



ANNUAL

REPORT 2015-16

SACKHUMVIT TRUST

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From the Chairman's Desk

We are what we are, in terms of our language, culture, identity, religion, economic status and nationality by an accident of our birth. Our closest held beliefs therefore turn out to be those that we were 'gifted' with when and where we were born.

Luckily for most of us, we were blessed that we were born in India, a land where religions play a significant role in daily life, yet where the principles of secularity allow us to practice our respective faiths peacefully and without fear. All of us should thank our Creator for having bestowed this kindness on us.



Now that we have this 'gift', how do we use it to remain happy? I have a six point formula which I would like to share with you.

1. Be Human: Let your emotions in, and accept them, even if they are negative, so that you can recognize and overcome them.
2. Rest and Recreation: These will allow you to come back stronger, both mentally and physically, to achieve your goals.
3. Exercise every day: It is the best anti-depressant that money just can't buy. In our world of today, most people suffer from some sort of depression or the other. Here is the best cure that money can never buy.
4. Meditate: India is the land that gave the world the various forms of meditation. If you participate in this ancient Indian practice, you will become so likeable that people will want to be around you!
5. Deep Breathing: Once again, this is something that our ancient Yoga Masters have emphasized through their teachings and the way they led their lives. This is the best stress buster, which once again, money simply can't buy.
6. Gratitude and Appreciation: These two little habits will change not only your life but the way your brain functions. The way to best practice this is, just before you go to sleep every night, to think about the 5 things that have happened during the day that you are truly grateful for. If you practice this one act regularly, it will change the way you see the world all around you and help you to become a better person.

Here's hoping that these six points will become part of your daily life and that you are blessed with immeasurable doses of happiness.

INTRODUCTION

Sackhumvit Trust is a registered charitable NGO based out of Bengaluru engaged in initiating social impact welfare projects towards imparting education, healthcare, women empowerment, employable skill development and livelihood to the underprivileged and marginalized sections of communities. In the current fiscal year, the Trust has financially supported underprivileged children and their families in vulnerable urban and rural settlements in the four states of Karnataka, Maharashtra, Odisha and Jharkhand.

Education is both a means and an end to a better life: the means because it empowers an individual to earn livelihood and the end because it enhances awareness and endeavours to inculcate good healthcare practices and appropriate social behaviour. This process invigorates the underprivileged children and families supported by the Trust to evolve as better and responsible citizens.

Education is thus a powerful catalyst for social transformation. Two motivational factors for promoting child education among the poor and marginalized communities are women empowerment and healthcare assurance. The transformational process of empowerment spreads beyond the confines of the present generation, when the elder siblings in the communities gain employable skills and progressively start earning incomes.

Aligning with several partners for improvement in education levels, our interventions have directly impacted over 100,000 children and adolescents in the past two decades. The Trust has supported the children by providing school uniforms, books, encouraging regular school attendance, after-school tutorials and facilitating admissions to colleges for regular courses, as also in the specialized fields of engineering, medicine and computer science. The Trust is proud of the children's proven academic excellence and the resultant positive social and economic impact and joy generated among the families and communities.

Good governance, credibility and accountability have been the benchmarks for evaluating and monitoring the Trust's activities.

TEAM SACKHUMVIT TRUST

TRUSTEES

KHALID HASHIM

VIJAYALAKSHMI HASHIM

PROJECTS HEAD

RAJINI SEETHARAM

CO-ORDINATOR

JONAS JEYASURIAN

AUDITORS

HB SUNIL & Co

SACKHUMVIT IN PICTURES



VISION

Our Vision is to empower the underprivileged children to overcome poverty through quality education, employable skill development, women empowerment and good healthcare and to transform the lives of their families and the community at large.

MISSION

- To work/act as an agent of change and implement programs so that the poor can have access to quality education and healthcare.
- To support the youth in the rural areas by opening up windows of opportunities for skill development and livelihood.
- Counsel school dropouts and encourage regular school attendance.
- Enable school-going underprivileged children to improve their grades through after-school tutorials and remedial.
- Empower women through carefully crafted indigenous programs such as basic communication skills in English and computer training. .

OUR CORE VALUES

- Efficiency in maximising the Trust's stated social and economic impact objectives, namely, education, healthcare, women empowerment and employable skill development
- Innovation and creativity in collaboration with NGOs and stakeholders
- Learning and renewal
- Belonging and commitment to the Trust's objectives
- Accountability and financial responsibility to stakeholders
- Fairness in all dealings and relations
- Integrity
- Transparency
- Non-discriminatory
- Non-sectarian, secular, non-political and non-religious
- Mutual respect
- No personal benefit





DREAM SCHOOL FOUNDATION

CENTRE FOR CHILD DISABILITY AND DEVELOPMENT

SAPTHAK MUSIC NGO

MEGHASHALA

ASHRAYA SEVA TRUST - OLD AGE HOME

UDYAM - ODISHA

KALINGA BAZAR EDUCATION TRUST - RANCHI

NEW ENGLISH HIGH SCHOOL - SANGAMESHWAR

PROJECTS

A group of five students in orange shirts and khaki pants are gathered around a large collection of books laid out on the floor. One student is crouching on the left, looking at a book. Another student is sitting on the floor next to him, also looking at a book. Three other students are standing around them, looking at the books. The books are of various subjects, including physics, biology, and engineering. The scene is set in a room with a patterned rug and a wooden door in the background.

DREAM SCHOOL FOUNDATION - BENGALURU

DREAM SCHOOL FOUNDATION – BENGALURU

Our comprehensive vision and model along with our partnering NGO's Dream School Foundation is to assess communities' school situation in rural and urban slum areas, initiate action plans and empower them to sustain positive results at the lowest cost thereby extending assistance to existing special needs in education and health initiatives within existing mainstream programs to address needs of children.

Our primary aim in this partnership is to interface and facilitate private initiatives for promotion of elementary, secondary and high school support and even further to technical, and IT programs and medicine. Over 8 years of successful partnership has resulted in impacting over a thousand young minds. The continued effort has resulted in students graduating from reputed colleges in Bengaluru in B.Com, BA, Engineering and Medicine. This is a proud moment for the Sackhumvit Trust.

TEN PLUS PROGRAMME – LAUNCH PAD FOR SUCCESSFUL CAREERS IN PARTNERSHIP WITH SACKHUMVIT TRUST

BROAD OBJECTIVES OF THE PROJECT.

The programme aims to educate and empower socio economically deprived students who have completed high school education till Grade 10. The objective is to make these students eligible for professional courses or other higher level studies (e.g., vocational and technical schools) and enable them to pursue careers in the field of their choice and aptitude.

Beneficiaries consist of 50 socio-economically backward students who completed their Grade 10 and embarked on Pre-University/Diploma courses.

CAUSE SUPPORTED

Higher Education for economically deprived students.



ENGAGEMENTS DURING THE REPORTING PERIOD

- The first quarter primarily involved student counseling, college and course selection and scholarship disbursement.
- Career guidance sessions in groups and one on one by DSF internal and external resource persons for all selected students
- Parent meetings – In-depth discussion to plan the course ahead and information sharing about various available courses and colleges.
- CONNECT programmes for PUC, Diploma & Graduate students conducted.
- Leadership Development Workshop on Presentation Skills conducted for PUC students by our Founder Director Sabu Joseph.
- Various Life-Skills sessions conducted by our in-house and guest resource persons for personality development and confidence building.. The Japanese principles of 5S (Five S), were also imparted in a session for improving workplace efficiency and eliminating waste through a systematic and methodical approach..
- Regular communication skills sessions with special focus on spoken English are being conducted at weekends by qualified volunteer language teachers..
- Lotus Language Lab software for functional English has been installed on 10 laptops at the centres – made available to all Ten Plus students.
- Boot Camp – Computer Programming & Special Spoken English sessions
- About 50% of students at the graduate level were assigned mentors. Mentoring sessions are reasonably effective and we are continuously working towards improving the student mentoring programme..
- A series of parent meetings – workshop module 1 were conducted during September to December 2015 by DSF staff members. These engagements helped establish a stronger connect with the parent community.
- House visits done for nearly 80% of the students during the reporting period.

ADMISSION / SCHOLARSHIP

Most of the Ten Plus students were selected from the current batch of DSF HeadStart students who appeared for their SSLC exams in 2015. These students performed extremely well and made us proud by securing 94% results. In addition, we had received over 100 applications from students who have completed their 10th in the surrounding areas. We enrolled 120 students to the Ten Plus programme this year. They embarked upon their first year PUC in various streams of Science, Commerce, Arts, etc.. DSF –Programme Management Team (PMT) assisted the students in making informed choices and getting admission to a school/college of quality. A number of counselling sessions were conducted that helped the students in college & course selection .

Career guidance sessions in groups and one on one by DSF internal and external resource persons for all selected students

Parent meetings – In-depth discussion to plan the course ahead and information sharing about various available courses & colleges.

First phase of scholarship disbursed on time enabled students in getting admission. in quality institutions.

ASSESSMENT PHASE

Student Score Card Preparation & Tracking

DSF developed a valuable score cards mechanism to track / benchmark progress of the students .

All the students' profiles were completed and updated at quarterly intervals..

DSF regularly interacted with the college/ institution to identify any specific near-term issues or challenges that required urgent attention.

EDUCATION & DEVELOPMENT CENTRES

One of the critical success factors for the success of a programme like this is a space that fosters learning and development. Our Education and Development facilities at Yeshwanthpur, RT Nagar and the latest addition Malleswaram provided the facilities and the required space for the students, parents, volunteers and facilitators for creating excellence for the students.

During the reporting year the following facilities were provided

- Library with over 3000 academic & non-academic books
- Computer centres with state of art machines with Internet access
- Online repository of comprehensive academic reference material
- SMART Classrooms
- Well-equipped lecture rooms with multimedia / AV facilities with smart classroom features
- Mentoring / Counseling areas
- Fulltime coordinator to cater to student needs.
- During the reporting period, the Education and Development facilities were utilised optimally for the Ten Plus programme.



LEARNING AND DEVELOPMENT ENGAGEMENT

LEARNING CIRCLES

One of the initiatives that struck a chord with the students was the Learning Centre initiative. The Learning Centres are

- Groups that engage in a process of learning through collective inquiry.
- Homogenous in nature when it comes to education stream
- Facilitated by a facilitator or a mentor
- Group members are accountable to one another.
- During 2015- 16, six learning circles were initiated for the different subjects and 5 of them were a success in terms of attendance and participation.
- Attendance in Learning Circles (in %)
- We will have 20 learning circles each for six subjects during in the coming year

DSF CONNECT PROGRAMME

DSF Connect aims at

- Facilitating the connection between TENPLUS students, DSF staff and mentors
- Providing high quality time with subject matter experts
- Giving dedicated space and time for students to express their desires, dreams, requests and live upto their potential.

2015- 16 witnessed 9 connect programmes with great participation from the students.

CONNECT PROGRAMME DETAILS

No	CONNECT PROGRAMME : THEME
1	GETTING INTO RELATIONSHIP
2	SETTING UP LEARNING CENTRES
3	QUARTERLY CONNECT : MILESTONE CELEBRATION & FEEDBACK SESSION
4	MENTORING PROGRAMME SETUP
5	STUDY TIP SESSION
6	MILESTONE CELEBRATION & FEEDBACK SESSION
7	MEET AND GREET DONORS
8	NEW YEAR CELEBRATION
9	END OF THE YEAR CONNECT ; MILESTONE CELEBRATION & FEEDBACK SESSION



LEADERSHIP/ LIFE SKILL DEVELOPMENT

Various Life-Skills sessions conducted by our in-house and guest resource persons for

- Goal Setting
- Motivation
- Self Esteem Building
- Assertive Communication
- Confidence building



MENTORING

In our mission to contribute to the holistic development of all our students, our mentor programme plays a key role. Through this programme accomplished individuals of civil society engage with, guide and inspire our students, enabling them to learn, grow and achieve their full potential. The year saw many dedicated individuals from various backgrounds come forward to become committed listeners and create empowering relationships. The programme opened new avenues for the students with some of the mentors creating great opportunities for exposure for them at their respective organizations.

Taking into consideration the time and distance challenges faced by many well-intentioned volunteers in contributing to the programme, we partnered with PWC to maximize volunteer time by arranging for our students to visit their premises for mentoring sessions. This initiative not only gave the students exposure to the corporate world but also motivated them to aspire to greater heights.

In keeping with the growth of the organization we plan to rapidly increase our mentor base. Our focus for the year ahead will be to leverage the experience and expertise of the mentors and expand their reach to students beyond their mentees.

- This reporting period 70 % of the Ten Plus students have either group or individual mentors
- Mentoring event for B. Com students at PWC at their office premises
- 8 Orientations and three mentor regroup were conducted during the reporting period

PARENT COMMUNITY INTERFACE

As part of our ongoing endeavour to encourage and ensure participation of the parent community from the time of enrolment of the student, we reached out to each and every parent/guardian during the reporting period.

We met over 160 parents spread across 8 sessions which helped to understand the student issues and have a dialogue with parents on how to handle certain adolescent behaviours.

We lay a lot of emphasis on parental involvement in the career choice making aspect to the academic and other developments of the child. We elicit their partnership through regular feedback sessions and meetings with the parents. We also conduct parenting workshops to help parents understand their childrens behaviours and develop a healthy home atmosphere

We draw on the help of a consultant in the design of the parenting workshop for the design and delivery. As, many parents are not having any formal education, we concentrated on sticking to a simple language and emphasized 'facilitating the learning process at home'.

The key areas covered in the workshops were

- Challenges faced by children at various ages
- Effective communication between parent and child
- Fostering the self-esteem of the student
- Facilitating the learning process
- Discipline and time management techniques

WeTech INNOVATION CHALLENGE

The WeTech after-school program was an exciting opportunity to inspire girls interested in Science, Technology, Engineering and Maths at schools to see themselves not just as users of technology, but as inventors, designers, builders and entrepreneurs. Our students Shwetha, Anjali, Jyothi, Mamatha and Yashawini presented their mobile app 'Easybus' at the WeTech Bangalore Pitch which was conducted at Hotel Leela Palace.

LEADERSHIP DEVELOPMENT – PRESENTATION SKILLS WORKSHOP

An intensive two-day workshop - to help build their presentation and speaking skills. These sessions are part of a series of workshops that equip and prepare the students to be industry-ready. The workshop was complete with activities that worked on body-language, orientation that allowed the students to self-express, build confidence and shed inhibitions that hamper their speaking and presentation skills. By the end of the session, there was a remarkable improvement in their delivery skills and their confidence soared right through the roof!

CHALLENGES / LESSONS LEARNT

The key challenges encountered during the reporting period and solutions planned:

Challenge: Significant rise in college fees and other related costs and finding reasonably good and financially viable colleges & courses to suit the student interest, aptitude and other comfort factors

Solution: We encouraged students to join government colleges in the vicinity and explored possibilities of supporting the colleges with better facilities and resources to ensure quality education. This way we were able to extend support to larger number of students rather than pay high fees for individual students.

Challenge: Many students hail from Kannada medium schools. The transition to college where the medium of instruction is English is a major hurdle to overcome in the first year.

Solution: We conduct special Spoken English classes for the PUC(I) students along with confidence building sessions to boost their morale during this tough period. We also introduced language labs this year where the students work independently to improve their language skills.

ACHIEVEMENTS

The key accomplishment in the year has been our Community Engagement.

Engagement with Beneficiary Community:

We were able to connect with the beneficiaries and their community in an intensive and meaningful manner. We reached out to the community through house visits, parent meeting and workshops, regular student interactions and connect with the colleges.

This has resulted in collection of comprehensive and critical data that can help us support the community and students better. We have also been able to compile structured student case studies and profiles which are highly beneficial and crucial to the success of the students and the programme.

ENGAGEMENT WITH CORPORATE AND INDIVIDUAL SUPPORTER COMMUNITY:

One other highlight of the last six months has been the partnerships we were able to foster with various groups of individuals – donors and volunteers from corporate houses, residential complexes, educational Institutions in the vicinity of our Educational and Development centres.

This enabled greater stakeholder participation in all our programmes to help us plan, implement and monitor our activities and interventions in a more comprehensive manner. The involvement of these individuals as Mentors, Volunteers, Teachers and Trainers will result in tremendous qualitative improvement of the programme and enriched support we can provide to the students especially to those pursuing higher education.

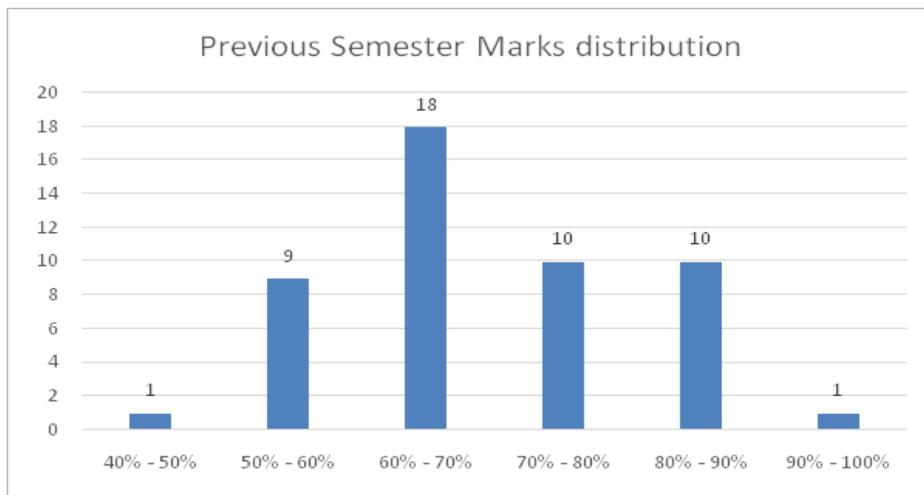
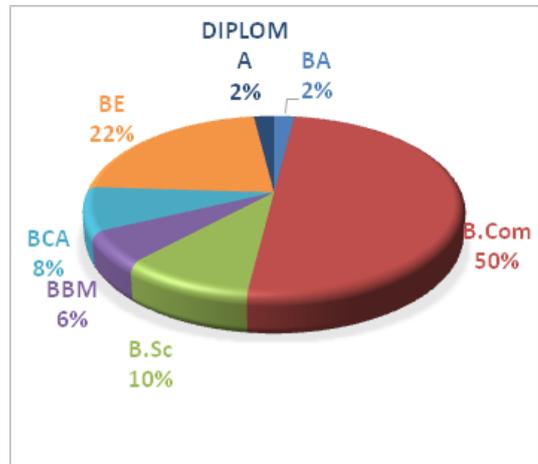
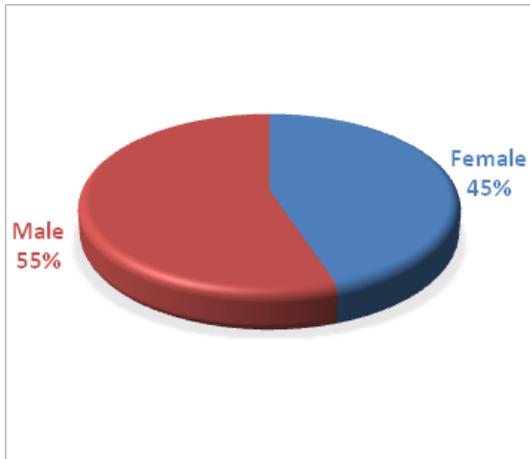
MENTORING PROGRAMME

The mentoring programme reached new heights during the reporting period. We have enrolled more mentors and connect with mentees has been significantly enhanced during the period. The mentors have started inquiring further into overall development aspects rather than just focusing on academics.

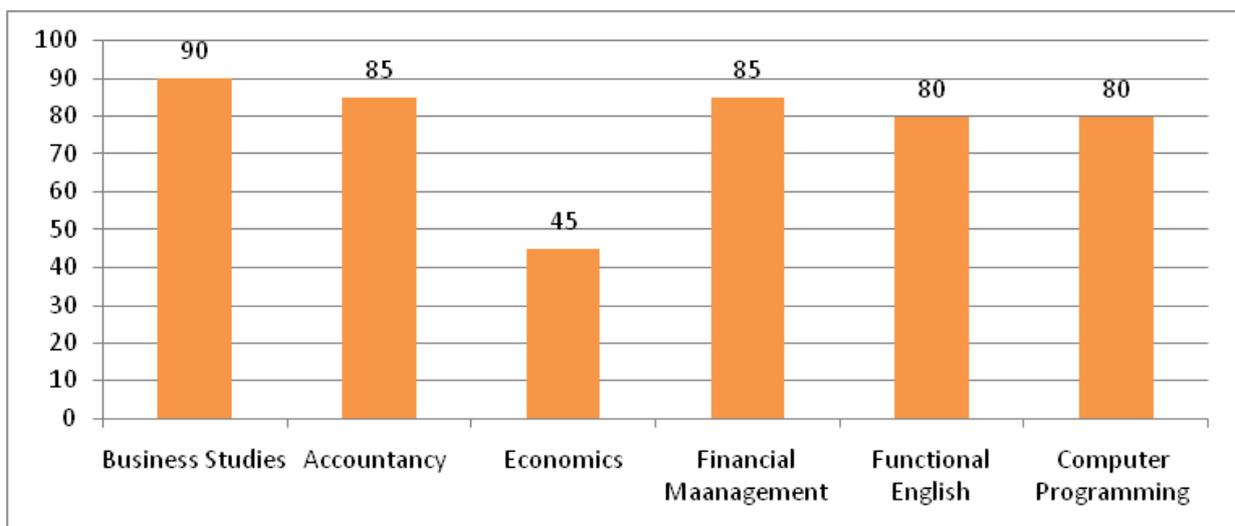


GENDER-WISE DISTRIBUTION OF STUDENTS

STREAMWISE DISTRIBUTION OF STUDENTS



Attendance in Learning Circles (in %)



CASE STUDIES

VELUMURUGAM, 2ND YEAR, BCA



Velumurgam is a very friendly young man. His aim is to work in the software field in future. His dream is to at least have five people working with him in an office. His father is a security officer in Tamil Nadu and comes rarely to Bangalore. Velumurgam had scored low marks in PUC, though he was confident that he would score good marks. This led to depression but he got over it. He studied well and was ranked first in his class in first semester. Recently his sister got married and his parents had to take a big loan, which they are struggling to repay.

Velumurgam sketches beautifully and is passionate about writing stories. He also likes to read comics in his free time. He believes in working hard and achieving his goals and shape a bright future for himself.

SABIR AHMED, 1ST YEAR, B.COM



Sabir is an intelligent young man who recently completed the second year of his pre-university degree. He is studying Commerce at Ananda Social High School. His favorite subjects are Computer Science and Accounts. He hopes to become a chartered accountant. He has been supported by DSF as part of the Ten Plus Program since 2013, sponsored by Sackhumvit Trust.

Although Sabir is not a high performer in his exams, a conversation with him reveals a profound intellect. He has great and varied interests, and enjoys learning by exploring the world around him. His interest in sciences has led him to win first prize in a science competition, wherein he designed a hydraulic jack that used water and air to lift 25 kg. He loves computers as well, and knows various computer languages such as C++, SQL and HTML. His avid interest in philosophy has led him to read both the Vedas and the Qu'ran. From these sacred texts, he draws inspiration and guidance for his daily life.

The greatest inspiration for Sabir is his mother. Her selflessness and constant support gives him hope and motivation for a better future. Furthermore, he draws inspiration from his grandfather, who was a freedom fighter. He lives with his brothers and parents, in a small house. There isn't much tension between family members, although there is a lot of financial strain on the family.

Sabir's creative and inventive spirit will take him far. His passion and pursuit of his interests allows him to see the world as a place full of possibilities.

MUBARAK BASHA, 2ND B.COM



Mubarak Basha was a very soft spoken and shy boy when he started his journey in DSF and now he is a confident young man aspiring to be an Urdu Professor. He has gone through very tough times in his childhood. His father remarried and abandoned the family. His mother was supporting the family ever since. Now two of his brothers are working and he is the only one focussed on academics.

Mubarak had a tough time initially as he had taken up an X-ray technician diploma. He started the course and within months, there was a tremendous effect on his health, skin & hair due to exposure to radiation in the lab.

HEADSTART - FACILITATING CONTINUANCE OF HIGH SCHOOL EDUCATION IN

PARTNERSHIP WITH SACKHUMVIT TRUST

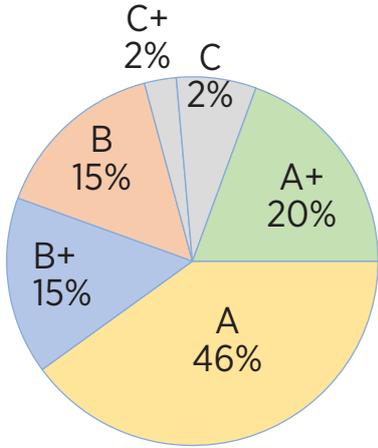
EXECUTIVE SUMMARY

The year 2015-16 saw the expansion of the Sackhumvit Trust funded Headstart programme with more focus on students from government schools. The facilities at our centers were enhanced with the acquiring of language lab software and more computer systems, making digital literacy and English language skills, a major focus. Students were provided with many opportunities to go beyond their textbooks and learn through experiential activities, which added value to the take-away from our sessions. Students had the opportunities to interact with many volunteers who came from diverse backgrounds like corporate employees to college students. This not only gave them exposure but also increased their self-confidence.

The year 2015-16 was a crucial year for us wherein important changes were initiated right from enrolment of students, to delivery of classes. Concerted efforts were made to involve more volunteers and leverage their skills and creativity to enhance our programme.

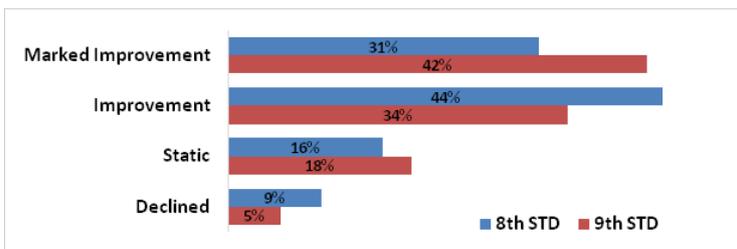
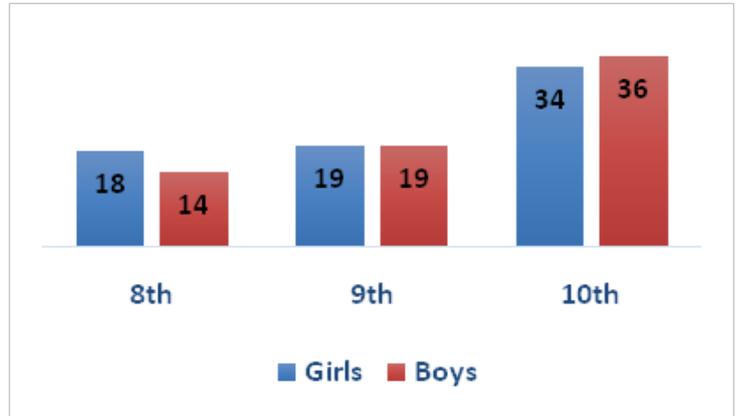
DSF-SACKHUMVIT FACTS & FIGURES

140 Students

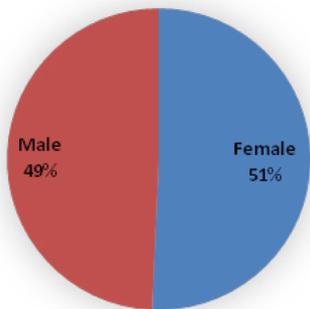


PERFORMANCE ANALYSIS 8TH & 9TH STD

ENROLLMENT



GENDER RATIO



TOPPERS 2016

%	NAME
96	RABIYA
94.72	VIDYASHREE
94.08	SHASHIKALA P
94.08	PRIYANKA D
93.28	NEHA KUMARI
92.16	CHANDRASHEKAR
91.20	SHARMILA BK
91.04	NOOR FATHIMA

HIGHLIGHTS

LEVERAGING HOLIDAYS

- A month long summer camp was conducted which saw the participation of 250 students from vulnerable backgrounds. The camps ignited their interest in education through sophisticated experimental learning and activity based classes in English, Maths and Science. Supported by 20 volunteers, games and sports were a part of the camp, making learning fun. The camps provided a platform for us to engage and enroll students into our HeadStart programme.
- Ensuring constructive use of their holidays, students were engaged in boot camps during their 'Dussehra' holidays, which was designed based on their needs. The students were engaged in fun and activity based learning.

INFRASTRUCTURE SUPPORT AVAILABLE TO HEADSTART STUDENTS

- Two state of the art centres (Yeshwanthpur & RT Nagar)
- Computer laboratory facilities were upgraded and enhanced with 20 additional systems, taking digital literacy a step forward
- Audio-visual facilities with LCD projectors and high power sound systems.
- Upgraded science labs with the inclusion of more apparatus, equipment and models
- Library facilities enhanced with over 3000 books at centres.

EXPOSURE VISITS

- Creating an opportunity to learn outside the classroom, 40 students from 9th standard were taken on an educational field trip to the Planetarium which gave them exposure and improved their learning.
- Students pursuing their 10th standard were taken on an educational trip to Visweswaraiah Technical and Industrial Museum. Most displays and experiments there were related to their curriculum and apart from helping them gain a deeper understanding of science, this gave them an exposure to the latest in science and technology.
- Focusing on holistic development, 47 students from 8th standard were taken on a visit to the premises of Target Corporation at Manyata Business Park, where volunteers gave them an exposure to the organization and their tasks
- 30 students from 10th standard were taken on an exposure visit to Rambus Chip Technologies which gave them an understanding of the field and possible career options. Interacting with the volunteers motivated and inspired them to aim higher.

EXPERTS TALK

- A series of sessions focused on environment were conducted where the students gained a deeper understanding of the issues facing the world currently and how they can play an active role in bringing change.
- An informative session on satellites was conducted for 10th standard students by our volunteer Ananth Nagaraj from ISRO.
- Giving the students an opportunity to expand their knowledge, a session on Indian Constitution was conducted by Mr. Abhishek Sudhir, Dean, IFIM Law College. The session not only supplemented their curriculum but also helped students gain a deeper understanding. of the subject.

LEARNING CIRCLES

- Focusing on experiential learning, weekly science experiment learning circles were conducted for 8th and 9th standard students, where they explored the fun and interesting side of science. At the end of the sessions, the students created group projects of working models in science, which was presented as an exhibition. The students explained the working and science behind it..
- In keeping with every child's Right to Participation and Development, various clubs for English, Mathematics, Science and Social Science, were created where students who share an interest in a subject were grouped to learn more about it, beyond school books. Through structured modules, they learnt concepts outside of the curriculum, which further ignited their passion on a topic of their interest. At the end of every module they made presentations which increased their confidence.

SSLC FOCUS

- Workshop was conducted for the 60 students of 10th standard to equip them with skills to handle exam stress and gave them tips to improve their study skills.
- Workshop was conducted for the parents of 10th standard students to empower them to support their wards during their examinations and enable them to be more participative in their child's education.
- Identifying and building on students' strengths being crucial, a life skills session was conducted by our volunteers, wherein various group activities and games were organized to bring out their potential.
- Delivered 4 modules of life skill sessions across our centres to our HeadStart students both by internal as well as external faculty.
- Special workshops were conducted for 10th standard students on goal setting and communication skills.

LIFE SKILL DEVELOPMENT

- Promoting creativity and encouraging students to go beyond academics, 4 weekend intensive art workshops were conducted by students from MS Ramaiah Institute of Technology. Through these workshops students pursued their interest in dance, art and theatre through structured learning engagements.

- Taking our health and hygiene sessions for children a step further this year we partnered with Eco-Femme, an organization that produces washable cloth pads, provide menstrual health education to adolescents and open dialogues on menstruation along the way. Through this association we reached out to all the girls under our HeadStart programme, providing them with free sanitary pads, which will not only be economical, but will go a long way in promoting good health and hygiene
- Showcasing their talents and potential, our students participated in various creative and intellectual activities conducted at International Giving Programme by Target Corporation.
- Students participated in intensive workshops of dance and theatre, where they were trained by our volunteers, as well as, our student interns from Germany. The 3-month workshop saw them polish their skills, overcome inhibitions and increase their confidence levels. These workshops culminated in a Partner's Meet event celebrating our 10th year of existence, where the students got a platform to showcase their talents and potential.
- Adding fun to learning, various festivals and important days were celebrated at our centers, where students not only got exposure to various cultures but also understood how to acknowledge their value and appreciate diversity etiquette being an essential part of education, sessions were conducted to groom and refine students.

PARENT ENGAGEMENT

4 Parenting workshops and regular parent meetings were conducted, to empower and enable them to create a conducive environment at home for education. These workshops also helped us understand the challenges faced by them and gave us more insights into our students.

ENGAGEMENT WITH SACKHUMVIT TRUST CHAIRMAN

In a great opportunity to interact with one of the top CEO's in Asia, students got the chance to learn from Mr. Khalid Hashim, MD of Precious Shipping Public Company Limited and founder of Sackhumvit Trust.

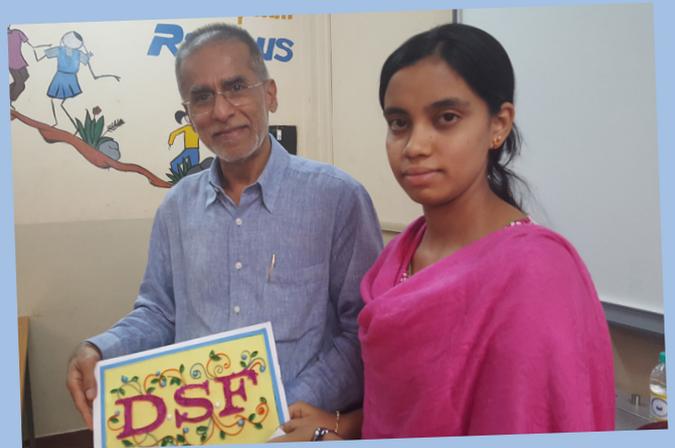
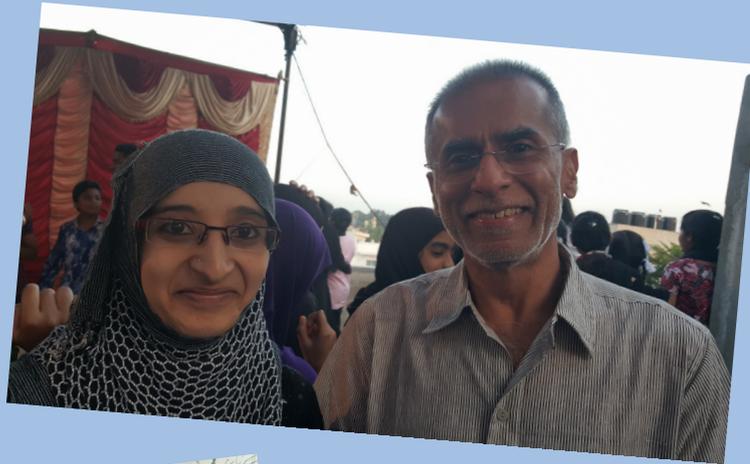
Mr. Hashim spent most of his trip to India visiting Education and Development centers of the Dream School Foundation, along with Ms. Vijaya Hashim and Ms. Rajini Seetharam.

Here on the occasion of his birthday, the staff and students, decided to celebrate it with a lot of pomp.

Compiling wishes from family, friends and well-wishers from all over the world, a movie was created to make his day special and remind him of all the people who respect and look up to him. Students showered their wishes with several handmade cards in which they expressed their adulation for him.

Spending time at our education and development centers in RT Nagar and Yeshwanthpur, the biggest takeaway for students was the interesting interaction session they had with him. In an open and fun-filled environment, he shared some of his experiences and valuable thoughts.

The excited students had many questions to ask him which he replied to with humour and food for thought.



Students were very keen to know how a successful businessman like him was during his school days and as a student. They also wanted to understand the difference between the education system in India and Thailand. Amused by their questions Mr. Hashim shared snippets about his upbringing and the values of hard work and contentment instilled in him by his father. He told the students the secret to being happy is to be satisfied with what you have and enjoy the journey towards their destination. He bonded with the students by reminiscing about his student days and how he was fun loving much like them and worked very hard to educate himself.

Responding to one of the queries about a quality one needs to be successful, Mr. Hashim shared one of his favourite quotes with the students 'The harder I work, the luckier I get'. He spoke of how he would walk to school and worked hard through all the challenges life threw at him to reach where he was today. He stressed on the values of putting others before oneself to succeed in work and life. Adding fun to the interactive sessions, Mrs. Vijaya Hashim added colour to the programme by singing and dancing with the students. Thought provoking and enjoyable evenings, the sessions left the students energized, inspired and motivated. Many students aspire to not just be successful like him but to also imbibe his qualities of humility and giving back to society.

VOLUNTEER INVOLVEMENT

- Volunteer involvement increased manifold this year. Concerted efforts were made to reach out to volunteers in various corporates, students and privileged community around our centers. This helped us in enrolling and engaging individuals with diverse skill sets which was extremely beneficial for our students.
- Like every year, volunteers from Target Corporation were actively involved in facilitating weekly sessions in Mathematics and Science for 8th standard students.
- Volunteers from Rambus Chip Technologies spent a lot of time with our students, giving them an exposure to the nature of their work and the working of corporates.
- The year saw a tremendous growth in youth volunteering, with students from various institutes like MS Ramaiah Institute of Technology, MS Ramaiah Medical College, Mount Carmel College, BR Ambedkar Dental College, etc The volunteers brought creativity and fresh perspectives to our sessions which positively impacted our programme. Interactions with volunteers always give students exposure to new views, improves their confidence and motivates them to achieve even more.

CCDD



CCDD

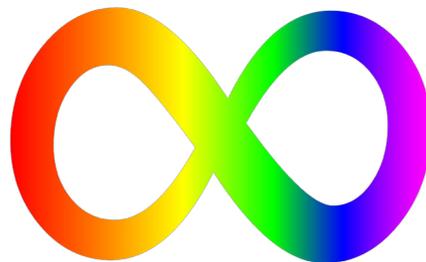
INTRODUCTION

Dr. Nandini Mundkur in her early days of general paediatric practice developed a deep concern for parents, who faced many hardships and struggles to find a better treatment option for their children with developmental disorders. She also felt the need for contemporary diagnostic methods, Therapy options and more dedicated working professional in the field of developmental paediatrics. With passion, she pursued her interest in developmental medicine which resulted in the inception of Centre for Child Development and Disabilities in the year 2006 in partnership with Sackhumvit Trust.

CCDD, a non-profitable organization (a unit of Sackhumvit Trust) is a one-stop location for children with various developmental disorders. The centre provides comprehensive diagnostic and therapeutic services for children with a wide range of developmental problems in areas of physical, mental, language and learning from birth to adolescence. Clients from different parts of India, Asia, Europe and rest of the world were benefitted from our consultation and therapy services.

Children are referred to CCDD by private practitioners and schools. The centre provides multidisciplinary diagnosis for

- Developmentally delays
- Children with Autism Spectrum disorders
- Language delay
- Children with Learning Disability
- Mental retardation
- Neuromuscular disorders



The centre brings together well known specialists in the field of Paediatrics specialized in orthopaedics, neurology, psychiatry, developmental medicine and rehabilitation. The clinic is well supported by an early intervention centre staffed with Paediatric Physiotherapist, Psychologist, Occupational Therapist, Autism trained Special Educator, Special Educator for learning disability, and Social Worker.

The centre has been affiliated by Indian Academy of Paediatrics (IAP) to conduct Fellowship program in Developmental Paediatrics.

Mission

Mission of CCDD is to redefine and standardize the care of children with developmental disorders in India. ■

Vision

The vision of CCDD is to make the Centre the best place for children with developmental disorders and to provide them with the best of quality medical care, rehabilitation and special education. They also wish to create a great working environment at the Centre for Child Development and Disabilities, where professionals can achieve career satisfaction.

Upcoming projects

Some interesting projects that CCDD is working on currently are:

- Music therapy
- On line parent program for management with autism, learning disability,
- Early Literacy program
- Socio Emotional Program



SAPTHAK MUSIC NGO



SAPTHAK

You may be poor, you may only have a ramshackle house, you may have lost your job, but that song gives you hope." - Nelson Mandela

Music is a really powerful equalizer. It also brings with it a whole host of learning and developmental benefits – whether it's learning math and rhythm, language and singing or how to work together with other children teaching co-existence and tandem living.

SAPTHAK CHANGE BEATS

In this narrative we shed light on the inspirational thoughts behind a successful non-profit NGO that are using creative ways and cultural activities to help the underprivileged in collaboration with Sackhumvit Trust.

Music continues to bring hope and to heal in those places where it is needed most and this shows the incredible power and potential of music. how it can help overcome academic stress and strain, how it can unite people, how it can bring hope in the darkest of situations especially where the child finds school curriculum an uphill task. Music bridges and connects communities in a way that is both sustainable and effective. It is a beacon of light and hope for children who otherwise may have not had the opportunity, living in remote villages, to bring forth their creativity. It establishes a possible alternative profession to young minds.

Sachkhumvit Trust supports these rural talented young musicians because it believes in the healing power of music. It is said that music is the universal language; there is a natural connect between people through rhythm and a simple melody that can be more powerful than words. Sapthak partnering with Sackhumvit Trust goes into areas predominantly in the state of rural Karnataka where voices have been otherwise suppressed due to lack of learning and a performing platform. Sackhumvit Trust partnering with SAPTHAK TRUST identified rural talent in rural music and gave voice to the voiceless. It is inspiring!

Our music partners Sapthak's long-term commitment allows our participants the time to develop skills and talents. Professional trainers are specialized in running community music projects and coaching the young talent to build their music skills. Classical vocal training, tabla and even remote tribal instruments are taught keeping old traditions alive. Sapthak works closely with local musicians and organizations to build sustainable projects in response to local needs. In keeping with the Trust's core philosophy that young people need opportunity and hope more than anything else music helps people to develop skill, to heal, to connect with each other and the community as a whole. Music crosses ethnic divides and provides neutral space to meet through shared talents and passions.

CONCERTS AND ACCOMPLISHMENTS

Partnering with Sackhumvit Trust, Sapthak creates opportunities for students to perform at neighborhood concerts, festivals and at annual state level concerts all held at venues reserved for the elite. With every performance their confidence grows and overcome their fears and increases their sense of self worth.

MUSIC SKILLS TRAINING

Teaching artists use an intense curriculum to teach rhythm, melody, harmony, song-writing and various instruments. The children in their program are taught certain essentials about music through exercises and activities around rhythm, pitch and melody Music learning helps concentration, builds motor skills, and supports comprehension in school. The classes are fun, engaging and designed to nurture leadership, creativity, self confidence and teamwork.

CASE STUDIES

MR SRINIVAS BHAGWATH – HINDUSTANI VOCALIST

Mr. Srinivas Bhagwath, aged 22 years, is presently pursuing an engineering degree (Automobile engineering) at BIT, VVpuram, Bengaluru. Along with academics, he is a keen musician and is being trained by his father Mr Ananth Bhagwath, who is a well known guru and musician. Srinivas Bhawath began training in Hindustani classical music from the age of 7. He has performed in several platforms and won many awards for his excellence in Hindustani vocal music. He is an awardee of the scholarship offered by M/s Sackhumvit Trust and intends to become a professional classical vocalist in the near future.



KUM.SUMA HEGDE - INSTRUMENTALIST (SANTOOR)

Sri Gajanan G Hegde, is a farmer in a remote village in Karnataka (Hitlalli, Yellapur -Uttara Karnataka). He also plays the tabla. He was keen to encourage his daughter to learn music as she showed a lot of promise. Sapthak contacted Sackhumvit Trust for a scholarship for Kumari Suma Hegde to pursue instrumental music. Suma is the recipient of a scholarship to learn and train under Pt.Dhananjay Daithankar to learn playing the santoor. She now gives public performances and has received several prizes for her excellence in this craft. Apart from pursuing her academics Suma's desire is to become a professional instrumentalist.



SAPTHAK PERFORMANCES



MEGHSHALA



MEGHSHALA

Meghshala Trust was registered in December 2013 and started formal operations in August 2014. Meghshala Trust was supported by Sackhumvit Trust to run a pilot for Grade 7 across 5 classrooms in 3 schools in Gubbi, Tumkur District and Bengaluru.

Meghshala plans to empower teachers by supporting existing teachers with virtual master tutors in class. The support will be in the form of instructions which are customized to the level of the teacher. Curiosity and fun are an integral part of the classroom teaching. Every lesson taught will make the student learn and recall facts, understand the process think about applications evaluate answers and come up with creative solutions.

For the exemplary work in the field of innovative teaching, Meghshala was awarded first place in India for Best Practices by Edtech 2016: Global Perspectives, Local Insights.

About the Edtech World Tour: The EWT is an independent nonprofit organisation conducting empirical social science research that wants to share pioneering experiences and various international case studies regarding the use of educational technology. Its purpose is to contribute to the development of thoughtful usage of educational technologies in the international community by sharing the vision and efforts that were deployed for its promotion in various EdTech hubs around the world.

MESSAGE FROM MEGHSHALA TO SACKHUMVIT TRUST

We record with thanks that Sackhumvit Trust believed in us when we were completely new to the game. You trusted us enough to fund us for the pilot last year, and it has been invaluable to get this trust and this intervention into mainstream school reconstruction.



MEGSHALA: A FELLOWSHIP FOR TEACHERS

Megshala focuses on training teachers in government schools, where academic results are the worst. The program consists of a 1-year fellowship for 30 teachers and aims at teaching them how they can use tech and digital media in their classroom and for their own training.

“We organized the training around a fellowship to make it seem more prestigious and to restore the lost pride in teaching”

AMRUTHA MURALI, IMPLEMENTATION AND PARTNER MANAGER AT MEGSHALA.

Within the program, every teacher receives a battery-powered projector and a tablet that contains lessons for their training stored in the cloud and that can be accessed offline. Megshala rightly addresses the challenges of multigrade teaching for first generation tech users. One must be aware that, although corporates may donate computers, they remain unused: beyond the available bandwidth, the problem is sometimes electricity. Megshala thought about those problems and developed a customized solution to this problem. They currently work with over 45 schools in urban Indian areas.

Public schools in India are in high need for reform: teacher absenteeism, overpopulated classrooms, low salaries are the day to day realities on the ground.

Teacher training can help value teacher’s work and contribute to their professional development as well as the quality of their teaching which is often too poor due to the insufficiency of their initial training.



ASHRAYA SEVA TRUST – OLD AGE HOME RAJAJINAGAR, BENGALURU



ASHRAYA SEVA TRUST – OLD AGE HOME RAJAJINAGAR, BENGALURU

Care of the sick and destitute is a complex process. The risks from disability, chronic illness and destitution are a process exacerbated by poverty and other forms of structural inequalities. Ashraya Trust's objective is to provide shelter and long-term care for the sick and genuinely destitute. There are a total of 60 residents (women only) and the Trust provides empowerment to the sick and the impoverished. It is a small initiative to improve the condition of the sick and the destitute. Health is a major concern for the elderly. The problem of depression is one major concern. Sackhumvit Trust supports Ashraya Trust by taking care of the residents' medicine requirement on a monthly basis.

Ashraya Seva Trust runs a home for elderly women and is a registered charitable Trust established in the year 2005 by Mrs. RT Rani, Founder Chairman of the Trust. The Trust is registered with the Government of Karnataka- Reg.No.16/05-06 in the year 2005 and is located in Rajajinagar, Bengaluru. Clearance from the Ministry of Home Affairs, Government of Karnataka, has also been obtained under the FCRA 1976 Regn. No. 094421438. Donations to 'Ashraya' are also exempt U/S 805 G. Regn.No. DIT (E)/BLAR/12A/A-1125/AACTA0811B/ITO9E0-1/VOL2008-2009.

The primary aim of this small centre which houses about 60 residents all women, is to provide food, shelter, nursing and daily care to the elderly who are destitute. This includes women with physical ailments like those who have had a stroke and are paralyzed on one side or have progressive degenerative disorders like muscular dystrophy, motor neuron disease, etc. The Home also looks after people with psychiatric problems like schizophrenia, bi-polar disorder, etc. and age related problems like parkinson's and Alzheimer's disease. Sackhumvit Trust partnering with Ashraya Trust provides medicines to all the residents at the centre. A doctor on call prescribes the necessary medication, which is procured and handed over to the centre. A total amount of Rs 15, 000 per month is allocated for medical care at the centre. Monthly support was initiated from September 15th 2015.



UDYAM



UDYAM

Odisha (previously known as Orissa), being socio-economically backward but culturally sound, is one of the important states in Eastern India. Out of 30 districts, 9 are considered as tribal districts and a significant share of about 22% are tribals. This tribal group of Odisha has special significance because they are one of the most backward and geographically isolated communities. Their life style and economy are confined to the direct utilization of natural resources, pre-agricultural level of technology and specific indigenous type of work. The tribals from this region have historically remained disadvantaged. Isolated from the main stream, they have long suffered social and economic marginalization. To a vast number of the tribals, the forest is their well-loved home, their livelihood, and their source of survival. It gives them food-fruits, edible leaves, honey, nourishing roots, wild game and fish. It provides them with material to build their homes and practice their arts. By exploiting its produce, they supplement their meagre incomes. It keeps them warm with its fuel and cool during oppressive weather. From time immemorial, the tribal people enjoyed freedom to use the forest and hunt its animals and this has given them a conviction, which remains even today in their hearts that the forest belongs to them. However, with deforestation, the forest dwelling communities face several hardships to sustain their livelihood. Lack of proper education and skill to shift occupation, etc., made their life more precarious and kept them in the vicious cycle of deprivation and impoverishment. UDYAM has been working as a voluntary NGO for the last 13 years to reach out and assist vulnerable communities in the tribal and costal districts of Odisha. The main focus area of UDYAM is education and youth awareness programs.

MISSION OF UDYAM

UDYAM works with rural and tribal communities by sensitizing and empowering them to form a community based organization for the development of their livelihood, skill, education and environment stability.

FOCUS GROUPS -UDYAM

UDYAM focuses on all unprivileged groups like poor people of rural and urban area, scheduled caste, scheduled tribe, women, child, marginal farmers, labourers, landless and youths for their economic development.



UDYAM IN PICTURES



MAIN ACTIVITIES OF THE YEAR 2015-16:

Following activities were undertaken in this year.

- Five learning hubs in Rayagada and Jagatsinghpur for ensuring primary education
- Farmer's meeting and orientation camp
- Community meeting and SMC training on RTE Act
- Rural Sanitation campaign
- Youth awareness programme
- Observation of National days.

Sackhumvit Trust partnered with Udyam Trust with a belief that education is both the means as well as the end to a better life: the means because it empowers an individual to earn his/her livelihood and the end because it increases one's awareness on a range of issues – from healthcare to appropriate social behaviour to understanding one's rights – and in the process help him/her evolve as a better citizen. Education is the most effective tool which helps children build a strong foundation; enabling them to free themselves from the vicious cycle of ignorance, poverty and disease.

UDYAM is working at grassroot level in five remote villages of Bissam Cuttack Block of Rayagada District and Erasama Block of Jagatsinghpur District of Odisha by setting up night schools in collaboration with Sackhumvit Trust for the children of labourers and tribals. Most children even young ones do not have access to any formal education. The older children work as labourers and the young ones look after their siblings at home. The need for night schooling arose to combat the complex issues of family. An initiative towards providing basic education was taken and five learning hubs have been operational in the past four years in the tribal villages of Sialipanga, Kudabhata and Nundrujholi of Bissam Cuttack Block of Rayagada District and fishermen dominated villages of Ajarbedi and Kantabelari of Erasama Block of Jagatsinghpur District. 110 students are beneficiaries in the five learning hubs and five trained teachers conduct classes. The teachers belong to the same community, which ensures easy communication between students and teachers. Two orientation sessions were conducted with the teachers on the process and content of teaching younger children. An exposure visit program was organized for teachers to enhance their teaching skills. Teachers are enthusiastic and embrace their responsibilities. Continuous engagement with teachers by UDYAM staff ensures grade level of teaching in the schools. Different methods of teaching, like storytelling, organizing exposure visits, environment education, experience sharing between village elders and children helped students to internalize the concept of the different subjects and education as a whole. The timing of learning hub is 7 AM to 10 AM and 4 PM to 6 PM. Children now take keen interest and regular attendance has been observed. Parent-Teacher meetings are regularly conducted to ensure minimal dropouts. The parents of the tribal children wanted continuation of such a programme. As a result of this intervention, both Odia and English reading and writing skills of students have considerably improved. Most of the students are able to read and write simple words in English, recite rhymes. Marked improvement was noticed in their spellings and English communication.

UDYAM, in collaboration with the Trust, focuses on English reading and writing for all the students. As a result now 35 students of Rayagada learning hubs are able to read and write English alphabets and small words. Students learn English words by using pictures. Very young children are enthusiastic to attend night school. In the learning hubs of Erasama of Jagatsinghpur District out of 45 students, 43 are fluent in reading and writing Odia books. 37 students have improved in reading and writing English. Out of 45 students in Erasama learning hubs, 31 students are now skilled in elementary arithmetic. Mani Samanta, teacher of Kantabelari learning hub, says that community members respect her for teaching the tribal children and giving a sense of hope for their future. Navin Tuika, teacher of Khudavata night school says that parents are enthusiastic and make regular visits to the hubs while the children are studying. They expressed happiness on seeing their children's progress in reading and writing English and other subjects.

Case Study

Tribal girl, Bini, daughter of Dasai Urlaka and Lada Urlaka, has greatly benefitted by the learning hub. Both her parents are agricultural labourers. Bini looks after her siblings during the day when her parents are in the fields. Bini had never attended school. Sackhumvit Trust partnered with Udyam Trust to start night schools with a vision to help children like Bini, who would be totally deprived of even a basic education. Bini's parents were counselled on the importance of education. Initially, Bini was very distracted and restless in class and she was irregular in attendance. The teacher would go to her hut and coax her to attend the night school. After some resistance and with help from her parents, Bini started attending the night school regularly. Two years into the night school program Bini now reads and writes English words, reads Odiya books and motivates other children to attend the night school. Bini now hopes to be the first matriculate in her village.



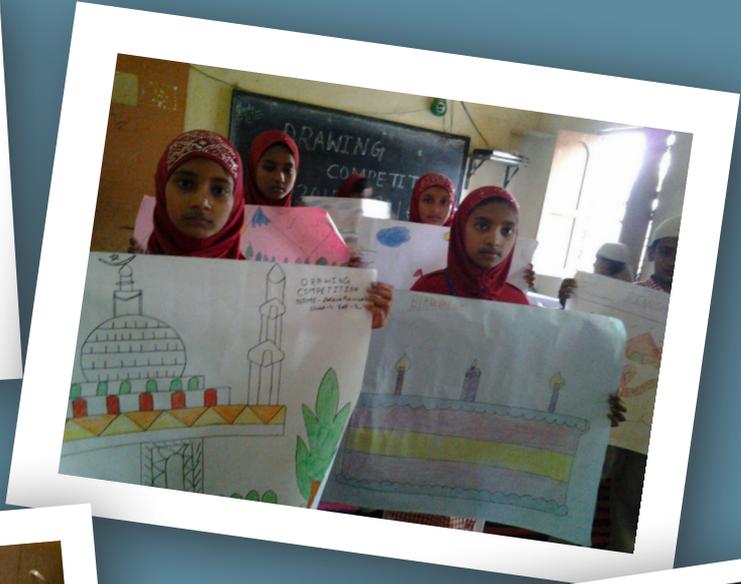
STUDENTS RALLY AND MEETING ON GLOBAL HAND WASHING DAY.

A student's rally was organized on the occasion of global hand washing day on 15th October 2015. More than 50 students of Bhiranga High School participated in the programme on benefits of hand washing. The rally visited the Dantia, Bhiranga and Gangadharpur Villages and the end of the rally a meeting programme was organized in Bhiranga High School. This programme was organized in collaboration with Bhiranga High School. Mr. Sameer Ranjan Das, Physical Education Teacher of Bhiranga High School, inaugurated the rally and delivered his welcome address on the importance of hand washing towards a disease free life and a healthy society. Mr. Bichitra Biswal, Managing Trustee of Udyam, stressed the importance of hand washing specially before eating. He said most bacterial infections spread due to lack of hygiene. Hence utmost care must be taken to avoid life-threatening illnesses. Mr. Balaram Sethy of UDYAM and Mr. Ananta Kumar Samanta of Bhiranga High School guided the rally peacefully.

OBSERVATION OF NATIONAL DAYS:

The children of the night schools celebrated Independence Day, National Youth Day and Non-Violence Day. On these occasions, children took part in essay writing competition, debate and singing competition.

KBET



KBET

HMK School run by Kalinga Bazar Educational Trust (KBET), Ranchi (Jharkhand)

Millions of people in India live on less than ten rupees a day. They use their meagre earnings to struggle through day-to-day budget. Facing such shortage of funds for even basic necessities, they send their children to work as daily wage earners. It is the only way the family will have enough money to afford basic meals. A child growing up in such an unstable environment without an enabling support system is ill-equipped for life's challenges.

In a rural village, two hours away from Ranchi, is a school that exemplifies what opportunity can bring to the poorest families who otherwise have no access to formal education. Children who survive in small cramped homes with no running water and electricity and are witness to family disputes, are offered a ray of hope by the KBET School supported by Sackhumvit Trust.

The school is run free-of-cost and also provides free nutritional meals. Students spend approximately 5 to 10 hours on carefully prepared educational syllabus and part of the day is spent on athletic activities, art and music.

The school has good student-teacher ratio. Absenteeism is relatively low. The school has been operational for the last 11 years. Regular parent-teacher meetings were conducted in school. The siblings were encouraged to join the school at the primary level itself. The year 2015-16 saw maximum number of students achieving over 70 per cent in their final examinations.

The following activities were conducted in the school with enthusiastic participation of the teachers and students during the year 2015-16:

[Handwriting competition](#) from students from Class 1 to 5 was conducted. Prizes were distributed.

[Arts and Craft competition](#) was conducted on 23rd January 2015. The children exhibited their craft and enjoyed participation.

[Teachers' Day](#) was celebrated on 5th September 2015 as mark of love and respect for teachers on the occasion of the birth anniversary of Dr. Sarvepalli Radhakrishnan, the second President of India. The children sang patriotic songs, enacted plays, recited poems and gave speeches in English.

Children's Day was celebrated on 14th November 2015, the birth anniversary of Pandit Jawaharlal Nehru, by conducting cleanliness drive.

Independence Day was celebrated on 15th August 2015 with the flag hoisting by the Managing Trustee of KBET. National Anthem followed by patriotic songs was rendered during the school assembly. Mrs. Sakina Afzal, in her address, encouraged students to become responsible citizens by taking small steps in bringing about change.

Republic Day was celebrated on 26th January 2015 in the school premises by flag hoisting followed by rendition of National Anthem. Cultural programs were presented by students with enthusiastic participation. The Head Mistress addressed the students and emphasized the need for being disciplined, respectful and polite.

Fancy Dress Competition was organized on 17th October 2015. The theme was "Leaders of the Country". The children dressed up as leaders and spoke about the greatness and achievements of the leaders of our country.

Speech and Quiz competition was conducted on 27th February 2016. The children were introduced to public speaking skills. Their presentations were for three to five minutes. Prizes were distributed.

Quiz competition saw maximum participation and was based on the specific science projects done by the students in the school

Moral Science: The children were taught the importance of respect for parents and grand-parents and encouraged to be kind and helpful to the elderly in the community.

Case Studies:

Aliza Parween was born in Mojahidnagar, Hindpur, on 23rd September 2012. There are six members in her family and they live in a kutchra hut. Her father, Mohammed Taufiq is the only bread-winner in the family. He and his wife desired to send their children to an English medium school. They are poor and could not afford private schooling. Sackhumvit Trust came forward to support Aliza's education. She now speaks fluent English and enjoys audio visual and computer classes.

Mohammed Aman was born on 5th August 2005. Aman's father, Haroon, was injured in a car accident and lost his vision. He later suffered from paralysis and passed away leaving behind his wife and four children. HMK School employed Aman's mother as a maid servant and gifted her a sewing machine. All the four children are supported by Sackhumvit Trust and they attend an English medium school.

Student details of H.M.K Public School

During the academic year April 2015 to March 2016

Total # of students: 120

Male: 71 Female: 49

Class	Male	Female	Total
Pre Nursery	6	4	10
Nursery	19	9	28
Prep	16	12	28
Class I	11	7	18
Class II	5	5	10
Class III	7	7	14
Class IV	2	5	7
Class V	5	0	5
Total	71	49	120

H.M.K Tutorial Class for existing students

In the session April 2015- March 2016

Total # of students: 18

Male: 4

Female: 14

Class	Male	Female	Total
Prep	0	6	6
Class I	0	3	3
Class II	0	1	1
Class III	2	2	4
Class IV	0	2	2
Class V	2	0	2
Total	4	14	18

NEW ENGLISH HIGH SCHOOL - SANGAMESHWAR- MAHARASHTRA



NEW ENGLISH HIGH SCHOOL – SANGAMESHWAR- MAHARASHTRA

New English High School is an English Medium School, located in Kasaba, Sangameshwar Block in Ratnagiri District of Maharashtra- 415610. Sangameshwar is a small town approximately 260 kms from Pune. The school is on the outskirts of the town catering to students from the neighbouring areas belonging to the low income group. The occupation of the parents of these children coming from nearby hilly areas is mostly farming and small vendors. This is the only school in Sangameshwar and has a strength of 1850 students. It is a private co-education school with classes upto 10th Standard. This is the only school operational in the entire Kasba area. It was established in the year 1981 and so far 31 batches have passed out from this school. The school also boasts of a 100% result in the SSC exams.

TRUSTEES OF NEH:

1. Mr Niaz Kapdi
2. Mr Imitiaz Kapdi

PRINCIPALS OF NEH

1. Mr Muneer – English Medium
2. Mr Desai – Marathi Medium

The staff strength is 70 including both the mediums of instruction namely English and Marathi.

All the classrooms in the old block are provided with sufficient furniture and have been well maintained. The exterior of the building has a sign mentioning "SUPPORTED BY SACKHUMVIT TRUST". All the classrooms and science lab in this block are well equipped and maintained.

In the year 2002 the science junior college was introduced. This enabled students from the school to continue their education without a break. The college provided direct admissions in the science mainstream to the children of NEH school. The college saw encouraging results with pass percentage of over 95%. The SSLC results in Marathi medium also saw a pass percentage of 100%.

UPCOMING CENTRE AT CHAMUNDINAGAR BENGALURU



FINANCIAL TRANSPARENCY DISCLOSURE

This Annual Report for the financial year 2015-'16 provides an overview of the diverse areas in which Sackhumvit Trust and our affiliates are engaged.

The last Annual General Body Meeting of the Trust was held on 14th October 2015.

The Trustees did not receive any remuneration and/or sitting fees for attending the two board meetings held in the financial year 2015-'16.

FINANCIALS: SACKHUMVIT TRUST 2015-2016

Sl.No.	Details	Amount in Rs
1	Total Income	1,15,20,775.00
2	Total disbursed to projects	33,83,744.00
3	Total Administrative cost	13,99,505.00
4	Admn cost as a percentage of total income	12.15%

FUTURE PLANS

Our strategic planning for future.

- Reflect back on what has made an impact in the past – learning from experience;
- Look up from the day-to-day issues and try and see the big picture for the future;
- Listen to and build better relationships with a wide variety of stakeholders;
- Build teamwork and expertise amongst staff;
- Bring coherence to different projects and parts of the organization, ensuring they are directed towards one common goal.
- Prioritize where to focus energies and resources in the future to maximize its potential for achieving our mission.

Sackhumvit Trust has spread its wings to expanding the outreach programme of quality and inclusive education in schools, fostering leadership skills and further strengthening the ongoing projects for maximizing social and economic impact benefits.

A high quality community learning centre at Chamundi Nagar, Bengaluru, is in advanced stages of being set up to provide quality education, employable skill development, women empowerment awareness, healthcare awareness and social impact initiatives for transforming the lives of the underprivileged and marginalized sections of the communities. We hope that the centre will be fully operational by the end of 2016.

At our new center in Bengaluru India we plan to

- a) adopt best practices;
- b) have renewed consultations with stake holders for ensuring fulfilment of our vision;
- c) regularly review the plan in the context of validity and relevance;
- d) ensure that progress is in alignment with our priorities and objectives; and
- e) extend the scope of exploring appropriate employment opportunities for the beneficiaries supported by the Trust.

To quote Kofi Annan, "there is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."

