



IMPACT ASSESSMENT REPORT
TITAN KANYA GIRL CHILD EDUCATION
PROGRAMME – LEARNING CENTRE MODEL
Implemented by IIMPACT
2024-2025



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Abbreviations

Abbreviation	Full form		
ASER	Annual Status of Education Report	LC / LCs	Learning Centre(s)
BBBP	Beti Bachao Beti Padhao	LLP	Limited Liability Partnership
CINI	Child in Need Institute	MGML	Multi Grade Multi Level
		MLP	Mothers Literacy Programme
CMC	Centre Management Committee	MoU(s)	Memorandum of Understanding(s)
CSR	Corporate Social Responsibility	MSK	Manav Seva Kendra
DRR	Disaster Risk Reduction	MVDA	Mount Valley Development Association
DSO	Disha Social Organization	NCERT	National Council of Educational Research and Training
DTTL	Deloitte Touche Tohmatsu Limited	NEP	National Education Policy (2020)
FPC	Finite Population Correction	NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission)
FY	Financial Year	NSIGSE	National Scheme of Incentive to Girls for Secondary Education
GEP	Girl Child Education Program(me)	OECD-DAC	OECD – Development Assistance Committee
IDI(s)	In-Depth Interview(s)	POCSO	Protection of Children from Sexual Offences (Act)
IDS	Institute for Development Support	QGA(s)	Quarterly Girls’ Assessment(s)
INR	Indian Rupee	QTA(s)	Quarterly Teacher Assessment(s)
IP / IPs	Implementing Partner(s)	QTT(s)	Quarterly Teacher Training(s)
IRM	Internal Review Meeting(s)	RFP	Request for Proposal
KII(s)	Key Informant Interview(s)	RTE	Right to Education (Act), 2009
STEM	Science, Technology, Engineering and Mathematics	UDISE+	Unified District Information System for Education Plus
TLM(s)	Teaching-Learning Material(s)	UNICEF	United Nations Children’s Fund
UC / UCs	Utilisation Certificate(s)	UPVSS	Uttar Pradesh Vanvasi Seva Sansthan

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Improving access to quality education for girls remains a critical priority within India's broader development agenda. While enrolment in primary education has improved crucially over the past two decades, several structural and socio-economic challenges continue to affect learning outcomes and educational participation among girls from disadvantaged communities. In particular, gaps in foundational literacy and numeracy (FLN), limited academic support outside school, and socio-economic barriers within rural households continue to influence learning trajectories during the primary schooling years.

Within this context, the **Titan Kanya Girl Child Education Programme (GEP) Programme**, implemented in partnership with **IIMPACT**, aims to strengthen foundational learning among girls from underserved communities through community supported Learning Centres (LCs). These centres provide supplementary academic support in foundational subjects, while also promoting life-skills development and community engagement to encourage continued participation in education. The programme currently operates across selected districts in **Uttar Pradesh, Uttarakhand, and West Bengal**, supporting girls through structured learning activities delivered through locally recruited teachers.

This evaluation was undertaken to examine programme implementation and outcomes during the assessment period (FY 2024-25) and to generate evidence-based insights to support programme strengthening. The evaluation adopted the Organisation for Economic Co-operation and Development – Development Assistance Committee (**OECD-DAC**) **evaluation framework**, assessing programme performance across the dimensions of relevance, coherence, efficiency, effectiveness, impact, and sustainability.

A mixed-methods approach was used for the evaluation. Quantitative data were collected through a **FLN assessment administered to 145 Grade 5 students** who participated in LCs activities during Grade 4. In addition, an **alumni awareness assessment was conducted with 70 former beneficiaries** to examine long-term perceptions regarding educational continuation, skill development, and confidence outcomes. Qualitative insights were gathered through **field visits and in-depth interviews with teachers, parents, implementing partners, and members of Centre Management Committees (CMCs)** across the programme states. These findings were further complemented by a review of programme documents, monitoring reports, and financial utilisation records.

The findings from the FLN assessment indicate that the overall **mean FLN score across the assessed cohort was 21.35 out of 30 (71.2%)**, with a substantial proportion of students falling within the **Proficient or Advanced performance bands**. Uttar Pradesh recorded the highest mean score (24.82), followed by West Bengal (23.08), while Uttarakhand recorded comparatively lower performance (17.95) with greater dispersion in student outcomes. Domain-wise analysis indicates that **mathematics performance was comparatively strong across states** (Mean Score of 7.87), while **English demonstrated wider variation** (Mean score of 5.77) and contributed considerably to the observed inter-state differences in learning outcomes.

Findings from the **alumni awareness assessment** indicate continued engagement in education among former beneficiaries, with **all respondents reporting continued participation in formal schooling after leaving LCs**. A large majority of respondents also reported that participation in the programme contributed to improvements in foundational academic skills (76%), confidence in communication (73%), and group participation (61%). Alumni respondents further reported encouraging girls' education within their social

networks, suggesting that programme exposure may contribute to reinforcing supportive attitudes toward girls' education within communities.

Insights from **field visits and stakeholder interactions** further highlight the perceived role of the LCs in strengthening foundational learning and supporting educational engagement among girls. Teachers and parents consistently reported improvements in students' academic performance, confidence and participation in school activities. The **Multi-Grade Multi-Level (MGML) pedagogical approach** adopted in the programme was widely reported to help address varying learning levels among students within classrooms. In addition, sustained engagement with parents and communities through teachers and CMC members was observed to play an important role in encouraging regular attendance and reinforcing the importance of girls' education.

From an implementation perspective, the analysis indicates that programme resources are largely directed towards **direct learning delivery components**, including teacher personnel costs, centre operations, and teaching-learning materials. The financial utilisation analysis indicates that overall programme expenditure remained aligned with planned allocations, with most resources supporting core academic delivery at the LCs.

While overall programme outcomes are encouraging, the evaluation also identifies several areas for strengthening programme implementation. These include variability in learning outcomes across programme geographies, the need for greater emphasis on English language support within learning activities, inconsistencies in infrastructure quality across certain LCs, and variation in the level of detail maintained within lesson planning documentation across centres.

Overall, the findings suggest that the Titan Kanya GEP has contributed to creating accessible learning environments that support foundational learning and promote continued participation in education among girls from underserved communities. The combination of academic support, life-skills development, and community engagement appears to play an important role in strengthening both learning outcomes and educational aspirations among programme participants.

Going forward, strengthening programme impact may benefit from targeted efforts to address domain-specific learning gaps, further standardisation of instructional planning and continued investment in improving learning environments and teacher capacity. Such measures may help enhance programme effectiveness while sustaining the programme's broader objective of supporting girls' education in disadvantaged communities.

INTRODUCTION

1. INTRODUCTION

1.1. Status of Girls' Education in India

India has made considerable progress in expanding access to elementary education and improving gender parity in school participation over the past two decades. Government programmes aimed at universalization of school education have contributed to noteworthy increases in enrolment across primary grades and have helped reduce historical gender disparities in access to schooling.

According to the **Unified District Information System for Education Plus (UDISE+) 2024–25**, India's school education system comprises **14,71,473 schools serving approximately 24.69 crore students and supported by over 1.01 crore teachers**, making it one of the largest education systems in the world¹.

Girls' participation in schooling has improved steadily over time. Data from **UDISE+ 2024–25** indicate that girls constitute **48.3% of total student enrolment across school education, up from 48.1% in the previous year**, reflecting continued progress toward gender parity in access to schooling. In addition, the representation of women in the teaching workforce has increased, with **female teachers accounting for 54.2% of the total teaching workforce**, suggesting gradual improvements in gender representation within the education system itself².

At the elementary stage (Classes I–VIII), girls constitute a substantial proportion of total enrolment, indicating that gender disparities in access to primary education have narrowed markedly compared to earlier decades. Improvements in enrolment and retention at the primary stage have been supported by a range of policy initiatives, including the **Right to Education (RTE) Act, 2009**, and large-scale programmes such as **Samagra Shiksha**, which aim to strengthen school infrastructure, teacher availability, and inclusive education.

Despite improvements in access and participation, concerns regarding **learning outcomes at the primary stage remain crucial**. National assessments consistently indicate that a substantial proportion of students complete primary grades without acquiring foundational literacy and numeracy competencies expected for their age. According to the **Annual Status of Education Report (ASER) 2024**, **44.8% of Grade 5 students in government schools are able to read a Grade 2 level text**, reflecting a recovery in reading levels compared to the decline observed during the pandemic years. However, this also implies that **more than half of students at this stage still struggle with basic reading proficiency**, highlighting persistent gaps in foundational learning³.

Recognising the importance of addressing foundational learning gaps, the **National Education Policy (NEP) 2020** emphasises the need to ensure that all children achieve FLN in the early years of schooling. In line with this objective, the Government of India launched the **NIPUN Bharat Mission in 2021**, which seeks to ensure that all children attain foundational literacy and numeracy by the end of Grade 3.

¹ https://dashboard.udiseplus.gov.in/report-new-v.6-demo2025/static/media/UDISE+2024_25_Booklet_existing.118ba29d4773e6372f72.pdf

² <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2161543®=3&lang=2>

³ <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2099725®=3&lang=2>

While the expansion of schooling infrastructure and policy interventions has improved access to education, disparities in learning outcomes continue to exist across socio-economic groups and geographic regions. Children from economically disadvantaged households, first-generation learners, and those living in rural or educationally underserved areas often face additional barriers in accessing consistent academic support. Strengthening foundational learning during the primary stage therefore remains critical to ensuring that improvements in school participation translate into sustained educational progression for girls.

1.2. Key Challenges Affecting Girls' Education

While access to schooling for girls in India has improved markedly over the past two decades, several structural and contextual challenges continue to influence both participation in education and learning outcomes at the primary stage. Evidence from national learning assessments and international research indicates that barriers affecting girls' education extend beyond enrolment and include issues related to foundational learning, socio-economic disadvantage, social norms, and institutional constraints within schooling systems.

For instance, national learning assessments continue to highlight gaps in foundational literacy and numeracy among primary school students. In addition to learning gaps, broader socio-economic and gender-related factors continue to influence educational experiences of girls in many rural and economically disadvantaged communities. Poverty, limited parental education, early marriage, and prevailing gender norms can affect both educational participation and learning opportunities for girls.

The key challenges affecting girls' education are summarised in the table below.

Table 1: Key Challenges Affecting Girls' Education in India

Challenge Area	Description of the Challenge	Evidence / Supporting Data	Implications for Girls' Education
Foundational Learning Gaps	A substantial proportion of students at the primary stage continue to lack basic reading and numeracy skills required for grade-appropriate learning. These gaps often emerge in early grades and persist as students' progress through school.	ASER 2024 indicates that 44.8% of Grade 5 students in government schools can read a Grade 2 level text , highlighting continuing gaps in foundational literacy.	Students who do not acquire foundational competencies in early grades face increasing learning difficulties in later classes, affecting their long-term educational progression.
Socio-Economic Constraints	Many girls enrolled in government schools belong to economically disadvantaged households where parents have limited education and limited ability to support academic learning at home.	Studies on education inequality highlight that poverty and low parental education are strongly associated with weaker learning	Financial constraints and lack of academic support at home can limit educational opportunities and learning continuity for girls from disadvantaged households.

Challenge Area	Description of the Challenge	Evidence / Supporting Data	Implications for Girls' Education
		outcomes among children⁴.	
Gendered Social Norms and Expectations	In certain communities, social norms relating to household responsibilities, early marriage, and restrictions on girls' mobility can influence educational participation and aspirations.	According to UNICEF data poverty, child marriage, and gender discrimination remain major barriers affecting girls' education globally and in developing country contexts⁵.	These norms may affect school attendance, educational aspirations, and continuation of education beyond primary grades.
Limited Individualised Support in Classrooms	Government school classrooms often contain students with diverse learning levels, limiting the extent of individualised academic support that teachers can provide.	National assessments continue to highlight disparities in learning outcomes across classrooms and regions.	Students who fall behind academically may not receive adequate remedial support within the formal schooling system.
First-Generation Learners and Home Learning Environment	Many children in rural communities are first-generation learners, meaning parents may not have the educational background required to support school learning.	Evidence from rural education studies indicates that first-generation learners often face additional learning barriers due to limited home academic support.	Girls from such households may particularly benefit from supplementary learning environments that reinforce foundational learning outside formal school hours.

1.3. Policy Responses and Initiatives

Recognising the importance of improving educational access and learning outcomes for girls, the Government of India has implemented several policy initiatives and programmes aimed at strengthening school participation, improving foundational learning, and addressing gender disparities in education. These interventions operate across multiple dimensions including access to schooling, financial incentives for girls' education, improvement in learning outcomes, and community mobilisation to support girls' participation in education.

⁴ <https://educationforallindia.com/girls-education-in-india-progress-challenges-and-the-path-to-universal-school-education-2024/>

⁵ <https://www.unicef.org/education/girls-education>

At the national level, flagship programmes such as **Samagra Shiksha**, **NIPUN Bharat**, and **Beti Bachao Beti Padhao** aim to improve educational access, strengthen foundational learning, and address gender-based barriers to girls' education. For instance, the **Beti Bachao Beti Padhao (BBBP)** initiative, launched in 2015, seeks to address gender discrimination and improve the status of girls through coordinated interventions across education, health, and community awareness.

In addition to national programmes, state governments have implemented targeted initiatives aimed at addressing context-specific barriers affecting girls' education. These programmes often focus on financial incentives, scholarships, community mobilisation, and awareness campaigns aimed at improving school participation among girls.

The key national and state-level policy initiatives relevant to girls' education are summarised below.

Table 2: National Level Initiatives

Initiative	Implementing Agency	Key Focus Areas	Relevance to Girls' Education
Samagra Shiksha Abhiyan⁶	Ministry of Education, Government of India	Integrated programme for school education covering pre-school to Grade 12; focuses on improving school infrastructure, teacher training, and learning outcomes.	Addresses systemic issues affecting school access and quality of education, including gender disparities in enrolment and retention.
NIPUN Bharat Mission⁷	Ministry of Education	National mission launched to ensure that all children achieve foundational literacy and numeracy by the end of Grade 3.	Focuses on strengthening foundational learning, which is critical for improving long-term educational outcomes for girls.
Beti Bachao Beti Padhao (BBBP)⁸	Ministry of Women and Child Development, Ministry of Health and Family Welfare, Ministry of Education	Multi-sector initiative focusing on improving child sex ratio, promoting girls' education, and addressing gender discrimination.	Promotes awareness on the value of girls' education and encourages community participation in supporting girls' schooling.
National Scheme of Incentive to Girls for Secondary	Ministry of Education	Provides financial incentives to encourage girls to continue	Seeks to improve retention of girls in

⁶ <https://dse.education.gov.in/en/scheme/samagra-shiksha>

⁷ <https://nipunbharat.education.gov.in/>

⁸ https://www.pmindia.gov.in/en/government_tr_rec/beti-bachao-beti-padhao-caring-for-the-girl-child/

Initiative	Implementing Agency	Key Focus Areas	Relevance to Girls' Education
Education (NSIGSE) ⁹		education at the secondary level.	education beyond the elementary stage.
Sukanya Samridhi Yojana	Government of India	Savings scheme encouraging families to invest in the future education and well-being of the girl child.	Promotes financial planning for girls' education and welfare.

Table 3: State level initiatives

State	Key Initiative	Focus Area	Relevance
Uttar Pradesh	Kanya Sumangala Yojana ¹⁰	Conditional cash transfer scheme supporting girls' education and well-being across multiple stages of childhood.	Encourages continued school participation among girls and provides financial support for educational milestones.
Uttarakhand	Gaura Devi Kanya Dhan Yojana ¹¹	Financial assistance to girls from economically weaker households for continuing education.	Supports girls in transitioning to higher levels of schooling.
West Bengal	Kanyashree Prakalpa ¹²	Conditional cash transfer programme providing financial incentives to girls to remain in school and delay early marriage.	Widely recognised programme aimed at improving educational participation and reducing early marriage among girls.

1.4. Role of Community-Based Supplementary Learning Models

While national and state education policies have expanded access to schooling and strengthened institutional support for foundational learning, several studies indicate that children from disadvantaged socio-economic backgrounds often require additional academic support beyond what is available within the formal schooling system. In many rural and underserved communities, factors such as large classroom sizes, first-generation learner households, and limited access to private tutoring can affect the extent to which students receive individualised academic support.

In response to these challenges, **community-based supplementary learning models** have emerged as an important complementary approach in strengthening foundational learning and supporting educational participation among disadvantaged children. These models typically operate through **community LCs**,

⁹ <https://dse.education.gov.in/en/nsigse>

¹⁰ https://mksy.up.gov.in/women_welfare/index.php

¹¹ <https://www.nandagaurauk.in/>

¹² https://www.wbkanyashree.gov.in/kp_4.0/index.php

remedial classes, or after-school learning programmes, providing structured academic support to children outside formal school hours.

Empirical evidence from education interventions in India suggests that such supplementary learning programmes can contribute to measurable improvements in student learning outcomes. For example, experimental studies on remedial education programmes in India found that targeted instruction delivered through community-based tutors led to **considerable improvements in students' test scores, particularly among children who were initially performing at lower levels of academic achievement**¹³.

Beyond academic support, community-based education initiatives often play a broader role in strengthening local engagement with schooling. These programmes frequently involve community members, parents, and local volunteers in educational activities, thereby helping to build awareness about the importance of education and encouraging continued participation of children - especially girls - in learning environments.

¹³ Duflo, Esther & Banerjee, Abhijit & Cole, Shawn & Linden, Leigh. (2007). Remedying Education: Evidence from Two Randomized Experiments in India. *The Quarterly Journal of Economics*. 122. 1235-1264. 10.1162/qjec.122.3.1235.

BACKGROUND

2. BACKGROUND OF THE TITAN KANYA GIRL CHILD EDUCATION PROGRAMME

2.1. Overview

The Girl Child Education Program (GEP), implemented by IIMPACT with financial support from Titan Company Limited under its Corporate Social Responsibility (CSR) framework, aims to strengthen access to quality primary education for underprivileged girls in rural and semi-rural communities. The programme operates through community supported LCs designed to address persistent gaps in foundational literacy and numeracy among girl children.

While enrolment rates in government schools have increased following the implementation of the Right to Education Act (2009), evidence from national assessments, including ASER, continues to highlight crucial gaps in foundational learning outcomes. In this context, the LC model supplements formal schooling by grouping students according to their learning levels rather than age-based grades. This Multi Grade Multi Level (MGML) pedagogical approach seeks to bridge accumulated learning deficits and support progression toward grade-appropriate competencies.

Under Titan’s CSR support during FY 2024–25, the programme operated 400 LCs across selected districts in Uttarakhand, Uttar Pradesh, and West Bengal¹⁴. The intervention combines structured academic support with teacher capacity-building, periodic assessments, community engagement mechanisms, and adolescent empowerment platforms. In addition to direct beneficiaries, the programme engages parents and community members through complementary initiatives aimed at strengthening the enabling ecosystem around girls’ education.

2.2. Programme objectives

The programme is guided by clearly articulated academic, institutional, and community-level objectives aimed at strengthening foundational learning outcomes and promoting sustained participation of girls in education.

At the core of the intervention is the objective of providing structured primary-level academic support to approximately 12,000 out-of-school or irregular-to-school girls through 400 community-based LCs. The programme seeks to address foundational gaps in literacy and numeracy by adopting a MGML pedagogical approach, wherein students are grouped according to learning proficiency rather than age or grade enrolment. This approach is intended to enable targeted remediation and accelerated learning progression.

¹⁴ IIMPACT Annual Project Report 2024-25

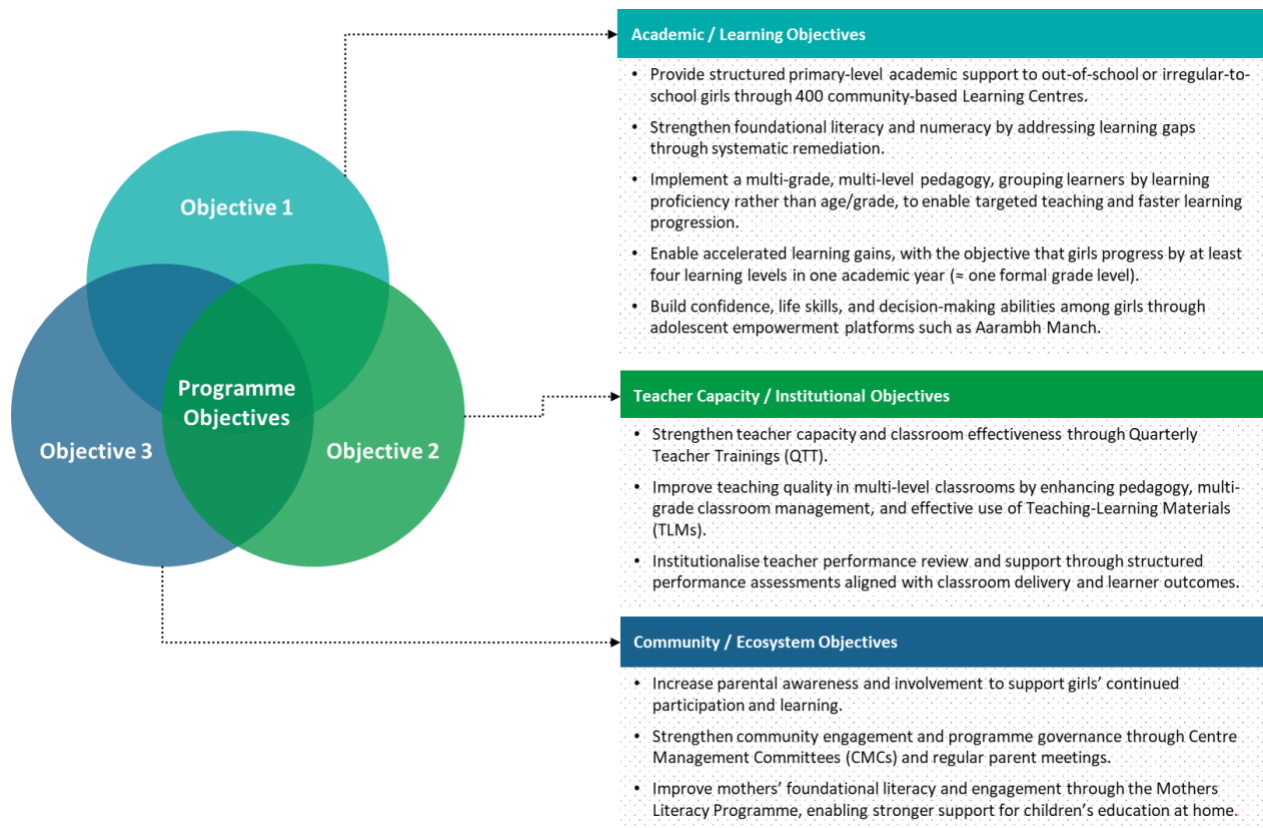


Figure 1: Key Objectives of the Programme

A key academic objective of the programme is to support girls in progressing by at least four learning levels within one academic year (equivalent to one formal grade level), with an average performance benchmark of approximately 70 percent in periodic assessments¹⁵. Quarterly Girls Assessments (QGA) and oral foundational assessments are utilised to monitor progress against these benchmarks.

In addition to student-level outcomes, the programme aims to strengthen teacher capacity through structured Quarterly Teacher Trainings (QTT) and performance assessments. These interventions are designed to enhance pedagogical skills, improve classroom management in multi-level settings, and promote effective use of Teaching-Learning Materials (TLMs).

At the ecosystem level, the programme seeks to enhance parental awareness and community engagement in girls' education. This is operationalised through CMCs, regular parent meetings, and the Mothers Literacy Programme, which aims to improve foundational literacy among mothers and strengthen their engagement in their daughters' educational journeys.

The programme also includes an adolescent empowerment component, with platforms such as Aarambh Manch designed to build confidence, life skills, and decision-making abilities among girls.

¹⁵ IIMPACT Proposal 24-25

2.3. Geographic coverage

During FY 2024–25, the programme was implemented across 14 districts in three states - Uttarakhand, Uttar Pradesh, and West Bengal. The selection of these geographies reflects a focus on rural and semi-rural



Figure 2: Geographic coverage of Titan Kanya GEP

districts characterised by socio-economic vulnerability, limited access to quality educational support, and persistent gaps in foundational learning among girls.

In **Uttarakhand**, the programme operated in Dehradun, Haridwar, Tehri Garhwal, Udham Singh Nagar, and Uttarkashi. Notably, during the reporting year, programme expansion resulted in the establishment of additional LCs in Uttarkashi and Udham Singh Nagar, contributing to the overall scale-up from 327 to 400 centres.

In **Uttar Pradesh**, LCs were operational in Kanpur Dehat, Kanpur Nagar, Kheri, Mirzapur, Prayagraj, Saharanpur, and Shahjahanpur. These districts include rural blocks with a considerable proportion of first-generation learners and households dependent on agriculture and informal labour.

In **West Bengal**, the programme covered South 24 Parganas and Murshidabad, districts that

Table 4: Program Coverage across States

State	Districts Covered	No. of LCs	Total Enrolment	Average Girls per LC
Uttarakhand	5	229	5,736	~25
Uttar Pradesh	7	95	2,865	~30
West Bengal	2	76	2,349	~31
Total	14	400	10,950	~27

Detailed list present in annexure 8

present contextual challenges including seasonal migration, socio-economic deprivation, and infrastructural variability.

The state-wise distribution of LCs and enrolment indicates variation in both scale and centre-level density across geographies. Uttarakhand accounts for the largest operational footprint under Titan’s support, with 229 LCs reaching 5,736 girls. However, the average enrolment per centre in the state (approximately 25 girls) remains below the prescribed cap of 30. In contrast, Uttar Pradesh and West Bengal demonstrate higher centre-level enrolment averages of approximately 30 and 31 girls respectively, indicating stronger demand intensity per centre and fuller utilisation of available capacity. Notably, the average in West Bengal marginally exceeds the official cap, which may reflect community demand and informal accommodation practices at

the centre level. Overall, the aggregate average of approximately 27 girls per LC suggests that while the programme has achieved substantial scale, utilisation patterns vary by state and may warrant contextual review to ensure optimal alignment between enrolment norms, teacher capacity, and infrastructure conditions.

The total operational footprint during the reporting period comprised 400 LCs, with an aggregate enrolment of over 10,950 direct beneficiaries. In addition, indirect beneficiaries included parents, community members and mothers participating in literacy initiatives.

2.4. Timeline of implementation

The evaluation period under review corresponds to Financial Year (FY) 2024–25, during which Titan Company Limited supported the implementation of the GEP across 400 LCs. The total sanctioned grant amounting to INR 5,79,87,500 was released in three instalments to facilitate phased implementation and ensure continuity of programme activities.

The first instalment of INR 2,00,00,000 was disbursed in April 2024, marking the commencement of the implementation cycle for the reporting year. The second instalment of INR 2,80,00,000 was released in September 2024, aligned with mid-year operational requirements, including expansion of centres, teacher trainings, and academic assessments. The final instalment of INR 99,87,500 was disbursed in January 2025 to support continued programme delivery and completion of planned activities within FY¹⁶.

A key development during FY 2024–25 was the expansion of the programme footprint from 327 to 400 LCs. This included the establishment of 61 new centres, primarily in Uttarkashi and Udham Singh Nagar districts of Uttarakhand. The scale-up was accompanied by teacher recruitment, induction training, and enrolment drives within newly covered communities.

Programme implementation followed a quarterly operational cycle, comprising classroom instruction, quarterly teacher training, quarterly teacher assessments and quarterly girls' assessments. Oral foundational literacy and numeracy assessments were conducted in May 2024 and January 2025 to measure learning progression over the academic year.

Regular reporting mechanisms were maintained throughout the implementation period, including monthly progress updates, quarterly reports, and an annual report. Field visits by Titan CSR representatives in selected geographies were undertaken during the year to support oversight and monitoring.

2.5. Program Activities and Milestones

During FY 2024–25, the programme 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.

¹⁶ Scope of work - IIMPACT

2.5.1. Expansion and Operational Scale

A major milestone during the reporting year was the expansion of the programme footprint from 327 to 400 operational LCs. The scale-up involved community mobilisation, identification of premises, recruitment and onboarding of teachers, and enrolment of eligible girls.

As of March 2025, the programme reported an aggregate enrolment of 10,950 girls across 400 LCs. The average enrolment per centre stood at approximately 27 girls, with variation observed across states.

2.5.2. Academic Delivery and Learning Support

The core programme activity involved daily classroom instruction delivered through a MGML approach. Students were grouped based on assessed learning levels rather than age-based grade enrolment, enabling targeted academic support.

QGA were conducted across centres to monitor progress in Mathematics, English, Language (Hindi/Bangla), and Environmental Studies. Reported overall average scores across quarters remained in the range of approximately 70–72 percent.

In addition, oral FLN assessments were conducted in May 2024 and January 2025 to assess learning progression over the academic cycle. These assessment mechanisms form a central component of the programme's monitoring framework.

2.5.3. Teacher Capacity Building

Teacher development remained a structured and recurring component of implementation. Four Quarterly Teacher Training (QTT) cycles (five days each) were conducted during the reporting period. These trainings focused on pedagogical strengthening, effective use of TLMs, classroom management in multi-level settings, and assessment techniques.

The Quarterly Teacher Assessment (QTA) web application was utilised to monitor teacher performance and reinforce accountability within the training process. The institutionalisation of quarterly training cycles represents a key operational milestone under Titan's support.

Thematic training sessions were also conducted on child protection (POCSO), Disaster Risk Reduction (DRR), and digital tools, contributing to broader teacher preparedness.

2.5.4. Community Engagement and Ecosystem Strengthening

Community engagement mechanisms continued to be operationalised through CMCs, which held regular meetings across locations. These forums aimed to strengthen local oversight, parental participation, and community ownership of girls' education.

The Mothers Literacy Programme continued across operational geographies, engaging approximately 1,000 mothers in foundational literacy and numeracy learning sessions. This component seeks to enhance parental engagement and create a supportive educational environment within households.

Life skills sessions were conducted under the Aarambh Manch platform, focusing on confidence-building, communication, and decision-making skills among adolescent girls.

2.5.5. Experiential Learning and Co-Curricular Platforms

Science and Mathematics exhibitions titled “Aagaaz - Exposition from Known to Unknown” were organised across multiple districts in collaboration with Titan. These exhibitions provided students with opportunities to demonstrate conceptual understanding through models and presentations and facilitated interaction with community members and stakeholders.

Other thematic events, including observance of national and international days, were conducted to promote awareness and student engagement.

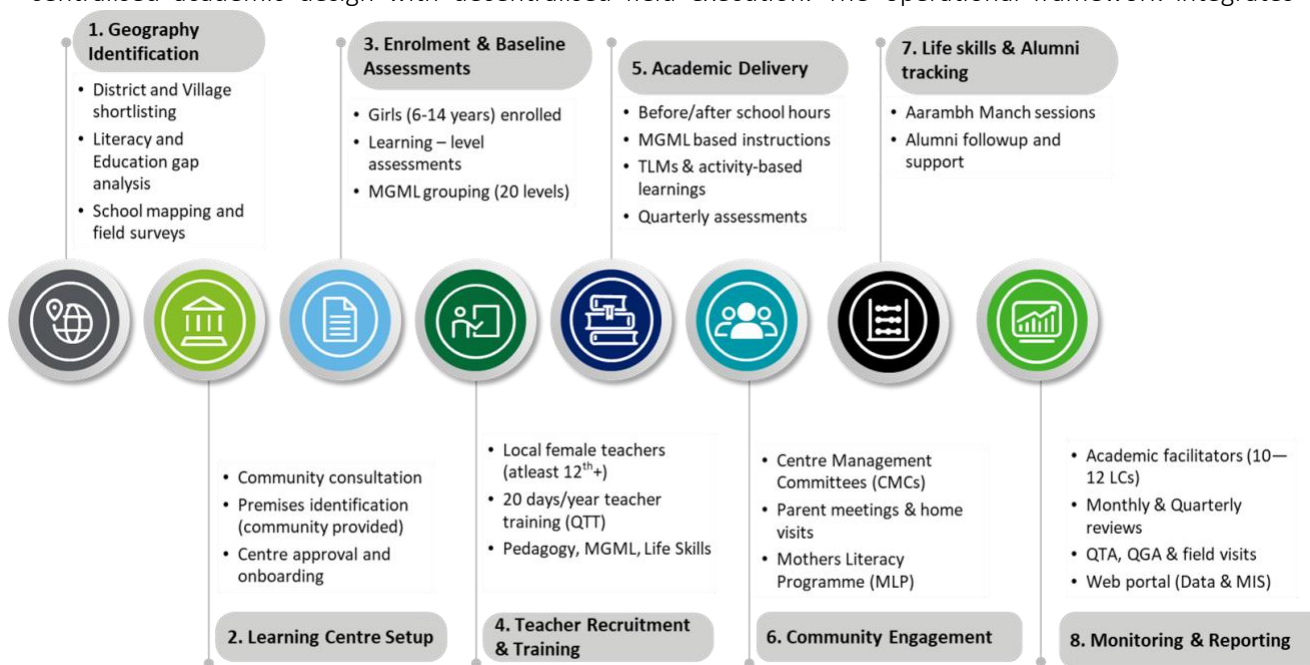
2.5.6. Monitoring, Oversight, and External Engagement

The programme maintained structured reporting through monthly updates, quarterly reports, and an annual consolidated report. Multiple monitoring visits by Titan CSR representatives were undertaken to review implementation progress and engage with field teams.

The phased release of grant instalments and the quarterly operational cycle provided a structured framework for programme execution and oversight.

2.6. Implementation process

The programme is implemented through a structured, multi-tiered delivery mechanism combining centralised academic design with decentralised field execution. The operational framework integrates



community-level mobilisation, structured academic remediation, teacher capacity-building, and layered monitoring systems.

Figure 3: Key Elements of the Implementation Process

2.6.1. Identification of Geographies and Centre Establishment

The selection of new LC locations is preceded by a structured identification process. Districts and villages are shortlisted based on secondary indicators such as female literacy gaps, distance to government schools, and

the presence of out-of-school or irregular-to-school girls. This is followed by physical field surveys, including household-level interactions to assess:

- Enrolment status and attendance regularity
- Learning gaps relative to age-appropriate grade levels
- Socio-economic constraints
- Community willingness to host a centre

Upon confirmation of need and viability, a LC is established. Infrastructure is not constructed by the programme; rather, premises are provided by the community (e.g., residential spaces, community halls, temple premises). This approach is intended to strengthen local ownership while minimising fixed infrastructure costs.

2.6.2. Enrolment and Learning-Level Classification

Girls in the age group of 6-14 years are enrolled based on survey identification and community referrals. Following enrolment, a baseline assessment is conducted to determine individual learning levels in literacy and numeracy.

The programme adopts a MGML approach, wherein students are grouped according to proficiency rather than age or formal grade enrolment. The curriculum for Classes 1–5 is segmented into 20 progressive learning levels. Teachers classify students into focus groups based on assessed competencies and prepare lesson plans aligned to classroom learning profiles.

The stated progression benchmark is that students should advance at least three learning levels annually, with four levels considered the aspirational target.

2.6.3. Teacher Recruitment and Capacity Development

Teachers are recruited locally, with a preference for female candidates to facilitate community engagement and ensure contextual familiarity. The minimum qualification is Grade 12, although several teachers are graduates or pursuing higher education.

Teacher capacity-building constitutes a structured component of the implementation model. Each teacher receives approximately 20 days of training annually through four Quarterly Teacher Training (QTT) cycles of five days each.

Pre- and post-training assessments are administered during each cycle. Teacher performance is further reviewed through QTA, classroom observations by field staff, and monthly peer-learning forums (study circles).

Teacher attrition, particularly in remote geographies, was reported as an operational challenge. Induction training and continuous mentoring are utilised to mitigate transition-related disruptions.

2.6.4. Academic Delivery Structure

LCs operate either before or after government school hours, typically for approximately three hours per day. The programme does not run parallel to school hours, with the stated objective of reinforcing formal school attendance rather than substituting it.

Seasonal scheduling adjustments are made based on climatic conditions and local calendars. The programme does not follow extended vacation periods, thereby maintaining instructional continuity.

QGA are conducted to monitor subject-wise progression. In addition, oral FLN assessments are administered to measure core competency development over time.

2.6.5. Community Engagement and Governance Mechanisms

Each LC is supported by a Centre Management Committee comprising approximately 15–20 members, including parents and community representatives. CMCs are intended to provide local oversight, facilitate attendance monitoring, and address operational concerns.

Regular parental engagement is undertaken through meetings and home visits. Reportedly, sustained community engagement has contributed to gradual shifts in attitudes towards girls' education in long-operational geographies.

The Mothers Literacy Programme (MLP) has been introduced as a complementary intervention to strengthen household-level support. The programme focuses on foundational literacy and numeracy skills among mothers, with periodic follow-up sessions to reinforce learning.

2.6.6. Adolescent Engagement and Post-Centre Continuity

The Aarambh Manch platform functions as a life-skills and peer interaction forum for enrolled and alumnae girls. Modules adapted from UNICEF resources are utilised to address topics such as hygiene, nutrition, adolescent development, and confidence-building.

Post-completion tracking of alumnae is undertaken periodically. Migration and distance to secondary schools were identified as primary reasons for discontinuation where continuation does not occur.

2.6.7. Partnership Model and Governance Framework

Field implementation is undertaken through state-level implementing partners. The partner selection process includes desk-based due diligence (compliance and financial review), field validation visits, and final approval following head office and board-level review.

The monitoring architecture operates across multiple levels:

- **LC Level:** Teacher
- **Cluster Level:** Academic Facilitator (approximately 10-12 LCs)
- **Partner Level:** Project Coordinator
- **IIMPACT Level:** Programme Officers, Training Managers, Programme Managers

Monthly Internal Review Meetings (IRM) and partner review meetings are conducted to track performance indicators. Data from QGA and QTA cycles inform training design and corrective interventions. A web-based portal is used for data consolidation and documentation, with access managed centrally.

2.7. Partnerships

The programme is a Titan CSR initiative where IIMPACT is the programme lead partner, and state-level implementing partners undertake field-level execution across identified districts.

IIMPACT retains responsibility for academic design, curriculum structuring, teacher training, monitoring systems, documentation, and reporting. Implementing partners are responsible for operational delivery at the district level, including community mobilisation, establishment and supervision of LCs, deployment of academic facilitators, and coordination of field activities.

During the reporting period, the following district-wise implementing partners were engaged:

Table 5: List of Implementation Partners

State	District	Implementation Partner
Uttar Pradesh	Kanpur Dehat	Samvad Samajik Sansthan
Uttar Pradesh	Kanpur Nagar	Samvad Samajik Sansthan
Uttar Pradesh	Kheri	Uttar Pradesh Vanvasi Seva Sansthan (UPVSS)
Uttar Pradesh	Mirzapur	Manav Seva Kendra (MSK)
Uttar Pradesh	Prayagraj	Swami Vivekanand Shiksha Samiti (SVSS)
Uttar Pradesh	Saharanpur	Disha Social Organization (DSO)
Uttar Pradesh	Shahjahanpur	Sarvodaya Ashram
Uttarakhand	Dehradun	Institute for Development Support (IDS)
Uttarakhand	Hardwar	Disha Social Organization (DSO)
Uttarakhand	Tehri Garhwal	Mount Valley Development Association (MVDA)
Uttarakhand	Udham Singh Nagar	Dharohar Vikash Sanstha
Uttarakhand	Uttarkashi	Institute for Development Support (IDS)
Uttarakhand	Uttarkashi	Mount Valley Development Association (MVDA)
West Bengal	Murshidabad	Child in Need Institute (CINI)
West Bengal	South 24 Parganas	Child in Need Institute (CINI)

As reported by IIMPACT, partner selection follows a due diligence process including statutory compliance review, financial assessment, field validation, and final approval at the head office and board level. Ongoing review mechanisms include monthly internal review meetings, partner-level review discussions, and data-based monitoring through assessment cycles and field visits.

2.8. Alignment with SDGs

The programme aligns with global development priorities articulated under the United Nations Sustainable Development Goals (SDGs). The programme's design centered on FLN, retention of girls in formal education, and community-level engagement - contributes to multiple SDG targets, directly and indirectly.

2.8.1. 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**¹⁷.

Specifically, the intervention contributes toward:

- **Target 4.1:**

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The LC model is designed to bridge academic gaps among girls enrolled in government schools, with a stated objective of enabling progression across learning levels and strengthening core competencies.

- **Target 4.6:**

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. The structured FLN focus, periodic assessments, and MGML pedagogy directly address foundational learning deficits.

- **Target 4.5:**

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. By targeting girls from rural and underserved geographies, the programme seeks to address gender-based barriers to educational participation.

The programme's emphasis on assessment-led progression, structured teacher training, and monitoring frameworks further aligns with quality and accountability dimensions embedded within SDG 4.

2.8.2. SDG 5: Gender Equality

The programme indirectly contributes to **SDG 5 – Achieve gender equality and empower all women and girls**¹⁸, particularly:

- **Target 5.1:** *End all forms of discrimination against all women and girls everywhere.*

Community sensitisation efforts, Mothers Literacy Programme interventions, and alumni tracking mechanisms collectively aim to influence household-level attitudes toward girls' education. While the primary entry point remains education, the programme is positioned within a broader gender empowerment framework.

2.8.3. 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**¹⁹, through strengthening human capital formation.

¹⁷ <https://sdgs.un.org/goals/goal4#overview>

¹⁸ <https://sdgs.un.org/goals/goal5>

¹⁹ <https://sdgs.un.org/goals/goal1>

- **SDG 10 – Reduce inequality within and among countries²⁰**, by addressing educational disparities across gender and geography.

2.9. Financial Utilisation

The total grant sanctioned for the period April 2024 – March 2025 amounted to INR 5,79,87,500. As per the utilisation certificate, the entire sanctioned amount was expended during the reporting period.

Table 6: Comparative analysis of Proposed V Actual fund utilisation^{21,22}

Sl. No.	Particulars	Proposed (INR)	Utilised (INR)	% Utilised vs Proposed	Variance (INR)
1	Learning Centres	5,16,00,000	5,17,68,886	100.3%	+1,68,886
2	Life Skill Training / Awareness Material – Adolescent	17,40,000	18,33,469	105.4%	+93,469
3	Events & Scholarship Programme	35,00,000	31,57,944	90.2%	-3,42,056
4	Mother Literacy Programme	11,47,500	12,27,201	106.9%	+79,701
Total		5,79,87,500	5,79,87,500	100.0%	–

The expenditure pattern indicates that financial allocation remained strongly concentrated on direct programme delivery, consistent with the stated objective of strengthening foundational learning outcomes among girls. The LC component, accounting for approximately 89% of the total grant, reflects prioritisation of core academic operations including personnel, centre management, training, and instructional support. In comparison, supplementary interventions such as Life Skills, Mothers Literacy Programme, and Events & Scholarships together constituted approximately 11% of the overall allocation.

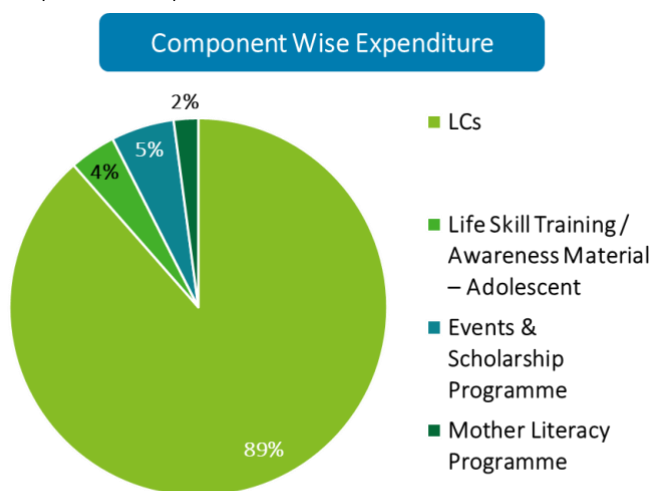


Figure 4: Component wise expenditure

The moderate upward variance in Life Skills and Mothers Literacy expenditure suggests reinforcement of community- and adolescent-focused components, which complement academic delivery by addressing behavioural and attitudinal dimensions. The relative underspend in Events and Scholarships indicates rationalisation within

²⁰ <https://sdgs.un.org/goals/goal10>

²¹ IIMPACT Proposal 24-25

²² Audited UC IIMPACT Apr 24 to Mar 25

non-core activities without affecting the central instructional model. Overall, the financial distribution demonstrates that the programme's primary emphasis remained on classroom-based remediation and teacher-led delivery, with supplementary interventions positioned as enabling supports rather than primary cost drivers.

SCOPE & METHODOLOGY

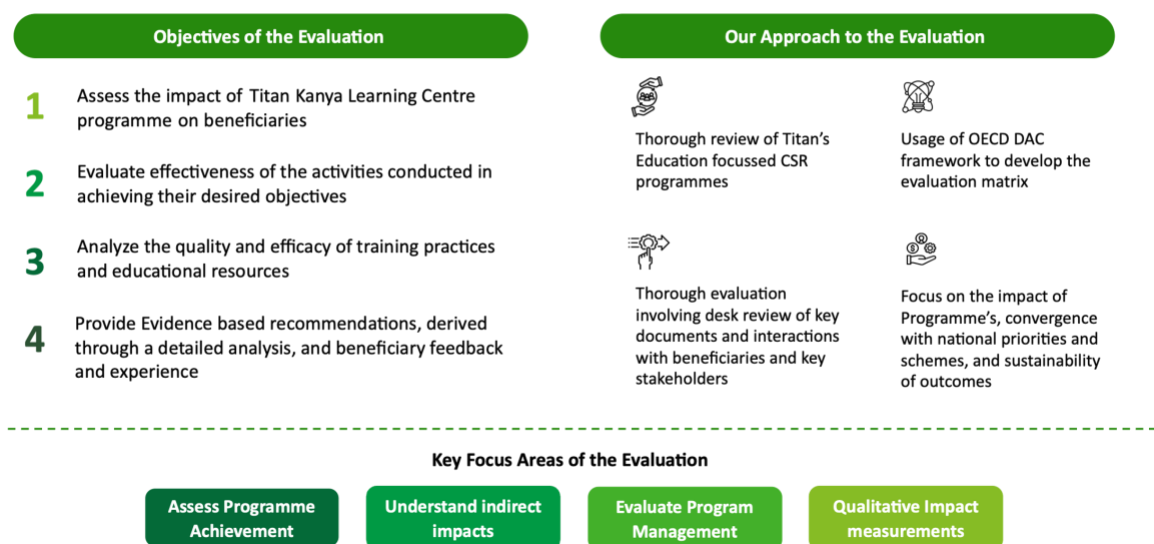
3. SCOPE AND METHODOLOGY

3.1. Scope of Work

The evaluation assessed the relevance, coherence, effectiveness, efficiency, impact, and sustainability of Titan Kanya GEP for the year 2024–2025., focusing on how interventions have influenced educational outcomes. The study examined changes in behaviour, awareness, and skills, as well as whether girls are more informed and have experienced improvements in educational performance. Key indicators used for the assessment included foundational learning outcomes (FLN scores and proficiency levels), continuation in formal education among alumni, participation and recall of programme activities, perceived improvements in academic competencies, and changes in confidence, communication, and decision-making abilities. The evaluation also explored shifts in community perspectives towards girls’ education and wellbeing, including parental engagement and support for continued education. Evidence from beneficiary feedback, stakeholder consultations, document review, and secondary data informed the analysis and recommendations for future planning and scale-up. Guided by the OECD-DAC²³ framework, the evaluation combined desk review and field insights to assess programme performance. The detailed methodology is outlined below.

Figure 5: Scope of work

Overview of the Evaluation



3.2. Approach & Methodology

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

²³ <https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html>

guided by the OECD-DAC framework, with a focus on relevance, coherence, effectiveness, efficiency, impact, and sustainability.

The evaluation used a tailored approach to measure impact, and analyzing how specific activities lead to observed changes. Because the Titan Kanya GEP span multiple states, a single "one-size-fits-all" measurement model was not effective. Instead, the methodology was customized for each part of the program, considering how long the project has been running, the local environment, and the specific ways the services were delivered. This ensured the results accurately reflect the unique successes and challenges of the intervention.

Table 7: Programme specific evaluation approach

Programme	Evaluation Focus	Key Data Sources and Tools
Titan Kanya GEP – LC Model	Foundational literacy and numeracy outcomes, educational retention, and contribution of community ownership and teacher capacity-building	FLN assessments; IDIs with teachers, parents, CMC members, implementing partners; alumni awareness assessments

3.3. 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. The list of stakeholders that were interacted with for the purpose of this impact assessment are categorized as follows:

3.3.1. Direct Beneficiaries

Grade 5 Students (Assessed on Grade 4 Learning Benchmarks) Students who were in Grade 5 at the time of the evaluation, and who had completed Grade 4 during the programme cycle, were assessed using a structured FLN tool. The selection of this cohort enabled assessment of cumulative learning gains attributable to the LC intervention during the previous academic year. The assessment was aligned with Grade 4 competencies to evaluate retention, progression, and conceptual clarity under the MGML framework.

Alumni Girls (Digital Outcome/Awareness Assessment) Alumnae were engaged through a link-based awareness and outcome assessment to understand continuation of education, self-reported confidence, awareness levels, and broader post-programme outcomes.

3.3.2. Programme Delivery Stakeholders

Teachers, Key-Informant Interviews (KII) Teachers were interviewed to assess implementation of MGML pedagogy, effectiveness of teacher training, student progression practices, classroom management, parental engagement, and operational challenges.

Programme Lead, Key-Informant Interview (KII) The implementing partner was consulted to understand programme governance, monitoring architecture, quality assurance systems, partner management, and sustainability planning.

3.3.3. 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.

CMC Members (In-Depth Interviews)

CMC members were consulted to understand community ownership, local oversight mechanisms, and long-term sustainability considerations.

3.3.4. Sampling Strategy

The evaluation adopted a mixed sampling approach, combining purposive and random sampling within a mixed methods design. Purposive sampling was used to select geographies, intervention models, and stakeholder categories to ensure balanced representation across programs, guided by programme scale and feasibility. Within the selected sites, quantitative respondents were randomly selected from available beneficiary records (e.g., school and programme databases) to support robust estimation of learning outcomes, awareness levels, and other key indicators at the program and grade level. Based on the student concentration data shared by Titan Company across blocks in Uttarakhand, Uttar Pradesh, and West Bengal, a list of schools and learning centres with students enrolled in Grade 4 was reviewed. Learning Centres were shortlisted based on the higher concentration of students within the eligible grade to ensure adequate representation. Following the preliminary selection, the identified locations were reviewed in consultation with implementation partners to re-verify the feasibility of field visits, ensuring that the final sample was operationally practical and aligned with on-ground realities.

Qualitative samples were selected purposively to capture implementation experiences, stakeholder perspectives, and contextual factors, thereby complementing quantitative findings and explaining the drivers underlying observed patterns-methods design.

Quantitative Sample Size Determination

The sampling approach was designed to meet the primary objective of estimating program-grade level outcomes across diverse geographies. In the absence of prior variance data, Cochran's formula offers a transparent and conservative basis for determining sample requirements. This method supports descriptive analysis and learning, ensuring outcomes are estimated with a high degree of confidence while remaining operationally practical²⁴.

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:

²⁴ 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.

Cochran's formula is expressed as:

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

Where:

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

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

Finite Population Correction (FPC) was applied since the total number of beneficiaries was 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.

Sample Calibration

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

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

Table 8: Study coverage locations

State	District	Block/Centre/School - Covered
Uttarakhand	Uddham Singh Nagar/ Gadarpur	Kulha
Uttarakhand	Uddham Singh Nagar/ Gadarpur	Chitranjanpur
Uttarakhand	Uddham Singh Nagar/Rudrapur	Jafarpur (LC-01577)
Uttarakhand	Uddham Singh Nagar/Rudrapur	Jafarpur (LC-01576)
Uttarakhand	Uttarkashi- Mori	GIC Sankari
Uttarakhand	Uttarkashi- Mori	Saraswati Sishu Mandir and UPS
Uttarakhand	Uttarkashi- Mori	GIC Jhakol
Uttarakhand	Uttarkashi- Mori	GPMS Jhakol
Uttar Pradesh	Pahari	Gaura Vishen
Uttar Pradesh	Chhanvey	Mulhawa
West Bengal	South 24 parganas	Doulatabad
West Bengal	South 24 parganas	Durgapur
West Bengal	South 24 parganas	Sujagalpur
West Bengal	South 24 parganas	Baneswarpur
West Bengal	South 24 parganas	Jafarpur
West Bengal	South 24 parganas	Uchhakhali
West Bengal	South 24 parganas	Balarampur
West Bengal	South 24 parganas	Rajarampur
West Bengal	South 24 parganas	Nahanna

Table 9: Sample coverage across locations

State	District/ Block	Centre/School	grade 5 (FLN assessments)	Teachers IDI (program)	Parents IDI	CMC	Alumni (online)
Uttarakhand	Uddham Singh Nagar/ Gadarpur	Kulha	7	1	1		
Uttarakhand	Uddham Singh Nagar/ Gadarpur	Chitranjanpur	9			1	
Uttarakhand	Uddham Singh Nagar/Rudrapur	Jafarpur (1)	8		1		
Uttarakhand	Uddham Singh Nagar/Rudrapur	Jafarpur (2)	7	1			
Uttarakhand	Uttarkashi- Mori	GIC Sankari	18	1			
Uttarakhand	Uttarkashi- Mori	Saraswati Sishu Mandir and UPS	2			1	
Uttarakhand	Uttarkashi- Mori	GIC Jhakol	9		1		
Uttarakhand	Uttarkashi- Mori	GPMS Jhakol	1				
Uttar Pradesh	Pahari	Gaura Vishen	17		1	1	
Uttar Pradesh	Chhanvey	Mulhawa	15	1	1	1	
West Bengal	South 24 parganas	Doulatabad	6	1			
West Bengal	South 24 parganas	Durgapur	9	1	1	1	
West Bengal	South 24 parganas	Sujagalpur	6	1			
West Bengal	South 24 parganas	Baneswarpur	16	1			
West Bengal	South 24 parganas	Jafarpur	3				
West Bengal	South 24 parganas	Uchhakhali	6	1			
West Bengal	South 24 parganas	Balarampur	4	1			
West Bengal	South 24 parganas	Rajarampur	1	1			
West Bengal	South 24 parganas	Nahanna	1				
Total: 238 (including 1 IDI with implementation partner)			145	11	6	5	70

Grade Selection and Tool Typology

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

- Grade selection and assessment modalities were designed in alignment with programme objectives. Grade 5 students at the time of the evaluation were selected for FLN assessments because they had completed Grade 4 during the intervention period (FY 24-25). This cohort of Grade 4 students was selected for the evaluation as it represents a critical stage for establishing foundational literacy and numeracy skills targeted by the Learning Centre intervention. Although the assessment was conducted when students were in Grade 5, it focused on Grade 4 learning benchmarks to evaluate retention, and progression of learning levels developed during the programme cycle. This grade selection was finalised in consultation with the implementing partner.
- Link-based Outcome/Awareness assessments were circulated amongst alumni beneficiaries to capture longer-term outcomes in an efficient and non-intrusive manner.

Qualitative Sampling

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

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

3.3.5. Study Approach

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

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

- **Gather:**

Field work included administering quantitative assessments along with qualitative discussions and observational visits from 30th January to 17th February 2026. FLN Assessments were conducted with students who were in Grade 5 at the time of the evaluation, and who had completed Grade 4 during the programme cycle. This also included awareness assessments for alumni girls. Alumni girls were reached with the support of the IIMPACT team, who facilitated the distribution of online feedback forms through Microsoft Forms. The Microsoft Forms contained the consent form at the beginning of the survey. Post-agreement, respondents were able to proceed with the survey. These tools were designed to be age-appropriate, visually accessible, and suitable for expected skill levels. The qualitative tools included semi-structured open-ended questionnaires for conducting in-depth interviews with teachers, parents, CMC members and representatives from implementing agencies. The qualitative discussions were conducted in accordance with the approved discussion guide. The conversations took place in the local language specific to programme geographies for the ease of communication. Responses were documented through detailed note-taking and voice recordings, with prior informed consent obtained verbally from all respondents. These discussions looked at changes in learning, teaching practices, enabling and limiting factors, gender and inclusion issues, community engagement, and the sustainability of ongoing efforts. The assessments as well as the interactions took place at the respective learning centres. The assessment with the 5th grade student took place in the presence of teachers. Interaction with respondents was facilitated by the IIMPACT team, who supported in coordinating and enabling access to the targeted respondent groups at each location.

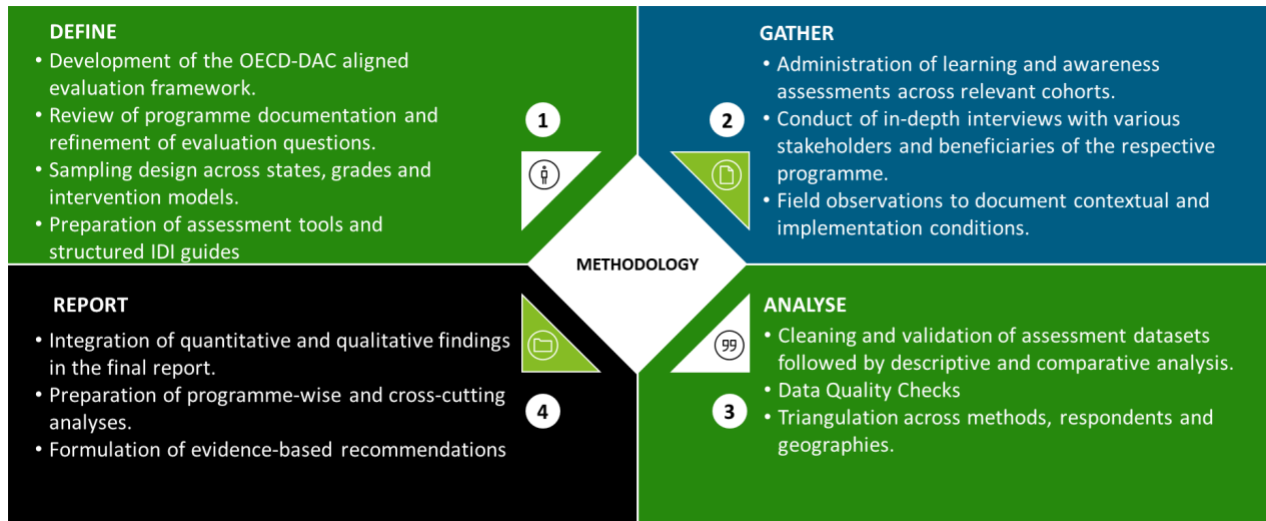
- **Analyse:**

The analytical process consisted of the systematic cleaning, validation and examination of quantitative and qualitative data. Assessment datasets were subjected to comparative analysis to identify patterns in performance, sub-group analysis by geography or subject 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 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 6: Study Approach



3.3.6. Evaluation Framework

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

Table 10: 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,

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
					FCRA, etc. 3. Working models and experiences of IP with other donors / funding partners
6	Efficiency	To what extent are the Titan CSR programmes, and its initiatives implemented in a cost-effective way and timely manner, and achieve significant impact?	1. Utilisation certificates and audited reports (project-wise) 2. Quarterly and annual reports (project-wise) 3. Titan CSR team	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
7		What were the key inputs [finance, people, etc] allocated to the programme and how were they distributed across different components?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
8		To what extent do the M&E systems utilised by the Titan CSR Programme ensure effective and efficient project management?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Methods utilised for M&E 2. Overall M&E framework 3. Mandatory submissions / compliance requirements
9	Effectiveness	In which areas does the Titan CSR programme have the greatest achievements? Why and what have been the supporting factors? How can Titan build on or expand these achievements?	1. Quarterly and annual reports (project-wise) 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 does the Titan CSR programme have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?	1. Quarterly and annual reports (project-wise) 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

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
12	Impact	Has the Titan CSR programme effected people's well-being, in line with contributing to the achievements of the SDGs?	1. Quarterly and annual reports (project-wise) 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
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. 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

¹ KIIs were conducted with the implementing partner whereas IDIs were conducted with the programme stakeholders (parents, teachers, etc.)

3.4.Limitation

While the evaluation provides comprehensive insights into programme implementation and outcomes, certain contextual limitations should be considered while interpreting the findings presented in this report.

First, the **FLN assessment captures learning outcomes at the time of the assessment** and therefore represents a cross-sectional measurement of student competency levels. In the absence of baseline learning data for the same cohort prior to programme participation, the results should be interpreted as indicative of current learning levels rather than causal attribution of learning gains exclusively to programme exposure.

Second, certain components of the evaluation - particularly the **alumni awareness assessment and qualitative interviews with teachers, parents, and community members** – relied on respondent perceptions and retrospective recall. While such responses provide valuable insights into programme experiences and perceived outcomes, they may be influenced by recall bias or subjective interpretation.

Third, several programme outcomes examined in this evaluation - such as **changes in community attitudes towards girls' education, educational aspirations, and longer-term educational trajectories of beneficiaries** - are inherently long-term in nature. As the evaluation was conducted within a defined timeframe, the analysis captures observable patterns at the time of the study rather than long-term programme impact.

Finally, the evaluation relied on **programme documentation, monitoring records, and financial utilisation data** provided by Titan and the implementing partner and programme stakeholders. While these sources were reviewed and triangulated with field observations and stakeholder consultations, the evaluation did not independently verify these records.

KEY FINDINGS

4. KEY FINDINGS

4.1. Foundational Learning Outcomes

This section presents findings from the FLN assessment conducted with **145 students** across LCs in Uttar Pradesh, Uttarakhand, and West Bengal, who were in Grade 5 at the time of the evaluation and had been exposed to programme activities during Grade 4 in FY 2024–25. The tool comprised 30 questions distributed across English (10), Mathematics (10), and Vernacular language (Hindi/Bengali) (10). The detailed FLN assessment questionnaire can be found in Annexure 7.

To provide contextual understanding of the assessment results, insights from programme teachers and parents are also incorporated where relevant. These perspectives help explain observed learning patterns and provide insight into classroom practices and student learning behaviour.

4.1.1. Respondent Profile for Alumni Students

A total of 70 alumni respondents participated in the alumni awareness assessment across Uttar Pradesh, West Bengal, and Uttarakhand. The distribution of respondents across states was relatively balanced.

Table 11: State-wise Distribution of Alumni Respondents

State	Number of Respondents	Percentage
Uttar Pradesh	24	34%
West Bengal	24	34%
Uttarakhand	22	32%
Total	70	100%

In terms of age distribution, the majority of respondents were between 14 and 16 years of age, indicating that a large proportion of alumni surveyed had participated in the programme within the last few years and are currently within secondary school age groups.

Table 12: Age Distribution of Alumni Respondents

Age Category	Number of Respondents	Percentage
11–13 years	13	19%
14–16 years	37	52%
More than 16 years	20	29%
Total	70	100%

This distribution suggests that the alumni sample captures perspectives from individuals at different stages of their post-programme educational trajectory.

Respondents were also asked how long ago they attended the LC. Approximately half of the respondents reported attending the LC between two and four years prior to the survey, suggesting that alumni responses reflect both recent and moderately longer-term programme exposure.

Table 13: Duration Since Attending the LC

Duration Since Attendance	Number of Respondents	Percentage
Less than 2 years ago	13	19%
2–4 years ago	35	50%
More than 4 years ago	17	24%
Don't remember	5	7%
Total	70	100%

The household income profile of respondents indicates that the programme largely reaches students from economically vulnerable households, with the majority reporting monthly family income below INR 10,000.

Table 14: Monthly Household Income of Respondents' Families

Income Category	Number of Respondents	Percentage
Less than INR 5,000	39	56%
INR 5,001 – INR 10,000	28	40%
More than INR 15,000	1	1%
Prefer not to disclose	2	3%
Total	70	100%

The distribution indicates that a majority of respondents reported household incomes below INR 10,000 per month. Over half of the respondents (56%) reported family income below INR 5,000, while an additional 40% reported income within the INR 5,001–10,000 range. Only a very small proportion reported income levels above INR 15,000 (1%), while a small number (3%) preferred not to disclose income information.

Table 15: Duration since attendance x age group

Time Since Attendance	11–13	14–16	17–19
2–4 years ago	46%	46%	60%
Less than 2 years ago	16%	24%	10%
More than 4 years ago	38%	19%	25%
Don't remember	-	11%	5%

Time Since Attendance	11–13	14–16	17–19
Total	100%	100%	100%

The distribution indicates that across all age groups, the 2–4 years since attendance category is dominant, ranging from 46% to 60%. The highest concentration is observed among alumni aged 17–19, where 60.00% reported attendance 2–4 years ago.

Table 16: Duration since attendance among different household income groups

Time Since Attendance	Do not want to disclose	INR 5,001 – INR 10,000	Less than INR 5,000	More than INR 15,000
2–4 years ago	50%	68%	38%	-
Less than 2 years ago	-	18%	18%	100%
More than 4 years ago	50%	7%	36%	-
Don't remember	-	7%	8%	-
Total	100.0%	100.0%	100.0%	100.0%

Among respondents with household income between INR 5,001–10,000, a clear majority (68%) reported attending the LC 2–4 years ago, the highest single proportion across all income categories. In contrast, the only respondent group reporting 100% attendance within the last 2 years falls in the above INR 15,000 income category. Across lower-income groups, attendance is spread across multiple duration categories.

Table 17: Duration since attendance x state

Time Since Attendance	Uttar Pradesh	Uttarakhand	West Bengal
2–4 years ago	58%	55%	38%
Less than 2 years ago	17%	4%	33%
More than 4 years ago	25%	27%	21%
Don't remember	-	14%	8%
Total	100%	100%	100%

In both Uttar Pradesh (58%) and Uttarakhand (55%), more than half of the respondents reported attending the LC 2–4 years ago. West Bengal differs in distribution, with a comparatively higher share reporting less than 2 years since attendance (33%).

4.1.2. Overall FLN Performance

The FLN assessment measured students' foundational competencies across the three subject domains and classified overall performance into four competency categories. FLN scores were calculated by aggregating item-level responses across English, Mathematics, and Vernacular language assessments, with the cumulative score used to determine students' overall performance bands. These performance bands were defined as follows:

Table 18: Performance band interpretation

Performance Band	Percentage Score	Interpretation
Advanced	≥ 80%	Demonstrates strong grade-appropriate competency across domains with minimal conceptual gaps
Proficient	60-79%	Demonstrates adequate foundational competency aligned to grade-level expectations
Basic	40-59%	Demonstrates partial foundational competency; conceptual gaps evident
Below Basic	< 40%	Demonstrates considerable foundational learning gaps

Using this classification framework, students' overall FLN scores were categorised to better understand the distribution of learning levels across states.

Table 19: State-wise Distribution of Overall Performance across bands (%)

State	Advanced	Proficient	Basic	Below Basic
Uttar Pradesh	66.7%	33.3%	0%	0%
Uttarakhand	10%	51.7%	25%	13.3%
West Bengal	44.2%	51.9%	3.8%	0%

The results indicate that students in Uttar Pradesh and West Bengal are largely concentrated within the Advanced and Proficient categories, suggesting relatively strong foundational competency levels among the assessed students in these states. In contrast, the distribution in Uttarakhand shows greater variation across performance levels, with a higher proportion of students falling within the Basic and Below Basic categories.

These patterns are also reflected in the average FLN scores across states.

Table 20: Average FLN Scores by State

State	Number of Students	Average Total Score	Standard Deviation
Uttar Pradesh	33	24.82	2.35
Uttarakhand	60	17.95	5.36

State	Number of Students	Average Total Score	Standard Deviation
West Bengal	52	23.08	3.09

Students in Uttar Pradesh recorded the highest average FLN score, followed by West Bengal, while Uttarakhand recorded comparatively lower mean scores and greater variation in performance, as indicated by the higher standard deviation.

It should be noted that the assessment results represent the performance of the students assessed during the review period and do not necessarily indicate programme effectiveness differences across states. Variations in performance may reflect differences in baseline learning levels, local learning environments, or contextual factors affecting student learning, which were not independently measured as part of this assessment.

Qualitative insights from programme teachers suggest that many students initially enrol in LCs with gaps in foundational literacy and numeracy, particularly in reading fluency and basic arithmetic. Teachers indicated that the LCs provide additional instructional support to strengthen these competencies through level-based teaching approaches and structured learning activities.

“Government schools have large class sizes, making it hard to give attention. If a child misses a topic or falls behind, the LC helps them complete and understand it.” —IDI, Programme Teacher, Uttar Pradesh

Parents across locations also reported improvements in their children’s learning abilities after joining the LCs.

“She was weak in studies before joining the LC. After attending, her reading, writing, and math skills improved.” — IDI, Parent, Uttarakhand

4.1.3. Subject-wise Competency Patterns

To better understand areas of relative strength and challenge, subject-level performance across the three domains was analysed.

Table 21: Average Subject Scores by State (out of 10)

State	English	Mathematics	Vernacular
Uttar Pradesh	7.73	9.09	8.00
Uttarakhand	4.53	7.07	6.35
West Bengal	5.94	8.02	9.12
Overall Average	5.77	7.87	7.72

Across the assessed cohort, mathematics and vernacular language competencies show relatively stronger performance compared to English language competencies.

Students in Uttar Pradesh demonstrated particularly strong performance in mathematics, while students in West Bengal recorded the highest average scores in vernacular language competencies. In contrast, English language scores show comparatively lower averages across all states.

A comparison of average subject scores indicates that mathematics represents the strongest performing domain across the assessed cohort, followed closely by vernacular language competencies, while English shows comparatively lower average scores.

This pattern suggests that students demonstrate stronger foundational competencies in numeracy and vernacular literacy compared to English language skills.

English Language Learning Gap

Across all three states, English language scores are consistently lower than mathematics and vernacular language scores. This pattern suggests that English language competencies may represent a relatively greater learning challenge for students within the assessed cohort.

Teachers indicated that students often require additional instructional support to strengthen reading fluency and comprehension in English.

“Earlier the children used to be scared of English... they were scared to read or write in English. But now the children have become much more confident, they can talk and answer questions in English.”— IDI, Programme Teacher, West Bengal

4.1.4. Pedagogical Practices Supporting Foundational Learning

Insights from programme teachers indicate that classroom instruction within the LCs follows the MGML pedagogical approach, which is a core instructional framework implemented under the programme.

Under this approach, students are grouped according to their learning levels rather than their formal grade levels. Teachers reported that this enables them to tailor instruction more effectively to students' existing competencies.

Teachers also described the use of peer learning strategies, where more advanced students assist younger learners during classroom activities.

“While I am explaining a lesson to someone in Class 4, a girl from Class 5 helps the Class 1 kids with their reading.”— IDI, Programme Teacher, Uttar Pradesh

Teachers further highlighted the role of teacher training sessions conducted under the programme, which provide guidance on implementing MGML teaching strategies and activity-based learning practices.

“Earlier I used to get nervous about how to teach and manage the MGML system... but after the supervisors taught me step-by-step how to do it, I don't have problems anymore.”— IDI, Programme Teacher, West Bengal

4.1.5. Interpretation of Learning Outcomes

Overall, the FLN assessment results indicate that many students participating in the LCs demonstrate moderate to strong foundational learning competencies, particularly in mathematics and vernacular language domains.

Qualitative insights from teachers and parents suggest that the LCs function as supplementary learning spaces where students receive additional support to strengthen foundational literacy and numeracy skills. Teachers described structured instructional approaches such as MGML-based teaching, peer learning, and activity-based classroom practices aimed at addressing diverse learning levels within classrooms.

While these observations are based on stakeholder perceptions rather than direct measurement of classroom practices, they provide contextual insight into the pedagogical processes through which the programme seeks to support improvements in foundational learning outcomes.

4.2. Student Confidence, Engagement and Learning Behaviour (Alumni Feedback)

This section examines changes in student confidence, learning engagement, and behavioural outcomes associated with participation in the LCs. Findings are based primarily on responses from the alumni awareness assessment conducted with 70 former students, supplemented by perspectives shared by parents and programme stakeholders during field interactions. The detailed Alumni Awareness Assessment questionnaire can be found in Annexure 6.

The analysis focuses on alumni recall of LC activities, perceived improvements in academic and interpersonal skills, and changes in learning behaviour following participation in the programme.

4.2.1. Continuation of Formal Education

In order to understand the educational trajectory of alumni following their participation in the LCs, respondents were asked whether they had continued their formal education after leaving the programme.

The responses indicate that all alumni respondents reported continuing their formal education after exiting the LC, either by remaining enrolled in school or by completing their schooling.

Table 22: Educational Status of Alumni Respondents After Leaving the LC

Educational Status	Number of Respondents	Percentage
Yes, I am currently studying	64	91%
Yes, I completed schooling	6	9%
Total	70	100%

A substantial majority of respondents (91%) reported that they are currently continuing their education, while an additional 9% indicated that they have already completed their schooling.

The responses therefore indicate that all respondents in the alumni sample remained engaged with formal education after leaving the LC. During field interactions, parents also expressed strong aspirations for their daughters' continued education.

“We want to educate them as much as possible. Up to college.” — IDI, Parent, West Bengal

Similarly, community representatives reported that attitudes towards girls' education in the village have gradually become more supportive.

“Parents are becoming more aware, and they want to send their children to study.” — IDI, CMC Member, Uttarakhand

While these responses reflect the reported experiences of respondents rather than independently verified educational outcomes, they indicate a strong orientation towards continued schooling among the alumni surveyed.

4.2.2. Recall of LC Activities

In order to assess the extent to which alumni respondents recall their experiences at the LCs, respondents were asked to indicate the activities they remember participating in during their time at the programme. Multiple responses were permitted for this question.

This analysis provides an indication of the types of programme components that were most salient to alumni respondents following their participation in the LCs.

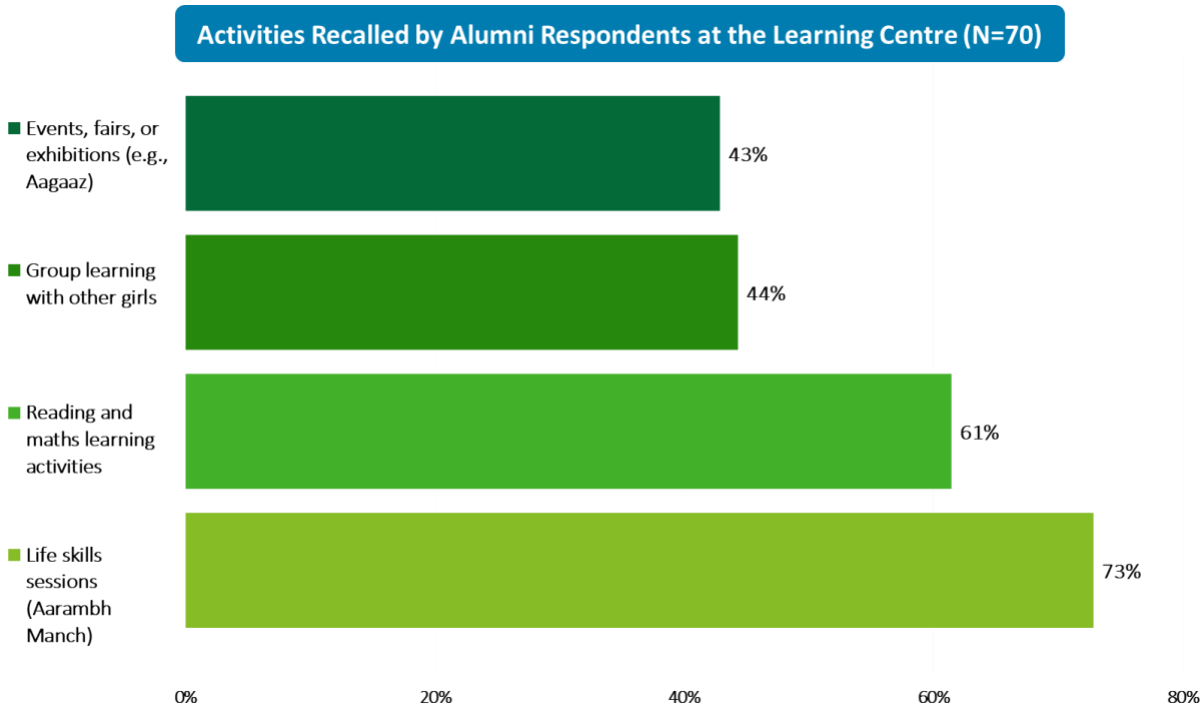


Figure 7: Activities Recalled by Alumni Respondents at the LC

Note: Multiple responses were permitted; therefore, percentages do not sum to 100%.

The responses indicate that **life skills sessions conducted under Aarambh Manch** were the most frequently recalled activity, with nearly three-quarters of respondents reporting participation in these sessions. A substantial proportion of respondents also recalled participation in **reading and mathematics learning activities**, which constitute the core academic component of the LCs.

In addition, respondents reported participation in **group-based learning activities with other girls**, suggesting that collaborative learning formed a visible element of the programme experience. Participation in **events, fairs, or exhibitions**, such as Aagaaz, was also recalled by a considerable proportion of respondents.

Overall, the responses suggest that alumni retain recall of both the academic and life-skills components of the programme. The relatively high recall of life-skills sessions and group-based activities indicates that these experiential components remain identifiable to respondents even after exiting the LCs.

4.2.3. Perceived Academic Improvement

Alumni respondents were asked to indicate the extent to which participation in the LC contributed to improvements in their reading and mathematics skills. The responses suggest strong perceived academic benefits associated with programme participation.

Table 23: Perceived Improvement in Reading and Mathematics Skills

Response Category	Number of Respondents	Percentage
Helped a lot	68	97%
Helped somewhat	2	3%

Response Category	Number of Respondents	Percentage
Total	70	100%

The responses indicate that an overwhelming majority of alumni respondents perceived substantial improvement in their foundational academic skills through their participation in the LCs. Nearly all respondents (97%) reported that the programme helped improve their reading and mathematics skills, while a small proportion indicated that the programme helped to some extent.

It should be noted that these findings are based on respondents' retrospective perceptions of programme influence and therefore reflect alumni experiences rather than independently measured learning outcomes.

To examine whether competencies gained through the programme continue to remain relevant beyond the period of participation, respondents were also asked to identify the skills from the LC that remain useful to them today. Multiple responses were permitted for this question.

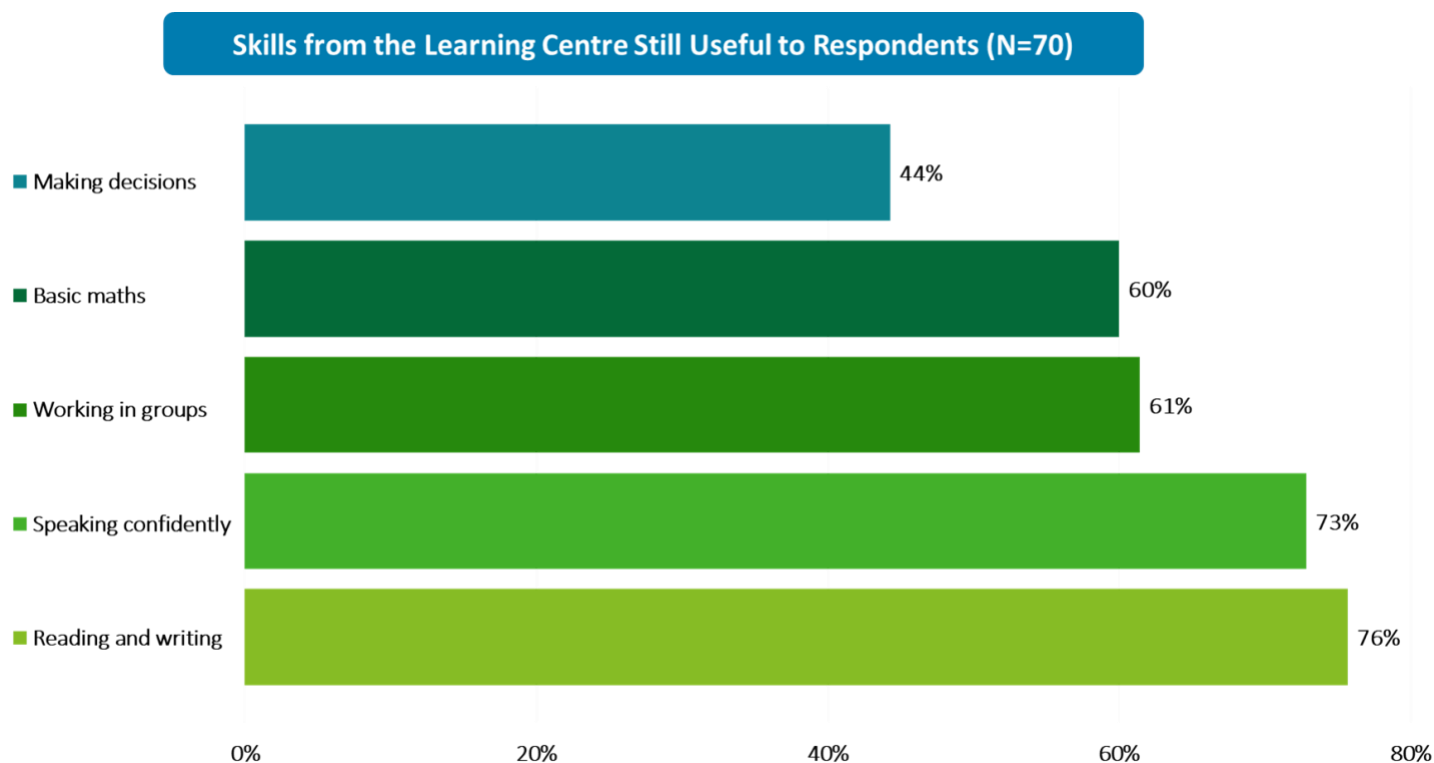


Figure 8: Skills from the LC Still Useful to Respondents

Note: Multiple responses were permitted for the skills question; therefore, percentages do not sum to 100%.

The responses indicate that alumni continue to perceive value in a range of competencies developed during their participation in the LCs. Academic skills such as reading and writing and basic mathematics were widely reported as continuing to be useful in respondents' lives. In addition, a substantial proportion of respondents identified confidence-related and interpersonal competencies including speaking confidently and working in groups - as skills that remain relevant beyond the classroom context.

Parents also reported observing improvements in their children’s academic performance and learning behaviour after participation in the programme.

Taken together, these responses suggest that alumni associate the LC experience not only with improvements in foundational literacy and numeracy but also with the development of broader life skills such as communication, collaboration, and decision-making. The continued relevance of these competencies indicates that the programme experience is remembered by alumni as contributing to both academic learning and personal development.

4.2.4. Confidence, Agency and Social Influence

In addition to academic outcomes, the alumni assessment sought to understand whether participation in the LCs was associated with sustained confidence, personal agency, and supportive attitudes towards girls’ education within respondents’ social environments.

Respondents were asked to indicate their level of agreement with statements related to recall of programme learning, confidence in participation, educational aspiration, and outlook towards the future. Across these indicators, a consistently high level of agreement was observed.

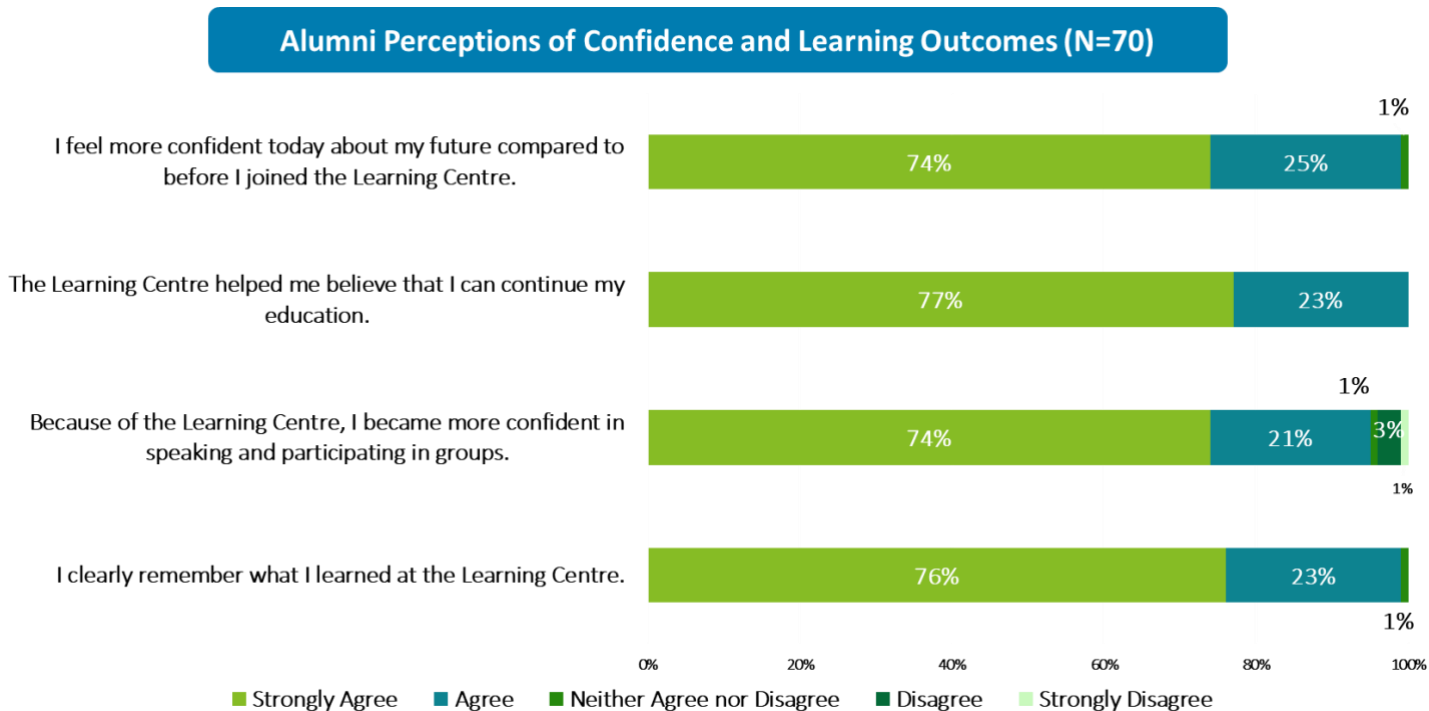


Figure 9: Alumni Perceptions of Confidence and Learning Outcomes

Nearly all respondents reported that they clearly remember what they learned at the LC, suggesting sustained recall of programme learning experiences. Similarly, a large majority of respondents agreed that participation in the LC contributed to increased confidence in speaking and participating in group settings. Respondents also expressed strong agreement with the statement that the LC helped them believe that they could continue their education.

These findings indicate that alumni respondents associate their participation in the LCs with improvements in both confidence and educational aspiration.

This perceived increase in confidence and belief in continuing education is also reflected in respondents' reported behaviour within their social environments. When asked whether they encourage other girls—such as sisters, cousins or neighbours - to pursue education, a large majority of respondents indicated that they actively do so.

Table 24: Encouragement of Girls' Education by Alumni Respondents

Response Category	Number of Respondents	Percentage
Yes, regularly	65	93%
Sometimes	4	6%
Rarely	1	1%
Not at all	0	0%
Total	70	100%

The responses indicate that nearly all alumni respondents reported encouraging girls' education within their immediate social networks. A substantial majority reported doing so regularly, while a small proportion reported doing so occasionally or rarely.

During community interactions, similar observations were shared regarding gradual changes in community attitudes toward girls' education.

“Because of education and motivation, children are not getting married early... this has changed a lot.”— IDI, CMC Member, Uttar Pradesh

However, it should be noted that these findings are based on self-reported perceptions of respondents and therefore reflect alumni experiences rather than independently measured behavioural outcomes.

4.3. Converging Perspectives on Learning Outcomes and Community Engagement

The findings emerging from interactions with programme teachers, parents, and members of the CMCs indicate several converging perspectives regarding the role of the LCs in supporting girls' education. Across stakeholder groups, respondents consistently highlighted improvements in foundational learning, increased student interest in studies, and greater engagement of families in supporting girls' education.

Teachers frequently described the LCs as spaces where students receive additional academic support to strengthen foundational competencies in reading, writing, and numeracy. Parents similarly reported observable improvements in their children's academic abilities and noted that children demonstrate greater motivation towards studies after joining the LCs. These perspectives are broadly consistent with the learning patterns observed in the FLN assessment results presented earlier in the report, where a large proportion of students demonstrated *Proficient* or *Advanced* levels of performance across the assessed domains.

In addition to academic outcomes, respondents across stakeholder groups reported improvements in students' confidence and participation. Teachers described greater classroom participation among girls over time, while parents noted increased willingness among children to speak openly and engage in learning

activities. CMC members also observed improvements in students' communication abilities and overall behaviour.

The interactions also highlighted the role of community engagement in supporting the functioning of the LCs. Teachers reported undertaking home visits to encourage regular attendance, while parents described actively monitoring their children's learning at home. CMC members indicated that committee meetings provide a platform for discussing student progress and encouraging community participation in programme activities.

Taken together, these perspectives suggest that the LCs are perceived by multiple stakeholders as contributing to improvements in foundational learning and student engagement while also strengthening community support for girls' education. At the same time, some respondents highlighted contextual challenges such as infrastructure constraints and the need for additional learning resources, indicating areas where further strengthening of programme implementation may be considered.

Table 25: Cross-Stakeholder Summary of Qualitative Insights

Key Theme	Programme Teachers	Parents	CMC Members
Strengthening Foundational Learning	Teachers reported that many students initially face gaps in reading, writing, and numeracy. LCs provide targeted instruction using level-based teaching approaches to strengthen foundational competencies.	Parents observed improvements in children's reading, writing, and mathematics abilities after joining the LCs. Several respondents noted that children who previously struggled academically now demonstrate better understanding of basic concepts.	CMC members reported that students attending the LCs demonstrate improved literacy and numeracy skills compared to earlier years.
Increased Interest and Engagement in Studies	Teachers observed greater participation in classroom activities and increased willingness among students to engage in learning tasks.	Parents reported that children show greater seriousness towards studies, complete homework more regularly, and attend classes willingly.	CMC members noted that students appear more motivated to attend classes regularly and demonstrate increased interest in learning.
Improved Confidence and Communication Skills	Teachers observed improvements in students' confidence, including greater participation in discussions and willingness to answer questions in class.	Parents reported that children have become more confident in speaking and interacting with others both at home and in school settings.	CMC members also observed improvements in students' confidence, including their ability to speak and interact with others.

Key Theme	Programme Teachers	Parents	CMC Members
Role of LCs in Addressing Access Barriers	Teachers indicated that the LCs provide a supportive learning environment that complements formal schooling.	Parents highlighted the proximity of the LCs and the fact that the programme is free of cost as important reasons for enrolling their children.	CMC members emphasised that the centres help address barriers such as distance to schools and lack of access to additional academic support.
Community Engagement and Parental Involvement	Teachers reported engaging with parents through home visits and communication to encourage regular attendance and continued participation.	Parents indicated that they monitor their children's studies more actively and encourage regular attendance at the LCs.	CMC members described their role in encouraging families to send children regularly and supporting programme activities within the community.
Contextual Challenges and Suggestions	A few teachers reported challenges such as infrastructure constraints and managing multiple learning levels within a classroom.	Some parents suggested improvements such as additional learning resources or facilities (e.g., computers or English support).	A small number of CMC members highlighted infrastructure constraints and the need for additional space or resources for programme expansion.

Overall, the combined evidence from student assessments, alumni responses, and field interactions suggests that the LC model was perceived by multiple stakeholders as providing supplementary academic support that strengthens foundational competencies while also fostering confidence and motivation among girls. Quantitative assessment results indicate generally strong performance in numeracy and vernacular literacy, while qualitative feedback highlights improvements in student engagement and parental support for education. At the same time, contextual challenges such as infrastructure limitations and variability in learning outcomes across geographies suggest that implementation conditions may influence programme effectiveness. These findings provide an evidence base for identifying areas where programme strengthening may further enhance learning outcomes.

OBSERVATIONS AND RECOMMENDATIONS

5. OBSERVATIONS AND RECOMMENDATIONS

5.1. Observation

This chapter presents the key observations emerging from the evaluation of the Titan Kanya GEP Programme implemented through IIMPACT LCs across Uttar Pradesh, Uttarakhand, and West Bengal. The observations presented in this section are derived from a synthesis of multiple evidence sources, including the FLN assessment conducted with programme beneficiaries, the alumni awareness assessment, qualitative insights from field visits and stakeholder interactions, as well as a review of programme documentation and utilisation records.

A summary of the key observations emerging from the evaluation is presented below, which provides a consolidated overview of the major themes identified across the evaluation criteria. The subsequent subsections discuss these observations in greater detail under each OECD-DAC dimension.

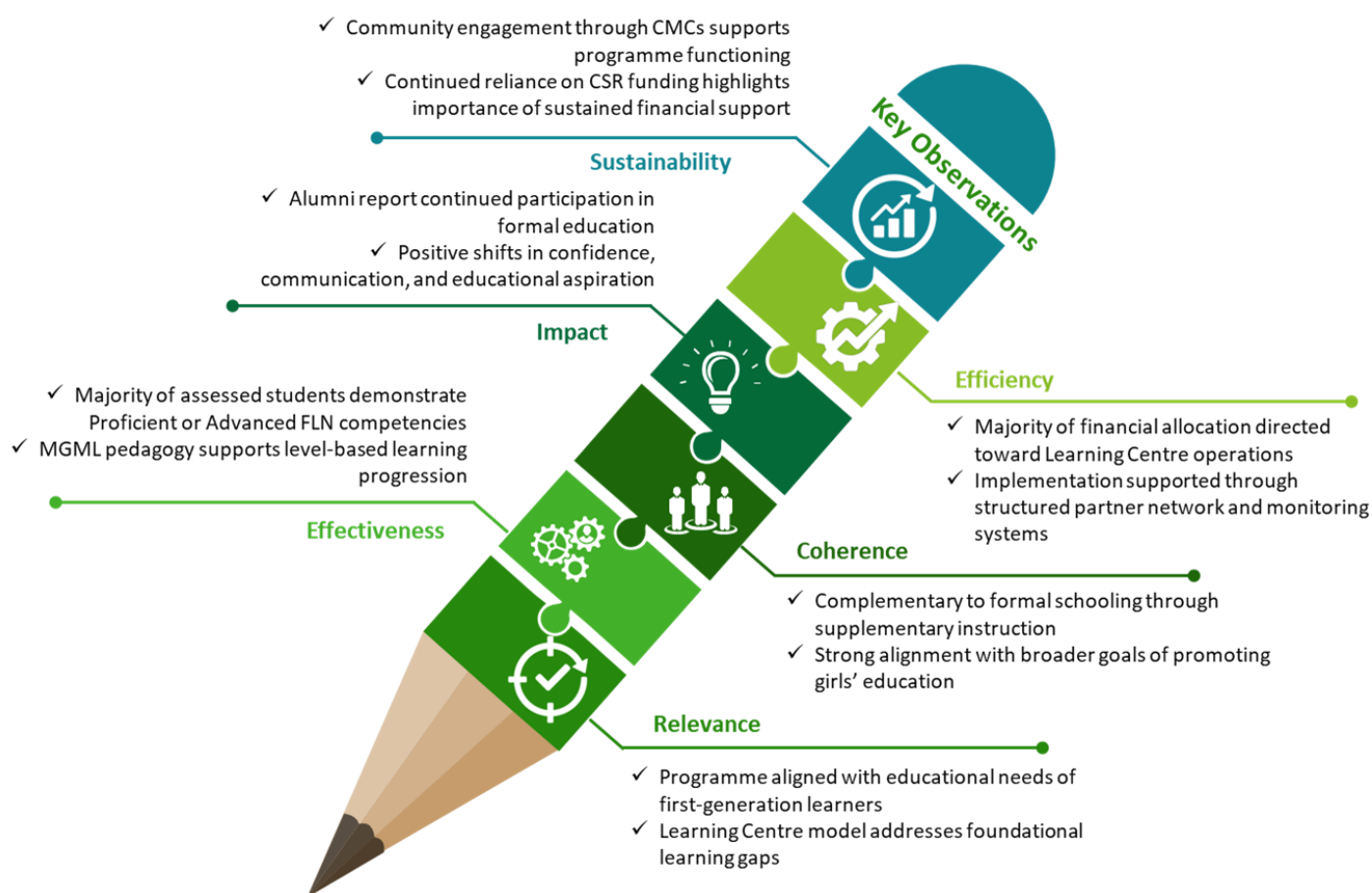


Figure 10: Key Observations Emerging from the Evaluation

5.1.1. Relevance

Insights from stakeholder consultations and field interactions suggest that foundational learning gaps remain a persistent concern among students enrolled in formal schools within the project areas. Teachers across visited LCs reported that several students initially demonstrated limited proficiency in reading fluency,

writing, and basic arithmetic despite being enrolled in nearby government schools. In such contexts, the LCs appear to function as an additional learning environment where students receive more focused attention and opportunities for practice.

Findings from the FLN assessment yielded an **overall mean score of 21.36 out of 30 (71.2%)**. While a large proportion of students were classified within the **Proficient or Advanced performance bands**, variation in outcomes was observed across states. For instance, the mean score in **Uttar Pradesh was 24.82**, compared to **23.08 in West Bengal** and **17.95 in Uttarakhand** (Table 12). The comparatively lower average score and higher dispersion observed in Uttarakhand suggest the presence of uneven foundational learning outcomes across programme geographies.

These findings indicate that although foundational competencies are being demonstrated among a substantial proportion of students, learning gaps continue to persist in certain contexts. The programme therefore appears to be addressing ongoing needs related to strengthening foundational literacy and numeracy among students who are already enrolled in formal schooling.

These observations are broadly consistent with findings from the previous evaluation, which also noted that LCs provide an important supplementary learning environment for girls from socio-economically disadvantaged households who may otherwise have limited access to additional academic support¹.

Taken together, the available evidence suggests that the programme continues to address relevant educational challenges within the target communities, particularly those relating to foundational learning and access to supportive learning environments.

5.1.2. Coherence

Insights from field interactions indicate that students attending the LCs remain enrolled in formal schooling while participating in centre-based learning sessions before or after school hours. In this respect, the intervention appears to operate alongside the formal education system rather than replacing it. Teachers reported that the centres provide additional instructional time that enables students to strengthen foundational competencies and practice academic concepts that may not receive sufficient attention within large classroom settings.

Insights from the FLN assessment also suggest that the programme may be reinforcing foundational competencies that are central to primary education outcomes. As noted earlier, students achieved an overall mean score of **21.36 out of 30 (71.2%)**, with particularly strong performance observed in mathematics across states. Mean mathematics scores ranged from **7.07 in Uttarakhand to 9.09 in Uttar Pradesh (out of 10)** (Table 13), indicating that numeracy competencies were relatively well established among the assessed cohort. In contrast, comparatively lower performance was observed in English, with a mean score of **4.53 in Uttarakhand** (Table 13), suggesting areas where additional reinforcement may be beneficial.

These patterns indicate that the LCs may be complementing formal schooling by providing additional support in strengthening foundational competencies.

¹ https://www.titancompany.in/sites/default/files/2024-04/01_Titan%20Kanya%20Program_IIMPACT_UP_Uttarakhand%20and%20West%20Bengal_0.pdf

At the community level, the presence of Centre Management Committees and regular engagement between teachers and parents appears to facilitate coordination between programme activities and local institutions. Stakeholder interactions indicated that these mechanisms support communication regarding student attendance and learning progress while also reinforcing awareness regarding girls' education.

Similar observations were reported in the previous evaluation, which noted that community engagement mechanisms such as home visit to parents and creating the CMC contribute to strengthening community participation in the programme and support the functioning of LCs².

Overall, the available evidence suggests that the programme operates in a manner that is broadly complementary to existing education systems and community initiatives within the programme geographies.

5.1.3. Efficiency

Financial records indicate that the total programme allocation of **INR 5,79,87,500** for the implementation period was fully utilised. A comparison of proposed allocations and actual expenditure indicates that the largest share of financial resources was directed towards the operation of LCs and associated personnel costs. Expenditure on LCs amounted to **INR 5,17,68,886**, representing **100.3% of the proposed allocation** (Table 6).

Expenditure on life-skills training and adolescent awareness activities amounted to **INR 18,33,469**, representing **105.4% of the proposed allocation**, while expenditure on the Mother Literacy Programme amounted to **INR 12,27,201**, corresponding to **106.9% of the proposed allocation**. In contrast, spending on events and scholarship-related activities amounted to **INR 31,57,944**, representing **90.2% of the proposed budget allocation** (Table 6).

Field observations during site visits also indicate that the physical infrastructure of LCs varies across locations. While several centres were functioning in adequately maintained community spaces, a few centres were observed to operate in facilities with limited basic infrastructure such as inadequate lighting, limited ventilation, or semi-permanent structures. In certain instances, classes were conducted in partially enclosed or open spaces where environmental conditions could potentially affect the learning environment. These variations appear to be linked to the programme's community-based implementation model in which learning spaces are provided by local community members. While this approach strengthens community ownership, it may also lead to variability in infrastructure conditions across centres depending on locally available facilities.

Review of lesson plan registers maintained by programme teachers suggests that lesson plans are regularly documented across LCs. The registers typically capture the subject, learning level, topic covered, and the instructional method used during classroom sessions such as recall exercises, demonstrations, teacher-led instruction, or group activities.

However, field observations indicate that the **level of detail and structure of lesson plan documentation varies across centres**. In several instances, entries contained generic descriptions of classroom activities without clearly documenting specific learning objectives, student learning outcomes, or observations

² https://www.titancompany.in/sites/default/files/2024-04/01_Titan%20Kanya%20Program_IIMPACT_UP_Uttarakhand%20and%20West%20Bengal_0.pdf

regarding student progress across learning levels. Given that the programme follows an MGML instructional approach, structured documentation of student progress across learning levels could provide useful insights for monitoring learning progression and identifying students requiring additional academic support. In the absence of such detail, lesson plans primarily function as records of classroom activity rather than as a pedagogical monitoring tool.

5.1.4. Effectiveness

Evidence from the FLN assessment indicates that performance patterns vary across subjects. Mathematics outcomes were relatively strong across all states, with mean scores ranging from **7.07 to 9.09 out of 10** (Table 13). In contrast, English performance exhibited greater variation, with the lowest mean score of **4.53 observed in Uttarakhand** (Table 13). These patterns suggest that language-related competencies may require additional strengthening in certain programme contexts.

Findings from the alumni awareness assessment provide additional insight into perceived outcomes beyond foundational learning. All **70 alumni respondents** reported continuing their formal education after leaving the LCs, with **91% currently enrolled in school and 9% reporting completion of schooling** (Table 18). In addition, **97% of respondents indicated that the programme helped improve their reading and mathematics skills** (Table 19), while **93% reported regularly encouraging other girls to pursue education** (Table 20).

While these findings are based on self-reported perceptions of respondents, they suggest that the programme experience may be associated with sustained educational participation and supportive attitudes towards girls' education.

Stakeholder consultations conducted during field visits also indicated perceived improvements in students' academic engagement and confidence. Teachers reported observing gradual increases in classroom participation and confidence among students over time, while parents frequently noted increased interest in studies and greater motivation among children attending the centres.

Taken together, the available evidence suggests that the programme contributes to strengthening foundational learning competencies and encouraging continued engagement in education among participating girls. At the same time, the variation in learning outcomes across geographies and subjects indicates potential opportunities for targeted strengthening of specific competency areas.

5.1.5. Impact

Insights from the alumni awareness assessment suggests sustained engagement in education among former beneficiaries. All **70 alumni respondents** reported continuing their education after leaving the LCs, with **91% currently enrolled in school and 9% reporting completion of schooling** (Table 18). These findings suggest that programme participants had remained connected to the formal education system following their engagement with the LCs, which is broadly aligned with the expected outcomes outlined in iImpact's scope of work, namely increased interest in continuing education and reduced likelihood of school dropouts.

In addition to continued participation in education, alumni respondents reported perceived improvements in academic competencies and confidence-related skills. A large majority of respondents (**97%**) indicated that the programme helped improve their reading and mathematics abilities (Table 19). Furthermore, alumni responses indicate that the perceived benefits of the programme extend beyond academic competencies.

Respondents frequently identified skills such as communication, group participation, and confidence in expressing opinions as competencies that continue to remain relevant in their lives (Figure 7).

These perceptions are also reflected in respondents' attitudes towards girls' education within their communities. The assessment indicates that **93% of alumni respondents reported regularly encouraging other girls, such as sisters, cousins, or neighbours, to continue their education**, while an additional **6% reported doing so occasionally** (Table 20). This pattern suggests that programme beneficiaries may play a role in reinforcing supportive attitudes towards girls' education within their immediate social networks.

Qualitative insights from field visits further complement these findings. Teachers frequently reported that students attending the LCs demonstrate increased confidence in classroom participation and communication over time. Parents similarly indicated that children who previously appeared hesitant to participate in learning activities became more comfortable speaking and interacting with others after attending the centres.

Community-level observations also indicate gradual shifts in attitudes towards girls' education. Members of Centre Management Committees reported increased willingness among families to support girls' participation in education, including continued schooling beyond the primary level. While these observations are based on stakeholder perceptions rather than independently measured behavioural outcomes, they provide indicative evidence of evolving community attitudes towards girls' education.

Taken together, the available evidence suggests that the programme may contribute to broader outcomes beyond immediate learning gains, including sustained educational participation, increased confidence among girls, and strengthening of supportive attitudes towards girls' education within communities.

5.1.6. Sustainability

As stated earlier, insights from the alumni awareness assessment reveal that many former beneficiaries remain engaged in formal education after leaving the LCs. These findings indicate that participation in the programme is associated with continued educational engagement among respondents beyond their period of participation in the LCs.

In addition, alumni responses suggest that programme experiences may contribute to sustained confidence and positive attitudes towards girls' education. This pattern indicates that former beneficiaries may play a role in reinforcing supportive attitudes towards education within their communities.

Community engagement mechanisms also appear to contribute to programme sustainability. The presence of Centre Management Committees provides a platform for community participation in the functioning of the LCs. During field visits, committee members reported encouraging parents to send children regularly to the centres and supporting programme activities conducted at the community level. The use of community-provided spaces for LCs further reflects a degree of local ownership of the programme.

At the institutional level, programme implementation is supported through partnerships with local implementing organisations that maintain operational presence within programme districts. These organisations are responsible for centre-level supervision, teacher training, and coordination with communities. Such partnerships appear to facilitate programme delivery across geographically dispersed locations.

However, programme sustainability also depends on continued financial support for core operational activities. LC operations, teacher remuneration, training activities, and monitoring systems are primarily supported through CSR funding and the programme remains dependent on external funding support for sustaining centre operations.

Field interactions during the current evaluation suggest that while community engagement contributes to local participation in programme activities, the long-term continuation of LCs would likely require continued institutional and financial support.

5.2. Recommendations

Based on the analysis of programme implementation, quantitative assessment findings, and qualitative insights gathered from field visits and stakeholder interactions, several areas emerge where programme

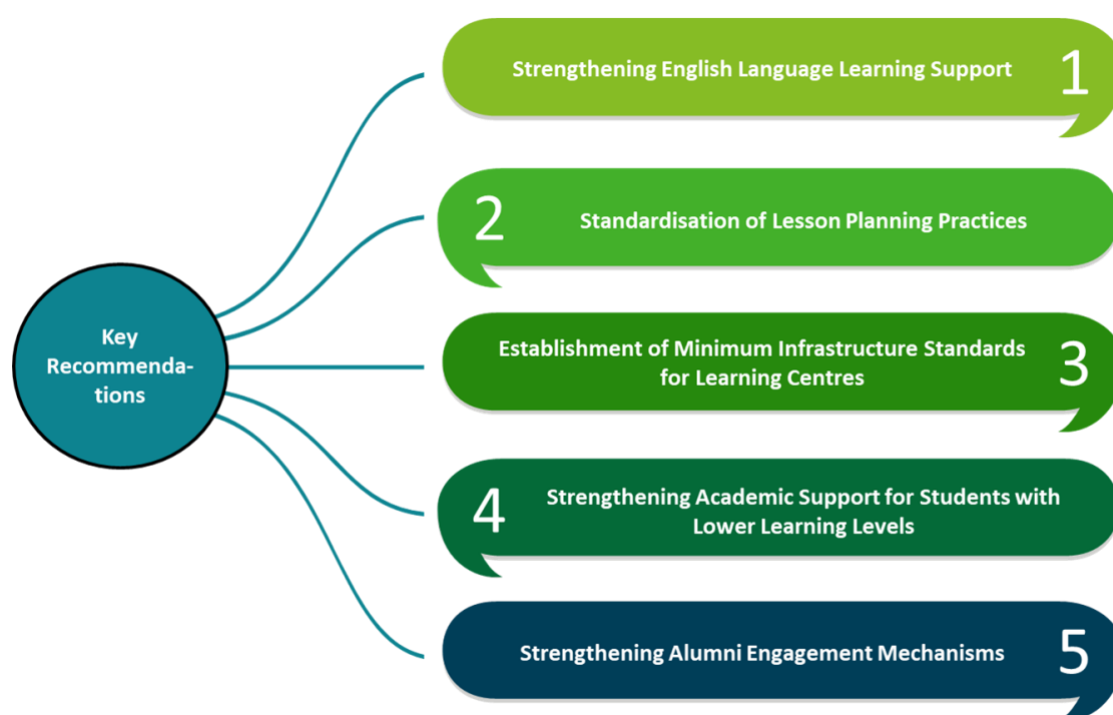


Figure 11: Key Recommendations

strengthening could further enhance learning outcomes and implementation effectiveness. The recommendations presented below build upon both the findings of the present evaluation.

5.2.1. Strengthening English Language Learning Support

The programme may consider strengthening structured English language learning support within LCs. While the current instructional model focuses on foundational competencies across multiple subjects, additional emphasis on English reading and communication skills could support improved language proficiency among students.

This may include the provision of graded reading materials aligned with different learning levels, structured classroom reading activities, and continued teacher capacity building focused on English language pedagogy.

Strengthening the availability and utilisation of English learning resources within LCs may help reinforce language learning alongside the programme's existing literacy and numeracy interventions.

5.2.2. Standardisation of Lesson Planning Practices

The review of lesson plan registers maintained across LCs indicates that teachers regularly document classroom activities. However, it was noted that there is a variation in the level of detail recorded within lesson plan registers maintained across the centres. While teachers consistently record classroom activities, the structure and level of pedagogical detail differ across centres.

The programme may therefore consider introducing a standardised lesson planning framework for LCs. Such a framework could support greater consistency in classroom planning by incorporating fields related to learning objectives, instructional approaches, teaching-learning materials used, and observations regarding student participation and comprehension. Periodic review of lesson plans during supervisory visits may further support pedagogical guidance and quality assurance across centres.

5.2.3. Establishment of Minimum Infrastructure Standards for LCs

Field observations indicate that the physical infrastructure of LCs varies across programme locations, reflecting the community-based model through which learning spaces are provided. While many centres operate in functional community spaces, some centres were observed to have limited basic facilities such as adequate lighting, ventilation, or protected classroom environments.

In this context, the programme may benefit from establishing minimum infrastructure standards for LCs. Such standards could define essential facilities required for effective classroom functioning while retaining the flexibility of the community-provided infrastructure model. Periodic infrastructure reviews during supervisory visits may help ensure that centres maintain these minimum conditions necessary to support effective teaching and learning environments.

5.2.4. Strengthening Academic Support for Students with Lower Learning Levels

While the programme demonstrates positive learning outcomes across most students, variation in learning levels across cohorts indicates that some students may require additional academic reinforcement. The programme may therefore consider strengthening targeted academic support mechanisms within LCs for students demonstrating lower foundational competencies. This may involve flexible grouping of students based on learning levels and the provision of additional reinforcement activities in areas such as reading fluency, comprehension, and foundational numeracy. Such targeted support could be implemented within the existing instructional framework of the programme without altering existing classroom schedules.

5.2.5. Strengthening Alumni Engagement Mechanisms

The findings from the alumni assessment indicate that former students continue to maintain positive associations with the LC experience and demonstrate supportive attitudes towards girls' education within their communities. The programme may therefore consider strengthening structured engagement with alumni as part of the LC ecosystem.

Periodic alumni interactions with current students and documentation of alumni educational trajectories may help reinforce positive role models for current beneficiaries while also strengthening programme visibility within communities.

CONCLUSION AND WAY FORWARD

6. CONCLUSION AND WAY FORWARD

The findings emerging from the evaluation collectively indicated that the LC model had played an important role in strengthening foundational learning opportunities for girls within the programme geographies. Across the different sources of evidence examined in the study, including the FLN assessment, alumni awareness assessment, and qualitative insights from stakeholder interactions, the programme was consistently perceived as providing supplementary academic support that complemented formal schooling.

At a state level, the findings indicate distinct performance patterns and implementation contexts across programme geographies. In Uttar Pradesh, comparatively higher FLN scores and a strong concentration of students within the Proficient and Advanced categories suggest effective consolidation of foundational competencies, supported by relatively consistent classroom practices and community engagement. In West Bengal, strong performance in vernacular language and high overall proficiency levels indicate effective reinforcement of first-language literacy; however, moderate gaps in English competency suggest scope for targeted strengthening of language instruction. In contrast, Uttarakhand exhibited comparatively lower mean FLN scores along with higher intra-state variability, indicating uneven learning outcomes across centres. This suggests the need for more targeted academic support, particularly in English language learning, along with strengthened monitoring of student progression.

Insights from the alumni awareness assessment further reinforced the programme's perceived contribution to students' educational trajectories. Continued participation in formal education was reported by alumni respondents, and their experiences at the LCs were widely associated with improvements in foundational academic skills and confidence. The responses also suggested that programme beneficiaries may have played a role in reinforcing supportive attitudes towards girls' education within their communities, as a large proportion of alumni reported that other girls were actively encouraged by them to pursue education.

Additional perspectives on programme implementation were obtained through the qualitative insights gathered during field visits. The LCs were consistently described by teachers, parents, and members of the CMCs as spaces where students received additional academic support and developed greater interest in studies. Improvements in students' confidence and classroom participation over time were also reported by respondents. At the same time, certain contextual implementation challenges were observed across some centres, including infrastructure limitations and variations in classroom documentation practices.

Taken together, the findings suggested that an important educational need within the communities where the programme operated continued to be addressed. A structured learning environment that supplemented formal schooling while also fostering community engagement around girls' education was provided through the LC model.

Looking ahead, the consistency and effectiveness of learning outcomes across programme locations could potentially be enhanced through further strengthening of certain operational aspects of programme implementation. Areas such as strengthening English language learning support, improving the tracking of student learning progression within the MGML framework, standardising classroom documentation practices, and establishing clearer minimum infrastructure standards for LCs were identified as potential areas that could contribute to strengthening programme delivery.

Overall, the evidence generated through the evaluation indicated that foundational learning opportunities for girls in underserved communities had been positively strengthened through the programme. The programme's ability to support girls' educational progression in the years ahead may be further strengthened through continued refinement of programme processes and sustained engagement with communities and implementing partners.

Annexures

Annexures

Annexure 1 – Snapshots from Field Visits

Pictures from the Field Visit in West Bengal



Pictures from the Field Visit in West Bengal



Pictures from the Field Visit in Uttar Pradesh



Pictures from the Field Visit in Uttar Pradesh



Pictures from the Field in Uttarakhand



Annexure 2 – IDI Questionnaire: Parents

Interviewer Prompt:

Hello! My name is _____.

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

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

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

I want to assure you that:

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

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

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

SECTION 1: General Information

Question	Response Type
1. Name of the respondent	Open text
2. Name of the beneficiary	Open text
3. Age of the beneficiary	____ years
4. Relationship with the beneficiary	_____
5. LC Name and Location	_____
6. Beneficiary’s Learning Level	Foundation/Class 1/ Class 2/ Class 3/ Class 4/ Class 5
7. Duration of attending the LC	<6 months/6-12 months/More than 1 year

SECTION 2: Need Alignment & Responsiveness

1. How did you first come to know about the Kanya Programme or Iimpact’s work?

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

2. Before attending the LC (LC) began, what were the main difficulties your daughter faced? (Multi – Select)

Options: *Difficulty reading letters/words; Difficulty writing letters/words; Difficulty in basic maths; Irregular attendance in school; Household responsibilities limited study time; Safety concerns while going to school; Distance to School; Others*

3. Before joining the LC, how interested was your child in studies?

Options: *Very low; Low; Moderate; High*

4. How did you first learn about the LC?

Options: *Teacher/home visits; IP field staff; Other Parents; Community meeting/CMC; Village leader/Pradhan/Gram Panchayat*

5. Why did you choose to enrol her in the LC? (Multiple Select)

Options: *Nearby location; Safe environment; Better teaching; Learning level improvement; Free of cost programme; Encouragement from teacher*

6. In your opinion, how relevant is the LC to your child's educational needs?

Options: *Scale of 1-5 wherein 1 is Very Relevant and 5 is Not at all relevant*

7. Why do you feel the LC is/is not relevant to your child's needs?

Probe: *What problems has it helped solve?*

8. Are you part of the CMC? If yes, do you regularly attend CMC? What is your role & responsibility in CMC?

SECTION 3: Learning Outcomes, Attendance & Programme Performance

9. How has her **reading ability** changed since joining the LC?

Options: *Improved a lot; Improved Somewhat; No change; Declined*

Probe:

Foundation – Can she identify letters?

Class 1-3 – Can she read words or sentences?

Class 4-5 – Can she read paragraphs fluently?

10. How has her **writing ability** changed since joining the LC?

Options: *Improved a lot; Improved Somewhat; No change; Declined*

Probe: *Writing alphabets; Writing words/sentences; Copywriting vs. independent writing.*

11. How has her **math ability** changed since joining the LC?

Options: *Improved a lot; Improved Somewhat; No change; Declined*

Probe:

Foundation – Counting objects

Class 1-3 – 2 or 3 digit addition/subtraction

Class 4-5 – Multiplication and Division

12. Does your child talk about or enjoy any **STEM or science/maths activities** from the LC?

Options: Yes; No; Not aware

Probe: *Aagaaz fairs; Hands-on models; Experiments; Confidence to explain concepts*

13. How has your child's **confidence** changed?

Options: Increased a lot; Increased somewhat; No change; Decreased

Probe: *Does she speak more openly? Does she ask questions?*

14. How regular is her attendance at the LC?

Options: *Almost daily; 3-4 days a week; 1-2 days a week; Rarely*

15. What affects regular attendance? (to be asked to only those who mention 1-2 days a week or rarely in the previous question)

Options: *Seasonal marriage/fairs; Extreme winter/summer; Household chores; Agriculture/farm work; Childcare for siblings; Sickness; Lack of interest; Timing issues*

SECTION 4: Changes in Child & Household Well-being

16. Since joining the LC, has your child become more disciplined about studies?

Options: *Yes, No, Somewhat*

17. Has her interest in continuing education increased?

Options: *Yes, No, Somewhat*

18. Can you describe any major change you observed in your child's personality or behaviour?

Probe: *Responsibility, Leadership, Independence, Social Interaction*

For those who participated in the Mother's Literacy Programme (MLP)

19. Since joining MLP, what improvements have you / she experienced? (Multiple select)

Options: *Recognising letters, Reading simple words, Writing own name, Reading small sentences, Basic numeracy (counting and simple addition/subtraction), Improved confidence, Ability to participate in meetings/events, No improvement yet.*

20. Has the MLP helped you support your daughter's education better?

Option: Yes, a lot; Yes, somewhat; No

Probe: *Helping with homework?; Reminding child to attend LC?; Understanding assessment result? Increase value placed on education?*

21. Can you share any specific change you observed in yourself / the child's mother after attending MLP?

Probe: *Confidence to speak in groups; Better communication with teacher; Participation in CMC meetings; Improved ability to read signboards, forms, mobile messages; Feeling respected in household/community*

SECTION 5: Overall Feedback & Suggestions

22. Based on your discussion with your child, what is the best part of the LC?

Probe: *Teacher, environment, learning level, materials, safety*

23. What kind of improvements would you like to see?

Probe: *Timing, Infrastructure, English support, Higher grade coverage, More materials*

24. Would you recommend the LC to other families?

25. What are your views about your daughter's education, higher studies & career?

Annexure 3 – IDI Questionnaire: CMC Member

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 member of Centre Management Committee.

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. Location	_____
4. Role in CMC	
5. Duration of being part of CMC	<6 months, 6-12 months, >1 year

SECTION 2: Community Needs & Programme Fit

1. Before the LC started, what were the main educational challenges for girls in this area/village?

Probe: *Literacy level; Dropout rates; Safety concerns; Societal stigma; Early marriage expectations*

2. To what extent do you feel the LC addresses these challenges?
3. Why do you think the LC is needed in this village?

Probe: *Filling gaps in government school; Improving foundational learning; Changing parental attitudes; Safe learning space; Tailored learning levels*

4. Are there any other education-related programmes/NGOs working here? If yes, how does the LC compare with them?
5. Are you aware that Titan supports this programme? If yes, what do you think Titan's support contributes to?

SECTION 3: Functioning, Effectiveness & Oversight

6. What are the activities that CMC undertake?
7. How effective do you feel the CMC has been in supporting the LC? (1-5 rating; 1 being Very Effective and 5 being Not at all Effective)
8. From your observation, have girls' learning levels improved?

Probe: *Ability to read/write; Basic maths; English improvement; Confidence in explaining concepts (e.g., STEM displays)*

9. Have you observed improvements in girls' confidence and behaviour?

Probe: *Public speaking, Participation in events; Asking questions; Attendance regularity*

10. Were there any challenges in integrating STEM activities into regular class schedules? If yes, can you please specify them?
11. Does CMC members participate in LC activities? If yes, can you name a few?
12. On a scale of 1-5, wherein 1 is very useful and 5 is not at all useful, how useful were these activities for motivating children and parents?

SECTION 4: Community-Level Change & Impact

13. How has the LC changed community attitudes towards girls' education?

Probe: *Reduction in early marriage pressure; Parents valuing education; Support from fathers; Girls allowed to participate in events*

14. Have you noticed any unexpected changes due to the LC's presence? If yes, can you please elaborate

Probe: *Siblings motivated; Mothers becoming literate; Increased community cohesion; Any unintended tension/conflict?*

SECTION 5: Recommendations & Closing

15. What kind of additional support is needed according to you to make this initiative more successful?

16. Is there anything else that you would like to add?

Annexure 4 – IDI Questionnaire: Teacher

Interviewer Prompt:

Hello! My name is _____.

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

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

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

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 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. Educational Qualification	_____
4. LC Name and Location	_____
5. Approximate no. of children enrolled in the LC	_____
6. Duration of involvement with the LC	_____

SECTION 2: Educational Needs & Programme Fit

1. Before this LC was established, what gaps did you observe in girls' education here?

Options: *Difficulty reading/writing; Difficulty in maths; Irregular school attendance; Parents not supportive; Girls involved in work at home/farm; Lack of early learning foundation; Low confidence/shyness; Distance to government school; Poor quality of teaching in schools*

2. How well does the LC address the gaps that you mentioned?

Options: *Very well; Well; Somewhat; Poorly; Not at all*

3. Are there other NGOs/programmes supporting girls' education in your area?

4. How does the LC complement government school learning?

Probe: *Girls are enrolled in school but cannot read fluently; LC prepares them for exams; Strengthening basics before mainstreaming*

SECTION 3: Teaching Practices, Learning Progress and Classroom Management

5. How confident are you in applying the multi-grade, multi-level (MGML) teaching approach?

Options: *Very confident; Confident; Somewhat confident; Not confident*

Probe: *How do you group students by level? How do you manage peer learning or differentiated instruction?*

6. How would you describe your students' progress in reading?

Options: *Improved significantly; Improved moderately; Improved slightly; No improvement; Declined*

Probe: *What can girls at each level now do that they could not do earlier (e.g., letter recognition, reading sentences, reading paragraphs)?*

7. How would you describe your students' progress in writing?

Options: *Improved significantly; Improved moderately; Improved slightly; No improvement; Declined*

Probe: *Can they write their names, short sentences, or paragraphs? Are they able to write independently?*

8. How would you describe your students' progress in mathematics?

Options: *Improved significantly; Improved moderately; Improved slightly; No improvement; Declined*

Probe: What kinds of operations or problem-solving skills have improved most?

9. Have you observed any changes in the girls' confidence levels since they joined the LC?

Options: *Yes, significantly; Yes, somewhat; No change; Confidence has reduced*

Probe: Do they participate more in class, speak up, or take leadership roles?

10. What is the average daily attendance rate at your centre? (0-100%)

11. What are the most common reasons for girls' irregular attendance?

Options: *Household chores; Agricultural work; Marriage or fair season; Weather conditions; Illness; Distance to centre; Family discouragement*

12. What steps do you take to improve attendance among girls?

Options: *Home visits; Meetings with parents; Adjusting class timings; Peer support or group motivation*

SECTION 4: Teacher Training, Capacity Building and Support

13. Did you attend all four Quarterly Teacher Training (QTT) sessions during the last year?

14. If you missed any training sessions, what were the reasons?

Options: *Illness; Personal reasons; Distance or travel issues; Not informed in time*

15. How relevant was the content of these trainings to your classroom needs?

Options: *Very relevant; Relevant; Somewhat relevant; Not relevant*

16. To what extent have the trainings improved your ability to teach foundational literacy (reading and writing)?

Options: *Significantly; Moderately; Slightly; Not at all*

17. To what extent have the trainings improved your ability to teach foundational maths?

Options: *Significantly; Moderately; Slightly; Not at all*

18. How effectively have the trainings helped you use TLMs and activity kits in your classroom?

Options: *Very effectively; Somewhat effectively; Not very effectively; Not at all*

19. Have you received training on how to use the Quarterly Teacher Assessment (QTA) web application?

20. How easy or difficult do you find using the QTA app?

Options: *Very easy; Somewhat easy; Difficult; Very difficult*

Probe: *Are you able to enter and upload assessment data easily?*

21. Can you describe any specific change you made in your teaching after attending the training sessions?

Probe: *Did you start using new activities, group learning, or different assessment methods?*

SECTION 5: Community Changes and Programme Impact

22. Have you noticed any change in parental attitudes towards girls' education since the LC started?

Options: *Yes, very positive change; Some positive change; No change; Negative change*

23. Have you seen any increase in community involvement or support for the LC?

Options: *Yes, significant increase; Some increase; No change; Decline*

24. What kind of positive changes have you observed among girls, parents, or the community because of the programme?

Probe: *Are girls more confident, are mothers learning, or is there greater gender equality?*

25. Have there been any unintended or unexpected effects of the programme — positive or negative? If yes, can you explain?

SECTION 6: Challenges & Recommendations

26. What are the main challenges you face while teaching at the LC?

Options: *Managing multiple learning levels in one classroom; Irregular attendance of students; Limited time for each child; Lack of adequate teaching materials; Difficulty in engaging parents; Personal workload or travel distance; Limited space or infrastructure*

27. Can you describe any particular challenge that affects your teaching the most, and how you try to address it?

Probe: *How do you handle students at different learning levels?; What do you do when attendance drops?; How do you motivate parents or children to stay engaged?*

28. What kind of support do you need to overcome these challenges?

Options: *Additional training or refresher workshops; Better teaching and learning materials; Assistance from volunteers or co-teachers; More community and parent engagement; Infrastructure improvements*

29. What recommendations would you like to share to strengthen this programme overall?

30. Is there anything else that you would like to add?

Annexure 5 – KII Questionnaire: Implementing Partner

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 implementing partner services provided under this programme.

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

I want to assure you that:

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

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

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

SECTION 1: General Information

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

SECTION 2: Programme Design, Needs, and Relevance

1. How were the target areas for the LC identified during programme design?
2. What were the major educational needs or gaps identified in your intervention areas before the LCs were established?

Probe: *Access issues, dropout rates, low literacy, gender-based barriers, socio-economic constraints*

3. To what extent do you think the current programme design addresses these needs?

Options: *Fully addresses; Largely addresses; Partially addresses; Limited alignment*

4. In your view, what specific strengths of IIMPACT make it relevant for the target population?

Probe: *MGML approach; Local women teachers; Community engagement (CMC, MLP);*

Safe learning environment

5. What gaps, if any, do you still observe in addressing the educational needs of girls in your region?

SECTION 3: Coordination and Convergence

6. Are there other NGOs or government programmes supporting similar objectives in your operational area?
7. If yes, how does the IIMPACT–Titan programme align or differ from these other initiatives?

Probe: *Content, methodology, reach, coordination, funding overlap*

SECTION 4: Implementation Processes and Efficiency

8. Can you describe how implementation is organised at the field level?

Probe: *How are teachers recruited and trained?; How are LCs identified and established?; What community mobilisation activities are carried out?*

9. What mechanisms are in place to ensure timely implementation and effective use of resources?

Probe: *Planning cycles, reporting systems, fund disbursement process.*

10. What kind of monitoring and supervision systems do you follow for the LCs?

Probe: *Frequency of visits, feedback mechanisms, performance tracking.*

11. What are the main operational or administrative challenges your team faces?

Probe: *Fund flow, staff turnover, travel constraints, reporting burden; How do you usually resolve them?*

12. How do you ensure quality control and consistency across all LCs under your supervision?

Probe: *Use of standardised tools, observation checklists, mentoring*

SECTION 5: Teacher Training and Capacity Building

13. How effective have the quarterly teacher trainings been in improving classroom quality?

Probe: *What specific skills or practices have improved as a result?; How well are the training learnings translated into daily teaching?*

14. What kind of follow-up or mentoring support do teachers receive after training sessions?

Probe: *Classroom observation, peer learning, refresher sessions.*

15. What additional training or support do teachers still need to be more effective in the classroom?

Probe: *Content knowledge, digital tools, classroom management, child psychology.*

SECTION 6: Programme Effectiveness and Outcomes

16. From your perspective, what have been the most significant achievements of this programme so far?

Probe: *Improvement in girls' learning levels, confidence, regularity, community attitudes*

17. How do you assess the performance of the LCs in improving foundational literacy and numeracy?

Probe: *How has the MGML approach worked in your context?; Are learning levels improving as per targets?*

18. What mechanisms are in place to ensure that girls transition successfully to higher grades after completing the LC cycle?

Probe: *Coordination with nearby government schools, parental counselling, tracking systems.*

19. Have there been any unintended or unexpected outcomes from this programme (positive or negative)?

Probe: *Spillover benefits for siblings or mothers, social empowerment, or any local tensions/conflicts.*

SECTION 7: Sustainability and Future Planning

20. What steps are being taken by your organisation to ensure sustainability of the LCs?

Probe: *Local fundraising, alumni engagement, partnerships, volunteer mobilisation.*

21. What capacities (institutional or financial) do you think your organisation needs to sustain such programmes independently in the long term?

Probe: *Financial diversification, training staff, data systems, local partnerships.*

22. How has this partnership helped strengthen your organisation as a whole?

Probe: *Enhanced credibility, systems improvement, staff skills, community trust.*

23. What recommendations would you suggest to make this partnership and model more effective and sustainable in the coming years?

Annexure 6 – Alumni Awareness Assessment

Namaste! We are reaching out to students who earlier studied at the IIMPACT LCs. We would like to understand your experiences and learn how the LC may have helped you in your learning, confidence, and decisions about continuing education.

Your participation is completely voluntary. There are no right or wrong answers. We are interested only in your honest views and personal experiences. The information you share will be kept confidential and will be used only for study and learning purposes.

This questionnaire will take about 10 to 15 minutes to complete.
Before starting, please read the statement below and select your response.

Consent:

"I have understood why this assessment is being conducted. I know that my participation is voluntary, that my responses will be kept confidential. I agree to take part in this questionnaire."

Yes, I agree to participate

No, I do not agree to participate

1. Name of the Respondent _____
2. Age of the respondent (in Years) _____
3. Monthly Income of the Respondent's family (in INR) (single – select)
 - A. Less than INR 5,000
 - B. INR 5,001 – INR 10,000
 - C. INR 10,001 – INR 15,000
 - D. More than INR 15,001
 - E. Prefer not to say
4. Location (State) _____
5. Location (District) _____
6. How long ago did you attend the IIMPACT LC? (single – select)
 - A. Less than 2 years ago
 - B. 2-4 years ago
 - C. More than 4 years ago
 - D. Don't remember
7. After leaving the LC, did you continue your formal education? (single – select)
 - A. Yes, I am currently studying
 - B. Yes, I completed schooling
 - C. I studied for some time but discontinued
 - D. I did not continue schooling
8. Are you aware that the LC you attended was supported by Titan Company Limited?
 - A. Yes
 - B. No
 - C. Not Sure
9. Which activities do you remember participating in at the LC? (*Multiple select*)
 - A. Reading and maths learning activities
 - B. Life skills sessions (Aarambh Manch)
 - C. Events, fairs, or exhibitions (e.g., Aagaaz)
 - D. Group learning with other girls
 - E. Others (Please Specify) _____
10. How much did the LC help improve your reading and maths skills?
 - A. Helped a lot
 - B. Helped somewhat
 - C. Helped a little
 - D. Did not help much
11. Which of the following skills gained from the LC are still useful to you today? (*Multiple select*)
 - A. Reading and writing
 - B. Basic maths

- C. Speaking confidently
 - D. Working in groups
 - E. Making decisions
 - F. Others (Please Specify) _____
12. Did attending the LC influence your decision to continue education?
- A. Yes, strongly
 - B. Yes, to some extent
 - C. No
 - D. Not sure
13. Do you encourage or support other girls (sisters, cousins, neighbours) to study?
- A. Yes, regularly
 - B. Sometimes
 - C. Rarely
 - D. Not at all
14. Rate the following statements from Strongly Agree to Strongly Disagree:

- A. *I clearly remember what I learned at the LC.*
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- B. *Because of the LC, I became more confident in speaking and participating in groups.*
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- C. *The LC helped me believe that I can continue my education.*
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- D. *I feel more confident today about my future compared to before I joined the LC.*
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- E. *Girls' education is more valued in my community today than before.*
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Annexure 7 – FLN Assessment Tool



Titan_Grade 5
Assessment_English V

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTAR PRADESH	Mirzapur	Pahari	Gaura Vishen (LC-02835)	30				1	29	
UTTAR PRADESH	Mirzapur	Pahari	Mulhawa (LC-02828)	30				2	28	
UTTAR PRADESH	Mirzapur	Pahari	Bharuhia (LC-02829)	30				2	28	
UTTAR PRADESH	Mirzapur	Pahari	Tosawa Parsia (LC-02830)	30			4		26	
UTTAR PRADESH	Mirzapur	Chhanvey	Naugaon (LC-02821)	30			5		25	
UTTAR PRADESH	Mirzapur	Pahari	Chapghana (LC-02834)	30			8		22	
UTTAR PRADESH	Kheri	Palia	Trilok Pur (Banghusari) (LC-02733)	30		3		6	21	
UTTAR PRADESH	Mirzapur	Chhanvey	Semari (LC-02824)	30				10	20	
UTTAR PRADESH	Mirzapur	Pahari	Bhagesar (LC-02832)	34				16	18	
UTTAR PRADESH	Mirzapur	Pahari	Bodawa (LC-2831)	30				12	18	
UTTAR PRADESH	Mirzapur	Chhanvey	Neguraban Singh (LC-02826)	30				13	17	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kaluwala Pahadipur (LC-02539)	30			9	5	16	
UTTAR PRADESH	Kheri	Palia	Chauri (LC-02734)	30		7	4	4	15	
UTTAR PRADESH	Mirzapur	Pahari	Ramnagar Sikari (LC-2827)	30			13	2	15	
UTTAR PRADESH	Kheri	Palia	Shrinagar (Kachnara) (LC-02745)	30		4	5	7	12	2
UTTAR PRADESH	Mirzapur	Chhanvey	Bhilaura (LC-02823)	30				18	12	
UTTAR PRADESH	Mirzapur	Pahari	Mishra Ka Pura (Ramnagar Sikari) (LC-02833)	30				18	12	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Akbarpur Birbal Bangar (LC-02798)	30		3	9	7	11	
UTTAR PRADESH	Kheri	Palia	Babaura (LC-02732)	30		4	3	9	11	3
UTTAR PRADESH	Kanpur Dehat	Amrodha	Kariyapur Bhoganipur (LC-02782)	35		5	6	14	10	
UTTAR PRADESH	Kheri	Palia	Patwara (Patti) (LC-02740)	30		10	7	3	10	
UTTAR PRADESH	Mirzapur	Chhanvey	Rampur Hanswar (LC-02825)	30			2	18	10	
UTTAR PRADESH	Kheri	Palia	Krishna Nagar Colony (LC-02736)	30			10	8	9	3
UTTAR PRADESH	Mirzapur	Chhanvey	Kushaha (LC-02817)	30				21	9	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Sidhaul (LC-02811)	31		3	12	8	8	
UTTAR PRADESH	Kheri	Palia	Sarkhana Purab (LC-02746)	30			11	5	8	6
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kothdi Bahlolpur (LC-02451)	30	2	6	4	5	8	5

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kaluwala Pahadipur (LC-02543)	30		1	14	7	8	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Nimdha (Chitkanpurwa) (LC-02777)	33			15	11	7	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Garatha (Dubaai) (LC-02799)	30			17	3	7	3
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Bandh (LC-02809)	30			13	9	7	1
UTTAR PRADESH	Kheri	Palia	Patwara (Chamrodha) (LC-02704)	30		8	9	6	7	
UTTAR PRADESH	Kheri	Palia	Palia Kalan (Chikmandi) (LC-02706)	30		6	6	11	7	
UTTAR PRADESH	Kheri	Palia	Man Nagar (LC-02735)	30		3	4	12	7	4
UTTAR PRADESH	Kheri	Palia	Basantapur Khurd (LC-02737)	30		6	7	7	7	3
UTTAR PRADESH	Mirzapur	Pahari	Nakati Mishrauli (LC-02836)	30		1		19	7	3
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Chaubepur (LC-02801)	30			19	4	6	1
UTTAR PRADESH	Kheri	Palia	Pakareya (LC-02738)	30		1	8	15	6	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Bakarpur (LC-02550)	30		5	16	3	6	
UTTAR PRADESH	Kanpur Dehat	Amrodha	Dibair (Dibair Ki Madaiya) (LC-02779)	30		1	13	9	5	2
UTTAR PRADESH	Kanpur Dehat	Amrodha	Harhara (LC-02783)	30		1	6	16	5	2
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Makhauli (LC-02806)	32		3	16	7	5	1
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Saraiyan (LC-02807)	30		2	16	7	5	
UTTAR PRADESH	Kheri	Palia	Paras Pur (Bajpur) (LC-02741)	30		2	11	4	5	8
UTTAR PRADESH	Saharanpur	Muzaffarabad	Talhapur (LC-02450)	30		8	9	7	5	1
UTTAR PRADESH	Saharanpur	Muzaffarabad	Manoharpur (LC-02551)	30		2	12	9	5	2
UTTAR PRADESH	Kanpur Dehat	Amrodha	Teoga (LC-02781)	30			12	12	4	2
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Sargawan (LC-02802)	30		5	13	8	4	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Sukhapur (LC-02804)	30		3	19	4	4	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Koriyan (LC-02805)	31		8	17	2	4	
UTTAR PRADESH	Kheri	Palia	Bada Gaun (LC-02739)	30		8	7	11	4	
UTTAR PRADESH	Kheri	Palia	Paras Pur (Lagdahan) (LC-2742)	30		10	3	12	4	1
UTTAR PRADESH	Kheri	Palia	Prem Nagar (LC-02743)	30		9	3	14	4	
UTTAR PRADESH	Mirzapur	Chhanvey	Mishrpur (LC-02819)	30				26	4	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Khurrampur (LC-02448)	30		6	10	10	4	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kothdi Bahlolpur (LC-02537)	30		6	5	15	4	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Samaspur (LC-02544)	30		4	13	8	4	1

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTAR PRADESH	Saharanpur	Muzaffarabad	Abdullapur (LC-02552)	30		5	16	2	4	3
UTTAR PRADESH	Shahjahanpur	Dadrol	Pingri Pingra (LC-02120)	30		6	13	3	4	4
UTTAR PRADESH	Kanpur Dehat	Amrodha	Teoga (Keotara Tyonga) (LC-02780)	30	2	7	11	7	3	
UTTAR PRADESH	Kheri	Palia	Nagla (LC-02700)	30		11	3	13	3	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Rampur (LC-02541)	30		5	12	6	3	4
UTTAR PRADESH	Saharanpur	Muzaffarabad	Fatehpur Pelo (LC-02547)	30		5	13	9	3	
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Juraiyan (LC-02808)	30		1	17	9	2	1
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Dharchhuwa (LC-02810)	30		2	19	7	2	
UTTAR PRADESH	Kheri	Palia	Maraucha (LC-02702)	30		3	10	15	2	
UTTAR PRADESH	Mirzapur	Chhanvey	Maharaura (LC-02818)	30			1	10	2	17
UTTAR PRADESH	Mirzapur	Chhanvey	Basewara Kalan (LC-02820)	30			2	26	2	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Nagla Mafi (LC-02406)	30		8	13	7	2	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kothdi Urf Dhaula Kuwan (LC-02443)	30	3	8	13	4	2	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Thappal Ismailpur (LC-02542)	30		11	12	4	2	1
UTTAR PRADESH	Saharanpur	Muzaffarabad	Ganeshpur (LC-02546)	30		6	11	10	2	1
UTTAR PRADESH	Saharanpur	Muzaffarabad	Alampur Kalan (LC-02548)	30			20	8	2	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Thappal Ismailpur (LC-02549)	30		2	12	8	2	6
UTTAR PRADESH	Saharanpur	Muzaffarabad	Abdullapur (LC-02554)	30	4	9	10	4	2	1
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kaluwala Jahanpur (LC-02555)	30		10	11	6	2	1
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Nimdha (LC-02778)	30			11	18	1	
UTTAR PRADESH	Kheri	Palia	Ghola (LC-02744)	30		6	12	11	1	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Jaitpur Kalan (LC-02447)	30		8	11	10	1	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Thappal Ismailpur (LC-02449)	30		13	14	2	1	
UTTAR PRADESH	Saharanpur	Muzaffarabad	Pilakhni (LC-02538)	30		5	6	17	1	1
UTTAR PRADESH	Kanpur Nagar	Ghatampur	Dharmangadpur (LC-02803)	30		11	12	7		
UTTAR PRADESH	Kheri	Palia	Nibuwa Bogh (LC-02731)	30		6	16	8		
UTTAR PRADESH	Mirzapur	Chhanvey	Vijaypur (LC-02822)	30			3	27		
UTTAR PRADESH	Prayagraj	Manda	Jauara Dih (LC-02033)	30				24		6
UTTAR PRADESH	Prayagraj	Manda	Manda Khas (LC-02034)	29				18		11
UTTAR PRADESH	Prayagraj	Manda	Baghaura (LC-03035)	30		11	19			

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTAR PRADESH	Prayagraj	Manda	Mastan Baba (LC-03036)	30		20	10			
UTTAR PRADESH	Saharanpur	Muzaffarabad	Chandi (LC-02411)	30			13	16		1
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kothdi Bahlolpur (LC-02442)	30		8	12	10		
UTTAR PRADESH	Saharanpur	Muzaffarabad	Salooni (LC-02444)	30		7	13	10		
UTTAR PRADESH	Saharanpur	Muzaffarabad	Alampur Khurd (LC-02445)	30	2	14	13	1		
UTTAR PRADESH	Saharanpur	Muzaffarabad	Kothdi Bahlolpur (LC-02452)	30		9	14	5		2
UTTAR PRADESH	Saharanpur	Muzaffarabad	Khushalipur (LC-02553)	30		8	16	5		1
UTTAR PRADESH	Saharanpur	#N/A	#N/A	30		3	27			
UTTARAKHAND	Dehradun	Vikas Nagar	Bulaki wala (LC-00140)	30		7	7	13	3	
UTTARAKHAND	Dehradun	Vikas Nagar	Bulaki Wala (LC-00156)	30	4	3	10	8	4	1
UTTARAKHAND	Dehradun	Sahaspur	Sahas pur (Chanchak) (LC-00169)	30	1	4	18	1	6	
UTTARAKHAND	Dehradun	Sahaspur	Haripur (Haripur Selaqui) (LC-00346)	30		12	18			
UTTARAKHAND	Dehradun	Sahaspur	Sahas pur (Jama Masjid) (LC-00388)	30	2	15	7	4	2	
UTTARAKHAND	Dehradun	Sahaspur	Sahas pur (Sahaspur Kuwan) (LC- 00888)	30		8	11	7	4	
UTTARAKHAND	Dehradun	Vikas Nagar	Dhalipur (LC-03043)	24		9	15			
UTTARAKHAND	Hardwar	Bhagwanpur	Firozpur Urf Buggawala (LC-01554)	30		2		21	5	2
UTTARAKHAND	Hardwar	Bhagwanpur	Akabarpur Kalson (LC-01555)	30		8	6	13	2	1
UTTARAKHAND	Hardwar	Bhagwanpur	Nagal (LC-01556)	30		5	18	6	1	
UTTARAKHAND	Hardwar	Bahadarabad	Kotamurad Nagar (LC-01557)	30		8	9	13		
UTTARAKHAND	Hardwar	Bahadarabad	Kotamurad Nagar (LC-01558)	35		10	19	6		
UTTARAKHAND	Hardwar	Bhagwanpur	Firozpur Urf Buggawala (LC-01560)	30		7	15	8		
UTTARAKHAND	Hardwar	Bhagwanpur	Lalwala Khalsa (LC-01561)	30		9	7	13	1	
UTTARAKHAND	Hardwar	Bhagwanpur	Lalwala Mazbata (LC-01562)	30		6	6	8	10	
UTTARAKHAND	Hardwar	Bhagwanpur	Mazahidpur satiwala Khalsa (LC-01563)	30		12	9	7	2	
UTTARAKHAND	Hardwar	Bhagwanpur	Mazahidpur Satiwala Mazbata (LC-01564)	30		8	10	6	5	1
UTTARAKHAND	Hardwar	Bhagwanpur	Shaheedwala Grant (LC-01565)	30		14	16			
UTTARAKHAND	Hardwar	Bhagwanpur	Firozpur Urf Buggawala (LC-01566)	25			11	9	1	4
UTTARAKHAND	Hardwar	Bhagwanpur	Daulatpur urf Budhwashaheed (LC-01567)	30		8	10	4	8	
UTTARAKHAND	Hardwar	Bhagwanpur	Lam Grunt (LC-01568)	30		2	13	13		2
UTTARAKHAND	Hardwar	Bhagwanpur	Fatehullapur Telpura (LC-01569)	30		19	11			

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Hardwar	Bhagwanpur	Fatehullapur Telpura (LC-01570)	30		11	12	7		
UTTARAKHAND	Hardwar	Bhagwanpur	Daulatpur urf Budhwashaheed (LC-01571)	30			22	8		
UTTARAKHAND	Hardwar	Bhagwanpur	Naukra Grunt (LC-01572)	30	1	9	15	5		
UTTARAKHAND	Hardwar	Bhagwanpur	Shaheedwala Grant (LC-01573)	30		7	15	7	1	
UTTARAKHAND	Tehri Garhwal	Bhilangana	Akhori (LC-00017)	20	1	11	1	5		2
UTTARAKHAND	Tehri Garhwal	Bhilangana	Anthawal Gaon (LC-00031)	22		3	3	10	3	3
UTTARAKHAND	Tehri Garhwal	Bhilangana	Bhauna (LC-00149)	19	1	6	6	1	2	3
UTTARAKHAND	Tehri Garhwal	Bhilangana	Chaji Malli (LC-00171)	19		2	7	6	1	3
UTTARAKHAND	Tehri Garhwal	Bhilangana	Karkheri (LC-00444)	18		10	3	3	2	
UTTARAKHAND	Tehri Garhwal	Bhilangana	Leini (LC-00547)	23		7	7	4	3	2
UTTARAKHAND	Tehri Garhwal	Bhilangana	Dakhawan Gaon (LC-00576)	22		4	5	11	2	
UTTARAKHAND	Tehri Garhwal	Bhilangana	Pakha (LC-00715)	19		6	5	5	1	2
UTTARAKHAND	Tehri Garhwal	Jaunpur	Moldhar (LC-02094)	16		6	2	1	2	5
UTTARAKHAND	Tehri Garhwal	Jaunpur	Teva (LC-02095)	15		1	5	6		3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Khyarsi (LC-02096)	21		3	15	3		
UTTARAKHAND	Tehri Garhwal	Jaunpur	Gaind (LC-02099)	19			4	8		7
UTTARAKHAND	Tehri Garhwal	Jaunpur	Kinsu (LC-02100)	25		5	12	7	1	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Lagrasu (LC-02101)	14		3	2	3	4	2
UTTARAKHAND	Tehri Garhwal	Jaunpur	Thapla (LC-02102)	19		2	6	5	3	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Munglauri (LC-02103)	13			3	6		4
UTTARAKHAND	Tehri Garhwal	Jaunpur	Naya Digon (LC-02104)	15		3	5	2	2	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Kyari (LC-02105)	24		1	11	5	6	1
UTTARAKHAND	Tehri Garhwal	Jaunpur	Lalotana (LC-02107)	23		3	11	5		4
UTTARAKHAND	Tehri Garhwal	Bhilangana	Indrola (LC-02376)	20	1	7	4	2	3	3
UTTARAKHAND	Tehri Garhwal	Bhilangana	Padagali May Ghotiwali (LC-02377)	17		7	1	5	2	2
UTTARAKHAND	Tehri Garhwal	Bhilangana	Jakh (LC-02378)	23	1	5	4	6	3	4
UTTARAKHAND	Tehri Garhwal	Jaunpur	Marara (LC-02382)	20	2	3	8	3	2	2
UTTARAKHAND	Tehri Garhwal	Jaunpur	Bhal (LC-02383)	19		6	6	5	2	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Agenda (LC-02384)	22		6	8	4	4	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Sabali (LC-02385)	19	2	3	8	3	2	1

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Tehri Garhwal	Jaunpur	Tator (LC-02396)	27		1	13	5	3	5
UTTARAKHAND	Tehri Garhwal	Jaunpur	Bandasari (LC-02453)	23		2	10	6		5
UTTARAKHAND	Tehri Garhwal	Bhilangana	Chahgadoliya (LC-02506)	22	1	8	11	2		
UTTARAKHAND	Tehri Garhwal	Bhilangana	Vanchuri (LC-02507)	22	3		8	2	6	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Saindul (LC-02516)	23		4	5	3	3	8
UTTARAKHAND	Tehri Garhwal	Jaunpur	Devan (LC-02517)	22		4	7	1	2	8
UTTARAKHAND	Tehri Garhwal	Jaunpur	Ghansi (LC-02518)	23		2	8	8	2	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Matali (LC-02519)	20		3	7	2	3	5
UTTARAKHAND	Tehri Garhwal	Jaunpur	Bhut Gaon (LC-02520)	16		1	4	8	3	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Abali (LC-02521)	22		3	10	4	4	1
UTTARAKHAND	Tehri Garhwal	Jaunpur	Almas (LC-02522)	18		5	7	3	1	2
UTTARAKHAND	Tehri Garhwal	Jaunpur	Rautu Ki Beli (LC-02523)	16		2	10	4		
UTTARAKHAND	Tehri Garhwal	Jaunpur	Rautu Ki Beli (LC-02524)	10		6	2	1	1	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Kanda Jakh (LC-02526)	18		1	1	1	9	6
UTTARAKHAND	Tehri Garhwal	Jaunpur	Naughar (LC-02527)	18		9	1	8		
UTTARAKHAND	Tehri Garhwal	Jaunpur	Bait (LC-02528)	13		2	2	1	4	4
UTTARAKHAND	Tehri Garhwal	Jaunpur	Phidogi (LC-02530)	17		2	4	8	3	
UTTARAKHAND	Tehri Garhwal	Jaunpur	Chhanan Gaon Maundar Bhimal Ki (LC-02532)	19		5	3	5	3	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Thapla Pujaldi (LC-02534)	20			8	4	4	4
UTTARAKHAND	Tehri Garhwal	Jaunpur	Sinjal (LC-02535)	19		5	7	1	3	3
UTTARAKHAND	Tehri Garhwal	Jaunpur	Khatt (LC-02536)	20	1	3	5	6	4	1
UTTARAKHAND	Tehri Garhwal	Bhilangana	Bhaldgaon (LC-03053)	29		7	11	5	6	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kulha (LC-01594)	30		5	3	9	13	
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Jafarpur (LC-01577)	30		4	10	4	12	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Chitranjanpur(LC-03061)	30		17	1	1	11	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01586)	30			5		10	15
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Jainnagar (LC-01599)	30		5	6	8	10	1
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01601)	30			5	8	9	8
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Srirampur(LC-03059)	30		8	8	5	9	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Madpuri(LC-03068)	30		4	13	4	9	

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Chandayan(LC-03069)	30		12	5	4	9	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kulha (LC-01588)	30		3	7	9	8	3
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Jaganpuri(LC-03067)	30		8	7	7	8	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Palkachor(LC-03074)	30		10	8	4	8	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Nandpur(LC-03075)	30		11	3	8	8	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01598)	31	1	2	3	8	7	10
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Jafarpur (LC-01576)	30		3	10	5	7	5
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01585)	31		3	13	9	6	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Madanapur (LC-01592)	30		6	7	8	6	3
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Khempur (LC-01593)	30		4	6	9	6	5
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Dheemri Khatta Jainagar(LC-03058)	30		16		5	6	3
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Sanjay Colony (LC-01583)	30		4	8	13	5	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Khatola (LC-01589)	30		5	6	14	5	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Jagdishpur(LC-03060)	30		18	3	4	5	
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Shastri Nagar (LC-01575)	30	1	9	2	14	4	
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Shivnagar 2 (LC-01578)	30		8	13	5	4	
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Fajalpur Mahraula (LC-01580)	30		2	15	4	4	5
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Fajalpur Mahraula (LC-01581)	30		4	13	7	4	2
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01584)	30		1	6	17	4	2
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Keeratpur(LC-03063)	30		11	6	9	4	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Amritnagar-1(LC-03065)	30		22		4	4	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Madanapur (LC-01590)	30		8	14	5	3	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kulha (LC-01595)	31		11	9	5	2	4
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kaupa (LC-01603)	30		6		23	1	
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Sethwala(LC-03073)	30		9	14	6	1	
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Bhootbangla (LC-01579)	30		16	12	2		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kulha (LC-01591)	30		7	9	13		1
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Kulha (LC-01602)	30		6	7	17		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Buksaura(LC-03062)	30		21	3	6		
UTTARAKHAND	Udham Singh Nagar	Rudrapur	Transit camp rudrapur(LC-03064)	30		16	11	3		

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Amritnagar-2(LC-03066)	30		14	5	11		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Naibasti Gularbhoj(LC-03070)	30		9	12	9		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Signal kopa(LC-03071)	30		20	10			
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Fatehganj(LC-03072)	30		8	6	16		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Ahmadnagar(LC-03076)	30		9	6	15		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Khanpur paschim(LC-03077)	30		15	5	10		
UTTARAKHAND	Udham Singh Nagar	Gadarpur	Khanpur purv mudiya(LC-03078)	30		14	10	6		
UTTARAKHAND	Uttarkashi	Dunda	Hitaru (LC-02093)	20		2	4	2	12	
UTTARAKHAND	Uttarkashi	Mori	Saur (LC-02476)	23		3	7	2	11	
UTTARAKHAND	Uttarkashi	Mori	Wari (LC-02489)	23		1		12	10	
UTTARAKHAND	Uttarkashi	Mori	Kharsari (LC-02488)	30	2	9	1	9	9	
UTTARAKHAND	Uttarkashi	Naugoan	Tunalka(LC-03100)	26		9	3	5	9	
UTTARAKHAND	Uttarkashi	Mori	Jakhol (LC-02490)	30		7	3	12	8	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Indra Gaon (LC-02324)	22	1	8	3		8	2
UTTARAKHAND	Uttarkashi	Mori	Odata (LC-02494)	25			8	10	7	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Ban Gaon (LC-01460)	19		1	5	6	7	
UTTARAKHAND	Uttarkashi	Purola	Kuruda(LC-03093)	26		5	3	7	6	5
UTTARAKHAND	Uttarkashi	Mori	Sidari (LC-02484)	23		9	5	3	6	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Jokhoni (LC-01468)	18		5	3	3	6	1
UTTARAKHAND	Uttarkashi	Dunda	Manj Gaon (LC-02403)	16		1	9		6	
UTTARAKHAND	Uttarkashi	Mori	Panw Talla (LC-02485)	24	2	4	5	7	5	1
UTTARAKHAND	Uttarkashi	Chinyali Saur	Jestwari (LC-01458)	23		5	11	2	5	
UTTARAKHAND	Uttarkashi	Purola	Kandiyal goan(LC-03092)	27		7	10	4	4	2
UTTARAKHAND	Uttarkashi	Bhatwari	Sald urf Maja Gaon (LC-02401)	26	1	4	9	5	4	3
UTTARAKHAND	Uttarkashi	Bhatwari	Manpur (LC-03048)	25	2	3	6	6	4	4
UTTARAKHAND	Uttarkashi	Chinyali Saur	Shrikot (LC-01465)	22		2	4	6	4	6
UTTARAKHAND	Uttarkashi	Mori	Kotgaon (LC-02481)	22	1	8	7	2	4	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Dharkot (LC-01474)	20		3	7	6	4	
UTTARAKHAND	Uttarkashi	Dunda	Gawara (LC-02084)	19	1	7	3	4	4	
UTTARAKHAND	Uttarkashi	Mori	Jakhol (LC-02496)	29		7	4	13	3	2

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Uttarkashi	Mori	Devjani (LC-02491)	28	3	6	9	6	3	1
UTTARAKHAND	Uttarkashi	Mori	Sunkundi (LC-02479)	27		2	9	13	3	
UTTARAKHAND	Uttarkashi	Mori	Jakhol (LC-02499)	27	1	4	5	12	3	2
UTTARAKHAND	Uttarkashi	Bhatwari	Kishanpur (LC-03049)	25		5	17		3	
UTTARAKHAND	Uttarkashi	Dunda	Pujar Gaon (LC-02085)	24		6	13	2	3	
UTTARAKHAND	Uttarkashi	Mori	Dargar Gaon (LC-02474)	24		11	3	7	3	
UTTARAKHAND	Uttarkashi	Bhatwari	Athali (LC-02405)	23		2	9	9	3	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Chiloth (LC-01457)	21		4	8	5	3	1
UTTARAKHAND	Uttarkashi	Chinyali Saur	Matholi (LC-02323)	17		9	4		3	1
UTTARAKHAND	Uttarkashi	Mori	Gainchan Gaon (LC-02498)	28		13	8	5	2	
UTTARAKHAND	Uttarkashi	Dunda	Bharargaon (LC-02399)	24		5	16	1	2	
UTTARAKHAND	Uttarkashi	Naugoan	Sarnol 2(LC-03107)	22	4	3	4	9	2	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Tandola (LC-01463)	21		4	10	5	2	
UTTARAKHAND	Uttarkashi	Chinyali Saur	Dharkot (LC-01475)	20		5	7	5	2	1
UTTARAKHAND	Uttarkashi	Dunda	Kanwa (LC-02400)	20		3	14	1	2	
UTTARAKHAND	Uttarkashi	Bhatwari	Mustik Saur (LC-03050)	20		8	7	3	2	
UTTARAKHAND	Uttarkashi	Dunda	Dunda (LC-02089)	18		3	6	6	2	1
UTTARAKHAND	Uttarkashi	Dunda	Junga (LC-03052)	18		5	6	5	2	
UTTARAKHAND	Uttarkashi	Dunda	Khattu Khal (LC-02088)	17		2	5	8	2	
UTTARAKHAND	Uttarkashi	Dunda	Thati (LC-02080)	16	3	4	1	6	2	
UTTARAKHAND	Uttarkashi	Mori	Devjani (LC-02472)	30	1	8	13	7	1	
UTTARAKHAND	Uttarkashi	Mori	Pujeli (LC-02480)	29		12	15	1	1	
UTTARAKHAND	Uttarkashi	Purola	Dhakada(LC-03085)	29		10	9	9	1	
UTTARAKHAND	Uttarkashi	Mori	Dhara (LC-02463)	27	3	6	11	6	1	
UTTARAKHAND	Uttarkashi	Mori	Regcha (LC-02471)	27	2	6	13	4	1	1
UTTARAKHAND	Uttarkashi	Mori	Paisar (LC-02470)	26	4	2	7	12	1	
UTTARAKHAND	Uttarkashi	Mori	Mautar (LC-02657)	26		5	10	10	1	
UTTARAKHAND	Uttarkashi	Mori	Doni (LC-02658)	26		10	11	4	1	
UTTARAKHAND	Uttarkashi	Naugoan	Barnigad(LC-03110)	26		14	7	4	1	
UTTARAKHAND	Uttarkashi	Purola	Thadung(LC-03094)	25	7	7	1	9	1	

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Uttarkashi	Naugoan	Gangtadi(LC-03117)	25		4	3	17	1	
UTTARAKHAND	Uttarkashi	Mori	Wigsari (LC-02500)	24	1	6	12	4	1	
UTTARAKHAND	Uttarkashi	Mori	Gurari (LC-02466)	22		9	6	6	1	
UTTARAKHAND	Uttarkashi	Mori	Sidari (LC-02487)	20		3	13	3	1	
UTTARAKHAND	Uttarkashi	Dunda	Uprikot (LC-02398)	18		5	6		1	6
UTTARAKHAND	Uttarkashi	Mori	Bhitri (LC-02495)	31	20	4	4	3		
UTTARAKHAND	Uttarkashi	Mori	Nanai (LC-02468)	30		11	12	7		
UTTARAKHAND	Uttarkashi	Mori	Nanai (LC-02660)	30	8	6	10	6		
UTTARAKHAND	Uttarkashi	Purola	Basant Nagar(LC-03084)	30		28	2			
UTTARAKHAND	Uttarkashi	Purola	Sunali(LC-03087)	30		13	11	6		
UTTARAKHAND	Uttarkashi	Naugoan	Pounti(LC-03111)	30		20	10			
UTTARAKHAND	Uttarkashi	Mori	Fitari (LC-02467)	29		4	15	10		
UTTARAKHAND	Uttarkashi	Purola	Gundiyat goan 1(LC-03089)	29		29				
UTTARAKHAND	Uttarkashi	Purola	Kantari(LC-03097)	29		12	17			
UTTARAKHAND	Uttarkashi	Naugoan	Bhatiya(LC-03112)	29		8	18	3		
UTTARAKHAND	Uttarkashi	Mori	Kasla (LC-02475)	28		9	9	10		
UTTARAKHAND	Uttarkashi	Purola	Poura(LC-03088)	28		20	8			
UTTARAKHAND	Uttarkashi	Purola	Kufara(LC-03095)	28		28				
UTTARAKHAND	Uttarkashi	Naugoan	Nandgoan(LC-03102)	28		12	11	5		
UTTARAKHAND	Uttarkashi	Purola	Besti(LC-03079)	27		6	14	7		
UTTARAKHAND	Uttarkashi	Purola	Upla Bichla math(LC-03081)	27	1	20	6			
UTTARAKHAND	Uttarkashi	Naugoan	Dakhyatgoan(LC-03118)	27		14	11	2		
UTTARAKHAND	Uttarkashi	Mori	Doni (LC-02461)	26	12	7	6	1		
UTTARAKHAND	Uttarkashi	Mori	Satta (LC-02483)	26		11	11	4		
UTTARAKHAND	Uttarkashi	Purola	Netri(LC-03083)	26		2	21	3		
UTTARAKHAND	Uttarkashi	Purola	Pani goan(LC-03096)	26		10	16			
UTTARAKHAND	Uttarkashi	Purola	Hudoli(LC-03080)	25	1	14	10			
UTTARAKHAND	Uttarkashi	Purola	Nagihala(LC-03086)	25		14	11			
UTTARAKHAND	Uttarkashi	Purola	Mehargoan(LC-03091)	25		7	7	11		
UTTARAKHAND	Uttarkashi	Purola	Sweel(LC-03098)	25	1	5	17	2		

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
UTTARAKHAND	Uttarkashi	Naugoan	Kanfno1 2(LC-03104)	25		13	8	4		
UTTARAKHAND	Uttarkashi	Naugoan	Dharali(LC-03105)	25	3	14	5	3		
UTTARAKHAND	Uttarkashi	Naugoan	Bajladi(LC-03108)	25	1	6	15	3		
UTTARAKHAND	Uttarkashi	Naugoan	Kallogi(LC-03109)	25		13	8	4		
UTTARAKHAND	Uttarkashi	Naugoan	Manjiyali 2(LC-03113)	25		20	4	1		
UTTARAKHAND	Uttarkashi	Naugoan	Gadal gaon(LC-03116)	25		6	12	7		
UTTARAKHAND	Uttarkashi	Mori	Bhitri (LC-02473)	24		17	6	1		
UTTARAKHAND	Uttarkashi	Mori	Khanyasani (LC-02477)	24		16	1	7		
UTTARAKHAND	Uttarkashi	Mori	Kotgaon (LC-02478)	24		7	8	9		
UTTARAKHAND	Uttarkashi	Mori	Masari (LC-02492)	24		8	1	15		
UTTARAKHAND	Uttarkashi	Mori	Jakhol (LC-02493)	24		13	7	4		
UTTARAKHAND	Uttarkashi	Purola	Rama gaon(LC-03082)	24	7	13	3	1		
UTTARAKHAND	Uttarkashi	Naugoan	Manjiyali 1(LC-03101)	24		10	8	6		
UTTARAKHAND	Uttarkashi	Naugoan	Pujeli(LC-03114)	24		19	5			
UTTARAKHAND	Uttarkashi	Naugoan	Khansi(LC-03115)	24	3	9	12			
UTTARAKHAND	Uttarkashi	Mori	Dewara (LC-02462)	23		9	9	5		
UTTARAKHAND	Uttarkashi	Mori	Salra (LC-02464)	23	2	12	9			
UTTARAKHAND	Uttarkashi	Mori	Panw Malla (LC-02482)	23		8	10	5		
UTTARAKHAND	Uttarkashi	Naugoan	Sarnol 1(LC-03106)	23		14	9			
UTTARAKHAND	Uttarkashi	Mori	Masari (LC-02469)	22	5	11	3	3		
UTTARAKHAND	Uttarkashi	Naugoan	Kanfno1 1(LC-03103)	22		5	11	6		
UTTARAKHAND	Uttarkashi	Purola	Gundiyat goan 2(LC-03090)	21		21				
UTTARAKHAND	Uttarkashi	Naugoan	Mungra(LC-03099)	21	1	11	7	2		
UTTARAKHAND	Uttarkashi	Mori	Sewa (LC-02486)	19		13	5	1		
UTTARAKHAND	Uttarkashi	Mori	Khanna (LC-02465)	18		7	9	2		
UTTARAKHAND	Uttarkashi	Dunda	Chakon (LC-03051)	18		10	4	4		
UTTARAKHAND	Uttarkashi	Mori	Kharsari (LC-02497)	15		6	7	2		
WEST BENGAL	Murshidabad	Berhampore	Bairgachhi (LC-02656)	34		17	6		7	4
WEST BENGAL	Murshidabad	Farakka	Jafar Ganj (LC-02584)	32		6	2	3	18	3
WEST BENGAL	Murshidabad	Berhampore	Andar Manik (LC-01517)	32		10	4		15	3

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
WEST BENGAL	Murshidabad	Suti 1	Bahutali (LC-02627)	32		9	8		15	
WEST BENGAL	Murshidabad	Nawda	Bundainagar (LC-02591)	32		5		2	12	13
WEST BENGAL	Murshidabad	Nawda	Madhupur (LC-02622)	32		9		6	10	7
WEST BENGAL	Murshidabad	Berhampore	Chumarigacha (LC-01515)	32		10	12	1	8	1
WEST BENGAL	Murshidabad	Farakka	Shrirampur (LC-02601)	32		15	7	1	8	1
WEST BENGAL	Murshidabad	Nawda	Roypur (LC-01531)	32		9	3	2	7	11
WEST BENGAL	Murshidabad	Berhampore	Mahammadpur (LC-02595)	32		13		7	7	5
WEST BENGAL	Murshidabad	Suti 2	Dafahat (LC-01529)	32		5	10	1	6	10
WEST BENGAL	Murshidabad	Farakka	Mahadeb Nagar (LC-02583)	32		7	12	1	6	6
WEST BENGAL	Murshidabad	Nawda	Jagaipur (LC-02590)	32		9	1	1	6	15
WEST BENGAL	Murshidabad	Berhampore	Bohara (LC-02594)	32		3	8	14	6	1
WEST BENGAL	Murshidabad	Nawda	Patikabari (LC-02605)	32		11	2	2	6	11
WEST BENGAL	Murshidabad	Nawda	Madhupur (LC-02620)	32	2	10	6	8	6	
WEST BENGAL	Murshidabad	Farakka	Jafar Ganj (LC-02582)	32		11	9	5	5	2
WEST BENGAL	Murshidabad	Suti 1	Bahutali (LC-02623)	32		11	6		5	10
WEST BENGAL	Murshidabad	Berhampore	Sahajadpur (LC-01519)	32			2		4	26
WEST BENGAL	Murshidabad	Suti 2	Jagtai (LC-01528)	32		13	5		4	10
WEST BENGAL	Murshidabad	Sagardighi	Dumaipur (LC-02600)	32		19	3		4	6
WEST BENGAL	Murshidabad	Sagardighi	Harhari (LC-02585)	32		17	7	4	3	1
WEST BENGAL	Murshidabad	Sagardighi	Morgram (LC-02589)	32		16	5		3	8
WEST BENGAL	Murshidabad	Sagardighi	Charkabilpur (LC-02596)	32		8	8	5	3	8
WEST BENGAL	Murshidabad	Berhampore	Bara Satui (LC-01516)	32		10	11	5	2	4
WEST BENGAL	Murshidabad	Suti 2	Aurangabad (LC-01527)	32		16	7	3	2	4
WEST BENGAL	Murshidabad	Sagardighi	Jugor (LC-02592)	32		15			2	15
WEST BENGAL	Murshidabad	Farakka	Farakka Barrage Township (LC-02604)	32		4	8		2	18
WEST BENGAL	Murshidabad	Suti 2	Mahisail (LC-01522)	32		15	7		1	9
WEST BENGAL	Murshidabad	Suti 2	Ichhlampur (LC-01523)	32		17	7		1	7
WEST BENGAL	Murshidabad	Suti 2	Debipur (LC-01526)	32		19	7		1	5
WEST BENGAL	Murshidabad	Farakka	Arjunpur (LC-02587)	32		8	8		1	15
WEST BENGAL	Murshidabad	Berhampore	Nischintapur (LC-01518)	32		12	7			13

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
WEST BENGAL	Murshidabad	Suti 2	Debipur (LC-01525)	32		4	6			22
WEST BENGAL	Murshidabad	Sagardighi	Kabilpur (LC-02593)	32		11	1	4		16
WEST BENGAL	Murshidabad	Berhampore	Karalpukur (LC-02597)	32		14		2		16
WEST BENGAL	Murshidabad	Farakka	Alaipur (LC-02602)	32		27	5			
WEST BENGAL	Murshidabad	Farakka	Panchula Gram (LC-02625)	32		21	11			
WEST BENGAL	Murshidabad	Farakka	Mahadebnagar (LC-02603)	31		10	5		8	8
WEST BENGAL	Murshidabad	Suti 1	Bahutali (LC-02624)	30		9	4		11	6
WEST BENGAL	Murshidabad	Farakka	Sankarpur (LC-02599)	30		11	9	2	8	
WEST BENGAL	South 24 Parganas	Bishnupur I	Nettana (LC-00686)	30		7		3	20	
WEST BENGAL	South 24 Parganas	Falta	Baneswarpur (LC-01773)	30	1	4		3	12	10
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Durgapur (LC-01766)	30		4	3	9	11	3
WEST BENGAL	South 24 Parganas	Falta	Ponkamra (LC-01784)	30		1	10	5	11	3
WEST BENGAL	South 24 Parganas	Bishnupur I	Uchhakhali (LC-00973)	30		9	4	8	9	
WEST BENGAL	South 24 Parganas	Bishnupur I	Balarampur (LC-00075)	30		6	6	9	8	1
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Jhinga (LC-00645)	30		8	6	8	8	
WEST BENGAL	South 24 Parganas	Falta	Sujagalpur (LC-00934)	30	1	11	3	7	7	1
WEST BENGAL	South 24 Parganas	Bishnupur I	Doultabad (LC-01769)	29		5	5	9	7	3
WEST BENGAL	South 24 Parganas	Falta	Rasulpur (LC-00591)	30		5	4	11	6	4
WEST BENGAL	South 24 Parganas	Bishnupur II	Nahazari (LC-00726)	30		10	8	6	6	
WEST BENGAL	South 24 Parganas	Bishnupur I	Rashkhali (LC-00284)	29	3	4	9	6	6	1
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Nahanna (LC-01768)	30	2	8	3	12	5	
WEST BENGAL	South 24 Parganas	Falta	Chaka (LC-01777)	30	3	10	6	5	5	1
WEST BENGAL	South 24 Parganas	Falta	Hogla (LC-01779)	30		15	4	4	5	2
WEST BENGAL	South 24 Parganas	Falta	Jafarpur (LC-01772)	29		6	4	14	5	
WEST BENGAL	South 24 Parganas	Falta	Baldari (LC-01781)	29	1	4	19	1	4	
WEST BENGAL	South 24 Parganas	Bishnupur I	Dakshin Gouripur (LC-00212)	30		9	12	6	3	
WEST BENGAL	South 24 Parganas	Bishnupur I	Dakshin Gouripur (LC-00213)	30		4	7	11	3	5
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Bishra (LC-01765)	30	1	18	5	3	3	
WEST BENGAL	South 24 Parganas	Falta	Barasta (LC-01774)	30	6	14	5	2	3	
WEST BENGAL	South 24 Parganas	Falta	Mulpunja (LC-01780)	30		7	12	8	3	

Annexure 8– Enrolment across location

State	District	block	name of LC	Total Enrolled Girls	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
WEST BENGAL	South 24 Parganas	Falta	Chandigarh (LC-01782)	30		6	15	6	3	
WEST BENGAL	South 24 Parganas	Falta	Guthari (LC-01770)	29	1	6	9	5	3	5
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Gopalpur (LC-01763)	30		18	4	6	2	
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Nainan (LC-01764)	30		14	9	5	2	
WEST BENGAL	South 24 Parganas	Diamond Harbour II	Panchsata (LC-01767)	30	1	8	11	9	1	
WEST BENGAL	South 24 Parganas	Bishnupur I	Alipore (LC-00211)	26		7	8	10	1	
WEST BENGAL	South 24 Parganas	Diamond Harbour I	Bazarbaria Krishnarampur (LC-00736)	30	2	6	4	18		
WEST BENGAL	South 24 Parganas	Falta	Rukhia (LC-00841)	30		5	12	13		
WEST BENGAL	South 24 Parganas	Diamond Harbour I	Panch Gansingber (LC-01638)	30	10	15		5		
WEST BENGAL	South 24 Parganas	Falta	Rajarampur (LC-01771)	30	1	19	8	1		1
WEST BENGAL	South 24 Parganas	Falta	Kotalia (LC-01776)	30	4	11	5	10		
WEST BENGAL	South 24 Parganas	Falta	Durbarat (LC-01783)	30	1	11	5	13		
WEST BENGAL	South 24 Parganas	Bishnupur II	Nahazari (LC-00725)	29	2	7	18	2		
Grand Total				10950	182	2881	3130	2438	1606	713



Together makes progress

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