



# Sakshara Trust

Annual Report 2020-2021



## **About Sakshara**

Sakshara Trust was registered on 18 February 2019 as a private discretionary charitable trust under the provisions of Indian Trusts Act, 1882, primarily for facilitating literacy and skill development among Indian residents. The hope is that with these skills, beneficiaries can generate income for themselves and improve the quality of their lives. Indian residents should be empowered to exercise their right to control, and benefit from, their assets, income and resources with a positive impact on the environment.

## **Sakshara's Vision**

All people will be literate and possess skills that enable them to sustain their livelihood.

## **Sakshara's Mission**

Sakshara exists to provide literacy and other skills to enhance a person's quality of life and allow them to contribute effectively in the society they live in.

*On the cover: Neha learning with flash cards*

## **Note from the Trustees**

Sakshara Trust started as a dream in 2016 and finally became reality in 2019. We had hoped that 2020-21 would be the year when Sakshara would reach out to many people who wished to become literate and acquire income-generating skills.

Unfortunately, the pandemic and the accompanying lockdowns proved to be insurmountable obstacles. Following the guidelines for social distancing rigidly, our sessions came to a temporary stop. Face-to-face sessions were conducted for just one or two weeks before being discontinued for the rest of the year.

This year has therefore been one of consolidation rather than implementation. We worked on our documentation and added to our collection of teaching material.

We look forward with hope for an activity-filled fruitful year ahead.

Sandhya Srinivasan

Shashank Srinivasan

## Programmes

Currently Sakshara conducts activities under 2 broad programme heads:

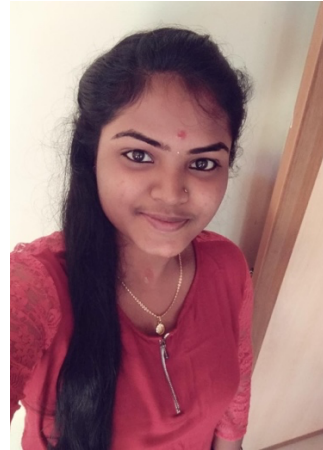
- Reading for Literacy
- Acquiring income-generating skills

### Reading for Literacy

We acquired some more learning material from Pratham and from other educators, and also created more flash cards for students.

Our classes for children and adults at the Courtyard Koota were held sporadically initially, but then had to be discontinued. The English conversation classes were successfully continued online. Sharing audio lessons over Whatsapp, while surely not as efficient as face-to-face lessons, at least allowed some lessons to be taught.

Priya, one of our young students, works as a librarian and says she feels more confident now while conversing in English.



Priya, a student

Shalini, one of our students, who was already literate in Kannada and Tamil, is now able to read Pratham's Level 3 stories in English and is enjoying the sessions. She is also able to read articles from the newspapers.



Neha learning with flash cards

## Acquiring income-generating skills



Shalini, with her creations

Shalini, who learnt to knit and crochet last year, continued to build on her skills and learnt to crochet amigurumi animals. With our help, Shalini added to her income by selling some woollen baby sets and crochet octopuses and snails that she learnt to make.



Shalini teaching Gayithri to crochet

Shalini also felt confident enough of her skills as to teach other women to crochet.

Thanks to the Nool Koota, our friends who came together to knit and crochet woollens, work on our 'Keep our babies warm' project continued without interruption inspite of the pandemic and lockdowns. We sent over 40 sets of woollen sweaters, caps, bootees and sheets for premature babies born in a hospital run by the Jan Chetana Manch in Jharkhand. We also sent some woollens for tribal people in Gudalur through a charitable organisation, Ashwini.



A mother with her baby wearing woollens made by one of our friends.  
Photo courtesy:Lindsay from Jan Chetana Manch

The wool for this activity is provided by Sakshara, and we also coordinated the delivery of the finished products to the organisations.



Woollens ready for premature babies in Jharkhand

### Sakshara Trust Executive Committee

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