ANNUAL REPORT
2011-2012

MUSKAAN
“Smiles in deed, for children in need”

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A Call For -

Although underprivileged & weaker sections from rural areas have been attracted towards the lifestyle of urban; dominance of affluent and their own orthodox values couldn’t let them cope with the vicious circle of poverty as well as do not allow to attain literacy, good health status, economic growth, population control, empowerment of themselves and community as a whole. As of now, the total population of M.P is 7,25,97,565 which is the 7th state after U.P, Maharashtra, Andhra Pradesh and Tamil Nadu. The literacy rate of M.P. is 70.63% which has increased only by 7.20% in last decade. The Right to Education has become only a mere act of literacy which deprived people are not even aware of. This lack of awareness could be the main reason behind this economic imbalance. They are the part of our society and we should take responsibility to develop weaker sections by serving them.

Role Play -

Muskaan is an initiative in Bhopal; it began as a spontaneous effort of educational inputs among 20 children in 1997 in Ganga Nagar Basti who were out of the school system and were working in different manners (garbage collection, household chores of collecting wood, looking after younger siblings). This continued as a 2-hour evening class in the slum for about a year, before the formal decision to regularize this small effort and develop it as an organization came about and got it registered in December 1998. We diversified from here and expanded our work in the form of different programs with a permissive approach.

As programs, they need to be seen separately because of the different kinds of challenges and thereby varying strategies within them, even though there is a common vision of empowerment and space for a dignified and basic quality of life.

1 - Census Survey 2011, India.
We focus on education as well as community empowerment and thus have different programs under that with one common intention of serving a helping hand to marginalized communities.

**MUSKAAN**

**EDUCATION PROGRAM**

**JEEVAN SHIKSHA PAHEL**

**COMMUNITY PROGRAM**

**BALWADI**

**GOVERNMENT SCHOOL STRENGTHENING PROGRAM**

**RESIDENTIAL CAMP**

**HEALTH**

**LIVELIHOOD**

**GENDER**

**SAVINGS**

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**Bastis and Program Allocation**

<table>
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A Glance-

EDUCATION PROGRAM

😊 JEEVAN SHIKSHA PAHEL

It is an alternative school started in 2005 for the drop outs and the children who are deprived of education. We try to use new methodologies and best possible ways to make the education more gratifying and pleasing and at the same time giving them a free space to learn and grow optimally with positive inputs instead shoving them into studies.

10 centres are running under the program of Jeevan Shiksha Pahel, in which we give regular teaching to children from class first to fifth.

This year we have registered Jeevan Shiksha Pahel as the private school. The main reasons behind this are:

We are providing education as a full-time course and therefore the children’s education here is equivalent to the option of a school but we are not able to give them the certification of that and benefits available for a school-going child, as scholarships. The other reason is the Right to Education Act, which would consider these children out-of-school

Work in new basti

Baghmugaliya is a new slum where we started working from March 2011. There is a large Gond community in this slum. They are daily wage earners as construction worker. There are about 60 families in the basti. Children don’t go in any school, and often go out for small time waste-picking. We have taken a room on rent in which the classes of 5 hours for 45 children takes place.
Film shows and Plays in the slums

We organized a film show of ‘Chanda ke Joote’ in each slum where we are working. Our students have played role in the film. This fact was most important for the community that these slum children have done excellent work in the film. They appreciated the whole team of film. They found it strange that everyone in the movie was well known to them. They had many questions about the film, and were feeling proud of it. People watched the movie two-three times in one time as they liked it so much. The film was produced with the help of ‘Ektara Production’

A short documentary movie “Hayat” was also shown which is about a girl who manage her studies despite of so many difficulties. The reason behind such kind of shows is to motivate people mainly women.

Two plays were shown in the basti by the school children. This was immensely enjoyed particularly more because it was done in their language.

Working with the Youth –

Some efforts have been taking shape focused on youth.

- **Separate classes for the adolescents in the Jeevan Shiksha Pahel** -
  A specific teacher has been appointed for mentoring the group of adolescent boys and girls so that they can prepare for their appropriate classes. A few children who had more or less dropped out after doing their 5th with us are now again regular. Two of the boys are even married but are finding time to pursue other options in life. They are preparing for their 10th and 12th exams.

- **Admissions for six adolescents in Vigyan Ashram, Pune**, for further studies.

- **Tutorial Centre in the basti**
  The tutorial centre has been ongoing in resettlement colony of Naya Basera. Women study for 2 hours daily, and are preparing for the Open Exam.
Meeting with adolescents

We also organize meetings with adolescents group in the bastis on a regular basis regarding various topics such as violence, personality and different issues, what they feel in this age and how can they cope with the circumstances which arises in basti, and other issues emerging in the bastis related to their age group.

Appropriate placements for youngsters

Geeta, a college student, has started working with us as an office assistant. Chandni, also a college student, is working as a teacher.

Engagement of youth in various initiatives

We are trying to involve the youngsters in different ongoing works. They have been given the role of writing meeting minutes for workshops, conducting activities with the camp children, participating in research studies. The youngsters of Gautum Nagar, led by Ritesh, a boy amongst them, have taken on the task of cleaning up and ensuring limited consumption of alcohol in the basti. They have also started library activities there.

Science Presentations

From the month of November, Science experiments and practical have been arranged for 10th grade students who study in Muskaan.

Parents’ Involvement in the school -

We have started a regular activity of children’s parents coming to the school and do some activity. While some share their experiences and stories of childhood and fiction, some demonstrate their skills.

“Mohan Singh, father of Mohini who is studying at the JSP told them a folk story about a boy who was going to his sasural and faces many problems on the way. This story is widely shared and has also been bought out in a book form, and it was interesting to see its twists and tales in Mohan Singh’s version; the story was khachidi.

He also shared his experiences of selling supa and chhanni. He told story with a lot of joy. He also showed the children how he makes a supa and chhalni from tin. He also showed his instruments.”
Manju from kathputli basti told about her profession of making puppets. She said that they collect the grass of fruits boxes and use it for making the puppet. She demonstrated how they do this work.

Abbu shared his experiences of earlier time in Bhopal when he worked on a kabad shop, and slowly he started his own shop of kabad. He shared that what he does with the waste after buying the process of recycling of waste materials what he buy. He told that his daughter also support him in his business.

Sushila and Savitri from Kathputli basti visited to demonstrate puppet show and play dhol. They also motivated children to come school regularly as they send their own kids daily to the school

Basti library
There is a basti library ongoing in Gautam nagar basti. The library is running by the kids themselves. We provide them books. The kids (who know reading) read story books among the other kids. The parents also involve in the library activity. They comes to the centre and listen the story and they read the story if they are able to read. The kids take care of books themselves. They keep them safely in a trunk. When children read books in front of parents, they feel very happy.

Basti Meetings:
It is very necessary to keep in touch with parents and discussing about how better their child can learn and highlighting other different issues like irregularity and absenteeism, importance of education, health and hygiene, drug-addiction in such a small age. For the purpose we organize basti meetings and basti samparks. Around 40 meetings are conducted semester wise.

Some Glimpses -
“A woman from Bapu Nagar basti was not aware that her child Ankit plays cards and do not go to centre for studies. Muskaan teacher caught her child playing cards with his friends.”

“Foolbai says that she will send her kids by bus afterwards when they get ready but she do not understand that if her kids will be ready on time then Muskaan teacher will take them along which will save her conveyance expenses.”

“Aruna from Sargam Basti says that her children never complaint about the way of teaching but they get beaten up by the children from other bastis. So she and other parents were suggested to visit Muskaan and meet other children also”

“Arti, Bharti and Rohit from Sargam couldn’t come to centre because they are very weak and are always sick which is affecting their studies.” So a meeting was conducted to discuss on health issues, their cure and precautions.
“Shobha from Bapu nagar Basti said that all girls will come to study but the timings should be till 2 pm. So it was decided that Muskaan teacher will go to the basti four days a week in the evening to teach all the girls.”

“Archana from Banjari Basti says, I have to go for scrap-picking work very far from my basti which consumes lot of time and if I don’t do the work, ma-babu scolds me and forces me to earn more money instead.”

“Israr from Sargam Basti would drink and inhale thinner but his parents and other people in family explain him the consequences and helped him to stop such activities.”

“Jai says that there are other children also who drink and their parents are not even aware of this, he also showed a video that how children from other basti come and misguide others for drugs and boozing.”

Total students covered this academic season - 324
Total number of teachers - 9

😊 STRENGTHENING GOVERNMENT SCHOOLS

Muskaan works with 19 Government Schools of Bhopal trying to improve the quality of education through continuous work with children and teachers. The main objective behind this is to make teachers understand that teaching is possible without a stern approach and to focus more on practical knowledge rather.
“Mr. Arun Pandey, the headmaster of Barkhedi Kala School complained that the children with whom we are working are not able to solve the mathematics of 5th standard. When the maths questions were asked by the Muskaan teacher, students answered them correctly. The reason why children didn’t reply to the principal was that he was focusing on the traditional and difficult methods. In Government schools, teachers want students to cram and focus on the theory part, but we believe in practicing that theory through a simple approach. The pressure of exam and the fear of teacher create problems for the children.”

For selection of weak children, base line assessment is done in the month of July. Then two assessments are carried out during the academic session, i.e. one in December and one in March.

Muskaan teacher teach the children only for two hours and for rest of the time they are the part of rest class. With the help of different child friendly TLM, special attention has been given to the selected weak children to bring them at the level of rest class. In a non threatening atmosphere provided by them, children learn better.

**Activities Covered:**

**Library -**

It was viewed that maximum drop-outs happen within the first two years of formal schooling, library activity has been carried out in 19 schools, especially with the students of class 1 and 2. The main purpose behind this is to develop interest of student in story books, and get them engaged with the written word in various ways, by narrating stories and poems with action, reading books and discussions on them. The content of the stories also has established impact on the children in the sense of their exposure to various worlds and people. The increased interest of the students is clear from the fact that they have begun to demand certain books more and wait for the library class in their school. With the encouragement and response from the Government schools we have reorganized our library program this year. We are reaching by more than three days in a week in a school with the team of two library persons. It is now most awaited and appreciated activity among young as well as elder children.
We reach 450 children by the library sessions. Students were excited to know that how stories are being made that whether they are made by the teachers or by somebody else. Then formation of stories started taking place in group and then on individual basis. First students composed the stories and then they started making pictures along to illustrate their stories and to make it look more attractive as it is shown in story books. Muskaan then published their stories in a book form named as “Khel- Khel me Bani Kahani”.

Students of other schools were motivated by this and then they also took initiative for the same. They get very excited after seeing their own stories published. Now children write many stories with lots of illustrations on their own and they themselves submit the stories to the teacher.

Sukhi Sevaniya Cluster –

As we are working with 19 government school from past 7 years, with this experience we felt the need to strengthen the schools located in remote areas. Sukhi Sevaniya is a cluster with a population of around 1,600 people. There is only one private school in this area but people send their kids to the government schools as they are mainly into farming occupation.

This program was incorporated in Sukhi Sevaniya with the help of Jan Shikshak.

A team of two members has been placed at Sukhi Sewaniya for the purpose.

Program conducted in Sukhi Sewaniya cluster is bifurcated as:

1. Work at head quarter level
2. Work at cluster’s schools level
To fulfill the objective of strengthening the cluster, following strategies being made –

- Visits of schools and supervising the work that has been decided by the Jan Shikshak.
- Monthly meetings with Jan Shikshak to prepare the work plan as well as the exchanging of information and ideas with him.
- Try to improve the library at Jan Shikshak Kendra Level.
- Monthly meetings with teachers to plan the activities and implementing them with the help of Jan Shikshak.

**Work at Cluster Resource Centre - Sukhi Sewaniya School**

At Sukhi Sewaniya Cluster recourse centre there is Muskaan’s mini office. A library set up for the elder children is there. A library management team has been constituted from the children of class 7th and 9th. Children come there daily in lunch break. They read books there and discussions on different topics carry out with this group weekly. A meeting with library team is conducted on the last Thursday of every month. The discussion with the children is around books – what is going on in this picture? Which book liked most? A story read from the book, a book disliked most.

Children wrote a letter to vice president of Sukhi Sewaniya panchayat on irregularities of the school. Vice-president came to school first time to see the school after getting that letter. Children saw the impact of the letter.

**Work at schools of the cluster:**

We have taken only 13 schools for intervention.

Activities with the children: Inputs on learning English language has been given to children through using a simple story like – “A boy named Ravi was kidnapped from his village and kept in an unknown place where no one knows Hindi. He escaped any way and start running. He met many people and tried to seek help from them but he was unable to communicate as he doesn’t know English language. He starts with three simple sentences- I am Ravi. I live in Sukhi Sewaniya. Can you help me please? It was used repeatedly by the boy.”

The story told in Sukhi Sewaniya, Bhadbhada choki, Dob, Amoni, Prempura, and Pathartola school. Children got the point and started using these sentences in their conversation. The story was developed by adding situation step by step and simple sentences accordingly. Children enjoyed the story and learned some simple sentences of English language and its structure.
Library activity is being carried out in Primary school Dobh, Ektanagar, Amoni, Prempura, Bhadbhada choki Pathartola and Barkhedi obedullah. Brijesh sir in Amoni use to tell stories in his class very often. Amit yadav of Dobh join the story sessions and participates in discussion follows. In Ektanagar work on reading words displayed and drawing pictures accordingly after story telling session is done. In Pathartola, Shashikala told the story ‘Meethe Gulgule’ and carried out discussion on this. In Prempura, teacher arrange the class and sit back in the class to listen the story himself. Teacher in Gadmurra told about the poem ‘Lalaji Lalaji ek laddoo do.’ Children has learned the poem as it was sung by the Muskaan teacher and then displayed on the wall.

**Baal Melas and Baal Akhbars –**

It is very necessary for children to articulate their mind and heart as this is the age of learning, growing and nurturing. Baal Mela and Baal Akhbars are one of the medium by which they can express themselves. It helps them to enhance their creativity, writing skills, and invigorate their mind. Students of 3rd, 4th & 5th grade are more involved in the activities.

In Baal Akhbar, students write and draw their thoughts on paper and it gets published in a form of ‘Akhbar’. They are given the topics like fear, environment, my family, friends, rotiyan agar ped par oogti, rain, and letter.

**Chitra Akhbar** was also introduced this semester which totally focus on the pictures and drawings made by children from their surroundings like school, playground, house, vehicles, and etc. For the purpose they were taken for an outing so that they could understand the basic meaning of surroundings.

In Baal Mela, students are divided into groups of 3 or 4 in which they are taught different activities related to craft, science, and mathematics, environment, nature, etc in a much easy and playful manner to inculcate their interest in different activities apart from the studies. Teachers also get involved in the activities to help out the students.
This year we also conducted Saajha Baal Mela. As the name itself says, this kind of Baal Mela is organized where group of students belonging to different communities and backgrounds participate. The main purpose of such kind of Baal Mela is to introduce students of different backgrounds with each other at one place and to provide a platform to students so that they can show their know-how, skills and creativity.

In the month of February, four Saajha Baal Mela were organized i.e., in Deepshikha, 25th Battalion, Sukhi Sevaniya & Balampur in which students of 4th & 5th grade from 28 schools participated. This year Saajha Baal Mela was based on different concepts of geometry & measurements named as “Maze-Maze me Naapo Tolo”

**Presentations on Science Concepts**

In Govt. Schools the teachers work in a tight schedule aiming at only finishing the prescribed textbooks. There is hardly any space for conversations or discussions for introducing even the basic concepts of science. Hence children do not have any spaces to voice their genuine questions and satisfy their curiosity. We took this as an opportunity to cultivate the fertile land.

For example Day-night phenomenon, Solar and Lunar eclipse, Rain cycle, Germination of seeds, Function of lenses and its uses etc. were taken for this. So like this total 19 presentations were prepared for the students this year.

“In Prampura, Bairagi ji held the lenses and children enjoyed seeing huge faces of each other. Bairagiji articulated the discussion on lenses with specs of his grand father and binocular. Muskaan teacher used these things in his presentation as well.”
Meetings with Parents -

Besides daily teaching in schools, Muskaan teachers are actively doing meetings with parents in order to share the issues related to children and their learning. They initiate the issues like irregularity of child, and her learning progress. Muskaan teacher encourage parents to come school and monitor the things as they have right to do so and it’s their duty too.

School Management Committee has been constituted in almost every school this year under Right to Education. But schools are not very keen to organize the meetings of this committee. Muskaan teachers are trying to mobilize these meetings through encouraging parents as well as Govt. teachers. Parents started speaking and coming up with their views on the working of school as day by day they are becoming more aware about the education and the problems their children face in schools. Now there is an open communication between teachers and parents. Parents have started taking initiative without the help of Muskaan team & now they know that they have to raise their voice and discuss their problems with school if they want to overcome the hurdles which their children face. They have formed the groups and assigned responsibilities to each other of taking proper follow – up and monitor the activities of school as it is their right to do so. For that a proper format is being prepared with the assistance of Muskaan person to record the timings of school as well as of teachers.

Total number of students covered this year in school program is 409 (285 in daily teaching and 124 in concept schools.)
Children of small age groups (2.5 yrs to 6 yrs) used to accompany their siblings in Muskaan centre, so we decided to open up a Balwadi for them in their respective bastis which is a pre-school program. In Balwadis they are prepared for their primary school in a creative and playful manner. Muskaan covers 168 children and run balwadis in 7 bastis.

The Balwadi curriculum aims at language development, cognitive development, hand control on writing, creativity, social development, and physical development of children. Teachers prepare activity books and use playing tools for children. The balwadi is run for three hours daily starts with games and exercise and proceeds with activities like story telling, hand control, & poem recitation. The impact of running Balwadi is clearly visible as an average of 28 children per year continues primary education in Muskaan from the balwadis; they become adaptable to the schedule of school, and become familiar with the word teacher and environment of school.

Children are also taken for exposure visits with an objective to know their response towards the surroundings and to gel them up with children of other Balwadis.
Besides this, we also focus on the health, nutrition of children along with providing medications and vaccinations as most of them are deprived of health and medical facilities.

In August we organized a discussion for balwadi teacher how to recognize malnutrition in children on the basis of discussion we found many children are malnourished.

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On the basis of malnourishment’s features we observed our balwadis’ children. We found 54 children are malnourished and maximum in Gautam nagar. This number is only taken from balwadi and there would be more malnourished children in the slums who are not coming in the balwadi or under the age of 2 year.

To overcome this situation, we have facilitated provision of supplementary food of government anganwadi to those children with the help of Muskaan’s health worker. There is a regular check on the weight. We give special attention to them in balwadi like feeding them, giving them some food for home, and making a regular contact with their parents. This process is going on in 3 slums: Gautam nagar, Ganga nagar, Bapu nagar.
**RESIDENTIAL CAMPS**

Children who are not coming in Jeevan Shiksha Pahel regularly or covered in Basti center need to be connected with reading and writing through residential camps. Most of these children are earning member of their families and therefore it is difficult for them to come on JSP or in Basti center. Some parents put pressure on child to earn and to support family. Children feel it is their responsibility too. That’s why it is necessary to bring out the child from this situation. We believe that extended periods outside the immediate environment are necessary for bringing in a faith to be able to overcome their life conditions, and therefore these camps become a venue for providing them stress free and appropriate environment for learning.

This year Residential Camp was held in Ratibad for the tenure of 3 months, i.e. from June to August. This is third residential camp organized by Muskaan. With the help of the Education Department, we got permission for organize the camp in Ratibad High School. Ratibad is a rural cluster, 15 km. far from Bhopal city.

In this residential camp, 36 children were present regular. Some of these children consistently attended three camps. We reached to 93 children by this camp and 29 children have become very regular in the Muskaan centers, whereas others still have regularity issues.

**Activities conducted in the Camp –**

- **Meditation and Exercise –**

For remaining fresh and rejuvenated both physically and mentally for the whole day, proper exercise and meditation could be the best way, so the day at camp starts with exercise which includes physical stretching to keep the muscles fit and whereas meditation helps them to boost their concentrations and to being with oneself which bring positivity into their lives. Different exercises help in ventilation of feelings buried inside.

Initially, all the children did not sit concertedly as it takes time to understand the concept of meditation and moreover in such a small age, but this changed over the days and they started being a part of it, others would get up and go out without disturbing if they didn’t want to be present for the same.

For this we have tried a combination of EFT (Emotional freedom technique) and other imagination or projection methods, along with concentration on parts of the body and breathing. While we don’t have a way of measuring the effectiveness of this individually as the result is an accumulation of various interventions the child would go through in that period, our sense is that this has helped children towards finding themselves.

- **Regular Study –**

It was possible to give much focused attention to all the children, and the children learnt in all the subjects. As team members, we were also more organized and had learnt from earlier camp experiences and there was better class conduct. The children had classes on the two languages and mathematics. Activities of environmental studies had discussions and observations. Children watched some nests of sparrows and their eggs near the campus. It was amazing for them to see the birds coming out from eggs. Children made many posters and illustrations during this camp.
• Outings –
During the camp, Children joined a Baal Mela organized by BGVS, another organization. They enjoyed a film festival there being organized by Comet Media. They went to the Manav Sangrahalya and saw a folk dance performed by tribal artists with traditional musical instruments. A group of four older children were taken to Raipur for a meeting and rally on tribal displacement. The children often went to the riverside and fields near the camp venue.

We scheduled regular visits in this camp as this was not very far from the city; Children were taken out for a visit to Samasgarh, a place of historical importance. Children observed broken statues and pillars lying there. They asked many questions regarding all these things. Who made this all? How old these temples are? Whose statues are these? Who has broken these statues? Children even assembled a broken statue.

• Art and Craft Activities –
Clay work, puppet making, creative uses of wastes, and dance - yoga activities done time to time in a planned manner. We organized a Science toys making workshop for children; this was continued after its initial start-up with Mr. Ashok from IUCAA, Pune. Children enjoyed these immensely. Dayashankar sold a toy made by self in local market.

Weekly activities by the other team members of Muskaan enabled children to learn various skills – weaving of mats using old cloth, making paper bags, puppetry and other things.
• Baal Panchayat –

The evening meeting was conducted by the term, baal panchayat, on alternate days. One person was appointed the convener and another as an assistant. The children brought all the issues and problems and achievements to this platform. The teachers also did the same, and the convener with her/his assistant suggested ways of remedy.

If a specific child was not willing to sit in the class, Guddi, as a convener, advised the teacher to try different things, as speak to him separately, pay more attention to the child, and if the teacher came back saying s/he had tried this and it was working out well, it was closed at that, but if s/he said that it was not resolved yet, then Guddi would either suggest something else, or calmly explain the teacher to let the child be.

On one occasion, when the camp children’s other friends came from the bastis to spend one day and night with them, there was a complaint in the baal panchayat meeting that the things were not as per schedule because of them. The suggestion from the convener was that even though they are ten of them, we are many more and therefore if the camp children decided that things have to continue properly, they would teach the ‘guests’ also.

We broke for the holidays of Rakhee for three days, and this was done through a persistent demand and consultations with the children. And they all came back also properly after that. The biggest threat in breaking a camp mid-time is that the children would not be able to come back or may themselves get distracted. But they overcame this, and while some took more than the allotted holidays to come back, all of them did.

The camp has been a joint effort. There was a clear sense that everybody as working collectively, in coordination with each other. There was no resistance in the objectives, and everyone wanted to work it out. There were many examples of this in the camp, and also in the air – the interactions.
COMMUNITY PROGRAM

Our biggest focus is the education of deprived children, but it could be possible only after the improvisation of bastis’ conditions as it directly or indirectly affects the education of a child. We started community intervention program in the year 2003 with the objective of –

- Strengthening Women
- Enforcing savings of Basti people
- Educating them about Health and Hygiene
- Enlightening them with legal literacy
- Empowering Gender Equity
- Vanishing Violence
- Providing them the options of Livelihood
- Stimulating Adolescent Group and Youth

Our mission is to make them think about their security and social needs also because as of now they are confined to fulfill their basic necessities only and running their lives with conventional values. This can be only done by broadening up their minds and enlightening them with the meaning of democracy and their rights.
Without health life is not life; it is only a state of languor and suffering no matter you belong to an affluent or a poor society. It is necessary to fill the gap between these bastis and the health department so that they can avail the facilities which are basically for them. We as a mediator coordinate with ICDS & Women Child development, improvise dispensaries, make immunizations and medicines available through health department, facilitate waste management and disposal, sanitation facilities, water purification, nutritious food, and do regular follow up of Anganwadis. “Fulka is a 37 year old woman who goes for waste picking. She was facing problem with her eyesight. She has been taken to the JP hospital for eye checkup.”

This year the focus was given on family initiatives for handling the health issues before the situations get uncontrolled in 15 slums. Counselling is being done on a regular basis so that women could take care of their family and themselves on their own with the help of team like taking their children for vaccination and health check-ups, going to ICDS and Anganwadis for nutritious supplements and diet, taking quick actions if a child or anybody is suffering from a disease in their families, not only this but taking good care of their own health also. A serious discussion was also held with Department of women and child development for providing health services without failure.

“Suman, a women of Bapu Nagar basti says that earlier children and specially infants caught measeles and other infections and they use to suffer a lot but now the situation has been improved due to regular immunization. Now it doesn’t happens frequently and if any infection is there it doesn’t last for long”.

Malnutrition-

This year we tried to work on the nutrition factor as many children in bastis are suffering from malnutrition. Measuring of weight of 0-6 yrs kids has been taken up in 6 slums and we found them under weight.

The situation is coming under control by coordinating various factors together.
“In Ganganagar Kunal [3.5 yrs] son of Dehla was one of the malnourished children. He weighed 9.2 kgs in April and therefore he was taken to the NRC. Dehla was not comfortable there and decided to take all the measures at home to improve her son’s health. Through proper care and regular weight monitoring, Kunal recovered his health. He is now around 11 KGs. Dehla was happy with the improvement and now she is able to understand the kid’s health issues. She also monitors the intake of the baby and shares enthusiastically about it and her health improved too.”

“Malti’s weight was 6kg in July and got improved by 6.5kg in October through the regular consultation with mother and ICDS worker. It was all the result of efforts done in 6 months.”

“Ajo from Barkhedi Khurd, Dehla and Patli from Ganganagar, Resko and Lata from Gautamnagar and Suman from Bapunagar started going to ICDS center regularly after the intervention.”

There are many such instances like this in the bastis where change in women is clearly visible regarding health issues of their whole family.

To measure the status of malnourishment, we measure the weight of children which falls in three categories: Red, Yellow and Green

Red - Severe Malnutrition
Yellow- Malnutrition
Green- Good Condition
The main motive is to improve the basic health conditions by educating them about the health issues and services which they are unable to avail.

Child Spacing
Earlier, households did not inculcate contraception in their lives which resulted in birth of a child every year in a house. After discussions about various contraceptive methods, they have now started using them. In Gautam Nagar, men frankly ask health workers for condoms and in Ganga Nagar women are more comfortable in using contraceptive pills. In some communities like Bapu Nagar and Jhara child spacing have increased but still they have not adopted the concept of having only two children though the number has reduced to 3-4 children in a family from 7-8

“If we go back in year 2008, women go for traditional and unsafe methods of abortion due to lack of awareness but now the picture has changed and these practices are followed no more in the bastis.”

Tuberculosis
This year seven cases of Tuberculosis were detected, i.e., 3 in Sargam basti, 2 in Pardhi and 2 in Jhara Community. Regular follow-up of their treatment will be done until the situation gets under control and a detailed discussion has been carried out in the bastis about the disease, its symptoms, cure and precautions to be taken.

Meetings with Adolescent girls: - Discussions on health care and nutrition carried out with adolescent girls. They are now the part of Sabla Scheme of ICDS centre. Nine girls from Ganganagar are taking Nutritional food from the centre regularly and 10 girls from Bapunagar are getting their ration. The discussion on community level sanitation and domestic violence are also carried out with the girls so that they can take initiatives for that also.

Removal of dust bin from basti: - Young children of Gautam nagar decided to remove the dust bin from their basti. But it was quite impossible because the bin was full of garbage and the space stinks badly. A group of the residents went to the Nagar nigam office and gave an application to remove that dust bin from the place. Sanitary officer agreed but no one came to the basti for the purpose. Children contacted the concerning officer of the Nagar Nigam religiously and finally team came and removed the dust bin.

People came together and clean the entire place and filled the area with mortar and that space is now also used for Balwadi and basti meetings.

The main motive is to improve the basic health conditions by educating them about the health issues and services which they are unable to avail.
SAVINGS

Due to fewer opportunities, some of them are also not able to fulfill their basic physiological needs and if they earn they spend the whole earnings in one or the other problems to solve it, thereby we thought of starting saving program in the bastis which mainly facilitates these people to do savings and to take loans. This program is running in 15slums since 10 years. It also helped women to become strong enough to take financial decisions on their own. We have formed the saving groups in these bastis which are run by these people with the help of a Muskaan facilitator. Decisions related to loans are taken by them and mainly women are maintaining these groups. In all 416 people are linked with this group.

This year we trained basti people in banking processes and opened up their bank accounts. In Gautam nagar, where average saving was Rs.25 per month is now increased and reached up to Rs.100-150.

Earlier, people use to take loan for fulfilling their basic needs like food and to avail medical facilities but they have now risen up to the level of taking loan for farming, setting up small business, and for increasing their assets like house and land.

“Rinku a member of savings group demanded for the loan of Rs1500* for the admission of her child in a private school . Other members were not ready to approve this loan as her saving was only Rs.250. According to the rule of saving group, amount more than saving of a member cannot be given as loan. In a discussion within group, Tara, a member of the group said ‘a women wants to send her kids school and we also think that kids of our family should go to school, why the lack of money should be the reason of not sending kids to school for a family and discussions were held about why they want to send thier kids to private school’ Group convinced and Rinku got the required loan. After that a regular follow-up was done to check the regularity of her child to school .”

They use the savings in daily ration, cloths, repayment of the loan and getting their things free from mortgage, and for other causes as well. Now the vicious circle of taking loan and repaying it with another loan has started fading from the communities. With all this a change in the attitude of people has been observed. They have started taking interest specially women and participation in saving groups has increased. They now save at least ‘10 daily out of their earnings. The elder children from bastis also save money from their earnings which was otherwise spent in unnecessary causes.

“Rampa says, there are a lot of benefits that’s why people joined the group. Two years before he was in debt and repaid the money from his savings. I had have to work more and more for repaying the loan but now it is comfortable to repay from the savings and not to worry even in odd days. I earn for daily needs and take loan from group if necessary.”

*It is the yearly fee including admission fee
“Amar and Prem saved money from their earnings in daily basis and took loan against it. They opened up a Pettis shop.”

“People who are not the members of saving groups mortgage their ration cards to outsiders in need of money, which were relieved this year with the help of Madad Samuh which was formed by the members of Saving groups. This year 13 ration cards got relieved by giving loan to those peolpe so atleast they have their ration cards to buy food..This helping group is aslo active in different issues like violence and education in bastis and take decisions on their own.”

Where these savings have been utilized this year ???

![Circle chart showing loan distribution](chart.png)

Total Saving Groups running in 15 Bastis - 17  
Total Number of Members - 416  
Number of Members Taking Loan - 344  
Total Savings of 17 groups- Rs.7,14,582  
Total Amount of loan taken - Rs. 5,48,795

* It is the consolidated data of all the bastis in which saving groups are active. This data depicts the amount of loan taken for various purposes by basti people from saving groups.
The main objective of livelihood program is to make women economically strong, alternatives to make an increment in their monthly income, making marginalized group aware about the policies and benefits made by the government for them like Rozgar Yojnas, creating livelihood options for them and enforcing adolescent groups towards entrepreneurship. This is done through regular meetings, workshops, training, market study and exposure to different work opportunities.

“Juli from Ganga Nagar bought cotton in wholesale and sold it during the Diwali time.”

Many women have learnt making paper bags, stitching, driving autos, brooms, and pickles. They have also started doing small business like selling fruits, vegetables, eggs, bangles, putted up tea stalls, saree shop, general stores, kabad shop and many more like this out of their savings under saving groups.

Adolescent boys also started working in offices, selling patties and Auto driving.

### ENTREPRENEURSHIP FROM SAVINGS*

<table>
<thead>
<tr>
<th>S No.</th>
<th>Basti</th>
<th>Enterprises started from savings</th>
<th>Help in Old Enterprises</th>
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<tbody>
<tr>
<td>1</td>
<td>Sanjay Nagar</td>
<td>-</td>
<td>Vegetables Shop</td>
</tr>
<tr>
<td>2</td>
<td>Pardhi</td>
<td>-</td>
<td>Women Accessories Shop</td>
</tr>
<tr>
<td>3</td>
<td>Mochi</td>
<td>General Store, Parlor, Footwear</td>
<td>Sack, Mobile Shop</td>
</tr>
<tr>
<td>4</td>
<td>Laxmi Saving Group (Mochi)</td>
<td>Footwear</td>
<td>General Store</td>
</tr>
<tr>
<td>5</td>
<td>Ganga Nagar</td>
<td>General Store</td>
<td>Vegetables Shop</td>
</tr>
<tr>
<td>6</td>
<td>Bapu Nagar</td>
<td>Mini general store</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sargam</td>
<td>General Store</td>
<td>Kabad Shop</td>
</tr>
<tr>
<td>8</td>
<td>Kathputli</td>
<td>-</td>
<td>General Store</td>
</tr>
<tr>
<td>9</td>
<td>Banjara Jhara</td>
<td>Mini general store</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Daily Collection (Gautam Nagar)</td>
<td>Mini general store</td>
<td></td>
</tr>
</tbody>
</table>

* It is the annual data of business started by people from their savings under saving groups.
Under this intervention 10 slums habitation has been taken for prevention of domestic violence and discrimination against women. These efforts are as follows –

- Meetings with men and women at Basti level.
- Home visits
- Workshop with men on Gender sensitization.
- Police Thana visits
- Legal aids to the victim women
- Sharing on Ration cards and other related issues.
- Making them aware of family laws and women rights.

This year around 10-12 cases of domestic violence were registered out of which 4 were solved by the police itself through mutual consultations. One case was fought by Muskaan in family court and the victim women got compensation from her husband.

**Special Focus on family centered discussion** –

*The women of 5-6 families from Ganga nagar, Gautam nagar and Shabri nagar have reported that attitude and behavior of male family members towards them has been changed, Violence has been declined and their voices are heard in families now.*

Earlier men use to think that we are provoking the women to fight against them by providing them legal aids and educating them about legal literacy but with gender sensitization programs held with men, this thinking is gradually changing and they also started getting certain things.

Women are now much more aware about their rights and power and now they have started roaring against any kind of violence and harassment they feel whereas men have also understood the power women have and stopped hitting them as they use to do earlier.
APRIL-

✓ Health Check up of JSP students
✓ Students of 5th and 8th standard appeared for board examinations
✓ Registered JSP as private school

May –

✓ Teachers Training
A three day story writing workshop was organized for children. First day they were told stories and how it is made. This discussion helped the children to think about the story writing and flow of story. After a little discussion, a task gave to the children. They have to work in small groups. Five groups made five different type of story on same topic. During the work they were listening to each other seriously and were giving respect of everyone suggestions. They made a fine story with collective approach.

After that each child was given a newspaper and everybody read it seriously, and discussed what things were important for writing about an incident. The main points for making a news of an incident are place, when it happen and how it happen what is going on now. Next day children came with some news which happened around them. It was their task and they made a news letter and gave heading “CHILLAR PARTY”
August –
✓ Health Check up of Balwadi children
✓ Film show ‘Chanda ke Joote’ in slums
✓ Sports activity for JSP children
✓ 7 Baal Melas in schools

September –
✓ 6 Baal Melas were organized in Govt schools
✓ Play was conducted in Baghmugaliya
✓ Puppet making by students and residents of Kathputli basti

October-
✓ Workshop for Balwadi Teachers
✓ Opening up of a new Balwadi in Beelkheda
November-
✓ OD meeting
✓ Scrap Picking workshop
✓ Children went to picnic at Fish Aquarium and Kamla Park
✓ Ball Mela was organized for JSP students

We organized a three days consultation workshop with scrap-picking children from different organizations from all over the country in the month of November. During different sessions, the children drew out maps depicting their work route. Experiences of waste-picking in terms of finding scary objects in the bins or roadside and hurtful experiences with men making sexual advances were described and drawn. They also shared their attachments and feelings towards different family members. Similarly, the experiences within schools were also expressed. The children evaluated the different programs and interesting and useful feedback was received. This was followed by a two days meeting of Alliance of Indian Waste pickers [AIW] members on the issue of child labour within waste-picking. AIW is a network of organizations and trade unions working with waste-pickers in the country. Muskaan is also a member in this, and we have taken up the task of developing a plan for responding on this issue. The workshop was attended by adult waste-pickers as well as organization representatives in the meeting. Organizations working with Waste pickers from Calcutta, Mumbai, Ahmadabad, Delhi, Bangalore, and Bangladesh participated in this meeting and a clear stand on child labour in waste-picking industry was taken. Security of parents’ livelihoods would definite impact the lives of children.
December-

✓ Exposure Visits – Vanvihar, Nursery, & Science centre

✓ Workshop on Health and Nourishment

✓ Adolescent Meeting in Barkhed Kala

✓ Kids performed at potter’s mela in Gauhar Mahal

January-

✓ Picnic – Raisen

✓ Saajha Baal Mela for JSP students

✓ Kite making and Kite Flying on the occasion of Makar Sakranti
**February**-

- Picnic – Islam Nagar
- Saajha Bal Mela - “Maze- maze me naapo-tolo”

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Students</th>
</tr>
</thead>
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<tr>
<td>3rd Feb 12</td>
<td>Deepshikha</td>
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</tr>
<tr>
<td>6th Feb 12</td>
<td>25th Battalion</td>
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</tr>
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<td>8th Feb 12</td>
<td>Sukhi Sevaniya</td>
<td>140</td>
</tr>
<tr>
<td>10th Feb 12</td>
<td>Balampur</td>
<td>145</td>
</tr>
</tbody>
</table>

**March**-

- Meeting with women in Seva Sadan on various issues like education and gender stereotype.

There was an extensive session on the issue, and how we are bringing up our children and building stereotypical roles by giving specific work to girls and boys and in the ways we restrict one child and not another in the family and in the community. Various other activities like singing cultural songs, drawing, and penning down their experiences were also a part of this meeting.
While teaching, Muskaan teachers observe the students and something exceptional is being noticed every time whether it is related to their interest in studies, behavior in the class, & eagerness to learn. So here are some observations jotted down about some kids.

**KAMAL**

Kamal is a student of 5th standard of Samrat Ashok School. He love doing painting and he also makes Ganesha idols for Ganesha Mahotsava. He used to enjoy all the other activities like singing, drawing, craft in class but does not pay attention to his studies. But whenever Muskaan teacher conducts educational activities like counting with pebbles & claps, teaching alphabets and words with cards, he kept watching all these activities from the class window. Gradually he started taking interest in these activities and started attending the class often. One day when Muskaan teacher was teaching Hindi, she instructed students to form words with च, र & ल along with their pictures. Then Kamal showed his copy to the teacher in which he drew very beautiful pictures of the words. He always draws the picture of whatever he writes. In this way he incorporated his interest in studies and started enjoying it. Now he is one of the regular students.

**SAMEER & AMAN**

Sameer & Aman are the student of Bapu Nagar Basti. One day Aman was trying to write his name in Hindi but was not able to make अ (अमन). Then teacher tried to help him with it. She instructed to first draw line, then make ँ, and then complete the letter. But he was still confused with it. Sameer was standing there with his copy and was watching all this. Then suddenly he said to Aman that I know how to make अ it is very easy. He said, see first draw अ, then extend the line and make ँ, after that draw a line at the side and complete it. Aman grasps his friend’s way of making this letter and finally wrote his name with ease. This incident depicts how children learn from each other and also help each other.
**BALWAN**

Balwan started coming to the centre last year. He lives with his Aaji (grandmother). When he started coming, he didn’t take any interest in the studies and engaged himself in activities like disturbing the class and hitting other children. He always feels like doing something which would help him to get out of the class, for that he even abused his teacher. Dealing with such children requires a lot of patience and a heavy brainstorming to find out a way. After all he is a kid and it is our responsibility to bring him on a right track and his teacher was successful in that. Here are some incidents and activities done with him in his teacher’s own words:

“20th Oct 11 – Today Balwan was not at all in a mood to study and sit in the class as usual. Then what I did, I wrote about him in his friend Rajiv’s copy in his own language ‘Gondi’

When Rajiv told Balwan about this he brought his copy to me and said, please write something about Rajeev in my copy now. First time he was seen smiling and talking so politely. It was my first step and which motivated me also to develop such new ideas for him. After this incident he started coming to the class.”

“One day, I asked all the students to draw a picture of train. I was aware of this fact that he doesn’t like drawing much and in the class also when I teach students some words with the help of illustrations, he never copies them. But I didn’t force him because he has started sitting and concentrating in the class. After sometime he came to me and gave his drawing. He said “I told you I’ll not be able to make good drawing”. When I collected all the drawings, I praised him and gave him recognition by saying “Wow..!! Balwan has made such a good drawing and he says that he is not good at it”. After the class got over, he came to me and asked for his drawing. I was scared that he will tear it off. But he took that and kept staring it for a couple of minutes. He was smiling and a spark could be seen in his eyes. From then he started making pictures along with the words and text.”

There is one more such incident. “One fine day I told students to think 4 sentences and write it down as homework. Balwan said, ‘I don’t know how to write but I’ll think and tell it them to you’. Next day when I was distributing notebooks in the class, he came to me and gave me 2 chits of paper in which some text was written with a sketch pen. He thought those sentences and took the help of his friend in writing them. I gave him applause and praised him in the front of whole class which again motivated him to learn further.”
There are many more such activities done with him by his teacher in a rigorous manner and lead positive outcomes and it will be continued till he learns the basics fully.

Children are very sensitive and need to be understood first. Forcing and hitting will only make them think appalling about everyone and will mould their behavior like that only.

**SHRIPAL**

A student who initially avoid attending classes, but didn’t know what sparked him and in the month of October he came to class and said directly to his teacher that he also wants to study. It was very vital to develop and maintain his interest in studies. First day he was asked to make any pictures or drawing but he was very nervous and thought that it would be not possible for him to make a good drawing. Then his teacher made some pictures of objects like ball, butterfly and fish and asks him to color them. He really enjoyed doing it. One day names of different objects with the help were being practiced in Hindi like नटका, माला, मछली. So with the help of this methodology, he started grasping the sounds of alphabets and their pronunciation and started learning alphabets separately from the words. Not only this much but he also started formatting sentences and writing them like गगन पतंग उड़ाता है, श्रीपाल आम खाता है. Henceforth, he started getting the language and its formation.

He also takes great interest in mathematics and easily learnt addition and subtraction with the help of pebbles, currency notes, chalk pieces and beads. He try to solve the problems on his own after being taught in the class and doesn’t like any interference until he completes it. During the basti sampark, his father told the teacher that he try to read the books or any paper he gets and we feel really happy and proud when he writes the name of all the family members.

**SUNNY**

Sunny always gets confused with double digits and their addition. One day Muskaan teacher was teaching the concept of number 10 and how double digits are formed. She made circles on the board and instructed students count 10 circles and put them in a box like 0 0 0 0 0 0 0 0 0 0 O O O O

This time Sunny has made his mind that he has to learn this. So he was the first one to come on the black board to try it. He counted 10 circles and drew the box around it, and then he said now 4 circles are left which means 10 + 4, i.e 14. In this way he tried some more numbers on his own & understood the concept. He is one of the students who never hesitates to ask doubts and is always fervent to learn.
**Aarti**

Aarti, a 3rd standard student from Sargam Basti is irregular to school due to some personal reasons. But she is very sharp and an intelligent student. Whenever her teacher used to visit basti, she takes books from her for self-studies and ask the doubts and sit with her for 1 hour. She remember both Hindi and English words easily and also show interest in reading lots of books, in fact she read hoardings also on her way to Muskaan. She also teaches other students of basti and makes worksheets for them with the help of her teacher. She wants to become a teacher and we are sure that she will attain her dreams as she has already started working from such a small age.

**Level of Learning –**

Assessment of children is carried in a slot of 3 months of English, Hindi and Mathematics on the basis of levels defined which shows us their altitude of learning and retaining things. In this year we have seen the increment in number of students who shifted from Level 1 to Level 8.

**Hindi**

![Hindi Level Chart]

- **Don't know any alphabets**
- **Knows at least 25-30 words and 6-10 words**
- **Knows at least 80-90 words and 25 Alphabets**
- **Able to read Texts with 5-4 Matras**
- **Able to read whole texts but mistakes in writing**
- **Expressing views on topics, writing stories**
- **Answering questions on own and writing them**

Legend:
- July
- October
- February
ENGLISH-

MATHEMATICS-
INSTITUTIONAL ASPECTS

Legal Status
Muskaan is an organization registered under the M.P. Societies Registration Act, in December 1998. The organization is registered under Section 12A and 80 G of the Income tax Act 1961 and Foreign Contribution Regulation Act (FCRA).

Mission
“Promotion of education that is enabling and liberating for the individual and historically marginalized social groups. We believe that education cannot be seen as an isolated package of skills, and is very much linked with a sense of positive self-esteem, a faith in the freedom to explore oneself. This mandates a basic living standard of physical conditions for people.”

Objectives of the program
✓ Building a practical understanding and a learning site on what packages of education is meaningful for first generation learners and is relevant to their backgrounds and age;
✓ Providing opportunities for growth and development through quality education to children from very deprived urban slum backgrounds
✓ Urban Poor women get inter-linked and take strength through their commonality in issues and struggles.
✓ Stronger voice and platform for issues of respect, quality health care and education within the urban poor.
✓ Enabling an environment for decisions in the community that are pro-poor, pro-women and pro-children.

Core Values
✓ Continuous engagement with the community
✓ Involve children and women in the thinking process and
✓ Believe in the thought and capacity of women to understand and decide for themselves and their children
✓ Equality and Respect to all work within the organization

Organizational Structure
We have a divisional structure and all programs have their respective team leaders to guide the team members. We believe in decentralized system in which responsibilities are shared and everyone has an authority to complete the tasks utilizing their skills for achieving organization’s goals by keeping the mission in mind. For the purpose, program teams meet regularly and review the activities done to accomplish the tasks and make plans for new activities.
Along with it, Training is also provided to the whole working team every year and as per the need to improve the communication flow in the organization and to enhance their dexterity, talent, creativity, and know-how.

**Core Group –**
The Core Group is the main executive body of the organization which is responsible for coordinating all programmatic, Hr and Administrative functions and is accountable to the stakeholders of organization. The members of core group are nominated through a vote.

**Working Team –**
As of now March 2012, our team comprises of

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>8</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>Part Time</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>35</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

**Helping Hands**
We are extremely thankful to all the associates for the funds and supplementary assistance, without their colossal support it couldn’t be possible to reach at this level.

**Funding Hands –**

- **Navaj Bai Ratan Tata Trust** (www.nrtt.org)
- **ASHA for Education** (www.ashanet.org)
  - ASHA for Education, Seattle
  - ASHA for Education, Frankfurt
  - ASHA for Education, Stanford

**Other Partners –**
Zila Shiksha Kendra, Bhopal, has partnered in providing space for running the school. The Ashok Samrat Government School building is used in the afternoons. The Rajya Shiksha Kendra has also positively responded to our efforts in the government schools and our work is carried out through a formal agreement.

Along with that, the Health Department, Women and child care department, Vikas samvad and Jan Kalayan Samiti played a supportive role.

**Muskaan Land**
In November 2010, we took the decision to buy land and develop a permanent place for our work. In these many years, we continue to function from the bastis and also a centralized location. We have always felt this need with having have to shift every year or two and thus having worked from 10 locations in the past 12 years. But costs have always been beyond our budgets. Even now, this had been not an easy option for us, but we took the plunge with the encouragement of many well-wishers and friends of Muskaan.
The half acre plot (22000 sq. feet) has been purchased over two financial years 2010-11 and 2011-12. The total land cost as Rs. 52,69,000 with additional registration costs of Rs.4,78,014

Total Payments made for the land

<table>
<thead>
<tr>
<th>Year</th>
<th>Indian Funds</th>
<th>Foreign Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Rs.8,00,209</td>
<td>Rs.20,06,618</td>
<td>Rs28,06,827</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Rs.25,10,187</td>
<td>Rs.4,30,000</td>
<td>Rs29,40,187</td>
</tr>
<tr>
<td>Total</td>
<td>Rs.33,10,396</td>
<td>Rs.24,36,618</td>
<td>Rs57,47,014</td>
</tr>
</tbody>
</table>

The land has been purchased completely from the Corpus Fund over the years and particularly during this period. The Corpus Fund includes

- Individual donations made in all amounts. People in our bastis have contributed their precious earnings and so have many people from different streams of life in Bhopal, other cities of India and abroad. These donations have shown a sense of trust in us, and leave us with an increased responsibility to work efficiently and effectively.
- Earnings of Muskaan through consultancy income, sale of books and interest on Corpus Fund deposits. Many of the Muskaan team members have given their time over and above their daily work responsibilities to bring these funds.
- Earnings from the appreciation value of a house bought in 2008 and sold now in 2011-12. The house was part of a gated middle-class colony and did not work for us with objections from neighbors to the background of people frequenting any Muskaan space.

We will now continue to raise money for the land development and construction expenses. Our spaces have always been part of a community space and visited by children, youngsters and women with ease. We want to maintain this spirit. We understand that the land has been purchased through Muskaan, but is a space meant for all of us to use in furthering the vision of an equitable world.
In the year 2011-2012, the minimum emoluments (salary plus provident fund) for a full time employee was Rs.5,800 and the maximum was thrice of it. We try to maintain the approx ratio of 1:3.25*

*These all are part-time employees.
“Together, ordinary people can achieve extraordinary results.”

-Becka Schoettle

**MUSKAAN TEAM**

<table>
<thead>
<tr>
<th><strong>GENERAL BODY MEMBERS</strong></th>
<th><strong>GOVERNMENT SCHOOL PROGRAM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Sonia Rashid</td>
<td>Mr. Anil Singh</td>
</tr>
<tr>
<td>President</td>
<td>Team leader</td>
</tr>
<tr>
<td>Mr. Manish Rajoria</td>
<td>Ms. Megha Charmode</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Library Person</td>
</tr>
<tr>
<td>Ms. Shivani Taneja</td>
<td>Ms. Saba Khan</td>
</tr>
<tr>
<td>Secretary</td>
<td>Library Person</td>
</tr>
<tr>
<td>Ms. Akanksha Kela</td>
<td>Ms. Neetu Yadav</td>
</tr>
<tr>
<td>Joint Secretary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ms. Savita Sohit</td>
<td>Ms. Ratnesh Singh</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ms. Rama Rao</td>
<td>Ms. Vibha Mishra</td>
</tr>
<tr>
<td>Elected Member</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ms. Namrita Choudhary</td>
<td>Mr. Manoj Vishwakarma</td>
</tr>
<tr>
<td>Founder Member</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**JEEVAN SHIKSHA PAHEL**

| Mr. Brajesh Verma        | Team Leader                   |
| Ms. Maya Morya           | JSP Teacher                   |
| Ms. Shashikala Naranvare | JSP Teacher                   |
| Ms. Savita Sohit         | JSP Teacher                   |
| Ms. Nisha Soni           | JSP Teacher                   |
| Ms. Rubina Khan          | JSP Teacher                   |
| Mr. Kamal Kishor Malviya | JSP Teacher                   |
| Ms. Chandani Jagat       | JSP Teacher                   |
| Ms. Shalini Uikey        | JSP Teacher                   |

**BALWADI**

| Ms. Neetu Yadav          | Team Leader                   |
| Ms. Rekha Longre         | Teacher                       |
| Ms. Neelam Shende        | Teacher                       |
| Ms. Laxmi Thakur         | Teacher                       |
| Ms. Shanti               | Teacher                       |
| Ms. Sharda Morya         | Teacher                       |
| Ms. Nisha Tiwari         | Teacher                       |
| Ms. Laxmi Meena          | Teacher                       |
COMMUNITY PROGRAM
Ms. Seema Deshmukh          Team Leader
Ms. Preema Dhive             Saving Group Facilitator
Ms. Saraswati Sahu           Women Empowerment Facilitator
Mr. Jitendra Prajapati       Livelihood & Health Facilitator
Ms. Krishna Yadav            Health Facilitator
Ms. Laxmi Yadav              Health Facilitator
Ms. Lata Shinde              Health Facilitator

CAMP TEAM
Mr. Brajesh Verma            Facilitator
Mr. Hari Darshyamkar         Teacher
Mr. Mahesh Jharbade          Teacher

ADMINISTRATIVE STAFF
Ms. Prasanna Menon           Accountant
Ms. Isha Khullar             Administration Officer
Ms. Sujata Sahani            Administrative Assistant
Ms. Geeta Dhive              Office Assistant
Ms. Sunita Nateriya          Cook and Teaches Stitching

AMBASSADORS
There have been some specific ambassadors of Muskaan who have been consistently helping in spreading awareness about the work being done here to raise funds, and need specific mention here.
Marion and Kevin Hadingham – Melbourne, Australia
Usha Jain and Nishant Jain – Bhopal and Cupertino, CA; USA
Deborah Kukreja - Bangalore
Sonia Rashid – Bhopal

VOLUNTEER
Amillie – Bhopal, Belgium
Amillie helps in fund-raising and other managerial activities.