

SPARSHA TRUST

ANNUAL REPORT 2024 – 25



A TEAM FOR BETTER SOCIETY





Mr. Gopinath R

Managing Trustee, Sparsha Trust

This year, we complete two glorious decades of existence – existence that has been rich, meaningful and the turning point in the lives of many associated with us. Two decades of intense work. Two decades where we were blessed to be guided by visionaries and witness the manifesting of our vision in many ways over the years. With some measure of confidence, we can say that we have done justice to our primary objective of creating a better tomorrow for the society.

Our growth trajectory has been phenomenal. The trust and support of our donors, the vision of the top management, clarity in road map and effective implementation of strategies are the key drivers of this growth.

From children still gurgling in their cradles, to senior citizens who are dependent upon others for most of their needs, we have done our best to understand the needs of different age groups, living in circumstances of neglect, deprivation and abuse, and worked on interventions to improve their lives.

As an organization, we have learnt several important lessons and experienced several ups and downs but we have endured, survived and emerged much stronger.

During 2024-25, Sparsha Board took an important decision – to focus on our core objectives of working with children and also exiting from non-children related activities. This helped us to focus our energies on the overall development of children across all age groups, and in the process laid the foundation for improved standard of living for thousands of families in the future. As a result, we focused on children and worked not just in communities but also in various Government schools. We worked with a combined strength of about 14800 children through our different projects and about 610 Government schools through our projects in Bangalore, Raichur, Mumbai and Delhi.

In the recent years, Sparsha had to undergo many challenges with regards to financial sustainability and team development. As part of the solutions that the Board and Governing committee designed, during 2024-2025, we worked to strengthen internal systems and governing mechanisms. Led by Mr. Raghavan, Core Committee Member, Sparsha Trust, we focused on developing second level leadership, so that they maintain the focus on child development and continue the momentum of the organization. For us at Sparsha, if the year started on a challenging note, then the year ended on a promising and positive note.

Amidst all these, we kept going, thanks to the support of funders, well-wishers and volunteers.

With regards
Gopinath R



Mr. Srikanth Ekambaram

Board Member, Sparsha Trust

Dear friends,

It is always a heart-warming moment to get the news of our children, enrolled in various projects such as Nisarga Grama and Makkala Dhama, doing well in their studies. This sense of success feels personal and very special not just for me but for all at Sparsha Trust.

However, going beyond marks, the fact that these children are finding their way in life, attending school and focusing on their studies is in itself a significant and enduring achievement. For these children come from circumstances that are rooted in one or the other form of abuse, neglect, deprivation and even violence. At a time that should have been the most carefree and nurturing time of their life, many of the children have witnessed or experienced violation of their rights in one way or the other. Dropping out from school, made to work in order to supplement the family income. Child marriage are only some of the common horrors faced by them.

In such circumstances, it is indeed a matter of great happiness and pride for all of us, including our donors and supporters, that year after year, we are seeing the boys and girls continuing their studies from the time they joined Sparsha Trust to their graduation and even beyond. The first time graduates in their families, these children are now finding their way into campuses in order to enroll into different streams of engineering, computer science, commerce and arts. Be it Urkunda, who once could not focus on his studies as he witnessed his father beating his mother, scoring more than 70% in his SSLC, or Varshini who joined Sparsha Trust when she was in 6th standard and is now in her 2nd year BE. Not only is she good in academics, she has participated in and has won several prizes at the Taluk and District level cultural and arts competitions. Sonu, who lost her parents when she was just 8 years old, was supported by Sparsha Trust to complete her schooling after which she is now studying computer science and AI as part of her B Tech course.

Sujatha, who does not have any parents, joined Sparsha Trust when she was in her 10th Class. Being with Sparsha helped her to complete her PUC, following which she completed her B Com from the reputed REVA University. Currently she is studying for her CA. Pallavi's parents are daily wages laborers. Like Sujatha, she got a chance to complete her basic schooling and then complete her graduation from REVA university. Rekha came to Sparsha Trust when she completed her 10th Standard. Rekha was a child who ran away from home as she wanted to get away from the threat of under-age marriage. She joined Sparsha after completing her 10th Class. The enabling environment at Sparsha Trust made her not just complete her PUC but also graduation and post-graduation. She is now pursuing her CA.

While we may not be able to mention all the names here, as said before, the fact that these children faced different adversities and are yet living life with hope and a positive attitude makes them all winners.

For us at Sparsha Trust, we are grateful to have got the support from donors and well-wishers to facilitate the processes of growth for these children, with a focus on academics and holistic personality development. While acknowledging the determination of the children, I would also like to extend my gratitude to the supporting staff, tutors, mentors, and volunteers for making it possible to script the story of their success

Let us together continue to work towards strengthening the foundation of growth for these boys and girls.

Thank you
With regards

Mr. Srikanth Ekambaram
Board Member, Sparsha Trust



Section 1

About Sparsha Trust

Started in 2005, Sparsha Trust is a registered Charitable Trust which is working for the holistic development and rehabilitation of children living in difficult socio-economic & personal circumstances. Sparsha Trust's various projects are providing the identified children with food, support in education, learning facilities, accommodation, medical care, life-skills training, vocational training and reintegration with parents.

Vision

A society free of exploitation of children, where children are supported to discover their potential and given opportunities for comprehensive development.

Objectives

- Create a safe home for every child with free access to basic facilities like food, health, education and clothing
- Ensure that children enjoy their constitutional rights, work for eradication of the child labour system and develop the children's creativity and strengthen their self-confidence
- Provide qualitative skills-oriented education to empower underprivileged children and youths Create a community that feels responsible towards children and social issues and ensures that every child has their own place
- Raise public awareness and their sense of responsibility towards Child rights, care, protection, development and education

Sparsha Governance

The organization has a management board of 7 members and 24 Governing & Advisory Committee Members who are leading, guiding and mentoring the Nisarga Grama and MakkalaDhama projects.



Dr. D S Krishna
President



Mr. Gopinath R
Managing Trustee



Mr. Ranganatha G R
Treasurer



Mr. Srikanth Ekambaram
Trustee



Mrs. Rupa Mahajan
Trustee



Mrs. Prameela S R
Trustee



Mr. Ramakrishna A B
position

Management Team



Mr. Gopinath R
Managing Trustee



Mrs. Chitra K N
Co-Founder

Project Heads



Mr. Manjunath S P
Childcare Initiatives &
Government Liaison



Mrs. Mamatha B
Early Childhood &
Childcare Initiatives



Dr. Modugula Neelima
Saamuhika Shakti



Mr. Nitin Iyer
Model School



Mr. Joy A M
ABCD Initiative

Communication & Administration



Ms. Revathi Krishnan
Head - Donor Communication



Mr. Santhosh
Finance Head



Ms. Leela
HR Manager



Ms. Sandhya
Admin and Procurement Manager

Human Resources

The total staff strength as of March 2025 is 225, which includes full-time, part-time, and consultants. Around 800 volunteers were associated with Sparsha Trust in various ways.

Certifications

- Registered under Sections 80G and 12A of Income Tax Act
- FCRA
- PF
- ESI
- PT
- CSR Registration

Policies

- Financial Policy
- Human Resources Management Policy
- Child Protection Policy
- Policy against Sexual Harassment at workplace
- Procurement and Selection Policy
- Volunteering Policy

Reach of our projects at a glance

| Projects | Number of children impacted |
|------------------------------------|-----------------------------|
| Makkala Dhama | 230 |
| Nisarga Grama | 193 |
| Kids Kingdom | 462 |
| PlaySimple Games Govt Model School | 93 |
| SaaS | 3500 + 12500 |
| Namma Shikshana | 1800 |
| ABCD | 91529 |
| TSEP | 37853 |
| Annadatha Sukhee Bhava | 28 Families |
| Total | 148188 |



Awards at a glance

01

“Kalasha Award”
from Inner
Wheel Club
Bangalore

02

Art of Living
“Sri Sri Award”
as best NGO
working for Child
and Woman
Development

03

Karnataka State
“Best NGO
Award” by Hon.
Chief Minister of
Karnataka

04

“Glory of India”
Award from
Global
Achievers
foundation at
Dehradun

05

“National Youth
Leadership Award”
in Ranchi from
Jharkhand
Hon.Chief Minister

06

“Karnataka State
Best NGO Award”
from
Hon.Governor of
Karnataka

2012

2013

2014

2016

2017

2017

2022

2021

2020

2019

2018

2018

Rotary Hero
Award conferred
at Presidential
Conference at
Hyderabad

Atal Samman
Samaroh -
National Award
for Excellence at
New Delhi

Kalasha Award'
by Innerwheel of
Bangalore West

“Yuva
Sadhakaru
Award” in
Annual
Conference of
Yuvavahini (R)

Shree Matha
award” at
Horanadu by
“Shree
Annapoorneshwari
trust”

“PersistantSanm
an award” at
Pune by
“Persistant
Foundation”

12

11

10

09

08

07

Kids Kingdom



About Kids Kingdom

Initiated in the year 2016

Sparsha Trust launched the Kids Kingdom project with the aim to improve the lives of children of construction workers, migrant families and safai karmacharis, and who were aged between 6 months to 6 years. Based in Bangalore, the project initially started with 2 centres in collaboration with Mobile Creche Delhi and grew over the years to 48 centres, with support from various donors and Government Departments. As of now, it is managing 10 centres across various areas in Bangalore.

Objective

To offer a secure atmosphere for the children of construction workers, migrant families and safai karamcharis and provide them with protection, nutrition, immunization support, and a stimulating environment to foster their comprehensive development.

Location for the Project Implementation: Bangalore Urban

| Details | Overall (2016 to 2024) | 2024-2025 |
|--|---------------------------|-----------|
| Number of direct beneficiaries (children) | 5305 | 716 |
| Number of indirect beneficiaries (Families of children) | 15915 | 2148 |
| Total | 21220 | 2864 |

Regular Activities At A Glance

A. Education

A1. Age-appropriate education that develops 5 types of skills among the children

The project follows the ICDS (Integrated Child Development Services) recommended syllabus for the children which develops and improves their cognitive, physical, socio- emotional, language and creative skills. By participating in various activities, an overall improvement in the key development skills could be seen in more than 716 children. This figure has taken into account the number of children who leave the project primarily due to families migration.



A2. Bala Sabhas – aimed to develop recall and communication skills



Bala Sabhas were conducted to assess the children's level of understanding of any topic taught to them or of any event conducted in that particular month such as festival, trees, birds or flowers etc. In the last one year, 702 children participated in more than 120 Bala Sabhas during which they shared their thoughts about a particular topic learnt during the month.

A3. Introduction to digital learning

Digital learning helped more than 716 children to improve their understand of alphabets, numbers, songs and stories.

A4. Cultural and creative engagement

More than 700 children were engaged in art and craft related activities, and also took part in song and dance. These activities not only triggered their imagination but also promoted cognitive development and social interaction.



A5. Indoor and outdoor games

The overall physical and emotional health of the children improved significantly as they participated with enthusiasm in various indoor and outdoor games. During this year, we introduced several innovative and creative games in which the children participated with enthusiasm.

B. Health

Monthly health check-ups, immunizations, personalized dietary plans, and growth monitoring activities were done to ensure the well-being of every child. During 2024-2025, 120 regular health check-ups were done in the last one year at all our centres. It includes growth monitoring of around 701 children (this includes existing children and new enrolments, after taking into account children who have left the centres) and immunization of around 168 children.

The children underwent blood testing to check for their HB levels for the very first time, which was very useful for the children and the families. Based on the results, the children's parents were counselled to provide their children with nutritious food and in the centre, also special diet was provided to those children who had low HB levels. At the end of the years, the significant achievement is that 60% of the children are having normal HB levels and 35% moderate low HB level while 5% are having severe low HB level.

| Parameter | March 2024 | April 2025 |
|---|------------|------------|
| Normal | 343 | 374 |
| Moderate Underweight | 81 | 74 |
| Severe underweight | 20 | 14 |
| Malnourished children as on April 2024 | 101 | |
| Malnourished children as on March end 2025 | 88 | |
| Total | 444 | 462 |



C. Nutrition

Approx 159 Children were identified as MUW (Medium Under Weight) and 59 Children as SUW (Severe Under Weight). Accordingly, Those children who were found to be malnourished or anemic during the health check-ups were given nutrients enriched food / dietary supplements such as multi-vitamin syrup and medicines after which their overall health improved. The food included eggs, fruits and milk. Approx 159 Children were identified as MUW (Medium Under Weight) and 59 Children as SUW (Severe Under Weight).



D. Community Communication

D1. Community engagement



By conducting around 1800 house visits, the project strengthened its connect with the families and communities. This also helped to strengthen the multi-stakeholder participatory approach to enhance the overall development of the children. 64 children identified and all children enrolled in our centers.

D2. Poshakshala Committees

Across the project, there are about 60 to 70 members in the 10 existing Poshakshala committees. Formed in each centre, these committees have 5 to 7 members consisting of parents, ANM worker, representatives of Department of Health and Education, and an adolescent. The regular meetings of the Poshak Shala helped to monitor the activities of the centre.



D3. Social entitlements and access to facilities

| | |
|---|--------------------------|
| Pan Card | 2 |
| Aadhar Card | 40 |
| Bank Account | 12 |
| Training in tailoring | 36 members |
| Distribution of tailoring machines after training | 10 members |
| Safety kit given | 120 beneficiary families |

Capacity building

Apart from regular capacity building sessions, the project also had dedicated training programs to upgrade the skills of the staff in different ways.

A. October 2024 - Training for Poshakshala Committee members

A one day training was conducted by K project for 51 members of Poshakshala committee at Sparsha's Head Office during which they were reiterated about their role and responsibilities, importance of Poshakshala committees and ways to strengthen them.

B. November 2024 - Two day training in November 2024, in collaboration with Samoohika Shakti.

Mr. Sima Balluddu Bante from Andhra Pradesh conducted a two day training for 15 participants on Remedial Classes, focusing on strategies to attract children to our center and promote Early Childhood Care and Development (ECCD). To reinforce the training, Mr. Bante led interactive demo activities, demonstrating effective methods to engage children and facilitate easy learning of thematic concepts.



C. December 2024 - ECE training by Ms. Latha (early childhood education)

A one day training on ECE was conducted by Ms. Latha, an expert of ECCE, on the primary theme of early childhood care and development for 20 participants at Sparsha Trust's Head Office. The training, which had interactive sessions, discussed strategies to help children stay engaged and focused. Additionally, she taught the participants on ways to utilize local resources to create innovative and engaging teaching methods for children.



Feedback of Suman, Teacher, Ramaiah Kids Kingdom Centre

I have been in this centre since 3 years, and organize various activities to keep the children engaged. While narrating a story, or while teaching them a song, I would find it difficult to hold the attention of the children till the end of the story. In the training, Ms. Latha taught us about using cut outs of characters of the story or song, which are attractively colored and use them in the activities. When I used big pictures as aids with the children, I found that they listened with interest and gave full attention, be it a story or a song. What we learnt at the training was very useful for all us teachers.

Key events

1. Graduation Day for 120 children (June 2024)

In many ways, the Graduation Day organized by the Kids Kingdom project in various centres is the first milestone for the children. For on this day, those children who complete 6 years of age, get ready for enrollment in regular schools. In this event, apart from key stakeholders, principals of schools where the children were to be enrolled were present on this important occasion. About 120 graduating children were gifted with bags and educational kits that helped them to be better prepared for school.

The chief guests who attended the Graduation Day program included Mr. Rama R, GM of KSSKDC, Mr. Gopinath R, Managing Trustee of Sparsha Trust, Mr. Venkatesh from the Education Department (CRP), Mr. Gangadhar, President of Safai Karmachari Union of Kogilu, Mr. N. Muni, a community leader, Mr. Sandeep, Health Inspector of Mathikere PHC, and Ms. Sunandhana, Headmaster of Govt School Mathikere.



2. Celebration of Child Rights Week (November 2024)

The week of 14th November 2024 to 20th November 2024 was a memorable one not only for the children of Kids Kingdom, but also for their parents and community based stakeholders. Given the significance of Children's Day, the activities were keeping in mind different aspects of their welfare and development. While Child Rights was a central theme of the week, awareness was given on the importance of education for children, and on repercussions of under-age marriage and child labour.

The activities also focused on health and hygiene practices such as handwashing practices. The children also engaged in sports, arts and crafts exhibits, drawing and coloring, and hand printing activity on cloth. As part of the closing ceremony of Child's Rights Week, children from Kuvempunagar center, part of Chinnara Chethana Shishupalana Kendra, visited the Gangamagudi Police Station. The police personnel were delighted to meet our children and to hear their confident responses to their questions.



3. Eye check-up camps supported by Sankara Eye Hospital

In the 9 eye-check up camps during the year, 870 persons got their eyes checked up for vision and related disorders. Subsequently, 232 persons got spectacles. Based on the diagnosis, the Sankara Eye Hospital recommended surgery for 107 members. In this regard, the Kids Kingdom project counselled and motivated the members to undergo the procedures.

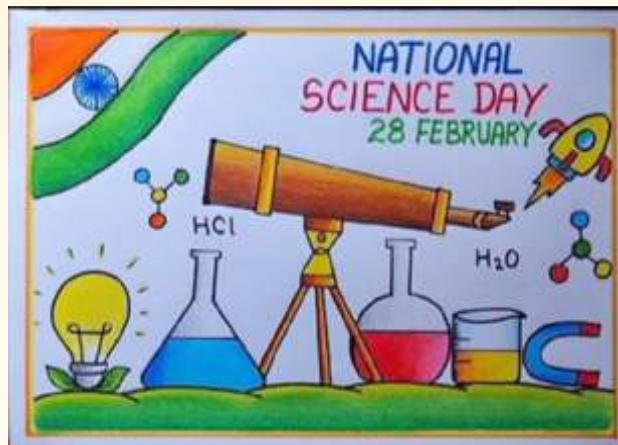
4. Participation in asthma testing event and awareness program

About 60 safai and karmacharis attended an asthma testing event in Padarayyanapura in February 2025. Given that they often work without adequate safety measures such as masks and gloves in polluted environments and are exposed to different kinds of garbage, the testing helped in the timely diagnosis and treatment for asthma. It was also a valuable opportunity for the workers as the Doctor created awareness about asthma and answered their queries. Of these, 3 members were found to be asthmatic and were put on the required treatment.



5. World Science Day

Children across all the centres conducted simple science experiments on World Science Day organized in February 2025.



Highlights

- Nanna Nade Shaale Kade, a rally to create awareness about education was organized in all centres, in which about 400 children from different centres and their parents participated. The efforts put in by the children who walked the lanes and streets to create awareness about timely school enrollment was appreciated by the communities.
- Nutrition Day, organized in different centres, successfully created awareness about importance of nutrition in the overall development of children.
- International Girl Child Day was organized on October 2024
- Visits by donors and volunteers strengthened the connect between them and the project. They contributed to the project in many ways including donating stationary and providing refreshments to the children, which they thoroughly enjoyed.
- Celebration of International Women's Day



Donor Visits



International Women's Day

Summary of impact

A. Community taking initiative and contributing to sustainability

Last year (2023-2024), 39 centres being managed under the Kitturu Rani Chennamma Shishu Palana Kendra were closed down due to various reasons. Similarly, Fairy Land, a centre which was being supported by FAI Foundation (First American India) was also closed down due to various reasons.

As these centres were beneficial for the children living in these areas, Kids Kingdom discussed the continuing of these centres with the community. Many families in the community and individual donors willingly came forward to support the running of the centres in the absence of institutional funding. As a result, from April 2024 onwards, 3 centres are being run with the support of the community and individual donors. The Poshakshala committee members have taken the responsibility to collect the fees from the parents and run the centre.

Similarly, in Delhi Mobile creche, in two centres, the helpers' salaries are fully being paid by the parents. The Saathi Samuha members have taken the responsibility to collect the fees from the parents and run the centre.

Feedback of Geeta, Pourakarmika, Chinnara Chetana Centre

I enrolled my children at Chinnara Chetana Centre, located at Kuvempunagara, about a year ago. They are given nourishing food on time, be it breakfast, lunch or evening snacks. I am leaving my children with them in full trust from morning to 5:00 p.m. They even give medicines to my children on time in case they are unwell.

Given the kind of work we do (pourakarmikas) and various other constraints, it is very important for us to have a good day care to look after our children. The Chinnara Chetana is meeting that need and looking after our children in a very good manner. As I am able to save time, I am also doing a course in beautician services.

We have benefitted in multiple ways because of Sparsha Trust; one, we are saving money as the child care is free, second, as our children are taken care of very well at the centre, we are able to earn during that time, due to which our financial condition has improved.

On behalf of all pourakarmikas, I thank Sparsha Trust for starting the Chinnara Chetana centre in our locality.

B. Increase in enrollment in Chinnara Chetana centres

Given the positive word of mouth about the good quality education in the Chinnara Chetana centres, managed by Kids Kingdom, many of the parents have transferred their children studying in Anganwadi centres and private child care centres to these centres. In these centres, which are primarily for children of safai karamcharis, the number of children has increased from 25 to more than 50.

C. Good quality of school preparedness among the children make them a preferred choice in school enrollment

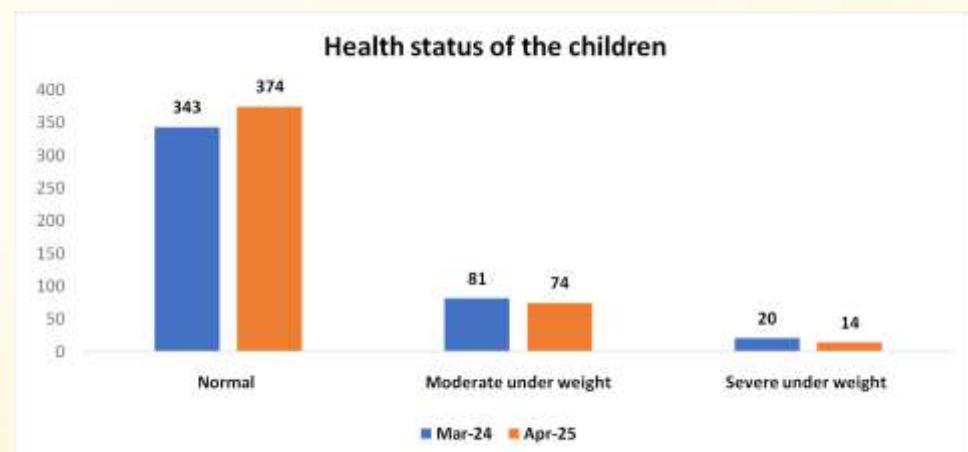
Children who graduated from different centres of Kids Kingdom project and enrolled in regular schools have got good feedback from the Head Masters or Head Mistress running these schools. They state that children from Kids Kingdom are fast learners and participate in all the activities with enthusiasm.

Representatives of private schools are coming to different centres and asking to admit the children in their schools at reduced fees. In Padarayanapura, VS Garden, 27 children of Kids Kingdom were admitted to private schools. Srinidhi School has given a request letter to Sparsha Trust to send children from the Kids Kingdom centre located in Mathikere for enrollment in their school. The school also requested to attend the teacher parents meeting organized by the project so that they can get the opportunity to directly interact with the parents.

D. Improvement in health status of the children

The regular health check-ups done during the year indicate an improvement in the overall health status of the children, which could be due to them having nutrients enriched food at the centre and an active learning environment. The data given below relates to the children present at the time of the check-up. It is possible that about 20% of the children whose health status was assessed in March 2024 may have left the centres due to migration or due to their parents taking up work in other locations.

| Parameter | March 2024 | April 2025 |
|----------------------|------------|------------|
| Normal | 343 | 374 |
| Moderate Underweight | 81 | 74 |
| Severe underweight | 20 | 14 |
| Total | 444 | 462 |



Testimonial

Our son, Sugandh, aged 5 years old, has autism. Initially, we had enrolled him in a school to which we paid the fees of Rs. 40,000/-, with much difficulty. However, there was no improvement in the condition of the child. He had barely learnt anything. At that time, I met with the teachers of Kids Kingdom who were on a visit to the area. During our interaction, not only did I learn about the project's services but also that they had a vacancy in their centre. I also felt happy when I was given the opportunity to join as a helper in the centre.

We also enrolled my child in the centre free of cost. There is improvement in my son's condition to the extent that he does much of his work on his own. Earlier, my son would interact primarily with us. If it came to interaction with other children, he would often push them away and not get along with them. Now, after coming here, he has gradually bonded with them. Earlier, he did not scribble properly, but now after coming here, he has learnt to read and write. Earlier, he would not be able to go to the washroom on his own but now he is able to do so.

Sparsha Trust also referred Sugandh and I to APD where both of us learnt the sign language. This helped us to communicate and understand each other. After Sugandh completed the sign language course, APD further referred him to an organization in Malleshwaram for speech therapy. She also got permission from Sparsha Trust to take her son for speech therapy.

My husband and I thank Sparsha Trust for this very valuable support that has helped my entire family.

As I am very fond of dance, I teach dance to the children and have also choreographed the dance performances of the Poshakshala committee members. The organization even awarded me for my involvement, dedication and punctuality. I am very happy to be part of Sparsha Trust and the Kids Kingdom for enriching my life in this manner.



Prabhavathi
Helper, Chinnara Chetana, B A

Feedback from a team member

I am working as a supervisor in the Chinnara Chetana centres since two years. I got a chance to learn many new things during the course of my work over the past two years. Documentation is an important part of our work as it helps to showcase our work and its impact. Earlier, our reports used to be very basic with the narrative not really reflecting the depth of our work. Now we have undergone a training session on ways to take good photographs and videos which is helping to showcase our work in a very effective manner. I have learnt to take good pictures and videos, and updating reports as per the required formats.

Earlier, I was not very comfortable working on the computer and making reports. Now, over a period of time, I have learnt to make good reports which have been appreciated by my seniors for their comprehensiveness.

Similarly, apart from this, my colleagues and project colleagues are very supportive, and I have learnt many things from them. It is a very satisfying experience to be working in the project.

Roopa R

Project Implementation Team

Mr. Gopinath R - Project Director

Ms. Mamatha B - Project Head

Ms. Lakshmi - Supervisor

Ms. Roopa - Supervisor

Ms. Leelavathy B- Supervisor

Ms. Kavya - Documentation

Teachers and Helpers

Suman Avji, Arathi, Sridevi, Muktha, Swarnagowri, Thulasi, Pooja, Sangeetha, Mahalakshmi, Lakshmi, Anitha, Srikanya, Gayathri, Asma, Vijaylakshmi, Vijaylakshmi Gowda, Gangamma, Mehram Bi (helpers), Prabhavathi, Anjali, Kavitha R, Vimala, Meena, Huligamma and Shivaleela.

Donors

Kids Kingdom - 3 centres being supported by Vygon India, Anugraha Project and parents

Mobile Creche - 2 centres being supported by Delhi Mobile Creche

Chinnara Chetana - 5 centres - KSSKDC



Nisarga Grama

Introduction

Initiated in the year 2016

Located in Hesarghatta, Bangalore, Karnataka, Nisarga Grama is a flagship program of Sparsha Trust, wherein it provides multi-dimensional development opportunities to boys from families living in challenging personal and socio-economic circumstances. It is also possible that some of the boys may have experienced violation of rights, harassment, and abuse in one form or the other. A residential centre with the capacity to house 250 boys, Nisarga Grama is being managed as per the guidelines of the Juvenile Justice Act (2018).

| Details | |
|---|---|
| Direct beneficiaries (children) since inception (2016 to March 2025) | 778 |
| Indirect beneficiaries (families) since inception (2016 to March 2025) | 2334 |
| Direct beneficiaries (boys) during 2024-2025 | 193 |
| Indirect beneficiaries (families) during 2024-2025 | 579 |
| Number of boys as on April 2024 | 153 |
| Number of boys as on March 2025 | 118 |
| Number of new enrollments between April 2024 to March 2025 | 40 |
| Number of rehabilitation (file closing) between April 2024 to March 2025 | 75 |
| Number of staff members in March 2025 | 22 (Full time - 14 & Part time - 08) |

Focus areas



A. Right to protection

A1. Enrollment

Nisarga Grama enrolls boys subsequent to following the guidelines or rules and regulations related to admission of children as per the Juvenile Justice Act (2018). During 2024-2025, of the total of 193 children living in Nisarga Grama, 40 were new admissions.

B. Right to survival

In order to have a positive and holistic developmental experience, it is important for growing children and adolescents to have access to nutritious food, and good physical and mental health. Nisarga Grama ensured that the children were served with a regular well-balanced diet that not only provided food security but also the required energy to see them through the day.

The boys began each morning with a session of yoga and exercises that kept them rejuvenated the whole day. During this year, 193 boys underwent counselling that helped them to maintain their emotional health, given that many of them had been living in difficult socio-economic and personal circumstances. This led to the boys setting goals for themselves and improving their inter-personal relationships.



Feedback by Ms. Janaki Mahesh, the counsellor: Working at Nisarga Grama has been a deeply fulfilling journey. Each child teaches me resilience, and I feel honored to support their healing and growth. This space is more than a boys' home—it's a family where hearts mend and futures begin.

The regular health check-ups organized with the support of various organizations ensured timely diagnosis and treatment of various disorders or illnesses.

Eye check up by Manjushree Eye Foundation

Ninety four boys were examined in an eye check-up camp conducted by Manjushree Eye Foundation, subsequent to which 19 students were referred for detailed examination. Of these 9 students got spectacles.

Feedback from Tanush Verma, a student of Nisarga Grama: A team of doctors came to Nisarga Grama and did an eye check-up for us. As I could not see properly, I was taken to the hospital to do the eye check up again and was given a pair of specs. Now I am able to see the alphabets with clarity. I am not having any problem.



Check up by pediatrics of BGS MCH Hospital

A team of 4 pediatricians from BGS MCH Hospital came in March 2025, during which they conducted a general health check up of the boys. Of these 7 boys were referred for advanced check up for various illnesses and health related issues and treated accordingly.

C. Right to development

C1. Support in education

After admission in Nisarga Grama, the boys are enrolled in respective classes based on their previous educational experience and capabilities in nearby schools and colleges, thereby ensuring their continuity in education.

During this year, a total of 12 students wrote the 10th Class exam of which 7 passed and 5 failed. Four students wrote the 12th Class exam of which 3 passed and 1 failed. During this year, 65 boys studied in Government schools, 35 boys in private schools, 17 boys

in colleges while 1 boy attended the bridge course. In order to enhance the academic performance of the boys, the staff, in collaboration with part-time teachers and college students, conducted tuition classes and exams preparation classes.



From Silent Struggles to Shining Success – Gowtham's Journey

In the quiet village of Chakarasahalli in Kolar district, a young boy named Gowtham D. has shown what resilience truly means. After losing his father, Late Dyavappa, to COVID-19 in 2020, life took a difficult turn. His mother, Aruna, a daily wage laborer, struggled to support him and his elder sister, who is now in 2nd PUC. Realizing the challenges ahead, Aruna made the difficult decision to seek help, and in 2022, Gowtham found a new home at Sparsha Trust's Nisarga Grama.

At just 13, Gowtham arrived with a quiet determination and an eagerness to learn. He was known for his respectful nature, love for drawing and reading, and unwavering focus. Seeing his potential, Sparsha enrolled him in VVHS English Medium School, where he flourished academically. Behind his calm demeanor was a child driven by the dream to make his late father proud and lift the weight off his mother's shoulders.

In 2025, Gowtham's hard work bore fruit — he scored a remarkable 94% in the SSLC exams. His achievement was more than a number; it was a symbol of love, perseverance, and unbreakable spirit. With a heart full of gratitude, Gowtham now dreams of becoming a civil servant, to serve others as Sparsha has served him. His journey is a powerful reminder that with the right support, even the quietest dreams can rise and roar.

C2. Support in knowledge enhancement and personality development

Given the importance of ensuring a comprehensive development experience for the children, several campus learning sessions and activities were initiated. These not only develop the skills of the children but also help them to improve their understanding of subjects.

C3. Electronic Class

Sixteen students from the 8th class joined the weekly classes in basic electronics where they learnt about electronic components, resistance, inductance, voltage AC and DC) and concepts related to circuits and voltage.



Feedback of Mr. Nagesh, Electronics Teachers

I am happy to say that the boys are learning electronics with great interest. They know about the components that go in the making of products such as watches, phones and TVs. I have taught them to understand electronics in a simple and easy way to understand the topics. For example, the children have learnt about automatic switching on and off of lights.

Feedback of Akash, student of 9th class

I find the electronic class to be very interesting, and one in which we are all very attentive. The trainer does practical experiments to illustrate the concepts, which we find very interesting. For example, he explains exactly how much current pass through an LED bulb. He also shows the parts of a laptop which we all find very interesting. We also get a chance to do the experiments after taking all the due precautions such as gloves to protect from any electric shock.

C4. Science Lab and Science Park

Thirty six students from Class 7 to Class 9 attended the daily science lab sessions during which they conducted experiments in physics, chemistry, and biology. These practical sessions helped the students understand the complex scientific concepts through active engagement, making their learning more dynamic and effective.





C5. Library

A total of 85 children developed the habit of reading books from the library based on the GROW By Reading method where the children read books based on their reading level or potential. They then progressed to the next level of books. Each level is represented by a color code (GROW -Green, Red, Orange, White, Blue, Yellow). Accordingly 34 students were in green level, 30 were in red and 21 were in orange.

C6. Taekwondo

About 40 boys, right from the 1st standard to the 7th standard, learnt Taekwondo, a Korean martial art and combat sport, regularly on weekends from a professional trainer.

Feedback of Bhuvaneshwari, Taekwondo Trainer: By learning Taekwondo regularly, the boys are developing their strength in a holistic manner – mentally and physically. They are advancing to various levels as they take various belt exams. They feel prepared to participate in various tournaments, where they get to watch other teams also play.

C7. Sports

The boys of Nisarga Grama, not only represented Sparsha Trust in various sports competitions but also won the top honors in many of them. By participating in different sports activities at the campus, the boys cultivated the spirit of teamwork, sportsmanship and confidence, which will stay with them in their future life as well.

C8. Spoken English and personality development

Mr. Suguru Thippeswamy conducted a six weeks program (weekly sessions) on Spoken English and Personality Development. This helped the boys to speak English with much more fluency and confidence.

C9. Computers

The experience of learning computers is always an exciting and enriching one. For the boys as Nisarga Grama, it was in many ways a dream come true as they learnt the basics of hardware and software.

C10. Kitchen garden and greenhouse

On the whole, the kitchen garden was able to meet about 20% of the food requirement in the campus. By getting involved in the cultivation of various vegetables such as cabbage, tomatoes, and greens, that were free of chemical pesticides, the boys developed respect for farmers and reduced wastage of food.



C11. Djembe classes

Regular classes in Djembe, which is a rope tuned skin covered drum, whose origin can be traced to West Africa, on a weekly basis ensured that the boys, studying right from 8th standard to 1st PUC, became proficient in it. The boys performances in many places, including ABVP office Jayanagar, Persistent company and in Yuva Dasara were very much appreciated.

Feedback by Shiva Sharanappa

Murgesh Dankoti Sir taught us to play Djembe every week. I found it very interesting. I learnt beats, rhythm and base. After that, we began to give performances in our college. I felt very happy and proud of ourselves.

C12. Arecanut plates making unit

About 26 boys learnt to make arecanut plates and bowls, which helped children to develop their skills and be sustainable and independent in the future. These plates come into use for serving food during internal events and functions.

C13. Children banking activities

In order to inculcate the values of responsibility and make the children aware about financial literacy, the organization has designed a system where children voluntarily took up different responsibilities such as cleaning of the campus, creating art and craft products and for conducting tuitions for children etc.

In return, they were rewarded in the form of payment of an appropriate amount. The children then deposited these earnings in an internal children's bank – a bank, whose transactions and documentation was managed entirely by the children. This bank, which was managed along the lines of the regular banks, helped the children to get a hands-on understanding of financial transactions and banking systems. During 2024-2025, 92 children opened their account in the children bank and saved about Rs.18740/-

C14. Nanna mitra

Staying in the campus develops the sense of bonding and fraternity among the boys. Many of the boys also assisted the younger children, especially those in 1st to 5th Class, with maintaining their books, uniforms, and clothing in a neat and clean condition. Others served milk and snacks during the evening snack time.

C15. Me and my home

Over time, the boys began to develop a sense of affinity with the campus and with each other. As a result, they gradually engaged in activities related to campus management and maintenance. They helped in the cleaning of the dormitories and gardens, maintaining cleanliness in the dormitory, assisted in kitchen related activities and also looked after the younger students.

D. Right to participation

The children engaged in various exposure visits, activities and in campus based meetings that gave the opportunity to learn and contribute in different ways. Among them included Children Core Committee meetings, which are formed by the children. During the year, they discussed issues related to campus maintenance and made suggestions for the menu chart.

About 56 children participated in an online session on space exploration, organized by the Blue Origin Club Future. The session covered careers in astronomy, including fields like science, law, education, art, technology, and aerospace. The participants learnt about the importance of astronomy, the history of space exploration, its early beginnings, and its future.

Six children visited the Krishi Mela organized at GKVK, where they learnt about various agricultural activities through practical experiments.

Visit to Airshow 2025 On February 14, 2025, a group of 22 selected students visited the prestigious Airshow held at Yelahanka Air Base, Bangalore. The visit provided students with exposure to advancements in aerospace technology, defense systems, and aviation innovations. This opportunity aimed to enhance their knowledge and inspire interest in aeronautics, engineering, and defense sciences

Campus infrastructure development

During this year, the campus related infrastructure development included the following:

- painting of the swimming pool,
- work in the washing area,
- roof sheeting in the vehicle parking area,
- maintenance related work related to sump

A major work included replacement of the old solar water heating system with a new 2000-litre capacity solar unit. The installation of the new system ensures a reliable supply of hot water while promoting eco-friendly and sustainable energy solutions.

As part of its on-going efforts to maintain hygiene and water safety, the campus hired professional cleaners to conduct a thorough deep cleaning of the sump. The cleaning process involved draining the sump, scrubbing its interior surfaces, and disinfecting it to maintain clean and safe water for daily use.

The servicing of the steam boiler was done during which the boiler's components were examined and sediment buildup was removed. Checking was done for leaks and for the proper functioning of safety valves and pressure controls. This preventive maintenance not only enhances the boiler's efficiency but also extends its lifespan, ensuring uninterrupted and safe operation.

Key events

A. Educational trip – Exploring History And Nature

In May 2024, fifty two children, accompanied by 14 staff members of Nisarga Grama, went on a two day trip to Srirangapatna and Mysore during which they visited many temples and places of natural beauty and cultural significance. The places they visited included Nimishamba Temple, Chamarajendra Zoo, Venugopalasamy Temple and the Krishnarajasagar Dam. It was a memorable experience for them to have lunch at the grand Ambavilasa Palace and also play in the Balamuri waterfall.



B. Celebrating New Year's Day with Ms Mary Shylaja, Assistant Commissioner of Police

The presence of Assistant Commissioner of Police, Ms. Mary Shylaja from Soladevanahalli Police Station made the New Year's Day celebration even more special. The ACP spent quality time with our children, sharing words of wisdom, inspiration, and kindness. It was a very special moment for Sparsha when she said that this was the best new year celebration she had experienced.



C. Makkala Dinacharane Saptaha (November 8 to November 14, 2024)

Children's Day was celebrated over a week with various meaningful activities designed to provide valuable learning experiences for the children. These included different types of sports competitions, and shramadan where selected children visited Hesarghatta bus stop and took part in a cleanliness drive.

The week also included a visit to an old age home, after which the children realized the importance of family values, a visit to a police station which helped the children to understand the functioning of a police station, and the role of police officers in maintaining law and order.

Apart from this, there were various cultural events and competitions such as quiz, drawing, essay writing, dance, and singing. Alongside Children's Day, Karnataka Rajyotsava was also celebrated with pride and joy, highlighting the cultural heritage of the state.

Donors engagement

A. Calix

A team from Calix inaugurated 10 washrooms whose construction was supported by them. This is helping boys to access the washrooms and in maintaining personal hygiene.



B. Coforge BPS Ltd

In October 2024, the company organized a sports day in the campus where children participated enthusiastically in games such as tug of war, three-legged race, balloon burst, lemon and spoon race, musical chairs, kho kho, running races, shuttlecock, and kabaddi. Prizes were distributed to the winners and the runner-ups.

C. Deloitte

C1. Weekly engagement by Deloitte volunteers

Each weekend, volunteers from Deloitte conducted the following online and offline activities:

- drawing activity for children studying between 1st standard to 5th standard
- personality development training for students from 5th standard to 8th standard, focusing on self- confidence, communication skills, teamwork, and positive attitude development
- exploring the transformative power of yoga and personality development.

C2. Impact Day

On November 29, 2024, Deloitte employees embarked on a meaningful journey, visiting two Sparsha Trust campuses and four government schools. On this day, there were activities such as quizzers, drawing competitions, outdoor sports, and cultural engagement activities that included singing and dance sessions.



D. ISACA

On October 5th, 2024, 15 members of the ISACA team visited the campus had a various fun games to the children and distributed stationary to the children.



E. Walmart

On August 10, 2024 , 13 employees of WALMART visited the campus and focused on contributing to the maintenance and enhancement of the kitchen garden through various hands-on activities. The day included waste clean-up in the garden area, soil preparation and sowing vegetable seeds, all aimed at fostering a healthier and more sustainable environment for the children in our care.



Engagement with academic institutions

During the year, Sparsha Trust - Nisarga Grama engaged with academic institutions that included New Horizon College, Chiguru Educational and Social Trust, Ramaiah College and Rainbow school. As part of the engagement, the representatives from the academic institutions organized workshops for the children on essential life-skills, donated essential groceries and conducted fun-filled activities for them.



Capacity building program

A. UNICEF supported NERAVU program

NERAVU program selected certain CCIs and is working with them to improve their work in areas of managing children psychology, and improving their case management and documentation. Sparsha Trust is one of the NGOs selected by NERAVU. It guided them on files management, CCI governed documentation and case management records.



B. Capacity building sessions on Child Rights, CCI Management

Various training programs conducted during the year, including those conducted by Ms. Arathi, upgraded the knowledge of the staff in different areas, and in particular on those topics related to CCI management (Child Care Institution). Given the demands of the work, the staff benefitted from attending training programs on stress management, communication skills with the children, Standard Operating Procedures in CCIs, preparation of Social Investigation Reports, and other related topics.

C. Sensitization on fire safety practices

Given the large-scale cooking in the campus on a daily basis for multiple meals, there is a need to maintain safe fire practices, especially those related to LPG cylinders. In this context, on December 10th, a Fire Safety Training session was conducted by Mr. Subash from Life Safe Academy. The session combined theory and hands-on practice on fire prevention, emergency evacuation, and proper use of fire extinguishers, equipping participants with essential safety skills.



D. Child Rights and Juvenile Justice (JJ Act)

Four members of Nisarga Grama attended the training session on Child Rights and the Juvenile Justice (JJ) Act organized by Mr. Nagasimha from CRT.



Achievements at a glance

- Taekwondo tournament:
 - a. Fifteen children participated in the Taekwondo tournament held in Vidyaranyapura's Sports Hubba program, conducted by the local MLA. They achieved remarkable success, with four children **securing 4 gold medals**, Anand, Akshya Sanya K Yaser, **2 silver medals** - Thanush Varma, Santhosh and **5 bronze medals** - Pritham, Raja, Manju, Suresh and Chandra Shekhar.
 - b. In Taekwondo, in November 2024, 26 children participated in belt exams, with **4 earning yellow belts, 12 achieving green belts, 9 receiving Green-1 belts, and 1 student earning a blue belt.**
- Pavan Kumar participated in District level tournament conducted by Govt of Karnataka and secured **1st place in 1500-meter running, 1st place in 3000 meter running and 1st place in Kabaddi.**
- Shivasharanappa secured **1st place in 100-meter running, 1st place in Kho Kho and 1st place in Relay**
- Urukunda secured **1st place in Kabaddi, 1st place in 200-meter running, 2nd place in Relay and 2nd place in long jump.**
- On September 21, 2024, the children reached the semi-finals of a volleyball tournament, an event organized by the ECHO team.



Summary of impact

Now in its 9th year of existence, Nisarga Grama, the flagship project of Sparsha Trust, has witnessed many ups and downs, but each time it has come out of tough times, such as COVID-19 challenges with resilience. In these 9 years, all those boys who walked into Nisarga Grama were those who had faced the repercussions of poverty, different forms of abuse, and deprivation but now, are spending each day in a meaningful manner.

Protected from the risk of becoming drop outs or child labour, or getting into negative addictions, these boys are not just getting the opportunity to study but also to learn various skills, art and craft forms, sports and performing arts on a regular basis. The accolades and appreciation that they won during the year is testimony enough to show the impact of a nurturing, positive and empowering atmosphere.

During this year, the engagement with volunteers from different corporates, and visitors from different academic institutions enriched the exposure and knowledge of the children. The capacity building of the staff members enriched their knowledge in CCI management and child rights. On the whole, the campus sustained the positive impact of its activities on the children.



Testimonial

My name is Madan. I am studying in 7th grade. I used to live in Machohalli, located on Magadi Road in Bengaluru. My mother had a drinking habit, and she passed away due to that. There was no one to take care of me. So, after studying until 2nd grade, I stopped going to school and stayed at home.

Later, my uncle admitted me to the 'Sparsha' hostel. Now, I am studying well. Sparsha has given me many opportunities. I have many friends here. I really like Manjunath sir, and I share all my difficulties with him. He responds to them well. Sparsha feels like a family to me. I am trying to forget the bad incidents from the past. My goal is to study well and become a doctor when I grow up. I will always be grateful to Sparsha for giving me the opportunity to study. Sparsha has been a guiding light for many children like me.

Feedback from a team member: Sannamma – cook

I have been associated with Sparsha Trust for 15 years and now since 2017, I am working as a cook here. When I cook for the children, I feel that I am cooking for my own children. I love to cook for them, and I do so with interest and care. On the whole, I take care of the entire days' meals beginning from breakfast to dinner. When any staff member appreciates the work I do, I feel very good.

Project implementation team

Mr. Gopinath R - Project Director
Ms. Mamatha B - Project Head
Ms. Lakshmi – Supervisor
Ms. Roopa – Supervisor
Ms. Baby KC - Supervisor
Ms. Kavya – Documentation
Mr. Manjunath S P – Project Head
Ms. Revathi Krishnan - Head, Donor Communications
Col Jyotsna – Centre Manager
Ms. Arati Lengade – Counsellor
Ms. Mallika H S – Education Coordinator
Mr. Murali Mohan– Facility Incharge
Ms. Sumalatha – Supervisor caretaker
Ms. Ramadevi C R – Teacher
Ms. Aruna – Social worker
Ms. Nanditha – Social worker
Ms. Manjula R – Bridge Educator
Ms. Devika R – Caretaker
Mr. Naveen R - Driver
Ms. Navya S N– Admin
Ms. Shashikala – Head cook
Ms. Ranjitha – Cook
Ms. Prabhavathi V– Cook
Ms. Shanthamma - Cook
Ms. Shanthamma– Housekeeping
Ms. Renukamma – Housekeeping
Ms. Roopa – Housekeeping
Ms. Gayathramma– Housekeeping
Mr. Ramesh K V – Gardener
Mr. Nagesh – Electronics Teacher

Donors

Brainly India Private Limited

Coforge Business Process Solutions Private Limited

Deyam Impact Initiatives

Feeding India

Fisher & Paykel Healthcare India Private Limited

Kennametal India Limited

Kennametal Shared Services Private Limited

MEDA Foundation

Micro Labs Limited

NEC Software Solutions (India) Private Limited

Netscout System Software India Private Limited

Palo Alto Networks India Technologies Pvt Ltd

Persistent Foundation

Pooja Power Products

S Cube Ergonomics Private Limited

Saisan Consultants LLP

Sparsha USA Foundation

Suchita Earthmoving Solutions

Tech SMC Squared India Pvt Ltd

UK Online Giving

United Way of Hyderabad

Makkala Dhamma



About Makkala Dhamma

Initiated in the year 2022

Located in the Devanahalli, Bangalore, Karnataka, Makkala Dhamma is one of the flagship program of Sparsha Trust, wherein it provides multi- dimensional development opportunities to girls from families living in difficult personal and socio-economic circumstances. These include girls whose basic rights may have got violated in different ways and may have faced various forms of abuse, neglect and deprivation. with their basic rights often violated. A residential centre with the capacity to house 450 children, Makkala Dhamma is being managed as per the guidelines of the Juvenile Justice Act (2018).

| Details | |
|---|--------------------------------------|
| Direct beneficiaries (children) since inception (2022 to March 2025) | 285 |
| Indirect beneficiaries (families) since inception (2022 to March 2025) | 690 |
| Direct beneficiaries (girls) during 2024-2025 | 230 |
| Indirect beneficiaries (families) during 2024-2025 | 690 |
| Number of girls as on April 2024 | 205 |
| Number of girls as on March 2025 | 187 |
| Number of new enrollments between April 2024 to March 2025 | 25 |
| Number of rehabilitation (file closing) between April 2024 to March 2025 | 48 |
| Number of regular staff members as on March 2025 | (Full time - 21 & Part time - 03) |

Focus areas



Right to protection



Right to survival



Right to development



Right to participation



A. Right to protection

A1. Enrollment

Makkala Dhama enrolls girls subsequent to following the guidelines or rules and regulations related to admission of children as per the JJB (Juvenile Justice Board). During 2024-2025, of the total of 230 children living in Makkala Dhama, 25 were new admissions.

B. Right to survival

For a good quality of life, among the essentials are nutrition, exercise and good physical and mental health. Makkala Dhama ensured that the girls were served freshly prepared food that was in accordance with their requirement. The well-balanced diet helped to provide them with not just food security but also helped to address malnourishment, and provided them with the required energy to see them through the day. At the crack of dawn, the girls performed various yoga asanas and exercises that gave them the right start to the day. Counselling helped the children to improve their coping skills given that they were living away from home. As a result, there was improvement in the interpersonal relationships of the girls, and they began to live in the campus with a positive and confident attitude. In addition, the health check-ups organized with the support of various organizations ensured timely diagnosis and treatment of various disorders or illnesses.

During 2024-2025, the following health interventions took place:

- Facilitated by BIAL, Baptist Hospital conducted a general health check-up camp during which 72 children were examined by a medical team.
- Facilitated by BIAL, an eye check up camp was organized by Shankara Eye Hospital during which 73 children got tested and of whom, 7 got specs. 4 were referred for advanced check up and treatment.
- Lord's Sainik facilitated a dental health check up by R V Dental College during which 119 children got tested for dental disorders.
- Nurses from the Government Hospital, Nallur sensitized 68 children on personal hygiene and menstruation.



C. Right to development

Of the 185 children staying in Makkala Dhama

- 1st 137 students are studying in a government school.
- 2nd 23 students are studying in a private PU college.
- 3rd 6 students are pursuing a degree in a government college.
- 4th 17 students are pursuing a degree in a private college.
- 5th 2 students are taking CA coaching.

C1. Tuition classes

Tuition classes were conducted for the children on a daily basis in different subjects by tutors and mentors. They, along with selected degree students, helped the younger children with **their homework, project completion, and in clarification of doubts**. Based on the levels of learners, special focus was given to the slow learners.



C2. Campus based learning sessions

Campus based learning sessions and activities not only developed the skills of the children but also **developed the personality of the children** and enriched their knowledge.

C3. Electronic Classes

17 students from the 9th Class joined the electronic class which helped them understand the basic manner in which **several daily use gadgets work and their related circuits**.



C4. Mathematic tuition classes

27 students from 10th Class joined the **mathematic tuition class** which enabled them to not only understand various concepts but also apply them to solving problems in the field of engineering, physics, architecture and navigation. Those children, who were apprehensive about math or finding it difficult to understand, began to get **clarity about concepts, formulas and solved equations** with much more ease than before.

C5. Science lab and science park

After engaging with the science lab and the science park, 40 students showed increased curiosity, **improved understanding of scientific concepts and critical thinking skills**. The practical experiments helped them connect theory with the real life application.

Feedback of Chaitra, a student of 9th standard studying at Govt Girls Higher Secondary School: Earlier, I used to think that science is just reading from the textbook and found it to be a bit boring. However, after attending the science lab and science park and going the experiments myself, it became very interesting. It made me more curious about the subject.

C6. Reading of library books

During this year, 70 children from the 2nd Class to the 9th Class used the library and benefited greatly from it. **The GROW BY Reading" concept** helped the children by providing a structured approach to reading with books categorized by color level for gradual progression. As a result, **children transitioned from simple books to the more difficult ones over a period of time**.

| Class | No. of Children | Green | Red | Orange | White | Blue | Yellow |
|------------------------------------|-----------------|-------|-----|--------|-------|------|--------|
| 2 nd to 9 th | 70 | 03 | 28 | 36 | 03 | 0 | 0 |

Feedback by Chunki, a student of 7th Class, studying at GPHS Bettakote: Before I started reading books according to the "GROW BY Reading" concept, I found it difficult to understand many words. Now, I love reading and feel proud when I finish a book and move to the next level. And I improved my reading skills as well.

C7. Computer coaching classes

The children were taught about the **basics of hardware and software while operating computers**. They learnt basic software such as MS word, MS excel, creating email accounts and using the internet.

C8. Kitchen garden

Involved in different types of **kitchen garden activities** including soil preparation, seed planting, watering and tending and harvesting, the children were delighted to see the growth of vegetables and fruits. As a result, they developed respect for the soil, and got a first-hand experience in chemical pesticides free cultivation practices. They not only developed a **sense of respect for farmers but also made efforts to reduce food wastage**.

C9. Core Committee meetings

A **core committee** formed primarily by children conducted a monthly meeting and discussed various issues related to the functioning of the campus. For example, the core committee members **decided the menu, daily time-table related** to the regular activities of the children, and issues related to campus facilities, studies, dormitories etc. This helped to **hone the leadership qualities** among the children.

C10. Children's internal bank

In order to inculcate the values of responsibility, which includes proper management of finances, the organization has the children then deposit their earnings in an **internal children bank** which is managed entirely by them including records of their deposits and withdrawals. This bank, which is managed along the lines of the regular banks,

helps the children to get a hands-on understanding of financial transactions and banking systems. During 2024–2025, about 171 children collectively saved around Rs. 69,929/-

C11. Nanna Mitra Program

As part of the **Nanna Mitra program**, girls studying in the higher classes assisted the younger ones by taking tuitions, providing stationery items, and teaching them to develop new skills such as knitting. This initiative helped to strengthen the culture of responsibility, bonding and appreciation in the campus.

C12. Me and my home

Given that the children feel the campus as their second home, they also help to keep the premises clean and support the staff in various ways. The program of **Me and my Home** helps to create a sense of ownership and responsibility. Among such activities include maintaining ledgers for various departments such as stationary and kitchen, hospitality support to visitors, and supporting in minor administrative tasks.

D. Right to participation

As part of their recreational and personality development activities, the children learnt different forms of music, dance, art and craft and martial arts. Accordingly, 25 children learnt about 30 Janapada songs in addition to songs in English and Bengali. 25 children learnt folk dance, while 171 children learnt to make dreamcatchers, different types of diyas, and flowers from fabric, paper and arecanut. The children got trained in traditional and folk dance forms such as Dollu Kunitha, which they learnt to an extent that they felt confident and prepared enough to give performances in various forums. The children got a chance to participate in campus based exhibitions at Mann and Hummel Filter, White Massif, ISACA and Enerpac India Pvt. Ltd.

Campus infrastructure development

During 2024-2025, the infrastructure development work in the Makkala Dhama campus included replacement of LED lights, levelling of the science park with soil, building an internal concrete road, and construction of a shed for a Sewage Treatment Plant. Given the emphasis on sports, a playground was prepared for the children to engage in different types of games. A cricket pitch and basketball court was also created. The significant developments in infrastructure also included the completion of interior of Yuvaldhama rooms and the installation of a mobile clinic.

Key events

A. Exposure trips

A1. Exploring History and Nature: Educational Trip to Mysore and nearby places

A two day educational trip was organized for 54 children of Makkala Dhama to Mysore and nearby places. Accompanied by 11 staff members, the children visited places of historical and cultural significance as well as natural landscapes at Mysore.



A2. Visit to heritage places and natural splendors

As part of their college exposure trip, twelve 2nd PUC students embarked on a three-day educational journey to Murudeshwara, Jog Falls, Udupi, Sringeri, and Malpe. The trip was thoughtfully organized by their college to broaden their horizons and provide them with real-world learning experiences beyond the classroom.

B. Inauguration of the well-equipped Yuva Dhama building in the campus

The MAF EISP project grant has significantly bolstered our efforts to enhance educational infrastructure development, in Sparsha Yuva Dhama, where children above 16 years will reside. Yuva Dhama, which has 32 rooms, can house upto 150 girls. This generous support has enabled us to procure essential items crucial for creating a conducive learning environment. Through the grant, we were able to acquire 32 study tables and chairs, book racks for organizing educational resources, 64 fans for ensuring a comfortable atmosphere, and 32 cupboards and wardrobes for storing personal belongings. Additionally, the grant facilitated the provision of bunker beds, ensuring adequate accommodation for the children. On April 6th, 2024, senior delegates and representatives from Mirae Asset inaugurated the well-equipped rooms in Yuva Dhama handed to Makkala Dhama – Sparsha Trust.

In the centre, (left to right), Mr. Gopinath R, Managing Trustee, Sparsha Trust, Mr. Rithesh Patel, Director & Mirae Asset Foundation Committee Member, Mr. Nimesh Nair, Regional Head and Mr. Francis Pinto, Senior Manager.



C. Makkala Dhinacharane Sapthaha

Makkala Dhama launched a seven-day mega celebration for Children's Day, inaugurated by Mr. Mahesh, CDPO from Devanahalli. By visiting the Channarayapatna Police Station and the Sarvodaya Service Society Old Age Home, the children got a valuable insight into their functioning.



Feedback of Dr Neelima, Project head, Saamuhika Shakti - Sparsha Trust

I joined Sparsha trust in April 2024 as Saamuhika Shakti project head and had an opportunity to witness Joy of learning event on 11th and 12th January 2025. It is one of the best events I ever participated. This was a great platform to showcase the talent of children from various projects. The program was very well organized in the peaceful and beautiful campus, Makkala Dhama, one of the homes run by Sparsha Trust. Many volunteers also joined us for the event. Looking forward for the event to be conducted every year to sustain this Joy.

2. BIAL

Many senior officials including Ms. Elena Cuomo, Ms. Nalini George, CHRO (Chief Human Resources Manager) and Mr. Hemanth Madegowda visited the campus and interacted with the children. Mrs Prathibha Kulkarni, Senior Manager, CSR, BIAL and Ms Pooja helped to keep the documents updated and streamlined.



Donors engagement

Since the inauguration of Makkala Dhama, we are happy to share that the engagement with donors, stakeholders and volunteers of corporates has increased. During 2024-2025, our engagement with them has been very robust. The campus got the opportunity to host donors, corporate employees, volunteers, and stakeholders who interacted with the children with great enthusiasm and warmth. These exchanges not only deepened relationships with our supporters but also provided the children with invaluable exposure, encouragement, and memorable experiences.

1. Art of Living

Demonstration session on pranayama (breathing exercises) and different yoga postures helped to energize the mind and improve the physical health of the children.

Along with the support of Echoes Of Earth, BIAL provided different types of musical instruments such as guitars, djembes, harmonicas, keyboard piano and drum sets to the children. For the children, it was a journey of self-discovery of their interest and talent.

3. Calix

In April 2024, employees of Calix, who were taken on a tour of the campus, expressed appreciation after learning about the disciplined daily routine of the children. They also commended them on their dance performances, given in honor of their visit.



4. Coforge BPS Ltd

In June 2024, 23 Volunteers from Coforge BPS Ltd team conducted a workshop titled "My Responsibilities Towards My Environment: Vermicomposting and Hands-on Experience on Kitchen Garden" with the children. The workshop was followed by planting of vegetable saplings.



5. Dr. Majeed Foundation

Mrs. Anju Majeed celebrated Dr. Majeed's birthday by visiting the campus and organizing various activities for the children.

6. Deloitte

Deloitte's employees engaged with the children in multiple ways that upgraded their overall learning and developed their personality. They volunteered their time through online classes in different months that covered not just yoga, meditation, and health and hygiene but also communication skills, general knowledge, and spoken English.

The children of Makkala Dhama were also invited to set up a stall at the campus Deloitte



– Vista where they participated in fun activities and indoor games. During this event, the children marketed and sold handmade crafts and flowers among many other items. This opportunity not just encouraged the children but also helped to create awareness about Makkala Dhama among the employees of Deloitte. In September 2024, 2 members of Deloitte conducted a quiz competition, drawing and story telling activities, which were very much enjoyed by the children.

7. Echoes of the Earth

In November 2024, 3 members from Echoes of the Earth taught the children about the repercussions of increasing e-waste and using them to create art and craft items. This helped the children understand the recycling and reusing potential of e-waste.



8. Eisner Amper Cares

Employees of Eisner Amper distributed schoolbags and note books which were of much use to the children. They also enjoyed the cultural performances given by the children.

9. Fairfax Financial Holdings Ltd

In August 2024, Mr. Jason Kennedy, a board member of Fairfax Financial Holdings Ltd, and Ms. Priya Mehta along with Mr. Hemanth and Mrs. Prathibha of BIAL visited the campus and interacted with the children. They got an insight into their daily activities and appreciated the productive manner in which they spent their time from dawn to dusk.



10. Indigo

In August 2024, 19 employees of Indigo Airlines conducted a career guidance session for the children after which they understood the importance of clarity in purpose and goal setting for their professional life in future.



11. J W Marriot

The company gifted art and craft accessories to the children, which they very much enjoyed and made use of in order to give an artistic expression to their imagination.

12. Karle Infra

In February 2025, Sparsha had the honour of being a part of Karle Infra's Townhall, during which it shared Sparsha's vision and journey over the years. The organization appreciated the depth and impact of Sparsha's work, especially in areas of comprehensive development of children. In June 2024, 20 members of Karle Infra team engaged with the children in interactive theatre sessions. Through this session, the children understood the power of performing arts and usage of expression to communicate with its audience.



13. Kennametal India

On April 3, 2024, Mr. Vijayakrishnan Venkateshan, Managing Director of Kennametal India contributed 2000 books to Makkala Dhama's library on behalf of the company. The books were on different topics such as history, science and illustrated books on general knowledge.



14. Lord's Sainik Group

The Lord's Sainik Group generously supported the installation of a mobile clinic at Makkala Dhama. This facility plays a vital role in providing on-site medical care and essential health diagnostics for children and staff.



15. MSI

From MSI, 28 volunteers came to the campus on July 2024 and created beds for the kitchen garden and planted saplings of vegetables and seeds. They also engaged in sports activities with the children. Not only was the day productive but also full of fun and cheer.



16. Mr. Cooper

In September 2024, 7 employees from Mr. Cooper engaged with the children in a day of interactive activities that helped them to learn the positive impact of community engagement, collaboration and creativity.



17. NEC Software Solutions Pvt Ltd

In December 2024, 7 members from NEC donated footwear to the children, and subsequent to an interaction session, the company also treated the children to snacks and juice.



18. Persistent Foundation

Persistent Foundation's engagement helped Makkala Dhama in many ways as the company donated library books, helped in the construction of the playground and engaged in a tree plantation drive in the campus. The children, trained in the traditional Dollu Kunitha dance mesmerized the audience at the 15th Annual Day of celebrations of Persistent Systems

19. Palo Alto Networks

In September 2024, 13 employees of Palo Alto Networks created awareness among the children about the risks of unsafe internet practices and the importance of cybersecurity in a world where there is a constant threat of digital thefts and crime. The children found the session interesting as they got valuable knowledge on protecting digital identities and safeguarding sensitive information.

20. Reliance Foundation

The campus came alive on July 2024 when 20 volunteers from Reliance Foundation became one with the children as they participated in group games and dance activities with them.



21. SMC Squared

Ms. Patricia Connolly, Founding Partner and CEO, Mr. Shawn Curti, Chief Client Success Officer, Mr. Malahar Pinnelli, SVP Technology and Managing Director, and senior members of SMC Squared family inaugurated the internal concrete road at the campus on 24th August, 2024. This road enabled the children and staff to walk in a comfortable manner within the campus.



22. Walmart

In August 2024, 13 employees from Walmart worked in the campus's kitchen garden where they prepared the soil for sowing of vegetable seeds. The employees cleaned the waste and weeds in the garden area. At the end of the day, the efforts put in by the employees was evident as the garden area and the kitchen garden sported a neat look. Such regular maintenance activities helped not just to maintain the aesthetics of the campus but also promoted healthy cultivation practices of vegetables and fruits.



Engagement with academic institutions

Students from Canadian International School, Rainbow International School, Kongadiyappa College, Chanakya University, MAHE Bangalore, New Horizon College, Gurukul, Canadian School, M S Ramaiah University of Applied Sciences – Bangalore (MSRUAS) and Agastya Foundation interned or volunteered at Makkala Dhama over the past year. Their involvement brought fresh energy and new perspectives, while offering them meaningful exposure to grassroots realities. These interactions created valuable opportunities for mutual learning and experience sharing.



Online Session for children by Blue Origin Club Future: About 56 children participated in an online session on space exploration, organized by the Blue Origin Club Future. The session covered careers in astronomy, including fields like science, law, education, art, technology, and aerospace. The participants learnt about the importance of astronomy, the history of space exploration, its early beginnings, and its future.

Makkala Dhama Management Committee meeting

In February 2025, Makkala Dhama Management Committee meeting was held with Mrs. Anitha, the District Child Protection Officer and Dr. Sriram from the Nallur PHC.

Capacity building program

The staff of Makkala Dhama benefitted by the regular capacity building programs conducted by expert resource persons on different topics. The topics included stress management, ways to improve communication with children, CCI management, Acts governing children rights, and children case management. It also participated in the 'Neravu' training program organized by the Directorate of Child Protection and the District Child Protection Unit, Bangalore Rural. The training addressed case management and quality nutrition for children in child care institutions.

The staff also attended an awareness program conducted by Pushpa Vedha Gas Agency on the safety and precaution practices related to LPG cylinder. The session was very useful as it focused on gas safety, leak detection, and emergency measures to be taken in case of LPG gas leak. We can now be more careful and also explain the safety measures to children be it about proper handling of cooking gas and the use of safety equipment.

Achievements at a glance

- Gowri and Yashaswini, who have completed their 2nd PUC, commenced their internship at J.W. Marriott. They were assigned responsibilities related to the Accounting and IT departments respectively.
- **Ms. Deepanjali** (Grade 7) was honored as the **Young Innovator** by **GLPS Bettakotte**.
- Our talented children secured **1st Prize** in the **singing competition** at *Karnataka Kala Sambhrama*, organized by *Campus 2 Community*.
- **2 children** were selected for the **State Level Hockey Tournament** – a proud sporting achievement!
- **Ms. Pooja** (Class 11) was selected to speak in the **Child Parliament** on children's issues – a voice for change.
- In the Silambam competition by Akhila Karnataka Silambam Association 2 children won 1st prize, 3 children won 2nd prize and 4 children won 3rd prize
- In the District level program conducted by Bangalore Rural Bal Bhavan Society in Makkala Dhama, children from different schools, including the children from the campus participated in competitions in various categories. From Makkala Dhama, Hema and Chaitra got selected in the category of science and Dollu Kunita to represent their schools at the state level. Organized in November 2025, about 45 children studying in 8th, 9th and 10th Class of different schools participated in the program.

Conducted under the aegis of the Department of Women and Child Welfare, the District level event was attended by distinguished guests including Mr. Chandra Shekar Hadapad (Retired Headmaster and Poet), Mr. Mahesh Kumar (Jana Pada Singer), Mr. Ramakrishna (President of Human Rights), Mr. Mahesh (CDPO Officer), Mrs. Sunitha (ACDPO Officer), and Mrs. Revathi (Sparsa Trust). Awards were presented for sports and SA1 exam top performers.

- Eight primary school students participated in the cluster-level Prathibha Karanji competitions, earning various forms of recognition for their talents. Girls who won prizes are:

1. Payal (6th grade) and Deepika (4th grade) secured 1st prize and 2nd prize respective for storytelling,
2. Chunki (7th grade) and Deepanjali (7th grade) received recognition in Pick and Speech and Essay Writing,
3. Mouna (6th grade) was acknowledged for her dance performance,
4. Geetha (3rd grade) and Tanmayi (3rd grade) were recognized for their achievements in Clay Modelling
5. Vijayalakshmi (7th grade) received a participation prize in Essay Writing.
6. Niharika- 7th Grade , who won the first prize for Deshabhkthi Geethe, Payal (6th grade) and Deepanjali (7th grade) have been selected for representing Makkala Dhama at the taluk level Prathibha Karanji competitions.



- **Staff member of Makkala Dhama won the first prize at quiz competition**

Mr. Muralimohan, a staff member of Makkala Dhama, won the first prize at a quiz competition conducted for NGO members at CRT Institution, Bangalore. The quiz tested the knowledge of the participants on child rights and child labour practices. "I was happy to get the opportunity to participate in the quiz and win. It is important to have good knowledge about child rights especially as we are working in an CCI", said he.



Summary of impact

The second year of functioning of Makkala Dhama proved to be a transformative experience for the children in every aspect of their way. The crucial support of donors, individuals and companies and the vibrant engagement of individual volunteers from various companies raised the bar in CCI management in a very short span of time. In education, in particular, many of the children were the first generation in their respective families to have completed their PUC.

Testimonial

My name is Aishwarya, In March 2022, I became a part of the Sparsha Trust – Nisarga Grama center after residing in a hostel with my mother until that date. My mother is the sole bread earner of the family as we lost contact with my father when I was very young. At present, I am studying in the 8th grade and am actively engaged in various activities at school. I got the opportunity to learn various art and craft forms in Makkala Dhama. Also I am able to pursue my interest in singing. It is because of the safe and nurturing atmosphere at Makkala Dhama, which also provides opportunities for its children to learn and participate in various sports and extra-curricular activities, that I am leading a complete life here. I aspire to be a Doctor.

What makes me happy is that I get to explore my interests beyond books, such as painting and sports.

Feedback from a team member: Sumalatha – Supervisor caretaker

I joined Sparsha Trust in 2022, initially as a caretaker at Nisarga Grama. Before that, I had worked as a teacher and had no prior knowledge or experience working in an NGO. Everything was new to me, and during my first month, I struggled to understand what was expected of me.

Later, I was transferred to Makkala Dhama, where I was appointed as both a caretaker and health in-charge. The first year was especially challenging, as I didn't fully understand the nature of NGO work. But I tried my best to learn on my own, and slowly, I started to build strong relationships with the children and staff.

Before coming to Sparsha, I was going through a difficult time in my life. I was depressed and felt completely alone. But being at Sparsha changed that. Here, I gained confidence, learned how to work effectively, and most importantly, learned how to be strong.

My efforts were recognized, and I was eventually promoted as a supervisor caretaker. This was a proud and happy moment for me. I'm truly grateful for the opportunity to work with such a wonderful team. Sparsha has given me not just a job, but a second family. I feel deeply connected to everyone here, and I'm proud to be part of this beautiful journey.

Project implementation team

Full time staff

Manjunath S P (Project Head)
Revathi Krishnan (Head – Donor Communications)
Col Jyotsna (Centre Manager)
Mallika H S (Education Coordinator)
Muralimohan (Facility Incharge)
Sumalatha (Supervisor caretaker)
Ramadevi C R (Teacher)
Aruna (Social worker)
Nanditha (Social worker)
Manjula R (Bridge Educator)
Devika R (Caretaker)
Naveen R (Facility Manager)
Navya S N (Admin)
Shashikala (Head cook)
Ranjitha (Cook)
Prabhavathi V (Cook)
Shanthamma (Cook)
Shanthamma (Housekeeping)
Renukamma (Housekeeping)
Roopa (Housekeeping)
Gayathramma (Housekeeping)
Ramesh K V (Gardener)

Part time staff

Shankar
Nagesh
Arati

Donors

Coforge Business Process Solutions Private Limited
Fairfax Holdings
Feeding India
Fisher & Paykel Healthcare India Private Limited
Food For Hunger
Humanetics Innovative Solutions India Private Limited
Karle Infra Private Limited
Kempegowda International Airport Foundation
NEC Software Solutions (India) Private Limited
NSM Services Private Limited
Palo Alto Networks India Technologies Pvt Ltd
Sarvamangal Foundation
Tech SMC Squared India Pvt Ltd
UK Online Giving
Veolia Water Technologies & Solutions (India) Private Limited
Von Roll (India) Pvt Ltd
Vyuuhgenics India Pvt Ltd
White Massif Creations LLP

(Saas) Saamuhika Shakti



Introduction

Despite their essential contributions, waste picker families often struggle with poor living conditions, lack of access to healthcare, and limited educational opportunities for their children. Many children, though enrolled in schools, are frequently absent due to missing credentials and accessibility challenges. Language barriers further isolate them from mainstream education. Gender disparities also persist, with girls often denied educational opportunities.

Saamuhika Shakti is a first-of-its-kind initiative in India, where 10 implementing organizations - Bal Raksha Bharat, BBC Media Action, Circular Apparel Innovation Factory (CAIF), Enviu, Hasiru Dala, Sambhav Foundation, Sparsha Trust, Udhayam Learning Foundation, Social Alpha, and WaterAid India — have joined forces to enable informal waste pickers to have greater agency and lead secure, dignified lives, with a specific focus on gender and equity. This project is initiated and funded by the H&M Foundation, with Sattva Consulting serving as the independent backbone organization.

About Sparsha Trust as an implementing partner to Saamuhika Shakti

Working across 35 government schools and anganwadis, Sparsha Trust is actively enrolling children from this marginalized community. Its efforts include identifying never-enrolled and out-of-school children and encouraging them to learn through bridge school sessions and remedial learning programs such as Foundational Literacy and Numeracy (FLN).

Key initiatives implemented to enhance the teaching learning environment at a glance

- Building Learning Environment at Schools (BLES)
- the establishment of Science, Technology, Engineering, and Mathematics (STEM) labs
- Information and Communication Technology (ICT) labs
- provision of Teaching-Learning Materials (TLM) to attract children to school and ensure quality education
- WASH (Water, Sanitation, Health, and Hygiene) infrastructure upgradation in schools and anganwadis

| Year of inception | 2024 |
|---|--|
| Number of direct and indirect beneficiaries | 3500 direct and 12500 indirect beneficiaries |
| Number of families impacted | 3286 household direct beneficiaries |

Area of Implementation

The project is being implemented across 40 locations in 7 clusters

- 1 Banashankari (6 locations)
- 2 Goreguntepalya (5 locations)
- 3 Summanahalli (6 locations)
- 4 Ramamurthy Nagar (5 locations)
- 5 Marathahalli (5 locations)
- 6 Hebbal (5 locations)
- 7 K.R. Market (8 locations)

It also covers 35 government schools and 35 anganwadi centers across Bengaluru.

Regular activities and their impact

A. Provision of monthly nutritious food kits

To support maternal and child health, Sparsha Trust provided monthly nutritious food kits along with regular awareness sessions. Each kit included 200 grams of Mother's Horlicks, 200 grams of black raisins and almonds, 30 packets of *chikki*, and 200 grams of dates. With an average of 200 nutrition kits being distributed every month, a total of 2,011 nutrition kits were distributed to 207 pregnant and 26 lactating mothers from waste-picking communities across 40 locations over the year.

As a result, 89% of mothers, approximately 186 women per month, showed improvement in their health status, which is based on the weight and hemoglobin level of the mothers. While the weight of the mothers were captured every month, the hemoglobin levels were checked every quarter.

B. Door to door visits

A total of 19,556 door-to-door visits were conducted from May 2024 to March 2025. During these visits, 185 children who had dropped out and 236 never enrolled children were never enrolled were identified and subsequently enrolled in anganwadis and schools to ensure access to early childhood and formal education.



C. Anganwadi Visits and Early Childhood Education (Ages 3-6)

All 35 selected Anganwadis were visited regularly to assess the availability and use of teaching-learning materials, encourage greater engagement of children in play-based activities, and ensure proper water and sanitation facilities. In terms of Early Childhood Education, a total of 141 children aged 3 to 6 years were enrolled in Anganwadis, of whom 136 belonged to waste-picking families.



D. School Visits and Enrolment (Ages 6-14)

From June to March 2025, a total of 93 children aged 7 to 14 years were newly enrolled in schools, of whom 84 belonged to waste-picking families.



E. Child Rights Club

The Child Rights Club empowers children to voice their concerns on issues affecting them, enhancing their understanding of rights and supporting personal growth. It also serves as a platform to address community-level concerns, including education and health.



Highlights

A total of 400 children, from waste picking communities, aged 10 to 18 from 40 locations were trained on five key topics: confidence, self-esteem, my feelings, equality, and respect.

A total of 141 children were enrolled in Bridge Education Program. Parents have started to attend the School Development Monitoring Committee meetings and Bal Vikas Samiti meetings regularly. During these meetings, the SDMC members, school authorities and teachers discussed issues of concern related to their students including risks of criminal involvement and child trafficking due to school dropouts. The Police Department conducted awareness sessions on Child Protection Laws and trafficking.



Installation of suggestion boxes in 13 schools and opening of suggestion boxes in 20 schools where the children expressed their appreciation, gave their suggestions to improve the overall quality of learning.

- Distribution of 5300 bi-lingual dictionaries to children across 35 schools helped in vocabulary building. The teachers and students reported positive feedback as they helped in better understanding of the concepts of science and social sciences.
- The project supported 165 children, including 120 from waste-picking communities to apply and access various social security schemes including Aadhar card (62), birth certificates (6), and opening of bank accounts which helped them to get scholarships and entitlements (97)



Stories of success

The Government Junior Primary School in Gidadapalya, which has 108 students, has nearly 90% belonging to families involved in waste picking. As the school is located approximately 2 km from the community, daily commuting became a challenge for the children.

Last year, after multiple petitions, a bus service was arranged to support the students. However, the service was later suspended due to some boys not obtaining their bus passes on time. In response to this issue, Rajanna, the headmaster of the school, reached out to Sparsha Trust for assistance.



Sparsha Trust promptly collected the necessary documents from the students, and submitted the bus pass applications of which the applications of 15 students were successfully processed. As a result, the bus service has now resumed, bringing great relief to both teachers and parents. The school community expressed heartfelt gratitude to the Sparsha team for their timely intervention and support.



Training on Menstrual hygiene management was organized by Sparsha Trust Saamuhika Shakti at 12 locations reaching out to 298 participants from waste picking families.

During the UNCRC week, a total of 4,051 children, including 1,664 children from waste-picking families learned about their rights. Child Rights Week was celebrated across 40 locations from November 14th to 20th 2024, featuring training sessions, drawing competitions, cultural events, and skits based on the UNCRC (United Nations Convention on the Rights of the Child).



As part of the adolescent empowerment activities, a total of 400 children aged 10 to 18 from 40 locations were identified to undergo life skills training. These adolescents, from waste-picking communities, were trained as discussion leaders on five key topics: Confidence, Self-esteem, My Feelings, Equality, and Respect.

Capacity building for the staff

A. Capacity building program on Child Rights

On November 4th and 5th, Sparsha Trust conducted a Capacity Building Programme on Child Rights in collaboration with Child Rights Trust, featuring expert speaker Mr. Nagasimha G. Rao. The training aimed to deepen participants' understanding of child rights, child protection laws, and gender sensitivity.

The sessions covered the history and key articles of the United Nations Convention on the Rights of the Child (UNCRC), child labor issues, and the importance of quality education and nutrition.

B. Training on life skills

As part of the Saamuhika Shakti Project's life skills initiative by Bal Raksha Bharat (BRB), the Sparsha team facilitated adolescent life skills training sessions across 40 project locations. Following the initial sessions, a total of 661 children aged 10–18 years participated in structured life skills training across these locations. Each batch consisted of an average of 20 children and completed five interactive sessions focusing on critical aspects of emotional and social development.

C. Training on remedial teaching

A capacity-building programme on remedial teaching was organized for the SaaS team on November 23rd and 24th to familiarize them with teaching methodologies for remedial learning centers under the CBC and bridge courses across 40 localities, following the mapping of eligible children.

Mr. Simha Balludu, an expert in remedial teaching, explained remedial teaching methods through engaging activities. He introduced the seven steps of remedial teaching, along with functional tools, REC syllabus milestones, the reading club concept, and the role of parents in supporting learning.

D. Career guidance workshop

On December 26th, 2024, Sparsha Trust, in collaboration with Saamuhika Shakti partner Sambhav Foundation, organized a Career Guidance training session for 34 out-of-school adolescents from the waste-picking community. As a result, students gained clearer insights into potential career paths and the academic streams best suited to their skills and aspirations.

E. Training on strengthening the Anganwadi community support system

On November 29th, 29 Bal Vikas Samiti (BVS) members participated in a capacity-building program organized by Sparsha Trust. As one participant shared, "We were nominated to these committees without knowing our roles or the government rules. Now, we feel empowered to contribute meaningfully to our Anganwadis and schools where our children are studying."

Feedback from a staff member

Rajeshwari, Cluster Coordinator, Banashankari Cluster

"Working as a Cluster Coordinator in the Banashankari cluster under the Saamuhika Shakti Project has been a rewarding experience. The project focuses on the holistic development of children from waste-picking families, helping them rediscover their strengths, return to school, and access better opportunities. Being part of this journey is a privilege I deeply value.

In our cluster, we support 8 schools and 8 Anganwadi Centres (AWCs) through initiatives like educational support, Building Learning Environment at Schools (BLES), Teaching-Learning Materials (TLM), WASH, ICT, STEM, Suggestion Boxes, and Bilingual Dictionaries. The strong bonds we've built with teachers and children are incredibly fulfilling. A job should offer more than just a salary—it should provide a sense of purpose. Through Sparsha and the Saamuhika Shakti Project, I've found mine. I am truly grateful for this journey."

Testimonial

"My name is Geetha, and I have been living in Medi Agrahara, JK Basavanna Nagar.

My daughter studied in a government school from Grade 1 to Grade 7. To provide her with a better education, I saved all my earnings and enrolled her in a private school for Grade 8. However, she struggled a lot with learning English and eventually told me that it was too difficult and refused to attend school.



Geetha

Community member of Medi Agrahara, JK Basavanna Nagar

I realized I had made a mistake, but I didn't force her. I let her stay home, unsure of what to do next. That's when the team from Saamuhika Shakti Sparsha Team reached out to us. They explained the importance of education and how no child should be left behind. On April 22nd, they offered personal counseling to both my daughter and myself, which truly opened our eyes and gave us new hope.

We've now decided to re-enroll her in a government school in the upcoming academic year, June 2025. Sparsha Team has assured us of their continued support. I am deeply grateful to Sparsha Trust for their timely guidance and help. They came into our lives like a blessing, and I thank them from the bottom of my heart."

Case study

Indhu, a 22-year-old, six-month pregnant woman from a waste-picking family in Muneshwara Nagar, was enrolled in the Nutrition Kit program to ensure a healthy pregnancy. However, despite regular health check-ups, she refused a haemoglobin test due to her family's traditional beliefs.



Her husband and mother-in-law, originally from North Karnataka, strongly opposed the test, believing that "spilling the blood of a pregnant woman" is inauspicious and invites misfortune. Despite repeated counseling on the importance of detecting anaemia during pregnancy, Indhu remained hesitant.

Recognizing the urgency, the team conducted home visits to engage in discussions with her family. They explained how undiagnosed anaemia could lead to complications during delivery and reassured them that the test was solely for her health and well-being. After multiple awareness sessions and persistent efforts, her husband finally agreed, leading to the test and the necessary medical care.

Summary of impact

- The project led to a significant improvement in learning outcomes among children from waste-picking communities.
- Out of total 758 children enrolled in Anganwadi centres, a noticeable shift in the learning levels of 405 students has been observed. 53.45% of children achieved progress in Foundational Literacy and Numeracy (FLN) across 40 Anganwadi centres.
- Among 222 children from waste-picking families enrolled in Anganwadis, 185 children showed marked improvement in FLN. This reflects an 85% achievement rate in foundational literacy and numeracy in the anganwadi.
- Out of 9,023 children enrolled in schools, 7,972 children showed significant progress in learning. This represents an 88% improvement in school-level learning outcomes.
- Out of 650 children from waste-picking communities enrolled in schools, 589 children showed measurable progress in learning. This indicates a 90% achievement rate among these children.
- 141 waste-picking children were enrolled in bridge schools, with 133 children showing improved learning outcomes. This indicates a 94% success rate in bridge education programs.

Project Implementation Team

Mr. Gopinath R - Project Director
Dr. Neelima M - Project Head
Mr. Anil M - Liaison and Capacity Building Officer
Mr. Anil Kumar - Knowledge & MIS Manager
Ms. Vani - Communication consultant
Ms. Darshana S - Communication Executive
MsTriveni K S - Career Facilitator
Ms. Nirmala A V - Career Facilitator
Ms. Mamatha L - Career Facilitator

Cluster Coordinators

Mr. Prakash M
Mr. Srinivas B G
Mr. Nagesha C K
Ms. Rajeshwari
Ms. Meghana G T
Ms. Karuna R
Ms. Archana Devi

Donor
H&M foundation

Backbone
Sattva

Community Mobilizers

Ms. Smitha C K
Ms. Vasantha K H
Mr. Manjunath H
Ms. Revathi Santhosh
Ms. Sakamma
Mr. Muniraju
Ms. Kavitha
Mr. Mutthu Selvi
Mr. Kiran
Ms. Rathnamma
Ms. Manjula

Government High School, Ivarakandapura

Introduction

With the support of PlaySimple Games, Sparsha Trust is working with the Government School of Ivarakandapura, located near Hesaraghatta, Bangalore Urban District, and implementing processes to transform it into a model school. The school, established about 50 years ago, has 93 students studying from 8th Class to 10th Class.

In January 2024, Sparsha Trust visited various Government middle and high schools in Hesaraghatta, Jakkur, Halasuru, and surrounding areas to assess the infrastructure and educational activities. It shortlisted 4 to 5 schools and shared the list with the PlaySimple Games team. Subsequently, Mr. Siddhanth Jain, co-founder of PlaySimple Games, and Mr. Thrishul, HR, PlaySimple Games visited the shortlisted schools and selected the Government High School, Ivarakandapura for developing it into a model school.

Sparsha Trust then prepared a comprehensive 5- year plan for the development of school infrastructure and educational activities. The plan included the construction and renovation of classrooms, science lab, computer lab, library and sanitation facilities, along with the introduction of new educational program.

Amidst all these, we kept going, thanks to the support of funders, well-wishers and volunteers.



Key areas of intervention

Sparsha Trust implemented various activities in the following ways to improve the overall infrastructure and academical level of the school.

- School Infrastructure (construction, repairs, renovation and upgradation)
- Enhancing student learning by providing additional teachers for library, computer science, English and practical science
- Personality development (sports, exposure visits, science fair and workshops)

Infrastructure

- 1 **Classroom Renovation**
new flooring, painting and repairs of ceilings, doors and windows
- 2 **Library upgradation**
new racks, lighting and reading space, books
- 3 **Development of the science laboratory**
- 4 **Computer lab set up**
- 5 **Flooring and sanitation**



Educational interventions

- 1 **Computer class**
- 2 **Spoken English class**
- 3 **Practical classes in science**
- 4 **Library classes**
- 5 **Assessments and parents teacher interactions**

Key events

A. Inauguration of the newly renovated school

On June 15, 2024, the newly renovated Government school building was inaugurated by Mr. Siddhanth Jain, Founder, PlaySimple Games and Mr. Thrishul, HR. PlaySimple Games. The special guests present on the occasion were Mr. Hanumaiya, Rural President, BJP, Mr. Lokanath P S, Panchayath President, Hesaraghatta, Mrs. Shanthamma H V, President of Hesaraghatta Grama Panchayathi and Mrs. Lalitha, President of Hurali Chikkanahalli Grama Panchayathi. The Government officials included Mr. Ashwathnarayan K N, BEO, Bangalore North Region and Mr. Prakash B K, BRC, Bangalore North Region. Mr. Gopinath R, Managing Trustee of Sparsha Trust was also present on the occasion. Among the school authorities present were Mrs. Chandrika, President of Government PU College, Hesaraghatta and Mrs. Renuka, Principal of Government PU College, Hesaraghatta. Teachers and staff included Dr. Sujatha G Shetty, HM of Government High School, Ivarakandapura, Hesaraghatta and Mr. Jayarama, Teacher. The parents of the children, living mostly in Hesaraghatta and Hulichikkanahalli also attended the occasion.



B. Science Fair – My Experiments in the World of Science

The event kicked off with an exciting Science Fair titled "My Experiment in the World of Science", organized by our talented students and dedicated staff. Conducted for the very first time in the school's history, this fair had the participation of seven neighbouring schools. They presented 40 unique experiments, while 20 additional exhibits were displayed by our own students. The fair saw an overwhelming response, with over 160 students from various schools attending to witness the brilliant scientific innovations. We were honoured to have renowned guests who included Mrs. Ramya (ICAR Scientist), Mr. Naveen (Data Scientist, Rakuthan Pvt Ltd), Mr. Shashidhar (Manager, KSSPL & Sparsha Trust Board Member), Mr. Maruthi (Panchayat Member) and Mr. Gopinath R (Managing Trustee of Sparsha Trust). The Science Fair Competition Winners were announced after an intense round of judging.

It is with pride that we share that PlaySimple Government Model School secured both the 1st and 3rd prizes, showcasing the exceptional talent and hard work of our students.



C. Annual Day

January 25th, 2025, marked a historic milestone for PlaySimple Games Model School, as it hosted a captivating Science Fair and also celebrated its Annual Day 2024-2025—a momentous occasion in the school's history. The event was a spectacular showcase of the students' incredible talents, featuring enchanting dance performances, thought-provoking dramas, and musical renditions. The presence of parents, staff, villagers, and distinguished guests added to the grandeur of the celebration.

The school felt privileged to welcome renowned guests including Mr. Sidhanth Jain, Co-founder of PlaySimple Games, Ms. Sylaja Mary, Assistant Commissioner of Police, Bangalore, Mr. Shashidhar, Manager of KSSPL and Mrs. Lalitha, Panchayat President to the special event.

Prizes were distributed to the winners in various categories and events, which made the children feel happy and even more motivated.



Taluka level sports competition



Independence Day celebration



Children's Day celebration



Exposure visit for Agastya International Foundation



Summary of overall impact

Due to the interventions supported by PlaySimple Games, the school and the students benefitted in a holistic manner. Not only did the learning improve within the classrooms, they also contributed to experiential learning. The preparedness and knowledge of the children improved due to the increased usage of the library, computer lab and the science lab. The activities related to sports, science and exposure visits, brought in the much needed positive energy in the students and the teachers.

Prior to the project's intervention, the school's building was in a severely dilapidated condition. The building was in a severely dilapidated condition, characterized by leaking roofs, damaged walls, broken window panes, and inadequate ventilation. These structural issues significantly hindered the learning environment and posed safety concerns for students and staff alike. Although there was a laboratory and a library, it was not adequate to meet the requirement of the students.

The overall improvement in infrastructure related to library upgradation, wash room facilities, lighting, science lab, water facilities, teaching boards.

As a result of the above interventions, the overall learning atmosphere has improved significantly. It has enhanced the safety and security of both the students and teaching materials. The upgraded library is encouraging more students to spend time reading, contributing to improved literacy and concentration. Students felt excited to see the upgraded science laboratory and computer lab and using the same to get practical knowledge and hands-on practice on the computer. The improved flooring has reduced the risk of accidents while the fitting of new doors and windows has upgraded the overall security of the teaching aids and campus based resources.

The teachers' space was upgraded and made more comfortable. More importantly, the children's focus on education and their overall discipline in the school improved than before.

Testimonial



It gives me immense joy and pride to express my heartfelt gratitude to PlaySimple Games and Sparsha Trust for their generous support in transforming our school's infrastructure and learning environment. Thanks to their unwavering commitment, our school now has a well-equipped Computer Lab, a modern Science Lab, and a spacious Library - all of which have greatly enhanced the learning experience for our students. In addition, the contribution of sports materials has brought new enthusiasm to our students' physical development and team spirit. We are especially thankful for the extra teaching support provided for Computer Education, Spoken English, Science Experiments, and Library sessions. These dedicated teachers have brought in new methods and enthusiasm, helping our children develop important skills for their future. On behalf of our entire school community, I extend sincere thanks to PlaySimple Games and Sparsha Trust for providing such valuable resources and opportunities. We are truly fortunate and grateful for your support in making a meaningful difference in the lives of our students.

Ms. Anitha, Headmistress

Project Implementation Team

Mr. Gopinath - Project Director

Mr. Nitin - Project Manager

Ms. Revathi Krishnan - Donor Communications

Ms. Annmariya - Computer Teacher

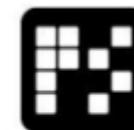
Ms. Smirithi - English Teacher

Ms. Jayashree - Library Teacher

Ms. Nalini - Science Teacher

Donor

PlaySimple Games



PLAYSIMPLE

Acknowledgement

The support of PlaySimple Games has strengthened the foundation of multi-dimensional learning in the school. Sparsha Trust is thankful for the critical support extended by PlaySimple Games. It was because of this support that transformation came about in the Government School and enabled it to become an inspiring model of holistic learning.

Namma Shikshana

Introduction

With the aim of conducting CSR activities for Bangalore International Airport Limited (BIAL), Kempegowda International Airport Foundation (KIAF) has initiated various types of programs. Among them is a flagship initiative titled Namma Shikshana, which aims to create awareness about the importance of education and provide basic support to selected schools and their students. This program is in accordance with the CSR policy of BIAL.

For Namma Shikshana, Sparsha Trust, which is an implementing partner, provides backend support which includes human resources and administrative services. Various academic and development activities were conducted for children in Government schools as part of the Namma Shikshana program. These activities were conducted in the Government schools adopted by KIAF during the year 2023-2024.

Initiated in the year : 2022



Location of implementation

Government Higher Primary School, Aradeshanahalli A

Government Higher Primary School, Bettakote B

Government Higher Primary School, Kannamangala C

Government Higher Primary School, Koracharpalya D

Key activities conducted

A. Academic Initiatives: A Year of Learning, Innovation, and Transformation

With a clear focus on student-centric learning and measurable outcomes, the year unfolded through a series of thoughtful academic interventions and strategic initiatives aimed at unlocking every child's potential.

A1. Formative Assessments (FA1-FA4)

Formative Assessments were carried out diligently with a mix of written chapter wise tests, creative projects, and classroom participation.

By the end of the year, the numbers told a compelling story—student performance in summative assessments had grown from a baseline 27% to an impressive 75%, while formative assessment scores rose from 66% to 74%.

A2. Foundation Literacy and Numeracy (FLN)

Recognizing the importance of early skill-building, a strong emphasis was placed on Foundational Literacy and Numeracy (FLN). These targeted FLN sessions bore fruit, as 30% of struggling learners moved to the average category, and half of the average learners progressed to above average by the end of the cycle.

A3. Technology Integration

The Chimple Digital Learning Initiative brought interactive, gamified content into the hands of young learners in Grades 1 to 3. With tablets distributed twice a week for Kannada, English, and Math, students revisited classroom lessons through play-based learning apps.



A4. Models and teaching aids

Whether it was demonstrating a scientific process or solving geometry problems, hands-on tools and visual resources such as models and teaching aids made learning more interactive and engaging.



A5. Computer classes

Over time, students displayed increasing ease with digital tools, applying their skills in subjects like English and Math. These classes not only built confidence but also laid the groundwork for 21st-century digital literacy.



B. Visits and Celebrations: A Year of Joy, Learning and Togetherness

The schools came alive with celebrations, events and observing of various important days. Participating in these events enriched the knowledge of the children, and enabled them to understand not just the relevance of the days in their daily lives, but also the role of leaders in the movement of India's freedom. Some of the days that the schools celebrated included World Environment Day, International Yoga Day, Rain Day, participation in cluster level Prathibha Karanji, National Mathematics Day, and Savithri Bai Phule Jayanthi.



B1. World Environment Day



B2. International Yoga Day



B3. Rain Day

B4. Clean and Green School Excellence Award

The schools' dedication to cleanliness and sustainability was recognized when one of the BIAL-supported schools received the Clean & Green School Excellence Award 2024, selected from 125 institutions across Karnataka. This recognition was a proud moment and a testament to the collective efforts of students and teachers towards creating a clean and green learning environment.

B5. Participation in Cluster level Prathibha Karanji



B6. National Mathematics Day



B7. Savithri Bai Phule Jayanti

On Savitribai Phule Jayanti, students learned about her life through stories, essays, and classroom discussions. The celebration was especially empowering for girls, as they discovered the strength and courage of one of India's earliest advocates for women's education.

Education stepped outside the classroom with Bagless Day, which provided experiential learning through field visits to the postoffice, library, gram panchayat, dairy, bank, and sericulture center. These real-world exposures helped students understand how communities function and the role of various institutions in everyday life.

B8. Interschool events

A spirited Mathematics Quiz Competition tested logical reasoning and number skills, fostering peer learning and healthy competition. The Science Model Exhibition turned students into young innovators, as they presented working models and creative scientific ideas with enthusiasm and clarity.



C. Stakeholder Visits and Engagement

Over the past academic year, the Namma Shikshana project witnessed a vibrant series of stakeholder visits that brought new energy, inspiration, and meaningful engagement to our schools.



Those who visited the schools included the Tata AIG team, who under the banner of Mission LIFE, created awareness about the importance of renewable energy, waste management and responsible consumption. ITC CSR representatives appreciated the impact of our initiatives. Those who created an impact with their visit also included Mr. Priya Mehat, Director of Fairfax, Ashish Tripathi, CMO and VP of Security at BIAL, Ecos's of the Earth. Mr. PGR Sindhya from Karnataka Scouts and Guides took a session on leadership and discipline.

Grammy award winner Ricky Kej took the stage along side selected students who had trained for months at the Bangalore School of music. Teams from BIAL ICT and BASL not only engaged with the students in many ways but also organized walkthroughs for them.



D. Professional Development: Empowering Teachers for Excellence

Recognizing this, BIAL-adopted schools prioritized continuous learning and up skilling through a structured Professional Development Training Program conducted regularly throughout the academic year. Activities like role plays, group discussions, vocabulary games, and pronunciation drills helped teachers become more confident and fluent, empowering them to create English-rich classroom environments for their students.



E. Fostering Holistic Development through Sports and Co-Curricular Excellence

Namma Shikshana ensured a robust participation of the students in various sporting events, which in itself is commendable as it strengthened the spirit of sportsmanship. The regular training in different sports and the dedication of the children paid off as they won at various events. These included the Kasaba Hobli level sports meet hosted by the Department of Karnataka, where the students won top honors in different types of athletic events.

Thirty students participated in the National Karate Championship at Mysore earning various medals and trophies under different categories. A Karate Belt Exam and Certification Program were held in one of the BIAL- adopted schools, 34 students demonstrated their skills and earned various belt advancements.



Students also secured prizes at a syllabus competition organized in Gowribidnur. Students also showcased their expertise in music through a theme based musical performance called Mysore Express, which integrated elements of rhythm, melody, and storytelling.



F. Health and Nutrition Enhancement



Through a partnership with the Sri Sathya Sai Annapoorna Trust, over 1,800 students across all four schools received a warm, nutritious breakfast to begin their day. As a result, there is greater alertness and improved attendance among the students.

The collaboration with Baptist Hospital led to biannual health check-up camps in August and December 2024 which helped in the timely diagnosis of various illnesses and their treatment.

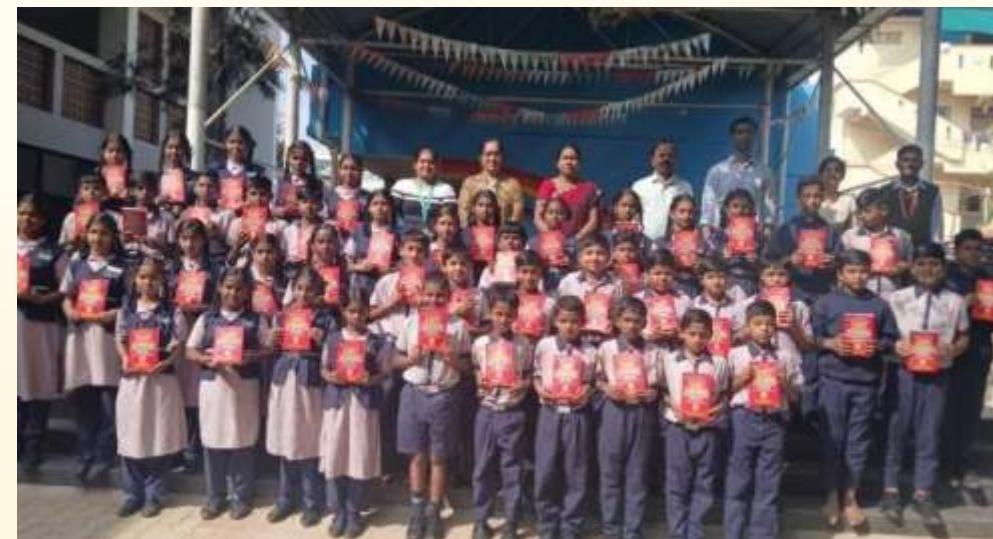


G. Initiatives and Innovations

Throughout the year, BIAL-adopted schools blossomed—not just in academics, but in imagination, leadership, and a deep sense of responsibility. What started as simple ideas turned into powerful movements, led by both students and staff, shaping a vibrant and nurturing school environment.

These initiatives included:

- Kitchen garden
- Children forming a committee to identify issues and resolve them such as contributing towards purchases of dusters to keep blackboards clean
- Introduction to Indian classical music with the support of a BIAL staff member
- A unique rangoli competition that blended traditional techniques to design airplane inspired patterns.
- Daan Utsav – India's festival of giving, during which more than Rs. 6 lakhs (monetary) and in kind, donations worth more than Rs. 80,000/- was raised by the team.



H. Awareness Programs and Preparedness for the Future – Nurturing Aspiration

The students learnt about cyber security from Ms Harshitha Vijay from Cyber Sapiens, road safety orientation from CII Young Indians (YI) team, and personal hygiene, healthy habits, and safety from BASL team.

One of the highlights was the Bhagavad Gita recitation competition, held in partnership with the Geetha Govinda Sanskrit Institute. Students, especially from the younger grades, recited verses from the 18th chapter of the Gita with clarity and devotion.



I. Research: Workbooks a sa Tool for Deeper Learning

Specially designed workbooks were distributed to students of classes 8 and 9, with the goal of reinforcing concepts taught in the classroom through structured, practice-based learning. Teachers noted an increase in conceptual clarity, better retention, and improved confidence in solving problems independently among students who used the workbooks consistently. Subsequently, they presented their findings at the Teacher Conclave organized by DIET in collaboration with Bharathi Foundation, held at GHS, Bashettihalli.

J. Financial Literacy: Nurturing Young Minds towards Smart Money Habits

With the aim of making children financially aware and responsible from a youngage, a series of 15 engaging and age-appropriate activities as part of the Financial Literacy Program were conducted for each class. A competition organized assessed the students understanding of the knowledge through innovative means such as creating of posters, delivering speeches, and presenting skits around themes like smart spending, savings for a goal and my dream budget.



Donor
KIAF
(Kempegowda International Airport Foundation)

[ABCD]

A

Behavioural Change Demonstration

Introduction

Toyota Kirloskar Motor's (TKM) **A Behavioral Change Demonstration (ABCD)** program significantly contributes to India's Sustainable Development Goal of ending open defecation, focusing on the Swachh Bharat Mission. The ABCD Program, launched in 2015 as part of 'Swachh Bharat Abhiyan,' has effectively raised awareness about health & hygiene among students, families, and the community. It has had a significant impact in Ramanagara District of Karnataka, reaching 1004 Government schools and benefiting over 58,000 students and more than 4.3 lakhs community members.

Initiating interventions in Raichur in August 2023

After the successful implementation of its flagship initiative, the 'A Behavioural Change Demonstration' [ABCD] Sanitation Program in Ramanagara District, Toyota Kirloskar Motor (TKM) launched this initiative first in 100 Government schools in August 2023 as a pilot in Raichur and then in 400 schools in the following year.

Raichur, located in the southern state of Karnataka, is one of the India's Aspirational Districts. Over the next 7 years, the program aims to cover more than 1606 schools in Raichur, benefiting over 2,20,000 students.

Core objectives

Toyota Kirloskar Motor's (TKM) 'ABCD Sanitation Program' aims to continue Empowering Communities in Rural Karnataka through the following objectives:

- To bring about a behavioural change among students, teachers, and communities.
- To create awareness on sanitation practices through training and demonstration.
- Focus on enhancing the overall health and well-being of families in the districts through the program.

Location of implementation (100 schools) in the first phase

1

Raichur Taluk
90 Schools

100 schools across
2 talukas of
Raichur District

2

Lingasugur Taluk
10 Schools

School break up

01

Govt Lower Primary School
11 Schools, 777 Students

02

Govt Higher Primary School
77 Schools, 21,111 Students

03

Govt High School
12 Schools, 4891 Students

Direct beneficiaries (Children)

26779

Indirect beneficiaries (families)

80337

Total number of schools

100

Overall activities conducted during the implementation

A. Schools visits, training and awareness sessions

- Personal hygiene and behaviour change
 - a. Handwash and toilet usage training
 - b. Personal hygiene education
 - c. Menstrual hygiene education
- Water management
- Environmental awareness





B. Children cabinet training and strengthening



C. School development and monitoring committee (SDMC) advocacy and strengthening



- D. Consumables distribution, minor repairs and sustainability follow up visits
- E. Minor repairs
- F. Community connect
- G. Community awareness video shows
- H. IEC material training, distribution and installation





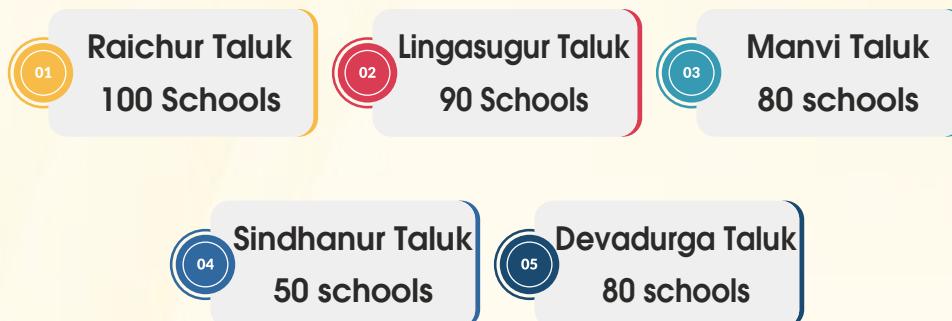
Impact of the project (for both 100 and 400 schools)

Based on the feedback of students, schools and families, team members and overall analysis of the data available, several positive changes have taken place in the project. This includes increase in the toilet usability among students at school, flushing of toilets after usage, proper handwash practices and waste segregation.

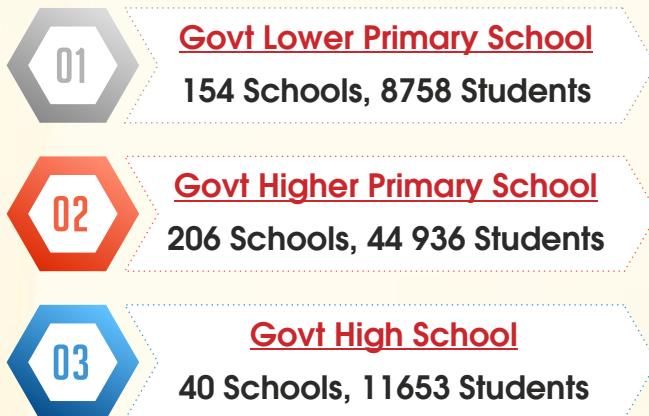
While there has been an increase in the number of toilets, as part of community outreach, households were visited during which awareness was created among the parents about the importance of sanitation hygiene. The parents appreciated the efforts put in by the team to create awareness about basic sanitation hygiene practice and will also protect their privacy. The families also shared the feedback that there has been an increase in the number of children using toilets at home.

While toilets were there in many schools, some of them were not in a usable condition. Subsequent to the project's intervention, not only did the usability of toilets increase but so did the number of toilets in the school. Drinking water facility at school increased while handwashing facilities also improved over the last two years. Even as waste disposal systems became more effective, alongside children, headmasters, teachers, school staff, cooks and helpers gained awareness on personal hygiene, water management, and waste segregation due to the ABCD program activities.

Location of implementation: (400 schools) in the second phase



School break up



Impact of the project (for 400 schools)

In sanitation related awareness and practices, handwashing practices and flushing of water in toilets increased, based on the feedback from the users, team and overall data. As far as waste management is concerned, more and more number of children and school were segregating waste as per the guidelines. There was an improvement in the safe waste disposal practices.

An improvement could be witnessed in sanitation behavior as well with the increase in toilet usage both in schools and home, along with handwashing and water flushing practices. In the school sanitation infrastructure, the availability of usable toilets and usable urinals along with hand washing facilities.



Key events

A. Annual event on 12th February 2025

Attended by more than 800 participants including teachers, children, and special dignitaries from Toyota Kirloskar Motor, stakeholders and media personnel, the annual event was successfully conducted. The objectives of the annual event included not just assessing the knowledge of the children on better sanitation practices but also to create awareness in the district about the importance of self hygiene and reduce open defecation.

The activities that consisted of a drawing program and quiz program when triggered the spirit of healthy competition among the children.



B. Training of headmaster and teachers on 29th October 2024

Attended by 550 headmasters and teachers from 5 taluks, the mega event introduced the ABCD project and Toyota Kirloskar Motor to its audience, followed by sessions on personal hygiene, water management, environment, operation and maintenance – school gardening and behaviour change and capacity building (BCC).

The ABCD Headmasters Refresher Training was organized to review ABCD initiatives and guide Headmasters on ensuring project sustainability.



Implementation Partner: Sparsha Trust

Mr. Gopinath R - Project Director

Mr. Joy A M - Project Head

Dr Vani Kanthi - Manager, Reporting and Communication

Ms. Revathi Krishnan - Communication Head

Mr. Ramanand - Project Manager

Ms. Mamatha - Manager, Admin and Documentation

Mr. Santhosh Kumar B S - Finance Manager

Ms. Leelavathi - HR

Ms. Pooja, A S - Assistance Communication

Ms. Jayashree - Assistant Admin, Documents and Evidence Management

Facilitators

Ms. Chaithra

Ms. Lavanya

Ms. G S Madhushree

Ms. Rajeshwari

Ms. Shanta

Ms. Vennala S

Ms. Santhoshi Kumari

Ms. Sangeetha.

Photo Gallery



Donor

Toyota Kirloskar Motor

SHISHU PALANA KENDRA

A centre for nurturing
young children

In collaboration with the Department of Women and Child Development, Sparsha Trust started ShishuPalana Kendra with the objective to take care of children of women labourers and the children are of age group 6 months to 6 years from morning to evening.

Project starting
year: 2022

Location
Chokkahalli, Hoskote Taluk

Number of direct
beneficiaries: 44

Number of indirect
beneficiaries: 44 families

Key activities

During this year, the children were provided with the following facilities and services



Nutritious food that
is appropriate for
the requirement of
growing children



Health check-up for
timely diagnosis and
treatment of any illnesses



Pre-school
education



Child care



Enrolment of
children into regular
schools



Celebrations of
various festivals



Impact

- The parents of the children are able to go on time to their respective work places, are able to work without feeling anxious about the well-being of their children in their absence.
- The parents are happy to note that the children are being given nutritious food on time, and also get the opportunity to learn and play during the day.

Project Implementation Team

Mr. Gopinath R - Project Mentor

Ms. Sushma - Teacher

Ms. Danamma - Helper

Ms. Indramma - Helper

Team feedback

My name is Sushma and I am working as a teacher in ShishuPalana Kendra. In this centre, children aged between 6 months to 6 years are dropped by their mothers. As we take care of them, it is very useful for them. Here at the centre, they not only get nutrients enriched food, but also play with each other and participate in learning activities.

As a result, over a period of time, the children are able to develop both physically and emotionally. The children also learn about basic hygiene such as hand wash. The basic learning of alphabets and identifying of fruits, vegetables, flowers and colors among other topics, helps to improve their school preparedness.

Shishu Palana Kendra has proved to be very useful for the mothers and the community as they can leave their children without any fear.



Donor

Department of Women and Child Development

Annadatha Sukhee Bhava

Introduction

The rural and semi-urban areas of Karnataka witness large scale migration of the youth from their respective villages and towns to the cities in search of work. Those who stay behind are their parents, who are unable to work and earn for themselves as they age over the years. Among them are also those who do not find work or lack the required physical and emotional stamina to work. The aged, often neglected by the children, lack the means to purchase essential groceries and daily use items.

Initiated by Wing Commander RS Murthy, Annadatha Sukhi Bhava, (Board member of Sparsha Trust) Annadatha Sukhi Bhava project aims to be of service to those aged people who do not have regular access to food and basic facilities. By taking the essential groceries and daily use items to their door step, the scheme provides them with the much deserved dignity and respect.

The origins of Annadatha Sukhi Bhava can be traced to the time when it began to support a single family residing at Manchiganahalli village, Sonnawadi Grama Panchayath, Mulabagil Taluka. At present,(2023-2024), it is supporting 31 families in 12 villages with essential groceries and daily use items.

Started in June 2021

Objective

To provide food security and a sense of well-being to low income and BPL families by providing them with essential groceries and daily use items every month for at least 3 years.

Location

12 villages coming under Sonnawadi and Hanumanahalli Grama Panchayaths of Mulabagil Taluk.

Sonnawadi Panchayat Hanumanahalli Panchayat

- 1. Sonnawadi
- 2. Kavathanahalli
- 3. Sangandahalli
- 4. Keelagani
- 5. Manchigenahalli
- 6. Chikkabandahalli
- 7. Khadripura

- 1. Bettagerahalli
- 2. Anantpura
- 3. Bhimapura
- 4. Hanumanahalli
- 5. Bandahalli

DIRECT BENEFICIARIES :28

Key activities

At that start of the project, with the support of the local Anganwadi workers and ASHA workers, the project identified low income families with aged persons staying in them. The beneficiaries were short-listed on the basis of the selection criteria which includes taking into account their current financial condition, health status and their ability to earn. Accordingly, subsequently, the selected beneficiaries were provided with essential groceries and daily use items on a monthly basis.

Donor

Wg Cmdr R S Murthy's personal contribution and his family and friends.

Impact

As the essential groceries kit were given to the 28 beneficiary families month on month, they experienced a sense of food security after a long time. They were able to get the required age appropriate nutrients which helped to maintain their physical and emotional well-being. They felt happy that distinguished and senior members of the Sparsha Trust's core team visited their homes and interacted with them with love and respect.

Team members

Mr. Shankar Gowda, Mrs. Sunanda and Mrs. Shashikala

Feedback from Shankar Gowda

Whenever I go to the different villages and provide the essential groceries to the families, I always get blessed by them. For me, this is my biggest reward in many ways. Over the last few years, thanks to this project, I got to become familiar with the families. It always feels good to meet them and to get their best wishes every time. I feel like they are my own family. All of us associated with this project are happy to be of service to the families, especially the senior citizens who are on their own.

Feedback from beneficiaries

Pillakka

Pillaka, aged 55-58 years old, is from Hanumanahalli Panchayat, Bhimapura village. A physically challenged woman, her husband, aged 62-63 years old, is unable to work. Earlier, the couple was earning by doing for labour work during the afternoons every day but could not continue their work.

Since the time they were identified by the Annadata Sukhi Bhava project, They were provided with ration kits by ASB since the beginning of the project and now they are also getting old age pension. They are happy now, don't go for work and are leading a peaceful life with the ration given and the pension, which they use it for any medical expenses. They live in a small mud house. They do not have children and the ration kit given is very helpful to them.

During the first anniversary of the death of Mr. Murthy was held, they requested for a fan and were provided as a gift by Mr. Murthy's wife.

PHOTO GALLERY

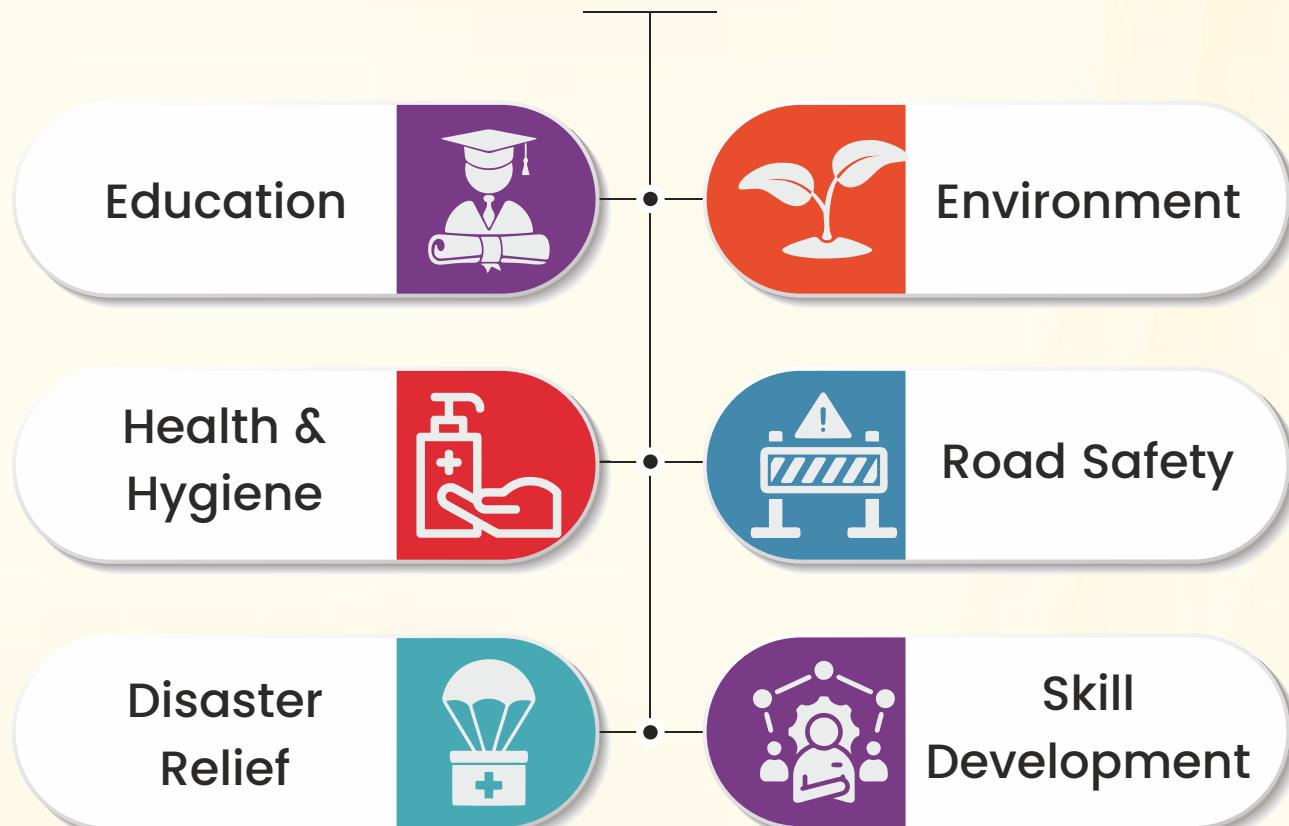


TSEP (Toyota Safety Education Program)

About TSEP

At TKM, CSR activities are an integral part of their operations. Its CSR efforts are aimed to promote sustainable development by building resilient communities and follow a dual approach of “Empowering Communities” and “Enriching Environment” in all their CSR programs.

In line with the core Toyota philosophy of achieving sustainable development of society, while providing employment to thousands of workers, TKM has made numerous contributions areas across the country:



Introduction

India has the world's highest reported number of annual road crash fatalities. 1.68 lakh people died in road accidents in the 2022. In the same year, in Karnataka, statistics indicated that a total of 39,762 road accidents occurred in the state with the percentages on the national highways were 33.63%, on the state highways were 24.62% and on the other roads were 41.65%.

In this context, TKM's Toyota Safety Education Programme is committed to addressing the needs related to creating awareness among students, behavioral change, and inculcation of responsible citizenship. The program is being implemented in Bangalore, Mumbai and Delhi NCR.

To address the need, the Project 'Toyota Safety Education Programme- TSEP' was conceptualized by M/s Toyota Kirloskar Motor Private Limited (TKM) . TKM engaged Sparsha Trust & KPMG to implement the project as per the modalities defined by TKM.

Aim of TSEP

To instill sense of responsibility among the young road users & make them the 'Road Safety Ambassador' through the CHILD TO COMMUNITY Approach

Objectives of the programme

- To inculcate sense of responsibility among the future road users & make them the road safety ambassador
- Influencing road safety practices of local communities
- Advocacy to include TSEP in school curriculum
- Strengthening the road safety infrastructure in Bangalore, Mumbai and Delhi NCR TSEP to become a flagship project to achieve zero fatality

Programme Components

- Teacher training on road safety module
- Module ABC delivery through interactive digital content
- Assessment and midline study findings
- Club activities and intra school events for activity-based learning
- Experiential learning on road safety through annual event

About the project implementation

Bangalore

Batch 1 year 2

Number of schools: 35
Classes: 5th to 9th standard
Location: Bangalore (State and Central Government schools and private schools)
Number of students: 17198

Mumbai

Number of schools: 35
Classes: 5th to 9th standard
Number of students: 20655
Number of teachers trained: 525

Delhi

Number of schools: 35
Classes: 5th to 9th standard
Number of students: 24908
Number of teachers trained: 239



Key interventions and comparative analysis (Bangalore)

A. Technical Awareness, Attitude and behaviour on road safety (Bangalore)

Based on the midline study findings, the data indicates 13 times improvement in the technical knowledge of students on road safety across all school categories. TSEP was able to upskill students with key life skill of responsible road usage

Students' attitude (19% improvement) and behavior (10% improvement) have shown notable improvement compared to the baseline study. This indicates that they have applied the knowledge of TSEP into their daily lives and have even influenced their family members to adopt safer attitudes and behavior on road safety.

B. Pedestrian Safety

- 51% of the students use foot over bridge/subway for crossing the roads wherever available.
- While 71% of students think foot-over bridge should be used, only 51% actually make use of available pedestrian safety infrastructures.

C. Two wheeler safety

Teenagers' perception towards high-speed riding has seen a major improvement after attending TSEP session. TSEP has been able to bring mindset change among students and build a positive attitude towards prioritising road safety in everyday life.

- 78% of the students maintain safe distance with vehicles while riding bicycle on the road
- 32% of the students use reflective or light-coloured clothes while riding a bicycle at night.

D. Four wheeler safety

Attitude and behaviour among students towards critical road safety measure of seat-belts has seen an improvement after TSEP programme. Two-third of students ensure parents or co-passengers are wearing seat-belts while in a car. 40% of the students believe that carpooling should be practiced more often by everyone. 71% students ensure that they themselves and all the co-passengers wear seat belts while in car.

E. Student behaviour change and campaigning potential

- 78% of the students maintain safe distance with vehicles while riding bicycle on the road
- 32% of the students use reflective or light-coloured clothes while riding a bicycle at night.

F. Training of teachers

Teachers underwent comprehensive training at the Toyota Safety Education Programme to orient and familiarize them with its objectives, enabling them to effectively guide students through the various modules. This initiative aims to empower teachers to independently implement the program with our ongoing support over the next two years, fostering a deeper understanding of the project and inspiring student engagement.

Bangalore

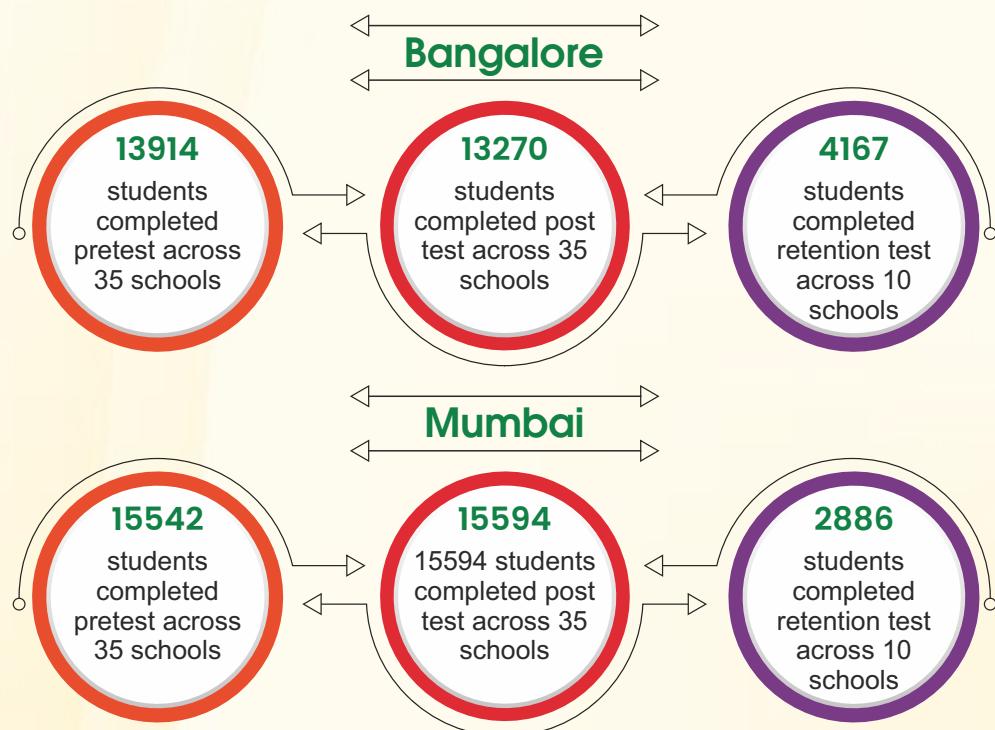
Of the 471 teachers trained, a total 175 teachers participated in the teacher's assessment and top 3 were awarded. The tool was based on the attendance of the teachers during ToT and module delivery, technical awareness on road safety, support provided to students and the TSEP teams, excellence of the students in different club activities etc

- 525 teachers were trained in Mumbai
- 239 teachers were trained in Delhi



G. Pre-tests, post-tests and retention tests

Pre-tests and Post-tests were conducted before and after the module delivery respectively to check the awareness of the students on road safety before attending the programme and their improvement in knowledge after the programme. Retention test was conducted after the completion of annual event to check the retention rate of the students after the training.



H. Module delivery

MODULE A and B: Interactive audio-visual content on road safety covering topics like pedestrian and cyclist safety, traffic signs and hand signals, first-aid basics and pollution awareness and a one-to-many format was followed for the same.

MODULE C: Interactive club activities like poster making, mad ad, campaign, rangoli making, song enactment etc on road safety giving an immersive experience to the students enabling gamified learning.



Mumbai

Module A and B were delivered in 35 schools with 20655 students across Mumbai



Module A and B were delivered in 35 schools with 24908 students across Delhi NCR (Originally 36 schools with one school having two parts)



Club activities

Bangalore

Of the 35 schools, in 24 schools, 446 clubs were formed, and 2205 students participated in various activities. Out of which 591 students were the intra school winners who received the prizes and certificates.

Mumbai

In 28 of the 35 schools, 408 clubs were formed, and 1830 students participated. Out of which 935 students were the intra school winners who received the prizes (helmets) and certificates.



Delhi

In 21 schools of the 35 schools, 165 clubs were formed, and 826 students participated. Out of which 467 students were the intra school winners who received the prizes (helmets) and certificates.



TSEP annual events

Bangalore

The TSEP annual event was held on the 18th of January 2025 at JN Tata Auditorium in IISc, Bangalore which unfolded as a grand celebration of commitment, creativity, and advocacy. The event witnessed an impressive turnout with participation from more than 25 schools which included more than 481 participants including students, teachers, principals and parents, each dedicated to promoting road safety behaviour change among students

The highlight of the event was the enthusiastic participation of children in activities such as the skit competition, mad advertisement, and poster making competition. Students displayed creativity, ingenuity, and a deep understanding of road safety issues through their presentations and artworks

Chief Guests Mr. J. Purushothama, Additional commissioner for Transport and Director, Road Safety Cell, and Mr. B. Padmanabha, Executive Vice President & Director Toyota Kirloskar Motor were part of the event.

Mumbai

The TSEP annual event was held on the 10th of February 2025 at Sophia Bhabha Hall, Mumbai while it was held on 7th February 2025 at Sarvepalli Radhakrishnan Auditorium, New Delhi. In both these places, the events unfolded as a grand celebration of commitment, creativity, and advocacy.

In Mumbai, the event witnessed an impressive turnout with participation from more than 28 schools which included more than 447 participants while in Delhi, there was participation from 19 schools which included more than 517 participants. These included students, teachers, principals and parents, each dedicated to promoting road safety awareness among students.



TKM Senior Leadership
Mr. Sudeep.S. Dalvi – Senior Vice President & Director

Delhi

The TSEP annual event was held on the **7th of February 2025** at **Sarvepalli Radhakrishnan Auditorium, New Delhi** which unfolded as a grand celebration of commitment, creativity, and advocacy.

Chief Guest Mr. Rajnesh Singh, Director, Ministry of Heavy Industries, Govt of India Guest of Honour Mr. S.K.Singh, Deputy Commissioner of Police (Traffic) TKM Senior Leadership Mr. Vikram Gulati, Country Head and Executive Vice-President, Toyota Kirloskar Motor

The event witnessed an impressive turnout with participation from more than **19 schools which included more than 517** participants including students, teachers, principals and parents, each dedicated to promoting road safety awareness among students



सड़क सुरक्षा: मेरा अधिकार, मेरी जिम्मेदारी !
ROAD SAFETY : MY RIGHT, MY RESPONSIBILITY !



Stakeholder voices

Bangalore

Teacher from KV Hebbal

"The TSEP training has helped the students in understanding the basic rules and regulations of road safety and various safety measures. As many of our students are coming by bike, hence it is necessary for the students as well as the parents to be aware of these safety rules. It can be seen that students' awareness has increased and many of the students have agreed to wear helmets while riding bicycle".

Mumbai

Teacher from Anjuman Begum Sharifa Kalselar Girls' School

There is a need of road safety training for students as many students come to school by walk and many parents during the morning time will be rushing towards school creating chaos in front of the school gate. Therefore, they must be aware of the road safety rules. This kind of programme and event is very important because the children travel from home to school everyday and it requires a lot of safety precautions by themselves when they are walking on the road. This is a very good initiative taken for our school children.

Delhi

Teachers from ASN Senior Secondary School

"Engaging in basic measures like using helmets and crossing roads correctly can greatly improve safety. Programmes like TSEP that focus on these small, yet impactful details help create a more conscious and vigilant mindset among students. Hands-on training equips students with the ability to navigate challenges, such as managing intersections during power outages or when signals fail. These practical skills ensure readiness to handle real-life scenarios effectively."

Initiatives for sustenance for 1st year (Bangalore)

Rewards and recognition

The schools were encouraged to participate in club activities and additional activities for which they were awarded Special Jury Mention Award in the annual event for out-of-the box ideas and exceptional performances

Student showcase at the annual event

Best student entries were displayed in the annual event and students also led a **walkthrough of the learnings** of the programme along with the Chief Guest. Interaction opportunities with industry leaders motivated the schools to take efforts for the cause.

Creating peer learning opportunities

Schools that undertook road safety initiatives beyond the club activities were highlighted for their exemplary performance through the **poster and champions wall and corner for best road safety models**, to create peer learning opportunities.



Donor
Toyota Kirloskar Motor

Sparsha Namma Mane (our home) Home for the urban homeless

About Sparsha Namma Mane

The number of homeless persons, including individuals and families, is rapidly increasing in urban areas across the world. In India, mega cities like Bangalore, Mumbai, Hyderabad are having migrants and other workers coming in large numbers on a daily basis. Living in unhygienic conditions, these persons are vulnerable to threats from anti-social elements, bites from snakes, dogs and poisonous insects, and lack protection from harsh weather conditions. These people, who sleep on pavements, under flyovers and similar places, lack basic amenities including food, shelter, health care and livelihood support.

There is a need to rehabilitate them by creating a safe home, and supporting them to either return to their homes or move to rented accommodation through empowering interventions.

In India, the homeless include those living in open spaces, such as pavements, roadsides, railway platforms, temples and so on. To address the issue, the Supreme Court directed state governments to set up shelter homes across India under the NULM (National Urban Livelihood Mission). Under NULM, the BBMP has established night shelter, also referred to as Nammane shelters in various zones of Bengaluru.

In Bengaluru, Sparsha Trust is one of the NGOs that is managing 4 residential centres for the homeless under the project titled Namma Mane. These centres provide all basic amenities, including 3 meals a day, to the enrolled residents, who were identified from the homeless living on the streets.

Project starting year: 2012

Location of project implementation: Bangalore Urban

Number of direct beneficiaries
(residents) during 2024-2025

95

Number of direct beneficiaries
(residents) till date overall

Number of social entitlements
facilitated during the year

20

Number of last rites performed

1

Profile of the urban homeless who are enrolled into Sparsha Namma Mane

- Persons who have left their respective homes due to personal or professional issues
- Persons who have come to Bangalore in search of work and do not have a place to stay
- Persons from low income and BPL (Below Poverty Line) who lack means of both physical and financial support and are unable to take adequate care of themselves

Regular activities at a glance

A. Surveys and referrals to identify urban homeless persons

Surveys were conducted in designated areas to identify the homeless who are usually living on streets, under bridges/flyovers, railway stations and bus stops. The survey team visited areas such as Bazaar Street, M G Road, Shivaji Nagar, Jogi Palya, Dasarahalli, Jayaraj Nagar, Lakshmipur, Indira Nagar, RT Nagar, Chokkasandra, Hebbala, Ganganagar, etc to identify homeless people.

After identifying them, the survey team informed them about Sparsha Trust and about the four Namma Manes that have supported hundreds of persons to return home, avail of opportunities to get work or get a long stay home depending upon the need.

B. Enrollment into Sparsha Namma Mane

Subsequent to identification of urban homeless, the required documentation is done in order to enroll them into the shelter homes. Enrollment also includes those who have come through word of mouth or by referrals. Welcome kits, containing basic essentials for maintaining personal hygiene, are provided to the enrolled persons.



Survey,
identification
and enrollment
in shelters

C. Food and housing security

Given that many of the urban homeless are not having a proper place to stay, they are mostly dependent upon hotel or carts based food. This takes a toll on their health. Sparsha Namma Manes provide the residents with nutritionally balanced food thrice a day. Being provided with cooked meals saves them time, effort and money. It provides them with that much needed sense of satiety that is otherwise lacking for those living on the streets.



D. Boarding and lodging

The residents got the opportunity to stay in rooms which has comfortable sleeping arrangements, clean bedding and blankets. Apart from this, they got space to keep their personal belonging in a safe and secure manner.

E. Counselling

Counselling and motivational talks by the staff helped the residents to address their internal trauma and distress caused due to various reasons. As a result, residents displayed a positive change which manifested in many ways including improvement temperament, depression and anxiety. It also helped them to make plans for the future, both personally and professionally.



Welcome kits being given to enrolled residents.

Residents exercise regularly and hold meetings to discuss issues and resolve them.

F. Health care

Given that the residents neglected their health when they were living on the streets due to financial constraints and lack of time, the regular health check-ups at the Namma Manes benefitted them significantly. Not only those illnesses common among them, such as blood pressure and diabetes, got treated but also other diseases got diagnosed.

Over a period of time, the health status of the residents improved significantly. Not only did they save money and time due to access to diagnostics and medicines, the improved physical status impacted positively on their personal and professional life.



Health check up for the residents in different shelter homes

G. Social entitlements and bank accounts

The program facilitated the process for many residents to get basic identity cards, open their bank accounts and access social entitlements such as old age pension, based on meeting of the required criteria.

H. Emotional well-being – celebration of festivals

While living on the streets, the life of the residents was not just a struggle for survival but also deprived of caring, sharing and bonding. Here, at Sparsha Namma Mane, the residents celebrated various festivals throughout the year. They especially enjoyed the festival food prepared for different festivals.



Summary of impact

In the above mentioned context, Sparsha Namma Mane provided the enrolled residents with counselling services and motivates them to return home. For those who did not have a place to stay till the time they got work, Sparsha Namma Mane referred them to vocational skills and placement services, and facilitated the process of social entitlements. This enabled most of them to start earning or save enough to take rooms on rent. For those who were unable to take care of themselves, Sparsha Namma Mane is a long stay home for them, where they are provided with not only basic needs but also a life of care and dignity.

Case study

Ravi Kumar, aged 23 years old, is a native of Kodagu. He was staying in Kodagu with his parents and brother. Due to his mother's ill-health and other reasons, he took a loan but was unable to pay it regularly. As a result of a fight with those who gave him loans, he sold off his property to clear the loan but even then some amount of loan remained unpaid. His mother eventually passed away. Subsequent to his brother's marriage, Ravi then decided to leave home and come to Bangalore for a new start in life. Due to the tension and personal crisis, his health got affected. He had blood pressure, diabetes and skin related issues.

In fact, Ravi contacted Sparsha Trust's Namma Mane as he had heard about it. After interacting with him and ensuring that the required criteria got met, Sparsha Namma Mane enrolled him as a resident.

Although Ravi Kumar began to attend work, he picked up a fight with a staff member there due to which he left his work. This happened subsequently also as he tended to pick up fights and then leave.

The counsellor helped him to understand that work place attitudes and team work is very important to get ahead in life. Eventually, Ravi got employment as a sales specialist in Ramraj cotton. He then moved out of the shelter home to rented premises.

About Sparsha Namma Mane, Ravi Kumar says that the shelter home helped him to stabilize at that time when he was in a state of distress. It helped him to address his attitude related issues and supported him even in those times, when he was between work.

Feedback from a team member

Arun Kumar

"The opportunity to work at the Urban Homeless Project taught me the importance of community service. I feel proud that I have worked hard to improve the quality of life of homeless people. Through this project, I got the opportunity to have direct contact with the community. I learned project management skills and teamwork. Participating in such service projects is an experience beyond earning a living for me. The experience of working at the Urban Homeless Project is invaluable. We have demonstrated a real commitment to helping the homeless. Close contact with the community has developed and social sensitivity has increased. A lot of learning has been done through team cooperation and effective project management in the implementation of the project. I always appreciate the opportunity to participate in such community-oriented projects.

Project Implementation Team

Project Director : Mr. Gopinath R
Project Mentor: Ms. Mamatha B

Ulsoor/ Halasuru

Ganganagar 2

Ganganagar 1

Dasarahalli



Mr. Mahadevaswamy BN- Manager

Mr. Arun Kumar - Caretaker

Mr. Mahadevswamy K - caretaker

Ms. Daisey D - Caretaker

Mr. Shekappa - Caretaker

Mr. Rajesh D S - Manager

Mr. Malappa - Caretaker

Mr. Mansu - Caretaker

Mr. Sachin Patra - Caretaker

Mr. Arjun Naik B - Manager

Mr. Sathish J - Caretaker

Mr. Ramesh - Caretaker

Mr. Vijay Kumar - Caretaker

Mr. Anandamurthy - Manager

Mr. Dileep Kumar A P - Caretaker

Mr. Sunil - Caretaker

Donors

BBMP (Bruhat Bangalore Mahanagar Palike)

New Horizon College provided nutrients enriched food for Ulsooru shelter home

EVENTS

Joy of Learning – A Celebration for All!



An eagerly awaited annual event since many years, Joy of Learning was hosted in MakkalaDhama for the very first time on 11th and 12th January 2025. The event successfully met its primary objective to provide a common platform for children across different projects to showcase their talent in sports, culture and many other areas.

About 500 children from different projects including MakkalaDhama, Nisarga Grama, SaaS (Saamuhika Shakti) Kids Kingdom (Children of Construction Workers) along with more than 100 individuals and corporate volunteers participated in Joy of Learning. During the two days, children showcased their sportsmanship across various athletic activities as well as their educational and cultural skills.

Special recognition was also given to selected staff members across projects through cash awards and certificates, honoring them for their dedication and hard work. Among the stakeholders who attended the Joy of Learning were Mr. Bhaskar Rao, CFO, BIAL, Dr. Rajalakshmi S J, Gold Medalist and Para Table Tennis State Champion, Mr. Teja Kumar, VP - Operations, Mr. Ravi Makam, VP - F & A Operations, senior leadership from BIAL, MSI, and BBC Action Media, and panchayat members.



Kids Kingdom

Sports and talent meet

A week long Sports and Talent Meet was organized in December 2024 by the Kids Kingdom project where children from 10 centres of Kids Kingdom showcased their diverse talents. The meet also served as a platform for community engagement and recognition. Distinguished guests, including corporate representatives, local leaders, police officers, doctors, and Education Department officials, attended and applauded the children's performances. Sparsha Trust's communication team ensured strong media coverage and social media visibility, amplifying the voices and achievements of the children.

Graduation Day

Graduation Day was organized by the Kids Kingdom project in various centres during which children who completed 6 years of age were enrolled in regular schools. In this event, apart from key stakeholders, principals of schools where the children were to be enrolled were present on this important occasion. About 120 graduating children were gifted with bags and educational kits that helped them to be better prepared for school.

The chief guests who attended the Graduation Day program included Mr. Rama R, GM of KSSKDC, Mr. Gopinath R, Managing Trustee of Sparsha Trust, Mr. Venkatesh from the Education Department (CRP), Mr. Gangadhar, President of Safai Karmachari Union of Kogilu, Mr. N. Muni, a community leader, Mr. Sandeep, Health Inspector of Mathikere PHC, and Ms. Sunandhana, Headmaster of Govt School Mathikere.



Saamuhika Shakti

Enrol Boost – Kalajatha – Nanna Nade Shaale Kade

A community mobilization drive, Enrol Boost – Kalajatha, was conducted in 40 target locations to identify and enroll children from families across different clusters, working in various ways to earn their respective livelihood. Special focus is given to identify girls who have dropped out, are out of school, or attend irregularly. The campaign aimed to boost enrollment in schools and Anganwadi Centers (AWCs) through active participation from the community and stakeholders.

The enrollment drive through Kalajatha resulted in the admission of 50 children into Anganwadis and 74 into schools, totaling 142 children enrolled in June and July for the new academic year. To date, the total number of children from waste-picking families enrolled by Sparsha Trust has reached 233.



PlaySimple Model Government High School, Ivarakandapura

Science Fair

A Science Fair titled "**My Experiment in the World of Science**", was conducted in the PlaySimple Model Government High School, Ivarakandapura on 26 January 2025. Organized by its students and staff, the science fair was the first of its kind in the history of the school.

The fair, which had the participation of over 160 students from seven neighbouring schools, saw the showcasing of 40 unique experiments, while 20 additional exhibits were displayed by students of PlaySimple School.

The event had the presence of renowned guests including Mrs. Ramya (ICAR Scientist), Mr. Naveen (Data Scientist, Rakuthan Pvt Ltd), Mr. Shashidhar (Manager, KSSPL & Sparsha Trust Board Member), Mr. Maruthi (Panchayat Member) and Mr. Gopinath R (Managing Trustee of Sparsha Trust). The students of PlaySimple Government Model School secured the 1st and the 3rd prize in the competition.



Annual day

It was a historic milestone for PlaySimple Games Model School as it celebrated its Annual Day 2024-2025 in January 2025. The event showcased the students' talents, and featured dance performances, dramas, and musical renditions. The presence of parents, staff, villagers, and distinguished guests added to the grandeur of the celebration.

The school welcomed renowned guests including Mr. Sidhanth Jain, Co-founder of PlaySimple Games, Ms. Sylaja Mary, Assistant Commissioner of Police, Bangalore, Mr. Shashidhar, Manager of KSSPL and Mrs. Lalitha, Panchayat President to the special event.



ABCD

(A Behavioural Change Demonstration)

Training of headmaster and teachers on 29th October 2024

Attended by 550 headmasters and teachers from 5 taluks, the mega event introduced the ABCD project and Toyota Kirloskar Motors to its audience, followed by sessions on personal hygiene, water management, environment, operation and maintenance – school gardening and behaviour change and capacity building (BCC). The ABCD Headmasters Refresher Training was organized to review ABCD initiatives and guide Headmasters on ensuring project sustainability.



Annual event on 12th February 2025

Attended by more than 800 participants including teachers, children, and special dignitaries from Toyota Kirloskar Motors, stakeholders and media personnel, the annual event was successfully conducted. The objectives of the annual event included not just assessing the knowledge of the children on better sanitation practices but also to create awareness in the district about the importance of self-hygiene and reduce open defecation.

The activities that consisted of a drawing program and quiz program when triggered the spirit of healthy competition among the children.



TSEP (Toyota Safety Education Program)

Toyota Kirloskar Motor's Toyota Safety Education Programme is committed to creating awareness about safe road practices primarily among students in order to bring about improved behavioral change in the sector. The program is being implemented in Bangalore, Mumbai and Delhi NCR.

During this year, three annual events were successfully organized in Bangalore, Mumbai and Delhi NCR. In Bangalore, the annual event was held on the 18th of January 2025 at JN Tata Auditorium in IISC, and the same was attended by more than 25 schools which included more than 481 participants including students, teachers, principals and parents.

In Mumbai, the TSEP annual event was held on the 10th of February 2025 at Sophia Bhabha Hall, Mumbai while it was held on 7th February 2025 at Sarvepalli Radhakrishnan Auditorium, New Delhi.

In Mumbai, the event witnessed an impressive turnout with participation from more than 28 schools which included more than 447 participants while in Delhi, there was participation from 19 schools which included more than 517 participants.

In the respective places, senior representatives from the company and stakeholders attended the annual events. They included Mr. Sudeep.S. Dalvi – Senior Vice President & Director, Mr. J. Purushothama, Additional commissioner for Transport and Director, Road Safety Cell, and Mr. B. Padmanabha, Executive Vice President & Director Toyota Kirloskar Motor. Mr. Rajnesh Singh, Director, Ministry of Heavy Industries, Govt of India Guest of Honour Mr. S.K.Singh, Deputy Commissioner of Police (Traffic) and Mr. Vikram Gulati, Country Head and Executive Vice-President, Toyota Kirloskar Motor were among those who attended the events in the respective places.





A TEAM FOR BETTER SOCIETY

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