TITAN COMPANY

IMPACT ASSESSMENT REPORT

EDUCATION SUPPORT TO TRIBAL CHILDREN

Implemented by SVYM

2024-2025

Deloitte.

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Abbreviations

ASER	Annual Status of Education Report
BCWD	Backward Classes Welfare Department
CI	Confidence Interval
CSR	Corporate Social Responsibility
EMRS	Eklavya Model Residential Schools Scheme
FY	Financial Year
ICT	Information and Communication Technology
IDIs	In-depth Interviews
IISc	Indian Institute of Science
IP	Implementation Partner
INSPIRE	Innovation in Science Pursuit for Inspired Research
IBT	Integration of Basic Technology
IVR	Interactive Voice Response
NCC	National Cadet Corps
NEP	National Education Policy
NESTS	National Education Society for Tribal Students
NISER	National Institute of Science Education and Research
NGOs	Non-Governmental Organizations
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PTMs	Parent Teachers' Meeting
SSA	Sarva Shiksha Abhiyaan
SC	Scheduled Castes
ST	Scheduled Tribes
STWD	Scheduled Tribes Welfare Department
STEM	Science, Technology, Engineering, Mathematics
SSLC	Secondary School Leaving Certificate
SVYM	Swami Vivekananda Youth Movement
SVSS	Swami Vivekanand Shiksha Samiti
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
UDISE	Unified District Information System for Education Plus
VTCL	Viveka Tribal Centre for Learning
VSP	Viveka Scholars Programme

EXECUTIVE SUMMARY

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The Education Support to Tribal Students programme, a social initiative by Titan Company Limited is implemented by Swami Vivekananda Youth Movement (SVYM) through the Viveka Tribal Centre for Learning (VTCL) to improve access to holistic and quality education for tribal children. The programme combined school-based academic strengthening, residential support, skill-based learning, and financial assistance through Continuing Education and Higher Education scholarships. The objective was to support students' educational progression from primary school education to higher education while addressing constraints related to foundational learning gaps, financial barriers, and limited exposure to science, technology, engineering and mathematics (STEM) and life-skill domains.

The impact assessment was undertaken to examine the relevance, effectiveness, coherence, efficiency, impact, and sustainability of the programme. The study was conducted to examine how school-based interventions and scholarships contributed to academic performance, confidence levels, well-being, and continuation into higher education.

The assessment covered Grade 9 learners enrolled in the Viveka Tribal Centre for Learning, scholarship beneficiaries under both Continuing Education and VSP - Viveka Scholars Programme, a scholarship programme under Titan), and key stakeholders including parents, teachers, programme teams, and school leadership. The assessment was conducted to generate evidence on programme outcomes, identify implementation gaps, and inform future programme planning.

A mixed-methods approach was adopted, guided by the Organisation for Economic Co-operation and Development Assistance Committee (OECD- DAC) framework. Quantitative data were collected through structured learning assessments administered to Grade 9 students (*n=42*) and link-based surveys completed by scholarship beneficiaries (*n=37*). Qualitative insights were obtained through in-depth interviews and key informant interviews with teachers, parents, leadership, and programme staff.

Learning assessment results for the Grade 9 cohort (*n=42*) indicated relatively higher performance in English (71 %) and mathematics (67 %) compared with science (46 %). Further, specific components within subjects were analysed. This theme-wise analysis reflected better performance in grammar and algebra, while science topics recorded lower accuracy levels.

Qualitative insights indicated that many students entered secondary grades with varying foundational skills and limited exposure to English, with lower confidence reported particularly in science. Teachers reported improved attendance (above 83%) and increased participation in remedial classes. Skill-based activities through Integration of Basic Technology (IBT) and Information and Communication Technology (ICT) were reported to strengthen familiarity with practical tools and support application-oriented learning. Parents also noted improvements in students' confidence and communication skills. Stakeholders also highlighted infrastructural constraints, including weak network connectivity and limited on-campus staff accommodation.

Findings suggests that foundational competencies in Science and English should be strengthened through structured bridge support and theme-wise reinforcement.

The programme may consider support mechanisms for Grade 6 entrants to enable a smooth transition from non-residential to hostel life (such as helping students adapt emotionally, socially and academically). It may also consider improvements in digital connectivity to support ICT-based learning. Enhancements to teacher retention measures, scholarship coverage, and career-guidance exposure may further support continuity into higher education. Scholarship design could be strengthened by guiding and reinforcing the use of funds toward a broader range of education-related expenses, rather than tuition alone. Additionally, integrating complementary measures that help students better prepare for post-school pathways could enhance the longer-term value of financial support and its influence on future aspirations.

INTRODUCTION

1. INTRODUCTION

1.1. Education among Tribal Population in India

Scheduled Tribes (ST) constitute 8.6 % of India's population (Census 2011). Despite several decades of policy interventions, structural factors such as historical land alienation, displacement, and limited recognition of tribal rights have contributed to gaps in development indicators, particularly in education (Sapre and Gori, 2023). These disparities are often associated with geographical isolation, limited connectivity, and infrastructural constraints, which affect regular school attendance and access to qualified teachers (Patra et al., 2025). The following section presents an overview of the educational landscape among tribal populations in India, including key trends, challenges, and policy responses.

1.1.1 Current Status and Trends

In recent decades, the issue of educational access and participation among India's tribal communities has received increasing policy attention. The decade between 2000 and 2010 is often described as a "watershed period" for elementary education reform, marked by the expansion of large-scale initiatives such as the *Sarva Shiksha Abhiyaan* (SSA), the 86th Constitutional Amendment recognising education as a fundamental right, and the later introduction of the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) to expand secondary schooling. These policy initiatives introduced targeted incentives such as free textbooks, uniforms, scholarships, and residential schooling provisions to improve enrolment and retention among children from disadvantaged groups, including STs.

Despite these interventions, studies suggest that the benefits of such programmes have often been unevenly realised in tribal regions. Implementation gaps remain common, with delays in the delivery of entitlements, limited institutional capacity, and persistent infrastructural deficits in schools serving tribal populations (Brahmanandam & Babu, 2016). In many remote or forested areas, the availability of well-equipped schools, trained teachers, and adequate learning facilities continues to be limited, constraining the broader objectives of the Right to Education framework (Brahmanandam & Babu, 2016). Moreover, uniform policy frameworks frequently fail to account for the internal diversity of tribal communities across states and regions, often overlooking differences in language, geography, and socio-economic conditions that shape educational access and participation.

Recent administrative data further illustrates these persistent challenges. Data from the Unified District Information System for Education Plus (UDISE+) indicates that while enrolment at the elementary level has expanded significantly over the past decade, retention declines sharply at higher stages of schooling. Between 2013–14 and 2021–22, dropout rates remain higher among Scheduled Tribe students at upper-primary and secondary levels, with a particularly pronounced drop in transition from elementary to secondary and higher secondary education (Ministry of Education, 2023). This pattern highlights a continuing "secondary education bottleneck," where early gains in access do not consistently translate into sustained participation through later stages of schooling

Learning outcomes also remain a significant concern. Evidence from the Annual Status of Education Report (ASER, 2025) suggests that many children in rural India continue to struggle with foundational reading and arithmetic skills. While there has been some recovery in learning levels following the disruptions caused by the COVID-19 pandemic, progress remains uneven across states and districts, with historically marginalised regions (including many tribal belts) showing slower improvements. Weak foundational learning in the early grades often compounds later educational challenges, contributing to disengagement and eventual dropout in upper grades.

Infrastructure and basic school conditions further shape educational participation in tribal areas. A district-level study in Jhargram district of West Bengal finds that sanitation facilities, access to healthcare, and safe school infrastructure significantly influence the quality of schooling environments. These non-academic factors play an important role in shaping attendance, retention, and overall classroom effectiveness, particularly in geographically remote or economically vulnerable communities (Patra et al., 2025).

Water, sanitation, and hygiene (WASH) facilities also play a critical role in sustaining participation, especially for girls. Evidence from UNICEF's Water, Sanitation and Hygiene in Schools (WinS) initiatives indicates that missing or poorly maintained toilets, unreliable water access, and weak menstrual hygiene management systems can significantly depress attendance and school participation among adolescent girls (UNICEF India, n.d.). Complementary research using ASER data finds that improvements in village-level sanitation infrastructure are associated with lower dropout rates and improved test scores for girls, while school latrines alone have limited impact when they are poorly maintained or inconveniently located (Orgill-Meyer, 2020). Independent audits similarly highlight gaps in the cleanliness, functionality, and placement of sanitation facilities, which often reduce the expected educational benefits of such infrastructure investments (Gupta & Anand, 2023).

Economic vulnerability continues to be another key factor shaping educational trajectories for tribal children. A systematic review of studies published between 2010 and 2023 identifies poverty, seasonal migration, and household income shocks as major drivers of school dropout among tribal students. These findings underscore the need for multi-sector responses that combine educational interventions with broader social protection and livelihood support mechanisms (Johnson & Chattopadhyay, 2023).

Language barriers further complicate schooling experiences in many tribal regions. Field-based studies in states such as Odisha and Chhattisgarh show that mother-tongue-based multilingual education can significantly improve classroom participation and comprehension when teaching materials and instruction align with local languages. However, the scale of such programmes remains limited due to shortages of trained teachers fluent in tribal languages and a lack of locally contextualised teaching materials (Among, 2025; Bagwan, 2025). The National Education Policy (NEP) 2020 recognises these challenges and recommends the use of mother-tongue instruction during the foundational years of schooling while emphasising greater contextualisation and inclusion in curriculum design. However, implementation capacity and institutional readiness continue to vary considerably across states (Government of India, 2020).

Alongside these challenges, there has been a gradual expansion of targeted institutional models aimed at improving educational access for tribal students. One notable initiative is the Eklavya Model Residential

School (EMRS) programme, which has expanded significantly since 2018 under the National Education Society for Tribal Students (NESTS). Recent programme updates report an increasing number of functional schools, rising enrolment (particularly among girls) and plans for teacher recruitment, improved infrastructure, and digital learning facilities. However, timely infrastructure completion, staffing adequacy, and consistent programme delivery remain important factors influencing the effectiveness of these institutions (NESTS, 2022).

Taken together, existing literature suggests that while access to schooling among tribal children has improved substantially over the past two decades, significant challenges remain in sustaining participation, ensuring learning quality, and addressing the structural barriers that shape educational outcomes in tribal regions.

1.1.2 Key Challenges

Several structural and contextual factors continue to affect educational access and learning outcomes among Scheduled Tribe communities. The table below summarises key challenges identified in the literature and policy documents relating to tribal education in India.

Table 1: Key challenges faced in education among the tribal population

Barrier	Description
Infrastructural Deficits	Key barrier is geographical isolation: many tribal hamlets are in remote, forested, or hilly regions, often without all-weather roads or reliable connectivity.[1] This isolation makes it difficult to establish and maintain schools; the DST-CPR / NISER policy brief notes that remote tribal settlements frequently lack access to local non-residential schools, compelling children to travel long distances or remain un-enrolled.
Cultural Disconnect and Discrimination	Mainstream school systems rarely reflect tribal identities - most curricula exclude tribal histories, languages, and perspectives (Xaxa, 2021). Even where Multilingual Education (MLE) exists, scale and evidence on impact remain limited. Additionally, tribal students face exclusionary practices in classrooms, including stereotyping, neglect, and verbal abuse from teachers and peers especially from dominant caste backgrounds (Balagopalan & Subrahmanian, 2003).
Socio-economic Status and Mobility Patterns	Widespread poverty in tribal households leads to irregular attendance and early dropout, particularly when children are pulled into labor to supplement family income. Seasonal migration, fuel and water collection, and subsistence work often take precedence over school (Sujatha, 2002). Moreover, many tribal parents are first-generation learners themselves and disconnected from the formal education system.

[1] DST-CPR / NISER: Policy Brief on Early Education of Tribal Children: https://dstcpr.niser.ac.in/documents/publications/2024/policybrief/dstcprniser-policybrief-tribaleducation1.pdf

1.1.3 Policy Responses and Government Initiatives

The major government, and civil society interventions include,

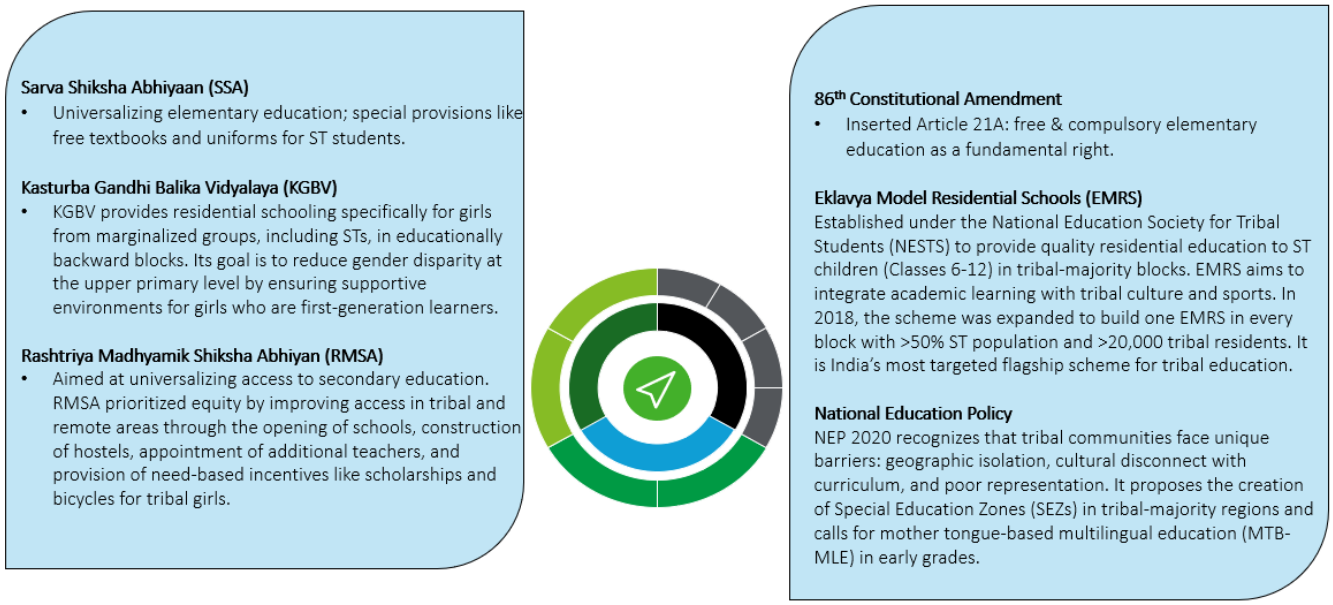


Figure 1 Policy Responses and Govt. Initiatives

BACKGROUND OF VTCL PROGRAMME

2 BACKGROUND OF VTCL PROGRAMME

2.1 Overview

SVYM is a development organisation started in 1984 by Dr. R. Balasubramanian and a group of medical students from Mysore Medical College, inspired by their community work with tribal communities. Over the years, it has worked to build human and social capital through programs in health, education, socio-economic empowerment, and research.

The VTCL Programme implemented by SVYM, provides holistic, child-centric education to tribal children from 60 villages in H.D. Kote district of Karnataka, emphasizing academics, vocational skills, Information and Communication Technology (ICT), sports, arts, and cultural development. With residential facilities for Grades VI-X, the school fosters leadership, patriotism, and life skills through National Cadet Corps (NCC), Talent Enrichment Programs (TEP), *Pratibha Karanji*, and Science Olympiads. Titan Company Ltd. has been a key Corporate Social Responsibility (CSR) partner in strengthening VTCL's educational initiatives. In 2024-25 alone, Titan supported 195 scholarships and 23 internships under the Viveka Scholar Program (VSP) and, ensuring access to higher education for tribal students who are part of the VTCL Programe. [2]VTCL promotes co-curricular excellence via Integration of Basic Technology (IBT), ICT, music, arts, and sports, while counselling and parent programs ensure student well-being and continuity in education. The school consistently achieves high academic outcomes, encourages innovation through the Innovation in Science Pursuit for Inspired Research (INSPIRE) and *Anveshana* projects, and strives for national recognition as a model tribal school.

2.2 Programme objectives

The programme is designed to advance equitable, high-quality, holistic education for tribal and rural learners, anchored at the VTCL and extended through structured scholarships and mentoring opportunities that enable students to continue into PU, professional courses, internships, and placements. It combines school strengthening (academics, residential facilities, co-curricular enrichment, health/nutrition, teacher capacity building) with post-school transition support, including Continuing Education scholarships after Grade 10 and Higher Education scholarships after Grade 12 through the VSP.

In doing so, the programme aims to operationalise NEP 2020-aligned practices (experiential learning, multilingual/communication support, skills integration, inclusion) while maintaining governance, reporting, and utilization transparency.

[2] *Note:* VSP operate independently of VTCL. Post-Class 10 support for VTCL students is provided through Titan-supported Continuing Education Programme and is not limited to STEM pathways.

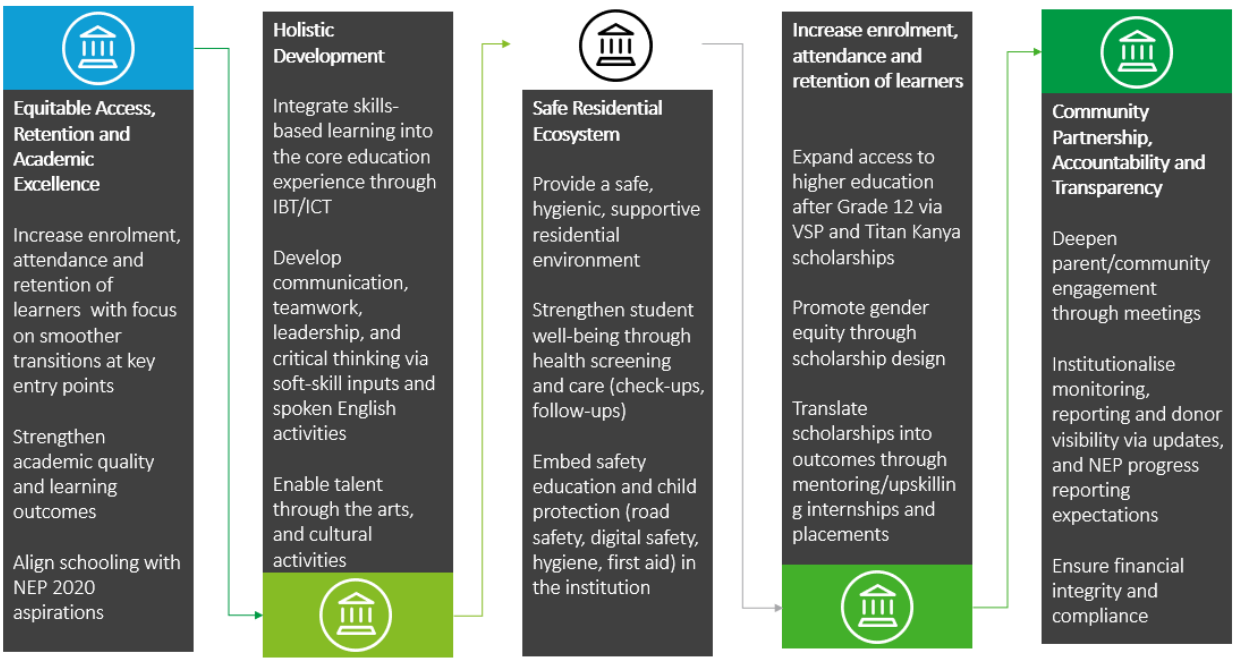


Figure 2 VTCL Objectives

Together, these five objectives create a single, end-to-end education pathway: ensuring children can enter and thrive in school, develop holistic capabilities, stay healthy and protected, continue into higher education and careers, and be supported by community engagement and transparent governance.

2.3 Geographic coverage

During FY 2024–25, Titan's education partnership with SVYM maintained its core implementation footprint in Mysuru district, Karnataka, specifically in H.D. Kote Taluk anchored at the VTCL campus in Hosahalli. VTCL is documented as serving tribal communities across a catchment of approximately 60 *haadis* (tribal villages) in and around H.D. Kote, with school delivery structured as non-residential (Montessori–Grade V) and residential (Grade VI–X) on the Hosahalli campus. Programme governance and administration are also situated within this geography, with SVYM's institutional presence referenced through its Mysuru registered office and administrative headquarters at Saragur (H.D. Kote Taluk), reinforcing a single taluk-level hub for school-based operations and reporting.

Alongside this campus-based delivery, the programme's post-school scholarship components expand geographic reach beyond Hosahalli, reflecting students' movement into colleges and professional institutes across Karnataka. The Continuing Education pathway supports VTCL pass-outs pursuing PU/degree programs in destinations including H.D. Kote, Saragur, Mysuru, and Bengaluru, as evidenced by admissions and continuation references (e.g., institutes/colleges in Bengaluru and Mysuru, and PU colleges in H.D. Kote/Saragur). Similarly, the VSP (Higher Education) and Titan Kanya scholarships are documented as operating across multiple locations in the state, with scholarship processes (applications, verification/house visits, interviews) conducted at various locations across the state, indicating a statewide Karnataka footprint for higher education support rather than a single-district model. Monitoring and stakeholder engagement activities mirror this structure: parent meetings and school-based engagements are consistently recorded

within the VTCL/H.D. Kote setting, while verification visits, interviews, internships and mentorship/placement activities occur wherever scholars study and train - together forming a hub-and-spoke geography (Hosahalli/Saragur as the hub; multi-district/statewide institutions as spokes) for FY 2024–25.

2.4 Timeline of implementation

VTCL has been operational since 1990, starting as an informal school and becoming a full-fledged institution by 1990. The Titan–SVYM education partnership supporting VTCL began as a CSR collaboration formalised under a multi-year agreement effective 15 July 2022, with the partnership term running up to 31 March 2026. The implementation period under review corresponds to FY 2024–25, during which programme delivery covered

(i) School education support at VTCL (including Grades 9–10),
(ii) Continuing Education scholarships for VTCL alumni after Grade 10, and
(iii) Higher Education scholarships through the VSP and Titan Kanya after Grade 12.

Early in the cycle, programme delivery progressed through the school and scholarship systems, while funding flows across the year are clearly evidenced through recorded receipt points on 25 April 2024, 22 August 2024, and 13 December 2024 for the VTCL, VSP, and Continuing Education components. Mid-year progress at the school level is captured through the half-yearly VTCL reporting window (April–September 2024), which documents implementation across academics and co-curricular programming during the first half of the FY.

In the latter half of the year, the programme also built in structured learning and reflection: a documented impact assessment interaction took place on 10 December 2024 (via SoulAce), reflecting mid-cycle feedback and insight gathering around scholarship-linked support. As the year approached closure, a yearly update dated 3 March 2025 summarised the status of higher education scholarships and related support elements during the cycle.

The programme year closed on 31 March 2025 as the end of the financial and implementation cycle referenced across utilisation reporting, followed by formal close-out documentation dated 14 April 2025, which certifies utilisation for the year ended 31 March 2025.

2.5 Programme activities and Key Achievements

During FY 2024–25, the Titan-supported VTCL undertook a range of academic, capacity-building, and community-level activities. The reporting period was marked by both programme expansion and consolidation of structured implementation processes. Key activities and milestones are outlined below.

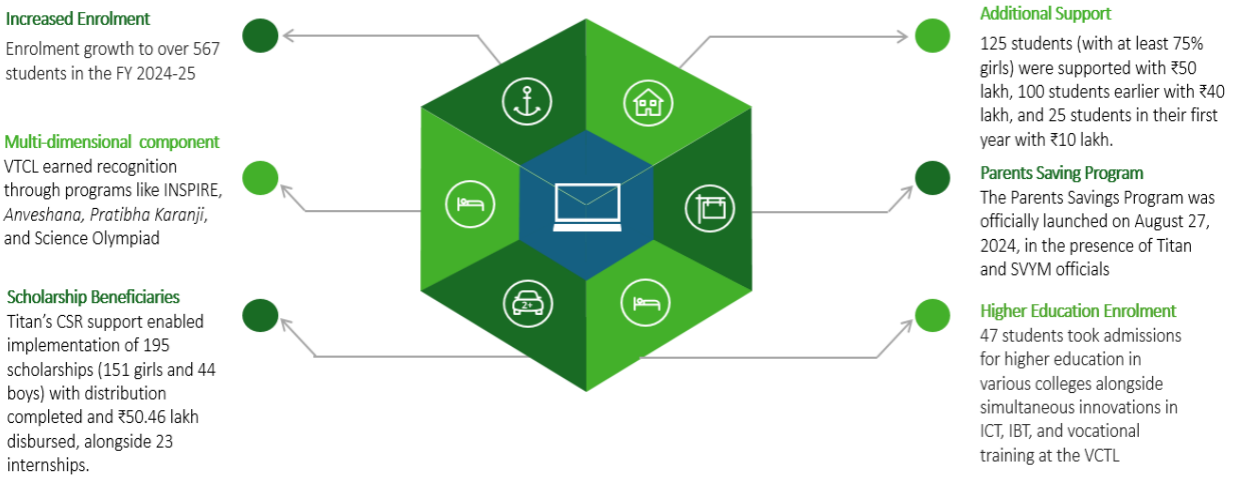


Figure 3 VTCL Key Achievements

2.5.1. School-based delivery at VTCL: academics, assessments, and learning support

A stream of activities focused on strengthening classroom learning and academic readiness for secondary grades. Teachers planned lessons to ensure syllabus coverage, and learning progress was tracked through periodic assessments (formative and summative) across languages and core subjects.

To make learning more experiential, VTCL documented enrichment activities such as mathematics lab sessions (number systems and operations) and hands-on science activities to strengthen conceptual understanding. Innovation was encouraged through participation in the INSPIRE Award pathway, where students were nominated based on problem-solving ideas and prototypes. Transition support was reflected in tracking Secondary School Leaving Certificate (SSLC) outcomes and post-SSLC admissions into PU/college/technical institutions, reinforcing a focus on preventing exit from education after Grade 10.

2.5.2 Holistic enrichment: skills (IBT/ICT), arts, sports, library, NCC, and talent development

Alongside academics, programme activities emphasised "whole-child" development through co-curricular and skills-based learning embedded in VTCL's model.

- Skills and applied learning (IBT + ICT): Students participated in IBT spanning tailoring, electrical, carpentry, plumbing, agriculture and fabrication - often linked to tangible outputs and applied demonstrations (e.g., drip irrigation concepts and circuit-based learning). ICT sessions supported digital literacy through MS Office-based tasks, basic hardware exposure, and interactive learning tools.
- TEP provided fortnightly, interest-led enrichment across arts, sports, IBT, ICT and library activities, designed to build curiosity, confidence and creativity.
- Arts, music, theatre, library: Students engaged in art/craft (mementos, festival-related creations, cultural painting), music (tribal/folk forms), theatre-linked activities, and library routines focused on reading, storytelling, and communication.

- Sports and physical development: Sports training and competition participation formed a prominent activity stream, with documented participation and achievements at taluk/zonal/district levels, alongside regular physical routines.
- Leadership through NCC: NCC participation (including selections and camps across Army/Air wings) supported discipline, teamwork, confidence and civic values.

2.5.3 Student wellbeing, residential support, health services, and counselling

Programme delivery at VTCL is closely tied to the residential and wellbeing ecosystem. Preventive health activities included a multi-specialty health check-up (dental, ophthalmology, pediatric, ENT) conducted over multiple days, and sickle cell anaemia testing for a group of students (with results noted as awaited at the time of reporting). VTCL also documented support for adjustment challenges (e.g., homesickness, hostel adaptation, learning lag), including counselling and one-on-one support for students struggling to sustain attendance or academic momentum.

2.5.4 Parent and community engagement: meetings, savings programme, and shared planning

Programme activities included structured parent engagement to strengthen learning and transition planning. VTCL conducted multi-day parent meetings to review student progress, discuss learning needs, and align family-school support. A notable initiative was the Parents Savings Program, designed to build financial preparedness for children's higher education through regular contributions matched by SVYM, supported by bank partnership facilitation. These activities reinforced a community-linked implementation approach that supports education continuity beyond the school campus.

2.5.5 Continuing Education support (post-SSLC): scholarships and follow-up

To reduce drop-offs after Grade 10, the programme supported VTCL students through Continuing Education scholarships, covering key education costs (including tuition-related support) and tracking student progression into PU/degree pathways. Reporting reflects follow-up across multiple SSLC cohorts, indicating ongoing continuation support instead of one-time disbursements. Post-SSLC admissions were recorded across a range of institutions (technical training foundations, government colleges, and PU colleges), reflecting active transition facilitation.

2.5.6 Higher Education scholarships (post-12): selection process, mentoring, internships, and career readiness

The Higher Education component under VSP and Titan Kanya followed a structured scholarship cycle—applications, screening, verification (including house visits), and interviews to assess merit and financial need—reflecting high demand and multi-stage selection. Scholarship support was linked to career readiness inputs, including documented engagement with CoachEd (mock interviews, placement preparation interactions, and targeted guidance), alongside examples of internships and placement outcomes. Internships also enabled scholars to contribute to programme tasks (e.g., exam support, design/program

assistance), with year-wise participation documented. Mid-cycle learning was supported through a SoulAce-led impact assessment interaction, based on interviews with a sample of scholarship beneficiaries.

2.6 Partnerships

VTCL works with a diverse set of partners to support programme implementation. These include corporate donors, the Government of India, the Government of Karnataka, and individual contributors who provide financial support. In addition, VTCL collaborates with academic and institutional partners, including Prayoga and other programmes of SVYM, for academic support, teacher recruitment, and teacher training. Contributions from these partners collectively strengthen the programme's financial sustainability and quality.

2.7 Stakeholder mapping

For the purpose of the present impact assessment, stakeholders were mapped based on their functional role within the programme and their relevance to the assessment criteria (relevance, effectiveness, impact, and sustainability).

The stakeholder universe for the VTCL was categorised as follows:

2.7.1 Direct Beneficiaries

- Students (Grade 9): Grade 9 [3] students are covered through STEM assessments, reflecting their relevance for assessing foundational and consolidating learning outcomes targeted by the interventions.
- Scholarship Students: Scholarship students were engaged through a link-based awareness to capture longer-term outcomes in an efficient and non-intrusive manner. The respondent category is further divided into VTCL scholarship students (continuing education), and the VSP beneficiaries

2.7.2 Programme Delivery Stakeholders

- Teachers (In-Depth Interviews): Teachers were interviewed to assess implementation, student progression practices, classroom management, parental engagement, and operational challenges.
- Principal (In-Depth Interviews): The director of the school, and the headmaster were interviewed to assess implementation, effectiveness, resource constraints, classroom management, parental engagement, and other high-level operational challenges that could not be covered in interviews with teachers.

[3] Grade 9 students in Academic Year 2024-25, currently studying in the 10th Grade

- Programme Lead (In-Depth Interviews): The implementing partner was consulted to understand programme governance, monitoring architecture, quality assurance systems, partner management, and sustainability planning.

2.7.3 Community-Level Stakeholders

- Parents/Guardians (In-Depth Interviews): Parents were engaged to capture perceptions of relevance, observed learning changes, attendance patterns, and household-level behavioral shifts.

2.8 Scholarship programme

Under the VTCL, students are provided financial support to encourage continuation of their education and ease the financial burden on families. Within the Programme, two scholarships are available to students- Continuing Education Scholarship and the VSP.

The Continuing Education Scholarship is available to all students that have studied in VTCL and have passed SSLC, or PUC examination. The scholarship aims to provide financial support to support students in continuing their education beyond 10th grade, and covers expenses such as tuition, book and other learning material, uniform, transportation, and others.

The Vivek Scholar Programme follows a need- and merit-based process. Students are required to fill out a form with course and college details, and entrance examination results, after which SVYM shortlists only science-stream applicants. Home visits are conducted to assess financial situation (i.e. single parents, daily wage labourers, families with land but unable to cultivate, and more). Following this, shortlisted students and their parents are interviewed by a panel led by retired professors, scientists and well-wishers.

2.9 Alignment with SDGs

The VTCL programme primarily aligns with four Sustainable Development Goals (SGDs)[4]- Quality Education (SDG 4), Decent Work and Economic Growth (SDG 8), Reduced Inequalities (SDG 10), and Gender Equality (SDG 5). Its emphasis on delivering holistic, quality education to tribal students from historically marginalized communities underpins this alignment. Beyond academics, the programme also provides technical and soft-skill training, financial assistance for higher education, and sustained parental engagement to strengthen support for students' educational journeys, further reinforcing its contribution to these SDGs.

[4] https://sdgs.un.org/goals

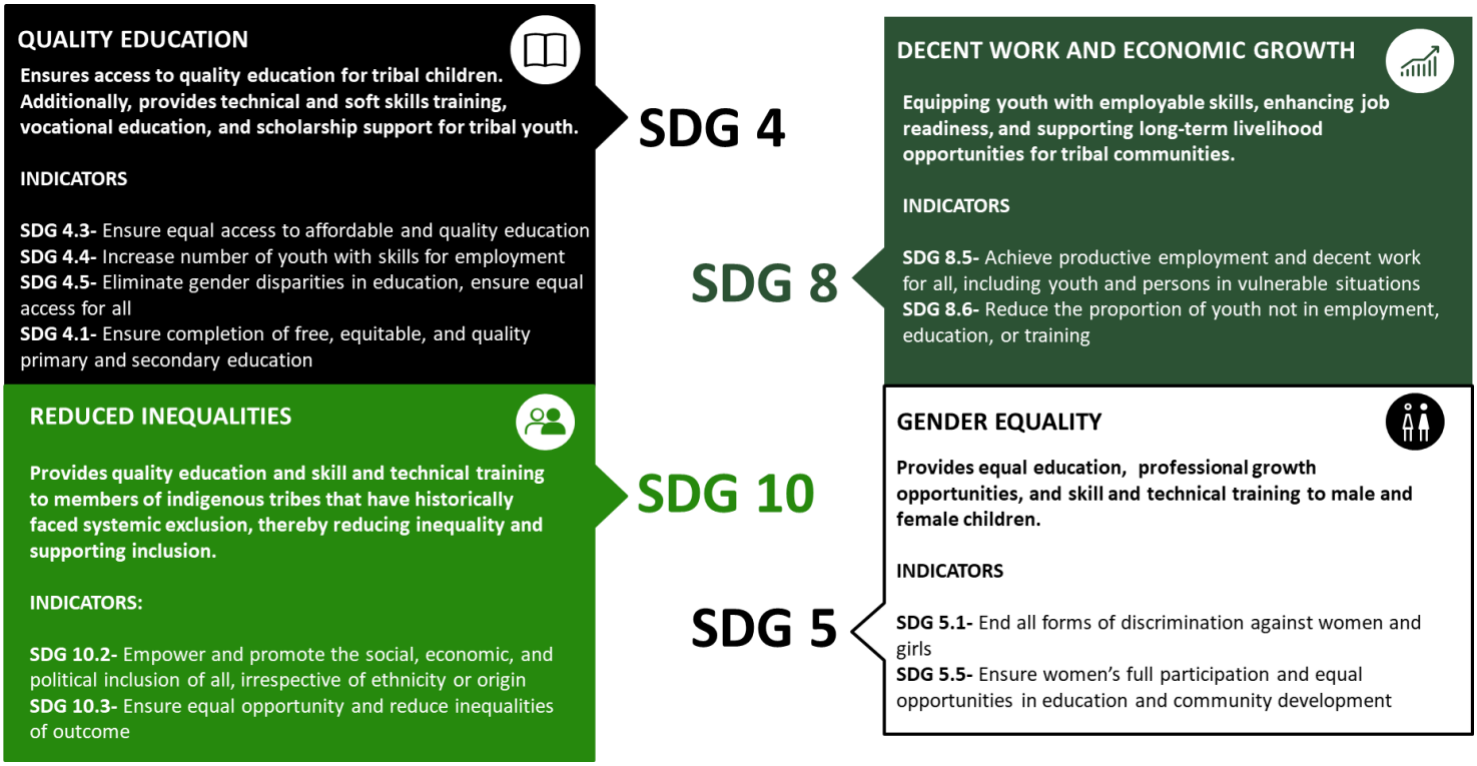


Figure 4 Alignment with SDGs

SCOPE & METHODOLOGY

3 SCOPE AND METHODOLOGY

3.1 Scope of Work

The study aimed to assess the relevance, coherence, effectiveness, efficiency, sustainability, and impact of Titan's Education Support to Tribal Children Programme for the FY2024-25, focusing on how interventions have influenced educational, and personal and professional development outcomes among tribal children of grade 9 in Mysuru. Key measurable indicators included student learning outcomes measured through the percentage of correct responses in Grade 9 assessments across English, Mathematics and Science; scholarship effectiveness measured through the proportion of education-related expenses covered and student-reported financial relief and continuity in education; and holistic development outcomes measured through participation in ICT/IBT and co-curricular activities and average teacher ratings (1–5 scale) on skills, confidence and wellbeing. Student, parent and teacher perceptions were captured alongside qualitative insights with parents, teachers, school leadership and implementing partners. Guided by the OECD-DAC framework[5], the assessment combined desk review and field insights to assess performance. The detailed methodology is outlined below.

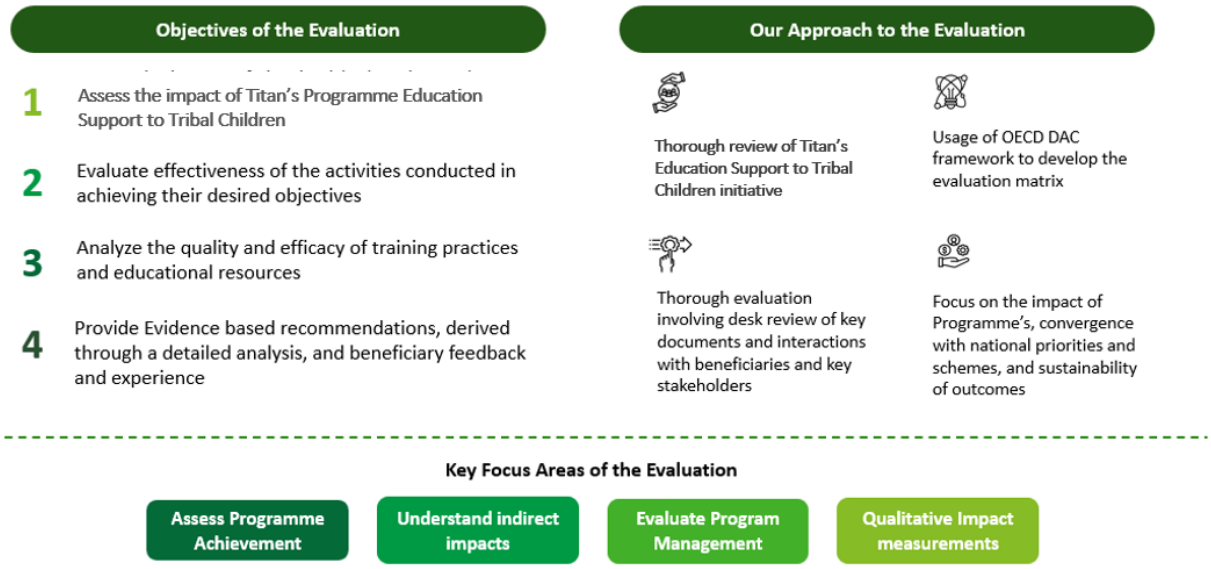


Figure 5 Scope of Work

3.2 Approach & Methodology

The impact assessment adopted a mixed-methods approach; quantitative methods to estimate learning, awareness, and outcome patterns among the school students, while qualitative methods provided contextual understanding of programme delivery, enabling factors, and constraints. Evidence was drawn

[5] https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html

from primary data collection and secondary documentation and analysed through triangulation across the data sources collected. Analysis was guided by the OECD-DAC framework, with a focus on relevance, coherence, effectiveness, efficiency, impact, and sustainability.

A tailored analytical approach was adopted, with gender-disaggregated comparisons used where possible to assess differential outcomes. The mixed methodology was adopted for VTCL, in three ways. First, grade and cohort selection was specific to programme's intervention. Second, tools and indicators were adapted to the local residential-school context. Third, data collection approaches were aligned to the local context. For example: assessments conducted on campus, link-based surveys for dispersed scholarship students, etc.

The assessment relied on cross-sectional outcome measurement, subgroup analysis, and qualitative evidence. Findings were interpreted through triangulation across quantitative assessments, stakeholder interviews, field observations, and programme documentation to assess alignment between observed outcomes, programme objectives, and delivery processes.

Table 2: Programme specific assessment approach

Programme	Assessment Focus	Key Data Sources and Tools
Education Support to Tribal Children (VTCL)	Educational progression, holistic development, and contribution of residential schooling and scholarship support for tribal students	FLN assessments (Grade 8); link-based outcome/awareness assessments for scholarship students; IDIs with teachers, parents, school leadership, and implementing partners.

3.2.1 Sampling Strategy

The assessment adopted purposive and random sampling within a mixed methods design. Purposive sampling was used to select geographies, intervention models, and stakeholder categories to ensure balanced representation across programs, guided by programme scale and feasibility. Within the selected sites, respondents for the quantitative data were randomly selected from available beneficiary records (e.g., school and programme databases) to support robust estimation of learning outcomes, awareness levels, and other key indicators at the programme and grade level. Qualitative samples were selected purposively to capture implementation experiences, stakeholder perspectives, and contextual factors, thereby complementing quantitative findings and explaining the drivers underlying observed patterns-methods design. Purposive sampling is used to select geographies, intervention models, and stakeholder categories to ensure balanced representation across programs, guided by programme scale and feasibility.

Quantitative Sample Size Determination

The sampling approach was designed to meet the primary objective of estimating program-grade level outcomes across diverse geographies. In the absence of prior variance data, Cochran's formula offers a transparent and conservative basis for determining sample requirements. This method supports descriptive

analysis and learning, ensuring outcomes are estimated with a high degree of confidence while remaining operationally practical.[6]

Sample sizes for learner and beneficiary level assessments were calculated using Cochran's formula for population proportions, assuming a 90% confidence level and a 10% margin of error. The calculation is based on the following parameters:

Cochran's formula is expressed as:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$$

Where:

- n_0 (Initial Sample Size): The baseline requirement for an infinite population, which ensures the study has sufficient statistical power.
- z (Z-value of 1.645): Corresponds to the 90 % confidence level, providing a reliable balance between precision and the logistical realities of multi-state field data collection.
- p (Population Proportion of 0.5): Assumed at 50 % to maximise potential variability. This conservative approach ensures the sample size is large enough to remain valid regardless of how characteristics are distributed across the population.
- e (Margin of Error of 0.10): Sets a 10 % range of precision, ensuring that the findings reflect the true population values within a statistically acceptable window for social-impact programmes.

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Finite Population Correction (FPC) was applied since the total number of beneficiaries was known for each intervention. The final sample sizes were determined after accounting for this correction and were further refined by considering operational feasibility, cost implications, and time constraints associated with field implementation.

Sample Calibration

As the beneficiary populations for Titan's programme Education Support to Tribal Children were known, the initial sample size (n_0) was adjusted using the Finite Population Correction (FPC). This adjustment ensured

[6] Note: Alternative approaches, such as power-based sample size calculations, were considered but not adopted, as the evaluation is not designed to test statistically significant differences or estimate effect sizes between treatment and comparison groups. Simpler population-based formulas (e.g., Slovin's or Yamane) were also considered; however, Cochran's formula was preferred as it explicitly incorporates confidence levels and conservative assumptions in the absence of prior variance estimates.

the sample was representative of the specific population size without unnecessary over-sampling. The final sample sizes were further refined through an iterative calibration process to account for,

- Program design and intensity of the intervention.
- Beneficiary density across geographies covered during field visits.
- Expected homogeneity or variability of outcomes within specific cohorts.
- The feasibility of administering age-appropriate assessment tools.
- Availability of complementary qualitative evidence.

Grade Selection and Tool Typology

Grade selection and assessment modalities were proposed based on the programme objectives and impact pathways. Specifically,

Grade 9 of the intervention period (FY 2024–25) was selected for STEM assessments, as this cohort had the greatest cumulative exposure to Titan's interventions at the time. **The primary data collection took place in 2026, when these students had advanced to Grade 10**. However, the assessment focused on **their Grade 9 learning outcomes** to evaluate skills developed over the intervention period. This grade selection was finalised in consultation with the implementing partner

Surveys for scholarship beneficiaries (Both VTCL and VSP) to capture scholarship utility, and feedback.

Grade selection was guided by beneficiary density vis-à-vis the geographical locations planned for field visits, ensuring efficient coverage while maintaining representativeness.

Qualitative Sampling

Purposive sampling was used for the qualitative component to support in-depth understanding of programme implementation, contextual factors, and perceived changes, rather than to estimate the prevalence of views. This approach enabled engagement with stakeholders who had direct experience of programme delivery and participation. In-depth interviews were conducted with teachers (government and programme-supported), parents, KIIs with principals and school administrators, implementing partners, and selected beneficiaries.

The qualitative sample was structured to ensure coverage across key stakeholder groups and programme geographies, allowing learner-level outcomes to be interpreted alongside institutional, community, and implementation perspectives and strengthening triangulation with quantitative findings.

Sample Size

Table 6 Sample Size for Titan-supported VTCL

Program	Target Stakeholders	Type of Tools	Sample Size
Education Support to Tribal Children	Grade 9	STEM Assessment	42
	Scholarship Students	Survey	41
	Teacher	IDI	2
	Parents	IDI	4

Program	Target Stakeholders	Type of Tools	Sample Size
	Principal	IDI	1
	Implementing Partner	KII	1

3.2.2 Study Approach

The assessment was structured around a **Define-Gather-Analyse-Report** approach, with clear steps covering objective setting, data collection, analysis of findings, and structured reporting.

- **Define:**
  A detailed review of programme documentation, including Proposals, Annual reports, Quarterly reports, Utilisation Certificates, Memorandum of Understanding (MoUs) and partner submissions, was undertaken at the outset to establish an understanding of programme intent, delivery arrangements and expected outcomes. This review informed the framing of the assessment parameters and the sampling design across the programme's geographic coverage. The sampling strategy sought to reflect programme heterogeneity while retaining operational feasibility. Assessment instruments for learners including STEM worksheets, grade-level academic assessments and awareness measures were developed for the relevant cohorts. The in-depth interview guides for teachers, parents, principals, implementing agencies, CMC members, and beneficiaries of the programme were structured around OECD DAC considerations.

- **Gather:**
  Field activities included administering quantitative assessments along with qualitative discussions and observational visits. Assessments were conducted among learners in Grades 9. They also included competency and awareness assessments for tribal students in Mysuru, including scholarship beneficiaries. Primary data collection was conducted on 16 February 2026 at the VTCL, Mysuru, which was the school selected as the core implementation site of the programme. Students for the assessment were identified through school records, and mobilisation was supported by the implementing partner (SVYM) in coordination with the school administration. The student assessments were conducted on the school campus, within classroom settings, and in the presence of teachers or designated school representatives to ensure ethical compliance and supervision. Teachers, parents, school leadership, and programme staff were reached through direct coordination with the school and implementing partner and were engaged through in-person in-depth interviews at the school premises during the field visit. Scholarship beneficiaries, who were geographically dispersed, were reached through link-based surveys. These tools were designed to be age-appropriate, visually accessible, and suitable for expected skill levels alongside including a consent form to ensure ethical compliance. The qualitative tools included open-ended semi-structured questionnaires for in-depth interviews with teachers, parents, and KIIs with school leaders, representatives from implementing agencies. The interviews took place in the local language specific to programme geographies for the ease of communication. These discussions looked at changes in learning, teaching practices, enabling and limiting factors, gender and inclusion

issues, community engagement, and the sustainability of ongoing efforts. These observations provided insights into the context of programme delivery and how well it was carried out.[7]

- **Analyse:**
  The analytical process consisted of the systematic cleaning, validation and examination of quantitative and qualitative data. Assessment datasets were subjected to descriptive, comparative, and inferential analysis to identify patterns in performance, and sub-group analysis by gender, geography or grade wherever feasible. This was done using Excel and SPSS. Qualitative data was transcribed and thematically analysed following the OECD DAC criteria. This approach enabled structured interpretation of stakeholder perspectives concerning programme relevance, operational effectiveness, resource deployment, emerging behavioural or learning changes, and sustainability prospects. Triangulation across tools, respondent categories and locations was undertaken to strengthen the credibility of findings and minimise interpretive bias.

- **Report:**
  The reporting stage involved synthesising quantitative and qualitative evidence into an integrated evaluative narrative aligned with the OECD DAC framework. The final report presents programme-wise insights, supported by data visualisations and documentation derived from field interactions. Recommendations were framed to remain actionable, context-sensitive and oriented towards strengthening programme performance and sustainability.

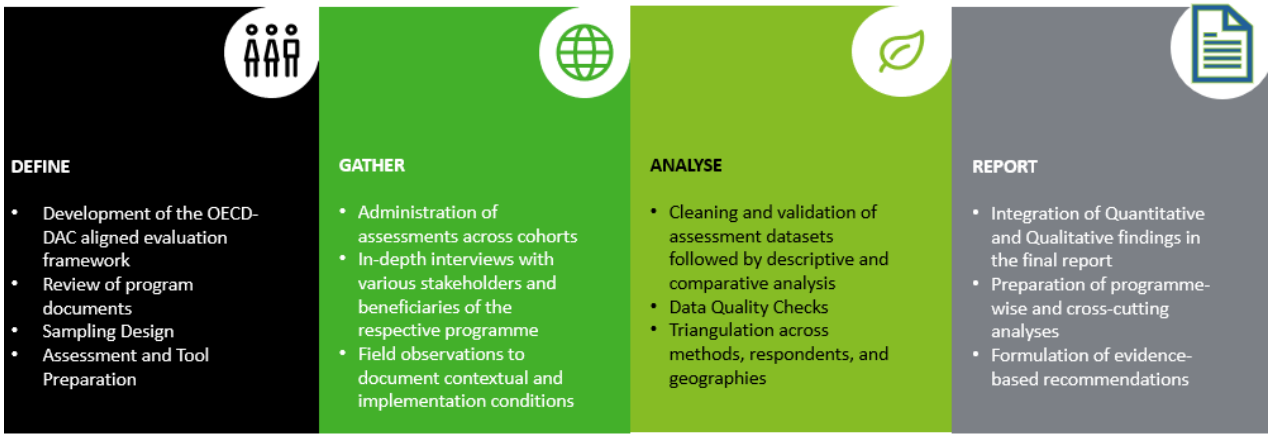


Figure 6 Study Approach

3.2.3 Evaluation Framework

The detailed evaluation framework is presented below, mapped against OECD-DAC criteria and corresponding probe areas.

Table 3: Evaluation Framework

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
1	Relevance	What gaps / problem statements / needs were identified, and how?	1. Needs assessment studies 2. Titan Programme Documents 3. Implementing Partners 4. Direct programme beneficiaries 5. Titan CSR team	1. Secondary revie[1]w 2. IDIs / KIIs	1. Stakeholder consultations undertaken 2. Type of challenges faced in the community / amongst beneficiaries 3. Requirements of implementing partners
2		To what extent do Titan's CSR programmes align with the identified needs and gaps?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners 4. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs	1. Awareness and understanding of Titan programmes amongst project beneficiaries 2. Perspectives of IPs on need alignment
3		What type of activities were conducted through Titan's CSR programmes, and to what extent were these responsive to the identified gaps? How were these activities developed?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners 4. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs	1. Awareness and understanding of Titan programmes amongst project beneficiaries 2. Level of satisfaction with Titan support (project ben & IP) 3. Methods adopted by Titan to address needs
4	Coherence	Are the Titan CSR's focus areas and corresponding initiatives complementary to and compatible with other activities and interventions within the Titan ecosystem?	1. Titan CSR team 2. Programme documents (project-wise) 3. Implementing Partners	1. Secondary review 2. IDIs / KIIs	1. Other similar programmes / projects (within Titan system) 2. Type of funding available for these
5		What are the other initiatives in these geographies within the Titan programme areas? How aligned are they with Titan's CSR initiatives?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Other similar programmes / projects (other orgs) 2. Type of funding available for these - govt, private philanthropy, CSR, FCRA, etc. 3. Working models and experiences

[1] KIIs were conducted with implementing partners, while IDIs were conducted exclusively with beneficiaries.

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
					of IP with other donors / funding partners
6	Efficiency	To what extent are the Titan CSR programmes and its initiatives implemented in a cost-effective way and timely manner, and achieve significant impact?	1. Utilisation certificates and audited reports (project-wise) 2. Quarterly and annual reports (project-wise) 3. Titan CSR team	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
7		What were the key inputs [finance, people, etc] allocated to the programme and how were they distributed across different components?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Key challenges / bottlenecks in project implementation 2. Streamlining of key activities 3. Rationalisation of costs
8		To what extent do the M&E systems utilised by the Titan CSR Programme ensure effective and efficient project management?	1. Titan CSR team 2. Quarterly and annual reports (project-wise)	1. Secondary review 2. Discussions with Titan CSR team	1. Methods utilised for M&E 2. Overall M&E framework 3. Mandatory submissions / compliance requirements
9	Effectiveness	In which areas does the Titan CSR programme have the greatest achievements? Why and what have been the supporting factors? How can Titan build on or expand these achievements?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Project-wise extent of achievements against key indicators of M&E framework (survey / IDIs) 2. Enabling factors 3. Linkages to other programmes / government systems
10		In which areas does the Titan CSR programme have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Project-wise shortfalls against key indicators of M&E framework (survey / IDIs), and reasons for same 2. Constraining factors 3. Areas where additional support is required
11		Were any course-correction strategies adopted by Titan? What were the outcomes?	1. Titan CSR team 2. Implementing partners	1. Secondary review 2. IDIs / KIIs	1. Challenges faced 2. Course correction strategies

#	OECD DAC Criteria	Evaluation Question	Data Sources	Methods	Probe Areas for Primary Data
12	Impact	Has the Titan CSR programme effected people's well-being, in line with contributing to the achievements of the SDGs?	1. Quarterly and annual reports (project-wise) 2. Implementing partners 3. Direct programme beneficiaries	1. Secondary review 2. IDIs / KIIs 3. Surveys / Quantitative assessments	1. Level of access to services 2. Persisting barriers to access 3. Overall improvement in well-being / socio-economic status / educational outcomes
13		Are Titan CSR initiatives being continued and scaled by the implementing partners, so they achieve longer-term outcomes and changes at an ecosystem level?	1. Implementing partners	1. IDIs / KIIs	1. Additional efforts, if any 2. Additional programmatic support by Titan
14		What were the unintended consequences of the Titan's CSR work?	1. Implementing Partners 2. Direct programme beneficiaries	1. IDIs / KIIs	1. Impact on other aspects of well-being / socio-economic indicators 2. Impact on non-beneficiaries / indirect beneficiaries
15	Sustainability	Do implementing partners have enough financial resources, and capacity, to sustain changes in the future, and create further impact?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt 2. Key ecosystem challenges (current & upcoming) 3. Readiness to address challenges
16		How has Titan supported knowledge and capacity development of implementing partners?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Capacity building efforts 2. Outcomes of capacity building
17		To what extent are implementing partners continuing to rely on Titan? Is there a clear roadmap for phasing out these dependencies?	1. Implementing Partners 2. Titan CSR team	1. IDIs / KIIs	1. Documentation of financial and non-financial support to IP from Titan and other organisations / govt 2. Handover plans, if any 3. Community resilience

3.3 Limitations and Ethical Compliance

The study has been subject to a set of practical constraints affecting data access, field scheduling, sampling coverage, and continuity of engagement. The key limitations were as follows:

- Reliance on self-reported information: Interview and survey responses were based on participants' self-reporting and could therefore have been influenced by recall limitations or social desirability. To reduce this risk, the assessment approach emphasised neutral, non-leading questioning, ensured that prompts were framed consistently across respondents, and triangulated self-reported statements with available programme records and secondary documentation wherever feasible.
- Student availability (Class 10): Class 10 student engagement had been constrained by the practical examination schedule. This reduced student availability during planned data collection windows and required tighter coordination around school timetables to avoid disrupting examination-related activities.
- Logistical Constraints: Given the dispersed nature of the student group and varying levels of access to digital infrastructure (mobile phones and internet), the administration of the assessment required flexibility in scheduling and coordination. These logistical challenges may have affected the uniformity of assessment conditions across all participants.
- Ethical Considerations: All student assessments, including both academic and scholarship-related assessments, were conducted in the presence of the respective class teachers or school representatives. This ensured that the assessment process adhered to ethical standards, including transparency, appropriate supervision of students, and compliance with school protocols while administering assessments within the school environment.

KEY FINDINGS

4 KEY FINDINGS

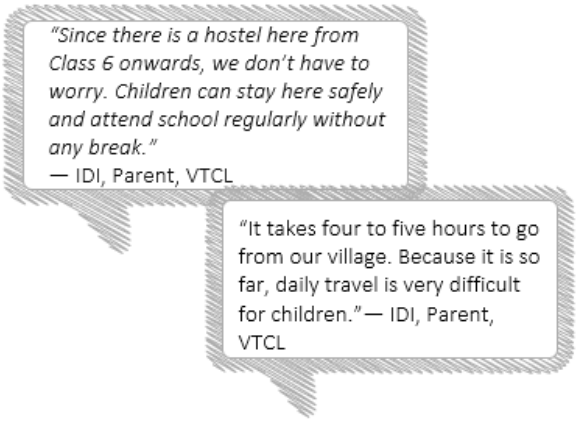
The following section presents the key evaluation observations derived from the study and maps them against the OECD-DAC evaluation criteria. The findings have been analysed through the lenses of relevance, coherence, efficiency, effectiveness, impact, and sustainability in order to assess the programme's design, implementation processes, and observed outcomes.

Under relevance, the analysis examines the extent to which the programme addresses the socio-economic and educational challenges faced by participating students and their families. This includes programme components such as academic support through the CBLC model, scholarship provision, and other financial assistance mechanisms aimed at reducing barriers related to affordability, learning resources, and educational continuity. Coherence assesses how the programme complements existing school systems and aligns with the wider education ecosystem. This includes coordination with schools, collaboration with partner organisations, and the extent to which programme activities reinforce existing institutional efforts. The efficiency section reviews operational aspects of implementation, including programme roll-out, coordination with schools and stakeholders, human resource deployment, and the utilisation of financial and material resources. Effectiveness examines whether programme interventions translate into observable outcomes for students, including academic performance, the role of scholarships in supporting educational continuity, and contributions to holistic development and student wellbeing. Impact considers broader changes beyond immediate outputs, particularly shifts in students' aspirations, confidence, and progression towards higher education. Finally, sustainability explores factors affecting the programme's longer-term continuity, including institutional capacity and resource requirements.

4.1 Relevance of the programme with identified needs

Discussions with the school principal, parents, and teachers revealed the socio-economic barriers that tribal students faced in accessing quality education prior to the Titan program implementation. These insights underscored both the critical need for such an intervention and the value the programme has brought to the community.

4.1.1 Socio-Economic Challenges and Access Related Barriers



Discussions with key programme stakeholders highlighted certain challenges faced before implementation of the programme. High dropout rates were often caused by early marriage, migration, lack of understanding the curriculum, and presence of first-generation learners in families. Girls were often married at a very young age-around Grade 6 or 7-which interrupted their education. Family migration frequently disrupted schooling, and lack of parental understanding and support further contributed to school dropouts. Additionally,

many students were the first generation of learners from their families, and families often lack educational background or the means to support academic learning at home. These were some of the key challenges the VTCL programme aimed to address, by providing a holistic education and scholarship support to enable students to pursue higher education.

Parents reported distance to schools as a barrier and emphasized the need for easier access to schools. The VTCL programme provides residential support to students from 6th grade onwards, making it convenient for students to continuously attend classes, minimising disruption.

4.1.2 Other Challenges Faced and the Role of VTCL

> *"When students enter, many of them cannot communicate in English and are not confident in subjects like Maths and Science. They also have very little exposure to technical or skill-based learning."*
> — IDI, Teacher, VTCL

Teachers noted that students entered with uneven learning foundations and limited exposure to English and other languages, and technical and skill-based trainings. Similarly, parents reinforced this point with their own concerns, especially around subject anxiety (e.g., Science), until structured remedial help was provided.

The figure below illustrates the key challenges faced by students, which often hindered their ability to continue education, and the role of VTCL in addressing these concerns.

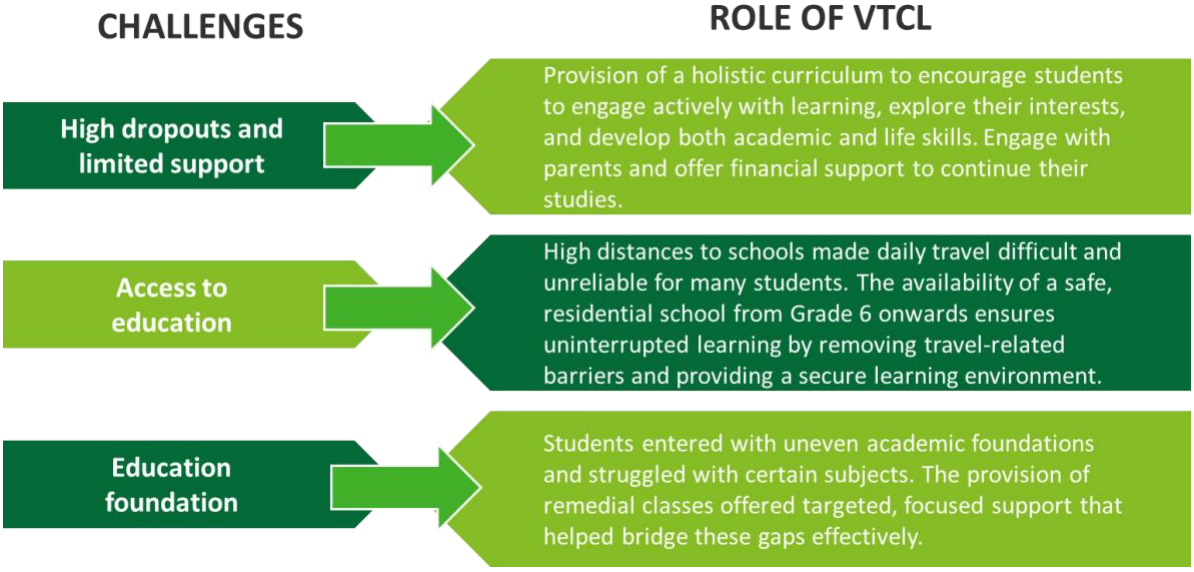


Figure 7 Challenges faced and the role of VTCL

4.1.3 Scholarship Provision for Students

For students from tribal and economically marginalised households, financial constraints are a primary reason for discontinuing education after Class 10. Household incomes are often irregular and dependent on daily wage labour, making the cost of higher education particularly tuition fees,

> *"Because of the scholarship, students are able to continue studying after Class 10 and take courses that families otherwise cannot afford."*
> — Teacher, VTCL

accommodation, and study materials prohibitive. The VTCL scholarship programme is therefore relevant, as it directly addresses this barrier by reducing the financial burden on families and enabling students to pursue higher education. By providing inclusive, need-based scholarship support, the programme encourages students to continue beyond secondary education, and supports access to higher-cost professional and academic courses that would otherwise remain inaccessible.

Figure 8 Students filling out the scholarship feedback form

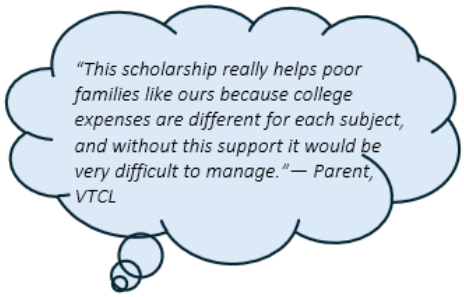
Scholarships are provided to students to encourage them to continue their education and pursue higher studies and aim to cover major expenditures to reduce the financial burden on families. The scholarship amount ranges from INR 10,000 annually to as high as INR 1.2 lakhs, depending on the student's course and requirements. Notably, the scholarship covers most major expenses such as tuition fees, accommodation, and study materials. Additionally, scholarships play an important role in encouraging students to continue their education beyond 10th grade, reducing dropout rates.

All students that passed SSLC, PUC, or degree and approach the school for pursuing a higher education receive the scholarship. Unlike merit-based selection models, this programme supports all students from the tribal community who studied in the school. Additionally, another merit-based scholarship is also available to students, known as the VSP scholarship, and it follows a stricter selection criterion.

As of March 2025, the VSP scholarship was provided to 195 students and 23 students enrolled in an internship within the programme. Notably, 77% of the scholarship receivers were girls (151 students), while 23% were boys (44%). Following a rigorous need and merit-based selection process, out of 888 applications, the scholarship was given out to 195 students. Additionally, the highest proportion of students that received the scholarship enrolled in Engineering and allied fields (70%), followed by pure sciences and medical and allied fields, while very few students enrolled in B.Sc. courses[1].

[1] Titan SVYM VTCL VSP Yearly Review (3rd March 2025)

4.1.4 Other Financial Support Mechanisms



In addition to providing scholarship support, the school introduced a unique savings programme to support parents in saving money for their children's higher education. Known as the Parents Saving Programme, parents deposit small amounts of money that is matched by the programme and is saved to be utilized only after the student passes SSLC examination.

4.2 Coherence: Complementarity & External Ecosystem

Interaction with the school principal and teachers indicated that the programme functions within a broader external ecosystem and leveraged complementary institutional and community linkages to strengthen student learning. These partnerships and engagements extend learning beyond the school premises and contributed to reinforcing both academic and practical exposure.

4.2.1 Institutional Partnerships for Academic and Practical Exposure

Teachers referred to linkages with FTI (Future Teachers of India Program), which formed part of the programme's wider academic support ecosystem. These linkages were described as contributing to strengthening instructional inputs and enhancing exposure opportunities for students.

Teachers also highlighted collaboration with the Prayog Institute, where students were taken periodically for practical science exposure. These visits provided hands-on learning opportunities and allowed students to engage with experiments beyond the conventional classroom setting. Such exposure supported conceptual understanding and strengthened practical orientation in science subjects.

These institutional partnerships suggest that the programme was not limited to internal academic delivery but actively integrated external expertise to enrich student learning experiences.

4.2.2 Community-linked IBT initiatives and applied learning

"Through IBT, students are going to the community and doing electrical and electronics work. If there is no current in a house, they go and repair it with safety guidance."

IBT-linked community projects demonstrated complementarity. Teachers described training activities such as solar installations and basic electrification support, where students applied technical skills within village contexts. In certain instances, students were reported to have assisted households facing electricity-related challenges.

These initiatives enabled students to translate technical knowledge into tangible outcomes within their own communities. Stakeholders noted that such engagement strengthened the relationship between the school and the village and reinforced the practical relevance of the education being

"Community members appreciate that children from the school are helping them and using what they learn."
— Teacher, VTCL

provided. Community appreciation for students' contributions was also mentioned, indicating that these activities contributed to building student confidence and a sense of responsibility. Through these efforts, the programme strengthened both experiential learning and community legitimacy.

4.2.3 Alumni and parent engagement within the ecosystem

IDIs further indicated that alumni interactions and parent participation during school events and meetings contributed to reinforcing educational aspirations. When alumni shared their academic or career journeys, it created visibility around possible progression pathways for current students.

> *"Because parents are involved in school programmes and meetings, there is more trust. They feel this school is responsible for their children."* — Teacher, VTCL

In contexts where many students were first-generation learners, such exposure helped make higher education appear attainable and realistic. Parent engagement during school activities also reinforced community trust in the programme and strengthened collective ownership of students' educational progress.

Overall, the IDIs indicated that the programme demonstrated meaningful complementarity with its external ecosystem. Institutional linkages such as those with FTI and Prayog Institute enhanced academic and practical exposure, while IBT-led community initiatives embedded applied learning within local contexts. Alumni and parent engagement further reinforced aspiration-building and community support.

Together, these elements extended the scope of learning beyond the classroom and contributed to a supportive ecosystem that strengthened both academic outcomes and community confidence in the programme.

4.3 Efficiency: Implementation & Operational

4.3.1 Program operations

The VTCL programme demonstrated efficiency in programme operations, as highlighted consistently among discussions with teachers, principals, and parents. The learning curriculum was planned 3-4 months in advance, ensuring alignment of learning goals with the academic calendar for effective execution. Teachers reported clear communication channels with the Titan team and noted the timely distribution of study materials to ensure continuous flow of the program.

Figure 9: In-depth-interaction with school principal and director, at VTCL in Mysuru

The daily school routine is followed promptly, with study hours, remedial classes, hostel schedules, and extracurricular activities managed with proper operational discipline. Trainings programs are organised regularly for teachers, around every 2-3 months, and students and teachers are provided opportunities to attend various training programs and workshops which are well organized. Parents

appreciated the regular Parent-Teacher Meetings (PTMs), which provided consistent feedback on their children's performance. They also valued the academic monitoring system, where they could review student files for all subjects, helping them stay informed and connected to their children's overall progress.

4.3.2 Responsiveness of the Titan Team

> *"The Titan team comes here two or three times, sometimes even four times in a year. They discuss with the school team, management, and children."*
> — Principal, VTCL

Qualitative discussions with the principal revealed that Titan team maintained regular engagement with the school, making multiple visits each year to gather feedback on the curriculum and identify any areas for improvement. This reflects the presence of an effective feedback loop, enabling the team to provide targeted and timely support to students. Additionally, school-level stakeholders emphasized the open and accessible nature of their engagement with Titan, noting the team's prompt responses and proactive support in addressing challenges.

4.3.3 Efficiency of scholarship application process

Table 4:Ease and convenience of the scholarship application process

Ease and convenience of the scholarship application process- Viveka Scholars Programme (N=26)		
Ease of application process	n	%
Very easy	12	46%
Easy	13	50%
Neutral	1	4%
Grand Total	26	100%

Students were asked to rate the ease of the scholarship application process, with 50% reporting the entire process to be easy, while an additional 46% reported it as very easy. Notably, only 4% selected "neutral". This highlights the efficiency and indicates that the process is well-aligned with student expectations and capacities, leading to an overall easy and convenient application experience.

4.3.4 Financial Utilization

For the period April 1, 2024 to March 31, 2025, Titan Company Ltd.'s CSR funds were fully utilised across three components: ₹75.60 lakh for VTCL (covering personnel, teaching aids, food, accommodation, uniforms, cultural and sports programs, transportation, and school maintenance), ₹55 lakh for the VSP (including ₹50 lakh for scholarships, ₹2.5 lakh for programme costs, and ₹2.5 lakh for overheads), and ₹30.25 lakh for Continuing Education (scholarships for earlier and additional students, programme costs, and overhead charges).

Table 5: Budget Details

S.no	Particulars	Total Grant Amount (In INR)	Amount Utilized (In INR)	% of Total Grant Amount
1	VTCL			
1A	Personnel Cost	75,60,000	16,65,928	22%
1B	Programme Costs		30,83,217	41%
1C	Operational Expenses		28,10,855	37%
2	VSP			

S.no	Particulars	Total Grant Amount (In INR)	Amount Utilized (In INR)	% of Total Grant Amount
2A	Scholarships (Programme cost)	55,00,000	50,00,000	91%
2B	Operational Expenses		2,50,000	5%
2C	Overheads		2,50,000	5%
3	Continuing Education Scholarship			
3A	Scholarships (Programme cost)	30,25,000	27,92,495	92%
3B	Operational Expenses		94,749	3%
3C	Overheads		1,37,756	5%
	Grand Total	1,60,85,000		

The expenditure pattern across the three components- VTCL, Continuing Education Scholarship, and the VSP - shows that programme-related costs form the largest share of total spending, accounting for 41%, 91%, and 92% of the respective grant allocations. While programme-related expenses dominate the scholarship initiatives due to the direct disbursement of scholarships being the primary cost driver, the learning centre reflects a more diversified cost structure. In this model, only about 40% is attributed to programme activities, as a substantial portion of the budget is necessarily directed toward operational requirements for running the school-such as infrastructure, utilities, learning materials, and maintenance-as well as personnel expenses in the form of salaries and staffing support. In contrast, the scholarship programmes require fewer resources for operations or personnel, resulting in majority of the funds going directly to beneficiaries through scholarship payments.

4.4 Effectiveness in terms of Academic Structure and Performance:

4.4.1 Effectiveness of the Academic Structure

The VTCL programme was found to have a notable impact on academic outcomes of students, driven by the holistic learning structure, structured academic support systems, targeted remediation, and improved attendance. Improvements in academic performance were observed, with school-level stakeholders reporting that students achieved over 90% in subjects. Additionally, student attendance stands at above 83%, indicating high levels of attendance. [2]

It is important to note that most students join VTCL after Class 7, having studied in multiple schools across more than 60 villages. As a result, learning levels at entry are highly diverse. The school has responded

[2] As per the programme document: SVYM VTCL Titan Review (2024–25)

through bridge courses at the beginning of the academic year and by engaging with Ashrama Schools to strengthen learning outcomes prior to student transition.[3]

Figure 10 Students attempting the learning assessment test

The provision of targeted remedial classes for struggling or reserved students have also been noted as particularly impactful, with teachers observing academic improvements and an increase in attendance. Teachers found that smaller-group settings enabled these learners to engage more, resulting in improved comprehension, marks, and attendance. Evening classes are also conducted, including during festival periods, to provide students with a dedicated study time.

"We started as evening classes also. From 6:50 to 8 o'clock. That is the period and we conducted special classes."— Principal, VTCL

Parents also reported noticeable improvements in their children's study habits and academic performance over time. They particularly emphasized the value of remedial classes, such as in Science and Mathematics, noting that these sessions provided crucial support to students who were struggling in these subjects.To further gauge the academic performance level, a structured assessment was administered to Grade 9[4]students of the last academic year and currently in Grade 10 across Mathematics, Science, and English. This could help to inform the further planning of targeted academic activities and support strategies. For details regarding the assessment's tools used please refer to Annexure section.

"When teachers gave extra attention and special classes, especially for Maths and Science, it helped my child a lot."
— Parent, VTCL

[3] As per discussions with the IP
[4] in academic year of 2024-25, who are currently in grade 10

4.4.2 Analysis of student performance in English, Mathematics, and Science

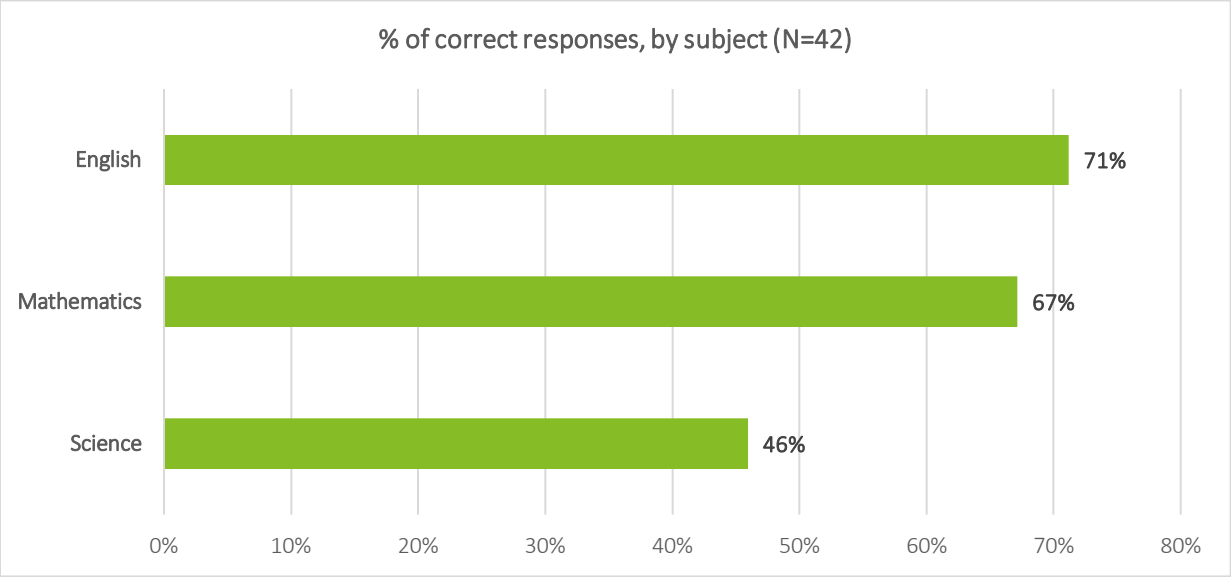
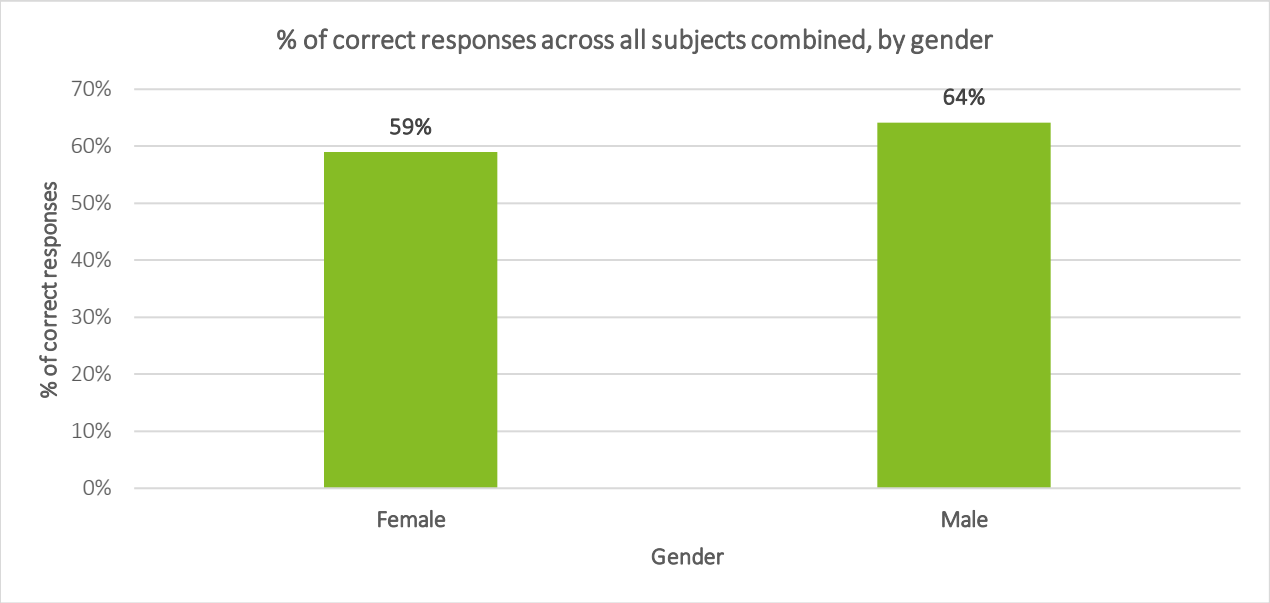


Figure 11 Proportion of correct responses, by subject

Students demonstrated the strongest performance in English, achieving 71% correct responses. This was closely followed by Mathematics, where students achieved 67% correct responses, resulting in a mere 4%-point difference between the two subjects. Science recorded the lowest performance, with students answering 46% questions correctly. These results suggest that while students show relatively higher engagement and understanding in English and Mathematics, there is a need to strengthen teaching strategies and learning support for science.



**Please note: The values represent the percentage of correct responses calculated separately for male and female students. Hence, the percentages for the two student groups will not sum to 100%.*

Figure 12 Proportion of correct responses, by gender

The figure above illustrates that while male students responded correctly to 64% of the total questions (Combined, across all subjects), female students responded correctly to 59% of the total questions. This results in a 5-percentage points difference between the two groups. Further analysis was conducted to assess difference in performance between male and female students, by the subject.

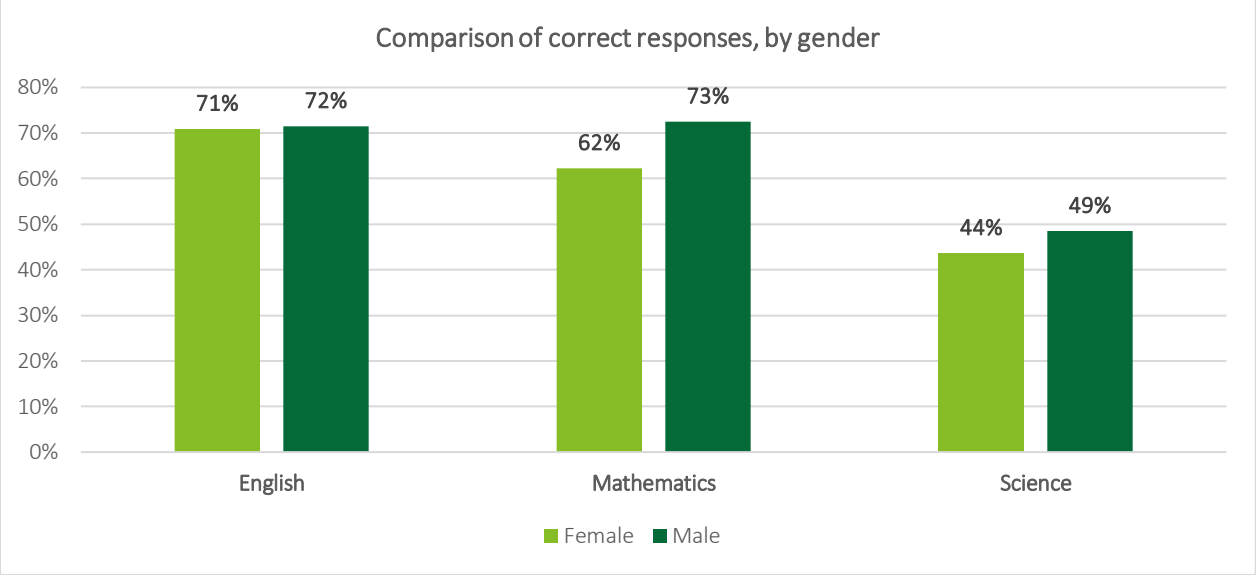


Figure 13 Comparison of correct responses by gender and subject

Across all subjects, male students outperformed female students, with the highest gap observed in Mathematics (11%-point difference). However, the gender gap was relatively lower in Science and English, remaining below 5% points for both- 5% points in science and 1% point in English, indicating near-comparable performance in these subjects. This indicates that while performance between the two groups remains similar in English and Science, there remains a need for more targeted support for female students in Mathematics.

4.4.3 Gender-Based Comparison of Academic Performance (T-Test Analysis)

To examine whether academic performance differs between male and female students, independent samples t-tests were conducted across individual subjects (English, Mathematics, Science) as well as total scores. The analysis compares mean scores for both groups and evaluates whether any observed differences are statistically significant. The results highlight where performance gaps exist and whether these differences are meaningful in statistical terms.

H_0 = There is no significant difference in academic performance between male and female students.

H_1 = There is a significant difference in academic performance between male and female students.

Table 6: T-Test Analysis

Subject	Female Mean	Male Mean	Mean Difference	p-value	Significant
English	7.09	7.15	0.06	0.93	No
Maths	6.23	7.25	1.02	0.01	Yes
Science	4.36	4.85	0.49	0.26	No
Total	17.68	19.25	1.57	0.16	No

An independent samples t-test (unequal variances) was conducted to compare the academic performance between male and female students. The greatest mean difference is observed for mathematics, while the smallest difference is observed for English, highlighting near equal performance in the subject. Although male students had higher mean scores across all subjects, a statistically significant difference between male and female students was observed only in mathematics (p=0.01). This indicates that gender differences in academic performance were significant for mathematics, but not for other subjects.

The hypothesis testing indicates that gender does not play a significant role in academic performance for most subjects. For English, Science, and overall scores, the p-values were above 0.05, leading to the acceptance of the null hypotheses, meaning male and female students performed similarly. However, in Mathematics, the p-value was below the 0.05 threshold, resulting in rejection of the null hypothesis. This confirms a statistically significant difference in mathematics performance, with male students scoring higher on average. Therefore, meaningful gender differences were observed only in mathematics, while performance remained comparable across other subjects.

4.4.4 Analysis of Subject-Specific Topics

For further analysis, the questions in each subject were disaggregated and examined across specific themes. Science was categorized into Living World, Matter, and Physics; English was categorized into Grammar, Vocabulary, and Literary devices; and Mathematics was categorized into Algebra and Number System, Coordinate Geometry, and Geometry and Data Handling.

The analysis examined the percentage of correct responses for each theme within a subject to assess performance and demonstrates areas of greatest proficiency and identify areas of improvement.

Table 7: Performance in Science, by subject theme

Science	Female (N=22)	Male (N=20)	Total Correct Responses
Matter & its Transformations	10%	15%	25%
The Living World	10%	10%	20%
Physics	23%	24%	47%

Table 7 analyses performance in science, by each subject theme. Physics emerged as the strongest area for both genders, with 23% female students and 24% male students answering Physics questions correctly, reflecting near-comparable performance. Performance was lowest in Living World, where female students recorded 10% correct responses compared to 15% among male students, reflecting a 5%-point gender gap. In Matter, performance remained uniformly low and identical for both groups at 10%.

Table 8: Performance in English, by subject theme

English	Female (N=22)	Male (N=20)	Total Correct Responses
Grammar	31%	32%	63%
Vocabulary and Work Knowledge	17%	18%	35%
Literary Devices & Poetic Elements	23%	22%	45%

Table 8 analyses performance in English, by each subject theme. Grammar emerged as the strongest area (63% correct responses), followed by literary devices (45%), while the lowest proportion of students got correct answers in vocabulary related questions (35%). Notably, across each theme in English it is observed that there is just a 1%-point difference between male and female students, indicating good grasp of the subject across both groups and near-equal performance.

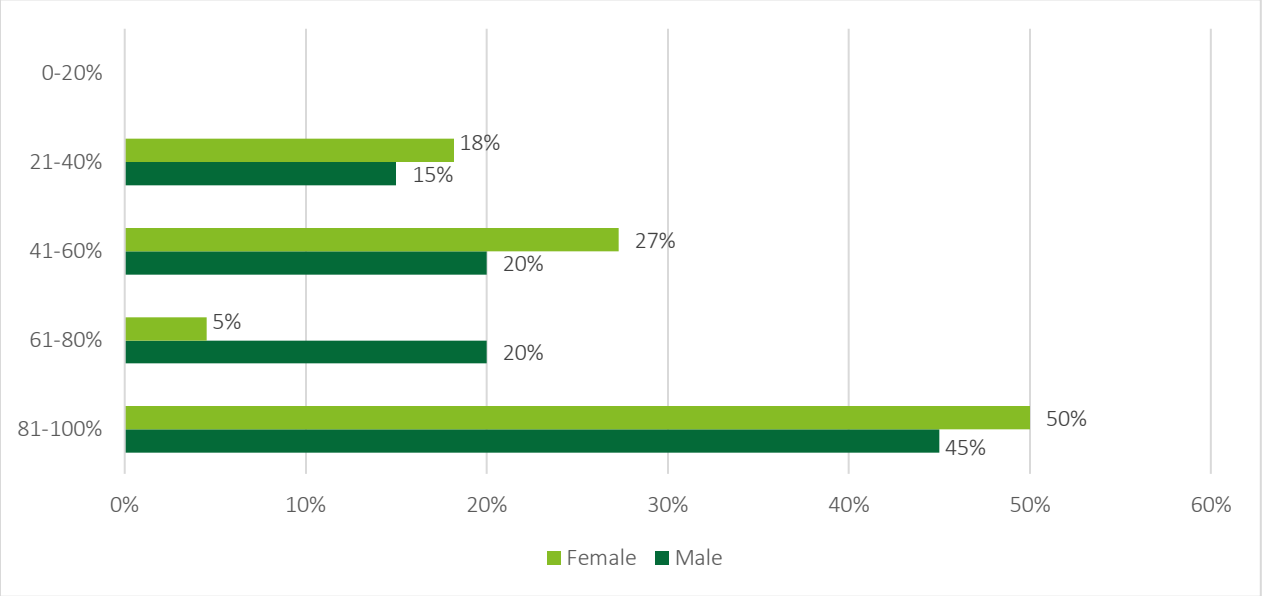
Table 9: Performance in Mathematics, by subject theme

Mathematics	Female (N=22)	Male (N=20)	Total Correct Responses
Number System and Algebra	37%	44%	81%
Coordinate geometry	16%	18%	34%
Geometry and Data Handling	9%	11%	20%

Table 9 examines performance in Mathematics, by each subject theme. The highest percentage of correct responses were recorded in Number System and Algebra (81%), followed by Coordinate Geometry (34%) and Geometry and Data Handling (20%). In both Geometry and Coordinate geometry topics, the performance between male and female students was similar, recording a 2%-point difference in both topics. However, a wider gap was observed in Number System questions, with male students overall scoring 7% points higher than female students. These findings highlight the need for greater emphasis on geometry topics as part of the mathematics curriculum, while also indicating the need for targeted support in algebra and number system topics.

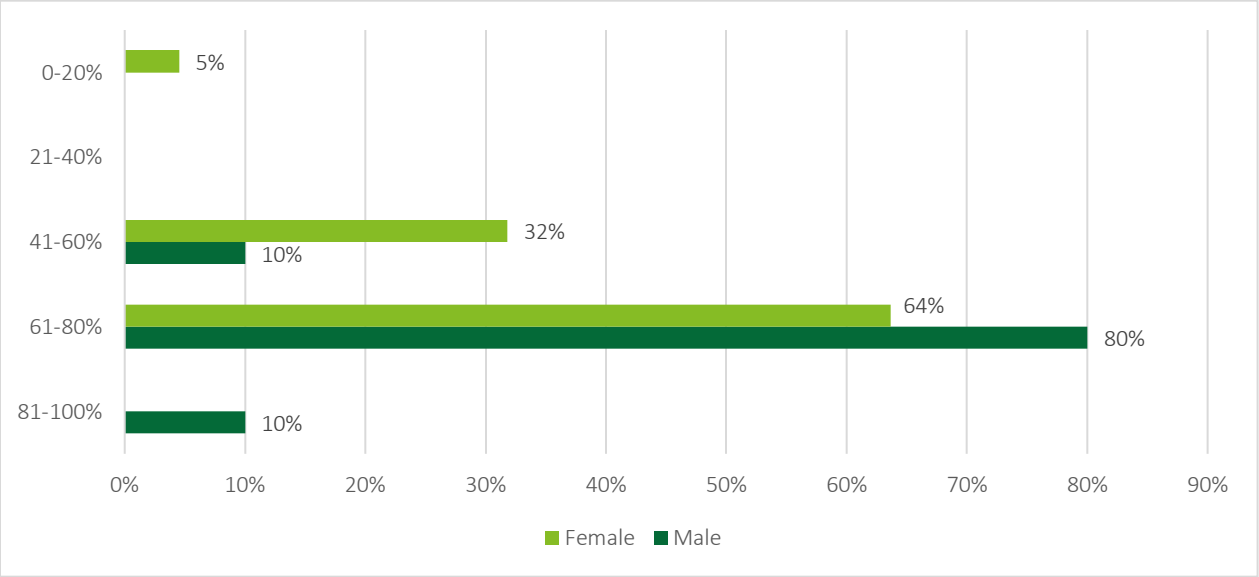
4.4.5 Distribution of Correct Responses

Figure 14: Distribution of correct responses- English



The distribution of scores in English indicated clustering of students in the highest performance band (81-100%), with 50% of female students and 45% of male students falling in this category. A smaller proportion of students scored in the mid bands, with 27% of females and 20% of males scoring 41-60%, and 18% of females and 15% of males scoring 21-40%. Notably, the distribution diverged in the 61-80% band, where 20% of male students fell in this range compared to only 5% of female students. Overall, the distribution suggests that English performance was relatively stronger across the cohort, with the majority achieving high scores and limited concentration in the lower bands, indicating relatively better foundational competencies in English for both genders.

Figure 15: Distribution of correct responses- Mathematics

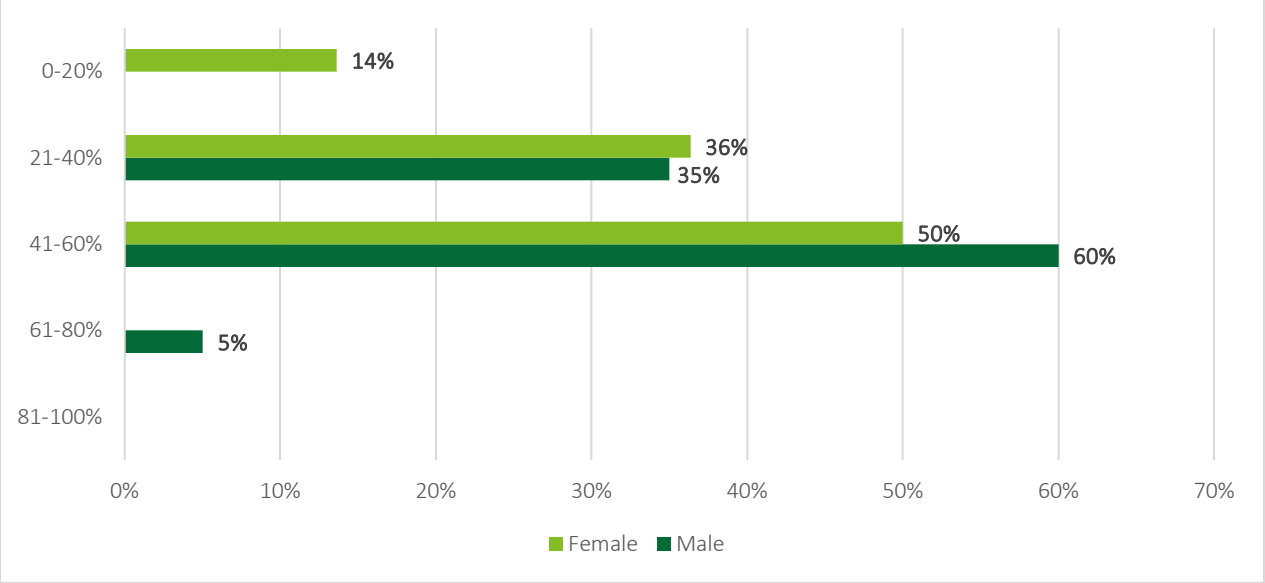


In Mathematics, most students were concentrated in the 61-80% score band. A large majority of male students (80%) and a substantial proportion of female students (64%) scored within this range, indicating moderate to strong performance overall.

However, a higher proportion of female students (32%) were in the 41-60% band compared to male students (10%), suggesting that more female students fell in the mid-performance range. Additionally, 10% of male students reached the highest band (81-100%), while no female students were represented in this category. At the lower end, 5% of female students scored between 0–20%, with no male students in this band.

Overall, the distribution was largely concentrated around 61-80%, while also indicating a clearer spread among female students into the mid and lower performance bands, suggesting a need for more targeted reinforcement to improve higher-band attainment among female learners.

Figure 16: Distribution of correct responses- Science



In Science, performance was more concentrated in the middle score ranges. The majority of students scored between 41-60%, with 60% of male students and 50% of female students falling in this band. A considerable proportion of students also scored between 21-40% (36% of females and 33% of males), indicating that many students remained in the lower-to-mid performance range.

At the lower end, 14% of female students scored between 0-20%, while no male students were in this category. Very few students reached higher score bands, with only 5% of male students scoring between 61-80%, and none scoring above 80%.

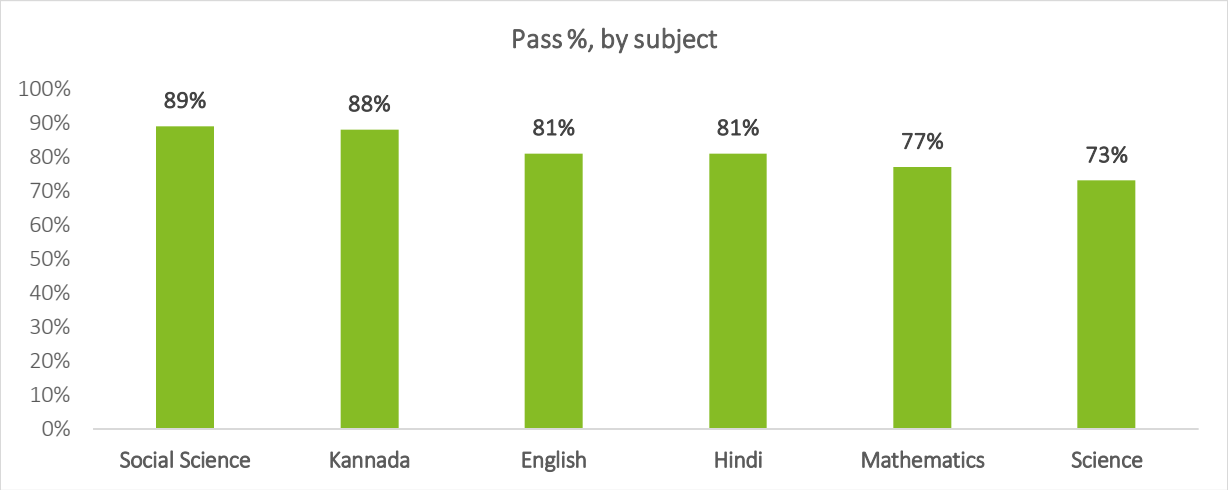
Overall, the distribution in science reflects comparatively lower performance, with most students clustered below 60%. This suggests the need for strengthened academic support in science, particularly to help students move into higher performance bands.

4.4.6 Results of the SSLC Examination

64 students from the VTCL appeared for the SSLC grade 10 examinations held in the academic year 2024-25. Among the students, 46 students passed the examination, recording an overall pass percentage of 72%. Additionally, male students recorded a pass percentage of 63% and female students at 79%, noting a 16%-point difference. [5]

The strongest subject-wise performance was observed in Social Science, with a pass rate of 89%, followed by Kannada (88%) and English (81%). In contrast, the lowest pass percentage was recorded in science (73%). Lower performance in science was also reflected in the assessment results, where the overall average score was 46%. The figure below summarizes the pass percentages across each subject obtained in the previous year:

Table 10: Academic performance statistics of previous year



Similar patterns were observed in the assessment test conducted for Grade 10 students as part of the study. The results showed the strongest performance in English, followed by Mathematics, while students demonstrated the weakest performance in Science (Refer Figure 11 Proportion of correct responses, by subject).

4.4.7 Teacher Perspective on Programme Activities and Outcomes

Teachers were asked to rate certain components pertaining to effectiveness of the programme and impact on students from a scale of 1 (Not effective/strongly disagree) to 5 (Very effective/strongly agree). The tables below summarize the average rating across each parameter.

Table 11: Ratings given on programme components by Teachers

Programme Components	Average rating
Skill & Vocational Training	5
Life Skills	4
Soft Skills	4.5

[5] Source: Secondary document provided by VTCL

Programme Components	Average rating
Academic Support	4.5
Health and Nutrition activities	5
Teacher Development	4.5
Community & Alumni Engagement	4.5

Skill and vocational training and health and nutritional activities had an average rating of 5, while life skills education received an average rating of 4, the lowest among all components. Notably, all other components received a rating of 4.5- Academic support, soft skills, teacher development, and community and alumni engagement. This indicates effectiveness of the programme components and highlights the importance of skill- and practice-based training, which is a core focus area.

Table 12: Teachers perspective on impact of programme on students

Programme Outcomes	Average rating
Students' communication, confidence, and teamwork have improved due to role plays, group discussions, and interactive learning.	4.5
Students continue to face challenges in speaking fluently in English during regular classroom interactions.	3.5
Students demonstrate confidence in using computers and basic digital tools after ICT and computer skills sessions.	5
Students face challenges in grasping foundational math or science concepts without additional support.	4
Students show increased interest in pursuing higher education because of scholarship opportunities.	5
Students appear healthier, more energetic, and more attentive in classrooms.	4.5
Students require clearer guidance to choose appropriate education or career pathways.	4.5

Notably, two components- confidence in using digital tools and computers and increased interest in pursuing higher education- received an average rating of 5. This highlights the impact of ICT activities in familiarising students with technology, and reflects the positive role of scholarships, a holistic curriculum, and active alumni engagement in motivating students to aspire toward higher education. Additionally, impact on personal development outcomes (i.e. Communication, confidence, teamwork), and improved health and concentration levels had an average rating of 4.5. In contrast, the analysis indicates that students struggle with understanding mathematics and science concepts, and that students require clearer guidance to identify education pathways.

4.4.8 Technological integration and familiarity with tech tools

A key component of the programme is to familiarise students with technological tools through ICT and IBT activities. Teachers found that the introduction of ICT and IBT in the curriculum changed students from passive to active technology users, citing examples of student's even conducting independent searches. However, few challenges persist, relating to software

> *They didn't want to use the system before, but now... they will go straight to Google and search... it's helping them.*
>
> *- Teacher, Mysuru*

availability and language barriers, highlighting the need to further contextualise technological tools with student requirements and needs.

4.5 Scholarship Effectiveness and Impact

4.5.1 Effectiveness of Scholarship Received- Student Perception

Table 13: Perception regarding utility and benefits of scholarship, VSP

Theme wise statements- Viveka Scholar Programme (N=26)	Disagree (1-2)	Neutral (3)	Agree (4-5)
Financial Relief and Support for Educational Continuation			
After getting the scholarship, my family's financial stress has reduced.	13%	15%	72%
Because of the scholarship, my family does not need to take a loan or take a loan.			
The scholarship allowed me to continue my education without any hindrance			
The scholarship provided financial support for key education-related expenses such as tuition, hostel, and learning materials. *Original Statement: The scholarship reduced only a small part of major expenses such as teaching, hostel and learning materials**			
Improved Confidence and Well-being			
The support I received boosted my confidence in successfully completing my education	4%	4%	92%
The scholarship improved my overall well-being (less stress, less worry about fees).			
Family Support for Education			
The scholarship has positively changed my family's attitude towards my education	4%	0%	96%
Future Aspirations			
The scholarship has increased my confidence in pursuing higher education or employment opportunities. *Original Statement: I am not sure about getting a job or progressing to higher education even if I get a scholarship**	8%	23%	69%

Students were asked to rate the above statements on a scale of 1 to 5 (Strongly agree to strongly disagree), to examine student's perception on effectiveness of scholarship received for the VSP.

Please note that statements marked with "" were negatively framed and have been reverse coded during analysis, and the findings have been presented as positively framed statements for ease of interpretation. The percentages reported in the tables represent the average percentage across the grouped statements within each theme.*

The findings indicate that the scholarship was widely perceived as contributing to financial relief and educational continuity among beneficiaries. Around 72% of respondents reported agreement (4-5) across statements related to reduced family financial stress, lower reliance on borrowing, the ability to continue education without interruption, and support for key education-related expenses such as tuition, hostel fees, and learning materials. These responses suggest that the scholarship played a supportive role in addressing some financial barriers associated with continuing education.

Responses also indicate positive outcomes related to student confidence and well-being. Around 92% of respondents reported agreement (4-5) that the support boosted their confidence in successfully completing their education and contributed to improved overall well-being by reducing concerns related to education expenses.

In addition, the scholarship appeared to influence family perceptions regarding education. Around 96% of respondents reported agreement (4-5) that the scholarship positively changed their family's attitude towards their education, suggesting encouragement from households to continue schooling.

With respect to future aspirations, around 69% of respondents reported agreement (4-5) that the scholarship increased their confidence in pursuing higher education or employment opportunities, while 23% remained neutral, indicating that perceptions regarding the influence of the scholarship on future plans varied among some respondents.

Table 14:Perception regarding utility and benefits of scholarship, VTCL

Theme wise statements- Continuing Education Scholarship (N=11)	Disagree	Neutral	Agree
Financial Relief and Support for Educational Continuation			
My family's financial stress has eased after receiving the scholarship.	30%	2%	68%
Because of the scholarship, my family doesn't need to take a loan or take a loan.			
The scholarship allowed me to continue my education without any hindrance.			
The scholarship provided financial support for key education-related expenses such as tuition, hostel, and learning materials. *Original Statement: The scholarship reduced only a small part of major expenses such as teaching, hostel and learning materials**			
Improved Confidence and Well-being			
The support I received boosted my confidence in successfully completing my education.	0%	5%	95%
The scholarship improved my overall well-being (less stress, less worry about fees).			
Family Support for Education			
The scholarship has positively changed my family's attitude towards my education	0%	0%	100%
Future Aspirations			
The scholarship has increased my confidence in pursuing higher education or employment opportunities. *Original Statement: I am not sure about getting a job or progressing to higher education even if I get a scholarship**	73%	0%	27%

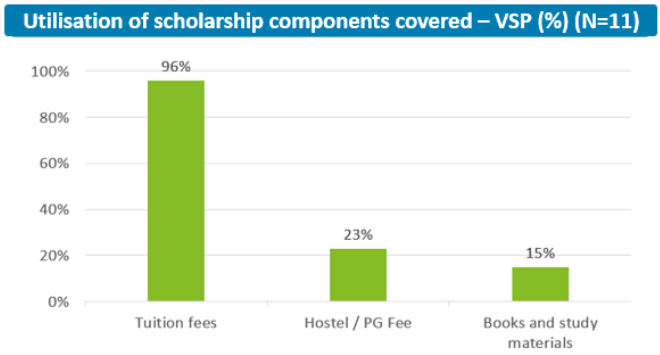
In case of VTCL, the findings indicate that the scholarship contributed to easing financial pressures and supporting students' continuation in education. Around 68% of respondents reported agreement (4-5) that their family's financial stress had eased after receiving the scholarship, and responses across related statements suggest that the support helped students continue their education. However, responses also indicate that the scholarship was perceived as covering only a limited share of major costs such as tuition, hostel fees, and learning materials reported by 91% of the respondents.

Responses further indicate positive outcomes related to confidence and well-being among beneficiaries. Around 95% of respondents reported agreement (4-5) that the support boosted their confidence in successfully completing their education and contributed to improved overall well-being by reducing concerns related to education expenses.

The scholarship also appeared to influence family perceptions regarding education. All respondents (100%) reported agreement that the scholarship positively changed their family's attitude towards their education, suggesting encouragement from households to continue schooling.

With respect to future aspirations, responses were more varied. Around 73% of respondents reported disagreement (1-2) with the statement that the scholarship increased their confidence in pursuing higher education or employment opportunities, while 27% reported agreement, indicating that although the scholarship supported current educational continuation, its influence on confidence regarding future academic or career pathways differed among respondents.

4.5.2 Scholarship utilization

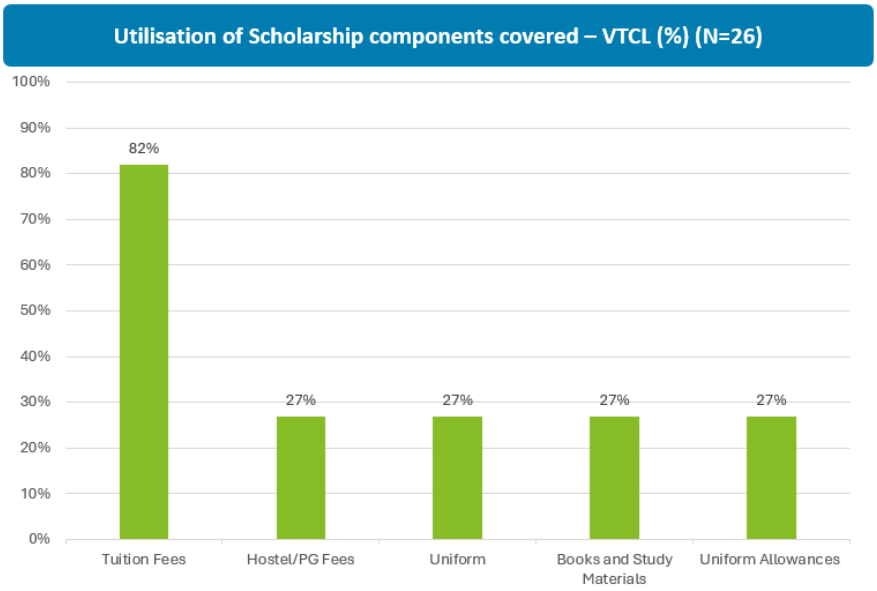


To understand how effectively the scholarship benefits supported students' educational needs, we assessed the specific components for which the funds were utilised. The analysis highlights the primary areas where students directed their scholarship amount such as tuition, hostel expenses, and study materials etc.

**Please note that this is a multiple-choice question and % won't add up to 100.*

Figure 17: Scholarship components VSP

The responses from students show that the scholarship amount has been utilised the most for covering tuition fees as reported by 96% of students. This is followed by utilization in hostel/PG fees (23%) and study material expenses (15%).



Please note that this is a multiple-choice question and % won't add up to 100.

Figure 18 Scholarship Components VTCL

The responses from students in the above figure show that the scholarship amount has been utilised the most for covering tuition fees as reported by 82% of students. This is followed by hostel/PG fees, study material expenses, and uniform allowances – all utilised equally (27%).

Table 15: Proportion of expenses covered VSP

Proportion of educational expenses covered- Viveka Scholars Programme (N=26)		
Proportion covered	n	%
Paid 50-75% of my educational expenses	9	35%
Paid for 25-50% of my educational expenses	7	27%
More than 75% of my educational expenses have been borne	7	27%
Covers less than 25% of my educational expenses	3	12%

Most students reported that the scholarship covered 50-75% of their total educational expenses (35% students), while 27% reported that the scholarship covered over 75% or 25-50%. Additionally, a very small proportion stated that the scholarship covered less than 25% of the expenses. This highlights the effectiveness of the scholarship, with it being used to cover large proportion of student's educational expenses.

Table 16: Proportion of expenses covered VTCL

Proportion of educational expenses covered- Continuing Education Scholarship (N=11)		
Proportion covered	N	%
More than 75% of my educational expenses have been borne	7	64%
Paid for 25-50% of my educational expenses	3	27%
Paid 50-75% of my educational expenses	1	9%

Proportion of educational expenses covered- Continuing Education Scholarship (N=11)		
Proportion covered	N	%
Covers less than 25% of my educational expenses	0	0%

Under the Continuing Education Scholarship (VTCL Programme), majority students reported that over 75% of their educational expenses were covered by the scholarship (64%), followed by 25-50% of the educational expenses (27%). Notably, a higher proportion of students stated that this scholarship covered most of their expenses i.e. over 75%, in comparison to the VSP Scholarship (64% and 27% respectively). Additionally, no student reported that the VTCL scholarship covered less than 25% of their total educational expenses.

4.6 Effectiveness: Holistic Development & Skill Outcomes

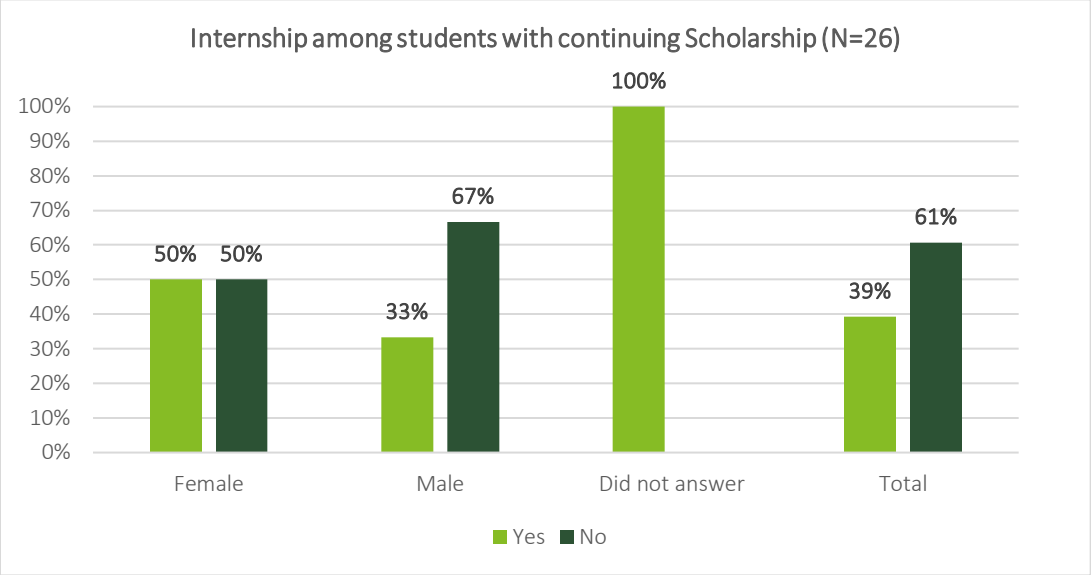
4.6.1 Exposure to Skill-based and Practical Learning

The introduction and familiarisation of technical skills (i.e. ICT programs), and other skill-development opportunities is central to the VTCL programme. Within skill-development, the programme provides opportunities for students to develop practical solutions, such as repairing public utilities, participating in a solar project, and undertaking regular field visits to identify other rural issues. This provision has been a major contributor to reducing school dropout rates and develops students' confidence and skill levels. The holistic curriculum fosters all-round development by enabling students to actively engage with their communities, identify local challenges, and design context-specific solutions. For instance, under the "Hadi" Programme, students identified community issues and worked on developing public infrastructure solutions, including solar installations.

Teachers found the introduction of practical experiences and skill-training initiatives crucial for deepening students' understanding within different topics. For example, students learned about electronics and later applied their learning to help the community by helping households' facing electricity issues. Additionally, parents appreciated the introduction of skill-based learning in the curriculum, citing its importance for providing livelihood opportunities for their children beyond higher studies and academics. Children were found to have acquired skills such as sewing, tailoring, art, and others, which were observed to enhance their confidence levels. Examples of projects undertaken under the IBT curriculum- Automatic Drip Irrigation & EVM Project, Umbrella Frock Stitched by 10th grade students, School Day Badge Making, and others[6].

[6] SVYM VTCL Titan Review Report, 2024-25

Table 17: Participation in internship



Students that received the scholarship were asked if they took part in any internship. However, a higher proportion of student's reported not taking part in any internship (61%), while only 39% reported enrolling in an internship. Further analysis was conducted to assess participation differences across genders. It was found that a comparatively higher proportion of female students took up an internship (50%), compared to 33% male students. This underscores the emphasis placed on skill development and practical learning among students, particularly female students, as reflected in their high levels of engagement.

4.6.2 Participation in Extra-Curricular and Co-Curricular Activities

Figure 19 Art works prepared by students at the VTCL

In addition to practical and skill-based trainings, the programme encourages students to explore and participate in extra-curricular and co-curricular activities, such as art, music, sports, quiz competitions, and more. In fact, the students often won prizes across these activities, and those participating in sports were provided opportunities to play at higher levels. Discussions with schoolteachers further reinforced these findings, highlighting student involvement in sports such as running, volleyball, and kabaddi, with several students progressing to taluk, district, and even state-level competitions. This demonstrates both skill and enthusiasm beyond academics, a key factor in all-round development of students.

The TEP was introduced for higher grade students to encourage participation in co-curricular activities and develop skills and interests beyond academics[7]. The programme provides students the opportunity to build skills in 10+ areas, covering art, music, sciences and languages, sports, theatre, photography, and more. Additionally, in 2024 as part of the education tour, students from multiple grades were taken for field trips to various locations. Here, students explored themes such as applied science, culture and tradition, geography, economic activities, and others[8].

As part of student development and career preparation, students from an engineering background are required to attend CoachEd workshops and sessions. CoachEd is an upskilling platform, designed to evaluate student performance and skills and help identify relevant jobs for them.

Table 18: utility of CoachEd

Statements on attending CoachEd sessions- Viveka Scholars Programme (n=11)	Highly effective	Neither influential nor ineffectual	Somewhat effective	Not effective
Skill assessment to identify career goals	27%	0%	73%	0%
Mock interviews	27%	0%	73%	0%
Online placement-readiness periods	18%	0%	82%	0%
Personal Appointment-Preparatory Periods	18%	0%	82%	0%
Technical Training (Data Science, ML, Image Processing)	18%	9%	73%	0%
VLSI-focused training sessions	27%	18%	36%	18%
One-on-one guidance for career/employment support	18%	0%	82%	0%
Practice communication and coding skills	27%	9%	64%	0%
Support in identifying realistic job roles	18%	0%	82%	0%
Support in securing internships/jobs	18%	0%	73%	9%

Students were asked to rate the effectiveness and usefulness of CoachEd sessions from a scale of 1-5. Most beneficiaries found the programme components "somewhat effective", with the highest percentage observed in online placement, personal preparatory sessions, and career guidance (82% each). However, 18% of students rated the VLSI-focused training sessions as "not effective," and 9% similarly reported that the support for securing internships was "not effective".

4.6.3 Personal Development of the Student

> *"Earlier my child was very angry and would not listen. Now he talks properly and understands things."*
> — Parent, VTCL

Beyond academic and professional development, the programme also sought the personal development of students by building critical skills such as communication and emotional learning. Parents observed that while earlier their kids were irritable and unresponsive, they now communicate openly and show greater emotional awareness. Another parent observed increased discipline and focus on their child, sharing an instance where the child chose to stay back and study during a festival period, highlighting their commitment to academics. These behavioural improvements can be linked to both school culture and parental engagement, with high parent attendance and engagement in

[7] VTCL Half Yearly Report (April-September 2024)
[8] SVYM VTCL Titan Review Report, 2024-25

meetings encouraging students. Overall, children have showed improved hygiene, discipline, and educational awareness.

The VTCL programme also encouraged students to plan about their future, with parents noting that their children aspire to become software engineers due to an interest in ICT, or pursue roles as police officers or teachers, reflecting growing confidence and clarity in expressing their ambitions.

4.7 Effectiveness: Student Well-being & Residential Experience

Interaction with parents, teachers, and principal highlighted that residential facilities formed a critical component of the programme's overall design. Stakeholders consistently emphasised that student well-being, safety, and hostel management practices played an important role in enabling continued learning, particularly for students coming from remote areas.

4.7.1 Residential safety and living conditions

> *"Because the children stay in the hostel, they are safe and able to continue their studies without interruption."*
> — Parent, VTCL

Parents and teachers converged in their assessment that residential standards were satisfactory. Separate wardens for girls and boys, clean hostel facilities, routine medical visits, and the availability of an on-campus ambulance were cited as key features of the residential setup. Teachers noted that regular medical team visits were conducted and that no major health or nutrition-related concerns were observed among students.

Parents particularly emphasised safety, supervision, and cleanliness within the hostel premises. The presence of wardens and structured oversight was viewed as reassuring, especially for families residing far from the campus. These measures appeared to reduce parental anxiety and contributed to greater acceptance of the residential model.

Overall, the KIIs suggest that residential arrangements were perceived as secure and well-managed, thereby creating an enabling environment for academic focus.

Figure 20 Facilities available at VTCL

4.7.2 Transition to hostel life and homesickness

> *"When students first come to the hostel in Class 6, they feel homesick, but after some time they adjust."*— Teacher, VTCL

While residential facilities were positively viewed, teachers identified the transition phase, particularly at Grade 6 entry, as a critical adjustment period. Students newly entering the hostel were reported to experience homesickness and initial difficulty adapting to residential life. This transition was described as a temporary but notable challenge.

However, once students acclimatised, they gradually adjusted to structured routines that included early classes and evening study sessions. Teachers indicated that, over time, students leaned into these routines and demonstrated increasing academic commitment.

This suggests that while the residential model provides long-term academic stability, the early transition phase requires attention and supportive mechanisms to ease adjustment.

4.7.3 Academic routines and student commitment

Teachers also observed instances where students, particularly in higher grades, chose to remain on campus during festival periods in order to attend classes or prepare for examinations. Such decisions were interpreted as indicators of academic motivation and commitment.

At the same time, stakeholders acknowledged that sustained academic intensity should be balanced with adequate well-being support. Ensuring that students do not experience undue stress during examination periods remains important within the residential context.

Overall, the KIIs indicate that the residential component of the programme plays a foundational role in supporting student well-being and academic continuity. Safety protocols, medical oversight, and structured supervision have contributed to parental trust and student stability. While the transition into hostel life, particularly at Grade 6, emerged as a temporary challenge, students were reported to adjust over time and integrate into disciplined academic routines. Hence, the residential experience appears to have created a supportive environment that enables sustained learning, while highlighting the importance of continued attention to transition support and student well-being monitoring.

4.8 Impact: Higher Education & Aspirations

4.8.1 Awareness and Motivation to Pursue Higher Studies

Stakeholder discussions highlighted a marked increase in the number of students pursuing higher education. They noted that several years ago, there was a batch in which only one girl appeared for the SSLC examination, whereas the current batch includes over 50 girls and 40 boys, reflecting considerable progress in participation. The holistic, experiential-driven curriculum enabled students to explore different subjects and skills and identify their interests. Additionally, the provision of career guidance sessions provides an avenue to discuss and understand possible career paths and opportunities for higher education. As discussed in the sections above, students are now better able to express their interests and preferences for jobs, which is largely driven by a mix of classroom exposure, extracurricular involvement, and visible examples of older students progressing to higher education.

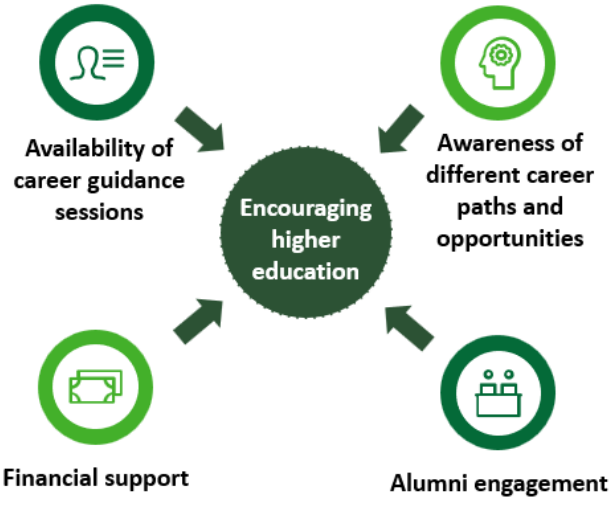


Figure 21: Key factors encouraging students to pursue higher education

Teachers observed the same motivational shift, noting that students who were once hesitant about subjects like science are now willing to consider them because they know Titan supports their future education.

> *A lot of children are continuing because they are giving… scholarships… They don't drop out… they are continuing.*
>
> *- Teacher, Mysuru*

Additionally, students increasingly ask questions about future paths, showing early goal orientation. The support from the school is high, with the presence of a dedicated staff member that visits colleges to gather information about the college and its courses, identifies possible challenges for students, and develops plans to assist students. This further indicates the commitment of the school in helping and encouraging students to continue their education.

Engagement with alumni serves as an additional source of motivation and encouragement for students, helping them understand the range of opportunities and pathways available to them. School alumni frequently visit to interact with students and parents, sharing insights into the opportunities available and serving as role models who inspire and guide them.

4.8.2 Parental & Community Behaviour Change

Discussions with the principal, teachers, and parents indicate a noticeable shift in parental engagement and community attitudes towards education. Stakeholders consistently highlighted increased parental participation, greater academic awareness, and evolving aspirations for children's educational progression.

4.8.3 Increased parental participation and academic engagement

Stakeholders reported that Parent-Teacher Meeting (PTM) participation was consistently high, with attendance levels reaching above 90% in certain grades. Regular interaction between parents and teachers appeared to have strengthened communication channels and improved transparency regarding student performance.

> *They show us the file… how many subjects… how many marks… we are happy to see improvements.*
>
> *- Parent, Mysuru*

Parents were described as actively reviewing student progress records, including score files and academic updates. Teachers noted that parents showed interest in understanding subject-wise performance and monitoring improvements over time. This suggests that academic progress had become more visible and discussable within households.

Such structured engagement indicates a strengthening of parent-school feedback loops and greater accountability around student learning outcomes.

4.8.4 Evolving aspirations and support for continued education

Teachers and school leadership observed that parents had become increasingly supportive of students continuing their education, particularly through secondary and higher secondary levels. Awareness of scholarships and continuation pathways appeared to have influenced parental expectations.

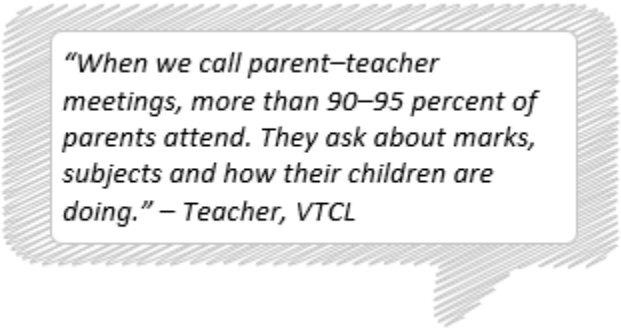
In some instances, parents expressed interest in transitioning to English-medium instruction across grades, indicating aspirations aligned with higher education and improved future opportunities. This reflects a shift from viewing schooling as basic literacy acquisition to perceiving it as a pathway to upward mobility.

Overall, the KIIs suggest that parental expectations had evolved towards longer educational trajectories and enhanced academic exposure for their children.

4.8.5 Community recognition and changing social perceptions

Stakeholders also highlighted that community appreciation of IBT-related outputs, such as repair work and practical installations, contributed to shifting perceptions of schooling. When students applied their skills to address visible community needs, it enhanced the social value attached to education.

Such recognition appeared to reframe students as capable contributors rather than passive learners. This, in turn, may have strengthened community endorsement of continued schooling and encouraged families to prioritise attendance during critical academic periods.



Overall, the qualitative findings indicated that parental and community behaviour had shifted positively over time. High PTM participation, active monitoring of academic performance, and increased support for continued education reflect strengthened parental engagement. Aspirations towards English-medium instruction and higher education further signal evolving expectations.

Simultaneously, community recognition of student contributions through IBT initiatives has enhanced the perceived value of education. Together, these behavioural shifts suggest growing alignment between the programme's objectives and community attitudes, thereby reinforcing sustained student participation and academic progression.

4.9 Sustainability & Future Readiness

Interaction with the principal, teachers, and parents highlighted that the long-term sustainability of the programme rests not only on academic delivery within the school but also on financial continuity, teacher capacity, and post-secondary transition support. Stakeholders identified both enabling factors and structural constraints that influence future readiness.

4.9.1 Financial continuity and post-SSLC support

> *"Education is not only teaching in school. Financial support, teacher training, and support after Class 10 are all needed for students to continue."*
> — Principal, VTCL

Stakeholders indicated that financial platforms were available across different stages of the educational pipeline. Matched parent-savings mechanisms in lower secondary and scholarship support post-SSLC were described as important measures to reduce drop-offs at financial transition points.

In remote and tribal contexts, where economic vulnerability remains a barrier, such financial continuity was viewed as essential

for sustaining student progression beyond secondary education. The availability of continuation support appeared to strengthen parental confidence in long-term educational planning.

4.9.2 Teacher capacity building and human capital sustainability

The principal and teachers referred to teacher development initiatives, including spoken English training sessions. It was reported that approximately 30 or more teachers had participated in these sessions. Such capacity-building efforts were perceived as strengthening instructional quality and improving communication skills, particularly in the context of higher education preparedness.

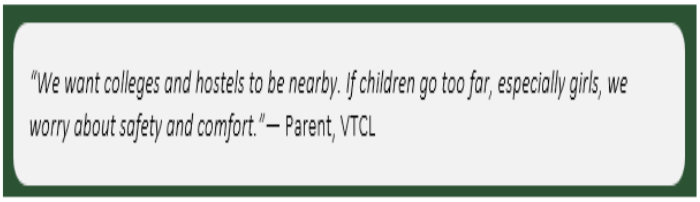
> *"Spoken English and other training programmes have helped teachers improve communication and teaching quality."*
> — School Leadership, VTCL

Stakeholders also referenced exposure linkages such as those with Prayog and FTI, which contributed to strengthening the academic ecosystem. However, school leadership highlighted environmental and operational constraints, including network connectivity issues, transport challenges, accommodation concerns, and staff retention difficulties.

These structural factors were described as affecting delivery stability and long-term sustainability. Ensuring consistent staffing and supportive working conditions emerged as important for maintaining programme quality.

4.9.3 Transition infrastructure and parental expectations

Parents expressed a preference for nearby colleges and hostels for post-SSLC education, indicating concern for safety, comfort, and accessibility. The proximity of higher education institutions was seen as critical in enabling students, particularly girls, to continue their studies. This suggests that future readiness extends beyond in-school academic preparedness to include secure and accessible transition pathways into higher education. Parental expectations appear increasingly oriented towards structured progression beyond secondary schooling.



Overall, the KIIs suggest that sustainability and future readiness are supported by financial continuity mechanisms, teacher capacity-building initiatives, and institutional linkages that strengthen academic exposure. At the same time, infrastructural and environmental constraints such as connectivity, transport, accommodation, and staff retention, pose ongoing challenges.

Parents' emphasis on nearby and safe higher education options further indicates that long-term programme success depends on strengthening transition infrastructure alongside in-school delivery. Overall, sustainability appears to be influenced by a combination of financial support, human resource stability, and accessible progression pathways.

4.10 Challenges & Unintended Consequences

Across the school ecosystem, several challenges and unintended consequences emerge from the experiences of the Principal, Parents, and Teachers, reflecting both structural constraints and socio-cultural realities that shape the schooling environment.

4.10.1 Socio-Economic Barriers to Learning Continuity

Socio-economic barriers still persist, which hinder student's from continuing their education. Earlier girls left the school around 6th/7th grade due to early marriage, and while they now continue their education for longer, early dropouts due to marriages continues. This creates a gendered risk to educational continuity, representing a complex challenge that the school cannot fully control.

Parents and teachers even describe how community events, such as village fairs, deaths, or rituals, result in the children being taken home for several days, interrupting their learning continuity. These breaks are not planned and often prolonged, making it difficult for teachers to maintain academic flow. This is particularly challenging in language subjects like Hindi, where foundational learning requires consistency. Conversely, parents reported that during some festivals their children chose to stay back and study, suggesting a trade-off between academic discipline and family and cultural connection.

The continuation of migration continues to impact students, with parents often having to migrate for prolonged periods due to work. This creates gaps in parental engagement and can lead to student discouragement. Parents further stated that the distance to the VTCL centre is quite far, making it difficult for them to travel there often to visit their children.

4.10.2 Infrastructural and Resource Constraints

School level stakeholders reported the presence of certain infrastructural challenges such as weak phone network, poor internet connectivity, and limited transportation access to the hilly area. These issues hinder communication with families, delay coordination of academic or support visits, and affect overall programme efficiency. Teachers also faced challenges engaging with digital platforms due to these limitations, which unintentionally restrict the full potential of ICT-based learning despite students' growing interest in the area.

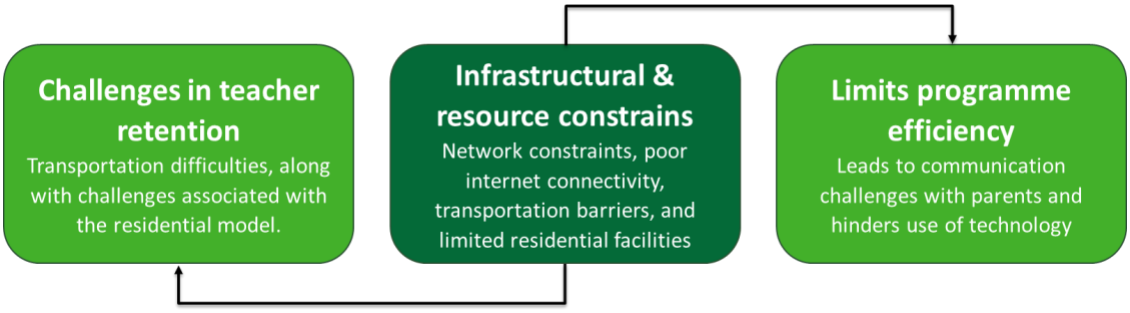


Figure 22 Unintended consequences

Teacher retention was another reported challenge, primarily because the residential school model requires teachers to live on campus, but under limited accommodation facilities. While some teachers bring their families along with them, the available accommodation facilities are limited, making it difficult to house everyone. Although Titan is supportive in various ways, infrastructure gaps in staff quarters remains an

unintended obstacle to programme continuity and morale. Teachers also face transportation challenges, which further impedes morale.

4.10.3 School level challenges

A challenge reported by teachers and the principal is student's difficulty in adjusting to residential campus life. Students face emotional difficulties in adjusting to campus life, particularly when they move from the day model into hostel living from Grade 6 onwards. Teachers reported that students struggle with certain responsibilities, such as washing clothes, maintaining routine, and staying away from parents, leading to adjustment stress and homesickness. Homesickness and difficulties adjusting are barriers, especially since students often come from remote tribal settlements with family ties.

> *"When students come to the hostel, especially in Class 6, they face difficulty in the beginning. They are not used to washing clothes or managing their routine on their own, and they feel homesick because they miss their parents."— Teacher, VTCL*

While academic performance has improved, learning gaps persist, especially in language proficiency. Students often enter higher grades without a robust foundation in Hindi, requiring phonetic training. Additionally, while English communication has improved, some students still struggle to speak confidently in unfamiliar settings. These challenges are not due to lack of teaching effort but stem from linguistic exposure gaps at home, reflecting an unintended consequence of children navigating multilingual academic expectations.

4.10.4 Unintended Financial Challenges

Although scholarships reduce financial burden, families still face certain challenges. A parent mentioned that they could not contribute to the Parents Saving Programme in one of the cycles, highlighting how even small contributions can be challenging for some households. This indicates that the programme may have created an unintended exclusion for the poorest families when contributions are required.

Discussions with school-level stakeholders highlighted the heavy dependence on scholarships, primarily due to the high cost of higher education programmes and lack of financial capacity within families. This may lead to unintended consequences- A student's higher education pathways may become vulnerable if external funding ever reduces, as families lack the financial capacity to finance the education independently. While the programme currently functions well, this structural dependency is a notable long-term challenge underlying the system.

OBSERVATIONS AND RECOMMENDATIONS

5 OBSERVATIONS AND RECOMMENDATIONS

The following observations synthesise cross-cutting patterns that emerged across the findings. They highlight broader insights regarding programme implementation, participant experiences, and contextual factors shaping outcomes.

Table 19: Observations and Recommendations

S.No.	OECD-DAC Criteria	Observations	Recommendations
1.	Effectiveness	Students demonstrate moderate academic performance, with 62% scoring within the 61-80% band and relatively stronger outcomes in English and Mathematics compared to science. However, teachers and parents noted that many students enter with uneven learning foundations and limited language exposure, contributing to subject apprehension, particularly in science and persistent language proficiency gaps. While English communication has improved, some students still struggle to speak confidently in unfamiliar settings.	Strengthen foundational learning support through targeted bridge and remedial programmes, particularly in science and language proficiency, alongside structured opportunities for spoken English practice and confidence-building classroom activities.
2.	Effectiveness	The integration of ICT and IBT-based skill development within the VTCL programme has strengthened students' practical learning, confidence, and community engagement. Through hands-on projects and field-based activities, students apply technical knowledge to address local issues and develop skills such as electronics, tailoring, and basic technology use. For instance, students undertake practical tasks such as carrying out electrical work within the school and stitching their own uniforms, demonstrating the application of vocational skills in real contexts.	Further enhance ICT and IBT integration by ensuring adequate software availability, contextualising digital tools to students' language needs, and strengthening pathways that link vocational exposure with future education and livelihood opportunities.

S.No.	OECD-DAC Criteria	Observations	Recommendations
		While these initiatives have contributed to reducing dropout and expanding career pathways beyond traditional academics, teachers noted some challenges related to software availability and language barriers that may affect effective technology use.	
3.	Effectiveness	While the residential schooling model provides structured learning and long-term academic stability, the transition to hostel life at Grade 6 emerges as a key adjustment challenge. Teachers reported that students initially experience homesickness, emotional stress, and difficulty adapting to residential responsibilities and routines, particularly as many come from remote tribal communities. Parents also highlighted distance to schools as a barrier. Although most students gradually adapt and engage with the structured academic schedule, the early transition period remains a critical phase requiring additional support. Seasonal migration and the long distance to the VTCL centre limits parental visits and engagement, which may affect students' emotional well-being and continuity of family support.	Introduce structured transition support for students entering residential schooling (Grade 6), including orientation programmes, peer mentoring, and adolescent-responsive psychosocial support to help students adjust to hostel life. Strengthening communication channels and periodic engagement opportunities for parents can also help maintain family connection and support students' emotional well-being during this transition phase.
4.	Efficiency	School-level stakeholders reported infrastructural constraints such as weak phone networks, poor internet connectivity, and limited transportation access due to the hilly location, which affect communication with families,	Strengthen digital and connectivity infrastructure by improving internet access and exploring offline or low-bandwidth digital learning solutions so that students and teachers can access a wider range of educational resources in

S.No.	OECD-DAC Criteria	Observations	Recommendations
		coordination of visits, and teachers' engagement with digital platforms. These limitations also restrict students' exposure to a wider range of online learning materials that could otherwise enhance ICT-based learning.	school, for those who may have limited or no connectivity at home.
5.	Efficiency	Teacher retention emerged as a challenge within the residential school model, as teachers are required to live on campus but face limited accommodation facilities. While some teachers relocate with their families, the availability of staff quarters is insufficient to accommodate all, creating constraints for long-term retention. In addition, transportation challenges and expectations around better perks were noted to influence teacher morale, indicating that infrastructure and support systems for staff remain an important consideration for programme continuity.	Strengthen teacher retention by improving residential infrastructure for staff, including expanded accommodation facilities, better transportation arrangements, and supportive incentives to enhance motivation within the residential model. The programme may also explore complementary options such as engaging guest faculty, including alumni. Additionally, while the school has engaged with technology vendors and explored available solutions; connectivity challenges suggest the need for adaptive approaches such as asynchronous content, offline-accessible materials, or digital use that minimise bandwidth dependence.
6.	Impact	The scholarship supported educational continuity and eased financial pressure for many families (72% for VSP and 63% in Continue Education- VTCL), though most respondents in VTCL (91%) noted that it covered only a limited share of major education-related expenses such as tuition, hostel fees, and learning materials.	

CONCLUSION AND WAY FORWARD

6 CONCLUSION AND WAY FORWARD

This study examined Titan's Education Support to Tribal Students, implemented with SVYM at VTCL, to assess how an integrated residential schooling and scholarship model supports learning outcomes, holistic development, and post-school transitions for first-generation tribal learners. Qualitative findings and performance trends indicate that classroom strengthening, and remedial support contributed to improved outcomes in English and Mathematics, whereas Science outcomes remained comparatively lower, highlighting the need for targeted support.

Programme components such as ICT and IBT-based practical learning, NCC, arts, and sports were associated with the development of confidence, teamwork, and problem-solving skills. Residential services, health check-ups, and counselling supported continuity of education for students, although the transition into Grade 6 appeared to require additional psychosocial support.

Scholarship support helped reduce some education-related costs and encouraged families to support students beyond school. However, it did not always meet the full expenses of higher education. Overall, the findings suggested that a combination of stronger classroom teaching, hands-on learning experiences, and financial support could help students stay in education and build aspirations. To sustain these gains, there is a need for continued academic support in weaker subjects, better infrastructure and connectivity, stronger career guidance, and clearer planning for long-term institutional sustainability.

ANNEXURES

ANNEXURES

1. Study Tools

In Depth Interview – Parents- VTCL

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *VTCL* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this conversation, we'd like to understand your experiences as a parent of a child who has been part of the education support program, and to learn how the programme has supported your daughter's education and overall development.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name of the respondent	Open text
2. Name of the beneficiary (student)	Open text
3. Gender of the beneficiary	
4. Age of the beneficiary	____ years
5. Grade of the beneficiary	

5. Relationship with the beneficiary	
6. Occupation	
7.Is the beneficiary the first person in your family to go to school or study beyond primary level?	Yes / No (If no, specify who else studied and up to what level)
8. Annual Income in INR	
9. Location (village/taluk/district)	_____

SECTION 2: Access & Enrolment Experience

1. Can you share how your child came to study at VTCL?

Probe: *What is your main livelihood? Was it your decision, your partner's decision or community advice? Any alternative school options considered?*

2. How would you describe your child's learning progress since joining VTCL?

Probe: *Improvements noticed in reading, writing and numeracy; Changes in studying habits; Support by Teachers*

3. Have you noticed any change in your child's interest or confidence in studies?

Probe: *Subjects they enjoy; Subjects they struggle with; Whether they seek help when needed*

SECTION 3: Holistic Development & Co-curricular Activities

4. What changes have you observed in your child's overall behaviour or personality?

Probe: *Confidence, communication; Social skills, discipline*.

5. Has your child spoken to you about cultural, sports, camps or festival related activities organised by the school?

Probe: *Participation in art, music, dance; Involvement in sports; Dasara camp, National Mathematics Day, annual day*

SECTION 4: Skill Development

6. Has your child shared anything about ICT or computer related learning at VTCL?

Activities mentioned in Annual Report: *PC assembling/disassembling; Word document design, G Compris software.*

7. What have you observed about their interest in practical skills through IBT or vocational activities?

Probe: *Carpentry, welding, electrical work; Making stands, dustbins, bags, or small items*

8. Do you feel these practical skills have influenced your child's confidence or aspirations?

Probe: *Child talks about future career options, whether learning seems useful for daily life*

SECTION 5: Residential Experience & Well-being (for residential students only)

9. How comfortable do you think your child is in the residential facility?

Probe: *Food, safety, dormitory environment; Relationship with wardens, peers; Adjustment issues*

10. Has your child shared any difficulties about staying away from home?

Probe: *Homesickness; Any concerns about schedule, rules*

SECTION 6: Parental Engagement & School Communication

11. How has your experience been with Parent–Teacher Meetings?

Probe: *Information received on academic progress; Discussions on behavior, attendance.*

Feedback shared by teachers

12. Do you feel comfortable reaching out to the school when needed?

Probe: Ease of communication with teachers/staff; Response to concerns raised

13. What changes do you feel the school has brought in your child's life so far?

Probe: Academic; Behavioural; Social; Career aspirations

14. Are you aware of the Parents Savings Program introduced at VTCL, and how do you feel about its purpose and benefits for supporting your child's higher education?
15. Have you been able to contribute to the savings program as required?
16. How interested are you in supporting your child's higher education after Class X or XII and how has this scheme influenced your plans or readiness to fund your child's education after Class X or XII?

SECTION 7: Challenges & Areas for Improvement

17. Has you or your child faced any challenges related to schooling in the past year?

Probe: *Travel, finances, uniforms, materials; Residential issues; Academic support*

18. What improvements would you like to see in the school?

Probe: *Facilities, teacher interaction, skill activities; Curriculum, cultural relevance, safety*

19. Is there anything else you would like to share about your child's experience at VTCL?

In Depth Interview – Teachers- Education support to tribal students

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Education support to tribal students* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this

conversation, we'd like to understand your experiences as a teacher involved in the *Education support to tribal students'* program, and to learn how the program has supported students' learning, growth, and overall development.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Gender	
3. Age	____ years
4. Educational Qualification	
5. Designation	
6. Years of Experience	____ years
7. Duration of association with the school	____ years
8. Subjects Handled	
9. Location (village/taluk/district)	_____

SECTION 2: Roles, Need and context

1. How did you first learn about the Education support to tribal children program and its activities in your school?
2. In your opinion, what are the major learning gaps or challenges faced by students in your school?

3. What types of support or activities are being provided to students in VTCL? Are you aware about the type of activities supported by Titan?

4. Do you think the subjects, learning modules, ICT sessions, and life skills activities offered by VTCL are aligned with students' learning needs and addressing the actual issues faced by the students in your region? *(Probes: Relevance of bridge courses; alignment of ICT modules like G-comprise and hardware classes; additional classes, life skills, soft skills, vocational training, safety education)*

5. What has been your role or involvement in implementing the programme in your school?

(Probes: Involvement in bridge courses, remedial classes, ICT sessions, spoken English practice, vocational training; identifying learning gaps; planning activities; collaboration with other teachers; engagement with parents)

6. Were there any other programmes or organisations supporting education in your area before this program? How is this program different from or similar to them?

SECTION 3: Effectiveness of activities

In your opinion, have the remedial classes, overall academic support, and the VTCL scholarship assistance (Grades IX–X) helped improve students' academic performance and continuity in schooling? How do you assess or observe these improvements?

(Probes: Changes in formative/summative assessment scores; improved classroom participation; better understanding of difficult subjects; higher attendance and retention because hostel/scholarship support reduces financial stress; improved confidence during ICT activities, spoken English sessions)

8. From your perspective, how have the scholarships provided by Titan supported students who transition out of VTCL and pursue higher education?

9. Thinking about the following activities, please rate how effective each has been in improving students' learning, confidence, and overall development.

(Please rate each component on a scale of 1–5, where 1 = Not Effective and 5 = Very Effective)

Components	Effectiveness rating	What changes have you observed among students/teachers that reflect this effectiveness? (e.g., attendance, interest, confidence, performance, communication, teaching methods in classroom)
Skill & Vocational Training		
Life Skills		
Soft Skills		
Academic Support (please specify in terms of academic performance, curriculum		

enhancement, special academic support)
Health and Nutrition activities
Teacher Development (Training, Feedback)
Community & Alumni Engagement

(Probe after rating each: "Can you give an example of what change you observed because of this activity?")

10. Have you faced any challenges in coordinating the program activities in your school? *(Probe: Whom do you reach out to in case of any support needed? How responsive are they?)*

SECTION 4: Impact and Feedback

11. To what extent do you agree or disagree with the following statements about students' learning since the interventions began?

(Please rate each statement on a scale of 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.)

- Students' communication, confidence, and teamwork have improved due to role plays, group discussions, and interactive learning.
- Students continue to face challenges in speaking fluently in English during regular classroom interactions.
- Students demonstrate confidence in using computers and basic digital tools after ICT and computer skills sessions.
- Students face challenges in grasping foundational math or science concepts without additional support.
- Students show increased interest in pursuing higher education because of scholarship opportunities.
- Students appear healthier, more energetic, and more attentive in classrooms.
- Students require clearer guidance to choose appropriate education or career pathways.

12. Have you noticed any change in the level of parental involvement in students' education since the program began?

(probes: More involvement in PTM, more supportive towards their child's education, increased interest due to scholarship)

13. Since the introduction of the program, have you noticed any change in community attitudes or parental perspectives towards education of children?

14. Do you have any suggestions for making the programme better? *(Probe: are there still any existing gaps that can be addressed through this programme)*

In Depth Interview – School Administration/ Principal- VTCL

Interviewer Prompt:

Hello! My name is _____.
I am representing Deloitte, which has been engaged by Titan to carry out a research study to understand the impact of Titan's CSR initiatives, including the *Education support to tribal students* Programme.

This discussion is part of a larger study that looks at how Titan's projects have helped communities: particularly in areas like health, education, and well-being. Through this conversation, we hope to understand your experiences as a facilitator of the services provided under this programme.

Your responses will help us learn how the programme has supported families, what challenges people may have faced, and how it can be made even more effective in the future.

I want to assure you that:

- The information you share will be kept strictly confidential and used only for research purposes.
- Your participation is completely voluntary. You may choose not to answer any question or to stop the interview at any time.
- This discussion will take about 30 to 40 minutes. We also seek your permission to record this conversation.

There are no right or wrong answers, we are interested in your honest views and experiences.

Before we begin, do you have any questions or concerns about this discussion? I'll be happy to clarify anything that is unclear.

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Age	____ years
3. Designation	_____
4. Location	_____
5. Approximate no. of children enrolled in the school	_____
6. When did the programme activities begin in your school?	_____

SECTION 2: Programme delivery and Coordination

1. How did the school first engage with the Titan Team?
2. Were the programme activities (academic support initiatives, ICT sessions, IBT/vocational setups, hostel/health initiatives) rolled out as per the planned timelines?

3. How was coordination between your school staff and the Titan CSR representatives?
4. Did the programme activities affect your regular school schedule or workload in any way?
5. How would you describe the support and responsiveness of the Titan programme teams during implementation?
6. Were there any shortages of staff (teachers, ICT facilitators, vocational instructors, or hostel staff) during the implementation of the programme?

SECTION 3: Tangible results and institutional outcomes

7. In your opinion, what have been the most visible changes in the school since the program activities started?
8. Have you observed any improvement in teachers' classroom practices or motivation after the trainings and other support?
9. How has the introduction of ICT tools and computer-based learning activities (G-compris, hardware sessions, circuit-making activities) impacted teaching and learning?
10. Have the hands-on learning materials, such as math and science activity kits, IBT tools (carpentry, tailoring, electrical sets), or Talent Enrichment Programme materials been effectively used by teachers and students? What other changes/improvements have you observed?

SECTION 4: Reflections and Recommendations

11. What additional support or resources would you need from Titan team, or Govt. to sustain the programme's impact?
12. If you could recommend one key improvement for the next phase, what would it be?
13. From your perspective, how could the programme be scaled up or replicated in other schools?

Online Survey – Students – VTCL/VSP

Interviewer Prompt:

Welcome to this survey!

Deloitte is conducting this survey on behalf of Titan to understand the impact of Titan's CSR initiatives and support provided, including the Vivekananda Tribal Centre for Learning (VTCL) and Viveka Scholar Program (VSP). Your participation will help us learn how the programme has supported students and families and how it can be improved in the future.

Before you begin, please note:

Your responses will remain confidential and will be used only for research purposes.

Participation is voluntary, and you may skip any question you prefer not to answer.

The survey will take approximately 10–15 minutes to complete.

There are no right or wrong answers, we are interested in your honest experiences and views.

By proceeding with the survey, you consent to participate.

Thank you for your valuable time and inputs.

SECTION 1: General Information

1. Name (Optional)
2. Age:
3. Gender:
4. What is your family's approximate annual income?
    - Less than ₹50,000
    - ₹50,000 – ₹1,00,000
    - ₹1,00,000 – ₹1,50,000
    - ₹1,50,000 – ₹2,00,000
    - ₹2,00,000 – ₹3,00,000
    - Above ₹3,00,000
    - Prefer not to say
5. What is the primary occupation of your family's main earning member?
    - Daily wage labourer
    - Farmer / agricultural worker
    - Livestock / dairy worker
    - Skilled labourer (electrician, carpenter, mechanic, etc.)
    - Government employee
    - Private-sector employee
    - Self-employed (shop, small business, tailoring, etc.)
    - Driver / transport worker
    - Other (please specify)
6. What is your caste category?
    - ST – Other Scheduled Tribe (please specify)
    - SC
    - OBC
    - General

- Prefer not to say

7. Which level are you currently studying in?

    a. Grade 11/12
    b. College/ University

8. Please mention the name of your educational institute: (open ended) (if selected, option b in question 7)

9. What kind of college are you studying in? (if selected, option b in question 7)

- Government college
- Government-aided college
- Private college
- Deemed university
- Autonomous college
- Distance education (e.g., IGNOU, KSOU)
- Other (please specify)
- Educational Stream:
- Medical & Allied
- BSc & Allied (Agriculture, Horticulture, etc.)
- Engineering & Allied
- Pure Science
- Other (Please Specify)

10. What is the status of your educational course? (if selected, option b in question 7)

- Ongoing
- Completed course

SECTION 2: Scholarship Coverage & Sufficiency

11. Did you receive the VSP/VTCL scholarship between April 2024- March 2025?

- Yes
- No

12. What was the scholarship amount you received for the academic year?

- Less than ₹20,000

- ₹20,000 – ₹30,000
- ₹30,000 – ₹40,000
- ₹40,000 – ₹50,000
- Above ₹50,000

13. Which components of your higher education expenses were covered by the VSP/VTCL scholarship? (Select all that apply)
    - Tuition fees
    - Hostel / PG fees
    - Uniform
    - Books and study materials
    - Uniform allowances
    - Transportation expenses
    - Laptop or digital support
    - Others (please specify)
14. To what extent was the scholarship sufficient to cover your main academic expenses (tuition fees, hostel/PG fees, books, and related costs)? Please select the option that best represents the percentage of total expenses covered:
    - Covered more than 75% of my academic expenses
    - Covered 50–75% of my academic expenses
    - Covered 25–50% of my academic expenses
    - Covered less than 25% of my academic expenses
    - Not sufficient to cover my needs

If selected "Covered less than 25%", "Covered 25–50%", or "Not sufficient"

14.1 Which expenses were not covered by the scholarship? *(Open-ended response)*

14.2 How much did you/your family spend per year on academic expenses (out-of-pocket)?

- Less than ₹5,000
- ₹5,000–₹15,000
- ₹15,000–₹30,000
- More than ₹30,000

SECTION 3: Application & Disbursement Experience

15. How would you rate the ease and convenience of the VSP/VTCL scholarship application process?
    - Very easy
    - Easy
    - Neutral
    - Difficult
    - Very difficult
16. What challenges did you face during the scholarship application process? (Select all that apply)
    - Difficulty understanding eligibility criteria
    - Difficulty filling the application form
    - Lack of guidance or support
    - House visit scheduling issues
    - Travel challenges for interview
    - Others, please specify
    - No challenges faced
17. Did you face any challenges in receiving the scholarship amount?
    - Yes
    - No
18. If yes, what type of challenges did you face? (Select all that apply)
    - Delay in receiving the scholarship amount
    - Incorrect or incomplete amount received
    - Bank-related issues (KYC, account mismatch, etc.)
    - Confusion about payment schedule
    - Lack of communication about disbursement
    - Difficulty opening or operating a bank account
    - Technical issues in updating details
    - Other challenges (Please Specify)
    - No challenges faced

SECTION 4: Scholarship Impact

19. Using the scale from Strongly Agree (5) to Strongly Disagree (1), please rate the following statements about the scholarship's impact:
    - My family's financial stress reduced after receiving the scholarship.
    - Because of the scholarship, my family did not need to take loans or borrow money.
    - The scholarship allowed me to continue my education without interruption.
    - The support I received increased my confidence in completing my education successfully.
    - I feel unsure about getting a job or progressing to higher studies despite receiving the scholarship.
    - The scholarship reduced only a small part of major expenses like tuition, hostel, and learning materials.
    - The scholarship improved my overall well-being (less stress, fewer worries about fees).
    - The scholarship has positively changed my family's attitude towards my education

SECTION 5: Effectiveness of CoachEd Training (to appear if selected option b in question 7)

20. Did you participate in CoachEd sessions (mock interviews, skill-building, placement preparation)?
    - Yes
    - No
21. If you participated in CoachEd, please rate how effective each of the following activities was in supporting your career preparation.

(Rate each from 1 to 5, where 1 = Not effective and 5 = Highly effective)

CoachEd Activity	Rating
Skill assessment to identify career goals	
Mock interviews	
Online placement-preparation sessions	
In-person placement-preparation sessions	
Technical training (Data Science, ML, Image Processing)	
VLSI-focused training sessions	
One-on-one mentoring for career/placement support	
Communication and coding skills practice	
Support in identifying realistic job roles	

Support in securing internships/jobs	

SECTION 6: Internship Experience in SVYM (to appear if selected option b in question 7)

22. Did you complete an internship supported or facilitated by Swami Vivekananda Youth Movement (SVYM)?
    - Yes
    - No
23. If yes, did you receive a stipend for the internship?
    - Yes
    - No
24. If stipend was received, what was the approximate monthly amount?
    - Less than ₹5,000
    - ₹5,000 – ₹10,000
    - Above ₹10,000
    - Not applicable
25. How useful was the internship experience for your learning and career development?
    - Very useful
    - Useful
    - Somewhat useful
    - Not useful

Impact of VTCL Skill, Academic & Holistic Development Activities (to appear if selected option a in question 7)

Using the scale from Strongly Agree (5) to Strongly Disagree (1), please rate the following statements:

- IBT and vocational activities helped me develop practical, hands-on skills.
- I struggle with confidence and communication despite my schooling experience.
- ICT training at VTCL improved my computer and digital skills.
- Life skills training helped me manage stress, responsibility, and challenges.
- Participation in arts, music, or theatre improved my creativity and self-expression.
- The activities at VTCL did not influence my interest in science, technology, or innovation-related fields.
- Nutrition and health support at VTCL helped with my physical and mental well-being.
- Career guidance and mentoring at VTCL helped me choose my current course or stream.

- The technical, digital, and life skills I learned at VTCL are not useful in my current education or career path

Total number of students enrolled in VTCL in 2024-25

	Indegenious Tribe														Other Tribes								
Standard	**Jenu Kuruba Boys**	**Jenu Kuruba Girls**	**Kadu Kuruba Boys**	**Kadu Kuruba Girls**	**Yarava Boys**	**Yarava Girls**	**Soliga Boys**	**Soliga Girls**	**Iruliga Boys**	**Iruliga Girls**	**Beda Boys**	**Beda Girls**	**Nayaka Boys**	**Nayaka Girls**	**SC Boys**	**SC Girls**	**OBC Boys**	**OBC Girls**	**General Boys**	**General Girls**	**Total Boys**	**Total Girls**	**Grand Total**
Montessori	5	9	6	3	7	0	0	0	0	0	7	14	0	0	1	1	3	3	0	0	25	37	62
1st	0	3	6	4	1	3	0	0	0	0	7	2	0	0	2	2	0	0	0	0	18	12	30
2nd	2	2	1	1	2	1	0	0	0	0	7	7	0	1	1	0	1	0	0	0	14	11	25
3rd	7	1	0	6	2	3	0	0	0	0	10	1	2	2	0	0	0	0	0	0	21	13	34
4th	5	2	0	2	1	2	0	1	0	0	2	6	1	2	1	1	0	1	0	0	10	17	27
5th	6	4	2	3	3	2	0	0	0	0	4	2	1	3	0	0	0	0	0	0	19	12	31
6th	6	14	4	5	1	1	1	0	1	0	7	3	1	2	1	0	1	0	0	0	23	25	48
7th	14	14	3	4	3	2	3	0	0	0	4	3	0	6	0	3	3	0	0	0	30	32	62
8th	13	22	4	4	3	2	1	2	2	0	8	2	5	1	3	1	1	0	0	0	40	34	74
9th	23	28	5	8	6	1	1	3	8	1	9	4	1	1	2	3	2	2	0	0	57	51	108
10th	10	17	3	4	4	3	0	1	2	0	10	6	0	1	2	3	0	0	0	0	31	35	66
Total	91	116	34	44	30	26	6	7	13	1	75	50	11	16	16	12	13	6	0	0	288	279	567

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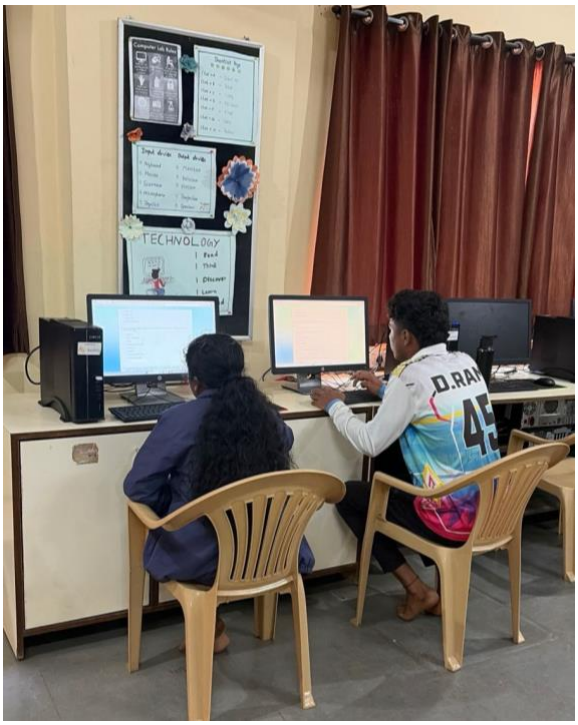
3. Photographs



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