Impact Assessment Report of 7 CSR Projects

Redington Limited

May 2025

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01

Executive Summary

Executive Summary

01 AWAKE – Restoration of Water Bodies

Project Overview

Key Stakeholders Interacted With: Community members, Panchayat members, head of school, and project head of DHAN Foundation

Project period:
September 2022 – March 2023 (Phase II)

Location:
Jawadhu Hills and Kalvarayan Hills in Tamil Nadu

Implementing partner:
DHAN Foundation

CSR Spend:
~ INR 1.05 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- Renovation of community wells led to increased access to water and saved women and children on an **average 3 hours per day**.
- Restoration of village ponds led to increase in **agriculture land under cultivation on an average by 80% per farmer** and agriculture **productive increase by 83**% for little millet and 75% for paddy**.**
- Distribution of solar home lights gave community members a **reliable source of lighting** and solar lamps were used for 5-6 hours per day.

Key Recommendations

- Redington should consider **integrating capacity-building sessions** focused on equipping households with the essential skills and practical knowledge required for sapling care, effective water conservation techniques, and the efficient use of solar energy systems.
- By **leveraging relevant government schemes** and aligning project activities with flagship initiatives, Redington could enable resource convergence and ensure a wider reach of the project.
- Redington could extend support through the **provision of essential inputs such as manure and insecticides** to enhance the survival rate of mango saplings.

Executive Summary

02

Integrated Water, Sanitation and Hygiene Project in Schools

Project Overview	Key Stakeholders Interacted With:	Teachers, SMC members, parents, MDM workers, CCC members, WASHi official, government official, heads of schools

Project period:
July 2022 – August 2023

Location:
Uluberia, West Bengal
Faridabad, Haryana

Implementing partner:
WASH Institute (WASHi)

CSR Spend:
~ INR 1.86 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- The support by Redington has **reduced challenges faced** by students in accessing toilets in their school **by 76**%.
- The provision of UV sterilised drinking water machine has **decreased the incidence of water borne infections / illnesses by 88%.**
- Capacity Building and Awareness sessions have increased **student knowledge about WASH by 59%.**
- **74%** students reported sharing of good practices related to WASH with parents at home.

Key Recommendations

- **Expanding the project to more schools** and regions can enhance its positive impact by reaching underserved areas. Additionally, adding **facilities for male staff in girls' schools** could increase support and inclusivity.
- Redington could **hold regular community workshops and feedback sessions**, thus reinforcing community ownership and involvement for sustainable impact.
- **Hygiene awareness activities** targeting both male and female students, can be added, which can foster peer sensitisation, enhancing mutual understanding and collaboration.

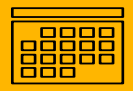
CCC – Child Cabinet Committee, MDM – Mid Day Meal, SMC – Student Management Committee

Executive Summary

03 Bridging the FLN and Digital Literacy Gap with Tablet-Enabled Learning

Project Overview

Key Stakeholders Interacted With: Students, teachers, heads of school, parents, resource persons, government official, LLF team member



Project period:
September 2022 – February 2023
(Phase II)

Location:
Pandalur, Tamil Nadu

Implementing partner:
Learning Links Foundation (LLF)

CSR Spend:
~ INR 0.37 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- **Over 95% of students reported significant or moderate improvement** in reading fluency, math problem-solving, and overall understanding**.**
- Tablet-based learning brought **significant or moderate change in attendance and regularity for 78%** of the students**.**
- **32% reported significant improvement in their digital literacy levels**, while 65% saw moderate improvement.
- Overall, 46% reported **significant improvement in their interest in academics and learning.**

Key Recommendations

- Given the limited access to digital devices at home, the project **should have been sustained for a longer period** and more tablets should have been retained at school for students to further develop their learning levels in a consistent manner.
- Resource Persons played a central role in this intervention and teachers supported their efforts. Workshops and **training sessions on blended learning strategies** could have been held for teachers and **more guidance and motivation** given to enable them to change their core classroom strategies.

Executive Summary

04

Scholarship Support for IT Training and Provision of Laptops

Project Overview

Key Stakeholders Interacted With: Recipients of the laptops, scholarship recipients, managers at placement organisations, university administration.

Project period:
2022 – 2023

Location:
SSN Institutions and Shiv Nadar University, Chennai

Implementing partner:
SSN Trust

CSR Spend:
~ INR 0.64 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- More than 90% reported the laptop **improved their academic performance**, allowed them to complete homework assignments and undertake research projects.
- Recipients experienced significant benefits like **reduced financial stress (90%), improved focus on learning (94%), and increased self-confidence** and self-respect (85%).
- Recipients who completed the data science course felt well-prepared for job transitions, with **knowledge and skills exceeding peers** from other institutions. Redington's scholarship was vital for **affordability**, **transforming careers and fostering responsibility.**

Key Recommendations

- **LAPTOP**: For those students who do not get placed immediately upon graduation, Redington could allow them to **retain their laptops** so that they can continue searching for jobs or enhancing their learning. The need for the same could be reviewed on a case-to-case basis.
- **SCHOLARSHIP**: Although the data science programme has been discontinued at SSN, Redington could **support underprivileged students in other institutions** who are undertaking data science courses, as it can make a significant difference to their career paths and build sustainable livelihoods.

Executive Summary

05

Scholarship Programme for Needy Students

Project Overview	Key Stakeholders Interacted With:	Scholarship recipients, NSDL Protean Tech official

Project period:
September 2022 – March 2023

Location:
Pan India

Implementing partner:
NSDL/ Protean eGov Technologies Limited

CSR Spend:
~ INR 0.74 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- 97% reported that the scholarship **improved their access to quality education** and **focus on academics.**
- The scholarship enhanced recipients' sense of security, with 90% reporting it **significantly boosted their self-confidence and self-respect.**
- 65% felt the selection criteria were **fair and easy to understand** and the same percent agreed they received the scholarship in **a timely manner**.
- 84% reported that they **could not have afforded the tuition fees** without the scholarship.

Key Recommendations

- Redington could consider supporting students holistically, **extending the scholarship for the entire course duration** as this would reduce stress faced by students in finding new sources of support each year.
- In addition to providing the financial support, Redington could also **directly offer guidance and counseling** to students and creating a sense of belonging and responsibility in them.
- Given the low percentage of female students supported, Redington can **actively encourage applications from female students** to reduce gender disparities in higher education.

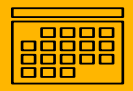
Executive Summary

06

Implementation of Mobile Healthcare Unit (MHU) Program

Project Overview

Key Stakeholders Interacted With: Community members, MHU staff, Asha worker, PHC staff, Taluk health officer, Panchayat member, HelpAge India official



Project period:
February 2022 – February 2025
(Assessment period: April 2022 – March 23)

Location:
Tumkur district, Karnataka

Implementing partner:
HelpAge India

CSR Spend:
~ INR 1.03 Cr

Assessment Methodology
Mixed-method approach (quantitative & qualitative)

Key Findings

- 100% of the respondents felt **the timing and duration of MHU services were convenient** and **none had to forego income** when availing MHU services.
- 83% of those treated with medication reported **high satisfaction with both the medication and counseling.**
- Awareness sessions resulted in significant or moderate **improvement in knowledge of health issues for 75% respondents** and significant or moderate **change in health practices for 78%**.
- MHU improved government linkages, with **44% obtaining Ayushman Bharat insurance cards.**

Key Recommendations

- Redington can consider supporting **preventative health care through awareness sessions and door-to-door campaigns** to reduce the need for community members to seek treatment and medication at the MHU.
- Greater **focus on behavioural change** can help ensure that community members act on their health issues **in a proactive manner** and visit district health facilities when referrals are given by the MHU team.
- **Government schemes can be further leveraged** by enrolling more community members in health and insurance programmes, reducing their health care expenditure.

Executive Summary

07

Equipment Support to the Museum of Art and Photography (MAP)

Project Overview

Key Stakeholders Interacted With: Director, Heads of Collections, Education, Development, Conservation, Museum staff from other departments

Project period:
2022 – 2023

Location:
Museum of Art & Photography (MAP), Bengaluru, Karnataka

Implementing partner:
Art and Photography Foundation

CSR Spend:
~ INR 1.13 Cr

Assessment Methodology
Qualitative approach

Key Findings

- The equipment support **transformed operational excellence** through enhanced digital documentation capabilities, leading to increased operational efficiency and cost saving.
- Faster content creation, improved network infrastructure and the ability to preserve rare artefacts **enriched cultural engagement**.
- The support enabled **dynamic collaborative growth** and enhanced visitor experience.
- The support allowed MAP to strengthen in-house equipment maintenance, reducing reliance on external vendors and **improving institutional capacity.**

Key Recommendations

- MAP's internal IT support was crucial for equipment maintenance. Future initiatives should **assess digital readiness, IT support, and staff digital literacy** to improve equipment use, and offer training to enhance resource effectiveness.
- MAP independently managed maintenance and warranties without a formal agreement for long-term upkeep. Future partnerships should **clearly define roles in maintenance, updates, and asset management** to prevent support gaps.

02

Introduction and Background

About Redington Limited and its CSR initiatives

Redington Limited eliminates the gap between the rate of technological innovation and the speed of its adoption by helping brands, channel partners and customers across emerging markets **mitigate the barriers that delay technology adoption** through a unique amalgam of technology, innovation and partnerships. By **democratising technology**, Redington acts as are a catalyst for change, leveraging innovation and technology in **31 countries and across 40 markets across the globe**.

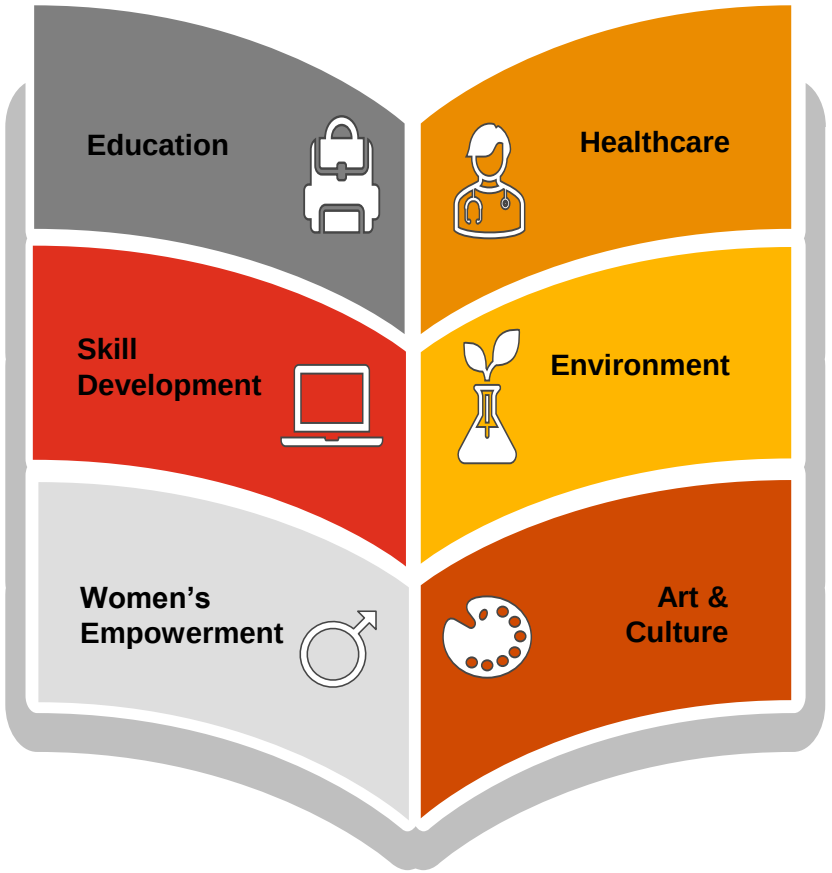
Redington's CSR Approach:

"Create value, profit will follow"

Redington supports multiple long-term projects and short-term initiatives in the selected thematic areas, directly through Redington Foundation and through implementation partners, in various districts of Tamil Nadu and in West Bengal, Karnataka and other parts of India.

Sources:
Redington website
Redington Foundation website
Policy on CSR
Redington Annual Reports 2021-22, 2022-23, 2023-24

Key thematic areas



01
- Tablet-enabled learning to bridge the digital gap
- Mobile digital literacy programme
- Remedial learning for underprivileged children
- Scholarship support to graduate students

02
- Mobile medical services in rural areas
- Early intervention for children with disabilities
- Tele-health consultations for rural areas
- Equipment support to hospitals

03
- Job-oriented training to college students
- Vocational training for differently-abled youth
- Employability training for disadvantaged youth
- SCM, solar and IT/ITeS skill training for unemployed youth

04
- Restoration of water bodies
- Solar kits to tribal families
- Sustainable Integrated village development
- WaSH programmes in schools
- Awareness on e-waste

05
- Meaningful Employment Centre to enable employment for women

06
- Provision of IT infrastructure support to the Museum of Art & Photography Foundation to enable digitisation of the museum

Scope of Work

Redington Limited (Redington) engaged Price Waterhouse Chartered Accountants LLP ("PWCALLP" or "PW") to carry out impact assessment of CSR Projects for the year 2022-23. As per the Engagement Letter signed with Redington Limited, this engagement included review of the Key performance indicators (KPIs) as defined by the Management of the Client under the framework for implementing the Projects for the outputs, outcomes and impact of the Projects. Inclusiveness, Relevance, Efficiency, Convergence, and Sustainability Framework (the 'IRECS') was utilised for all CSR Projects and Social Return on Investment (the 'SROI') for the "Restoration of water bodies" CSR project and recommendations were provided on the Projects performance for further evaluation and consideration.

The scope of work included below activities:

- Understood the scope and boundary of the Projects to be evaluated and the assistance to be provided. Conducted desk review of the documentation provided by Redington and in consultation with their implementing partner "Foundation for CSR @ Redington" agreed with the management on the parameters to be assessed for the SROI study.
- Mapped stakeholders to identify key individuals and groups to be interacted with during the assessment.
- Based on the above, developed the quantitative/ qualitative questionnaires (as relevant) used during the assessment for conducting on field/ virtual surveys including in-depth interviews, interactions, meetings with the stakeholders and beneficiaries of the CSR Projects.
- Undertook data collection through virtual/ in-person interactions based on the questionnaires developed and consultations done.
- Based on the field visits/ and interactions and discussions, analysed the information and assessed the outcome/ impact. The list of technical and socio-economic benefit indicators were identified, and information collected from the beneficiaries / stakeholders was recorded.
- Developed the report based on the overall findings including recommendations for management's consideration.

For "AWAKE – Restoration of water bodies" project which involved SROI below additional steps were undertaken:

- A customised excel based SROI data sheet was developed for capturing the quantitative benefits of the Project and analysis of the SROI was done basis assumptions, financial proxies and references.
- SROI ratio was calculated to understand the value of the impact/ benefit generated from each rupee of investment and report developed based on the overall findings including the recommendations for management's consideration.

Assumptions

General assumptions:

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- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.

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Projects Under Evaluation

Redington Foundation has collaborated with various non-governmental organisations (NGOs) and implemented CSR activities to bring about social development, by supporting initiatives in education, health, skill development and environmental sustainability. In 2022-23, Redington's CSR obligation of INR 14.33 Cr. supported multiple projects in the thematic areas of promoting education, promoting healthcare, ensuring environmental sustainability, skill development and protection of arts and culture. Details of the projects under evaluation have been included below:

Project Intervention	Implementing Partners	Location	Method of Assessment and Analysis
AWAKE – Restoration of Water Bodies	DHAN Foundation	Kalvarayan and Jawadhu Hills, Tamil Nadu	Mixed method with IRECS & SRoI analysis
Integrated Water, Sanitation and Hygiene Project in Schools	WASH Institute	Uluberia, West Bengal & Faridabad, Haryana	Mixed methodology with IRECS analysis
Bridging the FLN and Digital Literacy Gap with Tablet-Enabled Learning	Learning Links Foundation	Pandalur, Tamil Nadu	Mixed methodology with IRECS analysis
Scholarship Support for IT Training and Provision of Laptops	SSN Trust	Chennai	Mixed methodology with IRECS analysis
Scholarship Programme for Needy Students	NSDL/ Protean eGov Technologies Limited	Pan-India	Mixed methodology with IRECS analysis
Implementation of Mobile Healthcare Unit Program	HelpAge India	Tumkur, Karnataka	Mixed methodology with IRECS analysis
Equipment Support to the Museum of Art and Photography	Art and Photography Foundation	Bengaluru, Karnataka	Qualitative methodology with IRECS analysis

Source: Redington Limited Annual Report 2022-23 and information provided by Redington Foundation

03

Approach and Methodology

Approach and Methodology

Stage 1: Inception and desk review

- ❑ An inception meeting with Redington was organised to introduce the engagement team and provide an overview of the roles and responsibilities of the project team members.
- ❑ Discussions were also held during the meeting to align on the scope of work and expectations of Redington from the impact assessment and further, to finalise sample, timelines, and deliverables.
- ❑ Basis the meeting, PWCALLP team requested documents/ information relevant for conducting impact assessment to develop a deeper understanding of the Redington CSR Projects.

Stage 2: Planning and tool preparation

- ❑ PWCALLP finalised the impact Map^ describing the relationship between inputs, outputs, and expected outcomes associated with the project to capture the SROI component of the study, for Awake project in consultation with Redington.
- ❑ Team devised the research design using the mixed method or qualitative approach (as feasible) to undertake the assessment study in consultation with Redington for all the projects.
- ❑ Quantitative research was used to capture the value of the selected indicators related to various activities whereas qualitative research helped in validating the quantitative findings and understand the rationale and reasoning behind them.

Stage 3: Data collection and field visit

- ❑ Before starting the quantitative and qualitative survey, a training of field team was conducted to make them familiar with the project activities and with the developed tools. This is done to avoid any discrepancies in data collection.
- ❑ Field visits started with mobilising the stakeholders at the field which was done in consultation and support of Redington to capture the perceptions towards the project activities.
- ❑ Data collection process was done through the research team. Team conducted survey, IDIs and FGDs in the sample locations as per the finalised sampling framework and used tools to capture the data.

Stage 4: Data analysis and report writing

- ❑ Post data collection, team carried out the data entry, cleaning and analysis.
- ❑ Basis key findings emerged from the assessment, team submitted the draft assessment report detailing the process adopted, the results, key findings, and suggestions to Redington.
- ❑ Simultaneously, impact of the initiative was assessed using SRoI framework for AWAKE project^ and IRECS framework for all projects.
- ❑ Team presented the key findings to the Redington team, obtained their feedback and incorporated the same in the consolidated report
- ❑ Accordingly, the final report was submitted to Redington for management's consideration.

^ Step only applicable for the SRoI based impact assessment of Awake – Restoration of Water Bodies Project.

Project-Specific Approach

A mixed methodology (quantitative and qualitative approach) was used for all projects except Equipment Support to the Museum of Art & Photography project, where a qualitative approach was employed*. The quantitative sample size was determined with a 95% Confidence Level and a 10% Margin of Error (MoE). Below are the project-specific approach details:

Project name	Assessment Framework	Locations	Proposed Methodology	Quantitative sample	Qualitative sample^		
					FGD	IDI	KII
AWAKE – Restoration of Water Bodies	IRECS+SROI	Kalvarayan and Jawadhu Hills, Tamil Nadu	Mixed	93	2	6	-
Integrated Water, Sanitation and Hygiene Project in Schools	IRECS	Uluberia, West Bengal & Faridabad, Haryana	Mixed	97	2	19	3
Bridging the FLN and Digital Literacy Gap with Tablet-Enabled Learning	IRECS	Pandalur, Tamil Nadu	Mixed	91	3	6	1
Scholarship Support for IT Training and Provision of Laptops	IRECS	Chennai	Mixed	39	2	2	-
Scholarship Programme for Needy Students	IRECS	Pan-India	Mixed	31	-	3	-
Implementation of Mobile Healthcare Unit Program	IRECS	Tumkur, Karnataka	Mixed	118	2	4	2
Equipment Support to the Museum of Art and Photography	IRECS	Bengaluru, Karnataka	Qualitative	NA	-	6	-

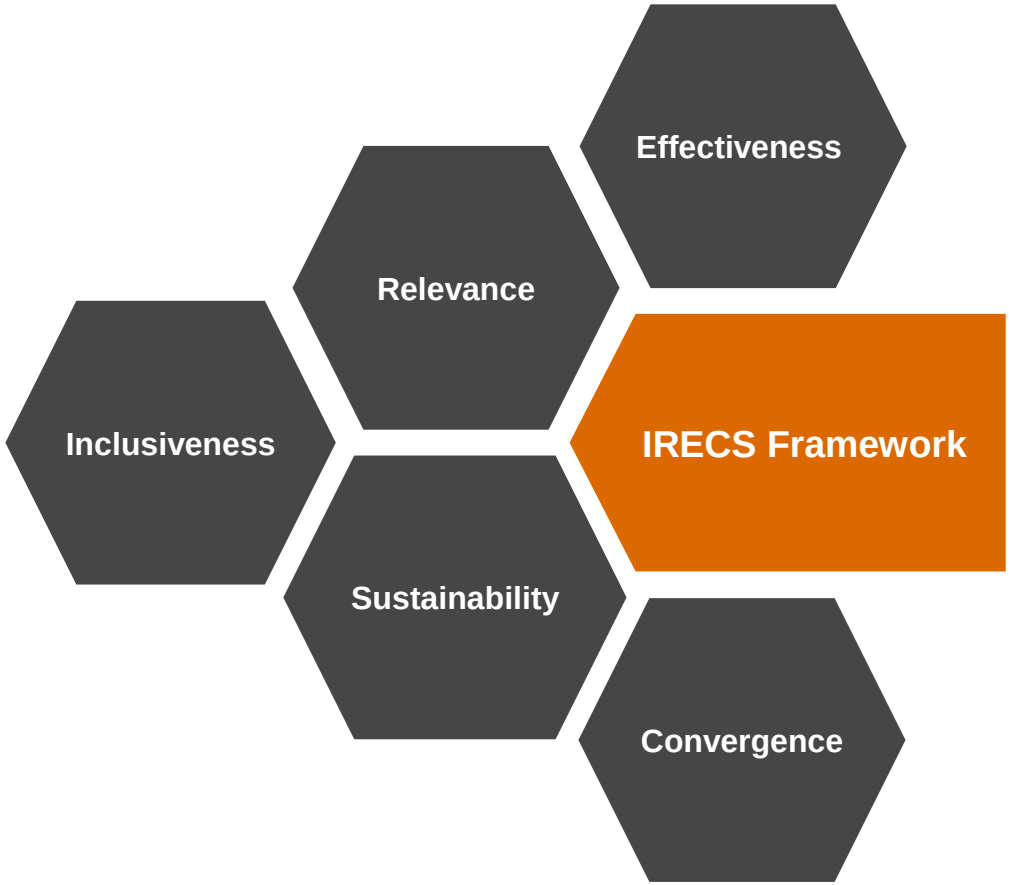
* As there were no direct beneficiaries to be sampled due to the nature of the intervention, a qualitative approach was followed.

^ FGD – Focused Group Discussion, IDI – In-depth Interview, KII – Key Informant Interview

IRECS Framework

Impact of Redington's seven CSR projects were assessed using the IRECS framework. IRECS helped in providing overall feedback on the efficacy of implementation as well as its efficiency in terms of achievement of the desired project outputs with reference to inputs. IRECS framework measured the performance of the projects on five parameters – Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability.

Inclusiveness	What are the abilities of different stakeholders (particularly the poorest and most marginalised) to access the benefits of activities and derive equitable benefits from assets created?
Relevance	Are the services/ inputs in the project able to meet community priorities? How was the planning done? Was it participatory? How were the success indicators developed?
Effectiveness	How effectively were the activities able to manage community expectations? How efficiently were resources deployed, monitored, and utilised?
Convergence	What is the degree of convergence with the government/ other partnerships? What is the relationship between individuals, community, institutions, and other stakeholders?
Sustainability	Do communities feel ownership over the assets created? How will the project help beneficiaries sustain in the long run? Has an exit strategy been planned?



SROI Framework (for Awake project)

SROI framework for giving monetary value to impact

- SROI (**Social Return On Investment**) is a process for understanding, measuring, and reporting on the social, environmental, and economic value created by an organisation, programme, or policy
- **SROI is an Impact Assessment tool that evidences & measures qualitative and quantitative change - direct & indirect**
- It is an outcome-based measurement tool that helps organisations understand and quantify the social, environmental and economic value they are creating by investing in development programmes
- It establishes a relationship between value of investments, outputs, outcomes; and helps to map outcomes (tangible and intangible outputs) by developing Financial Proxies and Monetisation

Since the approach to SROI originates from social accounting and cost- benefit analysis, its **principles involve:**

Stakeholder's involvements	Impact through a programme	Value things that matter	
Valuating what is in material sense	Pragmatic estimation	Transparency and Result Verification	

It is calculated by using the formula:

SROI = (Σ NPV) / Σ Investment)

NPV = Net Present Value

Investment = Value of Inputs

A typical SROI study follows a 6-step process as follows. Our overall study process already incorporates and accounts for the **SROI-specific steps**:

Establishing scope and identifying stakeholders	Mapping the outcomes	Evidencing outcomes	
Establishing the impact	Calculating the SROI	Reporting and embedding	

04

Key Findings, Case Studies and Recommendations

Project 1: AWAKE – Restoration of Water Bodies

Project Overview, Approach and Methodology

Thematic Area: Environment

Overview of the project*

Jawadhu Hills and Kalvarayan Hills in Tamilnadu

DHAN Foundation

September 2022 – March 2023

~ INR 1.05 Cr

Activities & Reach*

- Activity 1 : Restoration of two village ponds directly benefitting 120 Households (HHs) in farming.
- Activity 2 : Renovation of twelve community wells directly supporting 1158 HHs in meeting their domestic water usage.
- Activity 3 : Distribution of 16-24 Mango Saplings to 120 HHs for plantation
- Activity 4 : Distribution of Solar home lights to 600 HHs and 15 youths trained in solar home light repairing and assembling
- Activity 5 : Establishment of Roof Rainwater Harvesting Structure at two schools benefitting around 900 students and 25 staffs

Quantitative Interactions

93 Community members

Qualitative Interactions

2 FGDs -Community Members

2 IDIs - Panchayat Members

2 IDIs -Trained Youth

1 IDI - School Headmaster

1 IDI - DHAN Foundation Project Head

***Source:** MoU and data shared by DHAN Foundation

Key Findings from the Assessment

Profile of the beneficiaries sampled (n =93) :

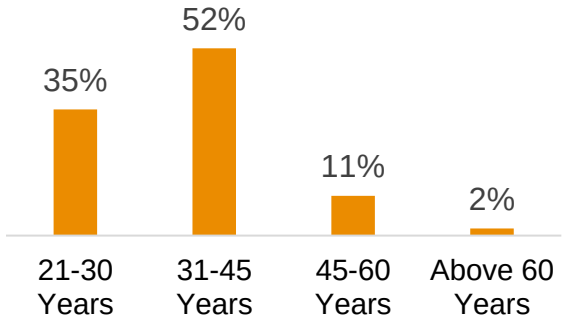
Gender

69% 31%

Social Category

Scheduled Tribe — 100 %

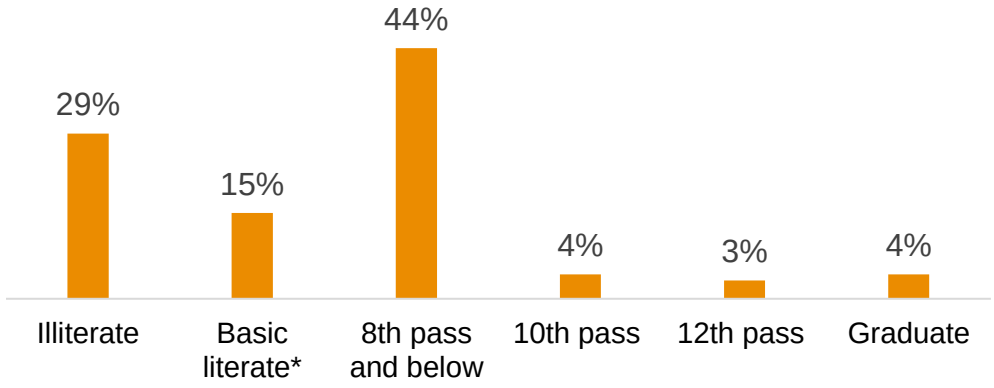
Age Distribution



- A majority of the respondents were men (69%), while women made up 31% of the total beneficiaries sampled.
- All respondents (100%) belonged to the Scheduled Tribe community, reflecting the tribal focus of the intervention in Jawadhu Hill and Kalvarayan Hill.
- Most respondents were in the working-age group—35% were aged 21–30 years, 52% were between 31–45 years, 11% were aged 45–60 years, and a small proportion (2%) were above 60 years.

- A large share of respondents had limited formal education—29% were illiterate and 15% had only basic literacy, highlighting barriers to education in tribal areas under the study.
- Most of the respondents (44%) had studied up to 8th standard or below, indicating that primary-level schooling was common but not sustained.
- Only 11% of the respondents had completed 10th, 12th, or graduation, reflecting low access to higher education.

Education Background



*Basic literates are the ones having ability to read and write at a level sufficient for everyday tasks but not went to school for formal education

Key Findings from the Assessment

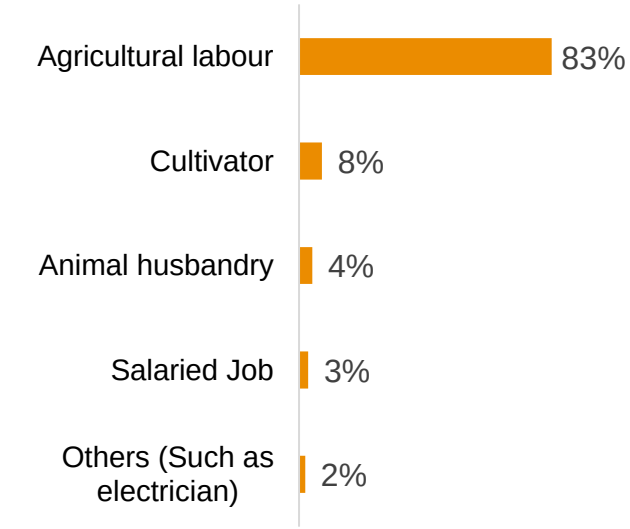
Profile of the beneficiaries sampled (n =93) :

Marital Status

Married	98 %
Unmarried	01 %
Widowed	01 %

- A majority of respondents (98%) were married, with only 1% each being unmarried or widowed, indicating a predominantly family-oriented demographic.

Primary Source of Income



- 83% of the respondents relied on agricultural labour as their main source of income, highlighting dependence on daily wage farming work.
- Only 8% of the respondents were cultivators owning land, while 4% engaged in animal husbandry.
- A small share earned through salaried jobs (3%) or other occupations like electricians (2%), indicating limited livelihood diversification.

Alternative Source of Income

04% 96%

- Only 4 % of the respondents were having alternative source of the income suggesting the need to promote diverse livelihood opportunities.
- All those were having alternative source of income, were all through animal husbandry by selling milch animals.

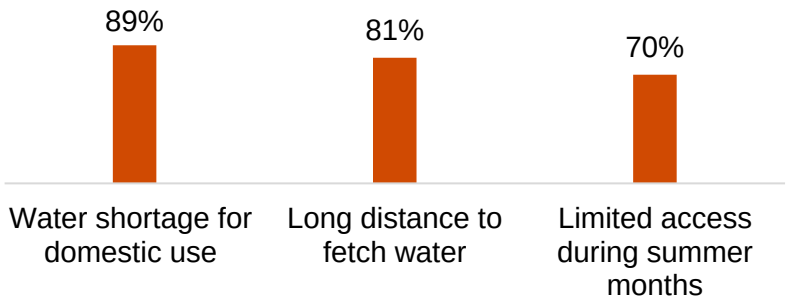
Key Findings from the Assessment

Areas of Impact:

Increased Access to Water for Domestic Purposes after Community-Wells Renovation (1/2)

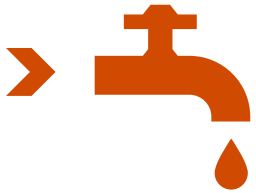
- Kalvarayan Hills is a water-stressed region where villagers rely heavily on a limited number of community wells to meet their daily domestic water needs.
- Frequent power outages, pump breakdowns, damaged wells, and the absence of adequate storage tanks forced women and children to spend long hours collecting water, adding to their daily burden.
- As part of the project, 12 community wells were renovated, additional deepening of wells, pumps were repaired or replaced, and water storage tanks with taps were constructed or refurbished, directly benefiting 1158 HHs.

Major Challenges before the restoration of the community wells (n=27)



- 89% of the respondents identified water shortage for domestic use as the most significant challenge faced before the restoration of the community wells. .
- 81% of the respondents reported facing challenges due to the long distance required to fetch water. The females and children were compelled to travel long distances to access water, which likely impacted their daily routines and overall quality of life.
- Limited access to water during the summer months was noted by 70% of respondents as a major issue, indicating seasonal fluctuations in water availability.

Increased cumulative water storage capacity post-intervention



- As part of the project, a total water **storage capacity* of 58,000 litres was created**, significantly improving access to water for domestic use.
- **Two storage tanks** were constructed or refurbished **at four community wells**, and **one storage tank** was set up **at each of the remaining twelve community wells**

*Storage tanks capacity is based on the project closure report shared by DHAN Foundation

Key Findings from the Assessment

Areas of Impact:

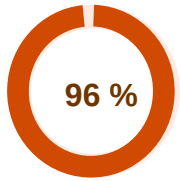
Increased Access to Water for Domestic Purposes after Community-Wells Renovation (2/2)

- Renovation of community-wells and development of storage tanks led to a significant reduction in time spent collecting water, with the daily average dropping from 4.25 hours to 1.25 hours, resulting in a time saving of 3 hours per HH.
- This reduction has eased the drudgery faced by women and children, who were primarily responsible for fetching water from distant sources.
- With less time spent on water collection, women and children now have more opportunities for productive engagement such as education and livelihood activities.

Time saved in collecting water post-intervention

Average hours spent per day in collecting water

Pre-Intervention	Post-Intervention	Time Saved
4.25 Hours	1.25 Hours	3 Hours



96%(n=27) of respondents reported that improved access to water has led to **better hygiene and cleanliness practices** in their households.

93% (n=27) of respondents reported that, following the renovation and additional deepening of wells, the water quality has improved, with **clearer water free from mud and silt.**

> Earlier, I used to spend almost half the day walking to fetch water for my family. Now, with the renovated well and clean water nearby, I have more time for my children and household work. Life feels much easier and healthier.
>
> As narrated by a woman community member

Key Findings from the Assessment

Areas of Impact:

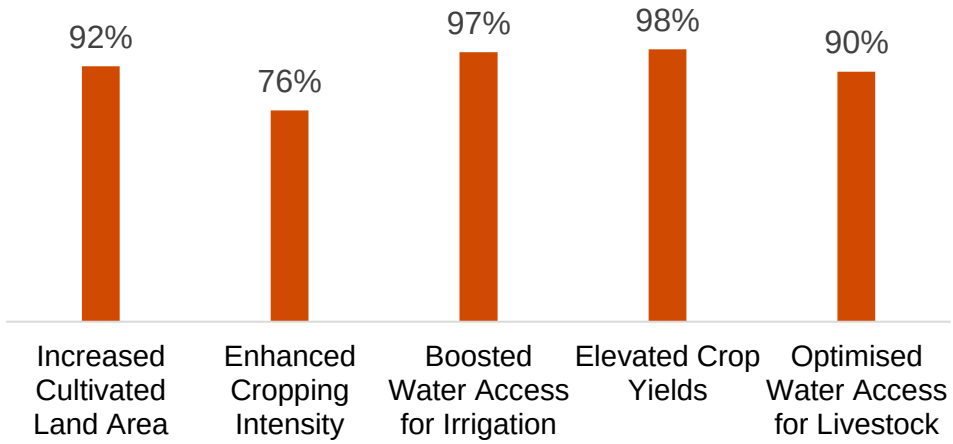
Improved Agriculture Productivity after Ponds Restoration (1/2)

- Villagers **primarily depended on rainwater for agricultural activities**, making crop cultivation highly vulnerable to seasonal rainfall variability. Even the topography of the location makes it difficult to retain water as it drain quickly post rain.
- **Silt accumulation in existing ponds further reduced their water holding capacity**, worsening the crisis. During the summer months, acute water shortages not only impacted farming but also forced villagers into distress livestock sales due to the unavailability of water for rearing animals.
- As part of the project intervention**, two ponds with a combined capacity* of 6,450 cubic metres were desilted**, restoring their functionality and improving water availability for 120 households, particularly for agriculture and livestock needs

Interaction with villagers revealed that **desilting the ponds brought multiple benefits:**

- 92% of respondents reported **an increase in the cultivated land area**, indicating that pond restoration enabled farmers to bring previously unused land under cultivation.
- 76% noted **enhanced cropping intensity**, suggesting a shift from single to multiple cropping due to improved water availability.
- 97% of respondents experienced **improved access to water for irrigation**, reflecting the restored ponds' effectiveness in supporting agricultural needs.
- 98% observed **elevated crop yields**, demonstrating a direct link between water access and increased agricultural productivity.
- 90% of respondents highlighted **better water access for livestock**, contributing to reduced instances of distress sales

Respondents' perception on key benefits of ponds' restoration in Jawadhu Hills (n=59)



*Ponds capacity is based on the project closure report shared by DHAN Foundation

Key Findings from the Assessment

Areas of Impact:

Improved Agriculture Productivity after Ponds Restoration (2/2)

The restoration of ponds in Jawadhu Hills has improved water availability, enabling villagers to expand cultivation and enhance agricultural productivity.

- As per interactions with the respondents, the average land area under cultivation per villager increased by 80%, from 1.83 acres to 3.30 acres, indicating an **expansion in cultivable land post-intervention.**
- **Little millet yield rose by 83%,** from 400 kg to 730 kg per villager, showing **improvement in productivity due to better water availability and land use**.
- **Paddy yield increased by 75%,** from 2,400 kg to 4,200 kg per villager, reflecting enhanced irrigation as a result of pond restoration efforts.

These improvements collectively highlight a rise in agricultural productivity, contributing to improved food security and reduced expenditure in foodgrains procurement.

Benefits in Agricultural Productivity

	Pre-Intervention	Post-Intervention	% Change
Average total land area under cultivation (in acres per villager)	1.83	3.30	80%
Average little millet yield (in acres per villager)	400 Kgs	730 Kgs	83%
Average paddy yield (in acres per villager)	2400 Kgs	4200 Kgs	75%

> Life has changed since the pond was restored. We now have enough water for our crops and livestock needs. Our fields are greener, yields have increased, and we no longer worry about migrating during the dry season. It's brought hope back to our village
>
> . As narrated by a community member

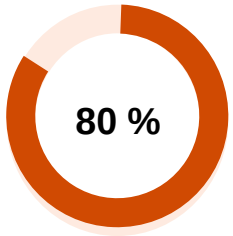
Key Findings from the Assessment

Areas of Impact:

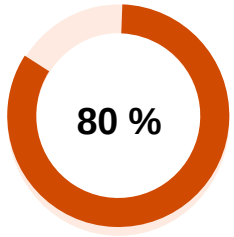
Promotion of Multiple Livelihoods Opportunities by Distributing Mango Saplings to Villagers

- As part of the initiative, 2750 mango saplings of four varieties—Senthura, Neelam, Banganapalli, and Bengulura—were distributed across 10 villages, aiming to enhance long-term agricultural income for smallholder farmers.
- A total of 120 HHs received between 16 to 24 healthy mango saplings each, with an average height of 5 feet, enabling them to engage in agroforestry that will serve as a sustainable source of supplementary income in the coming years.

120 HHs are provided 16-24 mango sapling each



80% (n=46) is the average survival rate of the saplings as per interactions with the respondents indicating a high survival of the saplings.



80%(n=46) of the respondents, believed mango yield will lead to an increase in their income in future as they will sell the produce.

89% (n=46) of the respondents planted the saplings in their farmland, hence the initiative promoted agroforestry practice among the villagers.

The initiative helped in increasing the green cover. In future as the tree will be fully grown it will contribute more to climate resilience, enhancing biodiversity and carbon sequestration.

> I received 20 mango saplings through the project, and I've planted them along the edge of my farm field. I water them every morning and make sure they're protected from animals. In a few years, when the trees start bearing fruit, I plan to keep some for my family and sell the rest in the local market. It feels good to invest in something that will support us for many years to come.
>
> As narrated by a community member

Key Findings from the Assessment

Areas of Impact :

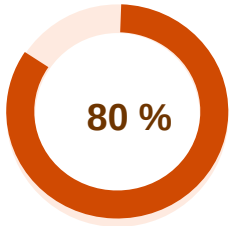
Empowered HHs with Sustainable Solar Lighting Solutions

- Many areas **suffer from poor electrification, frequent power cuts, or lack formal power connections.**
- Villagers rely on **traditional methods such as clay oil lamps or other polluting fuels for nighttime lighting.**
- Conversations with villagers revealed that solar home lights provided multiple benefits:
  - All respondents confirmed them as a **reliable source of night lighting**
  - **80%** (n=45)use them for **5-6 hours daily**
  - All respondents affirmed **reduced expenses on oil / fuels**
  - **51%** (n=45) use them for **work during off-hours** (early morning or late evening)
- **15 youths are trained in solar light repairing and assembling**, earning additional income.
- As informed by one of the Panchayat members, introduction of solar home lights ensured reliable and smoke free night-time lighting, **reducing dependence on costly and polluting fuels**.

Solar Home Light

600 HHs are provided with Solar home lights along with solar charging points

91 % (n=45) HHs reported it supporting in study of their school going children



HHs use it for 5-6 hours daily for lighting

15 youths are **earning INR 1000-1200 per month** trained in solar light repair

Key Findings from the Assessment

Areas of Impact:

Strengthened Water Infrastructure in Schools through Roof Rainwater Harvesting Structure

- **Government-supplied water tanks or wells generally meet the daily water needs of schools**. However, frequent **pump failures and irregular water tank deliveries** often lead to water shortages—especially during the summer months—disrupting school routines.
- To address this issue, **roof rainwater harvesting structures (RRHS) with a storage capacity of 12,500–13,000 litres** were installed in two government schools in Kalvarayan Hills.
- Interaction with the s**chool headmaster highlighted several benefits of installing the rainwater harvesting system**:
  - Reliable year-round water availability
  - Increased self-sufficiency in managing water needs
  - Improved hygiene and sanitation on campus
  - Noticeable improvement in student attendance.

Roof Rainwater Harvesting Structure installed in 2 schools

Benefitting more than 900 students in both the schools

Increase in attendance of the students

Improved hygiene and cleanliness in school

> In the past, our students encountered challenges stemming from the scarcity of water for drinking and sanitation purposes. The lack of a reliable water source at our school led to various issues, including health concerns and absenteeism. The girls were especially affected, as inadequate sanitation facilities often forced them to miss school during certain times, impacting their educational progress and overall well-being. Since the rainwater harvesting system was installed, we now have a reliable water source, and attendance has improved significantly."
>
> As narrated by a school headmaster

*RRHS capacity is based on the project closure report shared by DHAN Foundation

Key Findings from the Assessment

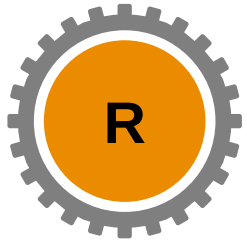
Restored Pond

Renovated Community Well

Mango Plantation

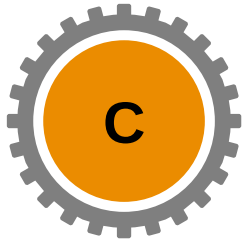
IRECS Analysis

- The project was designed to promote equitable access by specifically targeting and benefiting tribal populations across remote villages.
- Efforts were made to ensure that underserved communities received priority support, particularly in accessing essential resources such as safe and reliable water supply and clean energy solutions.



- Given the hilly topography of the project area, rainwater tends to drain off rapidly, making it difficult to retain water for agriculture and household needs.
- The interventions were strategically tailored to address critical local issues such as water scarcity, inadequate sanitation, unreliable electricity, and limited livelihood opportunities.
- All activities were aligned with the community's priorities and local context, ensuring water availability for agriculture, livestock, and domestic use.

- The restoration of water sources, along with the distribution of solar lights and saplings, resulted in improvements in water availability, energy access, and income generation potential.
- On average, the cultivated land area increased by 80%, while agricultural yields rose by 83% for little millets and 75% for paddy.
- The renovation of community wells reduced the physical burden on women, saving them an average of 3 hours daily.
- Schools observed improved student attendance and hygiene levels after the installation of rainwater harvesting systems.



- The project interventions were thoughtfully aligned to complement existing government schemes focused on rural development, promotion of clean and renewable energy, and enhancement of school infrastructure.
- Collaboration with local community institutions played a crucial role in strengthening on-ground implementation and fostering a strong sense of ownership among the community members.

- By promoting renewable energy, rainwater harvesting, and tree plantation, the project laid the foundation for long-term environmental and economic sustainability.
- Community involvement and formation of water user groups in maintenance ensures the durability of these interventions.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment with UNSDGs, Recommendations and Limitations

Alignment with UN Sustainable Development Goals

The project ensures access to water resources for farming, domestic use, and water supply at schools, promoting sustainable water management.

The project provides renewable energy solutions and technical training, enhancing energy access and sustainability for households.

The project supports climate action by reducing reliance on fuels and promoting tree planting to sequester carbon and mitigate climate change impacts.

The project encourages biodiversity and sustainable agriculture through the planting of fruit trees, supporting ecosystem health and resilience.

Recommendations

Redington should consider **integrating well-structured capacity-building sessions** focused on equipping households with the essential skills and practical knowledge required for sapling care, effective water conservation techniques, and the efficient use of solar energy systems in order to maximise long-term environmental benefits.

Redington should also prioritise **leveraging relevant government schemes** by aligning its project activities with flagship initiatives such as MGNREGA, the Jal Jeevan Mission, and school sanitation programmes, thereby enabling resource convergence, improving implementation efficiency, and ensuring a wider reach of the project.

In addition to providing only saplings, Redington should consider extending its support through the **provision of essential inputs such as manure, insecticides, and related materials during the initial years**. This targeted assistance would enhance the survival rate of saplings, particularly as farmers currently bear these expenses out of their own pockets. .

Limitations

The study timing coincided with seasonal migration of many villagers for coffee plantation work. As a result, villages for surveys were selected based on their availability of respondents rather than through random sampling. Due to ongoing school examinations, we were unable to interact with students, limiting our ability to capture their perspectives on the benefits of establishing RRHS in schools

SROI Estimation – Impact Map

Project Activity	Outputs	Outcome	Impact Indicators
Renovation of community wells	• Twelve community wells renovated • Construction/refurbishment of overall 16 storage tanks near the community wells	• Increase in water availability for domestic purposes	• Average reduction in time in water procurement for households per day
Restoration/ desilting of ponds	• Two ponds restored/ desilted	• Increase in water availability for agricultural purpose • Increase in area under cultivation • Increase in crop yield	• Average reduction in cost of cultivation per farmer for different crops • Average reduction in time required for irrigating an acre per farmer • Average increased savings from improved crop yields per farmer
Mango Saplings Distribution	• 120 farmers received mango saplings • 2750 number of mango saplings planted	• Increase in green cover due to mango plantation • Promotion of agroforestry amongst farmers	• Enhanced biodiversity and climate resilience • Carbon sequestrated by Plantation
Distribution of Solar Home lights	• 600 HHs received the Solar home lights • 15 Youth Trained in Solar light Repairing and assembling	• Reduction in electricity expenses or expenditure on fuels or oils for lightening purposes • Access of lighting facilities by the use of solar energy	• Average HHs savings from reduced energy expenses • Increase in income of youth trained in solar light repair
Establishment of Roof Rainwater Harvesting Structure (RRHS)	• Two RRHS established in two government schools	• Increase in water availability in schools • Improved hygiene and cleanliness practices	• Increase in school attendance • Saved in income from the procurement of water

SROI Estimation – Establishing the Impact

Social Return on Investment (SROI) Framework design helps us measure and account for value in a broad sense. The overall impact and the subsequent calculation of the return was done after preparing an impact map for the programme. Thereafter, the cumulative benefit was derived after adjusting the deadweight, displacement, attribution (by others) and drop-off factors from the year wise benefits (please refer subsequent slide).These factors are defined in detail as follows:

- Deadweight is the estimation of the benefits which would have occurred even in the absence of the programme.
- For the benefits attributable to this project, deadweight has been **considered to be 50%** for the project activities based on interactions with beneficiaries on ground.

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

- Attribution (by others) is an estimate of what proportion of the impact may be attributed to the efforts of other stakeholders involved.
- During the assessment benefits from this project, attribution (by others) is **set at 40% for water-based** activities and **20% for saplings and solar home light distribution.**

- Drop-off is factored in as in the subsequent years, the benefit or the impact would be slightly less than the previous year.
- During the interactions it was found that around 10-20% of the beneficiaries have either stopped practicing or supports promoted are diminishing over time. So, a **drop-off** ranging **10-20%** is considered for calculations based on nature of activities .

All the above percentages (deadweight, displacement, attribution (by others) and drop-off) are fixed based on interactions with the beneficiaries and other stakeholders

SROI Estimation – Impact values

Stakeholder	Project Activity	Benefits	Dead weight	Displacement	Attribution (by others)	Drop-off	Total value created between 2023-2024 (in INR)	Total value created between 2024-2025 (in INR)	Total value to be created between 2025-2026 (in INR)
Community members (Households)	Renovation of community wells	Reduction in time in water procurement for HHs	50%	0%	50%	12%	5,194,716	4,571,350	4,022,788
Community members (Farmers)	Restoration/ desilting of ponds	Reduction in cost of cultivation per farmer for different crops	50%	0%	50%	20%	(363,600)	(290,880)	(232,704)
		Reduction in time required for irrigating an acre per farmer	50%	0%	50%	20%	(4,391)	(3,513)	(2,810)
		Increased savings from improved crop yields per farmer	50%	0%	50%	20%	3,586,770	2,869,416	2,295,533
Community members (Farmers)	Mango Saplings Distribution	Saved income in procurement of the sapling*	50%	0%	20%	0%	198,000	-	-
		Market value of the carbon sequestrated by Plantation	50%	0%	20%	20%	21,086	16,869	13,495
Community members (Households)	Distribution of Solar Home lights	Improvement in household savings from reduced energy expenses	50%	0%	20%	20%	3,283,200	2,626,560	2,101,248
		Increase in income of youth trained in solar light repair	50%	0%	20%	20%	79,200	63,360	50,688
Community members (School students) and teaching staff	Establishment of Roof Rainwater Harvesting Structure (RRHS) in school	Reduction in cost for procuring water	50%	0%	20%	10%	162,800	146,520	131,868
Total Benefits							**12,157,781**	**9,999,682**	**8,380,105**

*Income saved in the procurement of mango saplings is one time value hence it's calculated for FY 2023-24

SROI Estimation – Establishing the Impact

Calculation Formulas:

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

- **Impact Value for the first year:** Quantity of change or Number of community members or Number of benefit units x Financial Proxy (FP) value x (1- deadweight) x (1- displacement) x (1- attribution)
- **Impact value for subsequent years:** Quantity of change or Number of community members or Number of benefit units x Financial Proxy (FP) value x (1- deadweight) x (1- displacement) x (1- attribution) + [impact of previous year] x (1-drop off)]

Based on the above calculations, the cumulative benefit or impact generated by the project from the year FY 2023-24 till the end of the financial year 2025-26 comes out to be INR 30,537,568 /-. The values are converted to net present value by considering inflation rate and SROI is calculate as mentioned below

Calculating SROI:

The SRoI value is expressed as a ratio of the return and is calculated by dividing the net present value of total Impact value (or cumulative benefit) created under the project divided by the net present value of the total investment or funds utilised for the project.

Net Present value of total impact value (or cumulative benefit) is INR ₹ 27,974,334/- whereas the net present value of **Total Utilisation or Investment (till the time of survey) is INR ₹ 9,556,780/-.**

Now, to calculate the SRoI following formula has been used:

SRoI = Net Present value of benefits/ Net Present Value of Investment

Net Present Value can be calculated using the below formula:
Net Present Value of benefits = Cumulative benefits*POWER ((1+r) time) where ‘r’ has been taken as per inflation rate during the programme period.

SROI	$\frac{\text{Net Present value of benefits}}{\text{Net Present Value of Investment}}$
NPV of benefits	INR 27,974,334/-
NPV of Investment	INR 9,556,780/-
SROI Value*	2.93

#The data on project investment is as shared by the Redington and has not verified independently.

*SROI value of 2.93 indicates that an investment for every INR 1 invested in the project, a social value of INR 2.93 has been generated.

SROI Estimation – Logic for Financial Proxy

Stakeholder	Project Activity	Benefits	Financial Proxy Calculation	Source
Community members (Households)	Renovation of community wells	Reduction in time in water procurement for HHs	Average time saved per day for water collection. Labour rate per day is INR 319 in Tamil Nadu(MGNREGS)	Survey findings
Community members (Farmers)	Restoration/ desilting of ponds	Reduction in cost of cultivation per farmer for different crops	Paddy and little millet are only major crop grown and cultivation season is once in year. The average cost of cultivation per acre (both pre and post) was multiplied with average land area under cultivation (both pre and post)	Survey findings
		Reduction in time required for irrigating an acre per farmer	Average time required to irrigate one acre (both pre and post) was multiplied with average land area under cultivation (both pre and post). Labour rate per day is INR 319 (MGNREGs)	Survey findings
		Increased savings from improved crop yields per farmer	[Average increase in area under cultivation in acres(Post Intervention)*Average Yield per acre (post intervention) *Cost per Kg agriculture produce + Average area under cultivation(Pre intervention)*Average increase in yield per acre(post intervention) *Cost per Kg agriculture produce] - [Average increase in cost of cultivation (Post intervention] 75% land is cultivated by little millets and 25% land is cultivated by paddy	Survey findings
Community members (Farmers)	Mango Saplings Distribution	Saved income in procurement of the sapling*	Market rate of a sapling in the area. One sapling cost on an average around INR 180	Survey findings
		Market value of the carbon sequestrated by Plantation	Overall lifetime CO2 Sequestered by a healthy mango tree is 946 Kg CO2e/tree. Average lifetime is 35 years. Per year CO2eq sequestered by a tree is calculated. The same in converted into market value of same carbon sequestered	Secondary research - https://www.ijirset.com/upload/2016/april/179_Carbon_new.pdf www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/carbon-pricing-and-energy-taxes/carbon-pricing-india.pdf One euro = INR 98.08 on 22nd April 2025
Community members (Households)	Distribution of Solar Home lights	Improvement in household savings from reduced energy expenses	Average quantity of oil consumed per day by a HHs for lighting. Oil mixture of 5 oils (Sesame, Coconut, Castor, Mahua, Cow Ghee) is used for lighting. One litre of this oil cost around 180 Rs per litre and per day consumption on an avg is 0.2 litres	Survey findings
		Increase in income of youth trained in solar light repair	Average increased in income per month per trained member is around INR 1100	Survey findings
Community members (School students) and teaching staff	Establishment of Roof Rainwater Harvesting Structure (RRHS) in school	Reduction in cost for procuring water	Per working day consumption of water per student and staff including drinking, sanitation, and cleanliness and hygiene is on an average is 20 litres	Survey findings

Case Study

Empowering a Brighter Future with Solar Home Lighting

Ramesh (name changed), a small farmer from a remote village with limited access to electricity, used to rely on clay oil lamps to light his home after dark. The dim and smoky light made it difficult for his children to study in the evenings and forced his wife to finish household chores before sunset. Frequent purchases of oil added to the family's financial strain. When the solar home lighting initiative reached his village, Ramesh's household was among the first to receive a unit. The impact was immediate—his children could now study at night without straining their eyes, and his wife found it easier to manage her work with extended lighting hours. For the first time, the family experienced reliable, smoke-free, and cost-effective lighting.

Beyond convenience, the initiative brought new opportunities for Ramesh's family. With the savings from reduced fuel expenses, he began investing in better school materials for his children. Inspired by the change, Ramesh's eldest son underwent training in solar light repair and now earns an additional income by servicing lights in the neighbouring villages. The family no longer fears long power cuts, and their evenings are now filled with light and productivity. As Ramesh shared with a smile, "This small light brought a big change in our lives." The initiative didn't just illuminate their home—it empowered the family toward a brighter, more secure future.

Project 2: Integrated Water, Sanitation and Hygiene Project in Schools

Project Overview, Approach and Methodology

Thematic Area: WASH

Overview of the project*

Uluberia, West Bengal
Faridabad, Haryana

WASH Institute (WASHi)

July 2022 – August 2023

~ INR 1.86 Cr

Activities and Reach

1. Construction of child, gender & disabled friendly WASH infrastructure in **19 government schools** catering to **12,000+ students**
    a. Separate urinals and latrines for boys and girls with running water
    b. Separate unit for child with special needs (CWSN)
    c. Change room with incinerator & vending machine for girls
    d. Hand & plate wash station and drinking water station with filtration system
2. Improve hygiene behavior among students (BCC and support of Child Cabinet) and **60+ Mid-Day Meal (MDM) workers**

Quantitative Interactions

97 school students from **5** schools

Qualitative Interactions

- 3 IDI- Teachers
- 3 IDI - SMC members
- 4 IDI - Parents
- 3 IDI - MDM workers
- 3 IDI - CCC members
- 1 KII - WASHi official
- 2 KII - Government officials
- 3 IDI -School principals

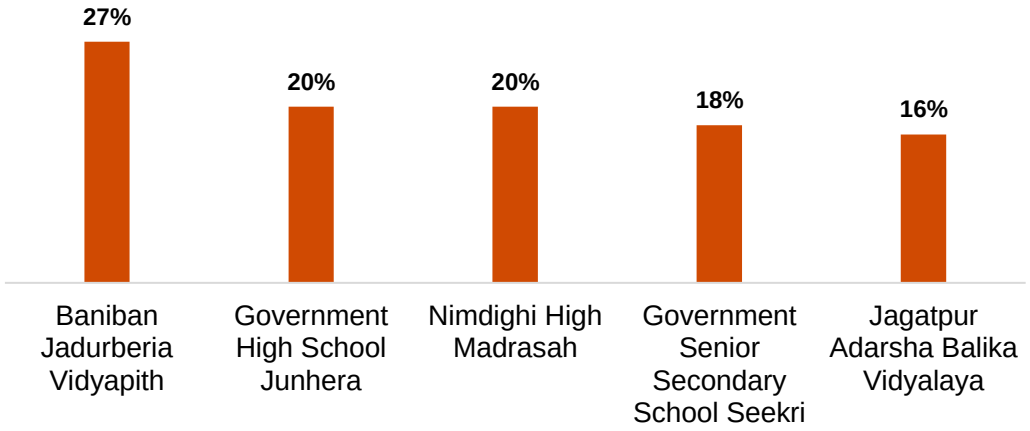
***Source**: Data from the Service Level Agreement between Redington Foundation and WASH Institute SMC - School Management Committee MDM – Mid Day Meal

CCC – Child Cabinet Committee – Serves as a platform for students to discuss and address issues related to education, sanitation and other activities. (Child Cabinet responsibilities)

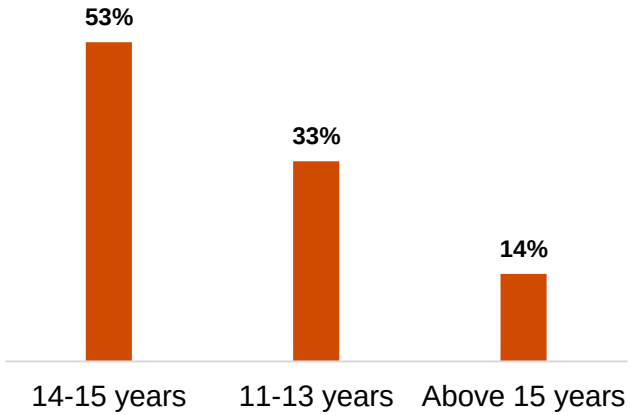
Key Findings from the Assessment

Profile of the beneficiaries sampled

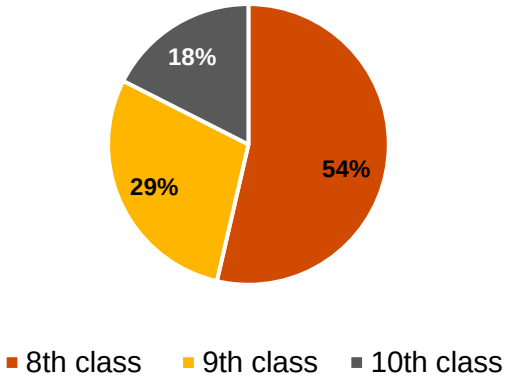
Student from schools surveyed (N=97)



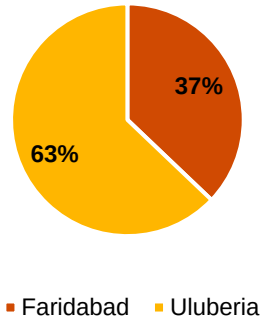
Age of respondents (N=97)



Class of respondents (N=97)

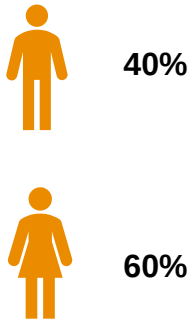


States surveyed (N=97)



- Our survey, which included participants from five different schools, revealed that a majority of respondents, 63%, are residents of Uluberia.
- A significant portion of responses, 27%, originated from Baniban Jadurberia Vidyapith, highlighting this school as a key contributor to our data.
- Furthermore, 53% of the participants are within the 14–15-year age group, with 54% currently in the 8th standard, indicating that our findings are largely reflective of mid-adolescent students at this educational level.
- Additionally, the survey found that 60% of respondents were female, providing insights particularly pertinent to the experiences and perspectives of young female students in the region.

Gender of respondents (N=97)



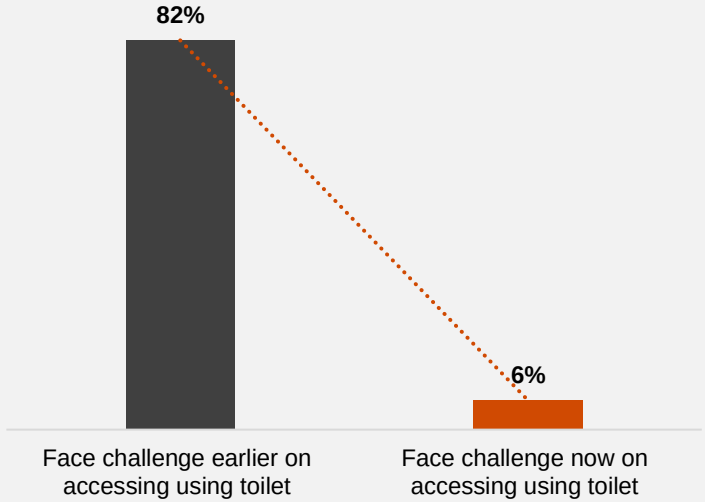
Key Findings from the Assessment

Areas of impact

Impact of WASH Infrastructure work (N=97)

- While **92% of respondents indicated the presence** of separate toilet blocks for male and female students, they reported **challenges** in accessing and utilizing these facilities before the support from WASHi* and Redington. The two issues encountered prior to intervention was **inadequate cleanliness, affecting 52%** of respondents, followed by insufficient maintenance, such as **poor lighting and broken fixtures**, reported by **30%.**
- The support by Redington has largely mitigated these challenges, as depicted in the figure on the right.
- The provision of **UV sterilised drinking water machine** has **decreased the incidence of water borne** infections / illnesses by **88%.**
- The **provision of dustbins** to schools has also **increased the awareness on cleanliness (67%)** in the schools.
- These improvements have significantly enhanced hygiene and convenience, **fostering a more inclusive and supportive environment** that promotes **health and well-being** for all students.

Students' response on challenges faced on accessing toilets prior to the initiative as compared to now



> I have witnessed a remarkable transformation in our school environment following the renovation of our WASH facilities. Clean, functional toilets and a reliable water supply have not only improved hygiene and comfort for our students but have also boosted their confidence and attendance. As a result, we've seen an encouraging 17.21% increase in enrollment from 2023 to 2024.
>
> As narrated by a school principal

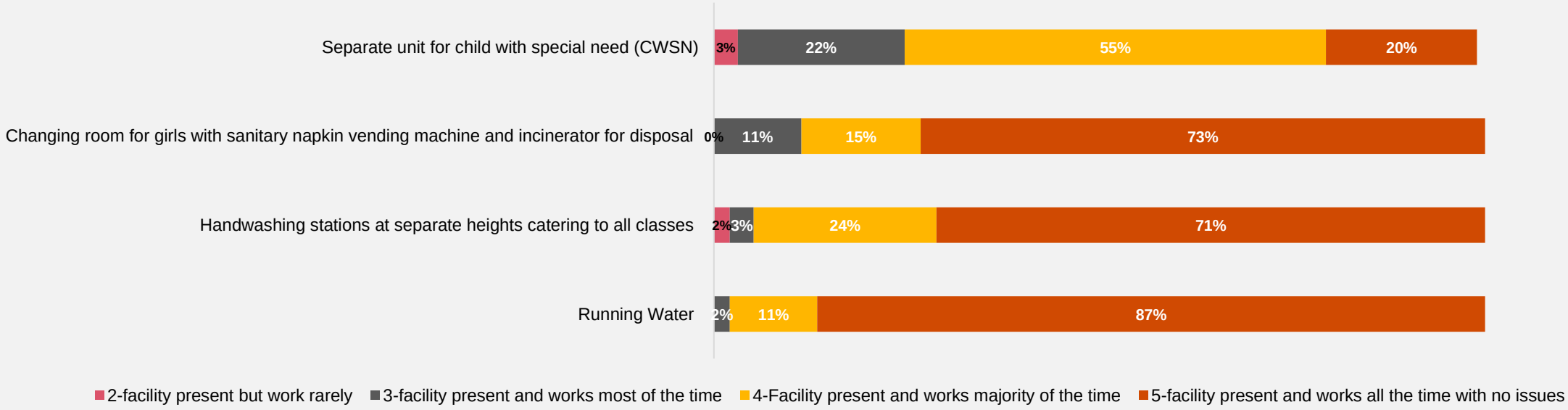
Key Findings from the Assessment

Areas of impact

Impact of WASH infrastructure work (N=97)

- **87%** of respondents(students) reported that the current **toilets** are "**very clean". 97%** students stated that **soap** is "**always available**" for use during school hours. **93%** noted that the **toilets** are **cleaned regularly**, with the responsibility for **maintaining cleanliness** falling to the **Child Cabinet Members**, specifically the Health Ministers.

- **71%** of the students were **satisfied** with the presence of **handwashing stations installed at different heights** to accommodate students from different age groups. **73%** female students are satisfied with the presence of a **changing room for girls** equipped with a **sanitary napkin vending machine and an incinerator** for disposal. The below figure provides an overview of the **ratings given to each facility provided under** the project.



CWSN – The separate unit for Child with Special Needs, are usually kept locked until the child requires access to said washroom. The key is with the principal of the school and is handed over to the child / helper prior to using washroom. Hence majority of the respondents rated either 4 or 3 in the above figure.

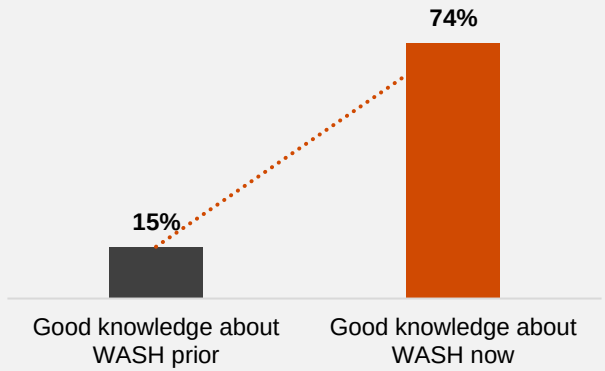
Key Findings from the Assessment

Areas of impact

Impact of BCC activities around WASH, Health and Hygiene (N=97)

- Before the implementation of Behavior Change Communication (BCC) activities, **15% of the students** reported having **good knowledge* about WASH** earlier to the project**. 91% of the students** surveyed indicated that WASHi played a crucial role in **building the capacity of Child Cabinet Committee** members
- Post capacity building, **74% of students reported having good knowledge* about WASH and Hygiene**.
- Students reported participating in a number of awareness building/BCC activities during the project period such as; **session on importance of menstrual hygiene (62%), media activities on WASH (81%), and quiz / sit & draw competitions on WASH, water conservation, school sanitation (89%).**
- **86% of the students reported, that food hygiene training was organised for MDM workers** as well, which had an **impact on the hygiene practices** (hand washing, washing of vegetables, cleanliness of food preparation areas) followed by MDM workers in schools.

Student's knowledge about WASH prior to initiative as compared to now



Findings of assessment of students in terms of knowledge gained, attitude changed, and practices inherited post WASH training

K

- **67% students correctly** mentioned methods of preventing common water borne infections.
- **72% students correctly** mentioned meaning of open defecation and one problem associated with it

Three most common responses on ways of preventing water borne infections

67%

Drinking filtered water

64%

Washing hands regularly

62%

Covering of water tanks

*__Good knowledge about WASH__ encompasses understanding key practices and principles related to Water, Sanitation, and Hygiene that foster health and prevent disease such as washing of hands with soap, proper was disposal etc.

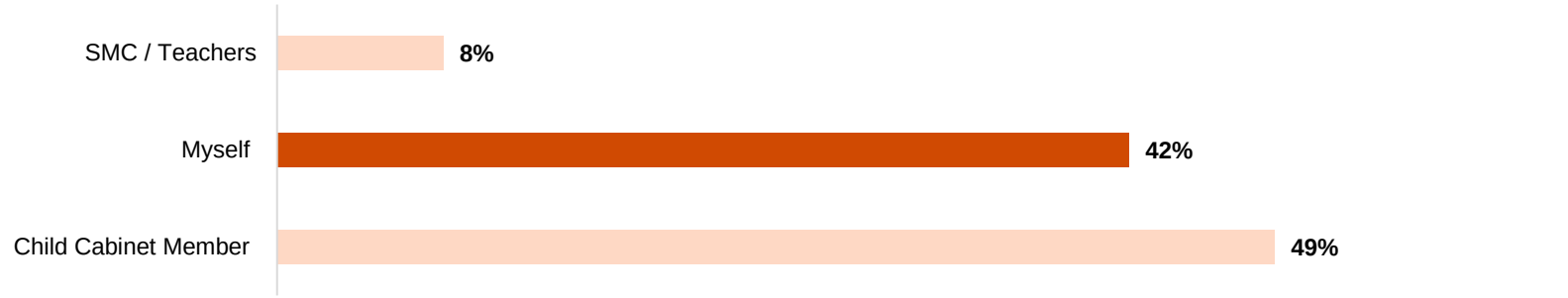
Key Findings from the Assessment

Findings of assessment of students in terms of knowledge gained, attitude changed, and practices inherited post WASH training

A

- **42% students reported** that they themselves are responsible for ensuring cleanliness of facilities.
- **100% students reported** that using soap while washing hands is important specially after playing outside.

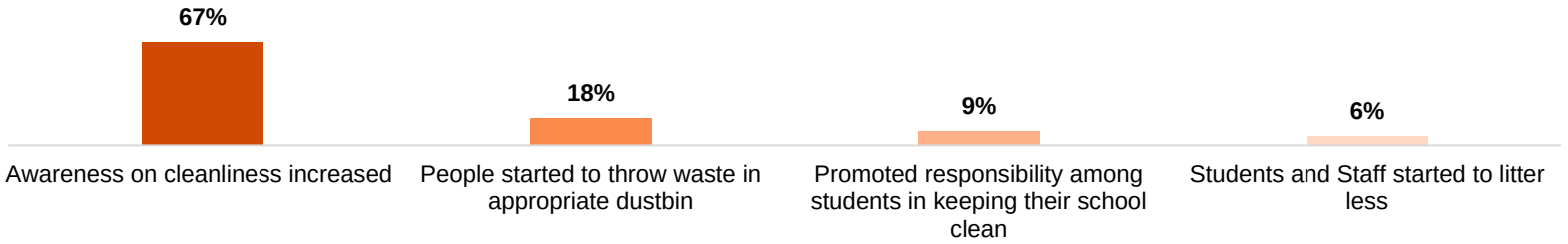
Who is responsible for ensuring toilet cleanliness



P

- **83% students** reported the correct order of washing hands.
- **98%** students reported practicing proper waste disposal in dustbins.
- **74%** students reported sharing of good practices related to WASH with parents at home.

How provision of dustbins has impacted students and staff



Correct steps of handwashing as mentioned by 80 respondents

Wet hands with clean, running water

Apply soap to cover all hand surfaces

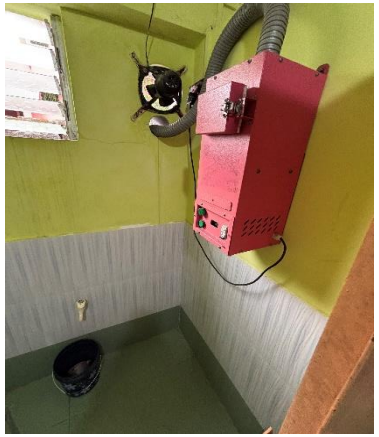
Rub hands palm to palm and scrub all surfaces, including the back of hands, between fingers, and under nails, for at least 20 seconds

Rinse hands well under clean, running water

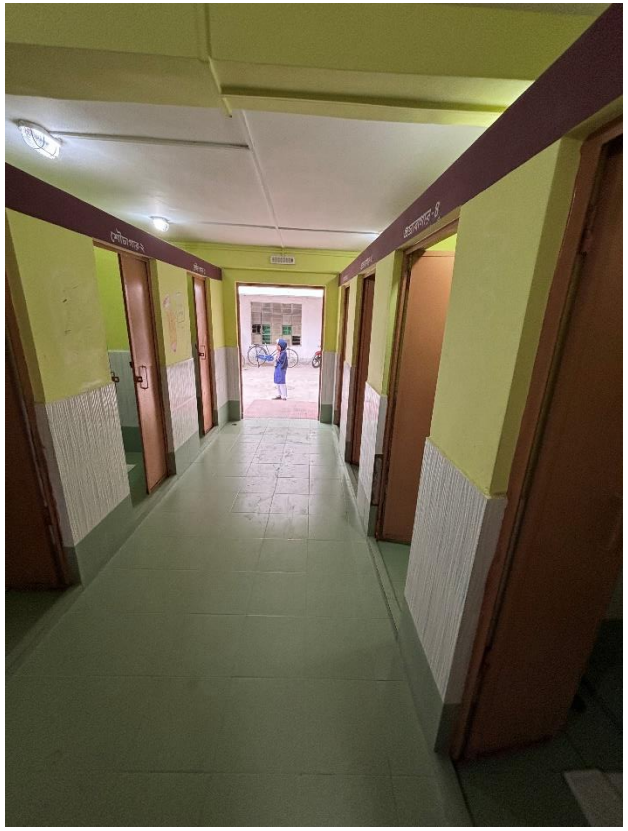
Dry hands thoroughly with a clean towel or air dry

Key Findings from the Assessment

Sanitary pad vending machine



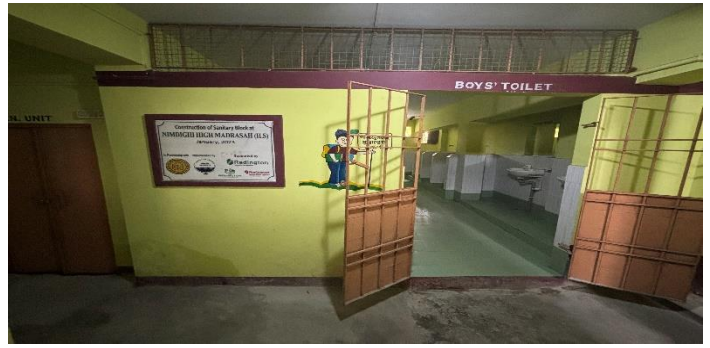
Incinerator



Girls’ toilet – inside

Drinking water

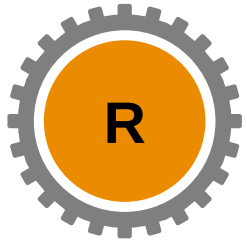
Girls’ toilet – outside



Boys’ toilet

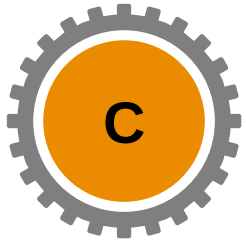
IRECS Analysis and Recommendations

- The support provided by Redington was inclusive as it constructs child, gender, and disabled-friendly WASH infrastructure in government schools.
- It provided separate facilities for boys, girls, and children with special needs, ensuring accessibility and inclusivity for all students specially in those areas where current CSR funding focus is missing.



- The project addressed critical needs such as hygiene improvement and menstrual health awareness.
- Specially by providing essential facilities like clean toilets with changing rooms for girls with pad machines and incinerators, it improved student attendance and comfort, highlighting its relevance to the target communities.

- The project positively impacted school attendance and hygiene behavior.
- Awareness programs dispelled myths surrounding menstruation and taught students and their families about hygienic practices, indicating effective learning and positive behavior change.



- The project's alignment with themes like WASH showcased its convergence with government schemes (Swachh Bharat and National Policy of Education).
- Collaborations with entities like the WASH Institute and municipality offices illustrate a partnership-driven approach, enhancing its integration with existing government schemes and programmes.

- Sustainability was ensured through capacity-building of committees involving teachers, students (child cabinet), and school management.
- The structures and facilities provided promoted long-term usage and independence.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UN SDGs, Recommendations and Limitation

Alignment with UN Sustainable Development Goals

Ensuring access to clean water and sanitation plays a critical role in improving health outcomes and well-being, particularly by preventing waterborne diseases.

Providing sanitation facilities in schools supports a conducive learning environment, improves attendance, and promotes education, especially for girls.

The installation of sanitary pad vending machines and incinerators supports menstrual hygiene management, which is essential for achieving gender equality and empowering women and girls.

This goal aims to ensure availability and sustainable management of water and sanitation for all, aligning directly with WASH activities.

Recommendations

Redington could hold regular community workshops and feedback sessions, engaging parents and local stakeholders to ensure continued participation and support, thus reinforcing community ownership and involvement for sustainable impact.

Expanding the project to more schools and regions can enhance its positive impact by reaching underserved areas, furthering Redington's mission for inclusiveness and improving hygiene and educational outcomes. Additionally, adding facilities for male staff in girls' schools could increase support and inclusivity.

Hygiene awareness activities targeting both male and female students, can be added, which can foster peer sensitisation, enhancing mutual understanding and collaboration. By educating all students together, the programme can encourage them to share knowledge and positively influence each other.

Limitation

The selection of schools for data collection, encompassing both quantitative and qualitative aspects, was carried out by the Implementing Partner rather than through a random sampling method. This approach was necessary due to closures and ongoing examinations at certain schools, which impacted the availability of sites for sampling.

Case study

Empowering young women through menstrual health education and infrastructure support

Priya (name changed for confidentiality), a student from a government school in Uluberia, observes that menstruation in her community was traditionally surrounded by numerous taboos that significantly impacted the lives of young women. For instance, they were instructed not to touch pickles or plants during menstrual cycles, due to age-old misconceptions that associated menstruation with impurity. These beliefs perpetuated misinformation and contributed to the social isolation of women during menstruation. However, the introduction of awareness programs marked a pivotal shift in these entrenched views. These programs provided comprehensive education on menstrual health, dispelling myths and equipping individuals with accurate knowledge. A particularly empowering aspect for Priya and her peers involved learning how to make sterile cloth pads, which helped maintain proper hygiene and served as a tool to educate their families, fostering broader cultural change.

The transformation extended beyond education, as infrastructural advancements played a crucial role in reshaping their schooling experience. Schools began to introduce facilities like pad machines, incinerators, and private changing rooms, addressing both accessibility and privacy concerns. Previously, the absence of such amenities often led to absenteeism during menstrual cycles due to discomfort and embarrassment. Now, with these facilities in place, attending school during menstruation is no longer a cause for hesitation. This support system has made managing menstruation easier and more comfortable for students like Priya, significantly improving school attendance and contributing to better educational outcomes for young women in the community. Through these combined efforts, the once-prevalent taboos have been replaced with empowerment and knowledge, illustrating the profound impact of targeted education and infrastructure on societal change.

Project 3: Bridging the FLN and Digital Literacy Gap with Tablet-Enabled Learning

Project Overview, Approach and Methodology

Thematic Area: Education

Overview of the project*

Pandalur, Tamil Nadu

Learning Links Foundation

September 2022-February 2023 (Phase II)

~ INR 0.37 Cr

Activities & Reach

- The project aimed to enhance Foundational, Literacy and Numeracy (FLN) for 1000 students and Digital Literacy (DL) for 202 students in 9 government schools, studying in Classes 5 to 8
- 500 internet-enabled tablets were provided to students along with pre-loaded educational resources and 10 Resource Persons visited schools daily to conduct tablet-based classes
- Training and support was provided to 20 teachers and headmasters to effectively integrate technology into classroom learning
- 200 parents were involved through awareness and counseling campaigns to support their children's learning.

Quantitative Interactions

91 students in 2 schools

Qualitative Interactions

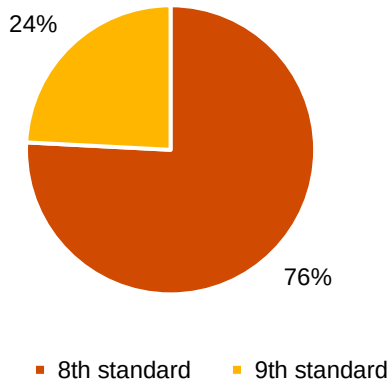
2 Teachers	2 Heads of School	1 Government official
20 Students	3 Parents	1 Resource Person
1 Learning Links Foundation team member		

***Source**: Documents provided by Redington Foundation, including Service Level Agreement, baseline and endline reports.

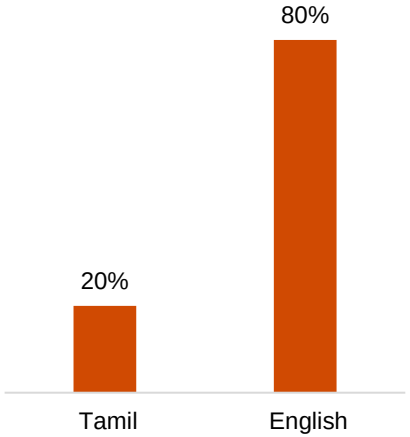
Key Findings from the Assessment

Profile of the beneficiaries sampled (n=91)

Class of respondents



Medium of education in schools



Gender of respondents

53%

47%

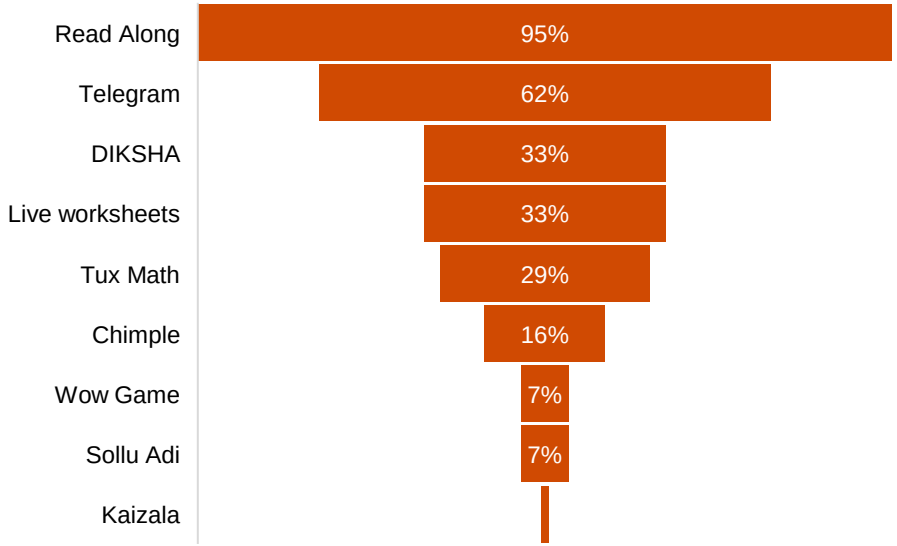
- Students from **two government schools** were surveyed: **76% were from 8th grade** and 24% from 9th grade (n=91)
- **53% were male** and 47% were female; **80% were studying in English-medium** and the rest in Tamil-medium (n=91)
- Students came from **low-income households** and **tribal communities** and most of them were first-generation learners
- Their parents engage in **daily wage labour** or work in **small-scale establishments**

Project-related activities

Key project data

- Tablet-based activities were conducted **during school hours** in 2022-23
- **2 students** shared a tablet
- **61%** reported that they used the tablets daily or 3-4 times a week
- On average, each session was **45 minutes**

Applications used on the tablet



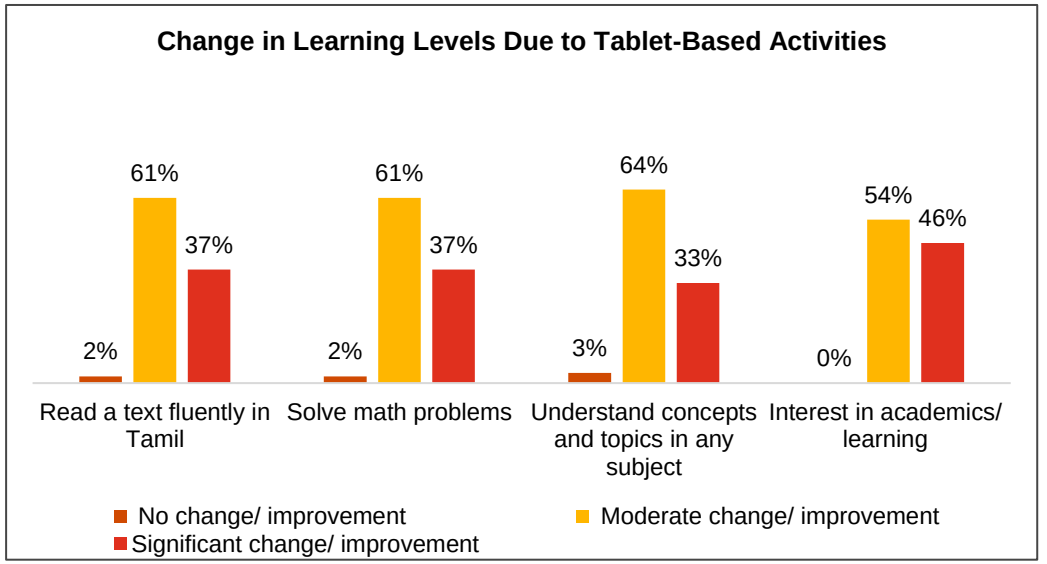
Key Findings from the Assessment

Areas of impact

Improvement in academic proficiency and overall learning levels

The pandemic **severely impacted learning**, making it difficult for students to read and write basic words, and do simple math.

- A baseline assessment conducted by LLF of student learning levels. The findings were used to **develop applications that were tailored to students' needs.** The **education department of Tamil Nadu** was consulted in finalisation of the applications.
- This enabled **personalised learning** via tablets that could effectively addressing **individual learning gaps**.
- Tablet-based activities motivated students through **interactive, gamified sessions**, enhancing their reading skills and understanding of fundamental math concepts.
- Students shared that compared to traditional learning practices, they could now **learn at their own pace, revisit topics**, and understand concepts through **visuals**. The point-based reading system encouraged them to compete and reach **higher levels of reading proficiency**.



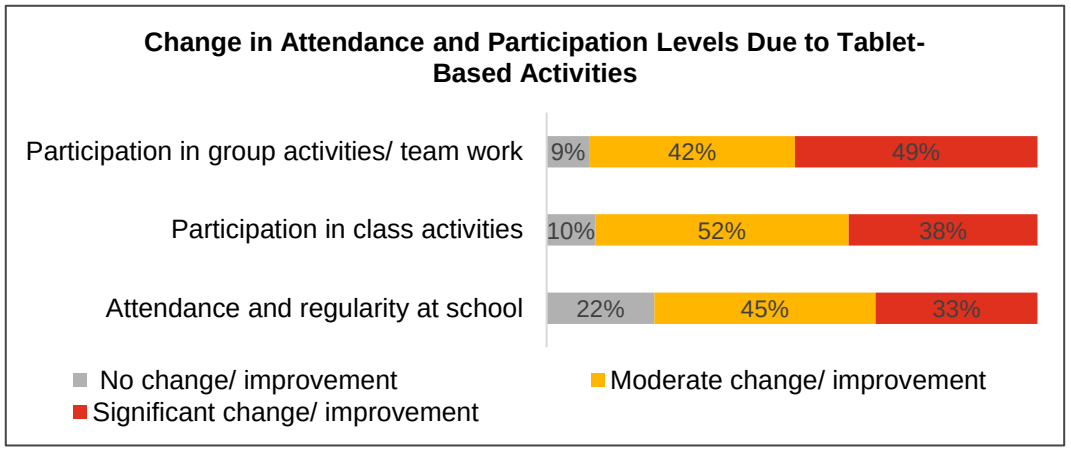
- The graph shows that **over 60% of students (n=91) noticed moderate improvement** in reading fluency, math problem-solving, and overall understanding, while more than **one-third reported significant improvement in these areas**.
- Overall, 46% of the students (n=91) reported **significant improvement in their interest in academics and learning** and 54% reported moderate improvement.

> There were noticeable improvements – students were reading more fluently and their comfort with numbers and basic operations improved. Several students who couldn't solve two-digit sums earlier started doing them confidently. We saw that students who were previously disengaged now began recognising letters, forming words, and solving basic math problems.
>
> As narrated by a Head of School

Key Findings from the Assessment

Higher levels of class participation and collaborative learning

- Tablet-based learning brought **significant change in attendance and regularity for 33%** of the students (n=91) **and moderate change for 45%**, as shown in the graph.
- School heads noted that digital content **boosted student motivation, increased attendance** even on holidays, and made learning more **interactive** and enjoyable.
- Students supported each other in navigating digital tools, promoting a sense of **teamwork and mutual learning.**
- Teachers reported that sharing tablets **encouraged peer learning and improved collaboration and communication**, especially for tribal students who were initially hesitant to participate.



93% of the students (n=91) reported their **parents became more supportive of their education** after the tablet programme was introduced.

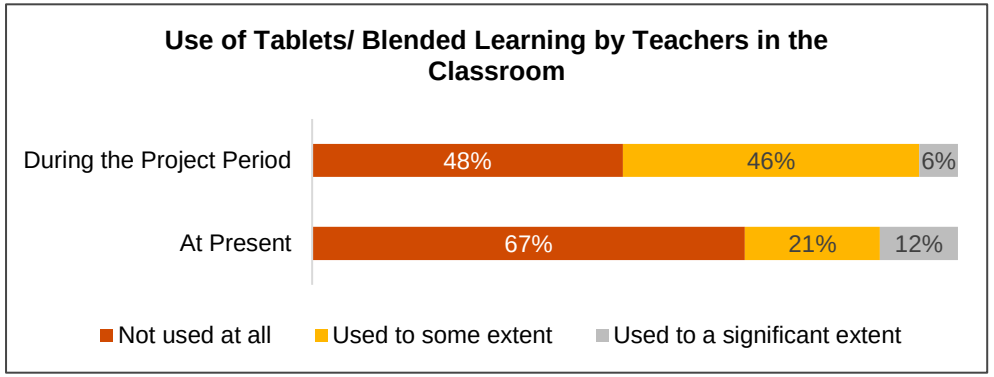
> There were few students who were weak in English. They rarely mingled with other students and rarely spoke up in class. But after using tablet-based applications, they became excited about their lessons and started answering questions. Their reading improved, and in fact, a few of them volunteered to read aloud in class.
>
> As narrated by an English teacher

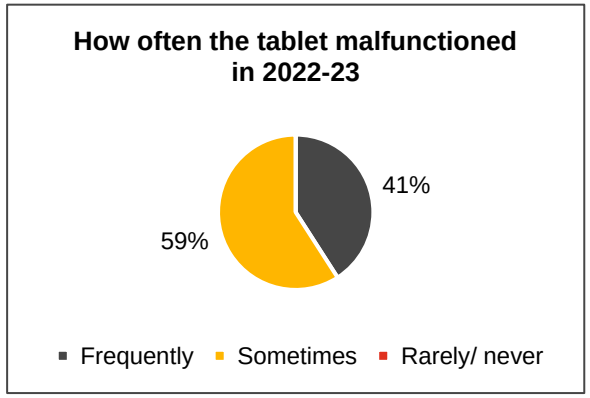
Key Findings from the Assessment

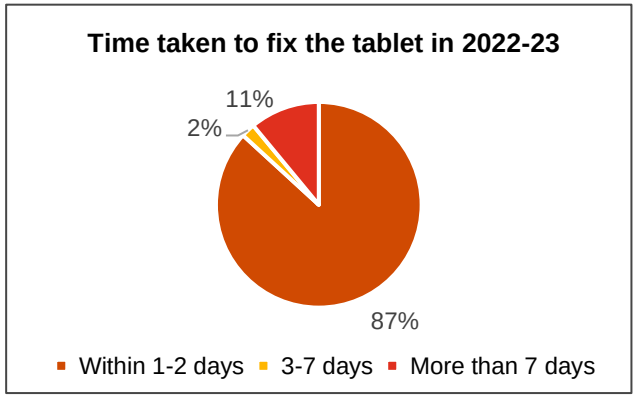
Enhanced digital integration in teaching and learning in the classroom

The LLF representative emphasised that teacher training on tablets and blended learning strategies was vital for reducing **preparation time, sparking innovation**, and improving classroom outcomes. Despite initial reluctance, LLF's support helped teachers integrate digital tools to enhance effectiveness.

- ❑ Teachers used tablets to **simplify complex concepts** for students.
- ❑ During daily tablet sessions facilitated by Resource Persons, teachers provided support. However, they rarely used technology in regular classroom activities. As seen in the graph on the right, nearly **half the students (48%) reported no change in teachers' use of digital devices during the project**, and this **declined to 67%** after the project ended (n=91).







Students and teachers reported that the device functioned well in general, but there were **minor issues with the tablet hanging or battery draining out**. 59% of the students reported that this happened frequently and 41% said it happened at times. When issues arose, **87% said the LLF team fixed the tablets within 1-2 days, as shown in the above graphs**.

Current access to a tablet at school


35%


65%

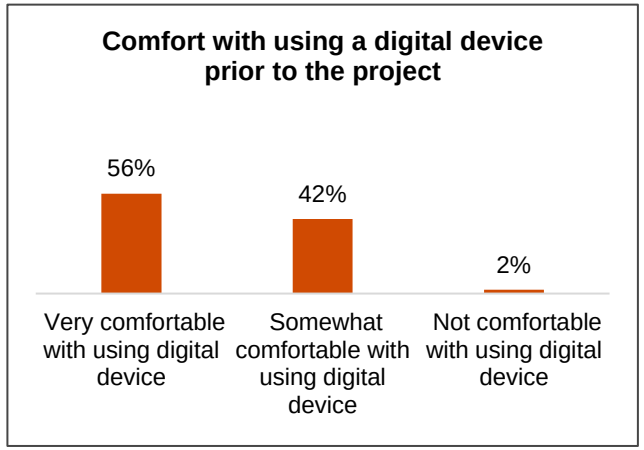
Post-project, only **35% of the tablets have been retained at school,** increasing the tablet to student ratio. Without a sustained intervention plan, these tablets are **now used for non-learning purposes** like annual day preparations and teachers primarily teach from textbooks.

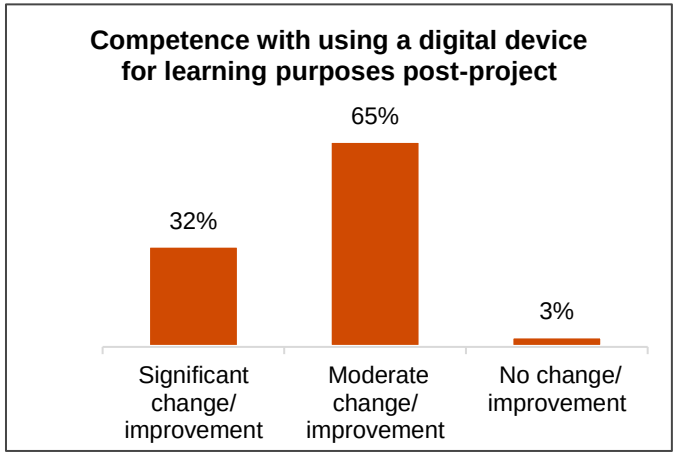
Key Findings from the Assessment

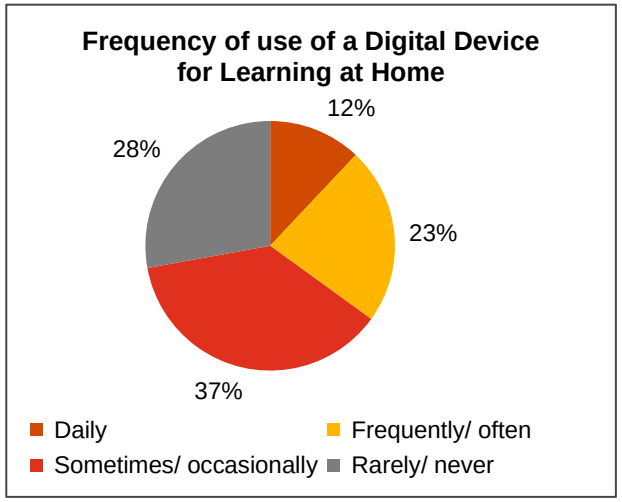
Boosted Digital Literacy skills and confidence in using gadgets for learning

Initially, **44% of students (n=91) were not comfortable or somewhat comfortable using digital devices** as seen in the graph. With daily guidance from the Resource Person, students gained confidence and technical skills. Post-project, **32% reported significant improvement in their digital literacy levels**, while 65% saw moderate improvement.(n=91).

- Collaborative tablet sessions enhanced **peer support and social and digital skills**. Access to diverse educational resources expanded students' learning opportunities.
- After the project, **99% of students were inspired to explore online learning and educational apps** but had limited access to tablets at school.





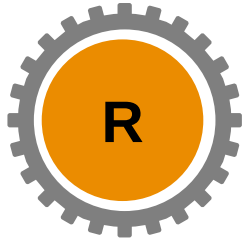


- Some parents shared that their children's enthusiasm for digital learning **prompted them to purchase smartphones** for their children's use at home. They also noted that while children would earlier watch videos or play games, they now used the gadget to learn.
- Although 76% of the students said they had access to a digital device at home, only **12% used a gadget daily for learning,** and 23% use one frequently for learning purposes, as seen in the graph (n=91).
- In cases where students could not use the tablet frequently at home, it was due to **restrictions like poor connectivity, lack of access to learning apps,** and parental time limits.

62% were highly satisfied and 38% were moderately satisfied with the project.

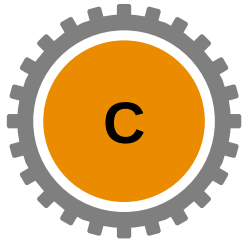
IRECS Analysis

- The project engaged female and male students of Grades 5-8 from economically disadvantaged and tribal communities.
- By tailoring the apps and learning levels to the findings of the baseline assessment, the project allowed students to learn according to their specific needs and gaps.
- Teachers were also capacitated so they could support intervention efforts.



- The pandemic resulted in a major learning gap, where students struggled to read, write or do math.
- 44% of the students (n=91) were not comfortable with using a digital device.
- The project was able to improve foundational skills in reading and arithmetic while engaging students with gamified learning.
- The digital content on tablets was curated to complement the school curriculum.

- One-third or more of the students (n=91) reported significant improvement in their ability to read text, solve math problems and understand concepts.
- 78% of the students reported their attendance improved by moderate or significant levels
- More than 90% reported higher participation levels in class and group activities as a result of the project (n=91).
- 32% reported significant improvement in using digital devices for learning (n=91).



- The project was implemented in collaboration with the educational department to ensure alignment with curriculum and the local context.
- Recommendations for selection of application were guided by both school representatives and experts from LLF.
- Efforts were made to integrate the community and strengthen parental involvement.

- The project developed students' confidence in using digital devices for learning, with 99% (n=91) stating they were encouraged to explore online learning options as a result.
- Post-intervention, only 35% of the tablets were retained at school, leading to a higher tablet to student ratio.
- Further, 67% (n=91) reported that teachers do not use blended learning strategies at all currently in classroom activities.
- These issues raise questions about the sustainability of the intervention.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UNSDGs, Recommendations & Limitations

Alignment with UN Sustainable Development Goals

By enhancing FLN and digital literacy for students in government schools in Tamil Nadu, the project has helped promote equitable and inclusive education and lifelong learning opportunities. These students faced significant learning gaps post-pandemic and did not have access to digital tools for learning at home. The project boosted academic proficiency for all students and improved their attendance and class participation.

Recommendations

Given the limited access to digital devices at home, the project should have been sustained for a longer period and more tablets should have been retained at schools to maintain a better tablet to student ratio and further develop student learning levels in a consistent manner.

Resource Persons played a central role in this intervention and teachers supported their efforts. Workshops and training sessions on blended learning strategies could have been held for teachers and more guidance and motivation given to enable them to change their core classroom strategies.

Limitations

The methodology relied on students' recall of project activities and outcomes from the 2022-23 period. As 2 years have passed since the intervention was completed, students' perception could have changed over time.

> Prior to the project, my parents had to push me to attend school. But with tablet-enabled learning, I was eager to go to school even on holidays! My reading got better, and I became faster at solving math problems. I started participating more in class, finishing homework on time, and attending school regularly. Learning with tablets truly sparked my interest.
>
> As narrated by a girl student from Grade 8

Case Study

Creating a spark in young minds through tablet-based learning

I come from a low-income family and no one in my family has completed their schooling. I like coming to school because I can meet friends, learn new things, and play during breaks! I enjoy subjects like English and science.

Before Saksham, I had not used a tablet. My parents did not have a smart phone at that time. I had just returned to school after the pandemic, and I found it tough to sit in the classroom for a long period of time. I used to be a good student but after the pandemic, I found I was struggling to read and write! I felt ashamed and scared.

I was very excited and happy when the project was introduced. Our teachers and the Resource Person from Learning Links Foundation helped me a lot. They showed me how to open the apps, use the touchscreen and complete the learning activities. Gradually, I became confident.

The trainer used to come daily to our school and conduct sessions. Usually, I shared the tablet with one other student. We could learn at our own pace and most of the apps felt like a game – we used to compete with each other for the Read Along app to see who could score the highest points.

After using the tablet for some months, my reading improved, and I could do calculations better. My tests marks also improved. My parents were happy that I was using a tablet for learning. They said, “You have become more serious about studies!”

Eventually, when my father bought a smart phone, he allowed me to install some learning apps on it and I use them often. My parents are supportive. They know that education is important because it helps us get good jobs and become independent in the future.

As shared by Hafisa (name changed)

Project 4: Scholarship Support for IT Training and Provision of Laptops

Project Overview, Approach and Methodology

Thematic Area: Scholarship

Overview of the project*

SSN Institutions and Shiv Nadar University, Chennai

SSN Trust

2022 - 2023

~ INR 0.64 Cr

Activities & Reach

- Laptops (Model #: HP15SFQS112TU) were distributed to 67 rural students studying in SSN College of Engineering and Shiv Nadar University, Chennai
- Scholarships were provided to 7 students from disadvantaged backgrounds enrolled in the Post-Graduate Diploma Programme in Business Analytics and Data Science offered by SSN School of Advanced Career Education

Quantitative Interactions

39 recipients of the laptop

Qualitative Interactions

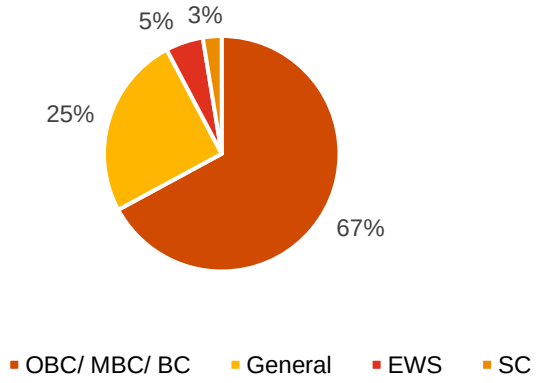
- 12 laptop recipients
- 3 scholarship recipients
- Members of the college administration
- A manager from a placement organisation

***Source**: Documents provided by Redington Foundation, including Service Level Agreement with SSN Trust, and information shared by Redington Foundation and the Implementation Partner.

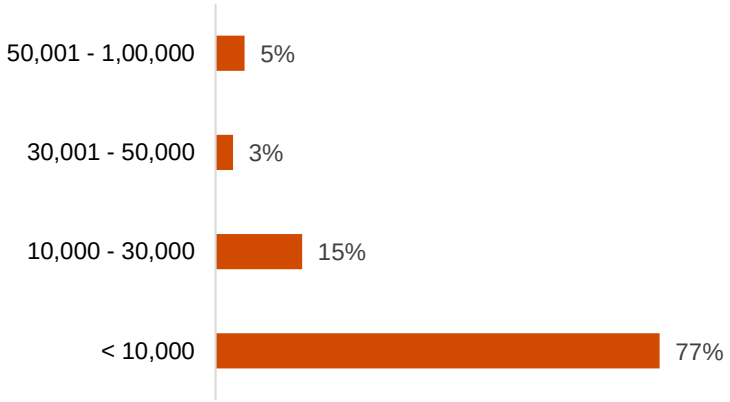
Key Findings from the Assessment

Profile of the beneficiaries sampled (n=39 laptop recipients)

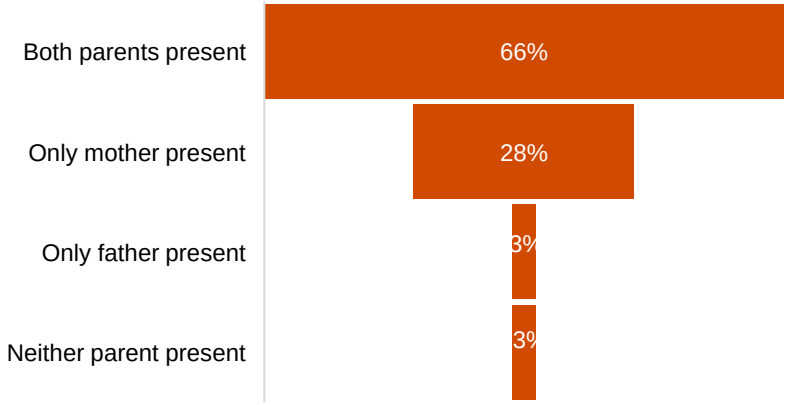
Social category of the respondents



Monthly household income of respondents (INR)



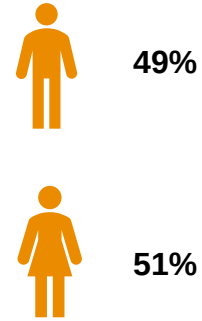
Family context of the respondents



Respondents from a rural background

- Laptop support was given to **first-generation learners,** who came from **rural** areas
- 77% (n=39) reported a monthly household income of **less than INR 10,000**
- **51% of the respondents were female** and 49% were male.
- 74% came from **socially disadvantaged backgrounds** (SC/OBC/MBC/BC and EWS) and 34% came from households with **one or both parents absent** (n=39)

Gender of the respondents



Key Findings from the Assessment

Areas of impact

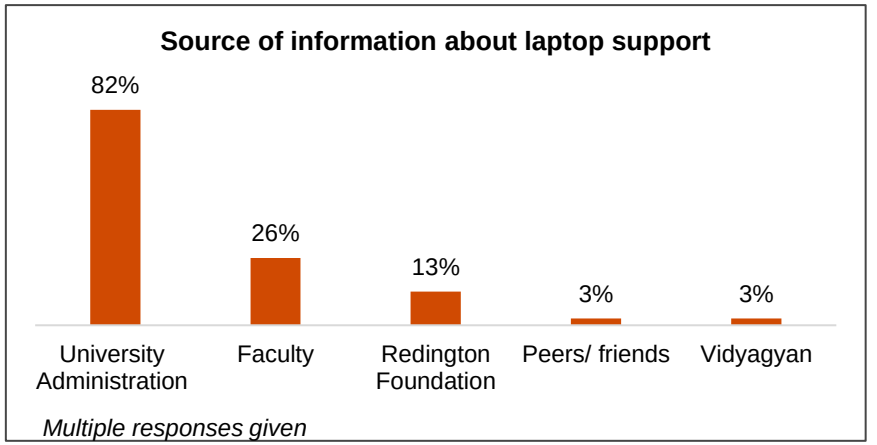
A high-quality laptop that allowed students to satisfactory fulfill their academic requirements

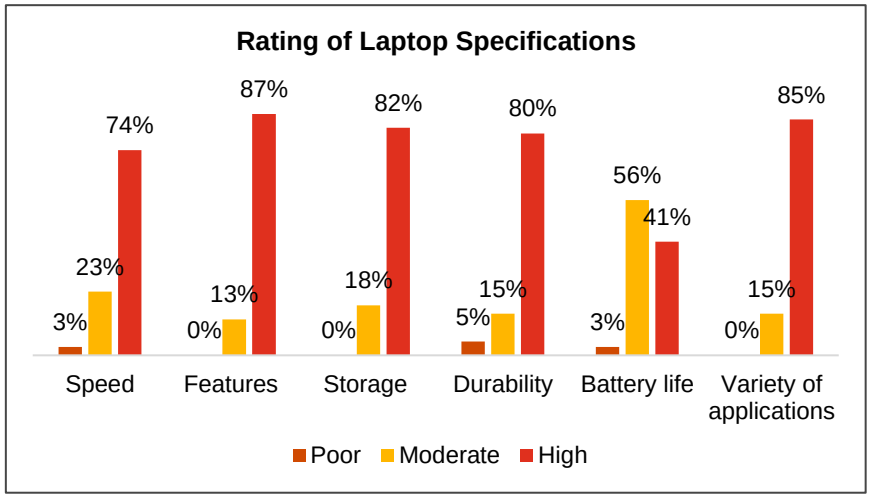
Students who received laptops were **recipients of full scholarships from SSN Trust**. Once they were admitted to the college, students who were financially disadvantaged were offered scholarships for their study. Alongside, they were provided laptops funded by Redington.

- Majority of the students heard about the laptop support from the **university administration (82%)** or from faculty members (26%), as seen in the graph (n=39).
- **95% did not have a laptop before** they joined SSN and the two students who did were recipients of the Tamil Nadu government laptop scheme (n=39).
- Despite a delay in delivery initially, the laptop helped students complete their homework, work on **large data assignments,** engage in research projects and access various study resources.
- The laptop was **rated highly** for speed (74%), features (87%), storage (82%), and durability (80%), but only 41% were satisfied with the battery life (n=39).
- Students shared that the laptop was **a high-end model** helping them achieve academic goals.
- During their 4-year study, occasional laptop issues arose, but the university conducted regular checks and promptly resolved problems.

54 % of the respondents shared that the laptop functioned optimally without any problems

92% could not have afforded even a second-hand laptop without Redington's support

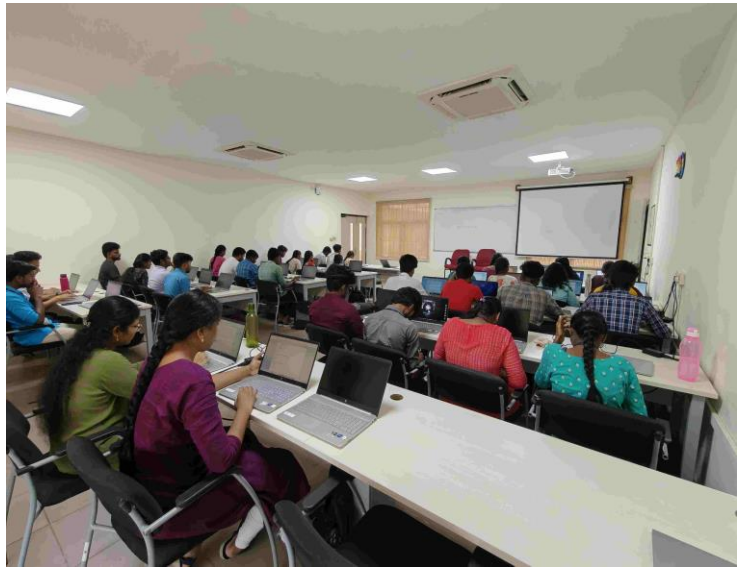


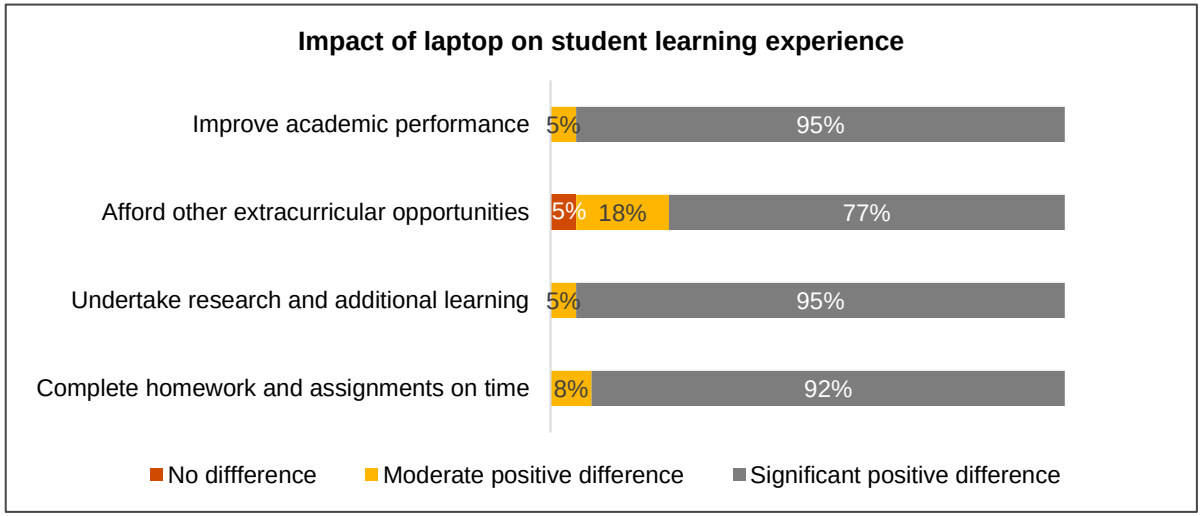


Key Findings from the Assessment

Enhanced university experience with holistic learning opportunities

- While crucial for academics, the laptop also offered students opportunities for holistic development, as exemplified below:
  - **Participate in a Hackathon programme** organised by a major bank, which resulted in receiving a placement to work at the bank.
  - Take up a **summer internship with a prestigious company**
  - Present a **paper at a conference using the laptop for research**
  - Complete of **online courses** on Udemy and NTPL and learn **advanced software** like Power BI and Tableu.
- The laptop enabled students to **design posters, pursue hobbies, join club activities**, and participate in **virtual volunteering** to teach disadvantaged students.





- The laptop made a **significant positive difference to students' academic experience**, with more than 90% reporting it improved their academic performance, allowed them to complete homework assignments and undertake research (n=39).
- 77% of the respondents believed that laptop sponsorship allowed them to **spend in other key areas of extracurricular development** (n=91)

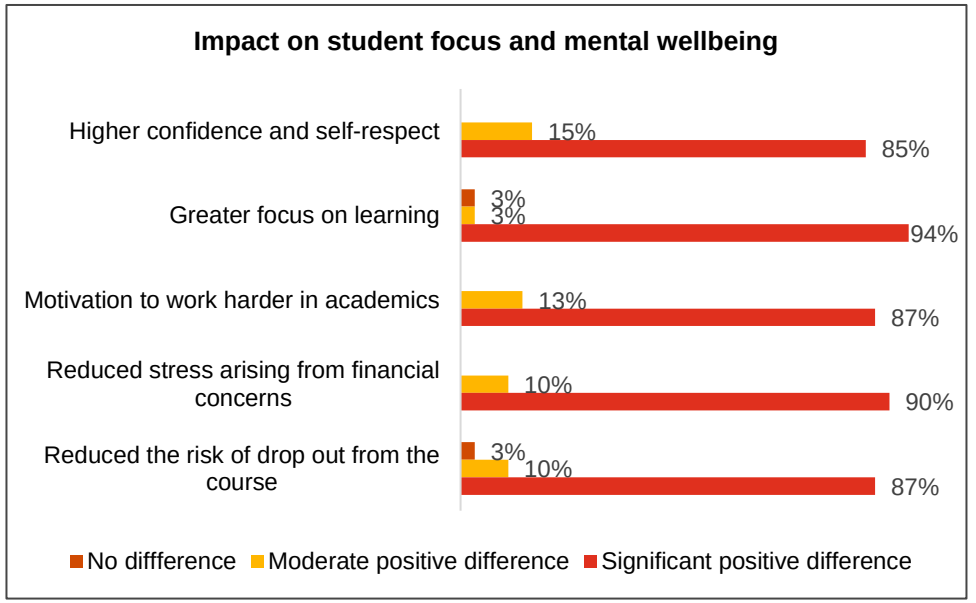
Key Findings from the Assessment

Greater self-confidence and motivation

- Students felt that having their own laptop offered **comfort and flexibility** for self-paced learning, boosting their **confidence and communication skills**.
- Many observed that as the laptop given by Redington was a high-end one, they were on **par with their peers** from more affluent backgrounds.
- The graph shows that overall, more than 85% of the recipients experienced significant benefits from the laptop, like **reduced financial stress (90%), improved focus on learning (94%),** and **increased self-confidence** and self-respect (85%) (n=39).
- Few students expressed **uncertainty around returning the laptop upon graduation**, as it would be challenging to procure a new one without a placement offer.

87 % felt the process of receiving the laptop was convenient and seamless

92 % reported that they received the laptop in a timely manner



> We had limited ideas before we got the laptop, but after we received it, we started exploring various academic and extracurricular opportunities. The support given by Redington was not just in terms of laptop provision – they interacted with us and offered one classmate an internship with their CSR Foundation and another a placement in the company itself. The support went beyond, giving us opportunities to learn and grow .”
>
> As narrated by a laptop recipient

Key Findings from the Assessment

Comprehensive skill development enabling career readiness

- SSN enrolled students in a business analytics and data science course, offering onboarding and counseling. Redington **provided full scholarships to seven students** (~ INR 3.5 lakh per student) based on financial need.
- Scholarship recipients came from **rural and poor financial backgrounds** and would not have afforded the fees of the data science course without support from Redington.
- Students found the 6-month immersive residential course comprehensive and well-structured.
- **Motivational and insightful talks by industry specialists** providing a realistic picture on what to expect in this field of work.
- The course also included a one-month internship at HCL Tech's Data Science Lab, offering **experience in use of test cases and real-time data**, managing **client expectations**, and **developing networking skills**. Job placement ensured immediate work post-course.
- Students felt well-prepared for job transitions, with **knowledge and skills exceeding peers** from other institutions.
- Redington's scholarship was vital for **affordability**, **transforming careers and fostering responsibility**, as they tracked student performance through the course.
- Scholarship recipients shared that since **Redington invested so much in their academic development**, they in turn felt motivated to excel in the course and their career.

Perceptions of a manager from a placement organisation on student capabilities:

Strong technical knowledge

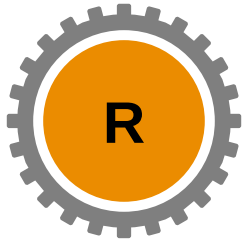
High self-initiative

Dynamic and adaptable

> I would not have been able to do this course without financial support provided by Redington. After I got the scholarship, I felt that I need to concentrate more on my studies and put in my best effort. I became responsible, because Redington was keeping track of my marks and ensuring I did well, and I, too, felt that I must uphold the faith that the organisation has placed in me. This opportunity turned my life around and I am confident now of excelling in this field.
>
> As narrated by a scholarship recipient

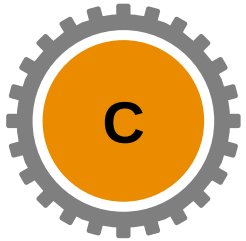
IRECS Analysis and Recommendations

- The laptop support was provided to female and male students who are first-generation learners from rural areas.
- Similarly, scholarship support was given to those who came from poor financial backgrounds, who could not have afforded the course otherwise.



- Students reported that a laptop was essential for their academic needs and the laptop provided by Redington had the required features to support their learning.
- The data science course provided an opportunity to students to re-shape their careers by giving them the technical knowledge and skills needed for pursue a career in this field.

- Given the criticality of a laptop in academics, the support given was effective. There was delay in provision of the laptop initially but beyond that, students were able to use the laptop for all academic requirements.
- Scholarship recipients felt the course was effective because the curriculum was at par with market requirements and included interactions with industry specialists, a one-month internship and job placement support.



- Redington collaborated with SSN Trust to identify and support those in need of laptops and scholarships. Redington was able to strengthen the mission of SSN to “empower students from across socio economic strata” as well as the broader government mandate of providing opportunities to those from vulnerable backgrounds.

- Students reported that the laptops were high quality and met their needs. Any issues that arose were handled by the university administration.
- Scholarship students felt the course allowed them to develop technical skills that enabled them to excel in their placements, creating sustained livelihood opportunities for them.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UNSDGs, Recommendations & Limitations

Alignment with UN Sustainable Development Goals

Goal 4 aims to promote equitable and inclusive education and lifelong learning opportunities for all. The provision of the laptop allowed students to fulfil their academic requirements and enhance their learning opportunities in multiple ways. The scholarship provided a new career opportunity for its recipients, ensuring they had access to quality technical education.

Recommendations

LAPTOP: For those students who do not get placed immediately upon graduation, Redington could allow them to retain their laptops so that they can continue searching for jobs or enhancing their learning. The need for the same could be reviewed on a case-to-case basis.

SCHOLARSHIP: Although the data science programme has been discontinued at SSN, Redington could support underprivileged students in other institutions who are undertaking data science courses, as it can make a significant difference to their career paths and build sustainable livelihoods.

Limitations

The sample of students who received scholarship support was a small number – 3 students – and these were students invited by SSN to be a part of the focused group discussion. It would have been helpful to capture the views of all 7 recipients to get a holistic understanding of the support given.

Case Study

Boosting the capabilities of a first-generation learner

I come from Uttar Pradesh and am pursuing an economics degree at Shiv Nadar University. I had previously studied in VidyaGyan Academy which supports students from rural areas and provides them with quality education in a residential set up. I am from a humanities background and I chose to study at SNU because the course appealed to me and they offered me a full scholarship for my studies. I am a first generation graduate.

Once I received admission to SNU, I was informed that I would also receive a laptop. The laptop that Redington provided was the latest model when it was given in 2022. Each year, Redington provide the latest models with higher capabilities to students.

In today's world, we cannot function without the laptop. I have some professors who won't allow me to enter class without my laptop! Also, we do not have one specific book that we refer to for our syllabus. We have to refer to multiple resources and the laptop allows me to access and download material. It also brings a sense of comfort and allows me to study as I please. If I sit in a computer lab, I may not be able to focus for a longer period of time.

I have downloaded multiple data manipulation software and learned how to use them. Today, whatever we learn is not sufficient, so I am able to stay updated with different tools thanks to the laptop. As an economics student, I could use my laptop for paper presentations at different universities. I also used the laptop during my internship with a consultancy firm and today, I have a placement as a financial analyst because of the laptop!

Everything is becoming digitalised nowadays and the laptop is essential in all areas of learning. I am very thankful to Redington for this support.

As shared by Rajath (name changed)

Project 5: Scholarship Programme for Needy Students

Project Overview, Approach and Methodology

Thematic Area: Scholarship

Overview of the project*

Pan India

NSDL/ Protean eGov Technologies Limited

September 2022 – March 2023

~ INR 0.74 Cr

Activities & Reach

- Redington provided scholarship support of upto INR 1,00,000 to 71 students pursuing B.E./ B.Tech, MBA in Supply Chain Management, and professional courses (CA/ CS/ CMA) in institutions across the country.
- Applications were received on the Vidyasaarathi portal run by Protean EGov Technologies Limited, where students submitted documentation, and selected students received the scholarship amount directly in their bank accounts.
- Students were selected based on certain criteria – annual household income less than INR 6,00,000; prior academic performance; other disadvantageous circumstances such as being differently-abled, transgender, or coming from single-parent households.

Quantitative Interactions

31 scholarship recipients

Qualitative Interactions

2 scholarship recipients

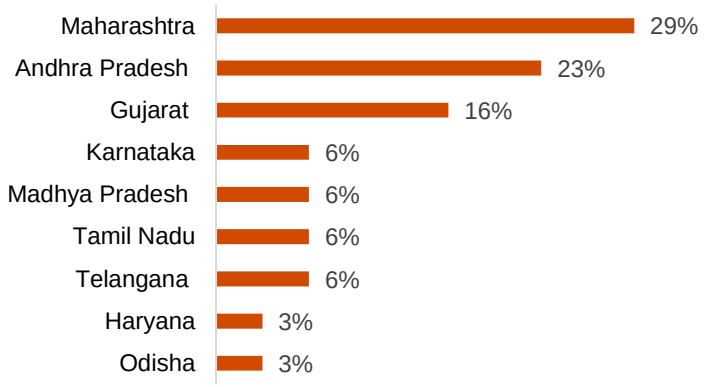
NSDL/ Protean Tech official

***Source**: Documents provided by Redington Foundation, including project completion report, and NSDL application website

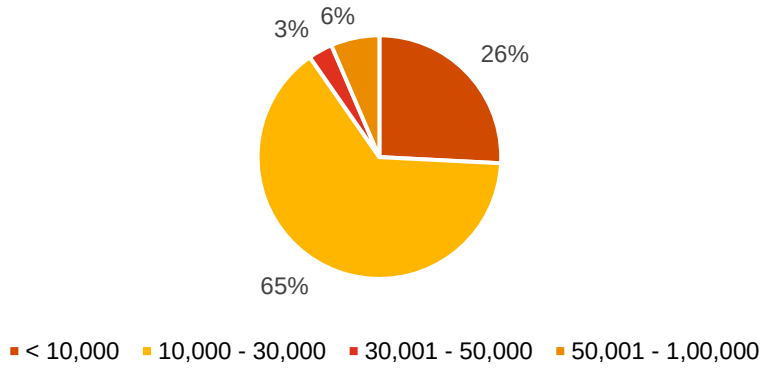
Key Findings from the Assessment

Profile of the beneficiaries sampled (n=31)

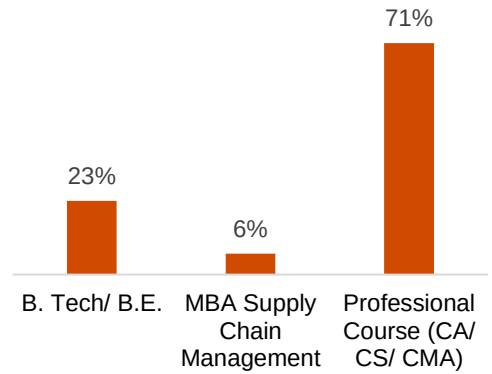
Location of the respondents



Monthly household income of the respondents (INR)



Course pursued by respondents



Background of the respondents

Rural 48%

Urban 52%

- Respondents were from **various states of India** including Andhra Pradesh, Gujarat, Tamil Nadu, Maharashtra, etc. They came from both **rural and urban** backgrounds.
- **16% of the respondents were female** and 84% male (n=31). Of the total 71 recipients in 2022-23, 27% were female and rest were male.
- 58% belonged to **Other Backward Castes**, 6 (19%) were from **single-parent households** and 3 recipients had **special needs.**
- For 26% of the respondents, the monthly household **income was less than INR 10,000** and for 65%, it was **between INR 10,000 and 30,000**.

Gender of the respondents

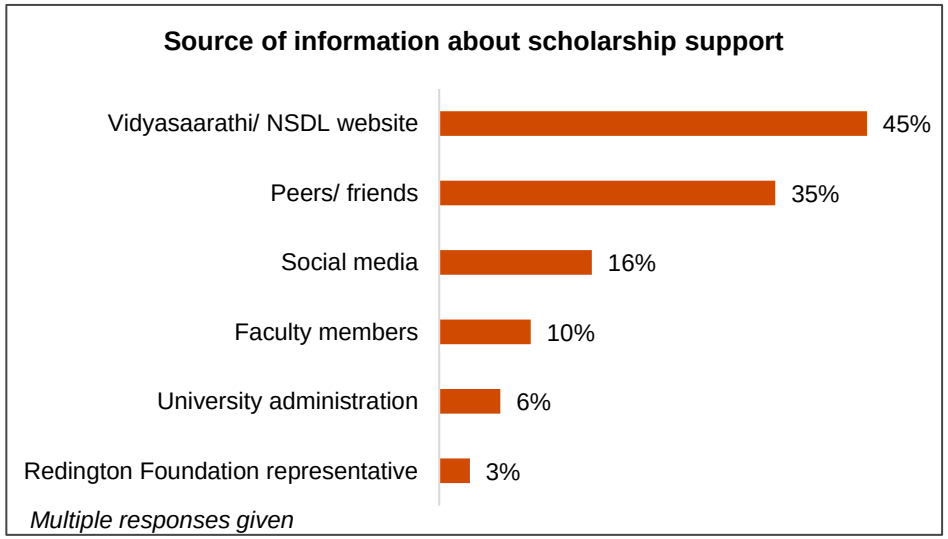
84%

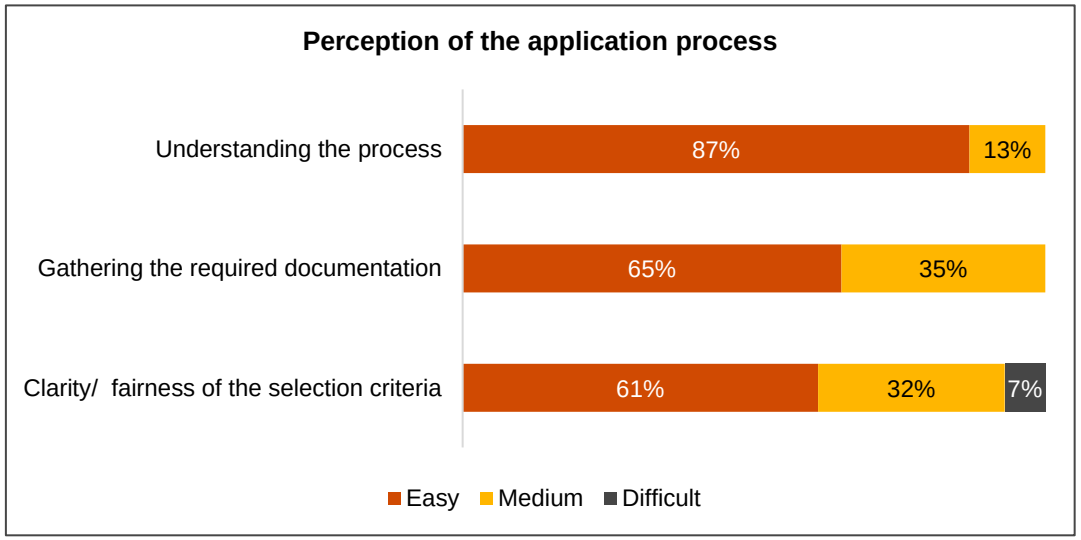
16%

Key Findings from the Assessment

Areas of impact

Ease and clarity in the application process allowing students to take advantage of the support available





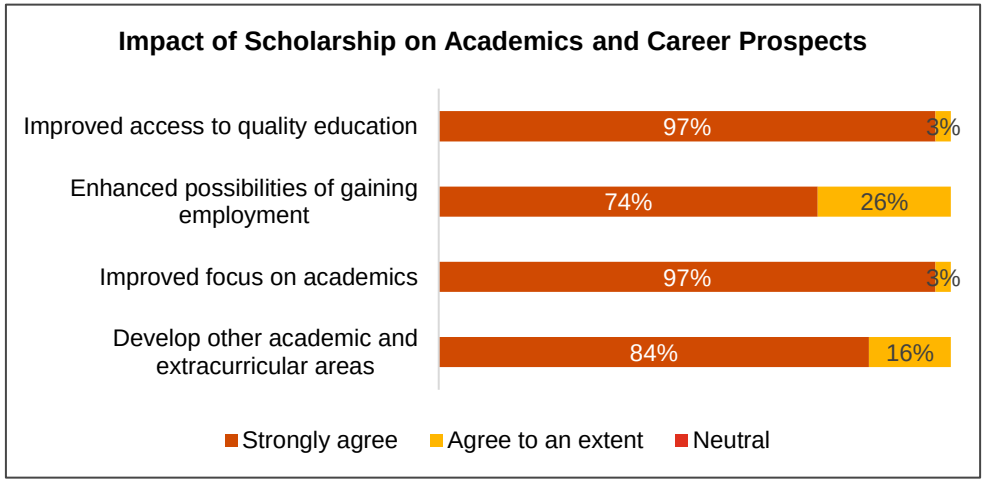
Applicants registered on the Vidyasaarathi portal run by NSDL/ Protean Tech which listed the scholarships they were eligible for, based on their background profile, academic achievements, and the type of course they were pursuing.

- 45 % of the respondents stated that they found about the Redington scholarship on the **Vidyasaarathi portal itself** and 35 % from their **peers and friends** (n=31) as seen in the graph.
- In terms of the application process, the graph shows that 87% felt the process was **easy to understanding**, 65% felt the **documentation required was easy to gather**, and 61% felt the **criteria for selection was clear and fair**.
- Some students observed a **long gap between the submission of the application and notification of selection, suggesting it could be shortened** for timely fee payment.

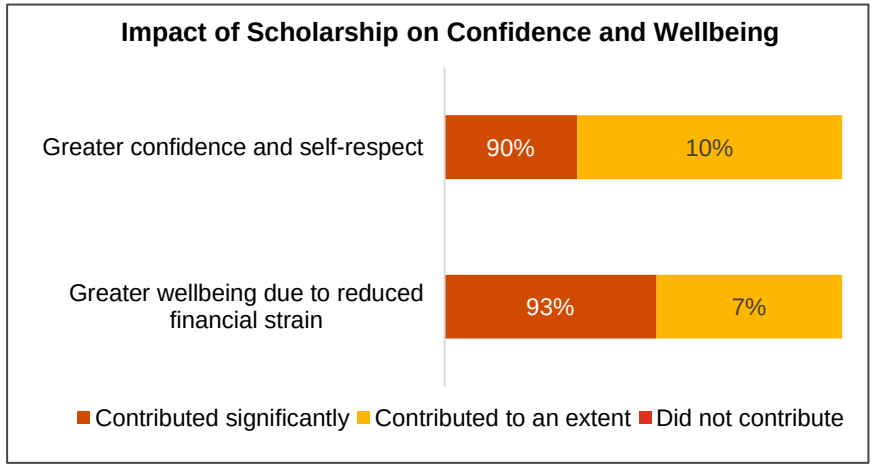
Key Findings from the Assessment

Greater ability to focus on academics and extracurricular pursuits

- Recipients were able to study at quality institutions, focusing on academics and extracurricular activities.
- As seen in the graph, 97% (n=31) **reported that the scholarship improved their access to quality education** and **focus on academics**.
- An engineering student said that reduced financial pressure enabled greater focus on **research and online certifications**, enhancing their graduate school application.
- Another student said the scholarship **lifted the mental burden, allowing them to enroll in CA courses**, clear exams, and pursue a B.Com degree to enhance their knowledge.



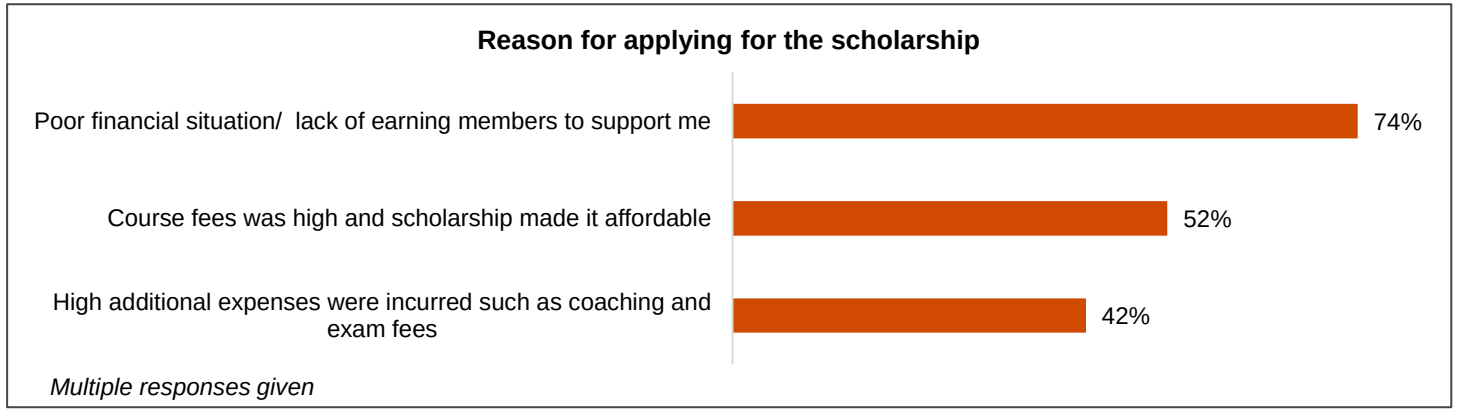
Enhanced sense of security and wellbeing

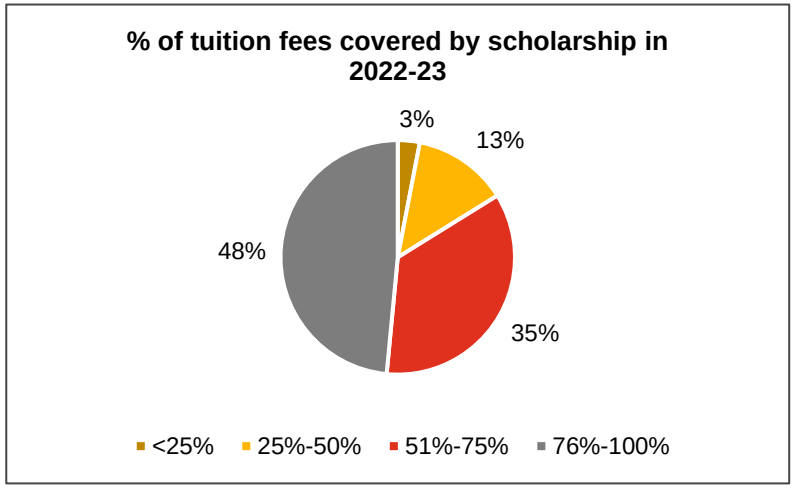


- The scholarship enhanced recipients' sense of security, with 90% (n=31) reporting it **significantly boosted their self-confidence and self-respect**, as seen in the graph.
- The reduced financial strain resulted in **better mental and emotional well-being for 93%** (n=31).
- 65% (n=31) felt the selection criteria were **fair and easy to understand** and the same percent agreed they received the scholarship in **a timely manner**.
- Many students pointed that as the scholarship was a one-time support, they **faced difficulty in finding new sources of support** in the following year.

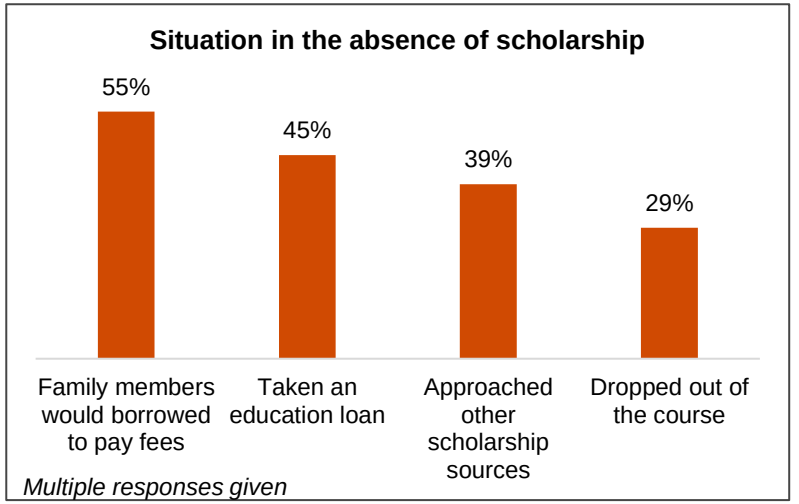
Key Findings from the Assessment

Reduced risk of drop-out due to financial burden



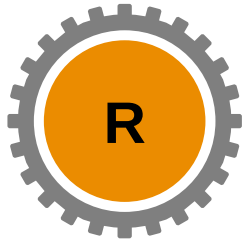


- 87% (n=31) received a **scholarship amount of INR 1,00,000** from Redington.
- The reasons for applying for the scholarship were related to the students' **poor financial situation (74%)** combined with **a high tuition fees (52%),** as seen in the graph (n=31).
- Graph shows that for nearly half of recipients (n=31), the scholarship **amount covered 76-100 percent of their tuition fees**, which ranged between INR 50,000 to 4,00,000 in 2022-23.
- 84% (n=31) reported that they **could not have afforded the tuition fees** without the scholarship.
- In the absence of a scholarship, **55% would have borrowed from others** and 45% would have taken an **education loan** (45%)(n=31). 29% reported that they would have **dropped out of the course**.
- A CA aspirant said that without the scholarship, **he would have had to put the course on hold** and work to save money for the tuition fees, as his father had been unemployed since the pandemic.
- Another student who came from a single-parent home and is a first-generation graduate said that the **scholarship was essential for him to complete his engineering degree**.



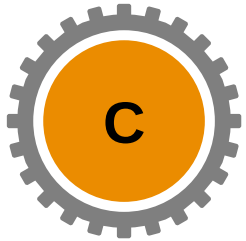
IRECS Analysis and Recommendations

- The support provided by Redington was inclusive as it was offered to those whose household income was less than INR 6,00,000 with preference for those who were differently abled or from single-parent households.
- It was open to candidates from all regions of India.
- Only 27% of the recipients were women, highlighted the need to support more female students.



- The scholarship support was provided to students who otherwise would not have been able to complete their courses.
- 84% of the recipients (n=31) said they would not have been able to complete the course without this support and 55% stated their family members would have had to borrow to fund their education in the absence of the support.
- The support from Redington ensured continuity in students' educational pursuits

- Redington clearly stated the criteria for receiving support on the NSDL portal.
- 65% of the students reported that they received the scholarship in a timely manner.
- Some students mentioned a delay between the time of application and time of notification of selection, which created uncertainty and made it difficult to pay tuition fees on time.



- Redington provided support through the NSDL portal set up by the government, which allows students to find education finance schemes that can ease their financial burden, while allowing corporates to unlock their CSR potential.
- The scholarship strengthens the broader government mandate of providing opportunities to those from vulnerable backgrounds.

- Recipients agreed that the scholarship had freed their mind and allowed them to focus on their academics.
- This enabled them to become career-ready and better equipped for pursuing a sustainable livelihood.
- However, as the scholarship support was one-time, recipients stated that this created a financial burden on them.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UNSDGs, Recommendations & Limitations

Alignment with UN Sustainable Development Goals

Goal 4 aims to promote equitable and inclusive education and lifelong learning opportunities for all. The provision of a scholarship allowed students to fulfil their academic requirements at quality institutions without facing significant financial burden. For many students, it prevented them from dropping out the course and discontinuing their education.

Recommendations

- Redington could consider supporting students holistically, by extending the scholarship for the entire duration of the course as this would reduce the stress faced by students in finding new sources of support each year.
- In addition to providing the financial support, Redington could also directly involve themselves with the recipients, offering guidance and counseling to students and creating a sense of belonging and responsibility in them.
- Given the low percentage of female students supported, Redington could actively encourage applications from female students to reduce gender disparities in higher education.

Limitations

Using a 95% confidence interval and a 10% margin of error, the sample for the survey was 41 students. However, as the survey was shared virtually, and neither Redington nor the implementation partner had direct connect with the students, only 31 responses were obtained.

> The scholarship validated my hard work and gave me the confidence to pursue ambitious goals. It helped me believe in the power of support and giving back – not only did it shaped my mindset towards academic excellence, but it also got me thinking about the long-term and how I can contribute to science and society. It was a turning point in building a more purpose-driven career."
>
> As narrated by a recipient from 2022-23

Case Study

Creating new career pathways for a motivated college student

I’m currently pursuing my Masters in the USA. I completed my undergraduate degree in biotechnology in Chennai. I’ve always been deeply interested in how technology and biology intersect, which led me to explore research in genomics, computational biology and protein modeling.

During my undergraduate years, financial stability was a major concern. I come from a low-income family and my mother is a single parent who worked hard to support my education. Being the first graduate in my family, I carried both responsibility and ambition. The COVID-19 pandemic further increased financial pressure, making it difficult to manage tuition fees, books, and essential academic resources.

While searching online, I found the Vidyasaarathi Scholarship and decided to apply. Thankfully, I was selected by Redington Foundation. It felt rewarding and the support came at a very important time for me. The eligibility criteria were clearly listed—academic performance, income proof, and a few essential documents. The platform was user-friendly, and since I maintained good academic standing and had the required documents, the application process went smoothly.

The scholarship brought in me a sense of security and motivation. It validated my hard work and made me more confident about pursuing ambitious goals like applying to top graduate programs and aiming for research-oriented roles in bioinformatics and AI. With reduced financial pressure, I could focus more on my studies and research projects. I also enrolled in some additional online certifications in Python and data science, which helped strengthen my skills for graduate school applications. The most valuable part was the freedom it gave me—freedom from financial worry, which allowed me to fully engage with my academics and plan my future. That mental peace was incredibly valuable.

As shared by Sathya (name changed)

Project 6: Implementation of Mobile Healthcare Unit Program

Project Overview, Approach and Methodology

Thematic Area: Healthcare

Overview of the project*

Tumkur District, Karnataka

HelpAge India

Project period: February 2022 – February 2025
Assessment period: April 2022 – March 2023

Total: ~ INR 1.04 Cr

Activities & Reach

- The project provided healthcare to 22,318 community members in 21 villages in Tumkur district in 2022-23 through a Mobile Healthcare Unit (MHU).
- MHU staff, including medical consultant, pharmacist, social protection officer and driver visited each village once a week, providing free consultation, treatment and essential medication to patients.
- 14 awareness sessions were conducted on common ailments, non-communicable diseases and seasonal disease prevention.
- 15 referral services were provided to the nearest Public Healthcare Centre (PHCs) for patients who required additional treatment.
- Bedside assistance services were given through home visits for 35 bedridden patients.
- The programme also strengthened linkages of community members to government health schemes and programs.

Quantitative Interactions

118 community members across 4 villages

Qualitative Interactions

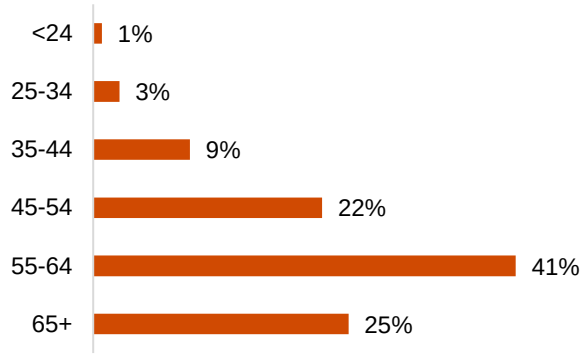
- 25 Community members
- 1 MHU staff
- 1 Asha worker
- 1 Taluk Health officer
- 1 PHC/ CHC staff
- 1 Panchayat member
- 1 HelpAge India official

***Source**: Documents provided by Redington Foundation, including the Service Level Agreement with HelpAge India and Project Annual Report 2022-23

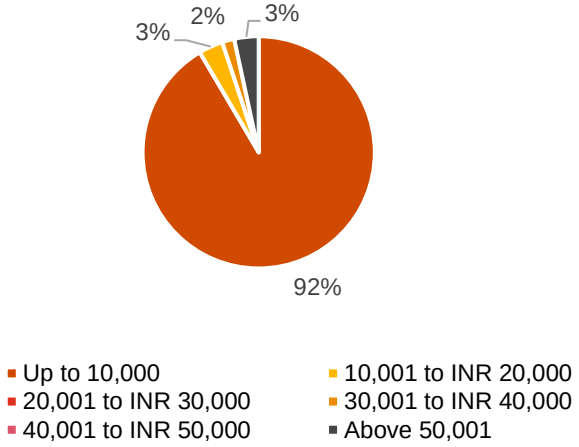
Key Findings from the Assessment

Profile of the beneficiaries sampled (n=118)

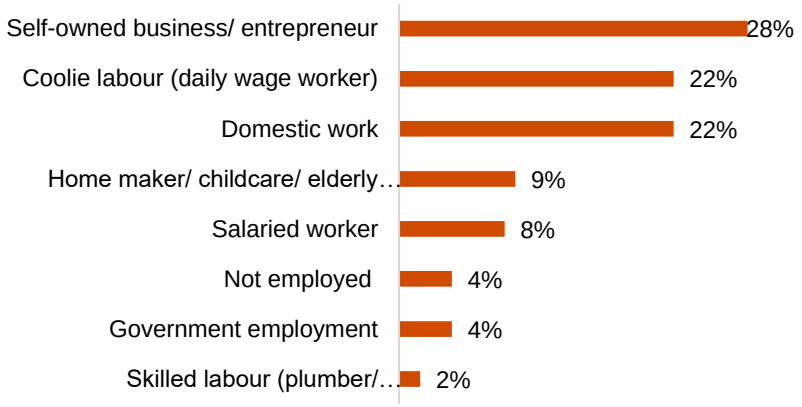
Age group of the respondents



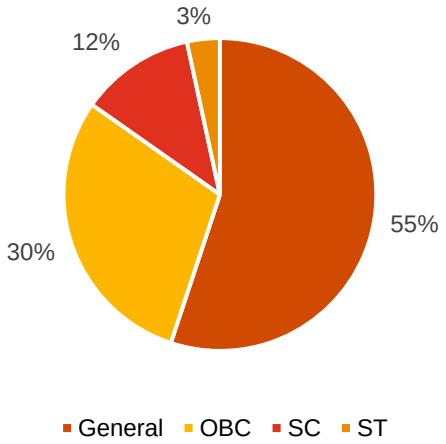
Monthly household income of the respondents (INR)



Primary occupation of respondents

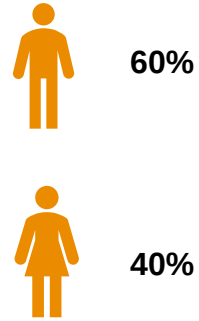


Social category of respondents



- 45% of the respondents belonged to **OBC/ SC and ST social categories**
- 22% were between the ages of 45 and 54 and **66% were over 55 years;** 60% were female and 40% were male.
- **89% of the respondents were BPL card holders;** 92% reported that their **average monthly income was less than INR 10,000.** 25% of the respondents had the Ayushman Bharat health scheme card.
- Their main occupations include **running their own businesses (28%),** engaging in daily wage labor (22%) and in domestic work (22%).

Gender of the respondents



60%

40%

Key Findings from the Assessment

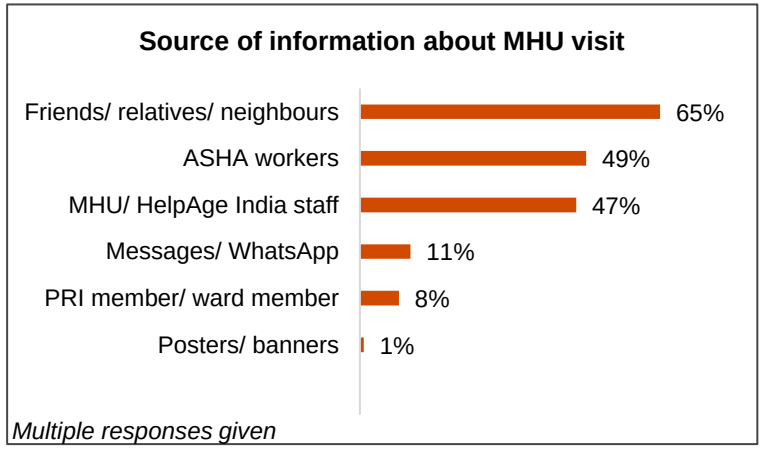
Areas of Impact

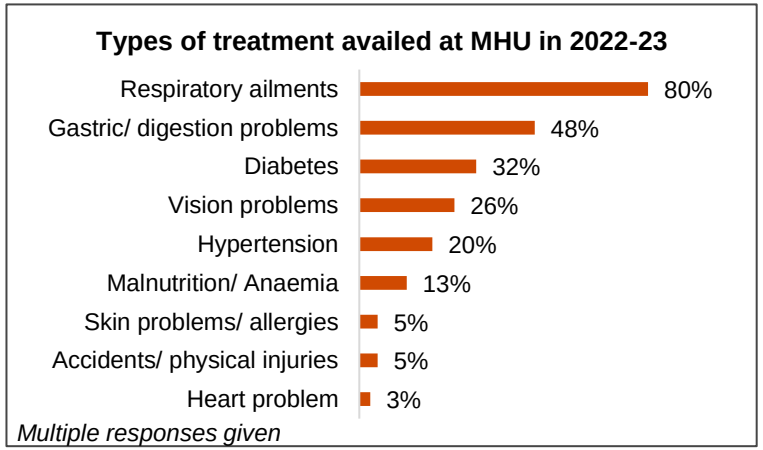
Ease of access to quality treatment for the elderly and less privileged (1/2)

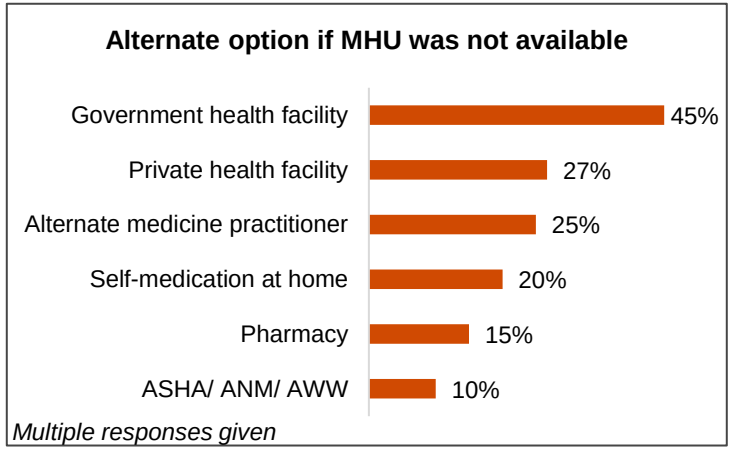
- The nearest government healthcare facility is **approximately 5 km away**, and **harsh terrain** and **lack of transport** hindered access for villagers.
- Respondents confirmed that the MHU van visited their village every week for a two-hour duration. 100% felt **the timing and duration were convenient** and **none of the respondents had to forego income** as a result of availing MHU services (n=118).
- **92% received information of the van's visit in advance** from sources like friends/ relatives (65%), ASHA workers (49%), MHU/ HelpAge India staff (47%) as seen in the graph (n=118).
- Treatment was availed for a variety of health problems, including **respiratory issues (80%), gastric issues (48%) and diabetes** (32%).

Mean distance to the nearest government health facility	5 kilometres
Frequency of MHU van visit	Once a week
Mean duration present in the village	2 hours
Mean time spent waiting at MHU to avail services	11 minutes
% reporting these hours as convenient	100%
% who had to forego income to avail MHU services	0%

- Respondents shared that if the MHU was unavailable, they were likely to seek treatment from a **government (45%) or private health facility** (25%) (n=118).





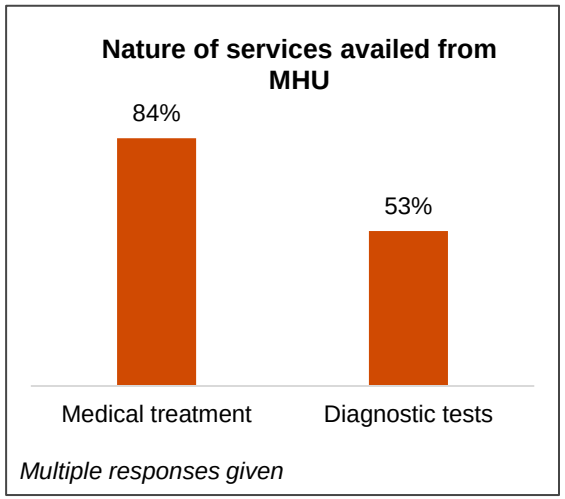


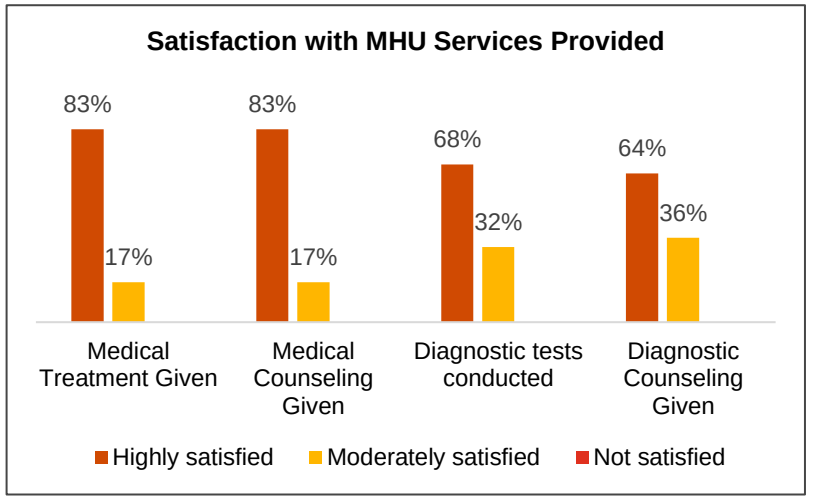
Key Findings from the Assessment

Areas of Impact

Ease of access to quality treatment for the elderly and less privileged (2/2)

- The graph shows that of all members screened, **84% received medical treatment** for respiratory ailments, gastric problems, vision issues, etc and **53% underwent diagnostic tests** for blood sugar and hypertension (n=118).
- 83% of those who were treated with medication reported **high satisfaction with both the medication and counseling** (n=99).
- Almost two-thirds were **highly satisfied with diagnostic tests conducted (68%) and counseling given (64%)** (n=62).





Referrals for medical treatment (n=99)

48% Were given a referral to the district health facility → 58% Of them visited the district health facility to seek treatment → 94% Stated that MHU followed up with them on the referral

Referrals for diagnostic tests (n=62)

53% Were given a referral to the district health facility → 36% Of them visited the district health facility to seek treatment → 100% Stated that MHU followed up with them on the referral

MHU staff not only provided referrals for further treatment but also followed up with the community to ensure they sought treatment. 94% stated that the MHU team followed up on referrals for medical treatment (n=48) and 100% **stated the MHU team followed up on referrals for blood sugar and hypertension** problems detected through diagnostic tests (n=33).

Key Findings from the Assessment

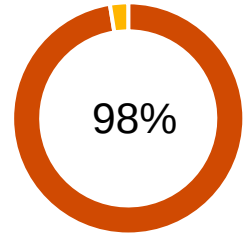
Timely and accessible treatment for community members

- MHU services encouraged respondents to **address health issues early and reduced the practice of ignoring common ailments**.
- The MHU provided **localised care for elderly and special needs patients** and **home visits for bedridden patients**.
- Benefits perceived included: free treatment (92%), time savings (88%), and nearby access (66%) as seen in the graph (n=118).
- MHU staff **follow-ups enhanced community health-seeking behavior**. MHUs offered the first line of treatment at village-level, reducing **workload stress on PHC and CHC staff** according to government health officials.

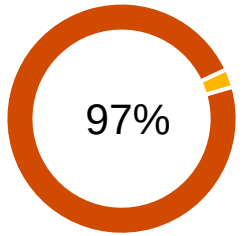
Increased awareness on health issues and preventive measures

- The MHU team conducted **awareness sessions and camps** every month on various topics such as diabetes, hypertension, heart health, asthma, arthritis, geriatric issues and cancer.
- In 2022-23, 58% (n=118) attended at least one health session, with **46% seeing moderate improvement and 29% seeing significant improvement** in their knowledge of health issues. Half (51%) saw moderate change in their health practices.
- **Awareness and counseling helped early diagnosis and treatment** of health issues.

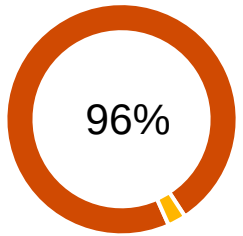
The MHU was adequately equipped

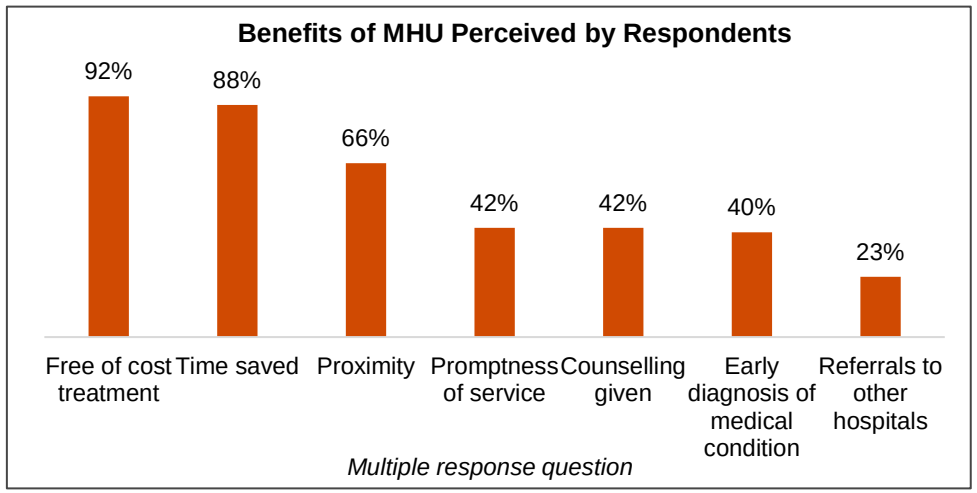


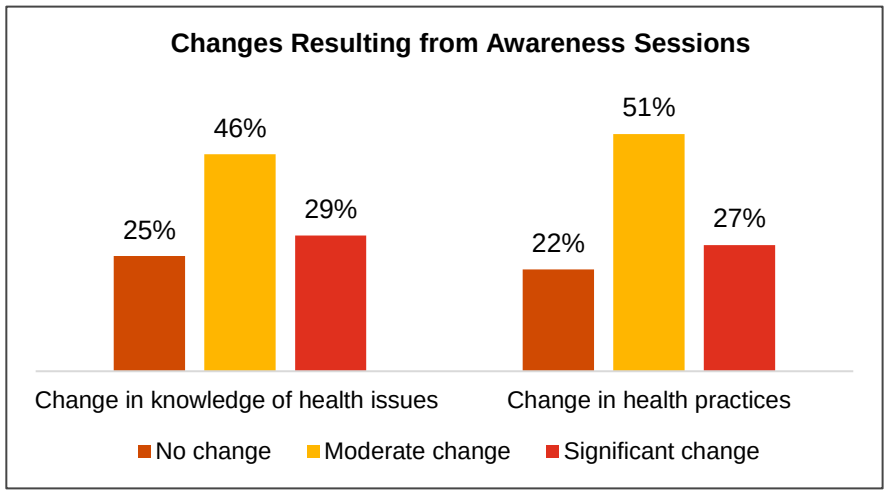
Satisfied with MHU services



Recommend MHU to others in the village



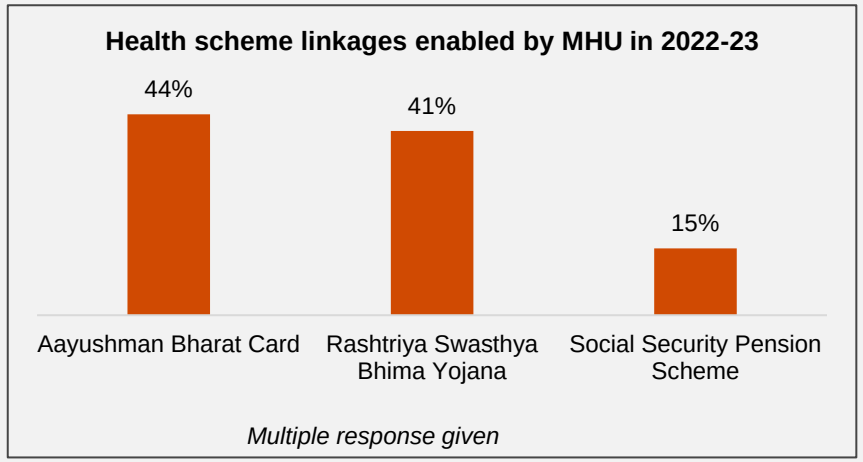




Key Findings from the Assessment

Reduced financial burden and greater access to healthcare schemes

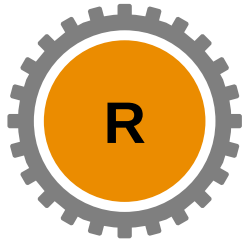
- As majority were BPL card holders, the MHU helped cut down financial burden **by providing diagnosis, treatment and medication free of cost**.
- Community members felt more **comfortable expressing their health issues** as there was no economic cost attached to seeking immediate treatment.
- In 2022-23, 30% of the respondents **learned about government health schemes from the MHU staff**.
- MHU helped improved government linkages, with **44% obtaining Ayushman Bharat insurance cards** and 41% accessing the Rashtriya Swasthya Bhima Yojana scheme, both with MHU support (n=27), as seen in the graph.



Mobile Health Unit visiting the community to provide medical services

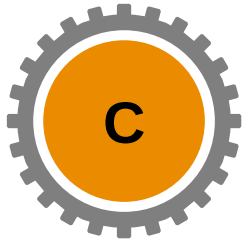
IRECS Analysis and Recommendations

- The MHU provides support to villagers from socially and economically disadvantaged backgrounds who did not have access to affordable, quality and timely healthcare.
- By focusing on the elderly and offering treatment at home, the project improved their health and well being.



- Villagers in Tumkur district faced several challenges in accessing healthcare facilities due to distance and the harsh terrain.
- These challenges coupled with lack of finances highlighted the need for an accessible and affordable healthcare system.

- The project reached 22,318 patients in the year 2022-23.
- Almost all respondents (98%, n=118) stated that they were satisfied with the services provided by the MHU and would recommend it to their friends and family members.
- 100% felt the timings and duration were convenient.



- This project significantly reduced the burden of the government health department.
- Linkages were set up between the MHU and government health facilities for referral services.
- The MHU linked patients to prominent government health schemes in 2022-23

- Linking community members to government health insurance and schemes helped to strengthen and sustain access to public healthcare.
- However, the government health officer shared that if MHU services were discontinued, the health needs of some sections of the community would be neglected as the nearest PHC is not easily accessible to many villages.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UNSDGs, Recommendations & Limitations

Alignment with UN Sustainable Development Goals

Goal 3 aims to ensure healthy lives and promote well-being for all at all ages. The project helps achieve universal health coverage by reaching villagers who do not have access to a government health facility within 5km of their locality. It provides safe, effective and quality treatment for all free-of-charge, improving the health-seeking behaviour of the community. In particular, the project helped vulnerable sections of the society, including the elderly, who are often excluded from universal healthcare.

Recommendations

- Given the increasing trend of non-communicable diseases among the elderly, Redington can consider supporting preventative health care through awareness sessions and door-to-door campaigns. This can reduce the need for community members to seek treatment and medication at the MHU, which in turn will allow Redington to reallocate their resources to other priority issues in the intervention area.
- MHU team can also conduct rapid surveys on an annual basis to track seasonal / communicable diseases and provide timely treatment.
- Greater focus on behavioural change can help ensure that community members act on their health issues in a proactive manner and visit district health facilities when referrals are given.
- Government schemes can be further leveraged by enrolling more members in health and insurance schemes, reducing their health expenditure
- As MHU services are now well-established, Redington can focus on sustainability measures to ensure continuity in the long-run. A clearcut exit strategy should be put in place to ensure that the benefits of the project are sustained over time.

Limitations

The survey questions were in relation to the activities carried out in 2022-23 and as a result, there may be lapses in respondents' recall or changes in their perceptions of the activities and impacts specific to that year.

> "There has been an overall improvement of health in this village as we are not hesitant to address our medical needs. Since the MHU is available right at our doorstep, even elderly and bedridden patients are able to get timely help. If not for the MHU, we would have to hire autos to travel to the city, and this is even more difficult during monsoon time. Now, awareness of health and hygiene has improved in our village."
>
> As narrated by a community member

Case Study

Enabling timely and quality health care support for an elderly citizen

Before the MHU came to my village, I had to travel great distances to address my health problems, Often, I had to travel Tumkur city to visit government hospitals. This was a big burden on me for three reasons: one there are no proper transport facilities in the village; two, the cost of treatment was not affordable for me as I am a BPL card holder; and three, I would have to hire an auto to travel and roads in this area are very poor, especially during rainy season.

There are no other NGOs providing such services in the village. So, the MHU is a very welcome and essential service. The van visits this village once a week on Thursdays. Depending on the number of patients, it stays for 1-2 hours. The MHU staff are extremely patient and do not move on until they have addressed all concerns of all villagers.

The Asha worker used to inform us about the MHU services provided but now I don't need their help as I am aware of the van timings and can express my concerns directly to the social protection officer of the MHU.

I can say that my health has gradually improved over the years. The biggest change is that they encourage us to address our health problems in the early stages and so, I do not ignore my symptoms anymore.

They've also held some awareness camps and conducted diabetes checks on a weekly basis along with follow ups to ensure that I keep up the treatment. They've helped me get my Ayushman Bharat card.

I hope these services continue and they provide more health facilities to us in the future.

As shared by Made Gowda (name changed)

Project 7: Equipment Support to the Museum of Art and Photography

Project Overview, Approach and Methodology

Thematic Area: Contingency

Overview of the project*

Museum of Art & Photography (MAP), Bengaluru, Karnataka

Art and Photography Foundation

2022 – 2023

~ INR 1.13 Cr

Activities & Reach

- Provided high-performance laptops, desktops, collaborative displays, and digital tools to the Museum of Art & Photography (MAP), Bengaluru to support full-scale digitalisation efforts.
- Enabled cross-departmental use of IT infrastructure including curatorial, education, collections, conservation, outreach, and admin teams for digital archiving, programme design, and public engagement.
- Equipment like book scanners and Adobe Creative Suite helped staff digitise over 9,000 artworks, design educational content, and conduct virtual exhibitions and workshops.

Qualitative Interactions

- Director
- Collection team head
- Education team head
- Development team head
- Conservation team head
- Museum staff from other departments

***Source**: MAP Proposal to Redington and information shared by MAP

Key Findings from the Assessment

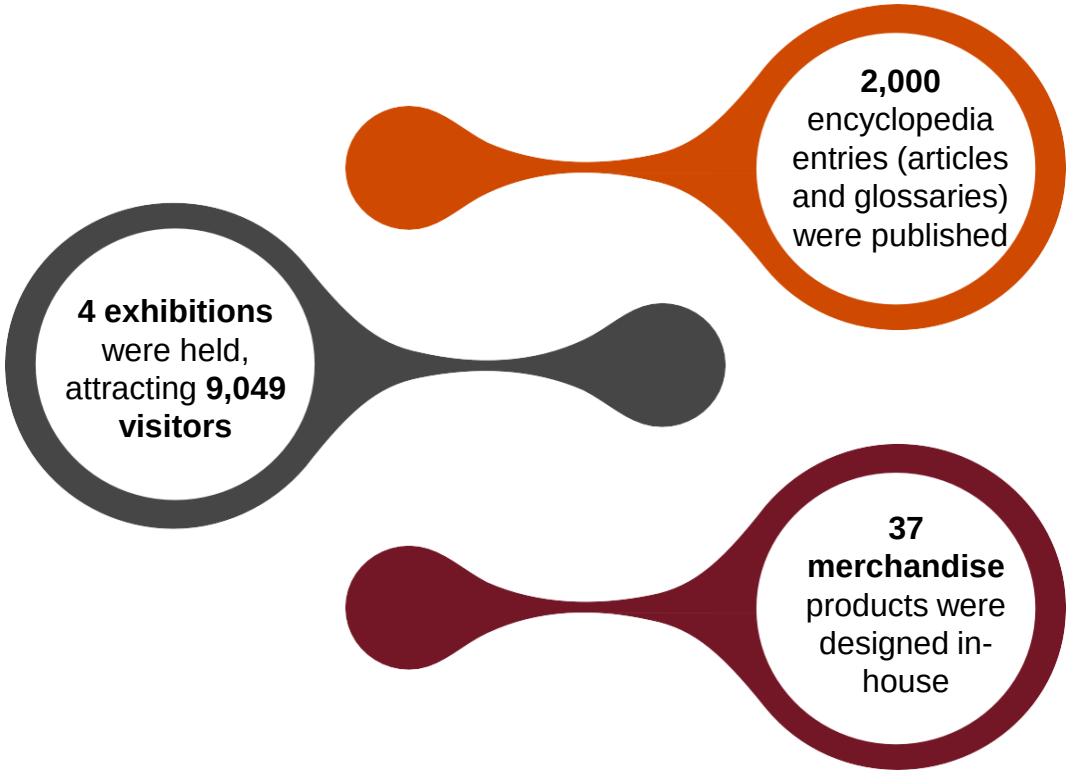
Areas of impact:

Transformative operational excellence

Enhanced digital documentation

- The equipment, including high-performance MacBooks and i9 desktops, enabled MAP to create an **in-house digital archive** of India's art collection.
- This powerful setup allowed for storage and easy access to a large volume of high-resolution images, creating a comprehensive **digital encyclopedia that preserves India's art for current and future generations**. This addressed MAP's critical need to modernise its digital infrastructure.
- Digitised collections are accessible to the public through interactive, in-museum displays and online platforms such as MAP Academy's Encyclopedia of Art and the Digital Collection Portal.
- **Increased efficiency in operations:** The project helped MAP **speed up workflows**, significantly cutting time for digitising artworks and planning events. It also improved **efficiency in daily operations**, enabling teams to manage more projects and exhibitions.
- **Cost saving and enhanced in-house capabilities:** Using Adobe Creative Suite and other software for design, archival formatting, and cataloguing allowed MAP **to cut outsourcing costs**. Savings were reinvested in programmes, exhibition, and merchandise expansion, enhancing MAP's operational sustainability

With enhanced digital capabilities supported by the Redington grant, MAP was able to scale-up its public-facing initiatives in 2022–23*



***Source**: Information shared by MAP

Key Findings from the Assessment

Enriched cultural engagement

- **Faster content creation and exhibition development:** With better access to high-quality digital resources, MAP's teams rapidly produced exhibition content and educational material, **enhancing cultural narratives and enriching the visitor experience** both online and in-person.

- **Expanded digital engagement and access:** Improved network infrastructure **facilitated live sessions, webinars, and digital workshops**, enabling MAP to engage with diverse audiences like art students, researchers, and virtual visitors nationwide.

- **Preservation and accessibility of rare artifacts:** The book scanner enabled MAP to **digitally preserve rare manuscripts**, making them accessible for research, education, and public engagement while **protecting fragile materials** for digital use.

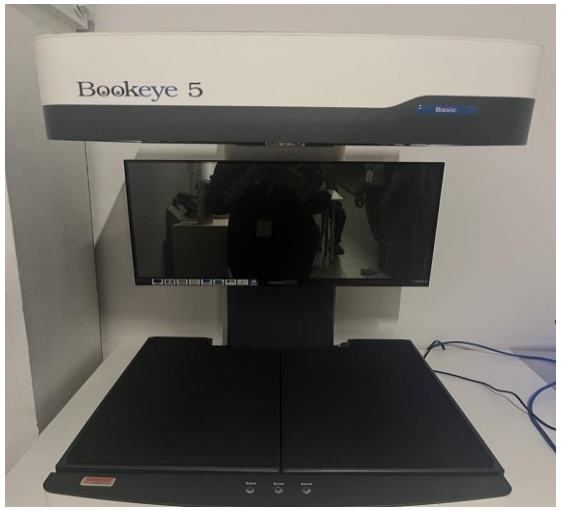
Dynamic collaborative growth

- **Strengthened cross-team collaboration:** Shared software and cloud-based systems **improved coordination and feedback among MAP's teams**, enhancing internal teamwork and boosting overall operational efficiency.

- **Expanded community programmes:** The project aided the development of **hybrid-access community programmes for youth and emerging artists**, allowing MAP to feature more diverse voices and creativity. This enabled better annual planning and provided a more holistic experience for tourists.

- **Enhanced visitor experience:** Upgraded infrastructure enhanced MAP's website, social media, and exhibition visuals, enriching onsite and digital interactions. These improvements **offered immersive storytelling and interactive digital touchpoints**, boosting public engagement with MAP's collections.

The MacBook offers high performance and ample storage, enabling MAP to efficiently handle large volumes of digital content, support intensive tasks like design and archiving, and streamline team collaboration via cloud sharing



The book scanner allows MAP to digitally preserve rare and fragile manuscripts, ensuring that valuable cultural artifacts are accessible for research, education, and public engagement.

Key Findings from the Assessment

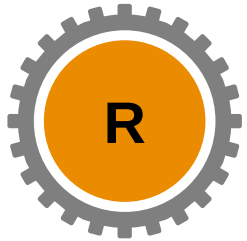
Strengthened institutional capacity

- **Enhanced IT resilience and self-sufficiency:** Redington's support allowed MAP to strengthen in-house IT maintenance and troubleshooting, **reducing reliance on external vendors.** This enhanced system reliability and ensured smooth, uninterrupted digital services and operations throughout the museum.
- **Enhanced Inclusivity:** The support given equipped MAP to better **digitise, preserve, and showcase art works**, thus broadening its capabilities of exhibiting a wide range of artistic expressions.
- **Ensured long-term sustainability of IT assets:** MAP implemented **a structured sustainability plan for the equipment supported by Redington**, registering devices for extended warranties and setting up AMCs for key systems like i9 desktops and M1 MacBooks. An operational tech budget reserve fund supports future upgrades and replacements.

Network and Wi-Fi printers used by MAP

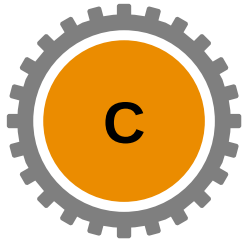
IRECS Analysis and Recommendations

- The project enhanced MAP's capabilities of showcasing a wide variety of art works that can be accessed by audiences across the globe.
- This better equipped MAP to support its objective of "encourage humanity, empathy and a deeper understanding."



- The intervention addressed MAP's urgent need to modernise its digital infrastructure.
- It played a vital role in enabling advanced digital archiving, improving outreach to modern audiences, and supporting sustainable operations aligned with cultural preservation.

- The support improved MAP's internal operations and external cultural engagement.
- Staff across departments reported faster workflows, enhanced quality of digital archiving, and quicker turnaround in content production.



- The initiative supported national cultural goals while fostering smooth inter-departmental collaboration.
- The project created an ecosystem where teams could work and share knowledge seamlessly.

- The equipment provided by Redington was of high quality and technical specification, which contributes to long-term sustainability and ensures continued relevance and efficiency over time.
- The durability and quality of the equipment reduce the need for frequent replacements, while also fostering responsible use and care by MAP's teams.
- MAP's internal tech fund and in-house IT support strengthen the sustainability of the infrastructure.

I – Inclusiveness, R – Relevance, E – Effectiveness, C – Convergence, S - Sustainability

Alignment to UNSDGs, Recommendations & Limitations

Alignment with UN Sustainable Development Goals

Goal 11 aims to make cities that are inclusive, resilient and sustainable by strengthening efforts to protect and safeguard cultural heritage. By supporting the Museum of Art and Photography, Redington has aided in the protection, conservation and promotion of diverse forms of art and artefacts.

Recommendations

MAP's internal IT support was crucial for equipment maintenance. Future initiatives should assess digital readiness, IT support, and staff digital literacy to improve equipment use, and offer training to enhance resource effectiveness.

MAP independently managed maintenance and warranties without a formal agreement for long-term upkeep. Future partnerships should clearly define roles in maintenance, updates, and asset management to prevent support gaps.

Limitations

The support provided was in the nature of strengthening institutional structures and processes and the project did not have any direct impact on the artist community or the in-person visitor experience at MAP. The assessment captures the possibilities that have been created as a result of the higher efficiencies and capabilities enabled by the equipment.

> The infrastructure is robust now. Earlier we had to depend on a lot of external support to carry out functions, but now we can troubleshoot many aspects in-house. The equipment is integrated well with our systems."
>
> As narrated by the development head

Thank you