



An Impact Assessment Report for CSR Initiatives of the Titan Kanya Sampoorna Project-2.0



Implemented by KALIKE in Yadgir District of Karnataka

Conducted by

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Titan Kanya Sampoorna Programme

Contents

Background	2
Objective of the Impact Assessment	4
Methodology	4
Sampling Plan	5
Field Observations: Yadgir	6
The Kanya Sampoorna Program 2.0:	6
Activities Under the Program	8
Stakeholder Responses	10
EASIER Framework	14
KSP and the Sustainable Development Goals (SDGs)	17
Challenges and Recommendations	18



Titan Kanya Sampoorna Programme

Background

As part of its Corporate Social Responsibility (CSR) initiatives, Titan Company Limited (Titan) supports the Kanya Sampoorna Project, which includes supporting the Kanya Sampoorna Programme 2.0. including Nali Kali project, which is an innovative education programme focusing on the joyful learning methodology in primary school. Titan has provided an amount of Rs. 1,89,81,500.00 for the programme to be implemented for the year 2022-23.



The Kanya Sampoorna Project 2.0, supported by Titan, aims to improve the quality of education and holistic development of students in the Yadgir District. The project's objectives include enhancing learning levels among girl children, providing additional learning materials across Grades I-X, and supporting the Nali Kali project. The Nali Kali project is an innovative education programme that focuses on the joyful learning methodology in primary school and is aimed at enhancing language skills in Kannada. The project aims to ensure early literacy competencies in Kannada language learning, basic numeracy, and environmental science to support children through primary school.

The Kanya Sampoorna Project 2.0 includes several interventions, such as curricular-based remedial support for children from Grades VI-XII, promoting technology-enabled education, emphasis on spoken English, life skills, vocational skills, and career guidance, and establishing a library. Five weekly sessions of two hours each are carried out in girls' hostels on critical subjects such as science, mathematics, social science, and English. The project also provides audio-video digital resources to girls studying in Grade X, pre-loaded with digital content of the core subjects. A unique storyboard approach is implemented in the hostels to enhance the spoken English language among children.

The project also focuses on establishing a library with relevant curricular-based books, information, audio/video materials, and access to internet and web resources. The project seeks to positively impact the lives of the people in the project area, especially children, by enhancing their capabilities and opportunities. The initiative aims to improve human development indices in the Yadgir district through education, health, agriculture, and skill development projects. The project is implemented in 92 schools and hostels.

Titan Kanya Sampoorna Programme

About the Implementing Agency:

The project is implemented by KALIKE, an associate organisation of Tata Trusts, in collaboration with the state education department. works in schools in the Yadgir block, one of the most backward districts in Karnataka, to address learning gaps using the activity-based method by providing teachers with more material support, training, and guidance. KALIKE Trust has been working in North Karnataka since 2009. They aim to ensure holistic development and sustainable transformation across rural development and enterprise areas.

KALIKE's mission is to positively impact communities by fostering a sense of initiative and providing opportunities for sustainable transformation. To enhance overall human development, they employ an integrated approach that spans education, health, and livelihoods. Stakeholder empowerment, institutional strengthening, community action, and strategic partnerships are key components of their approach.

The ongoing project involves the active participation of parents and community members. It encourages them to monitor their children's progress and support their learning at home. KALIKE primarily operates in Yadgir District, one of the most underdeveloped but aspirational district in Karnataka. Their objective is to bring dignity and prosperity to families in this area. They aim to achieve this through various programs in education, water, sanitation, hygiene, and livelihood. Their efforts are geared towards making a profound and long-lasting impact on the communities they serve.

While their journey began with the **KALIKE Samruddhi Upakram (KSU)** initiated by Tata Trusts in 2009, KALIKE continues to pilot and scale innovative solutions to address local challenges. Their commitment to holistic development and sustainable change has significantly impacted the lives of individuals and communities in North Karnataka.

As a responsible corporate citizen, Titan Company Limited has contributed to the Kanya Sampoorna Project (KSP) through its CSR funds for the year 2022-23. The company believes education is the key to empowering the girl child and positively impacting society. In every financial year, the company has been spending at least 2% of its average net profits during the three immediately preceding financial years for its CSR activities. The Yadgir Kanya Sampoorna programme is one of the critical activities in which the company has invested its CSR funds through KALIKE.

Titan Kanya Sampurna Programme

Objective of the Impact Assessment

- To study the impact of educational interventions funded by Titan and implemented for the year 2022-2023 in the states of Yadgir Karnataka.
- To identify the gaps in the CSR project implementation/execution, beneficiaries' engagement, and stakeholders' consultation process and propose recommendations for improvements.
- To suggest areas of improvement for future CSR projects based on the impact assessment study of these projects

Approach

Following the **EASIER Framework**, the project's impact was assessed for its Effectiveness(E), Awareness(A), Sustainability(S), Impact(I), Efficiency(E), and Relevance(R) regarding its contribution to fulfilling educational needs aligned with the future livelihood of students, both boys and girls.

The EASIER Framework for impact assessment has been taken into account with the extent to which the project has been able to fulfil its stated objectives efficiently and effectively, as well as assess the extent to which the projects have been implemented as planned to see the direct/indirect impact of CSR projects on the attainment of the project outcomes. Besides, it will also evaluate the level of awareness of CSR projects/initiatives amongst the target beneficiaries/ concerned stakeholders. Local conditions and resources have been considered to guarantee the evaluation process's relevance and efficacy.

Methodology

A preliminary meeting with Titan CSR officials was held virtually to gather qualitative information, discuss project objectives, and receive project documents and details. A visit to the KALIKE Office in Yadgir was made to initiate the field verification of the secondary information received and interaction with key stakeholders (beneficiaries, project implementation agencies, and their representatives). The primary and secondary data were collected from stakeholders and subjected to qualitative and quantitative analysis.

Data for impact assessment was collected from the different sources:

- a. All information related to the project available with KALIKE
- b. Primary sources were obtained by interviewing stakeholders such as students, Facilitators (Nali Kali teachers), government school teachers/headmasters, parents/guardians, IA employers, and Government officials.

Titan Kanya Sampoorna Programme

c. Site visits at the project locations and field verification

d. Collecting secondary data available with IA and other websites, as per requirement

Sampling Plan

The impact assessment study sampled the project sites based on the sampling frame the Titan Company and KALIKE agreed upon. An intensive visit was undertaken to the KALIKE local office for field verification, FGD/group interaction and interviews with key informants/beneficiaries and their parents (as per availability and ability to provide requested information). The Titan, through Kalike, supports 92 schools and 16 hostels for the year 2022-23. Out of 92 schools, 42 are secondary, 50 are primary education schools, and 16 are pre-matric and post-matric girls' hostels. The field observations are based on the visit to 04 Pre-Matric Girls Hostels, 02 Post-Matric Girls Hostels, 07 Primary Schools, and 03 High Schools in various locations of the Yadgir project area from January 17- January 19, 2024. Thus, 14% of the beneficiaries in Yadgir District (Karnataka) benefiting from the Kanya Sampoorna Project 2.0 were observed, and the required information was collected. A visit to meet government officials in the local education department was also made to understand the government's perspective on the project.

The list of the visited schools and hostel is provided below:

- i. **Hedgimadre**- Primary School - Nali Kali material support
- ii. **Arikera K.**, High School and 01 pre-matric hostel.
- iii. **Gurumitkal** – Primary school - Nali Kali material support
- iv. **Gunjunoor**, Primary school - Nali Kali material support
- v. **MT Palli**, Primary school- Nali Kali material support
- vi. **Mudnal**, Primary School- Model Nali Kali Centre where Material set up, Kit, table, running board support, racks, TLM Kit, Mats, progress card, speakers with pre-loaded songs, etc., Nali Kali Teacher training every month, Monthly meeting with teachers.
- vii. **BomshetNali**, Primary School - Nali Kali material support
- viii. **Koliwada**, High School
- ix. **Venketeshnagar, Tanda**, Primary school- Nali Kali material support
- x. **Kandakoor**, High School and 02 pre-matric girls hostel
- xi. **Yadgiri** – 2 Post matric, 01 pre-matric girl hostel

Titan Kanya Sampoorna Programme

Data Collection:

The following research tools were used as per their suitability in this project:

- Group interviews through a semi-structured questionnaire
- Asset verification
- Focused Group Discussion
- Key Informant Interviews
- Non-participant observation Technique

A semi-structured interview schedule was developed for the impact assessment of the activities funded by Titan Co. Ltd. in the Yadgir district, administered through group discussions at various locations. Given the beneficiary's language and other issues, the data was collected with team KALIKE's support. A field visit was made to different centers to get an overview of the educational programme and interact with KALIKE officials.

The project was analysed for impact using the EASIER Framework to understand the impact.

Field Observations: Yadgir

The Kanya Sampoorna Program 2.0:

Titan - Kanya Sampoorna Program is an initiative that recognises the inherent potential within every child. KALIKE, with the support of Titan, has been supporting the students and the teachers with various materials and related teaching and learning and training to the teachers teaching these students. Apart from this the KALIKE has also b

een supporting the several Girls residing in hostels (both pre and post matric) of the district in form of remedial classes and digital learning support. The project is an inspiring initiative to empower underprivileged boys and girls through education, career guidance, life skills, and material support on the one hand and by training the teachers to teach innovatively on the other. The main focus of the project is:

- **Educational Support:** Project Nali Kali aims to enable girls to complete ten years of schooling. It provides daily academic support to these girls, especially enhancing mathematical and language efficiency, ensuring they receive the education they deserve including learning improvement program (LIP).

Titan Kanya Sampurna Programme

- **Digital Device support:** Every girl enrolled in the pre-matric hostel can access a digital device preloaded with innovative educational content. This technology helps enhance their learning experience.
- **Teachers Training and TLM support:** KALIKE ensures that the teachers and animators get appropriate training in innovative teaching pedagogy and the use of various teaching-learning materials supplied to the school and the hostels.
- **Creating positive Social Impact:** Project Nali Kali contributes to building the economy and combating social issues like dowry and child marriage by educating the girl child. The social issues are, however, specifically dealt with under the Life-Skills Education in Hostels & High Schools.



As per the list above, IIFM consultants conducted field observations at various locations in Yadgir district (Karnataka). The field observations of both locations are provided in the subsequent sections.

Titan Kanya Sampurna Programme

Activities Under the Program

The program supports the Nali Kali scheme in 50 villages under Primary education. The program's beneficiaries are the students of 1st to 3rd standard and the teachers teaching them. The students receive the study material kit, table, mat library, wall painting, etc. KALIKE trains the teachers and Animators. The teachers have to undergo monthly review meeting and if required training on monthly basis. Further, in the primary section itself but for class 4 to 8 a racks for library and books are provided by KALIKE who also ensure one Animator during the school time.



Besides, the Learning Improvement Programme (LIP) for the students of classes 3rd to 5th has been implemented. The students are selected based on a test. The lowest marks are the basis for selection for each batch of 25 students who study after school hours for 2 hours. The LIP supports Kannada language reading and writing with elementary maths learning and other subjects.

The programme also supports the High School students of class 8th to 10th grade in 42 schools in Yadgir district. The students are exposed to Life Skills lectures. They are also provided career guidance, leading to better choices after matric and/or post-matric courses or vocations. Various vocational skills, like gardening skills, information on types of soils, etc., are also being extended to the students in the school.

Titan Kanya Sampurna Programme

Support to Girls Hostel (16 hostel)

There are ten pre-matric and six post-matric hostels for girls that have received support from the Titan CSR fund through KALIKE. The following activities are undertaken in both the category of hostels:

Pre-Matric and Post Matric Hostel

- Digital classes through remedial teachers in the evening from 5.00 to 7.00 PM-10th. The remedial sessions are provided using pre-loaded educational content (SVYM as a digital partner) and tablets, which are part of KALIKE's support.
- The girl students of 6th -9th std. are given spoken English classes with content support from CfBT (Centre for British Teaching). The same support is also provided for girls of Post Matric hostels enrolled in PUC and undergraduate courses.



- Students are provided with library support in the hostel. This facility is also extended to the girls enrolled in PUC and undergraduate courses residing in the post-matric hostels.
- Computer system has been installed by KALIKE in hostels which is used by the students residing in the pre and post matric hostel. A few projectors have also been provided to the hostels that are used for computer-based learning programmes. provided for 6 each in pre and post-matric hostels.

Titan Kanya Sampurna Programme

- Further, ASHA Model relating to women Health and Hygiene (OASIS-based component) is also implemented for the hostel students. The trained animator, either herself or with the help of experts, provides awareness toward various women-related health issues. The hostels also receive material support for Craft and drawing activities. Support to celebrate various national and important local events are also provided to both type of residents.

Stakeholder Responses

The feedback received from the FGD provided valuable insights into the project's overall process and effectiveness. The FGD were conducted with the staff of the IA in the local project office, students in the schools and Hostels visited, Teachers and the parents in the schools and hostels visited, and the Government officials from the education department office.

The visit started with a visit to Hedgimadre village, where there is Model Nali Kali Centre on day one. Interaction was made with the teacher, staff, and students. Looking at the student's ages and their understanding of the project, it was difficult to get proper feedback on the programme. However, when asked which class they like, the Nali Kali or the regular school class, their straight answer was Nali Kali. The same information was received from all the Nali Kali school students. The teacher said that the week during which the visit is being made is a week for local festivals, and hence, there may be a few absentees in the class; however, the model Nali Kali class had total attendance. The interaction also revealed that when a student is absent for many days, the teacher visits his/her home to explore the reasons behind the absence.

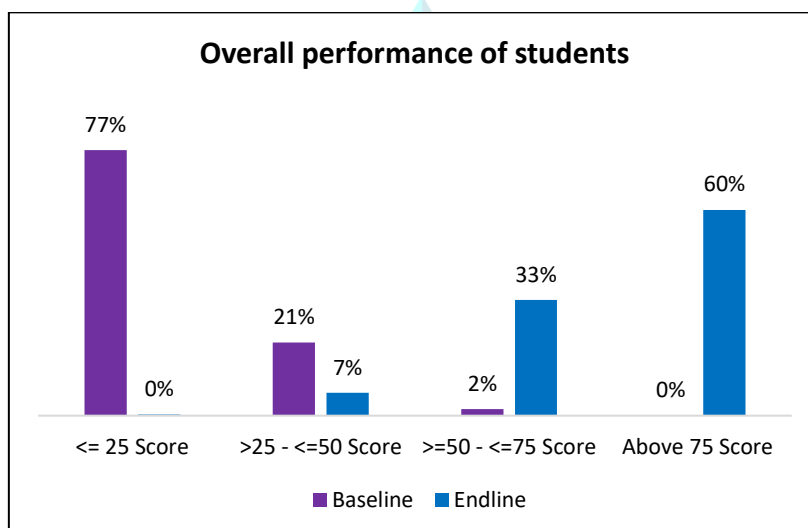
The interaction led to the understanding that the Nali Kali students enjoy their sessions with fun-filled educational content, sports and other learning activities. There is also an overall improvement in the educational performance of the child. Similar trends were also observed in the LIP class, high school students, 10th grade student and students taking benefit of hostel support and the remedial classes. The results based on the implementing agency's baseline and end-line assessment also reveal the same.

As mentioned above, the students of classes 1 to 5 or even up to class 6 could not respond appropriately and independently due to language barriers to various questions asked of them. Still, they could answer questions related to English and mathematical calculations, the problems provided verbally to them by the evaluation team. This seems to depict the language and mathematical skill improvement due to the intervention. Further, almost all class 6 and above students were aware of the programme and its components and were engaged with it. Besides, the data presented below (provided by the IA) indicates the effectiveness relating to educational

Titan Kanya Sampurna Programme

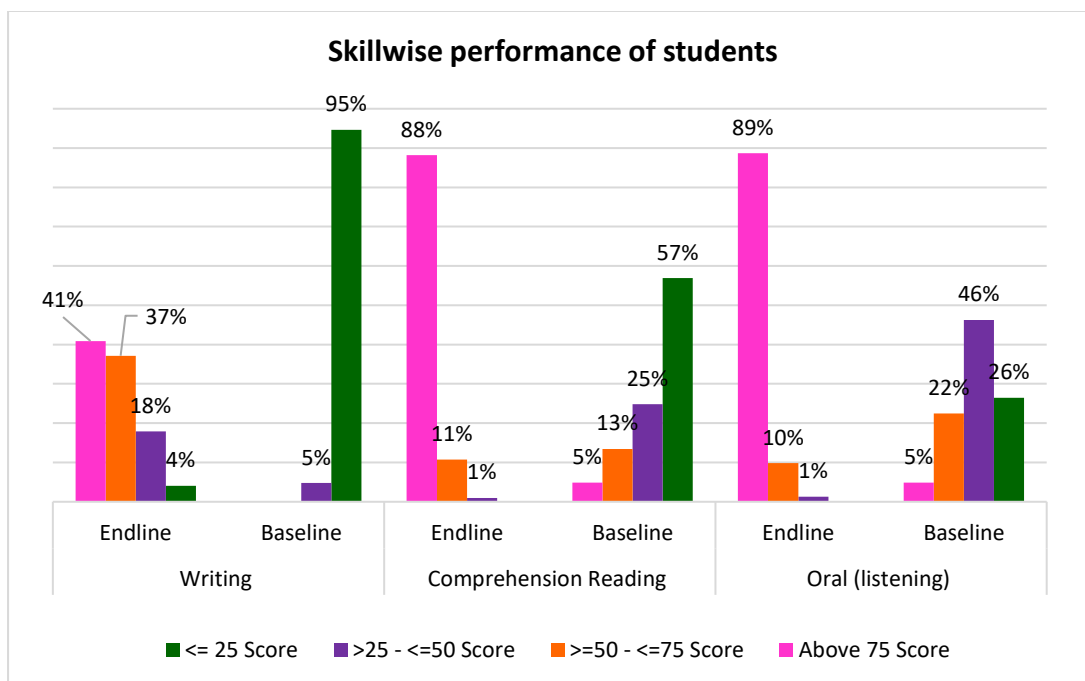
advancements. The change in score significantly provides an overview of the effectiveness of the intervention plan.

The setting of performance range improves the interpretability of students' results and provides a framework for setting learning targets for monitoring and promoting intervention programmes. The strategy or intervention for a classroom where more students are scoring in the low range would be different than a class where many students are scoring in the average/high range. In this context, to understand the change in performance baseline and end line assessment was conducted by the IA. The results of the assessment is presented below that represents a significant and positive change in the score of baseline and end line (after intervention) score of students attempting the assessments. This clearly can be attributed to the intervention's effectiveness.



The performance of students who underwent skill-based intervention by KALIKE is presented below. In the initial assessment, it was observed that 73% of students scored below 50% in oral (listening) skill, 82% in comprehension reading, and 95% in writing. However, at the end of the program, none of the students scored 'below 25%' in oral and comprehension reading skills as compared to baseline. Furthermore, 89% of students scored above 75% in oral and comprehension (88%) skills, and 41% in writing. This indicates a significant improvement in the student's performance. However, the students must still focus on writing skills, specifically free writing and independent story writing.

Titan Kanva Sampurna Programme



Further, discussion on the life skill sessions revealed that the students have gained confidence and positive changes in their academic performance, and their behaviour has been observed since participating in the program. The English remedial classes have also seen positive changes in the students. The same was evident while interacting with them where the at least three of the students communicated their feedback in English, which is commendable. The digital learning through SVYM activated learning tablets have added to the performance of the children. Earlier, they faced problem in addressing their language, science social science and mathematics. This is because the students are able to get feedback in a group of maximum four students. The parents with whom the team could meet also praised the programme concept and its implementation. Parents were able to identify the KALIKE team members with their names. This is one indication of regular interaction of KALIKE team with the parents of the students, especially the girl students residing in the hostel.

Titan Kanya Sampurna Programme



While discussing the project implementation and its effectiveness, the senior officials at the Deputy Director of Public Instruction Office, Yadgir mentioned that the Remedial class support has been extended to all the Hostels in the district, looking at its success

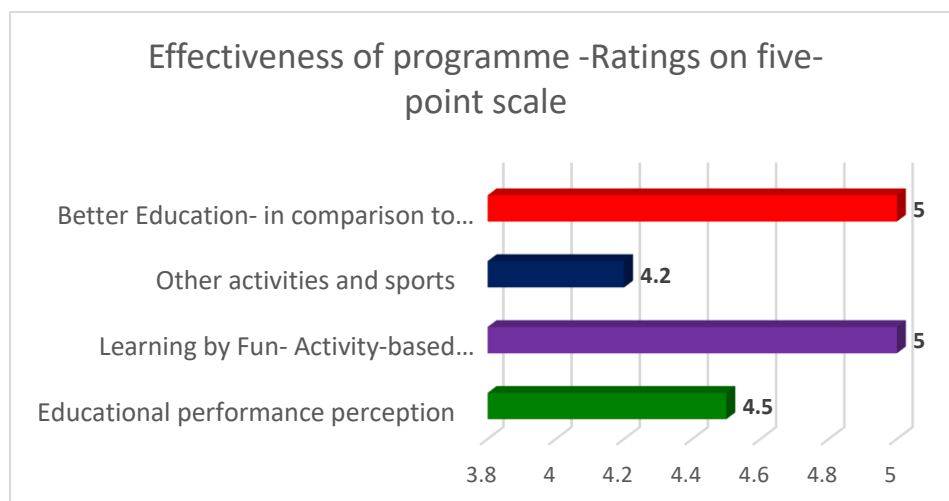
Titan Kanya Sampoorna Programme

in the Titan Supported programme in the year 2022-23. They also mentioned that the a small annual fund of Rs. 5000 is received from NITI Ayog for all the schools for plantation drive. The plantation drive is conducted by the Eco Clubs in the schools, and the beneficiaries of the KSP 2.0 programme participants' participation is highly commendable. They also agreed that the programme is effective and has been integrating well with the school curriculum.

The health and hygiene component of the programme was also considered helpful in upgrading the knowledge of the girls students in the hostel, leading to understanding their bodies better and helping them take care of themselves. Teachers' training has yielded better results, and the school teachers have said that the training has helped them engage with and understand students better.

EASIER Framework

Effectiveness: The qualitative and quantitative data from all the centres show that effectiveness indicators regarding stakeholders' ratings were satisfactory. The observers' rating, relating to the effectiveness of educational performance based on stakeholder feedback, is presented below. The ratings were taken from students and teachers during interaction in the schools, later consolidated to reach the rating presented in the figure below. The effectiveness seems to be good in terms of performance in education after being exposed to the programme.



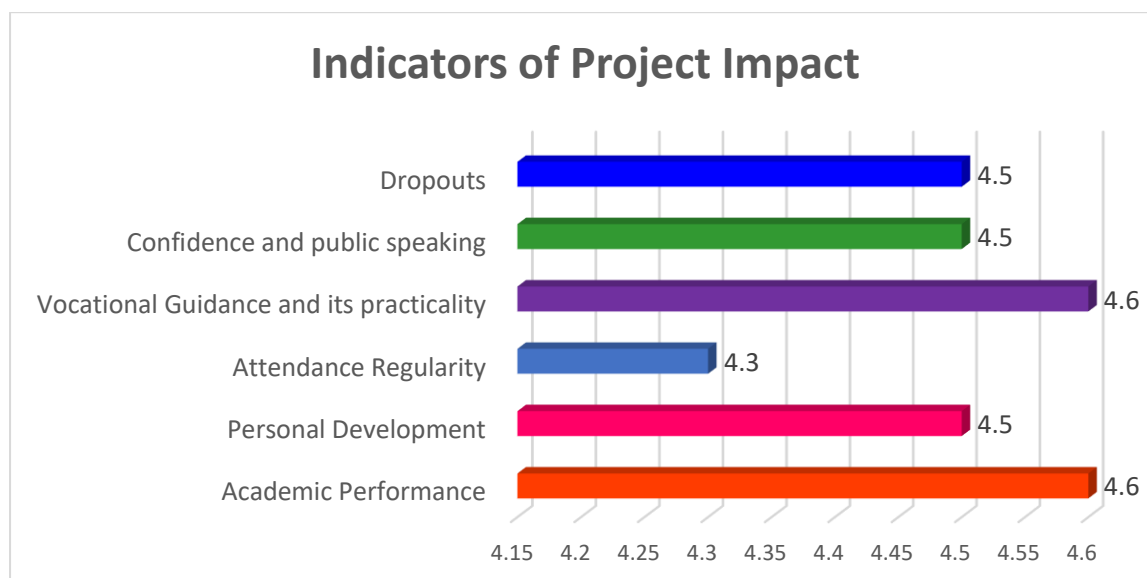
Awareness: The students' awareness level about Titan's funding for this particular project was moderate. The primary class students were less aware due to their young age. On the other hand, the higher class students were more aware about the programme as it is a part of Titan's Corporate Social Responsibility (CSR) initiative

Titan Kanya Sampurna Programme

implemented by KALIKE. This was due to the consistent presence of Animators and other KALIKE team members who used to visit schools at regular intervals. The teachers, parents, and other stakeholders such as government officials had a reasonable level of awareness. In many centers, the local implementing agency was primarily responsible for branding the project through posters and word-of-mouth publicity as they were in regular communication with the schools

Sustainability: - After engaging with various stakeholders, it has become evident that the programme has made a significant and positive impact. It has fostered a favorable learning environment for students across different schools, as well as for girls residing in either category of hostels under the programme's umbrella. However, it is worth noting that the programme's continued existence is solely dependent on CSR funding, donations and government policies. This dependence on external funding sources could pose a threat to the project's long-term sustainability. Above all, the local governance (panchayat raj, etc) and leaders are not very engaged in the entire process. The IA team have their presence in the local community, however, it seems that the thought on making the programme sustainable and shift the ownership to the local communities/governance is lacking.

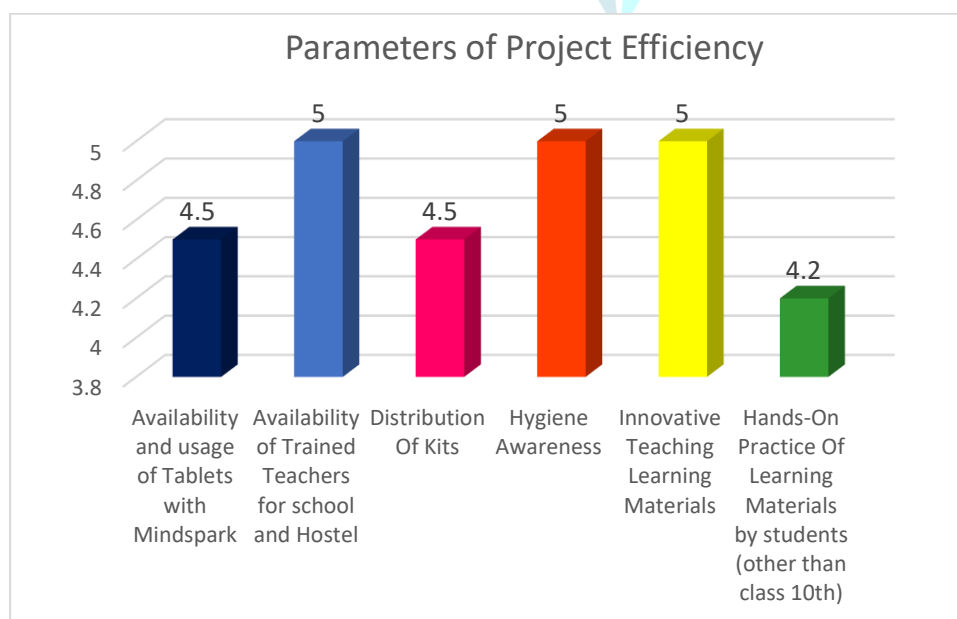
Impact: The project's impact was assessed through indicators like academic performance, personal development (language, showing acceptable social behaviour), confidence and public speaking, attendance regularity, decreased dropouts, and vocational guidance and its practicality. The obtained data from the sample reveals the following picture:



Titan Kanya Sampoorna Programme

The overall confidence in public speaking in the mother tongue (Kannada) and English was found to be good. While Kanada is the mother tounge, students were fairly fluent while interacting in English with the evaluation team member. The evaluation team member himself observed the same. Attendance has improved, and so has academic performance including final matric examination. Vocational guidance classes are regularly conducted and the students are able to join good institution like District Technical Training College (DTTC). Eight students from this batch have joined the DTTC. Few other students have also joined some other government technical institutions. Even the district government officers were of praise to the effort of team KALIKE and Titan as the funding agency.

Efficiency: - The program's efficiency has been measured by how funds were utilised, how well projects were implemented, and the quality of activities carried out. A sum of Rs. 1,89,81,500.00 was allocated to Project KSP for Yadgir. The financial assistance provided to Titan has been fully utilised to implement the project. The quality of implementation was measured by indicators such as the distribution of kits and hygiene pads, training workshops for teachers, provision of Teaching Learning Materials, hands-on practice of learning materials, and availability of tablets enabled by SVYM. The following bar graph represents the consolidated ratings of the aforementioned indicators.



The material provided to different stakeholder (students, teachers, school class, etc.) were fully utilized. The students however, showed their concern over the sharing of tablets with 3 to 4 students. Initially, there seemed to be no problem, but the students when they graduated to the next level of learning, sharing became difficult with other students who were still pacing up. However, the workbooks provided to the students

Titan Kanya Sampurna Programme

just before 10th class examination was considered as important in their preparation. The teachers' capacity has been regularly taken care by the KALIKE and the teachers have rated the efficiency high. Few teachers said that all the schools should have been provided with the infrastructure provided to the Nali Kali model schools. One of the teacher of Government Nali Kali class categorically commented '*What sin the students of government section have committed that they are not provided with the facility other section (model Nali Kali class) are receiving*'. This comment itself reflects the popularity of the program.

Relevance: The fund designated for Corporate Social Responsibility (CSR) to implement the KSP components for girls residing in hostels and other students in the school is highly relevant to the chosen schools. This financial aid is expected to boost the morale and performance of the school, and the project's other objectives are also relevant as they directly address social and health-related issues. The project has a direct relation to the students' livelihoods, as the guidance and career planning activities included in the programme bring benefits. The beneficiaries, including students and teachers, have responded positively to the programme, which would not have been possible without the present funding. Hence, the project's relevance is considered very high and plays a significant role in the overall development of the students.

KSP and the Sustainable Development Goals (SDGs)

The KSP 2.0 effectively aligns with the Sustainable Development Goals (SDGs) and aims to empower young people economically while reducing poverty (**SDG 1: No poverty**) by providing education and vocational skills. program aligns with Sustainable Development Sustainable Development goals (SDGs) well. The KSP also attempts to address hygiene habits during menstruation through the Adolescent Program that promotes **health and well-being (SDG 3)**. Further, the programme moves towards providing Quality Education (SDG 4) by strengthening and educational interventions (6-9 years) at Nali Kali centers and other classes to ensure quality education. Academic guidance in hostels and residential schools (10-16 years) further supports learning. The program also targets girls, addressing their unique needs and challenges and supporting them by providing unique infrastructure and guidance for higher studies, promoting **gender equality (SDG 5)** in education. Besides, the pre-vocational training activities equips girls and boys (16-18 years) with skills for self-employment and livelihood thereby addressing the **SDG 8 (Decent Work and Economic Growth)**. Similarly, the programme is aligned to the **SDG 10 (Reduced Inequalities)** when it attempts to reintroduce educated dropouts into mainstream education thereby reducing educational inequalities. Finally, when the programme enters into collaborations with the Titan Company Ltd. and district education administration it

Titan Kanya Sampoorna Programme

demonstrates effective partnerships and effectively aligns to **SDG 17 (Partnerships for the Goals)**.

Challenges and Recommendations

The Titan Kanya Sampoorna Program 2.0 is a commendable initiative to empower students, especially the girls in Yadgir, Karnataka. It has also helped to improve their academic performance and has led to personal development. The program has been well-received by students, who have found it relevant and effective for their overall development. Yet, there are a few challenges that can impede the process and affect the outcome. Based on the field experience, the subsequent section presents the challenges of the programme and a few recommendations to enhance the program's future impact and ensure long-term sustainability.

Through Titan, the KALIKE has been instrumental in providing the necessary infrastructure for the overall development of students in the schools and the hostels. However, there is a challenge regarding community participation, effective infrastructure utilisation, and allowing eligible students to use the facilities as and when required. While community participation is restricted mostly to the parents of those students who reside in the hostel, it is needed that the parents and other public organisations like panchayat should be sensitive towards the issues of the school and the students both in hostels and the schools. Hostel. Thus, building community support still seems challenging in the area and presents an opportunity.

The data on baseline and end line should be developed on the same set of participants, as far as possible.

Further, deep-rooted gender biases limit girls' aspirations and opportunities, and girls still encounter obstacles in accessing quality education due to cultural norms, early marriage, and household responsibilities in Yadgir district which one of the backward district of the state. Enhanced engagement with local school authorities, parents, and community leaders to promote girls' education is recommended. Providing scholarships, mentorship, and after-school support to encourage consistent attendance, retention and helping the students get livelihood based vocational education may boost the chances of better community participation.

A significant percentage of children in Yadgir suffer from malnutrition, affecting their overall health and well-being, this, health related challenges still persist in the area. The KSP 2.0 has helped the students better understand the health issues, yet the community is still, it seems, ignorant. One intervention area may be collaboration with healthcare providers, nutritionists, and community health workers to raise awareness about proper nutrition, hygiene, and preventive healthcare measures.

Titan Kanya Sampoorna Programme

Kalike seems to have a good connect with the local administration including the education department. The government is trying to integrate the KSP 2.0 programme learning in their system. Still, if the KALIKE team can maintain a regular touch and conduct workshops and awareness activities regarding the programme's achievements with the local education department officials and collectorate, it will help the officials influence the state policy on education. This is, however, in theory, but the effects of networking with the officials cannot be underestimated.

Finally, the sustainability issue has been flagged by few and there were no best answers to them other than looking for funding from other sources, in case of Titan diverting their CSR fund to other causes. The challenges will be required to be addressed well for the success and continuity of the programme. It should always be understood that it is not feasible for funding agencies to indefinitely provide funds to a single project. There is always a possibility that the funds may be diverted to other causes, leaving the present programme in a standstill and the communities in the area will suffer. Sustainability concerns can be tackled by organizing community gatherings with local leaders, influencers and individuals to create platforms for dialogue that will promote the cause. Encouraging community members and the Panchayats to take ownership of the program may be vital.

The major challenge that lingers in front of all is the continuity and sustainability of the programme. So, as mentioned above, to address these issues, implementing agencies (IAs) are recommended to engage with local governance institutions such as the Panchayats and Education Department to ensure that the project remains operational even when funding is diverted or reduced from the current project. The education department official may be taken into confidence through advocacy to take up the programme at the state-level policy room for adaptation and funding. It may be difficult and time-consuming, yet not impossible.

The Kanya Sampoorna Programme, an initiative of Titan CSR, can overcome existing challenges and enhance its effectiveness in promoting education for girls and children by implementing the abovementioned recommendations. The project can achieve maximum impact and contribute significantly to advancing community education and societal development by continuously striving for improvement and implementing targeted enhancements. Further, Kalike, as an implementing agency, may like to come up with a few major Indicators leading to viable outcomes for each of the components. They (Kalike) may want to develop a model for the same to institutionalise the process with the help of the Government so that sustainability can be ensured. This will ultimately bring about a positive transformation to the deprived community.