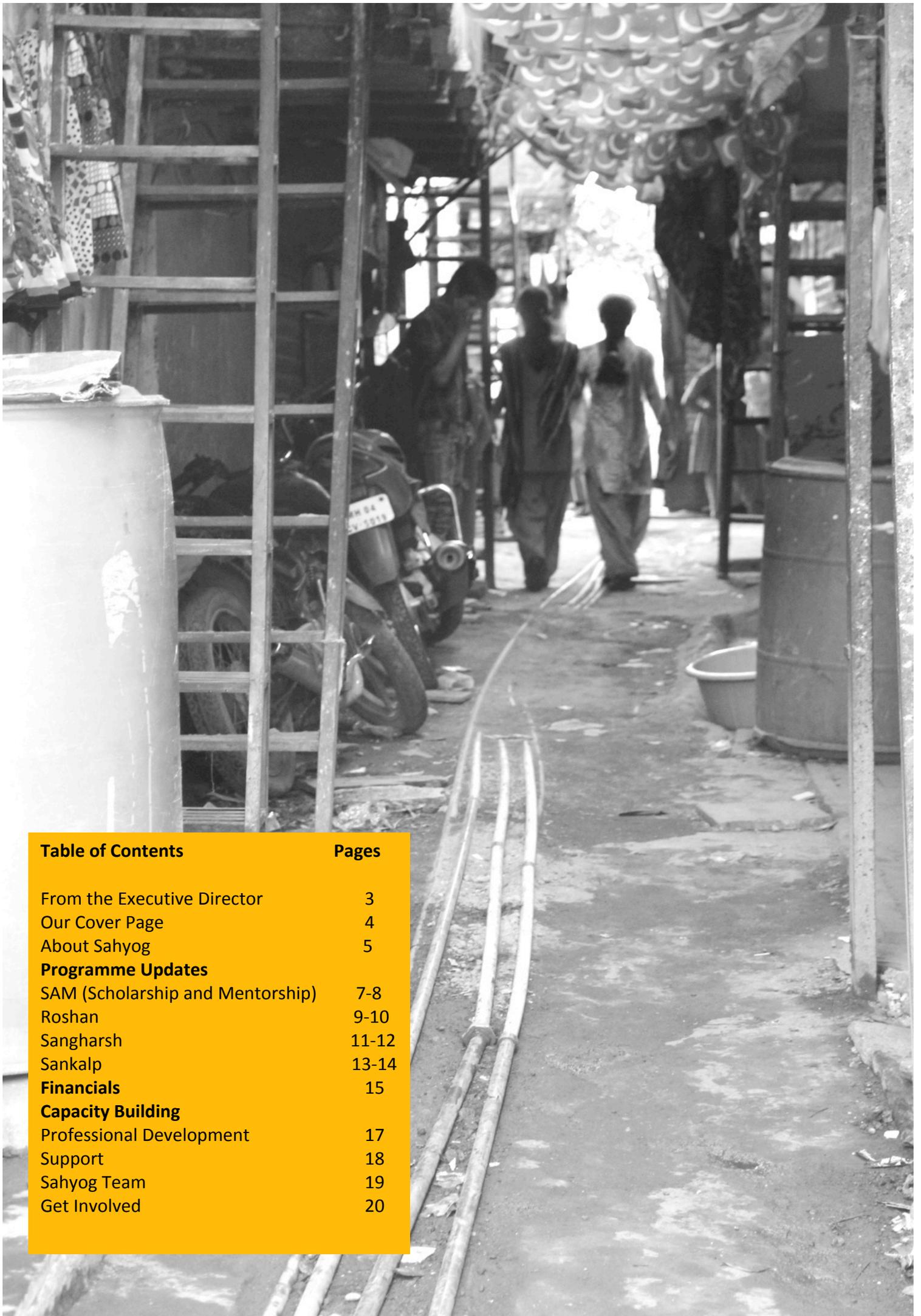




**Chehak Trust**  
**ANNUAL REPORT 2017-18**





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## FROM THE EXECUTIVE DIRECTOR

Dear Friends,

We are pleased to share with you our work during the financial year 2017-18.

In this year, there was a marked increase in the total number of children we reached out to through the Sangharsh, Sankalp, and Roshan programmes. Our work with women changed direction as we introduced a new scholarship and mentorship programme for a group of high school and college girls and worked more intensively with the women beneficiaries of the Sankalp and Sangharsh programmes, with respect to early childhood development, disability, and caregiving.

Particularly heartening this year was the strengthening of the spirit of inclusion in the community due to the synergy between the Roshan and Sangharsh programmes. Holding bi-annual recreational camps and a weekly library day in the Sangharsh centre through the year brought children with and without disabilities in close proximity. Watching the ease and joy with which children interacted made it possible for parents and other adults in the neighbourhood to overcome stigma and shed inhibitions associated with disability.

On the organisational development front, a grant from the Global Fund for Children enabled us to strengthen our systems of financial management and administration. Growth in size and initiatives demanded a higher order of accountability and transparency and we were steered steadily by financial consultant, Ms.Smita Kaushal, to achieve this.

The achievements of this year have been possible due to the commitment and creativity of the team supported by the enthusiastic involvement of stakeholders in the community, collaboration with esteemed organisations whose missions match and complement ours; and our donors who share our vision.

Thank you for your interest in our work and we hope you enjoy reading the report.

Warm Regards,  
Manisha Naik



## OUR COVER PAGE

Children are aware that they differ from one another but that is seldom a preoccupation with them; even less so when at play. We see Hamish and Preeti engrossed in decorating a diya. It matters little to either of them how old they are, where they live, or which of them is the more artistic one. Hamish has been assessed as being moderately mentally retarded. He tends to be hyperactive and has difficulty focusing on a task for some length of time. Considerably younger than Hamish, Preeti is unaware of these details. What she knows is that she and Hamish are paired for an activity that is to be accomplished jointly. When she notices that Hamish's hand is unsteady, she steadies it with hers.

Hamish and Preeti are participating in the bi-annual recreational camp *Mel Jol* (a harmonious union) that brings together children from Roshan, the library programme and Sangharsh, the disability intervention programme. Although both groups of children reside in the same community, their paths don't cross. To a large extent due to the fact that while all the children attending Roshan are school-going, most children attending Sangharsh have been discouraged from or denied schooling because of their developmental disability. While some disabilities are not obvious, some are and may draw curious glances that are embarrassing. So before the very first camp, a session was held for the children of Roshan to know a little about Sangharsh and the children who go to it.

*Mel Jol* makes it possible for both groups of children to mingle uninhibitedly and discover that "we've got lots in common where it really counts." All move joyously to music; their faces break into smiles and laughter; they are either shy or delighted when asked about their favourite food; they are ready to give and receive help.... their similarities are greater than the sum of their differences.

We believe that the time spent together through such recreational events contributes to developing in children an inclusive attitude that they will carry forward spontaneously into interactions with all persons with disabilities, in all spheres of life.

*The phrase "we've got lots in common where it really counts" comes from a song in the animated movie Charlotte's Web (1968), based on the children's story, of the same name, about an unlikely but everlasting friendship.)*

# ABOUT SAHYOG

Since 2000, Sahyog, an initiative of Chehak Trust, has worked with women and children in communities in the eastern, central, and western suburbs of Mumbai. Sahyog believes that education is the foundation of social change and **envisions** a world where women and children can realise their potential and drive positive change in their communities.

Sahyog's **mission** is to work for sustainable change in women and children from marginalised communities by providing them with enrichment education, special education, life skills, and access to vocational opportunities through a variety of community-based nonformal and informal educational initiatives. The programmes have evolved organically and are designed to develop and nurture social capital. This is best reflected in the composition of Sahyog's team. Half the members, once beneficiaries of Sahyog's programmes, have committed to bring about change in their communities.

## Our Values

- ❖ **Solidarity** We are committed to individual and social growth; we share common ground with the diverse community we work with and are interdependent in realising our vision.
- ❖ **Integrity** We ensure that the trust that is reposed in us by all those whom we work and collaborate with, is reflected in our thinking and conduct.
- ❖ **Learning** We believe that lifelong learning is vital for personal as well as organisational growth; we create and seek opportunities to learn.
- ❖ **Freedom** We believe that change takes place when thought, actions and interactions are free, respectful and responsible; we encourage mind spaces where freedom can flourish.





# SAM (Scholarship and Mentorship)

Supported by *Global Fund for Children*

Sahyog's work with adolescent girls over the years has focused on promoting their education by creating nonformal spaces and programmes that support them in their journey of learning and complement their academic goals. Our experience, corroborated by literature on adolescent girls' education, has shown that one of the primary reasons for girls from low income communities to drop out during or after Secondary School or give up the pursuit of higher education, is financial challenges faced by their family. Although not given as much importance, the absence of an environment at home or in school which encourages thinking and speaking about aptitudes; interests in and beyond academics; and career plans, also contributes to adolescent girls feeling disengaged from further studies and undervaluing lifelong learning. These were important reasons for us to launch a scholarship and mentorship programme for girls in the community who were known to us directly and indirectly through our other programmes.

We chose to begin with a small cohort of 25 girls, and at varying stages of education: 12 in secondary school, 10 in Junior College, and 3 in tertiary education. This would help us understand what their common and specific challenges are. With all residing in Narayan Nagar, it would enable them to meet with greater ease and build a support system for themselves. Most of them are from single parent families; the mothers struggling to make ends meet so that their daughters don't have to. A majority of the scholars study in a vernacular medium school, are average at studies, but

## Scholarships

By [Ness Technologies and Deloitte](#) under the aegis of [United Way Mumbai](#)

## Mentoring

By [Mentor Together](#)

determined to pursue higher education. Some knew what they wanted to pursue but what that would entail was unclear. During the selection process, the common response to the question why they wanted to continue further studies was: *to do well in life so that I can financially support my family and encourage my younger siblings to study as well.*

Keeping in mind the characteristics of the two groups (school and college) and their socio-cultural milieu, we adopted an individual and group approach to mentoring. As the senior scholars (13) had already stepped out of their homes for higher studies, being paired with a woman professional for one-on-one mentoring, we believed, would add greater value. We partnered with Mentor Together who select mentors through a rigorous process and train them to use their structured year long curriculum. The families of the school-going scholars (12) were protective of their girls and preferred that they are in the company of adults who are known to them. Therefore, our in-house SAM team used a mix of life-skills activities to mentor these junior scholars.

## *A hopeful struggle*

*I live with my old parents and 2 daughters. My husband died a few years ago and I look after my family by working as a clerk in a company. I would like to provide a good education to my daughters and dream of them being highly educated. This is difficult for me since I cannot support them through my earnings. I was glad when the school Principal selected my daughter for your scholarship programme.*

*--Mother of Arpita Narayankar, Class 9 student of Sainath Vidyalaya, Narayan Nagar*

Sessions with both senior and junior scholars were held in Sahyog's centres in the community. During this year, our focus was to build a rapport with all the scholars and assist the senior scholars understand the role and responsibility of both, their mentor and themselves as mentee, in establishing a mutually meaningful relationship. Visiting their homes, holding parent meetings, organising events, informal meetings with the scholars periodically, and keeping in touch over the phone to respond to concerns that they shared, helped to build a rapport. Opening bank accounts for them; providing tutoring in-house for those who were struggling with the transition from a vernacular medium school to a college syllabus in English; paying need-based academic coaching and computer class fees of some to boost their morale and performance; providing supplementary educational aids such as an English dictionary and an atlas are some of the ways in which we offered additional support. The mentoring experience was a first for both, mentors and mentees, and both groups spoke about it as being a two-way learning experience. One of the mentors was so inspired that she has decided to work in the social sector and enrolled for a course in Social Entrepreneurship!

The scholars had a few memorable experiences through the year that expanded their horizons. Ness Technologies invited the senior scholars to their company in Airoli in October. It was the first time they had visited an MNC and were taken around the various departments to understand how they function. A workshop on Gender was an eye opener for them in terms of the content —and pedagogy—that included body mapping, drawing, discussions, and watching cartoons and short films. A visit to Nehru Science Centre and Bhau Daji Lad Museum brought the junior and senior scholars together for a fun-filled, intellectually stimulating day and discovering city-spaces they had never heard of. They are looking forward to the next year with a greater sense of curiosity, confidence, and camaraderie.



**A meditative moment during the workshop on Gender conducted by Deepa Hari and Deepa Balsavar**

# ROSHAN

Supported by *BEI Foundation*

The library programme's second year in the Milind Nagar community was an example of more is more. More books, more children, more activities, more joy (and a few challenges as well). We wanted to spread reading like a healthy contagion. Along with the community-based library that attracted 50-60 children in the 6-16 age group who lived within 10 minutes of the library, we extended the programme to two other sites in the community and to a local school for students of classes 2 & 3. With every group, the emphasis was on reading for pleasure—a right in every child's life and—with no strings attached. For the school students this was a novel experience as it was the first time books were not linked to performance. They were linked to creative and imaginative activities. The stories in the books set them thinking but didn't tell them what to think.

Children below 6 years of age perched on the high doorstep of the library were reminding us that they too wanted to enter the world of books and stories. Feeling more settled after a year of running the programme and succumbing to those entreaty looks, we welcomed the preschooler group into the library once a week. As they ran their little fingers over colourful images, they were taught how to hold books and turn pages; first steps in forging a caring relationship with books. They listened wide-



Author-illustrator, Deepa Balsavar, reading her book—to a largely attentive audience!

eyed to stories, made sounds, sang rhymes, and repeated words.

The all-year around library activities for children of reading aloud stories, conducting pre- and post-story activities, and giving time to browse and read quietly were punctuated by inclusive camps, an interaction with an author-illustrator, a picnic to Borivili National Park—and a monsoon that flooded the library twice over.

Two new activities were introduced that the children looked forward to: borrowing books weekly to take home and being selected to spend time exclusively in the library to assist with tasks. We heard that books were being shared at home with siblings and parents and in some cases found their way to schools to show (off) to classmates! Although a few books didn't find their way back to the library, the loss was more than compensated for, by the interest in reading that was slowly spreading.

Children wanted to be selected to help with routine chores that go into keeping the library an orderly, welcoming space. Particularly, as it meant earning the moniker Library Lion—a character from a story of the same title, who had become an instant favourite with all. Putting scattered crayons back into their boxes, pinning up artwork, sharpening pencils, covering books, were responsibilities that the Library Lions took very seriously.

Access to books was a goal that went hand in hand with access to good quality literature. For children to enjoy and learn to appreciate good quality literature, first the library team had to do the same. This involved giving more thought to which books to select and why; reading stories more than once; discussing them to uncover layers of meaning; understanding that stories which portray situations and characters that children can identify with are as important as those that transport them to unfamiliar worlds and for encounters with characters that are unlike them.

Spending a day at the children's bookstore, Kahani Tree, gave the team the opportunity to browse through books and discuss and debate their choices: they picked up books that were boisterously entertaining but also quietly thought provoking; filled with words that conjured up images and with pictures that spoke a thousand words; celebrated diversity and addressed difficult themes.



Invited to conduct a reading at a LitFest session

A memorable experience for the team was learning what it means to have children co-author a book with adults. Samina Mishra, co-author of **My sweet home: Childhood stories from a corner of the city** visited Roshan and talked about the thoughtful and exciting process of conceptualizing the book and executing the project. The team was left thinking about giving importance to and encouraging inclusion of children's voices in stories, especially those that centre around important experiences in their lives.

### Highlights

- Expanded to **2 mobile sites and a school**
- Children reached: **693**
- Read-Aloud sessions conducted: **297**
- Total Book Collection: **1554**
- New books added: **405**
- Number of books borrowed: **1355**
- Participation in the **Library Educator's Course 2018**
- **Family Day** to showcase the children's work
- Participated in a **Lit Fest organised by VIDYA Mumbai**

# SANGHARSH

Supported by *Rangoonwala Foundation (India) Trust, Asha for Education (Danbury)*

This is the 7<sup>th</sup> year of Sangharsh, the disability intervention programme for children and adolescents in Narayan Nagar. For the first time, the number of children we worked with directly exceeded 30 and were constrained only by space to enrol more. At the centre, there was an enrolment of 29 children ranging in age from 3-20 years with one or more of the following disabilities: hearing, speech, visual, locomotor, intellectual. Children were placed in the pre-primary, transitional, or functional group based on their age. Concepts were taught through theme-based lessons, making use of flash cards, practical demonstrations, and field trips. A much-enjoyed field trip was to the Traffic Park to learn traffic rules and practice them within a safe space. The functional group was taught vocational skills such as cooking, sewing, making diyas, rakhis, and key chains. Six children who were unable to come to the centre on account of severity of disability or family circumstances that made it difficult to bring the child to the centre, were enrolled in the home-based rehab programme. The team works with the child and the parent at home.

Opportunities to travel to new places, and experience a range of situations were many this year and made a visible difference in the confidence of the children—and of their parents who themselves are often diffident about their children’s capabilities. At the **Bal Utsav** organised by Rangoonwala Foundation, our children had the honour of saying a prayer in sign language at the start of the programme and the parents who accompanied them saw other children with disabilities perform. Concern India Foundation facilitated an interaction with the employees of Credit Suisse and the children spent a fun-filled day with them at their office in Powai. The children grew more comfortable interacting with adults other than the Sangharsh team. The consulting therapists who come regularly to Sangharsh and members of local youth mandals who assist and participate in annual events such as Sports Day, Annual Day, Rakshabandhan celebration became significant adults in the children’s lives.



Good traffic habits! At the Children’s Traffic Park, Cooperage

The success of the caregivers training programme conducted in the previous year led us to repeat



Caregivers creating a communication book

the 8-module training with the second batch of caregivers, many of whom were parents of children recently enrolled. An activity enjoyed by the group was to make a communication book based on their child's needs. A visit organised for the Sangharsh caregivers to meet Sahyogini, the caregivers group of the Helen Keller School for Deaf and Deafblind, was a morale booster as they saw how involved the Sahyoginis were with the school's daily activities.

A mutually supportive relationship was established with the local Sarv Shiksha Abhiyan officers who recognised the value of Sangharsh as a community-based disability intervention and showed readiness to give and take assistance. They connected us to municipal schools to seek admission for Sangharsh children and to identify children with disabilities at the schools that were in need of assistance and we could connect to our resources. Noting that they were short staffed for organising a disability assessment camp, we assisted them with the arrangements. Fifteen children from Sangharsh were referred to the camp and each child received medical assistance by way of referrals and assistive devices such as a Braille kit, a Smart cane, calipers, and wheelchairs, from them.

A notable achievement this year was the launch of the Apprenticeship programme. An important step prior to finding a job for the children who are 18+ is to acquaint them with job etiquette and support them to feel confident to function independently in an unfamiliar and formal



Learning the tools of the trade

environment. We approached local enterprises to introduce Sangharsh's mission and seek apprenticeship opportunities. Based on the student's profile, jobs were mapped and appropriate tasks were identified. Fardeen was placed with a local company producing packaged drinking water and his job was to stamp the bottle caps. What he also learned was to reach the workplace independently, keep track of time, and interact with colleagues. A sensitisation session was conducted with the employees and owners of the company. The first placement was successful and paves the way for more.

### Highlights

- Enrolment in the centre: **29**
- Enrolment in home-based programme: **6**
- Integrated into mainstream/special schools: **9**
- Children provided with assistive devices: **12**
- Awareness and early identification workshops: **22**
- Caregivers Training: **Second batch**
- Launched **Sangharsh Apprenticeship Programme**
- Manzil Mystics conducted a **Music Workshop**

# SANKALP

Supported by H.T. Parekh Foundation

This was the third and final year of the partnership project with Ummeed Child Development Center on monitoring and promoting early childhood development and early identification of disability in the Narayan Nagar community. The focus was on malnutrition, building the capacity of our team of



The Sankalp team meets to share their experiences

community-based child health workers (CHWs) and supervisors, and modifying the mode of engagement from individual home-visits to working with groups of caregivers.

The anthropometric camp held in the previous year drew our attention to the strong incidence of malnutrition. Ideally, collaborating with the aanganwadis of the ICDS scheme would have been the best approach.

However, their limitations and reluctance to collaborate as well as the lack of faith in them expressed by families led us to explore other organisations working on malnutrition. In May 2017, we found a committed partner in Foundation for Mother and Child Health (FMCH) who coincidentally were opening a community centre close to Narayan Nagar and were ready to receive referrals. In June, a meeting of parents of children identified as malnourished was called and it was heartening to see some fathers attend it. The consequences of malnutrition and the details of the supplementary nutrition intervention to be administered by FMCH were explained. In July, FMCH organised a refresher training for the Sankalp team to revisit the classification of malnutrition using the standardised tools of WHO and to understand the dos and don'ts of anthropometry. The team practiced the use of the standiometer and learned about the mid upperarm circumference (MUAC) for accurate measurement of malnutrition. These measures were adopted during the two anthropometric camps held this year and a total of 88 children were identified with Moderate Acute Malnutrition (MAM) and Severe Acute Malnutrition (SAM).

Along with referrals to FHCH, the Sankalp CHWs monitored the children through regular home visits, continued to provide nutritional advice to the mothers, and encouraged them to follow the nutritional supplement regimen prescribed. The clinical-cum-home visit approach was successful in enabling children identified with malnutrition move steadily into the WELL category.

A Community Engagement Programme was held in December 2017 to share the learnings and achievements of the project with the important stakeholders of the community and seek their active participation. The event was held in a local gurudwara and stakeholders, including beneficiaries (caregivers) and representatives of various organisations with whom we partnered, attended the programme and shared their experience of the project. Particular moments of pride for the project team were to hear caregivers speak about learning the value of responsive parenting from the CHWs; representatives from FMCH appreciate the efforts made by the CHWs to keep the families motivated; and learn from the ECCD Project Director of Ummeed that Jane E. Lucas, Consultant with WHO/UNICEF who had interacted with the team and accompanied some of them on home visits, acknowledged that this was one of the best projects she had visited.

Ummeed conducted a training for the team to support families of children with or at risk of disabilities. To further strengthen early intervention, one of the CHWs was selected for the Child Development Aide course offered by Ummeed; on completion of it she returned with a new perspective, set of skills, and more confidence to work in this area.

With a view towards running a sustainable programme beyond the project period, we decided to shift to a group work approach that can be carried out by a smaller team of CHWs. Another reason for favouring the group work approach was to bring caregivers together to exchange experiences, learn from each other, and to view themselves as a support system for one another. The new approach meant learning about group processes, for which Ummeed conducted training for a subset of the team. Having got used to home visits by CHWs, families were initially reluctant to participate in group sessions. The Sankalp team in consultation with the Ummeed team during mentoring meetings devised practical strategies such as distributing coloured worksheets, copies of storybooks and poems, and conducting toy making to motivate caregivers to attend and participate in group sessions. And it worked!

At the close of the project period, Sankalp is strongly embedded in the community and has made an impact on promoting early childhood development in the Narayan Nagar community.

### Highlights of the 3-year Project

- Team recruited from the community: **16 CHWs, 2 Supervisors**
- Families reached: **2122**
- Children 0-3 years: **2241**
- Children identified with/at risk of disability: **52**
- Anthropometric Camps: **5**
- Children identified with malnutrition: **142**
- Created **access to a strong network of local resources**
- The most valuable learning for families: **Responsive Parenting**



Group session with caregivers in a community space

# FINANCIALS

This was a year of steady growth for Chehak Trust building on the momentum of the previous years. With the addition of the scholarship-mentorship programme, we disbursed a little over 9 lakh INR to students, interns and trainees for training, education and medical services. While providing direct financial aid is not a primary objective of Chehak Trust, this component has grown considerably over the last few years as a complement to our core service programmes.

Our donations registered a healthy growth to reach 19.4 lakhs. This included some one-time donations from institutions, but also repeat donations from many of our well-wishers. These donations helped us to meet unforeseen needs and launch new activities.

## Chehak Trust Balance Sheet as of 31st March, 2018

Funds and Liabilities	INR	Property and Assets	INR
<b>Trust Funds or Corpus</b>		<b>Fixed Assets</b>	261307.00
As per last Balance Sheet	81443.00	<b>Advances</b>	
<b>Addition during the year</b>	-	To Others (Prepaid Rent)	100000.00
Other Earmarked fund		To Tax deducted at source	19493.00
<b>Income and Expenditure Account</b>		TO Deposits	198000.00
As per last Balance Sheet	1499187.03	<b>Income Outstanding</b>	
Add. Surplus as per Inc & Exp A/c	332990.57	Interest (Accrued)	1335.00
		<b>Cash and Bank Balances</b>	
		a) in Saving Account with	
		(i) The Shamrao Vithal Co-Op Bank Ltd	139123.36
		(ii) Bank of India	54173.74
<b>Liabilities</b>		b) Trustee	5242.50
For Social Security Reserve fund	2000.00	c) Fixed Deposit with Bank	1136946.00
<b>Total</b>	<b>1915620.60</b>		<b>1915620.60</b>

## Chehak Trust Income and Expenditure Account as of 31st March, 2018

Expenditure	INR	Income	INR
<b>Miscellaneous Expenses</b>	-	<b>Interest</b>	
<b>Audit Fees</b>	29500.00	Interest on FD's with Bank	86843.00
<b>Profession Fees</b>	-	Interest on FD's with Co	6109.00
<b>Depreciation</b>	58610.55	On Savings Bank Account	45051.00
<b>Expenditure on Objects of Trust</b>		<b>Donations</b>	1940746.51
Educational	8097217.25	<b>Grants</b>	6536535.86
Medical Relief	152547.00	<b>Income from other Sources</b>	
		Honorarium for training programme	-
<b>Surplus carried to Balance Sheet</b>	332990.57	Fees from Students	55580.00
<b>Total</b>	<b>8670865.37</b>		<b>8670865.37</b>

**CAPACITY BUILDING**



# PROFESSIONAL DEVELOPMENT

This year was a first in some respects with regards to professional development opportunities for the Sahyog team. We submitted an abstract to present a poster at the International Development Pediatrics Association Congress held in Mumbai in December 2017, which was approved. This made it possible for us to present our work in the area of inclusion to an international audience and learn from experts and peers in the field of developmental disability. Ruvina Fernandes presented the poster at the Congress and also attended the preconference workshop, WHO/UNICEF Care for Child Development.

Megha Dharnidharka completed the rigorous and stimulating 7-month Library Educator's Course (LEC) offered by Bookworm Trust in collaboration with Parag, an initiative of Tata Trusts. Amongst the many unique opportunities it provided, particularly valuable was meeting library educators from across the country and learning about diverse library practices. After the course was over, Megha discussed the theoretical concepts and practice elements of the course with her team over several sessions, thereby supporting their professional development.



Poster presented at IDPAC 2017: Designed by Mahrookh Parakh

During the course of the year, programme teams or specific members attended a range of training programmes/workshops. Gati, a consortium initiated by Atma on education for persons with disabilities, organised sessions on teacher training, individualised education plans (IEPs) and leadership skills. The Sankalp team attended trainings organised by Foundation for Mother and Child Health on the science of malnutrition and anthropometry, and on breastfeeding and feeding of infants and young children. Mr. Gopal Motwani of Cheshire Home conducted weekly training on Sign Language for the Sangharsh team at the centre over a period of 3 months and Dr. Siddhi Shah, the Consulting Occupational Therapist conducted training on basic nutrition requirements for enhancing brain development of children and on activities of assisted daily living (ADL).

A grant from the Australian Consulate Generale for the professional development of community educators enabled us to collaborate with Pomegranate Workshop. They conducted a 4-month training for the Roshan team on a variety of aspects related to texts such as understanding themes and characters and effective read aloud strategies which was useful for community-based library practices.

A workshop on financial matters such as FCRA and GST was organised by Rangoonwala Foundation (India) Trust which was very helpful.

# SUPPORT

**We are deeply grateful to our donors and well wishers for their generosity, faith, and encouragement. We look forward to your continued support.**

## **Grants**

Asha for Education (Danbury Chapter)  
Australian Consulate General Mumbai  
BEI Foundation  
Global Fund for Children  
H.T.Parekh Foundation  
Rangoonwala Foundation (India) Trust

## **Donations**

Alifya Loharchalwala  
BIOSTADT INDIA LIMITED  
Deloitte  
Emma Sanders  
Jayshree Murali  
KAPS Purity India Pvt. Ltd.  
L Balachandra Naidu  
Lotus Trust  
Mehran Edulji Billimoria Charity Trust  
Neerav Nanavaty  
Ness Technologies  
Ruvina Fernandes  
Saburi Charitable Foundation  
Seth Purshotamdas Thakurdas Charitable Trust  
Taj Academy  
Vakils Feffers & Simons Pvt. Ltd.  
Westwind Association

## **Partnerships and Collaborations**

ADAPT  
Amar Nagar Health Post  
Animal Angels Foundation  
Atma  
Bombay East Rotary Charitable Trust  
Cheshire Home  
Connect For  
Foundation for Mother and Child Health  
Gaiban Shah Urdu Municipal School  
Kahani Tree  
Leap for Word  
Learner's Academy, Ghatkopar  
Mentor Together  
Multiple Care Enterprises  
Neurology Foundation  
New Health Care Diagnostic Centre  
Pomegranate Workshop  
Pulse Hitech Medical Centre  
Sarv Shiksha Abhiyan L Ward  
Shri Sainath Shikshan Sanstha  
Ummeed Child Development Center  
United Way Mumbai

## OUR TEAM

Over the years the Sahyog team has expanded gradually and has been largely steady. Shaheen Shaikh and Shabana Qadri, both residents of Narayan Nagar, joined the Roshan team as Junior Programme Assistants and developed a love for books swiftly. Shivani Singh, also a resident of the community before she got married and had volunteered at Sangharsh, came on board as Programme Coordinator for the SAM programme. We were pleased to see the female to male ratio improving with 2 more male members joining the team and taking the total to 3. Santosh Khandge joined the Sangharsh team as Senior Programme Assistant and assumed responsibility to build and strengthen links with various stakeholders in the community. Suraj Gaike joined the Roshan team as Junior Programme Assistant. Although a choreographer, he showed interest in working with children through book-based activities. However, he realised his real passion was dance and returned to it within the year.



**A subset of the team, in a meeting at the field office**

### TRUSTEES

Neha Madhiwalla	Research Director, Armman
Beena Choksi	Educational Consultant
Priya Agrawal	Founder Director, Antarang Foundation
Mohan Deshpande	Founder, Aarogya Bhaan (ABHA)
Dr. Anita Gadgil	Consultant, BARC Hospital
Surabhi Sharma	Independent Film Maker

# GETTING INVOLVED

This year, as it has been in previous years, we were fortunate to have a host of people interested in Sahyog's programmes, get involved as volunteers or interns. **Abhivyakti Seshanand** and **Vishal Ranjan**, students of English Literature from Christ College, Bangalore; **Payal Israni** and **Karthika Das**, pursuing a post-graduate diploma in Special Education from New Horizon Institute; and **Aastha Kumar** from the Advanced Centre for Women's Studies, TISS, worked as interns between 4-12 weeks in the Sangharsh and Sankalp programmes. Our 2 youngest volunteers this year were **Kavin Ghatak** and **Tanisi Jaydeep**, students of Class 11 of St. Gregorios High School in Chembur. They spent a month in the Roshan library assisting with tasks that are integral to managing the library efficiently and making it a meaningful space for the children. They also conducted a session with the Roshan team on Madhubani painting and charcoal drawings which was thoroughly enjoyed.

**Sonal Gandhi** has volunteered consistently since 3 years in the Sangharsh programme. Her commitment, energy, and talent inspire us. She teaches dance to the children and plays a vital role in preparing them for the Annual Day performance. She also hones the vocational skills of the functional group at Sangharsh with the result that they know how to make items as diverse as chocolates, key chains, rakhis, and diyas! This year, we welcomed **Shobita Shetty** as a volunteer. She teaches computer literacy to the children and assists with vocational training for the functional group. She introduced the idea of upcycling and taught the children to make products out of waste paper, such as Christmas decorations. She also assists the team with the making of worksheets and teaching aids.

We are grateful for contributions in cash or kind to meet our planned goals and contingencies. **Cheques** made in the favour of **CHEHAK TRUST**, accompanied by the full address and PAN of the donor, can be mailed to our registered office address.

Chehak Trust  
Triveni C/11  
66 Walkeshwar Road  
Mumbai 400006  
India

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If you prefer to make a direct bank transfer, the details of **CHEHAK TRUST** bank accounts are:

## **BANK OF INDIA (Foreign Currency donations only)**

A/c No. 003810210000013

Branch: Saki Naka, Andheri (E), Mumbai

IFSC: BKID0000038

## **SHAMRAO VITHAL COOP.BANK**

A/c No.102603130000543

Branch: Vakola, Santacruz (E), Mumbai

IFSC: SVCB0000026

## **Legal Information**

Chehak Trust is registered under the Bombay Public Trust Act 1950 (Reg.No.E-21112 Mum) and the Foreign Contribution Regulation Act 1976 (Reg.No.083781240) for receipt of foreign donations. All contributions to Chehak Trust are eligible for tax exemption under Section 80G of the Income Tax Act, 1961.

In accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 and Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Rules, Chehak Trust has framed a policy and adopted the same w.e.f. 25<sup>th</sup> November, 2014. No cases were brought to the ICC during the year 2017-18.

To safeguard the rights of children, Chehak Trust has framed a Child Protection Policy and adheres to it.

**Registered Office Address**

**Chehak Trust**  
**Triveni C/11**  
**66 Walkeshwar Road**  
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