DESIGN IMPACT MOVEMENT

TITAN COMPANY

A Social Initiative by Titan

IMPACT EVALUATION REPORT

TITAN DESIGN IMPACT MOVEMENT

2024-2025

Deloitte.

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Abbreviations

Abbreviation	Full Form / Description
AIM	Atal Innovation Mission
AMRUT	Atal Mission for Rejuvenation and Urban Transformation
ASCII	Association of Small-Scale Industries
BIRAC	Biotechnology Industry Research Assistance Council
CA	Chartered Accountant
COP26	26th United Nations Climate Change Conference
CRS	Catheter Reprocessing System
CSR	Corporate Social Responsibility
DIA	Design Impact Awards
DIA 1.0	Design Impact Awards – First Edition
DIA 2.0	Design Impact Awards – Second Edition (Water-focused)
DI Movement	Design Impact Movement
EIR	Entrepreneur-in-Residence
FPC	Finite Population Correction
FY	Financial Year
HCD	Human-Centred Design
IDI	In-Depth Interview
IIMCIP	IIM Calcutta Innovation Park
IKP	IKP Knowledge Park
INR	Indian Rupees
ISO	International Organization for Standardization
MoU	Memorandum of Understanding
MSME	Micro, Small and Medium Enterprises
MVP	Minimum Viable Product
NABARD	National Bank for Agriculture and Rural Development
NEST	National Entrepreneurship Program for Social Transformation
NGO	Non-Governmental Organisation
NIF	National Innovation Foundation
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
PE	Private Equity
SDG / SDGs	Sustainable Development Goal(s)
SEBI	Securities and Exchange Board of India
SSE	Social Stock Exchange
TRL	Technology Readiness Levels
ULB	Urban Local Body
WRI	World Resources Institute

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Executive Summary

Executive Summary

The Design Impact Movement (DI Movement) is a flagship initiative under Titan Company Limited's Design Impact Initiative. It is aimed at strengthening early-stage design-led problem solving and social innovation capabilities among undergraduate students and young innovators across India. Anchored in Titan's CSR philosophy and its belief in design as a catalyst for societal transformation, the DI Movement seeks to address a gap in higher education - limited exposure to applied design thinking, entrepreneurship, and real-world social problem solving.

The impact assessment of the DI Movement was guided by the Organisation for Economic Co-operation and Development- Development Assistance Committee (OECD-DAC) evaluation framework, examining relevance, coherence, effectiveness, efficiency, impact, and sustainability. The assessment covered FY 2024–25 and was designed to evaluate whether programme activities were delivered as planned alongside the extent to which they addressed identified gaps, progression, and generated meaningful outcomes. A mixed-methods approach was adopted, combining quantitative surveys with qualitative in-depth interviews (IDIs) involving participants, grantees, implementation partners, and ecosystem actors. Programme documentation, financial records, annual reports, and secondary literature were used to triangulate primary findings.

Across the OECD-DAC criteria, findings suggested some issues of relevance for final year students. The programme was helpful in addressing gaps in undergraduate exposure to applied design thinking, problem framing, and social innovation (especially within engineering and non-design institutions). Coherence with academic systems and national innovation priorities was evident at a conceptual level. However, formal integration with curricula, career pathways, or government entrepreneurship schemes remained relatively limited. Effectiveness was strongest at the application and early engagement stages, where structured processes and Human Centred Design led framing prompted deeper reflection and skill development. This became uneven at later stages due to academic constraints, variable student commitment, and inconsistent feedback and follow-up. Additionally, the ProtoVillage workshops were highly effective in achieving intended experiential, reflective, and learning outcomes. Efficiency was achieved in financial utilisation, with full absorption of allocated funds. Implementation and expenditure were unevenly paced across the year, reflecting sequencing and calendar dependencies rather than cost inefficiencies. Impact under the DI Movement was primarily capability oriented, reflected in improved innovation mindsets, problem articulation, and continued engagement with ideas, with limited evidence of venture formation or downstream opportunities. Sustainability remained partial, since it relied on individual motivation and informal institutional uptake rather than on continuity mechanisms or tracking of post-programme trajectories.

The DI Movement would be more effective with stronger integration into academic schedules, clearer articulation of roles and outcomes, selective support for consistently engaged teams, and sustained collaboration with a small set of partner colleges.

Table 1: DI Movement Findings Summary

Evaluation findings	Recommendations
Relevance: The programme was relevant in intent, addressing gaps in undergraduate exposure to entrepreneurship and design led problem solving, but relevance in practice was constrained by fixed academic calendars, limited flexibility in some disciplines, weak communication on progression, and low institutional integration.	Improve delivery fit rather than redesign content by planning around academic calendars; offering modular participation options; and clearly communicating progression paths, stages, and selection criteria from application onward.
Coherence: The programme aligned logically with academic curricula and the broader innovation ecosystem, but coherence remained limited due to lack of formal integration with career pathways and follow-on systems.	Establish simple post-programme hand-offs to two or three named incubation or fellowship options, using warm introductions or referrals to signal clear next steps without adding implementation complexity.
Effectiveness: Core activities were delivered and learning value was generated, but results were uneven across participants due to academic conflicts, varying commitment levels and inconsistent feedback mechanisms.	Strengthen delivery by focusing on committed cohorts using readiness or mindset filters, supported by baseline studies to track shifts attributable to the programme.
Impact: The programme generated clear earlystage impacts such as improved problem definition, concept development and structured innovation processes, while downstream outcomes remained limited.	Track a small set of early-stage impact makers and provide targeted deep support for a subset of ready teams through focused mentoring or incubation referrals.

Section 1: Introduction

1. Introduction

1.1 Current status of Social Entrepreneurship in India

The following section situates social entrepreneurship within India's evolving development landscape to assess both- its growth and institutional support alongside the conditions under which it translates from intent and innovation into sustained social impact.

As home to the largest concentration of social enterprises globally, India provides a critical context for examining how socially oriented ventures interact with state welfare provision, corporate social responsibility (CSR), and evolving market institutions. The rapid growth of the social sector alongside shifts in public expenditure, CSR engagement, and private philanthropy, highlights the importance of situating social entrepreneurship within India's broader political economy of development.[1] Social enterprises in India have not only sought to improve the functioning of markets serving low-income and marginalised populations, but in several cases have contributed to the creation of entirely new market spaces. Examples such as microfinance, low-cost healthcare delivery models, decentralised renewable energy solutions, and fair-trade agricultural supply chains illustrate how social entrepreneurship has redefined both economic participation and the means through which social value is generated.[2]

The resonance of social entrepreneurship in India is closely associated to the country's long-standing traditions of social reform, cooperative movements, and community-based action. However, until the late 1990s, the concept remained marginal in academic and policy discourse. Since then, the expansion of scholarship has mirrored the growth of social entrepreneurship which, in turn, has been shaped by economic liberalisation, the recalibration of the welfare state, and the rise of new financing mechanisms (CSR funding, impact investment, etc.). The field remains conceptually diverse, reflecting India's heterogeneity across regions, sectors, and socio-political contexts.

Defining social entrepreneurship in the Indian context therefore presents analytical challenges. The term is used to describe a wide spectrum of organisational forms and motivations, ranging from individual-led ventures driven by change agents to collective, membership-based organisations rooted in community ownership. In practice, Indian social entrepreneurship spans a continuum that includes mission-driven for-profit firms, cooperatives, producer companies, and non-profit organisations that adopt market mechanisms to sustain social objectives. This diversity reflects the coexistence of multiple institutional logics: civil society's emphasis on empowerment and equity, the state's focus on service delivery and development outcomes, and the private sector's growing interest in inclusive markets and measurable impact.[3]

Notwithstanding this diversity, Indian scholarship converges on several core characteristics of social entrepreneurship. First, the pursuit of social or environmental goals is prioritised over profit maximisation, even where commercial activity is central to the business model. Second, innovation is a defining feature, whether expressed through new products and services, novel organisational arrangements, or alternative framings of entrenched social problems such as poverty, gender inequality, or access to basic services. Third, social enterprises frequently employ market-oriented strategies,

[1] Unlocking India's strength in social entrepreneurship | Hindustan Times
[2] https://orbi.uliege.be/bitstream/2268/99644/1/Huybrechts%20Nicholls%20social%20entrepreneurship%20book%20chapter.pdf
[3] (PDF) The Rise of Social Enterprises in India: Opportunities and Challenges

including cross-subsidisation, partnerships with the state or private sector, and scaling through replication, to extend impact beyond localised interventions.[4]

At the same time, the visibility of social entrepreneurship has prompted debate over whether it represents a transformative pathway for social change or an unevenly realised approach. Some frameworks emphasise the potential of social enterprise to correct structural inequities by creating new equilibria. On the other hand, empirical studies acknowledge the conditional nature of such outcomes. This is because progression from problem identification to sustained impact does not singularly depend on entrepreneurial intent, rather, also on institutional support, ecosystem coherence, and participants' capacity to navigate uncertainty, resource constraints, and expectation mismatches. This tension suggests that social entrepreneurship functions less as a guaranteed "game-changer" and more as a context-dependent process. [5]

1.2 Existing Policy and Initiatives to Enable Social Entrepreneurship

India does not operate a single, unified "social entrepreneurship policy". Instead, support has emerged indirectly through a combination of entrepreneurship promotion, innovation, finance, CSR, and development programmes. These can be grouped into the following categories:

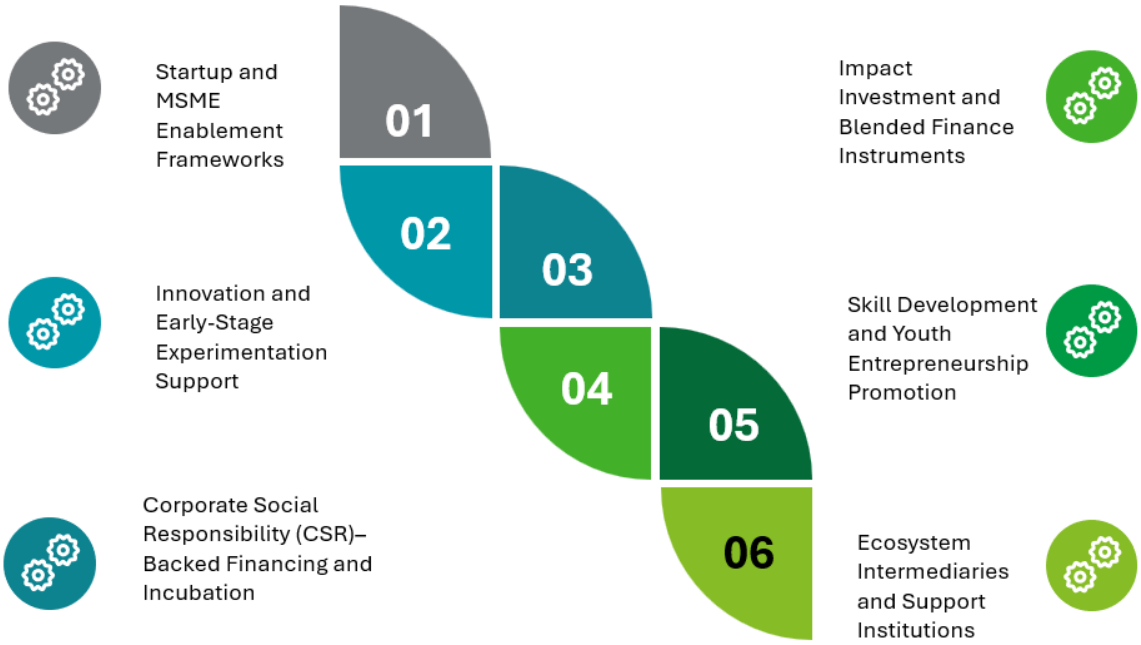

Figure 1: Existing Policies and Initiatives - Social Entrepreneurship

Government and quasi-governmental support for social entrepreneurship in India is delivered through a diverse set of policies, schemes, and institutional initiatives rather than a single, dedicated framework. These interventions describe functional support that collectively shape how social enterprises enter, experiment within, and navigate India's development ecosystem. The table below summarises the key policy categories, associated flagship initiatives, and the primary forms of support they provide for entrepreneurship:

[4] Ibid

[5] https://www.wipo.int/documents/d/global-innovation-index/docs-en-2024-gii-2024-contributors-sruthi-kannan-srinivas-ramanujam.pdf

Table 2: List of Policies/Schemes for Entrepreneurship

S. No.	Sub-Theme	Policies/Schemes	Description
1.	Entrepreneurship and Startup Promotion Policies	Startup India Initiative	The Startup India Initiative is a government program launched in 2016 that supports entrepreneurs and startups in India. The goal of the initiative is to create a strong ecosystem for innovation and entrepreneurship that will drive economic growth and employment by supporting startups through measures such as tax benefits, easier compliance, and access to funding.
		Stand-up India Scheme	Stand-Up India focuses on expanding entrepreneurship among women and Scheduled Caste and Scheduled Tribe communities by facilitating bank credit for greenfield enterprises. The scheme is relevant for inclusive and community-oriented social enterprises seeking to address inequities through enterprise creation.
2.	Innovation and Grassroots Enterprise Initiatives	Atal Innovation Mission (AIM)	AIM, launched in 2016, under NITI Aayog is India's flagship initiative that promotes innovation through Atal Tinkering Labs in schools and Atal Incubation Centres in higher education and innovation hubs. The initiative supports early-stage experimentation and solution development in areas such as healthcare, education, agriculture, and sustainability.
		National Innovation Foundation (NIF)	NIF is India's national initiative to strengthen the grassroots technological innovations and outstanding traditional knowledge. Its mission is to help India become a creative and knowledge-based society by expanding policy and institutional space for grassroots technological innovators. NIF scouts, supports and spawns' grassroots innovations developed by individuals and local communities in any technological field, helping in human survival without any help from formal sector.
		Biotechnology Industry Research Assistance Council (BIRAC)	BIRAC provides grants, incubation, and mentoring for biotechnology and health innovations with social relevance. It supports early validation of solutions addressing public health and development challenges.

S. No.	Sub-Theme	Policies/Schemes	Description
3.	Skill Development and Entrepreneurship	National Policy on Skill Development and Entrepreneurship	This policy promotes entrepreneurial skills, self-employment, and enterprise readiness, particularly among youth and marginalised populations. It indirectly supports social entrepreneurship by strengthening foundational capabilities.

Together, the landscape reflects a system that enables entry, experimentation, and capability development, but less consistent in supporting long-term enterprise progression and sustainability. Most initiatives operate indirectly and treat social enterprises as subsets of startups, innovators, or beneficiaries rather than as a distinct category with dual social and financial objectives. As a result, while the ecosystem offers multiple access points, support remains fragmented across lifecycle stages, creating gaps that intermediary and programme-level interventions are often required to bridge.

1.3 Challenges to Social Entrepreneurship

Despite the heightened growth of social entrepreneurship in India, evidence indicates that the sector continues to face specific challenges which constrain the ability of social enterprises to move beyond early experimentation and generate sustained, scalable social impact. Existing literature consistently highlights fragmentation across policy frameworks, uneven access to finance, weak progression pathways, market constraints, and capacity gaps as key limiting factors shaping outcomes for social enterprises in India.

Fragmented legal and policy frameworks

A challenge for social entrepreneurship in India is the absence of a single legal identity or policy framework for social enterprises. Social ventures operate under diverse organisational forms, including for-profit companies, non-profits, cooperatives, producer companies, and trusts, each governed by different regulatory requirements. While this flexibility enables innovation, it also increases compliance complexity and uncertainty, particularly for hybrid enterprises seeking to balance commercial revenue with social objectives. Policy instruments such as Startup India, MSME schemes, and innovation missions largely treat social enterprises as generic businesses or innovators, offering limited recognition of their distinct social value propositions. [6]

Uneven access to finance across the enterprise lifecycle

Access to appropriate finance remains one of the most frequently cited barriers facing social enterprises in India. Ecosystem studies show that early-stage social ventures often rely on grants, CSR funding, and prize-based competitions, which are typically short-term and project-linked. At later stages, impact investment and blended finance mechanisms prioritise enterprises that demonstrate commercial viability and scale potential, leaving a "missing middle" of ventures that are too mature for grants but insufficiently de-risked for investment capital. This financing gap is particularly pronounced for youth-led and community-embedded enterprises.[7]

[6] Policy Ecosystem of Social Entrepreneurship for Sustainable and Resilient Development: A Doctrinal Review | Springer Nature Link

[7] The Role of Social Entrepreneurship in Addressing Global Social Challenges | Journal of Law and Sustainable Development

Weak pathways from innovation to enterprise sustainability

India has developed strong capabilities in supporting ideation, prototyping, and proof-of-concept development through innovation missions and grassroots initiatives. However, multiple studies note that mechanisms for supporting enterprise consolidation, operational maturity, and long-term sustainability are comparatively underdeveloped. As a result, a large proportion of social enterprises remain small in scale, geographically concentrated, or dependent on continued external support rather than market revenues. The emphasis on innovation over execution has led to a proliferation of pilots without corresponding pathways for mainstream adoption or institutionalisation.

Market access and demand-side constraints

Social enterprises in India frequently operate in markets characterised by low purchasing power, high price sensitivity, and limited consumer awareness. Even where solutions demonstrate social value, enterprises face challenges in achieving adoption at scale due to behavioural barriers, fragmented value chains, and weak integration with public service delivery systems. Limited access to government procurement and formal markets further restricts opportunities for growth, particularly for enterprises operating in rural, peri-urban, and informal contexts.

Human capital and enterprise readiness gaps

Although entrepreneurship education and skill development initiatives have expanded across India, studies highlight persistent gaps in enterprise readiness among social entrepreneurs. These include limited access to experienced leadership, operational talent, and sector-specific expertise, especially outside major urban hubs. Many early-stage support programmes emphasise ideation and motivation but provide insufficient support for execution, governance, and organisational development. This affects enterprise resilience and contributes to high rates of stagnation or attrition beyond initial stages.

Measurement, credibility, and ecosystem trust

Measuring social impact remains a challenge across the sector, with no universally adopted frameworks or metrics. This complicates engagement with investors, CSR funders, and policymakers, and limits comparability across enterprises. The Global Innovation Index notes that social entrepreneurship outcomes are often difficult to aggregate or evaluate due to inconsistent reporting standards and variable data quality. In some cases, unmet expectations around funding, recognition, or progression pathways have also been observed to undermine trust in ecosystem actors and programmes, particularly among early-stage participants.

Collectively, the literature suggests that India's social entrepreneurship ecosystem is characterised by strong entry points and experimentation capacity, but relatively weaker progression pathways. While policy and institutional mechanisms enable ideation and early engagement, they do not consistently support enterprises through consolidation, scale, and long-term sustainability. Addressing these challenges requires interventions that integrate capability building, expectation management, and ecosystem linkage, particularly for youth-led and early-stage social enterprises operating at the margins of existing policy frameworks.

1.4 Titan CSR Programme

As part of the Tata Group, Titan Company Limited has historically articulated CSR as integral to its organisational purpose and mode of doing business. Incorporated in 1984 as a joint venture between the Tata Group and TIDCO, Titan has consistently positioned itself as a values-driven organisation, seeking not only to deliver lifestyle products but also to contribute meaningfully to the quality of life of the communities it engages with. This orientation is reflected in the way the company has redefined practices across its industries - spanning manufacturing, service delivery, workforce relations, and customer engagement.

Titan's CSR philosophy is anchored in the company's vision statement:

"We create elevating experiences for the people we touch and significantly impact the world we work in."[8]

Titan's CSR approach is centred on the objective of contributing to long-term and inclusive social impact which recognises community-wellbeing as integral to business success. It conceptualises social impact as multi-dimensional- envisioned to materialise through multiple and interconnected channels instead of a single intervention pathway.

Within this framework, Titan's CSR engagement is guided by a strong sense of reciprocity and responsibility towards the social ecosystems that intersect with its operations and value chains. As a pan-India organisation, its approach balances responsiveness to community-specific and locally relevant priorities with support for causes of national importance.[9]

Titan's Focus Areas and Flagship Programmes

Titan's CSR strategy is implemented through a set of thematic areas focusing on education, skilling and livelihoods, cultural heritage, responsible citizenship, inclusion, and design-led social innovation. Together, these themes reflect a long-term and integrated approach to social impact - combining programme delivery with capacity-building and ecosystem-oriented interventions across the company's pan-India footprint.

Across these themes, Titan's CSR portfolio prioritises outcomes such as educational access and continuity, employability and income generation, preservation of traditional knowledge systems, community well-being, and the inclusion of socio-historically marginalised groups. Programmes are designed to operate at multiple levels: individual, community, and institutional.

Within this portfolio, the Design Impact Initiative occupies a distinct position by leveraging design as a catalyst for social innovation and systems-level change. The following overview outlines Titan's CSR themes and flagship programmes to situate the DI Movement and Design Impact Awards (DIA) within the broader CSR architecture.[10]

[8] Titan Company Limited. (2023). *CSR policy*. https://www.titancompany.in/sites/default/files/2023-07/CSR-Policy-Titan_2.pdf
[9] Titan Company Limited. (2025). *Annual report 2024–25*. https://www.titancompany.in/sites/default/files/2025-06/Titan%20AR%202024-25%20AR.pdf
[10] Titan Company Limited. (n.d.). *Sustainability*. Retrieved February 16, 2026, from https://www.titancompany.in/sustainability

Table 3: Titan's Flagship CSR Projects

S. No.	Theme	Focus	Flagship Programmes	Outcomes
1.	Education (Special Focus on Girl Child)	Equitable access to quality education and learning continuity for underprivileged children, with a focus on the girl child	Titan Kanya, Kanya Sampoorna, Science Experiential Learning, Titan Scholarship	Enhanced educational access and continuity; improved learning outcomes and functional literacy; strengthened life skills and educational preparedness among disadvantaged learners
2.	Skilling and Placement of Less Privileged Youth	Market-aligned skill development, employability, and livelihood enhancement for marginalised youth	Skill Development for Employment, Employability for People with Disabilities, Livelihood & Entrepreneurship	Improved employability and income-generation opportunities; strengthened vocational, life, and behavioural skills; increased participation of underrepresented groups in sustainable livelihood pathways.
3.	Support for Indian Arts, Crafts and Heritage	Strengthening artisan livelihoods and preserving traditional crafts through market access, skill enhancement, and enterprise-led value chain development.	Project Tarasha, Project Kashika, Project Antran	Improved income security and market linkages for artisans; sustainability and visibility of traditional craft practices; increased participation of women and marginalised groups in such livelihoods.
4.	Design Impact Initiative	Design-led social innovation aimed at addressing complex social and environmental challenges through ecosystem building, product innovation, and systems-oriented solutions.	DI Movement, DI Awards	Development and scaling of socially impactful design solutions; strengthened social design ecosystem; measurable social and environmental benefits generated through design interventions.
5.	Responsible Citizenship	Community well-being, public health, disaster response, and civic engagement through place-based interventions and employee volunteering.	Happy Eyes, Neighbourhood Initiative, Integrated Village Development, Watershed Programme, Titan Footprints	Improved access to health and essential services; enhanced community resilience during crises; strengthened local infrastructure and sustained civic participation.
6.	Affirmative Action	Promoting inclusion of underprivileged and tribal communities through targeted support for education, vocational training, and	Education for Children, Tribal Scholarships, Tribal ITI Support, Teacher Training	Improved access to educational and training opportunities; strengthened learning and employability pathways for marginalised groups

S. No.	Theme	Focus	Flagship Programmes	Outcomes
		institutional capacity building		

Within this portfolio, the DI Initiative represents a distinct stream of engagement centred on design-led approaches to addressing social and environmental challenges. Unlike interventions focused on direct service delivery or livelihoods, the DI Awards and DI Movement operate through ecosystem building, innovation, and the development of scalable design solutions. The Impact Assessment covered in this report is scoped to DI Movement and the subsequent sections examine this initiative in detail.

Design Impact Initiative is a flagship initiative of Titan Company Limited that celebrates design as a core organisational strength, recognising its potential to create purposeful futures and sustainable value. The initiative focuses on the transformative power of design to address real-world challenges, encouraging new-generation innovators to apply their skills to issues facing Indian society and the planet. It comprises 2 programmes: DI Movement Programme, and the DIA Programme. Both streams together illustrate Titan's layered approach: a wide-reaching movement to cultivate social impact designers, complemented by a competitive awards track that accelerates a few highly mature solutions.

Section 2: Background of the DI Movement

2. Background of the DI Movement

2.1 Program Overview of the DI Movement

The DI Movement is an initiative of Titan Company Limited, launched during 2020–21 to promote design-led innovation and entrepreneurship in the social impact space. The programme is oriented towards engaging early-stage innovators by providing a platform that covers promotion, outreach, skill development, company formation, incubation and market linkages. In FY 2024-25, the DI Movement was focused on identifying projects and young entrepreneurs designing solutions, leveraging Human Centre Desing methodology. Applicants and projects were shortlisted over time through partner funnels viz. IKP and TinkerLabs, through scoring over multiple criteria's focusing on solution viability, applicability in real situations, process employed etc. The finalist projects were then invited for a 4-day immersive residential workshop at Protovillage. These workshops emphasised social design values, peer learning, and conversations on social causes and solutions that could be brought to life.

Over time, the DI Movement has expanded in scope and structure. In 2025, Titan, in collaboration with IIM Calcutta Innovation Park (IIMCIP), introduced the National Entrepreneurship Program for Social Transformation (NEST) as an incubation component under DI Movement. Under this collaboration, IIMCIP serves as the implementation partner for NEST, supporting pre-incubation and early-stage incubation for select social impact–oriented startups.

The programme is an innovative, open-platform designed to empower new-generation innovators in applying design-led approaches to tackle critical social and environmental challenges such as climate change, poverty, healthcare, etc. Grounded in human-centred design, the program guides participants from problem identification through ideation, prototyping, and market readiness, culminating in scalable solutions aimed at meaningful social impact. DI Movement operationalises this through providing participants access to structured learning modules, expert-led masterclasses, design challenges, and mentorship. These engagements support the application of design skills to real-world problem contexts and enable interaction among participants and practitioners within the social design ecosystem[11].

The DI Movement comprises two primary components:

1) NEST: This initiative provides comprehensive and structured support to early-stage innovators working on scalable social innovation projects, offering mentorship, capacity- building, and market ready strategies to facilitate ensure success. With the central objective of transitioning participants from Project to Market, the programme seeks to address societal needs through innovative solutions, supporting participants in developing and scaling their concepts.

[11] Titan Company Limited. (n.d.). *Agreement with IIM Calcutta Innovation Park (Ref. 7128)* [Unpublished internal document]. Provided by Titan Company Limited.

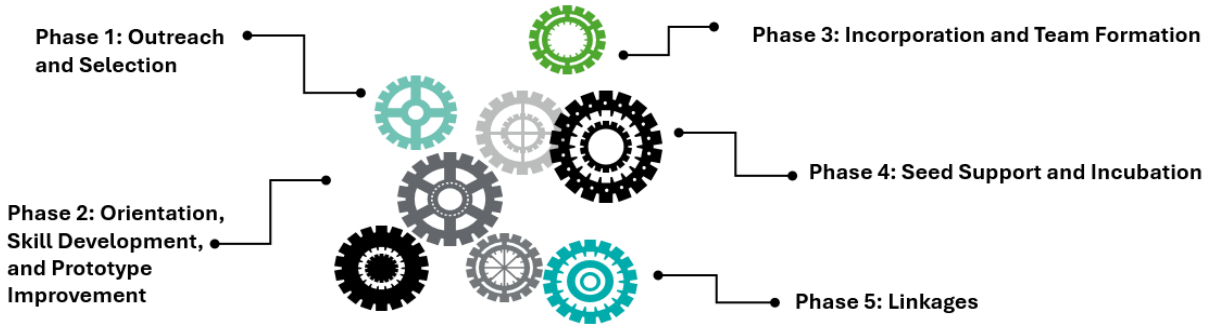

Figure 2: NEST Phases

Table 4: Description of NEST Phases

S. No.	Phase	Duration	Core Activities
1.	Outreach and Selection	3 months	Campus ambassador recruitment, multichannel promotional campaigns, call for applications, eligibility criteria (low fidelity prototype, UN SDG relevance, final year student or ≤ 5year alumni, fulltime commitment, Mindset Impact Assessment, team formation by Phase 2), rigorous application Impact assessment, etc. 802 submissions for the NEST Program, and 24 teams selected for mentorship under the NEST cohort[12]
2.	Orientation, Skill Development & Prototype Improvement	5 months	Orientation sessions, four day "ProtoVillage" residential workshop, three immersive bootcamps covering business planning, market research, value proposition design, financial planning, strategic operational planning, impact measurement, fundraising, storytelling, prototype improvement grant of ₹50,000 per team
3.	Incorporation and Team Formation	1 month	Support for legal entity formation, assistance in forming teams of ≥ 2 members with complementary skills (formalisation costs borne by teams)
4.	Pitching Session and Prototype Showcasing	-	Presentation of refined prototypes and business plans to a jury of experts, mentors and stakeholders; selection of the final cohort for further support
5.	Seed Support and Incubation	4 months	Seed grant of up to ₹10 lakhs per team (10-12 teams), taskforce mentoring
6.	Linkages	2 months	Facilitation of government grant linkages, market connections, networking with industry leaders, investors and ecosystem players

2) **Ecosystem Development:** Within this modality, IIMCIP will collaborate with ecosystem partners, organizations, and experts to actively engage colleges and universities in raising awareness about the Project and the opportunities it presents for students. This initiative is designed to

[12] H1 April - September 2025 - presentation_DI Movement_IIMCIP.pptx (1).pdf

empower students to leverage their skills in developing innovative solutions to address pressing social challenges.

Table 5: Mechanisms of Ecosystem Development

S. No.	Core Activities	Description
1.	Outreach with Academic Institutions	Targeted engagement with engineering, design and architecture colleges to inspire student led social projects
2.	Mentorship and Project Development	Human-centred design training, capacity building sessions and mentorship to enhance innovation and leadership skills.
3.	Project Impact Assessment and Shortlisting	Structured assessment against predefined criteria to identify high impact ideas.
4.	Media Outreach and Communication	Use of Instagram, Facebook, LinkedIn, Twitter, YouTube, WhatsApp/Telegram; collaborative promotions with NGOs, academic partners and influencers; creation of videos, blogs, infographics and testimonials.
5.	Participation in Ecosystem Events	Engagement in key events to raise visibility, encourage high-quality submissions and promote social entrepreneurship.

These ecosystem activities aim to enable the development of market ready prototypes and incorporation of viable social enterprises, alongside delivering high-quality project submissions, enhanced partnerships and sustained visibility as a hub for social impact and entrepreneurship.

Key Objectives of DI Movement

- To create cohorts of future solution designers and social entrepreneurs focused on social impact.
- To foster youth engagement by conducting targeted outreach, workshops, and mentorship sessions that strengthen human-centred design and entrepreneurial skills.
- To provide incubation and technical support—through partnerships with IKP, Tinker Labs, and other ecosystem players—that helps student-led ventures evolve from ideation to market-ready solutions.
- To cultivate an inclusive innovation pipeline by collaborating with tier 2 and tier 3 colleges and ensuring geographical diversity in participation.
- To systematically track and evaluate outcomes, such as the number of applications, project conversions, and potential social impact metrics, thereby reinforcing data-driven decision-making and program refinement.
- To promote cross-sector partnerships (corporate, academic, and NGO) that co-create scalable solutions aligned with the United Nations Sustainable Development Goals (UNSDGs) and the broader mission of social impact[13]

[13] *Ibid*

Partnerships of DI Movement

Titan Company Limited	IIM Calcutta Innovation Park	Participants (Early-Stage Innovators)
• Sets the overall strategic direction and provides governance for the programme. • Designs and launches the call for applications and related promotional material. • Engages senior Titan officials to provide domain mentorship and technical support for prototype development. • Approves budgets and major programme decisions. • Oversees partner engagement and ensures alignment with Titan's broader sustainability agenda. • Champions the initiative within the Titan corporate ecosystem.	• Executes the programme in accordance with the defined scope and timeline. • Manages day-to-day operations, including outreach, training delivery, and monitoring of activities. • Administers the disbursement of grant funds and other resources required by participating teams. • Coordinates with partners, monitors their performance, and ensures timely processing of partner payments. • Documents progress and produces regular reports for each programme phase.	• Commit to full-time involvement throughout the programme. • Participate actively in all scheduled activities, workshops, and mentorship sessions. • Leverage provided resources, mentorship, and funding to develop prototypes and advance their ventures. • Adhere to the programme's guidelines, timelines, and reporting requirements as communicated by the programme team.

Figure 3: Stakeholders: Roles and Responsibilities

Besides IIMCIP, Titan has established partnerships with Sattva as program management partner, Tinker Labs and Inunity (Innovation for Community) as ecosystem partners, Proto Village as immersion partner, Tangent Tech Solutions as tech partner, Deepsense as social media partner, and Lopez Design as branding partner. [14]

DI Movement (2024-25)

The DI Movement (2024-25) constituted six stages starting with an impact assessment of the previous cohort and landscape mapping and ending with ecosystem-building – outreach. A detailed breakdown of the progression of stages is given below.

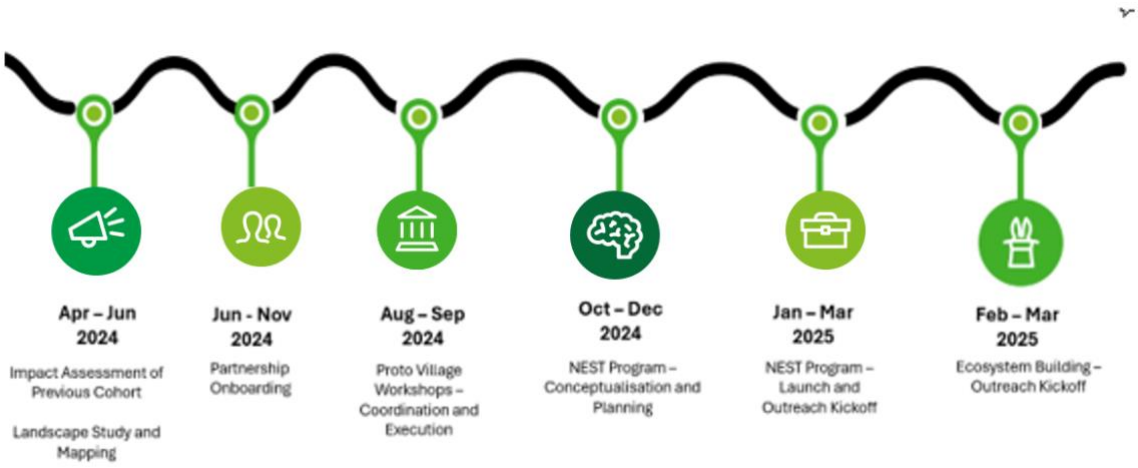

Figure 4: DI Movement - Key Milestones (2024-2025)

[14] According to the report titled *H1 April - September 2025 – presentation DI Movement IIMCP* shared by Titan

Key Performance Indicators of the DI Movement (2024-2025)

In the table below, achieved figures serve as benchmarks for performance assessment – reflecting the actual results recorded during implementation.

Table 6:Key Performance Indicators against Actual Targets (2024-25)

S. No.	Indicators	Achieved Figures
1.	Application Submission	3036
2.	Initial Shortlisting	553 (from the TinkerLabs and IKP List)
3.	Final Shortlisting[15]	57

2.2 Alignment to SDGs and National Goals

The Sustainable Development Goals (SDGs) provide a framework to map the thematic focus of the DI Movement. The DI Movement primarily aligns with SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation and Infrastructure), with linkages to SDG 4 (Quality Education) and SDG 12 (Responsible Consumption and Production).

Positioned as an upstream intervention, the DI Movement focuses on building early-stage design thinking, problem framing, and interdisciplinary collaboration among undergraduate students and young innovators. By strengthening foundational capabilities and exposing participants to socially relevant problem spaces, the programme contributes to innovation readiness and supports long-term pathways towards inclusive growth and social entrepreneurship.

In doing so, the DI Movement positions design as a formative capability. By engaging students at an early stage in their academic journeys, the programme supports exposure to social innovation. It also helps participants assess their interest and readiness for future entrepreneurial or impact-oriented pathways. This role strengthens the broader innovation ecosystem by expanding the pool of youth equipped to progress toward more advanced stages of social enterprise and design-led innovation over time.

Figure 5: Sustainable Development Goals

DI Movement: Alignment with SDGs

The DI Movement culminated in the selection of 57 projects (2024-25) and the launch of the NEST Program. The projects collectively captured the extent and character of youth participation, the disciplinary breadth of the student cohort, and the nature of the solutions generated.

The project portfolio is characterised by solutions that are:

[15] According to the report titled *Design Impact Movement Project Progress Report 2024–2025* shared by Titan

- Practical – the ideas are described as "impactful" and oriented toward real world implementation.
- Forward looking – they aim to anticipate future needs and embed scalability into the design.
- Inclusive – the outputs are intended to address diverse societal groups and promote equitable access.

Table 7: Alignment of the DI Movement (2024-2025) with SDGs

S. No.	Emerging Theme	Corresponding SDG	Rationale for Alignment
1.	Environmental stewardship – projects addressing waste reduction, resource efficiency, and eco-friendly design.	SDG 13 (Climate Action), SDG 15 (Life on Land)	The focus on sustainable materials and environmental impact directly relates to climate mitigation and ecosystem preservation.
2.	Healthcare and well-being – solutions targeting health-related challenges in underserved communities.	SDG 3 (Good Health and Well-Being)	Interventions that improve access to health services or promote preventive care map to the health-centred goal.
3.	Agriculture and livelihoods – innovations aimed at improving agricultural productivity, income generation, or rural employment.	SDG 2 (Zero Hunger), SDG 8 (Decent Work and Economic Growth)	Enhancing food security and creating sustainable livelihood opportunities correspond to these goals.
4.	Education and capacity building – activities that develop design thinking, entrepreneurship skills, and knowledge sharing among students.	SDG 4 (Quality Education)	The emphasis on skill development and learning modules aligns with the goal of inclusive, quality education.

Section 3: Scope and Methodology

3. Scope and Methodology

3.1 Scope of Work

The Impact Assessment examined the relevance, coherence, effectiveness, efficiency, impact, and sustainability of Titan's DI Movement.

The primary unit of analysis for this impact assessment was the DI Movement as a programmatic intervention. The purpose of the study was to determine the extent to which this intervention has strengthened design led social innovation. The scope of this impact assessment was limited to FY 2024-25.

Stakeholders including Titan, programme partners, mentors, institutional collaborators, and programme participants across different stages constituted units of observation. Their perspectives provided diverse vantage points to assess how the DI Movement performed, how it was experienced, and how it contributed to capability development, innovation processes, and ecosystem strengthening.

The assessment examined whether the DI Movement:

1. Strengthened design-led social innovation among early-stage innovators and students.
2. Improved participant design thinking, problem solving, prototype development, and commercial readiness.
3. Influenced ecosystem perceptions, including mentors, partners, institutions, and external stakeholders, around the value of design-led approaches.
4. Fostered ecosystem linkages, collaboration pathways, and opportunities for scale.
5. Achieved coherence with:
    - Titan's CSR policy
    - community and stakeholder need.
    - national innovation priorities

The Impact Assessment triangulated insights from beneficiary feedback from participants belonging to the current programme cohort; stakeholder consultations, including Titan teams, implementation partners, mentors, and ecosystem institutions; document review of programme materials, process records, and outputs; secondary data, including external innovation benchmarks and comparative models. These evidence streams were synthesised to reveal strengths and improvement areas.

The Impact Assessment generated insights to strengthen programme design and delivery, resource allocation and efficiency improvements, enhance the ecosystem positioning of the DI Movement, identify opportunities for scaling or deepening programme impact, and support Titan in continuous learning and adaptive management.

The OECD-DAC framework guided this impact assessment, ensuring global-standard rigor and comparability[16]. The detailed methodology is outlined below.

[16] Organisation for Economic Co-operation and Development. (n.d.). *Evaluation criteria*. https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html

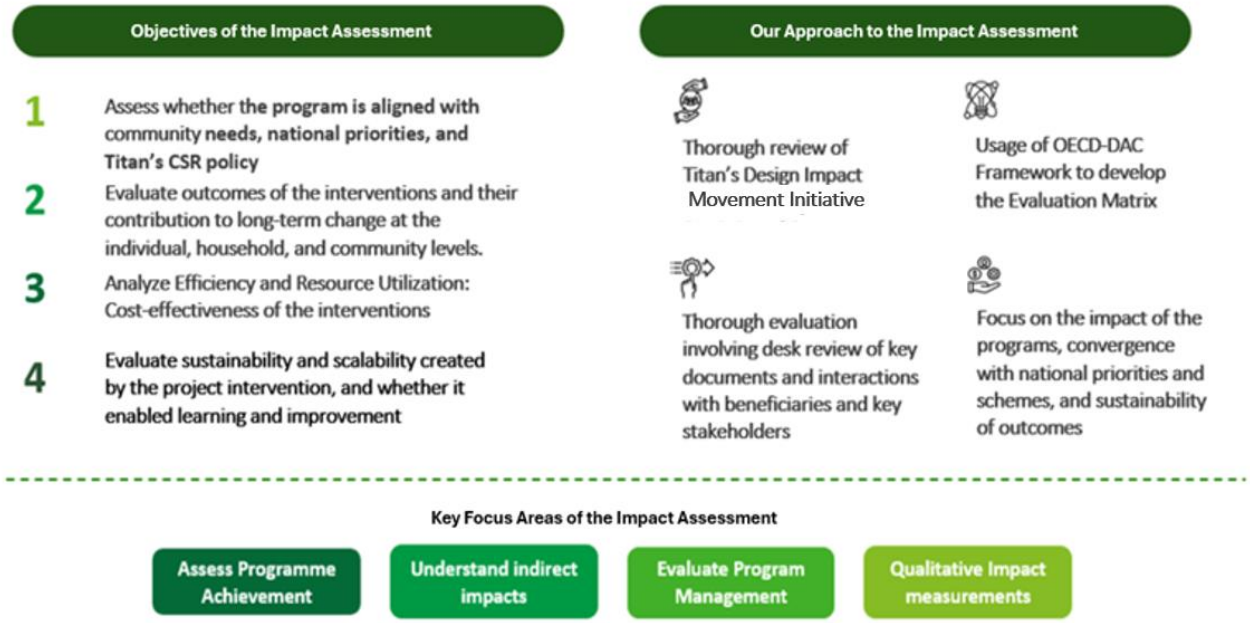

Figure 6: Objectives, Approach, and Focus of Impact Assessment

3.2 Approach & Methodology

3.2.1 Assessment Approach

The Impact Assessment adopted a mixed-methods approach - quantitative methods to estimate entrepreneurial acumen, value delivered through the programmes, and outcome patterns among beneficiaries, while qualitative enquiry provided contextual understanding of programme delivery, enabling factors, and constraints.

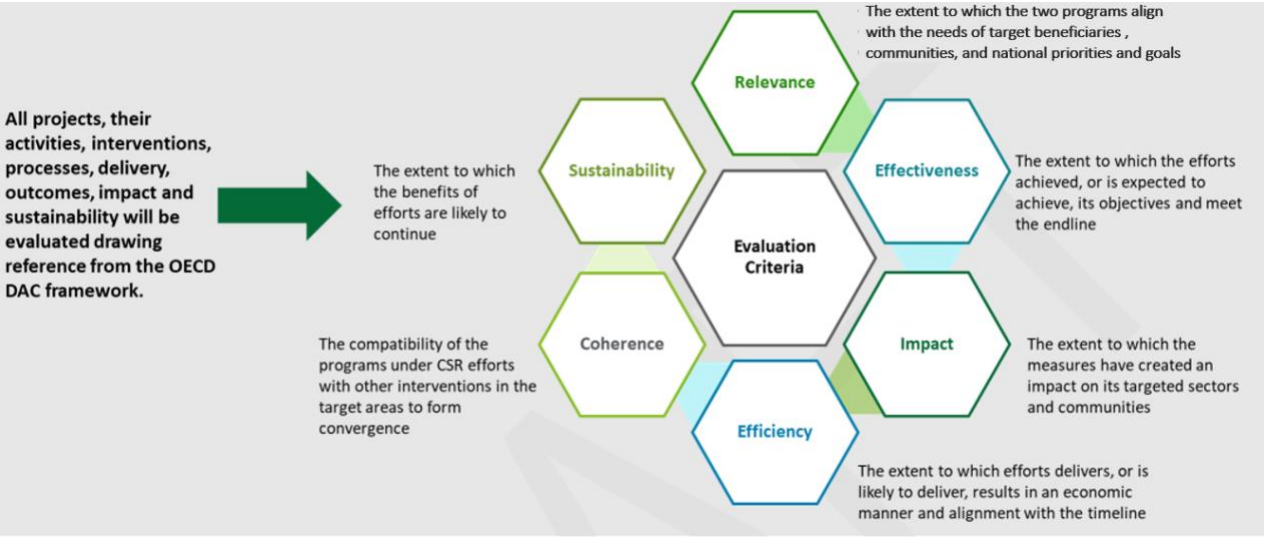

Figure 7: Impact Assessment Approach

The DI Movement (2024-2025) was guided by a bespoke Impact Assessment matrix to ensure coverage of all programme elements with respect to OECD DAC frameworks 6 reporting areas.

3.2.2 Impact Assessment Matrix

Design Impact Movement

The impact assessment outlined below provided an overview of the DI Movement (2024-25) outlining the evaluation design and key research questions guiding the study. It mapped the core areas of enquiry alongside corresponding theme, and sources.

Table 8: DI Movement - Impact Assessment Matrix

Theme	Questions
Relevance	• To what extent does the DI Movement respond to the specific needs of undergraduate students in the current context? • How does the DI Movement align with regional and national interests? • To what extent do the partnerships under DI Movement align with the institutional priorities? • How do ecosystem development interventions under DI Movement enable conducive environment for nurturing youth driven innovations?
Coherence	• How conducive is the DI Movement pedagogy with existing curriculums that students navigate? • Does DI Movement align with other regional youth employment or startup support schemes available to these students? What is the impact of DI Movement on career prospects of students? • How well does the ecosystem building effort through the partner align with existing innovation and youth entrepreneurship paradigm?
Effectiveness	• What is the completion rate of activities and outputs against set targets? • What was the perceived value amongst stakeholder i.e. students, college admin, partners etc. against the activities completed under the DI Movement? • Challenges faced in achieving objectives and best practices across the DI Movement. • How have recommendations from previous Impact Assessments been incorporated into DI Movement design and delivery
Efficiency	• What was the financial utilization rate of the DI Movement initiative? • Were there any financial process delays, causes for the same? • What bottlenecks, financial process delays, or logistical challenges hindered the efficient delivery of the program, and what were their root causes? • What are the instances of scaling within existing resources?
Impact	• What is the impact on students i.e. ventures launched, ideas prototypes etc.? • What are the competencies fostered, (reported by students and observed in action)? • What significant unintended effects (positive or negative) has the program produced?
Sustainability	• How does the program ensure continuity and self-sustenance? • What are the additional partnerships/relationships that are needed to be fostered? • How can DI Movement enable long-term continuity of entrepreneurs fostered under the programme? • What is the impact of DI Movement on career prospects of students? • How likely are the participating colleges to institutionalize and sustain the DI Movement model independently?

3.2.3 Assessment Methodology

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

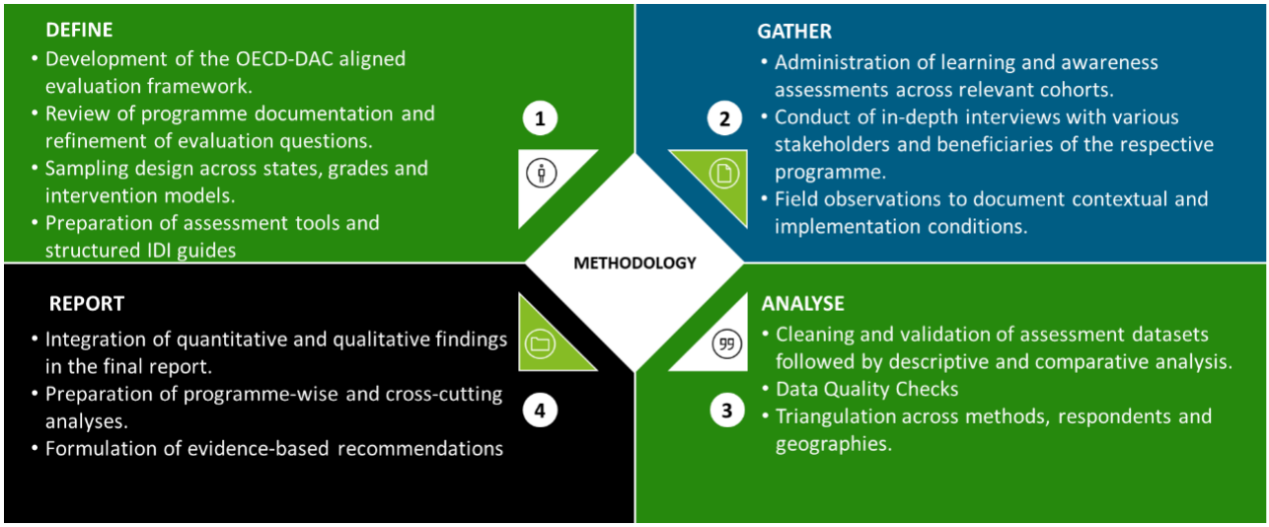

Figure 8: Define, Gather, Analyse Report Approach

- Define:
  A detailed review of programme documentation, including Proposals, Annual reports, Quarterly reports, Utilisation Certificates, programme monitoring reports, 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 Impact Assessment parameters and sampling design across the the DI Movement for FY 2024-25, implemented across the country. The sampling strategy sought to reflect programme stakeholder heterogeneity while retaining operational feasibility for conducting the assessment. Assessment instruments for college students enrolled in the DI Movement (2025-2026) were drafted keeping in mind nature of the programme, implementation approach, and planned outcomes and impact. The in-depth interview guides for students, campus ambassadors, partners for DI Movement (2024-2025), incubation partners, and implementing partners were structured around OECD DAC considerations.

- Gather:
  Field activities included administering quantitative surveys along with conducting qualitative discussions and observational visits. Surveys were a primary measure to understand student participant perspective on value delivered through DI Movement (2024-2025) programme. The surveys worked to decode student needs addressed through, self-reported changes across entrepreneurial competencies, and perceived value to students in terms of building MVPs and launching market ready products by students selected for seed funding and EIR initiative. The qualitative tools for DI Movement (2024-2025) included semi-structured interviews with college students, campus ambassadors, college representatives and partners i.e. Tinkerlabs. These interactions delved into decoding alignment of the movement with national and global interests, driving value for young entrepreneurs, sustainability of DI Movement (2024-2025) participant solutions, challenges and best practices, and impact of the programme on students. Secondary datasets i.e. programme monitoring reports, financial reports etc. enabled decoding of efficiency and effectiveness of the programme within the MoU modalities and pre-agreed outputs, outcomes, and impact. These engagements provided insights into the context of program delivery and how well it was carried out.

- Analyse:
  The analytical process consisted of the systematic cleaning, validation and examination of quantitative and qualitative data. Secondary datasets were subjected to descriptive and comparative analysis to identify patterns. Qualitative data was transcribed and thematically analysed following the OECD DAC criteria. This approach enabled a structured interpretation of stakeholder perspectives. 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.

3.2.4 Sampling Plan

The Impact Assessment for DI Movement utilised purposive sampling for qualitative inquiry through IDI and survey. This methodology was adopted for the purpose of capturing stakeholder perspectives on implementation processes and drivers behind observed programme patterns.

Sample for DI Movement

The approach focused on covering responses from the institutions that contributed to the DI Movement applicant pool, and programme implementation.

DI Movement Applicants: Considering that the programme period under purview was conducted in FY 24-25, reaching out to students who did not extensively engage with the programme team may not have yielded adequate or informed responses. Accordingly, sampling was limited to colleges to illicit representation from the source of the applications. There were 86 colleges represented by the applicant pool, which included applicants shortlisted for the final engagement viz. ProtoVillage workshops.

DI Movement Partners: Three partners were involved in the implementation of DI Movement viz. IKP, TinkerLabs, and Sattva Consulting. Each partner played a distinct role in supporting the programme. IKP supported with the inflow of applications, TinkerLabs supported with applications and implementation of Design Thinking workshops, and Sattva Consulting operated in a program management capacity. IKP was dropped from the sample due to termination of engagement at the end of FY 24-25 DI Movement and support being restricted to sourcing applications. TinkerLabs and Sattva Consulting were retained due to their extensive efforts in implementing the programme.

Stakeholder Selection and Rationale:

Stakeholder selection for the impact assessment was based on programme objectives and impact pathways. The following target stakeholders constituted the sample:

- College Students / Projects FY 24-25 (Protovillage Participants Included) were targeted as a stakeholder group due to their end-to-end exposure to the programme lifecycle. As a result, this group could provide nuanced insights on both the application process, and the activities conducted as part of the programme (such as the ProtoVillage residential workshops).
- TinkerLabs was included as a stakeholder group, providing an external vantage point through which the programme could be assessed. This was done to capture insights into ecosystem

development (design and delivery of interventions, activity implementation, and the extent to which projects incorporated Human-Centred Design principles, etc.)

- Titan DI Movement Programme Team (Sattva) was included as a stakeholder group owing to their central role in designing and overseeing the programme. As the programme team, they had comprehensive, end-to-end visibility across all stages- from conceptualisation to execution, making them crucial in understanding programme intent, design decisions, and implementation.

Table 9: Sample for DI Movement (2024-25)

S. No.	Target Stakeholders	Tools used	Population	Actual Response
1	College represented during FY 24-25 applications (Protovillage Participants Included)	Survey (Online)	86	15[17] Colleges Represented (20 Responses total)
2	TinkerLabs	IDI (Virtual Interaction)	-	1
3	Titan DI Movement implementation/ programme team (Sattva)	IDI (Virtual Interaction)	-	1

3.3 Limitations

Certain methodological and data constraints limit the scope and robustness of the findings. Some of these are listed below for reference:

- Survey responses for DI Movement:
  Survey participation for the DI Movement yielded 20 responses, representing from 15 colleges out of 86 (~17.4%). Following that, it is important to note that findings may not be fully representative of the population. The lower response rate may be attributed to loss of contact with participants. Students associated only with ProtoVillage had not been in touch with the Titan team since March 2025, while remaining participants had lost contact as early as December 2024. This created an extended gap prior to outreach. Additionally, the data-collection window was limited to one and a half weeks, during which multiple follow-ups were conducted but did not yield a higher response.
- Limited number of Unique Entries:
  Although 20 responses were collected, only 15 were unique at the college level as multiple students from the same college submitted feedback. This results in responses being representative of 15 colleges, limiting the generalization of findings.
- Mode of data collection (online IDIs):
  All in-depth interviews (IDIs) were conducted online. This may have limited the depth of probing and observation of non-verbal cues, potentially affecting the richness of responses and the ability to explore sensitive or nuanced issues in comparison to in-person interviews.
- Potential unintentional response bias:
  Responses may have been influenced by respondents' personal beliefs, perceptions, or the broader contextual environment in which they were interviewed. As most stakeholders

[17] Possible reasons for low response rate are discussed in the Limitations section. The issue of unique entries is also highlighted in this section.

interviewed were closely involved in the design and implementation of the DI Movement, there is a possibility of unintentional positive bias, which may have affected the objectivity of certain perceptions and assessments reported during the interviews.

- Protovillage feedback collected by Titan team was considered:
  Protovillage feedback which was collected by the Titan team was considered as part of the analysis. However, as the data was gathered internally from the programme participants, there arises a propensity for response bias - wherein findings may reflect a relatively positive/favourable perspective.
- Exclusion of IKP (Outreach Partner) in the Sample:
  IKP, application outreach partner, was not included in the sample for this study. IKP's role in the DI Movement was centred on providing support for application sourcing. However, owing to the conclusion of its engagement at the end of FY 24-25, perspectives related to application inflow and early-stage outreach by IKP have not been captured in the findings.

Section 4: DI Movement Findings

4. DI Movement Findings

4.1 Relevance

4.1.1 Alignment to pre-programme needs

The DI Movement was designed to respond to gaps identified in undergraduate education, specifically the lack of structured support for early-stage entrepreneurship within formal academic settings. The programme team (Sattva) reported that its conception was informed by feedback from more mature cohorts, who indicated that such support was absent during their college years. In response, the programme aimed to provide early exposure to entrepreneurship prior to graduation and to create pathways that enabled students to move from ideation to early-stage venture development. This included a focus on design led problem solving applied to social challenges and support for progression from Technology Readiness Levels (TRL) 1 to 3.

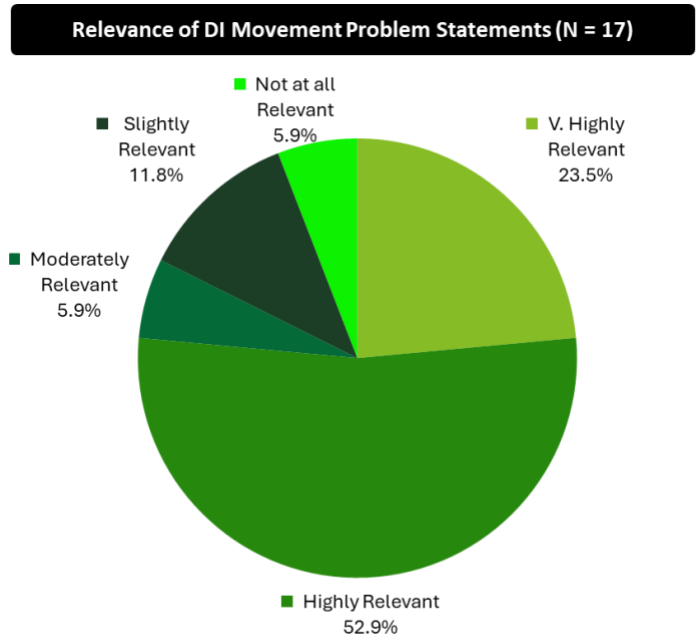

Figure 9: Relevance of DI Movement application problem statements for students

The aim was to address the perceived disconnect between academic work and real-world application by enabling students to take forward ideas that would otherwise remain within classroom settings. The programme was envisioned to bridge this gap by providing support beyond awareness building. It also functioned as a funnel to identify and support students with viable ideas, enabling selected participants to engage in workshops and receive further guidance towards establishing ventures. The emphasis on building confidence and fostering an entrepreneurial mindset was identified as a key area of relevance for students at this stage.

"Initial conception stage it was based on DIA cohort, mature cohort. It was like folks telling I wish I had this kind of support system in college – which informed DIM... aligned with Titan's ethos." - Sattva

Survey findings corroborate the programme's relevance to students' perceived needs, while also highlighting variation in perceptions. Overall, **76.47%** of students rated the DI Movement's problem statements focused on water, sustainability and social impact as either **highly (52.94%)** or **very highly (23.53%)** relevant. At the same time, a minority of students reported lower alignment, with **11.76%** rating the problem statements as only slightly relevant and **11.76%** reporting moderate or no relevance. This suggests that while the programme's thematic focus resonated strongly with most participants, its relevance was not uniformly perceived across all students.

The ecosystem partner (Tinkerlabs) highlighted the programme's relevance in addressing gaps in practical and applied learning. The DI Movement was seen to extend beyond theoretical instruction by introducing students to design thinking processes and industry engagement, in certain contexts highlighting the importance of design thinking itself. This was particularly noted in the context of design institutions, where the programme complemented existing curriculum, and in engineering colleges, where such exposure was not typically embedded or given as an elective, which was not taken seriously. Partners observed that the programme supported process-oriented problem solving and contributed to shifts in how students approached innovation and entrepreneurship.

Survey responses reinforce the programme's relevance to its intended undergraduate audience. Most students reported that the DI Movement was moderately to very highly relevant to their academic background or interests, indicating a strong alignment between programme design and students' disciplinary orientation. This suggests that the programme successfully resonated with students across diverse academic contexts, including design and engineering disciplines, supporting the programme's intent to bridge academic learning with applied, real-world problem solving.

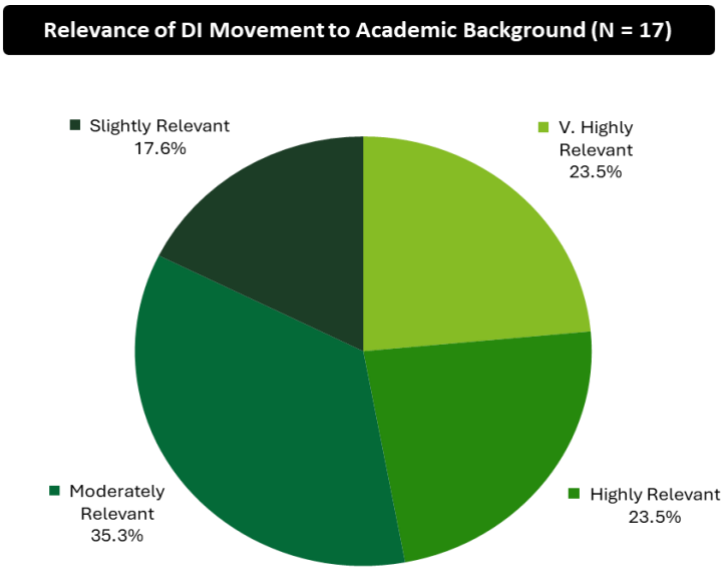

Figure 10: Relevance of DI Movement to student academic background

At the same time, some limitations in responsiveness were identified by the programme team. Early cohorts experienced misalignment between programme timelines and academic calendars, particularly affecting final-year students who were unable to fully engage due to timing constraints. In addition, ecosystem partners noted that students in engineering colleges faced restrictive academic schedules, which limited the depth of participation. These constraints shaped the extent to which undergraduate

students (particularly final year and engineering students) could fully benefit from an otherwise relevant programme design.

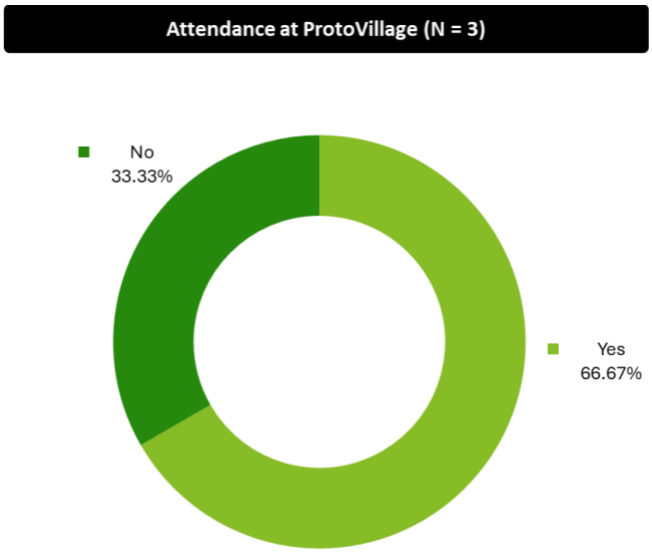

Figure 11: Attendance at ProtoVillage

Attendance at the ProtoVillage residential workshop among finalist teams was limited. Of the three finalists, only **33.33%** reported attending the workshop, while **66.67%** did not participate. The participant who attended characterised the overall focus of the workshop as educational, while also identifying **prototyping and product feedback** as the most useful component. Among those who did not attend, reasons reflected distinct challenges: one respondent indicated that they were not aware of the workshop, suggesting a communication gap, while another cited dissatisfaction linked to unmet expectations regarding awards or recognition, which reduced their willingness to engage in subsequent programme activities.

4.1.2 Alignment of partnerships with institutional priorities

Partnerships under the DI Movement were designed with the intent of aligning with the institutional priorities of participating academic institutions and ecosystem organisations. According to the programme team (Sattva), partnerships were structured to reflect differences in institutional mandates and operating contexts rather than applying a uniform partnership model across all institutions. To that extent, design colleges, engineering institutions, and incubation partners were engaged through varying approaches.

Engagement with design institutions corresponded with existing curriculum, existing emphasis on design thinking. The partnership sought to build on these foundations by encouraging students to apply design approaches to social challenges. In contrast, partnerships with engineering institutions focused on course integration and exposure to applied entrepreneurship, recognising that design led and social innovation frameworks were less embedded within their formal curriculum.

The programme team also indicated that while partnership designs were aligned with institutional priorities, the level of formal integration differed across colleges. In several cases, engagement occurred through cohort based or time bound programme formats rather than continuous or long-term arrangements. These circumstances were attributed to curriculum rigidity and academic governance.

Ecosystem partners (Tinkerlabs) explained how alignment with institutions worked in practice. TinkerLabs noted that the DI Movement fit well with the teaching priorities of design institutions by adding industry exposure and hands-on learning to existing courses. Faculty involvement played an important role in this alignment, as faculty members and institutional leaders supported access when they felt the programme added value for students. In such cases, colleges engaged with the programme repeatedly and informally included programme elements in teaching activities.

In engineering institutions, TinkerLabs observed that the DI Movement filled gaps in applied and process-based learning that were not usually part of the formal curriculum or offered as electives. Design thinking and problem framing approaches complemented existing technical teaching. However, engagement was limited by tight academic schedules and low flexibility within engineering programmes. These constraints reduced how deeply and consistently students could participate, even when institutions showed interest.

TinkerLabs also highlighted that formal curriculum integration was difficult in some institutions due to regulatory and governance requirements. In centrally governed institutions, approval processes and institutional rules limited attempts to embed the programme more formally. As a result, partnerships often remained as additional or supplementary activities rather than becoming mandatory or standard components of institutional programmes.

Overall, alignment between the DI Movement and institutional priorities differed across institutions. Alignment was easier where programme activities fit existing mandates and where faculty/institutional leadership actively supported engagement. At the same time, academic structures and rules influenced how deeply partnerships could be integrated into institutional systems.

4.1.3 Enabling a conducive ecosystem for youth innovation

Ecosystem development interventions under the DI Movement enabled a conducive environment for youth led innovation by creating structured pathways, linkages, and sustained engagement opportunities beyond standalone programme activities. The programme team described how the DI Movement brought together multiple ecosystem actors including outreach partners, design thinking facilitators, and incubation organisations to provide students with access to mentorship, exposure to real world problem contexts, and awareness of downstream support options. Outreach activities, including college sessions, webinars, and application funnels, helped widen access while allowing students to enter the ecosystem at different stages.

Figure 12: Opportunity Sought from DI Movement

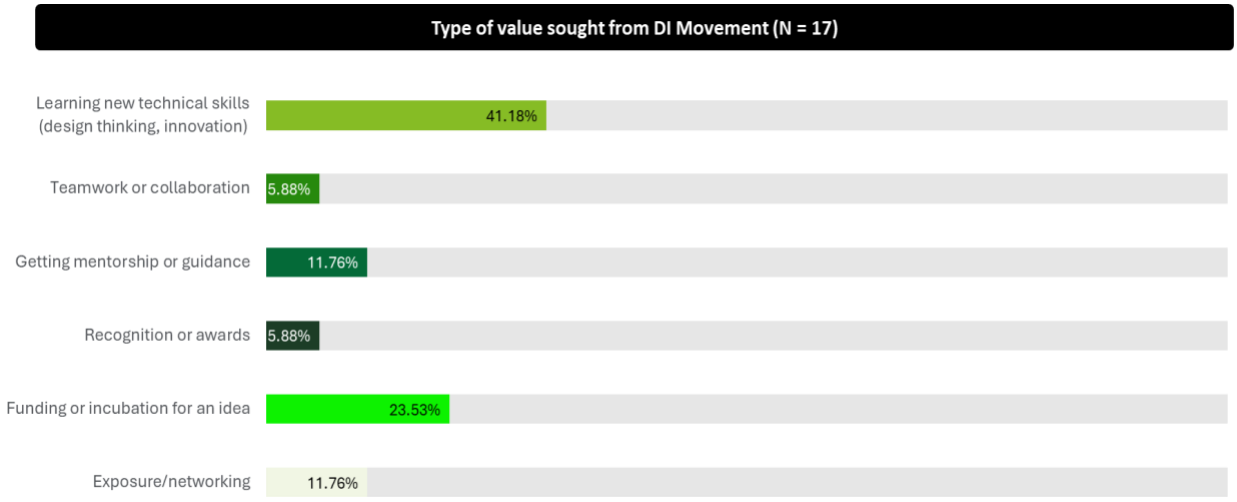

Figure 13: Expectation of students from DI Movement

TinkerLabs explained that repeated engagement with colleges, faculty, and students helped build familiarity with innovation processes and encouraged continued participation over time. Design thinking workshops, protovillage experiences, and mentoring interactions supported students in moving from idea generation to more structured problem framing. The involvement of faculty and institutional leadership further enabled this environment by legitimising participation and facilitating access within colleges.

Survey responses suggest that students engaged with the DI Movement less as a single, clearly defined opportunity and more as a flexible entry point into the early-stage innovation ecosystem. While the most common expectation was learning new technical skills (41.18%), a substantial minority of students sought funding or incubation support (23.53%), indicating interest in progression beyond ideation. Smaller but notable proportions prioritised mentorship or guidance and exposure or networking (both at 11.76%), reflecting diverse pathways through which students sought to engage. Together, these findings indicate that the programme was perceived not primarily as a prize- or recognition-driven initiative, but as a mechanism for capability-building and exploration of future innovation trajectories, with varying expectations regarding depth of support and stage of engagement.

4.2 Coherence

4.2.1 Compatibility of DI Movement pedagogy with existing curricula

The DI Movement pedagogy operated alongside existing academic curriculum rather than being embedded uniformly within them. The programme team and ecosystem partners described programme delivery as cohort-based and scheduled around institutional academic calendars, indicating that the pedagogy was implemented in ways designed to coexist with prevailing curricular structures. In design institutions, where design thinking formed part of formal academic instruction, programme activities were conducted alongside coursework without disrupting core curriculum requirements. In engineering institutions, the pedagogy functioned primarily as an additional engagement outside formal coursework, reflecting limited flexibility within academic schedules rather than pedagogical incompatibility.

4.2.2 Alignment with regional youth employment or startup support schemes

The DI Movement was positioned upstream within the wider youth entrepreneurship and innovation ecosystem rather than aligning directly with specific regional employment or startup support schemes. The programme team described the intervention as focusing on early stage ideation, exposure, and preparedness, with students expected to access more advanced incubation, funding, or government programmes subsequently. References to existing government grants and incubation structures indicated awareness of the broader ecosystem, but no formal convergence or joint implementation with employment or startup schemes was reported in the interviews. Coherence was therefore reflected in sequencing rather than integration, with the DI Movement functioning as an entry point within the broader system.

> *"The direction earlier was just to a direction towards the right resources… at the platform level (DIM platform) there is a specific page that tells (you) about what are the specific pages the students can reach out to… our objective is to take them from TRL 1 to TRL 3." – Sattva*

4.2.3 Coherence with student career pathways

Stakeholders discussed coherence with student career pathways in terms of orientation and exposure rather than formal linkage with employment or placement mechanisms. The programme team and ecosystem partners noted that participation helped students consider multiple post-programme directions, including entrepreneurship, further education, or social impact roles. However, students did not describe structured alignment with career services, placement offices, or labour market schemes. The DI Movement therefore operated as an exploratory and preparatory experience within students' broader career trajectories rather than as a mechanism directly connected to employment pathways.

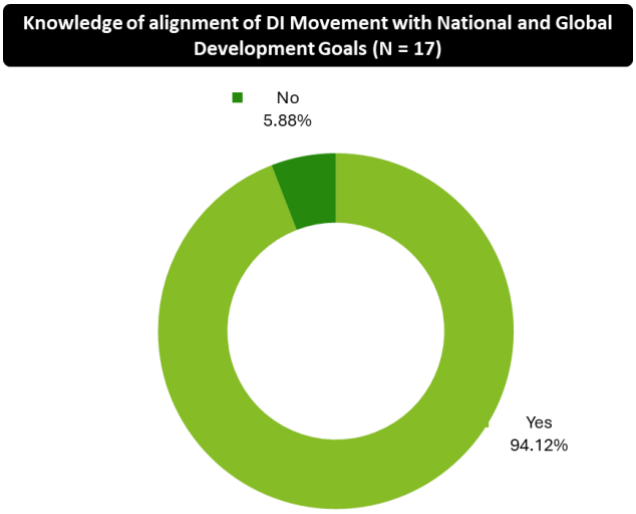

Figure 14: Knowledge of DI Movement alignment to National and Global goals

4.2.4 Alignment of ecosystem-building efforts with innovation and youth entrepreneurship

Ecosystem-building efforts under the DI Movement reflected established youth entrepreneurship approaches, including outreach, design thinking facilitation, mentoring, and referral to incubation pathways. The programme team described working with partners that operated within their existing

institutional mandates, resulting in a layered ecosystem structure rather than a consolidated delivery system. Ecosystem partners indicated that this approach was consistent with prevailing innovation education practices centred on experiential learning and process-oriented capability development. At the same time, continuity and depth of ecosystem engagement were shaped by academic calendars and institutional rules, influencing how consistently students could remain engaged over time.

Survey responses indicate a high level of coherence between the DI Movement and broader innovation and development frameworks. **94.12%** of students reported being aware that the programme's focus areas aligned with national or global development goals such as the SDGs or youth innovation agendas. While a small minority did not perceive this alignment, the overall pattern suggests that the programme's ecosystem-building efforts were largely understood by participants as being situated within established innovation and development priorities.

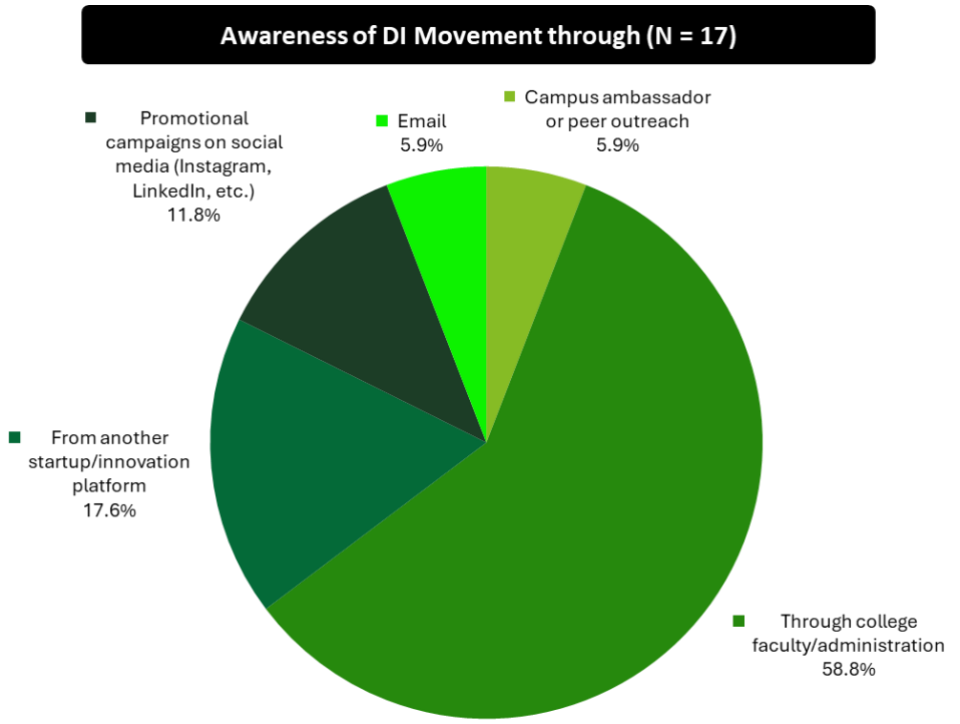

Figure 15: Source of awareness for DI Movement application

Patterns in programme awareness highlight the institutionally embedded nature of programme outreach. 58.82% of participants first learned about the DI Movement through college faculty or administration. This was followed by startup platforms (17.65%), and social media (11.76%) with fewer students identifying peer networks (5.88%) or email as entry points. Therefore, the programme's relevance was reinforced through academic channels. This could be attributed to its positioning as an extension of formal education rather than a standalone extracurricular activity. Together, these findings suggest that the DI Movement was both conceptually aligned with students' academic interests and effectively situated within institutional ecosystems through which undergraduate students access learning and development opportunities.

4.3 Effectiveness

4.3.1 Completion of activities and outputs against planned targets

> *"For us the impact was quality of projects and how the process has been deployed for the students… for us the next level is not very important, the process is the most important."* - Tinkerlabs

Stakeholders reported that the DI Movement implemented most planned activities, including outreach, onboarding, workshops, bootcamps, mentoring engagements, and exposure visits. The programme team indicated that delivery was affected by programme design pivots and alignment challenges with academic calendars, which led to changes in sequencing and, in some cases, the extension of activities across financial years. Targets were described as ambitious, and while some were not met within originally envisaged timelines, delivery was adapted to ensure continuity of programme components.

4.3.2 Perceived value of DI Movement activities among stakeholders

Perceived value was articulated qualitatively across stakeholders. The programme team reported that students valued being taken through a structured journey rather than participating in isolated sessions, particularly expressing interest in clarity on progression beyond ideation. Ecosystem partners noted value in exposing students to design thinking processes, applied learning, and industry interaction. Faculty engagement and repeat invitations to ecosystem partners were described as indicators that programme activities were perceived as useful within institutional contexts.

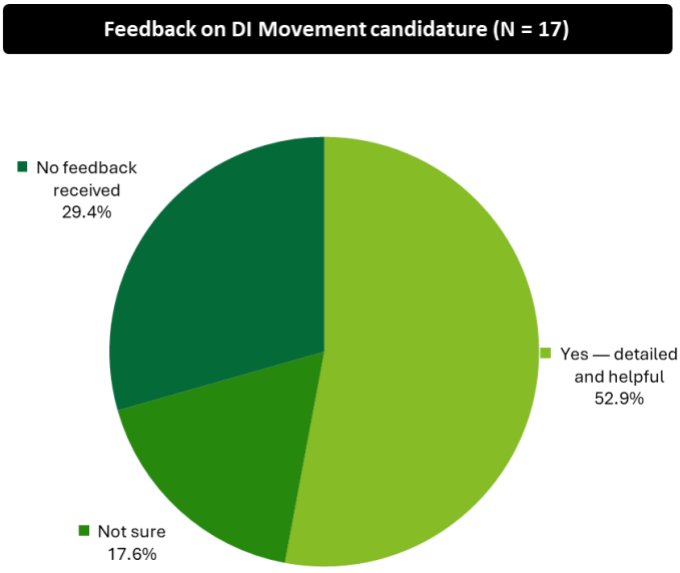

Figure 16: Feedback received on project application

Survey responses provided mixed but generally positive evidence of perceived value at the application stage. Most students, **52.94%**, reported receiving feedback that they described as detailed and helpful, suggesting that feedback mechanisms added tangible value for many participants. However, **29.41%** indicated that they were unsure whether feedback was received, while **17.65%** reported receiving no feedback. These variations indicate that while feedback was effective for a substantial proportion of

applicants, its reach and clarity were not uniform across the cohort, shaping uneven perceptions of programme value.

Additionally, the survey responses indicated that the application process was highly effective in prompting critical reflection on participants' ideas. A substantial majority of students, 88.24%, reported that applying to the DI Movement led them to reflect more deeply on their idea or prototype. However, 11.76% indicated that the process only somewhat influenced their thinking, suggesting variation in how intensively the application process engaged participants. Overall, this points to strong cognitive effectiveness at the application stage, while also indicating that the depth of reflection was not uniform across all applicants.

4.3.3 Challenges in achieving objectives and practices supporting delivery

Several challenges affecting effectiveness were identified. Academic calendar constraints limited sustained engagement, particularly for final year students and students in engineering programmes with rigid timetables. Maintaining student commitment over longer programme durations was reported as a challenge, leading to drop offs in some cohorts. Coordination across multiple institutions with differing administrative processes also required adjustments to delivery timelines.

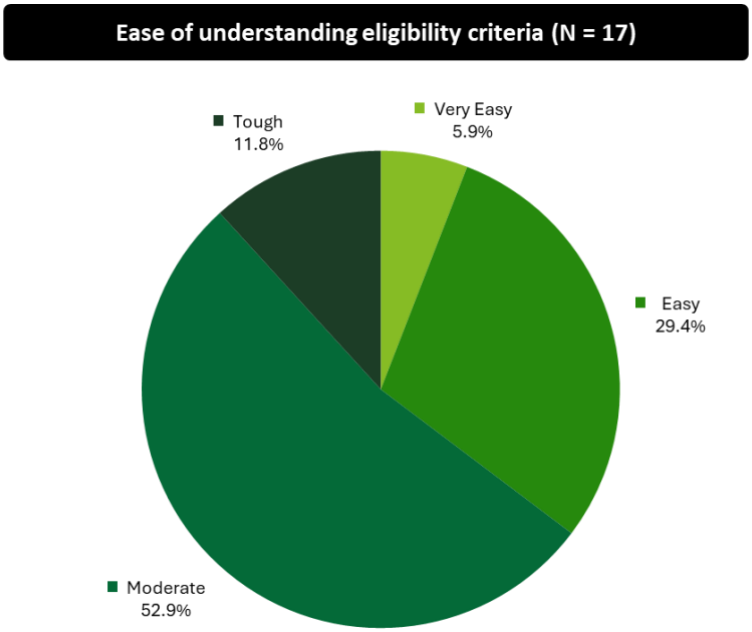

Figure 17: Ease of understanding eligibility criteria

Survey responses suggest that most applicants found eligibility criteria understandable, though a minority had trouble. 52.94% of students rated the criteria as easy to understand and 29.41% rated them as very easy. At the same time, 11.76% described the criteria as moderate and 5.88% found them difficult. This indicates that while eligibility communication was effective for most applicants, complexity or ambiguity remained for a subset, which may have contributed to engagement or application-stage challenges.

For the FY 2024-25 programme, DI Movement ended with the finalists being invited for the Protovillage workshop, and due to the introduction of NEST, follow up initiatives were linked to reapplication to NEST. This created ambiguity in impact created at the end of the programme, which was offset by a mindset evaluation, conducted to understand and assess student readiness, commitment towards continuing

their entrepreneurial journey. Partnerships were also described as a key enabler of delivery, providing structure and shared responsibility across programme components.

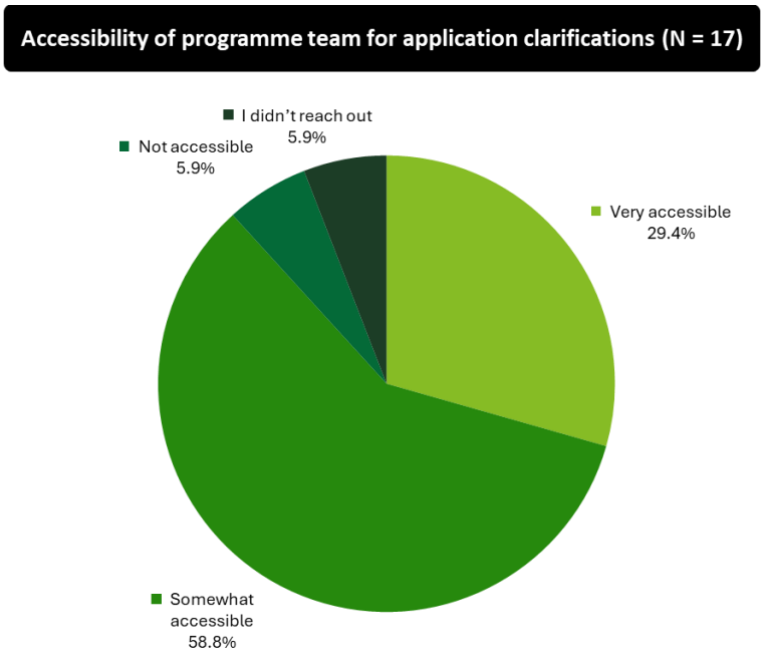

Figure 18: Accessibility of programme team in the application stage of DI Movement

As for programme team accessibility, survey data indicates that it was generally adequate, though not consistently high. While **29.41%** of students described the programme team as very accessible, the largest share, **58.82%**, rated accessibility as only somewhat accessible, suggesting that support was available but not always immediate or optimal. A small proportion, **5.88%**, reported limited accessibility or did not engage with the team at all. These findings suggest that while responsive support helped mitigate some implementation challenges, accessibility varied in intensity and did not translate into a uniformly strong support experience for all participants.

4.3.4 Use of learning from earlier programme cycles

The programme team described several changes to programme design and delivery that were informed by learning from earlier cycles. These included shifts in cohort focus, changes to delivery formats, refinement of selection criteria, and the introduction of tools such as mindset evaluations. These adjustments reflected an iterative approach to programme implementation based on observed challenges and stakeholder feedback.

4.3.5 Participant Feedback from ProtoVillage Workshop

Overall, participant feedback indicated that the ProtoVillage, provided by Titan DI Movement team, workshops were highly effective in enabling personal reflection, experiential learning, and shifts in perspective related to community living, sustainability, simplicity, and self-awareness. This feedback was taken towards the end of ProtoVillage, submitted by 10 students.

Reflection and Mental Well-Being

A dominant theme across feedback related to the workshops' impact on mental clarity, emotional unburdening, and reflective capacity. Participants described experiencing a sense of pause and reset. These were contrasted with initial feelings of stress or mental burden.

Community-centric Experiential Learning

Participants emphasised the value of living and working within a community setting as central to their learning. Feedback highlighted learning through everyday interactions, shared responsibilities, and collective missions, which helped participants gain a deeper understanding of what it means to live as part of a community.

Intergenerational Learning and Engagement with Children

Engagement with children was described as a meaningful component of the experience. Participants note children's freedom of thought and simplicity as sources of learning and inspiration with their involvement contributing to a sense of reassurance, joy, and connection during the workshops.

Practical, Hands-On Learning and Missions

Participants referred to missions, tasks, and hands-on activities as critical learning components. Feedback reflected learning through doing, developing comfort with ambiguity and imperfection, and recognising that solutions need not emerge from ideal or fully resourced conditions. Participants also noted learning to ask for help, accept being wrong, and remain engaged with evolving processes.

Sustainability and Ecological Awareness

Sustainability was reflected upon as a lived and observable practice. One participant highlighted sustainable construction techniques, low-resource living practices, and design features that reduced reliance on air conditioning, alongside everyday choices related to food, space, and consumption. Simplicity was frequently described as compatible with comfort and functionality.

While feedback was positive, one note highlighted a desire for better organisation and greater engagement with tasks and finer details, suggesting interest in even deeper involvement.

4.4 Efficiency

4.4.1 Financial utilisation of the DI Movement initiative

Financial utilisation under the Di Movement during FY 2024–25 was reported to be fully aligned with the approved budget and sanctioned expenditure categories. An amount of INR 1.50 crore was received by the implementation partner during the assessment period and was utilised in full for programme delivery. CA-audited utilisation certificates confirmed 100 per cent utilisation of the sanctioned amount for the purpose for which it was approved. Expenditure was incurred across approved heads including programme management, outreach and ecosystem engagement, immersive workshops, media and communication activities, website development, and travel and administrative costs required for implementation.

Table 10: Financial Utilisation - DI Movement

Component / Expense Head	Approved Budget (INR)	Actual Expenditure (INR)	% of total budget	% Utilised
Programme Management Cost (IIMCIP – Management Cost)	31,86,000	31,86,000	21.24%	100.00%
Media and Communication Cost	50,00,000	50,00,000	33.33%	100.00%
Immersive Workshop Cost (ProtoVillage)	15,81,200	15,81,200	10.54%	100.00%

Component / Expense Head	Approved Budget (INR)	Actual Expenditure (INR)	% of total budget	% Utilised
Outreach Cost (IIMCIP)	12,37,000	12,37,000	8.25%	100.00%
Ecosystem Development Cost	11,00,000	11,00,000	7.33%	100.00%
Website Development Cost	21,70,000	21,70,000	14.47%	100.00%
Travel and Miscellaneous Expenses	7,00,154	7,00,154	4.67%	100.00%
Other Administrative Expenses	25,646	25,646	0.17%	100.00%
Total	**1,50,00,000**	**1,50,00,000**	**100.00%**	**100.00%**

However, financial utilisation did not always follow the originally planned timelines, with a 3-month halt in implementation taken to reflect on DI Movement design. As suggested by the programme team, design pivots and changes in delivery sequencing led to delays, with a substantial portion of activities and associated expenditure occurring towards the latter part of the financial year. In some instances, programme activities and expenditure extended into the subsequent financial year, reflecting adjustments in programme timing rather than reduced utilisation of funds.

4.4.2 Financial process delays and contributing factors

Delays in financial utilisation were closely linked to programme design changes and the decision to pause implementation for review and refinement. During FY 2024–25, the programme team introduced a planned pause of approximately two to three months to engage in discussions with students, faculty members, and peers. This period resulted in a temporary reduction in outreach and delivery activities, which in turn affected the timing of expenditure.

The engagement of incubation partners later in the year also influenced implementation timelines. Outreach and programme activities intensified in the final quarter, leading to a concentration of delivery and expenditure towards year-end and the continuation of some activities into the next financial cycle. The pause was described by the programme team as intentional and aimed at supporting iterative improvement.

4.4.3 Bottlenecks and logistical challenges affecting delivery efficiency

Several logistical and operational challenges affected delivery efficiency. Academic calendars and institutional administrative processes were cited as recurring constraints. Ecosystem partners noted that organising activities within college settings required completion of internal approvals and adherence to institutional procedures, which occasionally led to delays in scheduling and implementation.

In addition, coordination across multiple institutions with differing academic timelines required adjustments to delivery pacing. These factors contributed to an uneven distribution of activities across the year, while planned programme components continued to be delivered with revised timelines.

4.4.4 Instances of scaling within existing resources

Students did not explicitly describe instances of scaling in terms of expanding programme coverage or reach without additional resources. However, adjustments were made to optimise the use of existing resources. These included intensifying outreach efforts during later phases of implementation, leveraging partner networks for institutional engagement, and continuing programme activities into subsequent financial years without additional budget allocations. Such adaptations enabled continuity of delivery within available financial and institutional resources, alongside shifts in timing and sequencing.

4.5 Impact

4.5.1 Impact on students in terms of innovation outputs

Stakeholders described student outcomes primarily at early and intermediate stages of the innovation journey. The programme team reported that students progressed from idea generation to clearer problem definition, concept development, and early-stage prototyping. Outputs emerging from the programme included refined problem statements, conceptualised solutions, and prototypes developed through design thinking workshops, immersive experiences, and mentoring support. The DI Movement was positioned to support progression along early stages of innovation, particularly from ideation towards Technology Readiness Levels 1 to 3, rather than to ensure venture launch or commercialisation within the programme timeframe.

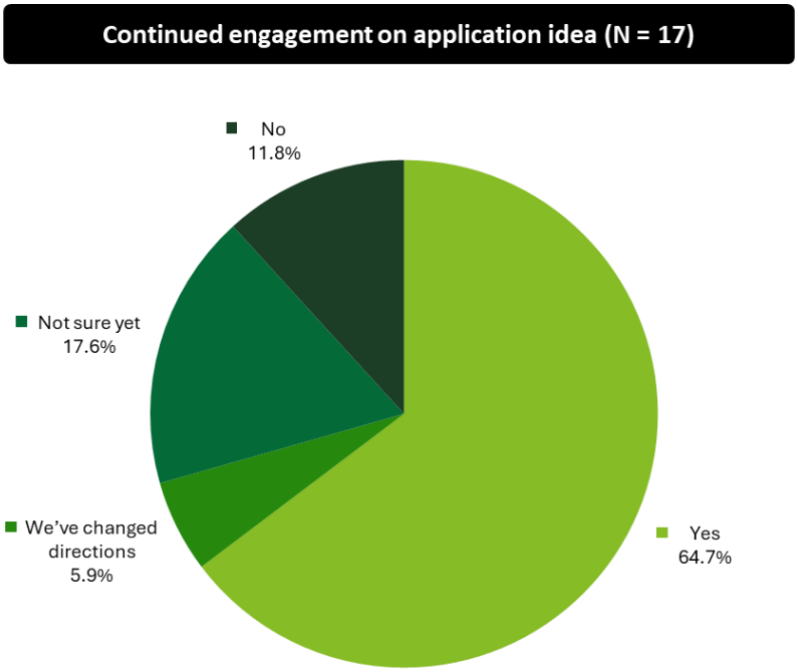

Figure 19: Sustained engagement on application idea/project by applicants post DI Movement

Survey data indicated that most participants continued engaging with their ideas beyond the application stage. 64.71% of students reported that their team was still working on the idea they applied with, suggesting sustained follow-through on early-stage innovation outputs. However, 17.65% indicated uncertainty about continued engagement, while 11.76% reported having changed directions and 5.88% reported discontinuing work on the idea. This pattern reflects meaningful but uneven continuation, consistent with the programme's role in supporting early-stage exploration rather than guaranteeing persistence or venture advancement for all participants.

Ecosystem partners similarly emphasised that the most observable outcomes related to improvement in project quality and application of structured innovation processes. In some cases, student ideas were taken forward for further exploration through incubation or mentoring pathways, while in other cases they remained at concept or prototype stages. Impact at this stage was therefore reflected more in the maturity of ideas and approaches than in the number of ventures formally established.

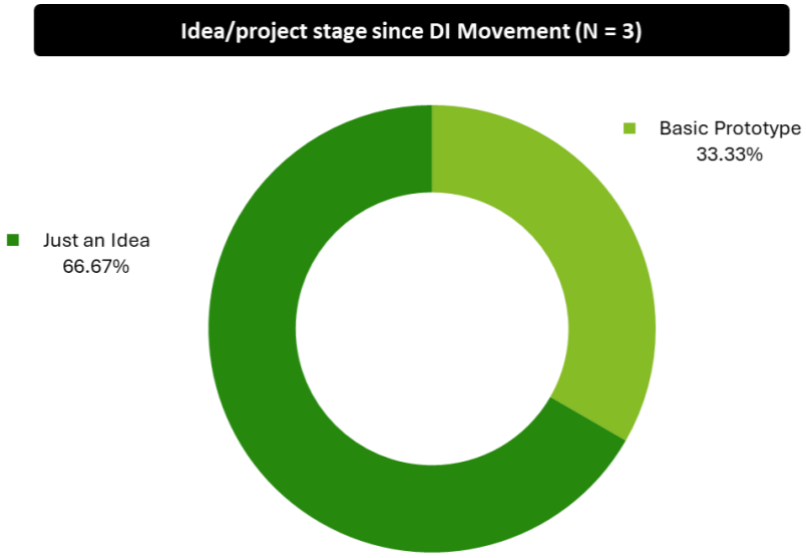

Figure 20: Idea/project stage since DI Movement and ProtoVillage

Survey data from finalist teams indicates limited but tangible progression in innovation maturity following participation in the DI Movement. Of the three students, **33.33%** reported reaching a **basic prototype stage**, while **66.67%** indicated that their project remained at the **idea stage**. This distribution is consistent with the programme's early-stage orientation, supporting movement towards initial concept development.

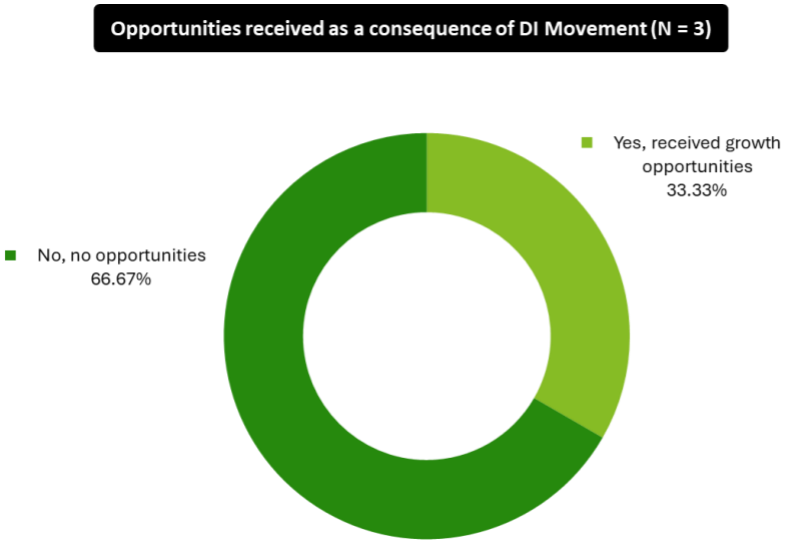

Figure 21: Opportunities received by DI Movement finalist

Additionally, evidence of downstream opportunities emerging from participation was limited among finalist teams. **33.33%** of students reported receiving some form of recognition or opportunity because of engaging with the DI Movement – with the respondent who answered in the affirmative reporting that the principal appreciated the first-place prize at college level. However, a larger share, **66.67%**, did not report any such outcomes.

This suggests that external validation and opportunity generation were not consistently realised at the finalist stage, reinforcing the programme's role as an early-stage capability-building intervention rather than a pathway that reliably translated participation into immediate external opportunities.

4.5.2 Competencies fostered among students

Stakeholders consistently reported the development of competencies related to design thinking, problem framing, and user-centred approaches. The programme team described a focus on building entrepreneurial mindset and readiness, including decision-making, persistence, and intent to pursue ideas beyond academic requirements. Tools such as mindset evaluations were introduced to assess student commitment and alignment with entrepreneurial pathways.

Ecosystem partners observed changes in how students approached innovation challenges in practice. Design students were reported to deepen their engagement with social design and contextual research, while engineering students demonstrated shifts away from solution-first thinking towards process-oriented problem exploration. Competencies related to empathy, field research, ideation, iteration, and reflection were observed through student participation in workshops, ProtoVillage experiences, and mentoring engagements, rather than through formal assessment mechanisms.

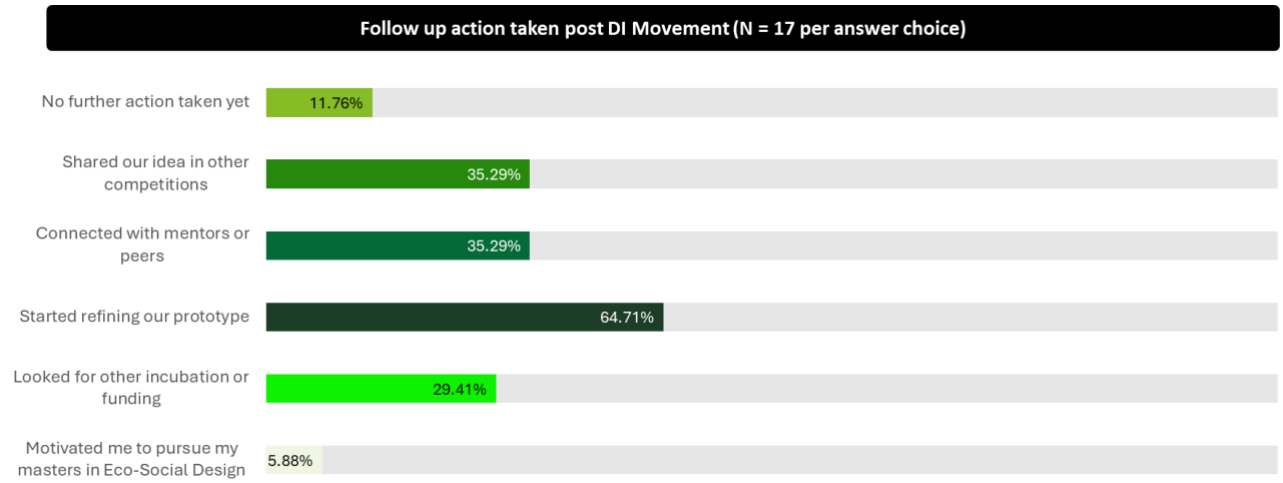

Figure 22: Action taken post completion of DI Movement programme tenure

Survey responses suggested that competency development under the DI Movement translated into concrete follow-on actions for many participants. The most common action reported was **refining a prototype (64.71%)**, indicating application of design and problem-solving skills developed through the programme. Substantial proportions also reported **sharing ideas in other competitions (35.29%)** and **connecting with mentors or peers (35.29%)**, reflecting increased engagement with innovation ecosystems. At the same time, **11.76%** of students reported taking no further action, and **5.88%** indicated pursuing further studies, highlighting variation in how newly developed competencies were applied. Overall, these findings indicate that while the programme supported applied capability-building for most participants, pathways and outcomes diverged based on individual readiness, intent, and contextual constraints.

In addition, a Mindset Evaluation, commissioned and reported to the programme was conducted among the shortlisted teams of the DI Movement. The assessment analysed 70 responses from 57 finalist teams across design, engineering and allied disciplines, and focused on dimensions relevant to early-stage social innovation and entrepreneurship. These findings supplemented given survey data to contextualise outputs and competency development.

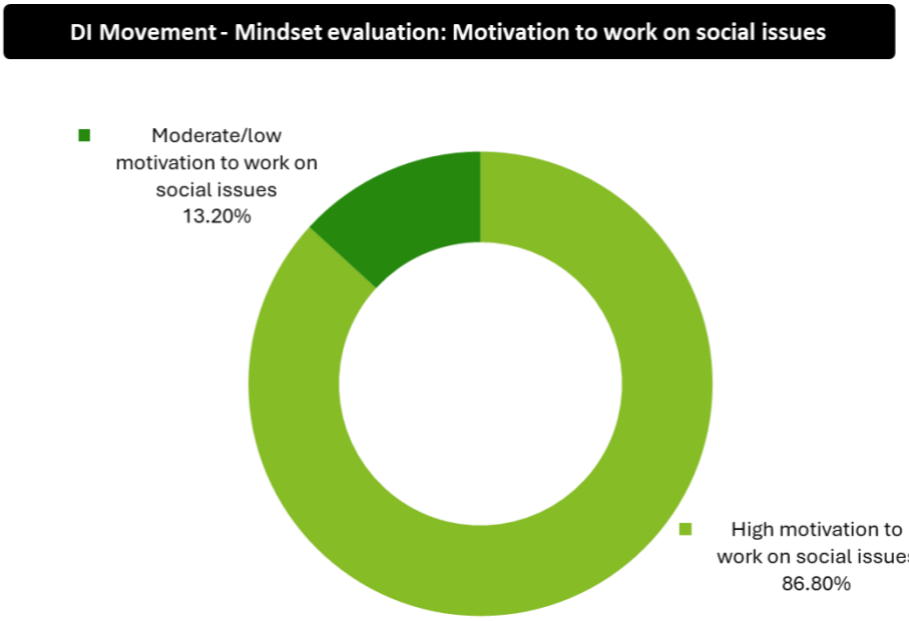

Figure 23: Mindset evaluation undertaken by programme team post programme tenure to understand finalist motivation to work on social issues

Findings from the Mindset Evaluation indicate that a majority of participants entered the DI Movement with a strong motivation to work on socially relevant problems (86.80%), with only a small minority reporting lower levels of such orientation (13.20%). This suggests that participants engaged with the programme from a values-driven perspective. Such motivation provided a foundational condition for sustained engagement during early-stage innovation processes.

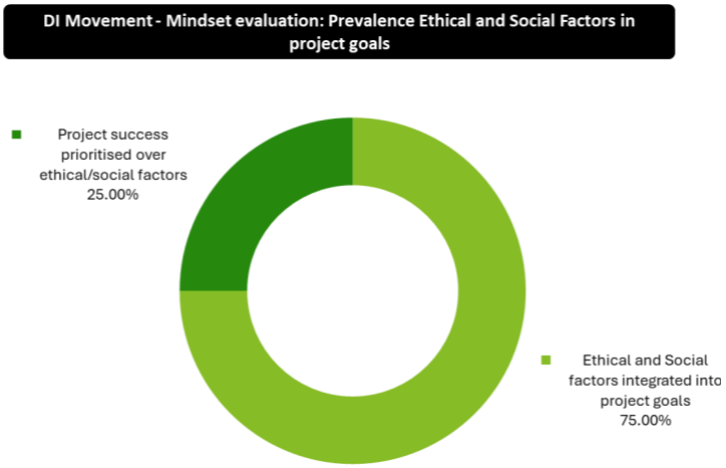

Figure 24: Mindset Evaluation result on integration of Ethical and Social factors in projects goals

The assessment further showed that most teams explicitly integrated ethical and social considerations into their project goals (75%), while a smaller proportion prioritised project success without a primary social lens. This pattern reflected an ability among participants to frame innovation challenges beyond technical feasibility alone, incorporating broader societal implications into problem definition. The consistency of this orientation across teams points to strengthened judgement and decision-making in early design stages.

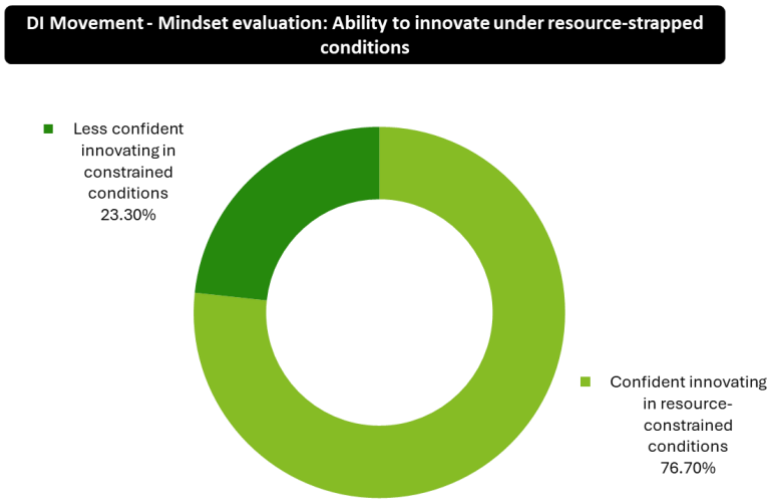

Figure 25: Mindset Evaluation on student readiness to innovate under resource constrained conditions

A substantial share of students reported confidence in their ability to innovate under resource-constrained conditions (76.70%), with a smaller group indicating lower confidence. This distribution aligned with observations of students progressing through ideation. The findings pointed to growing adaptive capacity among participants to navigate uncertainty and constraints commonly associated with early-stage innovation environments.

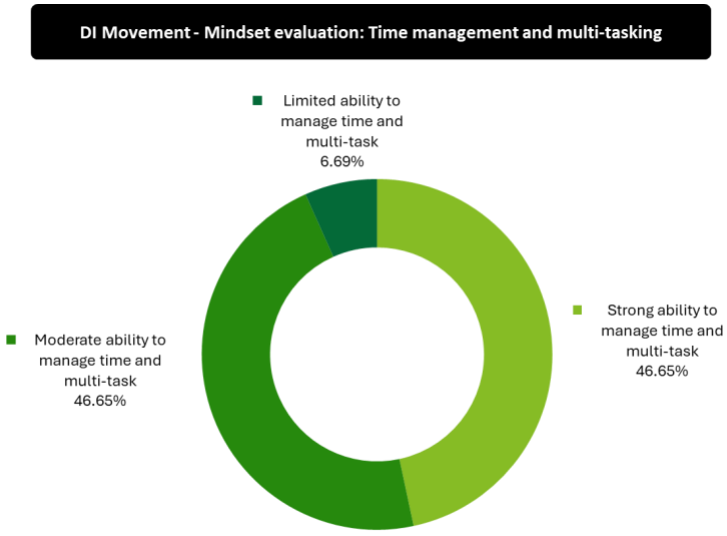

Figure 26: Mindset Evaluation time management and multi-task ability post DI Movement

Responses related to time management and multitasking reveal a near-equal distribution between participants reporting strong capability and those indicating moderate capability, alongside a small proportion facing greater difficulty. This variation highlighted differences in readiness to balance academic demands alongside innovation activities. At the same time, the overall distribution suggested that a significant share of participants were able to manage competing priorities sufficiently.

The assessment indicated that most shortlisted DI Movement participants demonstrated a strong inclination towards working on projects addressing social and ethical challenges. Students largely identified positive societal impact as a central motivation underpinning their project choices, with ethical and social considerations reported as integral to project goals rather than as secondary

outcomes. This finding reinforces stakeholder observations that the DI Movement attracted and engaged students predisposed towards social innovation and helps explain sustained engagement with ideas beyond the application stage, even where immediate commercialisation or external validation was not achieved.

4.5.3 Unintended effects of the programme

Stakeholders identified unintended effects that were mainly process-related. Ecosystem partners noted increased engagement among faculty members in some institutions as a result of repeated programme interactions. This led to broader interest in design thinking and innovation pedagogy beyond specific DI Movement activities, with some institutions seeking continued engagement or informal incorporation of programme elements into teaching practices.

At the same time, unintended challenges were reported. Academic workload, examination schedules, and competing institutional priorities contributed to reduced continuity of engagement for some students, particularly in engineering colleges and at later stages of the programme. These effects influenced participation levels but were described as contextual constraints rather than outcomes attributable to programme design.

Overall, impact under the DI Movement was characterised by early-stage innovation outputs, development of innovation-related competencies, and changes in student approaches to problem-solving. Longer-term impacts in terms of venture sustainability or career outcomes were not yet observed within the scope of available evidence.

4.6 Sustainability

4.6.1 Continuity and self-sustenance of the programme

The programme team described sustainability as an evolving objective rather than a fully established outcome. The design of the DI Movement was influenced by considerations around whether the programme could continue beyond Titan's direct involvement. This led to efforts to embed programme elements within partner institutions and to build linkages with ecosystem actors that could continue to support students after programme cycles ended. The use of multiple partners for outreach, capability building, and incubation was intended to distribute responsibilities and reduce reliance on any single actor for programme continuity.

At the platform level, the DI Movement provided access to resources, information, and linkages that could remain available to students even after active programme engagement ended. The introduction of incubation partners was also intended to provide a pathway for continued support for selected teams beyond earlier stages of ideation.

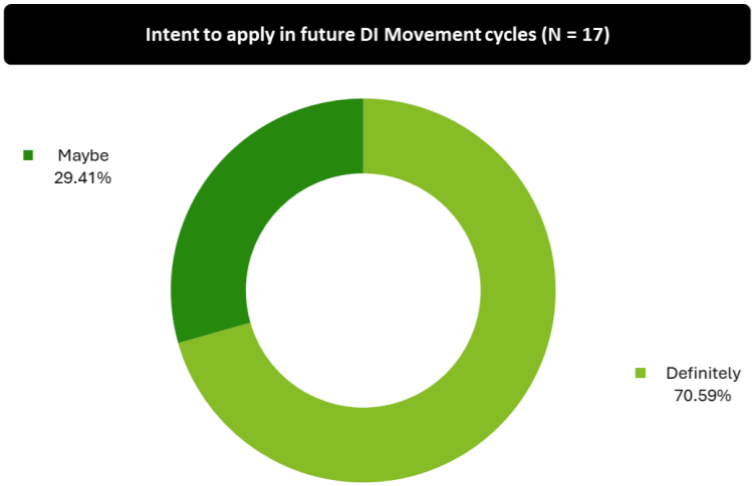

Figure 27: Intent to re-apply to DI Movement

Survey responses indicated a positive inclination towards continued engagement with the programme, while also reflecting some reservation. 70.59% students reported that they would definitely consider applying to the DI Movement again in a future cycle. However, 29.41% indicated that they may consider reapplying rather than expressing a firm commitment. This suggests that while the programme demonstrated sufficient value to encourage continued interest, certainty of sustained engagement was not uniform, aligning with the programme's positioning as an exploratory and early-stage intervention rather than a long-term support mechanism.

When asked whether students would recommend DI Movement to other members, answers suggested a broadly positive assessment of the programme's value among participants. 76.47% of students indicated that they would recommend the DI Movement to peers or members of their institution. At the same time, 23.53% selected "maybe", indicating uncertainty rather than outright endorsement. This pattern suggests that while the programme was widely regarded as beneficial, its perceived value differed in intensity, especially in relation to longer-term or career-linked outcomes.

4.6.2 Additional partnerships and relationships required

The programme team indicated that further partnerships would be necessary to strengthen sustainability, particularly in relation to funding and post-programme support. Students referred to the need for deeper linkages with government programmes, funding mechanisms, and standardised pathways that could support student teams as they progressed beyond early-stage development. The intent was to position DI Movement-supported teams so that they could access external funding and incubation opportunities independently in later stages.

Ecosystem partners did not identify unmet partnership needs in relation to programme delivery but emphasised that long-term continuity for students would benefit from stronger institutionalisation within colleges and clearer pathways to advanced ecosystem support.

4.6.3 Long-term continuity of entrepreneurs supported under the programme

Long-term continuity for youth entrepreneurs was discussed primarily in terms of exposure, preparedness, and access to networks rather than sustained financial or operational support by the programme itself. The programme team described an intention to move students along an entrepreneurial journey, from ideation to early-stage readiness, after which other ecosystem actors

could provide continued support. Incubation partners were expected to play a role in mentoring, investment readiness, and access to funding opportunities, although not all participants progressed to this stage.

Monitoring of sustainability was described in terms of mindset, commitment, and readiness rather than survival or scale of ventures. The programme team emphasised that not all participants were expected to become entrepreneurs, and that long-term continuity was contingent on individual intent and external ecosystem support.

4.6.4 Impact on student career prospects

Stakeholders described the impact on student career prospects in directional rather than outcome-based terms. The programme team cited pathways such as entry into the social sector, pursuit of higher education in social impact fields, or interest in entrepreneurship as indicative of longer-term influence. Ecosystem partners observed changes in how students approached problem-solving, user research, and innovation, which were viewed as transferable skills applicable across careers.

However, students did not report systematic tracking of career outcomes, and no direct linkage with employment or placement mechanisms was described. Career impacts were therefore discussed as potential or emerging rather than measured or sustained outcomes.

4.6.6 Likelihood of institutionalisation by participating colleges

The likelihood of colleges independently institutionalising the DI Movement model varied across contexts. Ecosystem partners noted that some design institutions incorporated elements of the programme informally into teaching practices, particularly where faculty members valued the approach and continued engagement beyond a single cycle. In such cases, repeat participation and informal integration suggested a degree of sustainability at the institutional level.

At the same time, students highlighted that formal institutionalisation was constrained by academic governance, curriculum approval processes, and centralised regulatory structures. In several institutions, the programme remained supplementary rather than embedded as a formal or mandatory component. As a result, sustainability at the institutional level depended largely on faculty champions and leadership support rather than on formal policy or curriculum integration.

Section 5: Observations and Recommendations

5. Observations and Recommendations

Observation 1: Relevance – Programme was relevant in intent but constrained in practice by academic and institutional structures.

The DI Movement is relevant in intent: it addresses a well-defined gap in undergraduate education by offering early, applied exposure to entrepreneurship and design-led problem-solving. Most students found the thematic focus and learning approach meaningful. However, relevance was uneven in practice. Fixed academic calendars, limited flexibility in engineering programmes, weak communication about advanced opportunities, and low formal integration meant that several students (especially final-year and engineering cohorts) could not engage as deeply as intended. The constraint was not programme design, but delivery fit.

Recommendation: Improving delivery fit, rather than redesigning content, is key to strengthening the programme's relevance for all student cohorts.

- Plan around college calendars: Fix programme timelines with institutions in advance and offer lighter, modular participation options for students.
- Make progression paths explicit from the start: Clearly state (at application and onboarding) what students can expect at each stage (learning, prototyping, workshops, recognition) and how selection works.

Observation 2: Coherence – While the DI Movement was logically aligned with academic curricula and the broader innovation ecosystem, its coherence was limited by the absence of formal integration within career systems.

The DI Movement was broadly coherent with academic systems and the youth innovation ecosystem, but this coherence was achieved mainly through parallel alignment rather than formal integration. Programme pedagogy complemented existing curricula, aligning well with design institutions and, where feasible, engineering education, without disrupting academic requirements. At a system level, the programme functioned as an upstream, exploratory intervention, conceptually aligned with incubation and startup schemes but lacking structured linkages. Coherence with student career pathways remained indirect, and ecosystem engagement was shaped more by academic constraints than by an integrated delivery framework.

Recommendation - The programme may establish clearer links with follow-on incubation or startup schemes to strengthen overall coherence.

- Establish simple post-programme hand-offs: Instead of broad ecosystem mapping, the programme should identify two or three named follow-on options (e.g. a partner incubator, a government scheme, or a fellowship) and communicate these clearly at the end of the programme. For shortlisted teams, the hand-off can be limited to warm introductions or referral emails, keeping implementation practical while signalling clear next steps.

Observation 3: Effectiveness – The DI Movement was effective in delivering core activities and generating learning value, although results were uneven across participants and cohorts.

Most planned activities were implemented, and stakeholders widely valued the programme's structured journey, applied learning approach, and exposure to design thinking. The application process was particularly effective in prompting deeper idea reflection. However, effectiveness was

constrained by academic calendar conflicts, variable student commitment over time, and uneven delivery of feedback and support. Accessibility to the programme team and clarity of engagement expectations varied, leading to inconsistencies in participant experience and retention.

Recommendation: Effectiveness can be improved by tightening delivery consistency and focusing support where it matters most.

- Focus on committed cohorts: Continue using readiness or mindset filters and prioritise fewer, clearly defined student segments to reduce drop-off. Mindset evaluation may be augmented with baseline studies, to arrive at actual shift observed and influenced through the DI movement programme.

Observation 4: Impact – The DI Movement generated clear early-stage impacts on students' innovation capacity, with limited evidence of longer-term outcomes.

The programme contributed meaningfully to early innovation outputs, including clearer problem definition, concept development, and initial prototyping. The strongest impacts were observed in improved project quality and more structured innovation processes rather than in venture formation or external recognition, as reported by the implementing partner. Competency gains in design thinking, problem framing, and user-centred approaches were widely reported. However, progression beyond early stages and access to downstream opportunities were uneven and limited, consistent with the programme's early-stage orientation.

Recommendation: Impact can be strengthened both by making early gains more visible and by offering selective support to teams that are ready to progress beyond ideation.

- Define and track a small set of early-stage impact makers: Systematically document changes in idea maturity (e.g. problem clarity, prototype status) at entry and exit points.
- Offer targeted deep support: Identify a small subset of teams and provide short, focused follow-up support (e.g. mentor check-ins or incubation referrals) to support movement beyond ideation.

6. Conclusion and Way Forward

The DI Movement reflects Titan Company Limited's commitment to advancing design-led social innovation by investing early in youth capabilities, problem-solving mindsets, and applied learning pathways. It functions as an upstream intervention within India's social innovation ecosystem - addressing foundational gaps in undergraduate education related to human-centred design, entrepreneurship, and real-world social problem framing.

Across the OECD-DAC criteria, the assessment finds that the DI Movement is well aligned in intent with identified needs within India's higher-education and youth innovation landscape. The programme demonstrates strong conceptual relevance and coherence with national innovation priorities, the SDGs, and Titan's organisational ethos. Its primary strengths lie in early-stage capability building, exposure to social design processes, and the cultivation of innovation-oriented mindsets among students. Effectiveness is most evident at the application and early engagement stages, where structured design processes and reflection lead to meaningful learning outcomes. Full financial utilisation indicates efficient resource deployment, though delivery timelines were influenced by academic schedules and programme sequencing.

At the same time, the assessment highlights constraints that limit depth and continuity of outcomes. Relevance and effectiveness vary across student cohorts - particularly for final-year students and those in academically rigid disciplines. Coherence with curricula, career pathways, and downstream ecosystem support remains indirect rather than institutionalised. Impact is currently concentrated at the level of skills, mindset shifts, and early-stage idea development, with limited evidence of progression to venture formation or long-term outcomes within the assessment period. Sustainability remains partial, as continuation beyond the programme depends largely on individual motivation, faculty champions, and access to external opportunities rather than formal mechanisms.

Going forward, the DI Movement is well positioned to deepen its impact by sharpening delivery fit, clarifying progression pathways, and consolidating relationships rather than expanding programme scope. Future cohorts would benefit from tighter alignment with academic calendars, clearer articulation of programme stages, expectations, and outcomes from the outset, and selective support for consistently engaged teams rather than broad, uniform participation. Sustained collaboration with a smaller set of repeat partner colleges can strengthen learning continuity.

In parallel, the programme can strengthen impact by making early gains more visible through systematic tracking of idea maturity and competency shifts, and by establishing lightweight hand-offs to a limited number of incubation, fellowship, or entrepreneurship pathways for teams that demonstrate readiness to progress. These refinements would allow the DI Movement to retain its exploratory and inclusive character while increasing depth, continuity, and the likelihood that early capability gains translate into sustained social innovation trajectories.

References and Annexures

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Annexures

Annexure 1: DI Movement – Survey Tools

1.1 Jury Shortlist Projects/Student Survey

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Gender	Dropdown
3. Age	Open ended
4. College Name	Open ended
5. College Year	Open ended
6. City/State	Dropdown

SECTION 2: Survey Questionnaire

S. No	Theme	Questions
1.	Relevance	Q1: How did you first hear about the DI Movement? • Through college faculty/administration • Campus ambassador or peer outreach • Promotional campaigns on social media (Instagram, LinkedIn, etc.) • DI Movement webinar or session • From another startup/innovation platform • Other (please specify) _____ Q2: What motivated you to sign-up for the DI Movement? • Interest in solving social problems • Interest in design thinking/innovation • Wanted to start or grow a venture • Explore incubation or funding opportunities • Resume/CV building • Peer influence • Other (please specify) _____ Q3: To what extent, if at all, did DI Movement relate to your current academic background or interests? • Not at all related • Slightly related • Moderately related • Highly related • Very highly related • Not sure/Cannot Say Q4: To what extent, if at all, did the DI Movement problem statements (water, sustainability, impact) seem relevant to you? • Not at all • Slightly • Moderately • Very • Extremely

S. No	Theme	Questions
		Q5: Was DI Movement clearly positioned as a programme suited for students at your level (undergraduate/postgraduate)? • Yes • No Q6: While applying, did you feel that you had enough information to decide whether to apply to DI Movement? • Yes • No Q7: What kind of opportunity were you hoping DI Movement to provide? (Select the one option that's most relevant). • Learning new technical skills (design thinking, innovation) • Getting mentorship or guidance • Funding or incubation for an idea • Teamwork or collaboration • Exposure/networking • Recognition or awards • I was unsure • Other (please specify) _____
2.	Coherence	Q8: Were you aware that DI Movement's focus areas (e.g. water, sustainability, impact) align with national or global goals like the SDGs or India's youth innovation agenda? • Yes • No • Not sure Q9: Did going through the application process and taking the Mind Impact Assessment Test help you better understand how design and innovation can support national/global priorities? • Not at all • Slightly • Moderately • Very • Extremely
3.	Effectiveness	Q10: Did the process of applying to DI Movement make you reflect more deeply on your idea or prototype? • Yes • Somewhat • No Q11: Did you learn anything during the application process (e.g., from discussions, materials, reflection)? • Yes • No Q12: Did the application experience increase your interest in social design or entrepreneurship? (Likert Scale) Q14: Did your team receive any feedback on your application?

S. No	Theme	Questions
		• Yes — detailed and helpful • Yes — but brief and a bit generic • No feedback received • Not sure
4.	Efficiency	Q15: How easy was it to understand the eligibility criteria for DI Movement? (Likert scale) Q16: How would you rate the ease of filling and submitting the application form? (Likert scale) Q17: How accessible was the DI Movement team for questions or clarifications during the application phase? • Very accessible • Somewhat accessible • Not accessible • I didn't reach out Q18: Did you face any delays or challenges during the application process? • Yes • No
5.	Impact	Q19: Has applying to DI Movement led your team to take any further action on your idea or interest in social design? *(Multiple select)* • Started refining our prototype • Shared our idea in other competitions • Connected with mentors or peers • Looked for other incubation or funding • No further action taken yet • Other (please specify)
6.	Sustainability	Q20: Is your team still working on the idea you applied with? • Yes • No • We've changed directions • Not sure yet Q21: Would you consider applying to DI Movement again in a future cycle? • Definitely • Maybe • Unlikely Q22: Would you recommend DI Movement to peers or others at your institution? • Yes • Maybe • No

1.2 Shortlisted Project and Protovillage participants Survey

SECTION 1: General Information

Question	Response Type
1. Name (optional)	Open text
2. Gender	Dropdown
3. Age	Open ended
4. College Name	Open ended
5. College Year	Open ended
6. City/State	Dropdown

SECTION 2: Survey Questionnaire

S. No	Theme	Questions
1.	Relevance	Q1: How did you first hear about the DI Movement? • Through college faculty/administration • Campus ambassador or peer outreach • Promotional campaigns on social media (Instagram, LinkedIn, etc.) • DI Movement webinar or session • From another startup/innovation platform • Other (please specify) _____ Q2: What motivated you to sign-up for the DI Movement? • Interest in solving social problems • Interest in design thinking/innovation • Wanted to start or grow a venture • Explore incubation or funding opportunities • Resume/CV building • Peer influence • Other (please specify) _____ Q3: Q3: To what extent, if at all, did DI Movement relate to your current academic background or interests? (Likert Scale) • Not at all related • Slightly related • Moderately related • Highly related • Very highly related • Not sure/Cannot Say Q4: To what extent, if at all, did the DI Movement problem statements (water, sustainability, impact) seem relevant to you?

S. No	Theme	Questions
		• Not at all • Slightly • Moderately • Very • Extremely Q5: Was DI Movement clearly positioned as a programme suited for students at your level (undergraduate/postgraduate)? • Yes • No Q6: At the time of applying, did you feel you had sufficient information to decide whether DI Movement was a good fit for your needs/interests? • Yes • No Q7: What kind of opportunity were you hoping DI Movement to provide? (Select the one option that's most relevant). • Learning new technical skills (design thinking, innovation) • Getting mentorship or guidance • Funding or incubation for an idea • Teamwork or collaboration • Exposure/networking • Recognition or awards • I was unsure • Other (please specify) _____
2.	Coherence	Q8: Have you participated in any other design, innovation, or entrepreneurship programmes outside of DI Movement? • Yes • No If yes, what other programmes have you participated in? _____ Q9: How does DI Movement compare to those in terms of value? • Much less valuable • Slightly less valuable • About the same • Slightly more valuable • Much more valuable Q10: Did the content/structure of DI Movement complement what you're learning in your academic curriculum?

S. No	Theme	Questions
		• Strongly disagree • Disagree • Neutral • Agree • Strongly agree Q11: Were you aware that DI Movement's focus areas (e.g. water, sustainability, impact) align with national or global goals like the SDGs or India's youth innovation agenda? • Yes • No • Not sure Q12: Did participating in DI Movement help you better understand how design and innovation can support national/global priorities? • Not at all • Slightly • Moderately • Very • Extremely
3.	Effectiveness	Q13: Did you attend the 4-day residential workshop at Protovillage? • Yes • No [If no, please briefly specify reason _____] Q13a: If yes, how helpful were the Protovillage activities you took part in? • Not at all useful • Slightly useful • Moderately useful • Very useful • Extremely useful Q13b: What were the focus areas for your visit to Protovillage: • Food and Water Security • Health Care • Disaster Management • Energy • Clothing • Connectivity • Trade • Education • Shelter • Others (please specify)_____

S. No	Theme	Questions
		Q13c: To what degree did the Protovillage experience enable you to conceptualize and bring your idea to life (Likert Scale rating – 1 no value addition to 5 High value addition) Q13d: Do you believe the DI Movement and Protovillage exposure has added to your ability to develop a product and take it to market: • Not at all • Good as an exposure visit • Motivated me to pursue development of solution • Motivated me to pursue development and taking solution to market Q14: Which of the following parts of the workshop were most useful to your team? (Multi-select) • Business planning sessions • Financial or fundraising guidance • Storytelling or pitching • Prototyping and product feedback • Peer collaboration • Exposure to rural and social contexts • Other (please specify) Q15: What was the most valuable outcome of your participation in DI Movement? (Single-select) • Gained awareness of social/environmental issues • Learned new skills or tools • Boosted confidence to innovate • Made useful peer or mentor connections • Got clarity on career or academic goals • Did not gain anything specific Q16: Did you consider applying to the Design Impact Awards (DIA) after participating in DI Movement? • Yes, I applied to DIA • Yes, I considered it but didn't apply • No, I didn't know about DIA • No, I didn't feel ready or eligible
4.	Efficiency	Q17: Before applying, did you clearly understand the eligibility criteria for participating in DI Movement? • Yes • Somewhat • No • I don't remember Q18: How accessible was the DI Movement team when you had queries or needed support? • Very accessible- responses were timely and helpful • Somewhat accessible- slow but eventually helpful

S. No	Theme	Questions
		• Not accessible- difficult to get responses • I never reached out for support Q19: What channel did you primarily use to contact the DI Movement team (if any)? • Email • WhatsApp or phone • College coordinator • I didn't need to contact them Q20: How easy was it to fill and submit the DI Movement application form? (Likert Scale) Q21: Did you face any technical or platform-related issues during the DI Movement process? • Yes • No [If yes, please provide a brief description _____] Q22: Did you experience any delays in the DI Movement process (e.g. activity updates, feedback, results, or communication)? • Yes, frequently • Occasionally • No, everything was on time • Not sure / Don't remember Q23: How easy or difficult did you find the 'Mindset Impact Assessment' test of the DI Movement selection process? (Likert Scale)
5.	Impact	Q25: Did participating in DI Movement motivate you to pursue any of the following? (Select all that apply) • Developing my idea further • Starting a social impact venture • Exploring entrepreneurship as a career • Engaging more with design/innovation • No major motivation gained Q26: What stage has your idea/project reached since DI Movement? • Just an idea • Concept note / pitch • Basic prototype • Working model / MVP • In use or piloting • Not working on it anymore Q27: Did DI Movement help you develop any of the following competencies? (Select all that apply)

S. No	Theme	Questions
		• Problem-solving • Communication • Teamwork • Design thinking • Planning & execution • None of these Q28: Have you received any recognition or opportunities because of your participation in DI Movement? • Yes • No [If yes, please specify _____]
6.	Sustainability	Q29: Would you recommend DI Movement to other college students? • Yes • Maybe • No Q30: Is your team still working on the same idea you developed during DI Movement? (Change) • Yes, we're continuing with it • We've pivoted to a different idea • No, we're not pursuing it anymore Q31: What kind of further support from Titan or other partners would help you grow your idea? (Select all that apply) • Mentorship or technical guidance • Funding support • Team support / collaboration opportunities • Exposure to investors or networks • Access to prototyping tools • Not planning to continue • Other (please specify) Q32: Would you be interested in continuing your association with DI Movement in any of the following ways? (Select all that apply) • As a participant • As a campus ambassador • As a volunteer • I'd prefer to focus on other things for now

Annexure 2: DI Movement – IDI Tools

2.1 TinkerLabs

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 Design Impact initiatives, including the *Design Impact Movement.*

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 part of an EIR participant.

Your responses will help us learn how the programme has supported your mission, what challenges you 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 45 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. Designation	
4. Organization Name	_____
5. City/State	_____

S. No	Theme	Questions
1.	Relevance	• How does the ecosystem development intervention address shortlisted participants/projects needs? (what are the interventions implemented; why these set of interventions; how are they delivered; how do they correlate to development of entrepreneurial capability and mindset amongst participants) • How relevant is the Design Impact Movement programme design to nurture young entrepreneurs? (What are the examples of programme design which validate your claim; how does it enable youth to develop ideas and move towards social entrepreneurship; what are some examples of success that have emerged from the Design Impact Movement in FY 24-25)

2.	Alignment with Ecosystem	• What is the strategic alignment between interventions carried out by TinkerLabs under DI Movement with existing government priorities and mandates? • How do the interventions delivered enable partners (engaged by TinkerLabs) to achieve their goals while delivering on the DI Movement objectives?
3.	Programme Effectiveness	• How does TinkerLabs work to ensure effective implementation of program activities and what are the observable examples of implementation yielding results? (what kind of changes occur amongst beneficiaries' post interventions conducted; how have partnerships enabled nurturing of social entrepreneurs; what kind of linkages are facilitated through ecosystem development interventions) • How have tenets of HCD been incorporated by participants? What is the perception of the ecosystem partners towards HCD and its embodiment amongst participant projects and MVPs? • What are the challenges faced in implementation and mitigation plans adopted to navigate the same?
4.	Efficiency and Resource Use	• How is resource utilization and allocation planned (Time, money, personnel) to ensure implementation is as per plan? • What are the mitigations in place to navigate unplanned exigencies and delays in implementation?
5.	Impact	• What is the expected impact from the interventions conducted under DI Movement and to what degree has it been achieved? Please elaborate and share examples.
6.	Sustainability	• What actions are undertaken to drive sustainability of interventions? Would the interventions continue if IIMCIP and Titan DI Movement were not in the picture, please share reasons and elaborate on response? • What are the key levers to ensure sustainable actions from ecosystem partners to drive support and an enabling environment for emerging youth and social entrepreneurs?

2.2. Programme Team – Sattva

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 Design Impact initiatives, including the *Design Impact Movement.*

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 part of the DI Movement Programme Team.

Your responses will help us learn how the programme has supported your mission, what challenges you 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 45 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.

S. No	Theme	Questions
1.	Relevance	• What were the core student or youth entrepreneurial needs that Titan aimed to address through the Design Impact Movement? • How does DI Movement align with Titan's CSR strategy, and broader national or regional priorities- such as the SDGs or youth entrepreneurship agendas? • Who are the key partners for DI Movement? What value does Titan aim to create for them and gain from the collaboration?
2.	Ecosystem Fit and Institutional Alignment	• How did Titan conceptualise the compatibility of DI Movement's pedagogy with existing college curriculums and academic timelines? • What kind of career pathways does Titan hope to unlock for students through this programme?

S. No	Theme	Questions
		• From Titan's perspective, what value does DI Movement create for the academic institutions it engages with?
3.	Programme Oversight and Effectiveness	• To what extent have the key activities and outputs under DI Movement been completed as planned? • What kind of feedback (from students, college partners, or implementation agencies) has Titan received? Could you please elaborate on both positive feedback and challenges? • Are there any specific practices or delivery decisions that Titan sees as "best practices" worth retaining in future cycles? • Did the Titan team anticipate any key risks or challenges while planning the programme? What mitigation measures were built in from the start? During implementation, did any unexpected risks or bottlenecks emerge? How were these handled?
4.	Efficiency and Resource Use	• From Titan's perspective, how efficient has the financial utilisation been under DI Movement? Were the inputs (human, financial, institutional) aligned to outputs? • Have there been any delays in financial disbursal, approvals, or partner onboarding that impacted the program? • Were there any instances where DI Movement activities had to be scaled, adapted, or adjusted using existing resources or external leverage? • Did the programme design or delivery shift in any major way from the original plan — and what drove these changes?
5.	Results and Early Impact	• What early signs of impact have you observed on student innovators? *(ventures formed, ideas prototyped, or skills demonstrated)* • Are there specific competencies that Titan hoped to cultivate- please elaborate.
6.	Sustainability	• What systems/partnerships are in place to ensure continuity of support for the student innovators?

S. No	Theme	Questions
		• In your opinion, what types of partnerships (e.g. funders, government, institutions) could strengthen the programme further? • What is Titan's medium-term vision for DI Movement? Are there goals for scaling, impact, or shifting focus?

Deloitte.

Together makes progress