



An Impact Assessment Report for CSR Initiatives of the Academic Support for Tribal Children



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Background

Titan Company Limited and the Swami Vivekananda Youth Movement (SVYM) have collaborated since 2012 to drive the Viveka Tribal Centre for Learning (VTCL) in Mysuru, Karnataka. The initiative focuses on providing technical and soft skills training to tribal youth in over 40 tribal hamlets, including places like Hosahalli, and benefits indigenous tribes such as Jenu Kurubas, Kadu Kurubas, Soligas, and Yeravas. Through VTCL, many young adults have been equipped with life-changing skills that empower them to contribute meaningfully to their communities. Titan not only provides financial support but also actively participates in creating a resilient future for tribal communities.

The VTCL intervention emphasises holistic learning, including personal development and community engagement, to nurture these tribal youths, fostering a sense of self-reliance, dignity, and empowerment. VTCL's impact reverberates through the lives of tribal youth who now have enhanced employability prospects. The program aligns with SVYM's broader vision of developing human and social capital across tribal, rural, and urban communities. Titan's CSR funds play a crucial role in sustaining this transformative initiative. Besides, VTCL also stands as a beacon of change, creating a ripple effect in the lives of tribal youth. Through this strategic collaboration.

Titan, in collaboration with SVYM, is imparting skills and igniting hope and resilience to the most unprivileged groups. As part of its Corporate Social Responsibility (CSR) initiatives, Titan Company Limited (Titan) supports the SVYM initiative. The SVYM project, supported by Titan, aims to improve the quality of education and holistic development of students in the HD Kote, one of the backward and tribal-dominated areas in south Karnataka in the Mysuru district.

About the Implementing Agency:

The Swami Vivekananda Youth Movement (SVYM), headquartered in Mysuru, Karnataka, India, is a dynamic development organization committed to building a new civil society. Since its inception in 1984, SVYM has been actively engaged in grassroots to policy-level actions across various sectors, including Health, Education, Socio-economic Empowerment, and Training & Research.



The School Education Program was initiated in 2006 and operates in several districts, including Dharwad, Bengaluru, Kodagu, Mysuru, Kalaburagi, Kolar, and Chikkaballapur. Its core focus is on building human and social capital through community-centric

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partnerships. The program aims to enhance the quality of education for government school students by providing infrastructure, learning aids, technology-enabled education, and health and hygiene awareness. SVYM complements and supplements learning activities at government schools.

SVYM's education programs are dedicated to developing the human and social capital of the next generation through equitable education. By engaging with rural, tribal and urban students from economically challenged backgrounds, SVYM provides various initiatives such as residential education, scholarship programs for meritorious students from rural areas, and technology-based learning to complement and supplement the learning activities in rural government schools.

The programs also offer vocational skills, nutrition, health and hygiene through an integrated Water, Sanitation & Hygiene (WASH) component. The capacity building of teachers is a key focus area for SVYM's education sector. They collaborate with teachers, educators, and policymakers to experiment and implement new teaching practices. The tribal residential school, **Viveka Tribal Centre for Learning** (VTCL), located near the Bandipur Forest in H D Kote in Mysuru District, provides a contextually relevant learning environment for children from indigenous tribal communities like Jenu Kuruba, which is a Particularly Vulnerable Tribal Group (PVTG) as declared by the Govt. of India.

The ongoing project involves the active participation of parents and community members. SVYM primarily operates in HD Kote, one of the most underdeveloped regions in Karnataka. Their objective is to bring dignity and prosperity to families in this area. They aim to achieve this through various programs in education, water, sanitation, hygiene, and livelihood. Their efforts are geared towards making a profound and long-lasting impact on the communities they serve.

As a responsible corporate citizen, Titan Company Limited has contributed to the SVYM initiative for human development through its CSR funds for the year 2022-23. The company believes education is the key to empowering the girl child and positively impacting society. In every financial year, the company has been spending at least 2% of its average net profits during the three immediately preceding financial years for its CSR activities. The Education programme supported by Titan provides to SVYM leads to the holistic development of the children through education and converting them to livelihood options. The project area for evaluation is HD Kote, Mysuru district of Karnataka.

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Objective of the Impact Assessment

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

Approach

Following the **EASIER Framework**, an Impact assessment of the project was done for its Effectiveness(E), Awareness(A), Sustainability(S), Impact(I), Efficiency(E) and Relevance(R) concerning its contribution to fulfilling the educational and livelihood needs of the most underprivileged groups.

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

Methodology

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

Data for impact assessment was collected from the different sources:

- a. All information related to the project is available from SVYM
- b. Primary sources were obtained through group interviews stakeholders such as students, teachers, and IA staff.

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- c. Site visits at the project locations and field verification
- d. Collecting secondary data available with IA and other websites, as per requirement

Sampling Plan

The impact assessment study sampled the project sites based on the sampling frame the Titan Company and SVYMagreed upon. An intensive visit was undertaken to the SVYM local office for field verification, FGD/group interaction and interviews with key informants/beneficiaries and their parents (as per availability and ability to provide requested information). The Titan, through SVYM, supports VTCL and schools, scholarships, sports, culture, etc., for the year 2022-23.

Data Collection:

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

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

A semi-structured interview schedule was developed for the impact assessment of the activities funded by Titan Co. Ltd. in the HD Kote, administered through group discussions in Mysuru and Hosahalli. The data was collected with team SVYM's support, given the beneficiary's language and other issues. A field visit was made to VTCL to get an overview of the educational programme and interact with SVYM officials.

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

Field Observations: HD Kote

The SVYM-VTCL has actively collaborated with the community to promote tribal culture in the school. They have undertaken community projects where students can apply what they have learned to projects in the tribal hamlets. Additionally, the school has tried to showcase the successes and achievements of its alumni in various fields-ranging from being a forest guard to being a self-employed technician. The school encourages alumni to participate in various school programs to share their success

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stories. Field observations were conducted by IIFM consultants at the Mysuru headquarters of SVYM and locations in Hosahalli of HD Kote taluk in Karnataka. The field observations are provided in the subsequent sections.

The objectives of the SVYM programme supported by Titan are as follows:

1. **Equitable education** – Promoting admission, attendance and retention among the students from the underprivileged communities, especially the indigenous tribal communities of the area. The school has planned to achieve gender parity while also trying to reduce dropouts. The educational components include bringing students to the mainstream educational system while getting underprivileged students admitted to classes 1 to 10 and helping them to continue their higher secondary and higher education guidance through partial scholarship support.
2. **Integration of Arts, Sports & Skills and Setting Benchmarks-** Promoting talented students from among the tribal communities by integrating arts, sports and skills into the regular curriculum.
 - a. **Academics (including co-scholastic areas) & Learning Outcomes** – To promote flexibility and achieve the learning outcomes in foundational literacy & numeracy, and develop bridge courses for students joining the school in 1st, 6th and 8th standards.
3. **Continuing Education & Community Engagement** – Providing financial assistance to promote education beyond the 10th standard and vocational learning opportunities to apply what has been learned, supporting the livelihood requirement of the learners and their families.

Activities Under the Program

The SVYM-VTCL program supports tribal children from around 60 hamlets (Haadis) in and around Hosahalli under its education and continuing education component. The program's beneficiaries are the students of first to tenth standards, PUC and Undergraduate courses (arts, science, commerce, technical, medical, etc., as the case may be for higher education beyond PUC), the teachers teaching them and the community to which the students belong. The students receive the study material kit, Laboratory, workshops, sports and recreational facilities, hostel facility, daily meals, school dress and other required amenities. SVYM trains the teachers to deliver conventional, technical, and vocational courses effectively in the school. Following are the highlights of the Titan-supported SVYM programme.

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Holistic Education: The SVYM-VTCL focuses on providing a holistic education to its students. This includes academic learning and the development of physical, intellectual, emotional, and spiritual aspects. The joyful and familiar learning environment in open classrooms (*Kuteera*) is culturally appropriate and contextually relevant for the tribal students.

Continuing Education (Scholarship Programme): The SVYM also provides scholarships to post-matric and undergraduate students to take admissions to courses of their interest. The scholarship is need-based and there is no selection process for scholarships for continuing education in tribal schools. All students continuing education after 10th Standard are eligible to receive the scholarship. However, there is a rigorous follow-up during their continuing education program. Students of undergraduate courses get their studies funded for only the first two years, and in the



third year, they have to fulfil their financial requirements independently. The SVYM, however, does help them in seeking other funds from their alumni or other governmental/non-governmental sources.

Integrated Curriculum: The SVYM Introduction to Basic Technology (IBT) concepts are introduced to the students; students learn about farming practices and cultivation (agriculture), and creative expression and physical fitness are encouraged through arts and sports activities (Arts and Sports).

Nutrition and Health: The VTCL ensures students receive balanced, nutritious meals derived from native produce. The school's huge garden grows vegetables, fruits, and even coffee consumed by the students, staff, and their families. Healthy eating habits are emphasised to ensure the children's healthy physical development.

Community Engagement: The VTCL actively engages with parents and the local community. About 90% of parent engagement reflects the school's and families' strong trust-building partnership. The school gets funding from different sources, including various government schemes. Also, it encourages parents to contribute Rs.

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800 annually towards their children's education, fostering an equal partnership, thus creating a basic PPP model.

Key Impact and Outcomes:

The interaction with the students, staff, and SVYM officials and observations from various reports and files helped us understand the project's key impacts and outcomes during the FY 2022-23. The following are the highlights of the programme initiative for FY 2022-23, with a caveat that the outcomes will be presented for a particular year; however, it is a consequence of the initiatives taken up in the past. Thus, the following outcomes should be seen with the lenses that keep the past in the front. The observed outcomes are:

- An amount of Rs. 65,36,256 was granted from the CSR fund by Titan.
- Over 500 students from indigenous tribal communities (including PVTG) have benefited from VTCL activities.
- Around half of the student beneficiaries are girls, which helps in maintaining the gender equity
- 98.5% of students passed the SSLC Karnataka State Board Examination.
- Looking at the success and community outreach programmes of the SVYM, there has been a steady increase in student admissions over the years.
- Parent engagement has increased to a commendable 90% in the education process.
- 100% of SSLC students continue their education in diverse streams after secondary education.
- Few Girls' marital age has been pushed to 18 years and beyond, allowing them to pursue education and personal growth, supporting the theory of social change.
- VTCL's curriculum has been aligned with the National Education Policy (NEP) 2020 for maximum benefits.
- Open classrooms (*Kuteera*) provide a joyful and culturally appropriate learning environment and lead to better well-being and maintaining the interest of the students
- SVYM has tied up with various private colleges who now offer admissions to students from the Scholar Program at a discounted rate (usually around 50% of the fee), with up to Rs 35,000 of the fee supported by the programme.
- A total number of 43 students were offered scholarship under the continuing education programme.
- Introduction to basic technology (IBT), agriculture, arts, and sports are integrated into the curriculum.
- The VTCL programme encourages the students to take various activities under Do-It-Yourself (DIY) mode.

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- Balanced nutritious meals derived from native produce ensure physical development.
- The school's garden supplies vegetables, fruits, and coffee for students, staff, and their families. Students are encouraged to lend their hands in maintaining the garden for uninterrupted supplies.
- The yearly education fee of Rs. 800.00 from parents encourages equal partnership in their children's education, adding to the project's sustainability as it creates a kind of public-private partnership. The school also gets funds from the government through various educational and development schemes, helping them survive during odd times.
- The annual cost of residential education for 1 student, as reported, is INR 56,000.

Through these initiatives, Titan and SVYM are making a significant impact on the lives of tribal children, empowering them with education and life skills.



Stakeholder Responses

The feedback received from the FGD provided valuable insights into the project's overall process and effectiveness. The FGD was conducted with the staff of the IA in the local project office, students in the school, and teachers.

The interaction led to the understanding that the students enjoy their sessions with fun-filled educational content, sports, arts, and other learning activities. There is also an overall improvement in the children's educational performance.

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As mentioned above, the students of classes 1 to 5 or even up to class 6 could not respond appropriately and independently due to language barriers to various questions asked of them. So all the available students were called together and discussions based on the semi-structured tool was made. The observation indicate that the language and mathematical skill is improved along with the confidence to speak in front of strangers. Further, almost all students in class 6 and above were aware of the programme and its components and were engaged with it. The admission status and distribution of students of each class is presented in the table below.

SWAMI VIVEKANANDA YOUTH MOVEMENT																								
VIVEKA TRIBAL CENTRE FOR LEARNING - HOSAHALLI																								
VTCL - Breakup 2022-23																								
Standard	Indigenous Tribal (ST)										Other Tribes (ST)				SC		OBC		General		Total		Grand Total	
	JK		KK		Yarava		Soliga		Iruliga		Beda		Nayaka		B	G	B	G	B	G	B	G	B	G
	B	G	B	G	B	G	B	G	B	G	B	G	B	G										
Montessori	4	6	4	4	2	2	0	1	0	0	3	4	0	0	0	0	3	0	0	0	16	17	33	
1st	7	2	0	3	2	3	0	0	0	0	10	1	2	0	1	0	0	0	0	0	22	9	31	
2nd	5	2	0	2	1	2	0	1	0	0	2	4	0	1	0	0	1	0	0	0	9	12	21	
3rd	5	3	2	3	2	2	0	0	0	0	4	1	1	1	1	0	0	0	0	0	15	10	25	
4th	5	10	4	1	1	0	0	0	0	0	7	0	1	1	0	0	0	0	0	0	18	12	30	
5th	12	9	2	3	1	1	0	0	0	0	9	4	0	0	0	0	0	0	0	0	24	17	41	
6th	7	14	2	1	0	2	0	1	0	0	7	3	4	0	2	1	1	0	0	0	23	22	45	
7th	12	19	4	5	0	1	1	1	2	0	12	2	2	0	2	0	1	0	0	0	36	28	64	
8th	17	14	4	4	4	2	1	1	1	0	9	6	0	0	2	3	0	0	0	0	38	30	68	
9th	10	24	8	2	2	1	0	0	0	0	9	3	1	0	2	0	0	0	0	0	32	30	62	
10th	12	17	5	5	5	2	1	0	3	0	9	10	1	0	0	0	0	0	0	0	36	34	70	
Total	39	55	17	11	11	5	2	1	4	0	27	19	2	0	4	3	0	0	0	0	26	22	490	
	94		28		16		3		4		46		2		7		0		0					
%	19		6		3		1		1		9		0		1		0		0				490	

Note: JK= Jenu Kuruba (PVTG); KK=Kadu Kuruba; G= Girls; B= Boys

The following data reveals the students' admission, retention and attendance. The data shows that the admission was fairly good, but by the end of January 2023, the school had observed an overall dropout of over 5%. The dropout rate is not very significant, as there may be various reasons. However, the major dropout was in classes 9 and 10, generally due to familial, social, and cultural reasons.

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Class	Admission	Retention	Drop-outs	Attendance Average in % (Till Jan 31st 2023)
Montessori	33	33	0	64
1	31	31	0	80
2	21	21	0	71
3	25	25	0	74
4	30	30	0	70
5	41	41	0	66
6	45	45	0	71
7	64	64	0	72
8	68	68	0	84
9	79	62	17	79
10	78	70	8	85
Total	516	490	26	74

The VTCL provided the data (presented below) that indicate excellent SSLC examination results for the VTCL in AY 2022-23 compared to 2021-22.

VTCL SSLC Results Comparison of last two AY 2022-23 and 2021-22						
	AY 2022-23			AY 2021-22		
Grade	Boys	Girls	Total	Boys	Girls	Total
Distinction	1	1	2	3	0	3
First Class	26	21	47	11	10	21
Second Class	7	8	15	3	4	7
Pass	1	2	3	1	1	2
Fail	0	1	1	1	8	9
Total	35	33	68	19	23	42
Pass %	100.0 %	97.0 %	98.5%	94.7 %	65.2 %	78.6 %

The students were happy with the way the curriculum was being completed. The students could sew their own clothes and, when required, use the technical skills in carpentry, wooden craft and artifact making, mechanical and other skills learned at the school to earn for their families during vacations. Further, the life skill sessions have enabled the gain confidence in themselves and public speaking. An educational excursion was conducted in the year 2022-23, which was liked and appreciated by the students. Further, students, mostly from tribal communities, have good physical health, stamina, and an innate ability to perform well in athletics. The VTCL students provided opportunities for students to participate in these events at the school level and represent VTCL in the block- and district-level co-curricular competitions. A few of them reach up to the National Level Tribal Sports Meet.

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The merit and need-based scholarship programme has helped the students continue their higher education studies. Earning the scholarship is not easy, as the students have to undergo a rigorous interview process to get the scholarship. Also, the scholarship is partial, and the students are encouraged to get funds from other sources to benefit maximum students. They are also encouraged to withdraw from the scholarship programme once they attain any other significant scholarship. This seems to be a good model for the programme's long-term sustainability. Now, the SVYM is also building an alumni fund for the scholarship. The number of students with scholarships admitted to various colleges is presented in the table below. The health and hygiene component of the programme is important and the students seemed to be satisfied with kind of food and nutrient provided at the VTCL.

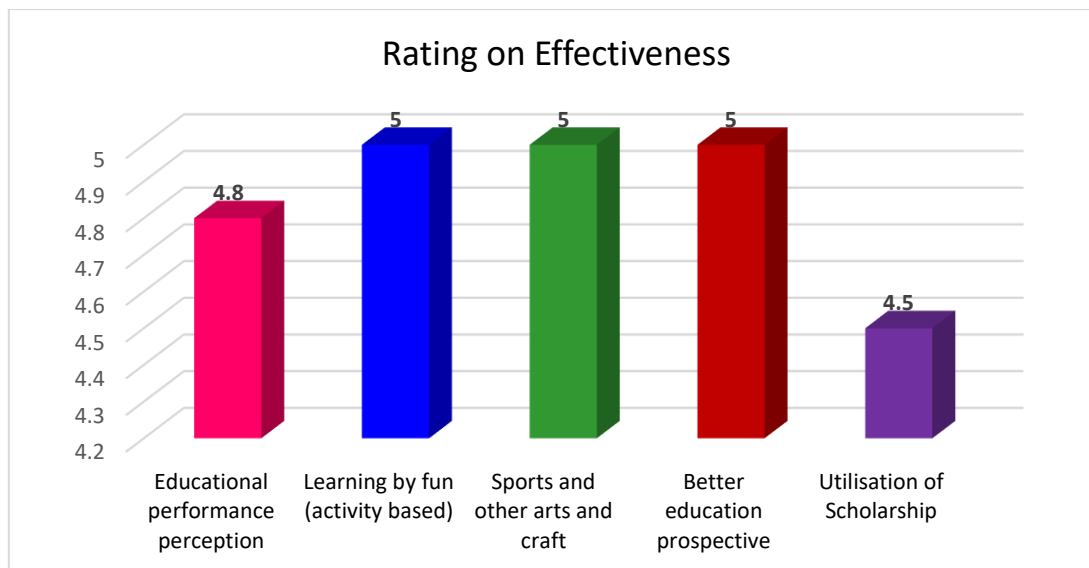
SI No	Institution Name	No. of Students
1	Bangalore NTTF	4
2	Adhichunchanagiri (H.D Kote)	1
3	St mary's (H.D Kote)	2
4	Ekalavya	3
5	Girls Govt PU college Hunasuru	3
6	Govt PU College (Mysuru)	5
7	Govt PU college (H.D Kote)	5
8	Vivekananda PU college (Mysuru)	1
9	Govt PU College (Saragur)	1
	Total Students	25

The EASIER Framework

Effectiveness: The qualitative and quantitative data from respondents and the SVYM officials reveal that effectiveness indicators regarding stakeholders' ratings were excellent. The observers' rating, relating to the effectiveness of educational performance based on stakeholder feedback, is presented below. The ratings were taken from students, other staff, and teachers during interaction in the schools and the office, and they were later consolidated to reach the rating presented in the figure below. The effectiveness seems to be very good in terms of performance in education after being exposed to the programme. On the educational performance aspect, it was found that the students were not very sure as to what their final result would be, especially the girls. On the scholarship utilisation, it was observed that due to the rigorous policy of getting inducted into the scholarship programme, the students were

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not sure that they would actually get the scholarship. Hence, they scored low on this aspect. However, the SVYM official mentioned that the scholarship shall be disbursed to all eligible students; hence, full utilisation is achieved. The rating of 4.5 is due to the combined score of all stakeholders rating.



Awareness: The students' awareness level about Titan's funding for this particular project was moderate. This was fairly because, Titan is not the only funding agency providing support to the VTCL and the scholarship programme. However, the scholarship component revealed a good amount of awareness among the stakeholders as the Titan Co. Ltd are the major player over here. The SVYM has put poster at the school regarding sponsored activities from various CSR funders.

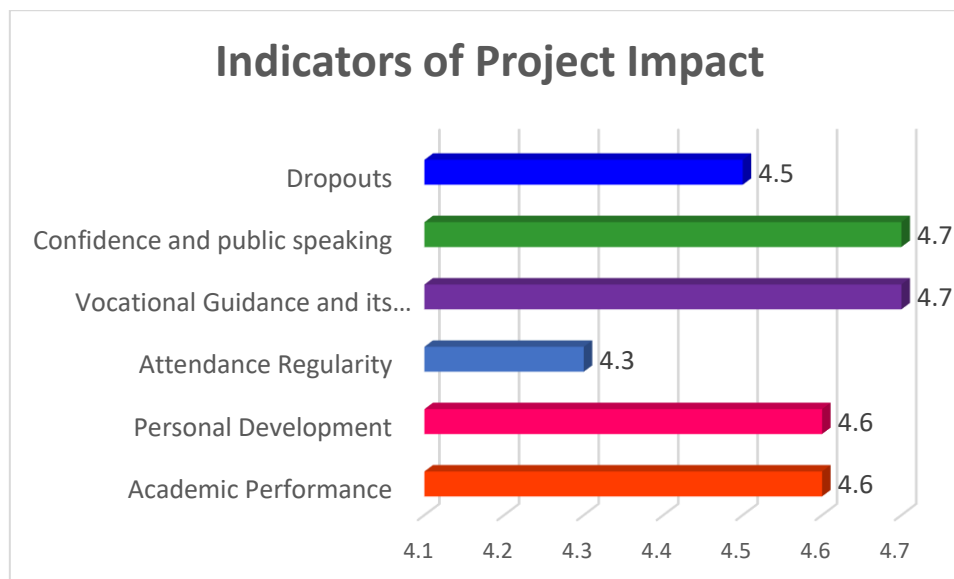
Sustainability: - After engaging with various stakeholders, it has become evident that the programme has had a significant and positive impact. It has fostered a favourable learning environment for students and has helped them continue their education after secondary education. The SVYM supports the students in the form of all infrastructure required for academic excellence, scholarship to get admitted in higher classes and hostel facility to stay and learn in the campus. Further, the school has created a kind of PPP model by taking partial fees from the parents and have also engaged with other companies and organisations for their CSR support.

This has decreased the programme's dependence on any one external funding source. Also, the SVYM is in constant touch with its Alumni to help them continue their endeavours. These activities will be good for sustainability.

Impact: The project's impact was assessed through indicators like academic performance, personal development (language, showing acceptable social behaviour), confidence and public speaking, attendance regularity, decreased dropouts, and

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vocational guidance and its practicality. The obtained data from the sample reveals the following picture:

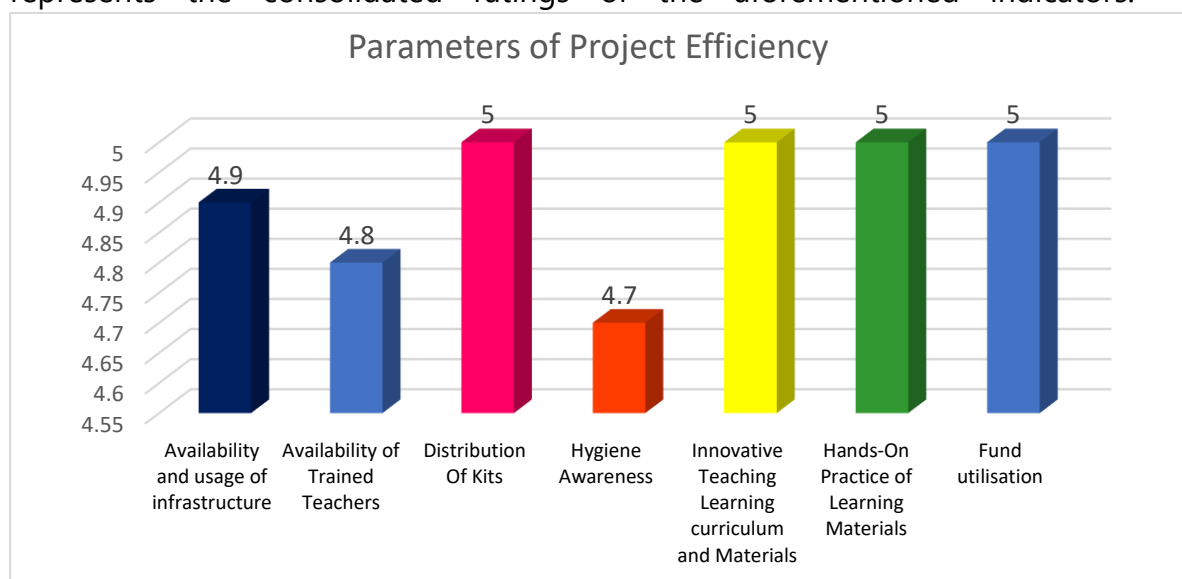


For some students, the overall confidence in public speaking in the mother tongue (Kannada) and English was good. Although Kannada is the mother tongue, a few students demonstrated considerable fluency in English during group interaction with the evaluation team member. Attendance has increased, and academic performance, including the final matric examination, has shown commendable and positive trends with almost 98.5 percent passing the SSLC examination. Further, the dropout for a particular year in higher education was almost negligible. Vocational guidance classes are regularly conducted and the students can learn and earn during the vacation period. The students planning to continue their education beyond PUC have been admitted to fairly good institutions in their course of choice.

Efficiency: - The program's efficiency has been measured by how funds were utilised, how well projects were implemented, and the quality of activities carried out. The financial assistance provided to Titan has been utilised to implement the project. The quality of implementation was measured by indicators such as the distribution of kits (learning material, uniform, etc.), provision of Teaching Learning Materials, hands-on practice of learning materials, hygiene awareness, etc. The following bar graph

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represents the consolidated ratings of the aforementioned indicators.



The material provided to stakeholders (students and teachers) was fully utilised. Besides, the workbooks provided to the students were considered innovative and important for their academic performance. The teachers capacity building has been regularly taken care by the SVYM and the teachers have rated the efficiency high.

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

Challenges and Recommendations

Addressing the multifaceted challenges in tribal education requires a comprehensive approach. Access and equity present significant hurdles, particularly for marginalised tribal students facing geographical remoteness, inadequate infrastructure, and limited resources. Achieving a balance between local languages and English, a global language is vital for holistic development. Community engagement still stands low, necessitating the establishment of trust and enhanced active participation from tribal communities, involving parents, elders, and community leaders in program planning and implementation.

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Health and nutrition play pivotal roles in overall well-being, and they emphasise the importance of addressing health issues, malnutrition, and hygiene for effective engagement in educational activities.

Teacher training and retention pose additional challenges, emphasising the need to train educators in tribal culture, language (especially English), and learning needs while tackling the difficulties of retaining motivated teachers in remote areas with limited amenities.

Several **recommendations** have emerged to overcome these challenges.

- A localised curriculum integrating tribal knowledge, traditions, and local context can create a culturally relevant educational experience. A multilingual approach, balancing English proficiency with respect for tribal languages through bilingual education, fosters cognitive skills and cultural pride.
- Community involvement remains key, with regular meetings to discuss program progress, challenges, and solutions, engaging parents and community members in decision-making processes.
- Health and nutrition programs should collaborate with health organisations to provide regular check-ups, nutrition awareness, and hygiene education, establishing school-based health centres.
- Teacher capacity building is imperative, with ongoing training on tribal pedagogy, inclusive teaching methods, and child psychology. Encouraging teacher exchange programs facilitates the sharing of best practices.
- Effective monitoring and evaluation, using both qualitative and quantitative methods, enable program adaptability and improvement based on feedback.
- In pursuit of sustainability, exploring income-generating activities within the community and fostering partnerships with local businesses, NGOs, and government agencies can provide the necessary support for long-term program success.
- This comprehensive approach aims to address the complex challenges faced by tribal education and create a more inclusive, culturally sensitive learning environment.