IMPACT ASSESSMENT REPORT

TITAN KANYA+

Implemented by The Hans Foundation

2024-2025

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Abbreviations

BBBP	Beti Bachao Beti Padhao
CEOs	Chief Education Officers
CSR	Corporate Social Responsibility
CMCs	Centre Management Committees
CBLC	Community Based Learning Centre
CCTs	Conditional Cash Transfers
CUET	Common University Entrance Test
FY	Financial Year
FGD	Focus Group Discussion
FLN	Foundational Literacy and Numeracy
FPC	Finite Population Correction
GEP	Girls Education Program
GGICs	Government Girls Inter Colleges
GER	Gross Enrolment Ratio
IDIs	In-depth Interviews
IP	Implementation Partner
JEE	Joint Entrance Examination
KGBV	Kasturba Gandhi Balika Vidyalaya
LC	Learning Centre
LPG	Liquefied Petroleum Gas
LSE	Life Skill Education
NEP	National Education Policy
NGOs	Non-Governmental Organizations
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PTMs	Parent Teachers' Meeting
RTE	Right to Education
SDG	Sustainable Development Goals
SSA	Sarva Shiksha Abhiyan
SSA	Samagra Shiksha Abhiyan
SC	Scheduled Castes
ST	Scheduled Tribes
SMCs	School Management Committees
STEM	Science, Technology, Engineering, Mathematics
STEAM	Science, Technology, Engineering, Art, and Mathematics
THF	The Hans Foundation
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDISE+	Unified District Information System for Education Plus

EXECUTIVE SUMMARY

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Titan Kanya+ was designed to address last-mile barriers to secondary school progression for adolescent girls from Grade 6 to Grade 12 in Udham Singh Nagar, Uttarakhand through a combination of in-school tutoring, community-based learning centres, life-skills education, career counselling, scholarships, and enabling inputs related to health, drinking water, and learning infrastructure. The programme was implemented across four Government Girls' Inter Colleges and associated community learning centres for Grades 6,8, 10, and 12 during FY 2024–25, with the aim of improving grade-level learning, sustaining enrolment and attendance, and supporting transitions beyond senior secondary education.

The impact assessment evaluated the programme's relevance, coherence, effectiveness, efficiency, impact, and sustainability using the OECD-DAC framework. It examined delivery quality, learning and life-skills outcomes, household and community perceptions on girls' education, operational processes, and financial utilisation to inform programme strengthening and future planning.

A mixed-methods approach was adopted. Quantitative assessments in English, mathematics, and science were administered to students in Grades 6 and 8, while outcome and awareness surveys were conducted with students in Grades 10 and 12 and scholarship beneficiaries. A total of 295 responses were collected across students, scholarship recipients, teachers, parents, principals, and the implementing partner. Qualitative insights from in-depth interviews and field observations, along with a review of programme documents, progress reports, and utilisation certificates, were used to triangulate findings.

Titan Kanya+ functioned as an accessible alternative to private tuition by providing academic support within the school environment, thereby reducing financial pressure on households. Its integrated design combining remedial learning, life skills, and health and nutrition inputs supported broader educational engagement. STEM assessment results for Grades 6 and 8 (N=61 each) indicated relatively higher mean scores in Science compared to English and Mathematics, suggesting better conceptual performance in Science among sampled students. Improvements in student confidence were also observed, with increased participation in discussions on education and future aspirations. Among senior cohorts (Grades 10-12; N=121), 73%-81% of respondents reported improved preparedness for board examinations. Of the 24 scholarship beneficiaries, 96% reported continued access to education, and 58% reported reduced financial stress. Positive shifts were also observed in parental engagement and attitudes toward girls' continued education and delayed marriage. However, sustainability concerns remained, including reliance on external staff, gaps in science and counselling roles, and limited utilisation of laboratory infrastructure due to the absence of dedicated trainers. Key recommendations are as follows:

- Structured engagement at key transition stages was recommended to improve awareness of educational pathways, scholarships, and continuation opportunities.
- A more structured approach to recruitment and retention was recommended to address subject-specific gaps and ensure consistent delivery.
- Regular, low-stakes speaking opportunities were recommended to build student confidence and communication skills.

INTRODUCTION

1. INTRODUCTION

1.1. Girl Child Education

In a country of 1.2 billion where women constitute 48.5% of its population, education becomes a crucial determinant of social and economic development (Ministry of Statistics and Programme Implementation [MoSPI], 2023). While India has made significant progress in expanding access to schooling, persistent socio-cultural, economic, and infrastructural barriers continue to limit the universalisation of quality education for girls (Premachandra, 2025). This section outlines the status of girls' education in India, reviews key government initiatives, and identifies the challenges that shape educational access and learning outcomes for girls. This overview is presented to situate the programme within the broader educational ecosystem. By examining existing initiatives and the current status of girls' education, it provides context for understanding the rationale for the intervention and the ways in which it is designed to engage with persistent challenges related to access, retention, and learning outcomes for girls.

1.1.1 Current Status and Trends

National-level education data indicates steady progress in girls' participation across the school system. According to the Ministry of Education's UDISE+ 2024-25 statistics, girls constitute 48.3% of total enrolment from pre-primary to higher secondary, reflecting near-parity in access at the entry level (Department of School Education & Literacy [DSEL], 2024-2025). This progress has been accelerated by a range of government-led policy initiatives with the most recent ones being the *Samagra Shiksha Abhiyan* (SSA), National Education Policy (NEP) 2020, and the New India Literacy Programme. Together, these measures create a coordinated reform architecture that advances foundational literacy and numeracy (FLN), strengthens gender-inclusive schooling environments, and improves monitoring of girls' participation and learning outcomes (Ministry of Education, 2023).

Despite these gains, system-level trends point to persisting challenges. Transition and retention rates for girls decline progressively at upper primary and secondary levels. The exclusion rises sharply at ages 15-16 (7.9%) and continues rising through ages 16-17 (ASER Centre, 2024). This "secondary cliff" is shaped by several structural factors: the Right to Education Act guarantees free and compulsory education only until age 14; secondary schools are fewer, more distant, and costlier to access *(Government of India, 2009; Das & Das, 2021)*; and social expectations around work and marriage intensify during mid-adolescence (Beattie et al.,2019).

Recent analyses further show that the likelihood of girls being out of school varies significantly by income, caste, religion, and region, with the highest vulnerability among poor Scheduled Tribe girls and clusters of disadvantage concentrated in states such as Rajasthan, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, and Gujarat (Mitra et al., 2022).

Preventing this secondary cliff is critical, as early school leaving has wide-ranging developmental consequences. Empirical studies associate girls' dropout with entrenched gender inequality, early marriage (Marphatia et al., 2019; Raj, 2010), poverty and food insecurity (UNESCO, 2014), and increased risks of early pregnancy, intimate partner violence, reduced lifetime earnings, and adverse maternal-child health

outcomes (Patton et al., 2016; Hoddinott et al., 2011; Chowdhury et al., 2021; Ackerson et al., 2008). These findings establish why strengthening retention through secondary school remains a priority, even as enrolment rates improve.

1.1.2 Key Challenges

Both demand-side (household and socio-cultural) and supply-side (institutional and system-level) factors continue to constrain girls' educational access, progression, and retention. Key challenges include:

Household Socio-Economic Status

Household socio-economic status remained a key determinant of girls' access to schooling. Financial constraints limited the ability to cover direct (fees, transport, materials) and indirect costs (lost labour), while low parental education and migration disrupted continuity and reduced academic support. (Pramanik, 2015)

Gender Norms and Domestic Responsibilities

Gender norms continued to shape educational access, with households prioritising boys' schooling and resources. Girls faced mobility restrictions, domestic workloads, and early marriage, leading to reduced study time and lower continuation rates. (Azam & Kingdon, 2013; White et al., 2016; Chakraborti, 2009).

Distance and Physical Accessibility of Schools

Distance remained a significant barrier despite policy mandates. Many rural areas lacked nearby secondary schools, and girls living beyond 2–3 km were less likely to continue, with safety and transport challenges further limiting access. (RTE Act, 2009; Muralidharan & Prakash, 2013; Das & Das, 2021)

Inadequate Infrastructure and Basic Facilities

Infrastructure gaps persisted despite high reported coverage. While most schools had girls' toilets, functionality was inconsistent; inadequate water, electricity, and lack of labs or internet further constrained attendance and holistic learning. (Department of School Education & Literacy [DSEL], 2021-2022; The Times of India, 2025).

Learning Environment and Instructional Quality

Instructional quality remained uneven due to teacher shortages, limited training, and fewer female teachers in higher grades. Language barriers and exam pressures further reduced learning effectiveness, particularly for marginalised groups (Department of School Education & Literacy [DSEL], 2022).

India has moved towards a more inclusive education system. Yet the extent to which the shift translates into learning gains is contingent on regular and consistent enrolment, attendance, and participation of adolescent girls in schools. Barriers at the intersection of gender, poverty, and geography continue to shape who stayed in school and who progressed through secondary education. Therefore, addressing this last mile of exclusion at the secondary level requires sustained public investment, stronger implementation, and clearer accountability. It is within this context that Titan's Kanya+ Programme could be situated as a complementary effort focused on strengthening participation, learning support, and progression pathways for girls in government schooling.

BACKGROUND OF TITAN KANYA+ PROGRAMME

2 BACKGROUND OF TITAN KANYA+ PROGRAMME

2.1 Overview

The Titan Kanya+ Girls' Education Program (GEP) is implemented in Udham Singh Nagar district, Uttarakhand, through a partnership between Titan Company Limited and The Hans Foundation (THF), with on-ground delivery undertaken by Aasraa Trust. The partnership had been governed by an agreement initiated in 2022. The programme's intent is to support learning and progression for girls from marginalised and first-generation learning backgrounds. It does so by combining academic support, life skills education (LSE), and career guidance, alongside stakeholder engagement and enabling school improvements.

The programme operated through four Government Girls' Inter Colleges (GGICs), which are government secondary and senior secondary schools for girls, and targeted girls studying in Grades 6 to 12 within these institutions. Academic support was organised through subject tutors within GGICs during school hours and was complemented by Community-Based Learning Centres (CBLCs). CBLCs function as community-based learning spaces linked to each school geography and used for additional academic support outside school hours, including support for examination preparation. It is a supplementary mechanism for girls who required additional learning support beyond classroom time, with routine assessments used to inform targeted interventions in these centres. LSE is delivered during school hours through trained mentors using a structured curriculum and workbooks. Career guidance is implemented through a staged approach (group counselling, psychometric testing, and one-to-one counselling).

A scholarship and educational endowment component extend support beyond school by providing financial assistance for higher education-related costs and tracking recipients through follow-ups and alumni engagement. In parallel, the programme has invested in school enabling conditions, including classroom construction and Science, Technology, Engineering, and Mathematics (STEM)/tinkering lab establishment, sports ground development, repairs, and clean drinking water access through Reverse Osmosis (RO) installations or water purifiers. Health and wellbeing inputs are integrated through school-based medical camps and eye screening, with documented follow-up actions including spectacle distribution, and nutrition support provided through CBLCs.

2.2 Programme objectives

The Titan Kanya+ programme was guided by a set of interlinked educational, developmental, and systems-oriented objectives intended to strengthen girls' learning, sustain participation in formal schooling, and improve progression to post-school pathways within the prescribed GGICs. The programme's intent was to provide high-quality education support to girls from marginalised communities, including first-generation learners, by combining academic support, LSE, and career guidance, alongside stakeholder engagement and enabling school improvements.

Life Skills and Adolescent Competencies

The programme aimed to deliver a structured Life Skills Education curriculum aligned to core life competencies (for example, self-awareness, communication, decision-making, coping with stress), with graded modules and learning tools. It also aimed to ensure participation through revision strategies for students who missed sessions

Extend Learning through CBLCs

The programme aimed to operate CBLCs as supplementary learning spaces to provide after-school academic support, particularly for remedial inputs and board examination preparation. It also aimed to strengthen learning continuity through libraries and engagement activities.

Strengthen Academic Learning (Grades 6-12):

The programme aimed to provide structured academic support in schools to strengthen age- and grade-appropriate competencies. This was designed to deliver support through two complementary platforms: in-school tutoring during school hours and additional support through CBLCs after school.

Enable Career Pathways and Higher Education Continuation

The programme aimed to provide staged career guidance (group counselling, psychometric testing, one-to-one counselling) to support subject choices and post-school planning. It also aimed to reduce financial barriers to higher education through educational endowment support.

Improve Infrastructure and Basic Services

The programme aimed to strengthen the school learning environment through need-based improvements such as classrooms, STEAM/tinkering labs, sports grounds and other repairs aligned to a "model school" approach. It also aimed to improve access to clean drinking water in schools.

Strengthen Health, and Stakeholder Engagement

The programme aimed to integrate health and wellbeing inputs through school-based health camps, eye screening and follow-up support. It also aimed to strengthen engagement with parents, principals, and education officials support participation.

Figure 1: Titan Kanya+ Objectives

The programme's design also recognised that learning progression depended on enabling conditions, including school facilities, basic services, and health-related supports delivered alongside education inputs. Sustainability intent was further reflected in formal commitments related to government approvals and training of government school teachers, aligning programme objectives with longer-term institutional strengthening.

2.3 Geographic coverage

During FY 2024-25, Titan Kanya+ operated in Udham Singh Nagar district, Uttarakhand, with programme delivery administered in four GGICs for Grades 6-12: GGIC Sultanpur, GGIC Mahuakhera Ganj, GGIC Gadarpur, and GGIC Dineshpur. Programme documentation placed these schools across the district's administrative blocks, including Bazpur (Sultanpur), Kashipur (Mahuakhera Ganj), and Gadarpur (Gadarpur and Dineshpur). The reported number of enrolled girl students varied across documents and reporting periods, reflecting admissions and school-level enrolment updates over the year.

In addition to school-based delivery, the programme ran CBLCs aligned to the supported GGIC geographies, with references across reporting to CBLCs corresponding to Sultanpur, Mahuakhera Ganj, Gadarpur, and Dineshpur. Monitoring and stakeholder engagement activities, including parent interactions and community visits, were also documented within these same catchment areas, reinforcing a single-district operational footprint for the reporting year.

Table 1: Number of Students enrolled

Name of the School	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
GGIC Gadarpur	147	156	165	203	176	216	188
GGIC Mahuakheda Ganj	53	51	56	115	127	166	140
GGIC Dineshpur	40	45	66	117	88	151	153
GGIC Sultanpur CBLC	26	22	16	38	43	8	11
GGIC Dineshpur CBLC	22	22	26	45	36	30	44
GGIC Mahuakheda Ganj CBLC	18	30	11	39	30	28	20
GGIC Gadarpur CBLC	32	26	25	47	36	21	25
GGIC Sultanpur	85	109	122	244	209	238	230
Total	**423**	**461**	**487**	**848**	**745**	**858**	**811**

2.4 Timeline of implementation

The Titan Kanya+ program began in 2022 as a CSR initiative by Titan Company in partnership with The Hans Foundation. The implementation period under review corresponds to FY 2024-25 (April 2024 to March 2025), during which the Titan Kanya+ programme was delivered across four GGICs in Udham Singh Nagar, alongside linked CBLCs.

The programme activities conducted during the year were carried out under official grant agreements covering the FY 2024-25. An addendum to the grant agreement, effective 6 May 2024, specified a total grant of INR 2,56,85,590 for programme delivery during the reporting period.

Operationally, implementation followed a monthly as well as quarterly reporting and review structure. Programme progress was documented through quarterly progress reports covering Q1 (April-June 2024), Q3 (October-December 2024), and Q4 (January-March 2025), alongside a half-yearly review covering April-September 2024 and an annual report for the full year. The programme cycle combined in-school academic support, LSE and career guidance, together with learning support delivered through Community-Based Learning Centres. Monitoring and oversight were undertaken through recurring reporting mechanisms, including monthly and quarterly reporting and quarterly review meetings, as outlined in programme documentation.

Mid-year oversight and coordination activities formed part of the implementation rhythm. A Titan project visit conducted in August 2024 reviewed programme implementation across GGICs and a CBLC. The visit

documentation recorded programme progress and identified a set of operational action points, including improvements related to infrastructure, drinking water provision, nutrition activities at CBLCs, and reporting processes. The half-yearly review materials (April-September 2024) similarly captured mid-cycle implementation progress and highlighted recruitment-related challenges in teaching staff and career counselling roles, reflecting ongoing operational management considerations.

Programme implementation during the latter half of the year focused on consolidating planned activities and strengthening student support services. The Q3 report (October-December 2024) documented the organisation of medical camps across GGICs in December 2024, while the Q4 report (January-March 2025) recorded follow-up wellbeing services, including eye screening and spectacle distribution during the final quarter. The period also included year-end consolidation of programme delivery and planning for the subsequent implementation cycle.

Financial closure for FY 2024-25 was documented through the utilisation certificate, which recorded an approved programme budget of INR 2,56,85,590, and total expenditure of INR 2,58,09,299, resulting in no unutilised balance at the end of the reporting period.

2.5 Program Activities and Key Milestones

During FY 2024-25, the Titan-supported Kanya+ undertook a range of academic, capacity-building, and community-level activities. The reporting period was marked by both programme expansion and consolidation of structured implementation processes. Key activities and milestones are outlined below.

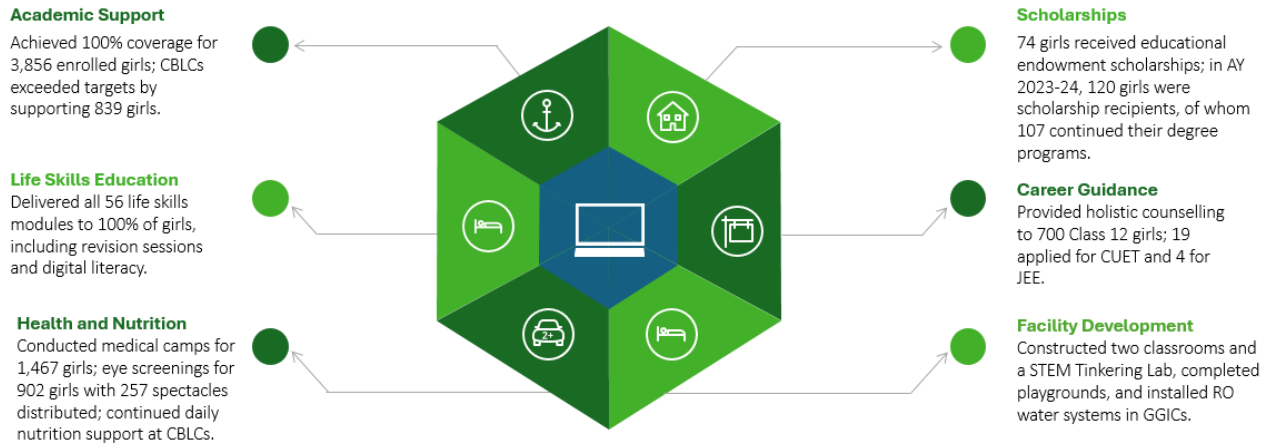


Figure 2: Titan Kanya+ Key Milestones FY 24-25

2.5.1 Academic Support in GGICs

The programme provided subject-linked academic support within four GGICs in Udham Singh Nagar, with tutors supporting classroom learning during school hours in line with the school curriculum. Delivery was structured around improving grade-appropriate competencies and exam preparedness, with coverage expanding across the year as school timetables stabilised after admissions and seasonal breaks. Academic support in GGICs progressed from partial coverage at the beginning of the year to full reach by the final

quarter. Access increased from 61 per cent in Q1 to 97 per cent in Q3 and reached 100 per cent in Q4. LSE followed a comparable pattern, with participation increasing from 57 per cent in Q1 to 88 per cent in Q3 and reaching 100 per cent in Q4. Modules were completed by December, and revision sessions were conducted to reach students who had missed earlier delivery.

2.5.2 CBLCs for Remedial and Extended Learning

CBLCs operated as after-school learning spaces linked to the four GGIC geographies, providing additional academic support, remedial inputs, and preparation for board classes. Programme materials referenced routine assessments and targeted support in CBLC settings, alongside learning resources such as libraries and structured engagement activities to strengthen continuity of learning beyond school hours. As discussed with the implementation partner, the CBLC classes comprise students with mixed academic abilities, with learners requiring additional academic support and those demonstrating stronger academic performance in an approximate ratio of 60:40.

2.5.3 LSE

LSE was delivered through a structured curriculum aligned to core life competencies, with mentors conducting sessions during school hours. Programme documentation referenced module-based delivery, learning tools such as workbooks, and a catch-up approach that included repeat and revision sessions for students who missed earlier modules, enabling completion of planned LSE coverage across the year.

2.5.4 Career Guidance and Counselling

Career guidance was delivered through a staged model comprising group counselling, psychometric testing, and one-to-one counselling, particularly for senior students. Programme reporting also referenced counselling content linked to education and career options, and documented linkages with skills ecosystem actors through coordination efforts, positioning counselling as part of broader transition planning rather than a standalone activity.

2.5.5 Educational Endowment and Scholarship Support

An educational endowment component supported selected students to continue into higher education by addressing education-related costs and maintaining follow-up engagement beyond disbursement. Programme materials described tracking mechanisms such as follow-ups and alumni engagement, with documentation indicating continued contact with recipients to support continuity in higher education participation.

2.5.6 School Infrastructure Strengthening and Basic Services (including safe drinking water)

The programme included need-based infrastructure inputs to improve learning environments, including classroom construction, STEM/tinkering lab development, and other school improvement works described across annual and quarterly documentation. Safe drinking water provision was addressed through RO

installations or water purifier support, including actions discussed during the Titan visit and budgeted line-items recorded in financial documentation.

2.5.7 Health, Eye Care, and Nutrition Supports as Learning Enablers

Health-related activities included school-based medical camps with screening and awareness inputs, and eye screening followed by spectacle distribution for students requiring support. Nutrition support at CBLCs was documented as part of enabling participation during learning centre hours, with programme reporting describing continuation of this input across the year.

2.5.8 Stakeholder Engagement, Capacity Building, and Programme Oversight

The programme maintained engagement with parents through PTMs and community/home visits focused on attendance, learning participation, and programme awareness. Capacity building for tutors and mentors was documented through pedagogy and thematic trainings, and oversight was maintained through regular reporting and review structures, including quarterly review processes and periodic visits. The formal delivery arrangement positioned THF as technical lead and Aasraa as implementation partner, with governance expectations also reflected in the addendum commitments related to government engagement and teacher capacity strengthening.

2.6 Implementation process

The Titan Kanya+ Girls' Education Program is implemented through a phased, school-embedded approach aligned with the academic calendar, combining in-school academic support with CBLCs for remedial and computer-based learning. The program begins with baseline assessments and gradually expands academic, life skills, health, nutrition, infrastructure and career guidance interventions, culminating in full coverage and scholarship disbursement. Progress is monitored through monthly and quarterly reports, review meetings and joint field visits by Titan, The Hans Foundation and Aasraa Trust, alongside capacity-building for tutors and life skills mentors on pedagogy, career guidance and child protection.

2.7 Partnerships

The partnership model for Titan Kanya+ had combined Titan's grant financing and oversight, The Hans Foundation's technical capacities (including programme design inputs, technical assistance, budgeting and reporting responsibilities), and Aasraa Trust's field implementation through staffing, day-to-day delivery, and operational coordination across schools and CBLCs.

The partnership had also been complemented by collaborations with allied organisations for specialised inputs, including health and counselling linkages through the Centre for Catalyzing Change and teacher training support in association with the 321 Foundation, alongside engagement with external education partners such as the Agastya Foundation in earlier programme cycles for academic and practical learning support in selected schools.

2.8 Stakeholder mapping

For the purpose of the present impact assessment, stakeholders were mapped based on their functional role within the programme and their relevance to the evaluation criteria (relevance, effectiveness, impact, and sustainability).

The stakeholder universe for the Titan Kanya+ was categorised as follows:

2.8.1 Direct Beneficiaries

- Students (Grades 6, 8, 10, and 12): Grades 6 and 8 are covered through STEM assessments, reflecting their relevance for assessing foundational and consolidating learning outcomes targeted by the interventions. Whereas grades 10 and 12 were proposed to be covered through Outcome and Awareness assessments, focusing on higher-order outcomes such as educational continuity, awareness of opportunities, aspirations, and programme-related knowledge.

- Scholarship Students: Scholarship students were engaged through a link-based awareness to capture longer-term outcomes in an efficient and non-intrusive manner.

2.8.2 Programme Delivery Stakeholders

- Teachers (In-Depth Interviews): Teachers were interviewed to assess implementation, student progression practices, classroom management, parental engagement, and operational challenges.

- Principal (In-Depth Interviews): Principals were interviewed to assess implementation, effectiveness, resource constraints, classroom management, parental engagement, and other high-level operational challenges that could not be covered in interviews with teachers.

- Programme Lead (In-Depth Interviews): The implementing partner was consulted to understand programme governance, monitoring architecture, quality assurance systems, partner management, and sustainability planning.

2.8.3 Community-Level Stakeholders

Parents/Guardians (In-Depth Interviews): Parents were engaged to capture perceptions of relevance, observed learning changes, attendance patterns, and household-level shifts in attitudes toward girls' education.

2.9 Alignment with SDGs

The Girl Child Education Programme aligns with global development priorities articulated under the United Nations Sustainable Development Goals (SDGs). The programme's design centred on remedial academic support for girls in Grades 6-12, retention in formal schooling, and community-level engagement - contributes to multiple SDG targets, directly and indirectly.

2.9.1 SDG 4: Quality Education

The programme demonstrates primary alignment with **SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**[1].

Specifically, the intervention contributes to:

- **Target 4.1: Ensure completion of free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.**

  Titan Kanya+ had been implemented to support girls enrolled in GGICs through academic tutoring inside schools and supplementary learning through CBLCs, with the stated intent of improving learning outcomes and reducing dropout-related risks. Programme reporting described increasing reach of academic support across the year and positioned tutoring and CBLCs as mechanisms to strengthen grade-appropriate competencies and examination preparation.

- **Target 4.3: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education.**

  The programme had supported post-school transition through career counselling and the Titan Kanya+ educational endowment, which was described as financial support for higher education costs such as tuition, transport, coaching and learning materials. Programme documentation also described continued tracking and alumni engagement for scholarship recipients.

- **Target 4.4: Increase the number of youths with relevant skills for employment, decent jobs and entrepreneurship.**
  Career guidance had been delivered through structured counselling, psychometric testing and one-to-one sessions, and programme materials described linkages with Tata Strive for vocational pathways. This positioned the career guidance component as a bridge between schooling and skills-oriented options.
- **Target 4.5: Eliminate gender disparities in education and ensure equal access for the vulnerable.**
  The programme had targeted girls in government schools and explicitly framed its rationale around addressing gender inequality and dropout risks among marginalised communities, with sustained emphasis on first-generation learners and vulnerable groups. Scholarships and support mechanisms were documented as part of enabling continued participation in education beyond school.

2.9.2 SDG 5: Gender Equality

The programme indirectly contributes to **SDG 5 - Achieve gender equality and empower all women and girls**[2], particularly:

[1] https://sdgs.un.org/goals/goal4#overview
[2] https://sdgs.un.org/goals/goal5

Target 5.1: End all forms of discrimination against all women and girls everywhere: *The programme framed Titan Kanya+ as addressing structural gender barriers to girls' education, including early marriage and gender inequality, and it documented parental engagement and community interaction as mechanisms to support girls' continued schooling. Life skills modules included gender-relevant content areas such as safety and early marriage consequences as presented in the programme materials.*

Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights (through information and education): *LSE content and related school activities included menstrual hygiene education and adolescence-focused sessions, and health camps included sanitary pad distribution as documented in programme reporting and the Half-Yearly Review deck. These elements aligned with adolescent health education and supportive access mechanisms.*

2.9.3 SDG 1 and SDG 10: Reduced Inequalities and Poverty (Indirect Contribution)

By targeting first-generation learners and rural communities with limited educational access, the intervention contributes indirectly to:

- SDG 1 - End poverty in all its forms everywhere[3], through strengthening human capital formation.
- SDG 10 - Reduce inequality within and among countries[4], by addressing educational disparities across gender and geography.

2.9.4 SDG 3: Good Health and Well-being

Target 3.8: Achieve universal health coverage, including access to quality essential health-care services. *Titan Kanya+ provides school-based medical camps, follow-up plans linked to anaemia observations, and screening and spectacle distribution for students. These activities act as health support services for children.*

2.9.5 SDG 6: Clean Water and Sanitation

Target 6.1: Achieve universal and equitable access to safe and affordable drinking water for all Titan Kanya+ recorded installation of RO water coolers in GGICs and included budget lines for water purifiers for schools. These actions had been positioned as improving access to safe drinking water.

[3] https://sdgs.un.org/goals/goal1
[4] https://sdgs.un.org/goals/goal10

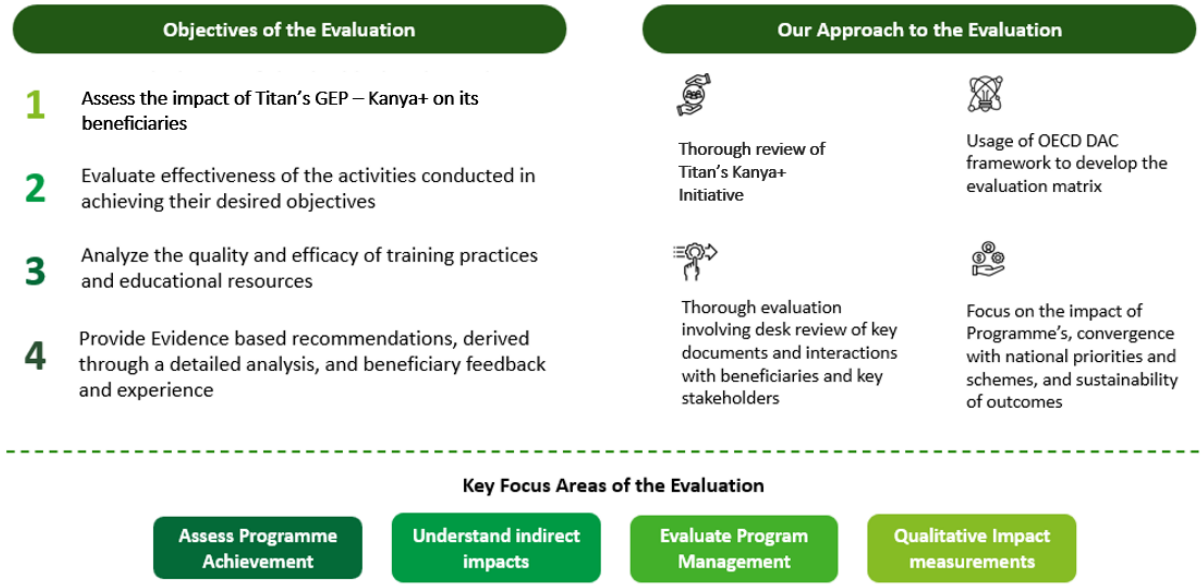
SCOPE & METHODOLOGY

3 SCOPE AND METHODOLOGY

3.1 Scope of Work

The study assessed the relevance, coherence, effectiveness, efficiency, sustainability, and impact of Titan Kanya+ programme, focusing on how the intervention has influenced educational and health outcomes for girls and adolescents for FY 24-25. It 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. Further, the study reviewed whether the program activities were aligned with the programme objectives, as well as the quality and applicability of the training content and its delivery in school and community settings. Key indicators assessed included subject-wise mean scores and proficiency levels (% correct responses); student-reported preparedness for board examinations; application of life skills in scenario-based assessments; continuity of education among scholarship beneficiaries; and perceived reduction in household financial stress among beneficiaries. Evidence from beneficiary feedback, stakeholder consultations, document review, and secondary data informed recommendations for future planning and scale-up. Guided by OECD-DAC framework[5], the evaluation combined desk review and field insights to examine the objectives of the evaluation. The detailed methodology is outlined below.

Figure 3: Scope of Work



3.2 Approach & Methodology

The study adopted a mixed-methods approach - quantitative methods to estimate learning, awareness, and outcome patterns among beneficiaries, while qualitative enquiry provides contextual understanding of

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

programme delivery, enabling factors, and constraints. Multiple pieces of evidences were drawn from primary fieldwork, secondary documentation and interpreted through triangulation across data sources. OECD-DAC framework was adopted for analysis, with a focus on relevance, coherence, effectiveness, efficiency, impact, and sustainability.

The assessment used a tailored approach to measure impact, comparing groups where possible and analysing how specific activities lead to observed changes. For Titan Kanya+, assessment relied on cross-sectional outcome measurement, subgroup analysis, and qualitative evidence. Findings were interpreted through triangulation across quantitative assessments, stakeholder interviews, field observations, and programme documentation to assess alignment between observed outcomes, programme objectives, and delivery processes.

Table 2: Programme specific assessment approach

Programme	Assessment Focus	Key Data Sources and Tools
Titan Kanya+ (CBLC Model)	Secondary and senior secondary learning outcomes, educational continuity, life skills and career readiness among adolescent girls	Competency and outcome/awareness assessments; IDIs with students, teachers, school leadership, parents, and implementing partners

3.2.1 Sampling Strategy

The study 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. For Titan Kanya+ all the GGICs along with the corresponding CBLCs are taken into account for conducting the study. Qualitative samples were selected purposively to capture implementation experiences, stakeholder perspectives, and contextual factors, thereby complementing quantitative findings and explaining the drivers underlying observed patterns methods design.

Quantitative Sample Size Determination

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

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

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:

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

Cochran's formula is expressed as:

Where:

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

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

Finite Population Correction (FPC) was applied since the total number of beneficiaries is known for each intervention. The final sample sizes were determined after accounting for this correction and were further refined by considering operational feasibility, cost implications, and time constraints associated with field implementation.

Table : Study Coverage locations

State	District/ Block	Centre/School
Uttarakhand	Udham Singh Nagar/Gadarpur	GGIC Gadarpur
Uttarakhand	Udham Singh Nagar/Gadarpur	CBLC Gadarpur
Uttarakhand	Udham Singh Nagar/Dinespur	GGIC Dineshpur
Uttarakhand	Udham Singh Nagar/Dinespur	CBLC Dineshpur
Uttarakhand	Udham Singh Nagar/Sultanpur	GGIC Sultanpur
Uttarakhand	Udham Singh Nagar/Sultanpur	CBLC Sultanupur
Uttarakhand	Udham Singh Nagar/Mahuakheda ganj	GGIC Mahuakheda ganj
Uttarakhand	Udham Singh Nagar/Mahuakheda ganj	CBLC Mahuakheda ganj

Table 3: Sample distribution across locations

District/ Block	Centre/School Covered	grade 6 (STEM Assessment)	grade 8 (STEM Assessment)	grade 10 (Outcome based assessment)	grade 12 (Outcome based assessments)	Teachers IDI (program)	Parents IDI	Principal IDI	Scholarship students (online)
Udham Singh Nagar/Gadarpur	GGIC Gadarpur	11	9	8	8	**2**	**1**		**39**
Udham Singh Nagar/Gadarpur	CBLC Gadarpur	15	15	10	10				
Udham Singh Nagar/Dinespur	GGIC Dineshpur	2	4	4	6	**1**	1	1	
Udham Singh Nagar/Dinespur	CBLC Dineshpur	6	9	7	8				
Udham Singh Nagar/Sultanpur	GGIC Sultanpur	5	7	0	15	1	2	1	
Udham Singh Nagar/Sultanpur	CBLC Sultanupur	13	9	12	12				
Udham Singh Nagar/Mahuakheda ganj	GGIC Mahuakheda ganj	4	3	4	5	1	1		
Udham Singh Nagar/Mahuakheda ganj	CBLC Mahuakheda ganj	5	5	1	11				
Total: 295 (including 1 IDI with implementation partner)		**61**	**61**	**46**	**75**	**5**	**5**	**2**	**39**

Grade Selection and Tool Typology

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

- Grades 6 and 8 were proposed for inclusion in the Foundational STEM assessments, as they are key stages for evaluating foundational and consolidating learning outcomes in STEM areas addressed by the interventions.
- Grades 10 and 12 were proposed to be covered through Outcome and Awareness assessments, focusing on higher-order outcomes such as educational continuity, awareness of opportunities, aspirations, and programme-related knowledge.
- Link-based Outcome/Awareness assessments were proposed for scholarship beneficiaries to capture longer-term outcomes in an efficient and non-intrusive manner.

Grade selection was also proposed to be 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. Stakeholders with direct experience of programme delivery and participation were sampled. In-depth interviews were conducted with teachers (government and programme-supported), parents, principals and school administrators, Community Monitoring Committee members, Vision Mitras, implementing partners, and selected beneficiaries.

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

3.2.2 Study Approach

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

- **Define:**
  A detailed review of programme documentation, including Proposals, Annual reports, Quarterly reports, Utilisation Certificates, Memorandum of Understanding (MoUs) and partner submissions, was undertaken at the outset to establish an understanding of programme intent, delivery arrangements and expected outcomes. This review informed the framing of the assessment parameters and the sampling design across Uttarakhand. The sampling strategy sought to reflect programme heterogeneity while retaining operational feasibility. Instruments for learners including STEM assessment worksheets, grade-level academic assessments and awareness measures were developed for the relevant cohorts. The in-depth interview guides beneficiaries of the programme were structured around OECD-DAC considerations.

- Gather:

  Field activities included administering quantitative assessments along with qualitative discussions and observational visits. Study participants were reached through coordination with the programme's implementation partner, The Hans Foundation team, who facilitated introductions and scheduling. Qualitative interviews and assessments were conducted in person at the CBLCs and GGICs on 30th, and 31st January 2026. Assessments were administered to learners in Grades 6, 8, 10, and 12, depending on the intervention. They also included competency and awareness assessments for girls in Titan Kanya+, including scholarship beneficiaries. These tools were designed to be age-appropriate, visually accessible, and suitable for expected skill levels. The qualitative tools included semi-structured questionnaires for in-depth interviews with teachers, parents, principals, and representatives from implementing agencies. Qualitative interviews were conducted in person using the approved semi-structured interview guides, with informed consent obtained verbally from respondents. The interviews were conducted in the local language specific to programme geographies for the ease of communication. Responses were recorded through a combination of audio recordings (where permitted) and detailed field notes. 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 CBLCs and GGICs for Titan Kanya+.

- 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.

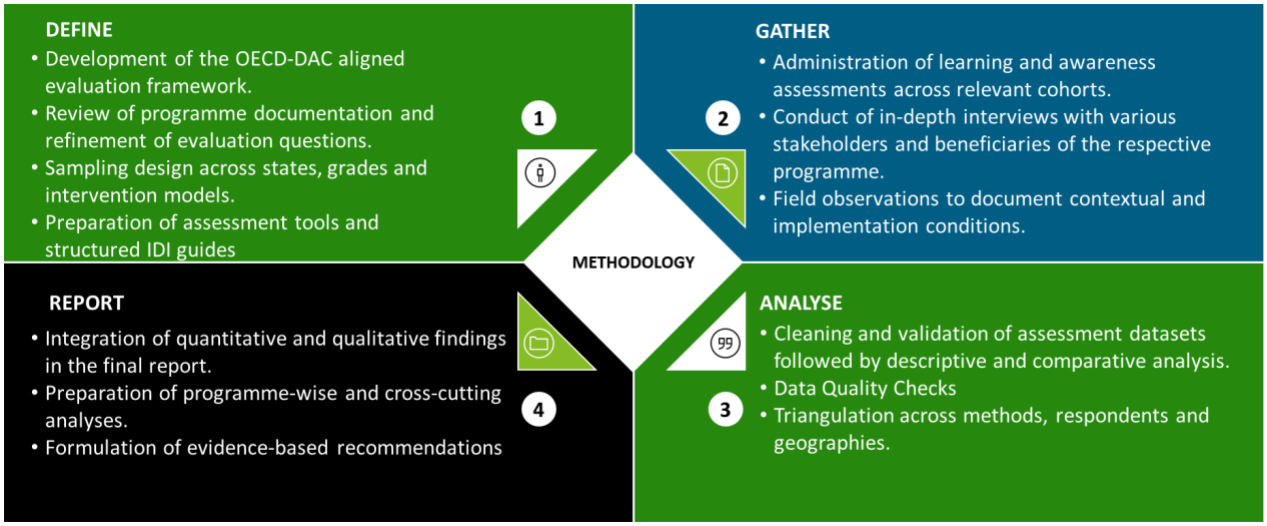


Figure 4 Study Approach

3.2.3 Evaluation Framework

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

Table 4: Evaluation Framework

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

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

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

3.3 Limitations

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

- **Student availability (Class 10):** Class 10 student engagement had been constrained by the practical examination schedule. This reduced student availability during planned data collection windows and required tighter coordination around school timetables to avoid disrupting examination-related activities.
- **Time available for fieldwork:** The timeframe available for primary data collection had been limited. This reduced the scope for repeat visits to the same sites and constrained follow-up interviews where initial interviews were shortened, rescheduled, or where additional verification was needed.
- **Sampling plan adjustments:** In some schools or centres, the sample plan had been adjusted due to the non-availability of a principal, teacher, or student at the time of visit. Where this occurred, respondents were selected from the closest available equivalents within the same stakeholder group to maintain coverage while adhering to site-level access constraints.
- **Reliance on self-reported information:** Interview and survey responses were based on participants' self-reporting and could therefore have been influenced by recall limitations or social desirability. To reduce this risk, the assessment approach emphasised neutral, non-leading questioning, ensured that prompts were framed consistently across respondents, and triangulated self-reported statements with available programme records and secondary documentation wherever feasible.

KEY FINDINGS

4 KEY FINDINGS

The following section presents the key observations derived from the study and maps them against the OECD-DAC evaluation criteria. The findings in the report had 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-including the CBLC model, life skills education, and health and nutrition inputs-respond to the learning and wellbeing needs identified among participating students. Coherence assesses programme complementarity with existing school systems and partnerships, including the degree of convergence with institutional priorities and external support mechanisms. 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 Titan Kanya+ students and comparative assessment outcomes. Impact examines broader changes emerging beyond immediate academic outcomes, including shifts in student confidence, career aspirations, and community and gender norms related to girls' education. Sustainability considers factors influencing the long-term continuity of programme outcomes, including resource requirements, teacher capacity, staffing stability, and potential pathways for scale or institutional integration. Additionally, the section also highlights unintended effects observed during programme implementation to capture operational challenges and social responses associated with programme delivery.

This approach enables a structured examination of how the programme responds to identified needs and the extent to which the observed outcomes align with its intended objectives.

4.1 Pre-Programme Educational and Social Context

Titan Kanya+ emerged in response to societal concerns surrounding girl child education. The programme sought to address the factors contributing to difficulties faced by girls in select government schools in sustaining learning, remaining enrolled through senior secondary education, and transitioning to higher education or employment pathways. As first-generation learners from marginalised communities, these students faced constraints that affected learning continuity, increasing the likelihood of leaving school before completing senior secondary. The challenge was, therefore, two-pronged - both a learning gap and a continuation gap, where irregular attendance and early school exit limited progression into further education and stable livelihoods.

> *"Some are first-generation learners, (amidst the) labour community, awareness is lacking."*
> — IDI THF/Aasra Teacher, Teacher, Dineshpur

Furthermore, at the classroom-level, a primary need had been identified - students' grade-appropriate competencies required support beyond routine teaching. The approach incorporated baseline and periodic assessments, including competency-based baselining and monthly assessments, to understand learning levels and guide remedial inputs. Constraints affecting learning had also been addressed through

engagement with school leadership and education authorities, with discussions focused on feasible timetables, allocation of classes, and prioritisation of academic support.

A further set of needs related to capability and decision-making had been identified. As a result, life skills inputs were introduced to support girls in managing everyday challenges and making informed choices. Complemented by career guidance, these efforts helped students understand academic streams and post-Grade 12 pathways. Activities had been linked to immediate actions such as subject selection, higher education applications, and preparation for competitive examinations.

Enabling conditions for participation and learning had also formed part of the framework. Infrastructure gaps had been treated as barriers affecting the learning environment, including requirements related to classrooms, laboratories, repair and maintenance, and sports facilities. Health and well-being concerns had been addressed as factors connected to attendance and readiness to learn, including anaemia, vision issues, menstrual hygiene, access to safe drinking water, and nutrition support.

Ongoing interaction between schools, communities, and implementation teams was the primary mechanism through which these needs were identified. Home visits and parent-teacher meetings had addressed household-level constraints, reinforced the importance of regular attendance, and informed decisions regarding Community-Based Learning Centre timings and participation barriers. Implementation visits enabled discussion of operational challenges and agreement on corrective measures, including addressing tutor vacancies, improving drinking water access, and strengthening community engagement through local activities. Regular coordination with education authorities and school leadership supported alignment with school systems and resolution of operational issues.

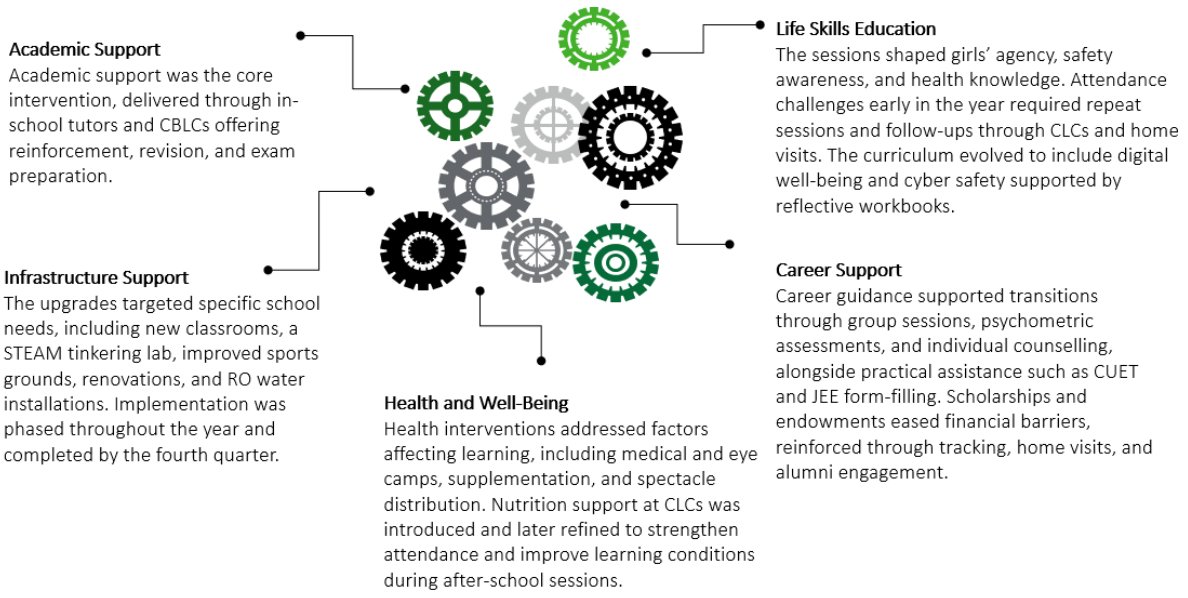


Figure 5 Titan Kanya+ Activities Designed in Response to Identified Needs

The intervention was positioned alongside government education priorities through a model school framing aligned with PM SHRI pillars, including curriculum and assessment, inclusion, community participation, infrastructure adequacy, and monitoring.

Interviews with parents, teachers and principals indicated that, prior to programme implementation, students faced multiple academic constraints linked to learning quality, resource availability and household conditions. These challenges were interconnected and shaped both learning outcomes and continuity of schooling.

4.1.1 Academic Learning Gaps

> *"Before this, if she wanted science, we needed at least three teachers… that would cost around ten to fifteen thousand rupees per month."* – IDI, Parent, Sultanpur

Parents consistently described limitations in classroom learning within government schools, particularly in core subjects. Several parents reported that children attended school regularly but struggled to understand lessons, resulting in reliance on private tuition. One parent explained that supporting science subjects would have required multiple tutors, with estimated costs ranging between ₹10,000 and ₹15,000 per month, which households found difficult to sustain. Another parent stated that children were studying but not learning, reflecting a gap between attendance and comprehension. Parents also noted that while some children already attended tuition, programme support was viewed as a preferable alternative due to closer monitoring and familiarity with school teachers.

Teachers' accounts aligned with these observations. Teachers reported weak foundational literacy and numeracy among students entering upper primary grades, including difficulty reading and writing and limited understanding of basic English grammar concepts. Students were described as lacking clarity in subjects and often hesitant to respond during classroom interactions. Teachers also highlighted that many learners were first-generation students from labour or migrant communities (in Bengal), which contributed to uneven learning preparedness at entry level.

Principals similarly characterised students' academic preparedness as low prior to programme engagement. Institutional constraints were also identified, including shortages of subject teachers in areas such as Computer Science, Geography and Hindi, limited use of teaching and learning materials, and absence of structured remedial support mechanisms within schools.

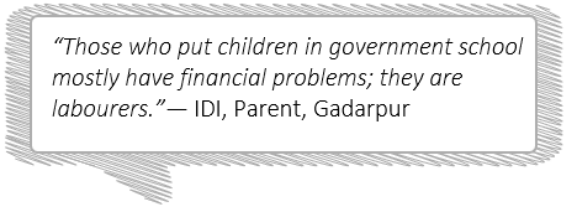
> *"Some girls say, 'ma'am, I am working,' so their attendance becomes less, especially in higher classes."*— IDI Teacher, Gadarpur

4.1.2 Attendance Irregularity and Risk of Disengagement

Academic challenges were closely linked with irregular attendance patterns. Parents reported that some children missed school due to household responsibilities, distance, weather conditions or reduced motivation when lessons were not understood. Affordability of tuition also influenced whether students continued academic support outside school.

Teachers observed that attendance was particularly inconsistent among girls in higher grades, especially during wedding seasons or periods when domestic work increased. Some students were engaged in informal employment, including work in local parlours, and attendance was sometimes concentrated around examination periods rather than sustained through the academic year. Principals noted that large student enrolments combined with teacher shortages limited the ability to provide consistent academic attention, contributing to concerns regarding retention.

4.1.3 Financial Constraints Affecting Educational Continuity



As described in the previous sections, education beyond basic schooling was perceived as financially demanding. Material assistance such as shoes or tracksuits was viewed positively as it reduced routine educational expenses.

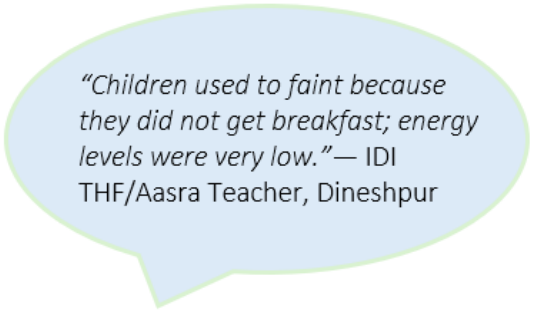
Teachers observed that financial hardship affected both attendance and learning readiness, noting that some students arrived at school without adequate nutrition. Teachers also reported parental hesitation toward investing in girls' higher education due to economic uncertainty. Principals indicated that schools had previously relied on Parent-Teacher Association funds to temporarily appoint teachers, reflecting broader resource constraints.

4.1.4 Community Norms and Parental Awareness

Parents and teachers described early marriage as a common practice in several communities prior to programme engagement. Teachers reported that girls often left education after Grade 10 and had limited autonomy in educational decision-making. Patriarchal expectations influenced family priorities, and girls were described as having limited ownership over future planning. Parents acknowledged that community attitudes had historically restricted girls' educational continuation, although some noted gradual shifts over time.

Before programme involvement, parental engagement with schooling was limited. Parents reported uncertainty regarding educational pathways and post-school opportunities, and decisions regarding tuition were largely driven by affordability rather than academic planning. Teachers noted that parents rarely monitored attendance or participated in Parent-Teacher Meetings, and awareness of career options remained low. Institutional accounts suggested limited structured interaction between schools and families prior to programme activities.

4.1.5 Health and Nutrition Challenges Affecting Learning



Health constraints influenced learning conditions. Parents described inconsistent dietary practices at home, while teachers reported cases of low energy levels and students fainting due to lack of breakfast. Menstrual hygiene awareness was described as limited, affecting participation among girls. Principals recalled earlier concerns related to malnutrition and school infrastructure conditions, including environments such as waterlogged grounds.

4.2 Relevance and Coherence

4.2.1 Curriculum Alignment with Student Needs

Titan Kanya+ was implemented within a wider ecosystem of Titan-supported initiatives, delivery partners, and complementary programme pathways operating across the same geographies. Programme roles and responsibilities were clearly structured, with The Hans Foundation providing technical leadership, programme design, budgeting, reporting, and partnership coordination, while Aasraa Trust was responsible for day-to-day delivery and field implementation. This division enabled alignment between strategic oversight and operational execution through established management processes, including routine coordination meetings, periodic reviews, and senior management engagement.

Coherence within the broader Titan ecosystem was further supported through joint convenings that brought together multiple Titan-associated partners and initiatives. These forums facilitated coordination across education support, community mobilisation, and skills development efforts, particularly through linkages with Tata Strive and related transition pathways for adolescents. Shared planning spaces enabled partners to align mobilisation strategies, stakeholder engagement approaches, and progression opportunities, contributing to continuity between academic support and future skills pathways.

At the institutional level, implementation was aligned with existing education systems through ongoing engagement with school leadership and government stakeholders. Regular interaction with principals and education officials supported programme integration within school processes, including timetable adjustments, required approvals, and teacher capacity-building activities. While the extent of integration varied across schools, these engagements positioned the programme within existing institutional structures rather than operating independently of them.

Operational coherence was also reflected in collaborations with external organisations providing specialised inputs aligned with programme objectives. Pedagogical training, career guidance, psychometric assessments, and vocational exposure were delivered through partnerships with organisations such as the Azim Premji Foundation, iDream Career, and Tata Strive. Earlier implementation phases included technology-enabled academic support through the Agastya Foundation, while health camps, vision screening, and school infrastructure improvements addressed broader factors influencing participation and learning conditions.

Collectively, these initiatives demonstrated alignment with Titan Kanya+ focus areas, including education quality, skills development, career readiness, health, and enabling school environments. Operating concurrently within shared geographies, they addressed interconnected dimensions of adolescent development, establishing how Titan Kanya+ functioned as part of a broader and complementary landscape rather than as a standalone intervention.

To understand how these interventions were experienced by students, teachers, and communities, the following section presents qualitative insights drawn from field interactions.

Teachers reported that Titan Kanya+ academic modules and CBLC teaching approaches were aligned with beneficiaries' grade levels and existing learning gaps. A teacher from Gadarpur explained how the design of programme materials considered factors such as class level and foundational deficiencies that were not adequately covered through government textbooks. Teachers described explanation-based teaching methods, guided problem-solving, and remedial support for beneficiaries who struggled with reading and writing. Separate practice sessions, homework assistance, and additional classes were organised to support learners requiring foundational reinforcement. These activities indicated that CBLC instructional time was used to address gaps not fully managed within regular classroom instruction.

> Two teachers similarly stated that CBLC academic and life skills content differed from the prescribed school syllabus. While completion of the government curriculum remained mandatory, CBLC sessions provided additional academic reinforcement, career awareness inputs, and health-related learning.

Parents reported that beneficiaries were able to clarify academic doubts through CBLC teachers when concepts were not understood in school. School leadership noted improvements in institutional support, including additional staffing assistance and teaching-learning materials. Across stakeholder groups, alignment was described in terms of academic reinforcement rather than curriculum replacement. Programme activities were understood as supporting the existing government syllabus while addressing previously identified learning gaps.

4.2.2 Appropriateness of the CBLC Model

Teachers described the CBLC model as suitable to local educational conditions. Additional instructional time beyond school hours enabled extended academic engagement. Smaller learning settings allowed teachers to provide individual attention and identify specific learning difficulties. Teachers also reported conducting follow-ups and home visits to encourage attendance.

> *When I came here, I saw that the basic level of students was very weak… they didn't even know how to read and write. Now I can see that the students are improving."*
> *— IDI, Teacher, Gadarpur*

Teachers observed that beneficiaries attending CBLC sessions often appeared more prepared and confident in classroom participation compared to peers who did not attend. Parents frequently described CBLCs as an alternative to private tuition, which many families previously relied upon due to perceived gaps in school teaching. The availability of free remedial support reduced financial pressure while maintaining academic assistance. Parents also stated that beneficiaries attended centres willingly and showed greater interest in studies.

4.2.3 Relevance of LSE

> *"If any problem is coming to the children, especially if someone is touching them or saying something wrong, then they inform the teacher… they know that there is someone to support them."— IDI, Teacher, Gadarpur*
>
> *"We use screens and sessions to teach good touch and bad touch… POSCO training is done."— IDI THF/Aasra Teacher, Teacher, Mahua Kheda Ganj*

Teachers across locations reported that life skills sessions addressed social and personal challenges faced by girl beneficiaries. Sessions included awareness on safety, child protection, good touch and bad touch, and reporting mechanisms. Teachers indicated that knowledge gained through training, including awareness related to the POCSO Act, was subsequently incorporated into classroom discussions. They also described improvements in communication, confidence, and decision-making awareness among beneficiaries. Behavioural changes were observed in everyday interactions, including speaking patterns, self-expression, and social conduct.

Parents reported observable behavioural changes, including increased confidence, reduced hesitation during public speaking, and greater openness in communication within households. School leadership also observed visible improvements in confidence and continuation of education, which were linked to programme exposure and scholarship support.

Across respondents, LSE was described as addressing non-academic barriers influencing girls' educational participation, particularly in relation to confidence, safety awareness, and personal agency.

4.2.4 Health and Nutrition Relevance

Teachers reported that nutrition support addressed existing health-related challenges among beneficiaries. Some beneficiaries previously attended sessions without adequate meals and demonstrated low energy levels, particularly during summer months when sessions followed school hours. Provision of food was described as improving attentiveness and participation during learning activities. Additionally, there was increased awareness regarding menstrual hygiene - students demonstrated reduced hesitation in speaking about related issues both within centres and at home. Health-related discussions among beneficiaries increased following programme engagement.

"Children used to faint… they did not get enough food for their breakfast. Since they have started coming here, they are getting a lot of support."
— IDI THF/Aasra Teacher, Teacher, Dineshpur

"In summers, energy levels were low when students came after school… then food provision was recommended."
— IDI THF/Aasra Teacher, Teacher, Mahua Kheda Ganj

Parents confirmed that beneficiaries shared information about nutrition and healthy eating practices within households. Some parents stated that children consumed nutritious food more readily at the centres than at home. School leadership also observed improvements in students' physical health and strength following programme implementation.

4.2.5 How Titan Kanya+ Addressed Existing Gaps

Teachers identified several institutional and student-level gaps addressed through programme activities. These included provision of additional academic support where government staffing was insufficient, access to structured career counselling and scholarship information, life skills sessions addressing social challenges faced by girls, and health and nutrition components supporting student well-being. Teachers also referred to pedagogical training and teaching-learning materials provided through the programme. Earlier initiatives were described as focusing largely on academic remediation, whereas Titan Kanya+ activities covered a broader range of developmental areas.

Principals repeatedly identified teacher shortages as a continuing institutional constraint and stated that programme support enabled subject continuity and additional academic attention without disrupting school operations. School leadership also referred to improvements in infrastructure support and observations related to student health alongside academic engagement. Across respondents, the programme was described as addressing gaps within existing systems rather than replacing school structures.

4.3 Coherence: Programme Complementarity and Convergence

4.3.1 Presence of Other NGO or Government Programmes

"Sudha is there, they work on EWS folks, drop-outs and remedial learning… but it was on a very small scale…other programs are only focused on education; here the focus goes beyond."— IDI THF/Aasra Teacher, Teacher, Dineshpur

Teachers across locations reported limited availability of comparable programmes, particularly those focused specifically on girls' education. A teacher in Dineshpur referred to another initiative working with economically weaker students and school dropouts through remedial learning but noted that its scope remained limited and primarily academic. In contrast, teachers described Titan Kanya+ activities as extending beyond remedial support to include career exposure, scholarships, health awareness, and co-curricular opportunities such as science fairs. Teachers in Mahua Kheda Ganj stated that no other organisation was working locally in a similar

manner, while teachers in Gadarpur reported that structured external academic support had not been present within the school ecosystem prior to programme introduction.

School leadership described existing government systems as operating under resource constraints, particularly related to teacher availability. Prior to programme engagement, schools relied on internal arrangements, including the use of PTA funds, to temporarily address staffing shortages. Overall, respondents indicated that while schooling infrastructure existed, external holistic support initiatives were limited.

4.3.2 Overlaps or Duplication with Existing Systems

Teachers did not report duplication between programme activities and school functions. CBLC teaching was described as supplementing classroom instruction by reinforcing learning rather than repeating lessons. Life skills and counselling sessions addressed topics not included within the formal curriculum, while career guidance and scholarship support were identified as new additions for beneficiaries.

School leadership confirmed that programme activities were coordinated with school schedules to avoid disruption. No stakeholder described programme inputs as redundant or overlapping with existing government provisions. Programme activities were therefore understood as supplementary to existing systems.

4.3.3 Coordination with the School System

Principals described coordination between programme staff and schools as collaborative and routine. Programme activities were aligned with annual school calendars, and school spaces and assembly periods were jointly planned for sessions. Communication between school staff and implementing teams was reported as regular, and programme staff conducted follow-ups and monitoring visits.

Teachers confirmed coordination through joint planning of activities, collaboration during home visits, and shared identification of beneficiaries requiring additional academic support. Respondents described implementation as occurring within existing school processes rather than independently of them.

4.4 Efficiency: Implementation Quality, Processes and Operational Delivery

4.4.1 Timely Roll-out of Programme Activities

Across schools, programme implementation was described as proceeding according to planned timelines. Headmasters reported that CBLC operations, trainings, and school-level activities were introduced without delay. Regular follow-ups by programme teams were noted as supporting continuity and monitoring progress. Programme activities were incorporated into school calendars and assembly schedules, allowing implementation alongside routine academic functioning. Teachers did not report interruptions or delays in delivery and described implementation as structured and ongoing.

> *"Everything happens in a timely manner—nothing gets delayed. They (Titan team) keep on coming time to time to see and check if everything is going well."*— IDI Government HM/Principal, School Head, Dineshpur

4.4.2 Staff Shortages and Human Resource Support

School leadership identified shortages of subject teachers as a continuing operational challenge prior to programme engagement. Headmasters referred to gaps in subjects such as Computer Science, Geography, and Hindi, alongside high student enrolment and limited permanent staff. Schools had previously relied on PTA funds to temporarily appoint teachers in order to manage instructional needs.

Programme-supported teaching staff were described as providing additional academic support and helping ensure subject continuity. Headmasters stated that the presence of additional personnel enabled greater attention to beneficiaries, particularly where staffing constraints affected classroom instruction. Teachers also reported that CBLC sessions created opportunities for focused academic engagement through extended instructional time.

> *"Teacher unavailability impacts us a lot, so their support helps us ensure subjects continue."*
> — IDI Government HM/Principal, School Head, Dineshpur

Operational pressures nevertheless remained in certain roles. In Mahua Kheda Ganj, teachers noted that life skills facilitators covered multiple schools, limiting available interaction time with beneficiaries. The absence of a permanent career counsellor and dedicated STEM trainer was also identified as a constraint despite availability of related infrastructure.

Discussions with the implementation partner revealed that the recruitment of qualified local teachers continues to be a significant challenge, despite efforts through multiple sourcing channels, including social media outreach, collaboration with colleges, and participation in campus placement drives.

4.4.3 Coordination Between Schools and Implementing Partners

School leadership consistently described coordination between schools and implementing teams as collaborative. Programme activities were jointly planned, with schools allocating time within assemblies and aligning sessions with academic priorities. Headmasters stated that collaboration was necessary given limited internal staff capacity.

Teachers confirmed coordination through shared student tracking, joint home visits, and collective efforts to address attendance and learning challenges. Clear communication channels were reported, with concerns typically addressed through programme mentors and coordinators. Implementation was therefore described as embedded within school functioning rather than operating independently.

4.4.4 Responsiveness of Implementing Teams

Teachers and school leadership reported that programme teams were accessible when support was requested. Headmasters described instances where programme staff responded to school requests and engaged in discussions regarding feasibility when immediate implementation was not possible. Teachers similarly noted that programme mentors responded to classroom and student-level issues and worked collaboratively to address them. These interactions were described in terms of ongoing communication and engagement rather than one-time interventions.

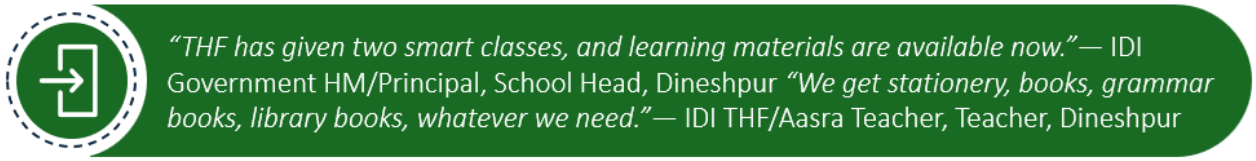
4.4.5 Impact on School Workload

School leadership reported that programme implementation did not disrupt routine teaching responsibilities. Activities were scheduled in coordination with annual academic plans, allowing both school priorities and programme sessions to operate concurrently. Assembly periods and designated activity days were used to accommodate programme inputs.

In some conversations, additional teaching support was described as easing pressure on existing staff by providing subject reinforcement outside classroom hours, supporting remedial learning, and assisting with student monitoring.

4.4.6 Resource Adequacy: Infrastructure, Laboratories, and Learning Materials

Respondents reported improvements in availability of teaching-learning materials, smart classrooms, laboratory infrastructure, and academic supplies following programme engagement. Nutrition support was also described as contributing to students' readiness during learning sessions. Headmasters referred to observable changes in school facilities and access to educational resources.



At the same time, respondents identified operational limitations related to utilisation and maintenance. In some locations, STEM laboratories were available but lacked dedicated trainers, limiting regular use. Teachers also noted that equipment provided through multiple funding sources required maintenance systems that were not always in place. Respondents stated that specialised personnel would be necessary to fully utilise available infrastructure.

The discussion with implementation partner also highlighted infrastructure limitations, including inadequate classroom space and instances of overcrowding, which are affecting the overall learning environment and program implementation.

4.4.7 Financial Utilisation

The total grant sanctioned for the period April 2024 - March 2025 amounted to INR 2,56,85,590. As per the utilisation certificate, the entire sanctioned amount was expended during the reporting period.

Table 5 Financial Utilisation for Titan Kanya+

S. No	Particulars	Proposed (INR)	Utilised (INR)	Utilised vs Proposed %	Variance (INR)
1	Personnel Cost	35,66,732	35,70,196	100.10%	+3,464
2	Field Visits	3,75,683	4,01,883	106.97%	+26,200
3	Activity (including staff training, LSE activities, career guidance, community events, STEM labs, water purifiers, nutrition component, etc.	1,86,73,978	1,86,78,896	100.03%	+4,918
4	Running Cost	11,83,431	11,89,671	100.53%	+6,240
5	Capital Cost	2,05,400	2,04,734	99.68%	-666
6	Administrative Cost	16,80,366	17,63,919	104.97%	+83,553
Total		2,56,85,590	2,58,09,299	100.48%	+1,23.709

The expenditure pattern indicates that the programme's financial allocation remained heavily concentrated in implementation-linked heads, with Programme Activities emerging as the clear cost driver. Programme Activities accounted for approximately 72.7% of the total grant, reflecting prioritisation of core delivery inputs captured within this line item (including capacity-building and other planned programme interventions). Personnel Cost constituted approximately 13.9%, underscoring the importance of staffing to sustain day-to-day delivery. In comparison, operational and compliance-related heads formed a smaller share of the overall budget, with Administrative Cost at 6.5%, Running Cost at 4.6%, Field Visits at 1.5%, and Capital Cost at 0.8% of the total grant. Variance trends show modest upward movement in select enabling heads, most notably Administrative Cost and Field Visits, suggesting slightly higher-than-planned support and monitoring requirements, while Capital Cost reflects a marginal underspend, indicating disciplined procurement against planned assets. Overall, utilisation was broadly aligned with the approved budget, with only a small net over-utilisation (approximately 0.5% above the sanctioned total). This suggests budget adherence while allowing flexibility to meet programme needs during implementation.

4.5 Effectiveness and Impact: Academic Performance and student reported outcome

4.5.1 Academic Performance Levels of Titan Kanya+ Students (GGIC and CBLC Grade 6th and 8th)

To gauge the academic understanding of students, a structured assessment was administered to students from Grades 6 and 8 across three core subjects Mathematics, Science, and English.

For Grade 6, a total of 61 students participated in the assessment, comprising 39 students from CBLC and 22 students from GGIC. The score distribution shows that majority of students fall within the 41-60% range, accounting for 45% of students in GGIC and 44% in CBLC, indicating moderate levels of performance. A notable share of students also appears in the 21-40% band (32% GGIC; 23% CBLC). Some students fall within the 61-80% range (23% GGIC; 13% CBLC), while only 13% of CBLC students are in the 81-100% band. Additionally, 8% of CBLC students fall in the 0-20% range. Overall, the distribution indicates that many students are concentrated in the middle score bands, with smaller proportions in the lowest and highest ranges.

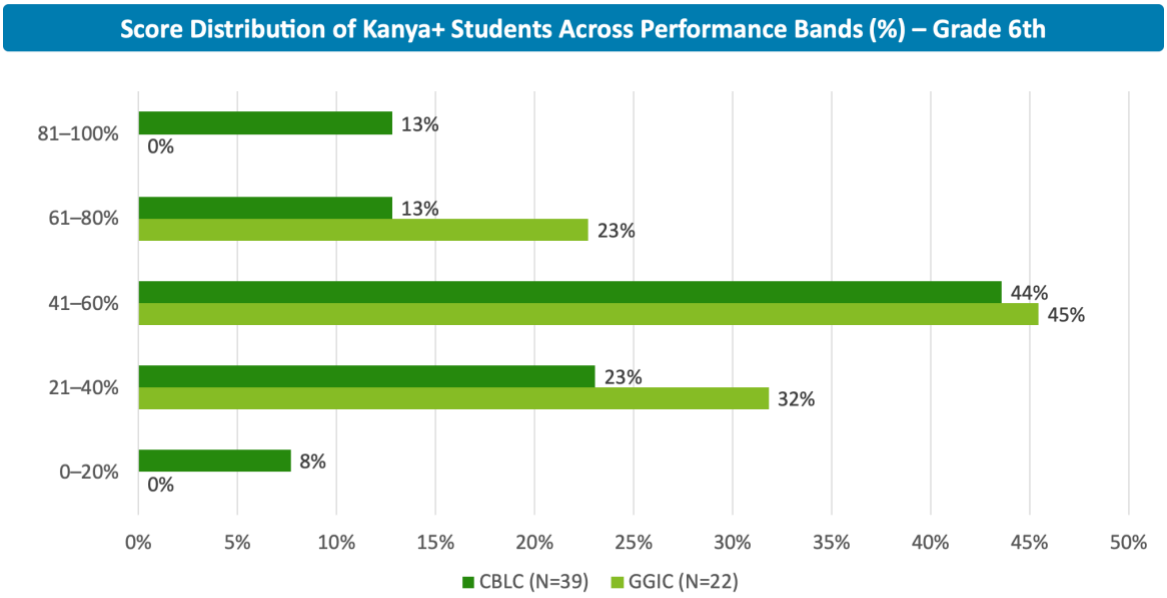


Figure 6: Comparison of academic performance Grade 6th

The mean score was also calculated to present the average marks obtained by students across subjects, with the maximum score for each subject being 10 marks. The mean scores are 4.50 in English, 4.50 in Mathematics, and 5.05 in Science for GGIC, and 5.21 in English, 4.90 in Mathematics, and 5.46 in Science for CBLC. When viewed against the maximum score, the mean values across subjects are around the mid-point of the scale. The overall mean score across the three subjects (out of 30 marks) is 14.05 in GGIC and 15.56 in CBLC.

Table 6: Mean Scores grade 6

Grade 6 Subject	GGIC Mean Score	CBLC Mean Score
English	4.50	5.21

Maths	4.50	4.90
Science	5.05	5.46
Overall Score	14.05	15.56

Similarly, for Grade 8, the assessments conducted depicts the following performance results. The score distribution shows that most students fall within the 21-40% range, accounting for 52% of students in GGIC and 55% in CBLC. Around 30-32% of students fall in the 41-60% band, indicating moderate levels of performance. A smaller proportion of students appear in the 61-80% range (4% in GGIC; 5% in CBLC). Additionally, 13% of GGIC students and 3% of CBLC students fall in the 0-20% band, while 5% of CBLC students fall within the 81-100% range.

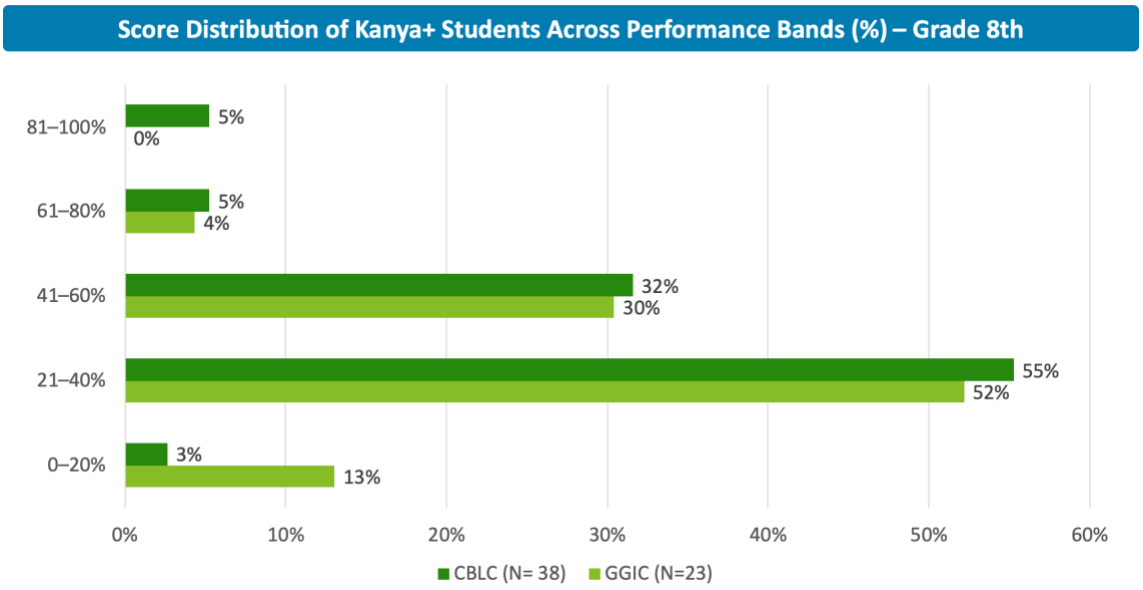


Figure 7: Comparison of academic performance Grade 8th

The mean score was also calculated to present the average marks obtained by students across subjects, with the maximum score for each subject being 10 marks. The mean scores are 2.74 in English, 2.65 in Mathematics, and 5.17 in Science for GGIC, and 3.76 in English, 3.95 in Mathematics, and 5.34 in Science for CBLC. When viewed against the maximum score, the values indicate that average scores in English and Mathematics fall below the mid-point of the scale, while Science scores are closer to the mid-range. The overall mean score across the three subjects (out of 30 marks) is 10.57 in GGIC and 13.05 in CBLC.

Table 7: Mean Scores grade 8

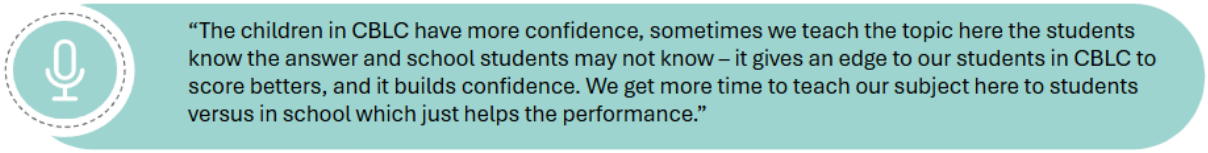
Grade 8 Subject	GGIC Mean Score	CBLC Mean Score
English	2.74	3.76
Maths	2.65	3.95
Science	5.17	5.34
Total Score	10.57	13.05

While the assessment results indicate that most students remain concentrated within the lower to mid-performance score ranges, qualitative insights from teachers, parents, and school leaders provide additional context to these findings.

Parents across locations reported improvements in examination performance following CBLC participation. Parents referred to better marks in tests and examinations and stated that CBLC teachers shared academic progress with families. Teachers described monitoring improvement through monthly assessments and classroom observation.

In Dineshpur, a teacher reported improved English examination results following programme support. Principals also referred to overall improvements in student learning levels, although these observations were not linked to formal performance metrics within the interviews.

Teachers also described increased classroom participation among students attending CBLC sessions. Students were reported to respond more actively during lessons and demonstrate readiness when topics were introduced in school. Teachers attributed this to additional teaching time and continued mentoring within smaller learning environments.



– In-depth Interview, Teacher

Parents also observed increased enthusiasm towards education at home. Teachers noted that confidence developed through CBLC participation appeared to support academic engagement and willingness to participate during classroom activities.

4.5.2 Comparison of Academic performance subject-wise

Subject-wise performance is presented below, with domain-level understanding reflected through average percentage scores across competency areas.

English performance analysis

Grade: 6th-

The results indicate variation in student understanding across the assessed English domains. Reading comprehension recorded 50% correctness among GGIC students and 56% among CBLC students, indicating that around half of the responses were correct in this domain. Communication-related questions recorded 50% correctness in GGIC and 59% in CBLC, suggesting a moderate level of understanding in applied language use. Grammar recorded lower correctness levels, with 35% in GGIC and 44% in CBLC, indicating that grammatical concepts may require further reinforcement.

Table 8: Grade 6th English Domain-wise Performance (%) - GGIC and CBLC

Grade 6th English	GGIC (N=22)	CBLC (N=39)
Reading Comprehension & Interpretation	50%	56%
Grammar & Vocabulary Usage	35%	44%
Communication Skills & Functional Language	50%	59%

Grade: 8th-

The results indicate variation in correctness levels across the English domains assessed. Communication for Purpose and Audience recorded 24% correctness among GGIC students and 35% among CBLC students. Reading Comprehension and Critical Thinking recorded 37% correctness in GGIC and 40% in CBLC. Grammar and Vocabulary in Context recorded 15% correctness among GGIC students and 38% among CBLC students.

Table 9: Grade 8th English Domain-wise Performance (%) - GGIC and CBLC

Grade 8th English	GGIC (N=23)	CBLC (N=38)
Communication for Purpose & Audience (formal usage · formats · writing process)	24%	35%
Reading Comprehension & Critical Thinking	37%	40%
Grammar & Vocabulary in Context	15%	38%

Mathematics performance analysis

Grade 6th-

Number System and Operations recorded 45% correctness among GGIC students and 43% among CBLC students. Geometry recorded 53% correctness among GGIC students and 22% among CBLC students, while Fractions, Decimals and Arithmetic recorded 36% correctness in GGIC and 52% in CBLC.

Table 10: Grade 6th Mathematics Domain-wise Performance (%) - GGIC and CBLC

Grade 6 Maths	GGIC (N=22)	CBLC (N=39)
Number System & Number Operations	45%	43%
Geometry (2D & 3D)	53%	22%
Fractions, Decimals & Everyday Arithmetic	36%	52%

Grade 8th-

In Mathematics, Number Sense, Arithmetic and Proportional Reasoning recorded 23% correctness among GGIC students and 38% among CBLC students. Algebraic Expressions, Expansion and Identities recorded 29% correctness in GGIC and 42% in CBLC. Geometry, Mensuration and Data Interpretation recorded 26% correctness among GGIC students and 36% among CBLC students.

Table 11: Grade 8th Mathematics Domain-wise Performance (%) - GGIC and CBLC

Grade 8 Maths	GGIC (N=23)	CBLC (N=38)
Number Sense, Arithmetic & Proportional Reasoning	23%	38%
Algebraic Expressions, Expansion & Identities	29%	42%
Geometry, Mensuration & Data Interpretation	26%	36%

Science performance analysis

Grade 6th-

Living and Non-Living concepts recorded 64% correctness among GGIC students and 69% among CBLC students. Motion and Measurement recorded 48% correctness in GGIC and 53% in CBLC, while Light and Shadow recorded 55% and 62% respectively. Separation Techniques recorded lower correctness levels, with 34% among GGIC students and 23% among CBLC students. Overall, the results indicate relatively higher correctness levels in some science domains compared to English and Mathematics, while variation across topics suggests that understanding differs across concepts assessed.

Table 12: Grade 6th Science Domain-wise Performance (%) - GGIC and CBLC

Grade 6 Science	GGIC (N=22)	CBLC (N=39)
Living & Non-Living: Materials and Organisms	64%	69%
Separation Techniques & Changes Around Us	34%	23%
Motion, Measurement & Forces	48%	53%
Light & Shadow Formation	55%	62%

Grade 8th-

For Science, Classification of Materials and Biological Systems recorded 33% correctness among GGIC students and 38% among CBLC students. Scientific Processes, Microorganisms and Chemical or Biological Phenomena recorded 65% correctness in GGIC and 64% in CBLC. Forces, Sound and Physical Phenomena recorded 52% correctness among GGIC students and 56% among CBLC students.

Table 13: Grade 8th Science Domain-wise Performance (%) - GGIC and CBLC

Grade 8 Science	GGIC (N=23)	CBLC (N=38)
Classification of Materials & Biological Systems	33%	38%
Scientific Processes, Microorganisms & Chemical/Biological Phenomena	65%	64%

Grade 8 Science	GGIC (N=23)	CBLC (N=38)
Forces, Sound & Physical Phenomena	52%	56%

4.5.3 Application of Life Skills in Situational Decision-Making (Grade 10 and 12)

To assess the practical internalisation of life skills concepts, Grade 10 and Grade 12 students were presented with a structured real-life scenario related to preparing a group project for a school exhibition. The situation incorporated elements of teamwork, stress management, empathy, decision-making, and problem-solving.

Scenario: Your class is preparing a project for the School Exhibition. Your group of four girls has to create a combined display that includes a chart, a small model, and a short presentation on "Healthy Habits and Managing Exam Stress."
While planning: One friend says she is feeling anxious about the upcoming board exams and doesn't want to take the presentation part. Another friend suggests an idea for the model, but the group is unsure if it will work. The group is also struggling to decide who should take which task so everything is completed on time.

Students were asked to select the most appropriate response in different moments within the scenario. Each response option reflected varying levels of life skills competencies (strong, moderate, and weak application). The aim was to examine whether students could translate classroom learning from life skills sessions into context-based decision-making.

Grade 10:

When asked how they would help the group decide task allocation, a majority of students, particularly in CBLC (77%), chose the collaborative approach of discussing individual comfort levels before finalising roles. While over half of GGIC students (53%) also selected this response, a notable 33% opted for a self-preference-based choice.

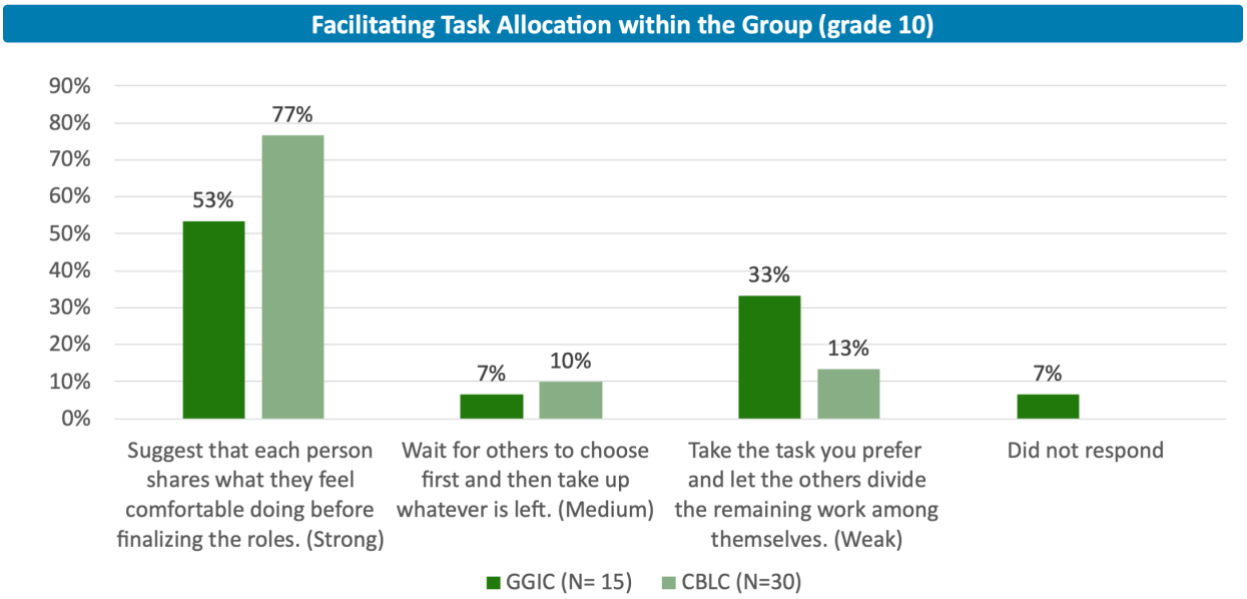


Figure 8: Task Allocation

When asked how they would respond to a friend anxious about exams and unwilling to present, a majority of students chose the empathetic and supportive approach 60% in GGIC and 67% in CBLC indicating application of emotional awareness and peer support skills. A smaller proportion selected the moderate response of encouraging her to try anyway (27% GGIC; 17% CBLC).

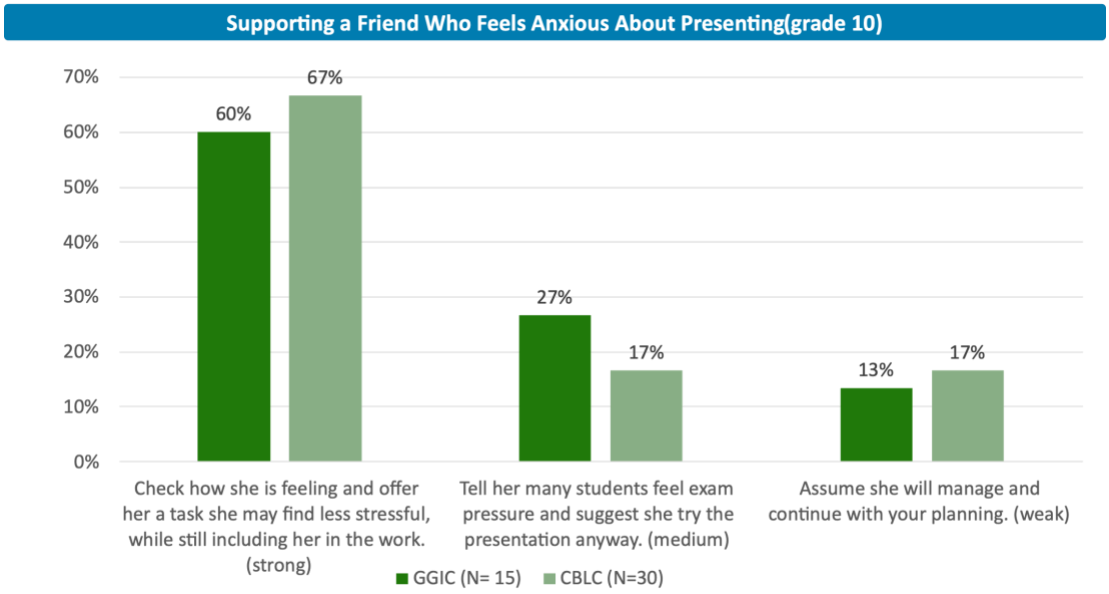


Figure 9: Helping an anxious friend

When asked how they would respond to a friend's model idea that the group is unsure about, over half of students in both GGIC and CBLC (53% each) selected the strong response of discussing the idea and weighing its pros and cons collectively. A higher proportion of CBLC students (40%) opted for the moderate time-saving approach compared to GGIC (27%). 20% of GGIC students chose to drop the idea altogether, compared to only 7% in CBLC.

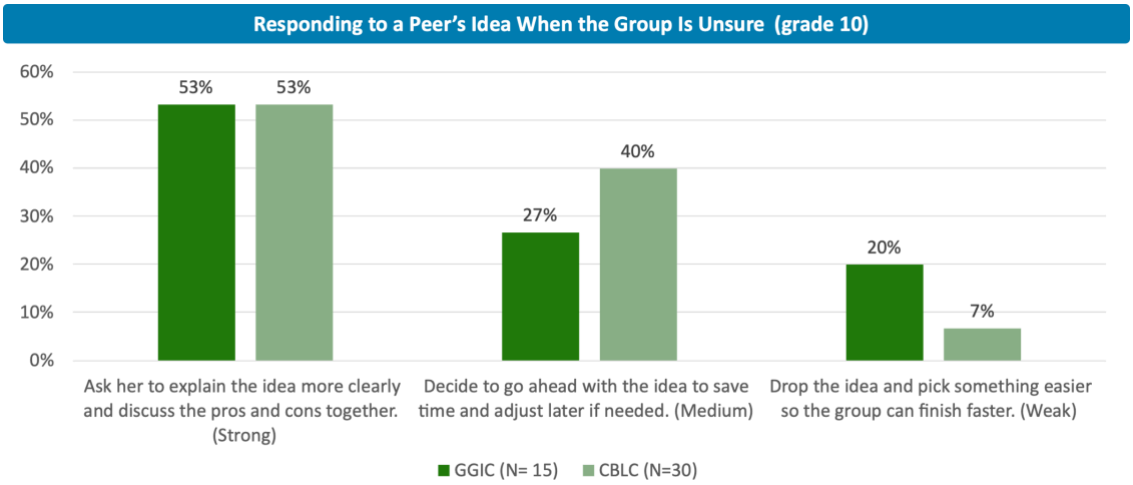


Figure 10: Group Decision choices

When asked how they would respond to feeling stressed during the project, majority of students selected the healthy coping strategy of pausing briefly and returning once more focused (87% GGIC; 90% CBLC). A small proportion chose to continue working despite stress (13% GGIC; 10% CBLC). Notably, no students in either group selected the option of withdrawing completely, indicating incorporation of stress-management and responsible participation skills.

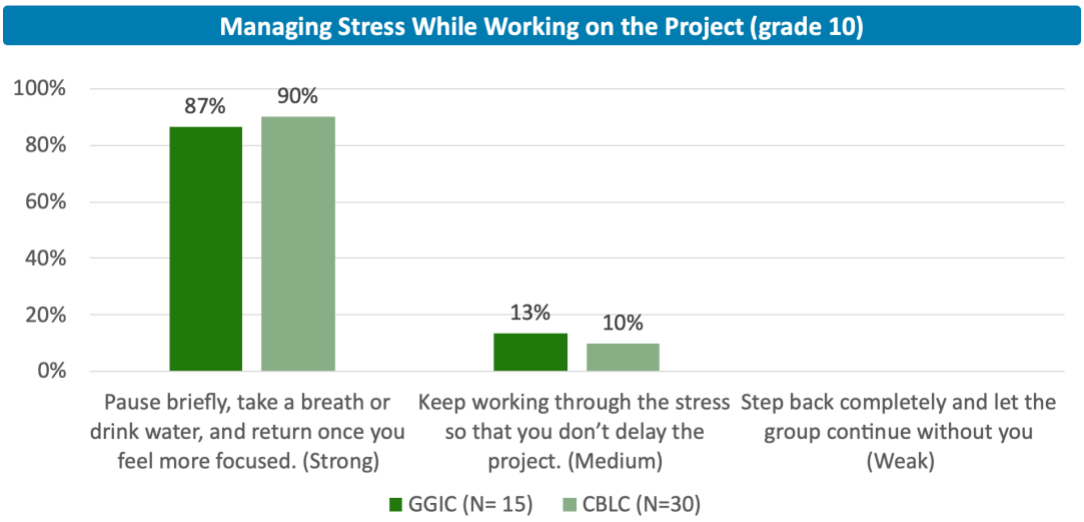


Figure 11: Stress Management Choices

Coming to Grade 12, when asked how they would help the group decide task allocation, 56% of students in both GGIC and CBLC selected the collaborative approach of discussing individual comfort levels before finalising roles. A smaller proportion opted to wait for others to choose first (15% GGIC; 17% CBLC). However, nearly one-third of students in both groups (29% GGIC; 27% CBLC) chose the self-preference-based option.

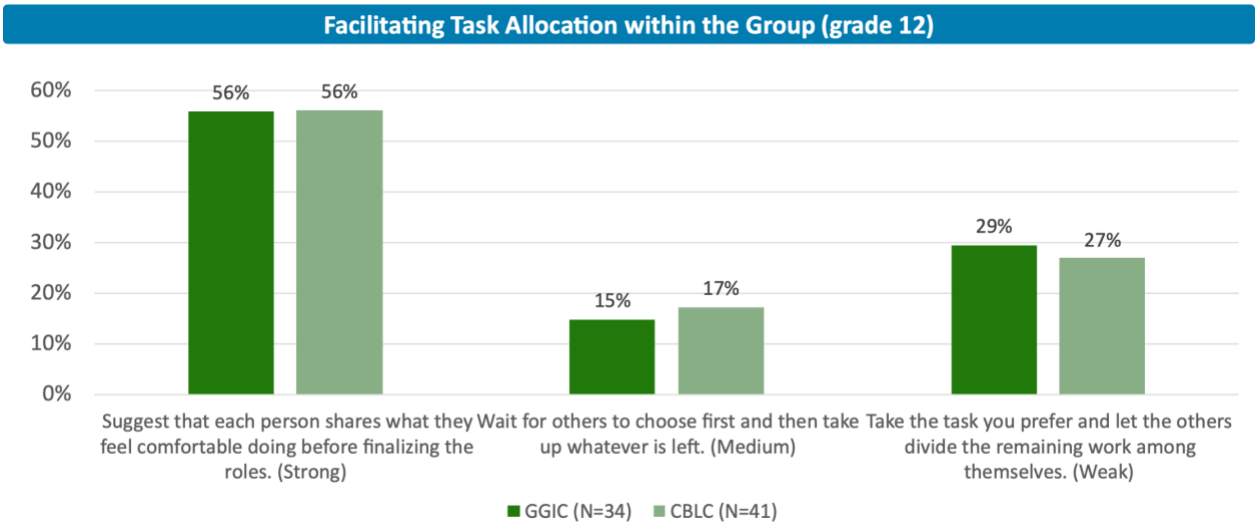


Figure 12: Task Allocation

When asked how they would respond to a friend anxious about exams and unwilling to present, a majority selected the empathetic and supportive approach (59% GGIC; 76% CBLC). Around one-fourth chose the moderate response of encouraging her to try anyway (24% GGIC; 22% CBLC). 18% of GGIC students indicated they would continue planning without addressing the concern, which was reported to be 2% in CBLC.

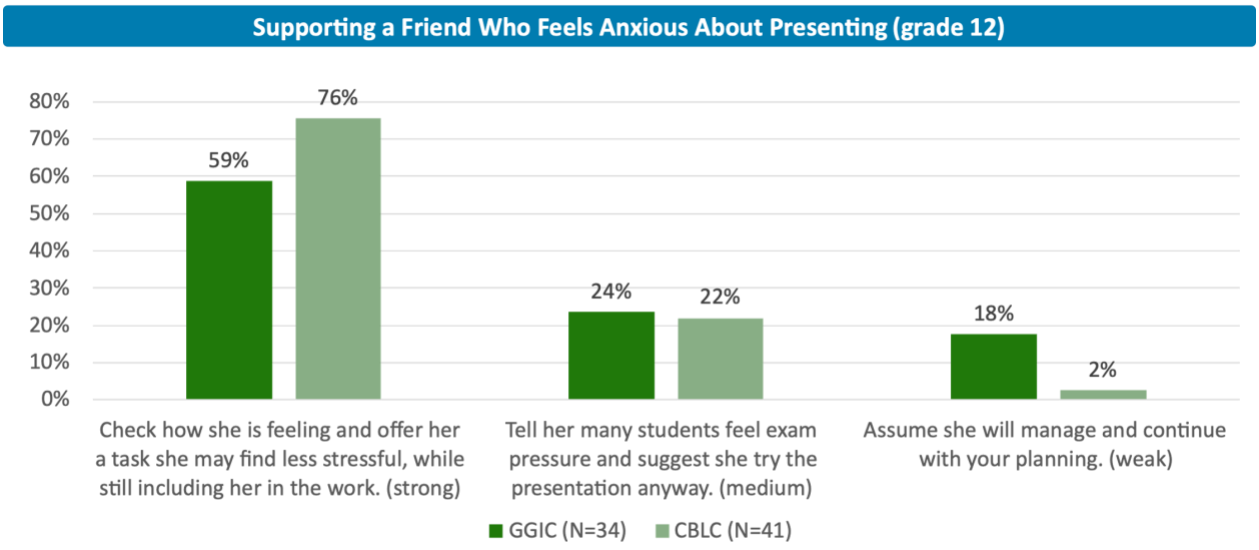


Figure 13: Helping an anxious friend

When asked how they would respond to a friend's model idea that the group was unsure about, a higher proportion of CBLC students (73%) selected the strong collaborative response of discussing the idea's pros and cons, compared to 44% in GGIC. A larger share of GGIC students opted for the time-saving moderate

approach (41% vs. 22% in CBLC). Only a small minority in both groups chose to drop the idea (9% GGIC; 5% CBLC).

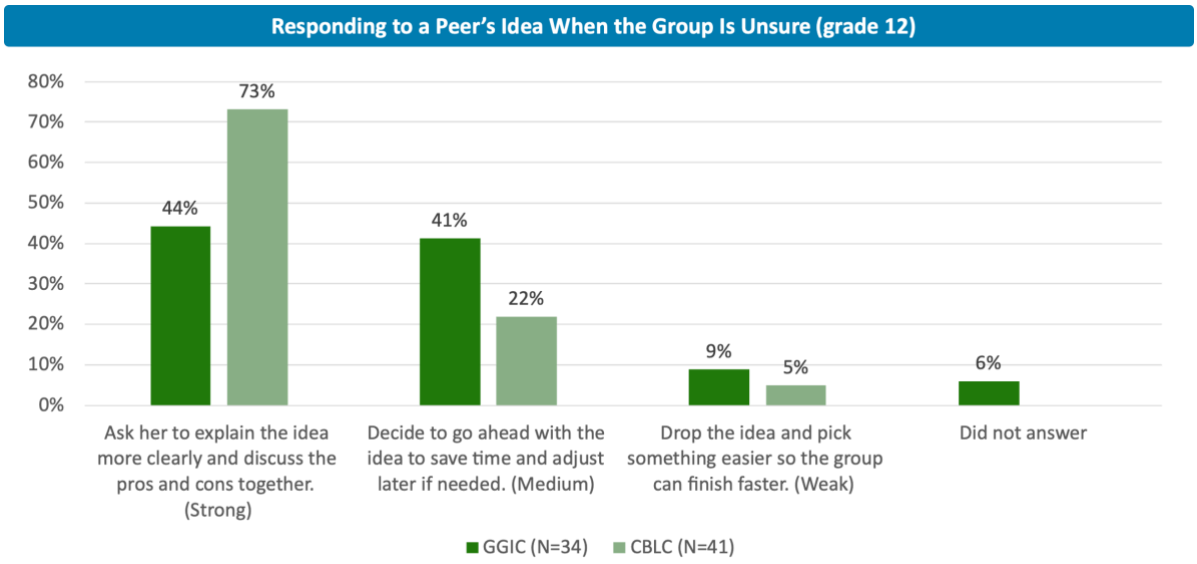


Figure 14: Group Discussion choices

When asked how they would respond to feeling stressed during the project, a majority of students chose the healthy coping strategy of pausing briefly and returning once focused (62% GGIC; 85% CBLC). A notable proportion of GGIC students (26%) reported continuing to work through stress, compared to 15% in CBLC. Additionally, 12% of GGIC students indicated they would withdraw completely, while none in CBLC selected this option.

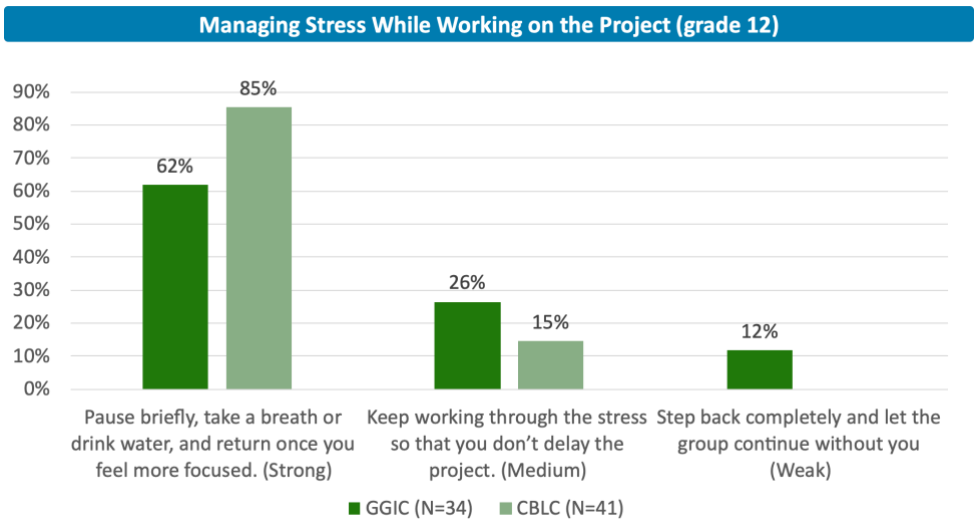


Figure 15: Stress Management choices

4.5.4 Results of student outcome assessment results: GGIC and CBLC Grade 10th and 12th

Students in GGIC (Grade 10 and 12) and CBLC (Grade 10 and 12) were asked to rate a series of statements related to academic support, well-being interventions, confidence, and future preparedness using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Responses have been presented by grouping categories into Disagree (1-2), Neutral (3), Agree (4-5), along with "Did Not Answer" where applicable. The comparison below reflects perceptions of school-based support (GGIC) and supplementary learning support (CBLC).

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

In GGIC (Grade 10, N=15), Academic support and learning confidence: Responses suggest that academic support mechanisms were perceived as helpful by a majority of respondents. Around 73% reported agreement (4-5) that remedial or tutorial classes helped them prepare better for their board examinations, indicating that structured academic support was associated with improved exam preparedness among a large proportion of students.

Well-being and life skills: Responses across statements related to English support, nutrition support and health check-ups, and life skills sessions indicate perceived benefits in areas related to confidence, health, and stress management. Around 53% of respondents reported agreement (4-5) that these interventions contributed to outcomes such as improved comfort in speaking before groups, feeling healthier and more energetic, and managing stress during examinations or challenging situations. However, responses also suggest that improvements in communication confidence were not reported uniformly across all students. (Around 47% of respondents reported agreement with the statement that even with English support, they still feel somewhat nervous when speaking in front of many people)

Educational aspirations and support: Responses related to clarity in choosing subjects or courses after Class 10 or Class 12 and encouragement from family to continue studies indicate varying levels of perceived support for future educational pathways. Around 43% of respondents reported disagreement (1-2) across these statements, indicating that this proportion of students reported greater clarity regarding subject or course choices and felt encouraged by their families to continue their education after secondary schooling.

Table 14: Student Perceptions of Academic and Support Components in GGIC: Grade 10

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did not answer
Academic Support and Learning Confidence				
The academic support I received in school (remedial/tutorial classes) helped me prepare better for my board exams.	11%	7%	73%	9%
I feel more comfortable asking teachers or tutors for help when I do not understand something.				
Doing practical or hands-on STEM activities helped me understand difficult concepts better.				
Well-being and Life Skills				
I feel confident speaking in front of many people after receiving English support. *(Original Statement: Even with English support, I still feel a little nervous when speaking in front of many people.*)*	27%	18%	53%	2%
The nutrition support and health check-ups helped me feel healthier and more energetic				
The life skills sessions helped me manage stress better during exams or difficult situations.				
Educational Aspirations and Support				
I feel clear about which subjects or courses to choose after Class 10/12. *(Original Statement: I still feel unsure about which subjects or courses to choose after Class 10/12.*)*	43%	23%	23%	10%
I feel encouraged by my family to continue my studies after Class 10/12. *(Original Statement I feel I need more encouragement from my family to continue my studies after Class 10/12.*)*				

For CBLC grade 10 (N=30), the findings are as follows,

Academic support and learning confidence: Responses across statements under this theme indicate positive perceptions of academic support provided through the programme. Around 81% of respondents reported agreement (4-5) across statements related to CBLC classes helping them understand difficult subjects more clearly, remedial or tutorial support supporting board examination preparation, use of CBLC library resources, hands-on STEM activities aiding conceptual understanding, and greater comfort in approaching teachers or tutors when clarification was required. These responses suggest that programme-supported

academic inputs were associated with improved learning engagement and understanding of academic concepts among a large proportion of students.

Well-being and life skills: Responses related to nutrition support and health check-ups, life skills sessions, and English support indicate perceived benefits in student well-being and personal development. Around 62% of respondents reported agreement (4-5) across these statements, indicating outcomes such as feeling healthier and more energetic, managing stress during examinations, and improved confidence in speaking before groups. However, 47% of respondents reported disagreement (1-2) with the statement "I feel confident speaking in front of many people after receiving English support," indicating that a notable proportion of students continued to experience discomfort when speaking before larger groups.

Educational aspirations and family support: Responses related to clarity in choosing subjects or courses after Class 10 or Class 12 and encouragement from family to continue studies indicate varying levels of support for future educational pathways. Around 53% of respondents reported disagreement (1-2) with these statements, indicating that a section of students continued to report uncertainty regarding subject or course selection and perceived a need for greater encouragement from their families to pursue further education.

Table 15: Student Perceptions of Academic and Support Components in CBLC: Grade 10

<table>
<tr><th>Theme wise statements</th><th>Disagree (1-2)</th><th>Neutral (3)</th><th>Agree (4-5)</th><th>Did Not Answer</th></tr>
<tr><td colspan="5">Academic Support and Learning Confidence</td></tr>
<tr><td>The CBLC classes helped me understand difficult subjects more clearly.</td><td rowspan="5">14%</td><td rowspan="5">4%</td><td rowspan="5">81%</td><td rowspan="5">1%</td></tr>
<tr><td>The academic support I received in school (remedial/tutorial classes) helped me prepare better for my board exams.</td></tr>
<tr><td>I make regular use of the CBLC library books for my studies.
Original Statement: Even with books available at the CBLC library, I do not always use them regularly for my studies.*</td></tr>
<tr><td>Doing practical or hands-on STEM activities helped me understand difficult concepts better.</td></tr>
<tr><td>I feel more comfortable asking teachers or tutors for help when I do not understand something.</td></tr>
<tr><td colspan="5">Well-being and Life Skills</td></tr>
<tr><td>The nutrition support and health check-ups helped me feel healthier and more energetic</td><td rowspan="3">19%</td><td rowspan="3">12%</td><td rowspan="3">62%</td><td rowspan="3">7%</td></tr>
<tr><td>The life skills sessions helped me manage stress better during exams or difficult situations.</td></tr>
<tr><td>I feel confident speaking in front of many people after receiving English support.
Original Statement: Even with English support, I still feel a little nervous when speaking in front of many people.*</td></tr>
<tr><td colspan="5">Educational Aspirations and Family Support</td></tr>
<tr><td>I feel clear about which subjects or courses to choose after Class 10/12.</td><td>53%</td><td>13%</td><td>33%</td><td>0%</td></tr>
</table>

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did Not Answer
*Original Statement: I still feel unsure about which subjects or courses to choose after Class 10/12.** I feel encouraged by my family to continue my studies after Class 10/12. *Original Statement I feel I need more encouragement from my family to continue my studies after Class 10/12.**				

In case of grade 12, N=34, for Academic support and learning confidence, responses across statements under this theme indicate positive perceptions of academic support received through school and programme interventions. Around 81% of respondents reported agreement (4-5) across statements related to remedial or tutorial classes supporting board examination preparation, hands-on STEM activities aiding conceptual understanding, and greater comfort in approaching teachers or tutors for clarification. These responses suggest that academic support mechanisms were associated with improved learning engagement and confidence in seeking academic assistance.

Well-being and life skills: Responses across statements related to nutrition support and health check-ups, life skills sessions, and English support reflect perceived benefits in areas related to student well-being and personal development. Around 68% of respondents reported agreement (4-5) across these statements, indicating outcomes such as feeling healthier and more energetic, managing stress during examinations or difficult situations, and improved comfort in speaking before groups. However, responses related to communication confidence indicate variation, as 44% of respondents reported disagreement (1-2) with the statement "I feel confident speaking in front of many people after receiving English support."

Educational aspirations and family support: Responses across statements related to clarity in choosing subjects or courses after Class 10 or Class 12, encouragement from family to continue studies, and the usefulness of aptitude or counselling sessions indicate mixed perceptions regarding support for future educational pathways. Around 45% of respondents reported disagreement (1-2) across these statements, indicating that a section of students continued to report uncertainty regarding subject or course selection or perceived a need for greater support in planning their future academic pathways. At the same time, 45% reported agreement (4-5), suggesting that another group of respondents reported clearer academic direction and perceived encouragement to continue their studies.

Table 16: Student Perceptions of Academic and Support Components in GGIC: Grade 12

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did not answer
Academic Support and Learning Confidence				
The academic support I received in school (remedial/tutorial classes) helped me prepare better for my board exams.	7%	7%	81%	5%
Doing practical or hands-on STEM activities helped me understand difficult concepts better.				
I feel more comfortable asking teachers or tutors for help when I do not understand something.				

Well-being and Life Skills				
The nutrition support and health check-ups helped me feel healthier and more energetic	19%	7%	68%	7%
The life skills sessions helped me manage stress better during exams or difficult situations.				
I feel confident speaking in front of many people after receiving English support. *Original Statement: Even with English support, I still feel a little nervous when speaking in front of many people.**				
Educational Aspirations and Family Support				
I feel clear about which subjects or courses to choose after Class 10/12. *Original Statement: I still feel unsure about which subjects or courses to choose after Class 10/12.**	45%	9%	45%	1%
I feel encouraged by my family to continue my studies after Class 10/12. *Original Statement I feel I need more encouragement from my family to continue my studies after Class 10/12.**				
The aptitude or counselling sessions helped me identify my strengths and interests (For class 12 students).				

For CBLC grade 12 (N=41) for academic support and learning confidence, responses across statements under this theme indicate positive perceptions of academic support provided through CBLC and school-based interventions. Around 80% of respondents reported agreement (4-5) across statements related to CBLC classes helping them understand difficult subjects more clearly, remedial or tutorial classes supporting board examination preparation, use of CBLC library resources, hands-on STEM activities aiding conceptual understanding, and greater comfort in approaching teachers or tutors for clarification. These responses suggest that academic support mechanisms were associated with improved learning engagement and conceptual understanding among a large proportion of students.

Well-being and life skills: Responses across statements related to nutrition support and health check-ups, life skills sessions, and English support indicate perceived benefits in areas related to student well-being and personal development. Around 65% of respondents reported agreement (4-5) across these statements, indicating outcomes such as feeling healthier and more energetic, managing stress during examinations or difficult situations, and improved comfort in speaking before groups. However, responses related to communication confidence indicate variation, with 63% of students continuing to report discomfort in speaking before larger groups despite receiving English support.

Educational aspirations and support: Responses across statements related to clarity in choosing subjects or courses after Class 10 or Class 12, encouragement from family to continue studies, and the usefulness of aptitude or counselling sessions indicate mixed perceptions regarding support for future educational pathways. Around 48% of respondents reported disagreement (1-2) across these statements, suggesting

that a section of students continued to report uncertainty regarding subject or course selection or perceived a need for greater encouragement and guidance in planning their future academic pathways. In comparison, 42% reported agreement (4-5), indicating that another group of respondents reported clearer academic direction and perceived encouragement to continue their studies.

Table 17: Student Perceptions of Academic and Support Components in CBLC: Grade 12

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did not answer
Academic Support and Learning Confidence				
The CBLC classes helped me understand difficult subjects more clearly. (only CBLC students)	10%	7%	80%	2%
The academic support I received in school (remedial/tutorial classes) helped me prepare better for my board exams.				
I make regular use of the CBLC library books for my studies. *Original Statement: Even with books available at the CBLC library, I do not always use them regularly for my studies.**				
Doing practical or hands-on STEM activities helped me understand difficult concepts better.				
I feel more comfortable asking teachers or tutors for help when I do not understand something.				
Well-being and Life Skills				
The nutrition support and health check-ups helped me feel healthier and more energetic	27%	7%	65%	2%
The life skills sessions helped me manage stress better during exams or difficult situations.				
I feel confident speaking in front of many people after receiving English support. *Original Statement: Even with English support, I still feel a little nervous when speaking in front of many people.**				
Educational Aspirations and Support				
I feel clear about which subjects or courses to choose after Class 10/12. *Original Statement: I still feel unsure about which subjects or courses to choose after Class 10/12.**	48%	10%	42%	0%
I feel encouraged by my family to continue my studies after Class 10/12.				

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)	Did not answer
*Original Statement I feel I need more encouragement from my family to continue my studies after Class 10/12.**				
The aptitude or counselling sessions helped me identify my strengths and interests (For class 12 students).				

Responses related to clarity in choosing subjects or courses after Class 10/12 and encouragement from families to continue education indicate varying levels of perceived readiness among students in planning their future academic pathways. While some students reported clarity and encouragement, others indicated that these decisions were still evolving. Qualitative insights from parents and teachers provide additional perspective by highlighting changes in students' confidence, communication, and participation in discussions about their education and future choices. These observations suggest that while students may still be in the process of developing clarity regarding their academic pathways, increased family engagement and dialogue around educational decisions are emerging, with scope for continued guidance and support as students navigate future choices.

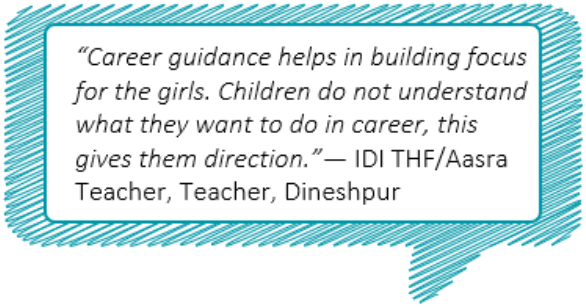
Interviews reflected changes in household discussions regarding girls' educational trajectories. Parents described greater openness towards higher education, often emerging alongside exposure to programme guidance and improvements in academic engagement. Teachers and principals referred to continued enrolment beyond traditional exit points such as Grade 10 or Grade 12.

Changes were also described in the level of parental involvement with schools and programme staff. Home visits, feedback mechanisms, and communication through CBLC activities reduced distance between families and educational institutions. Parents described attending meetings and maintaining communication with teachers following programme outreach. Interaction between households and schools therefore became more regular and structured as compared to previous times, where, in some cases, parents were reported to not even be aware of the child's attendance at school. Teachers explained that some parents who were previously less engaged began monitoring attendance and academic progress more closely and participated more actively in school interactions.

4.5.5 Career Awareness, Aspirations and Goal Orientation

Career guidance activities were described by parents, teachers, and principals as introducing structured exposure to educational and vocational pathways that had previously received limited attention. In qualitative discussions with parents, it was reported that students discussed higher education and future study plans at home and expressed interest in continuing education beyond current levels. This is evidenced through students' articulation of aspiring to clear entrance examinations such as CUET, with parents willing to send their children provided they qualified.

Teachers reported that career guidance sessions introduced beneficiaries to higher education pathways and vocational options that were previously unfamiliar. Examples included preparation for nursing courses Teachers stated that older beneficiaries demonstrated clearer academic goals and improved focus following these sessions. Some teachers noted that the duration of career guidance activities was limited and could be expanded.



In communities where education had often concluded after Grade 10, respondents reported that students were beginning to consider alternative trajectories, including continued education and career planning. Principals associated scholarship exposure with continuation of studies beyond senior secondary levels.

Principals observed that scholarships and guidance contributed to continued education after Grade 12 and were associated with reduced dropout at this stage. Overall, respondents described career guidance activities as responding to limited exposure to post-school pathways by introducing structured information about future educational options.

Responses to the statement "The life skills sessions helped me manage stress better during exams or difficult situations" indicate that a majority of students perceived benefits from programme-supported life skills sessions in managing academic pressure and challenging situations. Qualitative insights from parents and teachers further reflect these changes in students' everyday behaviour, with stakeholders describing increased confidence, communication, and participation in school and family settings.

4.5.6 Confidence, Communication and Behavioural Development

Parents described a clear behavioural shift in children's confidence and willingness to communicate in public and school settings. The change was explained as a movement from nervousness and hesitation toward greater ease in speaking and participation. One of the parents further observed that this was not limited to a single child but visible across the cohort. Evidence of this change was also seen in school interactions, where children were reported to engage more confidently during formal settings such as PTMs. Furthermore, in matters of decision-making, a parent noted that his daughter discussed choices with family members while also expressing her own views before arriving at decisions.

Teachers' observations pointed to a more specific shift, with students beginning to articulate views on socially embedded issues such as education continuation and early marriage, indicating that confidence was also expressed through engagement with community norms. Mentoring relationships were described as creating supportive spaces where students felt comfortable expressing themselves and seeking guidance. Teachers also reported emerging independence in decision making, with students increasingly participating in discussions about their education and future choices and demonstrating greater ownership over personal decisions.

Classroom engagement was also seen to have improved. Teachers described students attending CBLC sessions as more responsive during lessons and more willing to attempt answers. Parents noted that students increasingly took initiative towards studying and attended learning activities without repeated prompting. Behavioural changes extended to awareness of personal safety and hygiene practices, with teachers reporting improved reporting of inappropriate behaviour and better menstrual hygiene practices within schools. These observations indicated changes in everyday conduct alongside increased confidence.

> "Children have started voicing their concerns to us regarding marriage... students who did not come to school have started coming, expressing disinterest for getting married early at the compromise of education." — In-depth Interview, Teacher

4.5.7 Better Attendance and Learning Regularity

Parents linked improved engagement with greater willingness among students to attend both school and CBLC sessions. Some parents reported that students showed increased initiative towards studying and attended learning activities without repeated prompting. Teachers similarly observed improved attendance patterns, including among girls who had previously missed school due to household responsibilities.

CBLC teachers stated that students who had earlier been irregular began attending more consistently. Principals also noted observable changes in student interest and participation within the school environment. At the same time, teachers indicated that attendance challenges continued among some older students involved in part time work, suggesting that improvements were uneven.

4.5.8 Titan Kanya + perceived as financial support

At the household level, programme assistance functioned primarily as a reduction in education related expenditure rather than as direct income support. Parents described lower reliance on paid private tuition and reduced spending on school necessities such as uniforms, footwear, and learning materials.

> "The 8–10 thousand rupees that were going to be spent on tuition have almost been saved." — Parent, Sultanpur

For families that are dependent on daily wage or labour income, these reductions eased pressures associated with sustaining children's education. Parents explained that academic support available through the programme replaced costs that would otherwise have required private coaching.

Provision of educational materials further reduced routine expenses that some households found difficult to manage. Teachers also indicated that financial assistance carried symbolic meaning for families, as external support reinforced the value placed on girls' education and encouraged continuation in schooling.

Qualitative insights from parents, teachers, and school leaders further suggest that changes observed in students' confidence, educational engagement, and family discussions were also reflected more broadly within community perceptions. Stakeholders described evolving attitudes toward girls' education and future

opportunities, indicating that experiences of programme participants were beginning to influence how education for girls was viewed within local communities.

4.5.9 Scholarship Beneficiary Feedback and Perceived Effectiveness

An online survey was administered to students who availed the scholarship to assess the effectiveness of the programme, as well as the perceived helpfulness and utility of the financial support provided. A total of 24 beneficiary responses were received and have been analysed to inform the findings presented in this section. The insights derived from these responses contribute to understanding the programme's relevance, practical benefits, and overall impact from the perspective of direct recipients. The age of scholarship beneficiaries ranged from 17 to 23 years. Most respondents (63%) reported an annual family income below ₹50,000, followed by 33% in the ₹50,000- ₹1,00,000 bracket and 4% in the ₹1,50,000-₹2,00,000 range. A majority of respondents (75%) reported that the primary earning member of their family is a daily wage labourer, followed by 21% engaged in farming or agricultural labour and 4% working as e-rickshaw drivers.

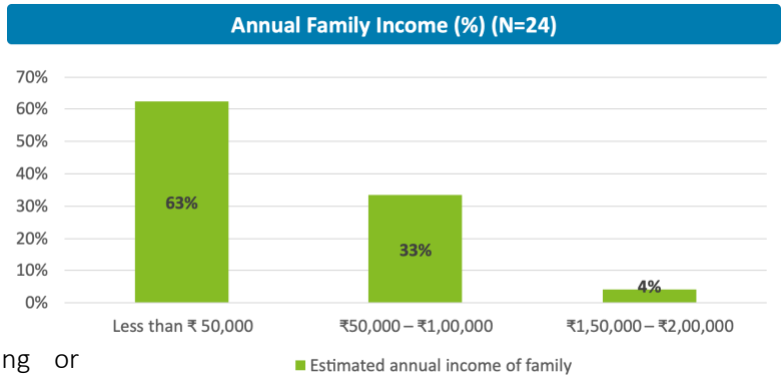


Figure 16: Annual Family Income

Respondents are enrolled across diverse academic streams, with 33% pursuing B.A./Arts & Humanities, 21% enrolled in Polytechnic/ITI/Technical courses, 17% in B.Sc. programmes, 13% in Commerce & Management, 8% in Medical & Nursing, and 4% each in B.Sc. (Maths) and other occupational/professional courses, reflecting a varied higher education participation profile among scholarship beneficiaries.

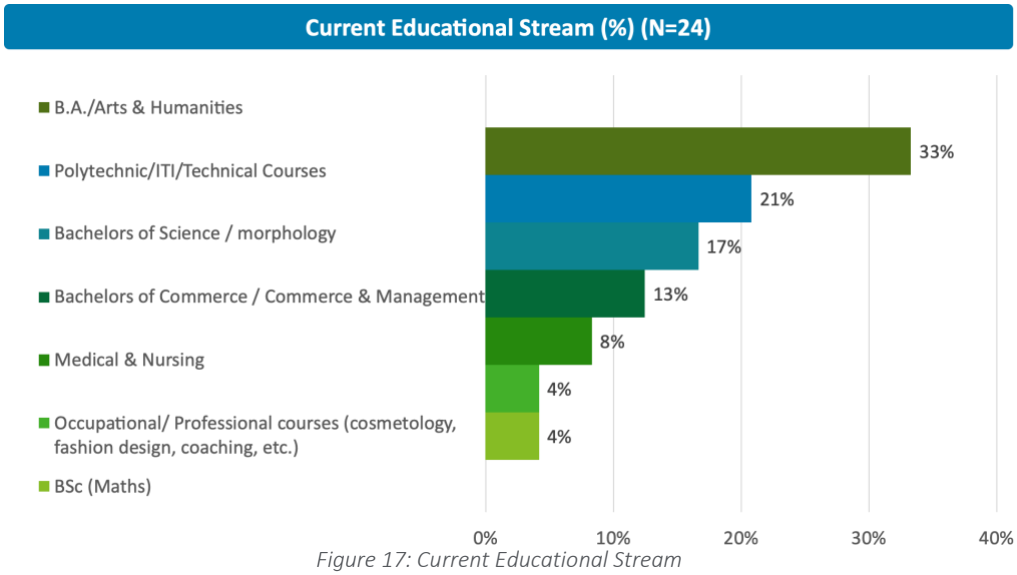


Figure 17: Current Educational Stream

Regarding the amount of scholarship received, 88% of respondents reported receiving less than ₹20,000 for the academic year, while 12% received between ₹30,000 and ₹40,000. Additionally, 88% reported that the scholarship amount was disbursed on time, whereas 12% indicated that it was not.

In terms of how the scholarship amount was utilized, respondents reported receiving multiple components under the Titan Kanya+ Educational Endowment programme. Specifically, 29% accessed general educational support (e.g., examination fees, study materials, or other miscellaneous education-related expenses), 17% each received books/content support and tuition fee support, 8% received college fee support, and 4% each benefited from online coaching and transportation assistance.

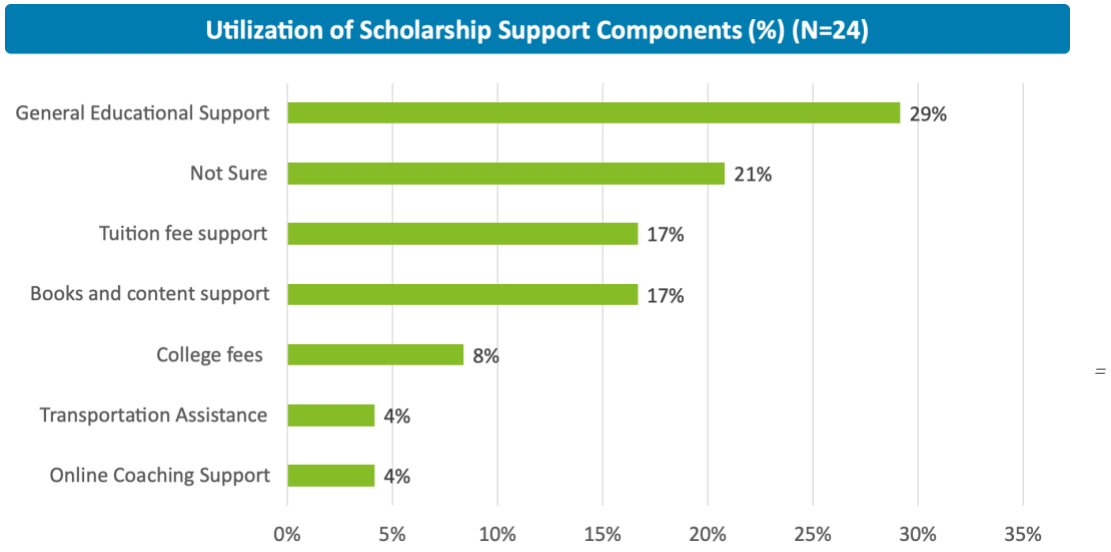


Figure 18: Utilization of scholarship amount (%)

Perceptions of scholarship sufficiency varied among respondents. One-third (33%) indicated that the support covered 50-75% of their educational expenses, while 21% reported coverage of 25-50%. A smaller proportion (13%) stated that it met either less than 25% or more than 75% of their expenses. Notably, 20% felt that the scholarship was not sufficient to meet their academic needs.

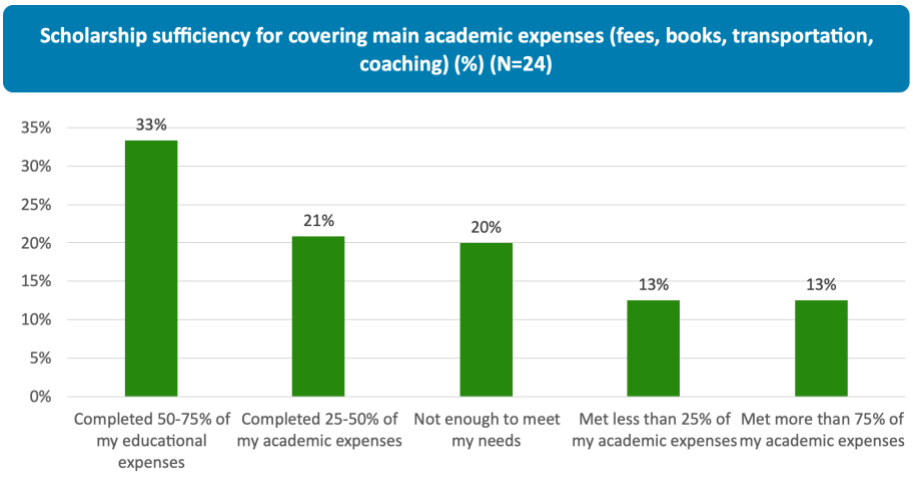


Figure 19: Scholarship Sufficiency (%)

Among respondents (N=13) who indicated that the scholarship covered less than 50% of their expenses or was not sufficient, the primary gaps reported related to college and tuition fees, with several noting that the scholarship amount did not fully cover institutional charges. A few respondents also highlighted shortfalls in covering books, study

materials, and transportation expenses. Moreover, 54% (N=13) indicated annual out-of-pocket educational expenses of less than ₹5,000, while 23% spent between ₹5,000 and ₹15,000. A smaller proportion reported higher expenditures, with 8% spending ₹15,000-₹30,000 and 15% incurring expenses exceeding ₹30,000 per year.

Students were asked to indicate any challenges faced during the scholarship application process[1] . Half of the respondents (50.0%) reported no challenges. Among the reported issues, 29% cited difficulty in filling out the application form, 21% mentioned a lack of guidance or support, 13% experienced travel-related challenges for interviews, 8% found it difficult to understand the eligibility criteria, and 4% reported issues with house visit scheduling.

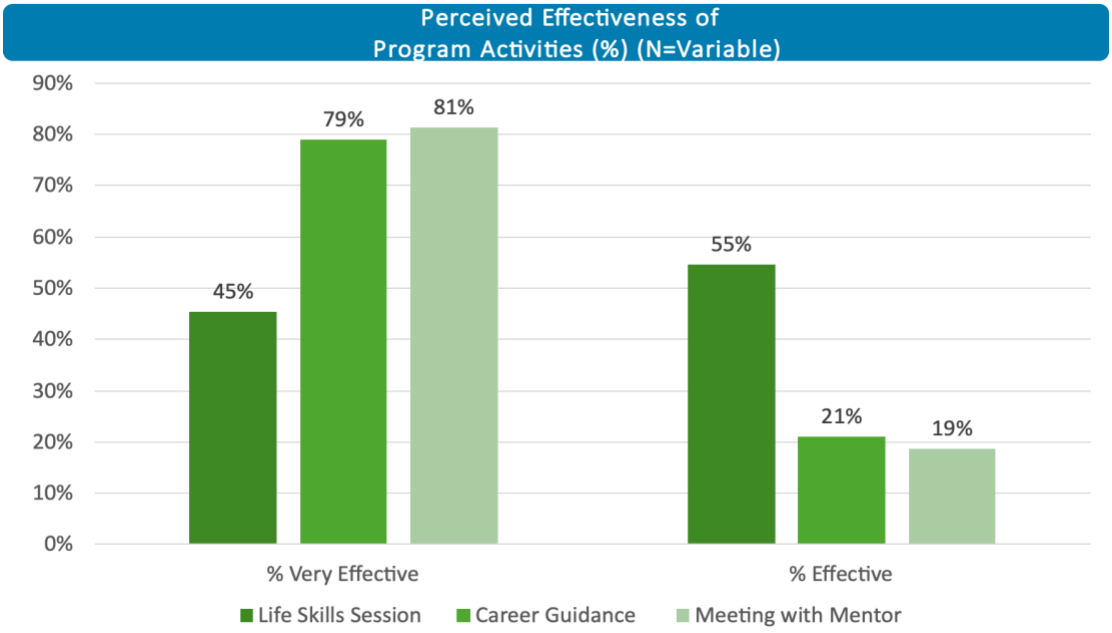


Figure 20: Perceived Effectiveness of Program Activities

Note: Sample sizes differ across activities as figures reflect only those who received each activity. Life Skills Session (n=11); Career Guidance (n=19); and meeting with a mentor (n=16). Findings should be interpreted with this variation in mind.

Figure 21 Effectiveness of Program Activities

All three activities were positively received, though to varying degrees. Career guidance and mentoring emerged as relatively well-performing activities when compared to Life skills sessions. Life skills sessions, while rated positively, had a more even split between effective (54.55%) and very effective (45.45%) - suggesting that participants found value in the sessions but perhaps to a lesser degree as compared to others. The relatively higher ratings for mentoring are worth noting alongside the finding that most mentoring relationships involved monthly contact (n=9), with only 2 participants meeting weekly.

[1] *multiple responses, % wont add upto 100%*

Looking ahead to their future pathways, respondents shared their intended plans after completing their current level of education. It is encouraging to note that a majority (67%) expressed plans to pursue higher education, indicating academic aspirations among students. Meanwhile, 8% intend to undertake skill training, 17% remain undecided, and 4% selected other options.

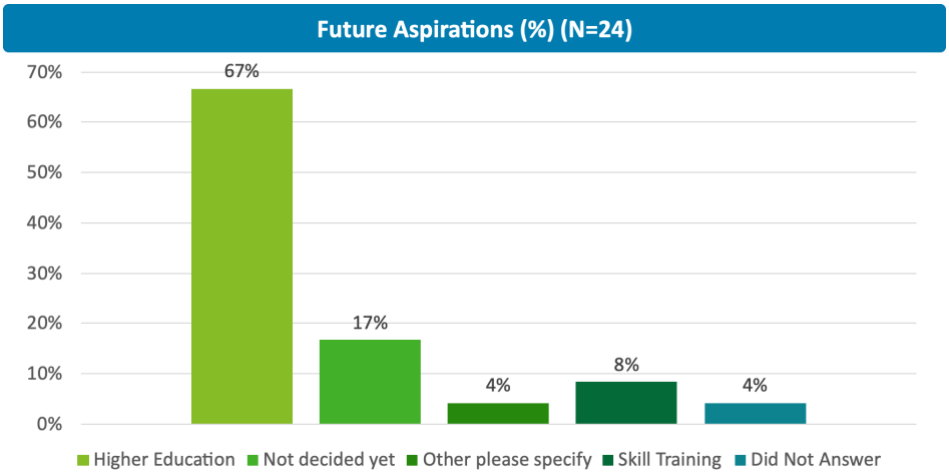


Figure 22: Future Aspirations

Students were asked to indicate their level of agreement with statements related to the financial, educational, and psychosocial effects of the scholarship, with responses grouped into Disagree (1-2), Neutral (3), and Agree (4-5). The findings indicate that the scholarship is widely perceived as supporting educational continuity and reducing financial strain. A large majority (96%) reported that the scholarship enabled them to continue their education without interruption and increased their confidence in completing their education successfully. Most respondents also indicated improved overall well-being with reduced stress related to education expenses (96%), and 92% reported that the scholarship positively influenced their family's attitude towards their education.

In terms of financial relief, 58% of respondents reported that their family's financial stress reduced after receiving the scholarship, and while the scholarship contributed to some financial relief, it may not have fully covered major education-related expenses as particularly 75% respondents disagreed to the statement "The scholarship helped ease the cost of essential education expenses like tuition, hostel fees, and learning materials."

Additionally, responses related to future aspirations indicate variation, (75%) disagreed with the statement that receiving the scholarship made them feel more confident about their future education or career prospects, suggesting that financial assistance may not fully address broader concerns related to education expenses and future pathways.

Table 18: Financial, educational, and well-being dimensions

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)
Financial Relief and Reduced Economic Burden			
My family's financial stress reduced after receiving the scholarship.	29%	13%	58%

Theme wise statements	Disagree (1-2)	Neutral (3)	Agree (4-5)
Because of the scholarship, my family did not need to take loans or borrow money.			
The scholarship helped ease the cost of essential education expenses like tuition, hostel fees, and learning materials. *Original Statement: The scholarship reduced only a small part of major expenses like tuition, hostel, and learning materials.**			
Educational Continuity and Academic Confidence			
The scholarship allowed me to continue my education without interruption.	0%	4%	96%
The support I received increased my confidence in completing my education successfully.			
Future Aspirations			
Receiving the scholarship makes me feel more confident about my future education or career prospects. *Original statement: I feel unsure about getting a job or progressing to higher studies despite receiving the scholarship.**	75%	17%	8%
Psychological Well-being and Reduced Stress			
The scholarship improved my overall well-being (less stress, fewer worries about fees).	0%	4%	96%
Family Perception and Support for Education			
The scholarship has positively changed my family's attitude towards my education.	0%	8%	92%

4.5.10 Spillover Effects Beyond Direct Beneficiaries

Respondents described indirect effects extending beyond participating students. Teachers explained that lessons related to hygiene, safety, and education were frequently shared within households, influencing family discussions and awareness. Principals indicated that behavioural and academic changes among participating students encouraged wider engagement within schools. Programme exposure was therefore described as extending through informal channels such as peer interaction and sibling influence rather than through direct outreach alone.

Across stakeholder accounts, community level change was described as gradual and shaped by observable examples within local networks. Improvements in student confidence, continued education, and exposure to future opportunities influenced parental expectations and contributed to evolving discussions around girls' schooling and marriage decisions. These shifts were characterised as ongoing and uneven within the communities described in the interviews.

4.6 Impact: Shifts in Community and Gender Norms

4.6.1 Changing Attitudes Toward Girls' Education

> *"Now these people are also becoming aware... changes are coming gradually. Earlier, education used to stop after inter. Now they say, yes, we will get her graduated."*— IDI 1, Parent, Gadarpur

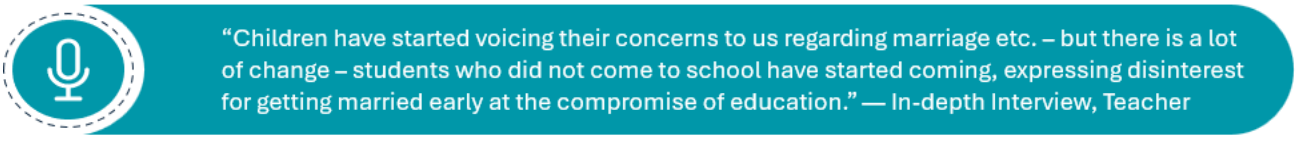
Parents, teachers, and principals described gradual shifts in community perceptions regarding girls' education. In areas where continuation beyond secondary schooling had previously been uncommon, education for girls was increasingly viewed as worthwhile when families witnessed improvements in students' confidence, academic engagement, and access to scholarships. These developments appeared to influence how education was valued within households and neighbourhoods.

Teachers explained that visible academic progress among programme participants prompted interest from other families, who began reconsidering decisions about their daughters' schooling. The change was characterised as practical acceptance shaped by tangible examples rather than ideological change. Education was therefore discussed less as a temporary phase prior to marriage and more as an activity linked to future opportunities.

4.6.2 Delay in Early Marriage Decisions

Across locations, teachers and principals referred to early marriage as an established community practice while noting emerging shifts in how families approached such decisions. Life skills discussions and career exposure were described as providing students with language and confidence to negotiate continuation of education. Teachers indicated that girls increasingly prioritised studies when discussing future plans.

Respondents framed these developments as a gradual delay in marriage decisions rather than a complete departure from existing norms. School leadership described instances where students continued education beyond stages at which marriage had earlier been expected.



4.6.3 Peer and Family Influence in Norm Change

Norm shifts were described as spreading through peer comparison and community observation. Parents explained that educational progress achieved by one student often influenced neighbouring families' decisions regarding their own daughters. Teachers noted that participation in group activities encouraged

collective reinforcement, with students motivating one another to remain in school and pursue further education.

Programme visibility within schools and communities appeared to contribute to broader acceptance of continued education for girls, as families drew comparisons based on outcomes they could directly observe.

4.7 Sustainability: Prospects for Continuity

Discussions with the Hans Foundation indicate that the program's sustainability strategy is centered on strengthening systems and ensuring long-term institutional ownership rather than pursuing rapid scale-up. Going forward, the program aims to integrate the CBLC model within formal school systems, with a focus on enabling government teachers to adopt and sustain key academic and life skills interventions.

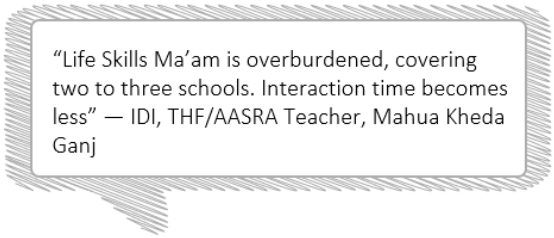
With ongoing improvements in foundational learning outcomes (Grades 1-5) under FLN initiatives, the long-term plan envisions a gradual exit once school systems demonstrate the capacity to independently continue and sustain the interventions.

4.7.1 Resource Requirements for Programme Continuation

> *"If THF support is not there, then it will be very difficult for us to continue extra classes, nutrition, and materials on our own."*
> — IDI Government HM/Principal, School Head, Dineshpur

Principals and teachers described continued access to financial and material resources as central to maintaining programme activities. Ongoing needs included funding for textbooks, laboratory supplies, learning materials, food supplements, and classroom infrastructure. School leadership explained that several programme components currently functioned through external provision of these inputs. Without comparable support, schools anticipated difficulty sustaining additional classes and enrichment activities introduced during programme implementation.

4.7.2 Teacher Capacity and Retention



Stakeholders highlighted the importance of retaining trained educators and tutors involved in programme delivery. Principals and teachers indicated that instructional continuity depended on motivated personnel who had received programme training and mentoring support. Concerns were raised that withdrawal of incentives or institutional backing could lead to staff attrition, which in turn could affect student learning support. Respondents also referred to the need for continued professional development and adequate compensation to sustain teacher engagement over time. Furthermore, the discussion with implementation partners revealed safety concerns for female staff during home visits in certain communities - restricting the staff's ability to dispense their duties and potentially posing staff attrition challenges.

4.7.3 Dependence on External Programme Inputs

> *"Staffing, materials, coordination. All the support right now is coming from outside."*— IDI Government HM/Principal, School Head, Dineshpur

Interviewees acknowledged that many operational elements were closely linked to external contributions, including staffing, materials, and programme management support. Several principals indicated that schools did not currently possess the financial or administrative capacity to independently sustain the full model. This dependence prompted discussion regarding how responsibilities presently undertaken by programme teams might transition to school systems or local actors in the future.

4.7.4 Scalability Potential

Despite identified constraints, principals and teachers described the programme model as potentially adaptable to other locations if adequate planning and resources were available. Respondents referred to community teachers, peer learning approaches, and existing training materials as elements that could support expansion. However, scaling was described as dependent on additional mentors, training opportunities, and financial investment.

4.7.5 Emerging Community Ownership

Participants also described early indications of community involvement in sustaining programme activities. Teachers and principals referred to parents, residents, and students taking initiative through study groups, volunteering, and informal support mechanisms. Such engagement was described as developing gradually alongside programme implementation and was viewed as relevant for long term continuation.

Across stakeholder accounts, programme continuation was linked to the availability of resources, retention of trained educators, and the gradual transfer of responsibilities beyond external implementing partners. While current functioning relied on external inputs, respondents also described emerging local participation through community involvement and volunteer support.

4.8 Unintended Effects and Emerging Consequences

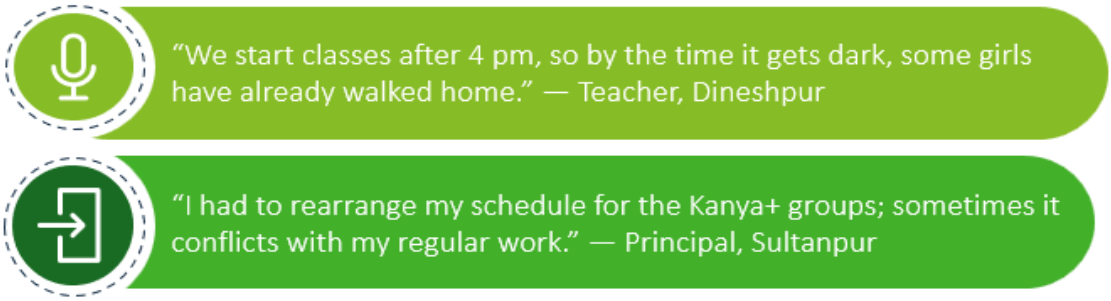
Interviews with parents, teachers, and principals highlighted a set of unintended effects and operational insights that emerged alongside programme implementation. These reflections related to staff workload, logistical and infrastructure constraints, perceptions of inclusion within communities, evolving dependency risks, and practical suggestions for programme improvement. Together, these accounts described operational pressures and contextual realities shaping implementation at school and community levels.

4.8.1 Operational Burden and Implementation Constraints

Teachers and principals described additional responsibilities associated with programme delivery, including organising extra classes, conducting home visits, coordinating activities, and adjusting institutional schedules. These responsibilities were often managed alongside regular teaching duties, which created

pressure on staff time and mobility. Travel between locations and after school sessions added further strain, particularly where educators supported multiple schools.

Logistical challenges were also linked to programme timing. Sessions conducted after regular school hours sometimes extended into evening periods, creating concerns related to travel distance and safety for students returning home. Principals noted that timetable adjustments occasionally overlapped with existing responsibilities, requiring ongoing coordination within schools.



4.8.2 Community Perceptions, Inclusion and Emerging Social Tensions

Selective participation within the programme generated questions among non-participating families and students. Teachers described situations where parents and students asked why only certain girls received additional academic support or resources. These reactions were framed as mild dissatisfaction rather than conflict but highlighted sensitivities around perceived fairness.

Non beneficiary students were aware of additional classes and programme inputs, which occasionally created feelings of exclusion. Parents and principals noted that such responses reflected curiosity and comparison within communities where programme visibility was high.

4.8.3 Dependency Concerns and Continuity Risks

Teachers and principals raised concerns that close mentoring relationships and structured academic support may have created reliance among some students and families. Students accustomed to continuous guidance were described as depending heavily on programme tutors for academic direction and decision making. Respondents expressed uncertainty regarding how students might adjust if programme support were withdrawn.

These reflections were linked to broader questions about sustainability rather than dissatisfaction with programme delivery.

4.8.4 Resource and Infrastructure Limitations

Interviews also drew attention to physical and infrastructural constraints affecting programme functioning. Teachers described limited classroom space for evening sessions and challenges related to electricity and facility conditions, which affected the use of science equipment and digital learning tools. Even where materials had been provided, operational conditions (such as regular electricity supply) sometimes limited their effective utilisation.

4.8.5 Stakeholder Feedback, Adaptation and Community Engagement

Parents, teachers, and principals offered suggestions aimed at improving accessibility and relevance of programme activities. These included increasing session frequency, introducing vocational (such as tailoring classes) or computer-based learning, and involving fathers and community elders to strengthen household support for girls' education. Respondents also referred to requests for additional educational materials and improvements in allied services such as hygiene facilities and student support systems. Alongside these recommendations, participants described expressions of pride and growing community participation. Teachers referred to satisfaction in seeing students participate publicly, while principals mentioned local leaders supporting programme activities through provision of community spaces.

Across stakeholder perspectives, unintended effects and emergent insights reflected operational pressures, logistical realities, community perceptions of inclusion, and evolving expectations around programme support. These accounts illustrated how implementation interacted with existing institutional capacity and community dynamics while generating feedback that informed potential areas for adjustments.

OBSERVATIONS AND RECOMMENDATIONS

5. OBSERVATIONS AND RECOMMENDATIONS

The following observations synthesise cross-cutting patterns that emerged across the findings. They highlight broader insights regarding programme implementation, participant experiences, and contextual factors shaping outcomes. The recommendations are further categorized into immediate, medium-term, and strategic priorities.

Relevance

- **Observation 1: Titan Kanya+ functions as a trusted alternative to private tuition for addressing learning gaps.**

  Program Component: Academic Support (tutoring, remedial teaching, tech-based learning, and smart/virtual classes for girls in GGICs and Community-Based Learning centres)

  Prior to the programme, academic difficulties were commonly addressed through private tuition, which provided personalised support but imposed significant financial costs on households. Titan Kanya+ emerged as a preferable alternative for many families because it offered academic support within the school environment, where teachers were already familiar with students' learning needs. Its affordability, combined with the reassurance of children studying in a monitored and trusted school setting, made the programme a more accessible form of supplementary academic support.

- **Observation 2: The programme's relevance lies in acknowledging that girls' educational engagement is shaped by multiple, interrelated factors rather than academic support alone**

  Program Component: Life-Skills Education (structured modules on healthy habits, interpersonal relationships, digital wellbeing, decision-making, etc., delivered by LSE mentors in schools and CBL centres), Nutrition Support and Health Checkups

  By combining remedial learning through CBLCs with life skills education and health and nutrition support, the intervention addresses different dimensions influencing participation in education, including comprehension, confidence, safety awareness, and physical readiness to learn. This suggests that these elements function in tandem - highlight how learning requires a more holistic and well-rounded support structure.

Efficiency

- **Observation 3: Delivery Architecture is dependent on a small core of overextended personnel, posing risks to consistency and quality of educational outcomes.**

  Program components: Monitoring and Evaluation and Training and Capacity building of staff

The assessment reveals HR shortages that undermine consistent implementation quality across schools. A shortage of teachers (in Computer Science, Geography, and Hindi) was noted. This is compounded by a disproportionately low ratio of permanent staff relative to enrolled student strength. In a few cases, teachers covered multiple schools which could potentially limit meaningful engagement. Additionally, local recruitment proved to be difficult.

- **Recommendation**

  The programme should develop and operationalise a dedicated teacher resourcing and retention plan. This could include:

1. IMMEDIATE: A mapping of subject-wise vacancies
2. MEDIUM TERM:
   Exploration of alternative sourcing mechanisms such as partnerships with teacher training institutions, or digital/remote instruction for low-coverage subjects
3. STRATEGIC- LONG TERM:
   A review of incentive structures to make postings more attractive in hard-to-recruit areas. In addition, the programme could establish a minimum permanent staff-to-student ratio as a baseline standard complemented by routine monitoring.

Effectivenes
-

- Observation 4:

  Program Component: Academic Support (tutoring, remedial teaching, tech-based learning, and smart/virtual classes for girls in GGICs and Community-Based Learning centres)

  Overall, assessment results indicate that student performance in both GGIC and CBLC is concentrated in the lower-to-mid achievement range, with relatively few students at the highest performance levels. Across both grades assessed, CBLC learners show a modest advantage in average scores, though performance remains broadly mid-range.

- Observation 5: Variation in English-speaking confidence amongst students
  Program Component: Academic Support (tutoring, remedial teaching, tech-based learning, and smart/virtual classes for girls in GGICs and Community-Based Learning centres)

  Student feedback suggests that English support is helping many learners feel more confident speaking, but a noticeable segment still reports nervousness/hesitation when speaking in front of others (as reflected in the original statement captured alongside the item). This indicates gains in confidence, but uneven translation into comfortable public speaking for all students.

Recommendation

IMMEDIATE: Introduce regular, low-stakes speaking routines (e.g., 2-3 minute “pair-talk”, small-group discussions, role-plays, and short weekly presentations using sentence starters), with supportive feedback rather than grading. Track participation lightly (who spoke, how often) and prioritise repeated practice in safe groups to reduce anxiety and build fluency over time.

Impact

- **Observation 6: Community attitudes toward girls' education appear to be shifting gradually through visible programme outcomes, though these changes remain uneven.**

  Program component: Community & Parental Engagement (community visits, Parent-Teacher Meetings (PTMs), School Management Committee (SMC) meetings, home-visits, and awareness workshops)

  Improvements in students' confidence, academic engagement, and continuation in education were cited by parents, teachers, and school leaders as influencing how families perceived girls' schooling. However, these shifts were largely driven by observable examples within peer and family networks rather than a fundamental transformation of underlying social norms, with practices such as early marriage being delayed rather than fully displaced.

  Recommendation:

  MEDIUM TERM: Strengthen structured engagement with parents during key educational transition stages to support continued education for girls: Since decisions regarding continuation of education and early marriage are often made at critical stages such as the transition to higher grades (9-12), the programme could introduce targeted parent engagement during these periods. Structured discussions with families on educational pathways, scholarships, and future opportunities may help reinforce emerging positive attitudes toward girls' education and support families in sustaining girls' schooling beyond secondary levels.

  MEDIUM TERM: Institutionalise peer and community exposure mechanisms to reinforce emerging shifts in attitudes toward girls' education: Since shifts in attitudes appear to be influenced by visible examples of girls continuing education, the programme could create regular opportunities for parents and community members to observe these outcomes through alumni engagement, parent meetings, and student-led showcases of academic or career pathways.

- **Observation 7: Improvements in confidence among beneficiaries appear to operate across multiple levels of decision-making.**

  Program Components: Life-Skills Education (structured modules on healthy habits, interpersonal relationships, digital wellbeing, decision-making, etc., delivered by LSE mentors in schools and CBL centres) and Career Guidance (group counselling, psychometric testing, one-to-one counselling, scholarship-information sessions and support for competitive-exam preparation)

At the individual and intra-family level, students increasingly participate in discussions regarding their education and future. At the community level, confidence enables girls to engage with prevailing norms both by articulating principled positions such as prioritising continued education, and by negotiating decisions within everyday social interactions. **Continuation of observation 7*

The following components emerged as effective and suitable for scale-up. Together, they address learning gaps, agency, post-school transitions, and learning readiness.

Table 19: Programme Component and Suitability for Scale-Up

Programme Component	Effectiveness and Suitability for Scale-Up
CBLC Academic Remedial Support	This was consistently identified as a critical component by parents, teachers, and principals. CBLC Academic Remedial Support addressed comprehension gaps despite regular school attendance. It replaced expensive private tuition through small-group settings, enabled individual attention, and improved confidence and classroom participation. Teachers noted CBLC students were better prepared than peers, indicating potential for replication across additional grades and schools using the same small-group remedial structure aligned to school calendars.
Life Skills Education (LSE)	Strong evidence across stakeholders showed behavioural change, including improved confidence, communication, safety awareness, and decision-making among girls. Teachers highlighted LSE as filling gaps around safety, POCSO awareness, and adolescent issues not covered in school curricula, while parents observed greater openness at home. Given its impact, LSE is well-suited to scale alongside CBLCs by embedding core modules, especially safety, confidence, and communication, into existing centre schedules using trained tutors.
Career Guidance and Scholarship Exposure	This component created awareness of post-school pathways where exposure was previously limited. Parents reported discussions around higher education and entrance exams, while teachers observed clearer academic goals among older students. Principals linked scholarship awareness to reduced dropouts beyond Grade 12. These outcomes suggest value in expanding career guidance in senior grades through more frequent, phased sessions and simple scholarship follow-up mechanisms in high-enrolment schools.
Nutrition and Health Support	Identified as a key enabler of learning rather than a standalone benefit, this component addressed low energy levels and health issues that affected participation, particularly after school hours. Parents noted improved eating habits, and principals observed gains in attentiveness and physical strength. Embedding standardised nutrition support with basic health and hygiene messaging as a core CBLC feature (especially for afternoon or summer sessions) can strengthen learning readiness as programmes scale.

CONCLUSION AND WAY FORWARD

6. CONCLUSION AND WAY FORWARD

Titan Kanya+ had been designed to address last-mile barriers to secondary school progression for adolescent girls through a combination of in-school tutoring, community-based learning, life-skills instruction, career counselling, scholarships, and basic health and infrastructure support. The mixed-methods assessment indicated that the programme was relevant to the identified needs, with service coverage reported to have reached full coverage by year-end. Improvements were observed in student engagement, confidence, and the application of life skills, while households reported some relief in education-related expenditure and greater willingness to support continuation of schooling.

Learning outcomes were found to be uneven, particularly in English and mathematics. Participation in community-based learning centres was associated with improved subject comprehension and classroom readiness, indicating the value of extended small-group support, while also pointing to the need for deeper academic remediation. Early shifts were noted in community attitudes towards delaying marriage and pursuing higher education; however, these changes appeared to remain evolving.

Sustainability considerations were identified in continued dependence on external staff and programme inputs, recruitment gaps (including science and counselling roles), and variable utilisation of laboratory facilities. These observations indicate the need for stronger institutionalisation through structured transition and handover planning, teacher capacity building, and integration within school budgeting and systems.

Overall, strengthening foundational learning, career guidance, and parental engagement, along with gradual integration within the public education system, may support the long-term sustainability of programme outcomes.

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Annexures

7.1 Annexure I - Data Collection Tools for Titan Kanya+

7.1.1 Assessment tools for STEM:

GRADE 6th GRADE 8th

7.1.2 In Depth Interview – Parents- Titan Kanya+

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 Titan *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'd like to understand your experiences as a parent of a child who has been part of the Titan Kanya+ program, and to learn how the program has supported your daughter's education and overall development.

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 of the respondent	Open text
2. Name of the beneficiary (student)	Open text
3. Gender of the beneficiary	
4. Age of the beneficiary	____ years
5. Grade of the beneficiary	

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

SECTION 2: Role, need and context

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

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

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

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

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

(Probe: extra academic support through CBLC, life skills sessions, career guidance, health and nutrition activities, better facilities, or scholarship support.)

SECTION 3: Perceived changes and Involvement

6. Since your daughter started attending the CBLC or tutoring sessions, how much improvement have you noticed in the following areas?

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

- Regularity in school and CBLC attendance
- Understanding of school subjects

- Interest and participation in studies
- Performance in tests and exams

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

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

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

8. Has there been any change in your daughter's awareness or planning for her future studies or career after attending career guidance sessions?

(Probe: Interest in higher education, clarity on subjects or career paths, discussions about goals with you)

9. Has your own involvement or communication with the school increased in recent times?
10. How satisfied are you with the support and services your daughter has received through the Titan Kanya+ program? Have they met your expectations?

(Probe: Have you or your daughter faced any challenges or difficulties with the Titan *Kanya+ program or its activities?)*

SECTION 4: Perceived Impact, Community Influence, and Recommendations

11. Has the Titan Kanya+ program provided any kind of financial relief or support for your daughter's education? *(Probes: Scholarship support, help with school or college expenses, learning materials, transport, or any other form of assistance.)*

11.1 If mentioned about scholarship support: question can be asked around the types of support received, amount etc.

12. Do you think the Titan Kanya+ program (or scholarship) has motivated you or your daughter to continue her education or plan for higher studies in the future?
13. Since your daughter joined the Titan Kanya+ program, have you observed changes in the views about girls' education or early marriage in your community?

(Probe: Have you seen more families showing interest in keeping their daughters in school after seeing your child's progress? Are children in your community continuing their education?)

14. Do you have any suggestions for making the programme better?

7.1.3 In Depth Interview – THF/Aasra Teachers- Titan Kanya+

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'd like to understand your experiences as a teacher involved in the Kanya+ program, and to learn how the program has supported students' learning, growth, and overall development.

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. Gender	
3. Age	____ years
4. Educational Qualification	
5. Designation	
6. Name of the school	
7. Years of Experience	____ years
8. Duration of association with the current school	____ years
9. Association with the CBLC	Yes/No
10. Subjects Handled	
11. Location (village/taluk/district)	_____

SECTION 2: Roles, Need and context

1. How did you first learn about the Kanya+ program and its activities in your school?
2. In your opinion, what are the major learning gaps or challenges faced by students in your school?
3. What types of support or activities are being provided to students under the Kanya+ program in your school?
4. Do you think the subjects, modules, and life skills sessions under the Kanya+ program are aligned with students' grade-level learning needs and the government school curriculum? *(Probes: Curriculum followed in CBLCs, how is it different from traditional methods of teaching)*
5. In your opinion, how relevant are the activities and focus areas of the Kanya+ programme to the actual challenges faced by girls in your school and community?
6. What has been your role or involvement in implementing the Kanya+ programme in your school?

(Probe: Involvement in tutoring sessions, planning and identifying learning gaps, coordination or discussions with the implementation partner (Aasraa team), collaboration with other teachers for academic support, peer learning or sharing of teaching methods)

7. Were there any other programmes or organisations supporting girls' education in your area before Kanya+? How is Kanya+ different from or similar to them?

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

SECTION 3: Effectiveness of activities

8. In your opinion, have the tutoring in school or remedial classes conducted through the Community-Based Learning Centres (CBLCs) helped improve students' academic performance? How do you assess or observe these improvements?

(Probe: Changes in test results, classroom participation, regularity or attendance, or understanding of difficult subjects; link between CBLC teaching methods/resources and these improvements.)

9. Thinking about the following Kanya+ activities, please rate how effective each has been in improving students' learning, confidence, and overall development.

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

Components	Effectiveness rating	What changes have you observed among students/teachers that reflect this effectiveness? (e.g., attendance, interest, confidence, performance, awareness of career options, teaching methods in classroom)
Life Skills Education (LSE) sessions		
Career Guidance sessions		

Health and Nutrition activities
STEM Lab / Interactive Science Centre
Pedagogical/ Life Skill/ POSH/POSCO training

(Probe after rating each: "Can you give an example of what change you observed because of this activity?")

10. Have you faced any challenges in coordinating the Kanya+ program activities in your school? *(Probe: Whom do you reach out to in case of any support needed? How responsive are they?)*

SECTION 4: Impact and Feedback

11. Have you observed any differences in the academic performance or learning levels of students who attend the Community-Based Learning Centre (CBLC) sessions compared to those who do not? ***Please give your response as Yes/No***

12. Have you noticed any change in the level of parental involvement in students' education since the Kanya+ program began?

(probes: More involvement in PTM, more supportive towards their daughter's education, increased interest due to scholarship)

13. Since the introduction of the Kanya+ program, have you noticed any change in community attitudes or parental perspectives toward girls' education and early marriage?

14. Do you have any suggestions for making the programme better? *(Probe: are there still any existing gaps that can be addressed through this programme)*

7.1.4 In Depth Interview –Government HM/Principal- Titan Kanya +

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/HM 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 THF/Aasra team?
2. Were the activities (such as CBLC setup, trainings, labs and learning materials) rolled out as per planned timelines?
3. How was coordination between your school staff, THF/Aasra 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 THF/Aasra 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 changes in teachers' classroom practices, motivation, or teaching approaches after their involvement with Kanya+ trainings or collaboration with programme staff? Please provide an example if possible.
9. How has the introduction of CBLCs (Community Based Learning Centres) impacted teaching and learning?
10. How effectively are the STEM labs, or teaching-learning materials being used by teachers and students in your school?
11. Have the program activities like life skills, career guidance, or health and hygiene activities led to visible changes in students' confidence, aspirations, behaviour, or decision-making? Please describe any changes observed.
12. Have you observed any change in students' interest & motivation/participation after THF/Aasra's intervention?

SECTION 4: Reflections and Recommendations

13. What additional support or resources would you need from Titan, THF, Aasra teams, 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 (Aasra Trust and THF) – Kanya +

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 under this programme.

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

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.

- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

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

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

SECTION 1: General Information

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

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

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

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

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

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

6. How is the Aasraa field team structured under the Kanya+ programme, and how are roles and responsibilities distributed?

(Probe: Number of staff working across schools and CBLCs; distribution of roles for academic support, life skills education, career guidance, health and nutrition, and STEM activities; clarity of responsibilities for field coordinators, mentors, and administrative staff)

7. Were funds, materials, and approvals received on time to meet planned activities? Probe: Timeliness of fund disbursement; Procurement and logistics processes
8. Were the financial and human resources available under the Kanya+ programme adequate for achieving planned activities, and were they utilised effectively?
9. How effective was coordination between THF HQ, Titan CSR team, and Aasra field teams?

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

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

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

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

SECTION 4: Achievement of expected outcomes and enabling factors

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

- CBLC sessions
- Tutoring sessions in school
- Life Skills Education sessions
- Career Guidance sessions

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

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

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

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

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

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

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

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

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

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

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

SECTION 6: Reflections and Recommendations

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

7.1.6 Online Survey – Scholarship Student

Interviewer Prompt:

Welcome to this survey!

Deloitte is conducting this survey on behalf of Titan to understand the impact of Titan's CSR initiatives and support provided, including the Kanya+ program. Your participation will help us learn how the programme has supported students and families and how it can be improved in the future.

Before you begin, please note:

Your responses will remain confidential and will be used only for research purposes.

Participation is voluntary, and you may skip any question you prefer not to answer.

The survey will take approximately 10–15 minutes to complete.

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

By proceeding with the survey, you consent to participate.

Thank you for your valuable time and inputs.

SECTION 1: General Information

1. Name (Optional)
2. Age:
3. Gender:
4. What is your family's approximate annual income?
    - Less than ₹50,000
    - ₹50,000 – ₹1,00,000
    - ₹1,00,000 – ₹1,50,000
    - ₹1,50,000 – ₹2,00,000
    - ₹2,00,000 – ₹3,00,000
    - Above ₹3,00,000
    - Prefer not to say
5. What is the primary occupation of your family's main earning member?

- Daily wage labourer
- Farmer / agricultural worker
- Livestock / dairy worker
- Skilled labourer (electrician, carpenter, mechanic, etc.)
- Government employee
- Private-sector employee
- Self-employed (shop, small business, tailoring, etc.)
- Driver / transport worker
- Other (please specify)

6. Please mention the name of your educational institute: (open ended)
7. What kind of college are you studying in?
    - Government college
    - Government-aided college
    - Private college
    - Deemed university
    - Autonomous college
    - Distance education (e.g., IGNOU, KSOU)
    - Other (please specify)
8. Educational Stream:
    - B.A. / Arts & Humanities
    - B.Com. / Commerce & Management
    - B.Sc. / Science
    - Medical & Nursing (B.Sc. Nursing, GNM, D.Pharma, etc.)
    - Polytechnic / ITI / Technical Courses
    - Professional / Vocational Courses (Cosmetology, Fashion Design, Coaching, etc.)
    - Other (Please specify): _____
9. What is the status of your educational course?
    - Ongoing

- Completed course

SECTION 2: Scholarship Coverage & Sufficiency

10. Did you receive the scholarship under the Titan Kanya+ program (between April 2024- March 2025)?
    - Yes
    - No
11. What was the scholarship amount you received for the academic year?
    - Less than ₹20,000
    - ₹20,000 – ₹30,000
    - ₹30,000 – ₹40,000
    - ₹40,000 – ₹50,000
    - Above ₹50,000
12. Which components of the Titan Kanya+ Educational Endowment are you receiving?
    - Tuition fee support
    - Transportation support
    - Books and materials support
    - Online coaching support
    - General educational support
    - Not sure
    - Others (please specify)
13. Did you receive the scholarship amount on time?
    - Yes
    - No
    - Did not receive it yet
14. To what extent was the scholarship sufficient to cover your main academic expenses (fees, books, transport, coaching)? Please select the option that best represents the percentage of total expenses covered:
    - Covered more than 75% of my academic expenses
    - Covered 50–75% of my academic expenses
    - Covered 25–50% of my academic expenses

- Covered less than 25% of my academic expenses
- Not sufficient to cover my needs

If selected "Covered less than 25%", "Covered 25–50%", or "Not sufficient"

14.1 Which expenses were not covered by the scholarship? *(Open-ended response)*

14.2 How much did you/your family spend per year on academic expenses (out-of-pocket)?

- Less than ₹5,000
- ₹5,000–₹15,000
- ₹15,000–₹30,000
- More than ₹30,000

SECTION 3: Application & Disbursement Experience

15. How would you rate the ease and convenience of the Kanya+ scholarship application process?
    - Very easy
    - Easy
    - Neutral
    - Difficult
    - Very difficult
16. What challenges did you face during the scholarship application process? (Select all that apply)
    - Difficulty understanding eligibility criteria
    - Difficulty filling the application form
    - Lack of guidance or support
    - House visit scheduling issues
    - Travel challenges for interview
    - Others, please specify
    - No challenges faced
17. Did you face any challenges in receiving the scholarship amount?
    - Yes
    - No
18. If yes, what type of challenges did you face? (Select all that apply)

- Delay in receiving the scholarship amount
- Incorrect or incomplete amount received
- Bank-related issues (KYC, account mismatch, etc.)
- Confusion about payment schedule
- Lack of communication about disbursement
- Difficulty opening or operating a bank account
- Technical issues in updating details
- Other challenges (Please Specify)
- No challenges faced

SECTION 4: Support Services: Life Skills, Career Guidance & Mentoring

19. Are you receiving life skills sessions as part of the endowment program?
    - Yes
    - No
    - Not sure
20. If yes, how useful have the life skills sessions been for you?
    - Very helpful
    - Helpful
    - Neutral
    - Not helpful
21. Are you receiving career guidance support under the program?
    - Yes
    - No
    - Not sure
22. How effective has the career guidance been in helping you make education or career decisions?
    - Very effective
    - Effective
    - Neutral
    - Not effective

23. Has a mentor/advisor been assigned to you?
    - Yes
    - No
    - Not sure
24. How helpful has your mentor been in guiding you on academics or career decisions?
    - Very helpful
    - Helpful
    - Neutral
    - Not helpful
25. How often do you meet or interact with your mentor?
    - Weekly
    - Monthly
    - Once per semester
    - Only when needed
    - No interaction yet
26. When you face any issues (academic, financial, personal), how supportive is the program team in resolving them?
    - Very supportive
    - Supportive
    - Neutral
    - Not supportive
27. What do you plan to do after completing your current level of education?
    - Higher education
    - Skill training
    - Employment
    - Not yet decided
    - Other please specify

SECTION 5: Scholarship Impact

28. Using the scale from Strongly Agree (5) to Strongly Disagree (1), please rate the following statements about the scholarship's impact:
    - My family's financial stress reduced after receiving the scholarship.
    - Because of the scholarship, my family did not need to take loans or borrow money.
    - The scholarship allowed me to continue my education without interruption.
    - The support I received increased my confidence in completing my education successfully.
    - I feel unsure about getting a job or progressing to higher studies despite receiving the scholarship.
    - The scholarship reduced only a small part of major expenses like tuition, hostel, and learning materials.
    - The scholarship improved my overall well-being (less stress, fewer worries about fees).
    - The scholarship has positively changed my family's attitude towards my education.

7.1.7 Student Impact and Learning Outcomes Assessment- Grade 10 & 12

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

Name: _____
School: _____
Grade: _____

Please tick yes or no for this question: Are you a part of CBLC? Yes/No

1. Please read the following statements written below carefully and express whether you agree or disagree with the statements on a scale of 1-5:

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

1. The CBLC classes helped me understand difficult subjects more clearly. *(only CBLC students)*
   □ 1 □ 2 □ 3 □ 4 □ 5
2. The academic support I received in school (remedial/tutorial classes) helped me prepare better for my board exams.
   □ 1 □ 2 □ 3 □ 4 □ 5
3. I still feel unsure about which subjects or courses to choose after Class 10/12.
   □ 1 □ 2 □ 3 □ 4 □ 5
4. The nutrition support and health check-ups helped me feel healthier and more energetic
   □ 1 □ 2 □ 3 □ 4 □ 5

5. Even with books available at the CBLC library, I do not always use them regularly for my studies. *(only CBLC students)*
   □ 1 □ 2 □ 3 □ 4 □ 5
6. The life skills sessions helped me manage stress better during exams or difficult situations.
   □ 1 □ 2 □ 3 □ 4 □ 5
7. Even with English support, I still feel a little nervous when speaking in front of many people.
   □ 1 □ 2 □ 3 □ 4 □ 5
8. Doing practical or hands-on STEM activities helped me understand difficult concepts better.
   □ 1 □ 2 □ 3 □ 4 □ 5
9. I feel I need more encouragement from my family to continue my studies after Class 10/12.
   □ 1 □ 2 □ 3 □ 4 □ 5
10. I feel more comfortable asking teachers or tutors for help when I do not understand something.
    □ 1 □ 2 □ 3 □ 4 □ 5
11. The aptitude or counselling sessions helped me identify my strengths and interests (For class 12 students).
    □ 1 □ 2 □ 3 □ 4 □ 5

2. How useful were the improvements made in your school (such as library, toilets, drinking water, digital resources, or repaired classrooms) for your learning and comfort?
   - Helpful
   - Somewhat helpful
   - Not helpful

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

Your class is preparing a project for the School Exhibition. Your group of four girls has to create a combined display that includes a chart, a small model, and a short presentation on "Healthy Habits and Managing Exam Stress."
While planning:

- One friend says she is feeling anxious about the upcoming board exams and doesn't want to take the presentation part.
- Another friend suggests an idea for the model, but the group is unsure if it will work.
- The group is also struggling to decide who should take which task so everything is completed on time.

4.1 How would you help the group decide who should do which task?

A. Take the task you prefer and let the others divide the remaining work among themselves.
B. Suggest that each person shares what they feel comfortable doing before finalizing the roles.
C. Wait for others to choose first and then take up whatever is left.

4.2 Your friend is anxious about exams and does not want to present. What would you do?

A. Assume she will manage and continue with your planning.
B. Tell her many students feel exam pressure and suggest she try the presentation anyway.
C. Check how she is feeling and offer her a task she may find less stressful, while still including her in the work.

4.3 A friend suggests an idea for the model, but the group is unsure if it will work. What should you do next?

A. Ask her to explain the idea more clearly and discuss the pros and cons together.
B. Decide to go ahead with the idea to save time and adjust later if needed.
C. Drop the idea and pick something easier so the group can finish faster.

4.4 While working on the project, you start feeling stressed. What would you do?

A. Pause briefly, take a breath or drink water, and return once you feel more focused.
B. Keep working through the stress so that you don't delay the project.
C. Step back completely and let the group continue without you.

4.5 While working on the project, you start feeling stressed. What would you do?

A. *Ask the teacher to resolve the issue since the group cannot agree.*
B. *Suggest that both share their points calmly and help the group choose the best idea together.*
C. *Stay out of the disagreement so that things settle on their own.*

4. How helpful were the CBLC classes in improving your understanding of the following subjects? *(only CBLC students)*

- Mathematics: Very helpful / Somewhat helpful / Not helpful
- Physics: Very helpful / Somewhat helpful / Not helpful
- Chemistry: Very helpful / Somewhat helpful / Not helpful
- English: Very helpful / Somewhat helpful / Not helpful
- Spoken English: Very helpful / Somewhat helpful / Not helpful

7.2 Annexure II – Photographs


FEMININE GENDER
GIRL
HEN
LIONESS
DUCK
PEAHEN
QUEEN

Deloitte.

Together makes progress