore	PUPS Kaikalakuppam	2	6	8	7	10							
Tamil Nadu	Cuddalore	ADWPS Keezhakadampur	4	7	6	7	10							
Tamil Nadu	Cuddalore	APS Sripudhukuppam	1	2	4	7	10							
Tamil Nadu	Cuddalore	PUPS Nagarapadi	6	12	10	7	10							
Tamil Nadu	Cuddalore	ADWPS Mudikandanallur	9	8	3	7	9							
Tamil Nadu	Cuddalore	PUPS T.Madapuram	5	4	8	7	7							
Tamil Nadu	Cuddalore	PUPS Boothangudi	3	9	2	7	7							
Tamil Nadu	Cuddalore	PUPS Kattumannarkoil West	6	8	4	7	6							
Tamil Nadu	Cuddalore	PUPS Mudhanai	1	4	6	7	5							
Tamil Nadu	Cuddalore	PUPS Thenpathi	8	4	1	7	5							
Tamil Nadu	Cuddalore	ADWPS C.Sathamangalam	7	3	6	7	4							
Tamil Nadu	Cuddalore	APS Vadaharirajapuram	2	4	4	7	3							
Tamil Nadu	Cuddalore	APS(RC) Kokkampalaiyam	2	5	3	7	3							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Kurungudi	1	5	4	7	3							
Tamil Nadu	Cuddalore	APS Narthangudi	1	4	1	7	3							
Tamil Nadu	Cuddalore	PUPS Keeramangalam	2	3	7	7	2							
Tamil Nadu	Cuddalore	PUPS Melapalaiyur			1	7	1							
Tamil Nadu	Cuddalore	PUPS Omampuliyur	6	3	13	6	14							
Tamil Nadu	Cuddalore	PUPS Karmangudi		9	8	6	11							
Tamil Nadu	Cuddalore	PUPS Kollirupu	7	5	11	6	10							
Tamil Nadu	Cuddalore	PUPS Manaveli	6	9	6	6	8							
Tamil Nadu	Cuddalore	APS K - Thenpathi	4	1	7	6	8							
Tamil Nadu	Cuddalore	PUPS Sriraman Colony	8	4	10	6	8							
Tamil Nadu	Cuddalore	PUPS Venkatasamuthiram	2	1	4	6	8							
Tamil Nadu	Cuddalore	PUPS Thandakarankuppam	4	9	5	6	7							
Tamil Nadu	Cuddalore	PUPS K - Thenpathi	6	3	7	6	7							
Tamil Nadu	Cuddalore	ADWPS Dharmanallur	7	9	3	6	6							
Tamil Nadu	Cuddalore	PUPS Kokkampalaiyam	3	2	4	6	5							
Tamil Nadu	Cuddalore	APS Kannagudi	3	3	6	6	4							
Tamil Nadu	Cuddalore	APS Kompadikuppum	5	3	4	6	4							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Thunisaramedu	8	5	7	6	4							
Tamil Nadu	Cuddalore	ADWPS Rajasoodamani	5	6	8	6	4							
Tamil Nadu	Cuddalore	ADWPS K.Adoor	5	6	4	6	3							
Tamil Nadu	Cuddalore	PUPS Nathamalai	2	2	2	6	3							
Tamil Nadu	Cuddalore	PUPS Kodumanur	5	6	2	6	2							
Tamil Nadu	Cuddalore	ADWPS Sriputhur	2	1	2	6	2							
Tamil Nadu	Cuddalore	APS Kavanur East	2	1		6	2							
Tamil Nadu	Cuddalore	APS R.C.Kovilankuppam	5	5	6	5	12							
Tamil Nadu	Cuddalore	PUPS Dharmanallur	2	6	4	5	11							
Tamil Nadu	Cuddalore	PUPS Keezhpuliyangudi	10	4	9	5	8							
Tamil Nadu	Cuddalore	PUPS Manakkollai	3	5	6	5	7							
Tamil Nadu	Cuddalore	PUPS K.Poovizhanthanallur	11	5	8	5	7							
Tamil Nadu	Cuddalore	PUPS U.Kolapakkam	4	4	9	5	7							
Tamil Nadu	Cuddalore	APS Enamangalam	7	4	6	5	7							
Tamil Nadu	Cuddalore	PUPS Ma.Kaduvetti	2	1	2	5	6							
Tamil Nadu	Cuddalore	APS Kavanur Feeder	4	10		5	6							
Tamil Nadu	Cuddalore	ADWPS T.Manalur	4	2	3	5	6							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Agarasozhatharam	2	4	6	5	6							
Tamil Nadu	Cuddalore	APS Kallipadi	1	1	3	5	5							
Tamil Nadu	Cuddalore	APS Melapalaiyur	8	9	7	5	5							
Tamil Nadu	Cuddalore	PUPS Melapakkudurai	2	9	4	5	5							
Tamil Nadu	Cuddalore	PUPS Sottavanam	3	5	3	5	5							
Tamil Nadu	Cuddalore	PUPS Vattathur	7	5	6	5	5							
Tamil Nadu	Cuddalore	PUPS Kuchur	4	4	3	5	4							
Tamil Nadu	Cuddalore	ADWPS Kakkan Nagar	7	9	4	5	4							
Tamil Nadu	Cuddalore	APS Parathur	9	6	5	5	4							
Tamil Nadu	Cuddalore	PUPS Chettikulam	7	6	6	5	4							
Tamil Nadu	Cuddalore	PUPS Kannagudi	7	8	3	5	3							
Tamil Nadu	Cuddalore	ADWPS Parathur	2	3	1	5	3							
Tamil Nadu	Cuddalore	APS Vadakiruppu	2	3	2	5	3							
Tamil Nadu	Cuddalore	PUPS Ko.Ponneri	3	5	6	5	3							
Tamil Nadu	Cuddalore	ADWPS Veyyalur	3	3	4	5	2							
Tamil Nadu	Cuddalore	PUPS Chinnamanalmedu	4	3	4	5	2							
Tamil Nadu	Cuddalore	PUPS Kondairupu	4	9	10	4	11							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Andipalayam	4	5	4	4	9							
Tamil Nadu	Cuddalore	PUPS Alinjimangalam	3	3	4	4	9							
Tamil Nadu	Cuddalore	PUPS Nachiyarpettai Colony	14	6	7	4	8							
Tamil Nadu	Cuddalore	PUPS Veppankurichi	5	5	5	4	8							
Tamil Nadu	Cuddalore	PUPS Periyar Nagar	3	3	6	4	7							
Tamil Nadu	Cuddalore	PUPS Therkkuvellur	2	5	5	4	7							
Tamil Nadu	Cuddalore	APS Kottampalli	2	7	2	4	6							
Tamil Nadu	Cuddalore	PUPS Periyakottumulai	3	3	4	4	6							
Tamil Nadu	Cuddalore	PUPS Vadakkuvelisanthi nagar	2	5	1	4	6							
Tamil Nadu	Cuddalore	ADWPS Pannapattu	2	6	4	4	5							
Tamil Nadu	Cuddalore	PUPS Poongudi	1	2	3	4	5							
Tamil Nadu	Cuddalore	PUPS T.Arunmozhidevan	9	4	4	4	5							
Tamil Nadu	Cuddalore	PUPS Veerasozhapuram	3	2	2	4	5							
Tamil Nadu	Cuddalore	PUPS Venkatesapuram	2	3	1	4	5							
Tamil Nadu	Cuddalore	APS Sengalmedu	5	6	10	4	4							
Tamil Nadu	Cuddalore	PUPS Melpuliyangudi	5	3	4	4	4							
Tamil Nadu	Cuddalore	PUPS Agaraputhur	4	3	6	4	4							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalorec	ADWPS Srivakkaramari	2	1	1	4	4							
Tamil Nadu	Cuddalore	APS(RC) Velikoonankuruchi	5	5	4	4	3							
Tamil Nadu	Cuddalore	PUPS Perur Colony	5	4	4	4	3							
Tamil Nadu	Cuddalore	PUPS Ramzanthaikal	4	4	3	4	3							
Tamil Nadu	Cuddalore	PUPS Karupperi	4	4	5	4	3							
Tamil Nadu	Cuddalore	APS Keezhapazhanjanallur	4	6	5	4	2							
Tamil Nadu	Cuddalore	PUPS Paripoorananatham	3	2	1	4	2							
Tamil Nadu	Cuddalore	PUPS Poondi	4	8	9	4	2							
Tamil Nadu	Cuddalore	PUPS Chinnakappankulam	1	2	5	4	1							
Tamil Nadu	Cuddalore	PUPS Achalpuram	2	1	2	4	1							
Tamil Nadu	Cuddalore	PUPS A.Puliyangudi	5	8	6	4	1							
Tamil Nadu	Cuddalore	ADWPS Mudhanai	4	1	3	3	10							
Tamil Nadu	Cuddalore	PUPS Sakthivilagam	5	3	9	3	10							
Tamil Nadu	Cuddalore	PUPS Veerananallur	5	6	5	3	9							
Tamil Nadu	Cuddalore	PUPS Kanjankollai	3	5	6	3	8							
Tamil Nadu	Cuddalore	AMS Ennanagaram	1	6	6	3	7							
Tamil Nadu	Cuddalore	PUPS Nelladikuppam	2	4	4	3	6							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	APS Karunakaranallur	5	8	13	3	6							
Tamil Nadu	Cuddalore	PUPS Veyyalur			4	3	5							
Tamil Nadu	Cuddalore	APS U.Mangalam	5	4	7	3	5							
Tamil Nadu	Cuddalore	PUPS Kizhakkiruppu	8	3	6	3	4							
Tamil Nadu	Cuddalore	PUPS Seplanatham South	2	1	3	3	4							
Tamil Nadu	Cuddalore	PUPS Velikoonankuruchi	4	2	1	3	3							
Tamil Nadu	Cuddalore	PUPS Pannapattu		1	1	3	2							
Tamil Nadu	Cuddalore	APS Vakkur	4	3	4	3	2							
Tamil Nadu	Cuddalore	PUPS Poorthangudi	2	2	4	3	2							
Tamil Nadu	Cuddalore	PUPS Vilvakulam		3		3	2							
Tamil Nadu	Cuddalore	PUPS Vinayagapuram	1	2		3	1							
Tamil Nadu	Cuddalore	APS C.Veerasozhagan	6	7	5	3								
Tamil Nadu	Cuddalore	PUPS Thethampattu Colony	1	5	7	2	9							
Tamil Nadu	Cuddalore	PUPS Seerankuppam	2	8	8	2	8							
Tamil Nadu	Cuddalore	PUPS Mummudichologan	4	4	6	2	8							
Tamil Nadu	Cuddalore	PUPS Seplanatham North	6	6	8	2	6							
Tamil Nadu	Cuddalore	PUPS Tharasur	3	1	3	2	6							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Gangaikondan	5	5	6	2	5							
Tamil Nadu	Cuddalore	PUPS Ottimedu	3	3	11	2	5							
Tamil Nadu	Cuddalore	PUPS Chettithangal	6	9	5	2	5							
Tamil Nadu	Cuddalore	PUPS Uthamacholagan	2	2	2	2	5							
Tamil Nadu	Cuddalore	PUPS Kokkarasanpettai	1	1	2	2	4							
Tamil Nadu	Cuddalore	PUPS Pattikollai	4	3	4	2	4							
Tamil Nadu	Cuddalore	PUPS Seduthankuppam	4	4	5	2	4							
Tamil Nadu	Cuddalore	ADWPS Kurinjigudi	1	2	2	2	3							
Tamil Nadu	Cuddalore	PUPS Kongarapalayam	3	2	2	2	3							
Tamil Nadu	Cuddalore	PUPS Ramanathapuram	2	2		2	3							
Tamil Nadu	Cuddalore	PUPS Vadapakkam	3	6	1	2	3							
Tamil Nadu	Cuddalore	PUPS Vadakupalayam	17		1	2	1							
Tamil Nadu	Cuddalore	ADWPS Gangaikondan	3	3	3	2								
Tamil Nadu	Cuddalore	PUPS Periyapunganeri	4	2	7	1	6							
Tamil Nadu	Cuddalore	PUPS Puliyadi	1	4	4	1	6							
Tamil Nadu	Cuddalore	AMS Pudhupettai		1	1	1	3							
Tamil Nadu	Cuddalore	APS Mandharakuppam	1	2	5	1	2							

State	District	Name of the School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tamil Nadu	Cuddalore	PUPS Maniam Adoor Colony	8	7	1	1	2							
Tamil Nadu	Cuddalore	PUPS Anthoniapuram	2	1	2	1	2							
Tamil Nadu	Cuddalore	PUPS Kudikadu		3	4	1	1							
Tamil Nadu	Cuddalore	ADWPS Keezhpuliyampattu	2	3	1	1	1							
Tamil Nadu	Cuddalore	PUPS Kaliyankuppam	2	2	3		3							
Tamil Nadu	Cuddalore	PUPS Kalladikuttai		1	2		1							
Tamil Nadu	Cuddalore	PUPS Thethampattu			3		1							
Tamil Nadu	Cuddalore	GHS Veyyalur						18			17	12		
Tamil Nadu	Cuddalore	GHS Omampuliyur						10				13		
Tamil Nadu	Cuddalore	GHS Kurungudi						8				5		
Karnataka	Yadgir	BADIYAL GHS (UDISE Code - 29331001210)									26	26		
Tamil Nadu	Cuddalore	GBHSS Kattumannarkoil									54	49	169	148
Tamil Nadu	Cuddalore	GHSS Mamangalam									41	30	40	43
Tamil Nadu	Cuddalore	PRGHSS Kattumannarkoil										168	218	208
Total			2214	2453	2634	3121	3124	2466	2439	4825	4815	4911	2421	2297

Foundation Hostel and Library students:

State	District	Name of the School / Count of LC	Foundation/ Nali Kali	Library Program	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	PUC 1st Science	PUC 1st Arts	PUC 1st Commerce	PUC 2nd Science	PUC 2nd Arts	PUC 2nd Commerce	Degree
Tamil Nadu	Cuddalore	AWC Balajinagar	6																				
Tamil Nadu	Cuddalore	AWC Ammeri	13																				
Tamil Nadu	Cuddalore	Amman koil Street AWC Chinnakottumulai	8																				
Tamil Nadu	Cuddalore	Amman Kovil AWC Uthangal	11																				
Tamil Nadu	Cuddalore	AWC C.Veerasozhagan	16																				
Tamil Nadu	Cuddalore	AWC A.Puliyangudi	19																				
Tamil Nadu	Cuddalore	Annakalaiyarangammerku AWC Chidambaram	11																				

Tamil Nadu	Cuddalore	AWC - II Ayyanur Akkaramangalam	10																					
Tamil Nadu	Cuddalore	AWC C.Melavanniyur	13																					
Tamil Nadu	Cuddalore	AWC Ayeepettai	12																					
Tamil Nadu	Cuddalore	AWC - I Madhuranthaganallur	8																					
Tamil Nadu	Cuddalore	Ambedhkar Nagar AWC Dharmanallur	19																					
Tamil Nadu	Cuddalore	AWC - I Ayyanur Akkaramangalam	13																					
Tamil Nadu	Cuddalore	AWC A.Thoppulikuppam Colony	10																					
Tamil Nadu	Cuddalore	Annakalaiyarangam East Street AWC Chidambaram	5																					
Tamil Nadu	Cuddalore	AWC Baktha Nagar	12																					
Tamil	Cuddalore	AWC Arasakuzhi	7																					

Nadu	Alore																						
Tamil Nadu	Cuddalore	AWC Ambedhkar Nagar	10																				
Tamil Nadu	Cuddalore	AWC - II Melpathi	12																				
Tamil Nadu	Cuddalore	Anandeeswaran koil Street AWC Chidambaram	11																				
Tamil Nadu	Cuddalore	AWC Adhiyamankuppam	7																				
Tamil Nadu	Cuddalore	AWC - II Madhuranthaganallur	21																				
Tamil Nadu	Cuddalore	AWC Ammankovil	11																				
Tamil Nadu	Cuddalore	AWC Adhandarkollai	10																				
Tamil Nadu	Cuddalore	AWC - I Melpathi	10																				
Tamil Nadu	Cuddalore	AWC A.Thoppulikuppam	11																				

Tamil Nadu	Cuddalore	AWC C.Sathamangalam	16																					
Tamil Nadu	Cuddalore	AWC Boothangudi	10																					
Tamil Nadu	Cuddalore	AWC Ambedkar Nagar	3																					
Tamil Nadu	Cuddalore	AWC Poongudi	8																					
Tamil Nadu	Cuddalore	AWC Ponnalagaram	14																					
Tamil Nadu	Cuddalore	AWC Perungalur	18																					
Tamil Nadu	Cuddalore	AWC Kiliyanur	15																					
Tamil Nadu	Cuddalore	AWC Periyakappankulam	16																					
Tamil Nadu	Cuddalore	AWC Ko.Adhanur	9																					
Tamil	Cudd	AWC Vazhakollai	9																					

Nadu	alore																						
Tamil Nadu	Cuddalore	AWC Pazhaya Neyveli	14																				
Tamil Nadu	Cuddalore	AWC T.Manalur	6																				
Tamil Nadu	Cuddalore	AWC Pannapattu	8																				
Tamil Nadu	Cuddalore	AWC Nelladikuppam	10																				
Tamil Nadu	Cuddalore	Main Road AWC Ko.Adhanur (Main Road)	11																				
Tamil Nadu	Cuddalore	Salakkarai AWC U.Kolapakkam	16																				
Tamil Nadu	Cuddalore	AWC Mummudichologan	17																				
Tamil Nadu	Cuddalore	AWC Ponnerikarai	12																				
Tamil Nadu	Cuddalore	AWC Kodiyalam	10																				

Tamil Nadu	Cuddalore	AWC Pudhu eri	14																					
Karnataka	Yadgir	BADDEPALLI GHPS (UDISE Code - 29331001101)	23	53																				
Tamil Nadu	Cuddalore	AWC Thathampettai	12																					
Tamil Nadu	Cuddalore	AWC Ko.Ponneri	7																					
Karnataka	Yadgir	GUNJUNUR GHPS (UDISE Code - 29331004301)	34	63																				
Tamil Nadu	Cuddalore	AWC Kandhakumaran	17																					
Tamil Nadu	Cuddalore	Manasanthu AWC Chidambaram	20																					
Tamil Nadu	Cuddalore	AWC Vadapakkam	10																					
Tamil Nadu	Cuddalore	Main Road AWC Allur	3																					
Tamil Nadu	Cuddalore	Periya street AWC Vilagam	13																					

Tamil Nadu	Cuddalore	AWC Irulakurichi	6																					
Tamil Nadu	Cuddalore	AWC U.Edakuppam	10																					
Karnataka	Yadgir	MUDNAL GHPS (UDISE Code - 29331008901)	48	146																				
Tamil Nadu	Cuddalore	AWC Pallikuppam	7																					
Tamil Nadu	Cuddalore	AWC Sengalmedu	10																					
Tamil Nadu	Cuddalore	AWC P.Edakuppam	6																					
Tamil Nadu	Cuddalore	AWC U.Agaram	11																					
Tamil Nadu	Cuddalore	AWC Kongarapalayam	9																					
Karnataka	Yadgir	Yadgir Gunj BCWD Post Matric Girls Hostel							0	0	0	0	0	0			17	16	19	22	13	9	0	
Karnataka	Yadgir	VENKATESHWARNAGAR GHPS (UDISE Code - 29331013904)	18	31																				

Karnataka	Yadgir	Yadgir Gunj BCWD Pre Matric Girls Hostel							1	4	4	8	14	15										
Tamil Nadu	Cuddalore	AWC Kollirupu	11																					
Tamil Nadu	Cuddalore	East Street AWC Mugaiyur	9																					
Tamil Nadu	Cuddalore	Chinnakajiyar Street AWC Chidambaram	10																					
Tamil Nadu	Cuddalore	AWC Mandapam	3																					
Tamil Nadu	Cuddalore	AWC U.Kolapakkam	14																					
Karnataka	Yadgir	BELGUNDA GHPS (UDISE Code - 29331001902)	49	72																				
Tamil Nadu	Cuddalore	AWC Ponnankoil	6																					
Tamil Nadu	Cuddalore	AWC Poorthangudi	19																					
Tamil Nadu	Cuddalore	AWC Kollirupu Colony	14																					

Tamil Nadu	Cuddalore	AWC Konankulam	10																						
Tamil Nadu	Cuddalore	AWC Periyakappankulam Colony	16																						
Tamil Nadu	Cuddalore	Malikattistreet AWC Chidambaram	16																						
Karnataka	Yadgir	CHAPETLA GHPS (UDISE Code - 29331002801)	49	79																					
Tamil Nadu	Cuddalore	AWC P.K.Veerattikuppam	7																						
Tamil Nadu	Cuddalore	AWC Irulakurichi Colony	16																						
Tamil Nadu	Cuddalore	AWC Kizhakkiruppu	11																						
Karnataka	Yadgir	BCWD Post metric hostel Gurmitkal							0	0	0	0	0	0			5	9	11	12	7	14	2		
Tamil Nadu	Cuddalore	AWC Palayapattanam	14																						
Karnataka	Yadgir	KADECHUR GHPS (UDISE Code - 29331005401)	49	116																					

Tamil Nadu	Cuddalore	AWC T.Madapuram	9																					
Karnataka	Yadgir	STWD Pre metric hostel Gram saidapur							0	0	3	5	4	10										
Tamil Nadu	Cuddalore	AWC Kattukoonankurichi	12																					
Tamil Nadu	Cuddalore	AWC Merkiruppu	11																					
Tamil Nadu	Cuddalore	Madavilagam Anjineyar Street AWC Chidambaram	10																					
Tamil Nadu	Cuddalore	Colony AWC Seplanatham	11																					
Tamil Nadu	Cuddalore	AWC Sakkangudi	16																					
Karnataka	Yadgir	CHANDRAKI GHPS (UDISE Code - 29331002703)	16	65																				
Karnataka	Yadgir	UPPARAGADDA GHPS (UDISE Code - 29331014137)	16	88																				
Tamil Nadu	Cuddalore	AWC Parathur	12																					

Tamil Nadu	Cuddalore	AWC Gangaikondan	5																					
Tamil Nadu	Cuddalore	AWC Orathur	11																					
Tamil Nadu	Cuddalore	Sambanthakara street AWC Chidambaram	13																					
Karnataka	Yadgir	DANTAPUR GHPS (UDISE Code - 29331015901)	26	32																				
Tamil Nadu	Cuddalore	AWC Paripoorananatham	11																					
Karnataka	Yadgir	KOILUR GHPS (UDISE Code - 29331006701)	38	84																				
Tamil Nadu	Cuddalore	Murugan koil Street AWC T.Neduncheri	15																					
Tamil Nadu	Cuddalore	AWC Nadiapattu Colony	9																					
Tamil Nadu	Cuddalore	Kanniraman Street AWC Chidambaram	12																					
Karnataka	Yadgir	DEVANADODDI GLPS (UDISE Code - 29331004610)	36	15																				

Tamil Nadu	Cuddalore	AWC Therkiruppu colony	12																					
Tamil Nadu	Cuddalore	North AWC Kammapuram	12																					
Tamil Nadu	Cuddalore	AWC Palayanserthangudi	9																					
Tamil Nadu	Cuddalore	AWC Vadakiruppu	15																					
Tamil Nadu	Cuddalore	East Street AWC Palakollai	17																					
Tamil Nadu	Cuddalore	Veerabatharaswamikoil street AWC Chidambaram	6																					
Tamil Nadu	Cuddalore	AWC Gopalapuram	13																					
Tamil Nadu	Cuddalore	AWC Therkkuvellur	10																					
Tamil Nadu	Cuddalore	School Street AWC Sethiyur	8																					
Tamil	Cuddalore	Vadaku street AWC Mugaiyur	10																					

Nadu	alore																						
Tamil Nadu	Cuddalore	AWC Keelpathi	8																				
Tamil Nadu	Cuddalore	West AWC Gopalapuram	21																				
Karnataka	Yadgir	KOTGERA GHPS (UDISE Code - 29331007001)	73	110																			
Tamil Nadu	Cuddalore	Therkkuvaniyamstreet AWC Chidambaram	8																				
Karnataka	Yadgir	MALKAPPANALLI GHPS (UDISE Code - 29331017301)	18	31																			
Tamil Nadu	Cuddalore	AWC K - Thenpathi	7																				
Tamil Nadu	Cuddalore	AWC Mudapuli Colony	15																				
Karnataka	Yadgir	MITHA-TIPDAMPALLI (MT PALLI) GHPS (UDISE Code - 29331008601)	28	46																			
Tamil Nadu	Cuddalore	AWC Veenangeni	10																				
Tamil	Cudd	AWC Melakuppam Colony	6																				

Nadu	alore																							
Tamil Nadu	Cuddalore	AWC Kalarkuppam	11																					
Tamil Nadu	Cuddalore	AWC Sengalpalayam	9																					
Tamil Nadu	Cuddalore	School Street AWC T.Neduncheri	9																					
Tamil Nadu	Cuddalore	AWC Ennanagaram	11																					
Karnataka	Yadgir	ALLIPUR GHPS (UDISE Code - 29331000201)	40	87																				
Karnataka	Yadgir	PAGLAPUR GHPS (UDISE Code - 29331010401)	26	52																				
Tamil Nadu	Cuddalore	AWC Melakeerapalayam	12																					
Tamil Nadu	Cuddalore	AWC Vadakkuvellur Colony	12																					
Karnataka	Yadgir	SWD Pre metric hostel kandkoor							2	0	2	2	2	5										
Tamil	Cuddalore	Veerankoil Back side AWC Periyakurichi	7																					

Nadu	alore																						
Tamil Nadu	Cuddalore	AWC Ko.Mavidanthal	14																				
Tamil Nadu	Cuddalore	AWC Odakkanallur	8																				
Tamil Nadu	Cuddalore	AWC Thirupaninatham	8																				
Karnataka	Yadgir	BALICHAKRA GHPS (UDISE Code - 29331001501)	76	156																			
Tamil Nadu	Cuddalore	AWC Iruppukurichi	11																				
Tamil Nadu	Cuddalore	AWC Sottavanam	13																				
Tamil Nadu	Cuddalore	AWC Nadiapattu	9																				
Tamil Nadu	Cuddalore	AWC Melpapanapattu	23																				
Tamil Nadu	Cuddalore	AWC Therkkuviruthangan	12																				

Tamil Nadu	Cuddalore	AWC Iruppukurichi colony	10																					
Tamil Nadu	Cuddalore	AWC Parathur Savadi	10																					
Tamil Nadu	Cuddalore	Santhai thoppu AWC Mudhanai	10																					
Tamil Nadu	Cuddalore	AWC Kalvaimedu	5																					
Karnataka	Yadgir	GOUDGERA GHPS (UDISE Code - 29331004001)	54	52																				
Tamil Nadu	Cuddalore	AWC Seduthankuppam	9																					
Tamil Nadu	Cuddalore	AWC Vadakkuvellur	13																					
Tamil Nadu	Cuddalore	Odath street AWC Pannapattu	15																					
Karnataka	Yadgir	HEGGANGERA GLPS (UDISE Code - 29331004802)	10	5																				
Tamil Nadu	Cuddalore	AWC Esanai	10																					

Tamil Nadu	Cuddalore	AWC Periyakurichi School Campus	15																					
Tamil Nadu	Cuddalore	AWC Poondiyankuppam	12																					
Tamil Nadu	Cuddalore	Elaimainayakanar Kovil Street AWC Chidambaram	10																					
Tamil Nadu	Cuddalore	AWC Murugan Koil street	9																					
Tamil Nadu	Cuddalore	AWC Vadakkuviruthangan	9																					
Tamil Nadu	Cuddalore	Main Road AWC Vilagam	14																					
Tamil Nadu	Cuddalore	Thrawpathiammankoil Street AWC Chidambaram	13																					
Tamil Nadu	Cuddalore	AWC V.Kumaramangalam	17																					
Tamil Nadu	Cuddalore	AWC Veyyalur	9																					
Tamil	Cudd	Kotravangudi street AWC Chidambaram	17																					

Nadu	alore																						
Tamil Nadu	Cuddalore	AWC Kompadikuppum	11																				
Karnataka	Yadgir	GAJARKOT AMBEDKER NAGARA GLPS (UDISE Code - 29331003605)	17	18																			
Karnataka	Yadgir	PARMESHWARPALLI GOVT LPS (UDISE Code - 29331014701)	16	5																			

Annexure XI – References

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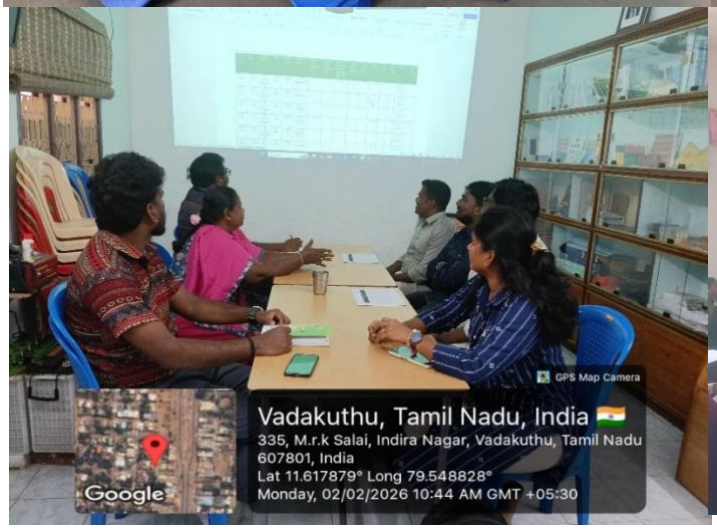
Annexure XII – Photographs



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