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An Impact Assessment Study of CSR Initiatives of Titan Ltd.

Titan Kanya Program - IIMPACT

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March 2022

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Executive Summary

This study aims to comprehensively and systematically assess the impact of the Titan Kanya CSR initiative by Titan Company Ltd. in the year FY2020-21 in collaboration with IIMPACT. The Titan Kanya Program is an education program to mainstream less privileged girls belonging to the states of UP, Uttarakhand, and West Bengal. For this program, Titan has collaborated with IIMPACT, an initiative of the alumni of the Indian Institute of Management, Ahmedabad.

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

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

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

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

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

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

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

Acknowledgment

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

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

We thank Ms. Shubhangi Sharma, CEO of IIMPACT, for providing a detailed overview of the program and sparing the resources required for data collection. We appreciate the efforts of Mr. Shyamdayal Singh, Program Head, and Zonal Head, IIMPACT, in connecting us with the partner NGOs, program beneficiaries, and other stakeholders. The IIMPACT team, including Kartick Mukherjee, Avishek Dutta, and Amar Singh, helped us throughout the data collection phase of the study.

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

Yours Sincerely,

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1 Introduction

Titan Company Limited was incorporated in 1984 (as Titan Watches Ltd.) as a joint venture between the Tata Group and the Tamil Nadu Industrial Development Corporation Limited (TIDCO). Titan has its registered office in Hosur and a corporate office in Bangalore, in Karnataka. In addition, it has manufacturing and assembly plants located in the States of Tamil Nadu, Karnataka, Uttarakhand and Sikkim ¹.

CSR at Titan Company Ltd.

As part of the Tata group, Titan shares the value of giving back to the community. This value system transcends the profit-making motive pervasive in businesses worldwide to include community well-being as integral to business success. Much before the advent of the mandatory CSR spending rules, Titan's commitment to social responsibility and looking after the underprivileged in society was deeply profound. The company makes a conscious effort to encourage its employees to participate in voluntary activities².

Titan Company has received the 'President of India's Award' for employing the disabled. Titan Company, a signatory to the Global Compact, is a recipient of the prestigious "Helen Keller Award" and the "Mother Teresa Award". The company has been ranked with the highest rating of 4 in the 'Karmayog CSR Rating of India's Top 500 Companies' from 2007 to 2012. It has also been awarded the Golden Peacock Award on Environment Management by Frost & Sullivan. Also, Titan has received recognition from the Tamil Nadu Government as the best Company in CSR activities².

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

The Titan Kanya program focuses on girl child education. The scheme addresses the educational needs of young girls in learning centers, ensures regular attendance, and engages with their families and other stakeholders to build ownership among communities. Its focus is on educationally serving out-of-school girl children and mainstreaming girls into the schooling system. Its remedial education model focuses on improving the quality of English, mother tongue, and mathematics. To ensure the effective and efficient implementation of the schemes, it has partnered with IIMPACT, an initiative of IIM Ahmedabad alumni.

The IIMPACT programme is targeted at mobilizing and motivating non-school-going/ effectively out-of-school, girls between the ages of 6 and 14 from poor, socially backward rural areas and disadvantaged communities and putting them firmly on the track of literacy through quality primary education. Being operated mainly in Uttar Pradesh,

Uttarakhand and West Bengal, the programme offers high-quality education for out-of-school/ effectively out-of-school girls in non-formal learning centers through a locally recruited teachers , to the extent possible from the same village and of the similar background as the girls. The key features of the initiative are learning as per syllabus, individual attention, quarterly assessments of teachers and children, and learning plans based on the child’s potential and capacity. Parents are encouraged to pay attention to play a key role in the process through Centre Management Committees (CMC) consisting of parents , influential members of the community , local school rep, rep of the local self -government and representatives of the LC girls. Teachers deploy innovative teaching – learning methodologies including MGML approach which makes learning exciting and effective for the girl child. Children also participate in varied learning activities such as recitation, storytelling, painting, singing, dancing, and others to make their learning joyful. The entire curriculum of primary grade is divided into 20 levels and 80% of the children progress at least by one level each quarter. The USP of the program is its deep rootedness in the community to create an enabling environment for girl child education and furtherance of her education to higher levels. The majority of girl students are eventually mainstreamed / regularised into local schools.

1.1 Scope and objective of CSR impact assessment study

The study analyzes Titan Kanya CSR program implemented by IIMPACT across the states of West Bengal, Uttarakhand, and Uttar Pradesh.

2 Methodology

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

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

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

For IIMPACT, a questionnaire-based survey was conducted to assess the program's impact. In all, 486 girl-children enrolled in the program, and spread across various districts where the program is being run, responded to the questionnaire survey. The parents of the girl-children filled out a separate survey questionnaire enrolled in the program. 239 parents spread across various districts where the program was run responded to the survey questionnaire.

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

The impact assessment of each CSR initiative followed a multidimensional approach. Two researchers independently studied the impact of each CSR initiative on seven dimensions related to the impact on the girl-children enrolled in the program, viz, (1) improvement in education inputs; (2) interest in education; (3) performance in education; (4)

greater ambition and dreams; (5) value system; (6) positive attitude and habits; and (7) parental attitude regarding girl child education.

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

Any differences in rating/ impact assessment among the two researchers were discussed and resolved. If required, the client was approached again to obtain greater detail or clarity to resolve any differences in opinions among the researchers.

In the sections that follow, we describe each of the CSR initiatives that are part of the scope of this study and analyze in detail their overall impact on various dimensions.

3 Titan Kanya Program (IIMPACT)

3.1 Overview of program

The IIMPACT programme is targeted at mobilizing and motivating non-school-going, illiterate girls between the ages of 6 and 14 from poor, socially backward rural areas and disadvantaged communities and putting them firmly on the track of literacy through primary education. Being operated mainly in Uttar Pradesh, Uttarakhand and West Bengal, the programme offers high-quality education for out-of-school girls in non-formal learning centers. The key features of the initiative are learning as per syllabus, individual attention, weekly assessment, and learning plans based on the child's potential and capacity. Parents are encouraged to pay attention to their children's progress while varied teaching methodologies make learning interesting and effective. Children also participate in recitation, storytelling, painting, singing, dancing, and making handicrafts. The programme takes a one-on-one approach as each child progresses by one level each quarter up to grade 5 and level 16. The students are eventually mainstreamed into local middle schools. In addition, IIMPACT provides teacher training and basic counseling for parents.

3.2 Need for the program

India is still far from achieving satisfactory levels of girl child education and gender equality; the skewed sex ratio of 940 females per 1000 males exemplifies this. A girl child in India is often seen as a burden. Given the prevailing patriarchal values, girls -right from their birth- bear the brunt of gender inequality, stereotyping, and inferior treatment vis-à-vis boys. Fearing exploitation and abuse, parents refrain from sending girls to school and marry them off early. Even unmarried young girls are denied education, proper healthcare, employment, and equal rights that a boy gets.

As per a recent report, the dropout rate for girls is 4.10% at the primary level and 16.88% at the secondary level (U-DISE, 2016, 2017). This figure shoots up girls from vulnerable groups (19.05% for SCs and 24.4% for STs). The retention rate of girls at the primary level is 70.6% which drops to 55.5% at the secondary level. Due to existing attitudes regarding girls' education, safety concerns, distance between home and school, lack of affordable sanitary napkins, absence of separate and functional toilets, and poor school infrastructure, several young girls become irregular in attending school or dropping out before schooling is complete. Only one in three girls in India completes school education age-appropriately (U-DISE, 2017).

Out of the 12.15 million child marriages in India, 8.9 million are girls - three times the number of boys. There is also a massive rural-urban divide. About 3 million children below 14 are married; rural girls constitute 55% of married children (Census, 2011). Child marriage robs girls of their childhood and leaves them unprepared for adult life—

managing households, bearing children, making decisions, etc. It hampers their schooling and pushes young girls into early pregnancy, which harms the health and nutrition of the teenage mother and her child.

A girl child is an easy target and is usually at the receiving end of abuse and domestic violence, which mostly goes unreported. Parents are reluctant to send their daughters to school in rural areas fearing their safety. Kidnapping, abduction, and sexual offenses are among the top two crimes committed against children. Even this data could be an understatement. 28% of all rape victims were girls under 18, and 70% of children reported missing in 2018 were girls.

Due to extreme taboos, lack of affordable sanitary napkins, lack of decent functioning toilets, and inadequate school infrastructure.

Educating a girl child is important because education can shape the society towards progress by providing girl empowerment. She can make decisions for herself, raise the standard of living for her family and children, and generate more employment options to help reform society. Admittedly, various governmental schemes have raised a girl's child status in society and incentivized her education. These have undoubtedly contributed to girls' education and upliftment, yet a lot more needs to be done for girls to be as empowered as boys.

3.3 Aims & Objectives of the program

The project goal is to help out-of-school or irregular-to-school girls get quality primary education through IIMPACTS Learning Centre's model. An important part of this plan is to use the most effective and innovative curriculum, pedagogy, and educational materials to ensure the mainstreaming of about 80% of the girls who have studied through the centers. The direct project beneficiaries are girls in the age group of 6 to 14 years. These girls come mainly from socially disadvantaged communities located in remote rural areas of the states of Uttarakhand, Uttar Pradesh, and West Bengal. Most of the girls are first-time learners in their rural communities. Each IIMPACT learning center is designed to cater to 30 girls for long periods lasting between 5-6 years, with an ultimate goal to mainstream them into the formal education system.

The project objectives are:

- To provide quality primary education to close to 10,000 out-of-school or irregular-to-school girls through these 349 Learning Centres
- To engage parents in the education of girls through parental awareness and sensitization through setting up of CMCS and individual parent connect: To enlist the support and motivation of the parents so that no out of schoolgirl is left behind;
- To employ innovative and engaging pedagogical intervention: To enhance the curriculum and develop more meaningful Teaching-Learning to engage with marginalized rural girls.

- To develop the capacity of the locally recruited teachers and cultivate 'human capital' through specially designed training workshops
- To enable and empower the village community members to play an essential role in girls' education
- To create a favourable and enabling environment in the village for furtherance of girl child education

3.4 About the implementation partner

IIM Ahmedabad 1978 batch alumni started IIMPACT Girls Child Education Program. Under this project, IIMPACT has identified rural out-of-school/irregular-to-school girls in 34 different regions and 11 States with low female participation in education. IIMPACT model is a partnership model where IIMPACT selects community-based partner NGOs to run LCs in the community. Over the years, the organization has also set up a robust system of management, functioning, staffing, and financial management to expand LCs across geographies.

IIMPACT's single-minded focus is on providing quality primary education to girls. It has developed a Learning Centre (LC) model to overcome hindrances in girl child education. Under this model, IIMPACT establishes single-teacher led LCs in villages with a high concentration of out-of-school/ irregular-to-school girls in the 6 to 14-year age group. LCs are led by single teachers and impart education through a multi-grade-multi-level approach. These girls benefit from the LC approach as these centers are located near their homes to take the school to their doorsteps. The LCs employ local female teachers who provide high-quality education through play-way methods. The LCs are also a converging point for the local villagers as they recognize the importance of education for girls and break age-old shackles in girl education.

Starting with just 450 girls and 15 LCs in 2004, IIMPACT runs this project in over 1,500 villages and has covered nearly 60,000 girls in the primary education programme through 1900+ LCs. For 18 years, IIMPACT has worked in 2000+ villages impacting over 104,000 girls. IIMPACT runs this project for about 5 - 6 years in one locality till each girl in the LC has received a firm grounding in primary education. IIMPACT reports that girls who have completed primary education from IIMPACT LCs have reasonably high skills and competence levels which are recognised by the formal school system when they join it and several of the girls over the years have been able to not only continue their education but also change their lives for better. Numerous IIMPACT girls have joined higher secondary and college-level education and continue to demonstrate high competencies there. Most girls completing their education from LCs are first-generation learners and are believed to have helped bring a significant change in their communities in terms of better appreciation of education , fostering education of siblings and contributing to the better family environment for girls and women.

There's a successful 'model' that the organization has honed systematically and is ready to lend itself to future scale-up within IIMPACT and other educational institutions at the local, state, and national levels. The dividend of the

educational model evolved by IIMPACT can be reaped to provide suitable models for reaching out to almost 3-5 crore girls who continue to be out of school nationwide. IIMPACT's organizational strategy articulated as "Educate a girl, and you educate generations to follow" to reach out to rural girl children from poor, socially, and economically disadvantaged backgrounds have proved to be and continue to be relevant in providing quality, easy access to primary level education.

3.5 Program description

Each LC is designed to cater to 30 girls at a time for 5-6 years with an ultimate goal of mainstreaming them into the formal education system. IIMPACT teachers are trained in conducting multi-grade and multi-level classroom activities that ensure they can manage heterogeneous groups of children. The strategies and activities deployed for successful delivery are described below.

3.5.1 Identification of areas and beneficiaries (Survey):

This survey is done by the implementing partner (NGO) when an LC is opened so that each eligible girl is taken into account, identified, and none is left out. This is followed by data validation by the monitoring teams to rule out any beneficiary duplication with any other scheme in the operational area. More than one LCs can be opened in a village to cater to every girl child who needs support.

3.5.2 Community mobilization and organization:

The community provides the LC space and takes responsibility for its regular upkeep. It forms is the first step in community engagement. Thereafter, select parents and community members are incorporated into 'Centre Management Committees,' which meet quarterly and serve as a support structure for teachers.

3.5.3 Training and capacity building of teachers/supervisors:

IIMPACT follows a periodic training cycle for each teacher/supervisor. Training is organized at regular intervals starting with foundational training followed by quarterly trainings. The objective is to develop teacher/supervisor capacities in education delivery and community empowerment.

3.5.4 Teaching and Learning Materials (TLMs):

All TLM is locally developed using local resources and knowledge incorporating local values in keeping with the National Curriculum Framework. Girls also get access to books and learning materials which will appeal to their imagination, reading abilities and ensure their regularity in the classes.

3.5.5 Innovative Pedagogy:

Teachers are trained in Multi Grade Multi Level teaching approach, as there are girls in the LCs with different learning abilities, skills, and age groups. Girls are divided into groups based on their learning levels and are provided with supportive TLMs that include picture cards, games, charts and models, worksheets, and handouts for accelerated learning.

3.5.6 Enrolment in formal schooling (Mainstream education):

IIMPACT works closely with the neighborhood schools and the government system to ensure that the girls of LCs can get into the formal education system. In this regard, teachers are oriented, govt teachers are engaged in Centre Management Committees, and parents are encouraged to join in smoothening the process.

3.5.7 Follow-up support post-LC education:

Tracking each mainstreamed girl up to higher schooling in formal education is an important IIMPACT strategy. The purpose is to support in continuance of further education by helping them receive fellowship/scholarships under government/private sector schemes. It also actively seeks engagement with mainstreamed girls on other key aspects of life.

3.6 Impact of the program

We assessed the program's impact on the two key stakeholders, i.e., the girl-child enrolled in the program and the parents. Further, we also sought to understand the perceptions of the program's impact from other stakeholders associated with the program, such as the implementation partners, teachers, community associates, etc. The quantitative and qualitative assessment of the program's impact is described in the following sections.

According to Kartick Mukherjee (Program Manager),

“The project has been running in West Bengal for many years in 4 different districts, including South 24 Parganas. The objective of the learning centers is to provide underprivileged girls access to quality education. Specifically, the program focuses on helping girls from underprivileged sections of society who cannot access government schools. It helps girls who are irregular at school and academically slow learners.

The main objective of the learning center is to ensure quality education. It also helps the girls build confidence. It makes the girls aware of their rights and their vision. The objective is obvious. We make the girls aware of quality education.

Similarly, we make the community aware of the benefits of educating the girl child. The education of girls is essential for ensuring the development of the country. At South 24 Parganas, we work through an implementation partner, Child In Need Institute (CINI), which involves grassroots-level activity. IIMPACT provides the materials, technical support, capacity development, etc. We also have quarterly teacher training (QTT) at different levels.”

Prithvi Singh (Coordinator Uttar Pradesh, IIMPACT) and Arvind Saini (Coordinator Uttarakhand, IIMPACT) expressed similar opinions about the program's impact.

3.6.1 Impact of program interventions on the girl-child

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

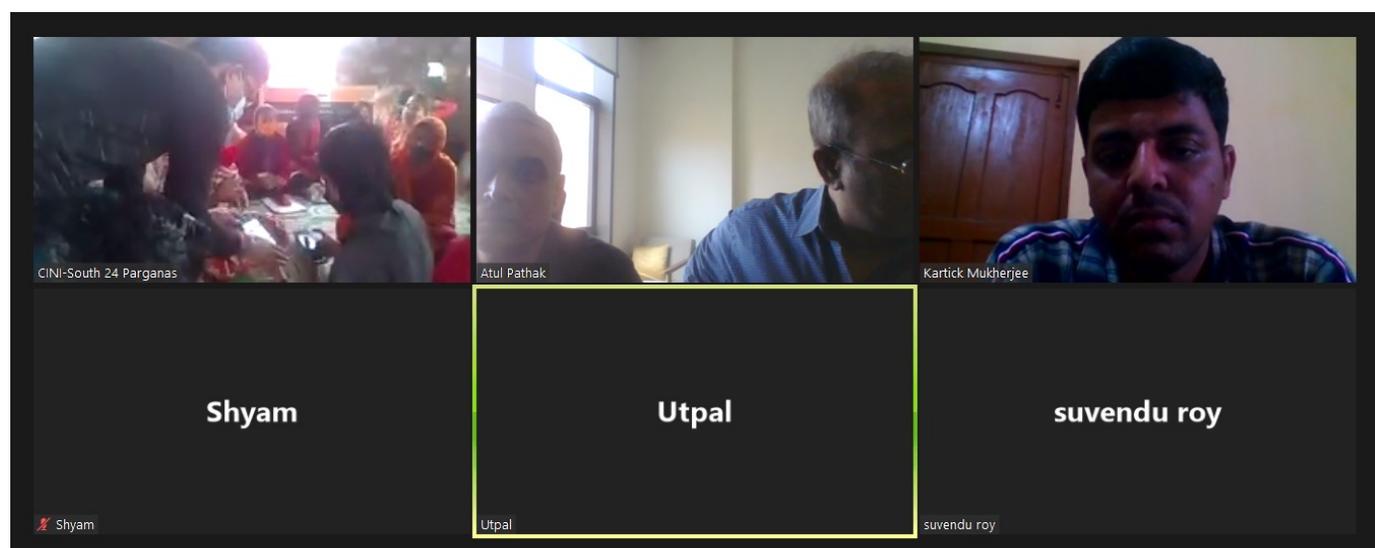


Figure 1: Video interviews with the IIMPACT team members

3.6.1.1 Improved educational inputs

First, we evaluated improvement in educational inputs. The LC provides additional educational inputs that complement the girls' inputs from the school they are enrolled in. If the girls were already fully satisfied with the school education, they would have been reluctant to attend the sessions at the LC. Thus, we probed whether the girls found the educational inputs at the LC to be better than those received in the school. An overwhelming 78% of girls (strongly agree) report that they go to the LC because it provides a better education than the school. 15.18% of girls agree with the statement. None of the girls (0.44% only) disagree that they go to the LC because the LC provides a better education than the school.

To help in the holistic development of the girls, the LC also involves them in sports activities from time to time. To assess whether this encourages the girls to attend the LC, we sought to understand whether access to sports activity was a reason for them to attend the LC sessions. As seen in Table 1, 65.29% of girls (strongly agree) and 16.70% (agree) report that they go to the LC because the LC provides because they enjoy playing sports. 6% offer no opinion.

The LC sessions help the girls learn new things, including input on current affairs and general knowledge topics. This motivates the girls to attend the LC. 85.25% (strongly agree) and 13% (agree) report that they go to the center, they learn new things. The educational inputs provided at the LC are activity-oriented. This helps the girls have fun while learning and keeps them engaged. 89% (strongly agree) and 10.41% (agree) report that they go to the center because they have fun.

One of the reasons the LC attracts the girls is that it provides opportunities to be involved in sports and extracurricular activities. 80% (strongly agree) and 17% (agree) report that their school will be much better if activity-based learning continues. 77.6% (strongly agree) and 18% (agree) report their school would be much better had their school provided more sports & extracurricular activities. In some of the LCs, computer-based or tab-based learning was offered. This was found to be very useful and enjoyable by the girls. 85% (strongly agree) and 11.5% (agree) report that their school would be much better if it had provided computer-based learning. None disagree, and a minuscule 3% offer no opinion.

Table 1: IIMPACT - Improved educational inputs

Improved educational inputs	1	2	3	4	5
I go to the center because the center provides a better education than my school	0%	0%	7%	15%	78%
I go to the center because I enjoy playing sports	5%	7%	6%	17%	65%
When I go to the center, I learn new things	0%	0%	2%	13%	85%
When I go to the center, I have a lot of fun	0%	0%	1%	10%	89%
My school will be much better for me if there is activity-based learning	0%	0%	3%	17%	80%
My school will be much better for me if my school has more sports & extracurricular activities	0%	0%	4%	18%	78%
My school will be much better for me if my school has computer-based learning	0%	0%	3%	11%	85%
Average	1%	1%	3%	15%	80%
Maximum	5%	7%	7%	18%	89%

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

When the teacher (Almisha, age 37, 10th standard pass) at the center was asked how she teaches the children, the teacher stated that,

"I teach Bengali, English, and EVS. I teach each child as per her learning level. For each learning level, I have a pre-defined learning plan. I follow it. I also use various activities according to which class the girls are studying. Sometimes, children do not understand the meaning of words in

English. So, I prepare well in advance and then teach accordingly. My center has 30 girls. I teach 4 hours every day at the center, for 6 days a week.”

3.6.1.2 Increased interest in education

Secondly, we evaluated whether the activities increased interest in education among the girls enrolled in the program. This helps us understand how the program affects the girls’ interest in education. If the girls develop a keen interest in education through the program's interventions, they will be motivated to continue their education and study further. In our assessment, an overwhelming 74% (strongly agree) and 17% (agree) report that they go to the center because the center teacher is better than their school teacher. Further, as seen in Table 2, about 84% (strongly agree) and 14% (agree) report that they go to the center because they are interested in studies.

Personal attention given by the teachers at the LC was another reason why the girls found going to the LC useful. In our survey, 73% (strongly agree) and 23% (agree) report that they go to the center because they get personal attention and help there. 66% (strongly agree) and 27% (agree) report that they go to the center because they can practice what they learned at that school. 78% (strongly agree) and 16% (agree) report that their school will be much better if their school teacher pays more individual attention to them.

The activities at the center help the girls revise the concepts that they have learned in school. **This helps them clear their doubts and be more thorough in their studies. In the study, about 74% (strongly agree) and 17% (agree) of girls report that they go to the center because they can practice what they learned at that school.**

Going to the center has also helped the girls become creative and curious. In our study, 54% (strongly agree) and 32% (agree) of girls report trying to do different things in their spare time, indicating their increased curiosity and creativity.

Table 2: IIMPACT - Increased interest in education

Increased interest in education	1	2	3	4	5
I go to the center because the center teacher is better than my school teacher	0%	1%	8%	17%	74%
I go to the center because I am interested in my studies	1%	0%	1%	14%	84%
When I go to the center, I get personal attention and help	0%	0%	3%	23%	73%
When I go to the center, I can practice what I learned at school	0%	1%	5%	27%	66%
My school will be much better for me if my school teacher pays more individual attention to me	2%	0%	4%	16%	78%
I try to do different things in my spare time	0%	3%	11%	32%	54%
Average	1%	1%	5%	22%	72%
Maximum	2%	3%	11%	32%	84%

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

According to one of the teachers at the community center who we interviewed,

“I feel that all the students who come to the center will study further. If the center were not there, there would have been many problems for these kids. Their parents would have to get them married at an early age. However, this problem has reduced significantly now. The parents have seen the system at the centers, and they are feeling happy about the progress the children are making”



Figure 2: Video interviews with beneficiaries of the Titan Kanya program - IIMPACT

3.6.1.3 Performance in education

Thirdly, we assessed whether the program's activities had led to improvement in the girls' performance in education. Typically, the girls enrolled in the program come from poor and backward families. One clear indicator of the impact is based on the girls' performance in their class at school. In our study, as seen in Table 3, about 48% of the students enrolled at the center reported that they were among the toppers in their class in the school. About 39% rated themselves above average, 9% below average, and none considered poor. While our study did not cover other students enrolled in schools (but not part of the Titan program), the program has had a significant and positive impact on the performance in education among the enrolled girls.

Another perspective on the impact on performance in education is whether the girls enrolled in the program improve their performance over time. Hearteningly, about 58% reported that their ranking in their class in the school improved significantly (very much) after they started coming to the center, 40% reported that their ranking in their class in the school showed some improvement after they started coming to the center. In comparison, less than 1% reported no or slight improvement.

In a good indication of the improved performance in education, about 13% of students report that they got more than 75% marks in the last year's exam in school. About 45% report getting between 51 to 75% marks in the school

they went to last year. Only 13% of students did not perform well as they got between 0-30% marks in the school examination. 28% of the students either did not remember (not sure) their performance in the examination.

Table 3: IIMPACT - Performance in Education

Performance in Education	Not sure	Poor	Below average	Above average in class	Among the toppers in class
I rate my own performance in my school class as	3%	0%	7%	47%	41%
My ranking in my school class improved after I started coming to the center	1%	0%	0%	40%	58%
In last year's exam in school, I got...	Not sure	0-30% marks	31-50% marks	51-75% marks	More than 75% marks
	28%	0%	13%	45%	14%

According to Johara Khatoon, 11 years old, level 16,

“Here in the center, we are learning how to read fluently. Also, in Math, we are learning multiplication and division. I am studying Bangla and English languages. In English, I can read and know rhymes and stories. I have also learned how to write in English.”

When asked what tree means in English, Johra provided its meaning in Bengali. Also, when asked to divide 90 by 2, the girl child was confident enough to go to the blackboard in the center and show the division process and come up with the correct answer.

Similarly, we interviewed Renu Ramnai, a student of level 11, class 3. She is of 11 years of age. She is a daughter of a marginal farmer. Upon being asked what would be the answer of 4 multiplied by 9, she was quick to answer 36. She said,

“I know tables up to 20 by 10. I want to become a doctor and serve society.”

According to Babita Parmar, Supervisor and ex-teacher of the center,

“The LC and schools differ. Schools tend to drag students, are not interested in teaching, and mainly focus on passing students. We also uses Jodo Gyan. Unlike schools that directly go to the board, we first do an activity, board work, and a notebook.

The confidence of students has increased. There is a significant change in English speaking and understanding. Most of the students can do complex school-level sum and multiplication. They can do tables up to 30 by 10. Students and their parents also talk about them finding a job.”

3.6.1.4 Greater ambition and dreams

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

We looked at various reasons why girls might discontinue their formal education to assess the situation. Our assessment revealed that most girls have developed ambition and dreams about their future due to the program's interventions. They are willing to study further and work hard to achieve these dreams.

As seen in Table 4, about 21% (strongly agree) and 19% (agree) report that several girls drop out of school because they get married. 25% did not have any particular idea about the significance of the problem, and hence they neither agreed nor disagreed. 24% (strongly disagree) and 10% (disagree) report that it is not the case that several girls are dropping out of school because they are getting married.

Often girls in rural areas are expected to help their families with agricultural work instead of studying in school. In our study, about 16% (strongly agree) and 19% (agree) of girls report that many girls drop out of school because they have to work on the farms. 25% did not have any particular idea about the significance of the problem, and hence they neither agreed nor disagreed. 24% (strongly disagree) and 15% (disagree) report that it is not the case that several girls are dropping out of school because they have to work on the farms.

Table 4: IIMPACT - Greater ambition and dreams

Greater ambition and dreams	1	2	3	4	5
Many girls drop out of school because they are getting married	24%	10%	25%	19%	22%
Many girls drop out of school because they migrate to a city with their parents	27%	10%	29%	15%	20%
Many girls drop out of school because they have to work on the farms	24%	15%	25%	19%	16%
Many girls drop out of school because they have to take care of younger brothers/sisters at home	25%	19%	24%	20%	13%
Many girls drop out of school because of family problems	20%	12%	23%	26%	20%
I want to do better in every aspect of life	0%	0%	5%	19%	76%
Average	20%	11%	22%	20%	28%
Maximum	27%	19%	29%	26%	76%

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

Also, about 13% (strongly agree) and 20% (agree) report that many girls drop out of school because they have to care for younger brothers or sisters at home. 25% offered no conclusive opinion. 24.73% (strongly disagree) and 18.6%

(disagree) report that it is not the case that several girls are dropping out of school because they have to take care of younger brothers or sisters at home.

Family problems, such as health issues in the family, economic issues, loss of job of the bread-earner, etc., also lead to dropping out of school among the girl children. In our study, about 20% (strongly agree) and 12% (agree) report that several girls drop out of school because of family problems. Again, about 23% offered no conclusive opinion. 19.5% (strongly disagree) and 11.7% (disagree) report that it is not the case that several girls are dropping out of school because they have to take care of younger brothers or sisters at home.

About 76% (strongly agree) and 19% (agree) report that they want to do better in every aspect of life. In comparison, none said they do not want to do better in every aspect of life. As seen in **Error! Reference source not found.**, about 43% of girls report that they want to become a doctor, 25% of girls want to become a teacher, 21% want to take a salaried job. There is a clear preference for professional salaried jobs among young girls enrolled in the center. Strikingly, only 3.5% of girls want to start their own business, and only 1.3% want to become homemakers and run their households.

For instance, we interviewed Sakshi, a student of level 11, class 3. She is 11 years old and is a daughter of a marginal farmer. She stated that she wants to pursue higher education (BA and MA), join the police, and serve the country.

3.6.1.5 Impact on the value system of girl-child

Fifth, we evaluated the value system of girls influenced by their experience at the center. Apart from helping the girls learn various subjects such as math, English, and science, the activities and instructions in the Titan program also help improve the value system of the girls enrolled. This has a very positive impact on society. We assessed the girls enrolled in the program on various values and found that there has been a significant positive impact in this regard.

For instance, as seen in Table 5, about 72% (strongly agree) and 25% (agree) report that they have become a more honest person. Almost none disagreed. We assessed whether the girls had become better team players due to the studies, extracurricular activities, and sports they took in the Titan program. We find that around 76.5% (strongly agree) and 20% (agree) report that they work well with their friends. Strikingly, almost none disagreed that they work well with their friends.

Table 5 - IIMPACT - Impact on the value system of girl-child

Impact on the value system of girl-child	1	2	3	4	5
I have become a more honest person	0%	0%	3%	25%	72%
I work well with my friends	1%	0%	2%	20%	77%
I am willing to work hard to succeed	0%	0%	3%	15%	83%
I have become more careful in following rules	0%	0%	6%	29%	65%
Average	0%	0%	4%	22%	74%
Maximum	1%	0%	6%	29%	83%

Another key value is that of willingness to work hard to succeed. It shows the inclination of the girls to put in the efforts required to achieve success in their life. We find that about 83% (strongly agree) and 14.5% (agree) report a willingness to work hard to succeed. Almost none disagreed with the statement that they were willing to work hard to succeed.

Another key ingredient in the value system is to become a good citizen who is disciplined and follows the rules in any context. In our study, we were happy to find that over 65.6% (strongly agree) and 29% (agree) report that they have become more careful in following rules. Almost none disagreed that they have become more careful in following rules. A small 6% did not have any particular idea about the change in their outlook towards following rules. Almost none disagreed.

3.6.1.6 Positive attitude and habits

Sixth, we evaluated the positive attitude and habits influenced by girls' experiences at the center. Our assessment focused on the girls' good habits by being part of the Titan program. These good habits include being punctual and regular attendance at the center and school. As seen in Table 6, about 84% (strongly agree) and 13% (agree) report that they try their best to reach the center on time every day. Almost none (0.4%) disagreed. A minuscule 2.6% did not have any particular idea about the change in their outlook towards punctuality.

Also, it was heartening to see that 84% (strongly agree) and 12.6% (agree) report that they try their best to go to the center regularly. Almost none (0.4%) disagreed, and a minuscule 2.6% did not have any particular idea about the change in their outlook towards regularly attending the center. 76.5% (strongly agree) and 18.6% (agree) report that they try their best to reach school on time every day. Almost none (3.25%) disagreed, and a minuscule 1.5% did not have any particular idea about the change in their outlook. This indicates that the Titan program positively and strongly impacts the girls enrolled.

Table 6: IIMPACT - Positive attitude and habits

Positive attitude and habits	1	2	3	4	5
I try my best to reach the center on time everyday	0%	0%	3%	13%	84%
I try my best to go to the center regularly	0%	0%	3%	13%	84%
I try my best to reach my school on time every day	2%	1%	2%	19%	77%
I try my best to go to my school regularly	2%	1%	2%	18%	76%
I feel that girls and boys should receive equal treatment from parents	2%	1%	1%	13%	83%
I feel more comfortable speaking in public	2%	5%	18%	26%	49%
I feel more comfortable in expressing my opinion	2%	6%	20%	22%	49%
Average	2%	2%	7%	18%	72%
Maximum	2%	6%	20%	26%	84%

Further, about 76% (strongly agree) and 18% (agree) report that they try their best to go to school regularly. Almost none (3.25%) disagreed, and a minuscule 2.4% did not have any particular idea about the change in their outlook towards regularly attending school.

We also assessed whether there was any change in the girls’ orientation and expectations towards how they should be treated by their parents, especially in comparison with their male siblings. About 82.6% (strongly agree) and 13.5% (agree) report that they feel that girls and boys should receive equal treatment from parents. A minuscule (2.5%) disagreed, and an equally minuscule 1.3% did not have any particular idea about the need for equal treatment from parents.

Another positive impact of the Titan program is that the girls enrolled are much more confident, comfortable than before in expressing themselves and speaking in public. About 48.6% (strongly agree) and 26% (agree) report feeling more comfortable speaking in public. 18% did not have any particular feeling of comfort or discomfort about speaking in public. Only 7.5% of girls did not feel confident about speaking in public. 49.6% (strongly agree) and 22% (agree) report feeling more comfortable expressing their opinions. 20% did not have any particular comfort or discomfort about speaking in public. A small proportion of 7.5% did not feel confident about expressing their opinion.

Similar opinions about the beneficial impact of the Titan program on developing positive habits and attitude among the enrolled girls was also expressed by the respondents in our qualitative interviews.

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

We also assessed whether the Titan program had led to the girls experiencing any changes in the attitude of their parents, especially concerning the support they would provide for the education of the girl-child. We are happy to report that, as seen in Table 7, about 63% (strongly agree) and 17% (agree) report that they go to the center because their parents asked them to go to the center. About 14% do not agree with the important role played by their parents in sending them to the center. 5% of girls offered no conclusive opinion. This indicates that the girls understand that their parents see value in sending the girls to the Titan program learning center.

About 66% (strongly agree) and 18% (agree) report that their parents will pay for further education. Only about 7% of girls failed to conclude whether their parents would pay or not pay for their education. About 9% of girls offered no conclusive opinion that their parents would pay or not pay for their education.

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

Girl-child’s perception of changes in parental attitude	1	2	3	4	5
I go to the center because my parents ask me to go to the center	9%	5%	5%	17%	63%

I am confident that my parents will pay for my further education	3%	3%	9%	18%	66%
My parents will encourage me to pursue my education	2%	2%	6%	17%	72%
Average	5%	4%	7%	17%	67%
Maximum	9%	5%	9%	18%	72%
I feel that my parents give better education to my brothers than to me	52%	18%	10%	6%	15%
1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree					

An overwhelming majority of the girls perceive that their parents encourage them to pursue their education. About 72% (strongly agree) and 17% (agree) report that their parents encourage them to pursue their education. About 4% do not agree that their parents discourage them from pursuing their education. About 6% of girls offered no conclusive opinion that their parents encouraged them to pursue their education.

In India, many studies have revealed differences in parental attitudes regarding their treatment of male and female children in the family. To assess whether the Titan program had made any change in this regard, we sought to understand from the girls enrolled in the program whether they perceive such gender-based biases. We are happy to report that about 51.6% (strongly disagree) and 18% (disagree) report that their parents give their brothers better education than them. In contrast, about 14.5% (strongly agree) and 6% (agree) report that their parents give their brothers better education than them. About 10% of girls offer no definite opinion that their parents give their brothers better education than them.

The girls also perceive that their parents are encouraging their education because of the parent's interest in day-to-day educational tasks such as completing homework. Our study found that about 28.42% of girls say that their parents always check their homework, 16% report that parents regularly check their homework, and 46% say that parents sometimes check their homework. Only about 9% of girls report that their parents never check their homework.

3.6.2 Impact of program interventions on the parents

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

3.6.2.1 Parental propensity toward inclusion of girl child in the program

First, we evaluate the motivation of parents to send their daughters to the Titan program. The benefit of enrolling their daughter in the Titan program seems to be very clear to the parents. As seen in Table 8, 88% (strongly agree)

and 8.4% (agree) of parents report sending their daughter to the center because they feel the center provides a better education than her school. A negligible proportion of patents do not agree.

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

Parental propensity toward inclusion of girl child in the program	1	2	3	4	5
I send my daughter to the center as it provides a better education than her school	0%	0%	3%	8%	88%
I send my daughter to the center as I feel she learns more at the center	0%	0%	2%	13%	85%
I feel that going to the center has helped my daughter perform better in studies	0%	0%	0%	9%	90%
Average	0%	0%	2%	10%	88%
Maximum	0%	0%	3%	13%	90%

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

Another positive impact that the Titan program has had on the parents' perception is that about 76% of parents report "very much improvement" in their daughter's ranking in school class after she started going to the center in our study. In comparison, 22% of parents reported "some improvement" in their daughter's ranking in school class after she started going to the center. Only a minuscule 2% of parents report "no improvement."

3.6.2.2 Parental attitude towards education of daughters

Second, we evaluate the change in parental attitude towards daughters' education. We find that an overwhelming 85% (strongly agree) and 12.6% (agree) of parents report that they send their daughter to the center because they feel the center has helped them understand that their daughter should pursue higher education (refer Table 9). A negligible proportion of patents do not agree. We find that an overwhelming 90% (strongly agree) and 9% (agree) of parents report that the center has helped them understand that higher education will help improve their daughter's prospects in life. Only a negligible proportion of parents do not agree with this view.

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

Parental attitude towards education of the daughter	1	2	3	4	5
The center has helped me understand that my daughter should pursue higher education	0%	0%	1%	9%	90%
Sending my daughter to the center has made me encourage my daughter to study further	0%	0%	0%	9%	90%
The center has helped me understand that higher education will help improve my daughter's prospects in life	0%	0%	1%	10%	88%
In general, parents of girls going to the center are more likely to encourage their daughters to study further	2%	0%	5%	12%	81%
In general, parents of girls going to the center are more likely to encourage their daughters to pursue jobs after education	3%	1%	5%	13%	78%
I try to ensure that my daughter visits the center each day	0%	0%	1%	7%	92%
I feel that it would be a problem if my daughter did not learn to read or write	5%	0%	3%	9%	82%
I feel that daughters and sons should receive equal treatment from parents	0%	0%	2%	5%	92%
Average	1%	0%	2%	9%	87%
Maximum	5%	1%	5%	13%	92%

About 90% (strongly agree) and 8% (agree) of parents report that the center has helped them understand that their daughter should pursue higher education. 90% (strongly agree) and 9.2% (agree) of parents report that sending their daughter to the center has made them encourage their daughter to study further. 88% (strongly agree) and 10.5% (agree) of parents report that the center has helped them understand that higher education will help improve their daughter's prospects in life. 81% (strongly agree) and 12% (agree) of parents report that other parents are more likely to encourage their daughters to study further. 78% (strongly agree) and 13% (agree) of parents report that other parents are more likely to encourage their daughters to pursue jobs after education.

Another indicator that the Titan program is having a positive impact on the girls is basis the propensity of the parents to encourage the girls to attend the center's activities daily. Our study found that 92% (strongly agree) and 7% (agree) of parents report that they try to ensure that their daughter visits the center each day.

Due to the interventions of the Titan program, the parents are more aware of the importance of literacy, numeracy, and education in the lives of their girl-child. 82.5% (strongly agree) and 9% (agree) of parents report that they feel that it would be a problem if their daughter does not learn to read or write.

There also seems to be a shift in the parents' attitude towards providing equal treatment for their male and female children. Our study found that about 92.5% (strongly agree) and 5% (agree) of parents report that they feel that daughters and sons should receive equal treatment from parents. In all of these dimensions, a negligible (less than 1%) of parents report that they disagree. Thus, the Titan program has had a positive impact on the parental attitude toward the education of their girl-child.

3.6.2.3 Change in parental attitude towards girl-child autonomy

About 90% (strongly agree) and 8% (agree) of parents report that the center has helped them understand that their daughter should pursue higher education (refer Table 10). 90% (strongly agree) and 9.2% (agree) of parents report that sending their daughter to the center has made them encourage their daughter to study further. 88% (strongly agree) and 10.5% (agree) of parents report that the center has helped them understand that higher education will help improve their daughter's prospects in life. 81% (strongly agree) and 12% (agree) of parents report that other parents are more likely to encourage their daughters to study further. 78% (strongly agree) and 13% (agree) of parents report that other parents are more likely to encourage their daughters to pursue jobs after education.

Another indicator that the Titan program is having a positive impact on the girls is basis the propensity of the parents to encourage the girls to attend the center's activities daily. Our study found that 92% (strongly agree) and 7% (agree) of parents report that they try to ensure that their daughter visits the center each day.

Due to the interventions of the Titan program, the parents are more aware of the importance of literacy, numeracy, and education in the lives of their girl-child. 82.5% (strongly agree) and 9% (agree) of parents report that they feel that it would be a problem if their daughter does not learn to read or write.

There also seems to be a shift in the parents' attitude towards providing equal treatment for their male and female children. Our study found that about 92.5% (strongly agree) and 5% (agree) of parents report that they feel that daughters and sons should receive equal treatment from parents. In all of these dimensions, a negligible (less than 1%) of parents report that they disagree. Thus, the Titan program has had a positive impact on the parental attitude toward the education of their girl-child.

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

Change in parental attitude towards girl-child autonomy	1	2	3	4	5
I am okay if my daughter marries someone of her own choice	33%	12%	16%	13%	26%
I am okay if my daughter marries someone from a different caste	72%	8%	9%	4%	7%
I am okay if my daughter takes up a job outside my village	8%	3%	5%	8%	76%
I am okay if my daughter has to live away from her family in a city to pursue a job	6%	6%	6%	18%	64%
Average	29%	7%	9%	11%	43%
Maximum	72%	12%	16%	18%	76%

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

The program has not had much of an impact on parents' attitudes toward inter-caste marriages. Our study found that about 72% (strongly disagree) and 8% (disagree) of parents report that they are not okay if their daughter marries someone from a different caste. Only about 7% (strongly agree) and 4% (agree) of parents report that they are okay if their daughter marries someone from a different caste. About 9% of parents offer no conclusive answer that their daughter should marry someone of a different caste.

Equally important is to understand whether the girl-child has the autonomy to decide what work to take up and whether to live away from family to pursue her employment prospects. In this regard, the Titan program seems to have made a significant positive impact. Our study found that approximately 76% (strongly agree) and 8% (agree) of parents report that they are okay if their daughter takes up a job outside the village. About 11% of parents disagree with the proposition.

Also, about 64% (strongly agree) and 18% (agree) of parents report that they are okay if their daughter has to live away from her family in a city to pursue a job. A smaller number, 12% (Strongly/disagree) that they are not okay if their daughter has to live away from her family in a city to pursue a job.

3.6.2.4 Parental perception of the impact of girl-child education

Fourth, we evaluate the perceived impact of engaging with the center on parental opinion about the importance of girl education and traditional social views on early marriage. As seen in Table 11, about 66% (strongly disagree) and 8% (disagree) of parents report that educating their daughter beyond school will lead to difficulty getting her married. In contrast, about 10% (strongly agree) and 8% (agree) report that educating their daughter beyond school will lead to difficulty getting her married. About 8% of parents offer no conclusive opinion about the proposed question.

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

Parental perception of the impact of girl-child education	1	2	3	4	5
Educating my daughter beyond school will lead to difficulty in getting her married	66%	8%	8%	8%	10%
Educating my daughter beyond school will make it more likely that she will marry someone of her own choice	46%	14%	14%	13%	14%
Educating my daughter beyond school will cause unnecessary expenses for me	56%	13%	8%	10%	12%
Educating my daughter beyond school will make her disinterested in domestic work chores	47%	20%	13%	12%	7%
My community/caste feels that there is no benefit to educating girls	66%	12%	8%	6%	8%
Educating my daughter beyond school will put more social pressure on my family	70%	10%	10%	5%	5%
Most of my relatives and friends approve of me sending my daughter to the center	5%	0%	1%	13%	82%
My caste / community supports education of the girl child	1%	0%	3%	11%	85%
Average	45%	10%	8%	10%	28%
Maximum	70%	20%	14%	13%	85%

According to one of the teachers at the community center in West Bengal that we interviewed,

“Earlier, the girls here were married off at around 18-19. However, the girls are getting married at about 21-22 years of age in recent times. If someone tries to get their daughter married at a very young age, there is a meeting called in the village to dissuade the parents. I have meetings with the mothers where I try to convince them that they should not marry off their girl child at an early age.”

Another impact of the Titan program is whether the parents believe that educating the girl will lead to a loss of parental control over who she chooses as a life partner. About 45.6% (strongly disagree) and 14% (disagree) of parents report that educating their daughter beyond school will make her more likely to marry someone of her own choice. In contrast, about 14% (strongly agree) and 13% (agree) report that educating their daughter beyond school will make her more likely to marry someone of her own choice. About 14% of parents remain unsure. Thus, the program has had some social impact in this regard, but more work is needed.

If education is seen as an unnecessary financial burden, many parents will not allow their girl-child to study further. However, in our study, we found that about 56.5% (strongly disagree) and 13.4% (disagree) of parents report that educating their daughter beyond school will not cause unnecessary expenses. In contrast, about 12% (strongly agree) and 10% (agree) report that educating their daughter beyond school will cause unnecessary expenses. About 8% of parents remain unsure. Thus, about half of the parents surveyed seem to understand the benefits of education for the girl child and do not see it as an unnecessary expense. This is a positive impact of the Titan program.

It is a reality of our society, especially in rural India, that girls are required to do most of the domestic chores. Through its focus on education and livelihood, the Titan program hopes to have change parental and societal attitudes in this regard. Our study found that about 47% (strongly disagree) and 20% (disagree) of parents report that educating their daughter beyond school will not make her disinterested in domestic work chores. In contrast, about 7% (strongly agree) and 12% (agree) report that educating their daughter beyond school will disinterest her in domestic work chores. About 13% of parents remain unsure. Thus, the impact of the Titan program has been mixed in this regard, and more work is required in the future.

The role of the caste and community in allowing/ encouraging girl-child education is very important. Our study found that about 66% (strongly disagree) and 12% (disagree) of parents report that their community or caste generally do not feel there is no benefit to educating girls. In contrast, about 7.5% (strongly agree) and 6% (agree) report that their community or caste generally feel that there is no benefit to educating girls. About 8% of parents remain unsure of the benefits.

About 70% (strongly disagree) and 9.6% (disagree) of parents report that educating their daughter beyond school will not put more social pressure on the family. In contrast, about 5% (strongly agree) and 5% (agree) report that educating their daughter beyond school will put more social pressure on the family. About 10% of parents remain unsure of the benefits.

Relatives and family members play an important role in affecting the parents' perception of the impact of educating the girl-child. Our study found that about 81.6% (strongly agree) and 12.6% (agree) of parents report that most of their relatives and friends approve of sending their daughter to the center. Only a tiny 4.6% of parents report that educating their daughter beyond school will put more social pressure on the family. Thus, the Titan program seems to have made a significant positive impact.

About 85% (strongly agree) and 11% (agree) of parents report that their caste or community supports the education of the girl child. In contrast, only a minuscule percentage (2%) of parents report that their caste or community does not support the education of the girl child.

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

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

Among these dimensions, the ability to speak, read and write in English is a key dimension. As seen in Table 12, about 75% (strongly agree) and 20% (agree) of parents report that going to the center has helped their daughter improve her ability to read & write in English. Only a minuscule percentage (4.6%) of parents report that going to the center has not helped their daughter improve her ability to read & write in English.

For girl children from underprivileged sections of society, the ability to speak, read, and write in their mother tongue is also an essential dimension of progress. Our study saw that about 77% (strongly agree) and 20% (agree) of parents report that going to the center has helped their daughter improve her ability to read & write in her mother tongue. Only a minuscule percentage (0.50%) of parents report that going to the center has helped their daughter improve her ability to read & write in her mother tongue.

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

Parental perception of improvements in girl-child due to program	1	2	3	4	5
The center has helped my daughter improve her ability to read & write in English	0%	0%	5%	21%	74%
The center has helped my daughter improve her ability to read & write in her mother tongue	0%	0%	2%	21%	77%
The center has helped my daughter improve her ability in basic mathematics problems	0%	0%	5%	25%	70%
She has become a more honest person	0%	0%	2%	20%	79%
She is better aware about various livelihood opportunities	0%	5%	14%	22%	59%
She is confident of pursuing work / business	1%	3%	19%	24%	52%
Her life has improved	0%	0%	1%	26%	72%
My daughter has become more aware of a healthy diet	0%	3%	7%	34%	56%
My daughter has become more aware of health-related practices	1%	1%	13%	28%	57%
My daughter has become more aware about importance of hygiene	0%	1%	3%	25%	72%
Average	0%	1%	7%	24%	67%
Maximum	1%	5%	19%	34%	79%

Another essential dimension of education is numeracy. The impact of the Titan program has been that the girl children have improved their abilities to carry out basic mathematics problems. The study revealed that about 70% (strongly agree) and 25% (agree) of parents report that going to the center has helped their daughter improve her ability to solve basic math problems. Almost none of the parents reports that going to the center has helped my daughter improve her ability to solve basic math problems. About 4.6% of parents offered no conclusive opinion.

Another important dimension of the impact of the Titan program has been to improve the value system of the girl children. Our study saw that the parents perceive good improvement in this regard. About 79% (strongly agree) and 20% (agree) of parents report that their daughter has become a more honest person. Almost none of the parents reports that their daughter has become a more honest person.

The parents' perception that the daughters are more aware of livelihood opportunities is also a beneficial impact of the Titan program. Our study revealed that about 59% (strongly agree) and 22% (agree) of parents report that their daughter is better aware of various livelihood opportunities. Only a tiny 5.50% of parents report that she is better aware of various livelihood opportunities. About 13.8% of parents remained unsure.

About 52% (strongly agree) and 25% (agree) of parents report that their daughter is confident in pursuing work or business. Only a minuscule percentage (4.50%) of parents report that their daughter is confident in pursuing work or business. A significant 19% of parents failed to conclude about the proposed question.

About 72% (strongly agree) and 26% (agree) of parents report that their daughter's life has improved. Almost none of the parents report that their daughter is confident in pursuing work or business.

About 56.5% (strongly agree) and 34% (agree) of parents report that their daughter has become more aware of a healthy diet. Almost none of the parents report that their daughter has become more aware of a healthy diet. About 7.1% of parents failed to conclude about the proposed question.

About 57% (strongly agree) and 28% (agree) of parents report their daughter has become more aware of health-related practices. Only a minuscule percentage (2%) of parents report that their daughter has become more aware of health-related practices. About 13% of parents failed to conclude about the proposed question.

About 72% (strongly agree) and 25% (agree) of parents report their daughter has become more aware of the importance of hygiene. Almost none of the parents report that their daughter has become more aware of a healthy diet. About 2.5% of parents failed to conclude about the proposed question.

3.6.2.6 Changes in parental aspirations for girl-child

Sixth, we evaluate the change in parents' opinion about what their girl child should aspire to become. We find that about 92.5% (strongly agree) and 5% (agree) of parents report that they would be happy if their daughter became a doctor/teacher/government officer (refer Table 13).

About 65% (strongly agree) and 25% (agree) of parents report that they would be happy if their daughter started their own business. Only a small percentage (7%) of parents report that they would be happy if their daughter started their own business.

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

Change in parental aspirations for girl-child	1	2	3	4	5
I would be happy if my daughter becomes a doctor / teacher / government officer	0%	0%	2%	5%	92%
I would be happy if my daughter started her own business	6%	1%	3%	25%	65%
I would be happy if my daughter becomes a housewife	20%	21%	21%	26%	13%
Average	9%	7%	9%	18%	57%
Maximum	20%	21%	21%	26%	92%

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

About 13% (strongly agree) and 25.5% (agree) of parents report that they would be happy if their daughter became a housewife. On the other hand, about 20% (strongly disagree) and 20% (disagree) of parents report that they would not be happy if their daughter became a housewife. A significant 20% of parents failed to provide a conclusive response to the question.

These overall findings were supported in our interviews with parents of girl-children. For instance, we interviewed Komal, a mother of a girl. She expressed that she would want her daughter to continue her education and would want her to become a doctor. Komal is only educated till the 5th class. She says that she has the full support of her husband. She was aware of Titan as a watch company and also IIMPACT. She is also aware of DISHA, the local partner of IIMPACT. She also stated that her daughter speaks highly of her teacher at the center. She confirmed that the center has good facilities regarding washrooms etc., for the girl children.

3.6.2.7 Changes in parental perception of future prospects of girl-child

Seventh, we evaluate the change in parental perception about the future prospects of their girls' financial condition and social status. We find that about 79% (strongly agree) and 17% (agree) of parents report that their family's financial condition will improve in the future due to their daughter joining the center (refer Table 14). Almost none of the parents disagree with the statement that their family's financial condition will improve in the future due to their daughter joining the center.

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

Change in parental perception of future prospects of girl-child	1	2	3	4	5
Financial condition of our family will improve in the future	0%	0%	4%	17%	79%
We will have more respect in the society	0%	0%	0%	10%	90%
I would be happy if my daughter becomes a housewife	20%	21%	21%	26%	13%
Average	0%	0%	2%	13%	84%
Maximum	0%	0%	4%	17%	90%

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

About 89% (strongly agree) and 10% (agree) of parents report that they will have more respect in society due to their daughter joining the center. Almost none of the parents disagree with the statement that they will have more respect in society due to their daughter joining the center.

4 Conclusion

The objective of this study was to carry out an impact assessment of the Titan Kanya CSR initiative of Titan Company Ltd. in the year FY2020-21. Titan Kanya is an education program to mainstream less privileged girls belonging to the states of UP, Uttarakhand, and West Bengal. For this program, Titan has collaborated with IIMPACT, an initiative of the alumni of the Indian Institute of Management, Ahmedabad.

This CSR initiative aligns well with the UN Sustainable Development Goals and India's strategic developmental objectives^{3,4}. Titan's laudable objective in this CSR initiative is to improve the lives of the chosen beneficiaries. Many stakeholders are interested in the outcomes and social impact created by organizations involved in socially responsible initiatives^{5,6}. The study's objective was to understand the impact of this CSR project.

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

The CSR project was evaluated using a case-study-based approach and analyzing primary data and company-provided documentary records. The researchers formed an opinion that the program is highly successful in creating the desired impact on society in general and the lives of the beneficiaries, as per the overall perceptual assessment carried out by the researchers on a scale of 1 to 5 (with 1 being poor and 5 being excellent), the program received an impact assessment rating of 4.6 out of 5, which indicates excellent overall impact.

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

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

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

The key recommendations from this CSR impact assessment study are:

1. A future study covering a more comprehensive range of CSR projects and using a mixed methods analysis would give a richer understanding of the impacts of Titan's CSR initiatives. This study can also identify best practices from Titan's CSR initiatives.
2. After such a detailed study has been carried out, Titan may consider publishing the report widely ⁷ so that other organizations in India replicate similar CSR initiatives. The widespread publication of the report would provide information to a broad audience about the significant impact of Titan's CSR initiatives.
3. The detailed impact assessment study would potentially be utilized to develop a series of cases and caselets, which may be taught in MBA courses in business schools to create awareness about CSR and used in training and development programs to propagate best practices about CSR.

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