

APRIL 12, 2022

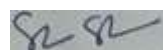
# EVALUATION OF THE TITAN LEAP SKILLING PROGRAM

IMPLEMENTED IN ASSOCIATION WITH THE NAANDI FOUNDATION

DR SURASHREE SHOME

MS SHANMUGA PRIYA.T

**Contents**



**SECTION 1: INTRODUCTION AND METHODOLOGY**

**1. INTRODUCTION..... 3**

**2. DETAILED OBJECTIVES OF THE EVALUATION ..... 6**

**3. METHODOLOGY..... 6**

3.1. SAMPLING..... 6

3.2. DATA COLLECTION ..... 9

3.3. LIMITATIONS..... 9

**SECTION 2: FINDINGS OF THE STUDY ..... 10**

**1. SAMPLE POPULATION CHARACTERISTICS FOR CENTRE AND SPOKES MODELS..... 10**

**2. PREPARING A NEW BATCH..... 11**

**3. DURING THE COURSE ..... 13**

**4. PEDAGOGY – COURSE CONTENT AND DELIVERY ..... 14**

**5. PROGRAM CHALLENGES ..... 18**

**6. PLACEMENTS..... 19**

**7. COMMUNITY SPOKES PROGRAM IN 2020-2021..... 23**

**8. POST ASSESSMENT..... 23**

**9. COURSE *IMPACT ON STUDENT PERSONALITIES* ..... 24**

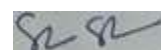
**SECTION 3: MAJOR FINDINGS AND RECOMMENDATIONS ..... 27**

**1. MAJOR FINDINGS ..... 27**

**2. RECOMMENDATIONS ..... 28**

**APPENDIX 1: QUESTIONNAIRE FOR BENEFICIARY STUDENTS – CENTRE MODEL ..... 29**

**APPENDIX 2: QUESTIONNAIRE FOR BENEFICIARY STUDENTS - SPOKES ..... 38**



## Executive Summary

Following the success of Naandi Foundation's skilling programs, Titan's CSR unit partnered with Naandi to carry forward Titan's vision to skill youth from underprivileged communities and ensure that they are placed in jobs. Emulating the features of Naandi's earlier models, Titan and CSR together introduced the Titan Leap program in 2017, which was implemented through two models – Centre and the Spokes models. This evaluation used mixed methods – multi stage systematic sampling and PPS (probability proportional to size) sampling methods were used to arrive at a sample size of 210 for Centre and 146 for Spokes models, to understand the impact of the Titan Leap program for the year 2020-2021. In depth interviews, focus group discussions and telephonic surveys were used to gather information on the program's features, protocols, reach, impact and the ability to remain relevant, useful even during the pandemic.

From the samples of both models it was clear that only less than 10% of parents had acquired a degree and therefore a vast majority of the program beneficiaries were first generation learners. The content delivery ensured a good post assessment score (average is 67% for centre and 60% for spokes beneficiaries in 2020-2021), indicating a clear improvement in their performances after attending the course. Support for placements emerged as a critical driver and the program has also had a long-lasting impact on beneficiaries' employability and their personalities. About 97% from the working population in Centre sample do acknowledge that the Titan Leap course has helped them get a job and 82.2% from the spokes sample appreciated that the Titan Leap course helped them cope with work cultures in their present companies. Even among students who were not placed, only a few still desired support for placements. From the Centre sample 93.7% of the students felt happy at work and 100% of them liked themselves. More than 91% from the Centre sample and 98% from the spokes sample ranked themselves between 4 and 5 while assessing their self-performances on a scale of 1-5 where 5 indicated high, satisfactory performance and 1 indicated very low performance.

The pandemic came in as a blessing in a disguise as the very scenario forced both partners to work out new modalities to keep the program running effectively, without compromising on the outcomes. As evident, the online classes introduced (with revision of lesson plans to enhance interactive and problem based learning) not only catered to student needs but also upgraded trainers' capacities to be effective in this new medium. From the IDIs and FGDs it was learnt that the online classes took a lot of effort to operationalize but the success was reassuring. Students and trainers shared how activity and problem based learning redefined assimilation of concepts. With such positive reception, even live classes incorporated successful elements from the online classes like presentation of digital story books.

The success and reach of this program urges Naandi Foundation to explore the scope of introducing courses in new realms, yet to be covered by institutions in the skilling sector. Also, as the online classes have been impactful and also welcomed by students (for the variety of activities and tasks they were exposed to), it will be wise to use this new approach in skill training to reach out to rural and differently abled youth who otherwise do not have access to skill training programs. Having built a successful model, it will also be thoughtful for Naandi Foundation to work on making this model sustainable and unperturbed by the institutions that come on and off board.

# Evaluation of the Titan Leap Skilling Program

---

## Section 1: Introduction and Methodology

---

### 1. Introduction

The demographic dividend in India has happened at just the right time window, reaping the benefits of the post liberalization era. “In the next 20 years, the labor force in the industrialised world is expected to decline by 4%, while in India it will increase by 32%”<sup>1</sup>. But, statistics show that only 2.3% of the total workforce in India had received skills development training<sup>2</sup>. The ecosystem needed to nurture the growing work force and the ever expanding learning needs to fit into market requirements was not prepared accordingly. There were gaps, which persist even today due to the play of multiple factors. Inequity in access to education and skilling opportunities is a major impediment in bridging this gap. Hence the emergence of skill development missions at national and state levels attempting to prepare an efficient work force for improved productivity in an evolving industry. Efforts in skilling the youth have been undertaken by governments, corporates and also social development organisations and each of their approach has added value to balance the demand-supply needs in regional markets.

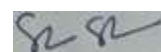
Founded in 1998, **Naandi Foundation** intended to demonstrate successful delivery of public services on a large scale with accountable communities. In the process, Naandi’s partnership with a wide variety of stake holders including the government, corporates, national and international development organisations not only strengthened its resolve to engage communities as equal partners but also empowered them to build on sustainable models of service delivery to underprivileged communities. Strongly backed by an in-house action research team that helps evaluate, design initiatives and over 6000 front line development workers from the communities (apart from over 400 full time professionals), Naandi’s presence in 17 states is nothing less than a milestone.

In 2007, Nandi initiated **Mahindra Pride Schools** program with an objective of training and placing 600 youths from disadvantaged communities in jobs every year. The success and reach soon resonated in different states leading to a total of 9 such centres spread across 7 states including Jammu & Kashmir. As per the current data, 39,280 youth have been trained<sup>3</sup> and successfully placed in corporate jobs and this record of 100% placement has been maintained through the years.

The program works with the students in the age group of 18-25 with a minimum qualification of class 8<sup>th</sup>, coming from marginalized communities (SCs, STs, OBCs) and BPL/near BPL families are mobilized through alumni referrals, road show campaigns and seminars in schools, colleges and

---

<sup>1</sup> <https://www.itsengg.edu.in/blogs/post/why-skill-development-is-necessary-in-india>



<sup>2</sup> [Skilling India \(worldbank.org\)](http://www.worldbank.org)

<sup>3</sup> [Mahindra Pride Schools | Naandi](http://www.naandi.org)

other institutions. Corporates have also reached out by referring the students rejected at walk-in interviews.

The three months training program (250 hours) is preceded by written tests and focused interactions to assess students' interest and needs. Thereafter, they are enrolled in any one of the four domain specific verticals - ITES (Information Technology Enabled Services), Hospitality Craft, Retail Sales and Automobiles. A common curriculum on life skills (encompassing social, emotional learning), English language proficiency, math, soft skills, computer literacy, interview preparation and personal grooming is an integral part of all the programs, making this training holistic. Just before the course finishes, placement drives are arranged with corporate clients and students are oriented about work opportunities and key deliverables expected from them. Where specific domain skills are required, separate modules are used and the course goes beyond 250 hours.

A decade later, in 2016, Mahindra Pride Classrooms was introduced as a spokes model (non-centre-based program) to reach out to students studying in government/government-aided vocational colleges and institutions. Taking the training program to their class rooms, partner institutions are required to arrange space and provide 40 hours from their academic timetable. Training is customized to suit the needs and gaps identified during the interaction with institution personnel. Accordingly, the course period also varies between 40 and 120 hours. This is an attempt to make students employable and job ready during their training period at the institution itself. Designed to be less asset intensive, reaching out to a wider student base, and also enhancing employability and productivity of students undergoing vocational training in institutions, this program became a huge success and soon spread to 12 states across the country. Also known as the most popular skilling program in the country, around 400,000 students have been trained and put through a unique experience in Job Utsavs. "A total of 42 Job Utsavs have been conducted since inception recording a footfall of over 10,000 students and participation of over 100 potential employers"<sup>1</sup>.

### ***Titan Leap***

In partnership with Titan CSR, in 2017, Nandi Foundation initiated Titan LEAP (Learn-Apply-Progress) program, which is an amalgamation of both the above programs. Focusing on youth from disadvantaged communities, Titan Leap emulates the 90 days immersion program (spanning 250 hours or over if need arises to add domain specific modules). Every student's need is assessed through psychometric tests and their learning is also customized accordingly.

Every year, 700 students are covered through 4 batches. In the week following induction and orientation, there are few students who drop out. Attempts are made to reach out to them but for reasons beyond program's efficacy, course begins with students present. Self-awareness modules are first introduced to help students clarify their gaps/needs and accordingly other modules are customized for each batch. Interesting features like Coffee with Employers and expert conversations on every Wednesday are incorporated to help students see for themselves what they could become by the end of this program.

The spokes model is also integrated in this program to reach out to youth from urban and peri urban areas around Chennai. Bringing institutions and freelance trainers under the program's fold, there is no room for customization. However, course content is regularly upgraded through participatory exercises with staff, freelance trainers, content standardization team and industry

---

<sup>1</sup> <https://www.naandi.org/mahindra-pride-classrooms/>



friends through content workshops. While 100% placement is definitely possible, the record falls back as students also plan for higher studies and also some students (especially female candidates) prefer not to go farther for work<sup>2</sup>.

**Table 1: Titan Leap Centre Program – Beneficiaries Trained and Placed since Inception**

Year	Beneficiaries			Placed		
	Male	Female	Total	Male	Female	Total
<b>2018-2019</b>	248	389	637	222	358	580
<b>2019-2020</b>	119	596	715	96	399	495
<b>2020-2021</b>	42	699	741	40	486	526

**Table 2: Titan Leap Spokes Program – Beneficiaries Trained and Placed since Inception**

Year	Beneficiaries			Placed		
	Male	Female	Total	Male	Female	Total
<b>2018-2019</b>	113	620	733	190	76	266
<b>2019-2020</b>	802	1870	2672	171	420	591
<b>2020-2021</b>	773	1960	2733	346	853	1199
<b>2021-2022</b>	965	2149	3114	**	**	**

\*\* Yet to be updated

The number of beneficiaries who enrolled had steadily increased over the years in both models, with an apparent concentration on female beneficiaries. With placements, the trend is not really clear in the Centre Model as the percentage of students placed started with 91% but plummeted to 69.2% the next year and then to 71% in the year 2020-2021. Since the program placement target was fixed at 70% for 2020-2021, the outcomes for that year have been successful and the efforts consistently taken to sustain employers already on board and also to bring in new employers paid off. However, in the Spokes Model, while the number of beneficiaries reached increased by more than four times since inception of the program, those placed has not seen a steady trend – from 36% in the first year, percent of those placed came to 44% in 2020-2021, but after a sharp drop to 22% in the second year. One possible reason could be that students are also placed by their respective colleges through placement drives and beneficiaries may also choose employers from this pool, instead of those offered by Titan Leap team. Placement figures for the year 2021-2022 are yet to be accounted completely.

The program year 2020-2021 (*evaluation period, hence forth referred to as EP*) saw a shift to online classes and the use of digital medium due to the pandemic. During the first wave, two batches were completed online and in the third batch, a hybrid model was implemented. Again during the third wave, the team fell back upon online classes. With the courses built in house and pedagogy also internally designed, this transition could be managed seamlessly. However, the initial glitches related to availability of required resources and knowledge definitely need to be attended. Most of the students were from the financially weak family, therefore not everyone was having devices like laptops and smartphone for online classes. Even though, many students had received laptops under the “Free Laptop Scheme” of the state government. Also, students as well as faculty were new to using zoom for virtual classes. Therefore, the team came up with the

<sup>2</sup> It is to be noted here that 80 percent of the students enrolled in the program are female.



enrichment program to prepare the students for online classes and the staff were also capacitated to provide virtual classes. Soon after, students and staff took over and dropouts were reduced to

---

zero. Surprise test or a direct question to a student was introduced to ensure an active participation of the students during the virtual classes,

## 2. Detailed Objectives of the Evaluation

### i. Efficacy of the program design

- Reflect on the program design in addressing the issue in comprehensive and sustainable manner.
- ii. Achievements of the Project
- Inform about the expected outputs of the grant mutually agreed upon by the partner and TITAN, reason for variance, and observations
- Help in understanding the work done by the partner and the challenges faced in the implementation of the project.

### iii. Effectiveness of an Intervention

- Help in getting better at understanding the effectiveness of a particular intervention in a given theme/area.
- iv. Way Forward
- The output of the evaluation will give key insights on the program and recommendations that will assist in making decisions about Titan support to the organization.

Along with the above-mentioned objectives, impact of COVID on the overall achievements of the program and future course of the program need to be ascertained.

## 3. Methodology

### 3.1. Sampling

Mixed method is used to collect data for the evaluation. As mentioned above, the evaluation is restricted to the programme year of 2020-21. Therefore, we had surveyed students of FY 2020-21 from the Titan Leap Centre-based and Spokes programs. As per our discussion with Naandi Foundation team, the skill development program organized in various panchayats around Chennai Metropolitan City would not be continued further, therefore, the evaluation team dropped the idea of surveying beneficiaries of Spoke++ students for FY 2020-21.

Naandi Foundation shared the list of students who were benefitted from their courses in FY 2020-21. We had used the same list to sample students from the Titan Leap Centre based and Spoke programs. As per the list, 741 students had attended Titan Leap Centre-based program, and around 2733 students were reached through the institutes under the Titan Leap Spokes program in the EP. At a 90 percent confidence level, we had interviewed more than 200 students (at 5% margin of error) from Centre-based program, and another 155 (at 80% confidence level with 5% margin of error) from the institutions<sup>6</sup> under Spoke program. In total 371 (+16) students were interviewed for the study. The evaluation team trained three tele-callers working with Naandi Foundation through classroom training, and a member of the evaluation team virtually attended the initial calls made to selected students. The tele-callers faced many problems while conducting the survey, the foremost being most of the students (who had passed out in 2020-21) were working and were not willing to answer calls during office hours. Therefore, tele-callers had to recall them in the time convenient to them, mostly after 6 pm or during the lunch hours. This had also increased the estimated number of

survey days from 8 to 16 days. Another major complaint heard from the students are the frequent calls made by Naandi Foundation after they attended the courses.

<sup>66</sup> It was a telephonic survey

Multi-stage systematic sampling method has been used to select students from the list shared by Nandi Foundation for the Titan Leap Centre and Spoke programs offered in the EP. Different criteria of sampling are used for Centre-based students is different from the Spoke students the sampling of Centre-based and Spoke students as the available information for both the group of students are different.

Three stages of sampling method were used to derive sample from the list of students from Centre-based program:

**Stage 1:** Grouping the students as per their degrees: Minimum education qualification required to apply for the Titan Leap program is 'Graduation', therefore the students are first grouped in five major categories; 1) Students with a BCom degree, 2) Students with a BSc degree, 3) Students with a BA degree, 4) Students with a BBA/BCA degrees, and 5) Students with other degrees, like BSW, Diploma in Electrical Engineering, M Com, MSc, MBA or MCA. Proportionate number of samples are derived from each group using PPS method<sup>7</sup>.

**Table 2: Sample derived for the Titan Leap Centre program beneficiaries in EP**

Education Qualification	Number of Students from Centre-based program in the EP	Sample Size
Com	415	112
C	221	60
	19	5
A/BCA	79	21
ers	7	2
<b>Total</b>	<b>741</b>	<b>200</b>

**Stage 2:** Grouping the students as per their Household Income: The list also provided the total household income of the students, therefore students from each educational group were arranged in ascending order as per their household income.

**Stage 3:** Using systematic sampling method, every 3<sup>rd</sup> candidate was sampled for the study.

Three stages of sampling were used for selecting the students who had attended Spokes program:

**Stage 1:** Grouped as per gender: As per the available information about the students who attended the Spokes program, the students were grouped in two groups: 1) Male, and 2) Female. Proportionate number of samples were derived from each group using PPS method.





**Table 3: Sample derived for the Titan Leap Spokes program beneficiaries in EP**

Gender	Number of students who attended Spokes Program in the EP	Sample Size
Male	1960	111
Female	773	44
Total	2733	155

<sup>77</sup> Probability proportional to size (PPS) sampling is a method of sampling from a finite population in which a size measure is available for each population unit before sampling and where the probability of selecting a unit is proportional to its size.

Male	1960	111
Female	773	44
Total	2733	155

**Stage 2:** Grouped them as per their department: To understand employers' preference for students from certain departments, the students were again grouped as per their department in each gender.

**Stage 3:** Using systematic sampling method, every 16<sup>th</sup> student was selected from the list of 2733 students who had attended Spokes program in the EP. In total 155 students were surveyed for the study.

After three rounds of sampling covering all the students from the Centre model and more than 33 percent of the Spokes model, 210 students from the Centre model and 146 students from the Spokes model were surveyed for this study. Unable to reach students, students refusing to answer the questions as they were getting disturbed while they are in work, and a few asked to call after office hours. Even though, we are able to reach the course wise sampled number in Centre model but we are unable to reach the gender wise sample number under Spokes model. Only 27 male students were reached when the target was 111. On the other hand, we reached 146 female students when the target was just 44. Inability to reach the target numbers on time, we thought to give away the gender wise division in Spokes model. Deficit in the Spokes model is covered through the excess from Centre model. Given below is the final sample size for the study.

**Table 4: Sample surveyed for this Study – Gender Wise**

	Total Number of students Attended the Model	Total	Percentage of Students covered in the Sample
Centre	741	210	28.3% of the Universe at 80% confidence level and 5% margin of error
Spokes	2733	146	5.4% of the Universe covered at 80% confidence level and 5% margin of error

Other than quantitative method, qualitative method was also used for collecting information from other stakeholders including program staff. Given below is the list of stakeholders interviewed for the study.

**Table 5: Stake Holders Interviewed for the Study**

S.No	Name	Designation
1	Ms Radha	Head, Youth Skills
2	Ms Lohitha	Centre Head
3	Ms Anandhi	Deputy Head
4	Ms Saranya	Trainer – Aptitude
5	Mr Rohit	Placement Coordinator, Trainer - Digital Literacy
6	Mr Abiraj	Student Counsellor
7	Mr Vignesh	Deputy Project Coordinator
8	Mr Suresh	Administration
9	Mr Badrinath	Vice President, MMC Infotech
10	Dr C Geetha	Placement Officer, Sri Kannika Parameswari Arts & Science College for Women
11	Ms V Chandrakala	Placement Officer, D B Jain College of Arts and Science

### ***3.2. Data Collection***

For the survey, Titan Leap team helped the evaluation team by offering three interns who could do the surveys over phone and present data on excel. The interns were oriented by the evaluators and the initial 12 calls were also supervised by them. They were then guided about entering the data with right codes on excel and updating the data on a daily basis. The calls began on 4<sup>th</sup> March and were completed by 24<sup>th</sup> March 2022.

### ***3.3. Limitations***

The sample count for the study was derived from the universe of student details shared by Titan Leap team for the EP. In the first round, a total of 210 students from the Centre and 161 students from the spokes model were shortlisted for the survey. However, there were many obstacles to reach the desired count as many students did not answer the call, some refused to respond, some promised to respond if called post 7 pm or during weekends. Therefore, two more rounds of sampling were done and the follow up on those who gave a time window for call back were continuously tried. Even among those who responded there was disappointment with regard to the repeated calls they got from the team. This was also the reason behind discontinued calls as they had complained that they were probed for the same information repeatedly. In view of these factors, three rounds of sampling, covering almost the entire universe had to be done, extending the time required to complete data collection.

# Section 2: Findings of the Study

## 1. Sample Population Characteristics for Centre and Spokes Models

After three rounds of sampling, 210 students from the Centre model and 146 students from the Spokes model were surveyed for this study. Sample population covered in the study represented 21 colleges in the centre model and 12 colleges in the spokes model. **Table 6: Gender and Caste Composition of the Sampled Students**

Model	Gender Composition			Caste Representation					
	Male	Female	Total	General	SC	ST	OBC	Don't Know	Total
Centre	13	197	210	77	39	4	89	1	210
Spokes	27	119	146	93	20	7	23	3	146

Most of the students (**97% from centre sample and 99% from spokes sample**) either didn't know about a BPL card or said that their family did not have one.

Parents' education clearly indicated that these students could well be among the first generation graduates from their respective families in both the models.

- **Centre** - While 32% of fathers and 37.6% of mothers were illiterates, only 7.1% fathers and 3.3% mothers had qualified a degree. 27% of the students reported that their parents had studied up to secondary level (under class X).
- **Spokes** - While 32% of fathers and 36.3% of mothers were illiterates, only 8.2% fathers and 10.2% mothers had qualified a degree. 37% of the students reported that their fathers had studied up to secondary level (under class X) and 33.5% of the students reported that their mothers had studied up to secondary level.

76% of students from the centre sample and 82.8% students from the spokes sample revealed that there were either one or two earning members in their families.

With parents' occupation again, it was evident that these students (both models) qualified as beneficiaries for the Titan Leap program.

- **Centre** - 50.4% of fathers and 20.4% of mothers worked as wage labourers while 16.2% fathers ran their own small businesses. 70% of students said that their mothers were not engaged in any economic activity.
- **Spokes** - 29.4% fathers and 11.6% mothers were wage labourers while 17.8% fathers and 4.7% mothers were engaged in farming on their own fields. 54.7% of students said that their mothers were not engaged in any economic activity.

**Table 4: Sample surveyed in this Study – Type of Residence**

Model	Residence		Living in Pucca House (%)
	Own House (%)	Rented House (%)	
Centre	53.3	46.6	72
Spokes	61.6	38.3	93

## 2. Preparing a New Batch

### 2.1. Centre Model

Before a fresh batch commences, there are a few preparation steps followed in both the centre and spokes model. In the **centre model**, each batch contains students from different city colleges and the colleges that can be approached are shortlisted through alumni referrals and walk ins (interested candidates who have learnt about the program approach the centre to enrol themselves). Then comes the most crucial step in this model – the orientation, which is the first level of interaction between the Titan Leap team, its alumni and the incoming batch of students.

Orientation programs were organized in 4 colleges during the EP. Usually a program banner and a presentation are used but alumni members have begun to take charge of managing orientation and induction. The peer influence in the process, where alumni members also share about how the course benefitted them in their professional lives, helps new students take a call. An elaborate process laid down to connect with past students and stay abreast with their professional growth helps in reaching out to them during these times. The whats app group for each batch, therefore, is not only a communication tool, rather an interface that helps trainers, alumni and new students connect for different purposes. For example, an alumnus in a voice processing job is invited to share experiences about the difference communication skills learnt from the program has made in his/her placement.

**Table 8: Centre Students come to know about the course through following sources**

Source of information on Titan Leap Program for Centre Students		
Source	Sample Reached	Sample Percentage
From friends	43	20%
From college	163	77.6%
Promotional Activity by Naandi in neighbourhood	4	2%

After orientation, forms are sent out to check students' aspirations and their eligibility for the program. As a placement focussed intervention, attendance and an inclination to take up jobs is very significant. Students who consider taking up higher studies or those who have business plans or those who do not prefer working or those who choose marriage are all left out so that the program can reach out to those students who really want to upgrade their employability. Besides being job ready, students should have also cleared all arrears and their family annual income should not be over 2.5-3 lakh rupees.

Then, a screening test is conducted to look into their basic English and aptitude skills. The test is conducted not to reject students but to see if they are really interested in the program. The scores from this test are used to finalise cohorts for batches – a mix of beginners, basic and intermediates are pooled into every batch.

**Table 9: Pre-Test Scores and Student Categories**

Level	Score	Constitute
<b>Beginners</b>	35-65	50-60%
<b>Basic</b>	<35	10-15%
<b>Intermediates</b>	>70	10-15%

Students with changed plans or any other circumstantial impediment drop out and the batches are frozen within the first week itself. Once the batches are finalized, there is a class in-charge for every class who administers pre assessment for each subject, absentee follow up (usually telephonic, with guardians and friends in the batch), post assessment and finally, maps students for placements. Once the batch is frozen, a whats app group is formed. There are 8 groups in a class and therefore 8 students update about absentees and assignments in their respective groups. The table below highlights the enrolment figures for the EP.

**Table 10: Enrolment Figures for 2020-2021**

Details	CWC	MGR	SIET	Other colleges and (walkalumni referrals)	Total
No. of students who attended orientation	618	803	216	**	1637
No. of students who registered	573	643	216	**	1432
No. of students who took the screening test	376	348	136	158	860
No. of students who dropped out	36	48	9	Nil	93
No. of students who enrolled and completed the course (2020-2021)	<b>275</b>	<b>255</b>	<b>53</b>	<b>158</b>	<b>741</b>
No. of students who enrolled and completed the course in the next FY (2021-2022)	<b>65</b>	<b>45</b>	<b>74</b>	<b>**</b>	<b>184</b>

## **2.2. Spokes Model**

In the **Spokes model**, students are first oriented about the program by their institution staff after the partnership between institution and Titan Leap is agreed upon. The spokes model requires a proper meeting between representatives of Titan Leap team and a college

Principal. Coordinator connects with the institutions and once convinced, the college authorities work out a schedule plan to organise the course. Classroom arrangements and placement coordination are also diligently worked out so that objectives of both parties – colleges and the Titan Leap team are achieved. A memorandum of understanding is signed and only then the team meets with the students.

Students are chosen based on the socio economic mandate given by Titan CSR team and the targets vary with time. Accordingly, a batch's strength varies between 40 and 60. After that students take up the pre-test. Soon after, the college personnel in charge of facilitating this program follows up on interested students and freezes the batch. It is also their responsibility to ensure 100% attendance during the course. As 100% placement is a common objective, colleges usually introduce the Titan Leap program in the final year of graduation. 62.3% of the spokes students surveyed had attended the Titan Leap program in their final year of graduation while 28% also joined as sophomores.

About 88.3% from the sample population attended the classes regularly while 11.6% had missed a few classes due to health concerns, network issues and preoccupations with other personal works. Majority, 98.6% agreed that the timings given for the classes were good enough for them and did not cause any inconvenience. Table below details the batches conducted during the EP.

**Table 11: Student Enrolment in Spokes Model for 2020-2021**

S No	College	Total strength
1	Bharath University	110
2	DB Jain College of Arts and Science	175
3	SRM University	400
4	St. Joseph's College of Arts and Science	180
5	Vishwakshena College of Arts and Science	50
6	Sri Sakthi Kailash College of Arts and Science	250
7	Mangaiyakarasi College of Arts and Science	378
8	Sri Kanniga Parameshwari College of Arts and Science	120
9	Akilandeswari College of Arts and Science	317
10	Agaram Foundation	96
11	Vidhyaa Arts and Science College	150
12	Sanghamam College of Arts and Science	315
13	St. John's College of Arts and Science	150
14	Annai Velankanni College of Engineering	42
	<b>Total</b>	<b>2733</b>

### 3. During the Course

#### 3.1. Centre Model

Enquiry on the course duration did not elicit a uniform response as 2020-2021 saw the launch of online batches too. 80.4% from the centre sample reported that they attended a 90 days

batch while others' responses varied between 2 months and 70 days. For attendance, 83% of the surveyed students shared that they attended regularly. Among those who missed classes (36 in number), 13.8% had no choice as they could not travel due to mobility restrictions because of the pandemic. 27.7% missed due to health concerns of self or other family members. Titan Leap staff also second this as most of them had mentioned about students dropping out or missing classes as they had to manage family responsibilities or take up any kind of job due to loss of a family member to Covid.

With regard to timings, there was not much of a disapproval or inconvenience – neither from the staff nor from the students who participated in the FGD at the centre. Survey responses too indicate the same as 97% students from the centre sample felt that the timings were in resonance with their academic schedules. The 3% (6 in number) who found the timings not so suitable were all girls – 3 of them had to reach very late while another 3 of them did not wish to share the reason.

### **3.2. Spokes Model**

An undermining difference between both the models in Titan Leap program is the place of operation and major components of the program remain the same. In resonance with academic schedules, course duration varied from batch to batch and college to college.

From the sample population, 58.2% students from spokes model said that they remembered the subjects covered in the course and one of them also recounted Tally being taught for her batch. All of them acknowledged regularity of the trainers.

## **4. Pedagogy – Course Content and Delivery**

The Content and Pedagogy team comprises subject experts who consistently work to customize content to suit the needs of the recipient group. The team not only prepares and updates the contents for all courses, but also administers trainings for the trainers. No member of the pedagogy team could be contacted during the field visits but their role was understood from what the other team mates shared.

As the team is in constant touch with trainers and the coordinators through the periodic review meetings, a consistent exchange of feedback/review happens from all stake holders, including the beneficiary students. Incorporating all of them, the content and pedagogy team upgrades the desired modules and also prepares the trainers to deliver the same. Every module has a set of lesson plans and standard procedures are established about the delivery of these lesson plans.

### **4.1. Centre Model**

In the center model, it is a 90 days immersion program at the center in Guindy comprising all special components including orientations and runs to about 250 hours.

**Table 12: Subjects taught with Time Allotted for Titan Leap Centre Training**

Subject	Number of Hours
<b>Communicative English</b>	50
<b>Life Skills</b>	25
<b>Interview Skills</b>	14
<b>Aptitude</b>	42
<b>Computer Skills</b>	25

Others*	94
<b>Total</b>	<b>250 Hours</b>

*\*Includes Master Classes, Book Buddy, WARM Wednesdays, Exposure Visits, Mock Interviews, Job Utsavs, Orientations, Placement Focused Training*

All the students surveyed said that they remembered the subjects covered and also pointed out that the staff were also regular to the classes.

Due to the pandemic, there was a lot of confusion and chaos in keeping the programs running and reaching out to students living outside the city. And the Titan Leap team had to quickly settle down with a model and keep the classes running because this was a placement focused training program and the delay/impediments in training also meant that the students' placement prospects would be affected. Hence the team came together to adapt itself for training students online.

When it came to online, the shift was not easy – for both trainers and the students. The first step was to settle down with a proper tool for course delivery. The team experimented with google meet first but due to bandwidth limitations they had to try out another tool called the webX. Here again, data consumption was high yet the outcome was less effective. The team was not convinced about the utility in engaging students in discussions. They finally landed on Zoom application, which turned out to be user friendly and also consumed less data. A lot of you tube videos and examples were used to prepare trainers and students to adapt to the new tools. Especially for computer science classes, lesson plans are mostly based on tools and less theoretical. Hence, you tube videos were used extensively as suggested by the pedagogy and content team.

53.8% of the sample attended the online batches while 31.4% attended both online and offline classes (hybrid model). Only 14.7% of the centre sample had attended the course offline, at the centre. Among those who took the classes online, 80% of them used their personal mobile phones and only 2.8% used their laptops. Others used mobiles owned by other family members. 52% of the sample reported owning a laptop, out of which 87% got a laptop through the state government scheme<sup>3</sup>. 28.5% of the sample that attended online classes did face issues and poor network was the biggest impediment, commonly reported by almost all (92%) of them.

Earlier the lesson plans were clearly laid out and the trainers were given a predesigned minute by minute run of these lesson plans in live classes. Now in the online mode, trainers were prepared to present concepts in presentations and then engage students in discussions and activities. "The intent was to make the modules interesting and keep the classes as interactive as possible. But the end result surprised all of us. We began to see our students' potential from a different light and this further encouraged the us to come up with new, exciting and enterprising activities," shared the Center Head for Titan Leap Program, Ms Lohitha.

Online classes were learner centric and gave more room for self-learning. Backed by an activity driven approach, peer learning became a natural outcome, which also made the learning process impactful. **Problem based learning** is integrated into lesson plans to make the best use of the above factors. After a short warm up, concept is introduced and a problem is given for the students to deliberate and come up with a solution. Groups then go into

---

<sup>3</sup> Tamil Nadu Government Free Laptop Scheme was launched in 2020 for underprivileged students (permanent residents of the state from the SC/ST communities) passing 10<sup>th</sup> and 12<sup>th</sup> examinations from government or aided schools.





breakout rooms<sup>4</sup> (on zoom) for discussion during which the trainer can visit each group and facilitate/monitor the discussions. Students then present their understanding, solution and defend their choices. So, a variety of tools and methods are used to engage students positively and the facilitator does not talk for more than 15 minutes in a 2 hours class.

The successful methods from online classes were later incorporated in live classes too. For example, digital story books where random themes were given to every group in the class and students prepared a story to share during presentations. This helped look into their reading skills, writing skills, planning and designing skills as well.

From the interaction with students<sup>5</sup> it was apparent that the emphasis on Communicative English and Aptitude was the biggest lookout as ***Titan Leap program made this accessible*** without charging any fee. Apart from competency and employability, the very design of each of the subjects, they said, improved their perspective in handling work responsibilities.

Students did find the course content relatable and relevant, aiding in their placements. While 39.5%<sup>11</sup> students from the centre sample explicitly sighted placements as the reason behind joining the course, only 9% had mentioned about learning aptitude skills. A majority of them abstained from responding on the reason behind them joining the Titan Leap course. Almost 99.5% from the centre sample felt that some more classes before the placements could further help them and 41.4% of them also mentioned that they were provided with refresher classes before the campus interviews.

<p><i>"In one of the activities given, students were asked to innovate a product or service for social benefit. Trainers expected a power point presentation but students took genuine efforts to make the products they were proposing. Eg.</i></p>	<p><i>"Transition to online classes was a real task to every stakeholder. For trainers, more time was invested in preparing for online classes. Online classes were challenging as presentations were needed to help students visualize, and we must</i></p>
<p><i>Product on women safety – a key chain with alarm and sound as a self-defense product. One in the process, we get new and alternate ideas. A group also built a solar power based power bank and rectify. And as new groups are formed for ever spending around 700 rupees," explained the members. Because of this course, we are able to do posters, word documents, work on excel documents and also apply math shortcuts. We are</i></p>	<p><i>make sure that they interact. Trainers only had to learn through group activities and interact more through peers, we are able to identify our mistakes new to me but I got trained through the task, we also get used to adapting to new team knowledge sharing sessions," shared Ms Saranya, Aptitude Trainer.</i></p>
<p><i>shared.</i></p>	

<sup>4</sup> Break out rooms are sessions that are split off from the main zoom meeting and are completely isolated in terms of audio and video from the main session.

<sup>5</sup> An FGD with four students was conducted and all four of them had attended the online course in 2020-2021.

<sup>11</sup> All these 83 students also agreed that some more classes before placements could further help them with their placements.



The EP saw the transition from live classes to online classes and then again back to live classes and also a hybrid model with both live & online classes. The table below details the batches covered through different modes in the EP.

**Table 13: Batches and the mode of operation in 2020-2021 - Centre**

Batch	Mode	Total strength
9	Online	191
10	Online	175
11	Both	132
12	Both	207
<b>Excess enrolment</b>	Both	36
	<b>Total</b>	<b>741</b>

#### 4.2. Spokes Model

In the Spokes Model, Titan Leap team generally prefers and delivers a 36 hours model that covers Communicative English, Interview Skills and Aptitude training. Over this, additional domain specific modules are also delivered depending on specific requirements discussed with the partner institutions.

In both models, the medium of delivery was live classes wherein trainers introduce the concept, initiate a discussion on a situation or problem and then students present their understanding. These presentations are mainly used in analyzing their students' progress in language and life skills.

During the pandemic, even as academic classes went online, Titan Leap also managed the transition for its Spokes students. From the sample surveyed, 55.5% had attended the online classes while 39.7% had attended live, i.e. offline classes and only 3.4% mentioned about attending on both modes. Among those who attended online classes, 59.5% used mobile phones either owned personally (85.7%) or by any family member (14.3%). Only 46.5% from the sample had a laptop and that was obtained through the Tamil Nadu state government's free laptop scheme for 10<sup>th</sup> & 12<sup>th</sup> students from SC/ST community passing out of government or aided schools. The others, did not have a laptop at all, except one student who owned one.

Only 33.3% of the students who had attended classes online said that they had faced issues during the online classes and poor network was the dominating reason throughout. Among them, 60.7% also acknowledged that the Titan Leap team helped them overcome the issue.

**Table 5: Batches and the mode of operation in 2020-2021 - Spokes**

S No	Batch/College	Mode	Total strength
1	Bharath University	Online	110
2	DB Jain College of Arts and Science	Online	175
3	SRM University	Online	400
4	St. Joseph's College of Arts and Science	Online	180
5	Vishwaksena College of Arts and Science	Online	50
6	Sri Sakthi Kailash College of Arts and Science	Online	250
7	Mangaiyakarasi College of Arts and Science	Online	378
8	Sri Kanniga Parameshwari College of Arts and Science	Online	120

9	Akilandeswari College of Arts and Science	Online	317
10	Agaram Foundation	Online	96
11	Vidhyaa Arts and Science College	Offline	150
12	Sanghamam College of Arts and Science	Offline	315
13	St. John's College of Arts and Science	Offline	150
14	Annai Velankanni College of Engineering	Offline	42
	<b>Total</b>		<b>2733</b>

### 4.3. Special Features in Course Delivery

Titan Leap program does not stop with skill training and upgradation but also intends to inspire students with real life examples shared by successful professionals themselves. These features were common for both centre and spokes models.

- WARM Wednesdays – Successful women entrepreneurs/professionals are invited to share their journeys to help students see what they could become in the fields they choose. It also helps them to relate to the utility of the skills they have learnt and the possible new avenues that they can be used in. With huge female enrolment, this feature becomes even more significant and relevant. Similar to this is another special feature called the **Master Class** where successful men professionals are invited to share their journeys with the students.
- Book Buddy - encourages students to read regularly from sources they can easily access and afford. Visits to Odyssey (a large chain of book stores in the city) is organized frequently and during the evaluators' visit to Naandi, students were taken to the Chennai Book Fair, which is an annual event in the city.
- Exposure visits are also organized regularly to help students observe and reflect upon different skill sets put to use in different fields.
- Coffee with Employers is an informal chat session with potential employers organized to break myths students have about some specific jobs and also the irrational prejudices some employers may have on students coming from different backgrounds.
- Training on money management (as part life skills), women safety, fitness and also parents meeting are other features included in the course.

From the FGD with students, it emerged that the WARM Wednesdays feature was both interesting and inspiring. *“Even if girls who wish to work end up with marriage plans, these stories help them to do something for themselves,” they share.*

## 5. Program Challenges

Interactions with all stake holders helped highlight a few challenges in the model, some of which were beyond the program's efficacy to be resolved. For example, dropouts before batches are frozen are followed upon and encouraged to rejoin but for those who change plans due to sudden situations in their families there is nothing that the team gets to do about it. Some students also opt for higher studies as scholarships arrive. Apart from this, there is no operational or logistic challenge in the Center model.

In the spokes model, one important challenge highlighted by both Coordinator and Placement Officers from colleges is the unanticipated changes in academic routine that disturb the class

schedules planned before-hand. Reallocating trainers is also an issue as there is short time window to rearrange the classes that got missed or postponed. And accordingly, the number of days needed for course completion will also increase as the program content gets dispersed.

In the online mode, whether center or spokes model, the main challenge has been gadget and network availability from students' side. While some managed with a smart phone from any family member, some others also had to buy their family's first smart phone. As emphasized by trainers, students, coordinator and placement officers from the colleges visited<sup>6</sup>, network availability was a serious issue and students also didn't know much about zoom. So, the Titan Leap team took this opportunity to also prepare students for the future of online interactions at work places. It did take time but enriched students' capabilities in the process.

## 6. Placements

As a placements focused program, Titan Leap program has emphasized on every aspect of its program from a job orientation, i.e. placement perspective. In both the center and spokes models, different avenues like Job Utsavs, alumni posts on groups, job opening announcements from various sources in public domain, walk ins are used to stay in touch with students needing jobs, posting jobs available with the relevant job descriptions and supporting students through walk ins as well. Right from the time a student enrolls in the program, his or her skills, capacity and need for job are assessed and accordingly opportunities that come up are mapped and communicated through whats app groups, personal calls and messages.

### 6.1. Centre Model

Job Utsavs are organized at the Center for students from the center model. Potential employers are invited over and the Titan Leap team facilitates placement process on their campus. The Placement Officer in Titan Leap team checks employers' credibility through google reviews, glass-door reviews. Random field checks as a walk in candidate, alumni reviews and also informal interaction with employees are used to understand companies' credibility. The Placement Officer builds a database of all potential employers and keeps updating this frequently.

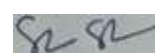
In 2020-2021, 3 Job Utsavs were organized and of the 144 candidates who participated in them, 35 got placed, i.e. 24%.

**Table 14: Titan Leap Centre – Trained and Placed in 2020-2021**

Model	Trained	Placed	% placed	Higher Studies/Married	% opting for studies/marriage after placement
<b>Center</b>	741	526	71%	86	11.6%

From the centre sample 127 students are currently engaged in jobs, i.e. 60.4%, out of which 94.4% are engaged in full time jobs. From the working population in this survey, 42.5% have been working in the present company since 0-6 months, 27.5% since 6 months-1 year and 30% have been in the present company for more than a year. Their salary ranges are tabulated as under.

<sup>6</sup> DB Jain Arts College and Sri Kannika Parameswari Arts and Science College for Women



**Table 6: Salary range of students from centre currently engaged in jobs**

Salary of centre sample population currently engaged in jobs		
Salary Range	Frequency	Percentage
<b>INR 4000-8000</b>	6	4.72
<b>INR 8000-10,000</b>	34	26.7
<b>INR 10,000-15,000</b>	70	55.1
<b>INR 15,000-20,000</b>	14	11
<b>&gt; INR 20,000</b>	2	1.6
<b>Not interested to share</b>	1	0.79
<b>Total</b>	<b>127</b>	<b>100</b>

As can be seen from the above table, about 82% from those currently employed within the centre sample, earn between INR 8000 and INR 15,000. 21.2% are not satisfied with their jobs and the major factor sighted is low salary (63%), seconded by inability to cope up with work and adapt to work culture. While 78.7% do report job satisfaction, only 65% relate this satisfaction exclusively to learning new skills that will be helpful in future endeavors and 13% like their work environments. About 34% have sighted a combination of factors including cooperative teams.

From the sample population engaged in jobs, 25.2% had changed jobs in the last one year and this decision to switch jobs is driven by the pursuit of better growth opportunities (28%) and higher salaries (22%). A few students (22%) have expressed displeasure about the pressure to work for long hours, stressful work environment and long night shifts.

From the interview with placement coordinator and the FGD with Titan Leap team, it emerged that students largely preferred jobs within the city and generally disliked night shifts. With the pandemic, there was a popular tendency to opt for work from home jobs, especially girls. Findings from the survey substantiate this observation by the team. It was seen that 11.8% of those engaged in jobs had shifted from their hometown to work in the present companies and that comprises 14 females and 1 male candidate. However, when asked about willingness, only 59.8% (71 female and 5 male students) said yes and those who denied interest in shifting comprised 48 female and 3 male students. From them, 53% had said that parents/family members might not allow them to shift. Therefore, gender has no major influence on students' willingness to shift for jobs. Also, the confidence students gain from the course to adapt to different work cultures does not necessarily translate to decision making characteristics.

97% from the working population in centre sample do acknowledge that the Titan Leap course has helped them get a job and also molded them to cope up with work cultures in their respective companies, also 79.5% have pointed out that all subjects learnt from the course were relevant and helped them in their jobs. Yet, there is a lot of scope for course revision/upgradation as 63.7% believed that other kind of trainings could also have helped.

96.8% acknowledged that good companies are coming on board to hire them at Naandi's Job Utsavs so students are more comfortable to attend many interviews. 52.7% from the working population in centre sample had attended more than five interviews while 46.4% had attended one or two interviews after completing the Titan Leap Course. The fact that students are able to make a choice about their placements, despite personal needs, is definitely commendable.

## 6.2. Spokes Model

In the spokes model, the placement process is multi layered and constant support is given to colleges. Employers are brought on board by both colleges and Titan Leap’s placement officer also shares information on job openings based on the talent pool available in the partner institutions. This is an ongoing process of mapping talents with opportunities that come up. Regular touch with alumni members even after they take up jobs has helped the placement unit keep them abreast about new developments and accordingly, they prepare new batches for opportunities in the market. For example, a company that earlier used an aptitude test to screen candidates is now using the National Qualifier Test (NQT) and therefore, the team prepared the incumbent batches to face the NQT.

**Table 7: Titan Leap Spokes – Trained and Placed in 2020-2021**

Model	Trained	Placed	% placed	Higher Studies/Married	% opting for studies/marriage after placement
<b>Spokes</b>	2733	1199	44%	736	27%

With placement support, 22.6% of the spokes sample said that they would have liked some more classes of Titan Leap program just before the campus interviews, while 76% did not feel the need for such additional classes.

Only 30.8% from the spokes sample surveyed were currently engaged on jobs while 67.1% were not working right now. From among those working presently, 88% were into full time jobs. 82.2% were working in the current company since the last 0-6 months, 11% since 6 months-1 year and 6.6% were working with their present companies for more than a year.

33.3% of those working currently were not satisfied with their jobs. While low salaries was the common reason given, pressure to work excess hours followed closely. Only one student reported that non-cooperation from team as the reason behind job dissatisfaction. Also, 35.5% expressed that they may not refer the companies they were working for to their friends.

Only 6 candidates (13.3%) had changed their jobs in the last one year and the reasons were again salary issues and excess work hours/night shifts.

From the 66.7% satisfied with their jobs, 36.6% mentioned about a cooperative team that understands their issues. A good working environment and opportunity to learn new skills were also mentioned by others.

The two placement officers from the colleges visited emphasized the demand for training in aptitude and English communication skills and hence reiterate why Titan Leap program is important to them. While also acknowledging the importance of interview skills being imparted, they are appreciative of the pattern of the course and the quality of training given to their students. They do observe that the number of students getting placed has increased with Titan Leap’s intervention and the difference introduction of new lessons made. For example, B Com students also learnt GST, Tally while students from BSc Computer Science & BCA also learnt Python apart from the regular course curriculum.

The placement officers also note the shift in students’ preference towards work from home jobs since the pandemic had set in and the reluctance to travel far or shift to new places for the sake of jobs. Only 35% from the spokes students currently engaged in jobs had shifted from their hometown to work in the present company, and that includes 13 females and 2

males. However, 75.5% had expressed willingness to shift to new places for their jobs. From the 11 candidates who were not willing to shift to new places, 6 of them (all females) said that their parents may not agree for the same. Having known that the sample and the universe largely comprise female candidates, it can be said that gender does not influence students' willingness to shift for jobs.

82.2% appreciated that the Titan Leap course helped them cope with work cultures in their present companies and acknowledged that every subject learnt has been useful in some way or the other. Also, 33% from those currently working do feel that other trainings would have helped them further in their present jobs while 66.7% remained content with what the course had provided them.

91.1% of spokes students from the sample, presently working, felt that Titan Leap program helped them get a job; Only 22.2% obtained jobs through campus placements in their colleges. 62% students from the spokes sample presently working had attended either one or two interviews before their jobs.

**Table 8: Spokes survey sample not engaged in work - Reasons**

Major Reasons	Percentage
<b>Pursuing higher studies</b>	34.65
<b>Married</b>	15.84
<b>Looking for a job</b>	18.81

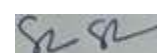
As can be seen from the above table, among the 67% students not engaged in jobs, pursuit of higher studies, marriage and job search were the major reasons sighted. And for those still not finding a job, many of them noted that their spoken English skill was not strong enough. 45.5% had attended interviews and most of them attended 1-5 interviews so far.

Intriguingly, only 26.7% from those not currently working, from the spokes sample, had attended campus placements. Also, 63.4% revealed that placement officers from their institutions are not in touch with them and hence they don't get any placement related information from their institutions. Yet, 62.4% had said that they do not need any support to get a job. And also 78.2% were not willing to attend any short skill enhancement program. Only 8.9% said that they were contacted by Naandi Foundation and the reason for such communication has been to inform about new vacancies. Among those who expressed the need for support to get a job, 50% looked forward to learn basics of computer while English language skills and aptitude skills were also mentioned by others.

Therefore, it can be inferred that while Titan Leap certainly enhances chances of job placement for Spokes students, there seems to be a greater chance of exploring other opportunities like higher studies and preparation for competitive exams. Although preparation for competitive exams has been sighted by only few candidates, it does indicate that students at their institutions take up the course more as a skill enhancement program, rather than a placement oriented initiative.

### **6.3. Stakeholder Perspectives on Placements**

Mr Badrinath, Vice President, MMC Infotech opines that the partnership with Titan Leap has been very useful to their firm. Handling back end banking solutions for private banks in India, all their activities are segmented and hence MMC's requirement for talent never ends. With a greater resource pool, MMC also offers placements in back end operations where communication skills are not the underlying factors. With an in-house training also given for



new entrants, he says that the firm takes additional efforts for candidates recruited from other partner organisations. “Candidates from non Titan Leap background are taken through story reading sessions and others for about two weeks to enhance their basic skills,” he adds. 45 students were placed in MMC in 2020-2021. Appreciating that **Titan Leap students are prepared about what they need to face, all their basic fears are removed, they are prepared for a job environment and are ready to handle tasks at work**, he also expresses wariness about candidates’ choice of moving to banks or KPO companies after two years of exposure at MMC.

## 7. Community Spokes Program in 2020-2021

The pandemic period allowed the team to look closer into communities and gauge the scope for skilling community women, youth who were not otherwise exposed to skills like digital literacy, that was in high demand, as learnt from field visits. Connecting with Panchayat Presidents in Thiruvallur and Sivagasi belts, community halls were used for the trainings and laptops were hired on a daily basis. With the success of digital literacy program, other courses were also introduced to cash in on the overwhelming response from the communities.

- Digital Literacy is an 8 days training program (spanning to 24 hours) that prepared rural youth to overcome the challenges in adjusting to a digital society. A variety of applications including MS office suite and google apps were taught in this program.
- Rural Entrepreneurship Course trained rural youth in agriculture & allied areas. Focusing on the production of bio-fertilisers and other organic materials to nourish soil nutrition, the course prepared the beneficiaries to manage farming with community assets and also recycle organic waste into compost within their neighbourhoods.
- 21<sup>st</sup> Century Educators’ Training is a 30 hours program that was introduced in B Ed Colleges to prepare the future educators on fostering learner centric, positive environment in class rooms. They were also trained to conduct and evaluate online assessments.
- Desktop Publishing is an 130 hours program that equipped the beneficiaries with basic computer skills, MS Office, poster designing and skills to use special software for graphics and illustration.
- Tailoring was also introduced for the community women as a 20 days program (60 hours in all) to help create a livelihood opportunity for them.

In 2020-2021, 14 batches were completed, covering 676 beneficiaries from 17 villages. The programs have been very successful, building the foundation for a pan India roll out.

## 8. Post Assessment

The Aptitude trainer interviewed at Naandi revealed that almost 70% of the students clear the aptitude test and those who don’t, miss out on a very small margin of less than one mark. As shared by every team member and the students, the course has led to positive outcomes like improving self-confidence, decision making and efficiency in math skills (as students shared that aptitude skills and math shortcuts learnt from the course helped them better perform in their academics as well).

**Table 9: Pre and Post Assessment Scores - Comparison**

Model	Total Strength	Pre-Assessment average score	Post-Assessment average score
<b>Center</b>	741	30%	67%



<b>Spokes</b>	2733	50%	60%
---------------	------	-----	-----

With live classes, post assessments were used but with online classes, story presentations were tried in 2020-2021, completely exploiting the features in whats app and zoom. For example, students were asked to prepare a **story on poster** – helped look into their English language and computer skills.

## 9. Course Impact on Student Personalities

### 9.1. Centre Model

From the FGD with students, their confidence and ability to communicate their thoughts was apparent.

*“We are now able to socialize comfortably, share thoughts and opinions without fear and are confident to communicate with anybody. This change in us was noticed and acknowledged by friends, family, peers, so we have also referred this program in our circles. With just what students from our backgrounds would look for, the course is taken up easily,” shared the girls during the FGD.*

Survey results also complement these observations as a whopping majority of the students engaged in jobs currently expressed confidence over a variety of indicators, as shown in the following table. 93.7% of the students felt happy at work and 100% of them liked themselves.

**Table 10: Self-Confidence of students (from centre model) presently engaged in jobs**

Indicator	Percentage of candidates who expressed full confidence
<b>Confidence to communicate with seniors</b>	94.4
<b>Confidence to interact with colleagues</b>	78
<b>Participating in team discussions</b>	85.8
<b>Comfortable to give a ‘talk’ at office</b>	94.4
<b>Confidence to discuss issues with reporting officers</b>	98.4
<b>No fear while interacting with persons/social groups</b>	98.4
<b>Able to negotiate with interviewers, especially after a job experience</b>	89.7

\*The percent indicated in the table are those whose response was ‘always’; remaining students responded ‘mostly’.

Interestingly, 79.5% students ranked<sup>7</sup> themselves at 4 (I am good but need to learn many things to give my best), 11.8% ranked themselves at 5 (Performing very well as I am able to do all the work given to me) and only 5.5% ranked themselves at 3 as they felt that their skills were not enough to perform well; 2.36% ranked themselves at 2, indicating poor performance

<sup>7</sup> A five point ranking scale was used where 5 indicated high performance (performing very well as I am able to do all the work given to me) and 1 indicated poor performance (performing very poor, as my organization has asked me to leave).

as they felt that they were unable to perform their tasks at work. Only 1 student believed that she performed very badly as her organization had asked her to leave. While this self-

assessment could indicate successful course outcomes, it must be understood that there are student side factors that could have an impact on the possible course outcomes.

From the centre sample, 83 students i.e. 39.5% were not working, out of which 37.3% were pursuing higher studies. 20.4% could not take up jobs as they were occupied with taking care of ailing family members/siblings/own child. Only 3 of them refused job offers due to night shifts/too much distance to travel for work; 9.6% did not take up jobs due to marriage (all females). 93% of them refused to give any reason, but 84.3% agreed that they had given interviews, of which 78.5% had appeared for 1-5 interviews. 83% students had attended Job Utsavs at Naandi and 95% students acknowledged that placement officer from Naandi was regularly in touch to share information on job vacancies. Yet, 72.2% categorically mentioned that they did not need any additional support to get a job. This is in contrast to the fact that 63.7% of the working students felt that other kind of trainings could have helped them at work.

All of them agreed that Titan Leap program helped them face interviews with confidence and also trained them to communicate in English. 65% of the students not currently working also acknowledged that the course helped them in their pursuit of higher studies. When it came to fearless interaction with persons/social groups in one's neighborhood, 8.4% felt that the course did not remove their fear and 7.2% felt that they were unable to negotiate with interviewers.

## 9.2. Spokes model

All students surveyed liked themselves and most of them expressed that they feel happy at work. When asked about interaction with persons/social groups in neighbourhood, 57.8% revealed that they had no fear while 42.2% still feared to do so openly. Negotiation with interviewers was also not fearlessly approached by 40% of the spokes sample currently engaged in jobs.

**Table 11: Self-Confidence of students (from spokes model) presently engaged in jobs**

Indicator	Always (%)	Mostly (%)	Sometimes (%)	Never (%)
<b>Confidence to communicate with seniors</b>	77.7	-----	13.3	8.9
<b>Confidence to interact with colleagues</b>	80	11.1	6.66	2.2
<b>Participating in team discussions</b>	64.4	13.3	13.3	8.9
<b>Comfortable to give a 'talk' at office</b>	91.1	6.66	-----	2.2
<b>Confidence to discuss issues with reporting officers</b>	37.8	62.2	-----	-----

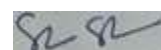
With ranking self-performances, 88.9% gave them 4 (I am good but need to learn many more things to give my best) and 8.9% chose to rank themselves either at 5 or 4.

From among the students who were not in jobs presently, self-confidence levels portrayed a mixed picture. There was an evident population within this sample whose responses suggest an elaborate comparison between both the models to understand program effectiveness holistically. While 96% said that Titan Leap program helped them to face interviews

confidently, only 74.2% were *'always' confident* during interviews and 16.83% said that they were confident only *'sometimes'*.

**Table 12: Self-Confidence of students (from spokes model) NOT engaged in jobs**

Indicator	Yes (%)	No (%)	Don't Know (%)
<b>Titan Leap program helped speak in English</b>	88.1	11.9	-----
<b>Titan Leap program helped in pursuing higher studies</b>	44.55	53.46	1.98
<b>Titan Leap program made interactions with persons/social groups open, fearless</b>	54.45	42.57	2.97
<b>Titan Leap program helped negotiate with the interviewers</b>	57.42	39.6	2.97



# Section 3: Major Findings and Recommendations

## 1. Major Findings

The Titan Leap program envisaged reaching out to youth from poor socio-economic backgrounds to skill them and thereby improve their employability. With an experiential understanding of the skills these students generally lack (owing to a multiple range of factors) and the fact that they may all have to adapt to working environments with evolving hard and soft skills, the program intends to build that pathway between the demand for skilled workforce and the need for sustainable jobs, career aspirations among the youth.

While the findings from this survey do indicate the program's ability to be able to reach out to neighbourhoods and educational institutions that cater to youth from poor socio-economic backgrounds, it also emerges that the very pattern of interaction between alumni, trainers and other staff, employers has helped in understanding needs from all ends. With that feeding into reviews and discussions, resulting in upgradation of the course content, it can be said that the program design effectively addresses every component to remain relevant and impactful among the students.

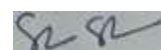
The student support activities like free bus passes, meals did not emerge as clear drivers but placement support definitely did, as 85.7% of beneficiaries from the centre model had mentioned placement as their reason behind joining this course. Along with placement, the desire to prepare for aptitude tests (53.3) and improve English skills (18.1) was also evident.

Any education program, be it academics or skilling, has to be abreast about market developments and the interplay of every factor that falls within this ecosystem. In so doing, there are many circumstantial challenges and institutional responses that may refine or redefine the very model of intervention. The covid pandemic forced online learning as the mainstream medium like never before and the Titan Leap program also took up the process diligently so that the enrolled students are not left out. As students were also adapting to the use of online medium for their regular academic sessions, it was easier for the team to bring them on board. However, the very model of content delivery had to undergo himalayan changes to keep the students hooked.

Be it the use of interactive videos or zoom break in features or presentation of digital story books or assignments that require students to use a range of applications/activities – the team was definitely quick enough to find a suitable medium and also adapt lesson plans and assessments. It was made sure that students enjoyed the process and the very process also enriched students' learning. While this was apparent from the FGDs and interviews, survey also showed that students who attended online classes did not face any struggles other than poor networks. Since placements are a significant driver for all stake holders, the table below attempts to see the impact of online and offline classes on this critical program outcome.

**Table 13: Mode of Classes in Centre and Spokes Models with Beneficiaries Placed (2017-2021)**

Models	Beneficiaries Trained in Mode	Beneficiaries Placed in Mode	Percent of beneficiaries placed in Mode
--------	-------------------------------	------------------------------	---



	Online	Offline	Both	Online	Offline	Both	Online	Offline	Both
<b>Centre</b>	405	1352	339	322	1075	204	80	80	60
<b>Spokes</b>	3841	7012	**	**	2056	**	**	100	**

*\*\*In Spokes, no batches were done using both modes together (hybrid)*

As can be seen from the above table, placement outcomes have been significantly maintained at a higher level (80% and above) and therefore, it can be said that the program effectively adapted to changing, emerging situations like the pandemic, persistently reaching out to the target population.

Apart from placements, the Titan Leap program has had a strong impact on its beneficiaries' personalities in both the models. Irrespective of whether they were placed or not, most of the students felt good about themselves and felt that they could speak their minds in any gathering. Even among students who were not placed, only a few still desired support for placements. As evident from the FGD with students also, the course content has had a long lasting positive impact on building the confidence of the students.

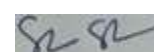
## 2. Recommendations

- Given the success of this program, its achievements and the pronounced need in market today, it will be prudent for Titan's partner institution – Naandi Foundation to work on program's sustainability, with a long term vision. Naandi Foundation could build a model that is both sustainable and impactful so that irrespective of partner institutions on board, the program can continue to benefit youth from underprivileged communities.
- Having rolled out a wide range of domain and core skills that have made a visible impact on beneficiaries' employability, new areas can also be tried, resonating with emerging market trends.
- The pandemic had exposed the entire team to a completely new approach to imparting skills training (online classes and the associated features) and the success of the same has been assuring. Therefore, it will be interesting to see if this new approach can also be used to reach rural and differently abled students who may otherwise not have the accessibility to a skill training institute.

=====



(Surashree Shome)



# Appendices

## Appendix 1: Questionnaire for Beneficiary Students – Centre Model

A	STUDENT DETAILS			
1	Name of the student			
2	Place of current residence	1. In Chennai city and its surrounding places 2. Within Chennai district 3. Within Tamil Nadu 4. Outside Tamil Nadu		
3	Number of family members staying in your house (including yourself).			
4	Gender	1. Male 2. Female 3. Other		
5	Caste	1. General 2. SC 3. ST 4. OBC 5. Don't know		
6	Does your family have a BPL card?	1. Yes 2. No 3. Don't know		
7	Your Education (highest level passed)	1. BA/B Com/BSc Passed 2. BA/B Com/BSc not passed/completed 3. BBA/BCA/ BE and other degree courses Passed 4. BBA/BCA/ BE and other degree courses not passed 5. Diploma ongoing 6. Diploma passed 7. Degree ongoing 8. Post-Graduation completed 9. Post-Graduation ongoing 10. Any other, please specify		
8	From where you had passed?	1. In Chennai city and its surrounding places 2. Within Chennai district 3. Within Tamil Nadu 4. Outside Tamil Nadu		
9	Education of your parents (consider only if it is completed) (tick mark)		9.1.Father	9.2.Mother
		1. Illiterate		
		2. Primary (Class V and below)		
		3. Secondary (Class X and		

		Below)		
		4. Higher Secondary (Class XII and below)		
		5. Degree (BA/BSc/BCom/Pharm)		
		6. PG (MA/MsC/MCom/MPharm and Equivalent)		
		7. Professional courses (BE/MBBS/any other)		
		8. Any other, please specify		
10	How many people in your family is earning (including you)?			
11	Occupation of the parents (tick all that is applicable)		11.1 Father	11.2. Mother
		1. Salaried (government employee)		
		2. Salaried (non-government employee)		
		3. Farmer (working in own field)		
		4. Agricultural worker (working in others field)		
		5. Wage labourer (other than agriculture) (not regular monthly/daily wage worker)		
		6. Own business		
		7. Temporarily migrates to other places for work		
		8. Any other, please specify		
		9. Not Applicable (not working)		
		10. Don't Know		
12	Are you living in your own house? (owned by your family members and rent is not paid)	1. Yes 2. No		
13	Type of house	1. Kutcha (roof and walls are not concrete) 2. Pucca (roof and walls are concrete) 3. Semi- Pucca (roof is not concrete) 4. Combine (one house is pucca and other is semi-pucca or kutcha)		

14	Do you have your own mobile phone?	1. Yes 2. No
15	Are you currently pursuing your studies?	1. Yes 2. No
16	If yes, then how?	1. Part time 2. Correspondence 3. Full time
17	Do you want to pursue higher studies in future?	1. Yes 2. No

<b>C</b>	<b>ABOUT THE COURSE</b>	
18	Have you attended the Titan Leap program?	1. Yes 2. No
19	In which stream you had completed your graduation?	1. BSc 2. BCom 3. BA 4. B Computers 5. Any other, specify _____
20	From where you came to know about the course?	1. From my friend 2. From my college 3. Nandi Foundations promotional activity in our area 4. A company where I went for an interview, suggested me 5. Any other, please specify _____
21	Titan Leap Program was conducted for how many days?	_____ days
22	Have you attended all the days?	1. Yes (Skip Q26) 2. No
23	If no, what were the reasons for absenteeism	1. Was not well 2. Health of my family member/s was not well 3. Had some important work to attend 4. Time was not convenient for me 5. Network was not available 6. I had to travel a long distance to reach the institution 7. Network was poor 8. Any other, please specify _____
24	What was the timing of the course?	----- To _____



25	Do you think the timing set for the program was good?	1. Yes 2. No, as we used to return quite late 3. No (for other reasons)
26	Do you remember the subjects covered during the course?	1. Yes 2. No (skip Q)
27	If yes, what were they?	1. Life skills 2. English 3. Aptitude 4. Preparation of Interview 5. Any other, please specify
28	Were the teachers regular to the class?	1. Yes 2. No
29	Had you attended the online or offline class?	1. Online mode 2. Offline mode (Skip Q) 3. On both mode
30	If it was online, what device you had used to attend the program?	1. Mobile owned by me 2. Mobile owned by my family members 3. Laptop owned by me 4. Laptop owned by my family members 5. Both (based on the availability)

		6. Any other, please specify
31	Have you/anyone in your family got laptop through the Laptop Scheme of the State?	1. Yes 2. No, it has been purchased by us 3. No, I don't have a laptop
32	Had you faced any issues while attending the online Titan Leap course?	1. Yes 2. No
33	If yes, what were they? (mark all the correct answers)	1. Network was poor 2. The phone I had used had broken screen therefore it was difficult to read 3. The phone I had used had poor voice quality 4. Phone was not always available to me to attend the course 5. It was difficult to do the group course 6. It was difficult to attend a course from house due to noises 7. Any other, please specify _____
34	Had the Titan Leap program team helped you to address some of the issues?	1. Yes 2. No

35	Would you had liked some more classes of Titan Leap before the campus interviews?	1. Yes 2. Yes, and we had been provided with some more classes before the placements 3. No
36	Where were you staying during the course?	1. Chennai 2. In the areas surrounding Chennai city 3. In rural areas of Chennai district 4. In towns/urban areas of Chennai district (other than Chennai city) 5. Towns/urban areas in Tamil Nadu (other than Chennai district) 6. In rural areas (other than Chennai district)
37	Why you had joined the course	1. For job 2. To improve my Spoken English 3. To improve my skills in Aptitude test 4. Any other, please specify _____
D	<b>IF WORKING (skip this section if the candidate is not working)</b>	
38	Are you working currently?	1. Yes 2. No (leave this section if it is No)
39	If yes, where?	
40	Is the job/work it ..	1. Full time 2. Part time 3. Per day basis
41	From when you are working in the current company?	1. From last one month 2. From last 2-6 months 3. From 6 to 1 year 4. Above 1 year 5. It is not regular
42	What is your current	INR _____/Month

	salary?	
43	Are you satisfied with the current job?	1. Yes (Skip Q44) 2. No
44	If no, why?	1. Salary is very low 2. Have to work in night shift 3. Have to work extra hours 4. I am unable to cope up with the work 5. Its far from my home 6. Work culture is not liked by me 7. My team is not cooperative/my reporting officer is unable to understand my issues

45	If you are satisfied with the current job, then what you like the most (Skip if the answer of Q 42 is NO)	<ol style="list-style-type: none"> <li>1. I am learning a skill that will be useful for my future endeavours</li> <li>2. Team is cooperative and willing to understand my issues</li> <li>3. Work environment is good</li> <li>4. Any others, please specify _____</li> </ol>
46	Will you suggest your friend in this company?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
47	Have you changed job in last one year?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (Skip Q47)</li> </ol>
48	If yes, then why?	<ol style="list-style-type: none"> <li>1. Salary is higher in my current company than the previous one</li> <li>2. In previous company, I had to work in night shifts</li> <li>3. My current company is near to my home</li> <li>4. My growth opportunities are better here</li> <li>5. My friend works here</li> <li>6. Currently, I am working in a renowned company</li> <li>7. I didn't like the work culture in the previous company</li> <li>8. I had to work for long hours in the previous company</li> <li>9. Any other, please suggest</li> </ol>
49	Have you shifted from your hometown to work in the current company?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
50	Are you willing to shift to other areas (other than your hometown) for work?	<ol style="list-style-type: none"> <li>1. Yes (Skip Q50) No</li> <li>2.</li> </ol>
51	If no, why?	<ol style="list-style-type: none"> <li>1. I am not confident to stay alone in a new city</li> <li>2. I am not interested to move to any other place</li> <li>3. I have a responsibility towards my family members and for the purpose I have to stay here</li> <li>4. My parents will not agree</li> <li>5. My husband/other family members will not agree</li> <li>6. Any other, please specify</li> </ol>
52	Does the training with Titan Leap is	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
	helping you to cope up with the work culture in your current office?	

53	Which of the following classes are more helpful to you?	1. Life skills 2. English 3. Aptitude 4. All of them 5. Other classes, please specify _____
54	Do you think any other training would have helped you more with your current work?	1. Yes 2. No
55	Do you think the Titan Leap program has helped you to get a job?	1. Yes 2. No
56	You gave how many job interviews after completing your Titan Leap Course?	1. 1 2. 2 3. More than 5
57	As per you, "Are good companies coming to hire candidates at the job fair of Nandi?"	1. Yes 2. No
E	<b>SELF-CONFIDENCE (if working)</b>	
58	Are you confident about communicating to your seniors?	1. Always 2. Mostly 3. Sometimes 4. Never
59	How confident are you in office while speaking to others?	1. Always 2. Mostly 3. Sometimes 4. Never
60	Do you join your team in discussions?	1. Always 2. Mostly 3. Sometimes 4. Never
61	Please rank your performance level in the office.	1. 5 (Performing very well as I am able to do all the work given to me) 2. 4 (I am good but need to learn many more things to give my best) 3. 3 (OK, as my skill is not enough to perform well) 4. 2. (Performing poor, as I am unable to perform at all) 5. 1 (Performing very poor, as my organization has asked me to leave)
62	Do you feel comfortable giving a 'talk' in an office?	1. Always 2. Mostly 3. Sometimes 4. Never

63	Are you confident to discuss your issues with your reporting officer?	1. Yes 2. No, not all issues 3. Not at all
64	Do you feel 'happy' while in office?	1. Yes, Always True 2. Yes, but sometimes I am not happy 3. No, most of the time I am not happy 4. No, I never feel happy
65	Do you "like yourself"?	1. I'm happy the way I am 2. I like most things about myself 3. Sometimes I don't like myself that much 4. I wish I were somebody else
66	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	1. Yes 2. No 3. Don't know
67	Do you think that now you are in a better position to negotiate with the interviewers, especially after having a job experience?	1. Yes 2. No 3. Don't know

E	<b>IF NOT WORKING (skip this section if the candidate is working)</b>	
68	Why you are not currently working? (move to other section, if the answer is anything other than 2)	1. I am pursuing my higher studies 2. I have not got any job (go to Q 58) 3. My family members are not willing to let me work 4. I have responsibility at home, like looking after ailing family members, siblings, own child etc 5. Any other, please specify
69	If you have not got any job, then why?	1. My spoken English is not strong 2. Not many opportunities are available with my educational background 3. I am unable to clear the interview 4. Any other, please specify _____
70	Have you given any interview/s?	1. Yes 2. No (skip Q 60)
71	If yes, then how many?	

72	Had you attended the job fair organized by Nandi?	1. Yes 2. No
73	Is the placement officer of Nandi Foundation is still in touch with you and inform you about the available vacancies?	1. Yes 2. Yes, but s/he don't inform me about the available job opportunities No 3.
74	Do you need any support to get a job?	1. Yes 2. No
75	If yes, then what type of support?	1. To learn English 2. To clear the aptitude test 3. To learn basics of computer 4. Others
<b>F</b>	<b>SELF CONFIDENCE (if not working)</b>	
76	Are you confident in interviews?	1. Always 2. Mostly 3. Sometimes 4. Never
77	Has the Titan Leap Program has helped you to be confident in interviews?	1. Yes 2. No 3. Don't know
78	Has the Titan Leap Program has helped you to speak in English?	1. Yes 2. No
79	Has the Titan Leap program helped you to pursue your higher studies?	1. Yes 2. No 3. Don't know
80	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	1. Yes 2. No 3. Don't know
81	Do you think that now you are in a better position to negotiate with the interviewers?	1. Yes 2. No 3. Don't know

## Appendix 2: Questionnaire for Beneficiary Students - Spokes

<b>A. INSTITUTION FROM WHERE THE STUDENT HAD PASSED DEGREE</b>			
1	Name of the college		
2	Type of college	1. Co-ed 2. Only boys' college 3. Only girls' college	
3	Address:		
4	Taluk		
5	District		
<b>B STUDENT DETAILS</b>			
6	Name of the student		
7	Gender	4. Male 5. Female 6. Other	
8	Caste	6. General 7. SC 8. ST 9. OBC 10. Don't know	
9	Number of family members staying in your house (including yourself).		
10	Does your family have a BPL card?	4. Yes 5. No 6. Don't know	
11	Education of your parents (consider only if it is completed) (tick mark)		
		6.1.Father	6.2.Mother
1. Illiterate			
2. Primary (Class V and below)			
3. Secondary (Class X and Below)			
4. Higher Secondary (Class XII and below)			
5. Degree (BA/BSc/BCom/Pharm)			
6. PG (MA/MsC/MCom/MPharm and Equivalent)			
7. Professional courses (BE/MBBS/any other)			

		8. Any other, please specify		
12	How many people in your family is earning (including you)?			
13	Occupation of the		13.1	13.2.

	parents (tick all that is applicable)		Father	Mother
		2. Salaried (government employee)		
		2. Salaried (non-government employee)		
		3. Farmer (working in own field)		
		4. Agricultural worker (working in others field)		
		5. Wage labourer (other than agriculture) (not regular monthly/daily wage worker)		
		6. Own business		
		7. Temporarily migrates to other places for work		
		8. Any other, please specify		
		9. Not Applicable (not working)		
		10. Don't Know		
14	Are you living in your own house? (owned by your family members and rent is not paid)	3. Yes 4. No		
15	Type of house	1. Kutcha (roof and walls are not concrete) 2. Pucca (roof and walls are concrete) 3. Semi- Pucca (roof is not concrete) 4. Combine (one house is pucca and other is sempucca or kutcha)		
16	Do you have your own mobile phone?	3. Yes 4. No		
17	Are you currently pursuing your studies?	5. Yes 6. No		
18	If yes, then how?	4. Part time 5. Correspondence 6. Full time		



<b>C</b>	<b>ABOUT THE COURSE</b>	
19	Have you attended the Titan Leap program in your institute?	3. Yes 4. No
20	In which stream you were studying during the course?	6. BSc 7. BCom 8. BA 9. B Computers 10. Any other, specify _____
21	In which year of degree, you were during the Titan Leap course?	1. 1st year 2. 2nd Year 3. 3rd Year 4. 4th Year
22	Did you pass the final year exam?	1. Yes 2. No, I have to clear a paper/ papers 3. No

23	Titan Leap Program was conducted for how many days?	____ days
24	Have you attended all the days?	3. Yes (Skip Q26) 4. No
25	If no, what were the reasons	9. Was not well 10. Health of my family member/s was not well 11. Had some important work to attend 12. Time was not convenient for me 13. Network was not available 14. I had to travel a long distance to reach the institution 15. Network was poor 16. Any other, please specify_____
26	Do you think the timing set for the program was good?	4. Yes 5. No, as we had exams after some days 6. No (for other reasons)
27	Do you remember the subjects covered during the course?	3. Yes 4. No (Skip Q 28)
28	If yes, what were they?	6. Life skills 7. English 8. Aptitude 9. Any other, please specify
29	Were the teachers regular to the class?	3. Yes 4. No
30	Had you attended the online or offline class?	4. Online mode 5. Offline mode (Skip Q 31) 6. On both mode

31	If it was online, what device you had used to attend the program?	7. Mobile owned by me 8. Mobile owned by my family members 9. Laptop owned by me 10. Laptop owned by my family members 11. Both (based on the availability)
32	Have you/anyone in your family got laptop through the Laptop Scheme of the State?	4. Yes 5. No, it has been purchased by us 6. No, I don't have a laptop
33	Had you faced any issues while attending the online Titan Leap course?	3. Yes 4. No
34	If yes, what were they? (mark all the correct answers)	8. Network was poor 9. The phone I had used had broken screen therefore it was difficult to read 10. The phone I had used had poor voice quality 11. Phone was not always available to me to attend the course 12. It was difficult to do the group course 13. It was difficult to attend a course from house due to noises 14. Any other, please specify _____
36	Had the Titan Leap	3. Yes

	program team helped you to address some of the issues?	4. No
35	Would you had liked some more classes of Titan Leap before the campus interviews?	4. Yes 5. Yes, and we had been provided with some more classes before the placements 6. No
37	Where were you staying during the course?	7. Chennai 8. In the areas surrounding Chennai city 9. In rural areas of Chennai district 10. In towns/urban areas of Chennai district (other than Chennai city) 11. Towns/urban areas in Tamil Nadu (other than Chennai district) 12. In rural areas (other than Chennai district)
D	<b>IF WORKING (skip this section if the candidate is not working)</b>	
38	Are you working currently?	3. Yes 4. No (leave this section if it is No)
39	If yes, where?	

40	Is the job/work it ..	4. Full time 5. Part time 6. Per day basis
41	From when you are working in the current company?	6. From last one month 7. From last 2-6 months 8. From 6 to 1 year 9. Above 1 year 10. It is not regular
42	Are you satisfied with the current job?	3. Yes (move to Q44) 4. No
43	If no, why?	8. Salary is very low 9. Have to work in night shift 10. Have to work extra hours 11. I am unable to cope up with the work 12. Its far from my home 13. Work culture is not liked by me 14. My team is not cooperative/my reporting officer is unable to understand my issues
44	If you are satisfied with the current job, then what you liked the most (Skip if the answer of Q 42 is NO)	5. I am learning a skill that will be useful for my future endeavours 6. Team is cooperative and willing to understand my issues 7. Work environment is good 8. Any others, please specify _____
45	Will you suggest your friend in this company?	3. Yes 4. No
46	Have you changed job in last one year	3. Yes 4. No (Skip Q47)
47	If yes, then why?	10. Salary is higher in my current company than the previous one 11. In previous company, I had to work in night shifts 12. My current company is near to my home

		13. My growth opportunities are better here 14. My friend works here 15. Currently, I am working in a renowned company 16. I didn't like the work culture in the previous company 17. I had to work for long hours in the previous company 18. Any other, please suggest
48	Have you shifted from your hometown to work in the current company?	3. Yes 4. No

49	Are you willing to shift to other areas (other than your hometown) for work?	3. Yes (move to Q51) No 4.
50	If no, why?	7. I am not confident to stay alone in a new city 8. I am not interested to move to any other place 9. I have a responsibility towards my family members and for the purpose I have to stay here 10. My parents will not agree 11. My husband/other family members will not agree 12. Any other, please specify
51	Does the training with Titan Leap is helping you to cope up with the work culture in your current office?	3. Yes 4. No
52	Which of the following classes are more helpful to you?	6. Life skills 7. English 8. Aptitude 9. All of them 10. Other classes, please specify _____
53	Do you think any other training would have helped you more with your current work?	3. Yes 4. No
54	Do you think the Titan Leap program has helped you to get a job?	3. Yes 4. No
55	You gave how many job interviews after passing your final degree exams?	4. 1 5. 2 6. More than 5
56	Did you get the job through campus placement?	3. Yes 4. No
<b>E</b>	<b>SELF-CONFIDENCE (if working)</b>	
57	Are you confident about communicating to your seniors?	5. Always 6. Mostly 7. Sometimes
		8. Never
58	How confident are you in office while speaking to others?	5. Always 6. Mostly 7. Sometimes

		8. Never
59	Do you join your team in discussions?	5. Always 6. Mostly 7. Sometimes 8. Never
60	Please rank your performance level in the office.	6. 5 (Performing very well as I am able to do all the work given to me) 7. 4 (I am good but need to learn many more things to give my best) 8. 3 (OK, as my skill is not enough to perform well) 9. 2. (Performing poor, as I am unable to perform at all) 10. 1 (Performing very poor, as my organization has asked me to leave)
61	Do you feel comfortable giving a 'talk' in office?	5. Always 6. Mostly 7. Sometimes 8. Never
62	Are you confident to discuss your issues with your reporting officer?	4. Yes 5. No, not all issues 6. Not at all
63	Do you feel 'happy' while in office?	1. Yes, Always True 2. Yes, but sometimes I am not happy 3. No, most of the time I am not happy 4. No, I never feel happy
64	Do you "like yourself"?	1. I'm happy the way I am 2. I like most things about myself 3. Sometimes I don't like myself that much 4. I wish I were somebody else
65	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	1. Yes 2. No 3. Don't know
66	Do you think that now you are in a better position to negotiate with the interviewers, especially after having a job experience?	1. Yes 2. No 3. Don't know

F	<b>IF NOT WORKING (skip this section if the candidate is working)</b>	
67	Why you are not currently working? (move to other section, if the answer is anything other than 2)	6. I am pursuing my higher studies 7. I have not got any job <b>go to Q 58</b> 8. My family members are not willing to let me work 9. I have responsibility at home, like looking after ailing family members, siblings, own child etc 10. Any other, please specify
68	If you have not got any job, then why?	5. My spoken English is not strong 6. Not many opportunities are available with my educational background 7. I am unable to clear the interview 8. Any other, please specify _____
69	Have you given any interview/s?	3. Yes 4. No ( <b>skip Q 60</b> )
70	If yes, then how many?	
71	Had you attended the campus placements?	3. Yes 4. No
72	Is the placement officer of your college is still in touch with you and inform you about the available vacancies?	4. Yes 5. Yes, but s/he don't inform me about the available job opportunities 6. No
73	Do you need any support to get a job?	3. Yes 4. No
74	If yes, then what type of support?	5. To learn English 6. To clear the aptitude test 7. To learn basics of computer 8. Others
75	Are you willing to attend a short skill to increase your opportunity to get a job?	1. Yes 2. No
76	Anyone from Nandi Foundation had ever contacted you?	1. Yes No 2.
77	If yes, what was the purpose of their contact?	1. To promote on-campus Titan Leap program To 2. provide information about the available job vacancies 3. To provide support on upcoming interview 4. Any other, please mention
G	<b>SELF CONFIDENCE (if not working)</b>	

78	Are you confident in interviews?	1. Always 2. Mostly 3. Sometimes 4. Never
79	Has the Titan Leap Program has helped you to be confident in interviews?	1. Yes 2. No 3. Don't know
80	Has the Titan Leap Program has helped you to speak in English?	1. Yes 2. No 3.
81	Has the Titan Leap program helped you to pursue your higher studies?	1. Yes 2. No 3. Don't know
82	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	1. Yes 2. No 3. Don't know
83	Do you think that now you are in a better position to negotiate with the interviewers?	1. Yes 2. No 3. Don't know

=====



(Surashree Shome)

