



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:

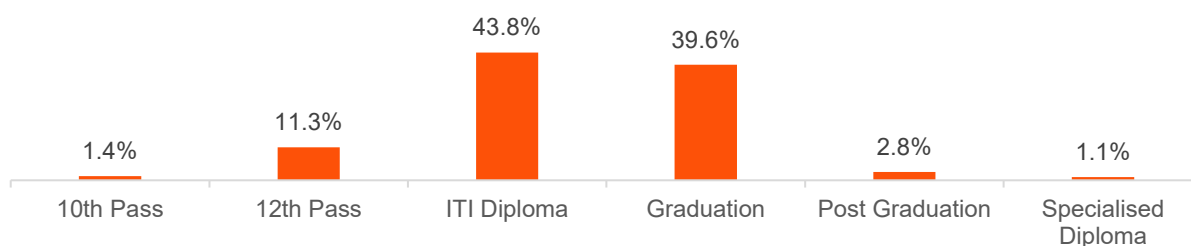
⁸ Swayam psychometric assessment is psychometric personality assessment of the UNXT training students.

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:

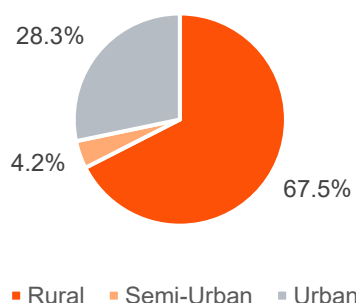
- 40.3% of the respondents were female with the rest being male.
- **Almost all the beneficiaries** (99.3%, n=283) ranged from 17 to 30 years.
- At the time of UNXT training, **43.8% (n=283) were ITI Diploma holders**, 39.6% were graduates, 11.3% had completed 12th standard, 2.8% were postgraduates,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

Figure 7: Educational Qualification (n=283)



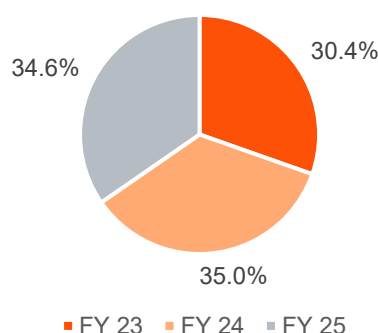
- **58.7% (n=283) of beneficiaries were from Below Poverty Line (BPL) families**, highlighting the project's focus on economically disadvantaged youth who face the greatest barriers to employment.
- **67.5% (n=283) came from rural areas**, 28.3% from urban areas, and 4.2% from semi-urban locations, demonstrating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

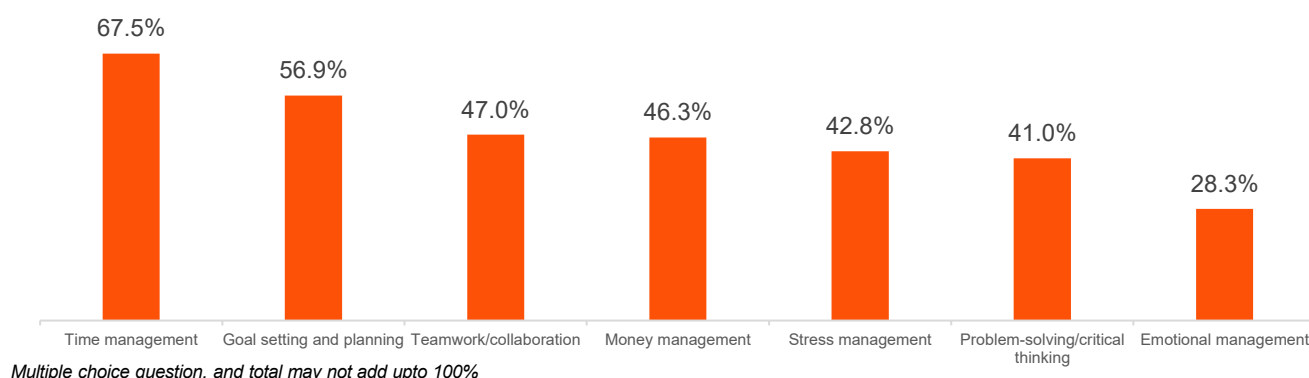
- **Future career confidence showed similar improvement - from 30.4% (n=283) "Good", 54.1% "Average", and 15.5% "Poor" before training to 85.5% "Good", 13.8% "Average", and 0.7% "Poor" after training.** This represented a **transformation in students' self-belief and career aspirations.**

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

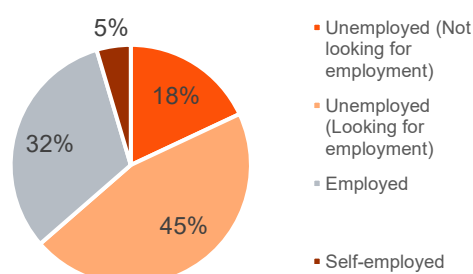
- Before UNXT training, 53.7% (n=283) were unemployed and not looking for employment, **40.6% were unemployed but looking for employment, 3.2% were employed**, and 2.5% were self-employed. **After training**, this shifted positively with 25.4% unemployed not looking, **43.5% unemployed but looking, 27.9%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

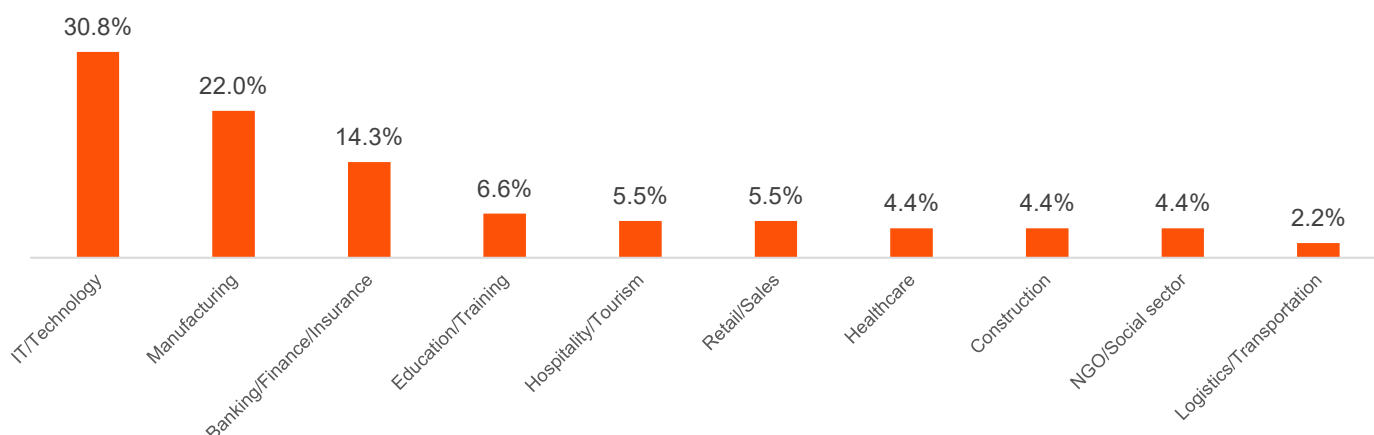
- 69.6% of the students employed after the training fell in the income range of ₹10,00 - ₹20,000 while for self-employed. It was 33.3% for the ranges of Less than ₹10,000, ₹10,00 - ₹20,000 and ₹20,000 - ₹30,000.

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.

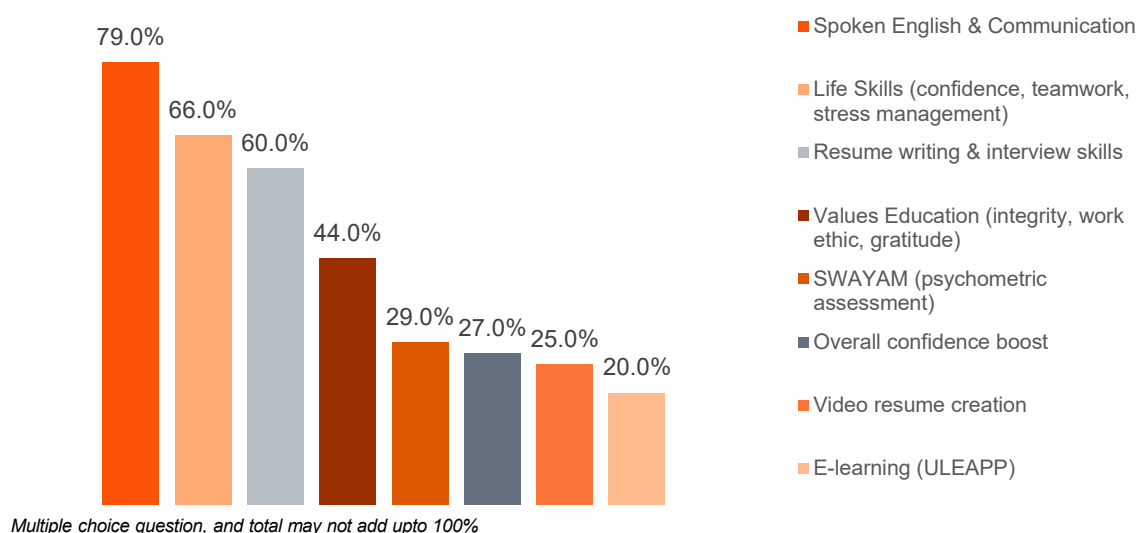
Figure 12: Current Employment Sector (n=91)



4. Enhanced Project Delivery and Student Engagement

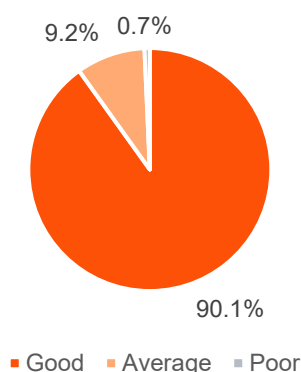
- 87.3% (n=283) of respondents received their UNXT digital certificate with certificates being delivered within 10-15 days of course completion. SGBS Unnati Foundation representative informed that the reason for some students not receiving certificate could be due to them providing incorrect email address.
- 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)



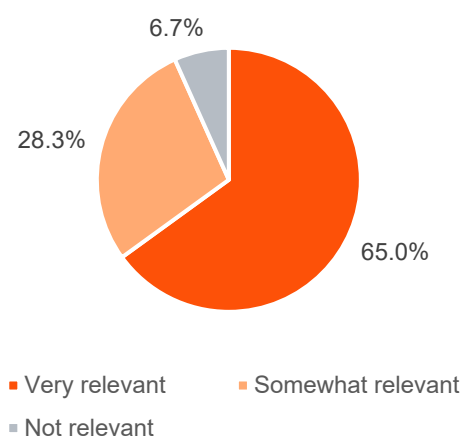
- The **project maintained strict 90%** (some institutions requiring 100%) **attendance** requirements to ensure meaningful engagement for the 90 hours classroom training. During the interactions, students confirmed that all students ensure that they follow the attendance requirements and **certificates 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.

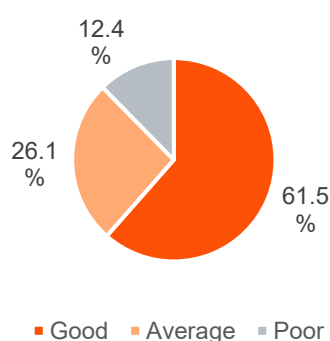
Figure 15: Relevance of UNXT curriculum (n=283)



5. Technology Platform Adoption and Digital Learning

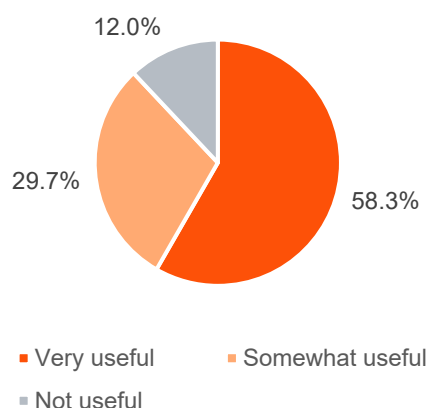
- During the interactions, students mentioned that the ULEAPP⁹ is primarily made for blended learning and ensures that there is a self-learning component and the platform helps them get in-depth information on topics with more examples and activities to complement classroom learning. **61.5% (n=283)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



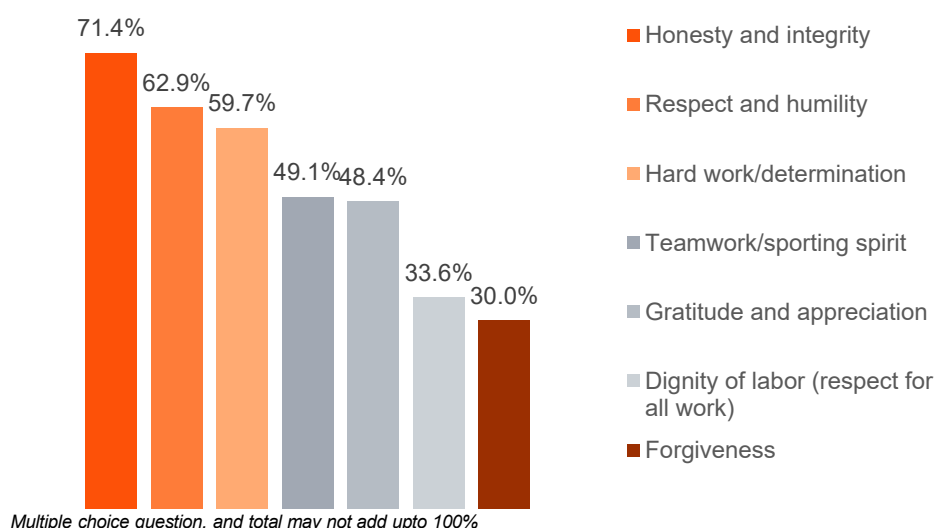
⁹ ULEAPP: Unnati Learning App

- 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

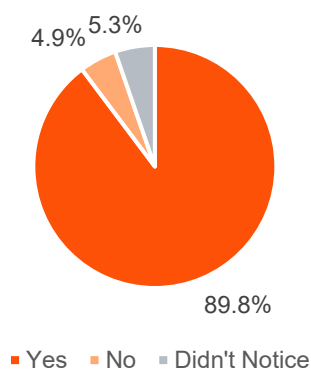
- **During the survey, the respondents reported applying multiple values learned in the training** with Honesty and integrity (71.4%, n=283), Respect and humility (62.9%), Hard work/determination (59.7%), Gratitude and appreciation (48.4%), Teamwork/sporting spirit (49.1%), Dignity of labour (33.6%),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

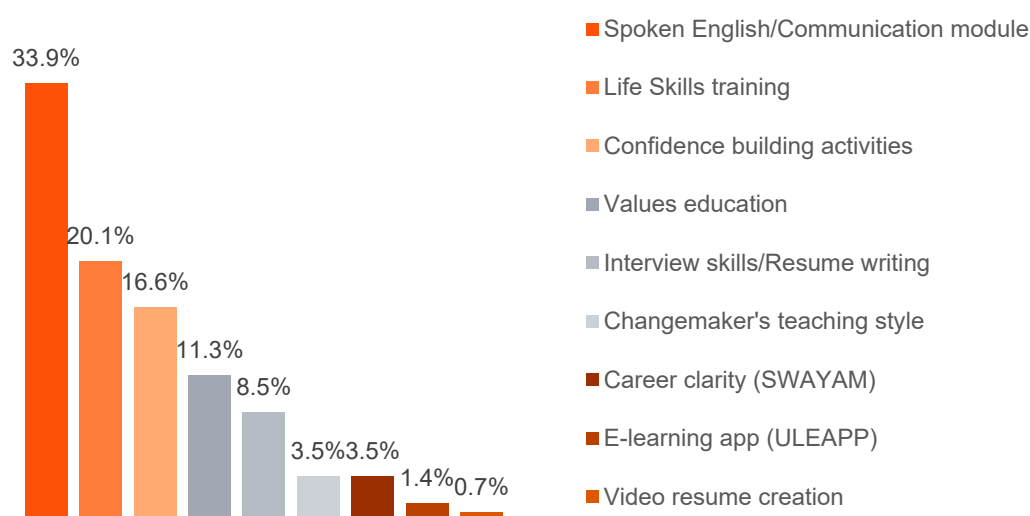
9. Employer Value Proposition and Recruitment Efficiency

- 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

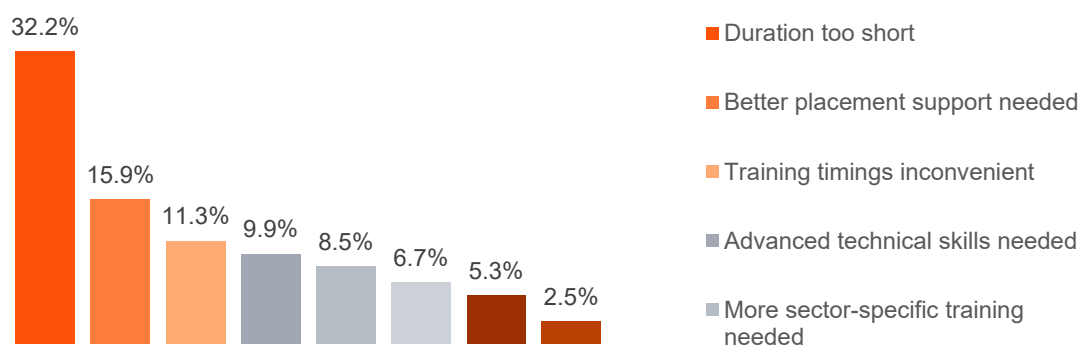
- **84.1% (n=283) of respondents were "Satisfied" with UNXT training**, 13.1% were "Neutral," and only 2.8% were "Dissatisfied," **demonstrating high beneficiary satisfaction.**
- During the survey, it was revealed that **93.3% (n=283) would recommend UNXT training to others** (friends, siblings, juniors) 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.

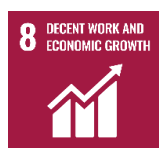
Parameters	Assessment from the study
Convergence	- The project collaborated with state education departments of Karnataka, Andhra Pradesh, Tamil Nadu, Nagaland, Madhya Pradesh, Goa, Kerala, Telangana, Uttar Pradesh and Maharashtra, and college administrations to implement training in government institutions, 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

Impact Assessment Report link: <https://www.unnatiblr.org/pwc-csr-assessment-may-2026>