TITAN
COMPANY

# IMPACT ASSESSMENT REPORT

# TITAN KANYA GIRL CHILD EDUCATION PROGRAMME - KGBV

Implemented by Kalike

2024-2025

Deloitte.

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# Abbreviations

| | |
|---|---|
| ASER | Annual Status of Education Report |
| BBBP | Beti Bachao Beti Padhao |
| CSR | Corporate Social Responsibility |
| DAC | Development Assistance Committee |
| Ei | Educational Initiatives |
| FGD | Focus Group Discussion |
| FLN | Foundational Literacy and Numeracy |
| FPC | Finite Population Correction |
| FY | Financial Year |
| GEP | Girl's Education Program |
| ICT | Information and Communication Technology |
| IDI | In-depth Interview |
| IP | Implementing Partner |
| KGBV | Kasturba Gandhi Balika Vidyalaya |
| KII | Key Informant Interview |
| M&E | Monitoring and Evaluation |
| MoU | Memorandum of Understanding |
| NGO | Non-Governmental Organization |
| OECD | Organisation for Economic Co-operation and Development |
| RMSA | Rashtriya Madhyamik Shiksha Abhiyan |
| SDG | Sustainable Development Goal |
| SMC | School Management Committee |
| STEM | Science, Technology, Engineering and Mathematics |
| TLM | Teaching-Learning Material(s) |
| UC | Utilisation Certificate |
| UDISE+ | Unified District Information System for Education Plus |
| WASH | Water, Sanitation and Hygiene |

# EXECUTIVE SUMMARY

# EXECUTIVE SUMMARY

Titan Company Limited's Kanya - Girls' Education Programme focused on strengthening educational access, learning environments, and developmental outcomes for adolescents from marginalised and tribal communities from Grade 6-8, with specific emphasis on Kasturba Gandhi Balika Vidyalayas (KGBVs) in Tamil Nadu. The intervention was implemented in partnership with Kalike, the programme's implementation partner and was designed to address persistent challenges related to foundational learning gaps, uneven teaching capacity, limited exposure to experiential learning, and broader issues affecting girls' confidence, continuity of schooling, and well-being in remote and residential contexts. The programme operated within government school systems and sought to complement existing academic structures through targeted scholastic, life skills, digital learning, infrastructure, and capacity-building inputs.

The impact assessment of the Titan Kanya - KGBV intervention was guided by the Organisation for Economic Co-operation and Development–Development Assistance Committee (OECD-DAC) evaluation framework, covering the criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability.

The assessment applied a mixed-methods approach comprising 175 respondents. It combined quantitative learning assessments (STEM) with qualitative evidence from in-depth interviews (IDIs) with programme staff, government teachers and programme-supported teachers, parents, and implementing partners. Field observations, programme documentation, and secondary literature were used to triangulate primary findings. Primary data collection covered KGBVs and select government schools across Tiruvannamalai and Cuddalore districts during FY 2024–25.

Findings indicated that the programme was aligned to identified learning needs, with pre-programme contexts characterised by uneven learning levels, foundational gaps, and limited effectiveness of lecture-based methods, indicating the need for differentiated and activity-based approaches. Alignment with the Tamil Nadu curriculum and integration within existing school systems enabled the programme to function as a complementary intervention alongside ongoing remedial efforts and institutional priorities.

At the same time, parents' awareness of the programme was reported to have been developed through mixed and largely indirect channels, with students acting as a key channel rather than structured outreach mechanisms. Engagement was described as present but uneven, influenced by work-related constraints and proximity to the school, and remained dependent on participation in institutional platforms, with limited translation into sustained parental involvement across contexts.

The Titan Kanya programme also contributed to observable improvements in teaching practices, classroom engagement, and student confidence. Teachers described shifts toward more student-centred and practice-oriented approaches. These were supported by training, mentoring, and ready-to-use learning materials. Students demonstrated greater participation, willingness to attempt tasks, and engagement in projects and exhibitions. Learning assessments for Grades 6 and 8 indicated moderate performance across subjects.

Average scores were moderate, with Grade 6 students achieving up to 70% in English and 54% in Science. In Grade 8, performance was 52% in Science and 49% in Mathematics. The highest concentration of students was observed in the 41-60% score band, accounting for overall (N=80) 53%

in Grade 6 and 39% in Grade 8. This indicates that a large proportion of students were performing at mid-level proficiency. The next highest band (61-80%) accounted for 41% in Grade 6 and 23% in Grade 8, reflecting a smaller proportion of students in higher performance levels.

Due to the program's impact , changes were noted at the learner, institutional, and household levels. Teachers and parents reported increased student confidence, consistent attendance, and active participation in school activities, supported by the structured environment of residential KGBVs. Institutional changes included improved classroom environments, expanded teaching-learning resources, and more structured academic routines. Parents articulated positive aspirations for girls' continued education, particularly in first-generation learner households, although broader community-level attitudinal change, including around early marriage, appeared gradual and not uniform.

Further, the study findings indicated that several programme practices had been embedded within routine school functioning. Teachers retained materials, lesson plans, and pedagogical approaches, and capacity-building inputs supported independent continuation of activity-based teaching practices. Knowledge transfer mechanisms, including training and mentoring, supported staff continuity. At the same time, sustainability of technology-enabled components remained partially contingent on infrastructure reliability, including connectivity and access to devices.

Overall, the Titan Kanya - Girls Education Program demonstrated a coherent and contextually aligned approach to strengthening girls' education within residential school settings. While improvements in engagement, confidence, and institutional practices were evident, sustaining and deepening academic outcomes would require continued emphasis on targeted remediation, reliable infrastructure support, and improved linkage between school-level gains and family and community engagement

# INTRODUCTION

# 1. INTRODUCTION

## 1.1.Status of Girl's Education in India

India has made significant progress in expanding access to education, particularly at the elementary level, where enrolment is near universal and gender parity has largely been achieved. Government data indicated that over **12.29 crore girls were enrolled across primary to higher secondary levels in 2021–22**, with gender parity index values of one or above across most stages of schooling[1].

Despite improvements in access, challenges persist in terms of **retention and transition to higher levels of education**. Data from UDISE+ indicate that dropout rates increase with grade level, rising from around **1.5% at primary to over 12% at the secondary stage[2]**, reflecting higher attrition as students' progress through the system.

While literacy levels have improved, particularly among younger cohorts, gender and regional disparities continue to persist. Female literacy remains lower than male literacy, especially in rural areas, although the gap has narrowed over time[3].

In addition, learning outcomes remain a concern. Evidence from national assessments indicates that many students, particularly in rural and government schools, face gaps in foundational skills such as reading and arithmetic. These deficits often contribute to disengagement and increased risk of dropout at higher grade levels.

## 1.2.Status of Girls' Education in Tamil Nadu

Tamil Nadu is among the leading states in India in terms of educational attainment and gender parity in schooling. The state has achieved a literacy rate of approximately **80.1%, which is higher than the national average**, and has consistently reported better performance in enrolment, transition, and completion rates across school education[4].

The state's education system has also demonstrated relatively **lower dropout rates and higher pass percentages at secondary and higher secondary levels**, supported by sustained public investment and targeted schemes for disadvantaged groups.

However, despite progressive state-level performance, **district-level disparities persist**. Tiruvannamalai district presents a relatively weaker educational profile compared to the state average. As per Census 2011, the district reported an overall literacy rate of **74.21%, with female literacy at 65.32%**, indicating a notable gender gap in educational attainment[5].

Further, the district is predominantly rural, with nearly **80% of the population residing in rural areas**, which often correlates with limited access to educational infrastructure and services[6].

[1] https://www.pib.gov.in/PressReleaseIframePage.aspx?PRID=1873307&reg=3&lang=2

[2] Gochhayat, N., Ravindran, R. Drop out v/s retention of female students: unfolding dynamics of the education system in Indian states. *Discov Educ* 4, 176 (2025). https://doi.org/10.1007/s44217-025-00552-0

[3] https://data.worldbank.org/indicator/SE.ADT.LITR.FE.ZS?end=2023&locations=IN&start=1981&view=chart

[4] https://niti.gov.in/sites/default/files/2025-07/Summary-Report-Tamil-Nadu%20%281%29.pdf

[5] https://censusofindia.net/tamil-nadu/tiruvannamalai/606

[6] https://censusofindia.net/tamil-nadu/tiruvannamalai/606

Development indicators also highlight concerns related to girls' education and well-being. According to NITI Aayog, only about **43% of women in the district have completed 10 or more years of schooling**, pointing to gaps in sustained educational progression[7].

## 1.3. Key Challenges Affecting Girls' Education

The challenges affecting girls' education are multi-dimensional and interlinked, spanning economic, socio-cultural, infrastructural, and academic factors. These barriers are more pronounced among girls from rural, tribal, and socio-economically marginalised communities, thereby necessitating holistic and integrated interventions.

*Table 1: Key Challenges Affecting Girls' Education*

| Challenge Area | Description (as reported in literature) | Implications for Girls' Education |
|---|---|---|
| **Economic Constraints** | Financial limitations and indirect costs (transport, materials, etc.) have been reported to influence schooling decisions, with families often prioritising limited resources. (UNICEF) | Increased likelihood of dropout or irregular attendance, particularly among girls from low-income households |
| **Early Marriage & Socio-cultural Norms** | Early marriage and gender norms continue to influence educational participation, with girls often withdrawn from school during adolescence. (UNICEF Switzerland) | Discontinuation of education at secondary level; reduced transition to higher education |
| **Household Responsibilities** | Girls are often expected to undertake domestic work and caregiving responsibilities, limiting time and continuity in schooling. (UNICEF) | Reduced attendance and engagement; higher dropout risk |
| **Dropout at Secondary Level** | Evidence suggests dropout rates increase significantly at secondary stage due to multiple intersecting factors including social pressures and academic challenges. (The Academic) | Weak transition from elementary to secondary education |
| **Infrastructure Gaps** | Lack of girl-friendly infrastructure such as sanitation facilities and safe access to schools has been identified as a key barrier. (UNICEF) | Reduced retention, especially post-puberty |
| **Geographic & Migration-related Barriers** | Remote locations and seasonal migration disrupt schooling continuity, particularly in rural and tribal areas. (The Academic) | Irregular schooling and increased dropout |
| **Learning Gaps & Low Foundational Skills** | Studies indicate gaps in foundational literacy and numeracy among students, especially in government schools. (ASER: Annual Status of Education Report) | Academic disengagement and increased likelihood of dropout |

[7] https://www.niti.gov.in/sites/default/files/2022-07/Tiruvannamalai-Tamil%20Nadu.pdf

## 1.4.Policy and Institutional Response

The Government of India and the Government of Tamil Nadu have implemented a range of policy and programmatic interventions aimed at improving access, equity, and quality of education, with a specific focus on girls and other disadvantaged groups. At the national level, flagship initiatives such as Samagra Shiksha adopt a holistic approach to school education from pre-primary to higher secondary, emphasising equitable learning outcomes and universal access. Complementing this, targeted schemes such as KGBVs have been introduced to provide residential schooling facilities for girls from marginalised communities, particularly in educationally backward areas. In addition, behaviour change and incentive-based schemes have been designed to address gender disparities and encourage continued education among girls. Together, these interventions reflect a multi-pronged policy response aimed at addressing both supply-side and demand-side barriers to girls' education.

*Table 2: Government Schemes for girl education*

| Level | Policy / Scheme | Key Focus Areas | Relevance to Girls' Education |
|---|---|---|---|
| National | Samagra Shiksha Abhiyan[8] | Integrated school education (pre-primary to secondary), infrastructure, teacher training | Focuses on universal access, gender equity, and improving learning outcomes across stages |
| National | Kasturba Gandhi Balika Vidyalaya (KGBV)[9] | Residential schooling for girls from disadvantaged communities | Provides access to education for girls in rural, tribal, and educationally backward areas |
| National | Beti Bachao Beti Padhao (BBBP)[10] | Behavioural change, awareness, and girl child empowerment | Addresses gender discrimination and promotes girls' education |
| National | National Scheme of Incentives to Girls for Secondary Education (NSIGSE)[11] | Financial incentives for girls to continue secondary education | Aims to reduce dropout and improve transition to secondary schooling |
| National | Rashtriya Madhyamik Shiksha Abhiyan (RMSA)[12] | Expansion and quality improvement in secondary education | Improves access and infrastructure at secondary level |

[8] https://dsel.education.gov.in/en/scheme/samagra-shiksha
[9] https://www.niti.gov.in/sites/default/files/2023-03/Evaluation%20of%20Kasturba%20Gandhi%20Balika%20Vidyalayas%20%28KGBVs%29%20Scheme.pdf
[10] https://www.pmindia.gov.in/en/government_tr_rec/beti-bachao-beti-padhao-caring-for-the-girl-child/
[11] https://dsel.education.gov.in/en/nsigse
[12] https://www.education.gov.in/rmsa

| Level | Policy / Scheme | Key Focus Areas | Relevance to Girls' Education |
|---|---|---|---|
| State (Tamil Nadu) | Chief Minister's Girl Child Protection Scheme[13] | Financial assistance and long-term savings for girl children | Promotes education, delays early marriage, and improves status of girls |
| State (Tamil Nadu) | Incentive Scheme for Rural Girls (MBC/DNC)[14] | Financial incentives for girls from marginalised communities | Encourages school attendance and reduces dropout among rural girls |
| State (Tamil Nadu) | Higher Education Assurance & Welfare Schemes[15] | Scholarships, financial aid, and welfare support | Supports continuation of education among girls from vulnerable backgrounds |

[13] https://www.tnsocialwelfare.tn.gov.in/website-345/en/specilisationschild-welfare/chief-ministers-girl-child-protection-scheme

[14] https://www.myscheme.gov.in/schemes/rgis

[15] https://www.tnsocialwelfare.tn.gov.in/en/specilisations/women-welfare

# BACKGROUND OF THE TITAN KANYA – GIRLS EDUCATION PROGRAM

# 2. BACKGROUND OF THE TITAN KANYA – GIRLS EDUCATION PROGRAM

## 2.1. Overview

The Titan Kanya - Girls Education Program was conceptualised as a targeted intervention to address educational exclusion among girls from socio-economically marginalised communities in Tamil Nadu. The programme focused on improving access, retention, and quality of education, particularly among girls residing in remote and tribal geographies of the Jawadhu Hills in Tiruvannamalai district.

The programme was developed in response to structural barriers including poverty, geographic isolation, seasonal migration, inadequate school infrastructure, and socio-cultural practices such as early marriage-continued to adversely affect girls' participation in education. These challenges were especially pronounced among Scheduled Tribe (ST) populations in remote habitations, where access to secondary education remained limited and dropout rates were high, particularly beyond upper primary grades.

The intervention built upon the existing ecosystem of KGBVs, which are residential schools aimed at supporting girls from disadvantaged communities. A rapid needs assessment conducted across KGBVs and government schools in Tiruvannamalai and Cuddalore districts identified critical gaps in infrastructure, academic support, WASH facilities, digital access, and psychosocial support systems. These findings informed the design of the Titan Kanya programme.

Kalike, the implementing partner for the programme, is a non-profit organisation working in the education and youth development sector, with a focus on children and adolescents from underserved communities. The organisation's approach emphasised improving learning outcomes, strengthening foundational skills, and enabling holistic development through a combination of academic support, life skills education, and community engagement. It had prior experience in implementing school-based interventions within government systems, including capacity building of teachers, integration of teaching-learning resources, and the use of assessment-driven approaches to improve learning outcomes[16].

## 2.2. Program Objectives

The objectives of the Titan Kanya - Girls Education Program, encompassed improvements across academic performance, psychosocial development, institutional capacity, and enabling learning environments for girls from marginalised communities.

At the outcome level, the programme intended to improve girls' academic performance in core subjects, including language, mathematics, and science, and facilitate their transition and continuation within the formal education system. In addition, the programme envisaged strengthening girls' resilience, self-confidence, and aspiration towards higher education and future career pathways.

The programme also sought to enhance girls' agency by building leadership capabilities and enabling participation in community-level platforms and decision-making processes. This was complemented by

[16] https://kalike.org/who-we-are/

a focus on improving awareness related to health, nutrition, and menstrual hygiene, with the broader objective of addressing socio-cultural factors such as early marriage that adversely affect girls' educational continuity.

At the institutional level, the programme aimed to reduce dropout rates within KGBVs and strengthen retention by improving the overall learning experience. This included enhancing the capacity of teachers to deliver differentiated and effective instruction, as well as improving school infrastructure and residential facilities to create safe, hygienic, and conducive learning environments.

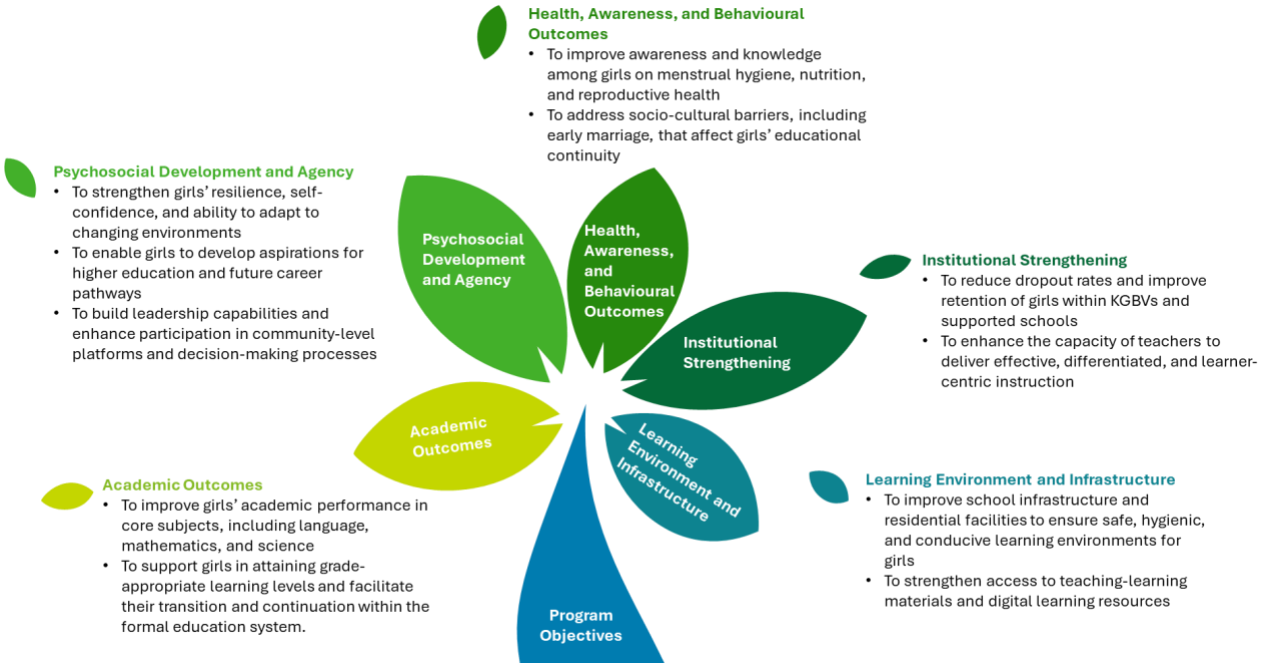



*Figure 1: Key Program Objectives*

## 2.3.Geographical Coverage

The Titan Kanya – Girls Education Program was implemented in the state of Tamil Nadu, with a focus on **Tiruvannamalai and Cuddalore districts**, targeting geographies characterised by socio-economic vulnerability and educational deprivation among girls.

As per the programme design, Tiruvannamalai district constituted the primary intervention area, particularly the **Jawadhu Hills block**, which was predominantly inhabited by ST communities and had been identified as an aspirational block. The region was characterised by geographic inaccessibility, dispersed habitations, high levels of poverty, seasonal migration, and low female literacy, all of which contributed to low enrolment and high dropout rates among girls.

The programme coverage included[17]:

- **8 Kasturba Gandhi Balika Vidyalayas (KGBVs)** (5 in Tiruvannamalai and 3 in Cuddalore)
- **2 Government Higher Secondary Schools** (located in Tiruvannamalai and Chengam)
- **11 schools in Jawadhu Hills**

[17] Proposal_Kanya Project_Tiruvannamallai_Kalike_28102024

These institutions collectively catered to girls from marginalised backgrounds, including ST, Scheduled Caste (SC), and other economically disadvantaged communities.

The total proposed beneficiary base was **5,696 girls** across the identified schools and residential facilities.

As reported by Kalike, the programme reached **4,935 girls** during the current reporting period (2024–25)[18]. The coverage included girls enrolled in KGBVs as well as those attending high and higher secondary schools in the intervention districts.

*Table 3: Enrolment across locations*

| District | Name of the School | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|
| Tiruvannamalai | Amatankollai, KGBVRS | 35 | 25 | 39 | | | | |
| Tiruvannamalai | Gundalathur, KGBVRS | 20 | 16 | 14 | | | | |
| Tiruvannamalai | Muthanatur, KGBVRS | 16 | 18 | 16 | | | | |
| Tiruvannamalai | Puliyur, KGBVRS | 20 | 24 | 29 | | | | |
| Tiruvannamalai | Thandrampet, KGBV | 13 | 20 | 17 | | | | |
| Tiruvannamalai | T Malai MGHSS | 294 | 289 | 258 | 653 | 598 | 834 | 739 |
| Tiruvannamalai | Chengam HSS | 51 | 81 | 58 | 168 | 157 | 187 | 0 |
| Cuddalore | Kadampuliyur, KGBVRS | 12 | 16 | 23 | | | | |
| Cuddalore | Periyanesalur, KGBVRS | 13 | 20 | 18 | | | | |
| Cuddalore | Thouzthur, KGBVRS | 13 | 19 | 17 | | | | |
| Total | | 487 | 528 | 489 | 821 | 755 | 1021 | 739 |

## 2.4. Timeline of Implementation

As per the programme proposal, the Titan Kanya – Girls Education Program was planned to be implemented for the period **November 2024 to March 2025**.

As reported by the implementing partner, approval to implement the programme was obtained in **October 2024** from the relevant authorities, including the Namma Ooru Namma School Foundation. Following this, permissions were also obtained from district-level education authorities to conduct activities in schools.

The programme activities were reported to have commenced in **December 2024**. It was further reported that the initial period of implementation was utilised to understand the needs of children, teachers, and school functionaries, and to familiarise stakeholders with the programme's objectives, activities, and scope.

[18] 2025 04 Y0 Kanya_TVM-Annual Report

The implementing partner reported that during the first four months of the project period, efforts were made to build rapport with teachers, students, and district and block-level officials. Activities during this period included baseline assessments of literacy and numeracy levels, orientation sessions, and initial distribution of learning materials.But external factors, including **heavy rainfall and local festivals**, affected the commencement of programme activities to some extent.

Further, a **district inception workshop** was conducted on **17 March 2025** in Tiruvannamalai district, with participation from government departments and other stakeholders.

## 2.5.Program Activities and Milestones

As reported by the implementing partner, the program undertook a range of activities across academic support, capacity building, infrastructure improvement, life skills education, and stakeholder engagement during the reporting period[19].

### Scholastic Interventions

- Baseline assessments of literacy and numeracy levels were conducted to understand students' learning competencies
- A total of **128 literacy sessions** (Tamil and English) were conducted across intervention schools for grades 6,7 and 8.
- STEM support included **117 school visits**, during which:
  - ✓ **70 mathematics sessions**
  - ✓ **61 science sessions** were conducted for students in Grades 6 to 8
- Academic support was provided to **3,284 students** in Grades 10 to 12 through **1,072 sessions** across five schools
- **1,924 mathematics worksheets** were distributed across 10 schools, with students completing multiple concepts through guided and independent practice
- **23 mathematics kits and 23 science kits** were distributed across 17 schools to support activity-based learning
- ICT-enabled learning was initiated through provision of devices, broadband connectivity, and creation of login credentials for **1,919 girls** to access the Mindspark application.

### Non-Scholastic Interventions

- Menstrual health and nutrition education sessions were conducted for **1,094 girls** across 14 schools
- Emotional management and safety sessions were conducted for **505 girls** across nine schools
- As per pre- and post-assessment results for a sample group, awareness levels on psychosocial care increased from **29% to 63%**
- **1,764 exam writing kits** were distributed to girls in Grades 10 and 12 across two schools
- Art workshops on painting and origami were conducted for **151 girls** in KGBV schools in Cuddalore district.

### Infrastructure and Facility Strengthening

[19] 2025 04 Y0 Kanya_TVM-Annual Report

- Infrastructure improvement activities were undertaken across **8 KGBVs and 2 schools**, including:
  - ✓ Renovation of classrooms and study areas
  - ✓ Improvements in sanitation and kitchen facilities
  - ✓ Creation of cloth drying and washing spaces
- Hygiene kits, including bedding and personal care materials, were distributed to **674 girls** in KGBVs
- Library books (168 books per set) were provided to **11 schools** to strengthen classroom libraries
- Sports materials, including indoor and outdoor equipment, were provided to **10 schools**

**Capacity Building and Stakeholder Engagement**

- Training sessions were conducted for teachers on STEM education, literacy, and academic support strategies
- **20 teachers** were trained on the use of mathematics and science kits
- A district-level ICT workshop was conducted with participation of **20 teachers**, focusing on the use of digital learning tools
- **8 School Management Committee (SMC) meetings** were conducted, with participation of **252 parents**
- A district inception workshop was held on **17 March 2025**, with participation from representatives of government departments and other stakeholders

## 2.6.Implementation Process

As reported by the implementing partner, the implementation of the Titan Kanya - Girls Education Program involved coordination with government authorities, deployment of field teams, and delivery of interventions across selected schools and KGBVs in Tiruvannamalai and Cuddalore districts.

*Table 4: Implementation Process Flow*

| Stage | Key Activities | Reported Details |
|---|---|---|
| **Approvals & Onboarding** | Government approvals and permissions | Approvals obtained from Namma Ooru Namma School Foundation and state authorities; permissions secured from district education officials |
| **School Selection & Planning** | Identification of intervention schools | Schools selected based on need assessment, including consultations with school authorities, teachers, and students; Jawadhu Hills included as an aspirational block |
| **Baseline & Diagnostics** | Assessment of student learning levels and teacher needs | Baseline assessments conducted for literacy and numeracy; diagnostic interactions held with teachers to identify gaps |
| **Deployment of Field Teams** | Placement of programme staff at school level | Programme coordinators, STEM educators, and ICT lab in-charges deployed; one ICT resource person assigned per school |

| Stage | Key Activities | Reported Details |
|---|---|---|
| **Academic Implementation** | Delivery of scholastic interventions | Academic sessions conducted for students; support provided to teachers; part-time teachers deployed in schools with teacher shortages |
| **Technology Integration** | ICT-enabled learning implementation | ICT labs established with Chromebooks and internet; Mindspark application used by students (Grades 6–8); ICT staff supported usage |
| **Non-Scholastic Interventions** | Life skills and psychosocial support | Sessions on emotional management and psychosocial care conducted by trained programme coordinators |
| **Community Engagement** | Engagement with parents and SMCs | SMC meetings conducted; awareness created on roles and responsibilities; feedback collected from parents |
| **Infrastructure Support** | Facility improvements | Infrastructure needs identified through consultations; improvements carried out across KGBVs and schools |
| **Monitoring & Feedback** | Tracking and supervision | Regular school visits; feedback collected from teachers, school authorities, and government officials |

## 2.7. Partnerships

As reported by the implementing partner, the program was implemented through a multi-stakeholder partnership model involving corporate, non-profit, government, and technical actors.

*Table 5: Partnership Structure and Roles*

| Partner | Type | Role in Programme |
|---|---|---|
| **Titan Company Limited** | Corporate (CSR) | Programme sponsor; provides financial support and strategic direction for the intervention |
| **Kalike** | Implementing Partner | Responsible for programme implementation, including planning, field execution, stakeholder engagement, and delivery of academic and non-academic interventions |
| **Educational Initiatives (Ei)** | Technical Partner | Provides the Mindspark application (digital learning platform) and technical support for ICT-enabled learning |
| **Namma Ooru Namma School Foundation** | Government-linked Institution | Provided approval for programme implementation in schools |

| Partner | Type | Role in Programme |
|---|---|---|
| State & District Education Departments | Government | Provided permissions for implementation; engaged in coordination and oversight at district level |
| School Administration | Government Teacher/Principal | Facilitated implementation at school level; supported coordination of activities and mobilisation of students |
| Teachers | Program Teacher | Participated in training programmes; supported delivery of academic interventions and integration of teaching-learning materials |
| ICT Lab Staff | Programme Personnel | Supported operation of ICT labs and facilitated student access to digital learning tools |
| School Management Committees (SMCs) | Community Institutions | Participated in meetings; engaged in discussions on school functioning and student support; provided feedback |
| Parents/Community Members | Community Stakeholders | Participated in SMC meetings and engagement sessions; contributed feedback on programme activities |

## 2.8.Stakeholder Mapping

The Titan Kanya – Girls Education Program involved multiple stakeholder groups across different levels, including beneficiaries, school-level actors, community members, and the implementing agency. These stakeholders played distinct roles in programme delivery, participation, and support.

*Table 6: List of stakeholders*

| Stakeholder Category | Stakeholder | Role in Programme |
|---|---|---|
| Beneficiaries | Girls (Grade 6) | Primary recipients of programme interventions, including STEM and academic support |
| | Girls (Grade 7) | Beneficiaries of academic, STEM, and life skill interventions |
| | Girls (Grade 8) | Beneficiaries of academic, STEM, and life skill interventions |
| School-Level Stakeholders | Teachers (Government & Programme-supported) | Delivery of classroom instruction; participation in training and academic support interventions |
| Community Stakeholders | Parents/Guardians | Support girls' education; participate in SMC meetings and engagement activities |

| Stakeholder Category | Stakeholder | Role in Programme |
|---|---|---|
| Implementing Agency | Kalike (Implementing Partner) | Programme design, coordination, and field-level implementation |

## 2.9.Alignment with SDGs

The Titan Kanya – Girls Education Program aligned with multiple Sustainable Development Goals (SDGs), particularly those related to education, gender equality, health, and reduction of inequalities. The alignment is outlined below:

*Table 7: Program alignment with SDGs*

| SDG | SDG Focus Area | Relevance to Programme |
|---|---|---|
| SDG 4 | Quality Education | The programme supported improvement in learning outcomes, provision of academic support, and strengthening of school infrastructure and digital learning systems |
| SDG 5 | Gender Equality | The programme focused on girls' education, empowerment, and awareness on issues such as menstrual health and early marriage |
| SDG 3 | Good Health and Well-being | Activities such as menstrual hygiene education, nutrition awareness, and emotional wellbeing sessions contributed to improved health outcomes |
| SDG 10 | Reduced Inequalities | The programme targets girls from marginalised communities, including Scheduled Tribe and rural populations in underserved regions |

## 2.10. Financial Utilisation

As per the financial data shared by the implementing partner, the total approved budget for the Titan Kanya – Girls Education Program was **INR 1,69,48,784**, against which an expenditure of **INR 1,72,81,661** was reported, reflecting an overall utilisation of **102%**. The expenditure pattern indicates that higher utilisation was observed under components related to **scholastic interventions (117%)** and **infrastructure and school strengthening (104%)**, suggesting a greater allocation of resources towards academic inputs, ICT infrastructure, and facility improvements during the reporting period. Notably, expenditure on activities such as training on menstrual health and nutrition exceeded the approved allocation, while costs related to STEM labs, robotics kits, and select capacity-building activities also reported higher utilisation, with the implementing partner indicating that the deficit amounts were covered through interest income.

*Table 8: Summary of Financial Utilisation*[20]

| Component | Approved Budget (INR) | Actual Expenditure (INR) | % Utilised |
|---|---|---|---|
| Personnel | 5,50,000 | 4,27,312 | 78% |
| Capital Costs | 3,95,000 | 3,72,735 | 94% |
| Scholastic Interventions | 20,67,250 | 24,24,751 | 117% |
| Infrastructure & School Strengthening | 1,10,23,782 | 1,14,53,411 | 104% |
| Capacity Building | 1,59,000 | 1,30,567 | 82% |
| Knowledge Management & M&E | 10,30,000 | 10,07,488 | 98% |
| Project Overheads | 7,00,000 | 6,61,644 | 95% |
| Management Cost | 7,73,752 | 7,73,752 | 100% |
| Total | **1,69,48,784** | **1,72,81,661** | **102%** |

At the same time, lower utilisation was observed across certain budget heads, including personnel, ICT lab support, capacity building activities, and select knowledge management components. Several infrastructure-related line items, such as electricals, broadband, and peripherals, also reported lower utilisation, with unspent amounts reportedly reallocated towards strengthening infrastructure facilities. Additionally, internal adjustments were observed within project overheads, including reallocation between office rent and field travel costs.

[20] 3 UC KGBV (1)

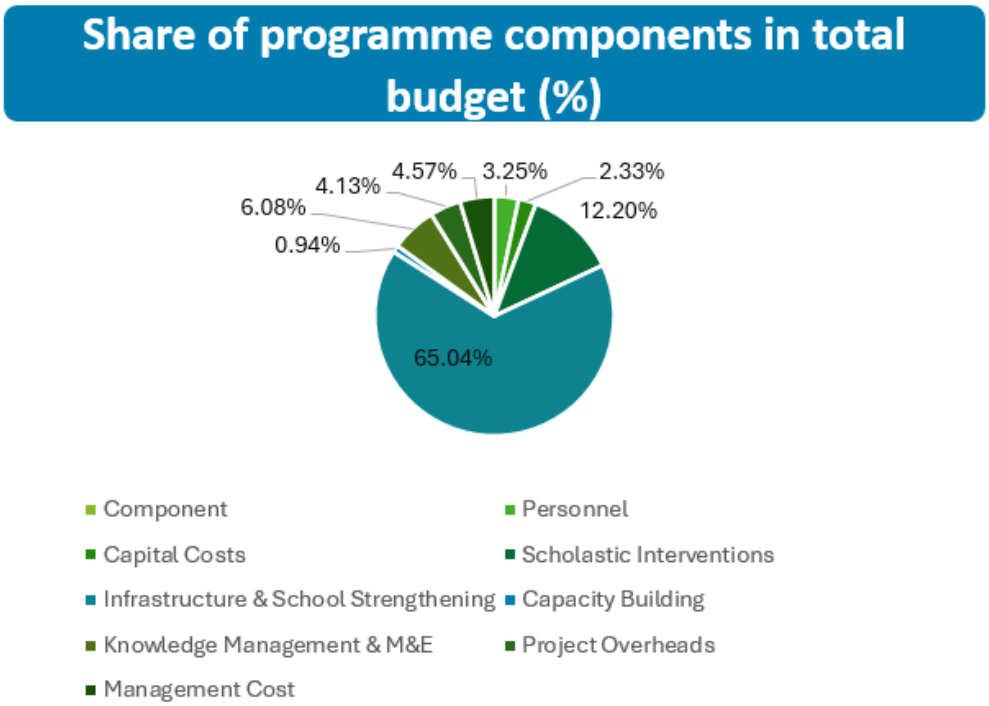



*Figure 2: Share of Programme Component in Total Budget (%)*

Overall, the financial utilisation pattern reflected reallocation across budget components to address emerging implementation requirements, with a comparatively higher emphasis on infrastructure strengthening, digital learning enablement, and selected academic interventions during the initial phase of implementation.

# SCOPE & METHODOLOGY

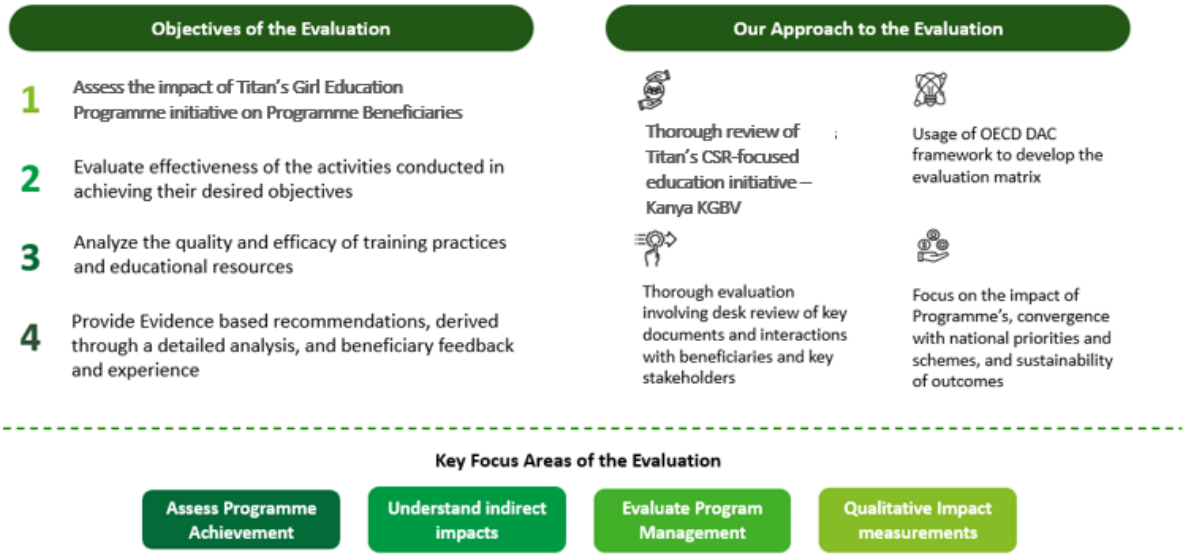
# 3. SCOPE AND METHODOLOGY

## 3.1.Scope of Work

The impact assessment evaluated the relevance, coherence, efficiency, effectiveness, impact, and sustainability of Titan's Girl Education programme, focusing on how interventions had influenced educational girls and adolescents for FY 24-25. 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 examined whether the activities where in alignment with the programme objectives and also examined the quality and applicability of training content and delivery in school and community settings. The evaluation assessed programme performance using measurable indicators across learning, behaviour, and participation. These included average percentage scores of students in Grade 6 (English, Mathematics, and Science) and Grade 8 (Mathematics and Science); distribution of students across performance bands; and theme-wise scores to identify learning gaps. Additional indicators included teacher-reported adoption of activity-based pedagogy, parent-reported improvements in student confidence and participation, reported changes in hygiene and wellbeing, and attendance and participation levels in KGBV settings.

Evidence from beneficiary feedback, stakeholder consultations, document review, and secondary data informed recommendations for future planning and scale-up. Guided by the Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) framework[21], the impact assessment combined desk review and field insights to assess the objectives of the evaluation. The detailed methodology is outlined below.

*Figure 3: Scope of work*




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

## 3.2.Approach & Methodology

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

For Titan KGBV, assessment relied on cross-sectional outcome measurement, subgroup analysis, and qualitative evidence.

*Table 9: Programme specific evaluation approach*

| Programme | Evaluation Focus | Key Data Sources and Tools |
|---|---|---|
| **Titan Kanya in KGBVs (Tamil Nadu)** | Academic performance, life skills development, and effectiveness of technology-enabled and school-based interventions for residential adolescent girls | FLN assessments (Grades 6 and 8); outcome/awareness assessments (Grades 10 and 12); IDIs with government and programme-supported teachers, parents, and implementing partners. |

### 3.2.1.Sampling Strategy

The impact assessment 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 Thiruvannamalai which comprised a list of schools with students enrolled in Grades 6 to 12 schools were shortlisted in alignment with the grade coverage defined under the Girls' Education 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 further reviewed in consultation with the implementation partners to re-verify the feasibility of field visits. This step helped ensure 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 Tamil Nadu. 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[22].

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.

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

### Sample Calibration

As the beneficiary populations for Titan KGBV were known, the initial sample size ($n_0$) was adjusted using the Finite Population Correction (FPC). This adjustment ensured the sample was 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.

[22] Note: Alternative approaches, such as power-based sample size calculations, were considered but not adopted, as the impact assessment 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.

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

*Table 10: Study Coverage locations*

| State | District/ Block | Centre/School |
|---|---|---|
| Tamil Nadu | Cuddalore | Periyanesalur, KGBVRS |
| Tamil Nadu | Cuddalore | Thozhuthur, KGBVRS |
| Tamil Nadu | Tiruvannamalai | T Malai MGHSS |
| Tamil Nadu | Tiruvannamalai | Chengam HSS |
| Tamil Nadu | Tiruvannamalai | Amatankollai, KGBVRS |

*Table 11: Coverage across locations in Tamil Nadu*

| District/ Block | Centre/School Covered | grade 6 (STEM Assesment) - covered | grade 8 (STEM assessment) - covered | Teachers IDI (program) - covered | Teachers IDI (govt) - covered | Parents IDI - covered |
|---|---|---|---|---|---|---|
| Cuddalore | Periyanesalur, KGBVRS | 5 | 5 | 1 | | 2 |
| Cuddalore | Thozhuthur, KGBVRS | 5 | 5 | 1 | | |
| Tiruvannamalai | T Malai MGHSS | 50 | 50 | 1 | 1 | 1 |
| Tiruvannamalai | Chengam HSS | 10 | 10 | 1 | 1 | 1 |
| Tiruvannamalai | Amatankollai, KGBVRS | 10 | 10 | 1 | | 2 |
| **Total: 175 (including 2 IDIs with implementation partner)** | | **80** | **80** | **5** | **2** | **6** |

## Grade Selection and Tool Typology

Grade selection and assessment modalities were proposed based on the programme's objectives and impact pathways. Specifically,

- Grades 6, and 8 to be covered through Science, Technology, Engineering, and Mathematics (STEM) assessments

Grade 6 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 selection was also guided by beneficiary density vis-à-vis the geographical locations planned for field visits, ensuring efficient coverage while maintaining representativeness.

## 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 using structured open-ended questionnaire were conducted with teachers (government and programme-supported) 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.

### Sample Size

*Table 12: Sample Achieved*

| Respondent Type | Type of Tool | Sample Size |
|---|---|---|
| Grade 6 | STEM assessment | 80 |
| Grade 8 | STEM assessment | 80 |
| Teacher (Program) | IDI | 5 |
| Teacher (Government) | IDI | 2 |
| Parents | IDI | 6 |
| Implementing Partner | IDI | 2 |
| Total | | 175 |

### 3.2.2.Study Approach

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

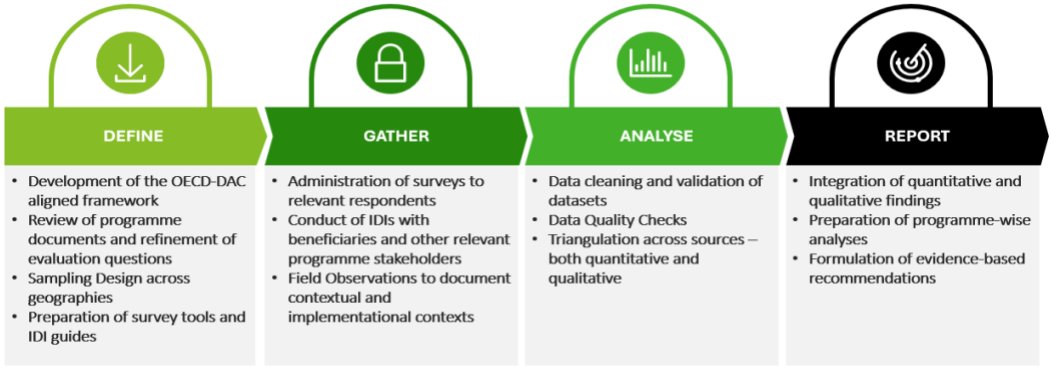
- **Define:**
  A detailed review of programme documentation, including Proposals, Annual reports, Quarterly reports, Utilisation Certificates, Memorandum of Understanding (MoUs) and partner submissions, was undertaken at the outset to establish an understanding of programme intent, delivery arrangements and expected outcomes. This review informed the framing of the impact assessment parameters and the sampling design across Tamil Nadu. The sampling strategy sought to reflect programme heterogeneity while retaining operational feasibility. Assessment instruments for learners including STEM worksheets were developed for the relevant cohorts. The in-depth interview guides for teachers, parents, and implementing agencies were structured around OECD DAC considerations.
- **Gather:**
  Field activities included administering quantitative assessments along with qualitative discussions and observational visits which took place between 5th to 18th February 2026. Assessments occurred among learners in Grades 6, and 8. These included competency and

awareness assessments for girls in the Girls' Education Programme in Tamil Nadu. These tools were designed to be age-appropriate, accessible, and suitable for expected skill levels. The qualitative tools for the in-depth interviews included structured open-ended questionnaire with teachers, parents, and representatives from implementing agencies. The qualitative discussions were conducted in accordance with the approved discussion guide in the local language. The conversations took place in the local language specific to programme geographies for the ease of communication. Responses were documented through detailed note-taking and voice recordings, with prior informed consent obtained 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. Observations took place at KGBVs. These observations provided insights into the context of program delivery and how well it was carried out.[23] The quantitative assessment with students was conducted at their respective schools. During the same visits, consultations were also held with other relevant stakeholders. 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 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 4: Study Approach*



### 3.2.3. Evaluation Framework

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

*Table 13: 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<br>2. Titan Programme Documents<br>3. Implementing Partners<br>4. Direct programme beneficiaries<br>5. Titan CSR team | 1. Secondary review<br>2. IDIs / KIIs | 1. Stakeholder consultations undertaken<br>2. Type of challenges faced in the community / amongst beneficiaries<br>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<br>2. Programme documents (project-wise)<br>3. Implementing Partners<br>4. Direct programme beneficiaries | 1. Secondary review<br>2. IDIs / KIIs | 1. Awareness and understanding of Titan programmes amongst project beneficiaries<br>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<br>2. Programme documents (project-wise)<br>3. Implementing Partners<br>4. Direct programme beneficiaries | 1. Secondary review<br>2. IDIs / KIIs | 1. Awareness and understanding of Titan programmes amongst project beneficiaries<br>2. Level of satisfaction with Titan support (project ben & IP)<br>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<br>2. Programme documents (project-wise)<br>3. Implementing Partners | 1. Secondary review<br>2. IDIs / KIIs | 1. Other similar programmes / projects (within Titan system)<br>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<br>2. Titan CSR team | 1. IDIs / KIIs | 1. Other similar programmes / projects (other orgs)<br>2. Type of funding available for these - govt, private philanthropy, CSR, FCRA, etc.<br>3. Working models and experiences |

| # | OECD DAC Criteria | Evaluation Question | Data Sources | Methods | Probe Areas for Primary Data |
|---|---|---|---|---|---|
| | | | | | of IP with other donors / funding partners |
| 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)<br>2. Quarterly and annual reports (project-wise)<br>3. Titan CSR team | 1. Secondary review<br>2. Discussions with Titan CSR team | 1. Key challenges / bottlenecks in project implementation<br>2. Streamlining of key activities<br>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<br>2. Quarterly and annual reports (project-wise) | 1. Secondary review<br>2. Discussions with Titan CSR team | 1. Key challenges / bottlenecks in project implementation<br>2. Streamlining of key activities<br>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<br>2. Quarterly and annual reports (project-wise) | 1. Secondary review<br>2. Discussions with Titan CSR team | 1. Methods utilised for M&E<br>2. Overall M&E framework<br>3. Mandatory submissions / compliance requirements |
| 9 | Effectiveness | In which areas does 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)<br>2. Implementing partners<br>3. Direct programme beneficiaries | 1. Secondary review<br>2. IDIs / KIIs<br>3. Surveys / Quantitative assessments | 1. Project-wise extent of achievements against key indicators of M&E framework (survey / IDIs)<br>2. Enabling factors<br>3. Linkages to other programmes / government systems |
| 10 | | In which areas does 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)<br>2. Implementing partners<br>3. Direct programme beneficiaries | 1. Secondary review<br>2. IDIs / KIIs<br>3. Surveys / Quantitative assessments | 1. Project-wise shortfalls against key indicators of M&E framework (survey / IDIs), and reasons for same<br>2. Constraining factors<br>3. Areas where additional support is required |
| 11 | | Were any course-correction strategies adopted by Titan? What were the outcomes? | 1. Titan CSR team<br>2. Implementing partners | 1. Secondary review<br>2. IDIs / KIIs | 1. Challenges faced<br>2. Course correction strategies |

| # | OECD DAC Criteria | Evaluation Question | Data Sources | Methods | Probe Areas for Primary Data |
|---|---|---|---|---|---|
| 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)<br>2. Implementing partners<br>3. Direct programme beneficiaries | 1. Secondary review<br>2. IDIs / KIIs<br>3. Surveys / Quantitative assessments | 1. Level of access to services<br>2. Persisting barriers to access<br>3. Overall improvement in well-being / socio-economic status / educational outcomes |
| 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. Additional efforts, if any<br>2. Additional programmatic support by Titan |
| 14 | | What were the unintended consequences of the Titan's CSR work? | 1. Implementing Partners<br>2. Direct programme beneficiaries | 1. IDIs / KIIs | 1. Impact on other aspects of well-being / socio-economic indicators<br>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<br>2. Titan CSR team | 1. IDIs / KIIs | 1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt<br>2. Key ecosystem challenges (current & upcoming)<br>3. Readiness to address challenges |
| 16 | | How has Titan supported knowledge and capacity development of implementing partners? | 1. Implementing Partners<br>2. Titan CSR team | 1. IDIs / KIIs | 1. Capacity building efforts<br>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<br>2. Titan CSR team | 1. IDIs / KIIs | 1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt<br>2. Handover plans, if any<br>3. Community resilience |

## 3.3. Limitations

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

- Changes in data collection arrangements
  Due to the unavailability of some parents for in-person interviews, primarily owing to work-related constraints, interviews were conducted telephonically. While this approach enabled partial coverage, the study fell slightly short of the originally planned parent sample size. Additionally, the telephonic mode of data collection limited the depth of interaction compared to face-to-face interviews.
- Unavailability of a structured English Intervention for Grade 8
  Programme documents and planning materials indicated the presence of an English language intervention extending to Grade 8. However, at the time of field engagement, this component could not be assessed, as the implementation partner clarified that no English-specific intervention was being implemented for Grade 8.
- Cultural influence:
  Local cultural norms might have shaped how respondents answered survey questions and engaged in KIIs and FGDs. This cultural context could have limited openness or influenced the way certain issues were discussed.
- Unintentional response bias:
  Responses might have been influenced by respondents' personal beliefs, perceptions, or external environmental factors. Such influences could have introduced unintentional bias, potentially affecting the objectivity of the findings.

# KEY FINDINGS

# 4. KEY FINDINGS

The following section presents the key evaluation observations derived from the study and maps them against the OECD-DAC evaluation criteria. The findings have been interpreted through the lenses of relevance, effectiveness, efficiency, impact, sustainability, and coherence to assess the programme's implementation, and outcomes.

Under relevance, the analysis examines the extent to which programme components respond to the learning and wellbeing needs identified among participating students. Coherence assesses programme complementarity with existing school systems and partnerships. The efficiency section evaluates implementation processes such as programme roll-out, coordination with schools, human resource availability, and operational management. Effectiveness focuses on the extent to which programme activities translate into observable outcomes, including patterns in academic performance among KGBV in Grade 6 and 8. Impact examines broader changes emerging beyond immediate academic outcomes. Sustainability considers factors influencing the long-term continuity of programme outcomes, including resource requirements, teacher capacity, and pathways for scale

## 4.1. Relevance

### 4.1.1. Pre-programme Context, Needs Identification, and Alignment of Programme Design

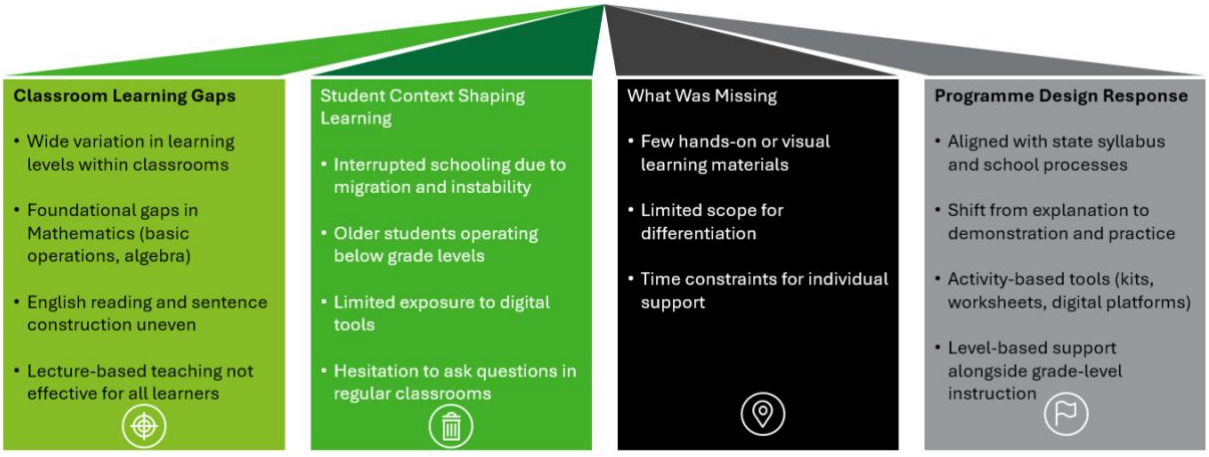



*Figure 5 Relevance*

Teachers characterised pre-programme classrooms as having uneven learning levels and limited effectiveness of lecture-based instruction. Explanation-led teaching, often reliant on the blackboard, did not support all learners equally and created a need for more concrete and interactive approaches. Foundational gaps in mathematics were identified, including place value, subtraction, multiplication, and division, alongside difficulty with algebra for some students. In language learning, variation emerged between English- and Tamil-medium comfort, with some students struggling to read fluently and construct full sentences in English. At the same time, two teachers indicated that not all students were behind, with some performing at expected levels and English identified as the primary area requiring improvement.

> *Some children can read books regularly, while some need very basic support. So we provide support accordingly." "Earlier children did not know what a laptop was or what Mindspark was." "Students in class 6 or 7 may still have the learning level of class 4 or 5." - IDI, Program Coordinator (Language Support), Jawadhu Hills*

Teachers also indicated that earlier classroom environments offered limited engaging materials, reinforcing reliance on explanation-based teaching and contributing to weaker conceptual clarity. The need was framed in terms of hands-on and visual learning tools, including kits, worksheets, and models, to support understanding and retention. In addition, teachers highlighted the importance of differentiation. Identifying individual learning needs was initially difficult and improved with observation and interaction. Some students required repeated explanations or individual support. A constraint was noted in cases where teachers worked across multiple schools, which reduced the time available to support weaker students.

Program staff described challenges linked to migration, residential instability, and limited continuity in schooling, which shaped both academic and non-academic needs. Students required structured learning environments, continuity, and gradual progression from basic literacy levels. Staff also identified gaps in digital familiarity, with some students lacking prior exposure to laptops and digital learning platforms. In addition, they noted that some students in higher grades were operating at lower grade learning levels, requiring foundational support alongside grade-level instruction.

> *Earlier students did not know many things. Now we bring and show, focus light, or use sunlight and show small things clearly…Whenever we take any kit, students look at it attractively because it is colourful. When we show, students understand better." - IDI, Government Teacher, Chengam*

Parents described varied pre-programme experiences. Two out of six parents indicated that their children had not faced major academic difficulties prior to the programme, apart from challenges in English, while four parents described earlier difficulties, particularly in mathematics and science or in overall learning pace. Three parents also highlighted differences in prior schooling conditions, noting that earlier institutional environments influenced the level of academic support and the speed of learning. Parents also framed education as a pathway to upward mobility, particularly in first-generation contexts, indicating a need for sustained academic support and guidance.

Teachers described the programme design as well aligned with the Tamil Nadu government syllabus, enabling smooth integration into classroom teaching. The design was seen as shifting pedagogy from explanation led instruction toward demonstration, practice, and activity based learning, which was particularly effective for abstract concepts and for students who struggled with conventional methods. These approaches also contributed to a more open and supportive classroom environment, where students felt more comfortable sharing doubts and difficulties.

Programme staff emphasised that the design was responsive to local contexts, especially in remote and residential KGBV settings. Adaptive, level-based mechanisms—using a mix of digital platforms and print materials—allowed teachers to address mixed learning levels by starting at foundational stages where needed while continuing engagement with grade-level content.

In residential settings, the programme's relevance was reinforced by alignment with structured routines, supervised study time, and safe learning environments. Teachers noted ongoing needs beyond academics, including foundational literacy support for some older students, greater career awareness among first-generation learners, and the creation of a child-friendly classroom climate to overcome hesitation in speaking and asking questions. From a parental perspective, programme relevance was largely assessed through visible improvements in discipline, routine, and learning support, strengthening trust in the school even where detailed programme awareness was limited.

Parents interpreted relevance primarily through visible changes in learning and access to resources, including exposure to digital tools. While some parents viewed the programme as addressing earlier academic difficulties, others saw it as supporting targeted improvements, particularly in English and technology exposure.

Across stakeholders, there was alignment on the need for differentiated and level-appropriate support to address varied learning levels. Activity-based and practical approaches were understood as relevant in improving comprehension and engagement, particularly where earlier teaching methods had relied on explanation without sufficient conceptual clarity. Constraints affecting relevance in practice included network issues, limited access to computers, and, in one instance, concerns about time spent on digital platforms affecting participation in regular classroom activities.

## 4.2.Coherence

### 4.2.1.Programme Awareness and Engagement

Parents' awareness of the programme emerged through mixed channels. Approximately 50% of parents reported learning about the programme through their children, while around 33% became aware through teacher-led interactions such as parent-teacher meetings and School Management Committee platforms. The remaining 17% were already associated with the school and did not rely on either pathway. This distribution indicates that awareness was not consistently structured and was often mediated through students' experiences rather than outreach.

Parental engagement varied depending on work constraints and proximity to the school. Daily-wage employment limited some parents' ability to attend meetings regularly, with attendance sometimes delegated to another family member. In contrast, proximity to the school enabled greater interaction in specific cases, particularly where a parent was employed within the school and had easier access to teachers and school routines. Despite these differences, engagement was not absent but uneven, shaped by practical constraints rather than lack of interest.

A subset of parents expressed satisfaction with the programme without demonstrating detailed understanding of its components. This reflected a form of engagement based on trust and visible outcomes rather than familiarity with programme design or processes.

Teachers and programme staff described structured efforts to engage parents through institutional mechanisms such as parent-teacher meetings, School Management Committee meetings, and school-based demonstrations. These included explaining the use of learning materials and digital tools, as well as showcasing student work, which supported parental understanding and involvement. However,

engagement remained dependent on parental participation in these platforms and was not consistent across all contexts.

Student engagement emerged as an important intermediary in shaping parental awareness and involvement. Teachers indicated that students were actively engaged in activities and projects, which extended into the home through discussions, practice, and demonstration of learning. Parents, in turn, became aware of the programme through these interactions, reinforcing indirect engagement pathways.

At the same time, a divergent view was noted where parental awareness and involvement remained limited despite high levels of student engagement. This indicates that while student participation strengthened engagement in some cases, it did not uniformly translate into sustained or in-depth parental involvement across all households.

### 4.2.2.Alignment with Government Schemes and Other Initiatives

Teachers described the programme as closely aligned with the Tamil Nadu government curriculum and classroom systems. One programme teacher indicated extremely high alignment, with the remaining portion positioned as supplementary support for students operating below grade level. This enabled the programme to be integrated into routine teaching rather than functioning as a parallel track. Programme materials and activities were used alongside regular instruction, supporting continuity with existing classroom practices.

Teachers also situated the programme in relation to ongoing government-led and school-based remedial efforts. Two teacher accounts referenced existing supports such as bridge courses, worksheets, and supplementary materials developed within schools or through broader education initiatives. Within this context, the programme was described as additive, complementing rather than replacing these efforts.

In addition, three teachers (out of seven) referred to alignment with broader institutional priorities linked to child protection, health, and WASH. These references were particularly relevant in residential KGBV settings, where such priorities formed part of the wider school environment. However, explicit references to named government schemes were limited, with most accounts focusing on curriculum alignment and departmental coordination rather than specific policy frameworks.

Programme staff described alignment primarily through coordination with the Education Department. At least one programme teacher characterised this coordination as good, while others referred to routine interactions, including visits and technical support mechanisms such as phone-based communication and group coordination. These structures enabled the programme to operate in conjunction with existing school systems.

Staff also described alignment with the residential KGBV model and local context. The programme was positioned as fitting within structured residential routines and supporting continuity in learning, particularly in remote areas where student mobility and migration were common.

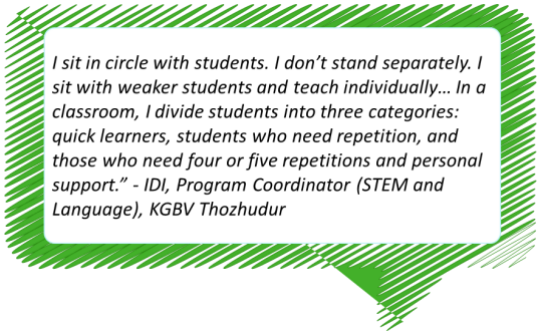
Parents did not typically frame the programme in terms of alignment with government schemes or initiatives. Instead, they described it as part of school-based support, focusing on improvements in

learning, discipline, and daily routines. Awareness of alignment at the scheme or policy level was limited and often indirect.

## 4.3.Efficiency

### 4.3.1.Quality and Timeliness of Implementation

Teachers described programme implementation as regular and largely feasible within existing school routines. Programme activities were often conducted during free periods, enabling integration without major disruption to scheduled classes. Implementation quality was associated with the use of hands-on learning approaches, more patient explanation, and student-friendly interaction, which supported engagement and conceptual understanding. The use of free periods, routinisation of activities over time, and retention of materials with teachers contributed to operational efficiency. Timeliness of inputs and responsiveness were emphasised across several accounts. Approximately two-thirds of teachers indicated that training sessions and learning materials were provided on time. Programme staff were also described as responsive to teacher needs, including providing clarification and preparing additional materials where required. In some instances, resources such as mathematics workbooks were developed and distributed following teacher requests.




Programme staff described implementation as supported by structured systems. These included regular visits by technical coordinators, along with phone-based follow-ups and messaging groups used for updates and troubleshooting. These mechanisms supported continuity and enabled ongoing monitoring. In at least one case, staff indicated that lesson plans and materials were retained by teachers, supporting continuity of implementation beyond direct programme involvement.

Parents assessed implementation quality indirectly through observable changes in students' behaviour and routines. Around half of the parent accounts referred to improvements in confidence, learning, discipline, and daily habits such as hygiene. At least one parent expressed satisfaction without referring to specific programme components. However, parents' ability to assess implementation directly was shaped by engagement constraints, including work commitments and limited interaction with the school in residential settings.

### 4.3.2.Coordination and Support Systems

Teachers described coordination as embedded in regular school-level interactions with programme staff. Around half of the accounts referred to routine on-site support, with visits ranging from weekly or twice weekly to once or twice a month, depending on the context. Collaboration between teachers and programme staff included joint lesson preparation, discussion of lesson plans, and, in some cases, direct adoption of programme-developed materials.

Technical support formed an additional layer of coordination, particularly for digital components. Designated roles such as ICT in-charges or technical staff were involved in resolving issues related to platforms such as Mindspark, ensuring continuity in implementation.

Programme staff described coordination systems as combining in-person and remote support. Weekly visits by technical staff were supplemented by phone-based follow-ups where in-person engagement

was not possible. Messaging groups were used to share updates, coordinate activities, and address technical issues such as login problems. In at least one instance, onboarding processes for new staff included structured training followed by ongoing support.

From the parent perspective, coordination was reflected in school-facing engagement mechanisms such as parent-teacher meetings, School Management Committee meetings, and school events including exhibitions. Participation in these platforms varied, with attendance shaped by work constraints and, in residential settings, by visitation patterns.

#### 4.3.3. Implementation Challenges and Operational Bottlenecks

Teachers identified ICT-related issues as recurring operational constraints. Around one-third of accounts referred to network and connectivity problems, as well as limited availability of computers, which affected the consistency of digital learning sessions. In one case, time allocation for digital activities created tension with regular classroom instruction, as extended sessions reduced time available for other subjects.

Administrative processes were also identified as a bottleneck. Some teachers referred to delays in obtaining approvals at the district level, which slowed the implementation of certain activities.

Programme staff highlighted variation in baseline learning levels as an operational challenge. Students within the same class often required different levels of support, necessitating slower pacing, repeated explanations, and differentiated instruction. This influenced how much content could be covered within a given timeframe.

Parents did not identify direct operational challenges related to programme delivery. Instead, constraints were linked to their own engagement, including limited ability to attend school meetings due to work commitments and reduced interaction with the school in residential settings.

### 4.4. Effectiveness

#### 4.4.1. Improvements in Teacher Practices and Teacher Capacity

Teachers described a shift in teaching practices from explanation-led instruction towards demonstration, activity-based learning, and project-based approaches. All seven teachers referred to the use of kits, games, and structured activities to explain concepts, which they associated with improved student comprehension and engagement. Teaching approaches were also described as becoming more student-centred, with greater emphasis on patient explanation, responding to individual doubts, and creating a classroom environment where students felt more comfortable asking questions and expressing difficulties.

Changes in teaching practice were linked to programme-supported training and ongoing mentoring. Teachers referred to inputs such as lesson planning support, classroom demonstrations, and capacity-building sessions, which contributed to both methodological changes and more effective use of teaching resources, including kits and digital platforms. These inputs appeared to support a shift from uniform instruction towards more adaptive teaching practices.

Programme staff described teacher capacity development as structured and embedded within programme delivery. This included the use of standardised lesson plans, activity-based pedagogy, and systematic differentiation. Teachers were supported to group students based on learning levels,

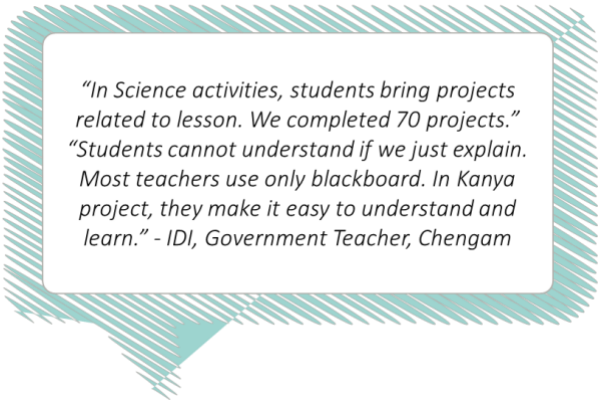
provide repeated explanations where needed, and tailor practice accordingly. These approaches reflected an emphasis on addressing varied learning needs within the classroom.

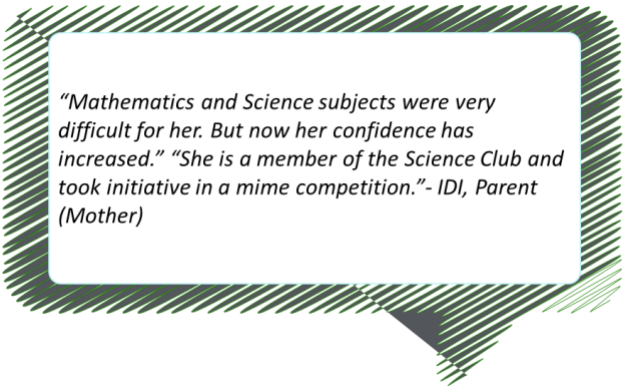
Parents did not describe teaching practices directly but inferred changes through observable outcomes in students. These included increased confidence, greater participation in projects and school activities, and improved interest in learning. Such observations were attributed to the nature of teaching and support received in the classroom, indicating indirect perceptions of changes in teaching quality.

### 4.4.2.Improvements in Student Learning Outcomes

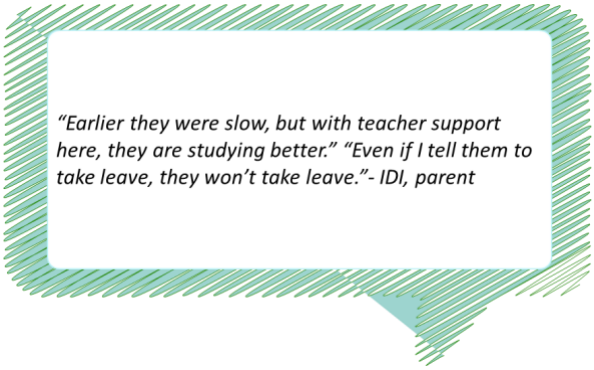
Teachers described improvements in students' conceptual understanding, particularly when learning was supported through activity-based methods such as kits, demonstrations, worksheets, and digital platforms. These approaches were contrasted with explanation-only methods, with teachers indicating that students were better able to understand and apply concepts when engaged in practical or interactive tasks. Improvements were reflected in both participation and performance, with students more willing to attempt tasks and demonstrate learning in classroom activities.

Teachers also referred to tangible outputs such as student projects and participation in exhibitions, which indicated application of learning beyond routine exercises. However, progress was not described as uniform. Some students continued to require repeated support, and in certain cases, learning levels remained below grade expectations, with older students operating at earlier grade levels.




Programme staff described improvements as gradual and cumulative, particularly through adaptive learning tools and differentiated instruction. Step-by-step progression, supported by repeated practice and level-based content, was identified as enabling students to build foundational understanding alongside grade-level learning.




Parents described improvements through observable indicators such as better academic performance, increased ease in understanding previously difficult subjects, and more consistent attendance. Participation in school activities, including projects, clubs, and competitions, was also used by parents to assess learning progress. At the same time, some parents indicated that their children had not faced major academic difficulties prior to the programme, suggesting that improvements in these cases were incremental rather than addressing foundational gaps.

To contextualise these qualitative accounts of improved understanding and engagement, performance data from a learning assessment administered to Grade 6 and Grade 8 students provides a subject-wise snapshot of learning levels in English, Mathematics, and Science.

### 4.4.3.Analysis of responses from students' assessments - 6th Grade:

#### Student Performance Overview

The Grade 6 assessment covered a total of 80 students, all of whom participated in the assessment across English, Mathematics, and Science. The overall performance of students across subjects indicated moderate learning levels, with variation observed across English, Mathematics, and Science. Among the three subjects, English recorded the highest average score at 70%, followed by Mathematics at 56% and Science at 54%, showing that students demonstrated relatively better performance in language-based competencies as compared to numerical and scientific concepts.

Since all 80 students attempted all three subjects, this comparison reflected a like-to-like assessment of student performance across the subject areas.

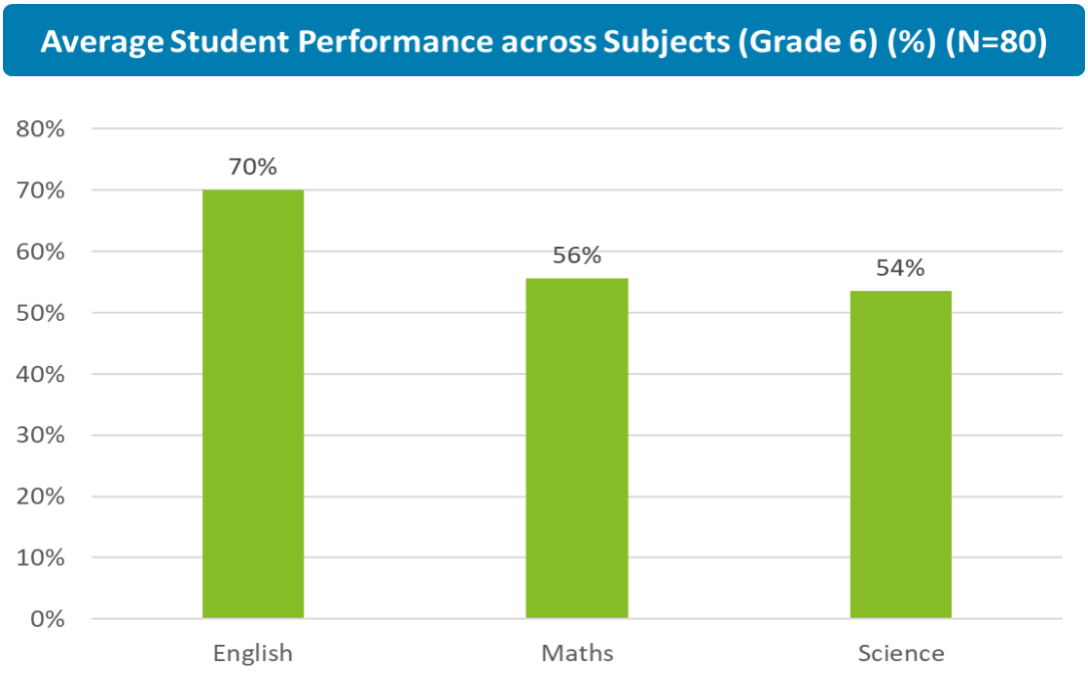



*Figure 6: Average student performance grade 6*

#### Distribution of Students Across Score Bands

The score band analysis further deepened the understanding of student performance by showing how students were distributed across performance levels in each subject.

In English, the largest proportion of students, 63%, fell in the 61–80% score band, indicating relatively better performance among most students. A further 25% of students were in the 41–60% band, while only 9% reached the 81–100% band. Very few students were in the lower score bands, suggesting that severe underperformance in English was limited.

In Mathematics, student performance was more concentrated in the middle score ranges. The largest share of students, 38%, fell in the 41–60% band, followed by 28% in the 61–80% band. At the lower

end, 19% of students were in the 21–40% band and 10% of students were in the 0–20% band, indicating that a proportion of students faced difficulty in Mathematics.

In Science, the distribution was almost similar to Mathematics, with 51% of students concentrated in the 41–60% band, followed by 25% of students in the 21–40% band. A notable 19% of the students fell in the 61–80%, while only 3% reached the 81–100% band. The remaining 2% of the students were concentrated in 0-20% score band, highlighting moderate performance overall but limited high achievement.

Looking at the overall score across all three subjects, the majority of students, 53%, were concentrated in the 41–60% band, while 41% fell in the 61–80% band. Only 2% of students reached the 81–100% band, indicating that while most students demonstrated moderate competency, only a very small proportion showed consistently high performance across subjects.

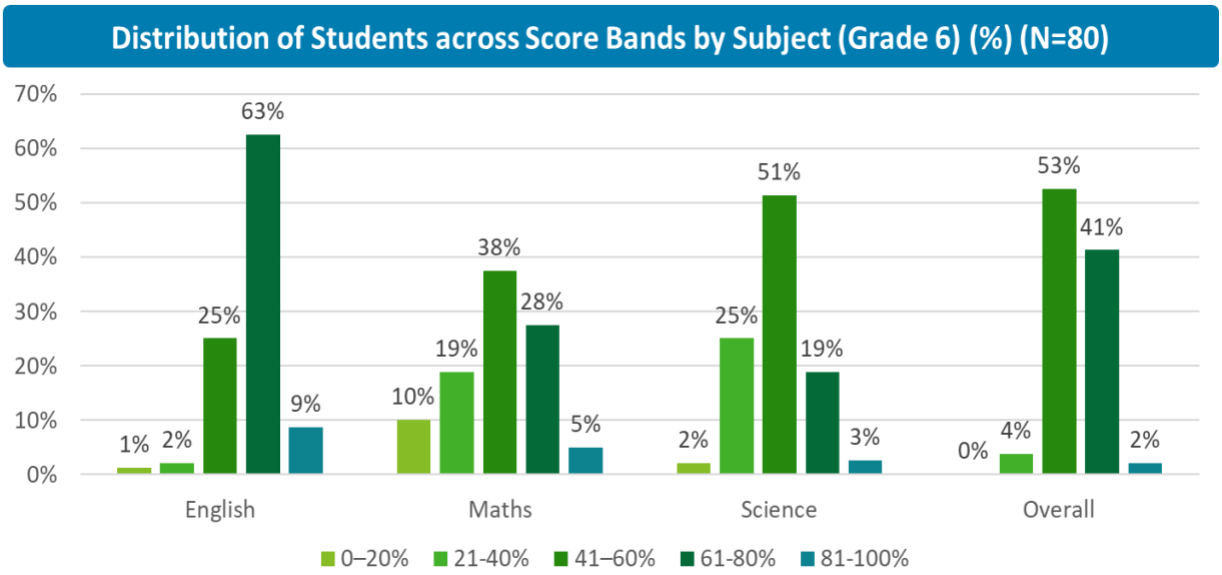



*Figure 7: Distribution of student performance in terms of range of scores grade 6*

### Theme-wise Performance in English

The thematic analysis for English showed variation across competency areas. Students performed well in Reading Comprehension & Interpretation, with an average score of 84.38%. This is the best-performing theme not only within English but also among all themes across subjects.

Performance in Communication Skills & Functional Language was also relatively better, with an average of 68.13%, suggesting that students were reasonably able to use language in functional and applied contexts.

In comparison, Grammar & Vocabulary Usage recorded a lower average of 56.56%, indicating that while students may be able to comprehend and communicate, they faced comparatively greater difficulty with the formal and rule-based aspects of language.

Overall, the English findings suggested that students were more comfortable with meaning-making and language use than with grammatical accuracy and vocabulary control.

*Table 14: Theme wise performance in English*

| English Theme | Average Score (%) (N=80) |
|---|---|
| Reading Comprehension & Interpretation | 84.38 |
| Grammar & Vocabulary Usage | 56.56 |
| Communication Skills & Functional Language | 68.13 |

### Theme-wise Performance in Mathematics

The theme-wise results for Mathematics showed broadly moderate performance across all areas. Students scored 57.5% in Geometry (2D & 3D), making it the highest-performing mathematics theme, though only marginally higher than the others. Number System & Number Operations followed closely at 55.94%, indicating moderate understanding of basic numerical concepts. The lowest performance was recorded in Fractions, Decimals & Everyday Arithmetic, with an average score of 53.33%. Although the difference across mathematics themes was not very wide, this theme appeared to be the most challenging for students.

Overall, the mathematics findings suggested that students possess a basic working understanding across themes, but performance remained at a moderate level without evidence of mastery in any one area.

*Table 15:Theme wise performance in Maths*

| Mathematics Theme | Average Score (%) |
|---|---|
| Number System & Number Operations | 55.94 |
| Geometry (2D & 3D) | 57.50 |
| Fractions, Decimals & Everyday Arithmetic | 53.33 |

### Theme-wise Performance in Science

The Science theme-wise analysis showed the widest variation across competency areas, indicating uneven conceptual understanding among students.

Students performed relatively well in Living & Non-Living: Materials and Organisms, with an average score of 69.06%, and in Light & Shadow Formation, with 66.25%. These findings suggested that students were more comfortable with familiar and observable scientific concepts. Performance in Motion, Measurement & Forces was moderate at 52.5%, indicating partial understanding but also room for improvement.

A major area of concern was Separation Techniques & Changes Around Us, which recorded a very low average score of 17.5%. This is lower than all other science themes and points to a learning gap in this area. The result suggested that students struggled with this concept and may require targeted instructional support.

Overall, the science results indicated that while students were able to engage with some themes reasonably well, their understanding was inconsistent, with one theme showing a particularly acute weakness.

*Table 16: Theme wise performance in Science*

| Science Theme | Average Score (%) |
|---|---|
| Living & Non-Living: Materials and Organisms | 69.06 |
| Separation Techniques & Changes Around Us | 17.50 |
| Motion, Measurement & Forces | 52.50 |
| Light & Shadow Formation | 66.25 |

Taken together, the findings suggested that Grade 6 students demonstrated foundational but uneven learning levels. While many students were able to perform at a moderate level, there remained scope to strengthen conceptual depth, improve higher-order understanding, and address specific theme-wise learning gaps through focused academic support.

### 4.4.4.Analysis of responses from students' assessments - 8th Grade:

#### Overall Student Performance Across Subjects

The overall performance of students in Grade 8 indicated moderate learning levels across both subjects assessed. Students performed slightly better in Science, with an average score of approximately 52%, compared to Mathematics, where the average score stood at approximately 49%. While the difference between the two subjects was not substantial, it suggested a marginally better grasp of scientific concepts relative to mathematical competencies.

Given that all 80 students attempted both subjects, this comparison provides a consistent view of subject-wise performance.

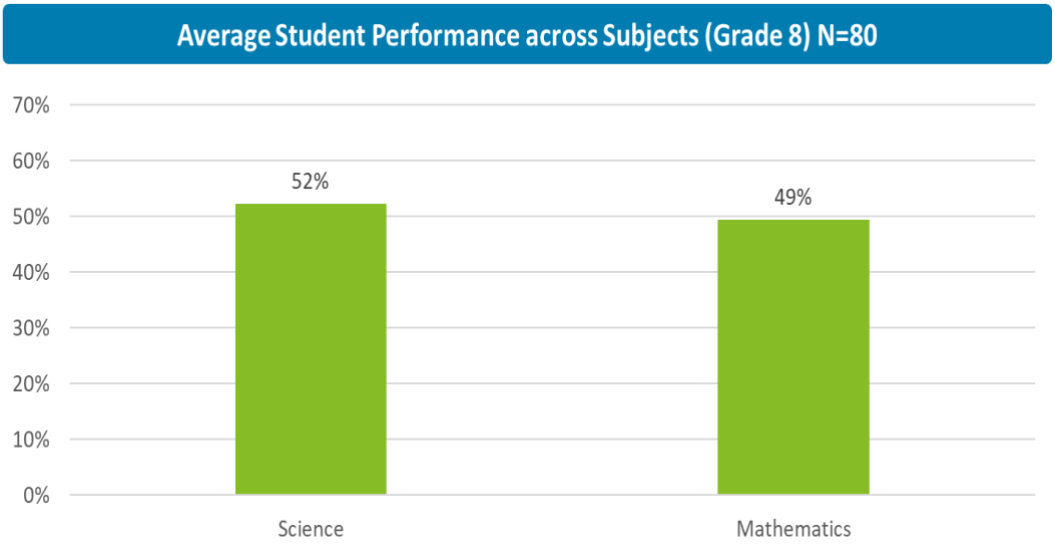



*Figure 8: Average student performance grade 8*

#### Distribution of Students Across Score Bands

The distribution of students across score bands highlighted the spread of learning levels and provided deeper insight beyond average scores.

In Mathematics, a proportion of students fell within the 21–40% (34%) and 41–60% (31%) score bands, indicating that most students were performing at a lower-to-mid level. Additionally, 13% of students were in the 0–20% band, reflecting a notable segment of students with very low performance. Only 15% of students reached the 61-80% band, and 7% of students reached the 81–100% band, suggesting limited high achievement.

In Science, student performance was relatively better distributed in the mid-range bands. The largest share of students fell in the 41–60% band (31%), followed by 28% in the 61–80% band, indicating moderate to relatively better performance compared to Mathematics. However, 9% of students still fell in the 0–20% band, and only 4% achieved scores in the 81–100% band, again reflecting limited top-level performance.

At the overall level, combining both subjects, most students (39%) were concentrated in the 41–60% band, followed by 33% in the 21–40% band and 23% in the 61–80% band. Only 3% of students fell in the highest band, while 2% remained in the lowest band. This indicated that while extreme underperformance was limited, most students were clustered in moderate performance levels, with relatively few demonstrating high proficiency.

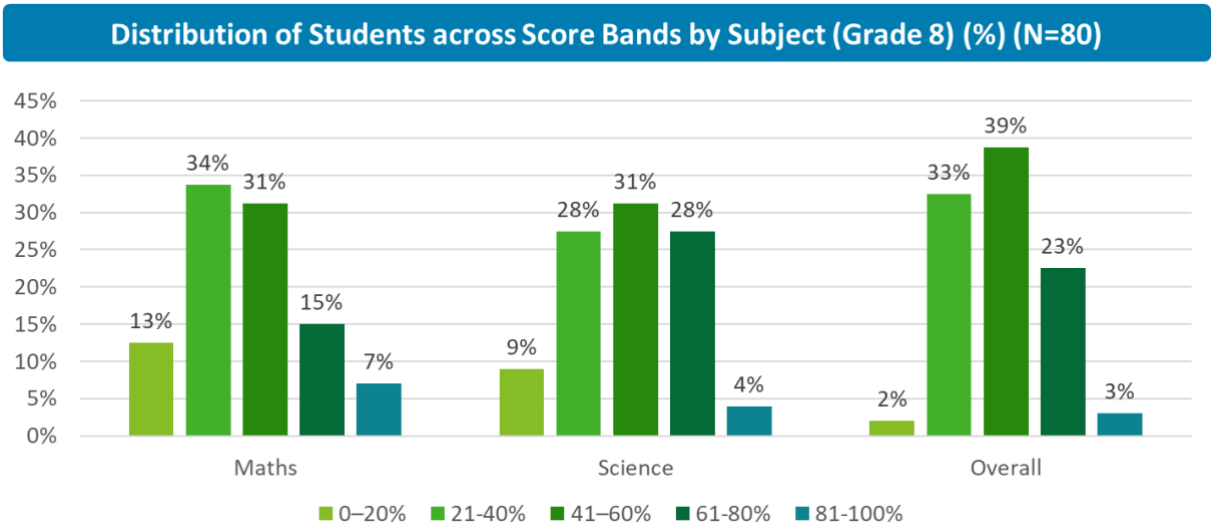



Figure 9:Distribution of student performance in terms of range of scores (Grade 8)[1]

## Theme-wise Performance in Mathematics

The thematic analysis for Mathematics showed relatively consistent but moderate performance across all competency areas. Number Sense, Arithmetic & Proportional Reasoning (52.19%) was the highest-performing theme, indicating a relatively better grasp of foundational numerical concepts. Algebraic Expressions, Expansion & Identities (48.13%) showed slightly lower performance, suggesting challenges in abstract mathematical reasoning and symbolic manipulation. Geometry, Mensuration & Data

[1] The overall percentage is calculated by combining scores from both Science and Mathematics and represents the proportion of students falling within each performance band based on their aggregate scores.

Interpretation (47.19%) was the lowest-performing theme, indicating difficulties in spatial understanding, measurement concepts, and interpretation of data.

Overall, the results suggested that while students possessed basic familiarity with mathematical concepts, their understanding remained limited in depth across themes.

*Table 17: Theme wise performance in Maths*

| Mathematics | Average Score (%) |
|---|---|
| Number Sense, Arithmetic & Proportional Reasoning | 52.19 |
| Algebraic Expressions, Expansion & Identities | 48.13 |
| Geometry, Mensuration & Data Interpretation | 47.19 |

Theme-wise Performance in Science

Science performance showed greater variation across themes, indicating uneven conceptual understanding. Scientific Processes, Microorganisms & Chemical/Biological Phenomena (75%) emerged as the strongest performing theme, suggesting that students were relatively comfortable with process-oriented and conceptually explained scientific ideas. In contrast, Classification of Materials & Biological Systems (37.19%) showed lower performance, indicating gaps in understanding classification-based concepts. Similarly, Forces, Sound & Physical Phenomena (36.88%) reflected low performance, suggesting difficulty in grasping physical science concepts, particularly those involving abstract principles and real-world application.

The contrast between the highest-performing and lowest-performing themes indicated that students' understanding of science was uneven, with considerable performance in certain conceptual areas but gaps in others.

*Table 18:Theme wise performance in Science*

| Science | Average Score (%) |
|---|---|
| Classification of Materials & Biological Systems | 37.19 |
| Scientific Processes, Microorganisms & Chemical/Biological Phenomena | 75.00 |
| Forces, Sound & Physical Phenomena | 36.88 |

Overall, the findings suggested that while students demonstrated basic conceptual familiarity, there was a need to strengthen foundational understanding and improve conceptual clarity across themes, to move students from moderate to higher levels of proficiency.

### 4.4.5.Development of Life Skills, Confidence, and Communication Skills

Teachers associated programme activities with improvements in students' confidence and willingness to participate. Students were described as more likely to attempt tasks, engage in problem-solving, and, in some cases, suggested alternative methods of solving questions. Increased participation in classroom activities and discussions reflected greater confidence in learning environments.

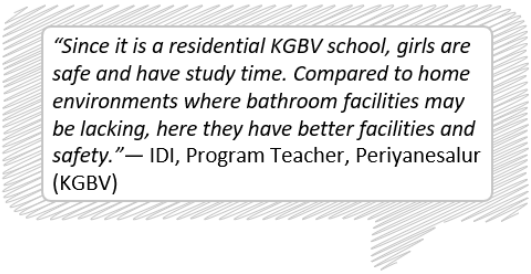
Improvements in communication were described particularly in relation to English. Teachers indicated gradual progress in students' ability to speak and express themselves, supported by more interactive and supportive classroom environments. At the same time, these gains were not uniform. Some students, especially those from Tamil-medium backgrounds, continued to experience hesitation in English communication.

Programme staff described confidence-building as linked to student-centred teaching practices, including closer interaction with students, group-based learning, and differentiated support. These approaches enabled students, particularly those requiring additional support, to participate without fear of making mistakes. Staff also referred to the inclusion of life skills and career awareness inputs as part of broader student development, although detailed descriptions of these components were limited.

All six parents described greater confidence or independence, including increased willingness to participate in school activities, speak with clarity, travel independently, or take responsibility for tasks at home. Four parents explicitly linked these changes to improved communication and participation in school-based activities such as projects, clubs, or competitions.

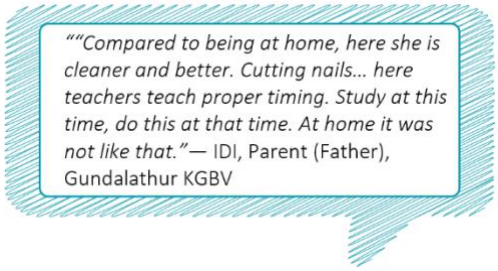

Engagement with learning beyond the classroom was noted in three parent accounts, including practising lessons at home, discussing schoolwork with family members, or reading and speaking in English outside school. Two parents specifically referred to children practising English at home as an indicator of growing confidence and communication skills. Overall, parents interpreted these behavioural changes as evidence of both improved confidence and strengthening communication abilities.

### 4.4.6. Improvements in Hygiene, Health, and Well-being




Teachers described improvements in students' hygiene practices, supported by programme inputs such as hygiene materials and demonstrations, including handwashing. In some accounts, hygiene improvements were rated very highly, particularly within residential KGBV settings where structured routines and supervision were in place. These environments were described as enabling better cleanliness and overall wellbeing compared to some home contexts.

Programme staff referred to health and WASH components as part of earlier programme focus areas, alongside academic support. These inputs were positioned as contributing to broader aspects of student development within the school environment.

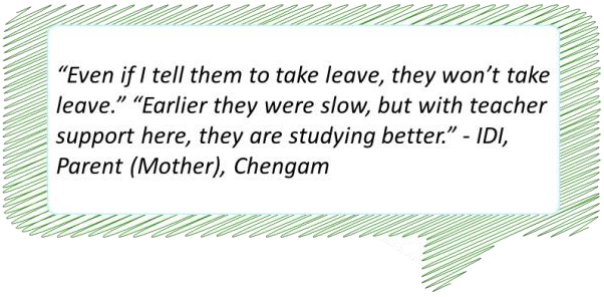



Parents reported improvements in hygiene and wellbeing through observable changes in daily routines. These included better cleanliness, adherence to structured schedules, and general improvements in health and diet. In some cases, parents contrasted current conditions with home environments, noting more consistent routines and supervision within the school. At the same time, starting points varied across households. Some parents indicated that children already maintained good hygiene practices at home, while others noted clear improvements after joining the residential setting. References to menstrual hygiene were limited and not uniformly applicable across respondents. Minor suggestions, such as the provision of warm drinking water in colder conditions, were also noted.

### 4.4.7.School Participation, Attendance, and Retention of Girls

Teachers described attendance as consistently high in residential KGBV settings, with absenteeism characterised as rare due to students residing on campus. Participation was reflected through regular involvement in classroom activities, as well as engagement in projects, exhibitions, and school-based clubs. These forms of participation were associated with sustained engagement in school.

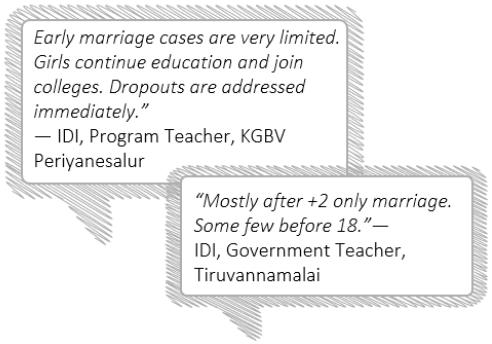
Programme staff similarly attributed good attendance and continuity to the residential structure, particularly for students from contexts where migration or instability might otherwise disrupt schooling. The residential model was described as enabling stable routines and continuous access to learning.




Parents described attendance and participation through everyday indicators. These included children's reluctance to take leave, regular attendance, and active involvement in school activities. Some parents also referred to broader trends such as reduced dropout and continued progression to higher classes, although these observations were not presented as universal. A minor constraint was noted in one teacher account, where extended time spent on digital platforms occasionally affected participation in regular classroom activities, indicating a time allocation trade-off rather than disengagement.

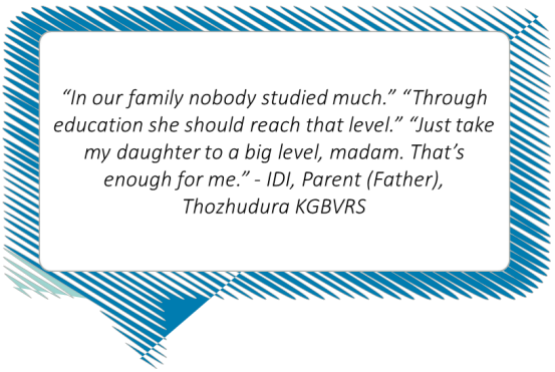
## 4.5.Impact

### 4.5.1.Changes in Community and Family Attitudes toward Girls' Education




Teachers described shifts in community attitudes towards girls' education, with increased acceptance of continued schooling. In some accounts, this was reflected in reduced instances of early marriage and a greater number of girls progressing to higher secondary and college-level education. However, this shift was not universal. At least one teacher indicated that while most girls continued their education, instances of under-18 marriage still occurred, suggesting that attitudinal change remained partial.

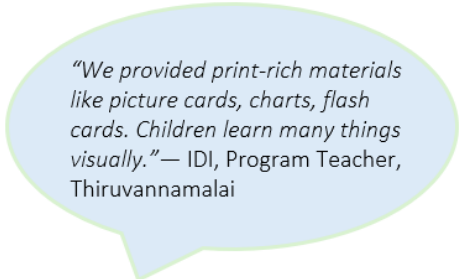
Programme staff linked changes in attitudes to broader efforts such as child protection awareness and school-community engagement mechanisms, including meetings. However, these observations were largely based on teacher accounts rather than direct evidence from community members.




Parents reflected attitudinal change primarily through expressed aspirations for their daughters. Many indicated a willingness to support continued education, particularly when the child demonstrated interest. These aspirations were often shaped by first-generation education backgrounds, where limited family education led to a focus on schooling as a path to better opportunities.

### 4.5.2.Institutional Changes within Schools

Teachers described changes in the school environment, with classrooms becoming more child-friendly and engaging. This was attributed to the increased availability of teaching-learning materials, including kits, worksheets, reading resources, and digital tools. In addition, some accounts referred to more structured academic monitoring using records and level-based activities, enabling closer tracking of student progress.


Programme staff described institutional changes in terms of expanded instructional systems within schools. These included the integration of print-rich materials, the establishment of digital routines such as student logins, and ongoing technical coordination to support implementation. In residential settings, strengthened daily routines and structured schedules were also described as shaping learning time and discipline.

> *"They wake up early, bathe, study, and get ready properly for school. Earlier it was not like this."*— IDI, Parent (Mother), Chengam

Parents observed institutional change through visible aspects of school functioning. These included improved discipline, clearer daily routines, better cleanliness practices, and more consistent teacher support compared to prior schooling or home environments.

At the same time, institutional changes were not uniformly experienced. A minority of accounts pointed to constraints such as network and connectivity issues, limited access to computers, and occasional time-tabling tensions, which affected the consistency of implementation in some schools.

### 4.5.3.Unintended Outcomes

Teachers described positive unintended outcomes extending beyond academic learning. In at least two accounts, early or child marriage plans were identified and addressed through intervention or counselling, enabling girls to continue their education. Teachers also noted secondary learning effects, such as increased student initiative, including proposing alternative methods during problem-solving.

Programme staff described the residential model as providing stability for students from migrating families. While not explicitly framed as unintended, this was presented as a broader protective effect, supporting continuity in education beyond the programme's immediate academic focus.

Parents referred to unintended outcomes primarily in terms of changes at the household level. These included increased engagement with learning at home, such as children practising English with family members. A minor practical suggestion was also noted, relating to the provision of warm drinking water in colder conditions.

A small number of negative or neutral unintended effects were identified. One teacher indicated that extended time spent on digital platforms occasionally reduced participation in regular classroom activities, reflecting a trade-off in time allocation rather than disengagement.

## 4.6.Sustainability

### 4.6.1.Continuation of Programme Interventions

> *"Even if we are absent, our curriculum continues. Government teachers also follow our lesson plans. After the project ends, teachers will use the lesson plans and kits."*
> — IDI, Program Teacher, KGBV Thozhudur

Teachers indicated that activities and materials had been integrated into routine classroom practices, supporting continuation beyond external facilitation. Kits, worksheets, and digital tools aligned with the state syllabus were used within regular teaching, reducing reliance on parallel structures. A programme coordinator expressed confidence that programme effects would continue in the absence of programme staff, as teachers retained lesson plans and materials that could be used independently.

Programme staff described continuation as supported by embedded structures within schools. These included the availability of lesson plans, print-rich teaching-learning materials, and digital platforms,

alongside routine coordination mechanisms such as technical support and reporting systems. These elements positioned the programme within existing instructional processes rather than as a time-bound intervention.

Parents did not describe sustainability mechanisms directly but indicated continued support for education through stable aspirations and trust in school systems. Their accounts reflected confidence in ongoing learning support, even where awareness of programme structures remained limited.

A minority of accounts pointed to factors that could influence continuity. Infrastructure-related constraints, including connectivity issues and limited access to computers, as well as administrative delays, were noted elsewhere. These were described as operational constraints rather than risks specific to programme continuation.

### 4.6.2. Capacity Building and Knowledge Transfer

Teachers described capacity building through training sessions and workshops that enabled the adoption of activity-based pedagogy and effective use of programme materials. These inputs included demonstrations, guided practice, and exposure to alternative teaching methods. Knowledge transfer also occurred through ongoing mentoring and coordination, including lesson planning discussions and instructional guidance, which supported continued application in classroom settings.

> *They demonstrated well in training. We did workshop there and then brought it to school and showed students."*— IDI, Government Teacher, Tiruvannamalai

Programme staff described structured mechanisms for knowledge transfer. These included the provision of print-rich materials, demonstration of their use during training, and support in simplifying curriculum concepts for classroom delivery. Technical support systems, including troubleshooting structures, further enabled teachers to sustain programme practices. In at least one case, onboarding processes for new staff included formal training, indicating institutionalisation of knowledge transfer.

Parents reflected knowledge transfer indirectly through changes in student behaviour at home, such as practising English or engaging with school-based learning activities. However, they did not describe structured capacity-building processes.

Capacity building and knowledge transfer were embedded within programme delivery, supporting continuation through teacher capability, availability of materials, and ongoing support structures.

### 4.6.3. Programme Strengths and Key Success Factors

> *"The materials are aligned 100% with Tamil Nadu syllabus. It is easy and useful for me."*— IDI, Government Teacher, Tiruvannamalai

Teachers identified alignment with the state curriculum as a key strength, enabling programme materials and activities to be used within regular lessons rather than as an additional component. Activity-based pedagogy was also highlighted, particularly its role in making abstract concepts more tangible through experiments, models, and games. This approach was associated with improved comprehension, engagement, and problem-solving. Differentiated instruction, including grouping students by learning level and providing repeated explanations where needed, was described as supporting students with varied learning needs.

Training and ongoing mentoring were presented as central to effective implementation. Teachers and support staff described these inputs as enabling the adoption of new teaching methods and more effective use of programme resources.

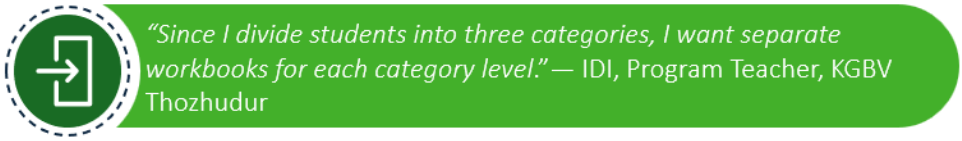
Programme staff identified structured support systems as a key enabling factor. Regular visits, technical troubleshooting mechanisms, and performance tracking through digital tools supported continuity and addressed classroom or technical challenges. The programme's fit within residential and remote school contexts was also described as a strength, particularly in supporting students with varied learning levels within stable learning environments.

Parents validated programme strengths through observable outcomes, including increased confidence, participation in school activities, and improved discipline and routines. Overall satisfaction was expressed in several accounts, even where detailed awareness of programme components remained limited.

A few noted operational frictions, including time allocation challenges related to digital sessions, indicating that strengths were not uniformly experienced across all contexts.

### 4.6.4.Areas for Improvement and Future Recommendations

Teachers suggested the need for more individualised learning materials, including smaller or more accessible kits that would allow students to engage in practical activities more frequently. Some also recommended strengthening digital learning components, including expanding coding-related activities and incorporating more visual tools to support understanding of abstract concepts such as algebra.




Additional suggestions included increasing opportunities for practice and reinforcement through more assessments, additional materials, and further teacher training to deepen learning outcomes.

Programme staff highlighted the need for differentiation at scale. This included the development of separate materials tailored to different learning levels, reflecting the variation in student pace and foundational understanding. They also pointed the need for strengthening infrastructure supporting digital components, particularly addressing connectivity issues and limited computer availability.

Parents expressed interest in expanded access to technology-based learning. Engagement-related constraints, including work commitments and limited ability to attend school meetings, indicated a need for more consistent and accessible communication channels that do not rely solely on in-person participation.

Few of the respondents (three out of seven) highlighted that some students continued to operate below grade level and required repeated support. Suggestions for improvement therefore focused on deepening existing approaches, particularly differentiation and sustained instructional support, rather than introducing entirely new components.

# OBSERVATIONS AND RECOMMENDATIONS

# 5. OBSERVATIONS AND RECOMMENDATIONS

The following observations synthesised cross-cutting patterns emerging across programme implementation and learning outcomes. They highlighted systemic strengths and gaps across relevance, coherence, effectiveness, efficiency, impact and sustainability dimensions.

| Sl.No. | Observations | Findings | Recommendations |
|---|---|---|---|
| 1. | **Relevance -** Foundational learning gaps were present and often under recognised prior to programme intervention and the programme design effectively addressed contextual learning needs through adaptive and level-based approaches. | Across programme contexts, students entered with gaps in foundational literacy and numeracy, particularly in English comprehension and conceptual understanding in Mathematics and Science. The programme demonstrated contextual relevance by adapting to multi-level classrooms and diverse learning abilities, particularly in underserved and residential settings. Use of activity-based learning, digital tools, and differentiated instruction enabled engagement across learner segments. Students particularly benefited from visual and demonstration-based pedagogy, replacing traditional rote-learning approaches. | -- |
| 2. | **Efficiency -** Embedded delivery supported efficiency, but few operational constraints affected consistency. | Programme delivery was embedded within school routines through free periods, regular support, and teacher-held materials. This enabled continuity without disrupting timetables. However, efficiency varied across contexts due to recurring ICT constraints, administrative approval delays, and the need to accommodate wide variation in student | • It is suggested that the implementing agency may consider providing pre-loaded offline content (for example, tablets or laptops with installed modules) to reduce disruptions caused by ICT constraints during sessions. |

| Sl.No. | Observations | Findings | Recommendations |
|---|---|---|---|
| | | learning levels, which slowed pacing and affected consistent use of programme components. | • The implementing agency may consider developing level-wise weekly teaching plans and grouping students based on learning levels within each class, enabling teachers to manage variation more effectively and maintain consistent pacing of programme activities. |
| 3. | **Effectiveness** - The programme has been effective in improving classroom practices, student engagement, and confidence through activity-based pedagogy, differentiated instruction, and supportive learning environments, although gains in academic proficiency remain uneven across subjects and cohorts. | Teachers consistently reported a shift from explanation led teaching to demonstration, hands on activities, and student-centred engagement, supported by kits, worksheets, and structured lesson inputs. These practices improved conceptual understanding, participation, and classroom confidence, particularly among previously hesitant learners. Students showed greater willingness to attempt tasks, participate in discussions, and engage in projects and exhibitions. However, assessment findings indicate that while most learners achieved moderate performance levels, mastery remains limited, with persistent gaps in Mathematics and selected Science themes, especially among students operating below grade level. Effectiveness has therefore been stronger in improving learning processes and engagement than in consistently | • Introduction of structured remedial modules focused on key Mathematics and Science concepts can be considered, with dedicated time within the timetable for targeted practice among students operating below grade level<br>• Organisation of structured exposure visits to nearby polytechnic institutes, industrial units, or technical facilities (for example, solar plants or railway workshops) can be considered to strengthen practical STEM understanding and link classroom learning with real-world applications<br>• Development of level-wise modules along with smaller, accessible kits and materials can be considered, enabling teachers to address variation in student |

| Sl.No. | Observations | Findings | Recommendations |
|---|---|---|---|
| | | translating these into higher academic proficiency across all learners. | learning levels while strengthening hands-on, student-led learning over demonstration-based approaches. |
| 4. | Coherence | The programme was well integrated within schools, aligning closely with the curriculum and classroom practices. However, beyond individual schools, understanding and recognition of the programme were uneven and largely informal. While the work aligned with government priorities in practice—especially in KGBV and residential contexts—it was not consistently seen or framed as a system-level initiative. As a result, coherence was strong within schools but less developed across the wider education system. | • To strengthen cross-level coherence, the programme should formalise structured coordination mechanisms that extend beyond school-based implementation. |
| 5. | Impact - The programme has contributed to positive shifts in students' confidence, school participation, institutional practices, and family attitudes toward girls' education, while broader community level changes remain gradual. | Teachers and programme staff reported increased student confidence, initiative, and participation in classroom activities, projects, clubs, and exhibitions, particularly within residential KGBV settings where routines supported engagement. Parents articulated stronger educational aspirations for their daughters, often framing education as a pathway to upward mobility in first generation learner contexts. | • Strengthening structured platforms such as student clubs, exhibitions, and project-based activities can be considered to sustain gains in student confidence, participation, and initiative, particularly within residential school settings<br>• Introduction of targeted community and parent-engagement initiatives, including awareness sessions on |

| Sl.No. | Observations | Findings | Recommendations |
|---|---|---|---|
| | | Institutional impacts were visible through improved classroom environments, structured learning routines, enhanced availability of teaching learning materials, and strengthened academic monitoring practices.<br><br>At the household and community level, some shifts were noted in attitudes toward continued schooling and delayed marriage; however, these changes were not uniform, with isolated instances of early marriage and limited direct community level evidence indicating that attitudinal transformation is still partial and evolving. | continued education and delayed marriage, can be considered to support broader attitudinal shifts beyond the school level |
| 6. | **Sustainability -** The intervention's sustainability is supported by strong integration of programme practices into routine teaching and institutional processes, though continued effectiveness depends on addressing enabling infrastructure and system-level constraints. | Teaching-learning materials, activity-based pedagogy, and selected digital tools have been retained and adopted by teachers. Capacity-building efforts have enhanced teacher confidence to independently apply programme methodologies. Knowledge transfer mechanisms appeared institutionalised through teacher-held resources and onboarding support for new staff. However, continued sustainability is partly contingent on enabling infrastructure and systems, as challenges related to digital connectivity, | • Strengthening basic digital infrastructure, including reliable connectivity and adequate computer access at the school level, can be considered to support continued use of technology-enabled components |

| Sl.No. | Observations | Findings | Recommendations |
|---|---|---|---|
| | | limited computer access, and administrative processes may affect consistent long-term use of technology-enabled components. | |

# CONCLUSION AND WAY FORWARD

# 6. CONCLUSION AND WAY FORWARD

The impact assessment demonstrated that the Titan Kanya - Girls Education Program intervention had been effective in strengthening learning environments for girls from marginalised and remote communities. The programme addressed foundational learning gaps through activity-based pedagogy, differentiated instruction, and integration of digital and physical learning tools. It contributed to improved student confidence, classroom engagement, and institutional practices within KGBVs. Alignment with the state curriculum and embedding within school routines enabled the programme to function as a core part of the school system rather than a stand-alone intervention.

While process-level improvements and learner engagement were considerable, academic proficiency outcomes remained uneven, particularly in Mathematics and Science. Community-level impact, including shifts in social norms, was evident but gradual. Sustainability prospects were encouraging due to teacher ownership and institutionalisation of practices, though continued reliance on enabling infrastructure and targeted academic support remained critical. Overall, the programme laid a solid foundation for sustained impact, with clear opportunities to deepen outcomes.

Going forward, the programme should prioritise deepening academic impact by sharpening differentiated remediation and increasing practice intensity in persistently weak subject areas. Structured use of formative assessments, clear progression benchmarks, and continued teacher mentoring will help translate improved engagement into better learning outcomes. Strengthening low-tech and offline learning approaches will also reduce dependence on variable digital infrastructure across contexts.

At the ecosystem level, the programme can amplify its long-term impact by strengthening engagement with families and communities. Focused emphasis on education continuity, career pathways, and prevention of early marriage will reinforce gain. By integrating academic deepening with sustained community linkage and low-dependency sustainability mechanisms, the programme can move from short-term improvements to enduring outcomes for girls' education and empowerment.

# ANNEXURES

# 7. Annexure 1: Data Collection Tools for Kanya KGBV

### 7.1.1. Assessment tools for grade 6th and 8th

GRADE 6th

GRADE 8th

Grade 6th Tamil

Grade 8th Tamil

### 7.1.2.In Depth Interview – Parents/Guardians of Students- Kanya KGBV

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* 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 | Open text |
| 3. Name of School | Open text |

| | |
|---|---|
| 4. Age of the beneficiary | ____ years |
| 5. Relationship with the beneficiary | |
| 6. School Name and Location | _____ |

## SECTION 2: Need Alignment & Perceived Usefulness

1. How did you first come to know about the Kanya Programme or Kalike's work in your daughter's school?

Probe: *Identify communication channel (school staff, community, SMC meeting, etc.)*

2. Before the programme began, what were the main difficulties your daughter faced in continuing or performing well in school?

Probe: P*oor learning, lack of facilities, safety, hygiene, confidence*

3. Do you feel the programme has addressed some of these challenges? If yes, which ones?

Probe: *Ask for specific examples (study materials, teacher support, hygiene facilities, etc.)*

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

4. Since the programme began, have you noticed any changes in your daughter's interest or performance in studies?

Probe: *Attendance, participation, marks, reading habits*

5. Have you noticed any improvement in her overall confidence or communication?

Probe: *Speaking up, taking initiative, making decisions*

6. Has there been any change in her awareness of hygiene, health, or nutrition?

Probe: *Menstrual hygiene, personal cleanliness, diet awareness*

7. Do you think girls in your locality/area who also study in the same school are staying in school longer now compared to before?

Probe: *Dropout reduction, transition to higher classes*

## SECTION 4: Broader Effects on Family & Community Attitudes

8. What are your views about your daughter's education, higher studies & career?
9. Have you seen any change in how the community or families view girls' education since this programme started?

Probe: *Greater acceptance, delayed marriage, community pride*

10. Do you feel your daughter now has clearer goals or aspirations for higher education or career?

Probe: *Ask for examples - interest in STEM, teaching, nursing, etc.*

11. Has your own involvement or communication with the school increased in recent times?

Probe: *Parent meetings, SMC, awareness sessions*

12. What additional support would you like for your daughter's education or well-being?

### 7.1.3.In Depth Interview – Teacher – Kanya KGBV

**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* 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 teacher who has been associated with the program.

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. Age | ____ years |
| 3. School Name & District | _____ |
| 4. Classe(s) Taught | |
| 5. Years of Teaching Experience | |

| | |
|---|---|
| 6. Have you received any training or participated in activities under the Kanya programme? If *Yes*, please specify | STEM / ICT / Literacy / Life Skills / Other |

## SECTION 2: Need and context

1. How relevant were the trainings / materials provided under the Kanya Programme to your subject's learning needs?
2. To what extent were the distributed materials (STEM kits, math worksheets, Mindspark content) aligned with the curriculum followed in Tamil Nadu?
3. Were the activities designed under the programme suitable for students' grade and learning level?
4. Which of the components of the programme were *most* useful to you in improving classroom teaching? (Teacher training, STEM/Math kit, Mindspark ICT lab, Life-skill modules, Library / Reading material, Academic mentoring support)
5. In your opinion, what specific classroom needs or learning gaps does the Programme best address?
6. Are there any student needs that still remain unaddressed?

## SECTION 3: Implementation Quality & Support Systems

7. Did you receive the necessary training and resources on time to conduct your classes effectively?
8. How would you rate the overall quality of trainings / workshops conducted? (1-5 rating; 1 being Very Poor and 5 being Very Good)
9. How frequently did Kalike staff / field mentors visit your school for academic or technical support? (Weekly / Fortnightly / Monthly / Rarely / Never)
10. How responsive were they when you needed help (e.g. on Mindspark or STEM activities)?
11. Were there any challenges in integrating Mindspark or STEM activities into regular class schedules? If yes, can you please specify them?
12. What factors made it easier or harder to implement programme activities smoothly?
13. Have parents shown greater engagement or participation since the programme began?

## SECTION 4: Observed Outcomes & Pedagogical Change

14. Compared to last year, how would you rate students' interest in learning? (5-point scale, 1 is Much Lower and 5 is Much Higher)
15. How would you describe students' current learning levels in a) Tamil b) English c) Mathematics d) Science (5-point scale, 1 is Poor and 5 is Excellent)
16. Have you observed improvement in students' conceptual understanding (not rote memorisation)?
17. Have you observed any improvement in students' life skills (such as communication, decision-making, confidence, or problem-solving)?

Significant improvement/ Slight improvement/No improvement

18. To what extent have students improved in speaking English since the Programme began? (5-point scale, 1 is no improvement and 5 is significant improvement)
19. To what extent have students' personal hygiene practices improved since the Programme began? (5-point scale, 1 is no improvement and 5 is significant improvement)
20. How useful do you find the STEM / Math kits in explaining concepts?
21. Have you modified your teaching methods because of trainings or mentoring provided by the programme?
22. What specific changes have you observed in your students since Kanya activities began (learning, motivation, discipline, teamwork, etc.)?
23. Can you share one example where the programme made a visible difference in a student's performance or attitude?
24. If you could recommend one improvement for the next phase, what would it be?

### 7.1.4.In Depth Interview – School Administration/ Principal – Kanya KGBV

#### 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* 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 Principal who has been associated with 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. 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 the school first engage with the Kanya Programme and Kalike team?
2. Were the activities (training, lab setup, materials) rolled out as per planned timelines?
3. How was coordination between your school staff, Kalike team?
4. Did the programme activities affect your regular school schedule or workload in any way?
5. How would you describe the support and responsiveness of Kalike staff during implementation?
6. Were there any shortages of staff during the implementation of the programme?

## SECTION 3: Tangible results and institutional outcomes

7. In your opinion, what have been the most visible changes in the school since Kanya activities started?
8. Have you observed any improvement in teachers' classroom practices or motivation after Kalike's involvement in school?
9. How has the introduction of ICT or Mindspark tools impacted teaching and learning?
10. Have the STEM labs, TLMs, or math/science kits been effectively used by teachers and students?
11. Did the infrastructure upgrades (classrooms, sanitation, laundry, dining, etc.) lead to visible changes in school atmosphere or student well-being?
12. Have you observed any change in students' interest & motivation/participation after Kalike's intervention?

## SECTION 4: Reflections and Recommendations

13. What additional support or resources would you need from Titan, Kalike, or Govt. to sustain the programme's impact?
14. If you could recommend one key improvement for the next phase, what would it be?
15. From your perspective, how could the programme be scaled up or replicated in other schools?

### 7.1.5. Key Informant Interview – Implementing Partner – Kanya KGBV

**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* 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 of the program.

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 Programme | _____ |
| 5. District / Cluster handled | _____ |
| 6. Duration of involvement with the project | _____ |

## 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)*

2. To what extent do the interventions (STEM, ICT, hygiene, life skills, library, mentoring) address key learning and well-being needs of girls?

Probe: *Evidence of learning gaps; Relevance to local context (rural, tribal, residential KGBVs)*

3. Were any new or unforeseen needs identified during field implementation? For eg. Adaptations made mid-course; Additional areas requiring support (health, counselling, safety)
4. How receptive were schools, wardens, and teachers to the programme initially?
5. How well does the Kanya Programme complement other government initiatives in Tamil Nadu?

Probe: *Linkages with Samagra Shiksha, RMSA, Pudhumai Penn Scheme; Value addition brought by Titan–Kalike model*

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

6. How is the Kalike field team structured and how are roles distributed?

Probe: *Number of staff in each district / school cluster; Clarity of responsibilities (STEM, ICT, Life Skills, Admin)*

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

Probe: Timeliness of fund disbursement; Procurement and logistics processes

8. How effective was coordination between Kalike HQ, Titan CSR team, and field teams?

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

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

Probe: *School permissions, scheduling, staff attrition, technical issues; Any differences between Tiruvannamalai and Cuddalore districts*

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

## SECTION 4: Achievement of expected outcomes and enabling factors

11. What are the most visible changes observed in schools since the Kanya Programme started?
12. Can you explain the Mindspark app features to us? How effectively was the Mindspark app integrated into classroom processes?

Probe: *Frequency of use; Student engagement levels; Technical challenges (internet, devices)*

13. How did students respond to STEM sessions and life-skill activities?
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*

## SECTION 5: Synergy and coordination

15. How did Kalike engage with district education departments?

Probe: *Permissions, cooperation, and supervision; Inclusion of officials in events / workshops*

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

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

## SECTION 6: Continuation, ownership, and long-term planning

17. What steps have been taken to ensure the programme's continuity after project closure?

Probe: *Maintenance plans for ICT/STEM labs;*

18. Are schools and teachers showing ownership in continuing key interventions?

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

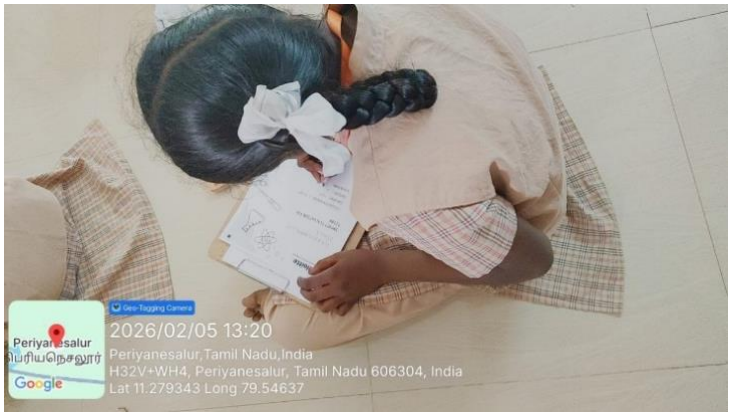
19. How is Kalike building local capacity for long-term continuation?
20. Are there any mechanisms present for monitoring or follow-up beyond the funding period?

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

### SECTION 7: Reflections and Recommendations

22. What do you consider the top three successes of the Kanya 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?

# 8. Annexure 2: Photographs





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*Together makes progress*