St Catherine of Siena School for Destitute Children and Home

www.saintcatherineshome.com

Estd: 1957

WELFARE SOCIETY FOR DESTITUTE CHILDREN

(REG NO. BOM 9 OF 1960 GBBSD & F 740)

St Catherine of Siena

School and Home

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Annual Report 2022-2023

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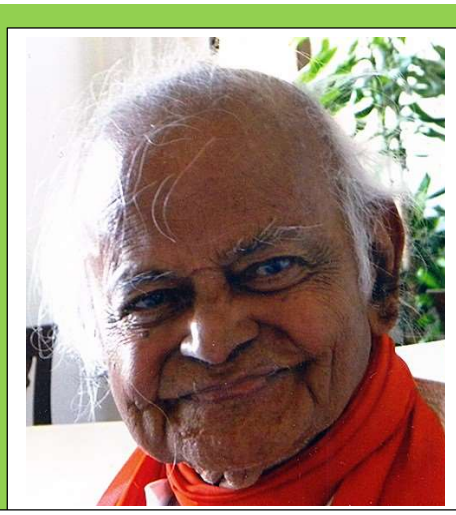
1 UNDERPRIVILEGED CHIDLREN AND THEIR EDUCATION IN CITIES

The educational year 2022-2023 brought the traditional school atmosphere back: with children in their pristine joy, serene smiles, beaming shouts as school buses started plying, teachers welcoming children and the school bells ringing for the national anthem to be sung in the assembly, bringing a permanent solution for the 22 months long Covid-19 lockdown that impacted the school education with overwhelming concerns.

Merrier and wiser were children in their class rooms, meeting every one face to face in their friendly school atmosphere. The Covid-19 was no more a threat, it had brought down their life to a misery, making them poorer than before. The routine monthly health check-up conducted in the year, found that 48% of children had fallen in the underweight category. Many students struggled to adjust to the class room learning since they missed the two years of kindergarten learning. New admissions were given in higher classes since the children had to exit their previous school on financial back grounds or non-payment of school fees etc.,

The pandemic made poor, poorer and pushed the average marginalised labourers into poverty affecting children and their education directly. St Catherine of Siena School and Home for destitute children offers free education from its foundation in 1957 and it became a blessing for many marginalised, illiterate, migrated families living in the slums of Bandra, Mumbai. Along with education, the school and home provide uniforms and shoes, school bags and stationeries, text books and exercise books through out the year free of charges.

Regular snacks and lunch were provided to all school attending students. The children who fell under the underweight category received every month healthy nutritional kit to aid the recovery of health. It worked well for students to remain physically healthy thus able to focus in their learning and improving academic



Rev Fr. Anthony Elenjimittam
Our Founder

As we embrace the Post Covid 19 world: the vulnerable and marginalised face threats of survival. Since the threats are immense and unfathomable, it is important to create opportunities to provide the universally approved basic's: access to primary education, health and nutrition, skill development, opportunities for higher education, mental health and emotional wellness, gender equality, women empowerment, better employment opportunities, providing quality food, shelter and clothing etc., to most vulnerable and marginalised with a global vision. It strengthens our commitments offered to the large population of more than 1500 children at St Catherine of Siena School for Destitute Children as well as children, teens and youth in other projects ie., Age 22, JO 20+, One Village One Teacher and their direct beneficiaries.

performances. The poor physical health can trigger poor brain development and further disorientation and limited attention spans during learning. As our Head Mistress Ms. Lizelle Pereira says “Poverty was one of the most obstinate barriers faced by the parents due to unemployment. Children coming hungry to school, suffering from malnutrition, exhaustion from house hold chores were also some of the challenges we had to deal with daily.”

St. Catherine of Siena School and Home acts more than a friendly school as the school makes sure that the children in the classrooms need to feel loved, wanted and accepted. The teachers and accompanying staff make sure that a good progress in child’s over whole development is achieved during the academic time. Regular monthly meetings with the parents, malnutrition meetings with struggling parents and distribution of healthy nutritional kits, meetings with the very troubled families whose children are adopted in the ‘Angel Donor’ initiative helps the child to feel at home at school with more visible positive and confirmatory changes.

“The 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT GOAL is United Nation’s action-based mission to transform our world-LEAVING NO ONE BEHIND- by giving free and sustainable access to basic resources to the most vulnerable and marginalised. At St Catherine of Siena School for Destitute Children and in all its projects, we aim to mould “Healthy Children through Better Education” as we try our best to play an important role by introducing the vast and impactful Sustainable Development Goals which are universally designed for people, prosperity, peace, planet and partnership”.

CURRICULUM & TEACHER EFFECTIVENESS

The school always provide a best school curriculum to make the learning easier. Since many of our parents are illiterate and are not able to support with academic works at home, the school do not provide them home works. Instead, the teachers make sure that the learning happens at school and not burdened the child with the daily home works. The school follows Maharashtra State Board Curriculum and is recognised by the BMC education department. It purely functions on the donations and does not receive any financial support from the government. Corporate Social Responsibility initiatives and local/individual and international donors support the school’s annual expenses. Through this wonderful and unconditional support, the school is able to sustain the quality of education with passionate and trained teachers. This makes the school a friendly and joyful place for students from the stereotyped school fears.



PLEASE BE AN ANGEL DONOR TO SUPPORT EDUCATION OF CHILDREN AND TEENS…

Counseling and social work under the Happy Feet Project support the school curriculum and students learning. Complex emotions, family issues, violence and physical abuses have been affecting child’s learning capabilities thus bringing a lower positive and productive performance in daily academic activities. Teachers are guided and counselled to have an open-door policy towards the issues that the child is facing in the classrooms. This helps teachers to be proactive to support the child from the initial time onwards rather than to wait till the end. Creating awareness, identifying issues and the interventions are encouraged to bring the best results under the expert supervision of Head Mistress, counsellors and social workers.

ALTERNATE and ADDITIONAL CURRICULUM

Use of additional and alternate curriculum is encouraged in the school to provide children exposure to more learning spaces where technology becomes an important factor. Alternate Curriculum helps children to adapt to the new and updated learning skills provided during their class room learning. It also provides a space to learn in a smart class room set up where audio-visuals are added to help students to understand the key concepts. The continuation of alternate and innovative curriculum like LEAD helps to boost the learning experience of students, thus making it easier. The exposure to the curriculum provides students close observation on their topics and resulted in developing different learning skills. We look forward for funding, so that the curriculum can play an important role in learning and remain as an added advantage for students.

This helps students to learn 'English as English' and helps not to mix up the language variations in spoken and reading activities. The strong activities based on phonetics helps the student to read words, sentences and so on. When phonetically read, it helps students to spell out words easily and upgrade them with the changing 'world requirements' in learning. The syllabus is based on audio video content and grade wise activities are given to students: bringing fun and laughter while learning the important concepts with proper understanding. The teachers are trained to use the curriculum efficiently and frequent workshops are conducted. It helps the school to reinforce its belief in conceptual learning and promotion of man-making education.

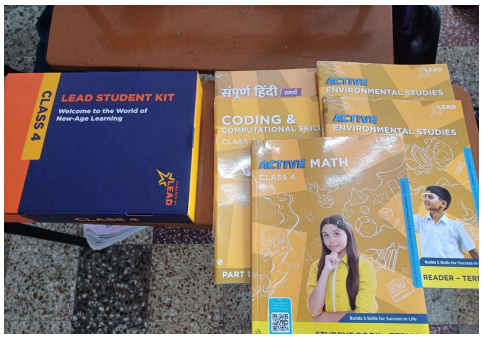
The added curriculums help students to get admission in a more prestigious local school after grade four learning in St Catherine of Siena School. Hence it is pertinent to add such innovative ideas to support children and their learning.

It also takes the pressure away from the illiterate parent to approach higher schools for admission when the child is able to perform academically. Extra curricular activities also forms a big advantage for children since the curriculum design encourage children to express creatively and artistically. The students are encouraged to do student led activities, thus become the centre of learning.









ALTERNATE SCHOOLS: PRATHAM OPEN SCHOOL & NATIONAL INSTITUTE OF OPEN SCHOOLING

We often get children from diverse backgrounds with various life challenges and issues which they face in daily life. One of the solutions that we offer is get 'educated, empowered and healed'. Children who are over aged and usually a misfit for the school, get benefit of alternate School programmes that we promote like Pratham Open School and National Institute of Open Schooling.

Pratham Open School and NIOS (The National Institute of Open Schooling) education system act as a student friendly space for learning. Books are prepared for self-study mode and exams are conducted genuinely to test the concepts. This helps the academically not inclined students to progress outside the main stream schools preventing them from dropping out.

Over a period of years, the over aged students who stay in the adjacent home/orphanage and from slums have benefitted largely from these alternate school systems. It has helped them to get admission in the regular college after passing through the Open School system and provided them with better employment.

NIOS provides a number of Vocational, Life Enrichment and Community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level courses through its Open *Basic Education Programmes.* The certificate issued by the NIOS is up to pre degree (Senior Secondary) level courses whether Academic, Technical or Vocational.

Pratham Open School acts as ray of hope for students in lines of NIOS. It helps students to pass the various academic milestones/levels (A, B, C levels equivalent to grade 3,5,8) before reaching secondary level, with better understanding and learning of concepts. Once the student passes the C level or 8th standard, the student can register for the secondary school exams. Alternate School systems like Open School system support the students from vulnerable and marginalised back grounds to get into the main stream learning spaces following the appropriate age criteria.

Alternate school system facilitates the learning of children rejected by main stream school system. Children who are over aged or missed the academic mile stones due to poverty, dropped out of school, or affected with various learning difficulties/backwardness benefit from the alternate school programmes. These alternate school systems and their study programmes are approved by the government and is beneficial for students to successfully complete/pass their academic milestones. This helps students to be motivated and confident while they appear for job interviews or college admissions.



...BE AN ANGEL DONOR TO SUPPORT EDUCATION...

EDUCATIONAL FEE SUPPORT FOR COVID AFFECTED SEMI ORPHANS & POOR

As many families were struggling to make the two ends meet since there was no income, the relaxation of lockdown rules brought new challenges: to pay fees in school and colleges to appear for final exams since the colleges started functioning fulltime. St Catherine of Siena initiated a programme through which the parent could apply for the school or college fee, so that the students could continue studies. This was a huge relief for many students specially the semi orphans whose earning family member had passed away. Many families whose earning member was sick also benefitted from the programme. This was an additional programme which we initiated so that the students do not fail in their final exams or miss an academic year due to non-payment of fees.

We continue to identify the students and support with their fees, so that the student's education is not affected.























2 EDUCATION IN TRIBAL & UNDER PRIVILEGED VILLAGES

With the large majority of the population in India living in rural areas, education is highly dependent on the quality both in teaching and learning. The rural areas face various barriers that directly impact our country's literacy rate ie., limited or no access to basic learning tools such as well-equipped classrooms, computers, labs, playgrounds and equipment, among other things. The non availability of regular and cheaper transport for students and teachers often creates more problems to reach the school safely specially during monsoons. The poor quality of education leads to low morale among students in setting academic goals, higher study plans, career-based learning etc., that could provide students the much-needed intellectual and professional spark that are highly missing. Pandemic situations like Covid 19 have made the situation, worser than before.

One Village, One Teacher (OVOT) is one of the key projects to improve basic education facilities in villages. The project supports students with a local teacher from grade 1 to 10 in the village, so that the children irrespective of their caste or creed or financial status get access to this new study support in the village itself. Though it was started with one teacher in one village, soon the number of teachers increased in each village up to three or four. The students are provided daily study support, stationeries, school bags etc., so that for the village families, it brings relief on their low finances. After 10th grade, the students are given scholarship to continue their studies in Junior colleges till they complete graduation. 10 libraries were set up in the villages with the support of M/s. Informa Markets India Pvt Ltd., with competitive books, digests, storybooks etc., to help the village teens to get ready for bigger dreams.

The One Village, One Teacher (OVOT) brings ownership on village population for their own progress with intervention from St Catherine of Siena Education Empowerment project. The project facilitates to empower the villages with its daily classes run, providing training for village teachers, making the village authorities active part in the project, organising summer camps for 10th graders etc., It also support the single parent child with educational scholarship and monthly ration kits so that the child's studies are not affected due to nutritional and financial reasons.

We expect the OVOT project to make an impact in

a) stopping school dropout

b) stopping child labour

c) reducing malnutrition

d) improving the quality of the education

e) stopping early marriages so that the students are occupied with learning and self-development activities till the age of 21.







During difficult monsoon situations when the landslides, heavy rainfalls, flooding and wild animal attacks force children to stay at home, One Village One Teacher Project provides ration kit for all students. Hygiene kits and sanitary pads for senior girls are provided in the project.

We have set our goals to reach 1500 students in this year with the support of every right-thinking individual to help Welfare Society for Destitute Children in the vision to bring global education to local students through the One Village, One Teacher (OVOT) programme. This project will build our country's pillars strong by providing students access to quality learning space free of charges.

This programme is accepted by the village students very well. We have 1000 students who are benefitting from the programme. Mentors visit every month or alternate months to check the progress of the children. We work on the natural intelligence of children and teachers, which can be sourced from the village itself.

At present St Catherine of Siena is supporting over 1000 students in 9 villages and run 19 classes. The total annual cost breakup for providing primary education support to each child in a village is Rs.3600/- which includes the educational expenses, provision kit to stop drop out etc.,

The idea of One Village and One Teacher was conceived as per the visions of our founder Rev Fr Anthony Elenjimittam to strengthen the learning pattern of underprivileged students so that the students can benefit from the facilities which the main stream education provides.

The village authorities including the Sarpanch, Upsarpanch and Police Patil and Professional Trainers, Supervisor and Mentors from St Catherine of Siena together support each village teacher to raise the educational standards of children within the village.

Your support can bring more villages and children to the programme. Visits to the villages and interaction with village children are facilitated for the sponsors so that the progamme gets more acceptance and visibility.

EDUCATION IN BRICK KILNS

The rural project also opened doors to provide basic educational programmes to solve problems that various population/families are facing. One of such population is the families working in brick kilns. While the earning parent migrate to various destination for better jobs and payments, the entire family get migrated along with children making them dropping out from the village school system. This results in continuing with illiterate village status for generations and subsequently result in the closure of village school. Various stake holders need to cooperate in this herculean task of village school system: re-structuring for a brighter generation by making the families return to their original villages.

At the moment the ration kits and clothes are distributed to stop malnutrition among children at the migration destination ie brick kilns. Introduction of school education is already in progress in a village as a pilot project, where the school was closed due to poor attendance. **This initiative tries to identify the basic village problems of their schools getting closed and related occupational problems.**

One of the root causes of migration is the loss of employment after monsoon session in the farming sector for the landless and marginal wage community. Sustainable farming solutions are to be introduced to the families in the village to stop migration from the village. We look forward for new partners to join this project so that the community benefits the generational transformation towards the complete literacy and gets motivated for an enlightened community.

3 LIFE SKILLS FOR EDUCATION

The main team of St Catherine under the leadership of various department heads (Curriculum Development and Social Work and Counselling), lead the training so that it become a fruitful effort from the decision maker to the grass root level beneficiary ie children and families with financial distress, from poorest backgrounds, living with physical abuse and family violence, from orphaned, abandoned and street back grounds mainly living in Mumbai City limits. In the remotest villages where educational programmes are implemented, the life skill sessions focus on study skills, planning higher studies, psychological evaluation and career planning, Personality development, field visits etc through daily and weekly sessions and through study coaching camps during summer holidays. The training centres at Bandra and Malshej Ghat hosts the programmes. The trainers also conduct monthly visits and full day trainings for the staff involved in the project. Skill building sessions to boost academic performance for the one village, one teacher staff are conducted by the Curriculum Trainers from St Catherine of Siena School at Bandra. This creates an organic interaction which is sustainable and well-focussed with achievable goals and strategies. The mentors and trustees form the group act as supervising or implementing authorities.

Student Life Skills: Student life skill programmes in school focus on 5 basic topics ie., hygiene, behaviour, communication, study skill and time management. Children are encouraged to replace their initial survival skill with life skills that are based on psycho social and emotional development. It is important for the child to get rid of the troubled past with comfort of care and love. The basic stigmas of being unloved, abandoned and unattended are healed with creative life skill sessions accompanied with classes in dance, martial arts, drama, singing, yoga etc.,

'Life Skills for Education' is an initiative to identify the students to train for larger academic/professional goals and to mould them for future charity missions. The students are identified from the 3rd grade to 10th grade and **encouraged with life skill education to prepare them for the above two goals a) higher education and b) giving back to the society through charity missions**. After grade 10th, the students receive scholarship provided through passionate donors to help with education irrespective of their backgrounds ie., caste or creed. Along with these support, St Catherine expect the students to get into the competitive exams available locally, nationally and internationally for better opportunities to study or for employment. Life skill building plays an important role in this process and preparation of younger minds for the task of nation building as a bigger and future role.

Teens Life Skills: Responsible Relationship programme helps students to face the life with responsibilities as a true human being from their present and average life responsibilities. Students who have passed or failed 10th grade are encouraged to attend the weekly sessions conducted on every Saturday throughout the year. The **transition of** "**becoming" a responsible person to "behaving" as a responsible person** is achieved in this phase of training. Students acquire more professional skills rather than hanging around with poor student skills for survival ie., from the last-minute submission of assignments, unsatisfactory study performances, failures, getting into bad relationships etc into developing skills to become a better performer in taking and executing personal responsibilities towards their own self, families, communities, society and to their beloved Nation. Thus, students are encouraged to pursue higher education by taking admission for graduate/post graduate/professional courses and competitive exams.

Parent Life Skills: The active participation of parent is encouraged in all projects, thus giving way to improve parenting skills. This brings a big relief for the poor parents who are having an illiterate background to play an important role in child's academic progress. Regular parent meetings are conducted and better parenting skills are advised by the head teacher, social workers and counsellors to make sure that the child is happy and healthy. Additionally, the nutrition kit distribution and hygiene kit distribution etc., brings a big relief. Along with literacy and numeracy skills development of psychosocial and interpersonal skills are given prime importance. Thus, the skills developed through practice helps to release fears, anger, stress to bring quality in life.

Staff Life skills: The staff plays an important role to get expected skills developed along with literacy and numerical learning. The development of psychosocial and interpersonal skills is encouraged by the staff within various population that they are dealing with. together and to promote the achievable changes holistically, the staff including teachers, social workers, counsellors, care givers and support staff are provided life skill building sessions.

The Life Skills for Education also supports the "2030 AGENDA FOR SUSTAINABLE DEVELOPMENT GOAL by United Nation. Our action-based mission helps to transform our little world- leaving no one behind- by giving free and sustainable access of basic resources to empower them. Through St Catherine of Siena School for Destitute Children and all its projects, we aim to mould "Healthy Children through Better Life Skill Education". Initiative based on Planet, Peace, Prosperity, Partnership and People brings immense impact which are universally designed on Sustainable Development Goals of United Nations. These initiatives, we hope to build up life skills not just for self-development but for the protection of entire creation of our mother earth and beyond. Children and their families are involved in Planet Club and Peace Club initiatives.

Summer Camps and Study Coaching: Special study support through summer camps and coaching are conducted to help children to have a head start in their classes. This brings self confidence among students as they prepare for higher education. Study preparation, higher education, career, personality development, field visits become core activities to build up life skills. This has made a great impact to provide children the much-needed self-confidence to scale greater heights with their limited resources in their poor homes in cities and in villages.

HAPPYFEET PROJECT: AN ARTS BASED HEALING PROGRAMME FOR CHILDREN, FAMILIES AND ITS IMPORTANCE AT ST. CATHEIRNE OF SIENA: - Children grow better in a holistic atmosphere that includes the aspects of learning, healing and empowering. When a place with maximum children coming from dysfunctional family backgrounds gather, it often ends up in big chaos. Happy feet try to put this in order, so that a certain order prevails over the survival chaos. This new order created through Happy Feet help children to unlearn the survival skills and relearn the life skills. The project includes life skill sessions, counselling, creative classes in dance, drama, martial arts, capoeira, singing, gymnastics, yoga etc.,

The creative classes help children to get rid of their troubled and complex past, to embrace with a new beginning thus help them to build up a new inner image. The classes explore the healing elements in art forms to communicate with inner emotions and expressions, channelise innate negative energies to positive energies, help to begin the process of personality development and positive behaviours, to help them to see their life as a gift and not as a burden.

Children and their families often get opportunities through the life skill sessions and the project take initiative to support the families who are in more distress due to sudden life-threatening illnesses that are diagnosed, demolition of homes by the authorities since they had no proper legal papers etc., A similar programme for parents also are implemented under the Happy Home Project to help the parent to develop new skills that are good for their own progress.









4 IMPORTANCE OF HEALTH AND HYGIENE IN EDUCATION

Supporting Underweight children in the School: The Health and Hygiene is an important area with ***focus to improve*** while students are enrolled in St Catherine of Siena for their academic learning. It takes the vital role in learning, since the child have missed many developmental milestones before they join the school. The migrated families and children from poor backgrounds who stay in the city slums often have poor eating habits that leads into poor growing, thus delay the child development.

St Catherine of Siena initiative 'Fight Against Malnutrition' supports underweight children by providing monthly nutrition kit that includes healthy grocery items. Almost 48% of children fall under the category of underweight children as per the observation of our medical team. So, majority of children experience the behaviour disturbances, learning seems to be a tiring activity and not able to focus in the class rooms since the attention span is limited. Vulnerability to fall sick is much higher that leads into frequent absenteeism.

The health intervention shows that the weight of students is increasing every month. The kit includes the magic ingredients such as jaggery and ground nut. The students are supposed to eat the ladoos made of jaggery and groundnut at home on daily basis. Ingredients such as toor dal, soyabean, poha, cooking oil, tea powder, sugar, salt, chilli powder and turmeric powder etc consists the entire nutrition kits. The cost of the kits are collected by the generous donors who are keen on supporting the Fight Against Malnutrition programme.

Hygiene is the second project that focus to improve the student's academic performance. Many students are affected and infected with skin infections, gastro illnesses since they live in substandard slum backgrounds. The project encourages donors to donate funds or organise in kind the hygiene materials such as soaps (bath and clothes washing), tooth brush, tooth pastes, towels, coconut oil etc.,







Supporting Malnourished children in the Tribal Villages: The Project witnessed the active participation of M/s. Informa Markets India Pvt Ltd volunteers along with the staff of St Catherine. The food and nutrition kits were handed over to the parent of malnourished child on every check-up day at the primary health centre. So, it resulted in active participation of parent and making it an effective health intervention programme for the doctors at Primary Health Centres at Dhasai and Moroshi.

The children who were in the SAM (Severe Acute Malnutrition) category have shown consistent improvement in gaining weight. The data collected shows consistent improvement in gaining the weight from the initial months though there were absenteeism from the child's side in certain months. Though the child was absent during the check-up, resulting in not recording the actual weight gain for the month, our staff made sure that the food and nutrition kit was delivered to the family in their village. This absenteeism could have happened due to postponement of medical check-up by the PHC with hospital or doctor emergencies.

The jaggery and peanut ladoos made the difference in gaining the additional weight for the child and proved as a simple and effective method to deal with malnutrition. The Asha workers made sure that the families are taking responsibility to provide children the jaggery-peanut ladoos, by visiting them and clicking the photos and uploading it in the WhatsApp group which is supervised by the doctors and concerned authorities.

The project will continue in the coming year and plan to include the pregnant women who are already visiting the Primary Health Centre. This can impact greatly in solving the malnutrition cases since the pregnant women also get their health monitored and nutrition provided for every month bringing more humane, pro-life and proactive approach.

Positive Changes impacted through the project

Intervention aimed to bring positive changes in Food/eating habits. A visible change in eating habits of children were seen ie., eating healthy nutritious laddoo or Chikki instead of eating unhealthy stuff.

Children are not left hungry by parent since the nutritious laddoo is available for children when they are hungry.

Eating of junk food is reduced. Low-cost junk food was an alternate used by many poor parents to satisfy the hunger of children.

A sense of responsibility and satisfaction from parent has been reported in making laddoos and Chikkis for children under the supervision of Asha Health worker.

The support helps the family to reduce health related tensions and brought a certain peace and feelings of protection for the family.

The number of malnutrition children and cases in the PHC has dropped and not increased during the period.

5 FROM *VICTIM*ISATION TO PURPOSE DRIVEN *VICTOR*IES

Project Age 22 and Project JO 20+
The generation next education projects

Since most street mothers come from the back ground of child marriage or early marriage as early from 12 year onwards, it is imperative to change the thought process of street mothers to act against child marriage or early marriage of their own daughters. This social problem along with child labour is dealt holistically in the Age 22 Project run by Welfare Society for Destitute Children. By supporting the graduation /professional graduation of girls and boys till the age of 22, we are able to postpone or delay the marriage and child labour which gives girls and boys time to complete their academic goals.

The Project Jo 20+ is a job-oriented training programme for boys and girls that provides opportunity to learn a trade or a course as per their interest. It provides support for the less academics to pick up a good career and focus on their life goals.

The project provides quality education with a human face, introduce cognitive and behavior rehabilitation approach to add character, skills, values and focus on a holistic living approach to bring complete wellness. The key is to create a protective environment in and around of their families and communities with strong family-oriented value system to prevent the street stories repeating. An empowered student can carry the legacy of social responsibility experienced in St Catherine of Siena to others, being a true role model himself/herself. Thus, a bridged new life with values helps them to transform as the real citizens of the one world, one humanity and with one world citizenship, the vision of our founder Father Anthony.

When Intellectualism and charity combine, often do appear a new thought of life with prompt actions. Father of our Nation, Mahatmaji, could see the great changes as an intellectual Father Anthony could achieve during the freedom movement.

In 1946 when having a morning stroll Mahatmaji said to Father Anthony: 'do not restrict yourself to pure intellectualism through writing and lecturing. Combine it with charity and work for the upliftment of the Harijans. Whatever work you do for their all-sided growth and uplift, whether it is in slums or villages, will have my blessings and encouragement.'

The project Age 22 encourages the students to follow Mahatmaji's words to Father Anthony: to mould responsible youth in this modern age! Where space journeys are becoming child's play, it is our challenge to translate the advice of Mahatmaji to Father Anthony who encourages everyone to live the powerful motto: 'For the Freedom of the soul and Welfare of mankind'.

We are grateful to our sponsors who supported the age 22 students with their fees by instituting various visionary scholarships. The Marie Abraham Scholarship for Early Childhood Care and Education, Dr. Allan Saldanha Scholarship, Vikram Kodendera Scholarship, Angel Donor's Fund (those who wanted to be anonymous) have helped the students to focus on their studies.



Lalita Bist benefitted from *The Dr Allan Saldanha Educational Scholarship* for her Bachelor degree in Physiotherapy. She is a shining example as she follows her physiotherapy passion and is in her 3rd year at Nargund College of Physiotherapy at Banglore.



Deepak Rai studied at our Murbad Centre and he got selected for Vikram Kodendera Scholarship. He studies now in 12th standard and looking ahead to do a graduation in Marine Engineering.



Pratiksha Satav is *The Marie Abraham Scholarship for Early Childhood Care and Education* winner and successfully passed from a Shiksha. She is passionate and joins the rural educational activities to promote education.



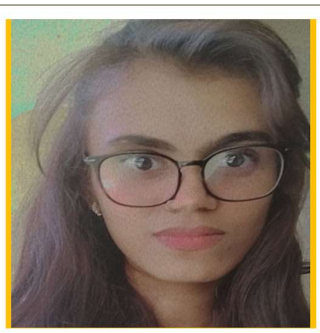
Ganesh Naidu started working in Ferns Ecotel Hotel after successfully passing Hotel Management degree from St. Francis Institute of Hotel Management, Borivali. He is a role model for many aspiring students who benefit the Education Scholarship in Age 22 Project.



Abhishek Bhosle is happy to attend the RR sessions since it helps him be responsible, he says: “RR sessions has helped me by taking my own responsibility by helping and understanding situations and people”. It helped him to act in a mature way, helped him to put himself in the situations to think what is the best that he can do to improve the situation and implement it.



Devi Devendra ‘feels motivated whenever attending RR sessions. There is lot of messages and values that I get when in the session. I explore and understand new things, people and knowledge’. She hopes that it will help her to become a better version of herself! (Devi is a Third Year BMS student)



Muskan Hussain says the RR session helped her to develop her confidence level. She can relate now to life and lifestyle, started maintaining good relationship with people, with family members etc., It brings positive vibes within me. It brought out her inner fears and anxieties and made her a happier person and she says: I am looking forward for more sessions…



Playing football and participating in Mumbai Marathon have made Vijay Naidu a strong person. He says that my strengths are hardworking, self-motivating and I am addicted towards my work. He currently works for Schindler Pvt Ltd and have passed Diploma in Mechanical Engineering. He found the RR sessions more practical and helped him to practice mindfulness meditation. His time management, communication skills, decision making skills made him a better person.’

6 EDUCATION WITH A HUMAN FACE
HAPPY FEET AND HAPPY HOME PROJECTS

Happy Feet and Happy Home projects are key to provide mental and emotional health support for children and their families. As the children often experience the family arguments, fights and abuses at home and subsequently get affected with emotional disturbances, behavioural issues etc., It also affects the learning of children and their overall development.

Normally children live with their family members in a very small rented slum house and some with learning difficulties and special needs. The project accommodates all these needs of children while they are in the institution under the supervision of professional staff.

The mothers who need support are being helped subsequently under the Happy Home project. This is undertaken so that the child gets the needed support from the struggling mother. The struggling mothers are supported with an initial rented home deposit, medical support, monthly rations so that the home is supported from the beginning and to avoid the big crash.

The combination of mother and child support is the magical positive element to bring the much-needed visible and purpose driven changes in the lives of many. It helps to understand and to build up a better bond as the life challenges catches up both the parent and child. Stress, worries, anxieties, uncertainties are discussed in person or groups. Therapy sessions are provided for the needy with professionals. It helps both the supporting parents and students who are getting ready for board exams; those who have got admissions into universities or have completed their education and looking forward to start with fresh jobs with a new beginning.

The projects helps by incorporating social and emotional learning with mental health support and supports to shape up a better and motivated generation who will pursue the life goals and be satisfied with their achievement.









Thank you!!!

We are grateful to everyone who supported our educational projects at this crucial time as we now come out of the socio-psycho-economic impacts by creating a meaningful socio-psycho development, educational upliftment & cultural integration for the marginalised and destitute children. Your crucial support created a sense of happiness among the destitute and marginalised and kept them safe from the dangers of Covid 19 pandemic and the existing social backwardness: creating a new link between the city and poor villages. We place our heartfelt gratitude to everyone including individuals and corporates. Our wholehearted gratitude and special prayers for protection and care be always be there for this noble support!! There are so many people who want to remain unknown and who have made significant contributions in our effort and we thank all of them!!

We thank **M/s. Hamburg Sud India Pvt Limited** for supporting our St Catherine of Siena School which helped in a great way to take challenges and make a visible change in school education for poor and marginalised. This support helped to retain our expert and qualified staff during these trying times and to implement the off line classes as per the rules and regulations. The staff also train the village teachers to make the positive educational changes in tribal villages and in their learning patterns.

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We thank **M/s Informa Markets India Limited** for supporting our tribal/rural educational and malnutrition activities. Setting up of village libraries, supporting the summer camp for senior students, supporting distribution of nutritional kits for malnourished children, providing the educational material for students made a big difference!!

informamarkets

We thank **M/s Sunshinekids intl.** -Mary and Dave Gothi- for the long-term support for all our projects and without your support it would have been impossible to achieve many milestones for the development of children. This is the 21st year of unconditional support which we are blessed with!!!

sunshinekids international

We Thank **Mr Dilprit Sabharwal & Team** in supporting the activities for many years and we are blessed to have your association.

We are also grateful for the Judo and Music classes conducted in the orphanage in the many years!!!

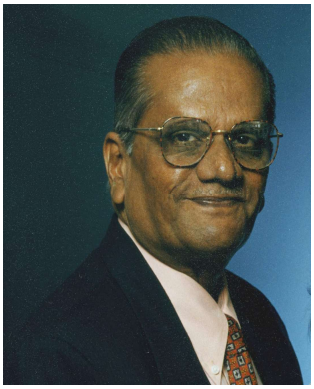


We thank Ms B Gangu Subbayya maam for instituting **The Vikram Kondendera Scholarship** for the students in the orphanage and for her motivation to the children to try their best and put their best in whatever they want to do.

This scholarship is for students who study in the orphanage and from the tribal areas!



We also thank Mr Mario Saldanha and the entire family for instituting **The Dr Allan Saldanha Educational Scholarship** which helped the students to study through the Pandemic without the fear of non-payment of school or college fees and counselling support.



We thank Mr Abraham and the family members for instituting **The Marie Abraham Scholarship for Early Childhood Care and Education.** The Marie Abraham Scholarship for Early Childhood Care and Education (ECCE) aims to provide an opportunity for genuine young students from St Catherine of Siena Orphanage and School to make their entry into the field of education; especially the field of Early Childhood Care and Education. It was always Mrs Marie Abraham's vision that every child in the Early Childhood years would have an ideal teacher who was equipped with appropriate teaching methodology.



Way Forward

Our rehabilitative and action based educational projects are effectively in progress for people who are poor and marginalised: especially, underprivileged and street children, orphans and semi orphans. Our students are supported till the age of 22 so that the educational empowerment become a reality adding quality to their life and providing better opportunities for professional employment. So, we continue to focus on the lives of poor and marginalized people/families and their upliftment.

Through our long-term projects the immediate families too, get involved and benefit from the programmes. ***All project locations and sub locations are active to get the maximum result, bringing prosperity in the lives of people and social communities.*** The social communities that are less represented in the main stream development structure due to their illiterate and poverty tag get a life changing opportunity in the prosperity plan.

Initiatives to uphold values through **'Children/Teen for Peace'** and **'Children/Teen for Planet'** ***will mould a compassion-driven generation that love unconditional peace and committed to protect the planet and the creations in it.*** This can impact the local population immensely while connecting with their inner happiness to preserve.

It is our heartfelt wish to create much stronger bond among our sponsors and supporters: specially ***partnering for creating new opportunities and preserving it.*** Strong and committed partnerships can make the projects exceptionally well to benefit the poor. We encourage everyone to organize visits to our Projects as we celebrate the partnerships to do greater things together!!! As an organization working with destitute, orphans, poor, grass root populations in tribal/rural areas and their life mentoring rehabilitation, partnering with more organisations and Corporate Social Responsibility initiatives are always welcomed!!!

We look forward for an effective and sustainable way of implementation of our projects with God guided consciousness and economics. The latest experiences have provided an ample insight about the potential pandemic/calamities/crisis which can be repeated for over a period of years bringing more vulnerability among the destitute, marginalized and poor. We wait for your inspiration to lift up the spirit of our students and the community towards the task of nation building and creating a humanity with brotherhood of love and progress!! We thank God for His providential presence in all our activities and in the lives of our children, staff, donors, sponsors, well-wishers and supporters. May God bless all!!!

The Leadership Team for the year have been

Ms. Lizelle Pereira (Head Mistress)
Mr. John Fernandes (Maintenance)
Ms. Payal Pamak (Accounts)
Mr Mangesh Kale (Social Worker, Murbad)
Mr. Siby Xavier (Trustee)
Brother Joseph Sebastian (Trustee)
Mr. Charles Dango (Trustee)
Sister Dominic (Trustee)
Mrs. Patricia Furtado Trustee)
Mrs. Sonal Solanki (Member)
Mr. Parag Jamsandekar (Member)

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