



Impact Assessment Report

Infosys BPM Limited (IBPM)

May 2024

Price Waterhouse Chartered Accountants LLP



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1. Introduction and Background

CSR at Infosys BPM Limited

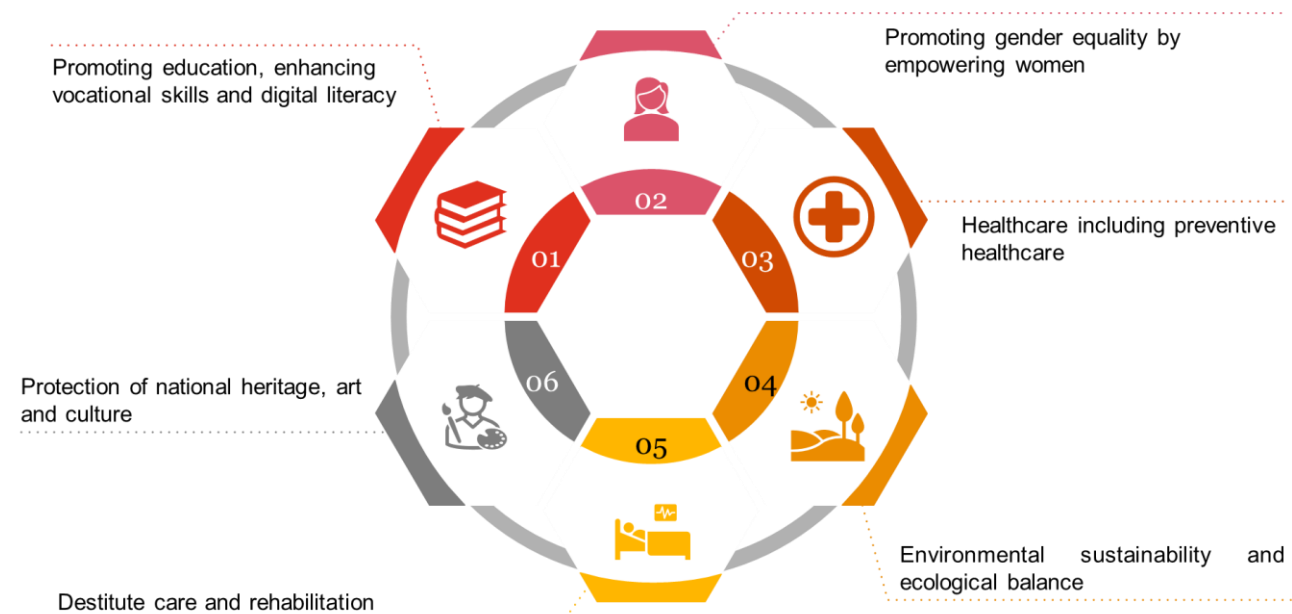
Infosys BPM Limited, a wholly owned subsidiary of Infosys Limited was established in April 2002. It offers an integrated end-to-end transformative business process management (BPM) services and have journeyed through the table-stakes of effectiveness and efficiency with an ever-increasing focus on enhancing stakeholder experience and empathy.¹ Infosys BPM Limited strives for economic development that positively impacts society at large with minimal resource footprint through its CSR (Corporate Social Responsibility) undertakings.² It carries out CSR projects on its own or through Infosys Foundation.

About the Infosys Foundation

With the aim of community development, Infosys Foundation was established in 1996 as a not-for-profit organization way before CSR Rules in India became mandatory.³ Infosys Foundation partners with various government bodies and institutions organizations, social entrepreneurs, and other organizations to create an impact on the local communities. Infosys Foundation is working towards resolving some pressing challenges faced by the communities by improving Healthcare Infrastructure, supporting Education, Gender Equality and Empowerment of Women, Environmental Sustainability, Rural Development Projects, National Heritage, Art and Culture & Disaster Management.⁴

Infosys Foundation works towards the mission to support the less privileged sections of society, create opportunities and strive towards a more equitable society⁵. To undertake the CSR projects, the Foundation has identified impactful CSR focus areas which are segregated into primary and secondary themes to create a wider and lasting impact on the local community. Below Figure represents the CSR focus areas of Infosys BPM Limited⁶:

Figure 1: CSR Focus Areas of Infosys BPM Limited



¹ Source: <https://www.infosysbpm.com/about/history.html>

² Source: Infosys BPM Limited - ANNUAL ACTION PLAN FY 2022-23 (<https://www.infosysbpm.com/about/documents/csr-annual-action-plan-2022-23.pdf>)

³ Source: <https://www.infosys.com/investors/corporate-governance/documents/corporate-social-responsibility-policy.pdf>

⁴ Source: <https://www.infosys.com/infosys-foundation/about/reports/documents/infosys-foundation-report-2022-23.pdf>

⁵ Source: <https://www.infosys.org/infosys-foundation.html>

⁶ Annual Report 2022-23, Infosys BPM Limited



2. Executive Summary

Scope of the Study:

Infosys BPM Limited (IBPM) strives for community development to positively impact society at large through undertaking CSR projects in different domains such as Education, Healthcare, Environment Sustainability, Women Empowerment, Destitute Care & Rural Focus and Art and Culture. To create the wider impact, IBPM has been undertaking CSR projects on its own as well as through Infosys Foundation and accordingly, it has contributed funds from their CSR obligations to Infosys Foundation to implement various CSR projects. Following are two such CSR projects identified by the Management as per the provisions of Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021:

| # | CSR Theme | Overview of CSR Project under Assessment | Project Location | Implementation Mechanism | Total Beneficiaries | Total Spent | Contributing Entities | Quantitative Sample for the Study |
|----|----------------|--|-----------------------------|---|---------------------|-----------------|---|-----------------------------------|
| 1. | Arts & Culture | Provide infrastructure for the construction of Museum of Art and Photography | Bengaluru, Karnataka | Art and Photography Foundation (Implementation Partner) | - | INR 7.10 Crores | Infosys Limited, Infosys BPM Limited, and EdgeVerve Systems Limited | NA ⁷ |
| 2. | Education | VidyaGanga – a digital School Program which aims to ensure continuity of learning for rural students | 9 States across the country | eVidyaloka Trust (Implementation Partner) | 21.45 lakh children | INR 3.00 Crores | Infosys Limited, and Infosys BPM Limited | 271 |

Infosys Limited has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to provide support and assistance for an independent review and impact assessment of such CSR Projects.

Methodology:

In order to assess the impact of CSR projects, a mixed-method approach was deployed which involved either one of or both the quantitative and qualitative research tools (as relevant) for primary data collection. Using these tools, team conducted the interactions (virtual and on-field) with the project beneficiaries and other relevant stakeholders. Post data collection and analysis, the key insights and findings were collated in the form of a consolidated report for Management's consideration. This study was guided by the Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability (IRECS) Framework which was used to provide overall feedback on the efficacy of implementation as well, as its efficiency in terms of achievement of the desired project outputs with reference to inputs.

Summary of Key Findings:

As a part of the study, a brief overview of findings for such CSR projects is provided below:

1. Provide infrastructure for the construction of Museum of Art and Photography

- MAP transitioned its programmes online to reach digital audiences. In the digital transformation innovations like 3D holography, photo lamping, 360-degree artwork, the Bloomberg Connect app, and AR filters have made **art accessible to diverse communities, enhanced visitor engagement and promoted inclusivity**.
- Local artists were empowered by providing them a platform to showcase their work in the Infosys Foundation Gallery, which offer free access to visitors. The museum's infrastructure, including ramps, lifts, and the incorporation of Braille and sign language integration, also ensured inclusion.
- International week of deaf programme with sign language interpreters and detailed artwork explanations, **engaged 230 participants**, including the Deaf community. This activity not only garnered attention but also fostered a more inclusive cultural hub, actively embracing diversity while celebrating the International Day for Sign Language. Initiatives like 'School Group Interactions', 'Make at MAP', and 'Summer at MAP' have

⁷ NA indicates not applicable as it was a qualitative study



provided unique **learning opportunities for participants, enhancing educational outreach, and making art accessible and meaningful in various learning environments.**

2. Vidya Ganga:

- 98% respondents shared (n=271) that contents provided through the project was **accessible and conducive to quality education** through tailor-made modules as per the local language and state board on an online platform.
- **99% of the students (n=161) reported improvement in their school exam results.** Further, the project has been impactful in enabling adoption and continuity of the modules as there were **no dropouts observed in between the courses.**
- 99% respondents (n=146) shared that the **workbooks and worksheets complement the live classes and video lessons**, helping in revising the subjects and developing better understanding.
- The selected classroom assistants have proven to be very **effective** as they support **students in their studies and doubt clearing sessions.**

For a complete understanding of findings, IRECS Analysis and recommendations, please refer respective [project-specific findings](#).



3. Methodology for Impact Assessment

3.1. Scope of the Study

This report depicts the impact assessment of two CSR projects which are implemented by Infosys Foundation through the funding support from Infosys Limited and Infosys BPM Limited from their CSR obligations.

Infosys Limited (holding company of Infosys BPM Limited) has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to provide support and assistance for an independent review and impact assessment of such Projects. This included reviewing the Key performance indicators (KPIs), as defined by the Management under the framework for implementing the CSR Projects for their outputs, outcomes, and impact. Framework was Inclusiveness, Relevance, Efficiency, Convergence and Sustainability Framework (the 'IRECS'). Recommendations on the Projects' performance was provided for Management's evaluation and consideration.

The scope of work included below activities:

- Understanding the scope and boundary of the CSR Projects to be evaluated and the assistance to be provided.
- Conducting desk review of the documentation provided by the Company and in consultation with the Company's CSR arm Infosys Foundation (the "Foundation") and its implementing partners; and agree with the Management the parameters to be assessed for the Impact Assessment.
- Conducting out the stakeholder mapping for the Company to identify key stakeholder groups to be interacted with during the assessment.
- Based on the above, develop the quantitative/ qualitative questionnaires (as relevant) to be used during the assessment for conducting in-depth interviews, interactions, meetings with the stakeholders and beneficiaries of the CSR Projects.
- For the impact assessment studies, wherever relevant based on the methodology of the study, draw an estimated quantitative sample for survey during the study.
- Data collection through virtual/ in-person interactions (as relevant) based on the questionnaires developed and consultations done.
- Based on the interactions and discussions, conducting analysis of the information and assessment of outcome/impact.
- Developing a report based on the overall findings including the recommendations for Management's consideration.

A quick overview of each of the CSR projects being assessed as a part of the impact assessment is mentioned in the below table:⁸

Table 1: CSR Projects Under Impact Assessment

| # | Name of CSR project under assessment | CSR thematic area | Project location | Implementation mechanism | Total beneficiaries | Project implementation period |
|----|--|-------------------|--|---|---------------------|-------------------------------|
| 1. | Provide infrastructure for the construction of Museum of Art and Photography | Arts and Culture | Bengaluru, Karnataka | Art and Photography Foundation (Implementation Partner) | - | FY 2020-2023 |
| 2. | VidyaGanga | Education | Multiple locations (Andhra Pradesh, Bihar, | eVidyaloka Trust (Implementation Partner) | 21.45 lakh children | FY 2020-2023 |

⁸ Source: Project documents as received from Infosys team

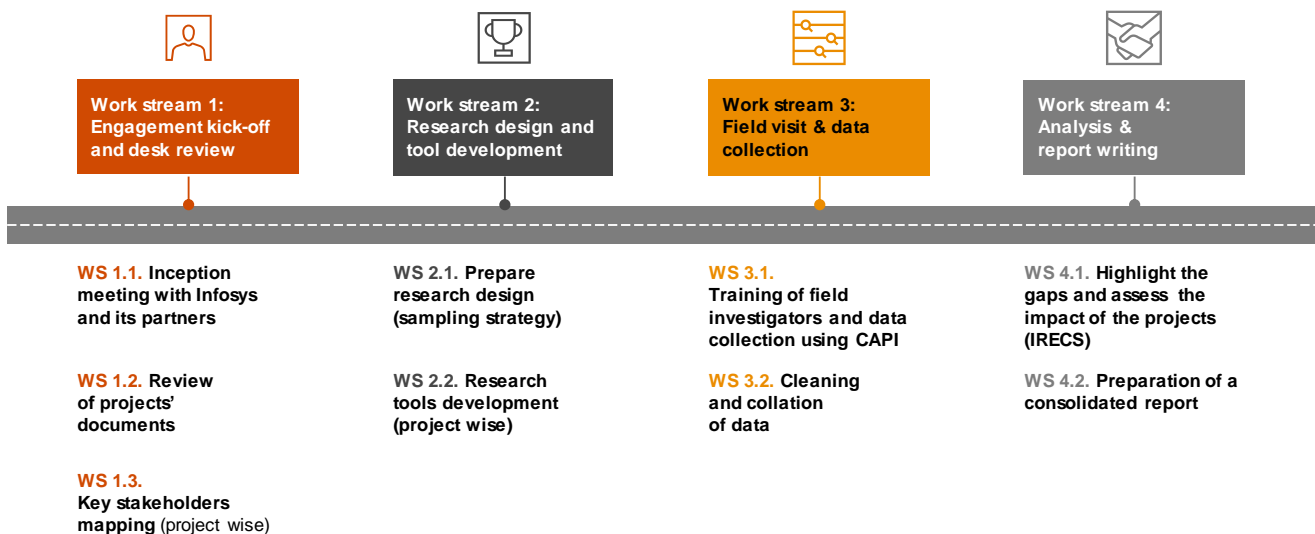
| # | Name of CSR project under assessment | CSR thematic area | Project location | Implementation mechanism | Total beneficiaries | Project implementation period |
|---|--------------------------------------|-------------------|---|--------------------------|---------------------|-------------------------------|
| | | | Jharkhand, Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh, Manipur) | | | |

Kindly note that the information provided is from the project documents as received from Infosys team.

3.2. Detailed Methodology

To assess the impact of CSR projects (as mentioned in Table 1), the PW team undertook an integrated and cohesive approach in consultation with Infosys team. The following step by step approach enabled the research team to assess and evaluate the direct impact on the lives of project beneficiaries and other project stakeholders coming from the marginalised sections of the society:

Figure 2: Overall Approach for Assessing the Impact of CSR Projects



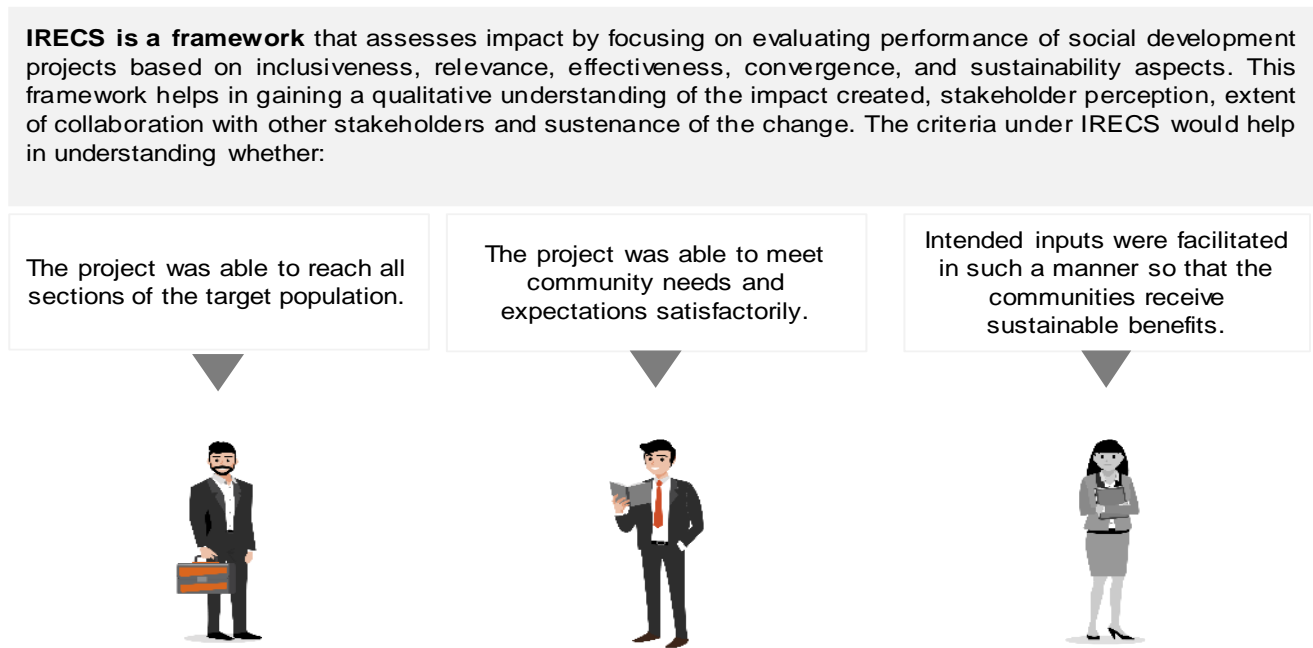
Workstream 1: Engagement Kick-off and Desk Review

The impact assessment was initiated with a kick-off meeting with the project team from Infosys Foundation. The meeting was organised to primarily gain a detailed understanding of CSR projects. The team prepared a list of documents required for initiating the impact assessment and shared with the respective project SPOCs. Once the documents were received (i.e., MoUs with the implementing agency, brief of CSR projects etc.), team initiated the desk review of the documents. The preliminary queries in relation to strengthening the understanding of the projects and its assessment were discussed. Infosys team was aligned on the overall approach for undertaking the assessment study.

Workstream 2: Research design and tool development

The research team from PW reviewed and understood the implementation processes for all the projects. The present impact assessment study was guided by the IRECS assessment framework (Figure 3) which was used to provide overall feedback on the efficacy of implementation, as well as the project efficiency in terms of achievement of the desired project outputs with reference to inputs.

Figure 3: IRECS Framework




| | |
|---------------------------|--|
| Inclusiveness (I) | Ability of different stakeholders, particularly the poorest and most marginalized - to access the benefits of activities and be a part of institutions to derive equitable benefits from assets created |
| Relevance (R) | Are the services /inputs /institutions facilitated in the project able to meet community priorities? How was the planning done? Was it participatory? How were the success indicators developed? Was the community involved in development of project indicators? |
| Effectiveness (E) | Have the activities been able to effectively address community expectations? If the project is completed within the finalised time duration How efficiently have the resources been deployed, monitored and utilised? If there is a potential to replicate the solution in other states or districts? |
| Convergence (C) | Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders. |
| Sustainability (S) | Do communities feel ownership over the assets created by the activities and/or will the Project initiated community interventions sustain even after the exit of the funding agency. Are the institutions strengthened adequately to effectively manage and sustain the activities after the completion of project? Has an exit strategy been drafted? |

Post finalising the assessment framework in consultation with the Infosys team, PW initiated the mapping of the stakeholders to draw the sample size for the purpose of impact assessment. Below table provides a broad overview of the sample size for each of CSR projects.

Table 2: Sampling Frame and Research Methodology for the Projects Under Assessment

| Project Name | Research Methodology | Total No. of Beneficiaries | Sample Size* |
|--|----------------------|----------------------------|--------------|
| Provide infrastructure for the construction of Museum of Art and Photography | Qualitative | -- | -- |
| VidyaGanga | Mixed method | 21.45 lakh children | 271 |

Notes: *Sample calculated using 90% Confidence Interval and 5% Margin of Error, subject to the availability of the stakeholders and mobilization support from Infosys and implementation partners.
 -- Qualitative study
 ^^ Sample for these projects were changed due to the change in universe/ number of beneficiaries, same has been discussed with Infosys team.



The key stakeholders' groups were identified for each of the projects to undertake the quantitative and qualitative interactions with the project stakeholders. Post-mapping of the key stakeholder groups in consultation with the Infosys team, PW started developing the research tools for data collection from beneficiaries for all the projects.

Workstream 3: Field visit & data collection

PW team also ensured to sensitise the implementing agencies and Infosys project team on the requirements from impact assessment study and communicate the dates for the field visits. Post finalisation of the field plan, the research team from PW was oriented on the research tools (quantitative and qualitative) and dos and don'ts on the field. **Data collection for all CSR projects were conducted during the period of December 2023-January 2024.** Project wise research teams were formed to collect data from the field for the respective projects within the stipulated timeline. Once the quantitative and qualitative data was received from the field, data entry and cleaning were carried out.

Workstream 4: Analysis & report writing

After the data entry and data cleaning, the analysis was carried out to arrive at the insightful findings for each of the projects. The draft consolidated report was prepared accordingly, and key findings were discussed with Infosys team for obtaining their feedback and inputs. PW submitted the final report to Infosys BPM Limited and its subsidiaries for management's consideration post incorporating the inputs received from the team.

The subsequent sections discuss the detailed project-wise key findings and IRECS analysis based on the desk review and stakeholders interactions carried out for respective CSR project.



4. Provide
infrastructure for the
Construction of the
Museum of Art and
Photography

4.1. Background

- Museums play an important role in imparting education through the depth of experience. They have the potential to foster a positive learning environment among young children through real artifacts, dioramas and immersive exhibitions. In today's dynamic world, cultural institutions like museums constantly face challenges and opportunities. It has been difficult task for them to stay abreast with emerging technologies as these institutions are rooted in history and artifacts of the past.⁹ The amalgamation of modernity and history has been limited, so far.
- In the recent past, the growth of digital technologies has transformed the interaction with art. **Technology is transforming the art world, offering new ways for artists to create and for audiences to experience and engage with art.** From digital art to virtual reality, technology is opening up new possibilities for creativity and innovation and further, it has also made art more accessible than ever before. Now, artists can showcase their work online to reach a global audience without the limitations of a physical space and geographical boundaries. Online galleries and platforms provide opportunities for exposure and recognition, particularly for emerging artists who may not have access to traditional art institutions.¹⁰ **At the same time, while online platforms offer an unprecedented reach and democratise cultural experiences, they also pose challenges.**
- **Audience engagement** that was once nurtured by physical interactions and shared experiences now requires **innovative strategies to harness interest in a plethora of online distractions**¹¹ or else culture and heritage as arts would be diluted to modernity.

4.2. About the Project

Culture is an important initiative at the Infosys Foundation besides Healthcare, Education, Destitute Care and Rural Development. Under this initiative, the Infosys Foundation has been undertaking many CSR projects with an objective to **preserve traditional art, dance and craft to support underprivileged artists like writers, painters, poets, and musicians through financial assistance, promoting their work and helping them gain recognition in their field of work.**¹²

One such CSR project works to **'Provide Infrastructure for the Construction of the Museum of Art and Photography'** through funding to support the Art and Photography Foundation in Bengaluru, Karnataka. The Mission of Museum of Art and Photography (MAP) is **to democratise art while making it pleasant and relatable to everyone as much as possible.** This state-of-the-art Museum further works on the **objective of changing people's perception towards art** by making the museum a melting pot of ideas, stories and cultural exchanges inspiring people to interact with art in ways that encourage humanity, empathy and a deeper understanding of the world.¹³

A schematic representation of the project specifics is depicted below:

Figure 4: Schematic Representation of Project Specifics

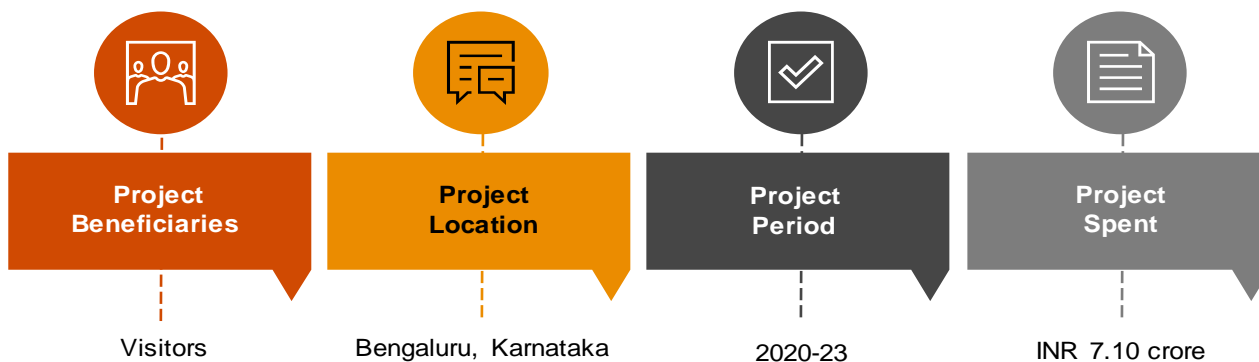
⁹Source: <https://www.stevenson.edu/online/about-us/news/role-of-museums-education/>

¹⁰ Source: <https://www.pinotpalette.com/naperville/blog/creative-life/pinotpalette/naperville-art-and-technology-how-technology-is-changing-the-art-world#:~:text=Technology%20is%20transforming%20the%20art,possibilities%20for%20creativity%20and%20innovation> .

¹¹ Source: Parry, R., 2010. Museums In A Digital Age. Abingdon: Routledge.

¹² Source: <https://www.infosys.org/infosys-foundation/initiatives/culture.html>

¹³ Source: <https://map-india.org/about/our-mission/>



Inaugurated in FY 2022-23, MAP is dedicated to education, inclusivity, and preserving the arts¹⁴ to actively engage with the community through a variety of activities:

Table 3: List of Project Activities

| # | Activity | Description |
|----|---|---|
| 1. | Offering educational programmes and outreach projects | MAP conducts workshops and educational sessions where individuals can learn about various art forms. Through outreach projects, it extends its reach to underprivileged communities, ensuring access to art education for all |
| 2. | Hosting cultural events and exhibitions | MAP organises regular cultural events and exhibitions showcasing diverse artistic expressions. These events provide opportunities for artists to showcase their work. |

The MAP building focusses on accessibility and inclusivity for all visitors, particularly those with disabilities. This museum is divided into five storeys which encompass an art gallery, an auditorium, an art and research library, an education centre, a specialised research and conservation facility and other facilities (such as a cafe, a member's lounge and a restaurant).¹⁵

Basis the interactions with the Art and Photography Foundation team, it was noted that Infosys Limited and its two other subsidiaries (EdgeVerve Systems Limited and Infosys BPM Limited) have contributed funds from their CSR obligations to Infosys Foundation and provided a **funding support of INR 7.10 crore** to support the construction of the new building for MAP. This construction of the MAP building provided a platform to carry out the subsequent activities with the funding support of other donors which led to a collective impact of the project. This collective contribution benefited **92,997 beneficiaries (cumulative visitors)¹⁶ since its inception in FY 2022-2023**. Besides, MAP also conducted various educational and outreach activities which has benefitted range of stakeholders and its impact has been discussed in later sections of the report¹⁷. This funding from the Infosys Foundation played an important role in the realisation and success of MAP project making a positive impact on the community and cultural landscape.

4.3. About the Implementing Partner

Established in 2011, the Art and Photography Foundation (APF) is a non-profit organisation committed to preserving and promoting Indian cultural heritage by connecting arts with the wider community. APF **further awareness, education and conservation of Indian art and heritage through various educational programs**. It also manages a collection of Indian art, currently undergoing archival, digitization and preservation efforts. Artworks from this collection play a central role in the Foundation's education and outreach

¹⁴ Source: <https://www.apfoundation-india.org/map>

¹⁵ Source: <https://map-india.org/about/the-museum/>

¹⁶ Information received over email from MAP

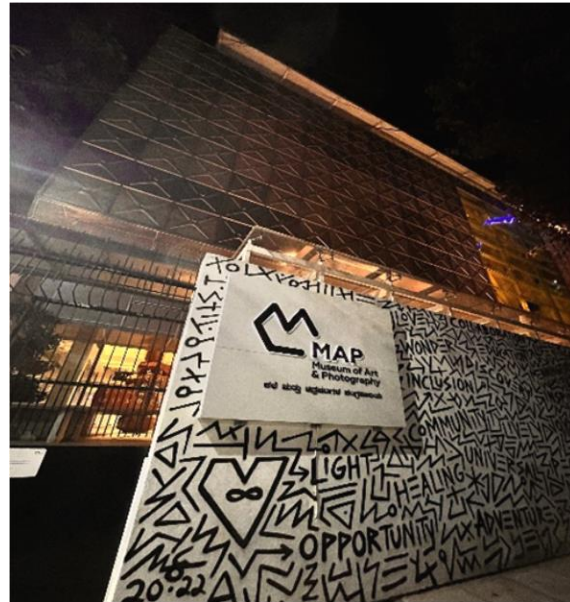
¹⁷ As per the information received from MAP team, since the Museum was operationalized in February 2023, we have captured the cumulative number of beneficiaries in different activities (as applicable) in respective sub-section.

programs aiming to grow interest in visual culture in India and establish meaningful connections between art and the local community.¹⁸

Figure 5: Location of the Museum of Art and Photography



Figure 6: Museum of Art and Photography (MAP)



4.4. Method of Impact Assessment

PW conducted the impact assessment study to evaluate the impact that has appeared since the project's implementation. The process began with a **kick-off meeting with the Infosys Foundation and APF project team** to gain an understanding on the nature of support provided under the project and further align on expectations for commencing the assessment. Following the meeting, PW team received project related documents from Infosys team which consisted of the following:

- Memorandum of Understanding (MOU) signed between the Infosys Foundation and APF team
- Completion Certificate
- Project Reports
- Pictures of MAP Museum Building Construction

PW team then began the project's desk review of received documents in line with the information received during the kick-off meeting. This helped the team in designing an assessment framework and finalising the key stakeholders for the interactions. Further, the team worked on developing a **structured qualitative methodology** for evaluating the impact of project.

A qualitative research methodology was leveraged to assess the impact owing to the nature of this project. The grant allocated for this project primarily supported the construction of the museum building. Qualitative research methodology in this scenario was useful in **assessing and exploring the subjective experiences and providing in-depth information** of the individual perspectives pertaining to the project. Moreover, this exercise intends to assess perspectives and perceptions of the different project stakeholders involved.

¹⁸ Source: <https://www.apfoundation-india.org/>

Key stakeholders were identified and tailored research tools were prepared for each stakeholder to guide the interactions with them. The evaluation frame for the study was as follows:

Figure 7: Qualitative Research Design for the Study



Once the stakeholders were identified and research tools were prepared, an **on-site visit to the museum** was conducted to interact with the respective stakeholders. As depicted in Figure 7, a total of **nineteen interactions** were concluded including **seven virtual interactions**. The **responses collected from the stakeholders' interactions were then analysed** to arrive at detailed findings as depicted in next section on [Analysis & Findings](#).

4.5. Analysis & Findings

Based on the desk review of project documents received from Infosys Foundation and the APF team and the interactions with the project stakeholders during the field visit, PW team could summarise the findings of the study as below:

4.5.1. Challenges Before and During the Implementation of MAP Project

During the interactions with Director of the Museum of Art and Photography, the PW team noted that APF was initially looking at a public private partnership with the government and the three museums across the road, i.e., Venkatappa Art Gallery, Government Museum in Bengaluru and Visvesvaraya Industrial and Technological Museum, but it did not materialise. Later, APF decided to proceed ahead and started reaching out to CSR donors (including Infosys Foundation) to support them in building this Museum.

After signing of MoU with the Infosys Foundation the Museum was planned to be opened in 2021 but **due to the restrictions imposed by the Covid-19 lockdown, the opening was delayed**. It is evident that outbreak of Covid-19 pandemic presented unprecedented challenges to cultural institutions worldwide, and **MAP was no exception**. This project was also briefly **halted in March 2020 due to the Covid-19 pandemic**, but it was resumed in May 2020. **It was a difficult time to sustain and stay relevant for the Museum as mentioned by Director of Museum of Art and Photography**. To overcome these challenges, MAP went for a digital opening of the Museum wherein they created Computer Generated Imagery (CGI) workspaces so that people could experience the Museum virtually. There also were online performances that were streamed on social media platforms such as YouTube which saw the participation of many renowned personalities. It was a challenge to do these activities in-person and hence, digital opening and digital exhibitions were undertaken as the teams continued working from different remote spaces.¹⁹ Total **15 digital exhibitions**²⁰ were conducted till the date of study.

4.5.2. Summary of the Impact Created

MAP is a blend of old and new, where traditional art meets modern technology. MAP brings together timeless masterpieces, smart ways to access art and pioneering digital experiences. The section below offers an overview of impact created by this project on the lives of various individuals involved at different levels:

1. Creating a Sense of Ownership amongst Local Artists

¹⁹ Source: As per project documents received from Infosys Foundation

²⁰ Source: Information received over email from MAP

As per the interactions with the Museum staff, the decision to offer free access to the Infosys Foundation Gallery at MAP has positively impacted overall visitor engagement.

- **Infosys Gallery is a welcoming space for diverse audiences.** It is a **free-to-the-public gallery that plays a crucial role in making art accessible and inclusive.** The dynamic nature of the gallery featuring **unique exhibitions on topics like Artificial Intelligence (AI), art, mental health, and photography alongside miniature paintings, etc. draw considerable footfall.**
- This Infosys Gallery is on the ground floor and serves as a space for exhibitions. Being on the ground floor makes it one of the most accessible places in MAP.
- This gallery holds a special significance due to the nature of the exhibitions hosted with a rotation of exhibits approximately every three to four months.
- The exhibitions often have a specific **connection to the community**, for instance, the **inaugural exhibition (total 8 physical exhibitions till date) featured the work of L. N. Tallur, an artist from the state of Karnataka.** The reason behind selection of **local artists is to foster a sense of ownership within the community making them feel represented in the Museum.** Building this connection encourages the community to see MAP as their Museum turning them into advocates who can convey the message to a wider audience, both nationally and globally.

Figure 8: Artwork of L.N. Tallur

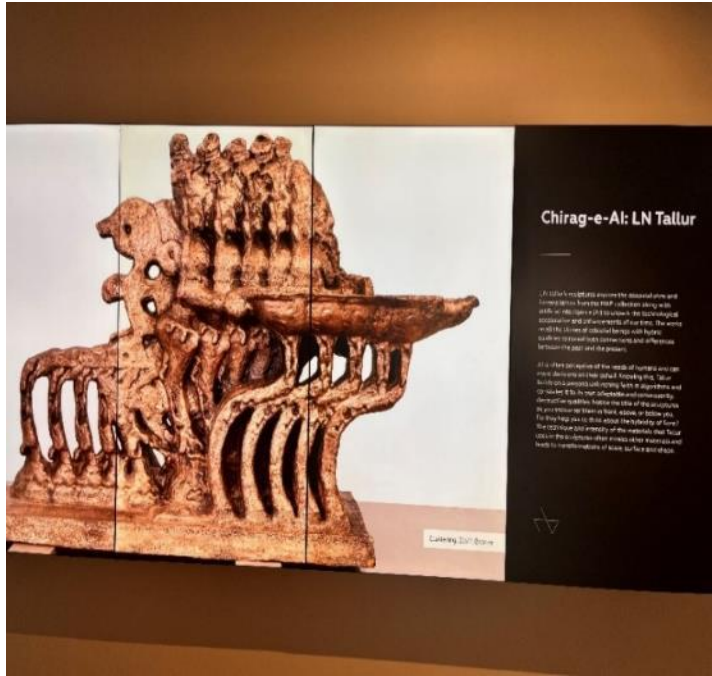


Figure 9: Infosys Foundation Gallery



2. Transforming Experience through Technology Advancements and Digital Experiences

During the interactions with the visitors and the Museum staff it was noted that **technology has played a key role in transforming the experience at MAP.** Technology has helped make art accessible to more diverse communities and helped in breaking down barriers. It was noted that MAP employs innovative approaches to offer a comprehensive engagement with traditional art by leveraging media and animation. Following are some of the key initiatives noted during the interactions:

- **3D Holograph:** The incorporation of 3D holograph technology at MAP has **positively enriched the exhibition experience** by captivating visitors with mesmerizing visuals.

- **Photolamping and DIYA app:** In response to challenges posed by Covid-19 pandemic MAP innovated the concept of 'photo lamping'. Through the DIYA app, this institute deployed an approach for **lighting the lamp during the ceremony, virtually**. Individuals could remotely engage with artifacts ensuring continued access to the museum's offerings despite restrictions on physical visits. In FY 2022-23 and 2023-24²¹, total number of participants were **52,313 with average number of ~5,231 every month**.
- **360-degree Artwork:** Innovative integration of technology into the Museum experience (including AN immersive 360-degree views for the artworks) has facilitated **comprehensive engagement of the visitors with the artworks at the Museum contributing to an enriched visitor experience**.
- **Bloomberg Connect App:** Introduction of the **Bloomberg Connect app enriches visitor interaction by providing detailed information on various art pieces**. Visitors can use the Bloomberg app to listen to descriptions as they walk through and access the exhibition. In FY 2022-23 and 2023-24²², total number of users were **16,903 with average number of visitors ~1,408 per month**.
- **Augmented Reality (AR) Filters:** In partnership with META²³, MAP developed AR Instagram filters based on a few artworks from the collection that are currently on display at the Museum as part of the first exhibitions. The filters have been a huge success and have enabled visitors to interact with MAP's artworks in exciting ways, educating them about different artists or art forms through games, quizzes, colouring activities and more²⁴.

The main aspect which makes the MAP project unique and special compared to other Museums is MAP's focus on developing a museum-going culture with people having good experience, extending the experience through technology to make it an engaging space with digital experience to cater to the audience, and by also providing the opportunities for the visitors to attend workshops.

-Development Manager, MAP

MAP's staff informed that this **institute is dedicated to foster a museum-going culture among the community which sets MAP apart from other similar institutes**. The project focuses on **creating positive visitor experiences through technology and further provides an engaging and inclusive space** with a focus on accessibility through infrastructure improvements.

Inclusivity was the major factor taken into consideration while setting up the infrastructure at MAP and accordingly, **all the content on Internal Display Interface (Figure 10) is available in multiple languages including English and Kannada to cater to the local community**. For those who cannot read and write an **audio guide is available in multiple languages furthering the inclusivity of different types of visitors**. MAP's digital initiatives including the use of technology, workshops and digital learning platforms showcase its commitment to making art not only accessible but also an engaging and enriching experience for diverse audience groups. While interacting with visitors, it was noted that **no other places nearby or even nationally offer the same kind of inclusive, easily accessible and comfortable digital experiences as MAP**. In FY 2022-23 and 2023-24, total number of audio guide users were **383**.²⁵

Figure 10: Internal display interface



²¹ Data from March, 2023 to January, 2024

²² Data from February, 2023 to January, 2024

²³ Meta Platforms, Inc., doing business as Meta, is an American multinational technology conglomerate.

²⁴ Source: <https://map-india.org/wp-content/uploads/2023/06/MAP-Annual-Report-2022-2023.pdf>

²⁵ Source: Information received over email from MAP

This experience showed that MAP is really committed to making art enjoyable for everyone irrespective of their abilities. This is a great outcome because it means that more people can enjoy and learn from art. By providing support to artists and showcasing diverse cultural expressions MAP contributes to enriching the cultural landscape. With the growing shift to digital platforms, my experience of engaging with the MAP digital initiatives has been both fascinating and enriching.

It all began when I came across a captivating sign language video shared by my friend on a social media app, where they passionately explained the intricacies of MAP's artworks. This introduction to MAP's digital presence sparked my curiosity, prompting me to delve into the online world of the Museum. Use of sign language to discuss art added an extra layer of accessibility and inclusivity making the content not only informative but also artistically presented.

- An experience shared by a visitor with impaired hearing during interaction

Impact of MAP's Digital Outreach during the Pandemic²⁶:

During the Covid-19 pandemic, MAP shifted its programmes online to reach digital audiences. Below points summarise the key activities carried out in this regard:

- **Four digital exhibitions** were released on the Google Arts and Cultural platforms whereas **five webinars** were conducted online in collaboration with the Bangalore International Centre (BIC) as well as independently.
- During the period from October to December 2020 **105 participants** engaged with such programmes. The **cumulative total of beneficiaries** who engaged online was **16,814 people**. Additionally, over **30,000 people** watched the **Art (is) Life Festival online**.
- MAP has been actively involved in developing digital learning programmes for schools as well as for the general audience. During pandemic, MAP collaborated with Artreach India for **weekend online workshops benefiting children** at Tara Homes (Shelter Homes) and piloted the inaugural family workshop for a corporate organisation. Additionally, a **masterclass on renowned artist was conducted in partnership with WizKids that drew participants** across the country. Total **6 online workshops** were organised.

3. Inclusivity in MAP's Programmes

During the interactions with various stakeholders the following MAP's initiatives were noted to foster inclusivity:

- **Tailoring Programmes to Attract All Sections of the Society:** MAP's dedication to inclusivity has deeply impacted diverse demographics, reflecting its commitment to accessibility for all. Museum's tailored programmes are designed to **make art accessible and inviting to individuals of all ages, abilities, and cultural backgrounds**, ensuring that everyone feels represented and welcomed. **MAP also invites LGBTQ and the differently-abled community to various events such as Inclusion Conference and International Week of the Deaf** which further contributes to **create a more inclusive environment within the organisation**.
- **Accessibility Friendly and Inclusive infrastructure:** Right from the inception, prioritising inclusivity played a pivotal role in shaping the museum's infrastructure emphasising its importance in creating an environment that caters to diverse needs. This ongoing effort towards inclusivity has resulted in tangible outcomes such as increased participation and a more vibrant and diverse visitor community. Inclusivity is evident not only in the Museum's programmes but also in its physical infrastructure which includes amenities like ramps and lifts for individuals with varying abilities. As informed by Museum staff, MAP is also collaborating with the ReReeti Foundation to encourage Indian Museums to unite for enhanced accessibility.
- **Incorporation of Braille²⁷ and Sign Language:** **Incorporation of Braille** in all physical spaces within the Museum and the **active involvement of people with disabilities among the staff** further solidify MAP's dedication to creating a space that is accessible to everyone. **MAP embraces accessibility and inclusion for all** and hence this commitment focusses on **incorporating sign language into all visual interfaces**,

²⁶ Source: As per project documents received from Infosys Foundation

²⁷ A tactile writing system used by visually impaired people.

facilitating enhanced interpretation for individuals with auditory challenges. In a proactive move toward a more inclusive workplace **MAP has also ensured that its employees are equipped with sign language skills.**

- **Introduction of Quiet Rooms:** MAP has also redefined itself as **a welcoming space for everyone, introducing quiet rooms to provide a calming environment for neuro-divergent individuals.** This transformation has not only changed the physical aspects of the space but has also altered how people experience it.

From the perspective of our foundational education programmes, **we curate exhibitions and invite diverse groups of children to engage with them encompassing various age groups, backgrounds, and skill sets.** Our commitment to inclusivity extends to **reaching out to children from different backgrounds and people with disabilities.** For initiatives like the Bloomberg audio guide, we meticulously involve various groups such as people with visual, hearing and movement limitations in the testing phases. This comprehensive approach ensures that potential challenges including wheelchair accessibility and other concerns are identified and addressed before finalising our infrastructure and audio guides. Additionally, **we incorporate tactile works in all exhibition spaces providing people with disabilities with different kinds of sensory experiences.** This allows them to touch the tactile works and gain a deeper understanding of the paintings.

- As shared by Director of MAP during interaction

As shared by the stakeholders following are the few programmes and exhibitions **conducted with an inclusive approach** during the interactions:

- **Activity 1: Transformative Inclusive Programmes (International Week of the Deaf):** Many members of the deaf community participated in the International Week of the Deaf programme at MAP. Sign language interpreters were present throughout providing interpretation and clarification for any of their questions. Even during picture walkthroughs, the interpreters were there to explain every detail of the artwork. In FY 2023-24, total number of participants (including Deaf) were **230 across 4 days** (one event) organized.²⁸

The celebration of the International Day for Sign Language stands as a testament to MAP's impact on the community. This inclusive programme not only garnered widespread attention but also created a positive buzz on social media platforms. The engagement and participation in such events have not only elevated MAP's reputation but have also fostered a more inclusive cultural hub that actively embraces and celebrates diversity.

- **Activity 2: Visible and Invisible Exhibition:** This exhibition was initially planned to showcase highlights from the Museum's collection. However, during the planning phase it was decided to shift the focus towards a topic relevant to the community. As informed by the Director of Museum of Art and Photography, the exhibition **highlighted the paradox of women's visibility in the field of arts vis-a-vis their invisibility in the public domain raising questions about biases and patriarchal norms** with the goal to encourage reflection and contribute to social change.

During the interaction with the Director of Museum of Art and Photography, it was noted that **there are various groups being represented at MAP including individuals with disabilities and people engaged in indigenous arts, etc.** Also, while many museums predominantly exhibit classical arts and

What particularly stood out to me is how MAP has extended invitations to deaf individuals through sign language, ensuring that the digital experience is not only visually engaging but also caters to diverse communication needs. This effort to bridge the gap and make the museum's content accessible to the deaf community.

- as shared by a visitor during interaction

When I first heard about MAP, I was unsure if it would be accessible for everyone, especially for deaf people. But when I visited, I was surprised to see a deaf person enjoying the exhibits with the help of a sign language interpreter. They could ask questions and communicate easily with the staff.

- as shared by a visitor during interaction

²⁸ Source: Information received over email from MAP

consider them as 'high art' ²⁹, MAP takes a different approach **to focus on art created by diverse communities, believing that it deserves equal respect.** For example, the ancient method of bronze casting by the country's craftsmen dating back 4,000 years has never been acknowledged as 'high art' but MAP believes it's crucial to highlight and value such art.

A significant portion of MAP's collection includes items uncommon in other museums representing aspects of **mass culture** that resonate with the common people. It is evident that **art resonating with both the general public and the specific communities finds a place in the museum because it reflects the society.** So, as an organisation, **MAP is not just a space for dominant voices but also acts as a platform for marginalised communities to be heard.** Total **27,449 participants** were benefitted from FY 2022-23 and FY 2023-24.³⁰

4. Strengthening Community Engagement

MAP collaborates with many like-minded organisations to create an impact through wider community engagement. During the interactions with the museum staff, it was noted that MAP undertakes regular community engagement initiatives. One such initiative is on the **Mindscapes project** which is an **international collaboration supported by the 'Welcome Trust' aiming to support mental health and well-being.** It is a space where individuals can transform their understanding of mental health and have a dialogue about it.

- For this initiative, MAP is one of the chosen institutions along with various other organisations such as the Brooklyn Museum in New York, the Mori Art Museum in Tokyo, and another institution in Berlin.
- One **notable programme under this initiative was 'Nammakatte' which was in collaboration with a renowned artist.** This space was dedicated to **fostering dialogue among children, women and the neighbourhood.** It served as a **venue for community conversations** where individuals can freely discuss everyday activities and engage in meaningful exchanges as highlighted by MAP staff. This initiative is still being implemented due to its success over a period of time.
- Additionally, individuals at Nammakatte **engaged in stitching clothes and writing messages that reflect their struggles.** This artistic expression provided them with a **platform to share their traumas fostering a safe space for healing and conversation.** This work was commissioned by MAP and **Infosys Foundation gallery was used for exhibition to display this work.** The exhibition's goal was to stress that what truly matters in a presentation is its impact and not just its aesthetic appeal. It highlighted the importance of initiating meaningful conversations accentuating the value of dialogue over visual attractiveness.

5. Enhancing Awareness and Creating Learning Opportunities

In addition to museums being the guardians of art and culture they play a crucial role in the furtherance of education in the society to the people in general and students. The following programmes undertaken at MAP depict the same by creating learning opportunities for the participants:

- **School Group Interactions:** In this programme, schools are chosen annually with a focus on supporting students in these low-income schools. MAP assisted by providing travel subsidies and other support to ensure their access to the space. This partnership involved reciprocal engagement wherein students visit MAP for workshops and MAP conducts sessions at the schools in return. These off-site workshops encouraged interactive discussions between students and facilitators enriching their learning experience. In FY 2023-24³¹, total number of participants were **1,234 across 21 art workshops and 18 walkthroughs** organised. Total **27 schools** were engaged in such group interactions.³²

Engaging school children from low-income background in educational programs is considered **impactful providing them with a unique insight into museum spaces.** The education team at MAP offered **insightful walkthroughs, fostering critical thinking about artworks, colors, and their contextual significance.** Interactive sessions cultivated an understanding of exhibition setups, curation and the functioning of museums.

²⁹ High art refers to works of art that are considered to have significant cultural, intellectual, or aesthetic value. They may include classical paintings, sculptures, or other forms of visual art that are esteemed for their artistic merit and historical significance.

³⁰ Source: Information received over email from MAP

³¹ May onwards

³² Source: Information received over email from MAP

Initiatives like ‘Journeys Through Art’ contribute significantly to fostering critical and creative thinking within the curriculum, enriching the educational experience for diverse audiences. Customised walkthroughs for schools highlight the perspectives of both artists and students showcasing a commitment to promoting creative thinking. Additionally, the Learning Center demonstrated the ongoing efforts to improve visual storytelling and emphasised on the importance of symbolism in art interpretation. In FY 2022-23 and 2023-24, total number of participants were **190 across 8 art workshops and 4 walkthroughs** organised.³³

Overall, **these initiatives positively enhanced educational outreach making art accessible and meaningful in various learning environments.**

- **Make at MAP:** The ‘Make at MAP’ series involves presenting artwork to visitors and encouraging them to interact with it. Individuals then start thinking, responding, and creating art of their own, which they can take back home. This **process of thinking, responding, and creating one's work has added a unique dimension to the visitor experience fostering a deeper connection with the art and encouraging individual expression.** During the interactions with the museum staff, it was noted that MAP had received positive feedback from visitors regarding the interactive experience facilitated by the museum which can be attributed to MAP’s continuous engagement with the audience. For example, one of the ‘Make at MAP’ sessions received feedback to make the sessions longer, and the feedback was incorporated (it was half an hour earlier and now has been extended to longer durations). In FY 2022-23 and 2023-24, total number of participants were **243**³⁴ across the different events organised.
- **Summer at MAP:** ‘Summer at MAP’ was a programme for kids which was organised with an objective to **create a fun learning experience for children**, as this is the age when they learn most effectively. As informed by the Director of Museum of Art and Photography **recognising the prevalence of technology in children's lives efforts are being made at MAP to explore innovative ways to communicate in the language of digital natives**³⁵ as studies have shown that young people prefer learning through videos. Hence, **MAP deployed interactive screens** and as a digital media museum from its inception, MAP leveraged its experience to adapt and create meaningful learning experiences for children. Initially planned for one day, the **children found it so engaging that they expressed a desire to attend for additional days.** Their enthusiasm **made learning enjoyable and educational.** In FY 2023-24, total **73 students**³⁶ were benefited.
- **Global Outreach:** MAP's digital initiatives and collaborations have allowed it to reach a global audience, transcending geographical boundaries. The **virtual museum experience and exhibitions on online platforms like Google Arts and Culture and digital engagement through social media have expanded MAP's impact beyond its physical space.** Total **39 exhibitions**³⁷ were organised till date.

As noted during the interactions with the museum staff, MAP’s commitment to cultural exposure extends globally. **Geo-facilitators**³⁸ **from various cities contributed diverse perspectives to art appreciation highlighting MAP's influence in helping tourists comprehend and enjoy art.**

6. Addressing Local Cultural and Artistic Interests

While interacting with different stakeholders it was noted that **during Covid-19 pandemic a lot of artists' communities** (artisanal communities, craft communities, etc.) **were going through a very difficult time. So, MAP's team members came together and contributed an amount of INR 2,00,000 to the weavers' community.** Further, MAP decided to help new, mid-level and younger artists who were struggling to survive as it was difficult for them to even pay their rent. So, **MAP offered and issued about 20 grants of INR 50,000 each** to the artists who applied for this grant offering by MAP. This collective impact was only possible due to the support from the Infosys Foundation and other donors towards setting up this institute and providing a platform to such sections of the society.

As per the Director of MAP, the institute also **aims to provide guidance and mentorship to the artist community** especially to those who may not just need monetary assistance. Many emerging artists look to

³³ Source: Information received over email from MAP

³⁴ Source: Information received over email from MAP

³⁵ Digital natives are people who have grown up under the ubiquitous influence of the internet and other modern information technologies.

³⁶ Source: Information received over email from MAP

³⁷ Source: Information received over email from MAP

³⁸ Global network of facilitators

institutions like MAP for support, guidance, and input. So, now in response, MAP is planning to offer mentorship to young artists from various art colleges across the city.

My collaboration with MAP, particularly through the Visible/Invisible programme has been instrumental in elevating my visibility as an artist. The unique focus on creating art forms accessible to both visually abled and visually challenged individuals has not only captured diverse audiences but has also positioned my work in a distinctive light.

Being part of an exhibition that emphasises touch and sensory experiences has broadened the reach of my art. MAP's commitment to inclusivity and its proactive support in guiding artists have played a crucial role in showcasing my work effectively.

- As shared by one of the artists during interaction

The current exhibition, 'What the Camera Didn't See' in collaboration with Pink City Studio on miniature paintings showcased a **commitment to merging traditional and contemporary styles**. Similarly, a renowned artist's commissioned works **breathe new life into the traditional art of miniature painting ensuring its preservation and introducing it to a broader audience**.

The prospect of having my work in the permanent collection at MAP and being exhibited repeatedly is an achievement for any artist. It not only adds value to the artist's portfolio but also contributes to the museum's vision of showcasing diverse and contemporary works.

- As shared by one of the local artist during the interaction

Figure 11: A still from the 'What the camera didn't see' exhibition



4.5.3. Sustainability and Revenue Generation for Museum Operations

As noted during the interactions with the Director of Museum of Art and Photography, **MAP sustains its operations through a combination of support from patrons (donors), CSR funds and diverse revenue streams** including income from the museum shop, restaurant, and venue rentals for programs. While the institution explores various avenues to raise funds, such as book and merchandise sales, etc., it faces challenges in generating substantial revenue from ticket sales or the restaurant as they are managed by external entities and MAP only receives a percentage of these earnings making it insufficient for the long-term sustainability of the Museum. Considering global models of established museums their longevity is often supported by government or private patronage.

As informed by Museum staff, sustainability in the Museum's operations is ensured by the dedicated efforts of the conservation team. **The conservation team undertakes the work of restoration and conservation. MAP also undertakes free of cost restoration for many artworks not even owned by the museum.** Besides, MAP has an acquisition committee that follows a strict policy for acquisition. Once acquired, every artwork goes to the collection, and the conservation team prepares a condition report when they first receive a collectible. The collection team at MAP diligently manages and curates the extensive collection **which currently comprises an over 60,000 artworks. They maintain this collection by coordinating with artists and photographers to ensure its preservation and accessibility to the public.**

Regular training sessions for maintenance vendors, adherence to various processes and ISO standards, and the establishment of robust disaster recovery procedures demonstrate a commitment to maintaining the Museum's integrity and longevity. Recognising the significance of museum upkeep, continuous efforts and proactive measures are in place reflecting a sustainable approach to the institution's preservation and maintenance of the art collection.

4.5.4. IRECS Analysis

Basis the interactions with key stakeholders and desk review of the project report, the **impact of this project was also assessed on the IRECS (Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability) framework parameters.** The IRECS analysis summary has been presented in below table:

Table 4: IRECS Analysis

| Parameter | Assessment from study |
|---------------|--|
| Inclusiveness | <ul style="list-style-type: none"> By tailoring programmes to be accessible and warm to people of all ages, abilities and cultural backgrounds this Museum has created a space where everyone feels represented and engaged. It has resulted in a positive impact on diverse demographics. This ongoing effort towards inclusivity has led to increased participation and a more vibrant and diverse visitor community. Notably, the incorporation of Braille at all physical spaces within the Museum, organisation of International Week of the Deaf programme, incorporation of the Indian sign language, quiet rooms for neuro-divergent individuals, efforts to engage the LGBTQIA community and the active involvement of people with disabilities among the staff further solidifies and showcases MAP's dedication to creating an inclusive space for all that is accessible to everyone. In FY 2023-24, total number of participants (including Deaf) were 230 across 4 days (one event) organised. MAP also incorporates tactile works in all exhibition spaces providing people with disabilities with different kinds of sensory experiences. MAP has undertaken active engagement with various communities through transformative inclusive programs, exhibitions like 'Visible/Invisible' addressing gender issues. Total 27,449 participants were benefitted from FY 2022-23 and FY 2023-24. The introduction of the Bloomberg Connect App enriched visitor interaction by providing detailed information on various art pieces. The app is available in |

| Parameter | Assessment from study |
|----------------------|---|
| | <p>multiple languages including English and Kannada and caters to the local audience. Also, for those who cannot read and write an audio guide is available in multiple languages. In FY 2022-23 and 2023-24, total number of audio guide users were 383 and the total number of users of the app were 16,903 with average number of visitors ~1,408 per month. In this regard, it has been effective in facilitating a more inclusive experience.</p> |
| Relevance | <ul style="list-style-type: none"> The sustained engagement of diverse audiences over time, as evidenced by continuous participation in online programs and exhibitions highlights the project's ability to maintain relevance. MAP's relevance is highlighted in its responsiveness to the community's needs especially during the Covid-19 pandemic. This museum contributed to the well-being of artists' communities by providing financial assistance and grants. This support was crucial for both weavers and struggling artists at the time when they needed the support. Recognising the challenges faced by artists during the pandemic, MAP provided financial assistance by offering grants including about 20 grants of INR 50,000 to the artists in need showcasing its commitment and being effective in supporting the artist community during the pandemic. This collective impact was only possible due to the support from the Infosys Foundation and other donors which paved the way to establish the Museum. The Museum's digital initiatives, collaborations, and exhibitions on platforms like Google Arts and Culture have extended its relevance beyond geographical boundaries. Total 39 exhibitions were organised till date. |
| Effectiveness | <ul style="list-style-type: none"> The Infosys Foundation funding support along with other funders to support the construction of the new building for MAP benefited 92,997 beneficiaries (cumulative visitors) since its inception in FY 2022-2023. The provision of free access to the Infosys Foundation Gallery at MAP has had a positive impact on visitor engagement. Infosys Gallery is a welcoming space for diverse audiences because it does not require tickets. The dynamic gallery, showcasing unique exhibitions (total 8 physical exhibitions till date) on topics like AI and art, mental health and photography alongside miniature paintings attracted considerable footfall demonstrating its effectiveness. During the Covid -19 pandemic, MAP went for a digital opening of the museum and created CGI workspaces so that people could experience the museum virtually to stay relevant and effective. MAP displayed innovation in engaging with audiences and utilising social media and animation. The museum offered a comprehensive art experience. The incorporation of features like the 3D holograph further enhanced exhibitions by presenting mesmerising 3D photos/holographs. A total of 15 digital exhibitions were conducted till date. MAP innovated the concept of 'photo lamping' to address the limitations of physical Museum visits during the pandemic. Through DIYA app, it enabled individuals to engage remotely with artifacts coupled with enabled access to the Museum's offerings despite restrictions on physical visits. In FY 2022-23 and 2023-24, total number of participants were 52,313 with average number of ~5,231 every month. Celebration of the International Day for Sign Language showcased MAP's transformative impact generating widespread attention and positive social media buzz. Effectiveness of MAP's programmes is underscored by positive feedback from visitors, especially regarding the interactive experiences offered. The success of initiatives like the 'Make at MAP' series, extended workshops and the impact on diverse demographics signifies the Museum's effectiveness in delivering |

| Parameter | Assessment from study |
|-----------------------|---|
| | <p>engaging and educational content. In FY 2022-23 and 2023-24, total number of participants were 243 across the different events organised.</p> <ul style="list-style-type: none"> MAP engaged with schools through school group interactions. In FY 2023-24, total number of participants were 1,234 across 21 art workshops and 18 walkthroughs organised. Total 27 schools were engaged in group interactions. Initiatives like ‘Journeys Through Art’ contribute significantly to fostering critical and creative thinking within the curriculum, enriching the educational experience for diverse audiences. In FY 2022-23 and 2023-24, total number of participants were 190 across 8 art workshops and 4 walkthroughs organised. |
| Convergence | <ul style="list-style-type: none"> Support from the Infosys Foundation for the MAP aligned with the government's efforts towards promoting art and culture, thus, making it convergent to existing government efforts. Collaborative initiatives are undertaken by MAP with various organisation for the cultural and educational sectors. For example, partnering with the Welcome Trust for the Mindscapes programme brings art therapists for workshops on wellbeing aligning with a broader societal focus. The collaboration with the ReReeti Foundation aims to unite Indian museums for enhanced accessibility reflecting a collective effort. Additionally, partnerships with Artreach India and WizKids highlight a joint commitment to bringing art education to the children. MAP's collaborations align with broader cultural and societal goals showcasing a collective commitment to mental health, accessibility and art education. Total 6 online workshops were organised. |
| Sustainability | <ul style="list-style-type: none"> While CSR funds and revenue streams like the Museum shop contribute to operational sustainability the institution recognises the need for patronage and diverse funding sources for long-term viability. Sustainability in the Museum's operations is ensured by the dedicated efforts of the conservation team. The museum ensures sustainability through regular vendor training, adherence to ISO standards and robust disaster recovery procedures. Recognising the importance of Museum upkeep, continuous efforts and proactive measures are taken reflecting a commitment to long-term preservation. |

4.6. Alignment to the Infosys BPM Limited’s CSR policy and the UN SDGs

The project also **aligned with Infosys BPM Limited’s CSR policy** which mentions **Art and Culture as one of the CSR focus areas** for Infosys BPM Limited. The project is also aligned with Sustainable Development Goal (SDG) 4.³⁹: **SDG 11 of ‘Sustainable Cities and Communities’** emphasis to **make cities and human settlements inclusive, safe, resilient and sustainable**. By addressing the challenges in preserving and promoting cultural heritage through collaborative partnerships this project has contributed to strengthen efforts to protect and safeguard the world’s cultural and natural heritage.



4.7. Study Limitation

- Scope Definition of Outcomes:** The MoU signed between Infosys Foundation and Art and Photography Foundation did entail the expected outcome of this project. Further, activity wise output metric in the MoU

³⁹ Source: <https://sdgs.un.org/goals>

would have helped in conducting impact assessment more effectively which was currently not part of the MoU.

4.8. Case Stories

Following case stories were gathered during the interactions held with visitors:

Case Story: Journey of Inclusion

A **visually impaired woman with an immense love for art in June 2023** got to know about MAP through a friend. She **attended a special conference** for the first time when she visited MAP. **Although she couldn't explore the entire Museum during the conference, she visited the museum again on her birthday to fully experience the art and enjoy herself.** During her second visit, she was warmly greeted by the museum staff, who guided her through the exhibits with detailed descriptions of each artwork. Through their thoughtful narration she felt as though she could see the art with her mind's eye, experiencing its beauty and intricacy in a whole new way.

One of her favorite experiences at MAP was listening to their special recordings. With captivating narrations and immersive music, these recordings brought epic tales to life transporting her to distant lands and captivating her imagination.

Even during the Covid-19 pandemic, MAP didn't let her down. MAP offered online workshops and presentations, especially about Mahabharata and Ramayana with music and arctic descriptions which were like a fantastic story including sign language interpretations making art accessible to everyone, regardless of their physical abilities. She appreciated the efforts that MAP put into ensuring that she could continue to engage with art from the comfort of her home. Her journey at MAP wasn't just about experiencing art, it was about feeling seen and included. Despite her visual impairment, MAP made her feel welcome and valued, showing her that art knows no boundaries. Through their innovative approaches and genuine care MAP continues to redefine what it means to make art accessible to all.

Case Story: A Father-Daughter Adventure at MAP

A local resident and the father of a daughter discovered this cultural gem through social media. Drawn by MAP's vibrant content they eagerly explored the museum uncovering a deep commitment to inclusion and embracing futuristic digital experiences from immersive 3D shows to interactive displays and a treasure of historical photographs.

Despite not being great with technology, the father found himself captivated by MAP's ingenious fusion of ancient culture with cutting-edge technology. The Infosys Foundation Gallery, especially the impactful 'Hairy Legs' exhibition, left a deep mark on their experience. Initially puzzled by its placement, the narrative behind 'Hairy Legs' prompted deep reflections on societal realities and sparked meaningful conversations.

As his daughter asked numerous questions about society and women, the father saw an opportunity for enriching conversations with his family using art as a medium to teach important lessons. This unexpected dialogue deepened their bond and enhanced their understanding of societal issues. As per the visitor, MAP is not just a museum but a cultural sanctuary, contributing to Bengaluru's cultural landscape and solidifying its role as a catalyst for art, culture, and transformative family connections.



5. Vidya Ganga

5.1. Background

The COVID-19 pandemic triggered widespread closure of schools in India. As per UNICEF India, **more than 247 million children enrolled in elementary and secondary schools were affected**, particularly those in rural areas. Even before the onset of the COVID-19 pandemic, **internet access was limited to only 1/4 of households in India highlighting a major urban-rural disparity in connectivity**.⁴⁰ In Rural India, government schools are the primary source of learning and hence, closure of these government schools added to **already existing challenges such as economic insecurity, lack of access to digital infrastructure and the absence of quality learning experiences**.

5.2. About the Project

The Infosys Foundation has undertaken a diverse range of CSR projects aimed at advancing educational development. One such CSR project is ‘**Vidya Ganga**’ which aims to **ensure continuity of learning for rural students bridging the access to education gap among the students**.

The project was launched in 2020, amidst the pandemic to harness the power of technology and to ensure uninterrupted learning of students from rural areas, covering 9 states namely **Andhra Pradesh, Bihar, Jharkhand, Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh, and Manipur (Figure 12)**.

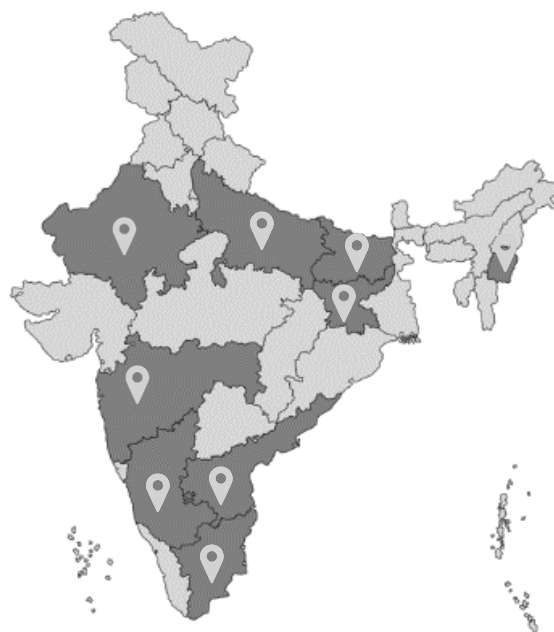
The project was implemented by eVidyaloka Trust with the following objectives:⁴¹

- To lift crores of children by giving them the education and skills to participate in the economy.
- Connect students and teachers, with multimedia content resulting in learning for everyone – anywhere, anytime.
- Initiate grassroots level changes by creating livelihood for community connectors.

This project further aims **to provide access to quality education for children studying in government elementary schools** in rural regions, through its **Digital School Program** which works on a **multi-mode delivery** including (a) Digital school set-up in the community, (b) Live classroom sessions, (c) Recorded ready to consume content, (d) Workbooks & worksheets and (e) Teach Through Television (TTT).

Over **15,000 content modules were developed and uploaded in the app for the students** between grades 5-8 to access anytime. This covers multiple state boards in different languages. The project had a **reach of 45,000 children in 275 digital schools and 21 lacs through teach through television**. Accordingly, the **total multimodal reach for beneficiaries was 21.45 lacs**.⁴² There was no fees associated with gaining access to the educational content on Vidya Ganga’s e-learning platform.

Figure 12: States impacted across India



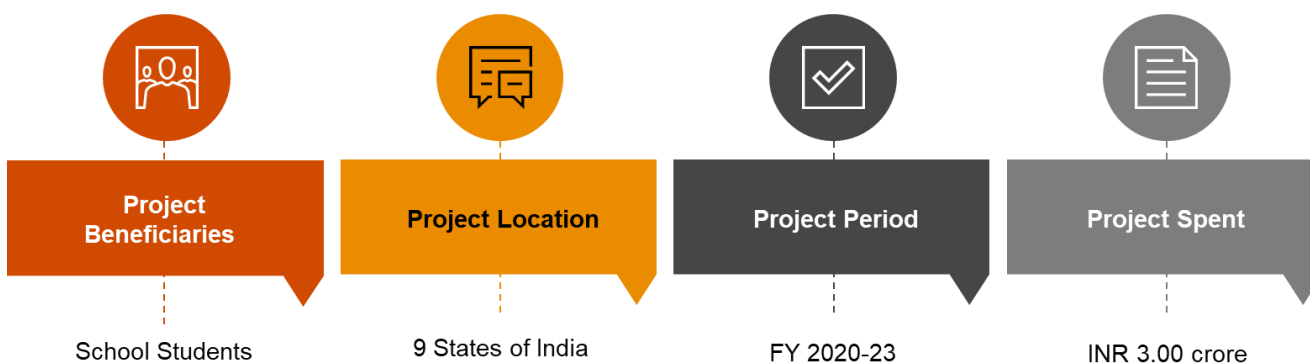
⁴⁰ Source: <https://www.unicef.org/india/press-releases/covid-19-schools-more-168-million-children-globally-have-been-completely-closed>

⁴¹ Source: Data received from eVidyaloka Trust

⁴² Source: Project document received from Infosys Foundation

A schematic representation of project specifics is depicted as follows:

Figure 13: Schematic Representation of Project Specifics



5.3. About the Implementing Partner

Established in 2011, eVidyaloka Trust (eVidyaloka)⁴³ is a not-for-profit organization that **focuses on transforming the educational landscape of rural India**. eVidyaloka creates digital classrooms for children in remote villages, with the support of local communities and volunteer teachers from across the globe. With standardized lesson plans and teaching aids for a consistent learning experience, the children from government schools receive quality education for a promising & rewarding future.

5.4. Method of Impact Assessment

PW conducted the impact assessment study to evaluate the impact that have emerged since the project's implementation. The process began with a **kick-off meeting with the Infosys Foundation and eVidyaloka team** to gain an understanding on the nature of support provided under the project and further align on any additional requirements for commencing the assessment. Following the meeting, PW team **received a set of project documents** from Infosys team which consisted of the following:

- **Memorandum of Understanding (MoU)** signed between Infosys Foundation and eVidyaloka Trust
- **Summary information document** describing project progress since its inception
- **Proposal to Infosys** highlighting the need, project interventions and benefits over a period of time
- **Project closure report** summarising the project achievements till date in line with activities
- **Annual Report 2020-21** providing overall landscape of project activities
- **List of beneficiaries**

PW team **began the desk review** based on the project documents received to design the assessment framework and finalise the key stakeholders for the interactions. In alignment with the Infosys team, the team worked on the development of a **structured qualitative and quantitative methodology** for capturing stakeholder opinion and feedback.

Mixed methodology (quantitative and qualitative research methodologies) was deployed to undertake the impact assessment study. The quantitative study focused on generating insights and evidence related to the current and expected impact. The qualitative data was leveraged to translate observations, perspectives, and experiences into valuable understandings of the actual impact. In addition to the quantitative research techniques such as surveys, qualitative research methods like Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) were also deployed.

After development of the methodology, **key stakeholders were identified and tailored tools were prepared for each stakeholder** to guide the interactions with them. Project benefitted 21.45 Lakhs beneficiary students

⁴³ Source: <https://www.evidyaloka.org/>

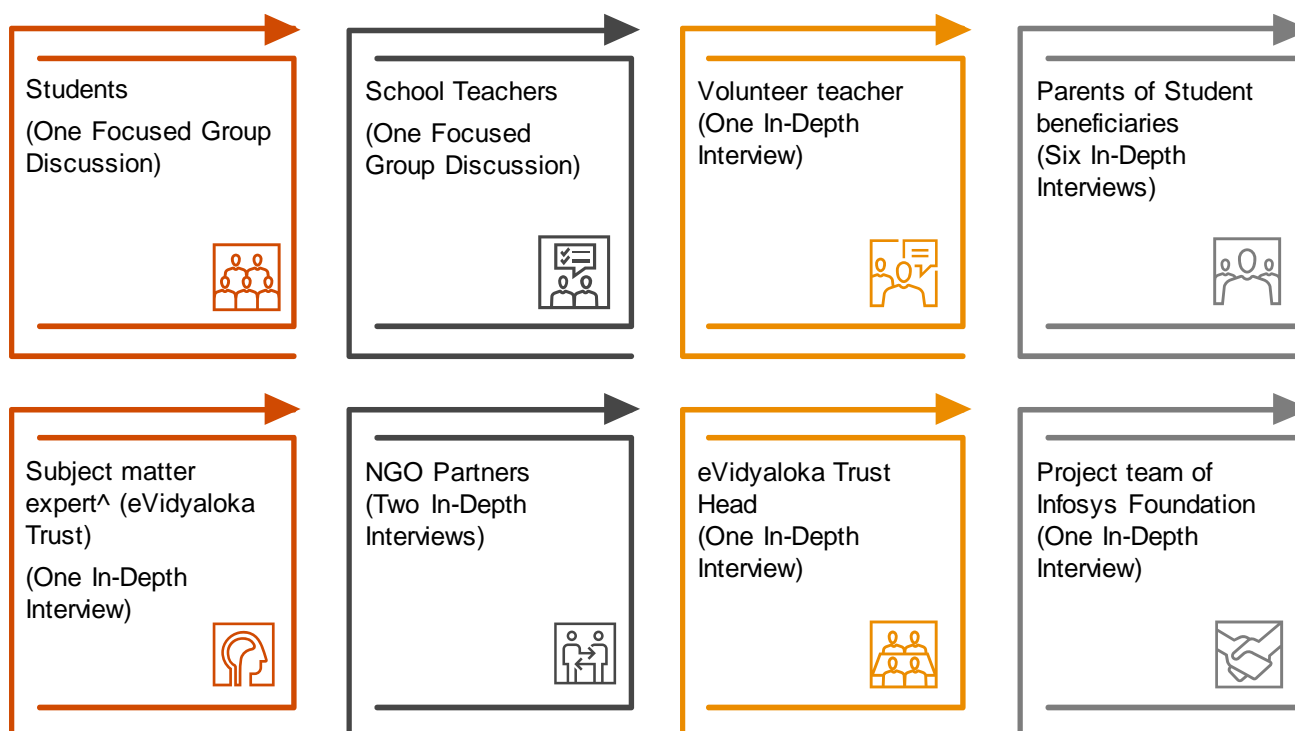
during the project period. Hence, **a sample of 271 was calculated at 90% confidence level and 5% margin of error.** Further the sample was representatively divided among students from different annual years and states based on the various factors such as aspirational district and the geographical spread. The school level samples for quantitative survey conducted are as detailed in the following table:

Table 5: School wise distribution of sample size

| State | District | School Name | Sample size |
|----------------|---------------|---|-------------|
| Andhra Pradesh | YSR Kadapa | APSWRS/JC, Kondapuram Digital School | 9 |
| | | APSWRS/JC, Chinnachowk Digital School | 34 |
| | | APSWRS/JC, Madakalavaripalli AT TGP Camp Baddvel Digital School | 35 |
| | | APSWRS/JC, Rajupalem Digital School | 34 |
| | Vizianagaram | APSWRS/JC, Nellimarla Digital School | 30 |
| | | APSWRS/JC, Badangi Digital School | 30 |
| | | APSWRS/JC, Cheepurapalli Digital School | 30 |
| | Visakhapatnam | APSWRS/JC, Kokkirapally Digital School | 14 |
| | | APSWRS/JC, Megadrigadda Digital School | 13 |
| | | APSWRS/JC, Srikrishnapuram Digital School | 13 |
| Jharkhand | Giridih | Jamua - Hira Digital School | 6 |
| | | Apna Digital School | 10 |
| Karnataka | Dharwad | Kalluru Digital School | 7 |
| | Koppal | GHPS Manneral Vajragalu Digital School | 6 |
| Total | | | 271 |

The qualitative evaluation framework of the study was as follows:

Figure 14: Qualitative Research Design for the Study



[^]Subject matter expert was the content head of eVidyaloka Trust who played an important role in developing the content under this project.

After finalising the research methodology, an **on-site visit to eVidyaloka’s project locations** was conducted to administer tools with the respective stakeholders. **Total nine interactions** were completed during the visit whereas **five interactions** were completed virtually as per the qualitative sampling plan provided in Figure 14.

The data collected through the quantitative survey and the responses from the qualitative interactions were then analysed along with secondary/desk research findings to arrive at detailed findings (to understand the impact of the Vidya Ganga project) as depicted in the next section on ‘Analysis & Findings’.

5.5. Analysis & Findings

This section describes the key findings emerged from our interactions with the stakeholders:

5.5.1. Challenges before the project

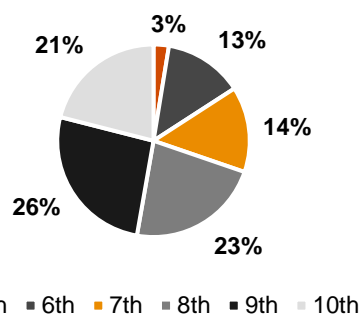
eVidyaloka was working in the education sector to address the problems of teacher shortage and the quality of resources available for the students in the remote rural areas, especially in the government schools through the **Digital Classroom Program**. During the discussion with project stakeholders, it was noted that:

- Digital classrooms were setup inside the classroom to run online live sessions. However, due to the closure of schools at the time of Covid-19 pandemic, it was not possible to continue the program in the same way.
- During pandemic, students did not have any other medium to learn, resulting in loss of interest in studies. School teachers were not able to teach the students, leading to the possibility of students dropping out from formal education. The same issue was raised by the parents during the interactions, as they did not have any other option for continuing the education of their children.

5.5.2. Profile of the respondents

- **Majority of the respondents** (26%, n=271) were from **9th class**, followed by 23% respondents from 8th class (Figure 15).
- **81% (n=271) of the of the respondents** were **female students**.

Figure 15: Distribution of students according to standard (n=271)



5.5.3. Summary of the Impact Created

1. Access to quality education through online medium:

- During the survey (n=271), the students reported that prior to this project, the primary method of learning in their schools was **traditional learning (Board and Chalk) method (59%)** (Figure 16).
- **98% students (n=271) reported that the content provided was accessible to all students** in their school.
- Further, almost all students (**97%, n=271**) reported that they utilised different ways (mobile application, broadcast of learning content over television, etc.) of consuming the ready-to-consume learning content (Figure 17).

Figure 16: Mode of education in school prior to the project (n=271)

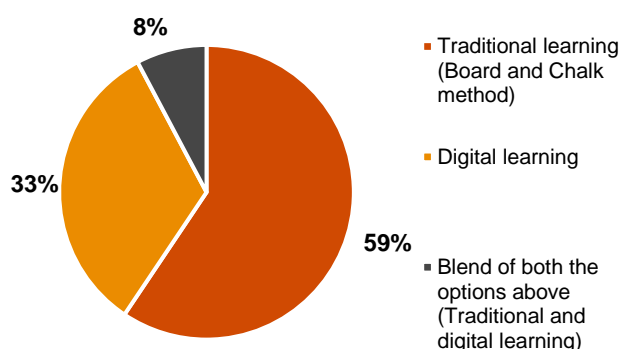
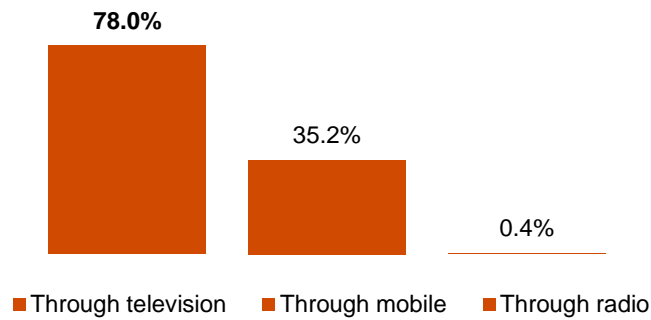


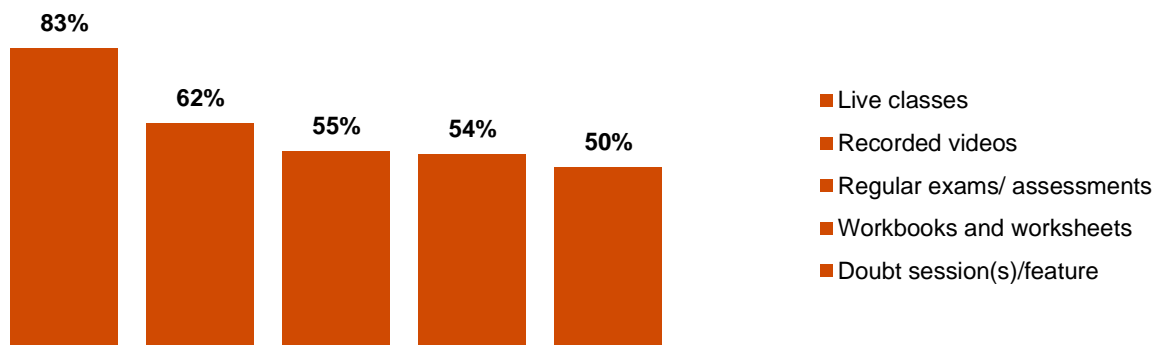
Figure 17: Different Ways of Utilising the Content (n=264)



*Multiple Coding Question, Responses may add up to more than 100%

- Post the Covid-19 pandemic, **when the schools were reopened, the focus was again shifted to Digital Classroom setup**. In the Digital Classroom setup, the **online classes were conducted by the volunteer teachers**. These classes were held during **the regular school hours and within the school premises**. All the students surveyed (n=271) reported that a digital classroom was setup in their school. Also, all other services like recorded videos, workbooks and worksheets, etc. were continued to be made available for the students.
- Students further reported the **utilisation of live classes (83%)** as one of the major benefits followed by recorded videos (62%) (Figure 18).

Figure 5: Benefits Utilised by the Students (n=271)



*Multiple Coding Question, Responses may add up to more than 100%

- The access to quality education was further strengthened by provision of attending live classroom sessions in the schools. It was noted that **each subject was taught one hour each for two days in a week**.
- If the student missed the class due to any reason, they had the access to recorded sessions and could go through the sessions whenever feasible.

Basis the responses received from students on different benefits availed under the project (Figure 18), the subsequent sub-sections depict the analysis of such benefits using corresponding sample size (n) as mentioned below:

- Live classes (n=225 i.e. 83% of 271)
- Recorded videos (n=169 i.e. 62% of 271)
- Regular exams/ assessments (n=148 i.e. of 55% of 271)
- Workbooks and worksheets (n=146 i.e. of 54% of 271)
- Doubt sessions (s)/ feature (n=136 i.e. of 50% of 271)

2. Enhanced learning experience for the students:

Relevance of the content:

- Recorded videos, workbooks and worksheets, live classes, assessments, and doubt sessions were all developed and conducted in the vernacular language for the students. This has helped the students to be comfortable with learning as they could easily learn in their local language.
- Further, the **learning content was in alignment to the state boards as the project focussed on augmenting the regular studies of the students**. This alignment was helpful for students to consume the content within the structure defined by their board of education and remain focussed.
- Below table depicts the responses received from students on relevance of different benefits availed by them under this project:

Table 6: Relevance of project benefits

| Parameter | Live classes (n=225) | Recorded video (n=169) | Workbooks and worksheets (n=146) | Doubt sessions (n=136) | Assessments (n=148) |
|--|----------------------|------------------------|----------------------------------|------------------------|---------------------|
| Vernacular/ preferred language | 98% | 100% | 99% | 100% | 98% |
| Alignment with their textbook curriculum | 97% | 99% | 99% | NA | NA |
| Accommodating regular schedule | 92% | NA | NA | NA | NA |
| Completing their textbook learning | 97% | 99% | NA | NA | NA |

NA indicates that parameter under the assessment is not relevant/ applicable to the corresponding benefit.

Streamlined process of learning:

- To streamline the process of learning, the **students were provided with lesson plan** in alignment with the students' learning objectives. The lesson plan was followed by the teachers and adhered by the students so that regular timetable is followed for students to be aware of the topics to be covered and to plan their studies accordingly.
- In this regard, **majority (93%) of the students (n=271)** reported that lesson plan was provided to them. 98% of these students (n=252 i.e. 93% of 271) further responded that the **lesson plan was followed by the teachers and adhered by them**.
- Almost all (99%) of the students (n=252) reported that the lesson plan aligned with their learning objectives.
- As per the interaction with students, **the worksheets provided by Vidya Ganga has been helpful for practicing their learnings**. The same insight was obtained during the survey, as **almost all (99%) of the students (n=146) reported that the workbooks and worksheets complement the live classes and video lessons**.

Resolution of challenges at ground level:

- As per the interaction with students, some of the students faced **difficulty in content delivery**. The students sitting in the last rows faced difficulty in grasping the content and sometimes due to network

issues, the voice broke during the live classroom sessions conducted by the volunteer teachers. Vidya Ganga team addressed these challenges by incorporating a rotational system, where the students sitting in the last row would move to the 1st row in the next session, students in the 1st row would move to 2nd row and so on. Similarly, an alternative recorded session to live classroom session was provided to the students to further help the students revise their lessons.

- Volunteer teachers mentioned that every student was not having access to mobile to attend the classes during the Covid-19 pandemic, in turn **limiting the live class environment**. They also reported the connectivity issue, and the challenge of background noise. These challenges were addressed by providing the Class Assistants with Wi-Fi dongles to improve connectivity, providing laptop to help students attend the classes using the same.
- The **issue of connectivity** was also reported by the NGO partners which was mitigated by identifying spots (with good network) in the villages. Students were shifted to those spots where they could sit in smaller groups with proper social distancing.

3. Improvement in learning level among students:

Facilitating the improvement in learning through regular assessments:

- Majority (97%) of the students (n=148) responded that assessments were regularly carried out to monitor their progress.
- 97% (n=248) found the lesson plan to be helpful in keeping their study schedule on track.
- As per the interaction with parents, **the live classroom learning program along with the worksheets have proven to be impactful in the learning of the students.**
- **This project has further helped to develop the confidence of the students through live classes and interactive sessions.** All the students (n=161) reported feeling more confident in the subjects for which they utilised the project service(s) as compared to the older method of traditional (chalk and duster) school learning.

Bringing positive change among students:

- As per the interactions with volunteer teacher, the project is **bringing change in the lives of the children** by connecting them with these digital learning platforms. **Children enjoy learning online through phones.**
- Following changes were observed by NGO partner among the students:
 - Improved fluency in English
 - Improved ability in solving mathematical problems
 - Being able to perform science experiments
 - Improvement in attendance with students attending the school regularly
 - Improvement in the grades of the students
 - Improved students' participation in competitions
 - Reduced hesitation among students to ask questions
- As narrated by the students, **the content in the module has been effective in improving students' overall learning.**

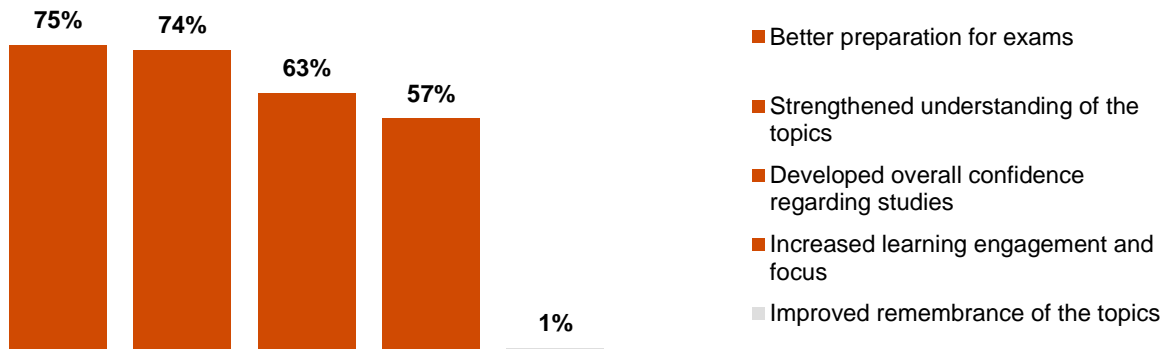
Improvement in academic performance:

- The students also reported that their grades have improved because of Vidya Ganga's learning platform as it helps in revising the classroom learnings. They informed that the **live classroom sessions have been**

the most impactful in their educational journey as they feel connected while learning and it helps them understand better.

- As almost all (99%) of the students (n=161)⁴⁴ responded that there was improvement in their school exam results after utilising the project benefits as compared to the older method of traditional (chalk and duster) school learning. This improvement in the students' school exam results showcases the positive impact of the project and displays the project's effectiveness.
- The project enabled them to prepare better for the exams (75%) followed by building understanding on the topics in a better way (74%) as depicted in Figure 19.

Figure 6: Impact on Overall Academic Performance (n=271)

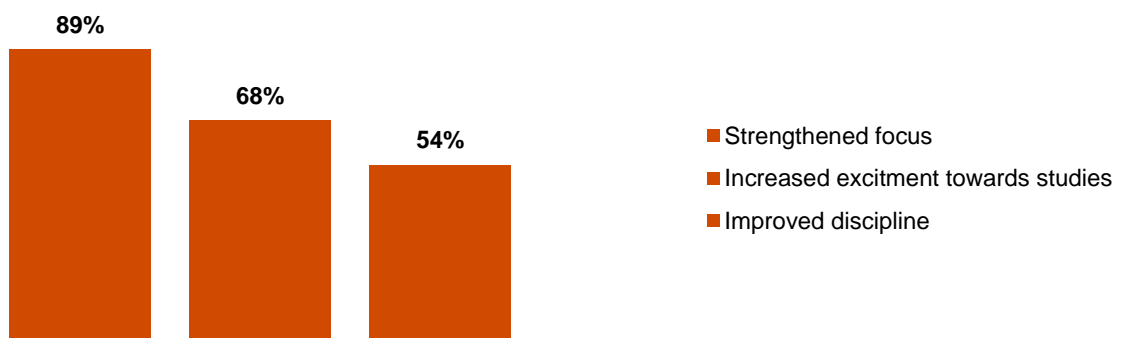


*Multiple Coding Question, Responses may add up to more than 100%

Improvement in daily study habits and increased interest:

- The students (n=161) also reported that the project impacted their daily study habits as compared to the older method of traditional (chalk and duster) school learning as it made them more focussed (89%), excited to look forward to studies (68%) and more disciplined (54%).

Figure 20: Project's Impact on Daily Study Habit (n=161)



*Multiple Coding Question, Responses may add up to more than 100%

- As per the interaction with parents, the students have developed interest towards learning from Vidya Ganga's e-learning platform. Similarly, as per the interaction with the school teachers, these digital classes have developed interest in students towards studies. Parents of these students also mentioned that their children's learning level has improved due to Vidya Ganga's learning platform. It has boosted their self-confidence and technological knowledge as well, resulting in generating impact of long-term interest among the students regarding education. Majority (99%) of the

⁴⁴ 161 students were using chalk and duster method for the study purpose before the project i.e. ~59% of 271.

students (n=271) responded that the project has instilled a long-term interest among them towards education and learning.

- This development of long-term interest among the students regarding education and learning shows the effectiveness of the project implementation. Also, as per the interaction with the **students**, they **did not witness any drop out in between the course**.

4. Positive student perception regarding different project aspects:

Basis the survey responses, it became evident that the students have a positive overall perception of the project. Following results were obtained⁴⁵ depicting the **effectiveness of the project**:

| Project Component | Experience Rating | | |
|--|-------------------|-----|------------------|
| | 5 | 4 | 3 or less than 3 |
| Live classes (n=225) | 84% | 13% | 3% |
| Recorded videos (n=169) | 73% | 22% | 5% |
| Workbooks and worksheets (n=146) | 62% | 29% | 9% |
| Doubt session(s)/feature (n=136) | 76% | 21% | 3% |
| Regular assessments (n=148) | 68% | 29% | 3% |
| Mobile app interface (n=93) | 53% | 38% | 9% |
| Learning content on mobile (n=93) | 53% | 37% | 10% |
| Learning content on television (n=206) | 77% | 16% | 7% |
| Class Assistant support (n=271) | 85% | 10% | 5% |

5. Synergising stakeholder engagement and capacity building:

The project garnered support from varied stakeholders before and during its implementation. **eVidyaloka synergised with these different holders to implement the project and also helped in capacity building of some of the stakeholders before engaging them for the content delivery**. Following table depicts the impact created by this project on the lives of such as stakeholders:

Table 7: Engagement and Impact on Project Stakeholders

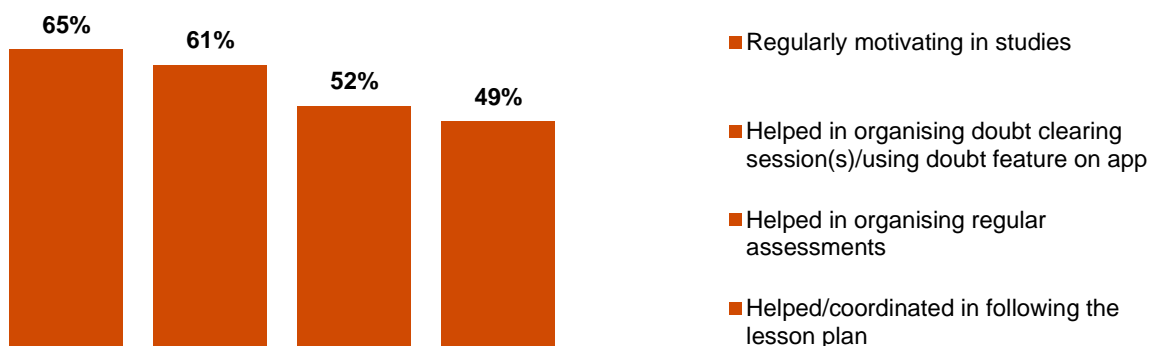
| Parameters | Type of stakeholders | | | |
|-----------------|--------------------------------------|---|---|---|
| | Volunteer teachers | Partner NGOs ⁴⁶ | Class Assistants | Parents |
| Role in project | Responsible for the content delivery | Responsible for implementing the project activities in geographies where eVidyaloka has limited presence. | Responsible for conducting digital classes (including physical setup, session plan roll out etc.) | Continue motivating and supporting their children |

⁴⁵ On a scale of 1 to 5, with 1 being poor and 5 being excellent

⁴⁶ Samajik Parivartan Sansthan' and 'RISE' NGO

| Parameters | Type of stakeholders | | | |
|------------------------|--|--|---|---|
| | Volunteer teachers | Partner NGOs ⁴⁶ | Class Assistants | Parents |
| Engagement model | Capacity building training from eVidyaloka Trust | Helps them improve their liaison skills, increase experience in the education field and expand their network | Selected from the local community in and around school (usually alumnus of school) | Engagement through parents-teachers meetings |
| Overall impact created | 98% of the students (n=225) reported volunteers to be interactive and inclusive during the live classes. | Reaching out to most underserved section of the society to create the holistic impact of the project | 65% students (271) reported that these assistants motivate them in their studies, followed, supporting them in doubt clearing sessions (61%). | Almost all (97%) of the students (n=255) highlighted the response of their parents on the introduction of this project intervention in school was positive. |

Figure 21: Support of Class Assistant (CA) in students' education (n=271)



*Multiple Coding Question, Responses may add up to more than 100%

5.5.4. IRECS Analysis

Basis the interactions with key stakeholders and desk review of the project report, the impact of the project was also assessed on the IRECS (Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability) framework parameters. The IRECS analysis summary has been presented in below table:

Table 8: IRECS Analysis

| Parameter | Assessment from study |
|----------------------|--|
| Inclusiveness | <ul style="list-style-type: none"> The project displayed inclusiveness as it is being implemented in rural areas and catering to the state government schools. All the project aspects are available in vernacular make it easily accessible to the students from regional background. |
| Relevance | <ul style="list-style-type: none"> The project displayed its relevance as during the Covid-19 pandemic and the subsequent school closures, the students were not able to continue their |

| Parameter | Assessment from study |
|-----------------------|--|
| | <p>regular education and the project provided an opportunity for students to continue their studies.</p> <ul style="list-style-type: none"> The project also displays its relevance to address the issue of schools with teacher shortage, as in such cases the project helps to continue the education for the subject. |
| Effectiveness | <ul style="list-style-type: none"> The lesson plan was helpful in keeping the study schedule of the students (97%, n=248) on track. The project's live classes and interactive sessions contributed to students' increased confidence as all the students(n=161) reported feeling more confident in the subjects for which they utilised the project service(s). Students also reported improvement in their grades because of Vidya Ganga's learning platform with almost all (99%) of the students(n=161) reporting improvement in their school exam results after utilising the project service(s). The project helped the students (n=161) in their overall academic performance as compared to the older method of tradition as it helped them prepare better for the exams (n=75%) amongst other benefits. The students (n=161) reported that the project impacted their daily study habits positively as compared to the traditional method (chalk and duster) of school learning by making them more disciplined (54%) and focussed (89%). Majority (99%) of the students (n=271) responded that the project has instilled a long-term interest among the students in education and learning. Students witnessed no dropouts in between the course. |
| Convergence | <ul style="list-style-type: none"> The project displayed convergence with governments' education initiatives as it aimed to address the discontinuity in education of children caused by Covid-19 pandemic. The project also aimed to address the challenge of teacher shortage in government schools. |
| Sustainability | <ul style="list-style-type: none"> At the time of exit, eVidyaloka will leave the infrastructure in the custody of the school administration and also leave the access of the digital learning platform open for the schools so that the schools can look after the maintenance of the infrastructure and continue to utilise the learning services on their own. This ensures the sustainability of the project offering even after eVidyaloka team exits the schools. There was no fee associated with gaining access to the educational content on Vidya Ganga's e-learning platform and this made the access of the content sustainable for the students. |

5.6. Alignment to the Infosys BPM Limited's CSR policy and the UN SDGs

The project is **aligned with Infosys BPM Limited's CSR policy** which includes **education, as the key CSR focus areas** for Infosys BPM Limited. The project is also aligned with Sustainable Development Goal⁴⁷: **SDG 4 "Quality Education"**, SDG-4 aims to ensure inclusive and equitable quality education, whilst promoting lifelong learning opportunities for all.



⁴⁷ Source: <https://sdgs.un.org/goals>

5.7. Study Limitations

- Due to mobilisation challenges on the part of implementation partner in two states – Maharashtra and Uttar Pradesh, the samples for those schools were adjusted in other states – Karnataka and Jharkhand where mobilisation was possible.

5.8. Case Stories

Case story 1

Riya (name changed), an alumni student, got associated with Vidya Ganga project when she was in 4th grade, the initiative provided her access to digital learning platform during the COVID period. She shared that during the pandemic when the schools were closed, the only option she was left with was to self-study at home with her textbooks. But through her friends, she got to know about the digital learning programme which was provided by eVidyaloka and Infosys. She came to know that the programme was free which added to her interest and with no further delay she got herself enrolled in the programme. She started attending online classes through the digital learning platform which was facilitated by the class assistant in her village.

Riya's dedication and commitment to her studies shown through as she actively engaged with the digital learning platform. The interactive nature of the platform empowered Riya to ask questions, clarify doubts and participate in online classes with ease. Her teachers also observed her academic performance and praised her for her efforts in adapting to the new learning format.

This enabled her to keep continuity with her studies during the pandemic preventing her to dropout. She shared that even if she missed classes on some days, she has the option to attend those classes through the recorded videos in the application and any doubts that occurred while consuming the recorded sessions, can be uploaded in the app for resolution.

She participated in a quiz competition and won the first position. Grateful for the valuable support and resources provided by the learning platform Riya attributed her success to Vidya Ganga project. She highlighted how the platform's flexibility in terms of recorded videos for missed classes and option to upload doubts for the resolution were instrumental to her academic achievement.

Case story 2


Shreya, a student of 5th grade, belongs to a small village of Marewad in Dharwad district. Growing up she had big dreams but with limited access to quality education and resources she often felt that those dreams were out of reach. However, everything changed when she discovered the AI classes offered through the Vidya Ganga learning platform. She shared that in her village there were no options to learn about artificial intelligence. But through the digital learning programme of Vidya Ganga, she was able to learn about AI along with English, mathematics, and computer subjects.

When she first logged into the digital learning platform she was filled with excitement and curiosity. As she explored the world of artificial intelligence through the live classes, she could envision endless possibilities and potential of AI. As she delved deeper into the classes, her passion for artificial intelligence grew stronger with each passing day. She said that the AI classes provided by Vidya Ganga weren't just about acquiring knowledge, but it has empowered her to dream again. It gave her the opportunity to learn from her own village without having to go to another city to learn. She aspires to become a scientist in the future using artificial intelligence to solve some of the world's most pressing challenges especially in the areas of agricultural advancement.

Shreya said that "I am grateful to the opportunity provided by Vidya Ganga to explore my passion for artificial intelligence from my own village".

Abbreviations

| Abbreviations | Full forms |
|---------------|--|
| AI | Artificial Intelligence |
| APF | Art and Photography Foundation |
| AR | Augmented Reality |
| BIC | Bangalore International Centre |
| CAPI | Computer-Assisted Personal Interviews |
| CSR | Corporate Social Responsibility |
| FGD | Focused Group Discussion |
| FY | Financial Year |
| IDI | In-depth Interview |
| INR | Indian Rupee |
| IRECS | Inclusiveness, Relevance, Effectiveness & Efficiency, Convergence and Sustainability |
| ISO | International Organization for Standardization |
| KPI | Key Performance Indicators |
| LGBTQ | Lesbian Gay Bisexual Transgender and Queer |
| LGBTQIA | Lesbian Gay Bisexual Transgender Queer Intersex Asexual |
| MAP | Museum of Art and Photography |
| MOU | Memorandum of Understanding |
| NGO | Non-governmental organization |
| PW | Price Waterhouse |
| PWCALLP | Price Waterhouse Chartered Accountants LLP |
| SDG | Sustainable Development Goals |
| TTT | Teach Thrrough Television |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |



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