



Service to Humanity is Worship to God

S.K.R Pupils Welfare Society

(suravarapu konda Reddy Pupils welfare society)
(Rehabilitation Centre for Disabled Children)

ANNUAL REPORT 2025-26

"We believe in service..."



Suravarapu Konda Reddy Pupils Welfare Society. Behind A.P.S.R.T.C.
Bus Station,
Chimakurthy – 523 226,Prakasam District, Andhra Pradesh, South India

Mobile: 9440336730, 9505060361, Email: skrpupils@gmail.com
Website: www.skr society.org

ANUAL REPORT FOR 2025-26

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

As the Founder and Secretary of the Suravarapu Konda Reddy Pupils Welfare Society, it is my pride and privilege to present the Annual Report for the year 2025–26. Our organization continues its commitment to building an inclusive and compassionate society where children with disabilities are given equal opportunities for education, development and dignity.



We are dedicated to supporting children with hearing impairments, intellectual disabilities, and other special needs, especially those from rural and economically weaker sections. During this year, we have made significant progress in strengthening both residential and day-care services, ensuring better care, structured education and rehabilitation support.

Our students have actively participated in cultural activities, sports and skill development programs. Their confidence, talent, and achievements reflect the effectiveness of our dedicated teaching staff and supportive environment. We are proud of their progress and achievements.

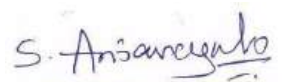
We sincerely acknowledge the support of the Ministry of Social Justice and Empowerment, the Lions Club of Chimakurthy, local donors, and all well-wishers. Their valuable contributions have played a crucial role in the growth and sustainability of our programs. We also extend our gratitude to our staff, volunteers and parents for their continuous support and cooperation.

As we move forward, our vision remains strong. We aim to ensure that every child with special needs is empowered to live an independent, dignified and meaningful life. We will continue to expand our services and strengthen our infrastructure in the coming years.

Let us continue to work together with dedication and compassion to bring lasting positive change in the lives of these extraordinary children.

Sincerely,

Chimakurty
31-03-2026


SECRETARY & CORRESPONDENT
S.K.R. PUPILS WELFARE SOCIETY
CHIMAKURTHY - 523 226
Prakasam Dist., A.P., S.India

1.1. BACKGROUND OF THE ORGANISATION.

1.1. Genesis.

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

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

1.2. About the Chief Functionary: Suravarapu Anjaneyulu Reddy.

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

1.2.1. Early Life and Inspiration.

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

1.2.3. Professional Background.

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

1.3. Vision.

The organisation envisions a society where every individual, regardless of their gender, age, ability, or socio-economic background, has the opportunity to thrive and

live a dignified life, with equal access to education, healthcare, livelihood, and legal protection.

1.4. Mission.

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

2.0. OVERVIEW OF THE MAJOR PROGRAMS FOR 2025–2026

During the year 2025–26, Suravarapu Konda Reddy Pupils Welfare Society implemented a comprehensive range of integrated, rights-based and community-oriented programmes focusing on inclusive education, disability rehabilitation, child protection, livelihood promotion and financial empowerment. These interventions were designed to ensure holistic development, dignity, and equal opportunities for children with disabilities and other vulnerable and marginalized groups.

The programmes were implemented through institutional, residential, and community outreach approaches, with a strong emphasis on early intervention, accessible education, therapeutic support, skill development and social inclusion. Special attention was given to rural and underserved areas through awareness activities, family participation and strengthened service delivery systems.

Overall, these initiatives reflect the organisation’s continued commitment to inclusive development and sustainable empowerment, ensuring that every child with special needs is supported to achieve independence, confidence and a dignified life in society.

MAJOR PROGRAMME INTERVENTIONS AND ACHIEVEMENTS 2025–2026

1.0. S.K.R RESIDENTIAL SCHOOL FOR THE DEAF CHILDREN, CHIMAKURTHY.

The S.K.R Residential School for the Deaf Children, Chimakurthy, established in 2000–2001 by Suravarapu Konda Reddy Pupils Welfare Society, has grown from 10 students to 96 children including residential



students, serving children with hearing impairments in Prakasam District. The main objective of the programme is to provide inclusive, accessible, and quality education along with rehabilitation support to ensure academic development, communication improvement and social integration of children with hearing impairments. During 2025–26, key implemented activities included sign language-based classroom teaching, individualized education plans (IEPs), speech therapy, auditory training, digital classroom learning, weekly medical check-ups, vocational training, and regular

parental involvement meetings along with cultural, sports and life skills development programmes.

The programme has achieved significant results with 96 children currently receiving residential education support and over 230 alumni successfully transitioned into higher education, vocational training and employment. Students have shown strong improvement in communication, academics and confidence levels, leading to better social inclusion and independence. The quality of services is ensured through a 1:8 teacher–student ratio, trained special educators, therapy integration, and continuous monitoring systems. The overall impact includes improved communication abilities, reduced dropout rates, enhanced life skills, and increased community acceptance of children with disabilities. Key quantitative data includes 96 enrolled students, 230+ rehabilitated alumni, 52 weekly health interventions annually and regular academic, therapeutic, and extracurricular support services.

1.1 SPECIAL EDUCATION PROGRAMME.



The Special Education Programme of Suravarapu Konda Reddy Pupils Welfare Society is designed to provide structured, inclusive, and need-based education to children with hearing impairments, ensuring academic development, communication enhancement and life skills training for independent and dignified living. During 2025–26, the programme directly

served 96 children with hearing impairments through a comprehensive and child-centred educational framework aligned with inclusive education principles. The academic process integrated sign language-based instruction, State syllabus (Telugu medium), Individualized Education Plans (IEPs), total communication methods, and oral–aural training approaches, ensuring accessible learning for all children. A strengthened 1:8 teacher–student ratio enabled individualized attention, continuous academic monitoring and targeted learning support. Structured classroom teaching, remedial education, pre-vocational and vocational training and continuous assessments were implemented throughout the year to ensure measurable learning outcomes.

The programme recorded strong academic progress, with more than 85% of students showing measurable improvement in literacy, numeracy, comprehension and communication skills. Students demonstrated increased classroom participation, improved confidence, better peer interaction and enhanced expressive abilities. The overall impact reflects improved language development, stronger academic progression, reduced dropout risk, and successful transition into higher education and vocational pathways. Quality is ensured through trained special educators, structured curriculum delivery, continuous evaluation, therapy integration and individualized learning approaches covering all 96 children.

1.2. AUDITORY TRAINING AND SPEECH THERAPY.

The Auditory Training and Speech Therapy Programme focuses on strengthening listening, speaking, and communication abilities among children with hearing impairments through structured therapeutic interventions that support language development, academic learning and social integration. During 2025–26, all 96 children received continuous



individualized speech and auditory rehabilitation services through a systematic therapeutic framework. The programme included weekly auditory training sessions, individualized speech therapy plans, articulation exercises, language development activities, and listening comprehension training conducted by qualified speech therapists and special educators. Continuous assessment and progress tracking ensured personalized intervention for each child.

The interventions resulted in significant improvement in communication outcomes, with around 70–75% of children showing notable progress in speech clarity, auditory response and expressive language skills. Children demonstrated better classroom comprehension, improved ability to follow instructions, and stronger peer interaction. The overall impact includes reduced communication barriers, increased confidence, improved classroom participation and enhanced learning outcomes through scientific rehabilitation methods.

1.3 MEDICAL TREATMENT AND HEALTH CARE.



The Medical Treatment and Health Care Programme ensures preventive healthcare, early diagnosis, and continuous medical support to promote the physical well-being of children with disabilities and support uninterrupted education. During 2025–26, all 96 residential children were covered under a structured health

monitoring system. The programme included weekly medical camps, regular health screenings, emergency care, medication support, follow-up treatment, and nutritional monitoring. Health awareness sessions on hygiene, nutrition and preventive care were also conducted throughout the year.

The interventions contributed to early detection of health conditions, reduced illness frequency, and improved overall health stability, showing an estimated 35–40% improvement compared to previous years. Children experienced better immunity, improved physical fitness, increased school attendance, and reduced absenteeism. The overall impact reflects healthier students with improved concentration, learning capacity and reduced risk of educational disruption.

1.4. PARENTAL INVOLVEMENT AND ENGAGEMENT.

The Parental Involvement and Engagement Programme strengthens collaboration between parents and educators to support the holistic development of children with disabilities. During 2025–26, the programme actively engaged all 96 families through structured participation mechanisms. The programme conducted quarterly review meetings, home visits, counselling sessions, awareness programmes, and Parents Day celebrations. Parents actively participated in Individualized Education Plan discussions, progress monitoring and decision-making processes, strengthening shared responsibility in child development.



The initiative achieved over 90% consistent parent participation in institutional meetings, along with improved awareness of disability needs, better caregiving practices at home and stronger emotional support systems. The overall impact reflects improved academic performance, better behavioural outcomes, emotional stability and stronger family–school coordination.

1.5. INTEGRATION OF DIGITAL CLASSROOMS.



The Digital Classroom Integration Programme aims to modernize teaching and learning through technology-enabled inclusive education for children with hearing impairments. During 2025–26, all 96 students benefited from digitally enhanced classroom environments.

The programme introduced smart boards, computer-assisted learning systems, multimedia tools, sign language-based video content, educational software and interactive learning modules. Teachers conducted structured digital lessons using visual demonstrations and technology-supported instruction methods.

The integration of digital learning improved student engagement, comprehension, and participation. Around 70–75% improvement in engagement and learning retention was observed. Students demonstrated better understanding of concepts, increased motivation, improved digital literacy and stronger classroom participation. The overall impact reflects a more inclusive and effective learning environment that strengthens academic outcomes.

1.6. RESIDENTIAL CARE AND SUPPORT SERVICES.

The Residential Care and Support Services Programme provides a safe, structured and nurturing environment ensuring holistic development of children with disabilities. During 2025–26, 96 children received 24/7 residential care services supported by trained caregivers, supervisors and special educators. The programme provided comprehensive services including nutrition, healthcare, emotional support, education facilitation, recreation, life skills training, and behavioural guidance. Strong safety protocols and structured routines were maintained throughout the year.



The interventions resulted in improved health conditions, stable emotional behaviour, better discipline, increased learning consistency, and reduced absenteeism by approximately 30–35%. Children also demonstrated improved independence, confidence, and social

adjustment. The overall impact reflects a secure, child-Centred residential environment supporting academic, emotional, and social development.

2. S.K.R RESIDENTIAL SCHOOL FOR INTELLECTUAL DISABILITIES AND DEAF CHILDREN- KANIGIRI.



The S.K.R Residential School for Intellectual Disabilities and Deaf Children, Kanigiri, is committed to providing comprehensive rehabilitation-based inclusive education and therapeutic support services for children with intellectual disabilities and hearing impairments.

The programme focuses on cognitive development, communication improvement, behavioural management, functional independence, social integration, and restoration of dignity for children with special needs. The institution aims to strengthen learning abilities, adaptive behaviour, daily living skills and community participation, enabling children to lead independent and meaningful lives.

During 2025–26, the institution provided integrated rehabilitation and educational services to 58 children with intellectual disabilities and hearing impairments through a multidisciplinary and child-centred approach. The programme implemented structured special education, Individualized Education Plans (IEPs), speech therapy, physiotherapy, auditory training, psycho-social interventions, case monitoring, home-based outreach services, and family counselling programmes. Services were delivered by a dedicated team of special educators, therapists, rehabilitation workers,

caregivers and support staff ensuring comprehensive developmental support for every child.

Regular developmental assessments, individualized progress tracking, behavioural interventions, and need-based rehabilitation strategies were implemented throughout the year to improve learning outcomes and functional abilities. The programme also conducted outreach services in surrounding rural communities for early identification of disabilities, awareness generation, referral support and follow-up rehabilitation services. Home visits and family guidance sessions strengthened parental involvement and improved continuity of care at household level.

The programme recorded significant developmental progress among children, including improvement in communication abilities, enhanced mobility, better learning response, increased concentration levels, improved behavioural control, and stronger emotional stability. Approximately 75% of children demonstrated measurable improvement in adaptive behaviour, classroom participation, and social interaction through continuous therapeutic and educational support. Increased family participation and community awareness also contributed to improved acceptance and inclusion of children with disabilities.

The overall impact of the programme is reflected in improved functional independence, increased school readiness, reduced social exclusion, enhanced confidence levels and stronger community inclusion of children with disabilities. The institution maintains quality standards through scientific rehabilitation methods, individualized care systems, structured curriculum implementation, regular therapy sessions, multidisciplinary interventions and continuous monitoring mechanisms covering all 58 enrolled children throughout the year.

3.0 AIDS AND APPLIANCES PROGRAMME.

The Aids and Appliances Programme aims to improve mobility, independence, dignity and social inclusion of persons with disabilities by providing assistive devices and creating awareness on disability rights and government entitlements under the RPwD Act, 2016. The programme focuses on strengthening rehabilitation support and improving access to services in rural and underserved communities.



During 2025–26, the programme conducted awareness camps in 10 villages of Prakasam District and reached 947 persons with disabilities and family members through structured awareness and counselling sessions. The programme distributed 12 tricycles, 15 hearing aids, 119 calipers, 14 artificial limbs and 12 blind sticks based

on medical assessments and rehabilitation needs. A total of 10 medical assessment camps were also organized for beneficiary identification and support planning.

The programme resulted in improved mobility, communication abilities, functional independence, and access to welfare services among beneficiaries. Increased awareness on disability rights and stronger community inclusion significantly enhanced the dignity, confidence and participation of persons with disabilities in community life.

4.0 INCLUSIVE EDUCATION FOR DISABLED CHILDREN.

The Inclusive Education for Disabled Children Programme aims to ensure equal access to quality education for children with disabilities in mainstream schools by promoting inclusive learning environments, academic participation, social integration and reduction of discrimination. The programme focuses on strengthening learning outcomes, confidence, and dignity of children with disabilities through educational support and community participation.



During 2025–26, the programme supported 45 children with disabilities across 10 mainstream schools through Individualized Education Plans (IEPs), classroom adaptations, teaching support, teacher training, and modified learning materials. Awareness activities and disability sensitization programmes were conducted in schools to promote acceptance and inclusive practices among teachers and students.

The programme resulted in improved literacy and numeracy skills, increased classroom participation, improved confidence levels, and reduced stigma among peers. The overall impact is reflected in stronger social inclusion, better school attendance, improved learning outcomes, and increased acceptance of children with disabilities within mainstream educational systems.

5.0 PROMOTION OF CHILD RIGHTS.

The Promotion of Child Rights Programme aims to protect and promote the fundamental rights of children by preventing child labour, child marriage, trafficking, exploitation, discrimination and bonded labour. The programme focuses on strengthening child protection systems through awareness, education, advocacy, and community participation.

During 2025–26, the programme established Supplementary Education Centres for 88 Scheduled Tribe children across 5 habitations in Chimakurthy, Prakasam District. Awareness campaigns and capacity-building programmes were conducted on child rights, child protection,



child labour prevention, trafficking and child marriage involving educators, social workers, SHG leader, and community representatives.

The programme reached 250 SHG leaders, 498 students, 51 teachers, and 166 children with disabilities through structured awareness activities. Legal and protection support was also provided to 35 vulnerable children and their families facing rights violations. The programme contributed to improved awareness on child protection, stronger community vigilance, increased access to education and better reporting of child rights issues, resulting in enhanced protection and reduced vulnerability of children.

6.0 FINANCIAL LITERACY FOR DISABLED PEOPLE.



The Financial Literacy Programme for Disabled People aims to strengthen financial knowledge, confidence and decision-making skills among children with disabilities to promote self-reliance and future livelihood opportunities. The programme focuses on

budgeting, saving habits, financial planning and responsible money management.

During 2025–26, five structured financial literacy awareness sessions were conducted across special schools in Chimakurthy, Ongole, Kanigiri, and Kandukur, reaching 378 children with disabilities. The sessions were delivered using accessible teaching methods including sign language support, visual learning tools, interactive discussions, pamphlets and awareness materials.

The programme improved understanding of money management, saving practices, and financial planning among participating children. Increased confidence in handling financial matters and greater awareness on economic independence were key outcomes. The overall impact reflects improved financial awareness, self-confidence and preparedness for future livelihood opportunities among children with disabilities.

7.0 SKILLS AND VOCATIONAL TRAININGS.



The Skills and Vocational Training Programme aims to enhance employability, livelihood opportunities, and economic independence of youth with disabilities across Prakasam District and surrounding rural areas. The programme focuses on developing practical job-oriented skills and promoting self-employment opportunities for sustainable empowerment.

During 2025–26, the programme was implemented across Chimakurthy, Ongole, Kanigiri, Kandukur, and nearby rural villages through tailoring training, computer skill development, entrepreneurship orientation, placement support and practical skill sessions. A total of 41 youth with disabilities received tailoring training, while 33 youth were trained in computer skills and digital literacy.

As a result of the programme, 12 participants established self-employment activities, 10 youth secured placements in local shops and service units and 18 participants obtained employment in private sector organizations. The programme contributed to increased income generation, improved confidence, reduced dependency and stronger social inclusion among youth with disabilities. Quality was ensured through structured training modules, experienced trainers, continuous skill assessment and placement facilitation support.

8.0 ANNUAL CELEBRATIONS FOR SOCIAL INTEGRATION.

The Annual Celebrations for Social Integration Programme aims to promote inclusion, dignity, confidence and equal participation among children with disabilities across Prakasam District. The programme focuses on strengthening social bonding, cultural awareness, emotional development and community acceptance through celebration of national festivals, awareness days, and inclusive cultural events.



During 2025–26, the programme was implemented across Chimakurthy, Kanigiri and surrounding rural areas through institutional celebrations, cultural programmes, awareness activities, sports events, and community participation initiatives. Major events organized during the year included Independence Day, Republic Day, Teachers Day, Children’s Day, World Disability Day, World Sign Language Day, World Hearing Day, Christmas celebrations and other cultural observances promoting inclusion and social harmony.



More than 96 children from the Chimakurthy Residential School and 58 children from the Kanigiri institution actively participated in cultural performances, sports competitions, awareness rallies, talent presentations and recreational activities conducted throughout the

year. Parents, community leaders, local dignitaries, volunteers and representatives from organizations including the Lions Club actively participated in the celebrations and encouraged children through motivational speeches and community interaction.

The programme significantly improved confidence, leadership abilities, social participation, communication skills, and talent expression among children with disabilities. Children demonstrated increased self-esteem, emotional stability and stronger interaction with peers and community members. The overall impact reflects reduced social stigma, improved community acceptance, greater emotional well-being, and enhanced inclusion of children with disabilities in social and cultural activities.

The programme maintained quality through inclusive event planning, child-friendly environments, accessible participation systems, cultural diversity promotion and active involvement of parents, staff, volunteers, and community stakeholders. Multiple district-level celebrations conducted throughout the year strengthened social integration and created a positive and inclusive environment for children with disabilities across Prakasam and Marakpuram Districts.

9. MEMEBRS OF EXECUTIVE COMMITTES;

S.No	Name of the member	Destination	Address of the Member	Occupation
1.	S.SuneethaReddy	President	MaruthiNagar, -Ongole, PrakasamDistrict.	SocialWorker
2.	MaddalaBhoji Reddy	Vice-President	Z.P. ColonyM.M. Road, OngolePrakasamDistrict.	SocialWorker
3.	Suravarapu Anjaneyulu	Secretary	Maruthi nagar,ChimakurthyPrakasam District.	Social Worker
4.	M.Sri Annapurna	Joint Secretary	Adoni Mandalam Dibbonakallu , Kurnool District.	Social Worker
5.	R.V.Narasimhulu	Treasure	Main Bazar, Guravajipeta, Prakasam District, Andhra Pradesh, 523108, Ongole	Social Worker
6.	M.VenkataSathish Babu	EX.Member	Sree Nagar Colony ,3 line Kurnool Road ,PrakasamDistrict, Andhra Pradesh, 523001	SocialWorker
7.	P.V.Subbaiah	EX.Member	NSPColony, Chimakurthy PrakasamDistrict	SocialWorker

10.0 ACKNOWLEDGEMENT.

The Suravarapu Konda Reddy Pupils Welfare Society sincerely expresses its heartfelt gratitude to all individuals, institutions, donors, government departments and stakeholders who have continuously supported our mission of empowering children with disabilities and marginalized communities across Prakasam and Markapuram districts. Your encouragement, cooperation and valuable contributions have played a vital role in strengthening our programmes and expanding our services to rural and underserved areas.

We extend our special thanks to the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities, Government of India, New Delhi for their valuable financial assistance, policy guidance, and continuous support towards rehabilitation, inclusive education and welfare programmes for children with disabilities. Their commitment to disability rights and inclusion has greatly contributed to the successful implementation of our institutional and community-based programmes.

We also express our sincere gratitude to the Azim Premji Foundation and Jaguar Resources & Capital Pte. Ltd. for their generous support, encouragement and cooperation in strengthening educational, rehabilitation and community development initiatives for vulnerable children and persons with disabilities.

Our heartfelt appreciation is extended to all government line departments, local authorities, donors, well-wishers, corporate partners, community-based organizations, volunteers, and philanthropic supporters whose contributions of funds, materials, technical guidance and time have helped improve the quality of services provided through our residential schools and outreach programmes.

We gratefully acknowledge the dedicated efforts of our executive committee members, advisory board members, teachers, therapists, rehabilitation workers, support staff, parents and community leaders whose commitment and teamwork ensured the smooth implementation of all programmes during the year 2025–26. Together, we continue to build an inclusive, equitable, and compassionate society where every child with disability can live with dignity, confidence, equal opportunity and hope for a better future.

12. CONCLUSION .

The year 2025–26 has been a significant and successful year for Suravarapu Konda Reddy Pupils Welfare Society in its continuous journey towards empowering children with disabilities and marginalized communities through inclusive education, rehabilitation, child protection, skill development and community-based interventions. Through the dedicated efforts of staff, supporters, government departments, donors and community stakeholders, the organisation successfully strengthened its institutional and outreach programmes across Prakasam District.

The Society has made meaningful progress in improving the lives of children with hearing impairments, intellectual disabilities, and other vulnerable groups by ensuring access to education, healthcare, rehabilitation, livelihood opportunities, and social inclusion. The achievements and positive impact created during the year reflect the organisation's strong commitment towards dignity, equality, independence and holistic development of persons with disabilities.

Suravarapu Konda Reddy Pupils Welfare Society remains committed to expanding its services, strengthening rehabilitation systems, improving infrastructure and reaching more needy children and families in rural and underserved areas. With continued cooperation and support from all stakeholders, the organisation will continue working towards building an inclusive, compassionate, and empowered society where every child can live with confidence, dignity and equal opportunity.

13.FINANCIAL OVERVIEW.

S.K.R. PUPILS WELFARE SOCIETY
Behind APSRTC, BUS STATION, CHIMAKURTHY, PRAKASAM DISTRICT
CONSOLIDATED

RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31-03-2026

RECEIPTS	AMOUNT RS.	PAYMENTS	AMOUNT RS.
To Opening Balance		By Programme expenses on special school for deaf at Chimakurthy	60,14,736.48
Cash in hand	37,325.00	Special school for deaf & MR at Kanigiri	39,28,539.00
Cash at bank	23,47,060.27	By Honorarium paid IED	-
		By Tri cycles distributed	15,000.00
To Members subscription	2,100.00	By Partnership Trainign Programme	25,000.00
To Donations Received	14,62,180.00		
		By Mahendra Finance	92,294.00
		By contingent expenses	-
To Grants - Special School for Deaf at Chimakurthy	52,11,087.00	By Interest on Mahendra Finance	28,004.00
To Grants - Special School for Deaf & M.R at Kanigiri	33,06,870.00	By Finance Litteracy For Disable	48,000.00
To Bank Interest	46,295.00	By Promotion Child Rights Programme Sala	44,000.00
To Loans from Others	25,02,651.00	By Skill Development Programme Salaries	44,000.00
To Management Advances	14,69,400.00	By Bank Charges	79.36
		By Repayment of Mngt. Adv.	16,82,450.00
		By Repayment of Loans	19,55,104.00
		By Sundry creditors	50,000.00
To Management contribution	1,29,500.00		
To Sundry creditors	40,000.00	By Closing balance	
		Cash on hand	54,805.00
		Cash at bank	25,72,456.43
	<u>1,65,54,468.27</u>		<u>1,65,54,468.27</u>

For P.V. RANGANADHAM & Co.
Chartered Accountants
FRN No. 030055S



CA P.V. RANGANADHAM
Partner
Membership No: 022734



S. Anand 22/4/26

Secretary & Correspondent
S.K.R. PUPILS WELFARE SOCIETY
CHIMAKURTHY - 523 226
Prakasam Dist., A.P., S.India

S. K. R. PUPILS WELFARE SOCIETY
 Behind APSRTC, BUS STATION, CHIMAKURTHY, PRAKASAM DISTRICT
 CONSOLIDATED
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-3-2026


EXPENDITURE	AMOUNT RS.	INCOME	AMOUNT RS.
To Programme expenses on Hostel expenses for deaf Children at Chimakurthy	60,14,736.48	By Donations Received	14,62,180.00
Hostel expenses for ID & deaf Children at Kanigiri	39,28,539.00	By Members subscriptions	2,100.00
To Honorarium paid IED	-	By Grants - Special School for Deaf at Chimakurthy	52,11,087.00
To Tricycles distributed	15,000.00	By Grants - Special School for Deaf & MR at Kanigiri	33,06,870.00
To Partnership training programme	25,000.00	By Management contribution	1,29,500.00
To Contingent expenses	-	To Bank Interest	46,295.00
To Interest to Mahendra Finance	28,004.00		
To Promotion of child rights prog	44,000.00		
To Financial literacy for disabled	48,000.00		
To Skill development programme	44,000.00		
Bank charges	79.36		
To Excess of Income over Expenditure	10,673.16		
	1,01,58,032.00		1,01,58,032.00

BALANCE SHEET AS ON 31-03-2026

CAPITAL & LIABILITIES	AMOUNT RS.	ASSETS & PROPERTIES	AMOUNT RS.
Capital Fund	(2,25,18,598.69)	Building	5,08,561.00
Add: Excess of Income over Exp.	10,673.16	Fixed Assets	35,253.00
	(2,25,07,925.53)	Furniture	30,800.00
Donation from LIC	8,23,440.00	Omni Bus	8,49,655.00
Building Fund	4,89,385.00	RS solar system	64,000.00
Loans From Others	1,04,35,023.96	Printer	6,300.00
Management Advance	51,71,771.00	Black Board & Mirror	1,900.00
Outstanding Salaries & Stipends	85,13,250.00	Non Recoring	1,15,800.00
Mahendra Finance	1,06,243.00	Resource Room Equipment	1,03,220.00
Sundry Creditors	17,34,400.00	RJL 70949-TERO PLUS SFT	3,68,837.00
	47,65,587.43	TDS	54,000.00
		Cash on hand	54,805.00
		Cash at bank	25,72,456.43
			47,65,587.43

For P.V. RANGANADHAM & Co.
 Chartered Accountants
 FRN No. 030055S


 CA P.V. RANGANADHAM
 Partner
 Membership No: 022734


 Secretary & Correspondent
 S.K.R. PUPILS WELFARE SOCIETY
 CHIMAKURTHY - 523 226
 Prakasam Dst., A.P., S.India



Chimakurthy
 31-03-2026

S.Anjineyulu Reddy
 Secretary-SKRPWS