



Final CSR Impact Assessment Report

Infosys Limited

May 2026

A third-party impact assessment was conducted for Infosys
By **Price Waterhouse Chartered Accountants LLP (PwC).**

Public domain link: <https://www.infosys.com/investors/reports-filings/documents/csr-impact-assessment-reports2025-26.pdf>

(SGBS Unnati Foundation: Assessment Starts from Page 23-41)

4.1 About the Project

In India, government colleges and institutes continue to face challenges in preparing graduates for employment. Despite possessing strong technical and academic qualifications, students from rural and semi-urban government institutions often struggle with critical employability gaps including poor communication skills, lack of confidence, limited exposure to workplace culture, and inadequate soft skills.

To address these barriers, **Infosys Limited and EdgeVerve Systems Limited** (through its CSR arm – Infosys Foundation), under their commitment to promote education and skills development to enable sustained livelihoods, partnered with **SGBS Unnati Foundation** to implement the **UNXT - Youth Training and Employment Program** with **Infosys Foundation** overseeing the implementation of the project. This project aims to enhance employability outcomes for government college graduates through a structured training intervention focused on soft skills, values, life skills, and employment readiness. The project supported **~1.33 lakh youth beneficiaries** across 10 states in India. The project aimed to train the youth through the instructor-led and self-learning model including⁷:

- **Teaching market-oriented skills** consisting of comprehensive training in English communication, workplace readiness, professional etiquette, resume writing, and interview preparation aligned with industry requirements
- **Placement support for trainees** by systematic job matching through dedicated placement portal and employer partnerships to facilitate transition from training to employment
- Conducting **workplace readiness, leadership and life skills** workshops to improve employability
- **Mandatory changemakers training of 25-days** who in turn are responsible for delivering the 90 hours classroom training to UNXT students
- **Unnati Learning App (ULEAPP)**, a digital Learning Platform with e-learning content accessible via mobile app, including video courses, reading materials, and self-assessment tests
- **UDHYOGAM (Job Portal) platform** for profile creation, video resume upload, and job matching with recruiters
- **Swayam personality assessment** which helps participants gain deeper self-awareness by identifying their personality traits, strengths, areas for improvement, and potential career opportunities

Figure 5: Schematic Representation of Project Specifics



4.2 Method of Impact Assessment

The PWCALLP team initiated the study through a kick-off meeting with the Infosys Foundation team and SGBS Unnati Foundation team to define clear evaluation criteria. This preliminary discussion focused on **defining the scope of work, aligning stakeholder expectations, and developing a comprehensive understanding of the project's design and implementation strategy**. Following this, the team obtained the subsequent project documentation from the Infosys Foundation team and the implementing partner:

⁷ Source: Project documents/ information received from Infosys Foundation and implementing partner

- **Memorandum of Understanding (MoU)** signed with SGBS Unnati Foundation which outlines the project's key activities and other operational modalities
- **Database** of project beneficiaries

The team conducted a **comprehensive desk review** of the provided documents to deepen their **understanding of the project, develop a robust assessment framework, and identify key stakeholders for interactions**, in line with the preliminary interactions with the Infosys Foundation and SGBS Unnati Foundation teams.

The study was **guided by the IRECS framework and SROI (Social Return on Investment) method** wherein the team adopted a structured approach to evaluate the project's impact. IRECS framework focused on gauging the impact of this project on parameters such as Inclusiveness, Relevance, Effectiveness (and efficiency), Convergence, and Sustainability, providing an overall assessment in terms of producing the intended project outcomes. It also helps in gaining a qualitative understanding of the impact created, stakeholder perception, and the extent of collaboration with other partners. Additionally, the SROI method design helps to measure and account for value created quantifying the social, environmental, and economic value generated by the project and helps in assessing the costs and benefits.

In consultation with Infosys Foundation, a **mixed-method approach** combining quantitative and qualitative research methodology was deployed to conduct the impact assessment study. The quantitative component focused on generating measurable insights and evidence regarding both current and projected impacts of the intervention. **Qualitative data** collection was utilised to capture stakeholder perspectives, and lived experiences, translating them into deeper understanding of the project's actual impact on beneficiaries. The research design incorporated multiple data collection techniques: quantitative methods such as **structured surveys** complemented by qualitative approaches including **Focussed Group Discussions (FGDs), In-depth Interviews (IDIs) and Key Informant Interviews (KIIs)** with key stakeholders:

Key stakeholders were identified and tailored tools were prepared for each stakeholder to ensure comprehensive and insightful data collection.

Figure 6: Research design for the study



- **Quantitative surveys** with a sample of **283 Students***
- **Two Focused Group Discussion (FGD)** each with Students
- **A total of Four In-depth Interviews (IDIs) - Two In-depth Interviews (IDIs) each** with Academic Institution Representatives, Changemakers/ Trainers and Employers
- **One Key Informant Interview (KII)** with SGBS Unnati Foundation representative
- **One In-depth Interview (IDI)** with Infosys Foundation team

*Based on the data shared by Implementing Partner, it was noted that ~1.33 lakh beneficiary students have been covered under the project. Hence, a sample size of 272 was estimated at 90% confidence level and 5% margin of error. However, we have covered more sample size (283) to ensure the appropriate representation of the findings from the 5 states with highest footfall in our sample. The sample was further distributed proportionately to the selected states basis the footfall. The quantitative sampling distribution was as below:

Table 2: Distribution of quantitative sample across schools

State	Sample
Andhra Pradesh	75
Tamil Nadu	61
Karnataka	60
Uttar Pradesh	50
Madhya Pradesh	37
Total	283

4.3 Analysis and Findings

This section provides an overview of key findings that emerged from the discussions with key stakeholders:

a. Challenges before the Project

The team noted the following challenges that emerged prior to project intervention (UNXT training):

- **Limited employability despite technical qualifications:** Government college graduates possessed strong academic credentials and technical knowledge but lacked the soft skills, communication abilities, and professional grooming required by employers. As mentioned by Academic Institution Representative of one of the institutes, students come from very humble economic and social backgrounds and while the institute provides good technical education, they lacked infrastructure for personality development programs.
- **Communication and English language barriers:** Students from rural backgrounds and regional medium schools struggled with English communication, creating a major obstacle in job interviews and workplace environments. One changemaker at one of the institutes mentioned that students initially could not speak effectively prior to the project intervention.
- **Lack of confidence:** Many students exhibited stage fear, hesitation in public speaking, and inability to present themselves professionally. According to some students at surveyed institutes, before UNXT training, they had no confidence that they could do private job in life.
- **Poor interview and job search skills:** Students lacked knowledge of resume writing, interview techniques, workplace etiquette, and how to navigate the job market.
- **Limited exposure to professional values and workplace culture:** Students had minimal understanding of workplace expectations, professional ethics, time management, teamwork, and corporate culture requirements, particularly for positions in corporate hospitals and private sector companies.
- **Absence of career guidance and self-awareness:** Many students lacked clarity about their strengths, suitable career paths, and long-term goals. The Swayam psychometric assessment⁸ was not available before the project, leaving students without structured tools for the same.
- **Disconnect between academic education and employment readiness:** As mentioned by SGBS Unnati Foundation representative, educational institutions focused primarily on syllabus completion and examination preparation, with little emphasis on holistic personality development, making graduates academically qualified but not job ready.

b. Summary of the Impact Created

This section summarizes the findings from the impact assessment study:

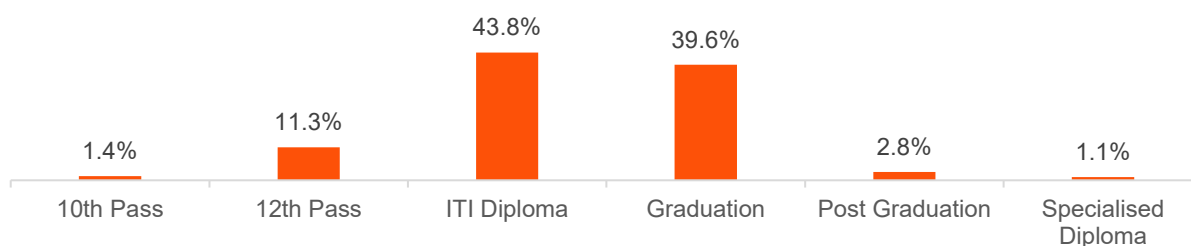
⁸ Swayam psychometric assessment is psychometric personality assessment of the UNXT training students.

1. Profile of the respondents

The analysis presents the profile of respondents based on various demographic indicators including age, gender, educational background, and socio-economic profile:

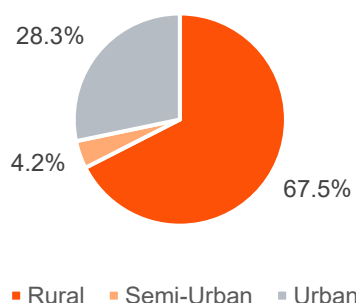
- 40.3% of the respondents were female with the rest being male.
- **Almost all the beneficiaries** (99.3%, n=283) ranged from 17 to 30 years.
- At the time of UNXT training, **43.8% (n=283) were ITI Diploma holders**, 39.6% were graduates, 11.3% had completed 12th standard, 2.8% were postgraduates, with remaining having completed 10th standard or specialized diplomas such as Mechanical Engineer diploma and Computer Science diploma.

Figure 7: Educational Qualification (n=283)



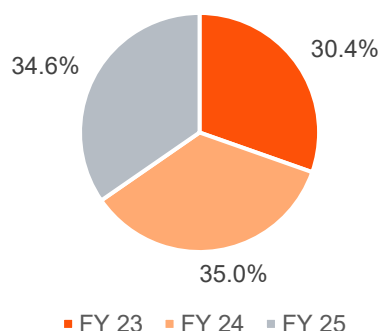
- **58.7% (n=283) of beneficiaries were from Below Poverty Line (BPL) families**, highlighting the project's focus on economically disadvantaged youth who face the greatest barriers to employment.
- **67.5% (n=283) came from rural areas**, 28.3% from urban areas, and 4.2% from semi-urban locations, demonstrating the project's rural outreach.

Figure 8: Residential Area (n=283)



- Beneficiaries were distributed across FY 23 (30.4%, n=283), FY 24 (35.0%), and FY 25 (34.6%), providing longitudinal perspective on project outcomes.

Figure 9: UNXT Training Year (n=283)



2. Enhanced Employability Through Comprehensive Skill Development

The team noted that the project enhanced employability through its multi-dimensional approach:

- **Before UNXT training, 66.1% (n=283) of respondents rated their English communication skills as "Average" and 19.8% as "Poor." After training, this transformed with 80.9% rating their skills as "Good," 18.7% as "Average," and only 0.4% as "Poor."** During the FGDs, students shared that before the training, they had no confidence but after the training, they were able to realise their potential. One **Changemaker informed that students who couldn't speak in class actively participated in debates and discussions during the training demonstrating improved confidence.**

Table 3: English Communication Rating (n=283)

Rating	Before UNXT training	After UNXT training
Good	14.1%	80.9%
Average	66.1%	18.7%
Poor	19.8%	0.4%

- **Before UNXT training, only 19.8% (n=283) felt "Good" about facing job interviews, while 59.0% were "Average" and 21.2% "Poor." Post-training, 81.9% reported "Good" confidence levels, 15.5% "Average", and only 2.5% "Poor." One employer observed that the interview skills of the UNXT students are good, and they can present themselves well** whereas other candidates sometimes are under-confident and unable to present their skills.

Table 4: Confidence in facing job interviews (n=283)

Rating	Before UNXT training	After UNXT training
Good	19.8%	82.0%
Average	59.0%	15.5%
Poor	21.2%	2.5%

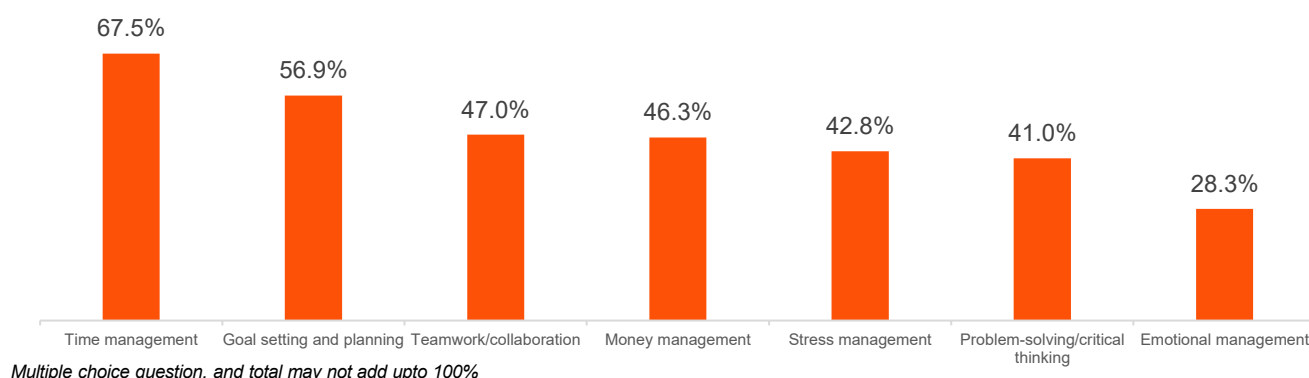
- **Future career confidence showed similar improvement - from 30.4% (n=283) "Good", 54.1% "Average", and 15.5% "Poor" before training to 85.5% "Good", 13.8% "Average", and 0.7% "Poor" after training.** This represented a **transformation in students' self-belief and career aspirations.**

Table 5: Confidence about future career (n=283)

Rating	Before UNXT training	After UNXT training
Good	30.4%	85.5%
Average	54.1%	13.8%
Poor	15.5%	0.7%

- During the interactions, the **students emphasized that the training teaches many skills that they can utilise in their personal and professional life. Respondents reported applying multiple life skills in daily life including time management (67.5%, n=283), goal setting and planning (56.9%), teamwork/collaboration (47.0%), money management (46.3%), stress management (42.8%), and problem-solving/critical thinking (41.0%).**

Figure 10: Life Skills applied in daily life (n=283)



3. Improved Employment Outcomes and Economic Mobility

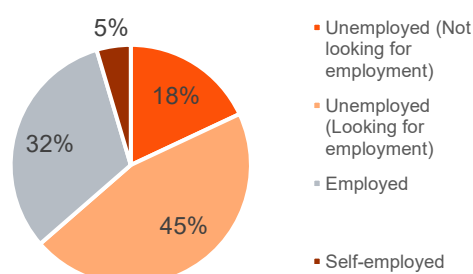
- Before UNXT training, 53.7% (n=283) were unemployed and not looking for employment, **40.6% were unemployed but looking for employment, 3.2% were employed**, and 2.5% were self-employed. **After training**, this shifted positively with 25.4% unemployed not looking, **43.5% unemployed but looking, 27.9% employed**, and 3.2% self-employed, **demonstrating increased employment and active job-seeking behaviour.**

Table 6: Employment Status (n=283)

Employment Status	Before UNXT training	After UNXT training
Unemployed (Not looking for employment)	53.7%	25.4%
Unemployed (Looking for employment)	40.6%	43.5%
Employed	3.2%	27.9%
Self-employed	2.5%	3.2%

- Post the UNXT training, **the placement percent was 39.10% with 79 students placed after the training with 81% retention rate.**
- At the time of study, 31.8% (n=283) were employed, 45.6% were unemployed but actively looking (increased motivation), 18.0% were not looking for employment, and 4.6% were self-employed. This indicates that approximately one-third achieved employment, while nearly half remained actively engaged in job search - a significant improvement from pre-training scenario.**

Figure 11: Employment Status - Current (n=283)



- Average monthly income showed improvement across the beneficiary sample pool. Before training, 91.9% (n=283) earned less than ₹10,000. After training, this reduced to 68.9%, with 23.7% earning ₹10,000-20,000, 6.4% earning ₹20,000-30,000, and small percentages in higher brackets. Current income**

distribution shows 63.9% below ₹10,000, 26.9% in ₹10,000-20,000 range, and 8.5% earning ₹20,000-30,000, indicating progressive income growth trajectory.

Table 7: Average Monthly Income (n=283)

Average monthly income	Before UNXT training	After UNXT training	Current
Less than ₹10,000	91.9%	68.9%	64.0%
₹10,00 - ₹20,000	7.1%	23.7%	26.9%
₹20,000 - ₹30,000	1.1%	6.4%	8.5%
₹30,000 - ₹40,000	-	0.7%	0.7%
Above ₹50,000	-	0.4%	-

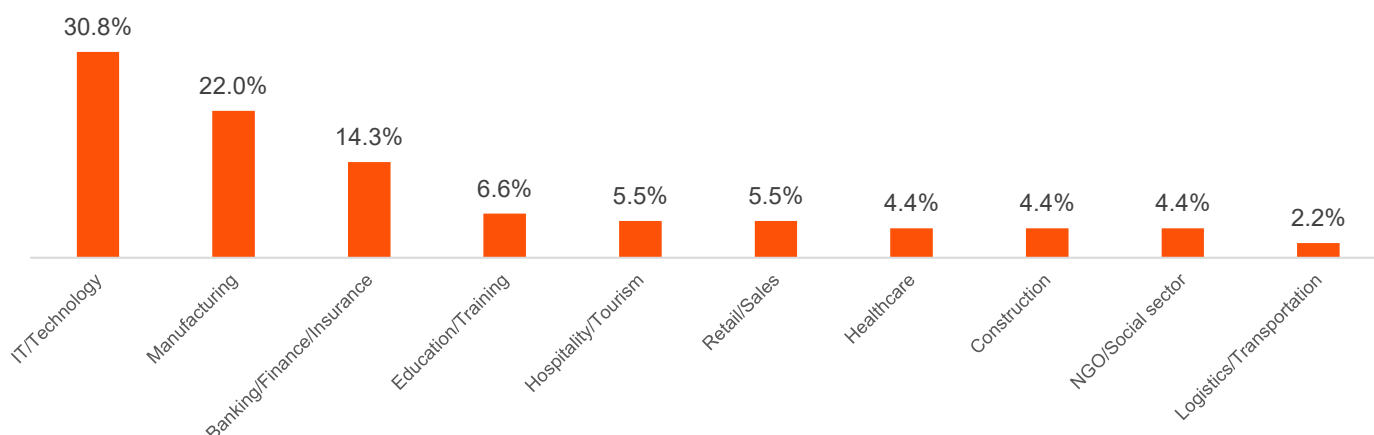
- 69.6% of the students employed after the training fell in the income range of ₹10,00 - ₹20,000 while for self-employed. It was 33.3% for the ranges of Less than ₹10,000, ₹10,00 - ₹20,000 and ₹20,000 - ₹30,000.

Table 8: Income range for employed and self-employed

Income Range	Employed	Self-employed
Less than ₹10,000	8.9%	33.3%
₹10,00 - ₹20,000	69.6%	33.3%
₹20,000 - ₹30,000	17.7%	33.3%
₹30,000 - ₹40,000	2.5%	-
Above ₹50,000	1.3%	-

- During the interactions with the students, it was noted that the entry-level positions ranged from ₹10,000-25,000 monthly, with potential to reach ₹24,000-25,000 after one year of experience in sectors like nursing/paramedical. **One employer informed offering UNXT students ₹24,000-25,000 per month compared to ₹17,000-18,000 for typical entry-level hires, representing a 30-40% salary premium.**
- Among those who secured jobs post-training (n=79), 73.4% secured employment within 6 months of training completion.
- Among the students who secured employment after the training (n=79), 81.0% were continuing in the same job, demonstrating good retention and stable employment patterns.**
- The current employment sectors of the UNXT students are IT/Technology, Banking/Finance/Insurance, Manufacturing, Education/Training, Healthcare, Construction, Hospitality, Retail, Logistics, and NGO sectors, **displaying project's cross-sectoral relevance.** It was also reported by the SGBS Unnati Foundation representative that the self-employed youth usually get involved in family business and agricultural sector.

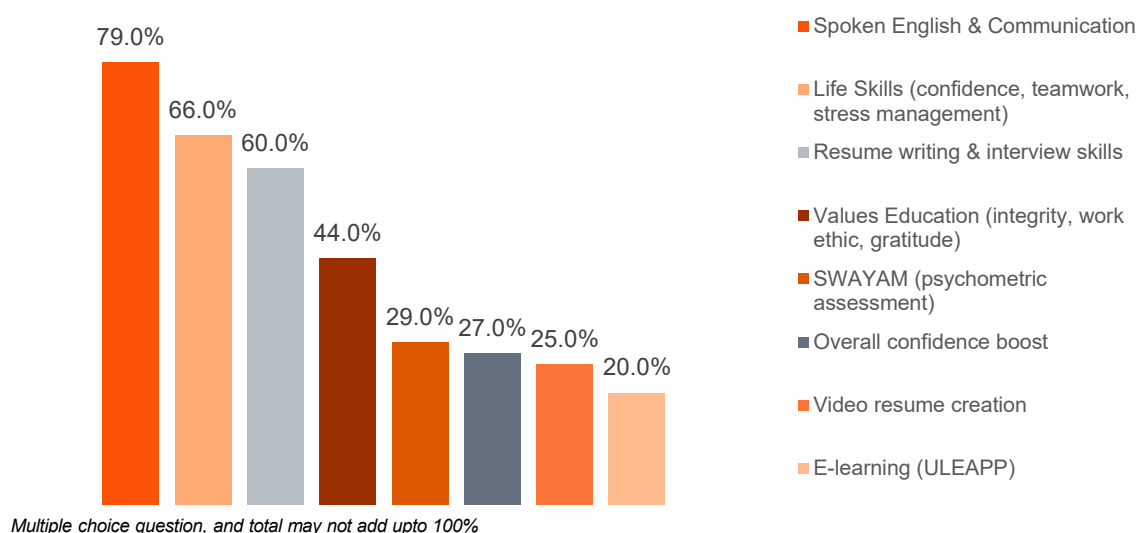
Figure 12: Current Employment Sector (n=91)



4. Enhanced Project Delivery and Student Engagement

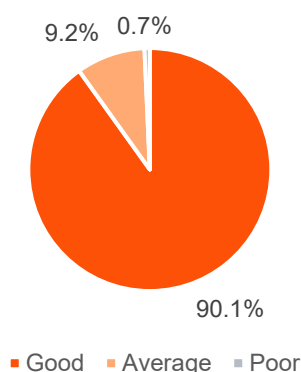
- 87.3% (n=283) of respondents received their UNXT digital certificate with certificates being delivered within 10-15 days of course completion. SGBS Unnati Foundation representative informed that the reason for some students not receiving certificate could be due to them providing incorrect email address.
- The most helpful components for job performance were **Spoken English & Communication (79%, n=100)**, Life Skills (66%), Resume writing & interview skills (60%), Values Education (44%), followed by Swayam psychometric assessment (29%), Video resume creation (25%), and E-learning/ULEAPP (20%).

Figure 13: Most helpful UNXT training components in getting/performing job (n=100)



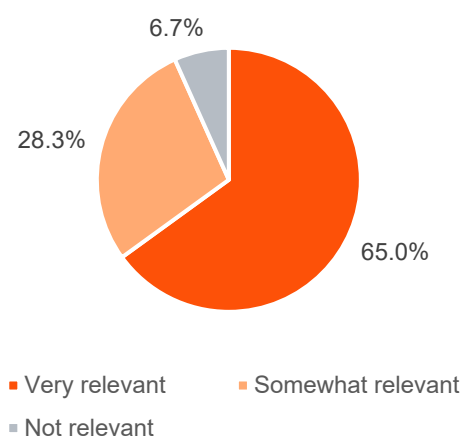
- The **project maintained strict 90%** (some institutions requiring 100%) **attendance** requirements to ensure meaningful engagement for the 90 hours classroom training. During the interactions, students confirmed that all students ensure that they follow the attendance requirements and **certificates are only given to the students who complete the required criteria of attendance and completion of the e-learning content on ULEAPP.**
- 90.1% (n=283) of respondents rated Changemaker teaching quality as "Good".** One Changemaker shared that they have been with SGBS Unnati Foundation for 10 years now and the **main aspect of the project is the relationship they build with the students**, creating a bond between the students and the trainers. Students also noted during the discussion that **trainers always appeared prepared for sessions with clear daily plans.**

Figure 14: Changemaker Teaching Quality (n=283)



- 65.0% (n=283) rated UNXT curriculum as "Very relevant" to real job market needs**, 28.3% as "Somewhat relevant," and only 6.7% as "Not relevant," displaying alignment with employment requirements.

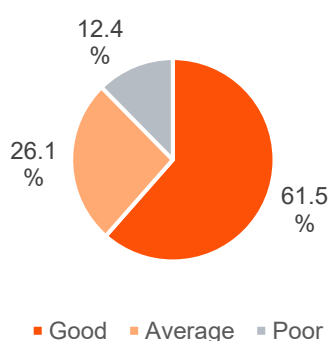
Figure 15: Relevance of UNXT curriculum (n=283)



5. Technology Platform Adoption and Digital Learning

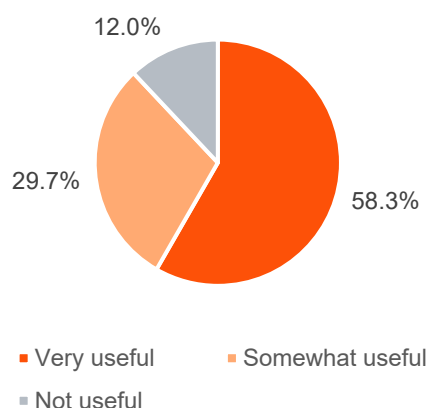
- During the interactions, students mentioned that the ULEAPP⁹ is primarily made for blended learning and ensures that there is a self-learning component and the platform helps them get in-depth information on topics with more examples and activities to complement classroom learning. **61.5% (n=283) rated ULEAPP content quality as "Good," 26.1% as "Average," and 12.4% as "Poor."**

Figure 16: ULEAPP Content Quality (n=283)



- 58.3% (n=283) found Swayam assessment "Very useful" in understanding career strengths, 29.7% "Somewhat useful," and 12.0% "Not useful." Students shared that they analysed their personality through the report generated from the assessment which suggested their alignment with different career options.**

Figure 17: Usefulness of Swayam Assessment (n=283)



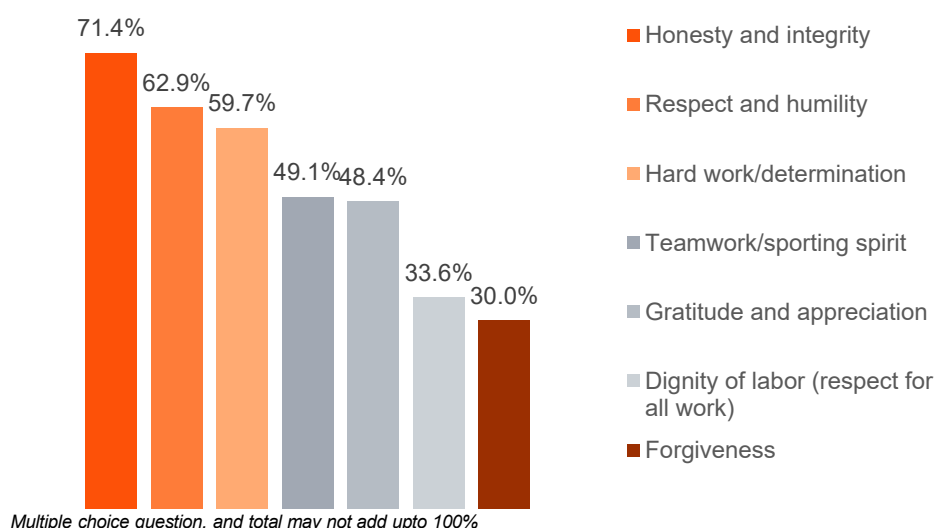
⁹ ULEAPP: Unnati Learning App

- However, only 22.2% (n=283) of the respondents reported using the Udhogam portal. Among those who used Udhogam portal 45.3% (n=243) found it "Very useful," 32.1% "Somewhat useful," and 22.6% "Not useful" in job search suggesting underutilization of the portal.
- Though the students confirmed that ULEAPP (e-learning app) access continues after training completion. However, actual usage declined post-completion as students became busy with employment, higher studies, or exam preparation with the survey results noting that only 16.3% respondents continued using ULEAPP after training completion.

6. Values Integration and Behavioural Transformation

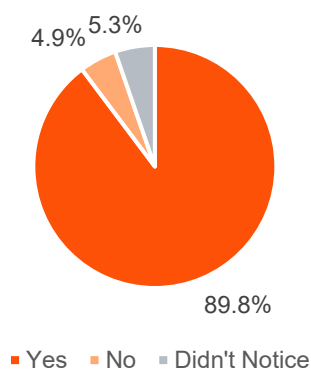
- **During the survey, the respondents reported applying multiple values learned in the training** with Honesty and integrity (71.4%, n=283), Respect and humility (62.9%), Hard work/determination (59.7%), Gratitude and appreciation (48.4%), Teamwork/sporting spirit (49.1%), Dignity of labour (33.6%), and Forgiveness (30.0%) reported to be applied in their daily life.

Figure 18: Values in daily life (n=283)



- **89.8% (n=283) reported their behaviour/ conduct improved at home or social settings after the training**, while 5.0% reported no change and 5.3% didn't notice any change. During the interactions, **one Changemaker revealed that many students themselves came up and acknowledged that the training helped them in their personal lives with positive changes in their behaviour at home.** Additionally, **one Employer stated observing that the UNXT students maintain professional personality and ethics without reminders. They set positive examples for peers enhancing workplace professionalism.**

Figure 19: Improvement in behaviour/conduct (n=283)



7. Family Economic Impact and Social Mobility

- **56.9% (n=283) of respondents reported that their family's financial situation improved since completing UNXT training**, while 43.1% reported no improvement. This was also corroborated during the interactions with the students, where they informed that with their employment, they could **directly contribute** to the range of **₹10,000-25,000 monthly** towards their household income.
- **84.8% reported their living condition improved since completing UNXT training**, with only 15.2% reporting no improvement. During the discussions, **female students placed particular emphasis on gaining empowerment through employment**, with one student who was employed sharing that now she was able to support household expenses and had gained more autonomy in family decisions.
- For students from BPL families (58.7%, n=283), even modest employment represented significant family upliftment. The project has created pathways for first-generation learners to break intergenerational poverty cycles by enhancing their employability.

8. Higher Education Pursuit and Career Clarity

- **33.6% (n=283) of respondents were currently pursuing additional courses/degrees, demonstrating that the training created appetite for continuous learning** rather than viewing training as terminal education.
- **Among those pursuing further studies (n=95), 76.8% reported that the training influenced their decision to pursue higher education** indicating the project's role in shaping educational aspirations.
- When probed further, these **students revealed that the training helped them in their higher studies decisions through instilling confidence in pursuing higher education (90.4%, n=73)**, providing career clarity from Swayam assessment (69.9%), providing information about courses/colleges (54.8%), instilling financial confidence (42.5%) and peer influence (31.5%), demonstrating multi-dimensional impact of the project.

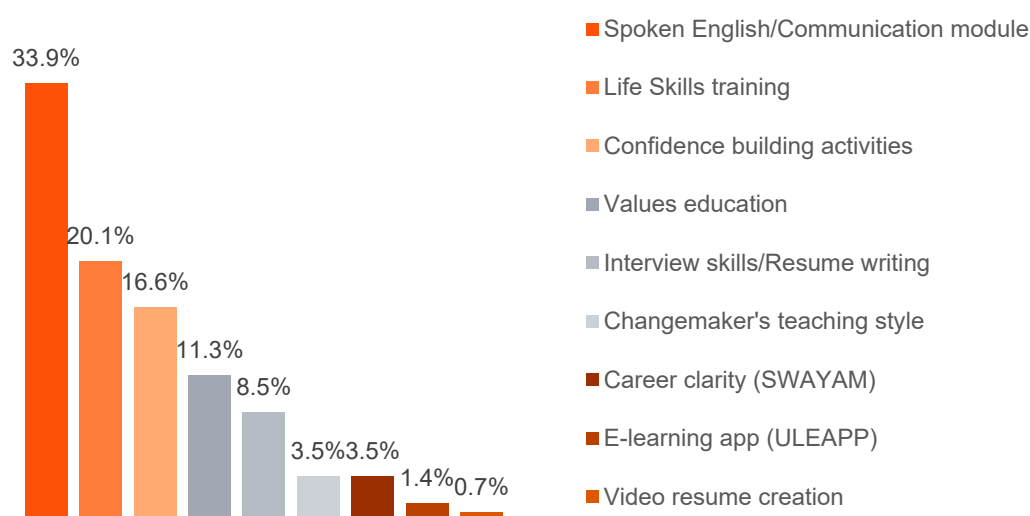
9. Employer Value Proposition and Recruitment Efficiency

- One employer reported **negligible recruitment cost for UNXT students compared to an average of ₹10,000 per conventional hire representing direct cost savings**. They also shared that **UNXT students required 0-3 days induction compared to 6-7 days minimum for regular entry-level hires**, representing reduction in onboarding time and associated supervision costs.
- Further, **one employer rated UNXT students as superior in communication skills and workplace attitude and values**. Also, beyond cost savings, employers stated that they **valued communication skills, attitude towards learning, and commitment to assignments of the UNXT students**.

10. Training Satisfaction and Advocacy

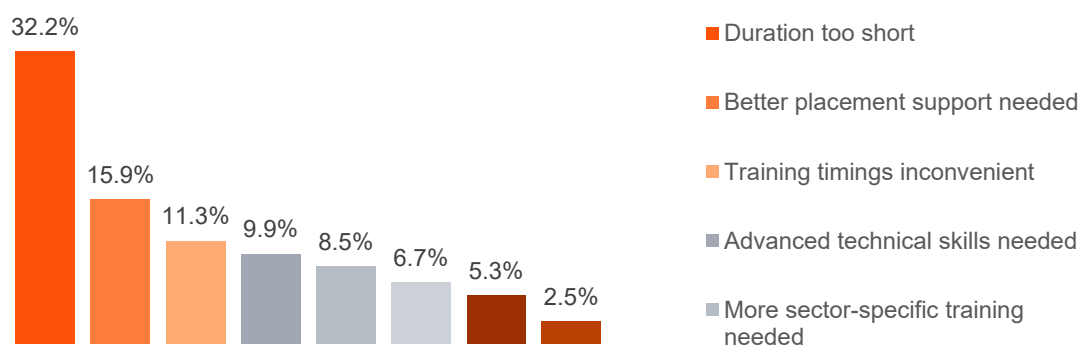
- **84.1% (n=283) of respondents were "Satisfied" with UNXT training**, 13.1% were "Neutral," and only 2.8% were "Dissatisfied," **demonstrating high beneficiary satisfaction**.
- During the survey, it was revealed that **93.3% (n=283) would recommend UNXT training to others** (friends, siblings, juniors) demonstrating strong beneficiary endorsement.
- Additionally, 80.9% reporting to have already recommended UNXT training to others (batchmates, siblings, friends, neighbours) displaying project satisfaction.
- During the survey, it was revealed that **students appreciated Spoken English/ Communication module (33.9%), Life Skills training (20.1%), etc.**

Figure 20: Most liked components of UNXT training (n=283)



- On being probed further during the survey, **students identified shorter training duration (32.2%), better placement support (15.9%), addressing inconvenient training timings (11.3%)** as the major potential improvement areas. During the qualitative interaction with students, they described that the **training duration of 3 hours each for 30 days and the training timings become hectic sometimes as it is parallel to their formal academic studies**. They also described that though there is Udyogam portal but the options for **placements are sometimes for far off places when they would like them to be local**, which was also corroborated by the SGBS Unnati Foundation representative who informed that **they are now trying to align the placements for the students in their local geography**.

Figure 21: Suggested areas of improvement for UNXT training (n=283)



4.4 SROI Estimation

This study also aimed at estimating the Social Return on Investment (SROI) value for the project. The SROI estimation helps in understanding the broader impact and value generated for the stakeholders and the society by going beyond the traditional financial metrics.

a. Establishing the impact

The foremost step for calculating the SROI value was to prepare the impact map. The impact map was prepared after careful analysis of the project documents and discussions with project stakeholders. Post this, the specific benefits (from the project) for each beneficiary stakeholder of the project were identified. The benefits were then assigned the appropriate financial proxies, which were arrived at using the survey results or the secondary research, for calculating the overall impact of the project from FY 23 (i.e. January, 2023) – FY 26. The overall impact is

calculated after adjusting the deadweight, displacement, attribution (by others), and drop-off factors from the year-wise benefits.

Deadweight

Deadweight refers to the portion of benefits that would have occurred even without the project. For the purpose of this analysis, deadweight has been conservatively assumed at 20-25% to account for the possibility that a portion of the observed outcomes may have occurred in the absence of the intervention due to broader economic conditions, individual motivation, or parallel initiatives. Therefore, while the project contributes significantly to value creation, a portion of the impact is attributed to these external factors.

Displacement

Displacement is the component which informs the assessor on how much one outcome of the project may influence any other outcome. During the assessment and research for this project, there was no evidence of any displacement noted or reported. Hence, the displacement factor is taken to be 0% for the calculations.

Attribution (by others)

Attribution (by others) estimates the proportion of the impact that can be credited to the efforts of other stakeholders involved. For the current calculations, Attribution by others has been assumed at a higher level of 50–75% to reflect the influence of beneficiaries' prior education, personal effort, and employer-side factors, ensuring that the estimated social value remains conservative and does not overstate project contribution.

Drop-off

Drop-off is incorporated to account for the diminishing benefits over subsequent years, as the impact of the training itself decreases and a larger portion of the returns is attributed to the trainees' own skills and external factors. Accordingly, a drop-off rate of 75% has been applied, reflecting the significant reduction in the direct impact of the training over time and the growing influence of the trainees' individual capabilities in sustaining outcomes such as income gain from employment, income from self-employment, and cost savings per hire.

SROI Formula

The impact of the project has been arrived at based on the following calculations:

Impact value for first year	Quantity of change or Number of unique beneficiaries or Number of unique benefit units x Financial Proxy value x (1 – deadweight) x (1 – displacement) x (1 – attribution)
Impact value for subsequent years	Quantity of change or Number of unique beneficiaries or Number of unique benefit units x Financial Proxy value x (1 – deadweight) x (1 – displacement) x (1 – attribution) + [impact of previous year] x (1 – drop-off)]

Based on the above calculations, the project is estimated to have generated a cumulative benefit or impact of ₹ 1,88,54,24,272 across a period from FY 23 to FY 26.

Table 9: Impact Map

Stakeholder	Inputs/Activities	Output	Expected Outcome	Envisioned Impact
Trained Youth	- Employability training (classroom + e-learning). - Free psychometric assessment (Swayam) for career clarity.	1,32,862 youth trained 1,32,862 gain enhanced communication, confidence, and life skills.	- Youth employed in formal sector. - Youth enrolled in higher education - Youth started businesses/self-employment.	- Employed youth earning income achieving financial stability. - Self-employed youth generating income.

Stakeholder	Inputs/Activities	Output	Expected Outcome	Envisioned Impact
	- Placement support through Udyogam portal. - Lifetime access to ULEAPP e-learning platform.		- Youth are actively job-seeking with enhanced employability. - Increased communication skills, confidence, and work-readiness among all trainees.	Improved self-esteem, reduced anxiety about future, and a sense of purpose.
Employers	- Engagement through Udyogam placement portal. - Access to pre-screened, trained candidates. - UNXT certification as quality signal.	- Trained youth hired by employers. - Companies hire from Udyogam placement portal. - Reduced recruitment time and costs due to pre-screened candidates.	- Lower recruitment and onboarding costs (reduced advertising, screening, training). - Higher quality hires with strong soft skills (communication, teamwork, work ethic).	Savings per hire on recruitment and onboarding costs.

Note: The data points (pertaining to reach of the project) used in this impact map have been provided by the implementing partner. As this report has been prepared to assess the social impact and calculate the social return on investment of the project only, verification or validation of these data points has not been conducted as part of the study.

Table 10: Impact Values

Stakeholder	Benefits	Deadweight	Displacement	Attribution (by others)	Drop-off	Total value created in FY 23	Total value created in FY24	Total value created in FY 25	Total value created in FY 26	Cumulative value created till FY 26
Trained Youth	Income gained from employment	20%	0%	50%	75%	₹ 7,27,79,628	₹ 48,53,71,141	₹ 64,69,96,114	₹ 26,51,01,028	₹ 1,47,02,47,911
	Income from self-employment	20%	0%	75%	75%	₹ 21,92,402	₹ 1,46,21,240	₹ 1,94,90,004	₹ 79,85,860	₹ 4,42,89,506
Employers	Cost savings per hire	25%	0%	50%	75%	₹ 2,88,64,311	₹ 17,80,65,442	₹ 16,39,57,102	₹ 0	₹ 37,08,86,855
Total Impact Created						₹ 10,38,36,341	₹ 67,80,57,823	₹ 83,04,43,220	₹ 27,30,86,887	₹ 1,88,54,24,272

Table 11: Financial Proxy Logic

Stakeholder	Benefits	Financial Proxy Explanation	Source(s)
Trained Youth	Income gain from employment	Financial proxy has been calculated by taking the difference between the pre- and post-UNXT training earnings for employed individuals' basis the survey.	Beneficiary survey findings
	Income from self-employment	Financial proxy has been calculated by taking the difference between the pre- and post-UNXT training earnings for self-employed individuals' basis the survey.	Beneficiary survey findings
For Employers	Cost savings per hire	Based on the qualitative discussion with the employer, the cost savings per hire is ₹ 10,000.	Qualitative interactions

b. SROI Calculation

The SROI value is expressed as a ratio of the return and is calculated by dividing the value of the net present value (NPV) of the total benefits or the impact by the NPV of the total investment or funds utilized.

Total Impact Value = ₹ 1,88,54,24,272

Total Utilisation (till FY 26) = ₹ 20,00,00,000¹⁰

SROI = NPV of Impact value (or cumulative benefits)/ NPV of the utilisation

The net present value (NPV) of the impact values and the utilisation is considered while making the calculations. To calculate the NPV values, a discount rate of 5.76% per annum, based on average inflation in India since FY 23 is considered¹¹.

NPV can be calculated using the formula below:

NPV of Impact value = Impact value (or cumulative benefits)/ (1+discount rate)^{time}

NPV of utilisation = Utilisation/ (1+discount rate)^{time}

Following are the values of the NPV of Impact values and Utilisation for the project:

NPV of Impact	NPV of Utilisation
₹ 1,62,46,86,475	₹ 17,53,04,578

Dividing the NPV of Impact with the NPV of utilisation, the SROI ratio of the project comes out to be 9.27:1.	SROI Ratio
	9.27:1

The SROI value is 9.27. This means that for every ₹ 1 being invested in the project, a social value of ₹ 9.27 for the stakeholders or beneficiaries has been created.

Assumptions and Limitations pertaining to SROI estimation

- The calculations to estimate the SROI value of the project have made use of either the extrapolation of the quantitative survey results on the total population or the data on the project reach or benefits provided by implementing partner. The exact number of beneficiaries or the entire quantum of benefits has not been validated or verified independently on ground.
- The proxy values (as given in table above) for the calculations have been referred to from websites/ sources that are generally acceptable as standard sources. PWCALLP does not claim responsibility for the correctness of data on such websites or documents.
- The utilization till the end of FY 26 as per the MoU for the project has been considered for the estimation of SROI. The project utilization figures have been taken from the project documents, and no validation has been done of the same as part of the study.
- Any deviation of the utilisation from the MoU may result in a change in the calculated SROI.

¹⁰ As per the MoU

¹¹ India Inflation rates - https://www.worlddata.info/asia/india/inflation-rates.php#google_vignette

4.5 IRECS Analysis

The project's impact was evaluated using the IRECS framework, drawing on insights from stakeholder interactions and a comprehensive desk review. A summary of this analysis is presented below:

Table 12: IRECS Analysis

Parameters	Assessment from the study
Inclusiveness	- The project displayed strong inclusiveness as it targeted government colleges and ITIs serving disadvantaged youth. 40.3% of the respondents were female with the rest being male, 58.7% beneficiaries were from BPL families and 67.5% of the beneficiaries came from rural areas indicating the inclusive nature of the project. - The project was made accessible without any fees, ensuring no financial barriers. Project actively served first-generation learners from humble socio-economic backgrounds who lacked exposure to professional development opportunities.
Relevance	The project addressed critical employability gaps faced by government college graduates including communication skills (66.1% had average/poor English before training), interview confidence (80.2% had average/poor confidence), career clarity (69.6% had average/poor future confidence), professional values, and workplace readiness. Curriculum components including Spoken English (rated most helpful by 79%), Life Skills (66%), Values Education (44%), and Resume/Interview Skills (60%) were highly relevant to beneficiaries' employment needs. 65.0% rated curriculum as "Very relevant" to job market needs, with 28.3% finding it "Somewhat relevant." - The project's focus on personality development, professional grooming, and soft skills filled critical gaps that academic institutions could not address.
Effectiveness	Employment increased from 3.2% before training to 27.9% immediately after and 31.8% at current assessment. Among employed, time to first job averaged 0-6 months for 73.4% of students. Income distribution shifted positively with 23.7% earning ₹10,000-20,000 after training (vs. 7.1% before) and 6.4% earning ₹20,000-30,000. UNXT students commanded 30-40% increased salary of (₹24,000-25,000 vs. ₹17,000-18,000 for regular entry-level). English communication skills improved with 80.9% rating themselves "Good" after training vs. 14.1% before. Interview confidence improved to 81.9% "Good" vs. 19.8% before. Career confidence reached 85.5% "Good" vs. 30.4% before. 89.8% of beneficiaries reported behavioural improvements. 71.4% applied honesty/integrity, 67.5% practiced time management, 62.9% demonstrated respect/humility daily. 56.9% reported improved family financial situation, 84.8% reported improved living conditions. 33.6% pursued further studies, with 76.8% confirming UNXT training influenced this decision, demonstrating project's role in educational aspiration building. - Employers observed negligible recruitment cost vs. ₹10,000 per conventional hire. 50-100% reduction in onboarding time (0-3 days vs. 6-7 days) demonstrating superior performance ratings across communication, workplace attitude, and teaching effectiveness. 84.1% of beneficiaries reported to be satisfied with project, 93.3% willing to recommend, 80.9% already recommended to others displaying the effectiveness of the project. 90.1% of beneficiaries rated trainer quality as "Good" displaying the effectiveness of trainers.

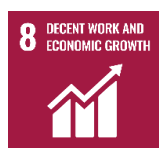
Parameters	Assessment from the study
Convergence	- The project collaborated with state education departments of Karnataka, Andhra Pradesh, Tamil Nadu, Nagaland, Madhya Pradesh, Goa, Kerala, Telangana, Uttar Pradesh and Maharashtra, and college administrations to implement training in government institutions, though formal MOUs varied by state. - College placement cells benefited from better-prepared students, leading to improved institutional placement rates. However, formal linkages with state skill missions (NSDC, Skill India Mission, state-level employment schemes) were limited. Private sector convergence through employer partnerships was emerging but not systematically structured as one of the employers informed that the candidates they hired applied independently rather than being selected from Udyogam portal. - The project operated relatively independently with strong institutional support but lacked deep integration with government skill ecosystems as the project does not directly integrate with the government skill programs. Industry partnerships beyond SGBS Unnati Foundation's direct network require strengthening for assured placement outcomes as all the students trained and willing to be employed do not necessarily get placements.
Sustainability	- The UNXT training increased employability and the students started earning through jobs and self-employment contributing towards the project's sustainability. - Government colleges making the training mandatory and providing infrastructure ensures sustained implementation. - Skills learned (communication, values, life skills) have lifelong utility beyond immediate employment.

4.6 Alignment to the Infosys's CSR policy, and UN SDGs

The project is well aligned with the CSR priorities of Infosys Limited and EdgeVerve Systems Limited, which emphasise support for initiatives that promote education and skill development. The project contributes to Infosys Limited's thematic focus on education and skilling by addressing critical employability barriers faced by disadvantaged youth from government institutions. The project is also aligned with the following **Sustainable Development Goals (SDGs)**¹².



SDG 4 – Quality Education: The project directly contributes to this goal by enhancing educational outcomes through comprehensive soft skills, life skills, and values education. By delivering personality development, communication training, and career guidance across disadvantaged youth in government institutions, the project promotes equitable access to quality skill development that complements academic education.



SDG 8 – Decent Work and Economic Growth: The project significantly advances this goal by improving employment outcomes and income levels for marginalized youth. By equipping youth with employability skills, professional values, and job search capabilities, the project facilitates their transition into decent work and contributes to inclusive economic growth.



SDG 10 – Reduced Inequalities: The project actively addresses inequality by targeting government institution students from disadvantaged backgrounds and from rural areas. By providing free training and levelling the employability playing field between government and private college graduates, the project reduces disparities in economic opportunities.

4.7 Study Limitation

- Limited availability of employers for the interactions:** Team faced challenges in interactions with the employers as the implementing partner reported encountering difficulties in mobilising the employers. In addition, the quality and depth of interactions with those employers who did participate were lower than anticipated. As a result, the employer perspectives captured in this assessment may not fully reflect the broader range of employer

¹² Source: <https://sdgs.un.org/goals>

experiences, and findings related to employer engagement (including in the SROI calculations) may be viewed as indicative rather than comprehensive.

4.8 Case Stories

Following case stories have been gathered based on our interactions with various stakeholders during the field:

Case Story 1: From Stage Fear to Civil Services Aspiration

Jagriti (name changed), a 22-year-old ITI graduate from rural Uttar Pradesh, came from a daily-wage farming family. Extremely shy with poor English skills, she avoided public speaking entirely and believed professional employment was only for privileged students. Her expected future was local informal work or early marriage.

Initially reluctant, UNXT training transformed her perspective. The Changemaker created a judgment-free environment with daily practice sessions. The Swayam psychometric assessment identified her analytical strengths. When she shared, "Money matters, but I want to do something people remember me for," he suggested civil services—a dream she'd never imagined possible.

Over 30 days, structured English lessons, values education, and life skills training built her confidence and practical abilities. Consistent encouragement developed genuine self-belief. By training's end, Jagriti volunteered for public speaking and prepared a confident video resume. She boldly enrolled in competitive exam coaching, applying her new study skills.

"Before UNXT, I had no confidence. After the training and personality testing, I discovered my potential. Now I believe I can achieve anything. My goal is becoming an IAS officer to serve my community." Her transformation shows how UNXT fundamentally reshapes aspirations and life trajectories beyond immediate employment.

Case Story 2: Breaking Barriers - From Hesitant Student to Confident Professional

Vivek (name changed), a 23-year-old paramedical student from Meerut, came from a financially struggling middle-class family with an unemployed father. Despite completing his Diploma in OT Technology with strong technical knowledge and good scores, he lacked soft skills, professional grooming, and English communication abilities. He was terrified of interviews, couldn't write proper resumes, and showed poor body language. Most critically, he didn't believe in himself. Hence, Vivek couldn't clear initial screenings. He was considering settling for ₹10,000-12,000 at a small nursing home, far below his qualification level.

Initially sceptical about the mandatory UNXT training, Vivek was too shy to participate early on. However, the Changemaker's patient approach through daily spoken English practice, role plays, and debates created a safe learning space. Values education on punctuality, integrity, and dignity of labor helped him realize his financial background didn't define his worth, character and willingness to learn mattered more.

By training's end, Vivek participated actively, maintained eye contact, spoke significantly better English, and believed in himself. Within two months of applying post training, he interviewed at a multi-specialty hospital. He introduced himself confidently, answered technical questions clearly, and impressed the panel with professional demeanour. He secured an OT Technician position at ₹24,000 monthly.

"Before UNXT, I thought good English and confidence were for rich students only. UNXT taught me communication is about speaking properly, maintaining confidence, and presenting yourself well. That mindset shift changed everything." His journey shows how UNXT addresses not just skill gaps but deeper psychological barriers of self-doubt that trap talented disadvantaged youth in underemployment.



5. Project 2: Bhandarkar Oriental Research Institute - Oriental Studies Research and Preservation

5.1 About the Project

India is globally recognized for its vibrant cultural and traditional heritage, deeply intertwined with its illustrious history, including epic narratives like the Ramayana and Mahabharata, and the legacies of numerous ancient kingdoms. However, the rapid pace of modernization has led to a gradual erosion of this rich cultural tapestry. One contributing factor is the limited availability of published records that document these traditions. While many valuable manuscripts are housed in libraries and archives, they remain largely inaccessible to the general public. Additionally, inscriptions scattered across various regions of the country are often overlooked, resulting in their deterioration over time. Consequently, there is a growing disconnect between contemporary society and India's historical traditions and cultural legacy.

The **Bhandarkar Oriental Research Institute**, Pune, was established on July 6, 1917, in honor of Ramkrishna Gopal Bhandarkar, a pioneering figure in scientific Orientology in India. The institute is dedicated to research in the field of Orientology, aiming to illuminate the world about the extensive knowledge produced in the East, particularly in India. It houses one of the largest collections of rare books and manuscripts, with over 125,000 books and 28,000 manuscripts accumulated over 90 years, covering virtually every aspect of Orientology.¹³

As part of their Corporate Social Responsibility (CSR) initiatives, **Infosys Limited and EdgeVerve Systems Limited** (through its CSR arm – Infosys Foundation) **have come together to support the 'Academic Development Programme'** at the **Bhandarkar Oriental Research Institute**. Implemented by the Infosys Foundation, this collaborative project aims to strengthen academic research and cultural preservation through a series of targeted activities, including the following¹⁴:

1. **Research and Training in Oriental Studies:** Establishment of chairs for eminent scholars and short-term visiting scholars/fellows in various areas of Oriental studies to promote advanced research and knowledge sharing.
2. **Bibliography and Cataloguing of Ancient Texts:** Compilation of bibliographies and preparation of descriptive catalogues of manuscripts to make resources accessible to scholars globally.
3. **Work on Inscriptions:** Collection, verification, and preparation of inscriptions, including translation, summaries, and procurement of images for scholarly use.
4. **Publication and Knowledge Dissemination:** Development of new formats, historical outlines, and support for publication to preserve and share cultural and historical insights.

Figure 22: Schematic Representation of Project Specifics



With the support of Infosys Foundation under the Academic Development Programme (ADP), Bhandarkar Oriental Research Institute has been undertaking several initiatives. Details of the various initiatives supported as part of this are outlined below:¹⁵

¹³ Source: <https://bori.ac.in/>

¹⁴ Source: MoU signed between Infosys and Bhandarkar Oriental Research Institute and project documents shared by Infosys and Bhandarkar Oriental Research Institute

¹⁵ Source: Project Progress Report shared by Bhandarkar Oriental Research Institute

1. Bibliography of Bhagvata Purana:

This initiative focused on compiling a bibliography of the Bhagavata Purana, drawing from various sources such as online databases and libraries in three languages: Marathi, Hindi, and English. It also covered materials related to the Bhagavata Purana tradition in Maharashtra. The first volume of the bibliography has been published. A notable aspect of this bibliography is that, in addition to scholarly works, it includes books and articles intended for passionate readers and followers of the Bhagavata Purana tradition which is the **only Purana that continues to have a living tradition across multiple regions of India**. The **bibliography features a total of 2,573 entries**, encompassing both books and articles.

2. History of Ritualistic Tradition of Atharvaveda:

This initiative aimed to **reconstruct the history of the ritualistic tradition of the Atharvaveda** through the study of both published and unpublished documents, complemented by field visits and interviews with traditional Atharvaveda reciters. The final work is titled "Ritualistic Tradition of Atharvaveda".

3. Collection of Kadamba Inscriptions:

The initiative aimed to collect published inscriptions and obtain printable images of those unpublished. It involved preparing texts of published inscriptions as translations, summaries, or images, translating inscriptions with new formats, and summarizing the rest. Additionally, images of unpublished inscriptions were procured and processed similarly. Finally, the initiative sought to outline the history of the Kadambas and their contemporary culture based on inscriptions and other sources. As of FY 25, a total of **507 inscriptions has been edited**, 603 books, journals, and theses have been read or referenced, and a **comprehensive descriptive chart of 570 Kadamba inscriptions** has been prepared.

4. Descriptive Catalogue of Epics and Purana-s Manuscripts:

The initiative aimed to compile a descriptive catalogue of **1,803 Ramayana, Mahabharata, and Purana manuscripts from the Bhandarkar Institute's Government Manuscripts Collection**. A computerized subject-wise list was created, and descriptions and data entry for **1,466 manuscripts** have been completed. Critical editions were regularly consulted, and two research papers were presented based on the work.

5. Nyaya and Mimamsa:

The initiative aimed to compile a descriptive catalogue of **Nyaya and Mimamsa manuscripts** from the Government Manuscripts Collection at the Bhandarkar Institute. As of FY 25, a total of **640 manuscripts** has been described.

The project has engaged visiting Scholars and Fellows to conduct independent research in the field of Orientalology. Visiting Fellows, who are post-doctoral or Ph.D. students specializing in any area of Orientalology, are appointed for terms ranging from one week to one month. They are formally recognized as "Infosys Fellows." Visiting Scholars are established experts (either currently employed or retired) appointed for terms of two to six months. These experts are formally designated as "Infosys Scholars."

In addition to these major initiatives, Infosys Scholars and Fellows have conducted independent initiatives, publishing their findings in the form of books and articles. Notable works include studies on *Shivrajabhishekprayog*, *the Palaeolithic Cultures of Maharashtra*, *Rasopanisad*, *Kshatrapati Sambhaji Maharajanchi Rajniti*, and *Reinventing Ellora*.

5.2 Method of Impact Assessment

The impact assessment study employed an integrated and cohesive approach to evaluate the project's social impact. Study began with a kick-off meeting with the Infosys Foundation team, followed by a briefing call with the Bhandarkar Oriental Research Institute team. These interactions provided the research team with valuable insights into the specific support elements of the project.

Following these meetings, the Price Waterhouse Chartered Accountants LLP (PWCALLP) team received the following project documents for desk review:

- **Memorandum of Understanding (MoU)** signed with Bhandarkar Oriental Research Institute detailing the project specifics and modalities
- **Project Progress Reports** detailing the activities carried out progressively

Accordingly, the PWCALLP team conducted a desk review of the aforementioned documents, leveraging insights gained from the kick-off meeting. This process aided in designing the assessment framework and finalizing the key stakeholders for engagement.

Given the nature of the project, a **qualitative research design** was strategically employed to facilitate a comprehensive evaluation of its impact. This methodological approach prioritized the collection of rich, descriptive data through direct engagement with key stakeholders via **semi-structured in-depth interviews with various stakeholders**. By emphasizing subjective narratives and lived experiences, the study enabled a deeper interpretive analysis of stakeholder perceptions, contextual nuances, and emergent themes, thereby offering a multidimensional understanding of the project's outcomes and implications. Specifically, the qualitative methods employed included:

Figure 23: Research design for the study



- **One In-depth Interview (IDI)** with Director of Bhandarkar Oriental Research Institute
- **Two In-depth Interviews (IDI)** with Chair of Orientology
- **One In-depth Interview (IDI)** with Professor
- **Three In-depth Interviews (IDI)** with Infosys Scholar
- **Three In-depth Interviews (IDI)** with Infosys Fellow
- **Three In-depth Interviews (IDI)** with Chief Investigator
- **Three In-depth Interviews (IDI)** with Research Assistants (5 IDIs)
- **One In-depth Interview (IDI)** with Infosys Foundation

5.3 Analysis and Findings

This section provides an overview of key findings emerged from the discussions with the key stakeholders:

a. Challenges before the Project

The team identified the following challenges that surfaced prior to the implementation of project interventions:

- **Persistent Financial Constraints:** Bhandarkar Oriental Research Institute is an old, prestigious institute that solely depended on donations and goodwill funding from various donors. This limited and unstable funding made it difficult for the institute to run its daily operations smoothly and, crucially, to adequately compensate scholars and researchers. This financial constraint hindered the institute from scaling up research activities and expanding its academic output.
- **Inability to Properly Support Scholars:** Due to limited funds, Bhandarkar Oriental Research Institute could not afford to provide appropriate honoraria or fellowships to scholars and researchers, who are essential to maintaining and enhancing research quality. Many talented researchers had to rely on their own projects with minimal institutional support, which impacted on the timely completion and quality of scholarly work.

- **Fragmented and Incomplete Manuscript Documentation:** While Bhandarkar Oriental Research Institute housed a rich collection of manuscripts, many were unpublished, poorly or not catalogued, or existed only in varied formats and languages. This made it difficult for scholars to access, study, or disseminate this knowledge. The lack of systematic cataloguing hindered the wider academic community from benefiting from these resources.
- **Need for Academic and Capacity Building Support:** Bhandarkar Oriental Research Institute sought to revitalize Oriental studies and related fields but lacked systematic support to mentor young scholars and build a robust academic community. Without dedicated chairs, fellowships, or structured programmes, the institute faced challenges attracting and retaining young talent and facilitating knowledge exchange.

b. Summary of the Impact Created

1. Strengthened Academic Excellence and Capacity Building

- The establishment of the ‘**Infosys Foundation Chair of Orientology**’ and the ‘**Karnataka Chair of Orientology**,’ along with the support provided to visiting scholars, fellows, principal investigators, and research assistants, has fostered a vibrant and dynamic academic ecosystem at Bhandarkar Oriental Research Institute. As highlighted by the Director of Bhandarkar Oriental Research Institute, these positions have attracted **eminent scholars from across the globe**, fostering sustained engagement with young researchers. This mentorship and collaboration have **elevated scholarly rigor, encouraged interdisciplinary knowledge exchange**, and significantly strengthened research capacity, ensuring the continued growth and vitality of Oriental studies.

Figure 24: Plaque depicting Infosys’ support for the programme



- Previously, while reputable scholars were drawn to the institute due to its goodwill, this project enabled Bhandarkar Oriental Research Institute **to address the financial resources constraints to adequately compensate** them or ensure the quality and timely completion of research. Scholars often brought their own projects, with the institute providing limited support. Since the launch of this project, Bhandarkar Oriental Research Institute has been able to **remunerate scholars and fellows appropriately, resulting in higher-quality research outputs**¹⁶.
- The Director further explained that the **selection of scholars and fellows follows a pre-defined**, rigorous process. Applicants submit detailed proposals which are then evaluated by senior evaluators who are experienced researchers in the field, followed by written tests and personal interviews, **ensuring that only high-quality researchers are appointed**.
- According to one of the Chairs, these scholars regularly interact with junior researchers and conduct numerous workshops¹⁷, **enriching academic collaboration**. Junior researchers receive comprehensive training on research methodologies, including effective literature search techniques, manuscript reading skills, and critical components to include in their research projects, thereby **enhancing their academic competence**.

¹⁶ During our interactions, we probed the institute representative to understand the remuneration of scholars and fellows but the request was declined owing to confidentiality.

¹⁷ The institute was unable to share the quantitative output (such as number of workshops and participants) during our interactions as they don't maintain documentation.

- Infosys Scholars themselves expressed appreciation for the **supportive academic environment** and **mentorship** at Bhandarkar Oriental Research Institute. They highlighted that this has helped them **develop confidence and the necessary skills** to independently conduct research projects.

“ Following the support from Infosys Foundation, we have been fortunate to receive assistance from several other CSR organizations that have contributed to various aspects of the institute, such as library infrastructure development, digital learning programs, and the digitization of books and manuscripts. This wider support has come about largely because of the trust and confidence these organizations have in the Infosys Foundation. ”

Narrated by Principal Investigator during our interactions

2. Comprehensive Bibliographic and Cataloguing Efforts Improved Resource Accessibility and Organization

- Projects such as the **comprehensive bibliography of the Bhagavata Purana** and the **descriptive catalogues of manuscripts** related to epics (Ramayana, Mahabharata, Puranas) and philosophical texts (Nyaya and Mimamsa) **transformed fragmented and scattered sources into well-organized, searchable, and accessible resources.**
- Under the Bibliography of Bhagavata Purana, Bhandarkar Oriental Research Institute has **collected research articles published by scholars on various sections of the Bhagavata Purana.** Based on these articles, they have developed a comprehensive bibliography that includes detailed summaries, publication years, author names, and links to available digital sources.
- During the compilation of the Bhagavata Purana bibliography, research assistants classified the content into **thematic categories such as Rasila and picturisation of Krishna, systematically creating detailed entries (or 'gists')** for each item along with references including **publication year, author names, and digital sources, enhancing the precision and usability of the resource.**
- The creation of computerized, subject-wise catalogues and thorough bibliographic entries has democratized **access to these rare and ancient texts, allowing scholars worldwide, alongside the general public, to efficiently locate, cross-reference, and analyze these invaluable collections,** thereby significantly advancing research and preservation efforts.
- Principal investigators highlighted that such detailed **bibliographies and catalogues serve as indispensable tools for new students and researchers,** enabling them to engage with primary sources without having to consult original manuscripts directly, thus **streamlining the research process and saving substantial time and effort.**

Figure 25: Mahabharata Manuscripts

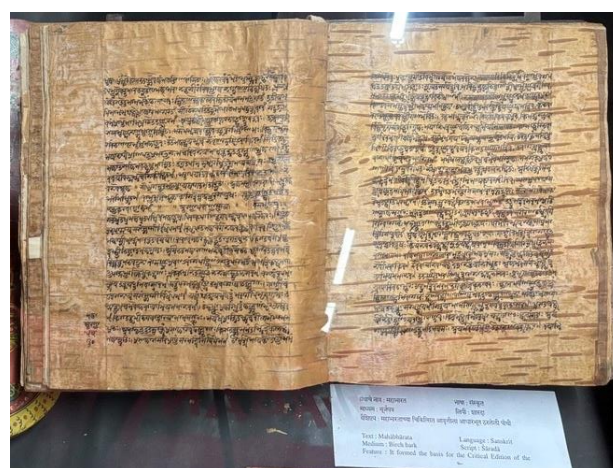
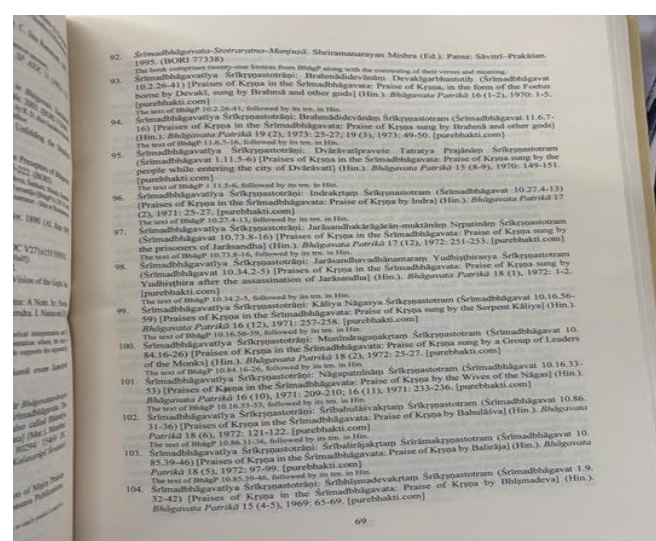


Figure 26: Bibliography of Bhagavata Purana



- Beyond serving as ready reference tools, the work on the ***Bhagavata Purana* bibliography and manuscript cataloguing has deeply enriched the knowledge and expertise of principal investigators and research assistants themselves**. Their direct engagement with diverse manuscripts improved their understanding, and they acquired proficiency in various scripts essential for manuscript study, thereby strengthening the overall research capacity within the institute.

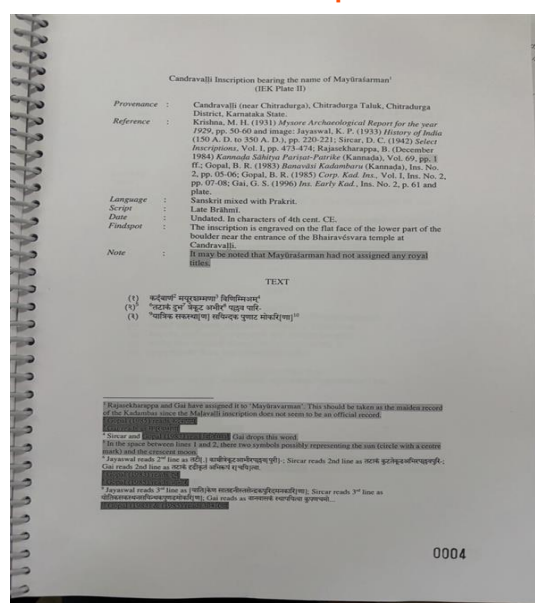
“Bibliography of the Bhagavata Purana was useful not just for researchers but also for regular readers and religious followers. By making such easy to access materials, the project connected deep academic knowledge with the way these traditions were practiced. This helped keep the culture alive and meaningful for more people.”

Narrated by Director of BORI during our interactions

3. Preservation and Documentation of Manuscripts and Inscriptions Preserved Intangible Heritage

- The project carefully collected, edited, translated, and published over **500 inscriptions from the ancient Kadamba kingdom¹⁸**. These old and fragile inscriptions talk about the **politics, society, and culture of that time**. By putting this information into easy-to-understand formats with translations and summaries, the project not only **protects these valuable historical records but also makes them available to scholars** all over the world. This will be helpful to improve knowledge of India's local history.
- Almost all the stakeholders echoed that previously **published Kadamba inscriptions contained inaccuracies**, which were rectified through expert consultation and careful editing, resulting in more accurate and reliable resources for researchers.
- As reported by principal investigator, the project has worked towards saving important traditions that were passed down by word of mouth, especially the **ritual practices of the Atharvaveda**. Researchers studied both **published and unpublished documents** and visited communities to talk with traditional Atharvaveda practitioners. This helped in preserving unique knowledge and rituals that might have been lost because of modern changes.
- The principal investigator stated that they **not only studied texts but also gathered stories and information from living Atharvaveda communities**. Since many of these traditions were fading, documenting them **helped preserve this valuable heritage**. This approach revitalized interest among both scholars and local communities, effectively connecting academic research with living cultural practices.

Figure 27: Descriptive Catalogue of Kadamba Inscriptions



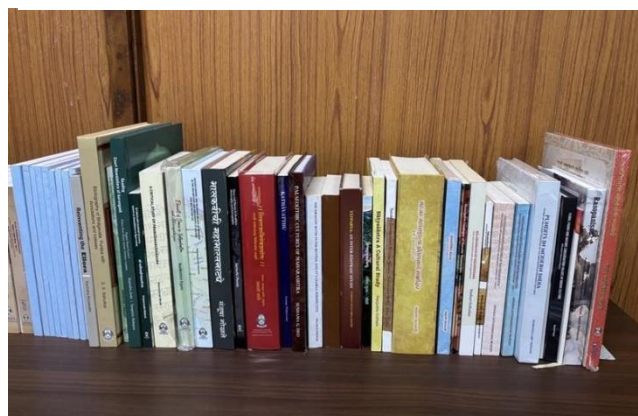
4. Publication of Books, Research Papers, and Digital Resources Amplified Knowledge Dissemination

- As reported by a professor of Bhandarkar Oriental Research Institute, the project has produced **42 published books and 33 research articles**, alongside digital publications, lectures, and presentations. This extensive output has **greatly expanded the reach of Indian cultural, historical, and religious knowledge, making it more accessible to diverse audiences**.
- By disseminating research through Bhandarkar Oriental Research Institute's website, the project has **enriched academic discourse while reaching a broader audience**, including students, researchers, and the general public. This has significantly enhanced awareness and appreciation of India's Oriental heritage at both national and international levels.

¹⁸ Source: Progress Report shared by Bhandarkar Oriental Research Institute

- The availability of digital publications has **significantly improved global access to project's research outputs**. This has facilitated **increased scholarly interaction across continents**, including Europe and the USA, enabling greater collaboration and exchange of ideas. A chief investigator highlighted that the project has **elevated Bhandarkar Oriental Research Institute's profile through international academic recognition**, enabling participation in global conferences and fostering fruitful academic exchanges with institutions worldwide.
- The wide-ranging dissemination of diverse research topics has not only bolstered Bhandarkar Oriental Research Institute's standing as a premier Oriental studies institution but also raised global awareness and understanding of India's rich cultural and historical heritage. However, it was also noted that the **books developed under the project are currently published only on Bhandarkar Oriental Research Institute's website**, limiting access primarily to those already familiar with the institute or interested in Oriental studies.

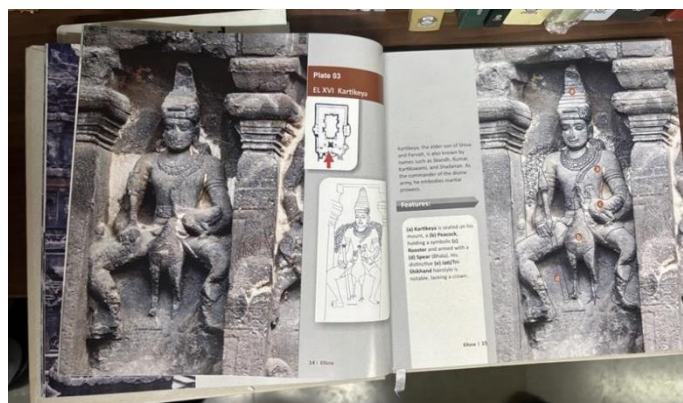
Figure 28: Books Published under the Project



5. Independent Research by Infosys Scholars and Fellows Fostered Diversity and Innovation

- Beyond the core projects, **independent research conducted by Infosys Scholars and Fellows broadened the scope of inquiry into diverse topics** such as Shivrajabhishekprayog, Palaeolithic cultures of Maharashtra, Rasopanisad translations, political histories, and art history of Ellora.
- This diversity of **research topics encouraged innovative approaches to Oriental studies, enriched the academic profile of Bhandarkar Oriental Research Institute**, and attracted new scholars and audiences, expanding the institute's intellectual impact across varied disciplines.
- Scholars appreciated the **financial and infrastructural support provided under this project, which allowed them to focus fully on their research without funding worries**. The supportive academic environment, including access to libraries, administrative support, and mentorship, was highly valued and considered crucial to their productive research experience.
- Several scholars shared that the project **enabled them to complete important research work and publications, which enhanced their academic reputation and career prospects**. Some secured academic positions and awards based on their contributions. The project also opened pathways to international collaboration and scholarly exchanges.

Figure 29: Independent research book titled Reinventing the Ellora published



“ I am extremely grateful for the support provided by the Infosys Foundation. It is solely because of this support that I have been able to pursue my dream of reinventing the art and sculpture of the Ellora Caves. ”

Narrated by Infosys Fellow during our interactions

5.4 IRECS Analysis

The project's impact was evaluated using the IRECS framework, drawing on insights from stakeholder interactions and a comprehensive desk review. A summary of this analysis is presented below:

Table 13: IRECS Analysis

Parameters	Assessment from the study
Inclusiveness	- The project demonstrates strong inclusiveness by supporting a diverse spectrum of scholars, ranging from eminent chairs and visiting fellows to junior research assistants, thereby providing opportunities for both experienced academics and emerging talents. - Nearly 49% of the Infosys scholars and fellows are female, reflecting a commitment to gender balance and equal representation. - Additionally, the project's efforts to digitize and publish resources have expanded accessibility beyond the academic community to include the general public, non-specialists, and cultural enthusiasts, significantly broadening participation and engagement with India's rich heritage.
Relevance	- The project is relevant as it addresses the need to preserve and document India's rich and rare Oriental heritage, encompassing ancient manuscripts, inscriptions, and oral traditions. - The project addresses the challenge of preserving Indian stories and cultures that, unlike many Western traditions, have been largely transmitted orally or through limited texts, much of which has been lost or destroyed. While the full long-term impact of these efforts may be difficult to quantify, their significance is profound, playing a vital role in safeguarding our rich cultural heritage for future generations. - Various initiatives under this project such as the bibliography of the Bhagavata Purana, the study of Atharvaveda ritualistic traditions, and the documentation of Kadamba inscriptions specifically target critical gaps in existing knowledge and resources. - The project aligns closely with efforts to safeguard cultural heritage in the face of modernization and the gradual loss of traditional practices. Moreover, its research outputs serve multiple purposes, benefiting academic scholarship, cultural education, and religious communities, thereby ensuring comprehensive and lasting relevance.
Effectiveness	- The project has demonstrated strong effectiveness through the successful completion and publication of 42 books, 33 research articles, and numerous digital resources, significantly enhancing both research quality and visibility. - Comprehensive cataloguing and bibliographic efforts have further improved the accessibility and usability of valuable research resources. - Mentorship and training programmes have effectively developed research capacity among young scholars, while rigorous selection and ongoing monitoring have ensured high-quality and meaningful academic contributions. - Despite challenges such as the COVID-19 pandemic, the project showed flexibility and resilience, delivering outcomes with minimal delays. - Additionally, digital publishing and participation in international conferences have expanded the project's global reach and facilitated scholarly exchange.
Convergence	- The project facilitated convergence by involving visiting research scholars and fellows from various educational institutions, fostering a collaborative academic environment. - Following the support from Infosys, several other CSR organizations also stepped forward to contribute to different aspects of the institute, including library infrastructure development, digital learning programmes, and the digitization of books and manuscripts. This expanding network of partnerships demonstrates strong collaboration across stakeholders. - Additionally, Bhandarkar Oriental Research Institute established partnerships with external entities such as libraries and research institutes, enhancing data collection efforts and enabling effective pooling of resources to support the project's objectives.

Parameters	Assessment from the study
Sustainability	- The project promotes sustainability by creating digital archives and publications that ensure long-term accessibility of research outputs. Additionally, the scholars, fellows and research assistants trained through the project contribute to building a self-sustaining research ecosystem capable of ongoing scholarly work. - Team noted that the Chairs established under the project cannot be sustained after the closure of this project by Infosys. However, the Infosys's involvement has encouraged several other CSR agencies to come forward and support various aspects of the Bhandarkar Oriental Research Institute institution.

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

The project is aligned with the respective CSR Policy of **EdgeVerve Systems Limited** and **Infosys Limited**¹⁹, which identifies (a) **education** and (b) **promotion of national heritage, art, and culture**, as key thematic areas. The project is also aligned with the following **Sustainable Development Goal (SDG)**²⁰.



SDG 4: Quality Education: The project enhances **quality education by building research capacity through fellowships, mentorship, and training programmes**, while improving access to ancient manuscripts and scholarly resources via comprehensive cataloguing, bibliographies, and digital publications, thus supporting inclusive and lifelong learning in Oriental studies.



SDG 11: Sustainable Cities and Communities: By preserving **tangible and intangible cultural heritage including manuscripts, inscriptions, and living ritual traditions**, the project safeguards community identity and heritage against the effects of modernisation, contributing to the cultural sustainability and resilience of communities for future generations.

5.6 Study Limitation

- No material limitations were identified that would affect the interpretation of the study findings; however, results should be read in conjunction with the assumptions and data reliance outlined in this report.

5.7 Case Stories

Following case stories have been gathered based on our interactions with various stakeholders during the field:

Case Story 1: Reviving the Atharvaveda Ritualistic Tradition

The traditional ritual practices of the Atharvaveda, one of the ancient Vedas of India, were gradually fading due to modernization, cultural changes, and a significant lack of systematic documentation. As older generations passed on and modern lifestyles took precedence, many unique rituals and oral traditions were at risk of being lost forever, threatening an important part of India's spiritual and cultural heritage.

Recognizing the urgency to preserve this intangible heritage, researchers undertook a multi-faceted approach under the Infosys Foundation-supported project, which involved extensive field visits to remote communities still practicing these rituals. Alongside oral histories and community interviews, they rigorously studied both published and unpublished manuscripts related to Atharvaveda traditions. Through careful reconstruction and documentation, the team pieced together a more complete picture of the ritualistic practices, ensuring they were recorded accurately and comprehensively.

The project culminated in the publication of scholarly works and the creation of digital resources that now serve as permanent records of the Atharvaveda's ritualistic traditions. These resources provide accessible materials for scholars, practitioners, and cultural enthusiasts alike, breathing new life into the study and practice of these ancient

¹⁹ Source: <https://www.infosys.com/investors/corporate-governance/documents/corporate-social-responsibility-policy.pdf>

²⁰ Source: <https://sdgs.un.org/goals>

rituals. By preserving and revitalizing these endangered traditions, the project has enriched the field of Vedic studies and strengthened cultural identity for future generations. It has fostered renewed academic interest and community awareness, creating a vital bridge between the past's oral traditions and contemporary cultural expression.

"This project not only saved knowledge from disappearing but connected academic study with living tradition"-
Principal Investigator

Case Story 2: Sangita Devi- Growing as a Scholar through the Atharvaveda Research Project at Bhandarkar Oriental Research Institute

Sangita Devi (Name Changed) completed her master's degree in Sanskrit in FY 22 and joined the Bhandarkar Oriental Research Institute as a Research Assistant in FY 22. Motivated by a strong interest in India's ancient knowledge systems, she became involved in the Atharvaveda project, a research initiative aimed at preserving and studying one of the important Vedas and its ritualistic traditions.

Upon joining the project, Sangita received comprehensive training and mentorship from senior scholars and research staff at Bhandarkar Oriental Research Institute. She was guided on how to conduct academic research, read and interpret ancient manuscripts, and prepare detailed bibliographies. The supportive environment allowed her to freely discuss challenges and questions, facilitating rapid learning. The project also provided access to multiple libraries and research resources, enabling her to crosscheck and validate references thoroughly. The structured mentorship helped build her confidence in research methodologies and academic writing.

Through her work on the Atharvaveda project, Sangita contributed significantly by typesetting materials, preparing consolidated bibliographies of articles and books, and visiting various libraries for cross-referencing. Her enhanced research capabilities allowed her to author several research papers and gain a deeper understanding of ritualistic studies related to the Atharvaveda. Importantly, her participation in the project helped her qualify for critical academic certifications such as the State Eligibility Test (SET) and the National Eligibility Test (NET), which are prerequisites for assistant professorship and doctoral studies in India. Sangita also noted that the project created more opportunities at Bhandarkar Oriental Research Institute for emerging scholars like herself, expanding the academic community and enriching the institute's research environment.



6. Project 3: eVidyaloka- Rural Digital and STEM Education Programme

6.1 About the Project

In rural India, government schools continue to face chronic challenges such as shortages of teachers, limited subject expertise, and inadequate exposure to digital and STEM²¹-based learning. These gaps have contributed to inconsistent teaching quality, weak foundational understanding, and widening learning disparities between rural and urban students. Children in Grades 5 to 10 are particularly impacted, as these years are critical for strengthening conceptual clarity and academic confidence.

To address these systemic barriers, **Infosys Limited and EdgeVerve Systems Limited** (through its CSR arm – Infosys Foundation), under their commitment to promote equitable and technology-enabled education, partnered with **eVidyaloka Trust** to implement the Rural Digital and STEM Education Programme. This project aims to enhance learning outcomes in government schools through a digital classroom model supported by trained volunteer teachers from across India and abroad.

The project supported **375 government schools**, benefiting students primarily from **Grades 5 to 10** across key subjects including **Mathematics, Science, and English**²². In addition to live classes, the programme integrated STEM-enrichment modules, digital learning content, Artificial intelligence (AI) structured assessments, and enrichment resources to ensure a holistic learning experience. The intervention included the following core components:

- **Digital Classroom Enablement** – equipping schools with internet connectivity, display screens, digital content access, and necessary technological infrastructure.
- **STEM and Foundational Learning Resources** – including curated videos, worksheets, experiments, and conceptual learning modules to strengthen comprehension and problem-solving skills.
- **On-ground Digital Centre Coordinators** – community-based facilitators responsible for managing attendance, classroom setup, and ensuring student engagement.

Figure 30: Schematic Representation of Project Specifics



²¹ Science, Technology, Engineering, and Mathematics

²² Source: Project documents/ information received from eVidyaloka Trust

6.2 Method of Impact Assessment

The PWCALLP team initiated the engagement through a kick-off call with the Infosys team to define clear evaluation criteria. This preliminary discussion helped the team in (a) **defining the scope of work**, (b) **aligning stakeholder expectations**, and (c) **developing a comprehensive understanding of the project's design and implementation strategy**. Following this, the team obtained the subsequent project documentation from the Infosys team and implementing partner:

- **Memorandum of Understanding (MoU)** signed with eVidyaloka Trust
- **List of school details supported** under this project (state-wise)

The team conducted a **comprehensive desk review** of the provided documents to deepen their **understanding of the project**, **develop a robust assessment framework**, and **identify key stakeholders for interactions**, in line with the preliminary interactions with project team.

Following the IRECS framework, the research employed a **structured approach to assess the project's impact**. IRECS focuses on gauging the impact of development programmes on various parameters such as Inclusiveness, Relevance, Effectiveness (and efficiency), Convergence, and Sustainability, giving an overall assessment of the project in terms of producing the intended project outcomes. It also helps in gaining a qualitative understanding of the impact created, stakeholder perception, and the extent of collaboration with other partners.

In consultation with Infosys, a **mixed-method approach** combining quantitative and qualitative research methodologies was deployed to conduct the impact assessment study. The **quantitative component** focused on generating measurable insights and evidence regarding both current and projected impacts of the intervention. **Qualitative method** was utilised to capture stakeholder perspectives, and lived experiences, translating them into deeper understanding of the project's actual impact on beneficiaries. The research design incorporated multiple data collection techniques: quantitative methods such as **structured surveys** complemented by qualitative approaches including **Focussed Group Discussions (FGDs)**, **Small Group Discussion (SDG)** and **In-depth Interviews (IDIs)** with key stakeholders:

Key stakeholders were identified and tailored tools were prepared for each stakeholder to ensure comprehensive and insightful data collection.

Figure 31: Research design for the study



- **Quantitative surveys** with a sample of **281 Students***
- **One Focused Group Discussion (FGD)** with Students and Parents
- **One Small Group Discussion (SGD)** with eVidyaloka's content development team
- **One In-depth Interview (IDI) each** with Volunteer Teacher, Headmaster, Field Coordinator and Class Assistant
- **One Key Informant Interview (KII)** with eVidyaloka representative
- **One In-depth Interview (IDI)** (kick-off meeting) with Infosys Foundation team

*Based on the data shared by Implementing Partner, it was noted that **~52,000 beneficiary students** have been covered under the project. Hence, a sample size of **272** was estimated at 90% confidence level and 5% margin of error. However, we have covered more sample size (**281**) to ensure the appropriate representation of the findings from all the 10 villages in our sample. The sample was distributed proportionately to the three selected states basis the footfall and further equally distributed among the selected schools for sampling. The quantitative sampling distribution was as below:

Table 14: Distribution of quantitative sample across schools

State	District	School Names	Sample Covered
Karnataka	Raichur	GHPS Marchatahal	26
		GHPS Dinni	26
		GHPS Aroli	26
		GHPS Turukondana	27
		GHPS Palakanamaradi	28
Rajasthan	Karauli	GSSS Atewa	42
		GSSS Sapotra	28
		GSSS Batda	23
Maharashtra	Ahmednagar	ZPPS Dahigaon	29
		ZPPS Ukkadgaon	26
Total			281

6.3 Analysis and Findings

This section provides an overview of key findings emerged from the discussions with key stakeholders:

a. Challenges before the Project

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

- **Shortage of subject-specific teachers:** Many schools did not have dedicated teachers for Mathematics, Science, and English. Existing staff were often required to manage multiple grades and subjects simultaneously, which reduced instructional depth and consistency. As it was noted during the interaction with the Headmaster that they only had four teachers for seven grades and it was hard to complete the whole syllabus.
- **Limited exposure to STEM and activity-based learning:** Students had minimal access to experimental learning tools, digital content, or practical demonstrations, particularly in Science and Mathematics. Most learning remained textbook-driven, resulting in weak conceptual understanding. The Class Assistant mentioned that students had less exposure to technology and activity-based learning. Also, many students were weak in English and in understanding concepts in Mathematics and Science.
- **Insufficient digital infrastructure:** Several schools lacked basic technological resources such as internet connectivity, display screens, or digital teaching tools. This prevented the use of modern, interactive pedagogy and constrained opportunities for digital literacy. According to the eVidyaloka representative, challenges included no electricity, no internet, no proper roads to reach schools and remote geography. This prevented the use of modern, interactive pedagogy and constrained opportunities for digital literacy.
- **Minimal exposure to digital literacy and emerging technologies such as AI for teachers and students:** Before the project, students and teachers had little to no awareness of digital tools or AI (Artificial Intelligence) as confirmed by the class assistant. Schools did not have the capacity to introduce AI-driven personalised learning, analytics-based feedback, or digital self-learning platforms. As a result, rural learners were disconnected from emerging technology trends increasingly shaping the future of education.
- **Limited community awareness of digital education models:** Parents and community stakeholders had low awareness of technology-enabled education and volunteer-led digital instruction. As a result, home-level academic support remained limited, and initial adoption of digital learning required orientation and sensitization.

b. Summary of the Impact Created

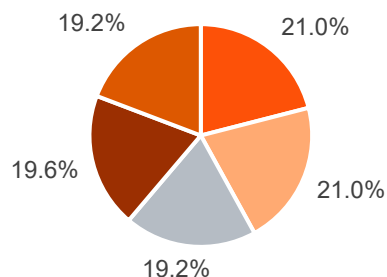
This section summarizes the findings from the impact assessment study, forming the evidence base for recommendations and future project enhancements.

1. Profile of the respondents

Below analysis presents the profile of the respondents based on various demographic indicators including age, gender and economic profile depicted in below representations:

- The largest proportion of respondents (**21.0%, n=281**) were students from 6th and 7th grade, while 19.6% of respondents were from 9th grade (Figure 32).
- The respondent profile comprised **52.7% (n=281) males and 47.3% females**. The team maintained a **balanced gender distribution** to ensure that the survey findings adequately represent both male and female perspectives.

Figure 32: Grade-wise Distribution (n=281)

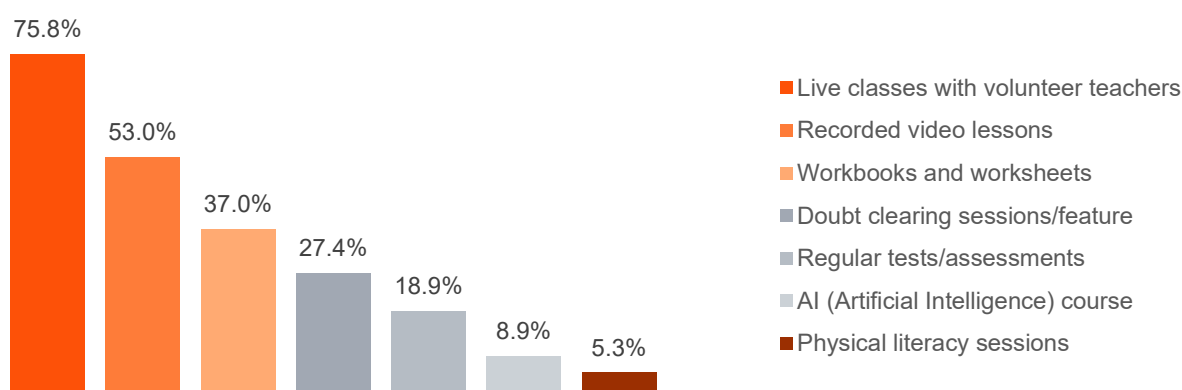


■ Grade 6 ■ Grade 7 ■ Grade 8 ■ Grade 9 ■ Grade 10

2. Increased Access to quality education through online medium

- Team noted that **physical infrastructure was established at the project schools** to facilitate service delivery, including **laptops, network routers, monitors, web cameras, and speakers installed in dedicated digital classrooms** to provide respondents with access to quality online education. Furthermore, **solar panels and inverters were installed** to ensure uninterrupted electricity supply at the schools.
- The **Digital Classroom setup enables volunteer teachers to connect with students for conducting live classes in rural government schools situated in remote areas**. These classes, covering Mathematics, Science, and English, are **delivered in the regional language to enhance students' comprehension** of the lessons. The classes are **conducted during regular school hours within the school premises**, where supplementary resources such as recorded videos, workbooks, and worksheets remain accessible to the students.
- Respondents further reported the **utilisation of live classes with volunteer teachers (75.8%)** as one of the major benefits followed by recorded video lessons (53.0%) (Figure 33).

Figure 33: Benefits utilised by the respondents (n=281)



*Multiple Coding Question, Responses may not add up to 100%.

- It was noted that **each subject receives 45-minute live instructional sessions conducted twice weekly with 25-30 sessions per grade per subject annually** focusing on conceptual learning rather than completing textbooks during the live classes which strengthened the access to quality education. The project enhanced learning effectiveness through regional language delivery. Videos include both audio explanations and subtitles in regional languages, enabling students to comprehend concepts more easily. Volunteer teachers blend English instruction with local language explanations, with Class Assistants providing real-time translation support when needed.

- In instances where **students missed the class or volunteer teachers are unavailable, Class Assistants conduct worksheet activities and offline revision sessions utilising recorded sessions and workbooks, which remain accessible for students.**

Basis the responses received from respondents on different benefits availed under the project (Figure 33), the subsequent sub-sections depict the analysis of such benefits using corresponding sample size (n) as mentioned below:

- Live classes with volunteer teachers (n=213 i.e. 75.8% of 281)
- Recorded video lessons (n=149 i.e. 53.0% of 281)
- Workbooks and worksheets (n=104 i.e. of 37.0% of 281)
- Doubt clearing sessions/feature (n=77 i.e. of 27.4% of 281)
- Regular tests/assessments (n=53 i.e. of 18.9% of 281)
- AI (Artificial Intelligence) course (n=25 i.e. of 8.9% of 281)
- Physical literacy sessions (n=15 i.e. of 5.3% of 281)

3. Enhanced learning experience for the respondents

Relevance of the content

- Live classes, recorded videos, workbooks, worksheets, doubt-clearing sessions, and assessments were all **developed and delivered in the students' preferred/regional language**. This **approach has facilitated quality teaching and depth of learning, enabling students to grasp concepts more effectively** in their preferred/regional language. It should be noted that the language of communication for the AI course and physical literacy sessions was not assessed in this study, as these components were in their initial stages of implementation at the time of evaluation.

Table 15: Alignment with preferred/regional language

	Live classes (n=213)	Recorded video (n=149)	Workbooks and worksheets (n=104)	Doubt sessions (n=77)	Assessments (n=53)
Preferred/regional language	93.0%	92.6%	96.2%	87.0%	81.8%

Based on interactions with students, team noted that **students report improved comprehension of complex subjects when instruction is provided in a language they are fluent in**. Students shared that the volunteers use simple language and show pictures to help the students understand better and when the volunteer teacher sometimes speaks only English, the Class Assistant explains the lessons again after the class (if needed). This indicates that the project has been able to reduce cognitive load, allowing students to **focus on learning the subjects rather translating it**. Students also added that lessons delivered in their native language has **boosted their interest and motivation**. They **feel more included and participate actively** in class discussions and academic activities.

During the FGD, **parents highlighted improved retention of information and concepts over time among their children** as they observed that videos and pictures help children remember with small experiments and activities making learning fun. The Content Development Team confirmed that delivering content in regional languages has allowed volunteer teachers to incorporate contextual examples based on geography that make learning more relatable and meaningful **to enhance comprehension and long-term retention**.

- **Majority of the student respondents (97.9%, n=281) reported that topics covered in the digital classroom aligned with their regular school textbook curriculum** which enhanced teaching and learning effectiveness. This alignment deepened students' school learning by presenting curriculum-prescribed concepts through enhanced pedagogical methods including videos, demonstrations, contextual examples. Further, the **learning content was in alignment to the state boards and NCERT curriculum as the**

project focussed on augmenting the regular school studies of the respondents. This alignment was helpful for respondents to consume the content within the structure defined by their board of education and remain focussed.

- 92.0% (n=25) reported developing good understanding of AI concepts after taking the AI course with all the respondents (n=25) reported that the AI course was easy to understand and increased their interest in technology and innovation.

Streamlined process of learning

- 93.9% (n=213) student respondents reported that live classes accommodated their regular school schedule without conflicts.
- Team noted that the **respondents were provided with lesson plan** in alignment with the respondents' learning objectives. The lesson plan was followed by the teachers and adhered by the respondents so that regular timetable is followed for respondents to be aware of the topics and plan their studies accordingly.
- In this regard, **majority (90.0%) of the respondents (n=281)** reported that a detailed lesson plan was provided to them. 91.5% of these respondents (n=272) further responded that the **lesson plan was always followed by the teachers/class assistants and adhered by them.**
- As per the interaction with respondents, **the workbooks and worksheets provided under the project have been helpful for practicing their learnings.** The same insight was obtained during the survey, as **majority (97.1%) of the respondents (n=104)** reported that the workbooks and worksheets complement the live classes and video lessons.

Resolution of challenges at ground level

- Some schools experienced **challenges with regular electricity supply due to their location in remote rural areas of the aspirational districts.** To address this, **solar panels and inverters were installed to ensure continuous power supply for uninterrupted operation of digital classrooms.**
- Interactions with students and class assistant revealed **intermittent network connectivity issues that disrupted live classes.** To mitigate this, class assistants **switched to alternative service providers for improved network connectivity.** Time lost due to connectivity issues is compensated through offline revision using recorded videos and workbooks, alongside rescheduling of the live sessions.
- Interactions with Class Assistant and Field Coordinator revealed **occasional technical issues with classroom equipment** such as malfunctioning laptops, webcams, and speakers that disrupted live sessions. To address this, **eVidyaloka provided replacement devices and technical support, while Class Assistants were trained in basic troubleshooting** to resolve minor technical problems independently, ensuring minimal disruption to the learning process.

4. Improvement in learning level among respondents

Facilitating the improvement in learning through lesson plan, doubt sessions and regular assessments

- **98.9% (n=266)** found the **lesson plan** helpful in **keeping their study schedule on track.**
- **96.1% (n=77)** student respondents reported that the **doubt clarification sessions were effective** and helpful in enhancing their understanding.
- Majority (**98.1%) of the respondents (n=53)** mentioned that **assessments were regularly carried out to monitor their progress.**
- As per the interaction with volunteer teacher, Class Assistant and School Headmaster, **live classes combined with worksheets enhanced learning outcomes and positively impacted student learning.** Volunteer teacher reported that live interactive classes drove student engagement, while recorded videos enabled repeatable revision at students' own pace.
- 64% (n=25) respondents reported improvement in their understanding of AI with 92% (n=25) respondents reporting good understanding of AI concepts after taking the AI course.

- **The project contributed to building student confidence through live classes and interactive sessions.** Almost all the **respondents (97.5%, n=281)** reported feeling more confident in the subjects for which they utilised the project service(s).

Bringing positive changes among respondents

- **Basis the survey responses (n=281), it was analysed that respondents' attendance increased by 2.5%** on average during the academic year when the project was implemented as compared to the previous year.
- As per the interactions with volunteer teacher, the project is **bringing positive change in the lives of the children** by connecting them with these digital learning platforms. **These respondents enjoy learning online through the live classes delivered by the volunteer teachers.** On probing further, following changes were observed by Class Assistant, School Headmaster and parents among the students:

Academic Improvements:

- Improved reading abilities and better reading and comprehension in English
- Enhanced performance in Mathematics, with students attempting to solve math questions at home and improved ability to grasp difficult concepts, particularly in Maths
- Overall improvement in marks and understanding across subjects

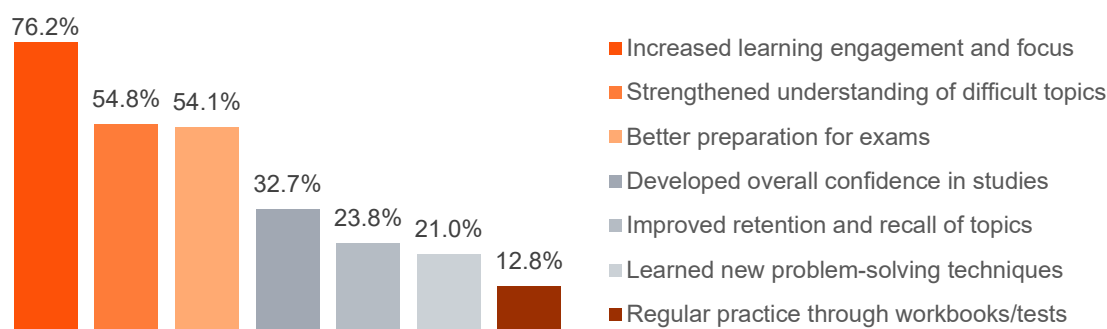
Behavioural and Attitudinal Changes:

- Increased confidence to ask questions and reduced hesitation in classroom participation
- Greater curiosity, with children asking more questions at home about what they learned in class
- More consistent study habits, with increased homework completion and practice
- Changes in future aspirations, with some students expressing interest in studying science

Improvement in academic performance

- Students and the parents informed that the student grades have improved for the subjects they studied in the Digital Classroom as it helps in covering the complete syllabus and revising the classroom learnings. They informed that the **live classroom sessions have been the most impactful in their educational journey as they feel connected while learning and it helps them understand better.**
- **90.7% (n=281) respondents** reported that they **found learning experience through digital classroom more effective** than regular classroom teaching.
- **97.5% (n=281)** respondents stated that the **digital classroom content helped them understand difficult concepts or topics** that they struggled with in regular classes.
- **96.8% of the respondents (n=281) responded that there was improvement in their overall academic performance after utilising the project benefits** showcasing the positive impact of the project and displays the project's effectiveness.
- The project enabled them to **increase learning engagement and focus (76.2%), strengthen understanding of the topics (54.8%) and better preparation for the exams (54.1%)** as depicted in Figure below.

Figure 34: Impact on Overall Academic Performance (n=281)

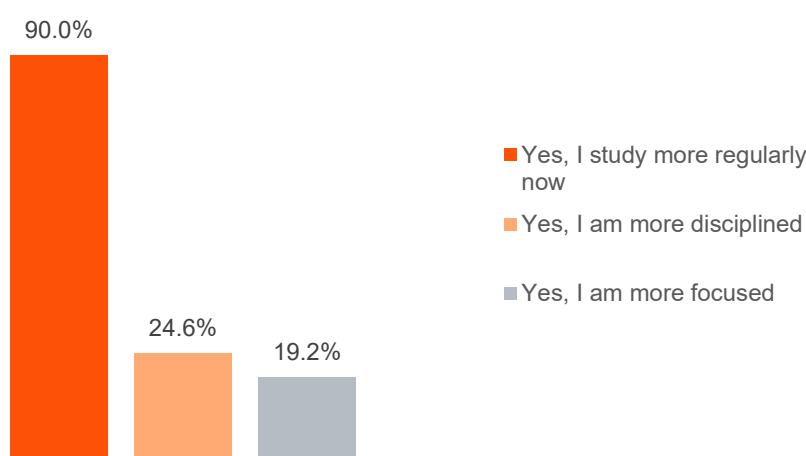


**Multiple Coding Question, Responses may add up to more than 100%*

Improvement in daily study habits and increased interest

- The respondents (n=281) also highlighted that the **project positively impacted their daily study habits** as they **study more now (90.0%)**, made them **more disciplined (24.6%)** and **more focussed (19.2%)**.

Figure 35: Project's Impact on Daily Study Habit (n=281)



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

- Per the interaction with parents, **the students have developed increased interest in learning following the establishment of Digital Classrooms at their schools**. Parents reported **heightened curiosity among children**, who now actively ask questions at home. Similarly, class assistants reported that live classes have fostered greater interest in studies among students. **Both school headmasters and parents noted improvements in students' confidence levels**. These outcomes have generated sustained interest in education among students over the long term.
- Majority (98.6%) of the respondents (n=281) responded that the project has instilled a long-term interest** among them towards education and learning. This **development of sustained interest in education and learning among students demonstrates the effectiveness of project implementation**.
- 63.3% (n=281) of the respondents** reported that they **noticed a decrease in the number of dropouts among their classmates** after the introduction of the digital classroom.

5. Positive student perception regarding different project aspects

Basis the survey responses, it was evident that the respondents have a positive perception towards the project activities. Following results²³ depict the **effectiveness of the project**:

Table 16: Experience Rating by Respondents

Project Component	Average Experience Rating (Out of 3)
Live classes (n=213)	2.93
Recorded video lessons (n=149)	2.91
Workbooks and worksheets (n=104)	2.87
Doubt session(s) (n=77)	2.84
Regular assessments/tests (n=53)	2.89
AI (Artificial Intelligence) Course (n=25)	2.80
Class Assistant support (n=281)	2.87

6. Synergising stakeholder engagement and capacity building

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

Table 17: Engagement and Impact on Project Stakeholders

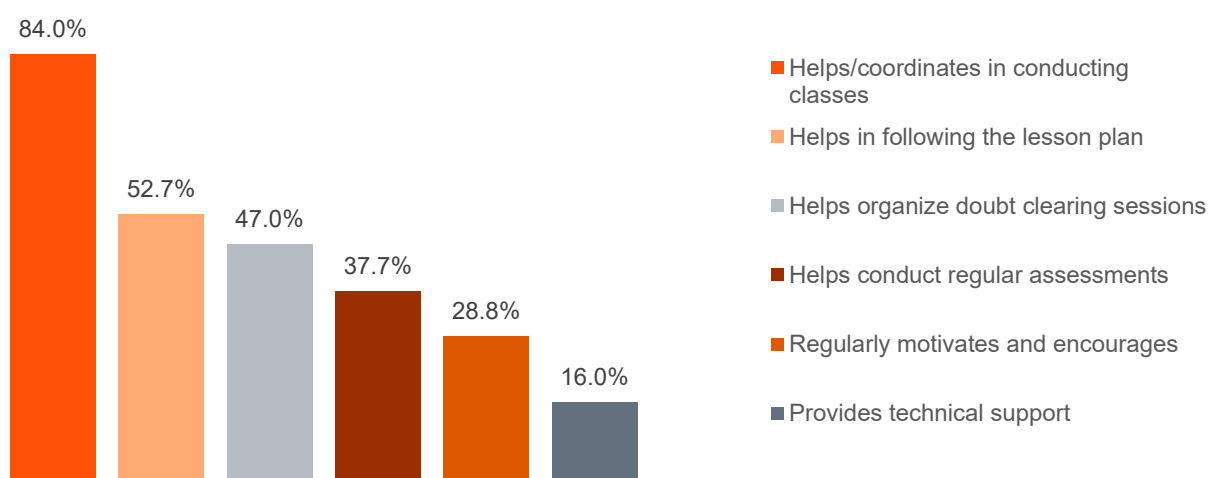
Parameters	Type of stakeholders			
	Volunteer teachers	Field Coordinators	Class Assistants	Parents
Role in project	Responsible for the content delivery	Responsible for overseeing clusters of schools including liaising with schools, the Block Education Officers, the community and support for infrastructure maintenance and re-training ²⁴ of Class Assistants.	Responsible for enabling volunteer-led sessions, with practice sessions to operate and maintain the digital infrastructure and to report data using eVidyaloka's portal	Continue motivating and supporting their children
Engagement model	Capacity building training from eVidyaloka Trust	Selected from the local community in and around school helping them improve their liaison skills and increase experience in the education field	Selected from the local community in and around school (usually alumnus of school) helping them increase experience in the education field	Engagement through parents-teacher's meetings

²³On a scale of 1 to 3, with 1 being poor and 3 being good

²⁴The Class Assistants receive training during their initial orientation. However, if the Field Coordinator observes that a Class Assistant requires additional support, re-training is provided to help improve their performance.

Parameters	Type of stakeholders			
	Volunteer teachers	Field Coordinators	Class Assistants	Parents
Overall impact created	97.7% of the student respondents (n=213) reported volunteers to be interactive and inclusive during the live classes	Regular monitoring and reporting of the project at cluster level	84.0% respondents (281) reported that the class assistant helped in conducting classes at the digital classroom	Almost all (97.0%) of the student respondents (n=270) highlighted the response of their parents on the introduction of this project intervention in school was positive

Figure 36: Support of Class Assistant (CA) in respondents' education (n=281)



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

“ This project has given me immense personal satisfaction. The ability to teach from home, with flexibility, fits well with my schedule. It has helped me develop teaching and communication skills, gain confidence handling children, learn technological tools for online education, and experience the joy of contributing meaningfully to society. Seeing students improve makes all the effort worthwhile.

Narrated by the community members during our interactions ”

6.4 IRECS Analysis

The project's impact was evaluated using the IRECS framework, drawing on insights from stakeholder interactions and a comprehensive desk review. A summary of this analysis is presented below:

Table 18: IRECS Analysis

Parameters	Assessment from the study
Inclusiveness	- The project displayed inclusiveness as it is being implemented in rural areas and catering to the state government schools. The respondent profile comprised 52.7% (n=281) males and 47.3% females displaying a balanced gender distribution. - The availability of project aspects in preferred/regional language with contextual examples based on local geography makes it easily accessible and relatable to

Parameters	Assessment from the study
	students from diverse regional backgrounds, enhancing comprehension and engagement.
Relevance	- The project demonstrates its relevance by addressing teacher shortage in government schools, where limited teachers manage multiple grades, by supplementing regular teaching through volunteer-led digital classes that ensure continued quality education in core subjects like English, Maths, and Science. - The project provided exposure to digital learning platforms and online education to students from remote rural areas who lacked access to technology-enabled learning.
Effectiveness	Respondents' attendance increased from 75% to 77.5% (on average), during the academic year when the project was implemented as compared to the previous year. - The lesson plan was helpful in keeping the study schedule of the respondents (98.9%, n=266) on track. - The project's live classes and interactive sessions contributed to respondents' increased confidence as 97.5% respondents (n=281) reported feeling more confident in the subjects for which they utilised the project service(s). 96.8% (n=281) respondents reported improvement in their overall academic performance after utilising the project service(s). - The respondents (n=281) reported that the project impacted their daily study habits positively by helping them study more now (90.0%) and making them more disciplined (24.6%). Majority (98.6%) of the respondents (n=281) responded that the project has instilled a long-term interest among the respondents in education and learning. 63.3% (n=281) of the respondents reported that they noticed a decrease in the number of dropouts among their classmates after the introduction of the digital classroom.
Convergence	- The project aimed to address the challenge of teacher shortage in 375 government schools. To achieve this convergence with government systems, eVidyaloka followed a structured approval and coordination process by obtaining BO/DO (Block Officer/District Officer) approvals before entering any government school. - The project aimed at rural educational landscape including implementation in Aspirational districts aligning with the government priority to transform the country's most underdeveloped districts.
Sustainability	At the time of exit, eVidyaloka hands over the infrastructure (TV, laptop, webcam, speakers, inverter, batteries, and router) to the school administration through written handover documentation, where the headmaster takes custody and confirms the school will use it as an asset. The content catalog remains accessible through school login credentials on the eVidyaloka portal, enabling school teachers to independently use videos, worksheets, and presentations anytime. The project builds local capacity by training Class Assistants and school staff who can manage the technology and coordinate sessions, ensuring the sustainability of the project offerings.

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

The project is well aligned with the CSR priorities of **Infosys Limited** and **EdgeVerve Systems Limited**, which emphasise support for initiatives that promote **education**. The project contributes to the thematic area by strengthening rural education infrastructure and bridging the digital divide by providing access to quality STEM education in underserved rural communities. The project is also aligned with the following **Sustainable Development Goal (SDG)**²⁵.



SDG 4 – Quality Education: The project directly contributes to this goal by bridging educational gaps in rural areas through its multi-modal digital school model. By delivering subject-specific teaching, curriculum-aligned content in regional languages, and consistent learning support across 375 rural government schools, the project promotes equitable access to quality education for respondents who otherwise have limited academic opportunities.

6.6 Study Limitation

- No material limitations were identified that would affect the interpretation of the study findings; however, results should be read in conjunction with the assumptions and data reliance outlined in this report.

6.7 Case Stories

Following case stories have been gathered based on our interactions with various stakeholders during the field:

Case Story 1: Gaining Confidence Through Digital Learning, STEM & Brainiac Exposure

Aarav (name changed), a 12-year-old Grade 7 student from a village in northern Karnataka, comes from a small farming family. His parents work as daily-wage agricultural labourers, and with fluctuating income, they are often unable to provide additional academic support or digital resources at home. Aarav was a sincere child but extremely shy, hesitant to ask questions, and often unsure of his abilities.

Before the Infosys Foundation supported Rural Digital & STEM Education programme began in his school, Aarav had never experienced a digital classroom. His school struggled with a shortage of subject teachers, especially for Math and Science, and he found it difficult to keep up with grade-level concepts. He rarely participated in class and kept to himself.

The introduction of the digital classroom completely changed his learning environment. Aarav began attending live Math and Science sessions led by volunteer teachers from across India. The use of videos, illustrations, and step-by-step explanations helped him understand topics more clearly. With patient guidance from the teachers and support from the trained Class Assistant in the school, he slowly started gaining confidence.

A major turning point came through STEM activities, where he could explore simple experiments and understand concepts through hands-on learning. These sessions allowed him to see science as something he could touch, build, and explore rather than memorise. The school also introduced Brainiac exposure, where students were introduced to basic ideas around problem-solving, patterns, and technology in simple, age-appropriate ways. Though new to him, Aarav enjoyed these sessions and participated actively.

As the year progressed, Aarav showed steady improvement. His science assessment scores improved significantly, and teachers observed that he was more comfortable raising his hand, asking doubts, and interacting with classmates. He became one of the most regular participants in the digital sessions, with over 90% attendance.

Aarav now dreams of studying further and hopes to work in a field related to technology or science. He says, “I did not know learning could be this interesting. Now I feel I can do more.” His transformation shows how digital learning,

²⁵ Source: <https://sdgs.un.org/goals>

supportive adults, and exposure to STEM and Brainiac concepts can help rural students build confidence and curiosity.

Case Story 2: Improving Language Skills and Discovering AI for the First Time

Saanvi (name changed), an 11-year-old Grade 6 student, struggled with English and Kannada due to limited exposure at home. She was quiet, hesitant to speak, and often found it difficult to understand lessons in class. With no digital resources available, language learning felt challenging for her.

Things changed when her school became part of the Infosys Foundation supported Rural Digital Education programme. Saanvi began attending live English and Kannada classes delivered through the digital classroom. The volunteer teachers explained concepts with audio, stories, and visuals, which made it much easier for her to follow. The Class Assistant supported her with reading practice and simple speaking tasks.

Saanvi was also introduced to basic AI exposure through Brainiac, where she learned in very simple terms how computers identify patterns, make predictions, and learn from examples. These sessions made her curious and helped her overcome her fear of using digital tools.

With regular attendance, Saanvi's language skills improved steadily. She started reading aloud in class, using new words in sentences, and participating confidently during digital lessons. Teachers noticed that she had become more active, expressive, and eager to learn.

Today, Saanvi dreams of studying further and becoming a teacher one day. She says, "I like English now, and I like learning about how computers learn too."