



ANNUAL REPORT
2002-03

GOVERNING BOARD

- Dr. Armaity Desai : Former chairperson, University Grants Commission, Govt. of India; Ex-Director, Tata Institute of Social Sciences
- Mr. Berjis Desai : Solicitor and Advocate
- Dr. Denzil Saldanha : Professor and Head, Unit for Sociology of Education, Tata Institute of Social Sciences
- Mr. E.N.Venkat
(*Treasurer*) : COO, AFL.
- Ms. Jeroo Billimoria
(*President*) : Founder – MELJOL
Founder and Trustee - CHILDLINE India Foundation
Founder and Executive Director - Child Help Line International
- Ms. Kamal Damania
(*Executive Secretary*) : Social Worker
- Dr. Lata Narayan : Faculty member, Unit for Child and Youth Research, Tata Institute of Social Sciences
- Mr. Maneck Davar : Journalist and Publisher
- Mr. Nakul Mehta : Company Director, Bharat Bijlee Ltd.
- Mr. Khushrooh Byramjee : Business Person (Deceased December 2003)

Advisory committee, Pune

- Mrs. Meenakshi Apte (Professor and Ex Head of Department of Family and Child Welfare, Tata Institute of Social Sciences.)
- Mrs. Rashmi Tamuly (Faculty, Karve Institute of Social Sciences, Pune)
- Mrs. Shahnaz Thanawala (Counsellor)
- Mrs. Nileema Rathore (Social Worker)

MELJOL TAKES A STEP FORWARD....

The MELJOL Aflatoon Programme moves to the Chandrapur and Yavatmal Districts in the State of Maharashtra.

The successful implementation of the MELJOL Aflatoon Programme, in the last four years, has given MELJOL the impetus to forge ahead and replicate the programme in other districts in the State of Maharashtra. The Maharashtra Prathamik Shikshan Parishad, in this academic year invited MELJOL to conduct training programmes at the state level. This has enabled MELJOL to create awareness about its programmes to the other districts.

With support from UNICEF, MELJOL successfully initiated its replication programme in schools from the selected blocks in the districts of Chandrapur and Yavatmal.

Achievements:

- Teachers participated enthusiastically in the workshops conducted for them and the majority of the schools have implemented the programme effectively.
- The Aflatoon Bank concept was well accepted by both teachers and children and has begun functioning effectively. Children have collectively managed to save from Rs.500/- in Matkalmeta School to Rs.6000/- in Dhatoli School in the Chandrapur District. In the Yavatmal District children have collectively saved from Rs.500/- in Lakh Rawaji School to Rs.2000/- in Isapur School.
- 95% of the participating children know about Child Rights and Responsibilities and identify closely with the characters of Aflatoon, Mel and Jol.
- 86 % of the teachers expressed that they had been able to integrate MELJOL messages and material while teaching subjects like history, geography and civics. This has made it easier for the children to understand the various concepts in these subjects.
- 85% of the teachers felt that the programme enhanced regular attendance of the students in the schools, as children started liking school because of the child-friendly methodology introduced through the programme.
- 86 % of the teachers expressed that they had learnt how to impart value education effectively with the help of the programme.
- The programme has been well accepted by both, the concerned authorities in the Zilla Parishad School, Education Department, in the district of Chandrapur and Yavatmal, as well as teachers and children.
- The Bal Anand Mela held in both the districts as the annual event were given a wide coverage by the local media highlighting the effectivity of the programme.

MELJOL EXECUTIVE SUMMARY

INTRODUCTION

MELJOL has its origin in the belief that every child irrespective of age, class, ability, gender or culture is important to the environment. Given the right direction, children have the inherent ability to participate effectively in society. MELJOL endeavours to provide them with the necessary opportunities to ensure that they contribute responsibly to their environment. Through the understanding of their rights and responsibilities as laid down in the **United Nations Convention on the Rights of the Child (1990)**, MELJOL hopes to instill values of responsible citizenship among children. Thus, **'Equal Rights, Opportunities and Respect for all'**, forms the main crux of MELJOL's philosophy. MELJOL believes that children have their own rights and linked to these rights, they have responsibilities, which they need to be made aware of.

MELJOL's vision is to develop a group of children who believe in themselves, believe in child rights and responsibilities and are able to undertake challenges thrown their way. Currently MELJOL works in urban as well as rural areas, and besides Mumbai, has its branches in Thane, Pune and Bangalore. While the programme started with 1500 children in its first year, its current outreach in the academic year 2002-2003 is 1,37,926 children in 989 schools and 3376 teachers in India.

Primary constituency: MELJOL primarily works with school children in urban, rural, and in tribal areas and mainly with the age group of 10 to 15 years. In recent years it has also been working with children in the lower age groups. In urban areas, MELJOL's intervention extends to private schools, as well as schools run by government and local bodies. In rural areas, MELJOL works with 'zilla parishad' schools, and 'ashram' schools.

Secondary constituency: MELJOL also works with significant adults in the child's environment such as teachers, parents, those in the administrative system, government functionaries and so on, to reinforce Child Rights education for children, and to make them responsible towards ensuring a society conscious of rights. MELJOL also partners with NGOs, State and local bodies to achieve its mission.

AREAS OF INTERVENTION

MELJOL's programmes include children in private, government, special and rural schools. The approaches in these settings vary. They are:

Intervention through teachers:

The Aflatoon Programme: This programme is implemented by the teachers (trained by MELJOL) with the help of the Aflatoon books series created by MELJOL. The programme works towards enhancing the self-esteem of children in local government / zilla parishad schools, to make them confident to be active participants in affecting their immediate environment. In this programme, children are encouraged to form school level councils to lead them into being active participants to bring about desired changes in their environment. The programme focuses on:

- Sensitising the children to one another and to their environment.
- Developing the confidence into children to take positive steps towards bringing about a change in their environment.
- Helping them to identify issues of concern and working towards positively changing their environment.

MELJOL consider teachers as resource people and partners towards achieving its goal of Child Rights Education for all. Teachers are thus trained to impart rights education and to create and strengthen the process, which allow for the participation of children at the school and community level. This strategy has enable the organisation to reach out to many more children and also to create an awareness within the system on the need for the inclusion of rights education in the curriculum.

In this academic year, MELJOL has on an experimental basis initiated the MELJOL Aflatoon replication programme in selected blocks in the district of Chandrapur and Yavatmal, Maharashtra. In the first year of implementation.

The Twinning Programme: This programme focuses on getting children from two different backgrounds to interact with each other (private schools, government schools, special schools, street children etc.) to address prejudices and respect the differences and, at the same time, being able to see the possibility of transcending these boundaries.

The Private School Programme: The programme works towards sensitising private school children to issues related to the marginalised child within the context of the Convention on the Rights of the Child (1990). The issues worked on with the private schools include child labour, street children, slum children, literacy, gender etc.

MATERIAL CREATION

MELJOL is constantly developing material, which enables teachers and other facilitators to conduct sessions effectively on Child Rights Education. Various fact sheets and handouts are created to reinforce MELJOL's messages during sessions with children during the year.

The material created by MELJOL during this academic year is as follows:

- Creation of module on peaceful coexistence for the Aflatoon School Programme in the Brihan Mumbai Municipal Corporation (BMC) and Navi Mumbai Municipal Corporation (NNMC).
- Creation of manual for teachers of Zilla Parishad schools, Thane District, covering issues related to health, education, and substance abuse (gutkha).
- Creation of module for replication of the MELJOL Aflatoon programme in Yavatmal and Chandrapur Districts.
- Creation of module for school-level leadership camps.
- Creation of module for Gram Sevaks.
- Creation of module for trainers on Life Skill Education for adolescent girls in Marathi.
- Creation of a trainer's manual on 'How to conduct a Bal Anand Melawa' in Marathi.
- Fact Sheets and Activity Sheets for the private school programme.

MELJOL has been working in the field of Child Rights Education since the last 12 years and through its child friendly and interactive methodology has been able to create an awareness about Child Rights among the authorities in the education departments of various municipal corporations, zilla parishads, teachers and children. MELJOL has been able to achieve this success due to the constant support and cooperation of authorities in the Education Department. In this academic year however MELJOL has faced difficulties in terms of permissions from a few education departments to carry on its programmes. As a result, the implementation of the programme has been affected to a great extent.

HIGHLIGHTS

- ◆ During this academic year, MELJOL focused all its activities on ‘peaceful coexistence’ looking at the scenario in the country and the need to address the issue with the teachers and the children.
MELJOL also worked towards motivating trainers and teachers to take over the responsibility of sustaining the programme from the next academic year with support from the MELJOL team.
- ◆ Replication of MELJOL Aflatoon Programme in selected blocks of Chandrapur and Yavatmal district.
- ◆ For the first time MELJOL was invited by the Maharashtra Prathamik Shikshan Parishad (MPSP) to conduct workshops at the state level for
 - Trainers from all the districts in the state of Maharashtra on ‘How to conduct Bal Anand Melas’.
 - Trainers from Thane and Nashik District on ‘Life Skills for Adolescent Girl Child’.
- ◆ The MELJOL Aflatoon school programme was initiated for children of Std. VIII in the Marathi medium BMC schools.

TRAINING

The following structure for training was evolved in this academic year:

Training of Trainers Workshops

- In MELJOL Rural, Mumbai (Urban), Pune, Yavatmal and Chandrapur workshops were conducted for trainers (identified Kendrapramukhs and teachers) who, in turn, conducted teachers' workshops to implement the Aflatoon Programme at the school level.
- The trainers were also equipped with skills to conduct leadership camps with children.

Teacher Training Workshops

Workshops were conducted with teachers implementing the Aflatoon Programme in their respective schools. These workshops were conducted by the trainers with support from the MELJOL team.

Camps

In this academic year, leadership and zonal level camps were conducted with the participating schools in Mumbai (Urban). Aflatoon camps were conducted with the participating children in schools in the Navi Mumbai Municipal Corporation and Zilla Parishad, Thane District.

Events

Bal Anand Melas were organised for all participating schools in Yavatmal, Chandrapur, Pune and NMMC by MELJOL with the active participation and involvement of the teachers and concerned education authorities.

ACHIEVEMENTS

- For the first time in MELJOL, trainers took the initiative to write the module themselves. The efforts were very good and it showed clearly that the trainers had clearly understood the programme.
- Also for the first time MELJOL Rural conducted a workshop for gramsevaks, which has helped in increasing their understanding of the MELJOL Programme and the need for their involvement in the ongoing activities in the schools under them.
- Aflatoon Banks have been a great success and the MELJOL programme has been successful in starting the process of inculcating the concept of savings in the children.
- Conducted state level training workshops on invitation of the Maharashtra Prathmik Shikshan Parishad (MPSP) on 'Life skills training for adolescent girls' and 'how to conduct Bal Anand Melawas'.
- Replication of the MELJOL Aflatoon Programme in Yavatmal and Chandrapur District.

LEARNINGS

- MELJOL has realised the need to have frequent communication and rapport with people's representatives like members of the Panchayat Samiti and the Zilla Parishads in order to ensure smooth functioning of the programme.
- It is important that the programme starts as per schedule, as otherwise, teachers find it difficult to complete all the sessions from the Aflatoon books.
- The support from the concerned authorities of the Education Department, enables teachers to easily implement the programme.
- The MELJOL team needs to visit schools more often and iron out difficulties faced by the teachers whilst implementing the programme.

Vaki School, Jawhar Block, Thane District

Guppy - a variety of local fish eats malaria parasites / mosquitoes. The children understood this and realised the benefit of this method to control the spread of malaria, which was quiet common in their village. The MELJOL Aflatoon club members decided to cultivate this fish in a ditch of water close to their school. The fish reproduced so fast and the effect was so obvious that the villagers themselves approached the club and requested the children to allow them to take a few fish to cultivate near their homes. Most homes in the village began to cultivate the fish in a pool of water near by and it has been observed that the incidence of malaria has lessened to a great extent in this village.

MELJOL'S OUTREACH

In the academic year 2002-03, MELJOL has reached out to 989 schools, 3376 teachers and approximately 1,37,926 children.

Programmes		No. Schools / Organisation	No.of Children (Approx.)	No.of Teachers /Participants
I.	MUMBAI	60	17401	259
	<i>a. Aflatoon School Programme</i>	35	15500	218
	i. Principal's meeting Trainers workshops			40
	ii. Teachers' workshops			147
	iii. School level leadership camp	33 camps	1400	25
	iv Zonal level camp	19	79	11
	v. Volunteers' workshop			16
	<i>b. Twinning Programme</i>	19	1300	27
	<i>c. Private School Programme</i>	4	351	9
	<i>d. Camps</i>	2	250	5
II.	RURAL	650	80000	1817
	i. Trainers' workshop	1		25
	ii. Teachers' workshop	33 workshops		1267
	iii. Trainers' workshop for Aflatoon camps	1	1700	42
	iv. Aflatoon Camps	34	1700	42
	v. Kendrapramukh workshop	7		193
	vi. Volunteers workshop	1		25
III.	THANE	39	8000	273
	<i>a. Navi Mumbai Municipal Corporation</i>	30	7500	166
	i. Teachers' workshops	30		166
	ii. Leadership Camps	30	305	60
	iii. Bal Anand Mela		564	70
	<i>b. Ulhasnagar Municipal Corporation</i>	9	500	107
	i. Principals' meeting	1		9
	ii. Teachers' workshops			38
	iii. Volunteers' meeting			60
	iv. Leadership camps	9	102	18
IV.	PUNE	56	14500	264
	<i>a. Aflatoon School Programme</i>	51	14000	242
	i. Trainers' workshop			42
	ii. Teachers' Refresher workshop	19 workshops		200
	iii. Mela	47	400	71
	<i>b. Twinning Programme</i>	5	500	22
	i. Teachers' workshop	3		22

V. REPLICATION PROGRAMME	178	17500	525
<i>a. Chandrapur District</i>	<i>153</i>	<i>15000</i>	<i>442</i>
i. Trainers' workshop	1		43
ii. Teachers' workshop	9		399
iii. Leadership camp	11	559	15
iv. Bal Anand Mela		550	
<i>b. Yavatmal District</i>	<i>25</i>	<i>2500</i>	<i>83</i>
i. Trainers' workshop	1		43
ii. Teachers' workshop	1		40
iii. Leadership camp	2	78	
iv. Bal Anand Mela		550	83
VI. BANGALORE	6	525	12
i. Government School Programme	5	415	-
ii. Private School Programme	1	110	-
VII. STATE LEVEL PROGRAMMES			226
<i>i. Workshop on 'Life skills for Adolescent Girls'.</i>	1		75
<i>ii. Workshop on 'How to conduct Bal Melawas'.</i>	1		151
TOTAL	989	1,37,926	3,376

The highlighted numbers reflect MELJOL's outreach for the year.

PROGRAMMES

MELJOL MUMBAI

A. Aflatoon School Programme: Brihanmumbai Municipal Corporation (BMC) Schools.

In this academic year, the Aflatoon School Programme was initiated for students and teachers of Std. VIII in 35 BMC Marathi medium schools.

In all the schools where the programme is ongoing, the thrust in this academic year was on increasing the teacher' ownership, of the programme in order to strengthen the impact of the programme. Various activities were undertaken throughout the year to ensure effective functioning of the programme.

Activities

Principals Meeting

A meeting of Principals was conducted in the beginning of the academic year at which the plan of action for the year, and the role principals were expected to play during this year were discussed. The need for teachers to implement the programme was emphasised at this meeting.

40 principals participated in this meeting.

Teachers training workshops

a) Refresher Workshops for teachers of Std V–VII.

Two refresher workshops for teachers of Std V-VII of the Marathi medium BMC schools were conducted.

Objectives

- To review and discuss implementation of the programme in the academic year 2001-02.
- To ensure teacher's co-operation in implementing the programme in this academic year.
- To equip teachers with facilitation skills to effectively implement the programme.
- To ensure that teachers will effectively facilitate the implementation of the programme and guide children to actively participate and bring about positive change in their environment

Since this is the third year of implementation of the Aflatoon School Programme in the BMC schools, these workshops were based on the assumption that the participating teachers have identified with the programme and were familiar with the methodology involved in its implementation. The emphasis was on encouraging teachers to take the initiative and conduct the programme with less dependence on the MELJOL team.

In all, two refresher workshops were conducted covering 64 teachers from 25 schools, who participated enthusiastically in these workshops.

b) Teachers' Training Workshops for teachers of Std VIII.

The Aflatoon School Programme was initiated with the students and teachers of Std. VIII of the Marathi medium BMC schools from the academic year 2002-03.

Through teacher training workshops, teachers were given an in-depth orientation to the Aflatoon School Programme and their roles and responsibilities were discussed.

Objectives

- To orient the teachers to MELJOL and its programme with an emphasis on the MELJOL Aflatoon programme.
- To orient the teachers to the methodology through which the programme should be implemented.
- To equip the teachers with skills to enable them to implement the programme effectively.
- To ensure support and co-operation of the teachers for effective implementation of the programme.

Two workshops were conducted for 83 teachers from 30 schools.

c) Training of Trainers

Trainers were identified from the teachers who participated in the Teachers' Training Workshops. They were intensively trained to conduct school level camps with children elected as representatives of the Aflatoon clubs in their respective schools.

Objectives

- To orient them to the module created for the leadership camps.
- To equip the trainers with skills to facilitate school-level leadership camps.
- To discuss the schedule and plan of action for the school-level leadership camps.
- To enthuse trainers to motivate the children to work on the issues selected.

In all, 25 trainers were trained through the two workshops.

Volunteer Workshop

In this academic year, a workshop was conducted with the NSS Student Volunteers from K.J. Somaiya College, Vidyavihar, Mumbai. These volunteers were trained to enable them to assist the trainers at the school level camps and monitor the activities undertaken at these camps.

Objectives

- To orient the volunteers to MELJOL with a focus on the Aflatoon programme and the school level camps.
- To sensitise the participants to issues involving inequalities based on religion, gender etc.
- To build capacity among the participants to undertake various activities during the leadership camps.

In all 16, volunteers participated in this workshop.

School Level Leadership Camps

The trainers conducted school-level leadership camps with the elected representatives of the Aflatoon Clubs with an aim to strengthen MELJOL messages and enhance leadership skills among children.

Objectives

- To strengthen citizenship skills and values in children.
- To create an awareness on the need for peaceful co-existence.
- To facilitate the process of identifying issues and methods of resolving these issues with the children's active participation.
- To enhance leadership skills among the participating children.

With assistance of the volunteers from K.J. Somaiya College, the trainers were able to successfully conduct school level camps. It was the first time most of the trainers had conducted such a programme and though they found some activities difficult to handle, on the whole, they enjoyed the experience. Principals, too, took a keen interest and in most schools were present at the camp for some time. The trainers suggested that all the teachers implementing the MELJOL programme should also be trained to conduct these camps, as this would enable them to participate and assist the trainers during the camps.

It was observed that the volunteers participated enthusiastically during the school level camps. Trainers found them to be very useful in the camps. The volunteers felt that the school level camps were liked by the children. Most of the trainers conducted the camps quite effectively and sought the volunteers' assistance whenever needed.

1,400 children from 35 schools participated in the 33 school level camps that were conducted by 25 teachers and assisted by 16 volunteers from K.J. Somaiya College.

Zonal-Level Residential Camps

After many years, zonal-level residential camps were conducted with the children of the BMC Marathi medium municipal schools. Two camps were conducted at the J.J. Nursing Association, Aksa Beach, Malad, Mumbai, in the month of December 2002.

Objectives

- To facilitate the process of identifying problems, issues and motivating children to plan activities on their own to solve these problems/ issues.
- To plan for the activities and programmes that will be conducted by children in their school.
- To make children aware of their capacities and skills.
- To orient children to different forms of expression such as speech, painting-posters, street plays, essays, letters etc.
- To provide a platform for children to express their views, ideas and opinions on various issues and topics in a creative manner.
- To take feedback and review the implementation of Aflatoon programme in the schools

The venue for the camps were ideal and both teachers and children enjoyed the pleasant atmosphere and the activities conducted during the camp. Teachers too actively participated in the camp and children discussed issues and topics in a mature manner though their ideas of intervention tended to involve violence. The MELJOL team had to explain that indulging in violence is not going to solve the problems at hand but would, in turn, lead to more problems.

79 children and 11 teachers from 19 schools participated actively in these camps.

Review Visits

In this academic year, the MELJOL team was able to visit the schools once during the year. However, the school-level camps and zonal-level camps provided the MELJOL team with the opportunity to discuss with the children their views and understanding regards the Aflatoon School Programme and its implementation by the teachers in their respective schools.

Objectives

- To review children's understanding of the Child Rights and Responsibilities and the messages of MELJOL.
- To review the implementation of the programme by teachers.
- To review the impact of the Aflatoon programme and the various activities conducted as part of this programme on the teachers and the children.

The data collected have revealed that the level of implementation of the programme is much higher in this academic year than before. The teachers have shown more ownership of the programme and have implemented the programme to a great extent during this academic year. The school- and zonal-level camps were very effective and helped in the overall implementation of the programme. Teachers, though, still maintain that it is difficult to completely implement the programme as there are too many extra-curricular activities taking place simultaneously in BMC schools limiting the time that could be utilised to implement this programme. The teachers feel that, if a special period was allotted for this programme, then its effectivity and impact would be greater.

B. TWINNING PROGRAMME

Teachers' Training Workshops

In this academic year 2002-03, two teachers' training workshops were conducted with teachers of the schools already in the programme and those who wished to initiate this programme in their schools from the academic year 2002-03. The teachers were provided with MELJOL's Twinning Manual in order to enable them to conduct the programme in their schools.

Objectives

- To orient teachers to MELJOL and its programmes with an emphasis on the Twinning programme.
- To clarify doubts and answer queries that teachers have, related to the Twinning programme.
- To equip teachers with skills required to break stereotypes that children may have about municipal/ private/ special school children through various joint activities.
- To share experiences of the teachers already in the programme in the previous year.
- To enthuse teachers to carry forth the programme on their own.

27 teachers from 19 schools / organisations participated in these workshops.

Review Visits

In this academic year, teachers took the initiative to implement the sessions themselves with very little assistance from the MELJOL team, especially in the schools where this programme is ongoing since a few years. The MELJOL team attended the sessions on invitation and assisted wherever required.

It was observed that normal schools now prefer to twin with a special school/organisation much more than twinning with a BMC school in their geographical proximity. This is because in some areas BMC schools have closed down. Some schools find it easier to twin with special schools as they feel that teachers from a special school are more flexible and co-operative than those from a BMC school. They also feel that normal children need to become more aware of the situation under which differently challenged children live and yet are able to achieve considerable mastery.

In almost all participating schools, the twinning programme has been able to effectively change mindsets of both children and teachers.

In all, 1165 children and 56 teachers were actively involved in this programme.

C. PRIVATE SCHOOL PROGRAMME

This year, the issues selected by children in the programme were gender, special children, street children, child labour and secularism.

For the first time, the camp module was undertaken as part of the private school module in two schools. The feedback was extremely positive as it strengthened the impact of the programme and provided the MELJOL team with an opportunity to conduct in-depth activities with the children on the issues selected.

At the end of the academic year, some of the children of the participating schools under the private school programme had an opportunity to showcase what they had learnt through a programme on Child Rights at the 'Hearts and Minds Festival' organised by the British Council.

In this academic year, the private school programme was conducted in four private schools covering 351 children and 9 teachers.

D. CAMPS FOR SCHOOLS, NGOS AND INSTITUTIONS

In this academic year, four camps on Child Rights were conducted with children from schools/NGOs/Institutions. The student social workers placed at MELJOL from Tata Institute of Social Sciences conducted some of these camps.

In all approximately 400 children participated in the camps conducted by MELJOL in this academic year.

MELJOL RURAL

This was the fourth year of implementation of the MELJOL Aflatoon Programme in the Zilla Parishad Schools, Thane District. The emphasis this year was on child's right to participation and, hence, in all the activities, suggestions were given to the teachers / trainers on how to encourage children to exercise their right to participation.

For the first time MELJOL was able to reach out to and collaborate with departments other than the Education Department. MELJOL was able to successfully reach out to Gramsevakas, Sarpanch and Village Extension Officers. The need was felt to create an awareness among them about the type of activities with which the children were closely involved, as these children in most cases needed to approach village level functionaries to resolve the issues they have selected at the Aflatoon Club level.

Activities

Training of Trainers

For the first time, the trainers contributed in writing the modules. Till this academic year, various issues would be discussed during the trainers' workshop in detail and the MELJOL team would then write the module which would be implemented by the teachers after the teachers' workshops. The trainers enjoyed the exercise of writing the module and it gave the MELJOL team a clear understanding of the extent to which the trainers have imbibed the concepts and messages of MELJOL.

Objectives

- To create a team of resource people (trainers) who will be able to effectively train teachers and sustain the programme.
- To equip the trainers with knowledge and skills to conduct teacher training workshops and other programmes in their respective blocks.
- To encourage the trainers to create a module for implementation in this academic year with support from the MELJOL team.
- To actively participate in ensuring that teachers implement the programme.
- To monitor the extent to which the programme is being implemented by the teachers in their respective blocks.

In all, 25 trainers participated in a four-day residential workshop.

Teacher Training Workshops

Two-day teacher training workshops were conducted at 33 places in Thane District. The workshops were conducted by the trainers with very little support from the MELJOL team.

Objectives

- To review the MELJOL programme implemented by the teachers in the previous year.
- To emphasize the child's right to participation and provide an opportunity to exercise it.
- To discuss and plan programmes and activities

At the workshops, it was clearly seen that the trainers showed a greater degree of ownership than ever before. It was observed that their performance and skills of conducting workshops with teachers had improved to a great extent.

In all, 1,267 teachers were trained in the 33 workshops.

Training of Trainers for Leadership Camps

In the last academic year, identified teachers were trained to conduct leadership camps with the children. However during the leadership camps they only helped the MELJOL team in conducting these camps.

In this academic year, it was decided that the trainers would take over the responsibility of conducting leadership camps and MELJOL's role would be to help and guide them in this process whenever necessary. In order to achieve this, an intensive residential training workshop was conducted with the identified trainers.

Objectives

- To motivate the trainers to conduct the leadership camps by explaining the previous year's impact of these camps on the children and the need to conduct such camps.
- To discuss and understand the module, with the help of which, the trainers would be able to conduct the leadership camps.
- To equip the trainers with necessary skills to ensure that the messages in the module reach the children.
- To plan the detailed timetable for the camps with the trainers.

A two-day residential workshop was conducted for 42 resource persons from all the blocks of Thane District.

Leadership Camps

In the last academic year, it was observed that, the elected class representatives of the Aflatoon Club needed more inputs for effective functioning and developing their leadership skills. Hence, the MELJOL team with support from the teachers, had conducted leadership camps for class representatives from each school. In this academic year, MELJOL trained trainers to conduct these camps, looking at the positive impact leadership camps had on children. Teachers conducted these camps effectively and with a lot of enthusiasm.

In all, 1,700 children participated in these camps held in 34 places.

Kendra Pramukh Workshops

Over the years, the involvement of Kendra Pramukhs in the MELJOL programme has been only to some extent. In the past the MELJOL team were able to speak to them as a group for a few minutes at their meetings. As a result, they did not pay much attention to the programme due to their involvement in their administrative work. Hence, this year MELJOL conducted one-day workshops for all the Kendra Pramukhs from every block.

Objectives

- To orient them about MELJOL's various programmes and planned activities for the year.
- To motivate them to enthuse teachers to implement the programme at the school level.
- To increase their participation and involvement in the programme.
- To motivate them to review the implementation of the programme at the school level periodically.

The workshops were well received and the Kendra Pramukhs participated enthusiastically in the workshops. It was observed that most of the Kendra Pramukhs knew about MELJOL as an NGO working with the children of the Zilla Parishad Schools but were not too aware of the programmes that were being implemented in the Zilla Parishad Schools. The Kendra Pramukhs agreed to monitor the implementation of the programme from this academic year onwards. At the end of the workshops, it was felt that the increased involvement of the Kendra Pramukhs would definitely have a positive impact on the implementation of the programme at the school level.

In all, 193 Kendra Pramukhs participated in the 7 workshops conducted in Thane District.

Gramsevak meeting at block level

Through the Aflatoon Club, children take on issues which are community based for which they need to approach village leaders such as the Sarpanch and Gramsevak for help and support. The MELJOL team realised the need and importance of creating an awareness among the Gramsevak about the MELJOL programme in order to enable them to support and guide the children when they are approached by them.

The MELJOL team attended Gramsevak block level meetings in 11 blocks and explained the programme in detail to them. The response from them was positive and they assured the MELJOL team members that they would give their full support and co-operation to the children in this endeavour of theirs.

Training Workshop for Volunteers

Volunteers, identified and selected from across Thane District, were trained to conduct visits to schools to review the impact of the programme during the year.

A two-day residential workshop was conducted for the selected volunteers for this purpose.

Objectives

- To orient the volunteers to MELJOL and its various programmes.
- To familiarise them with the Aflatoon Books through which the MELJOL Aflatoon programme is implemented in the schools.
- To explain to the volunteers the manner in which to conduct a review visit.
- To plan school review visits at the block level.

22 volunteers participated in this workshop.

Review Visits

The volunteers visited 600 schools to review the implementation of the MELJOL Aflatoon programme. Questionnaires were administered to the children and teachers in order to gauge the impact of the programme. At the same time, the MELJOL team visited 105 schools to review the programme.

It has been seen that teachers from 92% of the schools participated in the teacher training workshops that were conducted by the trainers at the beginning of this academic year.

During these visits it was observed that

- In all the schools children knew MELJOL songs. The songs are extremely popular in the schools, not only because of the tunes, but also because the children have understood the meaning behind the songs, indicating that the messages have reached the children. Children have imbibed the Aflatoon slogan and are aware of their rights and responsibilities.
- Formation of Aflatoon Clubs has taken place in all the reviewed schools and issue based work has been initiated in 72% of the schools reviewed.
- Major issues undertaken by the Club members are cleaning wells/bore wells and surroundings, repairing the school roof, propagating hygienic conditions for good health, spreading awareness about ill effects of liquor/gutkha/use of plastic, making soak pits/garbage pits, guppy fish cultivation, efforts to bring drop-outs back to school etc.
- 79 % of the teachers felt that the leadership camps were extremely effective.
- Teachers have felt that children have understood their right to participation and are now actively involved in all the activities.
- Teachers also feel that the levels of self-confidence in the children have definitely increased due to their involvement in the programme.
- 56% of the teachers indicated that their style of teaching has been greatly influenced and become more child participatory due to the training.
- Aflatoon Banks are functional in 84% of the reviewed schools and children have saved up to Rs 10,000/- in some schools.
- In 88% of the schools children are using money saved in the bank for scholastic purposes while 33% of the schools have collectively used the saved amounts to go for a picnic.
- According to the teachers in 44% of the reviewed schools, the Aflatoon Bank activity has increased children's mathematical abilities.

Participation of children of the Zilla Parishad Schools in 'The Conference of Mountain Children 2002' held in Dehradun.

A three-day residential conference was organised by Srimati Bhuvaneshwari Mahila Ashram, Dehradun. The objective of the conference was to bring together children from mountainous regions of India to share their cultures. Children from Zilla Parishad Schools, Thane District, along with one teacher, attended this conference as MELJOL representatives. The children shared their cultural heritage at the conference. They also spoke about the various activities they were involved in through the MELJOL programme and explained the concept of Aflatoon and the Aflatoon Banking activity.

Medha School, JawharBlock, Thane District

Children had participated actively in the school health and sanitation camps, which have highly motivated them to do the following activities through the MELJOL Aflatoon club in their school. Being a tribal village the prevalent habit amongst the residents was not to use water after using the toilet, not even to wash themselves. Children through the camp realized that this was extremely unhealthy as it caused numerous infections. (they only used stones or dry leaves to clean themselves after using the toilet). In addition the concept of washing hands after using the toilet was non-existent. Through the MELJOL Aflatoon club children planned various activities through which they were able to convince other children and adults in the village, the importance of water usage for good health and sanitation. The children's efforts have paid off and today it is seen that everyone carries a small bucket / tin of water when they go to the toilet and it has been observed that hands too are being washed after use.

MELJOL THANE

In this academic year, the MELJOL Aflatoon Programme was conducted in the Marathi medium schools of:

- Navi Mumbai Municipal Corporation – 30 schools.
- Ulhasnagar Municipal Corporation – 9 schools.

Navi Mumbai Municipal Corporation Schools (NMMC)

The Aflatoon School Programme was initiated in the Marathi medium schools of the NMMC from this academic year with full support and cooperation of the authorities of the Education Department.

Teachers' Workshops

Workshops were conducted for the teachers of Std. V, VI and VII of the Marathi medium schools of the Navi Mumbai Municipal Corporation to enable them to implement the Aflatoon School Programme.

Objectives

- To orient the teachers to MELJOL and its programmes.
- To create an awareness on Child Rights and Responsibilities with an emphasis on peaceful co-existence.
- To sensitise teachers and children to prevailing social issues with an emphasis on peaceful coexistence.
- To equip teachers with necessary skills to implement activities in their schools in a child friendly manner.
- To enthuse teachers to encourage children to participate actively and bring about a positive change in their self and their environment.

In all, 166 teachers from 30 schools participated in these workshops.

Meeting with School Principals

During one of the camps the MELJOL team got an opportunity to interact with the principals of the participating schools as they too were at the same venue for a meeting. The principals were open to the idea of the programme and were ready to take on the responsibility of motivating the teachers to implement the programme in their respective schools. A few of the suggestions given by the principals were useful to the programme.

Around 50 principals and authorities from the education department were present at this meeting.

Aflatoon Camps for Class Representatives

Being the first year of implementation of the programme in the Navi Mumbai Municipal Corporation Schools, the MELJOL team conducted camps for the elected class representatives and were ably assisted by teachers.

Objectives

- To sensitise children to the environment with an emphasis on how everything in the environment is unique and important and the need for peace co existence.
- To boost children's confidence and motivate them to participate effectively and bring about a positive change in the environment.
- To evolve a plan of action on the issue selected in the Aflatoon clubs.
- To assess the childrens understanding of the programme and gauge the teachers level of implementation.

Initially children were reserved but opened up as the camp progressed. They were then able to participate actively in the activities and verbalise their opinions and ideas confidently.

Approximately 305 elected class representatives from 30 schools participated in these camps.

Review Visits

It was observed during the review visits that the teachers had not implemented the programme as per expectation inspite of the programme being actively supported by the authorities in the education department. Additional efforts to motivate teachers to implement the programme will have to be incorporated in the training workshops in the next year to ensure effective implementation.

Aflatoon Bal Anand Mela

The Aflatoon Bal Anand Mela was organised for the participating schools in collaboration with the Education Department, NMMC.

Objectives

- To provide an opportunity to children to express their thoughts, opinions and ideas regarding issues they have worked on through the Aflatoon Club and share their experiences with other children.
- To show case the effectivity of the programme and create an awareness about MELJOL amongst Government officials, local representatives and the press.
- To provide a platform for children to creatively express their understanding of Child Rights and Responsibilities through song, dance and drama.
- To enjoy themselves through participation in various fun activities like face painting, origami, warli painting, cap making etc.

The Mela was inaugurated jointly by the children, teachers and authorities from the Education Department, a new concept for the participating groups. The closing ceremony was also conducted in the same manner and was liked and appreciated by all present. Teachers willingly took on the responsibility of managing the various stalls and appeared to be motivated to do more in the next year.

Approximately, 564 children and 70 teachers from the 30 participating schools actively participated in the Mela.

ULHASNAGAR MUNICIPAL CORPORATION (UMC)

The Aflatoon Programme was initiated with the Marathi medium schools of the Ulhasnagar Municipal Corporation in the year 2000-01. However, the teachers were unable to implement the programme for various reasons. In the academic year 2002-03, with a commitment from the Education Officer and the teachers, to implement the programme, the MELJOL team planned activities for the year.

Activities

School Principals' Meeting

A meeting was conducted with principals from the participating schools in the beginning of the academic year.

Objectives

- To orient the principals to the MELJOL programme and its various activities.
- To enthuse the principals to motivate teachers to implement the programme.
- To discuss their roles and responsibilities in the programme.

The principals felt that this meeting was useful as they were now able to understand the programme better and they would definitely make efforts to motivate the teachers and see that the programme was implemented in their schools.

Principals from all the 9 participating schools were present at this meeting.

Teachers' Workshops

In this academic year an effort was made to further simplify the activities as, according to the teachers, one of the major reasons for their inability to implement the programme in the previous year was that they had found the Aflatoon Books too difficult. The MELJOL team evolved a ten session module for Std. V, VI, and VII which would make the implementation of the programme much more simple.

Objectives

- To reorient teachers to MELJOL and its programme.
- To sensitise them to the issue of peaceful co-existence which would enable them to carry on related activities with the children, as was the focus in this year.
- To equip teachers with skills to implement the programme.
- To motivate them to implement the programme in their respective schools.
- To encourage teachers to enthuse children to select issues and work towards bringing about a positive change in their environment.

In all, 38 teachers from 9 participating schools participated in three workshops.

Training of Trainers' Workshops

Teachers from the 9 participating schools were selected as trainers to conduct camps for elected representatives of the Aflatoon Clubs.

Objectives

- To orient the trainers to the concept of camps for elected representatives of the Aflatoon Club.
- To equip them with the necessary skills to conduct these camps.
- To support children in their endeavours to work on the issues selected.

The trainers were very positive and enthusiastic at the end of the workshop, which reflected in their involvement at the camps they conducted with support from the MELJOL team.

In all, 8 trainers were identified and trained at this workshop.

Volunteer Workshop

A two-day training workshop was conducted for NSS volunteers from the CHM College in Ulhasnagar.

Objectives:

- To create an awareness about MELJOL and its programmes.
- To break existing stereotypes among them as regards caste, class, religion etc.
- To sensitise the volunteers to various social issues.
- To equip them with skills to assist in conducting school level camps and review visits.

The participants felt that the workshop was very useful to them and had helped them to understand prevailing issues much better.

Approximately, 60 students participated in the workshop.

Aflatoon camps for elected class representatives

With support from the MELJOL team, the trainers conducted Aflatoon Camps for elected class representatives. The trainers enthusiastically conducted the camps.

Objectives

- To strengthen citizenship skills and values in children.
- To create an awareness on the need and importance of peaceful co-existence.
- To facilitate the process of identifying issues and methods of resolving these issues with the children's active participation.
- To enhance leadership skills among the participating children.

It was observed that the children participated actively in the programmes and put forth their views and feelings with a great deal of confidence.

Approximately 102 children from 9 schools participated in these camps.

Review visits

Volunteers from the CHM college of Ulhasnagar and the MELJOL team visited the schools and reviewed the programme with both teachers and children, in order to assess the level of implementation of the programme in the participating schools.

During the review visits, it was observed that the class representatives who had attended the Aflatoon Camps knew more about the programme than the other children in the class as they had got inputs into the programme at the camp. Except in one of the schools, where the children were aware of the programme, in all the other participating schools it was clear that teachers had not implemented the programme at all in this year, inspite of giving a commitment to do so in the previous year.

Thane Municipal Corporation and Kalyan Dombivli Municipal Corporation

In spite of constant efforts on the part of the MELJOL team, the MELJOL Aflatoon School programme could not be conducted in the Marathi medium schools of the Thane Municipal Corporation and the Kalyan Dombivli Municipal Corporation. Both were a part of the programme in the previous year. Permissions to carry on the activities did not come through for various reasons, most important of those being change in leadership of concerned authorities and the lack of funds to support the programme.

Thane Municipal Corporation – Secondary Section

Due to a delay in getting permission from the Education Officer, TMC, and the transfer of the Education Officer, the MELJOL team was only able to conduct a Principals' Meeting and Teachers Workshop during this academic year. The implementation of the programme did not take place at all and the Education officer suggested that MELJOL conduct its programmes in the next academic year. The Education Officer was also eager that the MELJOL team itself conducted the programme as the teachers were overburdened with various activities already taking place at the school level. The strategy for the next academic year needs to be reviewed before preparing a plan of action.

Private School Programme

MELJOL worked towards initiating the Private School Programme in schools in Thane and Ulhasnagar. The MELJOL team worked closely with the Department of Women and Child Welfare Committee of Ulhasnagar Municipal Corporation. However, due to lack of funds the programme was not implemented.

In Thane, the MELJOL team had a series of meetings with the Chairperson, Jigniasha Project, to incorporate the private school programme in private schools in Thane. This programme too could not be implemented due to lack of funds.

MELJOL PUNE

In this academic year, the MELJOL programme was conducted in 56 schools covering approximately, 14,700 children and 264 teachers in Pune.

As a new initiative in this year, the MELJOL Pune Programme organised, in collaboration with the Education Department of the Pune Municipal Corporation, a certificate distribution programme for schools who have actively participated in the MELJOL programme since its inception in Pune.

This academic year, an Advisory Committee was formed, consisting of four members, who are well known personalities in the field of social work. This Advisory Committee assisted the MELJOL Pune team to plan programmes and provided their support whenever required. This Committee met once in three months with the team to discuss the plan of action for the next quarter.

Activities

The Twinning Programme

In this academic year, the focus of the programme was on motivating teachers to implement the twinning programme and conduct all the related activities themselves. The MELJOL team provided the necessary support and guidance to the teachers in this initiative.

It was observed that, from the 5 schools in the Twinning Programme, 4 schools implemented the programme. Teachers in one school took the initiative and conducted the programme related activities on their own. In the other participating schools, MELJOL had to conduct the sessions, as the teachers did not feel confident enough to take on the activities.

Teachers' Meetings

Three meetings were organised for the teachers of the participating schools in the beginning of the academic year.

Objectives

- To reinforce MELJOL's ideology and programme.
- To explain in detail the module of the twinning programme.
- To equip teachers with skills to facilitate the programme effectively.
- To motivate teachers to independently conduct the twinning programme.

22 teachers from 5 schools actively participated in these workshops.

Aflatoon School Programme

Since 2002, the Aflatoon School Programme is being implemented in 51 schools run by the Pune Municipal Corporation. Over the years, it has been observed that the participation level of the teachers in the programme has gradually increased. Teachers are now aware about the MELJOL programme and its activities, though they have to be constantly motivated to effectively implement the programme.

Training of Trainers' Workshop

A Training of Trainers Workshop was conducted with selected teachers in the month of July 2002. These trainers were expected to conduct teachers' workshops in their schools to enable the programme to be implemented at the school level.

Objectives

- To re-orient the trainers to the MELJOL programme and its activities.
- To refresh the trainers to the MELJOL Aflatoon Books and discuss related issues if any.
- To reinforce the importance of Aflatoon Club formation in the schools and the need to empower children to move towards issue based work and exercise their right to participation.
- To equip the trainers with necessary skills to conduct teacher workshops.
- To clarify doubts raised by trainers.
- To enthuse them to conduct teachers' workshops.

During these workshops, it was observed that the trainers' enthusiasm to implement the programme was good and overall participation levels in the workshops was high.

42 trainers were trained through 2 workshops during this academic year.

Refresher Workshops for teachers

The trainers conducted Refresher Workshops for teachers with support and guidance from the MELJOL team.

200 teachers were trained through 19 workshops to implement the MELJOL Aflatoon programme in their respective schools.

During the workshops, it was observed that the response and participation levels of the teachers was good. The teachers were hopeful that, in this academic year, they would be able to complete the books with the children.

Certificate Distribution Programme

For the first time, MELJOL Pune organised a function to distribute '**a certificate of participation in the MELJOL programme**', to schools that have actively participated in the programme since its inception. Mr. S.G. Khatib, Education officer, PMC Pune; Mr. Pardesi, Assistant Education officer PMC Pune; and Mr. Ulhas Dhole, Corporator, were present for the programme.

Children showcased their understanding of Child Rights and Responsibilities through songs and drama at the function. A few children also spoke about their experiences whilst implementing the MELJOL programme. This programme created an awareness of the impact of the programme among the authorities and corporators. It also provided a motivation to the teachers present to carry forth the programme.

30 schools were represented at this function.

Bal Anand Mela

At the end of the academic year, MELJOL Pune organised a Bal Anand Mela for the participating schools. This annual event, where children from all the participating schools came together, provided the children with an opportunity to express their thoughts, opinions, views on Child Rights and Responsibilities. Selected children managed various stalls at the Mela.

Mr. Ranvir Rathod, President, Rotary Club of Pune and Ms. Shinde, Supervisor, Education Department, PMC, were Chief Guests at the Mela. A slide show on the life of the President of India, Mr. Abdul Kalam was shown by Focus Foundation.

400 children and 71 teachers from 47 schools attended the Mela.

Review Visits

The MELJOL team was able to conduct two visits at the school level to gauge the impact of the MELJOL programme. In all, 47 schools were visited.

Through these visits it was observed that

- 40% schools had implemented the programme as expected i.e. club formation had taken place, children had selected issues of concern and had started to work on the plan of action.
- In 80% of the schools, children knew the MELJOL songs and could relate to the messages of these songs.
- In 71% schools, children also knew the Aflatoon slogan.
- In 60% of the schools children knew the oath on Child Rights.
- In 25% schools, the MELJOL programme had not been implemented at all.
- Some of the issues selected by the Aflatoon Club members were Aflatoon Banks, school cleanliness, less use of plastic, reducing dropout rates in school, traffic problem, becoming aware of functioning of banks, railway reservations and post offices.

REPLICATION OF THE AFLATOON SCHOOL PROGRAMME IN THE DISTRICTS OF CHANDRAPUR AND YAVATMAL IN MAHARASHTRA STATE.

The MELJOL programme was initiated in the districts of Chandrapur and Yavatmal as part of its replication programme in the academic year 2002-03. After the successful implementation of the Aflatoon Programme in the Zilla Parishad Schools in Thane District, this has been MELJOL's first step towards replicating the programme in all the districts of the state of Maharashtra. This programme was initiated in collaboration with UNICEF, Mumbai. In the first year the programme was conducted for selected blocks from both the districts, i.e., Korpana and Rajura blocks in Chandrapur District and the Digras block in Yavatmal District.

Workshop for trainers

Trainer's workshops were conducted with identified teachers from the schools in the selected blocks in the districts of Chandrapur and Yavatmal, respectively.

These residential workshops were for a duration of three days and were held at Gad Chandur in Chandrapur District and at Digras in Yavatmal District.

Objectives

- To train the selected teachers and kendra pramukhs to implement the MELJOL Aflatoon programme.
- To create an awareness about Child Rights and Responsibilities and link these to the existing curriculum.
- To explain the role of the trainers in the process of implementation of the MELJOL programme.
- To provide inputs on Child's Right to Participation.
- To equip the trainers to conduct teacher training workshops.
- To discuss the expected impact of the programme at the end of this academic year.

42 teachers were trained in the Chandrapur District and 43 teachers were trained in the Yavatmal district during these workshops.

Teachers' Training Workshops

Two days non-residential workshops were conducted for teachers by the trainers. A Teacher's Manual and the Aflatoon books for Std. V, VI, VII were provided to them. The workshops focussed on training the teachers to enable them to effectively implement Aflatoon programme in their respective schools.

Objectives

- To orient the teachers to the MELJOL Programme and its activities.
- To create an awareness on Child Rights and Responsibilities.
- To train teachers to imbibe values among children through a joyful learning process.
- To emphasise the need for child-friendly and activity based teaching.
- To motivate the teachers to implement the programme in their respective schools.
- To guide teachers on how to involve child's participation in the process of teaching.
- To encourage teachers to use their creative skills and innovative methods while implementing the programme.

In all, 9 workshops were conducted in the Chandrapur district and one workshop was conducted in the Yavatmal District.

439 teachers participated in these workshops from both the districts.

Leadership Camps

MELJOL organised leadership camps for elected club representatives from zilla parishad and ashram schools, which were conducted by trainers.

Objectives

- To reinforce messages to be given through the sessions from the MELJOL Aflatoon book series.
- To enhance leadership qualities in the class representatives.
- To facilitate the process of issue selection at school level which will enable them to exercise their right to participation effectively.
- To instil confidence in the children to work on various issues at the school level.
- To prepare a plan of action for the current academic year.

11 leadership development camps in the Chandrapur District and 2 leadership development camps in Yavatmal District were conducted by the trainers.

Meeting for preparation of Bal Anand Mela

A meeting of trainers from both districts were organised to plan the annual event, Bal Anand Mela. Detailed planning was done with the trainers. To provide further guidance for the Bal Anand Mela, MELJOL provided the trainers with MELJOL's Mela Manual.

Bal Anand Mela

At the end of the year, Bal Anand Melas were organised to provide the children an opportunity to express their views / opinions etc on Child Rights and Responsibilities with other children, teachers and Education Department authorities.

Objectives

- To provide a platform for children to express their ideas and opinions in the form of posters, songs, drama, dance or in any other way.
- To assess children's understanding about MELJOL Aflatoon Books and about the UN Convention on the Rights of the Child and related Responsibilities.
- To provide meaningful entertainment to the children.
- To create awareness among government functionaries at local level, politicians and general public about Child Rights.
- To provide an opportunity to the participating children to venture out of their villages and to explore the world outside their villages.
- To provide an opportunity to the children to interact with children from different socio-cultural background and to learn from one another.

In Chandrapur District the Mela was organised at Rajura and in the Yavatmal District it was organised in Vasantpur. In all, 550 Children and 35 teachers, participated in the Melvas.

Review visits

School visits were also conducted by the MELJOL team, during which discussions were held with the participating children and teachers to review the impact of the programme. The MELJOL team visited 10 schools from Digras block in Yavatmal District and 10 schools from Rajura and Korapana and Jivati blocks in Chandrapur District. Considering the number of schools participating in the programme in the Chandrapur District, volunteers were trained and appointed to review the programme.

During these visits it was observed that

- In almost all the schools, 95% of the children knew MELJOL songs in both the districts. The local folk tunes of the songs helped the children to memorise the songs. Since the songs re-emphasise all the messages in the books, the popularity of the songs show that main messages have reached the children. The stories in the books and MELJOL's child friendly methodology has also contributed a lot towards creating a positive impact of the programme.
- It was observed that children from 83% of the schools in the Chandrapur District and 80% of the children in the Yavatmal District, are aware of the Rights of the Child and related responsibilities.
- MELJOL slogan, which emphasizes innovative thinking and a scientific approach to reasoning has been explained well in all the schools. While all children can narrate the slogan by rote, children from 71% of the schools in the Chandrapur District and 80% of the schools in the Yavatmal District have really understood the concept.
- Though Aflatoon Clubs have been formed in 51% of the schools in the Chandrapur District and in 90% of the schools in the Yavatmal District, it was observed that issue based work has taken place only in 29% of the schools in Chandrapur District and 30% of the schools in Yavatmal District. A few of the issues selected were bringing back school drop-outs to school, cleaning the village, construction of soak pits, working towards solving the water problem in the villages, visiting Public Health Centres, tree Plantation, demanding a playground for the school.
- It was observed that the Aflatoon Bank activity was well accepted by both teachers and children. These small saving groups are formed to imbibe the concept of savings among children, who are expected to look after the functioning of the banks. The activity has not only taught children banking procedures but also enhanced their mathematical skills.
- 75% of the teachers have observed a positive change in the attitudes and behaviour of the children since the programme has been initiated.
- 89 % of the teachers have expressed that children have learnt effective communication and because of the stories and songs their reading and comprehension skills have increased.
- 86 % of the teachers expressed that they could integrate MELJOL messages and material while teaching history, geography and civics because of which it was easier for the children to understand the abstract concepts in these subjects.
- 87% of the teachers expressed that the Bank programme has reinforced mathematical skills of the children.
- 83 % of the teachers expressed that MELJOL programme helped them to adopt child friendly teaching-learning methods. They realised the importance of child participation in education.

- 85% of the teachers felt that the programme enhanced regular attendance of the students in the schools; children started liking the school because of the methodology of the songs and games.
- 86 % of the teachers expressed that they learnt how to impart value education effectively with the help of the programme.
- Mela also provided a platform for the teachers to learn new things and acquire more skills and knowledge through interaction as well as attending stalls.
- Teachers, children and others received encouragement from leading local Marathi newspapers who covered the mela by publishing articles about the activity.

MELJOL BANGALORE

In this academic year, MELJOL Bangalore continued to work in 6 schools covering 525 children, with both private and government/corporation schools.

MELJOL Bangalore collaborated with Sanjeevani to conduct sessions on health in all the MELJOL schools. MELJOL Bangalore also partnered with Sutradhar to initiate a joint programme in a Government school.

At the end this academic year, MELJOL Bangalore's programmes were integrated with Children's Movement for Civic Awareness (CMCA), a joint programme of Public Affairs Centre (PAC) and Swabimaana, Bangalore. From the next academic year, MELJOL's programmes will be integrated in their ongoing programmes and conducted through the various programmes of CMCA. MELJOL will no longer be responsible for the implementation of the programme, but it has offered its services for training and sharing its material with teachers/volunteers of Children's Movement for Civic Awareness.

Government School Programme

Through a number of sessions, the MELJOL team was able to create awareness about Child Rights and Responsibilities amongst the participating children. These sessions focused on the diseases that can be communicated due to unhygienic conditions in the community. Children were encouraged to form Bal Panchayats and raise this issue of concern with the concerned authorities. In one school, the children approached the concerned Corporators and briefed them about the problems faced by them due to a lack of water and toilet facility in their school. The children were able to state their problems so emphatically, that with the Corporator's intervention, toilets were constructed within a span of three months.

In all, 415 children from 5 government schools participated in this programme.

Private School Programme

The MELJOL Bangalore team initiated the MELJOL programme in one private school in Bangalore in this academic year. The activities during the year focussed on creating an awareness on Child Rights and Responsibilities amongst the participating children.

In all, 110 children participated in this programme.

Children from the Corporation School, Tasker Town, Bangalore formed a Bal-Panchayat. The representatives met the area corporators and briefed them about the problems faced by them due to lack of toilet and water facility in their school. The meeting was so effective that toilets were built in the span of three months.

ADDITIONAL ACTIVITIES

Workshops were organised and conducted by MELJOL at the district level in collaboration with the Maharashtra Prathmik Shikshan Parishad and the Education Department, Zilla Parishad Thane District.

a) 'How to conduct Bal Anand Melawas'

MELJOL conducted a two-day residential workshop for representatives from all the 33 districts in Maharashtra State. The main objective of this workshop was to train the representatives of the Education Department from all the Districts in the State Maharashtra on 'how to conduct Bal Anand Melas and equip them with necessary skills and information, to enable them to organise Melas at the district levels.

This workshop focused on equipping the participants to organise and conduct Bal Anand Melawas in their districts on the lines of the Melawas organised by MELJOL for Zilla Parishad Schools in the Thane District every year. MELJOL shared its experiences and guided the participants with the help of creating an actual Mela like scenario at the venue of the workshop with stalls etc. This gave a practical exposure to the participants and a confidence of being able to organise a similar one in their respective districts. After this workshop, the participating representatives were expected to organise and conduct melas at the district level as per the schedule prepared by the authorities at MPSP.

A manual on 'How to conduct a Bal Anand Mela' and a CD on MELJOL's Mela was given as resource material to the participants.

Objectives

- To train representatives from all the 33 districts of Maharashtra state to conduct Bal Anand Melas for the children.
- To share with the representatives, MELJOL's concept of Bal Anand Melavas and how in a child friendly and innovative manner one can spread the awareness of Child Rights and Responsibilities.

It was observed that through the workshop

- MELJOL was able to create an awareness about its programmes and activities at the state level.
- The concept of organising melas based on child rights and responsibilities was unique and was appreciated by all.
- MELJOL was able to take its messages forward to the other districts in Maharashtra.
- Participating representatives showed interest in replicating the MELJOL Aflatoon programme in their respective districts.

151 representatives from the 33 Districts of the state of Maharashtra participated actively in the workshop. Bal Anand Melawas were subsequently conducted in all the 33 districts in the state of Maharashtra.

b) Training programme for Life Skill Education for Adolescent Girls.

A training programme for life skill education for adolescent girls was organised by MELJOL in collaboration with the Maharashtra Prathmik Shikshan Parishad (MPSP) Mumbai and the Asha Project, Zilla Parishad, Thane District, for the representatives of the Education Department from Thane and Nashik Districts through a four-day intensive residential workshop.

Objectives

- To create awareness about the physical and psychological growth that occurs during the period of adolescence among the participants.
- To equip participants to reduce/remove/clarify existing superstitions and beliefs regarding various aspects of the adolescent stage, especially among girls.
- To equip the participants with skills and knowledge to enable them to take camps with adolescent girls.
- To emphasise the importance and need to conduct these camps.
- To orient participants towards different methods in which to make these camps more interactive and enjoyable for girls.
- To stress the importance of making the girls independent and self-confident to achieve success in life.
- To provide information about various vocational choices open to women today.
- To make efforts to create a better understanding of the existing gender differences society has created and reduces these, to a certain extent, through various self-realisation activities.
- To equip the participants to sensitively handle the topics at the camp rather than ignoring / not discussing uncomfortable topics.
- To equip the participants to hold a five-day camp with the girls.

All the sessions conducted during the 4 days were participatory in nature and had activities, which would enable the representatives to conduct these sessions with the children effectively. A number of guest speakers were invited to share knowledge in their area of expertise during this workshop.

After the workshop, it was expected that the participating representatives will organise and conduct camps for adolescent girls in their respective talukas with the help of the material provided at this workshop and the training and skills acquired by the representatives during these four days.

At the end of the workshop it was observed that

- At the beginning of the workshop the participants had many doubts about their ability to conduct camps with the girls on such sensitive issues. During the workshop it was observed that the approach of the participants to the topics was changing.
- Participants expressed that it is very important to conduct camps with adolescent girls on the topic and they felt that they are now equipped to handle these topics with the girls.
- Participants felt that it will be easier for them to discuss the topics with girls in the camps if related audio-visual material could be provided to them. Accordingly, two video-cassettes and flip charts were provided to them.
- Initially, participants were feeling shy to discuss a few of these sensitive and hard-to-discuss topics. The innovative and informal methods in which these topics were handled, made the participants able to share their experiences and concerns.
- The participants expressed the need to conduct such workshops at block levels with teachers so that the teachers would be equipped to handle the related issues with the students at their respective schools.

- Participants expressed that they were not really aware of many things, which were discussed at this workshop. They themselves had many misunderstandings and prejudices, which have been clarified at the workshop. They were very thankful that such a training workshop had been organised for them.
- The participants suggested that these workshops should be conducted at various levels to equip teachers, Kendra Pramukhs, Extension Officers and parents to handle the issue.
- Participants planned their own camps and shared the planning with each other.
- Opportunities were provided to the trainers to clarify their doubts about hard to discuss topics related to adolescent girls, e.g., the menstrual cycle, pregnancy, health, sexuality, sexually transmitted diseases, family planning methods, pre-marital sex etc.

74 representatives from Thane and Nashik Districts participated in the workshop.

The support of the MPSP has been a great source of encouragement to the MELJOL team as they have approached MELJOL to conduct these programmes showing a confidence in the organisation to handle sensitive and important issues which the Education Department officials feel need to be addressed with the children.

c) Technology-Enabled Learning

Ashoka Innovators for the Public, through its Innovative Learning Initiative (ILI) programme, has brought together a group of Ashoka fellows to work in a collaboration to digitize programmes for teachers and children through IT, which has become an important and integral part of our daily lives. MELJOL is a part of this group that is working towards creating a child friendly and interactive technology – enabled content on social justice and Child Rights Education. The content of this product will aim to include values laid down by NCERT in the syllabus of Std. III – VIII. In this initiative, MELJOL is collaborating with the NGOs including Doorstep, Mumbai; Pravah and Vyaktitva, Delhi.

Workshop for NGOs in Maharashtra State on intervention in education for responsible citizenship building among children.

A residential workshop was organised for the representatives of NGOs from various parts of Maharashtra in the month of April 2002 by MELJOL.

Objectives

- To orient the participants to MELJOL and its programmes.
- To share the experiences of the participating NGOs in their area of work.
- To explore the possibility of developing a module for developing citizenship skills amongst children at the school level as a part of a network of NGOs working in the field of Child Rights Education in the state of Maharashtra.

At the workshop, the participants agreed that a module needed to be created with inputs from all organisations to develop citizenship skills amongst school children and avoid duplication. The participants looked forward to developing a network with MELJOL leading the way to enable this to take place.

22 representatives from 19 organisations participated in this workshop.

STAFF DEVELOPMENT

The MELJOL team attended/participated in the following workshops/seminars:

- ‘Peace Lessons’ - A workshop on Making Education the Pathway to Peace in Kolkata organised by Ashoka – Innovators for the Public.
- “Conference on Need to change the Face of Student Assessment” organised at the Aga Khan Foundation.
- Workshop cum symposium on “Living with Differences” organised by Insaniyaat.
- CCVC meeting on Right to Participation Campaign.
- Attended 2 meetings in Delhi for the collaborative efforts to launch Technology Enabled Learning Initiatives in schools, organised by Ashoka Innovative Learning Initiatives.

The MELJOL team was invited to conduct the following workshops/ sessions:

- Conducted a camp on Child Rights and Responsibilities for selected children of Udayachal School, Mumbai.
- Conducted camps on ‘Child Rights and Responsibilities for children of
 - CASP Plan
 - Snehsadan
- Invited as Resource Person to speak to the students of the NSS Unit of CHM College of Ulhasnagar
- Invited as Resource Person for the Child Rights Workshop organised by Christ College, Bangalore.
- Invited as Resource Person to conduct session with students of Tata Institute of Social Sciences on Non Formal Education and MELJOL
- Invited to speak to TISS students, Department of Family and Child Welfare (linked to work with teachers as significant others in a child’s life) on MELJOL.
- Organised two meetings for Ashoka’s Technology Enabled Learning Initiative in Mumbai.

ACKNOWLEDGEMENTS

- Members of the Education Councils of all participating Municipal corporations and Zilla Parishads.
- Supervisors, kendra pramukhs, principals, teachers and children of all our participating schools in Mumbai, Thane, Pune, Chandrapur, Yavatmal and Bangalore.
- Ms Parimal Chaudhary, Director, Turtle Communications for producing a 12-minute film on MELJOL for funders.
- Mr Rasheid Talyarkhan, Honorary Secretary, J.J. Hospital Nursing Association.
- Mr. Divekar, Nature Trails, Thane

Our Donors

- ***In Mumbai***
The J.R.D. Tata Trust.
United Way of Mumbai.
Gayatri Education and Medical Research Foundation.
Inner Wheel Club of Bombay.
Maratha Mandir Co-op Bank Ltd.
Mr. E. N. Venkat.
Dr. Denzil Saldanha.
Mr. Paterasp Patel.
Mr. J. Lakhdawala.
Corp Community.
- ***In Rural***
UNICEF, Mumbai.
- ***In Thane***
Teksons Ltd.
Niyogen Chemicals.
- ***In Pune***
ICICI Bank Ltd. Pune Branch.
L&T Infotech Employees.
Budhani Welfare, Pune.
Dr. Kalmadi Shamrao High School.
Rewachand Bhojwani Academy.
Mr. Vishwanthan Swamy.
Mr. Shrinivas Dhande.
Mr. Avinash Bhate.
Mr. Shiju Nair.
Mr. Abhijit Kulkarni.
- ***In Chandrapur & Yavatmal***
UNICEF, Mumbai.

- ***In Bangalore***
Karnataka State Council For Child Welfare.

Our supporters in the Government

- **Mumbai Urban**

Mumbai Education Department, Brihanmumbai Municipal Corporation

- Mr. Ajit Deshpande – Education Officer.
- Mr. Abasaheb Jadhav – Deputy Education Officer.
- Mr. Vijay Tikekar – Superintendent, Secondary Municipal Schools.
- Mr. Suresh Raut – Administrative Officer, 'D' Ward.
- Mr. Bhojaya – Head Master, Gilder lane Municipal Secondary School.

- **Rural**

- Dr. Vasant A. Kalpande – Director, MPSP and Director Education, Maharashtra State.
 - Ms. Vijaysheela Sardesai – Dep. Director, MPSP, Mumbai.
 - Mr Bhau Gavande – Dep. Director, MPSP, Mumbai.
 - Ms.Vihanga Potdar – Proramme Officer, MPSP, Mumbai.
 - Mr. Sharad G. Pandit – Proramme Officer, MPSP, Mumbai.
 - Mr. Kishan Kathore – President, Zilla Parishad, Thane.
 - Mr. Narendra Kavade – Chief Executive Officer, Zilla Parishad, Thane.
 - Mr. M.S. Savadkar – Deputy Chief Executive Officer, Zilla Parishad, Thane.
 - Mr. Suresh Pawar – Education Officer, Zilla Parishad, Thane.
 - Mr. T.L. Supe – In-Charge Education Officer, Zilla Parishad, Thane.
 - Mr. S.B. Mali – Project Officer, Asha Project, Zilla Parishad, Thane.
 - Mr. Maruti Waghmare – Extension Officer, Asha Project, Zilla Parishad, Thane.
 - Mr. Shantaram Mukadam – Asha Project, Zilla Parishad, Thane.
- Block Education Officers in all 13 blocks, Extension officers, Kendra Pramukhs, Head Masters, Teachers and Extension Officers (Village administration) in the district.

- **Thane**

Navi Mumbai Municipal Corporation

- Mr. R. Vichare – Chairperson, Education Committee, NNMC.
- Mr. S. Soni – Commissioner, NNMC.
- Shri. B. Desale – Education Officer, NNMC
- Mr. Gaikwad – Administration Officer, NNMC
- Mr. U Patil. – Extension Officer, Education Department, NNMC.

Ulhasnagar Municipal Corporation

- Dr. N Nathani – Chairperson, Women and Child Welfare Department,UMC.
- Mr. Shinde – Administration Officer.
- Ms. Dharpawar – Head Mistress. School No 29.

Thane Municipal Corporation

- Mr. Girase – Deputy Commissioner, TMC.

- **Pune Municipal Corporation**

- Shri. Deepak Mankar – President, P.M.C Shikshan Mandal
- Shri. Ravindra Malvankar – Vice President, P.M.C Shikshan Mandal

Shri. Khatib – Shikshan Pramukh, P.M.C Shikshan Mandal
Shri. Magad – Ass. Shikshan Pramukh, P.M.C Shikshan Mandal
Shri. Mulani – P.M.C. Shikshan Mandal

- **Chandrapur**

Mr. Bhanudas Bambode – Education Officer
Mr. Bhende – Extension Officer
Mr. Khumbhare – Extension Officer
Mr. Dube – Extension Officer
Mr. Mishra – Extension Officer

- **Yavatmal**

Mr. S. Munwar – Education Officer
Mr. Engole – Block Education Officer, Digras
Teachers in the committee formed for implementing the MELJOL programme:
Mr. Prasad Deshpande
Mr. Avinash Joshi
Mr. Gajanan Tundalwar
Mr. Gajanan Chivade

Our Collaborators

MELJOL Mumbai

Childline India Foundation
Committed Communities Development Trust.
Snehasadan.
Ashoka Innovators for the Public.
Hamara Club.
NSS Unit K.J. Somaiya College, Vidyavihar.

MELJOL Rural

Zilla Parishad, Thane
Maharashtra Prathamik Shikshan Parishad, Mumbai
UNICEF, Mumbai
All volunteers who paid the monitoring visits to all the project schools.

MELJOL Thane

NSS unit, Chandibai College, Ulhasnagar.

MELJOL PUNE

Focus Foundation

MELJOL Bangalore

The Karnataka State Council for Child Welfare.
Sutradhar.
Sanjeevani.

THE IMPLEMENTING TEAM

Executive Secretary Kamal Damania

Deputy Director Sumitra Ashtikar

Mumbai: Prashant Adivarekar
Ramesh Arekar
Manjusha Chitte (till June 02)
Sailen Routary *
Zahabia Methiwala
Medhavinee Namjoshi
Mangala Tambe

Rural: Ajay Devrukhkar
Smita Dhamapurkar
Hemangi Joshi
Vrushali Malawankar (till June 02)
Chitra Patil
Deepak Patil
Rajni Pise
Arvind Poddar
Niraj Lele*

Thane: Sushma Gholap
Vikas Kamble

Pune: Abhijit Deshmukh
Devdutta Deshpande (till November 02)
Rajkumar Gavale **

Replication Programme: Rajashree Zagade

Bangalore: Supriya Naidu
Divya Raghunandan (till June 02)
GuruPrasad Rao (till February 02)

* Students from Tata Institute of Social Sciences placed with MELJOL for their field work placement in 2002-2003.

** Students from Karve Institute of Social Service placed with MELJOL for their field work placement in 2002-2003.

MELJOL: Credibility Alliance norms

1. IDENTITY	
Principle: The organisation should exist and be registered	
Existence	
• The organisation has been in existence for a minimum of 1 year from date of registration	(✓)
• The physical address given by the organisation is verifiable	(As per disclosure 2)
Legal Status	
• The organisation is registered as Trust / Society / Section 25 Company.	(As per disclosure 2)
• Registration documents of the organisation are available on request	(✓)
2. VISION AND IMPACT	(As per disclosure 1)
Principle: The organisation be able to state what it is aiming to do and that it can also state achievements related to its aim.	
Vision / purpose / objectives	
• A shared vision/purpose/objective is articulated beyond the registration documents.	(✓)
Impact / Achievement / Output / Performance	
• The organisation has defined indicators, which will measure its performance against its stated objectives.	(✓)
3. GOVERNANCE	(As per disclosure 3)
Principle: The organisation is committed to and practises good governance specially because voluntary organisations draw upon public funds.	
• The organisation has a Governing Board, by whatever name called.	(✓)
• Composition of the Board:	
◆ At least 2/3 of Board members are unrelated by blood or marriage	(✓)
◆ The organisation discloses name, age, sex, work experience, and position of Board members	(✓)
◆ Not more than half the Board members have remunerative roles	(✓)
• The Board meets at least twice a year with quorum	(✓)
• All remuneration and reimbursements to Board members are to be disclosed	(✓)
• Minutes of Board meetings are documented and circulated	(✓)
• A Board Rotation Policy exists and is practised	(✓)
• The Board approves Programmes, budgets, annual activity reports and audited financial statements	(✓)
• The Board ensures the organisation's compliance with laws and regulations	(✓)

4. OPERATIONS	
Principle: The organisation must conduct its Programmes and operations efficiently and effectively in the public interest	
Programme	
<ul style="list-style-type: none"> • Activities to be in line with the vision/ purpose/ objective of the organisation 	(✓)
Management	
<ul style="list-style-type: none"> • Appropriate systems be in place for: <ul style="list-style-type: none"> ◆ Periodic Programme planning/ monitoring/ review ◆ Internal control ◆ Consultative decision-making 	(✓)
Human Resources	
<ul style="list-style-type: none"> ◆ Clear roles and responsibilities for personnel (including volunteers) exist ◆ All personnel are issued a letter of contract/ appointment ◆ Appropriate Personnel Policy is in place 	(✓)
5. ACCOUNTABILITY AND TRANSPARENCY	
Principle: Organisations be accountable and transparent to internal and external stakeholders	
Accountability	
<ul style="list-style-type: none"> • Signed audited statements are available: balance sheet, income and expenditure statement, receipts and payments account, schedules to these, notes on accounts and the statutory auditor's report 	(✓)
Transparency	
<ul style="list-style-type: none"> • The organisation's Annual Report be disseminated/ communicated to key stakeholders and available on request every year, within 8 months of the end of the organisation's financial year. • The distribution of staff according to salary levels must be disclosed in the annual report 	(✓)

Disclosures as per Credibility Alliance norms

1. Origin and brief history of the organisation:

MELJOL is a non-governmental organisation, focussing on fostering healthy attitudes in children, sensitising them about children from different backgrounds, in order to create a society wherein different people co-exist. The United Nations Convention on the Rights of the Child serves as the framework within which MELJOL bases its interventions. MELJOL was initiated in 1991, as a field action project of the Department of Family and Child Welfare, Tata Institute of Social Sciences. MELJOL is now registered under the Societies Registration Act (1860) and Bombay Public Trust Act (1950). Besides Mumbai, MELJOL has branches in Thane (Urban and Rural) and Pune.

MELJOL believes that children have rights and linked to these rights have responsibilities which they need to be made aware of. It is only when children are aware of their rights that they can respect the rights of everything in the environment (living and non-living). MELJOL seeks to develop children's citizenship skills by focussing on their rights and responsibilities and providing them opportunities to contribute positively to their environment. Thus, 'Equal rights, opportunities and respect for all,' forms the basis of MELJOL's philosophy.

2. Registered address:

MELJOL

117, Gilderlane Municipal School,
3rd Floor, Off. Belasis Bridge,
Opp. Mumbai Central Local Station,
Mumbai – 400 008.
Tel: 23081050 / 23006428

[Regd. under the Societies Registration Act 1860 – No.801, 1999 of 23/6/1999
Regd. under the Bombay Public Trust Act 1950 – No.F-21744 of 11/1/2000
Regd. under Sec. 12A of Income Tax Act, 1961, No DIT(E)/MC/12-A/34492/99-2000

3. Details of board members:

- | | |
|---|--|
| Dr. Armaity Desai | : Former chairperson, University Grants Commission, Govt. of India, Ex-Director, Tata Institute of Social Sciences |
| Mr. Berjis Desai | : Solicitor and Advocate |
| Dr. Denzil Saldanha | : Professor and Head, Unit for Sociology of Education, Tata Institute of Social Sciences |
| Mr. E.N.Venkat
<i>(Treasurer)</i> | : COO, AFL. |
| Ms. Jeroo Billimoria
<i>(President)</i> | : Founder – MELJOL
Founder and Trustee - CHILDLINE India Foundation
Founder and Executive Director - Child Help Line International |

- Ms. Kamal Damania** : Social Worker
(Secretary)
- Dr. Lata Narayan** : Faculty member, Unit for Child and Youth Research,
Tata Institute of Social Sciences
- Mr. Maneck Davar** : Journalist and Publisher
- Mr. Nakul Mehta** : Company Director, Bharat Bijlee Ltd.
- Mr. Khushrooh Byramjee** : Business Person (Deceased December 2003)

4. Name and address of main Bankers:

Bank of India, Mumbai Central Branch, Mumbai – 400 008.
American Express Bank, D.N. Road Branch, Fort, Mumbai – 400 001.

5. Name and address of Auditors:

Burzy Maneksha & Co.
Simla House, B/206-C,
Nepeansea Road,
Mumbai – 400 036.

6. Staff details: DISTRIBUTION OF STAFF ACCORDING TO SALARY LEVELS

Slab of gross salary (in Rs.) plus benefits paid to staff	Male staff	Female staff	Total staff
2000 – 4000	5	2	7
4000 – 7000	5	7	12
7000 – 14000	-	6	6
Total	10	15	25

7. Reimbursements to Board members/ Trustees/ Shareholders:

The Executive Secretary: Salary of Rs.1,68,000/- per year

8. Total visits of National travel by all staff during the year: 3

9. Total visits of international travel by all staff during the year: Nil

10. Network/linkages:

In this year MELJOL has networked with

- UNICEF to replicate MELJOL Aflatoon programme in Chandrapur and Yavatmal.
- Ashoka Innovators for the Public to initiate Technology enable learning in Municipal schools.
- Maharashtra Prathmik Shikshan Parishad to conduct district level programmes.