



AVEHI ABACUS PROJECT

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

Annual Report 2016-17



संगति



मंथन

साथ-साथ

सुसंगत सहजीवन



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Avehi-Abacus Project



Brief Background:

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 as we are now 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, which means 'to know', 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 best be achieved? What is the role of the school syllabus, the teaching-learning processes, and the teacher in these processes? 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 Avehi Abacus Project has the following set of goals:

- 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.



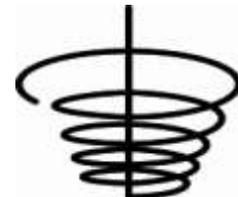
Sangati programme:

- The project has developed a three-year enrichment curriculum – **Sangati (harmony/togetherness)** comprising of a series of six teaching-learning kits with interlinked themes for the Std V to VII classes. This curriculum is thought-provoking and interactive and attempts to make school education more relevant and vibrant.

- It has been used in all (905) MCGM schools and has reached more than 10000 teachers and two and half lakh children since June 2006. It is also used in a few well-known private schools that have developed innovative teaching-learning methods.
- 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 in Teacher Education (D.TEd), comprising 50 learning sessions spread over two years.
- This course was tested in two Government recognized D.TEd colleges with 200 students in Mumbai during 1998 to 2000. The overall response – 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 titled **Manthan (Churning)**. This course is in consonance with the NCF 2010 of the National Centre for Teacher Education (NCTE).



Saath Saath- Living together in harmony:

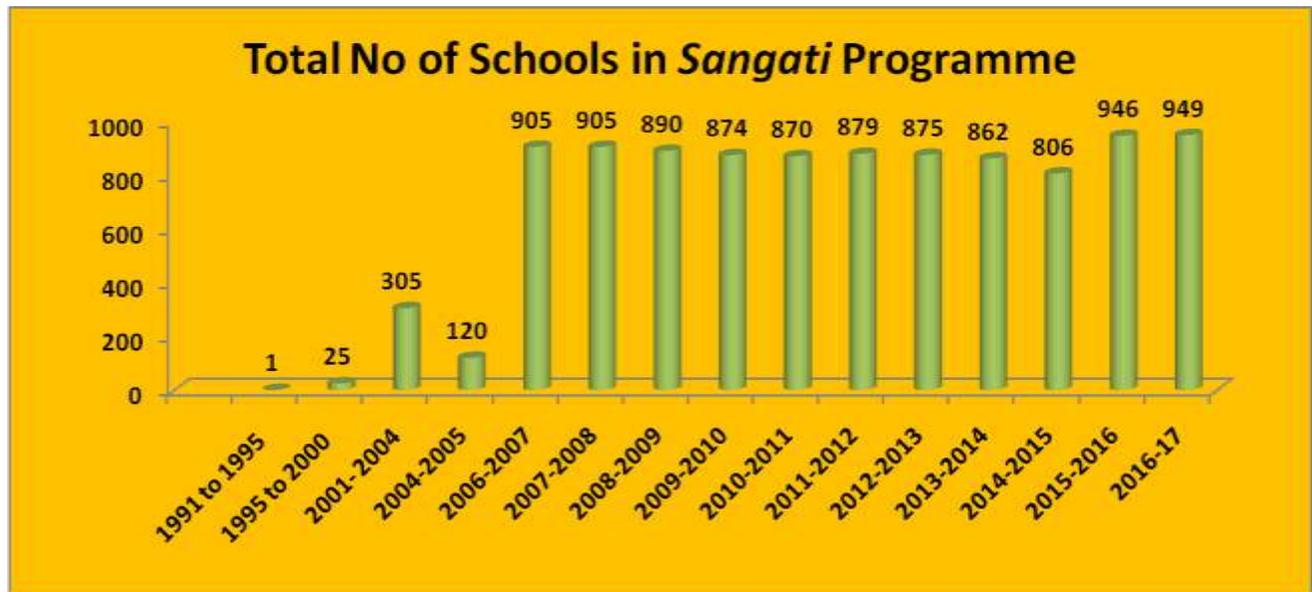
- In 2013, responding to the increasing awareness about gender parity and ironically, the growing violence against girls and women, Avehi Abacus Project developed a kit on gender titled **Saath Saath** -Living Together in Harmony (in English) which was used in a few non-government schools and organizations.
- In 2015 the American Jewish World Service (AJWS) extended its support to Avehi Abacus Project and we have been playing the role of a Resource Organization (RO) aimed at preventing incidence of Early Childhood Marriage (ECM) working with Grassroots Organizations (GO) in particularly vulnerable areas.
- Since then the **Saath Saath** programme has expanded to new regions (rural Uttar Pradesh and Rajasthan) where socio-economic contexts are different than those in Mumbai and rural Maharashtra.



Policy Advocacy and Mainstreaming:

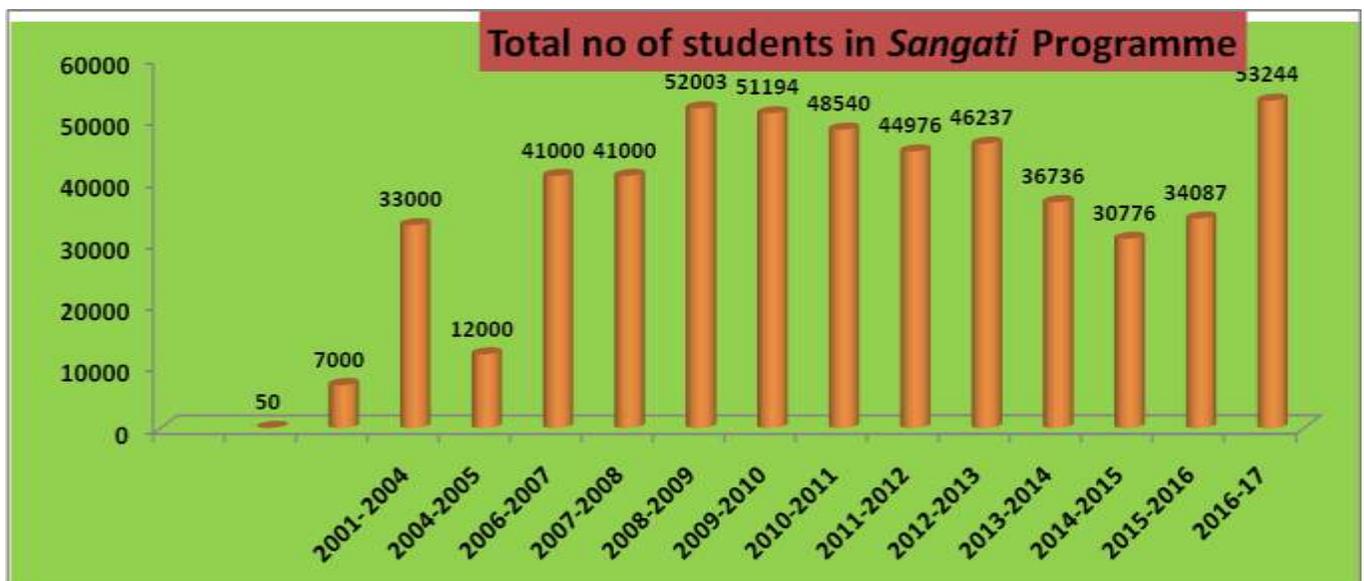
- Avehi Abacus Project has been actively involved in working for the Right to equal quality education for all over the last ten years. It has attempted to bring in fundamental changes urgently required for the creation of an equitable and public funded school system. Towards this end, Avehi Abacus Project has connected with other likeminded civil society groups and eminent educationists to strengthen 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. The material developed by the organization has been integrated and used as reference during this process.

Graph of schools with *Sangati* 1991 to 2017



In 2016 – 17, *Sangati* reached 53244 students studying in 1999 classes in 949 schools. In this academic year, *Sangati* was newly introduced to 17861 Std. V students studying in 553 classes in 414 schools.

Graph of Students exposed to *Sangati* 1991 to 2017



Outreach of Avehi Abacus Project 2016-17

<i>Sangati</i>		<i>Manthan</i>		<i>Saath Saath</i>	
No. of Schools	949	D.TEd colleges	20	Community based Centers in U.P. and Rajasthan	93
No. of Classes and Teachers	1999	No. of Teacher Educators	20	No. of Schools	66
No. of Students	53244	No. of Student Teachers	615	No. of Adolescents and Women	7130

2016-17 - Highlights

- In 2015 the Mumbai Municipal Corporation renewed its permission for implementation of the ***Sangati*** Programme for the period June 2015 - April 2018.
- From 2015 Avehi Abacus project made concerted efforts to start ***Sangati*** in all the upper primary schools in Mumbai Municipal Schools, Secondary schools and Ashram Schools. This has increased the outreach of the programme.
- In 2016-17, as the batch of Std V children progressed to standard VI an effort was made to implement ***Sangati*** in a consecutive manner with the new batch of Std V. This has not only increased the outreach but has also helped towards sustainability of the programme.
- Thus in the current academic year ***Sangati*** is being implemented for Std V and VI simultaneously. In 2016-17, ***Sangati*** reached nearly 53244 students studying in 1999 classes in 949 schools.
- ***Sangati*** Kit 1 - '***Myself, My Body, Our Needs***' started in **100% classes** and was completed in **83%** classes and ***Sangati*** Kit 2 - '***Our Earth and the Web of Life***' started in **46% classes** and was completed in **43%** classes of Std V in Upper Primary and Secondary and Ashram Schools
- ***Sangati*** Kit 3 - '***How Societies Developed***' started in **79% classes** and was completed in **70%** classes and ***Sangati*** Kit 4 - '***The Way We Live***' started in **68% classes** and was completed in **60%** classes of Std VI in Upper Primary and Secondary and Ashram Schools.
- Local body (Municipal Corporation) elections and unexpected teacher training has kept the teachers away from classes impacting the fall in completion of Kit 2. Efforts will be made to complete Kit 2 in as many classes as possible in the forthcoming academic year as soon as schools reopen.)

- **Sangati** has also begun implementation in 17 Special Schools (for Special-needs children) in Mumbai run by the Municipal Corporation. This initiative came about from the Officer In-Charge of these schools and the response from the teachers is overwhelming since they were able to connect substantial content from school books with **Sangati** curriculum. The various pedagogic devices have helped the students understand concepts and feel confident about learning.
- Increased participation and regular involvement of Supervisory officers is being attempted aimed at increased ownership from the department.
- The stage is now ripe to actualize the classroom processes to make them genuinely engaging, less teacher centric, more open, and democratic and learner driven. In order to achieve this it will be necessary to enlist organized support and clear role from the officers' cadre who play Supervisory and Academic support roles. Workshops with the officers to guide the teachers and to assess the classroom processes will be vital. Tools and strategies towards systematically collecting and recording measurable outcomes will also be implemented and used at this stage.
- **Saath Saath** programme: During the first year (2015-16) we worked with two local Grassroots Organisations - Mahila Jan Adhikar Samitee (MJAS), Ajmer, Rajasthan and Sahajani Shiksha Kendra (SSK), Lalitpur, Uttar Pradesh. We concluded our work with MJAS in 2016 but continue to work with SSK Since 2016 we have also begun working with another GO - Alwar Mewat Institute of Education and Development (AMED), Alwar, Rajasthan.
- The varied contexts of the three GOs gave us an opportunity to understand/establish the relevance of **Saath Saath** in diverse settings, thus enriching our work.
- Since 2016 we have also begun interactive sessions in a working class locality in Mumbai developing a model of 'Engaged Youth Group for Social Justice'. Here **Saath Saath** is used as the primary base and entry point. The effort is to link gender concerns with larger issues of justice and development and mentor a group of young local community leaders.
- Aveshi Abacus Project has been playing the role of a resource organization 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 to meet goals set for Education for Sustainable Development (ESD).



Sangati Programme in 2016-2017

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

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

Objectives of *Sangati* programme:

- To enhance the quality of education in schools by enriching and supplementing the regular curriculum
- To enhance the children's academic performance by making learning relevant and enjoyable
- To build cognitive skills of thinking, analyzing 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 Education authorities at various levels for integration of material/approach developed by the Avehi Abacus Project in the government prescribed syllabus and teaching-learning material.

Sangati Programme Outreach 2016-2017

	Schools	No of Schools		No of Classes (V and VI)		No of Students
		Target	Actual	Target	Actual	
A	Primary Schools	858	677	1827	1547	47905
B	Secondary Schools	55	39	100	75	2215
C	Ashram Schools	36	36	72	72	3124
	Grand Total	949	752	1999	1694	53244

About Sangati Kits 1,2,3 and 4 Implemented in 2016-2017

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

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

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

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

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

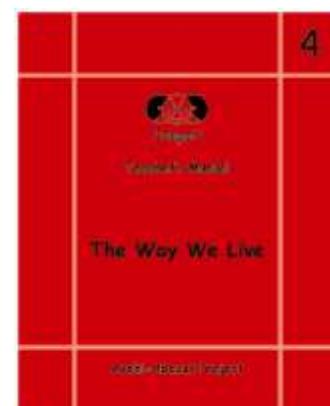
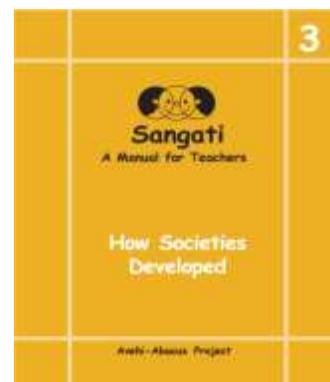
For thousands of years, human beings have been producing things using the earth's resources. In this process, technology has advanced and different **SOCIETIES HAVE DEVELOPED**.

Continuing changes in technology and different social, economic, political and cultural institutions influence **THE WAY WE LIVE** our lives and our relationships with one another. There has been a great deal of change in human society and in the relationships that human beings have developed - with one another, with other forms of life, and with the environment. It is only by **UNDERSTANDING** these **CHANGES** and analyzing their impact that we can learn to deal with them and to create the kind of society we want.

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

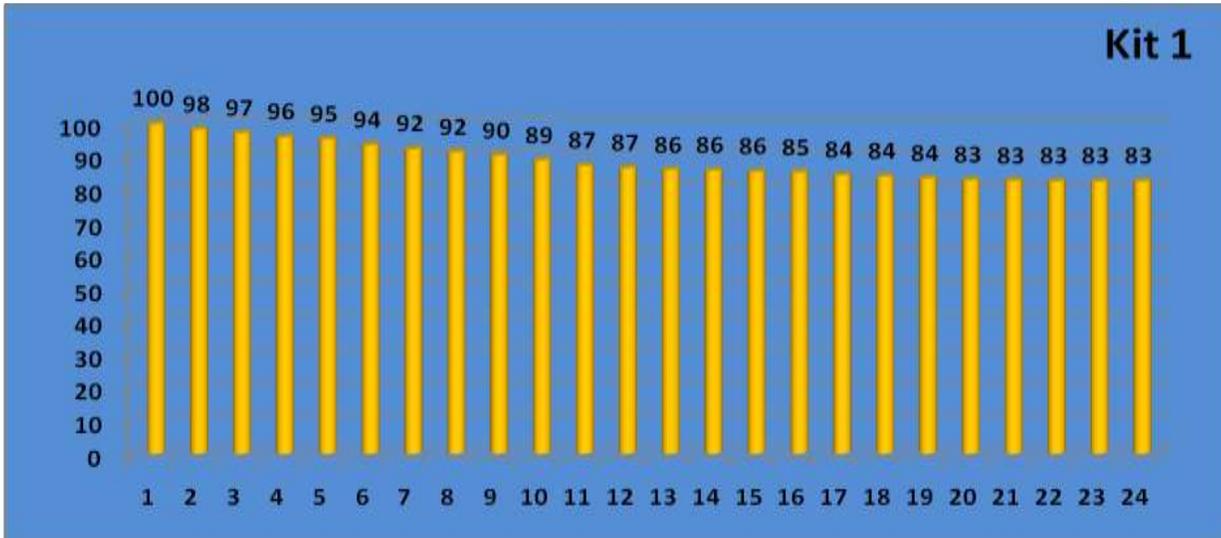
The programme in schools is implemented as follows

Year	Standard	Sangati Kits
2016-17	V	Kit 1: Myself, My Body and Our Needs
2016-17	V	Kit 2: Our Earth and the Web of Life
2016-17	VI	Kit 3: How Societies Developed
2016-17	VI	Kit 4: The Way We Live



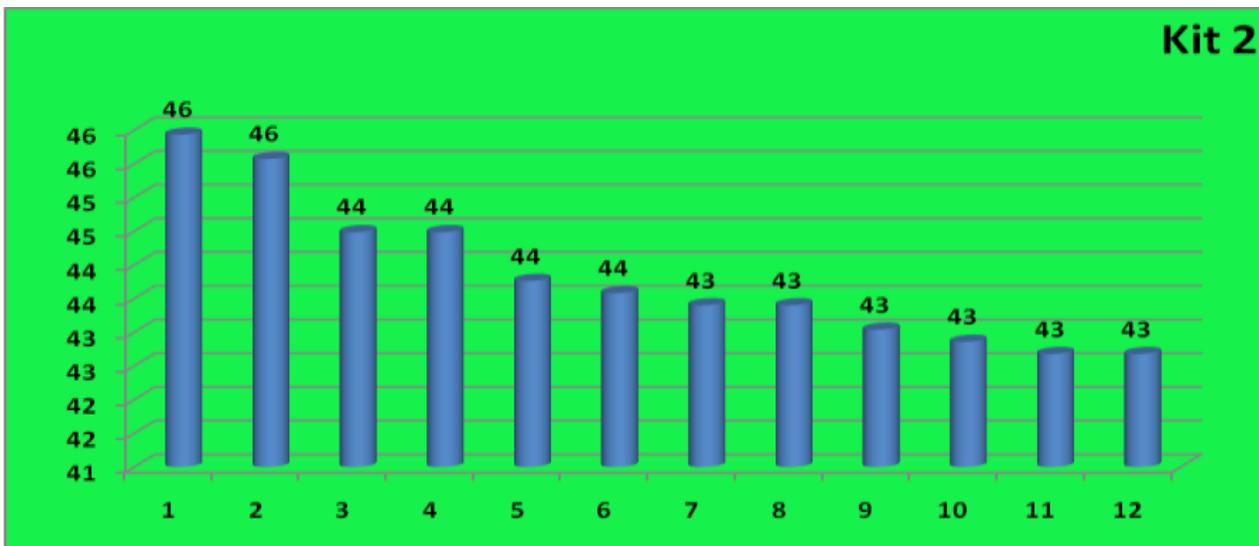
Sangati Implementation in GBMC Upper Primary and Secondary and Ashram Schools

Kit 1 - *Myself, My Body, Our Needs* and Kit 2 - *Our Earth and the Web of Life*



Sangati Kit 1 - *Myself, My Body, Our Needs* started in 100% classes and was completed in 83% classes and **Sangati Kit 2 - *Our Earth and the Web of Life*** started in 46% classes and was completed in 43% classes of Std V in Upper Primary, Secondary and Ashram schools.

Here reason for the non-completion of kits included the late start of the programme this being the first year of implementation. Besides, permissions from authorities followed by teacher workshops delayed classroom implementation. The non-completion of Kit 2 was mainly a result of teacher unavailability due to Municipal Corporation elections.



Students' Response to *Sangati* Kits 1 and 2:

- Students enjoyed drawing, colouring and filling worksheets. Many students not only maintained their files but decorated them as well. They seemed to consider the files their prized possession. While filling worksheets for **Kit 1- *Myself, My Body, Our Needs***, students enjoyed writing about themselves, their likes and dislikes, their friends, and family.
- Teachers reported that students with weak writing skills had improved and could express themselves better and without anxiety. The worksheets given at the end of the session are about student's own feelings, experiences, opinions and thus the students were keen on completing them as there is no one right answer and so they did not feel judged.
- The popular visual aids were 'Who Will Teach Emperor Akbar?', 'Ramu's Roti', 'Sameer's House', 'Mouse Princess' Wedding' while games include 'Balloon game', 'My grandfather's grandfather'. All students enjoyed making and colouring dinosaur masks. They found the session on 'Preventing Illnesses' very useful.
- Students made efforts to collect and present additional information about various capacities of one's body in the session ***My Appearance and Physical Abilities***.
- Students discussed latest technologies in media in the session ***The Media and I***. Students now share information on applications such as Whatsapp, Facebook, Twitter etc. It seems as if students are well-informed as far as technology is concerned.
- After the session ***Myself***, students seemed interested in knowing more about themselves - their capabilities, qualities, weaknesses, skills etc.
- The session ***My Body*** helped students to find out more about different aspects of human body in a cohesive, simple and holistic manner. The visual aids used during the session on ***My Body*** also helped students understand inter-linkages amongst different parts of the body, their structures which help different organs to function, and how the human body works in perfect harmony.
- While learning about muscles and nerves, students found parallels from daily life. For example, nerves are similar to telephone networks and muscles can be compared to the railway network.
- The session ***Growing Up*** provided detailed information about changes – physical, psychological and emotional - that take place during adolescence. Students felt that they had never been provided such detailed information to help them understand and navigate the changes they were going through.
- The story ***Who is Responsible?*** was used to explain the concept that a healthy body and healthy mind together make a healthy person. Since human beings are essentially social beings, their health depends on the society they are part of. Students understood that personal hygiene, an appropriate diet, responsible behaviour, opportunities for growth, relationship with others and social and economic factors - all contribute to the health of an individual and the health of our society.
- The kit, consisting of 12 sessions discusses key themes/concepts to understand our earth and our life on the planet. It tries to communicate that the earth took crores of years to evolve. The attempt has been to describe the concept of the vast passage of time as well as the continuous and complex nature of the process of evolution of life through different strategies. The ultimate goal is to instill respect for all life, humility and sense of wonderment towards nature and the need to understand that we cannot live happily if the tiniest of element in nature perishes.

Students understood the key concepts fairly easily with the help of visual aids, activities, worksheets and discussions. They also understood that the resources on earth are precious and need to be preserved. The living

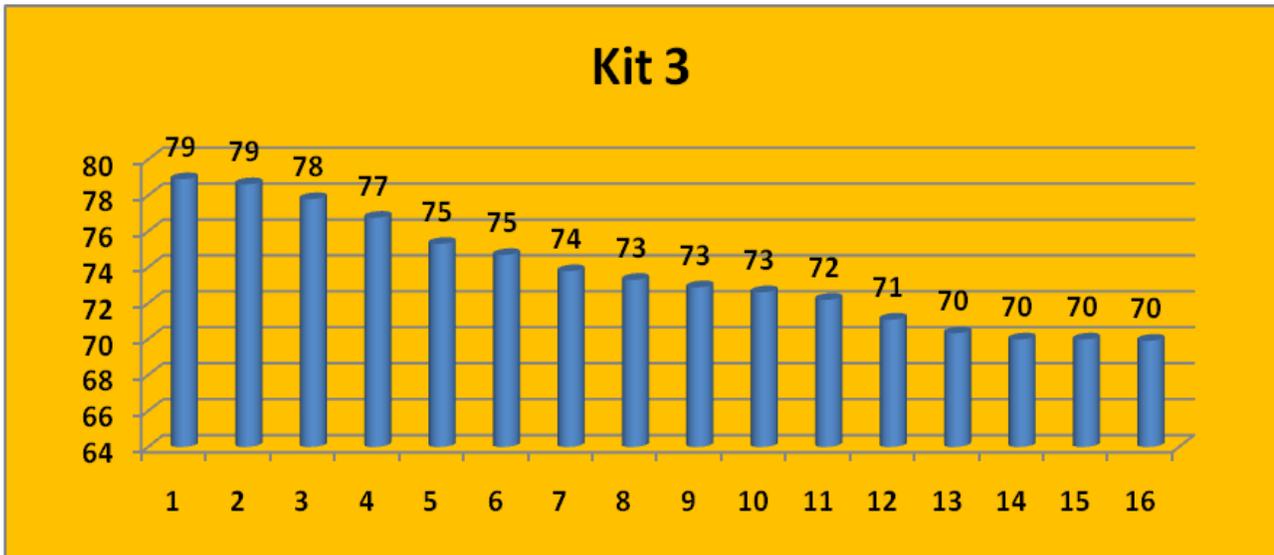
creatures today are created from single cell creatures in the sea. From time to time, different living creatures evolved. They also shared names of different types of organisms that evolved in water and on land and how creatures began to fly, how and why extinction (of dinosaurs) happened, how the early humans may have lived.

- The theme of the 'Changing Earth' was approached in its varied dimensions. Students engaged with the concept of the force of gravity and the role that gravity plays in keeping everything – from the atmosphere and the ocean to the smallest creature – firmly planted on the ground. They were excited to learn about earth's rotation along its own axis and its revolution around the sun. This abstract concept which is part of school geography is usually found boring and inaccessible by children at this stage. But since the approach to the cycle of day-night and seasons is in context of the logic of how our earth sustains life on it with the help of examples showing how and why life is diverse in different parts of the globe, children connected with it easily.
- Unlike the above mentioned concept which is always a part of school geography, the usually absent concept and information about the Pangea, the moving land mass and the future scenario was also taken up. Here the children were taken by surprise since they take land boundaries as a natural given. In context of the changing natural boundaries and continents the ideas about national and regional borders was revisited with a hope of peace for humanity and the end of wars over boundaries. Forces of nature leading to earthquakes, volcanic eruptions were discussed in this context.
- The Changing Earth also includes other familiar concepts that make life on earth possible. The abstract and unapproachable 'air cycle', 'water cycle', 'food/life cycle' concepts were taken up with the help of activities based on observation and experimentation.
- Finally, students were exposed to the reality of destruction that we human beings have caused on the planet. The last session attempts to explain the right to life that each creature on earth is entitled to and the responsibility we have towards conserving the planet and its resources.

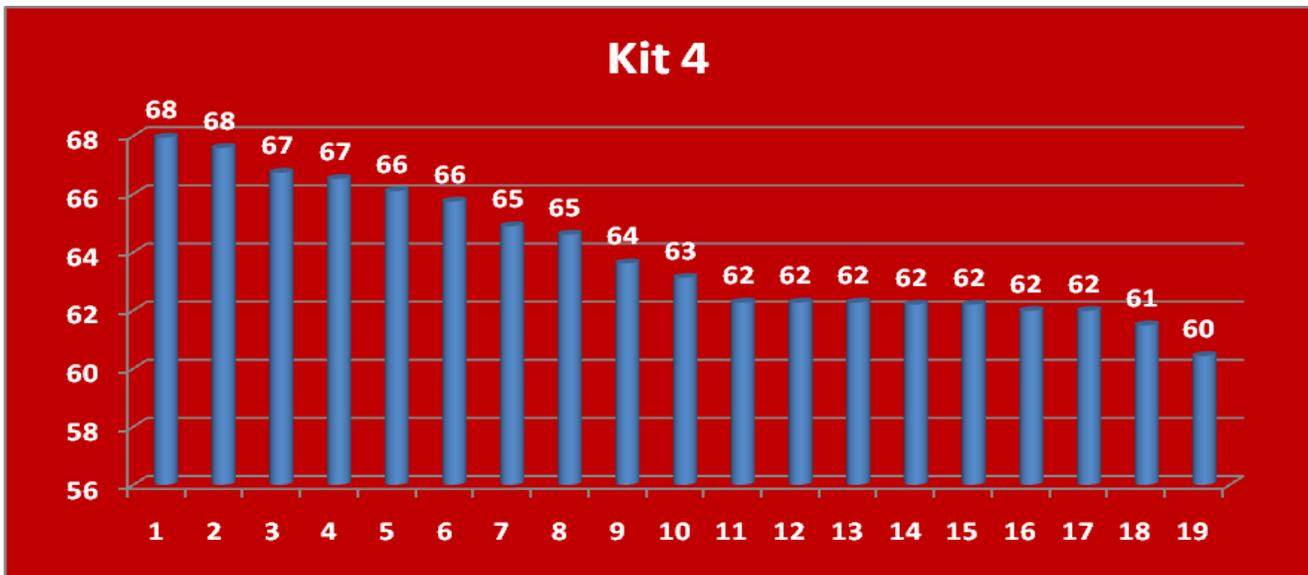
Teachers' response to *Sangati* Kit 1 and 2:

- The ***Sangati*** programme supplements various school subjects like Geography, History, General Science, Environmental Studies, and builds these subjects and daily life. The programme has contributed to enhancing student's quality of knowledge. The use of various methods of teaching like group activities, games, songs, and debates have 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 to enhancing various skills like communication and leadership, amongst students. It has increased their confidence and helped in creating a 'we' feeling in the classroom.
- Children who usually do not speak or participate in the class are active during ***Sangati***. They exhibit interest and participate enthusiastically during ***Sangati*** sessions.
- Many flip charts with stories 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, several teachers and students have reported that they are more conscious about not wasting their lunch or mid-day meal provided by the school. The session on 'Dealing with Illnesses' was very useful as it has a fact sheet on commonly occurring diseases and how they can be prevented.

Kit 3 - How Societies Developed and Kit 4 - The Way We Live



Kit 3 - *How Societies Developed* started in 79% classes and was completed in 70% classes and Kit 4 - *The Way We Live* started in 68% classes and was completed in 60% classes of Std.VI in Upper Primary, Secondary and Ashram schools.



Student's response to *Sangati* Kits 3 and 4

- The students could understand and analyze events in History as they unfolded through the interaction between the three characters Kabir, his grandfather, and Saeeda.
- The children were exposed to the idea of how History takes shape, what are the various methods and devices that are used with reliance on empiricism and most importantly despite this how human opinion and interpretation plays a key role in interpreting actual evidence. The children participated in the group-activity Detective with great maturity while having fun.
- History takes shape in a geographical context. And so the past was connected to the present by use of current political maps. The use of maps helped students to see how culturally some countries and cultures have changed and merged, thus also building and enhancing skills of map reading, understanding the concepts of continents, countries and the changes in political boundaries through history etc. This helped connect historical events with places and cultures.
- The 'time-calendar' was a popular tool for students to understand major events in History chronologically. They enjoyed making the time calendar and craft work for making the 'cranes for peace'.
- All *Sangati* sessions are supplementary to the History syllabus prescribed by the State. Therefore the sessions helped enhance children's understanding of History and revised what they learnt in their textbooks. Most importantly it opened new insights into what they learnt in text books as well as introduced them to cultures and events typically ignored in India's/ Maharashtra's History textbooks.
- Students in most of the classes enjoyed the group activity 'machines at work'. As a part of this activity they were asked to become a machine in which children would represent different parts of the machine. Children demonstrated working of mixers, engines etc and also explained the working of these machines.
- While discussing different civilizations of the world, students shared various programmes they had seen and understood while watching Discovery and National Geographic channels on TV for e.g the Pyramids.
- Since Kit 4 focuses on current social issues; students proactively participated in discussions.
- The sessions on Family have contributed to broadening the understanding that students have with regards to the concept of family, beyond the usual 'joint' and 'nuclear', such as matrilineal families and commune families such as the kibutzz in Israel.
- During the sessions on gender, children responded to 'Maya's Story' overwhelmingly and girls felt a sense of empathy with Maya who is being forced into an early marriage. They expressed the need for girls and women to be educated and economically independent. Many boys also said they will share household work done usually by their sisters or mothers.
- The session on Gender has an activity titled Freedom for Manasi which has a list of words that are either a 'lock' (e.g. dowry, malnutrition, female foeticide) or a 'key' (education, health etc) in her life. Through this activity students realized the different kinds of problems that affect the lives of girls and women and the different remedies one can seek to resist the shackles of gender.

- While expressing their response to caste discrimination, the students felt that caste is more prevalent in rural areas and that all of us, as a society, must work for its abolition. Similarly while discussing communalism, children shared what they heard from their elders and expressed concern about the brunt borne by common citizens irrespective of their religion during communal strife.
- Economic Inequalities was an issue close to their hearts, obviously because most of them belong to the marginalized sections. They displayed an acute awareness and expressed anguish over ever increasing disparities between the rich and the poor.
- During the session on Democracy students expressed anger against elected representatives like Corporators, MLAs, MPs who, on most occasions, do not fulfill their promises or duties. They expressed strong desire to participating in public life with help of laws like the Right to Information as depicted in the story Janoge to Jeetoge (*To know is to win*).
- The session on Influence of Media was an eye opener for a generation that is completely swayed by advertisements. It helped them realize that everything portrayed in the media, and especially through advertisements, is not usually true.

Teacher's Response to *Sangati* Kits 3 and 4

- Since *Sangati* Kit 3 - How Societies Developed supplements the History syllabus, the teachers used maps, flipcharts and other information provided in the kit while conducting History lessons. They also made the sessions more interesting by explaining the concepts of 'era' and 'Time Calendar' using the black board.
- One of the most popular activities was making a compass. Many teachers showed a real Compass to students and explained its structure and use.
- The sessions on Renaissance, Industrial Revolution were conducted effectively, helping students to understand different discoveries and the changes that resulted from the Industrial Revolution and the impact that these discoveries have had on our societies.
- While referring to the implications of war and especially the use of the nuclear bombs which devastated Hiroshima and Nagasaki, teachers elaborated the harmful effects that these weapons have on the health of innocent citizens which are evident even today after so many generations.
- Since Kit 4 - The Way We Live sessions are based on various social issues the teachers had many experiences to share from their daily lives. Teachers felt that the issues raised were their own or close to their hearts and hence conducted the sessions effectively.
- During the sessions conducted on Family, the teachers made efforts to draw links between the families described in the sessions and the students' own families. Teachers also explained that the different kinds of families live in different parts of the world, e.g matrilineal families in Ghana, or families living in Kibbutz in Israel due to variety of geographic and historical conditions that have influenced their cultures.
- While narrating the story Where there is a Wheel on gender, many teachers stressed the importance of being independent in things we do like travel, knowing how to ride a bicycle, since it provides freedom to go to different places and organizing your life according to your preference. The story

narrated is a true story of working-caste, poor, illiterate women in Pudukottai, Tamil Nadu, who fought against exploitative quarry contractors as well as their alcoholic husbands and for whom the bicycle became a source of independence and freedom. In fact many female teachers expressed their disappointment for not knowing how to ride a bicycle themselves.

- While conducting the activity on gender Freedom for Mansi , teachers shared the current status of women in India. For e.g, increasing incidence of violence against women, the laws enacted to deal with such incidents, the need to take preventive and empowering measures in this regard.
- The stories included in the sessions on gender e.g Maya's Story, was adapted for street plays conducted as part of the awareness campaign for the Raju-Meena Manch,a gender equity programme implemented by UNICEF.
- During the session on Influence of Media, the teachers gave examples of a range of products – from tooth paste to food items and cosmetic products – which are advertised in the media. They elaborated the harmful effects of many advertised products. This resulted in many students realising that advertisements do not always portray the facts.
- Teachers taught with spontaneity since the sessions covered in these Kits were very relevant to their own lives and the society around them but usually are not dealt with the depth and perspective they deserve.
- The commitment and involvement of teachers to their students is reflected in the written feedback they gave at the end of the year.

Overall, the response to Kit 4 - The Way We Live has been overwhelming although the time available for the sessions was limited.



Process of Implementation

- **Integration of School Curriculum and *Sangati* Programme:** In the year 2016-17, *Sangati* Kit 1 - 'Myself, My Body, Our Needs' and Kit 3 - 'How Societies Developed' has been used in the MMC schools as supplementary enrichment programme.
- **Preparation:** As the new academic year began in June 2016, the project began preparations for the implementation of *Sangati* Kit 3 and Kit 4 for Std. VI.
- **Meeting with Teachers and Head Teachers:** At the start of the academic year, head teachers of all schools were given copies of the permission letters for implementation of the *Sangati* programme. Head teachers were also given a detailed orientation of the *Sangati* Kits. Detailed plans for conducting *Sangati* classes were provided to the head teachers. , AAP facilitators were also involved with giving feed-back and encouragement to teachers and addressing their problems regarding time-table and storage of material etc.

- **Refresher Training for staff:** Training workshop was conducted for staff for *Sangati* Kit 3: 'How Societies Developed' in month of June 21-22, 2016 and 'The Way We Live' in month of January 12-13, 2016. Focus of the training was to equip participants to develop an in-depth and nuanced understanding of *Sangati* kit 3 and 4 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.) Ms. Ratna Pathak-Shah, Vasudha Ambiyee, Nandini Purandare and Ms. Simatini Dhuru conducted the workshop providing new insights to participants. The participants responded with enthusiasm.



- **Providing *Sangati* Kits to Schools:** In the month of April, detail information on availability and requirement of *Sangati* kits per school was updated. Based on this data, new kits were printed and distributed. Kit 3 was provided to the schools at the beginning of the academic year 2016-17. In the month of December, Kit 4 was provided to the schools.

Kits provided to schools	<i>Sangati</i> Kit 3	<i>Sangati</i> Kit 4
<i>Sangati</i> Kits in Marathi	103	96
<i>Sangati</i> Kits in Hindi	275	289
Total	378	385

- **Documentation 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.
- **Calender of Implementation:**

Std. V: From August/September 2016 to January 2017, sessions based on *Sangati* Kit 1 - 'Myself, My Body, Our Needs' and from February 2017 to April 2017, sessions based on Kit 2 - 'Our Earth & The Web of Life' were implemented in schools.

Std. VI: From July 2016 to December 2017; sessions based on *Sangati* Kit 3 - 'How Societies Developed' whereas from January 2017 to April 2017, sessions based on Kit 4 - 'The Way We Live' were conducted in schools.
- **Printing and distribution of Children's' Material: Worksheets/Supplementary Readings**

56000 Activity booklets were printed and distributed to all participating children's in eight 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. The language therein is 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-situations rather than merely repeating what was transacted in the classroom. The material has activities for drawing, painting, reflecting and writing information about oneself, writing experiences, collecting additional information, making observation by written notes, interviewing relevant respondents – the students can carry out all the exercises with ease and without being bored or unduly intimidated.

Printing Children's Material: Activity booklets					
Sr. No.	Details	Std.VI	Std.VI	Std.V	Std.V
1	Children's Material Marathi	8301	5000	1898	1405
2	Children's Material Hindi	12281	12209	6404	970
3	Children's Material English	6660	6630	3555	251
4	Children's Material Urdu	11010	9416	3954	2284
5	Children's Material Gujarathi	515	367	128	53
6	Children's Material Tamil	653	739	354	47
7	Children's Material Telugu	134	97	74	47
8	Children's Material Kannada	245	250	92	15
	Total Children Material	39799	34708	16459	5072

- **Meetings with the officials in the Education Department:** In the year 2016-17, *Sangati* programme co-coordinators organized regular meetings with the education officials in their respective localities. These meetings were conducted with the Deputy Education Officers, Superintendents, Administrative and Beat Officers to provide regular programme updates and to brief them about the status of the work. Avedi Abacus Project senior team members provided guidance with respect to issues related to programme implementation. Their feedback and suggestions helped the implementing team.

Increased participation and regular involvement of Supervisory Officers was sought aimed at increased ownership from the department. A 'Feedback booklet' to record status and quality of the programme were given to all Administrative Officers (AOs) and Beat Officers (BOs). Their feedback has been extremely encouraging since this booklet also has a detailed flow-chart of how the school syllabus and textbooks tally with **Sangati** content and how the complementarity can be used to enhance quality learning. Many AOs and BOs while visiting schools in their jurisdiction have been using the booklet and making notes. However, this needs to be done on larger scale and regularly so that we can collate their feedback and analyze it for better implementation.



Experiences during Officers' Meetings:

- All the officers are familiar with the contents of **Sangati**. Most importantly, the Dy Education Officer Mr. Bharat Pandey had a meeting with all the AOs on January 17, 2017. He shared the importance of the **Sangati** programme and asked them to cooperate more proactively with **Sangati** representatives.
- He invited the Avehi Abacus Project representatives to discuss the importance of the **Sangati** in all the AO meetings. Accordingly, objectives of **Sangati** were shared with almost all the AOs. Feedback booklets were given to all the BOs. They promised to observe classes during **Sangati** sessions and record their observations.
- Mr. Kisan Kenkare, AO of F/N ward said, "The **Sangati** programme is really very useful for children. It helps in improving analytical ability, helps children to express their opinions and thoughts". He promised to distribute Feedback booklets to all the BOs and ask for regular follow ups of **Sangati** in schools.
- Ms. Achala Nandedkar, Dy EO. also responded extremely positively. She said that she had seen the **Sangati** sessions closely during her tenure as an AO. She understood the importance of **Sangati** teaching materials for the wholistic development of students. She added that she would extend all the necessary cooperation required in order to expand implementation of the **Sangati** programme.
- Ms. Nisha Yadav, BO in Ward P/S had a detailed discussion to understand **Sangati**. The BOs have been directed by AOs to discuss **Sangati** with students during their school visits and collect student feedback.
- Ms. Manisha Sanwar, AO of Ward R/S gave a positive response. She said that this programme would help enrich the students' learning experience. She also said that she would write remarks about **Sangati** in the Feedback book during her school visits.

• School Visits by Avehi Abacus School Representatives and Field Coordinators:

Eight Field Coordinators and 33 School Representatives monitor implementation of the **Sangati** programme. They have taken efforts to ensure that **Sangati** is implemented consistently and with quality and the core tenets of the curriculum are understood and appreciated by the teachers and the students. (The field team regularly visits the schools/classes allotted to them to either observe the

classroom sessions or follow-up with the students about their responses, study their completed worksheets, discuss the sessions with the teachers, or sometimes help teachers in conducting complex, time-consuming games and activities).

Zone And Field Coordinator	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				
Shraddha	324	440	374	21	45	861	1274	5115	286
Manisha	172	250	133	43	74	777	1078	2106	492
Zone I	496	690	507	64	119	1638	2352	7221	778
Merry	292	446	136	124	186	805	1201	3859	884
Elvina	200	298	245	31	22	834	1135	3141	899
Dhanashree	177	421	293	71	57	660	1074	1814	580
Zone II	669	1165	674	226	265	2299	3410	8814	2363
Suvarna	186	251	2	157	92	984	1355	1318	2300
Dinesh	54	108	33	54	21	485	857	1684	954
Vaishali	204	369	50	227	92	721	1436	3866	1553
Zone III	444	728	85	438	205	2190	3648	6868	4807
	1609	2583	1266	728	589	6127	9410	22903	7948

School Visits by Representatives – In total the school representatives made 30851 visits to the schools (during June 2016 to April 2017). Out of which, 22903 visits were for observing and assisting with sessions and 7948 visits were to follow-up and collect feedback.

School Visits by Field Coordinators –Eight field coordinators made 1609 visits to schools and 2583 visits to classes. Of these, 1266 were carried out in consultation with concerned representatives mainly to address problems faced with/by teachers, 728 visits were carried out independently to oversee the progress and impact of the programme and 589 visits were made to classes where representatives needed support of the field coordinators to sort out problems. During the school visits, the field coordinators continued to dialogue with class teachers, head teachers and students for smooth implementation and monitoring of *Sangati* programme.

***Sangati* Programme in Ashram Schools**

Situational Analysis and Context of Implementation of the *Sangati* Programme:

While Avehi Abacus Project has worked closely with underprivileged children in Mumbai Municipal Corporation Schools and rural Zilla Parishad Schools it had not worked closely with schools under the Tribal Development Department. From the academic year 2015-16, the programme is also being implemented in Ashram Schools (residential schools for tribal children) run by the Tribal Welfare Department in Thane district. ***Sangati*** Programme is currently being used in **36 Ashram schools with 36 teachers and 3124 children in the geographically tribal belt** spread over Shahapur, Murbad, Kalyan, Bhiwandi, Ambarnath blocks in Thane district.

<i>Sangati</i> Outreach in Ashram Schools			
No of Schools	No of Classes	No of Students	No of Students
		Std. VI	Std. V
36	72	1651	1473

About Tribal people or Adivasis of Thane District:

Thane District in the state of Maharashtra is adjacent to Mumbai, the economic capital of India. Yet the economic and social condition of its tribal people (13.9%) is extremely miserable. Jawhar, Mokhada, Talasari, Wada, Vikramgad, Murbad, Shahapur, Bhiwandi and Dahanu administrative blocks in Thane district are recognized as the predominant tribal belt since 85 to 90 % of the tribals live in these areas. These tribes are Katkaris, Warlies, Mahadeo Kolies, Koknyas, Koli Malhar, Thakars and are all indigenous to this area. They speak distinct languages and live in close contact with nature sustaining themselves through forests and water resources. They resist the growing urbanization and rampant industrialization but are forced to depend on industries and cities as their forests and rivers are being increasingly swallowed in the name of development. The socio-economic parameters are seriously low. Average tribal literacy is about 45%; tribal people below poverty line are as high as 75%; malnutrition in children is as high as 65%.

(Note: The statistics are compiled from a study titled 'Maharashtra Rural Development: Tribal's Poverty In Thane District' by Dr. Deepak D Shelar, Associate Professor, P. L. Shroff College, Chinchin, Dahanu, Thane, Maharashtra and are approximate as the Census of 2011 does not have such desegregated data for Thane.)

Thus the Maharashtra State government through its Tribal Development Department runs several programmes with the aim of mitigating the problems unique to tribal populations. The Ashram Shalas (residential schools) have been set up with the aim of providing education, health, nutrition to tribal children. Avehi Abacus Project through its ***Sangati*** programme works with a total of 36 Ashram Shalas. Out of these 23 schools are supported and managed solely by the government, 13 are managed by private philanthropist institutes but are partially aided and monitored by the Tribal Development Department.

The *Sangati* Programme Activities in Ashram Schools:

• Meeting with Integrated Tribal Development Project (ITDP), Project Officer Mr. Salame:

Avehi Abacus Representatives had a meeting with Mr. Salame, ITDP Project Officer, on July 11, 2016 in order to start the ***Sangati*** programme in Ashram Schools. They briefed him about how the programme was implemented in the previous year, and the planning for this year. Dates for teacher training workshops for the current academic year were finalized.

- **Meeting with School Principals:**

On July 11, 2016, a meeting was held with school principals. They were given detailed orientation about the Avehi Abacus Project. The schedule for teacher workshops and implementation of the programme was worked-out.

- **Teachers Training Workshop:**

Sangati programme started its implementation in 36 Ashram schools in Shahapur and Bhiwandi blocks in 2015. A two-day Teacher Training Workshop was organized for 35 teachers from these schools on 20-21 July 2016 in Shenave Ashram School at Shahapur. The workshop focused on **Sangati** Kit 3; Avehi Abacus Project representatives gave a detailed orientation to the kit, its objectives, key concepts, relationship with regular syllabus and what the kit contains. They demonstrated a few sessions and the teachers also prepared and presented remaining sessions. All necessary material was also provided to the teachers during the workshop.



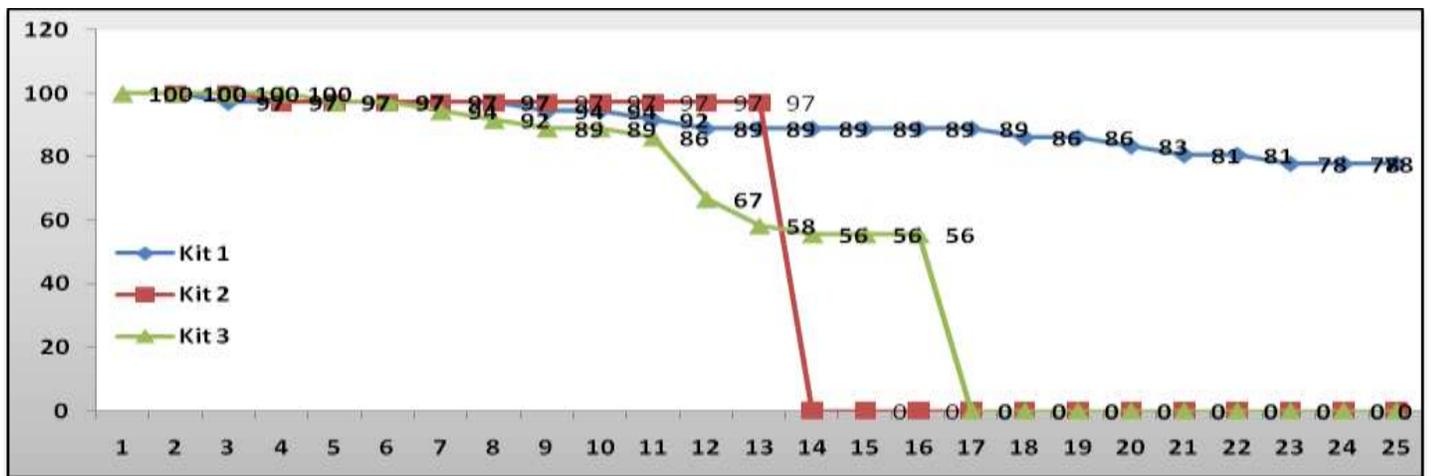
Mr. Salame, Project Officer of ITDP, Mr. Bhadgaonkar, Assistant Project Officer and Ms. Jadhav, Extension Officer were present at the two-day teacher training workshop.

Observations and Achievements

- 35 teachers participated in the two-day workshop. Of, these 50% of the teachers had implemented **Sangati** in Std V.
- Participation of all the teachers was excellent throughout the workshop. They actively participated in the games, songs, session presentation, debates, and group discussions.
- During the workshop the teachers realized how closely **Sangati** is directly related and complementary to the school syllabus.
- The teachers found **Sangati** material very interesting, enlightening and useful in teaching their prescribed content in a quality manner.
- Though the venue of the workshop was located in Shahapur block, all teachers from Bhiwandi and Murbad blocks were present for the workshop on both days. (This is of special significance as the teachers travelled as far as 120 Km)
- Some teachers carried the **Sangati** material and Activity booklets on their own, while Avehi Abacus transported the materials to some schools which are remote and inaccessible by public transport.

Implementation of *Sangati* programme in Ashram Schools :

Kit 1, Kit 2, Kit 3 Number of Completed Sessions in Classes in Numbers																									
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Kit 1		36	35	35	35	35	35	35	34	34	33	32	32	32	32	32	32	31	31	30	29	29	28	28	28
Kit 2		36	36	35	35	35	35	35	35	35	35	35													
Kit 3	36	36	36	36	35	35	34	33	32	32	31	24	21	20	20	20									



The programme is being implemented in Ashram Schools for the first time. All the students, teachers and principals have welcomed the *Sangati* unequivocally.

- Students had not opened up much during the initial follow-up visits to share their feedback. However, when representatives visited more often, the students started communicating openly. Now as soon as a representative enters the schools, the students gather around the representative and start talking about their experiences in the sessions.
- In some schools, the teachers started the sessions on their own, without representative initiation and conducted sessions well.
- Teachers report that due to *Sangati*, students have started to express their opinions, ideas, and feelings without hesitation.



- Students enthusiastically complete the worksheets and love to do colouring and craft activities but many schools do not provide paints/crayons.
- Students made efforts to express their understanding of personal qualities and skills during Kit 1 session 2 –Who Am I. In the activity on Appearance and Physical Abilities the students enacted emotions such as anger, happiness, sadness, fear etc.
- In the session on My family’, students described what they learnt from their families. They shared activities related to agriculture – transplantation, cutting, harvesting etc, washing clothes, respecting elders, use of local medicine, songs, stories, etc. Students also seem to understand that family is a broad concept. One student commented, “The Ashram school is also our family because we stay here; we learn so many things here about good habits, about work etc. We learn to care for each other. Hence this is our family too.”
- During about the session My School, the students while discussing about changes in school, said that school bags hanging on the walls and clothes left for drying in classrooms should have a defined place outside the classroom. That was the immediate change they looked forward to in their school. This indicates that the students were enthusiastic about applying what they learnt from *Sangati* to their everyday lives.
- The representatives also study the student’s worksheets in the booklet. Teachers report that all children were confident and eager to complete the worksheets as these are about their own experiences, insights and opinions which do not have definite right and wrong answers.



- **Monitoring Visits**

Hence, in order to take the programme forward and to acquire momentum, the Avehi Abacus Project representatives assisted with the *Sangati* Programme. They made 166 visits (August 2016 to March 2017) to 36 Ashram Schools from Shahapur project in Thane districts.

Experience sharing during sessions

Motilal Nagar Mun. Hindi School

While discussion following session 5 Activity 1 about Changes in Women's Lives, children were asked to share the changes they have seen among women around them. Many children said that their mothers were better educated compared to their grandmothers. They felt that women now experience more freedom. But they also felt that the change is not seen everywhere.

A boy from Premnagar felt proud about his mother. She works as a cook and travels by a bicycle. She drops him to school and also picks him up. By cycling to her work she saves money and time. Other children watch her when she moves around on her cycle

KURAR mun. Marathi School no. 2

A discussion followed the story 'Who is Responsible?' Children felt that Rahul lost control on his anger due to alcohol. . Children were asked to give their suggestions and advise. Children gave their opinions like he Rahul could have gone to a Municipal School, could have delivered milk or newspapers, could have done car wash etc.. They also felt you need to have good friends and should stay away from children who have bad habits.

A boy in the class was strongly affected by the story. He felt that he also does not study, takes advantage of the freedom given by his mother, when mother does domestic work in other peoples houses as he has no father. He realized that his behavior was wrong and he promised to improve his study and take responsibility.

Khernagar Mun. English School

There was good discussion following Maya's Story about discrimination between boys and girls.they felt that even today such discrimination is seen in many small and big ways. Boys have more freedom to go out, while girls are discouraged and at times totally banned from going to their friends or to play outside

A girl in the class shared her own experience saying she has an old grandmother in the house. Her grandmother does not allow her to go out, taunts her, abuses her and constantly fights with the girls mother. The girl asked her aunt who is a widow why she does not wear a bindi or a mangalsutra, when her grandmother hit her badly.

Whan she was asked what she did after the incident, she said that she was very scared at that time. But now she feel that old people may think differently and she does not mind her grandmothers anger.

Kherwadi Madhyamik Mun. Gujrathi School

All the four sets of Sangati were covered in this school.During discussion it was observed that children remembered all the stories covered in these sets. Children felt that there is always something to learn from each and every person. We are all learners and teachers in our lives.

Komal a girl from the class said that she narrated Maya's story to her mother. Her mother felt that it was her own story. Komals mother was married at the age of 13; she was not allowed to go to school. Komal said this made her decide that she will study well and fulfill her mothers dream. She will become independent and only then she will marry.

Sodawala Laaaaane Mun. School

This is a Special School for mentally challenged children. The teachers had conducted sessions from set 1 on Me & My Body. How our body changes over the years, good touch –bad touch was discussed. This was during this discussion that a girl realized that one of her grandfathers was physical and sexual abuse. She shared this with the teachers. The parents were contacted and were explained the seriousness of the problem.

After the session the children were asked as to what will they do if they realize that someone was trying to abuse them. Children said they will shout, or they will tell their mother or teacher immediately

The teachers felt that the sessions gave even the special children confidence, taught them communication skills and decision making skills.

Paaspoli Marathi Mun. School

Teachers discussed I do Not accept this and had a very lively discussion on discrimination. Children tried to explain discrimination according to their understanding and experience. Rinku kept quiet but at the end she asked the teachers ‘What is Discrimination?’ The teacher explained the historical evolution of varna leading to castes and discrimination based on the caste and occupations.. Rinku still could not understand why such discrimination is followed even today. The teacher shared her experience when she had started teaching. A student in her class had asked her about her caste. She felt taken aback as she was facing this question for the first time from a student.. But she preferred to keep silent and not answer. . She said that she feels such discrimination is created by us and is not natural. She said that she does not follow this and can not accept it.. One has to start such behavior of non discrimination from self and one also has to tell it to others clearly.

Rinku expressed her stand that she will not discriminate and will also tell other people not to follow such old traditions.

Maravali Urdu School

The teacher discussed the flip chart Life of women. Sex determination was one of the points raised during the session. Teacher explained how sex determination tests are done and how sometimes is followed by female feticides. Discussion brought forth that there are no differences in the capacities of boys and girls. Children named some of the women who were great achievers – Rani Laxmibai, Indira Gandhi, Lata Mangeshkar.

Muskan is a student of this class. She shared that both she and her sister are challenged but how their parents love them and care for them. The parents have encouraged them to study and have accepted them as they are.

Rafi Nagar Mun. Hindi School

After listening to Maya’s story, a girl called Perveen stood up and said that she experiences discrimination on a day to day basis. She is given plain roti while her brother is given ghee with it. Her brother goes to an English medium school while she is sent to a BMC School. She feels very sad about it . She strongly dislikes it.

Written feedback from Students on Sangati

मुझे 'जिंदगी के तौर तरीके' की किताब बहुत अच्छी लगी उसमें जो कहानी थी वह मुझे अच्छी लगी मैं चाहता हूँ कि मैं उस किताब को बार-बार पढ़ूँ इसमें मैं मैं सीखा लड़की-लड़के में भेद-भाव नहीं रहनी चाहिए लड़की और लड़के एकसमान हूँ हमें हमेशा मिल-जुल कर रहना चाहिए

लड़की लड़के हमेशा साथ रहने चाहिए लड़की और लड़के से झगडा नहीं करना चाहिए यह सब बातें मैं 'जिंदगी के तौर तरीके' के किताब से सिखी हूँ

अंकेश भूलेश्वर सिंह
साईनाथ नगर ईडी स्कूल

मुझे मानव समाज की वचना में ये मानव की कैसे वृद्धि हुई वह पता चला और मानव के आग का कैसे निर्माण किया और जंगल से युवा में रहने लगे और अपने आप को थंडी से बचाने के लिए आग का निर्माण करते थे । और हमने खेल भी खेला उसका नाम था लेना देना खेल में मुझे यह सीख मिली की अगर हमें जरूरत पड़ी तो किसी से भी लेना चाहिए और अगर उन्हें हमारी जरूरत पड़ी तो उन्हें भी काम देना चाहिए ।

हमें जिंदगी के तौर तरीके से यह ज्ञान हुआ की जिंदगी के कितने कारे रूप होते हैं । औरत तेरे कितने रूप में औरत क्या-क्या कर सकती है हमें मालूम हुआ ।

जीया कलियास कनामदार
साईनाथ नगर ईडी स्कूल

I like **Sangati** very much. We have been reading from this book since 5th Std. Our teacher also showed us a video about Eklavya.

I like when we are told stories and teacher asks us to relate these stories to our own life experiences.

We got to learn so many things from these books - about history, about kings and dynasties, their laws and governance, about various scientists like Helen Keller, and how she did not give up her efforts, various nations and countries, their maps and so many other things. I liked stories of Maya, Thakur ka Kuan, Deewar, Kitne Door Kitne Pass and Ghar Ghar ki Kahani

नाम मुस्कान मुन्ना कुशावाहा कक्षा 6
विलेपार्ल पूर्व मनपा हिन्दी शाळा



दिल पकड़ दिमाग का हाथ
आओ चलें हम साथ-साथ

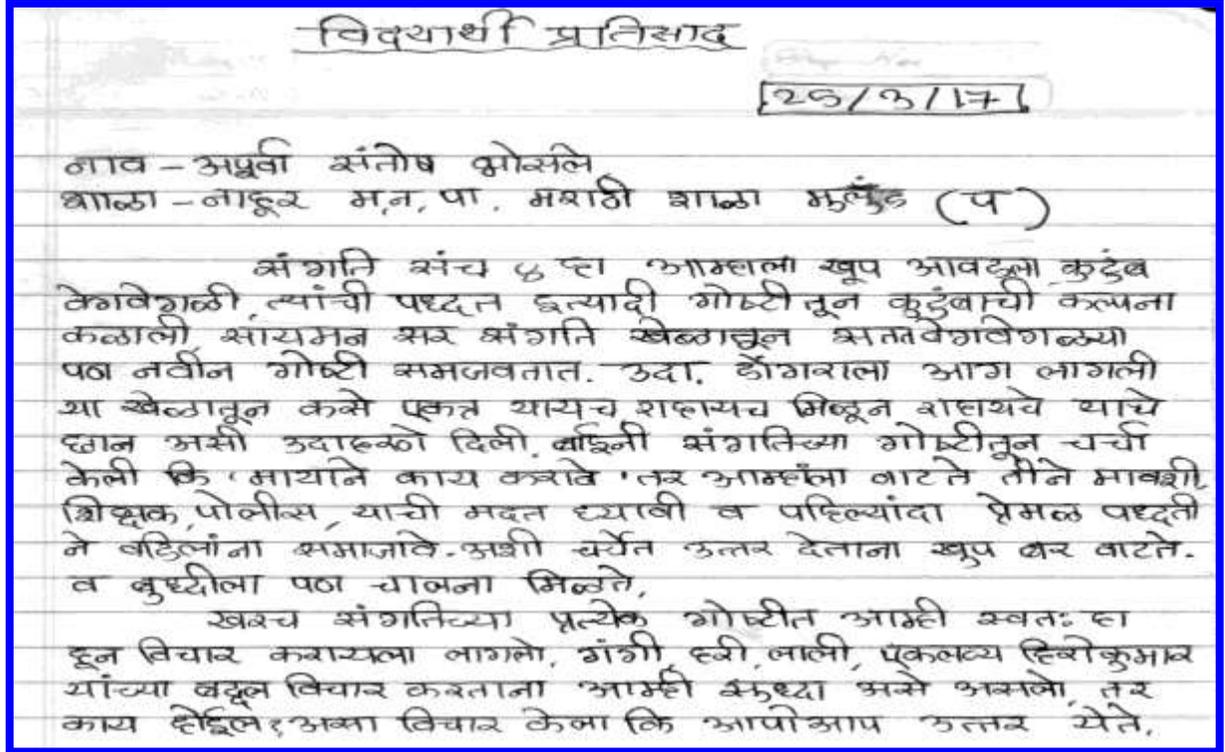
मुझे संगति का बुक बहुत सुन्दर लगता है। इससे हम बहुत सारी जानकारियाँ मिलती हैं। हमारे टिचर ने एक क्लब का भी. डी.ओ भी दिखाया था हम ये बुक पांचवी से मील रही हैं। ओर हम चाहते हैं की आगे भी ये बुक मिले। हमें जब कहानियाँ सीखाते हैं तब कहानियों में हमारी टिचर हमें प्रश्न पढ़ती है। तब हम हमारे जीवन में आये हुए अनुभव हम टिचर को बताते हैं।

हमें संगति के विषय में हमारे अनुभव खान का सौका मिलता है। लगे मुझे अच्छा लगता है। हमें नई-नई जानकारियाँ मिलती हैं हमने पांचवी से लेकर अब तक बहुत सारी कहानियाँ सीखने सीखी जैसे की पांचवी हमें शरीर के बारे में स्कूल के बारे में ओर ये दास्ती, हलनकेलन की कहानी बहुत पसंद आई इस कहानी में ऐसी ऐसी सीख मिली थी जीवन में कीतनी भी कठिनाइयों या मुसीबत आयें तो कभी हार मानना नहीं चाहिए इस कहानी से पता चला इठी में हमने पुराने जमाने के बारे में बहुत अच्छी जानकारियाँ मिली जैसे की खेती, बाड़ी की शुरुवात कैसे हुई थापार कैसे करते थे राजाओं के कानून कायदे जैसे ही राजा मरने के बाद उन्हें ममी कहा जाता है। ओर हम नकसा के नक्शे के बारे में भी अलग-अलग देश के बारे में जानकारियाँ मिली बिंदगी के बारे में- तरीके इस किताब में

हमें संगति के विषय में हमारे अनुभव खान का सौका मिलता है। लगे मुझे अच्छा लगता है। हमें नई-नई जानकारियाँ मिलती हैं हमने पांचवी से लेकर अब तक बहुत सारी कहानियाँ सीखने सीखी जैसे की पांचवी हमें शरीर के बारे में स्कूल के बारे में ओर ये दास्ती, हलनकेलन की कहानी बहुत पसंद आई इस कहानी में ऐसी ऐसी सीख मिली थी जीवन में कीतनी भी कठिनाइयों या मुसीबत आयें तो कभी हार मानना नहीं चाहिए इस कहानी से पता चला इठी में हमने पुराने जमाने के बारे में बहुत अच्छी जानकारियाँ मिली जैसे की खेती, बाड़ी की शुरुवात कैसे हुई थापार कैसे करते थे राजाओं के कानून कायदे जैसे ही राजा मरने के बाद उन्हें ममी कहा जाता है। ओर हम नकसा के नक्शे के बारे में भी अलग-अलग देश के बारे में जानकारियाँ मिली बिंदगी के बारे में- तरीके इस किताब में

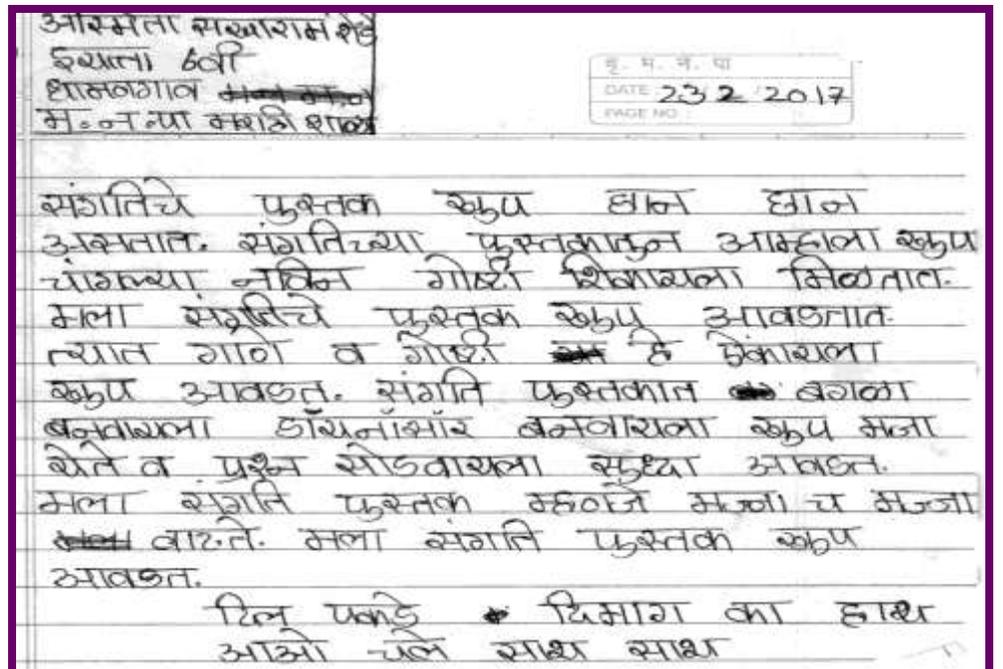
Sangati Kit 4 gave us information about Family. Simon sir plays different games with us which teach us many new things

The stories also stimulate us and make us think. I enjoyed the discussions which follow these stories. We place ourselves in the characters of the stories which help us find solutions for problems.



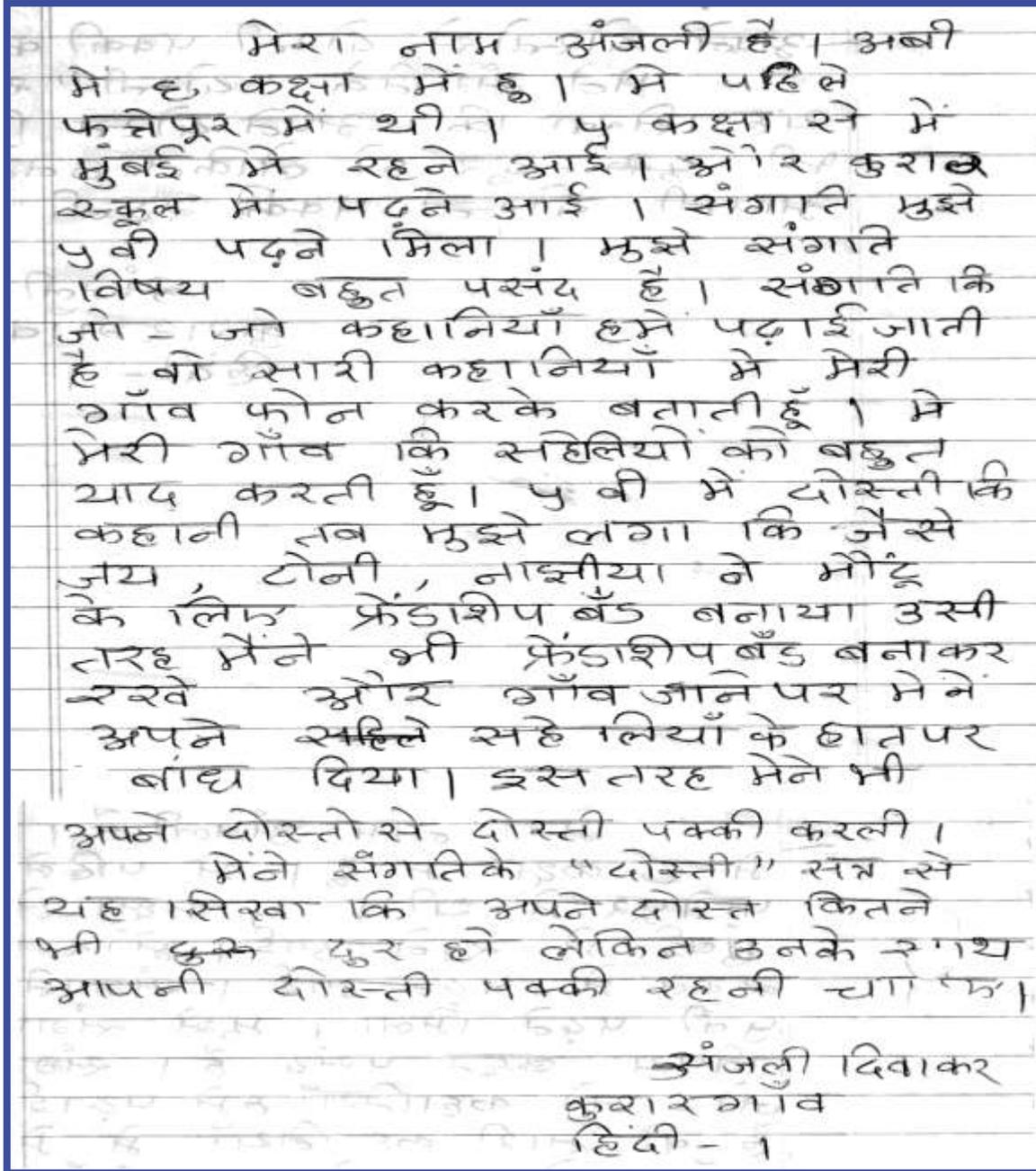
Asmita Shende Std VI
Tamhangaon Municipal Marathi
School

I like the songs and stories in **Sangati**. I enjoyed making birds and dinosaurs. The book is full of fun.



I shifted to Mumbai from my village when I was in Standard V. I have been attending **Sangati** classes since last year. I enjoy this class. I tell all the stories I learn from **Sangati** to my friends in my village.

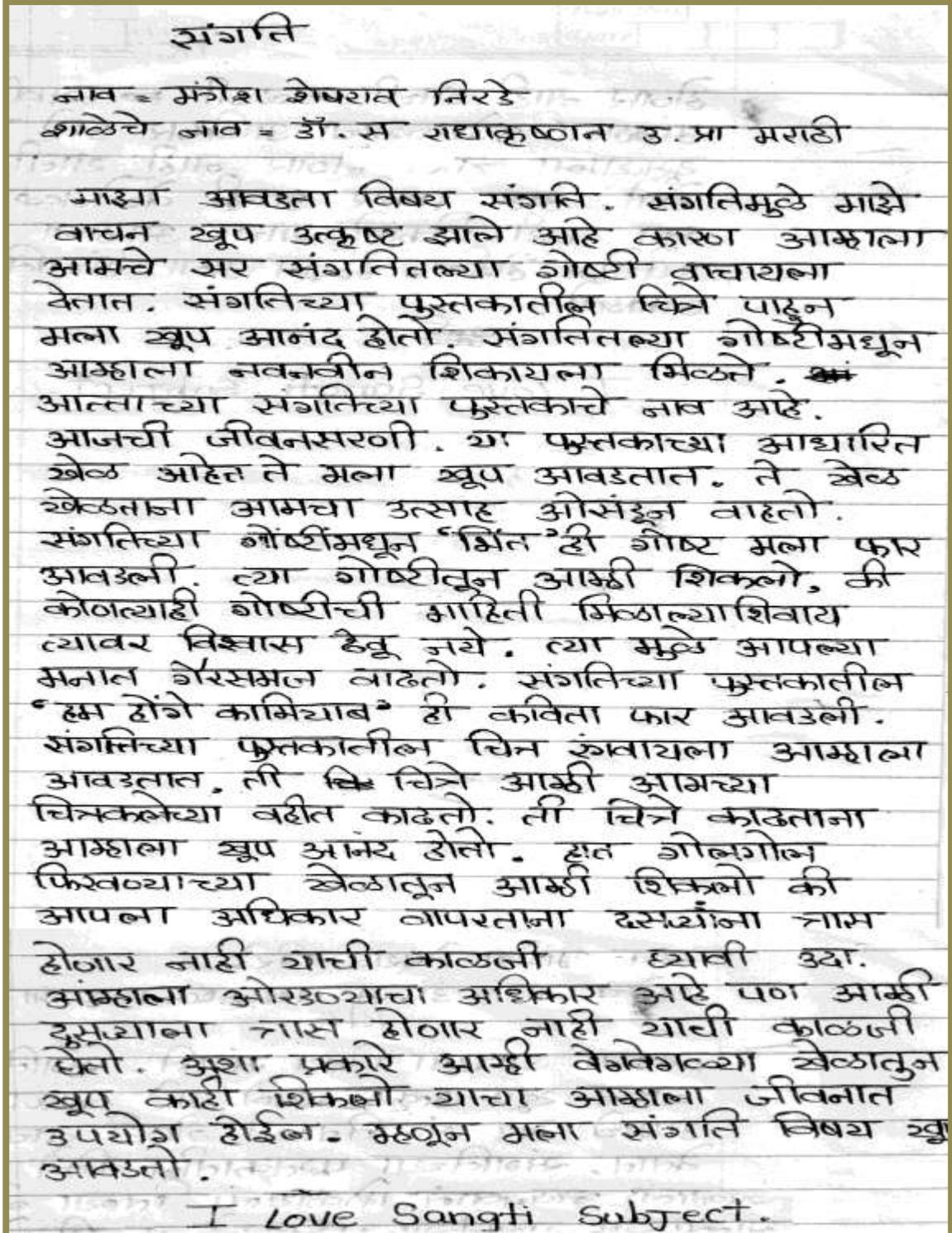
I read about friendship band in the story Dosti. I also prepared friendship bands for my friends in village and tied them on their wrists when I visited the village. I have realized that the friendship can remain firm even if the friends are far away.



Sangati has improved my reading very much. I love the games in **Sangati**. We feel energized after playing these games. I also like to paint the pictures in the book.

I like the story Bhint. It taught us that we should not believe anything unless we have complete information.

Another game taught us that we cannot encroach on the freedom of others, for winning our rights.



Last year I learnt a lot about our body. I like the stories Ramuchi Roti, Helen Keller and Underya Sunderya.

This year we learnt how human beings are polluting the earth and how we are destroying forests - this leads to the destruction of the earth.

I have decided that I will not use plastic and will also tell my family to do so.

माझी नाव
कांता आंबादास मालकरी आहे

संगति हा विषय मला खूप आवडतो. ह्यामध्ये आम्हाला गोष्टी सांगितल्या जातात. गाण शिकविल जाते खेळ ही घेतात. संगतिमध्ये मी डवीला खरीरातील वेगवेगळ्या गापना विषयी माहीती शिकली त्यामध्ये कोपसावाखून सनगटापर्यंतच माप व आपल पाऊल ह्याचं माप सारखंच असते. रामुची रोटी हेल्थ केलर ही गोष्ट ऐकली होती. मला उंदर्य सुंदरीची गोष्ट खूप आवडली. आपली पृथ्वी-कशी तयार झाली ह्या विषयी शिकलो. पृथ्वीवर माणसाने केलेल्या बदलाविषयी शिकलो. आज जो माणसाने पृथ्वीवर कचरा प्रदूषण, वृक्षतोड केली. ह्यामुळे पृथ्वीचा नाश होत आहे. हे टाळण्यासाठी आपण कचरा कमी केला पाहिजे कचरापेटीतच कचरा टाकायचा, प्लास्टीकची पिशवी वापरलार नाही घरच्या माणसांना ही सांगेन हे सगळे मला संगति मधून शिकायला मिळालं अशा प्रकारे संगति मधून खूप चांगल्या गोष्टी शिकायला मिळतात म्हणून मला संगति खूप खूप आवडते.

शा. मा. आश्रमशाळा चिंबीपाडा
ता. भिवंडी जि. ठाणे
वयता :- 6 वी

Sangati is full of information - through stories and games I came to know about caste discrimination, discrimination between boys and girls and also history. I also like the workbook and I enjoy filling it up

I really enjoyed interviewing different people - this is something which you never get to do in other school subjects.

नाम - प्रेमसुधा चन्द्रभान चौधरी
 कक्षा - 6 वीं अ
 स्कूल का नाम - एक्सर पखड़ी मजपा हिन्दी

संगति

संगति मेरा प्रिय विषय है। वह मुझे बहुत अच्छा लगता है उस विषय में हमें अलग-अलग प्रकार की जानकारियां मिलती हैं। वह इतिहास की भी जानकारियां मिलती हैं। और पुराने समय में जो गलती करते थे। वही गलती हम लोग न करें यह हमें इतिहास बताती है संगति के बीच-बीच में खेल भी खेलते हैं। और हमें अलग-अलग कहानियों भी पढ़ने को मिलती हैं हमें कहानियों में भी अलग-अलग बातों के बारे में भी पता चलती है और कहानी से हमें सीख भी मिलती है। जैसे माया की कहानी से लड़की-लड़का में भेदभाव नहीं करना चाहिए। और भी अलग-अलग कहानियों से सीख भी मिलती है। और मुझे क्या पसंद है। और क्या नहीं पसंद यह अलग-अलग बालों को मुझसे जानने की कोशिश करती है। और मैं बड़े होकर संगति में बपट्टी इस में हर एक बातें याद रखूंगी। मुझे संगति का पुस्तक भी भरने में अच्छा लगता है। वह पुस्तक तो मैं खेल-खेल में भर देती हूँ। पुस्तक में जो कहानियां दि गई हैं। वह कहानियों पढ़ती हूँ जैसे कि एकलप्य की कहानी, यह भूखल नहीं। जिंदगी के तौर तरिके इस संगति पुस्तक में दिम पेपर में अलग-अलग लोगों की मुसाकात लेने में बहुत मजा आता है।

धन्यवाद

I have been reading **Sangati** since Standard V. In two years we have completed four kits. Last year we coloured the pictures and made masks of dinosaurs. This year we read about human society and Zindagi ke Taur Tarike. This covered history, information about inventions and also about king and dynasties.

Different stories taught us different things. Thakur ka Kuan taught us about non discrimination between castes while Deewar taught us about non discrimination between religions. Each story teaches us something I tell these stories to my younger brothers and sisters.

Dil pakde dimaag ka haath, Aao chale ham saath saath

Is the motto of **Sangati**. It gives us encouragement to move forward. I am very thrilled that **Sangati** is going to continue in Standard VII. I want to keep- my **Sangati** books forever.

Name - Neha Bisendra & Gupta
 Medium - English
 Standard - VIth Div - A
 Subject - Hindi
 School - Rani Sati Marg English Municipal School

संगती विषय छ हम पांचवी से पढ़ रहे हैं, इसमें हमने बहुत सारी कहानियाँ पढ़ीं। संगती की खेल-खेल की बुक में बहुत सारी जानकारी लीखी अलगा-अलगा छ चित्रो को कलर किया, डायनासोर का सुसुला बनाया। हमने दो साल से चार किट पढ़े। इस साल हमने मानव समाज की रचना और जिंदगी के तौर तरीके यह किट पढ़ा। इसमें हमने इतिहास के बारे में जानकारी मिली, पहले लोहा कैसे रहते थे, सभ राज्य-राजवाडे के बारे में जानकारी मिली। अलगा-अलगा खोजो की वजह से अलगा-अलगा जानकारी मिली। माया की कहानी की वजह से लड़का-लड़की से भेद-भाव नहीं करना चाहिये मालूम पड़ा। ठाकुर का कुआ इस कहानी से जात-पात नहीं करना चाहिए मालूम पड़ा। दिवार इस कहानी से सुझे धरमों से भेद-भाव नहीं करना चाहिए, एक-दुसरे से झगड़ा नहीं करना चाहिए, एक जुट में रहना चाहिए यह सीख मिली। संगती की हर एक कहानी से हमें कुछ न कुछ सीखने को जरूर मिला। यह सब कहानियाँ हम घर पर भी बताते हैं। स्रोत आई-ब्लॉग को भी बताते हैं।

संगती का ही है की दिल पकड़े हिसारा का हात आओ चले हम साथ-साथ इय वाक्य से हमें उम्र आओ बढ़ने की हिम्मत देती है। संगती की टीचर हमें नये-नये गेम खिलाती हैं। उस खेल से हमें नया सीख मिलती है। इस तरह तरह सातवी से भी अच्छी-अच्छी कहानी हमें पढ़ने को मिलेगी यह सुनकर हमें बहुत खुशी मिली। हम संगती की खेल-खेल की बुक अच्छे से समाल के रखेंगे। सप-के दरिये से हमें अलगा-अलगा हवा के बारे में जानकारी मिली। इस संगती के विषय से हमने पढ़ना-लिखना, कलर करना, हमसत कला का कौशल्य सीखने को मिली।

Sangati is a mirror of our life. It was a pleasure to read the 3rd and the 4th Kit. They encouraged us to think about how history is written and what should we do to make our future better, how to avoid mistakes of the past – these were the topics covered this year.

I feel that problems are faced by the whole society as mentioned in Zindagi ke Taur Tarike. There is a need to have open discussions about these issues. **Sangati** is doing it. I wish to thank **Sangati** and look forward to learn new things in Standard VII.

नाम: पुष्पा रामकिशन कनोजिया कक्षा: 6^{वीं}
 वर्ग: B / स्कूल: सखाराम तारे मार्ग हिंदी प्रभाक-1
 क्लास टिचर: मुनिल कुमार सिद्ध

हम कक्षा 6^{वीं} से संगति कार्यक्रम से जुड़े हुए हैं। यह कार्यक्रम नहीं बल्कि हमारी जिंदगी का अंश बन गया है। कक्षा 6^{वीं} में भी हमने 2 संच की और संच 8 की जानकारी शामिल की। बड़ा मन को प्रसन्न लगा। विभाग को सोचने में मजबूर करे ऐसे भी कक्षाओं को हमें पढ़ने मिली।

संच 8^{वीं} 2 मानव समाज की रचना बड़ा ही रोचक रहा। इतिहास कैसे बनता है। बने इसलिये क्या-क्या करना चाहिए हमारे भविष्यकाल को अच्छा बनाने के लिए हमारे पूर्वजों ने की हुई गलतियों को वर्तमान काल में न दोहराते हुए आगे बढ़े। यह हमने सीखा। कई सारी हमें पढ़ते से पता थी। कई जानकारी हमारे लिए नई और ज्ञान बढ़ाने वाली थी। हम अब इतिहास के प्रति बड़ी रुचि रखेंगे इतना तो तैय्य हैं।

संच 8^{वीं} जिंदगी के तौर-तारिके से कई ना कई समाज के किराँ ना किराँ हिस्से में यह समझा हमें दिखाई देती है। इस पर खुले दिल से बात हो यह आज के समाज की ज़रूरत है। ये काम संगति कर रहा है। संगति को पुरे दिल से शुभेच्छा और धन्यवाद। हम कक्षा सातवीं में भी संगति का पुरे दिल से स्वागत करेंगे।

समाप्त

Written feedback from Teachers on *Sangati*

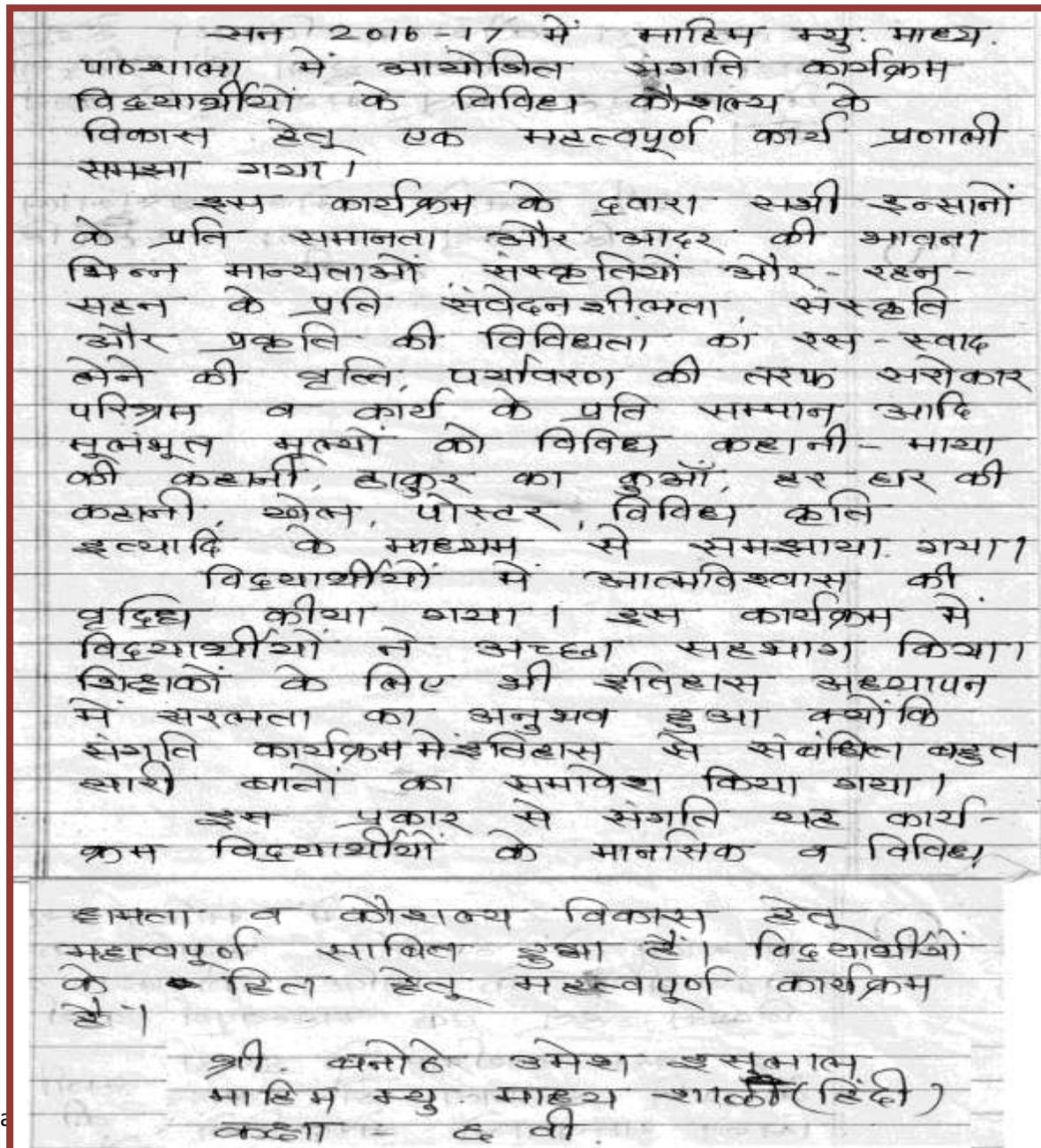
Umesh Banothe Mahim Municipal School

We felt that the *Sangati* programme implemented in our school in 2016-17 was very effective in developing various skills in our students. The programme had many activities like stories - Maya, Thakur ka Kuan, Ghar Ghar ki Kahani - games, posters and many such exercises. These multiple activities discussed equality, nondiscrimination, respect for all, sensitivity towards different cultures, beliefs and ways of life, appreciating and enjoying plurality of nature, care for environment and respect for work.

Children participated actively and the programme developed their self-confidence tremendously.

The programme was really helpful to teachers as teaching History was easy.

The programme has impacted students and teachers by developing their capacities and skills.



Sangati is very useful and appropriate for students. The students get to know various social issues and also their solutions.

It also effectively measures the understanding the students have gained through simple stories, question and answers and verbal discussions.

The reading writing and listening skills of the students show good improvement.

Sangati is a very effective tool for change and it should be used in all the classes

विद्यालय का नाम - गोविंदनगर म.न.पा.
हिंदी शाखा - मात्वाड (पूर्व)
कक्षा - 6^{वीं}
वर्ग शिक्षक - श्री चन्द्रकांत जी. पाण्डेय

संगति के संबंध में वर्ग शिक्षक के विचार -

संगति छात्रों के लिए अत्यंत उपयोगी एवं सार्थक प्रयास है। सामाजिक समस्याओं की समुचित जानकारी इसके माध्यम से छात्र/छात्राओं को उपलब्ध करायी जाती है, तथा इनका समाधान भी बताया जाता है।

होरी तथा अत्यंत उपयोगी बाल कहानियों के माध्यम से उपयोगी साहित्य, प्रश्नोत्तर, व मौखिक इतर प्राप्त करके आकलन स्तर की जांच भी की जाती है।

प्रोजेक्ट बनाकर अधिगम स्तर की जानकारी ली जाती है।

संगति के माध्यम से छात्रों के वाचन, लेखन व श्रवण कौशल का समुचित विकास होता है।

संगति एक परिवर्तन लाने हेतु दी जाने वाली कोशिश है। यह छात्रों को चलायी जाती रहनी चाहिए। इसे प्रत्येक वर्ग में चलाया जाय तो सभी को विशेष लाभ प्राप्त हो सकेगा।

चन्द्रकांत पाण्डेय 24/08/17
वर्ग शिक्षक

I am thankful to Governing Board of AVEHI-ABACUS and their team members for developing and using **Sangati** in Municipal Schools of Mumbai.

Children are keen to attend these classes and find them much more interesting than the other subjects in the school curriculum. This is because it is very participatory and engages children actively through stories, question answers and activities. The students are introduced to ways of discrimination between religions, casts and gender. It also introduces them to concepts of equality, patriotism and ways of simple living with high thinking. This help them to become an ideal and honest citizen.

I hope the programme continues in the schools and that the teachers will co operate in future also.

सबसे पहले मैं संगति अवेहि. अवेकस कार्यक्रम के संचालन मंडल एवं गुट के समस्त सदस्यों को धन्यवाद देना चाहता हूँ जिन्होंने ऐसी परिकल्पना किया और ऐसे कार्यक्रम को वृहन्मुंबई महानगर पालिका में प्रारंभ किया गया।

यह कार्यक्रम बच्चों के रुचि अभिरुचि योग्यता एवं उनकी क्षमता के अनुरूप एवं बहुत ही उपयोगी है। अन्य दैनिक विषयों की आपेक्षा बच्चे अधिक रुचि के साथ पढ़ते हैं। इसका मुख्य कारण खेल-खेल में कृतकरके निरीक्षण एवं जानबूझि रचना का मुख्य आधार है। बच्चे फ्लिपचार्ट के द्वारा सचित्र वर्णन में आनंद लेते हैं। जिंदगी के तौर-तरीके, वस्ता न. ४ में अनोखी अनेक कहानियों से मिली सीख समाज में स्त्री का स्थान, स्त्रीपुरुष समानता एवं विषमता, देश के प्रति कर्तव्य, मिनाबटी, बनावटी एवं दिरबावटी दुनियाँ से सावधान रहने एवं सादा जीवन उच्च-विचार की भावना से जीने की प्रेरणा देता है। इस कार्यक्रम से बच्चों को एक बेहतर जिंदगी जीने, खाने-पीने के तौर तरीके अच्छी आदतें आदि से अवगत कराता है। यह कार्यक्रम बच्चों को एक आदर्श एवं ईमानदार नागरिक बनाने में बहुत ही महत्वपूर्ण भूमिका होगी।

मैं आशा करता हूँ यह कार्यक्रम शालाओं में चलता रहे और पूरी ईमानदार एवं निष्ठा के साथ शिक्षक सहयोग करके सफल बनाएँ।

कार्यक्षक :

(Handwritten Signature)

उपाध्याय

नित्यानंद नगर म्यु. हिंदी शाला

अंधेरी-२५

Sangati gives wide scope to children's creative skills. So the children participate in it happily. I feel there are many changes in the behaviour of children after attending this.

I enjoy doing these sessions as the participatory approach helps me in building relationships with children. The students get totally involved in the sessions.

The sessions help in reducing stress among children and develop reading habits in them.

महोदय, शाळेत छेतलेला संगीत हा कार्यक्रम हा सर्व विद्यार्थ्यांच्या कला गुणांना वाव देणारा असून यामध्ये मुलांमधे खुप आनंदाने सहभागी होतात संगीत संगती या विषयात सर्वांना आवडू निर्माण होऊन बरेच बदल झाले. संगीत संगती विषयात असलेल्या नवीन गोष्टी आणि चित्रांमुळे त्या विषयात मुलांना खुप रूची निर्माण झाली विशेष म्हणजे शिकवताना जमा पण खुप चांगले वाटले कारण या विषयामुळे मुलांमध्ये मैत्रीचे वातावरण निर्माण झाले.

संगीतचे पुस्तके चित्रमय असून व विद्यार्थ्यांच्या वैयक्तिक कामेना वाव देणारे असल्यामुळे त्यांना यामध्ये खुप आवडू निर्माण झाली व यामध्ये सगळे समरस होऊन चांगल्या प्रकारे त्यांच्या प्रतिक्रिया मिळाली.

संगीत हा विषय मुलांना सर्वांगीण विकासाकारितो खुप चांगल्या प्रकारे मदत करत असून या विषयात मुलांना नवाव हुनत अध्यायानासाठी खुप मदत होत लसेच याविषयामुळे विद्यार्थ्यांमध्ये वाचनाची आवड निर्माण झाली लसेच चित्रांमुळे आणि मुलांना दिलेल्या पुस्तकात चित्र रचवण्याचे कार्य मुलांना खुप आवडीने केले.

आचार्य
मुह्याम्बापुत्र

ओशिवरा म.न.पा. हिन्दी शाळा क्र.१
ओशिवरा गाईन रोड.
जोगेश्वरी (पश्चिम), मंबई ४०० १०२

स्वरूप

class Teacher
Shivaji T. Pawar

Sodawala Lane Mun. Special School for Mentally Challenged Children

Though **Sangati** has been designed for normal children, we teachers of Special Children were also trained to use this programme in our school.

We are able to use these activities with children with moderate and minor retardation.

These children are able to participate in the programme because the teaching material is simple and easy to use. Children can grasp issues like Myself, My Body, My Family, My School, Environment and Society. The books are very attractive and easy to handle for children.

सन्माननियु अद्यपद्य
अवेही अबकस्- संगति- कार्यक्रम.
मुंबई

निवेदन:→ यांजकडे,
यांजकडून.

विषय:→ अवेही- अबकस् कार्याक्रमाबाबत- (संगति).

महोदय,

"अवेही- अबकस् कार्यक्रम" संगति हा "कार्यक्रम सामान्य शाळेतील विद्यार्थ्यांना समोर ठेवून त्याची मांडणी व रूपरेखा ठरविण्यात आली आहे. सामान्य मुलांच्या शिक्षण प्रवाहात आमची विवे मुले सम्मीलित नाही. मातिमंद मुलांना सहभागी होता यावे म्हणुन आपल्या संस्थेकडून सदर विभागात काम करणाऱ्या सर्व प्राशिक्षकांना आपण अवेही- अबकस् कार्यक्रम प्राशिक्षण दिले. या प्राशिक्षणाचा व आपणाकडून पुरविण्यात आलेल्या साहित्याचा आम्हाला खूपच उपयोग झाला. शैक्षणिक प्रगती साध्य करित असताना अभ्यास- क्रमासोबत पुरक मागदर्शनाची जोड दिली असता त्याचा फायदा निश्चितच विद्यार्थ्यांना होतो याची प्रचिती आ अवेही कार्यक्रम राबवित असताना आला. व या कार्यक्रमाचा 'संगति' हे अचूक नाव का दिले असेल याचे प्रत्यंतर आले. संगति संघामध्ये पुरविण्यात आलेली चित्रसाधने खू छान आहेत. विद्यार्थ्यांना विषय सहज समजेत अशा पद्धतीने त्याची रचना केलेली आहे. विद्यार्थी आपले अनुभव त्या चित्रांद्वारे सांगण्याचा प्रयत्न करतात. आपले विचार, आपले मत मांडण्याचा प्रयत्न करतात. संचाची मांडणी ही अत्यंत सोप्या गोष्टींकडून कठीण गोष्टींपर्यंत करण्यात आली आहे ही खूपच परिणामकारक आहे. मी, माझे शरीर, माझे कुटुंब, माझी शाळा, परिसर, समाज..... विद्यार्थी आपापल्या परिने व त्यांच्या बौद्धिक क्षमतेनुसार व्यक्त होतात. गोष्टीची पुस्तके अविनाय आकर्षक आहेत तसेच मुलांना हलक्याप्रकारे खूप सोपी आहेत.

सदर संचात सुरुवातीलाच खूप छान व वेगवेगळे खेळ दिले गेले आहेत त्यामुळे मुलांना खूपच मज्जा येते. खेळतून शिक्षण व प्राशिक्षण ही कल्पना खूपच चांगली आहे.

सदर अवेही- अबकस् संगति हा कार्यक्रम व त्याच्या अंतर्गत राबविण्यात येणारे उपक्रम अतिशय स्तुत्य असून या शाळेतील अनेक विद्यार्थी [सौम्य मातिमंदत्व, मध्यम मातिमंदत्व] याचा लाभ घेत आहेत.

The Sangati period taken in our Gashala Rd. M.P.S were really interesting and useful. As a class teacher of std VI I felt that the children enjoyed the lectures. The Books given by Sangati contains various activities which helps students develop thinking power. They also try to find solution to Questions asked. The Books provided are attractive, as they have colourful pictures with detail explanation. Through these books students get knowledge of their past and present social life. Their general knowledge has increased through the topics which are outside their regular textbooks. Overall the Sangati periods were interesting. The Teacher also co-operated well.

Thanking you

Sangita

Sangita P. Bisht

Name - Smt Bhyri Anjali Ashok
School - Pasha Nakhwa Udyan mun U.P
Telugu School.

I already handled Sangathi Sessions in my previous schools and enjoyed with children a lot.

With that experience, I myself became a child, with the children in Sangathi Sessions I gave more information, shared experiences with children, students also shared their part of views with the class. Students enjoyed painting, which were given to them in the books, writing material was also given to the children, playing various games, listening to the stories in the sessions, all were remarkable.

History, Geography & science subjects are co-related with Sangathi syllabus, with the help of given charts and stories it was easy to conduct the session.

Chapters like equality, gender discrimination, Casteism etc. were related to the life of human beings. (society) children learnt how to deal with such problems & how to survive in society.

Sangathi is useful in building children's mental & physical health.

-Anjali
23-03-2017

Sangati Program

Internal Evaluation Report: 2016-17

Introduction:

The Internal Evaluation was conducted in March 2017 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.

This Report written by Nivedita Dwivedi

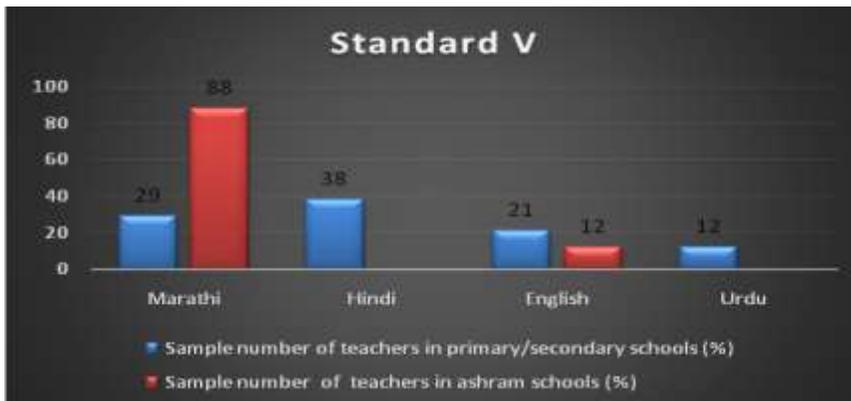
Introduction: "My name is Nivedita Dwivedi. I am a Computer Engineer by education and a banker by profession. However, I have always had an interest in education, especially elementary education related issues and areas and hence I did an MA in Elementary Education from TISS, which I completed this year itself. I did my field report with Avehi Abacus Project, as a part of my MA course. I also write on education related and other issues."

Detailed report about the same is as follows

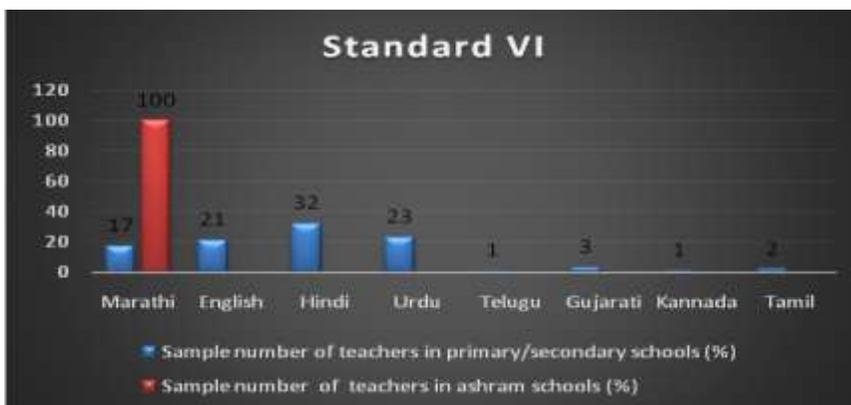
Teachers' evaluation

Teacher Data		Std 5		Std 6	
	Medium	Primary	Ashram	Primary and Secondary	Ashram
1	Marathi	10	7	16	8
2	English	7	1	19	
3	Hind	13		29	
4	Urdu	4		21	
5	Telugu			1	
6	Gujarati			3	
7	Kannad			1	
8	Tamil			2	
	Total	34	8	92	8

Sample Number of teachers evaluated under *Sangati* Programme

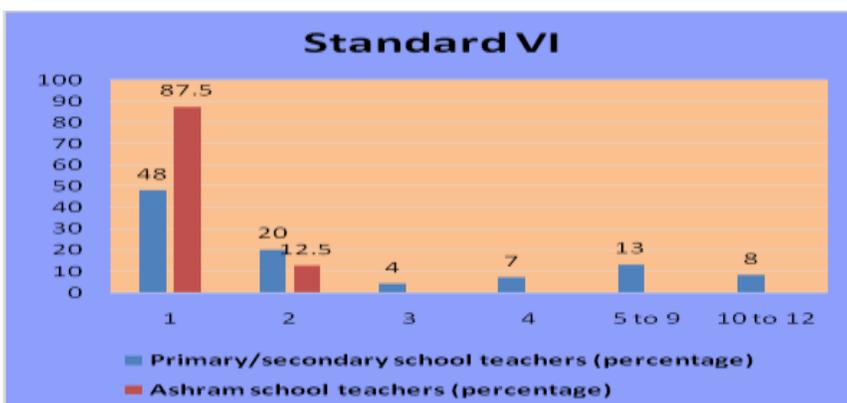


Out of the total number of teachers surveyed in primary/secondary schools, 29% taught in Marathi-medium schools, 38% in Hindi-medium schools, 21% in English-medium schools and 12% in Urdu-medium schools. Similarly, out of the total number of students surveyed in Ashram schools, 88% taught in Marathi-medium schools and 12% in English-medium schools.



Out of the total number of teachers surveyed in primary/secondary schools, 17% taught in Marathi-medium schools, 32% in Hindi-medium schools, 21% in English-medium schools and 23% in Urdu-medium schools. Similarly, out of the total number of students surveyed in Ashram schools, all taught in Marathi medium schools.

No. of years of participation in *Sangati* program



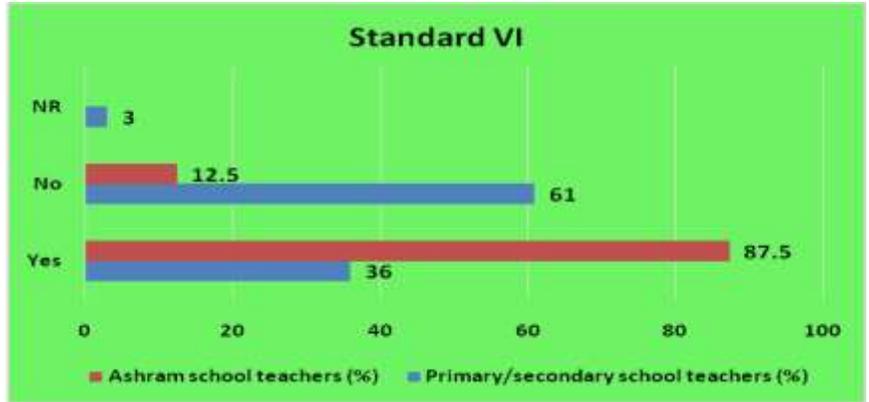
Sangati programme is being implemented since 1990 in the Mumbai Municipal Corporation Schools. Since 2006, it is being implemented with all the Std V to Std VII students in the upper primary schools.

Among the primary/secondary school teachers of Standard VI that were a part of the survey, around 48% were conducting the *Sangati* program for the first time, whereas 87.5% of the Ashram school teachers surveyed were conducting the

same for the first time. On the other hand, at the primary/secondary school level, around 8% of the teachers had an experience in conducting the program for as long as 10-12 years.

What percentage of teachers have undergone training for conducting *Sangati* sessions

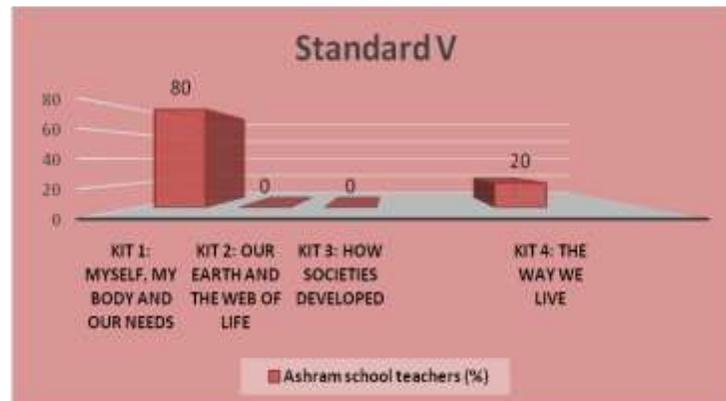
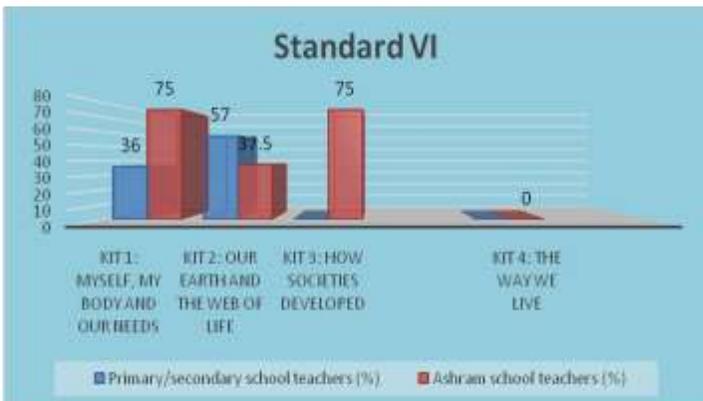
As is clear from the above table and graph, around 61% of the primary/secondary school teachers for Class VI were conducting the program without any training provided to them. On the contrary, in the Ashram schools a reverse trend was observed wherein approximately 87.5% of the surveyed teachers, for Class VI, were trained.



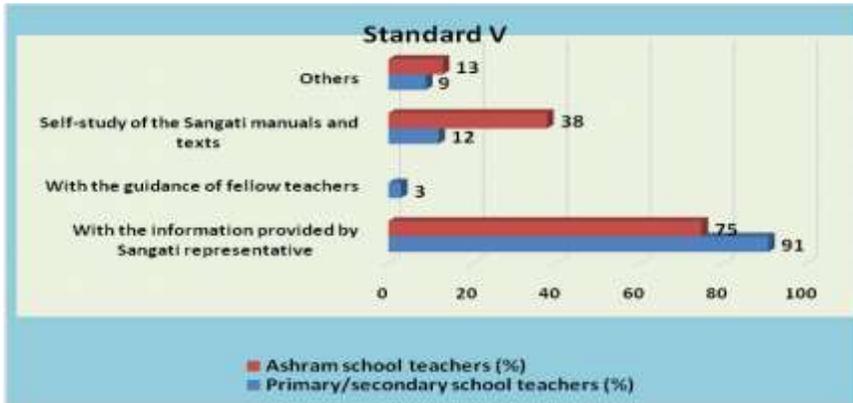
The importance of provision of adequate training for conducting this program cannot be overstated. The pedagogical style required to impart this program needs to be suited to the content of the program, which requires the teachers to be familiar and well versed with the content. They need to understand what the program requires out of them in order to be able to impart it effectively. Although extensive guidance has been provided through the teacher manuals, however, given the huge number of teachers who impart the program first time every year, the provision of training gains even more importance. However, the above numbers indicate that only at the Ashram school levels, teachers are able to get sufficiently trained. The Municipal Corporation administration has, as yet, not been able to provide sufficient time slots for training on *Sangati*, at the primary/secondary school levels. This may be because of the numerous other responsibilities on teachers apart from academic work. They have to do administrative work in addition to academic duties. In terms of training also, other types of mandatory trainings sometimes leaves little time and scope for training on *Sangati*. This may be addressed by discussions with the officials and figure out how time may be taken out for adequate training of teachers on *Sangati*, specially the primary/secondary school teachers.

On which *Sangati* kits have teachers undergone training

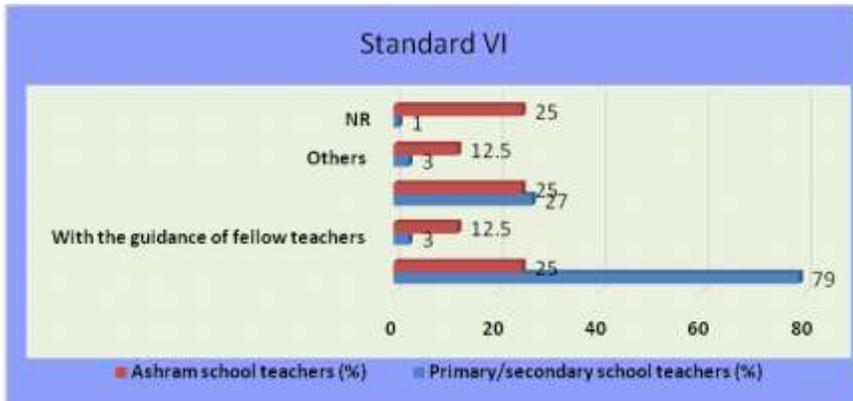
As kits I and II are conducted in Standard V, and Kits III and IV in Standard VI, it will be relevant and useful if the teachers are mandatorily provided training for the relevant kits, so that they are able to conduct the sessions more effectively.



How the remaining teachers have conducted the *Sangati* session, in spite of not having undergone training

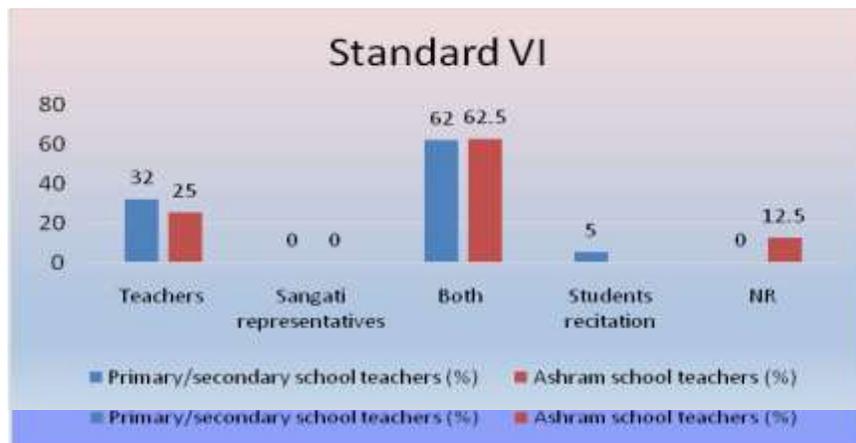


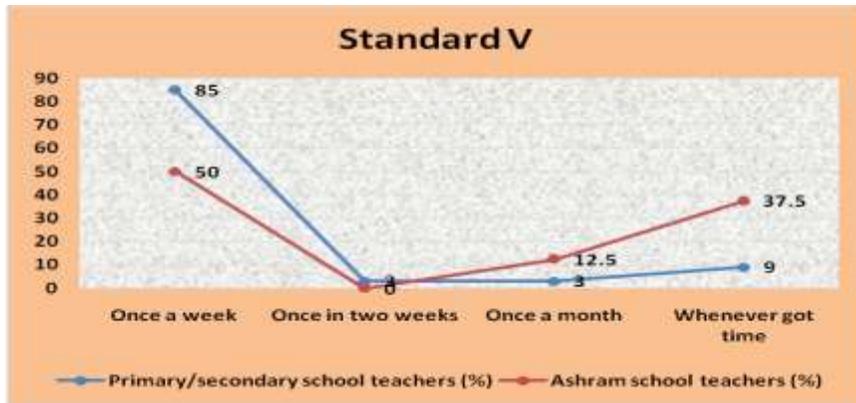
Majority of the teachers relied on guidance provided by *Sangati* representatives to conduct sessions, in absence of requisite training. Other than that, they mostly depended on self-study of the manuals. Collaboration with fellow teachers was rarely resorted to. This aspect could be emphasized upon more, as it will help the teachers in understanding and conducting the program better through mutual collaboration.



Who conducts *Sangati* sessions?

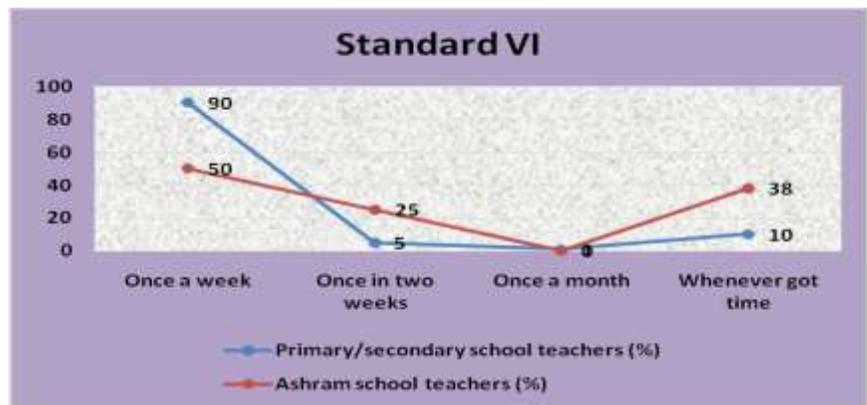
In majority of the cases, the sessions were conducted by the teachers with the help of *Sangati*, representatives. Although, *Sangati*, representatives rarely conducted sessions independently, the teachers were also not very confident many a times in conduct sessions completely independently. This could be addressed if requisite training is provided to teachers. In Ashram schools, the program has been started only recently, so the teachers will take time to get used to the program and conduct the sessions independently.





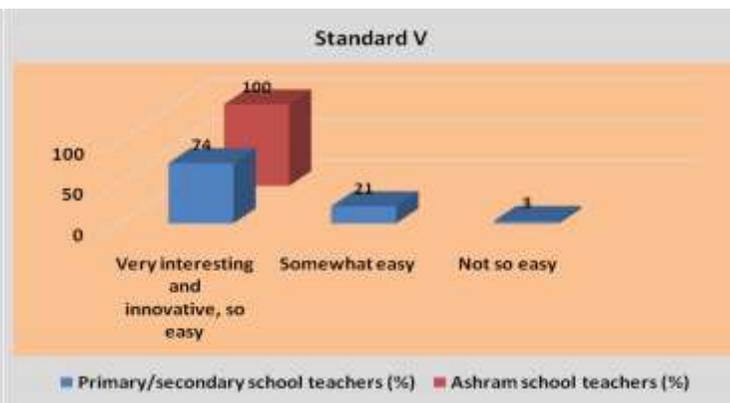
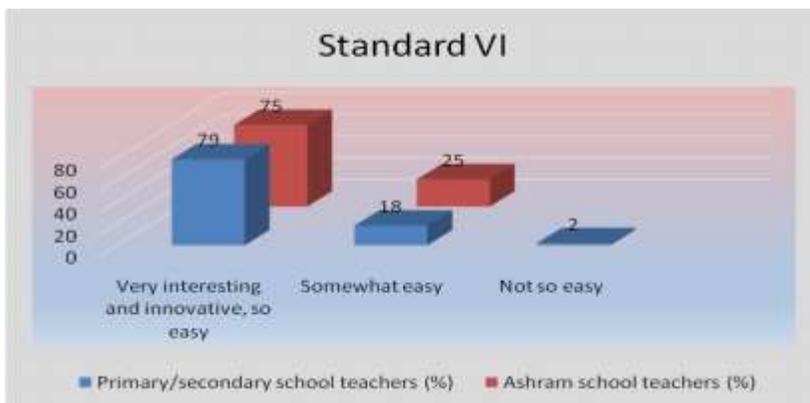
What is the frequency of conducting *Sangati* sessions?

Primary/secondary schools once a week. In Ashram schools, the frequency was irregular with the sessions, many a times, held as per convenience.

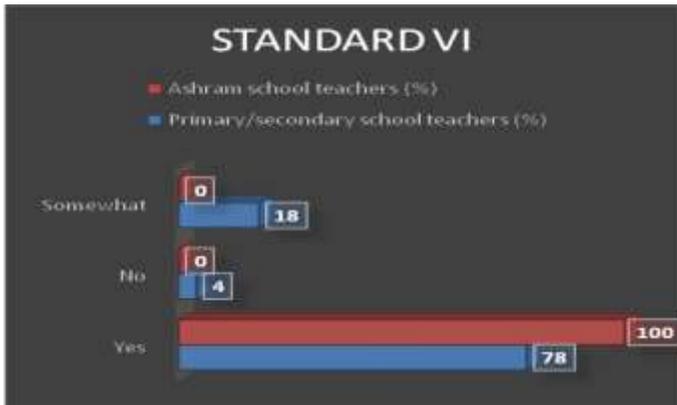
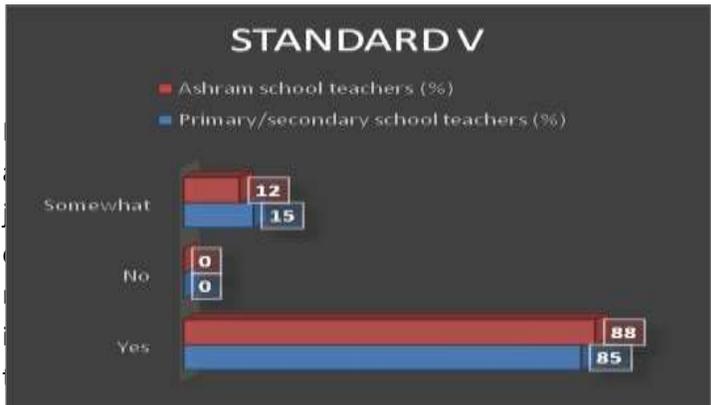


Is it easy to conduct *Sangati* in classes?

Majority of the teachers found the *Sangati* curriculum very interesting and innovative, and hence found it easy to conduct the sessions in classes. However, as depicted in previous graphs, many of them were still taking the help of *Sangati* representatives while conducting the sessions. This natural interest of the teachers in *Sangati* curriculum, if coupled with adequate training, could enhance their capabilities in conducting the sessions immensely and consequently increase their self-confidence. The impact of the sessions on the students, could also be thus, enhanced.

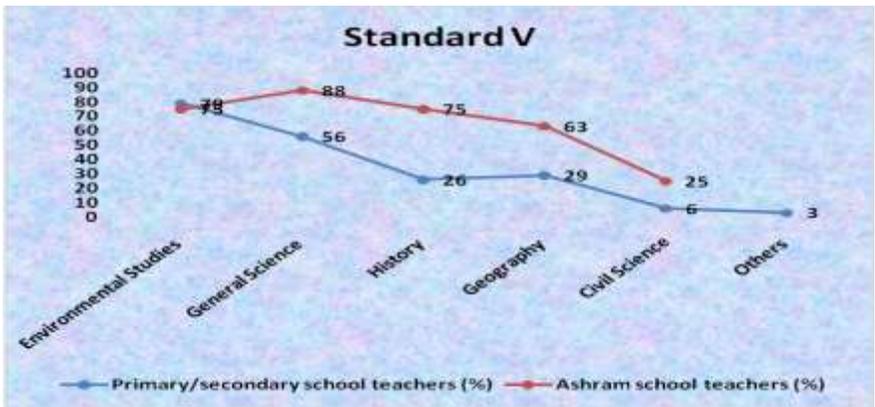


Do you think *Sangati* programme is complementary to the school curriculum?

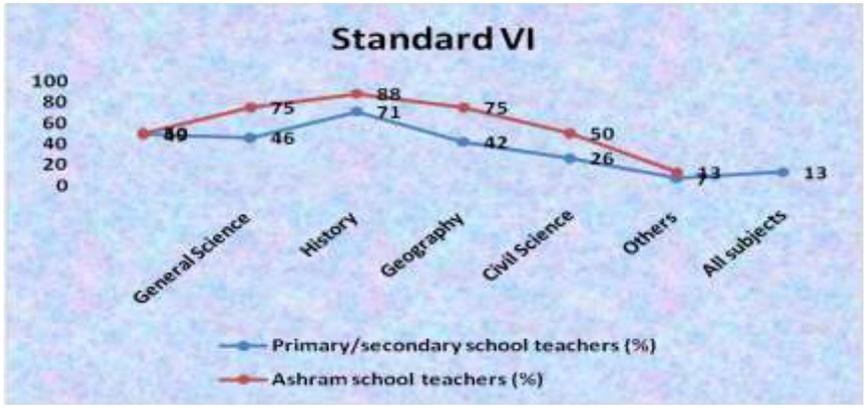


Y
of the teachers felt that *Sangati* program was complementary to the regular school curriculum.

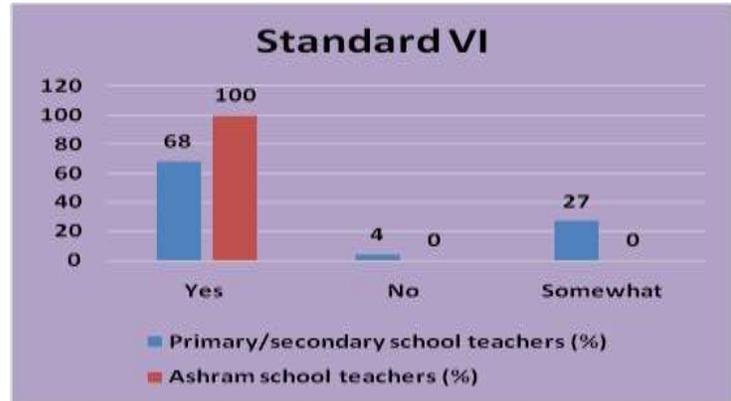
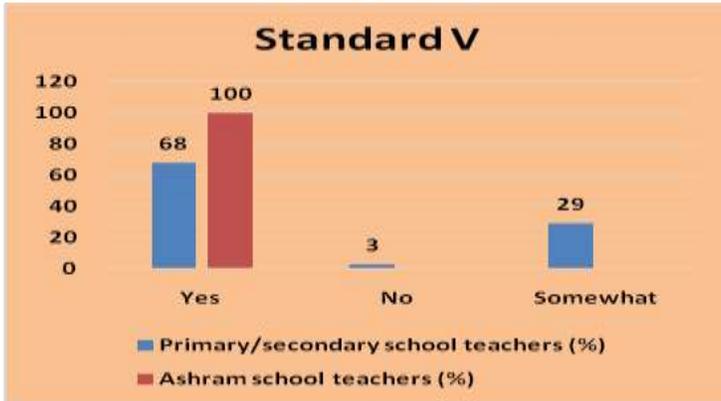
Which school subjects does *Sangati* complement/enhances?



Majority of the teachers could connect *Sangati* with subjects like Environmental Science, General Science etc. Kits I and II are mostly associated with these subject matters, a possible reason for teachers connecting *Sangati* more with these subjects. The increased association of *Sangati* with History for Class VI teachers may be because Kit III, which is conducted with Class VI students, is associated with History as a subject more.

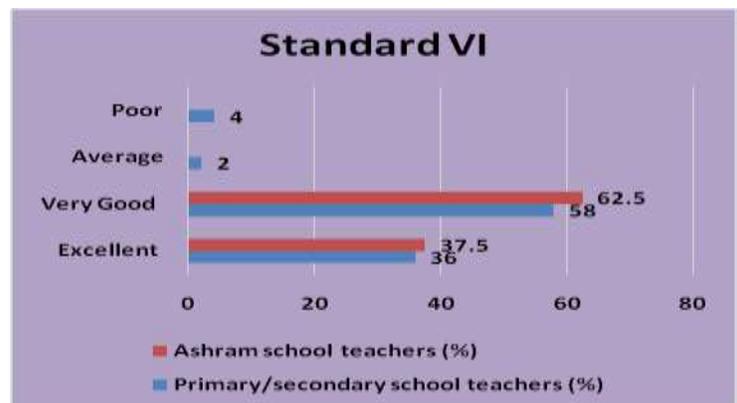
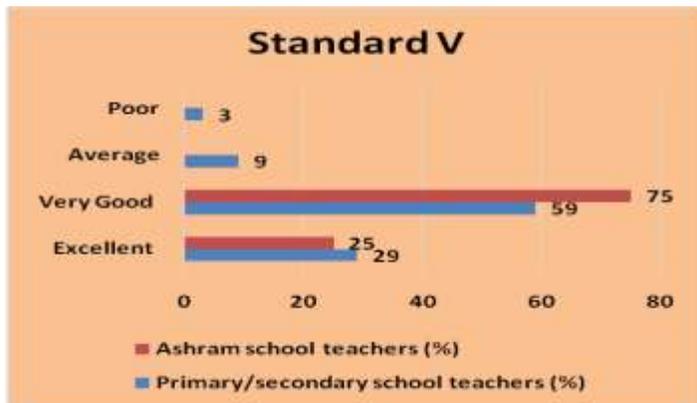


Is the attendance of students positively influenced on days when *Sangati* is conducted?



Most of the teachers of all the schools felt that attendance of students was positively affected on the days the *Sangati* sessions were conducted, indicating the popularity of the program among students.

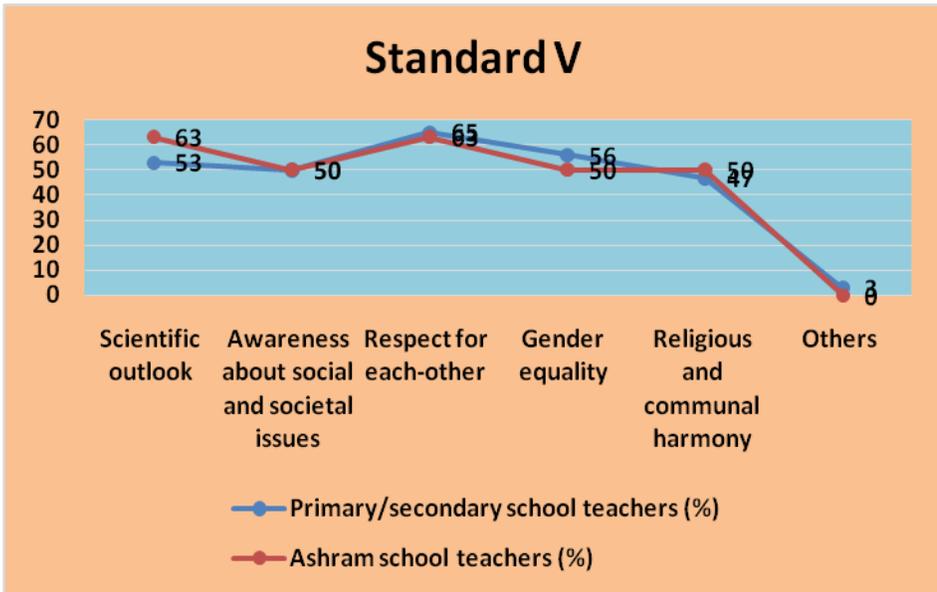
Participation of students during *Sangati* sessions



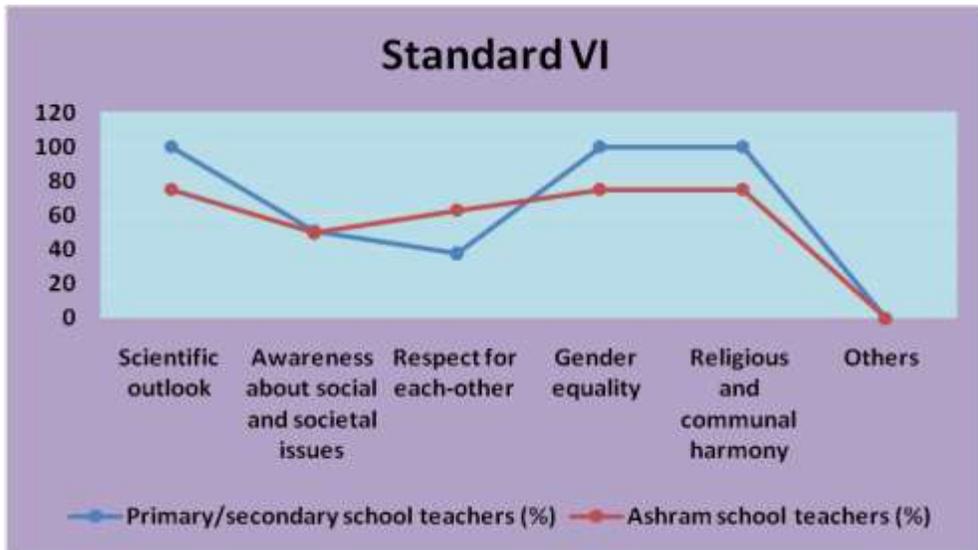
Students' active participation is the key to the success of *Sangati* sessions. The classroom transaction is based on varied interactive methods providing a platform to students to express their opinions, thoughts, ideas etc.

Almost all the teachers felt that the student participation was excellent or very good during the conduct of the sessions, indicating that the students preferred interactive learning, which *Sangati* curriculum encourages, to lecture mode of teaching-learning.

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



Teachers felt that *Sangati* contributed a lot towards creating a scientific outlook in students. Standard VI teachers felt that a lot of awareness about various social issues like caste, class, gender, religion etc. was generated. This feeling was more pronounced in Class VI teachers probably because Kit IV, covered in Class VI, specifically deals with all these issues.

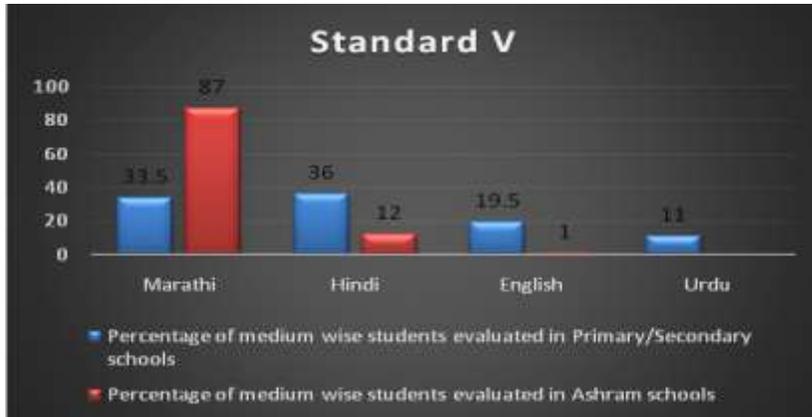


Significant positive changes observed in students because of *Sangati*

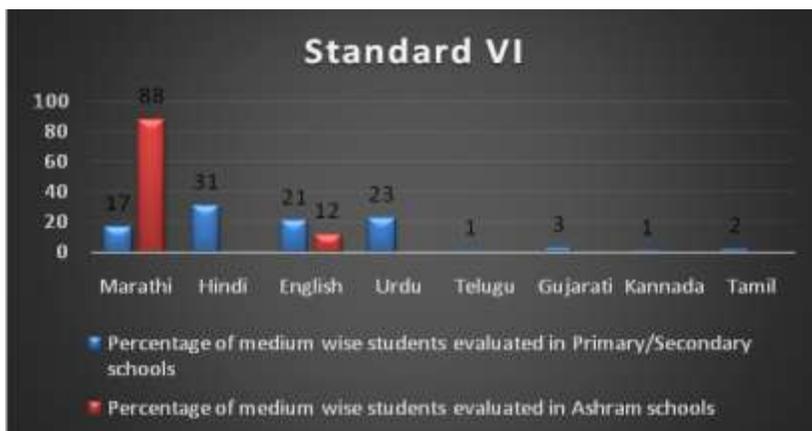
Students' evaluation

Common questions on which students of Standards V and VI were surveyed

Sample number of students evaluated

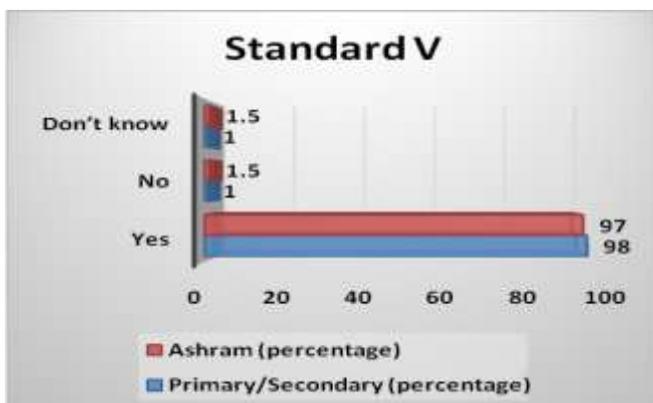


Out of the total number of students surveyed in primary/secondary schools, 33.5% studied in Marathi-medium schools, 36% in Hindi-medium schools, 19.5% in English-medium schools and 11% in Urdu-medium schools. Similarly, out of the total number of students surveyed in Ashram schools, 87% studied in Marathi-medium schools, 12% in Hindi-medium and 1% in English medium schools.

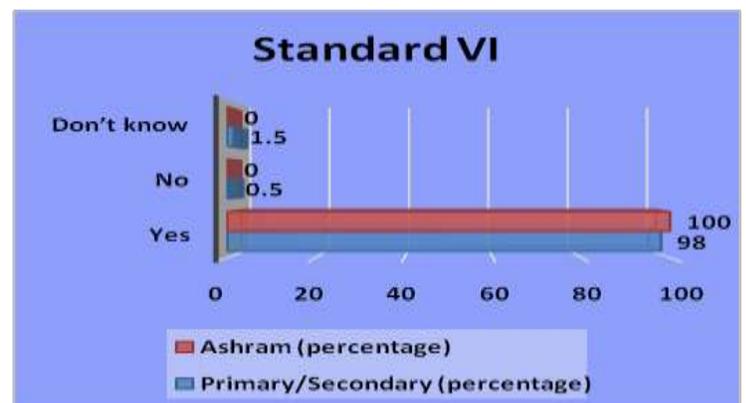


Out of the total number of students surveyed in primary/secondary schools, 17% studied in Marathi-medium schools, 31% in Hindi-medium schools, 21% in English-medium schools and 23% in Urdu-medium schools. Similarly, out of the total number of students surveyed in Ashram schools, 88% studied in Marathi-medium schools and 12% in English medium schools.

Do the students like *Sangati* program?



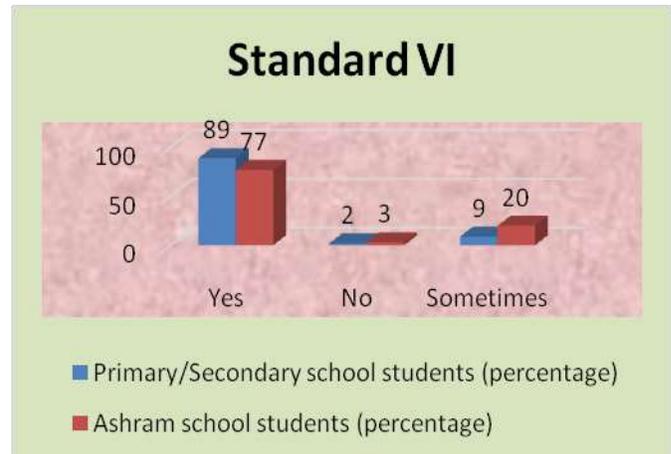
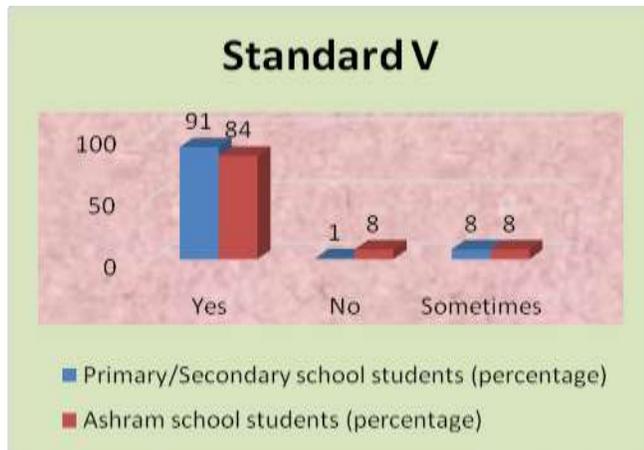
Out of the total number of primary/secondary school students surveyed in Class V, 98% liked the Sangati program, whereas 97% of the Ashram school students surveyed liked it. Similarly, out of the total number of primary/secondary school students surveyed, 98% liked the Sangati program, whereas 100% of the Ashram school students surveyed liked it.



Reasons for liking *Sangati*

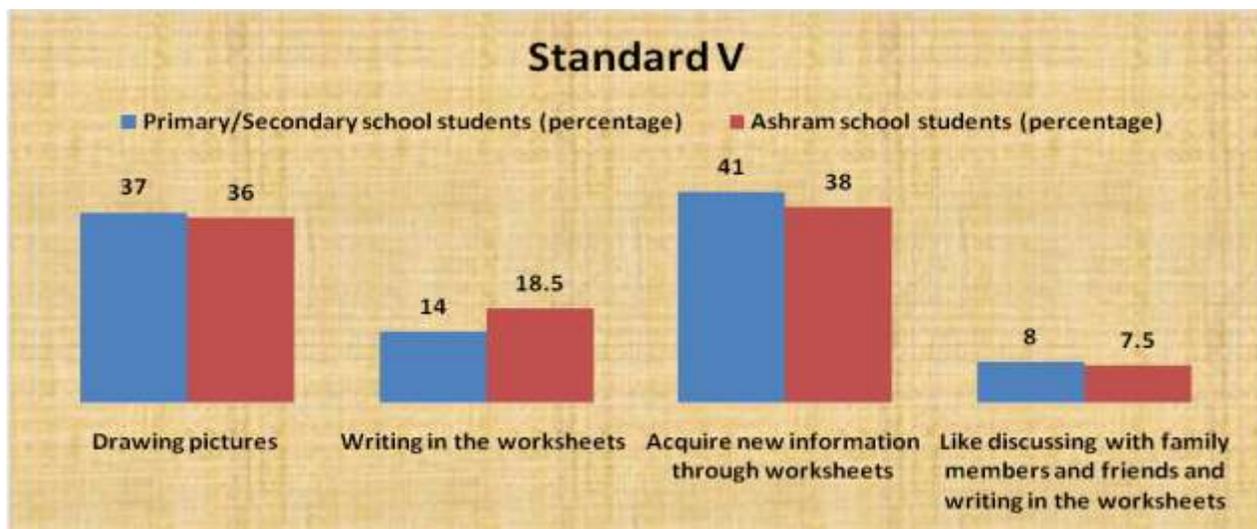
Majority of the students preferred *Sangati* program because of the different interactive tools that were used for conducting the sessions. This was probably because it made the sessions enjoyable and exciting for the students. They probably didn't feel bored during the classes but got to learn new and varied things through various different means that could connect with more.

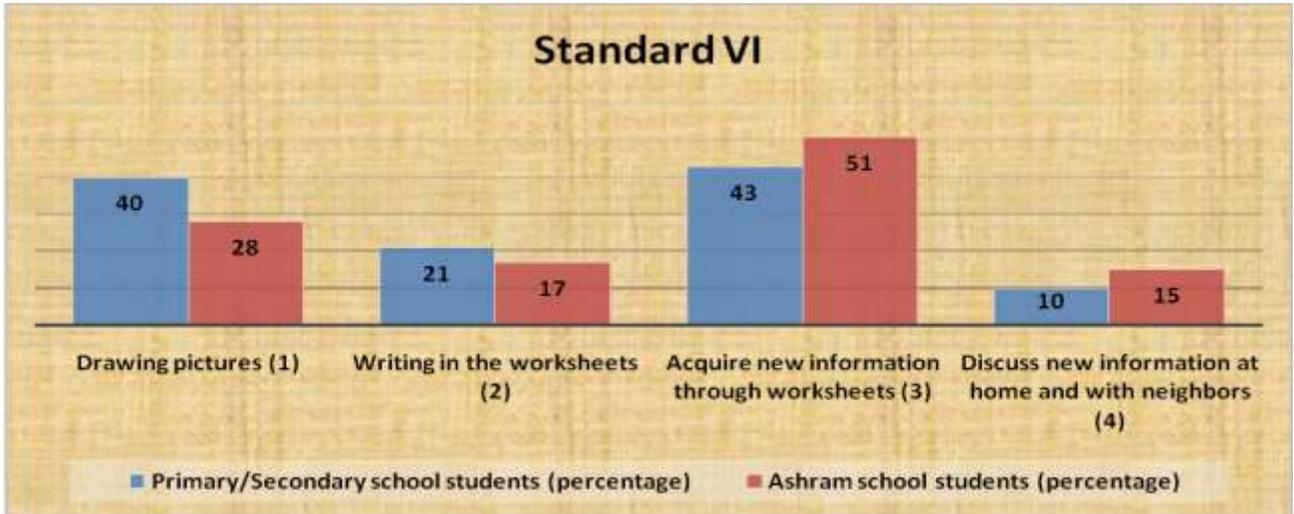
Do you get opportunity to express your opinions during *Sangati* session?



As the *Sangati* sessions are held in an interactive manner, majority of the students felt that they were getting an opportunity to express their opinions in the classrooms.

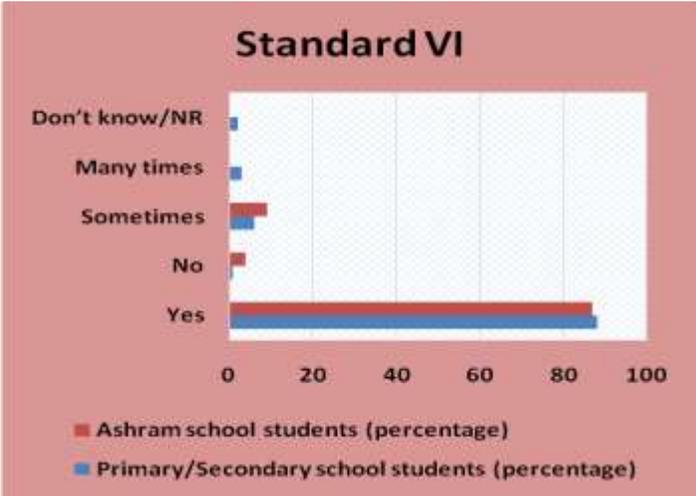
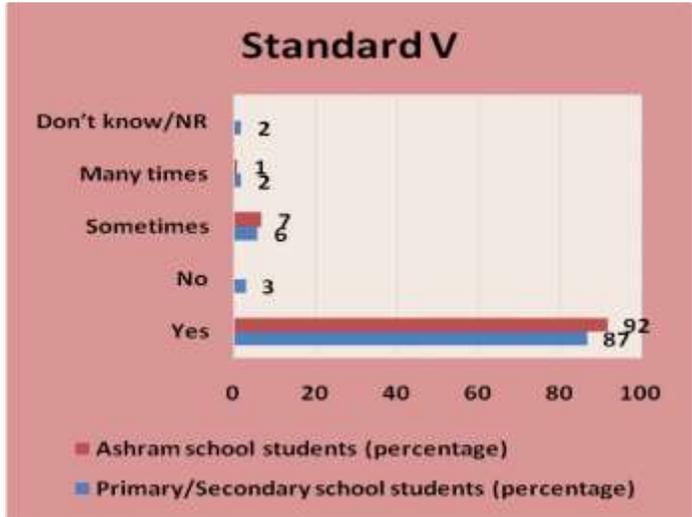
What do you like most about the worksheets?





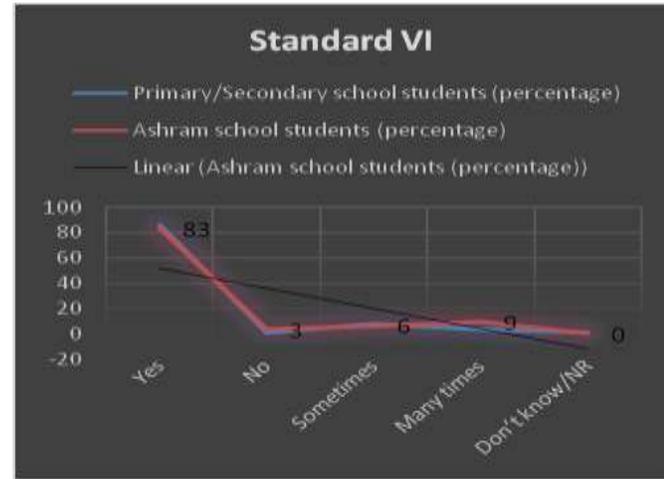
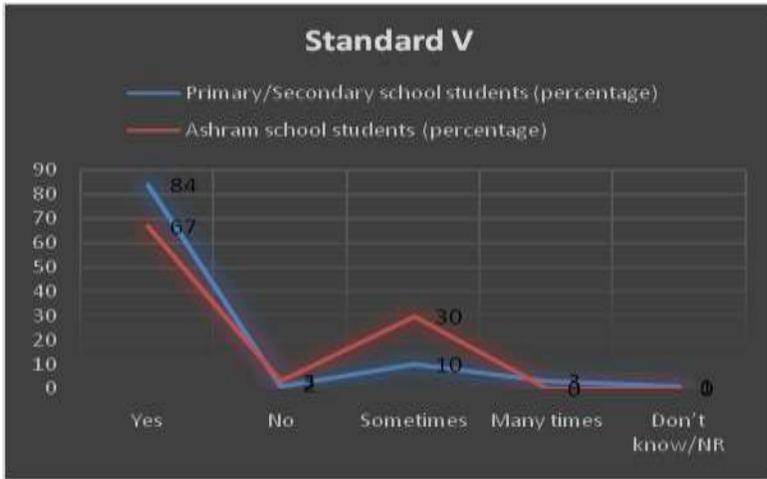
As detailed above, majority of the students were interested in the worksheets because they got to draw pictures in it and because it was a source of acquisition of new information and knowledge for them. The prospect of writing in the worksheets did-not excite them much, which may be because of their age-group.

Do you ensure to attend school on the day of the week when Sangati program is conducted?



It is clear from the data above that vast majority of students preferred to not take leave on the days the *Sangati* program was conducted, which is a further indication of their interest in the program.

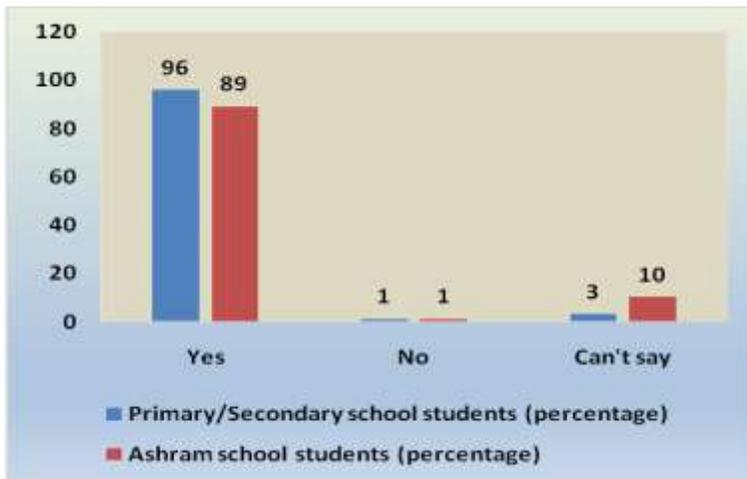
Whether your friends attend Sangati sessions regularly



Majority of the students again responded that their friends were mostly present on the day of the **Sangati** sessions.

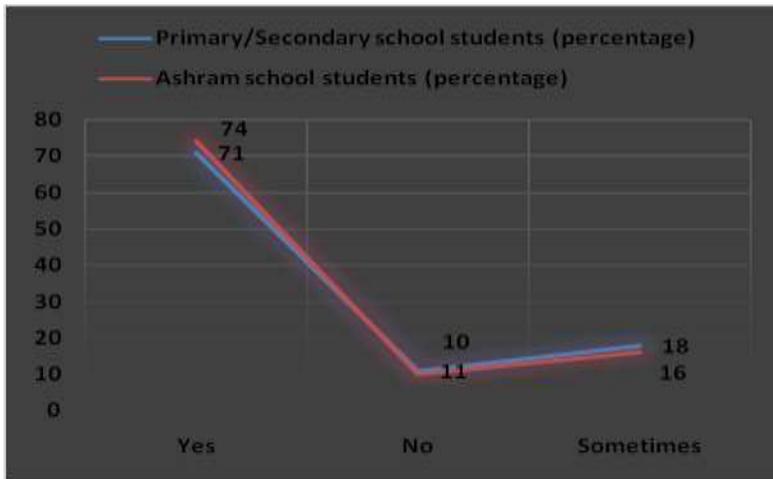
Standard V student responses related to Kit I: Myself, My Body and Our Needs

Has Sangati helped you realize your good qualities?



As depicted, majority students acknowledged **Sangati's** role in helping them realize their good qualities.

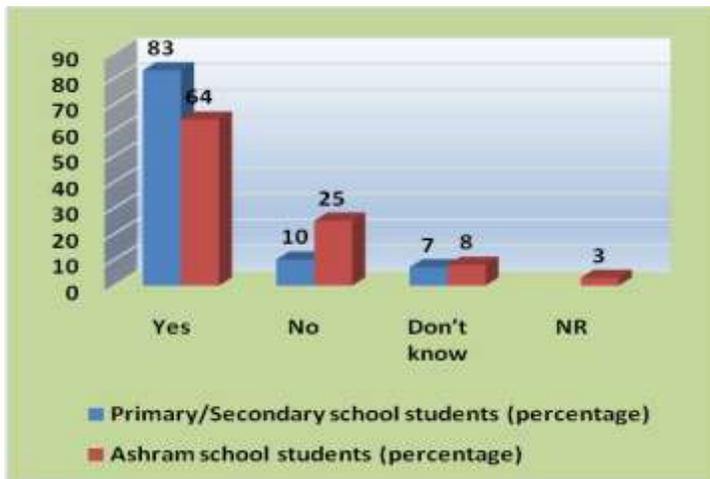
Do you think that your friends have an influence over your likes and dislikes and your nature/behavior/temperament?



As indicated, majority of the students recognize the influence of their friends in their interests, likes, dislikes and their behavior. **Sangati** also recognizes this aspect and focusses on group learning, using various tools and methods that can engage the students of this age-group and help them progress through their personal learning as well as through each-others'

learnings.

Do you think that TV has the power to influence your behavior in a positive or negative manner?

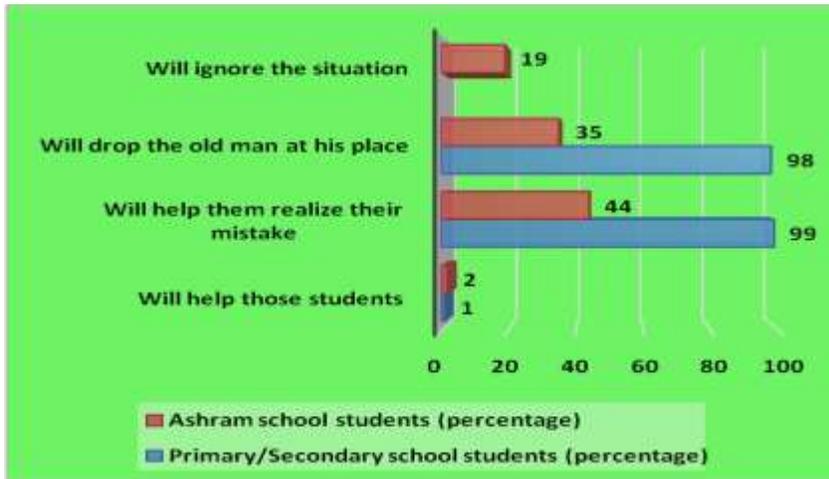


Even a greater majority of students in the primary/secondary schools recognize the influence of TV over their behavior, than the influence of friends. In case of Ashram schools, however, though a majority of students do recognize this influence, the percentage is lesser than those recognizing the influence of friends.

This may be because Ashram schools are mostly residential schools and the exposure of students to TV may thus be lesser, and hence, they are looking at the question in their personal context.

Sangati also recognizes this aspect in a big way and hence utilizes it in its activities in a manner that the positive influence is magnified and the negative one muted.

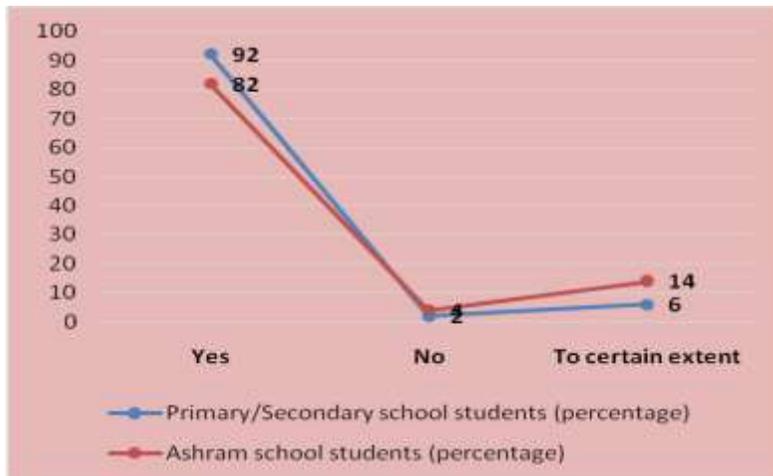
What will you do if you find certain children troubling/ridiculing an old man on the road?



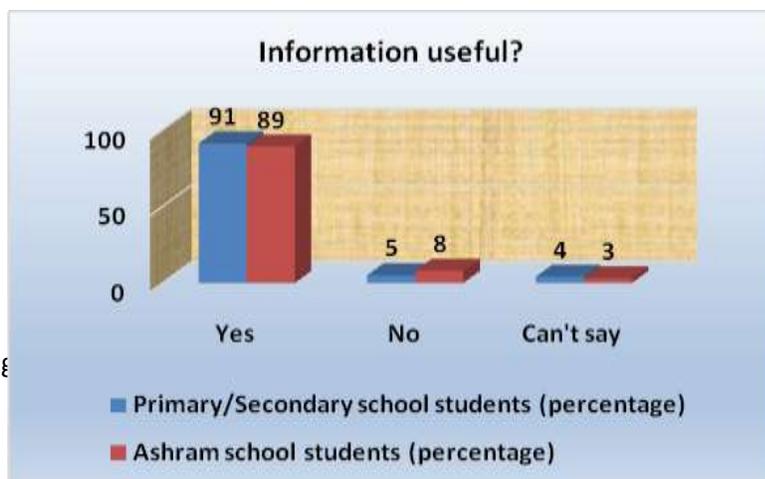
Majority of the students had an understanding about the appropriate behavior in this instance. Almost none of the students responded that they would help the students. Although 19% of Ashram school students responded that they would ignore the situation, this may again be because these students have had very little exposure to *Sangati*, as this program has very recently started in

Ashram schools, and such kind of content does-not form a part of regular school curriculum.

Do *Sangati* sessions make you aware about the physical as well as emotional/mental changes that come along with age?



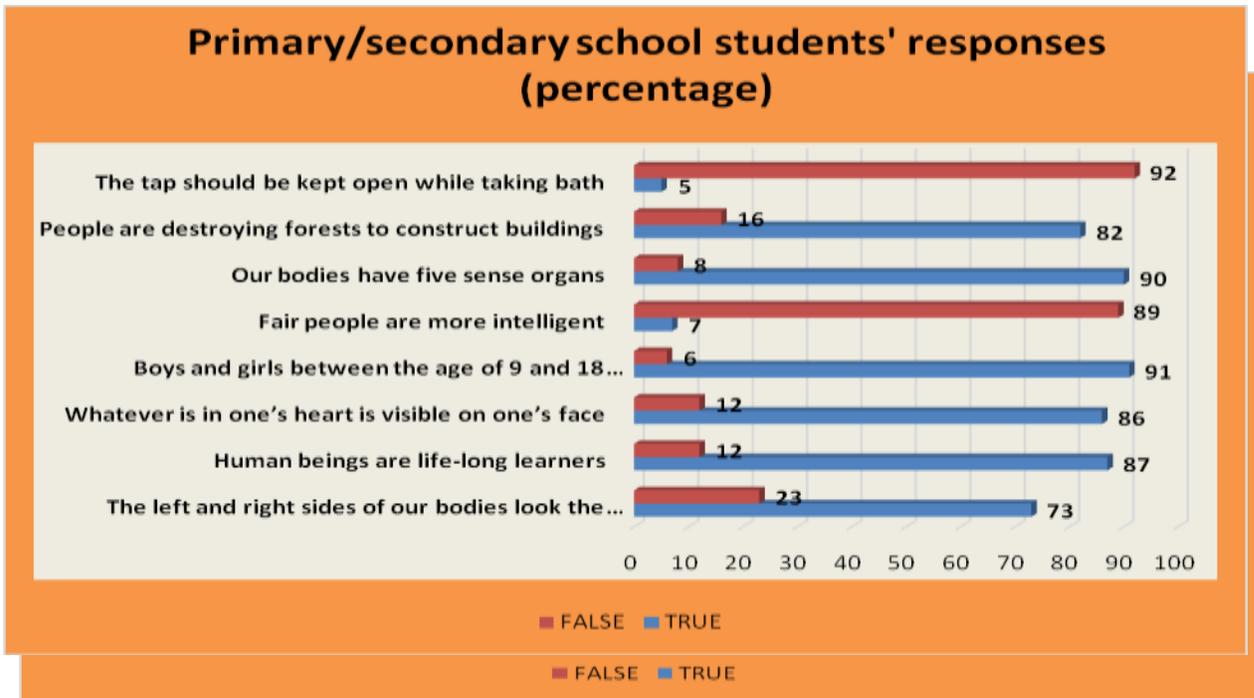
The relevance and importance of the *Sangati* program for this age-group of students is evident from the students' response to the above question. This program helps them in making sense of the physical and emotional/mental changes that they may be undergoing at this age, and adapt to these changes better.



Did you find this information useful?

As expected, majority of students found this information useful, probably and especially because of the age-group they were in and the relevance of this information for this age-group.

True or false.



The above questions pertain to information that students may seldom be able to acquire from regular textbooks, as they don't deal with these aspects. As is clear from majority of the responses, *Sangati* is having a considerable positive impact on the students, for them to be able to develop such kind of an understanding about themselves and the world around them. There are places though where the responses of Ashram school students are contrary to expectations, but that may be because the *Sangati* program has started pretty recently in Ashram schools.

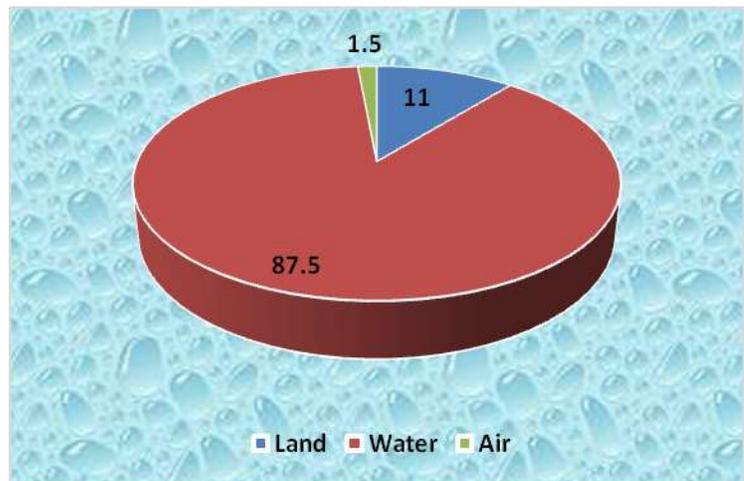
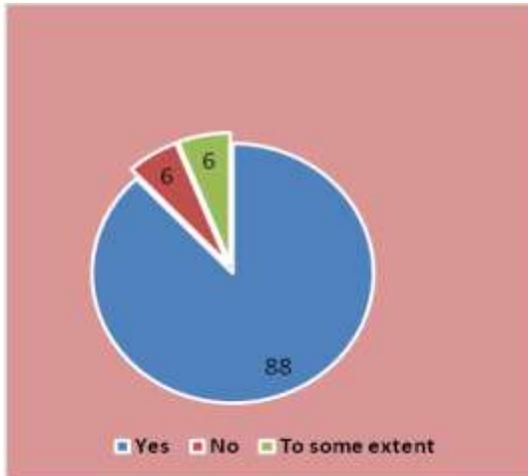
Standard V student responses related to Kit 2: Our Earth and The Web of Life

These questions were asked only to students from primary/secondary schools, as Kit II could not be conducted with Ashram school students due to late start of *Sangati* program in these schools and hence the consequent paucity of time. Students' responses are given below:

Did you understand how the earth was formed?

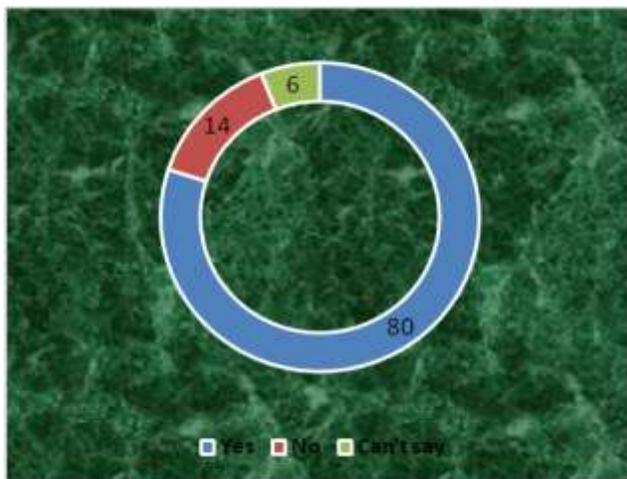
Where

was the first living being on earth found/formed?

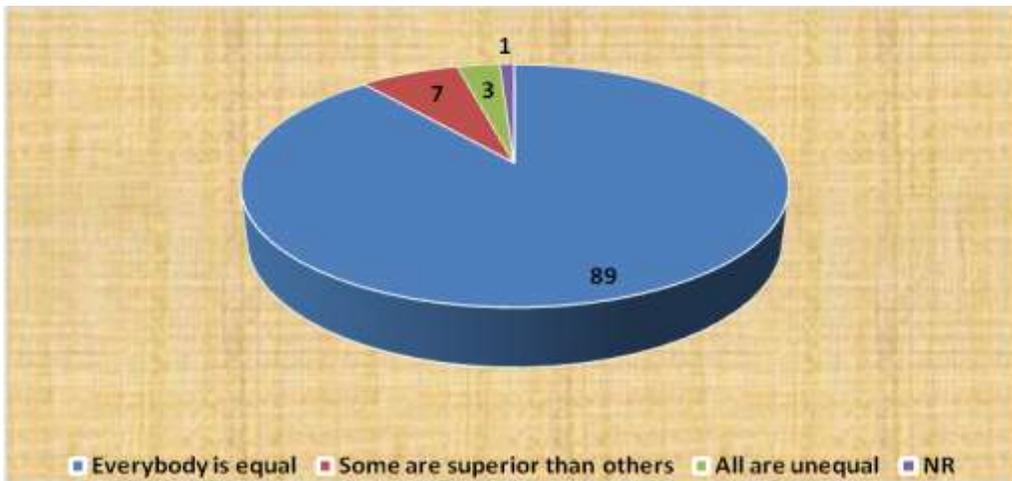


Are all living beings on earth interrelated?

Can you tell the address from your name to the entire universe?

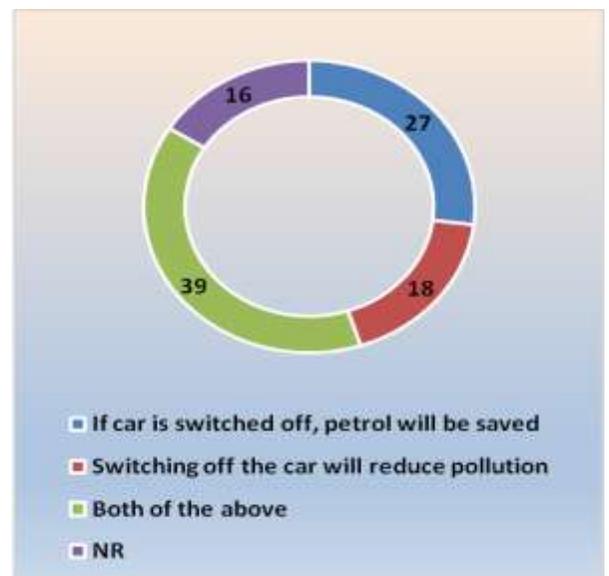


What did you learn from the story of 'Chuhiyakishaadi'?



If someone leaves the car on and goes to buy something from a shop, what will you say to that person?

The above responses of the students are noteworthy and assume significance for the sole and extremely important reason that the content of *Sangati* kits is unique. Kits one and two are transacted with Standard V students. The focus on oneself and one's needs in the first Kit and the linkage that is then established with how those needs are fulfilled from the limited resources that this earth possesses, and how all life is inter-related and inter-dependent, is something that is pretty unique and something that the students have not been exposed to hitherto. Even then, their replies indicate that they are able to grasp and understand what the *Sangati* curriculum is trying to get across to them, which is to the complete credit of the content, design as also the way these sessions are conducted by the teachers, with the support of *Sangati* representatives.

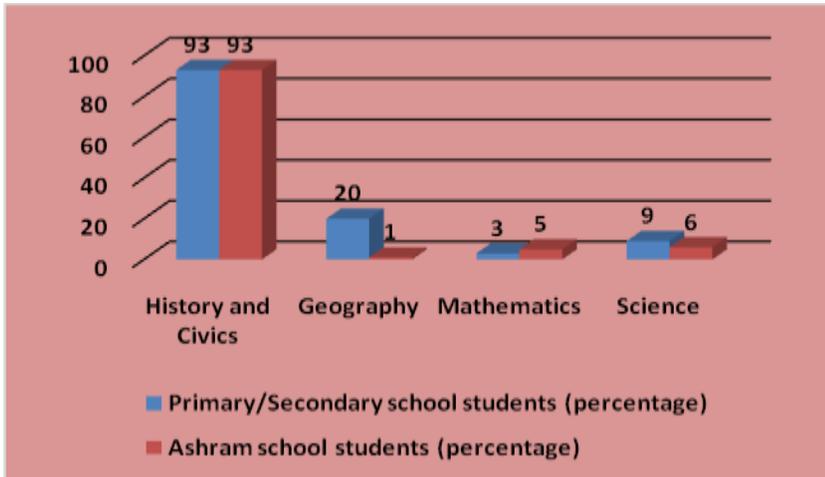


How will you feel if the *Sangati* program is stopped?

The popularity of the *Sangati* program among students is clearly visible from the above response.

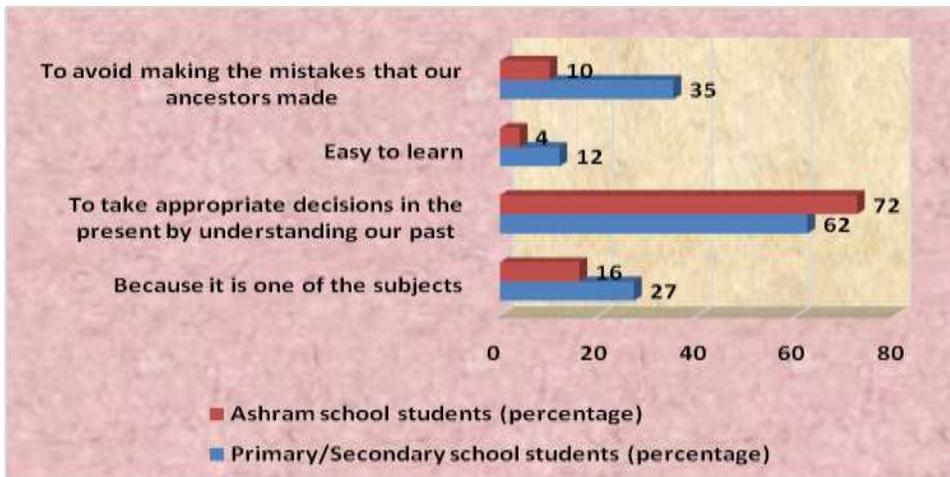
Standard VI student responses related to Kit 3: How Societies Developed

'How Societies Developed', this kit is related to which of your school subjects?



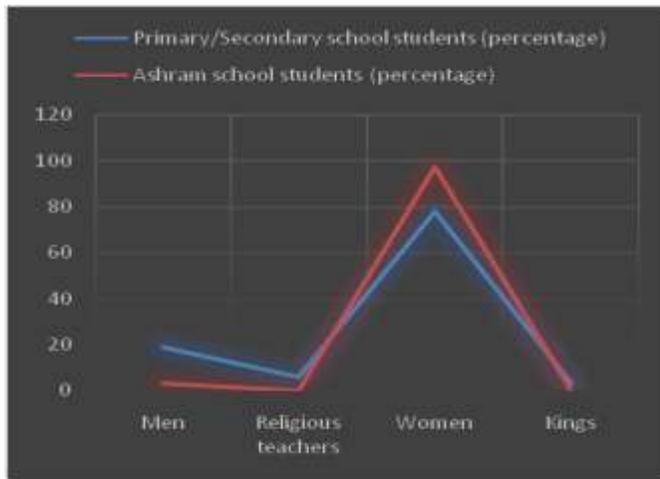
As evident, majority of the students could relate the *Sangati* kit 'How Societies Developed' to History/Civics.

Why do we need to study 'History'?



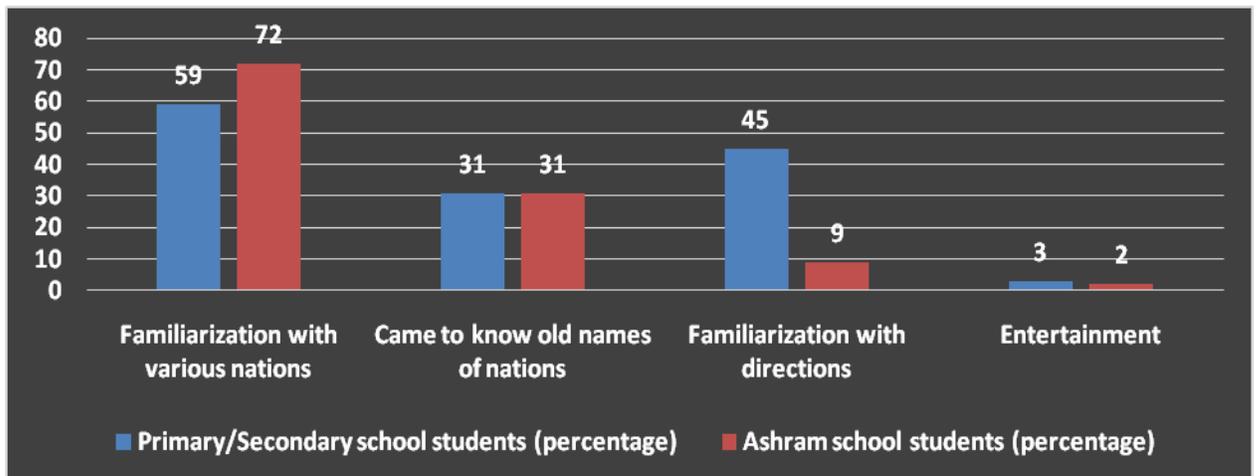
Majority of the students had an understanding of the importance of studying 'History' and understanding our pasts. Some students also gave multiple answers to the question.

Who invented agriculture?



Majority of the students had the understanding that agriculture was an area where women were primarily involved and that it was started by women.

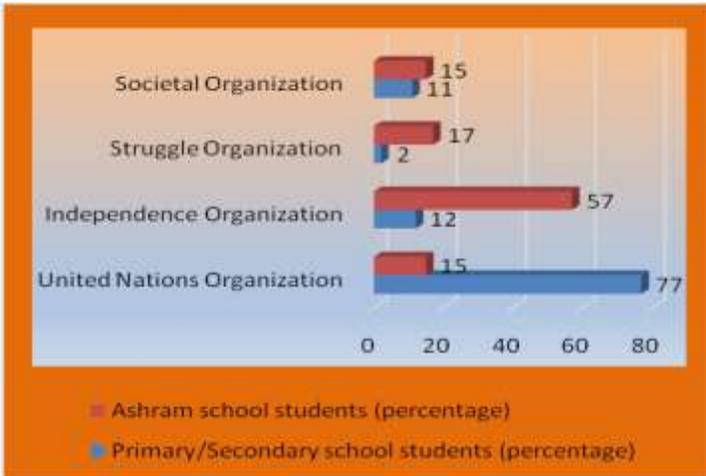
What did you find easier to understand after map-reading?



5

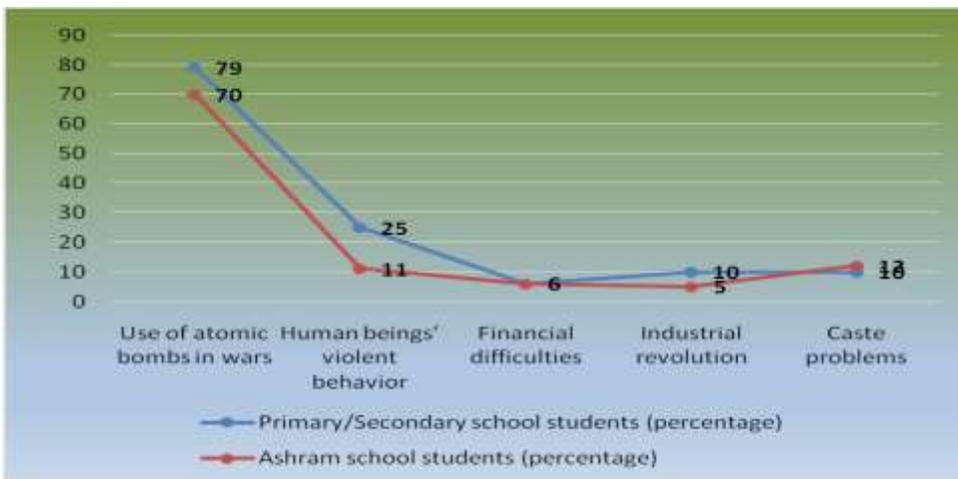
tudents found map-reading interesting and informative for various reasons as given above.

Which organization was established to ensure world peace?



Majority of Primary/Secondary school students knew the answer to this question but majority of Ashram school students did-not, probably because this did-not form a part of their regular school textbooks and *Sangati* program was not done with Ashram school students earlier.

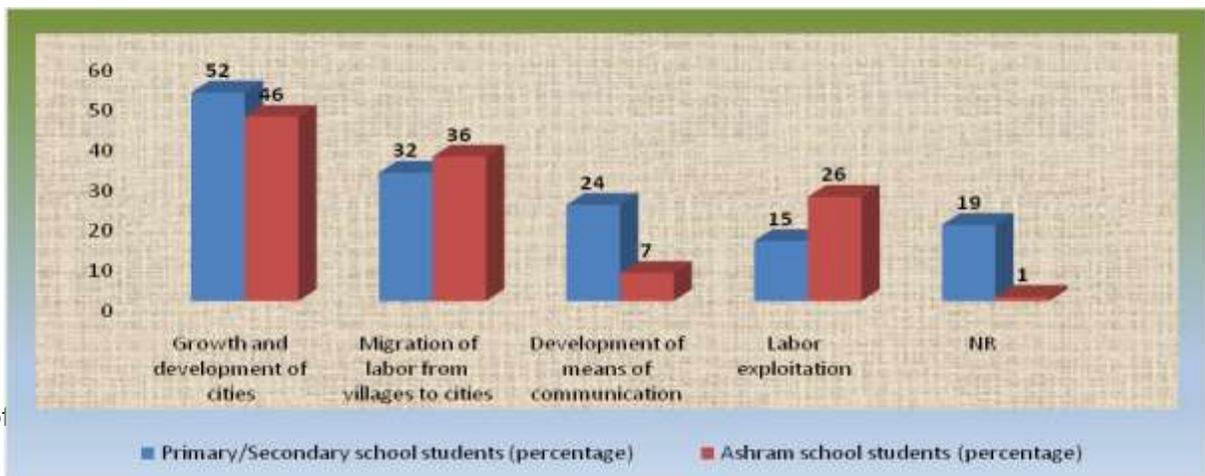
In the history of human wars, what was the biggest mistake?



The students linked wars with immediate consequences and could not develop deeper linkages, probably because of the age group they were in, and also because of limited efforts in school textbooks to explore such linkages. All the same, they understood the harmful

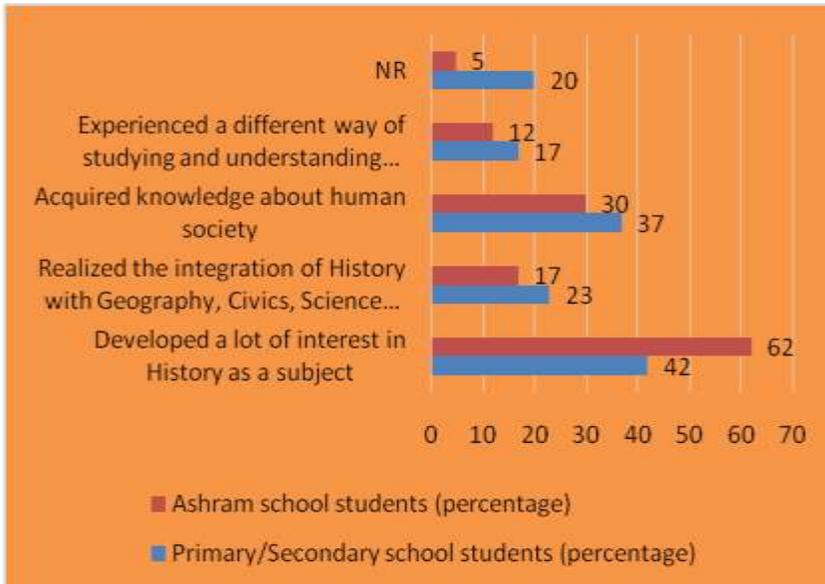
effects and the destruction caused by use of atomic weapons.

What developments followed in the wake of Industrial Revolution?



Majority of the students considered only the positive aspects of Industrial Revolution and not its negative impact, probably because it is presented to them in the school textbooks as a majorly positive development, its negative impact being muted. Though *Sangati* provides a holistic view of Industrial Revolution, yet it possibly needs time and persistence to really get the message across to students, given the slightly lopsided view presented in the primary school textbooks.

What was your experience after going through the kit “How societies developed”?



Sangati kit at least succeeded in developing an interest among the students in studying and understanding History. To a certain extent, it also helped the students understand the interdependence between subjects and areas, but there is some way to go before this is completely established among students.

The extent of success of the *Sangati* program is limited by various factors like its being a supplementary program whose sessions are conducted only once a week, its different methodology

and content than regular subjects, to which students are used to, different pedagogical style, relative inexperience of the teachers in conducting the sessions etc. As a result, any progress that is made through *Sangati* is expected to be gradual and not immediate.

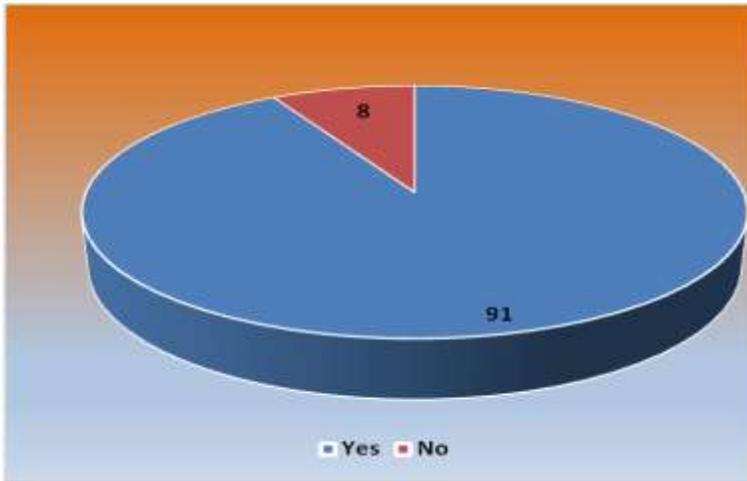
Standard VI student responses related to Kit 4: The Way We Live

These questions were asked only to students from primary/secondary schools, as Kit 4 could not be conducted with Ashram school students due to late start of *Sangati* program in these schools and hence the consequent paucity of time. Students’ responses are given below:

If you were in Eklavya’s place, would you have given your right thumb?

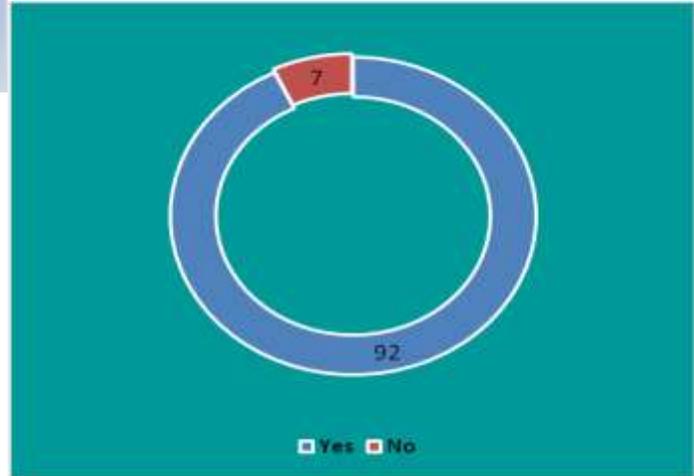


Three fourth of the students probably realized the hidden injustice perpetrated towards Eklavya in the story, and hence, refused to be meted such injustice if placed in his position



Do you think that there is a wide rich-poor divide in India?

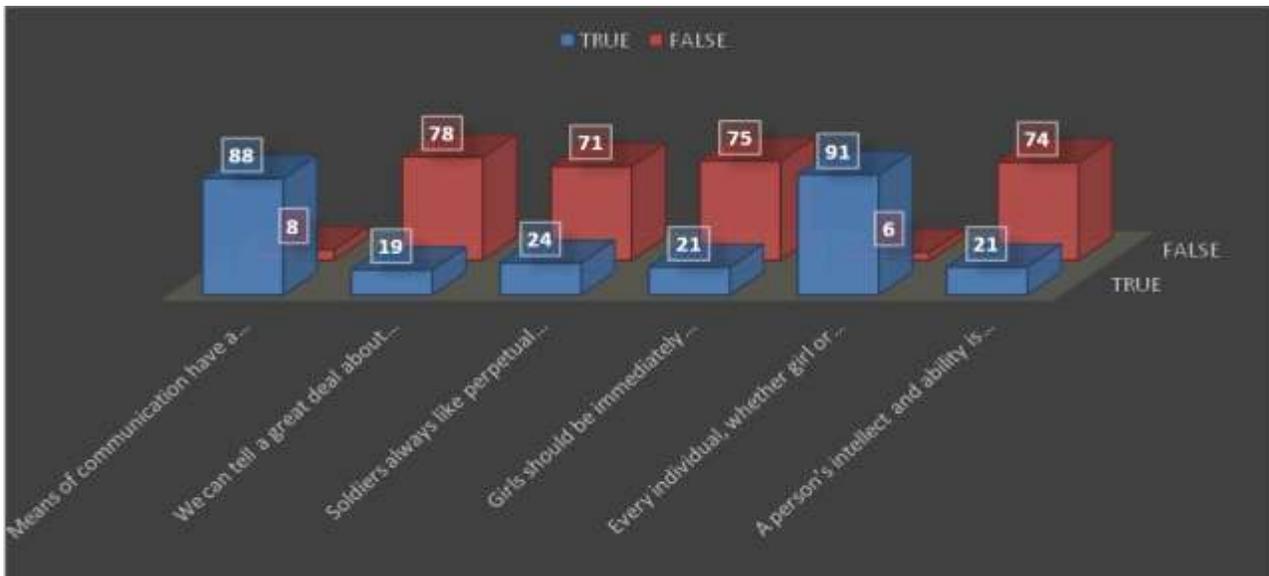
Majority of the students understood and realized that there was a wide rich-poor divide in the country.



Whether taking everyone's concurrence is required before taking any decision?

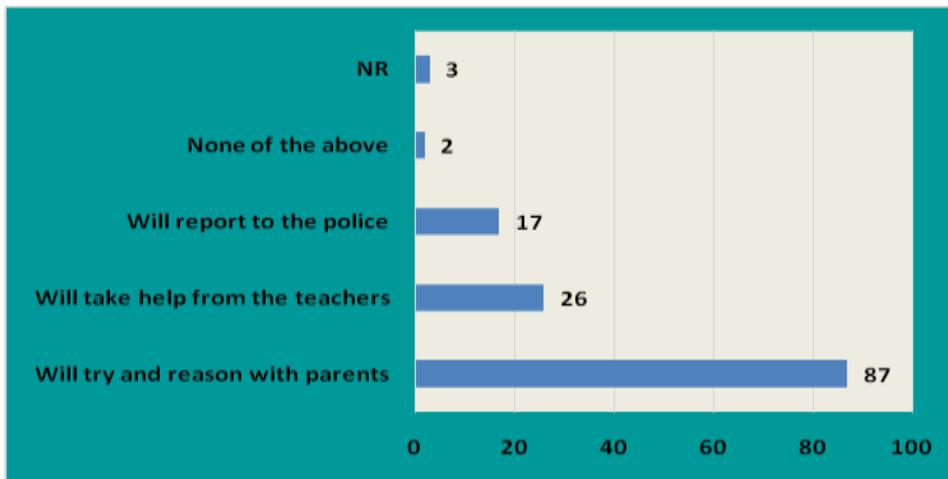
As is evident, students realized the importance of the democratic process of discussing and listening to each other's' views before arriving at decisions.

True or false.

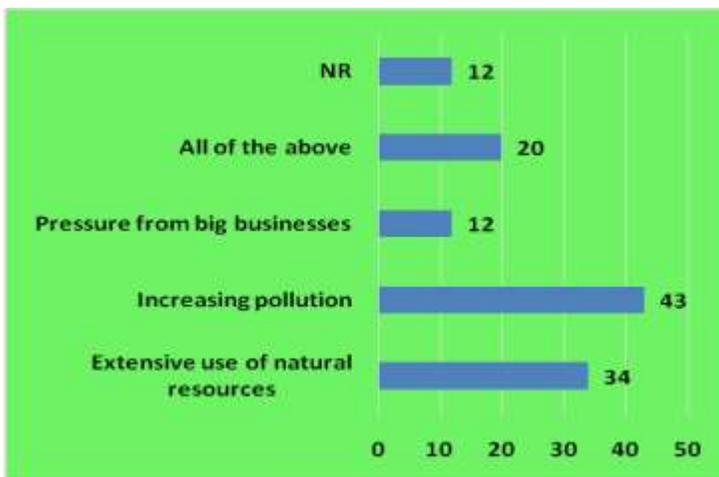


Majority of the students had a fair understanding of the issues that one faces in the day to day life, but that are generally not discussed at homes or at schools. **Sangati** does a phenomenal work of bringing these to the forefront and opening them to discussions, so that children grasp the nuances of these issues and develop a reasoned understanding around them, rather than pandering to general prejudices and biases.

What will you do if your sister's studies are stopped and her marriage fixed?

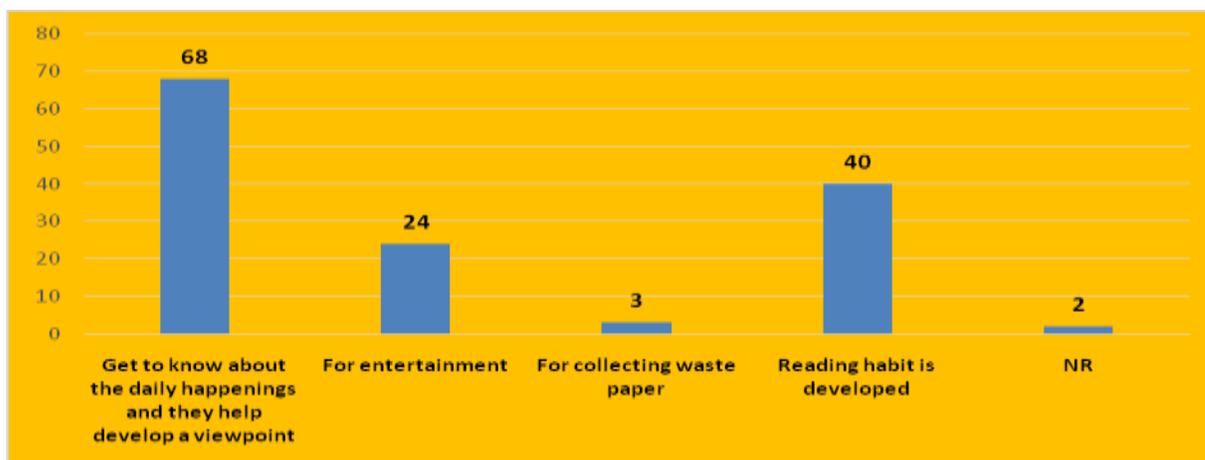


What will you do if your lower caste friend is being discriminated against in your village?



Why is the earth's natural resource base depleting so fast?

Why should we read newspapers?



All of the above responses depict the maturity that has come about in students' understanding as a result of **Sangati** program. They understand the various issues like caste and gender inequalities etc., alarming depletion of natural resource base and its impact and other such issues affecting our society. They also find it relevant and useful to read newspapers etc. and get to know the happenings around them and understand the various issues involved. They have also become interested in reading apart from their prescribed textbooks.

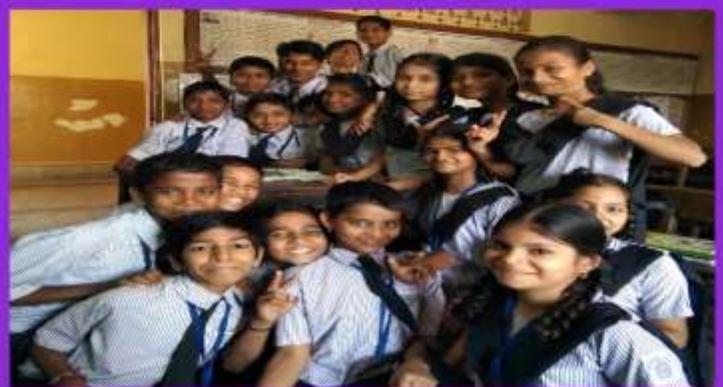
How will you feel if the **Sangati** program is continued next year also?

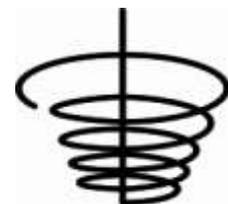
Again, it is clearly visible that the students wanted **Sangati** program to continue, as they enjoyed the sessions immensely and found them very useful, informative and educative.



Conclusion:

Based on the overall teacher and student responses, it is clear that the impact of the **Sangati** curriculum on students is noteworthy. The **Sangati** kits, as mentioned above are designed as an integrated curriculum, with the aim of embarking students on a journey of exploration of life and the world around them. The above data collected from the teachers and the students confirms that the curriculum is right on its tracks in terms of fulfilment of this aim. The teachers and the students both, not only enjoy the program, because of its interactive nature, and the various different pedagogical tools that it uses, they also are grasping the message that the entire curriculum is trying to convey. As this is supplementary in nature, and the sessions are mostly conducted once a week, the progress in terms of development of the desired levels of understanding in students, may be gradual and not immediate, but that progress is definitely visible and concrete, is quite forthcoming from this report. The areas which may be looked at in terms of scope for improvement have been mentioned in the report.





Manthan programme

Supplementary Curriculum for Pre-Service Teacher Education

Introduction:

Avehi Abacus has designed the **Manthan** curriculum, a foundation course for student teachers enrolled for the Diploma in Teacher Education (D.TEd). It supports, enhances, and complements the teachers' training syllabus, taking into consideration the National Curriculum Framework 2005 and recent changes in the National Centre of Teacher Education-National Curriculum Framework for Teacher Education 2010 (NCTE-NCF 10) recognised by NCTE.

The **Manthan** programme was initially implemented in four teacher training colleges in Panvel block, Raigad district with the help of District Institute of Education and Training (DIET), Panvel, during the academic years 2011 to 2013. The response to the programme from trainee teachers, teacher educators and institutional was highly receptive and encouraging. As a result of its effectiveness, the programme was implemented in 10 teacher training colleges during academic years 2013 to 2015. The programme continues to be implemented consistently for student teachers in teacher training colleges in Raigad district. This programme was also initiated in the teacher training colleges in Thane district. **Manthan** is currently being used in five colleges in Raigad District and 16 colleges in Thane District. In total we are working with 615 student teachers across 21 colleges.

Objectives of Manthan:

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

Field Outreach:

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

Programmes implemented for *Manthan*

- **Material Distribution to Training Colleges**
- **Meeting with Bhakti Umarji, Principal, DIET, Thane**

On January 09, 2017, Chitra Patil and Dinesh Chavan of Avehi Abacus Project (AAP) met Bhakti Umarji, Principal, District Institute of Education and Training (DIET), to start the **Manthan** programme in Thane district. They briefed her on how the programme implementation in 2015-16. It was proposed that training for teacher trainers would be conducted. Further, Bhakti Umarji proposed that AAP start some activity for preparation for Common Entrance Test of trainee teachers. AAP representatives assured her that they would plan the same along with **Manthan** implementation.

AAP also had discussions with Mr. Pawar, Lecturer about the programme. Positive and negative responses from Training colleges where **Manthan** was being used, were shared with him.

- **Manthan Programme Implementation**

AAP representatives conducted training workshops for teachers who would use **Manthan** in their classrooms in order to familiarize them with the content and application of the programme. In October 2015, following the workshops, the **Manthan** programme was introduced in the Training Colleges.



- **Mixed Experience in the Implementation of Manthan Programme**

Teacher trainers started implementation on their own by combining sessions with the regular syllabus in some colleges. In other colleges, **Manthan** topics were divided amongst teacher trainers as per their subject. The planning was done accordingly.

There were two colleges that avoided conducting sessions even after regular follow up by **Manthan** coordinators. Some sessions were conducted there by the coordinators themselves.



The coordinators also conducted **Manthan** sessions in workshops in four Training Colleges. In this manner, they could complete syllabus for both the years.

Although teacher trainers of Ideal Training College, Kalyan and John D'Britto Training College, Manikpur, Vasai had not participated in the workshop, they liked the programme enough to begin implementation of the **Manthan** programme.

Since the implementation started after October 2015, the first year syllabus could not be completed in the academic year 2015-16. Hence it was completed in 2016-17 after which efforts were started for implementation for the second year. Session average details are given below:

- **Visit by coordinators to Training Colleges**

Coordinators of *Sangati* and *Manthan* programme have worked together to implement the *Manthan* programme effectively. They visited five Training Colleges in Raigad district 18 times. 79 visits were made to 16 Training Colleges in Thane district. During these visits, workshops were held where sessions were conducted, material was distributed, information about the programme was shared, sessions were followed up and evaluations were conducted.

- **Evaluation**

Manthan programme evaluation was conducted during April – May 2017 to understand its implementation and response. Written feedback was obtained from 12 teacher trainers and 206 trainee teachers. A detailed report is given below.

The *Manthan* Syllabus

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.

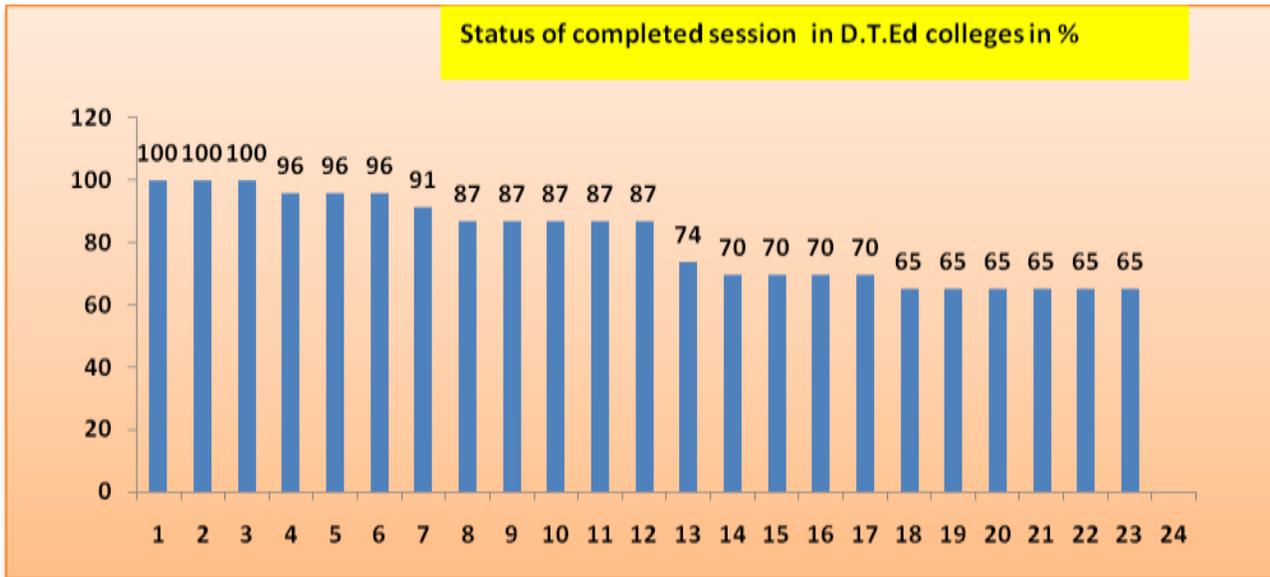
The course content covers two of the three curricular areas prescribed by the National Council of Teacher Education – namely, Foundations of Education and Curriculum and Pedagogy.

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:

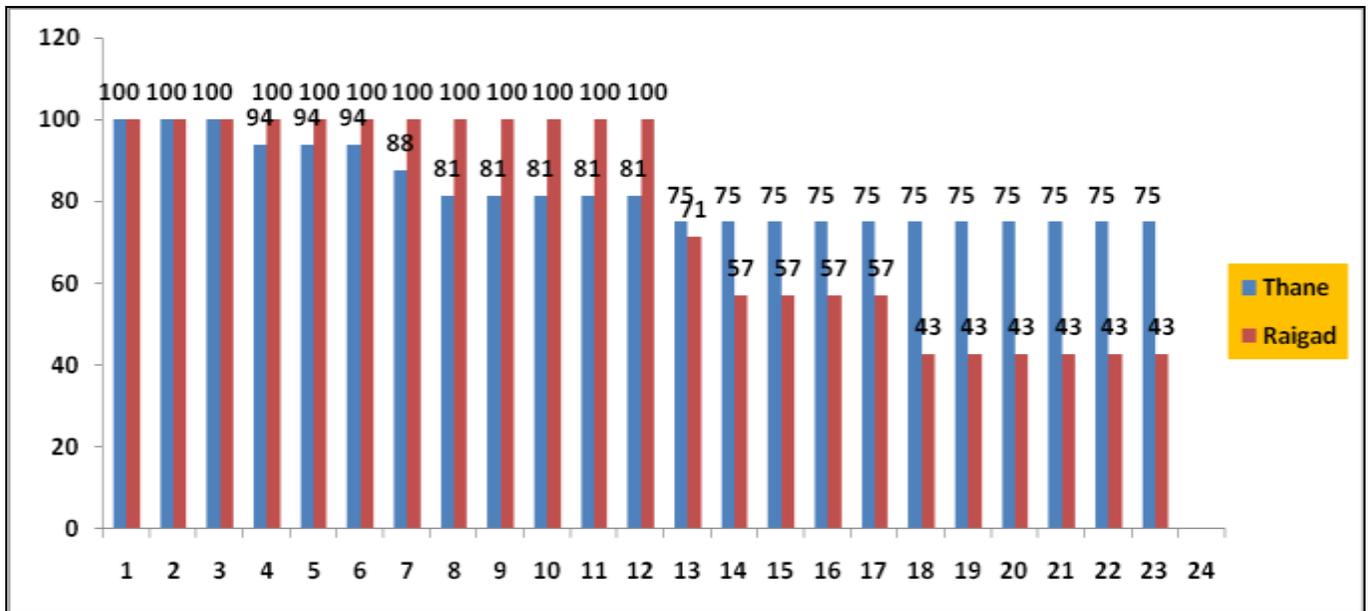
The Teacher: Playing Many Roles; The Child: Special in Different Ways; Learning: Thinkers and Theories; Education in India: A Story of Continuity and Change, and Education in India: Curriculum, Methodology, Assessment. The second year focuses on Education and Society, and explores topics of current concern 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.



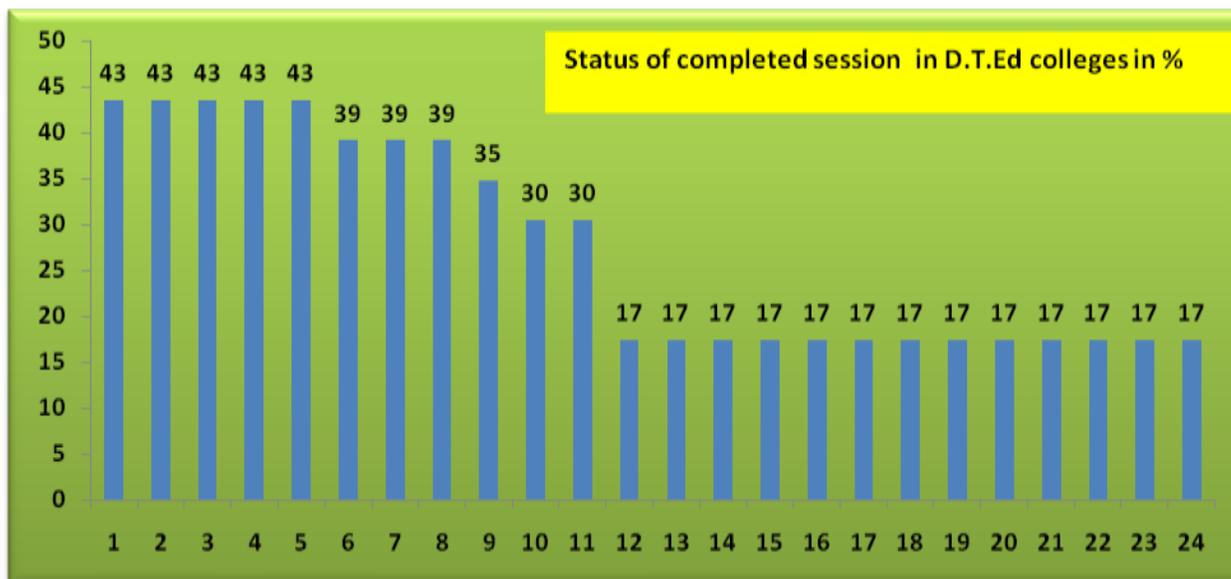
Manthan Programme: First Year syllabus implementation



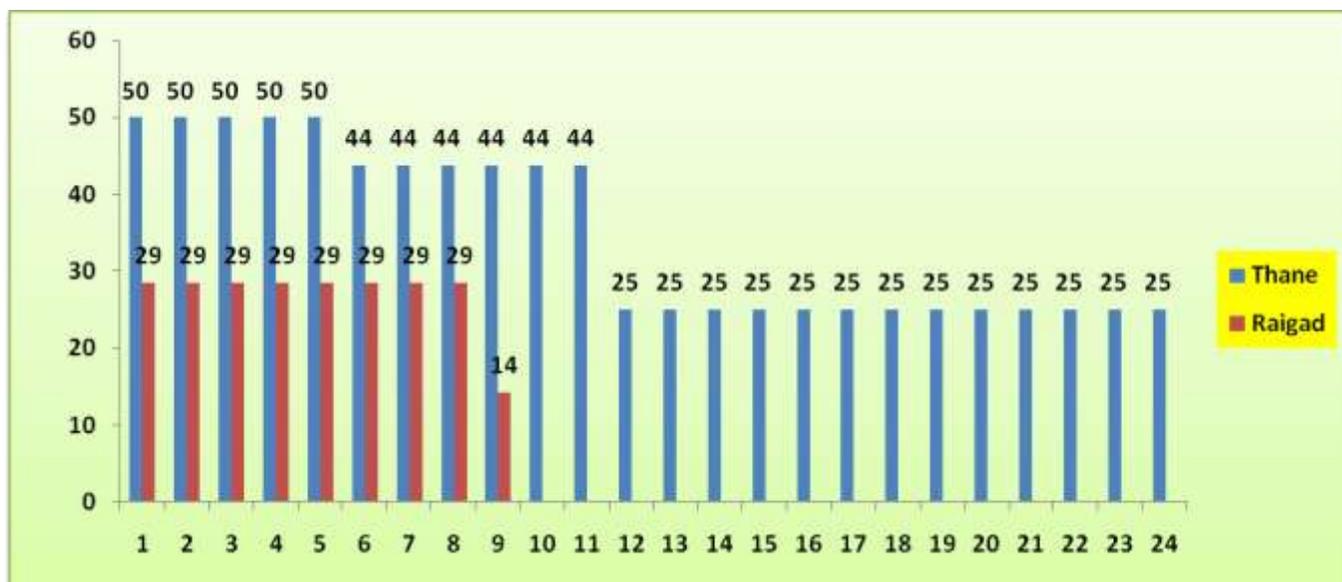
The session average of the *Manthan* programme implemented in Thane and Raigad Districts



Manthan Programme: Second Year syllabus implementation



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



Session average is as above. Experience during sessions conducted and important points are as follows:

- The second year syllabus could not be completed. Lack of cooperation from teacher trainers and the lack of time devoted to **Manthan** resulted in non completion of sessions.
- Response from all the student teachers of Training Colleges was quite positive. The sessions in all four Training Colleges in Vasai were conducted with the help of trainee teachers. Teacher trainers supported to some extent.
- Student and teachers liked the **Manthan** programme. They felt that teaching methodology, discussions and presentations greatly help in conducting sessions.
- They also appreciated the material and content used for sessions.
- Response of trainee teachers, teacher trainers and the principal of Salauddin Training College and National Training College was positive.
- Subject teachers in Thomas Baptista Training College, Papadi, Vasai helped conduct sessions. The sessions thereafter were conducted by AAP representatives with the help of teacher trainers.
- Teacher trainers of John D’Britto Training College had not participated in the workshop but since they understood the usefulness of the programme, they insisted on its implementation in the college. Principal Pereira was cooperative and her accurate planning greatly helped implementation.
- Last year students’ response and participation in St. Aloysius College was poor. However, their response picked up during the second year and gradually their participation increased. Infact, they began to ask questions and finally they started giving information about **Manthan** programme to their own teachers. The teachers say that the students now eagerly wait sessions -“They enjoy the **Manthan** syllabus very much and their participation has increased manifold.”



- On the whole, all student teachers from all Training Colleges liked the construction of the **Manthan** syllabus.
- It is felt that many concepts are better understood with the help of information, games, discussion, and debate provided in the programme.
- In the second year of the **Manthan** programme, student teachers learn about discrimination based on gender, caste; they learnt the concepts of Nationalism and the genesis of wars. Until now, students had never thought about these issues and how they play out in classrooms – they appreciated this approach thoroughly.



Challenges

- The Principal of Seva Sadan Training College, Ulhasnagar refused to conduct **Manthan** sessions despite repeated follow-ups by representatives.
- Some sessions were conducted in SDT Kalani Training College, Ulhasnagar and Pandit Training College, Kalyan. However, the programme could not be completed.
- **Manthan** sessions could not be conducted properly in Swayamsiddhi College due to non-cooperation of teacher trainers.
- The planned sessions were not conducted in Training College, Neral despite repeated visits by representatives. A telephonic discussion with the principal to plan implementation of the sessions has taken place.
- Teacher and trainee response in Baajipur Vanita Vidyalaya was good but the non cooperation of the principal, Mr. Banjara, presented challenges.

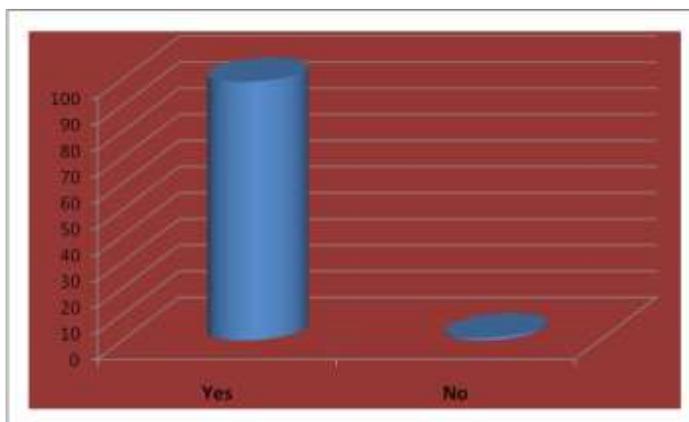
***Manthan* Programme Evaluation Report 2015 – 17**

At the end of April 2017, a programme evaluation with a written questionnaire was conducted in order to understand the implementation and response to the programme. A detailed report of the same is as follows:

Sr. No.	Name of D.T.Ed Colleges	No. of Teacher Educators	No. of Student teachers
1.	St John D'britto D.T.Ed college, Vasai	1	19
2.	Thomas Baptisa D.T.Ed college, Vasai	1	20
3.	Bajipur Vanita Vidyalaya, D.T.Ed college, Vasai	1	20
4.	St Aloysius D.T.Ed college, Vasai	1	21
5.	SDT Kalani D.T.Ed college, Ulhasnagar	1	13
6.	Pandit R.N. D.T.Ed college, Kalyan	1	3
7.	National D.T.Ed college, Kalyan	1	29
8.	Ideal D.T.Ed college, Kalyan	1	13
9.	Salauddin Urdu D.T.Ed college, Bhiwandi	1	38
10.	Swayam Siddhi D.T.Ed college, Bhiwandi	1	19
11.	Suruju Sinh D.T.Ed college, Kalyan	1	11
12.	Shri.Bapusaheb D.D. D.T.Ed college, Visapute	1	19
	Total	12	206

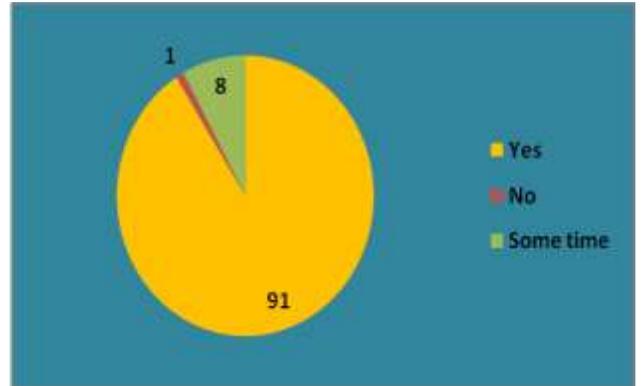
Feedback of Trainee Teachers

- Did you like *Manthan* Programme?**
 Out of 206 trainee teachers, 204 student teachers (99%) liked the programme.



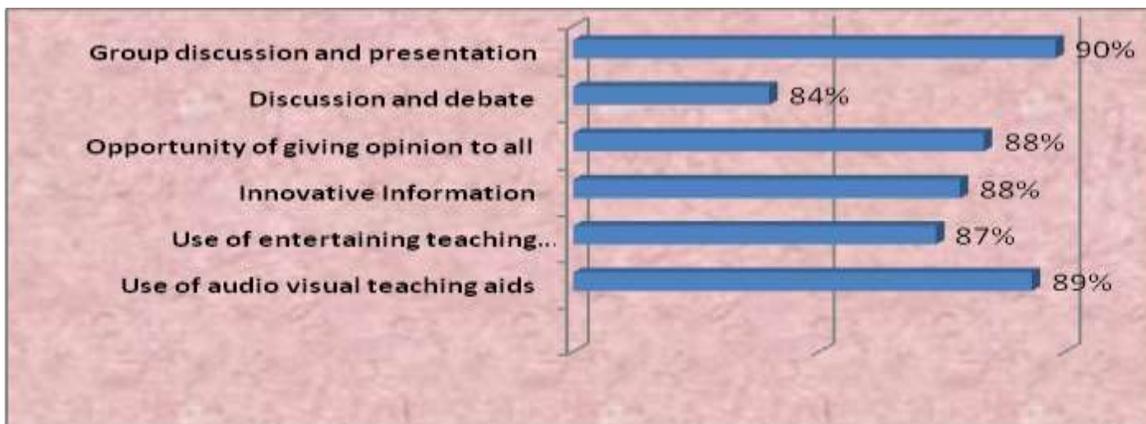
- Do you think *Manthan* programme is complements the D. T.Ed programme?

Manthan includes various subjects from D.T.Ed syllabus. 91% student teachers felt that it complements the school syllabus well and 8% student teachers felt that it some what complements the school syllabus.



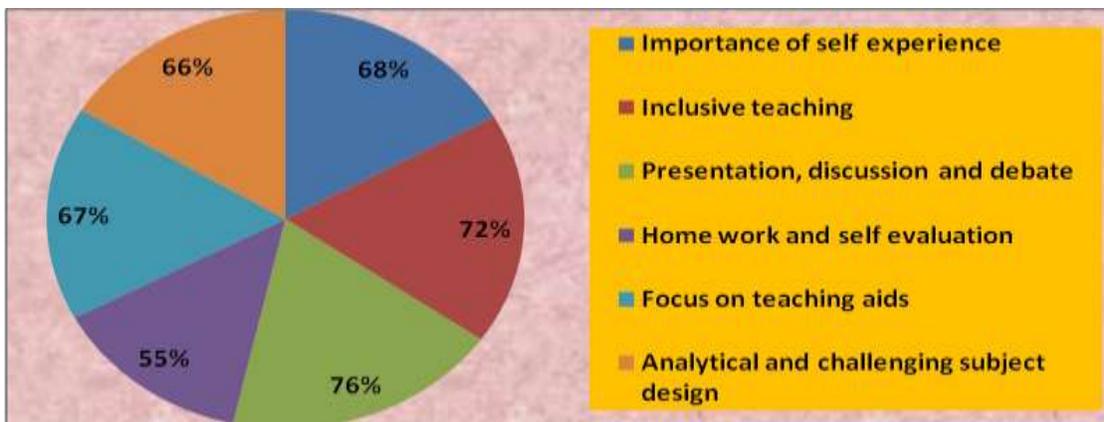
- Which aspects of the *Manthan* Programme did you like?

Manthan programme sessions have different aspects and dimensions. Those that student teachers liked are as follows:



- What differences between D.T.Ed and *Manthan* syllabus did you find?

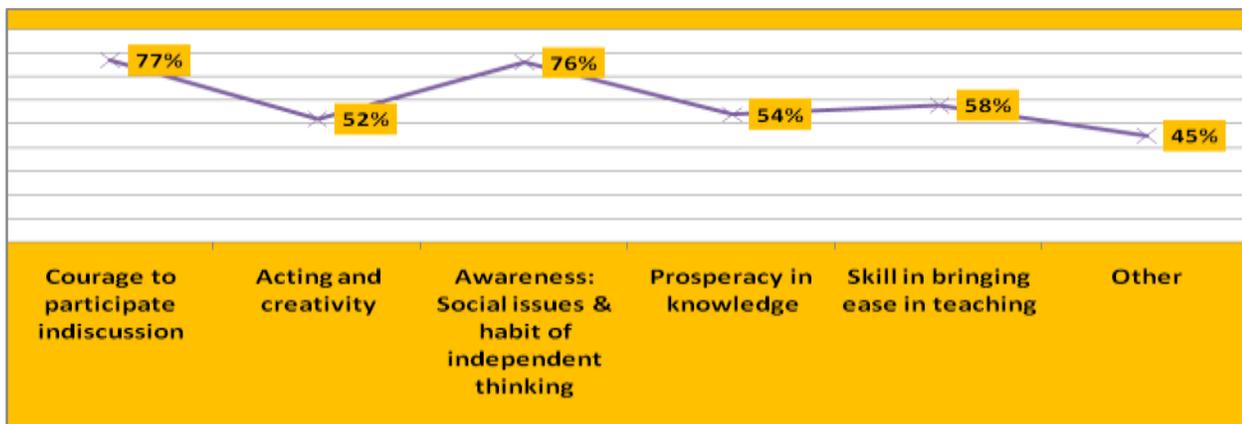
With respect to differences between the current syllabus and *Manthan*, the opinion of student teachers is as follows:



- **Priority to Self Experience** – 141 student teachers felt that *Manthan* gives priority to self experience. This dimension got 68% of votes.
- **Inclusion of all in Teaching** – 148 Student teachers felt that this syllabus includes everyone in teaching. Thus this dimension got 71.84% votes.
- **Presentation, Discussion and Debate** – this aspect got maximum votes - 76% i.e. 156 student teachers voted for this.
- **Home work and Self Evaluation** – 115 student teachers i.e. 55% gave preference to the aspect of home work and self evaluation. It can thus be deduced that the process of homework and self evaluation in the *Manthan* programme is unique.
- **Focus on Teaching Aids** – 137 student teachers gave importance to this aspect i.e. 66.5%.
- **Analytical and Challenging Structure** – 135 or 65.53% student teachers voted for this aspect which means that *Manthan* programme has an analytical and challenging structure.

- **Has *Manthan* programme brought any changes in you?**

The opinions expressed by student teachers are as follows:

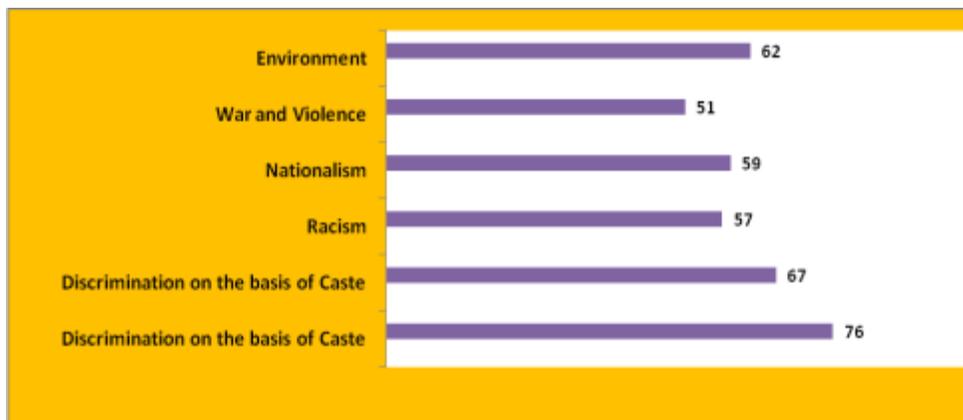


It is clear from the diagram above that the courage to participate in discussions, knowledge about social issues and thinking independently has increased in trainee teachers. These qualities are very important for future teachers.

- **How has the *Manthan* programme increased awareness of social issues?**

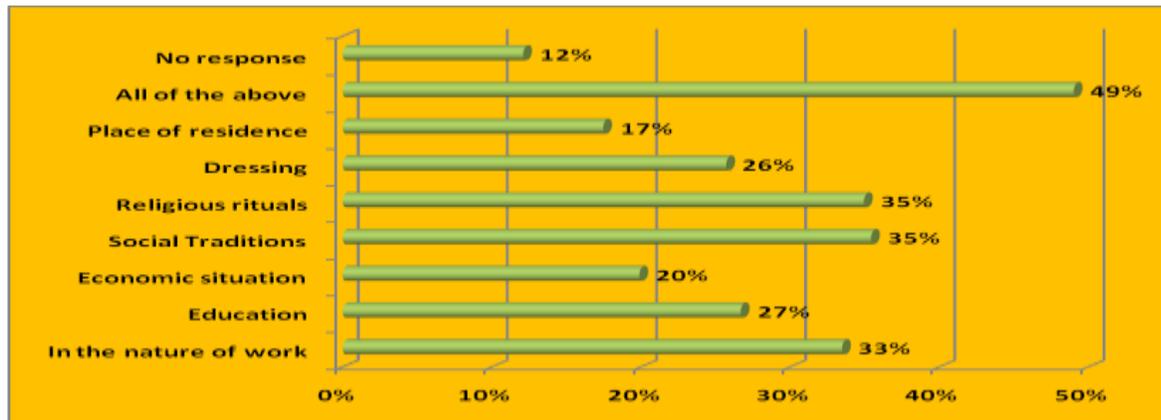
Student teachers shared the following information:

It can be concluded from the above figures that student teachers got an opportunity to understand discrimination based on caste, gender and other social issues. They also gained awareness with respect to racism, nationalism, war and violence and the environment.



- **Where do you see discrimination based on caste in the society?**

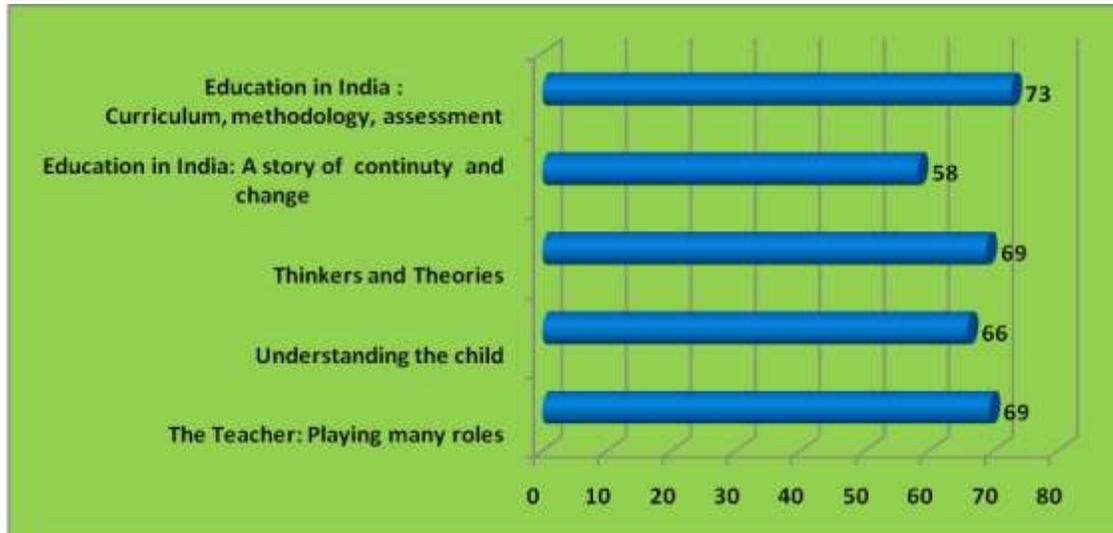
The table below indicates responses



Generally the opinion was that caste based discrimination is rampant in all aspects.

- **Which topic in *Manthan* did you like most?**

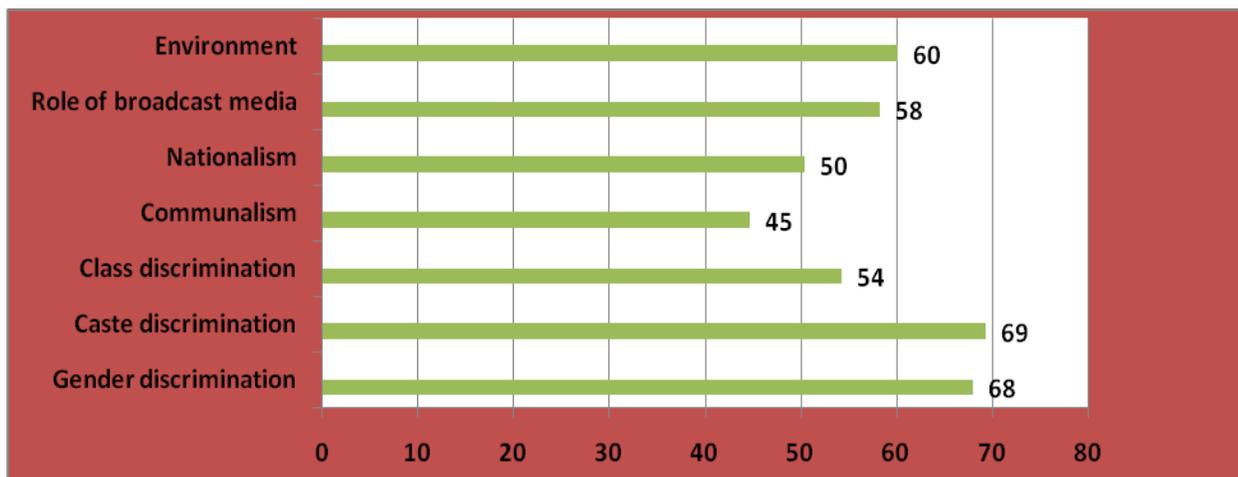
First year syllabus



The figures above indicate that the Indian educational system and teaching methodology and evaluation are favourite topics.

Second year syllabus

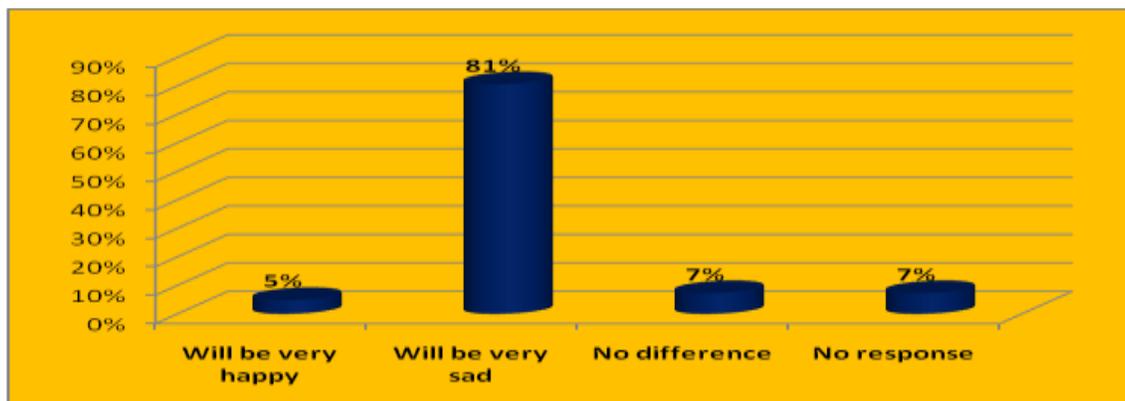
The figures indicate that caste discrimination was the favourite topic with trainee teachers.



- **What was the special experience you got as a future teacher through the *Manthan* Programme?**

Trainees responded positively to the programme – they indicated that awareness about social issues had increased, they were provoked enough to think about the issues, and their attitudes had begun to change. They felt that the use of teaching aids and innovative teaching methodology would be useful tools for teaching. In addition, the programme helped personality development and boosted confidence. Most student teachers shared similar experiences.

- **What will you feel if *Manthan* programme is stopped next year?**



81% student teachers expressed extreme regret at the programme stopping in the following year.

Thus looking at all responses, it can be concluded that student teachers are of the opinion that ***Manthan*** programme is useful and important.

It can be concluded from the two year implementation of ***Manthan*** programme in D.T.Ed colleges that it has helped develop different perspectives for trainee teachers.

What was the special experience you got through *Manthan* Programme as a future teacher?

● **Name – Philip Gonsalves, Training College – Thomas Baptista, Vasai**

Initially, we were very happy. They conducted games but later on we started getting information about subjects we were unaware of. We understood the use of it in our future life. As we were asked questions, we got more and more information. The games were really important.

● **Name – Suvarna Pandharinath Jadhav, Training College – Ideal, Kalyan**

We understood the qualities of a good teacher through this programme. This programme is a must for every teacher.

● **Name - Dipali Karmabale, Training College – St Aloysius, Vasai**

We got new information from the *Manthan* programme. We liked the way teachers taught us. This programme should be implemented in each school as then each student will become aware of the situation that exists today.

● **Name – Ravisha Manasram Gaikwad, Training College – D D Vispute, Panvel**

What we learnt could be used while teaching our students. Teaching aids were focused on. Similarly, students were motivated to talk about caste discrimination, environment and other topics.

● **Name – Reshma Bhoir, Training College – DT Kalani, Ulhasnagar**

We understood how to teach students of different natures. This we learnt in *Manthan* programme.

● **Name – Ashvini Vishnu Jadhav, Training College – Baajipur Vanita Vinayalaya, Vasai**

Each teacher is an artist in the process of teaching learning. He has to enact different roles. Hence it is needed that different teaching methodologies are used, teaching aids are used, and different programmes are organised to keep the students attentive. Participation of students is also very important and we will definitely make efforts to teach in that manner.

● **Name – Jaya Umesh Sawant, Training college – St John D'britto, Vasai**

I learnt a lot through this programme. I got guidance about caste discrimination, bad rituals and traditions, environment. I got aware about how to develop my personality as a teacher. I like this programme very much.

● **Name – Deepali Dhobi, Training College – Baajipur Vanita Vinayalaya, Vasai**

Manthan programme describes how to prepare a student as an ideal citizen. It also describes teaching keeping in mind different learning abilities of students.

● **Name – Momin Anjum, Training College – Sallauddin, Bhiwandi**

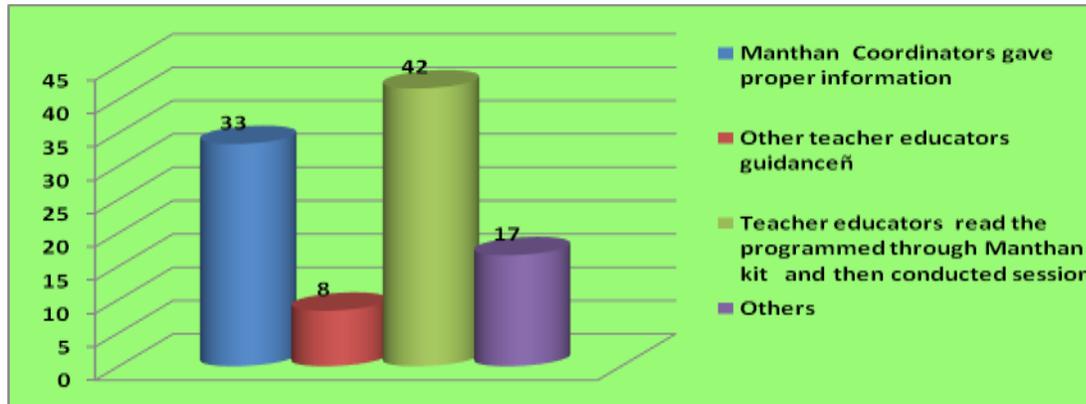
We understood that even today some of the children are out of school, there is discrimination on the basis of gender. We got knowledge about different social issues. This programme should continue in future as well.

Feedback from Teacher Educators

The **Manthan programme** was implemented in the teacher training colleges in Thane and Raigad districts. 12 teacher trainers filled the questionnaire form. Of these 11 teacher trainers have been participating in the

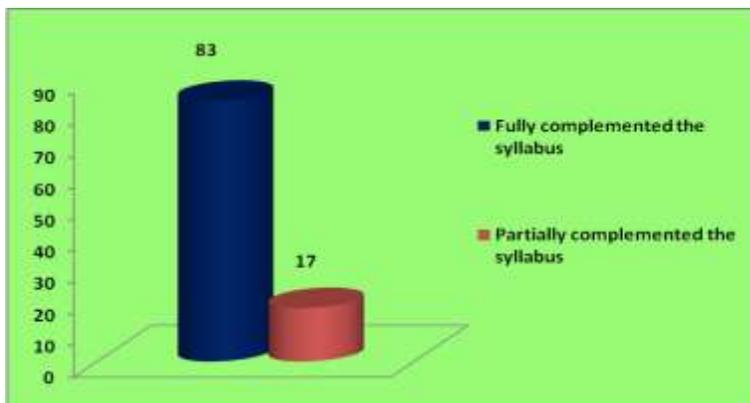
Manthan programme for two years. Their feedback is as follows:

- How did you implement the **Manthan** programme without undergoing the training?



A total of 12 teacher educators were involved in the programme. Out of these seven had undergone the preparatory training and five had not been part of any training workshops. Of the teacher educators who did not participate in workshops, 33 % of teacher educators felt that the on-site support given by the project coordinators helped them to understand and implement the programme and 42% said that they had studied the **Manthan** manual.

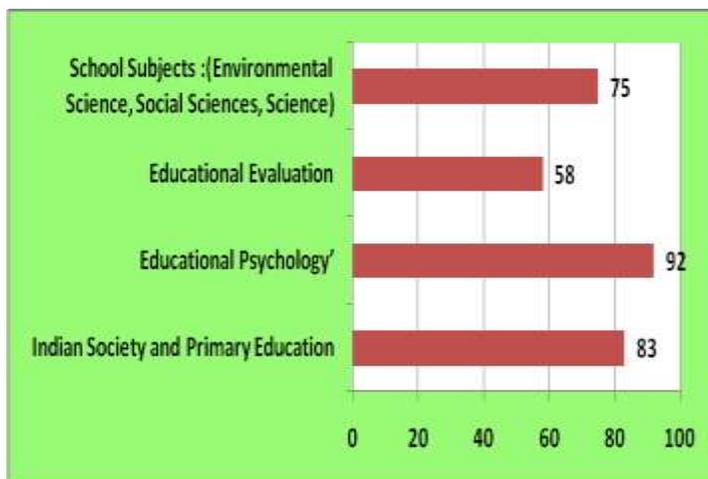
- Does the **Manthan** programme complement the D.T.Ed Syllabus?



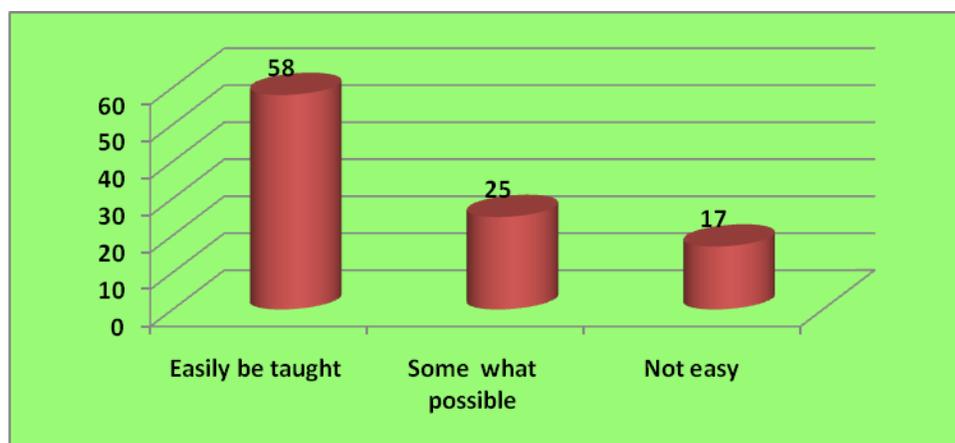
83% teacher trainers felt that the programme fully complemented the syllabus while 17% felt that it partially complemented the syllabus.

- Which subjects did you teach with the support of *Manthan* subjects?

All teacher educators and **Student teachers** from teacher training colleges affirmed that *Manthan* programme complements the syllabus. The first and second year syllabus in D.T.Ed includes subjects such as ‘Indian Society and Primary Education’, ‘Educational Psychology’, ‘Educational Evaluation’ and School Subjects (Environmental Science, Social Sciences, Science) – they felt that while studying these subjects, the *Manthan* programme is very useful.



- Do you feel that *Manthan* programme can be easily taught in the classes?

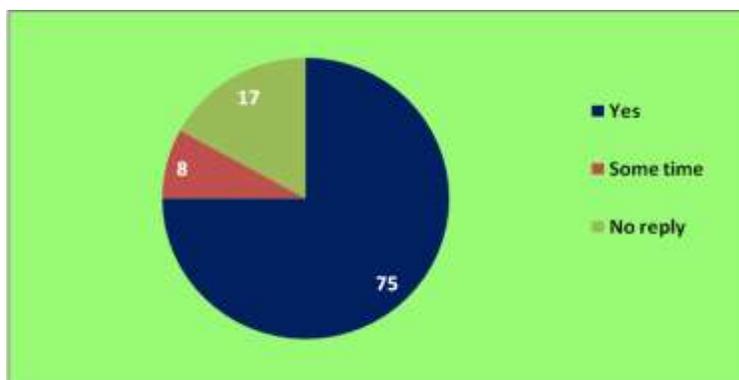


58% of teacher educators remarked that the content and pedagogy of the *Manthan* programme was interesting and innovative and thus could easily be taught even without undergoing any kind of training. 25% teacher educators said that it was ‘somewhat possible’ to do so.

We can thus conclude that *Manthan* programme can easily be taught in classes.

- How did you benefit from the programme as a teacher?

Overall the programme complements the syllabus and hence 75% teacher educators said that it had been useful. 8% opined that it was somewhat useful.



- **How did you benefit from the *Manthan* programme?**

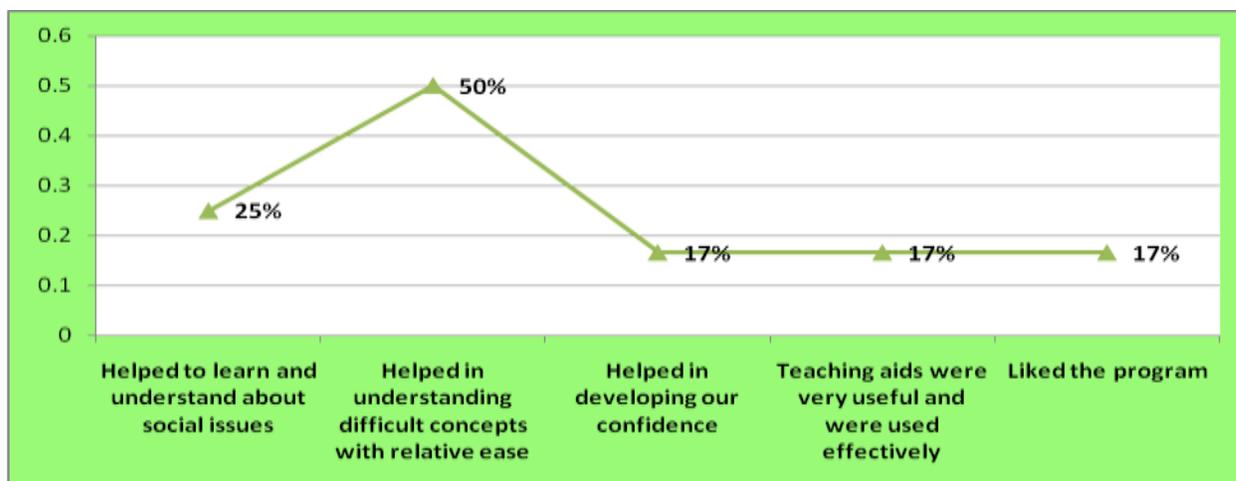
All the Teacher Educators expressed that *Manthan* programme was very useful.

The teacher educators had to rank the given options from 1 to 4 (rank 1 to the most useful and rank 4 to the least useful). In this context, teacher educators highlighted certain issues as follows:

Sr. no.	Options / Responses	Rank 1	Rank 2	Rank 3	Rank 4
1)	Helped in making formal teaching more meaningful and correlated	33.33%	16.66%	16.66%	16.66%
2)	Helped in using diverse and varied teaching style	41.66%	8.33%	16.66%	8.33%
3)	Helped in relating the school text to day-to-day lives	41.66%	8.33%	16.66%	25%
4)	Helped in developing an interest towards learning in students	33.33%	16.66%	8.33%	25%

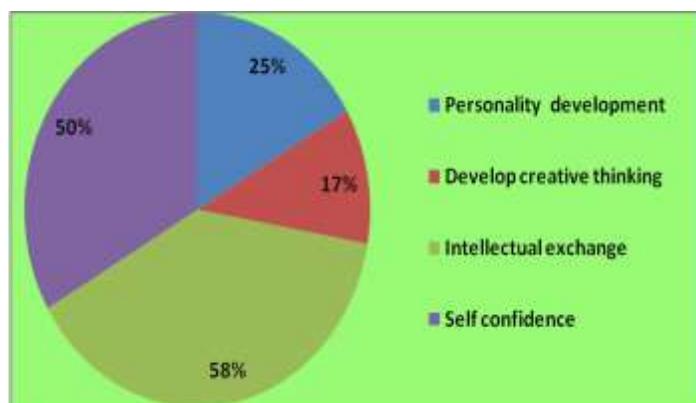
- **Some highlights of the programme.**

- According to the teacher educators, highlights are as follows:



- **Changes among the student trainers due to *Manthan*.**

From the feedback given by teacher educators, it was seen that student teachers who were reticent during classes had started interacting and participating. Due to activity based learning, their self confidence had increased tremendously. This was observed by 50% teacher educators. 58% teacher educators felt that the level of intellectual exchange among the student teachers had increased due to which they became confident.



Experiences shared by Teacher Educators and changes observed among the Student teachers

- **Name: Anjali Ratnakar** **D.T.EdCollege: Pandit R.N, Kalyan**

It was easier to grasp the contents of this course as it was fun and engaging and we could participate in it at the same time.

- **Name: Irfar Chaudhari** **D.T.EdCollege: National Urdu**

Manthan was complementary to our regular curriculum. I found the teaching material highly useful and of very good quality.

- **Name: MukeshLohar** **D.T.EdCollege: IDL, Kalyan**

Students and teachers were very excited about participating in the process as it was practical and interactive. Students were seen sharing their experiences with each other and their involvement was very high.

- **Name: VandanaKamble** **D.T.EdCollege: S.S.M.Junior, Kalyan**

There was a kind of interdependence that got established among students. They understood how to use different pedagogies while teaching.

- **Name: Neeta Nimbalkar** **D.T.EdCollege: D.D.Vispute, Panvel**

Due to **Manthan**, the attendance of students has increased. In **Manthan**, the material that was used helped the students to express their views on other subjects that were being taught by us as well.

- **Name : Mandar Lad** **D.T.Ed College: Swayamsiddhi, Bhiwandi**

We used information given by **Manthan** to bring entertainment and variety while teaching from our syllabus.

- **Name: Ajmal Faiz** **D.T.Ed College: S.A.S, Bhiwandi**

Students took great interest while learning and also cited examples given in **Manthan**. This (programme) has helped us tremendously.

- **Name: Anil Pileja** **D.T.Ed College: Bajipur Vanita, Vasai**

Students like this programme a lot. Everyone is excited to participate. They make an effort to seek new information every time.

- **Name: Neha Rotipor** **D.T.Ed College: St.Aliances, Vasai**

There was something special about each experience we got in **Manthan**. We really liked the games that the representatives played with us. Conceptual understanding through games was the highlight of the programme according to me.

- **Name: Filimona Pereira** **D.T.Ed College: St.John D'Breito, Vasai**

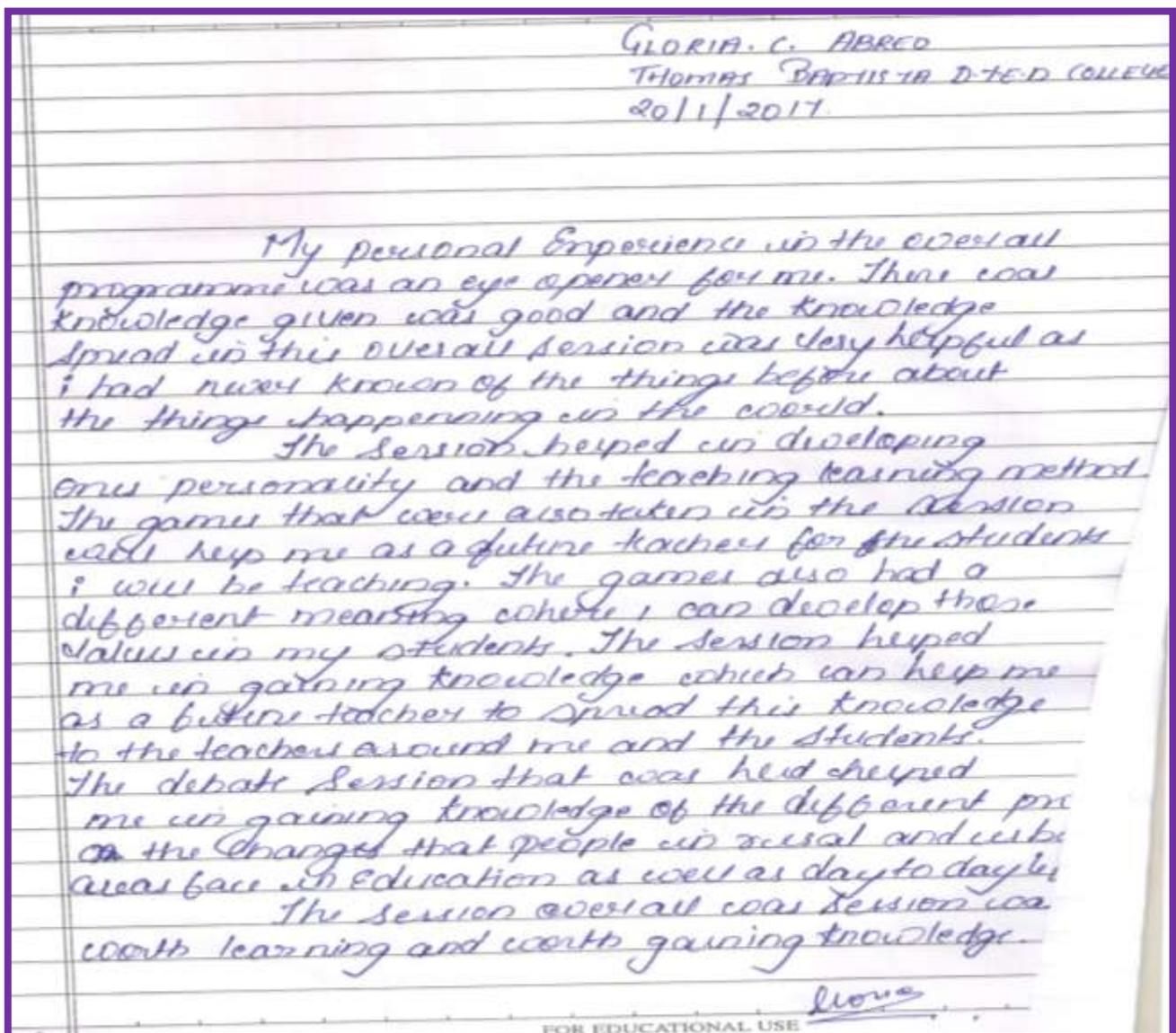
Students who have an inferiority complex due to their socio-economic condition express their views, opinions, thoughts with confidence. Seeing this is a delight. It is good to see the **Manthan** representatives being so thorough with content and seeing them able to handle children with care and affection was very touching.

Conclusion: From the feedback, we can conclude that students have developed a different perspective and hence we get to see that the approach of future teachers is open and receptive.

The **Manthan** programme enhanced skills and thus students' analytical thinking was activated. Teachers also found the new information to be useful in everyday teaching and the methodology brought certain informality into the classroom. Students explored their hidden talents through discussions, conversations, presentation and games. The sessions helped in developing new perspectives and thinking.

All these practices are to be recorded in a booklet which will be distributed to student teachers later.

Written feedback from Student teachers on **Manthan**



Date: 20/01/2017

Name: Sarah Philip Gonalves
Thomas Baptista D.T.ed College.

During this Manthan session, we came across many different games. In first year, we were very happy as it was very interesting and it was for the first time. The two lady teachers who came took games which made us understand that how will handle our students in any situation (balloon game). Then when we speak about other people we say that he has attitude and all, but when we put our legs in his shoes we come to know the actual situation of the person. During those session we made our mind of dealing with our students and handling them. They taught us how our personality should be.

Many stories were narrated which were very inspiring. The story of (Swami... he married a girl but then went to Himalaya). Through which we come to know that our profession whatever we select we should do it with honesty, and not leave in between. I have kept in my mind that we make students and PT in our hand to help them to reach their goal in their life. It's our duty to mould the child and make him a good citizen of society.

Gonalves

Sundaram

FOR EDUCATIONAL USE

22/03/2018

Page No.

कलिका मदन रोषरी

जेठ अँगोरासिमरा ज्युवियर वेलेज डॉक पदपुजेवान
पापती, कर्क

आमच्या कॅलेजमध्ये स्वयं व द्वितीय वर्षीय मंडळ या कार्यक्रमाद्वारे जे विषय शिकविले गेले व विविध गाडिती तसेच वेळ विधान आहे त्याद्वारे साक्ष्यामध्ये काहीतरी गावीज करून दायविधारी निजाला उतवून राणी आपण आपला गावी आयुष्यात काहीतरी करणे व विद्यार्थ्यांशी शिकवावे ही इच्छना साक्ष्यामध्ये निर्माण झालेली आहे तसेच परिस्थितीनुसार शिक्षण करणे देता येईल हे ही समजणे त्यामुळे जी जेथे कुठे जाऊनही करून घ्यावी परिस्थिती जडान घेऊन विद्यार्थ्यांना शिक्षण देण्याचा भरवण करून मंडळ या कार्यक्रमाद्वारे विद्यार्थ्यांनी कशाप्रकारे बोवाद बांधून त्यांना आपलेच करून त्यांचा विश्वास जिंकता येईल याबद्दलची जादोनी जिहाली या कार्यक्रमाद्वारे वरील अशी गाडिती जिहाली जी आजहाला पुढील आयुष्यातही उपयोगी पडेल व ती गाडिती जादोनी विद्यार्थ्यांसाठी वेळ राखू आपण कशाप्रकारे वेळाले पाडिणे वी जाणेकरून इतरांकर आपली उत्तम आप आप पाडता येईल व इतरांनी जेणे जिंकून घेता येतील हे समजणे त्यामुळे गावी शिक्षण आपण विद्यार्थ्यांकर उत्तम आप पाडता येईल.

Sundaram

जास्मीन जौन पठिब

या कार्यक्रमातून मला अध्यापनाच्या पद्धती आपल्या अध्यापनात कड्याप्रकारे वापर करायच्या या विषयी अधिक समजले आणि या पद्धतीच्या वापर मी अध्यापनात करून असण्याने चांगलेच माहितीची सुव्यापचीत पोहचविता आसा तसेच या कार्यक्रमातून वित व या विनाविषयी माहिती या पद्धतीच्या किंवा अशा शैक्षणिक साधनांच्या वापर केल्याने विद्यार्थ्यांना अध्यापन चांगल्या प्रकारे करता येईल हे समजले आणि या शैक्षणिक साधनांच्या वापर करून असे मला निश्चिनेत वाटते आणि करीन सुप्रथा मंथन हा कार्यक्रम अधिक आपल्या कारण शोधून अनेक युक्त्या विषयाची माहिती मिळाली तसेच जी माहिती मला नव्हती त्याविषयी माहिती मिळाली विविध जाती, धर्म, राष्ट्र, प्रवेश मगान हातः पण हा प्रवेश शिकत या नव्याने वाच्य नये हे स्वतःला जाणवते तसेच विविध गोष्टींमधून चांगला बोध मिळाला आणि हा बोध स्वतः ज्वनःमधून निर्माण करता कराव्या हे समजले आणि चांगल्या हाष्टी गोष्टी त्या समजल्या तसेच अनेक रेकानून स्वतःविषयी इतरांविषयी बापर निर्माण तसेच किंवाय निर्माण झाल्या शिकवण्याच्या पद्धती समजल्या व त्या अध्यापनात वापरण्या पाहिजेत हे स्वतःला समजले हा कार्यक्रम बूथ चांगला वाटला व हा कार्यक्रम पुढे असावा असे वाटते.

विनि

मी वाणीपूर वनिता विनयालय, वसई ह्या कॉलेजमधले शिकत असून आमच्या D.T. ह्य च्या प्रथम वर्षात व द्वितीय वर्षात मेथन हा कार्यक्रम शालविष्यात आला होता. या कार्यक्रमात प्रथम वर्षात आमच्या शिकत करीत आसावा. शिक्षक-विद्यार्थी यांची शोचरकिया करीत आसावी, शिककाद्या बोधी कोणते बूथ आसावे हे समजले. तसेच विविध प्रकारचे उपक्रम घेतले. आमच्या फलवावर चिम काडून ते चिम कोणते बूथ हे ओळखण्यास चांगिले. तसेच विद्यार्थ्यांमधले कधीच अदभाव करू नये हे चांगिले. तसेच आमच्या परपर दिले होते त्या परपरमधले मुश्न होते. त्या मुश्नाच्या पत्राच ही दिले होते त्यामुळे ते सोपवण सोपे गेले होते. शहरी तसेच ग्रामीण भागातले मुल मुली कुसे आसतात. याचे चिम दाखवले होते. त्या चिनात ग्रामीण भागातील मुलगी स्वतःचे रक्षण करी करेल तसेच शहरी भागातील मुलगी स्वतःचे रक्षण करी करेल हे यासाठी जंगलातील चिम काढलेले होते. दुसऱ्या वर्षात आमच्या विविध उपक्रम घेतले होते. तसेच विविध कोल घेतले होते. या कोलातून वृष्टीला कधी चालना मिलेले असे लक्ष घेतले. तसेच त्याचे वापरीकरण बूथ चोशले होते ते निकततात. त्याच्या वेह्यावरचे हावभाव आमच्या बूथ आवडतात. त्याचे हावण आमच्या बूथ आवडतात.

अश्याप्रकारे: लोशी आमच्या वेग-वर्षात विविध उपक्रम तसेच घेव घेतले यावरदल मी त्याची आभारी आहे.

विनि

NAME - RICHIA F D'SOUZA
 Roll No - 03 Std - 9.4.D.T.8
 COLLEGE - T. B. D. T. Ed.

This Program of menthan was started last year and this Program gave me lots of guidances and confidencies we were even thought games which talk about co-ordination of students this game was about paper folding this I can conduct futher in my future class I also learned about manythings
 was even different games were thought there power point Presentation shown to us there where different teachers and Sin Atha gave us lots of information on various topic. I thank my college for conducting this Program it is really nice and helpful

Yours faithful

Richia

Richia F D'Souza

नाव :- कल्पना सुजित गिडे

कॉलेजचे नाव :-
 वाजीपूर कनिता विद्यालय, वसई



मी वाजीपूर, कनिता विद्यालय, वसई या कॉलेजमध्ये द्वितीय वर्षीय शिक्षण असून आम्हाला प्रथम वर्ष व द्वितीय वर्षीय आम्हाला 'मॅथन' हा कार्यक्रम राबवला गेला होता त्यामध्ये अनेक सुट्याने कार्यक्रम तसेच सांघीकी सांघीतली आम्हाला प्रथम वर्षीय शिक्षक - विद्यार्थी सांघी येणाऱ्या अडवणी न्यावर शात करी ठरावची हे सांघीतले आम्हाला वदल ज्ञाने पाहिजे. आज के आज देणान काही ठिकाणी स्त्री - पुरुष समानता शिक्षण येते असे नाही असूनही भेदभाव केला जातो अनेक सुट्याने सांघीकी सांघीतल्यावर वर्तमान बदल घेत घेते. नसेच शिक्षक हा कुला असला त्याचा अंगी कोणते कुल जसावे. विदपाध्यना शिक्षक्याच्य अंगी प्रथम शिक्षक हा नरिपुनपन्न असला पाहिजे अनेक नर्ग, वादविवाद विद्याध्ययि। इति कोन केगुच्या सुट्याने असना पाहिजे असे दिवून ज्ञाने. भौगोलिक सांघीकी सांघीतल्यामुळे अम्हा अ माझ्या जीवनात ज्ञान वाढीच लागले. वेगवेगळी सांघीकी जमा ठरायला उन्हायित्वली निर्गणि ज्ञाने. भावी जीवनात एक शिक्षक ठसा असावा घावे सांघीतली ज्ञाने 'मॅथन' कार्यक्रमातून देव्यात आने.

अम्हा सुट्याने 'मॅथन' या कार्यक्रमातून आम्हाला धूप सांघीतली नसेच सांघीकी देव्यात त्या वदल आम्ही 'वाजीपूर कनिता विद्यालय, वसई' या कॉलेज मधून आम्ही सर्व भावी शिक्षक तुम्हाने सर्वांचे आभार मानते.

Kohirke

Written feedback from Principals on *Manthan*



صلاح الدين ابيوني ميورين اردو ذى ايل. ايد. كالج
سلاहुدين اyyubi ميموريال اردو ڈی. ایل. اڈ. अध्यापक विद्यालय
SALAHUDDIN AYYUBI MEMORIAL URDU D.El.Ed. COLLEGE

MAULANA AZAD ROAD, SHANTI NAGAR, BHIWANDI - 421 302, DIST. THANE

MANAGED BY : THE PEOPLES' WELFARE ASSOCIATION, BHIWANDI.

✦ College No 112086 (NCTE, Bhopal) ✦ MSCERT, PUNE CODE NO. 1518 ✦ MSCE, PUNE CODE NO. 1506 ✦ Tel : 259568

Ref. No. _____

Date : 11/04/2017

To,
Aavehã - Abaskas Center.
Mahaluxmi Mumbai.

Respected Sir,
Subject : Report of Chavan Sir.

My self "Shaikh Rana Sameya" principal of "S.A.M Urdu D.El.Ed" Colloge Certifies that Mr. Dinesh Chavan Sir visits Ours Colloge regularly and delivers the lecture regularly with updated knowledge. he also conduct the Group programme, Group work and gives the new opportunities to the Students. he include all the aspects of psychology in teaching also use good methods and approaches to teach History, Geography, Educational Evaluation and Psychology. also use many teaching aids to make lecture interesting and entertaining. Student take interest in his lectures. he also motivates the Students with some Suggestion for future planning.

with Best Regards,
Rana Sameya.

Rana Sameya

PRINCIPAL
SALAHUDDIN AYYUBI MEMORIAL
URDU D.El.Ed. COLLEGE,
MAULANA AZAD ROAD,
SHANTI NAGAR, BHIWANDI



THOMAS BAPTISTA D.EI.Ed. COLLEGE

Papdy, Vasai (W), Dist. Palghar - 401 207. (D-4 Thane) Estb. 2006

NCTE : 122560 SCERT No.: 4772 Index No. : 1540

Tel. No. : 0250-2328444. Email ID : thomasbaptista2006@gmail.com

OW No. : 151/2016-17

Date : 18/04/2017.

The N.G.O. 'Avehi Abacus' conducted the "MANTHAN" workshop for our D.T.Ed students (academic year 2015-2017).

In this workshop guidance was given on various educational and social issues which helped our students to develop their overall personality and build up their confidence.

The representative of manthan programme Mr. Dinesh Chauhan & Mrs. Manisha Jain created a good rapport with the students during their sessions. The team members also co-operated in this workshop.

By using various innovative techniques the future student-teachers gained rich educational experience at the end of the workshop.

We sincerely appreciate their efforts. We wish you all the best for your future endeavours.

Thanking you.



fv. Manisha
Principal

Thomas Baptista D.EI.Ed. College
Papdy, Vasai (W), Dist. Palghar-401207



**SWAYAM SIDDHI MITRA SANGH'S
JUNIOR COLLEGE OF EDUCATION (D.T.Ed.)**

(Marathi, English, Urdu Medium)

RECOGN. NO.: N.C.T.E. / W.R.C. / 122211

Sonadevi Compound, Near Outral Naka, Kalyan Road, Tongfhar, Bhiwandi, Dist - Thane - 421 302. Tel.: 02522-249191

Ref No.

Date :- 11/04/2017

प्रति,

अवेडी इंवेक्युमेंट सेंटर,
महालक्ष्मी, मुंबई.

भा. महोदय,

अवेडी इंवेक्युमेंटचा अदर कार्यक्रमांमार्फत
विद्यालयात संयोजक श्री. दिनेश चव्हाण यांचे
यांच्या मार्गदर्शनाखाली प्रतिष्ठित शिक्षकवृत्त
पुढीलप्रमाणे राबविण्यात आला. अदर कार्यक्रमांमार्फत
विद्यार्थ्यांमध्ये सक्रीय व कृतीशिल सहभाग
लाभला. अदर 'मंडळ + कार्यक्रमांतर्गत'
आरतीय समाज व आर. शिक्षण, मं. मूल्यमापन,
मातृशिक्षण व मं. व्यवस्थापन या विषयांमध्ये
ज्ञानात उंचावलेले अठ घालण्यात मदत आली. व
अदर कार्यक्रमांमार्फत विद्यार्थ्यांच्या ज्ञानाच्या कक्षा
कमाला.
अदर कार्यक्रमांमार्फत पुढील वाट्याळीय कामांमध्ये
संयोजक शक्ति सुभेच्छा.

Principal
Swayam Siddhi Mitra Sangh's
College of Education
Bhiwandi, Dist. Thane



Adarsh Shikshan Mandal, Kalyan.

IDEAL COLLEGE OF EDUCATION

D.T.Ed. (MARATHI & ENGLISH MEDIUM)

(Approved by NCTE, SCERT; Affiliated with MSCE, Pune)

MSCERT CODE : 1539

MSCE CODE : 1534

NCTE (M) WRC/5-6/E-87/2006-8095 CODE No. APW03064/122438

NCTE (E) WRC/5-6/E-87/2006-8099 CODE No. APW02596/122438

प्रति,

मंडळन कार्यक्रमा
मुंबई

विषय :- मंडळन अभिप्राय

उपरोक्त मंडळनान्वये अभिप्राय दिव्याने येतो
हे मंडळन कार्यक्रमांमार्फत मुंबई यांचे जून 2014-2015
2014-2015 या वर्षावधीत आम्हाला डी.एड. विद्यालयात
मंडळन कार्यक्रमांमार्फत मुंबई यांचे मान्यतेसाठी, अदर कार्यक्रमांमार्फत
ज्ञानसमावाह या विषय विषयावर मार्गदर्शक सुभेच्छे
याप्रमाणे विद्यार्थ्यांच्या सक्रीय ज्ञानाच्या कक्षा
कमाला.
(अदर कार्यक्रमांमार्फत सुभेच्छा)

Principal





जावक क्रमांक :

दिनांक : 7 APR 2017

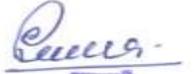
प्रमाणपत्र

प्रमाणित करण्यात येते की, मंथन संस्थेतर्फे आमच्या अध्यापक विद्यालयातील छात्राध्यापकांसाठी (शैक्षणिक वर्ष २०१५-२०१७) कार्यशाळा आयोजित करण्यात आल्या. सदर कार्यशाळेतून विविध शैक्षणिक व सामाजिक विषयावर अभ्यासपूर्ण मार्गदर्शन करण्यात आले. छात्राध्यापकांमधील उपजत गुण, आत्मविश्वास यांस उत्तेजन देऊन व्यक्तिमत्व विकासाची दिशा दाखविली. विविध कृतीपाठ व प्रात्याक्षिकांच्या माध्यमाने छात्राध्यापकांमध्ये सकारात्मक दृष्टिकोन रुजविला गेला.

श्री. दिनेश चव्हाण सर व सौ. मनिषा जैन मॅडम यांनी छात्राध्यापकांशी भावनिकरित्या समरस होऊन शैक्षणिक व सामाजिक बांधिलकीची प्रभावी जाणीव करून दिली. त्याचप्रमाणे संस्थेच्या इतर समन्वयकांनी उत्तम सहकार्य करून सदर कार्यशाळा यशस्वीरित्या संपन्न केली. भावी शिक्षकांसाठी आनंददायी शिक्षणाचा आगळा-वेगळा अनुभव छात्राध्यापक व अध्यापकाचार्य यांनी या कार्यशाळेतून अनुभवला.

अध्यापक विद्यालयातर्फे आपल्या पुढील कार्यासाठी प्रार्थनामय शुभेच्छा !




प्रचार्य,
संत जॉन डे ब्रिटो अध्यापक विद्यालय
माणिकपूर, वसई रोड, जि. ठाणे

मंथन कार्यक्रम २०१५-२०१७ तक जारी
रहा। यह कार्यक्रम मानवशास्त्र पर
आधारित था। जिस में शिक्षार्थी
इस Psychology का उपयोग करते हुए
पढ़ने में उपयोग होने वाले Teaching Aids
और पढ़ने के तरीके के बेहतर
तरीके से अनजान दिमा जा सका।


प्रचार्य
नेशनल अध्यापक विद्यालय (उर्दू)
माणिकपूर, वसई रोड, जि. ठाणे

Shaheed Dunichand Tejandas Kalani Memorial Trust's College of Education



A-Block Road,
Near Telephone Exchange,
Gol Maldan,
Near Shahad Railway Station (E),
Ulhasnagar-421 001.
E-mail: sdtk@rediffmail.com

Ref. No.:

Date: 12-09-2017

To,
The Director,
Simantini Dhuru,
Avehi Abacus Project
[Mention]

Respected Mam,

I, Dr. Aleyamma personally appreciate the activities conducted in my College for DTEd students were very much useful for the students as well as the teachers also. It made a positive change in the attitude of the students. They gained good experience and it created much interest among the students. I will all wishes to this organization.

Aleyamma
Dr. ALEYAMMA RAJU
PRINCIPAL
SHAHEED D. T. KALANI
COLLEGE OF EDUCATION
ULHASNAGAR-421001.

St. Aloysius Adhyapak Vidyalaya

(Women's College Marathi Medium)

Papdi, Vasai, Dist. Thane, Maharashtra, Pin - 401 207. Tel.: 2322500
Reg. S-67 (d) 171-D, Poona, dt. 13-11-1944
Reg. No. WRC/5-6/2-K/3946 dt. 24th Nov, 2000, Exam Code - 1504
www.aloyusdedpapdy.com

Ref. No.

Date: 12/09/2017

अवेही ऑबेक्यु संख्येतर्फे आमच्या अस्थापक
निसालवालीन- हाताच्यापिकांसाठी मध्यम कार्यक्रमाचे विविध
आयोजित करण्यात आले. हा उपक्रम आमच्याकडे स्तूप प्रगतिपणे
समविधान झाला.

हा दिनेश माध्यम सर व सौ. मनिषा नैनमेंडम
बांनी आमच्या हाताच्यापिकांना उत्तम मार्गदर्शन केले.
त्यामुळे हाताच्यापिकांना आनंदितवान, वळतून मुलांचा विकास
सोब्याय आपणाले मदत मिळाली.

चित्रशास्त्र, गेड, चर्चा, वाटचाली यांचा
उत्तम संगम विचित्राने आढळला. हाताच्यापिकांना
हा उपक्रम स्तूपन आवडला. हाताच्यापिकांचे कार्यक्रम
अतिशयकारण देखील आयोजित करण्यात हाताच्यापिकांना
कायदेशीर तरेने असे आभार माझे.

Aleyamma
PRINCIPAL
St. Aloysius Adhyapak Vidyalaya
Papdi, Vasai, Dist. Thane.



Saath Saath- Living together in harmony

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

During the first year (2015-16) we worked with two local GOs - Mahila Jan Adhikar Samitee (MJAS), Ajmer, Rajasthan and Sahajani Shiksha Kendra (SSK), Lalitpur, Uttar Pradesh. We concluded our work with MJAS in 2016 but continue to work with SSK. Since 2016 we have also begun working with another GO - Alwar Mewat Institute of Education and Development (AMED), Alwar, Rajasthan. The varied contexts of the three GOs gave us an opportunity to understand/establish the relevance of **Saath Saath** in diverse settings, thus enriching our work.

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

Objectives of using *Saath Saath* with the GOs

- To work with GO members/facilitators to understand issues affecting gender dynamics in everyday life.
- To empower GO members/facilitators to understand the pedagogy and content of the **Saath Saath** module and prepare for its implementation/use in their context.
- To build systems and skills to ensure effective and meaningful monitoring of the **Saath Saath** programme.
- To develop partners' skills to work with their community groups/youth groups aimed at -
 - Initiating steps where the young girls/boys will be motivated to continue education and overcome/negotiate family/social pressure for marriage.
 - Making boys/men sensitive to gender equity by encouraging changes in their lives - for example by sharing domestic responsibilities, sharing food, equality in education and opportunities for growth, preventing dowry-practices, etc.
 - Developing an informed and mature understanding of sexuality and respect for a person irrespective of identity (gender, caste, religion, class).

- Developing a perspective to place gender within the framework of social justice and proactively engage with larger issues of resource distribution/ownership.

All the organizations have been keen on using other Avehi Abacus Project resources of **Sangati** and **Manthan** and seeking mentoring support with particular focus on reducing instances of early marriage and promoting gender justice in the communities they work with.

Outreach of Saath Saath Programme 2016-17:

Outreach of Saath Saath Programme 2016-17				
Name of the Partner NGOs	Mahila Jan Adhikaar Samiti	Sahajani Shiksha Kendra	Alwar Mewat Institute of Education & Development (AMIED)	Avehi Abacus Project direct implementation in Sidhartha Nagar Basti in Andheri, Mumbai
Numbers of Community Base Centres	19	50	11	1
Numbers of Adolescents and Women	600 Adolescent Girls - Boys	1000 Adolescent Girls	250 Adolescent Girls	22 Adolescent Girls - Boys
Numbers of Schools	5	60	1	
Numbers of Students	530 (Std V-VIII)	1000	35	
Grand Total of Participants	1130	2000	285	22

The programme was implemented in following manner:

- AAP, jointly with the GOs completed Situation Analysis and administered base-line tools to community participants/youth.
- AAP conducted workshops for facilitators for use of material, planning and monitoring and the organizations started conducting Saath **Saath** sessions as per the mutually agreed time-table.
- The Avehi Abacus team conducted site-visits to community centres/schools in order to understand the quality of implementation and responses from participants.

- The focus has been on ensuring appropriate use, monitoring and recording impact of the intervention. As the programme proceeded, responses from the field and case-studies were recorded.
- Understanding gathered during the field-visits also helped in developing further strategies/inputs which were integrated in the ensuing training workshops.

Workshop and Meeting with partners:

Name of the Partner NGOs	Date	No of Representatives	No of Centres / Suchana Kendra	Visited No. of Schools
Workshop cum Meetings with local team				
Mahila Janadhikar Samiti			No of Participants	
	21-22 September 2016	2	16	2
	20 October 2016	2	10	2
Sahajani Shiksha Kendra	24-25 January 2017	2	74	2
Alwar Mewat Institute of Education & Development (AMIED)	21 October 2016	2	5	2
	16-17 November 2016	1	11	1
	31 January 2017	2	6	2

As mentioned earlier, since November 2016 we have also begun work in an, ‘unrecognized’ working class locality in Mumbai developing an approach - ‘Engaged Youth Group for Social Justice’. Children in the age-group 10 to 16 years from this locality have been attending sessions conducted by Avehi Abacus representatives. While gender is the main focus (through **Saath Saath**) issues surrounding other forms of social discrimination and concerns about justice and development also form part of the content. Many of these children attend Mumbai Municipal Corporation schools and are exposed to **Sangati**. Since all these themes are part of **Sangati** they are usually familiar with the content. Through the additional community classes they get an opportunity to explore certain issues (access and quality of resources like water, health, housing, education, criminalization or addiction, violence etc.) in direct connection with their surroundings, collectively with children in their immediate neighborhood. Additional audio-visual material (films, puppets, songs etc.) is also being used to support and deepen understanding.



A baseline questionnaire was also administered to track changes if any. This included perceptions about gender, age of marriage, choice, domestic work, violence, understanding of laws, attitude to caste, communal issues, understanding about class and development paradigm, citizenship and rights, etc. When the **Saath Saath** module with one group is completed, AAP will record changes in perceptions of the group through the use of written questionnaires, focused group discussions, participants' involvement in the programme and initiatives taken in engaging with issues faced every day. There will be an ongoing tracking through case-studies. The participating children/youth will be also given a platform to evaluate the programme. The youth group will also be supported to reach out to the immediate community with focus on issues of their immediate concern with support from a local community organization.

Monitoring and support in field:

Several monitoring visits were planned and conducted during the year. The objectives of these visits were

- To understand how **Saath Saath** is being implemented in the field, whether the facilitators have been able to transact the sessions effectively, whether they experience any difficulties, if they are able to adapt the session to their context, what is the nature of feedback from participants, etc.
- The field visits also helped initiate sessions where classes had not yet started.

Name of the Partner NGOs	Date	No of Representatives	No of Centres / Suchana Kendra	Visited No of Schools
Monitoring Visits				
Sahajani Shiksha Kendra	20-22 July 2016	3	12	1
	26-27 August 2016	2	5	
	15-17 November 2016	3	13	
	15-17 February 2017	4	4	
	11-13 May 2017	4	7	
Mahila Janadhikar Samiti	11-12 August 2016	3	1	3
	7-8 September 2016	2	1	2
Alwar Mewat Institute of Education & Development (AMIED)	11-13 May 2017	3	10	-
Total no. of centres and schools visited by Avehi Abacus team members			53	6

Highlights:

- **Saath-Saath** program is conducted through 12 sessions. The facilitators are able to conduct the sessions easily because of the creative design of the Saath-Saath kit. Various tools have been used to design the kit in order to make it easier for the facilitators and interesting for the participants. These include group discussions, games, sharing of experiences, use of posters, flipcharts etc.
- **Saath-Saath** program is primarily targeted at adolescent boys and girls. It is being conducted in schools as well as in community centers where women are also involved in the program who participate enthusiastically in it and benefit from it.
- The program is designed to be interactive in nature through the use of variety of tools like discussions, sharing of experiences, presentations, group work etc. The opportunity to participate in all these activities has led to an increase in the self-confidence of the participants, which is a significant and important development, especially considering the target group which consists of adolescent boys and girls and women.
- Through this program, adolescent girls and women have been able to gather scientific knowledge about their monthly periods. This program has helped in reducing superstitions that have been built around the monthly menstrual cycle of women and girls. By openly discussing this issue and providing detailed and scientific knowledge about it, it has helped in addressing hygiene and health issues of women.
- The program has brought to the forefront even those issues which are not openly discussed in our society, like sexual abuse, violence against women, physical and emotional changes that accompany adolescence etc. Open discussion on these issues has helped the adolescents and women to equip themselves with a sound understanding of these issues and deal with them accordingly.
- Girls have been able to understand the importance of education in their lives and have also understood the drawbacks of early marriage.
- The program has helped in creating awareness about issues of sexual abuse, violence against women, gender bias etc. and has helped the victims in dealing with these issues and coming out of them.
- The program brings together mother-daughter, mother-in-law, daughter-in-law etc. on the same forum and helps them in discussing issues and enhancing mutual understanding. It also encourages them to self-introspect and work on their limitations, at the same time empathizing with the other.





Networking and Advocacy

The Campaign for Right To Education

The Campaign is moving forward through different stages while fighting for Right to Education. Even though the Right to Education Act 2009 is in force from 1st April 2010, the Municipal Corporation of Greater Mumbai and the Maharashtra State government have not started VIIIth standard classes in all the schools.. The time frame given to implement the Act within three years is over long back.

Follow up for policy decision to ensure free and equal quality education till 12th std.

Major activity is to constantly follow up with MCGM about starting VIIIth standard classes in all schools

1. The MCGM has started 8 th class in only 369 schools out of 1083 schools it runs. As a result approx. 10,000 students benefited from this.
2. A total of 714 schools lack standard VIIIth class and 177 schools lack have classes only till Standard IV. The campaign is constantly pursuing the issue.
3. 11 teachers were appointed in M Ward of Mumbai ; 3 of the in Ayodhya Nagar School
4. A new three-storied school building is sanctioned for Ayodhya Nagar

In Siddhartha Nagar Andheri west, there is no primary school within a distance of 1 km. nor is there any school for VIth std. onwards within three kms. As a result children have to walk to the school or have to spend money on travelling. The campaign actively followed this matter and raised it with many MCGM officials on various platforms.

Finally the Education Officer visited the area and sanctioned free bus service to the students in the area.

Pocha Nakhva School got 2 teachers while a Head Master was appointed fpr Hanuman Nagar Marathi Municipal school in Kandivali.

A constant follow up since September 2016 resulted in starting an Aanganwadi Centre in Siddhartha Nagar, Andheri West. Around 100 children are given supplementary Nutrition. But so far the adolescent girls are not being covered under Sabala programme. There is also no full-time Aanganwadi Worker for the centre.

A student from a Private school in Matunga Labour Camp was driven out if the class for non paymnt of fees. The matted was taken up with Child Rights Commission after counseling anf guidance to the parents. The commission gave its verdict on 2nd January 2017 and upheld the students right orderin MCGM to take necessary action within 10 days.

Other Administrative and Organizational Activities

- **New Initiative: *Sangati* Programme in the Schools of Children with Special Needs**

Teachers' Workshop – In an officers' meeting in January 2016, Gargi Bhide, AO had directed that ***Sangati*** programme should be conducted for children with special needs. Hence, looking at the usefulness of Kit 1 –Me, My Body, Our Needs, a two-day workshop was organized for teachers to give information about the Kit 1. This workshop was conducted on 25-26 July, 2016. 78 teachers from 17 schools participated in the same.

- Ms. Gargi Bhide played an important role in organizing this workshop. Her participation in all administrative matters and the actual workshop was remarkable.
- The teachers were divided into six groups. Each group got two sessions for discussion. The groups made excellent presentations.
- It was decided that Kit 1 and student material would be given to all the 17 schools.
- Gargi Bhide promised that monthly reports would be shared with Avehi Abacus.



Sodawala Lane Mun. Special School for Mentally Challenged Children

Though ***Sangati*** has been designed for normal children, we teachers of Special Children were also trained to use this programme in our school.

We are able to use these activities with children with moderate and minor retardation.

These children are able to participate in the programme because the teaching material is simple and easy to use. Children can grasp issues like Myself, My Body, My Family, My School, Environment and Society. The books are very attractive and easy to handle for children.

- **Annual Review**

An Annual Review of the Avehi Abacus Project was conducted on 04 May, 2016. This one day review was conducted well. Everyone was made aware of the work done by others, the successes were noted and queries were answered.

- **Self Evaluation/ Performance Appraisal**

All the employees in the organization filled questionnaire prepared for self-evaluation. These were reviewed by Core Team Members, the Director and the Chief Project Coordinator during the months of May and June 2016.

- **New Leave Card and Accounts for Field Coordinators**
A new format of advance request settlement for accounts and for leave card was prepared. The field coordinators started taking up these two responsibilities for their teams beginning this year.
 - **Vishakha Committee** (on sexual violence and discrimination at workplace) has been established and a box has been kept to register grievances if any.
 - **School visit by Mr. Rohit Kapoor from Asha for Education**
Mr. Rohit Kapoor of Asha for Education visited Avehi Abacus on 20 June 2016. He had detailed discussions about , the content, the implementation of the work, different programmes and their impact. He also visited Kurar Village school in in P/N ward (Malad East) to see a **Sangati** session being conducted and talk with teachers and students.
 - **Paz and Ignacio, representatives of Isabel Martin Foundation visit to Ashram Schools**
On 08 March 2017, Paz and Ignacio, representatives of Isabel Martin Foundation, a funding organization visited some Ashram Schools along with Core Team Member Noella D’Souza. They visited Ravatyacha Pada and Bhiwali Ashram Schools in Bhiwandi. The main objectives of the visit were to understand the response of Ashram School to **Sangati** programme They observed a **Sangati** session being conducted by the class teacher and had a discussion with students, teachers and principals.
A proposal for implementation of **Sangati** and **Manthan** programme in the Ashram Schools was submitted to them along with other required material.
 - **Field visit of MSW students of TISS**
MSW students of TISS visited Khadavali Ashram School on 27 June 2016 in order to understand the work done by the organization. They were impressed to see the impact of the programme and expressed a desire to be connected with the programme in future.
- International Women’s Day Conference organized by Bahujan Ekta Mission**
This conference was organized at YMCA, Mumbai on 08 March 2017. AAP Director Simantini Dhuru was invited to be a special speaker to talk about *Bharatiya Shiksha Ke Kshetra ki Vartaman Chunautiyan* (Present challenges in the Indian Education Sector).
- **Participation in workshop Guide Star India and Global Action on Poverty (GAP)**
GAP had jointly organized a one-day workshop for NGOs on 17 March 2017 at SPJIMR, Munshi Nagar, Andheri. Swapnali Gurav participated in the workshop. Charity Commissioner S B Salve had a dialogue with NGO representatives. He shared that henceforth all NGOs would be able to upload their transactions on the Charity Commissioner Office website. There was a discussion about fund raising, capacity building, increasing potential and maintaining transparency in the workshop.
 - **Participation in Bhasha Jatra Programme (Language Fair) organized by Unnati Foundation**
The Bhasha Jatra programme was conducted at three different places i.e. Social Service League, Parel, Savitribai Phule Mulinchi Shala, Saki Naka, and RM Bhatt School, Parel. 450 students of Stds. III and IV participated in the programme. Different stalls were displayed for topics like Language Development, Value Education, Craft, and Entertainment. The stall for Value Education was represented by NGOs like Vacha, MelJol and Avehi Abacus Project.
Shraddha Mishal and Madhavi Jadhav participated in Bhasha Jatra. The students enjoyed the Avehi Abacus stall of *Jaanun Gheuya Swatahala* (Let us know about self) thoroughly.

- **Sneha Organization**

A one day camp was organized by Sneha Organization to encourage and empower women in KEM hospital on 27 March 2017. Avehi Abacus Project was invited to put up their stall to highlight importance of education. The response from the KEM employees was positive.

- **Visit of The Miracle Foundation**

The Miracle Foundation Project headed by Pratima Deo and her team visited Avehi Abacus Project on 26 April 2017. Detailed information about the work done by the project and implementation of different programmes in schools was shared with the visiting team. This organization is working in a tribal hamlet in Aarey Colony. A Balwaadi and study centre is run by the organization as well as it is working with women on a small scale. They visited Avehi Abacus Project to collect additional material for their children and the study centre. They received information about kits 1 to 6. They liked Avehi Abacus Project very much. Ms. Deo said that they would start implementation of the **Sangati** programme in the tribal hamlet they work in.

- **Participation in workshop on sexuality organized by A-bhay Abhiyaan**

A two day workshop was organized on 21-22 April 2017 in Pune by A-bhay Abhiyaan. Understanding Sexuality – for oneself and for children was the main topic discussed in the workshop. Two representatives from Avehi Abacus Project participated in this workshop. The first day was devoted to understanding sexuality. On the second day, detailed discussions were conducted about when to talk about sexuality with children, how to navigate various issues, etc. This workshop helped educators understand the importance of addressing these complex issues with young people and offered the requisite tools to create a safe environment for children to talk.

- **Students for Field Work from the Tata Institute of Social Sciences (TISS)**

Two MSW students from TISS were attached with the Avehi Abacus Project for field work in this academic year – Nivedita Dwivedi (Pedagogy of Social Studies) MA in Education (Elementary) programme and Kiran Waghmare, MA in Women Studies, TISS.

The year concluded with rich learning, encouraging experiences, a few challenges and renewed enthusiasm to step into the future.

Our Donors :

Ammada Trust, American Jewish World Programme, Asha For Education (Seattle Chapter), Association for India's Development (Chicago), Bala Deshpande Hilton Fund for Sisters, Sanghavi Trust

Audited Report 2016-17

S. M. WAGH & CO.

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E : sunwagh@waghasociates.com

AUDITORS REPORT TO THE TRUSTEES OF AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST, MUMBAI

We have audited the attached Balance Sheet of Avehi Public Charitable (Educational) Trust, Mumbai as at 31st March, 2017 and the annexed Income and Expenditure Account for the year ended on that date, with the books of accounts, vouchers and other documents as were available with the Trust and were produced to us in connection therewith.

These financial statements are the responsibility of the Trust's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis of our opinion.

We report that :

- 1) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit.
 - a) The accounts are maintained regularly and in accordance with the provisions of the Act and the Rules framed thereunder;
 - b) The receipts and disbursements are properly and correctly shown in the accounts;
 - c) Vouchers in the custody of the Accountant of the Trust on the date of the audit were in agreement with the books of accounts;
 - d) All books, accounts, vouchers or other documents or records required by me were produced before me.
 - e) The returns pertaining to the Income Tax deducted at Source during the year have been filed with the Income Tax Authorities but after the stipulated time limits.
 - f) A register of movable and immovable properties is being maintained.
 - g) All the necessary information required by me has been duly furnished to us by the Accountant whenever called upon;
 - h) No property or funds of the Trust were applied for any object or purpose other than the object or purpose of the Trust;



CHARTERED ACCOUNTANTS

S. M. WAGH & CO.

- i) There are no amounts, which are outstanding for more than one year.
 - j) It was not necessary for the Trust to invite tenders in respect of repairs expenditure exceeding Rs. 5,000/- as no such expenditure was incurred during the year.
 - k) The moneys of the Trust have not been invested contrary to the provisions of Section 35 of the Act;
 - l) There is no alienation of the immovable property contrary to the provisions of Section 36;
 - m) So far as it is ascertainable from the books of accounts and according to the information and explanation given to me by the Accountant, there were no special matters which are required to be brought to the notice of the Dy. Charity Commissioner;
 - n) So far as it is ascertainable from the books of accounts and according to the information and explanation given to us, there were no cases of irregular, illegal or improper expenditure or failure or omission to recover money or other properties belonging to the Trust or of loss, waste of money or other property thereof;
- 2)
- a) The maximum and minimum number of Trustees is maintained;
 - b) The meetings are held regularly as provided in the Trust Deed;
 - c) The minutes book of the proceedings of the meeting is maintained;
 - d) None of the Trustees have any interest in the investment of the Trust;
 - e) None of the Trustee is a debtor or creditor of the Trust;
- 3) The Balance Sheet to the best of our information and belief contains a true account of the funds and liabilities and of the property and assets of the Trust in conformity with the accounting principles generally accepted in India.

Mumbai,
Dated : June 16, 2017.

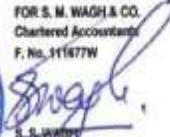


FOR S. M. WAGH & CO
Chartered Accountants
F. No. 111677W


S. S. WAGH
Partner
M. No. 46185

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST
BALANCE SHEET AS ON 31ST MARCH, 2017

31.03.2016 (In Rs.)	LIABILITIES	Amount (In Rs.)	Amount (In Rs.)	31.03.2016 (In Rs.)	ASSETS	Amount (In Rs.)	Amount (In Rs.)
12,41,996.00	Trust Fund or Corpus	12,41,996.00			Fixed Assets		
-	Balance as per last Balance Sheet	-		55,22,689.00	(As per schedule I attached)	55,22,689.00	
12,41,996.00	Add: Endowment Fund Balances Transferred	8,00,000.00	20,41,996.00	42,96,621.15	Gross Block	43,29,904.59	
				12,26,067.85	Less: Depreciation up to date		
					Net Block		11,95,794.41
5,01,854.00	Endowment Funds	5,01,854.00			Investment		
22,80,986.00	British High Commission	22,80,986.00	27,82,840.00	7,25,000.00	In Fixed Deposit with HDFC Ltd		7,25,000.00
27,82,840.00	HIMOS						
					Current Assets		
1,716.15	Endowment Fund Invests Acquisition of Fixed Assets	1,228.84		3,03,522.25	Receivables	5,30,022.25	
-	Balance as per Last Balance Sheet	-		29,040.00	Licence Fee Receivable	-	
-	Add: Additions during The Year	-		1,29,156.00	Prepaid Expenses	1,32,882.00	
487.31	Less: Transferred to Income and Expenditure	330.52	866.32	67,156.00	Interest Accrued on Term Deposit	3,301.00	
1,228.84	Account to the extent of depreciation			1,07,828.00	Project Advance	77,000.00	
				1,67,358.00	TDS Receivable	87,477.00	
				-	Staff Advances	-	
1,50,000.00	Sachdev Foundation	1,50,000.00		8,03,858.25			8,30,482.25
4,50,000.00	IDBI	4,50,000.00			Loans & Advances		
2,00,000.00	Penguin charities: Contribution from Funders	2,00,000.00		250.00	Mayur Milk Centre	250.00	
8,00,000.00		8,00,000.00		5,590.00	Deposit with I.E.S.& T Undertaking	5,590.00	
-	Less: Balances transferred to Corpus above	(8,00,000.00)		950.00	Burnshare Gas	950.00	
8,00,000.00				100.00	Film Division of India	100.00	6,890.00
6,38,478.80	Building Fund		6,38,478.80	6,890.00			
58,17,725.12	Un-Spent Grant in Aid				Cash & Bank Balances		
	As per Annexure I attached			1,80,107.00	Cash in hand	20,125.50	
				20,102.88	In Several Accounts With:		
4,19,872.25	undry Creditors	5,40,764.25		3,29,302.44	Central Bank of India, Gowalia Tank Branch	1,03,106.13	
27,602.00	Expenses Payable	5,025.00			Bank of India, Maheshwari Udyan Branch	1,39,142.09	
150.00	Statutory Dues Payable	150.00		18,299.00	Bank of India, Maheshwari Udyan Branch		
2,40,000.00	Library Deposit			17,20,677.50	- Recording Studio	19,043.00	
4,204.00	Deposit towards Avehi Studio			51,25,000.00	Bank of Maharashtra, Jacob Circle Branch	5,32,026.50	
6,92,128.25	Provisions	19,954.00	5,65,893.25	1,50,000.00	In Short Term Fixed Deposit with:		
				5,00,000.00	Central Bank of India, Gowalia Tank Branch	1,25,000.00	
				80,55,898.82	Bank of India, Maheshwari Udyan Branch	1,50,000.00	
					Bank of Maharashtra, Jacob Circle Branch		
				27,33,052.82	Income & Expenditure Account		
				15,96,370.73	Balance as per Last Balance sheet	11,36,682.09	
					Less: Surplus for the year as per annexed		
					Income & Expenditure Account		
					Add: Deficit for the year as per annexed	19,71,802.77	
				11,36,682.09	Income & Expenditure Account		31,08,484.86
1,19,54,187.91	Total Rs.....		69,84,184.74	1,19,54,187.91	Total Rs.....		69,84,184.74

FOR S. M. WAGH & CO.
 Chartered Accountants
 F. No. 111677W

 S. M. Wagh
 Partner
 M. No. 46185
 Place: Mumbai.
 Date: June 16, 2017.



For Avehi Public Charitable (Educational) Trust

 Vasudha S. Ambhige
 Trustees

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2017

<u>31.03.2016</u> (In Rs.)	EXPENDITURE	Amount (In Rs.)	Amount (In Rs.)	<u>31.03.2016</u> (In Rs.)	INCOME	Amount (In Rs.)	Amount (In Rs.)
	<u>To Expenditure in respect of Properties</u>				<u>By Interest</u>		
15,306.00	Property Tax	-		106,866.00	On Savings Account Balances	125,240.00	
11,410.00	Insurance	14,524.00		370,957.00	On Term Deposits with Bank	164,337.00	
26,716.00			14,524.00	2,865.00	On Income Tax Refund	5,211.00	
				480,688.00			294,788.00
	<u>Expenses towards the Objects of the Trust -</u>				Voluntary Contributions Received		-
14,219,932.70	Educational - As per Schedule I & II attached		16,428,054.85	300,000.00	Grant In Aid towards Expenses		13,640,258.00
40,099.18	Depreciation for the year		30,283.44	12,232,131.45			
	Balance being Excess of Income over				<u>By Income from Other Sources</u>		
1,440,133.88	Expenditure transferred to Balance Sheet			500.00	Membership Fees	-	
				200.00	Supply of Catalogues	-	
				-	Charges for Training Programmes	-	
				1,000.00	Screening & Presentation Charges	-	
				2,341,330.00	Contribution from Avehi Abacus Project	595,683.00	
				12,675.00	Hire of Flash Cards, Posters & DVD's	-	
				348,480.00	License Fees	-	
				750.00	Contribution towards Equipment Hire	-	
				2,704,935.00			595,683.00
				8,640.00	Provision of Expenses Written Back		-
				487.31	Transferred from Endowment Fund for Fixed Assets to the extent of Depreciation		330.52
					Balance being Excess of Expenditure over Income transferred to Balance Sheet		1,971,802.77
15,726,881.76	TOTAL		16,472,862.29	15,726,881.76	TOTAL		16,472,862.29

FOR S. M. WAGH & CO.
Chartered Accountants
F. No. 111677W



S.S. WAGH
Partner
M. No. 48185
Place : Mumbai
Date : June 16, 2017.

For Avehi Public Charitable (Educational) Trust



Vasudha S. Subhije
Trustee

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

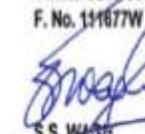
SCHEDULE - I

STATEMENT OF FIXED ASSETS FOR THE YEAR ENDED 31ST MARCH, 2017

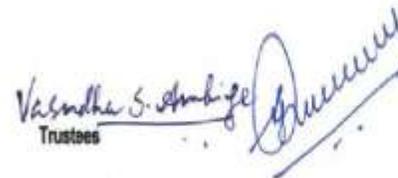
Fixed Assets	Cost as on 01.04.2016	Additions	Deductions	Cost as on 31.03.2017	Depreciation upto 31.03.2016	Depreciation for the year	Deductions for the Year	Total Depreciation	Net Block
Immovable Property	1,100,195.67	-	-	1,100,195.67	-	-	-	-	1,100,195.67
Recording Studio and Equipments	1,603,242.83	-	-	1,603,242.83	1,591,992.53	2,812.58	-	1,594,805.11	8,437.73
Air Conditioners	127,794.00	-	-	127,794.00	126,656.39	284.40	-	126,940.79	853.21
Audio Visual Equipments	1,941,967.00	-	-	1,941,967.00	1,868,650.54	13,329.12	-	1,901,979.66	39,987.34
<u>Computers</u>									
Computer Installations	305,883.00	-	-	305,883.00	264,842.67	10,260.09	-	275,102.76	30,780.24
Servers	44,303.00	-	-	44,303.00	38,320.47	1,495.63	-	39,816.10	4,486.90
Computer Accessories	31,835.00	-	-	31,835.00	30,536.25	324.69	-	30,860.94	974.06
Furniture & Fixture	367,468.50	-	-	367,468.50	355,622.30	1,776.93	-	357,399.23	10,069.27
TOTAL	5,522,689.00	-	-	5,522,689.00	4,296,621.15	30,283.44	-	4,326,904.59	1,195,784.41
Previous Year	5,464,603.00	58,086.00	-	5,522,689.00	4,256,521.97	40,099.18	-	4,296,621.15	1,226,067.85

FOR S. M. WAGH & CO.
Chartered Accountants
F. No. 111677W

For Avehi Public Charitable (Educational) Trust


S.S. WAGH
Partner
M. No. 46185
Place: Mumbai.
Date: June 16, 2017.





Vasudha S. Ambhige
Trustees

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

Statement of Utilisation of Grant in Aid / Endowment Donations Received towards various Projects of the Trust for the year ended 31st March, 2017.

Sr. No.	Name of Project	Funded by	Grant in Aid / Endowment Donations						
			Unspent Grant / Endow. Donation Brought Forward from Previous Year	Grant / Endow. Donation Received during the Year	Grant / Endow. Donation Utilised during the Year	Unspent Grant / Endow. Donation Carried Forward	Excess Spending Recoverable from Funder	Excess Spending to be borne by Aavehi	Unutilised Grant / Endow. Donation Transferred to Inc. & Exp. Account
<i>FCRA Projects</i>									
1	Sangati Programme	Asia For Education (Seattle Chapter)	1,009,076.27	6,600,000.00	7,645,931.50	43,144.77	-	-	-
2	Improving Sexuality Education in Schools & Community	American Jewish World Programme	3,057,350.25	1,294,400.00	4,016,441.25	335,309.00	-	-	-
3	Printing & Production of Sangati Teaching & Learning Material	Hilton Fund for Sisters	1,075,464.00	-	1,075,464.00	-	-	-	-
4	Sourias De Bombay	Sourias De Bombay	589,292.60	-	-	589,292.60	-	-	-
5	Sangati Programme	AID Chicago	-	499,921.25	499,921.25	-	-	-	-
<i>Non - FCRA Projects</i>									
1	Maharashtra Rajya Sikshana Hakka Abhiyan	Maharashtra Rajya Sikshana Hakka Abhiyan	2,822.00	-	-	2,822.00	-	-	-
2	All India Forum for Right to Education	All India Forum for Right to Education	3,720.00	-	-	3,720.00	-	-	-
3	WIPRO (Applying Thoughts)	WIPRO (Applying Thoughts)	-	277,500.00	277,500.00	-	-	-	-
4	Anamada Trust	Anamada Trust	-	125,000.00	125,000.00	-	-	-	-
Total			5,817,251.12	8,796,821.25	13,640,258.00	974,288.37	-	-	-



AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

Schedule I

Statement of Expenditure on Object of the Trust (Educational) for the year ended 31st March, 2017

Particulars	Amount	Amount	Amount
	Rs.	Rs.	Rs.
Support Staff			
Office Secretary	96,000.00		
Office Assistant cum Assist-Admin.	114,534.00		
Security Guards	83,299.00		
		293,833.00	
Other Expenses			
Electricity Charges	21,710.00		
Communication	3,597.00		
Printing, Stationery & Xerox	148.00		
Postage and Courier	70.00		
Office Travel & Conveyance	2,870.00		
Office Repairs & Maintenance	125.00		
Staff Welfare	1,955.00		
Bank Charges and Locker Rent	3,594.00		
		34,069.00	
Avehi Abacus Project Expenses			
Media Support Activities-Programme Cost			
Salaries & Honorarium	1,877,833.00		
Travelling & Conveyance	203,850.50		
Workshop and Events	136,825.00		
Website Updation Expenses	12,500.00		
		2,231,008.50	
Additional Expenses			
Rent & Electricity Charges	32,670.00		
Printing, Stationery & Xerox	70,884.00		
Postage & Courier	29,305.00		
Telephone Charges	28,267.00		
Staff Welfare Expenses	14,328.00		
Miscellaneous Expenses	9,669.00		
Bank Charges	562.35		
Computer Repairs & Maintenance	6,141.00		
Newspaper and Periodicals	4,200.00		
Office Repairs & Maintenance	5,976.00		
Interest on Tax	3,601.00		
Water charges	13,083.00		
		218,886.35	
			2,777,796.85
Audit Fees			10,000.00
TOTAL RS.			2,787,796.85

FOR S. M. WAGH & CO,
Chartered Accountants
F. No. 111677W

S.S. Wagh
S.S. WAGH
Partner
M. No. 46185
Place: Mumbai.
Date: June 16, 2017.



For Avehi Public Charitable (Educational) Trust

Vasudha S. Ambhige
Trustees







AVEHI-ABACUS PROJECT
Third Floor, K.K.Marg Municipal School,
Saat Rasta, Mahalaxmi, Mumbai 400 011.
Tel. No. 022-23075231, 23052790
Email: avehiabacus@gmail.com, info@avehiabacus.org
Website : avehiabacus.org