Annexure 6: Case stories

Student Name : Zeenat Sameer Sheikh
Community: Dnyaneshwar Nagar, Rajiv Nagar, East Bandra

.... and change happened



Zeenat Sheikh is a student of Bharat Nagar Urdu School in 6th standard. This case study depicts her participation in ***Sangati***, the impact - of ***Sangati*** sessions on her and the change seen in her through the sessions.

Zeenat is the youngest in her house and is currently studying in 8th Standard. She is very innocent and reserved but a very perceptive and engaged as a student and is admired by her teachers. Among other things, ***'Sangati'*** is her favorite subject. During ***Sangati*** sessions, her participation and response has been observed to be wholesome in all aspects like listening carefully, processing information, participating in games and completing all activities.

When she was in 6th standard, 'Maya's Story' about gender discrimination and The role education plays in empowerment had a great impact on Zeenat. She constantly tried to persuade her parents to educate her and her sisters. Finally she persuaded her parents to at-least enrol her sisters in vocational courses.

Her older sister could not get higher education. But on her constant persuasion, she is now working as a kindergarten co-teacher in Zeenat's school, Bharat Nagar Urdu Municipal School.

She also got her second sister (Tehseen) enrolled in Mehndi course and has been able to change the mind-set of her family so much so that they have agreed to send her second sister to college in June.

She missed having a brother earlier, but ever since she learned the 'Maya's Story' in ***Sangati***; she doesn't feel sorry for not having a brother. She has shared this change in her mind-set many times with the ***Sangati*** representative, and also with her mother. She now feels that girls, like boys, can work in all fields, and can also take care of their parents.

Zeenat has been able to convince her family about the importance of educating girls. Her parents are now convinced and have decided to give Zeenat the education she wants.
She has told her family about her dream of becoming a doctor in the future and the family has also decided to support her in fulfilling her dream. This is a truly commendable achievement for ***Sangati***. Everyone in her house agrees that Zeenat has a passion for learning which should be nurtured.

Student Name: Vidya Sarkar, Samata Sonawane, Sukian, Avinash Sonawane
School : Pali Chimbai, Bandrapetit Bazar Road, Supari Tank Basti
Community : Rahul Nagar

The share of the study is many...



Rahul Nagar is located in the western part of Bandra. The Basti is very small and congested. There are gutters and sewage everywhere. Sushma Sonawane's parents provided us with a place to hold classes after the first COVID lockdown was relaxed Children's participation is good. Parents also used to be also present during the sessions. In the beginning, children used to snacks during the sessions and litter their surroundings. They also used to spit around wherever they sat. Despite repeated requests, they were not ready to change.

Session 5 'Societies change too' from kit 5 'Understanding Change' of ***Sangati***, helped the students realize how much waste we created and the diseases that this could cause. During subsequent visits, a change was observed in the students. They stopped bringing food to the sessions, threw all garbage in garbage bins and also stopped spitting all around.

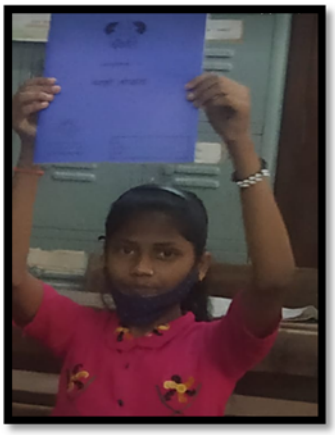
Further, with the help of ***Sangati***, students also learnt how to separate dry waste from wet waste. They also started planting trees in small pots and boxes.

In addition to this, they were also informed about the water purification project on Aarey Marg. Based on the knowledge they gathered, they conducted an experiment on how to purify water at home. They used two cut bottles, coal, small and big stones, etc., for this experiment. When water was filtered through all these components, impurities were filtered. Vidya, Samata, Avinash and Sufian explained this experiment to others also sent photos.

Thus a lot of positive change was observed in children. The effort put in by them is commendable.

Student's name: Vinita Rajvanshi
School: Abhuday Nagar Hindi School

Education for all



Vinita has been associated with ***Sangati*** since the standard five and has attended all the sessions regularly. However, due to the sessions shifting to 'online mode' due to Corona, she started to miss the sessions as the only mobile in her house was being used by her brother all the time.

While discussing gender discrimination in kit 5, Vineeta shared that she felt that she was being discriminated against. She remembered 'Maya's story' which she had read in ***Sangati*** and decided to speak to her father about how she felt.

Her father agreed with her and told her brother to share the mobile with her. Now she and her brother use the mobile for equal amount of time.

Student Name: Nishant Prakash Rajput **Class: 7**
School: Anand Nagar English MPS School Dahisar, East
Community: Kali Mata Mandir Vasti Sambhaji Nagar, Dahisar, East

That's me! That's me!!



Nishant Rajput is a student of Anandnagar English MPS School, Dahisar East. Initially, he was slow in his movements and was diffident. . He was very lonely despite having family and friends and was seen to be forgetful.

But he was very co-operative and was seen to be forgetful. All the children together for the community classes. The representative wanted to understand the reason behind his lack of confidence. He came to know that since Nishant was youngest in his house, his family was over-protective towards him. He was not allowed to even venture out alone. He couldn't make even small decisions on his own. The representative then started working towards helping Nishant develop his self-confidence.

The representative befriended Nishant and started talking to him on phone. He was given small responsibilities during the sessions. If he ever forgot something, his friends would help him.

He was moved by the story of the 'Two Seeds' and thinking positively, being resilient.

He learnt to ride a bicycle, despite opposition from his family. He and his friends have now formed a Whatsapp group where they teach bicycle for free to whosoever wants to learn.



He listened intently to how the shepherd grandfather in the story 'Two Seeds', in set number six fulfilled his mission after thousands of days of trying to turn a desolate, barren mountain into verdant green. Nishant also became a 'friend of trees', influenced by this story and the information provided in the flipchart information. He was so impressed that he planted a variety of plants with the help of his friends in a field adjacent to his house. He also decided to plant one tree on each of his birthdays. Today some of those saplings have also borne flowers. During the online session, he showed the garden with his back camera and also sent photos to the group.

This helped immensely in developing his self-confidence. Today, if his grandmother or mother is late from work at night, he goes to pick them up. His family has also started entrusting responsibilities to him now. He now believes that we can face the world with confidence and without fear. He is thankful to ***Sangati*** program for his personal growth and development of his self-confidence.

Student Name: Pooja Kasle **Class: 7**
School: Ashokavan Marathi Municipal School Dahisar East
Community: Konkanipada Settlement Dahisar East

Overcoming anger



Pooja Kasale studies in class VII at Ashokavan Marathi Municipal School, Dahisar East. She lives in Konkanipada, east of Dahisar. Pooja participated actively in both online and offline ***Sangati*** classes.

During the online sessions and classes in the bastee it was observed that Pooja often tends to be agressive and quarrelsome during discussions

During the ongoing sessions in Kit 6, 'Preparing for the Future' the represenative conducted the activity 'Seeing is believing' (about acknowledging that there are diverse perspectives to look at an issue), after which everyone expressed their views. Students felts that one must be able to examine our about one's ideas about ourselves, about how to relate with those who are different than us, how to respond to unexpected situations, this helps in deciding what we want to do, to have some clarity about our future, it can help us resolve some of the problems we face. In this process one needs to have clarity about one's point of view but it is also necessary take into account other perspectives. After this 'There is another way' (about anger and dealing with it) was taken up. During the discussion after the story the questions came up about feelings, anger, how often one feels angry, understanding what makes us feel angry, how we respond in situations that make us feel angry. Many students said that Pooja often gets very angry. At this point Pooja was visibly upset and glared at everyone. The representative drew their attention to the worksheet about dealing with situations that made us angry. She also reminded them of 'Jimmedar Kaun?' in kit 1 and the consequences of not dealing with anger and frustration.



After the class the representative tried to talk to Pooja in private, but Pooja was unresponsive. She remained absent from the next two online classes and she did not respond to the phone calls. When her friends tried to get her to attend the classes she refused to join. After a week or two, she started attending online classes but would not participate. When the representative tried to make her open-up, she logged-out without saying anything but she continued to attend the following classes.

During the face-to-face session in bastee the children discussed their worksheets. At this point Pooja shared her thoughts. She said at home she often fought with her siblings and neighbors,

she admitted to her tendencies of being aggressive at home. According to her it was because her siblings mislead her father about the cause of their quarrels, making her the scapegote. She complained about her sister picking-up fights about minor issues, finally ending-up in physical altercations. This would useually end up with Pooja protesting with a 'hunger-strike' and isolating herself. She also talked about the neibouring aunty who played loud music during their study-time, making it difficul to concentrate and Pooja would retort back in same maesure or by arguing with the neibours and this would go on without any resolution. The representative asked her if dealing with these situations diffrently would make her feel any better. She said that 'Pranjol's story' helped her to come to terms with her feelings of anger. She agreed that one has to confront the situations one feels angry and disturbed about, analyse them and find ways to deal with them. Now at home, she does not react to each and every spark of discord with her siblings (but speaks when she must). She also admits if it's her faults. The siblings have now began to understand things and their behaviour has also changed. Now she has stopped playing loud music as a way to retort to the neighbour's loud music. The aunty next door was surprised and asked Pooja, to which she mischievously replied; "since your music is so loud that I don't need to play mine and can save on our expenses". Now the aunty has also changed. She confided with the representative that listening to 'Pranjol's story', remembering what happened with Rahul, the discussions in the class and filling-in the worksheet helped her, she found these things very useful. Now she is back to being her active self, participates openly in sessions.

The inputs in the ***Sangati*** sessions help students to reflect about their situations, look closely at things around them, preparing them to face life.

Representative : Vanita Darade
Student Name : Alok Lodh **Class :7**
School : Parekh Nagar Hindi No. 3 Municipal School, Kurar Village, Malad-East **Word : P / N**
Community : Pathanwadi Settlement, East Malad

We met Alok and his brother Vishal in a ***Sangati*** class at Pathanwadi in the Malad East division. Vishal is studying in class VII but he can't read or write anything yet as he has come from his village only last year. Alok helps him. Vishal spends most of his time at their sweet's-shop and occasionaly attends ***Sangati*** sessions. Alok, however, regularly attends the sessions and participates in all the activities, games and discussions. He is also very curious. He loved ***Sangati*** kit 1 . He really liked the story 'Ramu's Roti'. Inspired from the story, he suggested to his father to reduce the amount of chutney that they give to the customers along with samosa, vada etc., as most of it is wasted and thrown away. He felt that this was an insult to food. His father implemented the change which has reduced wastage. Alok is really happy about it.



Representative : Savita Moser

Student Name : Shahina Arif Sheikh

Community: Bharat Nagar Bandra East Mumbai

***Sangati* with me**



While searching for children to start a ***Sangati*** program at the village level, I met an alumnus named 'Shahina'. She is a keen student, talented and has been interested in ***Sangati*** since she was in Municipal School.

At the request of Shahina and her family, ***Sangati*** classes was started in their locality. She was very happy that ***Sangati*** would start in own her Basti.

Taking the initiative, Shahina took the representative to children's homes, introduced the representative to the parents and helped them to communicate with each other. She decided to gather the children in her own house for ***Sangati*** sessions with her grandmother's permission. However, due to the large size of the family, space became a constraint. Shahina then approached four to five more families and got the permission to conduct the sessions at these homes.



During the ***Sangati*** class, she realized that she still remembers stories, activities, information, games, songs she had learnt from ***Sangati.*** She has now put this love for ***Sangati*** into action and teaches the students from 7.00 to 8.00 pm. She says that she was inspired to teach from ‘Maya’s story’.

Shahina has also started teaching Urdu to her mother. Her mother, who could not get an education, is now able to read a bit as well as write her own name.

Shahina has a passion for learning and teaching and ***Sangati*** has inspired her to move forward and realize her dream.

Student Name: Tehseen Bano Ansari **Class :7th**
School: Dharavi TC Urdu School No. 1

Change begins with self / Tahseen's ingenuity



Tehseen Bano, a student, shared during one of the sessions that her parents were not being able to get her brother's name added on the ration card as the concerned officer was asking for a bribe for the work.

Session no. 11 'Political Change' was then discussed during the online session and, ' It's not funny....!' flipchart was shown. With help of political cartoons this flipchart depicts attitudes and tendencies of majority of our political leadership towards citizens. When the ***Sangati*** representatives visited the Dharavi Transit Camp one week after the completion of this session, Tehseen Bano approached the representatives and expressed happiness that the her parents completed the ration-card work the previous day, and that too without paying any bribe. She said that this happened because after the ***Sangati*** session, Tehseen realized that getting their work done was the duty of the officer. She explained this to her parents also. On their next visit, they again requested the officer to complete the work. When he refused, they said that they would approach a senior officer. After this, their work was done within a couple of days. In this way, Tehseen demonstrated the ideological change that had taken place in her through the ***Sangati*** sessions. She could even influence her parents. "When I am eligible, I will vote for the right candidate and always take an informed decision while casting my vote," she said.

Representative : Archana Sunil Gosavi
Student Name : Amar Gound
School: Ganesh Nagar Municipal Corporation Hindi
Community : Lalji Pada, Ganesh Nagar Market, Lalji Pada, (Kandivali West)

During the Corona period, Amar overcame the situation.....

A total of five people live in Amar's house. His father runs a street-corner shop. They sell a variety of everyday items. If the mother is at home, the brother goes to work in a small factory on a causal basis. The sister is studying in class III. The house is very small and the financial situation is very poor.



Amar lives in Lalji Pada, which is very densely populated. It has a narrow alley and no sunlight. The people of this Basti have small koisks in nearby Ganesh Market and also work in small factory-units. There are many rickshaw pullers, taxi drivers. Most of the families had to face miseries during the Corona lockdown period. In some families both the parents have earning-jobs. Most of the children in this neighborhood come to Ganesh Nagar Municipal School. The educational situation is just as challenging.

Amar is studying in class VII and last year after the lockdown was eased, Avehi representatives began calling the children from June. When the representatives talked to Amar's father, they realized the grim situation that he and his family were faced with. When the representatives started their home visits, they got Amar's brother's number and asked him to inform Amar to meet her during the visit.

The representative used to visit the Basti once a week for the ***Sangati*** sessions. Amar started coming regularly to the sessions but would always arrive very late. We then came to know that he was working in a factory to help his father financially. He really enjoyed participating in the games. Then after a few visits, he became punctual. He then informed that he had told his the 'bosses' that he had to go to attend the sessions and they allowed him. He also showed his second hand mobile through which he promised he would join the online sessions daily. We noticed that his family's financial condition was slowly improving with his help.

Real change was observed in Amar when the story of Santosh Ghaware was discussed in the online class. He said: "I noticed that my family's finances were in dire straits. So without being ashamed of anything, I work in the factory and that is what supports my family. During the Corona period, my father's street shop was closed and brother also was not able to earn anything. I decided to work to improve our financial situation and meet the needs of my family." Amar now spoke freely in front of all the children. There was a joy on his face and a confidence in his voice. He had decided that he would help his family but never give up his education.

Attending ***Sangati*** sessions helped Amar gain in confidence and move forward in his life.