

Impact assessment of DLF Cares and DLF Golf Excellence Programme

DLF Limited

March 2024

Final Report

Price Waterhouse Chartered Accountants LLP

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List of Acronyms

Abbreviations	Full forms
ACER	ACER- Australian Council for Educational Research
CAPI/ CATI	Computer-Assisted Personal Interviews / Computer-Assisted Telephone Interviews
CSR	Corporate Social Responsibility
FY	Financial Year
FGD	Focused Group Discussions
IDI	In-depth Interview
INR	Indian National Rupee
IRECS	Inclusiveness, Relevance, Effectiveness & Efficiency, Convergence and Sustainability
IT	Information Technology
ITR	Income Tax Return
KII	Key Informant Interview
KPI	Key Performance Indicators
LPF	Lotus Petal Foundation
MoU	Memorandum of Understanding
NGO	Non-Government Organisation
OBC	Other Backward Caste
PW	Price Waterhouse
PWCALLP	Price Waterhouse Chartered Accountants LLP
SC	Scheduled Caste
SEL	Socio-Emotional Learning
ST	Scheduled Tribe

Section 01

Executive Summary



Overview of Programmes under Assessment

Project 1

DLF Cares Programme



Objective: To provide access to quality education to deprived and meritorious students from underprivileged families and create conducive environment for learning, provide deeper academic support and combine social-emotional learning/counselling with focus on remedial education to reduce learning gaps



Implementation Partner:
DLF Foundation



Geographical reach: 20+ States



Coverage : 2000+ students

Sample size: Quantitative – 237 students and Qualitative – 23 interactions[^]



Assessment period: 2021-22

Project 2

DLF Golf Excellence Programme



Objective: To contribute towards nurturing young golf trainees through offering coaching, equipment, fitness, nutrition, and tournament opportunities



Implementation Partner:
DLF Foundation



Geographical reach : Delhi NCR



Coverage : 13 golf trainees (current enrolment)

Sample size: Quantitative – 18 golf trainees including 5 inactive trainees and Qualitative – 9 interactions*



Assessment period: 2021-22



Source: Programme documents received from DLF team

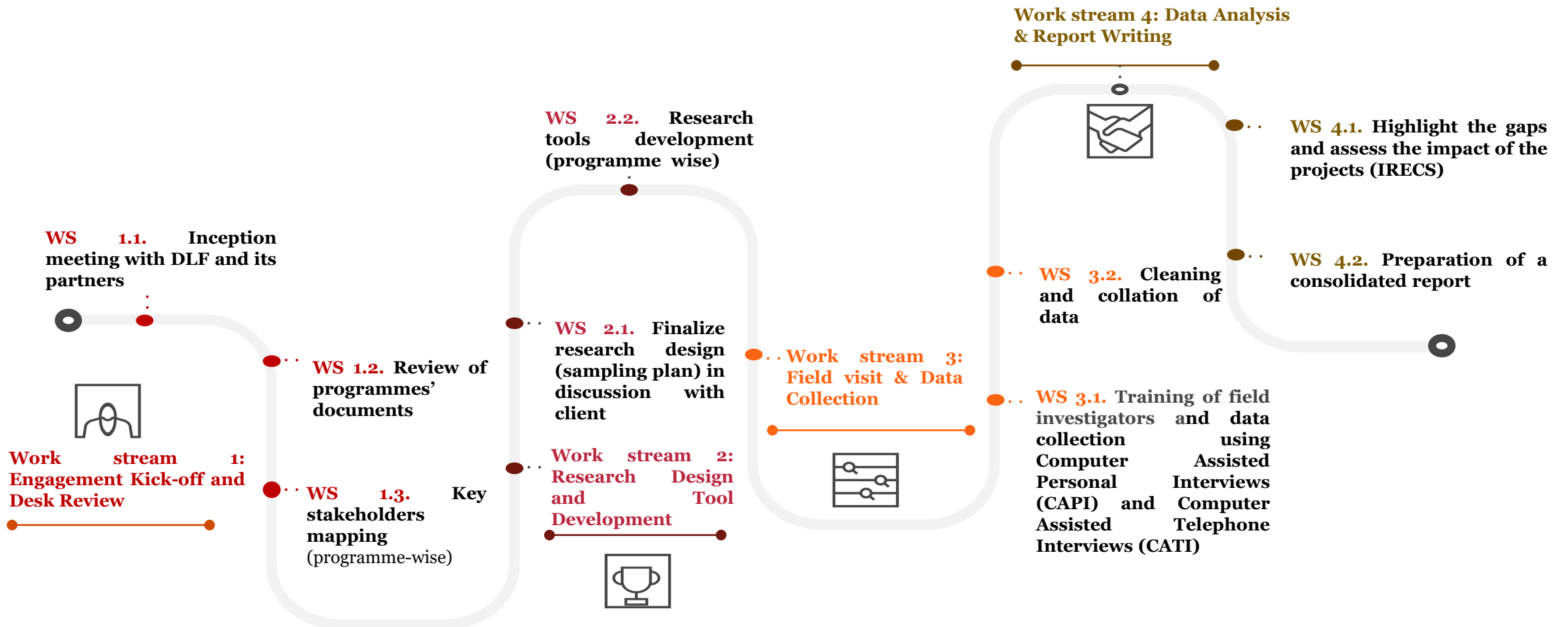
[^] Calculated using 90% confidence interval (CI) and 5% margin of error (MoE)

* Considering small universe size- 13 trainees, we covered the entire universe as well as inactive trainees (who are currently not part of the programme in order to understand their perspective of the programme during the assessment period).



Our Approach of Impact Assessment

DLF Limited engaged Price Waterhouse Chartered Accountants LLP ('PWCALLP', 'PW') to carry out the impact assessment of **DLF Cares Programme and DLF Golf Excellence Programme (CSR Programmes)** with an objective to evaluate the impact created on community during the programme period (April 1, 2021, to March 31, 2022.) Framework was Inclusiveness, Relevance, Efficiency, Convergence and Sustainability Framework (the 'IRECS'). Recommendations on Programmes' performance was provided for Management's evaluation and consideration. While below figure provides the bird-eye view of our approach, subsequent slides outlines summary of key findings emerged from impact assessment of DLF Cares Programme and DLF Golf Excellence Programme:



Summary of Key Findings- DLF Cares Programme

- ❑ Students from marginalized families often encounter challenges in **obtaining quality education due to lack of access and affordability to study in schools which are equipped with world class infrastructure**. This underscores the pressing need of scholarship support to address the financial constraints faced by such students. DLF Cares Programme is designed to address this need and provide a platform to such students to increase their access to quality education through various interventions.
- ❑ Under this programme, out of 237 respondents (scholarship recipients), **93% of respondents reported that their annual family income is less than 5 lakhs**. This programme follows a defined selection criteria as per DLF Cares Policy to screen and select the students. Annual income of family is one such criteria which enables the programme to select meritorious students from most marginalized community.
- ❑ As shared by the respondents, scholarship support has been immensely helpful for the students and their families as it has helped them to **reduce their financial burden**. It further helped students to **focus more on the studies thereby, resulting in improved academic performances**.
- ❑ During the qualitative interactions with parents of the students, it was noted that their **inclination always remained towards enrolling their children with schools with lower fees** before this programme. One such reason was higher expenses associated with good schools due to quality education and better infrastructure. Further in such schools, there existed **higher teacher absenteeism and lack of conducive learning environment** which was hampering the academic performance of their children. The scholarship support under this programme helped their children to access quality education as 70% of the respondents (n=237) specified that they got **an opportunity to study in a better school** which is equipped with quality teachers and infrastructure as compared to the previous schools.
- ❑ 89% (n=237) of the total respondents highlighted that the scholarship has created an impact on their lives as the support has not only **contributed to enhanced academic performance and increased access to better educational institutions** but also **alleviated the financial strain on their families**. Furthermore, as the program covers school fees, respondents noted that they can now allocate their savings towards acquiring essential learning materials such as books and guides, previously challenging due to financial constraints.
- ❑ Increased access to quality schools also enabled beneficiaries to **expand their social circles by making new friends, pursuing interest in extracurricular activities and participate in advanced academic programmes** as reported by students during interactions.



83% of the respondents (n=237) mentioned that the support helped in reducing financial burden.



71% of the respondents (n=237) believed that the support helped in improving academic performance.



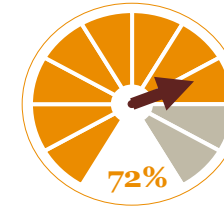
70% of the respondents (n=237) indicated that the support helped in getting an opportunity to study in a better school.



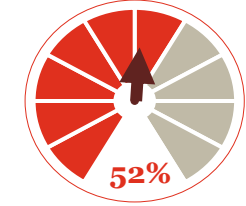
58% of the respondents (n=237) highlighted that the support helped in reducing the risk of dropping out from school.

Summary of Key Findings- DLF Cares Programme

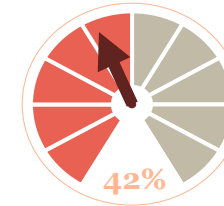
- ❑ This programme also extends support to **differently-abled students by providing financial assistance for enrollment in special schools**. This falls under the **special needs initiative**, where there is no maximum cap on fees. DLF Cares team also evaluates applications to identify cases that qualify as special needs as reported during the interactions.
- ❑ The programme also provided **mentorship and guidance support to the students**. Majority of the respondents i.e. 99% of 237 respondents reported **receiving at least one form of mentorship and guidance support**. As illustrated in the figure here, 72% of the respondents (n=95[^]) reported attending the remedial classes. On probing further, it was noted that remaining respondents could not avail the benefit due to the conflict of timings with academic/ tuition classes and lack of access of internet at home. Same cases was applicable with other forms of sessions on life skills, socio-emotional learning, career assessment & counselling.
- ❑ To ensure the quality delivery, this programme involved technical partners to **carry out various sessions for the holistic development of students**. Majority of these sessions took place online while a few of them were conducted in-person in partner schools located at Delhi NCR. Below table depicts impact of such activities on the lives of student beneficiaries:



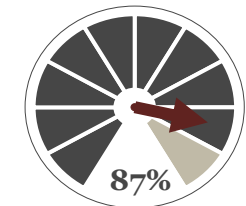
of the respondents reported receiving remedial classes (n=95)



of the respondents added that they received the orientation on life skills through webinars and workshops (n=189)



Of the respondents indicated that they participated in Socio-emotional learning classes (n=234)



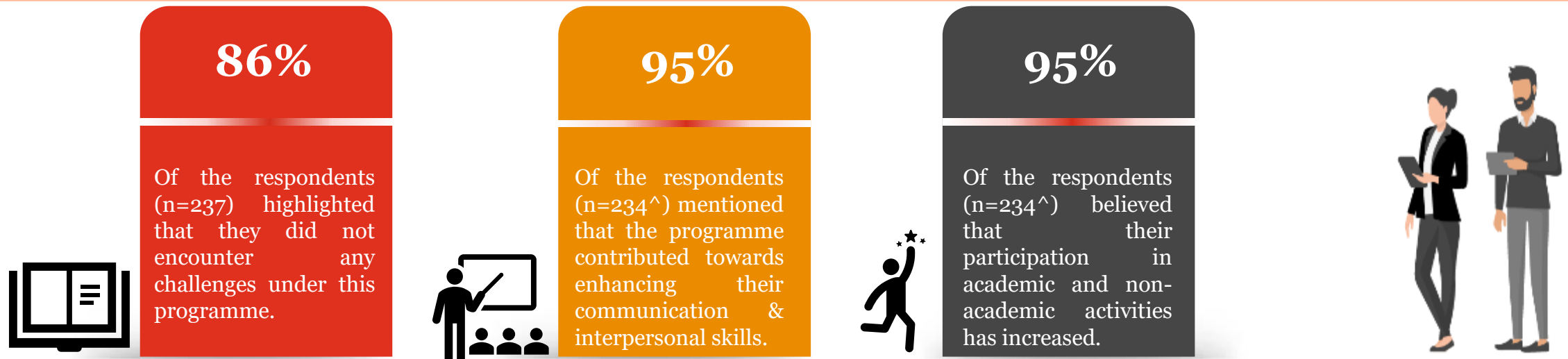
Of the respondents mentioned availing career assessment and counselling (n=91)

Activity	Remedial classes	Career counselling and training on life skills	Socio-emotional learning
Technical partner	Lotus Petal Foundation (n=68 i.e. 72% of 95) [^]	iDream Careers (n=79 i.e. 87% of 91 and n=99 i.e. 52% 189) [^]	Mannraahi (n=98 i.e. 42% of 234) [^]
Intervention	<ul style="list-style-type: none"> ❑ Conducted remedial classes with the objective of reducing learning gaps among the students and improve literacy and numeracy skills. 	<ul style="list-style-type: none"> ❑ Offered career counselling support to students of classes 10th and 12th to help them make right career decisions. ❑ Provided training to students (9th and above) on life skills along with career counselling. 	<ul style="list-style-type: none"> ❑ Provided training on Socio-Emotional Learning (SEL) to ensure safe and supportive mental health spaces for students.
Overall Impact	<ul style="list-style-type: none"> ❑ 81% (n=68) have reported that these classes have helped them in improving their grades in school (especially English and Mathematics). ❑ Content covered in the remedial classes have also helped the students with their school syllabus as reported by 91% (n=68). ❑ 96% (n=68) of the respondents shared that they have seen improvement in academic performances of their fellow classmates' post joining the remedial classes. 	<ul style="list-style-type: none"> ❑ 96% (n=79) shared that these sessions have helped them gain more clarity on the available career opportunities. ❑ 86% (n=79) of the respondents reported that the guidance and handholding supported provided through the sessions have significantly increased their confidence to make informed career decisions. ❑ 90% (n=99) of the respondents reported that learning the various life skills have contributed towards their personal growth and development. 	<ul style="list-style-type: none"> ❑ 65% (n=98) of the respondents reported that they are better positioned to deal with stress and 68% respondents that these sessions have helped them regulate and manage emotions. ❑ Additionally, 72% (n=98) also reported that these sessions have helped them to improve their relationships with fellow schoolmates and teachers

[^]Eligible students who were covered under the programme for this particular activity

Summary of Key Findings- DLF Cares Programme

- ❑ Besides, this programme undertook **psychometric assessments of students** with the assistance of Australian Council for Educational Research (ACER). As mentioned by DLF team, this activity was aimed to **identify learning gaps**, which further enabled designing of **academic curriculum with the active involvement of teachers from partner schools to bridge these gaps**. Furthermore, the **programme extended support to teachers** at partner schools through the '**Teacher Enrichment Programme**.' This intervention involved **training teachers by qualified resource persons**, through "happy classroom" approach to promote fun-based learning methods. Additionally, teachers also received training on practical and activity-based teaching methods.

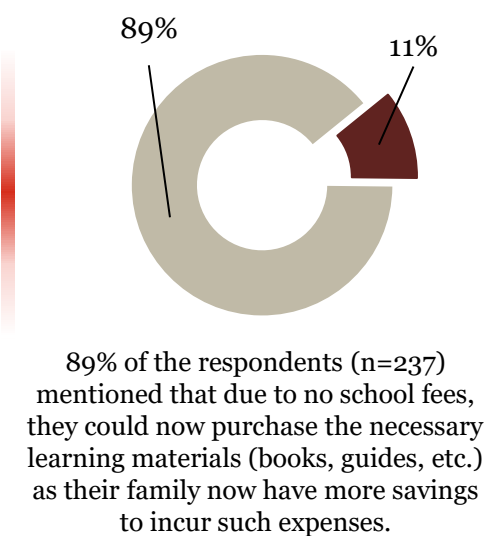
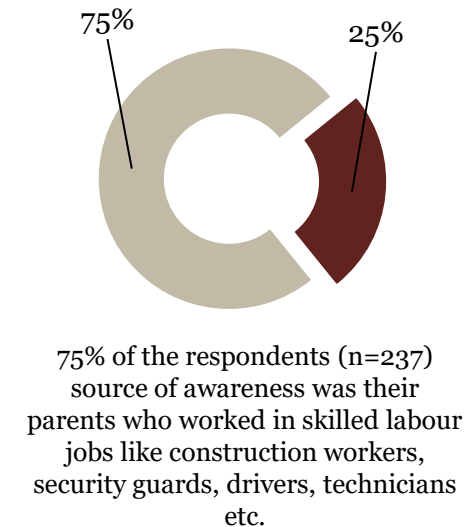
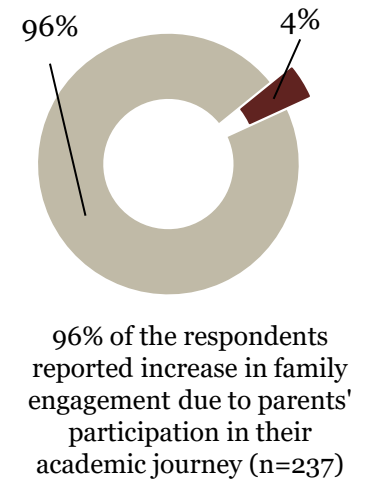
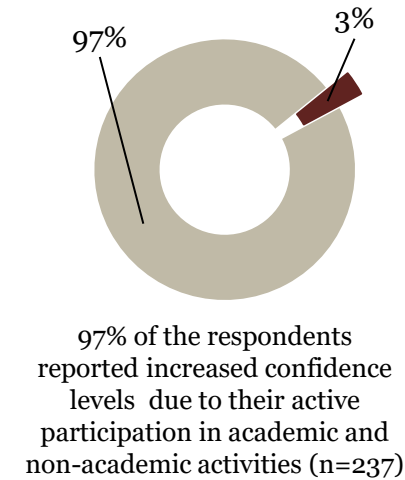


- ❑ On probing further on above indicators, students and their families mentioned that the **documentation process was smooth**, and they received the scholarship in **timely manner to meet the education expenses**. However, team probed from remaining respondents to understand the challenges faced by them, and it was noted that these **14% respondents** faced various challenges such as **(a) delay in receiving scholarships, (b) adjusting timings for attending mentorship/guidance sessions**.
- ❑ Further, with respect to the academic performance, **71% (n=234) of respondents** shared that **their achievements improved after joining the DLF Cares programme**. This **positive change was attributed to improved access to learning materials**, the opportunity to **attend better schools, and participation in remedial classes** facilitated by increased family savings.

^excluding students who did not receive any mentorship and guidance support

Summary of Key Findings- DLF Cares Programme

- During the interactions, it was noted that programme led to **increase in confidence levels** as reported by 97% of respondents (n=234). Such respondents also expressed that due to **improved academic performances and participation in extracurricular activities** played an **important role in boosting their confidence**.
- 96% of respondents (n=234) reported an **increase in family engagement** as the **current school academic structure emphasizes the requirement of active parents' participation**. It was further complemented by the parents of DLF scholars as number of parents highlighted that financial support offered by the programme, not only alleviated their financial strain but also **their participation in workshops, feedback sessions, and regular communication from DLF Cares team** has also **increased in their child's education**. In qualitative interactions, parents consistently identified improved academic performances and enhanced confidence in their children as major impact of the programme.
- Majority of the teachers specified that they have derived benefits from participating in the **training sessions offered through the 'Teacher Enrichment Programme'**. They highlighted that **these sessions introduced them to new teaching techniques**. Besides, some teachers reported that the use practical learning methods during training have enabled them to create positive impact on engaging students in their classes. Adoption of the **'Happy Learning Approach'** was also acknowledged for creating a more engaging and enjoyable atmosphere, resulting in increased student participation. Furthermore, it was noted from our interactions with teachers that the training sessions attended as part of the programme have facilitated the adoption of new teaching methods in alignment with the principles outlined in the New Education Policy released by the Government of India.
- Inclusion of partner schools in **programme's framework has facilitated the transition of students to higher-quality educational institutions**. Moreover, this convergence with partner schools have helped the programme to keep track of students' academic performance as the partner schools keep sharing their exam results on a quarterly basis.
- Engagement of expert agencies to provide mentorship and guidance support distinguishes the program from other scholarship initiatives. This strategic collaboration **contributed to the holistic development of the students**, setting the program apart in its commitment to comprehensive and well-rounded support.



Recommendations- DLF Cares Programme



Strengthening access to marginalized students: As per DLF Cares Policy, this programme follows selection criteria to screen, evaluate and select the marginalized students and one of the criteria is annual income of the family. When probed, it was noted a few of the students belonged to the annual income bracket of more than 5 lakhs (more than the prescribed criteria of annual income of 0-4 lakhs). From the interactions with DLF programme team, team noted that these students were enrolled few years back and over a period of time, their family income could have been increased. In such cases, it is suggested that DLF programme team can review the annual income of students on yearly basis and arrive at a framework to decide the scholarship slabs based on the annual income of students so that deserving but underprivileged students get the optimum benefits. The programme can also consider enhancing programme's reach to include more students from marginalized households through targeted advertising via social media and newspapers.



Expanding the horizon of remedial classes: At present, remedial classes caters to two subjects i.e. English and Mathematics and majority of the respondents including parents indicated to increasing the number of subjects taught in remedial classes to provide comprehensive coaching which can help increase the number of students attending these classes. This shall save the expenses of families who are currently sending their children to nearby tuition classes due to the limited number of classes in remedial sessions. Besides, this programme can also consider offering recorded sessions of remedial classes to students who are not able to attend due to scheduling conflicts. This will allow them to catch up on missed classes at their convenience. Further, forming separate batches with a limited number of students (max 30-40) in remedial classes can also help improve attention given to individual students, and help in monitoring their progress.



Teachers' training: As shared by teachers, their training should be scheduled during the summer/ winter breaks to avoid clash with regular school schedules. This will ensure the active and increased participation of teachers in such trainings.



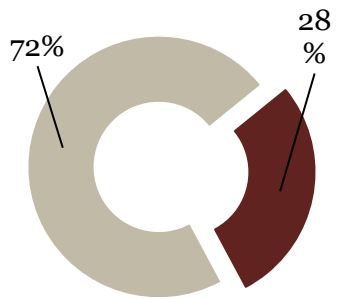
Increase in students' engagement : Programme team can introduce gamification elements in online classes to make learning fun for students. Creating challenges, quizzes, or competitions can help motivate students to actively attend and participate. Further, Programme team can engage scholarship alumni as mentors/advocates/champions of change during the career counselling sessions. Their success stories can inspire current students and create a supportive network.



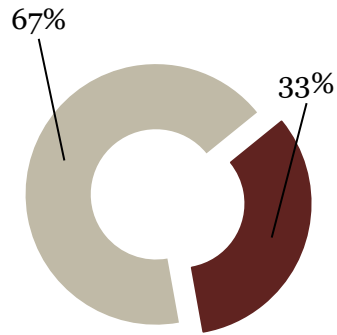
Annual assessments of students: Conducting annual psychometric assessments to track students' progress by programme team can also help developing effective training modules for them and teachers.

Summary of Key Findings- DLF Golf Excellence Programme

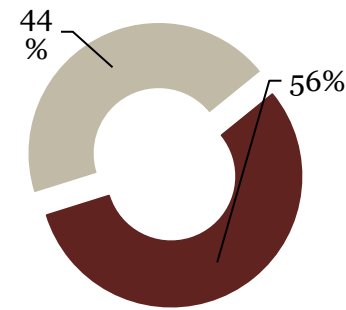
- ❑ Out of 18 respondents (including 5 inactive students), 72% respondents were male whereas 28% respondents were female. Further, a breakdown of respondents reveals that 39% were between 10-15 years age group, 28% were between the 15-20 age group, and 33% were in the 20-25 age group. This distribution demonstrates **program's commitment to specifically cater to juniors**, representing a deliberate effort to involve individuals within their corresponding age groups.
- ❑ Out of 18 respondents, 8 respondents identified their social category as **General category**. 22%, 44% and 33% of the respondents (n=18) reported they are currently studying at the primary, secondary, and the graduation level respectively. Notably, all the respondents expressed ease in managing both academics and golf training.
- ❑ With respect to family income, 72% (n=18) of the respondents reported an annual income exceeding INR 8 lakh, with 11% falling within the income range of INR 6-8 lakh per annum, 11% within the range of INR 3-6 lakh per annum, and 6% falling into the low-income category (below INR 3 lakh per annum).
- ❑ On probing the golf trainees, the respondents expressed that they used to face various challenges while **playing golf in their previous academies/ facilities as** illustrated in the below figure:



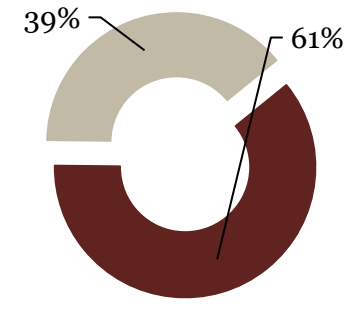
72% of the respondents mentioned that they lacked professional training/coaching (n=18)



67% of the respondents lacked state of the art facilities (n=18)



44% of the respondents lacked exposure to national and international level competitions (n=18)



39% of the respondents faced financial constraint challenges (n=18)

Summary of Key Findings- DLF Golf Excellence Programme

Facilities availed by the Golf trainees during the assessment period (N=18)



- ❑ According to the respondents, **DLF Golf Excellence Programme has been instrumental in overcoming these pre-existing challenges**. This programme's success is attributed to **quality coaching, better training environment, and professional practice** including fitness sessions and assessments. Structured training sessions have contributed to **overall development of the Golf trainees**, encompassing coaching, mentoring, fitness programs, and nutritional support. Besides, the integration of advanced technology has **enabled use of machines, leading to substantial improvements in their golf swings** as mentioned by the implementing agency.
- ❑ It was also noted that DLF golf trainers hold positions within the National Golf Academy of India (NGAI) and possess certifications accredited by NGAI. They actively participate in mandatory annual refresher coaching sessions to stay updated on the latest developments in golf instructions. Quality teachers/ trainers onboarded by implementing agency has created **enabling environment for golf trainees to nurture and acquire necessary skills for competing at the national and international level tournaments**.
- ❑ Despite the comprehensive facilities provided by the DLF Golf Excellence programme, respondents reported that they have to pay an annual charge of INR 1.5 lakhs on contract renewal with the DLF Golf Academy. When probed from DLF team, it was noted that the overall cost of accessing the facilities provided by the DLF Golf Academy comes out to be ~INR 13.5 lakhs per person and out of which DLF bears the cost of INR 12 lakhs while the students have to pay an annual fee of INR 1.5 lakhs. Before joining the DLF Golf Excellence Programme, 72% of the respondents (N=18) reported incurring an annual travel cost of INR 3 lakh for attending tournaments. 61% (N=18) stated that they used to spend INR 2 lakh annually on purchasing golf equipment. Respondents added that that the DLF Golf Excellence Programme covers all these costs, thus enabled them to save money and start focusing on pursuing a career in golf without worrying much about arranging money for the participation.
- ❑ Team also probed from inactive students (n=5) who left the academy **due to the performance/ disciplinary issues**, to understand their willingness of rejoining the programme. It was noted that 40% of the respondents (n=5) are willing to restart their golf journey due the financial constrains faced by them. Besides, the quality training, trainers and infrastructure are important factors to rejoin this programme if the opportunity is provided. Rest 60% respondents were not willing to rejoin it due to the distance of academy from their home location, medical issues, and no improvement in performances.

Summary of Key Findings- DLF Golf Excellence Programme

44%



Of the respondents (N=18) stated that they would not have been able to pursue a career in golf if the DLF Golf Academy did not exist.

80%



Of the respondents mentioned (N=18) that academy facilities are very good and well equipped with required training equipment.

687



Total tournaments[^] played by the golf trainees as compared to 367 tournaments before joining the programme in 2017

33



Medals won by Golf trainees at the international level as compared to 4 medals before joining the programme in 2017

250



Medals won by Golf trainees at the national level as compared to 207 medals before joining the programme in 2017

100%



Respondents (n=18) mentioned that their participation at national and international tournaments was increased.

[^]National and international tournaments

Recommendations- DLF Golf Excellence Programme



Identification and enrolment of new candidates from underserved community: This programme was started in 2017 and since then, it is catering to the same batch of students and nurturing them. Though, the performance of these candidates are good based on their feedback, however, it was noted that these candidates are currently from middle-class families. Though the nature of programme demands the youth (who can learn and adapt quickly), it is also pertinent that the programme should also start exploring talented candidates from marginalized section of the society. This can be done by increasing the enrolment under the programme and inviting applications through the use of print and social media.



Building a sustainability plan/ exit strategy of the programme: The current programmes lacks the sustainability plan as the current batch of trainees are supported under the CSR funding of DLF Limited (through DLF Foundation). It was noted from our interactions with implementing agency that once the funding is stopped/ project is closed, there is no alternate arrangements available with the implementing agency to support the golf trainees. Considering, DLF Limited has been a long-standing funding partner, the programme team should chalk out the sustainability plan (including exploring funding from other CSR donors) in consultation with the implementing agency.



Strengthening overall ecosystem within the golf academy: Trainees highlighted the need of having Psychologist at the Golf academy due to the stress/ pressure of participating and performing at the national and international level. Currently, the academy does not have Psychologist within the academy, hence, it is suggested to have a Psychologist in place to positively impact their performance. Besides, there is also the requirement of fitness room with weight machines including barbell curve stations with plates as highlighted by international coach. This shall contribute towards the improvement in strength and fitness among students.

Section 02

Introduction



About DLF Limited

- ❑ DLF Limited ('DLF', 'Company') is engaged **primarily in the business of real estate development**. Operations of the company span all aspects of real estate investment development, from the identification and acquisition of land, to planning, execution, construction and marketing of projects.
- ❑ The Company is also engaged in the business of leasing, maintenance services and recreational activities which are related to overall development of real estate business.
- ❑ DLF implements its **Corporate Social Responsibility (CSR) programmes through DLF Foundation** (CSR arm of DLF Group Companies) which was established in 2008 to undertake impact interventions to transform the communities.
- ❑ In order to deliver sustained, and scalable impact, DLF Foundation collaborates with community institutions, government and other stakeholders across different thematic areas as depicted in below figure:

Figure 1: CSR Focus Areas of DLF Foundation



Healthcare



Environment



Education




Social Sustainability

Source: 1. DLF limited Annual Report 2022-23 (https://www.dlf.in/annual_docket/Annual-report-2022-23.pdf)

2. DLF Foundation Website (<https://www.dlf.in/dlf-foundation>)

Overview of Programmes under Assessment

DLF Cares Programme

 **Objective:** To provide access to quality education to deprived and meritorious students from underprivileged families and create conducive environment for learning, provide deeper academic support and combine social-emotional learning/counselling with focus on remedial education to reduce learning gaps

 **Implementation Partner:** DLF Foundation

 **Geographical reach:** Delhi NCR and Uttarakhand

 **Coverage of the programme:** 2000+ students

 **Assessment period:** 2021-22

01

DLF Golf Excellence Programme

 **Objective:** To contribute towards nurturing young golf trainees aged between 12-18 through offering coaching, equipment, fitness, nutrition, and tournament opportunities

 **Implementation Partner:** DLF Foundation

 **Geographical reach :** Delhi NCR

 **Coverage of the programme :** 25 golf trainees

 **Assessment period:** 2021-22

02

Source: Programme documents received from DLF team

^ Calculated using 90% confidence interval (CI) and 5% margin of error (MoE)



* Considering small universe size- 13 trainees, we covered the entire universe as well as inactive trainees (who are currently not part of the programme in order to understand their perspective of the programme during the assessment period).



Scope of work

DLF Limited engaged Price Waterhouse Chartered Accountants LLP ('PWCALLP', 'PW') to carry out the impact assessment of **DLF Cares Programme and DLF Golf Excellence Programme (CSR Programmes)** with an objective to evaluate the impact created on the community during the project period (April 1, 2021, to March 31, 2022). This included reviewing the Key performance indicators (KPIs), as defined by the Management under the framework for implementing CSR Programmes for their outputs, outcomes, and impact of the CSR Programmes. Framework was **Inclusiveness, Relevance, Efficiency, Convergence and Sustainability Framework (the 'IRECS')**. Recommendations on the Programmes' performance was provided for Management's evaluation and consideration. The scope of work included below activities:

- ❑ Understanding the scope and boundary of the CSR Programmes to be evaluated and the assistance to be provided
- ❑ Conducting desk review of the documentation provided by the Company and in consultation with the Company's implementing partner i.e., DLF Foundation (the "Foundation"); and agree with the Management the parameters to be assessed for the Impact Assessment
- ❑ Carrying out the stakeholder mapping for the Company to identify key stakeholder groups to be interacted with during the assessment
- ❑ Based on the above, develop the quantitative/ qualitative questionnaires (as relevant) to be used during the assessment for conducting in-depth interviews, interactions, meetings with the stakeholders and beneficiaries of the CSR Programmes
- ❑ Data collection through virtual/ in-person interactions (as relevant) based on the questionnaires developed and consultations done
- ❑ Based on the interactions and discussions, conducting analysis of the information and assessment of outcome/impact
- ❑ Developing a report based on the overall findings including the recommendations for Management's consideration



Section 03

Approach and Methodology



Overall Methodology for the Impact Assessment



Stage 1: Engagement Kick-off and Desk Review

- ❑ An **inception meeting with DLF team** was organized to introduce the engagement team and provide an overview of the roles and responsibilities of project team members. Discussions were also held during the meeting to align on scope of work and expectations of DLF from the impact assessment and further, to finalize sample, timelines, and deliverables.
- ❑ Basis the meeting, PW team requested documents/information (relevant for conducting impact assessment) to develop a deeper understanding and mapping of key stakeholders of **DLF Cares Programme and DLF Golf Excellence programme**.



Stage 2: Research Design and Tool Development

- ❑ **Mixed methodology** was proposed for both the programmes which included desk review, **designing quantitative & qualitative** sampling plan for capturing stakeholders' perceptions.
- ❑ **Key stakeholders were mapped and finalized in consultation with DLF Limited** which included beneficiaries, DLF programme teams, implementing/ technical partners, and other stakeholders for interaction purpose.
- ❑ **Sampling plan was discussed and finalized** in discussion with **the implementing partner and programme teams from DLF Foundation** before planning for the field visit.



Stage 3: Field Visit and Data Collection

- ❑ **Field visits** started with mobilizing stakeholders in the field which was done in consultation and support of DLF Foundation to capture the present conditions of the stakeholders and their perceptions towards the programme activities.
- ❑ **Field team was trained** on the research tools and do's and don'ts on the field.
- ❑ **Data collection process** was done through PW team with the support of implementing partner. Team conducted survey, IDIs and FGDs in the sampled locations as per the finalized sampling frame and used tools to capture the data for both programmes.



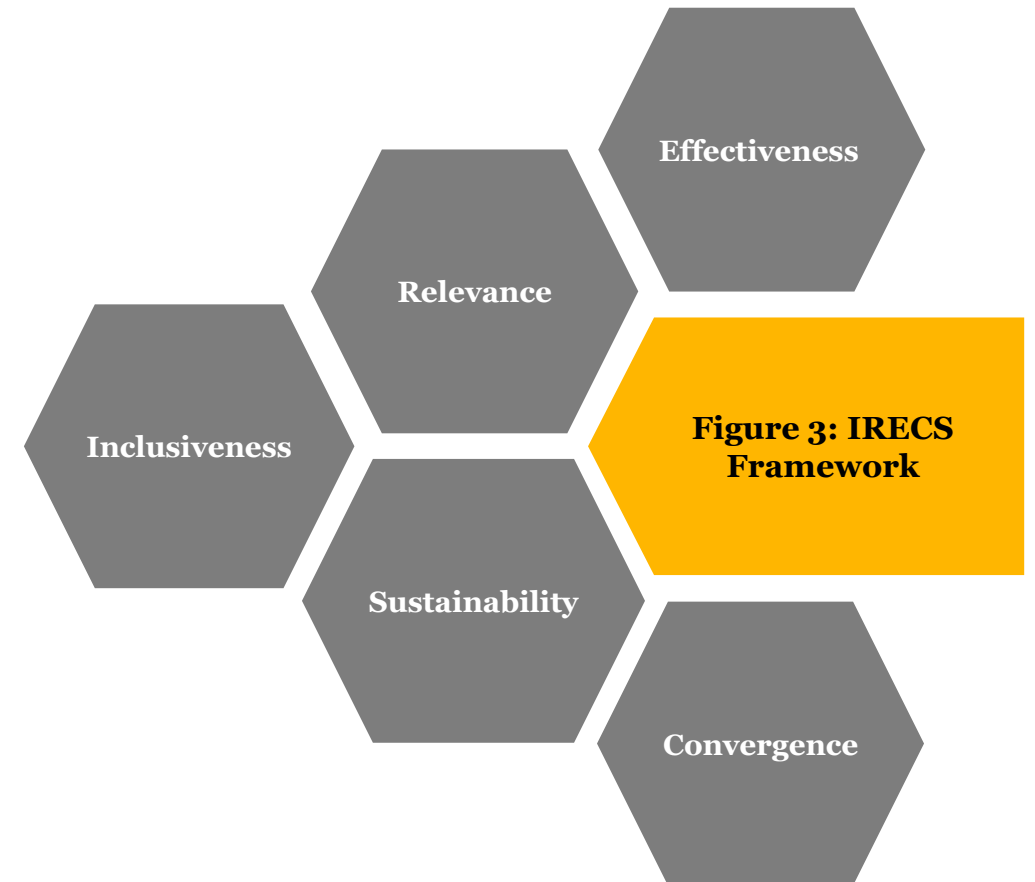
Stage 4: Data Analysis and Report Writing

- ❑ Post data collection, team carried out **data entry, cleaning and analysis**.
- ❑ Basis key findings emerged from the assessment, team submitted the **draft impact assessment report** detailing the process adopted, the results, key findings, and suggestions for both programmes.
- ❑ Team discussed the **key findings with the team of DLF Limited and DLF Foundation**, obtained their feedback and incorporated the same in draft report.
- ❑ Accordingly, **final impact assessment report** was submitted to DLF Limited management's consideration.

IRECS Framework

Impact of **DLF Cares Programme and DLF Golf excellence Programme** was assessed using the IRECS framework. IRECS helped in providing overall feedback on efficacy of implementation as well as its efficiency in terms of achievement of the desired programme outputs with reference to inputs. IRECS framework measured the performance of the programme on five parameters – Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability.

Inclusiveness	Ability of various stakeholders, especially scholars and golf trainees, to access the program's benefits
Relevance	Do the services, inputs, and institutions facilitated in the project align with and effectively address the identified priorities?
Effectiveness	Have the activities successfully met the expectations of the stakeholders?
Convergence	The level of alignment with government and other partnerships, as well as the relationships between trainees, other institutions, and various stakeholders.
Sustainability	Do beneficiaries in the DLF Cares and DLF Golf Excellence Program feel like they own the benefits of the project? Will the good things started by the project continue after DLF Limited is no longer involved? Have the stakeholder been made strong enough to handle and keep things going well after the project is finished?



Section 04

DLF Cares Programme – Key Findings



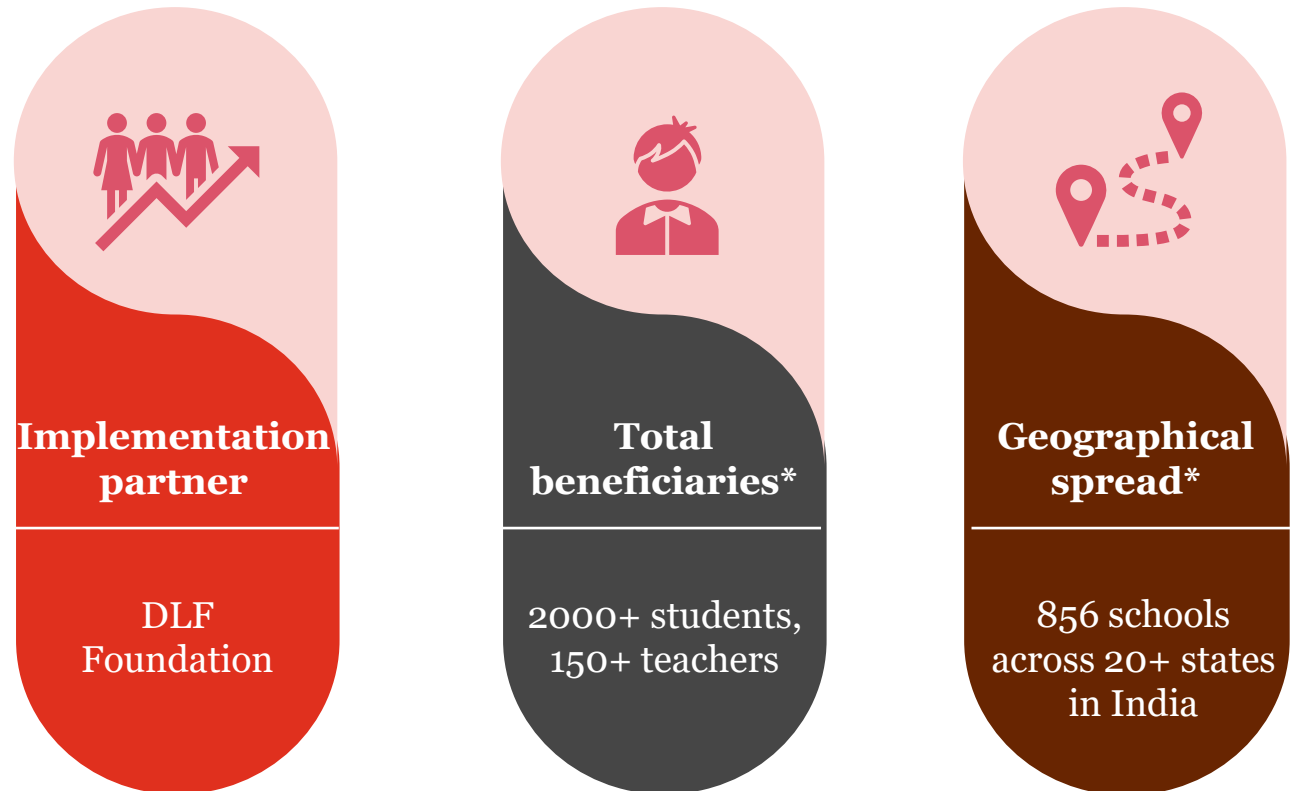
About the DLF Cares Programme

Launched in 2011, DLF Cares Programme is a **flagship initiative of DLF** that **aims to provide access to quality education to meritorious students from deprived and underprivileged families**. Aim of this programme is to enable a conducive environment for learning, provide deeper academic support and combine social-emotional learning/counselling with focus on remedial education to reduce learning gaps.

Figure 4: Objectives of Programme



Figure 5: Programme Specifics



Source: DLF Cares Policy Guidelines FY 2023-24, and DLF Cares Website: <https://dlfcares.org/>

*Coverage till date

Multiple Touchpoints of the Programme

Access to Quality Education

Includes educating, empowering and supporting meritorious children through sponsorship in quality schools

Reducing Learning Gaps

Contains training of counsellors, Remedial teachers and partner school teachers on assessing gaps through test reports

Socio-emotional learning

Provides counselling sessions on mental health and wellbeing to ensure safe and supportive mental health spaces for students

Psychometric Assessments & Students Career Counselling

One on one career counselling and group counselling to students to identify and select career stream and courses

Guidance and support to Competitive Exams

Providing knowledge management support to help students for preparing about entrance exams

Organizing Webinars and Workshops

Workshops at partner schools and webinars for non-partner schools to address life skills, soft skills, moral education etc.

Key Programme Stakeholders

With an objective to provide deeper academic support and combine social-emotional learning, this programme works with various project stakeholders to create wider impact.

Beneficiaries

- ❑ Students & their families
- ❑ Teachers
- ❑ School Administration



Funding partner

- ❑ DLF Limited (through its CSR arm- DLF Foundation)



Technical Partners

- ❑ Lotus Petal Foundation, Mannraahi, iDream Careers, and ACER^



[^]ACER- Australian Council for Educational Research

Source: Project documents received from DLF Foundation

Method of impact assessment (1/3)

1

DLF Limited engaged **Price Waterhouse Chartered Accountants LLP (PWCALLP)** to conduct an impact assessment of the DLF Cares Programme to assess the social impact transpired since project's implementation.

2

This impact assessment study leveraged **an integrated and cohesive approach** which started with a **kick-off meeting** with DLF Programme team to understand nature of support under this programme and gather any added requirements for starting the assessment exercise. Following the meeting, PW received following programme documents from DLF Limited:

DLF Cares - Policy Guidelines

Programme document (outlining the key activities, and progress)

List of beneficiaries and teachers (school and year-wise)

3

PW team then began programme's **desk review based on the information collected** during kick-off meeting and from programme documents. This helped our team in designing an assessment framework and finalising key stakeholders for interaction purposes. Further, PW team worked on developing a **structured approach** for assessing the programme's impact.

Method of impact assessment (2/3)

4

As per data shared by DLF Programme team, DLF Cares programme is currently **supporting 1,813 students in 856 schools** (12 partner schools + 11 special needs schools + 833 non-partner schools) **spread across 20 states in India**, which forms the universe of the study. A **mixed methodology** was used and finalized in consultation with DLF Programme team to cater both **quantitative and qualitative methods** to collect data from the key programme stakeholders.

5

Basis the discussion with DLF Programme team, top 3 states with highest number of student beneficiaries were identified. For the quantitative study, considering a **confidence level of 90% and margin of error of 5%**, **total sample size for the study** came out to be **237 (student beneficiaries)**. **Total sample size of 237 was equally distributed** across two categories of **partner (Nos. 119) and non-partner schools (Nos. 118)**.

6

We understand that **12 partner schools are spread across Haryana (Nos. 7), Delhi (Nos. 1) and Uttarakhand (Nos. 4)**. Basis the highest number of students in each partner school, team selected **top 3 schools from Haryana, top 2 schools from Uttarakhand, and one school from Delhi** to ensure proportionate distribution of sample size in line with the number of beneficiaries in each school. In case of non-partner schools, same approach was followed, and accordingly top three states were selected having maximum representation of beneficiaries. Sampling was carried out on random basis to ensure the significant representation of the geography in our study.

7

In both the above cases, it was ensured that only **students currently in standard 8 and above were considered for the study** as we understand that it would be difficult for the students below 8 standards to provide the required information related to the programme's impact on their lives. Besides, in both the cases of partner and non-partner schools, representation of both boys and girls was ensured during the survey.

Method of impact assessment (3/3)

8

While collecting quantitative data, team opted for **in-person individual interviews for the students** studying in the partner schools whereas in case of the non-partner schools, team conducted **telephonic interviews**. Also, **impact of the programme for the study was being assessed for year 2021-22**, thus, team opted for a **recall-based data collection method**. Besides quantitative study, qualitative study was conducted to involve key stakeholders of the programme, as illustrated in table below:

Quantitative Sample size distribution for Partner Schools (total = 119)

Partner school name	State	Sample of students selected
RBSM Public School, Bhondsi, Gurugram	Haryana	16
Shishu Kalyan Sr Sec School	Haryana	59
The Pine Crest School	Haryana	21
KLK Saraswati Bal Mandir	Delhi	6
Manava Bharati India International School	Uttarakhand	4
Guru Nanak Fifth Centenary School	Uttarakhand	13
Total	-	119

Please note that programme has offered various mentorship and guidance activities to the students, hence, impact assessment of the different mentorship and guidance support is based on the number of students who reported that they have received the support and not on the total sample size of 237. Below table shows the distribution of samples based on various mentorship and guidance support which has been leveraged further in arriving at research findings:

Type of support (criteria)	Eligible [^]	Respondents who have received this support
Remedial classes (students of 8 and 9)	96	68
Career counselling (students of 10 and 12)	91	79
Training of life skills (students of 9 & above)	189	95
Socio-emotional learning (all students who have received mentorship & guidance support)	234	98

[^]total eligible students as per the criteria who were covered under this study

Quantitative Sample size distribution for non-Partner Schools (total = 118)

State [^]	Sample of students selected
Delhi	43
Haryana	57
Uttar Pradesh	18
Total	118

[^]Please note that as the non-partner schools are spread across different schools under each of the above states, team interacted with students from various schools to ensure the geographical coverage of the sample.

Qualitative interactions

Key stakeholders	Type of interaction	Total number of interactions		
		Partner schools	Non-partner schools	Total
Parents	In-Depth Interview	6	3	9
Teachers	In-Depth Interview	3	3	6
School administration	Key Informant Interview	3	-	3
Technical partners	Key Informant Interview	-	-	4
DLF Foundation	In-Depth Interview	-	-	1
Total				23



Key Research Findings

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 6: Class of the respondents (n=237)

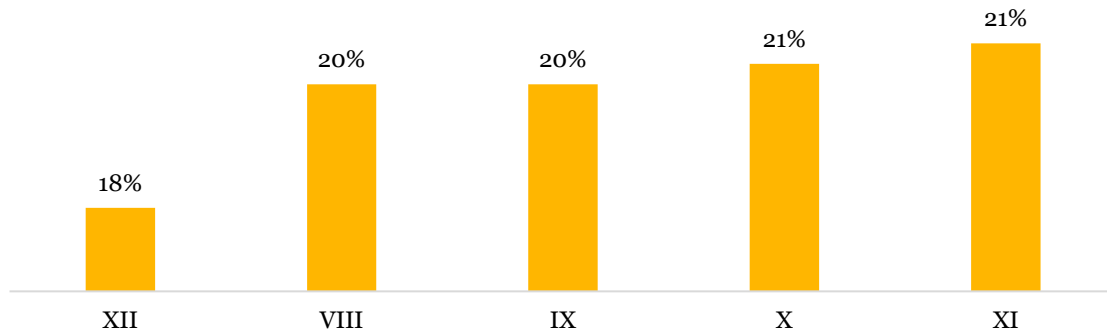
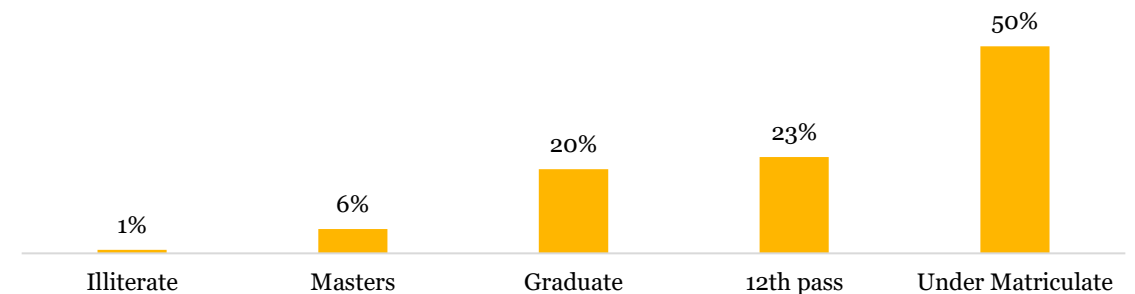


Figure 7: Highest qualification of the respondents parents (n=237)



- ❑ As mentioned in methodology previously, this study was conducted **among 237 students** (from partner and non-partner schools) covering classes between 8-12. **60% of the respondents** were from **class X and above** as illustrated in figure 6.
- ❑ Out of 237 respondents, **64% were boys and 36% were girls** with majority of the respondents (77%) being more than 16 years old. Considering this programme adopted a holistic approach to create impact at large scale, both **girls and boys from different classes** were included in the survey to understand the impact on their lives.
- ❑ Respondents were further probed on highest level of education among their parents. It was reported by **73% (n=237) of respondents** that their parents have not completed 12th class, implying that most of the respondents come from families without having much educational prowess.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 8: Annual income of the family (n=237)

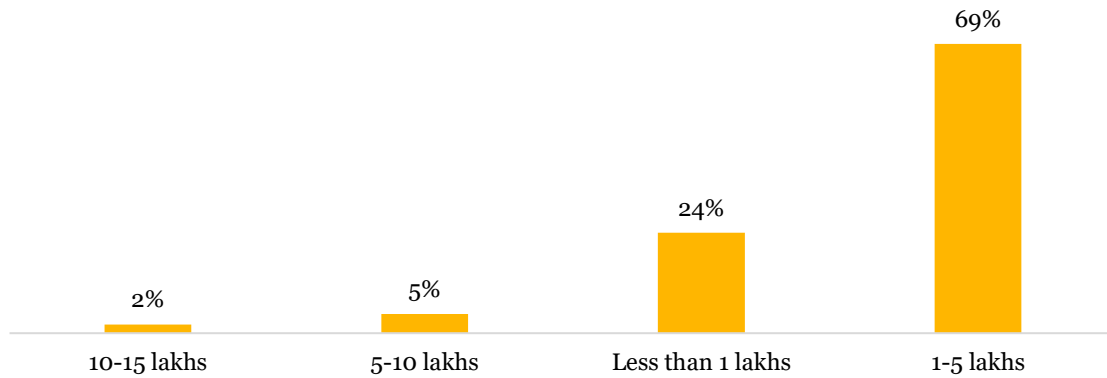
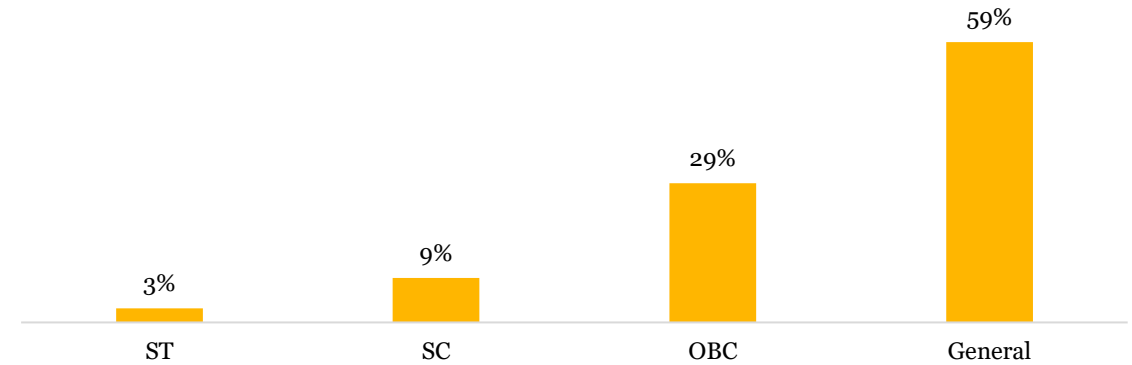


Figure 9: Social category of the respondents (n=237)



- As this programme aims to cater **meritorious students from marginalized section** of the society, it was analyzed that **93% (N=237) of respondents** come from families with **an annual income less than 5 lakhs**. It indicates the requirement of financial support to address the challenges around access to quality education due to their low-income levels. During our interactions with students and DLF programme team, it was noted that parents of majority of the respondents worked in **skilled labour jobs like construction workers, security guards, drivers, technicians** etc. Programme's pan-India (working across 20+ states) presence has helped in expanding its **reach to underserved households and bring them into mainstream** through providing students a dedicated platform to obtain quality education. It was pertinent to note that 7% of respondents fall under the category of annual family income of more than 5 lakhs. On probing further, team noted that these students have joined the programme few years back, and there remains the possibility that the annual income of such families could have increased over a period.
- In terms of social categories, 59% (N=237) of respondents were from General category whereas 29% were from OBC category. Rest of the students were from SC and ST categories. It specifies that this programme catered to all types of beneficiaries' social categories irrespective of their **age, gender and social category**.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 10: Difference made in the life of students due to scholarship support (n=237)



83% of the respondents mentioned that the support helped in reducing financial burdens.



71% of the respondents believed that the support helped in improving academic performance.



70% of the respondents highlighted that the support helped in getting an opportunity to study in a better school.



58% of the respondents believed that the support helped in reducing the risk of dropping out from school.

- ❑ This programme provides an annual financial support of INR 40,000/- to students studying in schools of tier-1 cities, INR 30,000 to tier-2 cities, and INR 20,000 to tier-3 cities (for CBSE, ICSE, State Board schools). As shared by DLF programme team, scholarship amount was based on average school fees in the different cities and keeps on changing with time. For Government schools (including Navodya and Sainik Schools), it varies between INR 5,000-10,000. DLF Cares Programme also supported students with special needs by providing them with financial support to enroll in special schools. This is done under **special needs initiative of DLF Cares Programme** where there is **no cap on the maximum fees** as mentioned by the DLF programme team. In such cases, their team assess applications to select the cases which can be considered as special needs case and generally, school fees ranges between INR 50,000-75,000 (per academic year).
- ❑ As illustrated in figure 10, scholarship support has helped students and their families as it contributed towards **reducing their financial burden** and students are able to focus more on the studies resulting in improved **academic performances (reported by 70% of respondents)**. As shared by many parents, most of them **earn around INR 25,000-30,000 per month**. As cost of sending one child to a good school ranges between INR 3,000-4,000 per month, only school fees of their children (considering 2 child per family) amount to more than 25% of their monthly salary which used to put a lot of financial stress on their families. It was also shared by the parents that due to the high costs, they used to send their children to schools with low fees even though knowing that there is no scope of studying in such schools due to **high teacher absenteeism and lack of proper learning environment**.
- ❑ Team noted that enhancing the access to quality education to students is one of the major goals of the DLF Scholarship programme. Majority of the respondents and parents during qualitative interactions reported that without the support of programme they would not have managed to send their child to such schools which are equipped with **world class facilities and quality teachers as fees are much higher than** what they could afford. 70% (n=237) of the respondents reported that they were able to **study in better schools due to the financial support provided** under the programme.

*Multiple choice question- total may not add up to 100%.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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75%



Of respondents came to know about the DLF Cares Scholarship programme **through their parents who got to know about the scholarship from their office/colleagues** while remaining respondents came to know about it through either family members/ relatives/ friends/ advertisements and flyers by DLF. (n=237)

65%



Of respondents mentioned that they have been receiving **scholarship support from DLF Foundation since 2021**. It is evident that DLF Cares programme has been providing scholarship support to students coming from marginal sections of the society since 2011.

(n=237)

89%



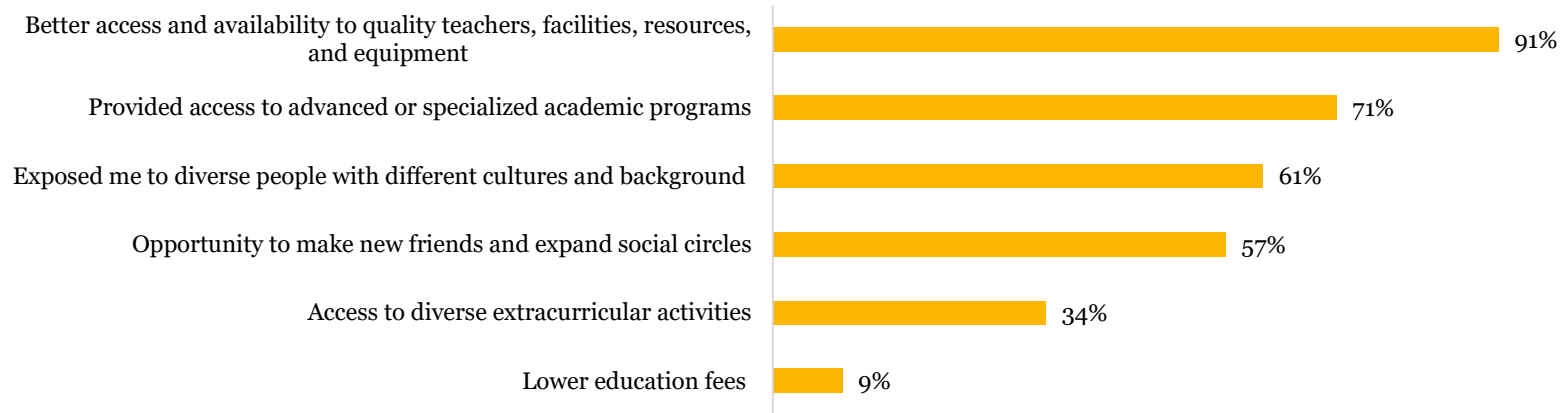
Of respondents mentioned that with the programme taking care of the school fees, they could **now purchase the necessary learning materials (books, guides, etc.)** as their family now have **more savings to incur such expenses**.

(n=237)

Research Findings

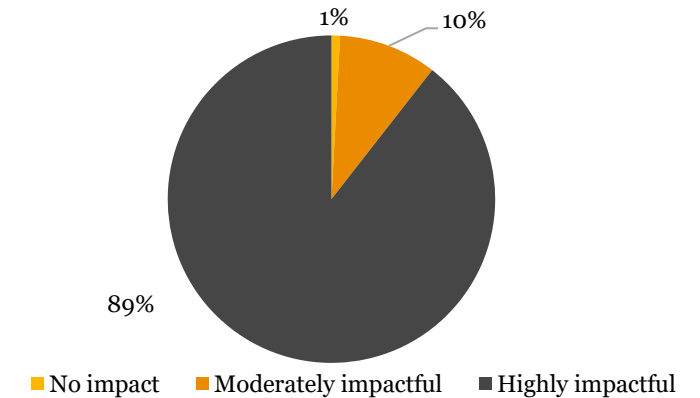
Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 11: Benefit received by changing the school (n=167)



*Multiple choice question- total may not add up to 100%.

Figure 12: Impact of the scholarship support (n=237)



- Majority of respondents i.e., 91% (n=167[^]) reported that they now have the **access to better facilities equipped with laboratories and digital infrastructure** along with an **opportunity to learn from quality teachers**, indicating that that **accessibility to quality education is improved**.
- Respondents also shared their current schools have advanced academic programmes (in the form of extra classes and guest lectures) which has contributed **towards improving their academic performances**. Also, having the opportunity to study alongside other students from different social backgrounds have also helped them **to improve their personalities and knowledge** regarding the society. Some schools (such as RBSM Public School, Gurugram) are known for their focus on extra curricular activities and sports facilities. Respondents from these schools reported that they can now pursue their interest in sports post joining such schools. They shared that opportunity to show their talent in sports activities has allowed them to **gain more confidence and get more acceptance among other students**.
- Overall, 89% (n=237) of respondents reported that this scholarship has been impactful as it has not only helped them to **improve their academic performances and study in better schools but also reduced financial burden on their families**.

[^]respondents who were studying in different schools before joining this programme i.e. ~70% of total 237 respondents

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 13: Respondents who reported receiving mentorship or guidance support (n=237)

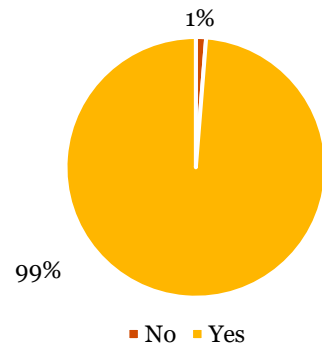
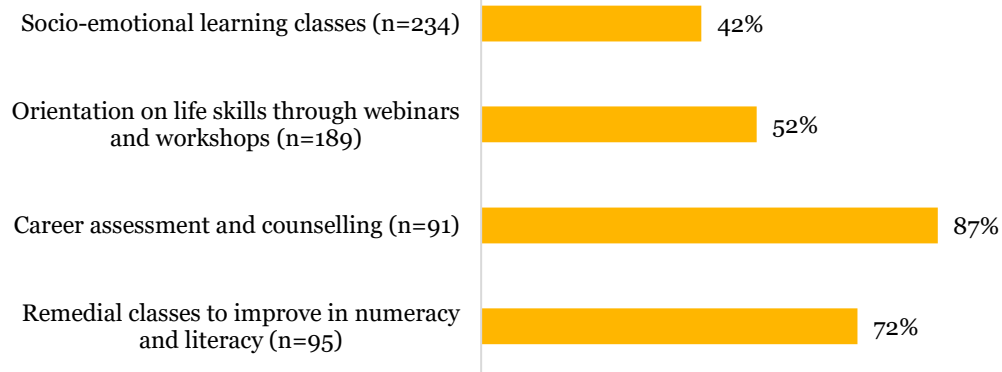


Figure 14: Type of mentorship and guidance support received



*Multiple choice question- total may not add up to 100%.

- ❑ In addition to the scholarship support, programme also provided **mentorship and guidance support** to the students through various interventions. This programme involved technical agencies to carry out various sessions under these interventions which took place online except the in-person sessions for Delhi NCR as reported by DLF programme team.
- ❑ Out of 237 respondents, 99% reported receiving **at least one form of mentorship and guidance support**. Remaining 1% shared that they were unable to attend the various support sessions due to lack of internet access. Responses in relation to attending the various mentorship and guidance support sessions are illustrated in figure 14.
- ❑ In addition to these interventions, this programme also conducted **psychometric assessment of students** with support of Australian Council for Education Research (ACER) to map the learning gaps and design an intervention by involving teachers at partner schools to bridge those learning gaps. This assessment took place in 2022 with the students from Class 4 to 10. As part of this intervention, ACER also conducted a psychometric assessment among 40 teachers from partner schools to identify training needs. Based on the results, DLF Cares programme conducted 4 learning workshops to train teachers on improved teaching techniques.
- ❑ Besides, DLF Cares programme has also been supporting teachers in partner schools through the **‘Teacher Enrichment Programme’**. Under this intervention, teachers are being trained by qualified resource persons through **‘happy classroom approach’** which promotes fun-based learning methods. Teachers were also trained on **new teaching techniques** which are more practical and activity-based. Idea behind these training sessions was to help teachers learn new teaching methods and create a conducive environment for the students. As per the data shared by DLF Cares team, **142 teachers have been trained** under this programme.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 15: Frequency of attending remedial classes

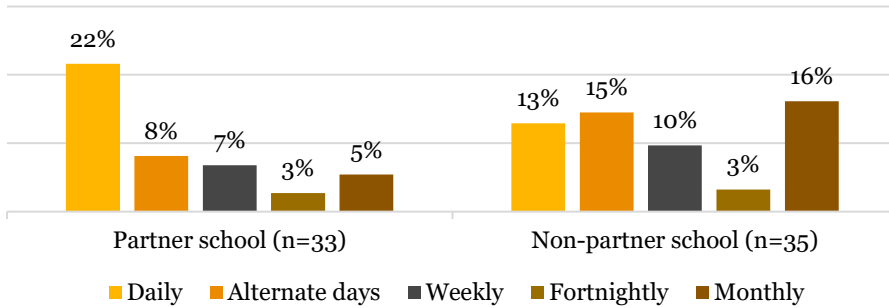
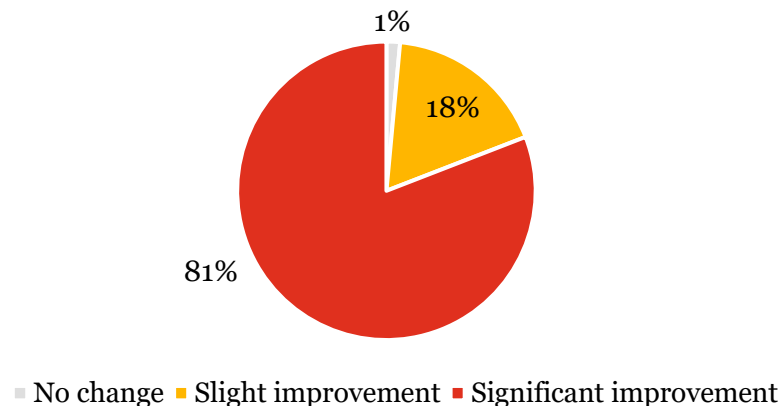


Figure 16: Improvement in grades since attending remedial classes (n=136)



- Remedial classes were started under this programme with an objective of reducing learning gaps among the students. As per parents and teachers, **Covid-19 pandemic had resulted in students lagging behind studies and their overall development** as they could not attend school classes physically for more than a year (March 2020 to mid 2021).
- This programme has been conducting remedial classes for the students between 6 to 9 with the help of its partner Lotus Petal Foundation (LPF). LPF has engaged **teachers to take classes to improve literacy and numeracy skills among the students**. Remedial classes are conducted 5 days a week between 4-7 pm where 2 sessions of 45-60 minutes are being taken virtually by the experts of LPF.
- As illustrated in Figure 14, 68 students i.e. 72% of the students (n=95) reported of attending remedial classes. Figure 15 shows that 22% of the students in partner schools (n=33) and only 13% in non-partner schools (n=35) attended classes daily. The reason reported by students and parents was that these students generally have their **tuition classes (as remedial classes only cover English and mathematics) during this time and hence, couldn't attend the remedial classes daily**.
- Most of the parents reported that they prefer sending their children to local tuition classes as they take place in-person which they feel provides a better learning environment. Also, they shared that their children requires remedial support in all the subjects and since, the programme provides classes for only 2 subjects, they feel the benefits from tuition classes outweighs benefit from remedial classes conducted under the programme. Out of 136 students who have attended remedial classes, **81% have reported that these classes have helped them in improving their grades significantly in school in English and Mathematics**.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 17: Relevance of content covered in the remedial classes (n=136)

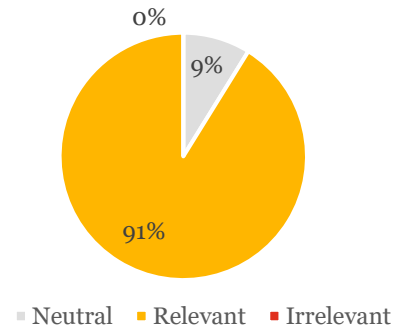


Figure 18: Satisfaction with the quality of the teachers in these sessions (n=136)

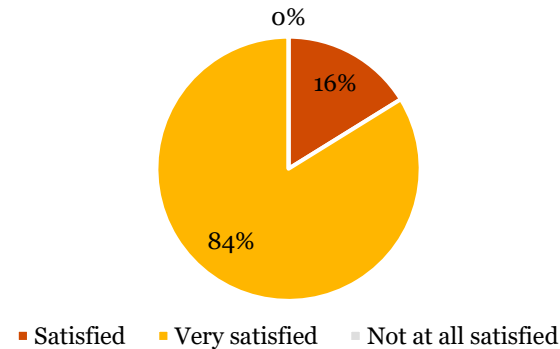
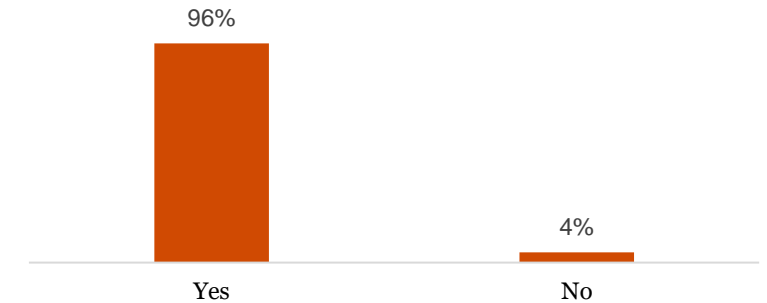


Figure 19: Improvement in academic performances of peers' post attending remedial classes (n=136)



- It was reported by LPF team that with the students going to different schools, understanding and skills among the students of even in a same class varies a lot. Due to this, this programme **segregated the students into batches based on their learning levels** (based on a baseline test carried out by DLF Programme team) and not based on class level. One of the LPF members shared they have developed the curriculum based on the learning level (based on gaps in their learning) of the students and not according to the class in which they are studying, to help the students build strong foundation level understanding in numeracy and literacy.
- Content covered in the remedial classes have also helped these students with their school syllabus as **91% (n=136) of respondents** reported that content taught in the remedial classes is **very relevant to their coursework**. Respondents also showed that their satisfaction with quality of teachers taking the remedial classes. Almost all students shared that **teachers are very understanding and approachable** which has helped students to ask questions without being afraid and clear their doubts.
- As per respondents, **remedial classes have been beneficial** as **96% (n=136) of respondents** shared that they have seen an improvement **in academic performances of their fellow classmates' post joining the remedial classes**. This was reiterated by most of the teachers who highlighted that they could now see more participation from such students (attending remedial classes) in their classes.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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“I didn’t like to go to school earlier (when studying in the previous) as teachers only came for 2-3 hours and in remaining time, students used to roam around the nearby market areas. Besides, there was a lot of bullying and teasing by senior students in our schools. Since my admission in RBSM School, I have started going to school daily as it has good teachers along with quality sports facilities and the students are also well behaved here.”

As narrated by a student from RBSM school, Gurgaon



“I was struggling with mathematics as I had to miss many online classes in our school during Covid-19 pandemic which created a lot learnings gaps. Attending the remedial classes on a regular basis has allowed me and my peer students to clear my doubts and score better grades in my school exams.”

As narrated by a student from Pine Crest School, Gurgaon



“I always wanted to be a lawyer, but I was planning to take science as stream in class 11th as suggested by my parents. However, through counsellors, this programme provided me direction to study humanities which is much more relevant to pursue law as a career. I informed my parents about this, and they also supported me to study humanities in my class 11th and 12th”

As narrated by a student from Shishu Kalyan School, Gurgaon

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 20: Satisfaction with the content covered in the sessions (n=79)

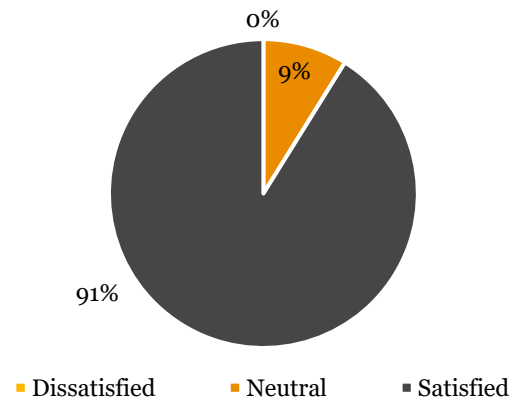


Figure 21: Whether the sessions provided clarity on potential career pathways (n=79)

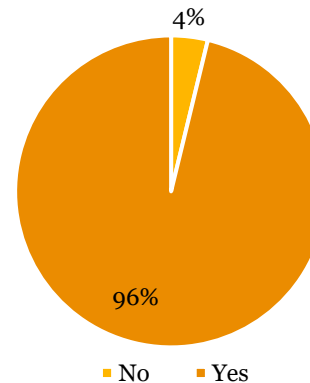
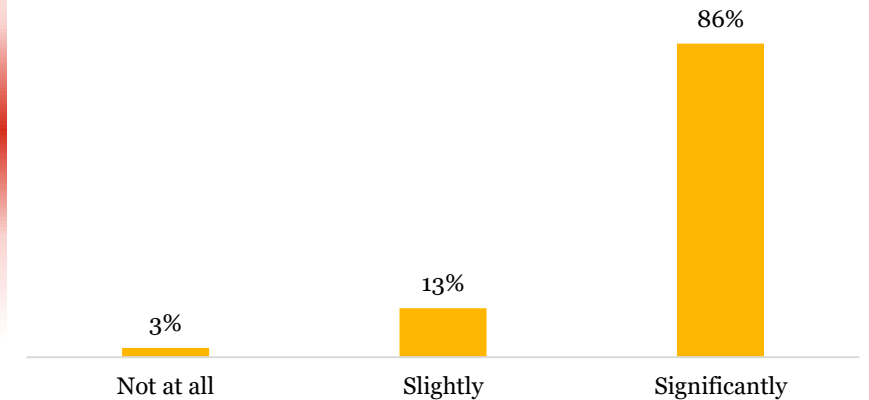


Figure 22: Role in increasing confidence to make informed career decisions (n=79)



- ❑ DLF Cares programme has been offering career counselling support to students of classes 10th and 12th to help them make right career decisions. For class 10th students, basic idea was to help them **select the right stream/ subjects in class 11th** while for class 12th students, sessions were covered content around various **courses, entrance exams, and scholarships available** after class 12th.
- ❑ Sessions were organized online (once in a quarter) to allow all students from **partner as well as non-partner schools to join the sessions**. Both group and one-on-one sessions were conducted with the students. iDream Careers (technical partner) was responsible to conduct these sessions by involving career counsellors. Counsellors would also make in-person visits to the partner schools in Delhi NCR for conducting such sessions.
- ❑ This programme also had a **helpline number for students** studying/ passing class 12th to offer them immediate guidance even after they have completed their schooling. Out of 79 respondents (who reported of attending career counselling sessions), **91% were satisfied** with the **content discussed in these sessions** and **96% shared** that these sessions have helped them to **gain more clarity on the available career opportunities**.
- ❑ In addition to this, respondents also mentioned that counsellors have helped them in applying for various colleges and scholarships by preparing the necessary documents (marksheets/ academic & extra-curricular certificates/ ITR forms, etc.) **to get into colleges and/ or avail financial support**. 86% (n=79) of respondents reported that guidance and handholding supported provided through these **sessions have significantly increased their confidence to make informed career decisions**.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 23: Topics discussed during the webinars or workshops on life skills (n=120)

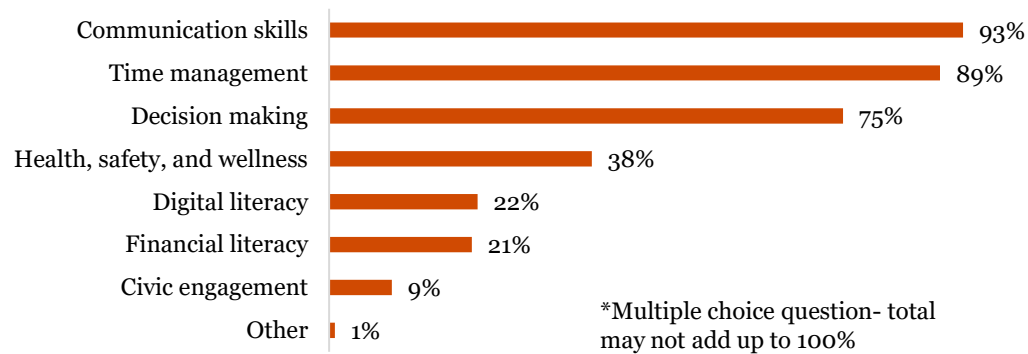


Figure 24: Understood the importance and application of life skills (n=120)

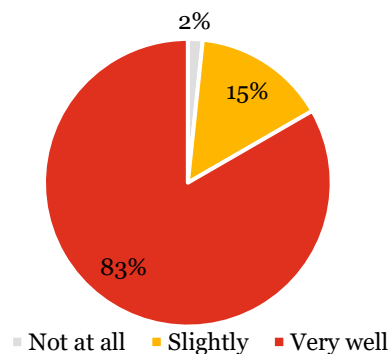
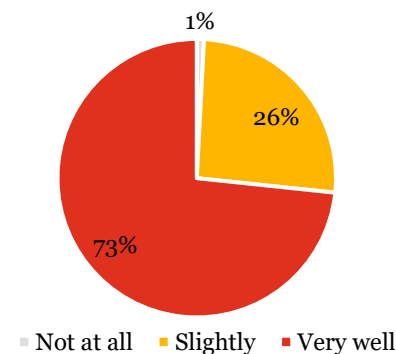


Figure 25: Whether the respondents were able to apply the life skills (n=120)



- ❑ DLF Cares programme with the help of iDream Careers have provided training to students on life skills along with career counselling. As illustrated in Figure 18, these training sessions focused on various life skills and organized for students studying in class 9th and above.
- ❑ In FY 2021-22, **one-to-one online sessions** (Nos 02) were conducted with the students along with **3-4 online workshops**. Out of **120 respondents** who reported of attending the training sessions on life skills, **83%** shared that these training sessions have helped them **to understand the importance of learning these skills** whereas **73% were able to apply the learned skills in their daily life**.
- ❑ Additionally, **90% (n=99)** of the respondents reported that **learning the various life skills have contributed towards their personal growth and development**. Many students shared that **they are now more confident while speaking to people and feel better prepared to pursue their career goals**. Some of the students also reported that **learning certain skills like financial and digital literacy have allowed them to help their parents in different activities such as withdrawing money from ATM or making them aware about fraud calls/ messages**. It was reiterated by some of the parents who shared that they have seen significant changes in the **behavior, knowledge and attitude of their children** who are more **confident** now.
- ❑ **98% (n=120)** of the respondents reported that attending these training sessions have helped them engage **more in academics as well as in extra-curricular activities** as they feel more comfortable in public speaking and interacting with their school colleagues.

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Figure 26: Extent to which SEL sessions have helped to regulate and manage your emotions (n=98)

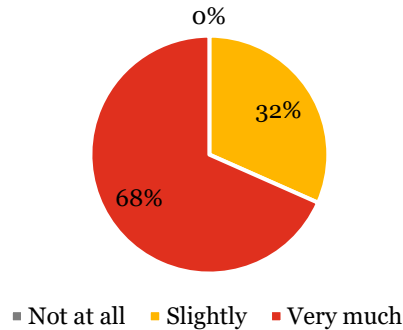


Figure 27: Extent to which respondents are able to apply these learnings for coping with stress (n=98)

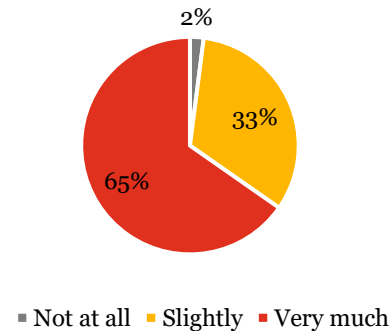
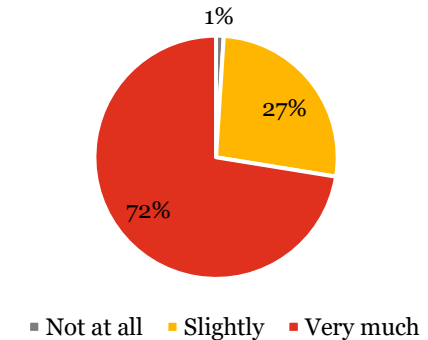


Figure 28: Whether the SEL program influenced the overall classroom environment, including relationships with teachers and classmates (n=98)



- ❑ Programme also provided **training on Socio-Emotional Learning (SEL) to ensure safe and supportive mental health spaces for students**. This programme onboarded another technical partner (Mannraahi- an NGO working in the mental healthcare space) to carry out these trainings. As shared by Mannraahi team, programme provided **training to 761 students** between March-November 2023 by conducting monthly online mental health sessions along with in-person workshops in partner schools.
- ❑ Trainings covered various topics such as **stress management, communication, anger management, adolescent friendships and relationships, and bullying**. 78% (n=98) of the respondents reported that they were highly satisfied with counsellors and topics covered in these sessions.
- ❑ Students were categorized into 3 cohorts: students in class 7-8, class 9-10, and class 11-12. Mannraahi team mentioned that this was done **to provide curated thematic trainings to the students**. For example, it was important to discuss topics like **exam anxiety, exam strategies, nutrition, etc. with students of class 11-12th**.
- ❑ Respondents shared that these training sessions have been beneficial to them as they are now better positioned **to deal with stress and regulate and manage emotions**. They also reported that these sessions have **helped them to improve their relationships with fellow schoolmates and teachers**.
- ❑ It is to be highlighted that **a few of schools (school admin and teachers) have raised concerns** related to the topics covered during these sessions. **Principal of a partner school shared that topics such as student suicides is a very sensitive subject and not all students are matured enough to discuss such topics and should be refrained from being covered in the training sessions.**

Research Findings

Profile of the respondents	Impact of Scholarship support	Mentorship and guidance support received	Impact of remedial classes	Impact of Career Counselling and training on life skills	Impact of Socio-emotional learning sessions	Overall challenges
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Challenges	% of responses (n=237)
No challenge	86%
Too much time needs to be dedicated for the mentorship/ guidance sessions	7%
Counsellors/ teachers/ trainers lack quality and efficiency	5%
Difficult to reach the DLF Cares programme team in case of queries and grievances	4%
Delay in receiving scholarships	3%
Content taught in mentorship/ guidance sessions is not up to my expectations	3%

*Multiple choice question- total may not add up to 100%

- ❑ Majority of respondents i.e., **86% (n=237)** reported that they have faced **no challenges under this programme**. As can be seen from figure 29 and 30, majority of respondents reported that the **documentation process of the programme was easy**, and they **received the financial support in a timely manner**.
- ❑ **7% (n=237)** of the respondents reported that the extra hours invested in these sessions have become too much to comprehend in a day for them. When probed from DLF programme team, it was noted that **mentorship and guidance sessions were mainly conducted in the after-school hours to avoid clashing with school academics**.
- ❑ **4% of the respondents** reported that they found **it difficult to reach out to the DLF Programme team** to get certain challenges resolved while **3% of the respondents** shared that **there was delay in receiving their scholarships**. In case of students studying in non-partner schools, responsibility was on the parents **to submit the fee receipt on DLF Cares scholarship platform to avail the financial support**. In certain cases, a few parents could not submit proper documents which had led to a **delay in releasing the scholarship**.
- ❑ A few of the respondents also showed **their dissatisfaction with the counsellors/ teachers and the content of the various mentorship and guidance sessions**.

Figure 29: Effortless documentation and application process (n=237)

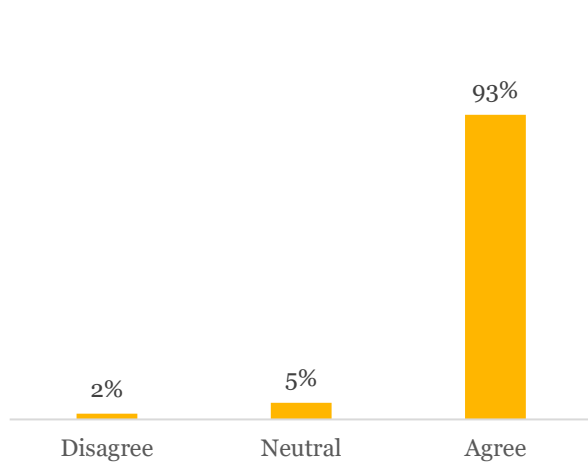
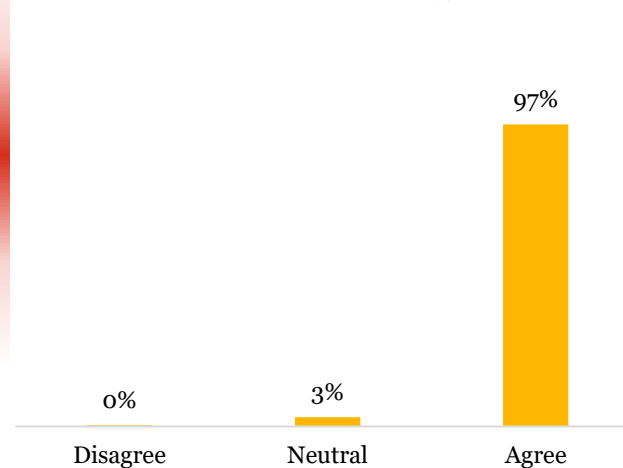


Figure 30: Scholarship received in timely manner (n=237)



IRECS Analysis

Parameter	Assessment from study
Inclusiveness	DLF Cares programme is being implemented with an aim to provide the access to quality education to students from marginalized households. This programme is providing support to students across India and is open to all irrespective of their age, gender, social category . DLF releases pamphlets and flyers to encourage students to apply for scholarship under the programme.
Relevance	It is common for students from marginalized households to face difficulties in studying in good schools and access quality infrastructure and facilities that would help them in their overall development. Out of 237 respondents (scholarship recipients), 93% of respondents reported that their annual family income is less than 5 lakhs . Many of the respondents reported that due to financial constraints, it was difficult for their parents to ensure proper coaching and mentorship support to their children . This programme has provided a platform to these students to complete their school education along with the mentorship and guidance support provided under the programme.
Effectiveness	<p>Students: 95% of the respondents reported that DLF Cares programme has helped in improving their communication and interpersonal skills. Additionally, 95% of the respondents also reported that there have been increased participation in academic/ extracurricular activities. 71% of the respondents also shared that their academic performances have improved post joining the DLF Cares programme as they have got access to learning materials (because of increased family savings), opportunity to attend better schools, and participate in remedial classes. Improved academic performances and increased participation in extra-curricular activities have helped in improving confidence levels among the students as shared by 97% of the respondents. 96% of the respondents also reported that there has been increase in their family's engagement in their education as the programme demands active participation from parents.</p> <p>Parents: Most of the parents reported that the financial aid provided by this programme has reduced their financial burden as they could do more savings. Many parents also shared that due to their participation in workshops and feedback sessions, and regular communications from DLF Cares team, their involvement in their child's education has also increased significantly. Improved academic performances and confidence among their child was reported as some of the major impact of the programme by the parents interacted as part of the qualitative interactions.</p> <p>Teachers: Majority of the teachers reported that they have benefitted from attending the trainings under the Teacher Enrichment Programme. They shared that they got to know new teaching techniques by attending the trainings. It was also shared by some of the teachers that the practical learning methods taught during the trainings have also helped in improving interest and participation of students in their classes. Also, adoption of happy learning approach have helped create a fun atmosphere in their classes resulting in more participation from students. Trainings under this programme has also helped the teachers adopt new teaching methods promoted under the New Education Policy released by GoI.</p>
Convergence	Onboarding of partner and non-partner schools has allowed the programme to help students upgrade into better schools. Also, partnership with these schools have helped the programme to establish a strong monitoring mechanism to keep track of the students' progress. Involvement of expert agencies for providing mentorship and guidance support has helped the programme stand out from other such scholarship programmes as it has allowed the programme to ensure holistic development of the students. Besides, these partnerships, there was no other partnership noted from our interactions with DLF Programme team.
Sustainability	Programme not only focused on providing financial support to the students but also, helped them develop their personalities and improve their career aspects through the mentoring and guidance support. This programme has also included teachers and parents as key stakeholders to build a conducive learning environment for the students . However, majority of respondents reported that they won't be able to keep sending their children to their current without the support of DLF Cares Programme emphasizing the importance of the programme. Partner and non-partner schools can explore the potential engagements with other CSR donors as well to ensure that these students are remained in mainstream in case this DLF plans to close this programme in future.

Recommendations

1

As per DLF Cares Policy, the programme follows selection criteria to screen, evaluate and select the deserving students and one of the criteria is annual income of the family. When probed, it was noted a few of the students belonged to the annual income bracket of more than 5 lakhs (more than the prescribed criteria of annual income of 0-4 lakhs). From the interactions with DLF programme team, team noted that these students were enrolled few years back and over a period of time, their family income may have been increased. In such cases, it is suggested that DLF programme team can review the annual income of students on yearly basis and arrive at a framework to decide the scholarship slabs based on the annual income of students so that deserving but underprivileged students get the benefits. **The programme can also consider enhancing programme's reach to include more students from marginalized households through targeted advertising** via social media and newspapers.

2

Currently, the remedial classes caters to two subjects i.e., English and Mathematics and majority of the respondents including parents mentioned to **increasing the number of subjects taught in remedial classes** to provide comprehensive coaching which can help increase the number of students attending these classes. This shall save the expenses of families who are currently sending their children to nearby tuition classes due to the limited number of classes in remedial sessions. Besides, this programme can offer recorded sessions of remedial classes for students who may have scheduling conflicts. This will allow them to catch up on missed classes at their convenience. Further, forming separate batches with a limited number of students (max 30-40) in remedial classes can also help improve attention given to individual students, and also help in monitoring their progress.

3

As shared by several teachers interacted during the study, the trainings under the Teachers' Enrichment Programme has been very beneficial to them. However, in many cases, these trainings clashes with their school duties and hence, they are unable to attend the trainings. They shared that the **trainings should be scheduled mainly during the first and last 3-4 days of summer/ winter breaks** to avoid clash with regular school schedules. This will ensure the active and increased participation of teachers in such trainings.

4

Programme team can **introduce gamification elements in online classes** to make learning fun for students. Creating challenges, quizzes, or competitions can help motivate students to actively attend and participate. Further, Programme team can engage scholarship alumni as mentors/advocates/ champion of change during the career counselling sessions. Their success stories can inspire current students and create a supportive network.

5

Programme currently lacks **sustainability plan** as these school students are completely dependent upon the scholarship being provided from the CSR funding support of DLF Limited. Programme team needs chalk out a plan in discussion with partner and non-partner schools to explore other potential CSR funding organizations who can extend the support once DLF withdraws the funding support/ project is closed.

6

Conducting **annual psychometric assessments to track students' progress** by programme team can also help developing effective training modules for them and teachers. As per the current intervention design, psychometric assessment was done only once for the students to assess their learning gaps. This sort of exercise if done twice in a year can be helpful to paint a clear picture of a child's progress within each class/ standard. This would allow the school/ parents/ programme to propose a suitable learning programme (remedial class/ tuition classes/ coaching/ extra classes in school) for the child for the subsequent year.

Stories of change

Case story 1: Reinvented vigour for attending school

Aman (name changed to maintain anonymity), resides in Gurgaon, Haryana with his parents and two sisters. Initially enrolled in a local public school, he encountered challenges such as teacher absences and low attendance, leading to academic struggles. He also shared that he hated going to school as he was not learning much and teasing and bullying was quite rampant in the school. Aman's father learned about the DLF Cares Programme, prompting Aman to switch to RBSM School for better educational opportunities. At RBSM, Aman found teachers who made a significant impact on his learning journey. The school also emphasized on sports, providing him with opportunities to engage in extracurricular activities. With an attendance rate exceeding 90 percent, Aman actively participates in classes and sports alike. He shared that he now enjoys going to school as he gets to access quality sports and coaching facilities in cricket. He says he dreams of making as a cricketer but also knows that he also needs to study hard.

Case story 2: Towards leading an independent life

Tara (name changed to maintain anonymity), the sole daughter in her family with a younger brother, resides in Gurgaon. Her father encountered financial difficulties while dealing with her spinal cord issue, necessitating multiple surgeries. Over the course of six years, the DLF Cares Programme provided crucial support, making it possible for Tara to undergo eight surgeries at AIIMS. Currently enrolled at the Sankalp Centre, Gurgaon, Tara benefits from specialized education led by a dedicated instructor. She also participates in occupational therapy sessions that address various deformations, and speech therapy has facilitated significant improvement in her ability to communicate. Focusing on Hindi, Mathematics, and functional computer skills, Tara has shown remarkable progress. Her father shared that the support DLF Cares Programme has provided was beyond their expectations and it has allowed his daughter to lead a happy life and dream about becoming a teacher.

Case story 3: An enabling environment to grow and perform well

Saurabh (name changed to maintain anonymity) resides with his family in South Delhi and studies in KLK Saraswati Bal Mandir school. He was given the opportunity to become part of the DLF Cares Programme with a scholarship 4 years back. Demonstrating persistence and diligence, he achieved an impressive 91% in his Class X CBSE exams, allowing him to take up sciences in Class XI. He shared that his academic performances have improved a lot since transferring to his current school. Earlier, he generally used to score in the range of 70-80% but because of better teachers and classmates, he could score such a result in Class X. Reflecting on his journey, he expresses gratitude for the programme, emphasizing its role in helping him enhancing his communication and interpersonal skills through the life skill sessions. Saurabh credits the career counselling sessions for providing valuable career guidance, enabling him to make well-informed decisions and create a solid roadmap to fulfill his dream of becoming a Software Engineer.

Section 05

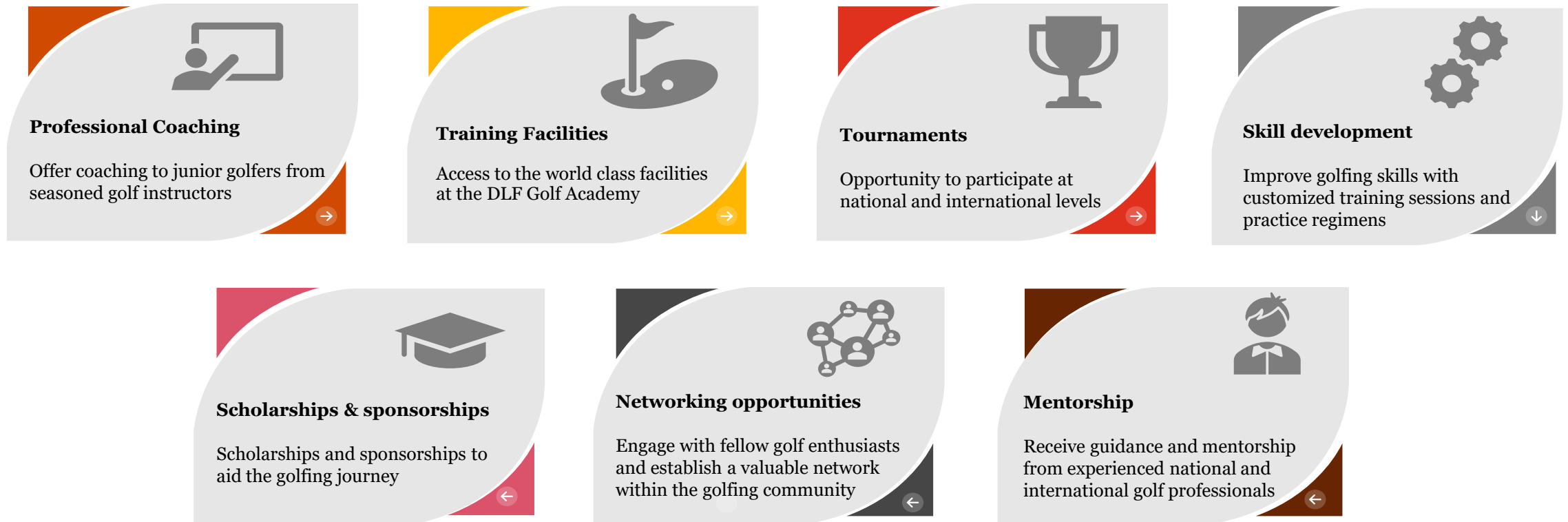
DLF Golf Excellence Programme



About the DLF Golf Excellence Programme (1/2)

Started in 2017, DLF Golf Excellence Programme has been contributing towards **nurturing junior golfers in the age group of 12–18 years**. This programme intends to focus on holistic development of these junior golfers through offering **coaching, equipment, fitness, nutrition, and tournament opportunities**. The programme prioritizes personalized instructions, on-course planning, and feedback sessions involving parents, fitness experts, and coaches.

Figure 31: Overview of Programme Activities



Sources: 1. DLF Foundation website - <https://www.dlffoundation.in/golf-excellence-programme.php>

2. Project documents received from DLF Foundation team

About the DLF Golf Excellence Programme (2/2)

DLF Foundation has engaged **K&A Golf Private Limited** as the technical partner for DLF Golf Excellence Programme as per below specifics:



Supported **18 juniors** (including 5 inactive students)



Offers 28 hours of golf training every week



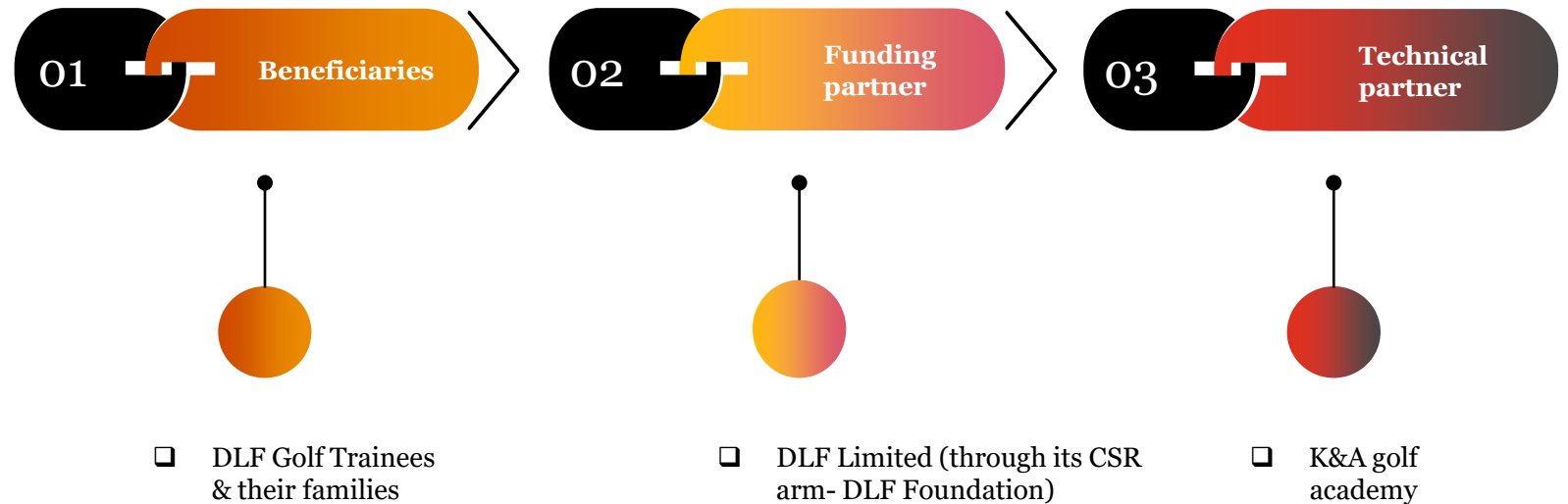
Engages highly qualified teaching professionals



INR 13.50 lakhs per student cost annually

- ❑ DLF Limited (through its CSR arm DLF Foundation) has been a **long-standing funding partner to support and encourage young golfers to pursue golf**. This programme also undertakes interactions and feedback from parents, fitness professionals and coaches during the course of implementation.
- ❑ Below figure provides an overview of multiple programme stakeholders **to offer golf training to young players and prepare them for success** in both national and international golf tournaments:

Figure 32: Programme Stakeholders



Sources: Project documents received from DLF Foundation team

Method of impact assessment

- 1 DLF Limited engaged **Price Waterhouse Chartered Accountants LLP (PWCALLP)** to **conduct an impact assessment of the DLF Golf Excellence Programme**.
- 2 Team adopted a **consultative approach to carry out study for this programme** with a focus on assessment year i.e., **April 1, 2021, to March 2022**. Assessment started with an inception meeting with DLF Foundation and technical partner - K&A Golf Pvt. Ltd. to understand the programme activities as well as overall impact created by this programme. Following the meeting, PW received various programme documents such as (a) MoU signed between DLF Foundation and K&A Golf Pvt Ltd, (b) Programme progress reports and (c) list of beneficiaries.
- 3 Based on review of the documents, team noted that programme has supported **total 25 trainees (since its inception)**. Out of 25, 13 trainees remain active and continue to receive support, whereas remaining 12 trainees are no longer part of this programme. Of these 12 inactive trainee, 50% were selected for the impact assessment study in addition to all 13 active trainees. However, 1 student was not available for interactions during impact assessment. Hence, total 5 inactive trainees were covered in addition to 13 active trainees. Same was finalized in consultation with DLF Programme team.
- 4 While collecting quantitative data, team opted for **in-person individual interviews for 12 active trainees** whereas in case of inactive trainees, team conducted telephonic interviews. In addition to quantitative study, qualitative study was conducted to involve the key stakeholders of the programme. Below tables provide an **overview of the sampling plan of both quantitative and qualitative interactions**:

Quantitative Sample size distribution (total = 18)

Description	Total Nos.	Total sample selected
Active	13	13
Inactive	12	5
Total	25	18

Qualitative Sample size distribution

Description	Interaction type	Total sample selected
Golf trainees	IDI	2
Fitness and Nutrition Coach	IDI	2
International coach	IDI	1
K&A Golf Pvt. Ltd.	IDI	1
DLF Golf Trainees	IDI	4
Total	-	10

A high-angle photograph of a golf green. A white golf ball is positioned on the grass to the right of a hole. A black flagstick is visible in the hole. The grass is a vibrant green, and a shadow is cast across the green from the right side. A red border is overlaid on the left side of the image, containing a dark grey box with white text.

Key Research Findings

Research Findings

Profile of the respondents

Challenges before joining the programme

Impact of programme

Overall challenges

Figure 33: Gender of the respondents (N=18)

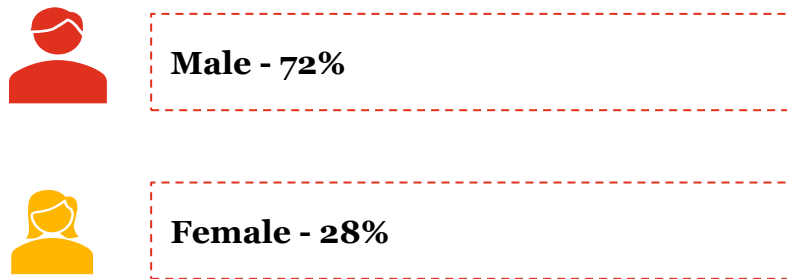


Figure 34: Age of respondents (N=18)

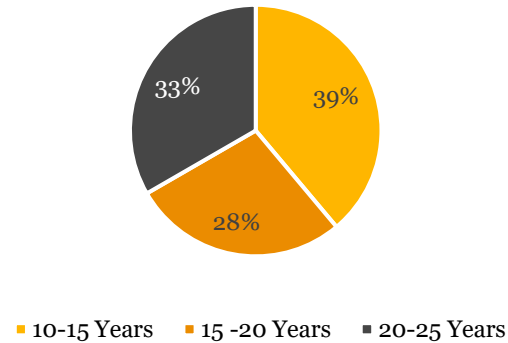
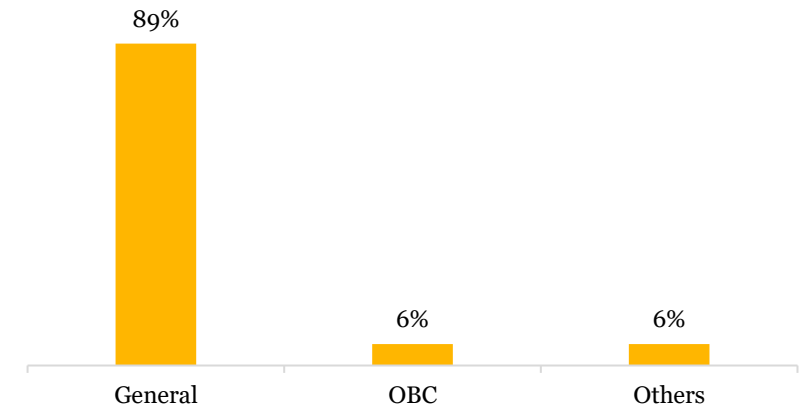


Figure 35: Social category of respondents (N=18)



DLF Golf Excellence Programme provides **an opportunity to young golfers to train and nurture them over a period irrespective of their age, gender, and social category**. Below analysis indicates that the programme has been able to provide a platform to junior golfers with varied nature of socio-demographic profile to obtain the support on coaching, equipment, fitness, nutrition and participation in tournaments:

- ❑ Out of 18 respondents, **72% of respondents were male, whereas 28% respondents were female**.
- ❑ **39%, 28% and 33% of respondents** were between the age group of **10-15 years, 15-20 years, and 20-25 years**. Though this programme supports the golfers between the age group of 12-18 years, team noted that respondents falling under the age category of 20-25 years joined programme a few years back.
- ❑ Majority of the respondents identified themselves from General category whereas, the remaining 12% were from different social categories such as OBC and SC category.
- ❑ Further, respondents were probed on their family income, and it was noted that **83% of the respondents (n=18)** reported an **annual income exceeding INR 6 lakhs** whereas **17% of the respondents (n=18)** reported annual income less than 6 lakhs. It indicates that majority of golfers are from middle-class families due to the nature of programme. On probing further, it was noted that primary source of income was jobs (government & private), and own business.

Research Findings

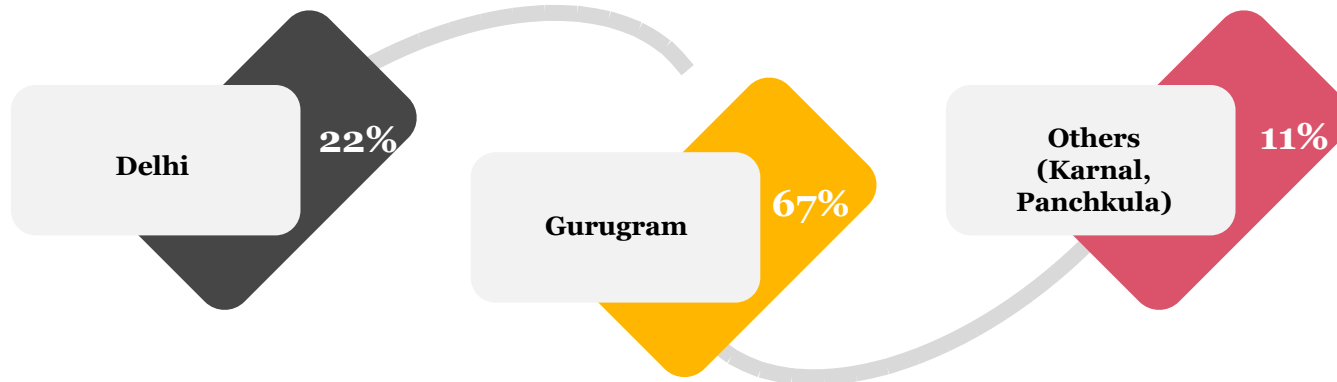
Profile of the respondents

Challenges before joining the programme

Impact of programme

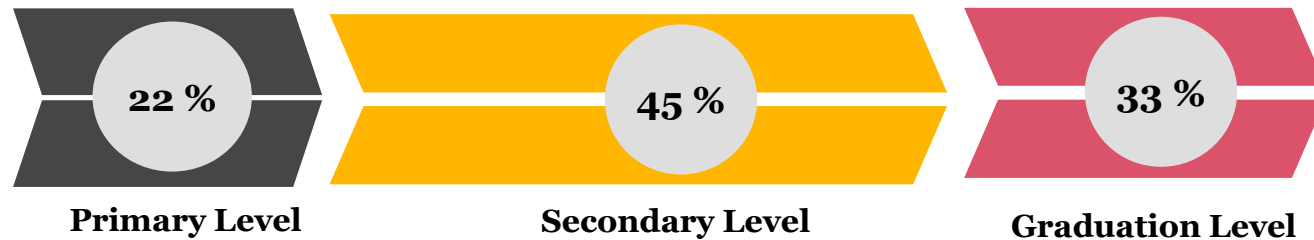
Overall challenges

Figure 36: Location of the respondents (N=18)



- Majority of respondents (67%, n=18) reside in **Gurugram** whereas 22% reside in **Delhi** highlighting concentration of the surveyed beneficiaries in Delhi NCR.
- 22%, 45%, 33% of the respondents (n=18) reported that they are currently studying at the primary, secondary, and graduation level respectively. On further probing, it was noted that **programme follows talent hunt programme to invite applications through DLF Foundation website.**

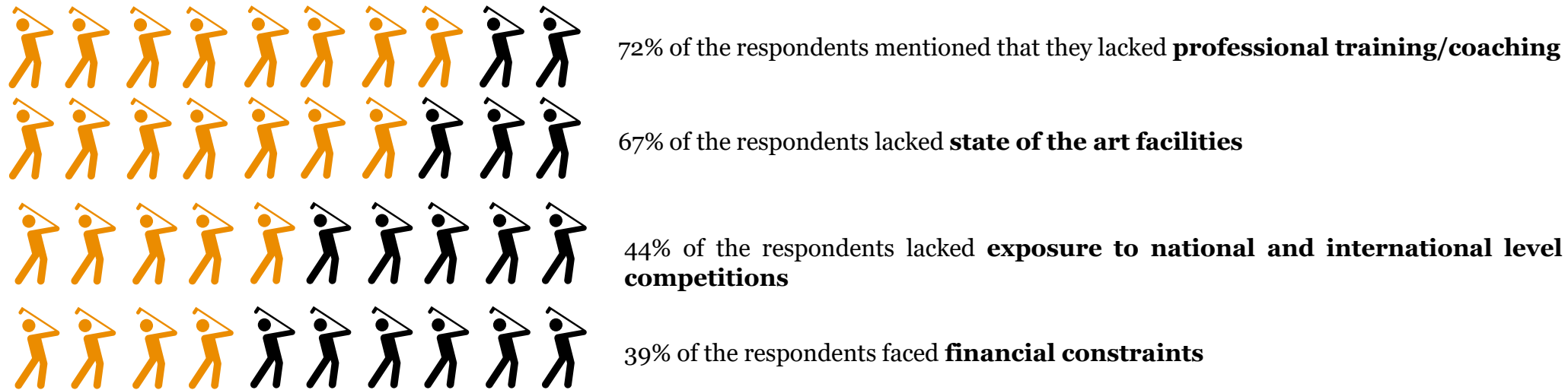
Figure 37: Education of the respondents (N =18)



Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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Figure 38: Challenges faced by golfers before joining this programme (N =18)



- ❑ During our interactions, team noted that **83% reported were used to play professional golf** before joining this programme whereas rest of 17% respondents indicated that due to financial constraints, they could not take this sport as a professional sport which is now possible after enrolling under this programme. **Access to professional coaching and affordability** were the major challenges highlighted by the respondents during the interactions.
- ❑ In above figure, all respondents were probed on the challenges faced by them before joining this programme. Respondents cited various challenges which created hindrances in pursuing golf as a professional career. While majority of respondents i.e., **72% and 67% (N=18) reported** that they **lacked professional training/ coaching** as well as **access to state-of-the-art facilities** respectively to grow as a professional golfer.
- ❑ Some of the respondents indicated that they wanted to take this sport as a professional career, but due to **lack of awareness around career prospects** (including opportunities to play at national and international level) and **financial constraints** added more challenges in their professional journey.

Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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Figure 39: Facilities availed by Golf trainees during the assessment period (N=18)



88% of respondents indicated that they availed **golf training and coaching** at DLF Golf Academy.



83% of respondents cited that they are also availing **fitness coaching and training and Golf Equipment/ accessories allowances** from DLF Golf Academy.



77% and 72% of respondents mentioned that they have been receiving **stipends for incidental travels and allowances for participating in the tournaments respectively** from DLF Golf Academy.



72% of respondents mentioned that they are obtaining **regular performance assessment and evaluation and availing nutrition/ diet training and supplements** each from DLF Golf Academy.

Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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- ❑ Before joining this programme, respondents were facing challenges with respect to the accessibility and affordability of obtaining professional coaching and training. As noted basis the qualitative interactions with these respondents, **DLF Golf Excellence Programme has been instrumental in overcoming these pre-existing challenges.** DLF Programme team also mentioned that programme has created **platform for young motivated golfers** to obtain **quality coaching, access improved training environment, and professional practice.**
- ❑ **Structured and well-defined training sessions** have contributed to the overall development of the Golf trainees, encompassing coaching, mentoring, fitness programs, and nutritional support. Besides, integration of advanced technology has **enabled use of machines, leading to substantial improvements in their golf swings** as mentioned by the implementing agency.
- ❑ Since, the assessment year was 2021-22, team used **recall method** to understand facilities availed by these respondents. As reflected in Figure 39,
 - This programme not only **enabled access to quality infrastructure** but also provided a **platform to these young golfers to learn and acquire skills from qualified golf trainers.** During our qualitative interactions with **DLF golf trainers**, it was noted that these trainers **hold positions within the National Golf Academy of India (NGAI)** and **possess certifications accredited by NGAI.** To enhance the capacity of these trainers, programme is not only **organizing the refresher trainings** but also providing them an **opportunity to participate in mandatory annual refresher coaching sessions** to stay updated on the latest developments in golf sector and acquire new teaching skills. In short, qualified trainers onboarded by implementing agency under this programme has contributed to create an enabling environment for golf trainees to nurture and acquire necessary skills for competing at the national and international level tournaments.
 - Participants are now able to obtain **various benefits such as fitness coaching and training, allowances to meet expenses on Golf equipment/accessories, incidental travels, allowances to participate in various states/ at national/ international level.** Thus, programme has touched on the multiple touchpoints to help these young golfers in their journey of **pursuing as golf as a hobby/ professional sport.**
 - **Regular assessments** are done in the Golf Academy as reported by the trainees wherein **internationally recognized coaches visit academy on regular basis to assess these students and suggest way forward.** As a part of it, this programme organizes coaching camps to focus on **individual goals lessons and assessments including short game lessons, on-course planning, and lectures on course management.**

Research Findings

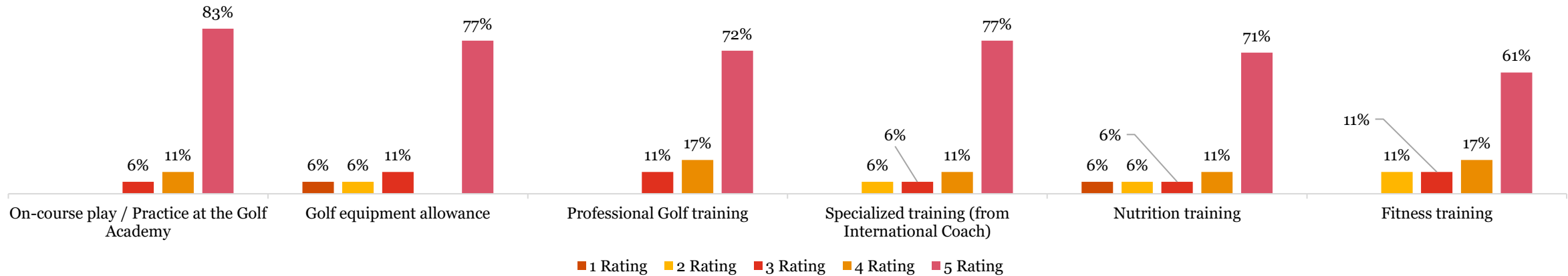
Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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- **Affordability** is another important factor which has attracted these young golfers to enroll themselves under this programme. When probed from DLF programme team, it was noted that **overall cost of accessing the facilities provided by the DLF Golf Academy comes out to be ~INR 13.5 lakhs per person** and out of which **DLF Limited bears the cost of INR 12 lakhs** whereas golfers have to pay **an annual fee of INR 1.5 lakhs**. It was noted that these annual charge of INR 1.5 lakhs is required for contract renewal with the DLF Golf Academy as reported by the DLF programme team. Based on qualitative interactions with DLF programme team, it was noted that these expenses are governed and structured in accordance with the guidelines provided by **Indian Golf Union**.
- Team also probed these golfers on **total expenses incurred before joining DLF Golf Excellence Programme**.
 - 72% of the respondents (N=18) reported incurring **an annual travel cost of INR 3 lakh for attending tournaments**.
 - 61% (N=18) stated that they used to spend **INR 2 lakh annually on purchasing golf equipment**.
- Respondents added that that the DLF Golf Excellence Programme covers all these costs, thus enabled them **to save money and start focusing on pursuing a career in golf without worrying much about arranging money for the participation**.
- Trainees have reported that the DLF Golf Excellence program was instrumental in addressing their financial challenges which they were facing earlier. This programme offered **state-of-the-art facilities and other amenities like professional training, a fitness trainer, and a dietitian**, which were not available to majority of them before joining the programme. Incorporation of **cutting-edge technology** has allowed them to **use machines and improve their swings** significantly as mentioned by **many trainees during qualitative interactions**. Most of these students got to know about the programme through **referral from current students who were part of the programme**. Due to this programme, they were able to participate in **National and international tournaments**.
- This programme follows a **structured selection criteria** as mentioned by DLF programme team wherein parents of respective golfers signs the contract with the programme with a lock in of 3 years from their side and assessment is done every year for an extension of their support from DLF Foundation. During these three years, every golfer has to attend 28 hours of golf every week which includes on-course play, self and supervised practice, golf lessons and fitness. Besides, 2-3 frequent camps (duration- 4-8 days) with an international coach are organized on individual golf lessons, fitness, and tournament preparation on course.

Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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Figure 40: Perception of the respondents on different aspects of the programme (N=18) – with 1 being lowest and 5 being highest



Due to increased accessibility and availability of quality coaching and trainers, respondents shared their perception on the different facilities/ services availed under this programme:

- ❑ With 1 being lowest and 5 being highest rating, **100% of respondents provided 3 or more rating** to on-course play/ practice at the Golf Academy. Respondents also reported that these facilities have helped them become capable of participating in national and international level tournaments.
- ❑ **94% of respondents** provided a rating of **3 or more to the financial aid received in the form of Golf equipment allowances**.
- ❑ **100% of respondents** provided a rating of **3 or more to the professional golf training** which was one of the major challenges faced by a golfer before enrolling under this programme. Respondents reported that during on-course lessons, the coach accompanied them, observed their play, and provided valuable insights on how to enhance their performance. Without this crucial aspect, achieving the results they had obtained would have been challenging. Respondents reported that curriculum followed at the center mandates 28 hours of training per week which includes on-course training, 16 hours of practical training, and 6 hours of fitness training.
- ❑ Fitness and nutrition training also received the rating of **3 or more from 88% of the respondents**.

Research Findings

Profile of the respondents

Challenges before joining the programme

Impact of programme

Overall challenges

“

“DLF Golf Excellence transformed my life, taking me from an aspiring player to a champion player. Programme's unmatched facilities and training not only honed my skills but also paved the way for my national and international success. My medals stand as a testament to the programme's commitment to excellence in golf. Besides, programme helped me to reduce my financial burden.”

As narrated by a 19-year-old girl golf player at the Academy

“

“Before joining the programme, trainees were amateur golfers, lacking the finesse of professional golfers. But through their dedication and programme's teachings, these golfers honed their skills, refined their short game, and mastered the art of swing variations. Their journey from novices to successful professionals stands as a testament to the programme's transformative impact on their careers.”

As narrated by a trainer at the Academy

“

“As an international coach, I rely on BTMES^ framework to nurture the holistic development of golfers at DLF Golf Academy. This comprehensive approach emphasizes the importance of physical conditioning, technical proficiency, and mental fortitude in achieving success on the golf course. Enabling learning environment created within the Academy has allowed a significant percentage of students to achieve notable results.”

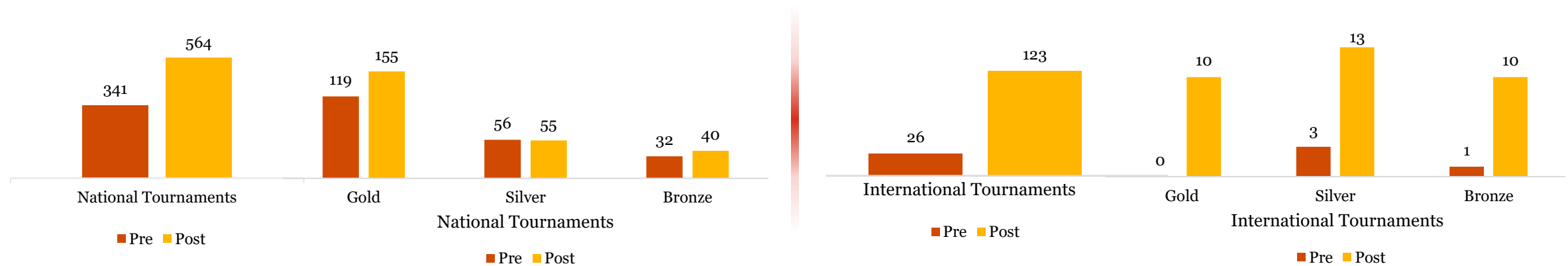
As narrated by an International Coach/ Consultant at the Academy

[^]BTMES- Body, Technical, Mental, Emotional, and Social

Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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Figure 41: Overall achievements of Golfers (Pre and post programme interventions)^



- ❑ DLF Golf Academy not only **enabled the access to state-of-the-art infrastructure** but also provided an **opportunity to these young golfers to learn and acquire necessary skills to compete and participate at the national and international tournaments.**
- ❑ Basis our interactions with 18 respondents, team analyzed that **participation rate at national and international level has increased.** These golfers used to **participate in national and international tournaments in limited scale** before enrolling in DLF Golf Excellence Programme as they lacked awareness about such opportunities. Majority of the respondents during our qualitative interactions added that **trainers and coaches orient them regularly on the different tournament opportunities available at national as well as international level.** Participation in such tournaments has **provided an opportunity to these golfers to compete and win at national and international level.**
- ❑ It was evident in research findings as well, as before joining the programme **these students participated in 341 national tournaments only** which has increased to **564 till date.** Not only the **participation has increased** but also the **winning rate is improved considerably in such tournaments.**

^Above numbers are based on the responses shared by 18 respondents during interactions, and team has not validated these numbers.

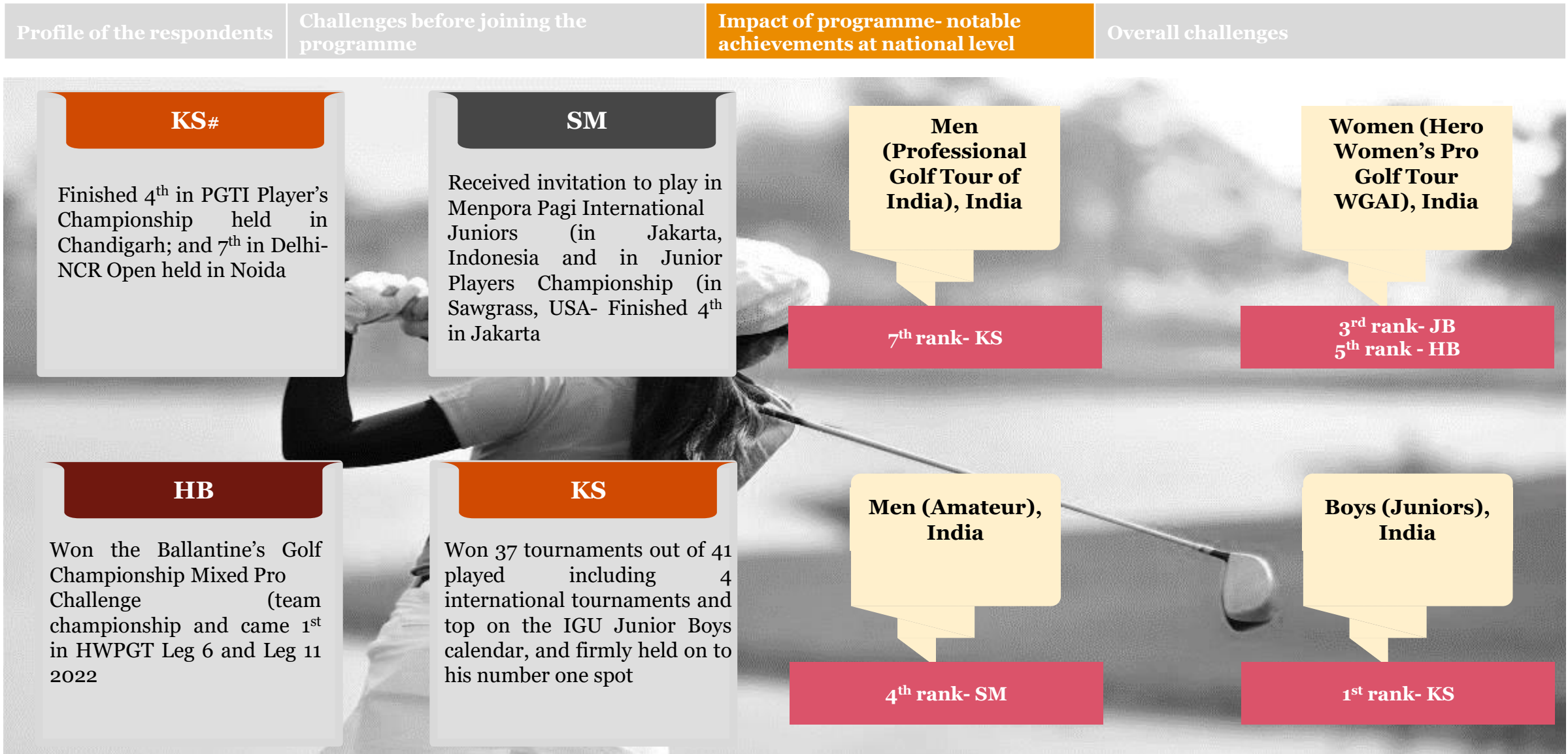
Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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- During the qualitative interactions, majority of the respondents noted **an improvement in their fitness levels, swing technique, and overall performance post joining the programme**. They also mentioned that after joining the programme, they achieved more victories compared to past. These young golfers have won 250 medals at national level after enrolling in this programme as compared to 207 medals before joining the programme. It is important to note that out of 250 medals, 62% medals were gold medals as compared to 57% gold medals before joining under this programme.
- A few of the students discussed about their achievements post joining this programme. One of the respondents reported that at the age of 12, he clinched the gold medal at the Hong Kong Junior Championship and excelled during the Indian tour. By the age of 14, he had earned the prestigious title of India's No. 1 junior player for the 2019-2020 season. His rapid progress and success at national level led him to turn professional at the age of 16, and, making him the **youngest professional to achieve a victory**. In FY 2022-2023, he secured the position among India's top 3 professional players. Additionally, another respondent reported that he achieved the remarkable feat of winning the IGU (Indian Golf Union) three times, along with numerous other tournament victories.
- Programme also enabled students to **win in the international Golf tournaments as well**. Before joining the programme, there was no platform available to young golfers to compete in such tournaments, hence, only **4 medals (no gold medal) were won by a few of the golfers**. This has increased to **total 33 medals (including 10 gold medals)** at the international stage. Similar increased was seen in their participation at international level which has increased from 26 (total tournaments before joining the programme) to 123 (total tournaments after joining the programme). However, participation in international tournaments is discontinued a few years back as per the internal policy laid by DLF Foundation.
- According to majority of the respondents, these **achievements and positive changes can be attributed to top-class facilities, trainers, education on nutrition, and diet plans** provided at DLF Golf Academy under this programme.
- Team also probed from inactive students (n=5) who left the academy **due to the performance/ disciplinary issues**, to understand their willingness of rejoining the programme. It was noted that 40% of the respondents (n=5) are willing to restart their golf journey due the financial constrains faced by them. Besides, the quality training, trainers and infrastructure are important factors to rejoin this programme if the opportunity is provided. Rest 60% respondents were not willing to rejoin it due to the distance of academy from their home location, medical issues, and no improvement in performances.

[^]Above numbers are based on the responses shared by 18 respondents during interactions, and team has not validated these numbers.

Research Findings



Research Findings

Profile of the respondents	Challenges before joining the programme	Impact of programme	Overall challenges
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Team also probed respondents on overall challenges faced by them during the course of programme implementation. **83% of the respondents (n=18)** mentioned that **there was no challenges faced by them** with respect to **Golf facilities, trainers and infrastructure at the DLF Golf Academy**. Basis the feedback obtained from rest of 17% respondents and qualitative interactions with DLF Programme team, we have listed out certain programme challenges:

- ❑ **Long term vision and sustainability plan:** It was noted from the qualitative interactions with trainers and coaches that this programme is completely dependent upon the funding support from DLF Limited. There is no exit plan in place to ensure the programme would be up and running even after the funding is stopped/ programme is completed.
- ❑ **Frequency of trainers:** It was noted that the frequency of international coach's visit to the center is reduced as compared to previous years. During the visit to India, this coach not only works with a complete group but also discuss with each individual (golfer) to understand their strengths and weakness. Though the international coach is connected online as well, golfers mentioned that less visits to the academy reduces their scope of having more interactions with him to chalk out their plan of action to compete in tournaments.
- ❑ **Deploying Golf accessories:** Respondents also suggested that fitness room is not adequately equipped with necessary equipment such as weight machines and trade mills leading delay to develop their strengths and muscles.



Figure 42: Fitness room at DLF Golf Academy

IRECS Analysis

Parameter	Assessment from study
Inclusiveness	DLF Golf Excellence Programme is open to everyone (irrespective of their age, gender and social category) but selection is based on merit only . Through the talent hunt programme, it encourages underprivileged individuals to apply into this programme . This programme extends its support to enable talented students from all backgrounds to access its facilities. Considering the fact that golf is an expensive sport to pursue as a professional sport, currently, the programme has majority of the golfers from middle class section of society. However, programme can further consider issuing advertisements in the newspapers to encourage the talented and meritorious students from marginalized section to enroll themselves under this programme. Currently, awareness is created through publishing flyers/ brochures on DLF Foundation website only.
Relevance	Basis our interactions with respondents, it was evident that these golfers used to encounter challenges around lack of professional training/ coaching (72%, n=18), lack of state-of-the-art facilities (67%, n=18), lack of exposure to national and international level competitions (44%, n=18) . This programme has been able to address these challenges during the course of implementation as it has provided a platform to students to learn and acquire skills and further compete and win at national and international tournaments.
Effectiveness	<ul style="list-style-type: none"> <input type="checkbox"/> According to the respondents, DLF Golf Excellence Programme has been instrumental in overcoming the pre-existing challenges. 100% of the respondents rated the training programme with 3 or more rating (1 being lowest, 5 being the highest) on the parameter of on-course play/ practice at the Golf Academy. <input type="checkbox"/> 100% respondents mentioned that there has been increase in national and international level tournament participation in golf. Total 250 Medals won by Golf trainees at the national level as compared to 207 medals before joining the programme in 2017 whereas 33 Medals won by Golf trainees at the international level as compared to 4 medals before joining the programme in 2017. This programme's success is attributed to quality coaching, better training environment, and professional practice including fitness sessions and assessments. Structured training sessions have contributed to overall development of the Golf trainees, encompassing coaching, mentoring, fitness programs, and nutritional support. It has also been seen that there has been a significant increase in the level of winning medals (gold, silver, and bronze) by the golfers in international and national tournaments after joining the academy <input type="checkbox"/> 44% of the respondents expressed that without the programme's support, they would have been compelled to abandon their aspirations of pursuing a career in golf. It was reported that DLF Golf Academy stands out from others due to its state-of-the-art facilities, experienced trainers, excellent programme designing, and a commitment to producing champions. Quality of its coaching and qualified trainers at affordable cost (one-time annual expenses of 1.5 lakhs) sets it different from other institutes. Majority of respondents stated that the facilities at the DLF Golf Excellence programme helped them to improve their career rankings.
Convergence	Programme onboarded a technical agency K&A Golf Pvt Ltd which has played an important role in providing quality coaching and facilities to these golfers. Besides, programme coordinates and partners with various agencies to ensure the participation of these golfers in the tournaments on regular basis. In addition to this, there was no other partnership noted basis the interactions with DLF programme team.
Sustainability	It was seen that there are currently no established exit strategy/ sustainability plan for sustaining operations at the academy in the future without the support of DLF Limited (through its CSR arm- DLF Foundation). DLF Limited is bearing INR 12 lakhs for each golfer while INR 1.5 lakhs is borne by the golfer annually. In order to sustain the academy without any programmatic support, the students have to bear the entire cost i.e., INR 12 lakhs. Hence, it is important for DLF Foundation to chalk out a sustainability plan in discussion with K&A Golf Pvt Ltd to include the potential CSR donors who can take up the entire cost in case DLF withdraws the support.

Recommendations

1

Identification and enrolment of new candidates from underserved community: The programme was started in 2017 and since then, it is catering to the same batch and nurturing them. Though, the performance of these candidates are good based on their feedback, it was also noted that these candidates are currently coming from middle-class families. Though the nature of programme demands the youth (who can learn and adapt quickly), it is also pertinent that the programmes should also start exploring such candidates from marginalized section of the society. This can be done by increasing the enrolment and inviting applications through the use of print and social media.

2

Building a sustainability plan/ exit strategy of the programme: The current programmes lacks the sustainability plan as the current batch of trainees are supported under the CSR funding of DLF Limited (through DLF Foundation). It was noted from our interactions with implementing agency that once the funding is stopped/ project is closed, there is no alternate arrangements available with the implementing agency to support the golf trainees. Considering, DLF has been a long-standing funding partner, they should chalk out the sustainability plan (including exploring funding from other CSR donors) in consultation with the implementing agency.

3

Strengthening overall ecosystem within the golf academy: Trainees highlighted the need of having Psychologist at the Golf academy due to the stress/ pressure of participating and performing at the national and international level. Currently, the academy does not have Psychologist within the academy, hence, it is suggested to have a Psychologist in place to positively impact their performance. Besides, there is also the requirement of fitness room with weight machines including barbell curve stations with plates as highlighted by international coach. This shall contribute towards the improvement in strength and fitness among students.

4

Other recommendations:

- Trainers informed that the programme could consider **implementing a residential programme** to provide students with an enabling environment to grow and nurture more. This will also reduce the OPEs of these students and students can get ample amount of time to focus and get trained.
- Programme can consider **adding a club fitter for each golfer** to address difficulties faced in selecting the right clubs.
- While programme focuses on improving individual strengths and capabilities, **group interactions with all trainers can be organized more frequently** to foster a collaborative environment within the academy to learn and grow. **Off-site camps can be organized by the programme team** to bring students together for team-building activities as informed by the trainers at Academy.
- Due to the lack of Psychologist at the Academy, programme can consider **conducting regular motivational sessions to inspire and encourage students** to continue pursue Golf either as their hobby or as a professional sport. Once the Psychologist is onboarded, the frequency of such sessions can be reduced.

Stories of change

Case story 1: DLF Golf Excellence Program Transformed a Young Golfer's Career

Simran (name changed to maintain anonymity), who lived in Delhi, learned about the DLF Golf Excellence Programme through a friend. Already passionate about golf, she had been practicing at an academy where she faced numerous challenges. These challenges included the financial burden of covering all expenses related to golf, from equipment to other necessities, which she found hard to manage with parental support. This situation often posed difficulties for her in balancing her studies with her golf training. Upon joining the DLF Golf Excellence Programme, Simran received substantial financial assistance and accessed facilities that she found unmatched by any other training center. This support enabled her to focus on her golfing career without worrying too much about money. Under the programme's guidance, she achieved significant milestones in her golfing journey. At the age of 12, she secured gold at the Hong Kong Junior Championship and excelled in the Indian tour. By the age of 14, she had attained the title of India's No. 1 junior player for the 2019-2020 season. Progressing rapidly, she turned professional at 16, becoming the youngest professional to win a match. Between 2022 and 2023, she solidified her position as one of the top 3 professional players in India.

Case story 2: Enhancing Golf Proficiency

Raman (name changed to maintain anonymity), a trainee of the DLF Golf Excellence program, had prior experience in golf but faced challenges with a low winning ratio in tournaments. His introduction to the program through a friend led to his application and subsequent selection based on merit. Upon joining, Raman realized that aspects like his swings, mobility, and diet were not optimizing his performance. However, the program provided him with professional trainers who helped him improve these aspects. Additionally, the use of machines and AI enabled him to identify performance variables and make targeted improvements. This technological assistance substantially enhanced his ability to analyze and enhance his swings, leading to notable improvements. Raman's participation in national and international tours facilitated by the DLF Excellence program has further honed his skills. He recommends the program to aspiring golfers for its top-notch trainers and equipment, which have been instrumental in his career development.

Case story 3: Towards leading an independent life

Eshant (name changed to maintain anonymity) Eshant shared that before joining the DLF Golf Excellence Program, he had participated in limited national tournaments. However, after joining the program, he experienced a substantial transformation in his performance. The guidance and support provided by the professional trainers enabled him to not only participate in national tournaments but also expand his reach to international competitions. Upon utilizing the benefits of his golf practice to align with tournament requirements, Eshant found that the structured training at the golf academy, along with regular assessments of his tournament performances and feedback from coaches, played a pivotal role in enhancing his skills. The Performance Assessments conducted by the coaches helped him identify and rectify his mistakes, contributing to his overall improvement. One of the key aspects of Eshant's training was the weekly pressure practice sessions. During these sessions, the coaches simulated tournament conditions, exposing Eshant to intense field pressure. This regular exposure helped him develop the resilience needed to perform under pressure during actual competitions. Consequently, he became more confident in his ability to perform well in tournaments. Looking ahead, Eshant has set ambitious goals for himself. He aspires to represent India in international tournaments and ultimately win an Olympic medal for his country. With the continued support of the DLF Golf Excellence Program, he is confident in his ability to achieve these milestones and is proud of his progress.




Thank you

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DLF Limited, DLF
Assets Limited and DLF
Cyber City Developers
Limited

Impact Assessment of COVID-19
Relief Project (2021-22)

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Section 01

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Executive Summary

About the Project

- COVID-19 Relief Project was implemented through the co-funding support from DLF Limited (DLF), DLF Assets Limited (DAL) and DLF Cyber City Developers Limited (DCCDL) to respond to the immense shortage of medical infrastructure experienced by community (especially underserved section of the society) during the second wave of COVID-19 pandemic
- This Project was implemented by DLF Foundation in Gurugram, Delhi, Mussoorie, Chennai, Kolkata, Chandigarh and Noida to provide benefit to (a) people living in communities around COVID-19 Care Centres, (b) migrant workers, daily wage workers, (c) people residing in slums, and (d) healthcare and frontline workers.
- In order to assess the impact of this CSR project, a qualitative methodology was deployed for assessment which included desk review and designing qualitative sampling plan in consultation with DLF Foundation team. Below depicts the key findings emerged from the impact assessment study:

Key Findings

Emergency Preparedness and Disaster Response	Access to Quality Services at No Cost	Enhanced Healthcare Infrastructure	Logistical Efficacy
<ul style="list-style-type: none">○ Quick turnaround for converting the community centres into the healthcare facilities enabled good response to an emergency situation.○ Roll out of COVID-19 vaccination to community (especially poor and migrants) met the higher demand due to unavailability of vaccines.○ Provision of CT scan machine, oximeters, cooked meals and rations, and mental health counselling also played vital role in mitigating the adverse impact of COVID-19.	<ul style="list-style-type: none">○ Free of cost treatment to marginalized communities seeking COVID-19 care support was provided under this project.○ Free vaccines to 16,766 individuals were provided through vaccination camps which were well organized as per the applicable guidelines and protocols set by Government of India.○ 45,672 meals were served and ~1,800 ration kit packets were distributed to marginalized community members free of cost.	<ul style="list-style-type: none">○ State of the art temporary COVID-19 Care Centres, CT Scan machine, high quality oximeters and effective mental health counselling contributed to enhancing the healthcare infrastructure across the various parts of the country. This enabled healthcare institutions to timely respond to the medical need of COVID-19 patients effectively.	<ul style="list-style-type: none">❑ Meals and rations were also delivered across borders during times of limited travel allowances.❑ COVID-19 Care Centre in phase 3 was setup near to Narayana hospital for easy transfer via 24x7 ambulance.❑ Provision of CT scan machine also facilitated ease of access to patients and reduced travel time and expenditure of patients.

Section 02

Introduction

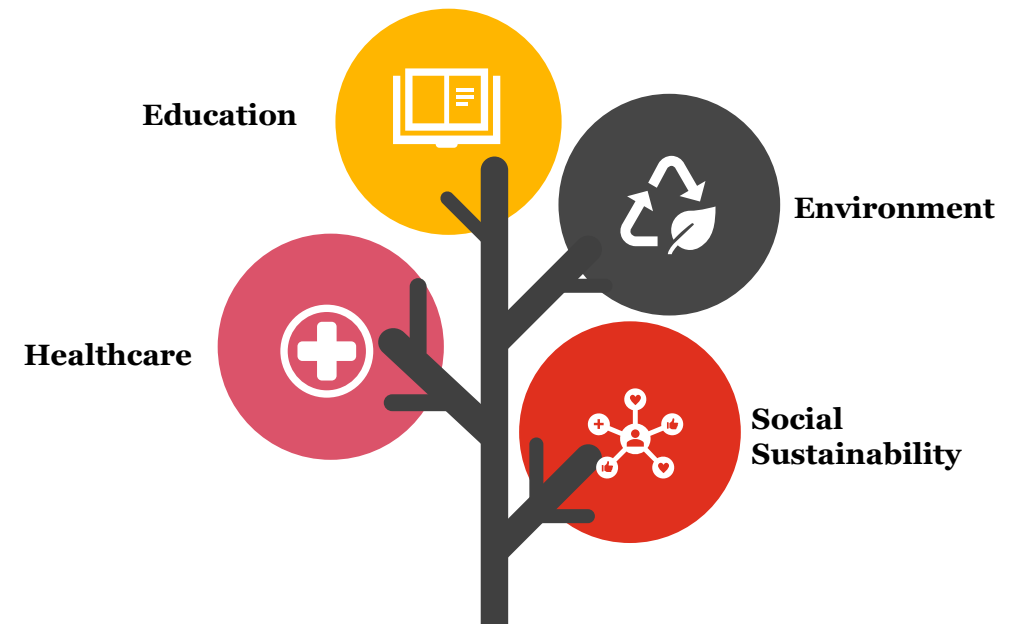


Our Understanding of CSR at DLF Group

- ❑ DLF is the **largest publicly listed real estate organisation** in India, with residential, commercial, and retail properties in various states across the country. DLF Group comprises of several companies (as subsidiaries) such as DLF Limited, DLF Assets Limited and DLF Cyber City Developers Limited which work primarily in the **real estate sector**.
- ❑ These group entities implement CSR projects through **DLF Foundation (CSR arm of DLF Group)** which was established in 2008 to undertake impact interventions to transform the communities.

- ❑ DLF Foundation works in the areas of education, environment, healthcare, and social sustainability (Figure 1).
- ❑ Under the ambit of **Education Focus Area**, DLF Foundation undertakes various projects such as DLF Cares, DLF Golf Excellence, and DLF Schools.
- ❑ In the **Healthcare Focus Area**, DLF Foundation undertakes various CSR projects such as **Combating COVID-19**, Health screening camps, Cataract Surgeries for the underserved communities and Animal Healthcare.
- ❑ DLF Foundation has also been undertaking CSR projects around road safety and social welfare within **Social Sustainability Focus Area**.
- ❑ In **Environment**, DLF Foundation has been undertaking CSR projects such as plantation drives and adoption & greening of public parks.

Figure 1: CSR Focus Areas of DLF Foundation



Source: DLF website - <https://www.dlf.in/about-us> and DLF Foundation's Website - <https://www.dlffoundation.in/>

Overview of COVID-19 Relief Project

COVID-19 Pandemic created havoc upon the existing Indian healthcare system by disrupting the supply of essential healthcare services to patients despite an extensive healthcare system in India. It also highlighted the discrepancies of healthcare facilities between the rural-urban areas and between public and private healthcare providers. The pandemic had an adverse impact on the country, especially underserved and marginalized section of the society. To complement Government's efforts, **DLF Limited (DLF)**, **DLF Assets Limited (DAL)** and **DLF Cyber City Developers Limited (DCCDL)** implemented **COVID-19 Relief Project** during the FY 2021-22 and FY 2022-23.



Project Objective: To respond to the immense shortage of medical infrastructure experienced by community (especially underserved section of the society) during the second wave of COVID-19 pandemic



Implementation Partner:
DLF Foundation



Geographical reach: Gurugram, Delhi, Mussoorie, Chennai, Kolkata, Chandigarh and Noida



Type of beneficiaries : (a) People living in communities around COVID-19 Care Centres, (b) Migrant workers, daily wage workers, (c) People residing in slums, and (d) Healthcare and frontline workers



Assessment period: 2021-22 and 2022-23
Total Spent: INR 15.56 Crore (**DLF- INR 8.16 Crore**, **DAL- INR 3.28 Crore** and **DCCDL- INR 4.12 Crore**)

Team noted that DLF Limited spent its entire CSR amount allocated for this project in FY 2021-22. However, for DAL, 8 Lakhs were spent in FY 2022-23 whereas for DCCDL, 5 Lakhs were spent in FY 2022-23.

Figure 2: Overview of Project Specifics

Project activity	Establishment of COVID-19 Care Centres [^]	Provision of CT scan machine	COVID-19 vaccination camps	Food and dry ration distribution	Mental Health Counselling sessions
Geography					
Gurugram	●		●	●	●
Delhi			●	●	
Mussoorie		●		●	
Others*			●	●	

● Geographical reach of project activity

[^]This activity also include medical equipment and O2 generation plants & concentrators.

*Other geography includes Chennai, Kolkata, Chandigarh and Noida which received vaccination support and Lucknow which received food distribution under this project

In addition to above activities, **10,000 oximeters were handed over to the Haryana Government** for distribution to the needful.

Bird's Eye-view of the Activities and Stakeholders under COVID-19 Relief Project



❑ **Vaccination camps** were organised across different geographies reaching 16,766 beneficiaries in partnership with various private hospitals as mentioned below:

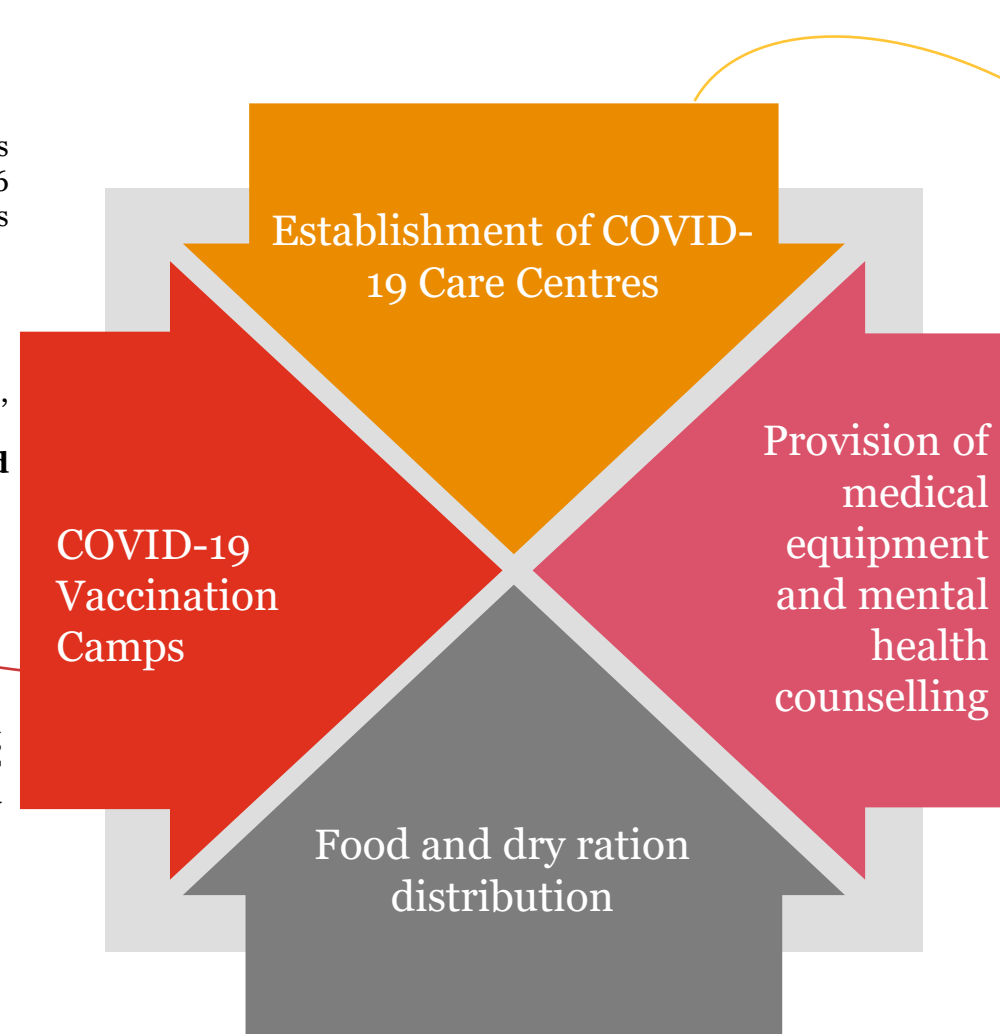
- Delhi (Partner **HOPE Hospital**),
- Gurugram (Partner **Manipal Hospital**),
- Chennai (Partner **MIOT Hospital**), Chandigarh (Partner **Fortis Hospital**),
- Kolkata (Partner **Sanjeevani Health and Lifestyle Pvt. Ltd.**)



❑ ~45,600 **meals**, 1,800 **ration kits**, 1,900 Kg of **dry rations** was distributed by **DLF Foundation** in Gurugram, Delhi, Lucknow and Mussoorie.

^Institute of Global Development (IGD)

Source: Project documents provided by DLF Foundation



- ❑ **COVID-19 Care Centres** were setup through temporary conversion of DLF Phase 3 and Phase 1 community centres. These centres were equipped with piped oxygen, doffing stations, 90 electric beds (50 phase 3 & 40 phase 1) and all medical equipment and consumables required for a COVID-19 facility.
- ❑ Oxygen supply via oxygen generator plants (Nos. 2 in phase 3 and Nos. 1 in phase 1) were also done at COVID-19 Care Centres.
- ❑ 297 oxygen concentrators were provided at these centres.
- ❑ Partnership with **IGD^** and **Narayana Hrudayalaya Hospital** was done for running phase- 3 centre and **Care India** for phase 1 centre.



- ❑ Installation of **1 CT Scan machine** (Siemens make) was carried out at **Civil Hospital Mussoorie**.
- ❑ 10,000 oximeters handed over to **Haryana Government** for distribution to the needy people.
- ❑ DLF Foundation also organised 38,611 **mental health counselling sessions** for the Gurugram community with the support of partner **Epsyclinic**.

Scope of Work

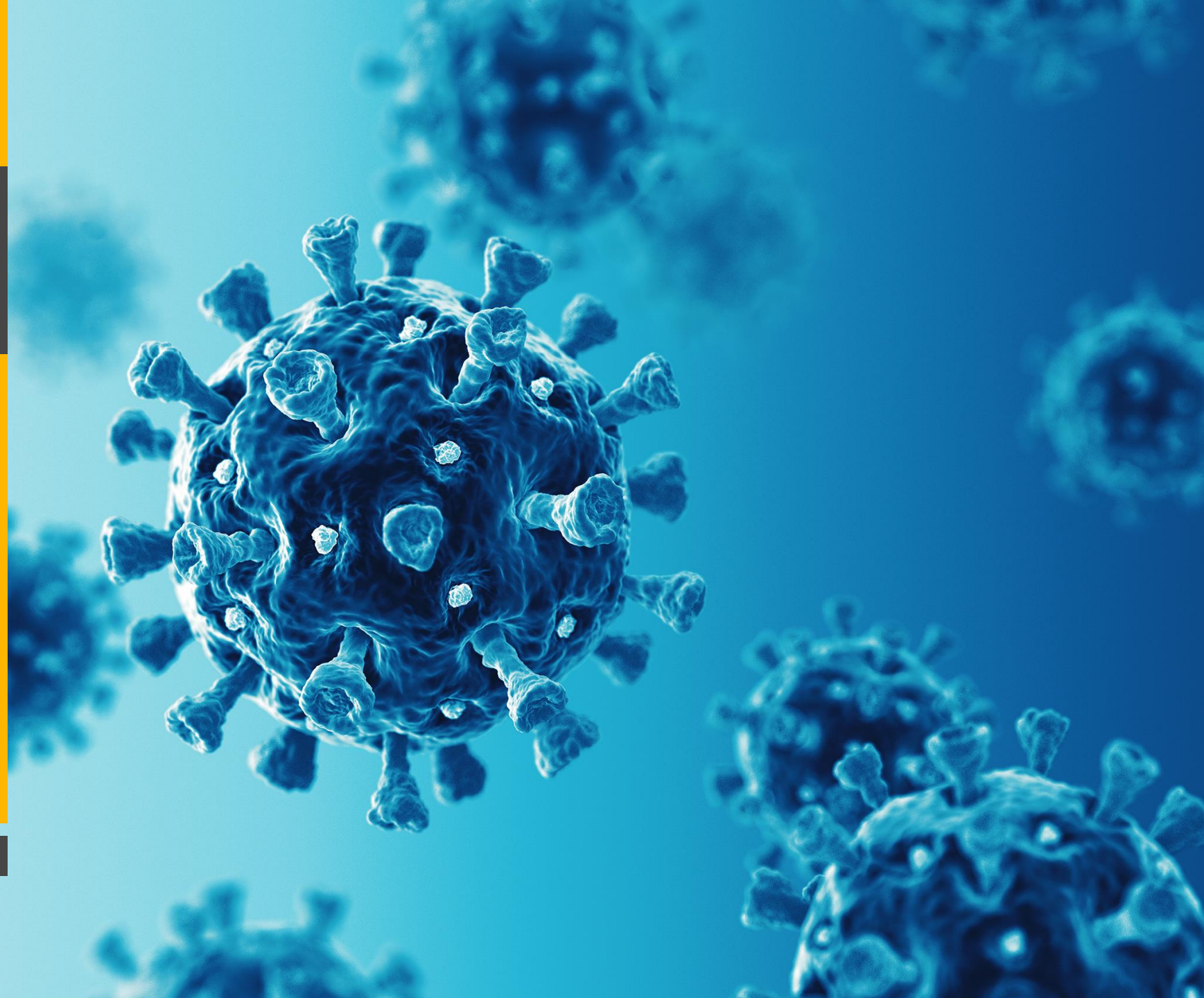
DLF Limited, DLF Assets Limited and DLF Cyber City Developers Limited engaged Price Waterhouse Chartered Accountants LLP ('PWCALLP', 'PW') to carry out the impact assessment of **COVID-19 Relief Project (CSR Project)** with an objective to evaluate the impact created on the community during the project period (April 1, 2021, to March 31, 2022). This included reviewing the Key performance indicators (KPIs), as defined by the Management under the framework for implementing CSR Project for their outputs, outcomes, and impact of the CSR Project. Framework was **Inclusiveness, Relevance, Efficiency, Convergence and Sustainability Framework (the 'IRECS')**. Recommendations on the Project's performance was provided for Management's evaluation and consideration. The scope of work included below activities:

- ❑ Understanding the scope and boundary of the CSR Project
- ❑ Conducting desk review of the documentation provided by the clients and in consultation with the Company's implementing partner i.e., DLF Foundation (the "Foundation"); and agree with the Management the parameters to be assessed for the Impact Assessment
- ❑ Carrying out the stakeholder mapping for the Company to identify key stakeholder groups to be interacted during the assessment
- ❑ Based on the above, develop the quantitative/ qualitative questionnaires (as relevant) during the assessment for conducting in-depth interviews, interactions, meetings with the stakeholders and beneficiaries of the CSR Project
- ❑ Data collection through virtual/ in-person interactions (as relevant) based on the questionnaires developed and consultations done
- ❑ Based on the interactions and discussions, conducting analysis of the information and assessment of outcome/impact
- ❑ Developing a report based on the overall findings including the recommendations for Management's consideration

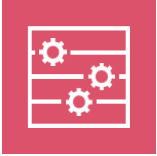


Section 03

Approach and Methodology



Our Overall Approach



Design



Develop



Discover



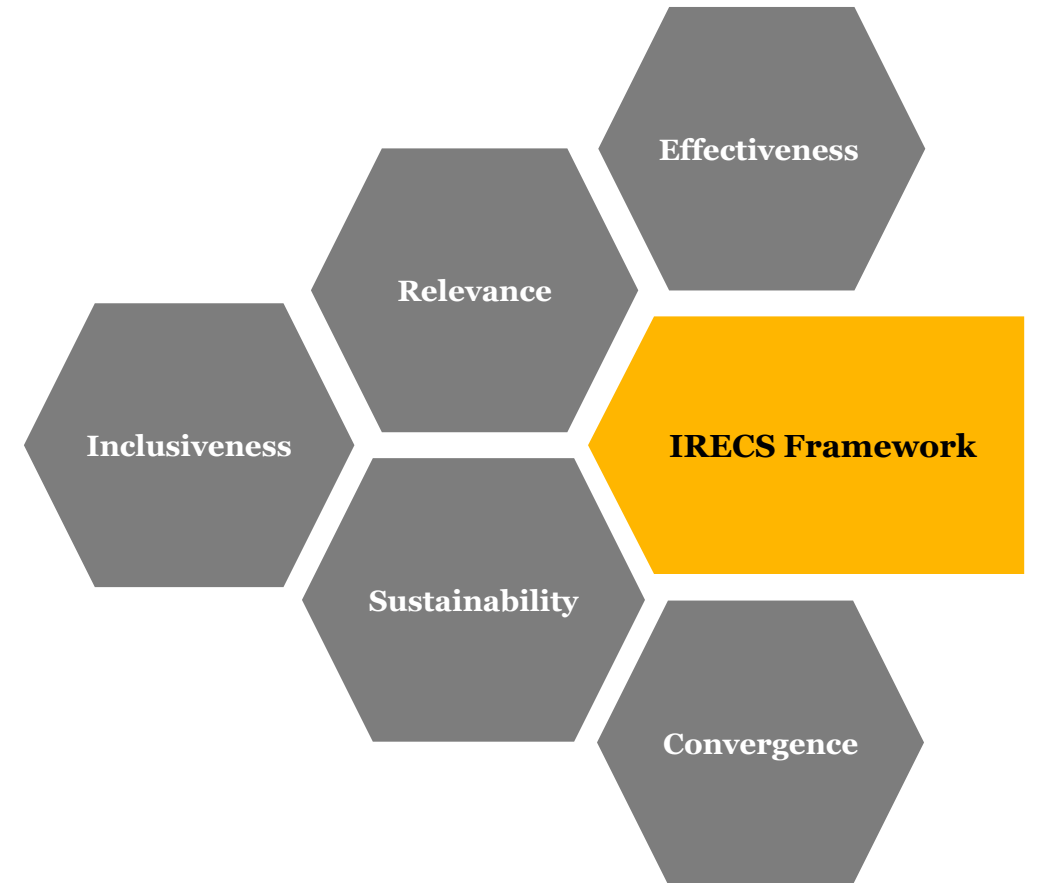
Document

-
- ❑ **Inception meeting** with project team of clients and its implementing partner to develop our understanding of the project and align on the scope of work
 - ❑ Shared the **list of project documents** (relevant for conducting impact assessment) to carry out the desk review
 - ❑ **Qualitative methodology** was proposed for assessment of project which included desk review & designing qualitative sampling plan
 - ❑ **Key stakeholders** were mapped in consultation with clients
 - ❑ **Sampling plan** was **discussed and finalized** in discussion with the project team from DLF Foundation
 - ❑ **Virtual interactions with project stakeholders** identified for the study such as SPOCs from the hospital and the DLF Foundation team & volunteers
 - ❑ **Analysis of qualitative findings** from data collection including IRECS analysis
 - ❑ **Draft report was shared** with clients to seek alignment on the findings of the study and recommendations
 - ❑ **Final report** was shared with clients post incorporation of the feedback

IRECS Framework

IRECS helped in providing overall feedback on efficacy of implementation as well as its efficiency in terms of achievement of the desired programme outputs with reference to inputs. IRECS framework measured the performance of the project on five parameters – Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability.

Inclusiveness	Ability of various stakeholders, especially marginalized communities, to access the program's benefits
Relevance	Do the services, inputs, and institutions facilitated in the project align with and effectively address the identified priorities?
Effectiveness	Have the activities successfully met the expectations of the stakeholders?
Convergence	The level of alignment with government and other partnerships, as well as the relationships between trainees, other institutions, and various stakeholders.
Sustainability	Do beneficiaries in the COVID-19 Relief Project feel like they own the benefits of the project? Will the good things started by the project continue after DLF group is no longer involved? Have the stakeholder been made strong enough to handle and keep things going well after the project is finished?



Our Overall Approach

DESIGN phase

- ❑ PWCALLP initiated the engagement by conducting an inception meeting with the project team from DLF Foundation with a purpose to understand the project activities and progress in detail.
- ❑ Post the inception meeting, we prepared a formal request for information including the required list of documents for desk research to augment our understanding about this CSR project. Team received different MoUs signed with various partners, project brief and activity listing from DLF Foundation. All the available documents were reviewed by team thoroughly to strengthen understanding of the project including geographic &/or partner specific aspects.
- ❑ Team discussed with DLF Foundation on their desired outputs and envisaged impact for the CSR project before proceeding to next phase of the impact assessment study.
- ❑ To further understand the overall implementation mechanism, team reviewed and understood the implementation processes from the Foundation team and role of different partners involved in implementation of this project.

DEVELOP phase

- ❑ Team worked on development of a structured qualitative methodology for evaluating the CSR project, which included desk research (review of project documents as available), qualitative methods for capturing stakeholder opinions and feedback. Primary information was collected from the identified stakeholders for the projects.
- ❑ The key stakeholders were mapped and finalized in consultation with DLF Foundation which included their representatives, personnel involved in the activities and various partners driving these project activities etc. Stakeholders for interviewing regarding the project activities were finalized in consultation with the DLF Foundation team.

Our Overall Approach

DISCOVER phase

- ❑ A detailed plan for telephonic qualitative interactions was developed while taking into consideration the various external and internal factors which might affect the interactions.
- ❑ In – depth qualitative interviews were conducted by PW team with the various stakeholders mapped. Team did not carry out the interactions with direct beneficiaries to maintain patient privacy and confidentiality.* (Figure 3).
- ❑ IRECS analysis of collected information was also carried to understand and evaluate the project impact on various parameters provide on Slide 12.

DOCUMENT phase

- ❑ Once the analysis and input of the data was completed, the inferences and findings were summarized. A draft report with recommendations was developed for the consideration and feedback of DLF Limited, DLF Assets Limited and DLF Cyber City Developers Limited. Basis the feedback from the clients, team issued the final report for management's consideration.

Figure 3: Key Project Stakeholders Covered



Stakeholders covered during interactions:

- ❑ **Institute of Global Development (IGD)** : responsible for running COVID-19 Care Centre at Phase- 3
- ❑ **Narayana Hrudayalaya Hospital** : responsible for running COVID-19 Care Centre at Phase- 3
- ❑ **Care India** : responsible for running COVID-19 Care Centre at Phase- 1
- ❑ **Civil Hospital, Mussoorie** : responsible for usage of CT Scan machine received under this project
- ❑ **Fortis Hospital and Manipal Hospital**: responsible for vaccination camps
- ❑ **Epsyclinic**: responsible for driving mental health counselling sessions
- ❑ **DLF Foundation**: responsible for implementing the project and distributing Food and dry ration

*The evaluation was done only basis the data and information provided by DLF Foundation project teams and via interactions with SPOCs of each activity; the same was not validated as a part of the scope.

Section 04

Key Findings



Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

Enhanced healthcare infrastructure

Logistical efficacy

1. Establishment of COVID-19 Care Centres:

- ❑ With the second wave of COVID-19 during 2021-22, there was an unprecedented surge in cases. As a response to the growing burden on the medical facilities in NCR region, DLF Foundation (CSR arm of DLF, DAL, DCCDL) in partnership with Narayana Hospital (NH) and Institute of Global Development (IGD) **established a COVID-19 Care Centre in Phase- 3, Gurugram**. Similarly, they also had set-up a facility in **Phase- 1, Gurugram** in partnership with Care India Solutions for Sustainable Development.
- ❑ During the interactions with project team from DLF Foundation, team noted that these facilities were renovated as per the medical requirements and well-equipped with necessary medical resources and equipment. **The turnaround time for converting the community centres into these healthcare facilities was only one month which enabled DLF Foundation to prepare and respond to the emergency situation.** While partners managed operational elements (such as doctors, nurses, para-medical staff, ward support, housekeeping staff, sterilization, and overall coordination), DLF Foundation provided the facility along with the medical equipment.
- ❑ As mentioned by the Foundation team, when the COVID Care Centre in phase-3 was not utilised, it was decided that IGD would support DLF Foundation in running healthcare screening camps in Gurugram and Faridabad region. These camps were effective in reaching out and **screening 9,079** community members for COVID-19. Further, it was noted that 25 patients were **admitted** in the Phase- 3 centre during May-June 2021 and discharged after **being fully treated and cleared of infection**. In case of emergency, a provision was made to transfer these patients to Narayana Hospital. It was also noted that as part of project activities, Narayana hospital provided **video consultations / teleconsultation by doctors to ~55 COVID-19 patients**.
- ❑ It was also noted that project had developed **tie-ups with medical facilities in near vicinity (civil hospital and other private hospitals) to meet the emergency requirement and evacuation of critical patients**. However, due to decline in COVID-19 cases post second wave, there was limited patients' footfall at the Phase-3 centre. It was also noted that no patient was admitted at Phase-1 centre.
- ❑ Currently, the medical equipment provisioned for these two centres are stored in a warehouse of DLF Foundation and it was noted that DLF Foundation Project team is in the process of chalking out a plan to explore the beneficiaries to distribute these medical equipment.

Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

Enhanced Healthcare Infrastructure

Logistical Efficacy

2. COVID-19 Vaccination Camps:

- ❑ DLF Foundation also leveraged their partnerships with private hospitals (such as Manipal Hospital, Fortis, etc.) to provide urgent roll out of COVID-19 vaccination to masses (especially poor and migrants) to meet the unavailability of vaccines in large numbers. These vaccination camps were organised in various locations such as Delhi NCR, Kolkata, Chennai etc. for the public at large.
- ❑ Final decisions regarding date, location, security/ people management, and necessary government permissions were obtained by DLF Foundation to support **quick-turn around and roll out of vaccination camps**. It was noted that these camps were operationalised in just one week and were set-up close to hospitals (in a proximity of 5-7 kms) to transfer (by ambulance) and treat beneficiary in case of any emergency due to adverse effect of vaccination. Additionally, **storage facilities for vaccinations** were made available at the camps by DLF Foundation to increase the duration of supply.

3. Provision of CT Scan Machine and Oximeters:

- ❑ The severity of lung involvement due to COVID-19 was varying widely among individuals, ranging from mild respiratory symptoms to severe pneumonia. In cases where RT-PCR test were inconclusive or false negative, CT scans was used as a **diagnostic tool**. As part of their COVID-19 Relief Project, **DLF, DAL and DCCDL provided a CT Scan machine to Civil Hospital Mussoorie** (on request of the Hospital) with the objective of **aiding diagnosis of COVID-19 patients**. Prior to project, team noted that the **nearest such machine was available 35-40 KM away in Dehradun** and patients had to wait a long time to get a CT scan. As stated by the Radiologist of Civil Hospital Mussoorie, the CT scan machine helped in **diagnosing suspected patients promptly, avoiding large waiting list, and mapping the extent of lung involvement**, thereby helping in catering individual treatment plans.
- ❑ During the pandemic, oximeters was also provided by DLF Foundation to enable the community to ensure early detection of hypoxia[^]. Under this project, DLF Foundation procured and provided **10,000 oximeters** to the **Haryana government** for distribution to marginalized populations / communities, slum dwellers, and migratory workers **to mitigate the lack of availability in the market of oximeters**.

[^] Hypoxia is low levels of oxygen in human body tissues, causing confusion, bluish skin, and changes in breathing and heart rate.

Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

Enhanced Healthcare Infrastructure

Logistical Efficacy

- ❑ As stated by the project team from DLF Foundation, **people (who lacked oximeters earlier) were now able to monitor their oxygen levels which enabled timely medical interventions (if necessary)**. This complemented the efforts of Government of India to reduce the burden on the healthcare system by preventing severe cases and promoting early screening of patients. Team noted that CT Scan Machine is still being used by Civil Hospital, Mussoorie

4. Provision of Cooked Meals and Rations:

- ❑ The importance of cooked meals and ration support during the second wave of the pandemic was crucial for basic survival, since many of the marginalized communities relied on daily wages for their sustenance. With **lockdowns and economic disruptions**, many of them lost their source of income, making it a **challenge to afford healthy food**. In 2021, DLF Foundation distributed cooked meals to hunger relief camps (set up by the Government of India or those setup directly by DLF Foundation) to distribute the food and ration to community in different red and orange zones[^].
- ❑ Through this project, DLF Foundation was able to deliver quality cooked meals to centres for distribution to the people in Gurugram, Delhi, and Lucknow. Meals were delivered in stainless steel containers which would preserve food for 7-8 hrs. without affecting its quality. Ration distribution was also done in Gurugram and Mussoorie via the support of DLF Foundation. Team further noted that this distribution was done without any basic profiling of beneficiaries/ households and was done on ad-hoc basis to provide the emergency response.

5. Mental Health counselling sessions:

- ❑ COVID-19 pandemic had a **profound impact on mental health, exacerbating stress, depression, and anxiety** for individuals from all walks of life. Isolation due to lockdown, financial strain, and fear of the virus have contributed to heightened state of distress. Access to mental health resources and counselling had become increasingly important to mitigate this pandemic.

Impact of the COVID-19 Relief Project

Emergency Preparedness and disaster response

Access to Quality Services at No Cost

Enhanced Healthcare Infrastructure

Logistical efficacy

1. Establishment of COVID-19 Care Centres:

- ❑ Hospital beds and oxygen were in great demand, however, due to the demand-supply gap in medical facilities, patients had to incur high medical expenses for treatment. During this period, DLF Foundation (CSR arm of DLF, DAL, DCCDL) provided **free of cost treatment to marginalized communities** through COVID-19 Care Centres at Phase-3. Further, individuals seeking COVID-19 care support through their networks, helpline numbers or referrals were also provided necessary healthcare support. During the discussions with IGD it was highlighted that **due to high demand and lack of availability of beds in private hospitals, the same treatment could have costed lakhs of rupees to a patient**, causing financial burden to individuals and their families.
- ❑ COVID-19 Care Centre staff was also deployed for Health Screening of the beneficiaries in the communities. This deployment was done at the time of non-usage of COVID-19 Care Centres to spread the awareness in the community on prevention from COVID-19 and promotion of healthy habits for improving the immunity and internal strength. From 21st June 2021 till 31st December 2021, while no patients were admitted, staff was deployed for health screening camps in various sectors of Gurugram. A total of **8,068 patients were screened via these camps and 42 were sent for laboratory testing**. From 1st January 2022 till 31st March 2022, **1,011 patients were screened at the health** screening camps located at Faridabad and COVID-19 Care Centres in phase 3 & 1.

2. COVID-19 Vaccination Camps:

- ❑ Additionally, as informed by DLF Foundation they had provided **16,766 vaccinations during FY 2021-2022 free of cost** to masses with a focus to senior citizens.

Table 1: COVID-19 vaccinations administered

Location	Partner(s)	Covishield	Covaxin
Gurgaon	Manipal Hospital	12,586	-
Delhi	HOPE Hospital	3,197	208
Kolkata	Sanjeevni Health and Lifestyle Pvt Ltd	310	-
Chandigarh	Fortis	101	-
Chennai	MIOT Hospital	364	-
Sub Total		16,558	208
Total			16,766

Source: numbers provided above are from the project documents received from DLF Foundation and have not been validated as a part of the impact assessment.

Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

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Logistical efficacy

3. Provision of Cooked Meals and Rations:

- ❑ Given the challenges of heavy migration, loss of employment and overall need for meals and ration approximately **45,672 meals** were served free of cost during the assessment period under this project to underserved population. Basis the interactions with DLF Foundation, team noted that each meal included **food items (such as Roti + Vegetables / Dal , Rice + Vegetables / Dal or Pulao)** which was adequate to meet **the daily nutritional and caloric requirement of an individual**. Team noted that **~1,800 ration kit packets and ~15,000 Kg of dry ration** were distributed to families. Kits contained flour, dal, potato, salt, rice and onions wherein 1 kit served 42 meals (enough for a family of 2 for a week). Team noted that this aspect had received positive feedback from the community members on quality of ration kits and cooked meals distributed.

4. Provision of CT Scan Machine and Oximeters

- ❑ During the pandemic, obtaining high-quality services without any cost was challenging due to the long waiting lists at government hospital / centres. Further, medical services and treatment at private clinics were costly making it difficult for those with limited financial resources (marginalized / migratory population / daily wage laborers) to access adequate care. As informed by the SPOC from the Hospital, the **CT Scan provided to Civil Hospital Mussoorie** through DLF Foundation (DLF, DAL, DCCDL) support was **providing free** (currently the Hospital charges between INR 1500-3,000 / CT) **and good quality imaging services to people in need, which included migratory and daily wage labourers.**
- ❑ The scarcity of oximeters in the market resulted in them being sold at inflated prices, rendering them unaffordable to the less fortunate / well to do communities. This unfortunate circumstance underscored the significant barriers faced by vulnerable populations in accessing essential medical equipment during the pandemic.
- ❑ As stated by the project team from DLF Foundation, **10,000 oximeters** were provided to the Haryana government and **distributed free of cost to vulnerable people in the society / community**. It enabled the timely diagnosis and treatment.

Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

Enhanced Healthcare Infrastructure

Logistical Efficacy

5. Mental Health Counselling Sessions:

- ❑ The mental health counselling sessions conducted by Epsyclinic in support of DLF Foundation were **provided free of cost to all 38,611 beneficiaries**. As stated by the SPOC from Epsyclinic, these sessions **were effective in impacting 98% of the beneficiaries in decreasing mental stress, anxiety and depression (Figure 6)**.

Figure 4: Common issues cropping up during calls (n=38,611)

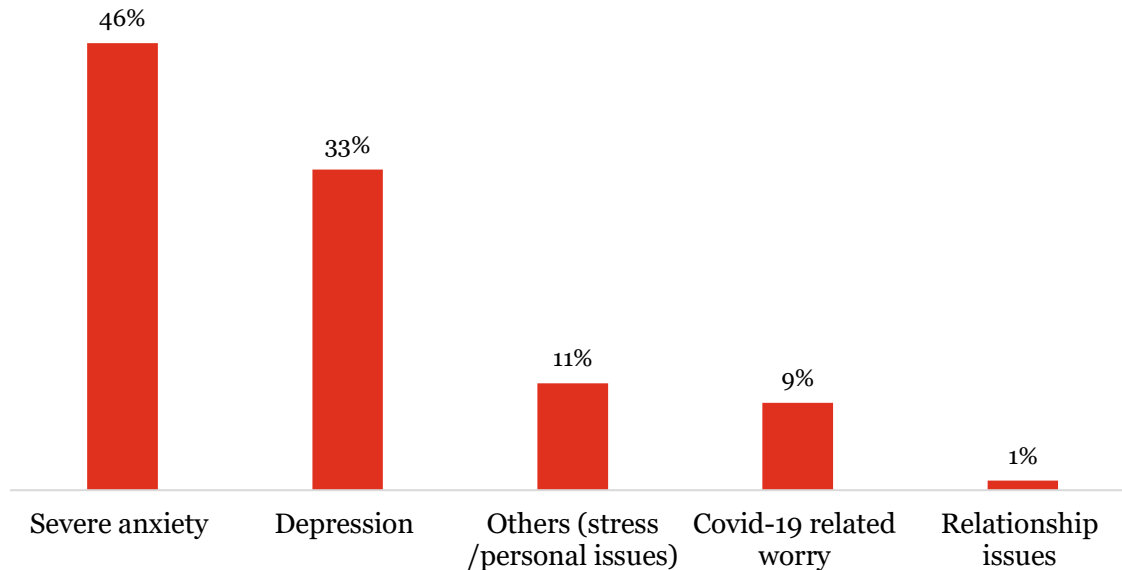
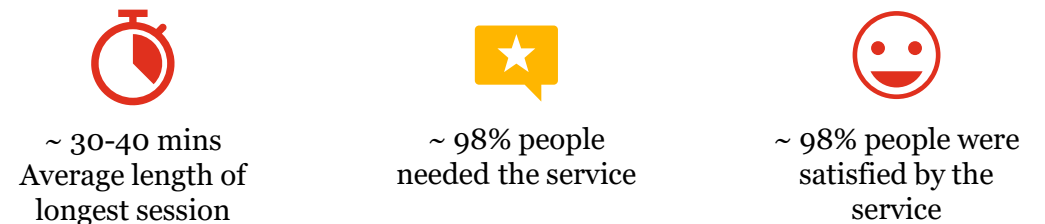


Figure 5: Profile of Participants (n=38,611)



Figure 6: Overall Impact Indicators (n=38,611)



Impact of the COVID-19 Relief Project

Emergency Preparedness and Disaster Response

Access to Quality Services at No Cost

Enhanced Healthcare Infrastructure

Logistical Efficacy

- ❑ It was noted that the support from DLF, DAL and DCCDL was essential as there was an acute shortage of protective equipment and appropriate infrastructure facility to deal with surge and management of cases during the second wave of COVID-19. Hence, COVID-19 Care Centres were established which were **well-equipped with medical equipment and set up as the state-of-the-art facility**.
- ❑ The provision of a CT scan machine to Civil Hospital, Mussoorie significantly enhanced the healthcare infrastructure of the region. As stated by the Radiologist, the machine **improved the diagnostic capability**, allowing for **more accurate and timely identification of COVID-19** cases. Secondly, it **reduced the burden on neighboring hospitals** (facilities in Dehradun) by **distributing patient loads**, thus preventing overcrowding and ensuring better patient care. Additionally, it **enhanced the hospital's overall capacity to handle critical cases**, contributing to better health care outcomes and reducing mortality rates. Ultimately, the addition of the CT scan machine **strengthened the hospital's ability to respond effectively to the challenges posed by the pandemic**, thereby improving public health outcomes and bolstering community resilience.
- ❑ The oximeters to the Haryana government, ensured **equitable access of** essential medical equipment for all segments of society, particularly for those who cannot afford to purchase oximeters themselves. This helped in **early detection and monitoring** of COVID-19 symptoms, facilitating **timely medical intervention** and reducing spread of the virus. As stated by the SPOC from DLF Foundation, by **reducing financial burden** on individuals, it promoted public health awareness and encouraged people to seek medical assistance when needed, thus, preventing complications and **reducing strain on healthcare facilities**. Additionally, the collaboration between Government and DLF Foundation (CSR arm of DL, DAL, and DCCDL) demonstrated a concerted effort towards **addressing disparities and strengthening community resilience** during times of crisis.
- ❑ The mental health counselling sessions provided by Epsyclinic, provided a crucial avenue for individuals to **access mental health support while adhering to social distancing norms**. The sessions expanded the reach of mental health session to **underserved populations**, particularly to those in rural / hard to reach areas. The convenience and privacy offered by telephone counselling sessions **encouraged individuals who were previously hesitant, to seek help**.

Impact of the COVID-19 Relief Project

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Logistical Efficacy

- ❑ COVID-19 Care Centre at Phase-3 was established in the DLF Club House close to Narayana Hospital. Under this one of its kind partnership, **Narayana Hospital provided one doctor** (who used to visit occasionally / 1 time in a day) **and 3 nurses on an 8 -hour shift** (unless no patients then no nurses were allocated). Further, **IGD also deployed 4 doctors and 4 nurses on 8 hourly shifts and other staff (ward support, housekeeping)** to the Care Centre in phase 3. The frontline workers and community members were also provided with medical and safety equipment included face masks and PPE kits among other protective gear to provide best in class treatment to the patients. **An ambulance service for patients was available 24x7** for the in-patient transfer.
- ❑ **Meals and rations** were also delivered across borders (such as Gurugram, Delhi, Mussoorie and Lucknow) when the travel was restricted due to COVID-19 pandemic.
- ❑ As stated during the interaction with the SPOC from Civil Hospital Mussoorie, the nearest CT Scan machine prior to project was in Dehradun (35-40 KM away), thereby wasting precious time which they could have been diagnosed. The provision of the machine positively impacted the logistical efficacy by **reducing travel time and distance for patients** needing CT Scans, ensuring **timely diagnostic services**. By providing the CT Scan Machine, the overall capacity of hospitals to **provide comprehensive healthcare was improved**. It resulted in reducing need for referrals and **reducing healthcare costs incurred via transportations and external referrals**.
- ❑ Further, the mental health counselling sessions enabled the healthcare provider / psychologists to **reach out to patients through telemedicine despite lockdowns and restrictions on movement**. It allowed continuity of care and minimizing the risk of virus transmission. The provision of the counselling sessions improved **accessibility to individuals residing in remote or underserved areas with limited access to or knowledge about mental health**. Valuable information on the importance of mental health was also disseminated via online platforms and government websites. Patients would call the government helpline number and have their details recorded. The psychologist from Epsyclinic used to call on the number obtained by the government portal and **provided counselling to beneficiary at the comfort of their home**.

IRECS Analysis (1/2)

Parameter	Assessment from study
Inclusiveness	<ul style="list-style-type: none"> <input type="checkbox"/> COVID-19 Relief Project was being implemented with an aim to provide COVID-19 relief to communities during the pandemic. This project has provided support to communities/ people across several states in India and was open to all irrespective of their age, gender, social category. <input type="checkbox"/> Further the support provided via meals, vaccination camps and mental health counselling catered to the community members coming from marginalized and underserved section of the society.
Relevance	<ul style="list-style-type: none"> <input type="checkbox"/> With the second wave of COVID-19 during 2021-22, there was an unprecedented surge in cases and need for COVID-19 treatment facilities, and provision of vaccinations. Further, there was a deep impact on mental health, exacerbating stress, depression, and anxiety for all people. Migratory populations and communities living in slums around Delhi NCR, Gurugram, Lucknow and frontline workers working in the region were lacking in basic food and ration supplies. Thus, this COVID-19 Relief Project was relevant to address these healthcare issues.
Effectiveness (1/2)	<p><u>Emergency Preparedness and Disaster Response</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Quick turnaround time for converting the community centres into these healthcare facilities enabled good response to an emergency situation. <input type="checkbox"/> COVID-19 Care Centre at Phase-3 fully treated 25 patients and reached out to ~9000 potential patients via health camps during assessment period through appropriate deployment of resources available at two centres. <input type="checkbox"/> An urgent roll out of COVID-19 vaccination to masses (especially poor and migrants) met the higher demand due to unavailability of vaccines. <input type="checkbox"/> CT Scan machine diagnosed suspected patients promptly, avoiding large waiting list, and mapping the extent of lung involvement. <input type="checkbox"/> Emergency provision of oximeters was done to Government of Haryana for distribution to needful community members. <input type="checkbox"/> Emergency provision of cooked meals and rations was carried out to underserved communities. <input type="checkbox"/> Access to mental health counselling for all people, particularly those living in rural regions of Gurugram.

IRECS Analysis (2/2)

Parameter	Assessment from study
Effectiveness (2/2)	<p><u>Access to Quality Services at No Cost</u></p> <ul style="list-style-type: none"> ❑ DLF Foundation provided free of cost treatment to marginalized communities, and individuals seeking COVID-19 care support through their networks, helpline numbers or referrals. Health camps were effective in reaching out to communities and were free of cost providing effective screening for ~9000 people. ❑ Vaccination camps were well organised with all guidelines and protocols set by Government of India being followed and provided free vaccines for 16,766 individuals. ❑ 45,672 meals were served free of cost via DLF Foundation support to marginalized populations and ~1,800 ration kit packets were distributed to the needy. Oximeters, imaging of lungs via CT scan and mental health counselling were provided free of cost and were of high quality. <p><u>Enhanced Healthcare Infrastructure</u></p> <ul style="list-style-type: none"> ❑ State of the art temporary COVID-19 Care Centres, CT Scan machine, high quality oximeters and effective mental health counselling enhanced the healthcare infrastructure of localities. <p><u>Logistical Efficacy</u></p> <ul style="list-style-type: none"> ❑ Meals and rations were also delivered across borders during times of limited travel allowances. COVID-19 Care Centre in phase 3 was close to Narayana hospital for easy transfer via 24x7 ambulance. Provision of CT scan machine facilitated ease of access to patients and reduced travel time and expenditure of patients. Mental Health counselling was provided to patients virtually with no need to travel.
Convergence	<ul style="list-style-type: none"> ❑ Collaboration with Government of Haryana was done for provision of oximeters to the needful. The collaboration between Government and DLF Foundation (CSR arm of DLF, DAL, and DCCDL) demonstrated a concerted effort towards addressing disparities and strengthening community resilience during the times of crisis. COVID-19 Care Centres, Vaccination camps, meal / ration distribution complimented the efforts of Government of India towards combating COVID-19 pandemic.
Sustainability	<ul style="list-style-type: none"> ❑ The project was initiated to provide emergency relief during the pandemic through multiple touch points under this project. The COVID-19 Care Centres were temporary set ups and have been reconverted into community centres. Team noted that DLF Foundation is in process of exploring community institutes to distribute these medical equipment, however, no such tie ups were noted. ❑ The CT Scan machine with Civil Hospital, Mussoorie is still functioning and being maintained by the hospital. Though, it does not provide free of cost diagnosis service (charges between INR 1500-3,000) but it still facilitates prompt imaging and decreases patient travel time.

Recommendations

1

Sustainability and Exit Strategy:

A detailed sustainability and exit strategy need to be in place while deploying any CSR project as it forms an important component of entire project life cycle. This shall enable DLF Foundation to ensure the assets (e.g., medical equipment) remains viable and in use post completion of project activities. Under this project, team noted that the Foundation is in the process of chalking out a plan to explore the potential beneficiaries (such as government hospitals, private hospitals or NGOs) who can be reached out to provide these medical equipment. Currently, these medical equipment are stored in warehouse of the Foundation. However, it is suggested that such mechanisms **should be in place at the beginning / implementation of any such disaster preparedness / emergency response** projects and necessary tie-ups are done with government hospitals, or private hospitals or NGOs through signing a formal letter of interest (LOI) which can ensure appropriate utilisation of such medical equipment once the project is completed.

2

Sharing learnings and documenting feedback from COVID-19 Relief Project:

Since, DLF Foundation (through CSR funding support of various DLF entities) have been carrying out the COVID-19 related projects, it is suggested to document insights and learnings obtained from different project stakeholders (including beneficiaries) and consider the same while deploying such relief projects. This shall help improve **future responses to similar emergency / disaster relief situations**. Additionally, consider **organizing a virtual event or webinar** to share **the experiences and findings with wider audience** to showcase the impact and learnings at wider level.

Thank you

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