IBM India CSR
Policy & Focus Areas

Corporate citizenship

IBM has developed a thoughtful, comprehensive approach to corporate citizenship that we believe aligns with IBM’s values and maximizes the impact we can make as a global enterprise. We focus on specific societal issues, education & skills, Climate Protection and Sustainability.

CSR policy

IBM believes that a company culture based on core values not only helps our business, but also defines the role that we can and should play in society:

- We identify and act upon new opportunities to apply our technology and expertise to societal problems.
- We scale our existing programs and initiatives to achieve maximum benefit.
- We empower our employees and others to serve their communities.
- We integrate corporate citizenship and social responsibility into every aspect of our company.
Focus areas

Our CSR focus areas has been:

— Education and Skills - To foster life-long learning opportunities through streamlined initiatives that cut pathways across education [access], skills/employability [inclusion], and employment [equity and quality].

— Sustainability and Climate Protection- IBM has long been committed to protecting the environment. We will continue to drive reductions in our environmental impacts and apply our leading technology innovations and expertise to address global environmental challenges.

— Volunteerism – The company's culture of giving continues to attract and inspire employees dedicated to improving the lives of others through skills volunteering.

CSR Committee

Mr. Amit Sharma
Chairman

Mr. Sandip Patel
Member

Ms. Tejaswini S Rajwade
Member

Mr. Chaitanya N Sreenivas
Member
IBM has a focused approach to closing the STEM skills gap and preparing the workforce for new collar careers. In addition to collaborating with universities that offer specific computer coursework, IBM is taking a multi-pronged approach to skilling the next generation of tech workers. We work with constituents from the school level to undergraduate level through appropriate education and skilling programs that equip our youth with the requisite skills to access careers of their choice. We approach this through public / private partnerships and aligned Ngo’s which connect classroom, college and career skills and training. IBM also runs an apprenticeship program, which provides intensive on-the-job training for those breaking into the world of IT and who come from socio economically deserving backgrounds.
As countries embrace new technologies, it becomes imperative to build a future ready workforce in an extremely demanding and competitive environment. Further, the emergence of “new collar jobs” - jobs that combine technical skills in areas such as cloud, cognitive, security, data science, etc., will require a deep knowledge base rooted in secondary and higher education. STEM for girls program strive to enable girls’ empowerment through 21st century skills building that includes computational thinking, coding skills, digital fluency, life skills and self-actualization, to increase their chances of learning and careers in STEM (Science Technology, Mathematics and Engineering).

IBM India launched ‘STEM for Girls’ program to work with state department of education to improve education-to-work and career pathways for girls who are studying in Government schools. The emergence of new technologies and “new collar jobs”- that combine technical skills in areas such as cloud, cognitive, security, data science, etc., will require a deep knowledge base rooted in secondary and higher education. Girls progress in STEM learning would require, effective skills development in schools and mentorship. IBM India in partnership with the state governments, aims to equip 200,000 girls 100,000 boys across government secondary schools, from class 8th to 12th with digital fluency, life, career and coding skills, provide access to knowledge and tools, build agency among adolescent girls and help to build strong pathway to careers. With STEM learning, effective mentorship and career opportunities, girls can thrive and become a stronger participant in the digital economy.

IBM India has partnered with AIF and Quest Alliance national partners to implement STEM for Girls Program in 11 States Punjab, Rajasthan, Haryana, Uttarakhand, Odisha, Asaam, Bihar, Gujarat, Telangana, Andhra Pradesh and Karnataka. The program aimed to build agency among girls and encourage them to pursue STEM as a higher education option and potentially as a future career.
This program with a high impact has enabled 147,666 girls and 78,105 boys in 1,339 schools across 11 states. As part of the intervention, various events were conducted to mobilize and engage students, such as residential summer camps. These included events where girls shared career aspirations, hackathon that focused on problem solving skills and exercises where girls were guided to make scratch projects. Program also enabled 7,021 School Teachers in these states to address STEM topics through teacher review meetings, career days, Parent teacher meetings and project share outs. M&E for the program is implemented in the form of baseline exercises through the service of KPMG. For ongoing tracking of progress, Kobo Humanitarian response app is used to collect the data on classroom transaction and the facilitator experience with the learners. Further school wise data tagged to each facilitator is analyzed and represented through the tableau dashboard, which is also reviewed by implementing organizations constantly for internal planning discussion with the team.

**Net Enrollment**

<table>
<thead>
<tr>
<th>Net Enrollments - Girls</th>
<th>Net Enrollments - Boys</th>
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</thead>
</table>

STEM For Girls Program – Net enrollment numbers -state wise.
Key Activities and Partnership to drive STEM adoption and reach are:

STEM White Paper Launch

This paper aims to reimagine the way we think of learning. It curates an understanding of self-learning in the Indian context, explores foundational values that define self-learning, and identify ways in which individuals and organizations pursue their self-learning pathways.

Yuva Solution Makers Hackathon facilitated through Employee Engagement

The primary objective of the hackathon is to deepen the STEM mindset among the children. This entails an attitude of critical thinking and problem solving, ideating, innovating and experimenting, making and tinkering. Students should be able to see themselves as tinkerers, creators and problem solvers; this made the learning Hackathons completed for Bihar, Karnataka and Andhra Pradesh.

- Students understand and apply a design thinking process to solve everyday problems around them
- Students get a hands-on experience of making and prototyping solutions using technology
- Students get exposed to future trends in technology and its application in different scenarios - data analytics, robotics, full stack development etc

Employee Engagement – 55 IBMer’s engaged with 100 SFGI girls and doing 1:1 mentoring every week, 1150 Students on boarded. Each state has had a Role Model Interaction with an IBM volunteer which has been well received by over 2000 students

Student feedback indicated that the aspects that they enjoyed most were collaborating with their classmates, interaction with the mentors to refine their initial ideas, and using design thinking to solve problems. Students also mentioned that they experienced an improvement in their communication skills and now see themselves as problem solvers because of the journey they underwent because of the Hackathon.

Some interesting prototype that were developed include:

- A low-cost mobile network booster to ensure connectivity in interior areas
- A low-cost washing machine which requires less efforts
- A grain grinder which requires less human effort

Science Day Celebrations

Science Day was celebrated in Gujarat with the girls
Virtual Hackathons Pilot Feedback

Scratch Camps

Scratch Camps conducted in schools in Chikballapur district in Karnataka.

Headmaster Feedback highlights

The HM of the school appreciated the efforts of the SFG facilitators and the topics they covered with the students. He especially mentioned the life skills being covered for the students. The facilitator of the school also shared how in one school she taught scratch to 8th n 9th and how now 6 and 7th children also learned by themselves, seeing and learning from their seniors.

Education is the gateway to opportunities. If that’s the case, then coding is like a premium pass that will get you to the front of the line. While India has a lot of coders, coding for kids is new and nascent here. Institutional coding has yet not developed for kids, coding is the language of the future, its inclusion in the curriculum is limited to few private schools or as outside classroom learning. IBM Collaborated with Hindustan Time to expand the Stem for Girls Program to empower a student community of 10,000 children. Giving them an opportunity to Learn to code remotely also Learn basic programming skills, logic and systematic reasoning, problem-solving tactics, and enhanced communication skills. Boost their confidence and interest in innovation - with freedom to build projects of their choice. Due to the spread of the Novel Corona Virus, schools were closed for a considerable amount of time. IBM together with HT traced the details of students and parents and have knitted them together on a platform to promote seamless learning.
IBM- DST Collaboration VIGYAN JYOTI

IBM India has partnered with Navodaya Vidyalaya Samiti and the Department of Science and Technology in September 2020 to strengthen the Vigyan Jyoti programme running in Jawahar Navodaya Vidyalayas, as part of its commitment to bridge the gap in underrepresentation of girls in STEM, and to create a robust STEM ecosystem that creates critical thinkers, problem-solvers, and next-generation innovators. American India Foundation as a national implementation partner for IBM brings in the required technical expertise, knowledge, and rigor for the successful implementation of the Vigyan Jyoti project.

Under this collaboration;

— More than 400 teachers have been given trainings on basic computer skills, Online teaching platforms and Vigyan Jyoti LMS

— 1517 Students from across all regions of JNV attended 4-day Cybersecurity workshop.

— More than 700 Students from different regions participated in the Role Model Interaction with Digantika Bose, a young innovator.

— 33 innovative science and mathematics projects made by JNV teachers were compiled together in a digital flipbook.

— A learning management system to create visibility for program progress at school level and to act as a resource repository has been created and is being used by the teachers of JNV.

IBM VIGYAN PRASAR COLLABORATION

“Engage With Science”, a Vigyan Prasar initiative, is an interactivity platform that is be built on top of the India Science OTT platform, with an intent to engage with school students and teachers.

— Deployment of AI/ML

— Robust Product Dev

— Gamification Tools

— Engage with Science

— High Impact Science Films

— Engaging Students

— Scaling up to national level

The platform helps them to interact, participate and get involved with the sampling and active consumption of S&T content on India Science through usage of gamification tools. Incentivizes each activity that the student performs on India Science and thereby creates a highly competitive atmosphere.
INSPIRE MANAK Awards

The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), executed by DST with National Innovation Foundation – India (NIF), an autonomous body of DST, aims to motivate students in the age group of 10-15 years and studying in classes 6 to 10. The objective of the scheme is to target one million original ideas/innovations rooted in science and societal applications to foster a culture of creativity and innovative thinking among school children. Under this scheme, schools can nominate 5 best original ideas/innovations of students.

**Rajasthan**
- 213 schools

**Uttarakhand**
- 130 schools

**Haryana**
- 64 schools

**Punjab**
- 32 schools

For operationalizing this mammoth efforts Inspire-MANAK has been divided into two broad phases: Rollout phase consists of; Registration of the Schools (SFGI) on the MANAK website. Organizing Idea Competition to shortlist 5 best ideas from each school, Nomination of the students. Idea Competition phase conducted in schools to shortlist best ideas from each school. Outreach was done through podcasts, Videos, Text nudges, Posters, Interactive session to increase interest, drive and participation.

**Nirmaan Career Counselling – Career Advancement Platform (CAP)**

Using Nirmaan Organisations Career Counselling help line expanded to SFGI students to ensure that they are aware of career path ways after their 10th grade and to ensure STEM outcome. Counselling Helpline serviced 23,613 students, most inquired topic has been on scholarships. Webinars conducted on pathways after 10th grade benefitted 11,635 students across 10 states. 4284 students reached through the psychometric assessment.
Promoting Technology adoption & Innovation in Education

Artificial Intelligence (AI) for All – IBM AI Curriculum

The Fourth industrial revolution driven by Artificial Intelligence (AI) can change the world for the better. The potential for humans to improve the world through AI is endless, as long as we know how to use it. Young people should know about the most important change force that will influence their lives and livelihoods. We need to give youth the opportunity to learn and understand the AI-based concepts and technologies that they already experience in their everyday lives, and that will help them build a better world for themselves and be connected with the careers of tomorrow. AI readiness with an innovation readiness mindset can propel students to achieve limitless possibilities.

The IBM AI Curriculum in collaboration with the Central Board of Secondary Education (CBSE) introduces AI as a subject for Senior Secondary students in India (Grade XI & XII). IBM developed a comprehensive AI curriculum (framework, outcomes, and assessments methods) in partnership with Macquarie University, New South Wales and Indian implementation partners – Learning Links Foundation and 1M1B Foundation. The “AI for All” curriculum encourages students from all streams to participate with the aim to build foundational skills of Artificial Intelligence (AI) in students in order to make them not just be consumers of AI, but creators as well. It gives students the opportunity to learn and understand AI concepts and technologies that they already experience in their everyday lives, this will help them build a better world for themselves and be connected with the careers of tomorrow. The program provides intensive training and mentoring along with a suite of global, open online resources for students with pedagogical support for teachers to understand AI and its implications for the world and use it to solve real world problems. The program supports the National Education Policy 2020 (NEP) by building innovation mindset and AI adoption in schools & among students.

Students Impact

Launched in 2019, the IBM AI curriculum has helped train over 5000 students in the first year with an aim to train 10,000 students from 200 schools across India during 2020-21 of which over 7000 students from Delhi-NCR, Karnataka, Tamil Nadu, Orissa, Kerala, West Bengal, Andhra Pradesh, Telangana, Maharashtra, Madhya Pradesh, Uttar Pradesh, Rajasthan, Punjab, Assam, being trained so far. Totally 12,000+ students have been trained for over 850 hours as part of the program from 2019 till now. The participation has been almost equal from boys and girls and the sessions have received a 4.5/5 rating throughout from the students.

The student trainings are being conducted virtually since March 2020 through Live workshop sessions and post this they are provided additional materials and AI certification courses to learn further on IBM’s Open P-TECH. The Monitoring and Evaluation of the program is done through pre-training survey and post-training feedback forms with participants for every session to ensure the program objectives and goals are met.

Students are invited to submit their AI powered ideas to solve a social challenge as part of the IBM EdTech Youth Challenge India 2021. The best ideas are selected for mentoring by experts from IBM India Software Labs who guide the students to build minimum viable prototypes of their ideas using AI. The best ideas are felicitated and given an opportunity to participate in a 2-week virtual internship with IBM. In 2020, 103 projects from 463 projects were selected for mentoring by IBM mentors and finally the top 30 projects presented to judges. The top 3 projects were given showcase opportunities in front of IBM and CBSE Senior leadership and media opportunities. Currently 50 projects are being mentored for prototype development this year.

The top 3 winning teams developed projects on making healthcare accessible to people in rural areas, reminding elders to take medicines on time and women’s safety through AI powered wearables respectively. Top 15 projects (48 students) were given the opportunity to participate in a virtual internship with IBM. During the 2 weeks of the internship students worked in teams with mentors from IBM to come up with AI based solutions for some key challenges as an exercise. Students had the opportunity to learn about AI, Design Thinking, Ideation, Storytelling etc from a number of senior leaders and the global team of IBM paving a path for them to explore a career in AI.

This year the finals of the IBM EdTech Youth Challenge India 2021 will take place in the month of June and the students are currently being mentored by IBM mentors.
**Teachers Impact**

Launched in 2019, the IBM AI Teacher Training program reached out to over 1000 CBSE teachers in the first year via face-to-face training sessions. Teachers from 1000 CBSE schools across the country were reached out to via three-day training programs to familiarize them with basic concepts, tools and resources required for them to teach AI in their classrooms. These training sessions were an opportunity not only to empower teachers to teach the subject but also for their professional development. With the learnings and feedback from the Phase I of training, the IBM AI curriculum for Grade XI and XII was launched for all CBSE schools in May 2021. Following which virtual trainings have been implemented to support teachers with the adoption and roll-out of the AI curriculum in their classrooms. In Phase II of the training outreach (2020-21), the program has reached out to 4000 teachers to date with an overall target of reaching out to 8000 teachers across India by August 2021.

The teacher training being conducted virtually involves hands-on sessions for teachers on various online open-source tools such as IBM Watson, Teachable machine etc. that will help them take up a project-based approach to teaching AI in the classroom. Teachers are also supported with manuals, resources, project guides, question banks designed specifically based on the IBM AI curriculum.

The IBM AI curriculum implementation in CBSE schools was awarded the Best CSR Education Project 2021 [Govt. Partnership] at the India CSR Leadership Summit 2021.

**Atal Innovation Mission – IBM Collaboration with Atal Tinkering Labs, Government of India.**

The Atal Tinkering Lab (ATL) initiative is aimed at disrupting the Indian Education System, creating a paradigm shift where children as young as 12 years of age are being introduced to the world of technology innovation. In order to foster inventiveness among students, ATL can conduct different activities ranging from regional and national level competitions, exhibitions, workshops on problem-solving, designing and fabrication of products, lecture series etc. at periodic intervals. IBM partnered with Learning Links Foundation, SRF Foundation, Vikram A Sarabhai Community Science Centre and EZ Vidya to support the ATL initiative; this includes a comprehensive strategy that aims to benefit (a) the school, (b) teachers and (c) students.

Trainers conduct workshops and support in training and mentoring the ATL teachers to implement ATL in school effectively. The teachers get training & timely mentoring to implement the ATL Program effectively. Trainers adopt few schools and create a technical experience with students by providing hands-on activities using ATL kits and equipment to promote tinkering so as to instill the spirit of tinkering and project development. IBM conducted training across 24 states including Andhra, Telangana, Karnataka, Goa, UP, MP, Himachal Pradesh, Haryana, Tamil Nadu, Kerala, Chhattisgarh, Odisha, Maharashtra, Rajasthan, Punjab, Assam, Gujarat, West Bengal, Manipur, Delhi, Jammu & Kashmir, Uttarakhand, Jharkhand, Mizoram and impacted over 6354 teachers, over 1004 schools and 101500 students. To ensure effective implementation M&E for the program is in the form of video testimonials collected from program participants on their learning from the program and pre-training survey and post-training survey is conducted to understand the degree of improvement among participants and effectiveness of the workshop.

IBM developed ATL InnoNet Platform

IBM India in collaboration with NITI Aayog developed the InnoNet platform in order to establish a sustainable support ecosystem for the ATLs and the students. The platform provides a means of connecting the industry mentors (Mentor of Change) with the ATL schools to ensure that the young innovators receive the right mentorship from the leaders in the industry. With thousands of mentors onboarded on InnoNet platform, it is one of the largest volunteer mentor networks in the country. The platform currently enables 4999 mentors to collaborate with 4654 schools for mentoring support. The mentor activities are monitored through the portal in terms of number of sessions conducted with the schools and the detailed session reports submitted by mentors.
Skill Development

Two Year Advanced Diploma in IT, Networking and Cloud Computing

Industrial Revolution 4.0 has been a major driving force in disrupting the job market across the world. Traditional Jobs are making way for the newer roles and areas which are non-existent few years ago. This evolution has resulted in new collar skills required for the job market. These new-collar jobs require the workforce to be adequately skilled during their formal education to ensure job-readiness and meet the growing demand. Under its new-collar initiative, IBM in collaboration with Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE) in 2018, launched a two-year advanced diploma program on IT, Networking and Cloud Computing which is NSQF Level 6 certified and approved by NCVT.

In 2020, the Advanced Diploma on IT, Networking and Cloud Computing has scaled to a total of 467 students enrolled in the program across 16 National Skills Training Institutes (NSTI) across the country. To aid in the program delivery, IBM supported all the NSTIs with dedicated master trainers and IBM SkillsBuild platform. The first batch of IBM diploma program which concluded in 2020, achieved 100% placements across small and medium IT companies through the digital job fairs conducted during the pandemic. The second batch of 70 students received opportunity to intern at IBM through a three-month paid virtual internship.

Program Impact in 2020

— First Batch of IBM Diploma Program graduated with 100% placements
— Three-month paid virtual Internship to 70 students in IBM
— Innovation Camps conducted for 35 learners under mentorship of 22 IBM mentors
— Dedicated master trainers for program delivery across all 16 NSTIs
— Over 380 students received monthly financial aid of INR 3000

Program Success Stories

Name: Sachin
Institute Name: NSTI Bangalore

My name is Sachin. I am presently pursing Advanced Diploma in IT Networking and Cloud computing at NSTI, Bangalore. As part of our academics, employability sessions have taught me a lot of skills, which include building my confidence, public speaking to name a few. Sessions on Group discussions, debates have nurtured my skills to understand abilities like, “How to talk to other people? How to approach other people?”. It was a great program which is very much needed for industrial experience. So, I strongly suggest this program for all students. I thank Edunet Foundation for giving me this opportunity to learn employability skills. Thank you.
I am a student of NSTI Noida and currently am pursuing Advanced Diploma in IT, Networking and Cloud Computing (ADIT). We have been given an opportunity to explore IBM’s e-learning platform SkillsBuild. I have picked up some new skills from it. The portal offers courses on professional skills and technical skills. I have learnt technical skills like cloud computing, cybersecurity, and soft skills such as communication skills etc; The best part of this platform is that we can gain as many certificates and badges after completion of courses. We can include those certificates in our resumes to make them impressive. I really want to thank the team behind SkillsBuild and this is really a game changing platform for students.

IBM SkillsBuild

In the next three years, nearly 120 million workers in the world’s 10 largest economies may need to be reskilled as businesses adopt artificial intelligence and intelligent automation technologies. It is important that the current and the future workforce are provided with relevant opportunities to reskill and upskill themselves to keep up with the demands of the industry. IBM SkillsBuild presents a unique opportunity for all the learners worldwide to meet their demands of skilling through courses designed to help learners to acquire technical and professional skills required to excel in Industry.

IBM SkillsBuild was launched in India in collaboration with Ministry of Skills Development and Entrepreneurship (MSDE) in November 2019 and has since enrolled over 160,000 learners from 1000+ academic institutions across the country. These learners have leveraged the platform to complete over 229,000 courses amounting to over 240,000 hours of e-learning since its launch. With over 7500+ technical and professional courses offered along with certifications and badges, IBM SkillsBuild was rated amongst the TOP 10 e-learning platforms in the country in 2020.

In 2020, IBM SkillsBuild has established strategic partnerships with CSC Academy, Ministry of Electronics and Information Technology (MeitY) and state governments of Andhra Pradesh and Goa to drive the grassroot level mobilization of the learners across the country. IBM also launched SkillsBuild Innovation Camps to provide the learners with an opportunity to hone their skills through project-based learning opportunities and gain experiences of working on real world hands-on projects under mentorship of Industry experts.

Program Impact in 2020

— IBM SkillsBuild has supported skilling of over 160,000 learners from over 1000 academic institutions across the country

— Learners on IBM SkillsBuild has completed over 229,000 courses and 240,000 hours of e-learning

— IBM India was the first country across the globe to launch the Open SkillsBuild platform to support local businesses and medium enterprises for their skilling requirements

— First batch of IBM SkillsBuild graduated with 100% placement opportunities; over 4000 candidates have been provided job opportunities
Program Success Stories

Name: Shivani Prajapati
Institute Name: NSTI Vadodara

I am Shivani Prajapati. I am from Vadodara. SkillsBuild is a platform from which you can learn many courses and aspects. I have learnt many technical courses like cloud computing, creating chatbot, programming, cybersecurity, etc. I have completed multiple certifications and earned badges as well. Thanks to SkillsBuild I have also learnt Professional skills like resume writing, communications skills etc, from the portal. I thank IBM team and Edunet Foundation team for giving me an opportunity to pursue this program.

Name: Alfiya Fazil
Institute Name: NSTI Trivandrum

I am Alfiya Fazil, pursuing Advanced diploma in IT, Networking and Cloud Computing at NSTI Trivandrum. I have been learning from IBM’s SkillsBuild over a year now and so far it has been a great experience. I have been able to take up new technical skills like Data Science, Artificial Intelligence and Cloud Computing. It has helped me to improve my communication and professional skills. Another best thing about SkillsBuild is the badges and certificates that we earn. We can also get connected to the mentors for our doubts. It is a self-paced learning platform which make the life easier. I have my own schedule and the content is easy to understand with engaging videos. I honestly want to encourage my friends to take up e-learning thru IBM’s SkillsBuild platform and bring about a change in themselves.

IBM OPEN P-TECH

Recognizing the need for future-proofing workforce, IBM has developed the Open-PTECH platform that imparts foundational knowledge on cybersecurity, IOT, AI and cloud computing and other technologies to youth. IBM Open PTECH is a free online learning platform that has courses on emerging technologies and professional development.

IBM is bringing learning content that is relevant for students who are getting ready to join the workplaces where more than 90% of the jobs will require relevant understanding of new technologies. Emerging technology learning and 21st century skills development is relevant to every student whether they are on an IT pathway or not. Employers are looking for people with a combination of transferable skills (like critical thinking, collaboration skills) and technical skills like coding and computational thinking, along with workplace readiness. Open PTECH provides self-paced, self-learning courses for teachers and students that addresses the priorities set by New Education Policy 2020 to equip youth with new-age technology and 21st-century skills - highlighting the need for industry skills development to go hand in hand with vocational and academic programs.

The Open PTECH program is being run as a multi-year program aimed to build knowledge of youth in the age group between 14-22 years. Open PTECH has been introduced in schools and college, including vocational institutions, to supplement curriculum learning. In schools students of class 8th onwards learn relevant courses like cyber security, foundational course on AI, design thinking as well as computational thinking and hands-on coding. They also get an opportunity to test their learning through hand-on projects and share learning with their peers. In colleges and vocational institutions, students are exposed to professional development skills, along with technical courses like Cloud computing, IOT and others.

Our implementing partner introduce Open P-Tech (online learning program) to students in colleges, ITIs and Polytechnics to equip students skills through latest industry backed courses on emerging technologies and workplace skills development, to help prepare them for their higher education or employment. We have partnered with NGOs; NASSCOM Foundation, Edunet Foundation, Crystalis
and Learning Links Foundation to onboard and handhold students
to learn from the Open PTech Platform. Our program partners are
engaged in education and skills development of youth across the
country. As a part of the program, they build awareness of students
towards new emerging technologies and their use in life and careers,
they complement and supplement students learning with additional
mentoring, and handholding. Open PTECH has a dedicated section
for teachers professional development. As a part of the program,
teachers are also onboarded and supported to learn for their
themselves and as learn to teach their students using Open PTECH
platform.

The program tracks students registrations and progress of learning-
both of these are monitored through various dashboard available
on the Open PTECH platform. NGOs partners track student through
personalised school and colleges level dashboards that help them
to track progress and dropouts. In addition progress matrix has
been set up to track partners progress in the program, measured by
outreach and awareness building, successful completions of learning
pathways, students feedback of the learning experience with partners
etc.

Open PTECH program is implemented pan India with a focus on
Karnataka, Andhra Pradesh, Telengana, Tamil Nadu and NCR.
Currently more than 130,000 students and teachers are learning
from the Open PTECH platform. Over 300+ academic Institutions
have adopted Open PTECH and are actively supporting their students,
teachers and faculty members to learn on Open PTECH. Over 60% of
the students were first time learner of online courses and extensive
course completions indicate that students see value in the courses.
Students feedback have indicated that availability of this free learning
platform, with industry certified easy to learn courses has given a
great ramp-up to their knowledge, and has created a great skills
development pathways for their future.

Program Impact Stories

Name: Akshata Hundekar
Institute Name: Shivraj Vidyalaya in Murgud (Maharashtra)

To prepare for her future, Akshata has taken up various Professional
skills courses on IBM, Open P-TECH, like interview skills,
interpersonal skills, and others. Her favorite course is “How to face
an interview when English is not your first language”. Understanding
professional courses are helpful in practical life. Akshata has started
preparing herself to face various exciting challenges that will come
her way. She believes learning professional skills will aid her and
students like herself a lot in procuring a dream job. The high school
student, Akshata also feels that it is important for youngsters to learn
about the basics of AI, ML, IoT, etc. She want to explore the scope of
these technologies & believes that it is only going to increase with
time. She aspire to become a chartered accountant.

Name: Barath Kalyan
Institute Name: Amrita Vidyalayam, Chennai, Tamil Nadu

I love working with computers and gadgets. My dream is to do
something in the IT sector and achieve great heights. My school has
been giving enormous importance to technology-related activities, I
got introduced to IBM Open P-TECH through my school. The courses
offered were immensely helpful and gave me an idea about the
technologies adopted in the industry. The professional courses have
given me a precise idea of how to build a career in these fields. I have
already completed the cybersecurity course and looking forward
to taking up coding and programming next. The rewards motivate
me to take up more courses, and I would recommend IBM’s Open
P-TECH platform to my friends. Thank you, IBM, for providing me and
countless others with such a great opportunity.
IBM New collar employability skills program

As part of the Corporate Social Responsibility, IBM took up the initiative to promote skill development of under privileged youth by aligning the skilling efforts of the industry and thereby creating a QP aligned courseware on cloud computing/ data analytics and blockchain (200 hrs of IBM curriculum with virtual labs). This program is intended to catalyze, facilitate and manage large-scale and demand-driven skills training which can benefit underserved – youth and women through an emphasis on, imparting domain related knowledge along with the soft skills as well as a right attitude to effectively engage into wage employment with the domestic industrial and service sectors. The objective is to ensure greater employability opportunity for under privileged youth and reducing the emerging gap between educated and employed in India.

In the year 2020, the program adopted an Virtual-campus mode of deployment for imparting software skill training to 2500+ youth between Jun 2020 to April 2021. The program is implemented through partner - Nasscom Foundation and its accredited training partners and provided training, assessment and certification. The project was successfully completed in 18 collages across semi urban and rural areas of Karnataka, Telengana, & NCR. Students and college are selected based on the criteria;

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>– NAAC B and below colleges</td>
<td>– Should be final semester students of 2nd year, from underserved community</td>
</tr>
<tr>
<td>– Offering graduate programs</td>
<td>– At least 50% of the candidates should be women</td>
</tr>
<tr>
<td>– Placement record of less than 50%</td>
<td></td>
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<tr>
<td>– Continuation in same colleges as year 1</td>
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</tbody>
</table>

Over 3000 students were mobilized through these colleges and training was conducted for all the students, with 2500 students completing the training and 2113 successfully getting certified. As part of the program job fares and campus placement drives were conducted virtually.

**Program Snapshot**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Enrolled</th>
<th>Certified</th>
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</thead>
<tbody>
<tr>
<td>Cloud</td>
<td>750</td>
<td>604</td>
</tr>
<tr>
<td>Data</td>
<td>1958</td>
<td>1509</td>
</tr>
<tr>
<td>Total</td>
<td>2708</td>
<td>2113</td>
</tr>
</tbody>
</table>

**Program outcomes**

Total of 833 Students were employed in companies from across sectors with an average salary of Rs. 1.6 Lakhs Per annum.

- 2100+ candidates IBM successfully certified as IBM badge holders
- Out of candidates trained, more than 50% are women

**Program Impact Stories**

**Ms. Pragati**  
KSS Arts, Science & Commerce College Gadag  
Stream: B.Sc  
New Collar Skills Course on Cloud Computing

Pragat is a skilled young lady hailing from an Agricultural family. Her father is a farmer and need to support his family from it. She is from Gadag, a rural settlement in Karnataka where she is the first person to complete a degree course from the region and also first graduate from her family.

Pragati joined IBM New collar program in Cloud computing course, as talented girl she pursued the course with great interest. She was very happy with the Online training program even though she attended digital classes for the first time. At the beginning she faced some problems to adapt to online training, gradually She adapted and could gain much from the virtual sessions. Pragati completed her LMS activity and internal assignments in time and successfully completed her final assessment activity with the help of trainers. She attended the Career fare organized as part of the program, she got placed into Quess Corp Staffing Company as a Cloud support executive with
1.56 laks CTC. Pragati & family is very happy with this program and expresses her gratitude to IBM, NASSCOM Foundation & TMI tea

Nischay Skanda
Vidyavahini First Grade College

I just want to share a quick note on IBM’s new collar employability skills program & how it helped me to upgrade myself. Firstly thank IBM & Iprimed for giving us an opportunity to take this course which consisted of Business intelligence, Data analytics, Blockchain & Data mining with predictive analysis and i want to thank Shanmugam Sir for taking time and teaching such beautiful subjects which will help me in the future . It was a wonderful experience attending the classes offline & also online during the covid times and it helped me in my academics as well. Data analytics, Business intelligence & Blockchain are one of the booming technologies out there on the market at present. So learning those technologies make us upgrade our knowledge & make us one step ahead than others in our career pursuits . So I thank all the trainers, Iprimed & IBM for letting us follow on this wonderful journey of skilling
In an effort to support global action against human trafficking, IBM supported the Kalinga Fellowship in 2020 to build awareness, and activate the ecosystem, especially the use of data and technology in support anti-trafficking actions. IBM partnered with Stop the Traffik (STT), UK to create the first ever global data hub, called Traffik Analysis Hub, to facilitate the sharing of information about human trafficking across all industries and sectors. In 2020, IBM partnered with FXB Suraksha India, to collaborate with the Kalinga Fellowship to build awareness on the use of data and technology in anti-trafficking and drive breakthrough actions to combat trafficking.

The Kalinga Fellowship, constituted by the Bridge Institute, began in 2017 as a ten-year commitment to Sustainable Development Goal 5, in particular to combat gender based violence and the trafficking of women and children. This year, in 2020 with the support of IBM India, FXB India and the Bridge Institute, re-dedicated the Kalinga Fellowship to the #DecadeOfAction to proactively contribute to fulfilling the #GlobalGoals agenda by 2030 by focusing on “How can the senior leaders of the government, business sector and civil society come together to combat human trafficking”.

For the 2020 program, the Kalinga Fellowship was organized as a virtual programme between December 1st 2020 to April 30th 2021. More than 100 social impact leaders embarked on a five month programme, developing and optimizing solutions into the world through test-and-learn cycles, with a focus on action and impact. Breakthrough solutions/ideas have emerged which are being piloted on five themes: The Power of Technology and Data – to create the first truly multi-sector information sharing platform; The Financial Coalition – to bring leaders of banks and the financial industry together to disrupt the economies of trafficking; Zero Tolerance to Child Marriage – to enroll millions of young people in creating a zero tolerance to child marriage; Next Generation Policing – to implement the very best global practices of policing across the whole police force; and the First Responder Movement – to roll out an awareness to last-mile families and communities across India of the true nature of human trafficking.

This is an ongoing program for 2020-21-22, in partnership with the Bridge Institute to drive ecosystem awareness and collective action on anti-trafficking in India.
IBM India as part of the health care initiative, supported a project undertaken by INCLEN International to develop a Neurodevelopmental Disorders Screening Tool (NDST) to study the pattern of neurological issues occurring in children in the age group of 1 to 10 years. As part of the project INHANA and IBM Global research team will develop and AI – ML based algorithm to improve the performance of NDST for community-based or general screening of children for nine common NDDs with high sensitivity and specificity. This is a multi-year project. During the year 2020-21, the organization conducted the trainings and worked on some of the deliverables which includes 4 day workshop for Psychologists on various assessment parameters etc., followed by field visits, Identification of children and their residences were also completed as part of the training and study. 30 villages from Utter Pradesh are identified for the study and the fully trained project team started working on data collection.
Disaster Resilience

IBM India has been at the forefront, working with local agencies and NGOs to mitigate the impact of natural disasters and the Covid-19 Pandemic that devastated our country in multiple ways. Covid-19 Pandemic that hit India on an unprecedented scale warranted our participation in a series of efforts to mitigate the impact on local communities working closely with aid organizations; NASSCOM Foundation, United Way of Mumbai. Our disaster response efforts helped the victims of Cyclone Amphan that ravaged the coastal regions of West Bengal leaving thousands homeless and hapless by working with NGO SEEDS. Unprecedented flood situation that affected states of Assam, West Bengal, Kerala and Karnataka saw hundreds of IBM employees voluntarily run material collection drives across our southern, northern and eastern locations and collected relief materials, other essential food supplies and daily use items to support the families who have lost all their belongings in the floods. IBM employees were on ground working with NGO’s distributing relief items and providing immediate relief in some of the worst affected regions.

Covid 19 Pandemic Response.

Onslaught of the Covid 19 Pandemic and large scale spread of the virus mandated complete lock down across the country for over weeks, throwing lakhs of most vulnerable sections such as daily wagers, small and petty traders, migrant laborer’s and other vulnerable sections such as aged and disabled in institutions in abject deprivation and poverty. IBM India’s CSR response swiftly intervened and supported these communities with food and dry rations, distribution of hygiene kits to safe guard from spread of the virus besides massive efforts invested in sensitizing the communities to adopt precautionary measures to arrest the spread of the virus and keep themselves safe and healthy.

4.3 lakhs premix ready to cook meals distributed benefitting 7000 families food security for 1 week in 32 communities in Pune, Chennai, Hyderbad and Kolkata. 1.3 Lakhs freshly cooked, ready to serve meals served benefitting 20,000 needy enabling them to weather conditions of poverty, homelessness and migrant labour crisis situation in Mumbai, Bangalore and Delhi. 40,000 dry ration and hygiene kits distributed to most vulnerable sections in 25 communities benefitting 450,000 needy citizens across Karnataka, Delhi, TamilNadu, Maharashtra, Andhra Pradesh, Jharkhand and Telangana.

Community Sensitization

To curb the spread of misinformation around the prevention and cure of COVID-19, we worked with partner NGOs and local govt. to employ loud-speaker based community sensitization activities for their communities. Over 47,000 unique individuals were beneficiaries of this service.

Cyclone Amphan Relief – IBM India swiftly responded to the devastating Cyclone Amphan that hit the coastal districts of West Bengal. Working closely with national NGO SEEDS, identified PatharPrathima district that was most ravaged and needed immediate support. In the short term, organized a mobile medical camp for the communities benefitting 964 patients with consultation, basic investigation and medication. In order to ensure safe drinking water and to prevent water borne diseases due to flooding of drinking water sources, installed 50 community water filters benefitting close to 4000 people and trained the community representatives to maintain those for sustainable use. 1200 dry ration and hygiene kits distributed to most vulnerable and deprived among the communities benefitting 6550 persons. Towards long term rehabilitation of families who lost their shelters, 40 new houses with toilets were constructed using locally available materials and repaired 133 partially damaged houses with local community participation, benefitting 855 persons in 173 families.
Cyclone Amphan Relief

IBM India swiftly responded to the devastating Cyclone Amphan that hit the coastal districts of West Bengal. Working closely with national NGO SEEDs, identified PatharPratima district that was most ravaged and needed immediate support. In the short term, organized a mobile medical camp for the communities benefitting 964 patients with consultation, basic investigation and medication. In order to ensure safe drinking water and to prevent water borne diseases due to flooding of drinking water sources, installed 50 community water filters benefitting close to 4000 people and trained the community representatives to maintain those for sustainable use. 1200 dry ration and hygiene kits distributed to most vulnerable and deprived among the communities benefitting 6550 persons. Towards long term rehabilitation of families who lost their shelters, 40 new houses with toilets were constructed using locally available materials and repaired 133 partially damaged houses with local community participation, benefitting 855 persons in 173 families.
Awards & Recognitions

**India CSR Award**

Seeks to recognize the companies that have positively impacted both Business and Society by taking a strategic approach to CSR through collaboratively initiatives in the country and acknowledges the notable contributions that are raising benchmarks by bringing transformative change in the society through innovation and excellence.

**BCIC CSR Award**

IBM India won the first BCIC award for excellence in CSR. BCIC – The Bangalore Chamber of Industry and Commerce represents large and medium industries in the State of Karnataka.
Project Puthri Award

IBM is chosen for the Coveted Choice of Jury Award of 2020 – the Working Mother & Avtar PUTHRI Award for Excellence in CSR. Project Puthri Award was conferred on IBM STEM for Girls program. This award is recognition of our commitment towards social responsibility, empowering lives of underprivileged women and girl children and inspiring them into the World of New Collar Jobs through STEM for Girls Program.

The CSR Leadership Awards

Recognizes the innovate efforts of IBM CSR program STEM for Girls program for overall social development. They recognized transition that IBM CSR and sustainability approaches we have made from being a back ground issue to a primary concern.

Golden Peacock Global Award for Corporate Social Responsibility 2020 (GPGACSR)

IBM received the prestigious Golden Peacock Global Award for Corporate Social Responsibility 2020 (GPGACSR). Golden Peacock Awards instituted by the Institute of Directors India in 1991, are now regarded as a Bench Mark for Corporate Excellence World Wide.
Annexure – C

Annual Report on CSR Activities

[Pursuant to Section 135 of the Companies Act, 2013 read with Companies (Corporate Social Responsibility Policy) Rules, 2014, as amended]

1. Brief outline on CSR Policy of the Company.

IBM believes that a company culture based on core values not only helps our business, but also defines the role that we can and should play in society.

We identify and act upon new opportunities to apply our technology and expertise to societal problems.

We scale our existing programs and initiatives to achieve maximum benefit.

We empower our employees and others to serve their communities.

We integrate corporate citizenship and social responsibility into every aspect of our company.

2. Composition of CSR Committee:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Director</th>
<th>Designation /Nature of Directorship</th>
<th>Number of meetings of CSR Committee held during the year</th>
<th>Number of meetings of CSR Committee attended during the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Amit Sharma</td>
<td>Director &amp; Chairman of CSR committee</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Sandip Patel*</td>
<td>Managing director &amp; member of CSR committee</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Chaitanya N. Sreenivas</td>
<td>Director &amp; member of CSR committee</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Tejaswini S. Rajwade*</td>
<td>Director &amp; member of CSR committee</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

* Appointed as a member of the Committee with effect from February 24, 2021
3. Provide the web-link where Composition of CSR committee, CSR Policy and CSR projects approved by the board are disclosed on the website of the company.


4. Provide the details of impact assessment of CSR projects carried out in pursuance of sub-rule (3) of rule 8 of the Companies (Corporate Social responsibility Policy) Rules, 2014, if applicable (attach the report).

Not Applicable

5. Details of the amount available for set off in pursuance of sub-rule (3) of rule 7 of the Companies (Corporate Social responsibility Policy) Rules, 2014 and amount required for set off for the financial year, if any

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Financial Year</th>
<th>Amount available for set-off from preceding financial years (in Rs)</th>
<th>Amount required to be setoff for the financial year, if any (in Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

6. Average net profit of the company as per section 135(5). INR 35,36,99,34,704

7. a) Two percent of average net profit of the company asper section 135(5)- INR 70,73,98,694

b) Surplus arising out of the CSR projects or programmes or activities of the previous financial years. Nil
c) Amount required to be set off for the financial year, if any. Nil
d) Total CSR obligation for the financial year (7a+7b-7c)- INR 70,73,98,694
8. a) CSR amount spent or unspent for the financial year:

<table>
<thead>
<tr>
<th>Total Amount Spent for the Financial Year. (in Rs.)</th>
<th>Amount Unspent (in Rs.)</th>
<th>Amount transferred to any fund specified under Schedule VII as per second proviso to section 135(6).</th>
</tr>
</thead>
<tbody>
<tr>
<td>712,099,422</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Date of Transfer</th>
<th>Name of the fund</th>
<th>Amount</th>
<th>Date of transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Nil</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

b) Details of CSR amount spent against ongoing projects for the financial year:

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Name of the Project</th>
<th>Item from the List of activities in Schedule VII of the Act.</th>
<th>Local area (Yes/No)</th>
<th>Location of the project</th>
<th>Project Duration</th>
<th>Amount allocated for the project (in Rs.)</th>
<th>Amount spent in the current financial year (in Rs.)</th>
<th>Amount transferred to unspent CSR account for the project as per Sec. 135(6) (in Rs.)</th>
<th>Mode of Implementation Direct (Yes/No)</th>
<th>Mode of implementation through implementing agency</th>
<th>Name</th>
<th>CSR Registration No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

NIL
c) Details of CSR amount spent against other than ongoing projects for the financial year

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Name of the Project</th>
<th>Item from the List of activities in Schedule VII of the Act.</th>
<th>Local area (Yes/No)</th>
<th>Location of the project</th>
<th>Amount Spent for the Project</th>
<th>Mode of Implementation Direct (Yes/No)</th>
<th>Mode of implementation through implementing agency</th>
<th>Name</th>
<th>CSR Registration No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Stem For Girls</td>
<td>Education</td>
<td>yes</td>
<td>Karnataka, Andhra Pradesh, Telangana, Odisha, Assam, Bihar, Gujarat, Haryana, Rajasthan, Punjab and Uttarakhand</td>
<td>24,32,69,781</td>
<td>No</td>
<td>Quest Alliance</td>
<td>The American India Foundation Trust</td>
<td>NA</td>
</tr>
<tr>
<td>1.2</td>
<td>AI for ALL/IBM AI Curriculum</td>
<td>Education</td>
<td>Yes</td>
<td>Delhi-NCR, Karnataka, Tamil Nadu, Orissa, Kerala, West Bengal, Andhra Pradesh, Telangana, Maharashtra, Madhya Pradesh, Uttar Pradesh, Rajasthan, Punjab</td>
<td>3,15,00,000</td>
<td>No</td>
<td>1M1B Foundation</td>
<td>Global Teachers Academy for AI-1M1B</td>
<td>NA</td>
</tr>
<tr>
<td>1.3</td>
<td>Atal Innovation Mission</td>
<td>Education</td>
<td>Yes</td>
<td>Karnataka, Telangana, Chhattisgarh, Uttar Pradesh,</td>
<td>22,30,252</td>
<td>EZ VIDYA PVT. LTD</td>
<td>IT for Change</td>
<td>NA</td>
<td></td>
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<tr>
<th>SL. No.</th>
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<th>Amount Spent for the Project</th>
<th>Mode of Implementation Direct (Yes/No)</th>
<th>Mode of implementation through implementing agency</th>
<th>Name</th>
<th>CSR Registration No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>ATL Innonet Platform</td>
<td>Education</td>
<td>Yes</td>
<td>Himachal Pradesh, Haryana, Kerala, Tamil Nadu</td>
<td>53,09,700</td>
<td>No</td>
<td>Learning Links Foundation</td>
<td>SRF Foundation</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Telangana, Maharashtra, Haryana, Delhi, Karnataka and Gujarat</td>
<td>22,50,000</td>
<td>No</td>
<td>Vikram A Sarabhai Community Science Centre</td>
<td>Edunet Foundation</td>
<td>NA</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Uttar Pradesh, Uttarakhand, Madhya Pradesh, Haryana, Kolkata, Maharashra, Karnataka, Telangana, Tamil Nadu, Kerala, Gujarat, Odisha</td>
<td>42,903,231</td>
<td>No</td>
<td>Edunet Foundation</td>
<td>ITI Internship</td>
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<td>SL. No.</td>
<td>Name of the Project</td>
<td>Item from the List of activities in Schedule VII of the Act.</td>
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<td>2.2</td>
<td>IBM Skills Build Skill Development</td>
<td>Yes</td>
<td>Throught out India</td>
<td>1,64,46,000</td>
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<td></td>
<td>Edunet Foundation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>22,50,000</td>
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<td></td>
<td>REACHA</td>
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<td>56,03,400</td>
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<td></td>
<td></td>
<td>1,34,00,000</td>
<td></td>
<td></td>
<td>UVA Jagriti Sansthan</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>15,54,000</td>
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<td></td>
<td>Edunet Foundation-Tech Support</td>
<td></td>
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<tr>
<td>SL. No.</td>
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<td>Amount Spent for the Project</td>
<td>Mode of Implementation Direct (Yes/No)</td>
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<tr>
<td>2.3</td>
<td>IBM Open P-Tech</td>
<td>Skill Development</td>
<td>Yes</td>
<td>Throughout India</td>
<td>38,97,000</td>
<td>No</td>
<td>EduNet Foundation</td>
<td>EZ Vidya PVT. LTD</td>
<td>NA</td>
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<td>43,61,500</td>
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<td>INDIA SPAR</td>
<td>Learning Links</td>
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<td></td>
<td>26,00,000</td>
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<td>Nasscom Foundation</td>
<td>K PVT LTD Learning Links Foundation Nasscom Foundation</td>
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<td>35,94,780</td>
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<td>Weglot Software license</td>
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<td>1,70,92,392</td>
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<td>11,72,440</td>
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<td>NA</td>
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<tr>
<td>2.4</td>
<td>IBM New Collar Employability Skills Program</td>
<td>Skill Development</td>
<td>Yes</td>
<td>Karnataka, Telangana, NCR and Haryana</td>
<td>1,33,35,000</td>
<td>No</td>
<td>EABYAS INFO SOLUTIONS</td>
<td>NA</td>
<td>NA</td>
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<td></td>
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<td>2,66,09,000</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>3</td>
<td>Action against Human Trafficking – Traffic Analysis Hub</td>
<td>Health and Human Rights</td>
<td>Yes</td>
<td></td>
<td>44,53,000</td>
<td>No</td>
<td>FXB India Suraksha</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>4</td>
<td>Development of Tool for early Public Health Care</td>
<td>No.</td>
<td></td>
<td>Uttar Pradesh</td>
<td>72,32,805</td>
<td>No</td>
<td>THE Inclen Trust International</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>SL. No.</td>
<td>Name of the Project</td>
<td>Item from the List of activities in Schedule VII of the Act.</td>
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</tr>
<tr>
<td>5</td>
<td>Disaster Relief</td>
<td>Disaster Relief</td>
<td>Yes</td>
<td>Karnataka, Maharashtra, Tamilnadu, Telangana, Delhi, Haryana, West Bengal, Assam, Kerala</td>
<td>45,00,000</td>
<td>No</td>
<td>William J Clinton Foundation</td>
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<tr>
<td>5</td>
<td>Disaster Relief</td>
<td>Disaster Relief</td>
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<td>Karnataka, Maharashtra, Tamilnadu, Telangana, Delhi, Haryana, West Bengal, Assam, Kerala</td>
<td>5,00,000</td>
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<td>Nasscom Foundation</td>
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<tr>
<td>5</td>
<td>Disaster Relief</td>
<td>Disaster Relief</td>
<td>Yes</td>
<td>Karnataka, Maharashtra, Tamilnadu, Telangana, Delhi, Haryana, West Bengal, Assam, Kerala</td>
<td>1,00,000</td>
<td>No</td>
<td>Sustainable Environment and Ecological Development Society</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Disaster Relief</td>
<td>Disaster Relief</td>
<td>Yes</td>
<td>Karnataka, Maharashtra, Tamilnadu, Telangana, Delhi, Haryana, West Bengal, Assam, Kerala</td>
<td>75,00,000</td>
<td>No</td>
<td>United Way of Mumbai</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Disaster Relief</td>
<td>Disaster Relief</td>
<td>Yes</td>
<td>Karnataka, Maharashtra, Tamilnadu, Telangana, Delhi, Haryana, West Bengal, Assam, Kerala</td>
<td>27,00,000</td>
<td>No</td>
<td>CHATBOT Technology</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>Contribution to Relief Funds</td>
<td>P. M. Cares</td>
<td></td>
<td></td>
<td>4,25,000,000</td>
<td>No</td>
<td>PM CARES Fund</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>Supporting Education through small grants &amp; employee skills</td>
<td></td>
<td></td>
<td></td>
<td>18,37,054</td>
<td>No</td>
<td>Nirmaan Organization</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>Supporting Education through small grants &amp; employee skills</td>
<td></td>
<td></td>
<td></td>
<td>13,04,179</td>
<td>No</td>
<td>Spastics Society of Karnataka</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>Supporting Education through small grants &amp; employee skills</td>
<td></td>
<td></td>
<td></td>
<td>735,122</td>
<td>No</td>
<td>Emancipation India Foundation</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Name of the Project</td>
<td>Item from the List of activities in Schedule VII of the Act.</td>
<td>Local area (Yes/No)</td>
<td>Location of the project</td>
<td>Amount Spent for the Project</td>
<td>Mode of Implementation Direct (Yes/No)</td>
<td>Mode of implementation through implementing agency</td>
<td>Name</td>
<td>CSR Registration No.</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------</td>
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<td>------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>District</td>
<td>State</td>
<td>670,000</td>
<td>590,493</td>
<td></td>
<td>Bhumi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kote Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>115,000</td>
<td></td>
<td></td>
<td>SankalpTaru Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>322,658</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

d) Amount spent in Administrative Overheads- INR 2,71,84,549

e) Amount spent on Impact Assessment, if applicable - Nil

f) Total amount spent for the Financial Year(8b+8c+8d+8e)- 71,20,99,422

g) Excess amount for set off, if any:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Particulars</th>
<th>Amount (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Two percent of average net profit of the company as per section 135(5)</td>
<td>70,73,98,694</td>
</tr>
<tr>
<td>(ii)</td>
<td>Total amount spent for the Financial Year</td>
<td>71,20,99,422</td>
</tr>
<tr>
<td>(iii)</td>
<td>Excess amount spent for the financial year [(ii)-(i)]</td>
<td>47,00,728</td>
</tr>
<tr>
<td>(iv)</td>
<td>Surplus arising out of the CSR projects or programmes or activities of the previous financial years, if any</td>
<td>0</td>
</tr>
<tr>
<td>(v)</td>
<td>Amount available for set off in succeeding financial years [(iii)-(iv)]</td>
<td>47,00,728</td>
</tr>
</tbody>
</table>
9. a) Details of Unspent CSR amount for the preceding three financial years:

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Preceding Fin. Year</th>
<th>Amount transferred to Unspent CSR Account under section 135 (6) (in Rs.)</th>
<th>Amount spent in the reporting Financial Year (in Rs.).</th>
<th>Amount transferred to any fund specified under Schedule VII as per section 135(6), if any.</th>
<th>Name of the Fund</th>
<th>Amount In (Rs.)</th>
<th>Date of transfer</th>
<th>Amount remaining to be spent in succeeding financial years. (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Details of CSR amount spent in the financial year for ongoing projects of the preceding financial year(s):

<table>
<thead>
<tr>
<th>SL</th>
<th>Project ID</th>
<th>Name of the Project.</th>
<th>Financial Year in which the project was commenced.</th>
<th>Project duration.</th>
<th>Total amount Allocated for the project (in Rs.).</th>
<th>spent on the project in the reporting Financial Year (inRs).</th>
<th>Cumulative amount spent at the end of reporting Financial Year. (in Rs.)</th>
<th>Status of the project - Completed /Ongoing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not Applicable

10. In case of creation or acquisition of capital asset, furnish the details relating to the asset so created or acquired through CSR spent in the financial year (asset-wise details).

<table>
<thead>
<tr>
<th>SL.No</th>
<th>(a). Description of the Asset</th>
<th>(b) Date of creation /acquisition of Capital asset</th>
<th>(c) Details of the entity or public authority or beneficiary under whose name such capital asset is registered, their address etc</th>
<th>(d) ) Provide details of the capital asset(s) created or acquired (including complete address and location of the capital asset).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No capital asset was created / acquired through CSR spend.</td>
</tr>
</tbody>
</table>
11. Specify the reason(s), if the company has failed to spend two per cent of the average net profit as per section 135(5).

Not Applicable since the Company has spent more than the mandated requirement.

Amit Sharma  
Chairman of CSR Committee  
DIN: 00404377

Sandip Patel  
Managing Director  
DIN: 08810865