An Impact Assessment Report of the Other Educational Initiatives

Implemented by SVYM

Study Conducted by

Soul Ace
2024 – 2025

CONTENTS

Abbreviations
- VTCL - Viveka Tribal Centre for Learning
- SVYM - Swami Vivekananda Youth Movement
- VSP – Viveka Scholar Program
- NEP - National Education Policy
- FY - Financial Year
- HD – Heggada Devanakote
- SDGs - Sustainable Development Goals
- IBT - Introduction to Basic Technology
- CSR - Corporate Social Responsibility
- SSC - Secondary School Certificate
- BE - Bachelor of Engineering
- BASLP - Bachelor of Audiology and Speech-Language Pathology
- BCA - Bachelor of Computer Applications
- BNYS - Bachelor of Naturopathy and Yogic Sciences

EXECUTIVE SUMMARY

PROJECT BACKGROUND:

The Viveka Tribal Centre for Learning (VTCL) is a visionary educational initiative by the Swami Vivekananda Youth Movement (SVYM), located in a remote tribal region of Karnataka. Surrounded by indigenous communities and forested landscapes, VTCL was founded to address the urgent need for accessible, culturally relevant, and high-quality education for tribal children.

Serving students who face systemic challenges such as poverty, geographic isolation, and generational exclusion from formal education, VTCL adopts a holistic approach that nurtures academic growth alongside physical, emotional, social, and spiritual well-being. The school features open, nature-integrated classrooms and a curriculum rooted in local culture, creating a joyful and inclusive learning environment.

A vital contributor to this journey is Titan Company Limited, whose CSR partnership has been instrumental in expanding and deepening impact. Through its collaboration with SVYM, Titan supports a wide range of educational interventions including scholarships for current students and alumni, skill-building programs, hostel infrastructure development, teacher capacity building, and community engagement.

This partnership also actively aligns VTCL with the goals of the National Education Policy (NEP) 2020, positioning the school as a model for multilingual learning, experiential and skills-based education, and inclusive pedagogy.

Further strengthening SVYM's educational mission are two programs, the Viveka Scholar Program and Titan Kanya, implemented directly by SVYM. These initiatives offer scholarships and continued education support for high school students and alumni pursuing higher studies, ensuring sustained academic progress and empowerment.

Together, these efforts aim not only to make formal education accessible but also to equip tribal children with the confidence, competencies, and values needed to become self-reliant individuals and active citizens. Grounded in community participation and ethical leadership, VTCL bridges traditional wisdom with contemporary learning, fostering dignity, opportunity, and long-term transformation among some of India's most underserved communities.

PROJECT DETAILS:

Implementation year: FY 2023 - 2024
Assessment year: FY 2024 - 2025
Project Location: Hosahalli, H.D. Kote Taluka, Mysore, Karnataka
Budget: ₹1.41 crore
Implementing Partner: Swami Vivekananda Youth Movement
Beneficiaries:
1. VTCL (9th & 10th std) - 126

2. VTCL Continuing Education - 115
3. VSP + Titan Kanya – 119

ALIGNMENT WITH SDGS:

SDG 4: Quality Education - The project focuses on providing equitable and quality education to tribal children, ensuring access to learning opportunities, and improving educational facilities and teaching standards.

SDG 5: Gender Equality - The project includes specific initiatives aimed at supporting girls' education and empowerment, such as the Titan Kanya scholarship program, addressing gender disparities in access to education.

SDG 10: Reduced Inequalities - By targeting marginalised tribal communities and providing educational support, the project aims to reduce inequalities in access to education and opportunities, promoting social inclusion and equity.

PROJECT ACTIVITIES:

1. Education & Enrollment
   - Enrollment and retention of tribal students at VTCL.
   - Implementation of bridge courses for new admissions.
   - Promotion of inclusive and equitable education.

2. Scholarship Distribution under the Viveka Scholar Program and Titan Kanya
   - Provide scholarships for high school students.
   - Continued education support for alumni pursuing higher studies.

3. Skill & Vocational Training
   - Introduction to Basic Technology (IBT), including tailoring, carpentry, plumbing, electrical, and agriculture.
   - Practical training through hands-on projects and DIY activities.
   - Integration of arts, sports, and vocational skills into the curriculum.

4. Life Skills & Soft Skills
   - Sessions on spoken English, computer literacy, ethics, and safety.
   - Life skills development through camps, role plays, and interactive activities.
   - Leadership and personality development initiatives.

5. Academic Support
   - Regular formative and summative assessments.
   - Special academic support for students needing additional help.
   - Curriculum enhancements aligned with state and national education standards.

6. Health & Nutrition
   - Routine student health check-ups by medical professionals.
   - Provision of hygienic and nutritious food in residential facilities.

- Health education and basic medical support.

7. Teacher Development
- Regular training and capacity-building sessions for teachers.
- English language proficiency programs.
- Monitoring and feedback aligned with NEP 2020 goals.

8. Community & Alumni Engagement
- Outreach to tribal communities for admissions and student follow-up.
- Parent meetings and involvement in school activities.
- Inclusion of alumni in mentoring and school programs.

9. Cultural & National Events
- Celebrations of national festivals, cultural days, and important commemorations.
- Promote tribal heritage and the Kannada language.

KEY FINDINGS

Key Findings on Vivekananda Tribal Centre for Learning

Soft Skills
- 100% of the respondents agreed that there were dedicated sessions to improve soft skills.
- 90.0% of the respondents reported that they participated in role-playing activities.

Language Skills
- 100% of the respondents agreed that there were sufficient activities for Spoken English.
- 82.9% of the respondents reported that they participated in Daily English Conversation Practice Sessions.

Computer Skills
- 100% of the respondents agreed that there were dedicated sessions for learning computer skills.
- 71.4% of the respondents reported confidence in their computer skills.

Safety Measures Education
- 81.4% of the respondents reported that they were taught road safety.

Satisfaction with Teachers
- 97.1% of the respondents reported that their teachers provide clear explanations, indicating effective communication between teachers and students.
- 88.6% of the respondents reported receiving extra help from Teachers.

Hostel Facilities
- 100% of the respondents agreed that the hostel facilities are clean and hygienic, indicating excellent maintenance.

➤ 97.1% of the respondents agreed that the food served was nutritious and satisfactory, and they felt safe and comfortable staying in the hostel.

Key Findings on Viveka Scholar Program and Titan Kanya

➤ 63.4% of the respondents received scholarships ranging from Rs. 10,000 to Rs. 30,000.
➤ 56.7% of the respondents reported that the scholarship amount is sufficient to cover their tuition fees.
➤ 76.7% of the respondents received their scholarships on time.

KEY IMPACTS

Key Impacts of the Vivekananda Tribal Centre for Learning (VTCL)

Enhanced Skills and Knowledge:

➤ The project has led to the development of essential soft skills among students, including communication, teamwork, and critical thinking.
➤ Students have also gained improved language skills, particularly in spoken English, boosting their confidence in communication.
➤ Computer literacy has increased, equipping students with valuable skills for the modern world.

Improved Learning Environment:

➤ The project has contributed to a positive and supportive learning environment where students feel safe, comfortable, and motivated.
➤ Effective teaching methods and readily available support from teachers have enhanced the learning experience.
➤ The provision of clean, hygienic, and safe hostel facilities has created a conducive living situation for students.

Holistic Development:

➤ The project's emphasis on a holistic approach has fostered students' overall well-being, encompassing academic, personal, and social growth.

Key Impacts of the Viveka Scholar Program and Titan Kanya

Increased Access to Higher Education:

➤ Scholarships have enabled students from economically disadvantaged backgrounds to pursue higher education, reducing financial barriers.

Reduced Financial Burden on Families:

> ➢ The scholarship program has alleviated the economic strain on families, allowing them to allocate resources to other essential needs.

Empowerment and Social Mobility:

> ➢ By supporting higher education and skill development, the project empowers students to achieve their aspirations and improve their future prospects, contributing to social mobility.

Skill Enhancement:

> ➢ Training programs offered through the scholarship program have enhanced students' technical knowledge, communication skills, and employability.

The Viveka Tribal Centre for Learning (VTCL), operated by the Swami Vivekananda Youth Movement (SVYM), was founded with the vision of delivering meaningful, inclusive education to children from indigenous tribal communities in Karnataka. These communities have historically faced systemic barriers—poverty, illiteracy, geographic isolation, and limited access to quality schooling. VTCL responds to these challenges by creating a culturally sensitive, holistic learning environment that nurtures the academic, physical, emotional, and ethical development of each child. Its integrated curriculum blends classroom instruction with arts, sports, vocational training, and life skills education.

Despite various efforts, tribal children continue to grapple with educational inequities. Many are first-generation learners with minimal academic support at home. Persistent issues such as high dropout rates, poor health and nutrition, limited exposure to skill-based learning, and under-resourced teaching staff exacerbate the challenges. Furthermore, conventional educational content often fails to resonate with their lived experiences, leading to disengagement and alienation.

To address these gaps, Titan Company Limited, under its CSR initiative, partnered with SVYM to expand and strengthen the impact. The collaboration supports a wide range of interventions, upgrading academic and residential infrastructure, enhancing teacher training, encouraging life skills, and enabling higher education access through structured scholarships. Two initiatives, the Viveka Scholar Program and Titan Kanya, are directly implemented by SVYM to provide continued academic support for high school students and alumni, reinforcing long-term educational outcomes.

The partnership also positions VTCL as a demonstration model aligned with the National Education Policy (NEP) 2020, integrating multilingual learning, experiential education, skill development, and inclusive pedagogy. By involving parents, alumni, and the wider community, the program promotes sustainable engagement and shared ownership of educational progress.

At its core, this initiative is about more than academic learning, it is a transformative journey that empowers tribal children with the confidence, skills, and values needed to lead independent, purposeful lives. By bridging traditional knowledge systems with modern education, it nurtures self-reliance and active citizenship, while preserving the dignity and heritage of tribal communities.

Project Objectives

Overall Objective:
The overall objective of the project is to promote equitable, holistic, and quality education for tribal children and youth through academic support, skill development, and life-enrichment programs, thereby enabling their empowerment and long-term self-reliance.

Specific Objectives:
- Promote access and retention of tribal students in quality education.
- Provide scholarships to support higher education and reduce dropouts.
- Integrate skill development, arts, and sports into the curriculum.
- Foster life skills and soft skills for personal and social development.
- Ensure student well-being through health care, nutrition, and safe hostel facilities.
- Strengthen teacher capacity through training and NEP-aligned practices.
- Engage the community and alumni in educational and cultural activities.
- Monitor progress and ensure accountability through regular reporting and reviews.

About Titan

Titan Company Ltd is the organisation that brought about a paradigm shift in the Indian watch market when it introduced its futuristic quartz technology, complemented by international styling. With India's two most recognised and loved brands, Titan, and Tanishq, to its credit, Titan Company Ltd is the fifth largest integrated own-brand watch manufacturer in the world.

The success story began in 1984 with a joint venture between the Tata Group and the Tamil Nadu Industrial Development Corporation. Presenting Titan quartz watches that sported an international look; Titan Company Ltd transformed the Indian watch market. After Sonata, a value brand of functionally styled watches at affordable prices, Titan Company Ltd reached out to the youth segment with Fastrack, its third brand, trendy, and chic. The company has sold 150 million watches the world over and manufactures over 15 million watches every year. Over the last four decades, Titan has expanded into underpenetrated markets and created lifestyle brands across different product categories, including fragrances (SKINN), accessories and Indian dress wear (Taneira), and thoughtfully designed Women's Bags (IRTH).

Backed by over 8,000 employees, two exclusive design studios for watches and jewellery, 10 manufacturing units, and innumerable admirers the world over, Titan Company Ltd continues to grow and set new standards for innovation and quality. The organisation is all geared to repeat the Titan and Tanishq success story with each new offering.

About Swami Vivekananda Youth Movement (SVYM)

Swami Vivekananda Youth Movement (SVYM) is a developmental, community-based organisation founded in Karnataka, India. Inspired by the teachings of Swami Vivekananda, SVYM has been working since 1984 to build a resilient and equitable society through impactful programs in health, education, and community development.

SVYM runs a variety of grassroots and institutional initiatives across rural and tribal regions, with a strong emphasis on empowering marginalised communities, especially Indigenous Tribal Groups. The organisation focuses on holistic human development—physical, intellectual, emotional, and spiritual—and is aligned with national priorities, such as the National Education Policy (NEP) 2020.

One of its flagship initiatives is the Viveka Tribal Centre for Learning (VTCL), a school established in 1990 in Hosahalli, H.D. Kote Taluk. VTCL provides inclusive, culturally relevant, and skill-integrated education to children from tribal communities, serving as a demonstration site for innovation in tribal education.

With a strong emphasis on accountability, transparency, and community ownership, SVYM is recognised for its collaborative partnerships with government agencies, corporate partners like Titan Company Ltd., and civil society organisations.

SVYM's mission is to "Build a new civil society rooted in the spirit of selfless service." Through its sustained efforts, it continues to create transformational change in underserved communities.

Titan commissioned SoulAce to conduct an impact assessment of its Corporate Social Responsibility (CSR) initiative, focused on enhancing quality education and empowering tribal students at VTCL in Hosahalli, H.D. Kote taluka, implemented by Swami Vivekananda Youth Movement. This initiative aims to bridge educational gaps and foster holistic development among tribal youth, aligning with Titan's commitment to social responsibility and community upliftment.

Use of Mixed Method Approach

This study utilises a mixed-method approach, incorporating both qualitative and quantitative research methods. The qualitative component delved into subjective experiences and perspectives, providing a nuanced understanding of beneficiary views. Meanwhile, quantitative methods facilitated the collection and analysis of numerical data, yielding statistical insights and identifying trends. The study's research design was descriptive, aiming to present a detailed situational analysis and exploration of the various facets of the skill development program.

Descriptive research is apt for creating an overview, discerning patterns, and grasping the current state of affairs. By integrating both qualitative and quantitative research methodologies within a descriptive framework, the study aimed to deliver a thorough evaluation of the program, elucidating its impact and suggesting avenues for enhancement. This methodological blend ensured a holistic examination of the subject, lending both depth and breadth to the findings and bolstering the study's credibility.

Key Stakeholders
- Tribal Students and their families
- School Faculty Members

Study Tools:

Primary data was collected using the following: A Structured tool of an Interview Schedule. Questionnaires were prepared to capture quantitative data, the project details for each of the focus areas were reviewed, and indicators were pre-defined before conducting the study.

Interview Schedules for Key Stakeholders:

A semi-structured questionnaire was developed for key stakeholders. One-on-one discussions were conducted with beneficiaries to prepare testimonials.

Research Design

Name of the Project – VTCL Tribal Education Initiative supported by Titan, Viveka Scholar and Titan Kanya

Implementing Agency – Swami Vivekananda Youth Movement

Research Design Used – Descriptive Research Design

Sampling Technique – Purposive Sampling

Sample Size – 100 individual beneficiaries

Qualitative Method Used – Structured interviews of beneficiaries, along with testimonials of key stakeholders

Commitment to Research Ethics

Informed Consent - The study followed strict guidelines regarding informed consent. Participants were fully informed about the study's goals, procedures, and possible risks and benefits. They were encouraged to ask questions and were able to make well-informed decisions.

Confidentiality - Steps were implemented to uphold the confidentiality and privacy of participants. The data gathered was securely stored and accessible only to authorised individuals. Participant identities were safeguarded, and any personal details were either anonymised or coded to preserve confidentiality.

Voluntary Participation - Participation in the study was completely voluntary, and individuals had the liberty to decide whether or not they wished to participate. There was no coercion or undue influence to compel individuals to take part in the study.

Ethical Treatment - Participants were treated with respect, dignity, and impartiality throughout the study, prioritising their well-being and rights. Any necessary assistance was provided to ensure their comfort and understanding.

CHAPTER 3: KEY FINDINGS

This section presents the major findings of the study, divided into two key components:

1. Vivekananda Tribal Centre for Learning (VTCL)
2. Viveka Scholar Program and Titan Kanya

Geographical Coverage: The VTCL and Scholar program was implemented in Hosahalli, H.D. Kote Taluka, Mysuru, Karnataka.

Outreach and Inclusivity: The primary beneficiaries of VTCL were children belonging to Indigenous Tribal Groups (ST Groups) from socio-economically vulnerable families, and the primary beneficiaries of the Scholar Program are academically strong students from economically disadvantaged backgrounds at the pre-university and university levels. The VSP + Titan Kanya scholarship program is not a part of the VTCL.

3.1. Viveka Tribal Centre for Learning VTCL

Chart 1: Grade Wise Distribution
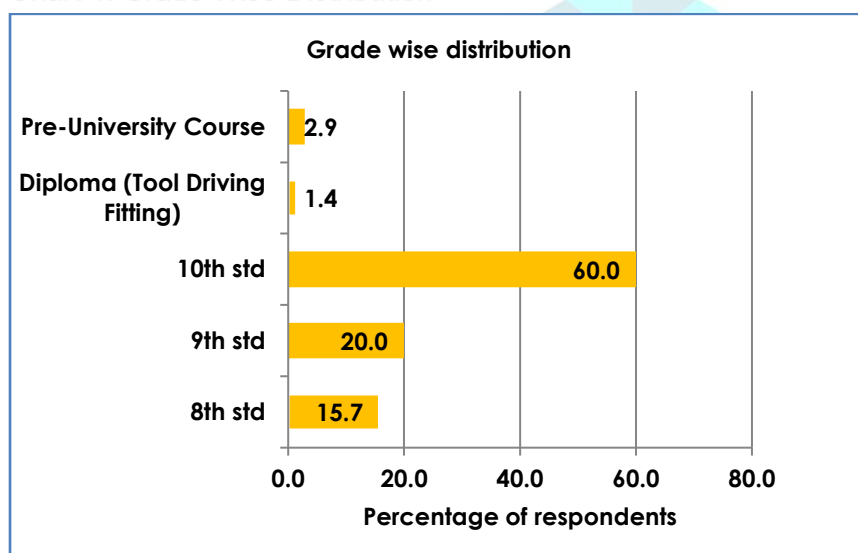
.
The chart titled "Grade Wise Distribution" shows the distribution of respondents across different educational levels.

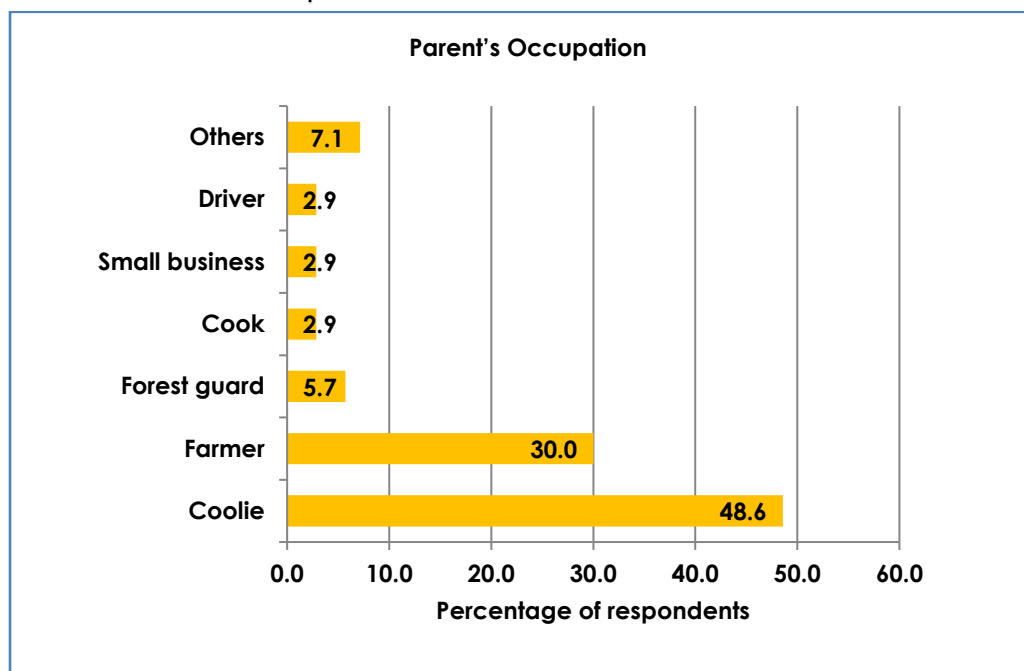8th Standard: 15.7% of respondents were in the 8th standard.
9th Standard: 20.0% of respondents were in the 9th standard.
10th Standard: 60% of respondents were in the 10th standard.
Diploma (Tool Driving Fitting): 1.4% of respondents were pursuing a diploma in Tool Driving Fitting
Pre-University Course: 2.9% of respondents were pursuing a Pre-University Course.

Chart 2: Parents' Occupation

Parent's Occupation

Occupation	Percentage
Others	7.1
Driver	2.9
Small business	2.9
Cook	2.9
Forest guard	5.7
Farmer	30.0
Coolie	48.6

Percentage of respondents

The chart titled "Parent's Occupation" shows the occupation of respondents' parents, with the largest proportion being coolies at 48.6%, followed by farmers at 30.0%.

Coolie: 48.6% of respondents reported that their parents were coolies, making up the largest proportion.
Farmer: 30.0% of respondents reported that their parents were farmers.
Forest Guard: 5.7% of respondents reported that their parents worked as forest guards.
Cook: 2.9% of respondents reported that their parents were cooks.
Small Business: 2.9% of the respondents reported that their parents owned a small business.
Driver: 2.9% of respondents reported that their parents worked as drivers.
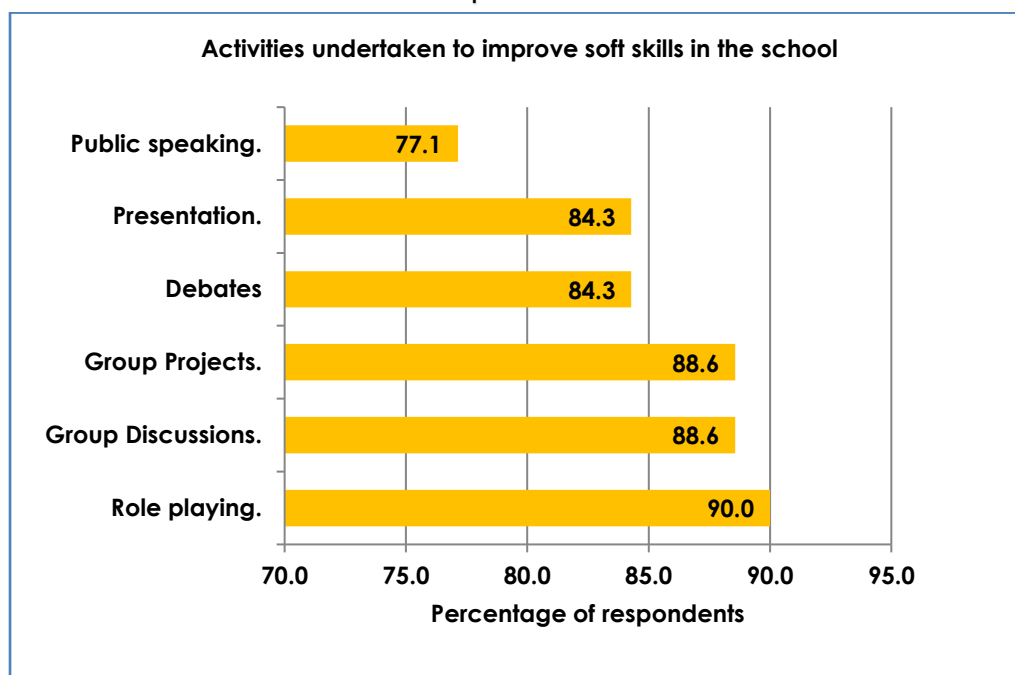Others: 7.1% of respondents' parents had other occupations, including fishery, housekeeping, masonry, and resort supervisor.

Empowering Dreams, Enriching Lives
Mr. Raju, a parent from the Jenukuruba tribal community, shared his experience with VTCL, where his son Bharat J.K. is currently studying in SSLC (10th standard). Initially, the community faced significant challenges due to a lack of proper guidance and support for education. However, upon learning about VTCL and the Titan project, Bharat joined the school in the 6th standard and has since shown steady growth in academics and personal development. Mr. Raju praised VTCL's management, principles, and supportive environment, expressing gratitude for the life-changing opportunities provided. The facilities, including free hostels and food, have positively impacted Bharat's education and overall growth. Mr. Raju commended VTCL and the Titan project for transforming the lives of tribal students and fostering a brighter future, highlighting the importance of such initiatives in empowering underprivileged communities.

"VTCL has been a blessing for my son Bharat. The education and support he receives have opened doors to a brighter future for our family. We are forever grateful." - Mr. Raju, Parent

Activities undertaken to improve soft skills in the school

Activity	Percentage
Public speaking.	77.1
Presentation.	84.3
Debates	84.3
Group Projects.	88.6
Group Discussions.	88.6
Role playing.	90.0

Percentage of respondents

The chart titled "Activities Undertaken to Improve Soft Skills in the School" shows the various activities undertaken by respondents to improve their soft skills. These activities collectively suggest a comprehensive approach to soft skills development in the school.

Role Playing: 90% of respondents reported that they participated in role-playing activities, indicating a strong emphasis on interactive and experiential learning.

Group Discussions: 88.6% of respondents stated that they participated in group discussions, highlighting the importance of teamwork and communication skills.

Group Projects: 88.6% of respondents said that they worked on group projects.

Debates: 84.3% of respondents reported that they participated in debates, showcasing the development of critical thinking, research, and public speaking skills.

Presentations: 84.3% of respondents stated that they gave presentations, demonstrating the focus on building confidence and public speaking skills.

Public Speaking: 77.1% of respondents reported that they engaged in public speaking activities, indicating a significant effort to improve verbal communication skills.

Chart 4: Opinion on Soft Skills Classes and Their Impact

Opinion on Soft Skill Classes and its impact
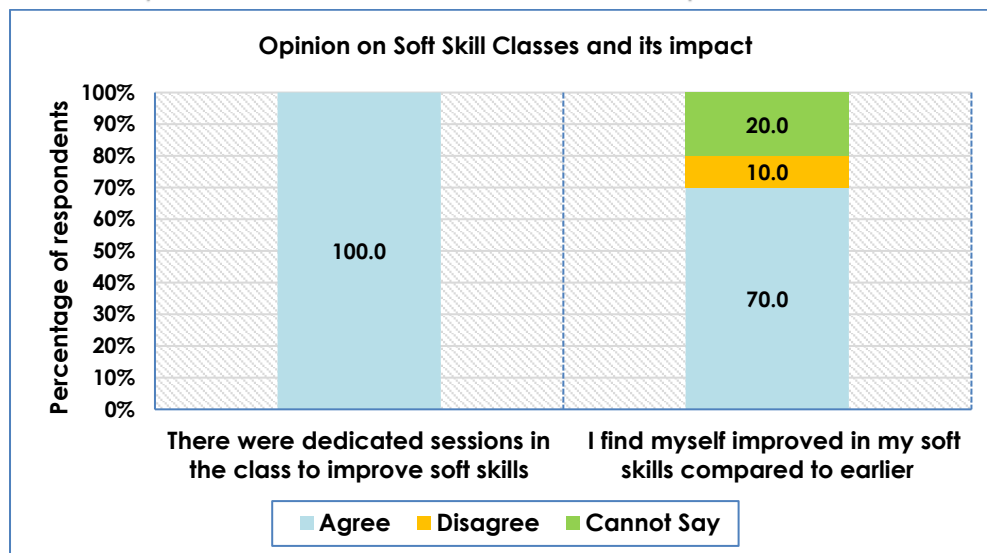
The chart titled "Opinion on Soft Skills Classes and Their Impact" shows respondents' opinions on soft skills development. The findings indicate that respondents value soft skills development and report improvement, highlighting the effectiveness of dedicated sessions.

Dedicated Sessions
All respondents, 100%, agreed that there were dedicated sessions to improve soft skills, indicating a strong focus on soft skills development.

Soft Skills Improvement
70.0% of respondents reported improvement in their soft skills, while 10% disagreed, and 20% couldn't say, suggesting a generally positive impact.

Chart 5: Activities Undertaken for Improving Spoken English in the School
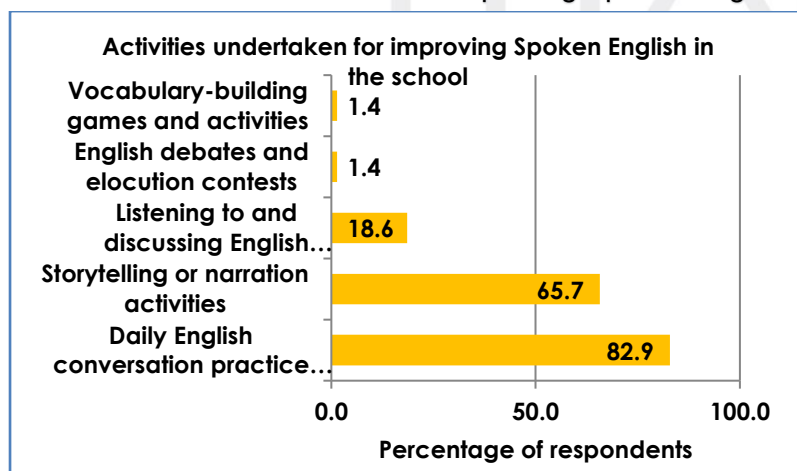
The chart titled "Activities Undertaken for Improving Spoken English in the School" shows the various activities undertaken by respondents to improve their spoken English skills. These findings indicate a primary focus on conversation practice and storytelling.

Daily English Conversation Practice Sessions: 82.9% of respondents reported that they participated in Daily English Conversation Practice Sessions, indicating a strong focus on regular practice.

Storytelling or Narration Activities: 65.7% of respondents reported that they engaged in storytelling, promoting creative expression and language skills.

Listening to and Discussing English Videos or Audio Clips: 18.6% of respondents reported that they participated in Listening skills activities.

English Debates and Elocution Contests: 1.4% of respondents reported that they participated in English Debates and Elocution Contests.

Vocabulary-Building Games and Activities: 1.4% of respondents reported that they engaged in Vocabulary-Building Games.

Chart 6: Opinion on English Communication Classes and Their Impact
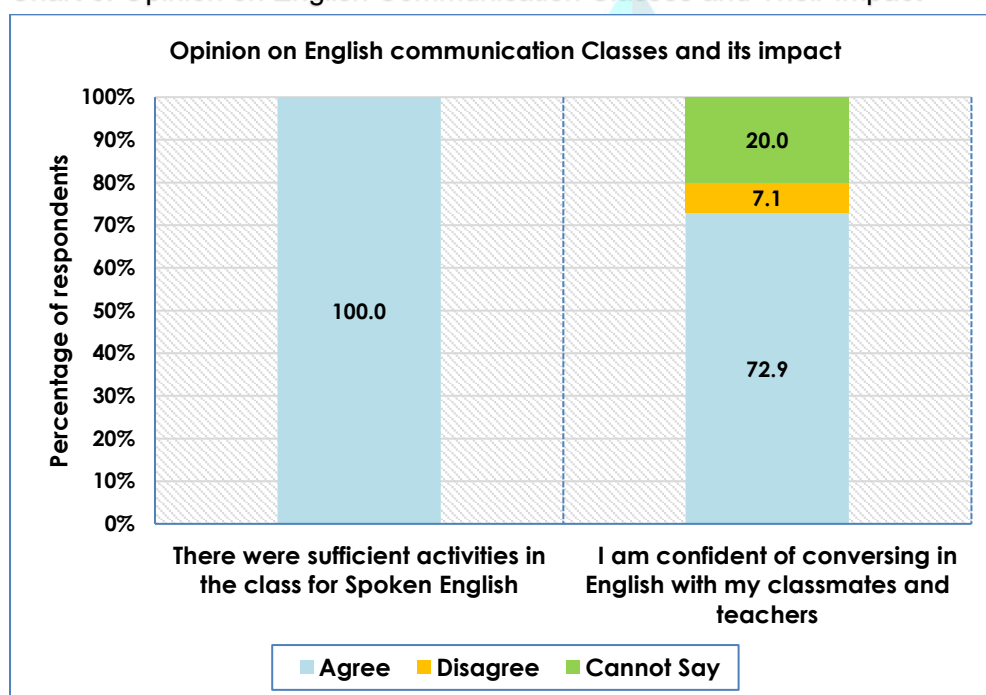
The chart titled "Opinion on English Communication Classes and Their Impact" shows respondents' opinions on English communication development. The findings indicate that the English communication classes have been effective in boosting students' confidence and communication skills.
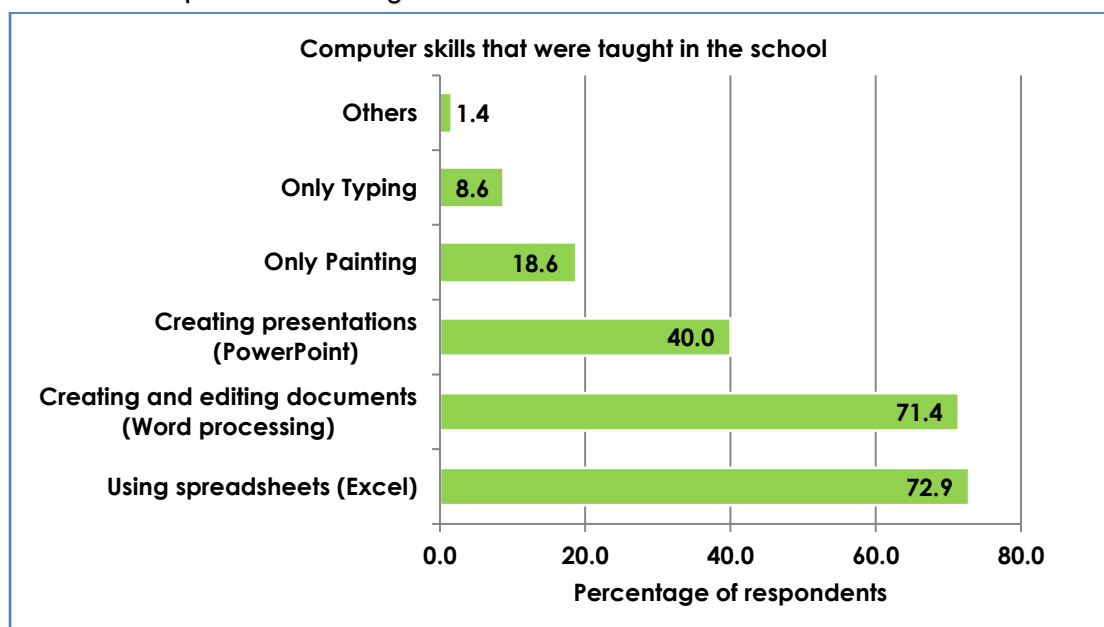
Sufficient Activities
All respondents, 100%, agreed that there were sufficient activities for Spoken English, indicating a strong focus on communication skills.

Confidence in English Conversation

72.9% of respondents reported confidence in conversing in English, while 7.1% disagreed, and 20% couldn't say, suggesting a positive impact on communication skills.

"VTCL changed my life! Their support boosted my confidence and equipped me with the skills to chase my dreams. I'm grateful and excited to make a difference in my community." - Ananya M

Chart 7: Computer Skills Taught in School

Computer skills that were taught in the school

Skill	Percentage
Others	1.4
Only Typing	8.6
Only Painting	18.6
Creating presentations (PowerPoint)	40.0
Creating and editing documents (Word processing)	71.4
Using spreadsheets (Excel)	72.9

Percentage of respondents

The chart titled "Computer Skills Taught in the School" shows the various computer skills taught to respondents. The findings indicate a primary focus on Microsoft Office skills, with some exposure to other basic computer skills.

Using Spreadsheets (Excel): 72.9% of respondents reported that they were taught Excel skills, indicating a strong focus on data management.

Creating and Editing Documents (Word Processing): 71.4% of respondents stated that they learned word processing skills, highlighting the importance of document creation.

Creating Presentations (PowerPoint): 40.0% of respondents reported that they were taught presentation skills, demonstrating a focus on visual communication.

Painting: 18.6% of respondents reported that they learned painting skills, indicating some exposure to creative activities.

Typing: 8.6% of respondents stated that they were taught typing skills, suggesting a limited focus on keyboarding.

Others: 1.4% of respondents reported that they learned other skills, including:
- Internet browsing and email usage.
- Basic coding or programming skills.
- Using educational software and tools.
- Graphic design or photo editing basics.

Chart 8: Opinion on Computer Skill Classes and Their Impact
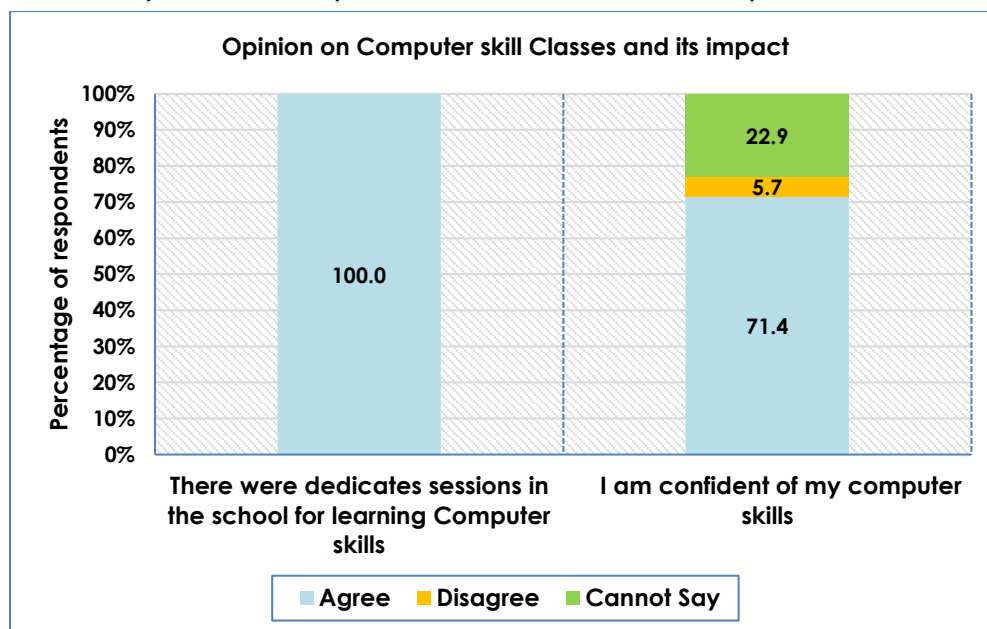
The chart titled "Opinion on Computer Skill Classes and Their Impact" shows respondents' opinions on computer skills development. The findings indicate that respondents value computer skills development and report confidence, highlighting the effectiveness of dedicated sessions.

Dedicated Sessions
All respondents, 100%, agreed that there were dedicated sessions for learning computer skills, indicating a strong focus on computer education.

Confidence in Computer Skills
71.4% of respondents reported confidence in their computer skills, while 5.7% disagreed, and 22.9% couldn't say, suggesting a generally positive impact.

Breaking Barriers, Building Dreams
Ananya M., a young woman from the Jenu Kuruba Scheduled Tribe, defied traditional norms and pursued her dreams with determination and support. Growing up in a community where child marriage and limited education opportunities were prevalent, Ananya's parents played a crucial role in encouraging her to pursue higher studies.

VTCL, supported by Titan, provided Ananya with essential resources such as free accommodation, training, and schooling, empowering her to gain skills and confidence. This support enabled her to aspire for a brighter future and dream big, including joining the police force to bring positive change to her community.

Ananya's journey is a testament to the transformative impact of education and support systems. Her story inspires others in her community to challenge societal norms and strive for a more inclusive and equitable future. With gratitude for the support she received, Ananya is poised to make a difference in her life and the lives of those around her.

Chart 9: Safety Aspects Taught in School
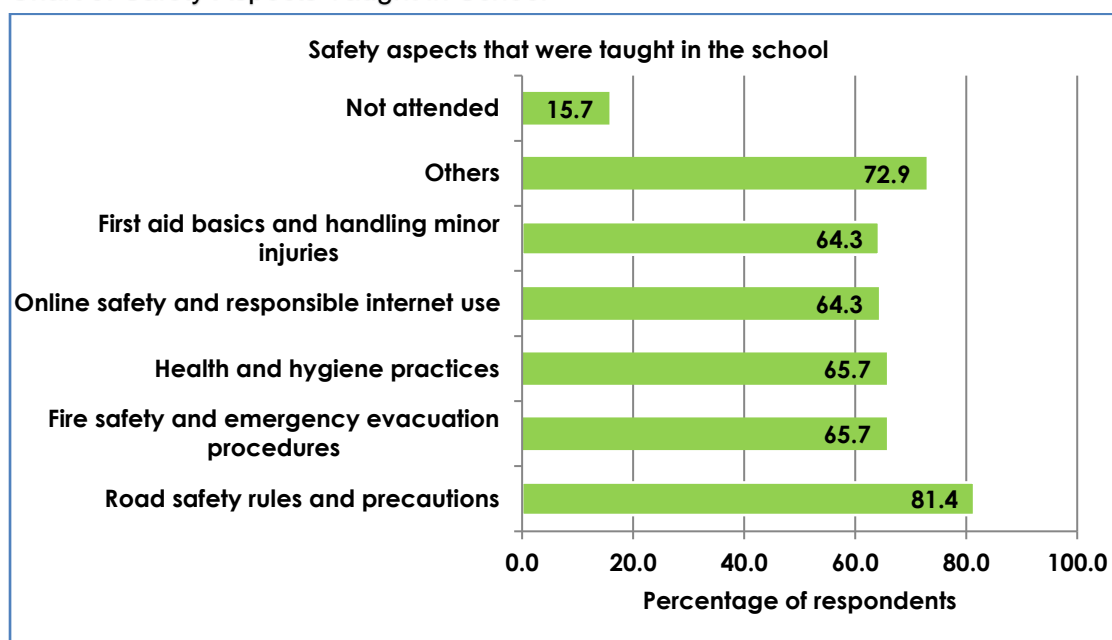
The chart titled "Safety Aspects Taught in the School" shows the various safety aspects taught to respondents.

The findings indicate a comprehensive approach to safety education, covering various aspects.

Road Safety Rules and Precautions: 81.4% of respondents reported that they were taught road safety, indicating a strong focus on traffic rules and precautions.

Fire Safety and Emergency Evacuation Procedures: 65.7% of respondents stated that they learned fire safety, highlighting the importance of emergency preparedness.

Health and Hygiene Practices: 65.7% of respondents reported that they were taught health and hygiene, demonstrating a focus on personal well-being.

Online Safety and Responsible Internet Use: 64.3% of respondents learned online safety, indicating an emphasis on digital citizenship.
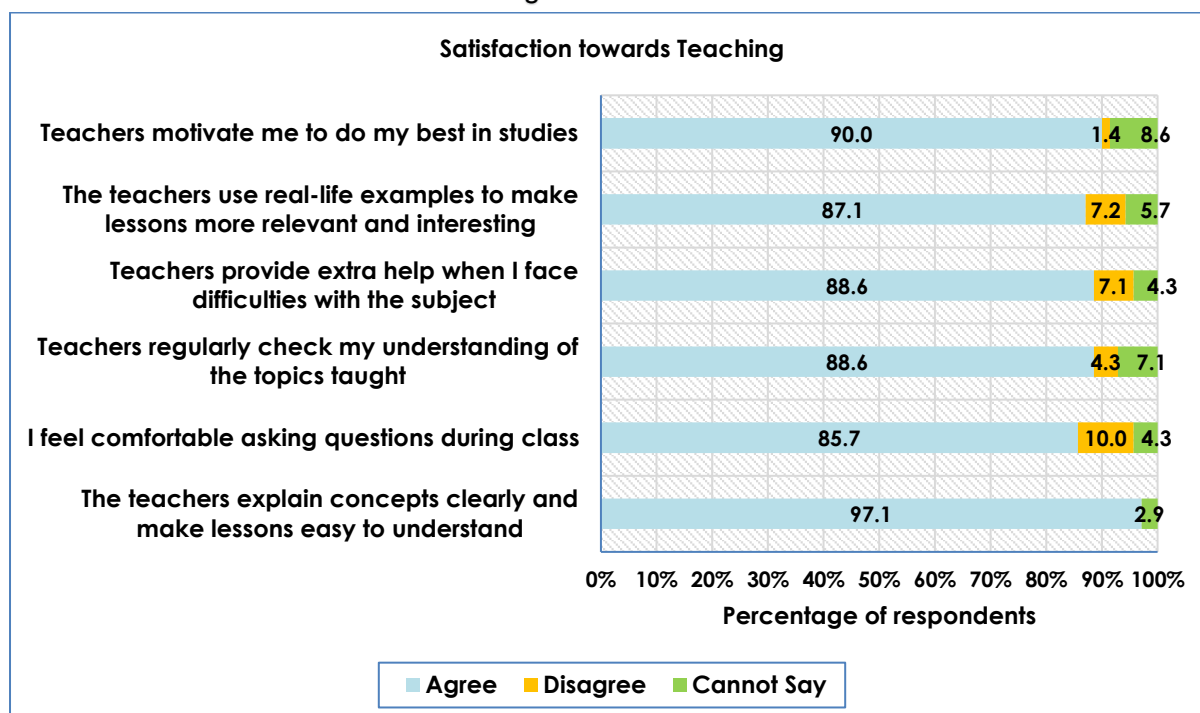
First Aid Basics and Handling Minor Injuries: 64.3% of respondents were taught first aid, showing a focus on basic medical care.

Others: 72.9% of respondents reported that they learned additional safety aspects, including:
- Personal safety and self-defence techniques.
- Identifying and reporting unsafe situations.
- Awareness about bullying and how to handle it.

Not Attended: 15.7% of respondents did not attend safety training, indicating some gaps in safety education.

Chart 10: Satisfaction Towards Teaching

Satisfaction towards Teaching

Statement	Agree	Disagree	Cannot Say
Teachers motivate me to do my best in studies	90.0	1.4	8.6
The teachers use real-life examples to make lessons more relevant and interesting	87.1	7.2	5.7
Teachers provide extra help when I face difficulties with the subject	88.6	7.1	4.3
Teachers regularly check my understanding of the topics taught	88.6	4.3	7.1
I feel comfortable asking questions during class	85.7	10.0	4.3
The teachers explain concepts clearly and make lessons easy to understand	97.1		2.9

Percentage of respondents

The chart titled "Satisfaction Towards Teaching" shows respondents' satisfaction with teaching methods. The findings suggest high satisfaction with teaching methods, highlighting effective communication and support.

Clear Explanations
The teachers explain concepts clearly and make lessons easy to understand. A significant majority, 97.1% of respondents, reported that their teachers provide clear explanations, indicating effective communication. No respondents disagreed, while 2.9% couldn't say.

Comfort Asking Questions
Most of the respondents, 85.7%, reported feeling comfortable asking questions during class, showcasing a supportive learning environment. However, 10.0% of respondents reported discomfort, and 4.3% couldn't say.
Regular Understanding Checks

Teachers regularly check students' understanding of the topics taught. 88.6% of respondents reported that their understanding is regularly checked, demonstrating a focus on student progress. Meanwhile, 4.3% of respondents disagreed, and 7.1% couldn't say.

Extra Help
Teachers provide extra help when students face difficulties. 88.6% of respondents reported receiving extra help, highlighting the teachers' supportiveness. In contrast, 7.1% of respondents disagreed, and 4.3% couldn't say.

Real-Life Examples
Teachers use real-life examples to make lessons more relevant. 87.1% of respondents reported appreciating this approach, indicating engaging teaching methods. However, 7.2% of respondents disagreed, and 5.7% couldn't say.

Motivation
Teachers motivate students to do their best. 90.0% of respondents reported feeling motivated, demonstrating the teachers' positive impact. Only 1.4% of respondents disagreed, while 8.6% couldn't say.

Empowering Tribal Youth through Education
Abhilash Admel, a Kadu Kuruba student, faced significant educational challenges until he discovered VTCL's free education program for tribal students. Enrolling in the 6th standard, Abhilash thrived in VTCL's supportive environment, completing his education until the 10th standard (SSC).

Abhilash expresses immense gratitude to VTCL and Titan for making his education possible. He thanks his teachers, principal, and staff for their guidance and support. VTCL's facilities, including comfortable hostels and nutritious food, enabled him to focus on his studies.

With a strong foundation in place, Abhilash now dreams big and feels empowered. He appreciates the opportunity that has transformed his life, offering him hope and a path towards achieving his goals.

Chart 11: Opinion on Hostel Facilities

Opinion on Hostel Facilities
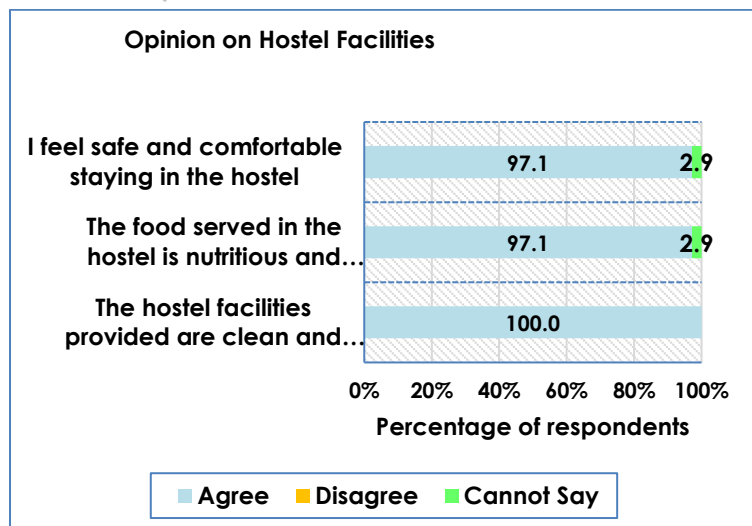
The chart titled "Opinion on Hostel Facilities" shows respondents' opinions on hostel living conditions. The findings indicate that respondents are highly satisfied with the hostel facilities, food, and overall living experience.

Cleanliness and Hygiene
All respondents, 100%, agreed that the hostel facilities are clean and hygienic, indicating excellent maintenance.

Food Quality
97.1% of respondents agreed that the food served is nutritious and satisfactory, while 2.9% couldn't say, suggesting high satisfaction with dining services.
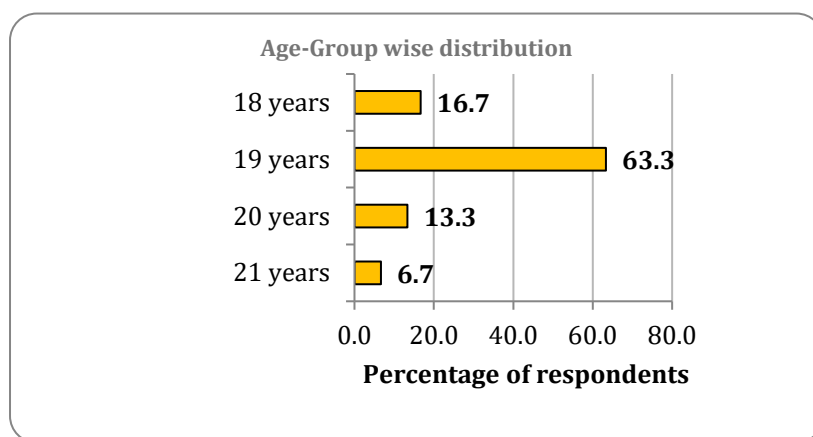
Safety and Comfort
97.1% of respondents felt safe and comfortable staying in the hostel, while 2.9% couldn't say, indicating a secure and welcoming environment.

3.2. Viveka Scholar Program and Titan Kanya

BASIC DEMOGRAPHY OF THE RESPONDENTS

Chart 1: Age Group-wise Distribution'

Age-Group wise distribution

Age	Percentage
18 years	16.7
19 years	63.3
20 years	13.3
21 years	6.7

Percentage of respondents

The chart titled "Age Group-wise Distribution" presents the age group distribution of the respondents.

18-Year-Old Respondents: 16.7% of the participants of the study are from the 18-year age group.
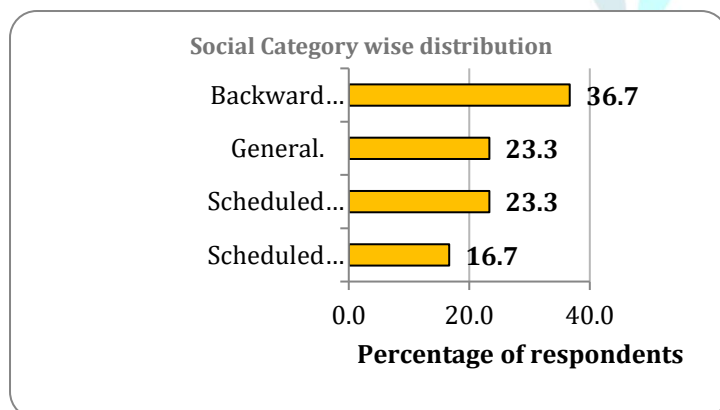19-Year-Old Respondents: The significant majority of participants, 63.3%, are 19 years old.
20-Year-Old Respondents: 13.3% of the participants of the study are 20 years old.
21-Year-Old Respondents: 6.7% of the participants of the study are 21 years old.

Chart 2: Social Category

Social Category wise distribution

Category	Percentage
Backward...	36.7
General.	23.3
Scheduled...	23.3
Scheduled...	16.7

Percentage of respondents

The chart titled " Social Category" presents the social category distribution of the respondents. The study includes respondents from diverse social categories.
Backward Castes
36.7% of the respondents of the study belong to the backward castes.

General
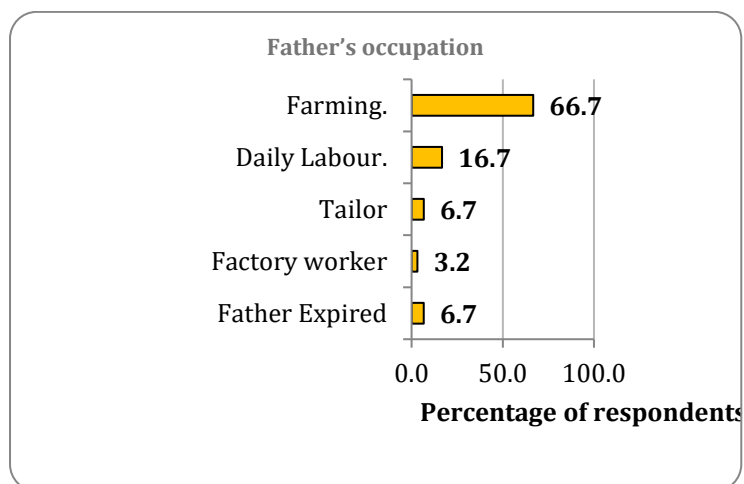The General category accounts for 23.3% of the respondents.

Scheduled Castes
Scheduled Castes comprise 23.3% of the respondents.

Scheduled Tribes
16.7% of respondents of the study belong to Scheduled Tribes.

ECONOMIC STATUS OF THE RESPONDENTS

Chart 3: Parents' (Father's) Occupation

Father's occupation

Occupation	Percentage
Farming.	66.7
Daily Labour.	16.7
Tailor	6.7
Factory worker	3.2
Father Expired	6.7

Percentage of respondents

The chart titled "Parents' Occupation" presents the occupation distribution of the respondents' parents. These findings highlight the diverse occupations of the respondents' fathers, with farming being the most prevalent.

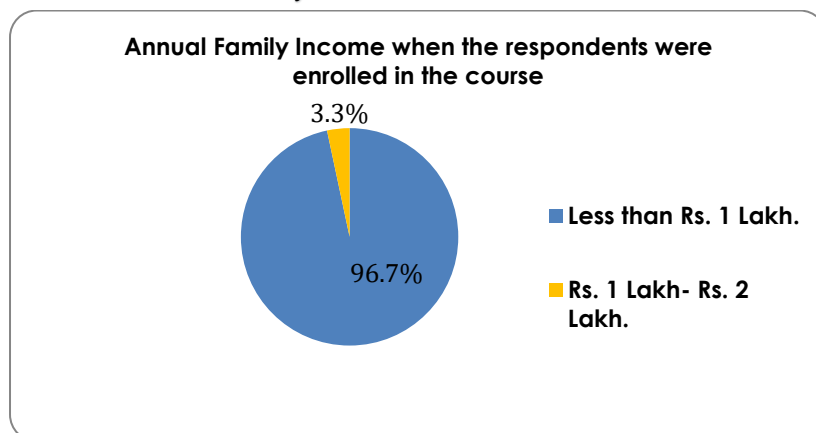Farming: 66.7% of the respondents' fathers are engaged in farming.
Daily Labour: 16.7% of the respondents' fathers work as daily labourers.
Tailor: 6.7% of the respondents' fathers are tailors.
Factory Worker: 3.3% of the respondents' fathers work in factories.
Father Expired: 6.7% of the respondents' fathers have passed away.

Chart 4: Annual Family Income

Annual Family Income when the respondents were enrolled in the course

- 3.3%
- 96.7%
- ■ Less than Rs. 1 Lakh.
- ■ Rs. 1 Lakh- Rs. 2 Lakh.

The chart titled "Annual Family Income" presents the annual family income distribution of the respondents when they were enrolled in the course. The majority of the respondents come from low-income families, with almost all (96.7%) having an annual family income of less than Rs. 1 Lakh.

Less than Rs. 1 Lakh: 96.7% of respondents reported that their families had an annual income of less than Rs. 1 Lakh, even though they were enrolled in the course.

Rs. 1 Lakh - Rs. 2 Lakh: 3.3% of respondents reported that their families had an annual income between Rs. 1 Lakh and Rs. 2 Lakh when they were enrolled in the course.

Chart 5: Course Enrolled
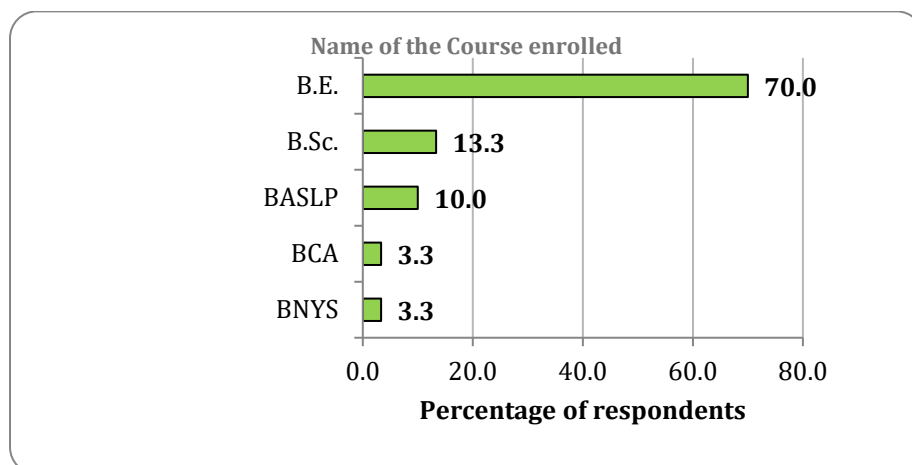
The chart titled "Name of the Course Enrolled" presents the distribution of respondents by course enrolled.

BE: 70% of the respondents are enrolled in the Bachelor of Engineering (B.E.) course.

Other Engineering Course: 13.3% of the respondents are enrolled in another engineering course.

BASLP: 10% of the respondents are enrolled in the Bachelor of Audiology and Speech-Language Pathology (BASLP) course.

BCA: 3.3% of the respondents are enrolled in the Bachelor of Computer Applications (BCA) course.

BNYS: 3.3% of the respondents are enrolled in the Bachelor of Naturopathy and Yogic Sciences (BNYS) course.

Course Year
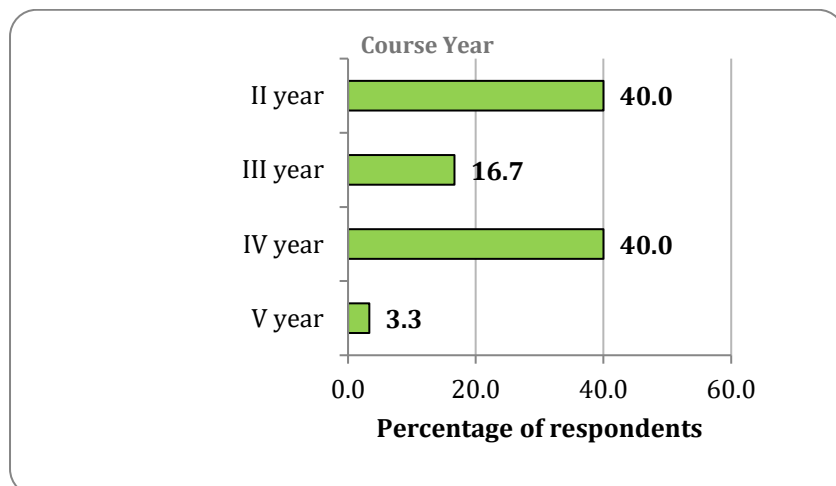
The chart titled "Course Year" presents the distribution of respondents by the course year they are in now.
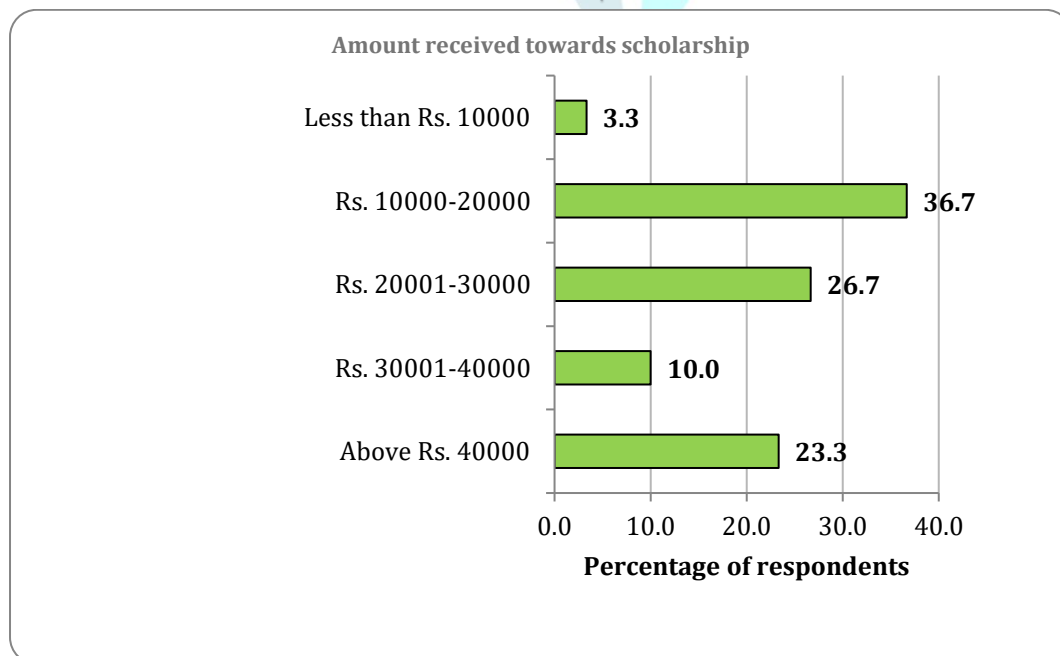
II Year: 40% of the respondents are in the second year of their course.

III Year: 16.7% of the respondents are in the third year of their course.

IV Year: 40.0% of the respondents are in the fourth year of their course.

V Year: 3.3% of the respondents are in the fifth year of their course.

Chart 7: Amount received towards Scholarship

Amount received towards scholarship

The chart titled "Amount Received Towards Scholarship" presents the amount received by the respondents towards scholarship. The majority of respondents received scholarships ranging from Rs. 10,000 to Rs. 30,000.

Less than Rs. 10,000: 3.3% of the respondents reported that they received less than Rs. 10,000 towards scholarship.

Rs. 10,000-20,000: 36.7% of the respondents reported that they received between Rs. 10,000 and Rs. 20,000 towards scholarship.

Rs. 20,001-30,000: 26.7% of the respondents reported that they received between Rs. 20,001 and Rs. 30,000 as a scholarship.

Rs. 30,001-40,000: 10% of the respondents reported that they received between Rs. 30,001 and Rs. 40,000 as a scholarship.

Above Rs. 40,000: 23.3% of the respondents reported that they received more than Rs. 40,000 towards scholarship.

Chart 8: Whether The Scholarship Amount Covers the Entire Tuition Fees

Whether the scholarship amount cover the entire Tuition fees
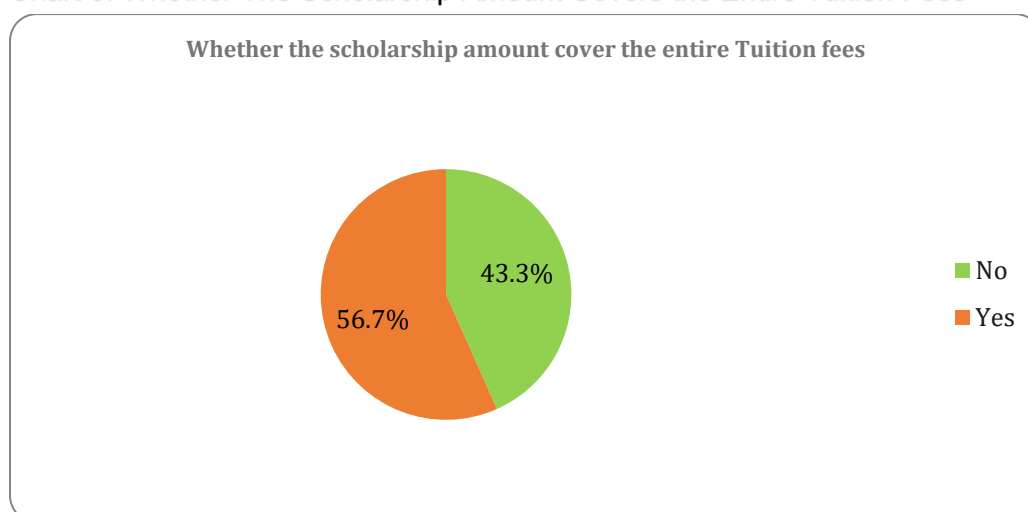
The chart titled "Whether the Scholarship Amount Covers the Entire Tuition Fees" presents the respondents' statements on whether the scholarship amount covers their entire tuition fees.

Scholarship Sufficiency

Sufficient Support: 56.7% of the respondents stated that the scholarship amount was adequate to fully cover their tuition fees, easing their financial burden and allowing them to focus on their education.

Less Sufficient Support: 43.3% of the respondents reported that the scholarship amount was not sufficient to cover their entire tuition fees.

This suggests that while the scholarship provided valuable financial assistance, it may need to be supplemented or increased to ensure complete fee coverage for all beneficiaries—especially those enrolled in courses with higher tuition costs or additional academic expenses.

Percentage of the Tuition fee paid from pocket
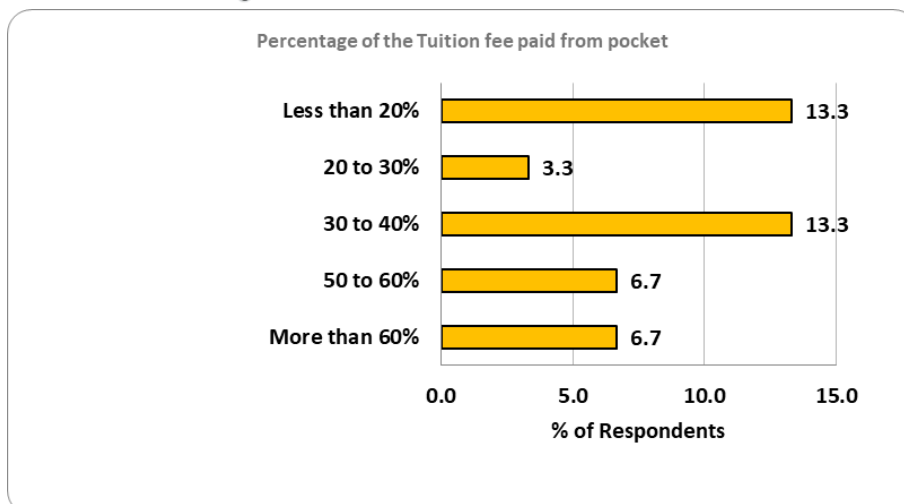
The chart titled "Percentage of Tuition Fee Paid from Pocket" presents the percentage of tuition fees paid by respondents from their own pocket.

No Contribution: 56.7% of respondents reported that the scholarship amount was sufficient to cover their entire tuition fees and that they didn't make any significant contribution towards paying their fees.

Minimal Contribution (Less than 20%): 13.3% of the respondents reported that they paid less than 20% of their tuition fees from their pocket.

Moderate Contribution (20-30%): 3.3% of the respondents paid 20-30% of their tuition fees from their pocket.

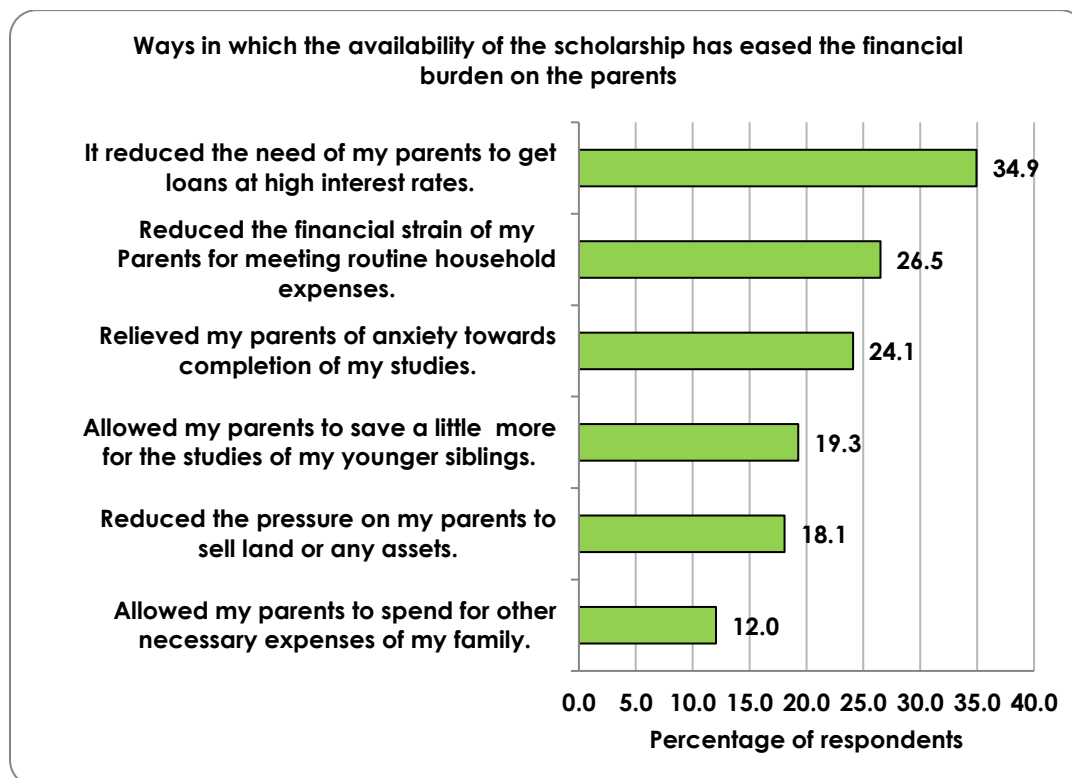Significant Contribution (30-40%): 13.3 % of the respondents paid 30-40% of their tuition fees from their pocket.

Substantial Contribution (50-60%): 6.7% of the respondents paid 50-60% of their tuition fees from their pocket.

Major Financial Burden (more than 60%): 6.7% of the respondents paid more than 60% of their tuition fees from their pocket.

Chart 10: Ways in Which the Availability of the Scholarship Has Eased the Financial Burden on the Parents

Ways in which the availability of the scholarship has eased the financial burden on the parents

Category	Percentage
It reduced the need of my parents to get loans at high interest rates.	34.9
Reduced the financial strain of my Parents for meeting routine household expenses.	26.5
Relieved my parents of anxiety towards completion of my studies.	24.1
Allowed my parents to save a little more for the studies of my younger siblings.	19.3
Reduced the pressure on my parents to sell land or any assets.	18.1
Allowed my parents to spend for other necessary expenses of my family.	12.0

Percentage of respondents

The chart titled "Ways in Which the Availability of the Scholarship Has Eased the Financial Burden on the Parents" shows the respondents' perspectives on the positive impact of the scholarship on parents' financial situations.

Wider Financial and Emotional Impact of the Scholarship

- Debt Burden Lifted (34.9%)
  Over one-third of the respondents shared that receiving the scholarship significantly reduced their family's reliance on high-interest loans. This not only helped in avoiding long-term debt cycles but also provided families with a greater sense of financial security and stability.

- Easing Household Expenses (26.5%)
  A quarter of the respondents reported that the scholarship eased routine financial pressures at home. With reduced educational expenses, families could reallocate their limited income towards essential daily needs, improving overall household well-being.

- Relief from Anxiety (24.1%)
  Nearly a quarter of respondents highlighted that the scholarship brought emotional relief to their parents, who were previously anxious about affording their children's education. This assurance allowed families to focus more on their children's academic progress rather than financial constraints.

- Saving for Siblings' Future (19.3%)
  For many families, the scholarship enabled better financial planning. 19.3% of respondents noted that their parents were now able to begin setting aside savings for

the education of younger siblings, potentially creating a positive ripple effect for other children in the household.

- Protecting Family Assets (18.1%)
  Some families were able to avoid selling valuable assets such as livestock, jewellery, or land—resources often seen as a last resort during financial distress. The scholarship thus played a key role in preserving long-term family security.
- Freedom to Spend (12%)
  A smaller yet meaningful proportion of respondents mentioned that their families could use the financial breathing room to meet other important needs—such as health care, home repairs, or emergency savings—reflecting the broader socioeconomic benefits of the scholarship.

Chart 11: Training Programs Attended by Scholarship Recipients
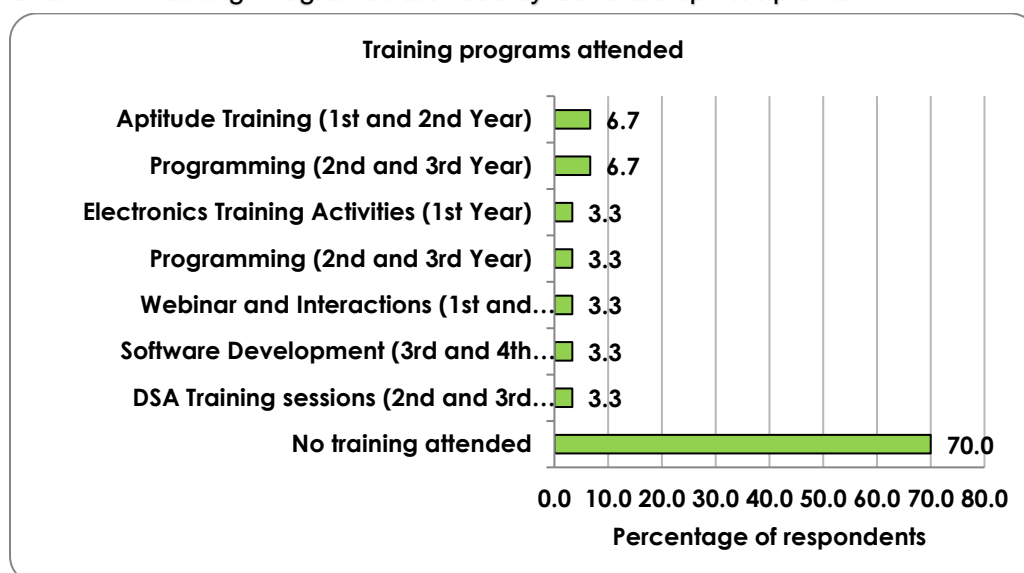
The chart titled "Training Programs Attended by Scholarship Recipients" shows the various training programs attended by scholarship recipients and the percentage of respondents who participated in each program.

Aptitude Training:
6.7% of the respondents reported that they attended aptitude training in their 1st and 2nd years.

Programming:
10% of the respondents reported that they attended programming training in their 2nd and 3rd year, with 6.7% attending a specific programming session.

Electronics Training:
3.3% of the respondents reported that they attended electronics training activities in their 1st year.

Webinar and Interactions:
3.3% of the respondents reported that they attended webinars and interactions in their 1st and 2nd years.

Software Development:
3.3% of the respondents reported that they attended software development training in their 3rd and 4th years.

DSA Training:
3.3% of the respondents reported that they attended DSA training sessions in their 2nd and 3rd years.

No Training Attended:
70% of the respondents reported that they didn't attend any training programs.

KEY TRAINING COMPONENTS

Electronics Training
- Fundamental concepts in electronics

Aptitude Training (1st and 2nd Year)
- Mock tests simulating real aptitude test scenarios
- Practice solving aptitude questions
- Analytical thinking and logical reasoning skills
- Techniques for efficient problem-solving

DSA Training (2nd and 3rd Year)
- Data structures and algorithms fundamentals
- Competitive coding techniques
- Hands-on coding exercises
- Peer discussions and mentor feedback

Software Development (3rd and 4th Year)
- Software development fundamentals and best practices
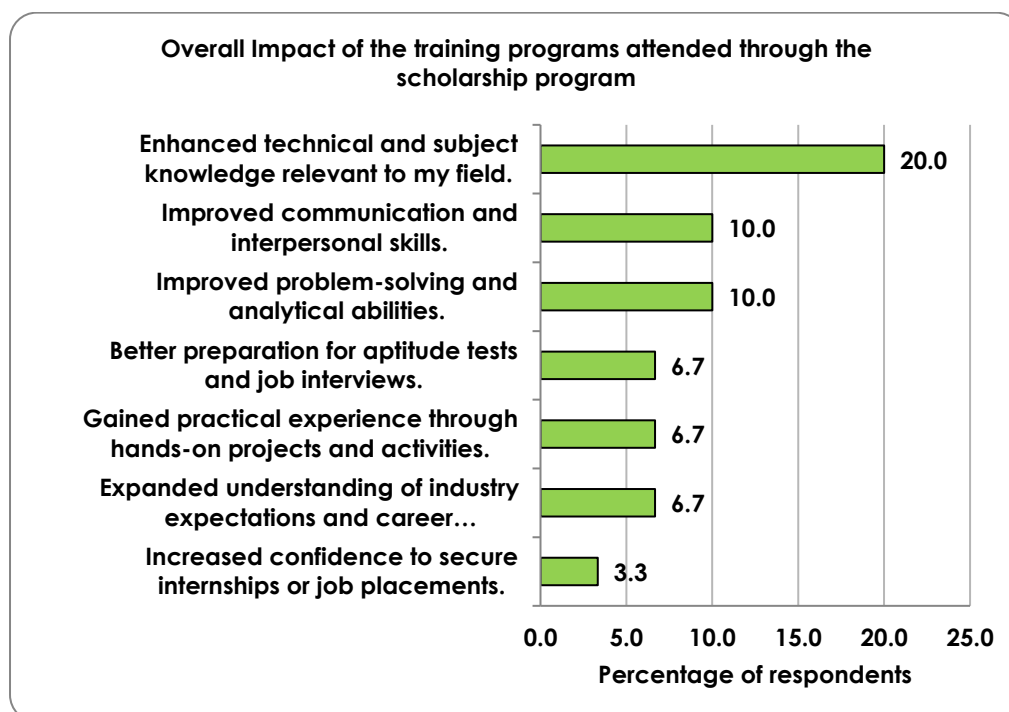- Practical applications through live examples

Programming (2nd and 3rd Year)
- Programming fundamentals and logic building

Mock Interview Sessions
- Effective communication techniques
- Strategies for answering interview questions
- Managing interview stress and building confidence
- Presenting technical knowledge
- Constructive feedback for improvement
- Understanding recruiter expectations in the IT sector

Chart 12: Overall Impact of the Training Programs Attended Through the Scholarship Program

Overall Impact of the training programs attended through the scholarship program

Category	Percentage
Enhanced technical and subject knowledge relevant to my field.	20.0
Improved communication and interpersonal skills.	10.0
Improved problem-solving and analytical abilities.	10.0
Better preparation for aptitude tests and job interviews.	6.7
Gained practical experience through hands-on projects and activities.	6.7
Expanded understanding of industry expectations and career…	6.7
Increased confidence to secure internships or job placements.	3.3

Percentage of respondents

The chart titled "Overall Impact of the Training Programs Attended Through the Scholarship Program" shows the positive impacts reported by respondents who attended training programs through the scholarship program.

Impact of Training on Career Readiness and Skill Development
- Enhanced Technical Knowledge (20%)
  One in five respondents reported a significant improvement in their technical and subject-specific knowledge. This indicates that the program effectively deepened their understanding of core concepts, equipping them with the expertise required to excel in their chosen fields.
- Improved Communication Skills (10%)
  Respondents noted better communication and interpersonal abilities, which are essential for team collaboration, presentations, and interviews. This suggests that the training went beyond academic learning to foster vital soft skills necessary for life.
- Improved Problem-Solving (10%)

Improved analytical thinking and problem-solving capabilities were observed, reflecting the program's success in encouraging critical thinking and logical reasoning—skills that are increasingly valued across all industries.

- Better Preparation (6.7%)
  Some respondents felt more prepared for aptitude tests and job interviews, indicating that the program included focused sessions on employability skills and test readiness, giving participants an edge in competitive recruitment processes.

- Practical Experience (6.7%)
  Hands-on projects and experiential learning opportunities allowed participants to apply theoretical knowledge in real-world contexts. This kind of exposure is invaluable in building confidence and competence for workplace tasks.

- Industry Insights (6.7%)
  The training helped broaden students' understanding of industry expectations, trends, and available career paths. This kind of orientation is crucial for aligning academic goals with future employment opportunities.

- Increased Confidence (3.3%)
  A few respondents reported feeling more confident in pursuing internships and job placements, indicating that the program helped reduce self-doubt and increased their belief in their capabilities—a critical factor in career success.

MULTILEVEL IMPACT

1. Individual Level:

Educational Attainment: The most direct impact is on the students themselves. The project increases access to and retention in quality education at VTCL. This is critical for students who often face barriers such as poverty and social marginalisation.

Skill Development: The project equips students with essential skills – not just academic knowledge but also soft skills (communication, teamwork), life skills, and vocational skills. This empowers them to be more adaptable and successful in future endeavours. For instance, the project reports that 71.4% of respondents reported confidence in their computer skills after the computer skills classes.

Personal Growth: Holistic development initiatives within the project, including arts, sports, and cultural activities, foster students' personal growth, self-esteem, and overall well-being.

Aspirations and Opportunities: By providing educational support and scholarships, the project expands students' horizons and creates opportunities for higher education and future employment, which might otherwise be unattainable. 56.7% of respondents reported that the scholarship amount is sufficient to cover all of their tuition fees.

2. Family Level:

Reduced Financial Burden: Scholarships and financial assistance alleviate the economic strain on families, many of whom come from financially vulnerable backgrounds. 34.9% of the respondents said that the scholarship reduced the need for high-interest loans. This allows families to allocate resources to other essential needs.

Improved Family Well-being: When children have access to education and a safe learning environment, it reduces anxiety and stress within the family. It can also lead to improved family dynamics and greater hope for the future.

Intergenerational Impact: Educated children can contribute to the long-term well-being of their families, breaking cycles of poverty and creating opportunities for future generations. 19.3% of the respondents reported that their parents could save more for their younger siblings' studies.

Increased Parental Involvement: The project involves parents in school activities and decision-making, fostering a stronger connection between the school and home and creating a more supportive environment for the child's education.

3. Community Level

Community Development: The project contributes to the overall development of tribal communities by increasing educational attainment, promoting skill development, and fostering community engagement.

Social Cohesion: By creating inclusive and culturally sensitive learning environments, the project promotes social cohesion and reduces marginalisation within the community.

Cultural Preservation: The project's emphasis on integrating local culture and heritage into the curriculum helps to preserve and celebrate tribal traditions, strengthening community identity.

Empowerment and Leadership: Educated and empowered individuals are more likely to become active and engaged citizens, contributing to community leadership and decision-making.

4. Societal Level

Alignment with National Goals: The project aligns with national priorities, such as the National Education Policy (NEP) 2020, and contributes to achieving broader societal goals related to education, equity, and social justice.

Sustainable Development: By promoting inclusive education and empowering marginalised communities, the project contributes to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities).

Social Transformation: The project has the potential to contribute to long-term social transformation by addressing systemic inequalities and creating a more just and equitable society.

Model for Replication: The project can serve as a model for other educational initiatives in similar contexts, influencing policy and practice beyond the immediate project area.

CHAPTER 4: OECD FRAMEWORK EVALUATION

Relevance - (Ratings 5/5)

Alignment with Needs and Priorities: The project is highly relevant to the specific needs of the target communities that face poverty, illiteracy, geographic isolation, and limited access to quality7 education [cite: 33, 34]. The project's focus on providing equitable, holistic, and quality education directly addresses these challenges.

Alignment with Policy Frameworks: The project aligns with the National Education Policy (NEP) 2020, incorporating principles such as flexibility, skill development, multilingual education, and holistic growth. It also aligns with Sustainable Development Goals (SDGs) 4, 5 and 10, contributing to broader development agendas.

Cultural Sensitivity and Inclusivity: The project's emphasis on creating a culturally sensitive and inclusive learning environment is a key aspect of its relevance. The integration of local culture and the creation of receiving extra help from teachers

Coherence (Ratings 5/5)

Strategic Coherence: The project aligns well strategically. It addresses the needs of tribal communities by providing quality education and is consistent with the National Education Policy (NEP) 2020's goals

Internal Coherence: The project's design is internally coherent, with scholarships supporting access to education and skill development, preparing students for the future. However, implementation issues like inconsistent scholarship delivery somewhat disrupt this coherence.

Coherence with Organisations: The project aligns with Titan's CSR focus on education and SVYM's mission to empower marginalised communities.

Logical Framework Coherence: The project generally shows a logical flow from activities to outcomes and long-term impact.

Data and Narrative Coherence: Evaluation findings support the project's goals but also highlight areas for improvement, like financial support delivery.

Effectiveness - (Ratings 4/5)

Achievement of Objectives:

Soft Skills: The project has been effective in improving students' soft skills, with a high percentage of respondents reporting participation in role-playing (90%), group discussions (88.6%) and debates (84.3%). 100% of respondents agreed that there were dedicated sessions to improve soft skills.

Language Skills: The project's focus on enhancing spoken English is reflected in the 82.9% of respondents who participated in daily English conversation practice sessions. 100% agreed that there were sufficient activities for Spoken English.

Computer Skills: 100% of the respondents agreed that there were dedicated sessions for learning computer skills, and 71.4% of respondents reported confidence in their computer skills.

Quality of Educational Interventions:
- A significant majority, 97.1% of respondents, reported that teachers provide clear explanations.
- 85.7% of respondents felt comfortable asking questions.
- 88.6% reported that teachers regularly check their understanding.
- 88.6% confirmed receiving extra help from teachers.

Scholarship Program Effectiveness:
- 56.7% of the respondents stated that the scholarship amount covers their entire tuition fees.
- 76.7% of the respondents reported that they received their scholarships on time.

Efficiency (Ratings 3.5/5)

Resource Utilisation: The project demonstrates efficiency in utilising resources, as evidenced by the high satisfaction rates with hostel facilities, where 100% of respondents agreed that the facilities are clean and hygienic. 97.1% of respondents agreed that the food served was nutritious and satisfactory, and they felt safe and comfortable staying in the hostel.

Timeliness and Delivery: However, 23.3% of respondents reported that they did not receive their scholarships before the due date for college fee payment, and 73.3% of the respondents reported that they did not receive Rs. 5000 for food and accommodation expenses during the internship.

Impact (Ratings 4/5)

Educational Empowerment: The project empowers tribal children and youth through education and skill development, providing them with tools and opportunities for independent lives.

Social and Economic Impact: The scholarship program reduces financial barriers to higher education, alleviating the economic burden on families and promoting social mobility. 34.9% of the respondents said the scholarship reduced the need for high-interest loans.

Long-Term Development: The project fosters long-term development through holistic development and community engagement, creating a sustainable impact.

Sustainability (Ratings 4.5/5)

Capacity Building: The project's emphasis on teacher development and capacity building contributes to the sustainability of outcomes.
Community Ownership: The involvement of the community and alumni in school activities fosters ownership and contributes to sustainability.
Financial Sustainability: Continued attention to long-term financial sustainability and diversified funding sources is important.
Institutionalisation: Integrating project activities into VTCL's regular functioning ensures the sustained benefits of the project.

In summary, the Titan-SVYM project demonstrates strong performance across the OECD criteria. It is highly relevant, effective (as shown by various percentage indicators), and has a significant positive impact. Efficiency is generally good, but can be improved in terms of support delivery timeliness. The project's focus on capacity building and community ownership supports sustainability.

CHAPTER 5: THE WAY FORWARD

Recommendations for the VTCL students.
Enhancing Digital skills.
A substantial proportion that is 28.6% of the participants reported not being confident in their computer skills. Hence the following suggestions can be considered to improve the same.

A. Offering Gentle Refresher or Remedial Sessions

Creating small-group or one-on-one sessions for students who need extra time and support to practice basic computer tasks can prove to be more effective in enhancing skills levels.
These sessions can be paced slowly, without judgment, so that students feel safe to ask questions and learn at their own comfort level.

B. Encouraging Peer Learning Circles

Facilitating informal peer-led practice groups where confident students can support their classmates in a friendly, non-pressuring environment. Learning from peers can often feel more approachable and help reduce the anxiety or hesitation that sometimes comes with formal classes.

C. Providing Hands-On Practice with Real-World Tasks

Designing simple, practical activities like creating a resume, sending an email, or using spreadsheets for daily tasks can prove to be useful. When students see how computer skills apply to their lives, it boosts both relevance and confidence in using technology.

Recommendations for the Scholarship Program.

Enhancing the scholarship amount.
As per the study findings, 43.3% of the participants reported that the scholarship amount was not sufficient to cover their entire tuition fees. Hence the following suggestions to improve the coverage can be considered.

A. Annual Review of Scholarship amount.

Increasing the scholarship amount is essential to match the rising costs of higher education, especially as tuition fees vary significantly across courses and institutions. Many students face financial stress due to the gap between scholarship aid and actual tuition costs. By annually adjusting the scholarship quantum based on inflation and average course fees, the program can ensure its continued relevance and adequacy. This can be implemented through a yearly review committee that analyses fee trends and updates scholarship amounts accordingly.

B. Tiered support model.

A tiered support model recognizes that different academic programs incur different costs with some being more expensive than others. Providing a fixed scholarship amount to all students can unintentionally disadvantage those in high-cost programs. Introducing a tiered approach based on course type and fee structure would ensure fairness and better alignment with actual financial needs. Institutions and scholarship administrators can collaborate to classify programs into cost brackets and allocate funds accordingly.

C. Supplemental grants.

Supplemental grants can provide critical relief to students who face academic costs beyond tuition, such as expenses for lab materials, books, devices, or mandatory fieldwork. These hidden costs can create significant barriers for students from economically weaker sections. Offering need-based add-on grants can help bridge this gap and ensure a more holistic support system.

D. Fee negotiation with Institutions.

Fee negotiation with institutions can play a vital role in maximizing the utility of scholarships without requiring additional financial outlays. Educational institutions may be willing to offer partial fee waivers or discounts for students receiving recognized external scholarships. Building formal partnerships or MoUs with these institutions could help standardize such concessions and expand the reach of scholarship funds. This strategy benefits both institutions, by promoting inclusivity, and students, by reducing the fee burden.

E. Annual Fee benchmarking.

Annual fee benchmarking ensures that scholarship schemes remain grounded in real-world educational costs, avoiding the pitfall of outdated or stagnant funding models. Without this periodic review, scholarship amounts can quickly become insufficient due to

rising tuition and academic service fees. Benchmarking also enables program administrators to forecast funding needs and advocate for increased budgets. This can be achieved through structured data collection from partner institutions and third-party educational databases.

Improving the timeliness of scholarship disbursement.
As per the study findings, though a majority of students reported they received scholarship amount in time, 23.3% of the participants shared that they did not receive scholarship in time. The reasons could be some administrative bottlenecks at the end of the concerned colleges, or incomplete documentation from student's side or even a delayed communication from the institutions concerned. Some- times even failed NEFT/ RGTS transactions and technical glitches could have also caused delay in fee payments. Following suggestions can be implemented to overcome this:

A. Coordination and Communication Protocols with the colleges has to be strengthened.
Establish regular and structured communication channels between colleges, funders, and students to share updates, resolve issues early, and avoid last-minute confusions.

B. **Nominate Institutional Scholarship Coordinators**:
Assign a dedicated staff member in each college or institution to act as the liaison between students and the scholarship body—ensuring timely data sharing, document collection, and problem resolution.

C. **Implement a Ticketing/Grievance Redressal System**:
Set up a system where students and institutions can log concerns or issues (e.g., delayed payments, document queries) and get time-bound responses from the support team.

D. **Use WhatsApp/SMS Alerts for Real-Time Updates**:
Set up automated messaging for students and colleges regarding submission deadlines, verification status, or fund release dates to reduce miscommunication or missed actions.

Continued Training support to scholars.
Around 70% of the study participants reported that they did not receive any training support from the program, which could be outside the scope of the present program. But for providing continuous and more meaningful support the following suggestions can be considered.

A. Introduce Bridge Courses for Academic Readiness
Offer short preparatory courses at the beginning of college to help students strengthen their basics in key subjects. This will support those who may feel academically underprepared and ease their transition into higher education. Such training can build confidence and ensure all scholars start their journey on equal footing.

B. Provide Access to Life Skill Development Modules
Make available structured learning on essential life skills such as communication, time management, and emotional resilience. These skills are crucial not just for college success but also for personal growth and future

readiness.

Training should be flexible and easily accessible to respect different learning paces and contexts.

C. Organize Regular Skill-Building Workshops

Create space for workshops that focus on career awareness, interview readiness, and building self-presentation skills.

These sessions can help scholars envision their future, prepare early, and build the confidence to pursue opportunities.

Regular exposure to such programs fosters long-term growth and practical learning.

D. Enable Peer Mentorship and Guidance Networks

Connect scholars with mentors who understand their journey and can offer encouragement, advice, and perspective.

Having someone to talk to can make a big difference in navigating challenges and staying motivated.

Mentorship builds a sense of community and belonging within the academic space.

E. Link Training to Ongoing Support and Growth

Encourage scholars to complete one relevant course or training each semester as part of their scholarship journey.

Rather than as a condition, frame it as an opportunity for continued development and future success.

This approach promotes responsibility while investing in the all-round growth of each student.

CHAPTER 6: CONCLUSION

Based on the diverse findings of this evaluation, the Titan-SVYM initiative emerges as a significant and largely effective effort in addressing the educational needs of tribal children and youth through the Viveka Tribal Centre for Learning (VTCL), the Viveka Scholar Program, and Titan Kanya.

At its core, the project seeks to address the systemic inequities that have historically marginalised tribal populations, recognising that access to quality education is fundamental to breaking cycles of poverty and fostering social change.

The partnership between Titan Company Limited and SVYM has been a driving force behind the project's success, providing crucial resources, expertise, and support the programs. Titan's commitment to Corporate Social Responsibility (CSR) in education has enabled the implementation of a comprehensive suite of interventions, including scholarships, skill-based training, infrastructure development, teacher capacity building, and community engagement initiatives.

A key objective of the collaboration is to align these initiatives with the principles and goals of the National Education Policy (NEP) 2020, with the vision of transforming the school into a model for innovative and inclusive education in tribal areas.

The project has demonstrated notable effectiveness in achieving its objectives, producing positive outcomes in several key areas. These include the development of students' soft skills (such as communication and teamwork), the enhancement of their language proficiency, and the improvement of their computer literacy.

Students have also expressed high levels of satisfaction with the quality of teaching and the provision of hostel facilities, indicating a supportive and conducive learning environment. However, the evaluation has also identified areas where the project's implementation could be strengthened, particularly in relation to the efficiency and timeliness of financial support mechanisms for students. The project's impacts extend beyond the individual students, generating positive ripple effects at the family, community, and societal levels. By empowering students with education and skills, the project enhances their opportunities for self-reliance and social mobility.

It also alleviates the financial burden on families, contributes to the development of stronger and more cohesive communities, and aligns with broader societal goals of equity, inclusion, and sustainable development. In conclusion, the Titan-SVYM project represents a commendable effort to address the educational needs of a marginalised population and create lasting positive change. Its continued success will depend on sustained commitment, adaptive management, and a relentless focus on the well-being and empowerment of the students it serves.