

2011

SANNIHITA

Center for Women and Girl Children Society

In search of

Sustainable shelter

Acquiring security

Self-reflections

Education promotion



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SOWJANYA KOTTE (Home Manager)

I have been working in the Home since one and half years. Total strength of the Home is 54 and a team of 7 members is maintaining the Home.

My Responsibilities:

What it means to me of maintaining and managing the Home: and maintaining Keeping track of financial requirements and Expenditures of the Home.

1. Producing indents to the Organization Management for the monthly expenditures of the Home.
2. Submitting the accounts to the Top management showing all the amounts spent for the Home on monthly basis.
3. Maintenance of 32 registers for the Home which represent the functioning of Home in all means.
4. Taking good care of the Education and Health of the Home children.
5. Keeping track of the requirements at Home – Provisions, Vegetables, Gas etc. - and purchasing as and when required for the Home.
6. Communicating with Guardians regularly.
7. Taking care of scheduling and arrangements for every activity / program conducted at Home.
8. Managing the Team so as to keep everyone provides their best efforts in their duties.
9. Keeping children focused in every activity conducted at Home and providing a good recognition for the home and the Children.
10. Representing Home as and when required at conferences or meetings.

Children Education:

1. Taking care of the requirements of teachers and students – books and stationary.
2. Maintaining a feedback register so as to keep track of the improvements needed.
3. As per the guidance from the management, planning and working with teachers for better improvements in education
4. Supervising the teachers for better education to the children.

Health:

1. Maintain First-Aid kit at the Home.
2. Children are given medicines immediately for regular illnesses like fever and were taken to doctor's consultation if complicated.
3. Keeping the home premises clean and tidy and providing healthy diet for the children every day.
4. Supervising Home mothers in providing better care for the children.

Concerns in maintaining Home &Home children:

1. The children identified by the team and brought to Home and are prepared for a better living. But soon their guardians, who never consider the children before, will come and force the Home team to leave the children. It is a very tedious job to convince them that it is in the best interest of their children only the Home is running.

2. Most of the Guardians won't listen in the initial stages and take their children back to their place and return them after a month or so. It will spoil the rhythm of the child at Home and he/she will be back to their initial days at Home.
3. Also, sometimes the children runaway from Homes as they feel like restricted when compared their previous life in the initial days at Home. It is very much to keep good care and watch new entrants of the Home for the first few days.
4. Maintaining the registers of the Home is a very crucial and tedious job.
5. One of the main problems in the Home is the Toilets. As the maintenance in school premises is weak and it almost troubles with overflow and improper drainages.



Figure 1: Sowjanya with the children at Home

SINGA RANI (Management coordinator)

Responsibilities:

1. Supervising the Home team (Home staff members) and the requirements at Home as a whole.
2. Responsible for the smooth functioning of the Homes coordinating between the Management and the Home staff.

3. Controlling Staff activities towards better productivity at Homes and smooth running of Home.
4. Taking regular feedbacks from the staff and Children towards better improvements.
5. Organizing regular checks and providing necessary items for the Home at appropriate times.
6. Updating the issues and functioning of the Homes to the Management regularly.
7. Meeting with the Funding agencies and relevant government organizations as and when required for betterment of Homes.
8. Active participation in planning and organizing activities and programs devised by the management at Homes and preparing the children for cultural activities and other program at functions organized by the Homes or by the network originations outside Homes.
9. Represents Management in certain meetings conducted by the local communities or the Network organizations and also with the Visitors in certain circumstances.

Concerns:

1. It is difficult to handle Home staff in certain occasions especially when they want permission for more days and the management is unable to depute others for the time being.
2. Health of the some of the Children is a concern as they are vulnerable.
3. Handling of parents and guardians in certain incidents is difficult as they don't want to keep their children due to their personal issues and for that they blame the management and staff.
4. Handling Home issues is not so easy as the staff pressures for the requirements irrespective of the feasibility at that particular moment



Figure 2: Rani with children

PRASHANTHI KONDUBATLA (Education and Documentation coordinator)

I am Prashanthi working with Sannihita for past two years. I was less aware of the concepts and concerns of the organization or an NGO. But as my journey progressed, I learnt a lot about the organization, its functioning as well as the need of this organization to the society. I was among the first few members of the organization as Usha madam and Krishnaveni madam are the only persons other than me working for the organization. On July 7th 2009, our first Home with 7 children, escorted by home mother Meena and Ellagoud as the security person was started at the Office premises itself.

In the initial stages, I was very confused with my responsibilities as I didn't have a understanding of the purpose of the Home and what my role in it. But I used to come to the office by 9:30 in the morning. Usha madam used to call me to explain my work for the day and she used to explain every minor detail in doing the work. But as I lack the conceptual thinking in the field, my performance is not to the mark as expected by Usha madam. I tried very hard every time but couldn't able to match her expectations. As the progressed, I learnt a lot from my mistakes and rectified many of them. As the Home progressed, we shifted the children to Bollaram Home. I remember that day when the children, Krishnaveni madam and myself along with the belongings in the mid-summer heat. There I got an idea to have some photographs and as the Home doesn't have a camera, I photographed through my cell phone camera, and brought the Homes' first newsletter with those photos.

During my initial days in the organization, Usha madam used to say that Krishnaveni madam is most experienced in the field of NGO and well educated. But she never expressed herself with me in that regard and never tried to educate me in these issues. I myself learnt while working and dealing different issues. I think if Krishnaveni madam shared her experiences and guided me in those days like what I did with Sowjanya, Rani, Sada and sujatha in my later days, I should have improved a lot in the early stage itself. I am saying it not to comment or complain but to stress the need to support and guide the new joiners in the organization so as to make them shine quickly and improve the quality in work. Sometimes I felt that we could have done a work in a better way than what we did. Sometimes, I am not satisfied with the way they did their work. On 15th of August, Sowjanya joined the organization. Every day in the morning from 09:15 to 12:30, I used to teach her writing various registers for the Home. In the afternoon session, we sit with the children for a discussion in order to take feedback from them. This helped me a lot in preparing the first and second newsletter for the Home. But in the later period I am unable spend much time in newsletter preparation due to family and health constraints. Usha madam, Rani and the team are undertaken the issue.

I always felt that I am engaged with lot of work. Though I tried hard to complete them, I was left with some more. All these works are of priority and none can be avoided. But with Rani, I was relieved of some of these bindings as she is taking care of much of this work. Though she spent much her days at Sannihita learning, now she is able to take care of these things herself. I think she can be a perfect management coordinator if she can improve in some key aspects. Sowjanya is a nice girl and tries to show improvement and has zeal to learn. She improved herself a lot in the organization. She always attempt to do something better for the children at Home. Parvathi has a good attitude and conceptual knowledge. She is very much patient with the children and shows no signs of frustration while dealing them.

As per my observation, all the staff worked and working for the Home, may be home mothers till security guards, are all of a good nature. Though, in some instances, have clash of ideas, it was overcome by the regulations set by the Home rules. I believe that the team can make Sannihita Home a model home for everyone. My association with children is more than 10 years. I worked as a school teacher. There, in regular schools, the process will be in disciplined way. Students attend the class room, listens to what teacher says and then raise any doubts. It's a structured pattern. But here at Home, the psychology of the children is different. Every child has sad history behind her. The misery of their life influences their psychic growth. Sometimes I feel like doing good deeds for the children at the same time I feels very much sad for the conditions they were in before. But one thing remains us focused and it is the support Sannihita is giving them and assuring them of a bright future alongside the regular school children.

My responsibilities at Sannihita:

- Dealing with the Teachers
- Stay in touch with the children
- Education for the children
- Preparing case studies
- Registers
- Providing amenities for the children
- Supporting Mobilizers in special occasions
- Dealing with SSA office issues
- Coordinating with the government organizations
- Identifying the schools
- Team-training
- Meetings
- News letters
- Contact with the parents
- Convincing the team
- Organizing programs at Home
- Planning for outings
- Supervising the construction works if any
- Needs for logistics



Figure 3: Prashanti playing with the children

K. PARVATHI (Teacher)

Responsibilities:

1. Teaching the Home children according to their class of study.
2. Creating interest into education through good examples and social awareness
3. Explaining the life stories of great people and the moral values to be understood from their lives
4. Generating focus towards education through customizing the study material with good examples and charts.
5. Generating good relations between the children in and outside the class rooms and influencing them to be like a group.

Concerns:

1. Students doesn't focus much on studies though they are active in other activities
2. Some parents take their children to their native homes for months together which hampers their education.
3. In class room some of the students never maintain their books and pencils provided by the staff of the Home. They lose their belongings and cry for them later. It is very difficult to control them and to provide the stationary items every day.



Figure 4: Parvathi participating in running race during outing

JOY (Accountant)

What I understood about my work:

I joined in Sannihita 2009. When the homes project started a sudden increase of work made me feel very afraid of the responsibility. I started learning a lot of things like finding solutions to the problems. I wanted to learn things very fast, and there is lot more to learn. I wanted to do things independently. But I could not do. When joined the project initially the management team, Krishnaveni, Prashanti and usha madam were in troubles because of the health, and personal loss of people in their families. In these three months I used to do a lot of journey had to be very mobile in the process of finishing the target.

I used to do all the work with the guidance of the madam. Before this I had no Knowledge of the accounts work that is relating to this kind of project. I had learnt this work because of the guidance of the madam, she used to sit beside me and made me do every inch of works like – a) responsibility, facing problems when taking some responsibilities, and being accountable to the money transactions, bills vouchers, journals, payments, accounting, budgeting. These are my regular duties. Apart from this I used to involve myself in the work of the home team, like mobilization, counseling, going to hospitals, attending outings, playing with the children, purchasing, quotations etc.,

All this work mean working for the children deprived, helpless and those who need our helping hands. I have been looking for the similar work in my past. I had an ambition of working in a social organization, which involves services to the children. I got this rear opportunity, through the organization Sannihita. That is why when I go to our rainbow homes; I spend more time with the children. While doing this I tried find out unsaid words of the children. They also trust me and listen to my words. They like to share with me and listen to me with interest. I could find this from their reactions. I also do counseling, ask them to think about their future, suggest them to take the opportunity and turn the same for their own benefit. I always tell them that they will grow into a good and efficient human beings only when they use this opportunity. I don't mind spending lot of time with them. i check registers, visitors, stock, cash etc., I speak to them to get the feedback about the things that they need, and things that were accessible to them, so that I can share my role of accountability towards the support money with the management of my organization. I learnt many things about the way how the projects of sannihita run. It's a good opportunity for me as I could increase my knowledge in dealing many issues, works, of various projects of Sannihita.

I understood the importance of knowing about the rights and accessing them as a woman. I came to know the concept of gender equality through the programs that take place in my organization. This organization encourages me to improve my skills. I am learning to live with the differences, and people with different opinions but understanding the role and responsibility and keep it going.

I wanted to run away from this program many times as I am unable to spend my time in the family, and also the amount of time that we need to put into this project as it is dealing with children. A mistake can spoil the life of a child. Any small mistake in the figure may create problems to the organization. Lack of understanding and knowledge of such accounts may create trouble to the project. Thinking this and practicing to live in alertness make me feel stressful. But I have an attitude of coping up with the stress by trying to do the work on time.

I enjoy this work and I am still trying to learn many more things and waiting for new challenges in the future to give our rainbow home children a peaceful, secured sheltered life.



Figure 5: Joy discussing Home issues

USHA RANI VONGUR

Dear friends, Well-wishers, facilitators, donors, and volunteers, let me tell you....

The rainbow home cannot run by one person not even by few people but it needs lots of hands, hearts, thoughts, views, reviews and support with understanding. This is beyond to the help of cash and kind. But they both mean also a lot to the children. Without the basic support we cannot help the children grow in peace. But we still have to do it as a mission. This is like a *yagnam*. The amount of time that goes into this work is countless, at the end of the day we still have to do so many things to be finished, and many more things need to be started. But surprisingly I never feel tired of thinking, discussing, or explaining. This work means wisdom. That means understanding the human beings, nature of the children, interpersonal relationships, and emotional, human values. It means dealing with the sexuality of the team members, which is never discussed, sexual orientation of the girls who never open up. I have to make all the platforms lay for the children. All our team members did the journey with boldness following me confidently smiling from my behind, giving me strength. It's every day's struggle, but its every day's pleasure. It's every day's work. Many a times it is also a diversion from my own problems and it many a times is a rest to me. This means forgetting Thy to me. I say it now this way because the children's work helped me to forget my sorrow, my mourning time as I lost my beloved sister. She died in October, and then I thought for a moment that I cannot work anymore, as I have to take care of my parents, and children of the sister. But I realized it's not same working for them with the working for our children in the rainbow home. There is lot of difference. So I tried to pull my energies and started coming to the routine. The network team and my staff gave me lots of solidarity in this period.

In the past months we have done lot of work, we can proudly say that, especially the struggle about the changing of the home. Dealing with the team, health issues of the children, making them regular to the school etc., were few things that were focused upon. Especially these days I started thinking more on the systems that can be created for each problem that can occur. I always want the team to do their work smoothly without any struggle. The rules and structure in the home are many a time not followed by the team and they say hundred and ten things to me and all that sound very much genuine to me. When it comes to emotions values, human values the rules should not become an obstacle. If I ask that why certain things did not happen on time, then they say that because of the rule that children should be there when purchasing something and should be with the committee. So they say what if none of them available?

So I have to tell them that rule should not stop the work, but without plan, or systems work will not be done in a transparent and planning manner.

I wanted to say something about the non-negotiable here that is a like a policy. I want you to understand that working for the children, within the homes, obliging to the non-negotiable like never beat the children, never ask them to leave the home, and never punish them and abuse them about the food. Our teams never do break the last two negotiable. About the beating the children they don't do it with anger but confess to me that they give them on their bums and with a very slowly.

The important thing in this issue is whether we are trying to make these non-negotiable working in the home and within our conscious. It is important also here which we have to note and also understand that the team and children should believe that they should not do not because that madams will shout, or they get some punishments, or scolding's but they should believe in their hearts that it is not ethical, it is not correct, it should not be that way. What is it that one should do to make the caretakers of the children, begin to believe that the children should not be abused in the home as they are innocent, and dependent on the team? These children come to us in a shape where they carry many scars in their experiences of the small life that they lived, with facing lot of abuse. The abuse is not only because of the behavior of the elders around them, it is also the abusive society that was visible to them. Building of this understanding is very important with elder team members, and elder girls in the home.

In these past days I am also thinking about the team and their personal time. They are working in the homes and they always have to be alert. So team when expressed their feelings, about their stress, I told them that they can think about planning their future, career while working for the children. So inmates can go and learn something, music, stress relieve instrument, and study for enhancing of their certificates, qualifications and spend quality time with the children. I am trying to find more volunteers who can come and take some responsibilities of the children apart from the regular team, who take some relieving time. Though the leaves for the home team is more, still they also not happy leaving their duties and go home by taking leave. They know that without them the work, responsibility of them will not be taken, and cannot be bared by the other team member of the home. As they all have their own works to do, own roles to play. So we as management team thought that we can keep looking persons for 2 years commitment for working for the children. So those who want to continue can do or they can still work but lessening their roles, or changing their duties etc., this can be flexible but they cannot be relieved from their main responsibility unless someone who is new gets acquires the knowledge of the work.

In the past months the infrastructure developments and shifting of the home is done. it took lot of running around time for us. Govt school buildings were thoroughly searched, so that bolarum home is shifted as there were so many sanitary problems in this building. The school buildings were available but the school building authorities have to agree to the fact that these children will stay in their premises. The school building should also have to be well equipped for the residential needs, or it has to be made into one. The children are homeless, have no caring adults, so they need to be sheltered. This is more than charity. This is not that we have sympathy and we are keeping the children. It is that the children have a right to shelter and education in peaceful atmosphere. The rights perspective as far as state is concerned should be accountable; as far as civil society is concerned the kind of work is viewed as a charity.

I have no problem as far as it has a balance of thought processed in our team members. They can maintain the balance between the two and make all the facilities worked in favor of children.

In this time our team continued from the past 1 and half years, which is from June 2009, have been working towards making the space more and more comfortable and struggling towards improving the conditions of the children.

The visitors make children and us very happy. They express the need of such work. The visitors from the PF and Gstar made the children especially happy that they can get a chance to interact with foreigners who are their well-wishers.

We all try to work for the best interests of the children but we get very upset with the fact that the so called parents and guardians disturb the peace of the children by taking them for various cultural celebrations, or religious ceremonies, or to exploit the children's labor and earn in the name of them. But for the irresponsible, poor parents, or guardians, the program can be smoother running, and regular educational continuation of the children.

Home cannot run by few people but it needs lots of hands, hearts, thoughts, views, reviews.



Figure 6: Usha Madam during Christmas celebrations at Home

CHALLENGES:

- Lacking of conceptual understanding –Usha
- Cooperation of children – willingness to stay - Parvathi
- Maintenance of regularity – counseling – Sowjanya

Educating the children at Home is not an easy task. It needs utmost care and dedication of the Home team members and the teachers. Some of the main concerns in this regard include:

Lacking of conceptual understanding: [Usha Rani]

The team members though show dedication of their work, lacks in understanding the conceptual purpose. As the children in has a disturbing family back ground and less understanding towards the social stratum, they need to be studied carefully and prepared mentally to be ambitious in education. But, most of the children did not show the signs of preference towards education. The staff is unable to assess the psychological factors that are disturbing the child from generating fondness towards education. It may need a better understating of psychology in literary sense, but little love and affection and application of positive thinking can also give better results.



Figure 7: Usha madam's interaction with the children

Cooperation of children – willingness to stay: [Parvathi Teacher]

Children at the Home are not dreamers. They restrict their thinking and ideas to themselves based on the surroundings they lived. Their world is very much restricted with no one really tried to improve their minds at their house. But, at Home, with a vastly expanded world with education, fellow children and their perspectives, social exposure through meetings and outings, children often not capable of receiving the information and tries to avoid. In these circumstances, they often think of leaving the home as at their place they can be free of any pressures- especially pressure from education.

Through some guidance and creating awareness about the future through better education and the vast opportunities the society is providing to sustain themselves with a better living may tune these children towards education. Also, at home, teachers try to educate the children through acts and plays so as to generate audio visual as well as interactive experience for the students. Open mind of a child is the only concern and if they broaden their minds to imbibe the information, that itself gives a boon for their education.



Figure 8: Parvathi teacher educating children through special care

Maintenance of regularity – counseling: [Sowjanya]

One more factor that has drastic influence is the regularity at Home. Some of the parents or Guardians often come to home to take the children for a few days, sometimes did not send them back on time. They did consume weeks and even months sometimes showing petty excuses. They know that the Home is a better place over their own for their children yet they disagree to send their children. This may be due to the family implications or the other. Only after repeated urges from the mobilizers and the staff members, the child will be sent back to the Home.

This will destroy the rhythm of the child as she misses the continuity in thought process. Once she is back to her place, she forgets everything taught at Home and behaves as if hers is the only world and need not fear of anything about the future. Most of the children, after returning from their place after a long break, found losing their abilities in studies as well as on health grounds due to lack of nutrition in their food. The staff once again has to start preparing from the start as they did her on her first visit. This is consuming the time and energy of the team members as well as teachers to do the same thing repeatedly.



Figure 9: Staff with the children at Home

SUCCESS STORIES:



SARALA

Telugu: She can write alphabets in telugu. Though makes some minor mistakes, is capable of taking dictation of small words.

English: She is capable of writing alphabets (A-Z as well as a-z). She is able write down small English words dictated to her.

Maths: She can write numbers from 1-200 and can recite multiplication tables of 2 and 3. She is also able to add and subtract the small numbers.



AVANTHI

Telugu: She is able to write fundamental telugu alphabets. She is able to identify and read them. Also can write down small telugu words when dictated to her.

English: She is capable of writing alphabets (A-Z as well as a-z). She is able write down small English words dictated to her.

Maths: She can write numbers from 1-100 and can recite multiplication table of 2. She is able to do addition of small numbers.



SONY

Telugu: She is able to write fundamental telugu alphabets. She is able to identify and read them. Also can write down small telugu words when dictated to her.

English: She is capable of writing alphabets (A-Z as well as a-z). She is able write down small English words dictated to her.

Maths: She can recite numbers from 1-200 and multiplication tables of 2 and 3. She is able to write 1-10 numbers. She is able to do addition and subtraction of small numbers. She can do the calculations even asked orally though takes some time to think.



MANJULA-I

She has not done any kind of formal schooling till she joined in Home. But she can speak Hindi. And now she is able to write the letters too. She is able to recite English alphabets but fails to identify if asked in between.

Maths: She can recite and write numbers from 1-100. She does calculations orally but not able to write them.



Figure 10: Children prepared for schooling at Home

Formal Schooling Process at Home:

- The main focus in education process is to reduce the complexes in the children which hamper the learning process in children. We, at Sannihita Home, encourage the children to get good grades, but do not pressurize them to gain those grades. Priority is given to the good learning and not to the grades.
- The fundamental object of education at Home is to provide good learning to be a better citizen and value addition to their life through educating them of the importance of education.
- At Home, students are provided ample opportunities towards learning new things – team building, life as a social being etc. Every new child is kept under observation by the team members to assess the lag and fears in the child and mold her accordingly. Priority is given to the adjustment of the children to the Home environment and the learning process begins once she is adjusted to the environment.
- Placing the students into respective classes as per their capability of understanding.
- Extra-curricular activities like sports, dance, singing, and drawing are undertaken at the Home in order to build spirit of freedom and sportsmanship among the children and to improve their socializing capabilities through reducing fear of social movement.
- Every child is treated unique at Home and treatment is different from one to another and it helps to fine tune the skills of each and every one in Home.
- Morals and the culture are considered the most important factors while educating the children and these are taught through making them understand through epics and life histories of great personalities. Teachers at school and the staff members at Home are active in these issues.
- Sometimes it is difficult to handle elderly children who are school dropouts as the assessing their capability may not satisfy them. They show fear and sometimes anger over the assessment tests.

We at Sannihita Homes, believes in quality education and try to educate in issues other than books also. The children are made to understand various scenarios of the society through attending various programs conducted in and out of the Home. Awareness towards the better society is the main motive in organizing the programs. The staff always tries to educate the children to mold them as better citizens of the society in future.

Some of the daily activities towards this ambitious plan include:

- Paper Reading by the children themselves
- Story telling on various cultural, moral as well as current issues
- Drawing to identify and sharpen their creative brains.
- Exposure through dances and singing capabilities
- Sight seeing
- Debating
- Sports and games (regular as well as competitions)
- Recognition to the students and encouraging the others to participate in the programs to hone their skill one or more field of their interest
- Encouraging the rankers in their studies and recognition through separate gathering for the occasion.

List of children as per their School joining:

| S.No. | Name | Class of Study | Medium |
|-------|-------------|----------------|---------|
| 1 | Bhavani | Class V | Telugu |
| 2 | Lakshmi | Class II | English |
| 3 | Pravallika | Class I | English |
| 4 | Manisha | Class V | Telugu |
| 5 | Bhanu | Class I | English |
| 6 | Renuka | Class I | English |
| 7 | Komalika | Class II | English |
| 8 | Anitha | Class V | Telugu |
| 9 | Nagalakshmi | Class II | Telugu |
| 10 | Devi | Class I | English |
| 11 | Mounika | Class III | Telugu |
| 12 | Parvathi | Class I | English |
| 13 | Vijayalaxmi | Class II | Telugu |
| 14 | Sarala | Class II | English |
| 15 | Rani | Class II | Telugu |
| 16 | Vennela | Class I | English |
| 17 | Malleswari | Class I | English |

| S.No. | Name | Class of Study | Medium |
|-------|-------------|----------------|---------|
| 18 | Gayathri | Class II | Telugu |
| 19 | Avanthi | Class II | Telugu |
| 20 | Kaveri II | Class I | English |
| 21 | Sailaja | Class V | Telugu |
| 22 | Umadevi | Class IV | English |
| 23 | Keerthana | Class IV | English |
| 24 | Sony | Class II | Telugu |
| 25 | Sirisha | Class II | Telugu |
| 26 | Manjula | Class II | Telugu |
| 27 | Shilpa | Class II | Telugu |
| 28 | Tulasi | Class IV | Telugu |
| 29 | Kaveri | Class III | Telugu |
| 30 | Shivaleela | Class III | Telugu |
| 31 | Padma | Class III | Telugu |
| 32 | Narsamma | Class III | Telugu |
| 33 | Lingamma | Class III | Telugu |
| 34 | Chandrakala | Class VII | Telugu |



Figure 11: Children in the class at Home

PROGRESS REPORTS

Children who earned Ranks

| Class | Name of the Student | Rank |
|-----------|---------------------|----------------------|
| Class V | Anitha | 2 nd Rank |
| Class IV | Manisha | 3 rd Rank |
| Class III | Tulasi | 1 st Rank |
| Class III | Kaveri | 2 nd Rank |
| Class II | Rani | 1 st Rank |
| Class I | Lakshmi | 1 st Rank |

* The remaining girls also studying well and have different independent talents and personality

విద్యార్థి ప్రగతి పత్రము 2010 - 2011
యూనిట్ పరీక్షలు మరియు అప్రోప్రియేట్ పరీక్షల వివరాలు

| వ.సం. | సబ్జెక్టు | మొదటి | | | రెండవ | | | మూడవ | | | చివరి | | | 25% మార్కులు |
|-------|-----------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|--------------|
| | | అప్రోప్రియేట్ | యూనిట్ పరీక్ష | మొత్తం | అప్రోప్రియేట్ | యూనిట్ పరీక్ష | మొత్తం | అప్రోప్రియేట్ | యూనిట్ పరీక్ష | మొత్తం | అప్రోప్రియేట్ | యూనిట్ పరీక్ష | మొత్తం | |
| 1. | తెలుగు | - | - | 20 | 20 | 40 | 20 | 21 | 41 | | | | | |
| 2. | ఆంగ్లం | - | - | 15 | 16 | 31 | 19 | 18 | 37 | | | | | |
| 3. | గణితం | - | - | 13 | 15 | 28 | 18 | 20 | 38 | | | | | |
| 4. | ప.వి. | - | - | 18 | 19 | 37 | 20 | 21 | 41 | | | | | |
| | మొత్తం | | | | | 136 | | | 157 | | | | | |

ఓర్వినదే పరీక్ష వివరాలు

| సబ్జెక్టు | తెలుగు | ఆంగ్లం | గణితం | ప.వి. | మొత్తం |
|------------------------------|---------|---------|---------|---------|---------|
| శ్రేణునిక పరీక్ష | 100 మా. | 100 మా. | 100 మా. | 100 మా. | 400 మా. |
| శ్రేణునిక పరీక్ష | 86 | 72 | 48 | 82 | 288 |
| అర్థ సంవత్సర పరీక్ష | 82 | 70 | 92 | 71 | 317 |
| వార్షిక పరీక్ష | | | | | |
| 25% యూనిట్ | | | | | |
| 25% శ్రేణునిక, అర్థ సంవత్సరం | | | | | |
| 50% వార్షిక | | | | | |
| వార్షిక ఫలితం | | | | | |

ఉపాధ్యాయుడి సంతకం ప్రధానోపాధ్యాయుని సంతకం తల్లి/తండ్రి/సంరక్షకుని సంతకం
గమనిక : పిల్లల పాఠ్యపుస్తక అప్రోప్రియేట్ పరీక్షలు ముగియడం చేత.

పాఠశాల పేరు :

G.P.S.
Risala Bazar

3/4/5వ తరగతి

అడ్మిషన్ నెం. 2153

పాఠశాలలో చేరిన తేదీ: 14.6.10

మాతృభాష
Telugu

విద్యార్థి పేరు : A. Anitha ఇంటి నెం. : _____

తండ్రి పేరు : A. Thaviraja

తల్లి పేరు : _____

పుట్టిన తేదీ : 10.7.99 పుట్టిన ఊరు : _____

కులం : S.T. మతం : Hindu

విద్యాలయం : _____

గుర్తింపు పత్రాములు

- _____
- _____

విద్యార్థి ఎత్తు (సం.మీ.) : _____ బరువు (కి.గ్రా.) : _____

నైకత్వం ఉందా? అవును / కాదు

అవును అయితే : 1. చికిత్స తీసుకోవడం () 2. దృష్టి తీసుకోవడం ()

3. తరగతి నైకత్వం () 4. మానసిక నైకత్వం ()

తరగతి ఉపాధ్యాయుని సంతకం ప్రధానోపాధ్యాయుని సంతకం

Figure 12: Progress Report of A.Anitha, Class V TM (Rank 2)

విద్యార్థి ప్రగతి పత్రము 20 - 20
 యూనిట్ పరీక్షలు మరియు అగ్నేన్-మెంట్ పరీక్షల వివరాలు

| వ.సం. | సబ్జెక్టు | మొదటి | | | రెండవ | | | మూడవ | | | నాల్గవ | | |
|-------|-----------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|
| | | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం |
| 1. | తెలుగు | 13 | 16 | 29 | 17 | 18 | 35 | | | | | | |
| 2. | గణితం | 14 | 17 | 31 | 19 | 20 | 39 | | | | | | |
| | మొత్తం | | | 60 | | | 74 | | | | | | |

టెల్లిఫోన్ పరీక్ష వివరాలు

| సబ్జెక్టు | తెలుగు | గణితం | మొత్తం |
|-----------------------------|---------|---------|---------|
| ప్రైమానీక పరీక్ష | 100 మా. | 100 మా. | 200 మా. |
| అర్ధ సంవత్సర పరీక్ష | 84 | 68 | 152 |
| వార్షిక పరీక్ష | | | |
| 25% యూనిట్ | | | |
| 25% ప్రైమానీక, అర్ధసంవత్సరం | | | |
| 50% వార్షిక | | | |
| వార్షిక ఫలితం | | | |

ఉపాధ్యాయుడి సంతకం ప్రధానోపాధ్యాయుని సంతకం తల్లి/తండ్రి/సంరక్షకుని సంతకం

గమనిక : పిల్లను ప్రాజెక్టులకు అగ్నేన్-మెంట్ గా ఇచ్చి మార్కులను చేయాలి.

పాఠశాల పేరు: _____

అడ్మిషన్ నెం. 2161

పాఠశాలలో చేరిన తేదీ: 15/6/01

మాతృభాష: _____

1/2వ తరగతి

విద్యార్థి పేరు: Manisha ఇంటి పేరు: _____

తండ్రి పేరు: Tharunja

తల్లి పేరు: _____

పుట్టిన తేదీ: 21/2/02 పుట్టిన ఊరు: _____

కులం: S.T మతం: _____

యరనామా: _____

గుర్తింపు చిహ్నములు

- _____
- _____

విద్యార్థి ఎత్తు (సె.మీ.): _____ బరువు (కి.గ్రా.) _____

వైకల్యం ఉందా? అవును / కాదు

అవును అయితే:

- వినికిడి లోపం ()
- దృష్టి లోపం ()
- శారీరక వైకల్యం ()
- మానసిక వైకల్యం ()

తరగతి ఉపాధ్యాయుని సంతకం ప్రధానోపాధ్యాయుని సంతకం

Figure 7: Report card of Manisha, Class IV –TM (Rank 3)

విద్యార్థి ప్రగతి పత్రము 2010 - 2011
 యూనిట్ పరీక్షలు మరియు అగ్నేన్-మెంట్ పరీక్షల వివరాలు

| వ.సం. | సబ్జెక్టు | మొదటి | | | రెండవ | | | మూడవ | | | నాల్గవ | | |
|-------|-----------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|---------------|---------------|--------|
| | | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అగ్నేన్-మెంట్ | యూనిట్ పరీక్ష | మొత్తం |
| 1. | తెలుగు | 16 | 18 | 34 | 20 | 22 | 42 | | | | | | |
| 2. | ఆంగ్లం | 14 | 15 | 29 | 20 | 19 | 39 | | | | | | |
| 3. | గణితం | 21 | 19 | 40 | 20 | 20 | 40 | | | | | | |
| 4. | ప.వి. | 20 | 16 | 36 | 20 | 18 | 38 | | | | | | |
| | మొత్తం | | | 139 | | | 159 | | | | | | |

టెల్లిఫోన్ పరీక్ష వివరాలు

| సబ్జెక్టు | తెలుగు | ఆంగ్లం | గణితం | ప.వి. | మొత్తం |
|-----------------------------|---------|---------|---------|---------|----------|
| ప్రైమానీక పరీక్ష | 100 మా. | 100 మా. | 100 మా. | 100 మా. | 400 మా. |
| అర్ధ సంవత్సర పరీక్ష | 96 | 72 | 86 | 98 | 352 Rank |
| వార్షిక పరీక్ష | | | | | |
| 25% యూనిట్ | | | | | |
| 25% ప్రైమానీక, అర్ధసంవత్సరం | | | | | |
| 50% వార్షిక | | | | | |
| వార్షిక ఫలితం | | | | | |

ఉపాధ్యాయుడి సంతకం ప్రధానోపాధ్యాయుని సంతకం తల్లి/తండ్రి/సంరక్షకుని సంతకం

గమనిక : పిల్లను ప్రాజెక్టులకు అగ్నేన్-మెంట్ గా ఇచ్చి మార్కులను చేయాలి.

పాఠశాల పేరు: _____

అడ్మిషన్ నెం. G.P.S. 2161

పాఠశాలలో చేరిన తేదీ: 14.6.10

మాతృభాష: _____

3/4/5వ తరగతి

విద్యార్థి పేరు: Tulasi ఇంటి పేరు: _____

తండ్రి పేరు: Yadhaigiri

తల్లి పేరు: _____

పుట్టిన తేదీ: 3.12.2k పుట్టిన ఊరు: _____

కులం: B.C మతం: _____

యరనామా: _____

గుర్తింపు చిహ్నములు

- _____
- _____

విద్యార్థి ఎత్తు (సె.మీ.): _____ బరువు (కి.గ్రా.) 25kg

వైకల్యం ఉందా? అవును / కాదు

అవును అయితే:

- వినికిడి లోపం ()
- దృష్టి లోపం ()
- శారీరక వైకల్యం ()
- మానసిక వైకల్యం ()

తరగతి ఉపాధ్యాయుని సంతకం ప్రధానోపాధ్యాయుని సంతకం

Figure 14: Progress report of Tulasi, Class III TM (Rank 1)

విద్యార్థి ప్రగతి పత్రము 2010 - 2011
యూనిట్ పరీక్షలు మరియు అస్సైన్మెంట్ పరీక్షల వివరాలు

| వ.సం. | సబ్జెక్టు | మొదటి | | | రెండవ | | | మూడవ | | | చాలావ | | |
|-------|-----------|--------------|---------------|--------|--------------|---------------|--------|--------------|---------------|--------|--------------|---------------|--------|
| | | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం |
| | | 25 | 25 | 50 | 25 | 25 | 50 | 25 | 25 | 50 | 25 | 25 | 50 |
| 1. | తెలుగు | 20 | 19 | 39 | 18 | 20 | 38 | 15 | 15 | 30 | | | |
| 2. | ఆంగ్లం | 15 | 12 | 27 | 16 | 18 | 34 | 14 | 20 | 34 | | | |
| 3. | గణితం | 17 | 18 | 35 | 18 | 20 | 38 | 15 | 17 | 32 | | | |
| 4. | ప.వి. | 16 | 15 | 31 | 20 | 19 | 39 | 19 | 22 | 41 | | | |
| | మొత్తం | | | 132 | | | 149 | | | 137 | | | |

| సబ్జెక్టు | తెలుగు | ఆంగ్లం | గణితం | ప.వి. | మొత్తం |
|---------------------------|---------|---------|---------|---------|---------|
| | 100 మా. | 100 మా. | 100 మా. | 100 మా. | 400 మా. |
| వైమానిక పరీక్ష | 96 | 44 | 80 | 86 | 306 |
| అర్థ సంవత్సర పరీక్ష | 72 | 97 | 64 | 66 | 299 |
| వార్షిక పరీక్ష | | | | | |
| 25% యూనిట్ | | | | | |
| 25% వైమానిక, అర్థసంవత్సరం | | | | | |
| 50% వార్షిక | | | | | |
| వార్షిక ఫలితం | | | | | |

పాఠశాల పేరు: **G.P.S. R'sala Bazar**

అడ్మిషన్ నెం. **2148**

పాఠశాలలో చేరిన తేదీ: **14/6/10**

మాతృభాష: **Telugu**

3/4/5వ తరగతి

దర్బార్ది పేరు: **K. Kaveri** ఇంటి పేరు: _____

శంకరి పేరు: **Balaji**

శర్మ పేరు: _____

పుట్టిన తేదీ: **8/8/2000** పుట్టిన దేశం: _____

కులం: **S.C** మతం: _____

వరుసామా: _____

గుర్తింపు వివరాలు

- _____
- _____

దర్బార్ది ఎత్తు (సెం.మీ.): _____ బరువు (కి.గ్రా.) **19kg**

వైకల్యం ఉందా? అవును / కాదు

అవును అయితే:

1. వినిపించే శక్తి ()
2. దృష్టి శక్తి ()
3. శారీరక వైకల్యం ()
4. మానసిక వైకల్యం ()

తరగతి ఉపాధ్యాయుని సంతకం ప్రధానోపాధ్యాయుని సంతకం

Figure 15: Progress report of Kaveri, Class III TM (Rank 2)

విద్యార్థి ప్రగతి పత్రము 20 - 20
యూనిట్ పరీక్షలు మరియు అస్సైన్మెంట్ పరీక్షల వివరాలు

| వ.సం. | సబ్జెక్టు | మొదటి | | | రెండవ | | | మూడవ | | | చాలావ | | |
|-------|-----------|--------------|---------------|--------|--------------|---------------|--------|--------------|---------------|--------|--------------|---------------|--------|
| | | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం | అస్సైన్మెంట్ | యూనిట్ పరీక్ష | మొత్తం |
| | | 25 | 25 | 50 | 25 | 25 | 50 | 25 | 25 | 50 | 25 | 25 | 50 |
| 1. | తెలుగు | 21 | 21 | 42 | 20 | 20 | 40 | | | | | | |
| 2. | గణితం | 22 | 21 | 43 | 22 | 21 | 43 | | | | | | |
| | మొత్తం | | | 85 | | | 83 | | | | | | |

| సబ్జెక్టు | తెలుగు | గణితం | మొత్తం |
|---------------------------|---------|---------|---------|
| | 100 మా. | 100 మా. | 200 మా. |
| వైమానిక పరీక్ష | 85 | 90 | 175 |
| అర్థ సంవత్సర పరీక్ష | | | |
| వార్షిక పరీక్ష | | | |
| 25% యూనిట్ | | | |
| 25% వైమానిక, అర్థసంవత్సరం | | | |
| 50% వార్షిక | | | |
| వార్షిక ఫలితం | | | |

పాఠశాల పేరు: _____

అడ్మిషన్ నెం. _____

పాఠశాలలో చేరిన తేదీ: _____

మాతృభాష _____

1/2వ తరగతి

దర్బార్ది పేరు: **Rani** ఇంటి పేరు: _____

శంకరి పేరు: _____

శర్మ పేరు: _____

పుట్టిన తేదీ: _____ పుట్టిన దేశం: _____

కులం: _____ మతం: _____

వరుసామా: _____

గుర్తింపు వివరాలు

- _____
- _____

దర్బార్ది ఎత్తు (సెం.మీ.): _____ బరువు (కి.గ్రా.) _____

వైకల్యం ఉందా? అవును / కాదు

అవును అయితే:

1. వినిపించే శక్తి ()
2. దృష్టి శక్తి ()
3. శారీరక వైకల్యం ()
4. మానసిక వైకల్యం ()

తరగతి ఉపాధ్యాయుని సంతకం ప్రధానోపాధ్యాయుని సంతకం

Figure 8: Progress report of Rani, Class II TM (Rank 1)

In this Sannihita Home, Parvathi teacher, Kalavathi and Sumalata teacher are focusing their energies towards educating these children. Since these children lost rhythm of education / studies, it is very tedious to deal with them with the subject. The teachers need to share good rapport with children and make them comfortable for a conversation and the subject is taught informally in the initial stages. Once the flow starts, it will become easier to tune the children towards the mainstream subject topics

R S T C

1. Bhavani -Class IV
2. Shilpa - Class II
3. Sarala - Class II
4. Avanthi -Class II
5. Rani - Class II
6. Shivaleela - Class II
7. Manjula - Class II
8. Sony - Class II

Time Table

R S T C Timings: [9:00 AM to 3:00 PM]

| S.No | Timings | Subject / Schedule |
|------|----------------------|----------------------|
| 1 | 09:00 AM to 10:00 AM | Maths |
| 2 | 10:00 AM to 11:00 AM | English |
| 3 | 11:00 AM to 12:00 PM | Telugu |
| 4 | 12:00 PM to 01:00 PM | LUNCH BREAK |
| 5 | 01:00 PM to 02:00 PM | Science / Hindi |
| 6 | 02:00 PM to 03:00 PM | Social / Hindi |
| 7 | 03:00 PM to 03:30 PM | Refreshment & Snacks |
| 8 | 04:30 PM to 06:00 PM | Tuition |
| 9 | 06:00 PM to 07:00 PM | Review Time |
| 10 | 07:30 PM | DINNER TIME |
| 11 | 08:00 PM | Sleep |

| *As Per R.B.C. | | |
|----------------|---------------|-----------|
| S.No | Name | Class |
| 1 | Pravallika | Class II |
| 2 | Vennela | Class II |
| 3 | Bhanu | Class III |
| 4 | Parvathi | Class III |
| 5 | Malleswari | Class III |
| 6 | Ankita | Class III |
| 7 | Kaveri | Class III |
| 8 | Devi | Class IV |
| 9 | Mounika | Class IV |
| 10 | Vijayalakshmi | Class IV |
| 11 | Manisha II | Class IV |
| 12 | Sirisha | Class IV |
| 13 | Preethi | Class IV |
| 14 | Lakshmi | Class V |
| 15 | Bhargavi | Class V |
| 16 | Kaveri | Class V |
| 17 | Gayathri | Class V |
| 18 | Shilpa | Class V |
| 19 | Rakhee | Class VI |
| 20 | Renuka I | Class VI |

| *As Per R.B.C. | | |
|----------------|-------------|------------|
| S.No | Name | Class |
| 21 | Rajitha | Class VI |
| 22 | Komalika | Class VI |
| 23 | Anitha | Class VI |
| 24 | Nagalakshmi | Class VI |
| 25 | Tulasi | Class VI |
| 26 | Sarala | Class VI |
| 27 | Rani | Class VI |
| 28 | Umadevi | Class VI |
| 29 | Keerthana | Class VI |
| 30 | Sony | Class VI |
| 31 | Manisha I | Class VII |
| 32 | Avanthi | Class VII |
| 33 | Bhavani | Class VIII |
| 34 | Shruthi | Class VIII |
| 35 | Sujatha | Class VIII |
| 36 | Shivaleela | Class VIII |
| 37 | Sailaja | Class IX |
| 38 | Chandrakala | Class IX |
| 39 | Renuka | Class X |
| 40 | Manjula | Class X |

E.C.E. Activity:

These students are very young and hence their school timings are of short duration (from 09:00 AM to 12:00 PM). As soon as the class completes, they return to Home. These children are given freedom to learn dance or any other activity and try to educate them through these games.

At the time of joining, most of these children are avert to education as they fear to attend class or to study. But soon they leave the fear with the help of the Home staff and cordial nature of the teachers and shows good liking towards learning. They were also encouraged to participate in learning programs through prizes and recognition for active participation.

Teacher name: Neela (9:00AM - 12:00AM)

- ❖ Recites rhymes with the children with activity.
- ❖ Teaches English alphabets and make the students write on black board
- ❖ Make the students sing and play games in certain times
- ❖ As soon as the class closes:
 - The students take some rest after having lunch
 - Smart games which can improve IQ
 - Snacks is supplied in the evening and then the students are encouraged to participate in games for physical exercise
 - Gets fresh and participates in day review where they can express themselves with the Home team management

Students in E.C. Center

- | | |
|------------|--------------|
| a. Devika | d. Jyothi |
| b. Nikitha | e. Chinni |
| c. Thrisha | f. Manjula I |



Figure 10: Students in ECC

F) Growth Report:

Sannihita is very much interested and trying to provide the best possible arrangements for the children education. These may include permissions to study in the English medium schools in the nearby schools as regular students, providing facilities to improve their mental ability through identifying their interests in extracurricular activities etc. The Management has plans to provide audio visual equipment for better teaching and learning process for the Home children.

G) Future Plan

Some of the students who are good in their studies and toppers of their class are encouraged to take tuitions in their respective medium of education (especially for English medium students). Also some of the toppers should be accommodate in better schools along with regular children. Some of the best performers among the school include:

1. Keerthana (Class IV)
2. Umadevi (Class IV)
3. Lakshmi (Class II)
4. Komalika (Class II)
5. Sarala (Class II)
6. Manjula
7. Class I students - Kaveri, Bhanu, Devi, Pravallika, Vennela, Renuka, Parvathi, Malleswari
8. Residential school children : Renuka – Class X , Sailaja – Class V , Sony – Class II



Figure 11: Educating the children through charts

HEALTH STATUS REPORT

Challenges:

Health is a major factor in every individual's life. The surroundings - from the place we live, the water we use, the air we breathe etc., will play a crucial role in one's health. Also the main concern is the food. As most of the children joining the Home are from slums with no proper sanitation, contagious surroundings and impure food and water supplies. These factors will not show impact in their short term illness like fevers, diarrhea and the like but also influences the functioning of the key organs of the body which may in turn lead to chronic illnesses.

Also the major challenge for these children is malnutrition. None of the children have proximity to neither good quality of food nor good quantity. They eat what is available and when it is available. They don't have too many choices. This creates malnutrition in the children especially reducing their structural growth as well as mental growth.

One more important factor in these children is the psychological disturbances they are suffering due to their way of living through their past. The domestic disturbances as well as the surroundings influence will be there in turning the child psych away from a regular school going child.

So it is most important for the team members to identify every means to keep the children in sound healthy conditions.

Health Retention:

Children at Home are much vulnerable and prone to health risks as their initial upbringing was done at unhealthy surroundings. At the time of joining the Home the children were observed carefully for any health complications like wounds, skin allergies etc. Also they were consulted with the physicians for any health disorders. It is easy to identify the external wounds or illnesses. But it is difficult when the illness is inside the body and unable to be identified.

Psychological fears can cause more damage. Some of the children are from backgrounds where they are subjected to various types of domestic disturbances and violence which creates psychopathic disturbances in their mental state. Identifying these types of fears and disturbances often tough as the team members are not that much trained. But through observing the behavior and social movement with co-children these factors can be understood.

Hygiene Maintenance: The Home is kept in good hygienic conditions. A frequent check has been carried by the management coordinator or from the management is done to maintain the best possible hygiene. Food preparations, residential place, Play areas and even toilets are kept in good conditions so as to avoid any health disturbance for the children.

Every child is taken care of nutritious food as it can develop their physical as well as mental strength.

Case Studies:



Mounika

In January, while at Bollaram Home, the Home team made an arrangement for hot water bathing as the temperatures is very much lower. At one instance, due to mishandling of bucket, Mounika, burnt her leg with the displaced hot water. The girl is immediately treated with precautionary measures and consulted with the doctor. As per the advice, diet and the medicines are maintained and she recuperated in 15 days.



Tulasi

While at Bollaram Home, a construction work is going on in during the month of January. As part of the work, deep pits are made into the ground near bathrooms and children should pass through these pits to use the toilets. During such situation, on 7th of January 2011, Tulasi, while going to washroom, mistakenly placed her leg on a rock near such pit and skid into the hole. The stone fell on her leg and caused a great pain. With the notice of other children the team at Home removed her from the hole gently and taken her to Gandhi hospital where doctors scanned her leg and clarified of no fracture. During the treatment through tablets, she recuperated within 5 days.



Parvathi

On the eve of Michael sir's visit the following day, Sowjanya and Parvathi are writing the records. All the children are working as per their teams. While maintaining her team, Bhavani got irritated with Parvathi, and shown her aggression with hitting her with the slate on head. The blow was hard enough to bleed Parvathi. Understanding the situation, Parvathi was immediately moved to Hospital by auto along with Sowjanya and Naragarju. Doctor examined her and put an injection and issued some medicines for the wound. Through regular application of the ointment, the wound was healed within 3 days. In the review meeting on that day, it was clearly instructed to all the elder children not to punish the younger ones in their team through violent means like hitting.

Manjula



Manjula affected with fever one time while the children are staying at Bollaram Home. She was taken to nearby cantonment hospital where the doctors referred her to Gandhi Hospital. When approached to Gandhi Hospital, doctors after some test confirmed of pneumonia and was caused due to the food consumed while her stay at her native place. She was very weak and needed to stay for 10 days as inpatient and needed to inject twice a day. With the help of Dhanalakshmi (3 dyas), Sarada (5 days) and Parvathi (4 dyas) staying at the hospital with her she recuperated to some extent. After her discharge from the hospital too, she continued her medication as per prescription for 10 days and now she is alright.

STATUS Report:

| S.No | Name of the Child | Problem | Reason | Doctor | Medicine |
|------|-------------------|--------------|-----------------------------|------------|-----------------------------------|
| 1 | Bhavani | None | | | |
| 2 | Laxmi | Cold | Climate change | Home | Vicks/Jinda Tilismath |
| 3 | Bhargavi | | | None | |
| 4 | Shruthi | | | None | |
| 5 | Pravallika | Wounds | Contagious | Home | Lindane Lotion |
| 6 | Sujatha | | | None | |
| 7 | Manisha I | Cold | Climate change | Home | Vicks/Jinda Tilismath |
| 8 | Rakhee | | | None | |
| 9 | Kaveri | | | None | |
| 10 | Bhanu | Cold | Climate change | Home | Vicks/Jinda Tilismath |
| 11 | Renuka | Fever | Climate change | Home | Paracetamol, Amoxyllin Trihydrate |
| 12 | Chinni | Fever | Climate change | Home | Paracetamol, Amoxyllin Trihydrate |
| 13 | Rajitha | | | None | |
| 14 | Komalika | Fever, cough | Climate change | Dr. Prasad | Paracetamol, Amoxyllin Trihydrate |
| 15 | Anitha | Ear pain | Frequent | Dr. Prasad | Dewax |
| 16 | Nikitha | Fever, cough | Climate change | Dr. Prasad | Paracetamol, Amoxyllin Trihydrate |
| 17 | Sangeetha | | | None | |
| 18 | Nagalakshmi | Ear pain | Cool weather | | Dewax |
| 19 | Devi | Legs pain | Frequent | Dr. Prasad | Osteophlysion, PCM cifraw |
| 20 | Tulasi | Leg pain | Accident ally fell into pit | | Zerodol, Rantac |

*Table continues..

| S.No | Name of the Child | Problem | Reason | Doctor | Medicine |
|------|-------------------|---------------|----------------------------------|-------------|-----------------------------------|
| 21 | Mounika | Wounds | Allergy | Dr. Prasad | Lindane lotion, USP |
| 22 | Parvathi | None | | | |
| 23 | Vijaya Lakshmi | None | | | |
| 24 | Shivaleela | Fever, cough | Climate change | Dr. Prasad | Paracetamol, Amoxyllin Trihydrate |
| 25 | Manisha II | Cold, Cough | Cool weather | Home | Vicks/ Zinda tilismath |
| 26 | Sarala | None | | | |
| 27 | Rani | Fever | Climate change | Dr. Prasad | Metrosol, CPM, cesh syrup |
| 28 | Sailaja | None | | | |
| 29 | Vennela | Cut in let | Accident in ground while playing | Dr. Madhavi | Antibiotic |
| 30 | Malleswari | None | | | |
| 31 | Ankitha | None | | | |
| 32 | Mary Kumari | None | | | |
| 33 | Gayathri | None | | | |
| 34 | Avanthi | Wounds | Hand rubbed against rock | Dr. Madhavi | Dettol soap, Lindane lotion |
| 35 | Kaveri II | None | | | |
| 36 | Sailaja | Stomoch ache | Period | | |
| 37 | Trish | None | | | |
| 38 | Renuka II | Pain in sides | | Dr. Prasad | Pam, CPM, MMt |
| 39 | Chandrakala | Stomoch ache | Period | | |
| 40 | Umadevi | None | | | |
| 41 | Keerthana | Ear pain | Cool weather | | Dewax |
| 42 | Sony | None | | | |
| 43 | Sirisha | None | | | |
| 44 | Preethi | None | | | |
| 45 | Majula I | None | | | |
| 46 | Manjula II | Fever | Cool weather | Dr. Prasad | PCM, CPM |
| 47 | Navya | Feaver | Fear | Dr. Prasad | PCM, Nitrogyn |
| 48 | Devika | Fever | Climate change | Home | Paracetamol |

Children Health status:

| S.No | Date of Admission | Name of the Child | | | | | Remarks |
|------|-------------------|-------------------|-----------------|-------------|-----------------|-------------|-------------|
| | | | Height (Inches) | Weight (Kg) | Height (Inches) | Weight (Kg) | |
| 1 | 07/07/2009 | Bhavani | 54 Inch | 32 Kg | 57 Inch | 42 Kg | |
| 2 | 07/07/2009 | Lakshmi | 40 Inch | 18 Kg | 45.5 Inch | 21 Kg | |
| 3 | 08/07/2009 | Bhargavi | 39 Inch | 17 Kg | | | |
| 4 | 16/07/2009 | Shruthi | 44 Inch | 27 Kg | | | |
| 5 | 12/07/2009 | Pravallika | 37 Inch | 15 Kg | 41 Inch | 16 Kg | |
| 6 | 27/07/2009 | Sujatha | 45 Inch | 30 Kg | | | Not in Home |
| 7 | 22/07/2009 | Manisha I | 48 Inch | 20 Kg | 53 Inch | 30 Kg | |
| 8 | 05/08/2009 | Rakee | 41 Inch | 20 Kg | | | |
| 9 | 08/08/2009 | Kaveri | 42.5 Inch | 17 Kg | 46 Inch | 19 Kg | |
| 10 | 08/08/2009 | Bhanu | 40 Inch | 13 Kg | 41 Inch | 16 Kg | |
| 11 | 08/08/2009 | Renuka | 44 Inch | 17 Kg | 45 Inch | 15 Kg | |
| 12 | 09/08/2009 | Chinni | 31 Inch | 11 Kg | 37 Inch | 11 Kg | |
| 13 | 22/08/2009 | Rajitha | 44.5 Inch | 16 Kg | | | Not in Home |
| 14 | 25/08/2009 | Komalika | 43 Inch | 16 Kg | 47 Inch | 19 Kg | |
| 15 | 26/08/2209 | Anitha | 48 Inch | 23 Kg | 53 Inch | 30 Kg | |
| 16 | 29/08/2009 | Nikitha | 32 Inch | 10 Kg | 40 Inch | 15 Kg | |
| 17 | 10/09/2009 | Sangeetha | 28 Inch | 10 Kg | | | |
| 18 | 14/09/2009 | Nagalakshmi | 45 Inch | 20 Kg | 48 Inch | 22 Kg | |
| 19 | 06/10/2009 | Devi | 39.5 Inch | 16 Kg | 42 Inch | 19 Kg | |
| 20 | 06/10/2009 | Tulasi | 45.5 Inch | 25 Kg | 50 Inch | 29 Kg | |
| 21 | 06/10/2009 | Mounika | 44.5 Inch | 18 Kg | 47 Inch | 19 Kg | |
| 22 | 08/10/2009 | Parvathi | 39 Inch | 17 Kg | 40.5 Inch | 20 Kg | |
| 23 | 08/10/2009 | Vijayalakshmi | 45 Inch | 18 Kg | 47.5 Inch | 23 Kg | |
| 24 | 09/10/2009 | Shivaleela | 50 Inch | 24 Kg | | | |
| 25 | 25/10/2009 | Manisha II | 39 Inch | 17 Kg | | | |
| 26 | 23/12/2009 | Sarala | 48.5 Inch | 23 Kg | 51 Inch | 26 Kg | |
| 27 | 28/12/2009 | Rani | 48.5 Inch | 24 Kg | 52 Inch | 28 Kg | |
| 28 | 10/03/2009 | Sailaja | 37.5 Inch | 16 Kg | | | |

*Table continues...

| S.No | Date of Admission | Name of the Child | | | | | Remarks |
|------|-------------------|-------------------|-----------------|-------------|-----------------|-------------|---------|
| | | | Height (Inches) | Weight (Kg) | Height (Inches) | Weight (Kg) | |
| 29 | 10/03/2009 | Vennela | 39 Inch | 15 Kg | 41 Inch | 16 Kg | |
| 30 | 10/04/2010 | Malleswari | 46 Inch | 16 Kg | 43 Inch | 16 Kg | |
| 31 | 17/05/2010 | Ankitha | 45 Inch | 16 Kg | | | |
| 32 | 22/06/2010 | Mary Kumari | 45 Inch | 15 Kg | | | |
| 33 | 22/06/2010 | Gayathri | 47 Inch | 19 Kg | 47 Inch | 20 Kg | |
| 34 | 22/06/2010 | Avanthi | 51 Inch | 21 Kg | 19 Inch | 25 Kg | |
| 35 | 29/06/2010 | Kaveri I | 43 Inch | 19 Kg | 42 Inch | 19 Kg | |
| 36 | 10/07/2010 | Sailaja II | 56 Inch | 31 Kg | 55 Inch | 35 Kg | |
| 37 | 13/07/2010 | Trisha | 32 Inch | 12 Kg | 34 Inch | 12 Kg | |
| 38 | 12/07/2010 | Renuka II | 62 Inch | 49 Kg | 63 Inch | 47 Kg | |
| 39 | 12/07/2010 | Chandrakala | 51 Inch | 38 Kg | 52 Inch | 40 Kg | |
| 40 | 15/08/2010 | Umadevi | 49 Inch | 21 Kg | 51 Inch | 24 Kg | |
| 41 | 29/08/2010 | Sony | 50 Inch | 29 Kg | 50 Inch | 30 Kg | |
| 42 | 21/08/2010 | Keerthana | 50 Inch | 22 Kg | 50 Inch | 25 Kg | |
| 43 | 05/09/2010 | Sirisha | 44 Inch | 20 Kg | 45 Inch | 19 Kg | |
| 44 | 20/10/2010 | Preethy | 49.5 Inch | 18 Kg | | | |
| 45 | 20/10/2010 | Manjula I | 52 Inch | 35 Kg | 53 Inch | 37 Kg | |
| 46 | 05/11/2010 | Manjula II | 39 Inch | 14.5 Kg | | | |
| 47 | 12/11/2010 | Navya | 36 Inch | 12 Kg | | | |
| 48 | | Devika | 36 Inch | 10 Kg | 36 Inch | 11 Kg | |
| 49 | 05/01/2011 | Jyothi | 34 Inch | 10 Kg | 34.5 Inch | 10 Kg | |
| 50 | 18/01/2011 | Shilpa | 51 Inch | 25 Kg | 51.5 Inch | 25 Kg | |

MOBILIZATION

This Home has two mobilizers – Rajeswari and Jagadamba. The duty of these mobilizers is to identify the children who are deprived of parental guidance. Most of the children identified on the streets begging or doing some hardcore jobs even in their tender age. These children mostly have a single parent to look after them or even none. Some of the parents of these children are jailed due to petty crimes.

Challenges:

- Interacting with leaders of slums and let them know about the organization and the Homes run for the children.
- Identifying the children suitable for Home and tracking their guardians, if any, through interaction with the neighboring people and convincing them.
- Guardians will not oblige these mobilizers immediately and they wish to visit the Home before permitting their children. So, mobilizers arrange for their visit to Home and make them satisfy for the wellbeing of their children at Home.
- Also, mobilizers took up the cases with the area leaders so as to check these cases are genuine before bringing the children to Home.

As soon as the children are accepted into Home, a personal record is created with theirs and the guardian's photographs and the basic health criteria like height, weight are considered. Also the family history, personal information like schooling, health factors etc. are recorded.

The child is observed for a week and the Home team tries to make her comfortable through any possible means to adjust for the Home environment. Later on she was provided with book and pencil to tune towards education.

But the problem comes when the guardians come back to Home and take their children for the native place only to send them back after a long gap and disturbs their development in education as well as behavior.

Retention:

- Retention is a bit hard than first identification as the guardians will not respond to the phone calls from Home. Even they response, they will propose to bring their children after some more time.
- In certain instances, children in a view to avoid studies, blame it on Home that they are not looking them nice at Home, which makes the guardians to blame the Home team.
- Guardians also use foul language when the mobilizers visit their place regularly to convince to send their children back to Home.

Parent Counseling:

- It is the most important and tedious job for the mobilizers to convince the parents and guardians of the children while bringing them to Home as well as retaining them at Home.
- Most of the parents can assess from the discussions that Home is a better place their own house for the better upbringing of their children, yet they will not convince to send their children easily.
- They try to show petty reasons to avoid sending their children to Home.
- Most of the parents feel that sending their children to Home may question their capability of upbringing their children, among their neighbors. Convincing them otherwise is hard.

Success Stories:



Bhavani

She fears to write exam. She always quarrels with another girl Renuka. One day, in their regular arguments lead to small clash between them. She informed the matter to her grandmother who called to enquire the wellbeing. She immediately came to Home took Bhavani from Home criticizing the Home manager for not looking after Bhavani well.

Usually when Bhavani visits her native house will be back in a week or so. But this time, that did not happen. Upon enquiry by our mobilizers, we came to know that they are not going to send her back to Home. Even they used foul language towards Mobilizers for visiting their house. However, our mobilizers tried hard repeatedly to convince them but failed. In the meantime Michael sir visited the Home and asked for Bhavani during his program at Home. After some time Rajeswari, Mobilizer, again visited Bhavani's house only to hear from her that she is not at house. However, Rajeswari and Usha madam tried too hard to convince Bhavani's parents and succeeded in bringing her back to Home. It was a great achievement for the Mobilizer Rajeswari, who struggled and convinced irrespective of repeated verbal attacks from Bhavani's parents in every visit she made to their house.

Pravallika



Pravallika is staying in Bollaram Home for past one and half year. She is the kind of girl who do whatever she wishes to do. Pravallika's grandmother used to visit her every Sunday and while her visits she brings some eatables for the children. She used to get satisfied with Pravallika's development in education.

During that time, construction of a new building is permitted by the government and the work is in the process. During the work, construction materials like sand, cement, gravel etc. are placed in the Home premises.

Pravallika always prefers to play herself alone in the sand and it turns her dress dirt prone. On one occasion of her grandmother's visit to Home, she was playing with the sand and her dress looked very much dirty. Seeing this, grandmother fumed and took Pravallika to their Home. After few days she called Home and told the manager that she is not going to send her child to Home. Our Mobilizer Rajeswari visited their house to convince but she refused to oblige saying that she can send her child only if arrangements were made for dress washing at Home.

When the Home is shifted to new premises, Rajeswari again visited Pravallika's place saying that a washing machine is got arranged at the premises. On her return to HJome, her weight was checked and noted that she lost almost 2 Kgs in the meantime. Upon seeing the new premises, Pravallika's mother realized and assured that she will not do such mistake again.

CELEBRATIONS

Festivals

Christmas Celebration



Figure20: Christmas celebration at Home

Today morning we wished each other with Happy Merry Christmas. The home is decorated with designed colour papers. Some children enjoyed with the music system and started dancing. Manisha and Anitha helped watchman Nagaraju in Home decoration. In lunch they prepared Brinjal fry, Smabar, Papad, and Sweets. In the Evening Rani Madam, Rajini Sister came to your House. Rani madam brought the Christmas tree and Balloons, Cake and samosas. In the Night Usha madam came to Bollarum Home. After that we cut the cake and we dressed Gayathri as Santa. In night all the Children participated in the dances. After that we had photo Session with our Santa Old Man. While dinnere, we had varieties of food - Cakes, Sweets and Samosa. After that Usha madam kept a meeting with Home Team and told about the children Education and their caretaking of the children.



Figure21: Cake for the Eve



Figure22: Gayathri dressed as Santa



Figure 13: Children at Christmas tree eating cake

Bhavani: Today I celebrated very well and very Happy. Compared to last year this year I celebrated very well and we made Good Decoration. And this year Rani Madam and Usha madam came to our Home. Today we brought Christmas Tree and made Gayathri as Santa old Man and made Vennela as Mother Mary.

Manisha: I Felt very good on this Day and feel very happy. I felt very happy in making Vennela as Mother Mary and I dressed her with a saree and made Gayathri as Santa old Man and made the celebrations very well and Usha madam came to our home made me very happy. And today's Food is very good for me.

Anitha: Today I felt very happy and Good. As I am not Christian but I celebrated this Christmas very well and well.

Sony: Today we brought the Christmas tree, Cakes and Chocolates and had a Good time on this Celebration. When I am at home I did not celebrated the Christmas, but here in this Home I participated in the Christmas celebrations and for this celebrations Usha madam and Rani madam Came to our Home.

New Year Celebration (1-January)



Figure 12: Children drawing Rangavalli at Home

All the children at Home woke up early in the morning and wished each other. They drew Rangoli in the Home surrounds with colours. While doing some of the younger children even celebrated a mini-Holi throwing colours over one another.

After that, they took bath and dressed neatly. In break-fast they had a special sweet made with milk and vermicelli. They decorated Happy New Year wishes drawn with colours. Also they placed a piece of art displaying the wishes.



Figure 15: "The colours of Joy"



Figure 26: Cake cutting during Newyear

All the Home team members decide to celebrate New Year in a grand fashion at Home. So, in the evening, the Home was decorated with Baloons and colour papers in designs. Home manager Sowjanya along with teachers Kalavathi and Kavitha, Home mothers Laxmi and Sarada along with watchman Nagaraju actively participated in the decoration. Then a cake was arranged for the occasion. Children really enjoyed the cake-cutting and ate the pieces with utmost liking. Then all the staff and children actively did dancing. Then for dinner special items – Vegetable Biryani, and Sweet – were arranged. Children very much enjoyed the day.

Sankranthi

Children started designing Rangoli in the Home premises since 2 AM in the night to mark the Sankranthi festival. Renuka, Bhavani, Nagalakshmi and Keerthana did decorate the Rangoli with different colours. The younger children enjoyed the display of Rangolis.

In the morning, the children of tender age were arranged with traditional bathing program with gingely seeds and plum fruits which is treated as auspicious. Later the breakfast was arranged.



Figure 14: Children enjoying tradition gingilly bath



Figure 28: Children enjoying tradition gingilly bath



Figure 16: Children and staff at Rangavalli ready for auspicious bath

Later, the Rangavalli's are decorated with *Gobbemma* (small decoration made with dung decorated with plum fruits and flowers). All these decorations are photographed as sweet memories for children for their hard labor in making things that beautiful. All the children wished each other and the staff members Sankranthi wishes. In the evening, Children ran kites and enjoyed with dances and music. Shri.Gopalswamy visited the Home in the evening and provided rice and amount for making lunch arrangements for the children and a sweet, *Jalebi*. After dinner, all the children slept with joyous mood.



Figure30: Kite running at Home

Keerthana: Kite running and cycling had made me very happy. Also the Rangolis we draw were very nice.

Nagalaxmi: We have drawn a beautiful and big rangoli at Home with bright colours which looked vibrant. Also we did photographed while drawing rangoli.

Bhavani: Rangolis are nice and the celebration at Home is very much joyful. Lunch is nice and I liked the egg noodles prepared at Home today. I ran kite and it is fun.

Trisha, Rani and Nikitha: Did cycling and kite running. It is very much fun for us to celebrate this way. I am verymuch delighted with the special bathing done by the Home staff with fruits and flowers. It is one of the most happiest and happening days.

NIKITHA BIRTHDAY

On the occasion, children wished her Happy Birthday and tried to make moments happy and vibrant with colours. Her close friends Kaveri, Bhanu and Devika were actively participated. After that Nikitha got fresh and wore a new dress for the occasion. But then too some of the children tried to play with colours which irritated Nikita for the fear of spoiling the dress. However, when all the children praised her of the dress, her mood changed and the situation again turned nice.



Figure31: children at Nikita's Birthday

In the evening, a cake cutting was arranged at the Home by the staff members. All of them including Sowjanya, Kavitha, Sarada, Kalavathi, and Laksmi were actively participated. Once the cake cutting was over, the pieces are distributed among the children and they enjoyed it well. Later they entertained the birthday girl with their dances. Since the next day is the new year, all the children spent their time till 12 in night to be able to wish at the onset of new year with each other and they succeeded in doing so by continuing their dances till that time.

Kaveri: We enjoyed the day a lot as it extended our celebration from birthday till the new year. I liked the dances by the Home team members.

Manisha-II: The birthday function was grand enough to make me jealous as I began thinking it would have been better if my birthday lies on 31 dec too.



Figure 17: Children feeding cake to Nikitha



Figure33: Staff with Nikitha

Republic Day

All the children woke up early in the morning and neatly dressed for the occasion. Flag hoisting was done at the school with students and teachers saluting the flag. Later Manjula teacher delivered a speech mentioning the specialty of the Republic day and what children used to do in the best interests of the country's glory. From the students, Keerthana of our Home delivered her speech about the republic day. Then children of home, Anitha, Manisha, Sarala, Rani and keerthana did dance to a popular movie song.



Figure 19: Children saluting the Flag



Figure 18: Keerthana delivering speech at School

After reaching back to Home, all the staff and children started preparing for the evening program which planned at the Home premises for the Republic day. Carpets, Garlands etc were brought for the guests from the nearby bollaram market. The home is decorated with color papers and flowers. Parvathi and Sowjanya visited the police station to invite shri. Shamala Rao (sub-inspector) for the meeting. By 3:30AM Usha Madam and the guests – Shri Ashok (Social worker), Shri. Machhendar (Ex MLA), shri. Jivagana (Ex. Chairman), shri. Narsing Rao (Social worker), Shri. Rama rao (Bank employee), Shri. Victor (Social worker) – reached Home. Soon all the guests verified the House and noted the functioning and tehe problems faced by the children due to poor infrastructure facilities at home. However all of them are very much happy for the children and praised Usha madam for her initiative and dedication.

Then the meeting started and the guests expressed their views about the Home and the children. Shri P.D. Ashk in his speech mentioned that he will be available all the time for dealing with any of the problems faced by the Home and he promised to provide the best support from his team towards improvement of the home. He also mentioned that he wanted he staff members to organize games competitions for the children and their team will sponsor the prizes. Victor, in his speech expressed his and his team's willingness for a cordial support for the betterment of home.

Ex-MLA shri. Machhendra, in his remarks praised Usha madam for the initiative and extended his full support for the home. He thanked Ashok for letting him aware of the existence of Home in the region. He also promised that he will be available to help as and when required by the Home. For these remarks, the children expressed their thanks through applause.



Figure 22: Home Children singing at the function

All the guests attended for this meeting shared their emotions with the children. They expressed happiness by the initiate and praised the staff members for their dedication in upbringing the children in a positive means. All of them expressed their unconditional support for the Home in true spirit.

Prize distribution was held and the gifts were given to the children for their achievements. Sannihita honored the guests with lamp, planner and Brochures as a souvenir. After the completion of the meeting Tea and snacks were served.

As soon the program concluded and guests left, Usha madam convened a review meeting with the staff and children and asked the team to mark their opinions about the children. Kavitha Teacher expressed her desire that children should listen to what she is teaching as they are striving hard to educate them only. Mobilizer Rajeswari expressed her concerns in identifying children and convincing the guardians.



Figure 21: Children performing at the function



Figure 20: Decorations done at Home

EXPOSURE VISITS

Social Awareness Programs

Gender justice program - Candle light vigil – 25th November



Figure39: Children at Candle light campaign

A program was designed to create awareness among the citizens towards minimizing the violence against fairer sex on November 25th at Necklace Road, Hyderabad. The program was collectively organized by Aman Vedika and Sannihita Homes.



Figure 40: Children and Sannihita staff at Candle light program



Figure 41: Children displaying posters during the vigil

Women and the girl children are more vulnerable to domestic as well as sexual harassments in the present society. Every day the newspapers are flaunting news items portraying various forms of violence against women. In certain incidents, the victims are losing their lives too. There is an urgency to reform these attitudes in the people and the government for protecting the rights of these victims provided by the constitution.

The purpose of this demonstration is to create awareness among the civilians as well as pushing the governments and its functionaries towards making legislatures and implement them with stern attitude.

As for the representation, five girl children from each Sannihita Home have participated along with the staff members in this demonstration. Program started at the venue by 6:30 PM. Children from other Homes like Aman Vedika, Harita Home, Blaljejash Home participated in this program. Along with the children Usha Madam, Ambika madam and Anuradha Madam participated in this along with their staff.

All the participants lit a candle each to mark the demonstration against violence towards Women and Girl Children in the Society. Slogans were aired by all in support of the demonstration and conceptualizing the means towards ending this menace of violence. Also all the participants prayed for the souls of those women who lost their lives in the incidents of violence. Media people, who were at the venue for coverage also involved in the demonstration to mark their support for the cause.

Spell bound program 8.01.2011 Saturday

Venue: Park Hotel



Figure 42: Usha madam and children at the Venue

Children from Home are taken to The Park Hotel where the Spell Bound competition is going. In this, students are asked to spell the word dictated by the Spell Master. Students from different colleges participated in this competition. Spell Master Mrs. John Samuel (USA) graced the occasion as the chief guest. In total 5 students took part in the final competition and Chaitanya College won the first prize.



Figure 43: Children as audience



Figure 41: Children at the venue enjoying



Figure 45: Children receiving appreciation gifts

Reviews:

Anitha: It is an exciting experience and I felt like I should compete even in competitions like these. In order to do so I need to focus on my literary skills in English. The hotel is very nice and the organizers arranged books for drawing at the venue. It was a fabulous experience to have photographed with Madam and the Chief Guest.

Umadevi: Ambience at the Hotel is very nice and I liked the water flow kept in the entrance of the Hall. The completion was very exciting and I felt like competing in competitions like these in the near future. It was a joyous moment to have photographed alongside to Madam and the Chief Guest.

Keerthana: It was very good experience for me to present even as an audience at competitions like these. Hotel is good. And the arrangements made by the organizers for the children-like books, drawing equipments, etc – are very good. I felt overjoyed with these experiences as we are invited to share space with the Chief Guest while photo shoot.

Drawing Competition



Figure 46: Children at competition

Fifteen Children were taken to Public Gardens where Drawing competitions were held. Children along with Home manager and Teachers reached the venue on time and registered names of the students. Then the students were categorized as seniors and juniors based on their age group. Mounika, Nagalakshmi, Kaveri, Bhanu, Pravallika, Manisha I, Sarala, Komalika, Sony, and Renuka I were joined with the juniors and the remaining Manisha II, Anitha, Chandrakala, Renuka II, Sailaja, Keerthana and Umadevi competed in seniors section.

Topics for juniors (Children aged below 12years) completion include Environmental Pollution, Gardening and Festivals. For seniors the topics were Peace message, National Integration and child labour.

Once the competition started, all the children involved in putting their views on the canvas.

The competition was covered by media. One of our students, Keerthana, has expressed herself about the program to one Vanitha TV channel. She told them about her family background and her present status at Home and how she is getting educated at Home. She also praised the Management of the Home for her cordial support in all ways and means, especially mentioning Usha Madam.



Figure 47: Children drawing



Figure 42: Keerthana speaking through the media

Prize distribution:

The ceremony for the Prizes distribution for the drawing competition was held on 21st of November. All the 15 children participated in the competition attended were taken to the venue accompanied by Home manager Sowjanya, Parvathi teacher. The drawings were kept for the display at the venue segregating according to the categories. Children felt very happy and live when they find their drawings at the display. Then the children were seated as the guests for the occasion arrived. Ms. Chandanakhan and Shri Mahamood were the chief guests. Then the organisers invited the children to perform on stage. Anitha represented Sannihita home and sang a song and received a great applause from the gathering.



Figure 49: Banner at the ceremony



Figure 50: Mounika receiving first prize

During the prize distribution, Mounika from Sannihita Bollaram Home received the first prize in her category. All the girls cheered her for her achievement and the staff members were also quite happy. Then all the girls received participation certificates. Then Ms chandana khan delivered a speech for the children quoting the importance of education for all. After the completion of the meeting, children were provided with lunch and returned to Home after lunch.

Reviews:

Mounika: It was very happy moment for me that Sannihita Home received shield for the achievement.

Manish II: It is very nice to receive certificates. Also, the lunch provided at the venue is good.

OUTINGS

Gandipet (29/12/2010)

Gandipet is the place near Hyderabad with lake and it has nice ambience with trees and garden developed by the Municipal Corporation of Hyderabad. It is nice place for refreshing mind and soul with the beauty of the surroundings filled with green and water. Sannihita team planned an outing for the children to Gandipet as they felt it will make the children happy.

So, as planned all the 40 children from Home and 5 Home team members along with coordinator Rani started in the morning by Bus. Lunch was prepared from Home itself and neatly packed. All the members enjoyed the journey as they sang and danced throughout. At Gandipet, children from Sannihita Parklane Home joined along with Usha madam and prashanti madam. There, the entry tickets were taken for all and moved into the garden. We identified a suitable place and made arrangements for seating with a nice view of the nature.



Figure 53: Children at Gandipet



Figure 52: Children accommodated at Gandipet

All the children were in colourful dresses and looked very beautiful. We have taken photos with children in the nature's backdrop. Later, we enjoyed with some games. For a change this time, the games were conducted with the participation from the team members from both the Homes. Running race was held between watchmen Nagarju(Bollaram) and Ellgoud (Parklane) in which Nagaraju won. Next race was held between Home mothers Sharada and Diana in which Bollaram Home mother Sharada won. Similarly race was held between teachers Parvathi and Sujatha where Parvathi won the race.

In the afternoon, by 1:30 PM, children were invited for lunch. As the outing was planned to be special, the lunch items were also arranged to be special with Brinjal masala, Sambar, Tomato and Curd pickles along with sweet (double-ka-meetha). Children enjoyed eating these tasty items in the nature. After resting for an hour, children started playing again. This time, children were made into three groups and raced. Then musical chair competition and *Antyakshari* is held for the team members.



Figure53: Staff ready to run the race

Then team members and children played different games like kabaddi, shuttle, volleyball and skipping in which everyone enjoyed a lot. Late musical chairs is held for the youngest kids in the group. In bollaram group Nikki came first among Chinni, Trisha, Nikki and Navya. Visitors of the garden in our surroundings too enjoyed a lot with the activities of the children.

In the evening, before leaving for Homes, Usha madam kept a small review meeting and asked the children their opinions about the trip and everybody expressed happiness for the visit.

Laxmi: The bus journey to Gandipet is very nice. It is very nice to watch usha madam conducting running race to all the team members. It was fun watching it and we thoroughly enjoyed it.

Renuka, Vennela, Devi, Malleswari, Sarala, tulasi, Kaveri: It is very nice to watch usha madam conducting running race to all the team members. It was fun watching it and we thoroughly enjoyed it.

Manisha: The lake is beautiful with full of water.

Musical chairs competition between the team members is very nice to watch



Figure 54: Children preparing to run



Figure 55: Children having lunch



Figure 56: Children playing

RAILWAY SATATION:

An outing was planned to the nearest railway station to create awareness about one of the major transport in the world, the Trains. This outing is planned as a project for the children.



Figure57: Children at Railway station



Figure 58: Train at theStation

Teachers and the children went to the nearest Turkapalli Bollaram railway station. Station master received the children well and answered every question posed by the children with great patience. He explained answers each and every question in detail.

Some of the queries they posed to the station master and their answers include:

- Purpose of placing gravel on the track – To control the balance
- How trains run – Diesel, Electricity and Coal.
- To stop train in emergency – Pull the chain placed in every compartment for the purpose.
- People to control a train – Driver and a guard
- A local train will have 3 compartments only
- Goods trains carry everything including animals except people.
- Fares of trains are much lesser when compared to any other mode of transport.

Along these, he also explained that hasty decisions while crossing railway gates may cause loss of lives. Also he mentioned that the railways lose crores of rupees if the trains are halted with *bandhs* or *dharnas*.

Lastly children quizzed him to name a few express trains and he mentioned few familiar names of trains running under south central railways. Children felt very happy for visiting the station as most of them viewed trains for the first time.



Figure 59: Teacher and children at station



Figure 60: Children understanding the surroundings

VISITORS

Michael sir Visit – 27.11.2010

Children and Home team members were taken to parklane Home to welcome Michael sir. By that time Usha madam and other Sannihita staff were there at Parklane Home. All the children were distributed with new uniforms – red shirts and white petticoat – and ID cards. Children felt happy wearing new uniforms and shoes. Tent and chairs were arranged at Home for interaction with Michael sir.



Figure 61: Children welcoming Micheal sir



Figure 64: Micheal sir entering Home

Children welcomed him songs. He felt happy and then inspected the Home along with the children. A special lunch was arranged for the occasion along with sweet. A program is arranged after lunch in which children from both the Homes participated. They sang and danced. Anitha anchored the event. Keerthana, Umadevi, Kaveri I, Sarala, Anitha, Gayathri, Manisha I were among the children who performed dance sequence for a popular song. Later a play was performed depicting the importance of preserving mother nature from environmental pollution. Anitha, Tulasi, Keerthana, Umadevi, Manisha I, Gayathri, Sailaja, Mounika, Nagalakshmi and Rani were among the actors in the paly.



Figure 63: Anita wishing the children

In the later part Pravallika and chinni recited some English poems taught to them at Home school. Then mounika has shown the shield she achieved as first prize in drawing competition to Michael sir and others. After finishing the program, children and team members had photo session with Michael sir. He was very much impressed with the children and conveyed his best wishes to the children and the staff members before leaving Home.

Usha madam praised team members for the arrangements they made for the lunch. They felt very happy for that. Later, all the children – from both Homes – had dinner together sharing the joyous moments.



Figure 65: Children interacting with Michael sir's team

Opinions:

Mabisha II: To day I felt very happy to see Micheal sir and Anit madam. The new dresses were very nice. I felt elated when Anit madam shoo my hands while leaving home.

Vennela: I felt very happy and excited as Anit madam had taken a photograph with me.

Mounika: It is a very sweet moment for me when Micheal sir praised my efforts when I show him the prize I got in drawing competition.

Michael Sir visit (16-02-2011)

Micheal sir visited Bollaram home by 3:45 PM. He was accompanied by Anu madam and Ambica madam. All the children welcomed Michael sir with rose flowers.

Home manager sowjanya explained the bathroom problems faced by the children to Michael sir and anu madam. Usha madam escorted Michael sir through the Home and explained the problems faced by the children. Later Reports of Education, Health, Program reports along with photographs, Project works done by children at home etc. were explained and shown to Micheal sir.

Children sang some good songs. Keerthana, Umadevi and Nikitha sang "*Siggu moggala seethamma*" and "*Turpu dikkuna Usha kiranam*" songs and were applauded by all. Pravallika and chinni recited English rhymes. Michael sir, Ambi madam and anu madam clapped for the best achievers in education as a recognition.

Chairman Kusuma Reddy Garu

On 1st of January 2011, chairman Kusuma reddy has visited our Home. All the children welcomed him into the Home. He felt happy to see the glow in their faces at the same time felt sorry for their backgrounds.



Figure 65: Interacting with the staff members



Figure 66: Enquiring about Home functioning

Representing all the children of the Home, Mounika has presented him a greeting card wishing him happy New Year. Home manager Sowjanya requested him that the children need books and bags for their schooling to which he promised to arrange them by June. He also asked to provide the requirements list if any other then these so that he can arrange them too. He presented a Diary to Sowjanya on behalf of Usha madam and conveyed his regards to her. Children expressed happiness for his visit to Home.

Anjali Bai

Anjali bai is a resident of Alwal. She visited Home and informed the Manager that she will arrange lunch for the children on the eve of her birthday. She distributed chocolates to the children. She spent some time with the children sharing her views on education, career planning etc. she asked every one about their career ambitions to which they responded and expressed - Nagalxmi(police officer), Bhavani (Teacher) Chandrakala and Manish I (Doctor). Later the lunch is served.



Figure 67: Disrtributing to children



Figure 68: Interaction with staff

Children as well as Ms. Anjali Bai felt very much happy. After 2 days, she again visited the Home and distributed books to the children.



Figure 69: Books distribution



Figure 70: Books distribution

Jai Durga Bhavani Welfare Association

Jai Durga Bhavani Welfare association is working on the same lines of Sannihita Homes. They invited children from Bolaram Home to visit their place one day (23-12-2010). So all the children, along with the Home manager and other team members went to their place. There, they praised Sannihita for maintaining 3 Homes for betterment of Girl children in the society. Their Home is accommodating even Boys also.

All the children from both the Homes interacted with each other. Then, upon knowing the capabilities of our children, they invited our girls to perform. Anitha, Umadevi, Kaveri, Manisha, Laxmi and Bhavani performed dances and received great applauds from the hosts. Boys from Welfare association performed a short play.

Lunch was arranged for the children and children liked the varieties of food items served in the lunch. Also, all the children were given new uniforms.

Opinions:

Manisha I: The ambience is good with trees and greenery. All the people are cordial at the association.

Anitha: Program is nice. And dance performances by the welfare association people are good. Reception by the Hosts is good.

Success Stories

Shifting of Home to Tukaram Gate on 24th February):

Background: Bollaram Home was very old and the walls were very weak and vulnerable to damage. Though the environment there is very nice, but during rainy seasons, it was very problematic and drainage gets overflowed. We have given several representations to the DEO for a new building. Also the toilets were not in good condition. One day DEO visited the Home and observed the problems in the home. Children also expressed their problems to him.

In the time being, a new construction was going on in the premises for which sand, iron rods etc. were kept. It caused inconvenience for the children with holes dug for the construction purpose. One girl accidentally fell into one of these holes and wounded her leg. Also, the sand and gravel placed at the site caused so much waterlogging. We have spent so much money towards clearing drainages now and then.

So the management decided to shift the Home to some other place. But most of the residents responded negatively to give their premises for rent to a children Hostel. So, we are forced to move the children to Parklane Home for the time being and continued searching for a suitable place for Home. USha madam identified Tukaramgate as a nice place for Home and discussed with the school principal to allow. Principal got convinced that the 67 children from the Home will be joined into their school. He agreed to accommodate Home in their premises.

The issue was raised at the collector's meeting with all the homes. Sannihita team members expressed their Home problems and Collector got convinced and promised to give the allotment letter within a week. Prashanti madam and Rani madam made repeated visits for the letter to SSA office. As soon as the letter received, we got the place cleaned by arranging 3 workers for clearing everything. Also some minor modifications like mesh, grills, extra wall were taken.

Now the House looks comfortable and all the children are happy with the place.

Reviews (On House shifting):

Children:

- Bollaram Home is very spacious and had a good place for playing. Our studies were good at that time. But the problems with the bathrooms are very troublesome.
- We used to fear a lot when it is raining outside as the Home building is very old and it seems every time that the building may collapse. Also the drainage system is worse and it overflows regularly and causes very much trouble.
- At Bollaram, snakes used to be there though it's a rarity. It causes a grave fear during nights.
- Tukaram gate home is a nice place. It is comfortable, but there is a scarcity for drinking water.
- We are not able to adjust with the two bathrooms provided at the home as the number of children is high.

ACTIVITIES AT HOME

The children at home took up some activities which can express their creativity, thinking and can be fun as well. The staff members and the teachers at Home supported in every stage as and when children required. Some of the key activities children actively involved include:

- Greeting cards were prepared for the Christmas Eve and the New Year.
- Leant and Drew traditional Rangavalli for Sankranthi festival.
- As a small project, children were asked to make small house models under the concept of 'sweet home'.
- Different charts were prepared with different leaves and cereals and children were asked to identify them as a learning exercise.
- Actively participated in cultural programs held in and out of the Home. Children were very much active in singing and dancing.
- During the Christmas festival, Gayatri was dressed as the Santa.
- Children of 1st standard were taught to color the diagrams given at school.
- Also, the knitting works were taught to the kids.

Team Leaders:

1. Chandrakala
2. Manisha
3. Bhavani
4. Sailaja
5. Anitha

Team leaders maintain their teams well. All the children obey to their leaders. If they face any problem of any kind in Home or school, they inform to their leaders. All the children show good improvement in studies.

Concerns of team leaders: It is a tedious job to wake up every one in the morning. Kaveri-II doesn't obey leader sometimes especially Mounkia. Avanthi is normal in studies. Sarala does what she wishes and does not obey the leader's words. Same thing is with Nagalxmi too.

Children's Preparation of Projects



Figure 77: Explaining the students



Figure72: Sharing of thoughts between children



Figure 73: Children anxious to learn



Figure 74: Interacting with the children

NEW PAPER READING



Figure 75: Children reading the news paper

Dance Practice



Figure 76: Learning the dance moves during practice

CHILDREN REVIEW



Figure 77: Usha madam interacting with children in review



Figure 78: Usha madam with children during her visit