



AVEHI ABACUS PROJECT

दिल पकड़े दिमाग का हाथ, आओ चले हम साथ साथ!

Annual Report 2020-21



वसंगति



मंथन

साथ-साथ

सुसंगत सहजीवन



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Brief Intro about Avehi Abacus Project

Avehi means 'to know'. The Avehi Public Charitable (Educational) Trust, founded in 1981, is a non-profit dedicated to continuing education and critical social intervention through use of media resources. Avehi initiated the **Avehi Abacus Project** in 1990. The Avehi Abacus Project **believes in improving and strengthening the public education system by making it qualitatively better, to reach out to the most marginalized sections of society and to impact mainstream policy on education.**

The Avehi Abacus Project (AAP) believes in improving and strengthening the public education system. It aims to reach out to the marginalized sections of society and to impact mainstream policy on education.

Vision

The vision behind Avehi Abacus Project is based on an understanding that education, social justice and environmental sustainability are inseparable from each other. The Project is working for an education system that recognizes the primacy of an active learner. It also supports teachers to become reflective and transformative intellectuals, such that they actively contribute towards positive social change.

The Mission

The Avehi Abacus Project strives to influence the quality of teaching-learning in schools with the view to equipping children with the skills and values that will help them contribute positively to society and realize their potential to the fullest. It also aims to empower teachers to become active participants in the educational process. It seeks to work for institutionalisation of meaningful, engaging and creative teaching-learning curricula within schools and on teacher education platforms.

Goals have guided the work of the Avehi Abacus Project:

- To influence the quality of teaching-learning in schools with particular focus on strengthening the public education system.
- To build awareness in children, teachers and educational planners regarding issues related to social justice and environmental sustainability.
- To equip children with the skills and values that will help them contribute positively to society and achieve their own potential.
- To empower teachers to become active participants in the educational process.
- To actively participate towards influencing policies to institutionalize meaningful and creative teaching-learning curricula within schools.
- To build public opinion and influence policy towards redefinition of the quality aspects of education.
- To influence policy towards the formulation, acceptance and implementation of equal quality free education to all children from 0 to 18 years.
- To foster values that promote harmony and to celebrate diversity.

Brief outlines of *Sangati*, *Manthan*, *Saath Saath*

- ***Sangati*** (togetherness/harmony): Is a thought-provoking and interactive **Life Skills Enhancement and Curriculum Enrichment package** comprising of a series of 6 teaching-learning kits with interlinked themes, drawn from sciences and social sciences. This programme is implemented in school and non-school settings with children of age group between 11 and 14 years. ***Sangati*** attempts to make school education relevant and vibrant. It is being used in almost all (900+) schools in the Municipal Corporation of Greater Mumbai (MCGM) and has **thus reached more than 10,000 teachers and approximately 2,70,000 children**. Since 2015 ***Sangati*** is also being transacted in 36 'Ashram schools' of Integrated Tribal Development Department, Shahapur Project, in Thane district of Maharashtra. In 2019-20, ***Sangati*** reached nearly **59707 students** belonging to **1897 classes** of **629 schools** out of 886.

The ***Sangati*** program was started online for 13496 students in 615 classes in 418 schools. As the school was closed, the program was started at the community level with the participation of 9870 children from 328 Bastis/communities in Urban and Rural. ***Sangati*** reached nearly **23366 students**.

- ***Manthan*** (Churning): A foundation course for trainee teachers designed to be transacted with those who have enrolled for Diploma in Teacher Education (D.T. Ed.). ***Manthan*** reached more than **25 D.T. Ed collages and 2300 student teachers**. This programme is currently being used in 14 colleges and 555 **student teachers** in Palghar, Thane, Raigad and Mumbai in Maharashtra.

In the academic year 2020-21, due to the closure of D.T. Ed. due to Covid 19, the ***Mathan*** program started online in 9 D.T. Ed. in which online sessions were conducted with 155 student teachers.

- ***Saath-Saath - Living together in harmony***: This is a curriculum package that has been developed for use in schools as well as community organisations in order to contribute towards the resurgence in awareness about gender justice and equality. This module has reached schools and urban communities in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh, reaching about **10734 adolescent girls, boys and women from Community base centres 126, No. of Schools 87**

As the school was closed due to Covid 19 in the academic year 2020-21, ***Saath Saath*** program was conducted online at Keshavrao Khade Municipal Secondary School in which an online session was held with 43 students.

To know more about Avehi Abacus Project, visit: www.avehiabacus.org

Avehi Abacus Project Outreach 2020-21

<i>Sangati</i>			<i>Manthan</i>		<i>Saath Saath</i>	
Online sessions		Work with communities	Online sessions		Online sessions	
No. of Schools	418		D.TEd colleges	9	No. of Schools	1
No of communities/Centre		328				
No. of Classes	615					
No. of Students	13496	9870	No. of Student Teachers	155	No. of Students	43

***Sangati* Programme Supplementary Curriculum**

for upper-primary schools



Avehi Abacus Project's syllabus formulation started in one of the Mumbai Municipal Schools in 1990 on an experimental basis where the prototype was developed till 1995. The field testing was done from 1995 to 2000 in 25 Municipal Schools by regular teachers and in about 15 Non formal Education classes by the volunteers. From 2000 to 2005 **Sangati** was used on a wider platform in G- South and F-south North wards in the Mumbai Municipal Schools and in about 180 Zilla Parishad schools in one Block each of Yawatmal and Chandrapur Districts as part of UNICEF's Learning Enhancement Programme. Implementation of **Sangati** program started on a wider scale in 2006 in all the Upper Primary Schools of Mumbai Municipal Corporation several external evaluation studies by experts it is being implemented in all the Upper Primary Schools from 2006.

Avehi Abacus Project's **Sangati** is a three-year curriculum enrichment package – comprising of a series of six teaching-learning kits having inter linked themes and drawing on content taught in general sciences and social studies. It is intended to be transacted with children in the age-group of 10 to 14 years. **Sangati** is thought-provoking and interactive, attempting to make school education more relevant and vibrant.

Sangati is being implemented in all GBMC middle schools in Greater Mumbai (mainly urban schools and a few schools catering to the tribal population adjacent to Mumbai) and Ashram schools in Thane district (residential schools for tribal children). Since June 2006, three batches of Std V to Std VII in BMC schools have benefitted from **Sangati** as a supplementary, enrichment curriculum. Mumbai Municipal Corporation's Education Department has extended excellent support during the implementation of the programme.

Presently, the **Sangati** program is being conducted online for 13496 students in 615 classes in 418 schools. As the school was closed, the program was started at the community level with the participation of 9870 children from 328 Bastis/communities in Urban and Rural. **Sangati** reached nearly **23366 students**.

Objectives of *Sangati* programme:

- To enhance the academic quality of education in schools by enriching and supplementing the regular curriculum.
- To kindle and develop the inherent Life-skills in learners (such as; communication, critical thinking, planning, informed and sensitive decision-making, conflict-resolution, analysis and problem solving, time-management).
- To build vital cognitive skills of meta-thinking, analysis and making active-choices, and to encourage children to consider different opinions while forming and expressing their own.
- To enhance the children's academic performance (particularly in Social Science) by making learning relevant and enjoyable.

- To enable teachers to refresh their teaching skills, to encourage multi-disciplinary teaching, and make teaching participatory and enjoyable.
- To provide stimulating reading materials that will help develop children's reading skills and cultivate a thirst for reading beyond academic material.

Field Outreach of *Sangati* Programme

Avehi Abacus Project works with underprivileged children in Mumbai Municipal Corporation Schools and residential schools for tribal children (Ashram schools) run by the Tribal Development Department. 100% of students attending these schools belong to low socio economic strata characterized by low income, low occupation, and low education.

Sangati Programme in Online and communities classes in GMMC (BMC Schools) and Ashram Schools

<i>Sangati</i> Programme in Online and communities classes in GMMC (BMC Schools) and Ashram Schools							
		Online sessions			Communities base classes		Total No of students from Online and communities classes of <i>Sangati</i>
Schools	Standard	No of Schools	No of classes	No of students	No of Communities	No of students	
GMMC Upper Primary Schools	In Online class: Std. 7 In Communities Std. 5 to 10	391	584	12880	277		
GMMC: Secondary Schools		24	28	443		7201	
Total		415	612	13323	277	7201	20524
Ashram Schools	Std. 5 to 9	3	7	173	51 In local communities and schools	2669	2842
Grand Total		418	619	13496	328	9870	23366

The programme in schools is implemented as follows

The *Sangati* series consists of six interactive learning kits - two each for Classes VII. Each kit consists of a Manual for Teachers and a set of Visual Aids. The titles in the series are:

Standard	<i>Sangati</i> Kits
VII	Kit 5: Understanding Change
	Kit 6: Preparing For The Future

About Sangati Kits

Sangati is a three-year enrichment curriculum package, comprising of a series of six teaching-learning kits with inter-linked themes addressing issues in Science and Social Studies. It addresses the gaps between topics in the prescribed syllabus, encourages inter-disciplinary learning and connects school knowledge to every day life.

The **Sangati** series focuses on the content of school education. The attempt is to make school education relevant and interesting, by improving the quality of what is taught and how it is taught.

The emphasis of **Sangati** is on certain specific themes and the links between them, rather than on isolated pieces of information. These themes are organized in a way that will provide a different perspective for children to understand and analyze the world around them. These interlinked themes (indicated here in capitals) are:

Knowing about **MYSELF** means understanding that I am unique and yet share something with every other human being. It means understanding the potential and limitations of **MY BODY**, and realizing that regardless of our differences all human beings have the same **NEEDS**.

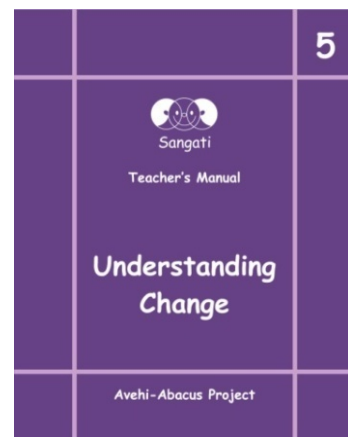
It is **OUR EARTH** that provides the resources that make it possible for us to fulfill our needs. We share the earth with other living beings and are part of the **WEB OF LIFE** because we use the same resources.

For thousands of years, human beings have been producing things using the earth's resources. In this process, technology has advanced and different **SOCIETIES HAVE DEVELOPED**.

Continuing changes in technology and different social, economic, political and cultural institutions influence **THE WAY WE LIVE** our lives and our relationships with one another.

There has been a great deal of change in human society and in the relationships that human beings have developed - with one another, with other forms of life, and with the environment. It is only by **UNDERSTANDING** these **CHANGES** and analyzing their impact that we can learn to deal with them and to create the kind of society we want.

If we truly want to bring about change, then we need to **PREPARE FOR THE FUTURE**. This means exploring alternatives for a better future for ourselves as individuals as well as for our society and our earth.



***Sangati* Programme in GMMC Schools: Process of Implementation**

A nationwide lockdown was declared beginning in March 2021 to prevent the spread of Corona infection. Announced initially for 21 days, the time was gradually increased and it is almost a year now. During this year of Covid-19 and lockdown, everyone had to face many problems. The disease has had a huge impact not only on the economy but also on education. There were many problems with regard to nutrition, employment and health.

In this situation, the work of interacting with the children started with the students of the municipal schools in A to T ward, regarding the problems they had faced.

Activities: 2020-21

Until the schools reopen and children are allowed to come to school, we will continue to coordinate with the school teachers/authorities and local level agencies to be in touch with the children either virtually or physically (following all the safety protocol), but before that, the most important work that has been started is to remain in touch with children and provide counselling support.

- **Received permission letter:** The Department of Education of Mumbai Municipal Corporation has granted permission to implement the ***Sangati*** program in its upper primary and secondary schools in the academic year of June 2018 to April 2019, through a letter, but this permission needs a yearly renewal and hence the process of getting this letter for 2020-21 was initiated. Extension of permission has been granted by the department vide letter (PPC/00/88 Date 5/ 8/ 2020). In order to ensure smooth integration, better monitoring and sustained use of ***Sangati*** programme, the Avehi Abacus Project has been involved in working closely with teachers and Supervisory Officials of Education Department.
- **Capacity Building workshop, meetings with staff:** Regular meeting with Team, coordinators etc.
- **Obtaining student phone numbers:** To reach-out to as many as 13323 students by means of phone and by word-of-mouth. This is a commendable achievement by the team.
- **Dialogue with teachers:** The mobile numbers of all the teachers and headmasters of the schools in which the '***Sangati***' program was started were not saved in the representatives' mobiles. So the big task of getting their numbers was done with the help of teachers and officials from other schools. After that we interacted with the teachers, and started contacting them in the months of May and June 2020. The teachers themselves have voluntarily enlisted participation of Avehi representatives in their schools' 'Whatsapp' groups.
- **Continuous Follow-up with parents and children:** A continuous follow-up is underway, keeping track of parents and children already contacted and efforts are being made to reach-out to more. The details of some students who have gone to the village or have left the state are being kept. This is being done so that we can track-them and assist the **Education Department** in order to prevent drop-outs.

- **Children's counseling:** The students have to face many problems during this Covid period, so they get very irritated, quarrel over small issues, don't get to play, stay on mobile, etc. The economic situation has led to even more different and difficult experiences. The children expressed the view that Avehi was the first to contact them.
- **Student feedback: impact of Covid-19:** Due to the Covid-19 situation, everyone has had to face many problems, including school children. The students discussed their experiences during this period on the phone, after which the children wrote down their thoughts, took photos and sent them via mobile. We have received around 4000 of these responses. Some have written and shared their experiences, while others have sent pictures.

Details attached here with Annexure : 1 'Impact of COVID and Our School after COVID Written Feedback by Students'

- **Our School After Covid : Student Feedback:**

Students have shared their thoughts about what they think their schools will be like in the post-Corona world. Some of the most interesting points suggested by the students, are-

Children have shared what their schools may look like after they go back after Corona. They think that the teachers may not come physically near them and explain. Everyone will have to maintain mutual distance, wear a face mask, keep a distance of 2 feet, apply hand sanitizer, wash hands frequently with soap, not spit while turning the pages of a book, not shake hands with each other, not touch hands, nose, ears, mouth etc. These things will always need to be remembered.

- Also all our vacations will now be canceled. Will not be able to take to the field to play, will pay more attention to study.

- Very few children will come to school. Parents will not send their children to school. One child will sit on one bench.

We won't like it if we will be allowed to physically attend school only for one or two days a week, but because of Corona, we will have to accept this arrangement.

- Anyone who has a cold or cough at school will be told to stay at home for 14 days. School rules will change. There will be more rules and discipline, in view of Corona.

- We will constantly have to wear masks inside schools and keep a Sanitizer in our bags at all times.

Annexure: 1 'Impact of COVID and Our School after COVID Written Feedback by Students'

- **Efforts to spread and raise awareness about Covid-19:** Various groups were formed to interact with the students. There was some misunderstanding among the students about Covid-19. The students were informed about their safety by sending videos and pictures on how to protect themselves and their families in this situation.

The stories of the **Sangati** program have been sent to the children in the form of links by the Avehi Abacus Organization and more importantly, some Youtube links and videos have also been sent to create awareness about Corona. The team is trying to reach out to children in such a way that the children understand the situation in its entirety.

- **Planning of online sessions:** **Sangati** representatives joined the online group in the school with the aim of reaching out to the students of class 7 so that the **Sangati** program could continue in the schools. First of all, after knowing the daily routine and schedule of the school, the representatives and field coordinators coordinated with the headmaster and teachers and planned the online sessions. Attempts were made to clarify the purpose of the Kit and the sessions by including students and teachers in the link created by the teacher or in the link created by the representative or field coordinator.

Supporting children by remaining in regular touch with them in order to understand their circumstances and making efforts to resolve their problems mainly to ensure they do not drop-out and remain regular: An effort to remain in touch with as many students as possible particularly those who are not able to connect to classes by on-line means. This is needed to emotionally support these students and organize any follow-ups to prevent drop-outs.

- **On-line Sangati sessions with children:** In the academic year 2020-2021, due to the spread of Corona virus, online education started from July / August 2020. We contacted a few groups, teachers and head teachers from various schools and planned our interventions with their collaborations and consultations.
- Meanwhile we have already connected with 15395 students from the BMC schools. Till the time we get the formal permission from the department we are planning to roll-out online sessions with the available students and expand the network of students. With a strong support team of school representatives (50 persons) we will be able to stay connected with students on individual basis for follow-up, counselling support, problem-solving, etc.

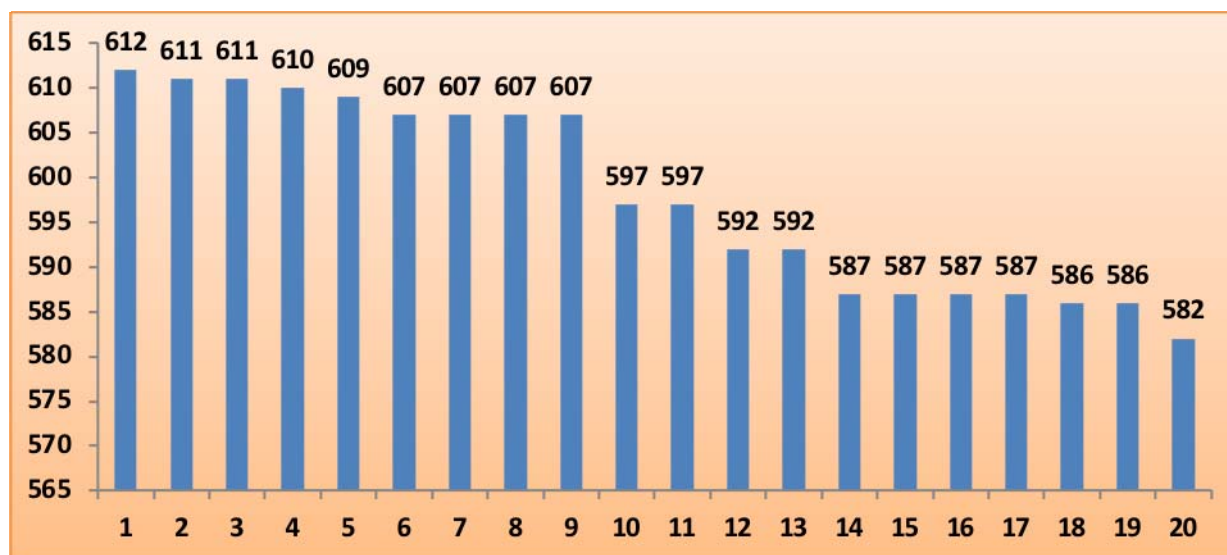
It was decided that we should focus on the sessions that are most relevant in the current situation. Accordingly, we started with standard 7th **Sangati Kit 5- 'Understanding Change', Sangati Kit 6 - 'Preparing For The Future'.**

Sangati Kit 5 - Understanding Change was started in **612 classes** and was completed in **582** classes. **Sangati Kit 6 - 'Preparing For The Future'** was started in **533 classes** and was completed in **469** classes of Std VII in Upper Primary and Secondary schools.

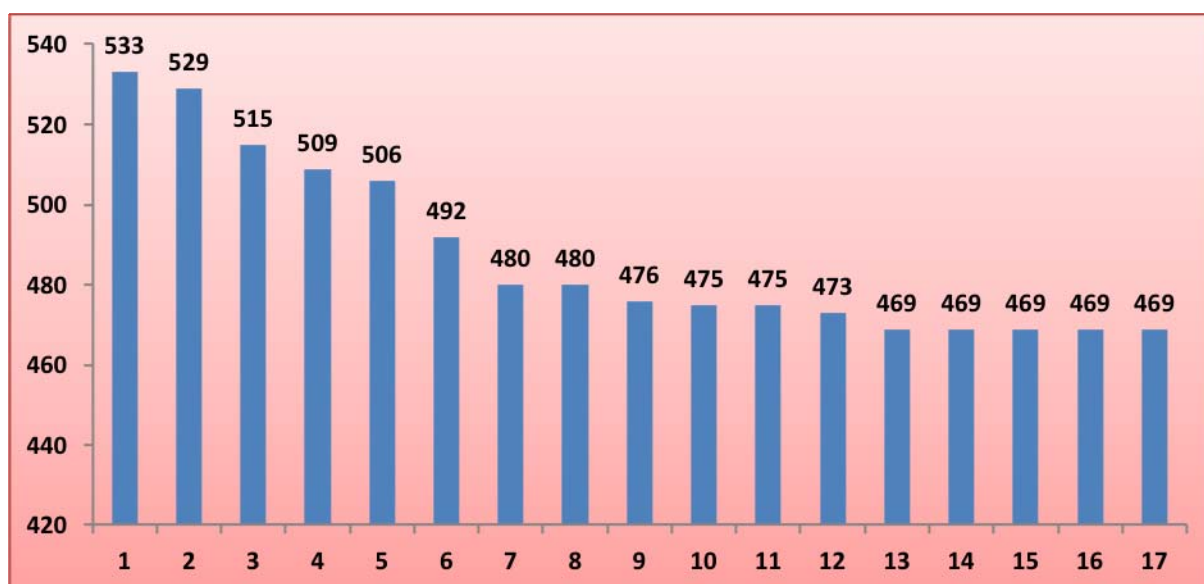
These sessions were organised on platforms like Zoom, Google Meet etc., as per the convenience of the teachers and students. The months of June to September were dedicated to updating and collating data regarding the contact details of the teachers and students. Post this, regular sessions were introduced.

Details of Implementation of sessions of kits 5 and 6 in *Sangati* Programme

Status of Kit 5 'Understanding Change' with std. 7



- ***Sangati* Kit 5 - 'Understanding Change'** was started in **612 classes** and was completed in **582** classes.
- ***Sangati* Kit 6 - 'Preparing For The Future'** was started in **533 classes** and was completed in **469** classes of Std VII in Upper Primary and Secondary schools.



Planning: *Sangati* representatives joined the groups created by schools, with the intention of keeping in touch with the teachers and students and plan *Sangati* sessions according to their convenience. After understanding their daily routine and school session schedules, *Sangati* representatives and Cluster coordinators, along with the teachers and head teachers, planned the sessions. This plan was shared with the teachers.

- Regular periodic contact was maintained with the students, who did not own a smart phone.
- Efforts were made to join the link created by the teachers or a new link was created by the *Sangati* team. The objectives of *Sangati* kit and sessions were introduced in these meetings.
- The work done by students was collated in the form of the experiences they shared in writing and verbally during sessions, the craft items they had created and the drawings they had made.
- Some counselling sessions were introduced to boost the morale of the students.
- The objectives of the session in set 5 were linked to the current pandemic and lockdown situation to make it more relevant.
- The cluster coordinators and representatives are putting in efforts to add more schools as well as classes in our program.
- Two sessions are organized per month and follow up for each class is regularly ensured. This is the means for ensuring that our work reaches students.

Details attached here with: Annexure: 2 'Experiences during the sessions'

- **Workbook for Self-Study based on *Sangati* Kit 1 - Myself, My Body and Our Needs:** For those children who were unable to connect to digital platforms during the lockdown, a Workbook was developed and produced in Marathi (4000 copies) and Hindi (6000 copies) so that they would find relevant information connecting formal textbook content in Science and Social Science and also specific information on Covid 19 and how to deal with it. It also addresses issues of physical and mental health. The Workbook is called Avehi-Abacus Project Gatividhi Pustika 1 - *Mera Parichay* in Hindi and *Majhi Olakh* in Marathi (Avehi-Abacus Project Workbook 1 - *About Me*).

Work with communities: The Workbook was distributed to students in about 277 Bastis in Mumbai and in 51 villages that are part of the Shahapur Project. Children from these villages are enrolled in Ashram Schools but since those were shut, our representatives went into the Rural communities and hamlets to distribute some copies, while others were dropped off at the schools and picked up by students who could do so. After handing over these Workbooks, the representatives of the Avehi team contacted groups of children within 7 to 15 days. Eventually during the lockdown we worked with a total of 328 Bastis and Rural communities in Urban and Rural areas. Around 10000 students, from classes 5 to 9 have been contacted by us. Members of the Avehi team residing in nearby areas, school teachers, and local activists helped prepare these lists. Continuous follow up was done to ensure that children completed their Workbooks.

Details attached here with: Annexure 3 'Offline *Sangati* sessions in communities - feedback by Students'.

- **Sessions on Life-Skills: 'Preparing for the Future':** After the workbook 1 was completed by children, the team conducted sessions from kit 6, 'Preparing for the Future' (on life skills - coping with immanent circumstances and challenges in life). After the sessions the team continued their follow up with students to help complete the workbook related with this theme."
- **Written feedback from students and teachers:** Written feedback from students and teachers was collected on how the **Sangati** program felt, what was learned and what changed from it. Details attached here with: Annexure. 4 'Online **Sangati** sessions feedback by Students' and Annexure. 5 'Feedback by BMC Schools Teachers'
- **Documentations:** Since the school was closed due to Corona, every delegate had started taking the phone numbers of the students since June. Each created an excel sheet with the students' name, class, medium, school and mobile number.
- **Evaluation of the online and offline **Sangati** program:** We have started collecting student feedback through Google Forms, but we are trying to get the feedback of students by going directly to some neighborhoods. A report on this will be submitted later.

Positive Experiences:

The response from teachers to our initiative can be described as average across A to T wards. Some teachers agreed to include the coordinators and representatives in their school groups as a result of their initiative and persistence.

- Teachers are sharing their links with **Sangati** teams and asking them to join the meetings and are also keeping extra time for discussing **Sangati** Sessions.
- Teachers are encouraging students to attend **Sangati** Sessions and are also recommending that **Sangati** team creates meeting links and discuss the sessions with students.
- Teachers also participate in the sessions on 'Transformation – for what?' and discuss about this pandemic that we are currently dealing with.
- Teachers encourage students to actively participate in the discussions.
- Teachers and Avehi team do regret that the number of students who are able to attend online session is scanty.
- Teachers, Head teachers provided opportunity for the Avehi team to attend the parents meetings arranged by the school. Parents thanked schools for the meetings and also shared the financial difficulties faced by them due to the pandemic.
- Students are facing many issues in attending online education as they do not have smart phones. Even those who have them have difficulty in charging them, adding balance and data packs, getting strong network etc.

Sangati Programme in Ashram School

The **Sangati** program was started in Ashram Schools around Mumbai from the academic year 2015-16, in the schools run by the **Integrated Tribal Development Department**, Shahapur project, Thane district and developed into a strong and important program for the students at these schools. **Sangati** curriculum is being taught at 5 blocks namely, Shahapur, Kalyan, Bhiwandi, Ambernath and Murbad, across 36 schools from classes 5th to 9th. 2019-20 the program reaches 174 teachers and 9629 students, among whom it is being implemented effectively

Sangati program is active in 36 Ashram Schools for classes 5th to 9th. But due to Corona, it was not possible to conduct sessions in the schools. Attempts were made to conduct these online. Due to constant follow up with the Head teachers and teachers, we could introduce online **Sangati** sessions in 8 Ashram Schools.

- **Student feedback on the effects of Corona Covid-19 and ensuing lockdown:** Nearly 500 students have shared their experiences during this period verbally through telephonic means. Later the children have written their responses and sent the images via mobile phones. We have about 500 such accounts from students so far, comprising of narrative experiences, drawings, poems etc.
- **Online sessions:** We are experiencing major issues in continuing the online sessions with these students. Network is not good, parents have started going out in search for work and while they do so, they take the only available mobile device with them. Ashram School teachers have planned interventions of visiting each *pada* (hamlet) to conduct classes attempting to resolve the issue of not being able to reach the students online.

A few teachers have shared sessions on their WhatsApp groups with students. When teachers visit the hamlets (*rural communities*), they also conduct the activities or songs from **Sangati**. A few hamlets are remote and difficult to reach in the current situation when transport is severely affected.

- **Classes 5th to 8th in Ashram School start from February:**

The sessions at the Ashram school began to be conducted with the re-opening of these schools. The association with these schools has begun well and the response from the teachers and students seems to be getting better.

		Kit: 1 , Kit:2 Number of completed sessions in Classes in numbers																							
	Std	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Kit 1	V	16	16	16	16	16	16	16	16	16	16	16	16	12	12	12	12	12	12	12	12	12	12	12	12
Kit 2	VI	16	16	16	16	16	16	16	16	10	10	10	10												

In the ashram schools, the students were given this booklet as well as pens. A list of students who were given the booklet was prepared. Students themselves read, discuss and fill out the booklet.

- **Through our local contacts in most vulnerable areas in Tribal area:** The intention is to start work in selected Basti and rural communities in which the students coming to the Ashram schools reside. All children in the neighbourhood will be reached in mixed grades between the age-group of 11-15 years. A list of about 2000 students from class 5th to 9th has been prepared. The Avehi team residing in that area, school teachers, local activists helped prepare these lists.
- Teachers have been assigned an additional task of conducting a survey under Khatvi Nava by Tribal Development Department. Teachers are busy with that work.
- **Avehi Abacus Programme Gatividhi Pustika 1 - *Mera Parichay* (Hindi) and *Majhi Olakh* (Marathi):** The Workbook was distributed to 3325 students in the Shahpur Project.
 - Teachers and Principals were receptive and cooperated in the distribution of Workbooks to their students. They collated and shared the number of students per Rural communities/hamlet, contact numbers for those hamlets etc.
 - Pada/hamlet-wise list of students for all the 32 schools was acquired and compiled by coordinating with teachers by phone.
 - Each Ashram School Representative contacted their schools and assembled the number of students near the school for distribution of the Workbooks.
 - Discussion was held about how to facilitate the distribution of the Workbooks.
 - A follow-up and brief meeting was held with Mr. L.S. Pawar, Extension Officer, about implementation of ***Sangati*** program during the period of lockdown. He praised the work by saying 'You are doing commendable work in the current pandemic. We would surely continue to cooperate with you' .
- **Follow up with Children in Bastis and Rural communities:**

Of the total number of students who were given Workbooks, we were able to contact and work with 2669 students in about 51 Rural communities/hamlets in Shahapur, Murbad, Ambernath, Kalyan and Bhiwandi blocks, collectively known as the Shahapur Project. Post the handing over of these Workbooks, Avehi representatives usually followed-up with the children within 15 days, in spite of the difficulties of travelling to distant villages.

Students Feedback

Student's Name: Ramdas Nathji Wagh

School: Government Ashram School Madh

Class: 6th

I have learnt a lot about friendship from **Sangati** and have also discussed it with my younger siblings in the house. I like the discussions about friendship in **Sangati** a lot. I have understood that my friends are also my family as they take care of me and know my preferences. I had learnt the story of Birbal and Akbar when I was five years old. When I re-read it in this book, I learned that we can learn something not only from every human being but also from every single thing in this world.

Student's Name: Sakshi Sukhdev Dhapate

School: Aided Ashram School Gandulwad

Class: 7th

My name is Sakshi Sukhdev Dhapate, I am studying in 7th class in a ashram school in Gandulwad. We all love the subject of **Sangati**. The representatives came to our house when the school was closed and gave us books and taught us. In this book, I was able to write information about myself, through which I got to know myself better. I also liked many other things in it. I got to read about the physical changes that take place in us. We are given very good information about the physical changes that take place in our bodies in **Sangati** booklet. I shared this information with my friends also. **Sangati** has also taught me that my friends are also my family.

Student's Name: Sahil Pandharinath Daroda

School: Government Ashram School Kothare

Class: 8th

First of all, I am very thankful to **Sangati** because we could learn through **Sangati** in Corona lockdown also. In the lockdown, **Sangati** representatives came to our house and gave us a booklet and taught it. **Sangati** is very good. Together with each other, we learn a lot, our knowledge increases and we start behaving well. I learnt how to take care of my family in Corona times through **Sangati**. They gave us the book 'My Self' (Mazi Olakh), which contained great information about Corona. It also contained information about prevention from Corona. That booklet helped create a learning environment even in lockdown. I also liked many other things in it and there was a lot to learn from it. So **Sangati** became my favorite. We were very happy that **Sangati** teachers came, and played many games which helped us learn a lot.

Representative feedback

Name of the Pada: Jambulwadi (Mal Ashram School)

Since the whole village is tribal, the people of the village are very backward in terms of education, so it took time for the students to gather. But since most of the students knew the representative, some students called other students. They also brought a 'My Self' (Mazi Olakh), booklet of **Sangati** with them. Many of the students filled the booklet as much as they could and painted it. After the students gathered, they talked about what they did during the Corona period, when the school was closed, some were helping their parents with farming, some were going to the forest to graze cattle, and some were

killing birds and fish to satisfy their hunger. The delegate told the story of Akbar and Birbal, for some it was new, some had heard it before.

So the atmosphere was very happy and all were very excited. Two or three parents came to see that their children, who had been wandering in the rain for eight or nine months, were sitting quietly today. They seemed to want to go and sit among these little ones.

Name of the Pada: Durgapur (Ashram School Madh)

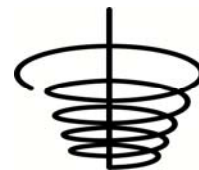
The representative visited Madh Ashram School's Durgapur village. The representative had called the teachers the day before and asked the students to come together. So when the representative came, it didn't take long for the students to gather. Each student brought a **Sangati** booklet and a mask as a precaution against Corona. Everybody sat in the community hall. There was joy on the faces of the students as they were going to enjoy **Sangati** session after many days. The students from class V to VIII came together. Everyone had thoughts in their minds, according to their age. The students talked about how life was like during lockdown in the Corona period. Students then recalled some of the things they had learnt through **Sangati**. Each student filled out the **Sangati** booklet, and played games after the discussion. The students were very excited about the games.

Ashram school Kothare

This was the second visit of the representative. During the first visit, the students had been given a booklet and on this visit, they had gathered with the intention of getting something new. Some had come wearing masks as precaution against Corona and some had come without masks. All had brought their **Sangati** booklet. They were bored sitting at home and had come together to learn today. Some came with their younger siblings and some with their parents to learn from the **Sangati** session. When the session began, the delegates could witness the curiosity of the students. The information about Corona in the **Sangati** booklet had been very useful. The students had only heard about the symptoms, remedies etc. of Corona earlier, but **Sangati** explained it to them clearly and in a detailed manner.



***Manthan* Programme**



***Manthan*- Pre-service Teacher Education Module**

Context of implementation of the *Manthan* Programme

Despite occasional acknowledgement by the government of the need for reforms, teacher education in India has remained virtually unchanged since colonial times, reflecting largely the colonial view of the teacher as simply a transmitter of a set curriculum, where knowledge is a 'given'. The emphasis has remained on pedagogy, on teaching methodologies, rather than on engaging the teacher actively in shaping the content of the curriculum to make it relevant and use it as a tool to achieve larger educational objectives.

Recent attempts at innovation in curricular structures and methodologies at the school level– of which the most significant is the National Curriculum Framework 2005 – also call for improvement and enhancement of teachers' skills. Similarly, the Right to Education Act of 2009 has thrown up new challenges.

While working with the MMC school teachers to develop and spread the ***Sangatip*** programme we felt the need to work closely with teachers. We realised that teachers need to be encouraged to learn to look at their own roles afresh and addressing the serious need to build awareness amongst educators and teachers to examine attitudes towards education and society. Equally significant was the understanding that such an effort must form part of the professional pre-service training that student-teachers undergo, from the earliest possible stage. In other words, a Foundation Course for pre-service training – a course that would focus on the teacher's role and their vital contribution towards making education truly meaningful. Aveni Abacus Project thus responded by developing ***Manthan*** curriculum (for trainee teachers at **Diploma in Elementary Education (D.El.Ed.)**)

Manthan is being implemented in the Teachers' Training Colleges for the second year students in the divisions of Mumbai, Thane, Palghar and Raigad. These colleges were closed down due to Corona pandemic till July. They reopened for training in the month of August, online. Keeping these realities in focus, Program activities were planned. College authorities were contacted and ***Manthan*** coordinators were added to the student groups with college authorities' cooperation. In this way, ***Manthan*** program is being currently implemented.

Manthan program implementation has taken off for the second year students of Teachers' Training Colleges.

Objectives of *Manthan*

- To help teacher educators and student teachers reflect on their own roles and critically understand the key role played by teachers in society
- To encourage and motivate teacher educators and student teachers to seek alternatives to the existing system of hierarchical relationships and move towards a more inclusive and democratic classroom

- To facilitate the self-growth of teachers and improve their pedagogic skills
- To critically analyse school syllabi, use it creatively, and expand its potential

To draw linkages between what is taught in school and the world outside

Manthan Outreach:

No of Trainee teachers

Districts	D.El.Ed. colleges	On line Sessions No of Colleges	No of student teachers	On line Sessions No of student teachers
	2019-20	2020-21	2019-20	2020-21
Palghar	5	2	166	32
Thane	4	2	183	41
Mumbai	4	4	132	66
Raigad	1	1	74	16
Total	14	9	555	155

The session average of *Manthan* programme implemented in teachers' training colleges 2019 -2021

Manthan Programme: First and Second Year syllabus implementation

	Name of D.El.Ed. College	First Year Module	Second Year Module
Palghar District			
1	Anutai Wagh D.El.Ed. College, Kosbad, Dahanu	Completed	Completed
2	Kishore Sankhye D.El.Ed. College, Boisar, Palghar	Completed	
Thane District			
3	Swayam Siddhi D.El.Ed. college, Bhiwandi	Completed	
4	Salahuddin Urdu D.El.Ed. college, Bhiwandi	Completed	15 session
Mumbai			
5	Anjuman D.El.Ed. college Kurla	Completed	Completed
6	R. C. Mahim D.El.Ed. college	Completed	12 session
7	Imamwada D.El.Ed. college	Completed	7 session
8	Khilafat D.El.Ed. college Byculla	Completed	7 session
Raigad District			
9	Shri.Bapusaheb D.D. D.El.Ed. college, Visapute	Completed	10 session

- **Manthan** has been initiated with first year students it will be continued with the same students as they enter second year.
- Constant dialogue is maintained with 14 Teachers' Training Colleges.
- Some discussion has taken place with selected students about the current pandemic and their experiences during this period.
- Teaching for the course of D.El.Ed has commenced from the month of July. Sessions are being carried out in the Teacher Training Colleges, one at a time, through the WhatsApp groups, as per their daily schedule of lectures in Mumbai, Thane, Raigad and Palghar.
- Accordingly, these colleges were contacted for implementing **Manthan** program for the second year students. This was met with a mixed response from colleges. 8 colleges agreed to add **Manthan** Coordinators in their WhatsApp groups and sessions are being held for these colleges through Zoom platform.

Obstructions faced during the Sessions:

Due to online teaching, the attendance of student teachers in training colleges is not 100%. The limitations of online teaching need to be navigated and hence, the sessions can't be too interactive or participatory.

If we overlook these technical obstructions in implementation, **Manthan** program is running smoothly. The session average and other details are included in the sheet attached for each college.

Experiences of Students of teacher training college during *Manthan*:

Our observation is that students' attendance and response is good in Kahirul, Imamwad, Sallauddin Teacher Training Colleges. The teachers of these colleges also include **Manthan** sessions in their plans/schedule for the lectures. Even though the sessions have moved online, almost in all colleges, a satisfactory response is recorded for the sessions. We can say that the student teachers in training are liking **Manthan** program and even their professors are being pro-active and are taking interest in the sessions.

Experiences of Student Teachers

Name of the student: Pournima Rasam (Sawant)

Name of the Teacher training College: N.A.S.College of Education.S.y.D.Ed.

Our today's **Manthan** session were very good and informative.

Not as a teacher, but as an ideal teacher and man, you always say the best. Today's topic was to understand the physical and intellectual level of children and help them in their studies and other activities.

There were things like explaining to the children, explaining to the students, explaining a subject to a student if he doesn't understand it quickly, etc. It is very important for us as a teacher to know about

the disability of the children or their poor eyesight, hearing loss, etc. You have explained to us very well how we can be better at it.

I love brainstorming classes as a teacher and I always try to learn something new from it. There are some things we know as teachers, but you explained to us very well how to do them.

Thanks!

Name of the student: Pathan Sidrahim Abraham

Name of the Teacher training College: Anjuman Khairulcollege, Kurla, Mumbai.

I was looking forward to the day when some organisation was to introduce us to a new program called ***Manthan***. I was in the first year of my course. I was mesmerised by their facilitation style and content of the program. They had the knack of explaining topics to students in a very efficient and non-pretentious manner. This involved use of various teaching aids like charts, pictures, objects or the dummies in the garden. We were taught how to make use of these everyday resources as teaching aids.

Manthan equipped us well to use stories, songs and teaching aids in interactive manner with students. This training has helped me immensely as a teacher.

Details attached here with Annexure : 7 Written Feedback by Student teachers and teacher Educators

Saath Saath Programme



Avehi Abacus Project has been working on issues surrounding justice and equality through its ***Sangati*** and ***Manthan*** modules. In 2013 Avehi Abacus Project developed ***Saath Saath*** (in English) which was used in a few non-government schools and organizations. In 2015 Avehi Abacus Project and we have been playing the role of a Resource organization (RO) aimed at preventing incidence of Early Childhood Marriage (ECM) working with Grassroots Organizations (GO) in particularly vulnerable areas. Since then the ***Saath Saath*** programme has expanded to new regions (rural Uttar Pradesh and Rajasthan) where socio-economic contexts are different than those in Mumbai and rural Maharashtra.

Since 2016 we have also begun interactive sessions in a working class locality in Mumbai developing a model of 'Engaged Youth Group for Social Justice'. Here ***Saath Saath*** is used as the primary base and entry point. The effort is to link gender concerns with larger issues of justice and development and mentor a group of young local community leaders.

Avehi Abacus project office is situated at K.K. Marg Municipal school which since last five years also has a Secondary school for Hindi medium. It was thus decided that ***SaathSaath*** be implemented in this school too.

Avehi Abacus Project joined hands with Tata Trust, (EUP) as their technical partner in Bhabha and it was decided that ***Saath Saath*** module on gender will be implemented by the local facilitators in village centres as well as schools with focus on adolescents.

Saath Saath has reached schools and urban communities in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh, reaching about **10734 adolescent girls, boys and women.**

Objectives of *Saath Saath* programme

- Develop an informed and mature understanding of sexuality and respect for a person irrespective of gender (and caste, religion, class) among learners and teachers/resource persons.
- Initiate steps to continue education and seek meaningful employment overcoming family/social pressure.
- Proactively defer one's own or a family/community member's early/child marriage.
- Sensitize boys and men (if exposed to the programme) towards gender equity and demonstrate change in their lives for example by sharing domestic responsibilities, sharing food, preventing dowry-pressure, and domestic violence, sexual harassment, etc.
- Project the need to engage with larger issues of resource distribution/management.

***Saath Saath* programme in Keshavrao Khadye Hindi Secondary School**

Introduction: *Saath Saath* program continued to be implemented for the academic year 2020-21 in spite of covid-19 and lockdown, though online, from the end of the month of September. To start the program, teachers were contacted telephonically. The program was run for students of class 9th.

Towards the end of August, Mr. Tiwari from Keshavrao Khadye Hindi Secondary School was contacted to inquire about the welfare of their school staff and students as well as the daily online schedule. He was also asked for permission to run *Saath Saath* in his school for class 9th like every year, albeit online, twice a month. Mr. Tiwari agreed in principle but said he would need permission from Mr. Pimpale, Ward Officer to do so. Mr. Pimpale was approached and requested to allot a permission letter for execution of *Saath Saath*.

Permission letter was shared with the Principal on Sept 3rd, 2020. Principal added Ms. Shraddha Misal in the students group that had 43 members. She contacted these students but some students had migrated to their villages and some did not answer the call.

Saath Saath program is running in Keshavrao Khandye Hindi Secondary school from September. With the cooperation of students and teachers, till date, 5 sessions have been conducted online.

Though on register we have 43 students, few of them manage to join online sessions that are being conducted on Zoom. Those who can join, are regular in attendance. We are trying our best to reach out to other students by sharing Voice clips and Session Summary on What Apps groups.

The objective of the sessions is reinforced during the sessions.

In session one, while discussing sex and gender, students gave stereo typical answers about their perceptions of gender roles of women and men. Man is some one who earns for the family, is responsible for household and woman is someone who cooks and cares for the family. It was explained and clarified that these are our prejudiced notions. Other than genitals, natural and social differences between men and women were explained.

Session -2: In this session, Adolescence and the physical and emotional changes that came with it, were explained. How the society discriminates between boys and girls right from their birth was also explained, and the need for equality was reiterated.

Session 3: It opened with recap of session 2. The secondary and discriminatory treatment given to women in society and its ill impact on their nutrition, health and education was explained with the help of examples. A couple of students stated that women put in equal (labour at work) work and they should get equal wages, which currently they didn't. This was not right. The change in mind set of students was observed through incidences like this.

Over all, we have satisfactory response from the students for our program.

Achievements and Observations

- **Saath Saath** program is divided into 12 sessions which are conducted with the help of posters, flip-charts, activities and discussions.
- The sessions were held with adolescent children and were fruitful. The confidence of the children increased after understanding how to solve their problems.
- The awareness of the girls about the process of menstruation and how to keep themselves physically and mentally healthy during their menstrual cycles, developed through these sessions.
- Efforts were made to create an awareness among children regarding sensitive and serious issues like sexual violence, rapes etc.
- The topics discussed in this program are such which are not openly discussed at homes or in schools. Thus, an effort is made to create an awareness and understanding around these issues.
- The widespread prevalence of gender discrimination in our society and the need and importance of gender equality were discussed.
- The program played an important role in creating an awareness around gender issues and the violence and discrimination practiced against women.
- The students understood the need and importance of empowering women so that they could raise their voices against the various kinds of violence practices against them, so that these evils could be completely rooted out from the society.
- Students understood that women should not be treated as objects of lust but should be given their due respect.
- Students also understood that women should be paid equally as men their jobs as they worked twice as hard as men – looking after household chores as well.

Thus, the **Saath Saath** program was successfully completed in Keshavrao Khade Hindi Secondary School. The students understood that girls and boys were equal and the differences were only biological and natural. It is important that both are treated as equals and have mutual respect for each other.

The *Saath Saath* online workshop with representatives of Tata Trust

Avehi Abacus organised a series of **Saath Saath** online workshops with representatives of Tata Trust from 22 June, 2020 to 13 July, 2020. During this period, nine online workshops were held with representatives from Bahraich (Lucknow). Avehi representatives Ratna, Simantini, Nandini, Chitra, Vaishali conducted the workshops and Tata Trust representatives Pawan, Varnita, Afroz, Sheela, Nikki, Ekta, Vinay, Neetu, Brijesh, Sahana, and Kalpana participated.

Simantini Dhuru, Ratna Pathak Shah, Nandini Purandare, and Chitra Patil made presentations followed by interactive discussions.

Important observations from both teams:

- All Tata Trust representatives said that the workshops were very useful – they got much clarity on the content and methodology of conducting sessions.
- Initially there was hesitation about what nature of interaction will happen given that the workshops were online; but as they progressed, the participants were unhesitant about expressing their views on sensitive matters related to gender, adolescence and ‘growing up’.
- The participants shared many experiences on conducting the program in their areas – one of the important points that emerged was the fact that girls had begun questioning their parents on how they were treated and had begun demanding equal treatment at home as their brothers. This had led to some parents questioning the program. Representatives often had to talk to the families explaining the importance of **Saath Saath**.
- The participants felt that this program on gender covered several aspects that are important to bring about awareness such as the importance of women’s work.
- They whole heartedly participated in the group activities and discussions bringing eye opening, contextually informed perspectives to the presenters of the workshop. It was therefore a great teaching-learning experience.
- The participants worked as teams during the group presentations, discussing with each other and helping each other understand the concepts. This aspect came across in their presentations.
- The most significant feedback was that the participants felt personal changes taking effect; as a result of **Saath Saath**, their own attitudes towards gender based biases, roles and pre conceived notions had changed. This was significant in case of the male participants. All felt that this inner change will continue to motivate them to take up and address gender concerns in personal and professional domains of life.
- Participants also learnt how to conduct sessions, how to prepare sufficiently, how to take-up and clarify misconceptions.
- As a result of poor coordination initially, there was a lack of preparedness and therefore, assignments and preparation for group work was found to be less than optimum. However as they settled, the groups presentations improved and their participation increased.

Other Administrative and Organizational Activities

- **Presentation of findings from the study for Bal Bharti and SCERT representatives**
 - UNICEF, Mumbai has appointed Avehi Abacus and a resource agency to review the text books produced by Maharashtra Rajya Parishad, on the parameters of 'Life skills and Social equality'.
 - Two workshops were held as part of this process, two in October and one in November. Representatives from Delhi University, Bal Bharti, SCERT and some other office holders were present for these workshops. The textbooks were reviewed and a report was drafted based on the points that emerged from the review.
 - **Presentation of Report with Secretary, Education and others :** With support and cooperation of UNICEF, Mumbai Avehi Abacus had prepared a report on the review of syllabus textbooks for classes 1st to 10th on the parameters of Life skills and Social equality. This report was presented to the Secretary, Education, representatives of SCERT and Bal Bharti by UNICEF and Avehi on 10th September 2020.
 - Analytical review was undertaken for the textbooks of 5th to 9th standards by Avehi Abacus. Ms. Simantini Dhuru carried it out for all the subjects other than English, which was done by Deepa Hari. Some of the Avehi representatives too participated in this process.

Date	Subjects
19 October 2020	Marathi
20 October 2020	English and Maths
21 October 2020	EVS
26 October 2020	Geography
28 October 2020	Social Sciences
3 December 2020	History and Civics

- **Member of the study group for consultation on reopening of school in Maharashtra:** A state level study group is active to work on a plan of reopening of schools in Maharashtra – to discuss on how and when they can reopen. This process has started with the efforts of SCERT and UNICEF, Maharashtra. Education experts from Avehi are member of this process as sector experts. Simantini Dhuru was part of the group working with special focus on Mumbai Wards – M/E and G/N.
- **Distribution of nutritional supplements through Anganwadis**

Avehi Abacus undertook a survey to find out if the *poshan ahar* – nutrition supplements were being distributed as expected through schools and Anganwadis. It was found that in a few anganwadis food grains were distributed and in some places, political parties or social organisations had provided kits for groceries. Rice (paddy) was distributed in schools as per the class the student was studying in. Information was gathered from teachers, students and parents. It was collated and compiled to draft a report.

- **Two days' workshop on Gender**

Chitra Patil was invited by AMAIED organization, Alwar, on 24th -25th September to conduct a two day workshop on gender. In total 23 head teachers and teachers attended this workshop. Participants were active and participated in the workshop with interest.

- **Zone wise groups were created on WhatsApp to ensure regular and effective communication with the team. Regular Zoom meetings were conducted for review of work and sharing.**

- **Capacity Building workshop, meetings for staff**

- **Opportunity to participate in various webinars**

Avehi representatives got an opportunity to participate in the webinar organised by Maharashtra Shikshan Hakka Manch in the background of Covid-19. The webinar was organised in the months between June and August. This was useful as representatives learnt and gathered important information relevant for the times to come. It facilitated in navigating through the nuances- issues and responsibilities of working as an agent of change in school and community.

Topics covered as part of this webinar:

Dated - **13/6/2020**

Subject - **Observing the challenges in children's lives against the backdrop of Lockdown**

Organizer: **Maharashtra Right to Education Forum** Chief Speaker – **Suraj Suryavanshi**

Dated **19/6/2020**

Subject - **Is quality learning possible through digital learning?**

Organizer - **Maharashtra Education Rights Forum** Prominent speakers - **Dr Manish Jain, Mrs. Poonam Batra**

Dated :**20/6/2020**

Subject - **Education of children from tribal and nomadic communities affected by the Lockdown.**

Organizer - **Maharashtra Education Rights Forum**

Key speakers - **Mrs. Hemangi Joshi , Mrs. Anuradha Kulkarni**

Dated: **21/6/2020**

Subject - **Convention of Sampark Setu NGO**

Organizer - **Maharashtra Right to Education Forum** Speakers - **Mrs. Neelam Tai**

Dated :**26/6/2020**

Subject - **Issues of migrant workers and their children in the Lockdown**

Organizer - **Maharashtra Education Rights Forum**

Key speakers - **Mr. Amrish Rai, Mr. Mitra Rajan, Mrs. Asha Mishra**

Dated : **30/6/2020**

Subject - **What are the problems and responsibilities in the department with huge population?**

Organizer - **NSE Foundation Prominent**

Speaker - **Shri Anurag Shinde**

Dated : **6/7/2020**

Subject - **Online school offline education**

Organized - **Chaturanga discussion of democracy under this initiative**

Keynote Speaker - **Varsha Gaikwad (Minister of Education)**

Dated: **16/7/2020**

Subject - **Regulation of private schools and government sector volunteers**

Speakers present - **Mrs. Kiran Bhatia, Dr. Anupam, Mr. Pratik Pratiksha Nayak, Mrs. Angela Taneja**

Dated : **17/7/2020**

Subject - **Awareness / Sensation / Emotion and Health / Health**

Speakers : **Sonia Gholap**

Dated : **18/7/2020**

Subject - **Women around the world during the Lockdown** Speaker - **Mrs. Alka**

Dated : **24/7/2020**

Subject - **Evidence for action: The bottom line experience regarding true situation of offline learning during Covid-19**

Speakers - **Shashi Giri, K. M. Rai. Dr. Namrata Jaitley, Abhimanyu Singh, Sudhir Shukla**

Dated : **28/7/2020**

Subject - **Women Empowerment Entrepreneurship and Employment**

Dated: **2/8/2020, 8/8/2020 and 9/8/2020**

Subject - **National Education Policy 2020**

Organizers: **Maharashtra Right to Education Forum and Equal Education Fundamental Rights Committee and Thane Matadar Jagaran Samiti**

Speaker - **Shyam Sonar**

Dated: **August 24, 2020**

Subject - **In response to the government's proposal to raise the age of marriage for woman from 18 to 21 years**

Dated : **August 28, 2020**

Subject: **New National Education Policy**

Speakers: **Miss Simantini Dhuru Miss Sushma Sharma**

Subject: **National Education Policy 2020 Online Course**
Dates: **6th September to 20th September**
Correspondent: **Mr. Kishor Darak, Mr. Pralhad Kathole**
Total study classes: 9

Session 1: **Introduction to National Education Policy 2020**
Session 2: **Early Childhood Care and Education, Basic Literacy and Numeracy and Multilingualism**
Session 3: **National Education Policy 2010 and Right to Education**
Session 4: **National Education Policy 2020 and use of technology in education**
Session 5: **National Education Policy 2020 Open Discussion**
Session 6: **National Education Policy 2020 and Teachers**
Session 7: **Values and Equality in National Education Policy**
Session 8: **National Education Policy: School Complex, Affordable Education**
Session 9: **National Education Policy: Curriculum, Pedagogy and Evaluation**
Attendance: **42 representatives of Avehi Abacus Project**

In order to increase the understanding about the new Education Policy 2020, we had the opportunity to participate in this webinar as it is related to our field of education and work.

Dated - **15/10/2020**
Subject - **Compassion and mental balance**
Key Speaker - **Dr. Rajendra Barve**
Organizer - **Abhivyakti Organization**

Dates: **9 to 11/11/ 2020.**
Subject: **'Speaking teenager, Corona's story - teenage story'**
Organizer: **Vacha organization.**
Key Speaker **Simantini Dhuru, Jayanti Pushkaran, Jamila Begum, Manisha Gupte, Medhavini Namjoshi, Purnima Nair and Preeti Patkar**

- **Child Rights Online Seminar Report**

Date: March 09, 2021 Time: Evening. 05:00 to 06:15

Total attendance: 95

On March 9, 2021, Chitra Patil , Chief Project Coordinator of Avehi Abacus Project conducted an online discussion on child rights through the Avehi Abacus project. The main points of the session are as follows

Three wards namely R / N, R / S, P / N participated in the seminar. Mrs. Chitra Patil, Chief Project Coordinator of Avehi Abacus Project interacted with the students during the seminar.

- **Participation of *Sangati* representative in Balakamitra- 'School Child Friendly Committee':**

A Balakamitra -'School Child Friend Committee' is being formed in Mumbai Municipal School. A representative from some social organization is required in this School Committee, so some representatives from Avehi have been selected in this committee. The committee, consisting of 25 schools, has 22 representatives.

Balakamitra has been created for the following activities:

- To create in the minds of the students the feeling of a community friend,
- To stay in touch with students in the neighborhood.
- To redirect them towards education.
- To motivate out-of-school students to enroll themselves.
- To understand the problems of the students and for building their self-confidence.
-

Meeting with Trustees : held on 22nd August, Saturday (on Zoom)

Trustees present: Dr. Saroj Jha, Anjali Monteiro, Chandita Mukherjee, Ms. Vasudha Ambiyee, Preeti Bhat, Mr. K. Subramaniam, Ms. Simantini Dhuru

Avehi Abacus Project Representatives: Ms. Swapnali Gurav and Ms. Chitra Patil

- The meeting started with welcoming Dr. K. Subramaniam, the newly joined Trustee. A brief round of introduction of all the members was held.
- Minutes of AGM held on 22nd August 2020 had been circulated earlier among all the members. These were passed by the members.
- Annual report of the year 2019-20 had also been circulated. Ms. Chitra Patil presented some highlights of the activities that were undertaken during the year. She gave a detailed account of the dissemination of *Sangati* kits for students of class V, VI and VII in Municipal Schools across the city. She also gave details of work with D Ed colleges that implement the *Manthan* pre-service teacher education program and *Saath- Saath* module on gender equity. She also gave details of the partnership that was established during 2019-20, with TATA Trust, in Beheraich district, U.P., the M-Power Project of TISS Mumbai and UNICEF Maharashtra. All the members appreciated the work done and the presentation of the Annual Report.
- Ms. Swapnali Gurav, presented the financial report for the year 2019-20 and gave updates regarding the financial situation. While sharing the financial picture, she highlighted that while our regular funding agencies, particularly the Seattle chapter of Asha for Education, U.S.A. and recently the Isabelle Martine Foundation, Madrid, Spain have been extremely supportive, we need to identify and generate support from new and strong donors. The Audit report of 2019-20 was accepted by all the members.
- Swapnali also updated regarding trustee addition and deletion work with Charity Commissioner Office, and informed that the application had been submitted to the office and follow up for the same was going on.

- Property tax of Avehi premises: Swapnali informed that a new Tax Officer had been appointed to handle Avehi's case and was expected to visit the premises for verification.
- As required by the new rules introduced through amendment in the Foreign Contribution (Regulation) Act, 2020, it was decided to open an FCRA account with State Bank of India, New Delhi through Jacob Circle Branch of State Bank of India.
- Simantini Dhuru pointed at the need of a more concerted effort by the trustees to raise funds for the organization, as the corpus fund with the organization was very small and in need of augmentation. More efforts were required for ongoing-projects so that the scope of activities could be increased and new ones in the pipeline could be developed, as well as the staff could be remunerated with decent increments. Ms. Preeti Bhat offered to help with the preparation of a new proposal and for approaching new donors.
- The meeting concluded by thanking the chair and the members with the hope of having the next meeting in person rather than virtually.



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