



An Impact Assessment Report for CSR Initiatives of the Titan Kanya Programme



Education is the most potential tool to empower girls.

Conducted by

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Background- 'Titan Kanya'



For an extended period, India maintained a predominantly patriarchal structure compromising the girl child's education to a great extent, especially in underprivileged societies. Despite education being a constitutional right for all citizens, there existed a gender disparity, with a focus on educating boys to ensure family reputation and progress. In the 21st century, there has been a transformative shift in mindset. Across the country, people now recognize the significance of empowering girls through education, acknowledging its profound positive impact on individuals, communities, and the nation.

In 2013, Titan Company launched an initiative to empower the girl child. Called Titan Kanya, the programme has been implemented in partnership with Project Nanhi Kali, a non-governmental organisation jointly run by the KC Mahindra Education Trust and the Naandi Foundation; and IIMPACT, an initiative of the alumni batch of 1978 from the Indian Institute of Management Ahmedabad. The Titan Kanya Program is an educational endeavour of delivering quality primary education to girls aged 6-14 years. It is designed to integrate underprivileged girls from the states of UP, Uttarakhand, and West Bengal who are not enrolled in formal schooling, up to fifth grade, and subsequently integrating them into mainstream education. The program focuses on creating a conducive ecosystem for the education and well-being of economically and socially disadvantaged girls. The scheme addresses the educational needs of young girls in learning centres, 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, Titan has partnered with IIMPACT, to realize the objectives of this program. Collaborating with IIMPACT, Titan has established 349 community-centered learning hubs spanning 14 districts in Uttarakhand, Uttar Pradesh, and West Bengal, benefiting 10,470 girls.

A Brief Profile of IIMPact and its Learning Model

IIMPACT, is a non-profit organization established in 2003 by alumni from IIM and is governed by a group of IIMA alumni. The organization's operational committee collaborates closely with the executive team to achieve its mission and vision. IIMPACT aims to provide quality primary education to rural girl children from marginalized communities through its Girl Child Education Program (GCEP). Operating in 33 districts across 11 states with low female participation or learning levels, IIMPACT focuses on addressing the key challenges hindering girls' primary education in India. IIMPACT learning centers are designed to provide long-term education for 30 girls over 6-7



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years, aiming to take them up to class V and prepare them to join mainstream education from class VI. The IIMPACT model adopts a 'Learning Centre-based approach,' overseen by a locally chosen teacher (ideally a woman), operating within community-provided spaces. The core elements of IIMPACT's learning-centred model are deeply entrenched in the community, facilitating effective implementation in the field and dedicated to providing primary education to girls aged 6-14 and supporting their continued education. The program operates in collaboration with local partners. Additionally, there is a robust technology-enabled Management Information System (MIS) in place to capture data and disseminate results, ensuring efficient monitoring and evaluation of the program's impact.

The goal is to enhance the foundational skills of children at the primary level, ensuring mastery of essential concepts to facilitate progression to higher grades. This approach aims to improve attendance while imparting crucial life skills, enabling children to seamlessly transition into mainstream education. Teachers undergo training to conduct multi-grade and multi-level classroom activities, ensuring effective management of diverse groups of children. Strategies for successful implementation include area and beneficiary identification, community involvement, teacher training, curriculum development, innovative pedagogy, mainstream education enrollment, and follow-up support for higher education.

Area and beneficiary identification involve surveys by implementing partners to ensure no eligible girl is left behind, with IIMPACT monitoring teams validating data to avoid duplication. Community engagement begins with the community providing space for centers and taking responsibility for maintenance, followed by the formation of Center Management Committees involving selected parents and community members.

Teacher training follows a periodic cycle, focusing on engaging educational delivery and community empowerment. Effective Teaching and Learning Materials are locally developed to align with the National Curriculum Framework, appealing to children's imagination and ensuring regular attendance. Innovative education techniques include multi-grade, multi-level teaching methods and supportive TLMs such as picture cards, games, and worksheets.

IIMPACT, through its multifaceted approach, aims to achieve fivefold objectives:

Provide Quality Primary Education: The primary goal of IIMPACT is to deliver high-quality primary education to out-of-school or irregularly attending girls through its Learning Centers. These centers employ innovative and engaging educational materials and methods to ensure effective learning experiences for the rural marginalized girls they serve.



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Parent Awareness and Sensitization: Another key objective is to raise awareness among parents about the importance of girls' education and to garner their support and motivation. By involving parents, IIMPACT aims to ensure that no out-of-school girl is left behind and that families actively participate in the educational journey of their daughters.

Pedagogical Intervention: IIMPACT focuses on enhancing the curriculum and developing meaningful Teaching-Learning Materials tailored to engage rural marginalized girls. By adapting teaching methods to suit the specific needs and learning styles of these girls, IIMPACT aims to create a more inclusive and effective learning environment.

Teacher Capacity Building: IIMPACT is committed to developing the capacity of its teachers and nurturing new educators through specially designed training workshops. By equipping teachers with the necessary skills, knowledge, and resources, IIMPACT ensures that they are better equipped to deliver quality education and support the holistic development of the girls in their care.

Community Empowerment: Lastly, IIMPACT seeks to enable and empower members of the village community to play an active and meaningful role in the education of girls. By involving community members in decision-making processes and encouraging their participation

in educational initiatives, IIMPACT fosters a sense of ownership and responsibility within the community for girls' education and overall development.

IIMPACT along with its local partners, collaborates with schools and the government to facilitate mainstream education enrollment, involving orientation for teachers, engagement of government teachers in committees, and encouraging parental involvement. Follow-up support includes tracking mainstreamed girls for higher education, providing enablement for fellowships and scholarships, and engagement on key life aspects. Overall, IIMPACT's comprehensive approach aims to empower marginalized girls through quality education and support their continued academic journey.

Overall, IIMPACT's objectives are geared towards creating an inclusive, empowering, and supportive educational ecosystem that enables rural marginalized girls to access quality primary education and realize their full potential.

Operational primarily in Uttar Pradesh, Uttarakhand, and West Bengal, IIMPACTS's educational model focuses on providing high-quality learning to out-of-school or effectively out-of-school girls in non-formal learning centers. These centers are staffed by locally recruited teachers, preferably from the same village and similar backgrounds as the girls. The initiative emphasizes syllabus-based learning, individualized attention, quarterly assessments, and tailored learning plans based on each child's potential.



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Parental involvement is encouraged through Centre Management Committees, comprising parents, community influencers, school representatives, and local government representatives. Innovative teaching methods, engage girls in diverse activities like recitation, storytelling, and painting to foster enjoyable learning experiences. The curriculum, divided into 20 levels, ensures at least 80% of children progress quarterly, with the program's unique selling point(USP) lying in its strong community integration, facilitating girls' education and progression to higher levels. Most female students eventually transition to local mainstream schools.

Impact Assessment Study

This comprehensive study endeavours to systematically evaluate the efficacy of the Titan Kanya CSR initiative undertaken by Titan Company Ltd. in collaboration with IIMPACT as a partner organization for the implementation of this project in Uttarakhand, UP and West Bengal.

Given the expansive scale and diversity of CSR activities undertaken by Titan, a thorough impact assessment of the Titan Kanya Program holds multifaceted advantages. Firstly, it provides Titan with valuable insights into the societal impact generated by its CSR spending, thereby enabling the company to gauge the effectiveness of its initiatives. By pinpointing areas for improvement, the study offers a roadmap for refining and optimizing ongoing CSR efforts. Moreover, the findings of this assessment serve as a foundational input for the conceptualization and design of future CSR initiatives by Titan, aiming to maximize the societal impact of its corporate social responsibility endeavors. Overall, the impact has been assessed

following the EASIER Framework to look into the effectiveness, awareness, sustainability, impact, efficiency and relevance.

In essence, this study not only evaluates the tangible outcomes of the Titan Kanya CSR initiative but also contributes to the continuous improvement and evolution of Titan's CSR strategy. By leveraging insights gleaned from various stakeholders and robust data sources, the assessment aims to empower Titan with the knowledge needed to shape its CSR initiatives as a force for positive societal change.

Objective of the Impact Assessment

- To study the impact of educational interventions of the Titan Kanya Programme, funded by Titan and implemented by IIMPACT and its partners for the year 2022-2023 in the states of UP, Uttarakhand and West Bengal.
- To identify the gaps in the CSR project implementation/execution, stakeholders' engagement, and consultation process and propose recommendations for improvements.



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- To suggest areas of improvement for future CSR projects based on the impact assessment study

Approach

The research methodology employed in this impact study focuses on the collection of primary data from diverse sources. Principally, it relies on in-depth, structured interviews conducted with key stakeholders associated with the CSR initiative. These stakeholders encompass operational teams of implementation partners, the beneficiaries of the project (girl children) and their parents, teachers and alumni. Additionally, the study draws upon a plethora of documents, presentations, internal records, evaluation data furnished by implementation partners, testimonials, and observational data. Furthermore, the review of pertinent literature on CSR in India, with a specific focus on the development of the girl child, supplements the primary data.

Data Collection and Field Visits

Judgmental sampling was applied for assessing the various learning centre sites located in three different states namely Uttarakhand, Uttar Pradesh and West Bengal. A total of two centres were sampled from Haridwar, Dehradun, Kanpur and Murshidabad regions for the assessment study in consultation with the IIMPACT team to ensure the feasibility. The Titan Kanya CSR initiative's effects were evaluated across various aspects. From the viewpoint of the girls, we examined the effects on education enhancement, interest, performance, aspirations, values, attitude, and parental support for their education. From the perspective of the parents, we assessed changes in their inclination to involve their daughters in the program, attitudes towards their education, autonomy, perceptions of its impact, improvements observed, aspirations, and outlook for their daughters' futures. Overall, our evaluation of the Titan Kanya (IIMPACT) CSR program indicates a significantly positive influence on the enrolled girls, their parents, and the local community. Nearly all stakeholders have expressed strong support for continuing the program in their area.

Field Observations- Haridwar, Uttarakhand

Centre 1: Buggawala (LC-01558), Bhagwanpur

Ferozpur, also known as Buggawala (LC-01558), underwent a visit on November 6, 2023, by the IIFM team at approximately 3:00 PM. The implementing agency, represented by Project Officer IIMPACT; Senior Project Manager, IIMPACT and the DISHA team, their partner organization, including a Program Advisor, Program Coordinator, and Academic Facilitator, provided support during the assessment.



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During the visit, it was revealed that the project is actively conducting monthly teacher meetings and quarterly training sessions for teachers to enhance the effectiveness and efficiency of the learning centers. The centers accommodate 30 students in plain areas and 25 students in hilly regions. Graduates who complete all five classes, clearing 20 levels, are recognized as alumni, regularly participating in the center to inspire and share their educational experiences with current students.

The presence of a Central Management Committee (CMC) comprising 15 members, including parents, the teacher (secretary), the chairperson (treasurer), ASHA, and Anganwadi workers, was noted. Monthly meetings of the CMC were conducted, and records were available. A noteworthy observation was that the LCs operated independently without their direct alignment with the school system. As a result, it sometimes becomes challenging for the teacher to track the academic progress of the children in school. To address this, it is recommended that the LC teacher regularly maintains records of the children's school results. This practice will enable the comparison of results and facilitate improvements, ultimately supporting the mainstreaming of children into higher classes.

A qualified teacher with a B. A and B.Ed degree hailing from the same village has dedicatedly served for the past two years, earning a monthly salary of Rs. 5000. The attendance at the learning centre averages between 16-17 out of 30, prompting the teacher to emphasize the importance of conducting home visits to boost children's attendance, especially those occupied with playtime after school. Addressing the challenge of parental illiteracy is paramount to motivating both parents and children to actively participate in the learning centres. The utilization of Jodo-Gyan educational material is instrumental in improving the mathematical and overall abilities of the children.

Parents: Three parents were interviewed in the centre. Their children were studying in class one to class four in the centre. They informed that no one is educated in their family and the centre is a boon to educate their daughter. The most important reason why their children come to LC is their interest and compassionate care due to the small number of children in each LC resulting in more attention to children. Children are very enthusiastic to come to the learning centre due to different learning materials and play ways of learning.

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Testimonial- Alumna

I (Riya) am currently studying class 9th. I studied in LC till class 5th and still come to the centre to help teacher and children out of my interest. Here we get lot of play material, which contributes, to learning and there is an overall culture of studying. The behaviour of teacher is very good that is why I still come after leaving the centre and enjoy here. I want to go in police after completing my study. And centers support is always available.

learning materials and play ways of learning.

Testimonial- Alumna

Challenges:

In adherence to IIMPACT's policy, community-provided infrastructure and facilities are essential for the successful operation of Learning Centers (LC), ensuring community involvement in the educational process. However, due to poorly maintained village infrastructures, numerous issues have surfaced that necessitate attention, either from IIMPACT or its partner organizations. In many instances, LCs are established in community halls or temple complexes during festivals or marriages, leading to significant disruptions in the centers' activities, as reported by teachers.

Considering the centers cater to small children, it is imperative to address the maintenance and beautification of these facilities, coupled with ensuring electricity availability. Failure to do so would compromise the very purpose of running these centres. The challenge of recruiting quality teachers persists, primarily due to the limited honorarium provided, which is lower than the government's daily wage rates. It is crucial for the Implementing Agency (IA) and the partner organization, Disha, to tackle these challenges systematically to enhance the efficiency and effectiveness of the centres.

Snapshots from Field Observations:



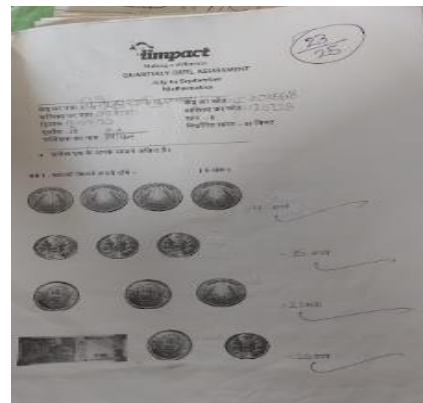


Centre-2: Saheedwala grant (LC-1565), Bhagwanpur

Established in 2016, this learning centre has been under the guidance of a teacher since 2021, who holds a Bachelor of Arts degree. Despite being relatively new to the centre, she has taken on the leadership role. The learning centre is situated in a temple complex characterized by poor maintenance, and lacking proper lighting, compelling students to study in an open environment. This condition indicates potential challenges during the rainy season and extreme summer conditions.

Operating from 2 pm to 6 pm daily, the centre had an attendance of 17 out of 30 students on the day of the visit. The teacher highlighted that the learning process primarily involves engaging in activities and fostering enthusiasm among the children. However, a major concern reported was the inadequate maintenance of the building, which poses challenges to the effective functioning of the learning centre.

While interacting with stakeholders, three parents, were interviewed for impact assessment. Their children were enrolled in classes 2 and 5, and during the interviews, they emphasized the significance of the learning centre in fostering discipline and providing personal care to the students.



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Alumna (Anchal) says, "Learning in centre is better because there are less students while in the school number is quite high. I got better education here because I feel comfortable to ask questions. My parents are ready to educate me further, due to teachers of LC who make regular home visits. However, because of no fans and light we face some difficulties".

Alumna (Naina says), "I am studying in class 8 th . This centre has a lot of games and activity kits to help us learn. We learned discipline. I was allowed to work on boards and prepare charts which gave me happiness. The teachers are very good. I want to be a doctor in my life."

Snapshots from Field Observations:





Field Observations- Dehradun, Uttarakhand

Centre-1: Chanchak (LC-00169), Sahaspur

On the afternoon of November 7, 2023, a visit was conducted to LC-00169. This learning centre is operated by the Institute of Development Support (IDS), an organization based in Dehradun that focuses on education, health, water sanitation, and natural resource management. Established in 1993, IDS partnered with IIMPACT in 2016. Mr. Bharat Patwal, holding an M.Sc. in Anthropology and serving as a Program Advisor at IDS, shared insights during the visit.

IIMPACT plays a crucial role by providing technical support through module development, data management, and monitoring tools. The awareness of Titan as a funding partner was evident during the assessment. The centre's facilitation was carried out by an Academic Facilitator, and another staff, who holds an M.Sc. in Environmental Science, and served as the Program Coordinator, alongside Teacher. Notably, the Project Coordinator oversees 51 learning centres and conducts regular visits to each one every month, ensuring comprehensive monitoring and support. While analyzing the indicators of good performance, teacher's performance, community support and achieving the learning levels of children were the main indicators of a successful LC. Some of the challenges observed in this LC and other ones under the project coordinator were shifting students to mainstream education as community pressure was more towards sending them to *madarsa* for religious education. Out of 26 students, 19 were aligned to local madrasa while 17 students were going to the government school. Academic facilitator (M.A, Hindi) informed that she is looking after 13 centres and has to visit door to door to motivate parents to send their children to LC. Some of the issues reported by her are attendance and the limited interest of parents in mainstream education. Attendance was found to be around 70 per cent as per records.



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A focus group discussion with CMC members was held and the collective response was quite positive. The Centre opens on time and the teacher is mostly available on time. There is a good academic environment for studies with a focus on maths and conversation. Parents(mothers) reported substantial improvement in the studies of their children. They emphasized that girls' education is very important and LC makes substantial effort in this regard. Even books are given to students for reading at home also and the behaviour of the teacher was reported to be very good. However, the participation of fathers was found to be limited in this whole process, primarily due to socio-cultural constraints in their community.

Teacher, (qualified B.A), informed that she has been working with the centre for 5 years and at present the centre has 26 girls enrolled. Most girls of this centre belong to a religious minority community with very limited education and therefore this centre plays a pivotal role in the development of girl child education for this region. She pointed out that the centre plays an important role in strengthening the foundational aspects of primary education for girls because the schools in these regions don't provide quality education to the children and lack resources to provide the necessary outcome. Due to the small batch of students at the centre, it is more efficient in providing personal attention to students, which helps in building up the required motivation and confidence skills as a part of their personality. Teacher strongly agrees that the centre has improved the quality of all the students that are enrolled at the centre in different aspects related to interpersonal skills, education and overall growth. Further, she is aware of Titan as the funding agency for this initiative and grateful to their funding for this particular cause. Being inquired about the Teacher's training workshop that happens quarterly she informed me that, she feels these workshops have helped her in upskilling her management skills and improved her speech delivery of the lecture. At present, she acquired the subject knowledge of Mathematics, Hindi and EVS through training but still needs some improvement in English subject to teach better.

A focus group discussion was conducted among students to delve more into the learning practices at the centre. Students informed that they love coming to the centre and enjoy a lot through various learning activities that are being practised in the centre. The majority of students felt that the centre provides them with a better learning platform in comparison to their school due to personal attention and focus on building their interpersonal skills. About 83% of the students felt that their performance at their school had improved after they started visiting the learning centre and they have gained more confidence in speaking and expressing their opinions freely without being nervous. Students informed that the centre has a library, in which they can read different books along with their course books indulging them in a habit of daily reading which leads to enhancing their speaking skills. Due to less number of students, more individual chances are being given to every student for each activity giving more

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chances for overall learning and growth. Due to the reasons stated above, students showed a strong willingness to come to the centre regularly, which could be reflected in their above 70% attendance record. Further, students were inquired randomly with various questions related to basic mathematics and general knowledge, to which most of them answered correctly.

One of the parents of a student studying in class 2nd says that LC is playing a wonderful role in promoting girls' education so that they should not feel inferior to anyone in society. She was herself a qualified ITI professional and wanted her daughter to go for a GNM course to help village women. Her remarks about the centre were very positive.

Alumna, (Aatika), a student of class 12th studied in this centre for 2 years, says- *"LC plays a very important role in revising the school studies and helps in developing communication skills"*. Earlier she was hesitant to speak in front of others which substantially improved with the support of the LC teacher. Her sister is also pursuing a BA final and Aatika wants to prepare for the NDA exam and serve the country. Regarding suggestions, she suggested that more focus on improving the English language of the students should be made.

Snapshots from Field Observations:



Centre-2: Bullakiwala (LC-00014), Vikasnagar

Bullakiwala, Vikasnagar block district Dehradun LC-00140, is located in a remote village dominated by a Muslim community with a 300-plus population of the village. There were 24 registered students out of which 16 were present. Except for one, all the students were registered in a local *Madarsa* located in the same village. The facilitator was supervising thirteen LCs. She has MA economics and master's in social work with

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seven years of experience from Mumbai. Arambh manch was active and held every month and 8 alumna are associated with that. Sessions on health hygiene and life skills are conducted by alumna with the support of facilitators. The facilitator was having 2-3 visits every month to the centre.

While discussing various challenges in running the LC in remote locations, she highlighted severe gender discrimination with males paying almost negligible attention to the education of girls. Mothers of the girls were not having any say in decision-making regarding their daughters' education. Living conditions were in general poor and because of poverty, education was considered as having minimal priority in most of the cases. As almost all the girls were studying in madrasa, education was more focused on teaching Muslim culture and the Quran, including the Urdu language in a gender-segregated manner. It was suggested that there is a need to help the community by connecting them with different government schemes to improve their socio-economic status.

An interaction with the seven community members (all mothers) was held. All of them were satisfied with the functioning of the centre and the quality of education provided to their daughter. They informed me that their daughters willingly come to their centre and enjoy studying there due to the availability of learning activities and the compassionate behaviour of the teacher who was a resident of the same village.

Interaction with 6 alumni was held who were currently studying from class 8th to graduation. They had pleasant memories of the centre because the major reason for their memories was play way of teaching and personal care. They were still contributing by assisting the teacher and taking sessions in Arambh Manch. While some of them aspired to learn computers or go for nursing training, a few of them wanted to teach in the local *Madarsa* as *Maulvin*.

Interaction with another Academic Facilitator from IDS was held. IIMACT team informed that he acts as a bridge between the Muslim community and their team due to a close cultural connection with the community. He has been working with the centre since 2016 and graduated. His major role was to motivate children and extend

support to teachers as and when required he visited door to door to motivate families to send their children to LC.

Challenges and Recommendations:

The major challenge regarding the functioning of LC in that area was the conservative attitude of the Muslim community towards girls. Though the mothers were found to push their daughters to study, the role of their fathers in this process was not at all encouraging due to sociocultural and religious barriers and poor financial conditions. It was recommended that meritorious students should be connected with various government schemes for financial assistance for higher education for which IDS/IIMPACT should extend significant support. Besides, there is a need to connect with local corporates and convince them to support meritorious students in their higher education fees along with providing laptops/ tablets and cycles for easy commuting to their schools and colleges.

Snapshots from Field Observations:





Field Observations- West Bengal, Murshidabad

LC Centre- Bairgachhi (LC-02656), Murshidabad

On November 17, 2023, a virtual visit was held for the Bedagachi Learning Center in Murshidabad. Attendees included Mr. Avishek Datta (Project Officer, IIMPACT), Mr. Sudip Pramanik (Academic Facilitator, CINI), Ms Shraboni Mukhopadhyay (Project In-Charge, CINI) and the Impact Assessment Team of IIFM. The centre, established in 2019, operates in the Shishu Shiksha Kendra of the village. Its sessions run from 6:30 am to 10:30 am, followed by regular school hours starting at 10:30 am. At the time of the meeting, 18 out of the 32 enrolled students were present.

Project Officer at IIMPACT, brings 17 years of experience in the education field and joined this organization in 2017. He oversees three supervisors and one project coordinator in Murshidabad. He shared that the centre, initiated in 2019, primarily enrolls students who are first-generation learners. Families face challenges in supporting their children's learning and providing an optimal educational environment at home. To address this, the Mother Literacy Program was implemented in the region, spanning 90 days. This initiative involved selecting mothers and teaching them fundamental skills to better support their children at home. Consequently, the Bedagachi Learning Center plays a crucial role in advancing the education of girls in the region.

The Project in charge at the implementation organization CINI, conveyed that their partnership with IIMPACT has been established since 2012. She shared her firsthand experience of working with IIMPACT and emphasized its effectiveness as a donor for the project. From her perspective, the project holds immense significance for the education of girls in the designated area. Lastly, she highlighted that CINI, an Indian non-governmental organization (NGO) is recognized as one of the most influential



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institutions dedicated to assisting underprivileged children. For more than four decades, CINI has collaborated with central and state governments, national and international donors, non-governmental organizations, and local communities. Their collaborative efforts aim to enhance the capabilities of disadvantaged children and women, thereby improving their health, nutrition, education, and overall protection conditions.

A Higher Secondary teacher at the centre since 2019, highlighted the educational challenges in the region. She pointed out that local schools struggle to deliver quality education, leading to compromised basic knowledge among students. Moreover, families in these areas face financial constraints, preventing them from investing in additional educational resources like tuition classes. Consequently, learning centres play a crucial role in providing enhanced learning opportunities to students through engaging and playful methods. As of now, the learning centre accommodates 32 students across different levels (1,9,13 and 16) with training tailored to individual levels. Teacher emphasized the celebration of various competitions and special days at the centre, with active student participation. Some students, upon joining the learning centre, have even excelled in school functions, securing prizes in different competitions. She reported participating in a teachers' meeting in the first week of October this year, during which she received training on innovative learning approaches and knowledge enrichment. According to her self-assessment, her current teaching proficiency and subject knowledge rank at 4 points in Maths and Bengali, while scoring 3 points in English and EVS on a 5-point scale. Sharmistha acknowledged the need for improvement in her English speaking and grammar skills, as well as additional subject knowledge in EVS.

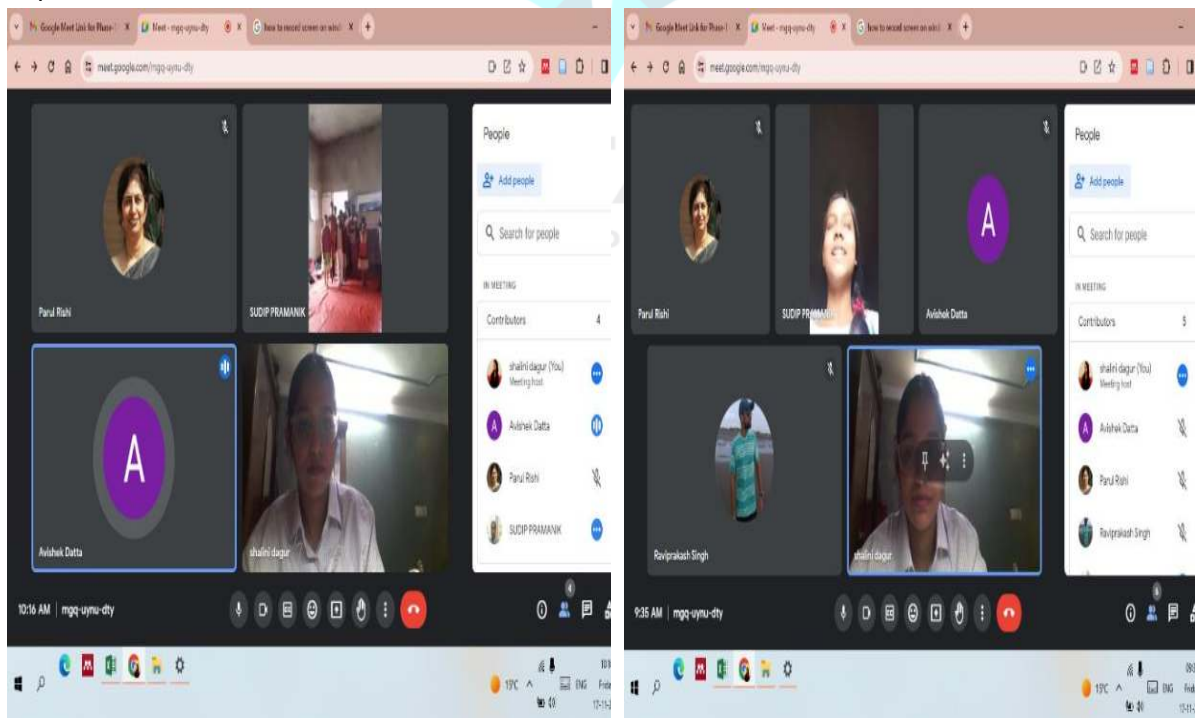
A focus group discussion with parents was conducted at the learning centre, during which they expressed satisfaction with its operations in their village. The parents conveyed that the majority of them are illiterate and come from a low socio-economic background, making it challenging for them to afford tuition for their children. They strongly affirmed that the learning centre in their region has played a pivotal role in enhancing the educational outcomes of their daughters, fostering a heightened interest in education. Parents noted that their children willingly attend the centre, and this enthusiasm has translated into increased motivation for their studies. The parents observed positive changes in their child's behaviour, including the acquisition of good manners. They conveyed a collective interest in providing higher education to their daughters, expressing a willingness to send them outside the village for advanced studies. Additionally, parents requested the issuance of certificates for the alumna from the centre, recognizing the potential benefits for their children's future academic pursuits. Furthermore, some mothers suggested an increased frequency of the Mothers' Literacy Program, emphasizing its positive impact on understanding their children's educational needs and fostering a stronger bond with their children.

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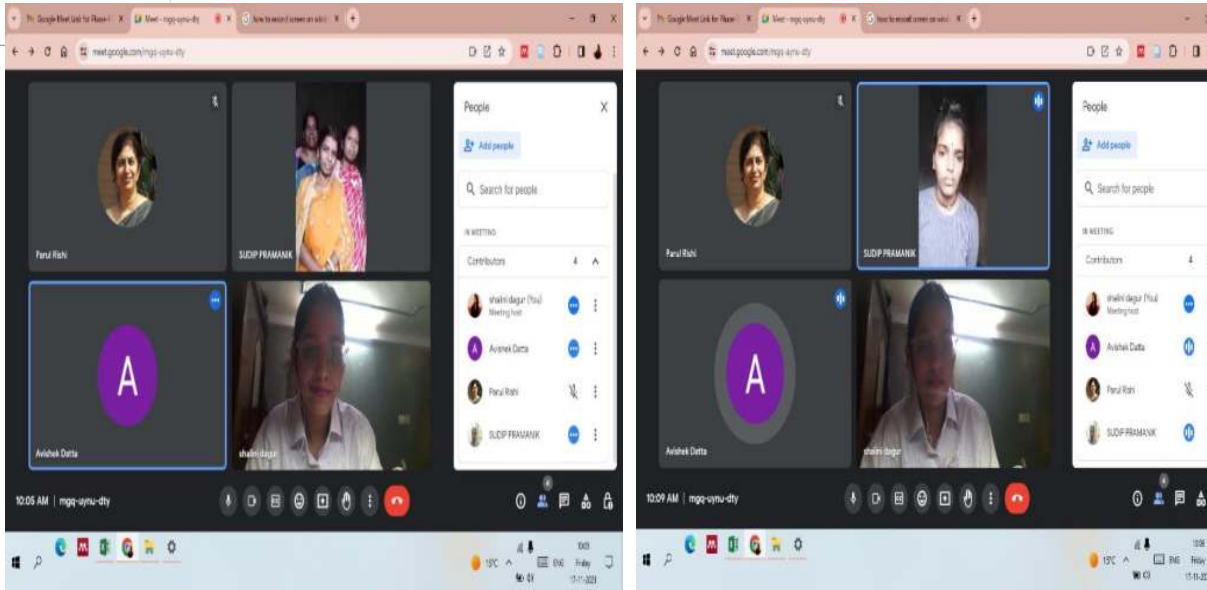
Ultimately, this contributes to creating a conducive and supportive environment for studying at home.

Focus group discussion with students: All students present at the centre expressed their enjoyment in attending and acquiring knowledge engagingly and enjoyably. Many students shared that initially, their attendance was irregular, but over time, their enthusiasm for education and curiosity to learn have significantly increased. Despite the early morning schedule, they now feel highly motivated to attend classes regularly and punctually. A majority of students highlighted notable academic progress, evident in improved school grades and heightened confidence in expressing themselves in public. The celebration of various competitions and special days at the center was also emphasized by the students. They reported a comprehensive understanding of all subjects taught at the center, with notable improvements in their proficiency in English and Mathematics. However, they acknowledged the need for continued work on grammatical accuracy, pronunciation, and spoken English. Furthermore, all students expressed a desire to pursue higher studies, harbouring dreams of becoming doctors, dancers, policemen, or fulfilling other aspirations in the future.

Snapshot of the virtual Field Observation:



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LC-Centre-01517, Andar Manik (Murshidabad)

On November 23, 2023, a virtual meeting was held for the Andar Manik Learning Center in Murshidabad. Attendees included Mr Avishek Datta (Project Officer, IIMPACT), Ms Shraboni Mukhopadhyay (Project In-Charge, CINI), Mr Idrish (Academic Facilitator CINI) as well as teachers, students, and some parents. The Impact Assessment Team from IIFM was also part of this virtual meeting. The center, established in 2019, operates in one of the constructed rooms of a village house. Its sessions run from 6:30 am to 10:30 am, followed by regular school hours starting at 10:30 am. Project officer provided an overview of a significant challenge prevalent in the region, where although every student is enrolled in school, only a limited number attend regularly. This situation compromises the education of children, resulting in a lack of interest in studies, diminished motivation toward education, and hindered child growth and development. Additionally, the parents of these children often lack education themselves, contributing to a limited understanding of the importance of their daughters' education. Consequently, there is a lack of emphasis on these critical aspects. Hence, a primary challenge in these regions involves cultivating students' interest in education while simultaneously raising awareness about the significance of educating girl children among their parents.

The Project Manager (CINI), conveyed that regular monitoring of each centre is undertaken, with a focus on both teacher training and student learning outcomes. She highlighted the implementation of quarterly teacher training sessions, lasting five days each. During these sessions, two batches, each consisting of 21 teachers, are formed. The composition of these batches is determined by the majority of students from the same academic level, with targeted training provided accordingly. In the most recent training conducted in October, teachers received instruction on teaching Level-13



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students. In instances where students from different levels require specialized training at specific centres, the project supervisor addresses these needs during monthly training meetings.

Another staff who assumed the role of Project Supervisor at IIMPACT three years ago, brings a wealth of experience, having worked with CINI for 20 years prior. Currently, he oversees the monitoring of 14 learning centres in the specified region. His responsibilities include identifying and addressing any issues in the functioning of these learning centers and providing effective solutions to ensure their smooth operation.

The teacher at the Adharmani centre shared insights about the centre's journey, stating that it commenced in 2019 and currently accommodates students from levels 9, 16, and 13. Before joining this center, she taught at another nearby village center of IIMPACT established in 2015, where the entire batch successfully graduated and integrated into higher education in 2019. From her perspective, a significant challenge she faced in the region was instilling regularity and seriousness among students regarding their education. She explained that when she started in 2015, parents were initially least bothered and less aware of their daughters' education. It took three years to cultivate awareness among both students and teachers in the region. Over time, as the students demonstrated progress in academics and behaviour, people began acknowledging the center's impact, changing their perception of girl child education. For the second batch she taught, starting in 2019 at the Adharmani center, the efforts to instill the desired attitude among students and parents were expedited, taking only one year. She reported on the Child Management Committee (CMC) meeting held on 3 November 2023, which addressed child attendance and performance. Additionally, in conjunction with World Diabetes Day on November 14, 2023, discussions on diabetes control, avoiding junk food, healthy food practices, and child nutrition transpired. Currently, she self-assesses her teaching effectiveness, scoring 4 points in English and 5 points in Bangla, EVS, and Mathematics. Areas for improvement include vocabulary, grammar (especially tenses and verbs), and she expressed a desire for additional English study materials to enhance teaching. She is aware that Titan is the project's funding agency, evident in banners at the learning center. Finally, she suggested the provision of more English study materials and the installation of a ceiling fan for improved English instruction and a more comfortable learning environment.

Community Engagement at the Center: Some parents participated in the impact assessment meeting to share their perspectives on the centre's influence on their child's learning journey. According to their accounts, the center has played a significant role in transforming their child's approach to education. Previously, their daughter exhibited a lack of seriousness, attitude, and interest in learning. They struggled to

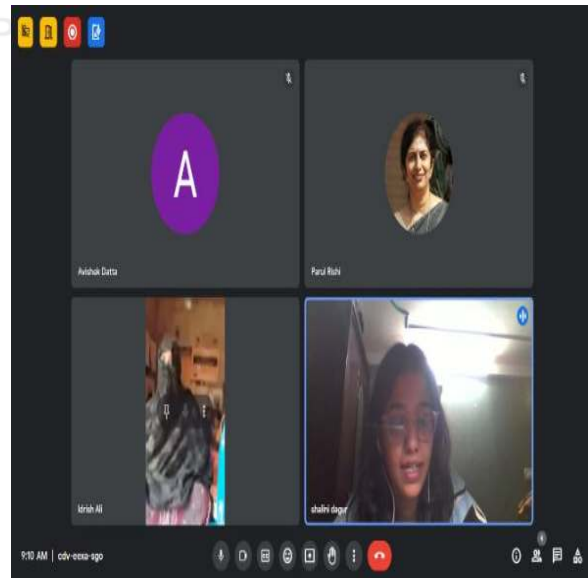
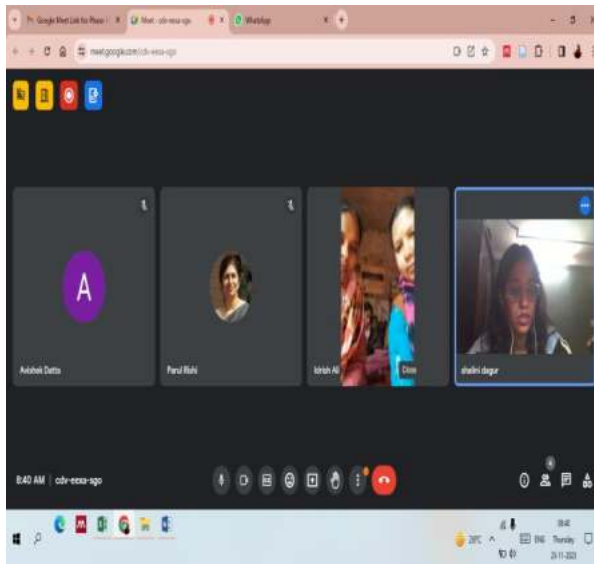
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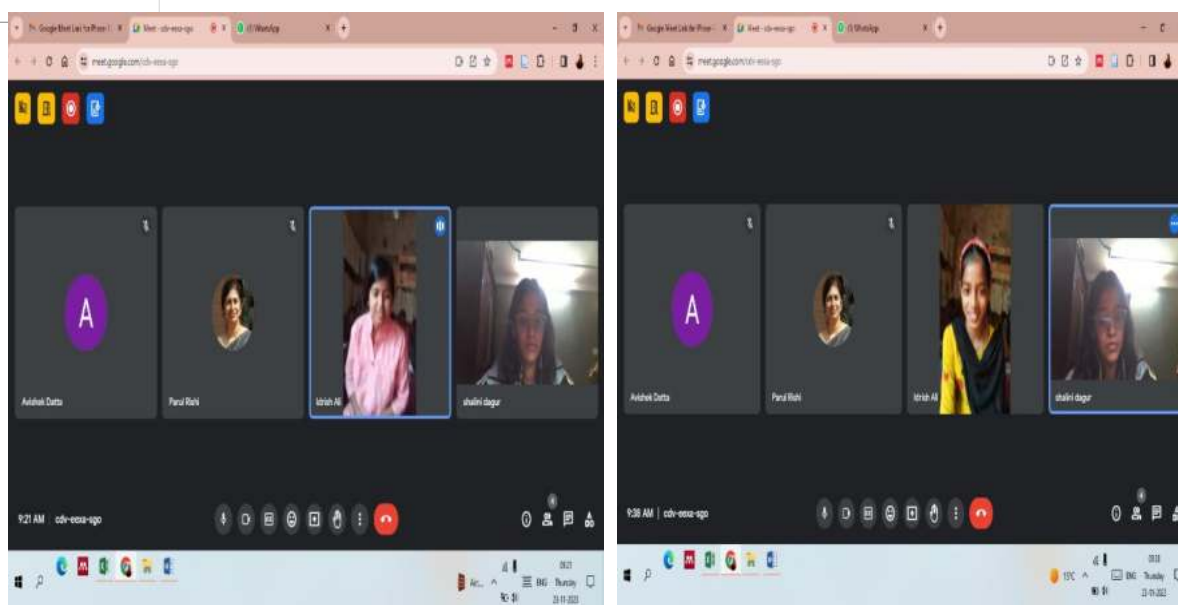
write words properly and were hesitant to speak fluently. However, upon enrolling their child in the center, a positive shift occurred, fostering an improved attitude towards education. Their child gained the ability to express opinions and articulate polite English sentences at home. Expressing a desire for continued educational support, the parents hope to enrol their younger daughter in upcoming batches and aspire to facilitate their daughters' pursuit of higher education and professional dreams. To enhance the learning experience, they recommended providing digital aids for more effective learning, emphasizing improvements in English and Mathematics subjects.

The majority of students enthusiastically expressed their appreciation for attending classes at the center, emphasizing the distinct and enjoyable nature of the learning experience compared to their school environment. They particularly enjoy the playful approach to learning, which enhances their interest in the subject matter. Some students specifically mentioned their fondness for the story classes provided through the center's library bank. They reported engaging in English reading sessions three times a week and their ability to recognize different colors, fruits, shapes, and animal names was well noted. The students also demonstrated a clear understanding of basic hygiene and good manners instilled through the center's teachings. In terms of suggestions, some students recommended the inclusion of more library books at the center and the introduction of new activities for English instruction.

Snapshot of Field Observations



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Field Observations- Uttar Pradesh, Kanpur

LC-Centre- 2801-Chaubepur and LC centre-02799- Dubai

On November 17, 2023, a virtual meeting was held for two Learning Centers (LC) of Kanpur: Chaubepur (2801) and Dubai (02799). Attendees included Mr Ravi Prakash (Programme Manager, IIMPACT), Farhan Falahi (Project Officer, IIMPACT), Mr Atul Tiwari (Implementation partner, Samvad Samajik Sansthan), Mr Tanuj (Project Coordinator, Samvad Samajik Sansthan), as well as teachers, students, and some parents from both the centres. The Impact Assessment Team from IIFM was also virtually present. Both the centres have been operational since 2016, utilizing space provided by their respective village communities.

In 2016, the Programme Manager at IIMPACT, commenced his tenure in the Kanpur region. He revealed that currently, Samvad Samajik Sansthan serves as the implementation partner for the Titan Kanya project. From 2016 to 2023, two implementation partners have been transitioned due to the issues in their work performance and the imperative of upholding the program's quality standards. Earlier two implementation partners were the Indian Education Collective (IEC) and the Samarth Foundation (2016-2023).

The Head of Samvad Samajik Sansthan shared that their collaboration with IIMPACT commenced in July 2023. He emphasized that they retained the existing teachers at the learning centers, expressing the belief that the continuity had for those teachers who were largely from the same or nearby villages and served as a vital resource for their program. The teachers undergo quarterly training sessions lasting five days, tailored to address their specific weaknesses and the levels of students in their respective centres. In terms of support from IIMPACT, he highlighted the excellence of



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the technical and monitoring support provided. He noted that compared to other organizations they have worked with, the support from IIMPACT stands out positively.

The Project Officer at IIMPACT, outlined the need assessment and selection criteria for enrolling girls in the new learning centre. Initially, 50 girls are identified from a specific region, with preference given to students in the same class to achieve some degree of homogeneity. Additionally, the girls must fall within the age range of 6 to 14 years, with priority typically given to younger girls to ensure they can learn and complete all the levels at the center. The family background of the girls is scrutinized, and parents who express commitment to their daughter's formal education through regular contact are chosen. Finally, a total of 30 girls are selected for the entire curriculum based on their performance in a small entry-level exam.

Mr. Tanuj, the Project Coordinator at Samvad Samajik Sansthan, holds a Master's in Social Work and oversees 40 learning centers, managing a team of three supervisors and 41 teachers. Since joining Samvad in July 2023, he regularly conducts field visits to various centers. His primary responsibilities involve monitoring different centers and addressing any issues that arise. According to his observations, a significant challenge in these regions is that many female students have to assist their parents in fields. To tackle this issue, they engage in proactive outreach, going door-to-door to persuade parents to ensure regular attendance of their daughters at the learning center, thereby enhancing their educational opportunities and prospects.

A graduate and teacher at the Chaubepur center, has been actively involved since February 2023, with a clear understanding that Titan is the funding agency for the Titan Kanya project. The students she instructs hail from families with limited literacy, ranging from Class 1 to 4. Babli shared that her recent teacher training occurred from November 4th to 8th at Musanagar. She pointed out that both private and government schools are distant from the village, leading to irregular school attendance. In contrast, the center's close proximity to students' homes encourages regular attendance, underscoring the crucial role these centers play in advancing girls' education in the specified area. The teacher emphasized that all girl students attending the center have displayed academic progress, achieving over 50 per cent marks in their school exams after benefiting from the center's teachings. She personally assesses her teaching effectiveness, assigning herself a score of 4 points in English and 5 points in Hindi, Maths, and EVS out of a total of 5 points. She acknowledges the need for improvement in the speaking and reading dimensions of the English subject.

Community Engagement at Chaubepur Center: During the meeting, several parents of the girl students were in attendance and conveyed their appreciation for the vital role of the learning center in their child's education. They expressed contentment with the teaching approach at the learning center, noting visible improvements in their child's academic performance. Some parents disclosed that coming from a farming



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background, they both had to be out in the fields, leaving their children to wander without motivation for education. Additionally, their lack of literacy prevented them from assisting their child at home. However, since enrolling their child in the center, they observed a noticeable increase in their child's interest in education. Instead of aimless wandering after school, the child now utilizes the time for effective learning. In conclusion, the parents recommended the provision of financial support to students and suggested that the center should also provide dresses for the students.

Student Focus Group Discussion at Chaubepur Center: Out of a total of 30 students, 25 were present during the discussion. The students enthusiastically conveyed their preference for attending the center over their regular school. Initially irregular in attendance, many students shared that the playful and diverse activities at the center have fostered a liking for the environment, prompting them to attend regularly. The students expressed a positive understanding of their teacher's approach, appreciating her effective and constructive teaching methods. They highlighted the teacher's openness to addressing their doubts, creating a conducive learning atmosphere. Some older students acknowledged occasional responsibilities in the fields to assist their parents during harvest seasons. They emphasized the practice of informing their teacher in advance about such commitments and resuming their studies upon return. The students revealed that the teacher conducts English reading sessions three times a week and organizes various engaging games at the center. Some students suggested the need for improved lighting arrangements at the center.

A teacher with 7 years of experience, began her teaching journey in 2015. She joined IIMPACT in the same year and has been teaching at the Katri center in Kanpur. In August 2023, she took on a teaching role at the Dubai center, where she instructs students ranging from Class 1st to 3rd. The Dubai IIMPACT center operates out of an abandoned house in one of the village areas, facing challenges such as a scarcity of light. Despite her considerable experience, she expresses a continuous desire to enhance her knowledge in various subjects, aiming to contribute more effectively to her students' education. Additionally, teacher suggested the imperative of providing more study materials at the centre to facilitate diverse learning experiences, fostering further growth and development. She proposed the provision of free study accessories like notebooks, pencils, pens, and books for students. Recognizing that some students come from economically disadvantaged backgrounds, she emphasized the importance of financial inclusion to support their studies.

Focus Group Discussion at Dubai Center: The students at the Dubai Center are enrolled in classes ranging from 1st to 4th. All students simultaneously attend their regular school sessions along with classes at the centre. The learning centre's proximity to their homes allows them the convenience of walking to the centre. Many students conveyed their enjoyment of learning Mathematics at the centre, highlighting the effective teaching methods employed by their teacher. They expressed noticeable

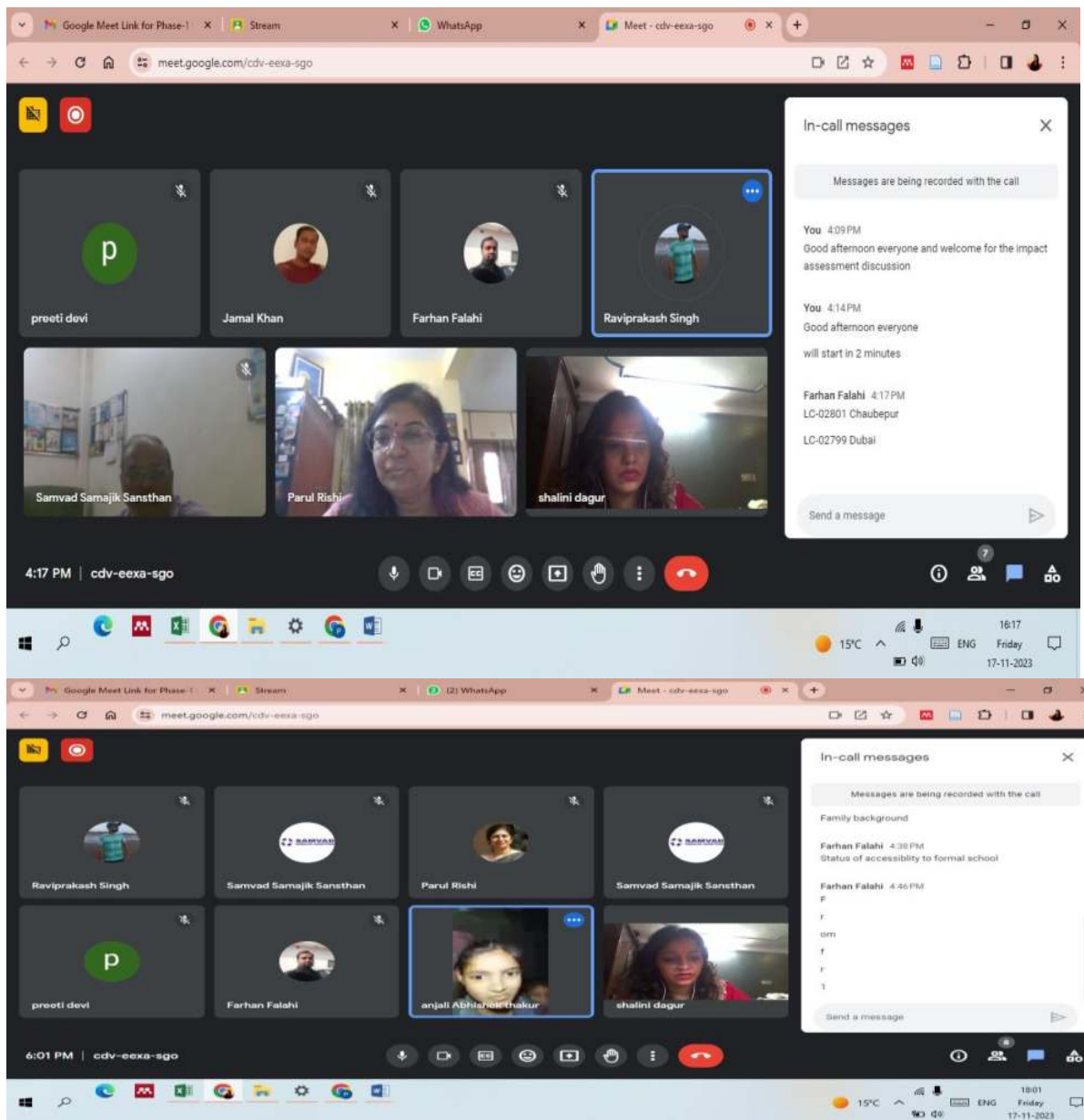


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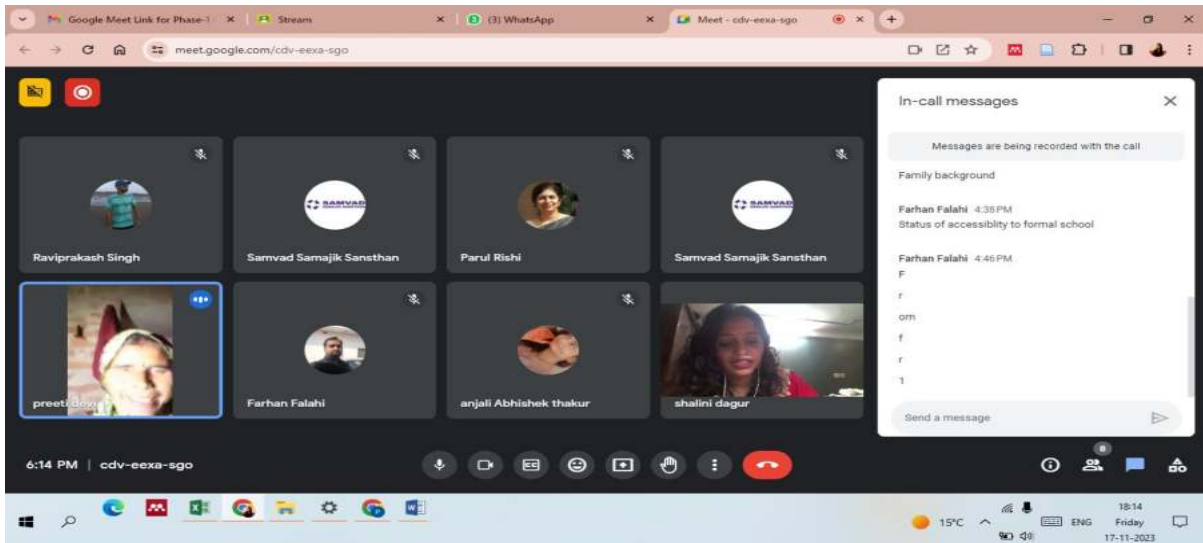


improvements in their school grades after consistent attendance at the centre's classes. Furthermore, the students expressed their aspirations to pursue higher studies, with dreams of becoming doctors, policemen, and more. Some students acknowledged challenges in expressing their thoughts and identified a need for improvement in English, particularly in speaking.

Snapshot of Field Observations



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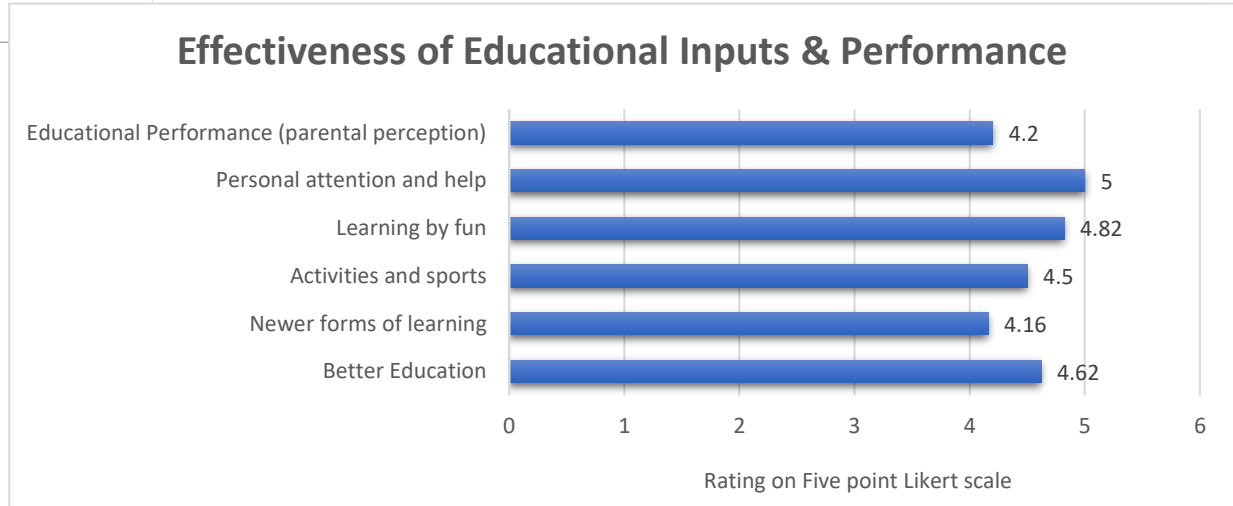


EASIER FRAMEWORK

Effectiveness: - Effectiveness seeks the answer to whether the output helped and achieved the set goals of the project. The CSR funds provided by Titan have been used to improve the educational needs of girls to mainstream them in regular schooling after class 5th. During fieldwork, the assessment of effectiveness as perceived by students, teachers and parents, was made through the following indicators:



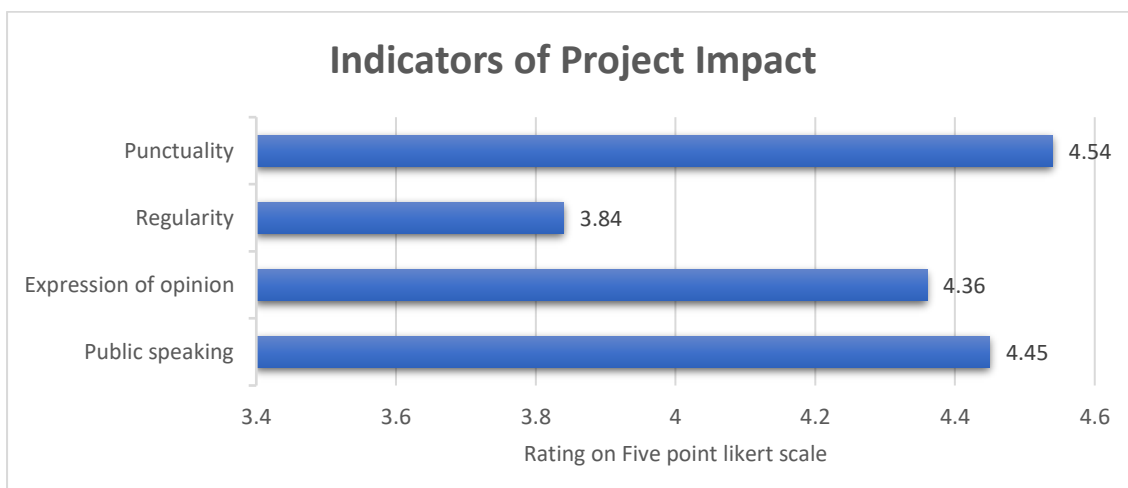
The comprehensive data received from all the centers depicts that effectiveness indicators were quite satisfactory as far as stakeholders' ratings are concerned. The following figure reflects the same through bar graph:



Awareness: - As the students were too young, the awareness about Titan funding for this project was not much expected. However, the Awareness level among teachers, parents and other stakeholders was found to be reasonable as the banner was very much there in all the centers. In most of the centers, it was observed that branding for this project was primarily of IIMPact or their local partner organizations as they are in regular touch with them. Active efforts to highlight the role of

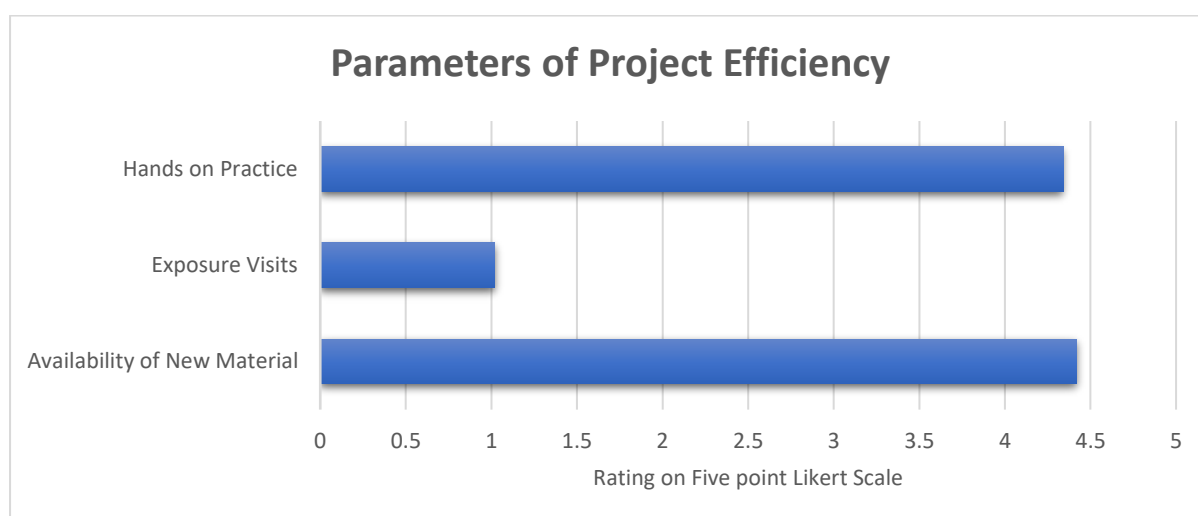
Sustainability: - The impact created by the project in promoting out of school girl child education is undoubtedly very high as the school has contributed and created a positive environment in the region and continues attracting high numbers of applicants from the local area. However, LC is highly dependent on CSR funding and donations to finance its operations which may have an adverse impact on the sustainability of the project if donations are not consistently available.

Impact: - The impact of the project was assessed through indicators like educational motivation and value system which include public speaking and confidence, expression of opinion, regularity and punctuality. The obtained data from the sample reveals the following picture:



A need for exposure visits to effective LCs in the nearby areas can enhance the impact and motivation further.

Efficiency: - The efficiency has been indicated through fund utilization as well as project implementation and its quality. The financial assistance received by Titan has been fully utilized in the project implementation. Regarding implementation quality, indicators were the availability of new learning materials, exposure visits and hands-on practice of learning materials. The ratings obtained from students and parents on the above indicators are depicted in the following bar graph.



Relevance: - The financial assistance to the implementing agency for the realization of project objectives and to promote girl child education was highly relevant and a positive investment in promoting quality education in the selected districts. Therefore, it is expected that such financial assistance under CSR will boost the morale and performance of the LC in the coming days with an overall goal of aligning with the project objective of promoting education in the area. Hence, the relevance of the project is considered to be very high and played a significant role in the overall development of the Learning Centers.

RECOMMENDATIONS:

Project Titan Kanya is an exemplary initiative focused on taking action to address the needs of communities, particularly in advancing the education of girls in field sites. Moreover, it aims to catalyze a shift in community perceptions at a fundamental level. The project has demonstrated commendable performance when assessed through the EASIER framework of IMPACT evaluation, yet there remains room for improvement. Implementing the following recommendations could yield significant enhancements and foster more meaningful impacts.

- 1. Infrastructure and Facilities:** The inadequacy of infrastructure, notably concerning power availability, has been highlighted by stakeholders, particularly during extreme weather conditions. This issue is exacerbated as the centers operate during off-school hours, making electricity a vital necessity. It is imperative for the implementing agency to collaborate with local partners and community members to ensure the provision of adequate facilities and infrastructure, thereby mitigating challenges and enhancing operational effectiveness.
- 2. Teacher Compensation:** The low salaries of teachers have resulted in frequent leaving of position, impacting the continuity of learning in many centers. To address this challenge, it is recommended that the implementing agency provides a minimum compensation equivalent to the prevailing daily wage rates in the region. This adjustment would not only motivate teachers but also enhance the quality of their contributions to the learning centers.
- 3. Teacher Training:** A significant proportion of teachers employed in the project are from local communities with limited proficiency in English. Recognizing the importance of linguistic skills, especially in English, teachers have expressed a need for proficiency training. Providing such training would empower teachers to communicate effectively and improve the overall educational experience for students.
- 4. Promoting Funding Agency Awareness:** Despite the presence of banners, awareness about Titan as a funding agency remains limited among local communities. Active engagement and communication efforts by implementing partners are essential to highlight Titan's pivotal role in providing dedicated funding support. Such efforts would foster a deeper appreciation and understanding of Titan's contributions within the community.
- 5. Socio-Economic Support:** Many project centers are situated in remote areas, serving beneficiaries from economically disadvantaged communities. It is imperative for the implementing agency to facilitate connections between beneficiary families and local government schemes aimed at socio-economic upliftment. This support would not only enhance the impact of the project but also contribute to broader community development.
- 6. Digital Infrastructure and Exposure Visits:** Introducing digital infrastructure for teaching purposes and organizing exposure visits to other effective learning centers can significantly enhance the quality of implementation. Such initiatives would enrich the educational experience for students and broaden their horizons beyond the confines of their immediate surroundings.



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Incorporating these recommendations into the Project Titan Kanya initiative would not only address existing challenges but also elevate its effectiveness in promoting girl child education and fostering positive community transformation. By continually striving for improvement and implementing targeted enhancements, the project can maximize its impact and contribute meaningfully to the advancement of education and societal development in the targeted communities.

