

SUMMARY IMPACT ASSESSMENT CSR PROGRAMME LTIMindtree

2023-24



Prepared By



1. Object of the Impact Assessment Study

Assess the extent to which project activities were implemented and contributed to achieving project goals. The assessment focused on the quality of technical assistance, feedback mechanism, timeliness, and project completion. Identify good practices and gaps in the project implementation in order to provide recommendations for program quality improvement and future replication purposes. The time period for the project is 2021-22. Birla Institute of Management Technology (BIMTECH) was retained to conduct the assessment study.

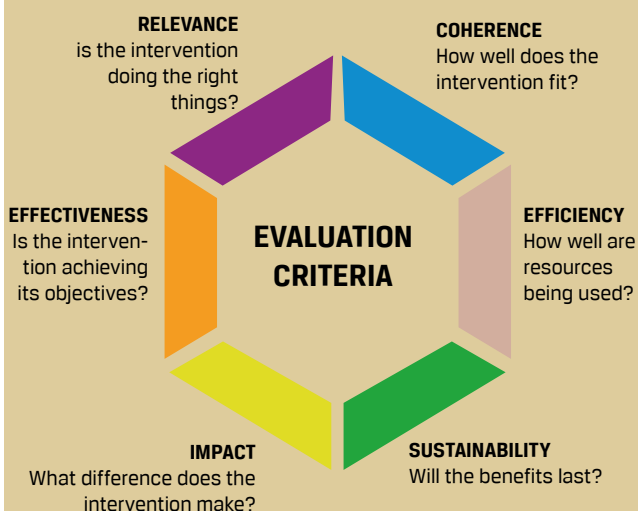
2. Methodology

The Organization for Economic Cooperation and Development (OECD) criteria for project assessment was adapted for this study (Fig 1). The assessment team used a bouquet of techniques to elicit information and evidence to enable it to make a judgment on how an individual initiative has performed, which include (i) Semi Structured Interviews, (ii) Case Studies, (iii) Observation, (iv) Focus Group Discussion and (v) Secondary Data (where available). Based on the evidence and information, the team rated each project as high/medium/low for each element in the framework (coherence, relevance, effectiveness, efficiency, impact, and sustainability). To keep the biases at bay, a senior team member reviewed the field team assessment and the impressions triangulated. The scoring for each criteria was done as per the following scale

Rating Scale

Score	Category
0-2	Low
2-4	Moderate
4-5	High

Fig 1: The Impact Assessment Framework



Summary of Findings

Project	Partner NGO	Coherence	Relevance	Effectiveness	Efficiency	Impact	Sustainability	Overall
A. INCLUSIVE EMPOWERMENT PROJECTS								
Vocational Skills and Employment Development Centre	SPASTN	5	5	2	4	4	4	4
Quizabled	Seva-in-Action	5	5	5	3.5	5	4	4.58
B. EDUCATION PROJECTS								
Introduction to Basic Technology Project (IBT)	Vigyan Ashram	5	5	5	4.5	4.5	2.5	4.41
Virtual Learning	eVidyaloka	5	5	4.5	4.5	4.5	3	4.25
C. YOUTH EMPOWERMENT PROJECTS								
Digital Sakshar	Pratham Infotech Foundation	5	5	4.5	2	4.5	4.5	4.25
Digital Skills Project	Lokbhati Education Society	5	5	4	4.5	4.5	4	4.5
D. WOMEN EMPOWERMENT PROJECT								
The Women Artisan Skill Enhancement Project	UNDP	5	5	2	2.5	4	3	3.58

3. Projectwise Summary of Findings

3.1 Vocational Skills and Employment Development Centre

The project helped set up and support the operation of the Vocational Skills and Employment Development Centre (VS-EDC), which trains youth with intellectual disabilities in vocational skills through sheltered and supported employment pathways.

The project has been excellent in providing both occupational and life skills. Some of the drivers that contribute towards the quality of the training have been - (i) the training methodology is informed by global good practices (for instance, uses the BWAP tool to assess vocational competence, a comprehensive Pre-Vocational Training through Skill Training Unit attached to VS-EDC, focus on developing adaptive skills (favoring professional inclusion, sustenance, and autonomy and decreasing the need for assistance and support), maintaining a small batch size for individual attention, and regular monitoring of learning outcomes. The testimonials of the parents and employers allude to the quality of training. In terms of impact, the project has made the trainees relatively more independent in performing personal and social tasks as part of daily living, thereby requiring lesser supervision from the caregivers at home.

However, the project gets a low score on effectiveness primarily because of its inability to provide remunerative livelihood post-vocational training for the trainees, which was one of the project's main objectives. The project has placed a limited number of students in open employment, and those engaged in production at sheltered workshops get a limited remuneration. Through the project's duration, of the 74 students enrolled, 11 students have been placed in open employment, and 5 receive a stipend at the sheltered production centre. It is acknowledged that providing gainful employment to persons with intellectual disability is not easy. In developed countries (United States), the employment rate for persons with an intellectual disability is around 34% and may be considered a benchmark for the project. An improved placement percentage would reinforce the project's effectiveness and improve the overall assessment rating.

3.2 Quizabled

Quizabled was initiated in 2016 and is the first quiz in the country (and the world) for differently abled participants (Intellectual disability, Autism, Cerebral Palsy, Visual impairment & Hearing impairment).

The rising popularity of Quizabled is a testimony to its success. Starting from Karnataka, Quizabled is now held in 10 states with a corresponding increase in participating schools from 18 to 311. The participant numbers have gone up from 110 to 2968. Quizabled is now part of the curriculum in many institutions wherein year-long coaching of their students is conducted to help them excel in Quizabled. The online format of Quizabled has increased reach and has taken tremendous ingenuity to enable the digital mode. The initiative has received praise from participants, parents, teachers, and people at large. The project has received significant coverage in the media (Bing search on the term Quizabled revealed 3,70,000 search results). In terms of impact, Quizabled helps shape a positive public opinion about the potential of persons with intellectual disabilities.

While Quizabled scores high in most of the assessment

parameters, it has been rated moderate in efficiency for two reasons: (a) Despite increased participation, the representation from government-run special and mainstream schools (which have a number of specially-abled students) needs to be higher. (b) The Quizabled portal also needs a relook and be so designed, curated, and promoted that it reaches out globally and helps encourage Quizabled format quiz competitions worldwide.

The initiative is rated high overall. Quizabled is a global innovation and a unique initiative that showcases the abilities of people with intellectual disabilities and dispels myths about their capabilities.

3.3 Introduction to Basic Technology Project (IBT)

The project was implemented in 15 secondary schools in and around Pune over five years (2018-19 to 2022-23). for classes VIII-X. IBT focuses on work-centered education wherein the STEM curriculum of the textbook is brought to life through working models and prototypes. Under the project, IBT labs and instructors have been provided to target schools in engineering, energy/environment, agriculture/animal husbandry, food processing, and 3D printing.

The project has helped generate interest in science, as evidenced by many IBT school students taking science or technical courses after secondary school. In sampled schools, post IBT, on average, about 65% of the students after X grade opted for technical and science subjects. Before the introduction of IBT this percentage was around 20%. The IBT students also reach out to the community with technology-based solutions. While they are too numerous to mention, some notable ones include a compost crusher and sieving machine, a sugarcane cutter to reduce drudgery during harvesting, an intelligent stick to guide the elderly, eco-bricks from plastic bottles, UV disinfectant machine, fabricated hydroponic setup, groundnut roaster machine design, and development amongst others. Another positive has been that the IBT schools and students have received recognition and awards for the science projects and prototypes developed in IBT classes. This includes project demonstration at the prestigious National Science Congress. It was also reported that demand for admission to IBT schools has increased.

IBT scores moderately in the sustainability criterion, given that the program has recurring costs emanating from the salary of IBT instructors, project consumables, and additional machinery for executing sophisticated prototypes. Once LTIMindtree support ends, the cost will need to be borne by the students or the school, which can be challenging for schools catering to children from economically marginal backgrounds.

Overall, IBT is an excellent initiative that has helped improve learning outcomes in STEM for middle-grade school students.

3.4 Virtual Learning (eVidyaloka)

The project is positioned to address two fault lines in the state-run school education system- (i) Teacher shortage and (ii) Quality teaching. Hardware for distance learning was installed in classrooms in target remote rural schools. Enlisted volunteers from India and abroad took online English, Math, and Science classes in close collaboration with teachers in target schools.

The project has a positive impact on the learning outcome of students in remote and under-resourced rural schools

through several pathways, which include - (i) Audio-video based teaching content, (ii) High student engagement, (iii) Regular assessment, (iv) Sharing of teaching load with regular teachers, (v) Targeted classes beyond the regular school syllabus (e.g., special scholarship coaching classes), (vi) Bringing new life experiences into the classroom through volunteer teacher and (vii) providing an opportunity to working professionals, retired persons, homemakers, and the community at large to be part of nation building effort. An improvement in learning outcomes is observed in the project schools, including high performance in scholarship exams. For instance, at the sampled school, the virtual classes have enabled 5-6 students every year to figure in the merit list of the scholarship examination for class V students conducted by the Maharashtra State Council of Education (MSCE).

While the project is meeting its mandate of improving learning outcomes, concerns need to be addressed regarding its sustainability. These emanate from internet connectivity issues at project schools (most are located in remote rural locations) and the inadequate availability of volunteers to meet project schools' demands for more teaching hours from volunteer teachers. These two issues impact the project's sustainability score.

3.5 Digital Sakshar

The initiative aims to equip youth from socio-economically disadvantaged and underserved communities and sections of society with basic digital and employability skills.

The project has successfully seeded an innovative digital learning methodology wherein laptops are issued to a group of trainees to help practice outside the classroom. This helps transcend the issue of access to a digital device faced by most youth from lower-income households. It has also performed admirably well in student retention and placement. Upgrading some of the project's alums as trainers creates role models in the community. In the assessment year, the project was run at 58 centers across Pune and Mumbai (50 Mumbai and 8 Pune). Against the target of training 14200 persons, 17166 persons completed the course. The dropout rate was around 2%, which is low compared to 20% in Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 1.0, 2.0, and 3.0 skilling programs. Further, of the total job seekers (i.e., those who applied for placement) in the assessment year, 63% were placed. The placement rate is excellent compared to the 23% achieved in PMKVY. The project partnered with over 350 recruiters over the entire duration of implementation. The trainees also gave positive feedback..

While the project has much to recommend for itself, some issues impair its efficiency. This includes not using licensed software at the training centers, older versions of software being taught, performance issues with laptops issued to students, and including in the syllabus some advanced word-processing and spreadsheet skills.

3.6 Digital Skills Project

The project provides training in graphic and web designing and provide placements to underprivileged youth. Digi Skills has successfully introduced youth from low-income communities to IT/ITES-based jobs. High placement rates and approbation of the trainees on the usefulness of the training content evidence this. The course curriculum conformed to the National Skill Development Corporation (NSDC) guidelines,

guaranteeing the program's quality. Of the 180 youth trained, 145 youth could be placed, which translates to a placement rate of 80%. The project could achieve a placement rate of 80%. This compares favorably to the placement rate of 44% for short-term NSDC courses. Regarding impact, the project challenges the trend of relatively few individuals from poor and marginalized backgrounds managing to secure positions as software professionals. It was suggested by the trainees that training on advanced topics would have aligned the course better to the market demand.

3.7 The Women Artisan Skill Enhancement Project (WASEP)

The program involves generating alternate livelihoods by skilling women from underprivileged communities in Mumbai and Thane districts of Maharashtra in Warli Art. The project is designed as a 'creator to consumer' initiative and fulfilled through four pathways: (i) creating empowered institutions at the cluster level; (ii) product improvisation concerning workflow processes, quality, diversification, and new designs; leverage capital; and support marketing and sales. The first phase of the project spanned from 2017-18 to 2021-22,

The project has successfully targeted women from socially marginalized households (more than 90% of the beneficiaries belong to OBC, SC, and ST communities, 53% of the beneficiaries holding Antodaya or BPL ration cards), provided extensive training at scale (trained 2500 beneficiaries over the project period), helped establish the required institutional infrastructure (artisan collectives and a producer company), and assisted in procuring artisan cards (application of 1000 beneficiaries for the Artisan card was facilitated). It has also had secondary impacts by helping empower women through improved agency and challenging existing gender mores. The majority of the beneficiaries had never engaged themselves beyond household work, and the project helped them widen their horizon beyond the immediate.

With respect to the effectiveness of the project, it could have traversed more ground in generating livelihood for the women trained under the project. The field-level interaction with beneficiaries revealed that there was a spurt of demand during COVID-19, when the project sourced masks, making orders in large numbers from the project beneficiaries, with monthly income reaching up to Rs. 2000-4000/month; however, the orders have dwindled since. The beneficiaries suggested that more frequent contact between the implementing agency and the artisan clusters would help revive the order flow (both through the project and other external agencies) and improve the quality of execution. Further, only 10% of the trainees were graded Category A and received advanced training. Given that the handicraft quality is highly dependent on the artisan's skill, a high degree of proficiency is necessary for women to be remuneratively engaged. It was also observed that trainees had low knowledge of the cultural significance of Warli Art.

Concerning the 'moderate' score for efficiency, the project has been unable to develop high-throughput marketing channels. While the project has been able to generate institutional sales, retail sales have been relatively low. This includes the eCommerce portal listings, which were found to be dormant in most cases. Also, given the complexity and scale of operations, there is a scope to strengthen the project MIS.

Two Warli Artisan Producer Companies have been set up to make the project sustainable. However, the producer companies are currently in a nascent stage and require significant handholding support. For instance, one of the immediate issues producer companies face is their difficulty



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