



IMPACT ASSESSMENT  
OF THE - **TITAN LEAP**  
A DEVELOPMENT PROGRAMME  
FOR THE YOUTH IN TAMILNADU

Report By



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## LIST OF ACRONYMS

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- AISHE : All India Survey on Higher Education
- BPL : Below Poverty Line
- BPO : Business Process Outsourcing
- KII : Key Informant Interview
- NSQF : National Skill Qualification Framework
- NYP : National Youth Policy
- PLFS : Periodic Labour Force Survey
- ToT : Training of trainers
- ISDS : Integrated Skill Development Schemes

## EXECUTIVE SUMMARY

The Titan LeAP programme is a skill development programme for the underserved youth in urban settings - supported by the CSR initiatives of Titan Co.Ltd and implemented by the Naandi Foundation. The Titan LeAP program has 3 components namely i) LeAP Centre Program: a 90 days training where learners visit the LeAP Centre in Chennai to receive training ii) LeAP Spokes+: a shorter duration (7 days) programme where trainers go to learners' colleges and impart training iii) Spokes ++ is a community intervention focussed on rural and semi-urban youth imparting skills on digital literacy, cyber security and tailoring.

This is an impact assessment study to understand and document key achievement of the LeAP programme for the year 2021-22. The assessment used OECD criteria for programme evaluation namely relevance; effectiveness; impacts and sustainability. The data for the assessment was collected using a mixed method approach - mainly, document reviews, surveys and key informant interviews with all stakeholders (e.g. Implementing partners, mobilizers, NGO partners, beneficiary youth etc). This report captures key success features of the programme; learnings and recommendations for improvement.

The key strengths of the LeAP programme, as found in this assessment, are its learner-centric approach; in-house capacity building team and handholding support extended to students post placement. These features of the LeAP programme proved effective in achieving outcomes like enhanced students' skills and abilities in effective communication, clearing interviews and performing well at the workplace. There has been a good response from beneficiaries for the coaching offered to them and as a result majority of them experienced positive changes in their skills and abilities. Employers are also happy and prefer to hire LeAP learners for these very qualities they possess when compared to non LeAP learners.

In terms of targets achieved, the total number of reach under all three programmes was as planned except for the LeAP Centre programme which was short by just 11 % and for spokes++ the coverage is 50% more compared to planned reach. The programme did not fare well for achieving placements for 50 % of the participants (as planned). It achieved 42%, 32% and 63% of placements for the LeAP Centre, spokes+ and Spokes++ programmes respectively. The reasons for low placements varied. From the students' perspectives, there was a lack of placement opportunities that fit their expectations and skills set. From employer perspectives, students aced soft skills however lacked advanced technical skills and acquiring knowledge of advanced technical skills would provide a variety of good opportunities to learners. As explored in this assessment, one of the main reasons for low placements is that the majority of students are pursuing higher studies and hence are not able to take up work. Overall, the LeAP programme can improve performance in placements through addressing these factors.

The LeAP programme holds high relevance to the youth given the high number of youth population in the state of Tamil Nadu and their corresponding high unemployment rates. This fact prompted us to recommend a scale up of LeAP programme activities to reach out to more youth who need help in other districts of Tamil Nadu. We also suggest obtaining NSQF certification to improve the credibility of the programme to attract learners and to gain the trust of more employers. Finally, in the longer term sustainability point of view, a connection with the government is highly essential to avail resources and support under various skill development initiatives, schemes and programmes of the government.





# 1 BACKGROUND

India has the largest youth population in the world. The youth in the age group of 15-29 years comprise 27.2% of the population in India (PLFS, 2020)<sup>1</sup>. To capture this young demographic dividend, it is essential that the youth have appropriate education and skills to form a productive labour force in the country. Recognising the importance of active involvement of the youth, the Government of India (GOI) has formed several policies and programmes for the youth including the National Youth Policy (NYP, 1988, 2003) which recognises employment and skill development as a priority for the youth in the country.

As per the Periodic Labour Force Survey (PLFS) 2020-21, India has a youth unemployment rate (15-29 years) of 12.9%. The state of Tamil Nadu with a large youth population (27.3%) has a high unemployment rate of 20.4% and a huge gender disparity in employment. Further, the share of young adults who are completing their undergraduate education in the state is increasing over the years. The number of graduates in 2011 was 2,078,972 and it rose to 3,105,008 by 2020—an increase of 50% (PLFS, 2020). This increase in the number of graduates would imply high competition for jobs and would exacerbate the unemployment rate. Further, the youth living in urban and semi-urban communities face increased risk due to lower educational attainment, poor developmental outcomes, and other economic risks (e.g. unemployability) (Bates et al., 2019). The risk is particularly high for those who live in households with low incomes and have less access to support systems that assist them in preparing and applying for a job.

As the skill gap among youth from the underserved segment of the population is increasing due to the slow adaptation of higher educational institutions to the rapidly changing demands of the job market, there is a dire need to bridge the skill gap through formal training and development. For holistic growth and not just becoming employable, it takes a longer duration for a young individual to learn, apply and progress as a fresher. Therefore, youth development programmes focused on career readiness and skill development are of increasing importance for the youth living in urban communities.

<sup>1</sup>[https://main.mohfw.gov.in/sites/default/files/Population%20Projection%20Report%202011-2036%20-%20upload\\_compressed\\_0.pdf](https://main.mohfw.gov.in/sites/default/files/Population%20Projection%20Report%202011-2036%20-%20upload_compressed_0.pdf)



## 2 ABOUT THE TITAN LeAP PROGRAMME



The Titan LeAP Programme is a youth development programme supported by the CSR initiatives of Titan Co. Ltd and implemented by the Naandi Foundation. The Titan LeAP Programme was designed for the skill development of underserved youth in urban and semi-urban areas. The Titan LeAP Programme has three components namely the LeAP Centre Programme, LeAP Spokes+ & Spokes++. While the LeAP Centre Programme has been implemented since 2018 in seven districts of Tamil Nadu; Spokes+ and Spokes++ Programmes were started in 2019 and 2020 respectively and have been implemented across all districts of Tamil Nadu.

- a) The LeAP Centre Programme: The LeAP Centre Programme is designed as a training and placement programme for youth on life and socio-emotional skills, language, aptitude, computer and business. The duration of the programme is for 250 hours and it is conducted at the centre located in Guindy, Chennai. For underserved learners, paid courses for upskilling has become challenging and Titan LeAP aims to bridge this gap through the hybrid coaching model, bringing together conventional wisdom in skill training and the power of technology.

A total of 810 learners were trained under this programme where female participation was 77%. Of the total, 334 learners were placed in major sectors namely healthcare, banking, customer support, etc. The placement mapping is under way for the remaining learners of the programme. The highest salary received is Rs 35,000 CTC, and the average salary received is Rs 11,500 CTC. A total of 6 job utsavs (fairs) were conducted.

- b) Spokes+ Programme: The Spokes+ Programme focuses on providing training on aptitude, life skills, interview preparation, etc. that enable youth to be gainfully employed. Partnering with 17 Institutions to train students inside the college campus itself, the programme is providing students easy access to learning and a stress-free mind to concentrate. The Spokes+ Programme has been successful in training 3,114 youths of which 69% are young women. Of the total, 1,199 learners were placed in healthcare, banking, IT/ITES sectors, and in customer support service. The highest salary received is Rs 45,000 CTC, and the average salary is Rs 14,436 CTC.





- c) Spokes++ Programme: The Spokes++ Programme concentrates on the skill development of rural and semi-urban youth across the state of Tamil Nadu. Through established connections with grassroots NGOs, many individuals were trained at their own locations. The total number of individuals trained was 508 across different verticals of training like cyber security, digital literacy, tailoring, etc.

In order to understand the effectiveness of this programme and to identify learnings for further improvement and scaling up, Titan Co. Ltd proposed to assess the LeAP Programme and brought on board the NuSocia team to undertake this assessment study (Annexure 3).

This report is presented in seven sections, including the background and the LeAP programme. Section 3 provides the assessment approach and data collection methods. Section 4 presents the assessment results. Key analysis and inferences based on the REECIS framework are discussed in Section 5. Recommendations and directions for further improvement and conclusion are presented in Sections 6 and 7 respectively.

### The Objective of the Assessment

The overall objective of the assessment was to evaluate the effectiveness of the programme. The specific objectives included:

1. To assess the impact of the LeAP Skilling Programme on the youth's employability for 2022.
2. To identify best practices and opportunities for improvements in scale-out/replication.

# 3 ASSESSMENT APPROACH AND METHODOLOGY



## 3.1 OCED ASSESSMENT FRAMEWORK

For the programme assessment, an implementation assessment framework based on OECD DAC evaluation criteria was adopted. The OECD-DAC criteria of evaluating relevance, efficiency, effectiveness, sustainability, outcomes, and impact were assessed for evaluating the intervention activities.

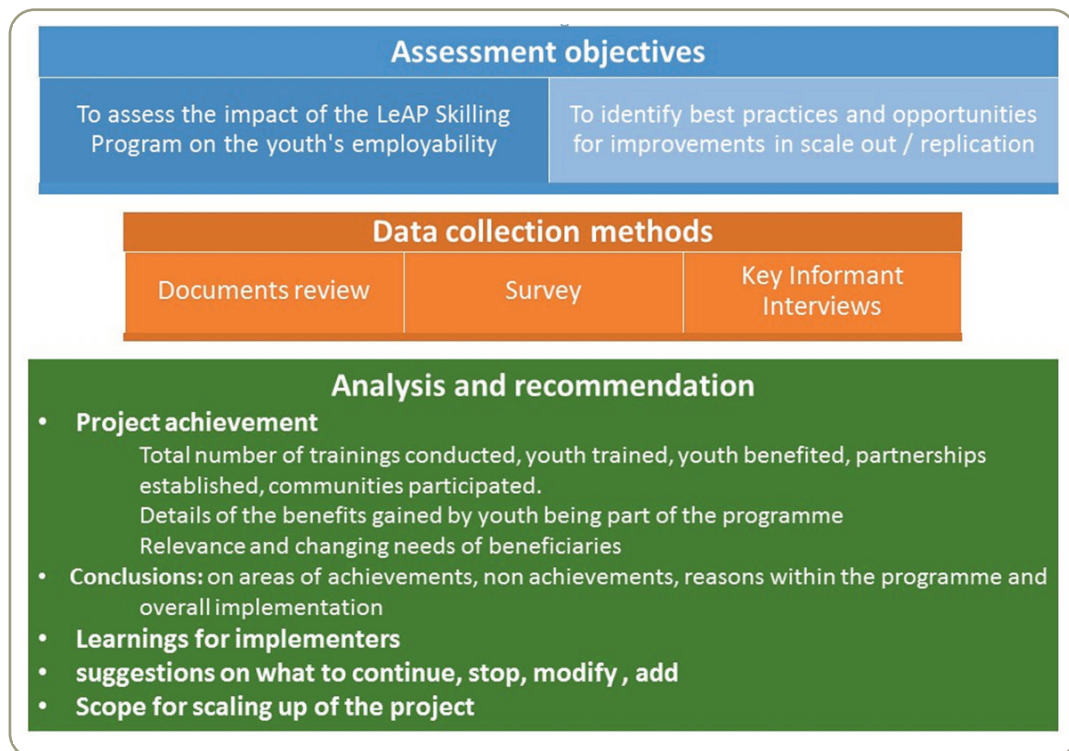
- **Relevance:** The extent to which the intervention is suited to the priorities and policies of the target group.
- **Effectiveness:** A measure of the extent to which an aid activity attains its objective.
- **Efficiency:** Aid activity using the most cost-effective resources to achieve its objective.
- **Sustainability:** Whether the benefits of the aid activity would continue post the withdrawal of donor funds and efforts.

Further, the log frame (theory of change) developed at the beginning of the implementation of the programme was referred to understand the change pathways and indicators. There were four output indicators identified in the logframe for intended skill developments: communicative English and soft skills, aptitude skills, and computer skills. These were assessed to see how programme participants benefited from being part of the LeAP programme.

## 3.2 Data collection methods

The assessment included both qualitative and quantitative data collection methods (mix-methods) namely desk research, the survey of beneficiaries and in-depth Key Informant Interviews (KIIs). (Please refer to Annexures 1 and 2 for the tools that were used for surveys and interviews with various stakeholders)





/ Figure 1: Schematic representation of assessment methodology /

### 3.2.1 Document reviews :

Desk research was conducted primarily to identify, review and synthesise information on the LeAP Programme's structure and outcomes. Progress reports, mid-assessment reports, annual reports, logframe theory of change documents, learners' information data sheets, etc. were reviewed to understand the coverage, progress and achievement of the LeAP programme so far. The secondary research also helped understand the need and relevance of the youth development programme in the implementation area of Tamil Nadu. The PLFS national survey data and journal articles and newspaper articles were referred to understand the scope for scaling up the programme.

### 3.2.2 Survey

Data were collected using surveys of the beneficiaries and a random sample selection method was adopted. For the LeAP Centre Programme surveys, participants were selected from all batches of training programmes. The survey questionnaire consisted of a set of questions focussed to record their experiences with skill development and other benefits they gained by taking part in the programme.

**Sample size:** A total of 415 youth surveys were conducted in six districts. The survey participants were first explained about the objectives of the assessment exercise and then requested to take part in the survey. The survey was conducted online with beneficiaries using Google forms. Details of the surveys conducted are given in Table 1.

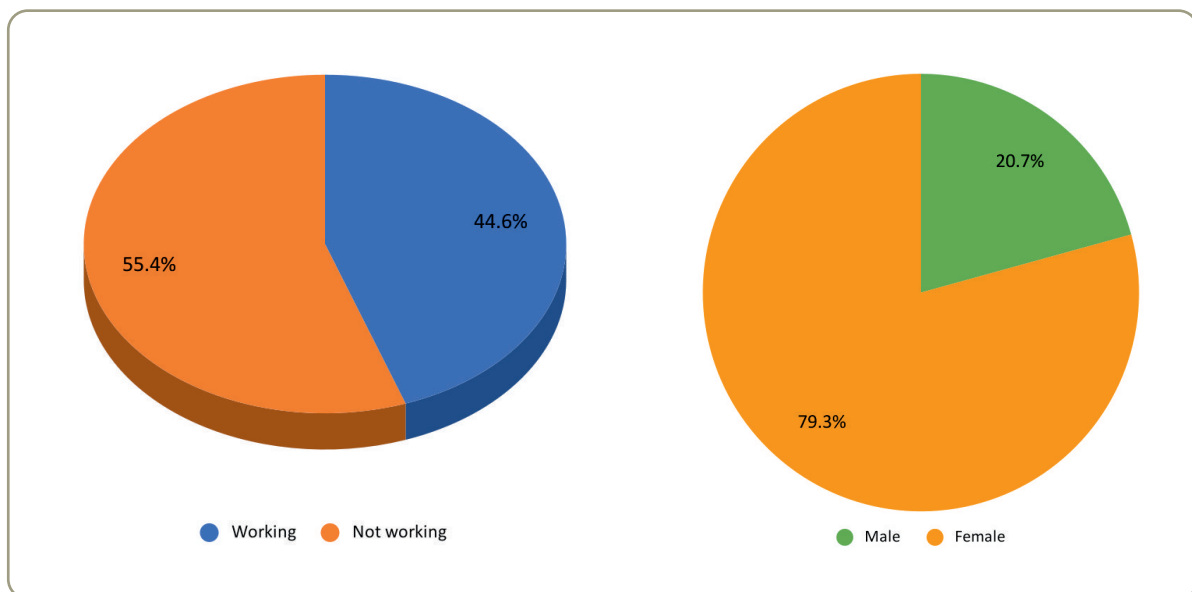
Program	Number of surveys
The LeAP Centre Programme	358
Spokes+ programme	42
Spokes++ Programme	15
<b>Total</b>	<b>412</b>

Table 1: Details of programme wise survey conducted

**Profiles of survey respondents:** The respondent youth were in the age group of 18-43 years (See Figure 2, Table 2). Of the 415 surveyed participants, 86 (21%) are males and 329 (79%) are females; 185 (45%) of the survey participants are currently working; 99 (43%) of them are pursuing higher studies; 53 (23%) are looking for a job and 66 (27%) have not applied anywhere.

Program	Number of surveys	Male	Female	Age group	working	Not-working (pursuing higher studies, not applying, looking for job)
The LeAP Centre	358	77	281	18-43	164	194
Spokes+	42	7	35	18-29	16	26
Spokes++	15	2	13	20-38	5	10
<b>Total</b>	<b>415</b>	<b>86 (21%)</b>	<b>329 (79%)</b>	<b>18-43</b>	<b>185</b>	<b>230</b>

Table 2 : Profile of survey participants (N=415)



/ Figure 2 : Profiles of survey respondents (N=415) /



### 3.2.3 Key Informant Interviews

Data from primary resources were also collected using a KII approach. The stakeholders interviewed included implementing partners (student counsellors, programme coordinators); colleges; employers; trainers and beneficiaries. Since the focus of the assessment was to understand the overall effectiveness in terms of learning, it was important for the evaluation team to understand the perspective of all these stakeholders of the programme. KIIs were conducted for each stakeholder type to ensure capturing of their responses about the programme. Talking to a range of stakeholders enabled us to understand their views regarding learnings, challenges and overall effectiveness of the programme strategies.

A total of 52 interviews were conducted from February 10-28, 2023. The details of the interviews are given in Table 3. The list of interviewees was compiled in consultation with the Naandi Foundation, the implementing partner of the LeAP Programme, and a request for participation describing the assessment objectives was sent to all participants prior to the interview. After obtaining their consent to participate, a convenient time was scheduled for the interview.

SI #	Type of Stakeholders	Number of interviews
<b>The LeAP Centre Programme</b>		
1	Implementing team member	1
2	Employers	6
3	Trainers	1
4	Beneficiaries	17
<b>Spokes+ Programme</b>		
1	Beneficiaries	9
2	Colleges	3
3	Trainer	1
<b>Spokes++ Programme</b>		
1	Beneficiaries	15
2.	Trainer	1
<b>Total</b>		<b>52</b>

Table 3: Details of Key Informant Interviews

### 3.3 Limitations

- The sample size of beneficiaries' interviews for the LeAP Centre activity is not uniform across all the training batches. We could not ensure uniformity as many of the respondents declined to participate in interviews due to their busy schedules. This could mean that the data on outcome questions are non-representative of the training batches.
- All of the KIIs were conducted online. We feel that in-person interviews would have given more richness to the data, particularly to the theme of “areas of improvement” as in-person interviews allow more probing compared to telephone interviews.



## 4 FINDINGS

The sections below present the findings from the quantitative data and qualitative interviews with the beneficiary youth, implementing partners, employers and other stakeholders:

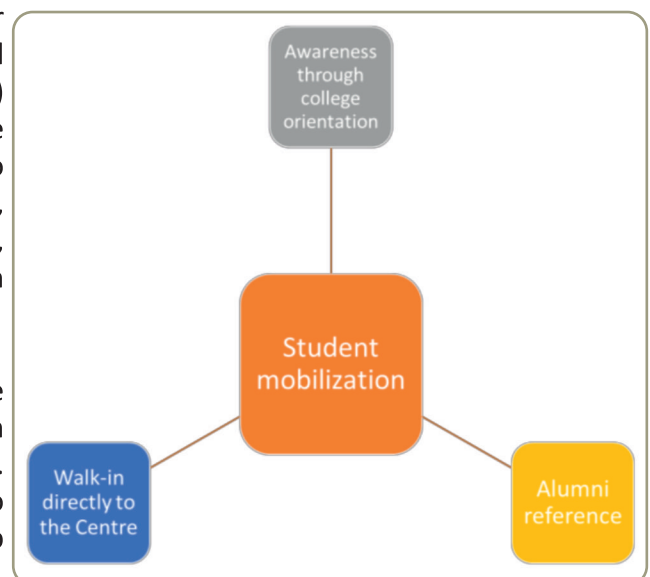
### 4.1 The LeAP Programme: Process adopted, achievements and impact

The LeAP Programme has three components namely the LeAP Centre programme; the Spokes+ programme and the Spokes++ programme—all aimed to build the skills and knowledge of students and provide them access to different employment opportunities. In this section, the process adopted for each of these programmes has been explained followed by their achievements and impact (Table 4).

#### The LeAP Centre Programme

The LeAP Centre programme is a 90-day (about 250 hours) immersion programme. The programme invites undergraduate students from urban marginalised communities with low family incomes who are seeking to join jobs. Students are mobilised for the Centre programme through a) awareness and orientation at colleges, b) alumni reference, and c) direct walk-ins to the Centre (See Figure 3). The LeAP Centre is located in Chennai and students also from nearby districts, i.e., Thiruvallur, Chengalpattu, Kanchipuram, Cuddalore, Krishnagiri, Madurai, and Coimbatore, have been participating in the programme.

The job market is changing very rapidly and the college curriculum or the general education system is not able to keep up with this particular change. Therefore, students need this quick orientation to match the industry expectations for a specific job and specific skill sets.



/ Figure 3 : Process of student mobilisation /



During the training, students are allowed to identify their skill gaps and prepare to address those through this programme. For example, certain students lack English language communication skills, others may be poor in mathematics or quantitative aptitude and some lack digital skills or they may lack confidence, etc. The programme adopts a progressive pedagogy which uses a learner-centric approach to help students better their skills. This learner-centric pedagogy is designed to promote active learning among students where they are encouraged to solve problems, answer questions, and formulate questions through group discussions, presentations, debates, and brainstorming sessions. A pre- and post-assessment test is conducted to capture the levels of increase in knowledge and skills attained by students after undergoing the LeAP training. All participating students are provided with travel and food allowances.

Training is followed by a job placement component where the implementing partner invites a network of employers to come to the LeAP Centre and hire students. Post-placement students are in continuous touch with the LeAP Centre for further assistance if needed.

### **Spokes+ Programme**

A seven-day programme of 36-hour duration, Spokes+ is a shorter version of the LeAP Centre Programme. The implementing team partners visited colleges, oriented the management about the programme and requested them to conduct the programme in their respective colleges for a week. The colleges were selected from resource-poor, underserved peri-urban areas. These colleges predominantly have students registered from the farming community or with a certain economic condition, i.e., Below Poverty Line (BPL) and inadequate social capital.

Well-qualified freelance trainers were trained to deliver the content for Spokes+ participants. These trainers underwent Training of Trainers (ToT) conducted by the implementing team at the LeAP Centre. After their training, they were deployed to different colleges to conduct the sessions as part of the Spokes+ Programme. The Spokes+ Programme is being implemented in all the districts of Tamil Nadu.

### **Spokes++**

The Spokes++ model is a community intervention to assist learners who need some skill-building training but are not enrolled in colleges. This programme was conceptualised during the COVID-19 pandemic when many students did not go to college. Rural women also expressed their interest to learn. The implementing team designed digital literacy and tailored training components into the Spokes++ Programme based on the inputs received during their community interactions and need assessment exercise. Computer centres were booked to train these women in digital literacy.



In tailoring, the programme focussed to provide not only tailoring training but also advanced-level courses so that they are empowered to become entrepreneurs by setting up their own tailoring unit and employing others under them. Spokes++ started in 2021 and has been implemented across Tamil Nadu.

SI #	Particulars	Number/percentage
<b>The LeAP Centre Programme</b>		
1	Total number of students trained	810
2	Percentage of female participation in the programme	77%
3	Total number of students placed with jobs	334 (41%)
4	Total number of employers networked	More than 100
5	Total number of job <i>utsav</i> (fairs) conducted	6
6	Highest salary received by the learner	35,000 (CTC)
7	Average salary received	1,15,000 (CTC)
<b>Spokes+ Programme</b>		
1	Total number of students trained	3,114
2	Percentage of female participation in the programme	69%
3	Total number of colleges partnered	17
4	Total number of students placed with jobs	1,199 (38%)
5	Total number of employers networked	More than 100
6	Highest salary received by the learner	45,000 (CTC)
7	Average salary received	14,436 (CTC)
<b>Spokes++ Programme</b>		
1	The total number of individuals trained	508
2	Percentage of female participation in the programme	82%
3	Total number of beneficiaries placed	320 (63%)
4	Average Salary	14,500

Table 4: Achievements and impacts of the LeAP programme

## 4.2 Key strengths of the LeAP Centre programme

### a) Learner-Centred pedagogy

The learner-centric approach enables students to work together in groups as per the purpose of the activity. This way, teaching, and learning become enjoyable, active, and rewarding activities making it easier for the students to understand the lesson effectively. The teacher-centred approach, on the other hand, portrays students as basically passive and having the responsibility to obey and take orders from teachers who are the main instructors in the class (See Ahmed, 2013). It has been demonstrated that a learner-centric approach that involves active learning and group work is key to motivating students and bringing out the best in the learners (See UNESCO 2008).



The LeAP programme's pedagogy is designed based on the learner-centric approach. An interviewee from the implementing team explained that the uniqueness and key differentiator of the LeAP programme is its learner-centric approach. The pedagogy is designed to inculcate job-ready skills which are very specific to the learner's needs. A learner-centric approach being followed, at the outset learners were allowed to assess their skill gaps and thereby plan out sessions to bridge the learning gap in consultation with the faculty over the course of the training. The trainer interviewee explained that *"instruction-based classroom teaching alone will not work in skill-building courses as certain concepts have to be taught with practical exposure"*. Giving an example, he further said that when a *teacher gives a lecture in the classroom about "confidence building", students will not learn unless they apply it in real-life problem-based scenarios and have hands-on experience on how it might be at a workplace.*

The learner-centric approach in the LeAP programme used role plays, group assignments, mock interviews, presentations, etc. A trainer for example said: *"The approach is participatory and we conduct intense discussions within a comfortable environment. They learn through role plays and other such activities which they find interesting and exciting."*

Appreciation for the learner-centric approach was also reflected during the interviews with the beneficiaries. LeAP Learners recognised that the learner-centric approach helped them in many ways to improve their skills. They said that they benefited from group activities and hands-on experiences during the sessions. Several beneficiaries spoke about how they felt encouraged through participatory learning.

Overall, the learner-centric approach which is an important feature of the LeAP programme, particularly the LeAP centre programme, was successful in preparing the students.

### **b) In-house expert team**

An interviewee from the implementing team stated that they carefully hire trainers who are very strong in delivering subject matters and at the same time very sensitive and empathetic. He further said that it is important for a LeAP centre trainer to be sensible and empathetic because the trainer needs to be handling students from marginalised backgrounds and should be able to connect with these students. Keeping this in mind, the LeAP Centre Programme developed an in-house expert team of coaches who are well-trained at regular intervals and are well-equipped to deliver the LeAP training course. A trainer further confirmed that they were given training. He mentioned that *"I have been working with the Naandi foundation for the past four and a half years. It was a huge team when I joined and we all attended 30-40 days of training around November 2019. I was a communication trainer for schools before that, and I transformed myself into a soft skill and verbal trainer for college students as well."*

The programme team also has in-house student mobilisers (coordinators) who work very closely with the implementing team. The implementing partner has not engaged any external organisation for mobilisation of students for the programme.

### **c) Handholding support post placement**

Students are encouraged to keep in touch with the coaches and they are encouraged to visit the Centre post-placement regularly. The continuity of engagement between the students and the Centre is ongoing. This particularly helps students to discuss problems that arise at the workplace or with employers. This is an important feature of the LeAP programme where students are provided with handholding support even after the placement. For example, one of the candidates, who got a placement, was facing some issues with commuting. The LeAP Centre team coordinated with the

employer and convinced the employer to allow the candidate to work from home for three days a week.

A WhatsApp group has been created for all alumni and they are encouraged to share information and discuss their problems and solutions. All of the beneficiary interviewees confirmed that they are in contact with the centre/trainers through an active WhatsApp group.

### 4.3 Benefits of being part of the LeAP Centre Programme: Beneficiaries' experiences

All the beneficiaries who participated in the interviews had completed their undergraduate, i.e., Bachelor in computers, physics, chemistry commerce, etc. courses and two of them had completed their Masters in business management. The interview participants got to know about the LeAP Centre programme through their college and friends. One of them learned about the LeAP programme from an organisation called Agaram Foundation.

#### a) Qualitative Outcomes

Beneficiary participants were asked to describe what was learned as a participant of the LeAP Centre programme. They reported several outcomes, including improved communication skills, interview skills, preparation for future career opportunities, etc. Several interview participants specifically said that their communication skill was strengthened during their training at the LeAP Centre. They mentioned both their English language skills as well as having the confidence to speak in a group, improved. A female LeAP Centre learner participant said: *"English communication training was really helpful and that it taught me how to converse without fear."* Similarly, another youth mentioned that the LeAP training helped overcome his fear of public speaking. He stated, *"I was always a shy person. But there's a ma'am in the class who taught me how to improve my communication skills by always encouraging me to speak. They were there to guide and that helped me to improve my confidence."*

The majority of the participants reported that they developed skills to attend interviews confidently. They are now confident in facing employers and answering technical and nontechnical questions during job interviews. For example, a participant explained: *"Before attending the training, I did not have any idea how to face an interview, how to talk, etc. But after the training, I got to know how to face an interview, etc."* Further, many of them also mentioned they learned how to prepare a good resume for various jobs.

#### ***Interesting quotes by the LeAP Centre beneficiaries***

*Before attending the training, I did not have any idea how to face an interview, how to talk, etc. But after the training, I knew what happens in an interview and how to face an interview, etc.*

*The way I present myself in interviews now has become really better and even faculties appreciate my resume. All this I learned from the LeAP Programme and I'm so happy about it. Formal email writing is another thing I learned from the programme.*

*I used to go for interviews but due to my fear and lack of confidence, I was rejected every time. After the training, I could attend HR and Manager-level interviews. That is a merit.*

Survey respondents also expressed similar feelings about positive changes that they have seen in themselves after taking part in the LeAP Centre Programme (See figure 4).<sup>2</sup> A majority of them feel confident at their workplace now and their English-speaking and problem-solving abilities have enhanced.

<sup>2</sup>The respondents chose more than one option for this question

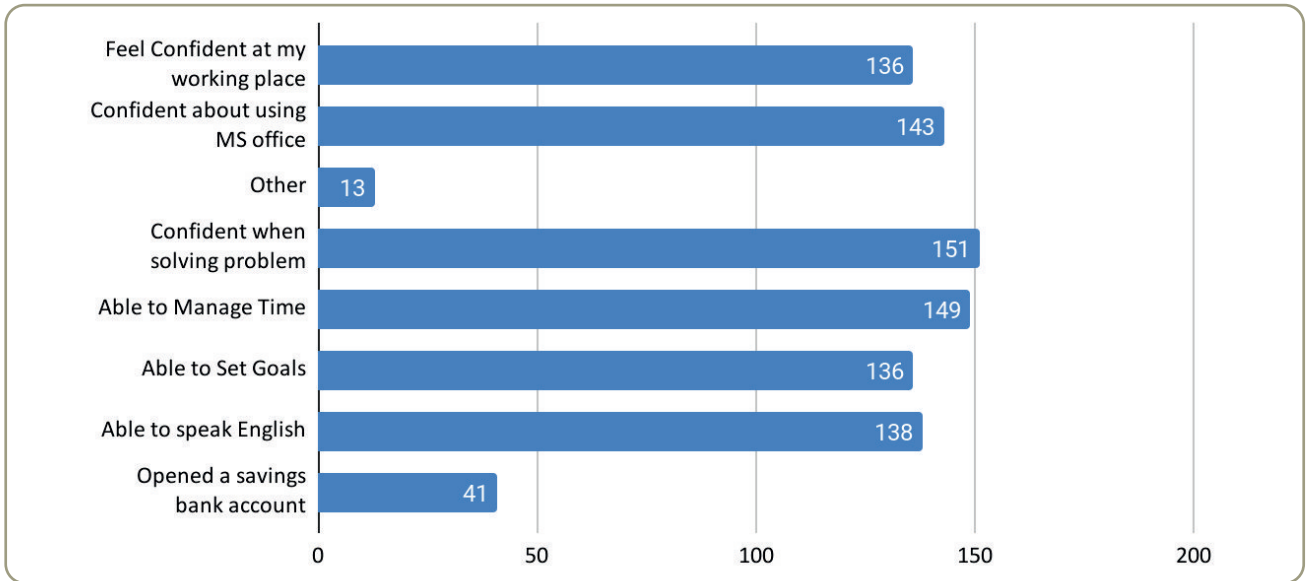


Figure 4 : What has been changed for you after taking part in the LeAP Programme (N=907)?

### b) Course Components

The participants were asked to describe what components of the course helped them. Two themes emerged—the skill-building sessions (e.g computer, language, interview, etc.) and the aptitude and logical thinking sessions. Notably many youths alluded to the skill-building sessions that supported their growth and learning. Further, when they were asked to name the key topics that they learned, they confidently reported various skill-building sessions (See Figure 4). Collectively, these sessions helped prepare them for specific activities such as creating resumes and attending interviews with ease and confidence.

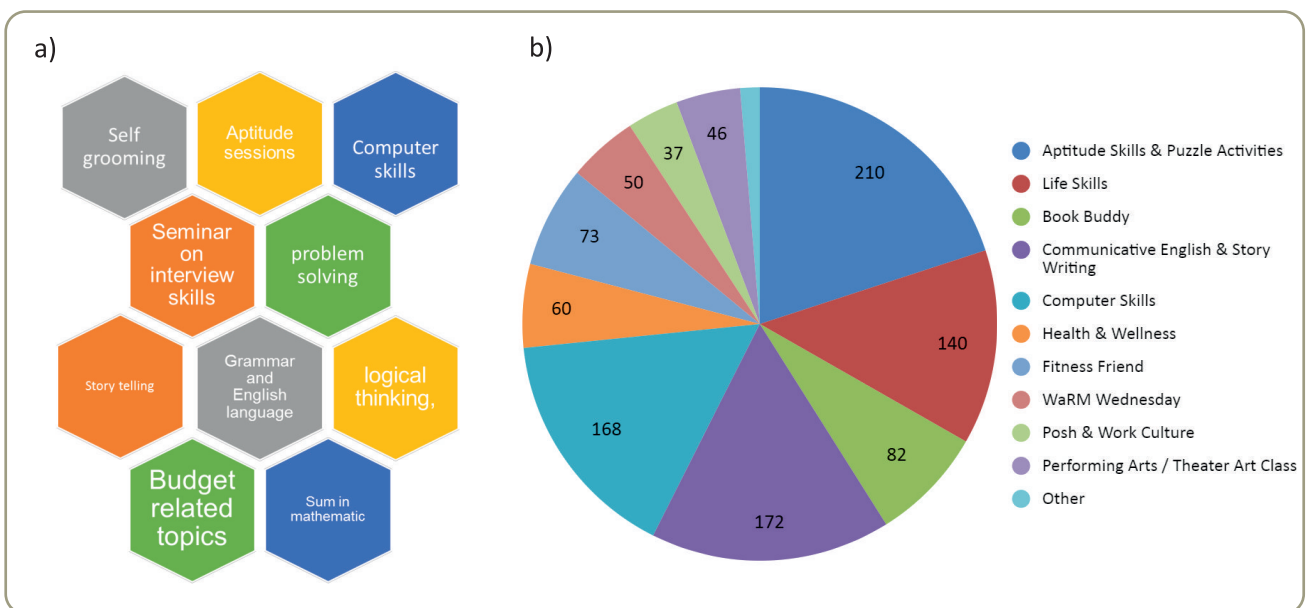
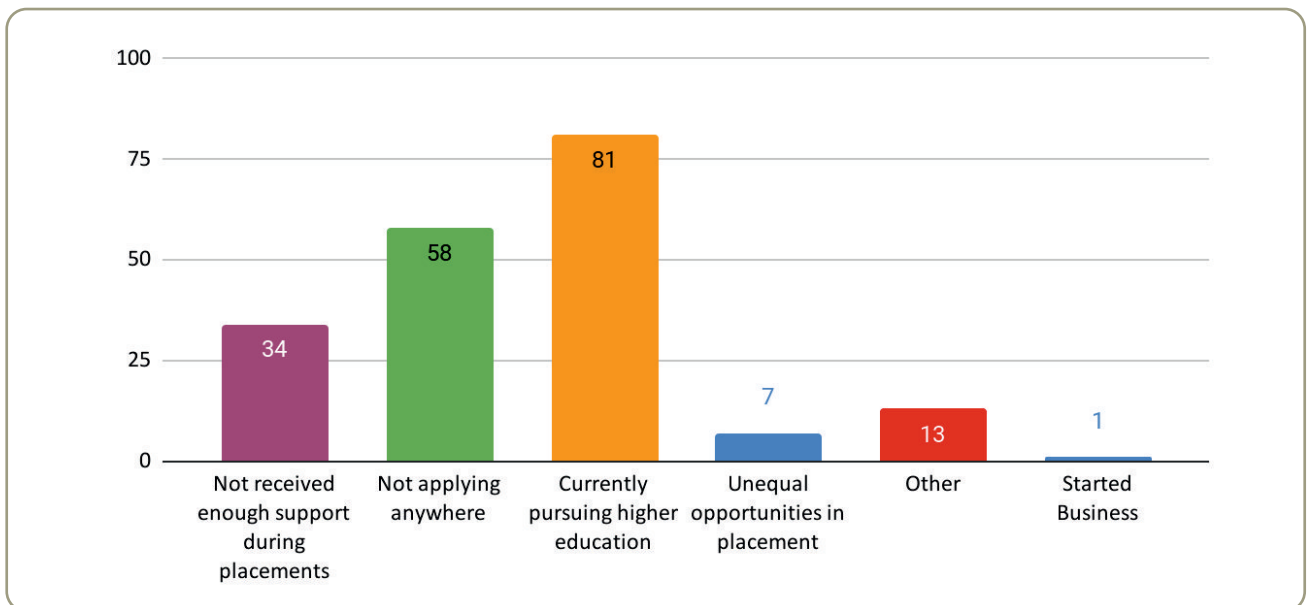


Figure 5 : Various sessions liked by a) interview respondents b) survey respondents

### a) Dissatisfaction with placement opportunities

While most of the interview participants were enthusiastic about explaining the positive changes that they were experiencing after completion of the training, few participants did not hesitate to express their dissatisfaction over online sessions and job opportunities offered to them. Some of them mentioned online sessions were not effective at all and they could not focus. Others were unhappy about the job opportunities offered as most of the jobs were from start ups and Business Process Outsourcing (BPO) companies. They feel that having spent close to 90 days at the training; they should get better placement opportunities. A student, for example, mentioned that *“aptitude sessions were really good. What I felt less useful was getting good job opportunities. Every job that came was from a BPO and that too not from an MNC but a start-up. We spent about three months; it would have been great if they provided better placements.*

About 54% of survey participants (194 of 358) are not working. The reasons for not working are varied (Figure 6). While the majority of them are pursuing higher education, some are not applying for jobs for other reasons. About 18% of non-working participants mentioned that they wanted to take up a job, but they did not receive enough support during placements.



/ Figure 6 : Reasons for not working (N=194) (LeAP Centre survey participants) /

## 4.4 Employers' perspective on LeAP Programme and its learners

Employers who were interviewed for this assessment are from the banking, health insurance, IT services, and HR service-providing sectors. All employers during the interviews mentioned that they hired about 25-30 students from LeAP in 2022. The LeAP students were hired for both technical and back-end services based on their skill sets. For example, learners with good excel knowledge were hired for technical support, and learners with good communication skills were hired for customer services (e.g. on-call queries, email handling, etc.); voice support (e.g sales service) and backend support activities (e.g, data entry, KYC verification, etc.).

### a) Employers prefer to hire LeAP learners over non-LeAP learners

Employers have connections with all educational institutes and skill development colleges in Tamil Nadu and they also source their employees from naukri.com and LinkedIn. It was found during the



interactions with employers that they prefer to hire LeAP learners over non-LeAP learners because of several reasons. First and foremost, employers observed a major difference between LeAP learners and non-LeAP learners in terms of communication and also the ability to respond to employers' expectations. An employer, for example, mentioned that *“LeAP guys are aware of the exact work. Obviously, we hire only those students who are good at communication or good at handling databases. Compared to other candidates, I have found that leap guys are very specific and well aware of what exactly we expect from them while delivering the services while other candidates take some time to learn.”*

Second, employers think that LeAP learners' resumes are very good and they perform well in interviews while non-LeAP learners lack grooming and interview skills. Third, they noticed consistency among LeAP learners where they stick to jobs in employers' organisations compared to non-LeAP learners who hardly stay. An employer mentioned that *“non-participant learners leave the organisation for a better package within six months. This is not the case with Titan LeAP learners. They stay with our organisation for more than a year.”*

Finally, the special attributes of LeAP learners such as sincerity, learning attitude, ability to work in teams, etc. are attractive to hire LeAP learners over non-LeAP learners. An employer mentioned that *“compared to other candidates, definitely LeAP students are way more ready for task delivering or working in teams and with sincerity....I found maturity among LeAP students as they are much more aware of the competition, the importance of working in a team, handling pressure, the importance of employment, money, etc. because they are from a rural background. They also know the employability challenges and what we value and expect in a candidate”.*

## **b) Employers' concerns**

Four of the employers feel that the majority of the LeAP learners are good in back-end services as they have relevant soft skills. However, they lack advanced technical skills. They suggested that the LeAP programme should give more emphasis on providing training in advanced technical skills such as data analytics, MIS and dashboards, advanced excel, python and also banking, financial services and insurance (BFSI), etc. These employers would be really happy to hire LeAP learners in more numbers if they had knowledge of advanced tech skills. Employers further mentioned that the knowledge of advanced tech skills will get them a salary of 35-40K at the beginning itself. An employer, for example, said: *“I feel technically advanced skill training is required. Advanced technical skills can help them get early promotion and they can get Rs 15,000-16,000 more per month.”*

This concern was also reflected in some of the beneficiaries' interviews where they mentioned that the programme needed to provide advanced technical courses for it to be useful to attract good employers. A LeAP Centre candidate expressed: *“Better placement and technical courses need to be added. If they do so, it can attract global level companies.”*

## **4.5 Spokes+ Programme: Impact as seen by partner institutes and learners**

All the college faculties who interacted during this assessment were extremely positive that the LeAP Spokes+ Programme gave their students an opportunity to enhance their skills and confidence for building their careers. The criteria for students to participate in Spokes+ Programme were their attendance and interest in participating and studying in the final year of under-graduation. The college faculty also find this programme very good for their students as there is no scope for students to learn soft skills in their regular academic coaching which is completely textbook focussed. An exclusive course like Spokes+ is very essential for their students.

All the faculty members agreed that the Spokes+ Programme was relevant, useful, and impactful for their students. For example, a faculty said: *“Most of them were facing major skill gaps. To avoid this crisis, such courses were really helpful. My students are really happy and content with whatever is taught in Spokes+. Every topic whether it was aptitude, communicative skills, interview skills, resume writing, etc. made a big impact on them. All the topics are really relevant.”* In terms of post-training changes, the faculties noticed that Spoke+ students were more confident, and their presentation skills and communication skills had improved.

Spoke+ student interviewees when asked about the changes that they have observed after completing this training mentioned that their ability to perform in interviews has improved and they do it well with a lot more confidence now compared to before. A Spokes+ interviewee expressed that *“I have developed my creative and critical thinking abilities as well as my communication skills. I didn't have any idea about aptitude. I thought it was purely mathematical. They told us about aptitude, how to participate, what to expect in an interview, etc.”*

**Interesting quotes by the LeAP Spokes + beneficiaries**

*I have developed my creative and critical thinking abilities as well as my communication skills after attending Spokes+ Programme.*

*My self-confidence improved and I became more confident while speaking to someone formally, without any fear.*

*It's been only a week since I joined a job and I'm earning 12k. The skills I learned from LeAP were helpful and I could use those in my job*

Survey participants of Spokes+ said they liked all the course content and more particularly the aptitude, life skills, and career counselling sessions (Figure 7). Out of 42 survey participants, 16 got placement because of the training programme. The remaining participants are not working for various reasons as shown in Figure 8.

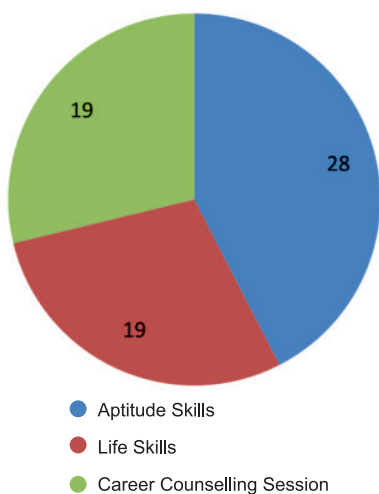


Figure 7 : Sessions liked by spokes + survey

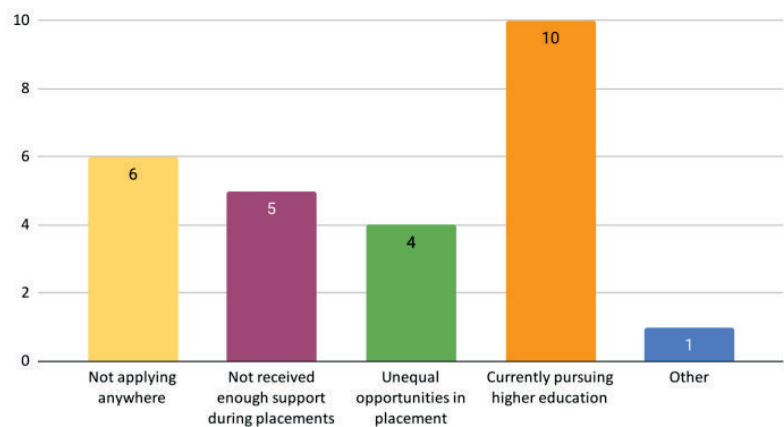


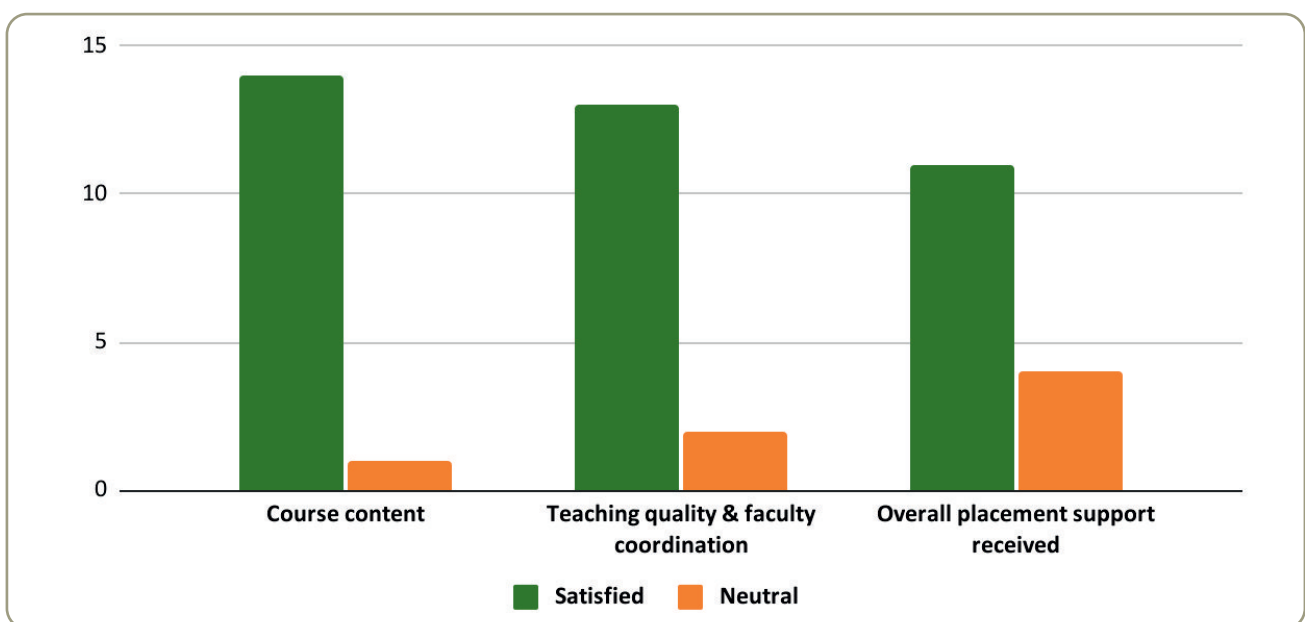
Figure 8 : Reasons for not working (Spokes+Survey Participants)

## 4.6 Spokes++ Programme: Learners' perspective

The candidates for the Spokes++ Programme came from all educational backgrounds (Class X, XII, diploma, undergraduate degrees) with an interest to learn skills in digital literacy, cyber security and tailoring. The students whom we interacted with got to know about the course through NGOs, panchayat members, WhatsApp advertisements, neighbours and friends. All the respondents mentioned that the course was useful to them in learning the basics of MS Office (i.e. word, excel and presentation), safe use of mobile phones, and tailoring skills.

When they were asked to name a positive change/skill they gained from the course, all of the digital literacy students said they are now confident in using basic computers and MS word and excel. Cyberspace students have learnt to identify spam and safely use cyberspace. A respondent, for example, mentioned that *“I learned a lot about how crimes in cyberspace happen, why we shouldn't post every photo of us on the internet, how we get trapped, etc.* Similarly, another respondent who benefited from the digital literacy course said: *“I am now more cautious about cyberspace, I know how to respond to calls, how to identify scams and how to handle those, etc.* A respondent from the tailoring course indicated that *“the lessons that she was taught were useful and she is continuing to stitch for her close friends and neighbours”.*

A majority of the respondent beneficiaries from surveys and interviews expressed that they are happy and satisfied with the course content, teaching quality and placement support from the LeAP programme. The ratings of survey respondents are given in Figure 9.



| Figure 9 : Ratings by survey respondents for various components of Spokes ++ programme |

While all 15 of the interview participants expressed that they are confident about getting a job, currently most of them are not working as some of them have young kids, have small businesses to take care of, etc. Those who are working indicated that their work is not related to what they learnt in the Spokes++ course. Five out of 15 survey respondents were found working after they undertook the course, seven of them were pursuing higher studies, two were looking for a job, and one was involved in the business.

Overall, the Spokes++ Programme benefited all of its participants in terms of learning skills. However, higher levels of programme outcome in terms of placements for beneficiaries could not be achieved as some of them were either not working or working in a field not related to the skill that they received during the training. This suggests that care should be taken while hiring target participants for the programme.

## 5 DISCUSSIONS ON OECD ASSESSMENT CRITERIA



The section below summarises the discussion on OECD criteria used for programme assessment.

### 5.1 Relevance

In this assessment, we tried to understand the relevance of the LeAP Programme in terms of its suitability to the priorities and goals of the programme beneficiaries and its relevance to the social/geographical settings of its operation.

The overall objective of the LeAP Programme is the skill development of underserved youth in urban and semi-urban areas and preparing them for the current job market. The assessment data suggest that all three components ((i.e. LeAP Centre, Spokes+ and Spoke++) of the LeAP Programme hold high relevance in achieving the programme objectives.

As per the PLFS 2020 data, the youth unemployment rate in Tamil Nadu is 20.4% which is much higher than the national average of 13.0% (see Table 5 for rural and urban) and the trend for unemployment rate among youth has been increasing over the years (See *The Hindu*, 2021<sup>3</sup>). Also, over the last decade, there has been an increase of more than 50% in the number of students who have completed undergraduate (PLFS, 2020) studies. This suggests that the programme is highly relevant to both the beneficiary type (i.e. underserved youth) and to implementing areas. The evidence from employers' interview data clearly shows that “the LeAP training is valuable for candidates from underprivileged backgrounds as they are matured enough to value the learnings from the course and appreciate placements due to their desire to join the workforce”.

Further, the assessment data suggests that the target beneficiary youth find the LeAP intervention activities as useful and valuable to them as they could build their capacities and plan for work (see section 4.2). Also, given that labour markets were highly disrupted by the COVID-19 pandemic (during 2020-22), the LeAP programme, we feel, was highly relevant for students from disadvantaged urban and semi-urban areas who desire to join the workforce.

<sup>3</sup><https://www.thehindubusinessline.com/opinion/tn-unemployment-due-to-skills-mismatch/article36277332.ece>



The design of the LeAP Programme was flexible enough to accommodate the changing external factors. For example, during the pandemic when conducting physical classes became difficult, the training shifted to online mode for students of the Centre and Spokes+ Programme. Also when necessary, a blended mode of teaching (i.e. online and offline) was adopted following COVID protocols for practical sessions and group work.

	Rural			Urban			Rural+Urban		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Tamil Nadu	19.2	24.5	20.8	17.2	27.1	20.0	18.3	25.6	20.4
India	11.6	8.2	10.7	16.6	24.9	18.5	13.0	12.5	13.0

Table 5: Unemployment Rate (UR) (in per cent) for age group 15-29.  
Source: PLFS Annual Report 2020-21

## 5.2 Effectiveness

Effectiveness is about understanding the extent to which an intervention has achieved its objectives. The effectiveness of the LeAP programme can be understood through the enhancement of beneficiaries' abilities to overcome their fear of expressing their thoughts in English and be able to speak and write confidently, ace the interview, and also improve their ability in analytical thinking and problem-solving skills. The effectiveness of the LeAP programme was seen at both the individual beneficiary level and also at the programme level.

At an individual level, the beneficiaries feel their skills and knowledge have now enhanced compared to before by being part of the programme. Particularly, they indicated that their communication skills and ability to face interviews have improved. Benefits of joining the programme as articulated by the youth beneficiaries include improved confidence to face interviews, ability to speak in English, enhanced aptitude, problem-solving skills, etc. In addition, in the Spokes+ Programme, the college faculty also noticed improved communication and analytical abilities among LeAP learners. Further, the employers preferred LeAP learners over non-LeAP learners due to the LeAP learners ability to perform and respond to the job's demands and their special attributes like sincerity, learning attitude, ability to work in teams and the ability to stay on the job for a longer duration.

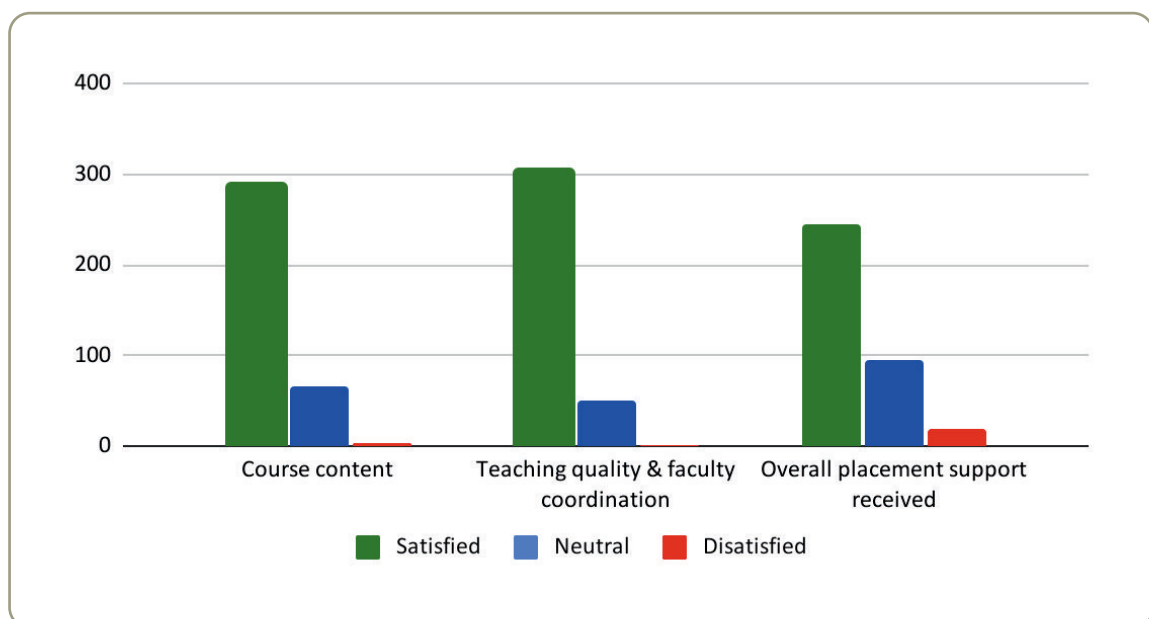
At the programme level, several components of the programme helped learners to better their skills and abilities. First, the learner-centric approach adopted in the LeAP Programme was particularly successful in helping students achieve the above. The learner-centric teaching methodology was participatory and students were encouraged to take part in intense discussions, group assignments, presentations, role plays and other such activities. The beneficiaries of both LeAP Centre and Spokes+ Programmes have attributed their learnings largely to the participatory training approach as it enabled their English communication, problem-solving and analytical skills. Second, having an in-house expert trainer team has enormously strengthened the programme in attending to the needs of the learners in a timely manner. Third, networking with more than 100 employers has benefited the LeAP Programme and its learners to achieve the overall goal. Finally, the proficiency of the LeAP Programme lies in providing handholding support to students post placement which not only encourages the beneficiary to continue working without hassles but also to

maintain a healthy relationship with the employer and motivates them to keep their interest in the LeAP Programme. Figure 10 and Figure 11 show ratings for various components of the programme by the Centre and Spokes+ survey participants respectively.

Effectiveness in terms of achieving tangible programme impacts has been good for the total number of beneficiaries reached (See Table 6). However, achieving placement targets fall short by 9% and 12% for the Centre and Spokes+ Programmes respectively.

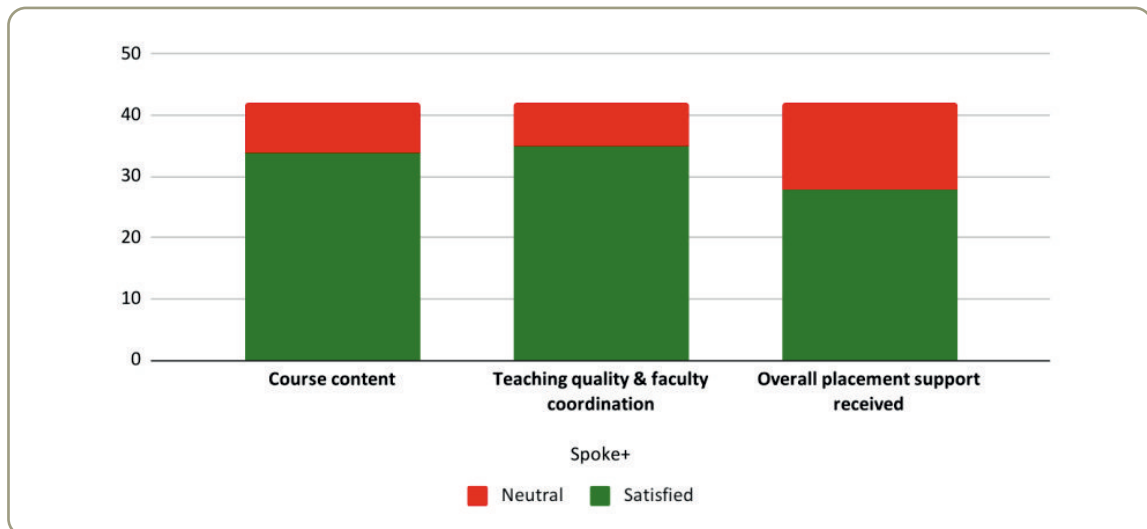
Outcomes	Planned target	Achieved
Number of beneficiaries who participated in the LeAP Centre Programme	1,000	810 (-11%)
Number of beneficiaries who participated in the LeAP Spokes+ Programme	2,000	3114 (+55%)
Number of beneficiaries who participated in the LeAP Spokes++ Programme	500	508 (1.6%)
Number of placements for LeAP Centre Programme * <sup>4</sup>	500	334 (-9%)
Number of placements for LeAP Spokes+ Programme	1,000	1199(-12%)
Number of placements for LeAP Spokes++ Programme	250	320 (+13%)

Table 6 : Planned versus achieved targets under respective indicators for the year 2021-22



/ Figure 10 : Ratings bt LeAP Centre survey participants for various of the programme /

<sup>4</sup>Targets for placement are usually 100% placements, however because of the pandemic, it was set to 50%



/ Figure 11 : Ratings by spokes+ survey participants for various / components of the programme

### 5.3 Efficiency

Efficiency is a measure of how economic resources or inputs (e.g. funds, expertise, time, etc.) are used to bring about the intended results. It also suggests whether the objectives are achieved in a cost-efficient manner by the programme. In terms of budget, we understood from the implementing partners that clarity was established on how much cost will be required per candidate given that the LeAP Programme has been implemented for the past several years, and accordingly the budget was received. The implementation team received funds on a milestone basis (i.e. enrolment, training completion and placement). No cost was involved to book any auditorium or classrooms for conducting Spokes+ Programme, and it was provided by colleges.

In terms of expertise, the implementing partner has appointed a dedicated team of staff to execute the Titan LeAP Programme. There are about seven staff members working for the Centre, two staff are for the Spokes Programme and four for the management and accounts section. In addition to these, freelance trainers were hired for Spokes+ and Spokes++ Programmes. All the technical staff members were given training at regular intervals. The capacity building of trainers is an effective component as it improves the effectiveness and strengthens the sustainability of the programme.

In terms of time efficiency, the first quarter of 2021-22 turned into a challenge due to the nationwide lockdown announced with minimal opportunities to connect in person. Technology was deployed to reach learners and a hybrid model of online and offline training sessions was adopted. While this strategy enabled the implementing team to complete the programme in a timely manner with reduced costs, it had certain limitations like being unable to conduct activity-based sessions or hands-on sessions. Also, online classes were found ineffective from learners' experiences where the majority of them expressed they did not enjoy online classes.

### 5.4 Impact

The impact of the LeAP Programme could be categorised into the total number of beneficiaries covered, the number of students with improved confidence and skills to enter the workforce, the number of students who were successful in joining the workforce, and the number of collaborations and partnerships established (See Table 4).

The LeAP programme covered a total of 4,432 beneficiaries under all three programmes, out of which 1,853 were successful in getting jobs. The biggest impact of the programme was establishing observable changes in the skills of the beneficiaries compared to pre-programme status or before enrolling into the programme. The pre- and post-assessment conducted to measure their increased abilities by implementing partners shows this impact and it is further confirmed by the assessment data. All of the respondent beneficiaries in this assessment (both interviews and survey) expressed having felt the observable change in them of improved skills and ability to face interviews for jobs.

One of the intended results of the LeAP Programme was the provision for placements. Overall, the programme could help in the placement of 42% of the beneficiaries. Placements have not been achieved for the remaining beneficiaries as some of them are either pursuing higher education or have changed their plans and want to start their own venture instead of taking up a job. A small percentage of the learners, however, expressed that the programme did not serve to fulfil their job expectations and they expected more opportunities from a variety of employers. Overall, the LeAP programme has been impactful in terms of providing training to a large number of beneficiaries (about 4,500) and imparting effectively the required skills and knowledge among its learners.

## 5.5 Sustainability

The sustainability criteria measure the extent to which the net benefits of the intervention continue without support in the long term. The LeAP Programme is a skill enhancement model. The financial stability to attain sustainability for such a skill development programme is contingent largely on CSR funds (in this case from Titan Pvt. Ltd). The programme design offers very little scope for the generation of its own income to reinvest, and at present, students do not pay any registration fee to enrol in the programme. Having said this, in the long term, there is a lot of scope for sustainability. The programme could sustain itself by creating its own brand for its design, course content and other benefits. The programme also needs to be supported by a multitude of actors including the government. In this regard, establishing a connection with the government will prove key to its sustainability in addition to already existing relationships with other stakeholders (e.g. colleges, employers, youth, NGOs, etc). Establishing a partnership with the government opens up a variety of channels for the sustainability of the programme. For example, the Central Government provides grants (of INR 1.5 million) for the infrastructure development of training centres under the Department of MSME Entrepreneurship and Skill Development Initiatives. Similarly, learners' training cost sponsorship could be availed via state and Centrally-managed schemes such as Integrated Skill Development Schemes (ISDS), Nai Manzil, etc. (NSDC, 2019).





## 6 RECOMMENDATIONS

Through the course of the impact assessment study, we interacted with various stakeholders associated with the LeAP Programme. It provided good insights into the working of the programme. Based on our interactions, literature/documents review, and inputs from sector experts, the following recommendations were drawn:

### **Potential to scale up with a continued focus on female youth**

As discussed in the previous chapter, the LeAP Programme holds high relevance to the skill- building needs of the youth in Tamil Nadu and prepares them to join the workforce. As per the All India Survey on Higher Education (AISHE), enrolment of youth in undergraduate programmes in Tamil Nadu in the year 2020-21 was 2.6 million, the third highest in the country next to UP and Maharashtra. Given these high numbers, a considerable percentage of these students are ready to enter the job market by 2023. This implies that there are an equal number of youth who would be seeking help to prepare for the job market. Therefore, the LeAP Programme, particularly the LeAP Centre Programme, has a lot of potential for scaling to other districts of Tamil Nadu to fulfil the needs of the youth. The LeAP Programme has been encouraging female participation in all its activities. We suggest continuing these efforts to include women in scale-up activities as well. Female youth both in urban and rural areas are experiencing higher unemployment rates as compared to their male counterparts in Tamil Nadu (as shown in Table 5).

### **Increased emphasis to train students on advanced technical skills**

The biggest achievement of the LeAP training is bringing the best in learners' language and aptitude abilities through its learner-centred approach. As explored in this assessment, college faculty and employers appreciated the special abilities that the LeAP learners acquired through the programme. Employers are particularly happy and prefer to hire LeAP learners over non-LeAP learners for their special abilities (i.e. language, aptitude, sincerity, teamwork skills, etc.). Employers however expressed that the LeAP learners lack knowledge of advanced technical skills. The advanced technical skills include data analytics, MIS and dashboards, advanced excel, python and also banking, financial services, insurance (BFSI), etc. The knowledge of advanced technical skills for LeAP learners is



important for two reasons: 1) It clearly increases the employability attribute of the LeAP learners and presents more opportunities for the learner, and 2) The learner has the advantage of receiving good remuneration. We, therefore, suggest that the LeAP training emphasises teaching advanced technical skills to its students in the centre.

### **Better outcomes can be achieved through improved placement opportunities**

The LeAP programme could place 42% of its beneficiaries. While this is a good achievement, we recommend providing a variety of placement opportunities matching the learners' skills and expectations. This could be made possible by understanding the learners' expectations on job types, areas, etc. and networking with employers to match these expectations of learners. Many of the learners who interacted in this assessment could not take up the jobs presented to them as they think they are overqualified for those positions.

Also, we assess that one of the main reasons for low placements is that the majority of students are not able to take up work as they are pursuing higher studies. We suggest that preference be given during enrolment to only those who are in need to join the workforce soon after undergraduate studies to support their family.

### **Credibility through National Skill Qualification Framework (NSQF) Certification**

We understand that the LeAP Programme curriculum is aligned with NSQF. However, NSQF certification was not sought for the programme. In the best interest of the programme and its learners, it is suggestive to obtain NSQF certification. The NSQF provides national guidelines/ framework for identifying skill competencies and proficiencies at different levels. The advantages of obtaining NSQF certifications for the LeAP programme are many. It provides greater credibility to the LeAP Programme and also to the LeAP Centre and thus helps to mobilise potential students for the programme. It also helps build employers' trust in the training programme. NSQF certification will have a national acceptance which will greatly help learners by positioning them to access a wide range of opportunities. It also helps the LeAP programme to improve its employer network.





## 7 CONCLUSION

The Titan LeAP Programme is a skill development programme for underserved youth supported by the CSR initiatives of Titan Co. Ltd and has been implemented by the Naandi Foundation since its inception in 2018. This impact assessment was aimed to understand and document key components that worked well to achieve the objectives of the LeAP Programme for the year 2020-21. The assessment used OECD criteria for programme evaluation namely relevance; effectiveness; impacts and sustainability. The data for the assessment was collected using a mixed method approach—mainly, document reviews, surveys and key informant interviews with all stakeholders (e.g. implementing partners, employers, colleges, beneficiaries, trainers etc.).

The key strengths of the LeAP Programme, as found in this assessment, are its learner-centric approach; in-house capacity-building team and handholding support extended to the students post-placement. These features of the LeAP Programme proved effective in achieving outcomes like enhancing students' skills and abilities in effective communication, clearing interviews and performing well at the workplace. There has been a good response from beneficiaries for the coaching offered to them because of which a majority of them experienced positive changes in their skills and abilities. Employers are also happy and prefer to hire LeAP learners for the qualities they possess when compared to non-LeAP learners.

In terms of the targets achieved, the total reach under all three programmes was achieved as per plan except for the LeAP Centre Programme which was short by just 11% while for Spokes++ the coverage was 50% more compared to the planned reach. The programme did not fare well in achieving placements for 5% of the participants (as planned). It achieved 42%, 32% and 63% of placements for the LeAP Centre, Spokes+ and Spokes++ Programmes respectively. The reasons for low placements varied. From the students' perspectives, there was a lack of placement opportunities that fit their expectations and skill set. From the employer's perspective, students aced soft skills but lacked advanced technical skills. Acquiring knowledge of advanced technical skills would provide a variety of good opportunities for learners. As explored in this assessment, one of the main reasons for low placements is that the majority of students are not able to take up work as they are pursuing higher studies. Overall, the LeAP Programme can improve performance in placements by addressing these factors.





The LeAP Programme holds high relevance to the youth population given the high number of youth population in the state of Tamil Nadu and the corresponding high unemployment rate. This fact prompted us to recommend a scale-up of LeAP Programme activities to reach out to more youth who need help in other districts of Tamil Nadu. We also suggest obtaining NSQF certification to improve the credibility of the programme to attract learners and gain the trust of more employers. Finally, from the long-term sustainability point of view, a connection with the government is highly essential to avail resources and support under various skill development initiatives, schemes and programmes of the government.



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# ANNEXURE 1 : SAMPLE OF SURVEY QUESTIONNAIRE

Sr No	Type	Question	Options
<b>Respondents Profile</b>			
1	Text	Name of the respondent	
2	Numeric	Age of the respondent	
3	Select One	Gender of the respondent	Male
			Female
			Other
4	Select One	Which course you were part of?	LeAP Centre Programme
			LeAP Spokes+ Programme
			LeAP Spokes++ Programme
If selected for <b>LeAP centre</b> Programme then...			
5	Select Multiple	Which activity did you like the most during the training?	Aptitude Skills & Puzzle Activities
			Computer Skills
			Communicative English & Story Writing
			Life Skills
			WaRM Wednesday
			Book Buddy
			Performing Arts/Theatre Art Class
			Health & Wellness
			Posh & Work Culture
			Fitness Friend
			Other
5.a	Text	If Other, Please Specify	
6	Select Multiple	What change have you observed within yourself?	Confident about using MS office
			Confident when solving problems
			Able to Manage Time
			Able to Set Goals
			Able to Speak English



			Feel Confident at workplace
			Opened a savings bank account
			Other
6.a	Text	If Other, Please Specify	
7	Select One	Did you get placement/job because of the training programme?	Yes
			No
7.a	Select One	<b>If No</b> , what is the reason?	Not applying anywhere
			Currently pursuing higher education
			Started Business
			Not received enough support during placements
			Unequal opportunities in placement
			Other
7.b	Select One	<b>If Yes</b> , then how did you get placed? (Source of Placement)	Job Utsov (Titan LeAP)
			Titan LeAP alumni reference
			Titan LeAP Staff Reference
			By own efforts and networks
			Other
7.b.a	Text	Others, specify	
7.c		<b>If Yes</b> , Are you still continuing in your first job?	Yes
			No
7.c.a	Select One	<b>If Yes</b> , How much are you earning in your current job?	Below ₹5,000
			₹5,000 to ₹10,000
			₹10,001 to ₹15,000
			₹15,001 to ₹20,000
			Above ₹20,000
7.c.b	Select One	<b>If No</b> , How much did you earn in your first job after completing training?	Below ₹5,000
			₹5,000 to ₹10,000
			₹10,001 to ₹15,000

			₹15,001 to ₹20,000
			Above ₹20,000
If selected for the <b>LeAP Spokes+</b> Programme then...			
8	Select Multiple	Which session did you find most useful during the training?	Aptitude Skills
			Life Skills
			Career Counselling Session
9	Select One	In what mode have you attended the training programme?	Online
			Offline
			Both
10	Select One	Did you get placement/job because of the training programme?	Yes
			No
10.a	Select One	<b>If No</b> , what is the reason?	Not applying anywhere
			Currently pursuing higher education
			Started Business
			Not received enough support for placement
			Unequal opportunities in placement
			Other
10.b	Select One	<b>If Yes</b> , then how did you get placed? (Source of Placement)	Job Utsov (Titan LeAP)
			Alumni reference
			Titan LeAP Staff Reference
			College Reference/Placement Cell
			By own efforts & networks
			Other
10.b.a	Text	If Other, specify	
10.c		<b>If Yes</b> , Are you still continuing in your first job?	Yes
			No
10.c.a	Select One	<b>If Yes</b> , How much are you earning in your current job?	Below ₹5,000

			₹5,000 to ₹10,000
			₹10,001 to ₹15,000
			₹15,001 to ₹20,000
			Above ₹20,000
10.c.b	Select One	<b>If No</b> , How much did you earn in your first job after completing training?	Below ₹5,000
			₹5,000 to ₹10,000
			₹10,001 to ₹15,000
			₹15,001 to ₹20,000
			Above ₹20,000
If selected for the <b>LeAP Spokes++</b> programme then			
11	Select Multiple	Which training session were you part of?	Digital Literacy
			Cyber Security Programme
			Tailoring Training Programme
12	Select One	Did you place/get the job because of the training programme?	Yes
			No
12.a	Select One	<b>If No</b> , what is the reason?	Not applying anywhere
			Involved in household responsibilities
			Currently pursuing higher education
			Started Business
			Not received enough support during placements
			Unequal opportunities in placement
			Other
12.b	Select One	<b>If Yes</b> , then how did you get placed? (Source of Placement)	Job Utsov (Titan LeAP)
			Alumni reference
			Titan LeAP Staff Reference
			By own efforts & networks
			Other

12.b.a	Text	If Other, specify	
12.c		<b>If Yes, Are you still continuing in your first job?</b>	Yes
			No
12.c.a	Select One	<b>If Yes, How much are you earning in your current job?</b>	Below ₹5,000
			₹5,000 to ₹10,000
			₹10,001 to ₹15,000
			₹15,001 to ₹20,000
			Above ₹20,000
12.c.b	Select One	<b>If No, How much did you earn in your first job after completing training?</b>	Below ₹5,000
			₹5,000 to ₹10,000
			₹10,001 to ₹15,000
			₹15,001 to ₹20,000
			Above ₹20,000
<b>For all 3 Programmes</b>			
13	Select One	Rate the Programme Content (Syllabus & Sessions)	Satisfied
			Neutral
			Dissatisfied
14	Select One	Rate the teaching quality and faculty coordination	Satisfied
			Neutral
			Dissatisfied
15	Select One	Rate the overall placement support you received	Satisfied
			Neutral
			Dissatisfied



## ANNEXURE 2 : SAMPLE OF INTERVIEW SCHEDULE

Interview participant	Sample questions
<b>Beneficiary (LeAP Centre)</b>	<ul style="list-style-type: none"> <li>● What is your name? What is your educational background?</li> <li>● When did you enrol for the course?</li> <li>● Why did you choose this course?</li> <li>● Have you completed all the training?</li> <li>● How did you learn about the programme?</li> <li>● Which part of the training was more useful? Which were less useful, and why?</li> <li>● Effectiveness in the implementation of the training programme</li> <li>● What was the selection procedure for the programme? Were there any criteria?</li> <li>● What were the key topics you learned? Can you name them?</li> <li>● Could you complete the curriculum on time? Were there any delays or challenges?</li> <li>● Tell us about counselling and mentorship. Who provided them? Can you give us examples of topics that were discussed? Did you find those useful? How did this support help you?</li> <li>● Tell us about what you learned in alumni interaction sessions? What were the different activities you participated in?</li> <li>● Tell us about the infrastructure at the centre. Were you satisfied with it? What did you like the most? Tell us about the mid-day meals and travel support provided? What other benefits did you receive during the programme?</li> <li>● Tell us about one or two changes that you observe in yourself after completing this training?</li> <li>● How did the training help you in your career? Where are you working now? How much do you earn?</li> <li>● Are you happy with the placement?</li> <li>● Are you confident of obtaining a job now with or without LEAP support? What helped you to build that confidence? If not, what could be done to build that?</li> <li>● If the person is employed: How much is the training helping you to perform your job duties? Are there any gaps?</li> <li>● Are you engaged with the centre after the training?</li> </ul>
<b>Beneficiary (Spokes+, Spokes++)</b>	<ul style="list-style-type: none"> <li>● What is your name? What is your educational background? When did you enrol for the course?</li> <li>● Why did you choose this course? Have you completed all the training?</li> <li>● How did you learn about the programme?</li> <li>● Which part of the training was more useful? Which were less useful, why?</li> <li>● Effectiveness in the implementation of the training programme</li> <li>● What was the selection procedure for the programme? Were there any criteria?</li> </ul>

	<ul style="list-style-type: none"> <li>● What were the key topics you learned? Can you name them?</li> <li>● Could you complete the curriculum on time? Were there any delays or challenges?</li> <li>● Impact</li> <li>● Tell us about one or two changes that you observe in yourself after completing this training?</li> <li>● How did the training help you in your career? Where are you working now? How much do you earn?</li> <li>● Are you happy with the placement?</li> <li>● Are you confident of obtaining a job now with or without LEAP support? What helped you to build that confidence? If not, what could be done to build that?</li> <li>● If the person is employed: How much is the training helping you to perform your job duties? Are there any gaps?</li> <li>● Do you still engage with the centre after the training? How?</li> <li>● If there is one thing that you would like to improve. What will that be?</li> </ul>
<p><b>Naandi Foundation Staff</b></p>	<ul style="list-style-type: none"> <li>● Can you tell us about yourself? For how long have you been associated with the organisation?</li> <li>● What is your role in the programme? How was the programme initiated?</li> <li>● What was the target group for the Centre, Spoke and Spoke++ Programme? How were they different from each other? Is there any specific reason behind that?</li> <li>● What was the college selection procedure for the Spoke Programme? What was the reason behind the collaboration?</li> <li>● What were the selection criteria for beneficiaries? Was it different for each course?</li> <li>● Is there a gender balance maintained? Are there any other inclusion criteria used?</li> <li>● What were the different methods you used to spread awareness about the programme in the community?</li> <li>● How was each course designed for the project?</li> <li>● How frequently are the courses updated?</li> <li>● Who are the different stakeholders of this programme?</li> <li>● What were the key milestones? Could you achieve them? Reasons for the gap, if any.</li> <li>● What were the different challenges you faced while implementing the project and how did you overcome those?</li> <li>● Could you implement all the activities on time? Were there any delays?</li> <li>● What is the optimum batch strength? Could you achieve that?</li> </ul>

	<ul style="list-style-type: none"> <li>● How was the budget planned and utilised? How did you monitor the partner organisations' budget utilisation? Was there any tracking module designed for that?</li> <li>● Tell us about the team structure for implementation? Are there clearly defined roles and responsibilities? How is the monitoring done?</li> <li>● How were they trained?</li> <li>● What are some of the key results of this programme</li> <li>● What are the key changes that you observe among students</li> <li>● Tell us about the placement facilitates? How did you support those students who wanted to try entrepreneurship?</li> <li>● Are you tracking the students after they pass out?</li> <li>● Which course helps find a job faster, and which gives a higher salary?</li> <li>● Are there differences in placement results between boys and girls?</li> <li>● Are there any efforts taken for convergence with government schemes?</li> <li>● Which are the other skilling initiatives active in the same community?</li> <li>● How long do you think, you will need to run the centre to meet the needs of at least 80% of youth in that community/region?</li> </ul>
<b>Employer</b>	<ul style="list-style-type: none"> <li>● What is the name of your enterprise/organisation?</li> <li>● What is your name and how have you been associated with this organisation?</li> <li>● In which areas is your organisation working?</li> <li>● How many candidates have you chosen from LeAP?</li> <li>● What are the different roles for which you have been hiring?</li> <li>● Besides, LeAP Programme, where else do you source employees from? What difference have you observed between LeAP background candidates and other candidates?</li> <li>● Are you happy with the hiring from the LeAP Training Course?</li> <li>● How job ready are the candidates?</li> <li>● What is the advantage when you hire from LeAP?</li> <li>● Do you have any suggestions in terms of what could be improved considering the knowledge and skills they acquired from the training programme?</li> <li>● Are the candidates sticking to the job for long?</li> </ul>
<b>Colleges</b>	<ul style="list-style-type: none"> <li>● Name and Designation of the respondent.</li> <li>● For how many years have you been associated with the institution?</li> <li>● Please tell us about the institution in detail.</li> <li>● Relevance and Mobilisation</li> <li>● How did you get to know about the LeAP training programme? How is it associated with your organisation? Since how many years have you</li> </ul>

been working together?

- Why do you think such a programme was necessary for students in your institution?
- How do you convey the training programme to your students? What is the selection procedure/criteria for students to enrol in the programme?
- How are those course models different from regular academic education?
- Or, what different things do they get to learn in the programme apart from what they learn at the institute?
- How many students from your institute were enrolled in the year 2021-22 and how many of them have completed the course?
- How many of them are working right now? In which area are they working?
- What change have you observed in those students compared to other students?
- What steps are needed to keep the project relevant for your college and your students?
- What can be improved in the programme according to you?





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