

EDUCATION



2024-25
ANNUAL REPORT

INNOVATION & SUSTAINABILITY

EDUCATION



WOMEN EMPOWERMENT



SKILL BUILDING



Every child has access to realize their full potential through quality education and holistic learning to become young empowered leaders in the urban and the rural segments, to contribute towards a self-reliant India.

OUR SOCIAL MEDIA REACH

139K

288

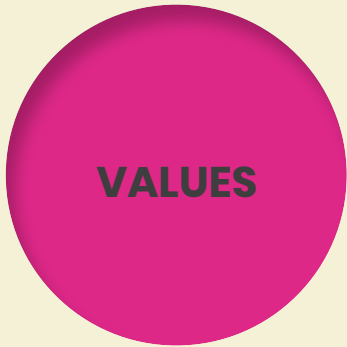
17.7K

11K

887



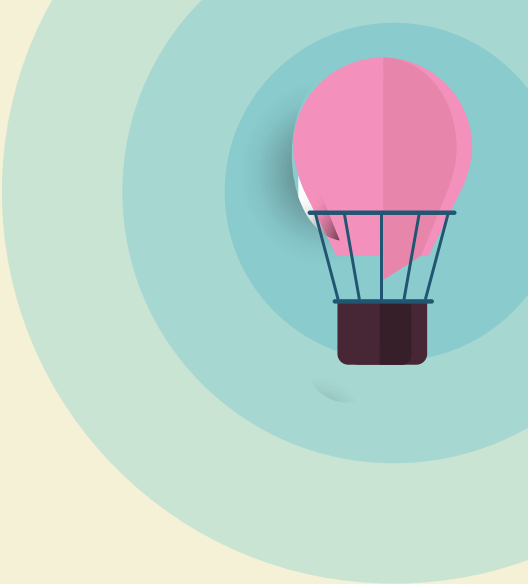
To prepare less privileged children of India through holistic support to succeed in a rapidly changing environment.

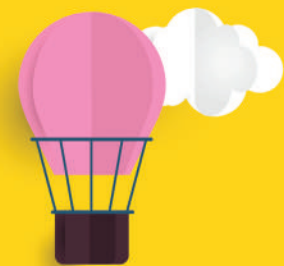


- Accountability
- Leadership
- Transparency
- Team Work
- Innovation

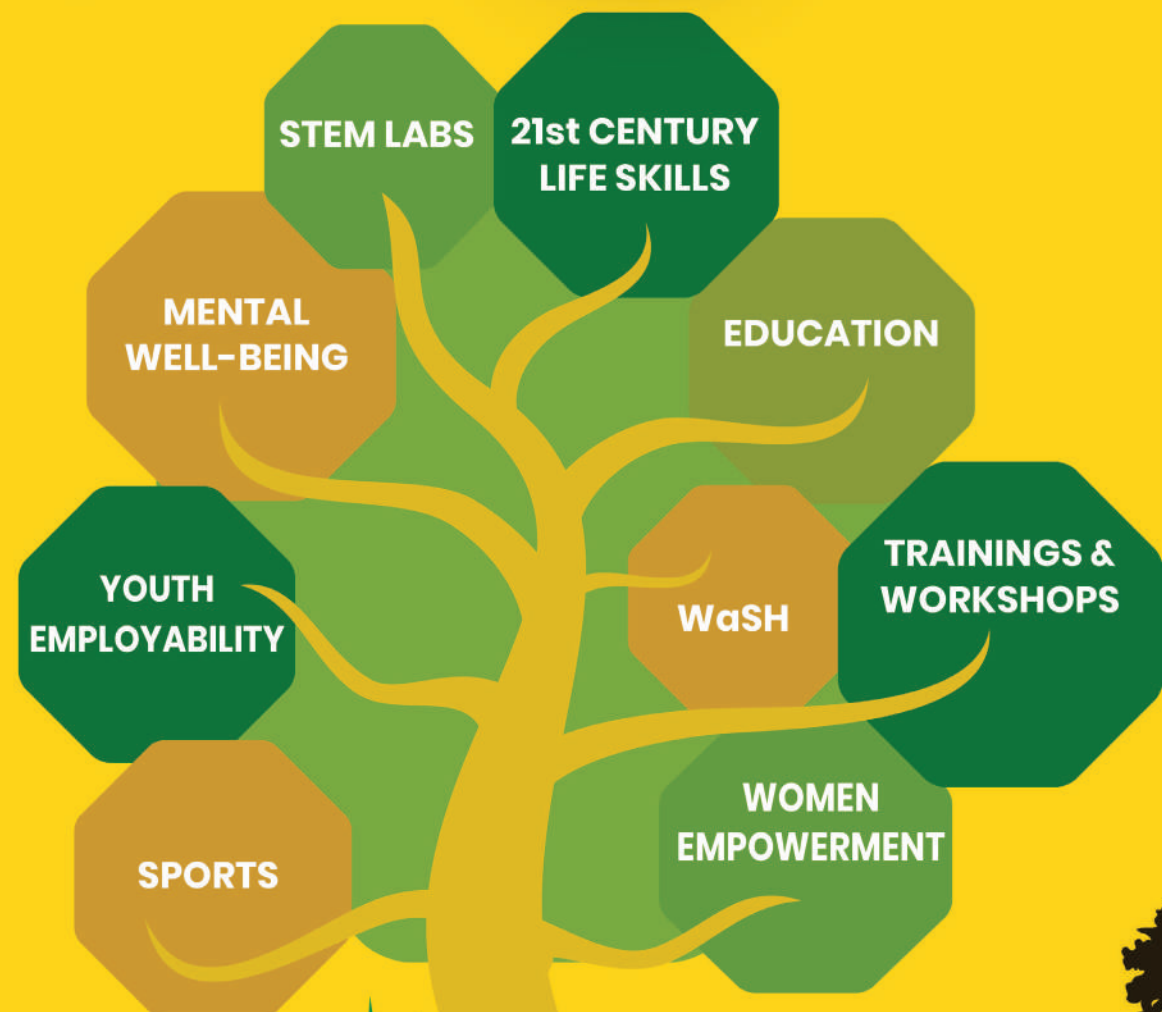


Chairman's Message	06
President's Message	07
Executive Director's Message	08
Our Team	09
Education	10
• Growth Overview (2024-2025)	20
• Monitoring & Evaluation (RCT)	22
Shiksha aur Vikas	24
Manobal	30
Pads for Freedom	34
Awards and Recognitions	36
Accreditations	37
Publication	38
Workshop	39
Financial Report	40
Our Partners	43





OUR UNIVERSE



IMPACTING LIVES



**Education
+ WASH**
87,448



**Community
Learning
Centre**
3,175



**General Duty
Attendant**
1,139



Manobal
1,64,619



**Self Help
Group**
(38 groups)
404
(Individual members)



KAPIL DEV,
CHAIRMAN
EMERITUS, KHUSHII

Dear Friends,

Each year with KHUSHII brings new milestones, deeper connections, and a firmer belief in the power of purpose. I am incredibly proud to share with you our Annual Report for 2024–25 – a testament to what we can achieve when hearts and hands come together for a cause greater than ourselves.

This year, we touched the lives of 2,56,785 children and youth across 13 states, thanks to the unwavering dedication of our team, the compassion of our supporters, and the resilience of every child and family we serve.

Our *#PadsForFreedom* (Menstrual Health and Hygiene) campaign has now turned into a movement of dignity and awareness in Delhi, Mumbai, and Karnataka. We are not just distributing products; we are restoring pride and confidence to thousands of girls. In our *Youth Skill Development* initiative, many have stepped into brighter futures, earning salaries upwards of ₹12,000 per month – incomes that are changing not just lives, but generations.

Through Manobal: the Mental health initiative was given voice and space through awareness sessions, group counselling sessions, and individual interventions. These sessions provided support where it was most needed, affirming our belief that healing minds is as crucial as educating them.

We were able to achieve all this with the support of 44 corporate partners. These numbers are not just statistics – they are stories of real lives lifted. Behind every digit is a name, a face, a dream awakened.

As we look to the future, we do so with the same hope and passion that carried us through these last two decades. The road ahead may be challenging, but with you by our side, I know we will reach and uplift even more lives.

From 2003 to now, and beyond – KHUSHII is a journey of togetherness. Of smiles shared. Of milestones made meaningful.

Thank you for being part of our story. Let us walk into tomorrow with pride in our past and promise in our purpose.

With heartfelt gratitude,



ANIRUDH KHAITAN
PRESIDENT, KHUSHII

Change is the only constant— this axiom has quietly reverberated across the development sector. As organisations across India and globally navigate socio-political & economic uncertainties, shifting donor priorities, and evolving policy frameworks, resilience is not an option—it is essential. We had witnessed it during COVID, and yet again.

At KHUSHII, we have not just weathered these tides—we have adapted, evolved, and emerged stronger. Despite volatility, we are heartened to see a number of renewed commitments from our corporate partners. Social development is not just a mandate or philanthropic obligation but long-term social investments—particularly in education, mental health, and women’s empowerment—are critical to building a just, inclusive, and future-ready India. We are deeply grateful to all our supporters who have stood by us with trust and solidarity. Along with these commitments our strong process-oriented governance, and financial systems continue to strengthen our core.

I strongly believe that our strength and uniqueness lay in our model of integrated, community-based transformation. I am proud that KHUSHII is on the path of rewriting the progress story through our work that is deeply local, data-driven, and people-centred.

As we prepare to shoulder new responsibilities, we look to co-create solutions that are embedded in the communities to ensure sustainability, relevance and impact, regardless of external headwinds.

The Board and the team are convinced that agility anchored in purpose is our greatest strength. We are building the resilience of tomorrow.

To everyone who has walked with us on this journey—thank you.



HARISH GOSAIN
EXECUTIVE DIRECTOR,
KHUSHII

Each year brings new opportunities, deeper learning, and renewed hope. As we look back at 2024–25, I am filled with immense pride in how far we have come—and the distance we still aspire to travel. At KHUSHII, we believe in the power of consistent compassion and innovation to drive meaningful change. This year has been a testament to what is possible when communities, educators, donors, partners, and students come together with a shared vision — to ensure every child not only attends school but thrives in all dimensions of life.

This year, we deepened our roots and broadened our impact. From transformative education interventions like Shikshantra Plus (Holistic Development) to Manobal (Sensitising and Psycho-educating government school teachers), to Menstrual Health and Hygiene (Pads for freedom), skill development, and community empowerment — we have stayed true to our commitment to holistic development. We believe that education is the most powerful lever of social change, and we augmented this belief by working across more than 100 schools, and community learning centres, and touching the lives of 2,56,785 students and families. We witnessed how goals can be achieved when empathy meets action.

While we certainly have over-achieved our goal, I am particularly proud of our progress in pioneering data-backed approaches through Randomized Control Trial (RCT), and global alliance with Statistics without Borders. The RCT (a scientific experiment) outcomes reinforce that our methods work — our children not only learn, they thrive. It is not just limited to academic pursuit, but also about creating inclusive and joyful classrooms - integrating 21st century skills, STEM in classrooms, we are already thrusting forth a skill-enabled generation. These transformative changes are not just limited to the classrooms - our communities, and women particularly are rewriting their own stories of resilience. Each of these journeys reaffirms our belief that sustainable change starts with dignity and opportunity. Our model continues to connect the dots between education, mental health, gender equity, and livelihoods.

As we celebrate our achievements, we remain grounded in our mission and aware of the work ahead. There are still millions of children and families waiting for access, equity, and empowerment. With your continued support, KHUSHII is ready to step forward — to dream bigger, to innovate deeper, and to serve better.

Thank you for walking this path with us. The journey is long, but with every step, we are building a future where no child is left behind, and every life counts.

OUR TEAM

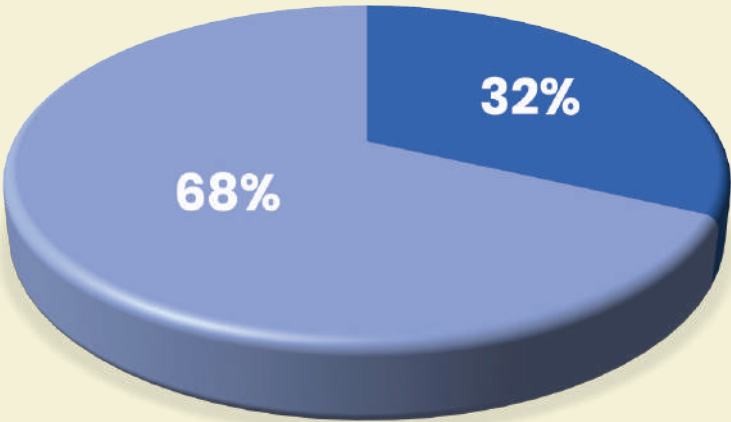


129
MALE

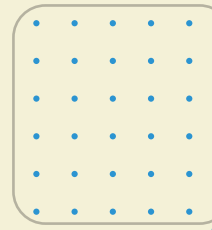


277
FEMALE

TOTAL | **406**



FEMALE **MALE**



EDUCATION

Education:

Our Model of Transformation

Augmenting schools with resources, and children with opportunities to positively transform through education, enhance attendance, engagement and holistic development.

 **13**
States



OUR APPROACHES



SHIKSHAANTRA PLUS

Whole school transformation focuses on creating a learning environment and using empowering tools to enhance education and job readiness. Our approach engages all stakeholders to continuously build teacher capacity, parents engagement, mental health and well-being, and WaSH for sustainability of the programme.



COMMUNITY LEARNING CENTRES

Community Learning Centres (CLCs) offer children a supportive and flexible learning environment that extends beyond the limitations of traditional classroom settings. They provide access to education through smaller group sessions. The centres also integrate mental health and wellbeing support for students, teachers, and the community. Equipped with projectors, smart TVs, speakers, and mobile phones or tablets, the CLCs create an inclusive and tech-enabled space for continuous learning.

Remedial Education
Augment learning competency; enhance parental engagement; provide psychosocial support



Training and Capacity Building
Sensitising and psycho-educating teachers to make classrooms conducive for Mental Health and Wellbeing



Mental Health & Well-being
Improve health and nutritional outcomes through health camps and mid-day meals



School Infrastructure & WASH Facilities
RO plants, regular repair and maintenance, furniture, classroom painting School, Functional toilets, hand washing platforms and drinking water facilities



21st Centuries Life Skills
Creativity and critical thinking, **Technology** - computer lab and digital literacy, STEM lab, financial literacy, **Language** - functional english, spoken English and AI assisted reading program, sports



WaSH
Providing sustainable products and solutions to students of menstrual age, along with workshops on educating adolescent girls on menstrual needs, hygiene and other aspects

KHUSHII and EXL empower students with hands-on STEM education

In collaboration with EXL, KHUSHII provided students of Government High School, Chijjarsi, with hands-on STEM learning experiences. Through engaging experiments, such as Bohr’s Atomic Model, the Electrolysis of Water, and DC motors, students gained practical knowledge of scientific concepts. These activities foster critical thinking, creativity, and problem-solving skills, helping students connect theory with real-world applications. The experiential learning approach not only simplifies complex topics but also inspires curiosity and a passion for science.



GOVERNMENT HIGH SCHOOL STUDENTS ACTIVELY PARTICIPATING IN HANDS-ON STEM EDUCATION.

ROADIS and Real Madrid Foundation Bring Holistic Development to Varanasi's Children

ROADIS partnered with the Real Madrid Foundation and KHUSHII to launch Social Sports Schools in Varanasi. Over 200 underprivileged children are receiving world-class football training and learning important life skills. This initiative aims to provide equal opportunities for boys and girls, empowering them to overcome challenges and reach their full potential. This program fosters a culture of respect, teamwork, and integrity.

Enhancing student attendance and retention rates



36 CENTRES



3,175 BENEFICIARIES

The Community Learning Centres emphasizes community participation through parental engagement, school management committees, and awareness sessions. The impact is evident—parental engagement has reached 86%, and student attendance stands at 80%. In 2024–25, 85 CLC students secured top ranks in government schools, while all board-exam students successfully passed. The academic progress is significant. In Rajasthan, Karnataka, and UP, students demonstrated growth in Science (33%), English (40%), and Math (42%). In Haryana, academic gains ranged between 24–27%. NOIDA CLCs show notable individual progress, with many students advancing from foundational to higher competency levels. Additionally, KHUSHII teams visited 70 government schools engaging with principals and stakeholders to strengthen collaborations and reinforce student outcomes, reflecting the initiative’s far-reaching and sustainable impact on educational equity.



Digital Learning Implementation – Connect ED

The Connect ED program, implemented through tablets and smart classrooms, significantly enriched students’ learning experiences at the CLCs. Designed to bridge the digital divide and boost digital literacy, the initiative used multimedia tools—videos, animations, and interactive simulations—to create an engaging and personalized learning environment. Adaptive software allowed content to match each student’s learning pace and needs. A total of 280 digital learning sessions with 360 students were conducted with all enrolled students across Sector-22 and Sector-63 in Noida (Uttar Pradesh).

OUTCOMES



Tablets equipped students with essential digital skills, preparing them for academic and future career opportunities.



Interactive apps and games enhanced critical thinking, problem-solving, and decision-making abilities.



Studeasy

Personalized learning through Connect ED effectively addressed individual learning needs, leading to noticeable improvements in student performance.



Internship engagement

KHUSHII students received an opportunity for skill enhancement through a 10-day Summer Internship workshop hosted by SANDHAR from June 2024. 10 students participated in this program, gaining hands-on experience across various departments at SANDHAR's premises. The internship provided insights into organisational functions, connected academic knowledge with real-world applications, and offered career guidance through interactions with professionals. Students returned with newfound knowledge in areas such as finance, legal affairs, training, email etiquette, time management, and plant operations.

Brick and Mortar for school transformation

KHUSHII's infrastructural interventions across partner schools have led to measurable improvements in student engagement, safety, and retention. Key enhancements such as clean drinking water, fencing, and dual desks have created a more secure and conducive learning environment. These changes have significantly impacted attendance rates, which rose from 80% to 85%, and have contributed to a drop in the student dropout rate from 3% to 1%.

The installation of solar panels not only supports sustainable energy use but also acts as a live educational tool, encouraging environmental awareness among students. The provision of computers and digital tools has increased academic engagement, with students showing improved performance due to access to diverse learning resources.

Additionally, 90% of students remained enrolled throughout the academic session—an indication of improved school retention. Dual desks have enhanced classroom management by accommodating more students comfortably, and health and safety measures, including clean water and perimeter fencing, have reduced disease transmission and unauthorized access, respectively.



CASE STUDY



'NIPUN', in English, translates to '**Expert or Genius**'. The 'NIPUN Mission' an initiative of the Central Government, focuses on assessing students understanding of foundational concepts in reading, writing and arithmetic for Classes I to V under **NIPUN - 'National Initiative for Proficiency in Reading with Understanding and Numeracy'**. NIPUN examination was conducted for Class I to III (103 students) at Government school Daffi, Composite school Naveen and Composite school Sundarpur (Uttar Pradesh). Students from these classes have been declared NIPUN by the examination authority. As outlined in the NEP 2020, achieving universal foundational literacy and numeracy in primary schools by 2025 is the highest priority for the education system. This foundational goal, encompassing reading, writing, and arithmetic is critical for the success of all subsequent aspects of education. KHUSHII's dedicated team of Educators helped children in attaining the same by provided them extra sessions, in person & worksheets which has helped them in attaining the same.



TESTIMONIAL



ARSH | CLASS 10th

I am Arsh, a student of KHUSHII since 8th grade. I recently completed 10th grade at KHUSHII Centre (Sangam Vihar, Delhi). Alongside academics, I explored coding, STEM, library, and digital classes, enhancing my learning experience. KHUSHII's positive environment nurtured my love for studying. In 10th grade, I scored 93% in Mathematics and 79% in Science. I'm so grateful to KHUSHII teachers and SANDHAR for their educational support.



Providing an enabling environment for growth

Nirman (name changed) a grade IV student Lower Primary School Dosavada Gaivada, Surat, is a part of KHUSHII's '**Shikshaantra Plus**' programme since 2024. Studying in Gujarati medium Nirman displayed little enthusiasm in academics and was particularly weak in his subjects. He lives with his parents and his younger brother in Gaivada. His father is a farmer and mother is a housewife.

Apart from weak academics Nirman often experienced temper tantrums and outbursts during class as well as at home, where he lives with his younger brother, and parents who are farmers. This behaviour was displayed in the form of shouting, crying and refusal to participate in classroom activities. His behaviour often escalated to physical aggression such as pushing, hitting or throwing objects at classmates. Nirman often refused to follow instructions and participate in classroom activities.



Approach taken

KHUSHII Educator called the parents and enquired about his general behaviour at home, and tried to understand if there are stressors. Based on their inputs a consistent behavioural plan was developed that had to be religiously implemented both at school and at home.

Secondly, to make sure that Nirman was not lagging behind in his studies, as well as to keep a check on his behaviour a classroom aide was assigned to help him remain more focussed.

Thirdly, small group activities were organized to help build positive relationships with his classmates.

These simplified activities were focused towards practices enabling improved behaviour and enhanced academic performance.



Current status

After 6 months of continuous engagement, Nirman's behaviour and academic engagement had improved. He not only displayed positive approach towards his classmates, school rules but also became an active participant in the classroom.

He acts responsibly to send his homework and is well behaved in class. His academic improvement has also been good and is steadily getting better. KHUSHII team played an active role in providing an enabling environment for Nirman to grow and succeed.



CASE STUDY

The Impact of physical Education on overall growth

Priya, a Grade VII student at a Higher Secondary School in Dirkhili village, Kaimur district (Bihar), comes from a modest rural background. Academically average, she showed no interest in physical activities or sports. Her parents, prioritizing academic performance, discouraged involvement in sports. Priya often lacked energy and was apprehensive about physical activities. Her confidence was low, and she was reluctant to engage in social activities.

Challenges Identified

- Lack of interest in physical activities
- Low fitness levels and frequent fatigue
- Low self-confidence and limited social interaction
- Parental perception that sports are a distraction from academics

Intervention by KHUSHII's Physical Education Teacher

To support Priya's overall development, KHUSHII's Physical Education (PE) Teacher implemented a gradual and structured approach:



Psychological Support

- One-on-one conversations were held with Priya to understand her interests and apprehensions.
- She was gently introduced to the benefits of physical activity on both physical health and mental sharpness.



Introduction to Light Physical Activity

- Priya began with yoga and basic stretching exercises to build comfort and reduce fatigue.
- Gradually, she was introduced to simple games such as Kho-Kho and short-distance running.



Goal Setting to Build Enthusiasm

- Initial targets included running 200 meters, later increased to 400 meters.
- Every milestone achieved was acknowledged with praise, helping boost her morale.



Participation in Team Sports

- Priya was encouraged to join team sports such as Kabaddi and Badminton.
- This exposure enhanced her confidence and improved her social interaction through teamwork.



Parental Awareness and Involvement

- KHUSHII organized a meeting with Priya's parents to highlight the role of sports in holistic development.
- The parents were sensitized and motivated to support her physical activity at home.

Starting from fewer or no activity, Priya became more energetic, confident, and physically active within six months. Her attention span and academic performance also improved significantly. Most notably, Priya developed a strong interest in sports and proudly represented her school in a block-level Kabaddi competition.



Thank you for fostering a positive and inclusive classroom environment. Our child has thrived under your care.

Kailash Chand
Father of Sakshi - class VIII



We appreciate the extra effort you put into making lessons engaging and fun. Our child always looks forward to coming to your class.

Chanda Devi
Mother of Neha - class VI



GROWTH OVERVIEW (FY 2024-25)

101
Schools/ Community
Learning Centres (CLC)
covered

50,623
Students outreached

Ist-XIIth
Grade covered

11,018
developed computer
operating skills

302 Life Skills
sessions conducted

81% Parental
engagement
Offline and online

**90%
ATTENDANCE**
of students

**8%
IMPROVEMENT**
in students' attendance

9538 students
developed Soft Skills and
English communication
through spoken English
sessions

518 Sessions
on WaSH and Hygiene
73% children
have got knowledge
about personal health
and hygiene through
WASH sessions

62
Mother's group formed
620
Members of the
Mother's group

4625
families reached
through community
intervention

25
schools were installed with
RO, drinking water station,
and Digital Classrooms

45
Students received
scholarships

Hindi average growth - 33%
Math Average Growth -29%
Learning Level Impact*

*(Baseline to Endline)
English, Hindi, Math, Science,
Telugu, Kannada

Monitoring & Evaluation

RCT Analysis Report:

Evaluating intervention impact across grades

Objective

For the first time in the history of KHUSHII, we have incorporated The Randomized Controlled Trial (RCT) to assess the effectiveness of our educational intervention across Grades 2 to 5. The idea behind such an undertaking was to assess the effectiveness of our programmes and improvements in children's grade appropriate knowledge.

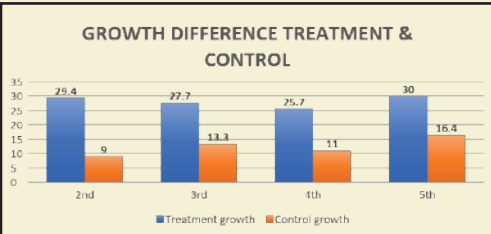
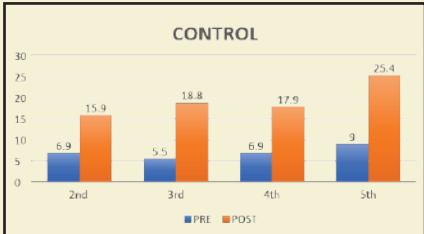
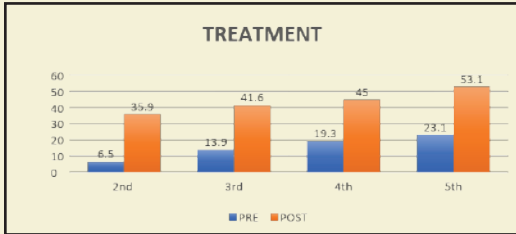
Over the last one year the randomly assigned schools into either a Treatment Group, which received the intervention i.e KHUSHII schools, or a Control Group, which followed standard educational practices. The goal was to compare student learning outcomes between these two groups from Pre to Post intervention periods.



Findings

1. Treatment Group Performance

- Significant improvement observed across all grades.
- Grade 2: Increased from 6.5 (Pre) to 35.9 (Post)
- Grade 3: From 13.9 to 41.6
- Grade 4: From 19.3 to 45
- Grade 5: From 23.1 to 53.1



Methodology

- Design:** Randomized Controlled Trial
- Participants:** Students from Grades 2 to 5 across selected schools

Groups:

- Treatment Group** – Received targeted intervention
- Control Group** – Did not receive intervention (standard practice)
- Outcome Measured:** Improvement in student performance (Pre vs Post scores)



Growth Comparison: Treatment vs Control

Grade	Treatment Growth	Control Growth	Difference
2nd	29.4	9	+20.4
3rd	27.7	13.3	+14.4
4th	25.7	11	+14.7
5th	30	16.4	+13.6



The difference in gains between treatment and control groups clearly indicates that the intervention had a strong positive impact on learning outcomes.

The RCT provides strong evidence that the educational intervention significantly improved learning outcomes for students in Grades 2 through 5. The treatment group consistently outperformed the control group in every grade, validating the effectiveness of the program.

Given these results, scaling the intervention across more schools and integrating it into standard academic practices is what we aspire to do in the coming years.

SHIKSHA AUR VIKAS

In our effort to work towards Holistic Development we tackle interconnected challenges in education, such as life-skills, hygiene and sanitation, skill development for livelihood, and financial literacy, being faced by underserved communities.

Shiksha aur Vikas endeavours to mitigate the issue of school dropouts resulting from livelihood difficulties. For the same, vulnerable families residing in close proximity to the school are approached to enhance their socio-economic status. This indirectly aims to reduce the school drop-out rates due to challenging circumstances. The programme targets poorest households with over 30% having a per capita income less than 10,000 INR.

Two pillars of Shiksha Aur Vikas:



WOMEN EMPOWERMENT



YOUTH EMPLOYABILITY



Women Empowerment

KHUSHII's Women Empowerment initiative, focuses on equipping women with industry-relevant skills and sustainable livelihood opportunities to foster long-term economic independence and community resilience.

Under the Livelihood Generation Program, 38 Self-Help Groups (SHGs) were formed and accredited under National Rural Livelihoods Mission (NRLM), reaching out to 404 women. Out of these, 230 women actively engaged in income-generating activities such as tailoring, crochet, jute and school bag making, handicrafts, and goat farming. These efforts led to an average monthly earning of ₹10,044 per woman, directly benefiting families and boosting local economic activity.

According to the National Family Health Survey (NFHS-5) and reports by NITI Aayog and the Ministry of Women and Child Development,

rural women in India continue to face systemic barriers that limit their financial independence. Studies from UN Women and the World Economic Forum Gender Gap Report highlight that while India has made strides in gender equality, rural areas still lag due to socio-cultural norms and economic constraints.

In Nuh, Haryana, the condition of women is particularly challenging due to socio-economic barriers, low literacy rates, and restricted opportunities for economic participation. Reports from the Haryana Government Development Reports and Census 2011 indicate that women in this region often rely on informal, low-paying jobs with little financial security. The need for structured support systems, skill-building, and access to financial services is critical in fostering sustainable livelihoods and enhancing their decision-making power within families and communities.

Empowering Communities, one SHG at a Time

Our Achievements



Expanded Reach:

Formed 10 new SHGs with 100 women beneficiaries, enhancing peer support and financial collaboration.



Institutional Linkage:

Completed NRLM (National Rural Livelihoods Mission) registration, integrating the new groups into the support framework.



Internal Lending System:

Operationalised inter-lending within SHGs, promoting immediate access to low-cost credit for emergencies or micro-enterprises.



Financial Inclusion:

Facilitated bank account openings for all new SHGs, ensuring access to formal financial systems.



Skill Enhancement of 100 women in new SHGs:

- Conducted skill training in cutting & tailoring, equipping members to upgrade product quality and marketability.
- Held workshops on bookkeeping, fostering sustainable group management.



Pathway to Entrepreneurship:

Facilitated the formation of a microenterprise (registration with MSME in progress), laying the foundation for collective business growth.



Access to Credit:

Enabled 6 SHGs to secure a bank loan of (₹1,50,000 per SHG), marking their transition from savings to enterprise funding.



Economic empowerment:

230 women are now engaged in independent entrepreneurship, earning up to ₹10,000 per month, strengthening their financial autonomy and household stability.

CASE STUDIES

Bismillah: A Journey from Struggle to Self-Sufficiency



When it comes to women entrepreneurs, Bismillah cannot be missed. Bismillah, a resident of Nuh, had always been a hardworking woman, but financial dependency limited her aspirations. With no steady income and mounting household expenses, she struggled to make ends meet. The turning point in her life came when she joined a Self-Help Group (SHG) through the program's outreach efforts.

Determined to build a livelihood, Bismillah took a ₹12,000 loan from the SHG and invested in three goats. Her patience and dedication paid off when the goats delivered six kids, allowing her to sell four for ₹27,000—a profit of ₹15,500 in her first cycle. Encouraged by this success, she reinvested in more livestock. The next cycle brought in ₹42,000, further strengthening her financial standing.

With growing confidence, Bismillah took a ₹30,000 loan to buy a buffalo, expanding her income sources. Selling milk at ₹6,000 per month, she ensured a steady household income while gradually repaying her loans. Within ten months, she cleared all dues at a minimal 1% interest rate, a testament to her resilience and financial discipline.

Today, Bismillah stands as a pillar of strength in her community. No longer dependent on others, she not only supports her family but also inspires other women to take charge of their financial future. Her journey from uncertainty to self-reliance is a shining example of how access to credit and guidance can transform lives, paving the way for economic independence and women's empowerment in rural India.

Mewa: Weaving Strength into Clay



In the heart of Malab village (Haryana), Mewa's hands shape more than just clay – they mold a story of perseverance, self-reliance, and empowerment. With a family of seven to support, financial struggles were a constant reality. However, joining the Sandhya Self-Help Group (SHG) marked a turning point in her journey.

With a ₹50,000 loan secured on July 11, 2024, Mewa invested in her pottery business, a craft she had known for years but never had the resources to expand. Her dedication and skill quickly turned her efforts into a steady source of income. Producing beautiful mitti ke bartan (earthenware) ranging from pots to decorative items, she now earns ₹600 per day, amounting to a stable ₹18,000 per month.

Mewa's business is more than just a means of survival; it is a symbol of independence. Today, she not only sustains her household but also inspires other women in her community to embrace self-employment. Her journey proves that with the right support and determination, even the simplest craft can transform lives.

Youth Employability: General Duty Attendant

India's healthcare sector continues to grapple with a significant shortage of skilled human resources, a challenge that is critical to the nation's health system. The World Health Organization (WHO) recommends a minimum threshold of 44.5 doctors, nurses, and midwives per 10,000 population; however, India's density stands at approximately 20.6 per 10,000, indicating a substantial gap⁽¹⁾.

Gender inequality within the healthcare workforce exacerbates this issue. Globally, women constitute 70% of the health workforce but hold only 25% of senior roles. In India, this disparity is pronounced, with only 14.2% of medical doctors being female and women occupying just 28% of leadership positions in national health organizations⁽²⁾.

The National Health Policy (NHP) 2017 emphasized strengthening medical education and developing mid-level care providers.

General Duty Assistants (GDAs) play a pivotal role in mitigating these challenges, particularly in rural and underserved areas. By providing essential support services, GDAs ensure that patients receive timely medication and assistance with daily routines, contributing to a conducive environment for recovery⁽³⁾. Empowering women through GDA training not only addresses the healthcare worker shortage but also promotes economic empowerment and gender equality. Investing in women's training has a multiplier effect, enhancing societal and economic development.

KHUSHII's General Duty Assistant (GDA) training program, implemented from January 2024 to February 2025 across eight centres in North Delhi and Dharavi, empowered 819 women through a 3-month intensive training focused on 80% practical and 20% theoretical instruction. The program addressed the dual challenge of healthcare workforce shortages and gender disparity by preparing women for frontline support roles in hospitals, clinics, and home care.

With a placement rate of **68.1%** and an average salary of **₹13,359**, the program enabled economic independence and career pathways for women from underserved communities. Key features included training in life skills and digital literacy, the establishment of a retention tracker, personalized career support, and strong alumni engagement. Employers such as Max Hospital and Lilavati Hospital provided positive feedback, affirming the job-readiness of KHUSHII-trained GDAs.

The project also piloted a Recognition of Prior Learning (RPL) program, certifying experienced but uncertified hospital staff. Through a holistic approach—encompassing mobilization, counselling, family orientation, and placement support—KHUSHII demonstrated how targeted skill development can drive healthcare improvement and women's empowerment simultaneously.



Students Reached

1,139



Students Placed

68%



Minimum salary of skilled workforce

13,359



Certificates issued

1,139

References
1. Human resource shortage in India's health sector: a scoping review of the current landscape. Mehta et al. BMC Public Health (2024) 24:1368. <https://doi.org/10.1186/s12889-024-18850-x>
2. Health systems in India: analysing barriers to inclusive health leadership through a gender lens. BMJ 2024; 386 doi: <https://doi.org/10.1136/bmj-2023-078351> (Published 17 July 2024)
3. tatastriveGeneral Duty Assistant - Tata StriveGeneral Duty Assistant. This course provides you with the knowledge and skills required to work as a General Duty Assistant in the Healthcare industry.

CASE STUDIES

Kavita: from aspiration to achievement



Kavita, lives with her husband who works as a laborer and earns Rs 13,000. Kavita had recognised the need to create additional source of income to secure her family's future. This realization led Kavita to enroll in the GDA skill development course, marking the start of her transformative journey.

Kavita completed the General Duty Assistant (GDA) program, driven by her aspiration to contribute to her family's financial stability. She secured a job at Max Hospital in Shalimar Bagh as a General Duty Attendant, earning a monthly income of Rs 13,000. The job not only provided financial support but also instilled in her a sense of purpose and confidence.

As a Class 12 graduate, Kavita found fulfillment in her work, realizing her potential to build a better quality of life for herself and her family.

Outside her professional life, Kavita developed a strong sense of community within the healthcare sector. She connected with her colleagues and actively contributed to the well-being of patients. Her work became more than just a job—it turned into a source of personal fulfillment and a way for her to positively impact the lives of others. Through her newfound skills, Kavita not only improved her own life but also helped those around her.

Chandni: transforming dreams into reality



Chandni, a young girl had recently completed her 12th standard and lived with her parents. Her father working as a caterer was earning Rs. 15,000. Chandni wanted to meaningfully contribute to her household and was looking for ways to employ herself. She enrolled in the GDA skill development course, and secured employment at Max Hospital in Shalimar Bagh as a General Duty Attendant, earning a monthly income of Rs. 13,000.

Her role not only provided financial support but also gave her a sense of purpose and confidence. Chandni found fulfillment in her work, realizing the potential to build a better quality of life for herself and her family.

Chandni's success story highlights the broader impact of skill development on individual empowerment. By acquiring valuable skills through the GDA program, she transformed her life from being an unemployed woman to an empowered, employed woman, who stands right by her family. The financial independence she gained, coupled with job satisfaction, has placed her positively for a prosperous future. Chandni's journey showcases the transformative power of skill-based economic empowerment, illustrating how such programs can unlock potential and drive lasting change.



Manobal: Creating Happy Classrooms

Sensitizing and Psycho-educating government school teachers



Manobal a flagship programme of KHUSHII is helping bring a silent revolution in the classrooms — by focussing on the complex minds of our teachers.

Launched with the aim of sensitizing and psycho-educating government school teachers, *Manobal* is more than just a training programme — it is a step toward creating happy, inclusive, classrooms. In the year 2024–25, KHUSHII, with the support of the Education Departments of Delhi and Uttar Pradesh, took *Manobal* to two major urban centers: Delhi and Lucknow.

The journey began with careful planning — securing permissions, refining training modules, and piloting impact assessments. By July 2024, *Manobal* took its first confident steps into classrooms. Training began with South Zone MCD schools in Delhi and was followed by an orientation with 49 school principals under *Samagra Shiksha Madhyamik* in Lucknow. From September to October, two intensive phases of training reached hundreds of teachers across the city. These sessions were later extended to cover all teachers through follow-ups and special sessions.

The response was overwhelming. A total of 1,360 teachers from 180 schools were sensitized through *Manobal*, indirectly benefiting over 1,64,000 students. The programme's concluding sessions became celebrations of commitment — from Delhi, where the Australian High Commission participated, to Lucknow, where senior officials of the Education Department graced the event.

What set *Manobal* apart was its emphasis on **evidence-based impact**. Through continuous data collection and analysis, KHUSHII assessed changes across four key areas:



CLASSROOM BEHAVIOR

Teachers demonstrated statistically significant improvements in how they managed classrooms, handled student diversity, facilitated discussions, and built relationships.



MENTAL HEALTH KNOWLEDGE

Awareness of mental health issues grew remarkably, enabling teachers to support both themselves and their students more effectively.



SELF-EFFICACY

Teachers reported enhanced confidence in engaging students, managing classes, and adapting teaching strategies.

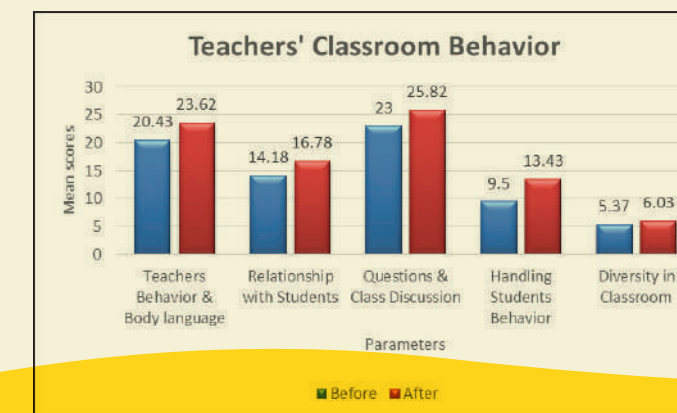


BELIEFS AND ATTITUDES

Perhaps most telling of all, there was a visible shift in teachers' beliefs around mental health — from hesitation to active engagement in identifying and referring children in need.

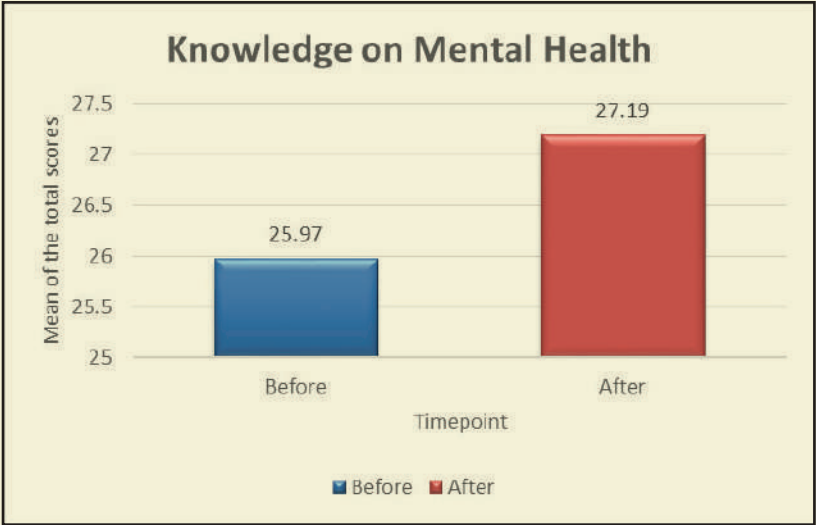
Differences in total scores of observation; difference is statistically significant ($p < 0.01$)

IMPACT



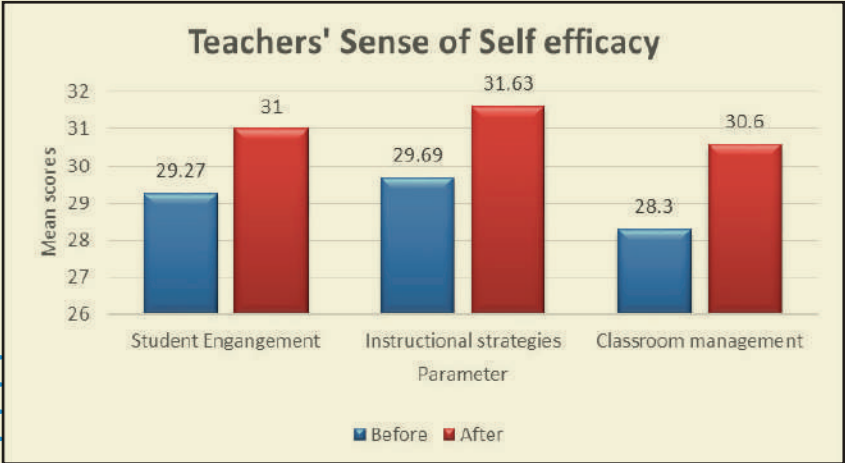
Results depict that teachers' behaviour and body language in the classroom has improved. Their relationship with students has strengthened, and teachers' effectiveness of managing questions and facilitating classroom discussions has enhanced. Additionally, teachers have become more efficient in handling students' behaviour in the classroom and have significantly improved their approach to manage diversity in the classroom.

Differences in scores of knowledge of Mental Well-being & Training Content; Statistically significant difference: ($p<0.01$)



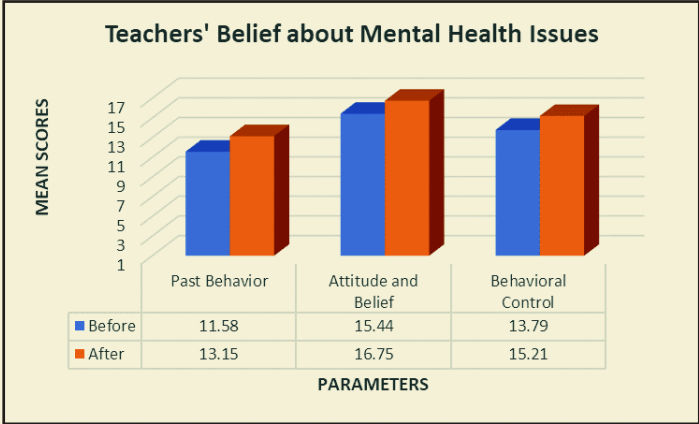
Teachers Knowledge on mental health has considerably expanded following the sensitisation session. This increased awareness will enable them to address their own and students' mental wellbeing effectively.

Differences in the score of Teachers' sense of self efficacy. Differences are statistically significant ($p<0.01$)



Teachers' sense of self-efficacy in student engagement has significantly improved, reflecting their improved confidence in their ability to effectively engage students in classroom activities. Additionally, teachers' ability to develop diverse instructional strategies tailored to classroom needs, responding effectively to students' questions, and challenging high-achieving students while ensuring appropriate content assessment has also strengthened. Furthermore, their classroom management skills, including the ability to enforce classroom rules, support students' emotional and behavioural regulation, and foster a positive learning classroom environment has also improved.

Differences in the score of Teachers' beliefs about mental health issues. Differences are statistically significant ($p<0.01$)



The result suggests that teachers' engagement with assessing and referring students with mental health concerns defined as "past behaviour" has increased. Also, there was a notable shift in teachers' attitudes and beliefs about mental health assessments and student referrals. Additionally, teachers' perceived self-efficacy in assessing and referring students with mental health issues, defined as behavioural control, also reflected significant enhancement

Manobal is proof that when we support our teachers, we transform our classrooms. By equipping educators with the emotional intelligence and tools to foster safe spaces, we are building the foundation for children to not just learn, but thrive. We are also excited for the next phase of Manobal that will help us to expand and deepen our reach by forming more synergies.

TEACHER'S SPEAK



I have learnt about self awareness, acceptance of my capabilities and weakness and ways to improve them how to asses students with mental well-being issues and how to tackle and improve it.

-ALKA,
MCD Primary School
Dr. A.N Sec-1, No-2-I



I learnt to be happy and mentally strong in every situation of life and I will also try my best to make my classroom environment energetic & positive.

- KOMAL,
MCD PRY. Girls School
No-1, Devli



इस ट्रेनिंग में हमने अपने मानसिक स्वास्थ्य के बारे में जाना अपने और अपने बच्चों के मानसिक स्वास्थ्य को पहचाना उसमे सुधार करना और बच्चों के मनोबल को बढ़ाना सीखा |



Menstrual Health and Hygiene

#PadsForFreedom



Pads for Freedom
40,000
BENEFICIARIES



75%
GIRLS



25%
BOYS AND MOTHERS



4
STATES

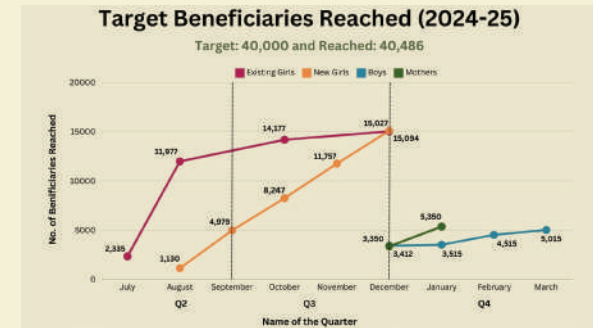


94
SCHOOLS

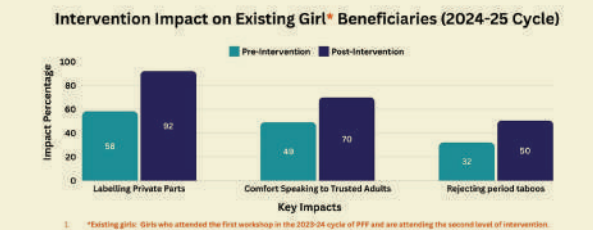


212
WORKSHOPS

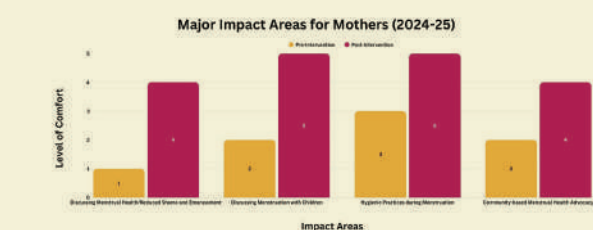
In a country where periods are still shrouded in silence, shame, and misinformation, Pads for Freedom stood as a radical act of empathy, education, and empowerment. In 2024–25, this campaign reached over 40,000 lives across Delhi–NCR and Bangalore—not just to inform, but to transform.



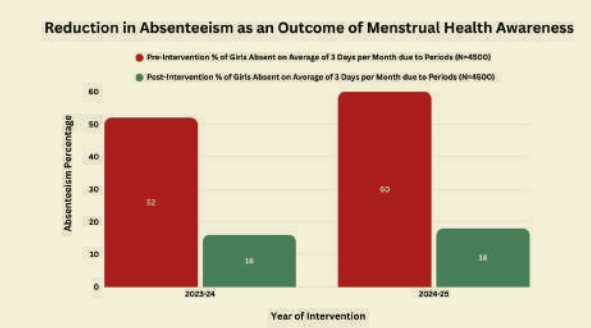
Through 214 workshops held across 94 schools, adolescent girls, boys, and mothers were invited into safe spaces where periods became a subject of pride instead of embarrassment.



The program empowered over 30,000 girls—15,094 new and 15,027 returning—with the knowledge and confidence to navigate menstruation with dignity. We reached 5,015 boys, transforming them from passive bystanders into informed allies who now challenge gendered stigmas with empathy and



awareness. We also engaged 5,350 mothers, supporting them as they reclaimed their voices and began advocating for healthier, more empowering menstrual narratives—replacing generations of silence, shame, and misinformation with openness, confidence, and care.



To extend the impact beyond dialogue, the campaign distributed sanitary pads and educational booklets, ensuring that participants left with not only awareness but access. These booklets covered biological understanding, hygiene, nutrition, waste management, and emotional well-being—providing a holistic view of menstrual health that doesn't rely on digital access. In a powerful intersection of economic empowerment and health equity, many of these pads were manufactured by women from self-help groups in rural India, creating livelihood opportunities while promoting eco-friendly, biodegradable menstrual products.

The results were striking. Girls' confidence in attending school during menstruation surged by 102.4%. School absenteeism dropped by 62.5%. Taboos faded—31.1% more girls felt empowered to explain menstruation to male family members, and 28.4% more understood their bodies through a scientific lens. Boys' acceptance of periods as a normal biological process rose by 40%, shifting peer environments from ridicule to respect. Mothers, often experiencing their first-ever candid conversations on the topic, emerged ready to prepare their daughters with knowledge, not silence.

TESTIMONIALS



LAKHAN | CLASS 10th

“Development in hormonal changes is the reason behind periods. There is nothing strange or wrong about this process—it is a significant stage, a healthy part of adolescent development.”



RUKSAR | PARENT

“Earlier, I would feel quite shy and hesitant to have such conversations. I don't feel the same shame anymore. Now, I can talk about it openly—to my daughters and to others.” She is one of thousands of women who, through Pads for Freedom, have stepped into a journey of dignity, self-confidence, and empowered conversations. The campaign gave women like her a platform to find their voice and a space where speaking about periods feels normal, not shameful.



RUPA | CLASS 8th

“Today, I learned we are not impure when menstruating. It is the same blood that runs anywhere in our body which comes out during periods. We shouldn't hide it from our mothers, fathers, sisters, brothers, or anyone. We should talk about it with openness.”

Awards and Recognitions



Brand Honchos Media through an extensive research on 200+ Indian NGO's award KHUSHII as **"TOP 10 BEST NGO OF THE YEAR 2024"** at one of the biggest convention of the year "Indian CSR Awards 2024", held on 29th November, Vivanta by Taj, Dwarka, New Delhi.

Harish Gosain (Executive Director) and Susmita DasPatnaik (Director- Partnership and Growth) received the award.

Indian CSR Awards 2024 was attended by 350+ delegates and has been supported by fortune 500 Brands to Leading Indian Corporates (Deloitte, KPMG, EY, Oracle, Coca Cola, Pepsi, HUL, Procter & Gamble, hp, Hero Honda, IBM, Castrol, Johnson & Johnson, Philips, Tata Power, Jindal Steel & Power, Marico, JK Tyre, Britannia, Mahindra & Mahindra, Dabur, HCL, Vedanta, Aditya Birla, ICICI Bank, Indigo and many more).

Accreditations



Publication

A Study of Government School Teachers in India Role of Teacher's Sensitization Program for the Mental Well-Being of Students

For the first time in KHUSHII's history we published in the *European Journal of Psychology and Educational Research* (Vol. 7, Issue 3, 2024)

This study, conducted by KHUSHII, examined the impact of a teacher sensitization program — *Manobal* — on government school teachers in Varanasi, India, aimed at improving students' mental well-being. The program trained 136 teachers through a six-hour workshop designed to enhance mental health literacy, shift attitudes, and promote supportive classroom behaviours.

Using a pre-and-post assessment design, the study measured:



Mental health knowledge



Beliefs and attitudes towards mental health



Classroom behaviour and practices

Knowledge:

Teachers showed statistically significant improvement in understanding mental health concepts and strategies to support students' emotional needs.

Attitudes and Beliefs:

Post-training, teachers exhibited more positive attitudes toward mental health and greater awareness of its importance.

Classroom Behaviour:

There were observable improvements in body language, student engagement, use of inclusive teaching strategies, and building positive teacher-student relationships.

However, no significant change was found in managing student behaviour, possibly due to limited class sizes or contextual constraints.

Research Article

<https://doi.org/10.12973/ejper.7.3.177>



European Journal of Psychology and Educational Research
Volume 7, Issue 3, 177 - 190.

ISSN: 2589-949X
<https://www.ejper.com>

Role of Teacher's Sensitization Program for the Mental Well-Being of Students: A Study of Government School Teachers in India

Sabreen Siraj*
Kinship for Humanitarian Social and Holistic Intervention in India (KHUSHII), INDIA

Shruti Bali
Kinship for Humanitarian Social and Holistic Intervention in India (KHUSHII), INDIA

Neemisha Naval
Kinship for Humanitarian Social and Holistic Intervention in India (KHUSHII), INDIA

Deepali Taneja
O.P. Jindal Global University, INDIA

Workshops



KHUSHII Hosts 'The Perks of Organisational Wellness' Session Featuring Dr. Thomas J. Bussen

KHUSHII organised a session on 'The Perks of Organisational Wellness' by Dr. Thomas J. Bussen —an organisational behaviorist, lawyer, and visiting professor at HSB Jaipur for its employees. The session introduced the PERK Model, focusing on:

Purpose | Engagement | Resilience | Kindness

Through engaging discussions and activities on self-reflection and emotional regulation, KHUSHII employees found a deeper connection with the concepts and gained valuable tools for personal and professional growth.

Participatory Learning for Social Inclusion

Our Programme Director Meeta Misra had the privilege of participating in a transformative participatory learning event focused on advancing social inclusion for children and adolescents in vulnerable situations in Cambodia. Organized within the framework of the ISSS Program and supported by the Real Madrid Foundation, the event brought together professionals and practitioners committed to creating inclusive environments for young people.

Designed to foster community, innovation, and mutual learning, the event facilitated deep engagement through structured workshops, field visits, and collaborative dialogues. Participants explored practical strategies and shared diverse perspectives on inclusion, which led to the formation of dynamic **Communities of Practice (CoPs)** — networks that will continue to drive collaboration beyond the event.

Guided by the ISSS Program framework, the experience emphasized:
Collaboration through open exchanges of insights and local experiences,
Community building to strengthen relationships and networks,
Structured learning that provided actionable tools and strategies,
Practical application via field visits showcasing real-world social inclusion initiatives, and
Innovation that encouraged creative, solution-oriented thinking.

This event served not just as a capacity-building platform but as a meaningful step towards sustainable, community-led change.



KEY FINDINGS

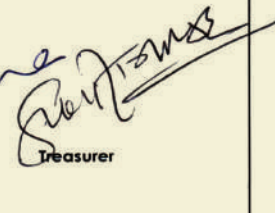
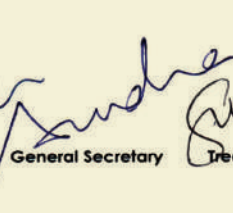
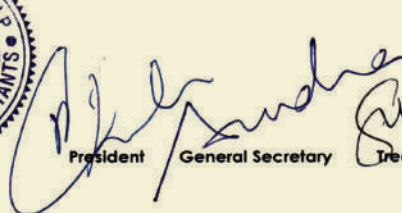
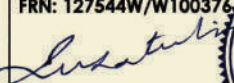
BALANCE SHEET AS ON
31ST MARCH, 2025

Khushii - Kinship For Humanitarian Social And Holistic Intervention Balance Sheet as at 31st March, 2025			
Particulars	Note No	Figures as at 31st March, 2025	Figures as at 31st March, 2024
I. FUNDS AND LIABILITIES			
(1) Funds			
a) Corpus Fund	1	6,57,60,581	6,65,68,177
b) General Fund	2	2,38,01,499	5,46,03,050
(2) Non-current liabilities		-	-
(3) Current liabilities			
a) Trade Payables	3	19,55,200	10,74,277
b) Provisions & Unspent Grant	4	26,51,799	87,39,865
c) Other Current Liabilities	5	91,24,953	20,62,448
Total		10,32,94,032	13,30,47,817
II. ASSETS			
(1) Non-current assets			
a) Fixed Assets			
Tangible Assets	6	65,04,113	69,66,750
Intangible Assets		-	-
b) Non-Current Investments		-	-
(2) Current assets			
a) Current Investments		-	-
b) Trade Receivables	7	98,03,164	98,03,164
c) Inventories		-	-
d) Cash & Cash Equivalents	8	8,23,53,676	10,98,25,920
e) Short Term Loans and Advance	9	11,05,991	27,66,131
f) Other Current Assets	10	35,27,088	36,85,852
Total		10,32,94,032	13,30,47,817
Note No. 1 to 17 form integral part of Financial Statements			
As per our report of even date attached			
For K A R M & Co. LLP			
Chartered Accountants			
FRN: 127544W/W100376			
For Khushii-Kinship for Humanitarian Social and Holistic Intervention			
CA Rakesh J. Kotadia			
Partner			
Membership No. 124134			
UDIN : 25124134BMLICU7819			
Place: New Delhi			
Date: 25/10/2025			

INCOME & EXPENDITURE ACCOUNT FOR
THE YEAR ENDED 31ST MARCH, 2025

Khushii - Kinship For Humanitarian Social And Holistic Intervention Income & Expenditure Account for the Year ended 31st March, 2025			
Particulars	Note No.	Figures as at 31st March, 2025	Figures as at 31st March, 2024
I. Income			
Donation; Sponsorship & Membership	11	15,46,19,562	17,34,94,890
Other Income	12	69,68,120	78,05,843
Income Generated through Art Work Sale		-	-
Total Income (I)		16,15,87,682	18,13,00,733
II. Expenses :			
Project Expenses	13	15,83,68,128	14,21,81,900
Donation Given	14	3,60,000	6,47,000
Employee Benefit Expenses	15	88,24,411	1,27,76,417
Unspent Grant Balances (FCRA)	16	26,51,799	52,90,539
Object Attainment Cost	17	2,21,84,894	2,53,93,184
Total expenses (II)		19,23,89,233	18,62,89,039
III. Excess of Expenditure over income (I-II)		(3,08,01,551)	(49,88,306)
Note No. 1 to 17 form integral part of Financial Statements			
As per our report of even date attached			
For K A R M & Co. LLP			
Chartered Accountants			
FRN: 127544W/W100376			
For Khushii-Kinship for Humanitarian Social and Holistic Intervention			
CA Rakesh J. Kotadia			
Partner			
Membership No. 124134			
UDIN : 25124134BMLICU7819			
Place: New Delhi			
Date: 25/10/2025			

RECEIPT & PAYMENT ACCOUNT FOR
THE YEAR ENDED 31ST MARCH, 2025

Khushi - Kinship For Humanitarian Social And Holistic Intervention Receipt & Payment Account for the Year ended 31st March, 2025		
Particulars	Figures as at 31st March, 2025	Figures as at 31st March, 2024
Opening Balance of Cash & Cash Equivalents		
- Cash in Hand	44,146	54,198
- Cash at Bank	10,97,81,774	16,26,43,787
Khushi		
- Investment in Fixed Deposit with Banks		
	10,98,25,920	16,26,97,985
Receipts		
Donation Receipts	15,42,06,562	17,17,30,499
Art Work Proceeds	-	-
Miscellaneous Income	-	-
TDS Refund AY 2024-25	6,73,243	-
Rent Security received	54,880	-
Interest Received From Bank	62,55,090	71,33,862
TDS	1,26,391	-
Interest on Income Tax Refund	34,991	-
Membership fees	-	1,000
Axis Bank Credit Card	8,829	-
	16,13,59,986	17,88,65,361
Payments		
Shikshaantra Project	15,69,69,607	18,23,39,197
Imprest to Staff	1,60,721	1,31,953
Donation Paid	3,60,000	1,01,47,000
Administrative Expenses	2,15,17,332	2,12,83,187
Other Project Expenses	-	1,71,009
Fixed Asset Purchase	3,44,959	1,83,559
Rent Security	-	4,35,000
Fund Raising Expenses	94,79,610	1,39,81,734
Event Expense	-	30,64,788
	18,88,32,230	23,17,37,427
Closing Balance Cash & Cash Equivalents		
- Cash in Hand	75,860	44,146
- Cash at Bank	8,22,77,816	10,97,81,774
	8,23,53,676	10,98,25,920
Note No. 1 to 17 form integral part of Accounts As per our report of even date attached For K A R M & Co. LLP Chartered Accountants FRN: 127544W/W100376 For Khushi-Kinship for Humanitarian Social and Holistic Intervention  CA Rakesh J. Kotadia Partner Membership No. 124134 UDIN : 25124134BMLICU7819 Place: New Delhi Date: 25/10/2025		

Our
Partners

- A.T. KEARNEY INDIA PRIVATE LIMITED
 - ADOBE FOUNDATION
 - AECOM ASIA COMPANY LIMITED
 - AECOM INDIA PRIVATE LIMITED
 - ARCESIUM INDIA PRIVATE LIMITED
 - AUSTRALIAN HIGH COMMISSION
 - B C JINDAL FOUNDATION
 - BANK OF BAHRAIN AND KUWAIT B S C
 - DELHI WAREHOUSING PRIVATE LIMITED
 - DEUTSCHE TELEKOM DIGITAL LABS PRIVATE LIMITED
 - EAAA INDIA ALTERNATIVES LIMITED
 - EVEREST BUSINESS ADVISORY INDIA PRIVATE LIMITED
 - EXL SERVICE. COM (INDIA) PRIVATE LIMITED
 - FEDERAL MOGUL POWERTRAIN SOLUTIONS IPL
 - GOLDEN PEACOCK OVERSEAS LIMITED
 - HONDA INDIA FOUNDATION
 - INDUCTIS (INDIA) PRIVATE LIMITED
 - INFLOW TECHNOLOGIES PRIVATE LIMITED
 - INTEC INFRA TECHNOLOGIES PRIVATE LIMITED
 - INTERNATIONAL FLAVOURS & FRAGRANCES INDIA PRIVATE LIMITED
 - ISHWAR VIJAY CHARITABLE TRUST
 - KANTAR INDIA FOUNATION
 - KONE ELEVATOR INDIA PRIVATE LIMITED
 - LEDVANCE PRIVATE LIMITED
- MICRON INSTRUMENTS PRIVATE LIMITED
 - MPS INTERACTIVE SYSTEMS LIMITED
 - MY HOME CONSTRUCTIONS PRIVATE LIMITED
 - NEHRU PLACE HOTELS PRIVATE LIMITED
 - NEWGEN SOFTWARE TECHNOLOGIES LIMITED
 - NUTANIX TECHNOLOGIES INDIA PRIVATE LIMITED
 - ONLINE GIVING FOUNDATION
 - OSRAM LIGHTING PRIVATE LIMITED
 - PALO ALTO NETWORKS (INDIA) TECHNOLOGIES PRIVATE LIMITED
 - PLAN INTERNATIONAL
 - RICHACO EXPORTS PRIVATE LIMITED
 - RIELLO POWER INDIA PRIVATE LIMITED
 - RSM DELIVERY CENTER (INDIA) PRIVATE LIMITED
 - RV DIYA CHARITABLE TRUST
 - SANDHAR FOUNDATION
 - SITA INFORMATION NETWORKING COMPUTING INDIA PRIVATE LIMITED
 - SONALIKA SOCIAL DEVELOPMENT SOCIETY
 - UNITED WAY OF DELHI
 - UNITED WAY OF HYDERABAD
 - UNITED WAY OF MUMBAI
 - URS SCOTT WILSON INDIA PRIVATE LIMITED
 - VARANASI AURANGABAD NH-2 TOLLWAYS PRIVATE LIMITED
 - XL INDIA BUSINESS SERVICES PRIVATE LIMITED
 - ZYNGA GAME NETWORK INDIA PRIVATE LIMITED





Registered address:

C 120, 3rd Floor, Okhla Phase 1,
Okhla Industrial Area,
New Delhi - 110020

Ph.: 011-41410075 / 76

e-mail: contact@khushii.org

 Khushii NGO

 [Khushii.india](https://www.instagram.com/khushii.india)

 KHUSHII NGO

 KHUSHII NGO

 KHUSHII NGO