Form 3.1 Appendix 1

Social Impact Assessor's Annual Report for FY 2025–26

Project: UNXT by Unnati Program

1. Project Name & Strategic Intent

- Project Name: UNXT by Unnati Program.
- Purpose: To equip underprivileged final-year students aged approximately 18–25 years in government and ITI colleges with employability, communication, life and professional skills, supported by ethical values and blended learning.
- Training design: 165 hours per participant, comprising 90 classroom hours and 75 hours of LMS-based self-learning; 59 curriculum modules reported.
- Geographic scope: Andhra Pradesh, Madhya Pradesh, Uttar Pradesh, Karnataka and Rajasthan; 45 districts including Sonbhadra, an aspirational district.
- Institutions covered: 55 colleges, principally serving youth in Tier 2–4 locations.

2. Scope and Objectives of the Social Impact Assessment

The assessment examines programme delivery, inclusion, perceived improvements in employability skills and early post-training activities for FY 2025–26. The FRD originally stated a training KPI of 2,867 youth; this was proportionately adjusted to 2,500 youth based on funds raised. The programme reported training 2,500 youth and operational expenditure of ₹36.29 lakh.

Assessment period: FY 2025–26, with programme information reported up to September 2026.

Key objectives: assess the relevance and delivery of employability training; examine reach, depth and inclusion; review student perceptions of skills and post-training activities; triangulate findings with Change Maker and principal consultations; identify gaps and practical actions for improvement.

Key Performance Indicators: Reach, Depth and Inclusion

Reach	Depth	Inclusion
2,500 students trained; 86 batches; 55 colleges; 45 districts in five states, including one aspirational district.	165-hour blended curriculum (90 classroom + 75 UNXT LMS); 59 modules; 54 Changemakers supported by a 152-hour Train the Trainer (ToT) framework (20 online + 132 offline); average app engagement of 50 hours per student as reported in SIP.	57% male, 43% female; General 784 (31%), OBC 1,140 (46%), SC 391 (16%), ST 185 (7%); OBC/SC/ST together 69%.

3. Approach & Methodology

a. Basic Approach – Sampling Methodology

- Quantitative assessment: telephonic student follow-up survey with 183 respondents (95% confidence level and 7% margin of error)
- Qualitative assessment: 4 key informant interviews, comprising 2 Changemakers and 2 college principals.
- Stakeholder matrix: student beneficiaries, Changemakers and principals.
- Programme-reported information was reviewed alongside the primary findings. Stakeholder interactions were conducted virtually through telephonic calls.

b. Data Collection

- Student responses on training effectiveness, skills, current work, higher education and job search.
- Principal and Change Maker interviews on learning outcomes, delivery experience, institutional relevance and challenges.
- Desk review of the fundraising document, SIP and final FY 2025–26 Form 2.1 A and B, including KPI narratives, programme-reported reach, inclusion and digital-learning indicators.

c. Study Limitations

- Survey responses measure perceived skill improvement and self-reported activities; they are not objective pre-/post-tests or independently verified placement records.
- Longer-term employment, income and retention outcomes require follow-up verification.

4. Impact Scorecard & Supplementary Information

a. Project-wise Assessor's Findings

- Training target and delivery: 2,500 youth trained against the proportionately revised target of 2,500, 86 batches across 55 colleges.
- Geographic reach: 45 districts across five states, including Sonbhadra in Uttar Pradesh, with a focus on underserved Tier 2–4 settings.
- Depth of delivery: reported 165 hours of blended learning per participant, including 75 UNXT LMS hours; the SIP reports 2,500 learning-app users and 50 average engagement hours.
- Inclusion: 43% female students and 69% from OBC, SC and ST communities; the counts by social group total 2,500.
- Train the Trainer : 54 Changemakers and a 152-hour Train the Trainer (ToT) framework, comprising 20 online and 132 offline hours.

Youth Outcomes (assessment survey, n = 183)

Mutually exclusive student status	Students	Percentage
Employment	60	**33%**
Pursuing higher education	52	**28%**
Looking for a job	37	20%
Other / none of the above reported	34	19%
Total	183	100%

The survey findings indicate that the programme achieved its target of approximately 60% of trained youth transitioning into employment or pursuing higher education, with 61% of surveyed respondents reportedly falling into either category.

Overall programme effectiveness: 89% responded positively (agree/strongly agree), with an average effectiveness rating of 4.32/5.

b. Stakeholder Feedback

Youth feedback (n = 183): the highest reported average skill ratings were confidence-building (4.30/5), goal-setting (4.27/5), punctuality (4.23/5), interview handling (4.23/5), English communication (4.20/5) and resume writing (4.11/5).

Changemaker consultations: Changemakers described greater student willingness to communicate, practice self-introductions and participate in class through role-plays, mock interviews, repeated practice and bilingual facilitation. They identified initial hesitation in English and technical problems uploading video resumes through Udhyogam/LMS systems.

Principal consultations: Principals observed stronger confidence, communication, discipline, presentation and interview readiness. Recommendations included closer alignment with the Directorate General of Training (DGT) employability skills curriculum and further practical technical exposure.

c. Specific Comments

- The SIP and associated KPIs follow an impact–outcome–output–activity–input logic and cover reach, depth and inclusion in line with the social auditing framework for education, employability and livelihoods (SAS 300).
- Programme-reported delivery and inclusion indicators are measurable; evidence of sustained placement, employment quality, retention and income progression is more limited.
- The assessment provides convergent qualitative and survey evidence of perceived immediate employability readiness, but cannot attribute long-term livelihood outcomes to the training.

d. Any Other Matters Considered Relevant

- Technology integration: The UNXT LMS, U1 and Udhyogam support training, task management, self-learning and job preparation.
- Learning and Assessment Component
    - Swayam Personality Assessment: The UNXT programme incorporates the Swayam Personality Assessment to support students in understanding their strengths, behavioral traits and areas for development. The assessment generates an individualised Self Growth Report covering personality profiles, social desirability, self-growth enablers and inhibitors, and suggested resources for personal development. Each student received an individualised personality assessment report. The report is intended to support self-awareness and personal development decisions.
    - Cybersecurity Foundations Certification: The Cybersecurity Foundations Program, organised by SISA and delivered by SGBS Unnati Foundation under the Cybersmart Bharat initiative, provides exposure to foundational cybersecurity concepts. The Certificate of Participation recognises engagement in the programme.
- Sustainability: Government/institutional partnerships, local Changemakers, curriculum refresh and diversified donor support underpin continuity; documented transition arrangements and employer links would strengthen it.
- Potential unintended outcomes: Rural-to-urban migration pressure, salary expectations and family resistance to women's employment are potential risks, not established prevalence in the current primary study.
- Priority actions: Objective baseline/endline skills measurement; systematic 6–12 month alumni and employer verification; local employer partnerships; curriculum alignment and technical exposure; digital platform improvements and safeguarding protocols.

5. Assessor's Overall Comments

For FY 2025–26, UNXT by Unnati reported training 2,500 youth through 86 batches in 55 colleges across 45 districts in five states. The planned training KPI of 2,867 was proportionately adjusted to 2,500 based on funds raised. The 165-hour blended curriculum and 54 Changemakers supported delivery, while participation included 43% female students and 69% from OBC, SC and ST communities.

Student feedback (n = 183) was positive: 89% rated overall effectiveness favorably, with an average of 4.32/5. Confidence, goal-setting, punctuality, interview handling, English communication and resume writing were among the highest-rated skills.

Post-training status classification of 183 surveyed students showed 60 (33%) were in employment, 52 (28%) were pursuing higher education, 37 (20%) were looking for a job, thus indicating that the programme achieved its target of approximately 60% of trained youth transitioning into employment or pursuing higher education.

Interviews with two principals and two Changemakers reinforced the relevance of interactive employability training and highlighted improvements needed in curriculum alignment, digital systems and learner support.

The findings support a conclusion about meaningful programme reach, inclusive delivery and positive perceived immediate employability outcomes. Future assessments should strengthen longitudinal tracking, objective skill measurement and employer verification.

Signature:



Social Impact Assessor Name: Prajakta Mony

Social Impact Assessor Membership No: ISAI/SA-505 and ICMAI SAO/2024-25/00150

Social Impact Assessor's Entity Name: Bluesky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:

