An Impact Assessment Report for CSR Initiatives of the Titan Kanya Sampurna Project-II

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Annual Impact Report| Summary 2022-2023

Titan Kanya Programme

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I.INTRODUCTION

Titan Company Limited is funding CARE India to implement Kanya Sampurna Project-II (KSP-II) in Cuddalore district, Tamil Nadu. This three-year project is carried out across 192 Anganwadi Centers, 150 primary schools, 67 middle schools, 35 high schools, and 23 Higher Secondary School. The project focuses on four thematic areas: Early Learning (3-5 years), Foundational Literacy & Numeracy (6-10 years), STEM Education (11-14 years), and Empowered Adolescents (15-18 years).

The ECCE component of the project focuses on supporting the Anganwadi Centers (AWC) in managing preschool activities in the intervention blocks during the post-pandemic phase. Its objective is to ensure that children are prepared for school by promoting better collaboration between parents and Anganwadi workers and by providing support for institutional and home-based preschool activities. Within the Foundational Literacy & Numeracy thematic area, the project aims to enable children to read, comprehend, and write in Tamil and English, while also enhancing their early numeracy skills. It supports schools in mitigating learning loss through an accelerated learning approach and assists in fostering social and emotional learning abilities. The intervention strengthens children's foundational learning in subjects such as Tamil, English, and Math, and takes a comprehensive approach to address learning loss by enhancing the capacity of teachers.

In the middle schools, the project aimed to encourage girls to develop their interest in STEM Education (Science, Technology, Engineering, and Mathematics) interventions. The focus is on fostering functional digital literacy, computational thinking, and developing skills related to science, mathematics, and research thinking. The initial year of the project specifically emphasizes the curricular domains of science and mathematics. For high schools and higher secondary schools, the project focuses on empowering adolescent girls. This involves promoting girls' leadership, preparing them for careers, and enhancing their functional English and digital literacy skills. The project also establishes community libraries to foster learning and reflection among adolescent girls. It supports their socio-emotional adaptation and promotes self-learning by improving their reading proficiency and comprehension abilities.

Objectives

The objectives of the assignment are as follows:

1. To review the quantitative assessment tool for the four thematic areas, which will be used to collect and analyse data in order to track outcomes and assess the impacts of the project.

2. To orient the field team on data collection protocols and provide them with a thorough briefing on the assessment tool. With the support of the CARE team, the tools will be piloted in selected locations to enhance the capacity of the field team in data collection.

II METHODOLOGY

Study Design: The study design employed for assessing the impact of the Kanya Sampurna Project-II (KSP-II) was a comprehensive approach involving multiple assessment tools tailored to specific school grades and thematic areas. The study aimed to evaluate the effectiveness of the project in achieving its objectives across various intervention blocks in the Cuddalore district of Tamil Nadu.

Sampling Technique and Sample Size: The study utilized a simple random sampling technique to select the samples for assessment. The study is comparative in nature as it compares its endline data with the baseline data that was collected during the beginning of the project. The samples were selected from 192 Anganwadi Centers, 150 primary schools, 67 middle schools, 35 high schools, and 23 Higher Secondary Schools. The sample size varied across different assessment tools and grade levels based on the specific requirements of the evaluation.

Data Collection Tools: The study employed a comprehensive methodology, utilizing a total of 12 different assessment tools tailored to specific school grades. These tools included the School Readiness Index (SRI), Parents Engagement tools, Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA), Annual Impact Assessment - STEM, Girl's Leadership Index (GLI), RIASEC, Career Guidance, and Community Library Impact. Overall, the study involved, encompassing a wide range of assessment tools and grade levels. This comprehensive approach allowed for a thorough evaluation of various educational domains and their impact on student outcomes.

In few assessments where baseline data was not available, the current endline data served as the benchmark. For example, the Annual Impact Assessment for Classes 6-8, Career Guidance, and Community Library Impact tools did not have baseline data. The Parents Engagement tool was not administered during the baseline assessment.

The assessment tools were administered across different grade levels. For the Pre-School Education (PSE) category, the SRI tool was utilized for Anganwadi children, with 179 students assessed for the baseline and 150 for the endline. In the Foundational

Language and Numeracy (FLN)/EnnumEzhuthum (EE) category, EGRA and EGMA tools were administered to students in Classes 2 and 5, with varying sample sizes.

In the Science Technology Engineering and Mathematics (STEM) category, a science and mathematics assessment tool focused on knowledge, reasoning, and real-life applications was employed for students in Classes 6, 7, and 8, with 100 students assessed for each class. For Lifel Education (LSE), the study utilized the Girl's Leadership Index (GLI), RIASEC, Career Guidance, and Community Library Impact tools, with varying sample sizes.

SUMMARY OF KEY FINDINGS:

1. School Readiness Index (SRI)

- The overall SRI mean score out of 60 during the endline was 34.76, which translates to 58.0%. Similarly, during the baseline, the mean score was 33.02, equivalent to 55.0%. There was a 3 percent increase over the baseline.
- In terms of the six domains of SRI, logical reasoning has exhibited better performance than the endline, with an increase of over 6 percent (from 72% to 78%). The domains of classification and expressive and receptive language scored well, with over 80 percent, but showed a slight decline of 6% and 10% respectively compared to their baseline performance.
- The domains of pre-number and number concepts showed an increase in performance by children compared to the baseline, with a score of +4%. However, their scores were below average, ranging below 49% and 62% respectively. Phonemic awareness also demonstrated an improvement of 12%, but its score remained below average at less than 62%.
- The concept of print requires additional focus, as it performed at 17% in both the baseline and endline assessments.
- In terms of gender, the overall performance was 59-62% for females and 58-62% for males.
- Among the underperforming domains, certain activities within those domains were particularly challenging for the children. These activities included number concepts (identification, counting, and matching) (37.3%), relative comparison (28%), addition and subtraction problems (35%), and understanding print concepts (17%). These activities scored lower in endline assessments.

2. Parents Engagement Analysis:

- The majority of respondents, accounting for 61.3% of the total, indicated that the Anganwadi Centre (ANC) offers both preschool education and supplementary nutrition and health services.
- 68.7% of the children had attended preschool before joining the KSP sessions, indicating a significant portion of these children already had prior exposure and knowledge about Anganwadi Centers.
- 86.7% showed regular attendance to ANCs for the last month after KSP intervention, ensuring consistent attendance and highlighting the program's impact on parents and children.
- Approximately 87.20% of parents engaged with the Anganwadi to gain knowledge about preschool education, reflecting a strong desire among parents to acquire information and understanding about their children's early education.
- Although only 12.80% of parents specifically mentioned engaging with the Anganwadi to learn home-based preschool activities with their children, it appears that the majority of parents rely on AWC teachers for this responsibility.
- The data reveals that, on average, mothers are highly involved in activities such as storytelling, singing songs, drawing, going out, reading books, and playing with the children, accounting for over 70% of the engagement. Fathers' engagement accounted for 20%, while grandparents' engagement accounted for 10%.

3. EGRA – Early Grade Reading Assessment Class 2

- The overall mean score of EGRA Class 2 out of 49 marks during the endline assessment was 47.63, which corresponds to 97.0%. Similarly, during the baseline assessment, the mean score was 34.5, equivalent to 70.0%. There was a remarkable increase of 27 percent compared to the baseline.
- The majority of the children, comprising 69 percent, scored marks in the range of 60-80%. In terms of gender, female children showed a 24 percent increase, while male children showed a 13 percent increase compared to the baseline results.
- In the activities of listening and understanding, there was a notable improvement in the ability to answer 4 to 5 questions correctly. The overall percentage increased from 79% at baseline to 88% at endline.
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- In the activities of vocabulary, both in the baseline and endline assessments, the majority of participants, accounting for 90% in the baseline and 95% in the endline, answered 5-6 questions correctly out of a total of six.
- In Class 2, the children exhibited an above-average performance in various activities. Specifically, they demonstrated proficiency in alphabet and sound recognition, with 76% of them correctly reading 21 letters and above. In word identification, 38% of the children correctly identified 7-8 words. Additionally, in reading comprehension, 67.5% of the children accurately answered 4-5 questions.

4. EGRA – Early Grade Reading Assessment Class 5

- The overall mean score of EGRA Class 5 out of 35 marks during the endline assessment was 31.4, which corresponds to 90%. Similarly, during the baseline assessment, the mean score was 30.25, equivalent to 86%. There was an increase of four percent compared to the baseline.
- When comparing the performance of female and male students, it was observed that females had a 5% increase in their endline scores, while males showed a 2% increase. This indicates that female students performed relatively better than their male counterparts.
- In the activities of listening and understanding skills, there was a notable improvement in the ability to answer 4 to 5 questions correctly. The overall percentage increased from 60% at baseline to 81% at endline.
- In the following skills, children demonstrated remarkable performances in the Class 5 EGRA assessment. They excelled in alphabets and sound recognition, with 99% of them reading 21 letters and above correctly. Additionally, in the identification of words, 97% of the children accurately read 7-8 words. In terms of phonemic awareness, 100% of the children correctly identified 8-10 words. Furthermore, in reading and comprehension, 90% of the children answered 4-5 questions correctly.
- In dictation skills, a notable decrease was observed from 84% during the baseline assessment to 68% in the endline assessment. Additionally, it was found that 32% of the children wrote all words incorrectly.

5. EGMA – Early Grade Mathematics Assessment:

- Notably, there was a remarkable increase of 46% in the top score range of 80-100%. This significant improvement in the highest category reflects the students' efforts in actively participating in all activities in EGMA.

- In the following skills, children demonstrated remarkable performances in the Class 2 EGMA assessment. They excelled in number recognition, with 95% of them correctly identifying 8-10 numbers. Additionally, in timed number recognition skills, 95% of the children accurately read 13 numbers and above. Moreover, in single-digit operations, 90% of the children correctly answered 9-12 questions.
- However, in certain areas during the endline assessment, children displayed average performances. For example, in number comparison, 76% of the children correctly identified 8-10 numbers. In identifying missing numbers, 58% answered 7-8 questions correctly. Furthermore, in single-digit subtraction, 60% of the children provided correct answers for 9-12 questions.
- It was observed that the children encountered difficulties in solving mathematical problems, especially those involving addition 2 (48%) and subtraction 2 (36%) with double-digit numbers. They also faced challenges in word problem activities, with a success rate of 56%.

6. **STEM – Science, Technology, Engineering, and Mathematics:**

- The performance of Grade 6 and 7 students in the STEM assessment was average, while Grade 8 students exhibited a significantly lower level of achievement.
- In terms of mathematics assessment, Grade 6 and 7 students achieved scores above the average range, but Grade 8 students showed a significant lower in performance.
- Mathematics: Grade 6 showed that 33 percent of students (18% females and 15% males) fell short of meeting the established threshold. Similarly, in Grade 7, 29 percent of students (17% females and 12% males) did not reach the designated limit.
- Science: Grade 6 revealed that 43 percent of students (22% females and 21% males) did not meet the established threshold, indicating underperformance. However, it is notable that in Grade 7 and Grade 8, the percentage of students falling below the designated limit was higher than expected. In Grade 7, this figure stood at 72 percent (42% females and 30% males), while in Grade 8, it reached 71 percent (33% females and 38% males).

7. **Girls Leadership Index (GLI):**

- The overall GLI score indicates a high level of performance, with the majority of girls achieving exceptional results. They have demonstrated

commendable abilities across all GLI indicators, including voice, decision-making, self, organization, and vision.

- At the baseline, the GLI score was recorded at 72.9%, while at the Endline, it increased to 77.0%.
- The girls showed excellent GLI scores, with 92% of them scoring in the range between 60-80% and 80-100% in the endline assessment. Particularly in the 80-100% range, a remarkable 43% of the girls scored excellent marks. This highlights the positive impact of the girl leadership program, as the majority of girls demonstrated strong leadership abilities and empowerment.
- According to the GLI indicators, the girls scored as follows in percentages: Voice (73%), Decision (72%), Self (80%), Organization (80%), and Vision (80%). These scores reflect comparatively good performances compared to the baseline.

8. RIASEC analysis

RIASEC stands for a specific type: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The RIASEC model is often used in career counselling and vocational guidance to help individuals understand their interests, preferences, and potential career paths. By assessing one's compatibility with each of the six types, individuals can gain insights into suitable occupations and make informed decisions about their career choices. The RIASEC model provides a framework for exploring the diverse range of careers and aligning personal characteristics with occupational fields, allowing individuals to find fulfilment and success in their chosen professions.

Comparison of RIASEC Personality Types between Baseline and Endline Surveys

Personality n=384 (Baseline) n=340 (Endline)	Female		Male		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
R – Realistic	221	145	83	126	304	271
I – Investigative	91	64	46	68	137	132
A – Artistic	176	114	67	87	243	201
S – Social	196	133	57	98	253	231
E – Entrepreneur	65	42	24	45	89	87
C - Conventional	91	54	35	45	126	99

In this psychological assessment, children selected statements that were relevant to them, and based on their choices, they were scored using the RIASEC framework. The scores obtained from the RIASEC assessment were used to identify the top three personality types out of the six. These top three picks determine the children's personality types, which can help them make informed decisions about their careers and pursue appropriate education and training to meet their needs.

The table compares the RIASEC personality types between the baseline and endline surveys, considering the total data of 384 participants in the baseline and 340 participants in the endline. Analysing the data, it is evident that among the six personality types, the most preferred personality type by the children, based on the total baseline and endline data, is "Realistic" (R). At the baseline, a total of 304 participants identified with the "Realistic" personality type, while at the endline, this number decreased slightly to 271 participants. The next most popular personality type among the children, based on the total data, is "Social" (S). Initially, 253 participants expressed an affinity for this personality type at the baseline, and at the endline, the number decreased to 231 participants. Therefore, the order of preference, based on the total data, is "Realistic" (R) as the most preferred, followed by "Social" (S), and then "Artistic" (A).

On the other hand, the least opted personality type, based on the total data, is "Entrepreneur" (E). A smaller number of participants, a total of 89 at the baseline and 87 at the endline, selected this personality type. The lower preference for the "Entrepreneur" (E) personality type among the children could be attributed to several reasons such as limited exposure entrepreneurial activities, societal and cultural influence, and risk aversion, lack of proper role models and personal fulfilment and satisfaction in other personality types.

- The assessment compares the RIASEC personality types between the baseline and endline surveys, considering the total data of 384 participants in the baseline and 340 participants in the endline.
- It was observed that most children in the end line assessment displayed Realistic (271), Social (231), and Artistic (201) personality types. However, the other three personality types, Investigative (132), Conventional (99), and Enterprising (87), were less prevalent, particularly among girls. When the data was compared based on gender, the same order of preferred personality types was observed.

9. Career Guidance Impact Assessment

- A total of 340 students, comprising both male (41%) and female (59%) participants, took part in the assessment. When comparing the genders, it was observed that female students, on average, performed better with a score of 77%, while male students achieved a score of 72%. The overall average score of all four indicators is 74.25%, indicating a commendable performance.
- Out of the four indicators, decision making (80%) and tools & trainings (82%) were well performed by the children. The other two indicators were also performed well, but their average scores have dropped down for change (71%) and awareness (66%).
- A significant majority (76%) of those who received career guidance training reported a change in their career goals after undergoing the training. This indicates that the career guidance training has had a notable influence on their career aspirations, prompting them to reconsider and potentially modify their initial career goals.
- In the post-training awareness, most of the children were found to have partial awareness, with the majority of responses falling into that category.
- The children's awareness regarding higher studies (56%), familiarity with entrance exams (57%), government scholarships (54%), and understanding career goals (44%) were reported as partial awareness responses.
- 12% of children expressed interest in arts-related studies, while 14% showed interest in science and technology-related studies for their higher education. The remaining 74% are open to any form of education and believe that each field of education has its own merits.
- The feedback regarding the career guidance training program and the distribution of training aid was highly positive among the majority of the children. The percentages for the grading of materials and lessons provided were 75%, tools and materials used received a rating of 64%, and the training approach and methodology were graded at 72%.

10. Impact of a Community Library:

- The establishment of the library was properly strategized and equipped with 92% of librarians trained in library management through KSP. Ninety percent of registers were properly developed and maintained, and 96% ensured that the location of the library within the community was easy and accessible. Eighty-one percent ensured that the books available in the library were adequate.

- The majority of 41 percent of children stated that there were 61-120 books available in the library, and again 40% of children confirmed that 61-120 books were available on their day of visit to the library.
- 41.7 percent of children shared that the average number of visitors per day to the library was 1 to 5 visitors, and 30.3% shared that it could be 6 to 10 visitors on average.
- A majority of 88% reported that the library is open all seven days of the week. This indicates a high level of accessibility and availability for library users, allowing them to access its resources and services throughout the entire week.
- The majority of respondents (63.6%) feel that having a greater number of books would make the library more useful. Additionally, a notable proportion (23.5%) expressed the need for shelves to effectively organize books.

II RECOMMENDATION

1. School Readiness Index (SRI): It was observed that children performed well in logical reasoning, classification, expressive and receptive language, and phonemic awareness domains during the endline assessment. However, there were areas where the children did not meet the expected outcomes, specifically in pre-number and number concepts, as well as print awareness and handling books. Among the underperformed domains, certain activities within those domains were particularly challenging for the children. These included activities related to number concepts (identification, counting, and matching), relative comparison, addition, and subtraction problems, and understanding print concepts.

   To address these areas of improvement, the project team and specialists, in collaboration with Anganwadi Centers (AWC), should place greater emphasis on these activities and provide additional support to the children. To facilitate better understanding and progress, we recommend preschool teachers allocate more time for targeted activities in these domains and provide exercises that focus on strengthening the children's comprehension and skills. By offering specific guidance and tailored exercises, the teachers can help the children improve their performance in these challenging areas and ensure their overall readiness for school.

2. Parents Engagement Analysis: The Kanya Sampurna Project-II (KSP-II) has revealed positive outcomes in terms of parents' understanding of the services provided by the Anganwadi Centers (AWC). It is evident that the intervention has significantly increased the attendance of children, both before and after the KSP intervention.

The project's efforts in engaging parents have shown promising results in enhancing the performance of children in the AWCs. Parents have demonstrated a strong commitment to their children's education by engaging them in various activities at home, including education, reading, colouring, storytelling, and singing. A majority of mothers within the families have dedicated quality time for educational activities with their children. The current strategies implemented by the project, such as regular meetings at AWCs and participation in training sessions, have effectively fostered parents' engagement with their children.

While it is encouraging to note that some mothers have reported gaining knowledge on home-based preschool activities, it is important to emphasize the need for increased participation of mothers and expand their knowledge in order to provide proper nurturing for home-based education. This will enhance children's interest and readiness for school and studies. Furthermore, it is crucial to actively involve and educate parents, particularly mothers, in monitoring child growth markers to ensure the overall development and well-being of their children. To strengthen parents' engagement further, the project should consider organizing workshops, awareness campaigns, and interactive sessions specifically targeting mothers. These initiatives can provide them with additional tools, resources, and guidance on home-based learning activities, child growth monitoring, and effective nurturing practices. Collaborating with local community organizations and leveraging technology platforms can also help reach a wider audience of parents, empowering them with knowledge and support in their role as active participants in their children's education and development.

3. EGRA – Early Grade Reading Assessment: Based on the analysis of Early Grade Reading Assessment (EGRA) in Class 2 and 5, the children demonstrated a commendable overall performance, achieving high scores. Notably, they excelled in activities such as listening and understanding, vocabulary, and letter identification through phonemic awareness. In Class 2, the children displayed an above-average performance in activities including alphabet and sound recognition, word identification, and reading comprehension. Similarly, Class 5 students exhibited strong performance in these areas during their assessments.

   However, both classes showed fair and below-average performances in dictation and independent writing activities. It is evident that students in both classes are facing difficulties in these aspects. It is recommended to share this finding with the teachers to gain insights into the underlying reasons. Additional emphasis and targeted exercises should be provided to help children improve their skills in dictation and independent writing. By offering more focused support and ample practice opportunities, students can enhance their proficiency in these areas.

4. EGMA – Early Grade Mathematics Assessment: Based on the analysis of EGMA in Class 2, the children exhibited a commendable overall performance, achieving high scores across a wide range of activities. The students demonstrated exceptional proficiency in number recognition skills, both with and without time limits, as well as in single-digit addition. However, they displayed average performances in certain areas, such as number comparison, identifying missing numbers, and single-digit subtraction.

   It was observed that the children encountered difficulties in solving mathematical problems, particularly when it came to addition two and subtraction two involving double-digit numbers, as well as word problem activities. It is crucial to address these specific challenges through targeted attention, additional practice, and the implementation of various strategies.

   To address these concerns, it is recommended to thoroughly assess the students' foundational understanding of double-digit problem-solving and provide them with ample opportunities for practice. Assigning homework tasks that focus on these specific areas and conducting periodic tests can help gauge their progress and identify any areas that may require further attention. Additionally, incorporating interactive and engaging learning activities into the curriculum can foster a deeper understanding of mathematical concepts and enhance problem-solving skills. This could include group activities, hands-on exercises, and real-life application scenarios. By implementing these recommendations, educators can effectively support the students in overcoming their difficulties and promoting their overall mathematical proficiency.

5. STEM – Science, Technology, Engineering, and Mathematics: The performance of Grade 6 and 7 students in the STEM assessment was average, while Grade 8 students exhibited a significantly lower level of achievement. Furthermore, when compared to other assessment tools, male students consistently outperformed their female counterparts in both mathematics and science across all grades. In terms of mathematics assessment, Grade 6 and 7 students achieved scores above the average range, but Grade 8 students showed a significant lower in performance. It is evident that students are encountering challenges in science, with Grade 6 performance falling slightly below average, and Grades 7 and 8 displaying a majority of students scoring below expectations.

   To address these concerns, it is recommended that the project's technical team, in collaboration with the school teachers, develops a plan tailored to the different grades and subjects. It is crucial to generate increased interest in science and mathematics education by implementing strategies such as incorporating

supplementary skills activities like memory games, brainteasers, abacus exercises, math-magic tricks, exciting science experiments, and simple projects.

Emphasizing a strong understanding of the fundamentals is essential in science and mathematics. Therefore, it is important to prioritize comprehension of logic, definitions, formulas, and theories. Providing additional support and resources, such as targeted tutorials, interactive demonstrations, and hands-on experiments, can enhance students' grasp of these foundational concepts. Moreover, fostering an inclusive and supportive learning environment is vital. Encouraging collaborative projects, group discussions, and peer-to-peer learning activities can promote engagement and facilitate a deeper understanding of STEM subjects.

6. Girls Leadership Index (GLI): The overall GLI score indicates a high level of performance, with the majority of girls achieving exceptional results. Across all GLI indicators, including voice, decision-making, self, organization, and vision, the girls have demonstrated commendable abilities. While the girls exhibit a strong understanding of leadership's purpose, there is an opportunity for the project to further foster a culture of excellence. Encouraging the pursuit of excellence entails empowering girls to go beyond traditional educational and career paths. They should be equipped with the skills and mind-set to confront new challenges, explore uncharted territories, and embrace calculated risks in order to achieve remarkable accomplishments in their lives.

   The project can support this by facilitating encounters with inspiring role models, even through digital platforms, who can motivate and guide them to reach for greater heights. Moreover, the project should emphasize the importance of mentorship and networking opportunities. Connecting girls with successful female leaders from various fields can provide invaluable guidance, support, and inspiration. Establishing mentorship programs, organizing workshops and seminars, and fostering a sense of community can create a supportive ecosystem that nurtures and empowers girls to excel in their leadership journeys. Additionally, the project can promote skill-building activities that enhance critical leadership competencies. This could involve offering specialized training programs, workshops on communication and public speaking, problem-solving exercises, and opportunities for hands-on leadership experiences. By implementing these recommendations, the project can further cultivate a culture of excellence among girls, equipping them with the necessary skills, higher education, role models, and opportunities to thrive as exceptional leaders.

7. In the RIASEC analysis, it was observed that the majority of children displayed Realistic, Social, and Artistic personality types. However, the other three personality types, Investigative, Conventional, and Enterprising, were less prevalent, particularly

among girls. Given these findings, it is crucial for the project to provide a comprehensive understanding of each personality type to the children. While individuals naturally exhibit certain personalities based on their experiences and environment, it is important to emphasize that practicing and developing different personality traits can be beneficial at various stages of life.

The career guidance provided should not only align with the children's existing personality traits but also help them understand the potential opportunities associated with other personality types. For example, while being entrepreneurial involves taking risks, it also fosters innovation and discovery, providing individuals with the freedom to make choices and pursue independent paths. Similarly, the investigative personality type holds great potential and opens up numerous opportunities for exploration and research.

To support this understanding, the project can incorporate interactive sessions, workshops, and informational resources that highlight the diverse career paths and possibilities associated with each personality type. Encouraging students to explore different areas of interest, engage in hands-on activities, and connect with professionals from various fields can broaden their horizons and help them recognize the potential of all personality types. Furthermore, it is important to foster an inclusive environment that celebrates and values all personality types. Encouraging teamwork, collaboration, and diverse perspectives can cultivate a culture of acceptance and appreciation for different approaches to work and life.

8. Career Guidance Assessment: The career guidance assessment resulted in a high overall score, indicating that the children performed well and positively responded to the program. The assessment encompassed four key indicators: change, awareness, decision-making, and tools & training, all of which received favourable scores. This demonstrates the successful reception of the career guidance program by the children. Notably, a majority of the children reported changing their career goals after participating in the training, validating the effectiveness of the program. The program effectively equipped them with knowledge regarding higher education opportunities, entrance exams, and available government scholarships.

   To ensure the continued success of the career guidance program, it is essential to maintain vigilance over the training content. The program should remain unbiased and avoid altering the children's career goals. It is crucial to thoroughly analyse the career goals set by the children in relation to their personality types, as personalized guidance is of utmost importance. While any course or education can be beneficial, career guidance should assist children in making informed decisions and setting achievable goals. It is worth noting that the findings indicated a lesser preference for science & technology and arts, but it is crucial to broaden their

horizons and expose them to diverse educational and career opportunities. By emphasizing the importance of goal setting and decision-making, the program can inspire children to aspire to achieve their dreams. Providing exposure to various institutions through visual aids and presentations can play a significant role in expanding children's aspirations. Inviting external speakers, such as those featured in similar to TED Talks, who specialize in various fields, can serve as sources of inspiration and encourage children to think on a broader scale.

9. Impact of a Community Library: A community library dedicated to children serves as a valuable resource for knowledge and imagination, offering a diverse selection of books, engaging activities, and tailored resources. These libraries create a safe and welcoming space where children can explore the joys of reading, enhance their literacy skills, and embark on exciting literary adventures. The librarian, who has received training through the KSP project, efficiently manages the library's operations and functions. The children are well-informed about the library's operations, including its registers, available book collection, lending process, operating hours, and other visitors, including their peers who frequent the library. The library's presence within the community ensures accessibility for children, ultimately contributing to the growth of their reading habits.

   To further enhance the impact of the community library, group reading events can be organized to foster proper reading practices and generate interest in both academic and recreational books. Incorporating visually appealing racks or shelves, creating comfortable reading areas, and expanding the variety of books available can attract children to the library and encourage their engagement. Involving parents in library activities can also be beneficial. Encouraging parents to designate a specific time for their children to visit the library, even as a form of positive reinforcement rather than punishment, can contribute to positive behavioural changes. Regular reading can also reduce children's dependency on mobile phones if they are frequent users.

   Additionally, partnerships with local schools and community organizations can amplify the impact of the community library. Collaborative initiatives, such as reading clubs, workshops, and author visits, can further ignite children's enthusiasm for reading and create a sense of community engagement. By leveraging the library's resources and expertise, partnerships can promote a love for reading beyond the library's physical space and extend its influence to a broader audience.

II.CONCLUSION

The project is making a monumental difference in the lives of children, especially among girls. The project could position itself as a dependable source of technical support to Anganwadi workers, primary and middle school teachers, and adolescent girls in communities and schools. The project contributes to enhancing reading and writing competency of primary school children, strengthening mathematical skills among middle school children through experiential learning, and building higher education planning skills among adolescents. KSP is supporting children affected by learning loss because of COVID school closure. Particularly on the preschool front, the project efforts to revive preschool activities at Anganwadi centers through parental engagement are noteworthy.

A comprehensive study design was utilized, incorporating multiple assessment tools tailored to specific school grades and thematic areas. The objective was to track outcomes and assess the effectiveness of the project in achieving its goals. Various assessment tools, including the School Readiness Index, Parents Engagement tools, Early Grade Reading Assessment, Early Grade Mathematics Assessment, Annual Impact Assessment - STEM, Girl's Leadership Index, RIASEC, Career Guidance, and Community Library Impact, were employed to collect data and evaluate the project's impact. These assessment tools were administered across different grade levels, and data analysis was conducted using Microsoft Excel and SPSS.

The findings of the assessment indicated that the majority of children performed well in the assessments, demonstrating their proficiency in various areas. However, some children encountered difficulties in specific activities, highlighting the need for additional guidance and support. Overall, both female and male children exhibited strong performance, except in the STEM assessment, where further attention and focus may be beneficial. The insights provided in this report will help understand the current situation of the children and designing strategies to further support and nurture their interests.