



2008-2010
Makkala Jagriti
Annual Report





PERSPECTIVE

Makkala Jagriti's engagement with marginalized communities over the last seven years has given us ample insights, newer perspectives and deeper understanding about hidden talents, potential and capacity children and youth hold within. My personal journey as well as our work with the community has amplified our faith that they do indeed possess enormous potential, which goes un-noticed many a times. We believe Makkala Jagriti's efforts to showcase this hidden potential is one way forward for social change. The new search or journey the children and youth are undertaking seems like they are emerging out of darkness to cross over the bridge of challenges to access a wealth of knowledge, skills there-by re-claiming their rights to live with respect & equality.

I associate this journey to the Phoenix bird, which rises from the ashes as a symbol of power of healing and regeneration to end suffering. This new position taken by the children and youth is similar to *punarjani* (rebirth) rising from oppression to begin again. Heralding towards a new beginning the children remind us of the power of the 'oppressed' as they **discover the light within** to rise and shine!

~ Joy Srinivasan



MAKKALA

JAGRITI ANNUAL REPORT

2008-2010

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About Us

Makkala Jagriti (literally meaning 'Awakening of Children') founded in 2003, is a non-governmental organisation (NGO) that seeks to create a *holistic learning environment* for *emotionally and economically deprived* children. At Makkala Jagriti, our mission is to make a positive difference to a child's quality of learning and development. Makkala Jagriti brings together a diverse group of people, committed to this shared purpose. We facilitate (non-formal) education and development of children by augmenting the child's school education through diverse learning opportunities. We also work closely with their parents, schoolteachers and the community as a whole to make the learning experience that much more enriching.

Vision

Makkala Jagriti is a value based social movement to empower the child and its community towards a bright future.

Mission

Makkala Jagriti will facilitate holistic development for the children and the diverse groups, in and around the community, to build a sustainable and equitable society.

Impact

At Makkala Jagriti we see the world from a child's point of view. Our child-centric approach allows us to respect the child's physical, professional and learning boundaries. We unconditionally accept all children, irrespective of their background, gender and ability level. We trust & believe that children have the freedom to make their own choices.

What we do:

- We set up Learning Centres both in communities and government Schools. We facilitate non-formal activities to provide holistic development for children and youth (our intervention in the learning centre include; activity based learning, reading programs - library, computer education, special coaching (academic subjects), life skills, adventure camps, sports, theme based projects, civic & health awareness etc.)
- For school dropout children we build self-confidence and expose them to different opportunities available around them, we help them either to continue formal education based on their age and readiness, if not we engage them in our learning centre by providing informal learning spaces
- We offer education sustenance programs for needy children; supporting school fees and other expenses to prevent them from dropping out of school
- We conduct periodic training for youth, parents, teachers and staff toward personality development based on an experiential methodology. We extend mentoring and coaching for youth to address their internal conflicts, dilemmas, and anxieties in order to help them to get focused in life
- We do career counselling and help older children wishing to pursue higher studies or vocational courses
- We offer internships for young adults at learning centres to prepare them for employment and guide youth with employment issues

Background

Millions of children in our country lead crippled lives. Enfeebled by poverty, smothered by the presumptions made of inexperience, ignored by a vote-vulturing polity, their voices unheard, their concerns unmet, there could hardly be a more vulnerable group of human beings than poor children. Makkala Jagriti began in 2003 as an effort to support children who felt that they could not afford to dream. Through our community centres and learning centres in schools, capacity building workshops and community development activities, we endeavour to provide children with the space to expand into their full, distinct, manifested selves. We believe that whatever be the circumstance of one's life or the shape of one's past, there lies in each one of us the ability to transcend these makings and emerge smarter, stronger, finer.

Scope of our work

Makkala Jagriti's core focus is to strengthen the academic performance and overall development of economically and emotionally deprived children. We aim to achieve this through **Intellectual, Emotional, Social, Psychological, Physical and Spiritual interventions.**

In Retrospect:

In the years 2008-2010, we have overcome many trials, inducted much learning and have emerged, as we had hoped, a smarter, stronger, finer organisation.

- **Institutionalising our learning centres:** It has been our vision to share and encourage the government system with our experience of enriching the lives of children so that the processes and ideas contained in our method may spread far and reach more. To this end, we have begun collaborating with government schools and government shelter homes in Bangalore in running learning centres.
- **Building capacities of youth:** Through personality development workshops, livelihood training and career counselling, we enable youth to become change agents in their communities.
- **Expanding our work with local communities:** We have expanded the scope of our work to include community development. We have begun offering livelihood training to adults of the community, regular parenting sessions are also being held so that a favourable growing environment implants at the homes of the children with which we work.
- **Improving organizational processes and efficiency:** We have been working on developing better planning and reporting mechanisms in-order to improve efficiencies, build a stronger organisational identity and run better programs. We are endeavouring to involve all the stakeholders in the planning, strategising and execution of initiatives.

About Learning Centres

Makkala Jagriti has always sought to set the soil for the blossoming of self. Our early field experience indicated that there are few spaces that exist for the child for self-exploration and realisation. Schools incite very few passions with their excessive focus on academic achievement and group discipline. The home is beset with familial obligations and traditional duties. Children, especially from underprivileged backgrounds, are usually learning, not to advance their individuality and interests, but simply to survive in a world hostile to their needs. They are strained out of a childhood and compelled into roles unworthy of a young, exploring soul. They may succumb to unseemly temptations and lowly crimes. They grow into tired, listless adults, already quenched of life.

- Set-up Learning Centre's in marginalized communities
- Institutionalize Learning Centre's at Government Schools
- Integrate Learning Centre's at Government Shelter Homes

Typical Activities at the learning centres

- Reading programmes in English and other local languages to promote verbal, reading and writing skills
- Theme based projects
- Educational games and activities
- Mathematics activities
- Science projects
- Sports and adventure camps
- Computer education
- Creativity workshops

- Theatre sessions
- Periodic workshops on personality development and life skills
- Study support
- Yoga classes
- Monthly meetings with parents for discussions on parenting and child development

A team consisting of a Learning Centre Co-ordinator, an Anchor, Co-Anchors and Assistants runs every centre. This team is responsible for goal setting, planning, strategising and executing. Planning, content development and designing new initiatives for all the centres is handled by the Manager and the Learning Centre Co-ordinators.

Most of the staff members in the learning centres are drawn from the communities in which they operate, achieving another objective of the organisation – that of involving the community, particularly parents, in the goal of educating their children.

Palpable impact

Being at the learning centre is a daily must for many of the children, who find that the simple and joyful experience of painting with their fingers can make life more meaningful. They are not afraid to dream and are very sure and confident when drawing on paper or sharing during a circle time. A team of 14 players go for football coaching thrice a week. Two of them are girls who played with unabashed zeal along with the boys.

The learning centre has built a sense of security in the children as well as the parents. Children find the non-threatening, welcoming and respectful space at the centre very secure and have formed very close bond with the staff members. Parents do not hesitate to send their daughters on adventure camps and trekking for five days outside Bangalore and see the importance of life skills in the development of their children.

Drop out children have been successfully readmitted to schools and children are making efforts to accept the diversity amongst them when at the learning centres.

The idle and restless energy of many youths who have visited our learning centre over the years is being gradually transformed into leadership zeal. Several members of the youth have discovered paths to taking up studies, livelihood vocations and are even interning as staff at the learning centres. Today three youth members have been successfully employed at different learning centres.

Over the past 7 years Makkala Jagriti has reached out to over 4500 children across five learning centres. On a daily basis we work with 1000+ children

Learning Centre Profiles

Area of operation	Type	No. of children who attend on a daily basis	Profile of children	Profile of parents
Adugodi Vinayak Nagar, Wilson Garden, LR Nagar, Shatkivel Nagar, Neelsandra and Bommanahalli.	Community Based	150+ age group (5 to 18 years)	Mostly school going children. The proportion of school dropout children is higher in this centre as compared to the others.	Construction workers, vegetable vendors, domestic servants
Old Guddadahalli, Mominpura, Farooquia Nagar, Padaraayanapura and Goripalya.	Community Based	150+ age group (5 to 18 years)	Both school goers and drop-outs visit the centre regularly. An impoverished and highly illiterate community, populated primarily by religious minorities, this centre poses special challenge for its high level of deprivation.	Agarbathi workers, vegetable vendors, Scrap vendors & auto drivers
**HSR Layout, Haralukunte, Somasundrapalya	Government School	280+ age group (6 to 13 years) I to VII std	Large population of migrant construction workers & other permanent residents from low income group children attend this school.	Labourers, dhobi, vegetable vendors, looms, garment factory workers
Adugodi Vinayak Nagar, Wilson Garden, LR Nagar	Government School	300 age group (6 to 13 years) I to VII std	Children largely come from Adugodi and LR Nagar areas. Sustaining the attendance is a huge issue in this school.	Construction workers, vegetable vendors, domestic servants
***Dairy Circle Children are housed in this home from different parts of India	Government Home for Boys & Girls	200+ age group (7 to 17 years) boys 100+	Children who come away from different parts of India to Bangalore in search of livelihood, rescued from child-labour, domestic violence.	Farmers, construction workers, domestic servants

** In the year 2006 with the support of Wipro Cares Trust, we started the HSR layout centre, primarily for the benefit of construction workers' children who have few learning spaces in their environments. Many children from the centre went on to join school for the first time in their lives. During the 3 years of working with the community in this area, we sought to integrate our learning centre within the government school nearby.

Interventions:

- Street Play: In partnership with Government schools we conceptualise and stage, street plays along with the students on the subject of environmental preservation and the importance of education
- Transition Workshop: In partnership with Government schools we conduct transition workshops for seventh standard students before they leave middle school to join high school. In the light of many children dropping out of school post seventh standard, these transition workshops instil motivation, commitment and responsibility to face challenges and work towards their dream
- Computer Training: We build partnership with corporate organisations to offer basic computer education. Thus create a unique opportunity for the students as well as the teachers to not only learn computers but also experience a different environment at a corporate office
- Capacity Building: Makkala Jagriti has been involved with the school management to evolve a vision for the school. The schoolteachers and headmaster enthusiastically participated to build a vision for the school. The steering committee, comprising of Government schoolteachers and Makkala Jagriti staff, has coined a name for itself, called 'Parivarthan' meaning change. We will facilitate the Parivarthan team to become change agents for the school
- Formation of youth clubs at the learning centre where the staff facilitates the youth group. These groups take on many responsibilities at the centres, including assisting to run the centre in the evenings and vacation time (both in community and school)
- Provide youth with access and information to different career possibilities and also provide career counselling whenever necessary
- Provide scholarships to young people who wish to continue their education. To ensure that parents remain responsible and accountable for their children's education, we make sure that they contribute anywhere between 10-20% of the total expenses
- Programs and activities in and outside the centre gear children towards building their leadership skills

"We are facilitators, mentors and friends of children", says Ansar, Senior Learning Centre Co-ordinator, Makkala Jagriti. Ansar began working while in-school, helping his family with embroidering clothes at home. 4 years ago, when he was 22, he wanted to be fashion designer but couldn't afford the course fees. So he approached the Makkala Jagriti Community centre in Adugodi as he had heard that they dispense academic scholarships. Impressed with his ambition, intelligence and sensitivity, Makkala Jagriti decided to fund his education. While studying for his course Ansar got drawn into the centre's activities. He attended youth development workshops and helped the staff and children at the centre learn the basic operations of computers. His evolved capacity for empathy and unwavering sense of justice found him becoming an integral part of the centre. The fact that he belonged to the community, which he was serving at the centre, imbued him with purpose and direction. He gained an internship with Makkala Jagriti and eventually joined as a full-time staff member. His impression upon the organisation has only grown stronger as he has gone from being an intern to a senior member of the Makkala Jagriti team, in charge of planning and overseeing the operations of two centres presently. He also indulges his creative impulses by teaching embroidery to youth and adults at the community centres. As at ease with children and parents as he is with funders and visitors, he exudes a confidence and integrity that is a compelling testament to the power of community-led change.

Engaging with the community:

India is a country fractioned on lines of caste, religion, class and ethnicity. Communities combat ever so often for access to and control over limited resources, and these battles can get nasty, sometimes bloody. There is an urgent need for establishing stronger legitimate systems of conflict resolution that are just and fair and for structures encouraging inter-community bonding and identification. Additionally, several groups within communities are constrained due to biases related to gender, ability and age and due to structural issues like poverty and illiteracy. Growing from Makkala Jagriti's work with children and youth is the awareness that it is necessary to work with entire communities in order to effect social change.

Initiatives in this direction are:

- Networking with partners to bring livelihood programmes to youth and adults in the community
- Career counselling and helping older children wishing to pursue higher studies or vocational courses
- Offering internships for young adults at learning centres to prepare them for employment and guiding youth on issues of employment
- Facilitating adult literacy
- Creating awareness (through our partners) about hygiene and civic amenities and conducting sessions on health and sex education



Testimonies by Parents:

"My son Mahesh is been to Makkala Jagriti for past 2 years. Before he never used to listen to our words and he was very lazy. He is more active now and active all over the day. He got many skills by which he can create a great future. I am very proud and happy to say that my child is a part of Makkala Jagriti. My wish is that Makkala Jagriti should reach out to many children. I am very thankful to Makkala Jagriti."

~ Bhavani, M/o A Mahesh

"My grand daughter is going to Makkala Jagriti for past 5 years. She learnt many things from Makkala Jagriti. She learned many things like understanding us. Makkala Jagriti helped her in many aspects. She got a good stage to expose her talents to the world. She is obedient to us and to our neighbors. She has also got many skills like computer skills, Drama etc."

~ Pyarijan, G/o Zaiba

Testimonies by Government School Teachers:

"Makkala Jagriti Learning Centre was started in our school (Govt. high school in H.S.R Layout). This organization made children to do mental thinking and physical activities. Children became very sportive and like to participate in all activities. Children show much interest in Drawing, craftwork and various cultural participations. Makkala Jagriti is also very supportive to the programs happening in our school. There is also a change in children behaviour subtly by the interventions done by M.J. I am very confident that these interventions enable children to have a bright future."

~ Mamata-Teacher, HSR Layout

"Makkala Jagriti is a good organization. Makkala Jagriti is part of our school, it's helping for children to learn life skills and cultural activities and sports. Makkala Jagriti helps in bring out children talent and showcase it. It helps to build the holistic development in children."

~ Jaganath, Head Master, Govt. School, HSR Layout



Testimonines by students:

"Hello, I am Zaiba and I am coming to this Learning Centre for past 4 years. After coming here I got lot of changes. I learnt how to use the computer. This centre gave me ample opportunity to for bringing my talent out and telecasting it to the community. I lost my stage fear and became confident and felt proud of what I am. I got many friends and also learnt how to communicate and understand the people. I also learnt many skills, which are useful and very important in my life. I had been too many youth workshops, Adventure camps, there is so much to tell about this learning centre but the words are few."

~ Zaiba, 1st year PUC



"I am coming to Makkala Jagriti for the past 5 years, after coming here I learned how to use computer and learned how to behave with elders and also to accept the views of the youngsters. It helped to think broad. I learnt much good behaviour as to trust and help others. Makkala Jagriti helped me to washout the bad thinking's from my mind. Now I am learning drama, it is helping to get rid from stage fear. Also it helps me to develop self-confidence. I am very thankful to M.J for giving me such a big stage to create the creativity in me."

~ Kavya, 1st year PUC

"I am the student of Makkala Jagriti for past 2 years, when I came here I was so shy to talk with everybody and then all made me as a friend and I mingled with them and became like a family member. Makkala Jagriti played an important role in my life; I can't forget the time, which I spent with it. I was getting more stage fear; I don't know how to speak with others and how to mingle freely. I learnt each and every thing from here. I was missing a relation and care of my parents and elders in my family. I regained it here, I got everything here, which I was missing, and this organization taught me how to lead a good life in future."

"I was attracted by the norms of M.J, here everyone is equal, and there is no differentiation in each other's. This organization filled many talents, skills, and knowledge in me. Now I am working as intern in the organization, I am also teaching more students what I learnt from this organization. I am so happy to work in this organization. I am feeling so happy to work in this organization. I am very thankful for Makkala Jagriti, for giving me like this opportunity."

~ Mahesh, 2nd year PUC





"In the centre, the adults make an effort to really know me. There is no other place in which I can so freely be myself."

~ Ajay, 14, Mysore Centre

"I want to be a lawyer when I grow up. I come to the centre to get academic doubts cleared."

~ Pavithra, 16, Mysore Centre

Before Makkala Jagriti joining what I was doing? *I worked as a domestic help and I use to come to Adu Godi learning centre for reading, I use to learn craftwork and attending fun days. When I joined here on first day I am not interested to come and do activities, but then learning centre staff Manjula and Ismail motivated me to come to the centre they both supported a lot to my learning's. First I thought that everything (Kannada and English) is difficult for me to learn when I joined here I used to get learn everything so easily. I caught up in my some assumptions learning centre helped me to come over of that. From there my eyes got open and I strongly decided to grow in my life, I attended lot of life skill programs in Makkala Jagriti and I realized that there are lot of things are there to achieve in my life. I was very happy when I got opportunity to attend the youth workshop, from that workshop I gained lot of knowledge and I surprised that like as a human I have lot of freedom in my life, how can I take responsibility, self confidence, courage to talk and taking the self decision in some times. From then I got opportunity to become a staff in Makkala Jagriti. ~ Asha G*

"I have been coming to the Makkala Jagriti centre for the past one year. Makkala Jagriti encouraged my interests in dancing and provided me with a stage on which to showcase my talents. Here I learnt computer operation and sports. Earlier I was very scared to talk to everyone. But after coming here I am mingling with many. I gained the freedom, which I have been seeking for many years. Thanks to Makkala Jagriti for moulding me."

~ Priya, 11, HSR Layout Centre

We see increased participation of school dropouts expressing interest to read storybooks, learn computers and continue their education. Parents are excited about the workshops that we offer: they come in big numbers to participate with great enthusiasm and commitment. They also are actively support the smooth running of the learning centre.



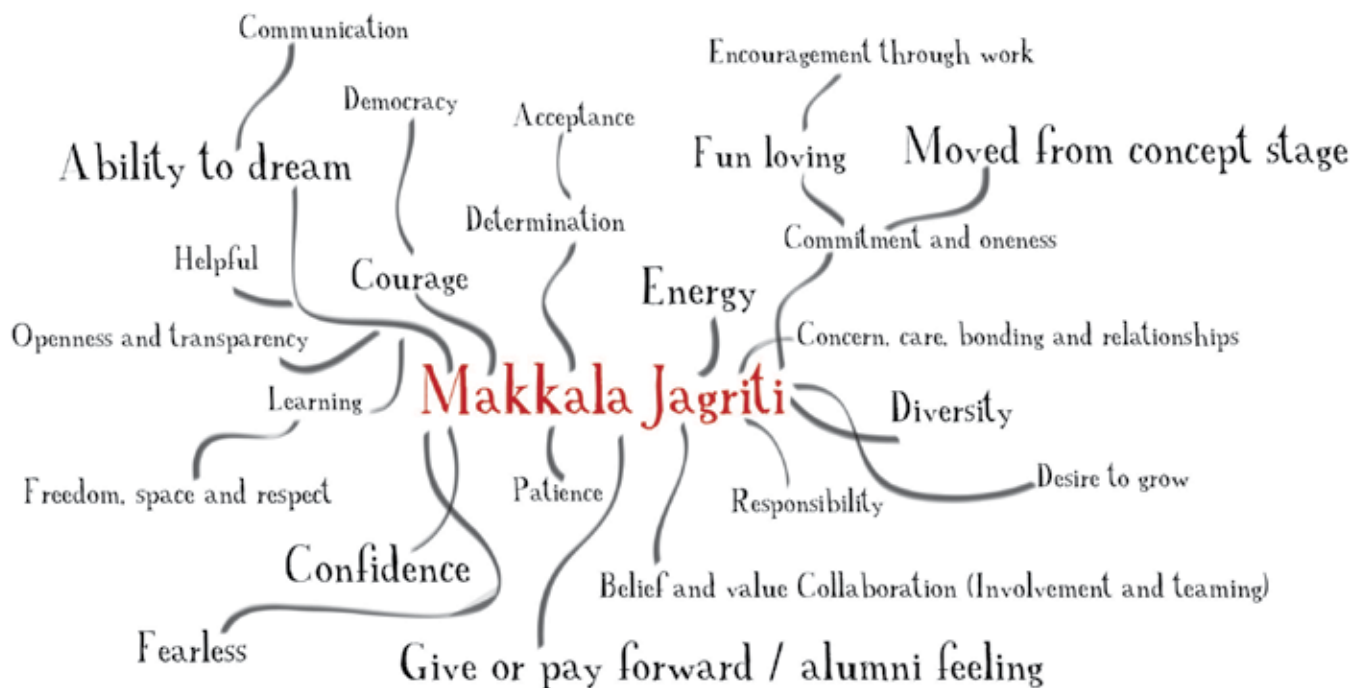
Institution development and capacity building

Vision Building

In 2006, Makkala Jagriti invited all stakeholders – community members, children, youth, corporate partners, NGO partners, consultants, educationists, volunteers & well-wishers to constitute a governing body. This body formally defined the strategy goals of the organisation for the subsequent three years. That process set the foundation for a democratic mode of management and planning that has continued to this day. At present, we are attempting to involve all stakeholders in the planning, strategising and implementation processes at every level of operation such that responsibility and accountability is distributed and shared.

At the end of two day workshop, vision and mission statements were evolved by different stakeholders of the Makkala Jagriti team:

Strengths of Makkala Jagriti, as perceived by its staff



Enhancing capacities in the organisation

In dynamic environments, identities of the communities keep changing. Leadership then requires critical minds, fresh vision, courage, and the capacity to convince their function in this change. Such a critical approach can be enhanced when institutions participate in institutional development, which allow for comparisons between different sets of ideas and practices.

The participants are anyone in the organization, its related environment, whose behaviour can significantly influence change in the organization and its milieu. For instance, for our organization, the main participants are the children, parents, teachers, staff, people from the community, volunteers, sponsors, members, public and private regulators, as well as the media. In a learning organization, their education requires information, communication, motivation through focused exchange and mutual goals.

Significant development resources have been focused on trying to improve the way we operate as an organization. Towards this change we had invited consultants and resource people to extend their expertise and skills to build our work further:

PROGRAMS	PARTICIPANTS	CONDUCTED BY	PERIOD
Organisation & People Development			
Institution Development	55 people from different stakeholder group participated to build vision for the organisation	RENGA Foundation Bangalore	July 2006
Shared Vision building	25 people from different stakeholder group participated to evolve Vision, Mission statement for the organisation	RENGA Foundation & Makkala Jagriti	October 2007
Knowledge Exchange Programme & Volunteer Meet	2 staff & Chairperson	Global Fund for Children	2008
Leaders beyond Borders Leadership development programme	4 staff 1 intern	Better Future	2010
Personal Growth Lab	9 staff	Indian Society for Applied Behavioural Science (ISABS)	2009 to 2010
Understanding body and gender sensitivity programme	All the staff	Enfold	2009
Skill Building			
Training to become Librarians, Staff, Skill building	All the staff	Hippo Campus Reading Foundation	2006 onwards
Life Skills (Adventure Camps)	6 staff	Dream A Dream and Makkala Jagriti	2006 onwards
Play for Peace Games	5 staff	Dream A Dream	2007
Macramé Training	6 staff	Nishwath Hassan	2008
Usage of Public Software Workshop	2 staff	IT for Change	2010
Toy making workshop & Story Telling workshop	2 staff 3 staff	Arvind Gupta Sutradhar	2010
Civic Awareness Training	4 staff	CMCA	2010
A short Montessori Training	2 staff	Montessori Institute	2010

The goals of institutional development are:

- To lead, drive and help people, those inside the organization and those outside (also involved in its development)
- To focus on the organization's identity and image
- To question its worth to replicate in a new environment
- To fix its longer-term growth, while using its present capacity and fostering its "potential" for development.
- To collectively embrace aims, norms, resources, criteria of choice, structures, organizational, institutional and personal relations – all elements which are at the core of any managerial process

All this implies proper planning, as it calls for a choice among major objectives, the achievement of which requires sets of specific means. Overall it helps prepare people to project themselves into the future of the organization.

Through our daily and monthly staff meetings we are constantly bonding, questioning, unlearning and relearning. New perspectives and ideas are shared and developed and dysfunctional behaviours and attitudes are examined. A balance between reflection and action is nurtured among all members of the organisation.

WORKSHOPS:

Parenting workshops:

In the last 6 years, we have held 14 workshops and over 36 monthly meetings with parents. (We have reached out to 600+ parents) The workshops are focused on the 'self' and 'interpersonal' aspects of parents - understanding their struggles, strengths and weaknesses. The workshops have also provided space for them to learn about new research on parenting and child development. These workshops are conducted offsite and residential thus also providing a welcome break from the daily grind. Upon attending these workshops, parents have shown more interest in the upbringing of their children and have become more involved in Makkala Jagriti's functioning and growth.



"I love attending the parents' workshops since I get to meet other parents and learn about better ways of parenting."

~ Veronica, Parent

"I have been coming to the centre for the past few years and am learning English myself! I feel so proud and happy about it."

~ Noorjahan, Housewife

Evidence has shown that:

- Parents have stopped beating their children, and instead negotiate with them
- Parents are willing to accept the dreams of their child instead of imposing their own on their children
- Fathers are becoming more understanding and taking more responsibility at home
- The relationship between parents has improved and the incidence of domestic violence has reduced.

Workshops for teachers:

Teacher workshops aim to create spaces for teachers to engage in a personal learning journey, to reflect on issues related to stereotypical thinking, biases and judgement behaviours and to develop listening and communication skills. Further, this training has helped them to develop creative facilitating skills, learning resources and better curriculum.

Monthly meetings with the teachers and officials to address personal learning goals as well as evolve their vision for their institution are also conducted.

Building capacities of youth

Total no. of youth reached out.....700

The future of this country lies in the dreams of its children, but in the hands of its youth. It is their capacities that will build us, their difficulties that will enfeeble us. The youth in this country face a myriad different problems. Chronic unemployment, mass poverty and stricturing social mores conspire to frustrate and dis-empower the youth. We at Makkala Jagriti have attempted to harness the spirit and energy of this defining social demographic through personality development workshops, livelihood training and career counselling. We enable them to become change agents in their communities.

Our youth workshops provide opportunities for young people to draw out their own knowledge and to supplement this knowledge with honest information, enabling them to make their own choices. These



workshops also engage young people in role plays and other dynamic activities, so that they leave the workshops energised, vitalised and equipped to deal with life. We conduct these periodic personality development workshops for youths in the age group of 12 to 20 years through experiential learning methodologies. We address their internal conflicts, dilemmas and the anxieties that hold them back. Some of the primary aims of the workshops are to enable the youth to:

- Develop a positive attitude
- Examine and reflect upon oneself and one's circumstances in life
- Deal with authority constructively
- Evolve a personal vision, mission and values
- Enable the participants to impact and influence friends, acquaintances, family, community and society.

Impacting the system

Schools in India are mired with many institutional failings. Teachers are under-motivated, syllabi are overstretched and rigid, pedagogy is teacher centred and insensitive to the needs of children, levels of learning are low and dropout rates high. It is a challenging context and one that we are familiarising ourselves with.

In a democracy, the government is envisioned as being one of the primary agents of positive social change. It has always been our objective to integrate our learning centres into government structures and to entrust the work of implementation to the people's functionaries. Our role would then be to build capabilities, provide tools, conduct research and extend the guidance of our experience.

To this end, Makkala Jagriti has signed MOUs with Block Education Officers under the "Karnataka School Dattu Yojane Programme" & Contract Agreement with Sarva Siksha Abhiyan. Under these agreements, Makkala Jagriti is authorized to adopt government schools for a period of 2 years, further extension based on mutual agreement. We have already started work successfully in two Government schools, catering to 550+ children at the primary level on a daily basis.

Our methodology

- Is learner-centred and child-centred
- Caters to different learning styles and different paces of learning
- Builds multiple intelligences
- Encourages self-expression
- Facilitates group bonding
- Supports, supplements and integrates into the school curriculum

It is vastly different from the methodology practiced otherwise. We are working intensively with teachers on developing a joint understanding of a holistic learning approach which will address the learning needs of different kinds of children in a government schooling system that is riddled with all sorts of externally driven compulsions.

Impact as shared by the teachers at school

- Children are very curious, appreciative and excited about the new ways of learning.
- Teachers are beginning to understand our work and recognize the importance of providing different learning experiences for children. They feel it is necessary to meet once a month and discuss the different issues they deal with when working with children.
- Children's ability for critical thinking, curiosity and questioning is being strengthened.
- Children are uncovering their talents and strengths, not just in themselves but others too.
- Children are becoming very sensitive to each other's feelings. They are also becoming more expressive in communicating their feelings.

Children feel trusted and therefore are very responsible, involved and committed in whatever they do at the centre.

We endeavour to make our learning centres an inseparable part of the school's geography and the teachers' responsibilities. Makkala Jagriti has also partnered with the Department of Women and Child Development to work with children from the Government Shelter Homes for Boys and Girls.

Events:

Each year children across 5 learning centres get to participate in an annual day. This coming together showcases the spirit of diverse learning and engagement. For parents, sponsors, well-wishers, volunteers and partners this is a space to witness the talents and potential of children and to acknowledge and feel connected with the purpose of Makkala Jagriti.

Makkala Jagriti children were invited to take part in the National Multi Lingual Children's Theatre Festival organised by the Children's Art Theatre Organisation with the support of the Tourism Department of State Government of Andhra Pradesh. The children were given a full pledged professional theatre production. It was unfortunate that they did not travel to Hyderabad, due to Telegana issues. However, they had an opportunity to perform at the ING Vysya Bank festival on the 20th November 2009.

"Those who witnessed the play said that it was a fantastic effort by the children and that one couldn't tell that it was their first experience of performing on a stage in front of a large audience. The children displayed their talents and skills for acting, singing and moving on stage with energy, fluidity and confidence"

Karate Competition:



Children participated in the Karate competition and won Gold, Silver & Bronze medals. The highlight of this event was the boys from Balamandira receiving Gold medal.

Manoj's story:

Criminals are made and not BORN!

This the story of a child caught in the cycle of hope and hopelessness, and buffeted by the forces of family, society, and social organizations, educational and legal systems. This child was born in very a poor family living in a slum near Adugod. Like any other child, he had dreams of a life with loving parents, a clean environment, spaces to jump, play and enjoy, and a school where he could learn and grow.

But, life transpired very differently for him. His family environment was never pleasant, as his father was addicted to alcohol and quarreled with his mother often.



His mother went to jail twice. As a child, he witnessed ugly fights, learning from a distance the lies adults speak, the petty thefts they practiced, the manipulative and abusive language they used with each other. A murmur of murders, rape, and violence is so much present in the unsettling air around him. His parents shied away from their responsibilities to look after him, as they saw him more as burden than joy. His grandmother came forward to extend support to send him to school. It did not help, as the controlling adults in the educational system lacked the ability to deal with a child who was caring, helpful, brilliant and street smart. They made his life miserable, and he chose to discontinue school after UKG. At this juncture, left with no choice, he converted the street to his home, taking a liking to roaming around freely. When he was merely 7 years old, he developed skills of survival through working in small restaurants. His fights to survive with rights were marked with labels like arrogant, aggressive, thief, and bad character unclean and untouchable.

Next phase of his life: Makkala Jagriti intervention

In August 2005 he visited the Makkala Jagriti learning centre. Other children feared and resisted his enrollment in the learning centre. He was restless, unable to pay attention to any activity, beat up girls by pulling their hair, and abused other children with bad words. There were fights between him and the other children.

Makkala Jagriti made efforts to engage him at the learning centre without accusing him. This acceptance, trust and respect allowed him to engage in the learning activities. We were able to witness a significant change in his temperament: he began to concentrate and play games, showed a gradual willingness to read books, and wanted to acquire some basic academic skills. He developed leadership skills, and mastered working on computers by playing games and puzzles. He became a resource person at the centre and taught computers to other kids.

Social Organisations /Legal System

Makkala Jagriti admitted him to a few well-known social organisations that particularly work with street children. But they were helpless with a child like him. He needed extensive care, understanding, listening and support from people. These organisations repeatedly failed to cope with him; he was back home with a resolve never to go back to these organisations. He re-entered his community to find himself in the midst of gangsters who lured him into sexual abuse and robbery. He learned the art of selling condoms to young adults within the community and extended it to demonstrate their usage. By now, he was 13 years of age and caught in a monstrous web.

He stole a bike from the community to make his living, at mid night he was tragically struck by a moving vehicle and killed instantly. Despite all our efforts to reclaim him from the streets, he eventually succumbed to its darkness. He ultimately faced systemic rejection and chose to eject from this world.... Tragedy remains!

~ Joy Srinivasan, Founder and Chairperson, Makkala Jagriti

Partnerships & Collaborations

Over the last six years, Makkala Jagriti has endeavoured to build a collaborative network of partners that will be able to combine their strengths in service of the cause. We have been very encouraged by the magnanimous support of various partners who have enabled us to provide children with numerous platforms for learning.

Dream a Dream Foundation: The main objective of this organization is to empower children from vulnerable backgrounds by developing life skills in them and at the same time sensitizing the community through active volunteering, leading to a non-discriminatory society where unique differences are appreciated. This is achieved through skill development programmes and by creating a strong community participation model.

Hippocampus: This organization provides reading programme support to Makkala Jagriti by equipping children to read story books. There is a very systematic way of classifying the reading levels of each child in terms of a colour code, with red being the 'beginner level' up to green signifying 'advanced level'. There is a recording of what level each child who comes to the library is at. An individual file is maintained by Makkala Jagriti with drawings and any other work that a child has done. This is given to the child as a token of encouragement when he/she leaves the centre.

iVolunteers: iVolunteers supports Makkala Jagriti by sending volunteers from various Corporates and other fields.

Children's Movement for Civic Awareness: Children's Movement for Civic Awareness (CMCA) was established in the year 2000 with the belief that nurturing active citizenship amongst children was a sure way of ensuring a vibrant and participatory democracy. It achieves this through the constitution of civic clubs in schools. CMCA has conducted workshops for centre members on civic awareness and the mechanisms of democracy.

"We wanted to support the education of under-privileged children and Makkala Jagriti made our dream come true. We provide financial support and send about 100 employees to Makkala Jagriti who helped out in organizing the Annual day program and also conduct reading activities in the centre's."

**~ Bharadwaj Hosur,
Target Corporation India**

"The partnership has been a very fruitful and nurtured one. Both the organizations were going through growth pangs together and we continued to challenge each other to deepen our work with children and supported new ideas and approaches to the work. I believe the most significant collaboration has been to bring a variety of after-school life skills development programs for children from vulnerable backgrounds that Makkala Jagriti works with. The key learning's from this process has been that we cannot engage in social change in isolation, we need to collaborate, share and learn together to create maximum impact on the child."

**~ Vishal Talreja, Co-founder and
Executive Director, Dream a Dream**

"It's great to see an organization involving every stakeholder in the formulation of every major decision or change, constantly revitalizing their own mission and vision statements. We are proud to be associated with Makkala Jagriti and wish the team great success in the future."

**~ Prarthana, Head – South and East,
iVolunteer**

"According to me the strengths of Makkala Jagriti are its primary focus on the needs of children, the energy and passion of the staff, the fact that community members can influence it and the ownership that the communities have over it."

~ Sridhar, Renga Foundation

Additionally Makkala Jagriti is often the subject of research studies by students from various prestigious colleges like IIM Bangalore & Indore, MSW students from Christ College & other Colleges from Mangalore, student from XIME, Bangalore.

"There is a great deal of emphasis on 'Equality', 'Empathy' and 'Integrity' in the Learning Centres. It comes across in many forms. Children from various socio-economic-caste backgrounds interact together with equality; play, learn and grow together as "friends". There are the poorest-of-poor children playing and studying alongside children from middle-class backgrounds. Even employees behave like "friends" and "equals" with children. As a result, in our observation, we could see (in the kids and in the employees) a deep personal bonding of affection, trust and respect for each other. We could say that Makkala Jagriti has been 'successful' in 'integrating' children from different backgrounds, into a learning environment that is equal, caring, sharing and enjoyable."

**Understanding Empowerment through holistic education,
a study conducted on Makkala Jagriti by IIM-B students (2010)**

"Munichinappa Government school should become a model school in which children will be empowered enough to live responsibly and independently and realise their dreams and ambitions."

Teachers' vision for their school

Challenges

Our main challenges as discovered through reflective processes:

- Overtly directive behavior by family members and school systems resulting in an obstruction in the child's quest for knowledge and experience
- Lack of proper of learning space in and around the communities
- Yet to experiment our model in rural areas either directly or through partners
- Creating the environment in line with the ideal
- Community retention of the awareness created

Funders and donors

The work of Makkala Jagriti has been supported by individuals, corporate organizations, NGO partners and Government Institutions and we are grateful to all our donors and funders for their continued faith in our vision and programs. Some of our most significant individual donors are:

Key Individual Donors:

- Ravi Ramanathan Iyer
- Padmanabhan & Radha
- Dharnija Vasudevan
- Srinivasan R Rao
- Kapil & Nirupa Jain
- Kuldeep & Family
- M J Aravind
- Maulika & Sharad Sharma
- Vinay Ramu

Our significant funders are:

- Appnomic Systems Pvt Ltd
- Target Corporation India
- ING Vysya Foundation
- Juniper Foundation
- Global Fund for Children

Material Donation

- Haplitus - Computers and Furnitures
- Converges - Computers & Training
- Dhvani Foundation – IT Solution

Our past funders are:

- Vitage Systems Pvt Ltd
- Wipro Cares Trust
- Cognizant Technology Solutions
- Manasara Trust



People

Managing Committee

Joy Srinivasan - Chairperson
Viswanath G ~ Trustee
Shaheen Ali ~ Trustee

Joy Srinivasan - *Chairperson & Managing Trustee*

She deeply believes that every marginalised child has tremendous potential, which remains to be untapped through right opportunities. For more than a decade, she has involved herself with children and adults from economically disadvantaged backgrounds by helping them to continue their education, and has walked along with such children as they learned to unravel their strengths. This belief is the core essence of Makkala Jagriti coming into being.

Viswanath. G - *Trustee*

His respect for children, their enormous potential and unique perspective towards life motivates him to be a part of Makkala Jagriti. He is a strong advocate of children's right to expression and believes that all social interventions must find resonance in their voices.

Shaheen Ali - *Trustee*

Having worked with REACH, a school for special children, she brings in specialised skills work with children.

Staff (period 2008 to 2010)

Projects	Programme Co-ordinator	Programme team/Resource team
Community Centres	Bindu Thirumalai Madhu Shukla	Rajini, Manjula S, Ansar, Ismail, Bharath, Shanthi, Shobha
Government Schools	Madhu Shukla	Manjula R, Prathibha, Prabhu, Sarvamangala, Asha & Megha
Government Shelter home for boys & girls	Chandrika	Bharathi, Murali, Ramya & Ashwini
Intern		Preethu, Mahesh & Bhavani

Annual Report:

Copywriters ~ Pooja Hiranandani & Joy Srinivasan
Design ~ Smriti Chanchani

Future Plans

Expansion Plan

- 4 more learning centres will be initiated this year (3 in partnership with Government schools and 1 inside the community)
- 1 Youth Career Guidance, Counseling & Development Centre will be set up
- Volunteer Management Team will be strengthened

Social Movement

Initiate Campaigns and awareness programmes about Child Rights and the Right to Education.

Career Guidance, Counseling and Development Centre

A well structured and equipped centralized centre for career guidance, counseling, resource & skill development for the youth will be developed.

Livelihood Programmes

We aim to develop a streamlined livelihood programme for people from the community for job opportunities within and outside of Makkala Jagriti.

Information

Registered office:

No. 30/1, 8th Main Road, Malleswaram, Bangalore 560 003
Tel: +91-80-23449219

Field office :

No.6, 4th Cross, Pothalappa Garden, Hosur Road, Adugodi, Bangalore 560 030
Tel : +91-80-22111535

Trust Deed Registration under Government of Karnataka vide no: IV/188/03-04

IT exemption No : 80 G Exemption Certificate No. DIT(E)BLR/80 G®91/AABTM2340N/ITO(E)-2/VOL 2009-2010
12A No : DIT(E)/12A/Vol.II/M-604/W-2/2004-05
PAN No : AABTM2340N

Foreign Contribution Regulation Act

FCRA Registration No: 094421333

Website: www.makkalajagriti.org

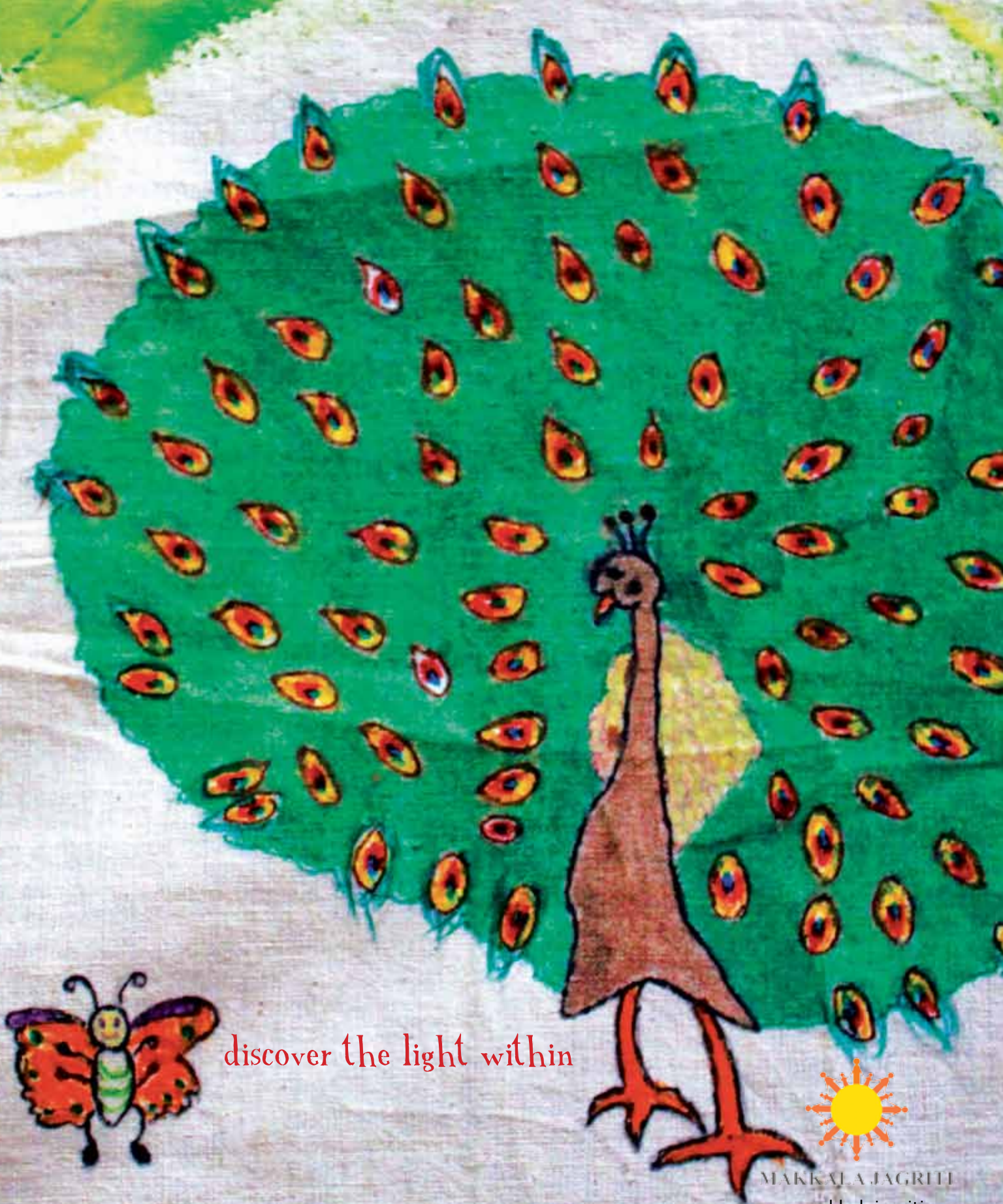
News & Publications

- Durga: kick-off to a new life (October 16, 2009; LiveMint)
- NDTV video coverage of the Badminton Program for children from Makkala Jagriti's Mysore Road Centre conducted by Dream A Dream (one of our resource partners) (October 3, 2009; NDTV.com)
- Learning's fun at Makkala Jagriti's centre (April 21, 2009; Deccan Herald)
- Makkala Jagriti at HSR (March 15-21, 2009; HSR Times)
- Picture of Makkala Jagriti's Mysore Road Centre (February 24, 2009; DNA)
- For a better tomorrow; Makkala Jagriti (May 8, 2007; City Express - with The New Indian Express)
- Educating Rita (January 31, 2007; Femina)
- Study centre for underprivileged children opens (August 11, 2006; Indian Express)
- New learning centre for kids (August 11, 2006, The Times of India)
- Learning centre (August 11, 2006, The Hindu)

Financials

ANNUAL FINANCIAL STATEMENTS FOR 2009-10			
BALANCE SHEET AS AT 31 MARCH 2010			
	AMOUNT (INR)		
	2009-10	2008-09	2007-08
ASSETS	2,211,981.90	844,814.07	1,142,935.17
Fixed Assets	77,822.37	73,519.91	79,151.95
Cash and Bank Balances	1,368,158.52	427,486.16	392,780.22
Advances & Deposits	766,001.00	343,808.00	671,003.00
Loans & Advances	-	-	-
TOTAL ASSETS	2,211,981.89	844,814.07	1,142,935.17
LIABILITIES	2,211,981.90	844,814.06	1,142,935.17
Capital Fund	2,210,980.90	843,813.06	1,141,934.17
Corpus Fund	1,001.00	1,001.00	1,001.00
Other Liabilities	-	-	-
TOTAL LIABILITIES	2,211,981.90	844,814.06	1,142,935.17

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2010			
	AMOUNT (INR)		
	2009-10	2008-09	2007-08
INCOME	3,899,093.89	2,325,291.00	2,640,123.00
Grants & Donations	3,853,567.89	2,288,716.00	2,628,421.00
Bank Interest	45,526.00	36,575.00	11,702.00
EXPENDITURE	2,531,926.05	2,623,412.11	1,804,280.06
Programme Expenses	752,180.12	826,333.51	475,384.35
Operational & Administrative Expenses	49,215.30	76,363	130,406.8
Rent, Electricity, Water & Telephone Charges	365,961.00	426,324.00	360,383
Personnel Costs	1,173,083.00	1,045,008.00	641,971.00
Staff Capacitation	39,921.50	59,083.95	42,582.86
Bank Charges	510.00	826.00	1,202
Stationery, Printing & Postage	13,355.00	19,352.00	53,471
Membership Fees	2,500.00	3,700.00	0
Conveyance & Travel expenses	120,761.59	139,143.00	66,440
Miscellaneous Expenses	1,601.00	9,715.50	5,795
Depreciation	12,837.54	17,563.05	26,644.05
EXCESS OF INCOME OVER EXPENDITURE	1,367,167.84	-	835,842.94
EXCESS OF EXPENDITURE OVER INCOME	-	298,121.11	-



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