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An Impact Assessment Study of CSR Initiatives of Titan Ltd.

Titan Kanya Program - KCMET

Report submitted by

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Executive Summary

This study aims to comprehensively and systematically assess the impact of the Titan Kanya CSR initiatives by Titan Company Ltd. in the year FY2020-21 in collaboration with the KC Mahindra Education Trust (KCMET). The Titan Kanya Program is a remedial education program for girls in Krishnagiri and Tiruvannamalai districts of Tamil Nadu. Titan has partnered with Nanhi Kali for this program, run by the KC Mahindra Education Trust (KCMET), collaborating with the Naandi Foundation.

The study relies on primary data collected from a variety of sources. Primarily, it draws upon rich insights gained from detailed, structured interviews with various stakeholders of the CSR initiatives. These stakeholders include Titan's CSR leadership team, leadership and operational teams of the implementation partners, project beneficiaries (girl-children) and their parents, community associates, school principals, and teachers engaged in the girl children's formal education, etc.

Further, the study relies on various documents, presentations, internal records, evaluation data provided by implementation partners, testimonial videos, and observations. The study also relies on reviewing the relevant extant literature on CSR in India, focusing on girl-child development.

Given the large scale and scope of CSR activities at Titan, a comprehensive impact assessment of this key CSR project has many benefits. First, it helps Titan understand the overall societal impact it is creating through its CSR spending. It also points out the areas in which improvements are possible. Finally, Titan can use this report to make suitable changes to its CSR initiatives and serve as a key input into the conceptualization and design of its future CSR initiatives to maximize its societal impact from CSR.

Overall, the impact created by the Titan Kanya CSR initiative was assessed on various dimensions. From the girl children's perspective, we assessed the impacts on (1) improvement in education inputs; (2) interest in education; (3) performance in education; (4) greater ambition and dreams; (5) value system; (6) positive attitude and habits; and (7) parental attitude regarding girl child education.

From the parents of the girl-child's perspective, we assessed the impact on the dimensions of (1) parental propensity toward inclusion of girl child in the program; (2) parental attitude towards education of daughters; (3) change in parental attitude towards girl-child autonomy; (4) parental perception of the impact of girl-child education; (5) parental perception of improvements in girl-child due to program; (6) changes in parental aspirations for girl-child; and (7) changes in parental perception of prospects of girl-child.

On an overall basis, our study of the impact of the Titan Kanya (KCMET) CSR program reveals that there has been a significant positive impact on the girl children enrolled, their parents, and the local community where they belong from. Almost all the stakeholders involved have expressed a strong desire for the program to be continued in their locality. In fact, given the highly beneficial impact, we recommend that in the future, Titan continues the program,

develops it further in terms of scope, and expands its geographical coverage to other parts of India that have similar needs.



Acknowledgment

We are grateful to Titan Co. Ltd. for allowing us to work on this CSR impact assessment study. We want to express our sincere gratitude to Mr. NE Sridhar, Vice President and Head of Corporate Sustainability Titan Co. Ltd., and the entire CSR team of Titan Co. Ltd., for the opportunity to carry out this study and for their support throughout the effort. We greatly appreciate the efforts of Ms. Prathibha AN and Ms. Santhi PS from the CSR team in helping us throughout the impact assessment study.

Mr. NE Sridhar, Ms. Prathibha A N, and Ms. Santhi PS readily and wholeheartedly shared their rich expertise and deep insights. Without their help and guidance, the project would not have been successful.

We wish to express our sincere gratitude to Ms. Sheetal Mehta, Executive Director & Trustee, KCMET, and Ms. Anuradha Suvarna, Head Corporate Partnerships, Project Nanhi Kali KCMET, for sparing their time and resources to help us understand the details about the CSR project. We also wish to thank Ms. Sagaya Mary, Naandi Foundation, for coordinating the data collection efforts and providing Tamil-English translation, wherever required, during the interviews.

Without the efforts and help of the people acknowledged herein, we would not have been able to carry out this CSR impact assessment study satisfactorily.

Yours Sincerely,

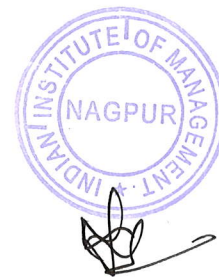
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1 Introduction

Titan Industries Limited was incorporated in 1984 as a joint venture between the Tata Group and the Tamil Nadu Industrial Development Corporation Limited (TIDCO). Titan has its registered office in Hosur and a corporate office in Bangalore, in Karnataka. In addition, it has manufacturing and assembly plants located in Dehradun, Pantnagar, and Roorkee – in the state of Uttar Pradesh (“Titan Company Ltd.,” n.d.).

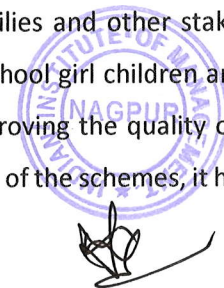
1.1 CSR at Titan Ltd.

As part of the Tata group, Titan shares the value of giving back to the community. This value system transcends the profit-making motive pervasive in businesses worldwide to include community well-being as integral to business success. Much before the advent of the mandatory CSR spending rules, Titan’s commitment to social responsibility and looking after the underprivileged in society was deeply profound. The company makes a conscious effort to encourage its employees to participate in voluntary activities and ensures at least 2% employee participation in its CSR activities (*CSR Initiative | Titan Corporate, n.d.*).

Titan Company has received the 'President of India's Award' for employing the disabled. Titan Company, a signatory to the Global Compact, is a recipient of the prestigious “Helen Keller Award” and the “Mother Teresa Award”. The company has been ranked with the highest rating of 4 in the 'Karmayog CSR Rating of India's Top 500 Companies' from 2007 to 2012. It has also been awarded the Golden Peacock Award on Environment Management by Frost & Sullivan. Also, Titan has received recognition from the Tamil Nadu Government as the best Company in CSR activities(*CSR Initiative | Titan Corporate, n.d.*).

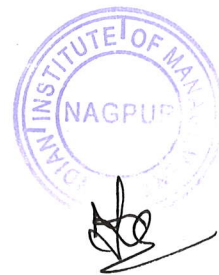
Encouraging women has always been an integral part of business for Titan. It has been hiring and training women since 1987 to become watchmakers. The company has also extensively used self-help groups to make women more productive. This has led the company to include girls and their education as an essential part of its CSR activities. Titan has taken several initiatives to improve the lives of the poor and underprivileged in society- girl children being one of them. Titan is sponsoring various CSR projects to empower girl children.

The Titan Kanya program focuses on girl child education. The scheme addresses the educational needs of young girls in learning centers, ensures regular attendance, and engages with their families and other stakeholders to build ownership among communities. Its focus is on educationally serving out-of-school girl children and mainstreaming girls into the schooling system. Its remedial education model focuses on improving the quality of English, mother tongue, and mathematics. To ensure the effective and efficient implementation of the schemes, it has partnered with the Nanhi-kali program run by the KC Mahindra Education Trust (KCMET).



1.2 Scope and objective of CSR impact assessment study

The study analyses the Titan Kanya CSR initiative implemented by KCMET in collaboration with the Naandi Foundation. The CSR impact assessment was conducted for projects being executed in the Tiruvannamalai and Krishnagiri districts of Tamil Nadu.



2 Methodology

The study involves an analysis of the impact of the Titan Kanya initiative being executed by KCMET. The CSR impact assessment followed a case-based methodology. Data about the CSR project was collected from various sources. The primary data required to assess the CSR project impacts were collected through video calls, telephone calls, and other online modes. This was because of the travel-related restrictions due to India's prevailing Covid-19 pandemic situation and the short time duration of the study.

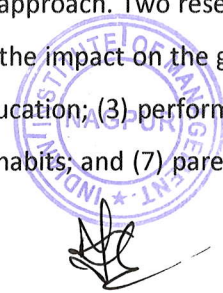
First, the researchers interviewed selected members of the CSR leadership team of Titan. The discussions focused on understanding the vision of the Titan CSR leadership team. These leadership level interviews also helped the researchers get a detailed background and understanding of the CSR projects that were included in the study. All the interviews were conducted using video-conferencing facilities. The interviews were recorded wherever possible. In addition, during the interviews, the researchers took detailed notes for future reference.

The researchers identified interviewees from the partner organization, beneficiaries, and other stakeholders. They also finalized the key objectives of each interview and the interview medium. Titan's CSR team coordinators and the leadership team of partners helped schedule and set up the telephonic/ video interviews. On average, each interview lasted 20 minutes. Based on the comfort of the respondent interviewee, the interviews were conducted in either English or Hindi and translated into local languages when needed. Wherever possible, the interviews were audio-recorded for ease of reference. If the respondents were not comfortable recording, the interviewers took detailed notes during the telephone/ video calls.

For the Nanhi Kali program, 205 girl-children enrolled in the program responded to the questionnaire survey. Also, 97 parents of the girl-children filled a separate survey questionnaire enrolled in the program.

In addition, the Titan CSR team and its partner agencies shared qualitative and quantitative data about various aspects of the CSR initiative. This included various internal documents, presentation files, before-after photographs, internal reports, etc. The organization had organically generated this data during the planning and implementation of these initiatives.

The impact assessment of the CSR initiative followed a multidimensional approach. Two researchers independently studied the impact of each CSR initiative on seven dimensions related to the impact on the girl-children enrolled in the program, viz, (1) improvement in education inputs; (2) interest in education; (3) performance in education; (4) greater ambition and dreams; (5) value system; (6) positive attitude and habits; and (7) parental attitude regarding girl child education.



From the girl child's parents' perspective, we assessed the impact on the dimensions of (1) parental propensity toward inclusion of girl child in the program; (2) parental attitude towards education of daughters; (3) change in parental attitude towards girl-child autonomy; (4) parental perception of the impact of girl-child education; (5) parental perception of improvements in girl-child due to program; (6) changes in parental aspirations for girl-child; and (7) changes in parental perception of prospects of girl-child.

Any differences in rating/ impact assessment among the two researchers were discussed and resolved. If required, the client was approached again to obtain greater detail or clarity to resolve any differences in opinions among the researchers. In the sections that follow, we describe the CSR initiative and analyze in detail the initiative's overall impact on various dimensions.



3 Titan Kanya Program (KCMET)

3.1 Overview of program

Education is one of the most effective means for empowering women and girls and indicates the general development of any society. Women empowerment and gender equality are indispensable for achieving prosperity. An educated girl can shape her future and future generations to come. Since independence, the overall status of women has improved dramatically. However, even this dramatic improvement is inadequate.

In recent years, female literacy has increased relatively faster, i.e., 3.15% more than the male literacy rate. At the all-India level, it can be seen that the gender gap in literacy has been reducing every decade. While the government's role has been significant, various private sector initiatives, corporate CSR, charitable foundations, and NGOs have made significant contributions.

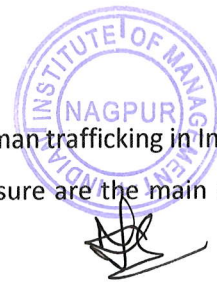
The Titan Kanya program was launched in 2012 with 4,000 girls in the Krishnagiri district of Tamil Nadu to help improve girl child education in partnership with Project Nanhi Kali (jointly managed by KCMET and Naandi Foundation). It is targeted at underprivileged girls enrolled in government schools between the ages of 6 and 15 from poor, socially backward rural areas and disadvantaged communities and puts them firmly on the track to literacy through primary and secondary education. It seeks to enable underprivileged girls to complete ten years of schooling. The project provides daily academic support and an annual school supplies kit, which allow the girls to attend school with dignity.

The programme improved targeted girls' education for six years in the Krishnagiri district. Over the years, the initiative has also supported more than 20,000 girls in the Tiruvannamalai district of Tamil Nadu.

The population of Tiruvannamalai district in 2011 was approximately 2.4 million, with a female population of about 1.4 million. The gender ratio per 1,000 male population in the district is 994; the child gender ratio of 0-6 age group is 930. According to government statistics, the overall literacy of the district is 74.21%, with female literacy of about 65.32%. The Krishnagiri district is among the four most backward districts of Tamil Nadu. The literacy rate in the Krishnagiri district is 71.46%, with the gender ratio being among the lowest in the state at only 858 females per 1,000 males.

3.2 Need for the program

A girl child is often an easy target of abuse, domestic violence, and human trafficking in India. Lack of access, money, safety concerns, consideration for feminine hygiene, and family pressure are the main reasons girls' enrolment in school continues to be low.



The government has launched several schemes¹ to better the girl child in India. Recent schemes are Beti Bachao, Beti Padhao, Sukanya Samridhi Yojna, Balika Samridhi Yojna, MAMTA Yojna for girl children, Ladli Scheme, Udaan, etc.

While things have improved significantly for the girl child, a lot more needs to be done as a society. Various factors, including gender-based inequality, social discrimination and economic exploitation, occupation of girl children in domestic chores, low enrolment of girls in schools, low retention rate, and high dropout rate, are still preventing female education.

The NSSO survey reports that girls drop out at the primary and middle school level for various reasons. First, the private education system costs too much. Also, girls are often required to do household chores. Many girls are married off at an early age. Apart from these, a substantial percentage of girls quit because of the non-availability of schools in close vicinity, lack of regular and safe travel means, and lack of proper toilets/sanitation and hygiene. With the help of various NGOs working with the private sector and the government, there is substantial scope to provide safety, security, a better future, education, and empowerment to the girl child.

3.3 Aims & Objectives of the program

The project aims to provide quality remedial education to girls from economically disadvantaged families through a sponsorship program designed to deliver necessary support that empowers them to succeed in their schooling experience up to class 10th standard. The project seeks to provide exceptional academic support to underprivileged girls from Classes 9 and 10 in Krishnagiri and classes 1 to 10 in the Tiruvannamalai district.

3.4 About the implementation partner organization

To execute the project "Titan Kanya Program," Titan has tied up with KCMET. KCMET is a public charitable trust incorporated under the Bombay Public Trusts Act, 1950, with a vision to transform the lives of people in India through education. It strives to provide financial assistance and recognition to beneficiaries. The program Titan Kanya is part of the project Nanhi Kali, a sponsorship program for educating underprivileged girl children. KCMET and Naandi Foundation jointly manage the project.

3.5 Program description

¹ Kasturba Gandhi Balika Vidyalaya - This scheme was launched in July, 2004, to provide primary level education to girls from underprivileged and rural areas. The schools provided 100% reservation for deprived and poor girls.
Beti Bachao, Beti Padhao - This is newly announced scheme for enhancing girls' education in India.
UDAAN - The scheme seeks to promote the admission of girl students. It aims to address the teaching gap between school education and engineering entrance examinations to enhance girl enrolment in technical education.
Mahila Samakhya- Initiated in 1989, it is an ongoing scheme for empowerment of women in rural areas, particularly those from socially/economically marginalized groups to enhance the National Policy on Education



Titan Kanya was launched in 2012 with 4000 girls in the Krishnagiri district. Since then, the project has moved to the Tiruvannamalai district and has covered more than 20,000 girls. As a result of this initiative, Titan Kanyas will learn English, Mathematics, and their local Language, Tamil, from Grade 1 to 10th. Additionally, the Kanyas will learn Science from Grade 6 to 10th. The project has introduced an adaptive Artificial Intelligence-based learning platform called “Mindspark” from 1 to 10th to improve the quality of education imparted to the girls. Mindspark has been reviewed by researchers at Harvard, Stanford, and MIT (J-PAL) and has significantly improved learning outcomes amongst children. The girls receive tutoring and mentoring by Community Associates, young women recruited from local communities. The children also receive a school supplies kit and hygiene material. Overall, the pedagogical enhancements are expected to ensure significantly improved learning outcomes, reduce drop-out rates, and motivate girls to complete Grade 10.

On the other hand, the Mindspark initiative may lead to additional costs, especially as each Kanya needs access to a digital tablet. The system may also increase Titan Kanya sponsorship price. As the current primary school programme uses the traditional workbooks and pencils model, the impact on the primary school sponsorship price will be higher than that on the secondary school sponsorship price, where girls are already provided with access to digital tablets.

Project Nanhi Kali provides additional academic support classes to underprivileged girls in the selected schools as per requirements from Classes 9-10 in the Krishnagiri district and 1-10 in Tiruvannamalai. In addition, Project Nanhi Kali undertakes the following activities directly:

- Provide material support to enable the Nanhi Kalis to go to school with dignity.
- Conduct three assessments in a year to ensure that the teaching curriculum is in line with the learning levels of the children.
- Encourage parents to provide education to their girl child till they complete at least ten years of quality learning.
- Maintain regular contact with the girl child's family and the school to track the child's attendance and academic progress.
- Provide encouragement and motivation to the child and suitably award the child when she fares well in school.
- Affirm the value of education to the child, parents, and community.
- Facilitate school visits for Titan staff, especially during the celebration of important days. They also facilitate Titan staff/volunteers to participate in the project.

Project Nanhi Kali also undertakes the following activities indirectly:



- Build capabilities of Community Associates (teacher training and learning material support) as per their requirements.
- Address attitudes/prejudices towards girl children prevalent among the community
- Sensitize the girls' families and community stakeholders on gender disparities and assert the dire necessity of educating the girl child.
- Engage with the local government to ensure the smooth operations of the Project within government schools for greater effectiveness on an ongoing basis.

3.6 Impact of the program

We assessed the program's impact on the key stakeholders, i.e., the girl-child enrolled in the program and the parents. We also sought the opinion of other stakeholders, such as school principals, head masters, implementation partners, community associates, etc., on their perception of the program's impact. The quantitative and qualitative assessment of the program's impact is described in the following sections.

In our interview with Yuvarani, a community associate who was a teacher before she joined this program about a year ago, she stated that,

"The girls who join this program come from very backward families. There are a lot of problems in this region. A lot of girls get married early. Many parents get their girl children married after the girl studies 10th standard. Most of the parents here are farmers and are not educated themselves. They want their girl children to work in the fields and often don't allow them to study further. The Nanhi Kali program has helped improve the situation here.

The mindset of the girls has changed a lot. The parents' mindset is also changing. There is a lot of visible difference between the girls studying in the government schools and the girls who are also enrolled in this program. The extra 2-3 hours of study that these enrolled girls get has helped them. Their academic performance is better.

They are getting better marks in school. Their socialization skills have also improved. They take the initiative and are also more confident to talk to others. The school teachers also acknowledge their improvement in studies after joining the program."

In our interview, a similar opinion was expressed by Ms. Uma, a CA in Chengam, who stated,

"As part of the program, I take subject-wise classes every day from Monday to Friday. We focus on three subjects, Math, Science, and English. We also teach Tamil and Social Science. I also



conduct monthly tests and quarterly assessments of all the girl children. The aim is to improve the learning level of all the girl children involved in the program.

We look at the assessment marks. I also take extra classes for those who are not performing well to perform better in the next assessment cycle. I also focus on teaching the girls general knowledge and conducting extra-curricular activities. This includes sports and art and craft activities.

We try to ensure that the girls learn politics, current affairs, and new technology-related topics in general knowledge. I feel that the program is beneficial. The girl children enrolled in the program get better facilities and material (like school bags, sanitary napkins, exam papers, graph papers, etc.) than my children.”

3.6.1 Impact of program interventions on the girl-child

The impact of the program interventions is seen on various dimensions. These include (1) Improved educational inputs; (2) Increased interest in education; (3) Performance in education; (4) Greater ambition and dreams; (5) Value system; (6) Positive attitude and habits; and (7) Girl-child’s perception of changes in parental attitude. The impact is described in detail below.

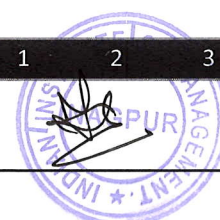
3.6.1.1 Improved educational inputs

First, we evaluated improvement in educational inputs. The ASC provides additional academic inputs that complement the girls’ inputs from the school they are enrolled in. If the girls were already delighted with the school education, they would have been reluctant to attend the sessions at the ASC. Thus, we probed whether the girls found the educational inputs at the ASC to be better than those received in the school. An overwhelming 69% of girls (strongly agree) report that they go to the ASC because it provides a better education than the school. 28% of girls agree with the statement. Only 2.44% of girls disagree or strongly disagree that they go to the ASC because the ASC provides a better education than the school.

To help in the holistic development of the girls, the ASC also involves them in sports activities from time to time. To assess whether this encourages the girls to attend the ASC, we sought to understand whether access to sports activity was a reason for them to attend the ASC sessions. As seen in Table 1, about 36% of girls (strongly agree) and 33% (agree) report that they go to the ASC because they enjoy playing sports. 9% of girls (strongly disagree) and 8% (disagree) do not agree with the statement that they go to the ASC because they enjoy playing sports. 14% offer no opinion.

Table 1: KCMET - Improved educational inputs

Improved educational inputs	1	2	3	4	5
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I go to the center because the center provides a better education than my school	0%	0%	2%	28%	69%
I go to the center because I enjoy playing sports	9%	8%	14%	33%	36%
When I go to the center, I learn new things	1%	0%	3%	24%	72%
When I go to the center, I have a lot of fun	13%	12%	16%	24%	35%
My school will be much better for me if there is activity-based learning	1%	1%	6%	31%	60%
My school would be much better for me if my school had more sports & extracurricular activities	3%	7%	9%	32%	48%
My school will be much better for me if my school has computer-based learning	1%	0%	3%	28%	67%
Average	4%	4%	8%	29%	55%
Maximum	13%	12%	16%	33%	72%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

The ASC sessions help the girls learn new things, including input on current affairs and general knowledge topics. This motivates the girls to attend the ASC. About 72% (strongly agree) and 24% (agree) report that they go to the center because they learn new things. Only a minuscule proportion does not agree.

The educational inputs provided at the ASC are activity-oriented. This helps the girls have fun while learning and keeps them engaged. About 35% (strongly agree) and 24% (agree) report that they go to the center because they have fun. 13% of girls (strongly disagree) and 12% (disagree) note that they do not go to the center because they will have fun. 60% (strongly agree) and 31% (agree) report that their school will be much better if activity-based learning continues. Only a minuscule proportion does not agree. 6% offer no opinion.

One of the reasons the ASC attracts the girls is that it provides opportunities to be involved in sports and extracurricular activities. About 48% (strongly agree) and 32% (agree) report that their school would be much better had their school provided more sports & extracurricular activities. 3% of girls (strongly disagree) and 7% (disagree) report that their school would not be much better had their school provided more sports & extracurricular activities 9% offer no opinion.

In some of the ASCs, computer-based or tab-based learning was offered. This was found to be very useful and enjoyable by the girls. About 67% (strongly agree) and 28% (agree) report that their school would be much better if it had provided computer-based learning. Only a minuscule proportion does not agree. 3.5% offer no opinion.

As part of a qualitative assessment of the program's impact, we interviewed a few of the school principals in the region. According to Mr. Suresh Ramakrishnan, Principal, Government High School,

"The program is excellent. It has contributed significantly to girl child empowerment in our location. The inputs and materials provided to the girl children through this program are very good. It is so good that the boys in the village school are becoming jealous of the girls."



Similar sentiments were expressed by Mr. J Parandhaman, Head Master, Panchayat Union Middle School, Jawahar Hills Block, who stated,

“Titan’s program has been useful to our students. In general, our students come from the economically backward condition. This program has supplied excellent quality material to the girl students, like school bags, notebooks, pencils, and pens. I am very thankful to Titan and Naandi Foundation for their work in this backward area.”

Our interviews with the girls who are beneficiaries of the programs also revealed very favorable impact-related insights. For instance, according to R Nandini, a 16 years old girl studying in 11th standard in Anchetti village,

“I am the daughter of a construction laborer. I have been enrolled in the program for many years. I am very thankful for the program. I have learned a lot here. The kit that was given in the program was handy. Most girls in our regions were only using cloth pads during our period. But in the program, they gave us sanitary napkins, which are very useful. Also, I had never seen an educational tablet before. The tab-based learning was beneficial.”



Figure 1: Kit content in the Titan Kanya program - KCMET

Similarly, according to Sneha, a 15 years old girl studying in 11th standard in Bevana village in Krishnagiri district of Tamil Nadu,



"I learned a lot through this program. The school bag and the kit are also handy and good quality."



Figure 2: Kit distribution as part of the Titan Kanya program - KCMET

3.6.1.2 Increased interest in education

Secondly, we evaluated whether the activities increased interest in education among the girls enrolled in the program. This helps us understand how the program affects the girls' interest in education. If the girls develop a keen interest in education through the program's interventions, they will be motivated to continue their education and study further. In our assessment, 62% (strongly agree) and 35% (agree) respondents report that they go to the center because the center teacher is better than their school teacher. Further, as seen in Table 2, about 77% (strongly agree) and 20% (agree) of the girls report that they go to the center because they are interested in studies.

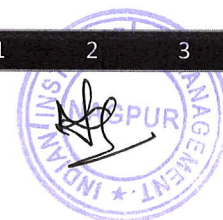
Personal attention given by the teachers at the ASC was another reason why the girls found going to the ASC useful. In our survey, about 68% (strongly agree) and 27% (agree) report that they go to the center because they get personal attention and help there. Similarly, about 48% (strongly agree) and 35% (agree) report that their school will be much better if its teacher pays more individual attention to them. Only a minuscule 6.8% of girls do not agree. 10% of the respondents offer no opinion.

The activities at the center help the girls revise the concepts that they have learned in school. This allows them to clear their doubts and be more thorough in their studies. In the study, about 64% (strongly agree) and 27% (agree) report that they go to the center because they can practice what they learned at that school.

Going to the center has also helped the girls become creative and curious. In our study, about 58% (strongly agree) and 30% (agree) of the girls reported trying to do different things in their spare time, indicating their increased curiosity and creativity.

Table 2: KCMET - Increased interest in education

Increased interest in education	1	2	3	4	5
---------------------------------	---	---	---	---	---



I go to the center because the center teacher is better than my school teacher	0%	0%	3%	35%	61%
I go to the center because I am interested in studies	0%	0%	3%	20%	77%
When I go to the center, I get personal attention and help	0%	0%	4%	27%	68%
When I go to the center, I can practice what I learned at school	1%	1%	6%	27%	64%
My school will be much better for me if my school teacher pays more individual attention to me	1%	6%	10%	35%	48%
I try to do different things in my spare time	1%	2%	9%	30%	58%
Average	1%	2%	6%	29%	63%
Maximum	1%	6%	10%	35%	77%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

The increased interest in education among the girls enrolled in the program is also reiterated by other stakeholders. For instance, according to a Head Master of a Middle School that we interviewed,

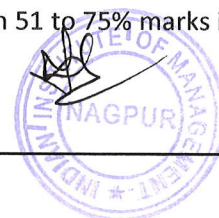
“The students do not have facilities like audio visual technology etc., to learn at school. In this program, the students got an opportunity to learn using a tab-based method. It was the first time these students had experienced this type of class. In this tab-based method, each student learned using educational tabs. The students enjoy this kind of education very much. Forty-six girls in classes 3 to 8th standard were enrolled in this program in the school. After joining the program, their school attendance increased as they enjoyed the tab-based classes.”

3.6.1.3 Performance in education

Thirdly, we assessed whether the program's activities had led to improvement in the girls' performance in education. Typically, the girls enrolled in the program come from poor and backward families. One clear indicator of the impact is based on the girls' performance in their class at school. In our study, as seen in Table 3, about 32% of the students enrolled at the center reported that they were among the toppers in their class in the school. About 55% rated themselves above average. In contrast, only 5% rated themselves below average, and 2.4% considered poor. While our study did not cover other students enrolled in schools (but not part of the Titan program), the program has had a significant and positive impact on the performance in education among the enrolled girls.

Another perspective on the impact on performance in education is whether the girls enrolled in the program improve their performance over time. Hearteningly, about 72% reported that their ranking in their class in the school improved significantly (very much) after they started coming to the center. Also, 25% said that their school class ranking showed some improvement after they started coming to the center. In contrast, less than 1% reported no or slight improvement.

In a good indication of the improved performance in education, about 37% of students report that they got more than 75% marks in the last year's exam in school. About 38% report getting between 51 to 75% marks in the school



in the previous year. Only 18% of students did not perform well as they got between 0-30% marks in the school examination. About 7% of the students either did not remember (not sure) their performance in the examination.

Table 3: KCMET - Performance in Education

Performance in Education	Not sure	Poor	Below average	Above average in class	Among the toppers in class
I rate my performance in my school class as	6%	2%	5%	55%	32%
	Not sure	No improvement	Not much improvement	Some improvement	Very much improvement
My ranking in my school class improved after I started coming to the center	2%	0%	0%	25%	72%
	Not sure	0-30% marks	31-50% marks	51-75% marks	More than 75% marks
In last year's exam in school, I got...	4%	3%	18%	38%	37%

According to Mr. Suresh Ramakrishnan, Principal, Government High School,

"The inputs from the program are helping them in their studies. Due to the extra practice, their recollection of what they learned in school has also improved a lot."

According to Mr. J Parandhaman, Head Master, Panchayat Union Middle School, Jawahar Hills Block

"Their studies have improved. Their interest in coming to school has also improved. The performance in exams has also improved for most girls compared to before."

According to Ms. Uma, a CA in Chengam,

"As part of the program, I take subject-wise classes every day from Monday to Friday. We focus on three subjects, Math, Science, and English. We also teach Tamil and Social Science. I also conduct monthly tests and quarterly assessments of all the girl children.

The aim is to improve the learning level of all the girl children involved in the program. We look at the assessment marks. I also take extra classes for those who are not performing well to perform better in the next assessment cycle. I also focus on teaching the girls general knowledge and conducting extra-curricular activities. This includes sports and art and craft activities. In general knowledge, we try to ensure that the girls learn topics such as politics, current affairs, and new technology-related issues."



3.6.1.4 Greater ambition and dreams

Fourth, we evaluated the sense of ambition and dreams of doing well in their lives due to their experience in the Titan program. The premise is that if the activities of the program help develop greater ambitions and dreams among the girl children, they will be motivated to work hard, study further, take up livelihood opportunities, and improve their own and family's wellbeing.

Our assessment revealed that most girls have developed ambition and dreams about their future due to the program's interventions. They are willing to study further and work hard to achieve these dreams. As seen in Table 4, about 65.5% (strongly agree) and 29% (agree) report that they want to do better in every aspect of life. In comparison, almost none (less than 1%) said they do not want to do better in every aspect of life. 5% of girls were not sure.

About 37.5% of girls report that they want to become doctors, 30% of girls want to become teachers, and 12% want to take a salaried job. About 10% of girls want to start their own business. There is a clear preference for professional salaried jobs among young girls enrolled in the center. None of the girls wants to become a housewife and run her household.

According to R Nandini, a 16 years old girl studying in 11th standard in Anchetti village,

"I have been part of many competitions – Annual day, women's day, girl-child day, etc. I realized what talent and strengths I have through these programs. I won two prizes of Rs—5,000 each from the Collector in these programs. I also won other prizes from time to time. Due to inputs from the program, I have great ambitions for myself. I want first to become a doctor, serve the community for a few years and then try to become an IAS officer."

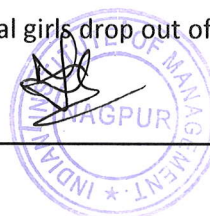
According to Gomathi, a 10th standard student,

"My favorite subjects are science, social science, and English. I would like to study further and become a doctor. It is tough to get treatment for any illness in our village. Once I become a doctor, I can provide treatment to my community."

According to Keertana, a 14 years old girl,

"I am from Krishnapuram village. I like the Nanhi Kali program. It is beneficial for me. Thank you so much for giving us this opportunity. I don't get this facility in my native village. I hope to study further."

We looked at various reasons girls might discontinue their formal education to assess the situation. In our study, about 50% (strongly agree) and 29% (agree) of the respondents stated that several girls drop out of school because



they get married. About 7% did not have any particular idea about the significance of the problem, and hence they neither agreed nor disagreed. In contrast, 4% (strongly disagree) and 10% (disagree) report that it is not the case that several girls are dropping out of school because they are getting married.

Table 4: KCMET - Greater ambition and dreams

Greater ambition and dreams	1	2	3	4	5
Many girls drop out of school because they are getting married	4%	10%	7%	29%	50%
Many girls drop out of school because they migrate to a city with their parents	9%	7%	17%	21%	46%
Many girls drop out of school because they have to work on the farms	8%	8%	16%	23%	45%
Many girls drop out of school because they have to take care of younger brothers/sisters at home	8%	10%	16%	23%	43%
Many girls drop out of school because of family problems	5%	6%	16%	26%	47%
I want to do better in every aspect of life	0%	0%	5%	29%	65%
Average	6%	7%	13%	25%	49%
Maximum	9%	10%	17%	29%	65%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

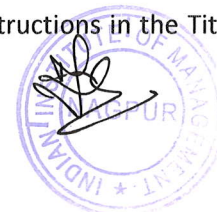
Often girls in rural areas are expected to help their families with agricultural work instead of studying in school. In our study, about 46% (strongly agree) and 21% (agree) of the respondents reported that many girls drop out of school because they have to work on farms. 15.5% did not have any particular idea about the significance of the problem, and hence they neither agreed nor disagreed. 9% (strongly disagree) and 7% (disagree) report that it is not the case that several girls are dropping out of school because they have to work on the farms.

Also, about 43% (strongly agree) and 23% (agree) report that many girls drop out of school because they have to care for younger brothers or sisters at home. 16% did not have any particular idea about the significance of the problem, and hence they neither agreed nor disagreed. 8% (strongly disagree) and 10% (disagree) report that it is not the case that several girls are dropping out of school because they have to take care of younger brothers or sisters at home.

Family problems, such as health issues in the family, economic issues, loss of job of the bread-earner, etc., also lead to dropping out of school among the girl children. In our study, about 47% (strongly agree) and 26% (agree) report that several girls drop out of school because of family problems. Again, about 15.5% did not have any particular opinion about the significance of the problem. 5% (strongly disagree) and 6% (disagree) report that it is not the case that several girls are dropping out of school because they have to take care of younger brothers or sisters at home.

3.6.1.5 Impact on the value system of girl-child

Fifth, we evaluated the value system of girls influenced by their experience at the center. Apart from helping the girls learn various subjects such as math, English, and science, the activities and instructions in the Titan program also



help improve the value system of the girls enrolled. This has a very positive impact on society. We assessed the girls enrolled in the program on various values and found that there has been a significant positive impact in this regard.

For instance, as seen in Table 5, about 68% (strongly agree) and 26.5% (agree) of our respondents reported that they have become a more honest person. We assessed whether the girls had become better team players due to the studies, extracurricular activities, and sports they took in the Titan program. We found that 58.5% (strongly agree) and 33% (agree) report working well with their friends.

Another key value is that of willingness to work hard to succeed. It shows the inclination of the girls to put in the efforts required to achieve success in their life. About 73% (strongly agree) and 23.5% (agree) report a willingness to work hard to succeed. Almost none disagreed that they were not willing to work hard to succeed.

Another key ingredient in the value system is to become a good citizen who is disciplined and follows the rules in any context. In our study, we were happy to find that over 62% (strongly agree) and 31% (agree) report that they have become more careful in following rules. Almost none disagreed that they have not become more cautious in following rules.

Table 5: KCMET - Impact on the value system of girl-child

Impact on the value system of girl-child	1	2	3	4	5	
I have become a more honest person	0%	1%	4%	26%	68%	
I work well with my friends	1%	1%	5%	33%	59%	
I am willing to work hard to succeed	0%	0%	3%	23%	73%	
I have become more careful in following rules	1%	0%	6%	31%	62%	
	Average	1%	1%	5%	28%	65%
	Maximum	1%	1%	6%	33%	73%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

3.6.1.6 Positive attitude and habits

Sixth, we evaluated the positive attitude and habits influenced by girls' experiences at the center. Our assessment focused on the girls' good habits by being part of the Titan program. These good habits include being punctual and regular attendance at the center and school. As seen in Table 6, about 69% (strongly agree) and 29% (agree) report that they try their best to reach the center on time every day. Almost none (less than 1%) disagreed. A minuscule 1% did not have any particular idea about the change in their outlook towards punctuality. Also, it was heartening to see that 68% (strongly agree) and 28% (agree) state that they try their best to go to the center regularly. Almost none disagreed, and a minuscule 3.4% did not have any particular idea about the change in their outlook towards regularly attending the center. This indicates that the Titan program positively and strongly impacts the girls enrolled.



Table 6: KCMET - Positive attitude and habits

Positive attitude and habits	1	2	3	4	5
I try my best to reach the center on time every day	0%	1%	1%	29%	69%
I try my best to go to the center regularly	0%	1%	3%	28%	68%
I try my best to reach my school on time every day	1%	0%	3%	22%	73%
I try my best to go to my school regularly	0%	1%	3%	24%	71%
I feel that girls and boys should receive equal treatment from parents	2%	0%	2%	32%	63%
I feel more comfortable speaking in public	3%	5%	13%	37%	42%
I feel more comfortable in expressing my opinion	1%	1%	13%	26%	58%
Average	1%	2%	6%	28%	63%
Maximum	3%	5%	13%	37%	73%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

Further, about 73% (strongly agree) and 22.5% (agree) of the respondents in our study report that they try their best to reach school on time every day. Almost none (1.5%) disagreed, and a small 3% did not have any particular idea about the change in their outlook. 71% (strongly agree) and 24% (agree) report that they try their best to go to school regularly. Almost none (1.5%) disagreed, and a minuscule 3.4% did not have any particular idea about the change in their outlook towards attending the school regularly.

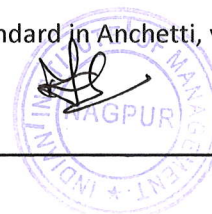
We also assessed whether there was any change in the girls' orientation and expectations towards how they should be treated by their parents, especially in comparison with their male siblings. About 63% (strongly agree) and 32% (agree) report that they feel that girls and boys should receive equal treatment from parents. A minuscule (2.5%) disagreed, and an equally minuscule 2.4% did not have any particular idea about the need for equal treatment from parents. 42% (strongly agree) and 36.5% (agree) report that they feel more comfortable speaking in public.

Another positive impact of the Titan program is that the girls enrolled are much more confident, comfortable than before in expressing themselves and speaking in public. About 58% (strongly agree) and 26% (agree) report feeling more comfortable expressing their opinions. 13% did not have any particular comfort or discomfort about speaking in public. Only a tiny proportion, less than 2.5%, did not feel confident about expressing their opinion, and about 12% did not feel confident about speaking in public.

Similar opinions about the beneficial impact of the Titan program on developing positive habits and attitude among the enrolled girls was also expressed by the respondents in our qualitative interviews. For instance, according to Mr. Suresh Ramakrishnan, Principal, Government High School,

"In my opinion, the girl children have become more confident and more comfortable facing any situation in life."

According to Mr. Raja, father of R Nandini, a 16 years old girl studying in 11th standard in Anchetti, village,



“My daughter has gained many skills in this program. She has started speaking very well in public. She gives speeches in school and also conducts programs in her school now. She won two prizes in this. The District Collector gave the prize medal. We are all delighted and proud of the achievements of my daughter. All of this was possible because of the program.”

According to Sneha, a 15 years old girl studying in 11th standard in Bevana village in Krishnagiri district of Tamil Nadu,

“I learned a lot through this program. My communication skills have improved. My mother sent me to this program to learn English. I have also gained a lot of confidence.”

3.6.1.7 Girl-child’s perception of changes in parental attitude

We assessed whether the Titan program had led to the girls experiencing any changes in the attitude of their parents, especially concerning the support they would provide for the education of the girl-child. As seen in Table 7, about 40.5% (strongly agree) and 28% (agree) of the girls in the survey reported that they went to the center because their parents asked them to go. 12% (strongly disagree) and 13.5% (disagree) say that they do not agree with the vital role played by their parents in sending them to the center. This indicates that the girls understand that their parents see value in sending the girls to the Titan program learning center.

About 60.5% (strongly agree) and 33% (agree) of the girls report that they are confident that their parents will pay for their further education. Only about 7% of girls failed to conclude whether their parents would pay or not pay for their education.

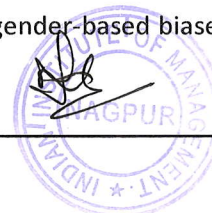
Table 7: KCMET - Girl-child’s perception of changes in parental attitude

Girl-child’s perception of changes in parental attitude	1	2	3	4	5
I go to the center because my parents ask me to go to the center	12%	14%	6%	28%	40%
I am confident that my parents will pay for my further education	0%	0%	7%	33%	60%
My parents will encourage me to pursue my education	0%	1%	6%	26%	67%
Average	4%	5%	6%	29%	56%
Maximum	12%	14%	7%	33%	67%
I feel that my parents give better education to my brothers than to me	19%	24%	10%	18%	28%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

An overwhelming majority of the girls perceive that their parents encourage them to pursue their education. About 67% (strongly agree) and 26% (agree) report that their parents encourage them to pursue their education. Less than 1% do not agree that their parents encourage them to pursue their education.

Many studies have revealed differences in parental attitudes regarding their treatment of male and female children in the family in India. To assess whether the Titan program had made any change in this regard, we sought to understand from the girls enrolled in the program whether they perceive such gender-based biases. We are happy



to report that about 28% (strongly disagree) and 18% (disagree) with the premise that their parents give their brothers better education than them. In contrast, about 19% (strongly agree) and 24.5% (agree) report that their parents give their brothers better education than them. About 10% of girls failed to conclude that their parents give their brothers better education than them.

The girls also perceive that their parents are encouraging their education because of the parent's interest in day-to-day educational tasks such as completing homework. Our study found that about 12% of girls say that their parents always check their homework, 45.5% report that parents regularly check their homework, and 39% say that parents sometimes check their homework. Only about 4% of girls report that their parents never check their homework. Given that many of the parents in this cohort of girls are either uneducated or have a very low level of education, this interest in the education of their girl-child is seen as a very positive impact of the program.

3.6.2 *Impact of program interventions on the parents*

The impact of the program interventions on the parents of the girl-child is seen on a variety of different dimensions. These include (1) Parental propensity toward inclusion of girl child in the program; (2) Parental attitude towards education of daughters; (3) Change in parental attitude towards girl-child autonomy; (4) Parental perception of the impact of girl-child education; (5) Parental perception of improvements in girl-child due to program; (6) Changes in parental aspirations for girl-child; and (7) Changes in parental perception of prospects of girl-child. These impacts are described in detail below.

3.6.2.1 *Parental propensity toward inclusion of girl child in the program*

First, we evaluate the motivation of parents to send their daughters to the Titan program. As seen in Table 8, an overwhelming 64% (strongly agree) and 32% (agree) of parents report sending their daughter to the center because they feel the center provides a better education than her school. A negligible proportion of parents do not agree.

The benefit of enrolling their daughter in the Titan program seems to be very clear to the parents. About 71% (strongly agree) and 25% (agree) of parents report sending their daughter to the center because they feel she learns more at the center.

Another positive impact that the Titan program has had on the parents' perception is that in our study, 66% (strongly agree) and 31% (agree) of parents report that going to the center has helped their daughter perform better in studies at school.

Table 8: KCMET - Parental propensity toward inclusion of girl child in the program

Parental inclination toward inclusion of girl child in the program	1	2	3	4	5
I send my daughter to the center as it provides a better education than her school	0%	0%	4%	32%	64%
I send my daughter to the center as I feel she learns more at the center	1%	1%	2%	25%	71%

I feel that going to the center has helped my daughter perform better in studies	0%	1%	2%	31%	66%
Average	0%	1%	3%	29%	67%
Maximum	1%	1%	4%	32%	71%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

The Titan program has helped the girls perform better in studies at their schools. This is revealed by about 75% of parents reporting that they perceive a “very much improvement” in their daughter's ranking in school class after she started going to the center. In comparison, 23% of parents reported “some improvement” in their daughter's ranking in school class after she started going to the center. Only 2% of parents are “unsure,” and almost none of the parents report “no improvement” in this regard.

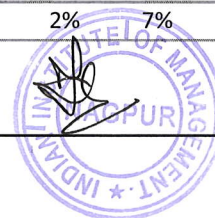
3.6.2.2 Parental attitude towards education of daughters

Second, we evaluate the change in parental attitude towards daughters' education. We find that an overwhelming 72% (strongly agree) and 23% (agree) of parents report sending their daughter to the center because the center has helped them understand that their daughter should pursue higher education (refer Table 9). A negligible proportion of parents do not agree. We find that an overwhelming 71% (strongly agree) and 26% (agree) of parents report that sending their daughter to the center has made them encourage their daughter to study further. Only a negligible proportion of parents do not agree with this view. 63% (strongly agree) and 33% (agree) of parents report that the center has helped them understand that higher education will help improve their daughter's prospects in life. Only a negligible proportion of parents do not agree with this view.

66% (strongly agree) and 30% (agree) of parents report that other parents are more likely to encourage their daughters to study further. 65% (strongly agree) and 29% (agree) of parents report that other parents are more likely to encourage their daughters to pursue jobs after education. Only about 6% of parents are unsure in this regard.

Table 9: KCMET - Parental attitude towards education of the daughter

Parental attitude towards education of the daughter	1	2	3	4	5
The center has helped me understand that my daughter should pursue higher education	0%	0%	5%	23%	72%
Sending my daughter to the center has made me encourage my daughter to study further	0%	1%	2%	26%	71%
The center has helped me understand that higher education will help improve my daughter's prospects in life	0%	1%	3%	33%	63%
In general, parents of girls going to the center are more likely to encourage their daughters to study further	0%	0%	4%	30%	66%
In general, parents of girls going to the center are more likely to encourage their daughters to pursue jobs after education	0%	0%	6%	29%	65%
I try to ensure that my daughter visits the center each day	0%	1%	7%	31%	61%
I feel that it would be a problem if my daughter did not learn to read or write	2%	2%	4%	29%	63%
I feel that daughters and sons should receive equal treatment from parents	2%	1%	3%	28%	66%
Average	1%	1%	4%	28%	66%
Maximum	2%	2%	7%	33%	72%



Another indicator that the Titan program is having a positive impact on the girls is basis the propensity of the parents to encourage the girls to attend the center's activities daily. Our study found that about 61% (strongly agree) and 31% (agree) of parents report that they try to ensure that their daughter visits the center each day. Only about 7% of parents are unsure.

Due to the interventions of the Titan program, the parents are more aware of the importance of literacy, numeracy, and education in the lives of their girl-child. 63% (strongly agree) and 29% (agree) of parents reported that they feel that it would be a problem if their daughter does not learn to read or write. Only a tiny 4% of the parents do not agree with this view.

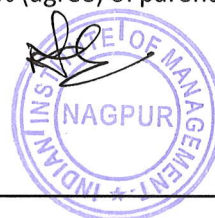
There also seems to be a shift in the parents' attitude towards providing equal treatment for their male and female children. Our study found that about 66% (strongly agree) and 28% (agree) of parents report that they feel that daughters and sons should receive equal treatment from parents. A small 3% of parents do not agree with this view, and a similar 3% remain unsure. On all of these dimensions, a very small proportion of parents report that they disagree. Thus, the Titan program has had a positive impact on the parental attitude toward the education of their girl-child.

3.6.2.3 Change in parental attitude towards girl-child autonomy

Third, we evaluate how parents have undergone attitude changes to give autonomy to daughters. This is a very important dimension in the assessment of the Titan program. Unless the girl-child has autonomy, she would not be able to make significant decisions for herself. She would also be constrained from implementing any important decisions that affect her personally.

In this regard, we probed the parents on their attitude toward key decisions such as the marriage of the girl child, job-related choices, and location of stay-related decisions. As seen in Table 10, we found that 15.5% (strongly agree) and 20% (agree), i.e., about one in three parents report that they are okay if their daughter marries someone of her own choice. In contrast, about 29% (strongly disagree) and 20% (disagree), i.e., about half of the parents surveyed report that they are not okay if their daughter marries someone of her own choice. About 16.5% of parents remain unsure that their daughter should marry someone of her own choice.

The program has not had much of an impact on parents' attitudes toward inter-caste marriages. Our study found that about 31% (strongly disagree) and 22% (disagree) of parents report that they are not okay if their daughter marries someone from a different caste. Only about 12% (strongly agree) and 20% (agree) of parents report that they



are okay if their daughter marries someone from a different caste. But a significant 15.5% of parents remain unsure whether their daughter should marry someone of a different caste.

Table 10: KCMET - Change in parental attitude towards girl-child autonomy

Change in parental attitude towards girl-child autonomy	1	2	3	4	5
I am okay if my daughter marries someone of her own choice	29%	20%	16%	20%	15%
I am okay if my daughter marries someone from a different caste	31%	22%	15%	20%	12%
I am okay if my daughter takes up a job outside my village	0%	1%	11%	40%	47%
I am okay if my daughter has to live away from her family in a city to pursue a job	2%	4%	12%	36%	45%
Average	15%	12%	14%	29%	30%
Maximum	31%	22%	16%	40%	47%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

Equally important is to understand whether the girl-child has the autonomy to decide what work to take up and whether to live away from family to pursue her employment prospects. In this regard, the Titan program seems to have made a significant positive impact. Our study found that approximately 47.5% (strongly agree) and 40% (agree) of parents report that they are okay if their daughter takes up a job outside the village. Only 1% of parents disagree with the proposition. However, a significant 11% remain unsure about the benefits.

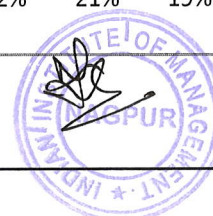
Also, about 45% (strongly agree) and 36% (agree) of parents report that they are okay if their daughter has to live away from her family in a city to pursue a job. A smaller proportion of 2% (strongly disagree) and 4% (disagree) said they are not okay if their daughter has to live away from her family in a city to pursue a job. However, a significant 12% remain unsure about the benefits.

3.6.2.4 Parental perception of the impact of girl-child education

Fourth, we evaluate the perceived impact of engaging with the center on parental opinion about the importance of girl-child education and the traditional social views on early marriage. As seen in Table 11, about 19% (strongly disagree) and 29% (disagree) of parents report that educating their daughter beyond school will not lead to difficulty getting her married. In contrast, about 24% (strongly agree) and 16.5% (agree) report that educating their daughter beyond school will lead to difficulty getting her married. About 12% of parents failed to conclude about the question.

Table 11: KCMET - Parental perception of the impact of girl-child education

Parental perception of the impact of girl-child education	1	2	3	4	5
Educating my daughter beyond school will lead to difficulty in getting her married	19%	29%	12%	16%	24%
Educating my daughter beyond school will make it more likely that she will marry someone of her own choice	16%	16%	21%	30%	16%
Educating my daughter beyond school will cause unnecessary expenses for me	30%	26%	10%	19%	15%
Educating my daughter beyond school will make her disinterested in domestic work chores	32%	21%	19%	15%	13%



My community/caste feels that there is no benefit to educating girls	24%	26%	13%	20%	18%
Educating my daughter beyond school will put more social pressure on my family	21%	24%	15%	21%	20%
Most of my relatives and friends approve of me sending my daughter to the center	3%	1%	6%	36%	54%
My caste / community supports education of the girl child	2%	2%	13%	34%	48%
Average	18%	18%	14%	24%	26%
Maximum	32%	29%	21%	36%	54%

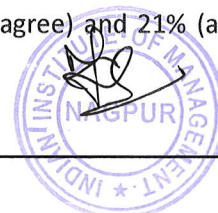
Another impact of the Titan program is whether the parents believe that educating the girl will lead to a loss of parental control over who she chooses as a life partner. About 16.5% (strongly disagree) and 16.5% (disagree) of parents report that educating their daughter beyond school will not make her more likely to marry someone of her own choice. In contrast, about 16.5% (strongly agree) and 30% (agree) report that educating their daughter beyond school will make her more likely to marry someone of her own choice. About 14% of parents remain unsure of the benefits. Thus, the program has had some social impact in this regard, but more work is needed.

If education is seen as an unnecessary financial burden, many parents will not allow their girl-child to study further. However, our study found that about 30% (strongly disagree) and 26% (disagree) of parents report that educating their daughter beyond school will not cause unnecessary expenses. In contrast, about 15.5% (strongly agree) and 18.5% (agree) note that educating their daughter beyond school will cause unnecessary expenses. About 10% of parents remain unsure. Thus, nearly half the parents surveyed seem to understand the benefits of education for the girl child and do not see it as an unnecessary expense. This is a positive impact of the Titan program.

It is a reality of our society, especially in rural India, that girls are required to do most of the domestic chores. Through its focus on education and livelihood, the Titan program hopes to have changed parental and societal attitudes in this regard. Our study found that about 32% (strongly disagree) and 21% (disagree) of parents report that educating their daughter beyond school will not make her disinterested in domestic work chores. In contrast, about 13.5% (strongly agree) and 15.5% (agree) report that educating their daughter beyond school will make her disinterested in domestic work chores. About 18.5% of parents remain unsure of benefits. Thus, the impact of the Titan program has been mixed in this regard, and more work is required in the future.

The role of the caste and community in allowing/ encouraging girl-child education is very important. Our study found that about half of the respondents in all, i.e., 24% (strongly disagree) and 26% (disagree) of parents, report that, in general, their community or caste do not feel that there is no benefit in educating girls. In contrast, about 18% (strongly agree) and 19% (agree) report that their community or caste generally feel that there is no benefit to educating girls. About 13.5% of parents remain unsure of benefits.

About 21% (strongly disagree) and 24% (disagree) of parents report that educating their daughter beyond school will not put more social pressure on the family. In contrast, about 20% (strongly agree) and 21% (agree) report that



educating their daughter beyond school will put more social pressure on the family. About 15.5% of parents remain unsure of benefits.

Relatives and family members play an essential role in affecting the parents' perception of the impact of educating the girl-child. Our study found that about 54% (strongly agree) and 36% (agree) of parents report that most of their relatives and friends approve of sending their daughter to the center. Only a minuscule percentage (4%) of parents report that educating their daughter beyond school will put more social pressure on the family. 6% of parents remain unsure. Thus, the Titan program seems to have made a significant positive impact.

About 48.5% (strongly agree) and 34% (agree) of parents report that their caste or community supports the education of the girl child. In contrast, only a minuscule percentage (4%) of parents say that their caste or community does not support the education of the girl child. A significant 13% of parents remain unsure of the benefits.

3.6.2.5 Parental perception of improvements in girl-child due to program

Fifth, we evaluate the change in parental opinion about their girl child's performance in education, health, and value-system. For the Titan program to have a positive and sustained impact, the parents need to perceive that the girl-child has seen improvements in many dimensions.

Speaking, reading, and writing in English is crucial among these dimensions. As seen in Table 12, about 66% (strongly agree) and 29% (agree) of parents report that going to the center has helped their daughter improve her ability to read & write in English. Almost none of the parents said that going to the center has not helped their daughter strengthen her ability to read & write in English.

Table 12: KCMET - Parental perception of improvements in girl-child due to program

Parental perception of improvements in girl-child due to program	1	2	3	4	5
The center has helped my daughter improve her ability to read & write in English	0%	0%	5%	29%	66%
The center has helped my daughter improve her ability to read & write in her mother tongue	0%	0%	4%	24%	72%
The center has helped my daughter improve her ability in basic mathematics problems	2%	0%	4%	29%	65%
She has become a more honest person	0%	1%	3%	30%	66%
She is better aware about various livelihood opportunities	1%	0%	10%	32%	57%
She is confident of pursuing work / business	0%	1%	9%	30%	60%
Her life has improved	1%	0%	7%	25%	67%
My daughter has become more aware of a healthy diet	0%	1%	3%	35%	61%
My daughter has become more aware of health related practices	0%	0%	9%	26%	65%
My daughter has become more aware about importance of hygiene	0%	1%	5%	28%	66%
Average	0%	0%	6%	29%	64%
Maximum	2%	1%	10%	35%	72%



For girl children from underprivileged sections of society, the ability to speak, read, and write in their mother tongue is also an essential dimension of progress. Our study saw that about 72% (strongly agree) and 24% (agree) of parents report that going to the center has helped their daughter improve her ability to read & write in her mother tongue. Almost none of the parents disagreed with the statement that going to the center has helped their daughter improve her ability to read & write in her mother tongue.

Another essential dimension of education is numeracy. The impact of the Titan program has been that the girl children have improved their abilities to carry out basic mathematics problems. The study revealed that about 94% in all, i.e., 65% (strongly agree) and 29% (agree) of parents report that going to the center has helped their daughter improve her ability to solve basic math problems. A tiny percentage of the parents (2%) disagreed with the statement that going to the center has helped their daughter improve her ability to carry out basic mathematics problems.

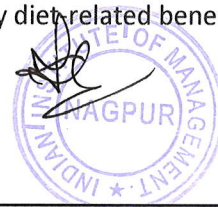
Another essential dimension of the impact of the Titan program has been to improve the value system of the girl children. Our study saw that the parents perceive good improvement in this regard. About 96% in all, i.e., 66% (strongly agree) and 30% (agree) of parents report that their daughter has become a more honest person.

The parents' perception that the daughters are more aware of livelihood opportunities is also a beneficial impact of the Titan program. Our study revealed that about 57% (strongly agree) and 32% (agree) of parents report that the daughter is better aware of various livelihood opportunities.

An overwhelming 90% in all, i.e., about 60% (strongly agree) and 30% (agree) of parents report that their daughter is confident in pursuing work or business. This is an excellent impact of the Titan program. The parent's perception that the daughter is aware of livelihood opportunities will strengthen their resolve and confidence in supporting her to take up employment or business opportunities.

At an overall level, the Titan program aims to improve the life and well-being of the girl-children. In our study, we realized that the parents have a strong positive perception of the program's impact on the life of their daughters. About 92% of the parents, i.e., about 67% (strongly agree) and 25% (agree) of parents, report that their daughter's life has improved by being part of the Titan program.

Another critical dimension of the program's impact is creating awareness that leads to improvements in the health of the girl-child. Our study found that a large proportion of the parents perceive that the program has indeed helped build awareness about a healthy diet and other health-related practices. We noted that about 95% in all, i.e., 61% (strongly agree) and 34% (agree) of parents report that their daughter has become more aware of a healthy diet. Only a minuscule 1% of parents do not agree with the statement that their daughter has become more knowledgeable about a healthy diet. 3% of parents remain unsure of the healthy diet related benefits.



In addition, about 65% (strongly agree) and 26% (agree) of parents who participated in our survey report that their daughter has become more aware of health-related practices. Almost none of the parents disagree with the statement that their daughter has become more knowledgeable about health-related practices.

A dimension that is closely related to health is that of hygiene. Creating awareness about the importance of hygiene and hygiene-related practices has been a focus area of the Titan program. Our study found that about 66% (strongly agree) and 28% (agree) of parents report their daughter has become more aware of the importance of hygiene. Only about 5% of parents remain unsure of the benefits.

The interviews also strongly reflect these findings of the improvements that the parents perceive in their daughters. For instance, according to Bharathi, mother of Sneha, a 15 years old girl studying in 11th standard in Bevana village in Krishnagiri district of Tamil Nadu,

"I see a lot of improvement in my daughter since she joined this program. She has learned English. The teachers are praising her at school now. She has learned how to speak to elders. She is now better behaved and also started helping me with housework."

In a similar vein, Kavitha, the widowed mother of a 15-year-old daughter (Keertana), who has been in the program for 2-3 years, stated,

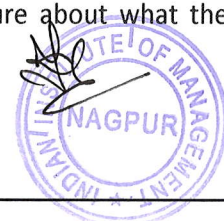
"I see a lot of improvement in my daughter's education. She keeps herself busy in studies these days."

According to Mangai, a farmer and a mother of 5 children,

"Compared to my neighbors, my daughters are doing much better. This is because of the inputs they get in this program. If the program is stopped, I fear that my daughters will lose interest in studying further. Also, their performance in studies will reduce. So, I'm hopeful that the program will continue here. Earlier, after school, all my kids would do was play. Now they are enrolled in the program, so they do additional studies after school, which is greatly helping her."

3.6.2.6 Changes in parental aspirations for girl-child

One of the key objectives of the Titan program is to help develop a set of positive aspirations in the minds of the parents of their daughters. To assess whether this has happened, we evaluated the change in parents' opinion about what their girl child should aspire to become in the future. As seen in Table 13, we are happy to report that about 94% in all, i.e., 71% (strongly agree) and 23% (approve) of parents say that they would be happy if their daughter becomes a doctor/teacher/government officer. Only 5% of parents remain unsure about what they want their daughter should become in the future.



In addition, about 69% (strongly agree) and 20% (agree) of parents report that they would be happy if their daughter started their own business. Only 1% of parents think otherwise. Given the country's thrust to create entrepreneurs in general and women entrepreneurs in particular, this impact of the Titan program is significant and heartening.

Table 13: KCMET - Change in parental aspirations for girl-child

Change in parental aspirations for girl-child	1	2	3	4	5
I would be happy if my daughter becomes a doctor / teacher / government officer	1%	0%	5%	23%	71%
I would be happy if my daughter started her own business	1%	0%	10%	20%	69%
I would be happy if my daughter becomes a housewife	8%	22%	29%	26%	15%
Average	3%	7%	15%	23%	51%
Maximum	8%	22%	29%	26%	71%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

About 14.5% (strongly agree) and 26% (agree) of parents report that they would be happy if their daughter became a housewife. On the other hand, about 8.5% (strongly disagree) and 22% (disagree) of parents report that they would not be happy if their daughter only became a housewife. A significant 20% of parents remain unsure.

According to Mr. Raja, father of R Nandini, a 16 years old girl studying in 11th standard in Anchetti, village,

"I want my daughter to study further, crack the NEET exam and become a doctor. However, whatever she wants to do in life, we will support her."

According to Kavitha, the widowed mother of a 15-year-old daughter (Keertana), who has been in the program for 2-3 years,

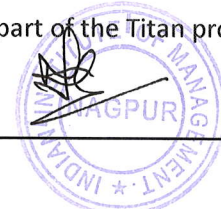
"I want to send the girl to college. Her father's wish also was that Keertana studies well, go to college, and becomes a teacher."

According to Uma, the mother of a daughter studying in 8th standard,

"I am bringing up my 3 kids on my own. My husband left us 10 years ago. I am very thankful to the program for its support. My boys are naughty and waste their time. But my daughter, who is enrolled in the program, has become focused on her studies. I dream that she studies further and becomes a government officer."

3.6.2.7 Changes in parental perception of prospects of girl-child

Finally, we evaluate the change in parental perception about the prospects of their girls' financial condition and social status. This is a very important dimension of the impact of the Titan program. We tried to assess whether the parents believe that they will have a better financial situation in the future. We also tried to determine whether the parents believe that the family will have more respect in society because their daughters are part of the Titan program. As a



negative measure of aspiration, we also tried to determine whether the parents would remain happy if their daughter became a housewife.

As seen in Table 14, we find that about 67% (strongly agree) and 30% (agree) of parents report that their family's financial condition will improve in the future due to their daughter joining the center and continuing her education. Almost none of the parents disagreed with the statement that their family's financial condition would improve in the future due to their daughter joining the Titan programme.

Table 14: KCMET - Change in parental perception of future prospects of girl-child

Change in parental perception of future prospects of girl-child	1	2	3	4	5
Financial condition of our family will improve in the future	0%	0%	3%	30%	67%
We will have more respect in the society	1%	0%	5%	22%	72%
I would be happy if my daughter becomes a housewife	8%	22%	29%	26%	15%
Average	1%	0%	4%	26%	70%
Maximum	1%	0%	5%	30%	72%

1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree

Further, about 72% (strongly agree) and 22% (agree) of the parents in our study report that they will have more respect in society due to their daughter joining the Titan programme. Almost none of the parents disagreed with the statement that they would have more respect in society due to their daughter joining the center.

3.6.3 Conclusion on the impact assessment of the KCMET program

On an overall basis, our study of the impact of Titan's Nanhi Kali program reveals that there has been a significant positive impact on the girl children enrolled, their parents, and the local community where they belong from. Almost all the stakeholders involved have expressed a strong desire to continue the program in their locality. In fact, given the highly beneficial impact, we recommend that in the future, Titan continues the program, develops it further in terms of scope, and expands its geographical coverage to other parts of India that have similar needs.



4 Conclusion

The objective of this study was to carry out an impact assessment of the Titan Kanya CSR initiative of Titan Company Ltd. in the year FY2020-21. Titan Kanya is a remedial education program for girls in the Krishnagiri and Tiruvannamalai districts of Tamil Nadu. Titan has partnered with Nanhi Kali for this program, run by the KC Mahindra Education Trust (KCMET), collaborating with the Nandi Foundation.

This CSR initiative aligns well with the UN Sustainable Development Goals and India's strategic developmental objectives (Bansal et al., 2018; Dhanesh, 2015). Titan's laudable objective in this CSR initiative is to improve the lives of the chosen beneficiaries. Many stakeholders are interested in the outcomes and social impact created by organizations involved in socially responsible initiatives (Bala & Verma, 2019; Camilleri, 2020). The study's objective was to understand the impact of this CSR project.

The objective of the impact assessment study is to identify and measure the impacts, delineate the positive outcomes, and create a listing of replicable practices, processes, approaches, etc., for other initiatives/ organizations to benefit from. The study is also helpful in holding a mirror to the organization carrying out the CSR initiative and highlighting ways the impact can be further enhanced and strengthened.

The CSR project was evaluated using a case-study-based approach and analyzing primary data and company-provided documentary records. The researchers formed an opinion that the program is highly successful in creating the desired impact on society in general and the lives of the beneficiaries, as per the overall perceptual assessment carried out by the researchers on a scale of 1 to 5 (with 1 being poor and 5 being excellent), the program received an impact assessment rating of 4.5 out of 5, which indicates excellent overall impact.

The CSR impact assessment study for Titan was carried out in a brief timeframe under a tight time deadline. In addition, the travel-related restrictions and the widespread lockdowns due to the Covid-19 pandemic created further hurdles in the data collection efforts. Despite these constraints, the study of the Titan Kanya CSR initiative was completed successfully due to the cooperation received from the Titan CSR team and the KCMET implementation partners.

Given the broad scope, large scale, and wide geographical diversity of the ongoing CSR initiatives of Titan in India, this study has significant potential and importance. While this study is limited to only the titan Kanya CSR initiatives being implemented by KCMET, the methodology followed, the structure of the study, the approach taken, and the learning from this study will provide multiple opportunities for replication in broader and more profound impact assessment studies in the future.

Given the limited scope of this study, for Titan to understand the true significance and breadth of its CSR initiatives, a more in-depth study with a broader scope would be helpful. Ideally, this should be planned in the near future.

The key recommendations from this CSR impact assessment study are:

1. A future study covering a more comprehensive range of CSR projects and using a mixed methods analysis would give a richer understanding of the impacts of Titan's CSR initiatives. This study can also identify best practices from Titan's CSR initiatives.
2. After such a detailed study has been carried out, Titan may consider publishing the report widely (Aggarwal & Singh, 2019) so that other organizations in India replicate similar CSR initiatives. The widespread publication of the report would provide information to a broad audience about the significant impact of Titan's CSR initiatives.
3. The detailed impact assessment study would potentially be utilized to develop a series of cases and caselets, which may be taught in MBA courses in business schools to create awareness about CSR and used in training and development programs to propagate best practices about CSR.



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