



| 2024-25

NATIVE MISSIONARY
MOVEMENT

ACTIVITY REPORT

OVERVIEW

Native Missionary Movement (NMM) continued its work across education, residential care, staff and family welfare, community development, and relief, with a particular focus on underserved communities in Rajasthan and neighboring states.

Education and Leadership: NMM continued its school network, including SAG School and St. Matthew's School in Jhadol. Its Leadership Training Center provided online and residential learning opportunities, supporting the development of students, emerging leaders, and those preparing for wider community and organizational responsibilities.

Residential Child Care: Through the Manas residential center, NMM provided children from disadvantaged backgrounds with accommodation, education, nutritious meals, healthcare, and a structured environment for their overall academic development.

Family and Staff Welfare: NMM supported staff and their families through assistance with essential household needs, education, healthcare, and mobility, helping address practical challenges that could affect household stability.

Community Development and Relief: NMM implemented borewell projects to improve access to water in underserved rural communities. NMM also conducted community awareness sessions, training, and seminars to strengthen local participation and build the capacity of field workers and volunteers.

Across these activities, NMM combined immediate support with longer-term development, helping children access education and residential care, strengthening staff and families, improving essential rural infrastructure, and building local capacity for continued community engagement.



PROGRAM ACTIVITIES

AWARENESS CAMPS, TRAINING & SEMINARS

NMM expanded its community awareness, training, and seminar activities to different locations: Madhya Pradesh, Andhra Pradesh, Gujarat, Maharashtra, and Orissa. This significantly broadened geographical engagement compared with the previous year.

The programs provided opportunities for community awareness, training, dialogue, and capacity building, bringing together community members, volunteers, and field workers to share experiences, identify local needs, and consider practical responses. They also helped strengthen the skills, confidence, and effectiveness of those involved in grassroots engagement.



Expanding into different locations enabled NMM to build new relationships, strengthen existing connections, and better understand diverse local contexts and needs. These programs served as important entry points for deeper community engagement, helping establish trust and encourage local participation.

The wider geographical reach also provided NMM with opportunities to identify communities where future educational, welfare, and development initiatives may be appropriate. While the previous year emphasized continuity and deeper engagement in established locations, 2024–25 marked a broader phase of outreach, relationship-building, and exploration of new areas for sustained engagement.



BOREWELL DIGGING

During FY 2024–25, NMM continued its borewell program, completing nine wells in underserved rural communities where existing water sources were distant, seasonal, or inadequate. The program focused on improving access to a dependable water source for drinking, cooking, hygiene, and sanitation. In many rural households, water availability and accessibility directly affect daily routines, household health, and the time spent collecting water.

Providing borewells offers practical benefits for households and communities. A more accessible water source can reduce the time and physical effort required to collect water, particularly for women and children, who often carry much of this responsibility. It also enables households to maintain better hygiene and sanitation and reduces dependence on uncertain or unsafe sources. The benefits can extend beyond household water needs. Where water availability, land, and local conditions permit, the improved supply support small-scale farming, livestock care

farming and other household activities provide modest opportunities for socio-economic upliftment and greater household resilience. Impact: The program represents an investment in durable community infrastructure rather than one-time assistance. Careful location identification helps ensure each intervention responds to a genuine local need and can be used long-term. Once established and properly maintained, borewells can serve households for many years, providing more reliable water access and improving daily living conditions.

In this way, the program addresses a fundamental need while contributing to health, dignity, household stability, and the longer-term wellbeing of rural communities.



EDUCATION

■ ST. MATTHEW'S SCHOOL, JHADOL

During FY 2024–25, SMS Jhadol enrolled 432 students, comprising 183 girls and 249 boys, across Classes 1–12. The school continued to provide access to children from families requiring financial assistance, extending fee concessions to 22 half-fee students and supporting 17 students through RTE provisions. The school operated with 17 teachers, a head teacher/academic in-charge, and 17 non-teaching and support staff.

The school continued to maintain and use its educational facilities, including 13 classrooms, separate sanitation facilities for girls and boys, learning materials, library access, play space, computer and learning aids, and first-aid care. These facilities provided a supportive environment for both classroom learning and students' broader development.

The school's program included classroom education and learning support, along with opportunities for skill development, health and wellbeing, sports and cultural engagement, character and values formation, and regular academic assessment. The annual program also supported students' progression through key stages of their education, including assessment at Classes 5, 8, and 10.

The school recorded 96% attendance, full progression of enrolled students to the next class, and measured learning improvement among 320 children in Classes 1–10. All 31 students completing Class 8 progressed to Class 9, while students receiving fee support remained in school. Together, these outcomes indicate continued student retention, educational progression, learning development, and access for children from financially constrained families.



SAG SCHOOL, BAGHPURA

During the Academic Year 2024–25, SAG School enrolled 132 students, including 68 girls and 64 boys, across Classes 1–8. Fee concessions supported children from families with financial constraints, including 5 half-fee students and 8 students supported through RTE provisions. The school was supported by 12 teachers, a head teacher/academic in-charge, and three non-teaching and support staff. Activities: The school maintained a full academic and student development program throughout the year. Beginning on 1 July, activities included skill development, health check-up camps, sports and cultural events, character and values education, Class 5 and 8 assessments, and the annual examination. These activities complemented classroom teaching by supporting students' health, personal development, participation, and academic progress.

The school operated with 11 classrooms with all required facilities. While library resources, teaching materials, and computer or digital learning aids remained unavailable, the school continued to provide a stable environment for regular teaching and learning.



The program recorded 92% attendance, no attrition within the tracked cohort, and all 132 students progressed to the next class. Learning improvement was measured among 110 students, and all four Class 8 completers continued to Class 9. Girls represented 52% of total enrolment, and all children receiving fee support remained in school.

Overall, the program contributed to continued access to education, student retention, academic progression, and measurable learning improvement, while also providing opportunities for health, skills, values, sports, and cultural development



LEADERSHIP TRAINING



FBC's Leadership Training program continued to provide a blend of advanced education, digital learning, leadership development, and residential formation. The Center offered programs in areas including media studies, entrepreneurial leadership, and undergraduate and postgraduate education, equipping students with knowledge and practical skills relevant to contemporary professional and community contexts.

A key feature of the Center was its integration of digital and online learning into the educational experience. The Global Classroom let students access online courses, digital resources, and broader learning opportunities beyond the physical campus. Connectivity, digital platforms, and online learning tools supported a flexible learning environment and helped reduce geographical barriers to specialized education.

The facility also continued to develop its library and online knowledge base, expanding students' access to books, academic resources, reference materials, and digital information. These resources strengthened both classroom learning and independent study, encouraging students to engage more deeply with their subjects and pursue learning beyond prescribed coursework.

Alongside academic programs, the Center provided a residential environment that supported personal development, leadership formation, and collaborative learning. Impact: The combination of residential education, digital learning, media studies, leadership training, and expanded knowledge resources created a broader learning environment for students. It strengthened digital literacy, academic engagement, research skills, communication, leadership capacity, and independent learning, while giving students access to educational resources

that would otherwise be difficult to obtain. The continued development of the library and online knowledge base further strengthened the Centre as a resource for ongoing learning and leadership development.

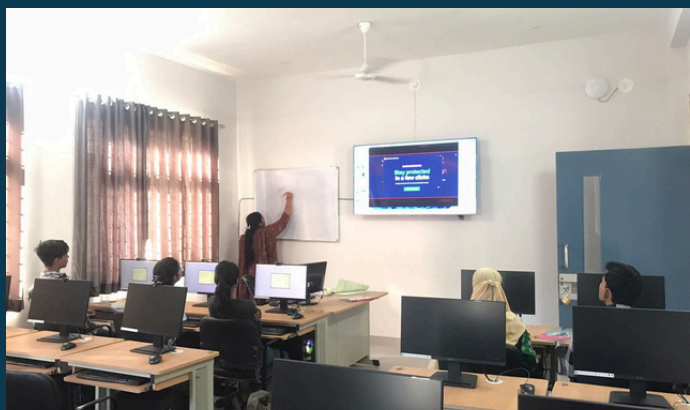


SKILL DEVELOPMENT AND VOCATIONAL TRAINING

The Skill Centre continued to provide practical training aimed at employment, self-employment, income generation, and social upliftment. The programme combined vocational skills with IT, soft skills, spoken English, character formation, and personal development, recognising that sustainable livelihood opportunities require both practical abilities and personal confidence.

Tailoring training was an important component, particularly for housewives seeking opportunities to develop skills, contribute to household income, and participate more actively in community life. The training provided a practical and marketable skill that can be used for home-based work, small-scale enterprise, or local employment. For women with limited opportunities to enter formal employment, tailoring can provide an accessible pathway towards economic participation, greater confidence, and social empowerment.

The Centre also provided IT and digital skills, helping participants develop basic competencies increasingly required in education, employment, and everyday life. Soft skills and spoken English strengthened communication, interpersonal abilities, confidence, and workplace readiness.



Character and personal development sessions further encouraged responsibility, discipline, self-confidence, and constructive decision-making.

By combining vocational and personal development, the program aimed to equip participants with skills they could apply in practical livelihood settings. For housewives in particular, tailoring created opportunities to explore home-based income generation and social entrepreneurship, while the wider training strengthened digital literacy, communication, confidence, and participation in community life. Overall, the program contributed to skills development, economic participation, social upliftment, and greater personal agency among participants.



■ EDUCATIONAL RESIDENCE FOR POOR AND NEEDY STUDENTS

The Educational Residence at Manas provides a safe, supportive residential environment for girls from poor and disadvantaged families, enabling them to continue their education despite poverty, rural location, or family constraints that might otherwise limit their opportunities. The residence provides accommodation, nutritious food, healthcare, education, supervision, and personal development, creating a stable environment where children can study, grow, and develop with confidence.

During the academic year 2024-25, the residence accommodated 56 girls, all first-generation learners from rural communities in Udaipur District, from primary education through undergraduate studies. Dedicated staff supported the residential program, which included dormitories, study spaces, dining facilities, drinking water and sanitation, recreation areas, a library, and medical care.

Beyond meeting basic needs, the residence offers children a caring, structured, family-like environment. Regular academic support, health and nutrition, recreational activities, and opportunities for personal development help create the stability children need to stay engaged in education and develop their potential.

The program's impact extends beyond educational access. By providing continuity of care and education, the Residence helps children from disadvantaged families remain in school, progress through successive levels of education, and develop greater confidence and independence. Strong retention and board examination outcomes demonstrate the value of this sustained support. For families, the program reduces the burden of providing education, accommodation, food, and healthcare under difficult circumstances. For the children, it provides an environment where they are cared for, encouraged to learn, and supported to aspire to a more secure future. In the longer term, educating and equipping these girls can strengthen their families and contribute to the wider social and economic upliftment of their communities.



HELP TO POOR & NEEDY / FAMILY WELFARE

During 2024–25, NMM continued to strengthen its family welfare and assistance programs, with a particular focus on the wellbeing of its staff and their families, as well as poor and needy households connected with NMM's wider work.

The program addressed practical needs that can place considerable pressure on families, especially during financial difficulty or unexpected circumstances. Support focused on three main areas: family welfare, education, and healthcare.

Family Welfare: NMM provided direct assistance to staff and families facing financial hardship, helping them meet essential household needs and providing stability during difficult periods.

Education: Educational support was extended to needy children, helping families manage school-related costs and reducing the risk of financial hardship interrupting their children's education.

Healthcare: Medical assistance helped staff and vulnerable families meet essential healthcare needs without adding pressure to limited household resources.

For NMM staff, this support serves as an important welfare mechanism, recognizing the needs of those who contribute to the organization's work and helping provide greater security for their families. For poor and needy households more broadly, the program offers timely assistance at points of vulnerability.

Overall, the program contributes to family stability, staff welfare, educational continuity, and improved access to essential care, strengthening the wellbeing of those directly connected with NMM's work.



Lalita completed her GNM Course and now working in a hospital.



Manju completed her BA degree and teaches in one of NMM schools



Kriti complete her BA and pursuing her teacher's training



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