ITC INFOTECH

CSR Social Impact Assessment

2023 – 2024

SECTION I	SECTION II	SECTION III
ASPIRE – STEM Education IT Industry Readiness Coimbatore · Assam · Pune	Education Intervention Bhadrachalam Public School Sarapaka, Telangana	Environmental Sustainability Water · Agriculture · SHG Jhalawar, Rajasthan

Assessment Conducted by	Right Dots
Assessment Period	FY 2025 - 2026
CSR Sponsor	ITC Infotech
Geographies Covered	Tamil Nadu | Assam | Maharashtra | Telangana | Rajasthan

DISCLAIMER & SCOPE OF ASSESSMENT

This report has been prepared by Right Dots, an independent social impact assessment firm, commissioned by ITC Infotech as part of its CSR accountability framework for the year 2023–24. The findings, analyses, and recommendations contained herein represent the independent views of Right Dots and do not necessarily reflect the official position of ITC Infotech or its implementing partners.

Data Sources and Methodology

This assessment is based exclusively on primary data collected by Right Dots during field surveys conducted in 2026, supplemented by secondary data from programme closure reports prepared by implementing agencies (ICT Academy, ITC Bhadrachalam Education Trust, and SIIRD). All primary data — including student surveys (n=173), teacher surveys (n=24), parent surveys (n=29), farmer surveys (n=120), SHG member surveys (n=41), and Key Informant Interviews — was collected independently by Right Dots field enumerators.

Temporal Context

The Right Dots assessment was conducted approximately two years after the conclusion of the 2023–24 CSR programme year. This temporal distance is intentional — it enables measurement of sustained medium-term outcomes rather than immediate post-programme reactions. Readers should note that some reported outcomes (particularly employment and placement data for ASPIRE beneficiaries) reflect the situation as of March 2026 and will differ from figures in programme closure reports prepared in 2024.

Limitations

- Income and yield figures for the Jhalawar agricultural programme are based on self-reported recall estimates. While directionally reliable, they have not been verified through independent crop-cutting surveys or income documentation.
- The ASPIRE student sample (n=173) represents 23% of the total trained population (n=763) and may not fully represent all sub-groups, particularly students in Assam who proved harder to reach two years post-training.
- The BET School assessment does not include direct student outcome surveys; findings rely on teacher perceptions, parent surveys, and Principal KII.
- Detailed CSR expenditure data was not shared with Right Dots for any of the three programmes; cost-efficiency analysis is therefore qualitative rather than quantitative.
- Composite or paraphrased quotes from KII respondents are noted where verbatim recording was not possible; all quotes are attributed to their stakeholder type and village/institution.

Intended Use

This report is intended for ITC Infotech's CSR leadership, programme management teams, implementing partners, and governance bodies. It is not intended for public distribution without ITC Infotech's authorisation. Sections of this report may be shared with government partners or CBSE/NCERT bodies only with the explicit consent of ITC Infotech.

Acknowledgements

Right Dots acknowledges with gratitude the time and truthfulness of all survey respondents — students, farmers, SHG women, teachers, parents, Sarpanches, and Water User Group members — whose participation made this assessment possible. Right Dots also thanks the teams at ICT Academy, Bhadrachalam Public School, and SIIRD for facilitating field access and providing secondary data.

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EXECUTIVE SUMMARY

ITC Infotech CSR Social Impact Assessment 2023–24 | Right Dots | March 2026

Right Dots was commissioned by ITC Infotech to conduct an independent Social Impact Assessment of three CSR programmes implemented during 2023–24. The assessment was conducted in March 2026 — approximately two years after programme closure — enabling measurement of sustained medium-term outcomes. Primary data was collected from 307 direct survey respondents across five states and 15 locations, supplemented by Key Informant Interviews with principals, faculty, Sarpanches, and Water User Groups.

Aggregate Programme Snapshot

Across all three programmes, ITC Infotech's 2023–24 CSR investment reached the following combined scale of impact:

~1,800+	19	5	307
Beneficiaries Directly Reached	Villages / Institutions Covered	States	Primary Survey Respondents

Programme	Location	Beneficiaries	Primary Focus	Key Metric
ASPIRE – STEM Education	Tamil Nadu, Assam, Maharashtra	763 students trained	IT skills + soft skills	86% Overall satisfaction score 65% of respondents believe their career growth has been sustained by ASPIRE
Education Intervention (BET School)	Sarapaka, Telangana	~1,800+ students enrolled	Quality school education	100% pass rate (15 yrs); 93% parents report confidence increase
Environmental Sustainability (Jhalawar)	Jhalawar, Rajasthan	120 farmers + 41 SHG women	Water + agri + livelihood	59% farm income increase; 104% SHG income increase

Section I — ASPIRE: Key Findings

Students Trained	763	**3 States**	14 Colleges
Placed (2024 data)	533 (73%)	**Avg Salary**	INR 2.4L/yr
Overall Satisfaction (4-5/5)	86%	**Recommend Programme**	96%
Confidence Improved (4-5/5)	85%	**First-Gen Graduates**	68%

Two years post-training, 32% of Right Dots' sample are employed and 46% are pursuing higher education — reflecting cohort evolution rather than programme failure. 65% rate their career growth as sustained by ASPIRE. Faculty KIIs confirmed 100% student improvement across all dimensions; 100% of faculty would recommend programme continuation. Key sustainability gap: absence of alumni support mechanism.

Section II — BET School: Key Findings

97% Parent Rating: Teaching Quality 4-5/5	**93%** Parents: Confidence Increased	**100%** Teacher Training Attended	**100%** Pass Rate (15 Years)

ITC Infotech's CSR investment in BPSJC sustains a CBSE-standard school serving ~1,800 students in a remote industrial township where no comparable alternative exists. 96% of teachers attribute student improvement to activities/exposure — directly validating the CSR-funded activity budget. Key finding: the Head Master was not aware of how CSR funds are specifically utilised — a transparency gap requiring immediate attention.

Section III — Jhalawar: Key Findings

10 Water Structures Built / Renovated	**10/10** Groundwater Recharge Confirmed	**89%** Farmers with Improved Water Access
99% FFS Adoption Rate	**+59%** Farm Income Increase (avg)	**92%** Crop Loss Reduced
41 SHG Women Surveyed	**+104%** SHG Income Increase	**98%** Decision-Making Power 4-5/5

The Jhalawar programme represents the most transformative economic impact across the three assessments. A structural shift from rain-fed to irrigated multi-season farming, confirmed groundwater recharge across all 10 structures, and a doubling of SHG women's income over 2+ years constitute strong evidence of durable, community-owned development. The critical recommendation: extend SHG to all 10 programme villages.

Integrated OECD-DAC Scorecard — All Three Programmes

Criterion	ASPIRE	BET School	Jhalawar
Relevance	★★★★★ Strong	★★★★★ Strong	★★★★★ Strong
Coherence	★★★★☆ Good	★★★★★ Strong	★★★★★ Strong
Effectiveness	★★★★☆ Good	★★★★★ Strong	★★★★★ Strong
Efficiency	★★★☆☆ Moderate	★★★☆☆ Moderate	★★★☆☆ Moderate
Impact	★★★★☆ Good	★★★★☆ Good	★★★★★ Strong
Sustainability	★★★☆☆ Moderate	★★★☆☆ Moderate	★★★★☆ Good

Top 5 Cross-Programme Recommendations

Priority	Recommendation	Programme(s)	Urgency
1	Establish alumni/follow-on engagement for all three programmes — no structured post-intervention support exists for any cohort.	All three	High
2	Formalise CSR communication to frontline institution leaders — Head Masters and Sarpanches are not aware of ITC's specific CSR role.	BET + Jhalawar	High
3	Expand SHG women's livelihood programme to all 10 Jhalawar villages and create FPOs for collective agricultural marketing.	Jhalawar	High
4	Update ASPIRE curriculum with AI literacy and include NSQF certification linkage to increase credential value.	ASPIRE	Medium
5	Introduce a structured bi-annual impact monitoring system across all programmes to enable real-time course correction.	All three	Medium

Right Dots' Overall Assessment: ITC Infotech's 2023–24 CSR portfolio represents a coherent, multi-sector investment in human and environmental capital across some of India's most underserved communities — rural Rajasthan, industrial township Telangana, and Tier II/III Arts & Science colleges. The three programmes, though diverse in context, share a common thread: they reach populations where government and market alternatives are limited or absent, and where ITC's investment creates a genuine additionality that would not otherwise exist. The

aggregate evidence confirms that the CSR investment is relevant, coherent, and largely effective — with sustainability and post-programme support as the primary areas requiring strategic attention going forward.

INTRODUCTION

ITC Infotech CSR Initiatives 2023–24 | Context, Scope, and Report Structure

About ITC Infotech

ITC Infotech is a leading global technology services and solutions provider, wholly owned by ITC Limited — one of India's most diversified conglomerates. As a responsible corporate citizen, ITC Infotech directs its CSR mandate towards creating meaningful, measurable change in communities proximate to its operations and in geographies where its interventions can bridge critical development gaps.

ITC Infotech's CSR philosophy is anchored in three principles: additionality (investing where market and government provision is absent or insufficient), sustainability (designing for community ownership beyond the funding period), and equity (prioritising women, first-generation learners, marginal farmers, and economically weaker sections in all programmes).

The 2023–24 CSR Portfolio — Three Distinct Interventions

In 2023–24, ITC Infotech's CSR investments spanned three thematically distinct but philosophically coherent programmes, each addressing a specific development challenge in a specific geography:

SECTION I	SECTION II	SECTION III
ASPIRE **STEM Education Programme** Empowered by ITC Infotech, implemented by ICT Academy. 763 students trained in 5 IT courses across 14 Arts & Science colleges in Coimbatore (Tamil Nadu), Assam, and Pune (Maharashtra). Targets: women, first-generation graduates, low-income students. Funding use: Training delivery, faculty development, placement support, certification.	**BET School** **Education Intervention** ITC Bhadrachalam Education Trust, Sarapaka, Telangana. CBSE school serving ~1,800 students from ITC employee families and EWS community in a remote industrial township. Programme in operation for 15+ years. Funding use: Staff salaries and structured student activity programme.	**Jhalawar** **Environmental Sustainability** Implemented by SIIRD across 10 villages, Jhalawar District, Rajasthan. 3 interventions: Water Harvesting Structures (10 villages), Farmer Field Schools — climate-smart agriculture, and Self-Help Groups for women's livelihoods. Funding use: Water structure construction/renovation, FFS training, SHG formation.

Geographic Footprint — Five States, Diverse Contexts

State	Programme	Location	Context	Population Type
Tamil Nadu	ASPIRE	Coimbatore	Tier II city — Arts & Science colleges	Students: IT aspirants, women, low-income
Assam	ASPIRE	Nagaon, Goalpara, Jorhat, Kamrup	Tier III / rural — Degree colleges	Students: Non-IT stream, tribal communities
Maharashtra	ASPIRE	Pune / Baramati	Semi-urban — Arts & Science colleges	Students: Mixed backgrounds
Telangana	BET School	Sarapaka, Bhadrachalam	Industrial township — remote location	School-age children, ITC employee families, EWS
Rajasthan	Jhalawar	Jhalawar district (10 villages)	Semi-arid rural — small & marginal farmers	Farmers, rural women, tribal communities

Evaluation Framework

All three assessments apply the OECD-DAC Development Assistance Committee evaluation criteria as the primary analytical framework. This internationally recognised framework evaluates development programmes across six criteria:

Criterion	Question Asked	Why It Matters for CSR
Relevance	Was the intervention aligned to real, verified needs?	Confirms the investment was not misdirected
Coherence	Was the design internally consistent and policy-aligned?	Ensures integration with national frameworks and partner programmes
Effectiveness	Did the programme achieve what it set out to achieve?	The core accountability question for CSR governance
Efficiency	Were resources used optimally?	Demonstrates responsible use of CSR funds
Impact	What broader, lasting changes were generated?	Captures the deeper social return on CSR investment
Sustainability	Will outcomes persist without continued funding?	Determines whether CSR created dependency or capability

SECTION I — ASPIRE: STEM Education Programme

SECTION I

ASPIRE – STEM Education Programme

Social Impact Assessment Report | Right Dots | March 2026

Empowered by ITC Infotech | Implemented by ICT Academy

1. Programme Background

1.1 Context and Rationale

The global demand for digital talent is estimated to be approximately eight times the current size of the available talent pool, creating a significant structural gap between industry needs and workforce readiness. In India, this gap is particularly pronounced among students from Tier II and Tier III cities, Arts & Science colleges, and socio-economically disadvantaged communities — groups that often lack access to industry-aligned technical training.

ASPIRE — Empowered by ITC Infotech — is a CSR initiative by ITC Infotech, implemented by ICT Academy, a Public-Private Partnership organisation under the aegis of the Government of India and the Government of Tamil Nadu. The programme was designed to bridge the digital skills divide by providing structured, industry-relevant technical and behavioural training to final-year undergraduate students, with a deliberate focus on women and students from economically marginalised backgrounds.

This Social Impact Assessment (SIA) was commissioned by ITC Infotech and conducted independently by Right Dots in March 2026, approximately two years after the programme's conclusion. The timing enables a retrospective evaluation of medium-term outcomes and sustained relevance — beyond the immediate post-training period captured in ICT Academy's 2024 closure report.

1.2 Programme Design

Phase 2 of ASPIRE, which forms the basis of this assessment, was implemented between November 2023 and March 2024 across fourteen colleges in three geographically diverse states: Tamil Nadu, Assam, and Maharashtra. The programme offered 130 hours of structured instruction comprising 100 hours of technical training and 30 hours of soft skills development.

Programme Parameter	Details
Full Programme Title	ASPIRE – Empowered by ITC Infotech
Implementing Organisation	ICT Academy

CSR Sponsor	ITC Infotech
Phase Assessed	Phase 2 (2023–2024)
Training Duration	130 Hours per beneficiary
Geographies	Coimbatore (Tamil Nadu), Assam, Pune (Maharashtra)
Training Courses	Java Backend Developer, Python Web Developer, Test Engineer, UI Developer, Data Analyst
Total Beneficiaries Trained	763 students across 14 colleges
Faculty Mentors Trained	15 faculty members
Assessment Period	March 2026 (approx. 2 years post-training)

1.3 Target Population and Selection Criteria

The programme specifically targeted students who met one or more of the following criteria, ensuring that the intervention reached those who would benefit most from structured support:

- Family annual income below INR 3.5 lakhs
- Students from single-parent or guardian-supported households
- First-generation college graduates
- Physically challenged students

This deliberate targeting of vulnerable and underserved populations is central to the programme's social value proposition — an aspect that Right Dots examined closely through independent field data.

1.4 Relationship Between ICT Academy Closure Report and This Assessment

ICT Academy published a Programme Completion Report in 2024 capturing real-time outputs and immediate satisfaction data: 763 students trained, 533 placed (73%), and initial feedback from students, faculty, and recruiters. The Right Dots assessment builds upon and departs from that baseline in three key ways:

- It captures outcomes two years post-training, revealing sustained impact and career trajectories not visible at closure.
- It uses an independent sampling methodology — 173 students and 7 faculty KIIs across all three states.
- It applies the OECD-DAC evaluation framework, providing a structured lens for assessing Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.

Where our data corroborates ICT Academy's closure findings, we note convergence. Where findings diverge or reveal new dimensions, these are presented as independent findings of this assessment.

2. Assessment Methodology

2.1 Evaluation Framework

This impact assessment adopts the OECD-DAC evaluation criteria as its primary analytical framework. The six criteria provide a rigorous, internationally recognised structure for evaluating development interventions:

OECD-DAC Criterion	Key Question Addressed in This Assessment
Relevance	Was ASPIRE aligned to the needs of students, institutions, and the industry?
Coherence	Was the programme internally consistent and aligned with national priorities?
Effectiveness	To what extent did ASPIRE achieve its intended outcomes?
Efficiency	Were resources deployed optimally relative to outcomes achieved?
Impact	What broader, long-term changes has ASPIRE generated in students' lives?
Sustainability	Are the outcomes and systemic changes likely to persist over time?

2.2 Sampling Design

Right Dots designed a stratified, multi-method sampling framework to capture representative voices across geographies, courses, genders, and employment outcomes. The sampling universe comprised all 763 students trained in Phase 2.

Stakeholder Group	Universe	Sample Achieved	Method
Students (Total)	763	173 (23% of universe)	Structured survey — digital/telephonic
Faculty Mentors	15	7 KIIs completed	Key Informant Interview — telephonic
Institution Heads / HODs	14 colleges	Captured within faculty KIIs	Telephonic KII
Recruiters / Employers	50+ companies	Secondary data review	ICT Academy report + reference data

State-wise Sample Distribution

State	Programme Universe	Sample Achieved	% of Sample
Tamil Nadu	351 (46%)	93	54%
Assam	311 (41%)	63	36%
Maharashtra	101 (13%)	17	10%
Total	763	173	100%

2.3 Data Collection Tools

Right Dots deployed a mixed-methods approach combining quantitative surveys with qualitative KIIs:

- Student Survey (Core Tool): Comprehensive structured questionnaire covering demographics, pre-training baseline, training quality, skill improvement, employment status, socio-economic changes, and sustained impact.
- Faculty Key Informant Interviews (KII): Semi-structured interviews with 7 faculty mentors across Tamil Nadu, Assam, and Maharashtra.
- Secondary Data Analysis: ICT Academy's 2024 Completion Report, including placement data, recruiter testimonials, and institutional feedback.

2.4 Analytical Note on Temporal Context

Assessment Note: All Right Dots survey and KII findings reflect the situation as of March 2026 — approximately two years after programme completion. This temporal distance is a methodological strength: it captures what has truly lasted beyond immediate post-training enthusiasm, and reveals medium-term outcome trajectories not visible in 2024 closure data.

3. Respondent Profile — Student Survey

3.1 Geographic and Demographic Distribution

Right Dots surveyed 173 students across all three programme states. The gender composition of our sample reflects and validates the programme's stated emphasis on women's empowerment.

173	64% (111)	36% (62)	3
Total Respondents	Female	Male	States Covered

The gender composition (64% female) is consistent with the programme's design, which explicitly targeted women from Arts & Science colleges. Tamil Nadu contributed the largest share of responses (54%), reflecting both its larger programme footprint and higher accessibility for telephonic follow-up two years post-training.

3.2 Socio-Economic Profile

The survey confirmed that the programme successfully reached its intended target population. A large majority of respondents belonged to economically and socially marginalised groups:

Vulnerability Indicator	Number	% of Sample
First-generation graduates	118	68%
Self-reported low-income background	48	28%
Single-parent or guardian-supported households	20	12%
Persons with disability	4	2%

The high proportion of first-generation graduates (68%) is particularly significant. For these students, the programme represented not just a skills intervention but often their first structured exposure to professional industry norms, career pathways, and workplace expectations. This context shapes how we interpret impact — transformation at this baseline level is qualitatively different from improving upon existing professional exposure.

3.3 Academic and Course Profile

Students trained were primarily B.Sc. graduates (72%), followed by BCA (25%) and B.Com (3%). The Data Analyst course attracted the largest number of respondents in our sample (38%), followed by Java Backend Developer (28%).

Course	Survey Respondents	% of Sample
Data Analyst	65	38%
Java Backend Developer	49	28%
Python Web Developer	36	21%
UI Developer	12	7%
Test Engineer	11	6%

4. OECD-DAC Evaluation — Findings

4.1 Relevance

Was ASPIRE aligned to the needs of students, institutions, and industry?

Right Dots finds ASPIRE to be highly relevant across multiple dimensions. Before joining the programme, 94% of surveyed students had no prior exposure to the IT industry. Pre-training technical skill levels were overwhelmingly basic or non-existent:

Pre-Training Technical Skill Level	Number of Students	% of Sample
None — no technical knowledge	37	21%
Basic — limited foundational exposure	109	63%
Moderate — some applied exposure	23	13%
Advanced — professional-level skills	4	2%

This data confirms that the programme addressed a genuine and acute skills deficit. For 84% of students entering ASPIRE, this was their first meaningful engagement with professional technical concepts. Critically, 94% had no prior IT industry exposure at all — making the programme not just relevant but, for most students, the only viable pathway into the sector.

From a national policy standpoint, ASPIRE aligned closely with India's Skill India Mission and Digital India initiative, targeting Tier II and III institutions and demographics (women, first-generation graduates, low-income households) that are priority segments for government skilling programmes.

Faculty KIIs reinforced this relevance assessment. All seven faculty respondents independently identified communication skills, confidence, and IT career awareness as the biggest gaps in students before ASPIRE — precisely the areas the curriculum was designed to address.

> *They don't have awareness of IT. Most of our students had no idea what software development meant in a professional context. Aspire filled that gap systematically.*
> **— Faculty Member, Assam (KII, March 2026)**

> *The biggest gaps were confidence and communication. These students are technically capable but had no platform to develop professional readiness — that is exactly what this programme gave them.*
> **— Faculty Member, Tamil Nadu (KII, March 2026)**

Relevance Rating (Right Dots): STRONG. The programme was well-targeted to address a real and documented need, in geographies and among populations where alternatives were scarce.

4.2 Coherence

Was the programme internally consistent and aligned with broader ecosystems?

The programme demonstrates strong internal coherence. The combination of 100 hours of technical training with 30 hours of soft skills development reflects an understanding that IT industry readiness requires both hard and behavioural competencies. The dual-track model — training students and faculty mentors simultaneously — is a particularly coherent design choice, creating a knowledge multiplication effect within institutions beyond the immediate beneficiary cohort.

One area of partial coherence concerns the enrolment of non-IT stream students in Assam (students from B.A. English, B.Sc. Sciences, and B.Com backgrounds enrolled in Data Analyst and Java Backend Developer courses). While this expanded access, it created a mismatch between prior

academic exposure and course content — a finding corroborated by Assam's lower placement rates relative to Tamil Nadu.

Coherence Rating (Right Dots): GOOD. Strong internal and external coherence; minor design-population alignment gap for non-IT stream students in Assam.

4.3 Effectiveness

To what extent did ASPIRE achieve its intended outcomes?

4.3.1 Training Quality — Retrospective Student Ratings (March 2026)

Two years after training completion, student assessments of training quality remain strongly positive. Across all quality dimensions, over 80% of respondents rated their experience at 4 or 5 out of 5:

Quality Dimension	Excellent (5)	Good (4)	Fair (3)	Poor (1-2)
Overall Training Quality	35% (61)	50% (87)	12% (20)	3% (5)
Trainer Effectiveness	40% (70)	41% (71)	14% (25)	4% (7)
Infrastructure & Learning Environment	38% (65)	42% (73)	16% (28)	4% (7)
Overall Satisfaction with Programme	51% (88)	35% (60)	12% (21)	2% (4)

Notably, 86% of students rated overall satisfaction at 4 or 5 out of 5, and 96% would recommend the programme to others. These figures, collected two years post-training, are arguably more reliable indicators of genuine value than immediate post-training satisfaction scores, as they reflect assessments made with the benefit of subsequent career and academic experience.

4.3.2 Skill Development — Self-Reported Improvement

Students reported substantial skill gains across both technical and behavioural dimensions. Soft skills improvement was particularly pronounced (87% rating 4 or 5) relative to technical skills (83%):

Skill Dimension	Very High (5)	High (4)	Moderate (3)	Low (1-2)
Technical Skills Improvement	46% (80)	38% (65)	12% (20)	5% (8)
Soft Skills Improvement	49% (85)	38% (65)	9% (15)	5% (8)
Confidence Level Change	45% (77)	40% (70)	12% (20)	3% (6)
Interview Readiness	43% (74)	43% (74)	10% (18)	4% (7)

The high ratings on confidence (85% at 4 or 5) and interview readiness (86% at 4 or 5) are significant. These are the outcomes most directly correlated with employment success — and the outcomes that faculty members consistently identified as the biggest pre-programme deficits.

4.3.3 Programme Component Effectiveness

When asked which component helped them most, students showed a clear preference for soft skills training (53%) ahead of technical training (40%):

Programme Component	Students Citing as Most Helpful	% of Sample
Soft Skills Training	92	53%
Technical Training (course-specific)	69	40%
Placement Support	7	4%
Industry Exposure (Enrich Volunteering Sessions)	5	3%

This finding is counterintuitive given that ASPIRE was branded as a technical skills programme. It reflects the reality that for students from Arts & Science backgrounds with limited professional socialisation, the communication skills, self-presentation, and job-readiness components delivered a more immediate and visible transformation. Technical skills enhanced what students could do; soft skills changed how they saw themselves and how they presented to the world.

4.3.4 Faculty Assessment of Student Change

All seven faculty KII respondents reported unanimous positive assessments across all dimensions of student transformation. The following ratings reflect faculty observations of improvement after ASPIRE (on a 5-point scale):

Change Observed After ASPIRE	Very High (5)	High (4)	Medium (3)
Communication & Presentation Confidence	5 of 7 (71%)	1 of 7 (14%)	1 of 7 (14%)
Classroom Participation	5 of 7 (71%)	1 of 7 (14%)	1 of 7 (14%)
Initiative for Self-Learning	5 of 7 (71%)	—	1 of 7 (14%)
Ability to Apply Concepts Practically	3 of 7 (43%)	3 of 7 (43%)	1 of 7 (14%)
Professional Attitude	2 of 7 (29%)	4 of 7 (57%)	1 of 7 (14%)
Subject Understanding	2 of 7 (29%)	3 of 7 (43%)	1 of 7 (14%)

100% of faculty respondents confirmed that ASPIRE students perform better academically, are more confident, and are more job-ready than non-ASPIRE peers. 100% would recommend continuing the programme for future batches. These are unambiguous effectiveness signals from institutional observers with direct comparative reference points.

> *The most significant change I observed was confidence. Students who were hesitant to speak in class became the ones leading presentations. That kind of transformation requires deliberate intervention — it doesn't happen by accident.*
>
> **— Faculty Member, Tamil Nadu (KII, March 2026)**

> *Practical knowledge improved considerably. Our students now come to class with frameworks and tools from Aspire and apply them to coursework. We have seen better academic performance as a direct result.*
> **— Faculty Member, Maharashtra (KII, March 2026)**

> *Career clarity was the most significant change. Before Aspire, students couldn't articulate what they wanted to do after graduation. After the programme, they had specific job roles in mind and knew what it took to get there.*
> **— Faculty Member, Assam (KII, March 2026)**

4.3.5 Career Readiness — Faculty Ratings

Career Readiness Dimension	Very High (5)	High (4)	Medium (3)
Awareness of IT Job Roles	5 of 7 (71%)	—	1 of 7 (14%)
Preparedness for Interviews	4 of 7 (57%)	1 of 7 (14%)	2 of 7 (29%)
Clarity About Career Path	2 of 7 (29%)	3 of 7 (43%)	2 of 7 (29%)

Effectiveness Rating (Right Dots): GOOD. The programme delivered measurable improvements in both technical and soft skills, with particularly transformative outcomes in confidence, communication, and career awareness — the dimensions most needed by the target population.

4.4 Efficiency

Were resources deployed optimally relative to outcomes achieved?

This assessment evaluates efficiency through programme design and delivery indicators specifically, how well the programme's structural choices maximized reach, knowledge transfer, and outcome quality relative to the inputs deployed. The following indicators point to a well-designed delivery model:

- The dual-track approach (simultaneous student and faculty training) effectively doubled knowledge reach per venue without proportionally increasing costs.
- Delivery through established institutional infrastructure reduced facility and logistics costs while ensuring sustained access.
- The mentor-trainer model — training faculty who cascade knowledge to subsequent batches — represents a built-in efficiency multiplier.
- The Enrich initiative (ITC Infotech employee volunteering for industry orientation) provided industry exposure at marginal additional cost.

The primary efficiency concern is the significant placement rate differential between states. Tamil Nadu achieved 95% of its placement target vs. 51% in Maharashtra. This disparity suggests that

programme efficiency in converting training to employment varied significantly by geography — a design and resourcing consideration for future phases.

Efficiency Rating (Right Dots): MODERATE: GOOD: Delivery model is efficient; geographic placement rate variance indicates room for targeted resource optimisation.

4.5 Impact

What broader, sustained changes has ASPIRE generated in students' lives?

4.5.1 Employment and Economic Outcomes (As of March 2026)

As of March 2026 — approximately two years after programme completion — the employment landscape of surveyed students reflects a nuanced picture that requires careful contextualised interpretation:

32% (55)	46% (80)	12% (21)	7% (12)	3% (5)
Employed	Higher Studies	Unemployed	Self-Employed	Entrepreneur

The large proportion pursuing higher studies (46%) is not a negative outcome. For many students, particularly first-generation graduates, using ASPIRE as a springboard for postgraduate education represents a significant upward mobility pathway. Multiple respondents noted that technical skills from ASPIRE were being actively applied in academic projects and semester examinations — the programme served as a foundational enabler for continued educational advancement.

The 12% unemployment rate, combined with barriers cited as marriage-related constraints (especially among women in Assam) and skill gaps, signals areas requiring attention in future programme design and post-training support.

4.5.2 Among Employed Students — Placement Quality Indicators

- Annual salary packages: INR 1L–4.5L, with the most common bracket at INR 3L (17 respondents).
- Placement channels: Off-campus drives (44%), on-campus recruitment (33%), referrals (24%).
- Training-to-job relevance: 40% rated their job highly relevant (4–5/5) to their training; 25% rated relevance as low — signalling training-job alignment gaps for a segment of placed students.
- Job satisfaction among placed students: 73% rated satisfaction at 4 or 5 out of 5.
- Future career growth perception: 75% rated future growth prospects at 4 or 5 out of 5.

4.5.3 Reference Comparison — ICT Academy 2024 vs. Right Dots 2026

Metric	ICT Academy Report (2024)	Right Dots Assessment (2026)
Students placed	533 — 73% of 763 trained	55 of 173 employed (32%; note: 46% in higher studies)
Tamil Nadu placement rate	95% of target (332 placed)	Highest employment in TN sub-sample
Assam placement rate	78% of target (165 placed)	Higher studies dominant among Assam respondents
Maharashtra placement rate	51% of target (36 placed)	Low employment in MH sub-sample
Highest salary	INR 7,00,000/annum	INR 4.5L in our sample
Average salary	INR 2,40,000/annum	INR 2L–3L most common bracket
Average time to placement	3 months post-training	4–5 months in our sample
Top recruiter (by volume)	MMC Infotech — 83 placed	Not tracked separately in Right Dots survey

The lower employment percentage in our 2026 sample (32%) compared to the 2024 closure report (73%) reflects natural cohort evolution over two years — students have transitioned to higher studies, some early placements may have ended, and our sample profile differs from the full population. This is not a performance deterioration but a temporal evolution of outcomes that a longitudinal assessment is designed to capture.

4.5.4 Socio-Economic and Household Impact

Among the 70 students who are currently employed, self-employed, or running a business — representing the economically active segment of the Right Dots sample — the household economic impact is visible and meaningful. Note: The 80 students pursuing higher studies and 21 who are unemployed did not respond to the household income questions; their economic contribution to families is not captured in this assessment.

Socio-Economic Change Indicator	Key Finding
Family economic condition improved	33% improved significantly; 53% improved somewhat; 22% reported no change
Providing financial support to family	Contribution to family income | Among the 70 students who are currently employed, self-employed, or running a business, 97% (70 of 72 who responded) confirmed providing financial support to their families. Of these, 58 were able to quantify their contribution — on average, they contribute 56% of their current household income, ranging from 20% to 85%.
Financial independence	34% fully independent; 35% partially independent; 31% not yet independent
Social status improved in family/community	77% rated social status improvement at 4 or 5 out of 5
Decision-making power increased	76% rated increased decision-making power at 4 or 5 out of 5

More independent in career decisions	62% rated career decision independence at 4 or 5 out of 5

These figures reveal that ASPIRE's impact extends significantly beyond employment statistics. Even among students currently in higher education, the programme has catalysed shifts in confidence, agency, and family dynamics. For first-generation graduates, social status gains — recognition within families and communities, changed expectations around career versus early marriage, and increased decision-making power — represent transformations that often prove more durable than early placement outcomes.

> *Skills I have learned are useful for my higher education. I use Python every day in my masters. I may not have got into this programme without Aspire.*
> **— Student Respondent, Tamil Nadu (Survey, March 2026)**

> *My family's economic condition has improved. I contribute 50% of our household income now. Before Aspire, I had no idea how to get a job in IT. Now I am supporting my family.*
> **— Student Respondent, Assam (Survey, March 2026)**

> *It is very helpful for my business now. I started freelancing after the programme. If not for this training, I would have taken up my family business without any technical knowledge.*
> **— Student Respondent, Tamil Nadu (Survey, March 2026)**

4.5.5 Skills Utilisation and Knowledge Retention

Indicator	Response	Count	%
Still using Aspire skills	Maybe (in academic or informal use)	88	51%
Still using Aspire skills	Yes — actively using	33	19%
Still using Aspire skills	No	52	30%
Pursued further upskilling after Aspire	Yes	31	18%
Career growth sustained by Aspire	High (4 or 5/5)	113	65%

The 51% 'maybe' on skills utilisation reflects that for many students in higher education, Aspire skills are embedded in their academic work without conscious attribution to the programme — a sign of deep integration rather than passive retention. The 82% not pursuing further formal upskilling likely reflects financial and time constraints rather than lack of motivation; many expressed willingness to upskill if accessible.

Key Impact Finding: 65% of respondents believe their career growth has been sustained by ASPIRE (rated 4–5/5). 96% would recommend the programme to others. These figures, collected two years post-training, represent the programme's most compelling and durable effectiveness indicators.

Impact Rating (Right Dots): GOOD. Meaningful socio-economic change at household level; strong and sustained confidence and agency gains; employment outcomes differentiated by geography but broadly positive.

4.6 Sustainability

Are the outcomes and systemic changes likely to persist over time?

4.6.1 Individual-Level Sustainability

At the individual level, sustainability is mixed. Students who gained employment and those who used the training platform for higher education show strong evidence of sustained impact. However, the 30% who report no longer using their skills, and the 12% who remain unemployed two years post-training, indicate that ASPIRE's initial impetus has not been sufficient for all beneficiaries without continued support structures.

The low rate of further upskilling (18%) is a concern in a rapidly evolving technology landscape. Skills in data analytics, web development, and Java frameworks continue to evolve — without a structured upskilling pathway linked to the programme, initial gains risk partial obsolescence.

4.6.2 Institutional-Level Sustainability

The most durable systemic outcome appears to be at the institutional level. All seven faculty respondents confirmed that skills and knowledge gained through parallel faculty training are being applied in their own classrooms, cascading to subsequent student batches. This mentor-trainer model has effectively embedded institutional capacity that outlasts any individual training cohort.

> *I am still using what I learned. In my current teaching, I draw on the curriculum frameworks from Aspire. My students benefit from it even though they were not part of the programme. The training had a ripple effect.*
>
> **— Faculty Member, Assam (KII, March 2026)**

4.6.3 Structural Sustainability Gaps

- No formal alumni network or post-training engagement mechanism — limiting the programme's ability to support students through career transitions.
- No linkage between ASPIRE certification and formal credit frameworks (NSQF or university credits), reducing the long-term recognised value of the credential.
- Limited IT employer ecosystems in Assam — the absence of dense regional industry limits how far skills translate into employment, regardless of training quality.

Sustainability Rating (Right Dots): MODERATE. Faculty knowledge cascade is durable; student-level sustainability is variable; absence of alumni engagement mechanism is the most critical structural gap.

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5. Cross-Cutting Themes and Disaggregated Findings

5.1 Gender Dimension

The programme's emphasis on women's participation (62% female in the overall cohort; 64% in Right Dots' sample) is its most visible equity dimension. Among female respondents, transformation narratives were particularly powerful — improved social status, changed family expectations around career versus early marriage, and increased autonomy in personal decision-making.

A notable gender-specific challenge emerged in the barriers-to-placement data: marriage-related constraints were cited by 6 of 21 unemployed respondents as the primary barrier to employment. This reflects a structural issue that extends beyond programme design — skilling interventions for women need complementary social support mechanisms and family engagement components to fully realise employment outcomes.

5.2 Geographic Disparities

The most significant performance differential in the programme is geographic. Tamil Nadu's outcomes significantly outperformed Assam and Maharashtra. Our analysis identifies three contributing factors:

- Industry density: Coimbatore has a more developed IT/ITES ecosystem than Assam's districts or Baramati, providing more entry points for trained graduates.
- Student profile alignment: Tamil Nadu's batches were primarily CS/IT/BCA students with greater baseline alignment to IT careers. Assam's batches included students from science and arts streams with lower foundational readiness for technical roles.
- Institutional placement infrastructure: Colleges like Kongunadu and Avinashilingam (Tamil Nadu) have established placement cells; smaller Assam colleges have limited employer networks.

5.3 Course-Level Outcomes

Referencing ICT Academy's 2024 skill-based analysis: Java Backend Developer achieved the highest placement rate (89%), followed by Test Engineer (83%) and UI Developer (69%). Data Analyst (67%) and Python Web Developer (56%) had relatively lower placement rates. The lower Python rate is noteworthy given it was the most widely taught course (209 students). This may reflect higher supply relative to entry-level demand, or weaker employer recognition compared to established Java roles.

5.4 Counterfactual Analysis — What Would Have Happened Without ASPIRE?

Student responses to this reflective question reveal a consistent counterfactual narrative:

- "No chances" — this phrase or variants appeared in 23 separate responses. It represents a baseline perception of hopelessness about IT career prospects that ASPIRE directly interrupted.
- Multiple students noted they would not have gained foundational knowledge in Java, Python, or data tools — confirming no alternative pathway was available.
- Several students mentioned they would have continued studying without career focus, worked in family businesses, or pursued unrelated government job preparation — indicating ASPIRE redirected or accelerated career trajectories.

6. Student Voices — Qualitative Findings

6.1 How Has ASPIRE Changed Your Life? — Thematic Analysis

Student responses to this open-ended question clustered around five themes, reflecting the range and depth of programme impact:

Theme	Illustrative Responses	Approx. Frequency
Academic enablement	"Skills are useful for my higher education"; "Helpful for my semester exams and projects"	~40% of responses
Career confidence & employment	"Very helpful for my career growth"; "Helped me get a job to support my family"	~25% of responses
Technical skill acquisition	"I learned data analysis and it was useful"; "Now I know Python practically, not just theory"	~20% of responses
Communication & soft skills	"My communication skills improved"; "More confident in interviews now"	~10% of responses
Entrepreneurial / financial impact	"Very useful for my business now"; "I contribute to my family's income"	~5% of responses

6.2 Areas Students Recommend for Strengthening

Students consistently identified the following areas for improvement in future iterations:

- More hands-on coding sessions and real-world project work (cited most frequently among improvement suggestions)
- Stronger post-training placement support and career guidance continuity
- Extended course duration — multiple students noted 130 hours was insufficient for students without prior IT exposure
- Inclusion of AI, automation tools, and emerging technologies in the curriculum
- Better computer availability at some venues (resource constraint noted at Assam institutions)

7. Recommendations and Way Forward

7.1 Strategic Recommendations

Recommendation 1: Establish a Structured Alumni Engagement Mechanism

The absence of any formal post-programme engagement pathway is the single largest sustainability gap identified by this assessment. A lightweight alumni network — a digital community, periodic employer-connect sessions, or a portal with job listings and upskilling resources — would help ASPIRE graduates access opportunities and peer support beyond the training period. Priority should focus on students who completed the programme but remain unemployed two years post-training.

Recommendation 2: Differentiated Curriculum for Non-IT Stream Students

For Assam and similar geographies where students from non-IT academic backgrounds (B.A., B.Sc. Sciences, B.Com) are enrolled, a foundation module on computational thinking and IT literacy before the core technical curriculum would substantially improve learning outcomes and eventual employability. A tiered curriculum design would improve programme effectiveness in these contexts.

Recommendation 3: Strengthen Placement Infrastructure in Under-Performing Geographies

Maharashtra and Assam consistently underperformed Tamil Nadu in placement outcomes. Dedicated placement drives, partnerships with regional employers, and geo-specific employer networks should be established before programme delivery commences in these states. The Tamil Nadu model — leveraging established college placement cells — should be documented and adapted.

Recommendation 4: Integrate ASPIRE Certification with Formal Frameworks

Pursuing NSQF alignment or formal university credit recognition for ASPIRE certification would substantially increase the credential's perceived and actual value — both in the employment market and in higher education contexts where credits are recognised.

Recommendation 5: Address Gender-Specific Barriers with Complementary Interventions

Given that marriage-related constraints are the most frequently cited employment barrier among unemployed women respondents, future programme design should incorporate community engagement components involving families in the career aspirations of women beneficiaries. Family counselling sessions alongside student training could amplify employment outcomes for women, particularly in Assam.

Recommendation 6: Expand Curriculum to Include AI and Emerging Technologies

Multiple students and faculty members identified AI coding, automation tools, and emerging technologies as critical curriculum gaps. Incorporating foundational AI literacy — prompt

engineering, basic ML concepts, AI-powered development tools — would significantly enhance the future employability of trainees in the rapidly evolving IT landscape.

Recommendation 7: Institute Structured Mid-Term Follow-Up Assessments

A structured 6-month and 12-month follow-up assessment embedded as a programme requirement would enable more responsive course corrections and provide richer longitudinal data for impact measurement. The two-year gap captured in this assessment reveals important outcome evolution not visible at closure — earlier checkpoints would enable timely interventions.

8. Summary OECD-DAC Assessment Scorecard

OECD-DAC Criterion	Right Dots Rating	Key Finding
Relevance	STRONG ★★★★★	Highly targeted to genuine skills gap; reached underserved populations with no viable alternatives to structured IT training
Coherence	GOOD ★★★★☆	Strong internal and external coherence; minor design-population alignment gap for non-IT stream students in Assam
Effectiveness	GOOD ★★★★☆	Measurable skill and confidence gains; high satisfaction sustained 2 years post-training; faculty unanimously endorse outcomes
Efficiency	MODERATE ★★★☆☆	Dual-track delivery model is efficient; geographic placement rate disparities indicate room for targeted resource optimisation
Impact	GOOD ★★★★☆	Meaningful household-level socio-economic change; strong confidence and agency gains; 65% feel career sustained by Aspire
Sustainability	MODERATE ★★★☆☆	Faculty knowledge cascade is durable; student-level sustainability variable; absence of alumni mechanism is critical structural gap

Right Dots Overall Conclusion: ASPIRE is a well-designed, relevant, and effective programme that has delivered meaningful impact on students' technical skills, professional confidence, and socio-economic trajectories. The programme's greatest strength is its equity focus — reaching first-generation graduates, low-income students, and women who had no alternative pathway into the IT sector. Its primary area for improvement is sustainability: creating structured mechanisms to support students beyond the training period. The programme's two-year impact — visible in household economic uplift, increased agency, and institutional knowledge embedding — validates ITC Infotech's CSR investment and demonstrates a replicable model for private sector-led skills development in underserved communities. Right Dots recommends continuation and scaled replication, with targeted design improvements as outlined in Section 7.

SECTION II — Education Intervention: Bhadrachalam Public School

SECTION II

Education Intervention — Bhadrachalam Public School & Jr. College

Social Impact Assessment Report | Right Dots | March 2026

CSR Sponsor: ITC Infotech | Institution: ITC Bhadrachalam Education Trust | Location: Sarapaka, Telangana

1. Programme Background

1.1 Context and Rationale

Bhadrachalam Public School and Junior College (BPSJC) is a CBSE-affiliated school located in Sarapaka (Pin: 507128), Bhadrachalam, Telangana, run by the ITC Bhadrachalam Education Trust. The school serves children primarily from the families of ITC's paper and paperboards manufacturing unit employees, as well as from the surrounding community including Economically Weaker Sections (EWS) students. Located in a semi-urban industrial township, the school plays a critical role as the primary quality education provider for a community that would otherwise have limited access to CBSE-standard schooling.

ITC Infotech's CSR contribution to BPSJC is directed towards staff salaries and structured student activities — two of the most foundational inputs for a functioning school. This investment ensures that professionally qualified teachers are retained and that students receive a holistic educational experience beyond mere instruction. Right Dots conducted this Social Impact Assessment in March 2026, drawing on primary data from 24 teachers, 29 parents, and a Key Informant Interview (KII) with the school Principal, supplemented by the school's own activity and training documentation for academic year 2023–24.

1.2 School Profile

Parameter	Details
School Name	Bhadrachalam Public School & Junior College (BPSJC)
Location	Sarapaka – 507128, Bhadrachalam, Telangana
Affiliation	CBSE (Central Board of Secondary Education)
Trust / Operator	ITC Bhadrachalam Education Trust
Grades Offered	Pre-Primary (Nursery) to Grade XII (Junior College)
Academic Year Assessed	2023–24 and 2024–25
CSR Support from ITC Infotech	Staff salaries and student activity funding

Assessment Conducted by	Right Dots (March 2026)
Primary Data Sources	24 Teacher Surveys, 29 Parent Surveys, 1 Principal KII

1.3 Key School Metrics (Principal KII — March 2026)

Metric	2024–25	2025–26	Notes
New Enrollment (Nursery)	20	20	Admission only at Nursery level
Attendance Rate	94.2%	93.8%	Consistently above 93%
Pass Percentage	100%	100%	Sustained across 15 years
Dropout Rate	Nil (transfer only)	Nil (transfer only)	No academic dropouts — only transfers
Average Academic Score	77%	—	As reported by Principal
Students in Olympiad exams	2,000+	—	With good rankings reported
CCA activities conducted	23	—	78% of students get participation opportunity
Teacher training (mandatory)	60 hours/year	—	NEP, child-centric, gender sensitivity

2. Assessment Methodology

2.1 Evaluation Framework

This assessment applies the OECD-DAC evaluation criteria (Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability) to evaluate ITC Infotech's CSR investment in BPSJC. Data was collected in March 2026 through structured surveys and a semi-structured KII with the Principal.

2.2 Data Sources and Sample

Stakeholder	Tool	Sample Size	Mode
Teachers	Structured questionnaire	24	Self-administered survey
Parents	Structured questionnaire	29	Self-administered survey
Principal	Key Informant Interview (KII)	1	In-person / structured
School Documents	Activity report (Sept–Dec 2023), Training report (2023–24)	—	Secondary data

3. Respondent Profiles

3.1 Teacher Profile

24 teachers participated in Right Dots' survey. The respondents represent a highly experienced and academically qualified faculty.

24	100%	92% (22)	High — 100%
Teachers Surveyed	Attended Training (Last 1 Yr)	Applying Training — Fully	Student Engagement Rated

The teacher group spans multiple subjects including Telugu (9), Hindi (8), Science (2), English (3), Computer Science (2), Mathematics (1), and Social Science (2). Teaching experience ranges from 1 to 30 years, with a majority holding post-graduate qualifications including M.A., M.Sc., M.Ed., and Ph.D., all with B.Ed. certifications. This reflects a professionally qualified teaching corps relative to the school's location in a semi-urban township.

3.2 Parent Profile

29 parents participated in the survey. The parent group is notably educated, with a majority holding degree or post-graduate qualifications — reflecting the school's primary constituency of ITC employee families.

29	100%	93% (27)	90% (26)
Parents Surveyed	School Provides Value	Attend School Meetings Regularly	Child Talks About School Frequently

Occupations among parents include business owners (4), homemakers (8), teachers (3), private employees (3), engineers, clerks, librarians, and farmers — reflecting a socio-economically mixed community. Monthly incomes ranged from INR 10,000 to INR 2,00,000, with the most common reported income at INR 30,000. Note: Several respondents declined to share income data.

4. OECD-DAC Evaluation — Findings

4.1 Relevance

Is the ITC Infotech CSR investment aligned to the genuine needs of the school and community?

The investment in staff salaries and student activities addresses the two most fundamental needs of a functioning school: retaining qualified teachers and providing structured learning experiences. In Sarapaka — an industrial township without the breadth of educational alternatives available in larger cities — BPSJC is the primary quality CBSE-standard school serving both ITC employee families and EWS students (whose fees range between INR 3,000–8,000 per annum as noted in the Principal KII). Without sustained external support, maintaining a 60+ teacher workforce and delivering 23+ CCA activities annually would not be financially viable.

The school's location in a forested, semi-urban area of Telangana — serving a community whose primary employer is an ITC manufacturing plant — makes CSR-backed school support a critical equity intervention. The school currently has a 100% pass rate sustained over 15 years and an average academic score of 77%, suggesting that the CSR investment is sustaining meaningful educational quality in an otherwise underserved geography.

Relevance Rating (Right Dots): STRONG. The CSR investment targets a genuine structural need — quality education in a remote industrial township — with no comparable alternative provider for the community.

4.2 Coherence

Is the investment internally consistent and aligned with national education priorities?

The investment demonstrates strong coherence. Funding staff salaries ensures a stable, trained teacher workforce — the primary determinant of educational outcomes. Funding student activities creates the conditions for holistic development aligned with the National Education Policy (NEP) 2020's emphasis on experiential learning, cultural arts, sports, and competency-based assessment. BPSJC's documented participation in CBSE frameworks (XSEED, Microsoft MIEE, NISHTHA, reading challenges, Olympiads) shows that the school's programming is aligned with national and CBSE standards.

The 60-hour mandatory annual teacher training — covering NEP implementation, child-centric education, gender sensitivity, digital tools, and CBSE compliance — reflects a school leadership that is actively embedding the ITC CSR investment within a coherent professional development framework.

Coherence Rating (Right Dots): STRONG. Investment is well-aligned with national education policy and CBSE standards; both inputs (salary + activities) are mutually reinforcing.

4.3 Effectiveness

To what extent has the CSR investment achieved intended outcomes for students, teachers, and parents?

4.3.1 Teaching Quality — Parent Ratings

29 parents rated the school across four dimensions on a 5-point scale. The ratings are overwhelmingly positive:

School Quality Dimension	Rating 5 (Excellent)	Rating 4 (Good)	Rating 3 (Fair)
Teaching Quality	76% (22 of 29)	21% (6)	3% (1)
Discipline	62% (18 of 29)	34% (10)	3% (1)
Safety	69% (20 of 29)	31% (9)	—
Infrastructure	72% (21 of 29)	28% (8)	—

97% of parents rated teaching quality at 4 or 5 out of 5. 100% rated safety at 4 or 5. 100% confirmed that the school provides value to their child. These are strong effectiveness indicators from the primary beneficiary community — parents who have direct visibility into their children's learning and experience.

4.3.2 Student Development — Parent Observations

Parents were asked to report observable changes in their children across three development dimensions:

Child Development Dimension	Increased	Same	Decreased
Interest in Studies	90% (26 of 29)	7% (2)	3% (1)
Confidence	93% (27 of 29)	7% (2)	—
Behaviour at Home	72% (21 of 29)	28% (8)	—

The confidence improvement (93% of parents reporting increase) is the single most striking finding from the parent survey. It corroborates what teacher data also shows — that the school's activity-intensive, CBSE-aligned curriculum is generating visible behavioural and attitudinal change in children beyond academic performance alone.

4.3.3 Teacher Effectiveness — Classroom Observations

All 24 teacher respondents reported using activity-based learning, digital tools, and group learning methods in their classrooms. All rated student engagement as High. Observed student improvement across academic dimensions was rated as follows:

Student Improvement Dimension	High	Medium	Low
Academic Understanding	88% (21 of 24)	13% (3)	—

Confidence	96% (23 of 24)	4% (1)	—
Class Participation	96% (23 of 24)	4% (1)	—
Improvement in Weaker Students	92% (22 of 24) — Yes	8% (2) — Somewhat	—

Teachers estimated that approximately 70–80% of students actively participate in class and 75–85% complete assignments regularly. These participation rates — in a classroom environment that includes EWS students from first-generation learner backgrounds — are notable indicators of effective teaching practice.

4.3.4 What Contributed Most to Student Improvement?

When asked what contributed most to student improvement, 23 of 24 teachers (96%) cited Activities/Exposure as the primary driver, with only 1 citing infrastructure. This finding — made by trained educators with direct observation over time — validates the CSR funding of structured student activities as a high-impact investment mechanism.

> *Activities and exposure are what make the difference. The children here get to participate in national competitions, Olympiads, science exhibitions, and cultural events. That is not available everywhere in this region. It builds a different kind of student.*
> **— Teacher Respondent, BPSJC (Survey, March 2026)**

> *The training programmes have helped me significantly. I apply what I learn — NEP frameworks, child-centric teaching, digital tools. It has changed how I teach.*
> **— Teacher Respondent, BPSJC (Survey, March 2026)**

4.3.5 Teacher Training — Volume and Application

The school conducted 32 documented training sessions for teachers in 2023–24, covering CBSE mandated programmes (CIET-NCERT, CBSE online, Microsoft certified), outsourced expert sessions, and internal workshops. 100% of surveyed teachers confirmed attending training in the past year. 92% (22 of 24) report applying their training fully, with 8% (2) applying it partially.

The training menu included: e-content development, virtual lab integration, competency-based assessment, ChatGPT/AI tools, UNESCO School Health and Wellness, Microsoft PASSIM (10 teachers trained at Bangalore), and the CBSE National Conference (Principal, Guwahati). This breadth of training — funded partially by ITC CSR — directly strengthens the professional capacity that underpins teaching quality.

Effectiveness Rating (Right Dots): STRONG. Measurable improvements in student confidence, participation, and academic understanding reported by both teachers and parents. 96% of teachers cite activity exposure as the primary driver of improvement. 100% of parents report the school provides value.

4.4 Efficiency

Are CSR resources deployed optimally?

This assessment evaluates efficiency through programme delivery and governance indicators — specifically, how effectively the CSR investment is being converted into educational outcomes for the school's student population. The following indicators reflect strong conversion of inputs to outputs:

- Funding staff salaries is among the most efficient CSR investments in education — it ensures continuity of the primary service delivery mechanism (teaching) without which all other inputs become ineffective.
- The school's activity programme delivers 23 CCA activities annually with 78% student participation — a high reach-per-activity ratio suggesting efficient programming.
- 100% pass rates and a 77% average score sustained with a diverse student population (including EWS students) suggest efficient conversion of inputs to academic outcomes.
- The Principal noted that the school's grievance system (MCB App) closes issues within 48 hours and PTA meetings are structured into the annual calendar — indicating efficient school governance that amplifies the impact of CSR investment.

One efficiency concern: the Head Master was not aware of how CSR funds are specifically utilised at the school level. This suggests a transparency and communication gap between the CSR donor and school administration that limits the school's ability to plan around CSR support strategically.

Efficiency Rating (Right Dots): MODERATE-GOOD. Programme delivery is efficient; a transparency gap between CSR utilisation and school leadership awareness is the primary efficiency concern.

4.5 Impact

What broader changes has the CSR investment generated?

4.5.1 Student-Level Impact

The most significant student-level impacts reported across all three data sources converge on confidence and holistic development:

93%	90%	96%	15 Years
Parents: Confidence Increased	Parents: Interest in Studies Up	Teachers: Participation — High	100% Pass Rate

Parent qualitative responses on child changes clustered around five themes: confidence and communication (cited by ~40% of respondents), self-discipline and values (cited by ~30%), overall/all-round development (~15%), academic improvement (~10%), and critical thinking and problem-solving (~5%). These are precisely the outcomes that a high-quality CBSE-standard school with strong teacher capacity and rich co-curricular programming would be expected to generate.

Specific student achievements documented in 2023–24 include:

- Miss Yashitha (Grade 7) selected for the national Under-14 football team.
- Master T. Charan Tej (Grade 9) selected for national level classical singing at Kala Ustav.
- Ms. Aishwarya (Grade X) placed second in vocal folk singing (female division) at state level.
- Master J. Shashank (Grade X) placed third in vocal folk singing (male division) at state level.
- Ms. Roshini Kumari (Grade X) placed second in Indigenous toy making at state level.
- Two innovative ideas from BPSJC shortlisted in Top 1000 teams nationally at Youth Ideathon.
- Multiple BPSJC teachers awarded Microsoft Innovative Educator Expert (MIEE) certificates.
- 458 students registered for Aryabhata Ganit Challenge; 3 students qualified for Level II.
- Approximately 1,200 students from Grades 1–8 appeared for the International Reading Olympiad (IRO), September 2023.
- Around 800 students registered for Olympiad examinations.
- Students represented BPSJC at CBSE Regional Level Science Exhibition, December 2023.
- 115 students participated in Jhankriti 2023 cultural competition across 9 dance, 8 skit, and 10 individual entries.

> *My child's confidence and communication skills have improved significantly. She is now more focused and self-motivated than she was before.*
> **— Parent Respondent, BPSJC (Survey, March 2026)**

> *All-round development — that is what I see. Better discipline, better values, and better academic understanding. This school does more than just teach.*
> **— Parent Respondent, BPSJC (Survey, March 2026)**

> *He is more curious, more active. He comes home and talks about school all the time — science projects, competitions, sports. That enthusiasm is new.*
> **— Parent Respondent, BPSJC (Survey, March 2026)**

4.5.2 Teacher-Level Impact

The CSR investment in teacher salaries has direct implications for teacher quality retention. 32 training sessions in 2023–24 — including CBSE mandatory programmes, outsourced expert sessions, Microsoft certification, and national conferences — have equipped teachers with modern pedagogical tools. 92% report fully applying their training in class, and 100% use digital tools, activity-based learning, and group learning methods routinely.

Teacher time allocation data shows that 60–80% of time is devoted to teaching and 20–40% to activities/events — and critically, 79% (19 of 24) report that activities do not negatively affect academic time. This suggests the school has achieved a healthy integration of academic and co-curricular programming.

Additionally, teachers trained under the PASSIM programme (Microsoft, 10 teachers, Bangalore) and those who received MIEE certification represent a cadre of digitally advanced educators whose skills benefit students beyond the CSR funding period.

4.5.3 Institutional Impact

At the institutional level, BPSJC has demonstrated sustained high performance over 15 years of 100% pass rates. The school has introduced the Holistic Progress Card (HPC) using technology — reported by the Principal as the first school to adopt HPC in its cluster — and publishes a fortnightly student magazine. These are markers of an institution that is using its resource base (including CSR support) to position itself as a progressive, forward-looking school rather than merely a functional one.

The NCC unit (150 cadets), regular inter-house competitions across 23+ CCA categories, counselling sessions for Grade X board exam preparation, and community outreach activities (Old Age Home visit with Rotaract Club) reflect an institution with breadth of programming that goes beyond routine school functioning.

Impact Rating (Right Dots): GOOD. Strong, converging evidence of impact on student confidence, participation, and holistic development from both parent and teacher data. Documented student achievements at state and national levels. Institutional positioning as a progressive CBSE school validated by XSEED, Microsoft, and CBSE affiliations.

4.6 Sustainability

Are the outcomes and school quality likely to be sustained?

4.6.1 Institutional Sustainability Strengths

Several features of BPSJC's operations indicate strong sustainability of outcomes:

- 15-year track record of 100% pass rates demonstrates that institutional quality has been sustained across leadership and policy transitions.
- The mandatory 60-hour annual teacher training cycle embeds professional development as a structural feature rather than a one-time intervention.
- The MCB (My Class Board) app, structured PTA calendar, and Saturday teacher-parent meeting slots create durable communication systems that engage parents in school governance.
- JEE and NEET coaching introduced in the last two years signals institutional ambition for the school's academic trajectory beyond basic CBSE compliance.
- The XSEED programme (3 educational coaches observing 35 teachers) provides an external quality assurance mechanism that sustains pedagogical standards.

4.6.2 Sustainability Risks

- Financial dependency: If ITC Infotech's CSR contribution forms a significant portion of teacher salary funding, any reduction creates immediate operational risk. The school's fee structure (EWS students at INR 3,000–8,000) limits the school's own revenue generation capacity.

- CSR awareness gap: The Head Master was not aware of how CSR is specifically utilised is a governance concern — it limits strategic planning and may affect the school's ability to acknowledge, leverage, and advocate for continued CSR support.
- Parental support gap: The most frequently cited challenge by teachers (mentioned by ~50% of respondents in varied forms) is insufficient parental involvement. In a community where many parents work shift-based manufacturing roles, structural barriers to parental engagement may limit the sustainability of learning outcomes at home.
- Infrastructure needs: Parents cited AC classrooms (mentioned 3 times), more buses, better lab infrastructure, and AI tools as improvements needed — indicating that while current infrastructure is rated positively, there is an aspirational gap between current provision and expectations.

Sustainability Rating (Right Dots): MODERATE-GOOD. Strong institutional systems and a 15-year track record are positive sustainability indicators. Financial dependency on CSR and the CSR awareness gap at school leadership level are the primary sustainability risks.

5. Cross-Cutting Themes

5.1 The Parental Support Gap

The single most consistently cited challenge across teacher responses was parental involvement — referenced in various forms by approximately 50% of teacher respondents. Teachers noted that parental support at home (helping with assignments, reinforcing school values, engaging with feedback) is inconsistent, particularly for EWS students. This is a known structural challenge in industrial township schools where working parents on shift schedules have limited time for educational engagement. The school has established multiple touchpoints (PTA meetings post-exams, 1:1 meetings thrice yearly, Saturday open teacher access, MCB app grievance system) that reflect proactive institutional design — but implementation effectiveness depends on parent uptake.

5.2 EWS Student Integration

The Principal noted that EWS students paying between INR 3,000–8,000 per annum are enrolled alongside fee-paying students. The CSR subsidy effectively cross-subsidises the schooling of these EWS children. 92% of teachers confirmed that weaker students have improved, suggesting that the teaching quality funded by the CSR investment benefits the most economically vulnerable students in the school population — not just fee-paying families.

5.3 Digital and Technology Integration

BPSJC demonstrates strong digital integration for a semi-urban school: 100% of teachers use digital tools in class; multiple teachers hold MIEE (Microsoft Innovative Educator Expert) certification; the school adopted the Holistic Progress Card on technology; students access the International Reading Olympiad and CBSE Reading Challenge through digital platforms; and the MCB app provides real-

time school-parent communication. This digital maturity is a direct beneficiary of training investments, and positions the school well for future technology-enabled learning.

5.4 Co-Curricular Achievement as Holistic Development Evidence

The school's co-curricular achievements — national football team selection, national-level classical singing representation, Top 1000 national teams in Youth Ideathon, state-level Kala Ustav — are not peripheral to the CSR impact story. They are its most vivid expression. These achievements demonstrate that ITC Infotech's funding is not merely keeping a school operational; it is enabling children from a remote industrial township to compete and succeed at state and national levels, building skills and aspirations that cannot be generated by classroom instruction alone.

6. Recommendations and Way Forward

Recommendation 1: Address the CSR Awareness Gap at School Leadership Level

The Head Master was not aware of how CSR funds are specifically utilised represents both a transparency gap and a missed strategic opportunity. Right Dots recommends that ITC Infotech establish an annual CSR impact briefing with the school leadership team, including specific disclosure of how CSR funds are allocated (salary vs. activities) and what outcomes are expected. This would enable the school to plan purposefully around CSR support and strengthen accountability.

Recommendation 2: Formalise a Parental Engagement Strategy

Given that parental support is the most frequently cited challenge by teachers, and given the school's already-established PTA infrastructure and MCB app, Right Dots recommends designing a structured parental literacy programme — short workshops on how parents can support learning at home — delivered in the community language. This is a low-cost, high-leverage intervention that could amplify the school's investment in teaching quality.

Recommendation 3: Expand Infrastructure — Air Conditioning and Lab Facilities

Air-conditioned classrooms were the most cited infrastructure improvement request from parents (mentioned 3 times explicitly) and reflects the challenge of learning in Telangana's climate. While this is a capital investment decision, Right Dots recommends that ITC Infotech consider at least one phase of targeted infrastructure support — whether for labs (which would strengthen NEET/JEE coaching) or for climate-controlled learning spaces — as the next CSR investment horizon.

Recommendation 4: Introduce AI and Competitive Exam Preparation in the Curriculum

Multiple parents requested AI tool integration and stronger competitive exam preparation (NEET/JEE coaching continuation, IIT-JEE readiness). The school has already initiated JEE and NEET coaching in the last two years. Right Dots recommends formalising an AI literacy module as part of the computer science curriculum, leveraging the school's existing Microsoft partnership and MIEE-certified teachers.

Recommendation 5: Document and Track EWS Student Outcomes Separately

Currently, no separate data tracking exists for EWS student outcomes. Given that CSR funding effectively subsidises EWS education, disaggregated outcome data (pass rates, Olympiad participation, CCA participation) for EWS students would significantly strengthen the impact narrative and enable targeted support for the most vulnerable students.

Recommendation 6: Establish a Structured CSR Review and Annual Report Mechanism

ITC Infotech should receive an annual structured impact report from BPSJC — covering academic outcomes, CCA achievements, teacher training completion, parent satisfaction, and EWS student metrics. This would create a feedback loop that enables CSR investment to be refined and recognised as a strategic partnership rather than an annual grant.

7. Summary OECD-DAC Assessment Scorecard

OECD-DAC Criterion	Right Dots Rating	Key Finding
Relevance	STRONG ★★★★★	CSR investment targets foundational school needs (salary + activities) in a remote township with no comparable educational alternative
Coherence	STRONG ★★★★★	Investment fully aligned with NEP 2020, CBSE frameworks, and holistic development goals; both inputs are mutually reinforcing
Effectiveness	STRONG ★★★★★	100% teacher training uptake; 96% reporting full application; 93% of parents report child confidence increased; 100% school pass rate over 15 years
Efficiency	MODERATE ★★★☆☆	High activity reach (78% students in 23+ CCA); efficient governance structures; CSR transparency gap at school leadership level limits strategic efficiency
Impact	GOOD ★★★★☆	Documented state and national student achievements; strong convergence between parent and teacher observations of child confidence and holistic development
Sustainability	MODERATE ★★★☆☆	15-year institutional track record is strong; financial dependency on CSR and parental engagement gap are the key sustainability risks

Right Dots Overall Conclusion: ITC Infotech's CSR investment in BPSJC is producing strong, converging evidence of educational quality and student development impact in an underserved semi-urban community. The school's 15-year 100% pass rate, national-level student achievements, and high parent and teacher satisfaction ratings validate the investment's effectiveness. The programme's most critical improvement needs are in CSR communication transparency, parental engagement strategy, and infrastructure. Right Dots recommends continuation and deepening of the partnership with a structured accountability mechanism that captures EWS student outcomes and provides ITC Infotech with annual evidence of impact.

SECTION III — Environmental Sustainability & Livelihoods: Jhalawar

SECTION III

Environmental Sustainability & Rural Livelihoods — Jhalawar, Rajasthan

Social Impact Assessment Report | Right Dots | March 2026

CSR Sponsor: ITC Infotech (ITC RDT) | Implementing Agency: SIIRD | District: Jhalawar, Rajasthan

1. Programme Background

1.1 Context and Rationale

Jhalawar district in southern Rajasthan is characterised by semi-arid agro-climatic conditions where erratic rainfall, depleting groundwater, and limited access to modern agricultural practices have historically constrained rural livelihoods. The majority of the population — small and marginal farmers — depend almost entirely on rain-fed agriculture, leaving them acutely vulnerable to climate variability. Women in this landscape face compounded disadvantages, with limited financial access, low mobility, and minimal economic decision-making power.

ITC Infotech's CSR initiative in Jhalawar, implemented through SIIRD (Society for Integrated and Integrated Rural Development) across 10 villages, combines three mutually reinforcing interventions: Water Harvesting Structures (WSP) — renovation and construction of ponds and MPTs to recharge groundwater and expand irrigated area; Farmer Field Schools (FFS) — climate-smart agriculture training in best practices for yield improvement, input cost reduction, and resilience building; and Self-Help Groups (SHG) — women's livelihood groups for savings, credit access, and economic empowerment.

Right Dots conducted this Social Impact Assessment in March 2026, gathering primary data from 120 farmer beneficiaries, 41 SHG women members, Water User Groups (WUGs), and Panchayati Raj Institution (PRI) leaders across 5 study villages: Bindakheda, Umariya, Kushalpura, Donda, and Mangal.

1.2 Programme Design

Parameter	Details
Programme Location	Jhalawar District, Rajasthan
Implementing Agency	SIIRD (Society for Integrated and Integrated Rural Development)
CSR Sponsor	ITC Infotech / ITC RDT

Total Villages in Programme	10 villages across 3 blocks (Aklera, Bakani, Jhalarapatan)
Study Villages (Right Dots)	Bindakheda, Umariya, Kushalpura, Donda, Mangal
Intervention 1	Water Harvesting Structures (WSP) — Pond renovation & MPT construction
Intervention 2	Farmer Field Schools (FFS) — Climate-smart agriculture training
Intervention 3	Self-Help Groups (SHG) — Women's livelihood and financial inclusion
Assessment Period	March 2026 (field data collection across 5 villages)

1.3 Sample Overview

Stakeholder	Target	Achieved	Villages Covered
Farmer beneficiaries (FFS)	125	120	All 5 villages (25 per village, 20 in Kushalpura)
Non-beneficiary control farmers	35–40	Captured across Bindakheda, Umariya	2 villages
SHG women members	40	41 (10 SHGs: Jai Hanuman, Riddhi-Siddhi, Payal, Vaishnodevi)	Donda, Mangal
Water User Groups (WUG KII)	25–30	5 WUGs (10–12 members each)	All 5 villages
Water Structure Observation	10–12	10 structures (2 per village)	All 5 villages
PRI / Village Leaders (KII)	6–8	5 Sarpanch KIIs	All 5 villages

2. Assessment Methodology

2.1 Evaluation Framework

This assessment applies the OECD-DAC evaluation criteria (Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability) across all three intervention streams. A before-after comparison design is used for agricultural and income outcomes, with non-beneficiary control farmers in two villages providing a comparative reference point. All farmer and SHG data is drawn from Right Dots' primary field surveys conducted in March 2026.

2.2 Village and Intervention Coverage

Village	Block	Distance from Jhalawar	WSP	FFS	SHG
Bindakheda	Aklera	64 km	Yes (2 ponds)	Yes	No

Umariya	Aklera	70 km	Yes (3 structures)	Yes	No
Kushalpura	Bakani	58 km	Yes (3 structures)	Yes	No
Donda	Jhalarapatan	22 km	Yes (2 ponds)	Yes	Yes
Mangal	Jhalarapatan	15 km	Yes (2 ponds)	Yes	Yes

3. OECD-DAC Evaluation — Findings

3.1 Relevance

Is the programme aligned to the genuine needs of Jhalawar's farming communities?

The programme's three-pronged design maps directly onto the most acute vulnerabilities of Jhalawar's rural communities. Panchayati leaders in all five study villages independently identified water shortage and rain-fed dependency as the pre-programme major issue — with Umariya's Sarpanch explicitly stating 'Shortage of water' and Mangal's Sarpanch noting 'Earlier, the land was barren, and crops were grown only during the rainy season.' These are not programme-constructed problems — they are ground realities that the water harvesting intervention directly addresses.

The FFS programme is equally well-targeted. Pre-programme, farmers across all five villages operated with basic to no knowledge of improved agricultural practices, relying on traditional methods that yielded 2–8 quintals per bigha depending on crop and region. 94% of control farmers (non-beneficiaries) reported having experienced crop losses, confirming that climate vulnerability and yield risk are not isolated to any single village but systemic across the geography.

For SHG women in Donda and Mangal, pre-programme savings were minimal (INR 2,000–10,000 annually) and income sources were limited. No access to formal credit was reported before SHG formation. The programme thus addressed a documented financial exclusion gap for rural women.

Relevance Rating (Right Dots): STRONG. All three interventions target verified, community-identified needs in a climate-vulnerable semi-arid geography. No community reported that the programme's focus was misaligned with their priorities.

3.2 Coherence

Is the programme internally consistent and aligned with national priorities?

The three interventions are strongly coherent and mutually reinforcing. Water harvesting creates the physical conditions for expanded irrigation — enabling farmers to move from single-crop rain-fed agriculture to double-cropping. FFS training then equips farmers with the knowledge to maximise this expanded irrigation opportunity through best practices, soil health management, and climate-smart techniques. SHG formation builds the financial inclusion layer that enables women to

invest in agriculture and household welfare from a position of economic agency rather than dependency.

The programme aligns with multiple national schemes: Pradhan Mantri Krishi Sinchayee Yojana (PMKSY) for water conservation, Krishi Vigyan Kendras for climate-smart agriculture, and the National Rural Livelihoods Mission (NRLM) for SHG formation. PRI leaders in Donda and Mangal specifically noted readiness to converge with government schemes, reinforcing complementarity.

Coherence Rating (Right Dots): STRONG. All three interventions are designed as a system — water, skills, and financial inclusion together address the structural constraints of rain-fed smallholder farming in Rajasthan.

3.3 Effectiveness

To what extent has the programme achieved its intended outcomes?

3.3.1 Water Harvesting — Physical Infrastructure Outcomes

Right Dots observed 10 water harvesting structures across all 5 villages (2 per village). All 10 structures were assessed as in Good condition. Groundwater recharge was confirmed at all 10 structures. Structure types included pond renovations and MPT (percolation/tank) construction. The observed structures collectively irrigate significant agricultural areas:

Village	Structures Observed	Type	Households Benefited	Irrigated Area	Recharge Observed
Bindakheda	2 (2023-24, 2024-25)	Pond renovation	10–12 HH	46.95 – 62.66 acres	Yes — both structures
Umariya	3 (across 2023–2026)	MPT + Pond renovation	10–20 HH each	50.65 – 51.89 acres each	Yes — all 3 structures
Kushalpura	3 (2023-24, 2024-25)	Pond renovation + MPT	10 HH each	44.47 acres	Yes — all 3 structures
Donda	2 (2023-24)	Pond renovation	10–14 HH	65–123 acres	Yes — both; partial water in ponds
Mangal	2 (2023-24)	Pond renovation	10 HH each	42 acres each	Yes — both structures

A notable finding from field observations: in Bindakheda and Kushalpura, ponds are recorded as Dry at observation time but with confirmed groundwater recharge. Field notes explain this directly — 'After rain, the water does not stay in the pond; it goes into the ground, that's why the groundwater level got increased.' This is precisely the intended function of percolation-type water harvesting structures: recharge aquifers rather than store surface water. The Donda and Mangal ponds retain partial water, and one structure in Donda is fed by a canal connected to the Sarangkheda Dam, providing more reliable water access.

Umariya's third structure (2025-26) also served an ecological co-benefit — field notes record that it 'helped wild animals drink water during the summer season, and became a relief place for them' — illustrating ecosystem benefits beyond direct agricultural irrigation.

3.3.2 Water Availability — Farmer Perceptions

120 beneficiary farmers rated water availability improvement on a 1–5 scale. The results are strongly positive:

120	4.46 / 5	89% (107 farmers)	All 5 WUGs
Farmers Surveyed	Water Availability (Avg)	Rated 4 or 5	Groundwater Recharge Confirmed

For comparison, non-beneficiary control farmers in Bindakheda rated water availability at an average of 2.70/5 — significantly lower than the beneficiary average of 4.46. This divergence provides indicative evidence that the water structures are generating a differential benefit for participating households, though a full statistical comparison would require a larger control sample.

WUG KIIs across all five villages confirmed: no water use conflicts reported in any village; all WUGs have formal maintenance systems; all have funds for maintenance (member contributions); and all have sustainability plans. Five distinct WUGs were documented: Shri Ram (Bindakheda), Jai Shri Ram (Umariya), Baba Ramdev (Kushalpura), Bajrang Bali (Donda), and Dev Narayan Jal Samooh (Mangal).

3.3.3 FFS — Agricultural Practice Adoption

Farmer Field School adoption outcomes are near-universal:

119 / 120 (99%)	110 / 120 (92%)	3.91 / 5	80% (96 farmers)
Adopted New Practices	Crop Loss Reduced	Climate Resilience (Avg)	Rating 4–5 Climate Resilience

Practices adopted by farmers spanned soil fertility management, improved seed varieties, optimised irrigation scheduling, organic input supplementation, and double-cropping where water availability allowed. Key practices cited include: soil fertility management (Umariya: 'Soil fertility increased'), double-cropping through water management (Kushalpura), and ITC Mars integration for soybean varieties (Umariya). 80% of farmers rated their climate resilience improvement at 4 or 5 out of 5, indicating that the FFS training translated into perceived adaptive capacity — not just immediate yield gains.

3.3.4 Agricultural Yield — Before and After

All 120 farmers reported yield data before and after programme participation. While figures are expressed in varied units (bigha, quintal) making cross-village aggregation imprecise, the directional pattern is consistent across all five villages:

Village	Sample Yield Before	Sample Yield After	Approx. Change	Key Crops
Bindakheda	4–6 qtl/bigha	6–9 qtl/bigha	+40–60%	Wheat, Corn
Umariya	2–8 qtl/bigha	3.5–13 qtl/bigha	+50–90%	Wheat, Soyabean
Kushalpura	4.5–7.5 qtl/bigha	6–9 qtl/bigha	+25–40%	Wheat, Soyabean
Donda	2–7 qtl/bigha	5–12 qtl/bigha	+65–100%	Wheat, Corn
Mangal	1.5–8 qtl/bigha	3–12.3 qtl/bigha	+35–100%	Wheat, Soyabean

Note: These are self-reported recall estimates and should be interpreted as directional rather than precise measures. The consistent pattern of improvement across all five villages, reported by 120 independent respondents, provides reasonable confidence in the direction of change, though independent crop cutting surveys would strengthen precision.

3.3.5 Farm Income — Before and After

Farm income data was collected per bigha (approximately 0.6 acres) across all villages. Calculated averages from the 120 respondents show substantial increases:

Village	Avg Income Before (INR/bigha)	Avg Income After (INR/bigha)	% Change	Farmers
Bindakheda	10,840	15,962	+47%	25
Umariya	12,013	22,704	+89%	25
Kushalpura	10,980	15,575	+42%	20
Donda	11,738	20,157	+72%	25
Mangal	11,448	16,354	+43%	25
Overall Average	11,384	18,150	+59%	120

The overall average income increase of approximately 59% per bigha across 120 surveyed farmers represents a substantial improvement in rural household livelihoods. Umariya recorded the highest income increase (89%), likely reflecting the combination of three water structures and strong ITC Mars soybean programme integration. These are self-reported income estimates and carry typical recall limitations; however, the consistent directional improvement across all five villages, and the alignment with yield improvement data, provides reasonable confidence in the overall magnitude.

82% of farmers rated the overall benefit from the programme at 4 or 5 out of 5 — a strong satisfaction signal from the primary beneficiary group.

3.3.6 SHG — Women's Economic Empowerment

Right Dots surveyed 41 SHG women members across Donda (4 SHGs: Jai Hanuman, Riddhi-Siddhi) and Mangal (2 SHGs: Payal, Vaishnodevi). Income, savings, and agency outcomes are transformative:

41	INR 20,000	INR 40,854	+104%	100%	85%
SHG Members Surveyed	Avg Income Before	Avg Income After	Income Increase	Access to Loan	HH Income Contribution

Average income doubled — from INR 20,000 to INR 40,854 annually — among the 41 surveyed SHG members. Savings increased dramatically: before SHG formation, most members had INR 2,000–10,000 in savings; after, savings ranged from INR 10,000 to INR 30,000. 100% of members reported access to loans through the SHG, enabling productive investment. On average, SHG members now contribute 85% of their earnings to household income.

Beyond economic metrics, the agency and empowerment dimensions showed equally strong results:

Empowerment Dimension	Average Rating (1–5)	Rated 4 or 5	Interpretation
Decision-making power	4.71 / 5	40 of 41 (98%)	Near-universal sense of increased household voice
Confidence level	4.63 / 5	38 of 41 (93%)	Strong self-efficacy gains
Mobility / freedom of movement	4.61 / 5	38 of 41 (93%)	Greater ability to participate in community life

SHG members reported using SHG income for: building new homes (Prakashbai, Guddi Bai — Donda; Madhu, Gayatri — Mangal), livestock purchase (Krishnabai — Donda; Sanju — Mangal), household asset acquisition, and improving children's education (Manju — Mangal: 'Improvement in education'). These uses confirm that SHG income is being channelled into durable household assets and human capital investment — markers of genuine poverty reduction rather than temporary income supplementation.

> *Before the SHG, I had no savings. Now I have INR 15,000 saved and I took a loan to build a new house. I also contributed to my daughter's education. The SHG gave me a sense of power I had never felt before.*
>
> **— SHG Member — Mangal (Survey, March 2026)**

> *The source of income has increased. After the pond construction and FFS training, we started doing double-cropping. Water is available now, so we can plan beyond just the rainy season.*
> **— Farmer Beneficiary — Kushalpura (Survey, March 2026)**

> *Earlier, the land was barren, and crops were grown only during the rainy season. Now we grow wheat, we have water. Income has improved. The ITC programme made this possible.*
> **— Sarpanch — Mangal Village (PRI KII, March 2026)**

Effectiveness Rating (Right Dots): STRONG. All three interventions demonstrate measurable, documented positive outcomes: confirmed groundwater recharge in all 10 structures; 99% FFS adoption; 59% average farm income increase among 120 farmers; 104% income increase among 41 SHG women. PRI leaders rated agriculture productivity and livelihoods change at 4–5/5 across all villages.

3.4 Efficiency

Are programme resources deployed optimally relative to outcomes achieved?

This assessment evaluates efficiency through programme design and asset utilisation indicators — specifically, how effectively the three interventions have structured delivery to maximise reach, durability, and community ownership of outcomes. Across all three intervention streams, the design choices reflect strong efficiency thinking:

- Water structures in all 5 villages are in Good condition as observed in March 2026, confirming that the physical assets are functioning as intended beyond their construction year — a positive indicator of capital investment durability.
- WUG community maintenance systems — where group members collectively fund and execute maintenance — represent a zero-additional-cost sustainability model for the programme, multiplying the longevity of CSR capital investment.
- The FFS model delivers knowledge that compounds over seasons — the same farmer who learned soil health practices in 2023-24 is still applying and sharing them in 2026, suggesting high knowledge retention efficiency relative to one-time training cost.
- SHG formation creates a self-funding financial institution — once formed and trained, SHGs generate their own capital through member savings, requiring minimal ongoing programme investment to sustain financial flows.

The primary efficiency concern is geographic dispersion: with 10 programme villages spread across three blocks (Aklera, Bakani, Jhalarapatan) with distances ranging from 15 to 73 km from Jhalawar, field supervision and monitoring costs are likely high. The concentration of SHG interventions in only 2 of 10 villages (Donda and Mangal) also limits the reach of the women's livelihood component relative to the overall programme footprint.

Efficiency Rating (Right Dots): MODERATE-GOOD. Physical assets are durable; community maintenance reduces recurrent costs; knowledge-based interventions compound over time.

Geographic dispersion and limited SHG coverage limit overall efficiency of women's empowerment component.

3.5 Impact

What broader, sustained changes has the programme generated?

3.5.1 Agricultural and Economic Impact

The programme has shifted the fundamental production function of smallholder farming in study villages — from single-season, rain-fed subsistence agriculture to multi-cycle, irrigated production with improved inputs and techniques. This is not an incremental improvement but a structural transformation of the farming system. Double-cropping, enabled by water availability and supported by FFS technical knowledge, has effectively created new income cycles that did not exist before the intervention.

For context: at an average pre-programme income of approximately INR 11,384 per bigha, and an average farm holding of 2–6 acres (approximately 5–15 bighas), farmer annual household incomes from agriculture likely ranged from INR 55,000–170,000. A 59% average increase translates to an additional INR 32,000–100,000 in annual household income per farmer — a significant increment in a rural economy where this represents 30–60% of baseline household earnings.

3.5.2 Gender and Social Impact

The SHG programme's impact on women extends well beyond income. The 98% rating for increased decision-making power and 93% rating for increased confidence, collected two or more years after SHG formation, indicate that the empowerment gains are durable and not merely post-training enthusiasm. The near-unanimous report of improved mobility is particularly significant in the Rajasthan context, where women's freedom of movement has traditionally been restricted by social norms.

PRI leaders in all five villages, when asked for suggestions, consistently prioritised women's skills training and self-employment as their top development request — reflecting a community-level recognition that women's economic empowerment is both needed and possible. Sarpanch suggestions across villages included: training for papad and incense stick making, weaving and embroidery training, women's Farmer Producer Groups, and cold storage for agricultural produce — all pointing to organic demand for the SHG model's expansion.

3.5.3 Environmental Impact

The confirmed groundwater recharge across all 10 observed structures, combined with WUG reports of rising well water levels (Mangal: 'The water level in the lower wells increased due to the pond'), represents a genuine environmental impact on the local hydrological cycle. In a semi-arid district where groundwater depletion is a structural challenge, pond-based aquifer recharge has community-wide benefits extending beyond the direct beneficiary households — neighbouring farmers with wells benefit from improved groundwater levels, and wildlife gains dry-season water access (Umariya).

3.5.4 Institutional Impact — WUG and Community Governance

The formation of 5 formally governed Water User Groups — with named groups, constituted memberships (10–12 members each), maintenance funds, and documented sustainability plans — represents an institutional legacy that outlasts the programme's direct investment phase. Communities now have an organisational mechanism for managing shared water resources collectively, with no reported water use conflicts across any of the five study villages.

Impact Rating (Right Dots): STRONG. Transformative shift from rain-fed to irrigated multi-season farming; 59% farm income increase; 104% SHG income increase with strong agency gains; confirmed groundwater recharge in all 10 structures; community water governance institutionalised through 5 WUGs.

3.6 Sustainability

Are the outcomes and institutional changes likely to persist?

3.6.1 Sustainability Strengths

- Water structures: All 5 WUGs have formal maintenance systems, maintenance funds (member-contributed), and stated sustainability plans. No water conflicts reported in any village. WUGs were formed as early as 2013 in Umariya, confirming multi-year sustainability of community water governance.
- Agricultural practices: 99% of farmers report adopting new practices; the farm income gains create a self-reinforcing incentive to continue improved practices. Soil fertility improvements compound over seasons, increasing returns over time.
- SHG financial sustainability: SHGs generate their own capital through savings cycles. Loan access enables productive investment. The 104% income increase creates a positive spiral of savings and reinvestment. SHGs in Mangal have been operational since 2017, confirming multi-year durability.
- Institutional embeddedness: PRI leaders in all five villages expressed active support for the programme, with 4 of 5 Sarpanches aware of the ITC programme and rating community participation as High.

3.6.2 Sustainability Risks and Challenges

- Climate change vulnerability persists: The most frequently cited challenge among the minority of farmers with substantive concerns (not 'No') was climate change, followed by fertiliser shortages and limited access to premium quality seeds. These structural supply-chain and climate challenges are beyond the programme's scope but represent ongoing risks to sustained yield gains.
- SHG coverage gap: Only 2 of 10 programme villages have SHG components (Donda and Mangal, both in Jhalarapatan block). The remaining 8 villages, including all Aklera villages, lack the women's livelihood dimension. This is both a sustainability gap and an equity gap — women in Bindakheda, Umariya, and Kushalpura are not yet beneficiaries of the financial inclusion component.

- Input supply gaps: Shortage of urea fertilisers and limited availability of premium seeds are cited as recurring operational constraints, suggesting that improved techniques without reliable input supply chains partially limits yield potential.
- PRI ITC awareness gap: Bindakheda's Sarpanch was not aware of ITC's programme despite noting high community participation and positive outcomes — mirroring the transparency gap found in the BPSJC project. This limits convergence with government schemes and hampers the community's ability to advocate for continued external support.

Sustainability Rating (Right Dots): GOOD. Community institutions (WUGs, SHGs) are self-sustaining; agricultural practice adoption has created durable income improvements; multi-year SHG operation confirmed. Primary risks are climate change exposure, input supply chain constraints, and limited SHG geographic coverage.

4. Cross-Cutting Themes

4.1 Before-After vs. Control Comparison

Right Dots compared beneficiary and non-beneficiary farmers on water availability ratings in Bindakheda and Umariya. Beneficiary farmers in Bindakheda rated water availability at an average of 4.7/5, while non-beneficiary control farmers in the same village averaged 2.7/5. While the control sample is small and selection effects cannot be ruled out (beneficiaries may differ from non-beneficiaries in other ways), this 2-point differential in the same village provides indicative evidence that the water structures are generating a genuine differential benefit rather than reflecting general environmental improvement.

Control farmers in Bindakheda also reported 100% crop loss experience, compared to the beneficiary village-wide pattern where crop losses were substantially reduced. This comparison, while not conclusive, supports the programme's agricultural effectiveness claim.

4.2 Gender Equity — SHG as a Transformative Model

The SHG impact data is the most striking finding in this assessment. A 104% average income increase, near-universal improvement in decision-making power, confidence, and mobility among 41 women — measured two or more years after SHG formation — constitutes strong evidence of durable women's empowerment. The fact that Mangal's SHGs were formed in 2017 and members still report high empowerment ratings in March 2026 is a particularly important sustainability signal.

Every PRI leader surveyed, unprompted, requested expansion of women's vocational training and self-employment opportunities as their primary programme suggestion — indicating that the community recognises and values the SHG model and desires its expansion. This bottom-up demand is a powerful argument for scaling the SHG component across all 10 programme villages.

4.3 Community Participation and Ownership

Community participation was rated as High by all 5 Sarpanches. No exclusion was observed in any village. WUGs have built genuine ownership of water structures, reflected in self-funded maintenance and conflict-free water sharing. The programme has successfully navigated the transition from external intervention to community-owned assets — the most important marker of a sustainable rural development programme.

4.4 Key Challenges Cited by Farmers

Among farmers who cited substantive challenges (approximately 30% of the sample), the most common issues were:

Challenge	Villages Where Cited	Nature of Issue
Climate change / unpredictable rainfall	Umariya, Donda	Structural — beyond programme scope
Shortage of urea / fertilisers	Umariya, Donda	Supply chain — government and market issue
Limited availability of premium seeds	Umariya, Donda, Kushalpura	Input market access gap
Lack of knowledge of new techniques	Umariya, Donda	Suggests continued FFS need
Limited access to crop insurance / bank loans	Donda	Financial inclusion gap beyond SHG

5. Recommendations and Way Forward

Recommendation 1: Expand SHG to All 10 Programme Villages

The SHG component currently covers only 2 of 10 programme villages. Given the 104% income increase and near-universal empowerment gains documented in Donda and Mangal, extending SHG formation to Bindakheda, Umariya, Kushalpura, and the four remaining villages is the single highest-impact programme expansion available. PRI leaders in all five assessed villages have explicitly requested women's economic empowerment support — the community demand exists.

Recommendation 2: Strengthen Input Supply Chain Access

Fertiliser shortages and limited premium seed availability are the most commonly cited operational challenges limiting yield potential. SIIRD and ITC RDT should explore partnerships with input suppliers, FPO (Farmer Producer Organisation) models, or bulk procurement arrangements to ensure that the skills gained through FFS are not constrained by input supply chain gaps.

Recommendation 3: Formalise ITC Programme Awareness at PRI Level

Bindakheda's Sarpanch was unaware of ITC's specific role, despite being positive about the programme's outcomes. Formalising annual PRI-level engagement sessions — where ITC

RDT/SIIRD communicates programme scope, CSR source, and convergence opportunities — would strengthen government scheme integration, improve community advocacy for continuation, and address the transparency gap noted in multiple stakeholders.

Recommendation 4: Introduce Crop Insurance and Financial Literacy Linkages

Farmers in Donda cited lack of access to crop insurance and bank loans as barriers to fully realising income potential. Integrating linkages to PMFBY (Pradhan Mantri Fasal Bima Yojana) and Kisan Credit Card within the FFS curriculum would complement the agricultural training with financial risk management — a critical gap for small and marginal farmers in a climate-variable region.

Recommendation 5: Establish a Farmer Producer Organisation (FPO)

Multiple Sarpanches and the Mangal PRI leader specifically requested Farmer Producer Groups as a next-step intervention. An FPO would enable collective bargaining for input procurement and output marketing, cold storage access, and access to institutional credit — compounding the income gains already achieved through individual FFS. This recommendation is directly aligned with community-expressed demand and the scale of agricultural transformation already documented.

Recommendation 6: Document and Track Environmental Impact Formally

Groundwater recharge is confirmed by field observation but currently only captured qualitatively. Introducing a simple groundwater monitoring protocol — pre- and post-monsoon well depth measurements at 2–3 wells per village — would enable quantified environmental impact reporting, strengthening the programme's sustainability credentials and enabling contribution to regional water table data.

6. Summary OECD-DAC Assessment Scorecard

OECD-DAC Criterion	Right Dots Rating	Key Finding
Relevance	STRONG ★★★★★	Directly addresses verified community needs: water scarcity, rain-fed vulnerability, women's financial exclusion — all confirmed by PRI leaders and control farmer data
Coherence	STRONG ★★★★★	Three interventions form a mutually reinforcing system; aligned with PMKSY, NRLM, and CBSE-equivalent national schemes
Effectiveness	STRONG ★★★★★	99% FFS adoption; confirmed groundwater recharge across all 10 structures; 59% farm income increase (120 farmers); 104% SHG income increase (41 women); 82% rate overall benefit at 4–5/5
Efficiency	MODERATE ★★★☆☆	Physical assets durable; community self-maintenance systems reduce recurrent cost; geographic dispersion and limited SHG coverage reduce efficiency footprint
Impact	STRONG ★★★★★	Structural shift from rain-fed to irrigated multi-season farming; transformative women's empowerment; confirmed

		environmental groundwater recharge; 5 community WUGs institutionalised
Sustainability	GOOD ★★★★☆	WUGs self-funded; SHGs operational 7+ years in Mangal; agricultural income gains self-reinforcing; climate change and input supply remain external risks

Right Dots Overall Conclusion: The Jhalawar environmental sustainability and rural livelihoods programme represents ITC Infotech's most impactful CSR intervention across the three projects assessed. The combination of water harvesting infrastructure, climate-smart agricultural training, and women's self-help groups has generated a documented structural transformation in the livelihoods of farming communities in a water-scarce district of Rajasthan. The 59% average farm income increase across 120 farmers and 104% income increase among 41 SHG women — sustained over two or more years — confirm that this is genuine, durable impact rather than temporary uplift. Right Dots strongly recommends continuation, with priority expansion of SHG coverage to all 10 programme villages, FPO formation, and formalisation of the ITC programme's visibility at the community governance level.

INTEGRATED CLOSURE AND WAY FORWARD

C.1 What the Evidence Tells Us — An Integrated Reading

Viewed independently, each of ITC Infotech's three 2023–24 CSR programmes tells a compelling story. Viewed together, they reveal something more significant: a coherent CSR portfolio that is delivering meaningful impact at the intersection of skills, education, and environment across five states and communities that have limited alternatives.

The three programmes serve very different populations — urban IT aspirants in Tamil Nadu, school children of industrial workers in Telangana, and marginal farmers in Rajasthan — yet they share common structural features that explain their effectiveness: they meet verified, community-identified needs; they are implemented through credible partners with institutional track records; and they invest in both human capability (skills, knowledge, confidence) and physical infrastructure (school facilities, water structures) that outlasts the funding period.

C.2 Comparative Impact at a Glance

Dimension	ASPIRE	BET School	Jhalawar
Primary beneficiaries	763 IT students	~1,800 school students	120 farmers + 41 SHG women
Most significant finding	65% feel career sustained by ASPIRE 2 yrs on	100% pass rate; 93% confidence increase	104% SHG income increase; confirmed GW recharge

Strongest OECD dimension	Relevance + Effectiveness	Relevance + Coherence + Effectiveness	Relevance + Impact + Sustainability
Primary gap identified	Post-programme support / alumni network	CSR transparency + parental engagement	SHG geographic coverage + input supply chain
Gender equity strength	62% female beneficiaries	School is co-educational; EWS inclusion	SHG: 100% women; near-universal empowerment gains
Sustainability signal	Faculty knowledge cascade (ASPIRE institutions)	15-yr institutional track record; WUG governance	Multi-year SHG operation; self-funded WUGs
Key recommendation	Alumni network + NSQF certification	AI tools + EWS outcome tracking	SHG expansion to all 10 villages + FPO formation

C.3 Shared Structural Challenges Across All Three Programmes

While the three programmes are contextually distinct, Right Dots identified three structural challenges that appear across all three assessments:

Challenge 1: CSR Visibility and Transparency at the Community Level

In both the BET School and Jhalawar assessments, frontline institutional leaders (the Head Master and Bindakheda's Sarpanch) were either unaware or only partially aware of ITC Infotech's specific CSR role and funding. This is not a failure of programme delivery but a failure of communication — and it has strategic consequences. Communities that do not know who funded their school or their water structure cannot advocate for its continuation, cannot leverage it to attract complementary government investments, and cannot hold the CSR donor accountable for quality. Right Dots recommends that ITC Infotech institute a simple annual CSR visibility protocol across all programme sites — a brief plaque, an annual community meeting, or a programme update letter to Sarpanches and school principals — that makes the CSR investment visible to those it serves.

Challenge 2: The Post-Programme Support Gap

None of the three programmes has a structured post-programme engagement mechanism. ASPIRE students receive a certificate and then have no further touchpoint with ITC Infotech or ICT Academy. BET School's parent engagement is strong in-year but lacks a structured alumni network for graduates. Jhalawar's WUGs and SHGs are self-functioning but receive no structured monitoring or facilitation support. In development practice, this is known as the 'last mile problem' — the most vulnerable beneficiaries often need continued light-touch support to consolidate gains and navigate setbacks. ITC Infotech should consider establishing a shared post-programme support mechanism — a helpdesk, a digital community, or a quarterly visit protocol — as a standard feature of all CSR programme design going forward.

Challenge 3: Measuring What Matters — The Data Gap

ITC Infotech's implementing partners produce closure reports that are rich in activity data (number of sessions, beneficiaries trained, structures built) but thinner on outcome data (income changes,

confidence trajectories, groundwater levels over time). This Right Dots assessment filled part of that gap — but only retrospectively and at significant survey cost. A more efficient approach would be to embed outcome measurement at 6-month and 12-month intervals as a programme design feature, using simple structured tools that field staff can administer. This would eliminate the need for large-scale retrospective surveys and enable real-time course correction.

C.4 Strategic Recommendations for ITC Infotech's CSR Portfolio

#	Recommendation	Applies To	Timeline	Expected Outcome
1	Establish alumni/follow-on touchpoint for all three programmes. Minimum viable: digital community + quarterly update for each cohort.	All three	6 months	Improved sustainability; reduced post-programme drop-off
2	Formalise CSR visibility at all programme sites — community meeting, signage, and annual PRI/principal briefing with programme outcomes.	BET + Jhalawar + ASPIRE	Immediate	Community advocacy; government convergence; accountability
3	Expand SHG programme to all 10 Jhalawar villages and initiate FPO formation for agricultural collective marketing.	Jhalawar	Next funding cycle	Women's income uplift; collective bargaining; input access
4	Embed 6-month and 12-month outcome surveys as standard programme design requirement across all CSR programmes.	All three	Programme design	Real-time monitoring; early course correction; stronger M&E
5	Update ASPIRE curriculum with AI literacy module and explore NSQF Level 4 alignment for certification.	ASPIRE	Next cohort	Enhanced employability; credential recognition
6	Commission a dedicated EWS student outcomes study at BET School to quantify the social return on CSR subsidy for economically weaker students.	BET School	6–9 months	Evidence base for CSR value in education equity
7	Introduce groundwater monitoring protocol (pre/post monsoon well depth) at all 10 Jhalawar programme villages.	Jhalawar	Next monsoon season	Quantified environmental impact; climate adaptation data

C.5 A Framework for ITC Infotech's CSR 2025–26

Based on Right Dots' findings across all three programmes, we propose the following strategic framework for ITC Infotech's CSR portfolio design in 2025–26:

PRINCIPLE	WHAT IT MEANS	HOW IT APPLIES IN 2025-26
Deepen Before Scaling	The evidence base across all 3 programmes is strongest in core geographies. Premature expansion risks diluting impact.	Extend ASPIRE to more Assam colleges with differentiated curriculum. Expand SHG to remaining 8 Jhalawar villages.
Institutionalise Learning	The retrospective nature of this assessment reveals a data gap that ongoing M&E would have prevented.	Mandate 6-month outcome surveys for ASPIRE, annual school outcome reports for BET, and biannual water monitoring for Jhalawar.
Invest in Sustainability	All three programmes show sustainability gaps that are addressable at modest cost relative to the primary programme investment.	Alumni network for ASPIRE, Farmer Producer Organisation for Jhalawar, and structured EWS tracking for BET School.

Right Dots' Closing Statement: ITC Infotech's 2023–24 CSR portfolio is a genuine force for good in the communities it reaches. The evidence across all three programmes — collected independently, two years after programme completion — confirms that the investments are relevant, the interventions are effective, and the outcomes, while variable in durability, are largely on the right trajectory. The primary challenge going forward is not effectiveness but sustainability: how to ensure that the capabilities, livelihoods, and institutional structures built through CSR funding continue to grow after the funding ends. Right Dots believes ITC Infotech has the portfolio, the partners, and the evidence base to make that transition well.

GLOSSARY OF TERMS AND ACRONYMS

Term / Acronym	Definition
ASPIRE	Empowered by ITC Infotech — ICT Academy's STEM education and IT skills training programme for undergraduate students, targeting women and socio-economically disadvantaged youth.
BCA	Bachelor of Computer Applications — an undergraduate degree in computer applications, common among ASPIRE beneficiaries.
BET School / BPSJC	Bhadrachalam Public School and Junior College, Sarapaka, Telangana — a CBSE-affiliated school run by the ITC Bhadrachalam Education Trust.
B.Ed.	Bachelor of Education — a professional degree qualifying individuals to teach at school level, held by most surveyed teachers.
Bigha	A traditional unit of land area used in Rajasthan, approximately 0.6 acres. Farm income in Jhalawar is reported per bigha.
CBSE	Central Board of Secondary Education — the national school board under which BPSJC is affiliated.
CIET-NCERT	Central Institute of Educational Technology, National Council of Educational Research and Training — provides teacher training programmes referenced in BPSJC's training schedule.
CCA	Co-Curricular Activities — structured activities conducted at BPSJC beyond academic instruction, including sports, arts, cultural events, and competitions.
CSR	Corporate Social Responsibility — mandatory and voluntary contributions by companies toward social, environmental, and developmental goals, governed by Section 135 of the Companies Act 2013 in India.
EWS	Economically Weaker Sections — students and families below a defined income threshold, eligible for subsidised or reserved seats in educational institutions.
FFS	Farmer Field Schools — a participatory adult education methodology developed by FAO, adapted for climate-smart agriculture training in the Jhalawar programme.
FGD	Focus Group Discussion — a qualitative data collection method involving 8–10 participants discussing a topic in a structured group setting, used in the Jhalawar field assessment.
FPO	Farmer Producer Organisation — a collective of farmers registered as a legal entity to enable collective input procurement, output marketing, and access to institutional credit. Recommended for Jhalawar.
GW / Groundwater Recharge	The process by which surface water percolates into aquifers, raising groundwater levels — the primary environmental mechanism of the pond renovation structures in Jhalawar.
HPC	Holistic Progress Card — a technology-enabled student assessment tool introduced at BPSJC, replacing traditional marks-based reporting with multi-dimensional developmental tracking.

ICT Academy	A not-for-profit PPP organisation under the Government of India and Government of Tamil Nadu, implementing the ASPIRE programme for ITC Infotech.
ITC RDT	ITC Rural Development Trust — the arm of ITC Limited that oversees rural development and CSR programmes in agricultural and environmental domains.
KII	Key Informant Interview — a qualitative method involving in-depth structured conversation with a subject matter expert, institutional leader, or programme stakeholder.
MCB App	My Class Board — a digital school-parent communication platform used by BPSJC for grievance resolution, homework sharing, and event communication.
MIEE	Microsoft Innovative Educator Expert — a certification awarded to educators demonstrating innovative use of Microsoft tools in the classroom; held by several BPSJC teachers.
MPT	Masonry Percolation Tank — a water harvesting structure designed to hold rainwater temporarily and facilitate its percolation into the ground, recharging groundwater. Used in Bindakheda, Umariya, and Kushalpura.
NEP 2020	National Education Policy 2020 — India's comprehensive education reform framework emphasising holistic, experiential, and foundational learning, referenced in BPSJC's teacher training.
NISHTHA	National Initiative for School Heads and Teachers' Holistic Advancement — a NCERT-led national teacher training programme referenced in BPSJC's 2023–24 training schedule.
NRLM	National Rural Livelihoods Mission — a Government of India programme for rural poverty reduction through SHG formation and financial inclusion, aligned with the Jhalawar SHG component.
NSQF	National Skills Qualifications Framework — India's competency-based framework for skill certification; alignment recommended for ASPIRE certification in the report.
OECD-DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee — the source of the six evaluation criteria (Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability) used throughout this report.
PGT	Post-Graduate Teacher — a teacher category in CBSE schools qualified to teach Grades 11 and 12 (Senior Secondary).
PMFBY	Pradhan Mantri Fasal Bima Yojana — India's national crop insurance scheme; cited by non-beneficiary control farmers as their primary risk management tool.
PRI	Panchayati Raj Institution — India's constitutionally mandated village-level self-governance system; Sarpanch (village head) KIIs were conducted in all five Jhalawar study villages.
Quintal	A unit of mass equal to 100 kg, used to measure agricultural yield (output per bigha) in Jhalawar.
Right Dots	The independent social impact assessment firm commissioned by ITC Infotech to conduct this assessment. Based in Coimbatore, Tamil Nadu.
SGT	Special Grade Teacher — a teacher category in CBSE schools for primary-level instruction (Grades 1–5).

SHG	Self-Help Group — a community-based microfinance group, typically of 10–20 women, practicing collective savings and providing internal loans to members. Two SHGs per village were surveyed in Donda and Mangal (Jhalawar).
SIA	Social Impact Assessment — the systematic analysis of a programme's outcomes and impacts on people and communities, conducted by an independent third party.
SIIRD	Society for Integrated and Integrated Rural Development — the implementing NGO partner for the Jhalawar water, agriculture, and SHG programme.
TGT	Trained Graduate Teacher — a teacher category in CBSE schools for secondary-level instruction (Grades 6–10).
WSP	Water Structure / Water Harvesting Project — the physical infrastructure component of the Jhalawar programme, comprising pond renovation and MPT construction across 10 villages.
WUG	Water User Group — a community collective formed to manage, maintain, and govern shared water harvesting structures. Five WUGs were documented in Jhalawar study villages.
XSEED	An educational programme and coaching model used at BPSJC; three XSEED coaches observed 35 teachers and provided pedagogical feedback during 2023–24.

Annexure – Pictures from Field Visits