

INDEPENDENT CSR IMPACT ASSESSMENT REPORT

Conducted By
Bluesky Sustainable Business LLP
Bangalore, India



KEC INTERNATIONAL LIMITED
CSR PROJECT FY 2020-2021 & FY2021-2022

Registered Office:

RPG House 463, Dr. Annie Besant Road,
Worli, Mumbai 400030, India

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and 27th March 2023

KEC International Limited CSR Impact Assessment Report 20-21 & 21-22

To

KEC International Limited

RPG House 463, Dr. Annie Besant Road,
Worli, Mumbai 400030, India

This is an independent CSR Impact Assessment Report of the CSR activities supported by KEC International Limited for the year 2020-21 & 2021-22. The Impact Assessment methodology is built on the guidance available in:

- The Companies Act 2013 Schd VII, Sec 135 and its amendments thereof
- Bureau of Indian Standards (BIS) IS/ISO 26000:2010 Guidance on Social Responsibility
- UN Sustainable Development Goals

KEC International Limited hired Bluesky Sustainable Business to conduct an impact assessment of the CSR Projects supported by KEC International Limited in FY 20-21 & 21-22.

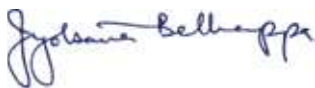
Bluesky is an Accredited Inspection Body by National Accreditation Board of Certification Bodies as per ISO/IEC 17020:2012. ISO 17020 specifies requirements for the competence of bodies performing inspection and for the impartiality and consistency of their inspection activities.

CSR Impact Assessment is a process that is individual to the company and depends on factors such as the size of the company and its maturity in addressing the expectations of the community it operates in. There is no concept of a pass or fail in this assessment.

The impact assessment process of engagement and the sharing of data, experiences and perspectives between the KEC International Limited, its implementing partner RPG Foundation and Bluesky team is undertaken in a partner-to-partner spirit.

The overall purpose of the CSR Impact Assessment is for KEC International Limited to assess its CSR efforts, strive to maximize the impact of its CSR efforts, and identify areas for further engagement with the community.

Signed by



Jyotsna Belliappa,

Head- CSR Impact Assessment
Bluesky Sustainable Business LLP,
Bangalore

Date: 30th March 2023

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EXECUTIVE SUMMARY

About KEC International CSR Impact Assessment Report FY 20-21 & 21-22

This is an Executive summary of Independent CSR Impact Assessment Report developed as per the guidance available in :

- The Companies Act 2013, "Schedule VII, Section 135 and its amendments thereof of Companies Act, 2013."
- Bureau of Indian Standards (BIS) IS/ISO 26000:2010 Guidance on Social Responsibility
- UN Sustainable Development Goals

CSR Impact Assessment is a process which is individual to the company and depends on factors such as the size of the company and its maturity in addressing the expectations of the community it operates in. There is no concept of a pass or fail in this inspection.

The Impact Assessment is a process of engagement and the sharing of data, experiences and perspectives between the KEC International team, its implementing partner RPG Foundation (RPGF), their external partners and the Bluesky team and is undertaken in a partner-to-partner spirit.

In line with the compliance requirements under Rule 8(3) of the Companies (CSR Policy) Rules, 2014 issued dated August 25, 2021, which requires CSR projects with outlays of minimum INR 1 crore and which have been completed not less than 1 year before undertaking impact assessment. The impact assessment needs to be conducted by an independent agency, KEC appointed Bluesky Sustainable Business LLP, to carry out a detailed assessment of the projects, as applicable being implemented for FY 20-21 and FY 21-22, as per guidance provided by Schedule VII, Section 135 of the Companies Act 2013.

About KEC International

KEC International, headquartered in Mumbai, India, is the flagship company of the RPG Group. A USD 1.8 billion Engineering, Procurement, and Construction (EPC) major, the Company is engaged in projects in key infrastructure sectors such as Power Transmission & Distribution, Railways, Civil, Urban Infrastructure, Solar, Smart Infrastructure, Oil & Gas Pipelines, and Cables.

It's robust and integrated capabilities span the entire EPC value chain from 'concept to commissioning'. The Company has successfully executed complex projects across some of the world's most difficult terrains and conditions, aided by robust engineering, procurement, execution and project management capabilities. It has a vast manufacturing footprint extending globally.

CSR Objectives of KEC

As part of its mission to "Touch Lives" of its stakeholders, KEC International places great importance on driving holistic empowerment, making it a central tenet of its corporate philosophy. KEC International believes in contributing to society and strengthening it, particularly during difficult times. Supporting the community and promoting their overall empowerment is essential to the company's business operations.

Its CSR policy underscores this commitment towards supporting communities and promoting their overall empowerment.

<https://www.kecrpg.com/KEC%20data/Investor%20relations/policies/CSR%20Policy.pdf>

About Implementing Partner



The RPG Foundation (RPGF) is a Public Charitable trust registered under the Bombay Public trusts act, 1950 that focuses on promoting education and sustainable development in rural India. They work towards empowering underprivileged and marginalised communities by providing them with access to education, health-care, and livelihood opportunities.

RPGF is duly authorised inter alia to undertake CSR activities of all RPG group companies or to get executed parts or whole of the activities through any other trust, institution, or organisation. RPGF is the implementing agency in the context of this report. The other organisations it has engaged with to execute the CSR activities of KEC International have been referred to as External Partners.

For the CSR projects supported in FY20-21, RPGF worked with 23 External Partners across 13 cities and 3 App developers.

About BlueSky Sustainable Business LLP

KEC International contracted Bluesky Sustainable Business to conduct an impact assessment of the CSR Projects supported by KEC International in FY 20-21, and for COVID relief for 20-21 and 21-22.

Bluesky is an accredited Inspection Body as per ISO/IEC 17020:2012, which specifies requirements for the competence of bodies performing inspection and for the impartiality and consistency of their inspection activities.

BlueSky's Impact Assessment Framework of CSR Activities (social services) is accredited by NABCB -National Accreditation Board for Certification Bodies, Quality Council of India).

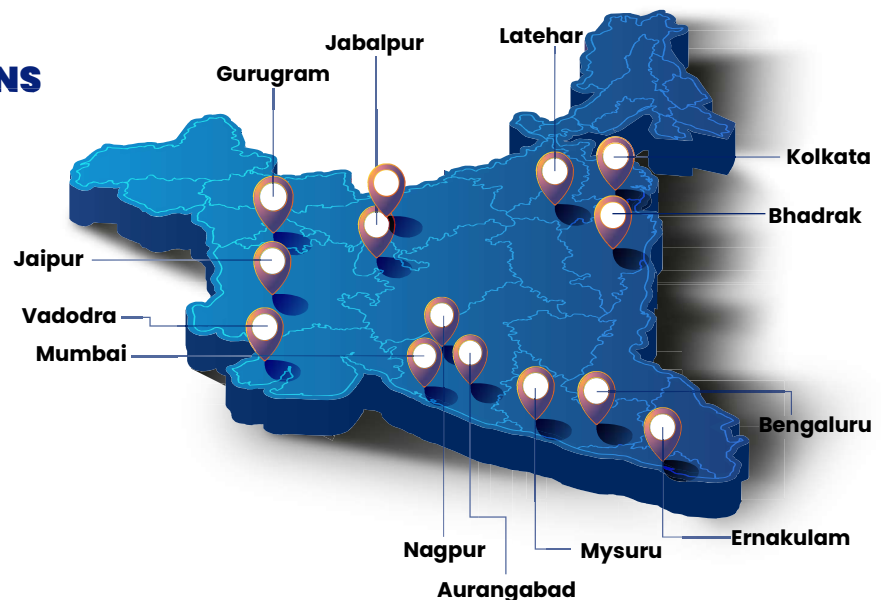
The Bluesky impact assessment inspection methodology is as per the guidance available in:

- The Companies Act 2013 Schd VII, Sec 135 and its amendments thereof.
- Bureau of Indian Standards (BIS) IS/ISO 26000:2010 Guidance on Social Responsibility
- UN Sustainable Development goals

Scope of this CSR Impact Assessment

- To assess the Impact of the CSR Project for the relevance, sustainability, efficiency, and effectiveness
- To assess the CSR Projects' performance as per the MoU signed with Implementing Agency
- Identify the best practices which can be standardised and or scaled up

13 PROJECT LOCATIONS



Sampling for Stakeholder Feedback




Engagement were conducted across stakeholder categories and projects.

- 19 Key Informant Interviews (KII) and
- 5 Focus Group Discussions (FGD) with 30 stakeholders

CSR Expenditures


The table shows the 20-21 CSR spends on the activities in the scope of this report:

*(Amount in Rs. Lakhs)

Program	Projects	Schedule VII alignment	Nature of Project	Mode of implementation	CSR Budget from FY 20-21 allocation	Actual Expenditure in FY 20-21	Actual Expenditure in FY 21-22
Education	 Pehlay Akshar Schooling 20-21  Pehlay Akshar Teachers Training 20-21	Point ii	Ongoing	Through implementing agency RPG Foundation	161.09	153.25	7.84
Employability	Vocational skill training:  Swayam Health 20-21  Swayam Drive 20-21  Swayam Digital 20-21  Swayam Construction 20-21  Swayam Skills 20-21  Swayam Connect 2021	Point ii			637.49	296.13	341.37
Heritage	 Revival & restoration of Banganga 20-21  UNESCO World Heritage Site signage project 20-21  Walking App and Digital Archives 20-21	Point v			160.96	83.30	77.66
Community Development	 COVID Response 20-21  COVID Response 20-21	Point i Point xii	Short term		108.12	108.12	-
				(Directly by KEC)	113.57	113.57	-
Total					1181.24	754.37	426.87

The table shows the 21-22 CSR spend on COVID relief activities in the scope of this report:

*(Amount in Rs. Lakhs)

Program	Projects	Schedule VII alignment	Nature of Project	Mode of Implementation	CSR Budget from FY 21-22 allocation	Actual Expenditure for FY 21-22
Community Development	 COVID Response 21-22	Point xii	Short term	Through implementing agency RPG Foundation	47.04	47.04
				(Directly by KEC)	56.35	56.35
Total					103.39	103.39



Rating of CSR Projects






Based on the proprietary scoring algorithm, Bluesky has assessed the KEC International CSR program with a Platinum category of performance of CSR Activity

The Platinum Category of the CSR Project performance demonstrates

- **Sustainability Commitment,**
- **Leadership Visionary on Social Responsibility,**
- **Stakeholder Partnership and Multi – organisational Alliances**

Conformance to National Laws and Global Standards

The Companies Act 2013,

CSR ACTIVITY	OBJECTIVES	ALIGNMENT TO SEC-135, COMPANIES' ACT 2013
 SWAYAM - Health, Skills, Digital, Drive, Construction, Connect	Employment Enhancing Vocational Skills	(ii)promoting education,.... Employment, enhancing vocation skills...
 PEHLAY AKSHAR SCHOOLING	Promoting Education	(ii)promoting education....
 PEHLAY AKSHAR TEACHERS TRAINING	Promoting Education	(ii)promoting education....
 THE HERITAGE PROJECT, MUMBAI	Promoting and Restoring National Heritage	(v)protection of national heritage, art and culture....
 COVID 19 RELIEF AND OTHER NEED BASED INTERVENTIONS	Promoting healthcare, including preventive healthcare and Disaster	(i) promoting health care including preventive health care and sanitation.... (xii) Disaster management, including relief, rehabilitation and reconstruction activities.

IS/ISO 26000:2010 Guidance on social responsibility

CSR ACTIVITY	OBJECTIVES	ISSUES	CORE SUBJECTS OF ISO 26000
 SWAYAM - Health, Skills, Digital, Drive, Construction, Connect	Employment Enhancing Vocational Skills	Employment creation and skills development	Community involvement and development
 PEHLAY AKSHAR SCHOOLING	Promoting Education	Education and Culture	
 PEHLAY AKSHAR TEACHERS TRAINING	Promoting Education	Education and Culture	
 THE HERITAGE PROJECT, MUMBAI	Promoting and Restoring National Heritage Education and Culture	Education and Culture	
 COVID 19 RELIEF AND OTHER NEED BASED INTERVENTIONS	Promoting healthcare, including preventive healthcare and Disaster	Health	

UN Sustainable Development Goals

CSR ACTIVITY	OBJECTIVES	SDG GOALS	
 SWAYAM - Health, Skills, Digital, Drive, Construction, Connect	Employment Enhancing Vocational Skills	 GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	 GOAL 5: Achieve gender equality and empower all women and girls
 PEHLAY AKSHAR SCHOOLING	Promoting Education	 GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
 PEHLAY AKSHAR TEACHERS TRAINING	Promoting Education	 GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
 THE HERITAGE PROJECT, MUMBAI	Promoting and Restoring National Heritage	 GOAL 11: Make cities and human settlements inclusive, safe, resilient and sustainable	
 COVID 19 RELIEF AND OTHER NEED BASED INTERVENTIONS	Promoting healthcare, including preventive healthcare and Disaster	 GOAL 3: Ensure healthy lives and promote well-being for all at all age	

Key Impacts

About Project SWAYAM

- o Project SWAYAM is an initiative aimed at empowering underprivileged youth, especially women, by imparting vocational skills and adding to the skilled workforce.
- o The project was rolled out in five categories: Health, Skills, Drive, Digital and construction,
- o The project involved training activities conducted with external training partners across geographies. The training partners were registered as vocational skill trainers for NSDC.
- o The training courses lasted 2- 3 months, and the training process involved centre setup, mobilisation, and screening of candidates, enrolment, training, assessment and certification, placement and tracking, ensuring trainees from the intended socio-economic strata and engaged with the program.

Impacts

1. The average attendance of the program was more than **80% attendance**.
2. **3,029 youth** being trained across **9 cities**.
3. The SWAYAM Connect portal was launched in 2021 to help people find jobs in the healthcare sector and progress their careers.
4. The program's relevance lies in skill training being crucial for economic growth and the government's aim to create a skilled workforce.
5. The program's outcome was the provision of vocational skills training to underprivileged youth, leading to the creation of opportunities and the addition of skilled workers to the workforce.
6. Through the program, **2,247 people were trained** (in scope for 20-21 reporting) across different categories and regions, of which **1,682 were placed**, resulting in a **75% placement rate**.
7. Feedback among placed trainees noted that a critical impact was their ability to contribute to family incomes and heightened self-confidence.
8. Overall, the Project SWAYAM has achieved its objective of empowering underprivileged youth through vocational skill training, leading to better employment opportunities and economic growth.

About Program: Pehlay Akshar Schooling

- The Pehlay Akshar Foundation established the Pehlay Akshar program in 2008 to teach English in partnership with government schools, particularly to enhance functional English of students in grades 1 to 8.
- The program has demonstrated effectiveness in enhancing the comprehension and usage of the English language, improving students' confidence and nurturing an inquisitive mindset.
- The Magic Classroom interactive learning space provides an environment driven by Appreciation, Motivation, and Engagement to create safe learning spaces for children

Impacts

1. The program has covered government schools across 12 wards in Greater Mumbai, reaching over **60,000 students** through online and offline modes.
2. The program has also demonstrated efficiency by adapting to the pandemic and collaborating to scale. **47 Virtual Schooling sessions** were conducted in 3 Municipal Schools, reaching **242 students** from grades 6th to 8th.
3. Magic Classroom televised and **420 episodes** played on DD Sahyadri, resulting in **27 Lakhs viewership**; declared the highest viewed show on DD Sahyadri
4. Amidst the pandemic, A Story A Day initiative launched in May 2020 for children to listen to stories in English from home. Students were reached through government partnerships, parent-teacher Pehlay Akshar Whatsapp groups, Youtube Channel and Social Media, resulting in **1,25,000+ views**.

About Program: Pehlay Akshar Teacher Training

- Project Pehlay Akshar Teacher Training was launched to improve learning outcomes and quality education in Government Schools by equipping teachers with skills, knowledge and resources.
- Activities included immersive workshops, peer learning sessions (Saathi) and a digital app to aid teachers in teaching.

Impact

1. **1450+ BMC teachers** trained despite COVID restrictions.
2. **5500+ Saathi sessions** enabled the teacher to connect, providing a safe space to reinforce and share their learning from the training.
3. **1832 active** teachers used the Pehlay Akshar app.
4. Key impacts include increased proficiency in English, teachers equipped with skills and resources, improved in-classroom practices, and sustainable program features for long-term goal achievement.

About Program: The Heritage Project

- o The Heritage Project aims to revive cultural and social sites through innovative approaches while considering the fast-paced world.
- o Collaborating with **UNESCO, BMC, and MTDC**, it successfully created engaging content, signages, and a walking app that raised awareness about the cultural importance of heritage sites: **UNESCO World Heritage Site** of the Victorian Gothic and Art Deco Ensembles of Mumbai and Banganga Tank Precinct
- o The project ensured sustainability by involving the community and handing back the renovated playground and walking app to BMC and MTDC, respectively.

About Covid-19 relief and other need-based interventions

- o KEC International provided COVID-19 relief to communities affected by the pandemic through RPG Foundation and direct intervention.
- o They efficiently and effectively executed their CSR initiatives by quickly adapting to urgent needs, aligning with the most pressing pandemic issues, and making a tangible impact.

- o Their contributions augmented government and social sector efforts and highlighted the importance of public-private partnerships during times of crisis.
- o In addition to short-term relief efforts, KEC International made long-term contributions by donating medical equipment and enhancing health infrastructure.

Impacts

1. Objective of this CSR activity was not planned to be long-term based, given the nature of disaster relief. Nevertheless, the Company had a mix of long-term health infrastructure enhancements such as:
2. Donation of Advance Life support Ambulance for the local community of Jhargram, West Bengal
3. **25 ventilators** donated to hospitals benefiting **12,500 persons**.
4. 100 incinerators and sanitary pads distributed to pandemic affected population in Latur, Maharashtra.

Best Practices

- KEC International's Multi-year commitment to the CSR projects SWAYAM, Pehlay Akshar and The Heritage Projects can help address long-term Social Development issues through support over a few years. This could enable the social organisation to maximise the potential impact of its program.
- The Implementing partner and its external partners were able to identify the challenges posed by COVID and flex the education and skilling programs.
- Structure of activities within the long-term programs were cohesive and connected, each contributing towards meeting the programme objectives. E.g.
 - o SWAYAM: Screening of candidates with active oversight by RPGF ensured the selection of the targeted beneficiaries, youth, especially women from lower socio-economic backgrounds.
 - o The certification by recognised bodies ensured that skilled trainees can access job opportunities in the future. The employment search platform SWAYAM Connect can significantly contribute to the long-term impact of creating a skilled workforce.
 - o Pehlay Akshar covered the students and teachers as beneficiaries in improving the proficiency of spoken English creating an ecosystem of shared learning outcomes for both.
 - o It also enabled the teachers to access quality teaching content through its digital platform, which can help achieve the long-term outcome of change in the quality of education.
 - o The Heritage Project activities, including installing signages and sprucing up the neighbourhood and a walking app was a novel way to increase awareness about the heritage structures.

Areas for Improvement based on Stakeholder feedback

- SWAYAM: Areas under the content of the training to provide greater thrust on soft skills in future training can help students be effective at their workplace.
- Pehlay Akshar app: Teachers indicated that converting the content into vernacular languages would greatly aid them in preparing for class and make them more effective.

SECTION 1

About KEC International CSR Projects Activities

In 2020–21 KEC International undertook CSR activities as included in the scope of this CSR impact assessment report.

The activities undertaken were as follows:

- Project SWAYAM for enhancing vocational skills– the activities included mobilisation and selection of youth from lower socio-economic backgrounds, especially women and training them using NSDC frameworks, certifications and placements in Health, Driving, Skills, Digital and Construction. A digital Platform, SWAYAM Connect, was set up to connect trainees to prospective employers and host information on relevant government schemes for youth.
- Pehlay Akshar Schooling activities included classroom and virtual sessions to improve English proficiency among students.
- Pehlay Akshar Teacher Training covered BMC government school teachers across 12 wards of Mumbai, and training was provided to equip them with enhanced teaching skills. A Pehlay Akshar digital app was developed and made available to the teachers that covered content aligned with the school curriculum in English proficiency.
- The Heritage project identified significant heritage structures in Mumbai. Signages were designed and installed to increase awareness about the systems. Other sprucing-up activities like refurbishing the playground, artwork installation, benches and streetlights were undertaken. A walking app was developed to promote heritage tourism in the city.
- COVID relief during the pandemic - During 2020–21 and 21–22, KEC carried out several relief work and disaster management activities that included the distribution of food essentials, donation of oxygen plants to hospitals, donating beds to quarantine facilities and other essential support to communities. Activities of COVID relief overlapped during the financial years 20–21 and 21–22 and have been included in the scope of the report.

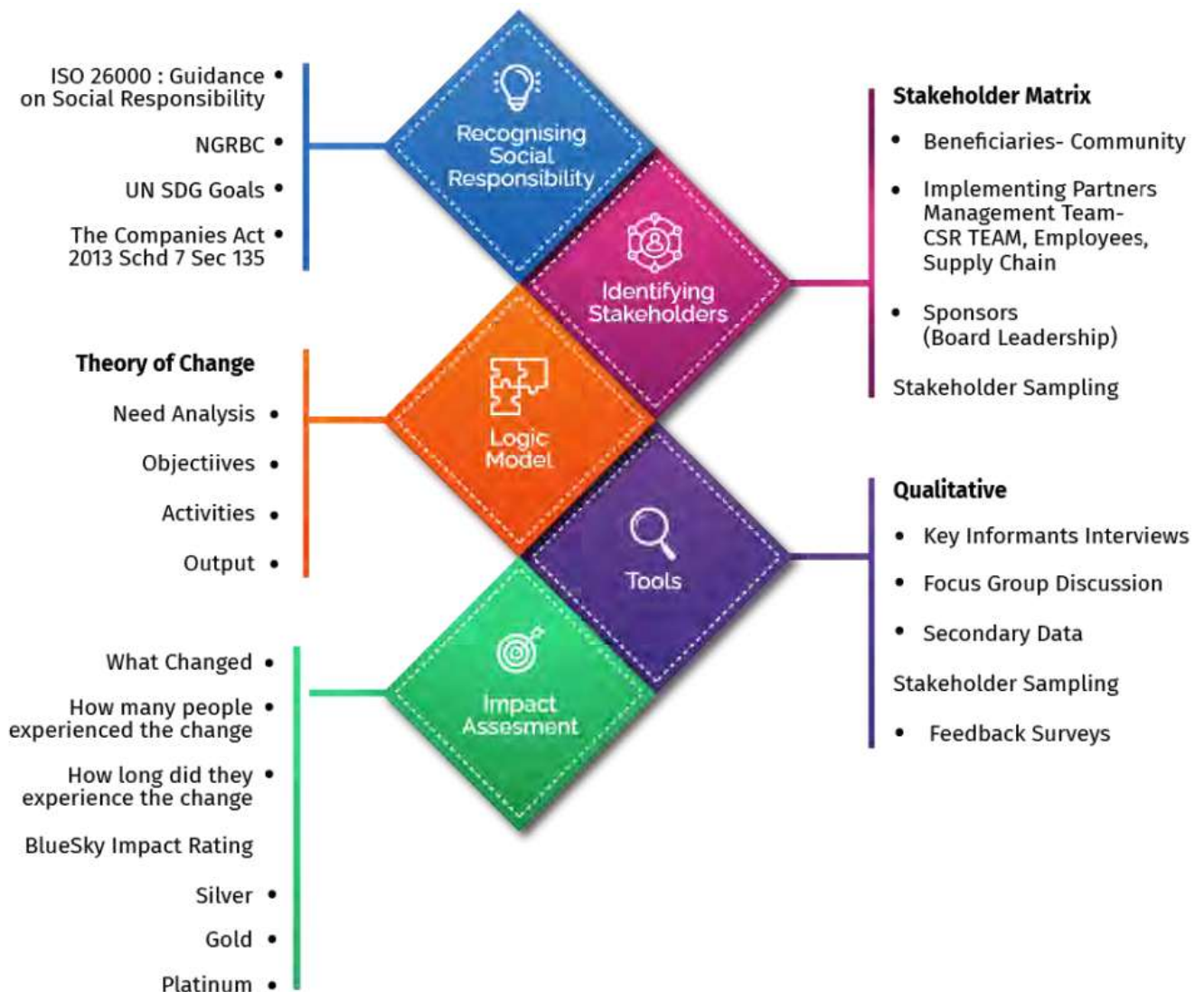
RPG Foundation implemented the activities. Some of the COVID relief activities were carried out directly by KEC International.

SECTION 2

Impact Assessment Methodology

Impact Assessment for this assignment is defined as the delta change that occurs in the critical parameters identified in the CSR Project.

BlueSky Accredited Quality Process



Stakeholder Matrix and sampling plan

Program	Stakeholder category			
	Beneficiary Stakeholders	Executing Stakeholders (Participants): Group/individual responsible for project execution	Executing Stakeholders (Management): Group/individual responsible for managing execution	Oversight (Sponsor): Group/individual responsible for management and sponsorship.
Project SWAYAM	Youth trainees Employers (Indirect)	External Training Partners	RPG Foundation	KEC International
Pehlay Akshar Schooling	Students Parents (indirect) School staff (indirect)	Pehlay Akshar Foundation		
Pehlay Akshar Teacher Training	Teachers Students (indirect) Parents (indirect)	Pehlay Akshar Foundation		
The Heritage Project	Community	RPGF		
COVID-19 relief	Community	KEC International, RPGF		

Program	Stakeholder	City	KII	FGDs
Project SWAYAM			1 trainer/centre head + observe training centre	
	Training partner - SSEPS	Jaipur	1 student's manager at their workplace	1 Placed students 6 at the centre
			1 Centre contact person	
	Training partner - Centum Foundation	NCR	1 student's manager at their workplace	1 Placed students 4 at the centre
COVID			1 trainer/centre head + observe training centre	
	Training partner - Mitcon	Nagpur	1 student's manager at their workplace	1 Placed students 6 at the centre (off-line)
	Community - Food Distribution	Nagpur	1 KII (Online) Butiburi PS (Atul Kadu (Police Mitra	
	Community - Sanitation needs	Latur	1 KII (Online) NAB for insulator and sanitary pads Dr Vijay Rathi	
Pehlay Akshar Schooling	Students & School Management	Mumbai	4 KII with school principals	2 FGD with students with 6 students each
	Executing team	Mumbai		Executing stakeholder - Pehlay Akshar training/design team - 1
Pehlay Akshar Teachers Training	School Teachers & Executing team	Mumbai	6 KII with teachers	
The Heritage Project	Municipality representative	Mumbai	1 KII with Municipality representative	
	Executing team	Mumbai	1 observation visit to heritage sites	

SECTION 3

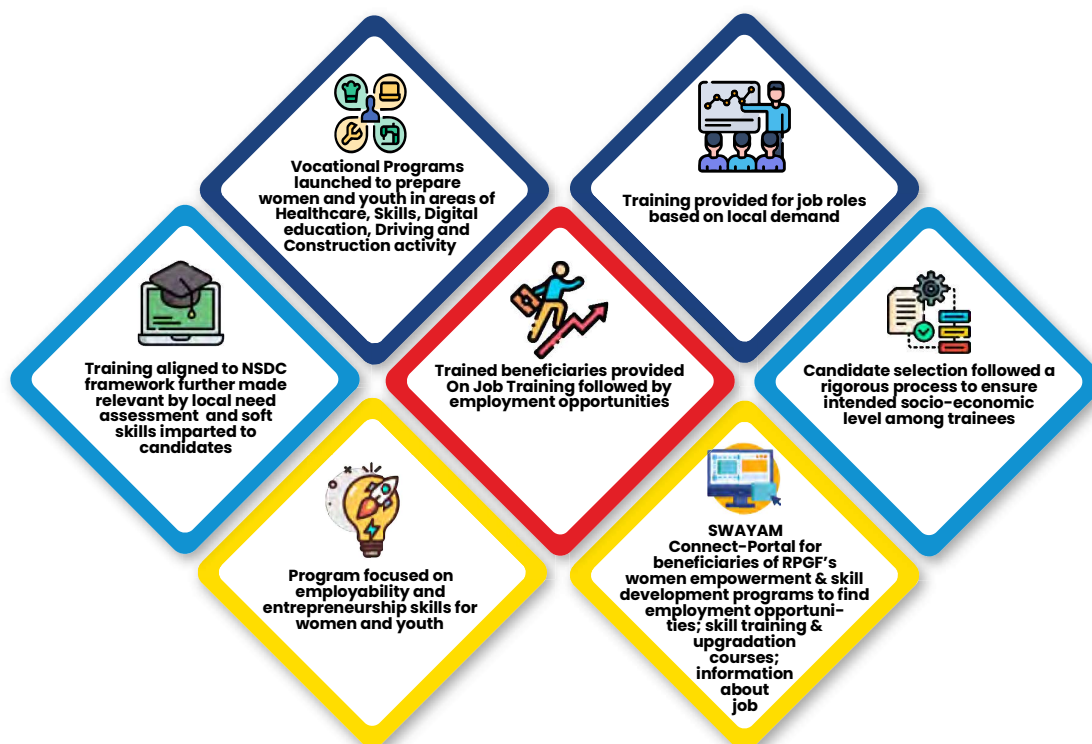
Key Findings

1. EMPLOYABILITY

Project SWAYAM

Empower underprivileged youth, particularly women, by teaching vocational skills to increase job opportunities and the skilled workforce.

Project SWAYAM: Activities and Outputs



- The training activities were conducted with External Training Partners across various geographies and were already registered Vocational skill trainers for NSDC.
- The training courses, lasting on average 2-3 months, were curated based on a framework from NSDC and relevant inputs from employers in the respective geographies.
- The training process involved the following actions:
 - o Centre Setup – in the relevant city/geography as indicated by RPGF.
 - o Mobilization and Screening of candidates – Candidate fit assessed in interest and socio-economic level.
 - o Training – Enrollment, theoretical and practical training, and on-the-job training were provided using various pedagogies such as group discussions, exposure visits, video shows, role-play, and lectures. In the case of lab assistant training, trainees completed short internships at clinics where applicable.
 - o Assessment & Certification – Session-wise and practical tests were conducted throughout the program to evaluate trainees, with final evaluation based on written tests and practicals. Assessment and certification were performed by recognized NSDC assessment bodies.
 - o Placement and Tracking – Placement with relevant employers and post-placement tracking to assess student retention.

- The training was offered in 5 categories:
 - o Health – General Duty Assistant, Lab Technician Assistant, Home Health Aide
 - o Skills – Tailoring, Designing
 - o Drive – 2-wheeler driving
 - o Construction – Carpentry, Electrician
 - o Digital

The details on trained counts in each category by the city are given in the tables below.

SWAYAM Health – Trained counts

Training Partner	Training Intervention	Training Location	No. of Candidates Trained
Mitcon	GDA Training	Nagpur	150
Centum Foundation	GDA Training	Aurangabad	100
Lokbharti	PA/LT	Aurangabad	120
SSEPS	GDA Training	Jaipur	250
Daksh	Pharma	Jabalpur	150
	GDA Training		120
Suvidha	Home Health Training	Jabalpur	150
Centum Foundation	GDA Training	Gurugram	250
CEDL	GDA Training	Gurugram	200
Lokbharti	GDA Training	Halol	140
Deepak Foundation	Home Health Training	Halol	96
Total			1456

SWAYAM Skills – Trained counts

Training Partner	Training Intervention	Training Location	No. of Candidates Trained
Mitcon	EDP	Nagpur	36
Centum Foundation	SMO	Jaipur	152
Daksh Foundation	SMO	Jabalpur	100
Hope Foundation	Digital literacy	Halol	60
Lok Bharti	Skill training	Halol	100
Total			448

SWAYAM Drive – Trained counts

Training Partner	Training Intervention	Training Location	No. of Candidates Trained
Lokbharti	2 wheeler driving	Gurugram	40
SSEPS	2 wheeler driving	Jaipur	265
Even Cargo	2 wheeler driving	Nagpur	11
Lok Bharti	2 wheeler driving	Savali(Vadodara)	27
Total			343

SWAYAM Digital – Trained counts

Training Partner	Training Intervention	Training Location	No. of Candidates Trained
NIIT Foundation	Digital marketing, Data entry, Hardware networking	Aurangabad	10
Anudip Foundation	Digital marketing, Hardware networking	Gurugram	34
Daksh Foundation	Data entry, Hardware networking	Jabalpur	294
Anudip Foundation	Digital marketing, Hardware networking	Jaipur	23
NIIT Foundation	Digital marketing, Data entry, Hardware networking	Mysore	7
Anudip Foundation	Digital marketing, Hardware networking	Nagpur	13
Anudip Foundation	Digital marketing, Hardware networking	Savali(Vadodara)	0
Total			381

SWAYAM Construction – Trained counts

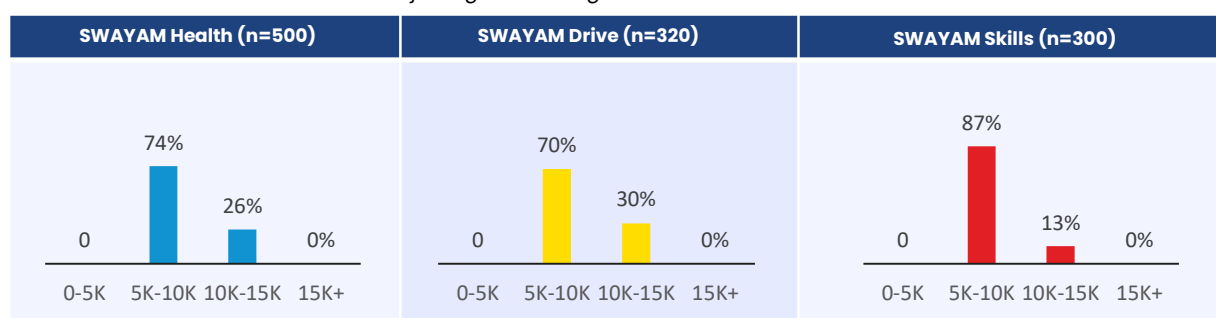
Training Partner	Training Intervention	Training Location	No. of Candidates Trained
Exceleous	Masonry & Barbending	Aurangabad	80
Lokbharti	Construction Electrician, Fitter, Carpenter, barbender	Gurugram	97
Exceleous	Masonry & Barbending	Jabalpur shifted to Aurangabad	80
SSEPS	Carpenter electrician	Jaipur	99
Exceleous	Electrician	Nagpur	0
Lok Bharti	Masonry & Barbending	Halol(Vadodara)	45
Total			401

- **SWAYAM Connect** – The SWAYAM Connect portal launched in 2021 to aid job-seekers in the healthcare sector and promote career advancement. We conducted a need assessment, benchmarking study, and vendor selection. We cleaned and validated an initial list of employers, candidates, and training partners for inclusion. All the relevant External Trainer MoUs encouraged the use of the platform.

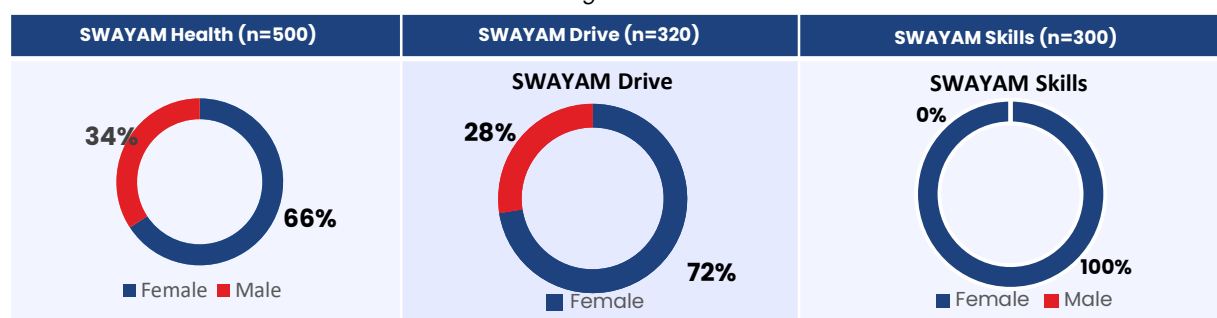
Project SWAYAM: Outcomes & Key Impacts

Relevance: Skill training is crucial for India's economic growth and development. With a large population and a significant proportion of the unskilled workforce, there is a pressing need for skill development initiatives to address the skill gap and increase employability. According to the National Skill Development Corporation (NSDC), India's workforce is expected to reach 600 million by 2022. However, only 4.69% of the Indian workforce had undergone formal skill training. The statistic highlights the need for skill training in India, particularly among the youth and sectors with high demand for skilled workers. The SWAYAM Program identified the right target population, mandating in its MoUs with the External Training partners that the candidates needed to be between the ages of 18 – 40 years and from lower socio-economic backgrounds, with a higher thrust on female candidates. A random sample selected from the External Training Partners' trainee data confirmed that the intervention had achieved its intended target population.

HH Income of candidates at the time of joining the training



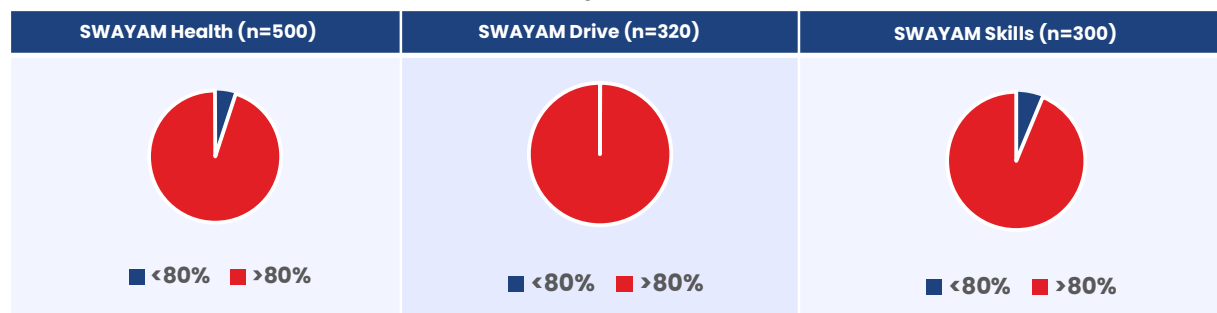
Gender distribution of candidates selected for the training



Efficiency:

- Information about the training was widely shared by Training Partners in their communities online (Instagram, Facebook) and offline (door-to-door visits by volunteers, pamphlets, and advertising at local shops), leading to greater coverage in mobilising candidates. Trainee interactions confirmed that their social networks were well-informed about the program's quality, encouraging them to apply.
- The process of candidate selection post-mobilization was observed to be rigorous. Individual screening of all candidates was done to gauge their eligibility for age and family income, and their keenness to join the program was assessed. RPGF teams worked closely with the Training partners in selecting and following up with the candidates. A sample of Training partner data showed most trainees had >80% attendance. As a result, high engagement among trainees was recorded in the form of higher attendance, contributing to well-utilised training resources.

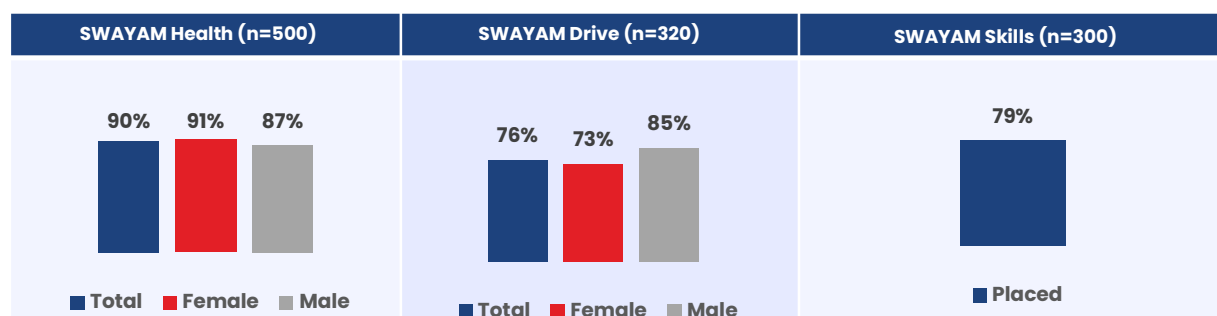
Gender distribution of candidates selected for the training



- o On-job training components of the training design were regarded as immensely important by the trainees interviewed. All believed this helped develop their ability to apply the skills learned in the real world and seek actionable feedback. Employers of trainees found this feature helpful as it gave them the window to assess trainee performance and improve their hiring decisions.
- o The MoUs with all training partners contained numbers to be trained and expected placement rate at 75%. The payment schedules by RPGF were aligned to the training process step completion and trainee counts, enabling cost efficiency across Training Partners. The Training Partner interviews indicated that having goals for trainee counts and placement rates helped plan their resources better.
- o Post-placement tracking conducted by Training partners to note retention rates of trainees was rated highly useful by employers to smoothen issues about candidates hired and provided them with the platform to provide feedback. Sample data on follow-up from one of the Training partners at the end of one year from trainee placement confirmed the employers' observations. Employers said that the retention rate among SWAYAM candidates was higher.

Effectiveness:

- o Most relevant aspect of SWAYAM was the placement rates across programs. Overall, the training activities run under SWAYAM for 20-21 resulted in a 75% placement rate; 1,682 out of 2,247 candidates were placed. Analysis of sample data from randomly selected Training Partners showed overall placement rates hitting the 75%+ range with parity across both genders. SWAYAM Skill trainees in the sample were all women trained in tailoring skills.

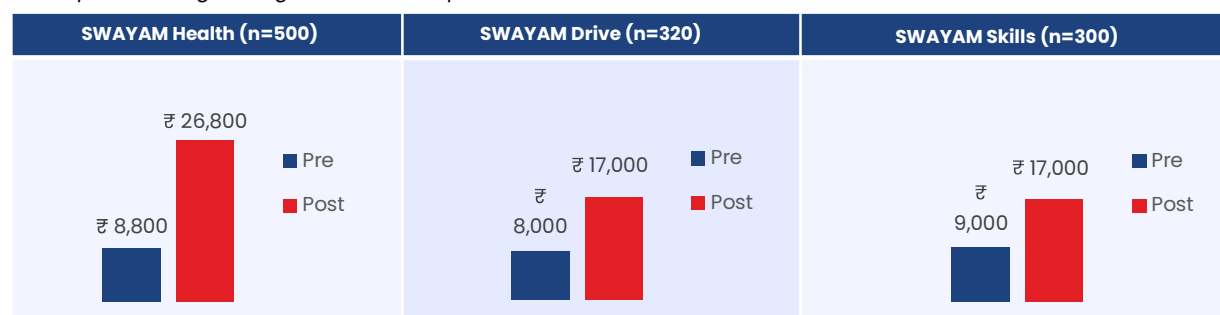


- Trainee focus group discussions and key informant interviews revealed that the placed trainees were highly satisfied with earning a substantial income to support their families, particularly those from lower socio-economic backgrounds. Data sampled from training partners indicated that trainees earned salaries ranging from INR 7000 to 20,000, a significant increase compared to their household incomes, with program averages shown below:
- Certification was found to be very important to trainees. Trainees indicated that this significantly improved their value in the job market compared to before.
- SWAYAM Connect: More than 50 employers like Portea and Aaji Care started recruiting from the platform. 7,000 beneficiaries signed up to access job info and government schemes. Most of the trainees interviewed were registered on the platform and were using services to find jobs and access relevant government schemes.

Average salary of placed trainees

SWAYAM Health (n=500)	SWAYAM Drive (n=320)	SWAYAM Skills (n=300)
18K	10K	8K

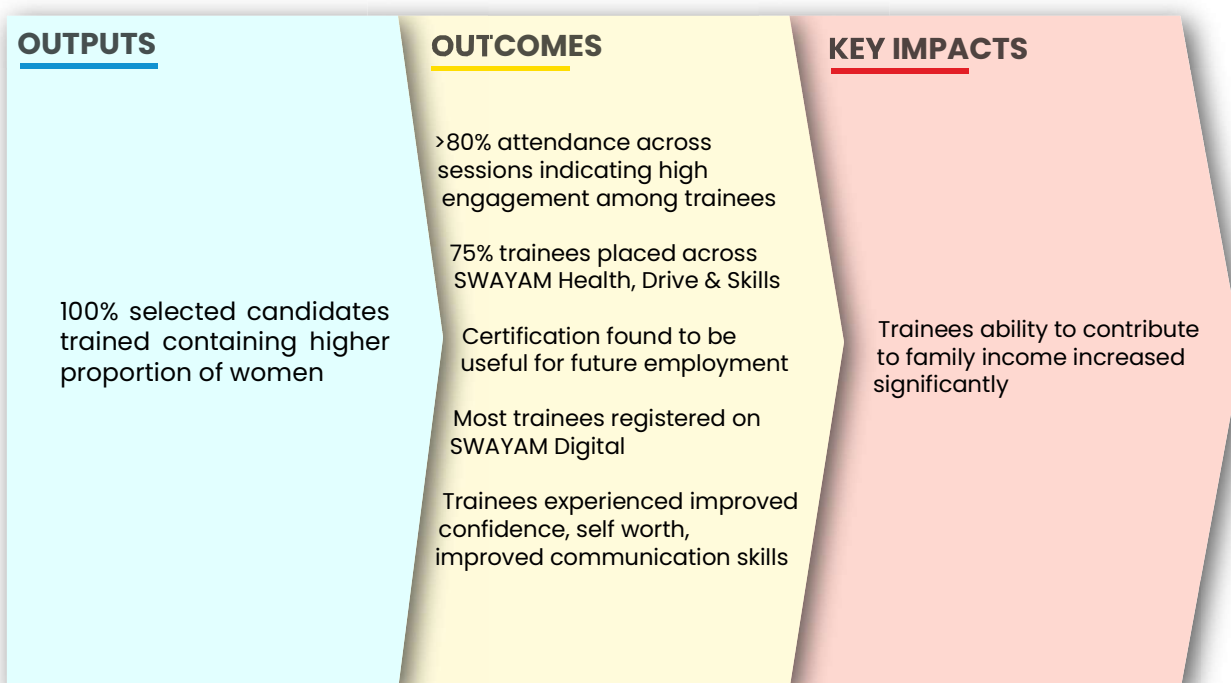
Pre vs post-training average HH income of placed trainees



Beneficiary verbatims were categorized into response themes such as "Able to support family", and a word cloud was generated. This graphical representation displays the frequency of words/phrases from the source text, with the most common theme appearing in the largest font. The word cloud below shows that most stakeholder responses fell under the 'able to support family' category, indicating the primary outcome experienced by the beneficiary stakeholders.

Training Partner	Training Intervention	Training Location	Candidates Trained (20-21)	Candidates Placed (20-21)
Mitcon	GDA Training	Nagpur	150	190
Centum Foundation	GDA Training	Aurangabad	100	60
Lokbharti	PA/LT	Aurangabad	120	
SSEPS	GDA Training	Jaipur	250	304
Daksh	Pharma GDA Training	Jabalpur	150 120	
Suvidha	Home Health Training	Jabalpur	150	174
Centum Foundation	GDA Training	Gurugram	250	
CEDL	GDA Training	Gurugram	200	209
Lokbharti	GDA Training	Halol	140	89
Deepak Foundation	Home Health Training	Halol	96	0
Total			1456	1026

Summary of Logical Framework Analysis



Sustainability

Key aspects of sustainability observed in the program:

- o Program goals aligned with national objectives.
- o Defined processes and guidelines for Training partners to replicate for programs in the future.
- o Program reach across skilling categories and geographies.
- o Training certification awarded by a recognised body can ensure trainee relevance in the job market.

SWAYAM: Stakeholder quotes

Able to support the family:

"This program enabled me to support my family during the Covid-19 pandemic"

– Jyoti, General Duty Assistant, SSEPS trainee.

"People in my locality would laugh at me and make fun of my family members that at in my thirties I am learning scooty. What will I do with learning scooty. But after my training completed, I immediately bought a new scooty and that has helped me in my work and earning as a beautician"

– Geeta, Centum Foundation Trainee

Built Self-Confidence:

"now I am more confident and have gained a particular respect in the society. I have started participating in the decision-making of the family in terms of household expenditures and other money-related matters"

–Amita, General Duty Assistant, MITCON trainee

"Before enrolling in the course, I lacked the confidence to leave home. However, through the training, I gained confidence and even travelled 17 km to attend the training and now also working"

–Priti Thakur, General Duty Assistant, SSPES trainee

Stakeholder feedback session at SSEPS, Jaipur



Case Study 1

Name	Adeeba Abdul Sadique Qureshi
Age	22 yrs
Gender	Female
Course trained on	General Duty Assistant
Current work status	Employed
Area of work	General Duty Assistant at a clinic

Despite societal norms and traditions in her community, Adeeba, a young girl from a conservative family, pursued her dream of a nursing career. Initially hesitant, her parents eventually agreed to let her participate in a General Duty Assistant Skill Program after seeing her passion and determination..

Adeeba was placed with a reputable clinic in the city after completing her training. Within months, she became proficient and achieved her dream of self-reliance and independence. Her job provided a sense of purpose and accomplishment, as she contributed meaningfully to society by helping needy patients. Her hard work and dedication were admired by colleagues for her professional attitude and excellent work ethic.

Adeeba's income was a significant support for her family, which consisted of six members, including her parents and siblings. Her father, whose income was limited due to the pandemic, was especially grateful for her financial contribution to the family. Adeeba's accomplishments have made her family members proud, and they often share her success with their relatives and friends.

Over time, Adeeba's success has inspired other girls from her community to pursue their dreams and work towards achieving their goals. Adeeba had become a role model for many young girls, who look up to her with admiration and respect.

Case Study 2

Name	Rihana Ansari
Age	26 yrs
Gender	Female
Course trained on	Driving 2-wheeler
Current work status	Employed
Area of work	Works as Teacher/Trainer with Centum Foundation

Rihana, a young girl from a family struggling financially, had always been worried about her future. Her father, a daily wage labourer, and two brothers working in factories were the family's breadwinners. Rihana was concerned that her poor financial conditions would prevent her from achieving her dreams.

Her father had always been supportive and encouraged Rihana to become self-sufficient by learning to drive. In 2021, Rihana underwent a three-month 2-wheeler driving training program conducted by the Centum Foundation, which she claims "changed her life forever." The program comprised both theory and practical sessions, and Rihana excelled in both.

Rihana says, "The training program conducted interviews with all applicants to understand their motivation, economic status, and job preferences. Rihana's enthusiasm and eagerness to learn impressed the interviewers, and I was selected for the training."

After completing the training, Rihana started working as a delivery agent with Zomato, which helped her to support her family's income. Although she left the job at Zomato, Rihana was not disheartened, and she joined as a receptionist at a Private Hospital for six months.

During her training at Centum Foundation, Rihana's trainer recommended her for the computer teacher position, which Rihana took up after completing a private computer training course for six months. Rihana worked as a computer teacher for two months, and her exceptional teaching skills impressed the Centum Foundation management, which qualified her to teach Computers to students in their training centres.

Today, Rihana is proud of her achievements and is grateful for the training program by Centum Foundation that helped her become self-sufficient and support her family. Her family's perception of her has changed, and they are proud of her accomplishments.



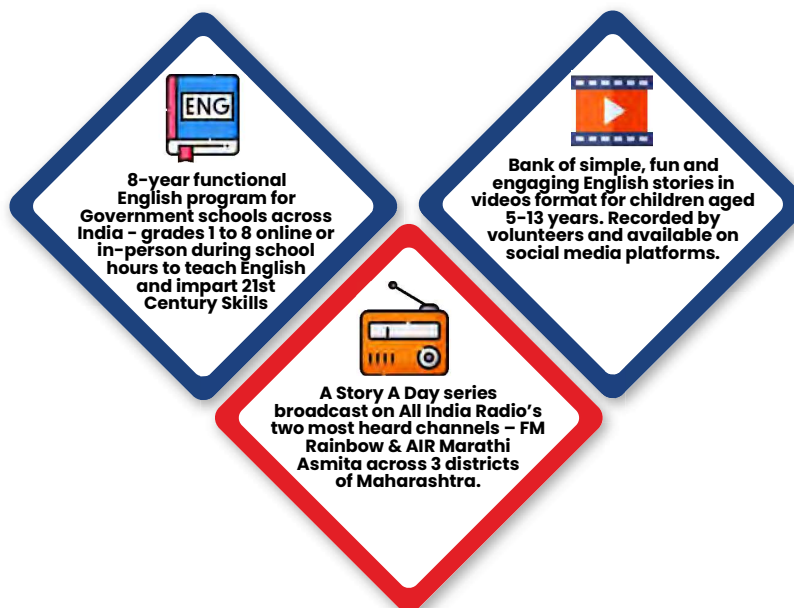
2. EDUCATION

Project Pehlay Akshar Schooling

Objective: To empower every child in India with **Functional English Literacy** and **a Learning Mindset**.

Project Pehlay Akshar Schooling: Activities and Outputs

Activities done to promote English learning



- Pehlay Akshar was established in 2008 by Pehlay Akshar Foundation to teach English in partnership with government schools. The program's primary focus is improving functional English of children in grades 1 – 8, delivered through trained teachers.
- The program's interactive learning space called 'Magic Classroom' provides an environment driven by the Appreciation, Motivation and Engagement to create safe learning spaces for children.
- The program has covered government schools across **12 wards in Greater Mumbai, reaching over 60,000 students through online and offline modes.**

Project Pehlay Akshar Schooling: Outcomes and Key Impacts

Relevance: Learning English is one of the essential skills for enhanced employability in India. The Indian government's Skill India program emphasises the importance of English proficiency for employability, with several skill development programs focusing on improving English language skills. According to the English Proficiency Index (EPI) 2020, India ranks 35th out of 100 countries, with a proficiency level of "Moderate Proficiency." This indicates that although English proficiency is improving in India, there is still room for improvement. The Pehlay Akshar Program's target segment included trainees and teachers from Government Primary Schools from vernacular mediums, where English proficiency is generally low.

Efficiency: Efficiency in this context has been assessed on the factors of collaborating to scale and agility of program design to adapt

- o Collaborating to scale: The alignment of the Pehlay Akshar Schooling program in terms of content and delivery, with BMC schools in Mumbai has been a contributor to the rapid scaling of the program, starting with 30 students in 2010 to have covered 60,000 plus students from schools in 12 wards of Mumbai.
- o Agility of program design to adapt to the pandemic: Student training programs were re-structured to be delivered over virtual and television-based platforms. Virtual content, such as #AStoryADay initiative, was available on social media. 709 stories were circulated, resulting in a viewership of 1,25,000+ on social media platforms.
- o Pehlay Akshar trainers trained teachers to engage students in the virtual class via activities and games. The 'Star Teacher training' program was introduced for existing teachers to train the other teachers of their school and scale the virtual classes.
- o Schooling programs in partnership with SCERT, Maharashtra, launched Magic Classroom on Doordarshan. The televised programs recorded 27 Lakhs viewership and were declared the highest-viewed show on DD Sahyadri.
- o 47 Virtual Schooling sessions conducted in 3 Municipal Schools, reaching 242 students from grades 6th to 8th.

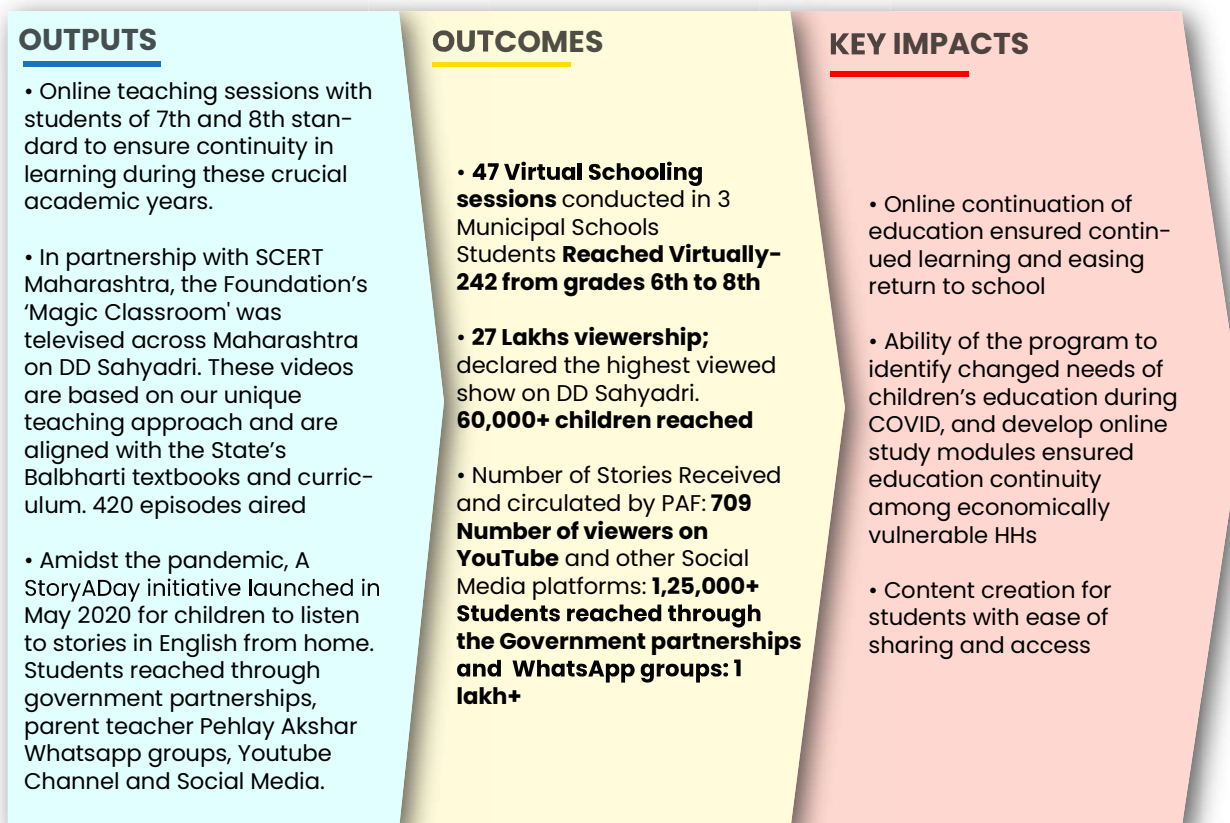
Effectiveness:

- o Comprehension of the English language – The variety of activities was seen to apply the concept of multiple intelligence for learning. English teaching activities included games like memory games, dancing to English, and learning games such as- alphabets, number names, poems, dance, prayer, and grammar were noted by the teachers to be effective in helping students comprehend spoken English.
- o Improved usage of English in daily communication – Students and teachers noted "lock and key" game, where they had to speak and converse exclusively in English for a certain period, had improved their ability to speak English.
- o Improved confidence among students – Through the Pehlay Akshar program, combined with the application of skills on Appreciation, Engagement and Motivation by the teachers gained from their training, student interaction had improved, enabling students to be more confident in articulating themselves to their school teachers, their friends or family.
- o Nurturing inquisitive mindset – With the ability to comprehend and converse in English, the students could access content in English around them, like reading books, boards in public places, and content on mobiles.

Verbatims noted by beneficiaries were arranged into response themes such as 'can understand English', and a word cloud was created. The word cloud below shows that most stakeholder responses fell under the 'can understand English' category, indicating the primary outcome experienced by the beneficiary stakeholders.

Sustainability: The feature of creating an ecosystem of trainers and engaged school teachers is an essential factor towards schools sustaining the program in the future.

Summary of Logical Framework Analysis



Pehlay Akshar Schooling: Stakeholder quotes

Comprehension of the English language



"The program has created a positive learning environment, and classroom confidence level has increased. As students and teachers try to communicate in English, the student's vocabulary has improved significantly."

– Nisha, Head Mistress, Worli Seaface Government School

Improved usage of English in daily communication



"The school's annual day function was hosted entirely by students in English, which was a huge change. The students could host and conduct the program without any hesitation and grammatical mistake in English, and it was surprising for me"

–Shaeeda, Head Mistress, Tulshetpada Government School.



"The teachers speak in simple English with students using smaller sentences for better understanding which the students can respond to"

–Kalyani, Head Mistress, 4 years experience, Adarsh Nagar Government School

Improved confidence among students



"We feel safe PA didi never scolds us; we can ask her any questions"

– Swati, 6th-grade student, Adarsh Nagar Government School



"Student's overall confidence has increased, they are improving in other subjects also such as computer, maths etc. along with English"

–Nisha, 30 years experience, Worli Government School

Nurturing an inquisitive mindset



"The 'star student activity has also contributed to the student's interest and zeal in learning and made the student attend school regularly and are eager to perform better."

– Rashmi, Teacher, 26 years experience, Tulshetpada Government School



"Activity-based learning such as a quiz or word games are well received with huge interest by students; they learn about new topics through these activities and are curious to know further"

– Shabana, 29 years experience, Tulshetpada School



"There was a student in 8th standard; the teachers were not able to get in touch with him after admission during the covid period. But when he learned that the PA session was also being taken online, he joined out of sheer curiosity. When school reopened, he became a very regular student"

– Mirza, Teacher, 10 years experience, Tulshetpada Government

Stakeholder interaction at Tulshetpada School, Bhandup and Worli School, Mumbai

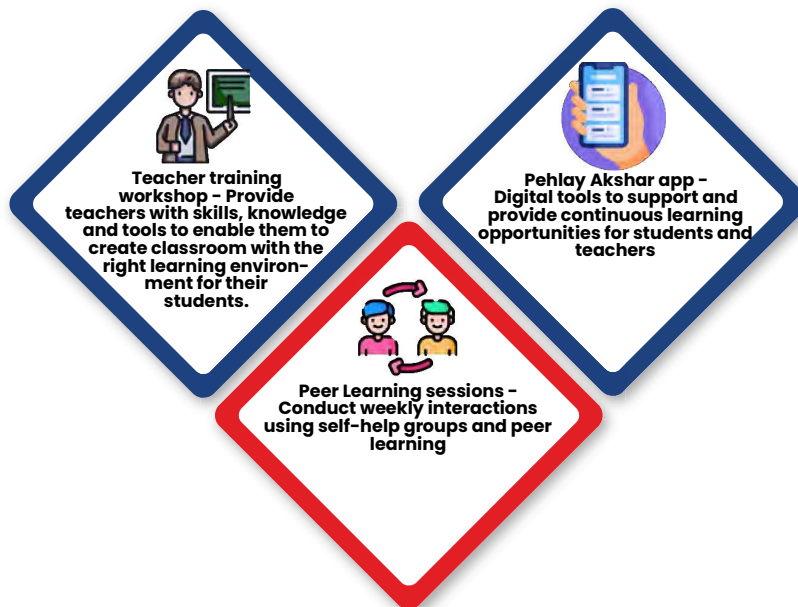


Project Pehlay Akshar Teacher Training

Objective: To equip Government Schools teachers with the skills, knowledge and resources they need to improve the learning outcomes of trainees and bring change in quality education.

Project Pehlay Akshar Teacher Training: Activities and Outputs

Pehlay Akshar Teacher Training activities



Teacher Training workshops: Teachers are taught proven research back concepts to apply in their classrooms. These sessions are designed to be immersive, interactive, and experiential, delivered via in-person or virtual sessions covering all subjects. Over 1450 BMC teachers were trained in 20-21 despite COVID lockdown restrictions.

Peer Learning Sessions (Saathi sessions): A peer group learning format is used to enable the weekly exchange of ideas among teachers and reinforce learning from their training workshops to provide safe spaces for teachers to grow. Over 5500 Saathi sessions were conducted during 20-21.

Pehlay Akshar app: is a digital tool created to support teacher training and provide them with continuous learning opportunities. It contains a resource bank of content, videos and lesson plans aligned mainly to the government school curriculum the teachers follow. 1,832 active users were noted in 20-21.

Project Pehlay Akshar Teacher Training: Outcomes and Key Impacts

Relevance: The program design included elements that addressed the English proficiency development needs of both the demand side (the trainees) and the supply side (the teachers) in the schools where the Schooling Programs were implemented. This complemented student learning by equipping teachers with the skills to teach and motivate trainees. The provision of peer group learning was a unique feature observed.

Efficiency: The connections between training, reinforcement of learning through peer sessions and providing digital tools for teaching content in the program design have improved teacher confidence and increased their subject matter expertise.

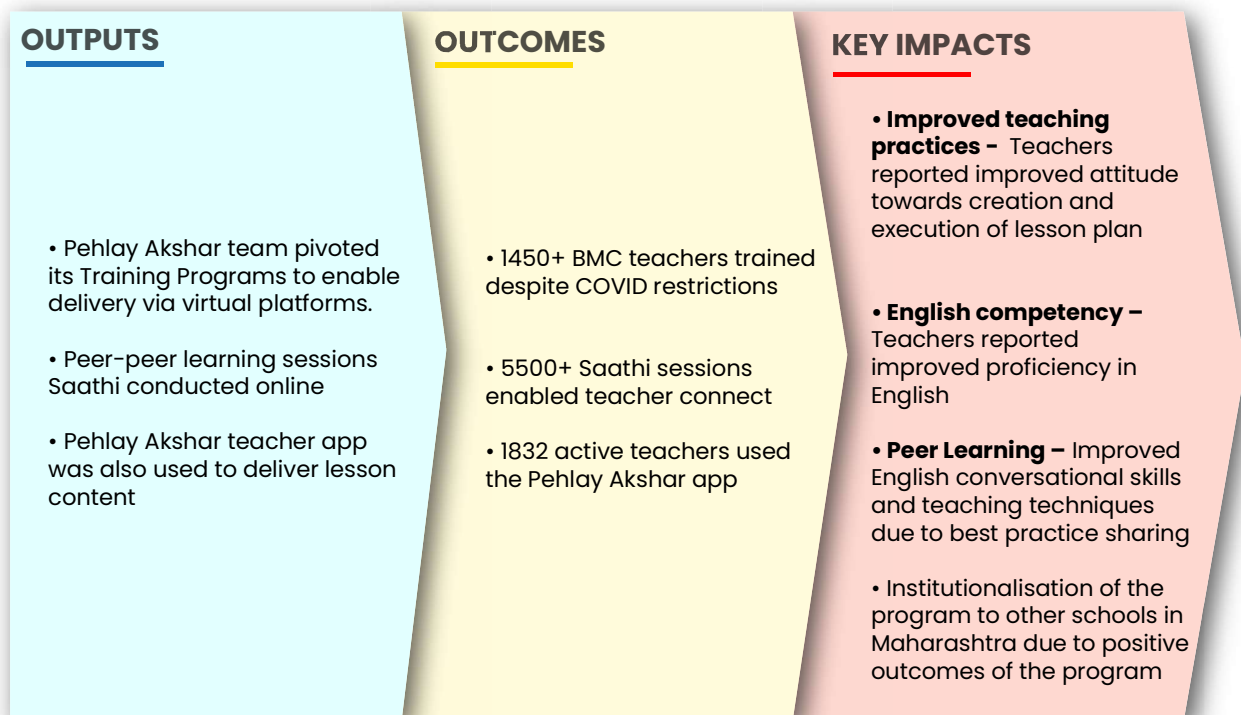
Effectiveness:

- o All the teachers believed that the program had increased their proficiency in English.
- o Teachers felt equipped with skills and resources that made them more effective as teachers and as individuals.
- o The teachers experienced an improvement in their in-classroom practices.

Sustainability: The availability of the Pehlay Akshar app for future teachers and the continuity of teachers proactively forming and engaging with peer groups as their safe spaces are program features that should be sustained to achieve the long-term goal of improved quality of education.

Verbatims noted by beneficiaries were arranged into response themes, and a word cloud was created. The word cloud below shows that most stakeholder responses fell under the 'improved English' category, indicating the primary outcome experienced by the beneficiary stakeholders.

Summary of Logical Framework Analysis



Pehlay Akshar Teacher Training: Stakeholder quotes

Increased proficiency in English

"My own English vocabulary has improved...I have gained confidence to speak" –

Mirza, Teacher, 10 years experience, Tulshetpada Government School

"The teachers were doing well, but after Pehle Akshar's intervention, the confidence in English speaking has improved a lot, and I can see the personal change in the teachers"

- Shaeeda, Head Mistress, Tulshetpada Government School

Equipped with skills and resources

"I felt improvement in myself through the training in concepts such as 'mental blocks', 'growth mindset', and 'safe space'. I heard about these concepts for the first time, and it did not only help build relationships with students but in their own personal lives as well."

- Rashmi, Teacher, 26 years experience, Tulshetpada Government

Improvement in their in-classroom practices

"The teachers consciously involve much activities-based learning like games-Chinese whispers, story-telling which creates a fun learning environment for the students. We have seen improved attendance"

- Kavita, Head Mistress Tulshetpada Government School

Stakeholder interaction Adarsh nagar School, Tulshetpada School, Bhandup, Mumbai

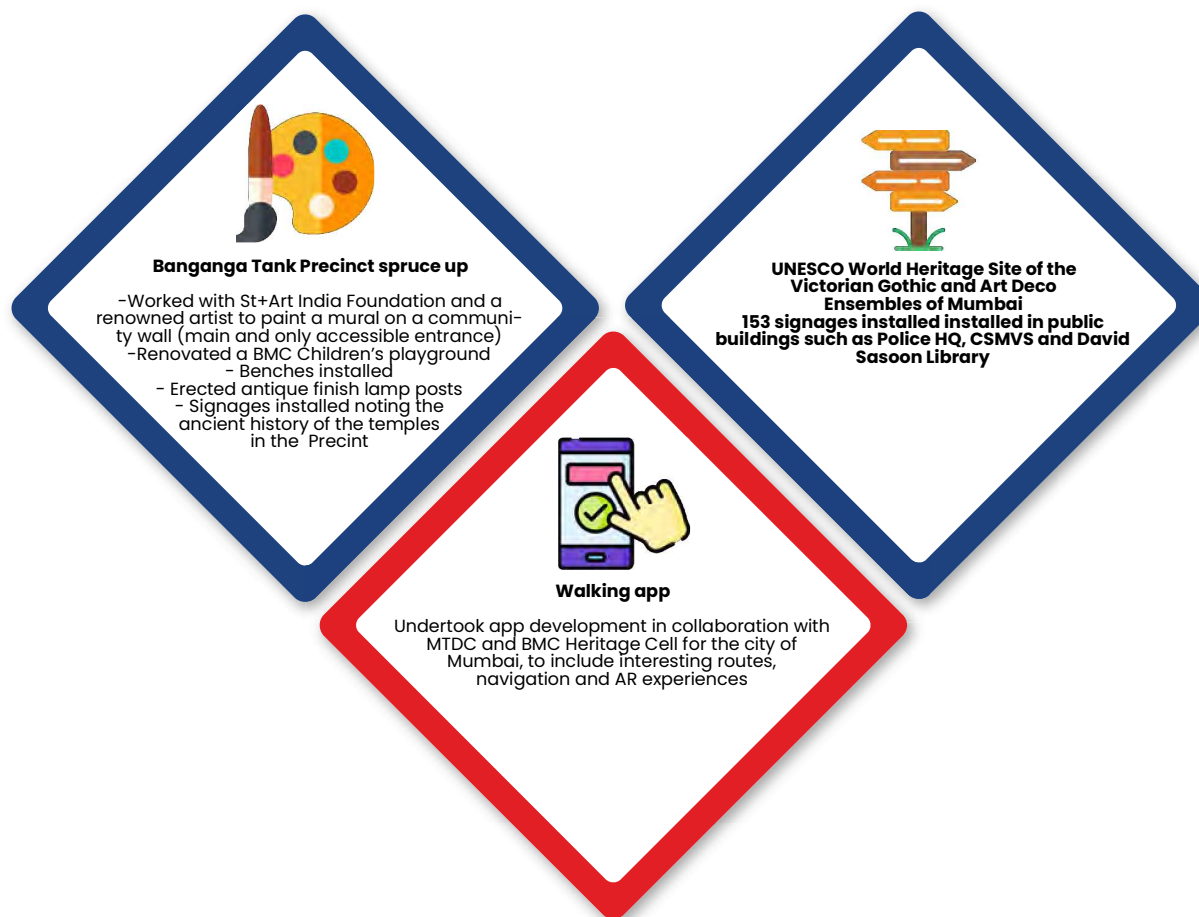


3. HERITAGE

The Heritage Project

Objective: To bring back to glory sites of cultural and social importance; to help the masses engage with, relive, and experience our heritage through practical new approaches, keeping in mind the evolving, fast-paced world.

The Heritage Project: Activities and Outputs



Relevance: NITI Aayog's Working Paper on Improving Heritage Management in India identified Corporate CSR as a crucial contributor. KEC, represented by RPGF, collaborated with MTDC to define the work scope and partnered with experts to create engaging content. This initiative is a collaboration between the Ministry of Tourism, Ministry of Culture, and Archaeological Survey of India (ASI), calling for active participation from public and private sector companies to develop heritage sites/monuments to enhance tourism potential and cultural importance since 2014-15.

Efficiency: The Heritage project displayed a collaborative effort with UNESCO, BrihanMumbai Municipal Corporation (BMC), Directorate of Archeology & Museums & Maharashtra Tourism Development Corporation (MTDC) with a sustainable approach to heritage preservation. The MoUs with these government bodies, BMC and MTDC, detailed the works to be carried out and proceeded after due permissions were granted.

Effectiveness: The Heritage project has helped raise awareness about the importance of cultural heritage among citizens by creating signages noting the history and significance of the area and its structures.

The Victorian Gothic and Art Deco Ensembles of Mumbai:

- o It is one of the only 3 UNESCO World Heritage sites in Mumbai. It was inscribed on the UNESCO list in 2018, making it one of the latest additions to the list of World Heritage Sites in India.
- o According to UNESCO (<https://whc.unesco.org/en/list/1480/>), The Victorian Gothic and Art Deco Ensembles of Mumbai represent a unique blend of architectural styles and cultural influences that contributed to the rich heritage of the city. The site showcases the urban development of Mumbai during the colonial and post-independence periods and reflects the city's unique history and culture.

Banganga Tank Precinct

- o It was listed as a protected monument by the state archaeological department in 1991.
- o Banganga's origins go back to 9th century Kolis, with 118 temples dotting its boundary, a dhobi ghat and a special graveyard for sanyasis.
- o An old BMC playground beside the Rameshwar Temple in the precinct was converted into a marine-themed playscape with climber ropes, spring toys, slides and swings in sync with its surroundings of the Arabian Sea and material to withstand the corrosive coastal weather.

Walking app Amble

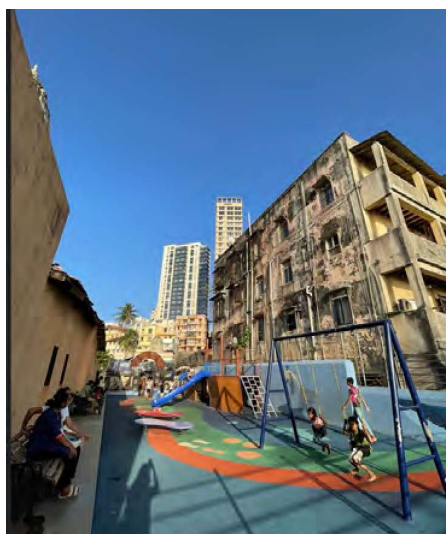
- o The app further augmented the awareness creation of the heritage structures. Heritage Walk operator Khaki Tours has actively used the app for its heritage tours of Mumbai.

"Very timely effort, the activities done in Banganga have visually improved the cultural significance of the place and attracted tourists."

– Imran Khan, Junior Engineer, ex Ward D

Sustainability: In this context, sustainability refers to the capacity and intent of the community to continue program activities on their own. The Amble Walking app was developed and has since been branded as MTDC's official walking app. Similarly, the renovated playground was handed back to the community.

Children's playground and temple signage at Banganga



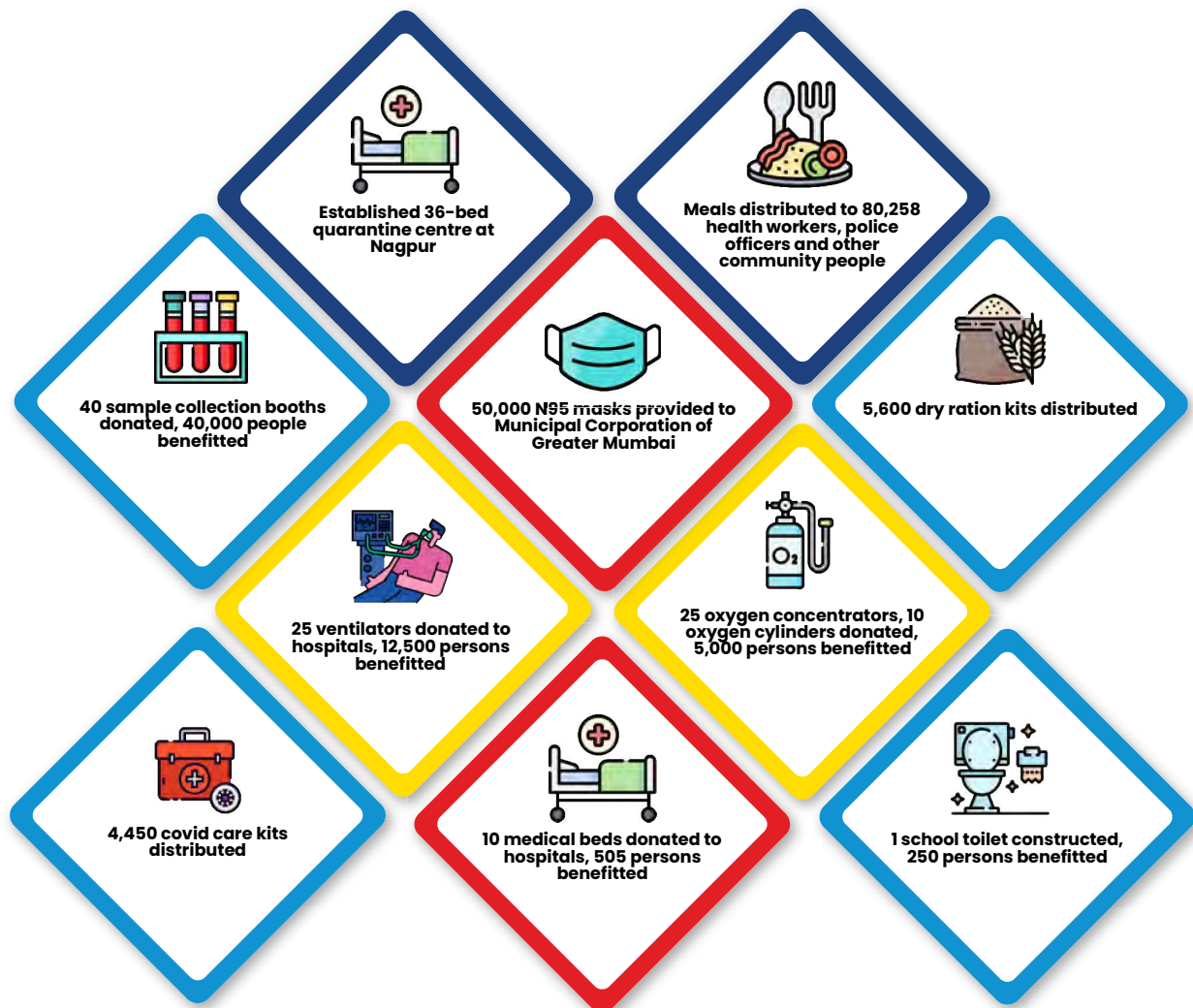
4. COMMUNITY DEVELOPMENT

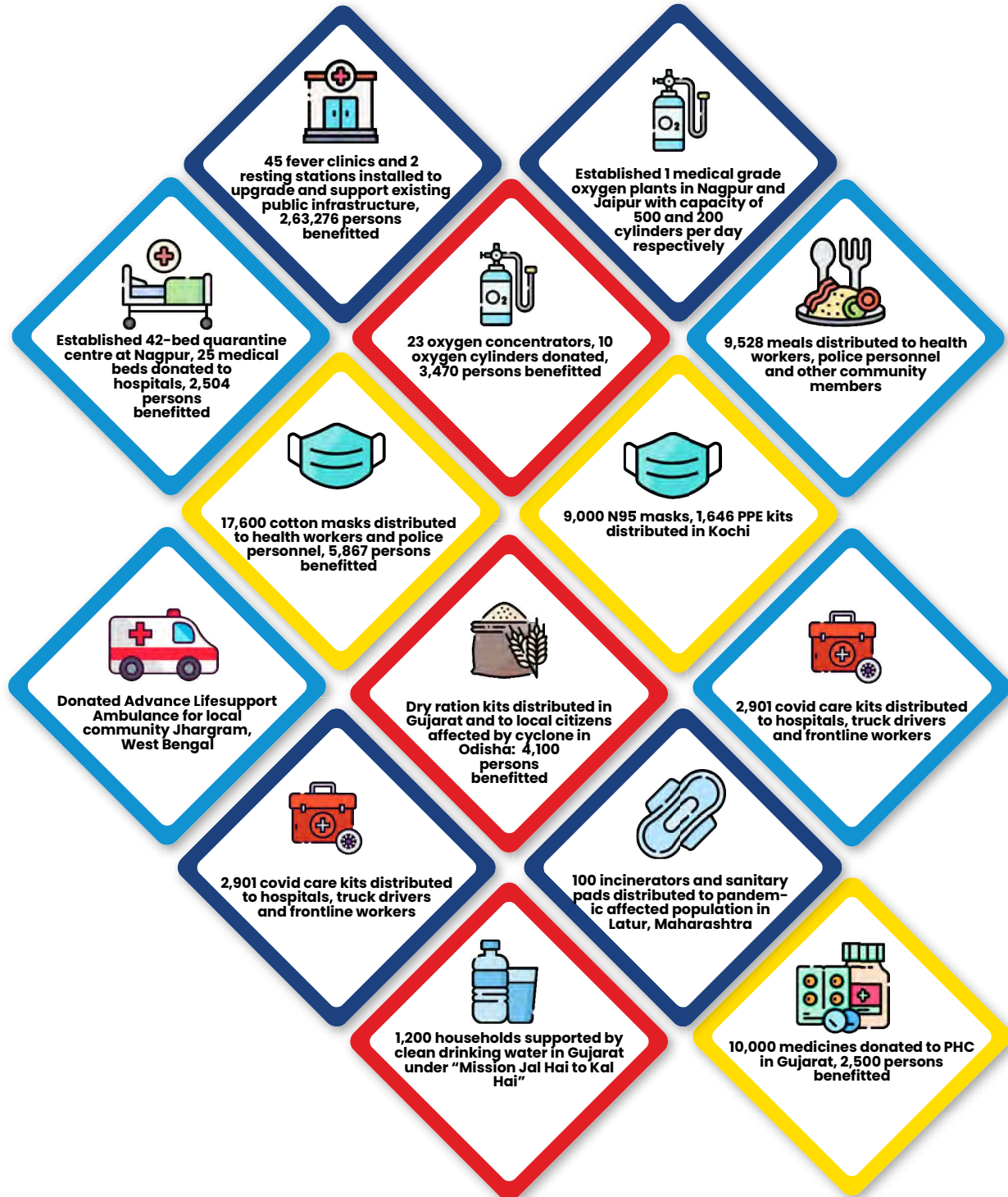
Covid-19 relief and other need-based interventions

Objective: To undertake relief efforts during the COVID-19 pandemic

COVID Relief: Outputs & Outcomes

Activities for COVID Relief 2020-21





KEC International supported the essential needs of the local communities directly and through RPGF, where it operated.

COVID Relief: Key Impacts

Relevance: The Covid outbreak caused significant disruptions to the economy and resulted in the loss of human lives. India was struck by the pandemic, with two waves leading to almost 43 million cases and over 516,000 deaths, as of data from John Hopkins University. The contribution of the Indian corporate sector to the COVID-19 crisis was significant and helped alleviate the impact of the pandemic on the country. The corporate sector's involvement also highlighted the importance of private and public partnerships in times of crisis. In response to the problem, KEC, through RPGF, worked to provide relief kits such as dry rations and health kits to communities that were at risk, as well as provide medical equipment, oxygen supplies, and other essential healthcare support to existing medical facilities.

Efficiency: Efficiency in this context refers to how quickly the CSR activities were executed. KEC International was able to swiftly adapt its CSR initiatives to address the pandemic's urgent needs and implement them promptly and effectively. KEC International ran initiatives such as supporting healthcare workers, providing essential supplies to those in need, and supporting vulnerable communities. KEC was able to allocate financial and human resources effectively and efficiently, diverting nearly 30% of CSR funds in 2020-21, the year COVID hit and 10% subsequently in 2021-22 towards the relief effort.

Effectiveness: KEC International implemented CSR initiatives that were aligned with the most pressing needs of the pandemic and made a tangible impact; it augmented government & social sector efforts for disaster relief and prevention of the spread of pandemic

Interaction with a relief worker whom KEC and RPGF closely worked with noted,

"KEC and RPGF worked in the community to provide dry ration (5 kg atta, 5 kg rice) and food packets in the morning and evening for four months during the peak COVID period. This was urgently needed as several workers in the community were out of work due to the closure of several factories in the vicinity."

– Shri Atul Kadu, Police Mitra, Butibori

"Several NGOs were working in the community to provide food in the communities. Among these, KEC and RPGF food used to arrive in hygienically packed containers. That saved us the trouble of packing the foods, and we could distribute hot, well-packed food to beneficiaries immediately"

– Shri Atul Kadu, Police Mitra, Butibori

Sustainability: The objective of this CSR activity was not planned to be long-term based, given the nature of disaster relief. Nevertheless, the Company had a mix of long-term health infrastructure enhancements such as:

- o Donation of Advance Life support Ambulance for the local community of Jhargram, West Bengal
- o 25 ventilators donated to hospitals benefiting 12,500 persons.

Annexure

Projects	External Partners
SWAYAM Health	
Mitcon	Nagpur
Centum Foundation	Aurangabad, Gurugram
Lokbharti	Aurangabad, Halol
SSEPS	Jaipur
Daksh	Jabalpur
Suvidha	Jabalpur
CEDL	Gurugram
Deepak Foundation	Halol
SWAYAM Skills	
Mitcon	Nagpur
Centum Foundation	Jaipur
Daksh Foundation	Jabalpur
Hope Foundation	Halol
Lok Bharti	Halol
SWAYAM Digital	
NIIT Foundation	Aurangabad, Mysore
Anudip Foundation	Gurugram, Nagpur, Savali(Vadodara), Jaipur
Daksh Foundation	Jabalpur
SWAYAM Drive	
Lokbharti	Gurugram, Savali(Vadodara)
SSEPS	Jaipur
Even Cargo	Nagpur, Jaipur
SWAYAM Construction	
Exceleous	Aurangabad, Nagpur
SSEPS	Jaipur
Lok Bharti	Halol, Jaipur, Gurugram
SWAYAM Connect	App-Dhyeya
Pehlay Akshar Schooling	Pehlay Akshar Foundation, Mumbai Mumbai
Pehlay Akshar Teachers Training	PA App Developer-Igmite Solutions Pvt. Ltd.
The Heritage Project	Walking app Amble- Enso Immersive
Covid 19 Relief and other Need Based Interventions	Direct Implementation by KEC International, RPG Foundation