IMPACT ASSESSMENT REPORT

Infosys BPM Limited

April 2025

Price Waterhouse Chartered Accountants LLP

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5. Our work was limited to the samples/ specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the projects, selected as sample respondents. Accordingly, changes in circumstances/ samples/ procedures or information available after the review could affect the findings outlined in this report.

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Abbreviations

Abbreviation	Full Form
CSR	Corporate Social Responsibility
CAPI	Computer-Assisted Personal Interviewing
FDP	Faculty Development Programme
FGD	Focused Group Discussion
GBFS	Global Business Foundation Skills
HTML	Hypertext Markup Language
IBPM	Infosys BPM Limited
ICAI	Institute of Chartered Accountants of India
IDI	In-depth Interview
INR	Indian Rupee
ITES	Information Technology Enabled Services
JAWS	Job Access With Speech
LLP	Limited Liability Partnership
LoE	Letter of Engagement
MoU	Memorandum of Understanding
MSAPS	Mo School Abhiyan Parichalana Sangathan
NLSIU	National Law School of India University
OCR	Optical Character Recognition
PLFS	Periodic Labour Force Survey
PW/ PWCALLP	Price Waterhouse Chartered Accountants LLP
RFID	Radio Frequency Identification
RO	Reverse Osmosis
SAP	Special Assistive Program
SDG	Sustainable Development Goal
STP	Skill Training Programme
WMA	Web Mobile Applications

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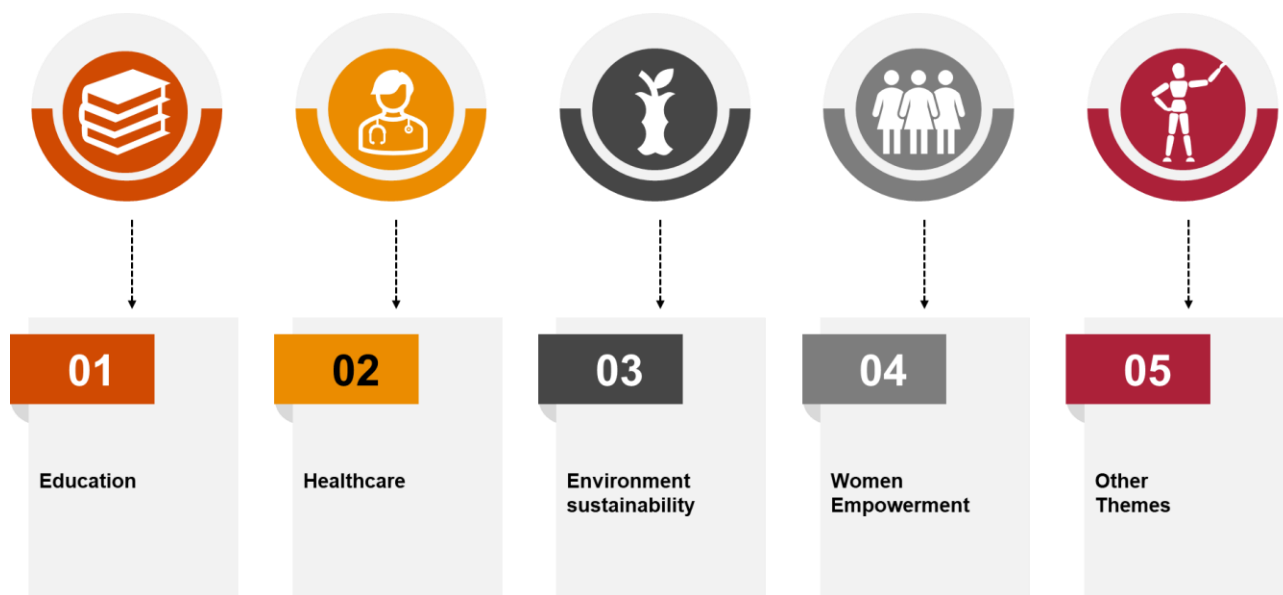
1. Introduction and Background

1.1. CSR at Infosys BPM Limited

Infosys BPM Limited (IBPM) was established as **a subsidiary of Infosys Limited (Infosys)** in 2002. Since then, it delivers **comprehensive and transformative business process management (BPM) services**, with a focus on enhancing operational effectiveness, efficiency, and the overall stakeholder experience.[1] In addition to this, it is committed to fostering economic development that positively impacts society while minimising resource use through its Corporate Social Responsibility (CSR) initiatives. These initiatives are **carried out both independently and in collaboration with the Infosys Foundation**, reflecting a commitment to social responsibility and sustainable development.[2]

Infosys Foundation, founded in 1996 as a **not-for-profit organisation** was well-ahead of the mandatory CSR regulations in India.[3] Over the years, it has consistently supported Infosys and its subsidiaries in community development by collaborating with government agencies, institutions, social entrepreneurs, and other organisations to create a meaningful impact in local communities.[4] The foundation tackles a range of critical issues, including enhancing healthcare infrastructure, supporting education, promoting gender equality and empowering women, advancing environmental sustainability, among others.[5] The following figure provides a concise overview of Infosys's CSR landscape.[6]

To undertake the CSR projects, IBPM has identified the following CSR Themes (Figure 1):[7][8]

Figure 1: CSR Themes of Infosys BPM Limited

| 01 | 02 | 03 | 04 | 05 |
| Education | Healthcare | Environment sustainability | Women Empowerment | Other Themes |

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[1] https://www.infosysbpm.com/about.html
[2] https://www.infosysbpm.com/about/documents/csr-annual-action-plan-2023-24.pdf
[3] https://www.infosys.org/infosys-foundation/about.html
[4] Infosys Foundation Report 2023-24.
[5] https://www.infosys.org/infosys-foundation/about.html
[6] Infosys Integrated Annual Report 2023-24. Please note the information provided here has not been reviewed or validated as a part of this study.
[7] https://www.infosysbpm.com/about/documents/csr-annual-action-plan-2024-25.pdf
[8] Other themes include sub-themes such as Animal welfare including medicines, food and shelter, Development of villages and rural areas, Grants for performing arts – online and offline, Livelihood of artists and Documentation of art forms etc.
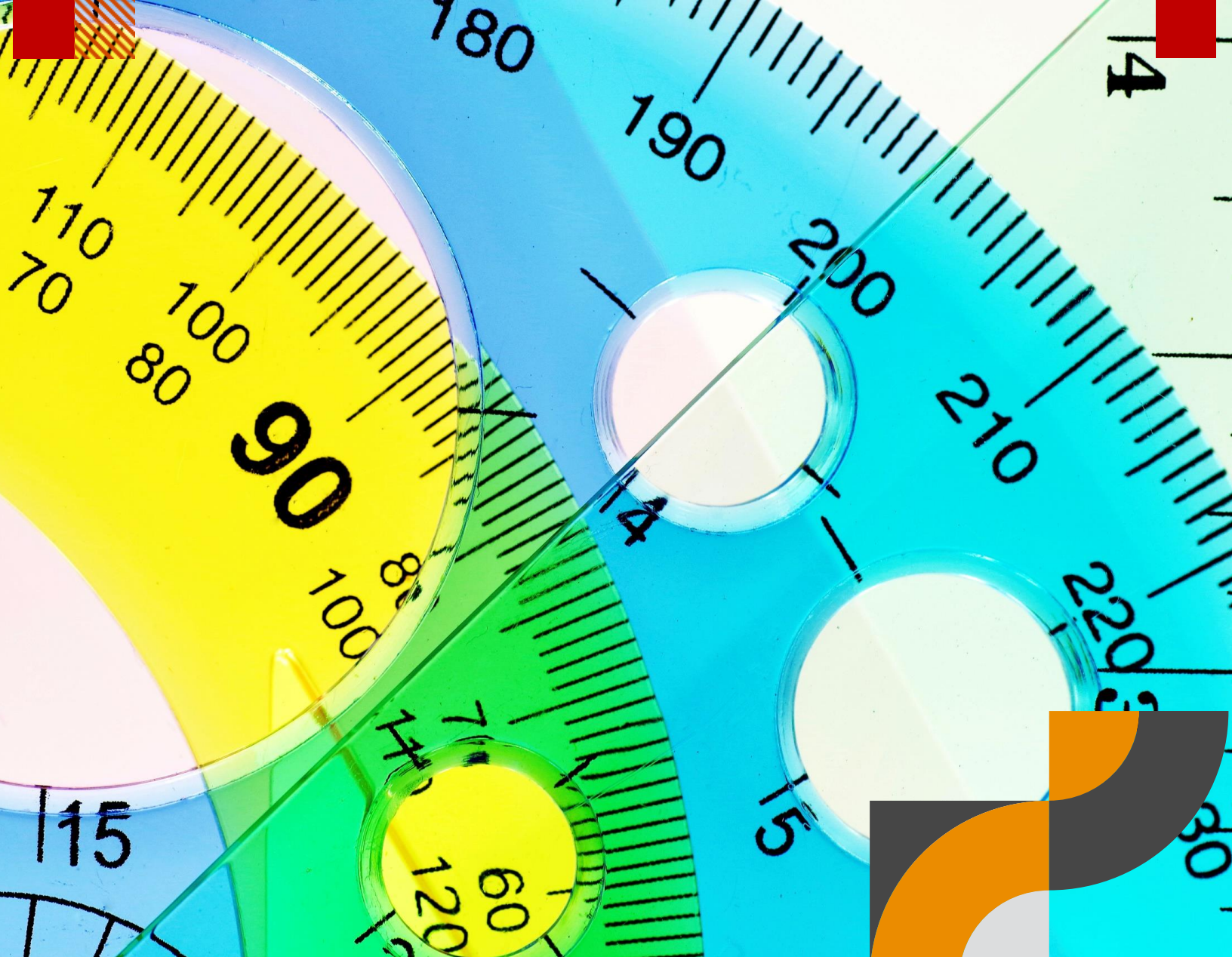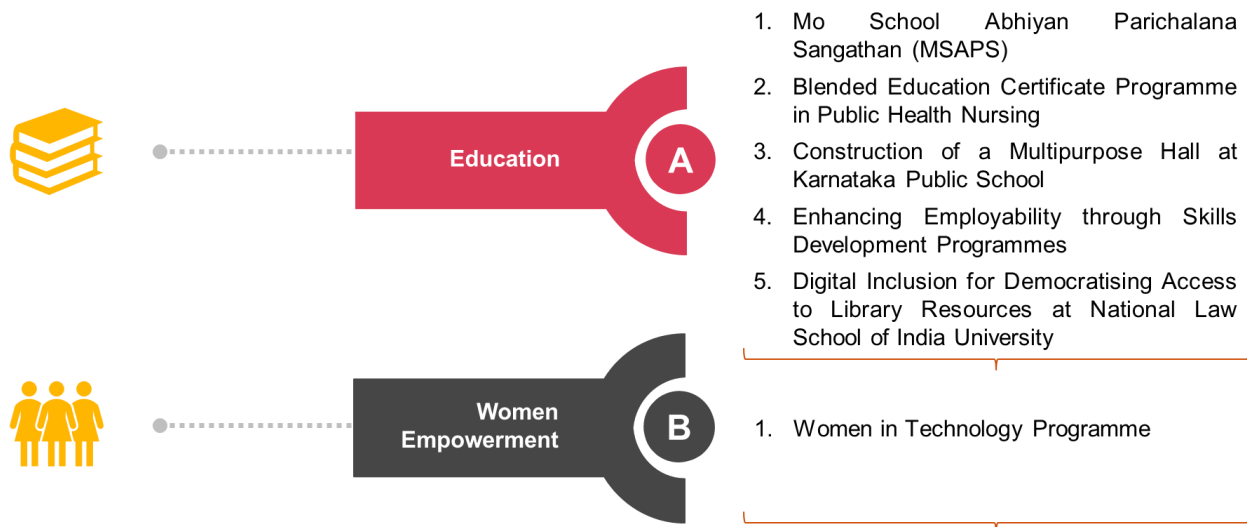
2. Executive Summary

Scope of the Study:

IBPM has been implementing various CSR Projects for holistic community development and institution building to serve the enrichment and evolution of businesses and communities. It has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to provide support and assistance for an independent review and impact assessment of 6 CSR Projects identified by the Management as per the provisions of Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021:

Figure 2: Overview of 6 CSR Projects (Theme-wise)

Education **A**

1. Mo School Abhiyan Parichalana Sangathan (MSAPS)
2. Blended Education Certificate Programme in Public Health Nursing
3. Construction of a Multipurpose Hall at Karnataka Public School
4. Enhancing Employability through Skills Development Programmes
5. Digital Inclusion for Democratising Access to Library Resources at National Law School of India University

Women Empowerment **B**

1. Women in Technology Programme

Methodology:

To assess the impact of the projects, a mixed-method approach was employed, utilizing either quantitative or qualitative research tools, or both, as appropriate, for primary data collection. Utilising these tools, the research team conducted interactions, both virtually and / or on-site, with project beneficiaries and other relevant stakeholders. After collecting and analysing the data, the key insights and findings were compiled into a comprehensive report for the Management's review. This assessment was guided by the Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability (IRECS) Framework, which provided overall feedback on the effectiveness of the implementation and its efficiency in achieving the desired project outcomes and impact relative to the inputs.

Summary of Key Findings:

As a part of the study, a brief overview of findings for all 6 CSR projects (theme-wise) is provided below:

Theme 1: Education

In Education theme, various CSR projects have advanced digital literacy and educational outcomes by providing accessible learning platforms and improving educational environments. They have empowered beneficiaries, particularly in marginalized and rural communities, boosting engagement, confidence, and academic performance. Infrastructure upgrades in educational institutions and skill development initiatives have enhanced learning and employability. Overall, these projects have uplifted individuals and contributed to sustainable development and community resilience.

Below provides an overview of impact created by each of the CSR projects in Education theme:

<p style="text-align:center">Table 1: Overview of CSR Projects in Education Theme</p>

#	CSR Project under Assessment	Project Location	Implementation Partner	Total Beneficiaries	Project Period	Total Spent	Quantitative Sample
1.	Mo School Abhiyan Parichalana Sangathan (MSAPS)	25 districts in Odisha	Mo School Abhiyan Parichalana Sangathan	30,000+ students and 1,000+ teachers	FY 23	INR 5.00 Crores	270
2.	Blended Education Certificate Programme in Public Health Nursing	Gurugram, Haryana & Bhubaneshwar, Odisha	Self-Implementation through Infosys Foundation	53 General Nursing and Midwifery (GNMs), 22 Bhubaneswar Municipal Corporation (BMC) officials and around 250 Mahila Arogya Samiti (MAS) members	FY 22 to FY 24	INR 5.00 Crores	NA
3.	Construction of a Multipurpose Hall at Karnataka Public School	Chitradurga, Karnataka	Self-Implementation through Infosys Foundation	754 students and 50 teachers	FY 20 to FY 23	INR 3.20 Crores	201
4.	Enhancing Employability through Skills Development Programmes	Pan India	Self-Implementation	2,193 students and 607 faculty members	FY 23 to FY 24	INR 1.17 Crores	269
5.	Digital Inclusion for Democratising Access to Library Resources at National Law School of India University	Bengaluru, Karnataka	Self-Implementation through Infosys Foundation	117 candidates	FY 21 to FY 24	INR 1.00 Crores	55

In the above table, NA indicates that 'quantitative survey was not applicable' as this assessment was conducted utilising qualitative research tools given the nature of this CSR project. Hence, to assess the impact of this CSR project, qualitative interactions were conducted with various stakeholders such as healthcare workers, administrative staff, and programme team, as applicable.

1. **Mo School Abhiyan Parichalana Sangathan (MSAPS)**
   - The project has **impacted over 30,000 students across 50 heritage schools**, with each school receiving a grant of INR 10,00,000 for modernization efforts. It has **led to significant infrastructure improvements**, with **98% of respondents rating the upgraded facilities positively.**
   - Student engagement has increased notably, with **96% of students reporting a more interactive learning experience** due to the introduction of smartboards. Additionally, **87% of students noted an improved classroom atmosphere**, which has enhanced their motivation to attend school.
   - Teaching methods have seen a marked improvement, with **97% of respondents acknowledging better teaching techniques.** The use of digital tools has also been positively received, with **82% of students appreciating the integration of technology** in their learning process.
   - The project has facilitated increased classroom participation, with **82% of students engaging more actively in lessons.** This has been **complemented by improved teacher-student interactions, as reported by 77% of respondents**, contributing to a more effective educational environment.

2. **Blended Education Certificate Programme in Public Health Nursing**
    *   The project has **enhanced healthcare skills through 62 training sessions**, allowing nurses to balance duties while advancing education. Participants **reported increased confidence and competence, leading to improved patient outcomes and community health standards.**
    *   The programme **empowered Mahila Arogya Samitis leaders** to disseminate health information effectively, fostering local leadership and community participation. Monthly health **awareness camps engaged over 250 community members**, enhancing resilience and health service utilization.
    *   Collaboration with government bodies like the Bhubaneswar Municipal Corporation and Urban Primary Health Centres was **crucial for capacity building and enhancing public health interventions.** This collaboration **emphasized the importance of partnerships among government agencies, NGOs, and stakeholders** to optimize resource utilization.

3. **Construction of a Multipurpose Hall at Karnataka Public School**
    *   Survey data from 201 students indicate a positive impact on school life, with **83% reporting increased motivation to attend school** and **85% experiencing greater exposure to extracurricular activities**.
    *   The hall's amenities, such as seating and audio-visual facilities, received high satisfaction ratings, with **82% appreciating the seating capacity and 75% valuing the enhanced audio-visual experience.**
    *   The hall has hosted **over 35 events by August 2024, with 86% of students noting increased engagement in school events.**
    *   The facility supports a holistic learning environment, with **84% of students feeling encouraged to learn and 73% exploring their individual talents,** contributing to their overall development.
    *   Community engagement has been bolstered, with **100% of respondents acknowledging the hall's role in enhancing the school's reputation.** The facility has attracted **over 50 new students since the academic year FY 24 began, and 79% of respondents recognize its value in fostering community learning and social awareness.**

4. **Enhancing Employability through Skills Development Programmes**
    *   The Faculty Development Programme (FDP) effectively enhanced educators' teaching and communication skills, with 85% of respondents noting **improved employability due to the programme**. The **FDP's comprehensive approach, including advanced topics, was well-received,** fostering collaboration and networking among faculty members.
    *   The Skill Training Programme (STP) **significantly improved students' employability by providing training in communication, interview preparation, and aptitude test-solving**. Participants rated the program highly, with 78% receiving support for communications training and 64% for interview preparation, which increased their awareness of career opportunities and industry practices.
    *   The Student Connect Program (SCP) under provided **students with valuable industry exposure**, with 65% of participants reporting increased awareness of career opportunities and 58% gaining practical learning experiences. This initiative effectively bridged the gap between academia and the corporate world, enhancing students' readiness for professional environments.
    *   The project has also led to employability gains, with **45% of respondents securing jobs post-training and an average salary increase of 11%.** Over **98% of respondents confirmed the project's positive impact on their professional and personal development.**

5. **Digital Inclusion for Democratising Access to Library Resources at National Law School of India University**
   - The project has **provided non-monetary scholarships to 117 deserving candidates annually**, granting them **access to essential digital resources**. This support has **enhanced students' academic exposure**, enabling them to achieve milestones and secure internships.
   - Technological upgrades, including the Koha Open-Source Library System and RFID technology, have **improved operational efficiency.** These enhancements have **streamlined resource organization and tracking, reducing the need for staff assistance** and allowing students to focus more on academics.
   - The project has **extended remote access to academic resources** through tools like RemoteXS and Elsevier Online Access, enhancing research capabilities and teaching efficiency. This **access supports flexible learning environments,** enabling students to engage confidently in academic and professional activities.
   - The Infosys Digital Scholarship has played a crucial role in **ensuring academic inclusivity, providing equal access to digital resources and reducing financial burdens.** It has supported students from underserved communities in excelling academically and enhancing their future career prospects.

Theme 2: Women Empowerment

Under this theme, women's empowerment through skill development has addressed employment disparities, fostering growth and sustainable development. Below provides an overview of impact created by the CSR project in Women Empowerment theme:

Table 2: Overview of CSR Project in Women Empowerment Theme

#	CSR Project under Assessment	Project Location	Implementation Partner	Total Beneficiaries	Project Period	Total Spent	Quantitative Sample
1.	Women in Technology Programme	13 Cities in 10 States of India	Nirmaan Organisation	6,406 women	FY 23 to FY 24	INR 5.00 Crores	273

1. **Women in Technology Programme**
   - The project has **trained 6,406 women across 13 cities in India, with 4,186 securing placements**, addressing **gender disparity in employment by providing essential skills**.
   - The assessment revealed significant challenges such as financial barriers and gender inequities before the project's implementation. It **successfully addressed these issues by offering free skill development training and counselling, targeting women from lower-income households, with 86% of respondents unemployed before the training.**
   - Training courses included Web Mobile Applications, IT Enabled Services, and Self-Learning in coding languages, with ITES attracting the highest participation. **73% of respondents believed the programme was crucial for job acquisition**, highlighting its role in enhancing employability.
   - Beyond technical skills, the **programme fostered personal growth, with counselling sessions and soft skills training improving communication and confidence**.

For a complete understanding of findings, IRECS Analysis and recommendations, please refer to the respective **project-specific reports.**

3. Approach and Methodology

1.2. Objective of Impact Assessment

IBPM intended to carry out the impact assessment of 6 CSR projects to assess the impact created on the lives of various stakeholders and provide management with key findings and recommendations. Accordingly, it has engaged Price Waterhouse Chartered Accountants LLP ("PWCALLP", "PW") to conduct the independent impact assessment of following CSR projects:

Table 3: Overview of CSR Projects under Assessment

Sl No.	CSR Themes	Name of the CSR Project	Project Location	Research Method
1.	Education	Mo School Abhiyan Parichalana Sangathan (MSAPS)	25 districts in Odisha	Mixed
2.	Education	Blended Education Certificate Programme in Public Health Nursing	Gurugram, Haryana & Bhubaneshwar, Odisha	Qualitative
3.	Education	Construction of a Multipurpose Hall at Karnataka Public School	Chitradurga, Karnataka	Mixed
4.	Education	Enhancing Employability through Skills Development Programmes	Pan India	Mixed
5.	Education	Digital Inclusion for Democratising Access to Library Resources at National Law School of India University	Bengaluru, Karnataka	Mixed
6.	Women Empowerment	Women in Technology Programme	13 Cities in 10 States of India	Mixed

Above table depicts the type of research method adopted to gauge the impact created by these CSR projects. For the detailed understanding of the sampling of each CSR project, please refer to the project wise reports.
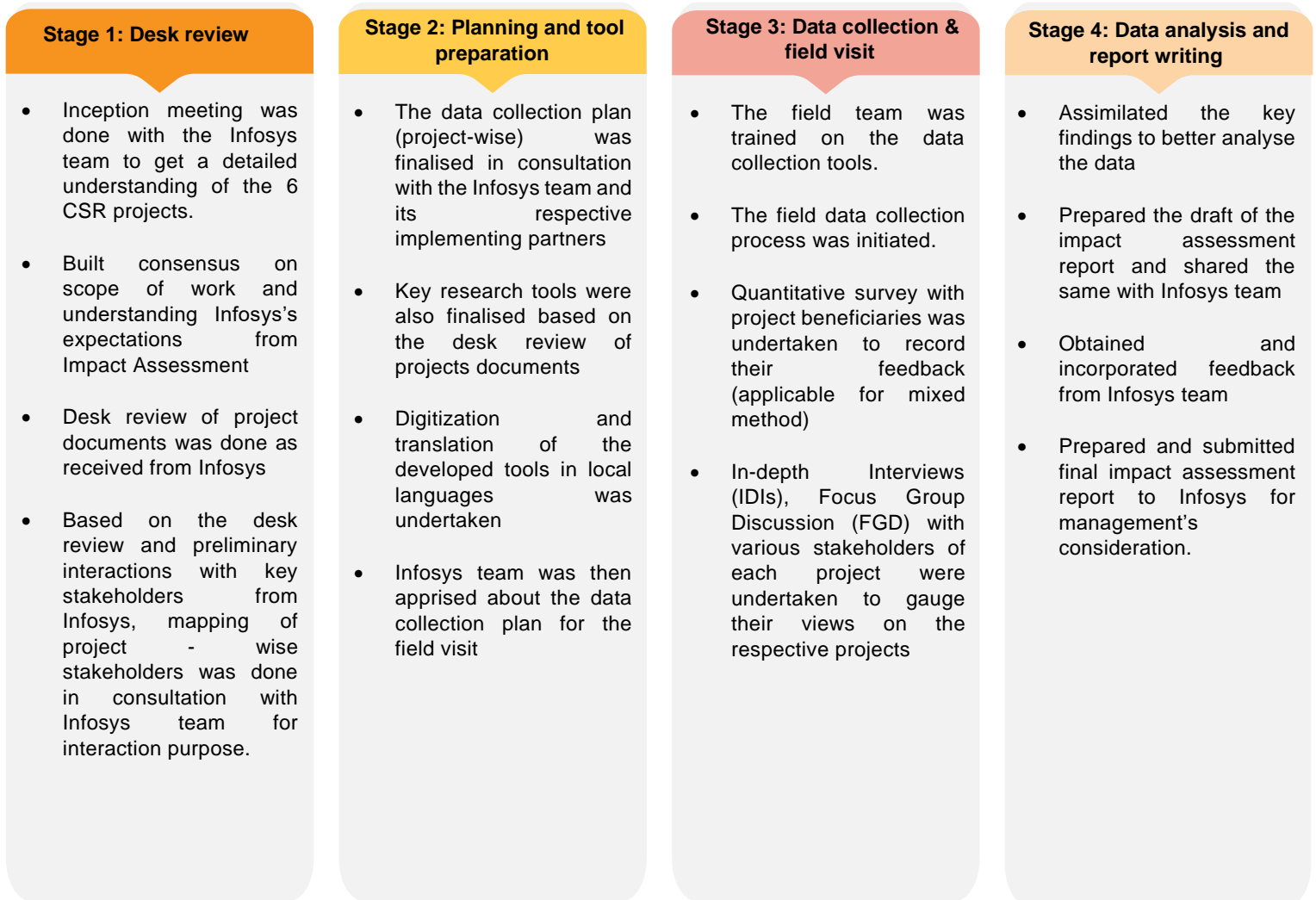
1.3. Scope of Work

The scope of work included reviewing the Key performance indicators (KPIs) as defined by the Management of the Client under the framework for implementing the Project for the outputs, outcomes and impact of the Project. Framework adopted was Inclusiveness, Relevance, Efficiency, Convergence, and Sustainability Framework (the 'IRECS') and accordingly, recommendations were provided on the Projects' performance for their further evaluation and consideration. The approach included the below activities:

- Discussed the scope and boundary of the CSR Projects and the assistance provided
- Conducted desk review of the documentation provided by the Company and in consultation with the Company's CSR arm Infosys Foundation and its implementing partners; and agree with the Management the parameters to be assessed for the Impact Assessment
- Mapping of other important stakeholders for the Company to identify key stakeholder groups to interact 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
- Data collection through virtual/ in-person interactions (as relevant) based on the questionnaires developed and consultations done
- Based on the interactions and discussions, the qualitative/ quantitative information was analyzed, and assessment of outcome/impact was done.
- Report developed based on the overall findings including the recommendations for Management's consideration

1.4. Overall Methodology

The overall methodology adopted for conducting the impact assessment study can be categorized into four stages as illustrated below:

Figure 3: Overall Methodology

Stage 1: Desk review	Stage 2: Planning and tool preparation	Stage 3: Data collection & field visit	Stage 4: Data analysis and report writing
• Inception meeting was done with the Infosys team to get a detailed understanding of the 6 CSR projects. • Built consensus on scope of work and understanding Infosys's expectations from Impact Assessment • Desk review of project documents was done as received from Infosys • Based on the desk review and preliminary interactions with key stakeholders from Infosys, mapping of project - wise stakeholders was done in consultation with Infosys team for interaction purpose.	• The data collection plan (project-wise) was finalised in consultation with the Infosys team and its respective implementing partners • Key research tools were also finalised based on the desk review of projects documents • Digitization and translation of the developed tools in local languages was undertaken • Infosys team was then apprised about the data collection plan for the field visit	• The field team was trained on the data collection tools. • The field data collection process was initiated. • Quantitative survey with project beneficiaries was undertaken to record their feedback (applicable for mixed method) • In-depth Interviews (IDIs), Focus Group Discussion (FGD) with various stakeholders of each project were undertaken to gauge their views on the respective projects	• Assimilated the key findings to better analyse the data • Prepared the draft of the impact assessment report and shared the same with Infosys team • Obtained and incorporated feedback from Infosys team • Prepared and submitted final impact assessment report to Infosys for management's consideration.

1.5. Evaluation Framework

IRECS framework was used to assess the impact of 6 CSR projects as stated below. IRECS is a framework that assesses impact by focusing on evaluating performance of social development projects on inclusiveness, relevance, effectiveness, convergence and sustainability aspects. This framework helped in gaining qualitative understanding of the impact created, stakeholder perception, extent of collaboration with other stakeholders and sustenance of the change based on the following parameters.

Figure 4: Evaluation Framework- IRECS

Inclusiveness	Ability of different stakeholders, particularly poorest and most marginalised - to access the benefits of activities
Relevance	Are the services /inputs 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 (& Efficiency)	Have the activities been able to effectively address community expectations? How efficiently have the resources been deployed, monitored and utilised?
Convergence	Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders
Sustainability	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. Has an exit strategy been drafted?

1.6. Assumptions and Limitations

General assumptions:

- The information transmitted, including any attachments, are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the LoE, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the LoE is strictly prohibited. PW makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.

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- Our scope of work, including any advice / assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.

- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.

- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We

remind you that the examination of controls over the maintenance and integrity of your website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

Assumptions pertaining to this report:

- The report prepared by the PW is based upon the (a) information/ documents provided by IBPM, Infosys Foundation and its implementing partners and (b) data collected during the field visit to the project location by the PW team. PW performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.

- PW's work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the programme, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.
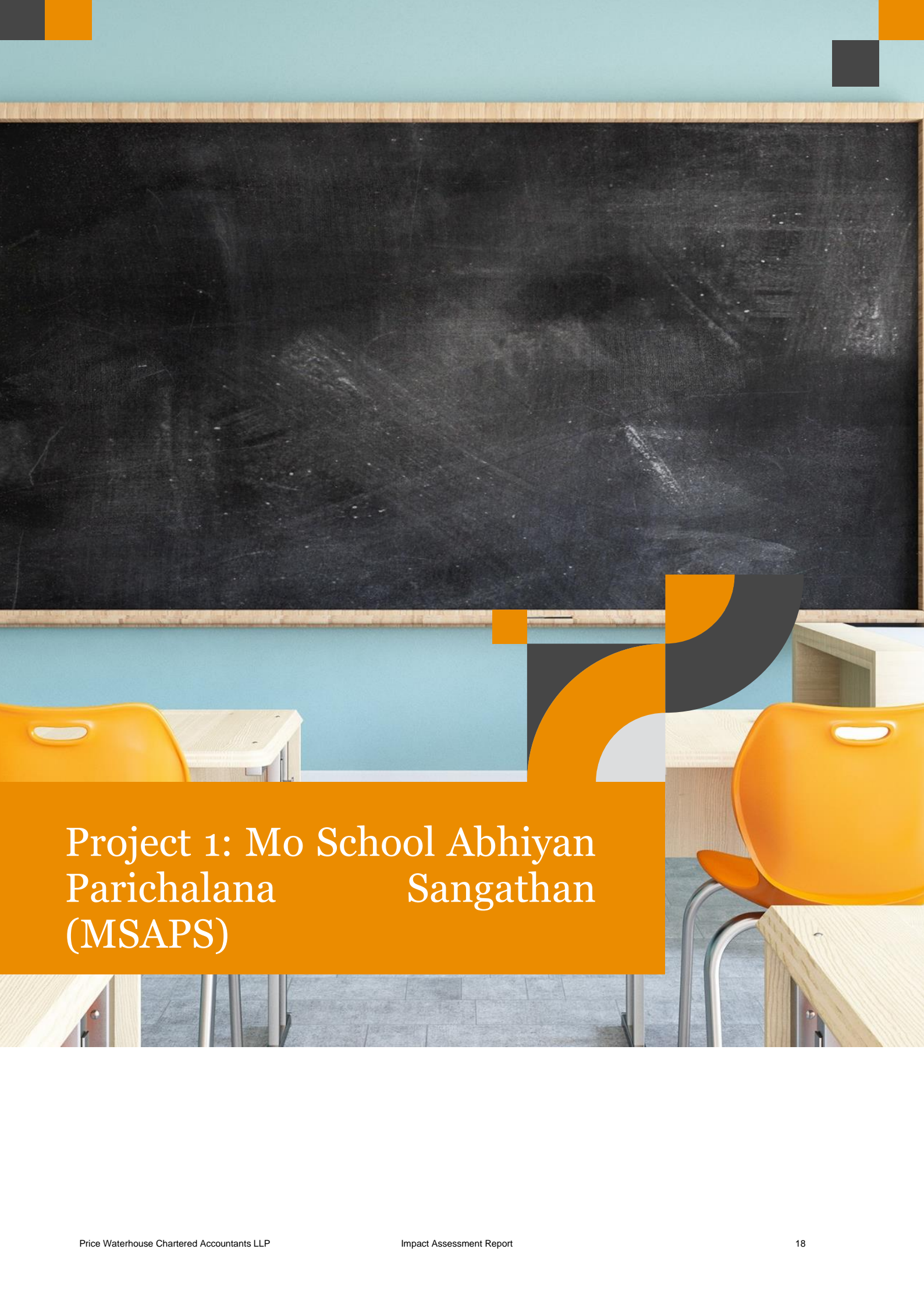
Project 1: Mo School Abhiyan Parichalana Sangathan (MSAPS)

2.1   About the Project

▶ **India's heritage schools[9]** have been **instrumental in conserving** the **nation's rich educational and cultural legacy**. However, these institutions, which have shaped generations of students, are now facing challenges such as **ageing infrastructure and outdated facilities**. These shortcomings not only **impede effective learning** but also **create a risk to erase the schools' historical significance**. Revitalising these schools would **restore their structural integrity, introduce modern amenities, and honour their cultural importance**, thereby bridging the past and future for students.

Over the years, Infosys BPM Limited (IBPM) has undertaken various education related interventions as a part of their CSR efforts. The **"MSAPS" project**, funded by IBPM, advances the educational objectives of the Odisha Government by **revamping heritage schools throughout several districts in the state.**[10] This project was implemented by Infosys Foundation which directed the funding to these schools through the **Mo School Abhiyan Parichalana Sangathan (MSAPS)**, an initiative of the Odisha Government. By modernising these schools, this project aimed to **preserve their legacy** while **enhancing educational opportunities for students**. Below Figure provides an overview of project specifics:

Figure 5: Schematic Representation of Project Specifics[11]

Project Beneficiaries	**Project Location**	**Project Period**	**Total Project Spent**
30,000+ students & 1,000+ teachers	25 districts of Odisha	FY 23	INR 5 Crores
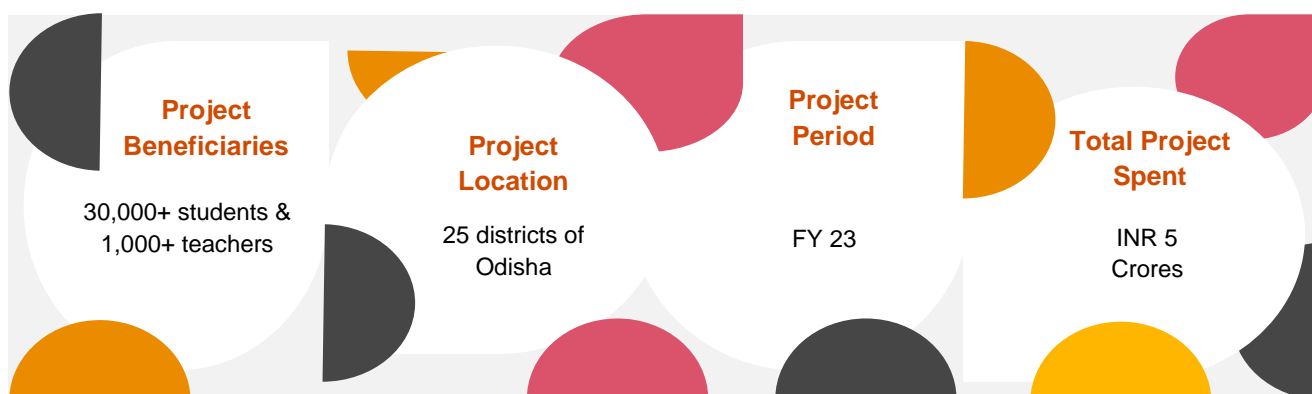
As part of this project, each of the **50 heritage schools, boasting histories of over than 100 years**, received a grant of **INR 10,00,000**. These government schools from Odisha were selected by the **MSAPS** based on their applications submitted to them. This financial support is part of a **total funding package of INR 30,00,000** per school, with the **remaining funds provided by the Government of Odisha**.[12]

Origin: The cumulative grant was administered through MSAPS, an **initiative launched by the Government of Odisha** under the School and Mass Education Department. This initiative serves as a **platform for individuals and entities** to **facilitate the development of state's school ecosystem.**[13]

Utilisation: Schools are empowered to utilise these funds to carry out **necessary remodelling and upgrades according to their specific needs.** Eligible expenditures include items such as classroom and storage furniture, smartboards, RO water purifiers, wall painting, invertors, and CCTV cameras, etc.[14]

Timeline: Schools have been given a three-year period to utilise the funding package according to their requirements. As of FY 24, 30% of the schools have fully utilised their funds based on their plans submitted to the MSAPS team, while the remaining schools still have a part of their funds available.[15]

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[9] Government Schools which are 100 years old or more as identified by Government of Odisha. Source: https://finance.odisha.gov.in/sites/default/files/2024-07/Annual%20Budget%202024-25%20Highlights%20English.pdf
[10] 'Mo' translates to 'My' in English from Odia language, hence project name is My School.
[11] As per information shared by Infosys Foundation and MSAPS
[12] Ibid
[13] https://moschool.in/about-mo-school/
[14] As per information shared by Infosys Foundation and MPSAPS
[15] Ibid

2.2   Method of Impact Assessment

The impact study utilised a **comprehensive and systematic approach** to assess the social impact of the project. An initial meeting was conducted with the Infosys Foundation and the MSAPS team to gain insights into the support provided through this project. During this meeting, any additional requirements necessary to commence the assessment process were also identified.

Following the meeting, PW received following **project documents** from Infosys Foundation and MSAPS:

- **Memorandum of Understanding (MoU)** specifying project details and other requirements related to the execution of the project
- Documentation from **50 heritage schools** detailing their **fund utilisation plan**
- **List of the schools** along with information on students enrolled, current teaching staff, and status of fund utilisation

Team subsequently initiated a **desk review of the project documents**, drawing on information gathered during the **kick-off meeting** and from various project documents. This review was instrumental in developing the **assessment framework** and in **identifying and finalising the key stakeholders for engagement**. By analysing the available data, the team ensured a clear understanding of the project's scope and objectives, which laid the groundwork for the following phases of the assessment.

A **mixed research methodology** was leveraged, incorporating both qualitative and quantitative methods to assess the impact owing to the nature of this project. The **quantitative survey** was conducted with students from classes VIII to X. Additionally, **qualitative research** with stakeholders was useful in assessing subjective experiences and exploring in-depth information with various stakeholders mentioned in Figure 6.

The sampling plan involved quantitative survey, In-depth Interviews (IDIs) and Focus Group Discussions (FGDs) with the following stakeholders:

Figure 6: Stakeholder Interactions

- **Quantitative surveys** with 270 students from 15 schools*
- School **Principal** (2 IDIs)
- **Teachers** (4 IDIs)
- FGD with **Students** (2 FGD)
- **Project team of MSAPS** (1 IDI)
- **Project team of Infosys Foundation** (1 IDI)

* Based on data provided by MSAPS, the team identified a **total beneficiary population** of **30,050 students across all 50 schools**. However, the sample was drawn exclusively from the **15 schools where the grant had been fully utilised**. A **sample size of 270 students** was determined from the total beneficiary population, employing a **90% confidence level and a 5% margin of error**. This sample was equally distributed among the 15 schools.

2.3   Analysis and Findings

Based on interactions and a review of the project documents, the findings have been summarised as follows:

2.3.1 Challenges Before the Project

- **Deteriorating Infrastructure:** Many of India's heritage schools are plagued by infrastructure issues that are not aligned with modern safety and functionality standards. This deterioration compromises the safety of students and staff and detracts from the overall learning environment, thereby hindering the effective delivery of education.

- **Insufficient Financial Resources:** The lack of updated educational resources in these schools can greatly impact the quality of instruction and student engagement. Without modern teaching aids, technology, and up-to-date curriculum materials, these schools face challenges in providing a comprehensive education that aligns with contemporary academic standards.

- **Preservation of Cultural Legacy:** Inadequate maintenance and modernisation efforts threaten the historical and cultural legacy of heritage schools. As custodians of rich educational traditions, their decline risks the loss of significant cultural heritage. Prompt intervention is crucial to preserving their historical value while adapting them to meet current educational and cultural needs.

2.3.2 Summary of the Impact Created

A. Beneficiary Profile

This section presents the socio-demographic profile of student beneficiaries from schools which received the financial grant from Infosys Foundation under this project (n=270):

> The project **benefitted students of both genders,** with survey respondants consisting of 54% male and 46% female students.
>
> These respondents were **aged between 12 to 17 years,** with 35.6% of them being 14 years old, and 30.7% being 15 years old.
>
> All **270 respondents** were enrolled in **classes VIII to X, distributed equally with 18 students from each of the 15 surveyed schools**.

Figure 7: Age of the Respondents
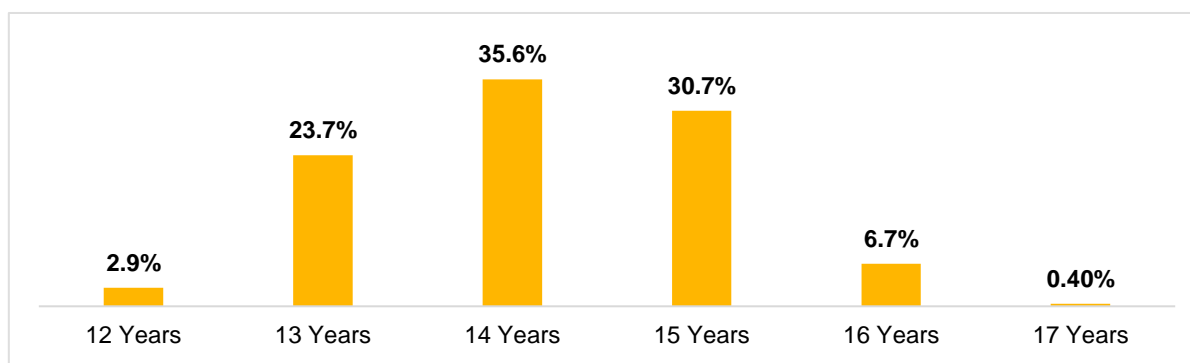
- An equal number of students were randomly selected from **classes VIII to X** for the quantitative survey to understand the impact of the project at **each academic level.** These classes were picked to ensure accurate recall of project activities among beneficiaries (Figure 8).

- The families of the respondents **primarily earned their income through private businesses** owned by the parent or guardian (34%) followed by private jobs (24%) and government jobs (14%) (Figure 9).

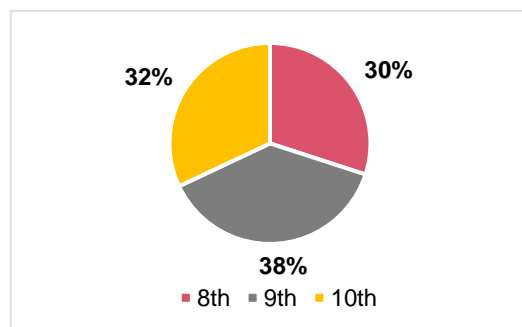**Figure 8: Class-wise split of Respondents**

Figure 9: Primary Source of Income of the Respondents' Families

| Private Business	Private Job	Government Job	Daily wage Labour	Other (driving, plumbing, etc.)	Agriculture/ Farming
34%	24%	14%	12%	9%	7%

B. Improved Educational Infrastructure

- Respondents indicated that the **infrastructure has improved since the renovation**, funded by the Infosys Foundation. Prior to these renovations, facilities such as classroom desks, boards, and paintwork were rated as average (57%) or below average (3%) by respondents. This feedback underscored the **need for upgrades** to meet the modern educational standards. All respondents (100%) expressed the **necessity for new infrastructure, including CCTV cameras, smart boards, wall paintings, and furniture**

- Upon completion of the renovations, 98% of respondents reported improvements in the infrastructure, with an average rating of 4.35 out of 5 for the current state of facilities. This reflects **significant enhancements in the schools' physical environment.**

Figure 10: CCTV Cameras Installed in School

- The introduction of **smart boards in the school was particularly well-received, earning an average rating of 4.76 out of 5** from the survey respondents. This positive feedback signifies the **effectiveness of digital tools** in enhancing education and aligning with contemporary practices. Additionally, **100% of respondents mentioned an improved overall school experience**, indicating satisfaction with the changes.

Figure 11: Smartboard in School Classroom

- Despite the **lack of physical signage to indicate the Infosys Foundation's involvement**, 51% of students were aware of the contribution, primarily informed by their teachers and through word of mouth among peers.
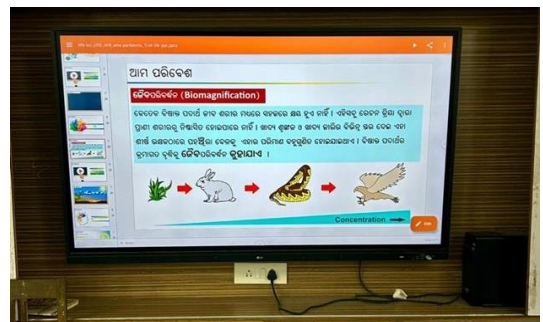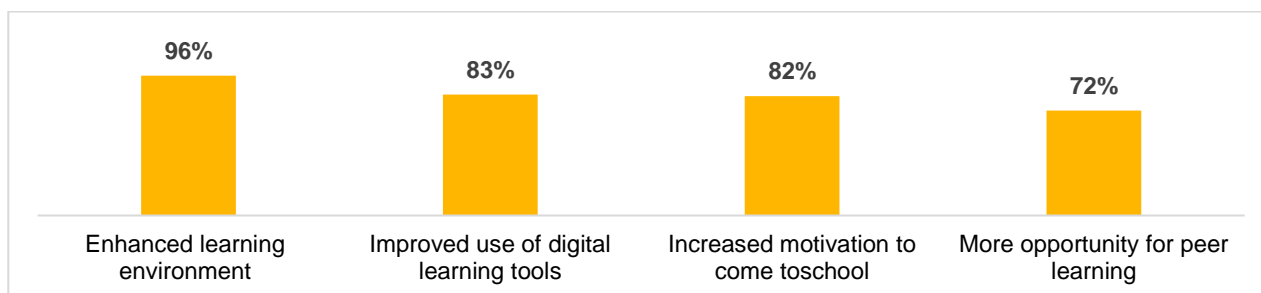
> Since receiving the Infosys grant via the MPSAPS initiative, our heritage school has experienced significant enhancements. Previously, outdated facilities, such as faded wall paints and broken desks, hindered effective teaching. Now, with new furniture and learning resources, including an audio system for announcements, CCTV cameras for discipline, and smart boards for learning, the environment is greatly improved. This has boosted student morale, encouraging increased participation and collaboration. We have noted a positive shift in classroom dynamics, with students appearing happier and more focused.

- **As narrated by a Teacher in Puri Zilla School, Puri**

C. Augmentation of a Holistic Learning Environment

The introduction of modern facilities and digital tools has significantly **enhanced the learning environment**, as reported by 96.30% of respondents (Figure 12) [16]. These upgrades have not only improved the physical aspects of the school but have also positively impacted students' motivation and engagement. **CCTV cameras have contributed to increased safety and discipline, and the new furniture has made classrooms more inviting, encouraging regular attendance.** The fresh wall paint has made the **school look tidier, and more welcoming**, fostering a more **positive attitude towards the institution**.

Figure 12: Impact of Infrastructural Changes

Enhanced learning environment	Improved use of digital learning tools	Increased motivation to come toschool	More opportunity for peer learning
96%	83%	82%	72%

- Digital tools, particularly smart boards, are now part of **daily classroom** activities for 86% of the students, marking a shift towards a more **interactive and engaging learning experience**. Consequently, 96% of students reported being highly engaged during digital sessions. All respondents (100%) indicated that lessons have improved because of the renovations and the introduction of new facilities, given the upgrades in classroom furniture and learning tools.

- These improvements have also influenced teaching methods, with 89% of respondents observing substantial enhancements. Additionally, 97% respondents identify **improved teaching techniques** as the most beneficial aspect of the upgrades (Figure 14)[17]. This represents a broader evolution in educational delivery, supported by modern infrastructure.

- Efforts to maintain the new infrastructure have been made by the school, with 99% of respondents affirming that the **renovated facilities are being properly maintained**. However, teachers have expressed concerns about the lack of a clear funding path for ongoing maintenance, which could become a challenge in the future.

Figure 13: Classrooms with New Furniture

Figure 14: Impact on Student Engagement

Improved teaching techniques	Improved focus in school	Enhanced engagement and comfort in learning
97%	80%	61%

"
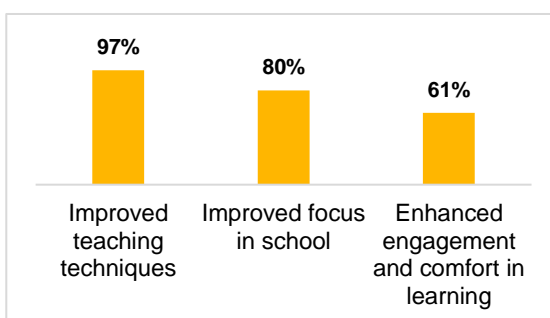
My teaching techniques at the school have been transformed significantly. Each day now begins with a prayer played over the audio system in each classroom, and lessons are delivered using smart boards. Previously, using chalk on blackboards not only caused dust allergies but also consumed considerable time. Now, learning is more engaging for students, giving me additional time to clarify doubts and help academically weaker students catch up.

- **As narrated by a Teacher at Ravenshaw Collegiate School, Cuttack**

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[16] Multiple choice question. Hence total will add up to more than 100%.
[17] Multiple choice question. Hence total will add up to more than 100%.

D. Enhanced Student Engagement

- The enhancements made through the project have had both internal and external impacts, improving the schools' reputation and student engagement. Students have noted that their **peers in other schools do not experience similar levels of engagement**, highlighting the unique benefits of these improvements.

- Both students and teachers have reflected on the changes since the renovation, citing **academic improvement** linked to the use of visual and audio aids from the smart boards. These tools have also facilitated **career counselling and awareness sessions**, expanding students' understanding of future opportunities. Additionally, students are now **actively creating and presenting PowerPoint presentations** as part of their classwork, increasing participation and interaction.

- The improved classroom atmosphere has been noted by 87% of students (Figure 15) [18], suggesting that the **physical and educational changes have created a more conducive learning environment**.

Figure 15: Impact on Student Engagement
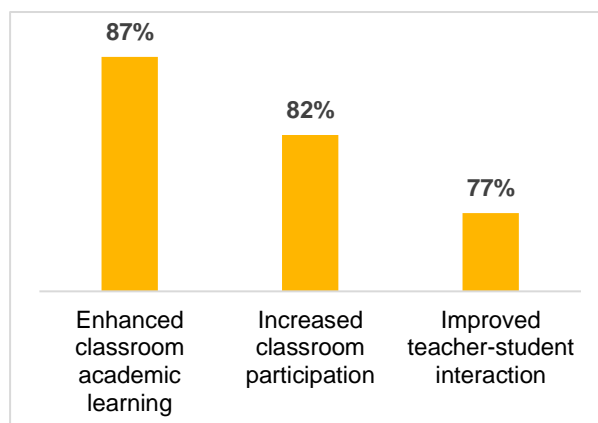
I have noticed an increase in the number of students attending school since the renovation. The enrolment, attendance and participation have all been high recently. My peers and I are now more enthusiastic to attend school, especially on the days we have any sessions on the smartboard. My parents too show more interest in knowing what we did in school. Recently, I attended the no-tobacco use session and have also watched multiple YouTube videos on science experiments, history and geography lessons, or on use of grammar. I find it as entertaining and stimulating as watching television at home.

- **As narrated by a student at Puri Zilla School, Puri**

2.4 IRECS Analysis

Basis the interactions with the key stakeholders and desk review, **the impact of the project was also assessed on the IRECS framework parameters**. The IRECS analysis summary has been presented in below table:

Table 4: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	- The project aims to **bridge the gap in infrastructure and educational resources** in schools, some over century old, that are facing neglect or lack of sufficient funding, and in turn preserving their cultural legacy. - The project did not restrict to specific age, gender, etc. **The project resources were utilised by both boys and girls in the school,** across classes I to X.
Relevance	- The **deteriorating infrastructure of these schools over a century old, along with insufficient financial resources,** led to the need for renovation and upgrades in the facilities to preserve their cultural legacy. - The infrastructure prior to the renovation was rated as average (57%) and below average (3%) by respondents. All the respondents believed there was a need for new infrastructure, including CCTV cameras, smart boards, wall paintings, and furniture, among others.

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[18] Multiple choice question. Hence total will add up to more than 100%.

Parameter	Assessment from Study
Effectiveness	• A significant number of respondents (98%) stated that the **infrastructure is better now** than before. • All the respondents **acknowledged that the project has improved their overall school experience**, indicating widespread satisfaction with the changes and indicated that lessons have improved because of the renovations and the introduction of new facilities. It was rated 4.35 on average out of 5. • The **learning atmosphere (96%), use of digital tools (82%), motivation to come to school, and opportunity for peer learning (72%) witnessed a change** with the renovation in the school. • Additionally, respondents felt an **improvement in teaching techniques (97%), focus (80%) and learning engagement (61%).** They also felt a shift in their **academics (87%), along with classroom participation (82%) and teacher-student interactions (77%).** • The grant not only affected the internal environment of the schools but also reflected on the **schools' reputation and student engagement**.
Convergence	• The project **supported government schools** through MPSAPS, an initiative launched by the Government of Odisha under the School and Mass Education Department. It also supports **Odisha government's 5T** (Teamwork, Technology, Transparency, Transformation, and Time limit) **High School Transformation Programme**. • The project directly **aligned with the government priorities** to enhance the educational ecosystem in the country.
Sustainability	• This is a **one-time grant to heritage schools over a century old**. While respondents reported that the school renovations and upgraded facilities are currently being maintained, it was also noted as a possible challenge for the grant recipients in the future.

2.5 Alignment to IBPM Limited's CSR policy and the UN SDGs

The project is aligned with IBPM's CSR policy which includes education as one of the key CSR focus areas for IBPM. The project is also aligned with Sustainable Development Goal[19]:

SDG 4 "Quality Education" focuses on ensuring equitable quality education and promoting lifelong opportunities for all. The project supports this goal by preserving the cultural and historical significance while ensuring students have access to quality education by meeting contemporary educational standards.

SDG 9 "Industry, Innovation and Infrastructure" emphasises building resilient infrastructure, promoting inclusive and sustainable technologies, and fostering innovation. This project enhances the enhances the durability and functionality of these schools, preserving their culture and ensuring they meet the needs of current and future generations

SDG 10 "Reduced Inequalities" aims at providing equal opportunities to all. The project supports this goal by improving access to quality education for all, upgrading facilities and ensuring inclusive infrastructure thereby bridging educational disparities.

2.6   Study Limitations

1. **Limited Schools with Completely Spent Grant:** Data availability was limited because only 30% of schools fully utilised their grant amount. Consequently, only these schools were included in the quantitative data collection.

2. **Assessing Impact from Multiple Contributing Factors:** Since the grants for the schools in the project come from IBPM Limited and the Odisha Government, the impact and key findings detailed in the report pertain to the collective impact of the project.

2.7 Case Stories

Following case stories have been gathered from schools during field visits.

Case Story 1: Saving the Day with CCTV Cameras

As part of the grant amount CCTV cameras were installed in classrooms to enhance security and monitor activities in the school. One afternoon, a student named Aarti* discovered that her lunch money was missing from her bag. Distressed and uncertain about how it had disappeared, she reported the incident to her teacher. Given the recent installation of CCTV cameras, the teacher decided to review the footage to determine what had happened.

Upon reviewing the CCTV footage from Aarti's classroom, the teacher observed another student, Priya*, discreetly taking the money from Aarti's bag when the classroom was momentarily empty. The clarity of the footage provided undeniable evidence of the incident. With this information, the teacher and school administrator privately confronted Priya about the incident. Faced with the evidence, Priya admitted to taking the money and expressed remorse for her actions. She returned the money to Aarti and apologised for her behaviour.

The situation was resolved amicably, with Priya understanding the consequences of her actions and Aarti recovering her lost money. The incident served as a learning experience for both students and highlighted the effectiveness of the CCTV system in maintaining a secure and accountable school environment.

Case Story 2: From Chalkboards to Smart Boards

Anita*, a 9th class student long struggled with traditional teaching methods until the installation of smart boards revolutionised her learning experience. As a visual learner, Anita benefited greatly from the vivid images, interactive diagrams, and engaging videos that these boards provided. In biology, complex topics became clear 3D models, while mathematics became approachable with color-coded annotations that clarified equations step-by-step.

The smart boards also rejuvenated her teachers' approach, incorporating diverse educational resources like interactive maps in history, which made lessons more engaging and relatable. This technological shift not only improved Anita's comprehension and retention but also boosted her confidence and academic performance.

As exams approached, Anita found revising easier, vividly recalling lessons from the smart boards. This transformation reignited her passion for learning, empowering her to pursue her academic goals with renewed enthusiasm. Smart boards thus turned Anita's academic challenges into successes.

*Name changed.
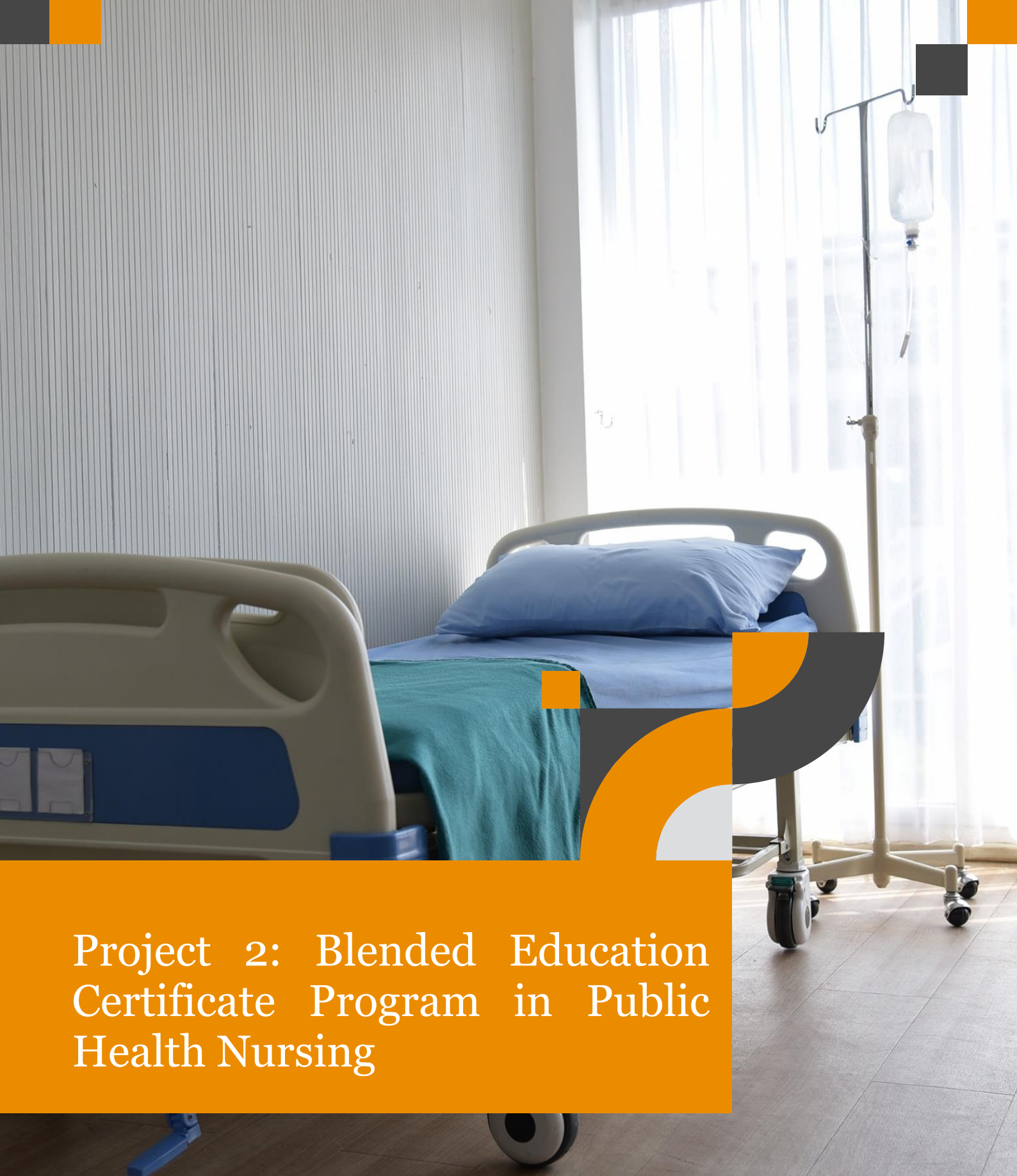
Project 2: Blended Education Certificate Program in Public Health Nursing

3.1   About the Project

In the realm of public health, specialized training for healthcare professionals is crucial for improving health outcomes and ensuring effective disease prevention and management. Equally important is raising community awareness and enhancing the knowledge of the representatives from local government institutions. These initiatives help bridge healthcare delivery gaps, promote equity, and boost community well-being.

Recognizing the importance of education in public health, Infosys Foundation has undertaken various initiatives to support the development of healthcare professionals. One notable project is the **"Blended Education Certificate Program in Public Health Nursing".** This project offers **comprehensive training and orientation sessions for 53 General Nurses, 22 BMC officials and training and around 250 MAS members[20]**, combing **online and in-person coursework** to **enhance their skills and knowledge. Supported by Infosys BPM Limited,** this project aims to contribute to improved health outcomes and stronger health systems in partnership with **Public Health Foundation of India (PHFI)**. Below Figure provides the project specifics:
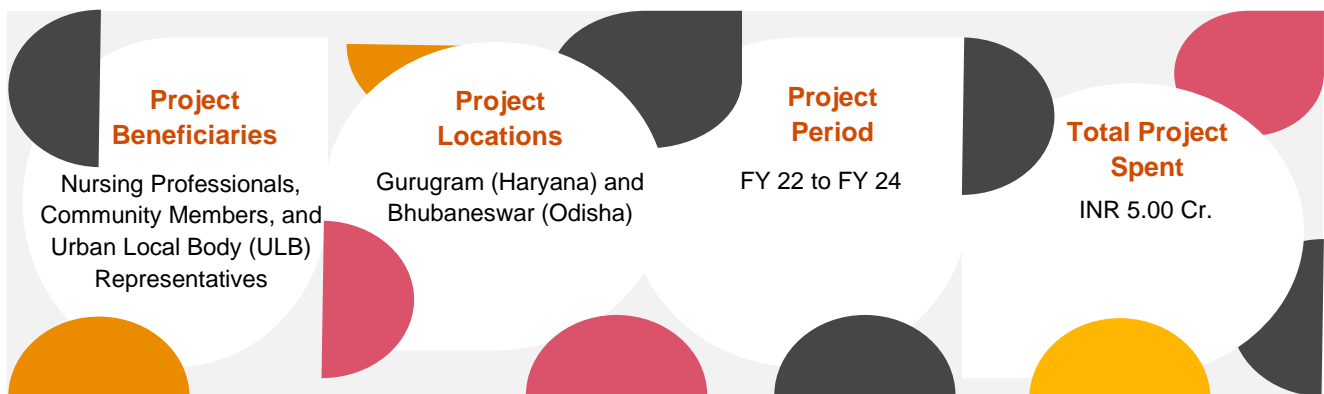
Figure 16: Schematic Representation of Project Specifics

Project Beneficiaries	Project Locations	Project Period	Total Project Spent
Nursing Professionals, Community Members, and Urban Local Body (ULB) Representatives	Gurugram (Haryana) and Bhubaneswar (Odisha)	FY 22 to FY 24	INR 5.00 Cr.

Figure 17: IIPH, Bhubaneswar

PHFI was established under public-private partnership in March 2006 to address the limited capacity for public health training, research, and policy development in India. PHFI **collaborates with Indian and international academia, government bodies, bilateral and multilateral agencies, and civil society groups**. As an independent foundation, it takes an **integrative approach to public health, focusing on promotive, preventive, and therapeutic services** tailored to Indian conditions.[21]

Under this project, **PHFI collaborated with Infosys Foundation** to launch **"Blended Education Certificate Program in Public Health Nursing" through Indian Institute of Public Health (IIPH) centers in Delhi-NCR and Bhubaneswar**.

Below is description of the project's various activities:

1. **Development and Delivery of Blended Education Certificate Programme in Public Health Nursing:** This initiative focused on creating and delivering a programme to enhance the public health nursing skills of 53 nurses from Bhubaneswar and Gurugram, aiming to improve primary care quality.

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[20] BMC- Bhubaneswar Municipal Corporation, MAS- Mahila Arogya Samitis
[21] Source: PHFI Website - https://phfi.org/

2. **Engagement with ULB for Priority Setting in Public Health Programmes and Capacity Building for Monitoring and Evaluation:** The project collaborated with ULB to prioritise public health issues and build capacity for monitoring and evaluation. An orientation session was conducted with National Health Mission representatives and 22 Medical Officers in Bhubaneswar, but operational (such as Government approvals) delays hindered similar efforts in Gurugram. Hence, similar orientation session which was earlier planned with the health officials with Municipal Corporation of Gurugram (MCG) could not form part of the project activities in Gurugram.[22]

3. **Enhancement of Community Capacity for Participatory Leadership in Public Health:** The project aimed to empower community organizations, like Mahila Arogya Samitis (MAS) and local NGOs, for leadership in public health. Training needs were assessed, and a curriculum was developed covering urban health challenges, beneficiary entitlements, community mobilisation, health communication, and leadership. Sessions were conducted with 17 MAS groups in Gurugram and 11 in Bhubaneswar, with each such MAS group consisting of 8-10 community members (covering approximately 250 community members).

3.2 Method of Impact Assessment

The impact assessment study employed a **consultative and cohesive approach** to evaluate the project's social impact. To begin the assessment process, **a kick-off meeting was held with Infosys Foundation,** followed by a **project briefing call with respective SPOCs from PHFI and IIPH in Bhubaneswar and Delhi.** These meetings offered the research team **essential insights into the specific support** provided in this project.

PW received the following **project documents**:

- **Memorandum of Understanding (MoU) and an Addendum to the MoU** signed with PHFI containing project's operational details.
- **Project Reports** from IIPH in Delhi and Bhubaneswar detailing the activities carried out at both the centres respectively.
- **Nursing training material** detailing the course content delivered to the trainees.

Accordingly, PW team commenced a **desk review** of the project documents which **facilitated the design of the assessment framework and the identification of key stakeholders** for interactions.

A qualitative research methodology was employed to assess the impact of this project. This methodology was more beneficial to gauge the impact because it provides in-depth insights into participants' experiences, perspectives, and the contextual factors influencing program outcomes, allowing for a comprehensive understanding of the program's effectiveness and areas for improvement.

Key stakeholders were identified and **tailored research tools were prepared** to ensure comprehensive and insightful data collection. Team conducted In-depth interview (IDI) and focused group discussion (FGD) with the stakeholders:

Figure 18: Sampling Plan

- **Trainees (Nurses)** from the Bhuwaneshwar Center (7 IDIs)
- **Trainees (Nurses)** at the Delhi-NCR Center (1 FGD)
- **Medical Officer** at Bhubaneswar Center (1 IDI)
- **IIPH team** at both Delhi-NCR and Bhuwaneshwar centers (2 IDIs)
- **Trainers** of IIPH at both the location (2 IDIs)
- **Project team** of Infosys Foundation (1 IDI)

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[22] On probing the IIPH Delhi SPOC, team noted that this aspect was communicated to Infosys team during the project implementation phase

3.3 Analysis and Findings

This section summarises the findings from the desk review and interactions:

3.3.1 Challenges Before the Project

▶ During the assessment, team noted following key challenges prior to the implementation of the project, which made a compelling case for the intervention:

- **Workload due to Staffing Shortages:** High patient-to-nurse ratios was leading to increased stress and burnout among nurses, compromising the quality of patient care. This shortage of staff means that nurses are often overworked, leading to decreased job satisfaction and potential errors in patient care.

- **Emotional and Physical Strain due to workload:** The emotional burden of caring for critically ill patients, coupled with the physical demands of the job, can result in significant fatigue and mental health issues for nurses. This strain was affecting their overall well-being and ability to perform their duties effectively.

- **Inadequate Nursing Resources:** Limited access to necessary supplies, technology, and support impeded healthcare professionals from delivering optimal care. This lack of resources led to inefficiencies and reduced quality of care, impacting patient outcomes negatively.

- **Safety Concerns for the Nursing professionals:** Nurses often faced hazards such as infectious diseases and workplace violence, which pose significant safety risks. These concerns heightened anxiety and stress, further impacting their job performance and overall health.

3.3.2 Summary of the Impact Created

1. Enhanced Public Health Expertise Through Blended Training Programs

- The training program consisting of **62 sessions (30 in Bhubaneswar and 32 in Delhi-NCR with one session being 8 hours long)** enhanced **the skills and knowledge of nurses**, enabling them to tackle urban health challenges more effectively. Its comprehensive nature improved their **ability to manage chronic diseases, provide effective maternal and child healthcare, and prevent communicable diseases**. This led to improved patient outcomes in urban health settings. The blended education model facilitated through this project, integrating online and in-person learning, accommodated the busy schedules of working professionals. This flexibility **enabled nurses to participate without disrupting their duties,** ensuring them to continue providing essential services while advancing their education.

- Participants consistently praised the training, highlighting its **relevance and effectiveness in enhancing their job performance**. They reported increased confidence and competence, which empowered them to meet the evolving healthcare demands of their communities.

Figure 19: Snapshots of the training topics covered under the project
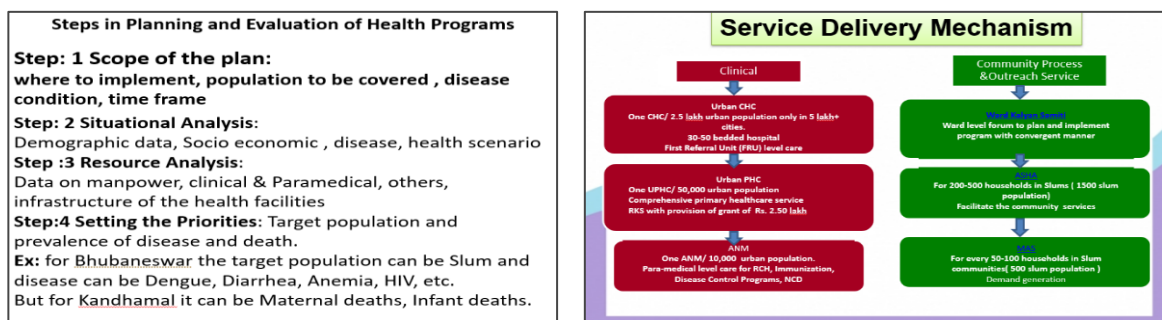
- Additionally, the training increased nurses' **awareness towards public health issues and effective intervention strategies**. This empowered them to implement preventive measures **more efficiently**

and promote health education within their communities. These trained nurses were now **able to maintain sterile environment, education patients and other staff on hand hygiene, implement isolation protocols (as necessary), promoting healthy lifestyle (such as balanced diets) etc.** Learning from the training further contributed to the overall improvement of community health standards and resilience.

- Further, the nurses reported that **although they had attended certain government-mandated training programs earlier**, **most of these were conducted offline only** and **did not focus specifically on public health issues within designated UPHC areas**.

> The Certificate Programme in Public Health has equipped us with essential skills and knowledge to tackle public health issues. We are now successfully training fellow nurses, improving infection control, mental health care, and chronic disease management. It has greatly enhanced health outcomes in our communities.
>
> - As narrated by a Clinical instructor from College of Nursing, Beharampur, Odisha

2. Enhancing Service Delivery in Public Health Crisis Management

- During the COVID-19 pandemic, nurses encountered major public health challenges, such as **stringent infection control measures and a rise in mental health issues among patients**. This training was instrumental in providing them with up-to-date knowledge and practical skills to handle these issues more effectively. **With advanced techniques in infection prevention and control,** nurses enhanced infection prevention by adhering to protocols like **hand hygiene and PPE use, educating patients and families, and participating in surveillance to monitor infection trends**, thereby contributing to reduction of virus spread.

- Additionally, the training addressed the psychological toll of the pandemic, offering strategies to support both patients and healthcare workers dealing with increased stress and anxiety. This aspect empowered **nurses to provide better mental health support to their patients** while managing their own well-being, ensuring resilience and effectiveness in their roles.

- The comprehensive training curriculum covered topics integral to nurses' daily responsibilities, including chronic disease management, maternal and child health, and health counselling. By strengthening their expertise in these critical areas, **the program enabled nurses to deliver more holistic care**. They were better equipped to educate patients on managing chronic conditions, provide essential maternal and child health services, and offer meaningful health counselling.

Figure 20: Snapshots of the training topics covered under the project
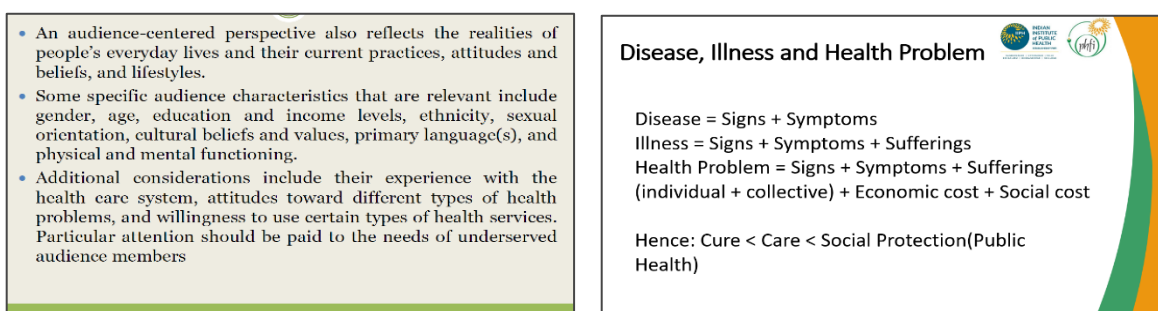
- This holistic approach to training ensured that nurses could deliver enhanced healthcare services, which contributed to improved health outcomes in the community. **By empowering nurses with the necessary tools and knowledge, the training program played a pivotal role in strengthening the overall healthcare system's response to both ongoing and emergent public health challenges**.

3. Empowering Communities through Health Training and Engagement

- Training sessions empowered MAS leaders to effectively disseminate health information within their communities. This initiative fostered local leadership and encouraged active participation in health promotion and advocacy, **leading to more informed and health-conscious communities.** Equipped with vital knowledge and skills, **MAS leaders bridged the gap between healthcare providers and the community**, thereby enhancing the impact of health interventions.

- Focused Group Discussions conducted by IIPH teams with the community members provided valuable qualitative insights into **specific community health challenges and potential solutions**. These discussions informed targeted interventions, ensuring initiatives addressed the community's actual needs. **By incorporating local perspectives, the interventions became more relevant and effective, leading to improved health outcomes**.

- Monthly health awareness camps conducted with a total of 28 MAS groups (17 located in Delhi NCR and 11 in Bhubaneswar) significantly boosted community engagement and the use of health services. In total such camps catered to a population of more than 250 community members (8-10 members in each camp). **These camps offered a platform for accessing essential health information and services, resulting in improved health outcomes**. Increased participation reflected increased community awareness and proactive approach to health management.

- **These initiatives combined to create a synergistic effect, amplifying the overall impact on community health**. The empowered MAS leaders, active community engagement in health camps, and the enhanced capabilities of nurses collectively contributed to a more resilient and health-aware community.

> The Orientation session, conducted by PHFI, has enhanced healthcare professionals' skills in urban slums. It emphasized on community engagement, holistic health strategies, and capacity building, leading to improved health outcomes in Bhubaneswar's slums.
>
> -   As narrated by a Medical Officer, UPHC, Bhubaneswar (Odisha)

4. Capacity building of Government stakeholders

Figure 21: Orientation session with Medical Officers and Medical representatives

Image Source: Implementing Partner (IIPH Bhubaneswar)

- The project involved extensive collaboration with government bodies, including the Bhubaneswar Municipal Corporation (BMC) and Urban Primary Health Centres (UPHCs) from both the locations, to enhance the capacity and skills of public health officials. **These partnerships were instrumental in providing tailored training programs that addressed specific local health challenges and improved the overall effectiveness of public health interventions**.

- Establishing strong relationships with key stakeholders, such as government officials and technical experts, was crucial for securing support for capacity-building initiatives. These alliances **ensured the sustainability of health interventions by fostering a shared commitment to public health goals and facilitating the integration of new practices into existing systems**.

- To strengthen these partnerships with Government stakeholders, orientation session with the **Medical Officers, representatives from BMC, and the NHM officials in Bhubaneswar** emphasized the importance of collaboration among government agencies, NGOs, and stakeholders to integrate health services and optimize resource utilization. This collaborative approach aimed to **enhance patient outcomes and address public health challenges** more effectively by **leveraging the strengths and resources of various entities such as civil society organisations, BMC, NHM, etc.**

- In contrast, however, the **Municipal Corporation of Gurgaon (MCG) faced limitations due to restrictions on collaborating with NGOs**, translating into **IIPH not being able to conduct similar orientation session in Gurugram**. This greatly hindered the effectiveness and reach of project's activities, especially pertaining to collaboration with the Government stakeholders.

- Despite these challenges in Gurugram, the orientation session in Bhubaneswar improved collaboration and communication among health officials. This improvement fostered and **led to better teamwork and more effective decision-making related to public health initiatives, ultimately resulting in more cohesive and responsive health services for the community**.

3.4 IRECS Analysis

Basis the interactions with the key stakeholders and desk review, **the impact of the project was also assessed on the IRECS framework parameters**. The IRECS analysis summary has been presented in below table:

Table 52: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	- The project empowered 28 MAS leaders and their groups, **fostering local leadership and active community participation in health promotion and advocacy**, thereby ensuring that diverse community voices were included. - FGDs with the community representatives from the MAS groups captured local perspectives, ensuring that **health sessions were tailored to address the actual needs of various community members**. - The blended education model **accommodated the demanding schedules of working nurses**, ensuring that all participants, regardless of their work responsibilities, could access the training.
Relevance	- Training programs **addressed the critical public health challenges faced by nurses**, such as managing chronic diseases, maternal and child healthcare, and communicable disease prevention, directly improving patient outcomes. - The curriculum was updated to **include advanced techniques in infection prevention and mental health support, making it highly pertinent during the COVID-19 pandemic**. - FGDs with MAS members provided qualitative insights into community-specific health challenges, **ensuring interventions were directly relevant to community needs**.
Effectiveness	- The project **catered to 53 nurses through a total of 62 sessions held at both centers**. Further, monthly **health awareness camps were organized for 28 MAS groups (a total of more than 250 community members)**, with 17 situated in NCR and 11 in Bhubaneswar. - Nurses reported a **significant boost in confidence and competence**, empowering them to meet the evolving healthcare demands of their communities effectively.

Parameter	Assessment from Study
	• The training enhanced **collaboration and communication among health officials**, **fostering better teamwork and more effective decision-making** in public health initiatives. • The comprehensive nature of program **enabled nurses to deliver more effective and holistic care**, contributing to improved health outcomes in the community.
Convergence	• Extensive **collaboration with government institutions like BMC and UPHCs** ensured that tailored training programs addressed specific local health challenges. • Orientation session with the MOs and Health Officials in Bhubaneswar (in alignment with the BMC) emphasized the importance of collaboration among government agencies, NGOs, and stakeholders **to integrate health services and optimize resource utilization**. • Despite MCG's limitations in collaborating with NGOs, the project **highlighted the need for flexible policies to enable broad-based partnerships in public health efforts**.
Sustainability	• Establishing **strong relationships with key stakeholders, including government officials and technical experts**, ensured the sustainability of health interventions by fostering a shared commitment to public health goals. • **Empowered MAS leaders and nurses** created a **long-lasting impact on community health**, promoting a culture of prevention and wellness. • The comprehensive training program, incorporating both online and in-person learning, **allowed nurses to continue providing essential services while advancing their education**, ensuring the sustainability of improved health services.

3.5 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 **healthcare as one of the key CSR focus areas for Infosys BPM Limited.** The project is also aligned with following Sustainable Development Goal (SDG)[23]:

SDG-3 emphasises on **ensuring healthy life and promoting well-being for all at all ages**, with a **specific focus on strengthening healthcare systems**. The project involved creating a blended education program to **train 53 public health nurses in Bhubaneswar and Gurugram**, engaging urban local bodies (total 22 BMC officials through orientation session) for public health priority setting and capacity building, and enhancing community leadership through training sessions for 28 MAS groups consisting of more than 250 members.

3.6 Study Limitation

• **Non-availability of stakeholders from MCG:** During the interaction with the PHFI team, it was noted that MCG was not authorized to collaborate with NGOs and hence, none of the project activities planned with the MCG could materialise. Hence, the assessment team was unable to engage with the MCG during the interactions.

3.7 Case Stories

Following case stories have been gathered through discussions held with the project stakeholders during field visit to IIPH center:

Case Story 1: Empowering Healthcare Heroes: Transforming Communities through Education and Dedication

Laxmi*, a dedicated nursing tutor, experienced a significant transformation through the Blended Education Certificate Programme in Public Health, supported by the Infosys Foundation and conducted by PHFI. The programme equipped her with essential skills and knowledge to address various public health challenges, including infection control, mental health support, and chronic disease management.

Laxmi applied her newfound expertise by training fellow nurses in her community. Her efforts led to improved infection control practices, reducing disease spread. She also enhanced mental health support services, providing crucial care to those affected by stress and anxiety. Additionally, her work in chronic disease management resulted in better health outcomes for patients.

The impact of Laxmi's dedication was evident throughout her community. Health outcomes improved, and the overall well-being of residents saw a positive shift. Her success story highlights the transformative power of education and community engagement in public health, demonstrating how one individual's commitment can lead to significant improvements in healthcare delivery.

Case Story 2: Transforming Public Health: One Doctor's Commitment, Countless Lives Improved

Dr. Singh* a committed Medical Officer at an Urban Primary Health Center (UPHC) in Bhubaneswar, experienced a profound transformation through the Blended Education Certificate Programme in Public Health, supported by the Infosys Foundation and conducted by PHFI. The programme provided him with essential skills and knowledge to tackle various public health challenges, particularly in the underserved slum areas.

Dr. Singh utilized his newfound expertise to address specific health issues faced by the residents of these communities. He focused on improving infection control practices, which significantly reduced the spread of communicable diseases. Additionally, he enhanced mental health support services, offering crucial care to individuals affected by stress and anxiety. His efforts in managing chronic diseases also led to better health outcomes for patients.

Dr. Singh's dedication and proactive approach had a noticeable impact on the community. Health outcomes improved, and the overall well-being of residents saw a positive shift. His success story underscores the transformative power of education and community engagement in public health, illustrating how one Medical Officer's commitment can lead to substantial improvements in healthcare delivery and community health.

*Name changed

Project 3: Construction of a Multipurpose Hall at Karnataka Public School

4.1. About the Project

The education systems are being enhanced globally to equip students with the knowledge and skills essential for **leading healthy and productive lives**. A critical aspect of this endeavour is the **development of school infrastructure** which fosters a **supportive learning environment**. This is instrumental in **improving educational outcomes** and **promoting student engagement**. Additionally, **well-designed educational facilities** contribute to the **holistic development** of students, irrespective of their socio-economic backgrounds.[24]

Over the years, Infosys Foundation has undertaken several such projects to **enhance learning opportunities** for children. One such project is the **"Construction of a Multipurpose Hall"** at **Karnataka Public School (KPS)**, Chitradurga district, Karnataka, which was funded by **Infosys Limited** and **Infosys BPM Limited**. This project **enhances extracurricular experiences** for **underprivileged students** and **creates a space for community engagement.** Below Figure provides an overview of project specifics:

Figure 22: Schematic Representation of Project Specifics[25]

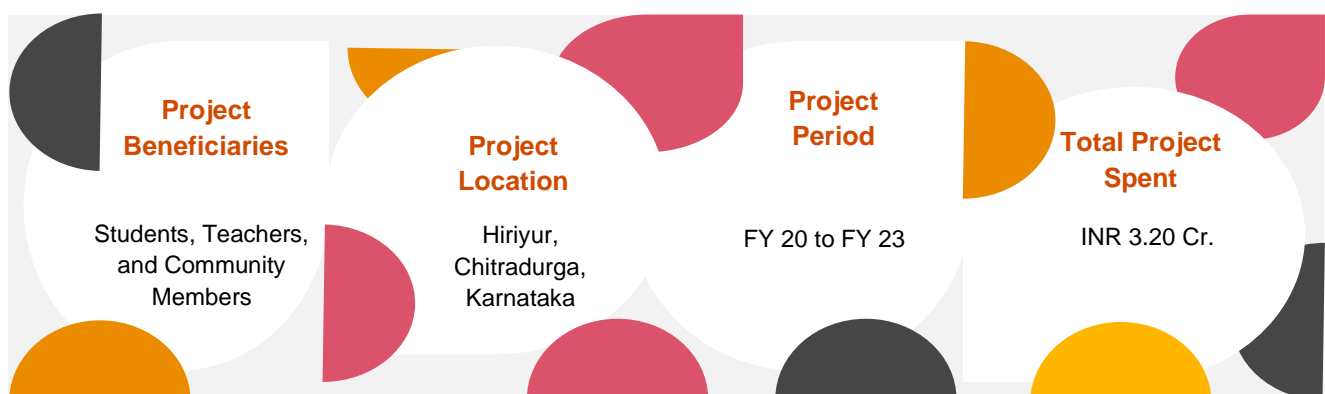| Project Beneficiaries	Project Location	Project Period	Total Project Spent
Students, Teachers, and Community Members	Hiriyur, Chitradurga, Karnataka	FY 20 to FY 23	INR 3.20 Cr.

Figure 23: Karnataka Public School Building

KPS was **established** to meet the demand for quality education in the region. Over the past six decades, the school has undergone significant renovations and expansions to accommodate the growing student population. In the current academic year (FY 25), the school has **754 students, and over 50 teachers.**[26]

In **June 2023, Infosys Foundation** handed over the newly constructed **Multipurpose Hall ("Sujnana Sadhana")** to KPS. This state-of-the-art facility includes an **auditorium designed to accommodate up to 1,000 individuals**. This Multipurpose Hall also features **changing rooms, a restroom complex, and comprehensive interior enhancements** such as seating, a stage, lighting, and other essential amenities. The school administration will be responsible for the ongoing maintenance following the project's completion.

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[24] Source: https://documents1.worldbank.org/curated/ru/853821543501252792/pdf/132579-PUB-Impact-of-School.pdf
[25] As per the project documents shared by Infosys Foundation and KPS.
[26] As per data shared by KPS

4.2. Method of Impact Assessment

The study leveraged an **integrated and cohesive approach** to assess the social impact of this project. A **kick-off meeting** was organised with Infosys Foundation and KPS team to understand the support provided under this project. This meeting also helped to gather any additional requirements for starting the impact assessment process.

Following the meeting, PW received following **project documents** from Infosys Foundation:

- **Memorandum of Understanding (MoU) and 2 addendums** signed with KPS, specifying details of project, and other operational requirements related to the execution of project
- **Handover letter of the Multipurpose Hall** from Infosys Foundation to KPS
- **List of events** conducted at the newly constructed Multipurpose Hall
- **List of students** enrolled across classes and **teachers employed** at KPS

The PW team started the **desk review of the project** using information collected during the kick-off meeting and from the project documents. This step enabled the team **to design the assessment framework** and finalising the **key stakeholders** for subsequent interactions.

A **mixed research methodology** was leveraged, incorporating both qualitative and quantitative methods to assess the impact of this project. While the quantitative survey was conducted with students from class VII to class XII, qualitative research was undertaken with various stakeholders mentioned in Figure 24. These interactions were useful in assessing subjective experiences of stakeholders.

The sampling plan involved **In-depth interviews (IDIs) and Focused group discussions (FGD)** with following stakeholders:

Figure 24: Research Design of the Study

- **Quantitative surveys** with a sample of 201 students from KPS*
- **Principal** (1 IDI) and **Teachers** (2 IDIs)
- **Students** (2 FGDs)
- **Parents of students** (6 IDIs)
- **Community members** (2 IDIs)
- **Project team of Infosys** Foundation (1 IDI)

*According to the information provided by KPS, the team noted that the project benefited **754 students**. Consequently, a **sample size of 201** was determined, using a **90% confidence level and a 5% margin of error**. The sample was **representatively divided** among students from **classes VIII to XII** to **ensure accurate recall** of the project activities and its impact. The quantitative sample for the survey was finalised in consultation with Infosys Foundation.

4.3. Analysis and Findings

Based on interactions and a review of the project documents, the findings have been summarised as follows:

4.3.1. Challenges Before the Project

Following challenges were identified prior to the project intervention:

- **Challenges with Outdoor Events:** In the past, school events such as assemblies, festival celebrations, and various extracurricular activities were conducted outdoors. This often resulted in challenges for students, who had to **stand for extended periods in direct sunlight**. Inclement weather occasionally necessitated either **relocating these events** to smaller venues or leading to their cancellation.

- **Limited Capacity of Indoor Venues:** Many events were **conducted on a limited scale** within classrooms, restricting opportunities for students to display their talents beyond academic performance. **Educational seminars were typically held in smaller seminar rooms**, accommodating only a select number of participants. This **lack of adequate venues** prevented a broader range of students from engaging in events of their choosing, thereby **impeding their holistic development**.

- **Lack of Space for Community Engagement:** The need for a **dedicated space for community events** and **parent-teacher meetings** was recognised. The absence of such facilities hindered community participation in school activities and support for students. Additionally, **no nearby institutions** provided the necessary amenities to facilitate these initiatives. In response, **KPS reached out to the Infosys Foundation** for financial support to construct a Multipurpose Hall to effectively serve the needs of the school and the community.

4.3.2.   Summary of the Impact Created

1.   Beneficiary Profile:

This section presents the socio-demographic profile of project beneficiaries (n=201):

> The project benefitted both male and female students. The survey respondents comprised approximately 47% male and 53% female students.
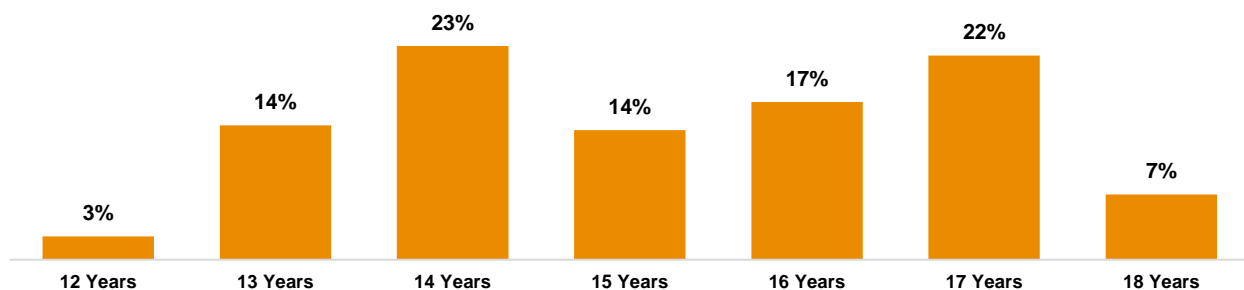>
> The respondents were current students at the school in classes VIII to XII over the age of 12 years.
>
> Majority of the respondents (88%) were from Below Poverty Line (BPL) families and all students resided in nearby vicinity of Chitradurga district.
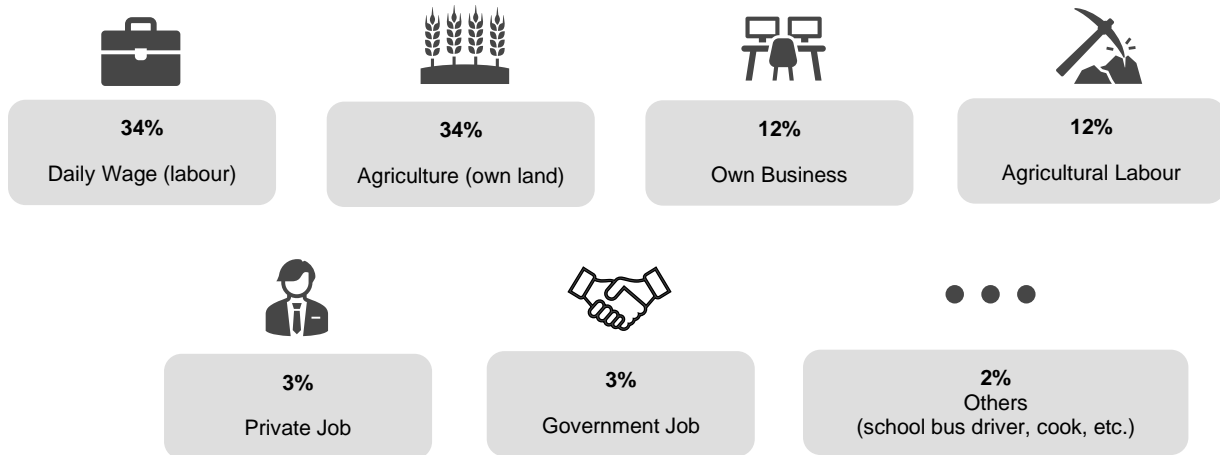
Figure 25: Age of the Respondents

- An **equal proportion of students** were from classes VIII to XII were surveyed to effectively demonstrate the project's impact at each academic level (Figure 26).

Figure 26: Class-wise Spilt-up of Respondents

■ 8th ■ 9th ■ 10th ■ 11th ■ 12th
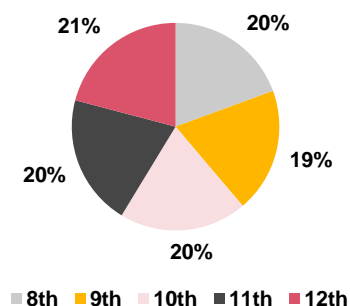
- The **primary source of income** for these families was **daily wage labour** (34%) and agricultural work on their own land (34%) (refer Figure 27).

Figure 27: Primary Source of Income of the Respondents' Families

34% Daily Wage (labour)	**34%** Agriculture (own land)	**12%** Own Business	**12%** Agricultural Labour
3% Private Job	**3%** Government Job	**2%** Others (school bus driver, cook, etc.)	

2. Enhanced Educational Infrastructure:

- **60% indicated** that before the construction of the hall, the **school lacked a designated space for events or meetings**. Furthermore, **98% expressed the need for such a facility**.

- Stakeholders suggested that this Multipurpose Hall has set a **significant benchmark for educational infrastructure in the region**. Notably, KPS is the **first school in Hiriyur Taluk to offer such a comprehensive space for extracurricular activities**.

- Participants reported **high satisfaction with the facility's features**, as illustrated in Figure 105. The stage and seating capacity received the highest ratings, each scoring 4.7.[27] Additionally, **99%** expressed **overall happiness** with the construction quality of this hall.

Figure 28: Rating of Amenities

Changing rooms	4.2/5
Stage	4.7/5
Seating Space	4.7/5
Audio Facilities	4.6/5
Lighting	4.6/5
Toilets	4.3/5

Figure 29: Interior and Exterior Building of the Multipurpose Hall

- **82% stated** that they have **not faced any issues** with the Multipurpose Hall. Additionally, all of them felt that KPS was making their best efforts to maintain the facility. However, upon further inquiry, students highlighted the need for more toilets, an RO water filter, air conditioning for the Multipurpose Hall, and an electrical backup for power outages.

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[27] Scoring was on a scale of 1 to 5, with 1 being the lowest and 5 being the highest score.

- **94% were aware that this Multipurpose Hall was constructed by Infosys Foundation**. Interactions with other stakeholders confirmed this awareness. Respondents indicated that they knew of the facility through:[28]
  - Communication from the school (73%)
  - Branding present within the auditorium building (22%)
  - Word of mouth from peers/ other sources (5%)

Figure 30: Infosys Branding

“ Previously, the district lacked a dedicated space for events or meetings, limiting students' extracurricular opportunities. This **hall's state-of-the-art amenities** have **significantly enhanced the overall experience for students**. This improvement has addressed a critical infrastructure gap and bolstered the school's reputation, attracting families seeking superior educational prospects for their children.

- **As narrated by a Parent during interactions**

3. Augmented a Holistic Learning Environment:

- Since its inauguration from June 2023, this Multipurpose Hall has successfully **hosted over 35 events** through August 2024.[29] Survey results indicate:[30]

  - **96%** perceived a **significant improvement in the quality of events** hosted in this facility over time,
  - The availability of space contributed to a greater frequency of events, with **50% respondents visited weekly**, and **44% often attending events in the Multipurpose Hall** (refer Figures 31 & 32),
  - **86%** reported an **increase in engagement and participation in school events.**

- The Multipurpose Hall hosted a variety of events, including annual celebrations, festivals, special commemorative days, and talent showcases. It served as a venue for award ceremonies recognising student achievements, textbooks distribution, parent-teacher meetings, and health camps. Guest lectures, such as seminar conducted by the **Indian Science and Research Organisation (ISRO)**, were well-received and generated considerable interest among the students.
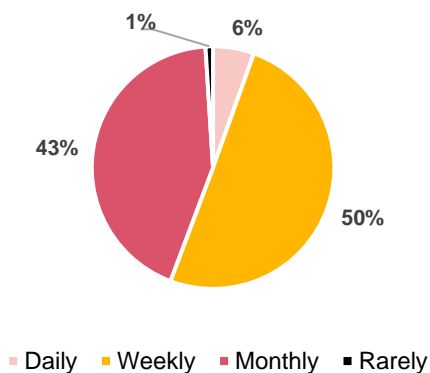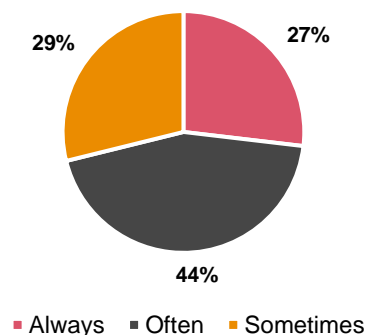
Figure 31: Frequency of Visits to the Hall

1%　6%
43%
50%

■ Daily ■ Weekly ■ Monthly ■ Rarely

Figure 32: Frequency of Events

29%　27%
44%

■ Always ■ Often ■ Sometimes

- The benefits of this Multipurpose Hall were evident both **academically** and in **extracurricular performance**.

  - Academically, the Multipurpose Hall fostered a more **holistic learning environment**. 83% respondents felt more **motivated to attend school** due to the frequent events and activities held at the venue. Additionally, 83% recognised the establishment of a peer-learning environment, and 80% reported an overall improvement in their school experience.[31]

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[28] Multiple choice question. Hence, the sum of responses will exceed 100%.
[29] As per the data shared by KPS.
[30] Multiple choice question. Hence, the sum of responses will exceed 100%.
[31] Multiple choice question. Hence the sum of responses will exceed 100%.

- o The range of extracurricular activities organised at the Multipurpose Hall **created opportunities for student participation**. A majority of respondents (85%) reported **increased exposure to various activities**. Additionally, 84% noted **encouragement to learn**, and 73% were able to **explore their individual talents**.[32]

- Most respondents (82%) appreciated the **spacious seating capacity** of the facility. This was followed by **praise for the modern design and technologically advanced amenities** (77%), and the **enhanced audio-visual experience** during events (75%) (refer Figure 33).[33]

Figure 33: Benefits to the School with a Multipurpose Hall

Seating Capacity	Modern Design & Tech	Audio-Visual Experience	Platform for Events	Community Engagement
82%	77%	75%	68%	51%
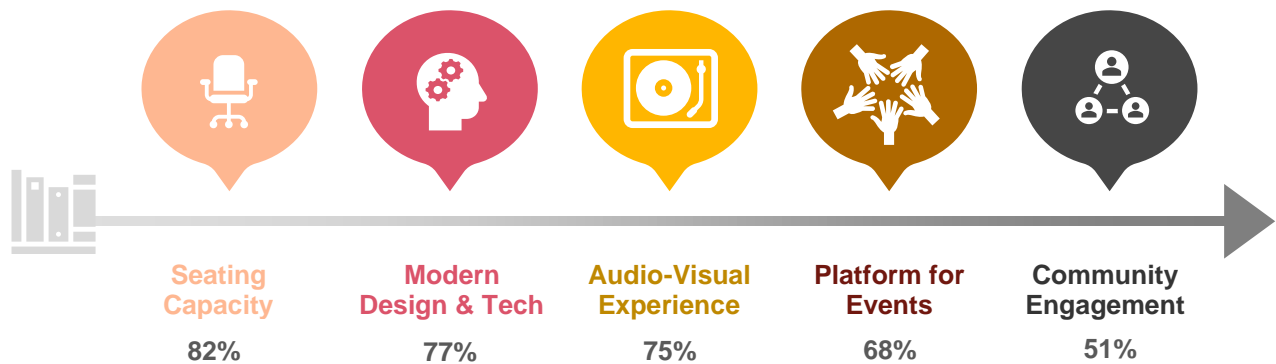
" This Multipurpose Hall has provided a dedicated space for students to engage in various activities, including cultural events, workshops, and seminars. This has led to increased student participation, as they now have a proper stage to display their talents. The expanded capacity for events offers students more opportunities to get involved throughout the year. Students are thrilled to perform on such a stage and be appreciated by their peers and community members.

- **As narrated by a Teacher at KPS during interactions**

4. Improved Community Engagement:

- 100% respondents acknowledged that this Multipurpose Hall has **enhanced the school's reputation within the region** (n=201).

- They also believed that this Multipurpose Hall plays an **important role in motivating other children and youths to enrol** at KPS. Since the beginning of the academic year FY 24, the school has **welcomed over 50 new students**.

- According to student feedback, the facility has significantly supported the community and **fostered a sense of unity**, with 86% of respondents in agreement. Furthermore, it has **established a valuable platform for community learning** (79%), **social awareness** (76%), and **self-expression** (56%) among participants (n=201).[34]

- Over time, KPS has hosted multiple events including Taluk-level competitions, Parent-Teacher Meetings (PTMs), and Health camps for community members.

Figure 34: Entrance and Seating Capacity of the Multipurpose Hall

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[32] Multiple choice question. Hence the sum of responses will exceed 100%.
[33] Multiple choice question. Hence, the sum of responses will exceed 100%.
[34] Multiple choice question. Hence the sum of responses will exceed 100%.

Stakeholders regard the facility as a valuable community asset. Furthermore, all survey respondents (n=201) expressed pride in their school, attributing it to the Multipurpose Hall.

> I attended a medical camp held at the auditorium and witnessed its significant value for our community. Doctors from local hospitals conducted essential health check-ups and offered important guidance on maintaining our well-being. This initiative has been vital, especially for individuals with limited access to healthcare services. Such events not only raise awareness of health issues but also provide essential services to those in need.

- **As narrated by a Community Member of Chitradurga District**

4.4. IRECS Analysis

Basis the interactions with the key stakeholders and a desk review**, the impact of the project was assessed using the IRECS framework parameters**. A summary of IRECS analysis is presented in the table below:

Table 6: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The Multipurpose Hall aims to **enhance the educational infrastructure for underprivileged children**. Located in KPS, a government school in the Chitradurga district of Karnataka, **this facility serves both boys and girls, predominantly from below poverty line (BPL) households (88%).** • The project also **emphasizes community engagement through various events** held at the Multipurpose Hall, such as health camps, Parent-Teacher Meetings, and taluk-level competitions for students.
Relevance	• **Lack of dedicated space for extracurricular events highlighted the need for a Multipurpose Hall** at KPS. Previously, events were either held outdoors or confined to a classroom or seminar room, making them vulnerable to weather conditions, and space availability. This was felt by the students, with 98% respondents stated the requirement for a multipurpose hall. • Furthermore, no other school in the region had a similar facility. There was also no other open platform for community engagement activities.
Effectiveness	• Almost all the respondents confirmed that there has been **an increase in the frequency of events post the construction of the hall.** The students are now given more opportunity to participate in extracurricular activities and attend seminars. • The students have **rated the new facilities of the Multipurpose Hall highly**. The **ratings include changing rooms (4.2/5), stage (4.7/5), seating space (4.7/5), audio facilities (4.6/5), lighting (4.6/5) and toilets (4.3/5).** • **82% have not faced any issues with the hall.** Students stated that the building requires, a generator set and better ventilation as the current situation leads to difficulties during power shortages at the school. Additionally, students stated that it would be beneficial **to have an RO water filter at the hall**. • This **project elevated a sense of unity among the community and created a sense of pride in the students** towards this school.
Convergence	• KPS is **a state government-run institution** which has benefited from the support of the Infosys Foundation. Hence, this project aligns with the **government's efforts to enhance the quality of education for children and youth from underprivileged communities.**

Parameter	Assessment from Study
Sustainability	• All beneficiaries reported that the construction is of high quality and durable, with minimal repairs anticipated in the coming years. Although maintenance costs are the school's responsibility, there is confidence that these can be managed effectively.

4.5. Alignment to the Infosys's CSR policy and the UN SDGs

The project is aligned with the CSR policy of Infosys Limited and Infosys BPM Limited respectively which includes education as one of the key CSR focus areas. The project is also aligned with following **Sustainable Development Goals (SGDs)**[35]:

SDG-4 aims to **ensure inclusive and equitable quality education and promote lifelong learning opportunities** for all. The Multipurpose Hall supports this goal by providing a versatile space that enhances educational quality and inclusivity, bringing about a holistic development beyond classroom learning.

SDG-9 focuses on **building resilient infrastructure, fostering innovation, and supporting sustainable development**. This goal has been achieved by construction a Multipurpose Hall for both academic and extracurricular activities. The improvement in infrastructure serves as a sustainable asset, contributing to long term educational and social growth.

4.6. Study Limitation

• **Limited Availability of Students:** The study involved interactions with students from several classes. However, the qualitative interactions were limited due to examinations taking place during the field visit to the school. As a result, the school was only able to mobilise students who were not scheduled for exams at that time.

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[35] Source: https://sdgs.un.org/goals

4.7. Case Stories

Following case stories have been gathered through discussions held with the project stakeholders during field visit to KPS:

Ramanna* from Chitradurga district attended a medical camp organised by Dayananda Hospital at the Multipurpose Hall. During the event, doctors conducted health check-ups and provided valuable tips on maintaining good health. He believed this initiative was especially beneficial for those who did not have easy access to healthcare. Such events raised awareness about health issues and offered services that the community genuinely needed. He mentioned that the community felt there had been an increase in awareness about events at KPS since this hall was built. The school was now seen as more active and involved due to the variety of events that were conducted. Furthermore, the school's reputation improved as a result.

After visiting a few schools with smaller auditoriums, Ramanna noted that while those spaces served their purpose, they were not as spacious or well-equipped as the Multipurpose Hall. The other auditoriums lacked the same capacity and facilities, which restricted the number of people able to attend events. The Multipurpose Hall stood out because it could accommodate a larger audience and offered better amenities, making it a more valuable resource for the community.

Anitha*, a student at KPS School, faced numerous difficulties before the Multipurpose Hall was constructed. Events were often held outside on the field or in the corridor, exposing students to the sun or rain, making the experience uncomfortable and unenjoyable. Without proper seating, students crowded together. However, with the completion of the new hall, everything has changed for the better.

The spacious hall now allows events to be held on an actual stage equipped with good lighting and sound. Anitha appreciates the addition of a green room where students can prepare before performing, and the clean restrooms enhance overall comfort. The Multipurpose Hall fosters a sense of community among students.

They now come together for momentous events such as Independence Day celebrations, health camps, talent shows, and special educational sessions like the ISRO workshop. Anitha feels a sense of pride in participating in these events. Receiving an award on stage now feels much more meaningful, and she enjoys the experience significantly more. With enough seating for all students, no one must stand in the sun or crowd together anymore. The support from Infosys has transformed school events, making them more enjoyable and inclusive for everyone. Anitha takes pride in being part of these activities, and the new Multipurpose Hall has enhanced her school life.

*Name Changed

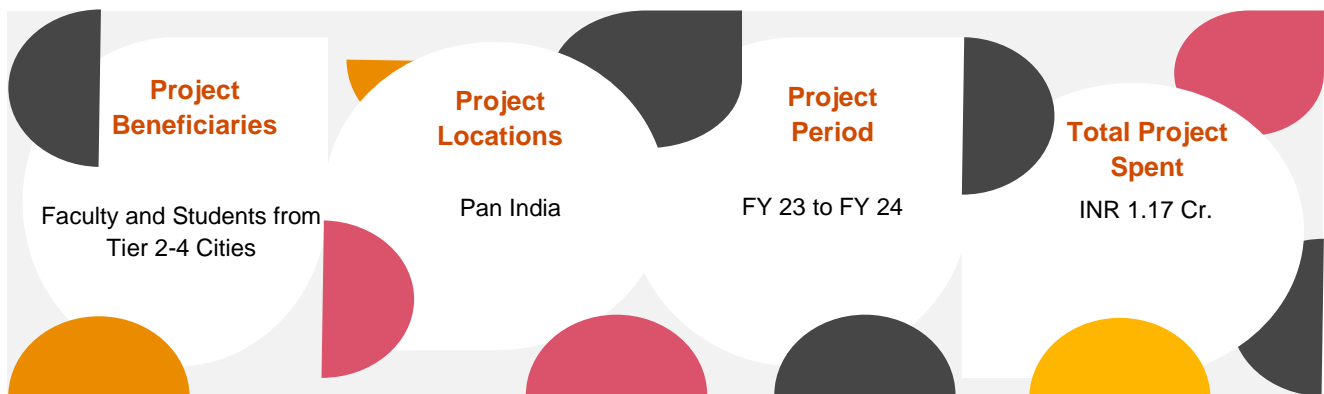# Project 4: Enhancing Employability through Skills Development Programmes

5.1. About the Project

▶ The vast demographic dividend of India presents both an opportunity and a challenge. With a significant portion of the population comprising young individuals, there exists an **urgent need to equip this youth segment, particularly those from non-engineering and non-IT backgrounds, with the necessary skills to thrive in the modern workforce**. Enhancing employability skills among these groups is essential to drive inclusive economic growth and ensure that all sectors of society contribute to and benefit from India's economic progress.
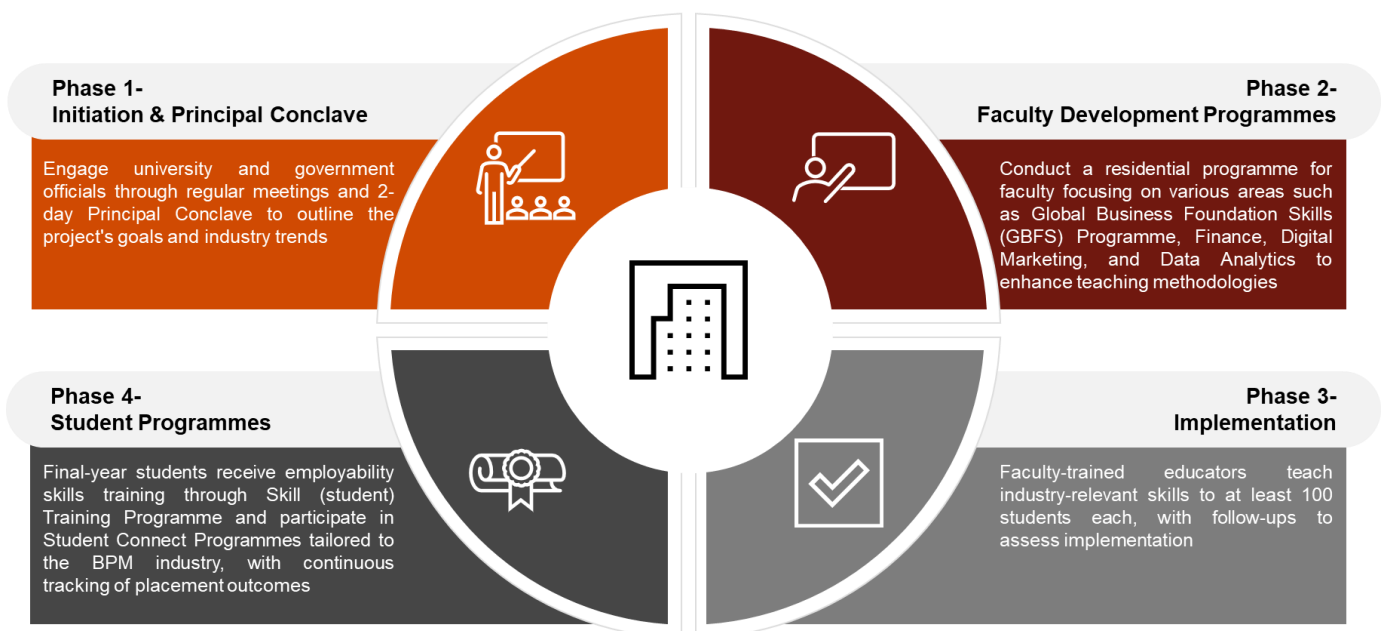
Recognizing this challenge, Infosys BPM Limited (IBPM) **designed "Project Genesis"** with a mission to enhance employability through Skill Development Programmes. Implemented directly by IBPM, this **talent sustainability programme aligns the teaching methodologies and course curricula of graduate schools in tier 2, 3, and 4 cities with industry standards.** By enhancing the relevance of academic programmes, **Project Genesis aims to bridge the gap between education and employment**, thereby **fostering a workforce that is both skilled and adaptable to evolving industry demands**. Below Figure provides an overview of the project specifics:

Figure 35: Schematic Representation of Project Specifics

Project Beneficiaries	Project Locations	Project Period	Total Project Spent
Faculty and Students from Tier 2-4 Cities	Pan India	FY 23 to FY 24	INR 1.17 Cr.

Project Genesis unfolds in following **structured four-phase approach to bridge the gap between education and industry demands**[36]:

Figure 36: Stages of Project Genesis

Phase 1- Initiation & Principal Conclave
Engage university and government officials through regular meetings and 2-day Principal Conclave to outline the project's goals and industry trends

Phase 2- Faculty Development Programmes
Conduct a residential programme for faculty focusing on various areas such as Global Business Foundation Skills (GBFS) Programme, Finance, Digital Marketing, and Data Analytics to enhance teaching methodologies

Phase 4- Student Programmes
Final-year students receive employability skills training through Skill (student) Training Programme and participate in Student Connect Programmes tailored to the BPM industry, with continuous tracking of placement outcomes

Phase 3- Implementation
Faculty-trained educators teach industry-relevant skills to at least 100 students each, with follow-ups to assess implementation

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[36] Project Genesis Brochure shared by IBPM

To improve the teaching capabilities and prepare students for the global business landscape, this project has following two major components[37]:

1. **Faculty Development Programme (FDP):** Under this, **GBFS programme is conducted by IBPM which is an intensive eight-day course designed to elevate educators' competencies**. It starts with two days focused on enhancing facilitation skills for effective teaching, followed by a three-day module on improving communication proficiency. The programme also strengthens quantitative and analytical skills to foster critical thinking. FDP also includes **three days of domain-specific training**, providing insights into real-world industry applications.

2. **Skill Training Programme (STP):** This **15-day Programme aims to empower graduating students, unemployed graduates in Tier 2 and 3 areas, individuals from economically disadvantaged backgrounds, and people with disabilities.** It provides essential skills for excelling in recruitment processes, focusing on aptitude tests and interviews. Expert trainers help improve communication, overcome public speaking fears, and master interview techniques and test-solving strategies, ensuring participants are ready for employment opportunities.

Figure 37: Overview of Training Programmes offered under Project Genesis
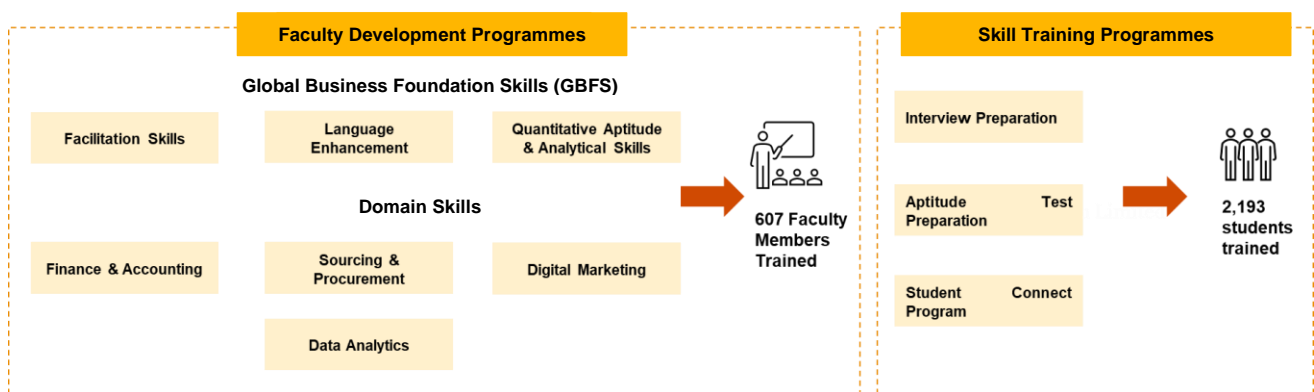
5.2. Method of Impact Assessment

The impact assessment study employed a **consultative and cohesive approach** to evaluate the project's social impact. To begin the assessment process, **a kick-off meeting was held with IBPM's CSR team**, which offered the research team with **relevant insights into the support provided in this project and** align on the requirements for starting the assessment exercise.

PW received the following **project documents**:

- **Project Genesis Brochure** providing an overview of project activities and output
- **Programme detail** document of FDP and STP for FY 24
- **Beneficiary details for FY 24** including the institutions' list
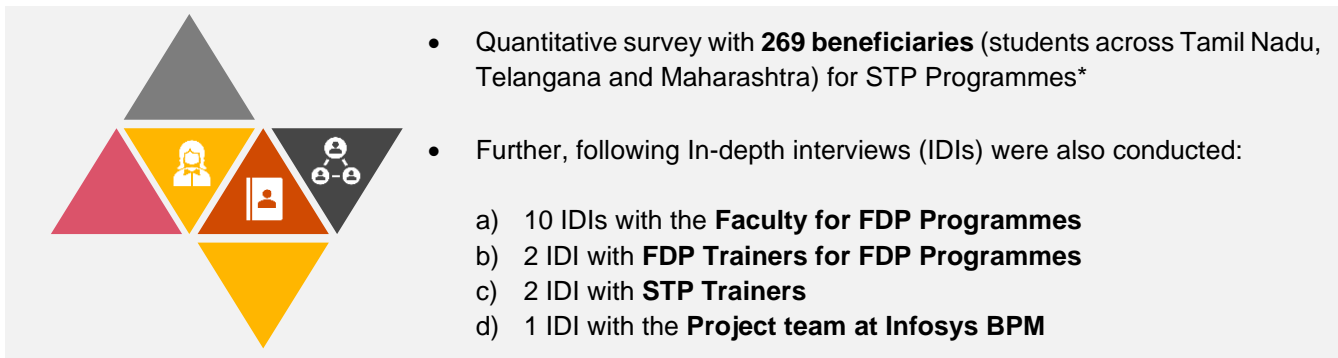
Accordingly, PW team commenced a **desk review** of the project documents which **facilitated the design of the assessment framework and the identification of key stakeholders** for interactions.

A mixed research methodology involving both qualitative and quantitative data collection tools was employed to assess the impact of this project. The initiative involved various stakeholders such as Teachers, Trainers, Students, Implementing partner, etc. In this case, mixed methodology was instrumental in evaluating the comprehensive perceived benefits, impact and in-depth insights into the perspectives of those involved in the project.

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[37] Project Genesis Brochure shared by IBPM

Key stakeholders were identified and tailored research tools were developed to capture comprehensive insights of the project. A snapshot of the research design is as follows**:**

Figure 38: Sampling Plan

- Quantitative survey with **269 beneficiaries** (students across Tamil Nadu, Telangana and Maharashtra) for STP Programmes*

- Further, following In-depth interviews (IDIs) were also conducted:

   a) 10 IDIs with the **Faculty for FDP Programmes**
   b) 2 IDI with **FDP Trainers for FDP Programmes**
   c) 2 IDI with **STP Trainers**
   d) 1 IDI with the **Project team at Infosys BPM**

* As per the project documents shared by IBPM team, PW noted that the total number of beneficiaries is 2,193 (universe). The sample size of 243 was calculated with a confidence level of 90% and a margin of error of 5% on this universe. To ensure the appropriate representation of geographies in our findings, an additional sample of 26 respondents was added as a booster sample, thereby increasing the **total sample size to 269 respondents**. Top five colleges with the highest beneficiary count were shortlisted for assessment. The sample size was proportionately divided in these colleges as per the total number of beneficiaries trained.

5.3. Analysis and Findings

This section summarises the findings from the desk review and interactions:

5.3.1. Challenges Before the Project

Team noted following key challenges prior to the implementation of the project:

- **Mismatch Between Academic Curriculum and Industry Requirements:** Educational institutions in tier 2, 3, and 4 cities often struggle with outdated curricula that fail to align with the current needs of the industry. This gap results in graduates who are ill-equipped with the necessary skills and knowledge that employers demand, significantly impacting their employability and career prospects.

- **Insufficient Faculty Training and Resources:** Faculty members in sample project locations reported of lack access to modern teaching methodologies and up-to-date industry insights. This deficiency in resources and professional development opportunities hampers their ability to effectively prepare students for the evolving workforce

- **Limited Exposure to Career Opportunities:** Students in these cities have restricted access to career guidance and industry exposure, which limits their understanding of potential career paths, and the skills required to pursue them. This lack of awareness and preparedness poses significant challenges in securing employment post-graduation, making targeted programs crucial for enhancing student readiness and placement outcomes.

5.3.2. Summary of the Impact Created

1. Beneficiary Profile

This section presents the socio-demographic profile of the respondents, emerged from quantitative interactions carried out with project beneficiaries (students) (n=269) to understand the impact of Project.

Gender, Age group and Education background of the respondents:

Figure 39: Gender distribution of the respondents (n=269)

Male – 62%

Female – 38%

- **68%** of the respondents are male whereas **32%** of the respondents are female. Gender distribution of the respondents is represented in Figure 39.

- **33%** of the respondents are **aged above 28 years** whereas **28% are from age group of 20-22 years.** This highlights that the respondents come from different stages of life, potentially bringing varied levels of experience and career needs. (Figure 40)

- 72% of the respondents reported **graduation** as their highest form of formal education whereas 28% reporting **post-graduation,** suggesting that the respondents generally have a substantial educational background. (Figure 41).
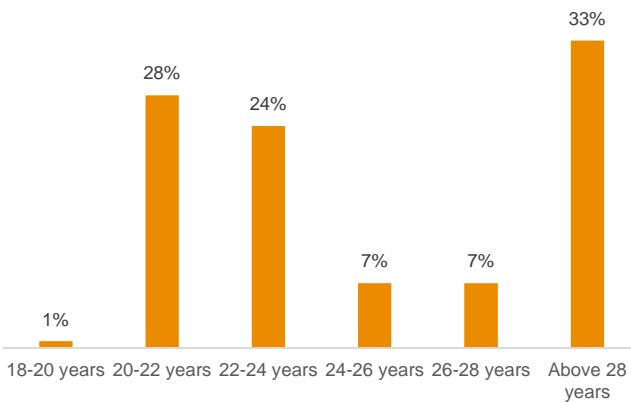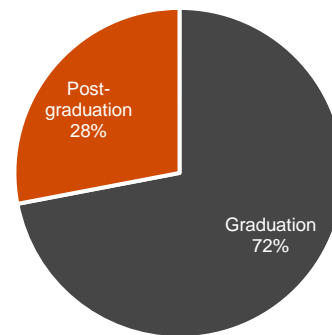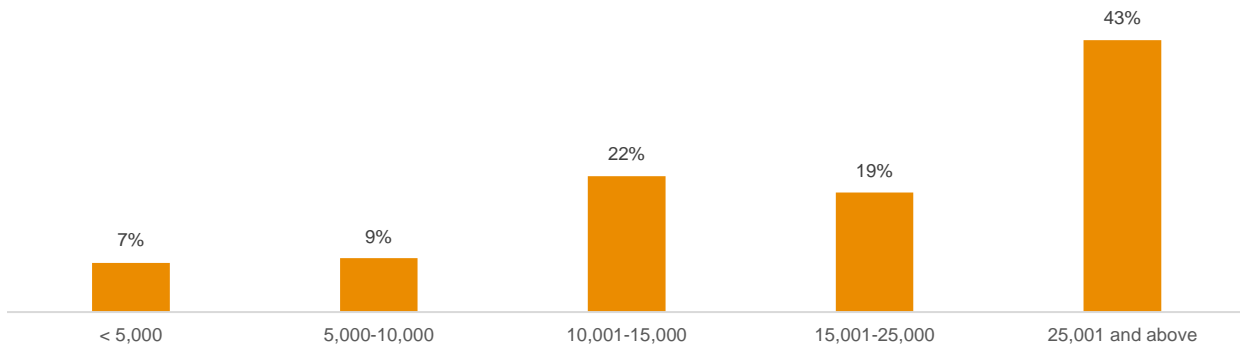
Figure 40: Age of the respondents (n=269)

**Figure 41: Education profile of the respondents (n=269)**

Socio-economic status of the respondents:

- 38% of the respondents reported the average household income of less than INR 15,000 per month. This suggests that these respondents are below the extreme low-income bracket and have financial constraints.

Location of the respondents:

Figure 42: Distribution of sample size (n=269)

Coimbatore	Hyderabad	Shirpur	Namakkal
33%	30%	23%	14%
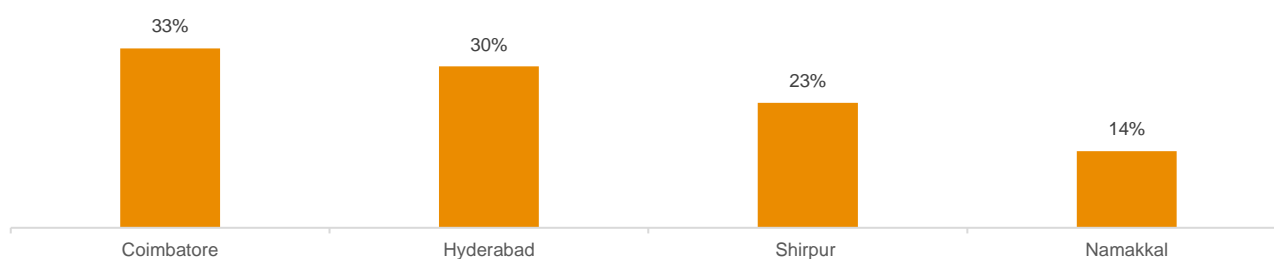
- The survey findings indicate that Coimbatore (33%) and Hyderabad (30%) are the leading locations in terms of participant representation, suggesting a higher interest or need for skill development projects in these urban areas.

2. Aligning Educational Institutions with Industry Trends and Landscape

- Team noted that the Project Genesis commenced with a series of meetings involving officials from universities and colleges located in tier 2 to tier 4 cities. The purpose of these meetings was to **elucidate the objectives and anticipated outcomes of Project Genesis**. This initiative was facilitated through Principal Conclaves, where **key stakeholders engaged in discussions** about the **evolving dynamics of industry and education.**

- The shortlisted universities and colleges subsequently **disseminated information** regarding the training programme to their faculty members. Faculty members interested in participating in this **residential training** were invited to submit their applications. Selected faculty were enrolled in FDP, which comprised **two key components (a) GBFS and (b) Domain Specific FDP.**

- During an interaction with the Infosys team, it was noted that the FDP curriculum undergoes continuous updates to align with current industry trends. The programme emphasises **enhancing faculty members' proficiency in emerging concepts and methodologies**, thereby equipping them to **effectively impart this knowledge to students**. The ultimate goal is to **enhance student employability** in the evolving job market.

> I am very pleased that my university has nominated me in this training programme. The programme was stimulating for me and all the other faculty members who attended. We were previously unaware of these trends and methods, as we did not have access to such information. The new concepts have added significant value to our teaching, and we have been able to incorporate these ideas smoothly into our teaching/ learning delivery.
>
> - As narrated by a faculty who attended the FDP program

3. Developing Industry-Oriented Faculty through GBFS

- The GBFS programme concentrated on three key areas: (a) the **enhancement of facilitation skills**, **(b) language proficiency**, and (c) **quantitative aptitude coupled with analytical skills**. Faculty members, through various interactions, commended the programme for its **comprehensive approach**, noting that it effectively commenced with **foundational concepts and was inclusive**, catering to participants at **all levels of expertise**.

- The facilitation component of the programme was consistently highlighted across interactions by faculty members as both stimulating and insightful. The focus was on enhancing **teaching delivery**, with an emphasis on **observing and understanding students' perspectives, optimising the teaching environment**, and developing the skills necessary to be an effective trainer, mentor, and guide.

- Faculty members reported that the training on quantitative aptitude and analytical skills was **effectively simplified by the trainers**, particularly **benefiting those from non-mathematical backgrounds**. This aspect of the programme proved to be **highly significant**, as it enabled faculty to **convey these essential skills to students during placement season**, thereby **enhancing their preparedness and prospects in the job market**.

- Team further noted that the language enhancement module introduced advanced topics such as **corporate communications, email writing, resume crafting, and LinkedIn profile development.** These topics extended beyond basic grammar and communication skills, **offering valuable insights** that were **new to many participants**. However, some professors mentioned that certain aspects of the language enhancement module were less relevant to them, given their existing proficiency in these areas.

> "
> After attending this programme, the teaching delivery has improved as I use new engagement and interaction centric teaching methods which I learnt during the training. Further, during placement seasons in my college, I was taking short sessions with the students guiding them on tackling the quantitative aptitude tests and Interviews.
>
> - As narrated by a faculty who attended the GBFS Programme

- The curriculum included structured learning and knowledge assessments conducted after the instructional sessions. GBFS trainers utilised **gamification techniques and activity-based exercises** to facilitate these assessments, making the learning process both engaging and enjoyable. **Comprehensive learning materials, including textbooks**, were supplied to faculty members to aid in the review and practice of the concepts covered.

4. Incorporating Practical Applications through Domain Specific FDP

- This FDP offered a **comprehensive approach to integrating industry insights** with academic expertise. It focused on practical applications and explored career opportunities within specific domains, including Finance & Accounting, Sourcing & Procurement, Digital Marketing, and Data Analytics.

- **Experienced trainers** with expertise in specific domains were engaged **to expand the knowledge base and insights** on these subjects. These sessions empowered faculty members to **effectively implement new concepts and strategies**, ultimately enhancing learning outcomes for students.

- A domain-specific trainer in Digital Marketing reported that the curriculum was thoroughly aligned with **current industry trends** and utilised **case study approach** to make the learning process **concise and practical** for faculty members. The training session had a **notably positive impact**, with several faculty members expressing **a desire to extend the duration of these domain-specific trainings**. Moreover, some were **even willing to pay fees to continue benefiting from such professional development opportunities.**

- Short assessments of the learning outcomes were conducted through **activity-based methods** in the domain-specific FDP as well. Faculty members found this approach to be an **engaging and stimulating** way to grasp new concepts.

- Comprehensive learning materials, including **books on digital marketing** and **hard copies of the presentation materials** used during the training sessions, were provided to participants. Additionally, some faculty members **suggested the provision of digital copies of presentations and case studies** to enhance accessibility and convenience.

- Faculty members also mentioned that since these were the residential programmes, it fostered networking and collaboration among them from different institutions, leading to potential partnerships, collaborative research projects, and the exchange of best practices and ideas. They further added that participation in such programmes has enhanced their professional skills, increasing their confidence and

competence in teaching complex subjects, translating into better career advancement opportunities for the faculty members.

" The digital marketing training brought an updated perspective for me being a business administration faculty. I learnt about Google SEO, Google Ads and other new digital marketing concepts with practical application. I had immediately incorporated these concepts in my teachings and students also showed a positive response.

- As narrated by a faculty who attended the Domain specific FDP program

5. Elevating Employability of Students through Skill (Student) Training Programme

- An interaction with a STP trainer revealed that the initiative **equips students with essential skills required to excel in recruitment processes**, including **aptitude tests and interviews.** Trainers focus on improving students' communication skills, addressing public speaking anxieties, preparing effectively for interviews, and mastering efficient techniques for solving aptitude tests.

Figure 43: Support received under the project (n=269)
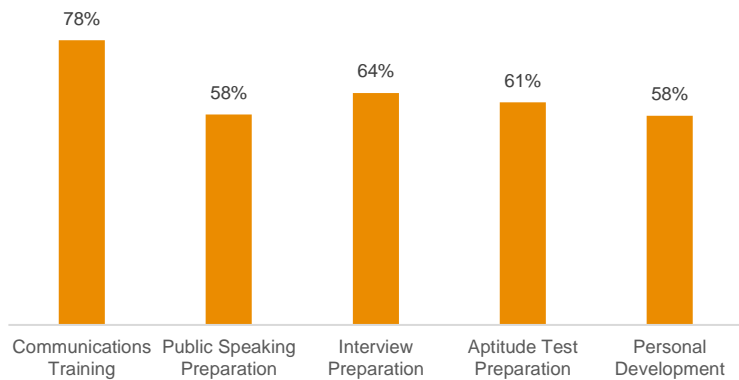
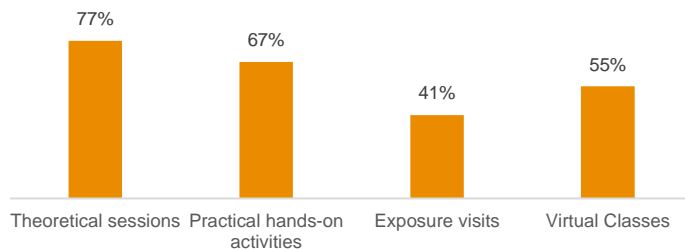*Multiple choice question, and total may not add upto 100%*

- These findings were further corroborated with the insights from quantitative survey with students and it was analysed that **78%** of respondents (n=269) reported **receiving support for communications training**. This was followed by **64% (n=269) receiving support for interview preparation** whereas 61% (n=269) reported **receiving support for aptitude test preparation (Figure 43).**

6. Optimising STP Pedagogy for Navigating Recruitment Processes

- Students benefit from faculty members who have been trained through the FDP and receive further training from STP trainers. The project has **strategically deployed trainers specialising in language soft skills and quantitative aptitude** under the STP framework to effectively **equip students with the essential skills required to excel in recruitment processes**.

- During an interaction with a trainer, it was noted that the instructional approach emphasises foundational concepts through **accessible theoretical sessions**. This strategy is designed to **maintain student engagement** and **simplify complex topics**, particularly in quantitative aptitude. The trainer also highlighted the **incorporation of real-life applications** to provide students with practical, hands-on experience.

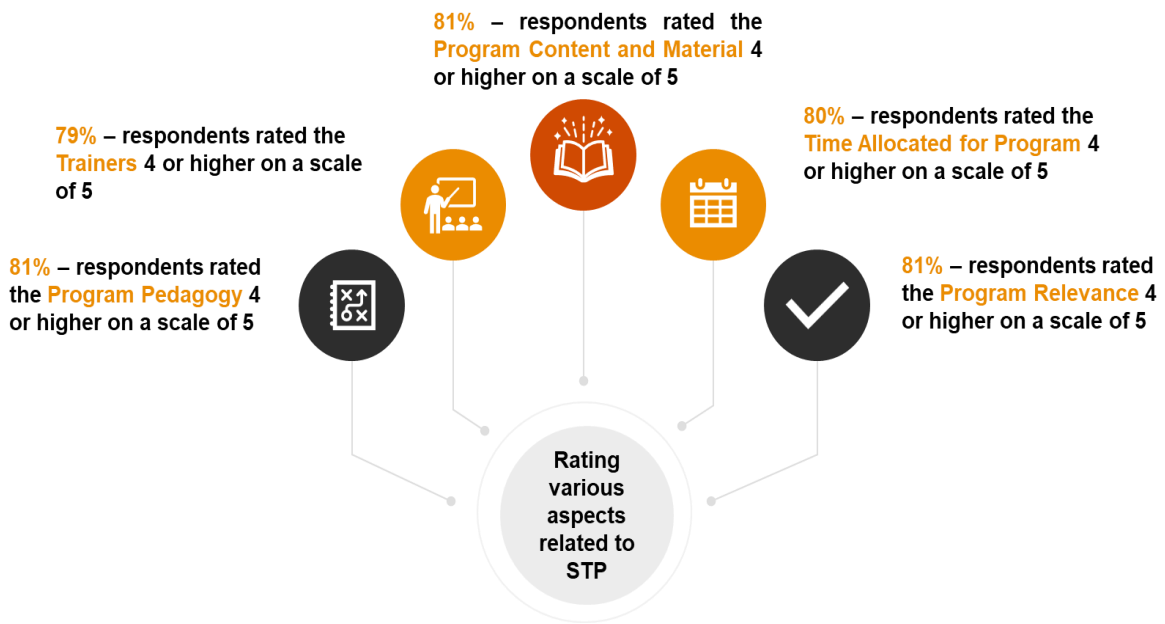**Figure 44: Distribution of teaching techniques used during the program (n=269)**

Multiple choice question, and total may not add upto 100%

- 77% (n=269) of the respondents confirmed the **usage of theoretical sessions** whereas 67% (n=269) confirmed of **practical Hands-on activities** when asked on different techniques used during the training (Figure 44).

- The various aspects of the programme components were rated by respondents. As reflected in Figure 12, a large majority of the respondents have a **positive perception of the training programme.** These **components were well-received and are likely considered effective and valuable by the respondents**. This **high level of satisfaction also implies that the training programme is meeting the expectations and needs of its attendees.**

Figure 45: Rating of various STP components (n=269) [38]

81% – respondents rated the **Program Content and Material** 4 or higher on a scale of 5

79% – respondents rated the **Trainers** 4 or higher on a scale of 5

80% – respondents rated the **Time Allocated for Program** 4 or higher on a scale of 5

81% – respondents rated the **Program Pedagogy** 4 or higher on a scale of 5

81% – respondents rated the **Program Relevance** 4 or higher on a scale of 5

Rating various aspects related to STP

Multiple choice question, and total may not add upto 100%

7. Enhancing BPM Industry Awareness through Student Connect Program

One of the key components of the programme is the Student Connect Programme (SCP), which offers **students a firsthand glimpse into the corporate world** through a structured campus tour. This initiative serves as a **platform for students to engage with industry leaders** and **assess their readiness for the professional environment**. The programme aims to raise awareness about the Business Process Management (BPM) industry, highlighting available opportunities and the specific skill sets required for success. The analysis indicates that:

- **94% (n=269)** confirmed of attending the student connect programme. When enquired about the impact of the programme, **65% (n=252)** of respondents reported of **increased awareness of career opportunities** whereas 58% (n=252) felt that it provided them with **practical learning experience** (Figure 46).

- 53% (n=252) of the respondents deemed the SCP as very **effective in increasing industry awareness** and **broadening corporate understanding.**

Figure 46: Impact of Student Connect Programme (n=252)

Enhanced Understanding of Industry Practices	Increased Awareness of Career Opportunities	Increased Networking Opportunities	Practical Learning Experiences
53%	65%	56%	58%
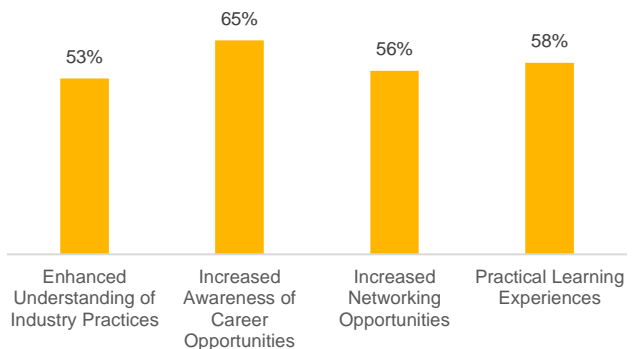
Multiple choice question, and total may not add upto 100%

8. Concurrent Assessments and Learning Materials for Enhanced Placement Preparation

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[38] Likert scale of 1-5 wherein1 being the lowest, and 5 being the highest

The STP trainers conducted daily mock aptitude assessments and interview exercises on a modest scale to reinforce students' understanding and consolidate their learning. According to a few trainers, these daily mock sessions are integral to bolstering students' confidence in their skills and preparedness for recruitment processes.

94% (n=269) of the respondents **confirmed of mock interviews assessment done** and out of this **84% (n=252)** rated it **as very effective** in helping them **prepare for placement season**.

91% (n=269) of the respondents **confirmed of the mock aptitude test done** and out of this, **84% (n=246)** rated it **as very effective** in helping them **prepare for placement season**.

The project also provided **participation certificates for students** who **maintained more than 95% attendance and books** to continue their learning journey. **95% (n=269)** of the respondents **confirmed of receiving participatory certificates and books** for maintaining 95% attendance out of which **58% (n=255)** rated it as **significantly resourceful** for their learning journey.

9. Professional Growth of the Beneficiaries

The ultimate mission of the project genesis was to enhance employability of the students. The curriculum was designed in a way that in the end students get the best learnings and methods to effectively qualify the recruitment process.

45% (n=269) of the respondents were placed in a job post completion of the training. The average monthly salary reported by these students is **INR 17,950.**

When enquired about the contribution of this project in securing this job placement, **84% (n=122)** of the respondents rated it highly.

Currently, **67% (n=269)** of respondents are **employed and earning income from their current jobs.** The average monthly salary of these respondents reported as **INR 19,950**. Further, **62% (n=181)** of respondents indicated that they would not have been able to achieve their current earnings without attending the STP. This response highlights the participants' **confidence in the programme's contribution** in **enhancing their employability skills and professional development**, which they attribute to their success in securing employment. (Figure 47).

Figure 47: Impact on Professional and Personal aspects for the students (n=269)

85%	Improvement in Employability Skill
59%	Significant Impact on Personal Development (e.g., confidence, communication skills)
59%	Significant Impact on Professional Growth and Career Prospects

10. Overall Impact of Project Genesis

- The respondents were probed to understand overall effect of project and it was analysed that 75% (n=269) of the respondents felt that the project **improved their communication skills and confidence**.

- 64% (n=269) believed that they **gained more knowledge and awareness on job roles as per the market demands.**

- 53% (n=269) of the respondents felt **enhanced interview proficiency** whereas 51% (n=269) felt **improved aptitude solving ability.** The overall effect reported by the candidates has been represented in Figure 48.

Figure 48: Effect of Training Programme on Respondents (n=269)

Category	Percentage
Gained more knowledge and awareness for job roles	64%
Helped in job placement	42%
Improved communication skills and confidence	75%
Improved aptitude solving ability	51%
Enhanced interview proficiency	53%
Didn't help much	9%

Multiple choice question, and total may not add upto 100%

- Above parameters were further evaluated based on their significance to the respondents and the project's effectiveness in fulfilling these expectations. Respondents unanimously rated all parameters as important, with an **impressive rating exceeding 97%.** Furthermore, the project **demonstrated remarkable effectiveness in meeting respondents' expectations, achieving an outstanding effectiveness rating of over 98%**. The importance and expectation-match rating of the respondents has been represented in Figure 49.

**Figure 49: Importance and expectation-match rating of changes
observed by respondents post the project (n=269)**

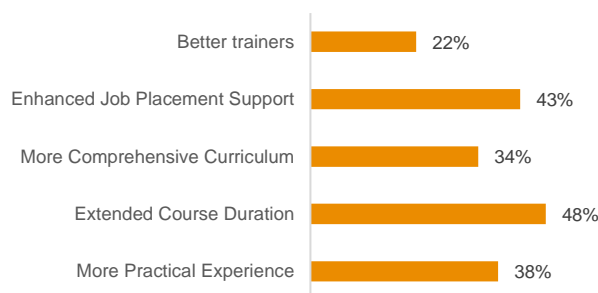| Change observed by the respondents	Importance of the change to the respondent	How effectively the project met the expectations of respondents
Gained more skill and knowledge for job roles	**97%** of the respondents rated it 2 or higher (3 being very important)	**98%** of the respondents rated it 2 or higher (3 being expectations totally met)
Helped in Job Placement	**98%** of the respondents rated it 2 or higher (3 being very important)	**98%** of the respondents rated it 2 or higher (3 being expectations totally met)
Improved communication skills and confidence	**99%** of the respondents rated it 2 or higher (3 being very important)	**98%** of the respondents rated it 2 or higher (3 being expectations totally met)
Improved aptitude solving ability	**99%** of the respondents rated it 2 or higher (3 being very important)	**99%** of the respondents rated it 2 or higher (3 being expectations totally met)
Enhanced interview proficiency	**98%** of the respondents rated it 2 or higher (3 being very important)	**98%** of the respondents rated it 2 or higher (3 being expectations totally met)

- The respondents were asked about the challenges they encountered during the programme. A majority, **76% (n=269), reported facing no challenges throughout the project**. However, 16% (n=269) of respondents felt that the **course duration was short** and suggested it could be extended. Other challenges are illustrated in Figure 50.

- When respondents were asked to recommend improvements or changes to the programme, 48% (n=269) suggested **extended course duration** whereas 43% (n=269) suggested **enhanced job placement support**. Additional suggestions are depicted in Figure 51.

Figure 50: Challenges faced by the respondents during the project (n=269)

Challenge	%
No challenges	76%
Short Duration of Course	16%
Difficulty in Understanding the Curriculum	16%
Insufficient Mock Assessments	6%
Lack of quality trainers	12%
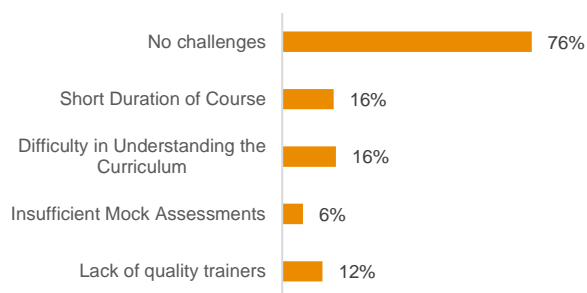
Multiple choice question, and total may not add upto 100%

Figure 51: Improvements suggested by the respondents for the project (n=269)

Improvement	%
Better trainers	22%
Enhanced Job Placement Support	43%
More Comprehensive Curriculum	34%
Extended Course Duration	48%
More Practical Experience	38%

Multiple choice question, and total may not add upto 100%

5.4. IRECS Analysis

Basis the interactions with the key stakeholders and desk review, **the impact of the project was also assessed on the IRECS framework parameters**. The IRECS analysis summary has been presented in below table:

Table 7: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The project specifically **targets students and faculty in tier 2, 3, and 4 towns**, **enhancing inclusivity** by focusing on regions that often have limited access to industry-relevant education and training. • Efforts to **include economically disadvantaged groups and individuals with disabilities** in the STP demonstrate a commitment to **broadening participation across various socioeconomic statuses.** • While the gender distribution among respondents was skewed with 68% male and 32% female, the project has **made efforts to engage both genders**, indicating **a push towards inclusivity.**
Relevance	• The project addresses the **mismatch between academic curricula and industry requirements** by updating **teaching methodologies and course content in line with current market demands.** • 80% (n=269) of the respondents have **rated components of the STP such as programme pedagogy, programme content and material, programme relevance etc. as 4 or higher on scale of 5 being the highest reflecting the relevance of the program**
Effectiveness	• Faculty training programs have **effectively enhanced teaching delivery and incorporated industry trends, contributing to improved student outcomes.** • 85% (n=269) of respondents believe that the STP has **enhanced their employability**. • 75% (n=269) of the respondents believe their **communication skills and confidence has improved due to the STP.** • The programme effectively **facilitated employment opportunities**, with 45% (n=269) of students **securing jobs after completing the program**. This indicates the program's **strong impact on enhancing employability**. Furthermore, 84% (n=122) of those who found jobs **attributed their success significantly to the training received through STP**, underscoring its role in job placement.

Parameter	Assessment from Study
	• Respondents reported an average monthly salary increase from **INR 17,950 to INR 19,950, with the employment rate rising to 67% (n=269).** Furthermore, 62% (n=181) **attributed their income growth directly to the training, underscoring its long-term effectiveness.** • Over 97% of respondents rated **the program's impact as important** (score of 2 or higher on a 3-point scale), and more than **98% confirmed it met their expectations**. This feedback highlights the **program's effectiveness in delivering valuable and relevant training.**
Convergence	• The **cascading effect** of **FDP-trained faculty** and **STP trainers working together to enhance student employability** showcases a convergence of efforts towards common goals. • The project **engaged various stakeholders, including university officials, faculty, and trainers, ensuring a unified approach towards achieving educational and industry alignment.** • By **updating training curricula to match industry trends and** conducting Student Connect Programs, **the project effectively converges academic and corporate sectors.**
Sustainability	• The **ongoing updates to the FDP curriculum based on industry trends promote long-term sustainability** by keeping educational programs relevant and effective. • The **project has contributed to the professional growth of beneficiaries,** with a significant number of respondents expressing confidence in their improved skills for securing employment.

5.5. Alignment to the IBPM's CSR policy and the UN SDGs

The project is aligned with respective CSR Policy of Infosys Limited and Infosys BPM Limited which includes **Education as one of the key CSR focus areas.** The project is also aligned with following Sustainable Development Goal (SDG)[39]:

SDG-4 emphasises on **equipping teachers with the skills and knowledge to address global challenges and promote sustainable development through education**. Project Genesis aligns with this SDG as it trains faculty in tier 2, 3, and 4 towns on various industry-relevant skills. This initiative also empowers educators to update curricula and prepare students for the workforce, bridging the gap between academia and industry expectations.

5.6. Study Limitation

The team did not note any study limitation during this assessment.

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[39] Source: https://sdgs.un.org/goals

5.7. Case Stories

Following case stories have been gathered through discussions held with the project stakeholders during field. Names have been changed to maintain anonymity:

Case Story 1: Bridging Domains: A Professor's Journey from Literature to Digital Marketing

In Shivamogga, Professor Shiva*, an English literature enthusiast teaching graduate courses, embarked on an unexpected journey into digital marketing. Through the Faculty Development Programme (FDP) under Project Genesis, his curiosity about digital marketing blossomed into a passion. The programme equipped him with skills that were both intriguing and empowering.

Eager to share his newfound knowledge, Professor Shiva initiated short sessions at his college, sparking interest in digital marketing among students. His influence extended beyond his institution as he reached out to other colleges, promoting digital literacy throughout Shivamogga. Recognizing the potential for greater impact, he plans to collaborate with the Shivamogga Chamber of Commerce, aiming to connect students and local businesses to the digital world.

Looking ahead, Professor Shiva is keen on learning about artificial intelligence, a field he sees as integral to the future of education and technology. By embracing AI, he hopes to further empower his community, passing on cutting-edge knowledge to students.

As faculty members like Professor Shiva continue to evolve and share their knowledge, they lay the groundwork for a more informed and employable youth in society, ultimately driving meaningful change and progress across the entire region.

Case Story 2: From Uncertainty to Opportunity: Ganpathi's Journey

Ganpathi*, a final-year student from a marginalised background, faced a daunting future. With limited resources and little information about navigating the job market, his concerns about employment loomed large. The intricacies of the corporate world were unfamiliar territory, adding to his apprehension about what lay ahead after graduation.

Enter the Skill Training Programme (STP) under Project Genesis, a turning point in Ganpathi's journey. This programme offered him the tools he desperately needed training in communication skills and aptitude mathematics. Through dedicated sessions, Ganpathi honed his abilities, gaining confidence in areas that once seemed insurmountable.

Empowered by the skills acquired through STP, Ganpathi secured a promising job, a testament to his newfound capabilities and determination. This opportunity marked not just the start of his career but a transformative shift in his outlook on life. His journey didn't stop there; with aspirations to climb the corporate ladder, Ganpathi now envisions a future filled with growth and potential.

Ganpathi's success story is a powerful example of how targeted training and support can change lives. By bridging the gap between education and employment, Project Genesis has paved the way for individuals like Ganpathi to thrive, turning uncertainty into tangible opportunity.

* Name changed

Project 5: Digital Inclusion for Democratising Access to Library Resources at National Law School of India University
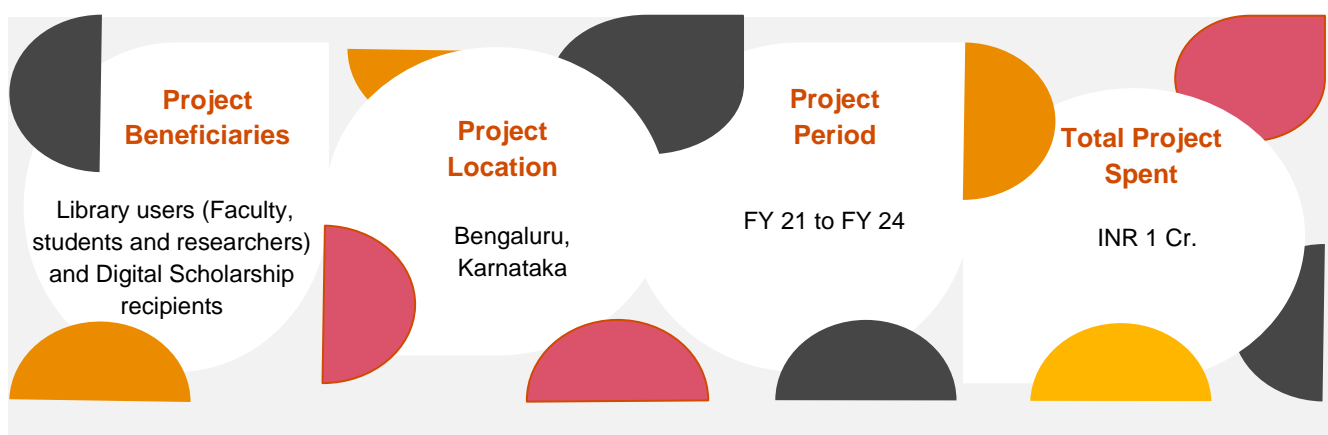
6.1. About the Project

Digital inclusion transforms access to information, fostering equal learning opportunities. Students and scholars with disabilities or socioeconomic constraints, often face obstacles in obtaining academic resources. **Libraries bridges this gap by meeting diverse needs and helping students overcome these barriers. E**quipping libraries with **cutting-edge digital tools and accessibility technologies enhances academic engagement and ensures resources are easily accessible for all.**

Infosys BPM Limited (IBPM) has contributed its CSR funding for **digital inclusion and democratise access to library resources** at the National Law School of India University (NLSIU), Bengaluru. Implemented by Infosys Foundation, this project aims to **advance educational equity and digital literacy across India. It empowers students and researchers by providing access to essential academic resources.[40]**

Under this project, **accessibility tools were provided for the library users along with need-based scholarships to 117 deserving candidates (students and researchers) across the country**.[41] The scholarships were non-monetary in nature and under the scholarship, the students were given access to digital resources on an annual basis. A schematic representation of the project specifics is given below:

Figure 52: Schematic Representation of Project Specifics

Project Beneficiaries	**Project Location**	**Project Period**	**Total Project Spent**
Library users (Faculty, students and researchers) and Digital Scholarship recipients	Bengaluru, Karnataka	FY 21 to FY 24	INR 1 Cr.

The support provided by IBPM includes the following:

Table 83: Facilities provided in NLSIU Library [42]

#	Facilities/ Digital Initiatives	Purpose
1.	Koha Open-Source Library System	• To give a full view of all physical resources of the library to students
2.	Federated Search and Access (RemoteXS, Elsevier and Summons)	• RemoteXS for accessing information outside campus in secure way • Elsevier for online access to digital commons • Summons for global federated search across all resources
3.	Radio Frequency Identification (RFID) in Library	• For book search, tracking, automated issue/return, inventory tracking, and access control.
4.	Dragon Legal Software	• For voice recognition assistance

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[40] Source: Annual report of Infosys Foundation, 2021-22, Annual report
[41] Source: MoU between Infosys Foundation and NLSIU, December 2021
[42] Source: Project documents shared by Implementing Partner an as shared during interaction with the librarian

#	Facilities/ Digital Initiatives	Purpose
5.	Braille Printer	• For accessible text
6.	JAWS Talking Reader (2 units)	• For screen reading
7.	Topaz XD Desktop Magnifier and Smart Reader	• For document magnification
8.	Online Daisy Player	• For audio resources
9.	Tactile Flooring in Library	• Modern sticker based flexible tactile flooring implemented in library

6.2. Method of Impact Assessment

The impact study utilised a comprehensive and structured approach to evaluate the social impact of the project. The process began with a kick-off meeting with Infosys Foundation, followed by a briefing call with the NLSIU representative. These interactions provided the research team with insights into the project's specific support elements.

Following the meeting, PW team received the following **project documents**:

- Memorandum of Understanding (**MoU**) signed with NLSIU containing project's operational details
- **List of recipients** of Infosys Digital Scholarship
- Two **project update reports** mentioning status of utilisation and outcomes for the period of reporting

Accordingly, PW team performed a desk review of the above documents, using insights from the kick-off meeting. This process helped in **designing the assessment framework and determining the key stakeholders for the interactions**.

A **mixed method approach**, comprising both quantitative and qualitative research methodologies, was leveraged for the impact assessment study. A quantitative survey was conducted with Infosys Digital Scholarship students, while qualitative interactions were held with other key stakeholders of the project. This approach facilitated the exploration of individual experiences and provided a deeper understanding of the perspectives of various stakeholders of the project.

Key stakeholders were identified (Figure 53) and tailored **tools were prepared for each stakeholder** to ensure comprehensive and insightful data collection.

Figure 53: Research design for the study

- **Quantitative surveys** with a sample of **55 students*** who received Infosys Digital Scholarship
- Following **In-depth Interviews (IDIs) and Focused Group Discussions (FGDs)** were conducted:
  o **Visually challenged students** of NLSIU (1 FGD)
  o **Visually challenged faculty** at NLSIU (1 IDI)
  o **Administrative representative** at NLSIU (1 IDI)
  o **Librarian** at NLSIU (1 IDI)

*The quantitative sample for the study was finalized based on the information provided by NLSIU. 117 students had received the Infosys Digital Scholarship against the target of 100 students as per the MoU. The CAPI based survey was rolled out to 76 students who had accessed the digital resources as per the list provided by NLSIU. Team was able to gather responses from 55 respondents.

6.3. Analysis and Findings

This section summarises the findings from the desk review and interactions:

6.3.1. Challenges Before the Project

▶ The team noted following challenges that emerged prior to project intervention:

- **Lack of sufficient resources for remote access:** Insufficient resources for remote access hindered the library's ability to serve users effectively, exacerbating challenges due to rising student numbers and a shift towards online learning.

- **Limited tools to support students with disabilities:** The limited availability of tools for students with disabilities impeded efforts to create an inclusive environment, restricting their use of library resources.

- **Lack of access to quality digital learning resources:** A shortage of quality digital learning resources deprived deserving students and researchers nationwide, not enrolled at NLSIU, of essential educational materials.

6.3.2. Summary of the impact created

1. Enhanced Accessibility and Inclusivity

- The project ensured universal access to library resources, focusing on supporting visually challenged students to promote independent learning and equal access to academic materials.

- A **dedicated SAP Room**[43] was established, equipped with various accessibility tools, becoming a crucial resource for visually challenged students and faculty to independently engage with academic materials.

- The project procured tools like JAWS Talking Reader, Dragon Legal Software, and Braille Printer, with JAWS being the most frequently used, enhancing digital content access.

- Training sessions were conducted for students and staff on the new accessibility tools, but visually challenged students reported a need for more comprehensive, hands-on training sessions rather than just notifications or one-time events.

Figure 54: Tools for visually challenged students and faculty at the SAP room


| SAP room | Braille Printer and Desktop Magnifier | Smart Reader |

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[43] An SAP room is a dedicated space where tools for visually impaired students is kept, specifically for their use.

- Tactile flooring was installed throughout the library to help visually challenged students navigate independently, earning appreciation for enhancing security and autonomy. However, students noted gaps in coverage, like the rooftop and water cooler, and suggested adding Braille signage at key locations.

- The library added ramps and lifts to improve accessibility for users with disabilities, significantly enhancing inclusivity. Faculty and students reported that these changes have made the library more accommodating for individuals with mobility challenges.

Figure 55: Tactile sticker flooring in NLSIU library
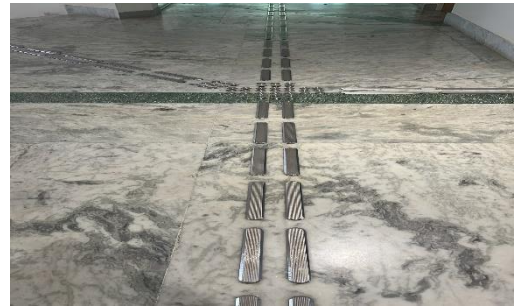
2. Improved Resource Management and Operational Efficiency

- The library's operational upgrades have streamlined processes, enhanced resource management and improved experiences for both staff and students.

- The Koha Open-Source Library System has improved resource organisation and tracking, though visually challenged students face interface challenges.

- RFID technology has expedited inventory and borrowing systems, reducing the need for staff assistance and speeding up book transactions.

- Digital upgrades have streamlined resource management, allowing students to focus more on academics and improving staff efficiency.

- Technological integrations have created a more organised and user-friendly library, benefiting both students and staff with enhanced productivity.

3. Extended Remote Access to Academic Resources

- The introduction of RemoteXS and Elsevier Online Access has enhanced academic resource accessibility, benefiting students and faculty by improving research capabilities and teaching efficiency.

- The Federated Search and Access Framework has streamlined the search process, significantly reducing the time students spend finding academic content.

- The integration of digital platforms has provided continuous access to academic resources, supporting the institution's commitment to flexible and inclusive learning environments.

- Remote access, particularly through RemoteXS and Elsevier, has been invaluable for research, enabling students to access up-to-date publications essential for long-term projects.

> The fellowship has empowered me to engage more confidently across various fields. I have published several blogs and presented a paper at an international seminar on AI's impact on India. These resources have been invaluable during my internships, including my current judicial internship under the Hon'ble Justice of the Karnataka High Court. They have also been crucial in moot court competitions, with access to databases like SC and Manupatra saving time and enhancing my knowledge. I am deeply grateful for this opportunity and look forward to continuing as a fellow in the coming year.
>
> -   **As narrated by a recipient of Infosys Digital Scholarship**

4. Ensuring Academic Inclusivity

This section presents the key findings that emerged from quantitative interactions carried out with project beneficiaries (n=55) to understand the impact of Infosys Digital Scholarship.

4.1. Respondents' Profile

o **53% of the respondents were female**, while **45% were male**. 2% preferred not to disclose their gender. This shows a relatively balanced representation of both male and female participants in survey regarding the scholarship programme.

Figure 56: Gender Distribution of the Respondents (n=55)

53%   45%

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o **Team noted that the Infosys Digital Scholarship is worth ₹ 10,000 notional value** per recipient. **62% had utilised the scholarship for less than 6 months**, while **38% had used it for 6 months to 1 year**, reflecting that the programme was relatively new for many participants.

o **95% reported being first in their family to receive a fellowship or scholarship** reflecting the scholarship as a one of the first aids for academic excellence in the family.

o **91% reported being aware that the Infosys Foundation** was the provider of the **Infosys Digital Scholarship.**


Figure 57: Source of information (n=55)

o **Social media 47%** was the most common source of information, followed by the **university website 20%,** reflecting the growing importance of digital platforms for outreach (Figure 57).
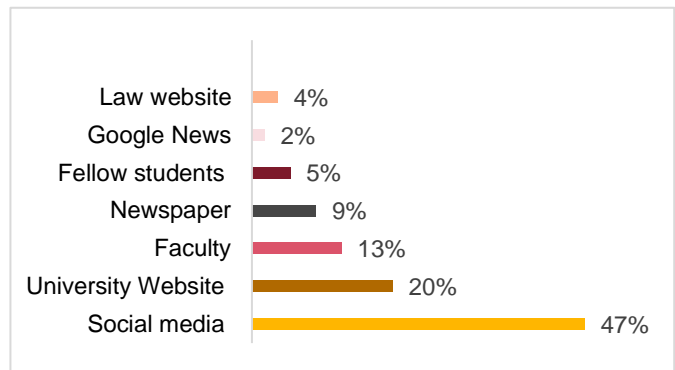
o **43% access library digital resource weekly**, indicating the resources' importance in supporting regular academic and research activities. Additionally, **29% had accessed these resources daily**, showcasing their critical role in meeting intensive academic

Source	%
Law website	4%
Google News	2%
Fellow students	5%
Newspaper	9%
Faculty	13%
University Website	20%
Social media	47%

needs (Figure 58). This demonstrates that the library's digital resources had been a vital component for the majority of respondents.

**Figure 58: Frequency of Accessing Library's Digital Resources (n=55)**

Weekly	Daily	Fortnightly	Occasionally	Monthly
43%	29%	13%	11%	4%
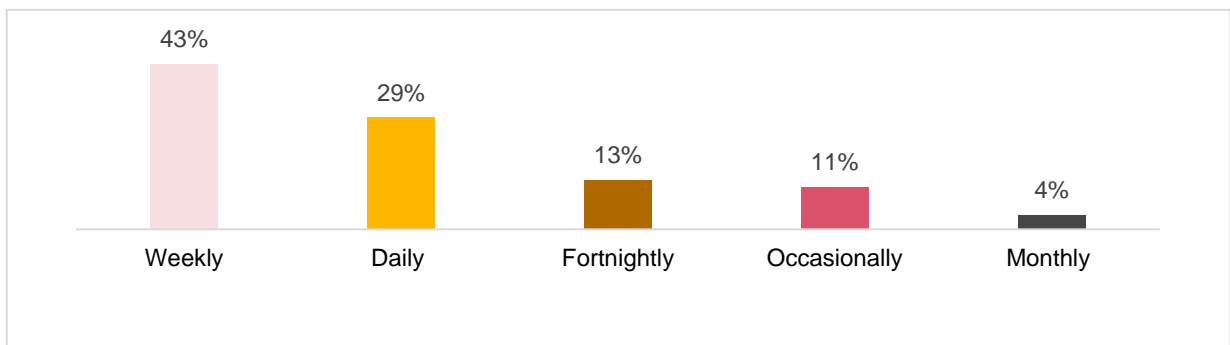
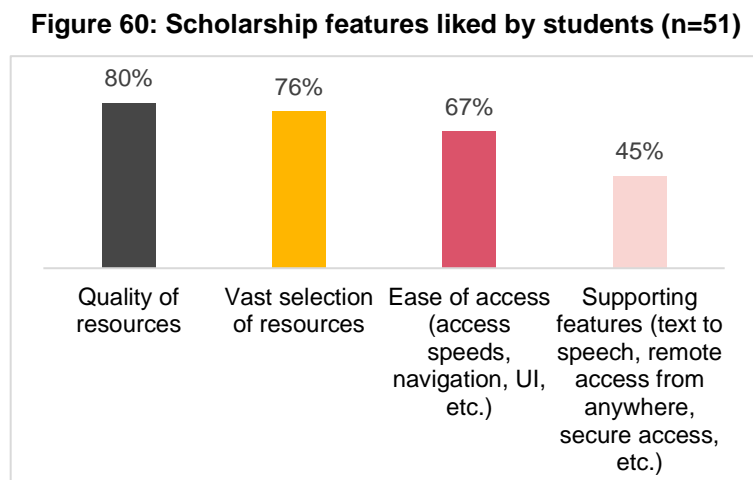### 4.2. Improved Academic Exposure and Capabilities

- This scholarship enhanced recipients' academic networking opportunities. **78%** (n=55) of respondents believed that access to digital resources **enabled them to expand their academic networks, such as building connections with faculty, researchers, and peers,** while 22% believed otherwise.

- **78% indicated that the scholarship provided them with enhanced research opportunities.** It can be interpreted that the **scholarship effectively addressed a strong demand for resources that could support and elevate their research pursuits**. **71%** expressed a strong interest in accessing digital academic resources and specific legal databases or journals while **60% viewed** the scholarship as a way to alleviate the financial burden associated with study materials. Nearly **44%** (n=55) of recipients noted that the scholarship allowed them to expand their academic networks, facilitating connections with faculty, researchers, and peers (Figure 59).
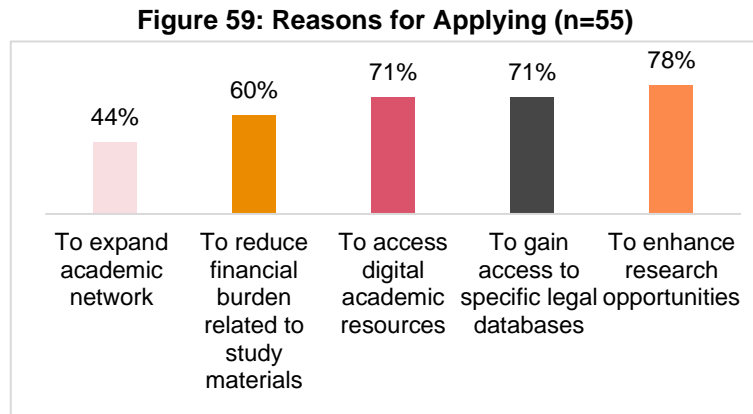
- **93%** reported (n=55) expressed satisfaction with the quality of resources accessed through the Infosys Digital Scholarship. **80% of those (n=51)** liked the quality of such resources while **76%** liked the vast selection of resources available (Figure 60).

- **98%** reported (n=55) to have **witnessed a positive impact** of the Infosys Digital Scholarship **on their academic performance**. Of which, **89%** (n=54) responded that their academic performance improved due to enhanced digital skills and research capabilities (Figure 61).
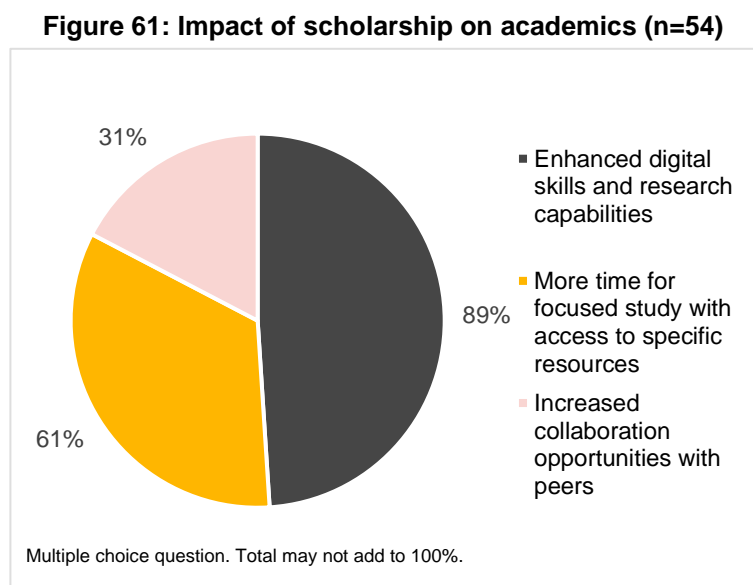
- The respondents also rated access to digital academic resources on a 3-point scale (1 being the lowest and 3 being the highest), with **average rating of 2.87** (n=55). This indicated that students **generally had positive perception for the access to digital resources.**

Figure 59: Reasons for Applying (n=55)

44%	60%	71%	71%	78%
To expand academic network	To reduce financial burden related to study materials	To access digital academic resources	To gain access to specific legal databases	To enhance research opportunities

Multiple choice question. Total may not add to 100%.

Figure 60: Scholarship features liked by students (n=51)

80%	76%	67%	45%
Quality of resources	Vast selection of resources	Ease of access (access speeds, navigation, UI, etc.)	Supporting features (text to speech, remote access from anywhere, secure access, etc.)

Multiple choice question. Total may not add to 100%.

Figure 61: Impact of scholarship on academics (n=54)

- Enhanced digital skills and research capabilities — 89%
- More time for focused study with access to specific resources — 61%
- Increased collaboration opportunities with peers — 31%

Multiple choice question. Total may not add to 100%.

4.3. Enhanced Inclusivity and Opportunities

Figure 62: Importance of Scholarship (n=55)

- o **100%** (n=55) agreed that **scholarships were important.** On probing further about the importance of scholarship, team noted that **87%** (n=55) **believed that scholarship provided equal access to digital resources while 82% felt that scholarship reduce the financial burden and 62% stated that scholarship has help students from underserved communities to excel academically**. This reflects that this project played a key role in supporting deserving students in fulfilling their academic needs (Figure 62).
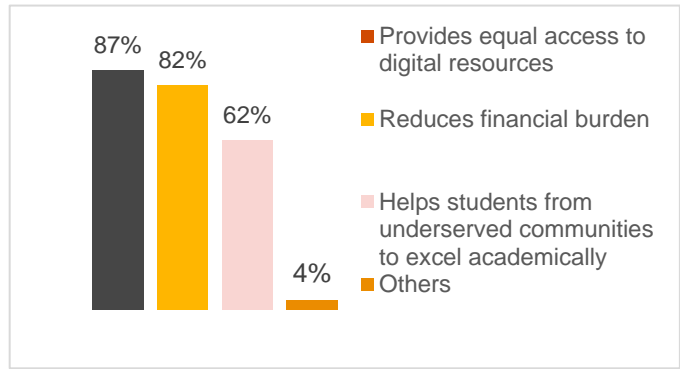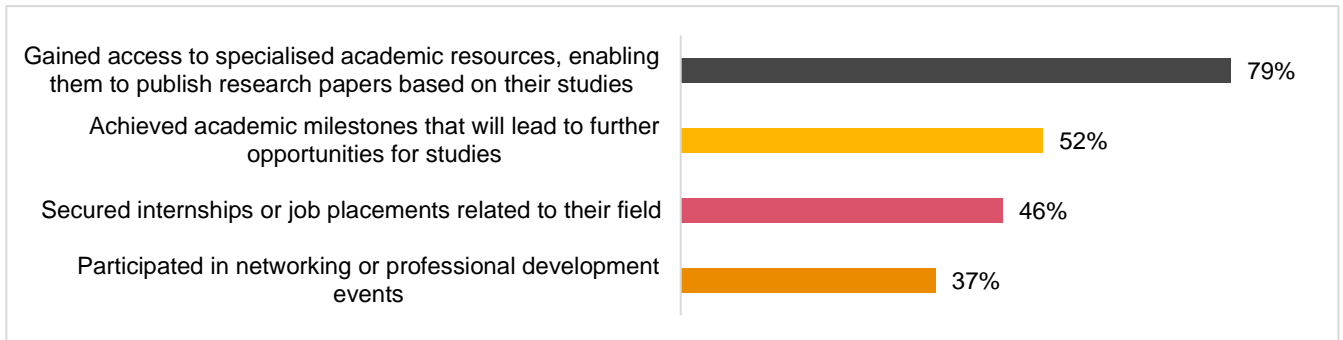

Multiple choice question. Total may not add to 100%.

- o **95%** (n=55) of respondents believed that the **Infosys Digital Scholarship has opened new opportunities for their future career or further studies**. This highlights the scholarship's impact on the academic and professional prospects of the participants.

  On further probing into the specific opportunities, following insights were revealed (Figure 63):

  - **79%** (n=52) gained access to specialised academic resources, enabling them to publish research papers based on their studies.
  - **52%** achieved academic milestones that will lead to further opportunities for studies.
  - **46%** secured internships or job placements related to their field.
  - **37%** participated in networking or professional development events.

Figure 63: Opportunities Opened by Scholarship (n=52)
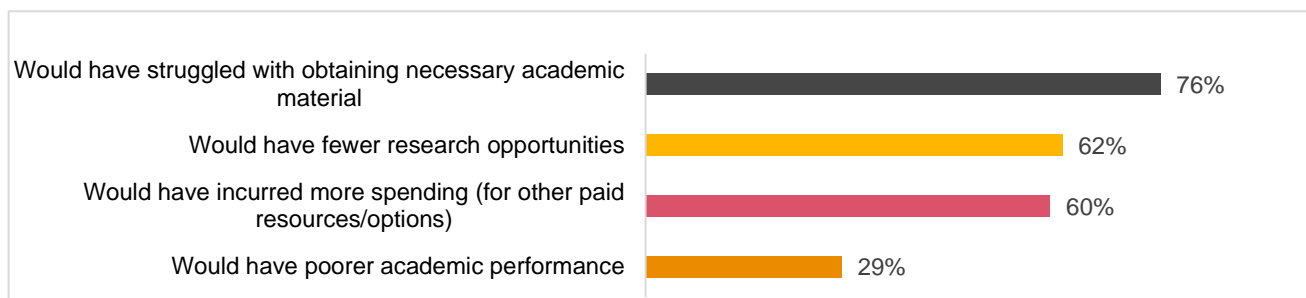

Multiple choice question. Total may not add to 100%.

- o Respondents **rated usefulness of digital resources for coursework and opportunities opened for future studies or career development** on a 3-point scale (1 being the lowest and 3 being the highest). Below Figure 64 indicates that **students generally found the access to digital resources both useful and assistive in further opportunities.**

Figure 64: Average rating on usefulness and opportunities opened (n=55)

2.78	Usefulness of the digital resources for your coursework		2.67	Opportunities opened for future studies or career development
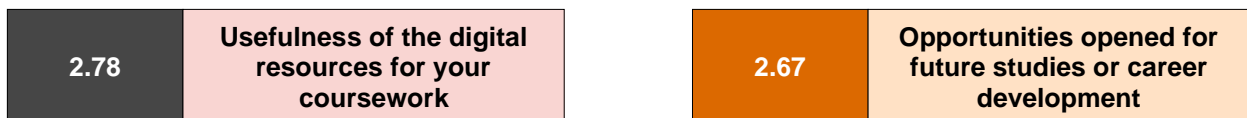
- o Notably, when asked about their situation without the scholarship, 76% (n=55) of respondents said they would have struggled to obtain necessary academic materials. Additionally, 62% indicated they would have fewer research opportunities, while 60% stated they would incur higher costs for other resources. This underscores the scholarship's importance (Figure 65).

Figure 65: Situation if scholarship was not awarded (n=55)

Category	Percentage
Would have struggled with obtaining necessary academic material	76%
Would have fewer research opportunities	62%
Would have incurred more spending (for other paid resources/options)	60%
Would have poorer academic performance	29%

Multiple choice question. Total may not add to 100%.

4.4. Elated Students' Experience

Respondents rated overall academic experience after receiving the digital and overall scholarship application and documentation process on a 3-point scale (1 being the lowest and 3 being the highest). Figure 66 indicates that students generally had an elated user experience with respect to their academics and the overall application process.

Figure 66: Average rating on scholarship experience (academics and application process) (n=55)

2.83	Overall academic experience after receiving the digital	2.72	Overall application and documentation process

6.4. IRECS Analysis

Basis the interactions with the key stakeholders and a desk review, **the impact of the project was assessed using the IRECS framework parameters**. A summary of IRECS analysis is presented in the table below:

Table 9: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The project ensured **the accessibility of academic resources for students, particularly for those with visual impairments.** The establishment of the **SAP Room with accessibility tools** was a key step toward inclusive education. • **Tactile flooring was introduced to assist visually impaired students in navigating the library independently**. This improvement helped create a more accessible environment for all students.
Relevance	• The Infosys Digital Scholarship is supporting 117 students from across the country, **allowing them access to valuable academic resources and digital tools, directly addressing gaps in educational equity**. • 78% (n=55) of respondents indicated that access to digital resources **enabled them to expand their academic networks, facilitating connections with faculty, researchers and peers.** • The inclusion of legal databases and e-journals in the scholarship programme was particularly relevant to students pursuing academic and research excellence in law. • **76% (n=55) of the respondents stated that they would have struggled with obtaining necessary academic material, 62% stated that they would have fewer research opportunities and 60% would have incurred more spending for other paid resources** in the absence of the scholarship showcasing its relevance.

Parameter	Assessment from Study
Effectiveness	• The introduction of **RFID allowed for quicker and more independent borrowing and returning of books.** • The Koha Open-Source Library System **streamlined catalog management, improving resource tracking, benefiting both staff and students.** • The integration of RemoteXS and Elsevier Online Access allowed students and faculty to **access academic resources remotely, enhancing research capabilities and teaching effectiveness.** • The **efficiency** of cataloging and resource management has reduced manual errors and increased the accuracy of records, enhancing the overall functioning of the library. • **78%** indicated that the **scholarship provided them with enhanced research opportunities.** • **100% agreed that scholarships were important.** Scholarships are perceived as vital tools for supporting disadvantaged students. They are seen to provide equal access to digital resources, alleviate financial burdens, and empower students from underserved communities to achieve academic success. • The introduction of RemoteXS and Elsevier Online Access has **significantly improved access to academic resources** for both scholarship receipts and NLSIU users.
Convergence	• The team did not note any convergence or partnership due to the nature of project.
Sustainability	• The continued availability of the **assistive tools in the library for current and future batches ensures ongoing support for independent learning.** • The availability of the Infosys Digital Scholarship has created a long-term impact, with **95% indicating that the scholarship had opened up new opportunities for future career or further studies.**

6.5. Alignment to the IBPM Limited's CSR policy and the UN SDGs

The project is aligned with Infosys BPM Limite**d's** CSR policy which includes **education as one of the key CSR focus areas for Infosys BPM Limited**. The project is also aligned with following Sustainable Development Goal (SDG)[44]:

SDG-4 emphasises **ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all**. The digital upgrades at NLSIU enhance access to academic resources for both students and faculty within NLSIU. These improvements **enabled students to access journals and academic materials from any location, promoting equal learning opportunities and supporting lifelong learning.** Additionally, the provision of digital scholarships further expanded access to **quality education for deserving students from outside NLSIU facilitating broader educational opportunities.**

6.6. Study Limitation

• **Limited availability of student responses:** The online survey was rolled out to 76 students per the list provided by NLSIU of the students, but only 55 responses were received. Hence, the findings from survey may not fully represent the experiences of all the recipients of the Infosys Digital Scholarship.

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[44] Source: https://sdgs.un.org/goals

6.7. Case Stories

Following case stories have been gathered from our discussion with various project stakeholders during the field visit:

Case Story 1: Guiding Digital Inclusion

Mr. Raghav*, a professor, joined NLSIU after serving at another prestigious university, where he had extensive experience using assistive tools to support visually impaired students. His prior exposure to these technologies allowed him to provide valuable feedback when NLSIU began implementing its digital inclusion project. Mr. Raghav played a pivotal role in advising the university on which assistive devices to procure, drawing from his own experience in using tools like the JAWS Talking Reader and desktop magnifiers. His insights helped in the process ensuring that the most practical and efficient technologies were made available to students.

"Having seen how these tools can transform the academic experience of students with disabilities, I knew exactly what NLSIU needed to enhance accessibility. My input helped them select the right tools, ensuring that students have the resources they need," Dr. Raghav explained.

Mr. Ragav continues to guide both students and faculty in using these technologies effectively. He often provides mentorship on how to integrate digital tools into daily academic activities, making the learning process more inclusive. His contributions have not only enhanced NLSIU's infrastructure but have also helped create a supportive environment where faculty members, librarian are more aware of how to accommodate students with disabilities.

Case Story 2: Empowering Independence

Aman* is a visually challenged law student at NLSIU. For Aman, studying law presents unique challenges, especially when it comes to accessing large volumes of legal texts and research papers from the library. Before the implementation of the project, Aman had to rely heavily on friends or librarians to assist him with reading physical books, which made his studies more challenging and time-consuming.

With the introduction of tools like the JAWS Talking Reader and Magnifier glasses, Aman has gained much more independence in his academic pursuits. He uses JAWS to read digital texts on daily basis and the magnifier glasses for printed materials, making it easier to navigate through vast legal resources. His reliance on e-resources has increased, as these tools allow him to access a wide range of academic papers, legal journals, and case studies independently.

"Now, whenever I need access to e-resources, the librarians are quick to assist me. The setup in the special assistive room includes everything I need, from OCR readers to the Braille printer. This has made my study sessions far more productive and less dependent on others," Aman shared.

Although Aman doesn't use the Braille printer often, he finds it easy to access whenever needed. He also mentions that while the RFID system is a great help for his peers, he doesn't use it personally. However, the library's overall accessibility, from tactile flooring to well-organised assistive technology, ensures that all resources are easily available when required. These tools have made the library a more inclusive space, allowing Aman to focus on his studies without facing constant barriers.
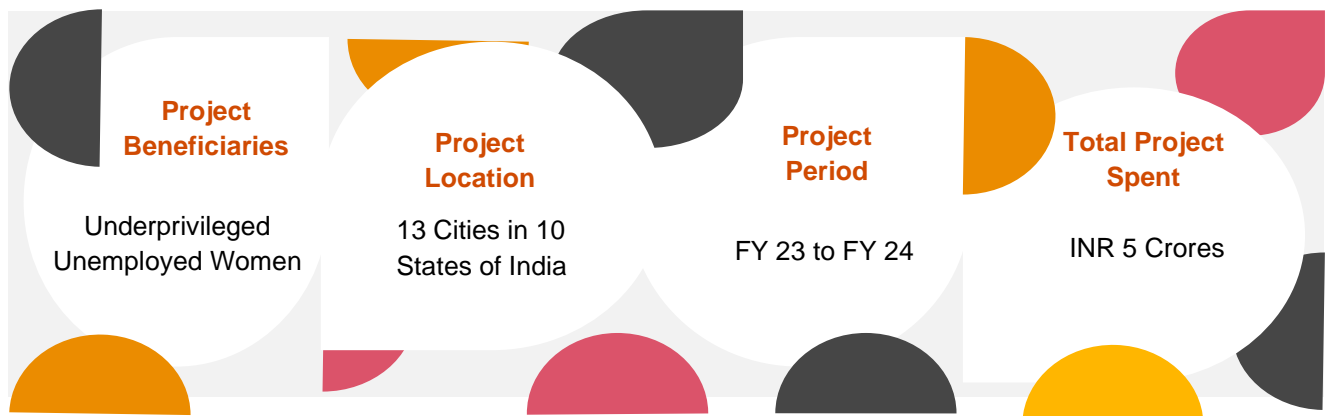
* Name changed

Project 6: Women in Technology Programme

7.1. About the Project

In India, the employment rate for women is substantially lower than that for men, as indicated by recent data from the Periodic Labour Force Survey (PLFS) Annual Report (July 2023 – June 2024)[45]. This disparity not only limits women's economic potential but also hinders the national growth and development. Addressing this issue is essential for poverty alleviation and achieving gender equality. Placement-linked skill development programmes have proven to be effective in economically and socially empowering women. By equipping women with the essential skills and facilitating their workforce entry, these programmes significantly contribute to gender and economic empowerment.

In response to this pressing need, **Infosys BPM Limited, together with EdgeVerve Systems Limited, implemented the "Women in Tech Programme" as an initiative under their CSR efforts through Infosys Foundation. This programme is designed to provide young women (aged 18 and above) a range of technology-related and non-technology-related courses, thereby boosting their employability across various sectors.** Through comprehensive training, counselling, and placement assistance, this programme aimed to empower women by bridging the gender gap in the tech industry and beyond. Below Figure provides an overview of project specifics:

Figure 67: Schematic Representation of Project Specifics

Project Beneficiaries	Project Location	Project Period	Total Project Spent
Underprivileged Unemployed Women	13 Cities in 10 States of India	FY 23 to FY 24	INR 5 Crores

Implemented by Nirmaan Organisation, the 'Women in Tech' Programme offered **training in various domains** (Table 10) **to enhance employability of women from underprivileged background**:

Table 10: Overview of Different Types of Training provided under this Project

Sr. No.	Type of Training	Eligibility Criteria	Duration of Training
1.	Web Mobile Applications (WMA)	Minimum requirement of 12th pass, with preference given to graduates	• 300 hours
2.	Information Technology Enabled Services (ITES)	Minimum 10th pass	• 180 hours (option 1) • 300 hours (option 2)
3.	Self Learning- Various coding languages (such as Java, HTML etc.) as per the interest of the candidates	Minimum requirement of 12th pass, with preference given to graduates	• 150 hours

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Figure 68: Schematic Representation of the Project Achievements

| | Total Trained – 6,406 | | Total Placed – 4,186 |

Course-wise achievements

Web Mobile Application	**IT - Enabled Services**	**Self-Learning**
Trained – 2,886	Trained – 3,050	Trained - 470
Placed – 1,992	Placed – 2,111	Placed - 83
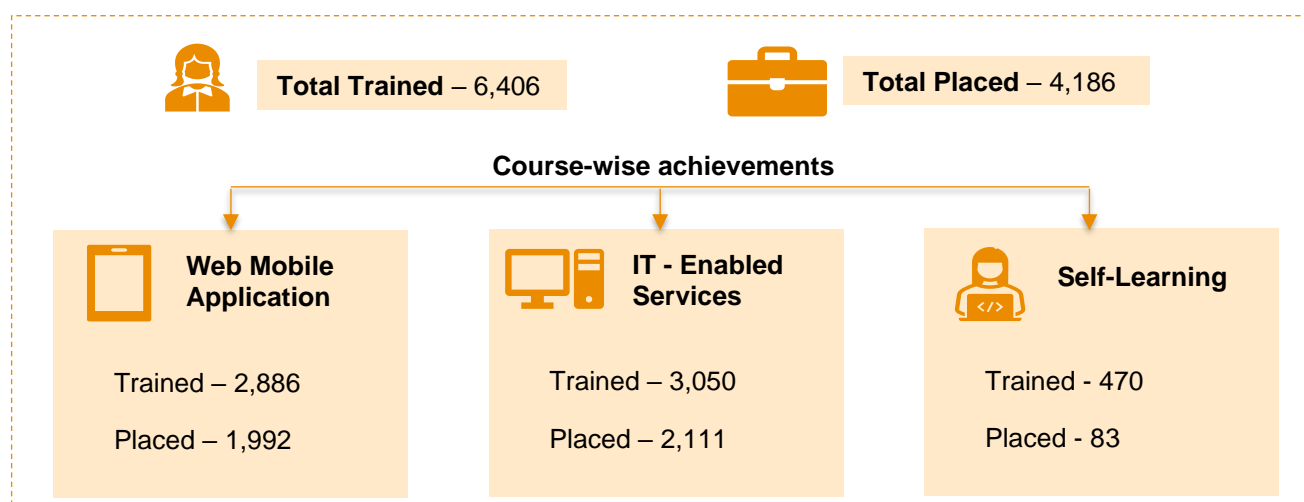
Source: Project document received from the implementing partner

7.2. Method of Impact Assessment

The impact assessment study leveraged an **integrated and cohesive approach** to assess the social impact transpired since project's implementation. A **kick-off meeting** was held with Infosys Foundation and the **Nirmaan Organisation** to understand the nature of support for this project and align on the requirements for starting the assessment exercise.

Following the meeting, PW received following **project documents**:

- Memorandum of Understanding (MoU) and its addendum signed with Nirmaan Organisation containing project details
- Project Closure Report highlighting activities and output indicators
- List of Project beneficiaries

PW team then began the **project's desk review** based on the information collected during the kick-off meeting and from the project documents. This helped our team in **designing the assessment framework** and **finalising the key stakeholders** for the interactions.

A mixed method, incorporating both quantitative and qualitative methods, was employed to evaluate the project's impact owing to the nature of this project. The quantitative survey was conducted with women (beneficiaries) and was complemented by qualitative interactions with other key stakeholders of this project. This combination enabled in assessing subjective experiences and exploring in-depth perspectives of various stakeholders related to this project.

Based on the data shared by the Nirmaan Organization, it was noted that **6,406 women have been trained under the programme.** Hence, a sample size of 262 was estimated at 90% confidence level and 5% margin of error. To ensure the appropriate representation of the findings from all the locations in our sample, we have covered the sample size of 273.

Besides survey with beneficiaries, team engaged with other key project stakeholders of the programme to assess its holistic impact through qualitative interactions (Figure 69):

- **Quantitative surveys** with a sample of **273 trained candidates**

- Following **In-depth Interviews (IDIs)** were conducted:

    o Training Centre cum placement In-charge (4 IDIs)
    o Trainers - Technical and soft skills (4 IDIs)
    o Counsellor - (2 IDIs)
    o Employers - (5 IDIs)
    o Implementing Partner representative (1 IDI)
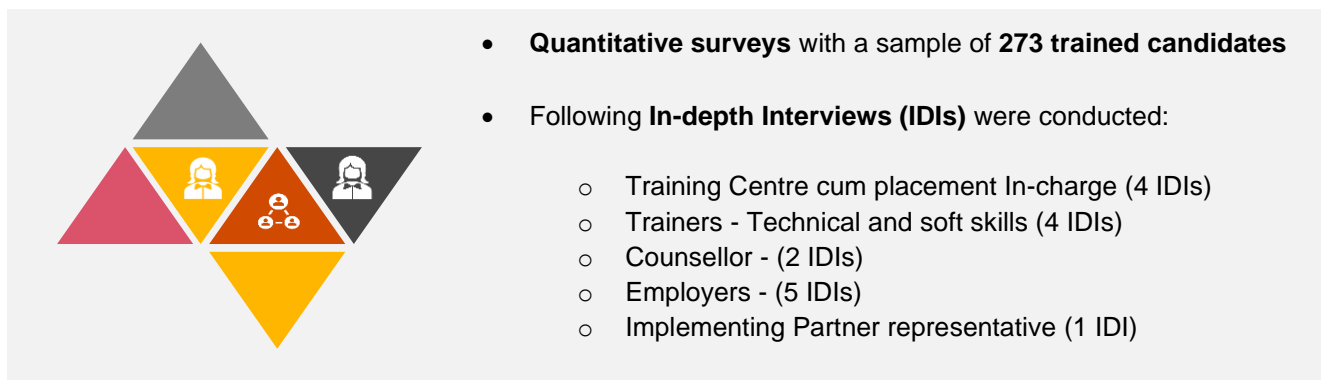
The responses collected from the stakeholders' interactions were analysed to arrive at detailed findings as depicted in next section.

7.3. Analysis and Findings

This section summarises the findings from the desk review and interactions:

7.3.1. Challenges Before the Project

Financial Barriers: Women were experiencing high unemployment rates, also revealed in the quantitative survey where only 14% of the respondents were being employed before the project. This was largely because they were unable to afford professional skill development training. Women from economically disadvantaged backgrounds were lacking the financial means to pursue such opportunities.

Gender Inequities: Societal and cultural biases were hindering women's participation in the workforce and were limiting their career advancement. Many women were unable to enroll in professional courses or take up jobs because their families were not permitting it. There was a pressing need to counsel families alongside the candidates to address these barriers.

Information Gaps: Women from underserved communities were facing challenges due to a lack of awareness about available skill development programmes, particularly those offered at no cost. They were unaware of the potential career opportunities that could arise from completing these courses.

7.3.2. Summary of the Impact Created

1. Beneficiary Profile

This section presents the key findings related to beneficiary profile, derived from quantitative interactions conducted with project beneficiaries (n=273), to assess the impact of this project.

Age Group and Education Background of the Respondents:

- The respondents **are aged between 18 to 28 years, adhering** to the eligibility criteria for the training. Notably, **70% are within the age group of 20-24 years** (Figure 70).

- A **majority of the respondents (68%)** indicated that **a bachelor's degree was** the highest level of formal education, followed by 17% reporting **postgraduate degree** and **9% with a diploma** (Figure 71).

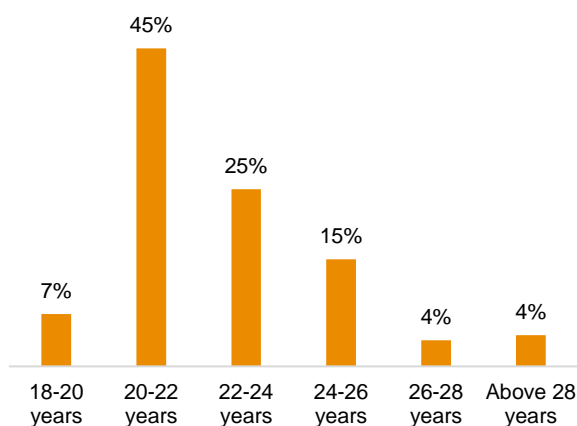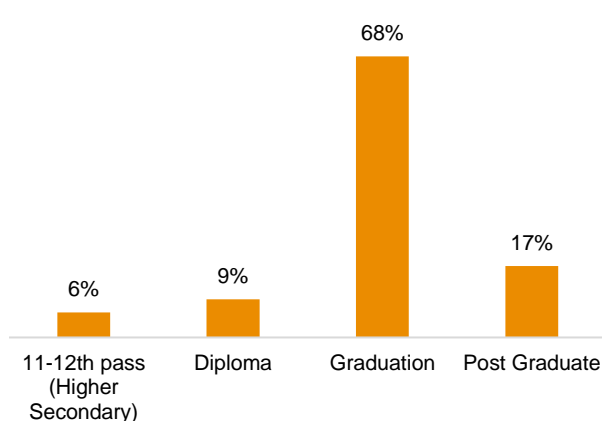**Figure 70: Age of the Respondents (n=273)**   **Figure 71: Education Profile of the Respondents (n=273)**

Socio-Economic Status of the Respondents:

•   The average household income of INR 15,001- 25,000 per month was the most commonly reported (33%), while 26% indicated a monthly income between INR 10,001-15,000 (Figure 72).

•   This indicates the potential for economic impact through such skill development interventions, given that majority of respondents come from the lower-income households. Further, it was important to enhance the skills of these respondents to improve their employability, potentially raising the income levels of these participants post-training.

Figure 72: Average Monthly Income of the Households (n=273)
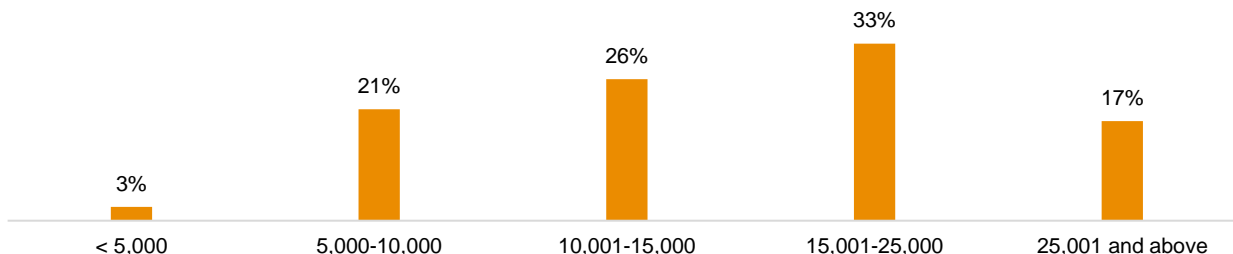
Employment Status of the Respondents before Undergoing Training:

•   Prior to enrolling in the training, only 14% of the respondents (n=273) were employed or involved in income-generating activities, whereas 86% were unemployed or not engaged in any such activities. The high proportion of respondents without prior employment underscores the project's potential to enhance employability and income levels through skill development initiatives.

•   Among the employed respondents (n=38), 37% respondents reported their individual monthly income ranging from INR 10,001- 15,000 (Figure 73).

Figure 73: Monthly Income of Candidates Employed before the Training (n=38)
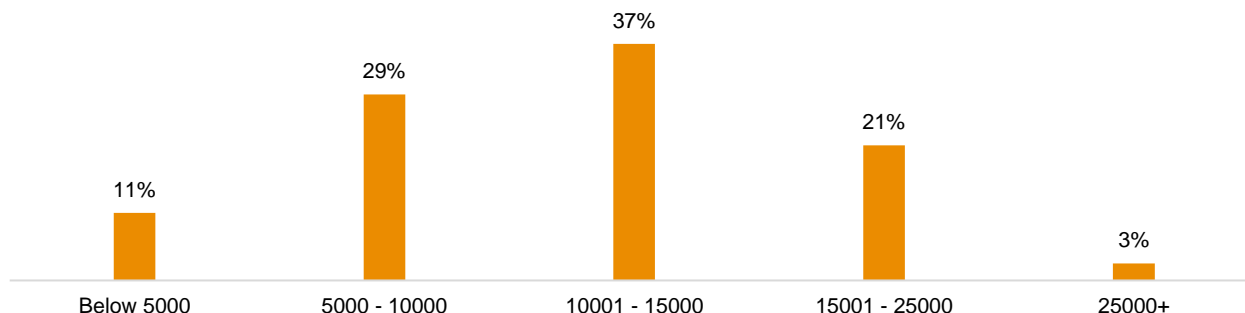
Training Courses and Location of the Respondents:

- Almost half (48%) of respondents participated in the ITES course, with 35% enrolled in the WMA training course and 17% engaged in Self-learning course. This indicates a high concentration of interest in the ITES and WMA courses, suggesting a demand for these skill sets.

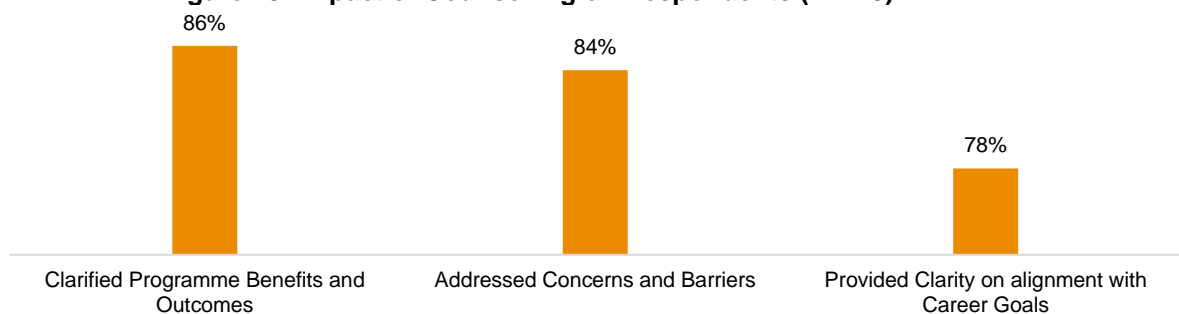**Figure 74: Split-up of Beneficiaries as per type of training courses (n=273)**

- Web Mobile Applications
- Information Technology Enabled Services
- Self-Learning
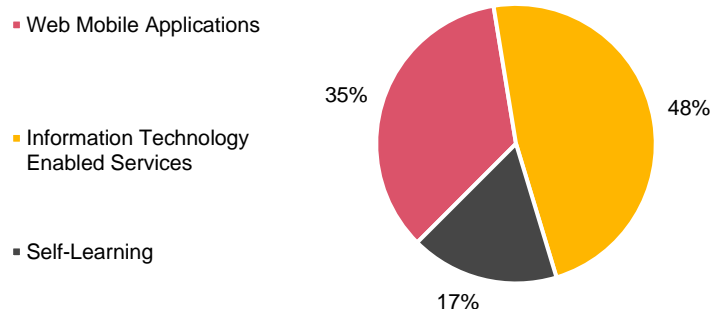
- The **sample size was evenly distributed across 13 training centres,** reflecting the proportion of the candidates trained per location. Bengaluru (Karnataka) exhibited the highest representation at 16%, followed by Hyderabad (Telangana) at 15%, and Chennai (Tamil Nadu) at 14%.

2. Charting Academic Paths of Women:

- The project **incorporated pre-enrolment counselling sessions**, where **prospective candidates received guidance on course specifics and their alignment with career aspirations**.

- Counsellors engaged with **candidates to identify and mitigate their apprehensions and challenges** regarding joining the programme, **ensuring a supportive and informed** entry into the training programme.

- ~90% (n=273) of the respondents (i.e., 245 respondents) reported **attending the counselling sessions (0.5- 1 hour) prior to commencing the training.**

- 99% of respondents (n=245) mentioned that **the counselling sessions influenced their decision to enrol in the training**, as their concerns were effectively addressed.

- According to 86% (n=245) of the respondents, the counselling clarified the **programme's benefits and outcomes**. A few counsellors echoed this in a qualitative discussion, stating **"we aim to understand the student's educational and family background, and assist them in recognising the industrial relevance of these courses for securing employment".**

Figure 75: Impact of Counselling on Respondents (n=245)

Clarified Programme Benefits and Outcomes	Addressed Concerns and Barriers	Provided Clarity on alignment with Career Goals
86%	84%	78%

Multiple choice question, and total may not add upto 100%

- Overall, **77% of the respondents (n=245) termed counselling sessions as very effective** in preparing them to join the training course and addressing individual needs.

> We offer counselling to families as needed, encouraging them permit their daughters to attend the training programme. On one occasion, we persuaded a family whose in-laws were initially reluctant to allow their daughter to participate. By discussing the matter with her husband and mother-in-law, we successfully convinced them to support for her enrolment. Consequently, she secured employment at Cognizant after completing the course.
>
> -   As narrated by a Counsellor of the Tarnaka, Hyderabad Centre

3. Practical Pedagogical Approaches for Effective Skill Building

- The training centres had employed **separate, experienced trainers for each of the three courses**, ensuring daily sessions were conducted for each batch. 82% (n=273) respondents confirmed that **classes were held daily for their respective courses** throughout the project period.

- The **course curriculum is communicated to candidates during orientation sessions.** The curriculum for WMA training included languages like CSS, Java, SQL. ITES covered training on software such as MS Word, Excel, PowerPoint etc. while Self-Learning focused on self-paced online courses in coding languages such as Java, SQL, HTML.[46]

- During interactions with trainers, it was noted that they **employ various techniques to engage candidates and simplify complex concepts.** The trainer highlighted the emphasis on practical components, providing candidates with an hour of hands-on experience each day.

- When probed about techniques employed during the training, 70% (n=273) of respondents **confirmed the use of Practical Hands-on activities** (Figure 76).

- Respondents assessed various facets of the training programme. Most rated components were Trainers, Training Content and Materials,

Figure 76: Distribution of Teaching Techniques used during the Training (n=273)
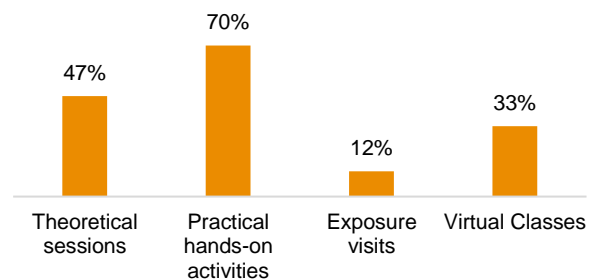
Multiple choice question, and total may not add upto 100%

Figure 77: Percentage of Respondent Rating Various Training Components Above 4 or Higher on a Scale of Five (n=273)

'Quality of Training Content and Material' - **69%** respondents

rated the 'Proficient Trainers' - **80%** respondents

'Sufficient Time Allocated for Training' -**74%** respondents

'Effectiveness of Training Pedagogy' - **62%** respondents

Relevance of Training' - **70%** respondents

Rating various aspects related to training (5-point scale)

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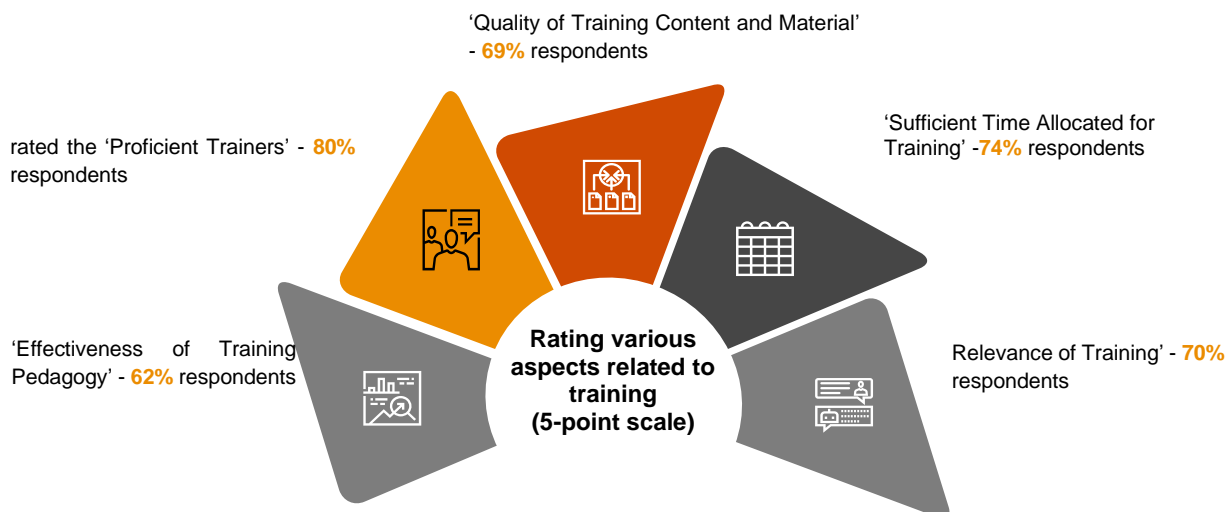
[46] As per documents shared by Nirmaan Organisation

and Training Relevance at 4 or higher on a 5-point scale, 5 being the highest (Figure 77).

4. Ensured skill proficiency through assessment and certification

The course structure entailed multiple online and offline assessments at different stages to strengthen and solidify candidates' understanding. Assessments were conducted weekly, monthly and at the end of the course, as mentioned by trainers during qualitative interactions.

68% (n=273) of the respondents i.e. 185 respondents **confirmed the final course assessment, with 96% (n=185) i.e. 177 respondents passing it.**

Furthermore, **88% (n=177)** of the respondents **received certification for passing the assessment and completing** the course.

69% (n=185) of the respondents found these assessments very **effective in evaluating their skills and knowledge.**

> Our programme's practical components extend beyond lectures, incorporating a hands-on approach to assessments. We conduct viva examinations and practical tests in our computer labs, enabling candidates to tackle problems in a real-world scenario.
>
> - As narrated by an ITES trainer from Chennai-Tamil Nadu Centre

5. Foster Employment through Placements Post Training Completion

- One of the main features of the WIT Programme was the support offered to candidates for job placement after completing their training. Each centre was equipped with **a Placement Manager dedicated to facilitating a smooth placement process** for every student.

  Additionally, participants received training in soft skills, including interview preparation and workplace readiness. This was provided by a dedicated soft skills trainer at each centre to better equip them for the placement process.

- **Only 29% (n=273) successfully secured employment post-training.** This highlights that the programme's effectiveness in securing employment for its participants is moderate. From the qualitative interactions with the candidate, we gauged following reasons for low placements:

  o The skills taught in training programme do not align with the actual needs of the industry and even after getting interview opportunities in the companies, they were not offered any job.

  o There was a lack of strong partnership with industries and employers by the implementing partner and they struggled to get good organizations for placements.

  o Many job opportunities were available away from their city and they had to relocate for joining these jobs but due financial constraints or family restrictions they could not relocate for job.

- Of placed, **56% (n=78) reported working in the IT sector**, while 44% (n=78) were employed in non-IT sector jobs. This indicates that the skills acquired through the programme have broader applicability beyond just IT roles.

- Furthermore, **60% (n=78) of respondents reported working in a different position from the one they initially secured.** From the qualitative interactions with various project stakeholders, team noted that:

  o This is due to a mismatch between the skills taught in the programme and the specific needs of the job market, necessitating role changes.

o Another reason was the dynamic job market where some of the respondents frequently shifted roles to better match their skills or aspirations.

> New hires undergo an initial training period of 3-4-day to understand their responsibilities and continue learning on-the-job. On average, candidates remain with us for about a year. We recruit 70-80 candidates from Nirmaan each year, with 50-55% leaving within the first year.
>
> - As narrated by an Employer

- Regarding monthly income from current job, **15% (n=273) of respondents reported earning between INR 10,001-25,000**. A significant **77% (n=273) of respondents were not employed**, thus **earning no income** (Figure 78).

- In an interaction with trainers, it was revealed that **some candidates use skills and experience from IT roles temporarily**, **while preparing for government exams**. These candidates often leave IT positions shortly, thereafter, considering them a fallback option if they decide to return to the sector.

Figure 78: Distribution of Monthly Income from Current Job (n=273)

None	77%
Rs. 25000+	4%
Rs. 10001 - 25000	15%
Rs. 5001 - 10000	3%
Rs. 2501 - 5000	1%

- When asked whether they believed they could have secured a job without the training programme, 73% of respondents (n=273) felt they could not have done so. This highlights the **participants' confidence in the programme's value in enhancing their skills and employability** (Figure 79).
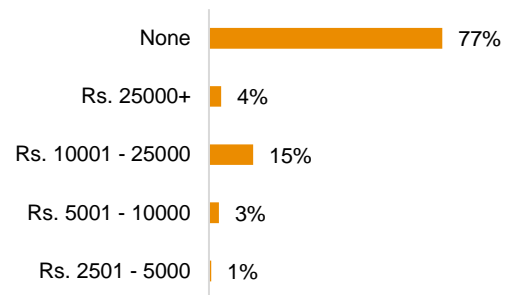
Figure 79: Improvement in Skills (n=273)

94%	Improvement in Knowledge and Skills in IT sector
85%	Improvement in Employability Skill
73%	Required this training to secure a job
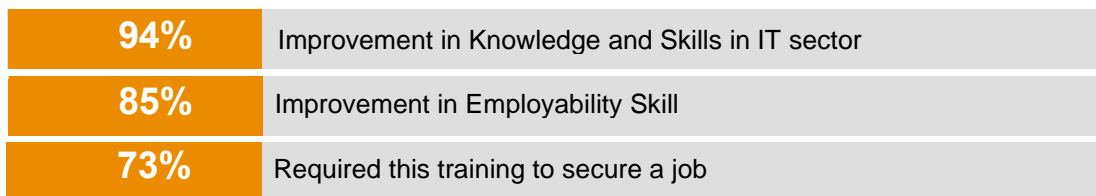
6. Empower Professional and Personal Growth

- The **integration of self-learning courses and a focus on soft skills during placements has fostered personal growth** among respondents. A few trainers mentioned that **candidates engaged more actively in soft skills training** once they felt comfortable, subsequently noting improvements in their communication skills and confidence.

Figure 80: Distribution of Most Valuable Feature of Training for Respondents (n=273)

Quality of Instruction	Practical Experience	Networking Opportunities	Job Placement Support	Personal Development
18%	30%	32%	37%	44%

Multiple choice question, and total may not add upto 100%

- 25% (n=273) reported that the **training programme had a significant impact on their personal development,** whereas 64% (n=273) noted a moderate impact.

- When asked **to identify the most valuable aspect of the training programme**, **44%** (n=273) respondents indicated **personal development**, while **37% valued job placement support** (Figure 80).

> During the course, candidates undergo regular training in communication skills and participate in mock interviews. This consistent practice is designed to improve their comfort and proficiency in speaking. By the end of programme, most candidates report increased self-confidence and enhanced communication abilities.
>
> - As narrated by a Counsellor of the Indore, Madhya Pradesh Centre

7. Impact of Training on Communication and Career Skills

- The respondents were surveyed to evaluate the overall impact of the training programme. Analysis revealed that 55% of participants (n=273) felt that the training improved their communication skills. Additionally, 51% reported gaining skills and knowledge relevant to their job roles. Furthermore, 45% noted positive growth in confidence and self-respect. These findings are illustrated in Figure 81.

Figure 81: Effect of Training on Respondents (n=273)
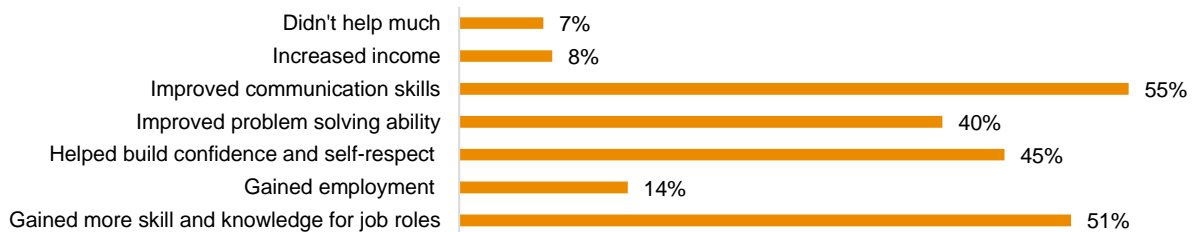
Multiple choice question, and total may not add upto 100%

These parameters were evaluated based on their importance to the respondents and the training's effectiveness in meeting these expectations. All parameters were deemed important by the candidates, and their expectations were met, except for the parameter relating to increased income.

**Figure 82: Importance and Expectation-match Rating
of Changes Observed by Respondents Post Training (n=273)**

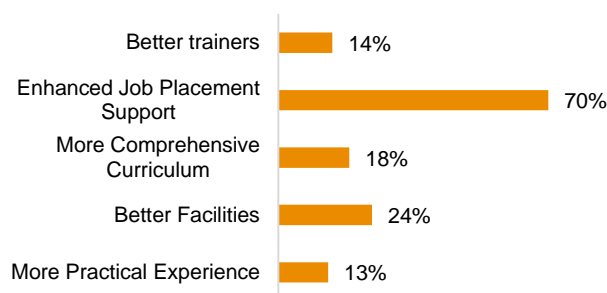| Changes observed by the respondents	Importance of the change to the respondent	How effectively the training met the expectations of respondent
Gained more skill and knowledge for job roles	**97%** of the respondents rated it 2 or higher (3 being very important)	**89%** of the respondents rated it 2 or higher (3 being expectations totally met)
Gained employment	**81%** of the respondents rated it 2 or higher (3 being very important)	**67%** of the respondents rated it 2 or higher (3 being expectations totally met)
Helped build confidence and self-respect	**95%** of the respondents rated it 2 or higher (3 being very important)	**95%** of the respondents rated it 2 or higher (3 being expectations totally met)
Improved problem-solving ability	**94%** of the respondents rated it 2 or higher (3 being very important)	**93%** of the respondents rated it 2 or higher (3 being expectations totally met)
Improved communication skills	**95%** of the respondents rated it 2 or higher (3 being very important)	**97%** of the respondents rated it 2 or higher (3 being expectations totally met)
Increased income	**48%** of the respondents rated it 2 or higher (3 being very important)	**40%** of the respondents rated it 2 or higher (3 being expectations totally met)

- Among the 273 respondents, 48% considered an increase in income important, while only 40% felt this increased income expectation is fulfilled by the training. Figure 267 illustrates the importance and expectation alignment.

- When asked about challenges during the programme, 68% reported none. However, 17% believed the course duration was too short and suggested extensions. Additional challenges are shown in Figure 83.

- For programme improvements, 70% recommended enhanced placement support, and 24% called for better facilities at the centres such as improved furniture, and computer & accessories. Further suggestions are detailed in Figure 84.

Figure 83: Challenges Faced by the Respondents during the Training (n=273)

Challenge	Percentage
No challenges	68%
Short Duration of Course	17%
Difficulty Understanding…	7%
Insufficient Practical…	6%
Inadequate Facilities	4%
Lack of quality trainers	4%
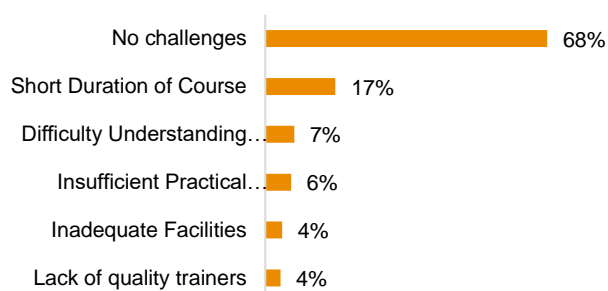
Multiple choice question, and total may not add upto 100%

Figure 84: Improvements Suggested by the Respondents for the Training Programme (n=273)

Improvement	Percentage
Better trainers	14%
Enhanced Job Placement Support	70%
More Comprehensive Curriculum	18%
Better Facilities	24%
More Practical Experience	13%

Multiple choice question, and total may not add upto 100%

7.4. IRECS Analysis

Basis the interactions with the key stakeholders and desk review, **the impact of the project is also assessed on the IRECS framework parameters**. The IRECS analysis summary has been presented in below table:

Table 11: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The project has trained **6,406 female candidates and its reach spans 13 training centres across 9 states.** • The initiative specifically **targets families from low socio-economic backgrounds in various states**, with 82% of respondents reporting a **monthly household income of INR 25,000 or less.** • The project worked towards the **empowerment of women, addressing the gender disparity in workforce participation.**
Relevance	• The training taught **market-oriented skills (web and mobile applications, office administration)** to **graduate women from underprivileged and economically weaker sections seeking upskilling opportunities to enhance employability.** • **Practical sessions were part of lectures and assessments** in line with industry trends so that the candidates can get the real-world experience and learn industry relevant skills.

Parameter	Assessment from Study
Effectiveness	• 84% (n=273) of respondents believe that the **training has enhanced their employability skills.** • The project has **demonstrated effectiveness in enhancing knowledge and skills within the IT sector**, as evidenced by 94% (n=273) of respondents affirming such improvements. Furthermore, 89% (n=273) of respondents rated the training at least a 2 out of 3, indicating that their **expectations were fully met regarding the acquisition of skills and knowledge pertinent to job roles.** • The project has **demonstrated effectiveness in enhancing the soft skills and communication abilities of the trainees.** A significant 97% (n=273) of candidates rated the training as a 2 or higher out of 3 in **communication skills indicating that expectations were fully met.** • 29% (n=273) of participants have confirmed to **successfully obtained employment following the completion of their training within the project.** This points toward a need to enhance job placement support and ensure that training is closely aligned with market demands, potentially increasing the employment rate. • 15% (n=273) of respondents reported earning a **monthly income in the range of INR 10,001-25,000 from their current employment.**
Convergence	• The project **aligns with the Indian government's Skill India Mission** by focusing on imparting market-oriented skills to graduate women from underprivileged and economically weaker sections. • The project has formally collaborated **with IT companies as hiring partners, facilitating the delivery of placement offers to participants.**
Sustainability	• The focus on skilling the graduate women have a **capability to stimulate economic growth, reduce poverty and foster some independence for these women in the long run.** This is evident from the fact that 84% (n=273) of the respondents have **reported improvement in their employability skills.** • The sustainability of the project is also reinforced by several key factors, including the **establishment of effective partnerships and the provision of comprehensive skill training.** Its alignment with the increasing demand for jobs in the IT sector further augments its long-term viability.

7.5. Alignment to the Infosys's CSR policy and the UN SDGs

The project is aligned with respective CSR policy of Infosys BPM Limited and EdgeVerve Systems Limited which includes Education as one of the key CSR focus areas. The project is also aligned with the following Sustainable Development Goal (SDGs)[47]:

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[47] Source: https://sdgs.un.org/goals
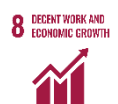
SDG-4 aims **to ensure inclusive and equitable quality education, whilst promoting lifelong learning opportunities for all.** The project through its targeted skilling initiatives, the programme has successfully enhanced the knowledge and skills of graduate women from underprivileged and economically weaker sections.

SDG-5 aims **to achieve gender equality and empower all women and girls.** The project specifically targeted **unemployed graduate women** from economically disadvantaged backgrounds, aiming to equip them with industry-relevant skills to enhance their employability and empower them towards greater self-reliance.

SDG-8 pertains to **promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.** The project endeavours to facilitate employment for trained women, thereby enabling them to achieve productive and decent work. This initiative ultimately aims to contribute to sustained economic growth by empowering women through enhanced employability and economic participation.

7.6. Study Limitation

- The team did not encounter any limitation during the impact assessment study.

7.7. Case Stories

Following case stories have been gathered through discussions held with the project stakeholders:

Case Story 1: Empowering Dreams: From Trainee to Entrepreneur

In Kerala, Aadhya's* journey from a trainee in the Women in Technology (WIT) Programme to a successful entrepreneur exemplifies the transformative power of skill development and government initiatives. At 33, Aadhya harnessed the IT-enabled services (ITES) skills she acquired through WIT and began her career at a Common Service Centre (CSC), gaining valuable expertise over 6-7 months.

Inspired by the Government of Kerala's Akshaya Centre initiative, which aims to bridge the digital divide, Aadhya's entrepreneurial spirit was ignited. She established her own Akshaya Centre, providing essential digital services and IT solutions to her community, thus addressing a critical local need and symbolizing the empowerment of women through entrepreneurship.

Aadhya's story highlights how targeted skill training and supportive initiatives like Akshaya Centres can unlock opportunities and foster economic independence. Today, she inspires other women to pursue their dreams and embrace self-employment, demonstrating that with the right skills and determination, aspirations can become reality.

Case Story 2: Breaking Barriers: Sneha's Journey to Success

In Navi Mumbai, Sneha's* story is a powerful testament to perseverance and the impact of supportive guidance. Coming from a financially challenged background, Sneha faced numerous obstacles in her pursuit of education and career growth.

Initially hesitant about joining the Women in Technology (WIT) programme for IT-enabled services (ITES), Sneha was encouraged by counsellors who recognized her potential. Through insightful conversations, they helped her see how the WIT programme could be a stepping stone to a brighter future.

With renewed determination, Sneha embraced the programme, developing both technical skills and the confidence needed to succeed professionally. Her dedication paid off when she secured a position at Bajaj Auto, bringing financial stability to her family.

Sneha's journey from uncertainty to success is a beacon of hope, demonstrating that with the right support and resilience, one can overcome barriers and achieve their dreams.

*Name changed