

# WELFARE SOCIETY FOR DESTITUTE CHILDREN

# ANNUAL REPORT FOR THE YEAR

# 2023-2024

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**…"There in Mumbai (St Catherine of Siena) you will have a bigger family on whom you can lavish your love and service. As long as we are pilgrims on this planet, God appears to us in so many forms, even as destitute children, whom I began to serve from 1957. In fact, it is not that we serve God, but God is serving Himself through us. We are the hands and feet of the Lord"…**
**-Fr Anthony Elenjimittam**



**FR. ANTHONY ELENJIMITTAM**
**OUR FOUNDER**

**The Larger Education Vision of Welfare Society for Destitute Children focus a) to educate destitute children irrespective of caste, creed and community by providing for them free basic education schools and to promote their social and cultural welfare and to diffuse knowledge among them to be competitive enough to be employable b) The education received in the community has to help students to mould their character and build them into useful, and self-reliant citizens c) It encourages to organize study circles, discussion forums, youth centres and to find ways and means to implement the plans and programmes of actions with a view to benefit the most in need, the poor and destitute children, adolescents, and youths of all communities d) The education provided has to promote harmony and understanding with a view to making humanity a cementing force among children, strengthening of human solidarity and national unity, to overcome linguistic and provincial barriers e) Yoga practices, meditations classes and ethical training to be imparted with a view to restoring health of body and mind to destitute children e) It promotes to introduce the idea of a God guided way of life in the economics, education and social living of our children, members and associates of our society f) Education vision permits to undertake any allied activity which will help to promote the all-sided growth of development, progress and prosperity of the destitute children, their parents, associates and friends of the society.**

## ONE VILLAGE, ONE TEACHER PROJECT

**BACKGROUND: St Catherine of Siena Education Empowerment Project** situated at Ekhlahare village, Murbad, Thane District is an integral part of Welfare Society for Destitute Children. Welfare Society for Destitute Children is a registered trust and society having its registration number F 740 & Bom 9 of 1960 G B B S D. Began by Late Rev Fr Anthony Elenjimittam, a close friend and disciple of Mahatma Gandhi. The trust reaches out through various socio-cultural-educational programmes to its beneficiaries especially underprivileged children ie. Orphans, semi orphans, street children, tribal and rural children and their struggling families.

The Projects are designed with a larger vision not just to reach out underprivileged children from poor village backgrounds etc., who are keen to get admitted in our educational programmes but for those villages which are underprivileged who are keen to move to a privileged set up through its multi-faceted programmes with keen **ownership** interest.

In 2014, activities at Murbad began when Mr Padmakar Baban Fanade donated a piece of land for the educational programmes for village children in his beloved parents' memory. This center is situated at Ekhlahare Village, Malshej Ghats, Murbad, Thane district and many village projects are conducted and supervised by professional social workers and staff at the center.

"India lives in its villages"

Mahatma Gandhi -Father of Nation

## IMPORTANCE OF THE PROJECT

**We operate this center in the remotest area, away from the limelight of cities and towns, so that the children of village community benefit your support in the form of:**

a) Quality Education in Tribal and Sem- tribal Villages,

b) Scholarships for Higher Education for orphans and semi orphans,

c) Summer Camps for Personality and Skill Development,

d) Life Skill Education with Sports and Recreation,

e) Action-based Initiatives to Fight Against Malnutrition and Related Health Issues for Children,

f) Supporting the Pregnant Women Who Are Underweight and Anemic,

g) Special Food Drives to Provide Provision during the Monsoons etc .,

Murbad Taluka located 110 km away from Mumbai with its majestic landscapes and hilly areas nestle many hamlets to its 2 to 2.5 lakhs of population and majority are tribal population. The taluk has 206 Gram panchayats. Higher employment for its educated class is a complex task hence majority (educated or not) get involved in the primary occupation of agriculture and sheep rearing. Most tribal villagers are agricultural laborers and marginal daily wage workers and go out to nearest village market center only for extreme medical needs or emergencies, festival or ceremony related shopping once in a while. Few of them attend the weekly Bazar where the agricultural produce is sold locally and the remaining bulk products are sold to whole sale agents who provide them with basic farming requirement of seed, manure etc. It is very important to reach out to places and remote villages where less or no active action-based programmes are conducted and Welfare Society for Destitute Children always look for the areas or villages where it needed the most.

Special Emphasis is given to children from below category:

- Semi orphans and orphans
- Children of Handicapped Parents
- Children of Severely Sick Parents
- Children of mentally ill parents
- Children of missing parents
- Tribal students
- Children whose Parents works in Brick Kilns



One Village, One Teacher (OVOT) is one of the key projects to improve local education facilities in villages. We support students with a local teacher from grade 1 to 10 in 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. Students who enroll in OVOT are given Scholarships from 11$^{th}$ standard onwards so that further studies are continued till college graduation. This helps children to focus on their education and to become confident to appear for government competitive exams, making them employable.

At present we have over 750 students in 19 OVOT Centres in 9 villages and each village activities are supervised by Village Head (Sarpanch) Assistant Village Head (Upsarpanch) Police Authorised Member from village (Police Patil) and our professional Social Worker and staff from the organisation.

Professional Trainers are provided to support village teachers to raise educational standards of children. Mentors and Trustees regularly visit the villages to assess and interact. This programme is accepted by the village students very well. We expect OVOT project to make impact in a) stopping study/school dropout, b) stop child labour, c) reduce malnutrition and d) stop early marriages so that the students are occupied with learning and self-development activities till the age of 22. Recently the Government of India through the law -Minimum Legal Age for Women-passed on 15$^{th}$ December 2021 brought the marriageable age of girls till the age of 21 so that the girls become a part of quality education and quality living. This can give more visibility to the campaigns like beti bachao, beti padao!!!











**Though the online school system is widely used and useful for children in cities, towns and urban villages etc., the hilly areas often had network issues and the online classes did not pick its momentum in hilly areas. Our initiative made a significant impact to have its own study circles under the 'One Village, One Teacher' programme. We recruit a local teacher from the village so that children can revise their lessons and focus on their learning. Covid 19 impact have made children to feel the loss of quality time at school and most of them want the school to be re-opened but have no idea when the schools were going to resume with regular classes. Now, we have nine villages implementing the 'One Village, One Teacher' for their own children. The main activities are supervised by our expert staff who work tirelessly from our Ekhlahare Center, which also is the training center for village teachers.**

**The programme model includes Village Head (Sarpanch), Assistant Head (Upsarpanch), Police Patil, and teachers from the village as key local members and Social Workers, Supervisors, Mentors and Trainers are provided by Welfare Society for Destitute Children to make its impact seen and fruitful. Regular visits and meetings are conducted by the Social Worker and Supervisors in the presence of village head to make sure that education get more priority.**

**Mentors visit every month or alternate months to check the progress of the children. Their attendance is checked by the Mentors to select regular students who are given money support for groceries (nutritional needs) and the money is transferred to their respective bank accounts. This keeps the regular students motivated and others like irregular students and the drop outs are traced and an effort is made to bring them back to daily classes. Mentors also visit the village and the village head to discuss the root problems that causes the irregular attendance and drop out.**











**Trainers are invited to conduct monthly skill building activities for the teachers. Trainers are professionals who are graduated to make meaningful impact in the areas of rehabilitative education where they can use their professional methods. We provide opportunities for staff from our other projects and for our own students who have become now qualified professionals in this area. Training to use 'good; English is given to village teachers in initial stage by the trainers since usage of good English was a prime concern among the villagers. They believe the usage of good English language will provide them with better chances in securing better jobs in the society.**

**The idea of One Village and One Teacher is 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 the facilities which the main stream education provides. We work on the natural intelligence of children and teachers which can be sourced from the village itself. Since to get qualified teachers to the distant villages remained a big task, the teachers are selected from the villages itself and adequate training is given to teachers to bring the quality in learning. This is an afterschool programme to achieve two main goals a) To improve the education of students and give them new and upgraded opportunities to study b) Provide support to study till the Age of 22 till college graduation or above for better employment opportunities. Thus, preparing students to be confident to appear for Government competitive exams and selections.**









.....Many studies and researches found that before attaining the marriageable age of 18 years, 27% of women get married in India. The 18 years limit for marriage was set in 1978 by the Indian Government by amending the Sarda Act of 1929 in which the marriageable age was 14 years for girls. Even after many years of passing and implementing the law, the illegal and early marriages were in full swing in India and this had many correlations, hence a panel was constituted to study 'the correlation of age of marriage and motherhood with health', 'medical wellbeing and nutrition of mother and child during pregnancy', 'assessing infant mortality rate', 'maternal mortality rate' etc., The common causes for early marriages were seen as deep-rooted gender inequality, regressive social norms, financial insecurity, lack of quality education and employment opportunities etc., The opportunities for higher education among women were comparatively less compared to the urban population.....

**The primary beneficiaries in this project are children from grade 1 to 10 standard who are keen to continue the education. Since teachers also are selected from the village, it gave employment opportunities for them. Though the project aims to provide one teacher for one village, considering the response we got initially the number of teachers has gone up to three teachers per village instead of one. Teachers are selected by village authorities who are married and settled in the village. Minimum qualification is graduation for higher classes and 12th standard for lower classes with linguistic skills in local, national and international languages (Marathi, Hindi, English). Children are welcomed irrespective of their backgrounds to learn and educational materials for students and teachers are provided so that everyone gets the same.**

**Daily activities are supervised by the Social Worker and the minimum two hours of class in a day is conducted compulsorily from Monday to Saturday. A time table is prepared and daily attendance is taken. The regular students get encouragement by way of grocery money deposited in their/parents accounts. This is to motivate the irregular students to frequent more to classes. Each class is permitted to have minimum 15 to Maximum 30 students. Every month tests and activities are conducted by teachers to assess the progress and two tests are conducted to assess the over whole progress. To have access to new learning opportunities, the teachers are provided with a laptop and a Wi-Fi connection. So, the new subjects like information technology are introduced efficiently with a better Wi-Fi connection. Internet connectivity in the hilly areas is always a big challenge to manage and the project support teachers to have a better connectivity.**

**The skill building workshop follow ups also are conducted by online as well as offline. This will equip teachers to deal with various learning styles among the village children and also to have a standard quality in the One Village One Teacher project. Football is introduced to students as a recreational activity so that the activity helps them to bond as a team who will work together.**

**We believe this initiative can bring positive impacts in the lives of many children who are not going to school due to various reasons: a) involved in daily earning b) Parents not willing to send them to school c) repeated failures d) unwilling adolescent life e) nobody to work at home f) medical or health related issues etc.,**

**"…..Here I was in the village of Bhaskar** (a former Marathi teacher who worked with Fr Anthony Elenjimittam) **to embark upon a new adventure, a rural school that was put up in three days on a plot and with the materials donated by the villagers themselves for the exclusive benefit of that Tigripada Village (80 miles from Bombay). Those far-off villages had no drinking water, no decent houses. What was more painful for me to see was that their children grew up with no schooling. As most of the villagers were peasants and farmers, their children from their early age of teens would start working in the villages and grow up in the footsteps of their parents and great-grant parents…"**

(from **'Cosmic Ecumenism'** an Autobiography of Fr Anthony Elenjimittam, our founder, years 1960-1982)

## THE BRICK IN THE WALL & SUPPORTING THE CHILDREN IN THE BRICK KILNS

An active programme is initiated by the field staff to address the malnutritional and other health issues of children and their education who stays in the neighbourhood brick Kilns. A total of 5 to 6 brick Kilns are functional in the neighbourhood and over 50 children from the age of 1 to 15 reside in these brick Kilns alongwith their parents. Since the families are migrant workers from other villages, they bring their children along with them thus children miss their valuable school education in their own villages. Activities a) to provide grocery kits to children to prevent poverty and malnourishment, b) providing clean clothes and c) engaging bigger children in educational activities at brick Kilns are initiated to address the issues immediately. The location of brick Kilns are in the area of Tokowade and Dhasai area in Murbad Taluka.

The brick Kiln families usually go to their villages during the monsoon time so that they get daily wage work in the agricultural fields. Their primary occupation is farming during monsoons. From the month of June to September, they stay and work in their own villages. Once the monsoon stops, the family return to brick Kilns to continue with their jobs. The brick Kilns usually operates from October to May and are not operational during monsoons.

Additionally, we provide financial support for students who are not in OVOT project including children from Brick Kiln. A field staff supervises the progress of children since the dropout rate can be high. The students come from poor and low-income families and few of them are semi orphans. This project works on a need basis and not on a long-term basis.









All over the world the brick kiln industry evolved with modern machineries reducing the manual labour involved and abolishing bonded labour. However, majority of developing and under developed countries still follow the old-fashioned manual labour in brick kilns and with a substandard or very poor living conditions.

Labourers are migrants from tribal communities who depend on agriculture and construction sectors for jobs. While monsoon season provide jobs in fields, the remaining months one has to leave the village in search of a better job in construction sector. One can work as construction worker in realty sector, get engaged in road constructions, canal constructions, work in brick kilns, sell various articles in traffic junctions, work in rice or sugar mills and can sleep in slums and streets.

Most of them live in their village huts. They dream a better income for the family as a cause for migration: to pay off debts, to help in their sibling's marriages, to pay for the ill family member's treatment etc., Many studies show more than 10% migration happens in this particular tribes and the migrations are intra-state or inter-state. The unexpected droughts, loss of jobs, success stories from cities or developed areas which provides better wage and regular work, unending poverty in villages etc., trigger this exodus.

This exodus is not easy and safe. While some are fortunate to have access to better facilities ie basic health services, education and livelihood in migration, many end up with problems: shortage of money, no proper living facilities and live on streets, more work and less wage, delayed payments for work, objection from local population etc., At the same time, they become victims of deadly diseases like tuberculosis, cancer, leprosy, Asthma etc and become vulnerable to antisocial elements. Begging, child labour, human trafficking, alcohol and drug addiction are common while one is in their dream land of migration.

We hope our initiative with Brick Kiln Children will provide safety in migration with better access to basic health services, addressing and preventing malnutrition, providing informal and formal education, improving the clothing, coordination with their original village authorities, introduce farming activities on rented land etc., so that the parent can save money and other valuable resources for better safety and security for food, clothing and shelter and education.












# MALNUTRITION & HEALTH

Issues related to Malnutrition is addressed in the villages where OVOT is functional. This is done on a request basis from the Village Head (Sarpanch) so that the programme become effective and successful. The involvement of key resource persons from village Primay health center like doctors and Asha health workers, Anganwadi staff along with village head ensured. Our Social Worker and staff monitor that all procedures are followed as per the doctor's suggestion. Every month Asha worker keeps a follow up of malnourished children in the village and record it. The additional nutritional and food items are provided as per the list and we provide the provision kit for the entire family and not just for the malnourished child. The number of family members can vary from 7 including children to 15 members per family. During this First phase follow up sessions, the great changes are seen: dropping the number of malnutrition cases from 20 malnutrition cases to 2 cases within a span of 3 months.

During the second phase we visit and check the reported malnutrition cases so that the children remain healthy and parameters of child development checked. The child can be physically examined by the doctor so that child's health progress is maintained well and child development is satisfactory. The follow up is taken ahead as per the doctors advise in case special attention is needed with the consent and support of the family. This has been a great comfort for the families specially in tribal areas for whom the primary health centers are very far and travelling is difficult. In this phase, doctors check the children at the primary health center and transportation to hospital and back are organised along with a healthy snack. Subsequently, check up in villages also to be conducted as per the doctor's advice.

Mother's involvement is important in this programme so that the health of mother and child become the focus area. 'Food, health and care' become the over whole focus area in this interaction. So that the mothers are aware about these three focused areas. We are making an effort a) to make 'sufficient' food in the malnourished families to prevent further malnutrition cases b) to create access to the existing health care system to bring quality health services for mother and child c) to create care related awareness programme within the local community and gram panchayat with the support of PHC and Sarpanch.

It is very important to educate the villages about the better usage of water, sanitisation and hygiene for the good future of their own children and to bring an ownership in continuing these activities.









## WOMEN EMPOWERMENT

**A) Support for poor tribal/village pregnant mothers: Supporting poor pregnant mothers with delivery kits is carried out through two Primary Health Centers at Dhasai and Mhasa. Over 200 delivery kits are distributed so far. Pregnant tribal mothers who often seems malnourished were provided a full baby kit to compensate the poor financial status. Even financial loss in the family due to Covid 19 pandemic affected the well-being of the new born. Most children are born as malnourished; hence the baby kit distribution was carried out at the local primary health center under doctor's supervision. To fight malnutrition, a grocery kit for the entire family is provided instead of providing food for one person. Additionally, Medical gloves, sanitisers, Dettol bottles, masks were distributed in the villages to make sure the villagers especially women and children are felt cared and protected.**

**B) Widows who can sew are given mask making jobs so that they also earn from their work.**

**C) Other areas which will be focused is to Introduce women empowerment through sustainable farming. Activities to Introduce Saving Schemes to be financially independent is introduced in this initial stage with the consultation of Police Patil.**







## LIFE SKILLS AND RE-CREATION

Life skill education provide opportunity for both boys and girls for the development of physical, mental, emotional, social, and psychological skills that are required to deal with the demands and challenges of everyday life. It includes the application of life skills in everyday life in connection with cultural, linguistic and social factors. Adolescents are vulnerable since the pressure is high on them, take up risky behaviour and end up as the victims of exploitation in the form of child labour, child marriages and human trafficking.





Adolescence is a transition period of development and adolescents are considered as an intelligent and productive member of the family, community and society. If one does not become a productive member, then they become unproductive, less motivated and less confident. This can lead into NOT utilising their real skills and capabilities, not showing interest in studies and related social activities: thus, get engaged in anti-social activities. There is a great need for students in rural and tribal areas to have effective strategies to make decisions for a better life. We hope that our efforts to create a better platform through a combination of LifeSkills education with sports and arts can bring great change in the quality of life in tribal and rural villages.

A good life skill education can bring better basic education, gender equality, democracy, good citizenship, child care and protection, quality of life, the promotion of peace etc., It can help the participants to deal with conflicts that cannot be resolved, solving problems, making and keeping friends/relationships, co-operation, self-awareness, creative thinking, decision making, critical thinking, dealing with stress, negotiation, clarity on values, empathy, dealing with emotions, assertiveness, active listening, respect, tolerance, trust, sharing, sympathy, compassion, self-esteem etc to name a few. (from WHO LifeSkills 1999)

Along with the Life skills sessions, regular Football and Dance sessions are planned so that the adolescents get a safe space to come together and practice socio-psycho skills under super vision of professional staff in a common platform.

This combination of life skills education with football and dance has to bring ***competitive will*** among the adolescent students to get ready for the competitive educational and career exams such as JEE, NEET, UPSC, MPSC etc., as per the strategy in One Village, One Teacher.

**(Life skills are abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life. WHO 1993)**











## ST CATHERINE OF SIENA SCHOOL FOR DESTITUTE CHILDREN AND ACTIVITIES

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 1000 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. As we write this report, the impact of Covid 19 continues to affect our projects and children though the socio-economic-cultural scenes have changed after the lockdown.

The school resumed completely offline and filled with the regular cheers, noises and sounding bells as we stopped the online classes. Since the lockdown, the teachers were using hybrid mode of teaching ie., online and offline. Online classes were given to the day scholar students and offline classes for students who stayed in the orphanage which is adjacent to the school. While the students from the orphanage were lucky to have face to face learning in the class room, day scholar students were provided mobile data (mobiles were provided in the previous year to children to attend online classes) so that regular attendance was maintained. From the permitted 3 hours classes, the classes were conducted daily by class teachers. Challenges like not attending the regular classes were reported and the attendance of children kept improving after the regular meetings. Throughout the year the school had 75% regular attendance.

**CURRICULUM & TEACHER EFFECTIVENESS**: 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. CSR initiatives of M/s Hamburg Sud India Pvt Ltd, M/s Informa Markets India Pvt Ltd, M/s Sunshinekidsintl and local/international individual 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. Normally, students of underprivileged backgrounds express their negative feeling towards the school system since the access to the regular school is comparatively difficult due to their financial status or they have come to the city through intra-state or interstate migration.











St Catherine and all its projects accept children who are rejected by the mainstream schools and welcome them. The children from the adjacent orphanage also attend school and they come from orphan, semi-orphan and street back grounds. Quality and free education encourage the students to attend school regularly, free of troubles and eventually stops them from dropping out or stop performing below par from their personal capacities. It boosts confidence and makes students proud to benefit from the fruits of education.

**ALTERNATE CURRICULUM:** The introduction of alternate and innovative curriculum like LEAD helps to boost the learning experience of students, making it easier. The school introduces LEAD Curriculum to students free of charges since this initiative is supported by M/s. Merck Family Foundation through the altruistic efforts of Ms Nicole Gorman. It is her passionate involvement and close observation on students and their different learning skills that had resulted in introducing the curriculum and its funding.

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.

Various platforms like Student Led Conference are a feature used frequently during online learning of children. It provides an opportunity to student to explain in front of the whole class the terms and concepts which he/she learnt and understood during the online class. The teachers did their best to help and support the student in the presentation and boosted the student's confidence. The presentation is done through small videos and helped students to prepare for the classes during the times of covid 19 pandemic in a great way.

The teachers are trained to use the curriculum efficiently and frequent workshops are conducted. A tab with ready-made resources helps the teacher to deliver the content and concept in a right way. The parents can track the student's progress on the Parent's App and the academic performance is measured throughout the year. It helps the school to reinforce its belief in conceptual learning and promotion of man-making education.












As we try our best to effectively implement the man making education: all our education projects are aiming to promote the concepts of peace, planet, partnership, people and prosperity in our whole education system through various action-based programmes. The Eco Warrior day activity 'Bandstand Beach Clean Up' at Bandra, was an initiative of Ms Patricia Furtado to create impressions of love and compassion among the younger minds: children and youth. The drive helped to remove tonnes of waste from the beach as the group cared through their actions, to protect planet earth!! We aim to carry out such activities in exploring more avenues in this coming year too!!!



**ALTERNATE SCHOOLS--PRATHAM OPEN SCHOOL & NATIONAL INSTITUTE OF OPEN SCHOOLING**: 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.



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 students who stay in the adjacent orphanage 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 8$^{th}$ 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.





# THANK YOU!!!

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 wants to remain unknown and made a significant contribution in our effort and we thank all of them!!

- ✓ We thank **M/s. Informa Markets India Pvt ltd** for supporting educational activities by visits and training by the staff.
- ✓ We thank **M/s Sunshinekidsintl and Mary & Dave Gothi** for their altruistic support for the last 19 years to promote good education that provide better employment opportunities.
- ✓ We thank **M/s Music Broadcast Limited & Radio City** for their continued support to improve the health and nutrition of students in the education programmes.
- ✓ We also thank **M/s Bee Living and Ms Katja Perotto** for supporting the village educational programme which helped us to keep professional staff ie Social Workers and Trainers to supervise and execute the various projects.
- ✓ We thank **Arigatou International** for supporting the Eco Warrior project towards environmental education.
- ✓ We thank **Vulica Shipping Company Ltd** for supporting the education and malnutrition programs.

# Way Forward

As the project has produced many results in the field of education and higher education, counselling and career guidance, eradication of poverty through malnutrition and health projects, with support programmes for Brick Kiln kids, providing shelter and education to children who are semi orphans etc., it is imperative to continue the project to make the impact seen and multiplied. Your support can bring more changes and to impact the other neighbourhood villages in the rural areas as well as in the city landscape. There are many villages who are ready to welcome the programmes in their villages and we have to keep it on hold till we get more resources and financial support to bring the feeling of completion, fulfilling the requirements, and creating success in their humble efforts. We request more people, corporates and word of mouth messengers to support and spread this good news, so that many benefits from the effort.

One of the emerging missions is to help the villages to **come out of the underprivileged village tag** when compared to the neighbourhood villages. Creation of clear database consisting of Baseline Data about both tribal and non-tribal villages will be in focus. Total population, number of wadis or hamlets, access to Schools, Private hospitals, Primary health center (PHC), Anganwadis etc., will be covered in this baseline data.

At the same time, it is imperative to focus on the below points:

***A) Invest to train a pool of local people (both male/female) in theory and applied work to effectively manage with both the current and emerging challenges. This can help in better data collection, collation, analysis, dissemination for better implementation, locally.***

***B) Invest to train the staff (both male/female) to undertake, monitor and evaluate the programme through short/long term programmes.***

***C) To create a pool of trainers (both male and female) and to develop training material in consultation with academicians, researchers, professional from universities, corporates, funding agencies etc.***

We truly hope that this will lay the foundation to bring necessary confidence and change in taking 'ownership' among villagers in the development of 'underprivileged villages'--the people, the prosperity, the peace, the partnership and the wellbeing of our mother earth—by co-working with village heads, assistant village heads, police patil and various populations living in the village!!!

-End-