



ANNUAL REPORT

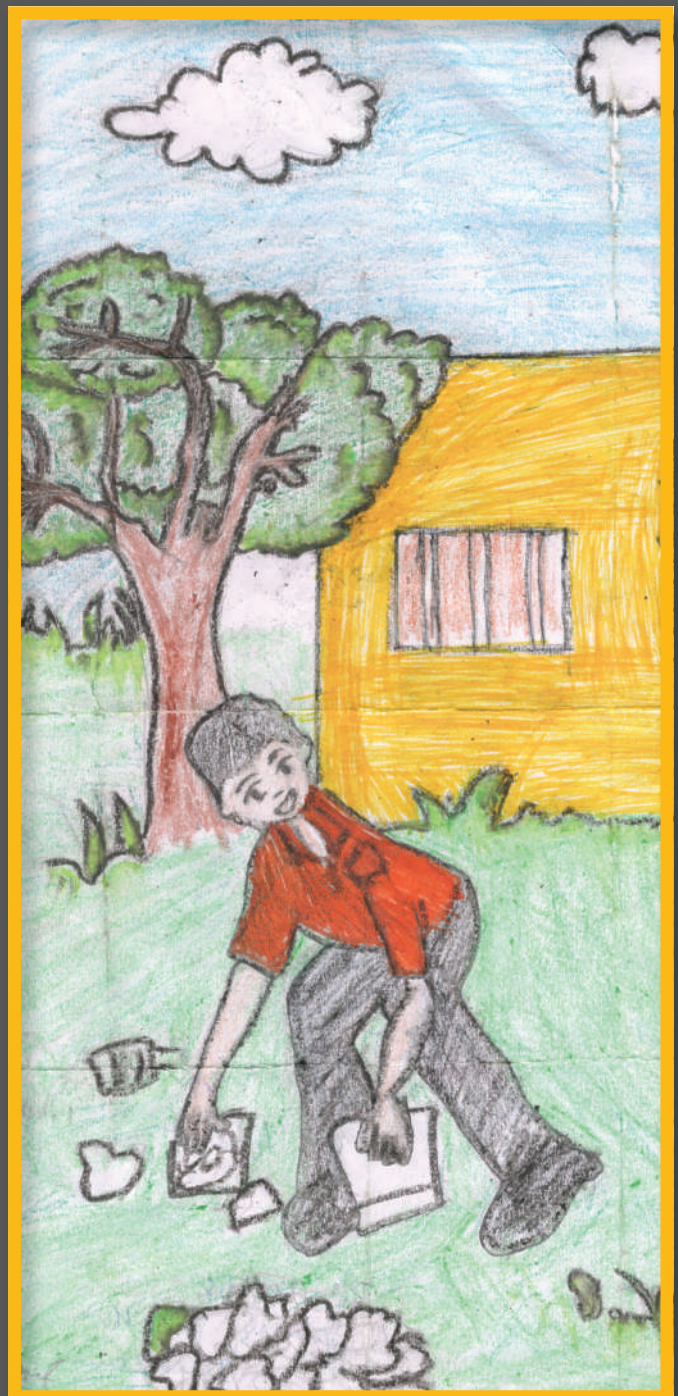
2019-20

Vision

Khula Aasman envisions a world where everyone lives with dignity and peace with oneself and the outside world by exploring creative expression, positive visualisation for self and social change.

Mission

To facilitate art based self expression, expand creative freedom and space for needy individuals, groups and communities and enable them to be catalyst for positive change.



Contents

The Founder's Desk	01
About Khula Aasman Trust	03
Khula Aasman programs	03
The Creative Community Centre	03
The Children's Resource Centre	08
The Well-being Prototype	12
Project Sukoon	14
Working with Senior Citizens	
Workshops and Publications	17
Volunteers and Interns	18
Donations and Grants	18
Our Team	19
Our Partners	19

It is always beneficial to reflect on the year gone by and take note of where we were able to leave our mark, what we were able to achieve, and where there is space to achieve more.

This year proved to be rather unique in comparison to previous years. Khula Aasman Trust (KA) has been working at Lallubhai compound and M-ward of Mumbai for the past four years. As far as human development indices are concerned (Mumbai Human Development Report, 2009), M-East ward sits at the bottom of the 24 wards of Mumbai. It has Asia's second largest and oldest open land-fill that still receives around 4500 metric tons of garbage daily. The infant mortality rate is 66 out of every 1000 live births, while the national average is 41. The air and ground water are contaminated and there is a clear absence of basic amenities. Half of males and 6 out of 7 females are unemployed. The average income for families living in the slum clusters of M- ward is Rs. 7,802 per month. The average age of death sums up the state of affairs in the ward, it is currently only 39 years old. Comparatively, when India became an Independent country, the average age of death was 32 years old. [All the data is from Arun Kumar & Annabel Mehta (eds.), *Life on the Margin: Charting Realities*, Apnalaya Studies Series – I, 2017]

The programme, Creative Community Center (CCC), was intended to initiate after school activities for children so that their heads, hands and hearts can be engaged. Through keeping children engaged in positive projects, the hope is that they will be less susceptible in getting involved in anti-social activities that pervade in their communities. This notion has prompted the use of a preventative strategy, a program for children to learn to enhance their well being and life skills through art & play. This concept has helped hundreds of children; as it actively reiterates the power of play, and the need of creating inclusive spaces where there is a lack of sense of community and belonging.

The CCC programme was supplemented and strengthened this year by collaborating with Actionaid for implementing the Children's Resource Centre (CRC). The project was supported by DXC Technology. We initiated two centers and reached up to 250 children through bridge classes, play way sessions, life skill sessions and career guidance. In a place where parent's entire days are occupied by sourcing their livelihood, it was not an easy journey to convince parents to allow their children to attend classes. Our team of teachers invested effort in home visits to speak with children and parents. Teachers underwent various types of training in order to introduce arts based and participatory teaching methods, to make education child centric and effective.

The other extremely important and unique project implemented this year by the KA team, was the concept of studying well-being through a child's lens, using art as methodology. We did a comparative study using the traditional method of teaching versus a more creative approach. The traditional method involved the teacher speaking and the children receiving the information. The creative method meant the children became the informers and the facilitators became the recipients of the information, insights, feelings and knowledge from the children.

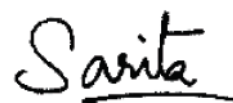
The dialogue was about understanding what makes them feel okay and not okay. Children had to reflect on their understanding regarding various spaces like their home, school, market, and other public spaces. We realized that children had their own feelings that otherwise would have gone unnoticed. By using art and play methodology, instead of a traditional style of teaching, it facilitated a space where children and teachers could explore these feelings and experiences through art & play. We published a comprehensive report titled - A Child Centric Well-being Prototype. The report is extremely significant for organizations working with children. The report highlights the necessity of change in methodology while working with children. The report was made for EDUCO, an organization working on children's rights.

The year 2018-19 was indeed a little different and the major work centered on the rights of the children. We hope to take this forward in the coming year. I thank all children who took part in the sessions and in the workshop enthusiastically. Without their involvement the programme would not have been successful.

I also take this opportunity to thank the Actionaid team Ms. Nirja Bhatnagar, Karishma Gupta and Radha Sehgal. I also thank Mangala Honawar of Tata Trusts for their valuable support, Dr. Vijay Raghvan of Prayas and Ms. Alpa Desai of Family Welfare Agency for providing us an opportunity to work with senior citizens.

I thank the Principal of Shivam School Mr Karande, the Team R&R for providing the due support. I also thank Shobha Mam of Jeevadhara . I thank Suresh Rao, Divyanand and Deepali Bhattacharya for entrusting the study on well being to us.

Last and the most important is the Team Khula Aasman who stood by all the challenges and made the journey fruitful and meaningful for the children.



Sarita Ganesh

Founder and Director,
Khula Aasman Trust

Creative Community Centre (CCC)



The Creative Community Centre is a space developed by KA with the intention of creating a safe and creative space within marginalised communities. The project has focused on the Lallubhai Compound as a model for children to access their right to play and give their creativity a space to flourish. The centre's main focus is on the holistic growth of children and the strengthening of their talents. The centre also creates a space for the children to engage in critical thinking and reflection. We have also seen the program lead to the development of a positive support network of peers within the community.

Study Circles :- Our space is open and interactive. Many of our children have grown up into early adolescence with KA. We have had the privilege of seeing them grow from children into young adults, with ever changing ideas and growing needs. During this time one of their need articulated was the need for a study space. The children wanted a space where they could study, amongst their peers with an adult to support them when needed. We began informal 'study circles' in 2017, and have continued to use the space to run them again this year. The 'study circle' is a space where children come with their homework or study individually. When a student needed help, they were able to reach out to their peers or the teacher/adult that was present. This study circles were frequented by students from grades 7 - 10, and were mostly student-led. This year we have conducted 5 study circles with approximately 25 students.

English speaking classes

English speaking classes were initiated with an aim to equip the children with conversational English skills. Children aged 12 and above attended 8 sessions conducted by Stephen Raftery and Rosanna Rodrigues. A total of 15 children regularly attended these classes. The classes were designed to bridge the gaps between what is taught in the schools and their current skills.





Play for Peace

KA has been associated with Play for Peace International since 2014, and founded the Khula Aasman Mumbai Club here in 2014. Play for Peace is an international space that recognizes the importance of using non-competitive play to promote unity, empathy and leadership. It is also used as a tool to help rebuild relationships that are experiencing conflict or distress. This year we conducted 47 PFP sessions with approximately 150 children where we explored themes of compassion, respect, sharing, positive behaviors, children's rights, hygiene, etc.

Celebrations

In 2018 we celebrated World Peace day, Environment day, Children's Day and the PFP anniversary. The Peace Rally is an annual tradition of reaffirming and exploring the nature of peace. This year, our children created images and cards for community members with messages of peace written and drawn on them. These were then handed out during the rally.

Djembe Drumming Session

Drumming has many positive effects including improving concentration; building community, releasing anger, creating self-awareness, building self-control, restoring sleep cycles, improving mindfulness, generating creativity and the ability to follow instructions. We conducted two sessions this year with 25 students.

Exposure Visits

The children were taken on several visits to spaces of recreation, art and culture in the last year. They were taken to the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (King Shivaji museum), the Rani Baug and other art and cultural exhibitions. The hope of these visits is to increase cultural experiences, build knowledge, gain understanding and create spaces to grow and experience things that would otherwise not be possible. A total of 30 children took part in these excursions.

Women's Day Celebration

A session for women in the community was conducted on the 8th of March 2019, in Lallubhai Compound. The objective of the session was to celebrate International Women's Day by unwinding and connecting with mothers and caregivers of children in the community and with themselves. Most of the participants were mothers of our students from the CRC, others were women who heard about the session and wanted



to participate. We used a mix of games, movement based activities, and colors. All of this facilitated reconnecting with their inner child and the memory of drawing for fun. We discussed practicing self care in their everyday lives and what it would mean for each of them. The women requested for more sessions for them on a regular basis.

Summer Camp

There was a 5 day summer vacation workshop held in the Khula Aasman office between April 16th and 20th. This workshop was put in place for students of schools in the Lallubhai community. Over the 5 days, there were specific topics assigned to each day and workshops were organised accordingly. A total of 12 students participated in the workshops from start to finish. The following is a brief breakdown of what took place during each day.

– **Day 1: Introduction to the self**

The first day saw the students arriving with fresh faces and open ears. When asked why they had chosen to attend and we heard answers such as “personality development” and to learn new skills. Activities on the day included a drawing activity (drawing of one’s self), a drumming circle, physical exercises including ‘zoning in’ and a drama exercise. The drama exercise was based on emotions, where everybody was assigned a random ‘daily emotion’ which they then had to act out. After each activity, the students expressed they felt happy, saying that they felt “energised” and “in the moment”. The children also commented that the drama exercise was a very interesting way of expressing their feelings.

– **Day 2: Who/what contributes to my identity?**

The first session of the second day involved the students drawing their dreams on pieces of paper. The dreams were displayed on a piece of string which stretched across the

room. Next, there was an exercise on how there is a possibility of children achieving their dreams. This was followed by a video that gave the students hope and encouragement to do so. Through observing the post-activity reflections, the group took a positive message away from the activity. They realised that just because something is extremely difficult, it does not mean it's impossible, hard work can get you a lot of things. After this we played a game of 'dog and bone' which was played outside. The group said they were happy to be playing outside in the fresh air and taking a break from the indoor activities.

Day 3: Effective Communication

On the third day we held sessions on effective communication. These sessions involved activities around body language and personal space. The personal space and body language workshops were very useful for the students as it was something they can practice in their every-day lives. They said that they learned how "not everybody has the same personal space and it is important to be mindful of this". Another activity was a writing activity in which groups performed pieces in two ways, once with words, and once without. This was to highlight that there are other forms of communication such as body language. The students said this made them realise that "sometimes it is better to be listening instead of talking" and that sometimes we can take for granted our own ability to use language in communication.

Day 4: Photography and Fun Learning Games

The students had a photography lesson in the early afternoon. This was a 2 hour session. The first half was spent inside teaching theory of photo composition, and the second half was spent outside practicing the theory learned in the first half. The children were very alert during this session and from looking at their practice shots, it was clear that they had learnt some of the basics of photography. The late afternoon session was filled with fun learning games. There were a number of activities in this session and they highlighted the importance of playing as a part of a team, how something that seems impossible isn't always as it seems, and how our needs do not have to be so complicated.

Day 5: Eco-Sensitization and Clay work

The students heard a story that was related to river conservations. This was a true story and it inspired them a lot to think about their natural environment and what they can do on a day to day basis to lessen their ecological footprint. Afterwards the children were split into groups to create a scene made from clay about the story they had just heard. Each piece was extremely expressive and unique which made it challenging for us to select a winner. On the last day when we had finished all the workshops, we asked the students what they had learnt during the 5 day summer camp. They told us that they were more confident because of the drama exercises, more mindful of personal space because of the communications exercises, more skillful because of the photography workshop and full of positive energy over all because of all the play and creativity that was included in the week.

Awareness Sessions

This year we particularly focused on deconstructing 'gender' through stories and art with the children from the CCC. The accompanying conversation addressed how gender, as a social construct, works to limit our choices and shapes the ideas we have about ourselves and others. The children were brave enough to communicate their ideas and thoughts about what it means to be a 'man' or a 'woman'. The children attempted to not only explore where these ideas come from but also reflect upon how we propagate the same through our actions and words. We are extremely proud of the children for continually tackling difficult subjects head-on!

Children also attended an awareness session on Child Rights and Friendly Police. The session focused on addressing problems faced by girls and women in the area, including sexual harassment and ways to report the crime. The session was conducted by senior police officials from Hiranandani police station. Children shared their observations and concerns about the area they live in, including the issue of drug users, fights in the area and the need for female children to feel and be safe. They also shared their perspectives of the police personnel, including that they often are scared of the police. They have asked for regular patrolling in Lallubhai Compound. An article about our work was carried in a local daily 'Mahanayak.'

Street Play

We are so proud of our fieldwork students, Rukhsana and Smita, who worked with our students at the CCC at Lallubhai Compound to put together a street play - 'Swacchata, hamari zimmedari' (Cleanliness, our responsibility). The play ran in two locations and had a wide and appreciative following. Public performances such as this provide an opportunity for the children to engage with their community, and it allows them to be part of a novel experience, thereby honing their skills and talents!



Khula Aasman Trust formally inaugurated the Children's Resource Center (CRC) project on 22nd June, 2018. The CRC is being implemented in collaboration with ActionAid. The project was implemented at Lallubhai Compound. It was envisioned that CRC would enhance the learning standards of children and build an interest in learning, especially amongst girls from grades 1-7. These goals were addressed by evolving teaching methodology and making learning fun and holistic. The focus was also on empowering adolescent girls by means of sessions like life skills, career guidance, and communication forums. We also provided additional learning support for children between grades 5-10, by means of Play Way sessions for teaching academic concepts that children often find difficult. With the support of ActionAid India and DXC Technologies, we have set up 2 centers in the community. These centres serve as safe spaces for children to access quality educational support and resources, including games and a library.



Inauguration of CRC at Shivam Vidya Mandir, Lallubhai Compound

To convince parents about the importance of continuing their child's education and understanding and documenting impediments along the way to access education, we engaged regularly with parents and did home visits. Some of the challenges/barriers, regarding being able to attend the program that the children faced are:

- Having to take care of younger siblings in the house, while the adults were away for work or doing other household chores.
- For a section of the community, running water comes at the same time as the class, and children would have to stay behind to fill water in their homes.
- Given the schedule of the community, families would often have dinner late at night after all the earning members were home, and sleep even later.
- Often encountered children who were repeatedly absent in class was due to not having enough sleep.
- Hunger and nutrition were other issues we tackled in the classroom, with many children coming to class on an empty stomach. We started stocking and distributing dry snacks, fruits on a daily basis to all the children in attendance in the class and the sessions.

Activities under CRC

Bridge classes

Bridge classes aim to bridge the gap in academic learning by building foundational concepts and improve learning outcomes through academic support classes for children of lower income families from grades 1 to 7. Beginning with a baseline survey, mobilisation visits and networking with schools and NGOs in the community, we enrolled over 250 students into our bridge classes in 2018-19. In these classes children were engaged through interactive and participatory methods of teaching-learning. The emphasis has been on developing children's fine motor skills, phonetics, writing, reading, and listening skills as well as processing concepts and logical reasoning. A lot of body movement based activities are used for learning.



Play way sessions

Play way or fun learning sessions were aimed at increasing interest in difficult subjects and inculcating scientific aptitude among adolescents. 22 sessions were held across the year in both the centres. The sessions were conducted covered a wide variety of topics. Children engaged with topics like; interaction and interrelation between humans and nature, understanding human civilizations and inventions, introduction to astronomy, developing and conducting science experiments to introduce the concepts of atoms, gravity, infinity, and so on. There was also a focus on language development through the use of games,



story creation and story-telling. These dedicated sessions were helpful in developing critical thinking, creating an interest in reading books and listening to stories, performing scientific experiments and analyzing their results. An average of 258 students per centre participated in these sessions over the past year.

Life skills sessions

Life skills sessions were conducted so that adolescent girls could have a better understanding about their bodies, sexual intercourse, reproductive health, sexuality and gender based violence as well as an awareness and decision making regarding their health and bodies. Over the course of 4 sessions across the year, our expert facilitators



addressed topics like changes in physical and emotional self with age, understanding puberty, menstrual cycle and menstrual hygiene. One session with a mixed-gender group addressed the notions of 'gender' and gender stereotypes. Using a variety of activities, the group brought up commonly held notions about the opposite sex, the evolving gender dynamics and opportunities available to all, and the access to opportunities based on gender. As a critical component of life skills training, a discussion on physical and emotional safety was done, weaving it with the concept of personal space and boundaries.

Communication forum

As a part of the ongoing intervention at the CRCs, sessions to encourage better communication between mothers and daughters were held through communication forums. Through use of tools like dance movement, sculpting, sharing circles, chanting etc, a space was created for the girls to articulate their dreams and ambitions to their mothers. Positive touch was encouraged, between mothers and daughters, to bridge the generation gap. By the end of the sessions, both the mothers and daughters were in tears, experiencing unconditional listening and sharing, which was the first time for some. We were able to reach out to 10 pairs of mothers and daughters in both the centres.





Career guidance sessions

Informative sessions on different career options and available opportunities were conducted at both the centres. 2 such sessions were conducted in each of the centres. We were able to reach out to a total of 178 students in both the centres during the same. Out of these, 29 students availed aptitude testing and counselling sessions. Students, who went through test and counseling, shared that it was a good experience to have a one-on-one discussion, especially because their interests were taken into consideration, and they got a lot of options for further studies and career. Students who participated in the other sessions got an opportunity to voice their concerns and get a better sense of the paths they could pursue.

Books and toy library

Story books and interactive toys were bought for the centres. The books were especially chosen so that they were visually stimulating, informative and easy to read.

Capacity building sessions

The sessions, conducted by KA, involved in-house expertise as well as external experts. Training included Play for Peace games and activities, creating an inclusive, non-competitive, and safe learning environment, super brain yoga, a session on laws related to children. A couple of our teachers attended the Life Drama workshop, which involved training on the use of psychodrama and drama therapy.



This year we had an opportunity to work with EDUCO (Fundacion Educacion Cooperacion, Spain) India on 'Well-being Project' a project that aimed to understand the concept of 'well-being' through the lens of a child, as well as to test the impact of art and games as tools for engagement with children.

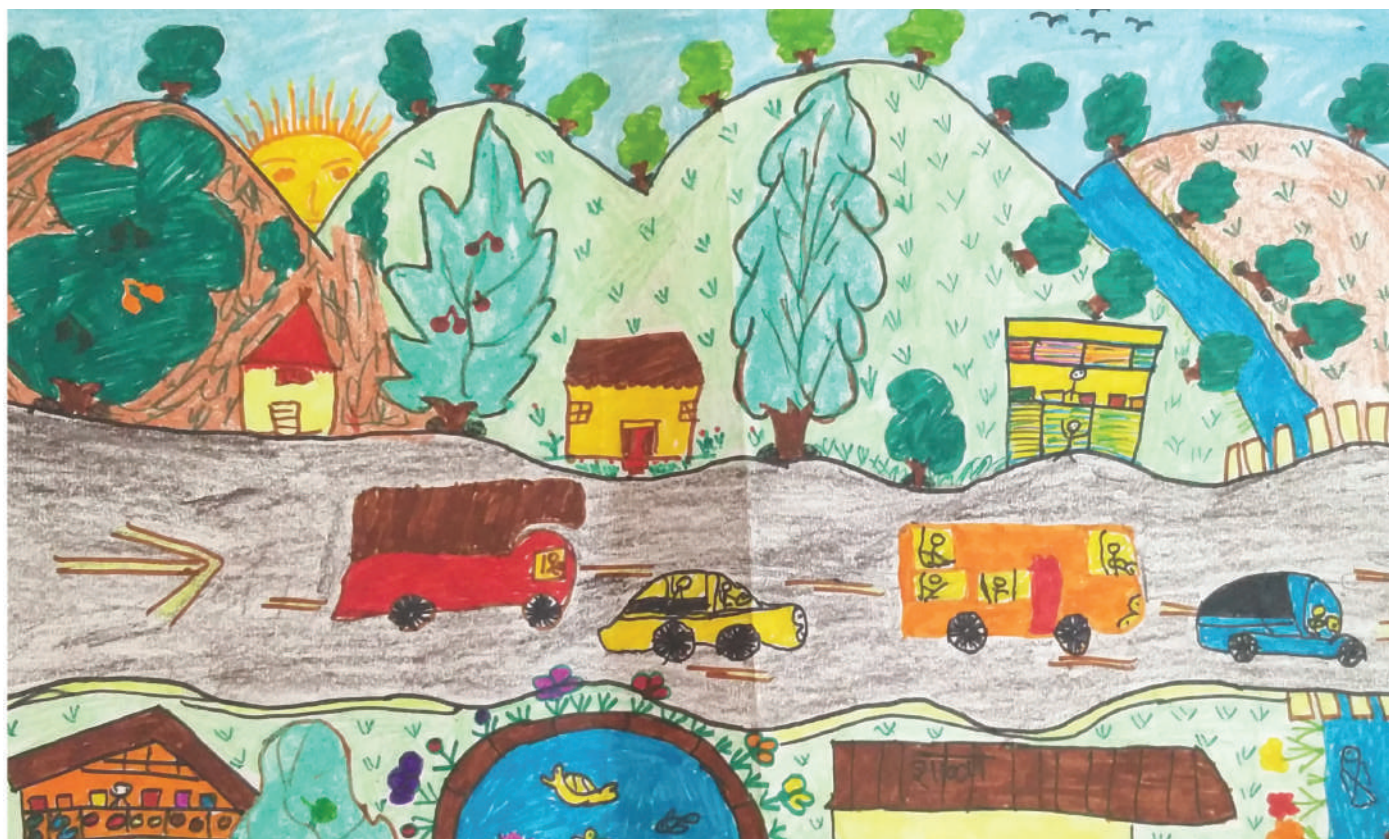


Through various enriching meetings with the EDUCO India team, the pathway to this exploration was charted out. Over several weeks, the team worked with 150 children (aged 10-14) in Maharashtra, from rural and urban areas. Working with small groups of 12-13 children at a time, over a period of 4 days, the team used art as a tool for inquiry, allowing the children to explore various aspects of their existence. Aspects such as community, family, peers, school, environment etc. and how these elements impact their lives, and contribute to their well-being. By breaking down this concept into being okay and not okay, the team collated the shared learnings, reflections and art of the participants. They then wrote down what children valued and what was impacting them.

Emerging from this process was not only a glimpse into how children understand and interact with the concept of 'well-being' but also an understanding of what children value, how they think and how they experience their environment and the people around them.

Upon analyzing the data, following factors were noted for children's well-being:

- 1) **Environmental** - A heavy emphasis was placed on the state of the environment the children live in. Clean classrooms, roads, green spaces with flowers and fresh fruits were highly valued by the children.
- 2) **Relationship to others** -It was also noted that most of the children focused on how people in their environment interacted with them and with each other.
- 3) **Material possessions** and basic needs -Relates to clothes, cycles, food, etc. Children talked about some basic necessities under this theme.
- 4) **Other themes**- Several other themes emerged like addiction, altruism, violence and learning. These themes came up in both rural and urban contexts.



Methodology:

The method used was an art-based approach which involved engaging with children through the use of games, props, visual art, songs and rhymes to facilitate a space in which the children could explore well-being. This was compared against the use of art and play as a tool for engagement with children.

Results:

It was found that art and play are crucial to facilitate a deeper and more meaningful engagement with the children. Notably, the children in the control group (FGD) were less engaged and participated less. They were not able to discuss concepts or express themselves in as much depth as the experimental group.

To disseminate the voices of the children and express what they value as intrinsic to their well-being, an exhibition of the children's art was held on 1st and 2nd March 2018. More than 100 people attended including the children themselves, with 6 of them coming all the way from Palghar to Mumbai to be part of the exhibition!

The Well-being Prototype, as a document, has implications for service providers, educators, policy makers and parents, or anyone who interacts with children. A copy of the report is available on request.

Sukoon is a skill-based programme run by K.A. The programme provides art and craft training to individuals in distress and also offers a professional environment, without the pressures of the formal work sector. The programme is built on the belief that art and craft helps individuals to express themselves, providing them with the ability to heal through therapeutic and engaging processes.

The products created are then sold at exhibitions around the city to raise awareness of the programs run by KA. These exhibitions also create a platform for KA to engage with the general public and share information about the organisations central tenet of art as a healing therapy. These initiatives also serve to raise funds that feed back into the programs.

In the past, people working with us, through Project Sukoon, have been able to gain skills that have then enabled them to engage in sustainable employment. Some people from outside organisations, who have also completed the program, have returned to their place of work and have become trainers/role models. Some of the participants of these programmes also get absorbed into the organisation itself. Through the use of art as



therapy, overtime they are able to articulate their personal journeys of recovery.

Project Sukoon is a response to gaps in the current system; gaps that make the process of reintegration post institutionalisation difficult, especially the general lack of spaces for reintegrative services, that allow people to adjust to a professional environment at their own pace, coming to terms with their own emotions and strengths.

Our partners in this programme include Prayas (Field Action Project, TISS) and other institutions. We have also seen more women come into our office space seeking a safe space to express themselves and feel a sense of belonging. They have told us that after several weeks of working with the project, they are able to sleep better, feel less stressed and anxious, and also that there is a reduction in their experience of depression.

April 2018 - March 2019 (TABLE)

No.of Participants	Female (7) Male (3)
Trainers/Volunteers	Tanvi Parab, Shruti Shanker
Training Received	Tapestry weaving, color theory, mat making, diary making, puppets, handmade paper, thread earrings, tie-dye techniques, paper and cloth art
No.of Exhibitions	5

We have held exhibitions and stalls in various spaces including corporate spaces (Tata Trusts, Capita India) educational settings (Sophia College, VESIT, etc) and community spaces (Samruddhi Bachat Gat)

Expressive Arts Based Tools with Senior Citizens

Our team has been working with the Family Welfare Agency for several years now. Our intervention has been focused on promoting dignity and well-being amongst the clients.

The clients have all been above 60 years of age who are still living with their families. Issues primarily faced by this population include:

- Communication within the family
- Lack of family support
- Not immediate solution for their pain
- Loss of functioning (physical, cognitive)
- Financial
- Changing identities and understanding usefulness.

The Intervention:

Two sessions were conducted per month. Our trainers P. Stalin and Sarita Ganesh have taken in various art-forms and methodologies, such as drumming, visual art, body movement, yoga, games, clay work and drama.

The objectives:

To create a space for de-stressing, creating bonds, creating possibilities of body movement and sharing concerns.

Immediate impact

- Facilitation of a safe space to express their feelings
- Accessing positive emotions and memories
- Experiencing relief and freedom from anxiety during the sessions
- Feeling relief from mental, physical, and social pressure
- Emotional Healing
- Trust building within the group
- Developing hope

Long term impact

- Building strength and flexibility in the body
- Sense of purpose
- Emotional well-being
- Cognitive shifts towards a more positive mindset

Feedback from the Group

- In the beginning people complained about physical ailments, but towards the end they would say that all their physical symptoms had gone 'like magic'
- Felt free, from their worries and the concept of time.
- Built up their self awareness and that they would work on being present and living in the moment.
- Reached a place of strength and acceptance of their realities.
- Felt supported by the group, which encouraged them to open up and share their personal experiences.
- Felt lighter, physically and mentally.

Feedback from the Staff

- Helped to shake off the physical and emotional fatigue from the body.
- Created a safe space in order to enhance the groups bond and to build self-confidence.
- Increased openness to share personal experiences and stories.
- The sessions increased their confidence in conducting similar sessions in the future.
- Learned new activities and techniques.

Arts and Body-based Interventions - In An Observation Home In India:
Social Dialogue Online (June 2018)

We are extremely excited to announce that our work has been published in the 19th volume of Social Dialogue Online Magazine, launched on May 24, 2018. The theme of the volume is "Art and Social Work". The piece discusses the use of arts and body-based interventions with young boys in an observation home in Mumbai, explores the need for the same and observes impact and outcomes. To read the entire article use this link : <http://socialdialogue.online/>

Khula Aasman chooses to work in spaces of marginalisation where voices of people are oppressed and unheard. Who are these young offenders? Where have they come from? Where are they going? Do they have an identity outside of the label 'offenders'? We look to find answers to these and more, challenging ourselves to look at our own biases. This article being published is for us a step towards making these voices and stories heard and putting these questions out there as well!

Supporters in the field

- The R & R for space in Lallubhai Compound
- Doctors for You (DFY), conducted a Cleanliness Program under their programme, 'Soap to Hope'. A rally, drawing competition and soap distribution drive was organized. 250 children participated.
- Jeevandhara, YUVA, DFY children from these NGOs were a part of the aptitude testing and career guidance sessions.
- Local schools - Overall, the feedback from parents has been positive, with parents highlighting that their child is showing greater interest in academics and performing better since they have been coming to the CRC classes. Similar feedback was received from school teachers
- Shivam Vidya Mandir



- Mr. Abhishek Lamba, Sessions with children
- Ms. Archana Magar, Play for Peace
- Mr. Ganesh Nochur, Photography
- Ms. Nisha Desousa, Crafts
- Ms. Tanvi Parab, Textile and arts

Interns

- Mr. Stephen Rafferty, department of Food Business, University College Cork
- Ms. Anika Joseph, Center for Human ecology, TISS
- Mr. Jason Straussman, School of Social Services Administration, University of Chicago
- Ms. Juliet Gutierrez, School of Social Services Administration, University of Chicago
- Ms. Rukhsana Shaikh, SNTD, Mumbai
- Ms. Smita Bhor, SNTD, Mumbai
- Students from Vivekanand Education Society's Institute of Technology
- IFIMB Students - 10 of them from Bangalore, worked on leadership and interpersonal skills with children in the community
- Ms. Nalini Sahay and Ms. Hiral Shah, Ms. Sonali Kadam & Ms. V. Lakshmidevi
Ms. Kanika Verma & Ms. Purva Manjrekar, Dance movement Therapy, Centre for Lifelong Learning, TISS,

Donations and Grants (TABLE)

Grants- ActionAid	21,67,000
Workshops	1,77,509
Donations	4,79,300
Contribution to project Sukoon	62,060
Total	28,85,869

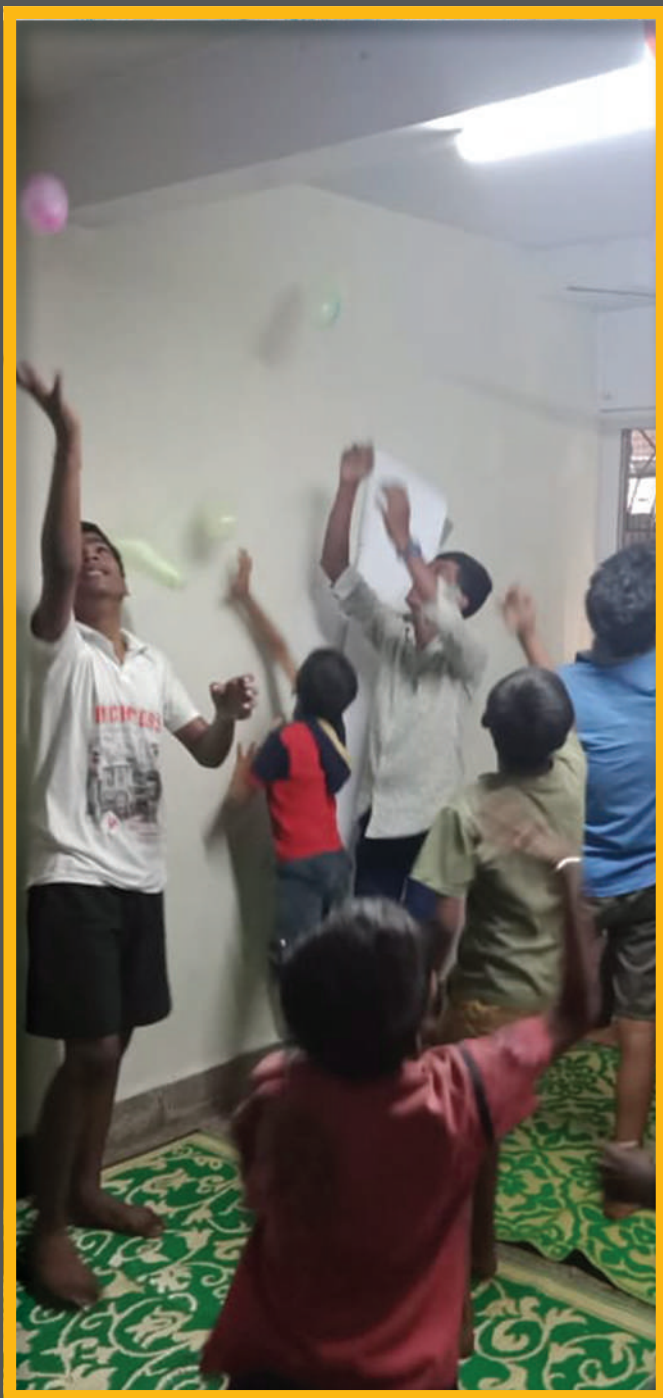
Our Team

Chetana Ayer
Madhuri Kadam
Ranjana Dalwi
Rosanna Rodrigues
P Stalin
Sunita Bele
Ragini Bele
Rehan Khan
Vandana Sonawane
Vidya Meshram
and the teachers

Our Partners

ActionAid
Tata Trusts
Prayas, TISS





The Advisory Board

Dr. Vimla Nadkarni, President,
International Association of
Schools of Social Work

Dr. Rekha Mammen, Professor,
Tata Institute of Social Sciences,
Mumbai

Dr. Uma Shankar,
Vice-Principal, SIES, Sion,
Mumbai

Mr. Sanjeev Khandekar, Artist,
Pune

Dr. Mohan Deshpande, Artist
and health educationist, Pune

Ms. Gauri Deshmukh, Therapist
and Educationist, Pune

KHULA AASMAN TRUST

Registered under

Charitable Trust Act, Mumbai (E-29735)
3/58, Savitha Bldg, Cheddanagar, Chembur,
Mumbai -400089

022 -2558 4687 / +91 9969 5189 68 📞

sarita.khulaaasman@gmail.com ✉

www.khulaaasman.org 🌐

