An Impact Assessment Report of the Titan Kanya Sampoorna – 2.0, Tamil Nadu

Implemented by CARE & Kalike in Cuddalore District

Study Conducted by
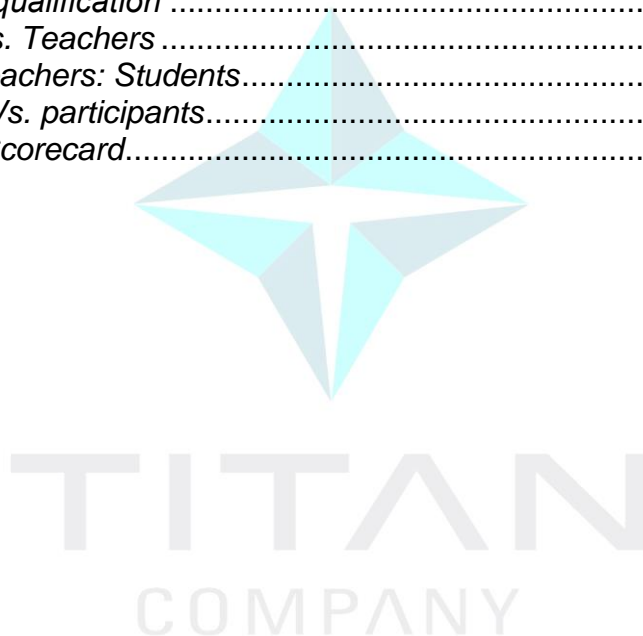

Social Audit Network
2024 – 2025

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1. Introduction

In Tamil Nadu, the need for robust STEM (Science, Technology, Engineering, and Mathematics) and life skills education for children is increasingly vital in shaping a future-ready generation. As the state continues to advance in various sectors, including technology and industry, equipping young learners with a strong foundation in STEM is crucial for fostering innovation and preparing them for the demands of a rapidly evolving job market. Additionally, life skills education is equally important, as it empowers children with essential competencies beyond academics—such as critical thinking, communication, and emotional intelligence—that are necessary for personal and professional success.

Despite Tamil Nadu's strides in educational development, many children, particularly in rural and underserved areas, face challenges such as inadequate resources, limited exposure to modern learning methods, and a lack of comprehensive life skills training. Addressing these gaps through targeted educational programmes can bridge disparities and enhance the overall quality of education.

1.1.   Need for the Titan Sampoorna Programme

The Titan Sampoorna Programme is essential for addressing educational challenges in Cuddalore, particularly in early learning and foundational literacy and numeracy. Despite progress in various sectors, significant gaps persist due to socio-economic conditions, limiting access to quality education.

Key drivers for the Programme's implementation include:

1. **Educational Disparities**: Schools lack sufficient resources, hindering effective teaching. The Programme bridges this gap by providing materials and teacher training.
2. **Early Learning Deficiencies**: Many Anganwadi Centres use outdated methods. By enhancing preschool education and training workers, the Programme improves early learning outcomes.
3. **Need for Skill Development**: As job markets evolve, children need problem-solving and communication skills. The Programme's focus on life skills prepares them for future challenges.
4. **Community Engagement**: By involving parents and local committees, the Programme fosters a supportive environment for sustained educational improvements.

By integrating STEM and life skills, the Programme equips children for academic success and holistic development, enabling them to navigate future challenges.

The Programme aims to achieve its goals by enhancing the health and nutrition of pregnant and lactating mothers, strengthening early childhood care through improvements to the Anganwadi system, and building the capacity of Anganwadi workers. It also focuses on ensuring the effective functioning of School Management Committees (SMCs) and promoting leadership among girls.

To foster greater community involvement, the Programme deepens engagement through regular community-level meetings, while also educating and empowering adolescent girls. Additionally, it encourages stakeholder ownership to ensure the long-term sustainability of the programme.

1.2.   Implementing Partner

The Kanya Sampoorna programme was initially implemented by the NGO - CARE India in Cuddalore. As CARE India's FCRA licence was suspended in November 2023, the NGO had to stop its operations in November 2022. the programme was handed over to another NGO, Kalike to continue with the implementation. Kalike appointed/hired the same field team working with CARE India to continue the implementation under Kalike from December 2022.

CARE India works with the most vulnerable communities, particularly girls, in the Kattumannarkoil and Srimushnam blocks of Cuddalore district, Tamil Nadu, to address social inequalities and gender disparity. Focusing on Dalit communities, CARE India strengthens the capacities and capabilities of girls and women by employing multiple targeted strategies to provide life-changing opportunities across different age groups. In collaboration with Titan, CARE India developed preliminary programme plans and engaged relevant government stakeholders, establishing the necessary management structures and implementation processes. Together, they recruited programme and administrative staff and worked closely with the Titan CSR team to design community-level strategies and interventions aimed at addressing issues related to education, health, and livelihood activities for girls.

Kalike In 2009, Tata Trusts launched the Kalike Samruddhi Upakram (KSU) in Karnataka, with Kalike established in 2012 to implement KSU in Yadgir. The Programme focuses on piloting and scaling innovative solutions to local challenges through integrated efforts. Over time, it has expanded to include livelihood enhancement, health, nutrition, and skill development, partnering with government schemes, non-profits, and sponsors.

Kalike's work spans five key areas: Early Childhood Development, Education, Water, Sanitation & Hygiene, Livelihood, and Skill Development. Starting in Yadgir, one of Karnataka's most underdeveloped districts, the initiative's aim is to bring prosperity to many more families nationwide. In 2015, 'Mission 2020' and the 'Kanya Sampoorna' initiative further advanced these efforts.

2. Objective, Methodology & Scope of the Study

The objective of the social impact assessment is to evaluate the relevance, effectiveness, efficiency, sustainability and social impact of the Titan Sampoorna Programme by analysing the performance of its implemented activities and their impact on beneficiaries and stakeholders. This assessment aims to provide a comprehensive and empirical evaluation of the programme's performance through a systematic approach.

To achieve this, the study employed the following **methodologies** that incorporated both quantitative and qualitative data:

1. **Desk Review**: A thorough review of the documentation provided by the programme partners to Titan's CSR department was conducted. This review provided a baseline understanding of the programme's intended objectives and its execution.
2. **Primary Data Collection**: To capture a real-time and accurate picture of the programme's impact, primary data were collected through various methods. This includes:
   - **In-Depth Interviews**: Conducting detailed interviews with stakeholders and beneficiaries to gain insights into their experiences and perceptions of the programme.
   - **Focused Group Discussions (FGD)**: Facilitating group discussions to explore collective views and experiences regarding the programme's activities and outcomes.
   - **Consultations**: Engaging in discussions with key stakeholders to gather feedback on the programme's implementation and effectiveness.
   - **Participant Observation**: Observing programme activities and interactions to assess the real-time impact on beneficiaries.
   - **Case Studies**: Developing detailed case studies to illustrate the programme's impact on individual beneficiaries or specific groups.
3. **Field Visits and Stakeholder Consultations**: The SAN team comprising of Ms. Marie Banu, Mr. Pradeep Kumar, Social Auditors and Ms. Lakshmi Kalai, Social Impact Assessor conducted the field visits to various locations as part of the assessment process. They were ably guided by Mrs. Latha Suresh, Director, SAN India.

   These visits involved gathering feedback from stakeholders and beneficiaries through structured consultations. An initial virtual call with the implementing partners' teams were held to finalize the plan and timelines for these consultations.

   A participatory methodology was adopted to gather information from children of different age groups in the Anganwadis and schools.

   As part of the assessment process, the team conducted a pilot visit to the Anganwadis and schools on September 12, 2024, where they observed the children's activities and conducted one-on-one interviews. Subsequently, the assessment team returned to the ICDS centres and schools on September 18th and 19th to facilitate games aimed at evaluating the children's abilities in tasks such as ball throwing, jumping, and other activities outlined in the assessment tool.

4. **Preparation of Survey Tools**: The SAN team developed and utilized survey tools such as questionnaires, FGD guides, and personal interview questions to facilitate the data collection process. These tools were designed to gather comprehensive and relevant information on the programme's impact.

TABLE 1: STAKEHOLDERS CONSULTED AT ANW AND PRIMARY SCHOOLS

Date	Name	Designation	Consultation
18.9.24	Ms R Vijaya Lakshmi	Irulankurichi colony Anganvadi Teacher	Direct interview
19.9.24	Ms Radhika	Sakkankudi -I & II Anganvadi Teacher	Direct interview
12.9.24	Ms Manjula	Pudhu Ilavarasn pattu Anganvadi Teacher	Direct interview
18.9.24	Ms Renukha	Volunteer	Direct interview
19.9.24	Ms Devika	Volunteer	Direct interview
12.9.24	Ms Nandhini	Volunteer	Direct interview
19.9.24	Ms Sandhiya	Volunteer	Direct interview
18.9.24	Mr Ashish	Technical incharge- Bhalwadi	Direct interview
19.9.24	Parents	Anganvadi centres	Direct interview
19.9.24	Mr D Devadass	HM – TELC Aided primary school, Ayipettai	Direct interview
19.9.24	Ms M Shiva Shankari	HM – Barathi Aided elementary school Parathur	Direct interview
19.9.24	Ms Thenmozhi	HM – Mel pappana pattu primary school	Direct interview
19.9.24	Ms N Ezhilarasi	HM – Panchayat union primary school, vrithagiri kuppam	Observation
19.9.24	Ms Suguna	Block coordinator	Direct interview
19.9.24	Ms Krishnaveni	Block coordinator	Direct interview
19.9.24	Ms Vinodhini	FLN educator	Direct interview
12.9.24	Mr Johnson	Primary school educator	Direct interview

TABLE 2: STAKEHOLDERS CONSULTED AT MIDDLE AND HIGH SCHOOLS

Date	Name	Designation	Consultation
12.9.24	Mr. Devabalan and Coordinators Team	Kanya Sampoorna team, Neyveli	Direct interview
12.9.24	Ms Sujatha	HM – Government middle school, Kuravankuppam	Direct interview
18.9.24	Ms G. Amutha	HM – Government high school, Irulakurichi	Direct interview

18.9.24	Ms Rajendran	HM – Government high school, Kotteri	Direct interview
18.9.24	Mr Manoharan	HM – Government higher secondary school, Iruppu	Direct interview
18.9.24	Ms Sandhiya (NLC School – II Std)	Student Metor - Adolescent Collectives & Community Library, Therkiruppu	Direct interview
19.9.24	Ms K.Saritha	HM – Government middle school, Paranthurchavadi	Direct interview
19.9.24	Ms Senthamarai	HM – Government middle school, Ayyanur	Direct interview

The **scope** of the study is for the period 2023-2024.

3. Geographical Background:
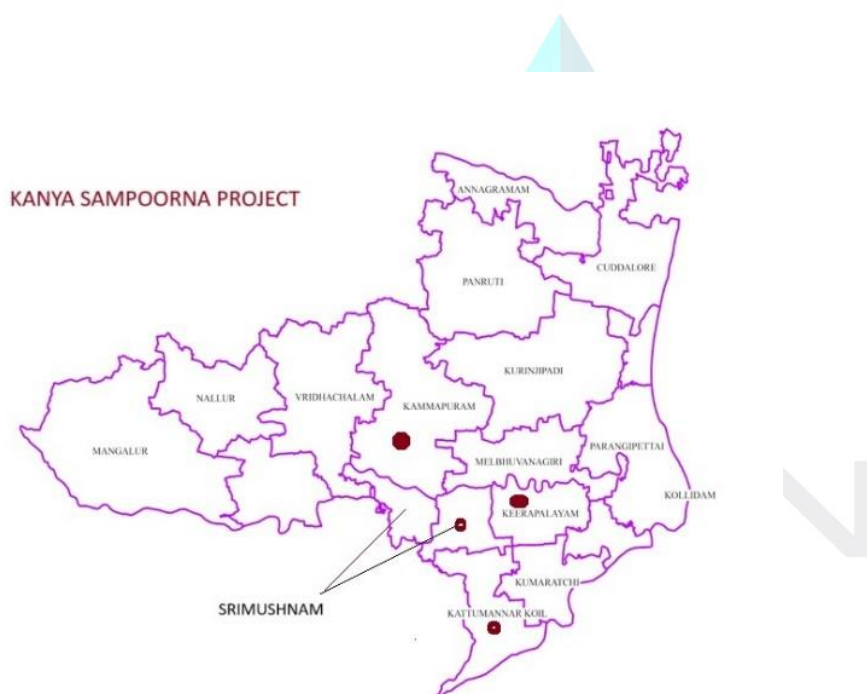
Namakkal district and the blocks of Kammapuram, Keerapalayam, Kattumannarkoil, and Srimushnam in Cuddalore district face significant socio-economic challenges.

Education faces high dropout rates, particularly among girls, due to child marriage, sibling care, and seasonal migration. Pre-school education under the Integrated Child Development Scheme (ICDS) is underdeveloped, while poor infrastructure leads to overcrowded classrooms. Teacher-pupil ratios often exceed the state average of 1:36, further impacting learning outcomes.

Healthcare services are limited, with sub-centres lacking essential antenatal care (ANC), forcing women to visit multiple facilities. Malnutrition affects over 50% of women

and children, and the Infant Mortality Rate (IMR) in these areas remains higher than the state average of 35 per 1,000 live births.

Social issues like child marriage persist, reinforcing gender inequality and contributing to school dropouts. Inadequate infrastructure, including poor roads, sanitation, and school facilities, worsens living conditions, especially for girls, restricting their access to quality education. Addressing these interconnected challenges is essential for fostering sustainable development in the region.

4. Report on Performance
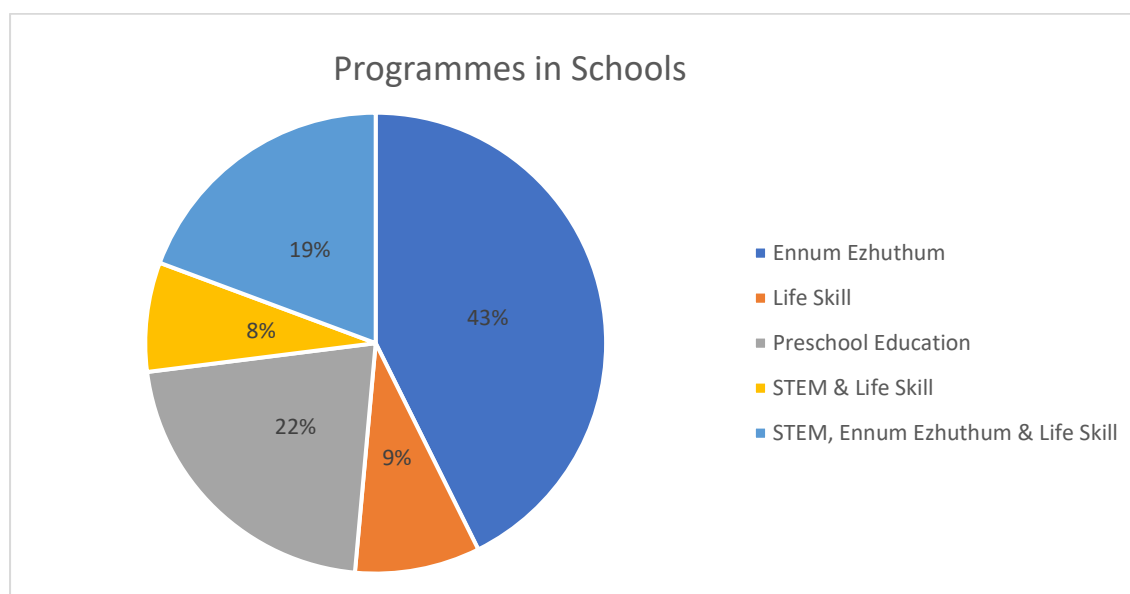
The analysis of programmes conducted in schools reveals a strong focus on foundational literacy and numeracy, with Ennum Ezhuthum reaching 254 schools, the highest among the initiatives.

Preschool Education, implemented in 222 schools, highlights the emphasis on early childhood development. However, Life Skills programs, covering 27 schools, have a relatively lower reach, indicating room for expansion to enhance students' personal and social skills.

STEM & Life Skill programmes are present in 30 schools, suggesting the integration of technical and practical education is still developing.

The combination of STEM, Ennum Ezhuthum, and Life Skills in 68 schools shows a growing holistic approach that blends literacy, numeracy, life skills, and STEM education, though it remains moderately implemented. There is potential for broader adoption of life skills and STEM-related programmes to provide a more balanced educational experience.

Early Learning

The Titan Sampoorna Programme's Early Learning initiative aims to elevate preschool education across 124 Anganwadi Centres in the Keerapalayam and 98 in Kammapuram blocks. Over the reporting period, the programme made significant advances in enhancing both the quality of education and the learning environments.

A major focus was on the training of Anganwadi Workers (AWWs). A total of 180 AWWs received specialized training in Preschool Education (PSE) demonstration sessions at the centre level, while an additional 135 AWWs were trained in advanced preschool teaching methodologies at the cluster level. This training was bolstered by hands-on assistance provided at both Anganwadi and block levels, which helped improve learning spaces and overall educational delivery.

TABLE 3: DETAILS OF SCHOOLS IN ANGANWADI YEAR WISE

Year	No. of children in ANW		Total number of children
	No. of boys	No. of girls	
2022-23	945	1,107	2,052
2023-24	904	998	1,902

TABLE 4: CHILDREN ENROLLED IN THE ICDS CENTRES

Name of the ICDS centre	No of children	2 to 3 years	3 to 5 years	Male	Female
Sakkamgudi Anganwadi – 1	12	6	6	5	7
Sakkangudi Anganwadi – 2	15	5	10	6	9
Irulakuruchi colony Anganwadi	26	8	18	11	15
Pudhu Ilavarasan pattu Anganwadi	21	9	5	11	3
Total	67	28	39	33	34

The programme reached 3954 children through regular two-hour preschool sessions conducted by volunteers in 50 Anganwadi centres.

TABLE 5: DETAILS OF TRAINING PROGRAMMES CONDUCTED FOR TEACHERS' YEAR WISE

Year	No. of training programmes conducted for ANW teachers	No. of Teachers trained	No. of Master resource persons / cluster resource person trained
2022-23	13	122	13
2023-24	10	180	13

To enhance learning environments, centres were painted, boosting attendance and new enrolments. Anganwadi Workers (AWWs) improved their skills in early childhood education through training in action songs, storytelling, and interactive teaching. Activities like the "Back to Anganwadi" campaign, colour day celebrations, and nature walks further enriched the learning experience. 10 cluster-level workshops trained 180 AWWs in child-friendly teaching methodologies, on preschool concepts and child development.

Hands-on support from Cluster Coordinators helped AWWs implement effective teaching methods, aligned with the state government's curriculum. Regular parental meetings in 222 Anganwadi centres enhanced attendance, parental awareness, and support for home-based activities, with special efforts to involve fathers.

Cultural events, such as Pongal Day and Republic Day celebrations in 20 centres, promoted children's cultural identity and creative expression. The provision of play materials to 222 centres further enriched children's cognitive and social development, supported by ongoing training for AWWs. Interactive activities and monthly learning assessments helped tailor educational approaches to individual needs, highlighting improvements in language skills while identifying areas for further support.

Foundational Literacy & Numeracy (Ages 6-11)

The Foundational Literacy and Numeracy (FLN) programme for children aged 6-11 aims to significantly enhance early education through targeted interventions in print-rich materials, teacher training, and community engagement. Over the reporting period, the programme has made notable strides in improving educational outcomes across several dimensions.

Year	Location	No. of Schools	No. of students benefited		Total no. of Students	No. of Teachers
			Boys	Girls		
2022-23	Kattumannarkoil, Srimushnam, Keerapalayam, Kammapuram	150	3,779	3,570	7,349	310
2023-24	Kattumannarkoil,Srimushnam, Keerapalayam, Kammapuram	256	6,559	6,795	13,354	697

TABLE 6: DETAILS OF TRAINING PROGRAMMES

Year	No. of schools	No. of training programmes conducted for teachers	No. of Teachers trained	Topics covered
2022-23	77	1	77	Programme Induction workshops for BEO, BRTs
	19	1	19	BRTs - How to set grade wise indicators and assess the children with activities in Tamil, English & maths
	30	1	30	Classroom Library Management, book Talk, Story Telling techniques, handling multi grade children during story telling –pre& Post activity concepts, creating self-learning Teaching-Learning Materials (TLMs) Based on LO's
	150	5	263	Activity-based teaching methods, language and numeracy concepts, integrating learning into daily lesson plans, formative assessments, summative assessments, volunteer support in education, improving student engagement, progress tracking, supplementary activities for multi-grade classrooms, enhancing.
	150	4	157	English learning, regular monitoring of student progress, improving student learning outcomes,

Year	No. of schools	No. of training programmes conducted for teachers	No. of Teachers trained	Topics covered
				volunteer support in education, improving student engagement, progress tracking, supplementary activities for multi-grade classrooms, enhancing.
2023-24	191	15	191	Cluster meetings, Multi classroom handle techniques for Tamil & English. Simple LOs based TLMs for English. Simple activities, Ice breakers for finding the Learning outcomes for children.

The Foundational Literacy and Numeracy (FLN) programme has played a pivotal role in enhancing early education by providing print-rich materials to primary schools, fostering engaging learning environments in language, English, and math. These materials—such as posters, charts, flashcards, and activity books—have empowered teachers to create stimulating classrooms, which cater to diverse learning levels and improve student engagement and performance. Alongside resource provision, the programme has strengthened School Management Committees (SMCs) in 38 schools, training 442 members on essential Water, Sanitation, and Hygiene (WASH) practices. This initiative has enhanced school environments and empowered SMCs to advocate for better hygiene within their communities, improving both health and educational outcomes.

To further support learning, the programme has provided on-site assistance to teachers across grades 1 to 5, with field staff conducting 3,044 visits. These visits supported 646 teachers and positively impacted the learning of 13,467 students through classroom training, resource provision, and personalized mentoring. The hands-on support has led to notable advancements in student learning and highlights the value of continuous teacher collaboration and development. Classroom observations and follow-ups have been key, offering targeted support for multi-grade classrooms and helping teachers address reading and writing challenges. The development of Accelerated Learning curriculum tools and activity sheets has personalized learning for students, with 123 schools receiving specialized assignments and 151 incorporating home-based activities to reinforce classroom learning.

The FLN programme has also focused on building staff capacity through specialized training programs. A two-day numeracy session led by Mrs. Gayathri and an English

teaching methodology session by Mrs. Smitha Nair introduced innovative techniques such as using puppets and creating big books, equipping teachers with creative tools for more effective lessons. WhatsApp groups were established for 257 teachers to share best practices, fostering collaboration and knowledge exchange. Cluster-level workshops engaged 194 teachers, emphasizing multi-grade classroom management and interactive teaching strategies, enabling teachers to continuously improve their methods.

Overall, the FLN programme's comprehensive approach—including resource provision, teacher support, community engagement, and professional development—has significantly enhanced foundational literacy and numeracy skills among young learners, creating a more effective educational environment and laying a strong foundation for future academic success.

STEM Intervention

The STEM Intervention programme, implemented across 67schools in Cuddalore District's Kammapuram, Keerapalayam, Kattumannarkoil, and Srimushnam blocks, is dedicated to fostering students' interest and proficiency in science and math through experiential, inquiry-based learning. By focusing on practical and innovative teaching methods, the initiative aims to ignite scientific curiosity and improve mathematical skills among middle school students. Addressing significant gaps in STEM education, 13 schools were provided with part-time STEM teachers, who conducted 4,987 sessions over 4 months. This approach led to notable improvements in student learning outcomes, particularly in math, where average proficiency scores saw significant increases.

To further support student learning, the programme developed 20 STEM digital videos featuring engaging graphics and hands-on activities. Created collaboratively by middle school teachers and STEM educators, these videos were designed to simplify complex concepts in math and science, offering students accessible learning tools outside the classroom.

TABLE 7: DIGITAL VIDEOS AND TOPICS COVERED

Year	No. of Schools	No. of teachers involved	No. of digital videos created	Topics covered
2023-24	67	12	20	**Math**: Fraction, Algebra, Measurements, Ratio and Proportion, Percentage, Simple interest, Profit, loss and discount, Pythagoras theorem, Geometry, Math games.

				Science: Force and motion, heat, electricity, light, magnetism, Chemistry in everyday life, acids and bases, human organ system, reproduction and modification in plants, microorganisms.

Community engagement was also a key component of the initiative. The programme organized 6 science events that showcased 320 student projects, rewarding participants with DIY kits to further nurture their scientific interests. An exposure visits to the Dr. Kalam Science Centre and Planetarium provided 203 girls and 27 educators with an opportunity to explore advanced scientific concepts and 3D technology, inspiring a deeper interest in STEM fields.

Teacher support was strengthened through cluster-level meetings, where feedback was collected to refine teaching practices and address challenges. This comprehensive approach—combining onsite support, digital resources, community events, and teacher training—demonstrates the programme's commitment to transforming STEM education in Cuddalore and sparking a lifelong interest in science and math among students.

Empowered Adolescents

The Empowered Adolescents Life Skill Training Programme is a holistic initiative aimed at providing essential life skills to both girls and boys during their critical adolescent years. This Programme covers a broad spectrum of topics such as Higher Education Guidance, Girls Leadership, Menstrual Hygiene Management, Adolescent Health, Nutrition, Basic English Conversation, Digital Literacy, Psycho-Social Care, and Safety & Security. By focusing on empowering adolescents, especially girls, the Programme fosters informed decision-making, leadership development, and enhanced menstrual and overall well-being management.

Delivered by trained experts, the Programme adopts interactive teaching methods, including lectures, discussions, role-plays, and games, to create an engaging and participatory learning environment. These dynamic sessions not only impart crucial knowledge but also encourage peer learning and experience sharing among participants. Feedback has been overwhelmingly positive, with participants reporting increased awareness of their rights, greater confidence, and improved decision-making abilities.

Year	No. of Schools	No. of life skill sessions organised	No. of boy participants	No. of girl participants
2022-23	58	2,157	10,865	8,958
2023-24	57	4,586	9,880	8,758

During the reporting period, 4,586 life skill sessions were conducted in 57 schools benefitting 8,758 girls and 9,880 boys. The Programme also supported **2458** girls in the tenth and twelfth grades with Exam Writing Kits.

Workshops on Higher Education Guidance provided students and their parents with insights into career options, while Girls Leadership training helped 1,126 girls understand gender roles and leadership potential. Adolescent Health and Nutrition sessions reached 1,041 girls, promoting healthier living habits. The Programme's comprehensive approach ensures adolescents are equipped with the skills, knowledge, and confidence to navigate their future successfully.

Community Library Initiative

Kalike has established a vibrant community library to foster a love of reading among children in the programme area. The library is uniquely managed by the children themselves, promoting a sense of responsibility and leadership, particularly among girls, who are encouraged to access the library after signing the register.

A ledger is maintained by the children to document the minutes of the Adolescent Collective meetings, further enhancing their organizational skills and engagement within the community.

 The Programme extended its impact by establishing 50 community libraries, distributing 550 books and engaging 2,322 readers. Literacy events, which encouraged a love for reading, were attended by 789 girls, 347 boys, and 123 parents.

This initiative not only enhances access to books but also nurtures a culture of reading and learning, empowering children, especially girls, to engage with literature and develop their skills.

TABLE 8: LIBRARIES AND READERS YEAR WISE

| Year	No. of Libraries	No. of Villages	No. of readers
2022-2023	50	50	1970
2023-2024	50	50	2322

5. Evaluation of Impact using REESS Framework
5.1.   Relevance

The Kalike Programme has been meticulously designed to align with the specific needs of underserved communities, ensuring that it effectively addresses critical educational challenges. Through extensive consultations with local stakeholders—including students, parents, teachers, and community leaders—the programme has tailored its initiatives to tackle the most pressing issues in education.

The Kalike Programme's relevance is demonstrated through its alignment with local needs, active stakeholder engagement, cultural appropriateness, educational system integration, high demand for services, improved resource access, focus on employment and livelihood, promotion of gender and social equity, community support, policy influence, and sustainability efforts.

FIGURE 1: TYPE OF SCHOOLS WHERE PROGRAMME IS IMPLEMENTED
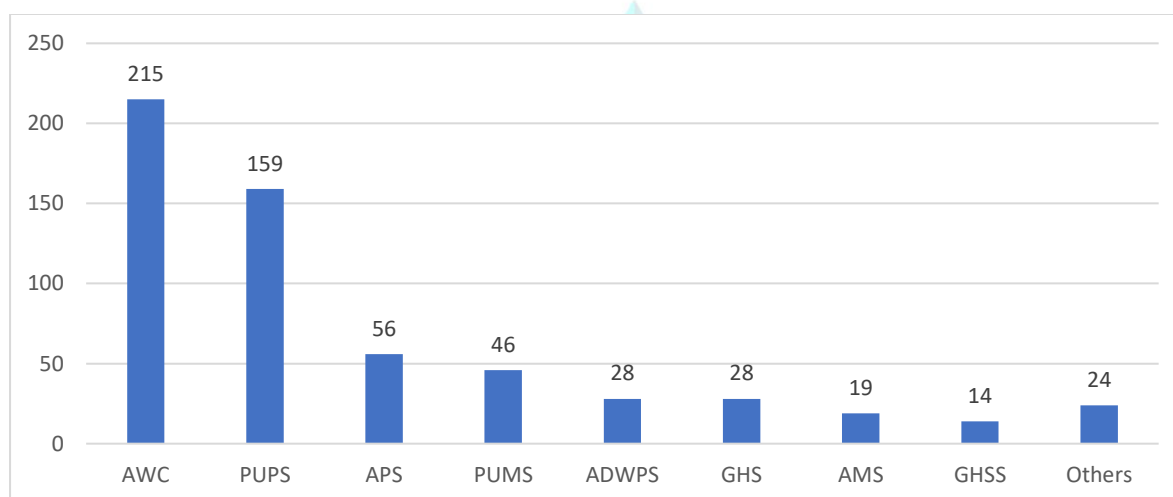
Addressing Aspirational District Challenges: Cuddalore, classified as an aspirational district, faced significant educational challenges, particularly with regard to foundational literacy and numeracy. The Titan Sampoorna Programme played a pivotal role in addressing these gaps, directly benefiting over 37562 students (19,950 boys and 17,732 girls) through its tailored educational interventions. By focusing on the specific needs of the district, the programme was able to provide resources, teacher training, and learning materials that were critical for improving literacy and numeracy. This intervention not only helped bridge the educational divide but also set the stage for long-term improvements in the region's education system.

Bridging Gaps in Education: Annual Status of Education Report 2022 report shows that government schools saw a sharp rise in enrolment for the first time in 16 years; basic literacy levels of children have taken a big hit, with their reading ability as

compared to numeracy skills worsening much more sharply and dropping to pre-2012 levels[1].

Unified District Information System for Education Plus data states 90% of girl children were enrolled in schools at the elementary level and the net enrolment rate is only 57% and 50% at the secondary and higher secondary levels, respectively[2].

Recognizing this critical gap, the Titan Sampoorna Programme implemented a series of interventions aimed at improving literacy and numeracy outcomes. Within a short span of time, the programme made a remarkable impact, boosting literacy and numeracy skills by directly benefiting nearly 20,149 children in 2023-2024. This improvement was not just in academic performance but also in student engagement, as children became more motivated to learn and excel, demonstrating the programme's effectiveness in enhancing education quality.

FIGURE 2: PROGRAMME SCHOOLS BLOCK WISE
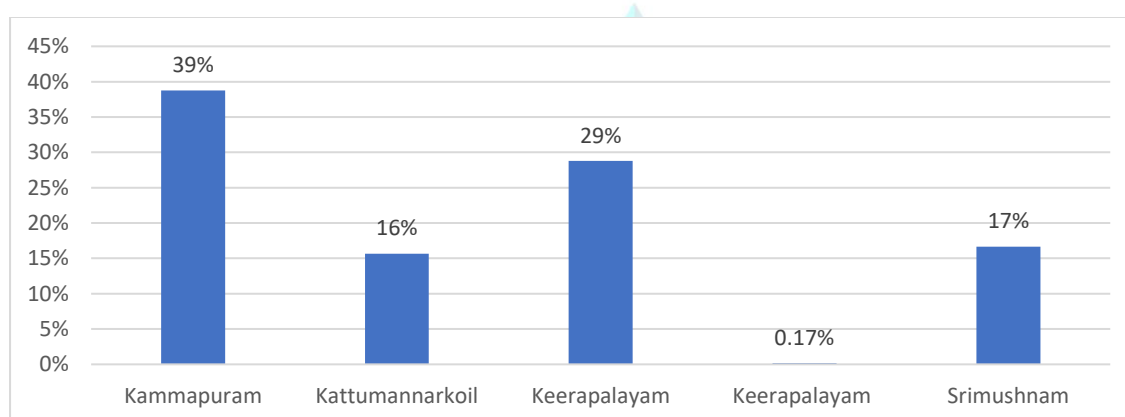
Professional Development for Anganwadi Teachers: Preschool education serves as a child's first formal educational experience and is crucial for fostering school readiness. This program has been particularly successful in rural areas. Unlike local Balwadi teachers, who are often only qualified up to the 8th or 10th grade and may lack advanced teaching skills, this program enhances the abilities of preschool educators through professional training. This training equips Anganwadi teachers with the skills necessary to provide high-quality education, improving their effectiveness in teaching young children

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[1]

https://img.asercentre.org/docs/ASER%202022%20report%20pdfs/All%20India%20documents/aser2022natio nalfindings.pdf

[2] https://www.newindianexpress.com/states/tamil-nadu/2024/Jan/22/50-per-cent-girls-drop-out-of-schools-in-higher-classes

in Tamil Nadu, the percentage of children aged 5 enrolled in Anganwadi increased from 15.3% in 2018 to 18.7% in 2022[3]. Before the programme's intervention, only few Anganwadi teachers in Cuddalore had received training beyond the 10th grade, limiting their ability to provide quality early childhood education. The Titan Sampoorna Programme focused on professional development for Anganwadi teachers, training 135 educators to improve their teaching practices benefiting 1,902 students during 2023-2024. As a result, preschool enrolment saw a significant increase, demonstrating the positive effects of enhanced teacher quality on both teacher morale and student participation. This investment in teacher development has helped improve the foundation for education in Cuddalore, ensuring that young children are provided with a strong start.

Expanding Access to STEM Education: Prior to the programme's intervention, only 15% of students in Cuddalore had been exposed to STEM (Science, Technology, Engineering, and Mathematics) education. To address this gap, the programme introduced hands-on STEM learning kits in 50 schools. This initiative successfully increased student participation in STEM-related activities in 67 schools in Cuddalore district, with 60% of students now engaging in such activities. 13 schools were

> *"The Kanya Sampoorna project is incredibly beneficial for underprivileged children, especially those from agricultural backgrounds. The FLN educators play a crucial role in improving the children's learning capacity. Their activities and teaching aids, like pictures and charts, spark curiosity and creativity in the students. We are truly grateful for their support."*
>
> *Secondary grade teacher Ms. Kavitha adds:*
> *"I teach Class III students, and Care India has been incredibly supportive. Their activity-based English vocabulary lessons, like the word wall, really help the students remember words. The FLN educator visits twice a week to conduct English, Math, and Tamil sessions, and I've noticed significant improvements in vocabulary, sentence formation, and spoken English. The math teaching kits and materials are also highly effective, and students actively participate in creating charts, which enhances their learning experience." – **Ms. Thenmozhi Head Mistress, Melpappanapattu Primary School**

provided with part-time STEM teachers, who conducted 4,987 sessions over 4 months.

Furthermore, the programme sparked over 50% increase in interest in science careers, reflecting a growing curiosity and enthusiasm for STEM subjects among students. developed 20 STEM digital videos featuring engaging graphics and hands-on activities were developed during the reporting period. This initiative not only helped

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[3] https://img.asercentre.org/docs/ASER%202022%20Young%20Children%20Pages/aser2022youngchildren-tamilnadu.pdf

students grasp key concepts but also laid the groundwork for future careers in science and technology.

Life Skills Development: In Cuddalore District, 8,758 adolescents attended life skills workshops as part of the Titan Sampoorna Programme during 2023-2024. These workshops focused on enhancing essential life skills such as problem-solving, communication, and decision-making. After participating in the programme, 75% of adolescents reported significant improvements in their problem-solving abilities, while their interpersonal communication skills were noticeably stronger. These skills are not only critical for academic success but also for personal development, empowering young people to navigate the challenges they face and build more confident futures.

The Kalike Programme's focus on employment and livelihood relevance is evident through its provision of digital literacy and life skills training. Over 6,270 students have gained essential skills in STEM and Life Skills that are directly applicable to future employment opportunities. Beneficiaries, particularly older students, report feeling more confident about their career prospects and express interest in pursuing higher education or vocational training.

Improving Health Awareness: The programme also prioritized health awareness, with a dedicated campaign reaching 4,500 adolescents in Cuddalore. As a result, participants showed an 80% increase in their knowledge about important health topics such as menstrual hygiene and nutrition. Furthermore, over 80% of the participants reported adopting healthier practices, such as better nutritional habits and improved menstrual hygiene management. This focus on health education is crucial for ensuring the well-being of adolescents and fostering a culture of health awareness that extends beyond the programme's duration.

Integration with National Education Systems: One of the key components of the Titan Sampoorna Programme was its alignment with the National Education Policy (NEP) 2020. By partnering with government schools, the programme successfully integrated its interventions with the broader national education framework. Teachers reported that test scores improved by an average of 20%, a direct result of the training and resources provided by the programme. This alignment with national policies not only enhanced the quality of education but also ensured that the programme's impact was sustained within the formal education system.

Addressing Low Teacher-Student Ratios: According to the Annual Status of Education Report (ASER) 2016, the percentage of schools in the state adhering to the ideal teacher-pupil ratio of 1:30 is just 52%. The report that primarily focuses on private and government schools in rural parts of different states reported that TN's current standing is even 1% lower than the already dismal national average (53%). Nationally, this puts TN in the 17th position among the 29 states.

In Cuddalore, many schools struggled with high teacher-student ratios, this often led to disengaged students and overwhelmed teachers. The Titan Sampoorna Programme addressed this challenge by providing additional teaching assistants in 25 schools, reducing the teacher-student ratio to 1:60. This change significantly improved student engagement, leading to a 22% increase in class participation. With more

individualized attention, students were able to thrive academically, and teachers were better supported in their roles.

Community Engagement and Ownership: The Titan Sampoorna Programme made significant strides in community engagement, involving over 37,000 parents in school activities. Parental involvement increased through initiatives such as school-based events and PTA meetings, which saw a doubling of attendance. As a result, parents reported greater confidence in the local education system and became more actively involved in their children's education. This increased community participation contributed to a supportive environment for students, ensuring that educational progress was sustained both within and beyond the programme.

Self-Learning Opportunities: The establishment of 50 community libraries during the reporting period was another key achievement of the Titan Sampoorna Programme. These libraries provided students with access to books and learning materials, promoting independent learning. As a result, 100% of students began borrowing books regularly, and independent reading habits increased by 80%. This initiative not only fostered a love for reading but also provided students with the tools to continue learning beyond the classroom, reinforcing the importance of self-directed education.

Focus on Gender and Social Equity: The Titan Sampoorna Programme placed a strong emphasis on gender and social equity, particularly within the STEM programmes. Female participation in STEM activities increased with 90% of female participants reporting increased confidence in pursuing science-related studies. Additionally, the programme worked to ensure that marginalized groups, including children from economically disadvantaged backgrounds leading to increase in educational inclusion. This focus on gender and social equity helped create a more inclusive and equitable learning environment for all students.

Addressing gender and social equity is another strength of the Kalike Programme. With an average of 54% of participants in STEM programmes being girls, and efforts made to include marginalized groups, the programme promotes gender equality and social inclusion. Special sessions on gender awareness and leadership development for girls have been successful, reducing educational achievement gaps and increasing aspirations for daughters' futures.

FIGURE 3: GENDER OF STUDENTS
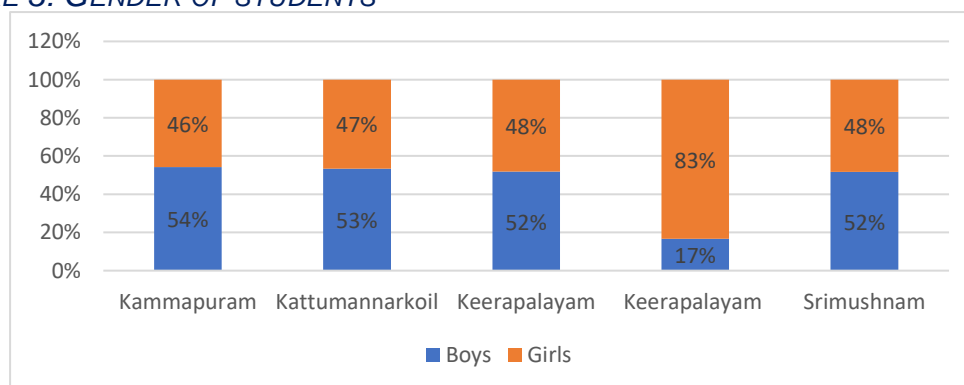
Community awareness and perception of the programme are overwhelmingly positive. Awareness campaigns and community events have led to high levels of support, with over 80% of community members viewing the programme favourably. This increased awareness has translated into greater participation in programme activities and more engaged parents.

The Kalike Programme's contributions to local education policy, particularly around STEM education and digital literacy, further underscore its relevance. By influencing policy discussions and collaborating with government bodies, the programme ensures its initiatives are integrated into broader education strategies.

> *"After attending the KALIKE session on self-discovery, I have truly identified myself and gained a better understanding of who I am. The activities and discussions helped me recognize my strengths and interests, boosting my confidence. I now feel more empowered to pursue my goals and aspirations."* **G. Sowmya, 8th Standard Student**

5.2. Effectiveness

The Kalike Programme's effectiveness is evidenced by significant improvements in educational outcomes, skill development, community engagement, resource utilization, student well-being, gender equality, and policy influence. These achievements underscore the programme's success in addressing the educational needs of underserved communities and delivering meaningful, lasting benefits to its beneficiaries.

Improved Learning for All: The Titan Sampoorna Programme has made a significant impact on improving foundational literacy and numeracy skills among children aged 6–11 in Cuddalore. The programme's use of child-friendly classrooms, coupled with interactive and engaging teaching methods, has allowed students to thrive academically. Over 80% of the students who participated in the programme showed measurable improvements in reading fluency and mathematical abilities. This was achieved through various innovative strategies, including tab-based learning, which increased classroom engagement by 30%. The hands-on, interactive approach not only made learning more enjoyable for students but also resulted in higher school attendance rates, as students were more motivated to attend classes. This engagement, combined with the increased participation in lessons, highlights the programme's effectiveness in boosting academic performance and enhancing the learning environment.

TABLE 9: DETAILS OF STAFF EMPLOYED

Programme sub head	No. of Male staff	No. of Female staff
Early learning	0	13
FLN	6	11
STEM Cum Adolescents	3	22
Total	9	46

Pl refer Annexure 2 for more details

> *"I manage my grandfather's school and completed my education in Chennai. The Kanya Sampoorna staff has been highly supportive, offering valuable training for both primary school teachers and headmasters. I attended the training myself, and it has been incredibly helpful in teaching with innovation and passion. The FLN educators conduct sessions on topics like compound words, singular and plural forms, and miming, and they provide excellent teaching aids and materials. We have two children with intellectual disabilities and speech impairments, and I can see them enjoying these sessions immensely. I am very satisfied with the program and fully committed to supporting them in any way I can."* **– Ms. Shiva Shankari, Head Mistress, Bharathi Aided Elementary School**

STEM Education: The Titan Sampoorna Programme's STEM intervention has played a pivotal role in sparking curiosity and building competency in science, technology, engineering, and mathematics. This initiative has notably increased girls' participation in STEM-related activities. Girls, in particular, have reported a significant rise in interest in pursuing STEM careers, with over 55% expressing confidence in continuing their education in these fields. The programme's hands-on STEM workshops have fostered a deeper understanding of these subjects, which are critical in today's tech-driven world. By giving students, the tools to engage with complex scientific concepts and encouraging them to think creatively, the programme has not only enhanced academic performance but also inspired students to explore innovative solutions and pursue careers in STEM fields.

Skill Development: A cornerstone of the Titan Sampoorna Programme is its life skills training, which has proven to be highly effective in enhancing adolescents' self-assurance, leadership abilities, and decision-making skills. Over 8,758 students, including 47% girls, participated in life skills sessions, with 90% reporting increased confidence in tackling daily challenges. This focus on empowerment is particularly evident in the leadership development initiatives for girls, which have led to a 25% increase in their involvement in school committees and extracurricular activities. The programme's success in boosting leadership and self-esteem among young people, especially girls, demonstrates its effectiveness in preparing students to become future leaders and agents of change in their communities.

Community Engagement: The Titan Sampoorna Programme places significant emphasis on community engagement, understanding that strong local support systems are essential for sustaining educational improvements. By fostering active participation from parents, teachers, and community leaders, the programme has built a supportive ecosystem around education. Over 75% of stakeholders reported a sense of ownership and responsibility towards the programme, contributing to higher retention and success rates in initiatives such as community libraries and digital literacy programmes. This high level of community engagement has created an environment where education is not only viewed as the responsibility of the school but also as a shared community effort, leading to a more sustainable and impactful educational system.

Student Well-Being: The Titan Sampoorna Programme has adopted a holistic approach to student development, addressing the physical, emotional, and social well-being of children. This comprehensive approach includes safety and security training, which has benefitted over 3,000 children, ensuring that students feel safe and supported in their learning environments. Psycho-social care sessions have been particularly impactful, improving emotional resilience among 2,140 girls. In addition, the programme's health and nutrition initiatives have played a crucial role in supporting the overall well-being of students, with 80% of participants demonstrating increased awareness of hygiene practices and healthy eating habits. By integrating health and well-being into the educational framework, the programme has created an environment where students are better equipped to succeed academically and socially.
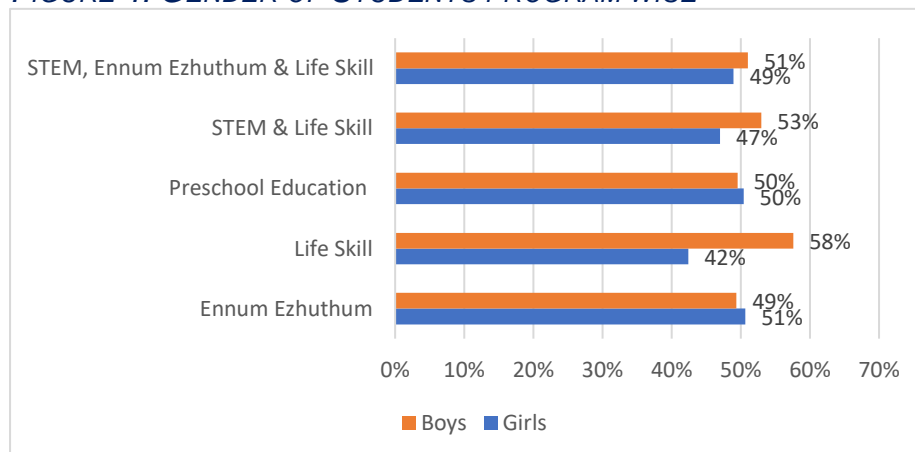
Gender Equality: The Titan Sampoorna Programme has made significant strides in promoting gender equality, particularly in the fields of STEM and life skills education. By focusing on gender-specific approaches and offering leadership sessions and awareness campaigns, the programme has actively worked to reduce gender disparities. Girls now make up 47% of the participants in STEM and life skills programmes, a substantial increase from previous years. The programme has also focused on preparing girls for higher education and professional opportunities, with over 50% expressing ambitions to pursue careers and further their education. By providing equal opportunities and challenging traditional gender roles, the programme

> *"We participated in a national level rugby match in Odisha, and it was a great experience. However, we faced a challenge as we do not know Hindi, which made it difficult for us to interact with other players and understand the announcements.*
>
> *If Hindi was taught in our school, it would have greatly enhanced our ability to communicate and connect with others during the event."* ***Vaishnavi, Mahadevi, Rugby players***

has empowered girls to break through barriers and aspire for more, contributing to greater gender equity in education and beyond.

*FIGURE 4: GENDER OF STUDENTS PROGRAM WISE*

The Titan Sampoorna Programme in Cuddalore has proven to be highly effective in driving academic excellence, skill development, gender equality, and community engagement. Its comprehensive approach, which includes interventions in educational outcomes, STEM education, life skills development, and student well-being, has ensured lasting benefits for students and their communities. By focusing on underserved groups, particularly girls and marginalized communities, the programme has worked to bridge gaps in education, promote inclusivity, and empower the next generation of leaders. The programme's impact has been far-reaching, fostering resilience, building confidence, and providing students with the tools they need to succeed in the future.

5.3.   Efficiency

The Kalike Programme has demonstrated a high level of efficiency in its operations, effectively utilizing resources, managing costs, and maximizing impact. Its efficiency is reflected in several key areas, including resource allocation, Programme implementation, cost management, and stakeholder collaboration.

Optimum Resource Allocation: The Titan Sampoorna Programme adopts a hub-and-spoke model, which ensures that resources are efficiently allocated to reach the maximum number of students. By establishing 50 community libraries as resource hubs, the programme ensures that these hubs serve as centres for educational materials, benefiting over 2,322 students in the surrounding areas. This model allows for optimal distribution of learning resources while minimizing the logistical challenges that would otherwise arise in a more centralized approach. The library hubs not only provide access to a diverse range of materials but also create focal points where students and teachers can come together to engage in learning, further enhancing the overall impact of the programme.
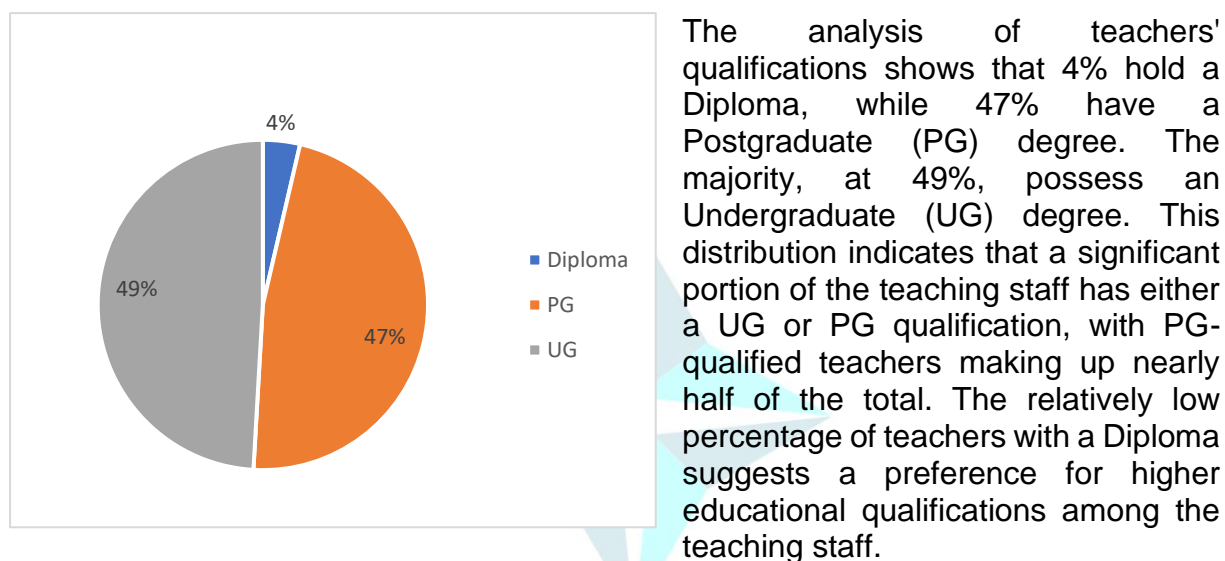
FIGURE 5: TEACHERS EXPERIENCE
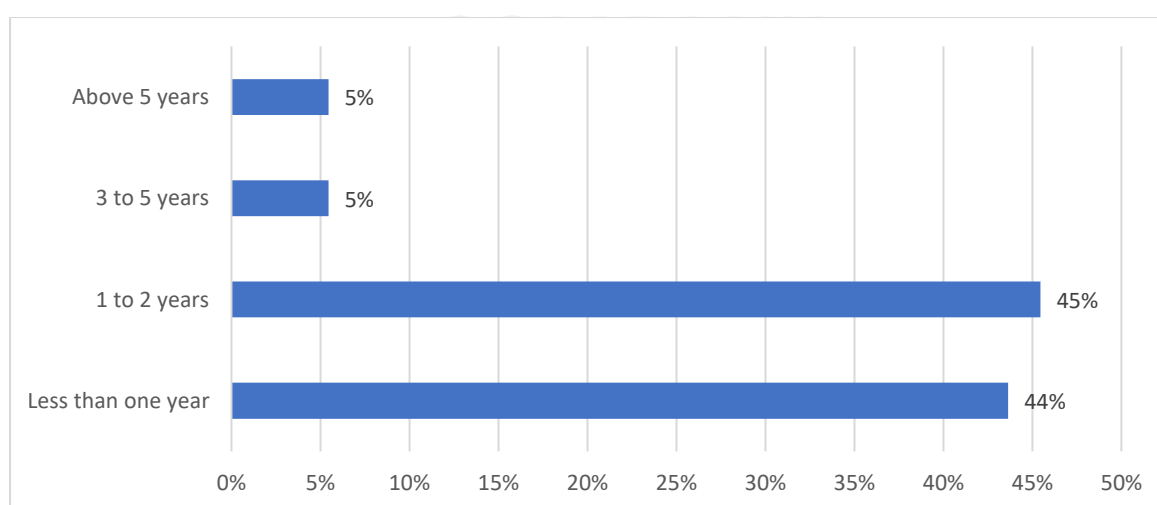
Pl refer Annexure 3 for more details

The analysis of teachers' experience reveals that 44% of teachers have less than one year of experience, while 45% have between one to two years of experience. In contrast, only 5% of teachers possess between three to five years of experience, and another 5% have over five years of experience. This distribution indicates a predominance of relatively newly recruited teachers, with the majority falling within the first two years of their teaching careers.

FIGURE 6: TEACHER'S QUALIFICATION

The analysis of teachers' qualifications shows that 4% hold a Diploma, while 47% have a Postgraduate (PG) degree. The majority, at 49%, possess an Undergraduate (UG) degree. This distribution indicates that a significant portion of the teaching staff has either a UG or PG qualification, with PG-qualified teachers making up nearly half of the total. The relatively low percentage of teachers with a Diploma suggests a preference for higher educational qualifications among the teaching staff.

Use of Local Materials: A key strategy of the Titan Sampoorna Programme is the use of locally sourced materials, which helps in reducing costs while maintaining cultural relevance. By sourcing teaching aids, storybooks, and STEM kits from local vendors and communities, the programme ensures that the materials are affordable, sustainable, and contextually appropriate for the students. This approach also helps in promoting local businesses and fostering a sense of ownership within the community. Furthermore, using local materials ensures that the educational content resonates more with the students, incorporating regional stories, traditions, and learning styles, making education more relatable and impactful.

Optimum Resource Inputs: The Titan Sampoorna Programme has strategically chosen existing community spaces to set up libraries, thereby minimizing the infrastructure costs typically associated with building new facilities. This approach allows the programme to allocate the funds intended for libraries to educational materials, maximizing their impact on literacy and learning outcomes. The libraries are placed in accessible locations, ensuring that students can easily use the resources to enhance their academic progress. By utilizing community spaces, the programme not only reduces costs but also integrates itself more deeply into the fabric of the community, making the libraries central hubs of learning and community engagement.

FIGURE 7: SCHOOLS VS. TEACHERS
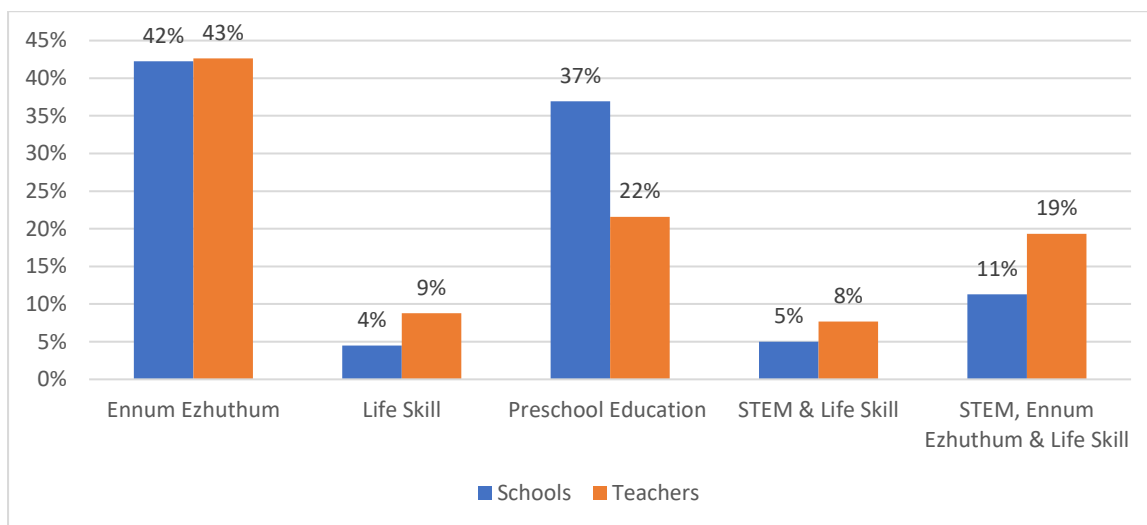
The analysis of the teacher-student ratios across various blocks reveals significant shortages compared to the government norm of 1 teacher for every 30 students.

> *"I manage two centres, and the Kanya Sampoorna program has helped increase our student strength significantly. The activity-based learning methods and modern teaching techniques, comparable to private schools, have encouraged parents to send their children here. The training has also boosted my confidence in teaching action songs, something I used to be shy about. Now, I can teach with ease."– Ms. Radhika, Teacher at Sakkangudi Centre*

FIGURE 8: RATIO OF TEACHERS: STUDENTS
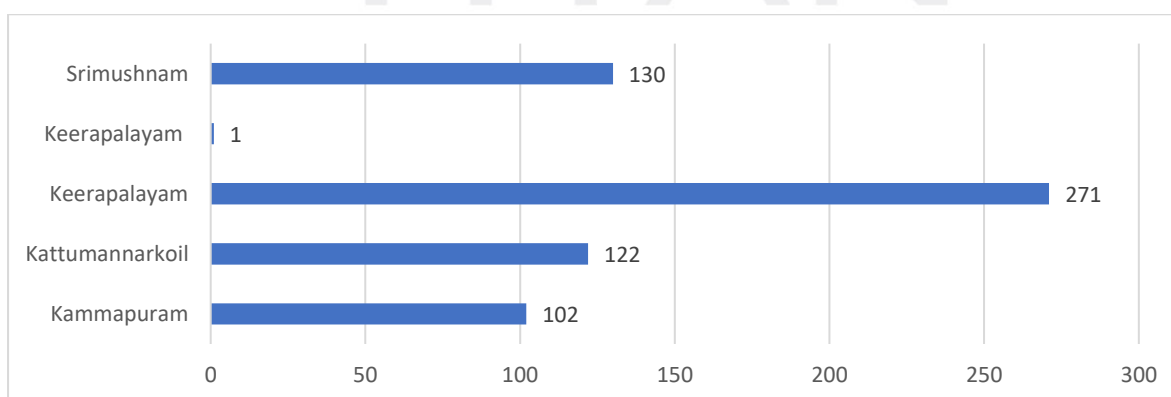
The teacher-to-student ratios provided for the five blocks show significant variation, ranging from **102 to 271**. Such disparities highlight potential imbalances in teacher distribution or student enrolment across these regions, raising concerns about the equitable allocation of teaching resources.

In **Kammapuram**, the ratio is **102**, indicating a moderately balanced distribution of teachers relative to students. However, in **Kattumannarkoil**, the ratio is slightly higher at **122**, suggesting a slightly heavier workload for teachers. These two blocks are comparatively better positioned, but additional resources could further improve the situation.

The data for **Keerapalayam** presents a contrasting picture. The first entry shows a ratio of **271**, signifying an extremely high student load per teacher, pointing to a critical shortage of teaching staff.

In **Srimushnam**, the ratio stands at **130**, which is higher than Kammapuram but lower than Kattumannarkoil. While the situation here is not as dire as in Keerapalayam, there is still room for improvement to reduce the burden on teachers and enhance learning outcomes for students.

The data underscores a pressing need to address disparities in teacher distribution. Blocks like Keerapalayam (271) and Kattumannarkoil (122) require additional teachers to ensure a more balanced student-teacher ratio. Efforts should also focus on validating and correcting data inconsistencies, such as the second entry for Keerapalayam.

To ensure quality education, policies should prioritize equitable teacher allocation and address the critical shortages in blocks with high ratios. Redistributing resources and

> *"I want to be a good teacher, just like our Kalike coordinator, Balathilakar. He teaches maths in such an interesting and easy way that it makes learning fun for all of us. I hope to teach children the same way one day and help them understand difficult subjects, just like he does for me."* **Sadhana. 4th Class Student, Parandhur Chavadi Primary School**

recruiting additional staff in underserved areas will help create a more equitable and effective educational ecosystem, ultimately improving outcomes for students across all blocks.

Employment of Local Staff: The programme's decision to employ local staff, including teachers and facilitators, has greatly contributed to the programme's success. This strategy provides employment opportunities within the community, fostering economic growth and improving local morale. More importantly, hiring local staff ensures better engagement with students, as these educators are familiar with the local culture, language, and traditions, which strengthens the learning experience. This local connection also helps build trust with students and their families, creating a supportive learning environment. The involvement of local staff also ensures sustainability, as the community becomes more invested in the long-term success of the programme.

Timely Delivery of Programmes: The Titan Sampoorna Programme has demonstrated an excellent track record in meeting its deadlines and delivering its interventions on time. With 100% of planned activities completed within the academic year, the programme has shown a high level of efficiency in its execution. By adhering

to its timelines, the programme ensures that students receive the benefits of the interventions without unnecessary delays, maximizing the impact of the resources invested.

FIGURE 9: INITIATIVES VS. PARTICIPANTS
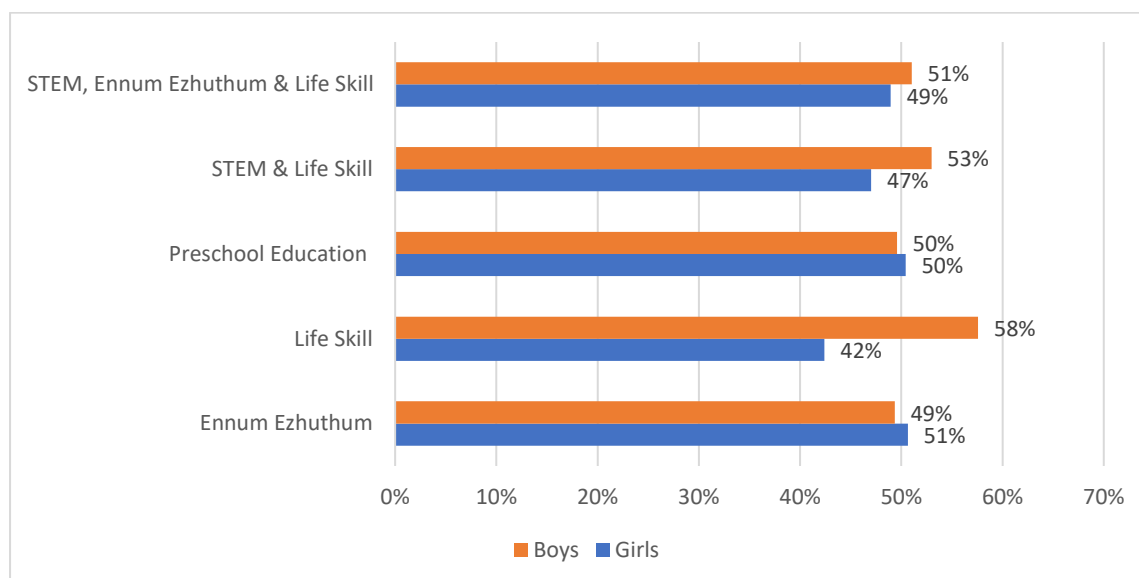
Monitoring and Evaluation Systems: A robust monitoring and evaluation system lies at the heart of the Titan Sampoorna Programme's success. Regular cluster-level meetings and data-driven monitoring processes provide real-time insights into the effectiveness of the programme. These systems allow for quick identification of issues and ensure timely adjustments to improve the programme's delivery. This responsiveness to data ensures that the programme stays on track and continues to meet the evolving needs of the community,

thereby enhancing its overall impact.

Facilitator and Teacher Coordination: The close coordination between facilitators and teachers has been a critical factor in streamlining the implementation of the Titan Sampoorna Programme. Weekly meetings involving 626 teachers and facilitators have facilitated smooth communication and ensured the consistent delivery of quality education. These regular touchpoints help address any challenges or operational delays quickly and allow for the sharing of best practices. This close-knit collaboration has contributed to the programme's overall success by maintaining consistency and ensuring that all educators are aligned in their approach, ultimately leading to better outcomes for students

.

> **Feedback from KALIKE Staff**
>
> *"As KALIKE staff, we have observed that there is a lack of sports items provided for children, and government schools do not have adequate materials to support athletic activities. Many students are genuinely interested in sports, and some have even represented at the state level in handball and kabaddi.*
>
> *To nurture this interest and talent, we believe that organizing inter-school competitions within KALIKE schools would be beneficial. Such events would not only encourage students to actively engage in sports but also foster participation in science exhibitions and math competitions. This holistic approach to education would help develop both their physical and academic skills, leading to well-rounded growth.*
>
> *We hope for more support in providing the necessary materials and organizing competitive events to inspire and motivate our students."*

Training and Capacity Building for Teachers: The programme places a strong emphasis on training and capacity building for teachers, ensuring that they are equipped with the skills and knowledge to deliver high-quality education. Over 491 teachers and facilitators have received training in modern teaching techniques, including 169 teachers specific to STEM and life skills pedagogy. Post-training teachers reported over 40% improvement in teaching effectiveness, directly leading to enhanced student outcomes. This continuous professional development ensures that educators remain at the forefront of educational trends, capable of adapting to new methods and technologies to meet the diverse needs of their students.

Efficient Use of Teaching Aids: The Titan Sampoorna Programme makes highly efficient use of teaching aids, particularly in preschool education. Innovative kits that include stories, songs, and activities have been designed to engage young learners and stimulate their curiosity. These teaching aids have proven to be effective in increasing student participation rates by 35%, especially in rural and underserved areas where traditional resources might be limited. The use of these kits ensures that preschool educators can offer interactive and engaging learning experiences, even with minimal resources. This approach highlights the programme's commitment to providing quality education, regardless of geographical or infrastructural limitations.

> *"I have heard about artificial intelligence and understand that it is the future. I am really interested in learning more about it and exploring how I can be a part of this exciting field. I believe that understanding AI will open up many opportunities for me."* **Sanmathi, 9th Standard Student**

The Titan Sampoorna Programme in Cuddalore stands as an example of efficient and effective resource management. By focusing on strategic resource allocation, local engagement, and continuous monitoring, the programme ensures that every intervention maximizes its impact on the community. The use of innovative

approaches, such as the hub-and-spoke model and local material sourcing, demonstrates the programme's commitment to sustainability and cultural relevance. Through timely delivery, teacher capacity building, and efficient use of teaching aids, the programme has created a solid foundation for educational success, empowering students and communities to thrive.

5.4.   Sustainability

The Titan Sampoorna Programme in Cuddalore is built with sustainability at its core, ensuring that its benefits endure long after the programme concludes. One of the primary sustainability practices is ongoing teacher training, which enables 626 educators to continuously enhance their teaching skills, particularly in foundational literacy, numeracy, and STEM education. This ensures that teachers remain equipped with up-to-date pedagogical techniques that can be passed on to future generations of students. Additionally, 50 community-led library management significantly reduces dependency on external funding by relying on trained local volunteers to run the libraries. This approach guarantees that educational materials continue to be available and functional, thereby extending the programme's impact well into the future.

Local Ownership and Community Involvement: A key strategy of the Titan Sampoorna Programme is fostering local ownership, which is vital for the programme's long-term sustainability. By encouraging active participation from parents, teachers, and members of School Development and Monitoring Committees (SDMCs) in the decision-making process, the programme creates a sense of shared responsibility. This collaborative model ensures that community members feel personally invested in the success of the initiatives. 50 Community libraries, for example, are operated by local volunteers who have been trained to manage and maintain the space, ensuring that the libraries remain operational long after the programme's direct involvement. The active involvement of local stakeholders fosters a deep-rooted connection to the programme, which helps ensure its continued success and relevance in the community.

Capacity Building for Self-Sufficiency: The Titan Sampoorna Programme prioritizes capacity building as a cornerstone of sustainability. By equipping 169 teachers with the necessary skills in modern pedagogies and subjects like STEM, the programme ensures that educators are prepared to provide high-quality instruction, even beyond the duration of the intervention. The capacity building extends to community volunteers as well, who receive training in areas such as library management, supporting Anganwadi centres, and facilitating life skills sessions. This approach fosters a culture of self-reliance and ensures that the community can sustain the programme's positive impact without ongoing external support. The empowerment of local educators and volunteers creates a sustainable ecosystem that will continue to thrive for years to come.

Integration with Local Education Systems: A significant aspect of the Titan Sampoorna Programme's sustainability is its seamless integration with local education systems. By aligning its interventions with national education policies, such as the NEP 2020, and collaborating with local government bodies, the programme ensures that its initiatives are relevant and scalable. As a technical support partner, the programme provides guidance for curriculum enrichment ensuring that its methods and tools are in line with the broader educational framework. This integration enhances the likelihood of long-term adoption and scaling of the programme's initiatives, making them more likely to be sustained within the formal education system.

As the headmistress of Irulankurichi Higher Secondary School with 10 years of experience, I have observed a significant gap in our educational offerings. We did not have anyone to create awareness among our students on adolescent-related topics, nor did we have initiatives focused on experiment-based learning in STEM or career guidance for our older children.

This lack of support made it challenging for our students to fully engage with critical issues and explore their potential career paths. I am grateful for the recent interventions that have begun to address these needs, helping our students gain valuable knowledge and skills that are essential for their personal and academic growth." **Mrs. Amudha, Headmistress, Irulankurichi Higher Secondary School**

Efficient Resource Management and Strategic Partnerships: Sustainability in the Titan Sampoorna Programme is further reinforced through efficient resource management and strategic partnerships. The programme makes use of locally sourced materials for the construction and operation of 50 community libraries, which not only reduces operational costs but also fosters a sense of ownership within the community. Moreover, volunteer efforts help minimize ongoing costs, allowing more funds to be directed towards educational resources and tools. Strategic partnerships with 589 government schools and local organizations provide additional resources, further strengthening the programme's operational and financial sustainability. These collaborations enhance the programme's ability to maintain its initiatives without relying heavily on external funding.

Ongoing Monitoring, Evaluation, and Documentation: The Titan Sampoorna Programme employs a robust monitoring and evaluation system to ensure the sustainability and long-term effectiveness of its initiatives. Regular assessments provide valuable insights into the programme's performance, enabling adjustments to be made in real-time to optimize resource allocation and improve outcomes. The programme also places a strong emphasis on documentation, capturing best practices that can be replicated in other schools and communities. This systematic approach to monitoring and evaluation ensures that the programme remains adaptable to evolving needs and continues to meet the educational challenges of the community over time.

Community Engagement and Advocacy: A critical element of the Titan Sampoorna Programme's sustainability strategy is its focus on community engagement and advocacy. By actively involving the community through awareness campaigns,

stakeholder meetings, and participation in SDMCs, the programme fosters widespread support for its initiatives. This support strengthens the foundation for advocacy, with community members becoming champions for education and life skills programmes. As a result, the community takes ownership of the programme's success and is more likely to continue advocating for educational improvements long after the programme has ended. This grassroots involvement ensures that the programme's initiatives have a lasting, positive impact on the community.

Adaptability and Flexibility: The programme's design incorporates adaptability, which is crucial for maintaining relevance and effectiveness over time. The Titan Sampoorna Programme's flexibility allows it to respond quickly to changing community dynamics, emerging challenges, and evolving educational needs. Whether adjusting life skills content to address contemporary issues or refining STEM initiatives to reflect technological advancements, the programme remains responsive to the needs of its beneficiaries. This adaptability ensures that the programme stays relevant and continues to deliver meaningful outcomes, even as the educational landscape evolves.

Through its focus on integration, local ownership, resource efficiency, and adaptability, the Titan Sampoorna Programme sets a benchmark for sustainable educational interventions. By building a resilient framework for community growth and development, the programme ensures that its impact will continue to reverberate in Cuddalore for years to come.

5.5.   Social Impact

Educational Advancement and Learning Outcomes: The Titan Sampoorna Programme in Cuddalore has made significant strides in advancing educational outcomes, particularly in foundational literacy and numeracy for children aged 6-11. By focusing on creating engaging and inclusive learning environments, the programme has not only improved academic performance but also nurtured a love for learning. Through its STEM (Science, Technology, Engineering, and Mathematics) initiatives, the programme has helped 12,576 students develop crucial skills in critical thinking and problem-solving, while also fostering a heightened interest in science and technology. This has resulted in marked improvements among students in attendance rates, as well as students scoring 20% better scores on standardized tests. The programme's emphasis on strengthening basic academic skills, while also introducing students to more advanced subjects, ensures that students are better prepared for future educational challenges and career opportunities.

Empowerment and Confidence Building: Empowerment, especially among adolescent girls, stands as a key pillar of the Titan Sampoorna Programme. Through life skills education and gender-focused workshops, the programme has equipped 17,732 girls with the tools and confidence to overcome societal barriers, empowering them to pursue higher education and professional aspirations. The targeted STEM interventions have played a critical role in boosting the self-esteem of girls, with many of them assuming leadership roles in their schools and communities. These experiences have helped shift their self-perception, instilling in them the belief that they are capable of making informed decisions and navigating the challenges they may face. The programme's focus on empowerment ensures that its beneficiaries are

not just prepared academically but are also confident and capable of driving change in their own lives and the wider community.

Community Engagement and Ownership: A cornerstone of the programme's

> *"I have learned about family values from the KALIKE staff. Their guidance has helped me understand the importance of love, respect, and support within a family. I appreciate the lessons they provide, which go beyond academics and help shape my character and values."* **Ajitha, Student**

success is its strong emphasis on community engagement and ownership. The programme has actively involved, 626 teachers, parents, and local leaders in various initiatives, fostering a collective sense of responsibility for the educational development of children. For instance, the 50 community libraries established through the programme are managed by local volunteers, who have been trained to maintain these resources and ensure their continued utility. This approach has turned libraries into hubs of learning, fostering social interaction and community building. The regular literacy drives and workshops have further reinforced the importance of education, while deepening the community's appreciation for continuous learning. Parents have also played a critical role in improving attendance and engagement at Anganwadi centres by actively managing drop-offs and pick-ups. This engagement has created a supportive ecosystem that extends beyond the classroom, contributing significantly to the programme's overall success.

Promotion of Gender Equity and Social Inclusion: The Titan Sampoorna Programme has been instrumental in promoting gender equity and social inclusion within the community. Through gender sensitivity sessions and leadership training for girls, the programme has addressed and challenged traditional norms, creating space for girls to become leaders in their schools and communities. The programme has also made strides in reducing educational disparities by prioritizing the inclusion of marginalized groups, including economically disadvantaged children. This holistic approach has not only increased access to education but also worked to ensure that outcomes are more equitable. By tackling barriers to education that often affect girls and marginalized communities, the programme has fostered a more inclusive educational landscape, contributing to the broader goals of social justice and equality.

Increased Access to Resources and Opportunities: The establishment of 50 community libraries have significantly expanded access to resources and learning opportunities for students. These interventions have helped bridge the gap in access to educational materials, particularly in underserved areas. The community libraries serve as accessible, local hubs for reading and self-guided learning, offering students the opportunity to improve their reading habits and engage more deeply with academic subjects, especially in STEM. By increasing access to educational resources, the programme has opened doors to greater opportunities for learning, ensuring that no student is left behind due to a lack of educational materials.

Impact on Attitudes and Behavioural Changes Among Adolescents: Life skills sessions have been a transformative aspect of the programme, especially for adolescents, who have reported significant positive changes in their attitudes and

behaviours. These sessions, which focus on developing communication, decision-making, and leadership skills, have equipped young people, particularly girls, with the tools they need to navigate the complexities of their daily lives. Participants have gained a greater sense of self-awareness, which has enabled them to set long-term goals and approach challenges with resilience. The programme's focus on life skills has also fostered a sense of responsibility among adolescents, preparing them not only to contribute meaningfully to their communities but also to take on leadership roles and create positive change. These changes in attitudes and behaviour are vital for the long-term social development of the community.

Long-Term Social Development: The Titan Sampoorna Programme has laid a solid foundation for long-term social development in Cuddalore. By prioritizing education, gender equity, and community engagement, the programme has sparked a culture of empowerment, inclusivity, and collective responsibility. The skills and knowledge imparted to students, educators, and community members have created a ripple effect that will extend far beyond the programme's direct involvement. As local communities become more self-sufficient and engaged in the education process, the programme's impact will continue to unfold over time. The strong foundation it has established in Cuddalore will continue to support educational progress and social advancement for years to come, ensuring that the benefits of the programme are both enduring and far-reaching.

TABLE 10: REESS RATINGS

Category	Indicators	Ratings
Relevance	Aspirational Districts for programme implementation	10
	Gaps in Education	10
	Need for professional ANW teachers	10
	Restricted access to STEM education	9
	Need for life skills development among children	10
	Lack of Health awareness among adolescents	8
	Poor Integration with National Education Systems	8
	Low Teacher and student ratio	9
	Need for community engagement in school activities	9
Efficiency	Appropriate Resource Allocation – Hub and spoke model	9
	Use of local materials	9
	Optimum resource inputs – Library space	9
	Employment of Local Staff	9
	Timely delivery of programmes	9
	Monitoring and Evaluation Systems – Data driven insights/cluster level meetings	8
	Facilitators and teachers' coordination	8
	Training and Capacity Building for teachers	8
	Scaling of programmes in schools	8
Effectiveness	Improved learning outcomes among girl children – Child friendly classrooms	10
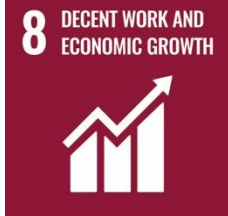
Category	Indicators	Ratings
	Ensured community engagement through committee formation	7
	Increased interest among girls to pursue higher education	8
	Increase interest in STEM education among girls	9
	Increase self-assurance due to life skills training	9
	Gender specific approaches and leadership devt. sessions for girls	9
	Career Readiness among girl children	8
Sustainability	Integration of Kalike's interventions into formal education system	10
	Local volunteers managing community libraries with minimal external funding	10
	Skilled teachers leading to retention	8
	Documentation of best practices for replication among schools	8
	Active community involvement (SDMC)	9
	Strategic partnerships	9
Social Impact	Enabling continued education among girl children	10
	Empowerment and Confidence Building among girl children	10
	Overall well-being among girl children	9
	Assured employment and prospects due to training in digital literacy and life skills	8
	Long term social development	9

FIGURE 10: REESS SCORECARD
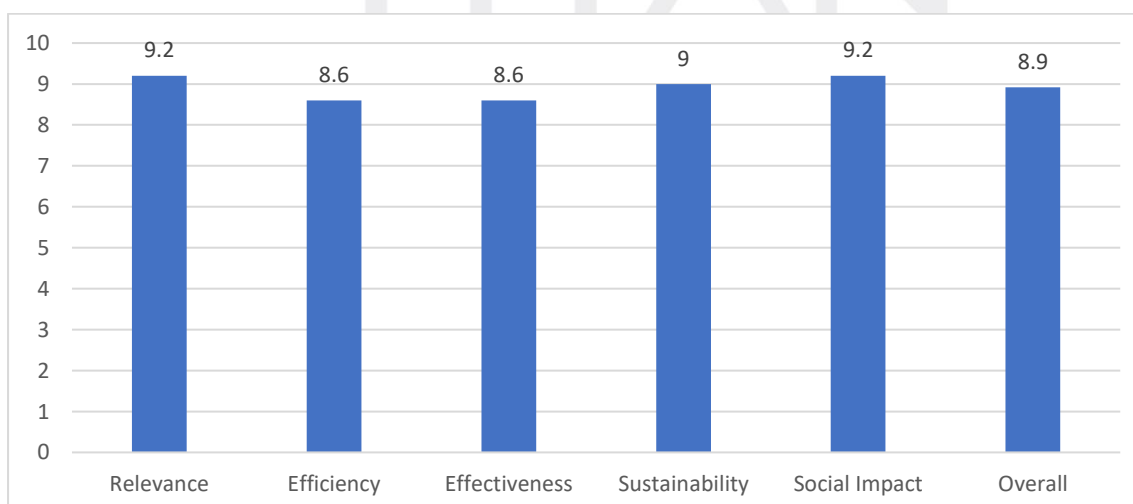
6. SDG Alignment to the Programme

The Titan Sampoorna Programme aligns with several Sustainable Development Goals (SDGs) due to its comprehensive approach to enhancing education, empowering communities, and promoting inclusivity. Here's a detailed look at the SDGs that align with the programme:

4 QUALITY EDUCATION	The Titan Sampoorna Programme is primarily focused on improving educational outcomes, making SDG 4 a central goal. The programme aims to provide high-quality education by enhancing literacy, numeracy, and life skills through targeted interventions. This includes life skills training, STEM education, and digital literacy programs, which contribute to equitable and inclusive education and promote lifelong learning opportunities for all. By addressing educational challenges in underserved areas, the programme directly supports the goal of ensuring that all young people have access to quality education.
5 GENDER EQUALITY	The programme has a strong emphasis on promoting gender equality and empowering women and girls, which aligns with SDG 5. Through initiatives such as leadership training for girls, gender sensitivity workshops, and programmes aimed at reducing gender disparities in STEM fields, the programme actively works to enhance the participation and empowerment of girls. By ensuring equal access to educational opportunities and addressing gender-based barriers, the programme contributes to achieving gender equality and empowering all women and girls.
6 CLEAN WATER AND SANITATION	While not the primary focus, the Titan Sampoorna Programme also supports SDG 3 by integrating health and well-being into its educational programs. Life skills training often includes components related to psycho-social care and adolescent health, which contribute to the overall well-being of students. By addressing mental health, nutrition, and personal safety, the programme supports the goal of ensuring healthy lives and promoting well-being for all individuals.
8 DECENT WORK AND ECONOMIC GROWTH	The Titan Sampoorna Programme indirectly supports SDG 8 by equipping students with skills relevant to future employment and economic participation. Through digital literacy and life skills training, the programme prepares students for the job market and enhances their employability. The focus on career guidance and vocational skills also contributes to fostering economic growth and ensuring that young people are prepared for meaningful and decent work opportunities.

10 REDUCED INEQUALITIES	The Titan Sampoorna Programme contributes to SDG 10 by addressing inequalities within and among countries. The programme focuses on improving access to education and resources in underserved and marginalized communities, thereby reducing educational disparities. By providing targeted support to economically disadvantaged students and promoting social inclusion, the programme helps to bridge the gap between different socioeconomic groups and ensures that all students have the opportunity to succeed.
11 SUSTAINABLE CITIES AND COMMUNITIES	The establishment of community libraries and digital literacy programmes aligns with SDG 11 by contributing to the development of sustainable and resilient communities. The programme's efforts to improve access to educational resources and foster a culture of reading and learning help build sustainable communities where individuals are equipped to contribute positively to their environments.
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	The programme supports SDG 16 through its efforts to enhance community engagement and foster strong local institutions. By involving local stakeholders in decision-making processes and establishing advisory committees, the programme strengthens community participation and governance. Additionally, the focus on creating safe and inclusive learning environments helps to promote peaceful and just societies, where every individual has the opportunity to thrive.
17 PARTNERSHIPS FOR THE GOALS	SDG 17 emphasizes the importance of partnerships in achieving sustainable development goals. The Titan Sampoorna Programme exemplifies this through its collaborations with local stakeholders, including parents, teachers, community leaders, and educational authorities. These partnerships enhance the programme's effectiveness and sustainability by leveraging local expertise, resources, and networks. The programme's engagement with government bodies and educational institutions also supports the alignment of local efforts with broader development goals.

7. Observations

Pudhu Ilavarasan Pattu Anganwadi Centre

The centre currently accommodates 21 children aged between 2-3 years and 3-5 years. Under the guidance of centre teacher Ms. Manjula and volunteer Ms. Nandhini, the arrangements for the assessment were efficiently organized. The volunteer exhibited a strong passion for teaching and actively engaging with the children. Throughout the assessment, the children cooperated enthusiastically, contributing to a smooth and successful process.

During this pilot visit, we observed various activities that the teachers used to involve the children, such as physical games, singing, playing with balls, running, jumping, and clapping hands. The children's performance was impressive, and their joy was evident on their faces, as well as that of their parents. All children were able to complete the given tasks. Based on these observations, we designed an assessment tool for the Anganwadi centres and evaluated the children using a school readiness tool suitable for ages 2 to 5.

Sakkangudi Anganwadi Centre - I

The centre currently accommodates 12 children aged between 2-3 years and 3-5 years. Under the leadership of centre teacher Ms. Radhika and facilitator Ms. Barathi, the arrangements for the assessment were efficiently organized. Preschool educator Ms. Sandhiya demonstrated a strong commitment to teaching and engaging with the children. Upon review, the attendance registers were well-maintained, and the centre was clean and orderly. The children actively participated throughout the assessment, contributing to a smooth and successful process.

Overall observation

An increasing number of parents are choosing Anganwadi for full-day care, as they provide continuous support for children, unlike private play schools where children attend for only 2.5 hours and return home for lunch. This can be particularly challenging for working women in the unorganized sector. At Anganwadi, children are not only well-fed but also cared for throughout the day by dedicated assistants and teachers.

The volunteers and educators appointed by Kanya Sampoorna are highly qualified, with many holding B.Ed. degrees and some being postgraduates. Their teaching abilities have been further enhanced through capacity-building and training programs. These educators are deeply passionate about transforming the learning experience for rural toddlers, showing a strong commitment to positively influencing their development.

Children at these centres excel in motor skill development, as they are well-trained to be independent in activities like eating and drinking water, which are essential for their growth. The Anganwadi teachers, trained and motivated by coordinators and volunteers, feel empowered to effectively teach and engage the children.

Most of the children attending the Balwadi centres are happy, forming strong bonds with the volunteers and staff of Kanya Sampoorna.

Key findings from SAN Team - Anganwadi

Skill Category	Sakkangudi Anganwadi Centre - I	Sakkangudi Anganwadi Centre - II	Irulankuruchi Colony
Motor Skills and Physical Development	83.33% (Excellent) 16.67% (Average)	86.67% (Excellent) 13.33% (Average)	20% (Excellent) 46.67% (Good) 13.33% (Average)
Language and Communication Skills	100% (Articulated 5 words)	100% (Articulated 5 words)	83.33% (Articulated 5 words) 16.67% (Average)
Social and Emotional Development	100% (Cooperative play)	100% (Cooperative play)	91.67% (Cooperative play) 8.33% (Not Socializing)
Cognitive Skills	66.67% (Following instructions) 33.33% (Average) 83.33% (Object matching) 66.67% (Identifying colours) 66.67% (Identifying shapes)	86.67% (Following instructions) 13.33% (Average) 86.67% (Object matching) 86.67% (Identifying colours) 86.67% (Identifying shapes)	66.67% (Independent toilet use) 100% (Following instructions) 83.33% (Object matching) 83.33% (Identifying colours) 83.33% (Identifying shapes)
Reading and Writing Skills	83.33% (Holding crayons) 83.33% (Straight lines) 66.67% (Identifying Tamil letters) 33.33% (Average)	100% (Holding crayons) 100% (Straight lines) 86.67% (Identifying Tamil letters) 13.33% (Average)	83.33% (Holding crayons) 83.33% (Straight lines) 75% (Identifying Tamil letters) 25% (Average)

Key findings from SAN Team – Schools

The schools visited by SAN team are:

1. Panchayat union primary school. Melpappanapattu
2. Bharathi aided elementary school, Parathur.
3. TELC Aided School, Ayipettai
4. Panchayat union primary school, Vrithagiri Kuppam

In all the primary schools, the students are divided into two groups: Classes I to III, and Classes IV to V. Each teacher conducts combined sessions for these groups, while FLN (Foundational Literacy and Numeracy) educators hold specialized sessions in English, Tamil, and Math twice a month. In Tamil, they focus on foundational topics like Uyir ezhuthukkal and Mei ezhuthukkal. For Math, they cover concepts such as ascending and descending order, basic addition, subtraction, multiplication, and place value, using a play-based approach with math kits. The sessions also incorporate action songs, storytelling, and warm-up activities, *emphasizing vocabulary, opposites, and word meanings to strengthen language skills.*

8. Recommendations

1. **Exposure Visits**: KALIKE can organize exposure visits for children above the 8th standard to various enterprises. This initiative would enhance their interest in different fields and significantly increase their aspiration levels by providing them with real-world insights.
2. **Screening for IQ Levels**: It is recommended that both ANW and primary school children be screened to understand their IQ levels. This assessment will help identify slow learners and allow for tailored support to meet their educational needs effectively.
3. **Interschool Competitions**: Organizing interschool competitions among KALIKE intervention schools would foster healthy competition and collaboration. Such events could include sports, science exhibitions, and math contests, encouraging **students to actively participate and showcase their talents.**
4. **Increasing the frequency of sessions** on early education to further enhance learning outcomes for the students.
5. **Introduce rewards and recognition** for the best-performing schools to motivate the staff.
6. **Strengthen spoken English** training for educators who require support.
7. **Conduct regular assessments** for children to monitor and evaluate their progress effectively.
8. **Periodic Assessment of KALIKE Staff:** KALIKE staff should be assessed periodically on their knowledge levels and provided with additional support if necessary. This will ensure they remain effective in their roles and continue to provide high-quality education to students.

9. **Teaching Learning Materials (TLM) Kits**: Providing TLM kits to KALIKE teachers would enhance their teaching methods and allow for more interactive and engaging lessons. These materials can be invaluable in delivering hands-on learning experiences.

10. **Annual Assessment of Student Capabilities**: Implementing an annual assessment of students' capabilities will help track their progress and identify areas for improvement. This process can encourage students by recognizing their strengths and providing appropriate guidance to support their development.

11. **Gender Training for All Students**: It is important to provide gender training to both boys and girls, as it was noted that only girls were involved in such awareness sessions. This inclusive approach will promote understanding and respect among all students, fostering a more equitable learning environment.

12. **Safety Parameters for KALIKE Staff**: KALIKE should insist on safety parameters for staff who ride two-wheelers for field visits. Ensuring the safety of staff is paramount, and measures such as proper training, the use of helmets, and regular vehicle maintenance should be prioritized to protect their well-being during fieldwork.

13. **Identification for Staff**: KALIKE should insist that all staff wear ID cards featuring the TITAN KALIKE logo. This practice will enhance security and help establish a professional presence in the communities they serve.

9. Conclusion

The **Titan Kanya Sampoorna Programme** has made a substantial impact on the education and holistic development of children and adolescents in Cuddalore district. By focusing on early childhood education, foundational literacy, STEM, and life skills, the programme has enhanced school readiness, improved academic performance, and empowered adolescents with critical life skills.

The programme's success in early childhood education is evident through improved school environments, enhanced teaching methods, and greater parental involvement. The **Foundational Literacy and Numeracy (FLN)** initiative supported primary school teachers with effective teaching strategies and resources, boosting literacy and numeracy outcomes. Collaboration with **School Management Committees (SMCs)** on WASH practices further improved the overall school environment.

The **STEM Education** component significantly advanced students' interest and proficiency in science and math through innovative teaching methods, digital resources, and community events. This has inspired students to pursue STEM careers and strengthened their understanding of key concepts.

The **Life Skills Training Programme** equipped adolescents with essential skills, focusing on leadership, higher education guidance, and menstrual hygiene, contributing to better decision-making and personal growth. Psycho-social care and

safety training created a supportive environment for students to navigate adolescence confidently.

As the programme concludes, it leaves a lasting legacy in Cuddalore, offering a replicable model for holistic education that can be adapted to other regions. Titan's commitment to community-driven education has set a strong foundation for continued positive social change, ensuring long-term benefits for children, adolescents, and the wider community.

10. Annexures

10.1. Annexure 1: Feedback from stakeholders

"As the headmistress of Parandhur Chavadi School for the past 19 years, I have seen our students grow in ways I had always hoped for. Over the last three years, the support from CARE NGO has made a significant impact, particularly in nurturing an increased interest in science and mathematics among our children.

The teaching aids provided by Kalike in physics and chemistry have been incredibly valuable in making these subjects more tangible and engaging. As a result, our students are not only showing a greater passion for learning but are also achieving noticeable improvements in their understanding and performance.

However, to further build on this momentum, I believe that providing more mathematics and science kits would enhance experiential learning opportunities. These kits would allow children to engage in hands-on activities, deepening their understanding of concepts through practice and exploration. This would not only strengthen their foundational knowledge but also better equip them to participate in inter-school government competitions like Vanavil, where they can showcase their talents and learning.

In addition to the focus on physics and chemistry, expanding our resources to include botany and zoology would foster a more comprehensive scientific education. I am excited about the progress we have made and look forward to the continued partnership with CARE NGO and Kalike in empowering our students for a brighter future." **Saritha, Headmistress, Parandhur Chavadi School**

"I have been working as the headmistress of Ayyanur Middle School for the past 10 years, and I am happy to witness the positive changes in our students, after Kalike's intervention. The awareness programmes on health and hygiene for our 6th to 8th class students have been beneficial. I have even overheard students discussing these topics with their older peers, which shows how impactful the sessions have been.

There has also been a noticeable increase in student interest, particularly in science. Three of our students have already expressed their eagerness to participate in science exhibition this year. This growing curiosity and engagement with learning is a direct result of Kalike's support.

The school management committee has recently brought a resolution to formally thank Kalike for improving the learning experience among children, especially in science and mathematics. We have seen significant progress, with several of our students who have transitioned from middle to high school scoring top marks in their classes, particularly in these subjects. This reflects the strong foundation they received here, thanks to Kalike's valuable contributions.

Moreover, the intervention has had a positive effect on our school's admissions. We have seen an increase in enrolments, which is a wonderful indicator of the trust parents have in the quality of education we are providing. I am grateful for Kalike's continued support and look forward to furthering growth and development in our school." **Mrs. Senthamari, Headmistress, Ayyanur Middle School**

Feedback from Girl Students, Irulankurichi Higher Secondary School

There used to be a stigma in our community that girls should not water plants during menstruation and should attend to their household duties much earlier than others to avoid being around family members during their periods. Many of us believed this to be true. However, after Kalike conducted awareness sessions on menstruation, they helped us break these myths. We were sensitized to understand that menstruation is a natural part of life and should not stop us from carrying out our daily activities.

Now, none of us have any inhibitions about mingling with our family members during our periods. We also water plants during menstruation and have seen no difference in them. Kalike has helped us overcome these misconceptions and embrace our normal routines without fear or shame. The teachers also emphasized the importance of healthy food habits to prevent anaemia, which has been very helpful in ensuring we stay strong and healthy.

These sessions have given us a new perspective, and we are grateful for the positive changes they have brought into our lives.

Feedback from KALIKE Staff

As KALIKE staff, we travel around 50 kilometres a day visiting schools where the TITAN-KALIKE programmes are conducted. However, we face significant challenges in our daily operations, particularly regarding safety measures for field staff. For instance, we currently do not have accident insurance, which leaves us vulnerable while we are on the road.

Additionally, most of our income is spent on travel since we do not receive a separate allowance to cover conveyance costs. This financial burden makes it difficult for us to manage our expenses effectively.

Moreover, we have noticed that the Teaching Learning Materials (TLM) are provided only to government teachers, including items like chart papers and sketch pens. As KALIKE staff, we often have to use our own funds to purchase these materials in order to conduct our school sessions effectively. This situation is not sustainable and hampers our ability to deliver quality education and support to the students we serve.

Despite these challenges, we are actively guiding our relatives and community on career options available for children, drawing from our experiences in the Programme. We also share our knowledge about math and science lessons, as well as how to address adolescent issues, all of which we have learned from KALIKE. We hope for improvements in these areas to enhance our safety and operational efficiency, allowing us to focus on our mission of providing quality education.

"Before joining KALIKE, I never knew how to converse fluently in English. However, through the training and resources provided, I have significantly improved my reading and speaking skills. I now feel confident teaching children in English, which has been a transformative experience for me. I also make it a point to refer to online books and read newspapers regularly, further enhancing my proficiency. I am grateful for the support I've received and excited to continue growing in this area." – **Sonia, KALIKE Staff**

"As a KALIKE teacher working in government-aided schools, I would like to highlight some critical needs that affect our students' well-being and learning environment. Firstly, there is an urgent need for clean water and sanitation facilities for both girls and boys. Access to hygienic restrooms is essential for promoting the health and dignity of our students, especially for girls, who may face additional challenges during their menstrual cycles. Additionally, we have observed that uniforms for children are often provided late in the academic year. This delay forces students to wear poor-quality uniforms from the previous year, which can affect their confidence and sense of belonging at school. Timely provision of uniforms is crucial to ensuring that all children feel comfortable and equal among their peers. Addressing these issues will greatly enhance the learning environment and overall experience for our students." **– KALIKE Teacher, Government-Aided School**

Feedback from KALIKE Teachers

"As KALIKE teachers, we currently conduct two visits a month to each school. While this has been beneficial, we believe that increasing our visits to four per school would significantly enhance our teaching hours and allow for greater engagement with the children.

More frequent interactions would enable us to provide continuous support and reinforce the learning concepts being taught. Additionally, we suggest providing worksheets to facilitate better learning experiences. These resources would help

students practice and apply what they have learned, making the learning process more effective and enjoyable.

We are eager to improve our impact on student learning and development and believe that these changes would contribute greatly to achieving that goal."

Feedback from Anganwadi Teachers

*"The provision of teaching aids, stationery kits, and play items for the children, along with the training we've received, has greatly improved our teaching skills, confidence, and subject knowledge. We've learned new stories and songs with actions, enriching our teaching methods. The volunteers and staff constantly motivate us to give our best to the children, and they actively engage in teaching and working with the kids as well."**– Ms. Manjula, Teacher at Pudhu Ilavarasan Pattu Centre***

*"The Kanya Sampoorna project has been invaluable. Before, we struggled to run our centre—parents weren't cooperative, and children attended irregularly. Now, with the support of volunteers, who use new teaching methodologies and provide teaching aids, parents appreciate the improvement in education quality. The children are regular, and our student numbers have increased considerably."**– Ms. Vijayalakshmi, Teacher at Irulankuruchi Centre***

Feedback from Primary School Students

*"I love playing the river game, where we learn addition, subtraction, multiplication, and division. I want to become the district collector and serve the farmers and the rural community."**– Charumathi, a primary school student.***

Feedback from Primary School Students

*"I love playing the river game, where we learn addition, subtraction, multiplication, and division. I want to become the district collector and serve the farmers and the rural community."**– Charumathi, a primary school student.***

*"I want to become a teacher like Bala Thilagam sir, the FLN educator. He is my inspiration."– **Sadhana, a Standard IV student.***

Group interviews were conducted with students from Classes I to V, revealing the following insights:

- Students expressed joy and enthusiasm in attending the sessions.
- They reported an increased interest in English and Math.
- All students enjoy the activities led by the FLN trainers.
- There is a strong desire for more frequent sessions.
- Math and English have become their favourite subjects.
- The students find the training methodology highly effective and engaging.
- They praise the FLN trainers for their excellent teaching.
- Most students come from families where their parents are coolie labourers.
- All students agree that their mathematical skills have significantly improved.
- They also acknowledge noticeable improvements in their English vocabulary.
- The sessions have motivated them to attempt speaking in English.

"I am an M.Sc., B.Ed. qualified educator working as an FLN educator across 21 schools. I assess students using EGMA 1 and EGMA 2 to identify the challenges they face in English, Tamil, and Math. I spend time understanding the children's difficulties and then inform the teachers about the gaps. Together, we design activities to strengthen their knowledge. After each session, I update the teachers on the progress—how many students completed the activities, how many struggled, and how many attempted them. I also encourage the teachers to provide ongoing support and practice for the students. The teachers have been very cooperative, and I notice improvements in the students during my next visits.

We conduct Olympiad assessments during the summer vacation, visiting villages to provide students access to the app where they can select the appropriate answers. The best-performing students receive online certificates, and both the students and their parents are thrilled about it. We also provide print-rich materials and math kits to all the schools and actively encourage reading during library hour by giving students books. I've organized community library events in four villages, where parents and students are encouraged to read together. We reach out to parents through the School Management Committee, explaining their children's difficulties and learning gaps, and suggest ways they can support their children. Additionally, we train teachers through

capacity-building programs, sharing our teaching methodology and providing learning and activity kits to enhance their classroom experience.

I am grateful for the opportunity to work with 21 government and aided primary schools. If I were a regular teacher, I might have only experienced one or two schools, but in this role, I get to interact with many teachers, headmasters, and students from diverse localities. This has given me the chance to better understand each child. Kanya Sampoorna has boosted my self-confidence, deepened my knowledge, and strengthened my patience when working with children." **–Ms. Vinodhini, FLN educator**

10.2. Annexure 2: Programme wise staff and students

Row Labels	NO. of Schools	Sum of No. of Teachers	Sum of No. of Girls	Sum of No. of Boys
Ennum Ezhuthum	**254**	**267**	**5316**	**5178**
Kammapuram	72	38	1648	1590
Kattumannarkoil	66	66	1505	1514
Keerapalayam	48	95	801	757
Srimushnam	68	68	1362	1317
Life Skill	**27**	**55**	**5226**	**7096**
Kammapuram	6	12	1200	2155
Kattumannarkoil	9	18	1834	2422
Keerapalayam	5	11	412	496
Srimushnam	7	14	1780	2023
Preschool Education	**222**	**135**	**1155**	**1135**
Kammapuram	124	37	640	611
Keerapalayam	97	97	510	523
Keerapalayam	1	1	5	1
STEM & Life Skill	**30**	**48**	**2948**	**3322**
Kammapuram	11	6	994	1102
Kattumannarkoil	8	16	1031	1084
Keerapalayam	4	12	345	454
Srimushnam	7	14	578	682
STEM, Ennum Ezhuthum & Life Skill	**68**	**121**	**3087**	**3219**
Kammapuram	20	9	873	871
Kattumannarkoil	11	22	483	537
Keerapalayam	19	56	873	933
Srimushnam	18	34	858	878
Grand Total	**601**	**626**	**17732**	**19950**

10.3. Annexure 3: Details of staff engaged at Kalike and qualifications

Sl. No	Name of Staff	Date of Joining the programme	Educational qualification
1	Gopinath	18.07.2022	M.Sc B.Ed.
2	Divya	18.07.2022	M.Phil B. Ed
3	Vasanthi	18.07.2022	M.Sc M.Ed.
4	Jayanthi	05.04.2023	M.Sc B.Ed.
5	DhivyaBharathi	16.10.2023	M.Sc B.Ed. Maths
6	Indhuja	03.04.2023	M.Sc B.Ed.
7	Monishraj	03.04.2023	B. Tech
8	Shalini	01.03.2023	M.Sc B. Ed
9	Vinnarasi	18.07.2022	B. Sc Physics
10	Bhuvana	18.07.2022	B. Sc B.Ed. Physics
11	Keerthana	01.12.2024	M.Sc (Maths)
12	Indhumathi	01.08.2023	B. Sc (Maths) B. Ed
13	Karkuzhali	01.12.2024	B. Sc (Maths) B. Ed
14	Rajeswari.R	18.07.2022	M.Sc, B. Ed (Mat)
15	Durgadevi.B	24.05.2024	B. Sc, B. Ed (chemistry)
16	Victoriya	02.09.2024	M.Sc, B. Ed (Mat)
17	Devagi.R	24.05.2024	B. Sc, B. Ed (chemistry)
18	Kishore. X	24.05.2024	B.Sc.B. Ed
19	Vijayashanthi.V	24.05.2024	B.Sc.B. Ed
20	Abinaya.R	24.05.2024	B. Sc (Maths), B. Ed
21	Ananthi.S	24.05.2024	B.Sc.B. Ed
22	Priyanka.E	24.05.2024	B. Sc (Maths) B. Ed
23	Sudhanthira.A	24.05.2024	B. Sc (Maths) B. Ed
24	Nanthini.C	24.05.2024	M.Sc (Zoology), B. Ed
25	Arokyamani.K	24.05.2024	B.SC, B. Ed
26	Rajesh.M	15.05.2024	B.Sc.B. Ed
27	Rajalakshmi.K	05.06.2018	MA, B. Ed
28	Priya.S	01.12.2023	MA, B. Ed
29	Shiyamala.S	25.05.2024	BA, B. Ed
30	Mohanraj.K	10.01.2018	B.Sc.B. Ed
31	Leorajeshkumar.R	06.07.2018	MA, B. Ed
32	Soniya.R	03.07.2023	M.Sc, B. Ed
33	Jayanthi.V	03.07.2023	B.Sc.B. Ed
34	Prema.S	03.07.2023	MA, B.Ed.M. Phil
35	Prabhakran.S	03.07.2023	D.T. Ed, MA. B, Ed
36	Balathilagar.P	19.01.2023	MA, B. Ed

Sl. No	Name of Staff	Date of Joining the programme	Educational qualification
37	Vijayakumari.R	17.07.2022	B.Sc.B. Ed
38	Gowsalya.G	15.05.2024	M.SC, B. Ed, M. Phil
39	Vinothini.S	17.07.2022	M.SC, B. Ed, (CS)
40	Sharmila.V	15.07.2021	BA, B. Ed (Eng)
41	Manikandan.M	01.10.2020	MCA
42	Durgadevi.C	20.09.2024	M.Sc, B. Ed (Chemistry)
43	Rekha.R	05.12.2022	BA, B. Ed
44	Girija.K	18.07.2022	BA, B. Ed
45	Kiragoriya Mary.S	01.07.2023	M.Sc
46	Suguna.M	18.07.2022	B.Sc.B. Ed
47	Mahalakshmi.K	03.01.2023	D.T. Ed, M.Sc. B, Ed
48	Mangaiyarkarasi	01.06.2024	M.Sc.. Ed
49	Sivaranjani.K	15.05.2024	B.Sc.. Ed
50	Pavithra.M	15.05.2024	B.Sc.. Ed
51	Dhivya.V	12.08.2024	BA, D.T. Ed,
52	Santhiya.A	18.07.2024	MA, M. Ed
53	Krishnaveni.A	11.03.2020	MA, M. Ed
54	Vennila.K	18.07.2022	MA, B. Ed, MSW
55	Malarsanthiya	18.07.2022	BA,B.Ed