IMPACT ASSESSMENT REPORT

EdgeVerve Systems Limited

April 2025

Price Waterhouse Chartered Accountants LLP

Notice to the reader

1. This report has been prepared solely for EdgeVerve Systems Limited being the express addressee to this report as "Client" or "EdgeVerve". PW does not accept or assume any liability, responsibility or duty of care for any use of or reliance on this report by anyone, other than (i) our Client, to the extent agreed in the relevant contract for the matter to which this report relates (if any), or (ii) as expressly agreed by PW at its sole discretion in writing in advance.

2. 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. This report by its very nature involves numerous assumptions, inherent risks and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. PW does not make any representation or warranty, express or implied, with respect to the information contained in this report. The information contained in this report is selective and is subject to updating, expansion, revision and amendment. It does not purport to contain all the information that a recipient may require.

3. PW's deliverable in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion. EdgeVerve shall be fully and solely responsible for applying independent judgment, with respect to the findings included in this report, to make appropriate decisions in relation to future course of action, if any. We shall not take responsibility for the consequences resulting from decisions based on information included in the report.

4. While information obtained (if any) from the public domain or external sources has not been verified for authenticity, accuracy or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it must be noted that some of these websites may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.

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.

6. We assume no responsibility for any user of the report, other than EdgeVerve management. Any person who chooses to rely on the report shall do so at their own risk.

7. Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders selected as sample respondents. Accordingly, changes in circumstances or information available after the review could affect the findings outlined in this report. The recommendations provided may not be exhaustive from the perspective of bringing about improvements in the projects and additional steps/efforts may be required on the part of the management to address the same.

8. "Should any unauthorized person or any entity other than EdgeVerve obtain access to and read this report, by reading this report such person/entity accepts and agrees to the following terms:
   I. The reader of this report understands that the work performed by PW was performed in accordance with instructions provided by EdgeVerve and was performed exclusively for EdgeVerve's sole benefit and use.
   II. The reader of this report acknowledges that this report was prepared at the direction of EdgeVerve and may not include all procedures deemed necessary for the purposes of the reader.

III. The reader agrees that PW its partners, directors, principals, employees and agents neither owe nor accept any duty or responsibility to it, whether in contract or in tort (including without limitation, negligence and breach of statutory duty), and shall not be liable in respect of any loss, damage or expense of whatsoever nature which is caused by any use the reader may choose to make of this report, or which is otherwise consequent upon the gaining of access to the report by the reader. Further, the reader agrees that this report is not to be referred to or quoted, in whole or in part, in any prospectus, registration statement, offering circular, public filing, loan, other agreement or document and not to distribute the report without PW's prior written consent."

9. In no circumstances shall we be liable, for any loss or damage, of whatsoever nature, arising from information material to our work being withheld or concealed from us or misrepresented to us by any person to whom we make information requests.

Abbreviations

Abbreviation	Full Form
BKF	Bangalore Kidney Foundation
CKD	Chronic Kidney Disease
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
IDI	In-depth Interview
IRECS	Inclusiveness, Relevance, Efficiency, Convergence, and Sustainability
ITES	Information Technology Enabled Services
MOU	Memorandum of Understanding
PW/ PWCALLP	Price Waterhouse Chartered Accountants LLP
WIT	Women in Technology

Table of Contents
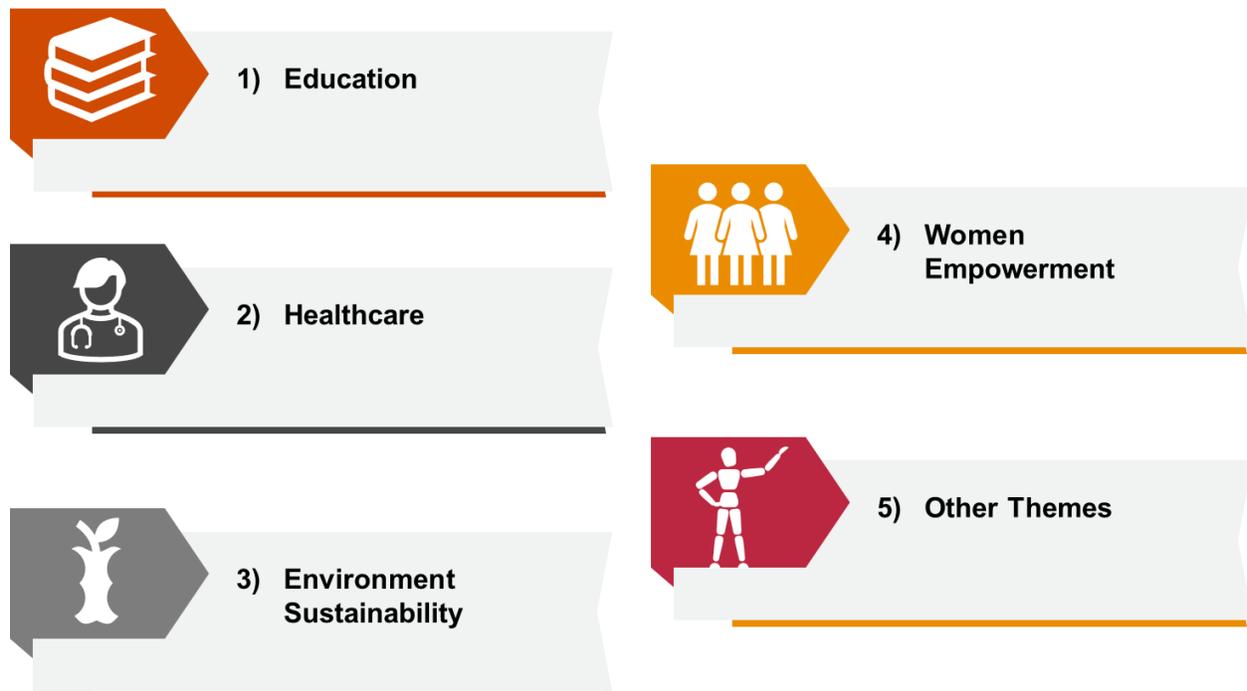
1. Introduction and Background

1.1.   CSR at EdgeVerve Systems Limited

EdgeVerve Systems Limited (EdgeVerve) is a leading artificial intelligence (AI), automation, and analytics subsidiary of Infosys Limited. It has headquarters in Bengaluru, India. Founded in 2014, EdgeVerve is trusted by global customers for its digital platform solutions, which help clients harness the potential of a connected enterprise.[1] In addition to its business operations, **EdgeVerve is actively involved in various corporate social responsibility (CSR) projects**. These initiatives are carried out either **directly by EdgeVerve or through the Infosys Foundation** to maximise their impact on a broader scale.[2]

Founded in 1996 as a not-for-profit organisation, the **Infosys Foundation was well-ahead of the mandatory CSR regulations** in India.[3] It has consistently **fostered a spirit of community development within Infosys and its subsidiaries**. By collaborating with government agencies, institutions, social entrepreneurs, and other organisations, the foundation strives to make a significant difference in local communities. [4] It addresses a **variety of critical issues**, such as enhancing healthcare infrastructure, supporting education, promoting gender equality and women's empowerment, and advancing environmental sustainability, among others.[5]

In line with its commitment to social responsibility, EdgeVerve Systems Limited has **identified specific CSR themes to guide its projects:**[6]

Figure 1: CSR Themes of EdgeVerve Systems Limited

1) Education

2) Healthcare

3) Environment Sustainability

4) Women Empowerment

5) Other Themes

---

[1] https://www.infosys.com/about/subsidiaries.html
[2] https://www.edgeverve.com/wp-content/uploads/2024/04/EdgeVerve-CSR-Annual-2024-25.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] 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:

EdgeVerve Systems Limited (EdgeVerve) 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 4 CSR Projects identified by the Management as per the provisions of Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021:

Figure 2: Overview of 4 CSR Projects (Theme-wise)

Education
Training of Government Schools' Science and Math teachers

Healthcare
Free Dialysis Care for Women Patients

Environment Sustainability
Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad

Women Empowerment
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 the 4 CSR projects (theme-wise) is provided below:

Theme 1: Education

In Education theme, the CSR project under assessment, has enhanced educational outcomes by boosting teachers' confidence and skills, leading to increased student enthusiasm and comprehension, and transforming classrooms into engaging learning environments. Below provides an overview of impact created by this CSR project:

Table 1: Overview of CSR Project in Education Theme

#	CSR Project under Assessment	Project Location	Implementation Partner	Total Beneficiaries	Project Period	Total Spent	Quantitative Sample
1.	Training of Government Schools' Science and Math teachers	Andhra Pradesh and Odisha	Agastya International Foundation	2,670 teachers	FY 22 to FY 23	INR 6.00 Crores	254

1. Training of Government Schools' Science and Math teachers

- The project introduced the 5E model[7], **leading to 98% of teachers reporting increased confidence in delivering interactive lessons** and **97% improving their ability to cater to diverse learning styles**. Workshops covered scientific methods, lesson planning, and project-based learning, fostering a supportive community among teachers.
- This project has **positively impacted students, with 98% of teachers observing heightened enthusiasm for learning and 83% noting improved comprehension of complex topics**. The interactive approach facilitated personal growth, enhancing students' confidence and life skills such as collaboration and communication.
- The project has further **transformed classrooms into vibrant learning environments using practical, low-cost teaching aids**. Further, **90% are likely to recommend the training program**.

Theme 2: Healthcare

Under Healthcare theme, the CSR project under assessment, has improved the health and well-being of women by providing free dialysis, increasing access, reducing financial burdens, and enhancing patient safety and privacy. Below provides an overview of impact created by this CSR project:

Table 2: Overview of CSR Projects in Healthcare Theme

#	CSR Project under Assessment	Project Location	Implementation Partner	Total Beneficiaries	Project Period	Total Spent	Quantitative Sample
1.	Free Dialysis Care for Women Patients	Bengaluru, Karnataka	Bangalore Kidney Foundation	84 women	FY 23 to FY 24	INR 1.50 Crores	NA

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 such CSR projects, qualitative interactions were conducted with various stakeholders such as women patients, doctors, nursing staff, administrative staff, research team members and implementing partner as applicable.

1. Free Dialysis Care for Women Patients

- Launched in June 2022, this project has **significantly increased access to life-saving dialysis treatments for women** in Bangalore, Karnataka. The initiative has **expanded the number of women patients from 55 to 130 within a year, with 85% reporting no sickness during the project period.**
- The project prioritizes women from Below Poverty Line households and those abandoned by their families, alleviating financial burdens by covering dialysis costs. It **introduced a women-only floor managed by female staff, ensuring safety and privacy**, and has enrolled 25 women for potential kidney transplants, with 10 likely to undergo the procedure.
- By providing free dialysis sessions, the project has **improved the overall health and well-being of women patients, enabling them to resume normal routines and contribute to their families**

---

[7] 5E model- The 5E instructional model consisting of five phases- Engage, Explore, Explain, Elaborate, and Evaluate, aimed at enhancing student learning.

and communities. Regular sessions have reduced contamination levels in patients' blood, fostering better health outcomes and camaraderie among patients.

- The initiative has **raised awareness about chronic kidney diseases and reduced stigma associated with its treatment**, involving families in care plans and increasing acceptance of dialysis. The project has engaged counsellors for positive reinforcement and **seen an increase in referrals from regional nephrologists**, highlighting the need for similar support for male patients.

Theme 3: Environment Sustainability

Under Environment Sustainability theme, the CSR project under assessment, has improved water management and cultural preservation by restoring historic water systems, enhancing groundwater recharge, and fostering community engagement through cultural events. Below provides an overview of impact created by this CSR project:

Table 3: Overview of CSR Projects in Environment Sustainability Theme

#	CSR Project under Assessment	Project Location	Implementation Partner	Total Beneficiaries	Project Period	Total Spent	Quantitative Sample
1.	Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad	Hyderabad, Telangana	SAHE Foundation	1,50,000-2,00,000 visitors	FY 23 to FY 24	INR 3.82 Crores	NA

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 visitors, estate manager, architect and implementing partner.

1. **Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad**
   - The project **revives historic stepwells and traditional water systems, addressing water management challenges and cultural preservation**. By enhancing rainwater storage and groundwater recharge, the **project provides clean water access and reduces strain on existing resources**.
   - Key project activities such as restoring historic water networks, assessing aquifer capacity, and constructing rainwater harvesting systems and eco-channels **reduced dependency on external water sources and improve groundwater levels.**
   - The project has **improved water management at Rashtrapati Nilayam, reducing reliance on external resources and enhancing groundwater levels**. Interventions like recharge pits, eco-channels, and an injection borewell system have **restored stepwells to near maximum capacity, ensuring self-sustenance for estate gardens and increasing underground aquifer capacity.**
   - The project **promotes sustainable water management and cultural heritage preservation**. It **fosters community engagement through cultural events, enhancing appreciation of local heritage**.

Theme 4: Women Empowerment

Under Women Empowerment theme, the CSR project under assessment, has trained women in essential IT skills, resulting in placements and significantly reducing gender disparity in employment. Below provides an overview of impact created by this CSR project:

Table 4: Overview of CSR Projects 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

3.1. Objective of Impact Assessment

EdgeVerve intended to carry out the impact assessment of 4 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 5: Overview of CSR Projects under Assessment

SI No.	CSR Themes	Name of the CSR Project	Project Location	Research Method
1.	Education	Training of Government Schools' Science and Math Teachers	Andhra Pradesh and Odisha	Mixed
2.	Healthcare	Free Dialysis Care for Women Patients	Bengaluru, Karnataka	Qualitative
3.	Environment Sustainability	Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad	Hyderabad, Telangana	Qualitative
4.	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.
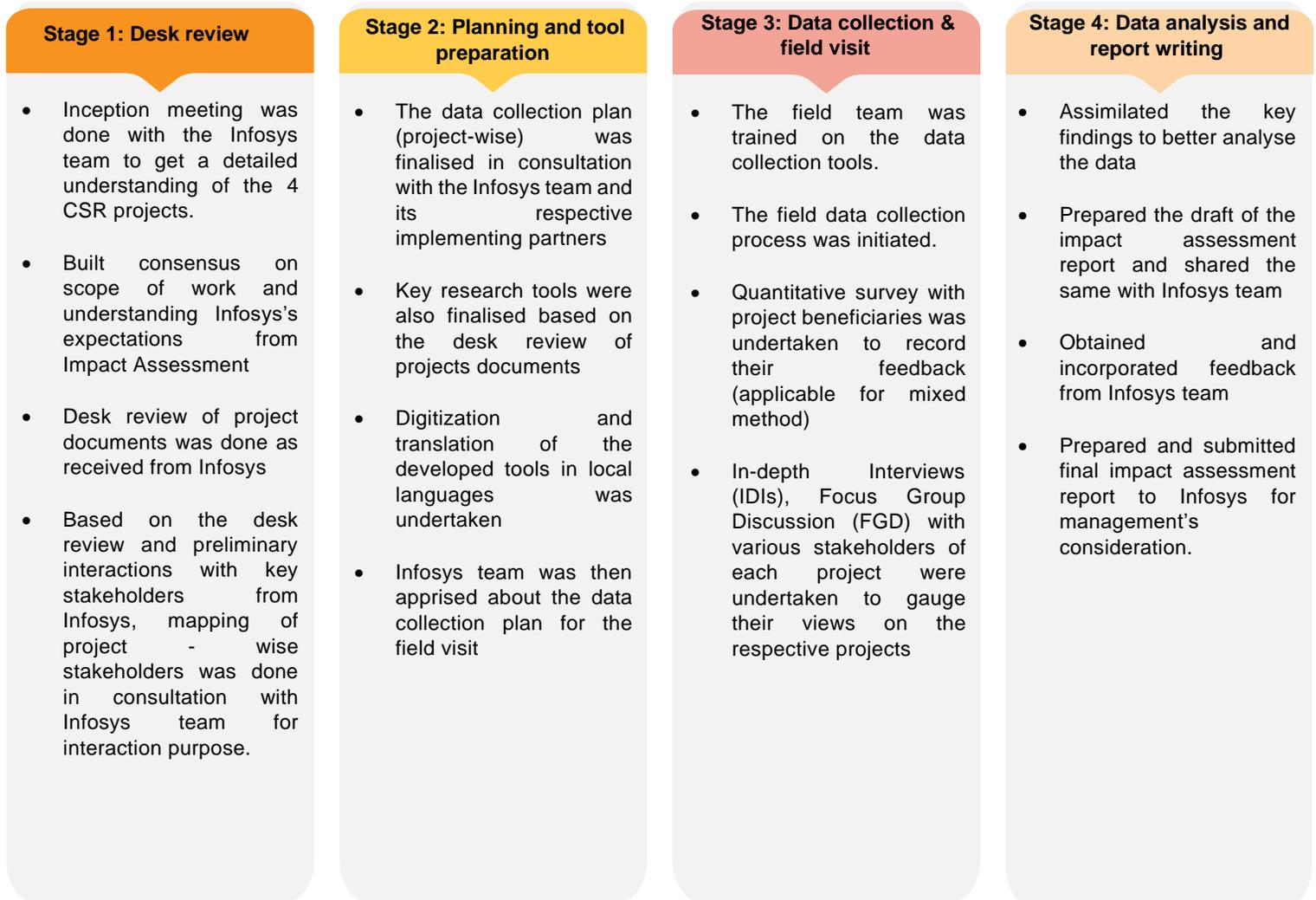
3.2. Scope of Work

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

3.3. 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 4 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.

3.4. Evaluation Framework

IRECS framework was used to assess the impact of 4 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?

3.5. 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 engagement letter, 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 engagement letter 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.

- The nature of service provided under this engagement does not in any manner constitute provision of legal service or/ advice as the term is generally understood under various laws for the time being in force. The intent of PW was to provide assistance and support in accomplishing the stated objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.

- 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 EdgeVerve Systems Limited, 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: Training of Government Schools' Science and Math teachers

4.1 About the Project

In India, specialized teacher training is essential for **enhancing educational standards and addressing local challenges pertaining to content delivery.** It equips teachers with advanced pedagogical skills necessary for delivering high-quality instruction and adapting to diverse cultural and socio-economic contexts, thereby promoting inclusivity. Such training **helps bridge the urban-rural education divide, prepares teachers for evolving curricula, and improves digital literacy** for effective technology integration in classrooms. By addressing the challenge of shortage of qualified and trained teachers, these trainings **support economic growth and fosters educational equity.**

Recognizing the importance of specialized teacher training, Infosys Foundation has launched several initiatives to support the development initiatives within the education sector. One such project is the **"Training of Science and Math teachers in Government Schools"** in **Andhra Pradesh and Odisha**. This initiative provided comprehensive and flexible training to 2,670 teachers who were nominated by the education department of the state, combining **online and in-person sessions** focused on **constructivism and hands-on lab creation.** By enhancing teachers' pedagogical skills, this project aimed to improve educational quality and effectively address local educational challenges. **Supported by Infosys Limited and EdgeVerve Systems Limited** as part of their CSR, this project further seek**s** to create an enriched learning environment for students and broaden their academic horizons. The Foundation has **partnered with Agastya International Foundation ("Agastya")** for effective implementation of the project's activities.

Figure 5: Schematic Representation of Project Specifics

Project Beneficiaries	**Project Locations**	**Project Period**	**Total Project Spent**
Government schools' Science and Math teachers (1,955 from AP and 715 from Odisha)	Andhra Pradesh (AP) and Odisha	FY 22 to FY 23	INR 6.00 Cr.

Figure 6: Agastya Center, Kuppam

Agastya is an **independent not-for-profit Education Trust** established to transform education for economically disadvantaged children and teachers in India. With its immersive-educational programmes, Agastya addresses the need for innovative learning methods and capacity building within the educational sector.

Collaborating extensively with Indian and international academia, government entities, NGOs, and community organizations, Agastya adopts an integrative approach to education. It aims to spark curiosity, nurture creativity, and instil confidence and caring in its beneficiaries through hands-on science outreach and experiential learning tailored to cater to the unique educational needs and challenges in India**.**[8]

---

[8] Source: Agastya Internation Website https://www.agastya.org/aboutus

Below is a brief description of the project's activities[9]:

1. **Learning Constructivist Approach:** This activity aims to enhance teachers' skills and knowledge by introducing them to the constructivist approach in hands-on science and math education. The approach empowers teachers conducted through a blend of online and offline training sessions conducted for four days **to facilitate learning through experiential activities, allowing students to build their understanding of scientific and mathematical concepts.** By emphasizing experiential learning and critical thinking, this approach enables teachers to create more dynamic and interactive classroom environments. **A central element of this approach is the 5E model[10], which guides teachers in fostering student-driven learning experiences.** Students are also encouraged to actively engage, explore concepts, articulate their understanding, expand on their learning, and self-assess to ensure comprehension through this approach.

2. **Make Your Own Lab (MYOL):** This activity provides an opportunity to these Government school teachers to attend workshops that focus on developing and utilizing their own laboratory setups. In these sessions, teachers are provided with kits containing materials to create cost-effective models and teaching aids. This setup empowers teachers to conduct hands-on science classes aligned with the school curriculum, thereby creating a practical learning environment for students. These workshops enable teachers to design various models and instructional resources that can be directly applied in their everyday classroom activities. Additionally, **teachers participate in a four-day workshop where they observe demonstration classes, create lesson plans, and practice teaching in addition to the peer learning.** This experiential method aims to transform traditional teaching techniques into more interactive, student-centred practices.

3. **In-field Follow-up:** After attending the workshops, teachers receive ongoing support through in-field follow-up activities, which are crucial for integrating the newly acquired concepts into their teaching methods. This **follow-up process focuses on observing how teachers apply the constructivist approach and make use of the laboratory setups created during the MYOL workshops, aiming to promote the ongoing evolution of innovative teaching strategies in their classrooms.** Additionally, the programme fosters post-training engagement and support through initiatives such as the Saturday Forum, where teachers can voluntarily participate in online sessions which are conducted **once each month for each state from the time, they finished the training till date** for continuous learning and the exchange of best practices.

4.2   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 point of contact from Agastya.** These meetings offered the research team with **relevant insights into the support provided in this project.**

PW received the following **project documents**:

- **Memorandum of Understanding (MoU)** signed with Agastya containing project's operational details at **Andhra Pradesh and Odisha**
- **Project Report** from Agastaya detailing the activities carried out under this project
- **Constructivism teaching module** received from Agastya

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.
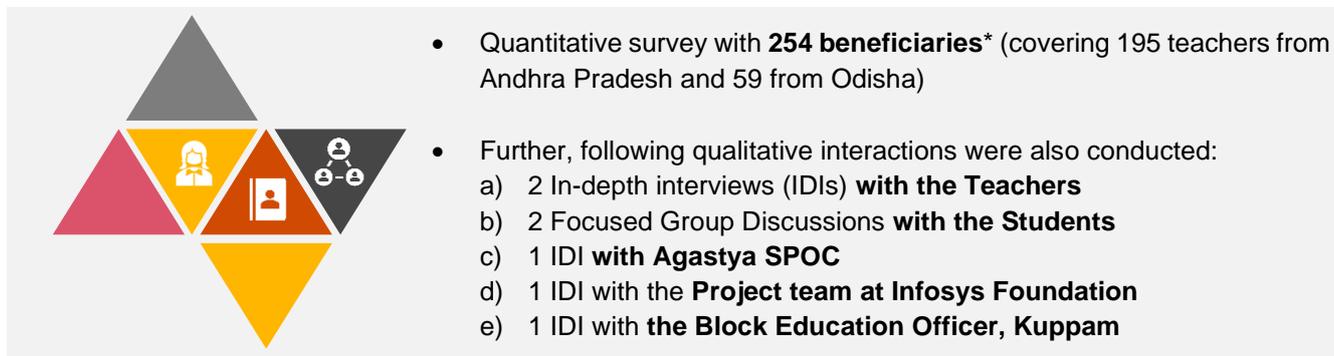
---

[9] Source: MoU shared by the Infosys
[10] As per the Handbook for teachers shared by the implementing partner "The 5E instructional model, developed by Roger Bybee, is a constructivist approach consisting of five phases: Engage, Explore, Explain, Elaborate, and Evaluate, aimed at enhancing student learning.

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 including Teachers, Trainers, Students, Implementing partner, etc. In this case, therefore, mixed methodology approach was instrumental in evaluating the comprehensive perceived benefits, impact and in-depth insights into the perspectives of those involved in the project.

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 7: Sampling Plan

- Quantitative survey with **254 beneficiaries*** (covering 195 teachers from Andhra Pradesh and 59 from Odisha)

- Further, following qualitative interactions were also conducted:
  a) 2 In-depth interviews (IDIs) **with the Teachers**
  b) 2 Focused Group Discussions **with the Students**
  c) 1 IDI **with Agastya SPOC**
  d) 1 IDI with the **Project team at Infosys Foundation**
  e) 1 IDI with **the Block Education Officer, Kuppam**

* As per the project report shared by Agastya, team noted that the actual number of total beneficiaries are 3,568 (universe) against the total target of 2,670. The sample size of 254 teachers was calculated with a confidence level of 90% and a margin of error of 5% on this universe. To ensure proportionate representation of the beneficiaries from both the geographies, the sample size was proportionately divided in Andhra Pradesh and Odisha as per the total number of beneficiaries in both the states.

4.3 Analysis and Findings

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

4.3.1 Challenges Before the Project

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

- **Lack of Effective Pedagogical Training:** Many teachers mentioned that they have strong subject knowledge but still struggle with modern teaching methods that make learning engaging. This highlights the need for specialized training to equip teachers with contemporary strategies like the constructivist approach to enhance learning experiences.

- **Lack of Student-Teacher Connectivity:** Teachers often find it challenging to connect with students due to traditional methods focused on rote memorization[11]. Embracing interactive and student-centred practices can improve engagement and accommodate diverse learning styles, fostering a more inclusive classroom environment.

- **Practical Application of Theoretical Knowledge:** Teachers face difficulties in implementing educational theories in practice, creating a gap between understanding and application. Ongoing support and training can help teachers use models (like 5E model) effectively, transforming theory into dynamic learning opportunities to boost student engagement and critical thinking.

---

[11] The process of memorizing information based on repetition

4.3.2 Summary of the Impact Created

1. Profile of the respondents

- The survey encompassed a total of 254 teachers, including 195 from Andhra Pradesh and 59 from Odisha. The **average age** of the teachers was **45 years.**

- Figure 8, shown adjacent, illustrates the **gender distribution of the teachers**, highlighting the number of male and female teachers who participated in the survey.

Figure 8: Gender Distribution of the respondents (N=254)

Female – 38%

Male – 62%

- Most of the respondents were highly experienced teachers, with **58% (N=254) possessing more than 15 years of teaching experience**, as depicted in Figure 5. Additionally, 68% (N=254) of the teachers held either a master's degree or a Doctorate.
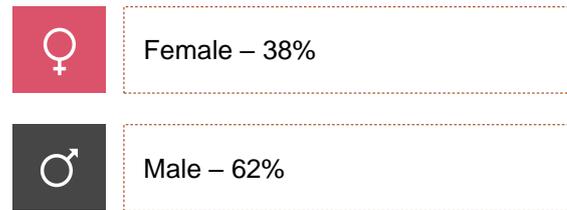
Figure 9: Teaching experience of the respondents (N=254)

15 years and above — 58%
10-15 years — 23%
5-10 years — 11%
0-5 years — 8%
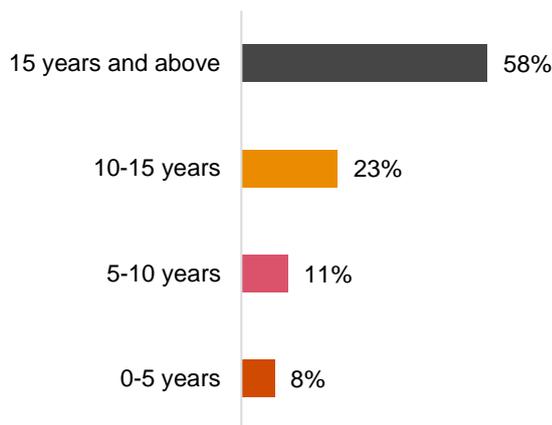
Figure 10: Highest educational qualification of the respondents (N=254)

32%
3%
65%

■ Bachelors ■ Masters ■ Doctorate
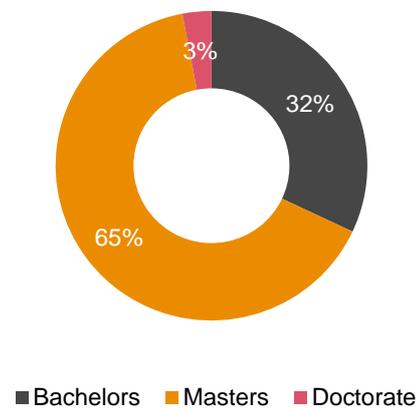
- Furthermore, most of **the teachers (54%, N=254) were teaching standards 9 and 10, with an additional 40% teaching mixed grades from standards 5 to 10**. Remaining 5% and 1% were dedicated teaching staff for standards 5-6 and standards 7-8, respectively.

2. Reformed Teaching Methods and Techniques

- The teacher training programme introduced innovative methods that enhanced teaching and learning, specifically **empowering teachers to adopt the 5E model**. This model also facilitated a shift away from traditional teaching methods.

- By implementing the 5E model, teachers fostered classroom environments that **encouraged active student participation and hands-on learning experiences**. This approach facilitated a better understanding of complex topics and improved students' ability to retain information.

- An overview of improvement in various teaching aspects of the teachers is as depicted in the following diagram **(Figure 11)**:

Figure 11: Improvement in Teaching Methods (N=254)

Updating their teaching methods

80% of the teachers reported that due to this training they were able to update their teaching method.

Connect classroom learning with real-world applications

96% reported training has enhanced their ability to connect classroom learning with real-world applications.

Increase in confidence

98% of the teachers have reported an increase in confidence in delivering interactive lessons.

Address the needs of students

97% of the teachers reported an enhancement in their ability to address the needs of students with diverse learning styles.

- Furthermore, since the project brought together teachers from across Andhra Pradesh and Odisha, it cultivated a **supportive community among teachers**, allowing them to **exchange experiences and learn from each other**, thereby enhancing their teaching skills and boosting their confidence. Workshops provided various innovative lesson planning strategies, which participants utilised to adapt their classroom methods, as mentioned by teachers during qualitative interactions. Some of the topics covered during the workshops included Scientific Methods and Construction of Knowledge, National Curriculum Framework, Planning, experiments and Project Based Learning, Lesson planning using 5E templates, etc.

- **Experienced trainers were available at Agastya to offer assistance and refine teaching methods** for the participating teachers. This **support system enabled teachers to effectively implement new strategies**, resulting in improved learning outcomes for students.

- The teachers also reported enhancements in their behavioural and practical skills, as these were among the topics covered in the training curriculum. An analysis of the various topics addressed in the training, as reported by teachers, is presented in Figure 12.

Figure 12: Topics covered as part of the training (N=254)

Model Making	Creativity	Critical Thinking	Problem Solving	Art
80%	50%	45%	39%	26%

Multiple choice question and total may not add up to 100%.
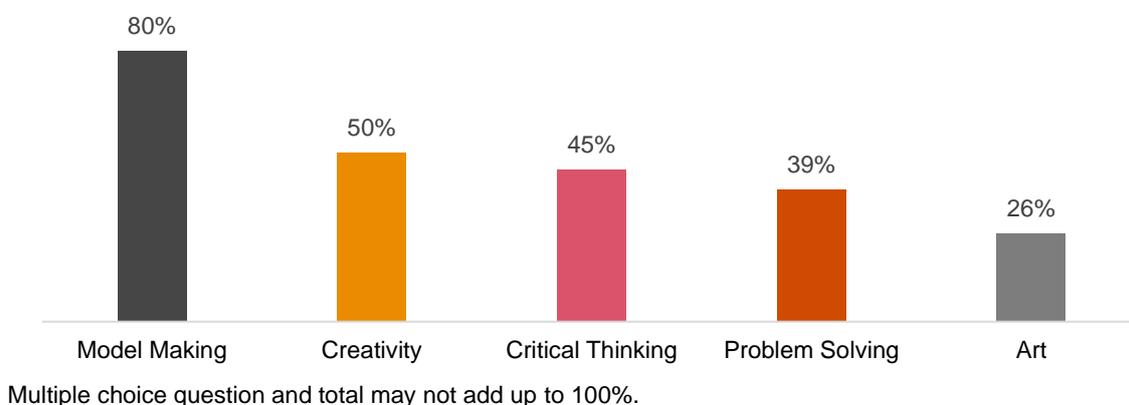
3. Elevating Student Engagement and Growth

The project has also positively influenced students as cascading impact of the teachers' training which has been summarised below:

- The project has enhanced student engagement, with **98% of teachers (N=254) observing an increase in students' enthusiasm for learning**. This heightened enthusiasm is attributed to the programme's interactive and student-centred approach, which renders learning more relatable and enjoyable.

Interactions with student groups reveal that they feel more motivated to participate in class discussions and activities, resulting in a vibrant and dynamic classroom environment.

- Additionally, the students have expressed that the **programme's innovative methods have made complex subjects more accessible and engaging**, fostering a proactive attitude towards their education.

- 83% (N=254) of teachers have frequently observed students attaining a better understanding of complex topics. The **programme's focus on critical thinking and problem-solving skills allows students** to deconstruct complicated concepts into manageable parts as mentioned by teachers during the qualitative discussions. Upon further probing, teachers highlighted that **students are developing the ability to connect theoretical knowledge with practical applications**, **leading to deeper comprehension**. During interactions, teachers have shared **anecdotes of students who previously struggled with certain subjects now demonstrating newfound confidence and the ability to tackle challenging material independently.**

- While 97% of teachers (N=254) reported that their students have benefited from the programme, qualitative insights emphasise that the **improvement extends beyond academic advancement to personal growth. Students have reported feeling more confident in their abilities and more open to exploring new ideas.**

- This **increased self-assurance has been noted by teachers as a key factor in students taking more initiative in their learning journeys**. Teachers have observed that students are not only achieving higher academic performance but also developing essential life skills such as collaboration, communication, and adaptability, which are crucial for their future endeavours.

The following figure (Figure 13) illustrates the survey findings related to enhanced student engagement:

Figure 13: Improvement in student engagement (N=254)

1 Positively impacted students: as reported by **97%**

2 Improved student understanding: as reported by **83%**

3 Increased students' enthusiasm: as reported by **98%**
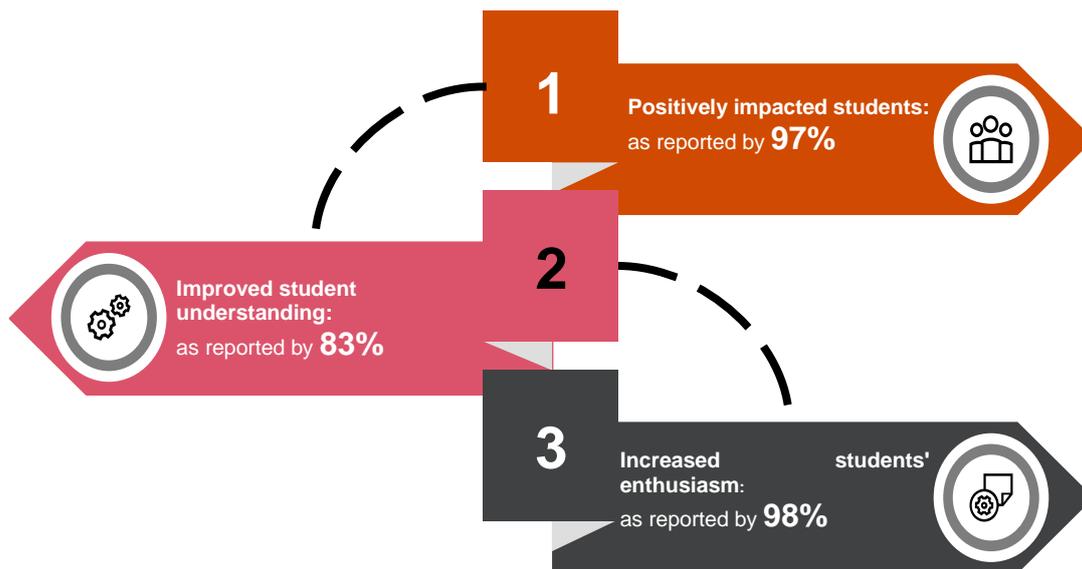
4. **Applicability and Relevance to Curriculum**

- **81% (N=254) of teachers** mentioned that the **training techniques seamlessly integrate into their existing curriculum.** Teachers have also shared that the project's **constructivist approach has transformed their traditional classrooms into vibrant learning environment.** These methods not only **adhere to curriculum standards** but also **complement the current teaching styles within the schools.**

- The project also encourages use of practical and budget-friendly teaching aids, with **77% (N=254) of survey teachers** noting their **relevance to the subjects they teach**. Teachers **appreciated the use of low-cost models and materials** that are easily accessible, which the training employs **to promote**

hands-on learning in science and math. These resources, as highlighted by the teachers, help them **focus on the practical application of theoretical concepts,** making the **learning experience more tangible and effective for students**.

Figure 14: Low-cost models used during the training programme

- The MYOL activity, which is integral to the training, is **also aligned with the National Education Policy (NEP 2020) of the Government of India**. This policy **recommends moving away from rote learning[12] and instead focus on holistic development and 21st-century skills** such as critical thinking, creativity, scientific temper, communication, and problem-solving.

> The teacher training programmes have been instrumental in building a strong, motivated workforce dedicated to students' success. These efforts contribute significantly to students' flourishing careers and the overall betterment of the education system.
>
> - As narrated by a block education officer Kuppam during the discussion

- The project's adaptable design allows it to be **effectively implemented in various educational environments,** serving diverse groups of students. During the field interactions, teachers reported that the **training has equipped them with innovative tools and helped to cultivate a collaborative learning community.**

- This adaptability not only supports curriculum objectives but also **contributes to the development of well-rounded, knowledgeable, and curious learners.** Insights from the teachers **emphasize the training programme's role in enhancing learning outcomes** by catering to the unique needs of different student populations.

> The new training materials and equipment have transformed our school environment, enabling a hands-on teaching approach that enhances student understanding and engagement. Interactive tools and technology make complex concepts tangible and relatable. Updated equipment facilitates experiments and activities that were previously impossible, creating a dynamic learning experience.
>
> - As narrated by a Teacher, ZPH School, Andhra Pradesh during the discussion

---

[12] The process of memorizing information based on repetition

5. Overall Impact and Feedback on the Trainings

- Teachers were also probed on the **use of technology within their classrooms** post the training. To this, **93% (N=254) of the teachers agreed that the training has had a positive impact,** and they have made a **concerted effort to enhance the use of technology (including audio-visual aids)** to effectively deliver lessons on complex concepts to their students.

- Teachers further noted that they have been employing the methods and techniques learned during the training to disseminate new ideas and lesson strategies among colleagues at their schools. **70% (N=254) of teachers confirmed regular engagement in these activities**, enabling them to serve as catalysts for change within their respective institutions.

Figure 15: Frequency of collaboration with other teachers on session plans (N=254)

- Teachers were also probed to identify the most and least beneficial aspects of the training. 59% percent (N=254) reported that hands-on activities, such as model making, were the most beneficial. Conversely, **64% (N=254) found the duration of the training to be challenging; the sessions spanned four days, which many teachers felt was insufficient given the breadth of the training content.**

Figure 16: Most beneficial (Left) and least beneficial (Right) aspects of the training
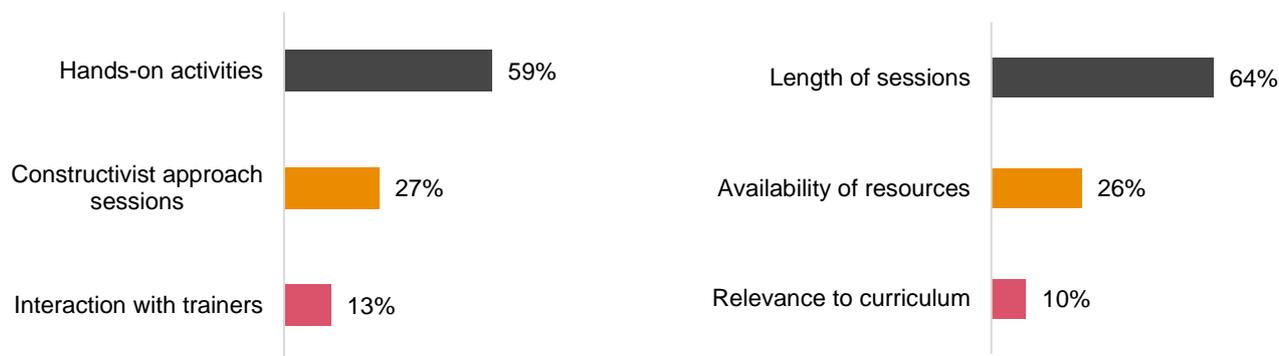
- The teachers were also asked if they had attended any other similar trainings on enhancing teaching techniques in the past. Of the teachers who had attended such sessions previously, **92% (N=91) rated the trainings at Agastya better and more insightful** as compared to the previously attended trainings. Further, **90% of the teachers (N=254) reported being "very likely" to recommend the trainings to other fellow teachers** indicating the impact and the benefits realised by the teachers through the sessions.

- The teachers were also asked to **rate the different parameters pertaining to the trainings on a 5-point** scale (1 being the lowest and 5 being the highest). The responses recorded **indicate that the training components are rated highly by all the teachers** with majority of them giving the ratings of 4 or 5 on all the parameters. The detailed breakdown of the responses are as follows:

Figure 17: Respondent rating on different parameters of the training (N=254)

PARAMETERS	SCALE 1	SCALE 2	SCALE 3	SCALE 4	SCALE 5
Quality of trainers	0%	1%	4%	26%	69%
Teaching Material	0%	0%	4%	29%	67%

PARAMETERS	SCALE 1	SCALE 2	SCALE 3	SCALE 4	SCALE 5
Training Duration	1%	4%	23%	42%	30%
Relevance of topics covered	0%	0%	12%	36%	51%
Quality of hand-outs / notes	1%	2%	11%	34%	52%

4.4   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 6: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The project **engaged 3,568 teachers from various Government Schools in Andhra Pradesh and Odisha**, ensuring diverse educational contexts. Further, **both male and female teachers formed part of the trainings**. This geographic and gender inclusiveness helps tailor solutions that are adaptable to various local needs and perspectives. • 58% of teachers (N=254) had **extensive teaching experience of over 15 years**, allowing for varied perspectives that **address both new and veteran teachers' needs**, promoting inclusiveness in professional development. • By involving teachers teaching grades across grades 5 to 10, the **project impacted a broad spectrum of students**, enhancing educational improvement across different age groups.
Relevance	• 85% (N=254) of the teachers in the survey indicated that the **training techniques integrated well into their existing curriculum**, demonstrating relevance to current educational standards. • The project **aligns with Government of India's National Education Policy 2020**, which focuses on holistic development and essential 21st-century skills. • 77% (N=254) of the teachers reported that the **teaching aids used and provided during the training to be user-friendly and relevant to the subject matter** they teach. These teaching aids are easily accessible providing practical solutions for teachers to deliver complex subject matter to their students.
Effectiveness	• 96% (N=254) teachers **reported an enhanced ability to connect classroom learning with the real-world application**. This **underlines the training programme's ability to build the practical know-how** around the theoretical concepts. • The shift to the 5E model led to more engaging classrooms, with 98% of teachers (N=254) **observing increased student enthusiasm, underscoring the project's effectiveness**. • **Positive ratings on training parameters** such as quality of trainers and materials reflect the programme's success in meeting teachers' needs. • 83% (N=254) of the teachers **noted an improvement in their students' ability to understand complex topics** within their curriculum. This indicates the **project's impact on enabling learning environments**. • 97% (N=254) teachers reported an **improvement in the students' academic and personal growth**. The teachers also noted an **improvement in the life skills such as**

Parameter	Assessment from Study
	collaboration and teamwork within their students through the updated teaching methods and techniques.
Convergence	• The teacher training programme **aligns with the Government of India's NEP by promoting a constructivist approach** to learning. This method emphasizes active learning, where students engage, explore, and discover concepts on their own rather than passively receiving information.
	• Further, Agastya has **partnered with the state education departments in Odisha and Andhra Pradesh.** The programme **caters to the Government School teachers in both the states** and hence works towards improving the state's educational system and goals.
Sustainability	• Focused on **critical thinking and problem-solving, the project ensures sustainable benefits,** with the teachers reporting continued use of these skills. Further, **70% (N=254) teachers also reported propagating the changes within their schools** amongst fellow teachers on a frequent basis.
	• The project also has **an impact on building life skills amongst the students who these teachers** are teaching. During the qualitative interactions, these teachers mentioned that the **new teaching methods have helped the students build on these critical life skills.**

4.5 Alignment to the Infosys CSR policy and the UN SDGs

The project is aligned with respective CSR Policy of Infosys Limited and EdgeVerve Systems Limited which includes **Education as one of the key CSR focus areas.** The project is also aligned with following Sustainable Development Goal (SDG)[13]:

SDG-4 emphasises on **equipping teachers with the skills and knowledge to address global challenges and promote sustainable development through education**. The project involved training of science and math teachers in Government Schools in Andhra Pradesh and Odisha. This initiative aimed at providing comprehensive and flexible training to 2,670 teachers, combining online and in-person sessions focused on constructivism and hands-on lab creation

4.6 Study Limitation

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

---

[13] 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 Kuppam center. Names have been changed to maintain anonymity:

Case Story 1: Transforming Education: Igniting Curiosity and Passion Through Innovative Teaching

As a Physics teacher at ZHP School in Kuppam, Sita Devi*, had the opportunity to participate in the Agastya Foundation's teacher training programme. This experience equipped her with new skills and resources that inspired a transformation in her teaching methods, making classes more engaging for the students.

One of remarkable achievements was the establishment of a small science lab at our school. With the lab's innovative tools and techniques, she was able to guide her students through hands-on experiments. This approach not only enhanced their understanding of scientific concepts but also fuelled their curiosity and enthusiasm for learning.

The success of the science lab had a ripple effect across other subjects. Inspired by this achievement, her fellow educators also began to incorporate similar hands-on learning approaches. They introduced creative tools like slideshows and illustrated workbooks to simplify complex ideas, fostering a supportive and collaborative environment focused on improving student learning.

The changes at their school underscore the profound impact of innovative teaching methods. By embracing creativity and experiential learning, they have not only improved their students' academic performance but also ignited a lasting passion for learning, encouraging curiosity and helping them reach their full potential.

Case Story 2: From Struggle to Spark: A student's Science Journey

Rajesh Kumar*, a ninth grader at SSG High School in Kuppam, once found science daunting and hard to grasp. His perspective changed when his Physics teacher, Mrs. Anjali Rao, attended the Agastya Foundation's teacher training program.

Mrs. Rao revamped her teaching methods, introducing hands-on experiments through a new science lab inspired by the program. Mrs. Rao encouraged her students to learn through hands-on experiments, allowing them to explore scientific concepts in a tangible way. This practical approach made complex concepts like electricity and magnetism understandable and engaging for Rajesh.

The science lab became a place of excitement for Rajesh, sparking his curiosity and transforming his attitude towards learning. Rajesh's transformation was not just academic. The hands-on learning approach boosted his confidence, enabling him to ask more questions and engage actively with the subject matter. His grades improved significantly, but more importantly, Rajesh developed a genuine passion for science.

Motivated by these experiences, Rajesh now dreams of pursuing higher studies in Physics. His story illustrates the powerful impact of innovative teaching methods and how they can inspire students to pursue their potential.

*Name changed

Project 2: Free Dialysis Care for Women Patients

5.1   About the Project

Chronic Kidney Diseases (CKD) represent a growing health concern that **disproportionately affects women**. Therefore, **timely diagnosis** and **access to quality healthcare services** are crucial for improving patient outcomes. Over the years, **Infosys Foundation** has supported numerous **healthcare initiatives** through its **CSR efforts**. One such project is the 'Free Dialysis Care for Women Patients'. As a part of this, Infosys Foundation collaborated with **Bangalore Kidney Foundation (BKF)** to deliver **free dialysis treatment to underprivileged women with CKD**. A schematic representation of the project specifics is depicted below:

Figure 18: Schematic Representation of Project Specifics[14]

Project Beneficiaries	Project Location	Project Period	Total Project Spent
Underprivileged Women	Bangalore, Karnataka	FY 23 to FY 24	INR 1.50 Cr.

Figure 19: Bangalore Kidney Foundation (BKF)

BKF is a non-profit organisation dedicated to raising **awareness, preventing and treating kidney diseases** in underprivileged communities in Karnataka.[15] It has been providing **regular dialysis to patients** through a combination of affordable and free treatment options. BKF also offers **nutrition, medication, and diagnostic tests**.[16]

Currently, the center can accommodate approximately **100 patients** at a time with **state-of-the-art dialysis machines**. While catering to both men and women, BKF places special emphasis on **meeting the healthcare needs of women patients.** This center has established a **dedicated women's wing with women staff** and **35 beds** on the ground floor.

In June 2022, Infosys funded BKF to carry out the dialysis treatment of **84 women patients** suffering from CKD for one year. This project aimed to provide **life-saving, and cost-free daily dialysis treatment** and **promote self-sufficiency within 6 months**. It enabled **patients to return to their normal life** within 24 months, with the potential for a kidney transplant within three to five years.

---

14 As per Memorandum of Understanding (MoU) received from the Infosys Foundation.
15 https://www.bkfindia.in/about-us/about-bkf/
16 https://www.bkfindia.in/about-us/why-dialysis/

5.2 Method of Impact Assessment

The impact assessment study employed an integrated and cohesive approach to assess the social impact. An initial meeting with Infosys and the administrative staff of BKF clarified the project's support and helped in aligning on requirements for commencing the assessment.

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

- **Memorandum of Understanding (MoU)** signed with BKF containing project details
- **Cost break-up for each dialysis session** for a patient
- **Final Report** highlighting details and outcomes of project

PW team commenced a **desk review** of these documents. This **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. This methodology was instrumental in evaluating subjective experiences. It also helped the team to gain in-depth insights into the perspectives of various stakeholders involved in the implementation.

Key stakeholders were identified, and **customised research tools were prepared** to support guided conversations with each stakeholder. Subsequentially, an **on-site visit was conducted to the BKF center** to administer the questionnaires with the respective stakeholders. A total of **twenty-one interactions were concluded** as depicted in Figure 20:

Figure 20: Stakeholder Interactions[17]

Following In-depth Interviews (IDIs) were conducted:

- **Healthcare staff** at BKF including two doctors and three Nurses (5)
- **Administrative representative** at BKF (1)
- **Current patients** at the BKF center (15)

5.3 Analysis and Findings

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

5.3.1 Challenges Before the Project

BKF reported significant challenges in CKD management, with **few patients diagnosed and even fewer treated**. In rural areas, the issue was acute among women, as **families were reluctant to allocate resources for their treatment**, leaving many untreated. **Lack of awareness about free treatment programmes exacerbates the problem**, resulting in many women neglecting their kidney issues due to financial constraints.

- Further, in many underprivileged communities, **dialysis for women was considered taboo**, as most were not earning members of the family. This often led to women being **abandoned by their families, sometimes with their children**, as they were seen as burdens. Consequently, their **children faced physical and emotional distress and dropped out of school** due to financial constraints.

---

[17] Due to the data confidentiality, patients' data was not requested from the hospital as a practice. However, the team was able to interact with a few patients during the visit to the facility to understand the impact of the free dialysis treatment offered to the women patients at the center.

- Women from neighbouring districts faced numerous obstacles in accessing dialysis treatment. As reported by doctors, **major challenge for patients was the long commute** to find such facility for dialysis treatment. Some women could **only afford one dialysis session per week**, severely impacting their quality of life. Upon reaching the hospital, patients often encountered technical issues with machines or a lack of dedicated staff to provide dialysis treatment.

5.3.2   Summary of the Impact Created

- **Enhanced Access to Free Quality Healthcare for Diverse Socio-Economic Groups:**

BKF had only **55 women patients at the start of the project**, which has grown substantially to **130 patients a year after**. BKF team stated that the **provision of a free of cost treatment helped attract many women patients and increase their access to treatment**. It was noted that approximately **85% of the women reported no sickness during the 12-month period** of the project. Currently, the medical team at BKF includes **2 full-time doctors, 3 rotational nephrologists, and 20 nursing staff**, along with the team of technicians, administrative personnel, and cleaning staff.

The patients enrolled in this project are **local women** residing within a **50 km radius of Bangalore**, Karnataka. These individuals are identified through **targeted awareness campaigns, advertisements facilitated by BKF** in neighbouring communities, or referrals from other medical facilities in the vicinity. Priority is accorded to women who have been abandoned by their families. BKF team highlighted that **approximately 80% of these women originate from BPL households**, and **many are engaged in daily wage labour.**

At various private hospitals, the expense for dialysis treatment varied from **INR 2,500/- to 3,500/- per session**. However, patients highlighted that even if this center was to offer these sessions at a **subsidised cost of INR 400-500/-**, it would still pose a significant financial burden for them to attend daily. This project addressed this issue by providing free of cost treatment to these patients. Infosys covered the cost of each session at BKF, amounting to **INR 1,250/-**, thereby enabling a total of **12,352 dialysis sessions** through their funding.

Figure 21: Dialysis Treatment at BKF

Based on the feedback from women patients, this project introduced a **'women-only' floor** to ensure the safety and privacy during **dialysis treatment**. This floor is **managed exclusively by women doctors and nurses**, enhancing patient **confidence and comfort**. BKF ensured prominent display of Infosys's branding in all activities, including dialysis sessions and public awareness events.

Despite the availability of healthcare facilities, **treatment is often deprioritised by patients or their families, leading to inconsistent care and treatment**. Patients reported that, **although the dialysis treatment was supported by Infosys Foundation**, additional out-of-pocket expenses were borne by the patients or their families.

> This project assists families in overcoming financial challenges and ensures that women patients receive proper care. The necessity of three times checkup in a week, lifelong dialysis poses a significant financial burden for many. Cost-free dialysis empowers more women patients from underprivileged communities to pursue essential treatment. Additionally, we ensure prompt follow-ups for missed appointments.
> - **As narrated by a Nursing Staff, Bangalore Kidney Foundation**

- **Enhanced Overall Health and Well-being of Patients:**

A doctor emphasised the importance of **regular dialysis to prevent the buildup of harmful substances in the body** and **enable patients to lead normal lives**. Under this project, BKF **monitors vital parameters of patients** throughout the dialysis sessions and manage conditions like hypertension and diabetes, which often accompany CKD. The center provides **supportive treatments and maintain detailed records** to ensure that patients adhere to their treatment schedules.

The administrative staff reported that **regular dialysis has reduced contamination levels** in patients' blood, **leading to better health and well-being**. Many patients have shown **improved nutritional status, experiencing healthier weight gain and better appetite**. Additionally, **numerous women have resumed normal routines**, including family care, and in some cases, have returned to work or engaged in small-scale livelihoods.

▶ BKF has fostered an **atmosphere of camaraderie for their patients**, rather than a typical hospital environment. Women patients find their time more enjoyable through various activities such as music, games, and interaction with children. This makes them feel that they are there for their well-being, not just for treatment.

Over 6 months, approximately **35 women showed nutritional improvement and could function without a caretaker**. Around **15 women resumed active professions**, including working on handicrafts, embroidery or tailoring. Out of 84 women[18], this project **enrolled 25 for potential kidney transplants**, with **10 women likely to undergo the treatment.**

▶ Additionally, **women felt more equipped to contribute to their families, and care for their children**. This **reduced challenges like school dropouts and the risk of abuse for children**. Many women reported more fulfilling married lives and greater stability after receiving treatment. They feel less fatigued, manage daily activities better, and have improved eating habits by following dietary advice from BKF doctors. Overall, they experience fewer illnesses, leading them to feel like they can live normal lives. Due to the positive impact and high-quality treatment, this project has seen an increase in referrals from regional nephrologists.

> This project has significantly improved physical health of women patients and restored their confidence. It has enabled them to lead productive lives with improved energy levels and the ability to manage daily tasks effectively. Initially, these women often present as weak and isolated, but consistent dialysis helps them regain their health and energy levels. The supportive environment at this center not only facilitates physical recovery but also offers emotional support, helping patients regain a sense of purpose.
>
> - **As narrated by an Administrative Staff, Bangalore Kidney Foundation**

- **Creating Awareness on the CKD and Taboos Related to its Treatment:**

Over the years, this project has recognised the **impact of the social stigma and taboos** associated with CKD on **patients' ability to access treatment, particularly for women**. Women, often viewed as non-earning members of the family, are **less likely to receive support for their treatment**. In such situations, women may **resign themselves to fate & refrain from seeking necessary medical care.**

Providing free treatment, **creating a women-friendly environment** and **involving families in the treatment plan have helped** shift perspectives and reduced the stigma associated with dialysis. **Families are now more accepting and supportive**, understanding the importance of regular treatment and the positive impact on health and quality of life.

---

[18] Current enrolment

► **Education and knowledge sharing** with patients and families have made them **more comfortable with the treatment**. The doctor and administrative staff stated that they raised awareness about the free dialysis treatment for women with CKD through **social media, hospital signages, and public placards.** This led to a significant influx of women seeking treatment. This project **helped disseminate vital information**, **encouraging women to seek treatment independently**.

► This project also **engaged counsellors** on a weekly basis to provide positive reinforcement regarding dialysis outcomes to patient and their families. Over time, **women who have been undergoing treatment act as community ambassadors,** encouraging others with CKD to seek treatment. Despite ongoing education efforts, not all patients have registered for dialysis or kidney transplants, highlighting the need for continued efforts in this area.

Given the project's focus on women, doctors suggested **that similar projects could be considered in the future to support male patients as well, given their circumstances during CKD. I**t is important since these men often lose their jobs due to the physical and time-related demands of dialysis treatment, which involves 4-hour sessions, three days a week. As breadwinners, their health and well-being are crucial for the financial stability of their entire household.

"

Many women from underprivileged communities, including myself, are often overlooked or neglected by their families when health issues arise. We feel like burdens to our families, and societal stigmas and taboos prevent us from seeking medical help. When I was diagnosed with CKD, a friend introduced me to BKF, which saved my life. The support from Infosys Foundation enabled me to receive free treatment, completely transforming my life. It has been 8 years since I started coming to this center, and now I am living a normal and healthy life.

- **As narrated by a Patient, Bangalore Kidney Foundation**

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	• This project demonstrates inclusivity by providing **treatment to women patients from economically weaker sections of society irrespective of their age and socio-demographic background.** • This project provides this **dialysis treatment free of cost**, thereby breaking taboos around CKD and increasing women's access and awareness of kidney disease treatment.
Relevance	• Women from underprivileged communities often do not seek treatment **due to financial and struggles and societal taboos.** In India, kidney disease is not prioritised and only a fraction of patients receive treatment. • In the past, BKF encountered numerous **cases of women missing regular dialysis** sessions due to **financial instability.** • Therefore, there was a need to **spread awareness** and conduct **free dialysis programmes for women** from these underprivileged communities.

Parameter	Assessment from Study
Effectiveness	• Over the past 12 months, more than 84 women patients have undergone regular **dialysis sessions, either 8 or 12 dialysis per month, as prescribed**. The regular dialysis supported by Infosys and the free renal medication given has resulted in the patients **being relatively free from sickness and hospitalization.** • Regular dialysis has significantly improved patients' wellbeing. **Over 25% of the women patients have been able to attend treatment independently,** without needing a care giver to accompany them to Bangalore Kidney Foundation • Approximately **85% of the women reported no sickness during the 12-month period**. Out of the 84 women, the project has enrolled 25 for potential kidney transplants, estimating that around 10 might successfully undergo transplantation. • Additionally, the project enhanced the **privacy, safety and comfort of women patients with the construction of a 'Women only floor'.**
Convergence	• There was a growing need for awareness and treatment of chronic kidney disease among women. This partnership between the Infosys Foundation and Bangalore Kidney foundation has successfully addressed this need, **improving healthcare for women from underprivileged communities.** • Additionally, this project boasts of partnerships and support from numerous other financial donors and caters to referrals of dialysis patients from many other hospitals within the Bangalore periphery.
Sustainability	• The first batch of women who participated in the project have become the **ambassadors for the center**, promoting the benefits and encouraging others to seek dialysis treatment.

5.5 Alignment to the Infosys Limited's CSR policy and the UN SDGs

The project is aligned with Infosys Limited's CSR policy which includes **healthcare** as their key CSR focus areas. The project is also aligned with Sustainable Development Goal[19] as follows:

SDG-3 emphasises on ensuring **healthy life and promoting well-being for women,** with a specific focus on ensuring **reintegration women afflicted with CKD into their normal life**. Additionally, by offering **nutrition, medication, diagnostic tests and healthcare awareness**, the project promotes **long-term well-being**. This aligns with the goal of **ensuring healthy lives for women, ultimately improving community health outcomes**.

SDG-5 aims to **achieve gender equality and empower all women and girls**. This project supports this goal by providing women with **access to essential healthcare services and helping them achieve self-sufficiency and independence in leading normal lives during CKD**. By providing dialysis treatment, it **reduces gender disparities in healthcare access** and ensures women receive the necessary care.

5.6 Study Limitation

• **Limited availability of patients:** Patients at the center undergoing treatments and medical examinations, were understandably focused on their treatment. Consequently, the time available for in depth discussion was limited.

---

[19] 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 visit to this center:

Case Story 1: Journey of Self-Transformation

Rita*, a 32-year-old mother of three, faced a significant challenge when diagnosed with kidney failure. Her husband, unable to cope, left her and their children at her parents' home. Despite profound emotional distress, Rita showed remarkable resilience. Initially seeking treatment at Victoria Hospital, she found it overwhelming physically, financially, and mentally. Battling depression and constant worry about her children's education and her own health, Rita, with limited education and no income, hesitated to further burden her elderly parents. At this critical juncture, she learned about this center through Victoria Hospital and sought their assistance.

Currently, Rita undergoes dialysis on alternate days, resulting in significant improvements in her health and energy levels. The center also connected her with NGOs to ensure her children received proper education. Additionally, BKF supported her in acquiring skills such as stitching and embroidery, which she now uses to generate a modest income. The dialysis treatment has not only enhanced Rita's physical well-being but also transformed her outlook on life. She has regained her strength and confidence, actively managing her household.

Case Story 2: Rama's Resilience: Transforming Life with BKF and Infosys Foundation Support

Rama* faced a significant challenge when diagnosed with kidney failure, requiring regular dialysis. This diagnosis prevented her and her husband, a photographer, from having children, which was emotionally difficult, especially for Rama. Determined to live a meaningful life, she found support through the Infosys Foundation Dialysis Programme at BKF, which improved her quality of life. Before this project, the financial burden of dialysis was overwhelming. The free treatment provided by the programme allowed her to focus on her health without worrying about costs. She now undergoes dialysis three times a week, maintaining her energy levels and staying active. Rama has embraced her role in the BKF community. She participates in marathons and awareness programmes, helping raise awareness about kidney health. Her educational background enables her to share valuable knowledge with fellow patients, offering guidance on diet, lifestyle choices, and maintaining a positive outlook during treatment. Regular yoga practice has become vital for her physical fitness and mental strength. This Infosys-supported project has not only provided quality treatment but also empowered Rama to take control of her life.

Case Story 3: Empowered Through Adversity

Priya*, a 28-year-old woman, was diagnosed with kidney failure two years ago. She had to undergo dialysis three times a week, disrupting her life. Coming from an underprivileged background, Priya couldn't afford the high cost of treatment and struggled to find a solution. Learning about the free dialysis programme through a neighbour changed everything. With support from the Infosys Foundation, she now receives regular treatment without financial strain. Priya's energy levels have improved, and she feels much better. She even took up small tailoring work to support herself, earning a modest income while managing her health. Empowered by the care and support she receives; Priya is now hopeful for the future. She has applied for a kidney transplant and dreams of living a more independent and healthy life. Though challenges remain, her determination and the support from Infosys have given her the confidence to plan for a better future.

*Name Changed
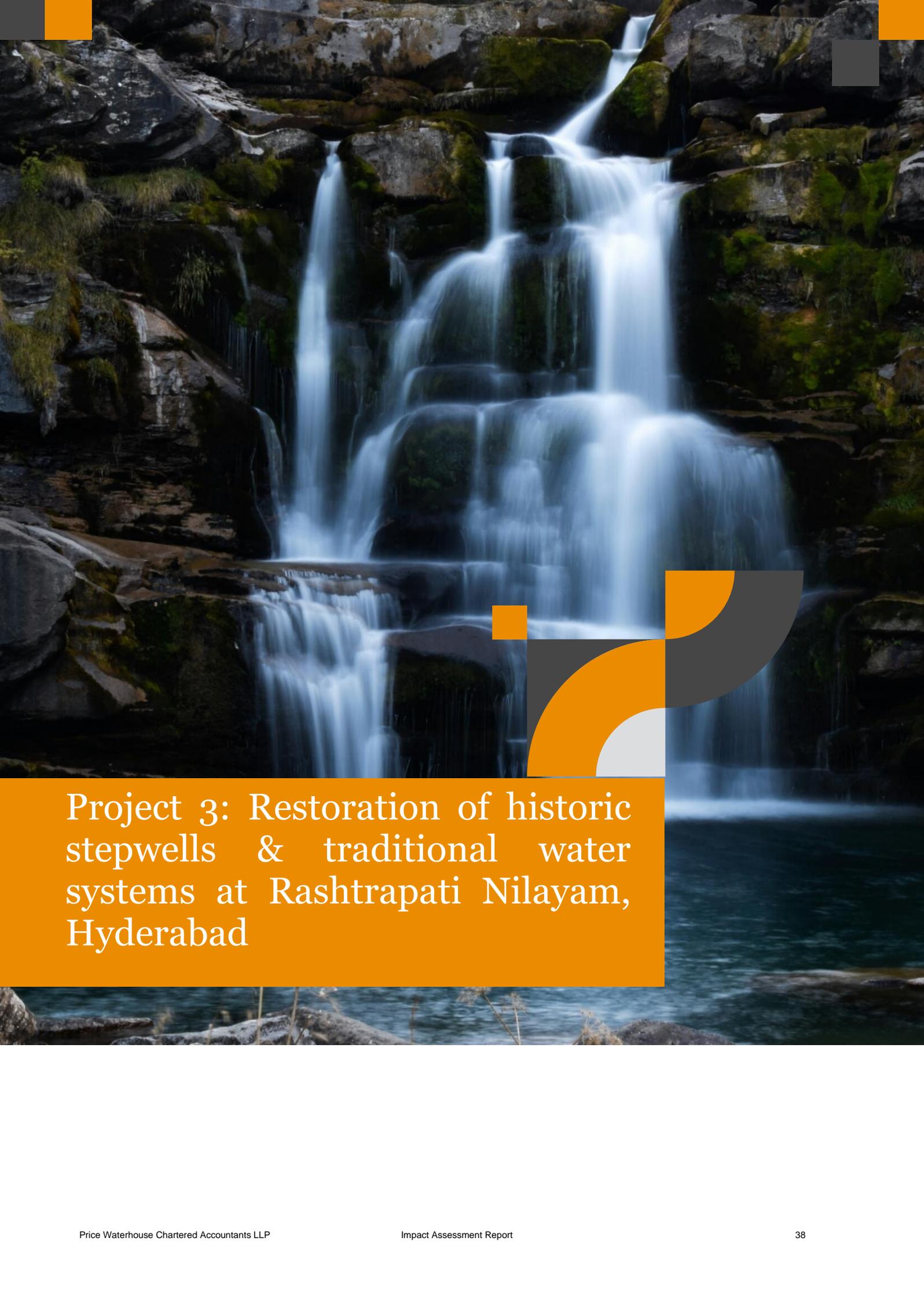
Project 3: Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad

6.1 About the Project

▶ Restoring ancient stepwells in India presents a valuable **opportunity to address water management issues while preserving cultural heritage**. These historic structures, which highlight India's architectural brilliance, have historically served as essential water storage systems. Amid current water scarcity challenges, **rejuvenating stepwells and traditional water systems** can play a key role in enhancing water conservation by **increasing rainwater storage and improving groundwater recharge**. Besides improving water management, revitalized stepwells provide access to clean water and reduce the strain on existing resources. These efforts also **preserve cultural heritage for future generations to appreciate India's historical and engineering achievements**. Economically, these stepwells can become tourist attractions, thereby boosting local economies and creating business opportunities, while environmentally, they support ecosystems health and biodiversity.

Infosys Limited and EdgeVerve Systems Limited collaborated together to undertake one such project on **"Restoration of historic stepwells & traditional water systems at Rashtrapati Nilayam, Hyderabad"** through Infosys Foundation. This project, in partnership with the Society for Advancement of Human Endeavour (SAHE) Foundation, **emphasizes the importance of traditional water conservation practices**. It further **exemplifies Infosys's commitment to sustainability** reinforcing its leadership in integrating environmental, social, and cultural considerations into its CSR. Below depicts the project specifics:

Figure 22: Schematic Representation of Project Specifics

Project Beneficiaries	Project Locations	Project Period	Total Project Spent
Visitors to the Rashtrapati Nilayam and Community Members in general	Rashtrapati Nilayam Campus, Hyderabad (Telangana)	FY 23 to FY 24	INR 3.82 Cr.

Figure 23: Rashtrapati Nilayam, Hyderabad

Located in the Secunderabad, Hyderabad, Rashtrapati Nilayam stands as a testament to India's rich Presidential heritage. Originally built in 1860, it has been open to the public since March 2023 and serves as the President of India's winter retreat. Spanning 97 acres, it offers visitors with an oasis for cultural and historical exploration, featuring thematic gardens, interactive exhibitions, and educational tours.[20]

This project has been implemented by **SAHE Foundation**, an organization dedicated on creating sustainable social impact through collective action. By bringing together like-minded individuals, SAHE aims to address relevant social issues in the Hyderabad.[21]

---

[20] Source: About Rashtrapati Nilayam - https://visit.rashtrapatibhavan.gov.in/visit/rashtrapati-nilayam-hyderabad/p2
[21] Source: SAHE India - https://saheindia.in/

Below is brief description of the project's various activities[22]:

- **Restoration and Revival of Traditional Water Systems:** This project involved the restoration of historic water networks, including three stepwells, to reduce dependency on external water sources. By clearing vegetation and waste from sumps and reconnecting network pipes, the system's functionality was revived, vital for irrigating the Nilayam gardens.

- **Aquifer Capacity Assessment and Groundwater Management:** A comprehensive assessment of the aquifer capacity was conducted using a polygon of survey points. This enabled sustainable water usage planning and identified areas for further geophysical surveys. Effective management of borewells and open wells included discharge and pumping tests, with strategies to repurpose non-functional borewells for recharge.

- **Rainwater Harvesting and Eco-Channel Construction:** Rainwater harvesting systems and recharge pits were built to enhance groundwater recharge, strategically positioned to maximise rainwater capture and reduce runoff. Eco-channels were created to direct rainwater to recharge points, improving groundwater levels through increased infiltration.

- **Development of Interpretation Centre:** An interpretation centre was established to educate visitors about India's traditional water management systems, aiming to raise awareness and appreciation of sustainable water practices and the cultural heritage associated with these historical systems.

6.2 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 SAHE representative.** These meetings offered the research team **essential insights into the specific support** provided under this project.

Following the initial calls, PW received the following **project documents**:

- **Memorandum of Understanding (MoU) and an Addendum to the MoU** signed with SAHE containing project's operational details
- **Detailed Project Reports** from SAHE detailing the project activities carried out during the implementation phase

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 approach not only offered deep insights into participants' experiences and perspectives but also examined the contextual factors influencing the project's outcomes. By utilizing this methodology, the evaluation provided a thorough understanding of the project's effectiveness and highlighted potential areas for enhancement.

Key stakeholders were identified, and **customized research tools were developed** to **ensure thorough and insightful data collection**. The team conducted **in-depth interviews (IDI)** with the selected stakeholders:

---

[22] Project MoU and Detailed Project Report

- **Estate manager** at the Rashtrapati Nilayam (1 IDI)
- **SAHE project team members** (2 IDIs)
- **Visitors** (General visitors and School Teachers from a group visiting the location) at the location (5 IDIs)
- **Project team** of Infosys Foundation (1 IDI)
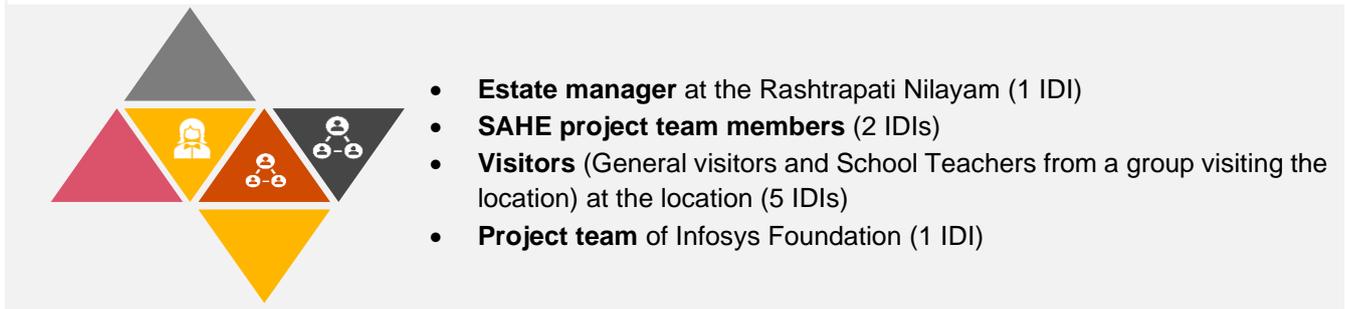
6.3   Analysis and Findings

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

6.3.1 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:

- **Water Scarcity and Groundwater Depletion:** The region in and around the estate faced a severe water scarcity crisis, marked by rapidly declining groundwater levels. This necessitated urgent interventions to enhance local water storage capacity and reduce the Nilayam campus' significant reliance on external water sources. The scarcity not only impacted daily water usage but also posed a threat to horticulture activities within the vast expanse of gardens in the campus. In earlier times, the water needs of estate area were met by three stepwells. Back then, the water requirements were modest, catering only to gardening, daily utilities for a select group of people, and laundry activities. These stepwells supplied water to nearly 60% of the area through gravity channels and CI pipes. Nowadays, the water demand has risen due to an increase in activities and needs, as the entire area has been transformed into gardens. Further, there has been an increase in staff including gardeners, tour guides and President's security personnel (during President's visit) who are primarily dependent on water availability at campus.

- **Deterioration of Historical Structures**: The campus's stepwells, important historical landmarks, were experiencing various structural issues. The masonry had developed cracks, and the lime plaster was deteriorating, undermining which compromised the integrity and safety of these ancient structures. Additionally, unchecked vegetation growth further compromised was encroaching on the stepwells, further threatening their architectural stability and historical value. These issues highlighted the need for immediate conservation efforts to preserve the stepwells for future generations.

- **Community Engagement and Education**: There was a notable lack of community engagement and awareness regarding the historical and environmental importance of the stepwells. Many community members were unaware of the cultural heritage embodied by these structures and the benefits of preserving them. Educational resources were limited, necessitating initiatives to promote a deeper understanding and appreciation of the stepwells within the local population. Community engagement was crucial for ensuring the long-term success of conservation efforts.

6.3.2 Summary of the Impact Created

1. Revival and preservation of historical step wells

- **The restoration of the three stepwells**, namely, Jai Hind, Nakshatra, and Chinna Baavi **preserves historical and architectural landmarks**. These structures **showcase the artistic and engineering prowess of past civilizations**. The project **revives traditional water systems**, such as the bullock-run lifting system and the mechanised Persian wheel.

Figure 26: Restored Jai Hind stepwell under the project

- Stepwells and water systems are **integral to the region's cultural heritage as they exemplify ancient engineering marvels** that provided reliable water sources in these areas, reflecting the **ingenuity and adaptability of past societies**., Preserving them, therefore, **reinforces area's cultural identity**. They foster a sense of continuity with the past, connecting generations through shared history and innovation. The stepwells **act as living monuments,** engaging both the community and visitors. They **offer educational and experiential opportunities** through **school excursions and exposure visits** along with guided tours for visitors, enriching cultural understanding.

Figure 27: Bullocks for demonstration of traditional water lifting mechanism for the visitors

- By **incorporating modern rainwater harvesting techniques**, the project **addresses contemporary water scarcity challenges**. It provides a sustainable water management model for the present and future. This project serves as an **exemplar for other areas with dilapidated water structures and grappling with similar issues pertaining to scarcity of water, demonstrating practical solutions through a blend of traditional and modern methods**.

- Since the inauguration of the project in December 2023, the **Rashtrapati Nilayam campus has attracted 1.5 to 2 Lakh visitors to date**. Revenue from ticket sales, priced at INR 50 per person, is reinvested into estate maintenance including the upkeep of water management systems, thereby **ensuring long-term self-sustainability**. Additionally, with the revitalised Jai Hind stepwell and the nearby interpretation centre being primary attractions, it can be deduced that the project ensures long-term self-sustainability through tourism revenue.

Figure 28: Murals depicting before and after condition of the step wells

- During the **interaction with the visitors**, it was noted that they **found stepwells meticulously preserved**. Further they highlighted that **bullock-run water lifting systems stand out as architectural masterpieces**, showcasing the intricate design and engineering prowess of ancient civilizations. The **guided tours too, provide in-depth knowledge** about their history and significance. They also emphasized the **campus's accessible design**, which **enhances the visitor experience and supports inclusivity** for visitors with special needs.

> The restoration of traditional water systems, coupled with modern water management practices, has likely ensured a sustainable water supply for the estate gardens. By implementing advanced filtration techniques, the water quality has been enhanced, offering the essential resources needed for robust plant growth.
>
> \- As narrated by a Rashtrapati Nilayam estate manager during interactions

2. Sustainable Water Management and Groundwater Enhancement

- Despite having nine borewells, the **campus previously relied on external water resources**. For instance, before the project's implementation, the gardens at Nilayam required maintenance for 100 days. During these days, approximately 1,000 water tankers were used for irrigation and gardening, averaging 10 tankers (average capacity of 5,000 liters per tanker) per day[23]. This was primarily due to limited water availability from the borewells for irrigation within the estate's vast expanse of gardens, especially in the dry season. To achieve water self-reliance, several key interventions were implemented under this project.

  o **Installation of recharge pits** – These structures facilitate rainwater percolation into the groundwater table, reducing surface runoff and significantly enhancing groundwater levels.

  o **Development of eco-channels** – Designed to transport water while preserving the ecological balance, these channels improve water quality.

  o **Introduction of an injection borewell system** – This system efficiently manages rainwater, ensuring optimal utilisation and conservation.

Figure 29: Injection borewell (Left), Recharge pit (Middle) and Board depicting the placement of eco-channel (Right)

- These **targeted interventions highlight a successful model of achieving water resilience through a blend of traditional and modern techniques**. Moreover, the formerly dilapidated stepwells have been **restored to hold water close to their maximum capacity (Table 8) during peak seasons of monsoons.** As a result, the gardens within the estate can utilise water for self-sustenance and the campus now serves a model of sustainable water management for other regions.

---

[23] These numbers, however, changed significantly during Presidential visit to the estate. This would also depend upon the number of people traveling with the Presidential convoy.

Table 8: Stepwells' traditional water lifting systems and maximum capacity

#	Name of the step-well	Traditional method to draw water	Maximum Capacity (Litres)
1	Jai Hind	Bullock-run water lifting system	1.56 Lakh
2	Nakshatra Garden Stepwell	Persian Wheel	25.2 Lakh
3	Chinna Baavi	Pulley System	6.87 Lakh

- Through these integrated efforts, the project is anticipated to significantly enhance groundwater levels in future. **Water capacity of the underground aquifer is expected to increase from an estimated 23.5 lakh litres to 1 crore litres**. This improvement **not only enhances water quality but also ensures better availability for surrounding communities.** The increased capacity meets current demands while safeguarding resources for the future, thereby reinforcing the project's role in promoting sustainable water management practices.

3. Transformative Educational and Cultural Engagement

- The interpretation centre (near the Jai Hind stepwell) **serves as an educational hub**, focusing on the estate's water management structures. It **offers visitors insights into the historical and cultural significance of these systems.**

- The centre **showcases the evolution of water management practices** over the centuries, illustrating role of ancient techniques in addressing today's environmental challenges. This approach **fosters a deeper appreciation and understanding of cultural heritage.** Visitors learn how **historical practices can inform and improve modern water management strategies**. By connecting the past with present, **this centre highlights the relevance of traditional wisdom** in contemporary contexts.

Figure 30: Inauguration plaque outside the interpretation centre (Left), Model depicting a traditional water lifting system (Right)
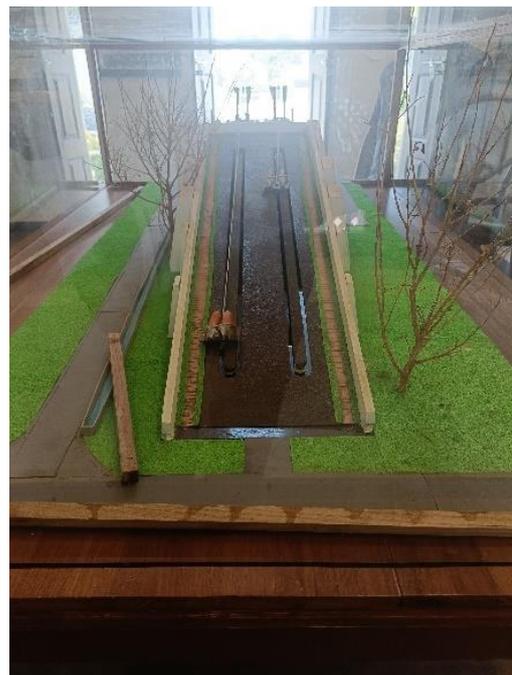
- The **interpretation centre enhances the visitor experience, contributing to visitor footfall**. This surge in visitors drives economic benefits for the campus. The centre's activities also support ongoing conservation efforts. By drawing attention to the significance of the estate and its water systems, this **centre plays a key role in sustaining interest and investment in heritage preservation.**

- The **amphitheatre near the Jai Hind Step Well** functions as a **vibrant cultural hub**, where local talents are showcased **through performances, lectures, and exhibitions.** This venue not only **promotes cultural pride** but also strengthens community ties by offering a space for cultural expression and celebration. Since February 2024, the **amphitheatre has hosted cultural events every weekend**. The booking **schedule is currently reserved till August 2025**, attracting **over 100 attendees during each event** at the amphitheatre.

As a result, these initiatives **enhance community cultural engagement and encourage the preservation and appreciation of local heritage.**

"

As an educator, I am thoroughly impressed with the Jai Hind Stepwell Interpretation Centre. It offers an educational experience to our students that enriches our understanding of historical and modern water management practices. This centre is a remarkable resource for inspiring the next generation to appreciate and preserve our cultural heritage.

- As narrated by a schoolteacher visiting the Nilayam with the school group

- Further, an **AV room located opposite to the centre presents curated video content**. This content **details the conservation process, making the experience both engaging and informative.** In doing so, it enhances visitors' understanding of the estate's heritage and the importance of preserving such landmarks.

Figure 32: Audio-Visual content being played in the AV room

6.4 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 9: IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	• The stepwells and the associated structures (such as injection wells, interpretation centre) **can be visited by any member visiting the Rashtrapati Nilayam campus**. A **guided tour of the Interpretation centre is included within the entry fees** of INR 50 per ticket for the Nilayam tour. • The project **actively involves local communities by providing educational and experiential opportunities** at the stepwells and interpretation centre. It encourages **participation from diverse groups, fostering inclusivity in heritage preservation**. • By showcasing **local talents and traditions through performances and exhibitions at the amphitheater**, the project ensures that various cultural narratives are represented and celebrated, **promoting inclusivity in cultural expression.**
Relevance	• The project is highly **relevant to contemporary challenges by integrating traditional and modern water management techniques**, such as rainwater harvesting and recharge pits, to address water scarcity issues effectively. • The restoration of the historical stepwells and the establishment of the interpretation centre **highlight the relevance of preserving cultural heritage in today's rapidly modernizing world,** connecting past practices with current needs.
Effectiveness	• The interventions, including recharge pits and the injection borewell system, **have effectively made the campus water self-reliant,** significantly boosting groundwater levels from 23.5 lakh liters to 1 crore liters. • Rashtrapati Nilayam has **attracted 1.5 to 2 lakh visitors since the project's inauguration.** The revenue generated supports estate maintenance, proving the project's economic viability. • The interpretation centre has successfully **engaged a wide audience through interactive and immersive learning experiences,** significantly **raising awareness and understanding of historical water management** among visitors and the local community.
Convergence	• The project **aligns with the overarching vision of the Rashtrapati Bhavan management to rejuvenate the diminishing traditional water management systems** within the estate, while **simultaneously transforming these structures into a visitor-friendly environment.** • The initiative was **executed in close consultations with the Rashtrapati Nilayam staff**, underscoring its strategic alignment and collaborative nature. • Additionally, discussions with the Estate Manager and the Implementing Partner highlighted the **potential for future collaborations with educational institutions to facilitate research initiatives around water management**.
Sustainability	• By enhancing groundwater recharge and implementing sustainable water practices, the **project ensures the long-term availability of water resources for the campus and surrounding communities.** • The project **drives sustainable tourism, reinvesting ticket sales revenue into maintenance and conservation efforts,** ensuring the continued preservation of cultural landmarks and supporting local economies.

6.5   Alignment to the Infosys's CSR policy and the UN SDGs

The project is aligned with the respective CSR Policy of Infosys Limited and EdgeVerve Systems Limited which includes **Environmental Sustainability and National Heritage, Art and Culture as one of the key CSR focus areas.** The project is also aligned with following Sustainable Development Goal (SDG)[24]:

SDG-6 emphasises on **ensuring that everyone has access to clean water and sanitation**. Through the implementation of infrastructure like recharge pits and the injection borewell system, the project promotes sustainable water management and self-reliance, ensuring long-term water availability.

SDG-11 focuses to **make cities and communities sustainable, safe, inclusive, and resilient**. The project, through revitalisation of historical water management structures, enhances cultural heritage preservation and sustainable urban tourism, contributing to the cultural and economic vitality of the community.

6.6   Study Limitations

- **Interactions with local shops and businesses:** The research team aimed to evaluate the impact of visitor footfall on local businesses. However, during the assessment, it was found that there are no local shops in the immediate vicinity of the Nilayam estate. Additionally, the implementing partner indicated that any effects on local community located more than 1 km from the estate, particularly concerning water table improvements, would not be immediate. Hence, no interaction was conducted with this stakeholder group.

- **Long-term impact of the project:** During the assessment process, it was observed that most activities related to groundwater and aquifer recharge are expected to yield long-term benefits for the community. Given that only one year has passed since the project's completion, the immediate impact of these activities could not be fully evaluated at this time.

6.7 Case Story

Following case story has been gathered through discussions held with the project stakeholders during field visit to at Rashtrapati Nilayam. Names of the respondents have been changed to maintain anonymity:

Case Story: Discovering Heritage: A Visitor's Journey at Rashtrapati Nilayam

For Ravi Kumar*, a long-term resident of Hyderabad, his visit to Rashtrapati Nilayam was a revelation. Despite living in the city for decades, he was unaware of this hidden gem within its borders, a place rich in historical and aesthetic importance.

He was particularly enthralled by the interpretation centre, which offered a wealth of information. The exhibits meticulously detailed the estate's rejuvenation efforts, highlighting how traditional water management techniques were being preserved and integrated into modern methods. As Ravi moved through the centre, he was impressed by the depth of knowledge and cultural heritage encapsulated within Rashtrapati Nilayam's walls.

Ravi resolved to spread the word about this remarkable site. He believed that the interpretation centre provided an invaluable educational opportunity, especially for the younger generation. Encouraging families to visit, Ravi stressed the importance of exposing children to such rich cultural and historical content. He envisioned a future where the youth, informed by the past, would carry forward the legacy of sustainable water management.

Ravi left Rashtrapati Nilayam feeling grateful and driven to advocate for greater public engagement with the site. His visit not only deepened his understanding of Hyderabad's heritage but also reinforced his commitment to practicing and promoting environmental stewardship.

* Name Changed.

Project 4: 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)[25]. 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 33: 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
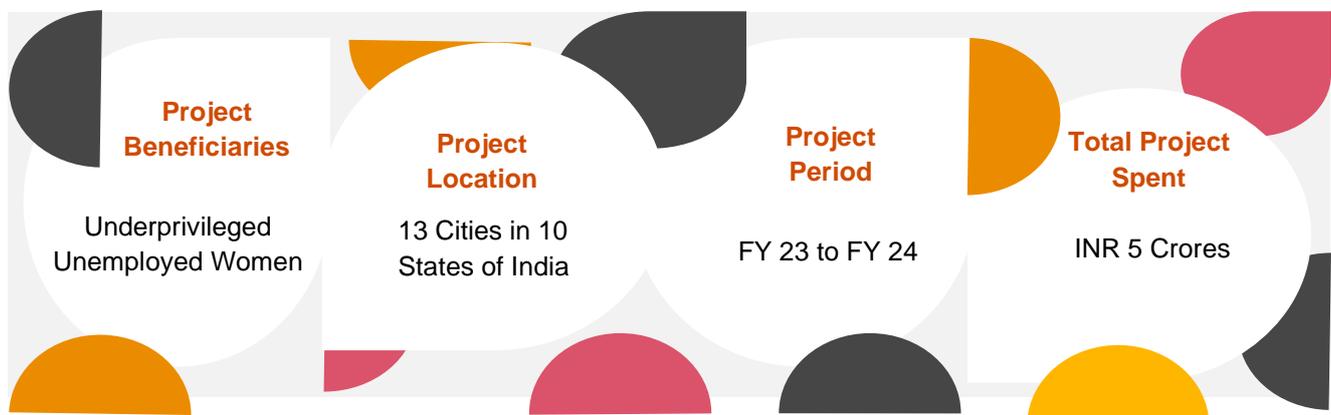
Implemented by Nirmaan Organisation, the 'Women in Tech' Programme offered **training in various domains** (Table 10) **to enhance employability of women from underprivileged background**:

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

---

Figure 34: 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 35):

Figure 35: Sampling Plan

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

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

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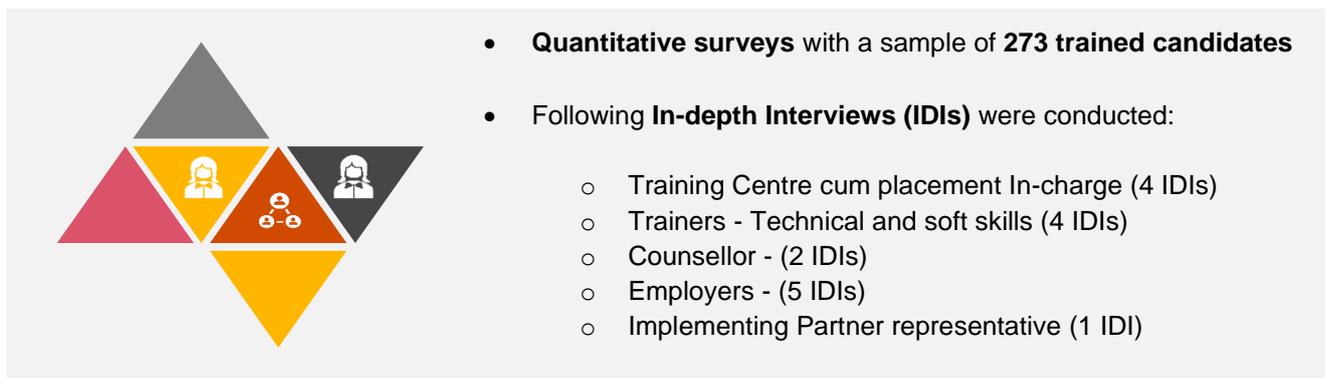
The responses collected from the stakeholders' interactions were analysed to arrive at detailed findings as depicted in next section.

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 36).

- 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 37).
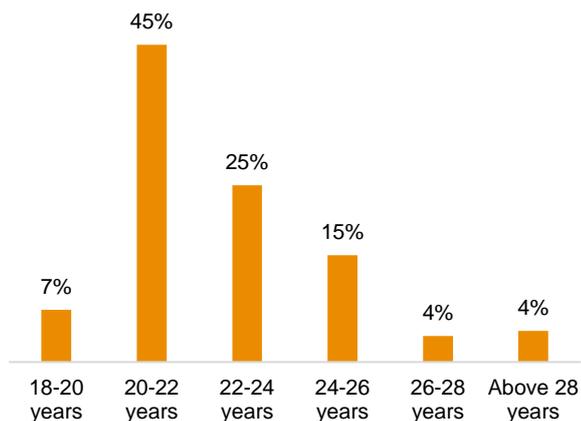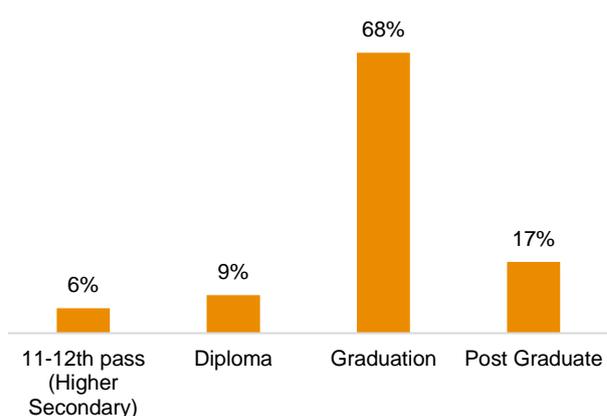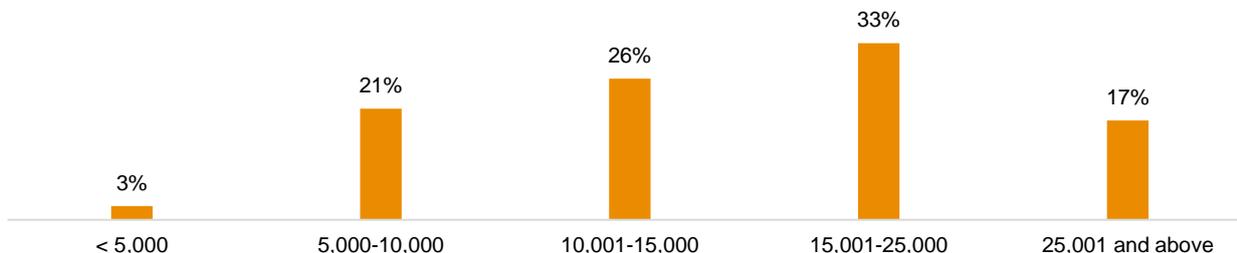
Figure 36: Age of the Respondents (n=273)

Bar chart values:
- 18-20 years: 7%
- 20-22 years: 45%
- 22-24 years: 25%
- 24-26 years: 15%
- 26-28 years: 4%
- Above 28 years: 4%

Figure 37: Education Profile of the Respondents (n=273)

Bar chart values:
- 11-12th pass (Higher Secondary): 6%
- Diploma: 9%
- Graduation: 68%
- Post Graduate: 17%

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 38).

- 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 38: Average Monthly Income of the Households (n=273)

Bar chart values:
- < 5,000: 3%
- 5,000-10,000: 21%
- 10,001-15,000: 26%
- 15,001-25,000: 33%
- 25,001 and above: 17%

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 39).

Figure 39: Monthly Income of Candidates Employed before the Training (n=38)

Bar chart values:
- Below 5000: 11%
- 5000 - 10000: 29%
- 10001 - 15000: 37%
- 15001 - 25000: 21%
- 25000+: 3%
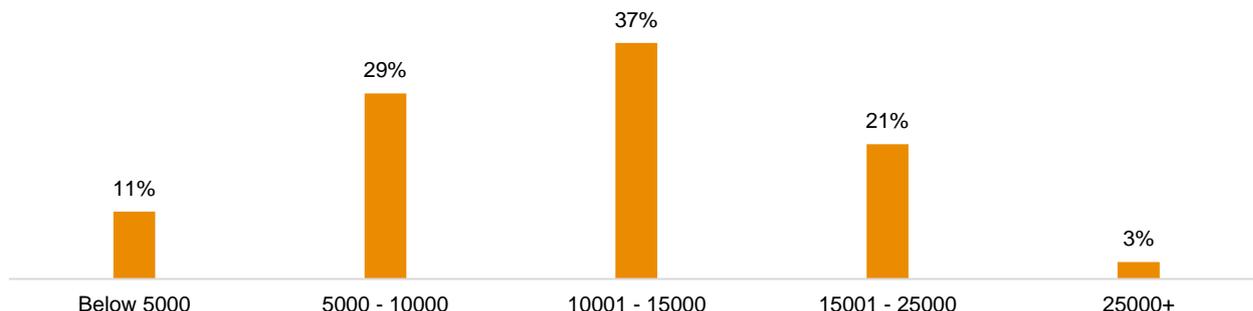
Training Courses and Location of the Respondents:

- 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 40: Split-up of Beneficiaries as per type of training courses

- 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%.
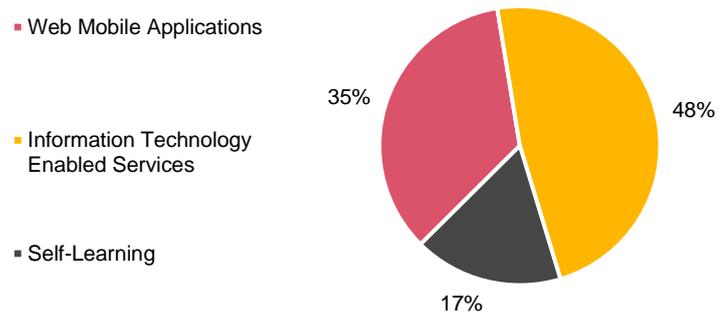
2. **Charting Academic Paths of Women:**

- 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 41: Impact of Counselling on Respondents (n=245)
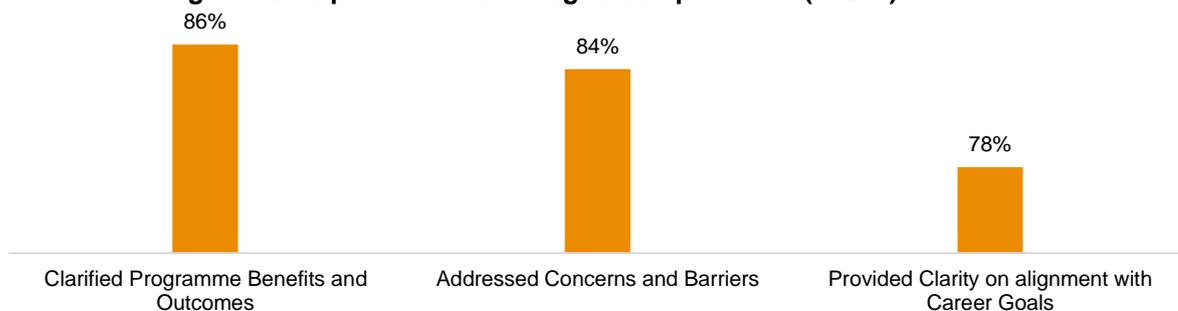
Multiple choice question, and total may not add upto 100%

- 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.[26]

- 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 42).

- Respondents assessed various facets of the training programme. Most rated components were Trainers, Training Content and Materials, and Training Relevance at 4 or higher on a 5-point scale, 5 being the highest (Figure 43).

Figure 42: Distribution of Teaching Techniques used during the Training (n=273)

47%	70%	12%	33%
Theoretical sessions	Practical hands-on activities	Exposure visits	Virtual Classes
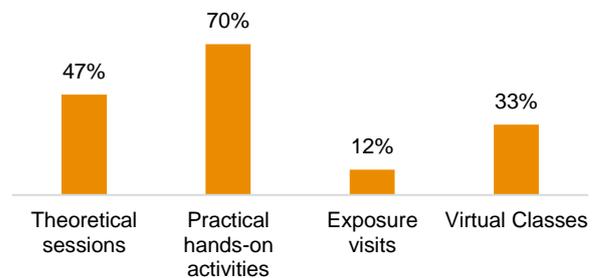
Multiple choice question, and total may not add upto 100%

Figure 43: 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

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

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

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

---
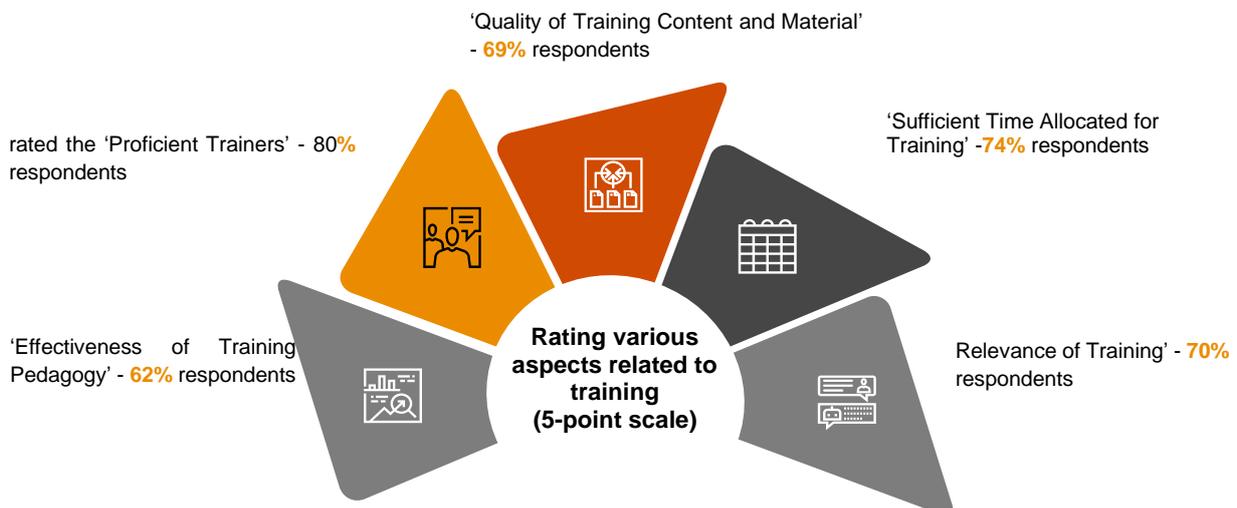
[26] As per documents shared by Nirmaan Organisation

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 44).

Figure 44: 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%

- 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.

- 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 45).

Figure 45: 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
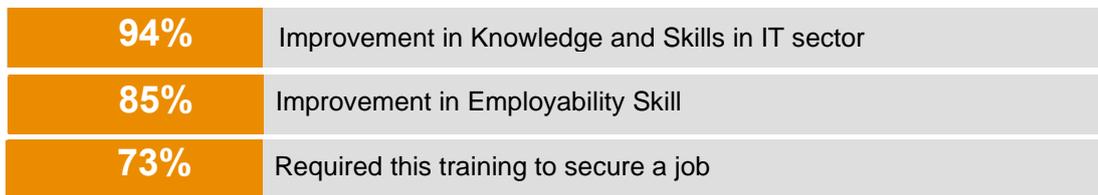
6. Empower Professional and Personal Growth

- 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 46: 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%
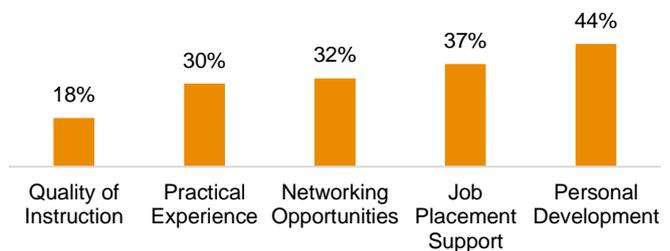
Multiple choice question, and total may not add upto 100%

- 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 46).
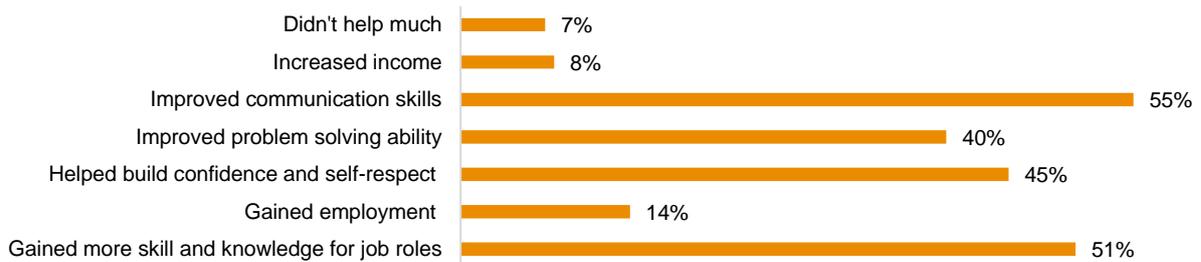
> During the course, candidates undergo regular training in communication skills and participate in mock interviews. This consistent practice is designed to improve their comfort and proficiency in speaking. By the end of programme, most candidates report increased self-confidence and enhanced communication 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 47.

Figure 47: Effect of Training on Respondents (n=273)

Category	Percentage
Didn't help much	7%
Increased income	8%
Improved communication skills	55%
Improved problem solving ability	40%
Helped build confidence and self-respect	45%
Gained employment	14%
Gained more skill and knowledge for job roles	51%

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

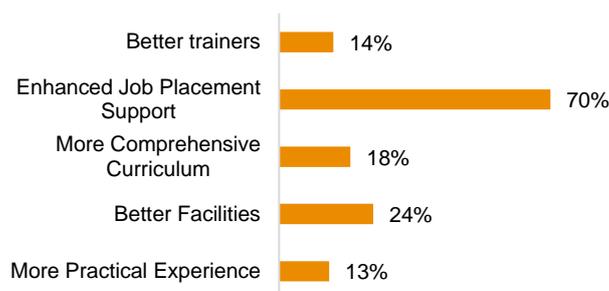| Changes observed by the respondents	Importance of the change to the respondent	How effectively the training met the expectations of respondent
Gained more skill and knowledge for job roles	**97%** of the respondents rated it 2 or higher (3 being very important)	**89%** of the respondents rated it 2 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 49.

- 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 50.

Figure 49: 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 50: 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)[27]:

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

---

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

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