



AVEHI ABACUS PROJECT

दिल पकड़े दिमाग का हाथ, आओ चलें हम साथ-साथ!

Annual Report 2015-16



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1. Avehi-Abacus Project

1.1 Brief Background:

Avehi means 'to know'. The Avehi Public Charitable (Educational) Trust APC(E)T founded in 1981 is a media resource centre supporting schools, community organizations, women's and environmental groups by providing media resources to enrich their work for widening horizons, for raising the level of education and awareness, promoting values of equality, justice, gender parity, secularism, environmental sustainability. In today's India these words have acquired a sense of urgency. In today's volatile circumstances we are compelled to connect with our freedom fighters and Constitution makers who earned these conceptions by their sacrifices.

To actualize the vision for a just society Avehi initiated the **Avehi Abacus Project** in 1990. The Avehi Abacus Project (AAP) believes in improving and strengthening the public education system to reach out to the marginalized sections of society and to impact mainstream policy on education.

The work of Avehi Abacus Project is based on an understanding that education does not function in a vacuum. It exists for a purpose – a purpose that is determined by society. What is this purpose? And how can that purpose be best achieved? What is the role of the school syllabus, the teaching-learning processes and the teacher in this process? These are important questions for any society – and even more so for a society like ours which is so diverse and complex, which is among the world's fastest-growing economies and yet unable to meet the challenge of fulfilling even the most fundamental needs of a majority of its people.

The following set of Goals have guided the work of the Avehi Abacus Project:

- To influence the quality of teaching-learning in schools.
- To build awareness in children, teachers and planners regarding issues relating 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 build public opinion and influence policy towards redefinition of the quality aspects of education.
- To actively participate towards influencing policies to institutionalize meaningful and creative teaching-learning curricula within schools.
- To influence policy towards formulation, acceptance and implementation of equal quality free education to all children from 0 to 18 years.
- To foster values that promote harmony and celebrate diversity.



Sangati programme:

- The project has developed a three-year enrichment curriculum package – **Sangati (meaning-harmony/togetherness)** comprising of a series of 6 teaching-learning kits with interlinked themes for the Vth to VIIIth std classes. The **Sangati** curriculum is thought-provoking and interactive attempting to make school education more relevant and vibrant.
- It has been used in all (905) MCGM schools and has reached more than 10,000 teachers and 2 and half lakh children since last thirteen years. It is also used in a few well-known private schools that engage in innovation across the country.
- The project now envisages further strengthening and sustaining these efforts by working closely with Supervisory Officials of Mumbai Municipal Corporation for smooth integration, better monitoring and sustained use of **Sangati** programme.

Manthan- Pre-service Teacher Education Module:

- In addition to the **Sangati** programme, Avehi-Abacus Project has developed a foundation course for trainee teachers studying the Diploma course in Teacher Education (DTEd), comprising 50 learning sessions spread over two years.
- This course was tested in two Government recognized DTEd colleges with 200 students in Mumbai during the period 1998 to 2000. The overall response to the course – from the trainees as well as from the two colleges where the curriculum was tested was highly encouraging.
- On the basis of feedback received from trainees and trainers the process of reviewing and modifying the course was initiated from 2007. This revised course is entitled '**Manthan**' (meaning - **Churning**). This course is in consonance with the NCF 2010 of the National Centre for Teacher Education (NCTE).
- The project has been granted permission by the Maharashtra State Council for Educational Research and Training for implementing the programme in Panvel District Institute of Education and Training (DIET) and 10 other affiliated colleges.



Saath Saath Living together in harmony:

- Responding to the increasing awareness about gender parity and ironically growing violence against the female sex, the Avehi Abacus project has recently developed a kit on Gender titled **Saath Saath** -Living together in harmony.
- The Archdiocesan Board Of Education (ABE) has taken the responsibility to support the dissemination and use of the kits. As part of this process 4 workshops have also been conducted for 145 teachers of 98 ABE schools during August- September 2013.
- The kit has also received positive response in the mainstream media.



Policy Advocacy and Mainstreaming:

- The organisation has been actively involved in working for Right to equal quality education for all since the last ten years and building awareness to bring in fundamental changes towards an equitable and public funded school System. Towards this end, the organisation has connected with other likeminded civil society groups and eminent educationist to build State and National level forums.
- The path-breaking, sustained work and implementation in relation to content development has been taken serious note of by the National and State level policy making bodies. Members of Avehi Abacus Project have played a key role in shaping the syllabus and textual material developed for National and State level use. The material developed by the organization has been integrated and used as reference during this process.

1.2 Overview of Avehi Abacus Project 2015-16

Programme	Ongoing			New Intervention		
		Target	Actual		Target	Actual
<i>Sangati</i> Programme	Municipal Upper Primary Schools in Mumbai	Number of schools 806	Number of schools 858 Number of Students 30559 Number of classes and Teachers 1344	Municipal Secondary Schools in Mumbai	Number of Secondary schools 50	Number of Secondary schools 52 Number of Students 1728 Number of classes and Teachers 74
				Ashram Schools in Thane	Number of Ashram schools 36	Number of Ashram schools 36 Number of Students 1800 Number of Teachers 36
<i>Manthan</i> Programme	DIET Raigad	Number of DTEd colleges 6	Number of DTEd colleges 6 Number of Trainee Teachers 77 Number of Teachers Educators 5	DTEd Thane	Number of DTEd colleges 10	Number of DTEd colleges 16 Number of Trainee Teachers 538 Number of Teachers Educators 16
<i>Saath Saath</i> Programme				Rajasthan and Uttar Pradesh	50 Community base center and 10 schools	Ongoing
WIPRO's Earthian initiative's				Gujarat, Rajasthan, Uttar Pradesh, Punjab, Delhi and Haryana	Number of schools 20 Number of Students app. 200	Number of schools 20 Number of Students app. 200

1.3 Highlights of the year 2015-16

- The Mumbai Municipal Corporation **renewed its permission** for implementation of **Sangati** Programme for the period June 2015 to April 2018.
- During the current academic year **Sangati** is being implemented for Class V. In 2015-16, **Sangati** reached to nearly **34087** children in 1456 classes from **946** schools
- **Sangati Kit - 1: 'Myself, My Body, Our Needs'** started in **86% classes and completed** in **73%** classes from all schools.
- **Sangati kit 2- 'Our Earth and the Web of Life' Needs'** started in **57% classes and completed** in **28%** classes in upper primary and Secondary schools.
- Workshop with Ashram School Teachers (Participants: 31 date:30 Sept.-1 Oct.15)
- The programme is being implemented in 36 Ashram and 52 Secondary Municipal schools for the first time. The quality of sessions in schools and impact on students has been enhanced as per primary analysis of field data.
- Workshop with BMC Officials was seen as a unique initiative and was welcomed by them. This will help in better monitoring and suitability of **Sanagti** in schools.
- 16 teachers' training colleges from Thane District were added for implementation of **Manthan**.
- A one day workshop - to orient Teacher Educators with focus on first 3 modules of Yr 1 curriculum. Nearly all Principals and teacher educators showed eagerness to implement the programme and have been playing a proactive role during implementation.
- Due to managerial support the teachers too are enthusiastic while conducting the sessions. The teachers effectively use the sessions to enrich the regular curriculum and relate their own examples and insights to enrich the sessions.

- The programme is initiated in Ajmer district of Rajasthan with **Mahila Janadhikaar Samiti** and **Sahajani Shiksha Kendra**, Lalitpur district of Uttar Pradesh. Both the organizations are keen on using AAP resources and mentoring support with particular focus on reducing instances of early marriage and promoting gender justice in the communities they work with.
- AAP has been playing the role of a resource organisation for WIPRO's Earthian initiative's Continuous Engagement Programme along with the Centre for Environment Education (CEE) where elements of **Sangati** and **Manthan** have been used to develop and strengthen components of Education for Sustainable Development.



2. Sangati Programme

2.1 Introduction:

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.

Sangati programme has developed a three-year enrichment curriculum package – **Sangati (meaning-harmony/togetherness)** comprising of a series of 6 teaching-learning kits with interlinked themes for the Vth to VIIth std classes. The **Sangati** curriculum is thought-provoking and interactive attempting to make school education more relevant and vibrant. Since its inception AAP has worked closely with **underprivileged children in Mumbai Municipal Corporation Schools, Zilla Parishad Schools, Ashram Schools**

The project is making efforts to implement **Sangati** programme in a progressive manner for this phase i.e. from June 2015 to April 2018. As part of these plans the project is currently implementing the **Sangati** programme for std V during the current academic year (2015-2016). (Next Year (2016-17) VI and Next to next year (2017-18) VII standard)

2.2 The Objectives of Sangati are:

- To help in enhancing the quality of education in schools by enriching and supplementing the regular curriculum
- To help enhance the academic performance of children by making learning relevant and enjoyable
- To build cognitive skills of thinking, analysing and making choices, and to encourage children to consider different opinions while forming and expressing their own
- 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 foster values that promote harmony and celebrate diversity

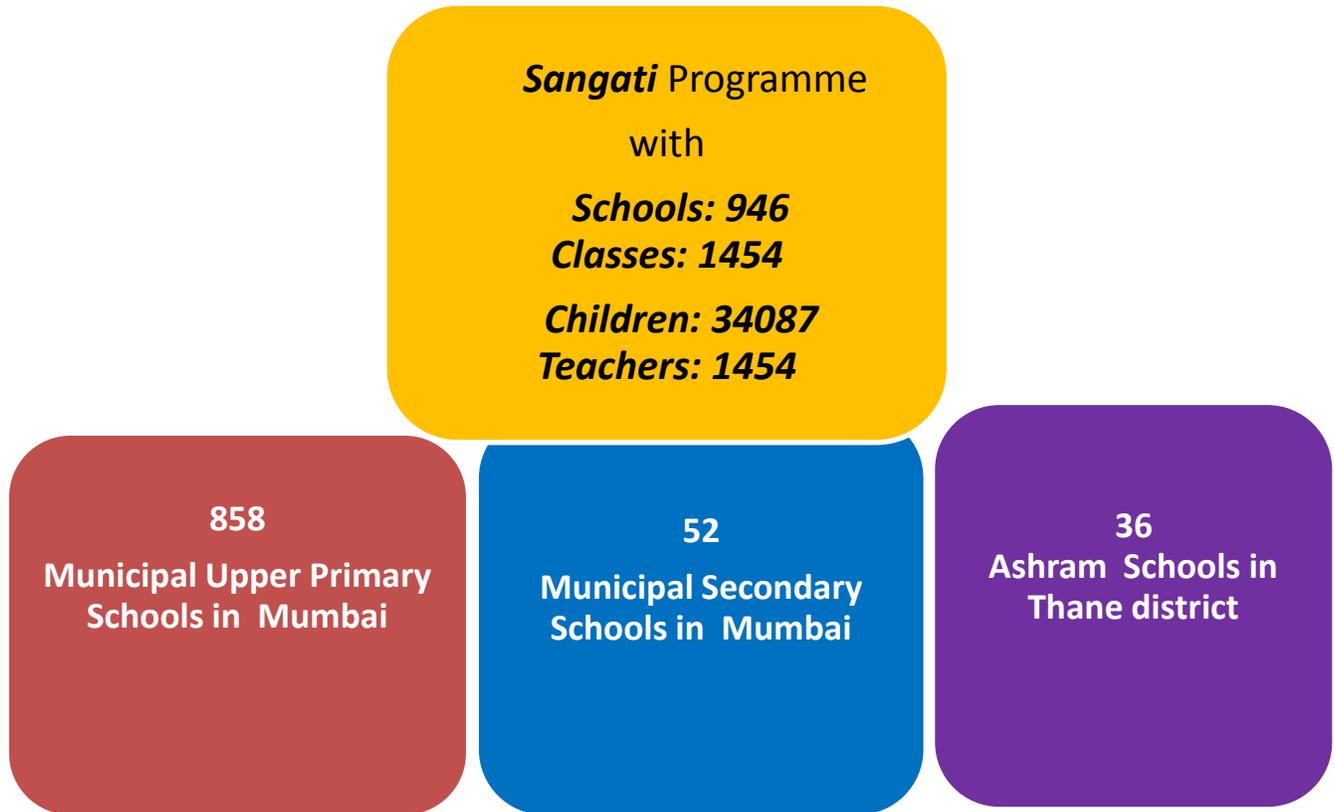
To Build capacities of project staff in aspects related to changing contexts and challenges of the formal education system

Network with the District Education authorities on effective implementation of the curricular package

Network with National Centre for Educational Research and Training (NCERT- the apex body for curricular and in-service teacher development), National Centre for Teacher Education (the apex body for teacher education) and State bodies like State Centre for Educational Research and Training (the State level body of NCERT), the Maharashtra State Text Book Bureau- (Balbharati) and others for integration of material/approach developed by the Avehi-Abacus project in the government prescribed syllabus and teaching-learning material.

2.3 Outreach of *Sangati* Programme during academic year 2015-16:

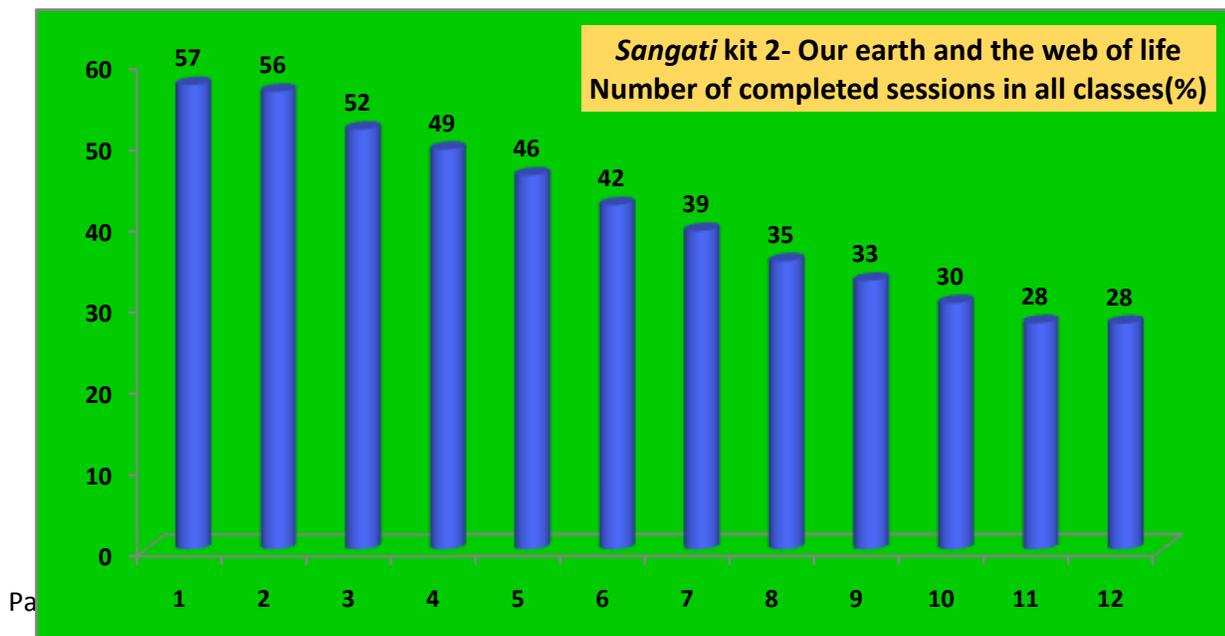
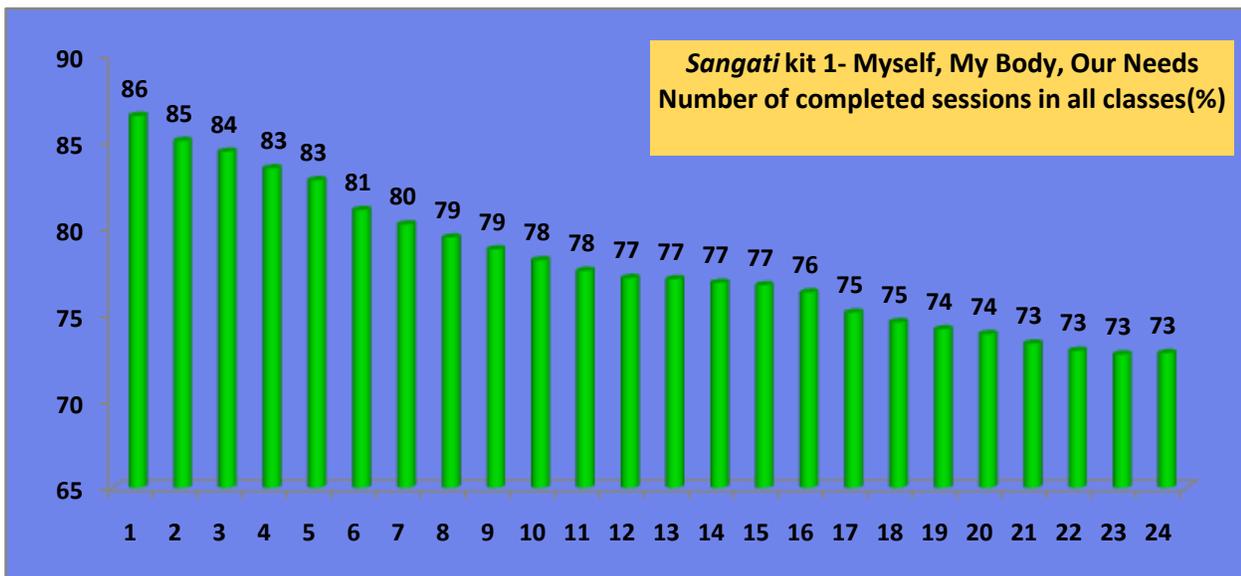
Mumbai	Municipal Upper Primary Schools in Mumbai			Municipal Secondary Schools in Mumbai			Thane	Aashram School in Thane district		
	Zone	No. of schools	No. of classes	No. of Children	No. of Secondary Schools	No. of classes	No of Children	5 Blocks in Shahapur Project	No. of schools and Classes	No. of Children
I	202	298	6436	35	43	819			36	1800
II	333	512	13227	13	25	834				
III	323	534	10896	4	6	75				
Grand Total	858	1344	30559	52	74	1728		36	1800	



2.4 The consolidation of information of sessions of kit 1 and 2 where the *Sangati* Programme

Two kits *Sangati* kit 1- **Myself, my body, our needs** and kit 2- **Our earth and the web of life** were implemented during this academic year (June 2015- April 2016).

1454 teachers of std V were oriented to *Sangati* kit 1 and 2 through one to one interaction with the teachers.



2.5 A brief outline of Kit 1 and 2

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

Kit 1: Myself, My Body, Our Needs

Kit 2: Our Earth & The Web of Life

Kit 3: How Societies Developed

Kit 4: The Way We Live

Kit 5: Understanding Change

Kit 6: Preparing For The Future

The Kit 1 in **Sangati** Programme – ‘**Myself, My Body, Our Needs**’ and Kit 2 **Our Earth & The Web of Life** was implemented with class V students.

A brief outline of Kit 1- Myself, My Body, Our Needs:

The **SANGATI** series begins by getting children to understand ‘Myself’ or ‘Who I am’. There are nine sessions on this topic. Each session focuses on one aspect of the self or society that gives a person her identity. Thus, starting with the physical self and the emotional self, the sessions explore a variety of influences on a child: the family, the school, friends, the media, and the city environment in which he or she lives. They help children to see how these influences combine to make every individual unique.

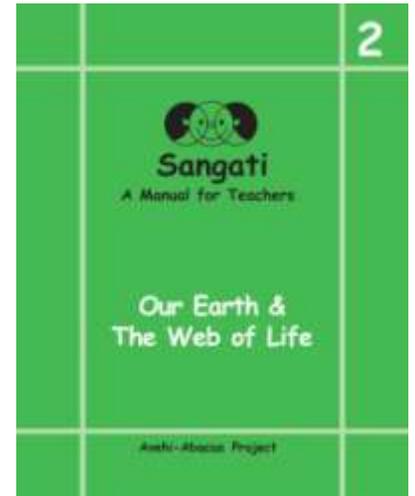
The body is the most obvious part of the self. Which is why, after exploring the self, we move on to understanding ‘My body’. This section contains twelve sessions that explore different aspects of the human body. The first seven sessions deal with the different systems of the body, while the next two take up the role of the mind and emotions and their link to the body. The tenth session deals with the changes that take place in the body as part of the process of growing up. The last two sessions give children an idea of the importance of taking care of the body in order to keep it in good health.

All human beings have the same basic needs. Apart from food, clothing, shelter, air and water, all of us also need education, work and recreation, care, love and security, to ensure our well-being. The two sessions in the section on ‘Our needs’ help children understand this simple but very important idea.

Though this is a short section, it is important because it brings into focus values that form the foundation of the **SANGATI** series: that in spite of having the same needs, people have different ways of fulfilling them; that this variety in ways of living enriches human life; that since it is the work of many different people that helps us fulfill our needs, human labour must be respected: that since all human beings share these needs, everyone should also have a right to fulfill them.



A brief outline of Kit 2 : Our Earth & The Web of Life



This is the second manual in the *Sangati* series. The first manual explored three themes : Myself, My body and Our needs. In this manual, we focus on Our Earth, since it is the Earth that makes life possible and helps us fulfill our needs.

We share our remarkable home, the Earth, with lakhs of other living things – plants and animals, all of which have developed over many crores of years as a result of a never-ending process of change. Thousands of species have evolved, thousands have become extinct and all the while the Earth itself has been changing too.

Session 1 is an introduction to the whole topic.

Sessions 2-7 tell the fascinating and extremely complex story of the birth of the Earth and the evolution of life on it, in a manner that is appropriate for our young audience. We have focused only on the most crucial milestones in this story spanning more than 400 crore years.

Sessions 8 to 12 focus on the changes that have occurred on the Earth and the ways in which all living and non-living things are closely connected to one another.

In the last 200 years human beings have wrought many changes on the Earth which have far-reaching implications for the survival of life as we know it. Our future, indeed the future of the Earth itself, depends on our realizing two important truths : One, that everything on the Earth is bound together in a complex and beautiful web of life. Two, that the resources of the Earth have to be used efficiently and shared wisely.

Thus, While helping children understand how the Earth works, the sessions emphasize the inter-connectedness of all living beings and point out that no particular life-form is more important than any other on this Earth. We hope that these sessions will help children to recognize and respect the wonder of Life, to develop an attitude of responsibility while using the resourced of the Earth and to understand that our beautiful Earth is a miracle worth preserving and protecting.

The information included in this manual is based on present – day knowledge which may, in the future, be supplanted by newer research. While all attempts have been made to include the latest findings on this subject, we have to accept that everyday new information comes to light and that older theories are constantly being challenged. The story of the Earth is far from complete. This is what makes our Earth the subject of scientist's study, philosophers' musings and poets' songs.

2:6 Sangati Programme

In all upper primary and secondary Municipal schools of Mumbai

On 18th April 2015 the Municipal Corporation renewed its permission for implementation of **Sangati** Programme in all the Upper Primary Schools during June 2015 to April 2018 (PPPC/39 date 18/04/15). During the academic year 2015-16, **Sangati** programme is being implemented by the teachers of Mumbai Municipal Schools in eight language mediums. Three batches of std V to std VII have undergone **Sangati** using it as a supplementary, enrichment curriculum. Mumbai Municipal's Education Department Supervisory and Field Officers (Academic and Administrative) have extended overwhelming support during the implementation.

The project is making efforts to implement **Sangati** programme in a progressive manner from the current phase i.e. from June 2015 to April 2018. As part of these plans the project is currently implementing the **Sangati** programme for std V during the current academic year (2015-2016). In Year (2016-17) these children will reach class VI and in (2017-18) VII standard. An effort will be also made to implement **Sangati** in a consecutive manner i.e. a new batch of Class V will also be exposed to **Sangati** while the current batch enters Class VI. This will not only increase the outreach but will also help in better prospects towards sustainability of the programme.

Sangati Programme Outreach 2015-16

Zone	Municipal Upper Primary Schools in Mumbai			Municipal Secondary Schools in Mumbai		
	No of schools	No of classes	No of Children	No of Secondary Schools	No of classes	No of Children
I	202	298	6436	35	43	819
II	333	512	13227	13	25	834
III	323	534	10896	4	6	75
Grand Total	858	1344	30559	52	74	1728

- During the academic year 2015-16 **Sangati** programme was implemented in 1344 classes from 858 upper primary schools in language 8 mediums. Additionally; **Sangati** programme was also introduced in 52 Secondary schools reaching 74 classes. A total of 1344 classes from Upper Primary and **74 classes from Secondary schools are now participating** in the programme.
- In all 32287 students participated from 910 schools in **Sangati** programme.
- In all 1418 classes and teachers participated in **Sangati** programme .

2.7 Sangati Programme (2015-16): Activities

- **Integration of School Curriculum and Sangati Programme:** In the year 2015-16, *Sangati* Programme Kit 1: 'Myself, My Body, Our Needs' has been used in the MMC schools as supplementary enrichment programme.

- **Base-line and End-line Tests:** To understand and gauge the impact of the Avehi-Abacus programme on teachers and students; Base-line tests were developed and administered. In all a sample of 1839 students from 85 schools (10%) were part of these Base-line tests.

FC Name	No of schools 10%	No of Children
Zone I	19	334
Zone II	32	759
Zone III	34	746
Grand Total	85	1839

- **Refresher Training for staff:** Training workshop was conducted for staff for *Sangati* Kit 1: 'Myself, My Body in month of June 2015, Our Needs' and Kit2 Our Earth & The Web of Life in month of Feb. 2016. Focus of the training was to equip participants to develop an in-depth and nuanced understanding of *Sangati* kit 1 and 2 and to clarify doubts if any. The staff members had earlier read the kit on their own, had prepared a list of issues to be discussed. They had also conducted Zone-wise mock workshops/presentations. Background and rationale for development of these kits was also revealed to the participants. The issues identified by the staff members and their doubts were discussed in contexts of each session. The senior members also shared their valuable experiences and insights with the new staff members. Possible situations in the schools, inputs for interactions with teachers, head teachers, officers were highlighted. Some content and pedagogy issues (quality in transaction, completing of children's' worksheets, storage of material, contentious topics like changes in adolescent children etc.) **The workshop was guided by senior team members including the Director but it was essentially a peer-learning exercise.**

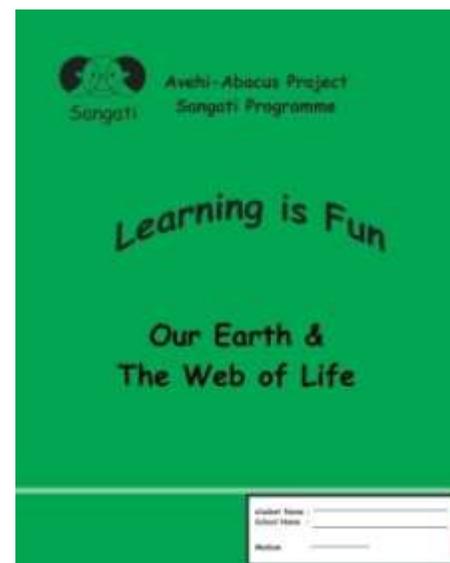


- **Meeting with Teachers and Head Teachers:** In the beginning of the academic year, head teachers of all the schools were given copies of the permission letters for the *Sangati* Programme. Head teachers were also given detail orientation of *Sangati Kit 1: 'Myself, My Body, Our Needs'* and *Kit 2 Our Earth & The Web of Life* . Detail planning for conducting *Sangati* Classes at school level, giving feed-back and encouragement to teachers, addressing their problems regarding time-table and storage of material etc.
- **Documentation of details of Participating Schools:** Existing tools were revised to document/update details regarding schools, teachers and children of each school that is part of the *Sangati* programme.
- **Providing Sangati Kits to Schools:** In the month of April, detail information was gathered/updated about availability and requirement of *Sangati* Kits per school. Based on which new kits were printed and distributed *Sangati* kit 1 to respective schools in the beginning of the academic year 2015-16 in month of July 15 (16 to 25 July). In the month of November, after Diwali vacation; *Sangati Kit-2* was provided to schools.

- **Printing and distribution of Children's' Material:**

Worksheets/Supplementary Readings

40000 Activity booklets were printed and distributed to all participating children's in 8 languages. Each booklet containing the relevant Worksheets/**Supplementary Readings** is prepared taking into consideration the age group of students. Each child is given the material in their own language of instruction. (Total 8 languages). The language therein is very easy to understand and the material is non-threatening. The primary focus is to enable the child to relate what the session addressed to their own life-



Category of Children's Activity Books					
	A: Excellent	B: Good	C: Average	D: Poor	E: Children did not have activity books
Kit 1 %	24	27	25	23	1
Kit 2 %	31	28	22	18	1

situations rather than merely repeating what was transacted in different languages. The material has drawing, painting, information about one self, writing experiences, collecting some information, writing notes, interviewing – all the exercises, the students can carry out well.

- **Meetings with the officials in the Education Department:** In the year 2015-16, *Sangati* programme co-coordinators organised regular meetings with the education officials in their respective areas. These meetings were conducted with the Deputy Education Officers, Superintendents, Administrative and Beat Officers to provide regular programme updates and to brief them about organizational work. Officials provided guidance with respect to issues related to programme implementation. Their feedback and suggestions helped the implementing team.
- **Sangati Programme Implementation:** From July-15 to Aug-15; sessions based on *Sangati Kit 1: 'Myself, My Body, Our Needs' and Our Earth & The Web of Life.*
- **Teacher's Day Celebration:** Bookmarks with thoughts on education and teachers role were gifted to teachers and to officials in the department of education on teacher's day to express gratitude towards their invaluable contribution in the field of education.
- **School Visits by School Representatives and Coordinators**
There are 7 Field Coordinators and 37 School Representatives who monitor implementation of the *Sangati* Programme. They have taken lot of efforts so that *Sangati* is implemented as expected and the core tenets of the curriculum are understood and appreciated by the teachers and the students. The field team regularly visits schools/classes allotted to them to either sit-in the class and observe the sessions or follow-up with the students about their response, study their completed worksheets, discuss with the teachers or sometimes help teachers in conducting complex, time-consuming games, activities.

Zone	Visited No of schools	Visited No of classes	No. of Visits by Field coordinator (Classes)			Visited No of schools	Visited No of classes	No. of Visits for Observing Sessions	No. of Visits for Follow up of Sessions
			Regular	Surprise	problematic				
Zone I	653	759	538	112	109	1859	2664	7403	1982
Zone II	810	1145	591	217	337	2778	4287	13543	3477
Zone III	467	701	217	373	111	2622	4317	9682	5788
Grand Total	1930	2605	1346	702	557	7259	11268	30628	11247

School visits by School Representatives – In total the school representatives made 41875 visits to the school. Out of which, 30628 visits were for observing, assisting with sessions and 11247 visits were for follow up.

School Visits by Field Coordinators – the seven Field coordinators in the *Sangati* Programme made 1930 visits to schools and 2605 visits to classes. Out of which, 1346 were by informing the concred representatives and visits, 702 were visits that were done independently by Field Coordinators, 557 visits were made to the classes where the representatives needed support to sort-out problems faced by teachers. During the school visits, the Field Coordinators continued to dialogue with teachers, principals and with the students for smooth implementation and monitoring of *Sangati* programme.

- **Evaluation:** In order to gauge impact of the programme, evaluation was conducted in the month of March-April 16. For this 10% schools and 10% students from these 10% schools were selected as per sampling norms. Feedback about the programme was taken from students and teachers from selected schools.

	Zone	Upper Primary Schools		Secondary School	
		Sample no of schools	Sample No of children	Sample no of schools	Sample No of children
	Zone I	20	200	4	40
	Zone II	33	330	1	10
	Zone III	32	320	0	
	Grant Total	86	860	5	50

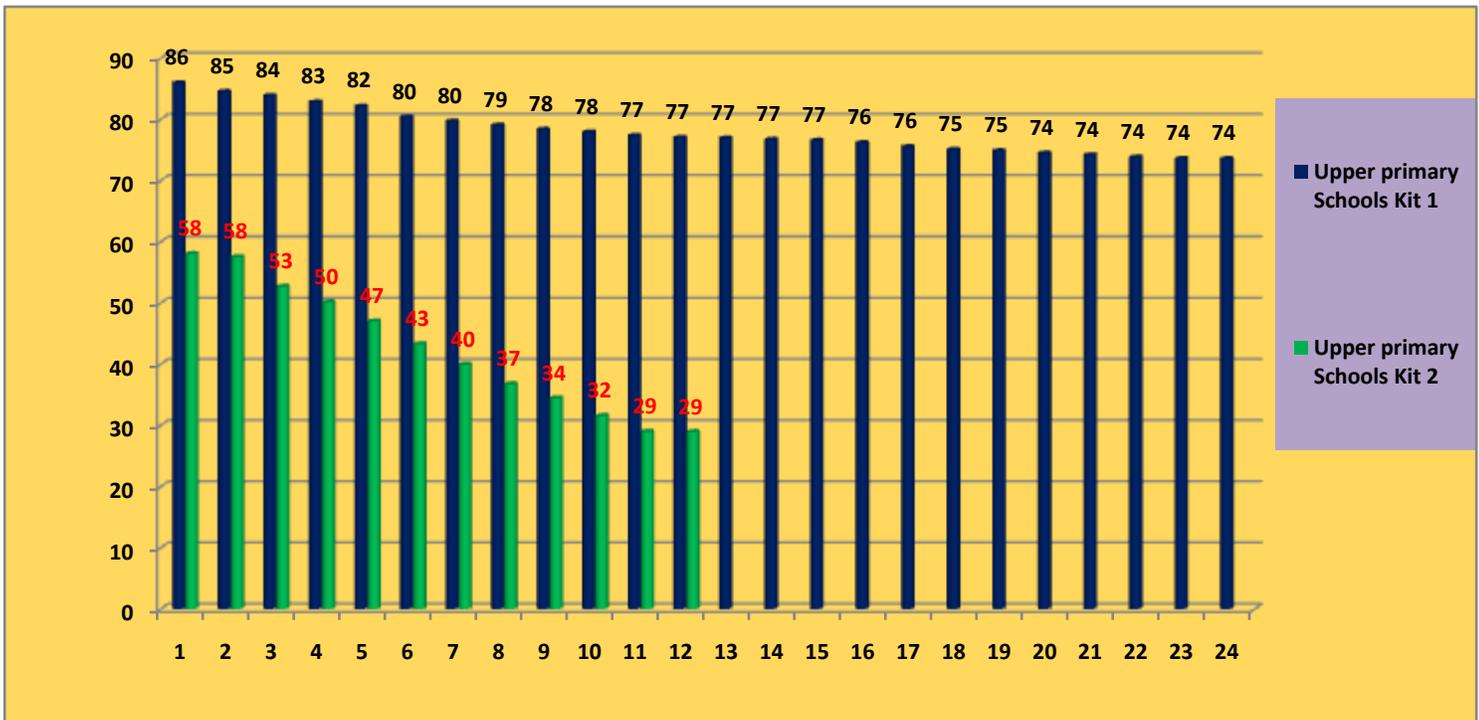
2.8 Implementation of *Sangati* programme in all upper primary and secondary Municipal schools of Mumbai

The consolidation of information of sessions of kit 1 and 2 where the *Sangati* Programme was being implemented in Mumbai Municipal Corporation School in the **academic year 2015-16**, is as follows:

A. *Sangati* Programme in Upper Primary Schools

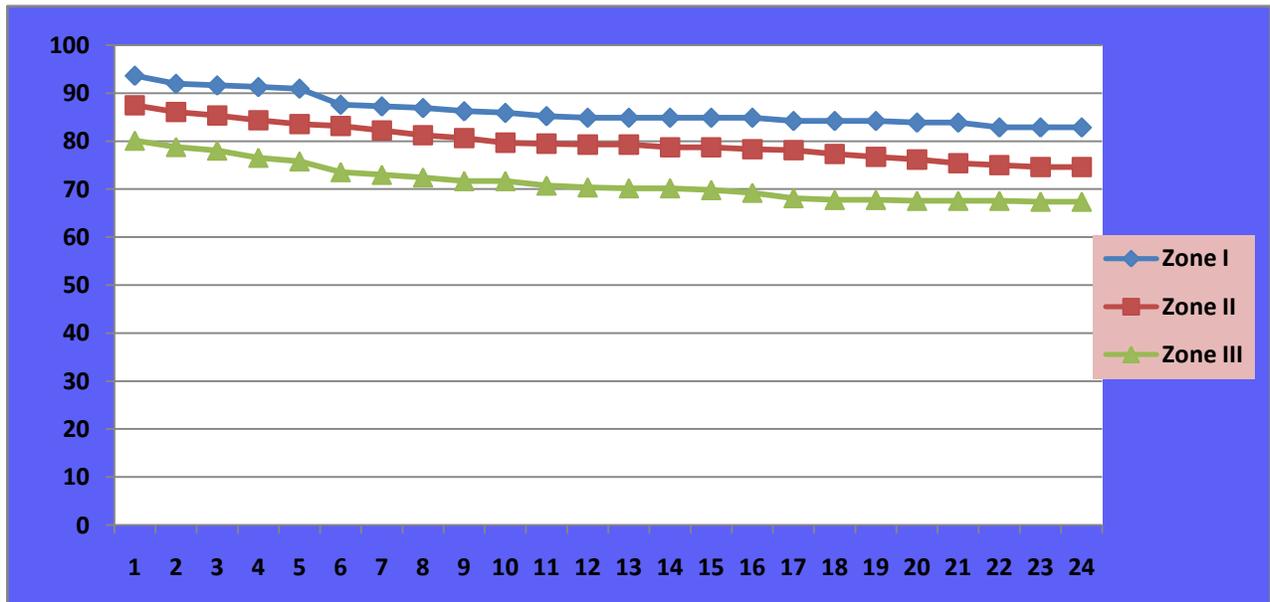
Session average of *Sangati* kit 1- *Myself, My Body, Our Needs* and Kit 2 : *Our earth and the web of life*

Number of completed sessions in all classes (%)

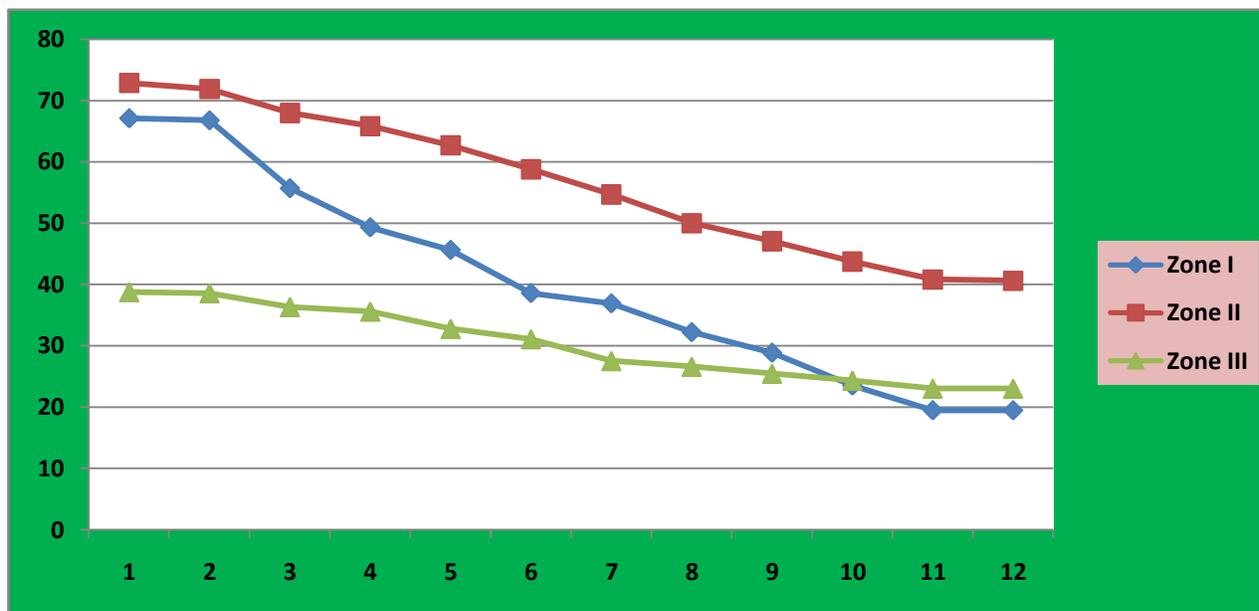


- *Sangati* Kit - 1: '*Myself, My Body, Our Needs*' started in 86% classes and completed in 74% classes from all schools.
- After completing Kit 1 in 74% classes, teachers started the Kit 2 with the same students.
- *Sangati* kit 2- '*Our Earth and the Web of Life*' Needs' started in 58% classes and completed in 29% classes in upper primary schools.

Zone wise Average of *Sangati* kit 1- Myself, My Body, Our Needs



Zone wise Average of *Sangati* kit 2- Our earth and the web of life



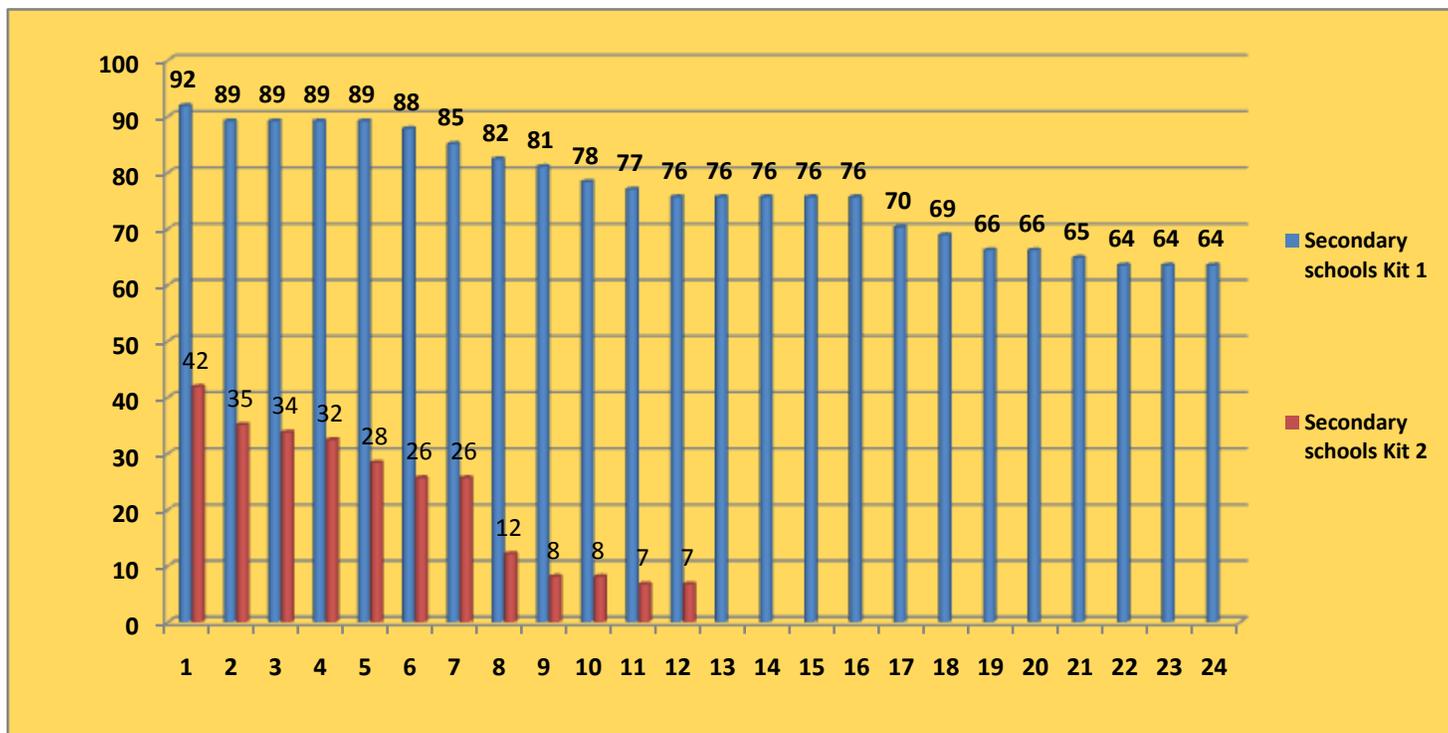
- Teachers taught very spontaneously as topics in both the sets were very relevant to social and own real life.
- The commitment and involvement of teachers in their students is reflected in the feedback they have written:

B. Sangati Programme in Secondary Schools

This year efforts were made to start **Sangati** programme in 52 secondary schools having 74 classes . Out of these we were successful in initiating Sangati Programme in 67 classes.

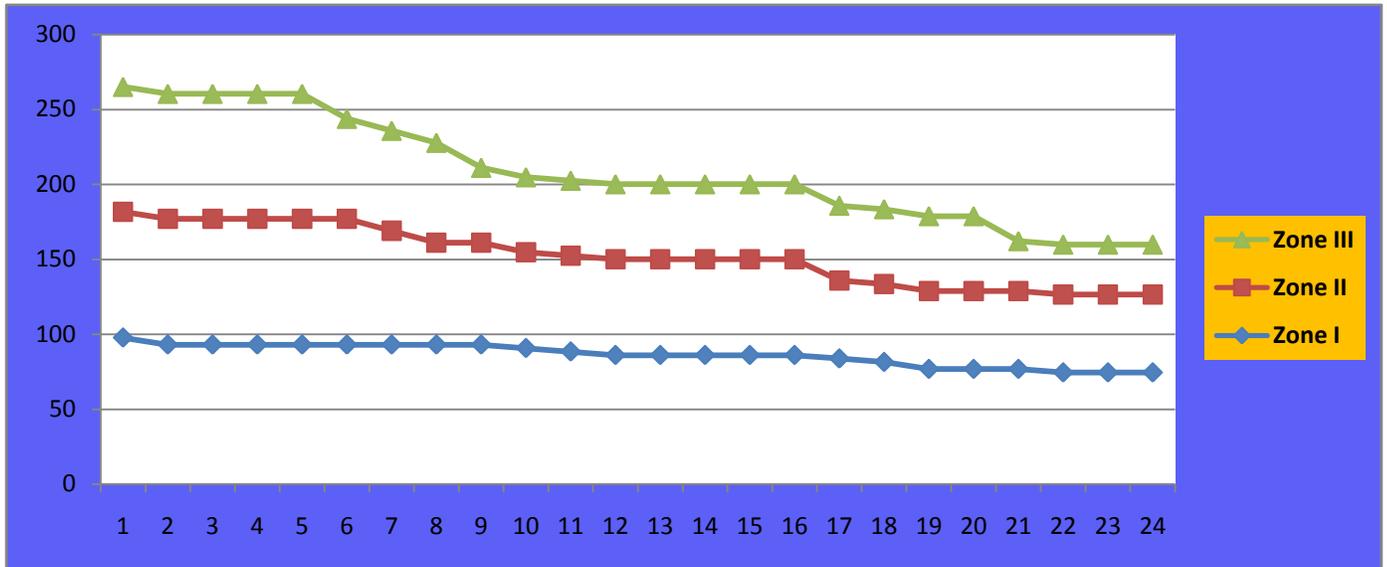
Session average of **Sangati** kit 1- **Myself, My Body, Our Needs** and Kit 2 : **Our earth and the web of life**

Number of completed sessions in all classes (%)

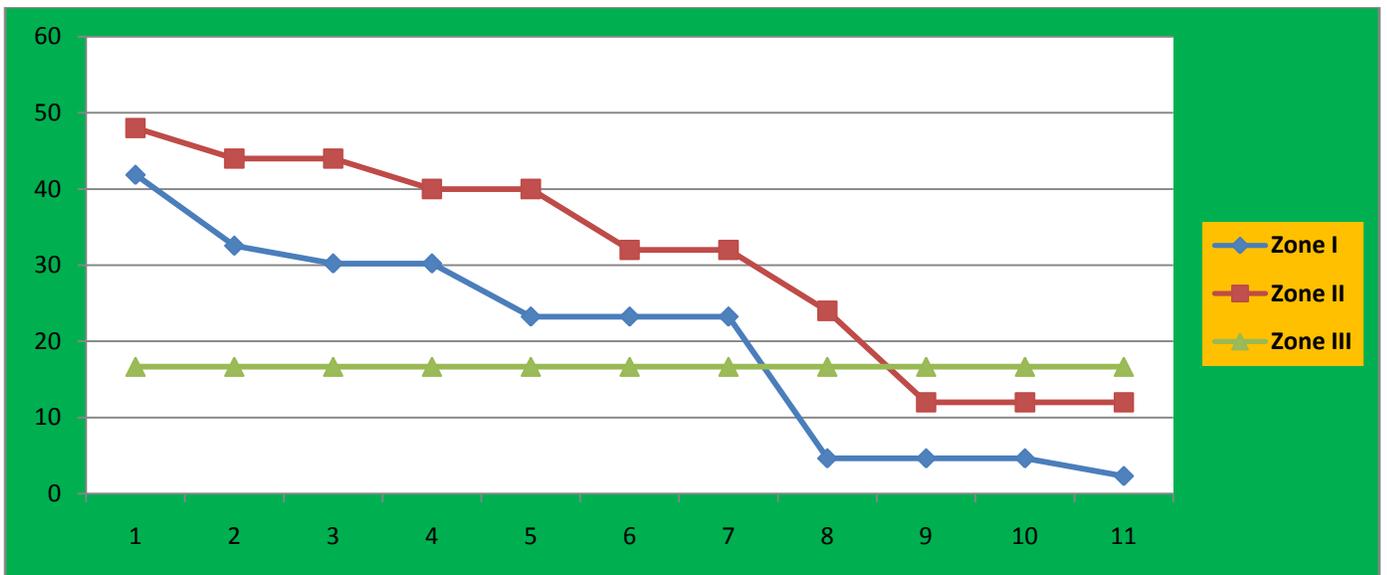


- **Sangati** Kit - 1: **'Myself, My Body, Our Needs'** started in 92% classes and completed in 64% classes in secondary schools
- After completing Kit 1 in 64% classes, teachers started the Kit 2 with the same students.
- **Sangati** kit 2- **'Our Earth and the Web of Life' Needs'** started in 42% classes and completed in only 7% classes in secondary schools.
- **Sangati** Kit 1 was completed in Secondary school, in the month of September, whereas in some schools sessions started in the month of October. Kit 1 was completed in 64 (28) classes and Kit 2 has started in 42% and completed in only 7% classes

Zone wise Average of *Sangati* kit 1- Myself, My Body, Our Needs



Zone wise Average of *Sangati* kit 2- Our earth and the web of life



- **Sangati** Programme implementation in Secondary schools started for the first time only from this academic year. Hence, the teachers were found to be highly motivated. These schools also have sufficient number of children, the teachers have clerical and administrative support, each class has a one teacher, many schools also have functioning libraries and laboratories, and conditions are better than an average elementary school. The teachers started conducting sessions after understanding the entire course in a comprehensive manner. Mr. Khatavkar, head Master of Byculla Secondary schools share their experiences spontaneously;– “the programme is very good. The material is very helpful. It is clear that the knowledge being imparted in the programme is very scientific.”
- in Secondary schools are highly regular in conducting the sessions regularly and in a qualitatively advanced manner. The students are enjoying filling-in of Worksheets and Extra Reading material. Students are seen to be bringing completed Worksheet booklets regularly to schools.
- It can be said that the objective of **Sangati** sessions for students is being met in a satisfactory manner, and goes beyond more ‘taking the session’ in a mechanical manner. Also it is observed that the students are demonstrating the impact by making small changes in their own lives, their daily routine.

2.9 Experiences during Sessions kit 1 and 2

Teachers' response to Sangati kit 1 and 2:

- The **Sangati** programme supplements various school subjects like Geography, History, General Science, Environmental Studies, General Knowledge etc. The programme has contributed in enhancing student's knowledge and the use of various methods of teaching like group activities, games, songs has enriched the teaching-learning process and made it entertaining as well.
- Since the programme supplements various school subjects teachers have used **Sangati** visual aids and activities during their regular classes throughout the academic year. For e.g the teachers have used visual aids to conduct the lesson on 'Digestive System' in General Science, 'Our Biosphere' in Geography. The teachers feel that the use of visual aids help students understand and retain the content in a better manner.
- The **Sangati** programme has contributed in enhancing various skills like communication, leadership, amongst students. It has increased their confidence and helped in creating a 'we' feeling in the classrooms.
- Children who usually do not speak or participate in the class are active during **Sangati**. They exhibit interest and participate enthusiastically during **Sangati** sessions.
- Flip charts like 'Ramu's Roti', 'Sameer's House', 'Mouse princess's wedding' have been popular amongst students. After the flip chart 'Ramu's Roti' (the flip chart reinforces the efforts of various people in making one roti) was shown, many teachers and students have reported that they are more conscious about not wasting their lunch or mid-day meal provided in the school. The session on 'Dealing with illnesses' was very useful for students. The session has a fact sheet on commonly occurring diseases and how they can be prevented.

Students' Response to Sangati kit 1 and 2:

- Students enjoy drawing, colouring and filling worksheets. Many students not only maintain their files but decorate them as well. They seem to consider the files as their prized possession. While filling worksheets for kit 1- **Myself, my body, our needs**, students have enjoyed writing about themselves, their likes-dislikes, their friends, and family.
- Students who had poor writing skills have reported that these have improved after filling **Sangati** worksheets.
- The popular flip charts amongst students have been 'Who will teach Emperor Akbar?', 'Ramu's Roti', 'Sameer's House', 'Mouse princess's wedding' while games include 'Balloon game', 'My grandfather's grandfather' (helps clarify the concept of time line in evolution). All students have enjoyed making and colouring dinosaur masks. They have found the session on 'preventing illnesses' very useful.

Experiences during Kit 1 Myself, My Body, Our Needs

School – Gundavali English Municipal School

Teacher – Smt Ruksana Lopez Haba

This teacher was conducting session no 6 – ‘My Friends’ and she asked everyone to share good and bad habits of their best friend. She also asked them as to why friends are made. One of the students started sharing – he is always making mischiefs, fighting with someone or the other. He never brings tiffin to school but eats from someones tiffin by force. He never completes his homework but still I talk to him. We always help him. If we do not talk to him, he will be left alone. Friendship is made knowing his good and bad habits because we need to continue making friendship.

The teacher asked everyone if they had a friend like that. Then all the students gave the name of Prathamesh who was in the class till class 4. He always helped others in studies. Now he has left our school but we still think of him.

School – Magathane Municipal Marathi School No 2

Teacher – Marheena Alphanso

When the teacher was conducting follow up session of session 9 – My City , she was asking different questions to the students. The students described different places they have visited in Mumbai on the Map. They showed Sanjay Gandhi National Park, Gorai Beach, Churchgate, Andheri, Juhu Chowpaty. They discussed various problems in Mumbai such as pollution, heaps of garbage, polluted air, water shortage, shortage of space, crowd. They said they liked Mumbai city as there are many tourist attractions. Vadapav, fafda jalebi, pav bhaji , pani puri, dosa, idli are different types of food items from Mumbai. This is the specialty of Mumbai. They expressed that they like to stay in Mumbai more than their native place. This clearly reflects that the students are well aware about Mumbai.

School – Saraswati Bag Hindi Municipal School Teacher – Dnyaneshwar Cover

The teacher narrated story – session number 6 ‘Friends’. He explained it very well. They had a discussion in which the students expressed their opinions and experiences very well. For ex: they learn lot of things from their friends, they play together. While discussing positive qualities of friends they said that the one who does not fight, the one who does not steal, the one who listens to teachers, the one who studies well etc qualities are explored. Numbers of them were talking about friends who have left school. A student called Gaurav said that His friend was Mohit. 2-3 friends were playing bat ball near railway tracks. Mohit went to get the ball and did not return for a long time. We went to look for him near the tracks after the train went away but could not find him. My brother called me and we were returning from there. That time we saw an ambulance standing near the railway crossing gate. Then we came to know that he had met with a fatal accident. I cried a lot that day. Even today when I think of him, I cry. Now we do not play there. Many such experiences were shared by students.

School – Khernagar English Municipal School No 2

Teacher – Nikhil Dave

Session no 9 – My City. The city where we stay creates a positive/negative impact on us. USP of Mumbai is that Mumbai is such a city which cannot be compared to any other city in the world. There is Unity in Diversity. You will find people from different castes, religions, of different festivals, cultures in one place that is Mumbai. You will also find traditional things here.

The original residents of Mumbai are of Koli community. You will still find them doing their traditional business of fishing. The population of Mumbai is in crores. Various types of businesses are done here with domination of different people. For ex Idli, Dosa, Sambar is the menu of South Indian Community, business is in the blood of Gujaratis and Marwaris. The teacher then conducted the exercise – Yeh Hai Mumbai Meri Jaan. Lastly, he sang – “Main Bumbai Ka Babu” for the students.

2.10 Challenges faced during Implementation

- It was difficult to complete Kit 2 in Class V as the teachers were engaged in ‘Base-Line Tests’ administered by the State government, British Council Training and regular administrative duties.
- In some schools especially in Marathi, Gujarati, Tamil, Telugu and Kannad mediums, some classes were combined due to lesser number of students.
- Five *Sangati* representatives left the organization in mid-term. Hence, follow-up in schools allotted to them was weak.

2.11 Sangati Programme in Ashram Schools, Thane District

This year there was yet another additional initiative - the Sangati Programme was also initiated in Ashram Schools (residential schools for tribal children managed by the Integrated Tribal Development Department) of Thane district. *Sangati* Programme is currently being used in **36 Ashram schools, 36 teachers 1800 children** is **geographically tribal belt** in spread over Shahapur, Murbad, Kalyan, Bhiwandi, Ambernath blocks in Thane district.

The efforts in that direction are as follows:

- Establishing communication with Project Officer, Integrated Tribal Development Department Shahapur
- Meeting Asst. Project Officer, Shahapur

Discussion was conducted with Mr. Jain on September 11, 2015. The planning done in the meeting was as follows:

- The programme to be implemented in 20 schools in 3 blocks – Murbad, Shahapur and Ambernath under ITDP, Shahapur.
- The material and teachers' training will be provided by Avehi Abacus.
- Lunch and travel expense of teachers to be borne by the Project.
- Monitoring of implementation of Programme will be the responsibility of the project.
- The information about the Programme to be shared during meeting of Principals of Ashram schools.

On the whole, the meeting with Mr. Jain was very positive and useful.

Teachers' Training Workshop

Thus *Sangati* programme was implemented in 36 Ashram Schools in Bhiwandi and Shahapur blocks in 2015. A two days for Orientation Workshop teachers was held for the teachers on 30 Sept – 1 Oct, 2015, in Govt Ashram School, Shenave, Shahapur block. 31 teachers participated in the workshop.

This workshop was replete with varied inputs. It included inputs on perspectives about the education system, learning processes, and sessions of Kit 1 **Myself, My Body, Our Needs was. Sangati** material was also handed over to teachers.

During this workshop, Mr. Pawar – Asst. Project Officer and two extension officers participated in the first session on the first day. It was agreed that each teacher would devote one hour per week for *Sangati*.



Specific Observations and Achievements

Attendance of teachers was more on the second day than on the first day due to tests in school.

- The teachers found this workshop different than other workshops.
- They enjoyed games in the workshop. Session presentations were done in a quality manner. Teachers shared the challenges they faced in tribal areas and related relevant examples with the sessions.
- The teachers highly appreciated the flipcharts, exercise books.
- The teachers welcomed **Sangati** inputs and reported that they felt it was truly helpful in enriching and deepening school knowledge and that the inputs were relevance to childrens' everyday life.
- Each teacher was reported that the inputs in the workshop were genuinely new for the and they felt their time was well-used and they were going back home with concrete learning.



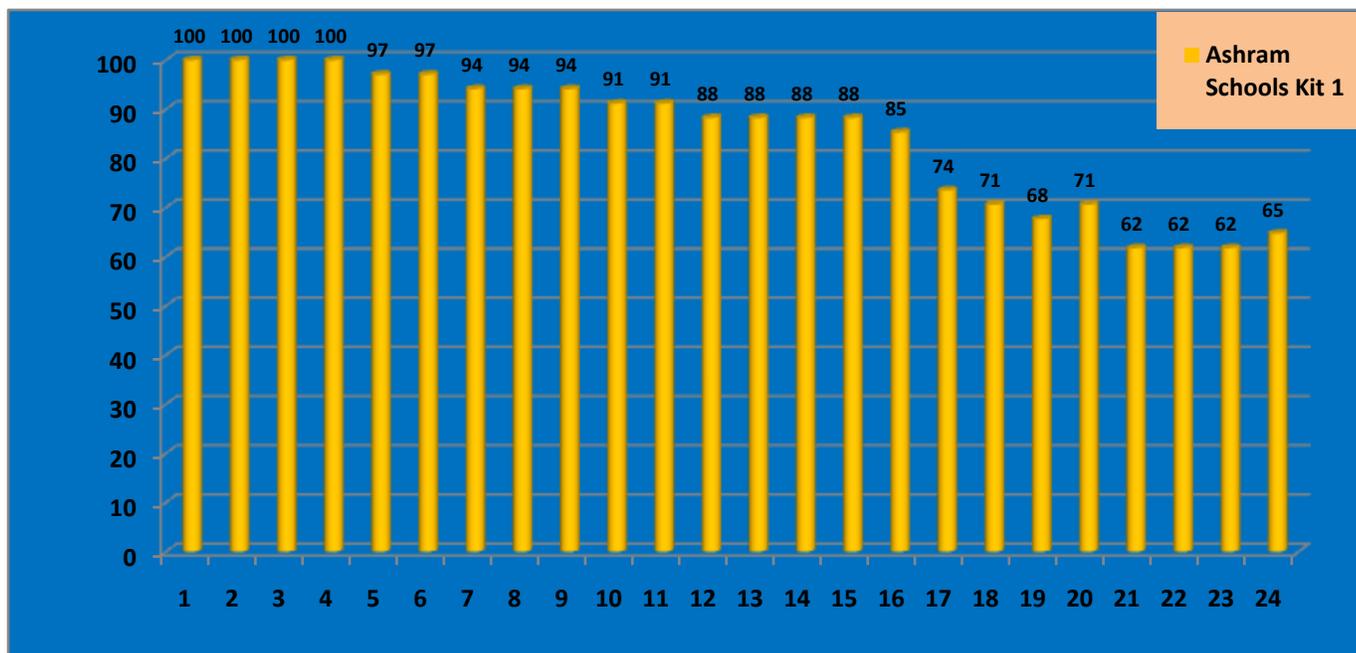
Pre Test Questionnaire:

A baseline questionnaire was administered to understand the usefulness and impact of **Sangati** for students of class 5. The end line test will be conducted for the same students when they reach class 7. Pre-Test forms were filled by 23 students of Saasane (Kachkoli), 60 students of Moroshi, 56 students of Bhinar, 39 students of Chimbipada, 40 students of Gothehar Vaafe, 38 students of Lavhali, 22 students of Kaarav , ie a total of 278 students from 7 Ashram schools filled the Pre Test Forms.

Implementation of **Sangati** programme:

After the workshop, Avehi Abacus representative made 178 visits to 34 schools out of the 36 schools till the month of March 2016. Session average in Kit 1 in **Sangati** Programme – **Myself, My Body and Our Needs** was as follows:

Session average in Kit 1 in *Sangati* Programme - Myself, My Body, Our Needs



- *Sangati* Kit - 1: '*Myself, My Body, Our Needs*' started in 100% classes and completed in 65% classes in Ashram schools

- 65% schools have completed Kit 1 entirely. (This is commendable despite very late beginning of the programme in these schools).
- The programme is being implemented in Ashram schools for the first time. All of have loved the program. All the students, teachers and principals have welcomed the *Sangati* unequivocally.
- Students had not opened up much in the first visit. However, when the representatives visited often, the students started communicating openly. Now as soon as the representative enters the schools the students rush and make a circle around



the representative and start talking about their experiences in the sessions.

- In some schools, the teachers started the sessions on their own, without the representative initiation and conducted sessions well.
- The game of balloons was played in the school playground in all the schools. This activity created a feeling of togetherness amongst students and teachers.
- Teachers report that due to **Sangati** students have started to express their opinions, ideas, feelings without hesitaion.
- The students read out bold letters first when they received the Activity booklet and then they glanced through the entire booklet. They enjoy the stories from the booklet. They enjoy the stories from the booklet. The reading material, *enthusiastically* complete the worksheets. They love to colour but many schools do not have paints/crayons.
- Students made good efforts to express their understanding of personal qualities and skills during session 2 – ‘Who Am I’. In the exercise Emotions and Personality in session – Appearance and Physical Abilities the students enacted emotions such as Anger, happiness, sadness, fear etc. Other students tried to recognize the emotions.
- In the session 5 ‘My family’, the students described what they learnt from family. They shared activities related to agriculture – transplantation, cutting, harvesting etc, washing clothes, respecting elders. “The Ashram school is also our family because we stay here; we learn so many things here about good habits, about work etc. Hence this is our family too andr homes/our parents and others during our vacation.”
- During session 7 about ‘My School’, the students while discussing about changes in school, said that the school bags hanging on the walls and the clothes left for drying in the classrooms should get a definite place outside the classroom. That was an immediate change they looked forward to in their school.
- The representatives also study the student’s Worksheet Booklet. Teachers report that all children are confident and wager to write the worksheets as these are about their own experiences, insights and opinions and that they are not judged for being wrong.



Experience of representative

Pendarghol Ashram School

Teacher – S. R. More

Reached the Ashram school at 10.45. The school premises were very clean and quiet and hence, felt very pleasant. The representative then met the School Principal in the school office and introduced themselves. The teacher then took the representative to class 5 after the Morning Prayer.

When the representative entered the class they found that **Sangati** booklet in front of each student. Teachers and students welcomed the representative. The sessions 1 Introducing **Sangati** were conducted by the teachers. When discussed about the session, students tried to narrate both sessions briefly. While talking about friendship, the students said that the Ashram Friends are our family. They have number of skills & qualities and we learn so many good things from them.

During a game from session 2 – An Introduction one of the girl students said that she has got the best handwriting of all. The teacher brought her notebook to prove her statement and it was found that her handwriting was really very good and that she could recognize her quality. Then in the activity during session number 3, - Appearance and Physical Abilities, only one of the girls thumb was reaching the wrist and she was the only one who could raise her eyebrows – one at a time.. Her name was Darshana. She was very talented and all her attention was focused towards getting information from each session. During session 4 – Feeling and Temperament, the students gave example of getting award to describe happiness, death or accident to describe sadness and watching snake or tiger to describe fear.



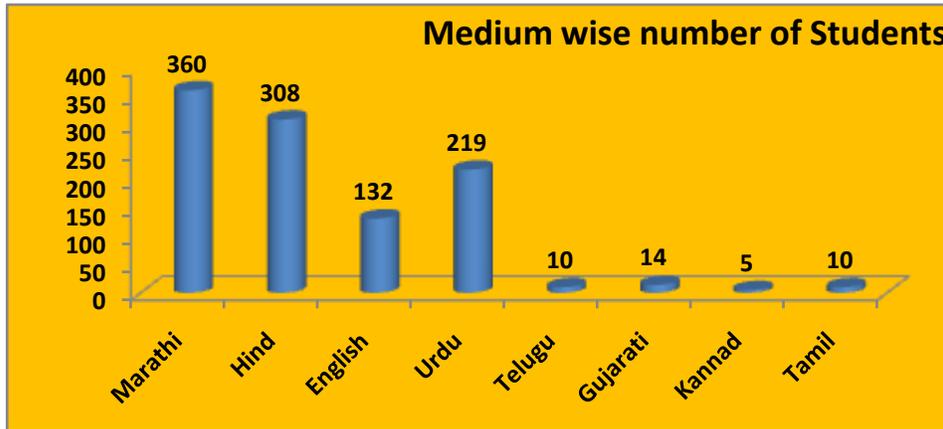
2:12 Sangati Programme Internal Evaluation Report: 2015-16

The Internal Evaluation was conducted in March 2015 to understand the impact of *Sangati* in schools. The selection of schools was done in a random sample method. The evaluation was conducted by seeking written feedback of students and teachers from MMC schools where *Sangati* Programme was implemented. A questionnaire was prepared and pre-tested. It was decided that 10 students from each school out of which 5 girls and 5 boys were to be selected using random sample method. It was also decided that in classes with were less than 10 students all students would be administered the questionnaire. **It was decided that evaluation will be done in 106 schools, with 106 teachers and 1058 students.**

Number of schools, teacher and students evaluated under *Sangati* Programme

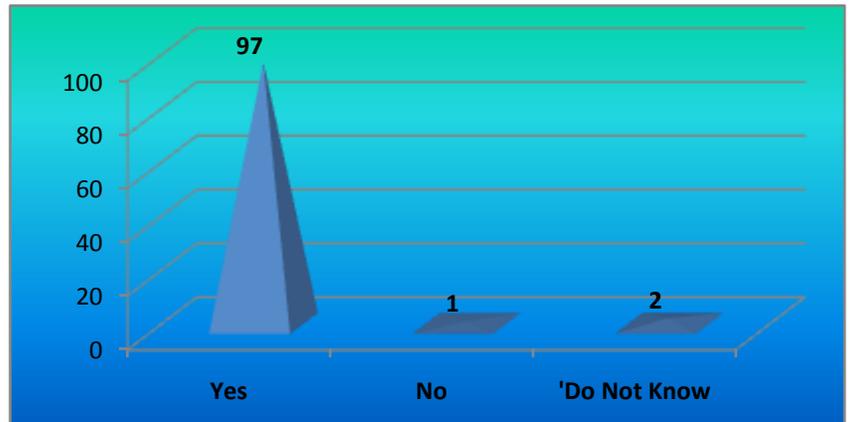
Sr. No.	Medium	Primary		Secondary		Aashram	
		No of Schools-Teachers	No of Students	No of Schools-Teachers	No of Students	No of Schools-Teachers	No of Students
1	Marathi	20	195	4	41	11	124
2	English	11	112	1	10	1	10
3	Hind	29	288	2	20		
4	Urdu	21	209	1	10		
5	Telugu	1	10				
6	Gujarati	1	14				
7	Kannad	1	5				
8	Tamil	1	10				
Total		85	843	8	81	12	134

2.12 : A Feedback of Students about *Sangati* Programme



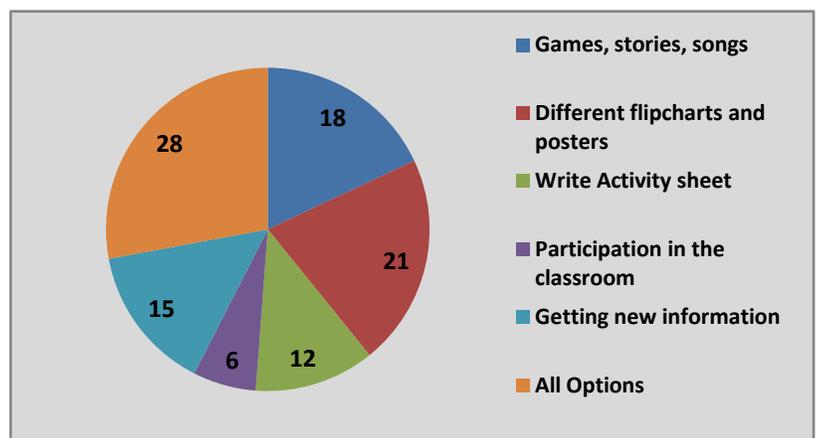
Like *Sangati* Programme because

Students like the *Sangati* Programme a lot. The project got feedback of 1058 students about *Sangati*. Three options were given about their option: 'Like *Sangati*', 'Do Not Like *Sangati*' and 'Do Not Know'. The responses were as follows: **97%** students have shared that they like *Sangati*, 1% 'Do Not Like' and 2% 'Do Not Know'.



Reasons for liking *Sangati*

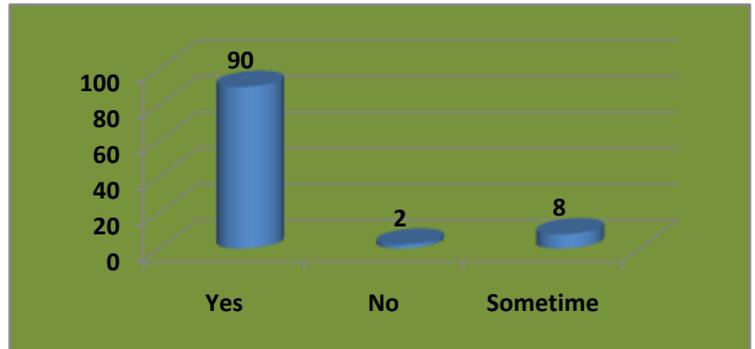
Sangati programme is built in such a way that it will strengthen the school curriculum. Lot of thinking and preparation has gone into *Sangati*. It includes various games, stories, songs which students would like and they can participate in. Different flipcharts and posters having lot of pictures have been prepared on different topics. The students like it a lot. The students have



expressed their reactions about the programme as follows. We will see that the students like all the options in a similar proportion.

Do you get opportunity to express your opinions during *Sangati* session?

The children like the programmes as it uses different tools and mediums. Participation of children is the base of the entire programme. That is how the programme reaches out to children. 90% students shared that they have got a platform to express their thoughts, their opinions during *Sangati* sessions. 2% students gave a negative answer.



We and our friends attend *Sangati* sessions

96% students shared that they enjoy the *Sangati* session thoroughly. Hence, they make it a point to attend school on the day the session is conducted. Their friends also attend *Sangati* sessions regularly. It is a very important point that they enjoy the sessions and attend the sessions with friends.



***Sangati* Programme Evaluation 2015-16 – Feedback from Students**

1. School – Mulund Camp Hindi Medium School

Name of the student – Payal Rajkumar Gupta

I got to learn good things, I learnt good habits. I like writing about Mumbai, about my thoughts (*Man Kee Baat*), about my friends and my hobbies.

2. School – Dhamangaon Marathi Medium School

Name of the Student – Sanjana Rajesh Patil

The stories in *Sangati* were very good. I enjoyed learning them. I started reading story books. Reading has now become my hobby. I have started writing poems. I behave in a friendly manner with everyone. I love coming to school now.

3. School – Dhamangaon Marathi Medium School

Name of the Student – Diya Mohan Tare

I have started reading story books. I have started writing poems, some two – three poems, I have written. Now I find writing essays very easy. I found out some of my good qualities. For ex: Smiling, helping people, understanding people etc.

4. School - Paaspoli Kannad Medium School

Name of the student – Lakshmi C. Bjantri

I couldn't write so well earlier. My writing had number of grammatical mistakes. Now I do not make grammatical mistakes. I heard number of stories during *Sangati*. Inspired by these, I can read and write well. I can read Marathi and Hindi very well now.

5. School – Principal Vamanrao Mahadik Hindi Medium School

Name of the Student – Sameer Mo. Azeem Shaikh

I did not express my thoughts earlier. Now, after *Sangati*, I share my thoughts, feelings, opinions with my family. For ex: what is it that I want, what am I afraid of etc. I was always busy only busy playing with my friends. Now we also read many stories from *Sangati*. I feel that *Sangati* should come to our class every day.

6. School – Worli Naka Marathi Medium School No 1

Name of the Student – Tisha Baban Jawale

We learnt stories and got information. We should do away our bad habits and learnt good values. I developed reading habit due to *Sangati*.

7. School – Love Grove Pumping Marathi Medium School

Name of the Student – Samarth M. Soshte

I like playing games from **Sangati** . I try answering questions put forth by our teacher. I like drawing pictures a lot. I paint pictures given in **Sangati** book and read information given. The games I particularly liked were the Balloon Game, Pouch, Memory Game etc. The information in **Sangati** can be found in Science book as well. Now I listen to information given in Environment Studies. Now I have started loving school subjects like Environment Studies and Geography a lot.

8. School - Love Grove Pumping Marathi Medium School

Name of the Student – Dhanashri Popat Shelar

I like writing in the **Sangati** workbook a lot. I like different stories. I like reading and writing. I always try to write while completing stories given in Gammatgoshti. Now I am not afraid to stand up and talk in front of my class. I paint pictures after reading about new information. I tell **Sangati** stories to my friends as well.

9. School – Mankhurd Lower Primary Marathi Medium School

Name of the Student – Vibhas Anand Aanute

We have started answering questions in class and asking them also. We get to play games. We can express our thoughts, feelings, opinions. We get to read, write, draw, paint. Earlier, I was not opening my mouth in the class. Now after **Sangati** , I learnt to talk in class. I enjoy reading **Sangati** Book a lot.

10. School - Principal Vamanrao Mahadik Hindi Medium School

Name of the Student – Mo. Afsaan Mo. Aasif Shaikh

Sangati programme has brought lot of changes. Now I study more and play less. I help others. I listen to elders. I have cordial relations with everyone. I respect elders. I water plants every day. I do not fight with others. I try to keep my friends happy. If they fight, I counsel them. I do not waste water. I like **Sangati** a lot.

संगति

संगति मुझे बौद्धोत्त अच्ची लगती है। संगति से बौद्धोत्त सारी जानफारी मिलती है। संगति से हमे बौद्धोत्त सारी कहाना सुन्ने मिलती है। संगति मे हमे बौद्धोत्त सारे मजेदार प्रश्नो के उत्तर दुडने मिलते है। संगति से मुझे यह सीख मिलती है की हम अपास मे मिल जुल कर रहना चादिये। संगति हमारे जीवन का महत्वपूर्ण हीसा है। संगति मे हमे बौद्धोत्त सारे गेम खेल मिलता है। हमे संगति से अपने ही बारे मे सीख मिलता।

नाम: अहमद अन्नसारी

स्कूल का नाम: कलेक्टर कॉलनी

म.न.पा. हिंदी शाखा

नाम = आदर्श अखिलेश मिश्रा -

पाठशाला = अभ्युदय नगर मंत्रपा, हिंदी शाखा

PAGE NO.:

इस साल हमें नया 'संगति' विषय मिला वो बहुत ही अच्छा है। इसमें अफर-बीखल की कहानी है। जिसमें हमें ये बताया गया कि हर कोई एक शिक्षक भी है, और विद्यार्थी भी है। और हमें अपने खाशियत के बारे में बताया हमारा पर हथ के इतना होता है। ये जानकर बहुत ही मजा आया और परिवार के बारे में भी बताया, मैंने अपने दादा का चेहरा आंखों के सामने लाया मेरी दादी मुझे बहुत पसंद है। वो मुझे बहुत प्यार करती है। और हमें संगति का बुक भी दिया गया। वो खरने से मुझे बहुत मजा आवता है। इसीलिए मुझे संगति बहुत पसंद है।

दिल पकड़े दिमाग का हथ
आओ चले साथ - साथ

Dhaxavi T.C. Eng. School NO. 2

std : V B

name of the student - Kaif ansaxi

I am Kaif ansaxi studying in standard 5th I like all the programmes and activities taken in Sangati programme. We had a lot of fun while playing games related to our likes and dislikes or about our body. I learn many good things about myself and others. Also stories taught in this programmes were very nice and interesting I like this programme very much.

नाव - सांजली गजानन मस्के

शाळेचे नाव - येवूर नाका म न पा मराठी शाळा-9
इ. ५वी.

DATE: / /

मला संगती कार्यक्रम खूप आवडतो.

म्हण त्या महाने मला खेळ

खुप आवडतात त्यांमध्ये गाणी

गोष्टी आवडतात. संगती मध्ये मला

माडीती मिळते. बुकलेट मधील

मी चित्र रंगविते मला मोठे

कुंडल खूप आवडते. त्यांमध्ये

गंमत गोष्टी असातत. मी गंमत

गोष्टी स्वाध्याय

सोडवते त्यांमध्ये मला खूप

ध्यान वाहत संगतीच्या वैचरानी

आमचे खूप खेळ घेतले

ते मला आवडले. आपण

सगळे वेगवेगळे दिसतो

ते मला संगती पुस्तकातून

कळले मी संगतीच्या पुस्तकांमध्ये

माझे कौशल्य मिळते

नाम- सहेक दिलदार शेर
पाठशाला का नाम- जाडकर्णी पार्क
हिंदी प्र. 9 कक्षा 5वीं, अ

हमारी शिक्षिका का नाम, रेखा यादव है।

हमें संगति इस लिए अच्छी लगी की।

उस में हमें छोटेत जान कारी मिली और हम जो नहीं जानते थे वह भी मालूम हुआ।

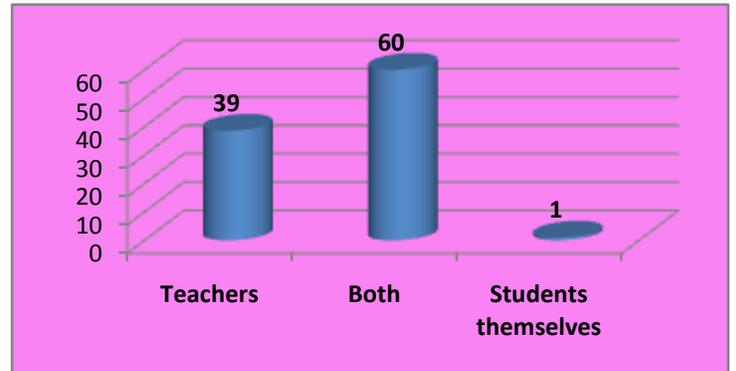
और उसमें हमें ज्ञानिया भी छोटेत अच्छी लगी और हम वह ज्ञानी यों में क्या अच्छा क्या बुरा यह मालूम पड़ता है और यह सीखने को मिलता है की दूसरे के साथ बुरा मत करो अगर दूसरे के साथ बुरा करो तो हमारे साथ भी बुरा होगा।

और यह भी मालूम होता है की अनाज को फेंकना नहीं चाहिए क्या की मजदूर अपने खूब पसीना बहाकर अनाज उगाते हैं और उनहे इतनी तकलीफ होती है। अगर बारीश न हुई तो वह नजा भी नहीं उगे गा। और वह जम्त जकुरत से जादा पूज करते हैं। और वह फेंकते भी हैं। हमें संगति से यह सब अच्छी-अच्छी बातें प्राप्त होती हैं।

2.12:B Feedback of Teachers about *Sangati* Programme

Who conducts *Sangati* sessions ?

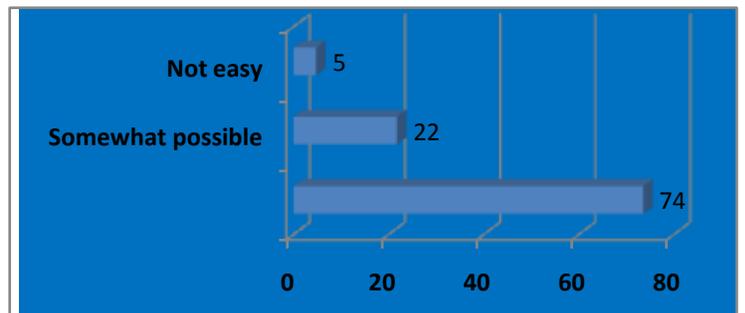
39% of teachers conduct the *Sangati* session themselves. *Sangati* representative reach out to every class to find out about implementation of *Sangati* programme. They also help in conducting Games and assisting with student's Worksheets. In 60% schools, the programme is implemented by teachers but assisted by the *Sangati* representatives. There were 1% schools that had conducted *Sangati* very well when the current batch of children were in Classes V and VI. However; these classes did not have regular teachers and/or had teachers who resisted taking the sessions. In these schools *Sangati* was implemented under the guidance of the field representatives and by the students themselves (reading and discussing the structured information) and by taking on the facilitator's role. Thus in 99% schools, teachers play a central role in conducting *Sangati* programme.



Sangati sessions are conducted once a week in 86% schools.

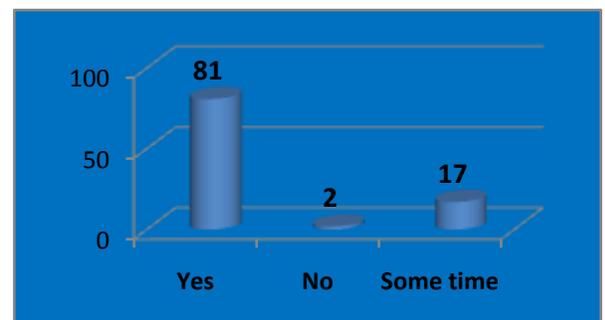
Is it easy to conduct *Sangati* in classes without training workshops?

74% teachers said that *Sangati* syllabus and the teaching methodology is so very interesting and innovative that the programme can be implemented without participating in the training programme. 22% teachers said that it is somewhat possible.



Do you think *Sangati* programme is complementary to the school curriculum?

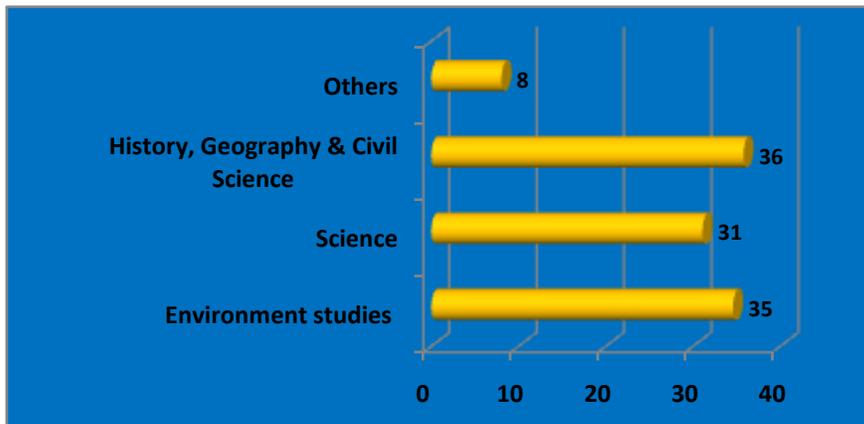
Various important themes/topics are included in the programme and hence, it is complementary to the school curriculum. 81%



teachers feel that it strengthens School curriculum whereas 17% teachers feel that it is somewhat complementary.

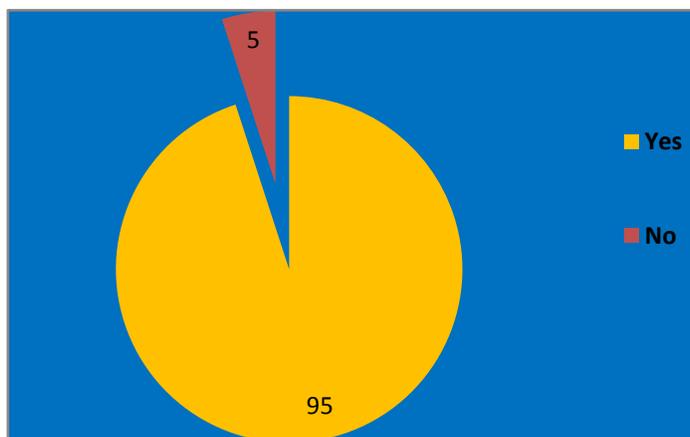
Which school subjects does *Sangati* complement/enhances?

The table given below explains how *Sangati* topics are useful and which subjects it complements/enhances the most. It can be deduced from the table that the information/issues in *Sangati* sessions is useful for. It is seen that 35%, 31%, 36% relevance is found in Environment studies, Science and History, Geography & Civil Science.



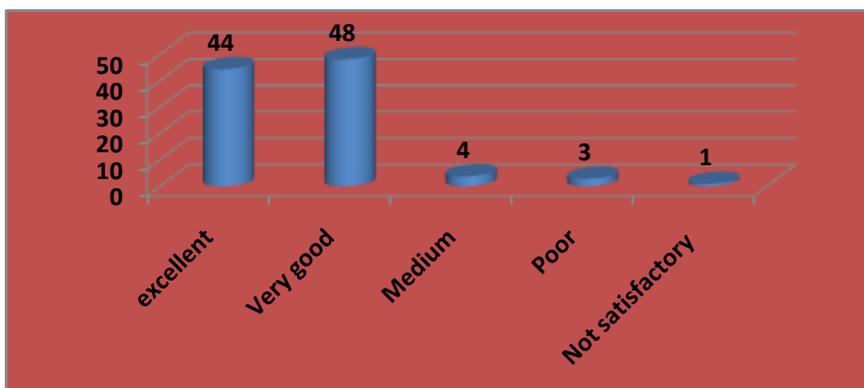
Is the attendance of students positively influenced on days when *Sangati* is conducted?

It is the experience of 95% of teachers that attendance of students—during on days when *Sangati* sessions are held increases significantly. 5% feel that *sangati* sessions do not affect attendance of students.



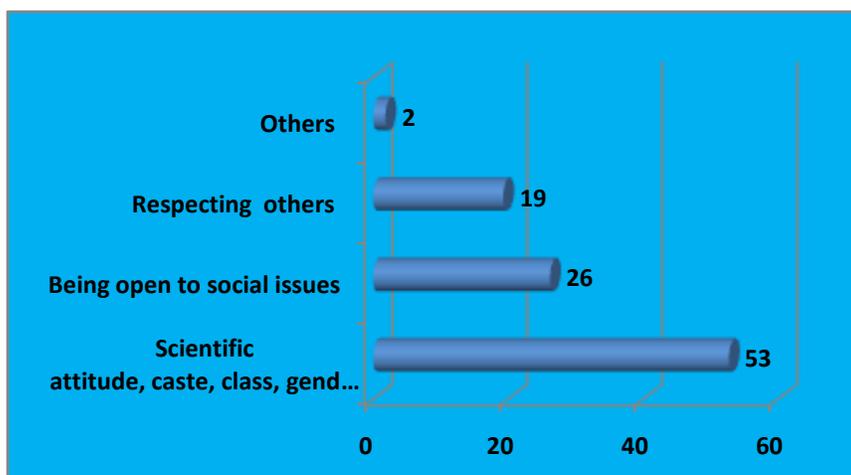
Participation of students during *Sangati* sessions

Students' active participation is the key to the success of *Sangati* sessions. The classroom transaction is based on varied interactive methods providing a platform to students to express their opinions, thoughts, ideas. Hence 44% teachers feel that the participation of children is Excellent. 48% feel that participation of children is Very Good during *Sangati* sessions.



■ Which values are communicated be inculcated with the help of *Sangati* programme?

Respect for others, being open to contemporary social issues and concerns, developing scientific attitude with a positive mind-set of looking at in society, being aware of and acting against discrimination on the basis of caste, class, gender etc. could be learnt in depth. The teachers feel that *Sangati* sessions have guided students well.



Name of the School – Vileparle(W) Secondary School

Name of the Teacher – Neelam Vaibhav Kumbhar

We can feel the enthusiasm of students while conducting *Sangati* session. The attendance of students is also more.

Name of the School – Borabajaar Municipal Hindi Medium School

Name of the Teacher – Baliram Gorakhnath Rathod

Sangati topic is very useful for children because they take real interest in learning, listening. It was very useful for me while teaching the Helen Keller story in English syllabus. The subjects like Geography, History etc were also made easy with the stories in *Sangati* .

Name of the School – Dharavi Transit Camp Municipal Urdu School No 1

Name of the Teacher – Ansari Zeenat Kausar M. Jawed

The students took real efforts to explain about skin, bones, muscles, digestion, blood circulation, breathing, brain during the *Sangati* session 'Mera Sharir' with the help of flipcharts. They also gave information and covered points such as taking care of skin, taking care of bones and muscles, not to stress brain too much, not eating outside food etc. they could relate Environment Studies part one with the topics in *Sangati* about their body. Thus it was a good experience of conducting *Sangati* session.

Name of the School – Navghar Hindi School

Name of the Teacher – Renu Ashok Tiwari

One of my Girl students got her first monthly periods in school. However, since the *Sangati* session about it was already conducted, she was not afraid as she already had an idea about it through the session. Now all the children take interest in doing social work. They empathize and sympathize because they have heard about it in *Sangati* session.

Name of the School – Agarwadi Municipal School No1

Name of the Teacher – Reshma Pendam

It was observed during *Sangati* session that students take more interest in listening. When we tell them stories through pictures, they listen carefully. They like watching drawings. They like listening about different information. They make it a point to ask questions.

Name of the school – G V Scheme Marathi school

Name of the Teacher – Suvarna Satish Bhave

I am associated with *Sangati* programme for last few years. The cooperation of *Sangati* programme is excellent. The students are focussed to listening whatever is taught during *Sangati* session. They also refer to *Sangati* topics while learning about different topics in regular syllabus. They learnt the moral of the story, *Ramuchi Roti* about not wasting food and other things and respecting other's labour and now they have started bringing it in practice.

Name of the School – Kurar Gaon Hindi School No 1

Name of the Teacher – Shyamnarayan Yadav

The students understood 'Making of Earth' when they went through the drawings in the story '*Jabardast Dhamakaa*'. They also performed a drama. Students have started answering questions. It became very easy for students to acquire information because they heard the story, saw the pictures and performed drama.

Name of the School – Gumpha Municipal School No 1

Name of the Teacher – Sulchand D Yadav

The information given during *Sangati* sessions has brought about positive change in students. The students are sharing their life experiences. During learning about Rahul Ki Kahani, the students shared their own experience of neighbour's experience of catching bad habits due to alcoholism.

Name of the School – Limboni Bag Municipal School No 3

Name of the Teacher – Balasaheb Tatoba Yamgar

The students understood that my entire body includes me, my body and my needs. Just one part does not make the entire body. Now they know the function of each and every part of the body. They have realised that it is important to keep our body clean. Hence now they are particular about cleanliness and tidiness and how they can try to be healthy.

Name of the School – Colaba Municipal School

Name of the Teacher – Shailesh D Dubey

Students were participating enthusiastically when I was conducting *Sangati* session. They started asking doubts and getting clarifications. I had to take lot of efforts to answer their queries. But I felt very good because the students had started sharing their own thoughts.

Name of the School – P V Mahadik Municipal School No 2, Sangamner

Name of the Teacher – Sudhir D Koche

Students listen with care and patience during **Sangati** session. They understand the dialogues given. They don't pay much attention during regular classes but during **Sangati** session, they become enthusiastic, their faces light up. They listen and read with care.

Name of the School – Sardar Nagar Municipal School

Name of the Teacher – Apurva Amar Gadekar

The students love the Workbooks from **Sangati** sessions. Even the otherwise quiet students have also started participating actively. Now they are not afraid to express their thoughts. Students have started talking to teachers with more respect now.

Name of the School – Goshala Marg Municipal School, T Ward

Name of the Teacher – Divya Kamlakar Jadhav

Children are interested in learning EVS. The knowledge which they get is long lasting. My work has reduced now. The story of EVS (related) is very good so that I can explain it very well.

Name of the School – Swami Krushnand Sherwaala

Name of the Teacher – Usha Santosh Shelke

One can see joy on the faces of the students. They take good efforts to read stories. Otherwise quiet students are also participating now. **Sangati** has helped in building confidence.

Name of the School – Gilbert Hill Urdu school No 1

Name of the Teacher – Sayyad Riyaz Sayyad Mustaq

The students are really enthusiastic during **Sangati** session. All the students love **Sangati** session. All the students attend those sessions. They answer questions posed. Their faces lit up during **Sangati** sessions. They are enthusiastic in expressing their thoughts.

Name of the School – Shiwadi Cross Road MPS English School

Name of the Teacher – Lakshmi Anantappa Mukidi

The students pay all the attention on reading during **Sangati** session. I have also experienced that on the days when **Sangati** class is planned, since morning they start reminding me about it. They also come forward to read.

Name of the School – S. S. Phule Municipal Hindi School

Name of the Teacher – Rajesh Kumar Rai

On the day of **Sangati** class, the students are eagerly waiting for the class to start. They listen to each and everything taught during that session. They have started expressing their thoughts independently.

विभाग - KIE

प्रति,
प्रकल्प अधिकारी,
संगती.

महोदय,

संगती क्लास की ओर से जो कुछ भी पढ़ाया जाता है, जो भी कहानियाँ, पोस्टर्स, वर्कशीट्स आदि दिए जाते हैं उससे छात्रों को बहुत लाभ होता है। वह संगती की क्लास में पढ़ाई जानेवाली कहानियों के माध्यम से बहुत सी काम की और लाभदायक बातें सीखते हैं। जल, वायु प्रदूषण, उसके कारण, उसकी रोकथाम के तरीके, बढ़ती हुई आबादी से पैदा होनेवाली समस्याएँ, गाँव से शहर में एक बड़ी आबादी का स्थालांतर और उससे पैदा होने वाली समस्याएँ, पर्यावरण का बिगड़ता हुआ संतुलन और उसके कारण ; यह और बहुत से आधिक महत्वपूर्ण विषयों पर बच्चों को संगती में पढ़ाई जानेवाली किताबों द्वारा ज्ञान प्राप्त हो रहा है और उनके अन्दर यह एहसास पैदा हो रहा है कि समाज के लिए, वातावरण के लिए और देश के विकास के लिए उनका क्या कर्तव्य है।

इस प्रकार छात्रों के लिए संगती क्लास बहुत लाभदायक है और आनेवाले वर्षों में भी इस क्लास से बहुत कुछ सीख सकते हैं।

Incharge

Incharge
कोलीवादा गुंका ब. २

म.न.पा. उर्दू शाख
शासुका - जोशेरवरी, जिल्हा - मुंबई
शाख संकेतांक 1263363

W ward

संगति स्कूली शिक्षा की विषय-वस्तु पर ध्यान केंद्रित करती है। स्कूल की शिक्षा को रोचक और संबद्ध बनाने का प्रयत्न करती है। संगति में खास विषयों को ठीक-ठीक उनको जोड़ने वाली कड़ियों को अहम माना गया है। संगति विषय पढ़ने से बच्चों को अपने उमाश-पास की दुनिया को समझने का एक अलग दृष्टिकोण मिलता है।

संगति विषय में बच्चों के सक्रिय सहभाग पर खास जोर दिया गया है। संगति विषय पढ़ते समय हमें भी अच्छा लगता है। क्योंकि इसमें विविध सहभागी चित्र सामग्री तरह तरह की गतिविधियों का उपयोग किया गया है। जैसे - फिल्मचार्ट, पोस्टर, कहानियाँ और खेल। कई चित्रकारों की विविध शैली के अनुदान से शिक्षा सामग्री को आकर्षक और समझने में आसान बनाने की कोशिश की गयी है।

संगति विषय से बच्चों को परसंद नापसंद निःसंकोच प्रकट करने के लिए प्रोत्साहित किया जाता है। संगति विषय में बच्चों के सक्रिय सहभाग पर जोर दिया गया है। संगति में गृह-कार्य और -कचा इस कार्य प्रणाली के अंगभूत भाग हैं।

संगति में विचारों का आदान-प्रदान समस्या समाधान, -कचा वाद-विवाद इन सबसे बच्चों की अभिव्यक्ति की क्षमता बढ़ती है। तथा दूसरों के अभिप्रायों को सुनना और समझना सीखते हैं। संगति में कहानियाँ तथा कार्यपत्रकों को खेल-खेल में कड़ा गया है।

संगति विषय में बच्चों ने अफखर की पढ़ाई मेरा शरीर, मेरा परिवार और मैं, ये है मुंबई मेरी जान इन विषयोंकी सुस्तिर जानकारी प्राप्त की।

संगति विषय पढ़ने में हमें भी अच्छा लगता है, क्योंकि बच्चे उसे ध्यान से सुनते हैं। समझते हैं।

शाका - वि.वा.सा. टिंटी कर / 5वीं / कर्गशिक्षक - वंदना परदेसी

'संगती' यावर शिक्षकांचा अनुभव :-

संगती हा विषय 5 वी च्या वर्गाला खुप पोसाहन देवारा आनी त्यांच्या सामीक कलाशुवांना ताव देवारा विषय आहे. हा विषय शिकवतांना मुला खुप आनंद होतो कारण सामेय विद्याशांचे व्याप्तिमल विकास करव्यासाठी खुप मदत होतो आहे. ह्या विषयाचा आनी परिसर अश्मयन-1 या विषयाचा खुप जलळ्या संबंध आहे हा विषय शिकतांना मुलांना खुप आनंद होतो कारण ज्या होव्या-होव्या गोळींचा ते विचारही करत नाही थशा वाकी मुलांना सामेय शिकव्यासाठी मिळता आहे. संगती ह्या विषयातील गोळींचा आनी चित्रांचा मुलांचा आकलन जाली वावव्यासाठी खुप मदत होती आहे. ह्या विषयामुळे मुलांचे मित्रताचे आनी लंडविक संबंध खुप जलळच होव्यासाठी खुप मदत होती आहे.

शियागी संवळ पवार
वर्गाशिक्षक

वर्ग 5वी,

बाराडरिडे
प्रधानाध्यापक

महिला म.न.म. दिनी शाळा नं. 1
भोखिया गरीम रोड,
कोल्हारी (प.), मुंबई-२०३

शिकल अभिप्राय

मुसदवळी

दि. 18/02/2016

नालय-वैद्यरी कौलीक शाळा
शाळा-सादाकीय भाश्य कार्मडुम शाळा मुसदवळी
या. लक्षाळा ता. कावपूर जि. ठाणे
इयंतार-वमना पु री

भाश्य शाळेत संगति हा कार्मडुम शाळाक जात आहे. ह्या कार्मडुमद्वारे मुलांना जात दिते ताणे

या संगति कार्मडुमात दिते जेठे सामीय-वाट हे इयंत कार्मडुम आहे. त्यामुळे मुलांना उत्तम प्रकारे समजते. त्यामुळे वापरतेजि साधा कार्मडुम मोपी आहे. व मुलांना लवळ लसात जे साध्या चरीप मोश आहे त्यामुळे मुलांना लवळ-मल्ल चंगळे जेणे

दिते सामीय अखुर आहे. ह्यात विविध गोळी दिता आहेत त्यातुन मुलांना उत्तम लका प्रेक्षा द्याही आहेत व प्ररण मिळणार आहे. ह्या गोळीमदुन मुलांमदमे आपणे मीरी कळी करतारे व कुलीकोमदमे कळी कापुळकडेवळ हे कळते. मुलांना मित्र व जोण्ट रकूपच काप्यात त्यामुळे हा संगति कार्मडुम मनोरंजनातून जात पाफ ती.

मल हा सश्यास शिकवणीम रकूपच हातुं वातले भाषण मजारी वाते. सिदमाचर्यामिदि रकूपच सावड व इयण्ट मिमरिण होणे शिकव ह्यात मज वाते.

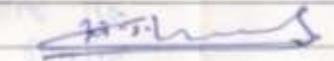
सदरचा कार्मडुम व सश्यात नुस हा आपलय चरिखरादी जळवुन ह्याभाळा शिकवणी आपल्या शरीराचे काळजी होणे रकूपच कावदरकड काणे मुलांना व मजारी वाते.

कार्यक्रम शुरू करने के लिए हमें
सबसे पहले मुद्राओं की आवश्यकता है
और दूसरी मुद्राओं की आवश्यकता है।
मुद्राओं की आवश्यकता है।

सबसे पहले हमें मुद्राओं की आवश्यकता है
और दूसरी मुद्राओं की आवश्यकता है।
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मुद्राओं की आवश्यकता है।

-प्रौद्योगिकी कौशल विकास



(ए. प्रा. वि.) सुसज्जित

Juhu Gandhigam MPS.

Class teacher - Miss Pratiksha N. Bursane

Std - 5th A

"Jangati" this programme has started
for std 5th in our school. Every week there
is one story and based on that story they
have to fill their worksheet.

Stories were based on the topics as
follows:- Dosti, about Mumbai meri jaan,
My body & my surroundings, Shershah etc.

There was some kind of moral or
some moral values to learn from the
above stories. Actually the children are already
knowing it but there is a need to explain it
again & again to make the base perfect.

According to me this is a good
programme and it should be to freshen up
students mind & to inculcate the moral
values through stories.

मुकुंड चेकनाका, वार्ड-टी, अदिवेशन-पंचम

संगति अभिप्राय

संगति यह उपक्रम स्कुली शिक्षा की विषय वस्तु पर केंद्रित किया गया है। सीखना और सिखना यह मूल्य पर हर स्कु को नजरिया से देखना चाहिए यह संगति उप-क्रम से हमें ज्ञात हुआ।

संगति उपक्रम बच्चों के कला-कौशल पर गहरा प्रभाव डालता है जैसे मैं मेरी खुद की जानकारी पाना हो, मेरी खासियत क्या है यह सारी जानकारी से बच्चों के खुद के बारे में सोचने का मौका संगति ने दिया है।

परिवार, दोस्त, प्रसारमाध्यम और मात्र यह भी जानकारी हमारे जीवन कितनी महत्वपूर्ण है "जैसे घर के महत्वपूर्ण व्यक्ति हो या दोस्त कैसे होते हैं उसकी परिभाषा क्या है" यह सारी जानकारी बच्चों को कुशलता और सोचने के लिए और अपने अनुभव प्रकट करने के लिए संगति ने मौका दिया है।

हमारा शरीर पढ़ते वक्त संगति के विज्ञान साधन बहुत उपयुक्त हो गए। संगति की जानकारी पत्रिका भी स्कुल में पढ़ायी गई। यह जानकारी बच्चों को ज्ञान में भी बढ़त मिल गई। जैसे 200 से ज्यादा हड्डियाँ हमारे मानव शरीर में हैं और हमारे शरीर के अंदर छोटी आंखों की संख्या नमीटर की है यह सारी जानकारी पढ़ते वक्त बहुत अच्छा लगा।

संगति प्रतिनिधि भी हमें अच्छा मार्गदर्शन करने रहे। संगति के लिए बच्चे बहुत उत्साह में रहते हैं। कार्यपत्रिका भी पूरा करते हैं। अज्ञ के दरम्यान अपने अनुभव, घटनाएँ बयान करते हैं। संगति बच्चों के लिए बहुत लाभदायक है व ज्ञानशक्ति भी है। संगति का साधन- सामग्री भी बहुत उपयुक्त है।

स्व-सहायता | अवैध - अबरुध्न प्रकल्प संगति कार्यक्रम

2015-16 5वीं

Tward. व. शिक्षक - श्री दुर्गेश एस्. सिंह
B.S. Singh
LBS Mary BMC Hindi School

विद्यार्थ्यांच्या दृष्टीने संगती हा प्रकल्प चांगलाच आहे.

हसन-खेळत व आनंददायी पणे हुले या मध्ये सहभागिता होताना.

संगतीच्या फुकटच्या माध्यमातून विद्यार्थ्यांना पर्यावरणाची माहिती

मिळते. पर्यावरणाची जपणूक करणे करायची? हा एक कोणते याची

माहिती त्यांना होते. त्याच अभ्यासक्रमाची जोड ही मिळाली आहे

त्यामुळे प्रकल्प पण आणि अभ्यास पण या दोन्ही गोष्टी जमून येतात.

विद्यार्थ्यांना 'मी' ची जाणिव चांगल्या पद्धतीने होते.

'मी', माझे कुटूंब, माझे मित्र या वदल हुले माहिती मिळताना

आणि चांगलाच देखिल. त्याच बरोबर आपले शहर, आपला

परिवार याची हसन-खेळत माहिती मिळताना.

'मांस शरीर' याची सचित्र ओखत होते. आपले अवयव

व त्यांची कार्य हुले समजून घेतात. विद्यार्थ्यांना या संगतीच्या

माध्यमातून लवंगिणी माहिती मिळते. संगतीचे शिक्षक कृतीपूर्वक व

शुद्धी साधताना तर हे देखिल हुलांना अगदी आपल्याकडे शिक्षिताना

त्यांच्यात मिळवून जाताना व त्यांना म्हणजे विद्यार्थ्यांना चांगले

मागीदरिनिही करताना.

वर्ग शिक्षक - श्री. गोरखनाथ दशरथ शिरसा

शाळा - डी डी उपाध्याय मार्ग अरावी शाळा

मुंबई (पू) चेळनाका

"टी" वॉर्ड

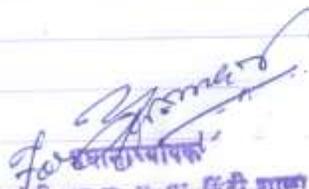
इंसानों के प्रति समानता
 रहन-सहन में संवेदनशीलता
 जो हमें है सिखाती आगे बढ़ती
 वो हमारी है संगति ये संगति
 सभी जीवोंकी आपसी निर्भरता
 सर्वकृती - प्रकृती की ये विविधता
 रस स्वाद देने की वृत्ती
 निर्माण करती संगति ये संगति
 देती है समस्त पर्यावरण की
 सम्मान परिष्कृत काम के प्रति
 बच्चोंके सहभागपर जोर देती
 वो हमारी है संगति ये संगति
 समस्त बच्चों की किस्सीत करना
 जो भी बात है पूकट करना
 गुत्कार्य - बच्चा कार्य पूर्णाली
 अंगद्वत जिसमे वो संगति ये संगति
 विचारोंके उद्घाटन - प्रदान
 मिलता है समस्या समाधान
 अलोचननात्मक विश्लेषण करती
 वो हमारी है संगति ये संगति
 निर्णायक सामूहिक कार्य की क्षमता
 बच्चों की अभिप्रेयवती की क्षमता
 सहकार की भावना किस्सीत करती
 वो हमारी है संगति ये संगति
 दुसरोके सुनना और समझना
 तौर - तरिके समाज की रचना
 परिवर्तन की परुख देती
 वो हमारी है संगति ये संगति

नाम - वंदना पी. परदेशी
 स्कूल - विष्णोली पार्कसाइड हिंदी शाला कृ. 02
 N - वार्ड
 - शा. श्री. शिक्षक - दादाशोडव शिंदे
 पता - प्रशिक्षित शिक्षण - वंदना प्रफुल्ल परदेशी

'संगति' का अभिप्राय :-

सत्र 2015-16 में संगति कार्यक्रम के लिए कक्षा 5वीं का चुनाव किया गया। सत्र की शुरुआत एक रोचक खेल ऊंचे ही ऊंचे से की गई तथा बाद में शहेनशाह अकबर की पढ़ाई की कहानी छात्रों को बतायी गई। कहानी का मुख्य उद्देश्य तथा संगति का भावना तथा कार्यक्रम से परिचय करवाया गया।

'मेरा परिचय' द्वारा छात्रों का स्वयं से परिचय करवाना एक अच्छा प्रयास है। छात्रों को इसकी सहायता से अपने गुणों विशेषताओं को पहचानने का अवसर प्राप्त हुआ। 'मुखड़ा देवो दर्पण में' के द्वारा भी छात्रों को अपने को पहचानने में और अपनी अन्य शारीरिक क्षमताओं को निखारने के लिए प्रोत्साहन मिलता है। 'जिहरी दोस्त' के माध्यम से दोस्ती का अर्थ, और महत्त्व पर च प्रकाश डाला गया है। 'मेरा और मेरा शहर' का परिचय अच्छी तरह से करवाया गया है। आज हम आधुनिक युग में अपना जीवनयापन कर रहे हैं। आज का छात्र हमारे समाज तथा शहर से आधुनिक माध्यम (संचार माध्यम) के कारण अच्छी तरह से जुड़ा हुआ है। अगर हम किसी पिकनिक की माध्यम से छात्रों को उस जगह पर ले जाए तो वह और बेहतर होता है। जैसे कि यह छात्र पिछली वर्ष गए थे। कुल मिलाकर फिर भी संगति द्वारा छात्रों के सर्वांगीण विकास के लिए किया जा रहा प्रयास बेहतर है।


प्रधानाचार्य
एच. ए. हिंदी शाखा
मंडलीय 50 संघ - 199

प्राची शिक्षक
एम. सी. राय
महेन्द्र कुमार राय
जुहू गांधी ग्राम मन्षा हिंदी शाखा

Std:- 5thB

Brundarali M.P.S, Andheri (S)

About Sangati:-

www.jeevandeep.in

PAGE NO. 47

DATE: / /

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.

As a teacher I feel Sangati helps students as well as teacher to obtain more knowledge.

- It provides links between different subject taught at school.
- helps children relate what is learnt in school to their own lives.
- build childrens self-confidence and develop skills of observation, analysis and decision making.

The programme lays great emphasis on the active participation of children. Group work and discussion are integral to the methodology and aim to develop skills of communication and learn to listen and respect the opinions of others.

शब्द - कांवरपाडा मनपा मराठी
वर्गशिक्षिका - श्रीम. प्रतिभा न. गोवळ
इमता - पाचवी

संगती म्हणजेच साथी, साथी, सहकारी, उन्मोखरुच संगती
हा प्रकल्प शिक्षकांना एखाद्या मित्रप्रमाणेच भावते.
हा प्रकल्प अभ्यासक्रमाचा पुरक असल्याने आर्थी
शिक्षकांनी त्याचा सगळ्या नियमितपणे करून घेतो.
याचबरोबर पाचवीला 'मी न मझे शरीर' हा आपल्या
गर्जा हा अभ्यासक्रम आहे आपल्या शरीरातील सर्व
इंद्रिय संस्थांवरून मशहती आहे. यातून विद्यार्थ्यांना
'स्व' ची जाणीव होऊन आहे स्वतःच्या गरजांविषयी माहिती
होऊन आहे.

आजचा विद्यार्थी हा देशाचा भवित्वा नागरिक आहे.
त्याची जबाबदारी ही साबित होत असते. शब्देतरात्मक तो
समाजाचा दायक आहे. तेव्हा समाजात नीकरताचा नियमांचे
पालन करणे सोपविलेले जाणे. हे मुळ मुलांमध्ये उत्पन्न
हे स्वयं शिक्षकांचे कर्तव्य आहे. त्यासाठी 'संगती' या
उपक्रमाची भरतूच होईल.

या अभ्यासक्रमाच्या सहाय्याने मुलांना त्यांच्या
शरीराची माहिती करून घेता येईल. दरवर्षी 3 पाचवीला
शरीराची माहितीवर आधारित पाठ विज्ञानात दिले असत
परंतु तेव्हा नीलेन अभ्यासक्रमाद्वारे शरीरशास्त्राचा आधा-
रित पाठ असल्याने या अभ्यासक्रमाचा विद्यार्थ्यांसाठी
नक्कीच उपयोग होईल.

'स्व' संगतीची काय
कडू विद्यार्थ्यांचा विकास ।'

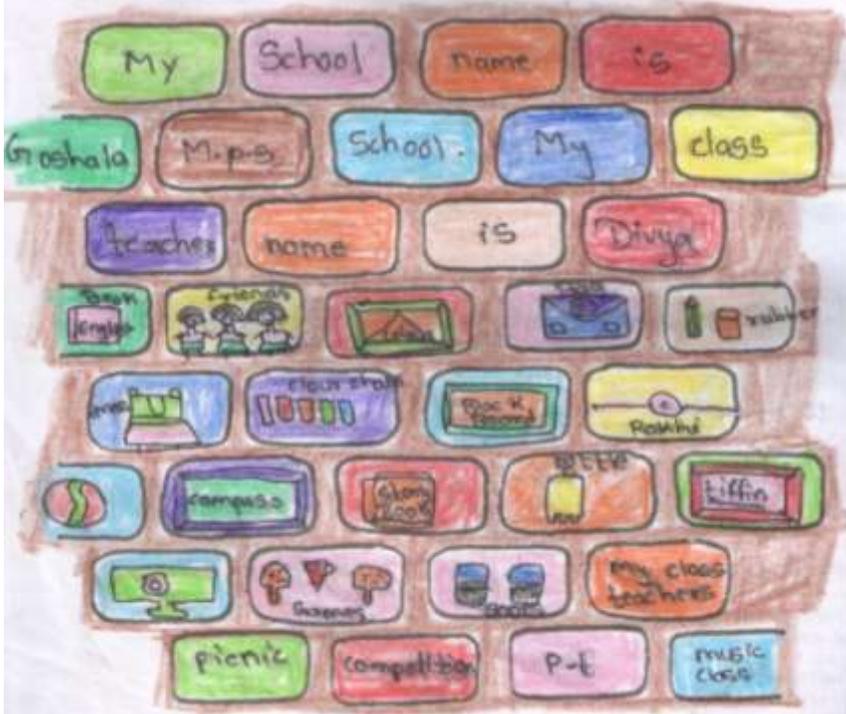
संगती कार्यक्रम बच्चो के विषये बहुत उपभुक्त है।
यह शालेय अभ्यासक्रम से निगडित होने की वजह से बच्चो की
फायदेमंद रहा है। इसमें जो जानकारी दी गई है वो
बच्चो की तरह हमारे विषय भी फायदेमंद रही है।
जैसे की, ये है मुंबई मेरी जान' इस फ्लिपचार्ट में मुंबई
के बारे में जो जानकारी दी है वो मुझे पता नहीं थी। मैं खुद
माहिम में रहते हुए भी यहा पहले हलदल और पानी से
भरी जमीन थी और यह हलदल मछली और नारीयल के
पत्ते सडकर बनी है। इस में से मेरा शरीर इस फ्लिपचार्ट
से बच्चो की अच्छी तरह से अपने शरीर के विविध अंगो
तथा क्रिया-ओं के बारे में जानकारी मिली। इसमें चित्रों के
द्वारे पढ़ना आसान लगता है। जो की बच्चो की जल्दी
अमझ में आता है। इसीविषय मुझे संगति विषय पढ़ना अच्छा
लगता है।

शालेदा खान

माहिम मेरी ग्रेड उर्दू क्र 2

BUILDING BLOCKS

On this wall, write or draw all the things that come to mind when you think about your school. Make sure you say something different in each brick - for example, the people and the places in school that you like, what you feel you have learnt in school, what you would like to learn, lessons and activities that you enjoy most, the subjects you like best, etc. You can also draw or write things you feel about your school.

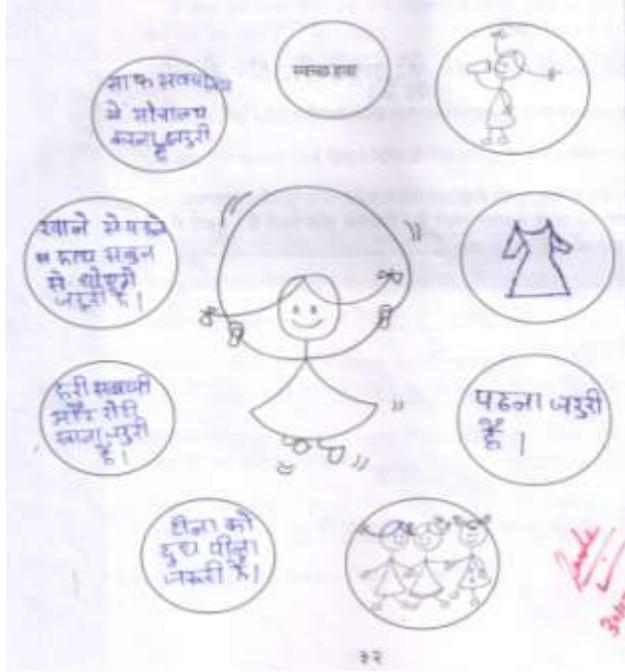


14

2.13 Highlights of Activity Book

भयना रोड बिडी क्र. 2 टीना की ज़रूरतें ।

टीना की ज़रूरतें क्या हैं ? हर ज़रूरत को एक कर्तुल में लिखिये या फिर बनाइये ।
आपके लिखे तीन कर्तुल भर दिये गये हैं, बाकी आपकी धरने हैं ।



24
खेल-खेल में

नाम : मिती सिकंदर शाहजी
दिनांक : 12.12.2015

MY LIKES AND DISLIKES

1. All of us are different and are aware of what we like and what we dislike, whether it is to do with places, people, things, activities, food, clothes, colours, seasons, etc.

Make a list of things you like and things you dislike.

I Like

Father
To play cricket
To read the new books
I like study
I like friends
I like computer
I like singh

I Dislike

Marathi
to tell lie
I am don't like Mobile
I am don't like Picture
I am don't like Fight
I don't like game
I don't like macodile
I don't like snake

2. All of us know some people whom we admire and want to be like.

- Whom do you admire the most? (It could be well-known person or a family member or a friend)

the most admire person police OFFICER Hemant Karkare.

- Why do you admire that person? What are the things you like most in him / her?

Because he is very Honest person. the things that he struggle for his country.

- Do you try to be like that person? How?

Yes I am try to be like that person. I work hard to become a police OFFICER.

5

Worksheet

परिवार का चित्र

सबसे अपने परिवार का एक चित्र बनाइये।



- इस चित्र में आप कौन हैं? → बही बहन/भाई से बताइये।
- परिवार के सदस्यों के नाम लिखिये। फिर लिखिये कि इन एक के साथ आपका क्या रिश्ता है।

नाम
५ कंठई
राजा
दोलन
देखा

रिश्ता
पापा
बही
भाई
बहन

नाम : गान्धी
दिनांक :

Name :
Date :

2.14 Workshop for Officials of Education Department for sustained and quality monitoring of *Sangati*

Introduction

A One Day Workshop was organized to discuss and communicate about *Sangati* Programme, in order to obtain cooperation of various Municipal officials for implementation of *Sangati* Programme. Integrated Tribal Development (ITD) Officers are also included in that.

The workshop was organized on January 19-20, 2016 in YMCA Hall, Mumbai Central by Avehi Abacus Project with the cooperation of Mumbai Municipal Corporation Education Dept, for Municipal officials.



Participation

41 Beat Officers, 3 Administrative officers, 2 Dept. Education officers of Mumbai Municipal Corporation Education Dept officials participated in the workshop along with 1 Assistant Project Officer and 1 Extension Officer of Tribal Development. A total of 48 people participated in the workshop.



Observations and Achievements

- Dy EO, AO, BO and Ashram School Officials participated in spite of their busy schedule of other important work.
- Mr. Bharat Pandey, Dy EO suggested that the *Manthan* Programme can be initiated for Mumbai DAET team as well.
- The Shahapur Assistant Project officers and Extension Officers from Thane ITD participated and they assured their cooperation for implementation of the programme.
- All the officials participated in all the activities of the workshop for the whole time with full zeal.
- They expressed their feedback, opinions and suggestions. They assured that all the possible follow up will be done by them for successful implementation of *Sangati* programme in school through teachers, students and activity book.



- The drawing exhibition by students during **Sangati** programme, was seen by all. Hence, they realized the scope of action potential through **Sangati** Programme. Everyone praised the drawings.
- The BOs got to know about the programme and understood its importance.
- They also understood the planning of the programme and understood that **Sangati** programme reaches students through teachers.
- The officials realized that **Sangati** programme complements the school curriculum. They went through the entire **Sangati** Kit 1 to 6, developed positive attitude towards it. They realized that the programme is really important for schools.
- They appreciated that engaging, meaningful education is being imparted through **Sangati** programme. The workshop organized with the objective of giving orientation of the entire programme and getting their guidance, cooperation, were met successfully



3. *Manthan* Programme



Introduction:

Avehi Abacus has also prepared *Manthan* curriculum which complements the teachers' training syllabus. *Manthan* is prepared considering National syllabus for D. Ed., National Primary Outline 2005, recent changes done in National Curriculum Framework for Teacher Education 2009 recognised by NCTE. It was implemented in Raigad district. We got excellent cooperation from District Education and Training Institute, Panvel.

Manthan Programme was implemented in four teachers' training colleges in Pavel block with the cooperation of District Education and Training Institute, Panvel. The feedback we received from trainee teachers, from teacher educators and from the principals were quite encouraging and positive. Considering the feedback about its impact and usefulness, the State Teachers Education Board (SBTE) and Maharashtra State Educational Research and Training Institute, Pune gave the permission to implement the programme in 10 teachers' training colleges in Raigad district during the academic year 2013-15. (Ref: Permission Letter MSERTI/SBTE/Avehi Abacus/3750/2013) and then it was implemented in 10 teachers' training colleges in Raigad district during 2013-15.

Manthan Programme got initiated in the Teachers' Training College in Thane district

Manthan programme was implemented in 4 Teachers' Training Colleges in Panvel Block with the help of District Education and Training Institute, Panvel, during the academic year 2011 to 2013. Response to the programme from the trainee teachers, teacher educators, Principals was highly receptive and encouraging. Looking at the effectiveness, the programme was implemented in 10 Teachers' Training Colleges during academic year 2013-2015. The programme is being implemented consistently for the trainee teachers of Teachers' Training Colleges in Raigad district. Similarly the programme was initiated in the Teachers' Training Colleges of Thane district.

District	No of Blocks	D.ed colleges	No of trainee teachers
Thane	4	16	538
Raigad	4	5	77
Grant Total	8	21	615

Manthan a foundation course for trainee teachers enrolled for the Diploma in Teacher Education (DTEd), is currently being used in 6 colleges in Raigad District and 16 colleges in Thane District. We are working in 23 college, 23 teacher educators and 615 trainee teachers.

Manthan programme supports enhances and complements the prescribed syllabus and is currently being implemented in District Education and Training Institute and other Teacher Training Colleges in Thane and Raigad district.

Objectives of *Manthan*:

- To help teacher educators and trainee teachers reflect on their own roles and critically understand the key role played by teachers in society
- To encourage and motivate teacher educators and trainee teachers to seek alternatives to the existing system of hierarchical relationships and move towards a more inclusive and democratic classroom
- To facilitate teachers' self-growth and improve pedagogic skills
- To critically analyse school syllabus and use it creatively and expand its potential
- To draw linkages between school subjects and connect what is taught in school with the world outside

Programmes implemented in *Manthan*

- **Meeting with Mr. Pawar, acting Principal, District Institute of Education and Training (DIET) , Thane**
In the meeting conducted with Mr. Pawar on September 20, in order to start ***Manthan*** Programme in Thane district, Avehi Abacus Project was granted permission letter to start the programme in 11 teachers' Training Colleges(14 classes) in Thane district, during the academic year 2015-17.
- ***Manthan* Programme – Workshop for Teachers Educators**
A one day workshop was organised to orient about ***Manthan*** programme and syllabus on October 06, 2015 at Pandit R N Adhyapak College, Kalyan, Dist Thane, as the programme was reaching trainee teachers through Teacher Educators.
16 teacher educators from District Education and Training Institute, Thane and Raigad district participated in the one day workshop.12 teacher educators from 14 teachers' training colleges from Thane and teacher educators from 4 teachers' training colleges attended the workshop.

Highlights:

- As teachers educators from Thane and Raigad District education and training institutes came together, a joint workshop was organized.
- The teacher educators participated very well in the workshop, in the games and understood the objectives of the workshop.
- Mr. Pawar, acting Principal, District Institute of Education and Training (DIET), also participated in the workshop. He had a dialogue with all the teachers, Avehi staff. He explained the importance of implementation of ***Manthan*** programme and experiences of implementation in Raigad district.
- The workshop continued beyond 6 pm in the evening and yet all the teacher educators were attentive and did not pressurize that the day be concluded.
- Representatives from all the teachers' training colleges except St John d'britto Training College participated in the workshop.
- In spite of shortage of time, the presentations were of highly advanced quality.

- **Baseline Tests**

A base-line questionnaire was administered to understand the usefulness and impact of **Manthan** programme in the beginning of first year. The same students will be contacted for the end-line test at the conclusion of second year. Accordingly, baseline questionnaire has been filled by 41 students of 5 teachers' training colleges of Raigad and 176 students from 8 teachers' training colleges of Thane district.

- **Visit of Coordinators to teachers' training colleges**

Manthan programme was initiated in Thane district from the month of October. Hence, in order to take the programme forward and to acquire momentum, the **Avehi Abacus Project** representatives assisted with the **Manthan** Programme. They made 152 visits (Sept.15 to April.2016) to 21 teachers' training colleges from Raigad and Thane districts.

- **Distribution of Material to teachers' training colleges**

Manthan material was distributed to teachers' training colleges from Kalyan and Ulhasnagar, during the workshop conducted on October 06, 2015. Project Coordinators gave material to Vasai and Bhiwandi teachers' training colleges, after the workshop. Student material was supplied after Diwali vacations.

About Syllabus in *Manthan* Programme

What is it that a teacher can do? Obviously, problems that are deep-rooted and systemic cannot be resolved overnight. However, it is indeed possible to initiate the process of change – to be aware of the critical issues in our education system, to understand the close link between education and society, to realize the potential of education as a tool for social transformation and recognize that the teacher can act as a catalyst for such change.

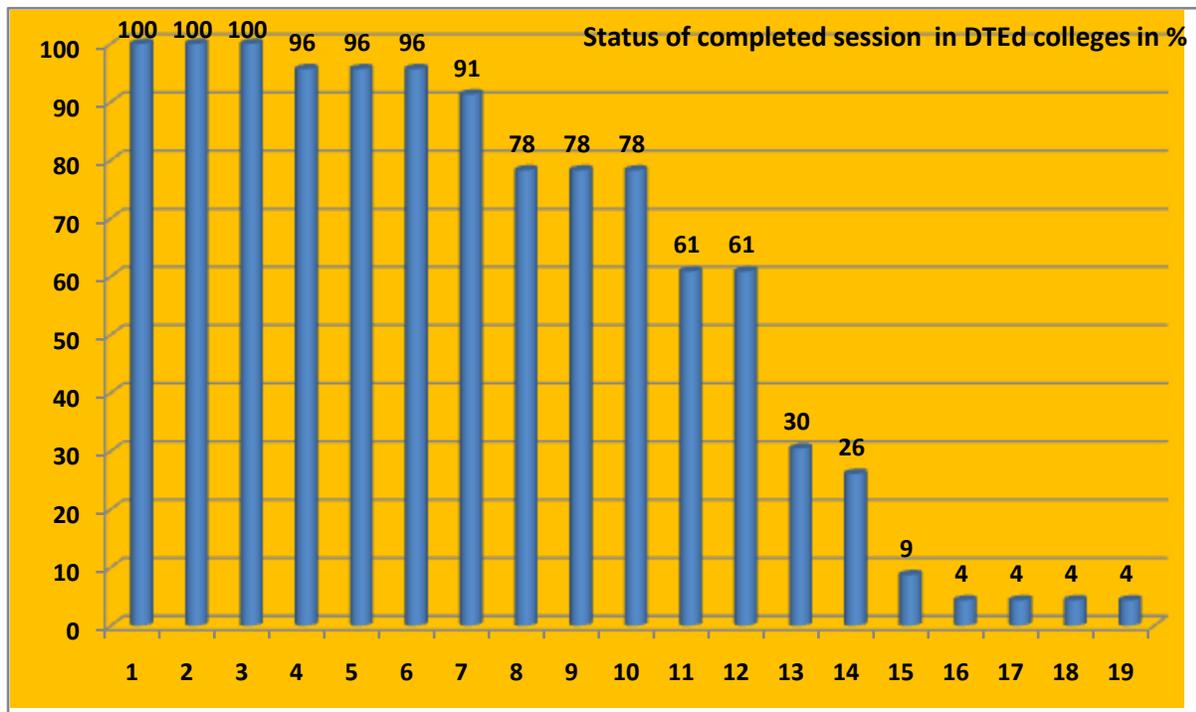
The course content covers two of the three curricular areas prescribed by the National Council of Teacher Education – namely, Foundations of Education and Curriculum and Pedagogy.

The course consists of fifty sessions in all, with twenty-five sessions to be conducted each year. The sessions in the first year are divided into five modules: *The Teacher: Playing Many Roles*; *The Child: Special in Different Ways*; *Learning: Thinkers and Theories*; *Education in India: A Story of Continuity and Change*, and *Education in India: Curriculum, Methodology, Assessment*. The second year focuses on Education and Society, and explores topics of current concern such as inequalities of gender, caste and class; communalism, nationalism, war and violence; and issues related to development and the environment. These sessions will not only help trainees understand their rapidly changing world but also how these issues are reflected in the school curriculum.

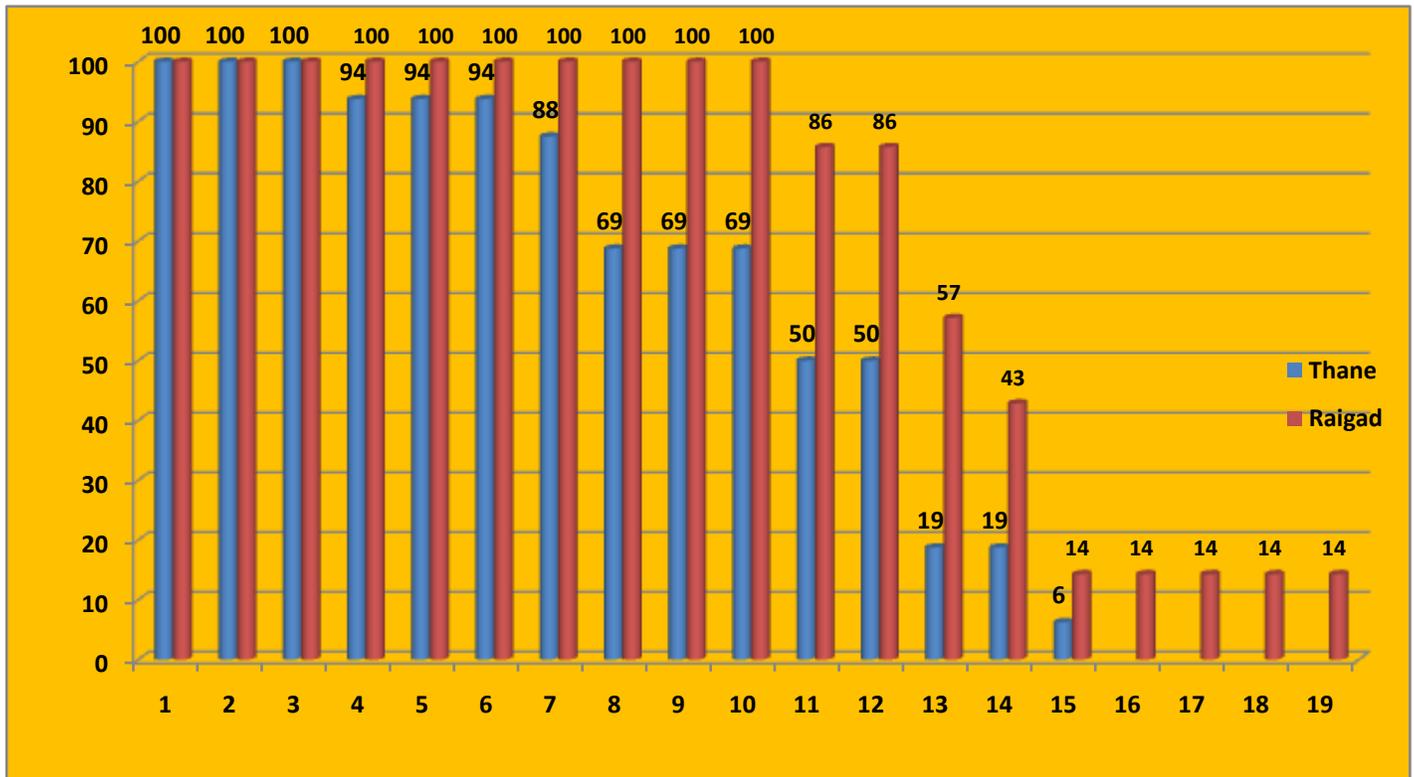
The session average of *Manthan* programme implemented in teachers' training colleges till March 2016 is as follows

Session average of *Manthan* program

	Section I					Section II					Section :3		Section 4				विभाग: ५					
	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4	5	1	2	3	4	
Thane	100	100	100	94	94	94	88	69	69	69	50	50	19	19	6							
Raigad	100	100	100	100	100	100	100	100	100	100	86	86	57	43	14	14	14	14	14	14		
Total in %	100	100	100	96	96	96	91	78	78	78	61	61	30	26	9	4	4	4	4	4		



The session average of *Manthan* programme implemented in Thane and Raigad Districts



- Three Units out of a total of Five units of first year *Manthan* programme have been completed in 61 % teachers' training colleges from Raigad and Thane districts.
- *Manthan* started late due to administrative delay in securing permission. Sessions 1 to 7 in *Manthan* Programme has been completed in 90-100% DTEd colleges out of 21 colleges. Sessions 8 to 12 have been conducted in 60-78% colleges. Remaining 13-14 sessions have been conducted in 25-30 % colleges. The remaining will be completed in June before the exams in workshop mode.
- They got habituated to additional reading because of the supplementary reading sheets.
- Nearly all Principals and teacher educators showed eagerness to implement the programme and have been playing a proactive role during implementation.
- Due to managerial support the teachers too are enthusiastic while conducting the sessions. The teachers effectively use the sessions to enrich the regular curriculum and relate their own examples and insights to enrich the sessions.

Highlights of Workshop of Teacher Educators



4. Saath-Saath Programme

Saath Saath- Living together in harmony

The **Sangati** and **Manthan** curriculum packages reflect a holistic understanding of gender. **The very essence of and rezone d'être underlying the curriculum packages evolved by AAP** are based on principals of justice, diversity and environmental sustainability. The narrative material comprising of specific data, stories, their protagonists/ characters are represented from subaltern perspective; highlighting (and giving primacy and active role to) marginalized gender, race, religious, regional diversities, and the physically challenged. There is specific content addressing issues of racial discrimination, gender, caste, economic hegemonies and factual cases of communities striving for justice and change.

The **Saath Saath** curriculum package (see details at the end of this note) is focused on issues relating with gender parity.

The organization has thus attempted to intervene in re-formulation of content and is also actively engaged in monitoring and demanding quality schooling till the age of 18 years.

Role as a Resource Organisation:

The **Saath Saath** course on gender is currently available in English and used in English medium schools under the Archdiocesan Board of education, Mumbai serving primarily the working class. AAP proposes to translate it in Hindi for wider use both in school set up and in community set up. Orientation workshops for local resource persons/teachers/facilitators will not only lay emphasis on **Saath Saath** and its use but also will interweave other issues for developing critical understanding of social justice and environmental sustainability/development paradigm. While gender and sexuality will be issues of primary concern which are exhaustively encapsulated in **Saath Saath** elements and learnings from **Sangati** and **Manthan** will be drawn upon. An attempt to prepare and support teams of local resource persons/facilitators for using the material in field will be made during the process. This will hopefully also create a more rounded perspective about 'Education as part of Right to Life' within the local organization if required. It will be a learning experience as AAP's work is more in the domain of school education and partnership with community based organizations will enrich it in experience and understanding. Ultimately it will contribute to larger process of collective strength contributing/engaging in social democratic processes.

- **Saath Saath is** initiated in Rajasthan and Uttar Pradesh with the financial support from American Jewish World Service. This programme is planned along with local self government organisations of these states. AAP has also been playing resource organisation's role mentoring grassroots partners in north India (Rajasthan and Uttar Pradesh) by introducing **Saath Saath** and elements of **Sangati** and **Manthan**. The programme is initiated in Ajmer district of Rajasthan with **Mahila Jan AdhikaarSamiti** and **Sahajani Shiksha Kendra**, Latitpur district of Uttar Pradesh.
- The English version is ready and is being used by a few schools and organisations. It is well received and has been seen as an urgent need of the hour particularly because it aims at adolescents. Currently the kit has been translated in Hindi.

- Preliminary meetings with MJAS for **Saath Saath** (Participants:2 date: 8 Oct.15) and Preliminary meeting with Sahajani Shiksha Kendra, Lalitpur, U.P. (Participants: 2. date: 16 Feb.2016)

- **Orientation workshop with Partner NGOs**

A Three Days Workshop for Team Members of Mahila Jan Adhikaar Samiti and Two Days Workshop for Team Members of Sahajani Shiksha Kendra

The Workshop were organised for orientation of **Saath Saath** Programme, for team members of partner NGOs . Focus of the training was to equip participants to develop an in-depth and nuanced understanding of **Saath-Saath Module**.

State and district	Partner NGOs	Date	No of Participants
Ajmer district, Rajasthan	Mahila Jan Adhikaar Samiti	6-8 Jan. 2016	21
Lalitpur district Uttar Pradesh	Sahajani Shiksha Kendra	26-27 April 2016	59

Observations and Achievements

- Participation of all participants was very good and active from beginning till end.
- Both NGOs are working on the issue of Gender Discrimination. They still welcomed **SaathSaath** programme, they liked it. Numbers of topics were entirely new for us. The methodology of message delivery is also very good. This part is very important and motivating for us.
- It was a good effort to give information about **Sangati** and **SaathSaath** Programme. We found both the programmes very good and important.
- Open discussion was conducted about kind of impact **SaathSaath** sessions, experiences, examples can bring about. Open discussion was also conducted about changes in adolescent phase.
- Objectives of **SaathSaath** workshop were met.

Highlights

The programme is initiated in Ajmer district of Rajasthan with **Mahila Jan AdhikaarSamiti** and **Sahajani Shiksha Kendra**, Lalitpur district of Uttar Pradesh. Both the organizations are keen on using AAP resources and mentoring support with particular focus on reducing instances of early marriage and promoting gender justice in the communities they work with.

**Orientation workshop
with Partner NGOs**



5. Networking Advocacy

While advocating for equal quality Fundamental Right to Education to all children between the age of 0 to 18 year we are exploring diverse strategies and going through varied phases.

The Right to Education 2009 legislation, came into existence from April 01, 2010. However; as mandated by the RTE Act, classes for std VIII, have not been started in all the schools by Municipal Corporation in Mumbai and by State Government in the state. There are many similar serious violations of the Act. The three year period stipulated by the law for its implementation has also lapsed in 2015. However, Municipal Corporation and State Government have not taken sincere notice for its implementation. The intervention about the status of Right to Fundamental and Equal Education Committee is as follows:

The Case of Ayodhya Municipal School:

The Right to Education of thousands of children was denied as by not opening/adding classes for Std VIII in the Municipal Schools. This has resulted in 'push-out' of children from schools either from class V or in class VIth. A legal petition was filed in this regard with the State Child Rights' Commission, (SCPCR) Mumbai. The SCPCR conducted six hearings on this matter. On July 28, 2015, the Commission gave following orders to Municipal Corporation:

- The Municipal Corporation should start full implementation of the Right to Education Act, 2009 with immediate effect.
- Make available free and compulsory education from class I to class VIII immediately.

- The numbers of teachers required were three less than required. The School Management Committee and the parents were made aware about their rights in the Parents' meeting. The pressure thus created by them resulted in Municipal Corporation appointing three teachers fulfilling the required Teacher Pupil Ratio.

- The drinking water pipe-line in Ayodhya Municipal School was more than 40 years old and it corroded and burst. Thus access to drinking water became scares for the school children. Follow-up was done with Administrative Officer (school) and Dy. Commissioner, Water Supply Dept along with parents. A new pipe-line was installed in the school and the water issue was resolved. A new water tank was also installed.

- The fight to get back the educational expenses of 65 students in Ayodhya Municipal School is still ongoing. News were also published in this regard in English and Marathi newspapers as there was follow up with the Press Media.

- Follow up meeting to advocate, with four members of Education Committee of Municipal corporation to reimburse the educational expense in Private school of the 65 students of Ayodhya Municipal School.
- Preparations of filing write with the National Child Rights Commission about reimbursing the educational expense of students in Ayodhya Municipal school is being done.

The Work done with All India Right to Education Platform:

Participated in the Campaign initiated by All India Right To Education Platform to raise awareness about Commercialization of education.

- September 28, 2015 People's awareness campaign was organised on occasion of birth anniversary of Freedom fighter Bhagatsingh to draw link in social justice and education. 80 college students participated in the campaign.
- Public meeting of Dr. Anil Sadgopal was organized on October 27, 2015 in the Kalina campus of Mumbai University. 100 students participated in the same.
- A public demonstration was organised at Dadar on December 12, 2015 to support the movement raised against Commercialisation of Education proposed by World Trade Organisation. 70 activists participated in the same.
- The Committee for Equal Fundamental Right to Education had organised an important meeting to demand for starting standard I to standard VIII classes in all the 1154 Municipal schools. Planning was done for following up this demand with all the political parties, Municipal Commissioner, Education Committee, and people's representatives.
- 12 important political parties in the State Visited were given memorandum about implementation of Right to Education.
- Meetings to explain the issue and possible solutions were held with people's representatives.
- Mumbai Municipal Corporation Education Committee Member visited Ayodhya Municipal School and instructed the officials after listening to the problems in school. A news about this visit was published in a newspaper. Meeting with Education Committee members at the time of budget planning of Municipal Corporation. As a result, the concerned people's representative raised the issue of objection about lack of budgetary provision made for classes for std VIII in the Municipal Schools.

Achievements

- The National Child Rights Commission agreed with the demands of Committee for Equal Fundamental Right to Education and gave an order to start classes for std I to std IV under Right to Education Act.
 - The demand to start classes till std VIII was also placed on the agenda of Education committee of Municipal corporation.
 - Succeeded in resolving all the three problems of Ayodhya Municipal School that of drinking water, lack of teachers and construction of new school building thus gaining confidence of the teachers and the parents and arresting the 'push-outs' of children prior to Class VIII.

6. Other Achievements

- AAP has been playing the role of a resource organisation for WIPRO's Earthian initiative's Continuous Engagement Programme along with the Centre for Environment Education (CEE) where elements of **Sangati** and **Manthan** have been used to develop and strengthen components of Education for Sustainable Development.
- The Tata Institute of Social Science, Mumbai is developing syllabus for **Bachelor in Education (B.Ed) course**, Ms. Simantini Dhuru is involved in the process as a Core Committee Member of Syllabus Committee appointed by TISS. Ms.. Simantini is playing role as a visiting faculty in the **MA in Education (Elementary)** run by TISS .
- **Diploma in Teacher Education (DTEd):**Member of the Core-Committee for Revision of Syllabus for Diploma in Education (appointed by the Maharashtra State Centre for Education and Training, MSCERT).
- **Work done to Revise and Restructure the syllabus of Pre-Service Teachers' Training Course:** Project Director Ms. Simantini Dhuru was involved in the process as a Core Committee Member of Syllabus Committee appointed by State Teachers' Training Board.
- The organisation has been actively involved in working for Right to equal quality education for all since the last ten years and building awareness to bring in fundamental changes towards an equitable and public funded school System. Towards this end, the organisation has connected with other likeminded civil society groups and eminent educationist to build State and National level forums.
- The path-breaking, sustained work and implementation in relation to content development has been taken serious note of by the National and State level policy making bodies. Members of Avehi Abacus Project have played a key role in shaping the syllabus and textual material developed for National and State level use. The material developed by the organization has been integrated and used as reference during this process.
- The Member Secretary of the National Council for Teacher Education (NCTE) which is a central curriculum formulating and approving body for Pre-service Teacher Education had asked Avehi Abacus Project to submit the entire two year course curriculum. This has been presented for approval/consideration to the Curriculum Review Committee. The Director is also a part of the revision committee of the DTEd course and we are confident that the **Manthan** course will be taken as the primary benchmark during this revision.
- The Maharashtra State Council for Educational Research and Training (MSCERT) has undertaken the process of syllabus review (for std I to VIII). The project Director has worked as the **Chairperson for the Resource Group on Environmental Studies**.





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