

“Service to humanity is worship to God”

## **S.K.R. PUPILS WELFARE SOCIETY**

**Regd. by Govt. of A.P. Under 1860 Act No 82/1999**

*(Rehabilitation Centre for Disabled)*

**CHIMAKURTHY**



**CORRESPONDENT, SRI S.ANJANEYULUREDDY**

*We believe in service.....*

**ANNUAL REPORT**

**2024-2025**

**Administrative Office:**

**S.K.R. PUPILS WELFARE SOCIETY**

Behind A.P.S.R.T.C., Bus Station,

Chimakurthy – 523 226.

Prakasam District, A.P. South India.

## ANUAL REPORT FOR 2024-25

### **Message from the Founder & Secretary, Sri S. Anjaneyulu Reddy**

As the Founder & Secretary of the S.K.R. Pupils Welfare Society, it is both an honor and a privilege to reflect on the significant strides our organization has made over the past year in the service of children with special needs. We have always been driven by the vision of creating a more inclusive and compassionate society for individuals with disabilities, especially those living in rural areas who often face neglect and isolation.



This year, we have witnessed remarkable progress in our mission, with dedicated efforts in providing specialized education, vocational training, and opportunities for holistic development to children with hearing impairments, intellectual disabilities, and other special needs. Our students have actively participated in various events, from cultural programs to sports, showcasing their immense potential and talents, and making us all immensely proud of their achievements.

Our success would not have been possible without the generous support from the Ministry of Social Justice and Empowerment, the Lions Club of Chimakurthy, and our local donors, who have supported us in every possible way. Their contributions, alongside the relentless hard work of our staff, teachers, and volunteers, are instrumental in the continued growth and success of this initiative.

This year has also marked a milestone in expanding our services to more children through our residential and day-care programs, and we are committed to continuing this journey, making education and support more accessible to children with special needs in every corner of our community.

As we look toward the future, our dedication remains firm. We will continue to create an environment where every child with special needs has the chance to thrive, pursue their dreams, and lead a dignified, independent life. I extend my heartfelt thanks to all our supporters, parents, and staff for their unwavering commitment to our cause.

Let us keep working together to make a lasting difference in the lives of these extraordinary children.

Sincerely,  
Sri S. Anjaneyulu Reddy  
Founder & Secretary  
S.K.R. Pupils Welfare Society

## **1.1.BACKGROUND OF THE ORGANISATION.**

### **1.1. Genesis.**

The S.K.R. Pupils Welfare Society is a Non-Government Organization (NGO) that was established with the goal of providing support and care for people with disabilities, particularly in rural areas. The organization was officially registered no 82/1999 dated 08/02/1999 by registration 1860 act the Government of Andhra Pradesh. Additionally, it is recognized by the government of India under the Persons with Disabilities Act-1995 ( and it is also registered with the National Trust.The S.K.R. Pupils Welfare Society is also granted tax-exempt status allowing it to receive donations from the public. Its headquarters are located in Prakasam District, Andhra Pradesh, with recognition under the District Educational Officer, Ongole Prakasam district

The organization began with a focus on addressing the challenges faced by people with mental disabilities, especially children who were neglected by their families and communities. Through a survey of rural villages, it was discovered that many mentally retarded, deaf, and blind children were being marginalized and treated as outcasts. In response to this issue, the organization set up the S.K.R. Special School for the Deaf to provide educational and developmental support to these children, aiming to improve their quality of life and integration into society.

### **1.2.About the Chief Functionary: Suravaru Anjaneyulu Reddy.**

Suravaru Anjaneyulu Reddy, the founder and chief functionary of Suravaru Konareddy Pupils Welfare Society (SKR), has played an instrumental role in the development and growth of the organization. His deep empathy, dedication, and vision have been the driving forces behind the success of the society.

### **1.3.Early Life and Inspiration.**

Anjaneyulu Reddy's journey into the social sector began when he witnessed the exploitation and neglect of individuals with disabilities in his village. He saw that these individuals were often ignored, mistreated, and left without any support from their families or the community. Aware of the challenges faced by such individuals, he felt compelled to act and ensure that these vulnerable individuals had access to basic rights and opportunities, including education, healthcare, and social integration.

### **1.4.Professional Background.**

Before founding SKR, Anjaneyulu Reddy pursued a Special B.Ed. (Bachelor of Education) degree with a focus on special education and worked with organizations involved in mental health and rehabilitation. He spent several years at the Uma Manovikas Centre in Kakinada, where he gained valuable insights into working with mentally challenged children. His experience at the Manovikas Centre and his time at Ongole's Manovikas Centre solidified his resolve to start an organization dedicated to disabled children.

### **1.5.Vision**

The organisation envisions a society where every individual, regardless of their gender, age, ability, or socio-economic background, has the opportunity to thrive and live a dignified life, with equal access to education, healthcare, livelihood, and legal protection.

#### 1.6.Mission

To uplift marginalized communities through sustainable development programs focusing on education, healthcare, economic empowerment, environmental sustainability, and social justice, while ensuring equal rights for all, especially women, children, and persons with disabilities.

#### 1.7.Goal

The goal of the organisation is to bring about sustainable socio-economic change in the target areas, promoting inclusive development, improving access to basic services, and advocating for the rights and welfare of marginalized groups.

#### 1.8.Values and Principles

The organization is committed to the following core values and principles:

- Integrity: Operating with transparency, accountability, and honesty in all activities.
- Respect for Human Rights: Upholding the fundamental rights and freedoms of all individuals.
- Empowerment: Building the capacity of individuals and communities to take charge of their own development.
- Sustainability: Promoting long-term, eco-friendly, and resource-efficient solutions.
- Collaboration: Fostering partnerships with other organisations, government bodies, and communities to achieve common goals.
- Equality: Ensuring that all individuals have equal access to opportunities and resources.

#### 1.9.Guiding Principles

- Inclusive Development: Ensuring no one is left behind, particularly marginalized and vulnerable communities.
- Participation: Encouraging active participation from community members in identifying needs, planning, and executing projects.
- Empathy: Understanding and addressing the unique challenges faced by individuals from different backgrounds.
- Non-discrimination: Treating all individuals with fairness and without bias based on their race, gender, ability, or socio-economic status.

#### 1.10.Organisation Believes

The organisation believes in the transformative power of community-driven development and the potential of each individual to contribute meaningfully to society when provided with the right resources and opportunities. It upholds the belief that social change begins with empowering individuals and communities to realize their potential.

## **2.0.OVERVIEW OF THE MAJOR PROGRAMS FOR 2024-25**

For the academic year 2024–25, S.K.R. Residential School for the Deaf Children is implementing a range of impactful programs focused on inclusive education, health, skill development, and parental involvement:

These initiatives aim to provide a holistic, empowering educational experience that supports each child’s academic, emotional, and personal growth.

1. S.K.R. Residential School for the Deaf Children , Chimakurthy
2. S.K.R. Residential School for Intellectual Disabilities & HI ,Kanigiri
3. Aids and Appliances Programme
4. Inclusive Education for Disabled Children
5. Promotion Child Rights
6. Financial Literacy for Disable People
7. Skills and Vocational Trainings

## **3.0. MAJOR ACTIVITIES AND ACHIEVEMENTS FOR 2024–2025**

### **1.0. S.K.R. Residential School for the Deaf Children, Chimakurthy.**

Established in the academic year 2000–2001 by the S. K.R. Pupils Welfare Society, the S.K.R. Residential School for the Deaf Children in Chimakurthy, Prakasam District, has grown from humble beginnings into a fully recognized institution serving children with hearing impairments. Starting with just 10 students, the school now supports 96 children, including residential students. Recognized under the 1995 Persons with Disabilities (PWD) Act and officially approved by the District Education Officer (DEO) of Ongole, the school offers classes from 1st to 10th grade, with sign language as the primary mode of instruction. It continues to uphold its mission of inclusive, accessible, and holistic education for all children with hearing impairments.



### **1.1. Special Education Program**

In the academic year 2001–2002, the school officially commenced its special education services tailored for hearing-impaired children. With a strong emphasis on inclusive learning, the school follows the state syllabus (Telugu medium) and integrates sign language throughout its curriculum. The student-teacher ratio of 1:8 allows for individualized support and attention. Programs are designed to address the diverse developmental stages of students—from academic (Grades 1–10) to Pre-Vocational and Vocational levels—ensuring each child is given opportunities to grow according to their abilities. The holistic educational framework incorporates total communication and oral-aural methods, encouraging speech and language development alongside academic growth.



## **1.2. Auditory Training and Speech Therapy**

A core element of the school's success lies in its focus on auditory training and speech therapy. Special educators work closely with speech therapists to assess each student's skills and tailor programs to meet their communication needs. This collaborative approach ensures that students receive consistent, targeted support that enhances their listening, speaking, and comprehension skills. Regular progress monitoring allows for timely adjustments, ensuring optimal outcomes for each child.



## **1.3. Medical Treatment and Health Care**

Understanding the crucial link between health and education, the school conducts weekly medical check-ups through a dedicated team of healthcare professionals. These visits ensure early detection and treatment of health issues, while also offering guidance on preventive care and hygiene. Medications and follow-up care are provided as needed, minimizing absenteeism and enabling students to maintain good health throughout the academic year. By prioritizing physical well-being, the school ensures that every child can participate fully in learning and social activities.



## **1.4. Parental Involvement and Engagement**

Parents play a pivotal role in a child's development, and the school actively encourages their involvement through quarterly meetings. These sessions serve as a platform to discuss each child's academic progress, health, and behavioral development. Teachers and parents collaborate to refine educational strategies and support mechanisms tailored to individual needs. Additionally, the school celebrates Parents' Day, recognizing the invaluable support of families. Parents who demonstrate exceptional commitment are honored with the "Best Parent" award, fostering a strong home-school partnership that benefits every child.

## **1.5. Integration of Digital Classrooms**

To modernize and enhance the learning experience, the school has successfully integrated digital classrooms equipped with interactive whiteboards, computers, and multimedia resources. These tools enable engaging, visual, and interactive lessons, particularly beneficial for students with hearing impairments. Digital content, including video lessons and sign language tutorials, makes learning more accessible and effective. The use of educational apps, virtual field trips, and online vocational modules ensures a dynamic and personalized educational environment, empowering students to learn at their own pace and explore broader opportunities.



### **1.6. Residential Care and Support Services**

The school currently houses 96 children in its well-equipped residential facility, providing a safe and nurturing environment where academic, emotional, and social development are closely supported. Round-the-clock care ensures students' needs are met with compassion and professionalism, allowing them to focus on learning without the disruptions of external challenges. Trained staff oversee daily routines, health, nutrition, and recreational activities, contributing to a balanced and holistic upbringing.



### **1.7. Long-Term Impact and Student Progress**

Over the years, the school has successfully enabled 230 students to transition into higher education, employment, or vocational training. With a strong foundation in communication skills, academic knowledge, and life readiness, these graduates are empowered to lead independent and fulfilling lives. The school's continued focus on expanding vocational training and community outreach ensures that future generations of children with disabilities can access the same opportunities for growth and success.

### **Programme Highlights (2024–2025):**

- Supports 96 students with a dedicated teacher-to-student ratio of 1:8 for individualized learning.
- Offers Individualized Education Programs (IEPs) tailored to each child's communication and developmental needs.
- Implements collaborative speech therapy and auditory training through a team of special educators and speech therapists.
- Conducts weekly medical check-ups and health interventions to ensure student well-being.
- Organizes quarterly parent meetings and celebrates parental contributions through "Best Parent" awards.
- Enhances learning through interactive digital classrooms with sign language-based multimedia resources.
- Provides 24/7 care and supervision in a safe and nurturing residential facility
- Enabled 230+ students to pursue higher education and vocational training to lead independent lives.
- Regularly conducts field trips and extracurricular activities to promote social skills and experiential learning.
- Continues to expand its reach and impact, committed to inclusive, holistic, and quality education for all children with hearing impairments.

## **2.0.S.K.R. RESIDENTIAL SCHOOL FOR INTELLECTUAL DISABILITIES & DEAF CHILDREN – KANIGIRI**

Promoted in 2011, S.K.R. Residential School for Intellectual Disabilities (ID) and Hearing Impairments (HI) in Kanigiri, Prakasam District, Andhra Pradesh, operates under the full legal framework and support of



both the Central Government and the State of Andhra Pradesh. The school is committed to providing specialized education and therapy for children with these disabilities, ensuring a holistic and individualized education. The focus is not only on academic development but also on physical, social, and emotional growth, ensuring children are well-prepared to thrive both inside and outside the classroom. With its inclusive approach, the school strives to equip children with the skills necessary for future independence and successful integration into society. under the aegis of Ministry of Social Justice & Empowerment, Department of Empowerment of persons with Disabilities (Divyangjan), Govt. of India, New Delhi and local resources.

- 1. Special Education.**
- 2. Speech Therapy.**
- 3. Physiotherapy.**
- 4. Auditory Training.**
- 5. Psycho-social Interventions.**
- 6. Case Monitoring and Presentations.**
- 7. Outreach Programs (Home-based for ID Children).**



In addition to the services provided at the school, S.K.R. Residential School also runs outreach programs that support children with intellectual disabilities in nearby areas. These outreach programs bring essential educational and therapeutic services, such as special education, speech therapy, and psycho-social support, to underserved communities. By extending its reach, the school ensures that children in remote or marginalized areas receive the necessary services to thrive academically, socially, and emotionally. These outreach programs have made a significant impact, improving the lives of many children and promoting greater inclusivity within the community.

### **Program Highlights**

- ❖ The school serves 58 children with Intellectual Disabilities (ID) and Hearing Impairments (HI).
- ❖ A personalized curriculum (IEP) is provided for children at various levels, from Pre-primary to Vocational and including grades 1, 3, 6, and 8 for deaf children.
- ❖ The school offers speech therapy to improve communication skills, focusing on speech clarity and auditory comprehension.
- ❖ Physiotherapy sessions are available to enhance motor skills, balance, strength, and coordination, especially for children with physical disabilities.
- ❖ Auditory training is provided to strengthen listening and comprehension skills, which are crucial for academic success and social interaction.

### **3.AIDS AND APPLIANCES PROGRAMME.**

The Aids and Appliances for Differently-Abled Persons program in Prakasam District has been a vital initiative aimed at improving the lives of individuals with disabilities by providing them with essential aids and appliances. Since its inception, the program has worked to raise awareness about the 2016 PWDs Act and provide practical support to those in need. In 20 villages across the district, awareness camps were organized, benefiting 947 individuals who were educated on their rights and available services. These camps have played a crucial role in ensuring that people with disabilities are aware of their entitlements, empowering them to seek necessary assistance.

As part of this initiative, various aids and appliances were distributed to enhance mobility and independence. Twelve tricycles were provided to those with mobility impairments, while 12 hearing aids were supplied to individuals with hearing loss, enabling better communication. Additionally, 19 calipers were distributed to help improve leg mobility, and 32 medical checks were conducted to assess the health needs of the beneficiaries. The program also provided 14 artificial limbs and 17 blind sticks to individuals with physical disabilities, significantly improving their ability to perform daily activities. These efforts have led to notable improvements in the quality of life for many individuals, fostering greater inclusion and ensuring that people with disabilities have the tools they need to lead independent and dignified lives.

### Program Highlights

- ✧ Held awareness camps on the 2016 PWDs Act in 20 villages, benefiting 947 individuals.
- ✧ Distributed 12 tricycles to enhance mobility for differently-abled persons.
- ✧ Provided 12 hearing aids to improve auditory function.
- ✧ Supplied 19 calipers to assist with mobility and support physical rehabilitation.
- ✧ Offered 32 checks for various medical and therapeutic needs.
- ✧ Delivered 14 artificial limbs to improve independence and mobility.
- ✧ Distributed 17 blind sticks to help visually impaired individuals navigate more easily.

### **4. INCLUSIVE EDUCATION FOR DISABLED CHILDREN.**

The Inclusive Education for Disabled Children program has made a meaningful impact by ensuring that children with disabilities have equal access to education in mainstream schools. This year, the program supported 53 disabled students across 5 schools, providing personalized educational plans and necessary resources to meet their diverse needs. By focusing on adapting teaching methods, classroom environments, and materials, the program fostered both academic growth and social inclusion. Teachers received specialized training to better support students with disabilities, helping them thrive academically and integrate socially with their peers. The result has been significant improvements in literacy, numeracy, and overall self-confidence, as well as the reduction of stigma in school communities.

Beyond the academic achievements, the program has promoted a more inclusive and supportive environment for students with disabilities. By involving families, educators, and communities in the process, the program has created a foundation for long-term success and sustainability. Awareness campaigns and teacher development have empowered schools to continue embracing inclusive practices, ensuring that students with disabilities are not only educated but are also able to participate fully in social and extracurricular activities. Moving forward, the program plans to expand its reach, positively impacting even more students and schools, and contributing to a more inclusive society where all children can thrive.

### **5. PROMOTION CHILD RIGHTS.**

The Promotion of Child Rights program aims to ensure that every child enjoys the fundamental rights outlined in the United Nations Convention on the Rights of the Child (CRC), with a focus on eliminating practices like child labor, exploitation, and discrimination. Through advocacy, awareness campaigns, and community

engagement, the program works to create a society where children's rights are respected, their voices are heard, and they are provided with a safe and supportive environment to grow and thrive. Key activities have included establishing Supplementary Education Centers (SEC) for 76 ST children in 4 habitations of Chimakurthy Town in Prakasam District, raising awareness on issues such as child marriage, child labor, trafficking, and bonded labor, and offering training for educators, social workers, and community leaders on child rights protection. Additionally, the program has been involved in the Bangaru Balyam Program initiated by the Prakasam District administration, which focuses on child Marriages and Bonded Labour .

Over the past year, the program successfully reached thousands of individuals, including 358 SHG leaders, 545 students, 53 teachers, and 156 children with disabilities, through awareness camps. These efforts contributed to policy improvements in child protection laws, strengthened community engagement, and provided legal support to 50 children and their families facing rights violations. The program's impact has been significant, with improved child protection practices, better access to education, and a growing network of advocates for children's rights. Through continued community empowerment and advocacy, the program has created lasting social change, contributing to a safer, more inclusive society for children.

## **6.FINANCIAL LITERACY FOR DISABLE PEOPLE.**

The Financial Literacy for Disabled People program aims to equip children with disabilities with the knowledge and skills to manage their finances, promoting financial independence and self-sufficiency. The program focuses on teaching key concepts such as budgeting, saving, and financial planning in an accessible and engaging manner. By fostering financial literacy, it helps disabled children gain the confidence to make informed decisions about money, ultimately contributing to their overall empowerment and autonomy.



Throughout the year, the program successfully organized five awareness sessions on financial literacy across special schools in Chimakurthy, Ongole, Kanigiri, and Kandukur, benefiting 378 children with disabilities. The program ensured that all children could participate by using sign language interpreters to support those with hearing impairments. In addition to the interactive sessions, the program distributed pamphlets on financial literacy and engaged students through written wall slogans that reinforced the core concepts, making the learning process both fun and memorable.

## **7.SKILLS AND VOCATIONAL TRAININGS.**

The Skills and Vocational Training program aims to empower disabled youth by providing them with practical skills that can enhance their employability and contribute to their financial independence. The program focuses on offering training in areas such as tailoring



and computer skills, tailored to meet the needs of individuals with disabilities. By equipping them with the necessary skills, the program strives to create opportunities for disabled youth to lead independent, productive lives and integrate into the workforce, reducing dependency and increasing self-sufficiency.

Throughout the year, the program successfully provided tailoring training to 32 disabled youth and computer skills training to 34 disabled youth, helping them acquire valuable vocational skills. As a result of the training, 10 individuals started their own entrepreneurial ventures (ED), 10 found employment in various shops, and 12 secured jobs in private companies. These achievements highlight the success of the program in providing disabled youth with the tools and confidence needed to thrive in the workforce. The program not only improved their vocational skills but also contributed to greater social and economic inclusion, empowering them to take control of their futures.



## 8.ANNUAL CELEBRATIONS FOR SOCIAL INTEGRATION

The institute's annual celebrations and festivals are not only an opportunity to honor cultural traditions but also serve as a platform for fostering a deep sense of belonging, inclusion, and self-worth among children with special needs. Celebrations such as Independence Day and Republic Day stand out as pivotal events where children can proudly showcase their skills and talents through cultural programs and games. These moments of national significance are further highlighted by the presence of respected community leaders like Dr. B. Jawahar, President of the Lions Club, who graciously inaugurates flag hoisting and offers inspiring addresses to the students. Additionally, events such as Christmas and Mother Teresa's Birthday offer the children opportunities to express their creativity and engage with the cultural values of compassion and service, demonstrating how festivals can play a crucial role in



reinforcing important social ideals. On World Sign Language Day, the institute's dedication to inclusive was on full display, as students with hearing impairments participated in activities that highlighted the importance of communication in promoting social integration and equal opportunities for all.



Moreover, Teacher's Day, Children's Day, and Mahatma Gandhi's Birthday celebrations brought a sense of pride and unity among the children, as they actively participated in cultural events to honor their teachers and national heroes. The

observance of World Disabled Day on 3rd December 2024, was particularly significant, as it brought attention to the challenges faced by individuals with disabilities and highlighted the institute's ongoing efforts to advocate for the right` and inclusion of children with special needs. These occasions were not just about celebration but also about empowerment, providing children with a sense of pride and dignity for their unique abilities. Hearing Day was another special occasion that highlighted the significance of raising public awareness about hearing impairments

#### MEMEBRS OF EXECUTIVE COMMITTES ;

S.No	Name of the member	Destination	Address of the Member	Occupation
1.	S.Suneetha Reddy	President	Maruthi Nagar, -Ongole, Prakasam District.	Social Worker
2.	Maddala Bhoji Reddy	Vice-President	Z.P.Colony M.M.Road, Ongole Prakasam District.	Social Worker
3.	Suravarapu Anjaneyulu	Secretary	Maruthi nagar,Chimakurthy Prakasam District.	Social Worker
4.	Matta Karunkar Rao	Joint Secretary	T.Samudram, N.G.Padu Mandal Prakasam Dist.	Social Worker
5.	S.Kavitha Reddy	Treasure	Maruthi Nagar, Kurnool Road, Ongole, Prakasam District.	Social Worker
6.	V.Naga.Jothi	EX.Member	Srinagar 1 st Line Ongole, Prakasam Distric.	Social Worker
7.	P V Subbaiah	EX.Member	NSP Colony, Chimakurthy Prakasam District	Social Worker

#### ACKNOWLEDGEMENT

We would like to express our deepest gratitude to all those who have supported and collaborated with us in our mission to empower children with special needs. Our sincere thanks go to the Ministry of Social Justice & Empowerment, Department of Empowerment of Persons with Disabilities, New Delhi, Government of India, whose guidance and financial support have been pivotal in the success of our initiatives. Their commitment to the rights and well-being of individuals with disabilities has allowed us to expand our programs, reach more children, and create a positive impact on their lives.

Additionally, we are immensely grateful to our donors, supporters, and partners who have generously contributed their resources, time, and expertise to our cause. Your belief in our vision and your continued investment in our programs have been crucial in fostering the growth and development of children with special needs. We also extend our heartfelt thanks to the various organizations and community collaborators whose partnership has enabled us to implement life-changing programs and reach new milestones.

Together, we are building a more inclusive society, and your ongoing support is invaluable in helping us continue our work. Thank you for walking with us as we strive to create opportunities, enhance dignity, and empower children with disabilities to realize their full potential.

### **Financial Overview**

- Income and expenditure summary (sources of income and main expenditures).
- Detailed financial statements (balance sheet, income statement, cash flow).
- Auditor's report (if applicable).

### **Impact Assessment and Monitoring**

The impact of the programs at S.K.R. Residential School for Intellectual Disabilities and Deaf Children was measured through a combination of surveys, evaluations, and direct observations. Surveys were administered to students, parents, and teachers to assess academic progress, emotional well-being, and social integration. Additionally, external experts conducted evaluations to measure the effectiveness of educational and therapeutic programs, while case studies helped track long-term progress in specific areas.

Key performance metrics included the number of beneficiaries, academic improvements, and successful vocational training outcomes. Over the year, 32 students received tailoring training, and 34 received computer skills training, with 10 students starting their own businesses and 22 securing jobs in shops and private companies. Participation in community events and sports also served as an indicator of social integration.

Despite successes, the school faced challenges, including resource limitations for specialized programs, emotional challenges faced by some students, and awareness gaps in the broader community. To address these, the school collaborated with external organizations for additional resources, introduced mentorship programs, and conducted awareness campaigns to foster a more inclusive society. These efforts ensured continued progress, enhancing the lives of children with disabilities and helping them integrate into the community.

### **Governance and Leadership**

- List of Board of Directors or Advisory Board members.
- Information on the leadership team (e.g., key senior staff).

## **9. Partnerships and Collaborations**

- Key partners and collaborators (donors, government bodies, Dhvani Foundation NGOs).
- Highlights of successful joint projects or collaborations.

## **10. Thank You / Acknowledgments**

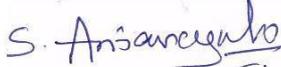
- Acknowledge and thank donors, partners, volunteers, and supporters for their contributions.

## **11. Contact Information**

- NGO's address, website, email, and phone number.
- Social media handles.

## **12. Annexes (Optional)**

- Detailed financial statements (if not included earlier).
- Supplementary data or statistics.
- High-quality photos or visuals from the year's activities.

  
SECRETARY & CORRESPONDENT  
S.K.R. PUPILS WELFARE SOCIETY  
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