



# **ANNUAL REPORT**

**2004-05**

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Dear Friend,

Since its inception MELJOL has always aimed at creating child friendly and innovative initiatives to reach the ultimate goal of developing good and responsible citizenship skills amongst its participating children. In this academic year 2003-'04 MELJOL has strived, not only to create greater awareness among children and create platforms from which they may exercise their right to participation, but also to reach out to more children by strategically initiating the process of replicating its Aflatoon Programme in districts other than Mumbai and Thane.

The academic year 2003-'04 began with a great boost to the team when the much-awaited permission came through from the Brihanmumbai Municipal Corporation to initiate the MELJOL Aflatoon Programme in the Hindi and Urdu medium Municipal Schools in this academic year. United Way of Mumbai joined hands with MELJOL to support the entire programme in Mumbai and set the adrenaline pumping and work got underway to create a series of Aflatoon Books in Hindi.

Children from the Navi Mumbai Municipal Corporation Schools participated in a two-day residential camp organized by MELJOL called 'Jalosh'. The focus of this camp was on Children's Right to Education. Various resource persons who are involved in innovative approaches to education were invited by MELJOL to create an awareness among children about ways in which education can become an interactive exchange and a joyous experience. The camp was a huge success and was appreciated by all.

The team's close-knit relationship with authorities in the education department paid great dividends when permissions came through to conduct training workshop for D.Ed college students in the Thane District in this academic year.

The MELJOL Aflatoon Programme in its second year of replication in the Chandrapur and Yawatmal Districts with UNICEF support functioned effectively convincing all concerned that the programme is ready to be replicated in all districts in the State of Maharashtra in a phased and planned manner.

The MELJOL team takes this opportunity to thank all those who have believed in and supported all our activities since our inception in 1991.

## **MELJOL EXECUTIVE SUMMARY**

### **INTRODUCTION:**

MELJOL has its origin in the belief that every child irrespective of age, class, ability, gender or culture is important. Given the right orientation, 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 Covention on the Rights of the Child (1990)**, MELJOL hopes to instill values of responsible citizenship in children. Thus '**Equal Rights, Opportuities and Respect for all**', forms the main crux of MELJOL's philosophy. MELJOL believes that children have rights and responsibilities. They need to be made aware of both of them.

MELJOL's vision is to develop a group of children who belive in themselves, who belive in child rights and responsibilities and who have the confidence needed to face life's challenges. Currently MELJOL works in urban as well as rural areas. It works in the 8 districts in the State of Maharashtra namely Mumbai, Thane, Chandrapur, Yawatmal, Osmanbad, Nanded, Kolhpur and Raigad. While the programme started with 1,500 children in its first year, its current outreach in the academic year 2004-2005 is 1,56,400 children in 1075 schools and 3212 teachers.

**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 for ensuring a society conscious of child rights. MELJOL also partners with NGO's state and local bodies to achieve its mission.

### **Objectives:**

- Creating awareness on the United Nations Convention on the Rights of the Child.

- Instilling among children a sense of responsibility to translate the awareness of their rights into action.
- Work towards integrating children's rights into the core curriculum of school education.
- Working with the education system to include in it equity oriented perspective especially with respect to UN Convention on the Rights of the Child (1990) and related responsibilities, through a process of empowering teachers and the community.

### **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/ashram 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 encourage their active participation in bringing 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 considers teachers as resource people and partners in 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 levels. This strategy has enabled the organisation to reach out to many more children and to create an awareness within the system on the need for the inclusion of rights education in the curriculum.

***The Replication of MelJol Aflatoon Programme in the State of Maharashtra:*** The Aflatoon Programme has been initiated in the Thane district in the academic year 1998-99, considering the positive response from teachers, children and authorities in the field of education, MELJOL planed to expand its Aflatoon School Programme in a phased manner to all the districts in the state of Maharashtra. By the academic year 2004-05 the programme has

been replicated in the Chandrapur, Yawatmal Osmanbad, Nanded and Kolhapur districts. The programme has been replicated in collaboration with local NGO's and with active involvement of education departments and DIET's (District Institutes of Educational Training). The programme focuses on:

- Developing and providing relevant material for all the partners in the programme.
- Training of trainers, cluster co-ordinators, DIET personnel, NGO representatives.
- Liasaning and Net-working with all the partners to facilitate implementation of the programme at school levels.

**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, to make them aware of 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.

**The Primary School Programme:** MELJOL has been working with children in the age group of 10 to 15 years for over a decade. It has been realised that children in the primary schools also need to be focussed on, as they too are receptive to what is happening in their environment. Through this programme MELJOL aims at providing children with varied experiences especially designed to inculcate positive values and attitudes. The programme focuses on making children aware of their rights and responsibilities, sensitise them to the violation of rights of others and develops their capacity to address issues in a democratic manner, enabling them to function as responsible citizens. MELJOL plans to cultivate healthy attitudes amongst school going children through their existing syllabus.

**The D.Ed/B.Ed Programme:** The MelJol Programme in the D.Ed./B.Ed College's aims at equipping would be teachers to impart education based on the core principals of education and strengthening the core values suggested by NCERT. Through the programme, D.Ed./ B.Ed students are sensitised about Child Rights & Responsibilities and the importance of children's participation to bring about a positive change in their environment. Three workshops are conducted in each of the participating colleges for the second year students as part of the programme on the following topics:

- UN Convention on the Rights of the Child 1990
- Value Education and Techniques of imparting value education to Children

- Participatory Teaching Learning Processes

After every workshop students are given concrete activities and assignments to enhance class- room learning with self exploration. Culmination event is organised at the end of the year to provide students opportunity to present what they have learnt from the programme. In the annual event NGOs working in the field of education are invited to provide additional inputs to the students.

**The Child Rights Centers:** Child right centers is MELJOL's first effort to reach out to children in the communities out of schools. This programme is especially designed considering needs of the children in the communities. The programme focuses on creating awareness among these children about their rights and responsibilities and motivating them to take steps to create positive change in the self and in their environment. The programme also aims at re-integrating these children in the formal or non-formal educational set-ups. The programme seeks co-operation from the communities in the form of providing space, other infra structure etc. The activities in the centers will be organised with active involvement of the women's groups and youth groups in the communities.

#### **MATERIAL CREATED BY MELJOL:**

- Twinkle Star Series for Std. I-IV in English
- Explorer Series Books for Std. V-VIII in English
- MelJol Aflatoon Series Books for Std V – VIII in Marathi and Hindi.
- MELJOL Aflatoon Series Books for Std. I-IV in Marathi
- MELJOL Aflatoon Song Book in Marathi
- Manual for D.Ed college students called 'Kushal Adhyayan Adhyapan Karyakram'
- Child Rights Education-A Hand book for Teachers
- The Twinning Programme-A Manual for Teachers
- Various modules, fact sheets, posters and games based on Child Rights

#### **FUTURE PLANS**

In the last four years, the MELJOL Aflatoon Programme has been implemented successfully in Mumbai and Thane Districts. It has been replicated in the Chandrapur and Yawatmal Districts in the state of Maharashtra in the academic year 2002-03. Thus MELJOL feels that it is equipped to replicate the programme in all the districts in the state of Maharashtra in a phased manner.

In addition to the ongoing activities with the participating schools, from the next academic year onwards the following programme will be initiated

- Replication of the Aflatoon programme in 5 districts in the state of Maharashtra.
- Initiation of the Aflatoon Primary School Programme (for Std. I to IV).

- Initiation of the MELJOL programme in D.Ed and B.Ed colleges in the Raigad District, Maharashtra.
- Initiation of Child Rights Centres in 5 villages in the Thane District.

## **HIGHLIGHTS**

### ➤ **Initiation of new programmes:**

- **The Aflatoon Primary School Programme was initiated in the primary schools of the Raigad Zilla Parishd :**

MELJOL has been working with the school children in the age group of 10 to 15 years from the year 1991. Over a decade of having worked with this group MELJOL has realized that younger children also need to be sensitized to various issues, as they are receptive to what is happening in their environment. Considering the needs of the children in this age group, especially children in the rural and tribal areas, MelJol took a further step and developed a programme for children in the age group of 6 to 10 years. MelJol developed Aflatoon Series books for Std. 1<sup>st</sup> and 2<sup>nd</sup> for the programme.

- **Replication of MelJol Aflatoon Programme in the Nanded, Kolhapur and Osmanabad districts in the State of Maharashtra:** Over the last few years MelJol Aflatoon programme has been receiving positive feedback from the participating schools/teachers/authorities and students. This has given MelJol confidence to forge ahead and replicate the programme in other districts in the state of Maharashtra. In this academic year MelJol could successfully replicate the programme in Nanded, Kolhapur and Osmanabad districts in the State of Maharashtra.
- **MelJol Aflatoon programme in the Ashram schools in the Thane district:** MelJol Aflatoon programme was initiated in the Ashram schools in the Thane district in collaboration with the Tribal Development Department.
- MelJol programme for students in the Secondary and Higher Secondary private schools in the Wada block of the Thane district. The programme was conducted in collaboration with the Rotary Club of Thane.

## **ACHIEVEMENTS**

- MelJol in collaboration with the District Institute of Educational Training, Thane, organised Aavishkar programme for D.ed students. The programme provided participating D.ed students an opportunity to showcase their understanding of the Child Rights and Responsibilities and how they will

integrate this concept as teachers. Aavishkar was successful in creating awareness among the students about current issues related to education.

- MelJol Aflatoon Series Books for std. 1<sup>st</sup> and 2<sup>nd</sup> were successfully introduced to teachers of the Z.P. schools in the Raigad District.
- Replication of MELJOL Aflatoon Programme has been effectively implemented by the teachers and the children in almost all the schools in the new districts.
- The Replication of MELJOL Aflatoon programme has been recognised and fully supported by the authorities of the Education Department of the three districts, local representatives, local political leaders and the local press. The programme was conducted in collaboration with the local NGO, SHIPRA.
- Children in the B.M.C. Schools got an opportunity to raise their concerns and issues in front of, Child Welfare Committee Members, Education Authorities and Representatives from child line, regarding their right to protection in the Programme ' Bal Suraksha Hakk, Ek Aavishkar'.
- In the MELJOL Aflatoon programme for Ashram schools, first time not just teachers but also the Supervisors of the hostel were involved. The response from the children and participating teachers and supervisors was very encouraging. Considering the positive impact of the programme the Tribal Development Department, Thane has asked MelJol to regularly conduct training workshops for the Supervisors on the relevant topics.
- The Aflatoon Clubs and Bank activity is functioning effectively in the Chandrapur and Yawatmal Districts inspite of the minimum input from the MELJOL team. As a strategy, because the programme is been implemented for two years by MelJol in collaboration with the resource persons trained at district levels, MelJol this year decided to hand over the programme to the resource persons. The programme was handed over to resource persons who were trained by MelJol. The resource persons successfully implemented the programme. This shows that the MELJOL Aflatoon Programme can be effectively sustained by the teachers themselves.
- MelJol could organise Mela, Fun fair, for the children attending Child Right Centers in the Thane District. Children expressed their issues/concerns/thoughts in a creative manner in the Mela. The Programme Child Right Centers has provided MelJol an opportunity to interact with the children out of the schools.

- MelJol, in response to the children's expected need for the health services, had organised health camp for children and adults from village Raya from Kalyan block in the Thane district. The camp was organised in collaboration with the Primary Health Center at Khadawali.
- MelJol programme was appreciated and accepted by the principals, teachers and students of the secondary private schools in the Wada block of the Thane district.
- MELJOL was invited by the Maharashtra Prathamik Shikshan Parishad, Mumbai, to help them initiate programme for adolescent girls ' Tejaswini' all over the state. MELJOL played important role of developing the strategy, manual, training module for the programme in collaboration with the other like minded NGO's. MELJOL also facilitated Training of state level resource persons and training of resource persons for the Jalana district in Maharashtra.
- Production of MelJol Aflatoon Song Cassettes

## **LEARNINGS**

- In order to make its programmes more effective, the MELJOL team has understood the importance of networking and collaborating with other NGO's working in the field of innovative approaches to education as was observed during the planning and implementation of the Aavishkar Programme.
- Child Right Centers, though started for the children out of the schools, children in the schools are keen on attending the centers. This makes children out of schools shy away from attending the centers. There is a need to work on the stereo-types and prejudices of the children in the schools and out of the schools to make child right Centers a real success.
- In order to ensure smooth functioning of the programme especially where the programme is being replicated a continuous contact with the trainers and the authorities in the education department is extremely important.
- Involvement of the District Institute for Educational Training and D.ed students in the programme will ensure better sustainability and impact of the programme in all the districts.

- To ensure impact of the replication programme MelJol needs local support/back-up. The support can be provided by an NGO or a social work college or by DIETs, DRCs and CRCs.
- It has been realised that in the urban areas, campaign mode is more successful. Teachers are not interested in conducting sessions with the students on regular basis, however are open to conduct issue specific sessions in a limited span of time. Teachers also show interest when issue specific activities are conducted.
- MelJol twining programme and private school programme is in demand from the participating private schools and the schools are requesting MelJol to reinstate the programme.

## MELJOL'S OUTREACH

In the academic year 2004-05, MELJOL has reached out to 751 schools, 2975 teachers and approximately 122500 children.

<b>Programmes</b>	<b>No. Schools / Organisation</b>	<b>No. of Children (Approx.)</b>	<b>No. of Teachers / Participants/ Parents</b>
<b>I. MUMBAI</b>			
<i>a. Aflatoon School Programme</i>	68	17000	290
<i>i. Teachers' workshops</i>			183
<i>ii. School level leadership camp</i>	38	2000	38
<i>iii. Zonal level camp</i>	32	161	32
<i>iv. Aavishakar</i>	31	165	38
<b>II. THANE</b>			
<i>1. Child Rights Centres</i>	4	111	
<i>2. D. Ed( Raigad)</i>	6	280	18
<i>i. Traing of lecturers:</i>	6		18
<i>3. C.R.C. (Thane)</i>	3	154	6
<i>i. Training of Volunteers</i>			4
<i>4. Ashram (Thane)</i>	31	3100	57
<i>5 Private School Programme</i>			
<i>i. Meetings with head teachers</i>	5		11
<i>ii. Health Awareness Camps</i>		142	3
<i>iii. Training of teachers:</i>	9		36
<i>iv. Camps on skills for life for adolescent</i>	2	100	4
<i>6. D. Ed (Thane)</i>	16	640	20
<i>i. Aavishkar</i>	9	168	20
<i>ii. Workshop 1: Child Rights and Responsibility</i>	16	640	20

<b>III. REPLICATION PROGRAMME</b>			
<b>a. Chandrapur District</b>	527	80000	
i. Trainers	1		58
<b>b. Yawatmal District</b>	110	17000	
i. Trainers	1		79
<b>c. Nanded District</b>	93	10000	200
i. Trainers	1		56
ii. Teachers	3		126
iii. L. Camps	21	855	21
<b>d. Kolhapur District</b>	93	6405	339
i. Trainers	1		30
ii. Teachers	9		300
iii. L. Camps	18	558	25
iv. Volunteers	1		12
<b>e. Osmanabad District</b>	93	10000	
i. Trainers	1		42
ii. Teachers	6		320
<b>IV. Meljol Aflatoon Primary Raigad School Programme</b>	39	2000	39
i. Teachers	1		39
ii. Cluster Level Melas	3	2000	39

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

# **PROGRAMMES**

## **MELJOL MUMBAI**

### **The Brihanmumbai Municipal Corporation (BMC) School Programme**

#### **Introduction:**

The MELJOL Aflatoon Programme initiated in the Brihanmumbai Municipal Corporation Schools in the year 2000, has conducted various programmes with the children of the participating schools focussing on creating awareness about Child Rights and Responsibilities and providing opportunities to children to exercise their right to participation. Currently the programme reaches out to children from the Std. V-VIII in 68 Marathi, Hindi and Urdu medium schools. Various workshops were conducted for teachers and children to ensure their effective participation in the programme.

#### **Objectives:**

- To sensitise children to their environment.
- To enable the children to identify issues of concern and to assist them in working effectively towards finding solutions to these issues and bring about a positive change in their environment.
- To create opportunities for children to exercise their Right to Participation.
- To give inputs on 'Right to Education' with the use of various innovative methodologies.

#### **Child's Right to Protection:**

In the academic year 2004-05, in keeping with the suggestions made by the children and teachers themselves, the programme focused on the topic "Child's Right to Protection and Related Responsibilities of Children". Teachers workshops, children's Zonal and school level camps were conducted through the year and various inputs were provided to them on the said topic. Resource persons were invited to facilitate creative expressions amongst children in relation to the selected issues. Children with the help and guidance of the resource persons had developed role- plays, paintings/drawings, songs etc. based on the issue.

**Activities:****Teachers's Workshop:**

Teacher's workshops were conducted by the MELJOL team with the teachers with a special focus on the theme for the year, Child's Right to Protection. Teachers were provided with inputs on how to discuss the topic with children and with children's participation, how to work on the selected issues on the topic. MelJol could plan the programme for the year in collaboration with the teachers in the workshops.

**Objectives:**

- To review the programme implementation in the previous year and critically discuss the impact of the programme on the children.
- To elicit suggestions from the teacher to enhance the functioning of the programme.
- To re-emphasise the need for greater involvement from teachers.
- To create awareness and familiarise teachers to the concept of Child's Right to protection.
- To sensitise teachers to potentials of children and the need to encourage children to participate effectively and bring about positive change in their environment.
- To prepare a schedule of activities to be implemented through the year.
- To encourage and ensure initiation of the issue base work at school and community levels.

***In all 183 teachers from 40 schools participated in the 5 workshops organised zonewise.***

**Zonal Level Workshops:**

In the second phase of the MELJOL Aflatoon BMC school programme, two-days residential Zonal level workshops were conducted. These workshops were conducted for all the participating Marathi/Hindi/Urdu medium secondary schools. Children who were elected as Aflatoon Club representatives at the school level camps participated in these camps. Schools had given the opportunity to select any art form such as Role Play, Drawing, Interactive songs etc. to express their issues creatively. Inputs were provided to them especially for the selected topics. Resource persons were invited for the facilitation of these topics with children.

**Objectives:**

- To sensitise children on the various issues selected by them.
- To create awareness on the use of different media in the process of change and to create awareness about the issue selected by them amongst the general population.
- To instill confidence in the children to work on various issues at the school level.
- To prepare a plan of action for the current academic year.

Resource persons were invited to conduct sessions with the children on the issues listed out by children at the school level sessions. At the camp all sessions were interspersed with MELJOL songs and dances, which relaxed the children and at the same time energized them to carry on with their sessions.

The children participated enthusiastically in all the activities conducted during the workshops. At the end of the workshop, the participating children were ready with their plan of action and were very eager to share their learnings with their friends in the school. Children expressed that such workshops should be organized more frequently and should be of more than two-day duration. The teachers expressed that children from municipal schools do not get such opportunities and this was really a rare experience for them where they got an opportunity to get away from their existing environment and to show their hidden talent to others.

At the end of the camp the children were given a certificate of participation by MELJOL.

***Four Zonal level workshops were conducted, each for the duration of two days. In all 161 children (from 32 schools) and 32 teachers participated in these workshops.***

**School Level Camps:**

As per the schedule in this academic year, the school level camps were organised and conducted after the zonal level camps for all the participating Marathi, Hindi and Urdu medium BMC secondary schools in the month of November 2004.

In these camps children who could attend the Zonal level camps shared their learnings with the other children in their schools respectively.

MELJOL facilitators visited schools randomly during this period to get a feel of how the programme is developing in this academic year.

**Objectives:**

- To recapitulate what the children had understood during the Zonal level camps.
- To reinforce sessions from the MELJOL Aflatoon books.
- To facilitate the preparation of the schools towards the culmination event.

School level camps were conducted in 38 secondary schools. From all schools approximately 2000 children participated in these camps. The participating children were the elected representatives from the Aflatoon clubs of Std. VI to VIII. All these camps were conducted and facilitated by the teachers trained by MELJOL.

**Bal Surakha hakk: Ek Aavishkar:**

As a culmination event of the MELJOL Aflatoon programme for the academic year, the programme '**Bal Surakha hakk: Ek Aavishkar**' was planned. The programme was organised in collaboration with the education department, BMC and with financial support from Colgate Palmolive (India) Ltd. The programme, gave the participating children an opportunity to express their thoughts, opinions, and view point as regards their right to protection, in various creative ways, i.e. through role-plays, songs, speeches and drawings. Children got an opportunity to interact with teachers/education authorities, child welfare committee members, police personnel and representatives of NGOs such as Child Line etc. during this programme. Children explored ways in which they can seek assistance in case of experiencing and/or observing any violation of Child Rights.

**Objectives:**

- To reemphasis the importance of the right to protection and related responsibilities.
- To create an awareness about different issues arising in relation to child's right to protection
- To provide children with an opportunity to interact with all the important personnel responsible for their right to protection. Personnel from the Police Department, child welfare committee members, education authorities and representatives of NGOs were invited to interact with the children at this programme.
- To provide guidance on how to seek assistance as regards any violation of their right to protection.
- To provide the children with information that will enable them to further create awareness as regards child right to protection and related responsibilities among other children in their schools and among the people residing in the nearby communities.

**Approximately 165 children from 31 Brihanmumbai Municipal Corporation Marathi, Hindi and Urdu medium schools and 38 teachers participated in this programme.**

**Feedback:**

- All the participants in the teachers workshops including new teachers were very enthusiastic and showed willingness to implement the programme in their respective schools.
- The teachers of the Hindi and Urdu medium schools were reluctant to bring children for the Zonal Level residential camps, thus MelJol had to organised separate day camp for children in the Hindi and Urdu Medium schools.
- Teachers expressed that, campaign mode with specific time commitment and with specific issue, will be easier for them to implement the programme at school levels.
- The numbers of teachers were less than expected in the workshops. Various reasons were given for this. For e.g. lack of staff, all teachers could not attend the workshop, as children would have to be left alone in the school etc. The MELJOL team spoke to the teachers present who have agreed to discuss the programme in detail with others in their respective schools.
- It was observed that 58% of the children participated in all the activities undertaken in this academic year. Children eagerly and enthusiastically participated in all the activities during the camps. They showed a keen interest in selecting issues at their school level and working together in order to solve the selected issues.
- During the school level camps, zonal level camps and event following major issues were discussed as regards Child's Right to Protection:  
Eve teasing: In the schools and communities  
Child marriage-dowry
  - Child trafficking and kidnapping,
  - Child labour, parents prefer children to work rather than sending them to schools
  - Child's education being affected as child works after school hours
  - Child abuse: at home, at school, at work place
  - Discrimination towards aids affected children in the society
  - Sustance Abuse: gutakha, tobacco, liquor.
- Balsuraksha hakk Ek Aavishkar received positive response from students and teachers. Resource persons/panalist gave reply to all the issues raised by the children boosting their confidence levels.

- In all participating schools, the impact of the programme on the children was good.
- In all most all the schools, school level camps were conducted by the teachers with minimal support from MELJOL team.
- In a few schools, teachers had not initiated the MELJOL programme and hence children were not aware of MELJOL and its activities. In these schools it was observed that children had been randomly selected for the camps and there had not been any election process followed.

## **MELJOL THANE:**

### **Aflatoon Programme in the Navi Mumbai Municipal Corporation Schools:**

The MELJOL Aflatoon School programme was implemented in the Navi Mumbai Municipal Corporation (NMMC) schools in the academic year 2002-03 and 2003-04 with active support from the Education Department. However in the academic year 2004-05, Education officer expressed that as teachers are into continuous trainings because of the SarvaShiksha Abhiyan, it will not be possible to allot teachers for MELJOL programme. He suggested that MELJOL should either depute staff for the implementation of the programme or should take a break for the year as far as programme at school level is concern. MELJOL kept programme on hold for the year because of the lack of staff.

### **Child Right Centers:**

Giving children an opportunity to exercise their right to participation is the focus of all MELJOL's activities. However MELJOL programme were confined majorly to children in the schools till academic year 2002-03. In the year 2003-04, on an experimental basis programme was developed for children out of the schools in 2 villages. Considering the positive response to the programme, MELJOL decided to initiate Child Right Centers at 7 places in the Thane district.

Four centers were set-up in the urban areas of the New Mumbai Municipal Corporation areas namely at Digha, Turbhe, Eiroli, Belapur. Three centers were set up in the rural area of Kalyan Block in the Thane district at- Raye, Phalegaon and Ushid.

### **Objectives:**

- Creating awareness among children about the United Nations Convention on the Rights of the Child 1990.
- Instilling among children a sense of responsibility to translate the awareness of their rights into action.
- Sensitising children to one another and to their environment.
- Developing an understanding and sensitivity on the issues of the children and as regards the social issues such as gender, class, caste and religion.
- Strengthening the processes for child participation at community levels.

## **Activities:**

### **Training of Volunteers**

MELJOL in consultation with the villagers decided to locate volunteers to undertake the day to day activities of the Centers. Enthusiastic, self-motivated youths from the community were identified as Center Co-ordinators. Considering volunteer's major role in the implementation of the programme, an intensive two-day training workshop was organized for the volunteers.

### **Objectives:**

- To orient the volunteers to MELJOL and its programmes.
- To create an awareness and sensitise participants to issues related to children.
- To build capacity amongst the participants to undertake various activities in the centers.
- To impart skills related to effective communication and child friendly methods whilst working with children.

In all 4 volunteers attended the workshops from Kalyan Block. From NMMC areas MELJOL could not identify volunteers and thus the activities in the centers were conducted by the team itself.

### **Planned Activities at the centres:**

Every session at the center was focused on reinforcing positive values among children. The sessions were designed to motivate children to imbibe MELJOL's motto "Separate fiction from fact, explore, think, investigate and Act", which will make them true 'Aflatoon s'. The sessions broadly were focused on the following:

- Creating awareness among children about the Convention on the Rights of the Child.
- Relating it to village-level realities, issues and problems.
- Formation of children's clubs and conducting elections for electing their president, secretary and treasurer to provide them with hands on experience of democracy and importance of the election process in democracy.
- Formation of Aflatoon banks to inculcate among children the habit of saving.
- Imparting value education especially values such as gender sensitivity, peace and spirit of scientific inquiry.
- Sessions on leadership qualities development, Personality Development
- Organizing children's fact finding projects on village levels, discussing ways of dealing with the issues and guiding children in planning and executing

issue based work. Children this year have undertaken following issues/activities at the centers.

- Visits to village level government functionaries such as Village panchayat, Primary health centers etc.
- Anti-guthaka Campaign, Clean Village Campaign
- Celebration of Festivals creatively keeping in mind the value based education provided in the sessions. For e.g. Children Celebrated Dahi-Handi festival at Ushid, where girls were allowed to participate in the Handi and Children decided not to break the Handi as it leads to destruction.

### **Monthly Meetings with the volunteers:**

Monthly meetings were organised with the volunteers to receive feedback from them and to plan for the next month. Volunteers sharing in the meeting helped them to learn from each other's experiences. MELJOL provided required support and guidance to volunteers in the meeting. In all 6 meetings were organised with the volunteers.

### **Culmination Event:**

In the month of April culmination event for the children in the centers has been planned.

### **Feedback:**

- Child Right Centers gave MELJOL an opportunity to interact with the children outside the school hours. Thus Children's participation in the sessions was voluntary. In spite of this fact in all the centers more than 50 children were attending the sessions and took part in all the activities in the centers. This indicates the fact that Children need such programmes at community levels.
- Centers function with the help of community support. Communities provide space free of cost for the centers. Teachers in the schools helped MELJOL to spread a word among children about the centers.
- Apart from village Raya volunteers were very enthusiastic and could conduct sessions on their own.
- Child Right Centers though initiated mainly for the children out of the schools, their participation in the centers was limited. Because of the impact of the MELJOL programme in the schools, Children in the schools were more keen on attending the sessions at the Centers.

- At Belapur Child Right Center all the children were school non-enrolleds or drop-outs. At the is center it was difficult for the facilitator to conduct the sessions as children were not used to the organised activities like this.

### **MELJOL Aflatoon Programme in the Ashram Schools:**

MELJOL Aflatoon Programme in Ashram Schools is MELJOL's first step towards addressing the needs of the tribal children in the residential schools. The programme was initiated in collaboration with the Tribal Development Department in the Thane district in the academic year 2004-05. The programme focuses on the issues of the tribal children in the residential schools and aims at preparing children to resolve the issues on their own. The programme also aims at providing inputs and skills to children in order to facilitate their participation in the process of change. In this programme for the first time with teachers, hostel supervisors were involved. On an experimental basis the programme was initiated in the 40 schools in the Jawhar Project of the tribal development department. The programme reach out to 57 teachers and hostel supervisors and approximately 5000 children.

#### **Objectives:**

- To sensitise children towards U.N. Convention on the Rights of the Child 1990 and related responsibilities.
- To enable the children to identify issues of concern and work effectively towards finding solutions to these issues and bring about a positive change in their environment.
- To provide children with an opportunity to enhance their inbuilt capacities and skills.
- To create opportunities for children to exercise their Right to Participation.

#### **Activites:**

##### **Teachers/hostel Supervisors Training Workshop:**

Two days residential workshop was organised with the teachers and supervisors from the participating sachools. The workshop focused on discussing with the participants the issues of the children in the Ashram Schools and developing the need based programme for the schools in collaboration with them.

#### **Objectives:**

- To orient the participants to MELJOL and its programmes.
- To create awareness and familiarise teachers to the concept of Child Rights and Responsibilities.

- To sensitise participants to the potentials of children and the need to encourage children to participate effectively and bring about a positive change in their environment.
- To discuss various issues of the tribal children, especially in the schools and based on the discussion plan MELJOL Aflatoon Programme in the Ashram schools.
- To prepare a schedule of activities to be implemented over the year.

**In all 57 teachers and supervisors from 31 schools participated in the workshops.**

**Feedback:**

- Teachers from the Ashram Schools and especially supervisors expressed that the workshop gave them the opportunity to discuss many issues and it was a very good learning experience for them.
- Supervisors expressed that they need inputs on various topics, which will facilitate better communication among them and the children. The topics which supervisors expressed that they need inputs on are: family-life education/ sex education, health and hygiene, how to handle adolescent girls and boys, conflicts among children, how to identify psychological problems among children and how to help them in this regard, how to channelised children's energy positively.
- As teachers and supervisors both are residential in the schools, they get lot of time with the children apart from schools. It is important to provide them with the concrete activities so that they can use this time creatively with children.
- As programme was initiated in the month of October, MelJol could not conduct the Camps for children as planned. However teachers/Supervisors conducted sessions as planned with children. Children's participation in the activities was encouraging.
- MELJOL visited 4 schools to review the implementation of the programme. It was observed that teachers have conducted sessions with the children. Children knew all the songs. In Aflatoon bank has been initiated in one school.

## **Private School Programme with Secondary and Higher Secondary Schools**

In the academic year 2004-05 MelJol, in collaboration with the Rotary club of Thana, had undertaken various activities for students and teachers from the identified villages around kodus, Wada block, Thane. It was in deed a fruitful year in which work could happen at three levels namely with children from upper-primary and secondary schools, with adolescents from higher secondary schools and with teachers. Age specific health and hygiene related issues were focused at all the three levels. With teachers emphasis was also on preparing teachers to undertake such activities regularly at the school levels. To ensure continuity and higher impact, interactive teaching-learning material was provided to teachers.

Strategic thrust in the process was to prepare/train group of children/youths from villages who will pass on the message of healthy ways of life to the adults in the villages and will work towards positive change in the self and in the environment. It was visualised in the process that teachers would provide support to children in their venture of creating change in the society. MelJol feels that this academic year was especially important as it created a strong base for the Programme in the area with the support systems in the villages like students and teachers.

### **Objectives:**

- To create awareness about UN Convention on the Rights of Children and related responsibilities among teachers and children.
- To motivate children and teachers to work towards resolving their issues both at school and community levels, especially with reference to the issues related to health and hygiene.
- To prepare teachers to communicate various value based messages to children, in order to foster humanistic values and will became sensitive among children.

### **Activities:**

#### **Meetings with head teachers from the upper-primary and secondary schools near Kodus:**

As a first step towards the programme, MelJol and Rotary club Thana had organised meeting of all the head teachers from the primary and secondary schools in the identified area. This was essential step to ensure continuous support of head teachers and to reinforce the significant role schools play in the child's overall development as a good citizen.

**Objectives:**

- To orient the head teachers about the activities to be implemented by the participating schools in this academic year.
- To plan activities in consultation with the head teachers taking into consideration the academic time- table.
- To elicit the role of the teachers in order to ensure the successful implementation of the activities.

In all 11 head teachers from 5 schools attended the meeting. Head teachers extended their co-operation and also ensured teachers participation in the programme. MelJol could plan all the activities for the year with them.

**Health Awareness Camps for children:**

MelJol over the years have realised that children themselves can play an important role in achieving Child's right to clean and healthy environment. In all three camps were conducted for 142 children from 3 schools near Kudus, Wada block, Thane.

**Objectives:**

- To discuss children's related to health issues.
- To motivate them work towards resolving their issues related to health/hygiene and environmental cleanliness.
- To promote children's inbuilt potentials and leadership skills, in order to facilitate the process of change within self and the community.

**Topics covered in the camps were:**

- United Nations Convention on the Rights of the child and related responsibilities, with special reference to the health issues.
- Environmental cleanliness- use of garbage pits or dustbins
- Personal health and hygiene
- Causes of common illnesses and their remedial actions
- Importance of immunisation, Preventive medical care
- Health care system in the village
- Heath related superstitions
- Anti tobacco-Gutaka drive
- Use of purified and safe drinking water
- Proper drainage of water
- Dumping of feaces
- Plan of action to facilitate the change

**Feedback:**

Children actively participated in the camps. Child friendly methods and lot of audio-visual materials were used to ensure child participation at every level. Interactive films were screened to help children understand the importance of healthy way of life in a non-threatening manner. Various activities such as role plays, dance, preparing slogans, singing songs were used as methods to impart the messages. P.H.C. doctors were especially invited to provide scientific information about the topic. Children discussed various area specific issues with the doctors. Demonstration of preparing garbage pits was also done at the camps. On the last day children were given concrete task to venture out in the villages and pass on the messages learnt in the camps to them. Children had prepared role play and had written slogans to discuss the issues related to health with the villagers. The camps ended on the note and assurance from the participating children that they will play active role in the process of changing their environment for better, making it a more hygienic and safe. They will take the messages and healthy habits that they have learnt in the camps, to their homes and the community at large.

**Training of teachers:**

As a second step towards developing the core group of teachers who can in turn facilitate the camps of the children in their respective schools, training workshop for the selected teachers was organized at Vikramgad, Jawhar, Thane. This was two days residential workshop. In all 36 teachers participated in the training workshops from 9 schools.

**Objectives:**

- To orient teachers about activities of the Rotary club of Thana and MelJol.
- To provide information on the topic Right to health ' concept, methodology and module.
- To train the teachers for effective implementation of camps in their respective schools.
- To reinforce the message on Right to Participation' in teaching and learning process.
- To equip the teachers with the necessary skills and knowledge to enable them to conduct the camp effectively.
- To discuss and finalise the plan for this academic year

**Topics covered:**

- a. Their role as teachers in the process of creating positive change in the environment.
- b. Methodology of conducting camps: games, songs, interactive and child friendly methods
- c. Plan of action/ camp schedule
- d. Information about the topics in the camps such as prevention of common illnesses etc.:

Teachers were provided with detailed camp module and the teaching learning material on the topic such as CDs, song books etc.

**Feedback:**

Teachers took part actively in all the activities conducted in the workshop. Teachers discussed lot of issues specific to the area. Teachers expressed that it was a very good learning experience for them and it will help them in not only conducting camps but also in their regular teaching. Teachers also expressed that they will integrate the module provided to them in the regular teaching learning activities in the school every year. Teachers also expressed that such workshops should be conducted on the regular basis to provide information on the more complex issues like family life education, aids awareness, substance abuse etc.

Teachers in turn conducted 6 camps for children from their respective schools. 331 children participated in the camps.

**Camps on skills for life for adolescent girls and boys:**

Adolescence is the period of transition from childhood to adulthood in an individual's life. This period is very often marked by turbulence not only for the concerned adolescent but also for those who are within a striking distance from them. For most of the adolescents in the rural areas this period becomes even more stressful as additional responsibilities of marriage, child rearing and looking after the needs of a new family are thrust on to them because of the system of early marriages for girls. Girls find it difficult to cope with this situation as the maturity required handling the situation has not been reached as yet. In addition to this, the girls are treated in a different manner than the boys due to prevalent local misconceptions and myths that exist. Thus there was a need to make the adolescent understand and cope with the changes occurring in their physical as well as emotional self and also to empower them to make decisions which will benefit them in the future. It was also important to involve school authorities and parents, who influence the life of the adolescent to a great extent, in the process.

**Objectives:**

- To enable the group to understand their self in relation to the changes taking place biologically and emotionally in them.
- To emphasis the importance of good health and hygiene in the process of growth.
- To clear existing misconceptions related to health and hygiene through factual information.
- To sensitise children on issues of gender equality and the importance of everyone being treated equally in the present age.
- To enhance their self confidence and self esteem through various activities and develop their leadership skills.
- To enhance their skills in effective communication with parents, peers, school authorities and elders in the community.
- To create an awareness about rights and responsibilities with a focus on they're right to participate in issues closely affecting them.
- To create an awareness of small-scale business/ careers opportunities available to them after Std VII and Std X

**Topics covered:**

- UN Convention on the Rights the Child 1990
- Personality development: Self, leadership qualities and communication skills
- Coming of Age: Physical changes, Mental Changes, Emotional development, Emotional changes, Social Changes
- Feelings and Emotions
- Menstruation Cycle
- Health and Nutrition
- Reproductive Health
- Female Genital Infections
- Family Planning Methods
- Vocational Guidance

All sessions during this programme were conducted in a Child friendly and non-threatening manner through activities, games, discussions, role-plays and painting. Necessary fact sheets, updated information was provided to the participating group. Resource people were invited to conduct sessions on vocational guidance, legal awareness and sex education.

In all 2 workshops were conducted for 100 children, including both boys and girls.

**Feedback:**

All the topics were covered efficiently in the camps. As this was the first experience for the children and accompanying teachers to discuss the so called secrete topics participation from children initially was low. However after building a rapo with the children they started participating in the camps. Children and teachers expressed that the information provided in the camps was important information and there was a grate need of such camps not only for children but also for youths and adults in the community. They expressed that the method of handling topics was also very good as it raised interest level and it facilitated healthy discussions. Teachers expressed that there are many misconceptions about these issues in the villages and they will be better equipped to handle these issues now. In fact they demanded that the workshop for teachers should be conducted on the topic.

## **MELJOL PROGRAMME IN THE TEACHER TRAINING COLLEGES**

MELJOL considers teachers as resource people and partners towards achieving its goal of citizenship building. With years of experience MELJOL realises that teachers are a very effective and an appropriate medium through which one can reach out to children. However one of MELJOL's major learning while working with the teachers has been that no matter how efficient and hard working they may be, like all other human beings they also have several prejudices / mindsets which hamper their communication of various issues/values to the children. MELJOL is making continuous efforts to bring about a change in these mindsets through its various training workshops. MelJol decided to work with the students in the teachers training colleges to equip them to be efficient, innovative teachers with right attitudes and with better perspective towards education. On an experimental basis, in the academic year 2003-04 MelJol initiated 'Kushal Adhyan-Adyapan Programme' in 13 D.Ed. colleges from Thane District.

### **Objectives of the programme:**

- To orient the participants to the core values and core principles of education as led down by NCERT and to discuss with them it's relevance and application in teaching/learning processes.
- To discuss existing stereotypes/prejudices among teachers and clear their misconceptions.
- To motivate the participants to play an active role in encouraging children to think for themselves and participate actively in bringing about a positive change in their environment.
- To adopt child-friendly and interactive methodologies while working with children to make teaching more effective.

As part of the programme in the academic year 2003-04, MelJol had conducted three workshops each in all the participating colleges. Culmination event for the year 2003-04 was planned in the Month of April-04 and thus the event 'Aavishkar' took place in the current academic year.

In the academic year 2004-05, considering the positive feedback received from students and professors from 13 participating D.ed colleges, the programme was extended to 4 more colleges in the Thane district. The programme was also replicated in the 7 colleges in the Raigad district with active support from DIET Raigad. In the Raigad district the programme was implemented by the lecturers especially trained by MelJol team. Thus the strategy in the Raigad district was to trained representative lecturers to conduct the workshops with the students with the help of manual and material provided by MelJol.

In the current academic year programme reached out to 24 colleges in the Thane and Raigad district.

## **Programme in the Thane district:**

### **Aavishkar:**

In the academic year 2003-2004 MELJOL conducted three workshops with the participating colleges and worked closely with the students to meet the objectives of the programme. As a strategy, after every workshop students were given concrete assignments to explore more about the topic from newspapers, books, visiting NGOs, interviewing people etc. Students were also asked to systematically present the information in the form of article, posters, charts, collage etc. Aavishkar, culmination event for all the participating colleges was planned to provide students opportunity to showcase student's understanding of the programme.

### **Objectives:**

- To provide an opportunity for the participants to express what they have understood from the workshops through role-plays, posters, songs etc.
- To create an awareness about current issues related to education.
- To provide an exposure to various techniques of teaching.

MELJOL had organised Aavishkar in collaboration with the District Institute of Educational Training, Thane. During this programme selected students from all the 13 colleges came together and share their efforts and achievements with others. Through discussions, drama, presentations, poems/songs, posters etc; students could showcase the work undertaken as part of the programme to others. Aavishkar also helped to create awareness among the students about current issues related to education. Experts in the field of Education were invited as guest speakers to address the students. Like minded NGO's working in the field of education both formal and non-formal put on display various methodologies that could be used to enhance teaching learning process.

In all 168 students from 9 D.ed. colleges along with 20 professors participated in this programme. 9 NGOs had put up their stalls to provide their expert inputs to the students on the relevant topics. Students were divided into small groups, these small groups visited all the stalls one by one. In the afternoon famous psychiatrist Mr. R. Patil and Ms. A. Naik conducted interactive sessions with the students on the topic ' Children's psychosocial development and the Role of teachers'.

### **Feedback:**

The enthusiasm of the students and principals of the participating D.Ed colleges and their response to the programme reemphasises the need for such programme in these colleges. Both students and teachers in the colleges have felt that such an exposure is very essential for the students to be effective teachers.

Students and lecturers both expressed that the Aavishkar should be residential so that students will get opportunity to spend more time in learning from the participating NGOs. Students also expressed that second and third workshop should be organised for two days each.

Considering the suggestions given by students and lecturers, in the academic year 2004-05, the strategy was altered. It was decided that one workshop for 2 days duration will be organised at every college covering all the basic topics. This workshop will be followed by 2 residential Aavishkar programmes organised centrally to provide experts inputs on the topics.

### **Workshop 1: Child Rights and Responsibility**

#### **Objectives:**

- To create an awareness about the UN Convention on Child Rights and Responsibilities.
- To sensitise the participants to Child Rights and Responsibilities.
- To equip the participants on methodologies through which they can sensitise the children to their rights and responsibility.
- To encourage participation and how they as teachers can empower children to exercise this right.

The workshop was organised at each participating college. In all 640 students from 16 colleges attended the workshop.

MelJol is now planning to conduct the two Aavishkar programmes- first on Imparting Value Based Education and the second on Participatory Teaching-Learning Processes- in the Month of June-05.

### **Raigad District Programme:**

#### **Traning of lecturers:**

#### **Objectives:**

- To create a team of resource people (trainers) who will be able to effectively conduct workshops with the students at college levels.
- To equip the trainers with knowledge and skills to conduct workshops.
- To actively participate in implementing Aavishkar programme.
- To clarify their role as trainers.
- To orient the trainers to MelJol mission and programmes, especially about MelJol programme in the D.ed colleges and its goals and importance.
- To motivate lecturers to conduct the workshops at college levels based on the module provided by MelJol.
- To explain the module of the programme to the lecturers.

In all 18 lecturers from 6 colleges participated in the workshop. The workshop was for 2 days duration. After the workshops participants were given the

concrete task of conducting workshops at their respective college levels. They were expected to conduct three workshops with the second year D.ed students in their colleges. Trainers from 4 colleges conducted all the three workshops, approximately 200 students participated in these workshops. The workshops conducted were as follows:

### **Workshop 1: Child Rights and Responsibility**

#### **Objectives:**

- To create an awareness about the UN Convention on Child Rights and Responsibilities.
- To sensitise the participants to Child Rights and Responsibilities.
- To equip the participants on methodologies through which they can sensitise the children to their rights and responsibility.
- To encourage participation and how they as teachers can empower children to exercise this right.

### **Workshop 2: Need and importance of child friendly and interactive teaching – learning process.**

#### **Objectives:**

- To introduce MELJOL's child friendly and interactive methodologies.
- To enhance their skills to use this methodology.
- To discuss ways in which to develop their own and children's personalities in a positive manner.
- To share with the participants various activities that enhance the teaching – learning processes.

### **Workshop 3: Value Education**

#### **Objectives:**

- To emphasis importance of inculcating values amongst children.
- To share with the participants child friendly methods in which to impact value education.
- To address participants prejudices and stereotypes.

In the month of June 2005, MELJOL plans to organize a culmination event, which will showcase the understanding of the participants regarding the topics in the workshops and how they will integrate this concept in their teaching careers.

## **Replication of the MELJOL Aflatoon School Programme in the Districts of Nanded, Kolhapur and Osmanabad districts in Maharashtra State.**

After the successful replication of MelJol Aflatoon School programme in the districts of Chandrapur and Yawatmal, MelJol decided to take next step towards replicating the programme in all the districts of Maharashtra. The programme in the academic year 2004-05 was replicated in the 3 more districts- Nanded, Kolhapur and Osmanabad. The districts were chosen strategically representing Western Maharashtra and Marathwada Regions, which were not yet covered under the programme. Hence MelJol Aflatoon programme is now been replicated in five districts Chandrapur, Yawatmal, Nanded, Kolhapur and Osmanabad in the State of Maharashtra.

### ***Chandrapur and Yawatmal Districts:***

MelJol Aflatoon Programme was initiated in the Chandrapur and Yawatmal districts in the academic year 2002-03. For the two successive years the programme was implemented by trainers and teachers with full enthusiasm and commitment. Thus MelJol felt that the programme is now ready to hand-over it to trainers and teachers. Thus focus of the programme this year was on preparing trainers and teachers to take ownership of the programme and to work towards integrating the programme in the regular school curriculum. Strengthening Aflatoon clubs and banks was another objective to ensure sustainability of the programme at school/village levels. With these objectives in mind, MelJol conducted intensive training workshops with trainers.

In the academic year 2004-05 the programme reach-out to 100 schools from Digras block in the Yawatmal district and 527 schools from Rajura, Korapana and Jiwati blocks in the Chandrapur district.

### **Material Creation:**

Considering the focus for this year, MelJol developed material for trainers. This manual had three components-

- Collection of interactive games which trainers/trainers can ply with children to impart value based messages,
- Guidelines for teachers/trainers on how to impart Child Rights Education/Value Education with regular teaching- learning at school levels showing linkages of the value education to regular curriculum
- Yearly calendar with list of important days, which can be celebrated at school levels to sensitise children on various social issues.

### **Training Of Trainers:**

A three-day residential workshop was conducted for the trainers with the objective of equipping them with sufficient skills to take ownership of the programme.

### **Objectives:**

- To equip the trainers with the necessary skills and knowledge to enable them to implement the programme effectively.
- To reinforce the trainers awareness of Child Rights and Responsibilities as well as the MELJOL programme.
- To facilitate a detailed study of the MELJOL Aflatoon Books for Std. III to VII and the programme based on the books.
- To re-emphasis on the importance and need to bring about a change in day to day classroom teaching – learning processes.
- To facilitate integration of MELJOL activities with in the regular school curriculum and teaching-learning processes.
- To develop a plan of action to sustain the impact of the programme through the years.

In all 58 trainers from 153 schools in Chandrapur District and 79 trainers from 25 schools in Yawatmal District participated in these training workshops.

### **Feedback:**

Trainers realised that the MelJol programme can be easily integrated into the regular curriculum. In fact they suggested the ways and the linkages.

Trainers were prepared to take on the responsibility of sustaining the programme on their own with minimal support from MelJol team.

Trainers expressed that with the help of games and using festivals/events value based messages can be given to children effectively. They appreciated the methodology and the material developed by MelJol. In fact authorities who attended the workshop expressed that the programme should now be replicated all over the district with the help of the material developed by MelJol and with active role of the trainers.

### **Monitoring:**

MelJol team visited 8 representative schools to review the implementation of the programme at school levels. The team had discussions with children and teachers about the programme. The feedback received from the schools is encouraging. The programme has been implemented in the schools, children were aware of major concepts from MelJol Aflatoon Series Books and children

have received messages based on these concepts. Children could sing MelJol songs and could raise Aflatoon Slogan. However it was realised that teachers have not made optimum use of games manual, teachers expressed that the games are useful and important but they could not play the games with children because of lack of time. Teachers also expressed that it will be easier for them to conduct MelJol activities in the separate period/class rather than integrating it with the regular curriculum. They decided to use their value education class for these activities.

There is a good response to the Aflatoon Banks in the district. All most all the schools have set up Aflatoon Banks. The concept was also publicised and sprade all over the district by trainers. At the district level Bal Aanand Mela organised by the Zilla Parishad of Chandrapur, trainers on their own put up the stall on Aflatoon Banks and explained the concept to participating teachers and children from all over the district.

### ***Nanded, Kolhapur and Osmanabad district:***

In the academic year 2004-2005, MELJOL initiated its replication programme in the Kinwat and Mahur blocks, Nanded district, Panhala Block, Kolhapur District and Tuljapur block, Osmanabad district. Authorities at all the district were supportive and gave official permission to implement the programme in all the upper primary schools in the selected blocks. The programme was initiated with the active participation from the Education authorities, trainers and teachers. Trainers and teachers workshops were conducted with the help of manuals developed for the teachers. Teachers from all the schools are implementing the programme based on the MELJOL Aflatoon Books for Std. V to VII. The MELJOL team is working towards networking with the local NGO's to ensure that the programme is implemented as per the plan.

#### **Activities:**

##### **Trainers Workshops:-**

Trainer's workshops were conducted with identified teachers from the schools in the selected blocks in the districts of Nanded, Kolhapur and Osmanabad respectively. These residential workshops were for duration of three days.

#### **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.

56 teachers were trained in the Nanded District, 30 teachers were trained in the Kolhapur district and 42 teachers were trained in the Osmanabad 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 126 teachers in the Nanded district, 300 teachers in the Kolhapur district and 320 teachers in the Osmanabad district participated in these workshops.

### **Aflatoon Camps:**

MELJOL organised leadership camps for elected club representatives from participating zilla parishad schools, which were conducted by trainers. The camps were conducted in the Nanded and Kolhapur district as per schedule. In the Osmanabad district camps were not conducted as the programme started in the month of September 05 and hence it was not possible to conduct camps.

## **Objectives:**

- To gauge the implementation level of the MELJOL Aflatoon programme at the school level.
- To reinforce messages to be given through the sessions from the MELJOL Aflatoon book series.
- To enhance leadership qualities in the class representatives.
- To motivate children to select an issue of concern and to collectively work towards a positive change.
- 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.

**21** camps in the Nanded District and **18** camps in Kolhapur District were conducted by the trainers. In all **1413** children participated in the workshops.

The issues raised by students during these camps at Nanded were:

- A high degree of school drops out rate after Std. VII.
- Absenteeism in school.
- Alcoholism in the villages.

## **Monitoring and Evaluation:**

School visits were 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 79 schools from Kinwat block in Nanded District, 88 schools from Panhala block in the Kolhapur district and 20 schools from Tuljapur block in the Osmanabad district. Considering the number of schools participating in the programme the volunteers were trained and appointed to review the programme. Monitoring forms were developed for the systematic review of the programme. The feedback received was coded and analysed properly. The major feedback points are as follows:

### *Kolhapur District:*

- 92 Schools were visited for review.
- The programme has created a good impact at school and community level.
- In 62% schools children were aware of Aflatoon slogan.
- In 60% schools Aflatoon clubs were formed.
- In as high as 70% of the school children has selected village and school level issues as club activities.
- 40% of the schools have formed Aflatoon bank with 3 banks having saving more than Rs.3000/-.
- Students from Std. V also participated in the club formation and the issue based work.

- Issues commonly undertaken by the children are:
- ™ Anti Gutkha Campaign
- ™ School and Village Cleanliness
- ™ Plantation
- ™ Superstition
- ™ Construction of plays spaces and toilets for the school.

*Nanded district:*

- 10% schools have selected issues (other than suggested activities from Aflatoon Series books) to work at the school level. Children used various methodologies while working towards the selected issues.
- 31% schools have formed Aflatoon clubs so it is essential to strengthen these Aflatoon clubs and motivate them to initiate work at community level. It is important to motivate other schools to start Aflatoon clubs to work on various issues in their community.
- 25% schools have formed the Aflatoon banks. In the next academic year MELJOL will keep focus on close monitoring to gauge the implementation of all the major activities and will timely guide teachers to achieve the objectives of the programme.

*Osmanabad district:*

**Feedback:**

- In this academic year MELJOL had very good support and co-operation from the education department of Nanded and Kolhapur.
- MELJOL received very good support from trainers and teacher. After the teachers training workshop few trainers volunteered to translate MELJOL's songs into banjara language since they realized that the songs are effective and useful for the children.
- Trainers took initiative in planning camps on their own, Trainers took the responsibility of scheduling the Aflatoon camps and they managed to send the circular to all the participating schools to attend the Aflatoon camps.
- In the Aflatoon camps all the children participated enthusiastically and discussed about the school and community based issues of their concern.
- It was observed during this academic year that MELJOL needs to intervene at the community level since lot of problems in the community hamper the children's education and their participation in the programme. MELJOL primary school programme will be very effective in kinwat as it is an effective tool on quality education.

## **Aflatoon Primary School Programme ( Std. 1<sup>st</sup> to 4<sup>th</sup> ) Raigad District:**

MELJOL initiated its work with school children in the age group of 10 to 15 years in the year 1991. Over a decade of having worked with this group MELJOL has realized that younger children also need to be sensitized to various issues, as they are receptive to what is happening in their environment. MelJol thus was planning to initiate its programme for the younger children from Std. 1<sup>st</sup> to 4<sup>th</sup>. In the academic year 2003-04 on an experimental basis the programme was initiated in the schools in Chandrapur and Yawatmal districts for std. 3<sup>rd</sup> and 4<sup>th</sup> students. Considering the positive feedback received for the programme and considering the need for such programmes for children, in the academic year 2004-05 the programme was initiated in the 39 schools from 7 clusters of Karjat block of Raigad district for std. 1<sup>st</sup> to 4<sup>th</sup>.

### **Objectives:**

- To bring about a change in the existing teaching – learning methodology and making it more child friendly.
- To develop citizenship skills amongst children.
- To provide additional inputs to the existing syllabus with the aim to strengthen citizenship skills in children.
- To motivate teachers to encourage children to exercise their right to participation.
- To develop a module which could be easily replicated throughout the state of Maharashtra.

### **Activities:**

### **Material Creation:**

MELJOL created Aflatoon Books for Std. I- IV. These books attempt to initiate a process of critical thinking and self-reflection among children. Each book in the series focuses on different aspect of a Childs environment and reinforces the importance of attending school regularly. The MELJOL Aflatoon Books have illustrations and pictures on each page and include various activities like games, stories, songs, and slogans to communicate value-based messages. 5 sets of every book will be given to each school participating in the programme. A manual for teachers has also been developed to enable them to implement the programme effectively.

### **Training of Teachers:**

The MELJOL team conducted a 2-day non-residential teachers training workshop for teachers from participating schools in all 39 teachers attended the workshop.

### **Objectives:**

- To discuss the objectives of the programme and the need and importance for the same.
- To emphasize the need for child friendly and activity based teaching.
- To provide inputs on how the programme can be implemented in the schools with the help of books and the manual.
- To encourage teachers to use their own creative skills while implementing the program.
- To motivate teachers to implement the programme in their respective schools.

### **Cluster and School level Melas:**

MELJOL believes that for children to participate effectively, the environment and the structure of the programme should be non-threatening and child friendly. Children are not able to express their concerns and views in adult ways but can express themselves better through drawings, paintings, role-plays, songs etc. MELJOL Melas are one of such method, which is widely accepted and appreciated.

### **Objectives:**

- To provide opportunity to children to venture out of their villages and to explore the world outside their villages.
- To provide the children with an opportunity to experience joyful learning and participate in the activities mentioned in the Aflatoon Books. There by giving children a positive re-enforcement towards schools and education.
- To provide an opportunity to children to interact with children from different socio-cultural backgrounds and to learn from one another.
- To provide a platform for children from rural areas to express their ideas, opinions in the form of posters, songs, drama, dance or in any other way.
- To assess the children's understanding about the MELJOL Aflatoon programme and the various messages imparted to them during the year.
- To provide meaningful entertainment to the children.

One day workshop was organised for teachers and trainers to discuss the concept and impart the methodology of conducting the BalJatras. These Melas were organised at all the clusters. The Mela were organised by the cluster co-ordinators and teachers. Teachers and cluster co-ordinators were trained to organise these Melas. These Melas were organised at the school/Cluster level every month after the completion of the expected sessions in the school. MelJol organised 3 such Melas. Akshar Jatra (Mela of Alphabets), AnkJatra (Mela of Numbers) and RangJatra (Mela of colours)

*Rang Jatra* with the focus on the concept of colour. Various stalls were put-up to provide children with the experience of handling and mixing the colours, they explored how new colours are formed from the basic colours and also became aware of the different methods through which a picture could be coloured. Stalls for block painting, spray-painting, marble painting, face painting, painting with crayons and watercolours etc. were put-up. Respecting diversities and accepting differences was the core message during the Mela.

*Ank Jatra*: Basic numbers, Simple mathematical functions like addition, subtraction, tables, mathematical shapes, measurements etc. are the concept which were covered in this Mela. Various games and stalls were organised to relate these concepts to reality, making it easier for the children to understand these concepts and to solve mathematical problems based on these concepts. Children's dislike and fear for mathematics as a subject was discussed in the Mela.

*Akshar Jatra*: This melas was focused on enhancing children's ability to creatively express their opinions and views regarding issues concerning them. Stalls on writing-songs-poems, narrating-creating and writing stories, slogans, expressing opinions in the form of role-play/drama etc. were organised at the Mela.

### **Monitoring:**

MelJol team visited 16 schools to review the programme implementation at school levles. Team had discussion with both teachers and children. The feedback received from the visits is as follows:

- Children and teachers accepted MelJol Aflatoon Series books and the programme based on the books. Teachers expressed that the interactive-child friendly books have motivated children to read the books and conduct the activities in the books. This has a good impact on children's interest in the schools and their scholastic performance.
- Children enjoyed BalJatras which further motivated children to learn and enjoy studies and children also imbibed messages given in the Melas. All the Jatras were conducted with Z.P. own funds. BalJatras as a strategy was proved to be most successful.

- Teachers expressed that there is a need for such programmes so that children will come to school regularly and will enjoy studies and will also imbibe positive values.
- Teachers took part actively in the BalJatras, However teachers have not implemented the MelJol Aflatoon Series books optimally in the schools. They expressed that since programme started late in the academic year, there was very little time left for them to implement the programme at school levels.
- Printing of MelJol Aflatoon Series books for std. 1<sup>st</sup> was delayed which also hamper the implementation of the books at school levels.
- It was realised from the discussion that, regular review visits to school will ensure effective implementation of the programme.

## **ACKNOWLEDGEMENTS**

### **Our Donors**

- ***In Mumbai***

Inner wheel club Shivaji Park, Mumbai  
Colgate-Palmolive India Ltd.  
M.K.Tata Trust  
Ms. Jeroo Billimoria  
Give Foundation

- ***In Thane***

Ammada Trust  
Rotary Club Thane West

### ***In Chandrapur Yawatmal:***

UNICEF, Mumbai and PEEP Cell Chandrapur Yawatmal jointly funded the Meljol Aflatoon Programme of the same district.

### **Nanded**

United way of Mumbai

### **Our supporters in the Government :**

- **Mumbai Urban**

**Mumbai Education Department, Brihanmumbai Municipal Corporation**

Mr. Rehman – Education Officer.  
Mr. Borole – Deputy Education Officer.  
Ms. S. Kadam – Superintendent, Secondary Municipal Schools.  
Mr. Mallikarjun – Administrative Officer, 'D' Ward.  
Mr. Mishra Upadhyay – Head Master, Gilder lane Municipal Secondary School.

- Mr. Sanjay Aparanti - Deputy Commissioner, Inforcement Department, Commissioner of Police Office, Mumbai

- **Thane**

Mr. Nirmal Kumar Deshmukh – C.E.O. (Zilla Parishad, Thane)  
Chairman and Vive Chairman of Zilla Parishad, Thane.  
Mr. Bharati – Education Officer Zilla Parishad, Thane.  
Mr. S.B.Mali – Project Officer, Asha Project of Zilla Parishad, Thane.  
Mr. Maruti Waghmare – Ext. Officer Asha Project of Zilla Parishad, Thane.  
Block Education Officer of all the 13 Blocks.  
Extention Officer, Kendra Pramukh, Trainers, Head Masers, Teachers.

**Programme with District Institute Of Educational Studies :**

Mr. Madake - Principal, DIET, Thane  
Mr. Dhanawade - Lecturer, DIET, Thane  
Mr. Pardesi - Lecturer, DIET, Thane

**Programme with AshramschooL :**

Mr. Raut - Project Officer , Jawhar Tribal Block, Thane  
Mr. Sntosh Thube - Dep. Project Officer , Jawhar Tribal Block  
All Kendra Pramukh, Head Masters, Teachers and supritendents.

**Child Right Center :**

All Head Masters, Teachers, Students and Z.P. school e.g. Raye, Ushid, Phalegaon. Sarpanch. Kalavati Jadhav. ( Phalagaon )

**Navi Mumbai Municipal Corporation**

Mr. Vichare - Chairperson, Education Department  
Mr. Desale - Education officer, Education Department  
Mr. Gaikwad - Administrative Officer, Education Department  
Mr. Hanurkar - Coordinator S.S.A Project, Education Department

All the members of Education Council

All the Departments of NMMC:

™ Public Relation Department

™ Press Department

™ Electricity Department

™ Water Department

All the staff of Education Department.

Mr. Kamble - Police Commissioner office - Police Commissioner

Mr. Salunke - Deputy Police Commissioner

Mr. Tamaichekar - Assistant Commissioner Police

Modern College, Vashi

™ Coordinator NSS Unit.

™ NSS Students

• **Chandrapur**

Mr. Shishir Ghonmode - Education Officer

Mr. Ramrao Chavan - Officer, PEEP Cell

Mr. Arun Kakade - Officer, PEEP Cell

Mr. Vasekar - (B.E.O Rajura Panchayat Samitee)

Mr. Ratnakar Bhende - (B.R.C. Rajura)

Mr. Randive - (Additional B.E.O Korapana Panchayat Samitee)

Mr. Bhagwan Kumbhare - (B.R.C. Korapana)

Mr. Pulevar - (Additional B.E.O Rajura Panchayat Samitee)

Kendra Pramukhs, Head Masters, Trainers and Teachers.

- **Yawatmal**

Mr. Pande – Education Officer  
Mr. Aathvale \_ (Deputy Edu. Officer)  
Mr. Pandangale \_ (officer, peep )  
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

UNICEF

Smt. Tara project office, (Unicef)  
Mr. Begur Ramchandran (programme officer)  
Mr. Anandan accountant, ( Unicef )

**Raigad :**

**MelJol Aflatoon Primary Programme :**

Mr. V.s. Mhatre(Education officer)  
Mr. Prebhe (B.D.O. Karjat)  
Mr. Ambedkar (B.E.O. Karjat)  
Mr. Khaire (Ext. officer)  
Mr. Khade (K.P.)  
All K.P., Head Masters, Teachers and Students.

**Programme with DIET :**

- Ms. Adsule
- Ms. Gogte

**Kolhapur :**

- Mr. Vikas deshमुख.Co
- Mr. Bbharat Patil chairperson, Education Department, Panhala
- Mr. Mahavir Mane the District Education Officer, Kolhpur
- Ms. Partisha Survey the Block Education Officer, Panhala

**Nanded :**

- Mr. Bansod, Chief Executive Officer, Zilla Parishad Nanded.
- Mr. Pawar, Education Officer, Zilla Parishad, Nanded.
- Mr. Khute, Deputy Education Officer, Zilla Parishad, Nanded .

- Mr. Chauhan, Block Education Officer, Panchayat Samiti, Kinwat.

All Zilla Parishad and Panchayat Samittie Of the Block.

### **Our collaborators:**

#### **D.ed- Thane**

Aavehi-Abacus, Mumbai  
Abhivyakti, Nashik  
Bharat Dyan Vidyan Sanstha, Pune  
Dyan Prabodhini  
Good Earth Education Foundation, Thae  
Gram Mangal, Dahanu, Thane.  
Media Matters, Door Step School.  
All D.ED. colleges of Thane District.  
Mr. Rajiv Shinde, Mis. Simantini Dhuru, Mis. Surbhi Naik.

#### **MELJOL Mumbai**

Brihanmumbai Mahanagar Palika Education Department  
BalPrافلta  
Childline India Foundation and Child Line, Kalyan  
Committed Communities Development Trust.  
Chitralkha- Mr. Hiren Mehata  
Door Darshan Kendra, Mumbai  
Ashoka Innovators for the Public.  
Hamara Club.  
NSS Unit Maharashtra College, Mumbai Central.  
Khagol Mandal, Wangani, Thane  
Mid-Day- Ms. Petrecia  
Tata Institute of Social Sciences (Department of Extra Mural Studies)  
J.J. Hospital Nursing Association  
Dyan Ashram, Andheri  
Saathi  
Sunil Kadam, Manish Patil, Salim Patel.

#### **MELJOL Thane**

Rotary Club Thane West  
Zilla Parishad, Thane  
Maharashtra Prathamik Shikshan Parishad, ( Maharashtra.)  
General Post Office. (Mumbai)  
UNICEF, Mumbai  
All volunteers who paid the monitoring visits to all the project schools.

## **THE IMPLEMENTING TEAM**

Executive Secretary      Kamal Damania

Deputy Director          Sumitra Ashtikar

*Mumbai:*

Mangala Tambe  
Prashant Adivarekar  
Ramesh Arekar  
Charu\*  
Shaivya\*

*Thane:*

Ajay Devrukhkar  
Sonali Bane (till February 2005)  
Chitra Patil  
Deepak Patil  
Asha Tayade  
Sushma Gholap  
Shewta\*  
Zeena\*  
Surmya\*

- \* Students from Tata Institute of Social Sciences placed with MELJOL for their field work placement in 2004-2005.

## MELJOL: Credibility Alliance norms

<b>1. IDENTITY</b>	
<b>Principle: The organisation should exist and be registered</b>	
<b>Existence</b>	
<ul style="list-style-type: none"> <li>The organisation has been in existence for a minimum of 1 year from date of registration</li> </ul>	(✓)
<ul style="list-style-type: none"> <li>The physical address given by the organisation is verifiable</li> </ul>	(As per disclosure 2)
<b>Legal Status</b>	
<ul style="list-style-type: none"> <li>The organisation is registered as Trust / Society / Section 25 Company.</li> </ul>	(As per disclosure 2)
<ul style="list-style-type: none"> <li>Registration documents of the organisation are available on request</li> </ul>	(✓)
<b>2. VISION AND IMPACT</b>	(As per disclosure 1)
<b>Principle: The organisation be able to state what it is aiming to do and that it can also state achievements related to its aim.</b>	
<b>Vision / purpose / objectives</b>	
<ul style="list-style-type: none"> <li>A shared vision/purpose/objective is articulated beyond the registration documents.</li> </ul>	(✓)
<b>Impact / Achievement / Output / Performance</b>	
<ul style="list-style-type: none"> <li>The organisation has defined indicators, which will measure its performance against its stated objectives.</li> </ul>	(✓)
<b>3. GOVERNANCE</b>	(As per disclosure 3)
<b>Principle: The organisation is committed to and practises good governance specially because voluntary organisations draw upon public funds.</b>	
<ul style="list-style-type: none"> <li>The organisation has a Governing Board, by whatever name called.</li> </ul>	(✓)
<ul style="list-style-type: none"> <li>Composition of the Board: <ul style="list-style-type: none"> <li>At least 2/3 of Board members are unrelated by blood or marriage</li> </ul> </li> </ul>	(✓)
<ul style="list-style-type: none"> <li>The organisation discloses name, age, sex, work experience, and position of Board members</li> </ul>	(✓)

◆ 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	(✓)
<b>4. OPERATIONS</b>	
<b>Principle: The organisation must conduct its Programmes and operations efficiently and effectively in the public interest</b>	
<b>Programme</b>	
• Activities to be in line with the vision/ purpose/ objective of the organisation	(✓)
<b>Management</b>	
• Appropriate systems be in place for:	
◆ Periodic Programme planning/ monitoring/ review	(✓)
◆ Internal control	(✓)
◆ Consultative decision-making	(✓)
<b>Human Resources</b>	
◆ Clear roles and responsibilities for personnel (including volunteers) exist	(✓)
◆ All personnel are issued a letter of contract/ appointment	(✓)
◆ Appropriate Personnel Policy is in place	(✓)
<b>5. ACCOUNTABILITY AND TRANSPARENCY</b>	
<b>Principle: Organisations be accountable and transparent to internal and external stakeholders</b>	
<b>Accountability</b>	
• 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	
<b>Transparency</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	(✓)
<ul style="list-style-type: none"> <li>The distribution of staff according to salary levels must be disclosed in the annual report</li> </ul>	(✓)

## **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). MELJOL works in the 8 districts in the State of Maharashtra namely Mumbai, Thane, Chandrapur, Yawatmal, Osmanbad, Nanded, Kolhapur and Raigad. While the programme started with 1,500 children in its first year, its current outreach in the academic year 2004-2005 is 1,56,400 children in 1075 schools and 3212 teachers.

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**

47, Gilderlane Municipal School,  
3<sup>rd</sup> 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
- Dr. Denzil Saldanha** : Professor and Head, Unit for Sociology of Education, Tata Institute of Social Sciences
- Ms. Jeroo Billimoria  
(President)** : Founder – MELJOL  
Founder and Trustee – CHILDLINE India Foundation  
Founder and Executive Director – Child Help Line International  
Vice-Chairperson – Credibility Alliance
- Dr. Lata Narayan** : Faculty member, Unit for Child and Youth Research, Tata Institute of Social Sciences
- Ms. Anjali Dave** : Lecture
- Mr. Nakul Mehta** : Company Director, Bharat Bijlee Ltd.
- Mr. Jerry Pinto** : Journalist
- Mr. Rashid Byramjee** : Business Person

### 4. Name and address of main Bankers:

Bank of India, Mumbai Central Branch, Mumbai – 400 008.

American Express Bank, Oriental Building, 364 Dr. D.N. Road, Mumbai – 400 001.

ICICI Bank, Mumbai Central, Maratha Mandir Annex, Dr. A.R.Nair Road, Mumbai - 400 008.

### 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**

<b>Slab of gross salary (in Rs.) plus benefits paid to staff</b>	<b>Male staff</b>	<b>Female staff</b>	<b>Total staff</b>
2000 – 4000	2	2	4
4000 – 7000	1	1	2
7000 – 14000	1	4	5
<b>Total</b>	<b>4</b>	<b>7</b>	<b>11</b>

**7. Reimbursements to Board members/ Trustees/ Shareholders: Nil**

**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 Yawatmal.
- Ashoka Innovators for the Public to initiate Technology enable learning in Municipal schools.
- Maharashtra Prathmik Shikshan Parishad to conduct district level programmes.