



AVEHI ABACUS PROJECT

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

Annual Report 2019-20



मंथन

साथ-साथ

सुसंगत सहजीवन



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Brief note about the Avehi Abacus Project



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

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

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

Vision

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

The Mission

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

Goals have guided the work of the Avehi Abacus Project:

- To influence the quality of teaching-learning in schools with particular focus on strengthening the public education system.
- To build awareness in children, teachers and educational planners regarding issues related to social justice and environmental sustainability.
- To equip children with the skills and values that will help them contribute positively to society and achieve their own potential.
- To empower teachers to become active participants in the educational process.
- To actively participate towards influencing policies to institutionalize meaningful and creative teaching-learning curricula within schools.
- To build public opinion and influence policy towards redefinition of the quality aspects of education.
- To influence policy towards the formulation, acceptance and implementation of equal quality free education to all children from 0 to 18 years.
- To foster values that promote harmony and to celebrate diversity.
- The organization has developed various resources and has implemented the following educational programmes on a large-scale, in the formal sites like schools as well as in some slums and *bastis*.

Programmes:Our work at a glance

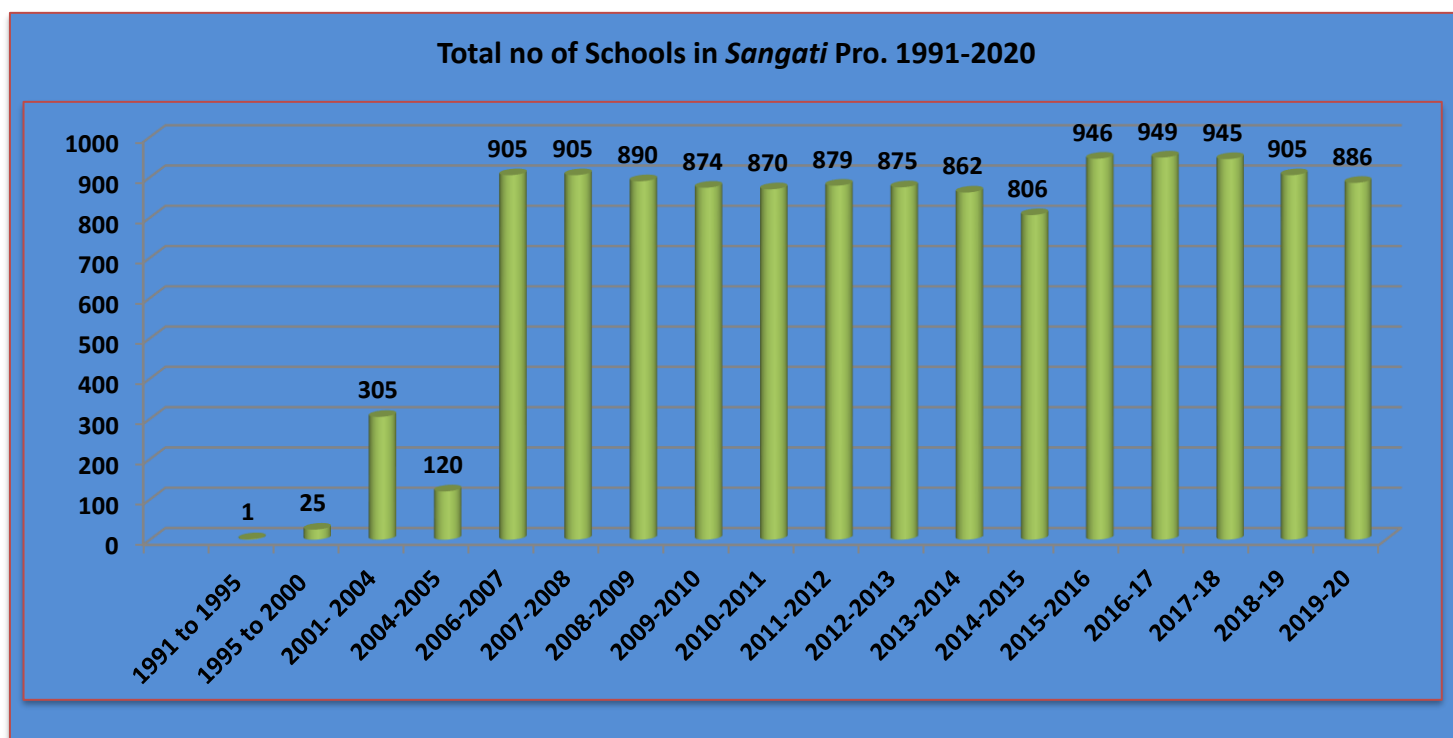
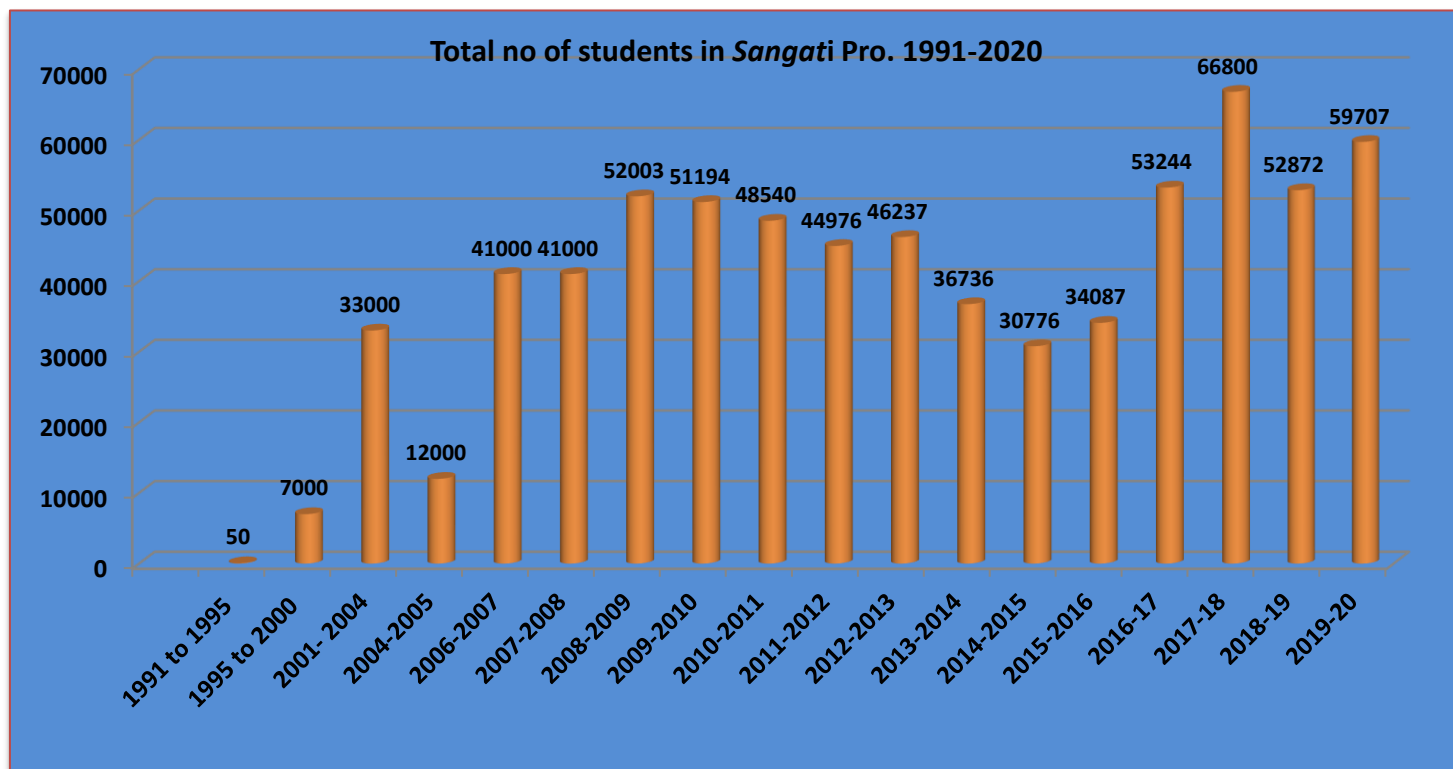
- **Sangati** (togetherness/harmony): This is a thought-provoking and interactive **Life Skills Enhancement and Curriculum Enrichment package** comprising of a series of 6 teaching-learning kits with interlinked themes, usually drawn from sciences and social sciences. This programme is implemented in school and non-school settings with children of age group between 11 and 14 years. **Sangati** attempts to make school education relevant and vibrant. It is being used in almost all (900+) schools in the Municipal Corporation of Greater Mumbai (MCGM) and has thus reached more than 10,000 teachers and approximately 2,70,000 children. **Since 2015 Sangati is also being transacted in 36 'Ashram schools' of Integrated Tribal Development Department, Shahapur Project, in Thane district of Maharashtra.** In 2019-20, **Sangati** reached nearly **59707** students belonging to **1897** classes of **629** schools out of **886**.
- **Manthan** (Churning): A foundation course for trainee teachers designed to be transacted with those who have enrolled for Diploma in Teacher Education (D.T. Ed.). This programme is currently being used in 14 colleges in Palghar, Thane, Raigad and Mumbai in Maharashtra.
- **Saath-Saath - Living together in harmony**: This is a curriculum package that has been developed for use in schools as well as community organisations in order to contribute towards the resurgence in awareness about gender justice and equality. This module has reached schools and urban communities in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh, reaching about **10734** adolescent girls, boys and women.

Please visit: www.avehiabacus.org for more information.

Outreach of Avehi Abacus Project

Sangati		Manthan		Saath Saath	
No. of Schools	629 Schools out of 886	D.TEd colleges	14	Community base centres	126
No. of Classes and Teachers	1896	No. of Teacher Educators	40	No. of Schools	87
No. of Students	59707	No. of Student Teachers	555	No. of Adolescents and Women	10734

Graph of schools with *Sangati* 1991 to 2020



2019-20 Highlights

- Mumbai Municipal Corporation renewed its permission for implementation of the ***Sangati*** Programme for the period June 2018 - April 2021.
- **Integrated Tribal Development Department, Shahapur Project in Thane district of Maharashtra** renewed its permission for implementation of the ***Sangati*** Programme in **Ashram Schools** for the period June 2017 - April 2020.
- The ***Manthan*** (Churning) Programme was initially started for the first year trainee teachers in the academic year 2015-16 in Thane district. ***Manthan*** was continued in the second year as well to complete the two year curriculum. The first batch in Thane district and third batch in Raigad district have completed ***Manthan***.
- As the batch of Std V children progressed to standard VI and VII 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 to VII simultaneously. In 2019-20, ***Sangati*** reached nearly **59707 students** belonging to **1897 classes** of **629 schools out of 886**.
- **With regards to field implementation ;**
 - ***Sangati* Kit1 - *Myself, My Body, Our Needs*** started in 89% classes and was completed in 87% classes and ***Sangati* Kit 2 - *Our Earth and the Web of Life*** started in 67% classes and was completed in 60% classes of Std V in Upper Primary and Secondary schools.
 - ***Sangati* Kit 3 - *How Societies Developed*** started in 75% classes and was completed in 74% classes and ***Kit 4 - The Way We Live*** started in 60% classes and was completed in 45% classes of Std.VI in Upper Primary and Secondary schools.
 - ***Sangati* Kit 5 - *Understanding Change*** started in 75% classes and was completed in 72% classes and ***Sangati* Kit 6 - 'Preparing For The Future'** started in 60% classes and was completed in 50% classes of Std VII in Upper Primary and Secondary schools.
- From 2016-2017 ***Sangati*** 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. Teachers report increase interest in classroom when ***Sanagti*** sessions are held – children are particularly interested in the visual material; they also enjoy the group activities.
- Increased participation and regular involvement of Supervisory officers is being attempted aimed at

increased ownership from the department.

- **Saath Saath** is also being implemented in the K.K. Marge Secondary school where our office is located.
- **Partnership with Tata Trust:** As a joint venture between Tata trust and Avehi Abacus project, **Saath Saath** program is being introduced at Bahraich. This project is aimed at gender equality and for dealing with gender discrimination. **Saath Saath** has reached around 1981 adolescent girls and boys from 18 schools, community base centres spread across three blocks of Bahraich district.
- **Partnership with M-Power project, TISS:** Avehi Abacus Project has entered into a partnership with M-Power project, Tata Institute of Social Science, for implementation of its **Sangati** program to strengthen quality learning and overall development of children. **Sangati** program (Kit I) has been implemented in 5 Centres from M ward in Mumbai. 266 Students from classes V to VIII participated in the program.
- **Partnership with UNICEFMumbai:** UNICEF, Maharashtra approached and entered into a contract with Avehi Abacus Project as a resource organization, to review, analyse and map **life skill and equity issues** in Maharashtra State Board textbooks for Grades I to X. This collaboration was undertaken to help the Department of Education, Government of Maharashtra analyse school textbooks with a view to making them more contemporary. The report has been finalized and submitted to UNICEF in English as well as in Marathi. It was presented to Additional Chief Secretary, School Education, Government of Maharashtra, Maharashtra State Council for Educational Research and Training and Balbharti officials and has been much appreciated.



***Sangati* Programme Supplementary Curriculum for upper-primary schools**

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

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

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

Objectives of *Sangati* programme:

- To enhance the academic quality of education in schools by enriching and supplementing the regular curriculum.
- To kindle and develop the inherent Life-skills in learners (such as; communication, critical thinking, planning, informed and sensitive decision-making, conflict-resolution, analysis and problem solving, time-management).
- To build vital cognitive skills of meta-thinking, analysis and making active-choices, and to encourage children to consider different opinions while forming and expressing their own.
- To enhance the children's academic performance (particularly in Social Science) by making learning relevant and enjoyable.
- To enable teachers to refresh their teaching skills, to encourage multi-disciplinary teaching, and make teaching participatory and enjoyable.
- To provide stimulating reading materials that will help develop children's reading skills and cultivate a thirst for reading beyond academic material.

Field Outreach of *Sangati* Programme

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

<i>Sangati</i> Programme in GMMC (BMC Schools) Std. 5 to 7 and Ashram Schools std. 5 to 9								
		No of schools		No of classes		No of students		
Schools		Target	Actual	Target	Actual	Girls	Boys	Total
MCGM: Upper Primary Schools	Std. 5 to 7	811	560	2085	1637	24022	23871	47893
Secondary Schools		39	33	105	86	1094	1091	2185
Total		850	593	2190	1723	25116	24962	50078
Ashram Schools	Std. 5 to 9	36	36	174	174	4598	5031	9629
Grand Total		886	629	2364	1897	29714	29993	59707

- In the academic year 2019-20, *Sangati* was transacted for **59707 students** belonging to **1897 classes** of **629 schools** out of **886**.
- In all **29714** girls and **29993** boys covering total of **59707** children participated in *Sangati* the programme. In all **1897** classes and teachers participated in the programme

The programme in schools is implemented as follows

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

Standard	<i>Sangati</i> Kits
V	Kit 1: Myself, My Body and Our Needs
	Kit 2: Our Earth and the Web of Life
VI	Kit 3: How Societies Developed
	Kit 4: The Way We Live
VII	Kit 5: Understanding Change
	Kit 6: Preparing For The Future

About Sangati Kits Implemented in 2019-20

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**.

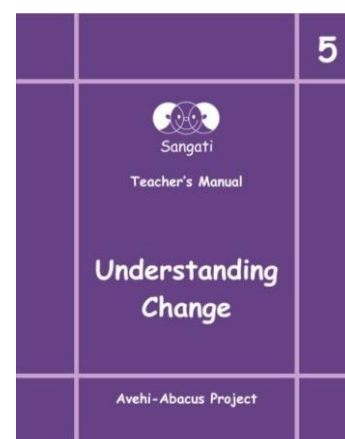
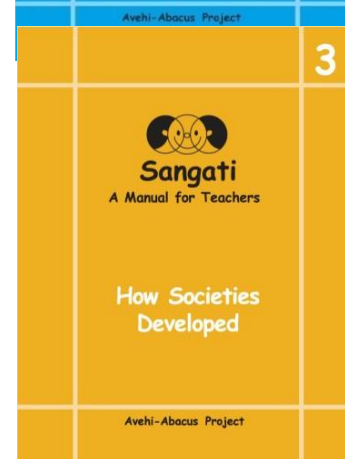
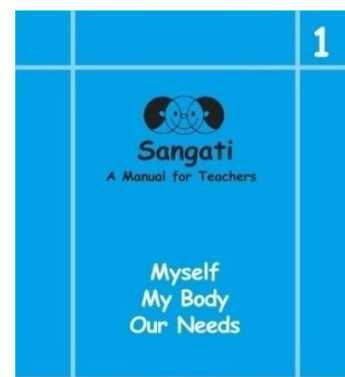
It is **OUR EARTH** that provides the resources that make it possible for us to fulfill our needs. We share the earth with other living beings and are part of the **WEB OF LIFE** because we use the same resources.

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.

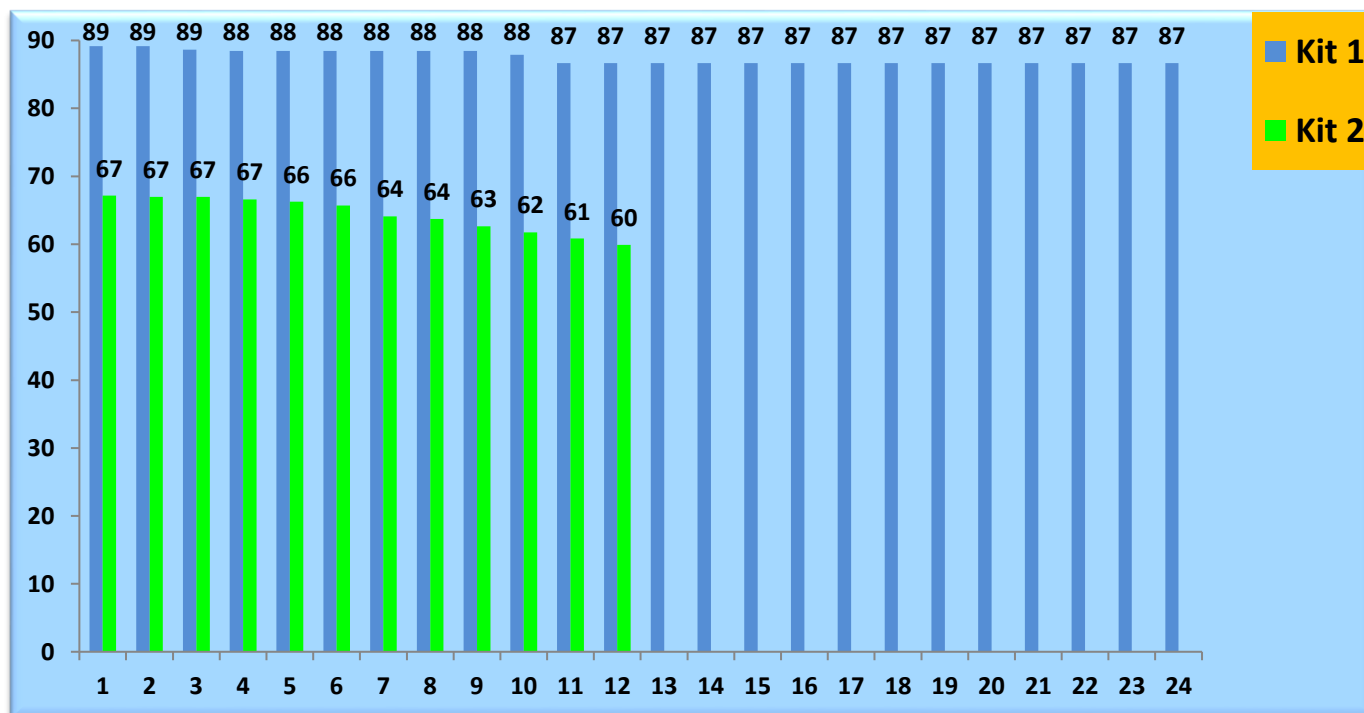


Details of Implementation of sessions of kits 1to 6 *Sangati* Programme

Std. V: Kit 1 - 'Myself, My Body, Our Needs'and Kit 2 - 'Our Earth and the Web of Life'

<i>Sangati</i> Programme with Std.5							
Types of Schools	No of schools		No of classes		No of students		
	Target	Actual	Target	Actual	Girls	Boys	Total
Upper Primary Schools	362	302	527	468	6718	6842	13560
Secondary Schools	19	19	27	27	350	334	684
Total	381	321	554	495	7068	7176	14244

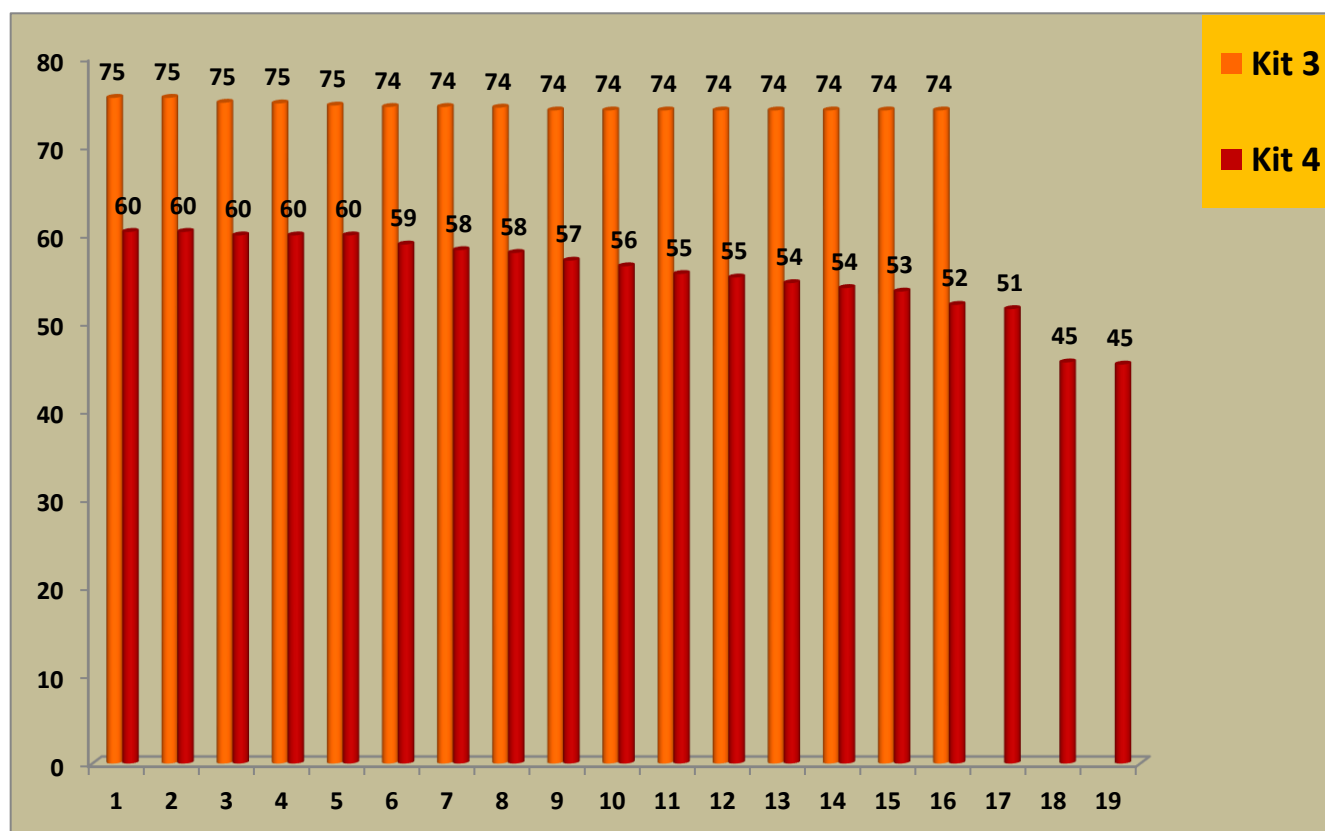
***Sangati* Kit1 - 'Myself, My Body, Our Needs'**started in 89% classes and was completed in **87%** classes and ***Sangati* Kit 2 - 'Our Earth and the Web of Life'**started in **67%** classes and was completed in 60% classes of Std V in Upper Primary and Secondary schools.



Std. VI: Kit 3 - 'How Societies Developed' and Kit 4 - 'The Way We Live'

Sangati Programme with Std.6							
Types of Schools	No of schools		No of classes		No of students		
	Target	Actual	Target	Actual	Girls	Boys	Total
Upper Primary Schools	811	560	1199	903	13039	12792	25831
Secondary Schools	39	33	58	45	551	603	1154
Total	850	593	1257	948	13590	13395	26985

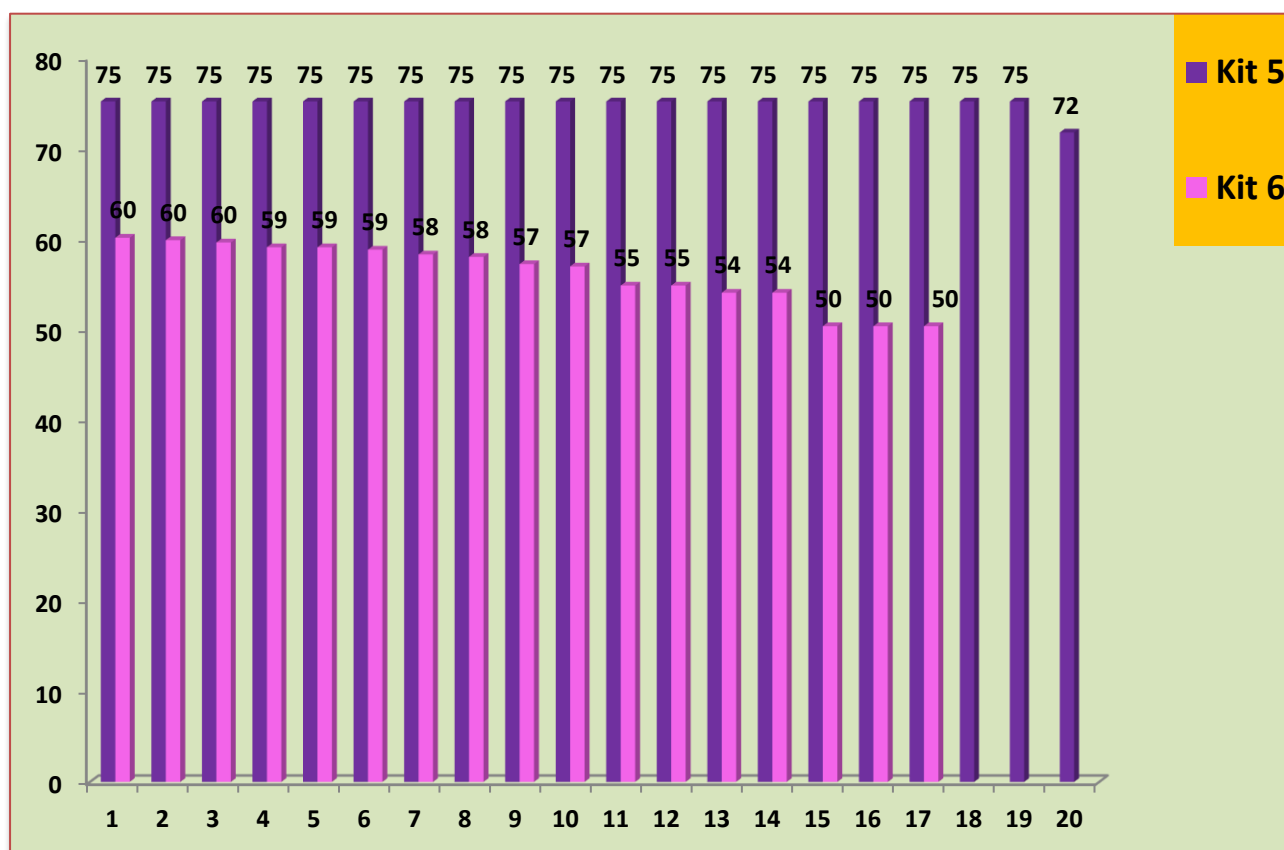
SangatiKit 3 - 'How Societies Developed' started in **75%** classes and was completed in **74%** classes and **Kit 4 - 'The Way We Live'** started in **60%** classes and was completed in **45%** classes of Std.VI in Upper Primary and Secondary schools.



Std. VII: Kit 5 - 'Understanding Change' and Kit 6 - 'Preparing For The Future'

Sangati Programme with Std. 7							
Types of Schools	No of schools		No of classes		No of students		
	Target	Actual	Target	Actual	Girls	Boys	Total
Upper Primary Schools	240	171	359	266	4265	4237	8502
Secondary Schools	14	11	20	14	193	154	347
Total	254	182	379	280	4458	4391	8849

Sangati Kit 5 - 'Understanding Change' started in **75% classes** and was completed in **72%** classes and **Sangati Kit 6 - 'Preparing For The Future'** started in **60% classes** and was completed in **50%** classes of Std VII in Upper Primary and Secondary schools.



Sangati Programme in GMMC Schools : Process of Implementation

- ***Sangati* Kit 3 : Reading of ‘How Societies Developed’**

As the representatives joined back after the month-long vacation of May, a reading of kit 3- ‘How Societies Developed’ was undertaken. Post the read, to gauge the understanding of it in the representatives, a questionnaire based on the reading was administered. It covered topics like – objectives of this kit, objectives of the sessions involved, linkages between the sessions, learning activities/games, discussion topics, group work etc. The questionnaire, administered in written form, primarily covered topics that should resonate with the teachers and students.

- **Compatibility of the school curriculum and *Sangati* kit 3 ‘How Societies Developed’**

Text books for standard 3 to 10 were reviewed and their compatibility with *Sangati* kit 3 was analyzed. It was noted that many issues and view of teaching History that were earlier not part of the official school curriculum but were integral to *Sangati* kit 3 that deals with Human History have now being included in the books from standard 3 onward. This is due to the fact that the Project Director served as the Chairperson of the State Syllabus committee when the syllabus was revised in 2012. She could also influence the way History was being taught in the primary stages; particularly from Standards 3 to 6. The closer relationship with the formal textbooks and *Sangati* give it better validity, afford consonance as well as ease of use for the teachers in schools.

- **Workshop for developing an understanding of *Sangati* Kit 3 organized for representatives of Avehi Abacus**

The above-mentioned workshop was held on July 4 and 5 2019. Before beginning with the workshop, the representatives were grouped into groups of 8 and allotted 2 sessions each for presentation. They were instructed to read the sessions carefully before their presentation. Core team members – Simantini Dhuru, Ratna Pathak Shah, Nandini Purnadare - were present in this workshop for facilitation.

The presentations revolved around the expected achievements from the sessions, their desired impact, students’ and teachers’ response to the sessions, challenges faced by the facilitators during the conduct of the sessions and the compatibility of *Sangati* with regular school curriculum.

Since the representatives were already aware of the activities and projects that form a part of these sessions, these were covered only briefly.

A feedback was taken from the attendees after the workshop ended. Some of the questions that formed a part of the feedback were:

- What was unique in this workshop?
- What did you learn?
- Did it help in building new perspective for the session?
- What were the new skills acquired?

- **Collection and updating of information**

Representatives visited the schools where *Sangati* sessions are conducted, in order to update certain information required for academic year 2019-20. This consisted of information like names and required details of the teachers, number of students and the current physical condition of *Sangati* kits in schools. This process is critical for deciding the requirement of reprints of literature (teaching resources)

- **A brief revision of Kits 2 and 4 conducted with the students**

Before the new academic year begins and a new kit is introduced to the students, it is essential to at least briefly revise the Kits covered in the previous academic year. In the classes where Kits 2&4 could not be completed with the Standards 5 and 6, the content was covered through a workshop, as it was important to establish continuity and connection with the next kit.

- **Sangati Program: Permission letters**

The Department of Education of Mumbai Municipal Corporation has granted permission to implement the **Sangati** program in its upper primary and secondary schools in the academic year of June 2018 to April 2019, through a letter, but this permission needs a yearly renewal and hence the process of getting this letter for 2019-20 was initiated. The letter was granted by Mr. Prakash Charhate, who was on deputation, in the absence of Mr. Mahesh Palkar, Education Officer, who was on leave.

The letter that was issued made a mention about the voluntary participation of teachers and students in the **Sangati** program in paragraph 5. This needed to be amended by removing the term 'voluntary'. As this was only a renewal letter for earlier permission given, the addition of the word 'voluntary' was felt unnecessary. Hence, the Departmental authorities were pursued in order to incorporate this change. However, Mr. Palkar issued an annexure to the revised permission, incorporating the required changes, rather than issuing a fresh letter.

- **Meetings with Education Officer, Deputy Education Officer, Administrative Officers**

The purpose of these meetings was to introduce the **Sangati** program to the concerned authorities. In our experience, if these stakeholders are aware about the program, it adds to the program's success. Updates were given to these officials and challenges faced were also shared with them. They were also handed a copy of permission letter for their record. Overall, the officials have co-operated well till now.

Some experiences:

- During the process of permission renewal, Ms. Simantini Dhuru met with Mr. Palkar. Mr. Palkar, during the course of the meeting, spoke positively about **Sangati** team's admirable qualities of being knowledgeable and curious. He also asked his team to cooperate with the **Sangati** team, given the progress made through this program and its usefulness.
- Ms. Jayashri Yadav, Deputy EO, during her meeting with Head masters, reiterated that they should allot at least 10 minutes for reviewing the progress made in the conduct of **Sangati** program during their meeting with the teachers.
- Compared to the other wards, R/N and R/c divisions have a little lukewarm response to **Sangati** program. To address this issue, a meeting was arranged with AOs of these areas - Mr. Umbare and Ms. Dipika Patil - on August 3. We requested the HMs to ensure that the teachers were implementing the program with the help of our representatives. We also guided them to get in touch with **Sangati** team if they needed further assistance in ensuring smooth conduct of the program.
- Ms. Sujata Khare, Deputy EO, instructed the officials in the wards from Dahisar to Bandra to implement the **Sangati** program and also stated that they had to submit a completion report to her at the end of the academic year.
- A meeting was also held with Mr. Ashok Mishra, AO, P/N and the status of the conduct of **Sangati** programs in schools was discussed with him.

- Ms. Malati Tonape, AO N/s ward also accepted the letter and commented “Your material is very informative and teachers should make good use of it. I always take follow up of **Sangati** Program whenever I visit schools.”
- Mr. Nandkumar Dhore, AO, T ward, mentioned during the meeting that he regularly takes follow up of **Sangati** program whenever he visits schools. He also requested **Sangati** team to share their feedback regarding implementation of the program in schools.

- **Planning meeting with teachers for implementation schedule of *Sangati* program**

A schedule for the conduct of sessions was worked out through discussions with teachers in the presence of their school Head masters, for all the schools where **Sangati** program will be implemented in the academic year. Most of the upper primary teachers especially for standard 6, conduct **Sangati** sessions one a week where as in some schools the sessions are held once in 15 days.

- **Details of Implementation**

Sangati Programme Implementation by Teachers: From July- 2019 to December-2019; sessions based on **Sangati** Kits 1,3,5 were implementing the schools. December 2019 to March 2020 **Sangati** Kits 2,4,6 are implemented in the schools.



- **Printing of *Sangati* materials**

In the current academic year, Kits 1, 3 and 5 will be transacted in the Mumbai municipal schools and **Sangati** kits 1, 2, 3, 4 & 6 will be implemented in Ashram schools. All the related required material was printed. In July 2019 and November 2019, workbooks and some **Sangati** kits were printed. (In eight languages: Marathi, Hindi, English, Urdu, Gujarati, Tamil, Telugu and Kannad)

- **Distribution of school supplies**

Sixty nine thousand two hundred and eighty (69,280) booklets were printed and distributed to students in this year. Among the municipal schools and Ashram schools, approximately seventy eight thousand nine hundred and forty eight (78,948) workbooks were distributed to the students.

First Semester : During the period from 7th to 10th August, material for Kits 1, 3 and 5 were distributed in all the schools.

Printing: Self-Study Workbooks for Students in eight languages	Printed	Distributed
Std. 5		
Sangati Kit 1 Workbooks for Students	15475	16627
Std. 6		
Sangati Kit 3 Workbooks for Students	24500	29102
Sangati Kit 4 Workbooks for Students	21900	21965
Std. 7		
Sangati Kit 5 Workbooks for Students	7405	11254
Grand Total	69280	78948

Sangati Kits

Printed

Distributed

Second Semester: As planned, schools in which implementation of first kit was completed, were to be given 'Learning is Fun' workbooks. Update was taken and accordingly material was printed. From 9th to 13th January 2020, material was distributed to the students from zones 1, 2 and 3.

Kit 3 Visual Aid Hindi	90	128
Kit 3 Visual Aid Marathi	50	40
Kit 4 Visual Aid Hindi		32
Kit 4 Visual Aid Marathi		87

Due to space or other constraints, some schools had requested that we only keep the kit which is currently being implemented in the school at a given time. The remaining material was brought back and stored in our office for later use. In certain schools, **Sangati** material was damaged. **Sangati** kit bags were redistributed to deal with such issues.

The letter issued in January 2020 by the Department of Education, about closure of all non-educational projects in schools, led to delay in distribution of **Sangati** material in the schools in the second session of the academic year.

- **Meeting with the Core team**

Regular core team meetings were scheduled to ensure their active participation and guidance for a smooth conduct of the program. One meeting per month had been planned for this. Two meetings were held till date - on 17th July 2019 and on 21st August 2019, in the presence of Simantini Dhuru, Nandini Purandare, Chitra Patil and all the coordinators.

Highlights:

First meeting 17th July 2019

- Presentation of updated information about current implementation levels in the schools was made, discussion about the transfers of the area coordinators was held and a need for standardization of the parameters for teacher grading was discussed. The need for the coordinators to have updated and accurate information about the average number of sessions conducted in the schools falling in their jurisdictions was emphasized.
- The importance of visiting schools that are falling behind in performance, sharing live locations during visits, ensuring proper storage of **Sangati** material, learning to say a firm 'No' when necessary, and asking for help from CPC as and when necessary, was emphasized.
- It was emphasized that **Sangati** representatives should avoid conducting sessions themselves, in place of the regular teachers.
- It was stated that during school visits, maximum time should be allocated to meeting teachers, Head Masters and students. Report should include experiences and quotes by them.
- Some other important items were also discussed and the next meeting was planned.

Second Meeting – 21st August 2019

Keeping in mind the delay in distribution of material in this academic year, measures to be taken to ensure timely distribution in the coming academic year.

Transfers of Zonal Co-ordinators within zones were also discussed, once the program started to run smoothly

in the schools.

After these meetings there was mainly telephonic and email contact with Ms. Nandini Purandare and Ms. Simantini Dhuru remained in physical contact on regular basis with the implementing in-charges.

- **Avehi Abacus visit by Asha representative**

Asha representative, Ms. Sheetal Kulkarni, visited Eksar Talepakhadi Municipal School, Borivali West, Mumbai and Tare Marg Municipal School, Dahisar East, Mumbai on August 22, 2019. She was accompanied by Ms. Simantini Dhuru, Director of Avehi Abacus and her team members -Elvina D'souza, Dhanashree Walinjkar, Yogita Patil and Vaneeta Darade.

She observed **Sangati** sessions being conducted in Standards 5, 6 and 7 in these schools. She was impressed by the amount of interest both teachers and students were taking in the sessions. She stated in her report that teachers were conducting the sessions in a very interactive manner, trying to relate the sessions to day-to-day lived experiences of the children.

Students were also totally invested in the sessions and the **Sangati** program and were participating in all the discussions enthusiastically.

Overall, her experience was very positive and she was appreciative of the various challenges that Avehi Abacus team and school teachers (with support from BMC officials) were facing and constantly trying to overcome in order to create this joyful and meaningful teaching-learning experience.



- **Letter from EO about putting an end to all the non-educational programs by NGOs in schools**

In the beginning of the new year, Mr. Palkar, EO issued a letter dt. 1st January 2020 (ppc/od/295/dt.1/1/2020) ordering Schools to put a stop to all the non-educational programs being implemented by NGOs in schools. As a result of this letter, Head Masters (HMs) prohibited many NGOs to run their programs in Municipal schools. **Sangati** program also faced the brunt of this in 5 to 10 schools in the A to T wards, with the HMs giving excuses that though **Sangati** program was complementary to curriculum, yet teachers had a lot of work related to student evaluation and annual exams and hence could not give time for **Sangati** program. In some cases, the outlook of teachers towards the program turned negative due to this letter. However in many schools, **Sangati** program was still continued and supported, as it was acknowledged to be complementing the academic syllabus. However, it must be admitted that some teachers started being lethargic to the program.

As if this was not enough, another letter was sent on the WhatsApp group of teachers and HMs with regard to prohibiting all the NGOs from implementing non educational programs in municipal schools failing which, the respective AO, Superintendents, HMs and teachers were to face action from Department with effect from January 1, 2020. (29/1/2020 PPPC./od343)

This definitely impacted implementation of **Sangati** program adversely. Citing the said letter, in some schools, HMs ordered **Sangati** program to be stopped. There was an atmosphere of fear regarding implementation of any program other than Departmental program in schools. Even in this atmosphere, in many schools, teachers continued to implement **Sangati** program recognising its educational worth.

It is a great relief for us that even after receiving two Departmental letters, teachers continued to support **Sangati** program and we did not face vehement opposition.

- **Written feedback about Sangati Program :**

Written feedback was collected to document the reactions of important stakeholders like HMs, Teachers and Students – it mainly covered aspects like – their perception of the **Sangati** program, their learning's from it and the impact of the program. This task was completed prior to March 15th.

- **Self-Study Workbooks for children**

As the part of our **Sangati** curriculum package we give workbooks to each student. These are **available in eight languages** (Marathi, Hindi, Urdu, Kannada, Tamil, Telugu, Gujarati and English.) These workbooks contain workbooks to be filled-in by students (after the session in the class), additional reading material like 'unusual information', stories that connect the subject matter being dealt with, etc

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

Category of Children's workbooks				
	A	B	C	D
	Excellent	Good	Average	Poor
Upper Primary Schools	11247	12154	13526	7504
In%	25%	27%	30%	17%
Secondary Schools	571	665	556	393
In%	26%	30%	25%	18%
Grand Total	11818	12819	14082	7897
In%	25%	27%	30%	17%

- **Evaluation**

In order to gauge impact of the programme, written feedback was collected in the month of March 2020. For this 10% schools and students from these 10% schools were selected as per sampling norms. Responses were collected from total of 860 students and 86 teachers from 86 schools.

Medium	No. of Schools	No. of Teachers	No. of Students
Marathi	16	16	160
English	18	18	180
Hindi	26	26	260
Urdu	23	23	230
Telugu	1	1	10
Gujarati	-	-	-
Kannada	1	1	10
Tamil	1	1	10
Total	86	86	860

- **School Visits by Avehi Abacus School Representatives and Field Coordinators**

FC Name	No. of Visits by Field coordinator (Classes)			No. of Visits for Observing Sessions	No. of Visits for Follow up of Sessions
	Regular	Surprise	Problematic	By School Representatives	
Zone I	168	3	13	3115	975
Zone II	520	38	258	4364	2088
Zone III	178	59	93	2309	1984
Grand Total	866	100	364	9788	5047

Eight Field Coordinators and 42 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).



Sangati Programme in Ashram Schools

Introduction:

The **Sangati** program was started in Ashram Schools around Mumbai In the academic year 2015-16, in the schools run by the **Integrated Tribal Development Department**, Shahapur and developed into a strong and important program for the students at these schools. As of the year, 2017-18 **Sangati** program is being taught at 5 blocks namely, Shahapur, Kalyan, Bhiwandi, Ambarnath and Murbad, across 36 schools from classes 5th to 9th. The program reaches 174 teachers and 9629 students, among whom it is being implemented effectively.

The program has received permission to continue its work for the academic year 2017-20 from Project Officer Mr. Lomesh Salame under the permission letter no. 2017/Pra. Kra./Ka.4(5)/4005.

Outreach 2019-2020

Std. V to VII	No of schools	No of Teachers	No of students		
	Target –Actual		Girls	Boys	Total
5	36	36	859	974	1833
6		36	986	1052	2038
7		36	939	986	1925
8	33	33	960	996	1956
9		33	854	1023	1877
Total	36	174	4598	5031	9629

Sangati Programme: Process of Implementation

- **Stakeholder orientation meetings with Mr. Arunkumar Jadhav, Project officer and Mr. Vijay Bhadgavkar, Assistant Project office.**
- Ms Chitra Patil and Mr. Kapil Mohape met with Mr. Arunkumar Jadhav, Project officer and Mr. Vijay Bhadgavkar, Assistant Project officer of Integrated Tribal Development Project on 14th August 2019 to orient them to **Sangati** Program and request them to give permission for starting **Sangati** program with students of 9th standard in the tribal schools. Currently, **Sangati** program is being implemented in 5th to 8th Standards.
- Teachers' trainings were planned and to ensure effective implementation as well as imparting subject knowledge (of **Sangati**) to teachers, one day teachers' trainings were organised. These were conducted from 16th to 18th September 2019 for the teachers associated with classes 7th to 9th.
- **Distribution of Resource material**
All the Ashram schools received 9700 copies of workbooks for the **Sangati** Kit and the bags for kit 6 – 'Preparing For The Future'. 3-4 schools had lost or misplaced other material that was re-distributed along with this.
- **Implementation of Sangati Program**

Implementation of the program was actually begun in schools even prior to the teachers' training. **Sangati** Representatives visited all the schools to be covered by the program in the beginning of the academic year to discuss and arrange the yearly planning and scheduling of the sessions as to the day and time of the week to be allotted to these sessions. Sessions too were conducted with the Avehi representatives with cooperation of the teachers.

From July-19 to March 2020; sessions based on **Sangati Kit 1,2,3,4 and 6** are implementing the schools.

Standard	<i>Sangati Kits</i>
V	Kit 1: Myself, My Body and Our Needs
VI	Kit 2: Our Earth and the Web of Life
VII	Kit 3: How Societies Developed
VIII	Kit 4: The Way We Live
IX	Kit 6: Preparing For The Future

- Teacher's Trainings as part of **Sangati Program**

One day trainings were organised for teachers with cooperation from the Intergrated Tribal Development Project, Shahapur, to enhance the quality of education of teachers teaching classes 7th to 9th through **Sangati** program. These trainings were conducted during 16th to 18th September 2019 from 11.00am till 5.00pm at the Dahagaon ashram school, Shahapur.



In all, **Sangati** consists of 6 kits. In each academic year, 2 kits are covered by the teachers and the entire course is completed from standard 5th to 7th. Unfortunately, in ashram schools, only one kit can be covered by the teachers. To accommodate this, from the current academic year it was decided that the program will be implemented for students who have moved to class 9th from class 8th as well.

All the teachers implementing programs for the classes 5th and 6th had undergone training during 2015-17 and hence training was organised only for the teachers teaching classes 7th to 9th in the current year.

Teachers' participation in these trainings:

One day trainings were organised for all the teachers teaching classes 7th to 9th. In total 3 trainings were organised which were attended by 96 teachers representing 36 Ashram Schools.

Date	Standard	<i>Sangati Kits</i>	<i>No of participants</i>
16-9-2019	VII	Kit 3: How Societies Developed	36
17-9-2019	VIII	Kit 4: The Way We Live	29
18-9-2019	IX	Kit 6: Preparing For The Future	31
Total			96

Important points from the trainings:

- Introduction to the organization was provided, updates of the progress of the project till date and the achievements of the **Sangati** Program were shared.
- Demos of selected sessions from **Sangati** kits by Avehi resource persons and teachers were held.
- Planning for **Sangati** implementation in schools was done, feedbacks from teachers were taken and Relieve letters for teachers, and the closing ceremony was held.

- **Achievements and some other important points:**

- **Sangati** program will be implemented even in class 9th. This will ensure students will be able to cover the entire **Sangati** program (all the kits).
- Teachers participating in the trainings organised for classes 8th and 9th were completely new to the **Sangati** program but children were oriented to the program.
- Most of the participating teachers believe that **Sangati** Program is complementary to the academic curriculum and would contribute to achieving the objectives of education.
- Teachers could actually identify with **Sangati** program and its correlation to curriculum; in some cases they even approached the resource persons to convey the same.
- All the participating teachers got an opportunity to work with **Sangati** kits themselves, this ensured they are well versed with all the resource materials from the kit like flipcharts, posters, workbooksetc.
- Interactive and informal methodology of the training ensured that teachers understand the changing viewpoint of education and learn about new concepts.
- The response of teachers was positive during the training. They were active participants in all the activities during this teaching – learning process.
- Mr. Bhatgavkar, Deputy Assistant Project Officer was gracious to be present for the trainings and he also interacted with teachers. Mr. S.L. Pawar was also present for the training.



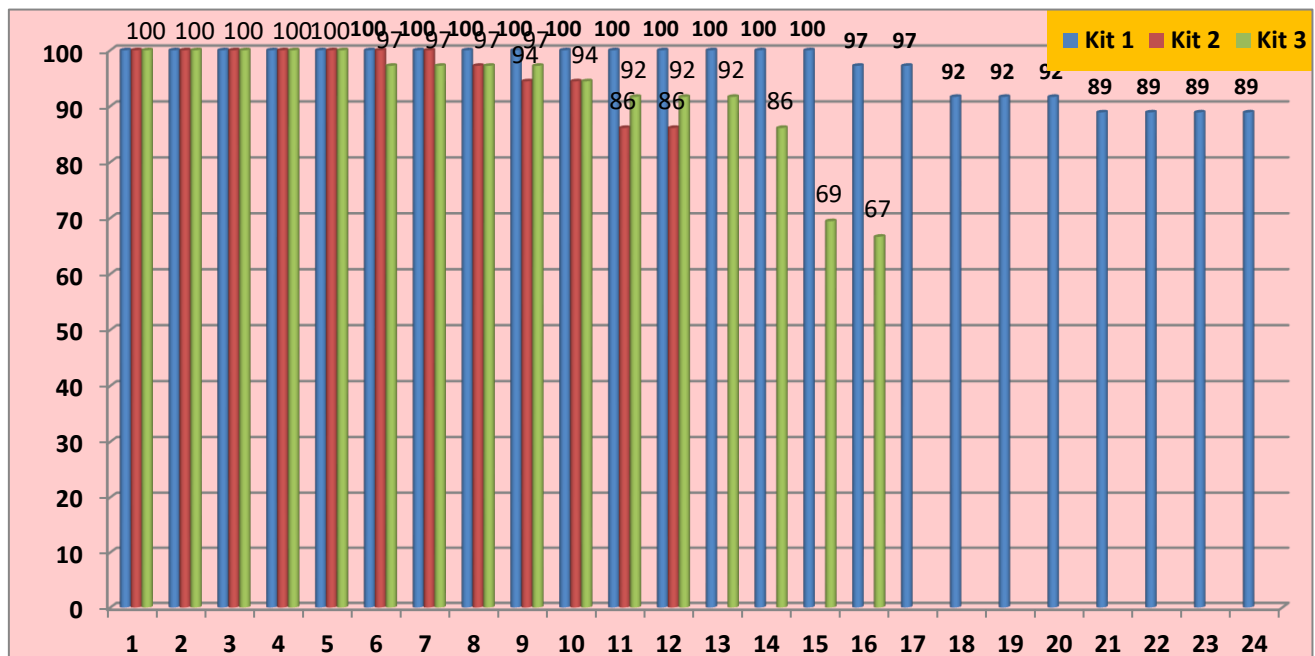
Mr. Bhadgaonkar, during his address to teachers in the training said “There are organisations who charge us to work in our ashram schools where as Avehi Abacus is implementing this program free of cost. They are ensuring our children gain so much of knowledge and information, you have to cooperate with them and implement this program well in your schools.”

Consolidated information of sessions of kit 1to 6 *Sangati* Programme in Ashram School

Std. V: *Sangati* Kit1 - 'Myself, My Body, Our Needs' started in 100% classes and completed in 89% classes.

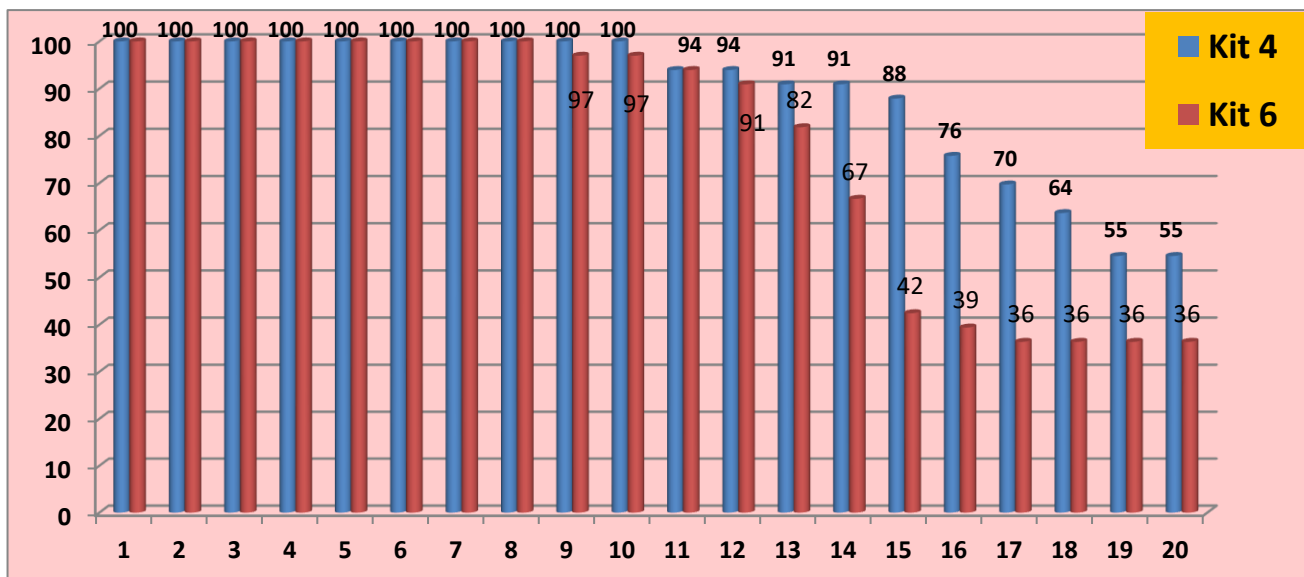
Std. VI: *Sangati* Kit 2 - 'Our Earth and the Web of Life' started in 100% classes and completed in 86% classes.

Std. VII: *Sangati* Kit 3 - 'How Societies Developed' started in 100% classes and completed in 67% classes.



Std. VIII: Kit 4 - 'The Way We Live' started in 100% classes and completed in 55% classes.

Std. IX: *Sangati* Kit 6 - 'Preparing For The Future' started in 100% classes and completed in 36% classes



- **Workbooks**

workbooks were disseminated to all the students of class 5th to 9th corresponding to the **Sangati** kit they were following. Students are completing activities in these booklets. It is observed that the students have developed interest in **Sangati** program. Teachers too are paying special attention to the students to ensure that they are completing these booklets. As depicted in this table- 50% students have completed the activities very well. Reading, writing skills of students have also improved due to this activity.

Std.	Sangati Workbooks			
	A	B	C	D
	Excellent	Good	Average	Poor
5	927	693	167	46
6	988	810	200	40
7	968	786	127	38
8	983	786	135	52
9	936	769	108	54
GrandTotal	4802	3844	737	230
In %	50.0	40.0	7.7	2.4



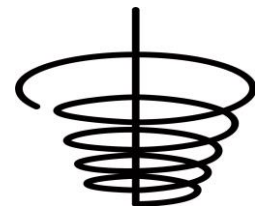
- **School**

Monitoring Visits

Ms. Kapil Mohape, who overlooks the implementation of the **Sangati** program in Ashram schools and other representatives, who visit these schools once a month, have had regular interactions with the students and teachers. 280 visits have been conducted visits at all 36 Ashram schools.

- **End Line Test and Evaluation not done because of Covid 19.**





***Manthan* programme**

Supplementary Curriculum for Pre-Service Teacher Education

Context of implementation of the *Manthan* Programme

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

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

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

Manthan is currently being used in 1 college in Raigad district and 5 colleges in Paghar, 4 colleges in Thane district and 4 colleges in Mumbai.

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

Districts	D.El.Ed. colleges	No of trainee teachers
Palghar	5	166
Thane	4	183
Mumbai	4	132
Raigad	1	74
Total	14	555

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.



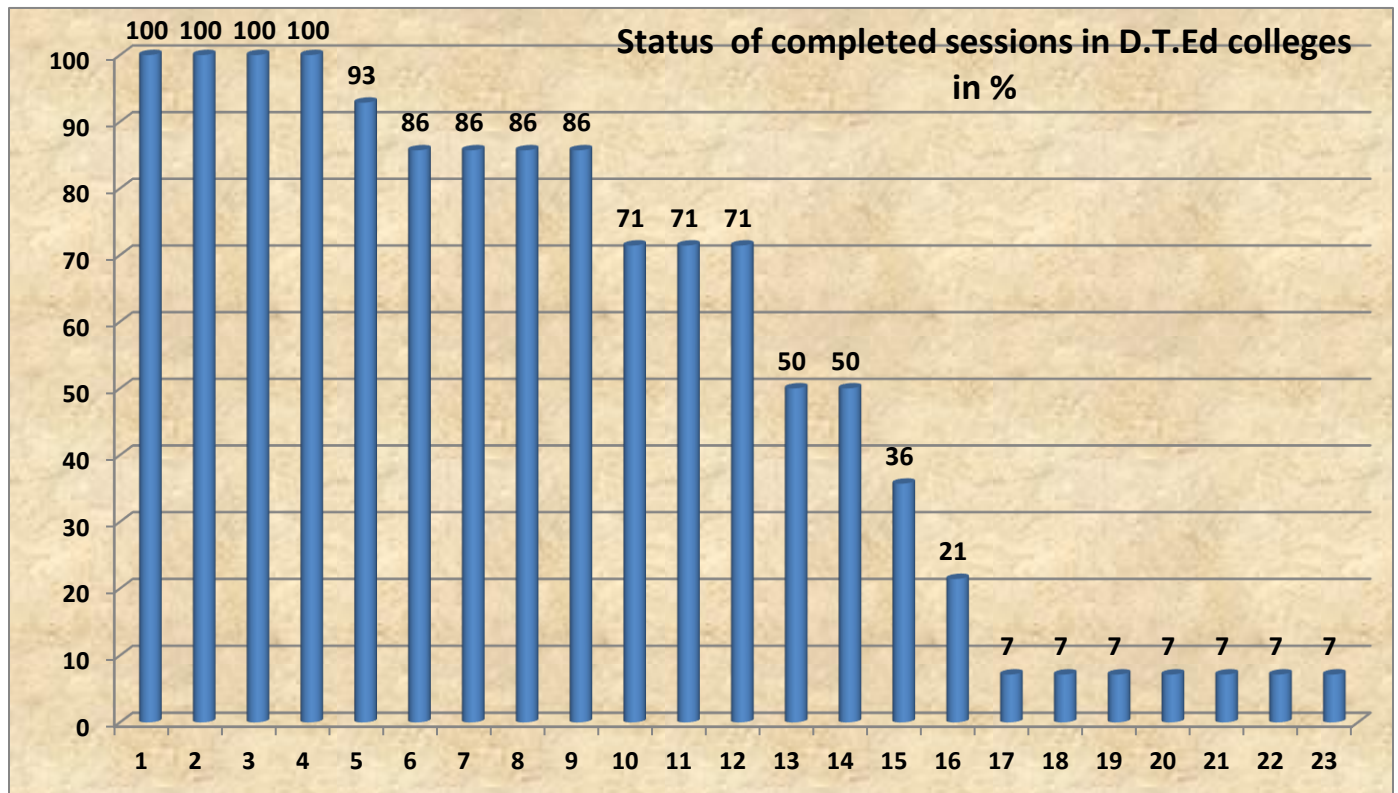
The course content covers two of the three curricular areas prescribed by the National Council of Teacher Education – namely, Foundations of Education and Curriculum and Pedagogy.

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.

The session average of *Manthan* programme implemented in teachers' training colleges till March 2020 is as follows

Manthan Programme: First Year syllabus implementation



Manthan has been initiated with first year students it will be continued with the same students as they enter second year.

Some observation points-

- Learning methods and different pedagogic techniques were discussed during the course of the sessions. The students seemed to really value and appreciate the *Manthan* sessions, their extremely positive feedback indicates the same. The students are very enthusiastic and involved in the discussions. The teachers at the colleges are also very open to discussing social issues in the class. They seemed to be genuinely involved in the teaching-learning process and would enthusiastically discuss the modules with the students and the representative. The *Manthan* program has been receiving a steady cooperation from the colleges.
- Students and teachers loved *Manthan* programme. They felt that teaching methodology, discussions and presentations greatly help in conducting sessions and enhance their own formal course material.
- They also appreciated the material used for the sessions.
- Sessions are being completed in the form of a workshop due to other academic burden and activities.

- In the Palghar district, Kosabad D.T.Ed colleges **Manthan** program was stopped for the first time, since the trustee of the college had taken a decision that they would not incorporate any other programs which were not part of their curriculum., for the current academic year, but for the batch of 2019 – 21, they have evinced interest and shown willingness to conduct the program again in the college. It was observed that the sessions for the month of January were conducted well.
- DT Kalani D.T.Ed. college and D.D. Vispute D.T.Ed college – In the academic year 2018-19, the second year had very few students. Hence, in these colleges, the first year students who had been a part of the **Manthan** program also remained a part of the same when they were promoted to second year.

Implementation of **Manthan** program

- In the current academic year -2019-2020, **Manthan** program was implemented for the first year D.T.Ed . Enrolment process for this was completed by 1st of August. All the D.T.Ed colleges under the project were visited in the month of August and the student list was updated by adding the newly enrolled students.
- A report was prepared evaluating the performance of the program for the academic year 2017 and 2019, based on the results of the pre and post-tests that were administered.
- A letter was submitted to the District Education department in Palghar and Thane District, requesting permission for the conduct of the program for the academic year 2019-21. Annual report for the previous year was also submitted to them. A fruitful meeting was conducted with all the Departments. They have elicited a positive response with regard to for the issuance of the permission letter.
- **Permission for Implementation of *Manthan***
Mumbai -A meeting was held with Mr Prabhakar Chaudhari, official of the Education Department, in Mumbai on 9/ 12/ 2019. During the meeting, the nature of **Manthan** program was discussed and implementation plan for the academic year was shared with him. Annual report of implementation of program for 2017-18 was also shared with him. He took a positive interest in discussions and also enquired about the details of the program. Mr. Chaudhari has promised to give permission for the proposed program for the current academic year. His positive response to the meeting was reassuring.

Thane - Permission letter granted

In order to ensure the continuous implementation of **Manthan** program in four D.T.Ed colleges in the academic year 2019- 2021, a meeting was arranged with Ms. Vijaya Chincholikar, Principal, on 14th August 2019.

She has been very supportive of **Manthan** program and has even given necessary guidance for its smooth implementation. She regularly gives permission for the implementation of the program. This year too, she granted permission for the same for all the four D.T.Ed colleges. The permission letter has been attached to the report

Palghar: Permission letter granted

Manthan program is being implemented in six D.T.Ed colleges in Palghar District in 2019-2021. A meeting was arranged on 13/ 8/ 2019 with Ms. Lata Sanap of Palghar DIET at her office. . The objectives and the need for the implementation of the program were discussed with her. Annual report of the previous work was submitted, which also included feedback and experiences of the D.T.Ed students. A letter of request for permission to continue this program in the current year was submitted to her. She has promised to co-operate. Another meeting was held on 4th December 2019 for acquiring this permission with the help of Mr Vilas Pimpalay, Deputy Education Officer; a letter was granted to continue the project in selected D.T.Ed colleges in 2019-2021 in Palghar district. It is attached to the report.

- It has been observed that the D.T.Ed college professors do not find enough time in the regular routine to conduct **Manthan** program. To avoid this issue, in the current academic year of 2019, it has been decided that **Manthan** curriculum will be implemented in a workshop of 10 days, for the first year.
- **Visit by coordinators to Training Colleges**
Coordinators of **Sangati** and **Manthan** programme have worked together to implement the **Manthan** programme effectively. 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.

Experiences and Feedback of trainee teachers

Experiences during the sessions

- D.T.Ed students of DD Vispute college participated enthusiastically during the sessions; for example; *Hushar Kaun* (who is intelligent) - during this activity - most of the D.T.Ed students initially said intelligent means those students who secure marks. Almost all the D.T.Ed students had the same Outlook towards intelligence, but when they understood that thoughts, actions, perspectives etc. differed from person to person, and impacted the amount of success one had in life, a lot of D.T.Ed students accepted that merely securing good marks was a very limited understanding of intelligence and they needed to think out of the box as teachers in future.
- A visit was arranged to Thomas Baptista D.T.Ed College in the beginning of the academic year for administering pre-test. For D.T.Ed students pre-test and curriculum was new, they had no idea about the **Manthan** program; while appearing for the pre-test and answering the questions they were making efforts to understand the program better. When we went the next time for conducting **Manthan** program, everybody welcomed us happily and enthusiastically. They asked various questions during the session. They looked at



the **Manthan** Kits and elicited interest. After understanding the nature of the kits distributed to them, they were very happy that a program like **Manthan** was going to be part of their curriculum. During the activity *Lena Dena*, the kids in them resurfaced and they really enjoyed the activity. Once they understood the objective of this game that – ‘they were going to take something from each other and give something to each other’ - they were sharing experiences freely with each other. Because we were able to give them a glimpse of the entire program, the D.T.Ed students got a fairly good idea about **Manthan**’s principles and objectives. They promised that they would prepare a timetable for **Manthan** and would ensure that it is beimplemented effectively, as they felt that it was an essential addition to their curriculum.

- At Salauddin D.T.Ed College, a very engaging and fruitful discussion was held during session 5 ‘*The challenge I face*’ in the second activity ‘Your decision is important’. In this activity, the first case study which was discussed, dealt with getting a job of one’s choice. The students felt that to get a good salaried job, one had to give a bribe and if one wanted a government job, a hefty bribe would be needed. A steamy discussion was held on this issue, involving discussion on values, corruption and how taking and giving a bribe was a crime, but people’s lack of options forced them to engage in it. Students said that it was wrong and hopefully they will not have to do this in their lives. So, the students who were initially saying that they could-not secure a job without giving a bribe, were at least considering it as an option by the end of the session.



Manthan program Permission letter Palghar and Thane districts

शिक्षण विभाग, (प्राथमिक)
जिल्हा परिषद पालघर

Email: edu.palghar@gmail.com
जा.क्र. जा.शिक्षण/प्राथ./आस्था/वर्ग/२०८८/२९

फोन नं. 02525-255154
दिनांक: ०१/१२/२०१९

प्रती,

१. प्राचार्य, १. वनिता विद्यालय, बाजीपूर ता. वसई जि. पालघर
२. सेंट अनाथसेन्स अध्यापक विद्यालय, पापडी, ता. वसई, जि. पालघर
३. वॉमस बाप्रीष्टा अध्यापक विद्यालय, पापडी, ता. वसई, जि. पालघर
४. सेंट जॉन डी ब्रिटो अध्यापक विद्यालय, माणिकपूर, ता. वसई, जि. पालघर
५. विकासवादी अध्यापक विद्यालय, कोसबाड, ता. डहाणू, जि. पालघर
६. एन.ए.एस. अध्यापक विद्यालय, बोईसर, ता. जि. पालघर

विषय :- अवेहि अबकस प्रकल्पाने सेवापूर्व अध्यापक प्रशिक्षणासाठी निर्मित केलेल्या 'मंथन' या पुरक अभ्यासक्रमाबाबत....

संदर्भ :- अवेहि पब्लिक चॅरिटेबल ट्रस्ट यांचा प्रस्ताव दि. १३/८/२०१९

उपरोक्त संदर्भात विषयान्वये आपणास कळविण्यात येते की, अवेहि अबकस प्रकल्पाने सेवापूर्व अध्यापक प्रशिक्षणासाठी 'मंथन' कार्यक्रम तयार केला आहे. डी.एल.एड. अभ्यासक्रमाला पुरक असलेला मंथन कार्यक्रम पालघर जिल्ह्यातील अध्यापक विद्यालयांमध्ये २०१९-२१ साठी छात्राध्यापकांसाठी कार्यान्वित करावयाचा आहे.

सदर कार्यक्रम आपल्या अध्यापक विद्यालयांमध्ये देखील असणार आहे. मंथन कार्यक्रमातील सत्र आपल्या अध्यापक जिल्ह्यातील छात्राध्यापकांबरोबर घेण्याची जबाबदारी आपल्या अध्यापक विद्यालयातील अध्यापकांच्याची असेल. अध्यापकांच्यांना प्रशिक्षण व उपक्रम राबविण्यासाठी आवश्यक असणारे साहित्य अवेहि अबकस प्रकल्पातर्फे पुरविण्यात येईल. हा 'मंथन' कार्यक्रम राबविण्यासाठी संबंधितांना सहकार्य करावे. शैक्षणिक कामकाजात अडथळा येणार नाही याची दखल घेतली जावी आणि ही जबाबदारी अवेहि पब्लिक चॅरिटेबल ट्रस्ट आणि संबंधित अध्यापक विद्यालय यांची राहिल.

जिल्हा शैक्षणिक सातत्यपूर्ण व्यावसायिक विकास संस्था, पालघर

प्रत:-

१. मा.संचालक, विद्याप्राधिकरण महाराष्ट्र राज्य, पुणे.
२. मा.उपसंचालक, मुंबई विभाग, मुंबई.
३. वरिष्ठ प्रकल्प समन्वयक, अवेहि अबकस प्रकल्प, मुंबई.

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दिनांक: १८-१२-२०१९

प्रति

प्राचार्य

स्वयंशिद्धी अध्यापक विद्यालय, भिवंडी
एस.डी.टी. कलाणी अध्यापक विद्यालय, राहाड
सल्लाउद्दीन अध्यापक विद्यालय, भिवंडी
आयडियल अध्यापक विद्यालय, कल्याण

विषय :- अवेहि अबकस प्रकल्पाने सेवापूर्व अध्यापक प्रशिक्षणासाठी निर्मित केलेल्या 'मंथन' या पुरक अभ्यासक्रमाबाबत....

संदर्भ :- अवेहि पब्लिक चॅरिटेबल ट्रस्ट यांचा प्रस्ताव दि. १४/८/२०१९

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सदर कार्यक्रम आपल्या अध्यापक विद्यालयांमध्ये देखील असणार आहे. 'मंथन' कार्यक्रमातील सत्र आपल्या अध्यापक विद्यालयातील छात्राध्यापकांबरोबर घेण्याची जबाबदारी आपल्या अध्यापक विद्यालयातील अध्यापकांच्याची ही असेल. अध्यापकांच्यांना प्रशिक्षण व उपक्रम राबविण्यासाठी आवश्यक असणारे साहित्य अवेहि अबकस प्रकल्पातर्फे पुरविण्यात येईल. हा 'मंथन' कार्यक्रम राबविण्यासाठी संबंधितांना सहकार्य करावे. शैक्षणिक कामकाजात अडथळा येणार नाही याची दखल घेतली जावी आणि ही जबाबदारी अवेहि पब्लिक चॅरिटेबल ट्रस्ट आणि संबंधित अध्यापक विद्यालय यांची राहिल.

जिल्हा शिक्षण व प्रशिक्षण संस्था, ठाणे

जिल्हा शिक्षण व प्रशिक्षण संस्था, ठाणे

प्रत:-

वरिष्ठ प्रकल्प समन्वयक, अवेहि अबकस प्रकल्प, मुंबई.

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 Avehi Abacus Project and we have been playing the role of a Resource organization (RO) aimed at preventing incidence of Early Childhood Marriage (ECM) working with Grassroots Organizations (GO) in particularly vulnerable areas. Since then the ***Saath Saath*** programme has expanded to new regions (rural Uttar Pradesh and Rajasthan) where socio-economic contexts are different than those in Mumbai and rural Maharashtra.

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

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

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

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

Objectives of *Saath Saath* programme

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

Outreach of *Saath Saath* Programme

NGOs Name	Community base centers	No. of Boys	No. of Girls	No. of women	Total	Numbers of schools	No. of Boys	No. of Girls	Total
Sahajani Shiksha Kendra	99	64	1980	4678	6722	60	450	550	1000
Mahila Jan Adhikaar Samiti	6	30	182		212	8	110	165	275
AMIED	11		420	52	472	9	Same girls in schools and centers		
Avehi Abacus Project direct implementation	1	4	8		12	1	28	32	60
TATA Trust	9				577	9			1404
Grand Total	126	98	2590	4730	7995	87	588	747	2739

***Saath Saath* at K.K. Marg Municipal school, Mumbai**

Introduction

Avehi Abacus project office is situated at K.K. Marg, Municipal school .which since last five years also has a Secondary school for Hindi medium. It was thus decided that ***SaathSaath*** be implemented in this school too. A total of 65 students from this school were part of this initiative. The principal of the school gave permission to introduce ***SaathSaath*** on every second and fourth Saturdays from 10.30 a.m. to 11.30 am.

Students Present- 60

Saath Saath was implemented with the active participation of students. They gained lot of concrete knowledge, about gender inequalities and they could express their opinions against discrimination freely and fearlessly. They felt that they have learned to separate prejudice from facts, they expressed strong opinions against discriminatory practices and traditions. ***Saath Saath*** has helped the students in K.K. Marg Municipal school to look at gendering in a nuanced way and motivated them to chart a new path

During Activity 3 'Socho toh zara', the participants were asked whether their lives would be different if they could change their gender. Some girls expressed that they wanted to retain their gender even if given a chance, whereas some others expressed that they would like to change their gender as boys had more freedom to do what they liked. Their wishes were also fulfilled immediately.

Some of the boys stated that they would like to continue to be boys as they had all the freedom to play, study, roam around etc., whenever they wanted. However, 2-3 boys stated that girls were in a better position as they could wear different kinds of dresses and make-up and did not have to worry about getting a job. They felt that girls had lesser responsibilities than boys.

After listening to all these views, it was discussed that girls and boys were equal and had equal responsibilities. It was important that both treated each other as equals and with respect and help each other in all walks of life.

Session 2: 'Growing up'

While explaining the term 'adolescence' the various physical and mental changes that occurred during this phase of life were discussed. During the activity, the participants expressed that in this phase of life they felt confused regarding their behaviour. They couldn't understand whether they were grown-ups or children and what kind of behaviour was apt for them.

The participants had been introduced to the flip-chart that was used to discuss the physical and mental changes that occurred during this period and the impact of these changes in their lives. This discussion was held jointly with boys and girls but since they were prepared for it, they did-not feel embarrassed during the discussion, but participated freely and tried to form an understanding about the changes that their bodies and minds would undergo so that they could be prepared for the same and handle them well.

During the activity while conducting Session 8, the participants were asked to draw the picture of a farmer and also give a name to their picture. Most of the participants named their pictures as Ramu, Shamu, Gopal etc. A couple of participants also provided female names. But one boy drew a very different picture of both male and female farmers working together. When he was asked to explain his drawing, he said that males and females were equal and there was no difference in the work they did. He was appreciated for his drawing and his thought process, and a further discussion on the equality of males and females and the fact that no work was big or small, was held.

12 sessions of ***Saath Saath*** have been completed in Keshavrao Khadge Hindi Secondary School. Session 11 was based on the characteristics of a responsible individual and human being. Session 12 was about gender discrimination and awareness was created among the participants about this issue through activities, posters and discussions.

Through the examples of various characters in the stories used, like Dr. Padmanabhan, Cedrik Pinto, Rizwana Parvez, Bunty, Samuel, Seetabhabhi etc., the possibility of bringing about a change in the society was discussed. The participants understood that a healthy society would have a positive impact on their lives.

A positive change in the thought process of the participants was observed after the conduct of these 12 sessions.

Achievements and Observations

- ***Saath-Saath*** program is divided into 12 sessions which are conducted with the help of posters, flip-charts, activities and discussions.
- The sessions were held with adolescent children and were fruitful. The confidence of the children increased after understanding how to solve their problems.
- The awareness of the girls about the process of menstruation and how to keep themselves physically and mentally healthy during their menstrual cycles, developed through these sessions.
- Efforts were made to create an awareness among children regarding sensitive and serious issues like sexual violence, rapes etc.
- The topics discussed in this program are such which are not openly discussed at homes or in schools. Thus, an effort is made to create an awareness and understanding around these issues.
- The widespread prevalence of gender discrimination in our society and the need and importance of gender equality were discussed.
- The program played an important role in creating an awareness around gender issues and the violence and discrimination practiced against women.

- The students understood the need and importance of empowering women so that they could raise their voices against the various kinds of violence practices against them, so that these evils could be completely rooted out from the society.
- Students understood that women should not be treated as objects of lust but should be given their due respect.
- Students also understood that women should be paid equally as men their jobs as they worked twice as hard as men – looking after household chores as well.

Thus, the ***Saath-Saath*** program for the year 2019-20 was successfully completed in Keshavrao Khadge Hindi Secondary School. The students understood that girls and boys were equal and the differences were only biological and natural. It is important that both are treated as equals and have mutual respect for each other.

***Saath Saath* at Sidharth Nagar Community Andheri (West)**

Since 2016, we initiated programme in the working class localities of Mumbai wherein we conducted interactive sessions with the youth in the community. We developed module called 'Engaging Youth for Social Justice' for this programme. Here, ***SaathSaath*** Programme was implemented as a basic entry point. In this, effort was to link gender discrimination with the larger issues of social justice and development. Nurturing young local leadership was another objective of the programme.

Students Present- 12

In the beginning, less number of students used to attend the programme as the programme and the team not known to the community members. In this phase, we conducted pre test with the participants. We also conducted recap of the sessions conducted with them earlier. Children's response was encouraging. Representatives visit the residential colonies so that participation of the students in the program can be increased. Only those students are able to participate in the program whose parents or guardians permit them. Separate meetings are held with the parents and guardians to convince them.

12-13 parents and guardians participate in every session. Last year, due to heavy rains parents, guardians and students expressed inability to participate in the sessions. 5 sessions were conducted with the children. This year sessions couldn't be conducted due to lockdown.

It is essential that the participation of guardians increases, especially along with 10-12 year old kids who like to attend the sessions. This is necessary for smooth conduct of sessions and so that appropriate information can be imparted to participants in the presence of parents/guardians.

***Saath Saathin* Bharaich with Tata Trust, (EUP) as technical partner**

Avehi Abacus Project joined hands with Tata Trust, (EUP) as their technical partner in Bhabraich and it was decided that **Saath Saath** module on gender will be implemented by the local facilitators in village centres as well as schools with focus on adolescents. It was envisaged that the partnership will provide inputs and expertise for Adolescent Education (AE) facilitators with two main objectives;

1. To augment, supplement and enrich learning – make it engaging, improve academic quality, relevance, help apply learning experiences to change at individual and collective level
2. To work with adolescents/youth to address gender concerns in holistic manner (aimed at preventing child marriage, improving retention and transition in school-girls, preventing gender violence and building respectful relations between boys and girls), additionally to help look at societal and environmental issues affecting them in order to initiate informed, sensitive action for change.

Outreach

Saath Saath has reached around 1981 adolescent girls and boys from 18 **Learning Centres and Schools** spread across three blocks of the Bhabraich district.

S.N.	Platform	Village (Location)	Block	Total Participants
1	U.P.S.	Saray Kanhar	Kaisarganj	133
2	IKHVELO	Saray Kaahar	Kaisarganj	40
3	U.P.S.	Kanpurwa	Kaisarganj	115
4	IKHVELO	Kanpurwa	Kaisarganj	40
5	U.P.S.	Sidarkhi	Kaisarganj	117
6	U.P.S.	Badrauli	Kaisarganj	450
7	U.P.S.	1100 Retieti	Kaisarganj	142
8	K.G.B.V.	Lalpur	Kaisarganj	100
9	U.P.S.	Bichhla	Chittaura	90
10	COMMUNITY	Bichhla	Chittaura	137
11	U.P.S.	Kuruwari	Chittaura	171
12	IKHVELO	Kuruwari	Chittaura	171
13	Private School	Madaraha	Kaisarganj	85
14	IKHVELO	300 Reti	Kaisarganj	60
15	IKHVELO	Dhobaha	Chittaura	60
16	COMMUNITY	Tande Chatur	Kaisarganj	30
17	COMMUNITY	Deeha	Kaisarganj	20
18	COMMUNITY	Alahiyapur	Kaisarganj	20
Total Coverage				1981

Activities

Proposed Activities & Timelines

- Site-visit/meeting & Collection of Base-line data
- Capacity building for M&E
- Material Printing and Distribution.
- Orientation Workshops with Facilitators
- Implementation of curriculum module
- Follow-up & Monitoring visit

Because of Covid-19 following activities were not done.

- Evaluation (Internal) + End-Line Data-Collection
Review and consolidation workshop
However;
- On-line workshops for team of facilitators were conducted.

First Site Visit and workshop with Team

The first field visit to Bahraich was held on July 31st and August 1, 2019 by *Simantini* and *Chitra* of Avehi Abacus. During this visit, Tinso Reti Center was visited and a team training was conducted for one and a half days.

- **Tinso Reti centre visit:** Simantini and Chitra visited the centre on 31st July 2019 and had discussions with children. Two activities from **Saath-Saath** were also conducted with children to gauge their response and age-appropriateness.
- **Workshop with facilitators after the field visit:** A one and half day training was conducted with the team. This was an essential and introductory workshop to initiate the team to the **Saath-Saath** module. 17 team members participated in this workshop.
- The workshop gave an introduction to the perspective of Avehi Abacus Project by using resources from **Sangati**, **Manthan** and **Saath Saath** in brief. The team was given a glimpse into the pedagogy and teaching-learning materials to be used during the sessions.

Detailed discussions were held around the pedagogy and key concepts and assessment strategies.

- The focus of the discussions was on integration of teaching-learning with day to day lives woven around experiences of the students and teachers, making teaching-learning a thought provoking and enjoyable process through discussions, use of stories, interactive activities etc.



- Besides exposing the team to the unique structure and content of the Saath Saath and sangati modules discussions preceded by activities to build perspective about education and society were also part of the workshop.

Pre Test

Pre-test tool for base-line data prepared by **Avehi Abacus** for impact of **Saath Saath** module was shared with the Tata trust team for review and feedback; post review for whether there should be any changes in the pre- test; whether it needed any additional questions etc. after the feedback, the pre-test questionnaire was updated.

To understand and gauge the impact of the **Saath Saath** programme on adolescents, Base-line tests were developed and administered. In all, a sample of 347 students from 5 Centres, 5 schools and 1 community were administered these Base-line tests. The post test will be conducted with the same set of students after all the 12 sessions have been conducted.

Saath Saath Pretest			
	School	Centre	Community
Bichhla	31	3	16
Saray kanhar	30	46	0
300reti	0	55	0
Bahboliya	44	7	0
Dihwa	23	32	0
UPS 1100Reti	60	0	0
Total	188	143	16

Material Printing and Distribution

10 **Saath Saath** kits and 3000 Activity booklets (Students Material) were printed in the month of August 2019 and sent to Tata Trust in the month of 3 September 2019. They distributed Activity booklets to Centres and schools in the month of October 2019. Each booklet containing the relevant Worksheets/Supplementary Readings was prepared taking into consideration the age group of students.

Two **Saath Saath** kits were also distributed to representatives of Lokamitra Organization who had participated in **Saath Saath** workshops in Jaunpur. Thus, at total of 12 kits were distributed.

Orientation Workshops with Facilitators

The **Saath Saath** module was introduced to the Tata Trust representatives during a three days workshop held from 29 to 31st August.

Tata trust, Bahraich and lokamitra, Jaunpur - these were the organisations that participated in this training and a total of 19 people were present for this workshop. Lokmitra organisation is a partner NGO of Tata trust in Jaunpur.

During this workshop, the project and all its 12 sessions were introduced to the participants. Games, group activities and using picture reading etc. were the methodologies that were introduced to the participants. The workshop was very successful and the participants were positive that it was going to immensely help them in the implementation of their work in future. Feedback shows that all the participants really liked the content and methodology of **Saath Saath** workshop.



During this workshop, free-flowing discussion was held about all the changes that take place during adolescence and a lot of experiences were shared by the participants. It was discussed as to why gender discrimination increases in adolescence and how we are forced to follow the narrative of femininity or masculinity. It was discussed how adolescents are pressurized to fit in either of these narratives.

The role of **Saath Saath** in dealing with this and how it can help to bring about expected changes was also discussed. Due to a detailed discussion on gender discrimination, the participants reported that their awareness levels had increased and it was going to help them in conducting the **Saath Saath** program and various activities in future.



Achievements:

- All the participants actively participated throughout the sessions. They were all involved in the group activities, presentations as well as discussions.
- The enthusiasm of the participants, their time management as well as their timeliness was appreciable. On both the days the activities started very early in the morning and continued till very late in the evening, yet it did-not diminish the enthusiasm of the participants.
- All the participants enriched the session discussions with their own experiences as well as examples from their day-to-day lives.
- Everybody was actively engaged in the discussion involving physical and emotional changes that take place during adolescence.
- A new perspective was gained by the participants about gender equality and discrimination.
- **Saath Saath** program has helped to introduce and bring awareness in children on the issues of gender discrimination, atrocities and harassment. In the beginning the participants were a little hesitant but slowly and steadily they opened up and shared examples and even their lived experiences.
- A lot of topics that were covered in **Saath Saath** were new for the participants and they really liked the methodology of introducing these topics to them. They found it very engaging and easy to adapt to.
- Overall the workshop was quite successful.



Capacity building for Monitoring and Evaluation

The formats for Session Report and Monthly reports were shared and it was discussed if any changes need to be made to them.

Implementation of Curriculum Module

The workshops was conducted in August but in later two months the sessions could not be conducted in field because the team wanted to create conducive atmosphere for the sessions to be more receptive and prepare themselves before the sessions started.

Out of 22 , sessions have started in 15 sites.

Follow-up & Monitoring visits

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.

	Dates	Representatives	No of Centres, Schools
1	12 and 13 November 2019	Chitra and Vaishali	3 schools ,6 Centres and 1 <i>Jhola</i> library = 10
2	25 to 28 February, 2020.	Vaishali and Dhanshree	7 Centres, 4 schools

• Field visit: 12th and 13th November 2019

The field visit was organised on 12th and 13th November. During this visit, we interacted with 3 schools ,6 Centres and 1 *Jhola* library. Thus, altogether, we visited 10 places where we had interactions with children as well as teachers about the **Saath-Saath** project.

Meeting organised with the team of Tata Trust, post the field visit dated 13th Novemeber 2019.

The main agenda of this meeting was to discuss learning as well as the difficulties experienced during the field visit. Two members from Avehi and approximately 14 people from Tata Trust were present for this meeting.

Overall experience was positive. The session has just begun in two places, first session was completed in 5 places, and the second session has started for three centres.

- Though there was only one session which was conducted with children, they shared their experiences freely with the team. Post that the meeting started.
- Out of 22 sites, sessions have started in 15 and approximately one or two sessions have been conducted. The workshop was conducted in August but in last two months the sessions could not start because the team wanted to create conducive atmosphere for the sessions and prepare themselves before the sessions started.
- The centres have children of different age group coming in; at times older children also come to the centres which leads to younger children hesitating in participating or talking during the sessions. It

was decided that separate sessions could be held for younger and older age groups to ensure that all get a chance to express/ share during the sessions.

- Discussion was held with regards to the newsletter, since a lot of children could not read and write, it was decided that those who could, would read it out to everybody so that others can also participate in the discussion. It was emphasised that information sheet will be filled by children themselves.
- For the future, it was decided that by January 2020, every Centre/ School as well as community - which means all the places - will have completed all the five sessions. The team is expected to have their plans ready for every session to ensure that the timeline is followed.
- In centres, sessions are conducted once a week for an hour and in schools it is conducted for half an hour due to the school periods (which is only for half an hour)so two sessions(two periods) are allotted for the session in schools.
- It was also decided that Avehi team will visit the centres in January 2020 to take a review of the work done and a one day workshop will be organised in which training will be imported for sessions 6 to 12.
- Importance of preparation of the session and reading the session closely and thoroughly prior to implementation was emphasised. It was also discussed that the team conducting the session should allocate activities among themselves prior to the session so that everybody is well prepared and conducts the session effectively.
- The participation of IT teachers in **Saath-Saath** Sessions was discussed and it was also discussed whether they can be invited for the next training.
- It was observed that the entire team was helping each other for conducting the sessions and were planning their work activities accordingly.
- Chittoor and Risia are the two new tehsils where work has recently started and the team is also new, importance of paying special attention to these areas was highlighted.
- The response from children of Kesargang where the work is being implemented for last 3 years, was quite impactful and a testimony of the work done over the years.
- Team also shared that they also were dealing with their own prejudices and gender biases.
- It was observed that the team seemed pretty confident to conduct the sessions effectively.

Field Visit: 25 to 28 February, 2020.

A field meeting was again conducted in February, 2020, during which a complete evaluation was done of the work undertaken till then and the problems faced by the representatives while conducting the sessions. In this manner, the work done in 7 Centres, and 4 school libraries was evaluated.

- During the first field meeting, we realized that at some places the **Saath-Saath** had either not begun or had been stopped in between. It was understood during the meeting that this was due to heavy reasons and other such natural factors.
- These issues were discussed and future planning was done so that the sessions could be conducted smoothly. The results of this field meeting were visible during the field meeting held in February, 2020. 3 to 5 sessions had been conducted in all the Centres. The students were well-aware regarding the sessions and had a good understanding of the same, wherever the sessions had been held.

Experiences from the Field:

- **Kurvari village:** Karan Kumar, a student of Kurvari village, narrated his experiences regarding the story “Maya’s story”. He shared that girls were not allowed to study in his village as they were considered as they had to be married off eventually. Karan Kumar shared that he thought that these notions about girls were wrong. He also confronted his mother that his sister should also be allowed to study and play.
- **Deedha village:** Shubham, a student of Standard VI in Deedha village had resided in Mumbai for some time. He is the middle child in his family. His father stays in the city due to work. Hence, maximum household works are done by him and his mother. Even though, his elder and younger sibling do-not help their mother in household chores, yet he feels that he should help his mother. He further shares that he feels that the children who do-not help in household chores should be beaten. He also says that there should be no discrimination between men and women in his village. Shubham is regular at the Centre and participates enthusiastically and freely in the discussions undertaken at the Centre.
- **Dhobha village:** In this village, **Saath Saath** sessions are conducted by Shri Brijesh. A few days after he took the session on “When we grow up”, a villager/parent approached him and enquired about this new initiative. When he explained the program in detail to the villager, he appreciated the program and said that such sessions are important, although no-one had imparted such knowledge to them earlier.
- **Kurvari UPS School:** At the time of field visit to this school, the participant teachers were conducting Session 5 of **Saath Saath**. A group activity was being conducted in which students had been divided into four groups of five students each. They were provided with card papers for the group activity. The students were asked to share their views on games children play, their toys and TV programs. After the group activity, there was a group discussion in which all said that much TV is not watched by anyone in the village but there were diverse opinions regarding games/play. For instance, many insisted that Cricket was for males whereas Badminton for females. During the discussion, boys clarified that they did-not play with girls because they would be teased if they did. After a lot of discussion, however, they got convinced that girls were also their classmates and there was nothing wrong in playing with them. They promised that they would play with girls henceforth.

Accomplishments:

- The program that began with 7 Centres is today running at 18. These include 9 schools, 4 Centres and 5 libraries
- **Saath Saath** is getting tremendous support from representative teachers, student teachers and school teachers
- It has been observed that the representatives were trying to explain the intent of the sessions to students of varied age groups. They were also sharing their personal experiences with the students
- Although the start was slow due to monsoons and other such reasons, the sessions are progressing at satisfactory pace in the present season

The key effects or results of *Saath-Saath* program:

The partner organizations have had a long and intensive experience of working on issues of gender justice and thus their response to our resources and expertise was particularly encouraging.

- ***Saath-Saath*** is being conducted in community centers as well as in schools where older adolescent boys and girls are also involved in the program participating enthusiastically.
- The awareness of the girls about the process of menstruation and how to keep themselves physically and mentally healthy during their menstrual cycles, developed through these sessions.
- The topics discussed in this program are such which are not openly discussed at homes or in schools. Thus, an effort is made to create an awareness and understanding around these issues.
- The widespread prevalence of gender discrimination in our society and the need and importance of gender equality were discussed.
- The team members from the partner organizations were able to understand the content and pedagogy well, and found the resources highly useful and accessible.
- The capacity building workshops received overwhelming response and the feedback indicated that they found the inputs to be concrete, transferable and adding value to their existing work.
- Team members also found the inputs appropriate to their contexts and were also able to adapt them for better application in the field, with support received during the workshop.
- The interactions and material given to the partner organizations have contributed positively in facilitating and honing their skills and perspective about education and praxis.
- The use of ***Saath Saath*** in field is proving to be extremely gainful for the facilitators thus contributing to their confidence and motivation levels.





Other Administrative and Organizational Activities

Analysis of Maharashtra State Textbooks Grades 1 to 10 from Life Skills and Equity Perspective

This is a brief report on the activities undertaken so far as part of the analysis of Maharashtra State Board textbooks by the Avehi-Abacus Project in partnership with UNICEF.

Background

Following a direction from the Additional Secretary, Department of Education and Sports, Government of Maharashtra, to support the state in analyzing school textbooks with a view to making them more contemporary, UNICEF Maharashtra contracted the Avehi-Abacus Project as a resource organization for reviewing, analyzing, and mapping *life skills and equity issues* in Maharashtra State Board textbooks used in grades I to X.

The team for this task included Simantini Dhuru, Director, Avehi-Abacus Project, Deepa Hari (ex-core team member, now a freelance consultant), Nivedita Dwivedi, and Rakhma Hema Shrikant as project consultants. The team was supported by academics and experts from the Department of Education, Delhi University, resource persons from the Avehi-Abacus Project, and last but not the least, experts from the Board of Studies for school textbooks, Balbharati, and MSCERT.

Completed activities

- **Meeting with Delhi University team on 13 and 14 September 2019**

The meeting was attended by Prof. Namita Ranganathan and Prof. Alka Behari from the Department, Dr. Suman Sachdeva of UNICEF Delhi, Reshma Agarwal, Maithili Gupte, Simantini Dhuru, and Deepa Hari, as well as a group of teachers and teacher educators from Delhi University. The objectives of this meeting were:

- To arrive at clarity regarding the common purpose and core principles with reference to the UNICEF life skills framework
- To understand the application of the UNICEF Comprehensive Life Skills Report in the context of school education
- To develop a draft framework for review and analysis of Maharashtra State Board textbooks from the perspective of life skills and equity issues
- To plan for workshops with State representative and Board of Studies members involved in textbook writing and development

- **Meeting with Vandana Krishna, ACS, Education, on 17 September 2019**

In this meeting, where representatives from UNICEF, Avehi-Abacus, and the state were present, the broad contours of the work plan and schedules for the review of textbooks were discussed. The date for a meeting with key members of the textbook development team was also finalized.

- ***Meeting chaired by Vandana Krishna, ACS, Education, on 25 September 2019***

Representatives from MSCERT, Balbharati, as well as members of the Board of Studies involved in textbook development participated in this meeting (in addition to UNICEF and Avehi-Abacus), held in the premises of the Maharashtra Prathamik Shikshan Parishad. The purpose of this meeting was to orient those present regarding textbook analysis from the perspective of life skills and equity issues. Ms Krishna outlined the need for such a review and its significance for the development of life skills in children, to address both academic aspects as well as issues of larger societal significance and challenges of the 21st century. She also clarified the roles/responsibilities of all the personnel involved, urging everyone to work together. The work plan and decision to hold workshops with key stakeholders as well as workshop schedules were also communicated at this meeting.

- ***Workshop held at Balbharati, Pune, from 10 to 12 October***

26 representatives from Balbharati and MSCERT, including members of the Board of Studies for different subjects, 3 experts from Delhi University, 4 resource persons from the Avehi-Abacus Project, and 2 representatives from UNICEF Maharashtra participated in this workshop. Vishal Solanki, Education Commissioner; Vivek Gosavi, Director, Balbharati; Vikas Garad, MSCERT; and Rajeev Patole, Special Office, Bal Bharti also attended.

The objectives of this workshop were:

- To communicate the concept of life skills and its relevance to education
- To evolve a common understanding of life skills and equity issues in the context of school education
- To finalize the review-framework for analysis of life skills and equity issues in Maharashtra State Board textbooks for grades I to X
- To demonstrate with examples how the review, mapping, and analysis of textbooks for different school subjects can be done
- To have the participating subject experts of MSCERT and Balbharati apply the draft framework to their subject-domains

The workshop was conducted smoothly and went as per plan, thanks to the active cooperation of the officials of Balbharati, MSCERT, and the Board of Studies members responsible for different subjects. The workshop was conducted in participatory mode, led by presentations and moderated activities by resource persons from the Avehi-Abacus Project and DU. Participatory activities included discussions, group work and presentations, and educational film screenings. The resource persons made impactful presentations on the concept of life skills and its relevance, and also demonstrated examples of integration of life skills in the textbooks and the scope for enhancement. The participants actively engaged with the different documents, particularly the 'Indicators for Life-Skills and Equity Issues' and

the 'Draft Framework for Analysis' – and contributed to the finalization of these documents. They also undertook an illustrative exercise in analysis of specific chapters from textbooks of different subjects. The workshop ended with plans and finalization of dates for the second workshop.

- ***Workshop held at Balbharati, Pune, from 16 to 17 October***

The objectives of this workshop were:

- To analyze specific chapters of textbooks from grades I to X with respect to life skills and equity issues
- To discuss and arrive at an understanding of issues focused on assessment of life skills
- To evolve and apportion responsibilities to participants for analysis of selected chapters in a timely manner after the workshops.

This workshop was moderated by resource persons from the Avehi-Abacus Project, and a total of 25 experts from Balbharati, MSCERT, and 2 representatives from UNICEF participated.

- **Workshop to share summary findings organized on 28th November 2019 at Balbharati, Pune**

This was the third in the series of workshops organized by Avehi-Abacus and UNICEF as part of the effort to analyze Maharashtra state textbooks for grades 1 to 10. The objective of the workshop was to present the summary findings of the review and analysis.

A total of 27 participants, including the Director, Balbharati and Deputy Directors of different divisions of MSCERT as well as members of the Boards of Studies involved in textbook development, participated in the workshop. Mr. Vishal Solanki, Commissioner, Education, attended the open session when participants responded to consolidated observations and indicated that the feedback/suggestions would be taken forward. Ms. Reshma Agarwal, Education Specialist, UNICEF along with two consultants and a four-member team from Avehi-Abacus facilitated the organization and conduct of the workshop.

The workshop began with Ms. Agarwal setting the context, followed by presentations by members of the Avehi-Abacus team.

- The first presentation was intended to provide a **background and context** to the task of textbook analysis. It delineated a definition and brief history of life skills and the importance of integrating life skills and equity issues in education, particularly in India, where the role of education as an agent of change is of critical importance.
- The second presentation set out the **processes followed** – from the meetings with the Additional Chief Secretary and State officials to the two workshops organized earlier in order to orient officials and involve them in the task of textbook review – as well as the factors considered for the analysis of textbooks from grades 1 to 10.

- Next, a **quantitative overview** was presented, to provide details of the number of books for each subject and class analyzed by the three main teams who participated in the exercise, namely, the State officials, the team from Delhi University, and Avehi-Abacus.

The presentations were followed by open discussion, with several participants sharing their views on the two workshops that they had attended, and their understanding and experience of reviewing the textbooks of different grades through the lens of life skills and equity.

- The last presentation before lunch provided a **qualitative overview**, integrating the observations of all the reviewers of textbooks for all subjects. The main findings included: commendable quality of production, making for colourful and visually attractive textbooks; thoughtful efforts to include a variety of useful material in the preliminary pages; diversity in terms of religious and gender representation but an absence of regional diversity and inclusion of the differently-abled; need for improvement in quality of visuals and better integration with the text; the use of formal language and a didactic tone in most of the books; the tendency to present things as ‘right’ and ‘wrong’ and avoid issues of conflict; text-based pedagogy, despite a few creative efforts of constructive pedagogic strategies; the need to review pedagogical styles to allow for different learning styles; the use of recall/comprehension-based assessment and the focus on ‘the right answer’; the lack of assessment of ‘real’ learning; the need to integrate assessment in teaching-learning strategies; and the need to integrate the life skills approach in all aspects of teaching-learning.
- The post-lunch presentation elaborated on all the above-mentioned aspects with a **focus on each subject**. For each subject, a set of slides was presented: first, a summary of the number of chapters analyzed by the review teams in the textbooks across grades, the number of chapters where life skills and equity issues were integrated to some extent, and the number of chapters identified by each team as having scope for enhanced integration; then the main strengths and concerns – from the life skills and equity perspective – in the textbooks for different grades.

The discussion following this presentation was unfortunately brief, due to constraints of time. However, **there was agreement on the need to take this process of analysis forward to find ways to implement the suggestions for enhancement of life skills**. Teacher capacity building, through workshops and video conferencing and the use of QR codes to provide access to more resources were among the ideas that emerged.

Mr. Vishal Solanki, Commissioner, Education heard the participants and assured that this process and the report findings would be positively and proactively considered during future work.

The workshop ended with a vote of thanks by Mr. Rajeev Patole, Special Officer, Balbharati .

- **Post- Workshop –Finalization of the Report and Translation**

The report has been finalized and submitted to UNICEF in English as well as in Marathi. It was presented to Additional Chief Secretary, School Education, Government of Maharashtra, Maharashtra State Council for Educational Research and Training and Balbharti officials and has been much appreciated.

Transforming M – Ward Project, TISS Collaboration With Avehi Abacus Project

Introduction and Background: Avehi Abacus Project entered into a partnership with M-Power project, Tata Institute of Social Science, for implementation of its **Sangati** program to strengthen quality learning and overall development of children. ‘Transforming M-ward Project’ aims at enriching quality of students’ school learning through educational support outside school. **Sangati** curriculum, developed by Avehi Abacus Project is implemented in BMC schools where most of the children in the locality study. The partnership can help connect school inputs and community support and strengthen children’s learning and ultimately use their knowledge and skills transformation in personal and community level.

It was decided to implement **Sangati** at all the five Study Centres of TISS, as a part of this collaborative effort. In this regard, the first meeting regarding this initiative was held between M-Ward team and Avehi Abacus Project.

Thereafter workshops were conducted to provide necessary orientation to the M-Ward center teachers and managers, schedule to conduct the sessions was worked out and strategies for follow-up, reporting were decided.

Most of the sessions of **Sangati** Kit 1, ‘Me, My Self and Our Needs’ have now been conducted in all the five centers. A meeting was held between Dr. Amita Bhide, Saba Khan and centre manager from TISS and Simantini Dhuru and Chitra Patil from Avehi Abacus Project on 11 December, 2019 to review the implementation of **Sangati** Kit 1 in the five centers and plan future implementation. During this review meeting, the need for a detailed and comprehensive discussion on the concept of ‘violence’ was also felt. Such violence may be in the form of domestic violence that the centre children may either have been a witness to or may have experienced themselves. Another kind of violence that was felt required a discussion with the students was the violence that they may be perpetrating on each-other during their interactions. It was decided to hold a meeting on 16 March, 2020 to discuss this further with the Centre teachers.

The consolidation of information of **Sangati** sessions of kit 1 ‘Myself, My Body, Our Needs’

Study Centres	No of Student's	Kit 1 Sangati sessions																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 to 24
Bhim Nagar	53	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes					
Indra Nagar	75	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Jai Ambe Nagar	62	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Janata Nagar	50	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Vishnu Nagar	26	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							
Total	266																	

Representatives' Experiences

Sangati program (Kit I) has been implemented in 5 TISS Centres, namely, Indira Nagar, Janata Nagar, Maharashtra Nagar, Jai Ambe Nagar and Vishnu Nagar, from 2019. Students from classes V to VIII participate in the Sessions. Aveshi representatives visit the centres twice in a month.

- The Centre teachers try to ensure that all the sessions reach all the students. At times, some new students join or some students go to their villages for holidays etc. In these scenarios, sessions are conducted again. Given these limitations, sessions 1 to 16 have mostly been completed in all the centres. Some centres have been able to complete all 24 sessions.
- The center teachers take keen interest in **Sangati** program and conduct the sessions with enthusiasm. They also try to impart extra knowledge/information during the sessions.
- Similarly, the students also participate enthusiastically in the sessions as they are also able to relate them with their day-to-day lives.
- All the students enjoy expressing their thoughts, experiences and feelings through the Activity Book. They use their creativity and imagination to fill the same.
- Students participate actively during the discussions held during the sessions and express their views openly and actively.
- Students are being able to develop and enhance their creativity, imagination, critical thinking abilities and communication skills through these sessions. It is very encouraging that they actively participate in the sessions and enjoy the same.
- An important point is about children's improved ability to read and write due to the Sanagti workbooks. Since the students are asked to freely express themselves, draw pictures, collect information they love to use the workbooks. The workbooks shape their abilities to think, review, compare experiences, give shape and expression to their thoughts and provide space for creativity in multiple ways.

Performance Appraisal

The representatives filled up the annual appraisal and evaluation forms. Based on these, the representatives were divided into three groups in 25to 27 April 2019. The appraisal was done by Chitra Patil, Nandini Purandhare ,Noella D'souza(core team members)and Simantini Dhuru. The appraisal was important and useful so that the future planning and work of the program could be improved further.

Annual Review

On 24 April 2019, the Annual Review of the entire work of the Organization was presented in the hall of Keshavrao Khadye school. In this meeting, the Regional Coordinators, the main Administrative and Networking officers and representatives for **Sangati**, **Manthan** and **Saath-Saath** and the Director, Simantini Dhuru and Chitra Patil presented their roles and responsibilities towards the programs, the work done throughout the past year and future plans.

Languages in schools (an innovative workshop)

Language-Science Department and Unnati Organization organized a 5 day workshop on this topic, from 31.05.2019 to 04.06.2019, at the Kalina Campus of Mumbai University. The workshop was attended by teachers, administrators and NGO representatives. Smt. Savita Mojhar and Ms. Gauri Murkar from Avehi Abacus Project attended the workshop. The workshop was conducted and addressed by Dr. Avinash Pandey, Head of Language Science Department, Mumbai University, Dr. Renuka Ojharkar, Vice Principal, Smt. Archana Thul, Principal and Smt. Himangi Joshi, Unnati Director.

Developments related to the workshop:

During the workshop, a discussion was held on the appropriate language of communication with students in schools – both oral and written. Since the new curriculum is based on ‘constructivism’, the use of multiple languages was also discussed.

The workshop was useful for the participants. The issues related to the conduct of ‘Sangati’ program in schools were raised and discussed, which were relevant as the Sangati program also deals with how to encourage students to express themselves confidently through various means – written, oral, through art etc.

Yuva Jagar – Three day workshop

Labour Organization, Kohlapur and Maharashtra Itihaas Prabodhini, Kohlapur - Comrade Govind Pansare Yuva Jagar Prabodhan shivir - was organized from 31.05.2019 to 02.06.2019 at Panhala. Smt. Madhavi Jadhav and Ms. Shubhangi Karpe from Avehi Abacus Project participated in the workshop.

Session on physical and mental changes during adolescence:

‘Mentor Together’ – this organization works with some schools in Mumbai Municipal area. Smt. Archana Chavan from this organization had invited representatives from Avehi Abacus Project to conduct a session on physical and mental changes that occur in individuals during adolescence. The session was conducted on 29.08.2019 between 10.30 am and 01.00 pm. 22 students participated in this session conducted by Smt. Mary Pereira.

An introduction to Avehi Abacus Project and its **Sangati** program was provided in the beginning. Students from 9th standard recalled the **Sangati** sessions that were conducted with them in their schools, and were excited to relive the experience of the sessions. **Sangati** was however new for 10th Standard students. The physical and mental changes that take place in girls between the age of 9 and 18 years were discussed through the session – ‘When we grow up’. A discussion was also held about the process of menstruation and how to keep oneself clean and healthy during this period. Girls had many questions about all these topics, which were answered during the session.

Roundtable to understand and develop a plan to address low transition of tribal students

This program was organized by UNICEF, Mumbai on 24.12.2019 at Crown Plaza, Mumbai. A survey has been conducted in the tribal areas of Palghar District and a report titled ‘Development of Explorative Strategies to

Address Low Transition Rates among Tribal Students in Palghar District' has been prepared. This program was organized to discuss this report and its conclusions. Representatives from government, civil society organizations, education experts and experts in related fields attended the program. Ms. Simantini Dhuru, Director, Avehi Abacus Project was a panellist on the panel that held discussions on the topic – 'Services to improve transition rates in Tribal districts: Recommendations'. Apart from Ms. Simantini Dhuru, the other panellists on this panel were Shri Vishal Solanki, Commissioner, Pune, Shri Kiran Kulkarni, Commissioner, Tribal Development Department and Smt. Jyotsana Jha.

Students for fieldwork

- Two MSW students from TISS were attached with the Avehi Abacus Project for field work in this academic year – , Rinarani and Ananya Iyer, TISS student of Advanced Centre for Women's Studies (ACWS) course, TISS.
- Rakhma Hema Shrikant TISS student of MA in Education (Education (Elementary) Programme) from TISS as a part of her fieldwork on Pedagogy of Social Studies.
- Rashmi Sharma a student of Master of Arts in Education at Azim Premji University, Bangalore. I have been working with Avehi for a few weeks for a short academic research which is a part of my program at the university.

Drafting/Revising key Policies of the organization:

The team Chitra Patil, Noella D'souza, Swapnali Gurav and TISS students Rinarani and Ananya Iyer at the Avehi Abacus Project revised Staff Policy- Finance Policy. **Final Draft of Staff Policy is completed.**

Annual Meeting of AVEHI TRUSTEES

Annual meeting of trustees of AVEHI was held on December 2nd, 2019 at Comet Media Foundation

Highlights of the meeting:

- Minutes of the last meeting of June 11th, 2019 were adopted.
- Statement of Accounts for the year 2018-19 presented the audited accounts
- Annual report for the year 2018-19 gave a detailed of **Sangati** kits for students of class V, VI and VII in municipal schools across the city. She also shared work with D Ed colleges through **Manthan** – for pre-service teacher education and **Saath- Saath** module on gender equity. The members appreciated the work done and presentation of the report.. All the members appreciated the work done and the presentation of the annual report.
- Anjali and Chandita updated the members about stock taking of the audio-visual material at the resource centre.
- Discussions were then held with the need to explore possibilities for fund-raising and preparing fresh proposals.
- There was discussion on exploring appointment of new trustees.
- No other business was raised and the meeting concluded.



Meeting with Isabel Martin Foundation

A meeting was held between representatives of Avehi Abacus and MS. Sara, Isabel Martin Foundation on February 1, 2020. This foundation is a Spanish funding organisation. Ms. Simantini Dhuru and Ms. Chitra Patil represented Avehi. Ms. Sara was briefed about the **Sangati** program in Ashram Schools and **Manthan** and. A proposal for three years was submitted to the foundation during this meeting.

- Isabel Martin Foundation has assured financial support for these two programs for the next three years.
- Isabel Martin Foundation has partnered with various other organisations active in *Jawhar* and *Talasari*. Opportunity to collaborate with them for **Saath Saath** would be explored. Especially partnership options with Don Bosco was discussed.
- An option to hold a meet with Isabel Martin Foundation partner's was considered. The objective of this meet would be to get introduced to each other's work and collaboration opportunities.
- Another decision from this meeting was to share **Saath Saath** curriculum and study report prepared by Kishor Darak.

Workshop by Mahavan Organisation

A Workshop was arranged by Mahavan- Maharashtra Santha Sanghatan, on 27th January 2020 at Portuguese Church, Mumbai from 10.00am till 5.30pm. regards to organisational processes. Ms. Nayana Patil participated in this on behalf of Avehi.

The sessions of the workshop covered topics like – FCRA, Society Registration, Income Tax, Accounting and Direct Tax rules and Regulations. Ms. Suhas Paranjpe facilitated a session on GST provisions and rules and challenges with regards to NGOs. Reputed C.A. Mr. Manish Sampat, Mr. Datta Patil, President of Mumbai C.A. Societ (MCAS) facilitated the workshop sessions. Ms. Nayana has reported that she got the opportunity to learn more about the FC and Non FC status of Organisations.

Annexure : 1

Sangati program

Case Stories

Nandini, 6th Std., Ashokvan Marathi muni. School, Dahisar east, Mumbai

Maya's story - milestone in Nandini's life

Nandini is a student of standard 6th in Ashokvan Marathi Municipal School in Dahisar East, Mumbai. She is quite attentive during her classes and participative and active in all the **Sangati** sessions. During Session No. 5, in which there was a story about 'Maya' she seemed very disturbed. When the **Sangati** representative observed this she helped her calm down. The representative asked her why she was so disturbed by this particular story. In response, she shared that she had a friend named Nandini, belonging to the same community as hers. They had become friends while filling water from the common tap. Kavita was older than Nandini and had passed standard 10, beyond which she was not allowed to continue her education. She further shared that Kavita and her family were scared of her grandmother who was not supportive of education for girls. During Maya's story, Nandini was continuously comparing the story of Maya and her grandmother with that of Kavita and her grandmother and that was making her furious. The representative suggested that she could try to talk to Kavita and her family and figure out if there was any chance of Kavita being able to continue her education. Nandini was inspired by this suggestion and discussed this with Kavita, also narrating Maya's story to her. She also met Kavita's mother secretly and tried to explain Kavita's disturbed state of mind to her. Gradually, Kavita also gained in confidence and started initiating conversations around her education with her family members. After a gap of few days when Nandini and Kavita met, Nandini found out that the conversation around Kavita's education had reached her grandmother and had made her furious, as a result of which she had fixed Kavita's marriage. Nandini was very upset by this news as she felt that all the efforts that she and Kavita had taken had been in vain. It was then that Kavita informed Nandini that that she had agreed to her marriage only on the condition that the boy and his family will allow her to pursue her studies post-marriage, to which the boy had agreed. Nandini felt elated after hearing this, as to some extent, she had been instrumental in helping Kavita find a way out of her predicament. Maya's story had proved to be a milestone in Nandini's life through which she had been able to fight the prejudiced mind-set of society regarding girl education.



Subah ka bhula

This case study is about Pradip, a new student admitted in Class 6. Since he was new and unaware of **Sangati** kits 1 and 2 conducted in Class 5, the other students used to get irritated by his multiple questions during the revision of these Kits.

Pradip used to sit next to Ashish who had a reputation of being mischievous. Since Pradeep started sitting next to him, everybody assumed that Pradip must be like Ashish. During the representative's visit to the classroom during the session on 'How Societies Developed', he realised that Pradip had changed his place and was sitting next to Satyam, who was considered to be as an intelligent student. On being asked about his change of place, he responded that he had done this due to Ashish's bad reputation. Ashish was very upset and angry because of this. He stop talking to Satyam and Pradip and also ordered the other students to not talk with them.



But after a few days, Pradip was again seen with Ashish. During the next visit of the representative, Satyam was also with them. When the representative enquired about this from Satyam, he was evasive in his replies. But when the representative observed that the three of them had become a close group, he decided to speak about this with Satyam and Pradip. Then then smiled and shared everything in detail. Pradip explained when he heard the story of Saki, he started sitting next to Satyam. He got to know more about previous **Sangati** kits from him that had covered the topics like *Dosti* and who is responsible. He found both these stories very inspirational. He started imagining Ashish in place of Rahul, who was a spoiled kid in the story. He decided to work on Ashish and shared his idea with Satyam, who readily agreed. Both of them started spending time with Ashish, both in and out of school. This, once, saved Ashish during a raid in his colony, as he was with them at the time. This helped them convince Ashish that if he wouldn't have been with them, he would have been in Lockup right now and his life would have been ruined. Pradip and Satyam also spoke to the teachers and requested them to let Ashish sit with them in class. Slowly and steadily, Ashish gave up all his bad habits and got interested in studies. Ashish now agrees that the stories in **Sangati** are not just fun way to learn but can also help give a new direction to one's life.

This case study is a great example of how **Sangati** is fulfilling its objectives.

Pratiksha got wings to fly

This case study is about Pratiksha, who lives in a joint family, with her parents, brother, sister, aunt and uncle. Gender discrimination is practiced at her home, especially by her aunt and uncle. Due to this atmosphere at home, Pratiksha used to be very quiet and morose during class. The representative then spoke to her about this and advised her to divert her mind and focus on **Sangati** sessions instead. She then started participating in 'Gammam Goshti' (Learning Is Fun) (Workbook) of kit 3 enthusiastically. In session 5 'Alexander's Journey', she enjoyed Map Reading a lot. Teachers and representatives were happy with this progress in her attitude. She had started sharing **Sangati** stories at home also. She took an active interest in the discussion on imperialism and colonialism. During kits 3&4, she also engaged in active discussion on how a family should be. During set 4, while discussing 'Maya's story' and 'Women in society', teacher spoke about female infanticide. Pratiksha got up and shared that before she was born, her relatives wanted her parents to abort her, which her parents resisted. She also shared about her aunt's attempt to kill her after she was born. She said that only because of **Sangati**, she was being able to share all this which made her feel lighter. Due to **Sangati**, she was being able to at least make sense of a lot of things happening to her. She said that she would definitely work towards creation of a society where there would not be any differential treatment between boys and girls. Maya's story inspired her and she has now started articulating and expressing herself well on all issues.

We feel that **Sangati** has worked like a medicine for her, helped her heal and analyse her situation better.



Feedback of Students about *Sangati* from GMMC and Ashram Schools

Atish More, std. 6th, Mulund Camp Marathi School no.1, Muni.School, Mulund- west.

I like **Sangati**. Everything in it appeals to my mind. Kit 3 talks about How Societies Developed, how humans in old ages used to live on roots and bulbs, how they had to hunt and fight for survival, lakhs of years have passed but humans are still fighting for land, money, power. People are greedy. This is the reason why our politicians too jump from party to party. This shows that though many things have changed over the years, basic nature of humans hasn't changed much. We have not progressed in that matter. Sikandar travelled the world, he also got some good things with him to our country. When countries fight, bombs or surgical strikes are used its not good for humans. Land, money, power nothing is useful in the time of death, we learnt all this through **Sangati**.

I really love Kit -3 as it warns and prepares us to not repeat the mistakes of past in future.

मुलुंड कॅंप मराठी क्र.१ मुलुंड (प) मणि.मन्वेले.
नवे - आतिश मोरे.

संगति मला खूप आवडते. संगतिच्या प्रत्येक गोष्टी मनाच्या आवडतात. संच ३ मानव समाजाची रचना ह्या मध्ये पहिले मानव हे कुदमुळ, मांसासाठी भांडण करत होते. आताही लाख वर्ष झाली, तरी आजही लोक जमिनीसाठी, संपत्तीसाठी, सत्तेसाठी झगडत आहेत, प्रत्येकाच्या या सर्वांची हाव आहे. आणि शहते, म्हणूनच आजचे पुढारी ह्या पक्षानून या पक्षान उडी मारताना दिसतात. म्हणजेच १५ लाख वर्षांपूर्वीची हाव दिसाच आहे. त्यात बदल झाला नाही, सर्व गोष्टी बदलल्या मात्र मानवाच्या स्वभावाने बिलकुल बदल झाला नाही, बिकंदरनी जहाप्रवास केला, तेथेच चंगेल्या गोष्टी आणल्या भारतात. दोन देशातील मांडणे झाली मात्र त्याच स्वरूप एवढे झाले कि १ करोड ७० हजार लोक देशातही धर्मसाठी, सिमेंटासाठी, जमिनीच्या तुकड्यासाठी आर्जेकल हल्ला केला जातो. झोपेत वॉच हल्ला केलेले निशस्त्र हल्ला केला जातो, ही माणुस्की नाही तर वाणिज्येकील पिकरमध्ये वापरत असलेली हत्यारे साखी आहेत. पुण खर तर ह्या जमीनी, सत्ता, मरताना केव्हाच दुप्याभा पडत नाही या सर्व गोष्टी आम्ही संगतितील खेळ, गोष्टी, चर्चा, माहिती पत्रिका यातून अनुभव घेतो व विचार ही करतो. संगति मुळे मला विचार करण्याचा प्रेरणा मिळाली आणि म्हणून मला संगति व संच ३ फार आवडतो. कारण या माध्यम गोष्टी भावण्यात होऊ नये याची माहिती चांगल्या पद्धतीने दिली आहे.

Shikha Lakshmikant Pande, 7th Std. Div. B, Adarsh Upper primary Muni.School.

My most loved story from this program is Understanding Change. There were a lot of things in this story that made me think, I appreciated a few things and felt like questioning a few others like the inequality between men and women, the conditions of poor population in urban and rural areas etc. But what I liked was that our country is progressing

Name - Shikha Lakshmikant Pandey
class - 7th
Division - B
School - Adarsh municipal upper
Primary English school
संगति कार्यक्रम हमें बहुत अच्छा
लगता है। इसमें बहुत सारी कहानियां
बतायी जाती हैं। इनमें चित्र होते हैं।
और जानकारियां होती हैं। हमारे इस
अविनाश स्वर हमें नीली बड़ी पाल
किताब से चित्र दिखाकर पढ़ाते हैं।
हमें इस बहुत अच्छा लगता है।
इसमें मिले बिनोले की कहानियां परिवर्तन
की परख, बूढ़े राम कहानियां
कम्प्यूटर का काम, नेताजी के बारे में
बहुत बान्ना जी की जंगल में मुझे कुछ
बैसी बातें मुझे अच्छी लगी। मैं
सही हूँ तो मुझे इन कहानियों में बहुत
अच्छा है लगता है। मैं सोचती हूँ जिसमें
यह किताब लिखी होगी किताब लिखी
वह किताब अच्छा है। हमें भी यह
किताब मिली है। उन्हें कहानियों की
पढ़ती हूँ, सताली का जवाब लिखना
उनमें रंग बरतना, अरुण, मुझे बहुत
अच्छा लगता है। इनमें मैंने से मुझे
त्रय कहानि की बहुत अच्छी लगी।
उस कहानि का नाम है, परिवर्तन की
कर परख

Dixita Dnyaneshwar Patil, std. 6th, Dhamangaon nagarbahya Muni.School, Bhivandi pipeline

I like **Sangati** a lot. Especially the **Hari- Lali** story in which children knocked down the wall of religion. We can observe the strength of unity here. Mostly the elders do not give importance to children but through this story I learnt that children too can think, give their opinion, stand up to put up a fight for a cause. **Gangi's** story taught me to stand up for our family. When caste causes hindrance to access to water, I feel we too can work toward making a change in this situation. I thank Shanta Gandhi as because of her, I could experience **Sangati**.

I also thank the team **Sangati**. Me and My friends like **Sangati** very much.

Sanskriti Nivrutti Salvi, 6th -A , Sainath Nagar Marathi School no.2

I love the subject **Sangati**. Through this subject we gained information about history of human society. We learnt about the evolution of societal structures. Due to **Sangati**, we learnt the Pyramid of societal structure, Sikander (Alexander) and the route he took, places he visited when he travelled to conquer the world.

In old times the Silk Route was used for trading from west to east - till China, we also learnt the places it covered. We also learnt about the discovery of wheel. Our teachers used to bring flipcharts when they used to come to our class to teach us. Then we too used to read from those flip charts and engage in questions and answers based on these. I feel every Friday we should continue to have this **Sangati** Class.

शाळेचे नाव - धामगाव नगरबाह्य मराठी म.न.प्रा.म.स.सं. संस्थान
नाव - दिक्षिता जयशंकर पाटील
इयत्ता - ६वी मध्ये अधिष्ठाता
संगती मला जात आवडते. खासकरून हे
हरी लालीची गोष्ट त्यातून तर धर्माची ही भिंत मुलांनी
तोडली. फक्तचे बळ इशे दिसते. बरेच लोक खासकरून
मोठे लोक लहान मुलांना कमी समजातात, टाकतात पण या
गोष्टीतून संघर्ष करवा, आपली मत मांडता येतात. हे
मिकले, गंगीच्या गोष्टीतून कुटुंबाचे प्रेमसंघी कायपण कराव
लागते. पायासाठी जात आडवी आली हे तेका पेकत तेका
समाजाची किंवा आली पण हा बळ आपणही घडवू शकतो.
हे मनाला पटवें. शांता गांधीजींना मी धन्यवाद देते. कारण
त्यांच्या या विचारानी अनुभवले ही संगती मला अनुभवता
आली.
बरेच सर्व संगती वाल्यांना धन्यवाद. शांति मला.
माझ्या मैत्रिणींना इवी हवीसी वाते.

संस्कृती निवृत्ती व्यक्ती
आदिनाथ नगर मराठी शाळा नं. २
६वी अ ७७

विषय : संगति

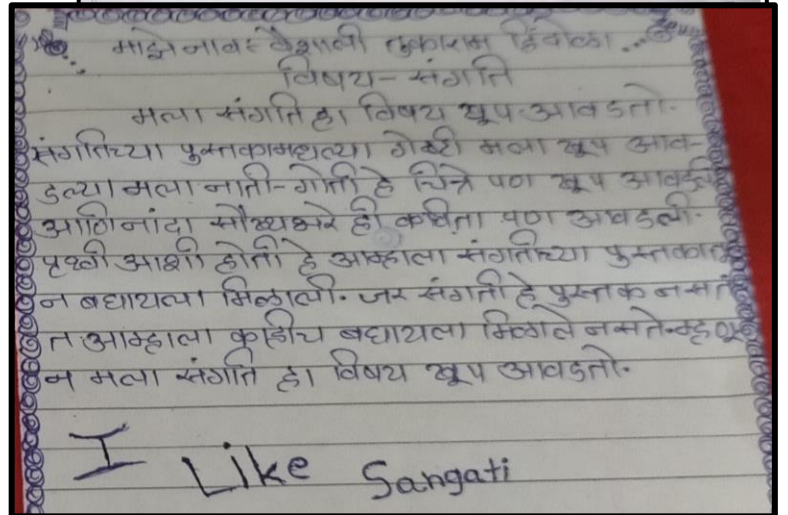
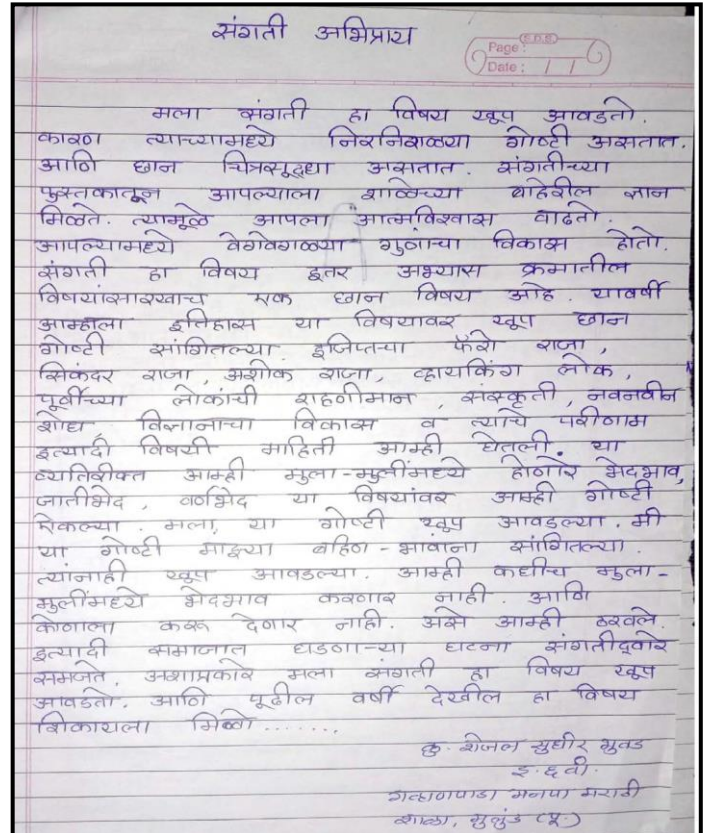
समाज संगति हा विषय खूप आवडतो. या विषयातून
आम्हांला मानवी समाजाच्या इतिहासाची माहिती मिळाली.
मानवी समाजाची रचना कशी झाली हे आम्ही शिकलो.
संगति हा फुलताना आम्हांला पिरामिडची उतरंड तसेच
पेक्षा सिफ्टर जग जिंकण्या निघाला होता तेव्हा तो खोल्या
मार्गाने आला होता आणि त्याने ज्या ठिकाणांना भेट
दिली होती त्या ठिकाणांची नावे आम्हांला समजली.
इतिहासात पश्चिमेतल्या युरोपकडून पूर्वेकडच्या चीनकडे
जाणाऱ्या सिल्क रूट - रेझीम मार्ग कोणाच्या ठिकाणांना
कडून जायचा हे समजले. चाकाचा शोध कुसा नागाला हे
समजले. जेव्हा टिचर आम्हांला संगति शिकवायला
जायच्या तेव्हा त्या प्लिफचार्ट्स घेऊन जायच्या.
जामतंत्र सत्येक मुलाकडून प्लिफचार्टचा प्रत्येक
पेज पाहून व्याख्ये व त्यावर आधारित प्रश्न
पिचारायचे. एखादा अस वारस जी प्रत्येक
अक्षरी त्यांनी आम्हांला शिकवायला याव.

-धन्यवाद

I like **Sangati** very much. I like it because it has stories, pictures, activities. It provides us knowledge beyond school education. It boosts our confidence and various qualities. We learnt a lot of things related to history. We gained knowledge about King Pharoah of Egypt, Sikander, King Ashoka, Vikings; We also learnt about the way humans lived in the era gone by, their culture, their inventions, progress of science and its impact. We also learnt about gender discrimination, caste and ethnicity-based discrimination. I liked these stories. I have also shared them with my siblings. They loved them too. I have decided never to discriminate on the basis of gender ever in my life and will not tolerate the same from others. This is what I have learnt from **Sangati**.

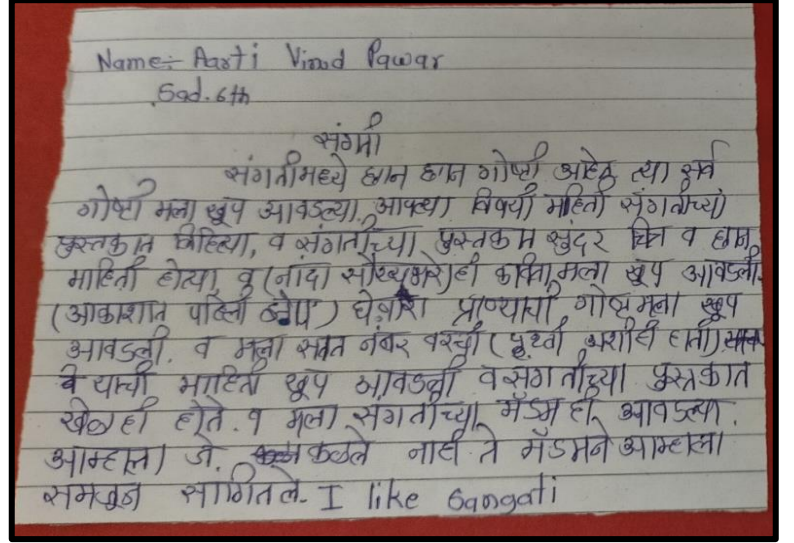
Vaishali Tukaram Hindola, std. 6th

I love **Sangati**. There are many likeable things; there are many stories and things in **Sangati** book that are my favourite. I really really like the pictures in 'Nati Goti' and I also love the poem 'Blessing on you'. I got to know how the Earth is and it was only because of the **Sangati** book. If this book wasn't there, I am not sure if I would have learnt so much and that is the reason why I love **Sangati**.



AartiVinod Pawar, std. 6th

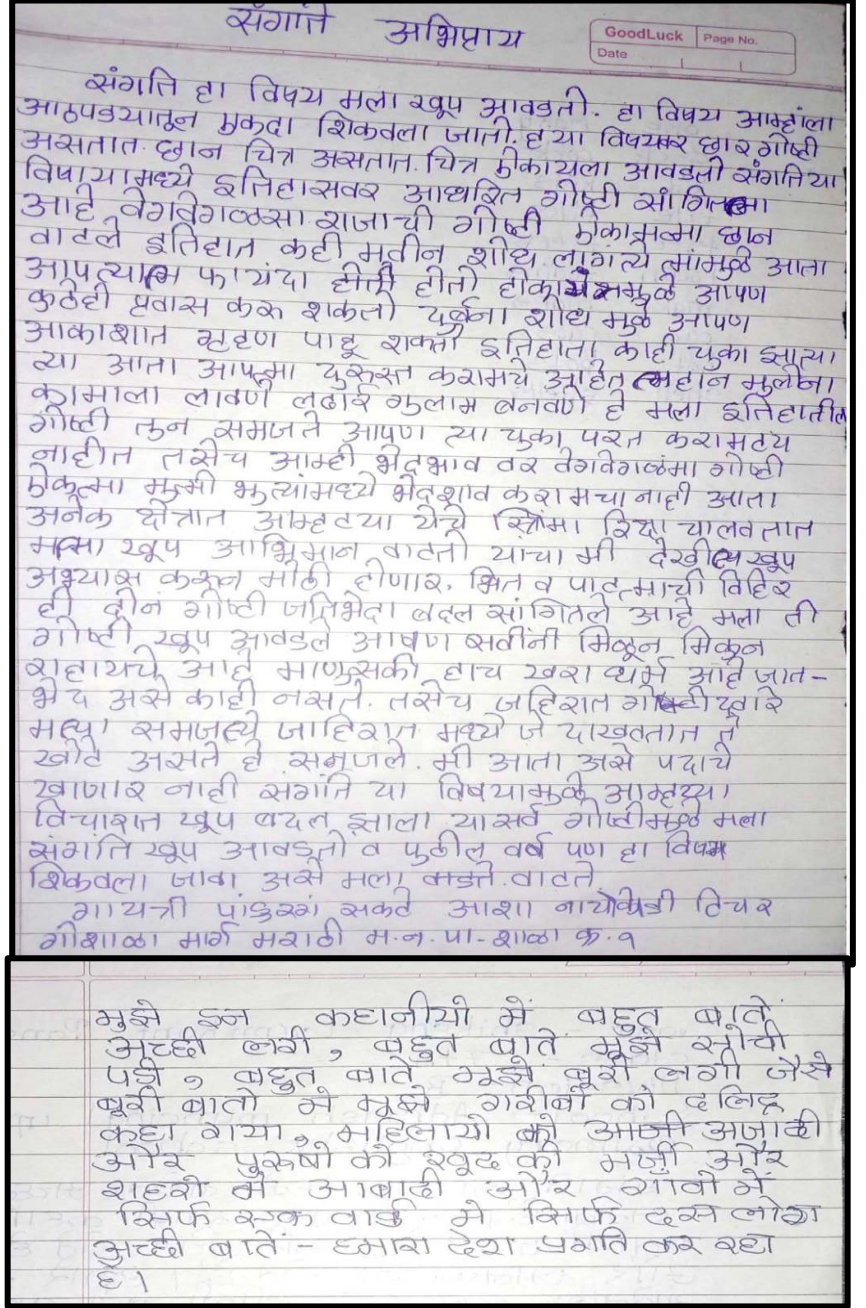
Many interesting stories in **Sangati** kit. I like the stories as well as different and beautiful pictures and information from **Sangati** program. The poem that I like the most is "Blessing on you" and this story is 'The Fly through the air with the greatest of ease'. I also liked information about 'A picture from the past' and I also enjoyed the activities and games included in **Sangati** teacher who used to come to conduct **Sangati** program was also my favourite. I like **Sangati**.



Gayatri Pandurang Sakate, std. 6th, Goshala Marg, Muni. School no.1

I like the subject **Sangati** very much. It is taught to us once a week. There are many interesting stories in this subjects. The stories have nice pictures. **Sangati** has stories based on History. It talks about various kings. I like to listen to those. It also tells us about some inventions in the past and how they help us even today. Like, due to planes we can travel anywhere in the world with ease, thanks to telescope we can see planets. There were also some mistakes in the past, it is up to us to rectify them now, like child labour, slavery etc. Discrimination on the basis of caste, gender etc. has to stop. We see some women driving rickshaw now a days. I feel very proud of them. I too want to study and do something nice.

Two stories talk about caste discriminations. We have to live in unity, humanity should be the only religion. I also learnt that all that is shown in advertisements is not always true. I will not eat the outside food items now. Thanks to **Sangati**, my thinking has changed a lot for good. These are the things because of which I really like **Sangati** and hope even next year it is taught to us.



Feedback of Teachers' about Sangati GMMC and Ashram Schools



Mr. Dyaneshwar M. Cover, std.5thSaraswati Baug, Muni. School, Jogeshwari – East.

As a result of **Sangati**, a lot of positive changes were observed in the students. Some of these were – the students cooperating with each other, playing together better than earlier etc. Students have developed curiosity and interest in reading, thanks to stories accompanied by pictures like – Helen Keller, Emperor Akbar gets an Education, Sameers house, The Teeming Seas, It began with a bang, This is Mumbai, The Mouse Princess wedding, So many changes etc..

Their interest in studies have increased. They have gained values like – equality, being kind towards animals, not wasting food, cooperating with each other. They have learnt about the social- geological aspect.

Sangati instils human values and helps students in becoming good citizens . Thank you

Yogesh D. Bharati, Head Teacher, Abhyudaya Nagar, Upper primary Muni. Hindi School, Kalachowky, Mumbai-33

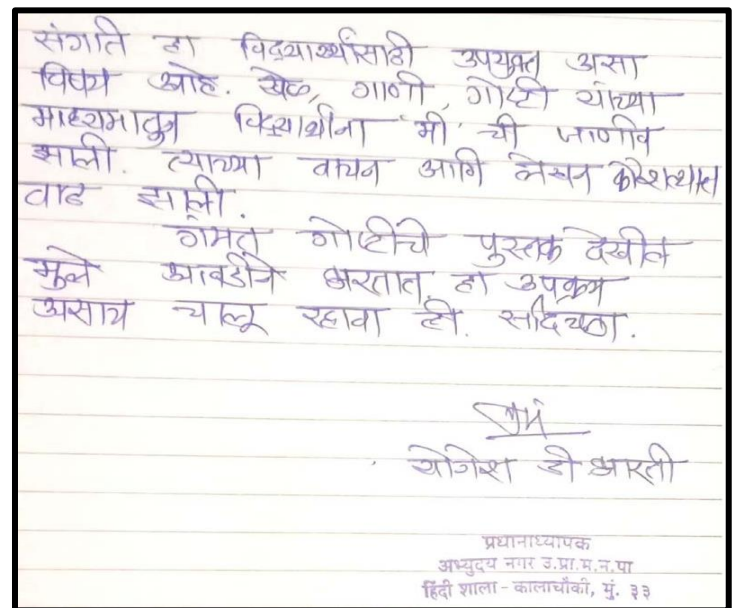
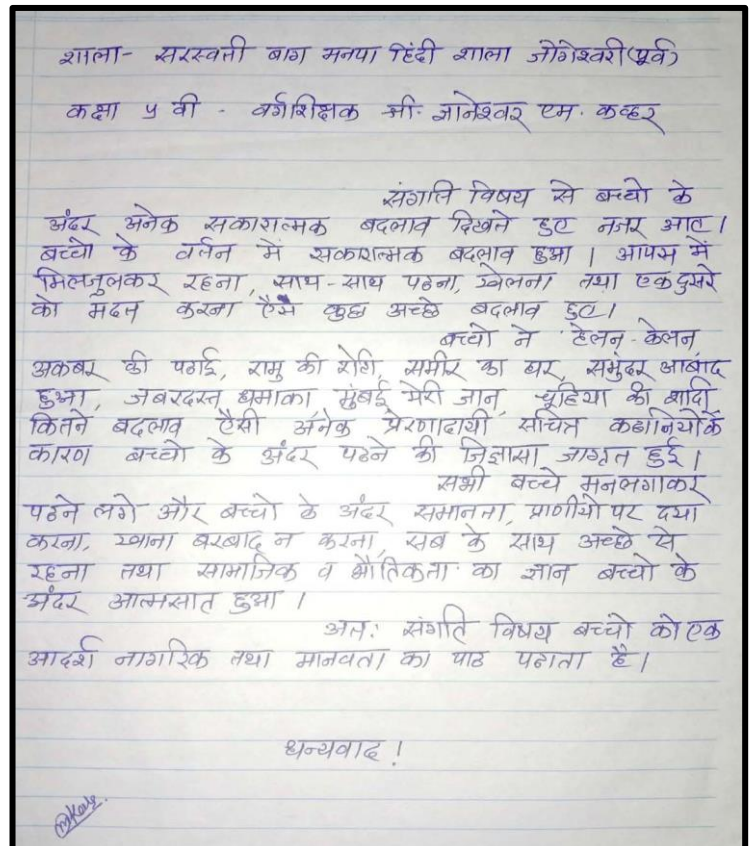
Sangati is a useful subject for the students. It has improved reading, writing skills of the students. Through the use of interactive methodology this program has enhanced the sense of 'self' in the students.

Students also take a lot of interest to complete the activities in the 'Workbook'. My best wishes for continuing implementation of this program even in future.

Head Teacher, Abhyudaya Upp. Primary Muni. School, Tank Road, Parel, Mumbai,33

Students are extremely fond of **Sangati**. This year for standard 6th, **Sangati** program covered the topics – 'Manav Samajachi Rachana' and 'Aajchi Jivan sarani'. This led to children developing a liking for History and they have also become fond of map reading. They have learnt about world history.

'Aajchi Jivan sarani' has developed sense of social values in students.



This program is commendable and useful for students. I wish that the program continues even in future.

Avehi Abacus, **Sangati**. Every year your organization implements programs in our school, Dharavi Transit Camp, English -1. The objective of the program is to ensure students' academic learning is supplemented with social knowledge through interactive and easy activities that can enhance the reading skills.

In the academic year 2019-20, were the topics around which the sessions and activities were implemented. The cooperation of your team with the students was commendable. The interest of students during the sessions need special mention. The flow and ease of language of the sessions was noted this year too as always.

School is assured that our students will benefit from this guidance from you through these sessions even in the future.

प्रति,
व्यवस्थापक
अवेही अबकस,
संगति, रांगी
विषय: संगति निव्वरी अहवाल
प्रतिबुद्ध:-
योग कडून
महोदय,
संगति हा विषय विद्यार्थ्यांना खूपच आवडतो.
आपले इथल्या सहावी सोठी "मानव समाजाची स्थापना" आणि
"आतची जिवनसरणी" हे विषय होते त्या दरम्यान विद्यार्थ्यांची
इतिहास या विषयाची आवड वाढली जकाशा वाचकाने
देखिले तेव्हा त्यांना त्याचवेळी संगतीच्या इतिहासाची
माहिती मिळाली.
आतची जिवनसरणी आतून सामाजिक मूलमांविषयी
माहिती मिळाली.
आपला हा उपक्रम आतंगीय स्वरूप असून विद्यार्थ्यांसाठी
लाभदायक आहे. सदर उपक्रम आपुलेही असाय सुरू रहावा
हीच सदिच्छा!
सन्मान विठ्ठल
मुख्याध्यापक
अभ्युदयनगर म्युनि.मराठी उ.प्रा. शाळा
परल टँक रोड, मुंबई - 400 033

Mr. Patkar, Teacher , Dharavi Transit Camp , English School no. – 1

Sangati program is associated with our school for last two years. Students have benefitted immensely from this program.

In the first part of this program students learnt about the parts of body, and its functioning. Students were told about the importance of friendship and how it is useful in life, through a story. They were also taught the evolution of earth. Students of my schools have greatly benefitted by this program. I request you to continue this programme even in future for the classes 5th to 7th.

बाकिचेनाव:- धारावी
इंग्लिश केंद्र इंग्रजी-3
Page No
1 शिक्षकांचे नाव:- प्रतिपादक

प्रति,
व्यवस्थापक,
अवेही अंबकस संगति.
मुलांच्या शैक्षणिक ज्ञानात सामाजिक
ज्ञानाचाही समावेश व्हावा, या हेतूने आपली
संस्था वाचनमूलक व कृतीसुलभ उपयुक्त मागे
आयोजन धारावी ट्रान्झिट कॅप Eng. शाळा मध्ये
मध्ये दशवर्षी करत असते. सन २०१९-२०२० या
शैक्षणिक वर्षीत,
१-इ. ५ वी साठी - मी, माझ शरीर
२-इ. ६ वी साठी - मातव समाजाची रचना
३-इ. ७ वी साठी - परिवर्तन कशासाठी ?
या विषयांना अनुसरून अभ्यासक्रम मध्ये
आयोजन होते. आपला शिक्षकगुरु व विद्यार्थी
यांच्यातील साहचर्य उत्तम असल्याचे दिसून आले.
वरील सगळे सुरु असताना वर्गातील विद्यार्थ्यांचा
सहभाग लक्षणीय होता. अत्यंत सोपी व प्रवाही
माध्यमा, हे वैशिष्ट्य याही वर्षी दिसून आले.
आपण या सत्रांत यापुढेही विद्यार्थ्यांना
अनमोल मार्गदर्शन मिळत राहील, याचदल
सादरला विश्वास वाटतो.

Ansari Kausar Jahan, Prashikshika, Urdu school2, Muni. School, Mahim Mori Road

Students have gained good knowledge on topics like various festivals, gender equality etc. from **Sangati** Program. As they have gained new information, their enthusiasm for learning has increased. Students took active part and enjoyed the sessions. They were participating in activities and learning in interactive ways.

I sincerely hope students will continue to benefit from continuation of this value based, inspirational program even in future.

अन्सारी कैसर जहाँ
प्रशिक्षिका
माहिम मोरी रोड उर्दू नं-२

संगति

वा साला से संगति का
कार्यक्रम से जुड़ा हुआ है. इस कार्यक्रम
से बच्चों को बहुत लाभ हुआ है. इस
में प्रथम भाग में शरीर के अंगों के
बारे में जानकारी दी गई. शरीर का
जीवन में क्या महत्व है इस के बारे में
जानकारी दी गई.
दोस्तों का महत्व मानव
जीवन में किस तरह काम आता है
इस विषय पर बच्चों को क्या सुनाई गई.
प्यारी कैसे और किस तरह बनी इस के
बारे में जानकारी दी गई.
संगति इस कार्यक्रम से मेरी
वर्ग के बच्चों को बहुत फायदा हुआ है.
अंतिम में आप से आशीर्वाद करूंगा के हर
साल आप इस कार्यक्रम ५ से ७ इस वर्ग
में जारी रखें.

मुख्याध्यापक
माहिम मोरी रोड, उच्च. प्रा.
म.न.पा. उर्दू शाळा, क्र. ०७,
माहिम, मुंबई-१६.

(अन्सारी कैसर जहाँ)



Experiences during the *Sangati* sessions From GMMC and Ashram Schools

School: Shramik Vidyapeeth Urdu no. 1 BMC School

Standard:6

During conducting discussion in reference to story 'Friends' from kit 1, session 6 'Me & my friends', students said, "we should cooperate and help each other as friends. We should not quarrel with each other ." We learnt the value of friendship and how friendship should be nurtured through this story. This is the reason why we like this story very much. Some students shared their experiences as to how some of their fellow friends have migrated to different cities or have changed schools and how they miss these friends and how in spite of the physical distance they still try to reach out to each other or rarely try and meet each other in person. Some students also shared that in their class some students are not friendly to others, they pick up fights or do not help in studies.

Students said 'we will not fight with each other now on, we will help each other for studies;' As we have learnt the value of friendship through 'Friends'. At this point teachers also shared that they have seen positive changes in the students. This depicts that students do get positive inputs from *Sangati*. This is of particular significance in ashram schools where children stay away from their immediate families and peer-group is the most relevant support. Lack of acceptability or hostilities can also be a cause of stress to children in schools and thus a change in attitude about peers/friends needs to be seen on a deeper level.

School: Tare Marg Hindi no.-9 BMC School

Standard:6

Session4 – 'Organising society' from kit 3 was being conducted in the classroom. Exercise / activity 3 – discrimination covers caste based, gender based class based discrimination from the times societies became more complex and organised. One student presented his critical observation on caste based discrimination. He said "Today a lot of students are able to get education but in cities as well as rural areas, caste discrimination is openly prevalent. Especially when it comes to matters of marriages. In case of inter-caste marriages the young couple at times is even murdered by their own families."

Some students shared that 'in villages even today people from certain castes (Dalits and NT) are not allowed in the homes of others. This is bad. Even though there are laws to prevent this in reality these laws do not get implemented'.

While discussing the discrimination based on gender too, students shared that it is very rampant in our society and they too experience it. Their brothers study in private, English medium schools where as sisters are enrolled in Hindi public schools. Mostly the brothers also get new supplies whereas the girls have to reuse the old ones. Many such points of discrimination came up during discussions. The students also acknowledged that it is not just to have to face these kinds of discriminations.

School: Pawai Dockyard Hindi no.9 BMC School**Standard:6**

In the class 6, of Pawai Dockyard Hindi school-9, while facilitating the session 8 'Glimpses of old civilisations' from kit 3, teachers asked the students if they know the continents. Many students couldn't answer this question. Those who could reply didn't know location of North America. So the teacher called for the world map and asked the students to read the map. Handling the map on their own gave them opportunity to explore. Students learnt about all the continents. They had a lot of fun in this hands on learning experience. This helped them to understand the information from the flip charts.

School: Tare Marg Hindi -9 BMC School**Standard:6**

In this class, in relation to kit 3 'How Societies Developed' students were asked to name the story they liked the most and why?

One student shared that he liked the story of *Sikander* (Alexander) 'The World Opens Up' very much. He said he found this story extremely inspiring as he took inspiration from a tiny ant and wished to conquer the world and he also made it true by conquering half the world. This was really inspiration is what he said. He continued further "I used to be scared of Maths but after listening the story of Sikander, I have decided not to be scared of it and give it a fight. I started solving the sums without giving up till I would get logical and correct answer in class. Even 8th, 9th students too started working with me on maths. I even allotted time for my vacations to maths. Today I use the methods from my textbook to explain sums to students from higher classes."

This sharing by him, reconfirmed that students not just enjoy the stories from *Sangatib* but also get inspired from them. Their self-confidence is increasing and they are imbibing the learning from the stories in their everyday lives.

School: Kher Nagar BMC School**Standard:6**

Students were asked to comment on what they felt about 'Family' while conducting session no.2 in kit 4 activity 'A different story in every home!' Flipchart 'Esi – Kofi's family (matrilineal family from Ghana). Why answering to this question students shared they found it weird that the girl did not go to in-laws house after marriage. As in our society girls do go to the in-laws post wedding. On this the teacher expressed that as we find their customs weird, they can find ours weird too. It's not too bad as in our system the girl has to leave her maternal family behind and go and live in a completely unknown/ new home. Also many a times we do have nuclear families due to which the responsibility of raising children falls on the shoulders of young parents. This leads to the change in atmosphere. If the boy and girl continue to stay at their respective homes none of these issues will arise. Also if there is no earning family member in the girl's family the most her marriage their financial situation will change.

School: Eksar Talepakhadi Urdu BMC School**Standard: 7**

It was observed that student's participation during discussion on various aspects of conducting kit 5, session-2 'Why we need to understand change'. While discussing the effects of having a bus stop near Jonsy's House, students spoke about a lot of pros and cons. One student shared his own experience of similar circumstance. He said, "there is work on metro line next my home. It is giving us a lot of trouble. When this work is over and the line becomes functional, due to the noise we will not be able to sleep peacefully. We will not be able to concentrate on studies." Another student said "but metro will also ease travelling woes of a lot of long distance commuters"

These sharing led to a discussion on how certain changes / development have different outcomes for different people, with the help of examples from their own lives.

School: Naupada Urdu BMC School**Standard: 7**

This discussion is reported from the activity regarding poster 'Place to stay or place to play?' kit 5, session 18; students shared their personal experiences. "The *basti* (community) near us in Bandra west, Garib nagar has been relocated at Mahul village. We had to lose our friends because of this. They and their families had to face a lot of hardships. They also mentioned the community at Behrampada and how it gets constantly demolished, and people rebuild their huts/ homes again and again. These people face a lot of issues around water, sanitation, school, electricity. All these resources among others far from their communities. These are dark without light even during the day and also filthy as the houses are too close to each other without any sanitation facilities. Garbage and hygiene is a constant issue in these communities. Students felt there has to be some solution to the issue presented in the session. Children from slum communities need garden, proper housing. Basic rights should be ensured, if this is ensured they should not have to move to new place.

School: Shramik Vidyapeet Urdu no.1 BMC School**Standard: 7**

In the school, while discussing the political changes with students, teachers were talking about political leaders' behaviour during campaigns pre elections and post elections. Students shared their experience, 'These political leaders make a lot of promises while campaigning but once they are elected, they do not pay any attention to issues faced by their voters. They take too long to complete the works they had promised and make people wait.

While giving information from the flipchart, teachers informed 'Voting is our right and also our responsibility. We have to cast our votes without fail. We should not treat the day of election as holiday. We should not utilise this day for picnics or sleeping at home.

At the end of the session, students shared, ' In future we will vote very carefully and after putting a lot of thought into, we will vote only to that leader who will work for bringing out change in our neighborhood'.

School: Kachkoli (Sasane) Ashram school**Standard:5**

Students were doing the sessions from Kit 1 – ‘Myself, My body and our needs’. They had developed an understanding about themselves and were discussing about their qualities. The teacher then discussed about ‘My body’, wherein students understood how their bodies worked and various special and unique characteristics of their bodies. Through these sessions, students understood how the human body could perform various functions at the same time, through the various organs which worked in harmony with each other and how unique and miraculous this was. These sessions also helped develop students’ interest in **Sangati** program.

School: Gokulgaon Ambivali Ashram School**Standard:7**

Students experienced how living in ancient times would have been, during Session 7 on ‘The secret of the Universe’. Students learnt about various rituals, old customs and various different castes and cultures. They discussed about science and religion, gods and goddesses. They understood various things about gods, superstitions, rituals and nature. They shared that their perspective on how they looked at Nature had changed after the **Sangati** session. Their love for history had also increased after this Session. They had also started to understand how fear of Nature and superstitions grew in the society.

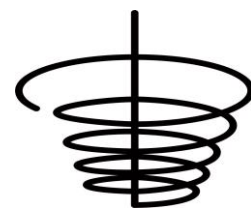
School: Bhinar Ashram School, Bhiwandi**Standard:7**

During the discussion on ‘Maya’s story’ – session 5 of **Sangati** Kit No. 5 – students shared that though there was no discrimination practiced around food eating habits, yet most of the household work was done by girls. Due to household responsibilities, girls stopped going to school altogether and were also married off at an early age. Girls had to work as labour as they were not well-educated. Boys also worked as labour but more often, girls’ ambitions of getting a good education remained unfulfilled. Girls had to work both at homes and outside.

The students shared that through ‘Maya’s story’ they realized that the discrimination practiced between boys and girls in the story is also practiced among them. They stated that they would not continue with this discrimination with their wives and daughters when they got married and had children. Thus, ‘Maya’s story’ helped the students understand how gender discrimination is practiced and encouraged them not to practice the same in their lives.



***Manthan* programme**



Written Feedback from Trainee Teachers

Thomas Baptista D.El.Ed College
papdy, varai (W)

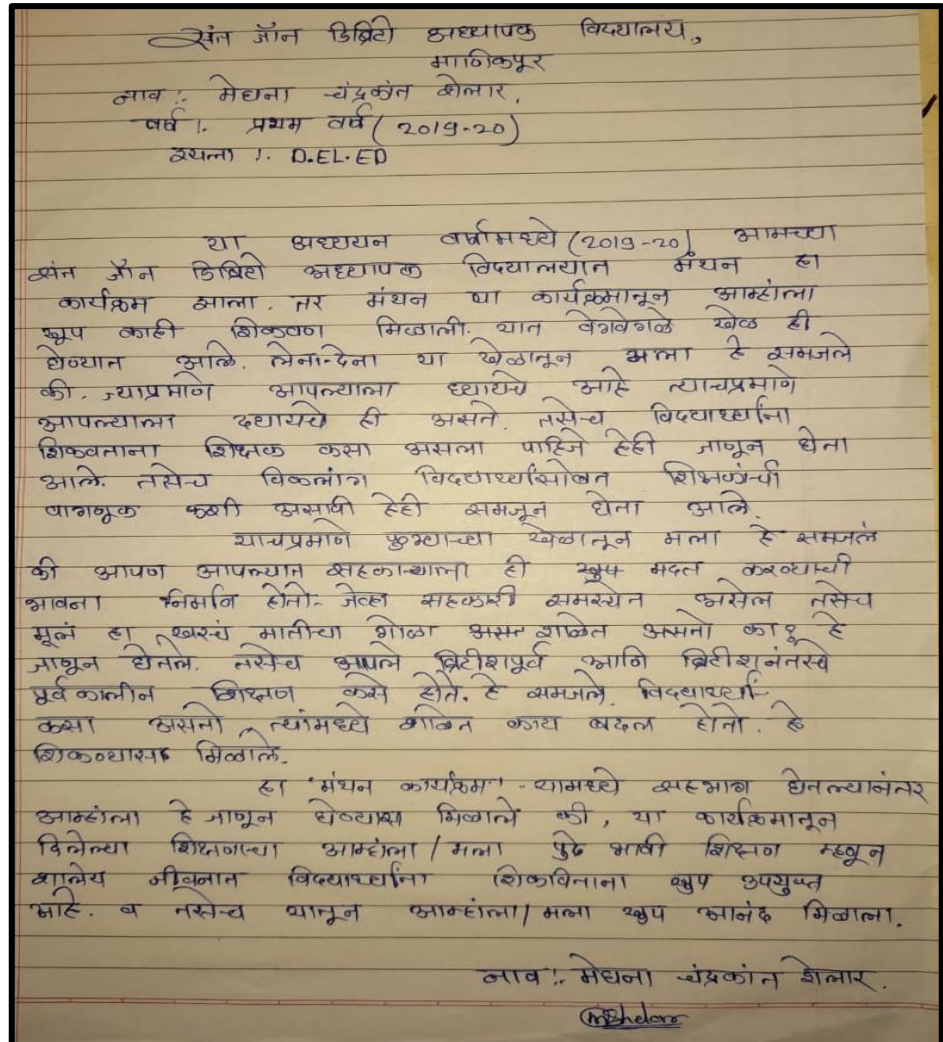
Annie. Emanuel. Bernard.
I year.

Manthan helps teacher educators and student teachers examine the way the education system functions. Manthan helps us to reflect on the content of school subjects in a different. Being a student teacher it helps us to build a strong bond between to a teacher and a student. Through various activities, riddles and games we learn many things. It builds innovative ideas and creativity in us. It motivates each and everyone to think in a positive way. and each and everyone has their own perceptions and thoughts. For example there was a game conducted Elephant and the blindfolds in which when we touch elephant we feel different things and guess what it is. It helps in our teaching learning process. It is a fun loving part. We enjoy learning from Manthan.

~~Annie~~
Annie Bernard.
(I year)

Meghana Chandrakant Shelar, 1st year., Saint John De'brito D.Ed college, Manikpur

In this academic year 2019-20 in our Saint John De'Britto B.Ed college, **Manthan** was introduced to us. We got a lot of new learning opportunities through **Manthan**. There were many games as part of this curriculum. As part of the activity 'Lena dena', I learnt that just as we have to take we have to give back too. In addition we also learnt how an 'ideal teacher' should be while teaching. It also gave us insights about what our behaviour should be with differently abled students. In the activity balloon game we learnt that we have to help our co-workers; we learnt that when our co-workers are in a problem we have to help them without being selfish. We also got to learn that children are impressionable and we also learnt about how education has evolved pre- British and post - British era. We learnt how a student is when he or she enters the education system and how we are able to mold them as part of education after taking part in the **Manthan** program. We realised that this education is really helpful and beneficial for us as the future teachers and it is going to really guide us to teach our students when we become our teachers and we are very happy that we were part of this



Riya William Almeida,
Thomas Baptista D.El.Ed college.

Aachi - Abacus - Manthan is programme which is held in our college every once in a month. In this programme they taught us how teacher should be! How teachers behaviour should be? What kind of attitude should teacher have towards a students? etc. They also take different games and activities. Their every game is very energetic. I learned lots of things from Manthan programme. Manthan taught me how to react different situations in teachers life. Also they taught us how to deal with different kinds of child and also child having disability. Also I learned how to deal with students with different I.Q. The elephant and seven blind game taught me very important issue i.e., everyone has different perspective and different point of view. The Manthan programme was very helpful

R Almeida

Annexure : 2

***Sangati* Program in Mumbai Municipal Schools**

Feedback Report: 2019-20

Introduction:

During the year 2019-20, ***Sangati*** program was conducted with all the students of class 6th in upper primary and secondary schools of Mumbai Municipal Corporation and students of class 5th and 7th in selected schools. As the schools were closed on March 15 due to onslaught of the Corona pandemic, it was decided to get feedback only from 6th class students and teachers.

The Internal Evaluation was conducted in March 2020 to understand the impact of ***Sangati*** in schools. The selection of schools was done through a random sample method. The evaluation was conducted by seeking written feedback from students and teachers from Mumbai Municipal Corporation schools. It was decided that 10 students from each school - 5 girls and 5 boys - were to be selected using random sample method. It was also decided that in classes with less than 10 students, all the students would be administered the questionnaire. A questionnaire was prepared and pre-tested.

In class VI in Mumbai, written evaluation was done in 83 schools and 866 students from upper primary and secondary participated in the exercise.

Evaluation : No of Schools, Students and Teachers from std. 6			
Mediums	No of Schools	No of Students	No of Teachers
Marathi	16	161	16
English	18	185	18
Hindi	26	262	26
Urdu	20	232	20
Telugu	1	6	1
Kannada	1	10	1
Tamil	1	10	1
Total	83	866	83

Among the upper-primary/secondary MMC, School students surveyed, most of them were studying in Marathi, Hindi, English or Urdu medium schools

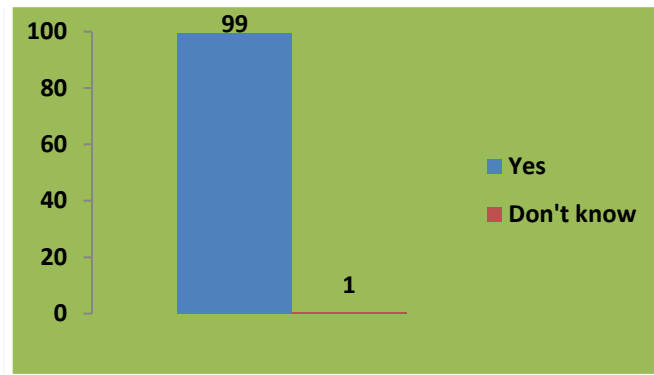
Detailed report of the Internal Evaluation of *Sangati* in Mumbai Municipal is as follows

Students' evaluation

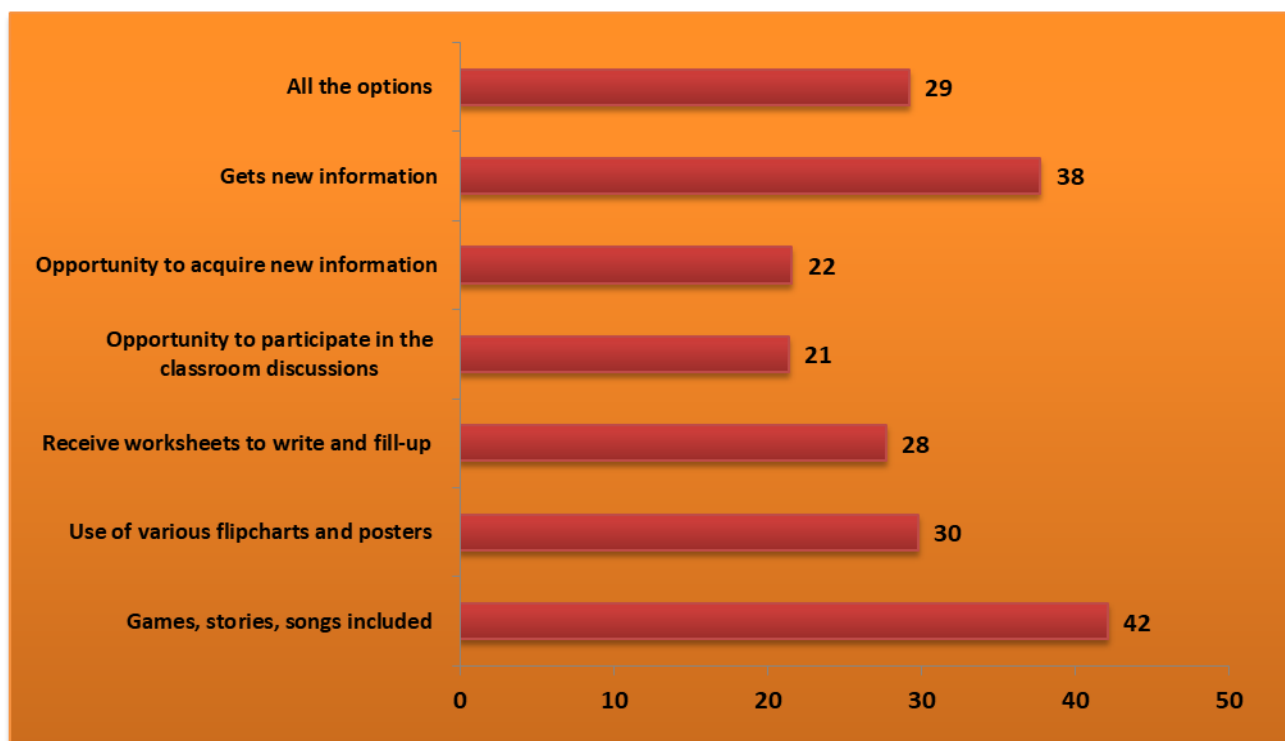
The ***Sangati*** program was evaluated by taking written feedback from 866 students of Mumbai Municipal School. The detailed report in this regard is as follows –

Do the students like *Sangati* program?

As the tables indicate, an overwhelming majority of the students surveyed liked the *Sangati* program.



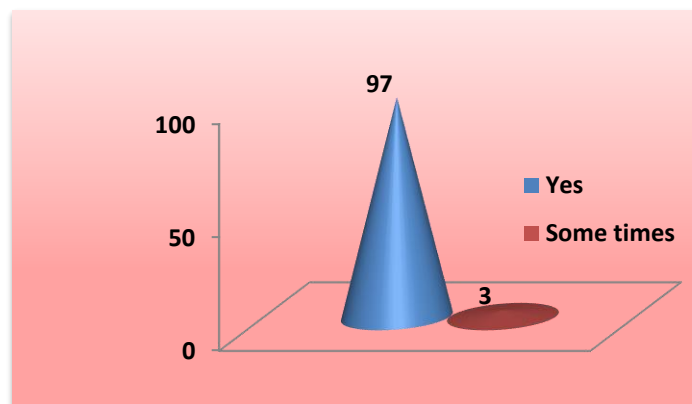
Reasons for liking *Sangati*



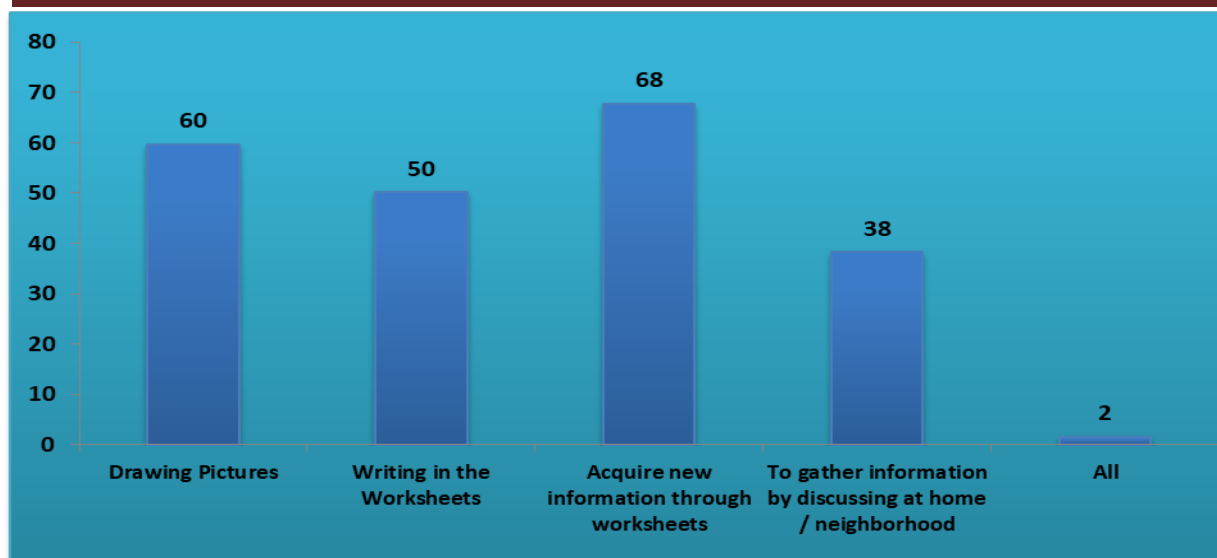
The students preferred *Sangati* program because of the participative nature of the program, different interactive tools that were used for conducting the sessions, the opportunities that it provided the students to voice their opinions and for the opportunity it provided to acquire new information. All these factors made the sessions enjoyable and exciting for the students. They didn't feel bored during the classes but got to learn new and different things through various means that they could relate to and connect with more than regular subjects.

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 freely in the classrooms. In regular classes they felt they were asked questions from textbooks whereas in *Sangati* their opinions mattered as part of the learning experiences.



What do you like most about the worksheets?



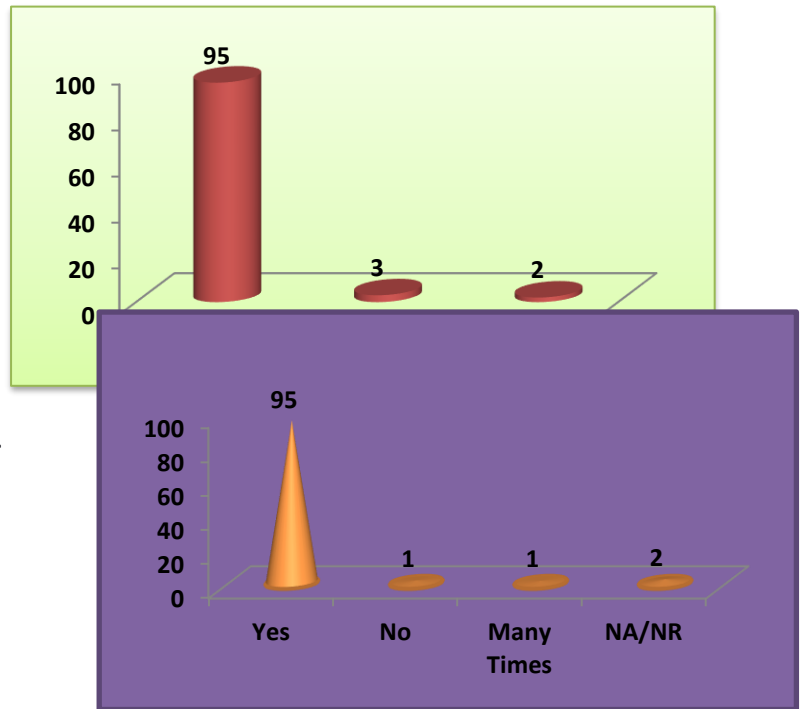
As detailed above, majority of the students were interested in the worksheets because they got to draw pictures in it and because it was a source of acquisition of new information and knowledge for them - a lot of which was collected and analyzed by the students themselves. The prospect of writing in the worksheets, though excited only half of the students surveyed, may be owing to the issue of underdeveloped reading-writing skills at primary levels and thereby, some amount of reticence in this regard.

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 a huge majority of students preferred to not miss school on the days the **Sangati** sessions were conducted, which is a further indication of their great 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 VI student responses related to Kit 3: How Societies Developed

The sessions in **Sangati kit 3** were conducted with Standard VI students of Mumbai Municipal Corporation. Attempts have been made to gauge the learning level of students after administration of this Kit. The details are as follows: -

About the kit: This is the third kit in the **Sangati** series. While kit 1 explored aspects of the self, the human body and human needs, kit 2 focused on the origin and evolution of our earth and the web of life that links everything on it. We stopped the story of evolution when the species *Homo Erectus* first appeared on earth. Now we continue with this story.

Theme of the Kit

In this kit, the focus shifts to the history of human society - how societies have developed over thousands of years in different parts of the world to make us what we are today.

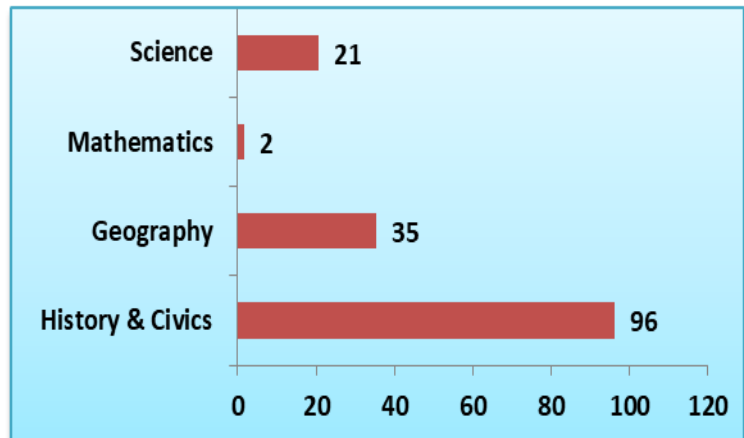
Obviously, it is not possible to tell the long and complex story of human civilization in any great detail within a short span of 15 sessions. What this kit attempts, therefore, is to provide glimpses into the past; to focus on some important developments that have shaped the course of history, on events that can be regarded as milestones and on facts that are crucial for an understanding of our world today. We have also deliberately chosen themes that are fundamental to the **Sangati** series and that reinforce the **Sangati** values -such as an appreciation of the richness and diversity of human life, the futility of war and violence and the need to work for a more egalitarian society.

The first two sessions talk about the need to study history and the methods used to do so; they point out how fascinating and enriching this study can be. The third session elaborates the way in which agriculture and settlement changed human life forever. Sessions 4 to 7 focus on four different aspects of life between

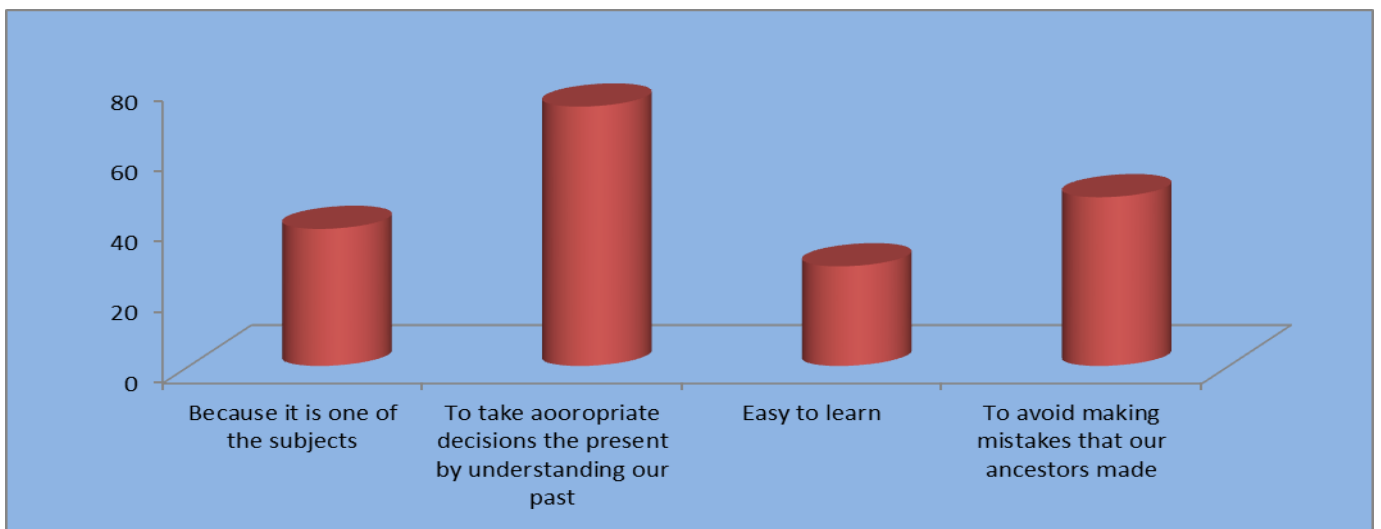
2000 BC and AD 1200, and highlight some significant developments in different parts of the world in this period. Sessions 8 to 10 deal with developments over the next 500 years, to show how Europe became powerful and began to establish control over the rest of the world. Sessions 11 to 14 are devoted to the Industrial Revolution and what happened thereafter, bringing the story up to the middle of the 20th century. The concluding session provides a summary of the main ideas and values explored in this kit.

The following responses are from Standard VI students of primary/secondary MMC schools
‘How Societies Developed’, this kit is related to which of your school subjects?

As evident, majority of the students could relate the **Sangatikit** ‘How Societies Developed’ to History/Civics, which showed that they could form connections between their school subject and the **Sangati** kit.



Why do we need to study ‘History’?



Majority of the students understood the importance of studying ‘History’ in order to develop an understanding about our pasts. Some students also gave multiple answers to the question.

74% of students said that studying history was important to understand their society's past and make the right decision today. 48% of students also felt that there was a need to study history to avoid repeating the mistakes made by our ancestors, so that harm to future generations could be avoided.

The response also shows that 39% of the students looked at history only as just another part of their curriculum, and a necessary subject to be studied.

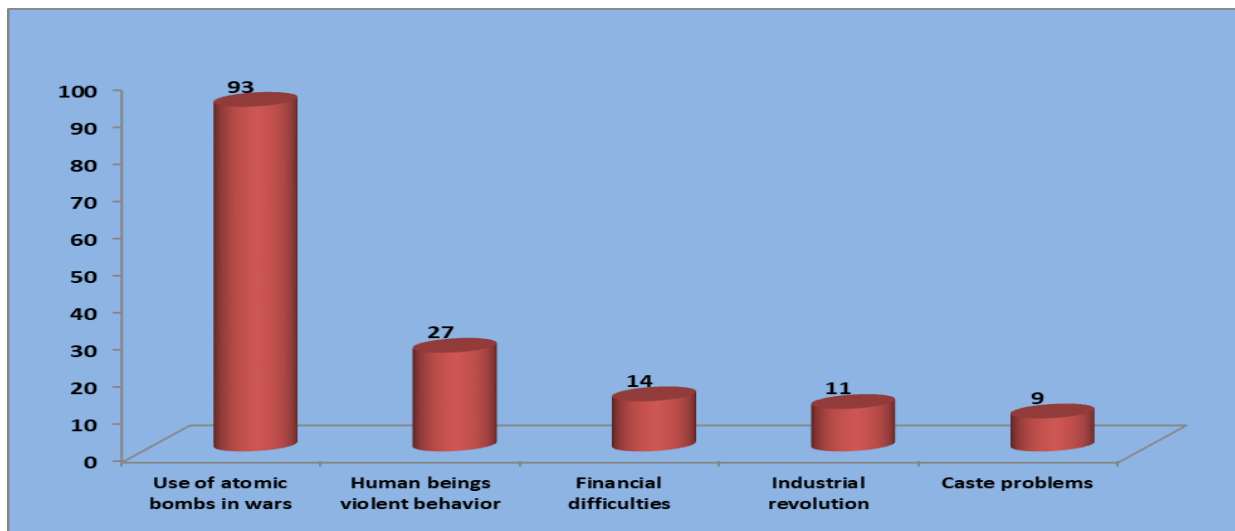
Which organization was established to ensure world peace?



Majority of the students knew the answer to this question, although this information is not provided to children in their regular school texts.

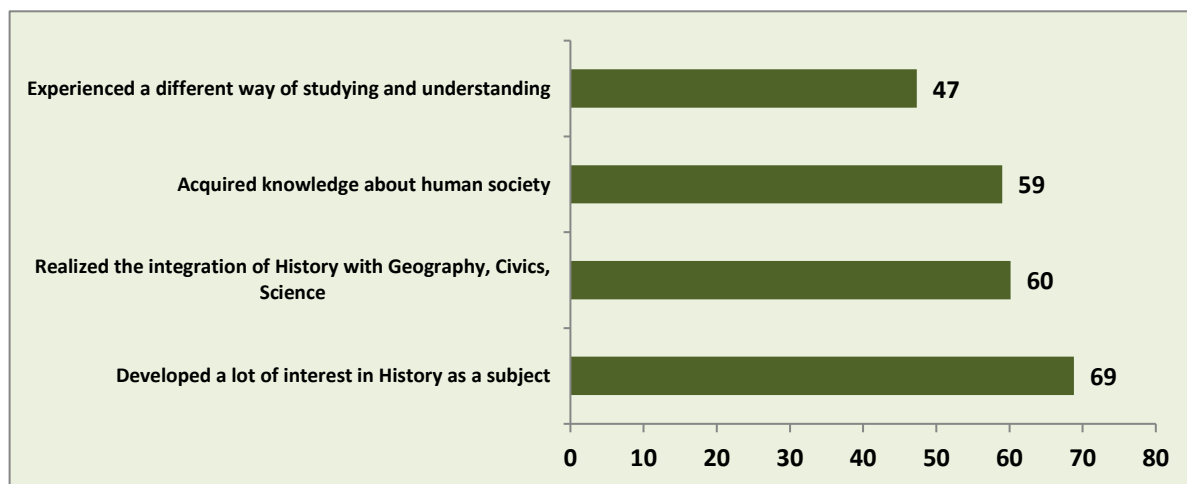
The United Nations Declaration was signed with its main purpose to establish world peace and enable everyone to live a happy life. This important information reached the students. In other words, 88% of the students replied that they understood the information of the United Nations through fellowship sessions.

In the long history of conflict, what was the biggest mistake so far?



The students linked wars with immediate consequences and could not develop deeper linkages, probably because of the age group they belong to, and also because of lack of thought or even 'counter-thought' given to this issue in school textbooks to explore such linkages. All the same, they understood the harmful effects and the destruction caused by use of atomic weapons and felt that the use of such weapons was deplorable.

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



It is a very big take away to realize that **Sangati** kit 3 succeeded in developing an interest among the students in studying and understanding History which is normally disliked for being loaded with unrelated 'facts'. To a certain extent, it also helped the students understand the interdependence between subjects and areas, but there is still some way to go before this is developed satisfactorily in majority of 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 demanding methodology and content in comparison with 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. Despite this, the retention of content passed on only through **Sangati**, the ability to correlate diverse concepts/themes, the feelings and values seen important and positive by students is adequately noticeable.

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

About the kit: This is the fourth kit in the **Sangati** series. The third kit, titled “**How Societies Developed**”, explores the history of human societies and how they grew and changed over thousands of years. This story is taken further in the present kit, which deals with contemporary societies. The spotlight is on Indian society today - the problems that we face, and the efforts to resolve them.

The topics explored in this kit are either ignored by the regular curriculum or merely referred to in passing. But if we want education to be relevant, we need to talk about what is happening around us, and how it is affecting our lives every day.

Whether we are aware of it or not, the problems of our society - from pollution to unemployment to communalism to corruption - affect all of us, including our children. In fact, children are often confused by the conflicts and contradictions they see around them. The information that they have or the points of view that they get to hear, may often be incomplete or one-sided. This results in their growing up feeling too helpless to deal with these real problems or not caring about solving them.

In this context, we as teachers can provide our children the opportunity to explore these critical issues honestly. It is only when they understand what the problems are, and cultivate the habit of looking at them critically, that they will develop the attitudes and the skills necessary to resolve them. Such a process will also make education more meaningful by bringing the realities of the outside world into the classroom.

Since we have a limited number of sessions in this kit, it is obviously not possible to deal with every aspect or problem of our society, or even explore a single issue in all its dimensions. We have therefore focused on those issues that we consider most important and immediately relevant.

Session 1 provides a very brief summary of the previous kit; it reiterates the idea that human beings always live in groups and that our society is in fact made up of a complex web of relationships.

Sessions 2 to 18 explore different facets of our society today - institutions like the family and caste, problems such as gender inequality and communalism, the strength and weakness of our democratic institutions, the wide gaps between rich and poor that are not just persisting but also increasing, the problem of war and violence, the increasingly aggressive ideas of nationalism that threaten to tear the nation apart, the growing influence of the mass media. . . . Each of these facets is discussed in the course of one or two sessions. A more detailed introduction to each theme is provided at the beginning of the session(s) in which it is taken up for discussion.

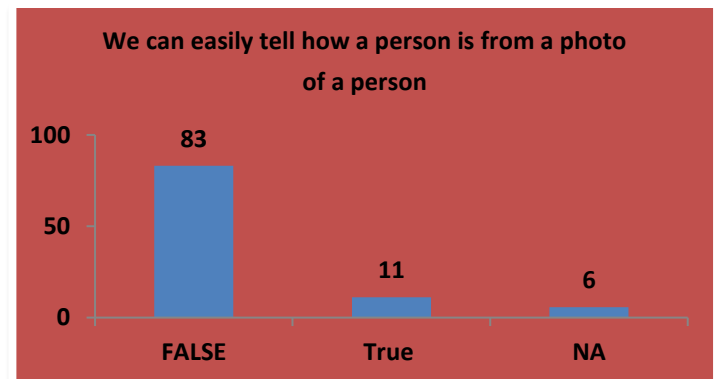
Session 19 concludes the kit by reinforcing the need for all of us to come together to resolve these problems and create the kind of society we want.

Some of these topics may seem too ‘adult’ or too ‘heavy’ or too ‘controversial’ for children. But we have deliberately included them for the reasons explained above. As in every **Sangati** kit, every effort has been made to address the topic in a manner that will interest children and challenge them to think. We have also tried to ensure that discussions on issues do not remain at a theoretical level but draw on the children’s own experiences and their opinions. Many of the activities that appear here have been tried out by school teachers with their students. It is the positive response received from these teachers - and children - that has encouraged us to include these topics in this kit.

Select the correct option:

We can easily tell how a person is from a photo of a person

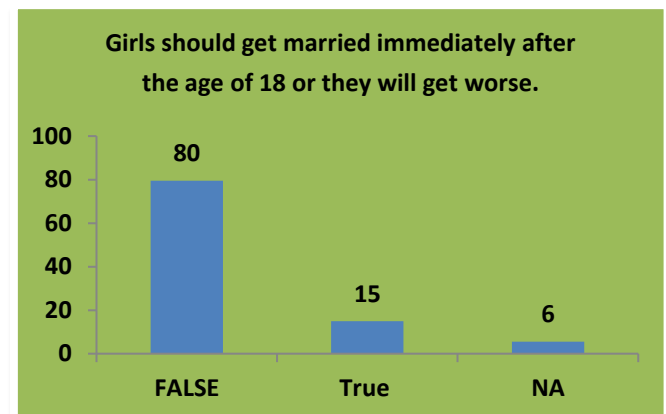
83% of the students think that this is a false statement. They understand that it is wrong to make an opinion about how the person is based on a mere first glance as such an opinion will be unsubstantiated and lead to formation of unnecessary prejudice.



Girls should get married immediately after the age of 18 otherwise they will get worse.

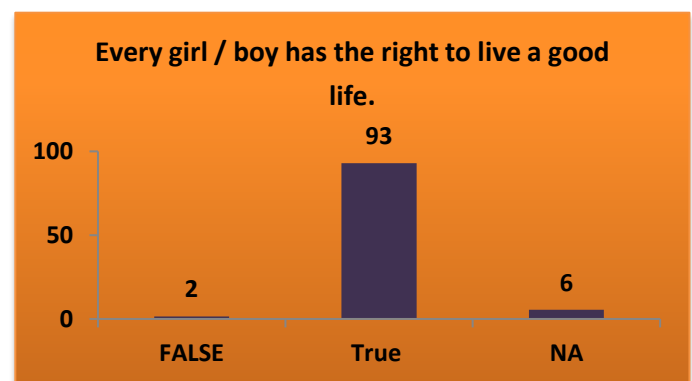
80% of students do not agree with the statement that girls should get married immediately after the age of 18 or else they will go wrong.

What would you do if your parents decided to stop sending your sister to school and marry her off? As a reply to this question, the students suggested the option of persuading the parents (80%) and seeking the help of teachers if such an occasion arises. Some students also suggested that if their parents did not change their decision, they will have to go to the police.



Every girl / boy has the right to live a good life.

The information entitled 'Children's Rights / Children's Rights' prescribed by the United Nations for (children) was useful in making the above perception of the students. 93% of students replied to this question in the affirmative.

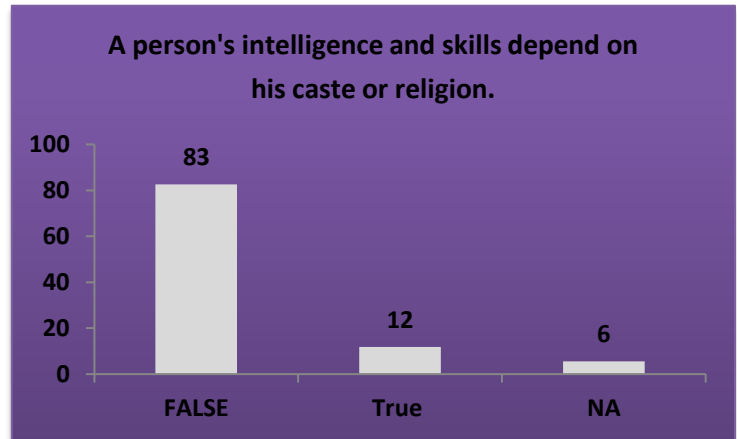


A person's intelligence and skills depend on his caste or religion.

- 83% of students think that we were all one and could move forward if we got the opportunities to learn. Therefore, the students expressed the view that there should be no discrimination based on caste and religion. Eklavya's story helped the students understand this aspect.

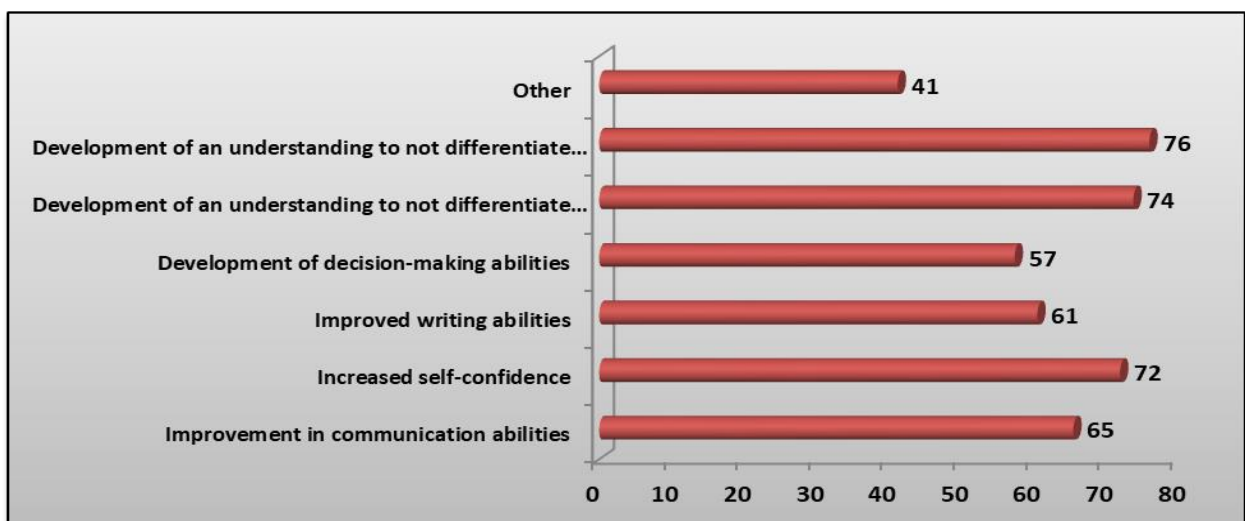
- What will you do if injustice is being done to your lower caste friends in your village? To this question, 83% of the students suggested that they will not allow such injustice to be done and 12% of the students also said that will report occurrence of any such incident in the media.

- Based on the answers given by the students, it can be inferred that in Sessions 4, and 6, 'Who will solve this trap?' and Session 7 'Fighting is still going on' have had an impact on the students.



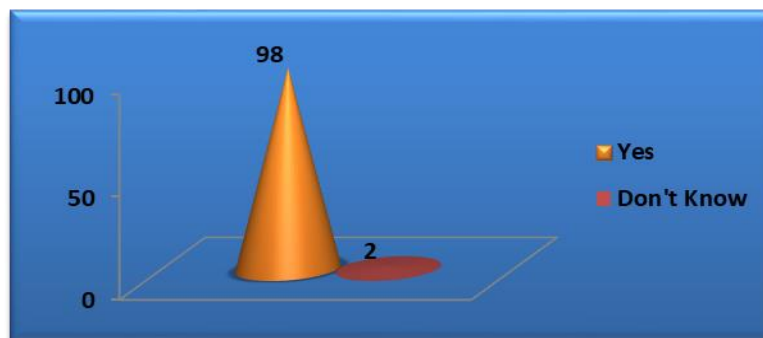
What changes have occurred in you because of *Sangati*?

All the students responded that *Sangati* has led to positive changes in them, in one way or another. A sizeable majority found the program to be very informative. Many of them also responded that it helped them in understanding the importance of not differentiating based on religion, caste etc.



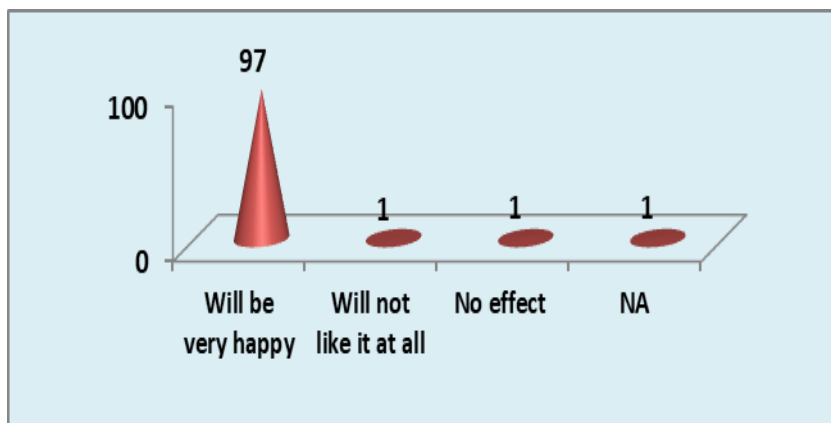
Will *Sangati* be useful in the future?

98% of the students indicated that **Sangati** will definitely be useful for them in future and will guide them in their future choices of decision-making. They shared that this program had provided them with a unique and new vision of looking at life.



How will you feel if **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.



Student feedback: Some experiences with **Sangati**:

Student: Kalpana Anil Bhaga,

Talepakhadi Marathi Municipal School

I taught my brothers the games that I learnt through **Sangati**. I remembered all that **Sangati** taught me. I will never discriminate between rich and poor, nor will I discriminate against anyone.

Student: Khushi Yadav

Siddharth Nagar English Municipal School

Earlier, my mother used to scold me a lot and discriminate against me, but since the time I have been studying **Sangati**, I explained to her that it was wrong to practice discrimination. She has understood this and does not scold me now.

Student: Pradeep Kanojia

Sakharam Tare Marg Hindi Municipal School, Dahisar

I read the story 'Zimmedar Kaun' and also narrated it to my friend Ashish, who had fallen into bad company and had also started eating 'Supari'. I helped him get rid of these bad habits. This made me feel really good as I could accomplish something positive in my life because of **Sangati**.

Student: Noman Khan

H.V. Kekaskar Urdu Municipal School

We got to draw and colour in **Sangati** which I really enjoyed. We also got a lot of new information and how to use it in our lives.

Student: Chandni Rajbhar

Kurla Naupada Hindi Municipal School

Through **Sangati** program, we could learn a lot through various games, activities etc. We understood that we should not discriminate on any ground and that we could face any difficult if we were together. We also learnt that women should not be considered lesser in any manner.

Student: Rupa Kumari Mandal

Kurla Naupada Hindi Municipal School

We learnt a lot together through **Sangati** and I really enjoyed the program. We learnt various different concepts in Science, History etc. like how earth was formed.

Student: Marima Sayan

K.D. Gaikwad Tamil Municipal School

Sangati is my favourite program as it has increased by interest in the learning process. I want to always remain connected with this program.

Student: Kanhaiya Chauhan

Janabai and Madhavrao Rokade Municipal School

Sangati has introduced many new ideas in our lives. We got a lot of new information through this program. **Sangati** helped us understand how we should and should not act/ behave. This program should also be continued in the eighth, ninth, tenth standards.

Student: Anmol Singh

Aakurli Hindi Municipal School

Through **Sangati**, my speaking abilities improved. I understood that we should not discriminate based on religion, caste or gender. My self-confidence increased and my decision-making abilities developed.

Student: Khushi Bhagat

Ranisati English Municipal School

We will narrate the stories learnt in **Sangati** to everyone. Our knowledge increased. We got information about our menstrual cycles which I will share with my younger sister.

Conclusion

It is evident from the data and analysis presented above that **Sangati** is having an extremely positive impact on the students. The program is conceptualized and designed to encourage the students and the teachers alike, to together embark on a journey of exploration and knowledge creation. The program largely succeeds in doing so and helps the learners to experience the world in a completely new light. Students experience an increased sense of self-worth when they are encouraged to think critically and their opinions are openly solicited rather than being brushed off. They experience novel methods of learning and understand that textbooks are not the only source of knowledge.

Sangati kits have been designed keeping in mind the context and relevance of the content to the students, as also their age. Moreover, the program is designed as an integrated curriculum which helps the students transcend the journey - starting from themselves and their bodily needs - to

understanding the varied changes constantly occurring in the universe in society, technology, build abilities for critical analysis and thus equipping oneself effectively for the future.

Kit III does a noteworthy job in evincing an interest in 'History' among the students, which is otherwise perceived as boring and full of facts to be memorized. The chosen themes of the Kit help students develop a holistic perspective towards things and the need to work towards the creation of a more egalitarian society.

In certain instances, it is also visible that students are, at times, unable to grasp all the nuances of an argument. There may be varied reasons for this such as the complete absence of any exploration of such a perspective in the regular textbooks and other sources of information readily available to them such as the mainstream media. Such examples are important to understand that though the progress in terms of development of the desired levels of understanding in students may be gradual and not immediate. All the same, it is equally true and quite forthcoming from this progress is surely visible and concrete. The areas which may be looked at in terms of scope for improvement have been mentioned in the report.

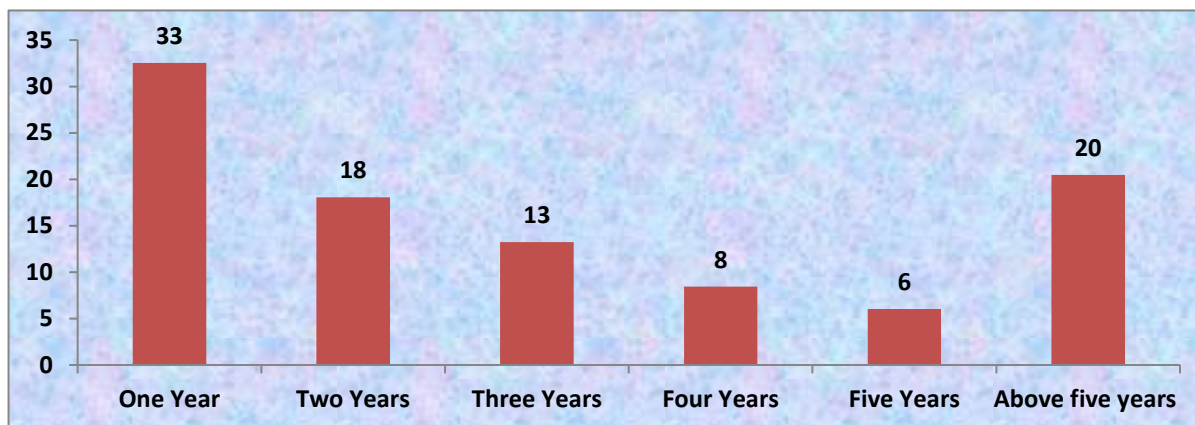
Teachers' Feedback

Random selection of schools was done for this evaluation. Within the schools thus selected, the feedback was taken from one teacher of each class. In this way, feedback has been obtained from 83 teachers from MMC schools. This report has been prepared after collating the data that has thus been obtained. Total number of teachers and percentage of sample size

Sample Number of teachers evaluated under *Sangati* program

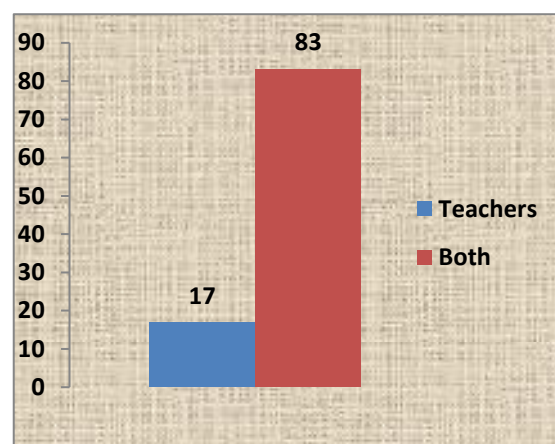
	Total number of teachers	Sample Number of teachers
	Std. 6	Std.6
MMC Schools	948	83

Since when are you conducting *Sangati* sessions?



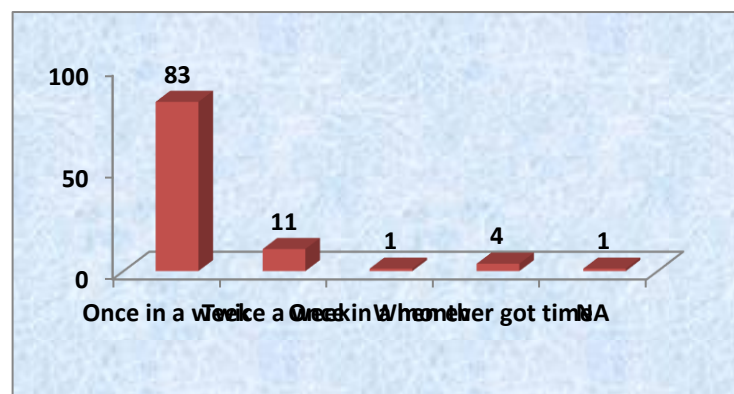
Who conducts *Sangati* sessions?

In majority of the cases, the sessions were conducted by the teachers themselves or with the help of *Sangati* representatives. Although *Sangati* representatives rarely conducted sessions independently, the teachers were also not very confident many a times in conducting sessions completely independently. This could be addressed if requisite training is provided to teachers.

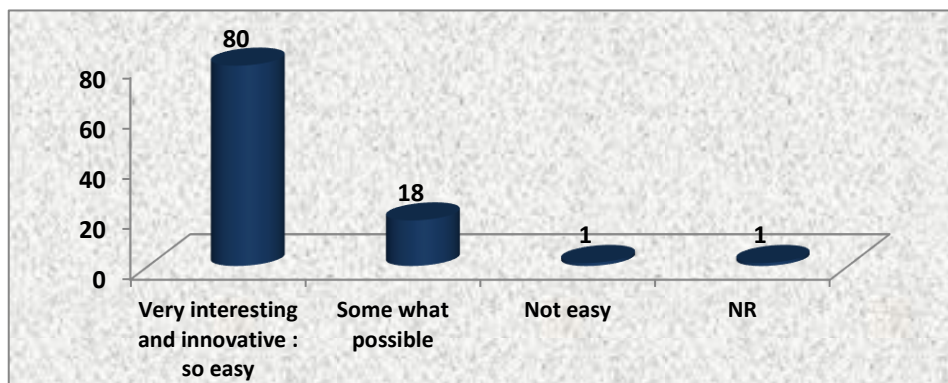


What is the frequency of conducting *Sangati* sessions?

In MMC schools, the sessions were conducted mostly once a week. Efforts were made to conduct the sessions once a week. However, many a times sessions were held as per convenience or only once a month, whereas sometimes they were even held twice a week.



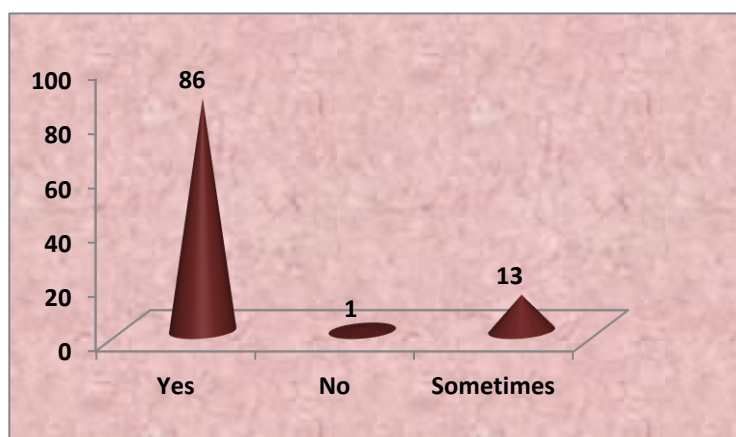
Is it easy to conduct *Sangati* in classes?



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

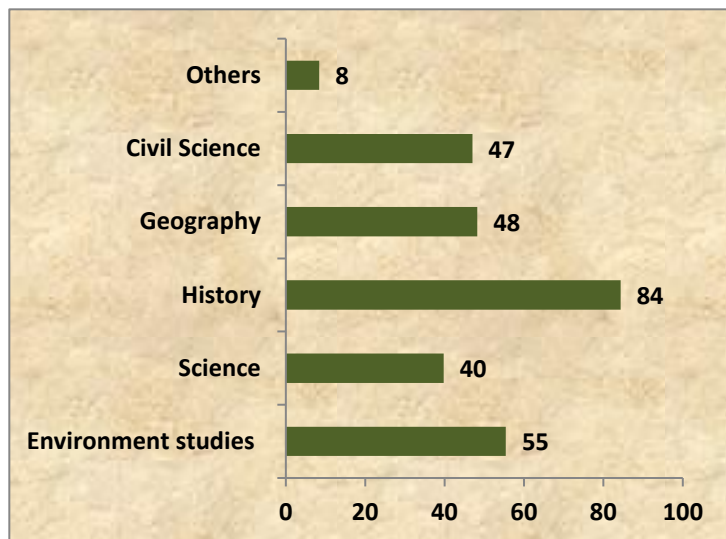
in *Sangati* curriculum, if coupled with adequate training, could enhance their capabilities in conducting the sessions immensely and consequently help in increasing their self-confidence. The impact of the sessions on the students, could also be thus, enhanced.

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



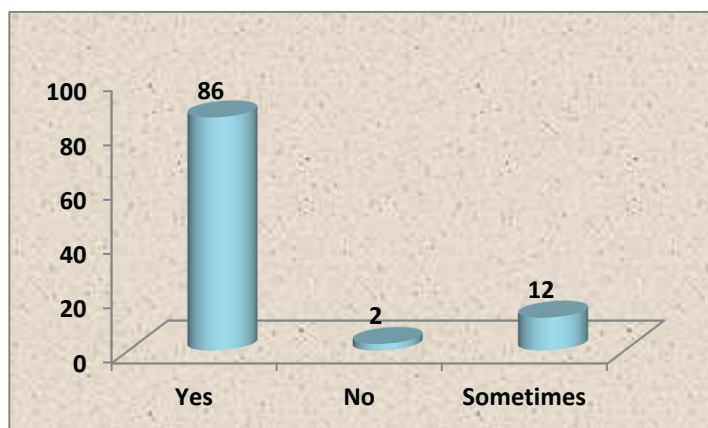
Majority of the teachers felt that *Sangati* program was complementary to the regular school curriculum.

Which school subjects does *Sangati* complement/enhances?



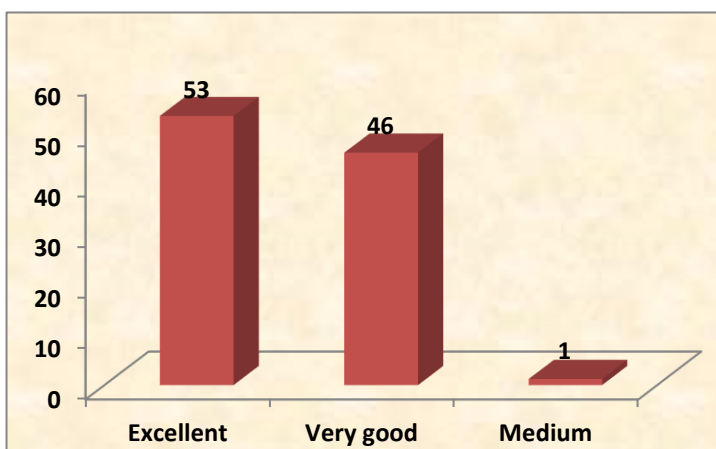
Majority of the teachers could associate **Sangati** with social science subjects like Environmental Science, History, Geography, Political Science (Civics). A little lesser number than the previous category, but still a significant number could also relate the **Sangati** kits to the Science subjects. Thus, **Sangati** could be seen to fulfil the role of an integrated curriculum that bridged the gap between the Sciences and the Social Sciences, as envisaged by the curriculum designers.

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 the students and its usefulness for them.

Teachers' Perceptions of 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. It is a multi-resource curriculum which relies on a plethora of tools, like charts, games, maps, newspapers etc. and does-not stick to only the textbook as a single teaching-learning resource.

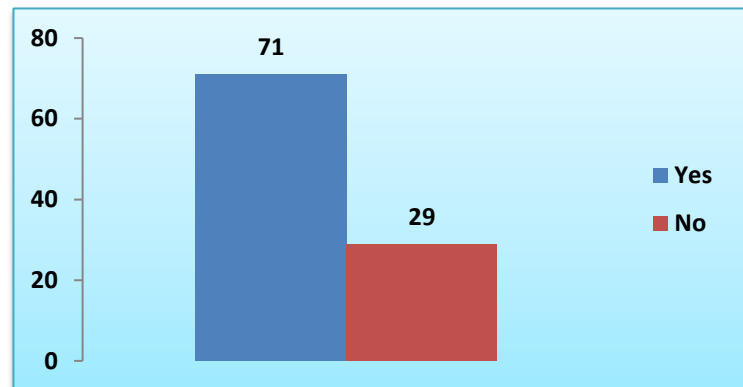
Which values are inculcated with the help of **Sangati** programme?

Many teachers felt that **Sangati** led the students to adopt an open attitude to social issues. It also contributed a lot towards creating a scientific outlook in students, an understanding of caste and class structures and an awareness on issues like gender discrimination.

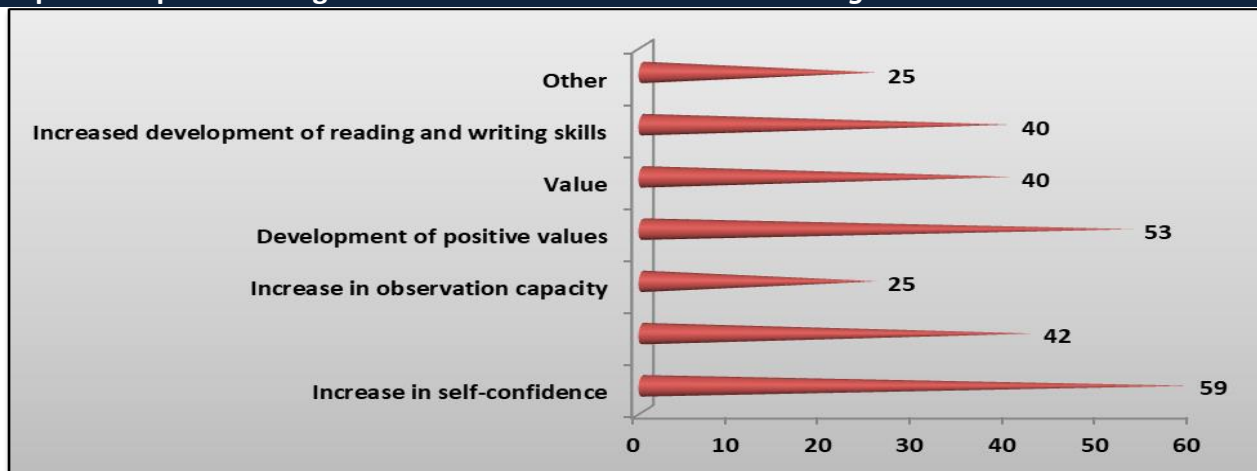


Significant positive changes observed in students because of **Sangati**

Majority of the teachers felt that **Sangati** had definite specific impact on the children and significant positive changes had been observed in them because of the sessions.



Important specific changes observed in students because of **Sangati**



Majority of the teachers felt that **Sangati** had definite specific impact on the children and significant positive changes had been observed in them because of the sessions. Many of the teachers agreed to multiple positive changes being observed, the major among them being increase in self-confidence and development of a co-operative attitude among students.

To what extent the following qualities in students have enhanced because of **Sangati**

Almost all the teachers felt that due to ***Sangati*** an enhancement, ranging from ‘Very Good’ to ‘Satisfactory’, in all the qualities listed had been observed in the students.

Teachers Feedback:

Teacher: Ms. Pranita Kolekar

Poisar Hindi Municipal School

Sangati has led to a lot of positive changes in students like improvement in their reading and writing skills and decision making abilities. The students stay together and do-not discriminate based on religion, caste or gender.

Teacher: Mr. Eknath Nahire

Abhyuday Nagar Marathi Municipal School

Through ***Sangati*** program, the children have developed a love of reading and are motivated to express their opinions. The program is commendable for boosting the confidence of the children.

Teacher: Ms. Neelima

Gunfa Road Municipal School

Students get to express their opinions and get a lot of new information. The program helps in developing the analytical abilities of students.

Teacher: Ms. Aarti

Bandekar Vadi Municipal School

Students share their experiences in class, engage in discussions and learn to work together.

Teacher: Suvarna Misal

New Mahim English Municipal School

Since ***Sangati*** is associated with History subject, students develop an understanding of their culture. They try to write in their worksheets. Various values are also inculcated in students through this program.

Teacher: Ramesh Moyar

Abhyuday Nagar Hindi Municipal School

Students self-confidence and overall knowledge level has increased. Their vocabulary has developed. They seem more interested in their studies.

Teacher: Rekha Kupwadekar

Axar Talepakhadi Marathi Municipal School

Students were able to study on their own. Perceptual power increased. The group got into the habit of studying. Their conversation skills developed. It is a very useful program for students.

Teacher: Vinaykumar. H. Singh

Axar Talepakhadi Hindi Municipal School

The literature available under ***Sangati*** program is of very high quality. It helps the students in better contextual understanding. Students get motivated by various stories and anecdotes and also try to implement the learnings in their own lives.

Teacher: Shraddha Kerkar

HSBT (Veravali) Marathi Municipal School

The ***Sangati*** program created a love of reading among children. Their curiosity grew. Social awareness was reflected in the behaviour in some students. Discrimination between classmates and school friends disappeared. Tolerance towards all religions was depicted in their behaviours.

Teacher: Pramod Shinde

Sakharam Tare Marg English Municipal School

Students are extremely interested to read all the stories of ***Sangati***. The program has inculcated the values of co-operation, gender equality, sharing etc. in students. They are interested in knowing new things, places, information etc. Students can now express themselves confidently.

Teacher: Sharmila. Jaiswal

Kurla Naupada Hindi Municipal School

Students reading and writing skills improved and their self-confidence increased. Their knowledge base has also developed. They now are able to work better in groups.

Teacher: Rashmi Bhabdare

Chunabhatti M.P.S. English

Students have become aware of about the past i.e., History. They have gained awareness about their own surroundings and prevalent social problems. Through worksheets, they have learnt amazing facts about inventions. It has helped to develop imaginative power of students.

Teacher: Sheikh Munawwar Harun

H.P.K. Marg Urdu Municipal School

Sangati has led to many positive changes in students. They don't discriminate now based on religion or gender. Their self-confidence has increased. Their thought processes have been steered towards new directions and they act with much greater responsibility now.

Teacher: Sharda Pol

Sandharshnagar Marathi Municipal School

The ***Sangati*** program encouraged the students to cooperate with each other and they tried to express their views in various situations.

S Teacher: Rupa Jinendra Daulat

L.K. Waghji, M.P.S., Matunga

Sangati addresses the curiosities of students satisfactorily. They get suitable replies to their queries and their self-confidence increases.

Teacher: Govind Khatele

Janabai and Madhavrao Rokade Marathi Municipal School

Students express their thoughts and experiences in front of everyone in the class. Boys and girls express their feelings about various kinds of discriminations prevalent in society.

Teacher: Jany Dbritto

Nityanand Marg M.P.S

The information and knowledge provided outside of the textual content helped students explore newer understandings and helped them reflect on various issues prevalent in society.

Conclusion

Based on the overall teacher responses, it is evident 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 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 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 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.

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AUDITOR'S REPORT TO THE TRUSTEES OF AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST, MUMBAI

Opinion

We have audited the financial statements of Avehi Public Charitable (Educational) Trust, which comprises of the Balance Sheet as at March 31, 2020, the Income and Expenditure Account and the Receipt and Payments for the year then ended, and the Notes to the Financial Statements, including a summary of significant accounting policies.

In our opinion and to the best of our information and according to the explanations given to us, the aforesaid financial statements, prepared in all material respects in accordance with auditing standards generally accepted in India, gives the information required by the applicable laws and regulations to the entity in the manner so required and gives a true and fair view in conformity with the accounting principles generally accepted in India, of the state of affairs of the Entity as at March 31, 2020, and its deficit for the year ended on that date.

Basis for Opinion

We conducted our audit in accordance with Standards on Auditing (SAs). Our responsibilities under those Standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the entity in accordance with the ethical requirements that are relevant to our audit of the financial statements, and we have fulfilled our other responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with auditing standards generally accepted in India and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the entity's financial reporting process.



Chartered accountants

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

We report on the accounts as follows:

1) Income and Expenditure Account :

- a) The Accounts are prepared in accordance with the generally accepted accounting principles. The Trust continues to follow on a consistent basis, an accrual system of accounting during the year under audit.
- b) Depreciation has been provided for on same consistent basis at the rate of 15 per cent on Furniture & Fixtures, 25 per cent on Audio Visual and other equipments, and 40 per cent on Computer Installations, applied to written down values. No depreciation has been written off on immovable property.

While depreciation on additions is calculated for the full year irrespective of the date of purchase of asset, no depreciation is computed in the year of sale.

- c) No provision for gratuity and leave encashment has been made as required by AS 15 and the same would be charged to the Income & Expenditure Account as and when such payment would be made.

2) Subject to the above we report that :

- a) The accounts have been maintained regularly and are in accordance with the provisions of the Act and Rules framed thereunder;
- b) The receipts and disbursements are properly and correctly shown in the accounts;
- c) Vouchers in the custody of the accountant and / or trustees on the date of audit were in agreement with the accounts;
- d) All the books, deeds, accounts, vouchers or other documents or records required by me were produced for my verification;
- e) Register of movable and immovable assets and properties of the Trust has been maintained. The management has not conducted physical verification of fixed

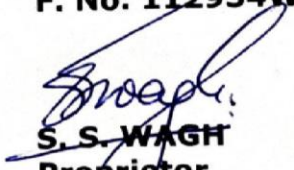


assets in the year under audit, and needs to put in place a policy framed for such purposes. Consequently, discrepancies, if any, could not be ascertained, quantified and accounted in the Books;

- f) The Trustees and the Accountant appeared before me and furnished the necessary information required;
 - g) We have not noticed any property or funds of the Trust having been applied for any objects or purposes other than the Trust's own objects;
 - h) There are no amounts, which are outstanding for more than one year.
 - i) 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.
 - j) We have not noticed any alienation of immovable property contrary to the provisions of Section 36;
 - k) There were no cases of irregular, illegal or improper expenditure or failure or omission to recover monies or other property belonging to the Trust or waste of money or other property thereof;
 - l) The maximum and minimum number of trustees is maintained;
 - m) The meetings of the trustees were held regularly;
 - n) The minute book of the proceeding of the meeting is maintained;
 - o) We have been given to understand that none of the trustees have any interest in the investments of the Trust;
 - p) None of the Trustee is a debtor or creditor of the Trust;
- 3) The Balance Sheet to the best of our information and belief, subject to the above, 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: November 25, 2020.

FOR WAGH & ASSOCIATES
Chartered Accountants
F. No. 112934W


S. S. WAGH
Proprietor
M. No. 46185
UDIN : 20046185AAAACJ9362



AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST
BALANCE SHEET AS ON 31ST MARCH, 2020

31.03.2019 (in Rs.)	LIABILITIES	Amount (in Rs.)	Amount (in Rs.)	31.03.2019 (in Rs.)	ASSETS	Amount (in Rs.)	Amount (in Rs.)
2,041,986.00	Trust Fund or Corpus Balance as per last Balance Sheet		2,041,986.00		Fixed Assets (As per schedule I attached)		
	Endowment Funds			5,589,081.00	Gross Block	5,611,324.00	
501,654.00	British High Commission	501,654.00		4,396,160.12	Less : Depreciation up to date	4,436,170.81	
2,260,986.00	HIMOS	2,260,986.00		1,192,920.88	Net Block		1,175,153.19
2,762,640.00			2,762,640.00		Investment In Fixed Deposit with HDFC Ltd		725,000.00
	Endowment Fund towards Acquisition of Fixed Assets			725,000.00			
664.42	Balance as per Last Balance Sheet	439.98			Current Assets		
-	Add: Additions during The Year	-			Receivables	102,921.00	
	Less: Transferred to Income and Expenditure			15,358.00	Prepaid Expenses	16,724.00	
224.44	Account to the extent of depreciation	70.53		100,000.00	Salary Advance	100,000.00	
439.98			369.45	81,243.00	Income Tax Refund Due	134,212.00	
				11,586.00	Interest Accrued on Term Deposit	14,996.24	
638,478.80	Building Fund		638,478.80	2,937.00	Grant Receivable	-	
				70,000.00	Project Advance	7,459.50	
	Un-Spent Grant in Aid			281,124.00			376,312.74
600,901.72	As per Annexure I attached		1,026,656.74		Loans & Advances		
	Sundry Creditors			250.00	Mayur Milk Centre	250.00	
209,947.00	Expenses Payable	431,726.00		5,590.00	Deposit with B.E.S. & T Undertaking	5,590.00	
99,208.00	Statutory Dues Payable	350.00		950.00	Hindustan Petroleum Gas	950.00	
45,000.00	Refundable Security Deposit	45,000.00		100.00	Films Division of India	100.00	
354,155.00			477,076.00	6,890.00			6,890.00
					Cash & Bank Balances		
				3,996.00	Cash in hand	31,689.00	
				86,388.98	In Savings Accounts With :		
				109,326.84	Central Bank of India, Gowalia Tank Branch	93,472.50	
				20,474.00	Bank of India, Maheshwari Udyan Branch	396,093.34	
				211,122.50	Bank of India, Maheshwari Udyan Branch		
					- Recording Studio	21,187.00	
					Bank of Maharashtra, Jacob Circle Branch	1,101,354.50	
				125,000.00	In Short Term Fixed Deposit with :		
				150,000.00	Central Bank of India, Gowalia Tank Branch	125,000.00	
				706,308.32	Bank of India, Maheshwari Udyan Branch	150,000.00	
					Bank of Maharashtra, Jacob Circle Branch	45,000.00	1,963,796.34
				3,299,717.49	Income & Expenditure Account		
					Balance as per Last Balance sheet	3,486,358.30	
				186,640.81	Less : Surplus for the year as per annexed		
				3,486,358.30	Income & Expenditure Account	786,303.58	
							2,700,054.72
6,398,601.50	Total Rs.....		6,947,206.99	6,398,601.50			6,947,206.99

FOR WAGH & ASSOCIATES
Chartered Accountants
F. No. 112934W

S. S. WAGH
Proprietor
M. No. 46185.
UDIN: 20046185AAACJ9362
Place : Mumbai.
Dated : November 25, 2020.



Total Rs.....

For Avehi Public Charitable (Educational) Trust

Place : Mumbai.
Dated : November 25, 2020.

Trustees



AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2020

31.03.2019 (In Rs.)	EXPENDITURE	Amount (In Rs.)	Amount (In Rs.)	31.03.2019 (In Rs.)	INCOME	Amount (In Rs.)	Amount (In Rs.)
	<u>To Expenditure in respect of Properties</u>				<u>By Interest</u>		
32,861.00	Property Tax	65,722.00		88,448.00	On Savings Account Balances	93,749.00	
4,404.00	Insurance		65,722.00	123,882.00	On Term Deposits with Bank	187,929.24	
37,265.00				-	On Income Tax Refund	-	281,678.24
			41,300.00	212,330.00			
25,000.00	Audit Fees			11,255,500.70	<u>Grant in Aid towards Expenses</u>		13,720,425.98
	<u>Expeses towards the Objects of the Trust -</u>				<u>By Income from Other Sources</u>		
12,863,939.70	Educational - As per Schedule I & II attached		14,279,084.48		<u>Contribution from Avehi Abacus Project</u>		
					Supply of Educational Kits & Conduct of		
29,767.25	Depreciation for the year		40,010.69	130,620.00	Training Programs & Workshops	77,410.00	
				960,000.00	Voluntary Donations	852,610.00	
				152,846.00	Other Receipts	255,401.00	1,185,421.00
				1,243,466.00			
				224.44	Transferred from Endowment Fund for		
					Fixed Assets to the extent of Depreciation		70.53
				56,728.00	Provision made in earlier year no longer required		24,825.00
	Balance being Excess of Income over				<u>Balance being Excess of Expenditure over</u>		
-	Expenditure transferred to Balance Sheet		786,303.58	187,947.25	Income transferred to Balance Sheet		-
12,955,971.95	TOTAL		15,212,420.76	12,956,196.39	TOTAL		15,212,420.76

FOR WAGH & ASSOCIATES
Chartered Accountants
F. No. 112934W

S. S. WAGH
Proprietor
M. No. 46185.

UDIN: 20046185AAAACJ9362
 Place : Mumbai.
 Dated : November 25, 2020.



For Avehi Public Charitable (Educational) Trust



[Signature]

Trustee

Place : Mumbai.
 Dated : November 25, 2020.

[Signature]

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

SCHEDULE - I

STATEMENT OF FIXED ASSETS FOR THE YEAR ENDED 31ST MARCH, 2020

Fixed Assets	Cost as on 01.04.2019	Additions	Deductions	Cost as on 31.03.2020	Depreciation upto 31.03.2019	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	1,598,496.61	1,186.56	-	1,599,683.17	3,559.67
Air Conditioners	127,794.00	-	-	127,794.00	127,314.07	119.98	-	127,434.05	359.95
Audio Visual Equipments	1,941,967.00	-	-	1,941,967.00	1,919,474.13	5,623.22	-	1,925,097.35	16,869.65
Computers									
Computer Installations	372,275.00	22,243.00	-	394,518.00	317,615.62	30,760.95	-	348,376.57	46,141.43
Servers	44,303.00	-	-	44,303.00	41,779.12	1,009.55	-	42,788.67	1,514.33
Computer Accessories	31,835.00	-	-	31,835.00	31,287.10	219.16	-	31,506.26	328.74
Furniture & Fixture	367,468.50	-	-	367,468.50	360,193.46	1,091.27	-	361,284.73	6,183.77
TOTAL	5,589,081.00	22,243.00	-	5,611,324.00	4,396,160.11	40,010.69	-	4,436,170.80	1,175,153.20
Previous Year	5,522,689.00	-	-	5,522,689.00	4,296,621.15	39,488.28	-	4,366,392.87	1,222,683.13

FOR WAGH & ASSOCIATES

Chartered Accountants

F. No. 112934W

S. S. Wagh

S. S. WAGH
Proprietor
M. No. 46185.

UDIN: 20046185AAAACJ9362

Place : Mumbai.

Dated : November 25, 2020.



For Avehi Public Charitable (Educational) Trust

[Signature]
Trustees

[Signature]

Place : Mumbai.

Dated : November 25, 2020.

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

Schedule I

Statement of Expenditure on Object of the Trust (Educational) for the year ended 31st March, 2020

Particulars	Amount Rs.	Amount Rs.	Amount Rs.
Support Staff			
Office Assistant cum Assist-Admin.	66,350.00		
Security Guards	200,480.00	266,830.00	
Other Expenses			
Website Updation Charges	5,015.00		
Office upkeep and consumables	265.00		
Electricity Charges	38,251.00		
Communication	8,647.00		
Office Repairs & Maintenance	6,660.00		
Tea and Refreshment Expenses	3,152.00		
Water Charges	16,916.00		
Office Travel & Conveyance Expenses	13,180.00		
Miscellaneous Bank Charges & Locker Rent	442.50		
		92,528.50	
Avehi Abacus Project Expenses			
Media Support Activities-Programme Cost			
Salaries & Honorarium to Program Staff	82,100.00		
Workshop and Events	24,072.00		
Website Updation Expenses	18,789.00	124,961.00	
Additional Expenses			
Postage and Courier Expenses	20.00		
Professional Charges	25,000.00		
Office Repairs & Maintenance	18,882.44		
printing and stationery	1,315.00		
Telephone charges	50.00		
Miscellaneous Expenses	20,581.00		
Bank Charges	1,003.00		
Tea and Refreshment Expenses	7,487.56		
		74,339.00	
TOTAL RS.			558,658.50

For Avehi Public Charitable (Educational) Trust

FOR WAGH & ASSOCIATES

Chartered Accountants

F. No. 112934W

[Signature]

S. S. WAGH

Proprietor

M. No. 46185.

UDIN: 20046185AAAACJ9362

Place : Mumbai.

Dated : November 25, 2020.



[Signature]

Trustees

Place : Mumbai.

Dated : November 25, 2020.

[Signature]



AVEH 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, 2020

Sr. No.	Name of Project	Funded By	Grant in Aid / Endowment Donations							Grant / Endow. Donation to be Transferred to Inc. & Exp. Account
			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 Reoverable from Funder	Excess Spending to be borne by Aveshi	Unutilised Grant / Endow. Donation Transferred to Inc. & Exp. Account	
FCRA Projects										
1	Sangati Programme	Asha For Education (Seattle Chapter)	4,529.34	7,260,000.00	7,262,179.20	2,350.14	-	-	-	7,262,179.20
2	Sonrisas De Bombay	Sonrisas De Bombay	589,292.60	-	-	589,292.60	-	-	-	-
3	Sangati Programme	AID Chicago	-	508,268.00	508,268.00	-	-	-	-	508,268.00
4	Implementing Sangati and Manthan Module	Isabel Martin Foundation	537.78	3,405,725.00	3,406,262.78	-	-	-	-	3,406,262.78
Non - FCRA Projects										
1	Maharashtra Rajya Sakhshana Halka Abhiyaan	Maharashtra Rajya Sakhshana Halka Abhiyaan	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	Ammada Trust	Ammada Trust	-	200,000.00	200,000.00	-	-	-	-	200,000.00
4	M ward project Expenses	Tata Institute of Social Sciences	(2,937.00)	199,500.00	196,563.00	-	-	-	-	196,563.00
5	Technical Support to AE team of EUP Phase 2	Sir Ratan Tata Trust	-	1,000,000.00	571,528.00	428,472.00	-	-	-	571,528.00



Analysis of Maharashtra State Textbooks (grades 6 I to X)	United Nation's Children Fund (UNICEF)	-	1,575,625.00	1,575,625.00	-	-	-	1,575,625.00
Total		597,964.72	14,149,118.00	13,720,425.98	1,026,656.74	-	-	13,720,425.98



AVEHI PUBLIC CHARITABLE (EDUCATIONAL)TRUST

FIXED DEPOSIT STATEMENT AS ON 31st March, 2020

With Banks :

Sr.No.	FDR Nos.	Date of Investment	Due Date	Bank & Branch	Amount Rs.
1	3323239032	25.08.2018	25.08.2019	Central Bank of India - Gowalla Tank	125,000
2	2943710003505	05.05.2017	05.05.2019	Bank of India - Maheshwari Udyan	150,000
3		13.02.2020	13.02.2021	Bank of Maharashtra - Jacob Circle	45,000
Balance as on 31-03-2020					275,000

Fixed Deposits with Companies

Sr.No.	FDR Nos.	Date of Investment	Due Date	Name of Company	Amount Rs.
1	BM/16444751	10.02.2016	10.10.2019	HDFC Ltd	50,000
2	BM/19264185	07.06.2018	07.12.2020	HDFC Ltd	75,000
3	BM/19264082	05.06.2018	05.12.2020	HDFC Ltd	50,000
4	BM/19266905	05.06.2018	05.12.2020	HDFC Ltd	50,000
5	BM/20028918	30.06.2019	31.03.2022	HDFC Ltd	150,000
6	BM/20357168	23.12.2019	23.06.2022	HDFC Ltd	50,000
7	BM/20306306	22.12.2019	22.06.2022	HDFC Ltd	100,000
8	BM/19321400	24.01.2019	24.04.2020	HDFC Ltd	150,000
9	BM/20032524	10.10.2019	10.07.2022	HDFC Ltd	50,000
Balance as on 31-03-2020					725,000



AVEHI-ABACUS PROJECT
 Second 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