



AVEHI ABACUS PROJECT

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

Annual Report 2020-21



वसंगति



मंथन

साथ-साथ

सुसंगत सहजीवन



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Brief Intro about Avehi Abacus Project

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

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

Vision

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

The Mission

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

Goals have guided the work of the Avehi Abacus Project:

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

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

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

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

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

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

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

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

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

Avehi Abacus Project Outreach 2020-21

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



***Sangati* Programme Supplementary Curriculum**

for upper-primary schools

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

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

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

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

Objectives of *Sangati* programme:

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

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

Field Outreach of *Sangati* Programme

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

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

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

The programme in schools is implemented as follows

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

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

About Sangati Kits

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

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

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

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

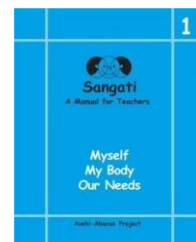
It is **OUR EARTH** that provides the resources that make it possible for us to fulfill our needs. We share the earth with other living beings and are part of the **WEB OF LIFE** because we use the same resources.

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

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

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

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



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

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

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

Activities: 2020-21

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

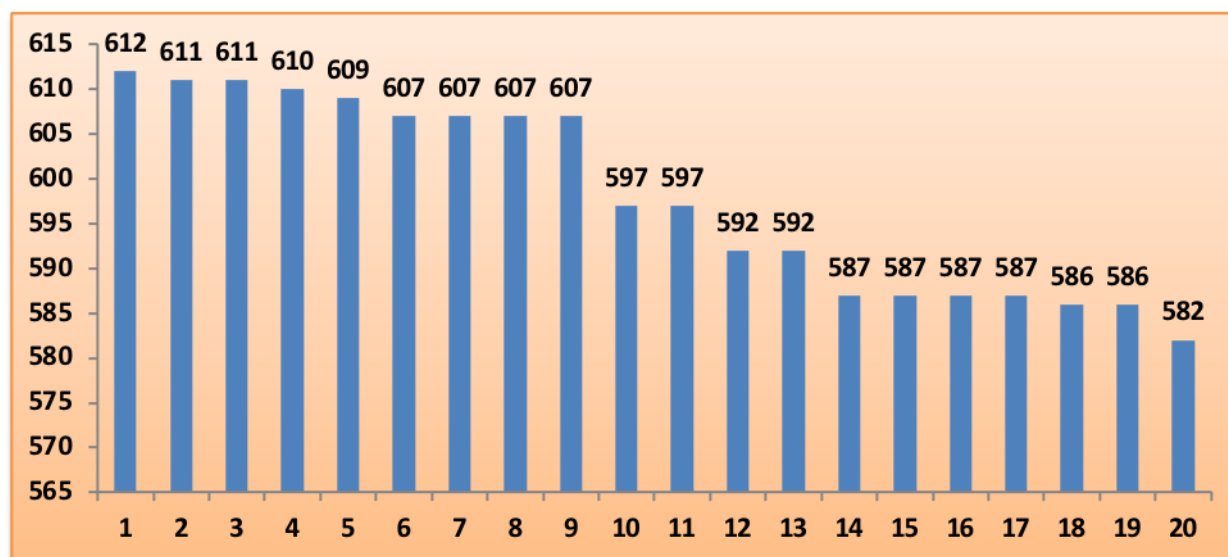
It was decided that we should focus on the sessions that are most relevant in the current situation. Accordingly, we started with standard 7th **Sangati Kit 5- 'Understanding Change', Sangati Kit 6 - 'Preparing For The Future'.**

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

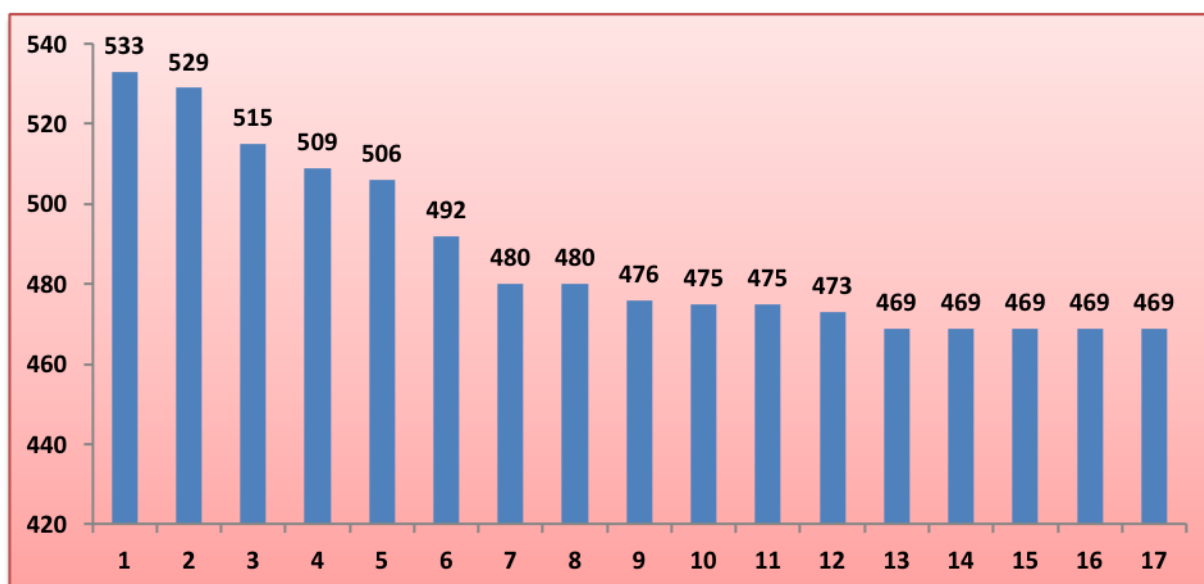
These sessions were organised on platforms like Zoom, Google Meet etc., as per the convenience of the teachers and students. The months of June to September were dedicated to updating and collating data regarding the contact details of the teachers and students. Post this, regular sessions were introduced.

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

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



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



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

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

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

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

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

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

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

Positive Experiences:

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

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

***Sangati* Programme in Ashram School**

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

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

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

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

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

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

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

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

- **Through our local contacts in most vulnerable areas in Tribal area:** The intention is to start work in selected Basti and rural communities in which the students coming to the Ashram schools reside. All children in the neighbourhood will be reached in mixed grades between the age-group of 11-15 years. A list of about 2000 students from class 5th to 9th has been prepared. The Avehi team residing in that area, school teachers, local activists helped prepare these lists.
- Teachers have been assigned an additional task of conducting a survey under Khatvi Nava by Tribal Development Department. Teachers are busy with that work.
- **Avehi Abacus Programme Gatividhi Pustika 1 - *Mera Parichay* (Hindi) and *Majhi Olakh* (Marathi):** The Workbook was distributed to 3325 students in the Shahpur Project.
 - Teachers and Principals were receptive and cooperated in the distribution of Workbooks to their students. They collated and shared the number of students per Rural communities/hamlet, contact numbers for those hamlets etc.
 - Pada/hamlet-wise list of students for all the 32 schools was acquired and compiled by coordinating with teachers by phone.
 - Each Ashram School Representative contacted their schools and assembled the number of students near the school for distribution of the Workbooks.
 - Discussion was held about how to facilitate the distribution of the Workbooks.
 - A follow-up and brief meeting was held with Mr. L.S. Pawar, Extension Officer, about implementation of **Sangati** program during the period of lockdown. He praised the work by saying 'You are doing commendable work in the current pandemic. We would surely continue to cooperate with you'.
- **Follow up with Children in Bastis and Rural communities:**
Of the total number of students who were given Workbooks, we were able to contact and work with 2669 students in about 51 Rural communities/hamlets in Shahapur, Murbad, Ambarnath, Kalyan and Bhiwandi blocks, collectively known as the Shahapur Project. Post the handing over of these Workbooks, Avehi representatives usually followed-up with the children within 15 days, in spite of the difficulties of travelling to distant villages.

Students Feedback

Student's Name: Ramdas Nathji Wagh

School: Government Ashram School Madh

Class: 6th

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

Student's Name: Sakshi Sukhdev Dhapate

School: Aided Ashram School Gandulwad

Class: 7th

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

Student's Name: Sahil Pandharinath Daroda

School: Government Ashram School Kothare

Class: 8th

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

Representative feedback

Name of the Pada: Jambulwadi (Mal Ashram School)

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

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

Name of the Pada: Durgapur (Ashram School Madh)

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

Ashram school Kothare

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





Manthan Programme



Manthan- Pre-service Teacher Education Module

Context of implementation of the *Manthan* Programme

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

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

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

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

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

Objectives of *Manthan*

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

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

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

Manthan Outreach:

No of Trainee teachers

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

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

Manthan Programme: First and Second Year syllabus implementation

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

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

Obstructions faced during the Sessions:

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

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

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

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

Experiences of Student Teachers

Name of the student: Pournima Rasam (Sawant)

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

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

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

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

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

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

Thanks!

Name of the student: Pathan Sidrahim Abraham

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

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

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

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

Saath Saath Programme

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

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

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

Avehi Abacus Project joined hands with Tata Trust, (EUP) as their technical partner in 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.

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

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

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

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

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

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

The objective of the sessions is reinforced during the sessions.

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

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

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

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

Achievements and Observations

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

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

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

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

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

Important observations from both teams:

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

Other Administrative and Organizational Activities

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

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

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

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

- **Two days' workshop on Gender**

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

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

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

- **Opportunity to participate in various webinars**

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

Topics covered as part of this webinar:

Dated - **13/6/2020**

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

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

Dated **19/6/2020**

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

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

Dated :**20/6/2020**

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

Organizer - **Maharashtra Education Rights Forum**

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

Dated: **21/6/2020**

Subject - **Convention of Sampark Setu NGO**

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

Dated :**26/6/2020**

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

Organizer - **Maharashtra Education Rights Forum**

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

Dated : **30/6/2020**

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

Organizer - **NSE Foundation Prominent**

Speaker - **Shri Anurag Shinde**

Dated : **6/7/2020**

Subject - **Online school offline education**

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

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

Dated: **16/7/2020**

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

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

Dated : **17/7/2020**

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

Speakers : **Sonia Gholap**

Dated : **18/7/2020**

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

Dated : **24/7/2020**

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

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

Dated : **28/7/2020**

Subject - **Women Empowerment Entrepreneurship and Employment**

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

Subject - **National Education Policy 2020**

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

Speaker - **Shyam Sonar**

Dated: **August 24, 2020**

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

Dated : **August 28, 2020**

Subject: **New National Education Policy**

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

Subject: **National Education Policy 2020 Online Course**

Dates: **6th September to 20th September**

Correspondent: **Mr. Kishor Darak, Mr. Pralhad Kathole**

Total study classes: 9

Session 1: **Introduction to National Education Policy 2020**

Session 2: **Early Childhood Care and Education, Basic Literacy and Numeracy and Multilingualism**

Session 3: **National Education Policy 2010 and Right to Education**

Session 4: **National Education Policy 2020 and use of technology in education**

Session 5: **National Education Policy 2020 Open Discussion**

Session 6: **National Education Policy 2020 and Teachers**

Session 7: **Values and Equality in National Education Policy**

Session 8: **National Education Policy: School Complex, Affordable Education**

Session 9: **National Education Policy: Curriculum, Pedagogy and Evaluation**

Attendance: **42 representatives of Avehi Abacus Project**

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

Dated - **15/10/2020**

Subject - **Compassion and mental balance**

Key Speaker - **Dr. Rajendra Barve**

Organizer - **Abhivyakti Organization**

Dates: **9 to 11/11/ 2020.**

Subject: **'Speaking teenager, Corona's story - teenage story'**

Organizer: **Vacha organization.**

Key Speaker **Simantini Dhuru, Jayanti Pushkaran, Jamila Begum, Manisha Gupte, Medhavini Namjoshi, Purnima Nair and Preeti Patkar**

- **Child Rights Online Seminar Report**

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

Total attendance: 95

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

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

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

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

Balakamitra has been created for the following activities:

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

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

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

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

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

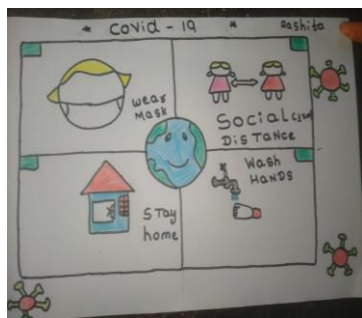
- Property tax of Avehi premises: Swapnali informed that a new Tax Officer had been appointed to handle Avehi's case and was expected to visit the premises for verification.
- As required by the new rules introduced through amendment in the Foreign Contribution (Regulation) Act, 2020, it was decided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



Annexure: 1

Impact of COVID and Our School after COVID Written Feedback by Students

Sangati and Manthan



COVID and School post COVID- Written Feedback by Students

Sangati and Manthan

Introduction: Due to Covid-19 pandemic, schools were shut down beginning 15th March, 2020. Maharashtra was brought under lockdown beginning 22nd March, 2020 and all-India lockdown was imposed from 24th March, 2020. Initially, it was believed that the closure would not continue for long, yet it has continued till almost the end of the year with hardly any signs of normalcy visible in the near future. There was no contact with students in March or April but post that, phone numbers of students were accessed through their teachers and communication with students was established. This enabled us to get to know the experiences of students in this difficult time. Around 4000 students have shared their experiences during the pandemic and their thoughts on School/collage post CORONA.

Representative: Simon Dsouza

Ward - T

Student: Atish More

School: Mulund Camp Marathi no. -2

Std :7th

Ashish writes, that the pandemic had made their lives to come to a standstill.

His father plies an auto. During lockdown, vehicles were prohibited on the roads, which led to a huge crisis at home. Even after the autos were allowed on road, only one passenger was allowed at a time, which made running autos economically non-viable. His family neither had no money to buy provisions. The situation made his mother hopeless and he often saw tears in her eyes, she was under pressure all the time. The grocery store was also not ready to extend any credit. When she would come back home with empty bag, without food, the home would fill with pin-drop silence. Atish couldn't muster up the courage to deal with this.

Even when the autos were back on road, there weren't enough passengers. People used to think before stepping into the autos. If the auto was queued up at the stand, it was difficult to predict when one's turn would come to have passengers, if at all! A day's earning would not be more than Rs. 100-150. Their debts were piling up and the crisis was deepening. Days were just passing by, and any ray of hope that the new dawn will bring some good news was completely fading away.

Pre- lockdown his father would earn around Rs. 1000/2000 per day. Managing the household in the now reduced income was proving next to impossible for his parents, which often led to tension and fights between his mother and father. Atish was not used to this atmosphere at home, he was finding it difficult to concentrate on his studies. His online school started but there was constant verbal spat at home so he didn't feel like joining the classes. Lack of enough or quality food at home was also affecting him badly. The ration provided by government was not enough, one would get rice but what about other food?

He feels that all has turned to ashes and the pandemic has wiped out the smile from people's faces. He has shared his experiences in a very elaborate manner.

Representative: RupaliGavate

Student: Piyush Dharmesh Pasi

School: V.P.S. Hindi -2

Ward: N

Std. 7th

Lockdown worsened the condition for almost everyone around us, including my family. My father lost his job, because of which we migrated back to our home town. There was no transport, so we travelled in a truck. The truck driver over-charged us for our journey. This depleted my father's savings, which made me really sad. After reaching our home-town, my father started working in our farm and mother used to accompany him, which helped us to run our household. We are in a little better condition now but even as I say this, there is fear in my mind.

Representative: Farzana

Student: Kiran Verma

School: Valnai Hindi -1

Ward: P- N

Std.: 7th

One had heard about CORONA in China but one didn't know that it would reach India one day and affect everyone's life. The entire country was under lockdown, nobody could go anywhere. My grandfather was unwell back in our village, we wanted to travel back to village but trains were not running, people were travelling in trucks and those too were over-crowded. Many were even walking back home. Someone asked my father to take a vehicle but my father didn't have that kind of money. The grocery at home was also getting over. We did receive some ration – like rice, wheat, pulses etc., which was some relief for us. This limited food and strain on resources used to lead to constant fights and arguments between my parents. No one was allowed to go out anywhere. One had to wear a mask the whole day, leading to a stink in the mouth and we also had to keep washing our hands again and again.

Representative: Pooja Saroj

Student: Saurabh Sigh,

School: Adarsh Nagar English School

Ward: G-S

Std.: 7th

We had to travel back to our village as our livelihood was badly affected by CORONA. We didn't have enough food. All our family friends had also moved back to their villages. Some travelled by taxi, some by bus or truck. A lot of people in my neighbourhood who speak Hindi and Marathi migrated back to their villages.

We faced a lot of hardships. One toilet was shared by many families. CORONA spread widely in our neighbourhood. People were getting restless sitting at home. Our homes are tiny. We were confined to these with all the family members. There was constant fights, and arguments, and it was very difficult. Since our home was near the seashore some of us used to even go there to relieve ourselves rather than use the toilets. CORONA brought with it a lot of hard times for us.

Representative: Savita Jadhav

Student: Ikra Shaikh,

School: VamanRao Mahadik Urdu no-2

Ward: F-N

Std.:6th

This name CORONA has left a mark in my mind forever. I don't think I will ever forget it. We have been hearing about it since February, 2020 and it reached India by March. India was under lockdown by the end of March and even schools were closed. Mine was closed too. My father lost his job. All the shops too were closed. My father losing his job led to financial crisis in our home. We had no provisions, vegetables, milk, other essentials. There was still no remedy for CORONA so we were very scared to venture out of our home as we did not want to catch it. We couldn't meet our friends or relatives either. We had no idea when our schools would restart. I wish this CORONA should disappear and our school and normal life should start soon.

Representative: Ekta Sharma

Student: Suraj Prajapati

School: Sangharsha Nagar Hindi

Ward: L

Std.:7th

Our school is closed and we have to learn and study online due to CORONA. We cannot move out of our home and that is upsetting us and many of our neighbours. This pandemic is a huge issue for the society.

Both my parents lost their jobs. We had gone to our village but came back to the city as there was no work there. But we realised after coming back, that there was no work or job easily available here as well. We do get some financial help from our village but that is not enough. I wish my parents will find some work soon.

Representative: Savita Mozar

Student: Koyal Mandal

School: Kher Nagar English -1

Ward: H-W

Std.:7th

I, Koyal Mondal, am a student of Standard 7th. I am not liking it at home (to be stuck at home) as I can't study well at home. I don't even have proper internet connection at my home. Lockdown has adversely affected us. I don't have enough money to recharge my mobile or to buy my study books. We don't even have enough food. I live in a rented room. My father has lost his job. We have to face a lot of hardship because of that. Lockdown is an issue in itself. We cannot go out, can't meet anyone, we can't even play outside. Almost everyone I know is losing their jobs and livelihood. It has led to lack of money, we don't even have enough for food. We are under a lot of stress because of all of this. The entire nation is fighting this pandemic. We should all join our forces to do so.

Representative: Yogita Parab

Student: Raj Ram Pal

School: Poisar Hindi School no. -2

Ward: R- C

Std.:7

There is discussion around Corona everywhere. During lockdown we were forced to confine ourselves to our homes due to this pandemic. I love to go to school, but now even that is not allowed. Schools are still closed. We didn't even have our annual examinations. I had been studying hard for it for a long time, I was upset that there wouldn't be any exams this year for us. Now all I do is play on mobile or

watch T.V. but I don't enjoy it much. I am bored. I like school and studies and miss them dearly. Both my parents have lost their jobs. We have migrated back to our village because of this. Roaming in our fields atleast helps me kill my time. It's 3 months now but there is no sign of relief from this Corona, I am bored. I don't know what more to say, how to say it. When will this situation change?

Representative: Sunita Vishwakarma,

Student: Sidharth Raju Nikale

School: Veravali Marathi

Ward: K-E

Std.: 7th

This pandemic of Corona, has come to our country through people travelling from abroad by planes. It has spread in other countries as well. It has massively disturbed the life of common people. My father and mother couldn't go to work so we moved back to our village. We were made to live in the fields for 14 days as we had to be quarantined, then we had to undergo medical check-up. Only after following all this protocol we were allowed to enter our own village. Post this too, we were not offered any food or water for 2 days by any of the villagers. That was an eye-opener, which made us realise the value of water and the harshness of human behaviour. In addition to all this, there is financial crisis too, as both my parents are out of job.

Representative: Mamata Pande

Student: Ranjana Gupta

School: Gandhigram Hindi School

Ward: K-W

Std.: 7th

My father has lost his job due to Corona. There are financial issues, whatever father would earn he would give to mother to take care of household expenses. Now that has stopped, so how can she manage the home? The house rent, groceries, electricity bill etc. - we have no means to cover any of this now. Our school too is closed. The efforts we had put in to study and prepare for examination has gone waste now as the examinations were cancelled. A lot of people have lost their lives due to this pandemic. Our mother is worried about us and does not allow us to go out of our homes. A lot of people have lost their jobs. Many had to migrate back to their villages.

Representative: Sayara Ansari

Student: Simran Kureshi

School: Rafi Nagar Hindi School,

Ward: M -E

Std.: 7th

Our school was closed due to Corona. We are not able to study because of this. We are stuck indoors. There is strict prohibition on venturing out. Everyone in our neighbourhood is troubled due to the pandemic and the lockdown. This pandemic has become a huge crisis for everyone. I have lost my father, my elder brother used to work and provide for the family. He has lost his work due to this pandemic. We don't have enough food stock to go on for long. My sister-in-law is worried because of this. This is the state of a lot of households in our neighbourhood. I pray to God that this pandemic should be over soon and things should go back to normal as before.

Representative: Shehnaz Sheikh

Student: Mesbah Mohammad Yusuf Khan

School: Rafinagar Hindi School

Ward: M - E

Std.:7th

This Corona pandemic has become a crisis for us. My family is under a lot of tension due to this. Our family members do not allow us to go out to play. We are not even allowed to meet our friends. My father has lost his job due to lockdown. There are a lot of hardships due to this in our household. We don't have money or groceries in our home, I have two younger siblings. We are not able to provide for their basic needs. The shops and establishments around are closed. We are unable to purchase anything even when we are hungry. Chicken is 240 INR a Kg, We have not eaten it for so long now. I don't know what to do. This pandemic has made living a difficult task.

Representative: Vanita Darade

Student: Deepachand Pal

School: Sakharam Tare Marg, Hindi school -1

Ward: R-N

Std.:7th

The atmosphere is filled with eerie silence due to this pandemic. Everything is locked down. No one is visiting any one anymore. Everyone is forced to wear a mask. It's time for our schools to reopen but our parents are scared to send us back to school. We were still managing till we had money but as it started depleting, we got worried.

We had to borrow some money from my uncle who stays in the village. People in our neighbourhood went back to their villages, but we didn't. My father said if it became worse, we would also do so. There were a few patients of Corona in our adjoining lanes. The day would pass by helping my mom in daily chores. She only doled out easy tasks for us kids. This lock down is easing a little now. Hopefully my father will re-join his job. His irritability is on the rise as he is forced to sit at home and can't provide for his family. I have heard the school will start on mobile soon. I was happy at this development but again the thought that we may not have money to recharge the phone, or that my father may take the phone along once he starts going to work, worries me. The best solution for all this is that the pandemic gets over soon and life goes back to normal like before for everyone- people go to work, children go back to school.

Representative: Archana, Adhav

Student: Lakshmi Prajapati

School: Khotwadi Hindi School

Ward: H- W

Std.:5th

Everything is closed down due to Corona. My mother and father have even lost their jobs because of this. We are facing a lot of trouble because of this. How will we have food when we don't have any money? My mother is not able to cook anything because of this. We are struggling with hunger for last two days. The groceries that were donated to us have also finished. We can't go out we can't play outside. If our mother finds out that we tried to go out of the house, she loses her cool and says she doesn't have money to feed us how can she provide for our treatment if we test positive for Covid? Go corona go..... it's because of you that my family is facing so much hardship. You have brought enough grief. Now it's time for you to go....

Representative: Dhanshree Walinjkar
Student: Ms.Pooja Chintaman Tumbada

School :Bhinar Ashram School

Bhiwandi

The students from our school are all home due to the CORONA pandemic. Our residential schools are closed. In the beginning we all liked that, we could study whenever we wanted. I love reading. As there was no school, I had enough time to read. I started practicing writing to improve my handwriting and grammar. All my family members were home so the daily chores were distributed among all. Mother got some relief from these duties as a result of this. The elders in the family are taking care of all the family members.

The pandemic has forced us all to follow better hygiene practices, and has brought the families together. All the girls are safe in their homes with their families. In our area, the poor were not even able to eat twice a day. The conditions are so bad that more people may die of hunger than CORONA. But then, government arranged for free ration support. CORONA will be eventually defeated and our country will be back on track but till then we all need to be responsible and take care of our health.

Imagining Schools After Corona

Representative: Vanita Darade
Student: Roshani Kamble

School: Ashokwan Marathi

Ward: R-N
Std.: 7th

Schools are closed due to Corona virus. Parents, students and teachers are waiting for them to reopen. But my teacher was saying she doesn't think school will reopen so soon. Even if they reopen, I am not sure if my parents will be willing to send me back to school. I am sure there will be a corona test for us and our teachers. School will be only for two days for three hours. The entire school will be sanitised. They will have to establish a medical unit in the school. The school will provide for masks and sanitisers to be used in school for all the students. Only one student will be allowed on one bench. No one will sit next to each other. Even in recess, everyone will be asked to sit at their designated place. But will there be a break if the school is only for two hours? Even if one student visits the washroom it will have to be sanitised. Temperature will be checked at the beginning and end of the school hours. There will not be any physical education period, I guess! Even the assembly prayers will be in the classroom. The cleaning staff will have extra work burden. The students who stay far-away will have to walk to and from school as public transport is risky. The school premise will be quiet. I will miss the regular hustle bustle of the students and teachers. Will we all forget to even look out for each other and inquire about each-others' well-being? Corona should just go as soon as possible. I want to go back to normal school and study, play with my friends and also get scolding from my teacher.

Representative: Sunita Jantre

Student: Aditi Sawant

School: Sangharsha Nagar Marathi

Ward: L

Std.: 7th

Lock down is on from March.....after coming back to Mumbai, all of us friends are waiting for the schools to start. We could all meet in the school but now we can't.

Right now classes are conducted online but we can-not even speak with our teachers. This is allowed only a few times. As my parents lost their work during lock down, we had to move back to our village. If the schools start and my parents get some work, we can go back to Mumbai. We will follow all the necessary precautions for our health and that of others, if the schools reopen. I like *Sangati* sessions. I miss those. I hope our school starts soon.

Representative: Savita Jadhav

Student: Najiya Bano Shaukat Ali

School: Waman Mahadik Urdu -2

Ward: F-N

Std.: 6th

India is at war with Corona. People are facing a lot of problems because of Corona. Post this pandemic, the inflation and prices are becoming sky high. Shops, malls, salon, bus, rickshaw, trains - everything is closed down. The lockdown has been introduced everywhere in the country. Schools are closed down due to this virus and we can't go to school anymore. We are not able to meet our friends. Studies have stopped in a way. Government has proposed that the studies should continue online. Our teachers too have communicated this with us, but we are facing a lot of issues while doing so. Our parents are not well-versed with internet or functions of smart phone. As a result they are not able to help us in our studies. We need to request those who are educated to help us in studies. Many times we don't even realise what to study. It wouldn't be an issue if we were in school. Teacher has informed us that the school may reopen in September but it will not be the same. We will have to wear masks, and limited number of students will be allowed in one class. We would have to take care of our health.

Representative: Rupali Gawate

Student: Sainath Ramesh Salunkhe

School: Goshala Marg Marathi-1

Ward: T

Std.: 7th

Lockdown was introduced due to the Corona situation. The poor suffered a lot. There is still fear in the minds of people but I am sure the schools will reopen sometime. I am excited and looking forward to going back to school and eating my tiffin with friends, accessing books in the library and playing with my friends. I want to participate in school competitions and learn in person from my teacher. I really miss her. I pray to God to make this Corona go because I want to go back to school. But at the same time I also think, whether all the students will manage to come back to school, as many of them have gone back to their villages? Only one student will be allowed on one bench. We will have to follow social distancing norms. We will have to keep sanitising our hands. There will be a lot of rules and restrictions but I am sure slowly and steadily things will come back to normal.

Representative: Dhanashri Walinjar

Student: Gaurav Kumar Prasad

School: Rani Sati Hindi School

Ward: P-N

Std.: 8th

School will not be the same post lock down. It will not be crowded like earlier. Students will be sent to school one at a time. We will not be allowed to gather together like before. The school will have to be cleaned carefully and thoroughly. We might have to sit with masks on in school. We will not be allowed in the loo like we used to be earlier, in groups. There might be a weekly health check-up in school. There may not be recess in the school as well. Less number of students will be allowed in the class and in the school. All the parents may not send their students to the school. Many systems in the school will also change.

Representative: Shaubhangi Vartak

Student: Manasi Ahide

School: Magathane Marathi School

Ward: R-C

Std.: 8th

Lockdown has forced the schools to close which has adversely affected our studies. Our school will not be the same post COVID and this lockdown. We will not be able to play with our friends like before on the school ground. Nor be able to share our tiffin. We won't be even able to study together. There will be less students in class at any given time. May be only two students on one bench. We will have to wear masks.

Social distancing norms and restrictions will have to be followed in the school as well. We will not be able to have fun like before in the class, no chi-chat with our friends. I think this is how the scene in our school will be post lockdown. Stay safe and be alert.

Student: Sundari Thapad

School : Ravtychapada Ashram school

Std: 6th

I study in Ashram School. So we do not have any other vacation or holiday other than, Diwali, Holi, Ganapati or Summer vacation (May). We had new vacation – CORONA vacation - for the first time. In the beginning we were happy as we had this new vacation. But it' has been more than three months now.

We are under lockdown and stuck at home. My father is a daily wage labour but he is not getting any work due to lockdown. Mother says school will reopen only after corona is gone.

I pray to God that this pandemic should get over and my school should reopen. Once the school reopens, we will follow all the instructions given by our superintendent sir, as he is our local guardian and takes care of us like our parents would. We will be sitting one student per desk, we will wear masks, use sanitisers and wash our hands as much as necessary.

Manthan Program

Name :Gulafsha Modh. Usman

Std. F.Y.D.El.ED

College : R.C. Imamwada

March 2020 will forever be known in the education community as the month when almost all the schools, world over, were closed. On March 16 government institutes nation-wide announced school closure due to the deadly corona pandemic, and by the end of the month 185 countries had closed down, affecting 90% of students all over the world.

The prompt closure of educational institutions and move to distance online learning has allowed little time for planning or reflection regarding both -potential risks that need safeguarding against and possible opportunities that could be leveraged.

With every crisis comes deep challenges as well as opportunities for transformation. Past education crisis have shown that it is possible to build back better,. To help me reflect on what some of these challenges and opportunities may be.

Name : Aashna Chaudhary

Std. F.Y.D.El.ED

College :Anjuman Khairul College, Kurla

CORONA, CORONA, CORONA, I don't think this word would be unknown to any- in this world, as it has become a major crisis for the entire world today. When the pandemic hit us hard all over the world, lockdown was seen as the only reliable solution and even in our country, lockdown was imposed. The world kind of froze! It adversely affected the lives of daily wagers.

Even my family and friends had to face many difficulties due to pandemic and lockdown. For instance, financial difficulties, being forced to stay inside the house, non-availability of devices for online classes, problems regarding internet access and range etc. But the only positive in this situation was the help extended by relatives despite their own hardships.

There were constant directives from the government to remain indoors and follow lockdown restrictions. Most of the people observed these, but some didn't which led to pandemic spreading in the entire country and people had to face other issues like losing their livelihood leading to survival issues.

As teachers, we have to inculcate in the minds of our students, the importance of social distancing, following lockdown directives, taking a bath daily, washing hands often, helping others, etc.

It is our responsibility as teachers to ensure our students also learn to be responsible citizens.

Annexure: 2

Experience during the *Sangati* session

***Sangati* kit No. 5 'Understanding Change'**

School: Pvt. Or. Mahadik Urdu no. 3

Teacher: Abdul Razzaq

Ward: F / North

When the representatives started conducting online sessions in this school, the teacher welcomed her and told her to conduct ***Sangati*** session once or twice a week. The students were briefly introduced to the new ***Sangati*** kit, 5, 'Understanding Change' and the sessions started gradually.

'When this session of 'Autobiography of a Cottonseed' was held, the teachers explained the changes that have occurred in the lives of the people due to 'cottonseed' and added that today's daily life has changed significantly. Their financial situation improved due to the change. The setting up of the factory developed the city of Kapasishahar and its environs. New buildings, hospitals, schools, colleges were started. The market developed, which benefited the farmers. New technologies came. Agriculture was modernized.

In a similar manner, while discussing the problems in the neighborhoods where the students live, it was discussed that there was a big problem of garbage and toilets in the neighborhoods where the students live. The stench of garbage near residential houses was causing health problems to the residents. However, despite repeated complaints to the local authorities, they were ignored and nothing was done. Some of the women activists in the ***Sangati*** took the initiative and visited the corporators, after which change happened. Litter bins were placed in various places and many toilets were constructed. In this way the whole situation of the entire population has changed. The students who participated in the session shared their experiences by relating the changes that took place in their residential colony with the way the city of Kapasi developed. The teachers also made it clear to the students during the session that they should be aware of their rights. ***Sangati*** allows students to express their thoughts freely.

School: Abhuday Nagar Hindi School

Teacher: Umesh Bhoyar

Ward: F South

Student: Mangalam Dubey

During the discussion in kit 5, session 12 activity what is your stand, after narrating the example of Askshay who is warned by his grand-mother against sharing water-food with people of certain castes, the students were asked if they feel that there is caste discrimination in the society today. Most of the students in the class replied in affirmative. They said that while it is not so evident in cities caste discrimination was still practiced in their villages. For example, on occasions of marriage, religious ceremonies etc. A group of children recalled that they were once 'kicked-out' of a wedding ceremony when they accidentally entered the pandal while playing. Referring to the incident in the workbook, all the children said that Akshay should not obey his grandmother in her views on caste-taboos and should drink water at his friend's house.

The teacher in this class actively takes initiative to expose the students to progressive ideas to bring about social change. He strongly believes that caste discrimination is an obstacle to our development. He also feels that caste system is like a termite that will disappear only if we change our thinking and act accordingly. He pointed out how we practice discrimination in our villages as well as in our localities in cities. At this point the children said that they don't discriminate on basis of caste, we share our food with each other and we will continue to do this. Thus the discussion was very constructive, self-reflective with active participation of both teachers and students.

School: Maniklal Mehta Hindi

Ward: N.

Teacher: Richa Pal

Due to Corona outbreak this year, children's education has started online. On teacher's leaks, sometimes by sending representative leaks to the online San, a lot of the time the children have to call before the San.

Children shared that they liked the 'Words of wisdom', they adapted themselves according to the current environment. Corona outbreak changed everything - they had to wear masks, wash their hands, stay indoors, stay away from each-other and so on. The biggest change they felt was the shift to online education. They felt that school was no longer fun in this online mode. We can't meet our friends. We can't play alone all the time. We don't like it. Students say that the village has changed during kit 6 – now there is electricity, water, roads and transportation. How things were used in the past has changed. Just as 'Pata-Varvanta' has been replaced by a mixer, 'Jat' has been replaced by a flour mill. We use many appliances in our daily life like fan, mixer, fridge, washing machine etc. When these machines are turned off, we start to miss them, as these machines have become an integral part of our lives.

School: Goregaon Transit Camp

Ward: P / S

Student: Riya Keshari

The student response was very good while discussing the flipchart 'Autobiography of a cottonseed'. During this session Isha Yadav, a student, gave the example of her village. In the past, her family used to farm in the village, but now her father does not farm, so they have to buy all the grains and vegetables. Riya, a student, said that there was a highway between the school and their Basti (the residential area) which they had to cross with some difficulty, but now the Metro work is underway, thus she faces more difficulties in crossing the road and once the Metro project completes the access will be completely blocked. Although the Metro will benefit people, it hurts us. While the students were having this discussion, the mother of a student Riya Keshari also took part in the discussion. Her three daughters are studying in this school. She said that the inputs and activities about the concept of change was wonderfully structured in the session, this will help them understand the concept very well in all its dimensions. She thanked the *Sangati* representatives for their hard work. In this way parents too participate in sessions along with their children and contribute their ideas, insights, they support the students at home.

School: Sakharan Tare Marg Municipal Corporation English **Ward: R / N**

Teacher: Mr. Digambar Shelke

During the session 'Life in the City' from **Sangati** kit. 5 'Understanding Change', with reference to the flip-chart 'Sweet-n-sour' different experiences of life in cities were discussed with students with help of examples of various characters.

With references to stories of Nandita (who has come to Bombay from her village for her mother's treatment but is disturbed by the conditions of life like lack of sanitation in irregularised communities), Sonu Singh from a farming family but has to earn additional money in Mumbai to support his family), Sujata Rane (school teacher, despite the challenges of managing home and school, during her train commute finds camaraderie with other women co-passengers independent of other social roles) Changdev (a Dalit who left his village fearing caste-violence and has been staying in the city since years but still inadvertently gets conscious of his social status and subconsciously gives-in to old caste modes). The students realized that these were like their own or their families or neighbours' stories. The students then gave examples of issues like caste discrimination, child marriage and struggle for girls' education prevalent in their villages even today. At this point, the teachers inquired if the students have freedom in their families to independently think and express themselves.

The discussion later focused on Nandita's experience of staying in the irregularised locality having to bring water from far away, her experience of having to use public toilet. Some students living in the area near the creek shared similar experiences. They too have to fetch water from far away, have to buy drinking water in summer. There are toilets in the area but they are very bad. The toilet cleaner charges Rs. 50 per month from each household. Some people who cannot afford to pay defecate in the open in the creek. Some gangsters use toilets without paying. Sometimes drug addicts come and sit there. So it is scary to go at night or alone.

At this point, the teachers then gave inputs about public health and environmental hygiene. They also suggested that the children can approach the nearest Municipal Corporation office to provide more public or mobile toilets. However, some students said that the standard of living in the city, as well as the amenities, could not be equal to the villages – despite the problems there are many positives in cities. This point was well debated in the session. The teachers got to know the thoughts of the students by probing with help of additional questions. "For instance, why there were no roads in the village? Why couldn't girls study there? Why does everyone have to come to the city for employment? etc."

In addition to these, the students gave some real-life examples particularly in context of the CORONA pandemic, relating them to the other characters in the story, and adding their own experiences. Unable to afford private school education, the parents admitted them to corporation school, some had to leave for their village, some of the girls and around eight boys were taken to the village after 8th Standard and were married-off, their uncles and aunts had to search for jobs in Mumbai to pay off their debts etc.

In this way, the session came to an end by sharing and discussing various experiences about cities and villages.

School: Sakharam Tare Marg English
Teacher: Parul Desai

Ward: R / N

A session on **Sangati** kit No. 5 'Understanding Change', (Session 16) 'Different angles, different views' was held. During the session, illustrated explanations of the two folders 'India Shining and India suffering' were given. Through this session, we can evaluate the changes that have taken place in the country from Independence through different perspectives. There was a focused discussion on this aspect. The students reacted very thoughtfully. One student explained it with example of the speed of COVID vaccine research. In the past, vaccines took a long time to develop. People did not even know the name and cure of the disease even if they were affected by it. As a result, many would die without medical help. Today, however, there has been so much progress in the medical field that the warning about Corona reached the people sooner. Throughout the year, various countries, including India, made the vaccine available. A vaccination schedule has also been prepared. We learn about all of this through newspapers, TV, mobiles etc. It is a story of great progress and joy.

At the same time, some students said they understood it as completely opposite. Explaining what people are saying about their difficulty about access to the vaccine, they have heard that it is not easily available and in private places very expensive, it is depriving the poor, etc.

At such times the teacher supported the students in their discussion. If corruption, ignorance, illiteracy and lack of awareness increases, the country lags behind. The main purpose of the flip-chart got across well to the students. What makes the country progress? Why is the country backward today? Such were broader issues discussed during the session.

***Sangati* kit no 6 'Preparing for the future'**

School: Anandnagar English MPS

Ward: R / N

Student: Anupam Chaurasia

This session no, 2, about the topic of 'Who am I?' from kit 6 'Preparing for the Future', is based on 'self image' and relation with others. The concept of self-image is explained through the story of Shamu and with help of the detailed explanation of 'Joe Hary window'. The different parts of the concept of Joe-Hary window explain how our self-image is created by *aspects about yourself known both you and others, aspects about yourself not known to others, aspects you are not aware about yourself but others know,, about yourself, how there are things about us that and those that neither you nor others are aware of about you* etc. These influence one's self-image, our choices, and the way others look at us and expect things of us. At this point, Anupam shared his own experience. Like Shamu's parents' and her best friend's thoughts about Shamu's plans for her future are different from Shamu's own thoughts about herself and her future, something similar was happening with Anupam. His parents want him to become an engineer but he wants to become a well educated farmer. He thinks that there is a lot to do in the village too. His friend thinks that he likes writing, but he thinks that he likes reading more. He further shared that looking at his face, the teacher thinks that he was a very quiet student but actually it was not like that. "I also like to have fun. In our village, children are married at the age of twenty one but I have not decided to get married immediately after I turn twenty one. I don't know. I want to study agriculture. I don't know if I will stay here in Maharashtra or go to UP but I am sure that I want to study agriculture." At this point, Anupam said that he would talk to his parents about this as he grows up a bit more. "I will explain things to them. I will try my best to explain how my dreams are right. I think my elder brother will definitely help me in this. I think if we talk, the issue can be resolved."

Through this session, it was evident how the students analyse themselves and also how they clarify their thoughts in a mature way, that they too are able to carefully think about their future plans and communicate these to their parents.

School: Sakharam Tare Marg English

Ward: R / N

Student: Talim Sheikh

***Sangati* kit No.: 06 'Preparing for the future' Session number: 4 'The inner voice'**

In *Sangati* kit, 6 'Preparing for the Future', the session 4 "The Inner Voice" focuses on values, and awareness of 'right and wrong' in various contexts.

During the online session, students were told about incident no. 6. It draws attention to how we treat animals. We may think that we like or love them and are affectionate to them, but actually we often commit injustice towards them for example by caging birds, by curtailing their freedom. The cage is a punishment for them, its cruelty, harmful to their health. We keep pets for our happiness but we need to make sure if we are violating the values of compassion and mercy to all living beings. Not just humans, we must treat all other beings based on these values. How would you feel if someone keeps you locked up in a room day and night? Will it be legally correct? These were points discussed in the class.

The students understood this issue right away both from point of view of personal values and legal probity. They suggested that the parrot should be allowed to fly-away, its real home is the nature, it will meet other parrots, will be happy.

During the session, Talim said that he kept two wild parrots in his house. A few months ago, they flew from the creek to the Basti. He caught them and kept them caged. After this, in session number 10 'Should I? Shouldn't I?', the well-known fable of father-son and the donkey 'You choose . . . ' was narrated. In the story, the confusion in the minds of both the father and son about carrying the donkey to the town has been narrated with the help of questions like 'whose advice should they follow? What would be right way?' The representative then asked the students if they had ever faced such confusion and tension in their minds. At this point, Talim recalled the occasion of the parrot in Session no. 6. He said he had to deal with the dilemma about the two caged. He said that after the session he had thought a lot about it and decided that it was a right thing to release these parrots, but he was worried about what his family would say. He went through a lot of tension. Then he said that he quietly opened the lid of the rack the parrots were kept in so that the parrots would fly away and that is what happened. "I was very happy." He also admitted that he had made a mistake in catching and caging the parrots. "If I get bored of sitting at home all day, the parrots must be bored confined to that little rack forever," he said. All the students praised him for his decision.

It was evident that children not only understood what was meant by 'values' and they also acted accordingly. Values distinguishes between fairness and unfairness about our relationships in the world... It was heartening to see how the students find ways to deal with stress.

Annexure : 3

Offline *Sangati* sessions in communities- feedback by Students

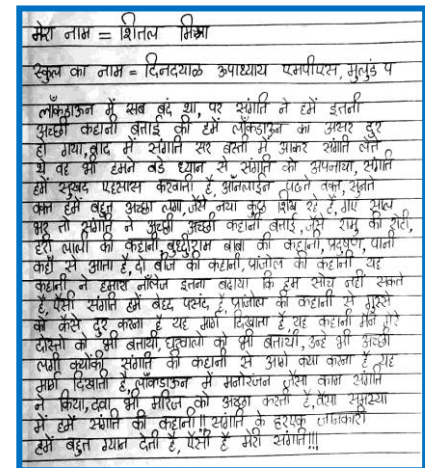
My name: Shital Mishra

Din Dayal Upadhyay MPS, Mulund P

Name of the school : Din Dayal Upadhyay MPS, Mulund P

Everything was closed in the lockdown, but **Sangati** told us such good stories, that we forgot the effect of the lockdown.

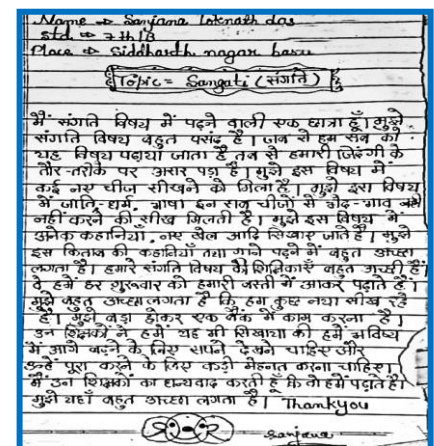
Later, the representative from **Avehi Abacus** would come to the basti to be with us, which made us really happy. During online sessions, we felt very good while listening, as it was like learning something new. Throughout the year, **Sangati** told us many good stories, like the story of Ramu's roti, the story of Budhiram Baba, where water comes from, the story of two seeds, the story of Pranjol etc. These stories have increased our knowledge a lot. We like this programme very much. I learnt how to overcome anger from Pranjol's story. I told this story to my friends and family. They also liked it a lot. All the stories of **Sangati** provide us with a lot of information, increase our knowledge and are also a source of entertainment.



Name of student : Sanjana

Name of Basti : Siddharth Nagar

I am a student who has attended **Sangati** sessions. I really like **Sangati** sessions. I have learnt a lot from **Sangati** that has impacted my daily life. I have learnt a lot of new things like not to discriminate based on caste, religion or language. I have learnt this through a lot of stories, games and songs that are a part of **Sangati** booklets. I love reading these. Our **Sangati** teachers are very good. They visit our basti every Thursday to take these sessions. I want to work in a bank once I grow up. **Sangati** has also taught us to dream and to work hard in order to fulfil these dreams. I really like **Sangati** and am thankful to my **Sangati** teachers.



Name of student: Alok Kumar

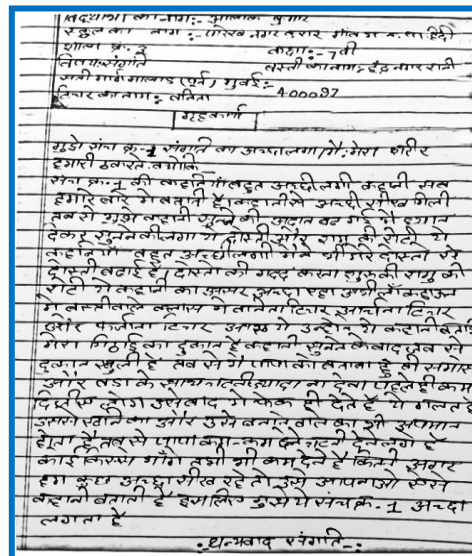
Name of school: Parekh Nagar Kurar, Village M.M Pahidi

Subject: **Sangati** Class: 7th ward P/N

Name of Basti : Indranagar Rani Sati Margh Malad, (East) Mumbai

I found **Sangati's** Booklet 1 - Myself, My Body & Our Needs to be fascinating. I really liked the stories. It taught us great moral values and since then I have developed a habit of listening to stories.

I began to listen to the stories carefully and my favorite stories are "Friends" and Ramu's Roti". I have also developed a strong bond with my friends through these stories. I have managed to help my friends out. The story "Ramu Ki Roti" taught us many things which are applicable to daily life. During the lockdown, three teachers came to the Basti schools, and they narrated these stories to us.



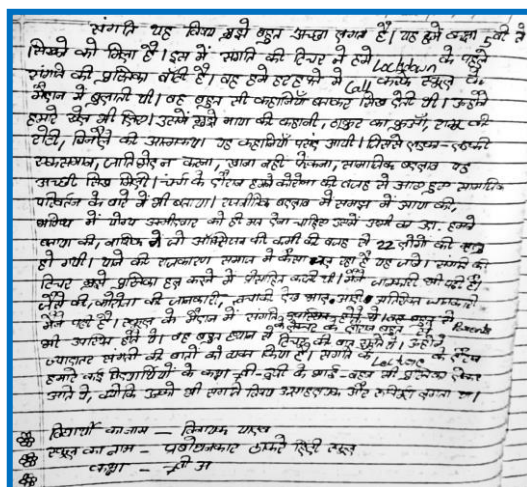
My family owns a sweet shop. Since we opened it for business after listening to the stories, I told my father not to give extra chutney with samosa & vada because many times it is wasted by customers. This is wrong since it disgraces the food and also the person who cooks the food. Now my father is holding back on the quantity of the Chutney, so it doesn't go waste. In-fact when somebody asks for extra, he still holds back. These stories taught us that if we are getting any moral values then we should apply them into our real lives. That is the reason I liked Booklet 1. Thank you **Sangati**!

Name of student : Vinayak

Name of school : Prabodhankar Thakre Hindi

I really like **Sangati**. These sessions started in Standard V. We received the **Sangati** booklets before lockdown. She used to call us every week to the school ground. There she used to tell us a lot of stories. We also played a lot of games. I really liked “Maya’s story, Thakur’s Well, Ramu’s Roti and “A utobiography of a cottonseed”.

I learnt many new things like gender equality, not to discriminate based on caste, not to waste things and how to bring about positive changes in society. We also discussed about changes that had occurred in society because of Corona. We also understood about political changes and that we should vote for a fit candidate in elections. We discussed the example where in Nasik, 22 people had died due to oxygen shortage. Many parents also came to attend **Sangati** sessions enthusiastically. Many students from 7th-9th standards also came to attend because they found these sessions very interesting and knowledgeable.



Name : Gulshan Jaiprakash Maurya

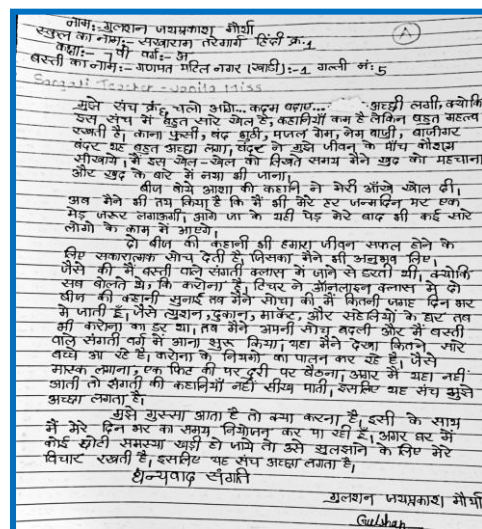
Name of school : Sakharam Tare Marg Hindi, no.1

Class : 7th A

Name of Basti : Ganpath Patel Nagar (Khadi) :- 1 , Gali no 5

I really like the booklet "Preparing for the Future" because this booklets consists of many games & exercises and stories are less. But the stories hold a lot of importance & weightage.

Let's move forward.... I liked the Booklet - there are a lot of games in this booklet, the stories are short but have a lot of importance. Chinese whispers, Clenched fists, puzzle Game, Bull's eye !, The Juggler - I liked it very much. The monkey taught me the skills of life. While playing this game, I understood myself and learned about myself. The seed story of Asha opened my eyes. Now I have also decided that I will also sow a seed on my birthday. Going forward, these trees will come in handy for many people even after me.



The story of two seeds also fills us with positive thoughts, which I also experienced.

First I was afraid of going to the basti **Sangati** class because of Corona. Then the teacher told the story of two seeds in the online class, after which I thought about how many places I visited throughout the day - such as tuition, shops, market and the houses of friends but we were still afraid of Corona. Then I changed my mind and I started coming to the basti class, where I saw how many children were coming and were duly following the rules of Corona, such as putting on a mask, sitting at a distance etc. I would not have been able to learn these stories if I hadn't gone, so I am happy I attended these classes.

I have learnt what to do if I get angry. Now, I am also able to plan my time all day. If any small problem arises in the house, then I think of solving it, so it feels good. Thank you to **Sangati** fellows.

Name : Kaushar jahan khan

Bharti nagar no 9 Kurla, Kurla (4) Hanuman mandir

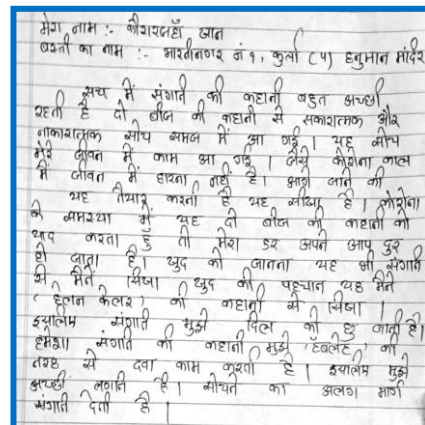
Name of basti : Bharti nagar no9 Kurla, Kurla (4) Hanuman mandir

I truly feel like **Sangati's** stories are really nice. Through story of two seeds, I could understand the positive and negative thoughts that come into our minds at different points in our lives. This thought is very useful in my life - like during Covid period, we shouldn't give up. We have to look forward towards our future lives – this is what I gained from **Sangati's** stories.

During the problematic time of Corona, I recollect this story of the seeds and feel relieved as my fear goes away automatically. **Sangati** helped me discover myself, through the story of Helen Keller.

Sangati has had a big impact in my life and it is very heart touching for me.

Stories of **Sangati** always work like medicine for me and guide me towards a different path which is very inspiring.



Name: Sonali Pramod Gupta

School: MPS SV Hindi BMC school

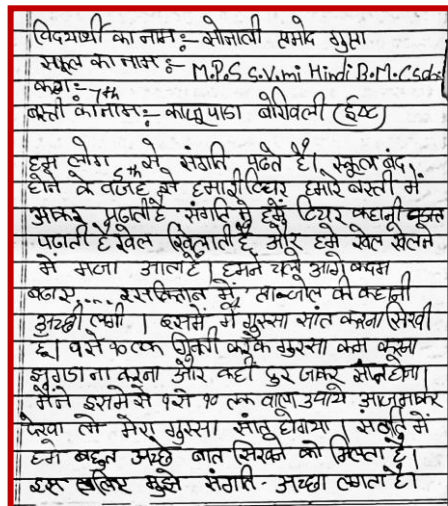
Class : 7th

Basti: Kajupada Borivali East

We have **Sangati** sessions starting 5th standard. Due to closing of schools because of Corona, our teacher now comes into our Basti.

We enjoy the stories, games and activities that are conducted during **Sangati** sessions. When we started reading the book, I found the story of Pranjal to be very nice as this story taught me how to control my anger. Now I count till 40 when I get angry and try to isolate myself often whenever I am angry.

Sangati has taught us a lot. I could relate to it a lot.



Name : Pranali Santosh Tarange,

Class : 7th

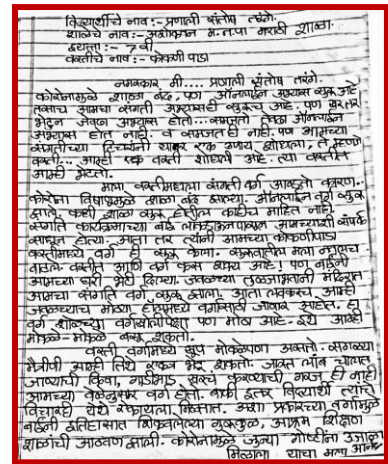
School : Ashokvan BMC Marathi school.

Namaste, I am Pranali Santosh Tarange. With Corona around, our schools are closed but we are connected to studies in online mode. Similarly, our **Sangati** is also curriculum is also on. But, studying 'online' is not the same as regular, physical classes, we can't always understand and absorb things in online mode. But, out **Sangati** teacher came-up with a solution, by meeting face-to-face for classes in a locality near our house.

I really like this class in our area because schools are closed due to the Corona pandemic, and we have to study in online mode.

We have no idea about when schools will reopen. **Sangati** teacher was in touch with us right from the beginning of 'lockdown' period and now she has started classes in our Konkanipada area. In the beginning I was rather puzzled, 'how can we have **Sangati** classes in the locality?' But she visited our houses, and located a place in nearby Tuljabhavani temple. Soon, we will shift to a big hall nearby. This class is bigger than our school classroom, we can sit here safely, maintaining enough distance.

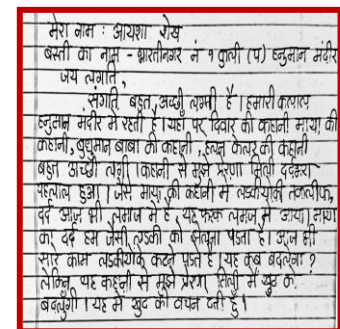
In our local area classes, we feel freer. All friends, we meet here, we don't have to walk or spend on transport. The classes here are held according to time suitable to us. Other students also attend our classes and we get to hear from them about their opinions. This experience reminds me of the old types of schools that are mentioned in our History books, taking us back.



Name : Aisha Sheikh

Basti : Bharti Nagar no 9 kurla (W) Hanuman Mandir

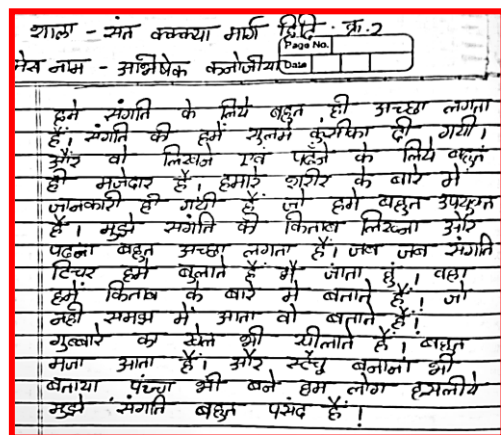
I like **Sangati** very much. We attend classes at Hanuman Mandir. For me, the story of the wall, story of Maya, "Budhiman" baba's story and Helen Keller's story were the highlights of the **Sangati** sessions. I got very inspired through these stories. I could also feel the pain of being a woman in the present times in our society through the story of Maya. I got to understand the societal differences between men and women and the pain of Maya was very relateable since even today every chore has to be done by girls. When will this change? This story is very inspirational and I will try to change myself for the better, I promise.



Name: Abhishek Kanojia
Class: Sant Kakayya Marg
Hindi S. No.- 2

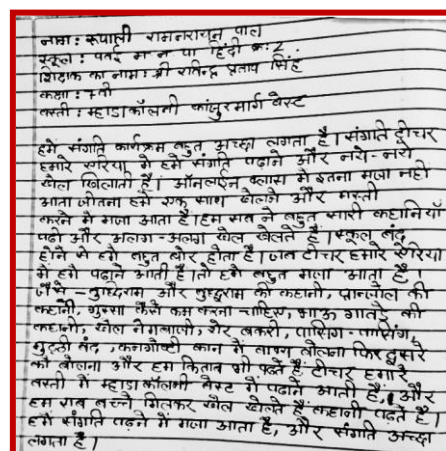
I love **Sangati**. It teaches us about our body. The book about our body is the best. We also played a balloon game during our class which was very interactive.

We enjoy a lot during **Sangati** sessions because of the many interactive games played in therein.



Name : Rupali Ramnarayan Pal
School : Powai MNP Hindi 2
Teacher's Name : Mr. Ravindra Pratap Singh
Class: basti : MAHDA colony Kanjurmarg west

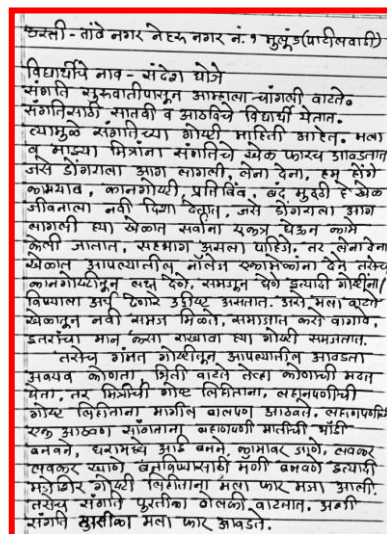
We like the **Sangati** program very much. We are taught stories and new games in our class. Winning is not so much fun in online class. We enjoy reading together and have fun. We all read a lot of stories and play different games. Otherwise it is very boring due to the closure of school. When the teacher comes to teach us in our area we feel very excited. We enjoy reading the stories, and also enjoy the company. We like all the stories such as - the story of Budhiram and Budhuram, the story of Pranjol, which taught us how to reduce anger, the story of Bhau Gawade etc. We read the book and also play games together.



Name : Sandesh Dhotre

Locality : Tambe Nagar, Nehru Nagar No.1, (Patilwadi), Mulund.

We have always loved **Sangati** classes. The classes held in our community are attended by 7th/8th grade students and me and my friends are already familiar with the stories and different games when schools were functioning. Games like 'Fire on the mountain', 'Give-and-Take', 'We Shall Overcome', 'Chinese whispers', 'Mirror me', 'Clenched fists', give a new direction to life. For example; in 'Fire on the mountain' we appreciated the need to come together and share tasks, to have open communication, participation, to share the knowledge we all have with each other; in 'Chinese whispers' game we learnt about being attentive to others' thoughts, to make an effort to understand each other's views – I feel these games give a new meaning to life, giving a deeper-meaning, goal. We get new insights through these games and understand the value of respecting everyone.



In **Sangati** workbook we had worksheets about understanding ourselves, our body we filled-in worksheets like – 'which part of body we like most', 'who I think of when I am afraid ... In the 'Friendship' story, I remembered my childhood when we made clay-pots, taking mother's role, mother going to work, while 'playing home', making tiny beads as food so one can pretend to gobble them up quickly... I had such fun recalling all this. I find the **Sangati** workbook so lively, I love it!

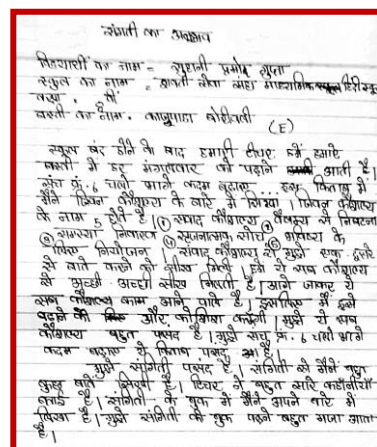
Name: Suhani Pramod Gupta

School: Shakti Seva Sangh Sec. Hindi BMC school

Class : 8th

Basti: Kajupada Borivali East

After the schools closed, our teacher used to come every Tuesday to our basti for conducting **Sangati** sessions. We read booklet No. 6 – Let's move forward. We learned various life skills from this book. There are five types of life skills – (i) communication skills (ii) problem solving (iii) creative and analytical thinking (iv) dealing with difficult situations and (v) planning for future. My communication skills have now improved. We have learnt a lot from this booklet. These life skills will help us in our future. I will try and work on these skills. I really enjoyed this booklet and all **Sangati** sessions. I also wrote about myself in this booklet. **Sangati** has taught me a lot.



Annexure : 4

Online *Sangati* Programme : Students Feedback

Name: Yash Arjun Salvi,

Class: 8

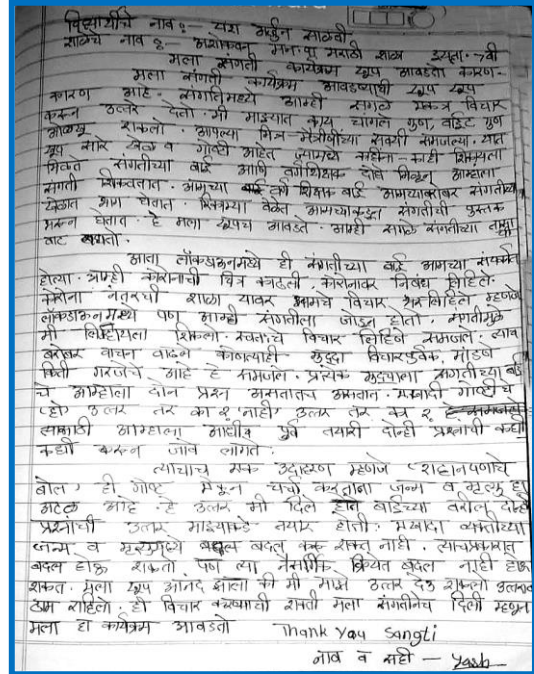
Name of School : Ashokvan BMC Marathi.

I love *Sangati* programme **because...** There are many reasons why I like *Sangati*. In *Sangati* we all think together. I learnt to understand myself better – my strengths and weaknesses, I could understand my friends with better clarity. *Sangati* has so many games, activities and stories that give us something to think about. The *Sangati* teacher and our class teacher together take our *Sangati* classes, our class teacher participates in all the games we play, in the spare-time she helps us to complete the worksheets from the *Sangati* workbook which I love. All of us eagerly wait for the *Sangati* period.

Even during lockdown, the *Sangati* teachers were in touch with us. We drew about situation brought-in because the spread of Corona, we wrote our experiences and essays. We wrote about 'Schools after Corona', so even during lockdown we remained in touch with *Sangati*. I learnt to write with clarity because of *Sangati*, to express my thoughts. I started reading more.

I understood the importance of expressing my views only after thinking it out and debating it for myself first. The *Sangati* teacher always poses two questions when we discuss any issues. If our answer to a question is 'Yes' or 'No' – we are asked 'why it is so?', to reason it out. So sometimes we have to prepare ourselves well, think things through in advance.

Here is an example; we were told the story 'Words of Wisdom'. ¹ When we were discussing the story, the questions in the worksheet I said, "Life and death are permanent, the manner of how, when they happen changes but these are things in nature that have always been there and always will remain." I was really thrilled that I could think of such an answer, I remained firm on my answer. It is because of *Sangati* that I began to think like this and that is why I like *Sangati*. Thank you *Sangati*!



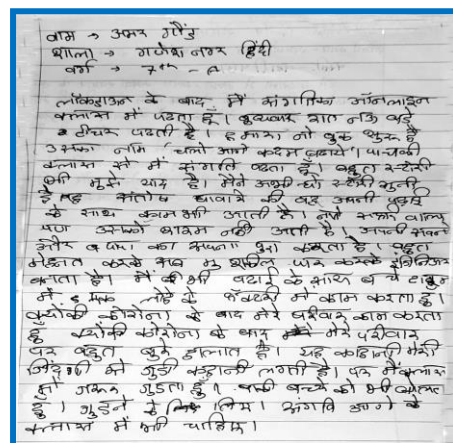
¹ The story in kit 5 'Understanding Change; is about is about how **Change is a continues process** – nothing remains unchanged and after the story the children have a worksheet to complete in which one point is where they that can 'challenge the unchangeable nature of change' with an example.

Name of Student: Amar Gaud

Name of School: Ganesh Nagar BMC Hindi School

Class: 7

In the lockdown I have been attending the 9 pm **Sangati** online programme; I have been studying with this programme since Class 5. I remember many stories from those classes. I recently heard about how Santosh Ghawade, along with his studies also worked in the sewage department and felt no shame in it. He worked very hard to realize his and his father's dreams, and after many difficulties, became an engineer. My family suffered many hardships during the Corona time so I too started working in a steel factory but I never miss a single class and I tell other students to do the same. I would like the **Sangati** programme to continue even in the higher classes.

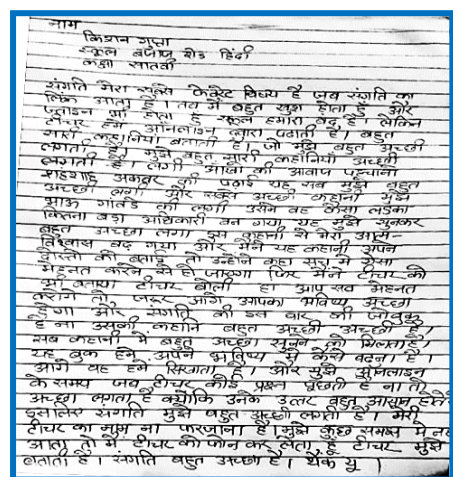


Name of Student: Kishan Gupta

Name of School: Bajaj Road BMC Hindi School

Class: 7

The **Sangati** programme is my favourite. Our school is closed so I feel very happy whenever the link for **Sangati** arrives and we attend online. We are told many stories which I really enjoy. I like the stories *Look, Don't Stare !* and *Emperor Akbar gets an education*, but I was most inspired by the story of how Bhau Gavande overcame many difficulties to become a big officer. The story helped my self-confidence and I told my classmates and the teacher about it, and the teacher assured us that if we worked hard we too could succeed in life. The **Sangati** workbook also teaches us how to live our lives successfully. Whenever I am asked a question by the online teacher, I am able to answer it easily. My teacher's name is Farzana and whenever I find something difficult I phone her and she helps me. The **Sangati** programme is wonderful. Thank you!



Name : Puja Shivaji Kasle

Class : VII

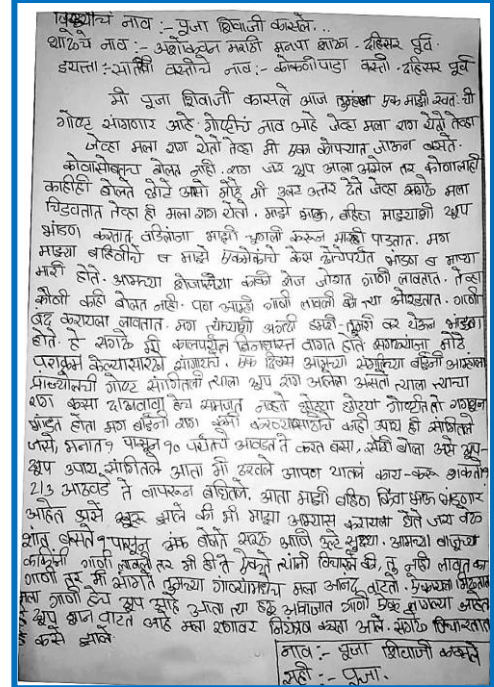
School name : Ashokvan Marathi BMC school, Dahisar (East),

Locality : Konkanipada.

I am Puja Shivaji Kasle – today I am going to tell you one story about myself. The name of the story is ‘When I get angry’.

When I get angry, I isolate myself in a corner, I don't talk to anyone. If I get really angry, I 'back-answer, whatever the age or position of the person maybe, I just give it back! I get very upset when I am teased. My brother and sister always fight with me, they often complain to my father and he then beats me up. If such a thing happens me and my sister have a duel, till we pull each other's hair! The aunty in our neighborhood always plays loud music, and no one complains but if we do the same, she doesn't like it, so we then get into big arguments with her, sometimes we have a roaring fight with her. This is how I behaved till just a few days, I used to proudly justify such behavior to all.

One day the **Sangati** teacher told us 'Pranjol's story' in which Pranjol is also feeling very angry and confused about how to express himself, he would continuously be irritable with every small- and- big thing. The teacher suggested a few ways to overcome anger, like counting 10, distract yourself by occupying yourself with something you like to do, 'apologize if you are at fault'; and many other ways to deal with anger. So, I thought for myself about how I could use these ideas. I tried out things for 2-3 weeks. Now, when I expect me and my siblings are about to start a fight, I busy myself in studies, I sit quietly for a while, I count to myself from 1 to 10 and the other way backwards. If the next-door aunty plays loud music I also listen to the songs. She asked me why I have stopped playing music, and I told that 'I am happy listening to the music you play', she has now changed and plays the music with lower volume. I am really happy that I have been able to control my anger. Everyone is curious to know how this change has happened.

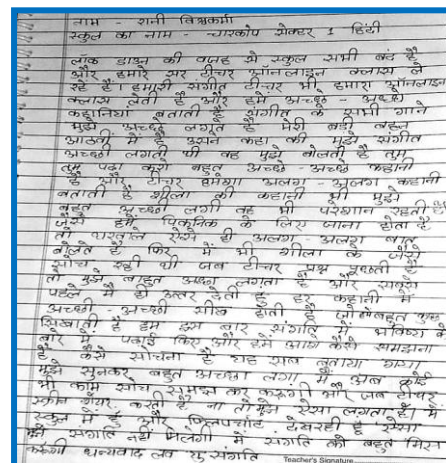


Name of Student: Rani Vishwakarma

Name of School: Charkop sector 1 BMC Hindi School

Class: 7

In the **Sangati** online classes we hear some wonderful stories and songs, which I really like. My sister who is in Class 8 and had done the programme encouraged me also to join it and I am very happy I did. Among the many stories we were told I liked *Sheela's Dilemma* most and I began to think like Sheela and I am the first to answer any question. There are many lessons in the stories - how we should understand life, how we should think and how we should lead our lives. I want to always think before I act. When the teacher and I share the screen I feel as if I am back in school looking at the flipchart and I really miss the actual interaction. Thanks **Sangati**, I love you.



Name of Student: Shalu Manoj Gupta

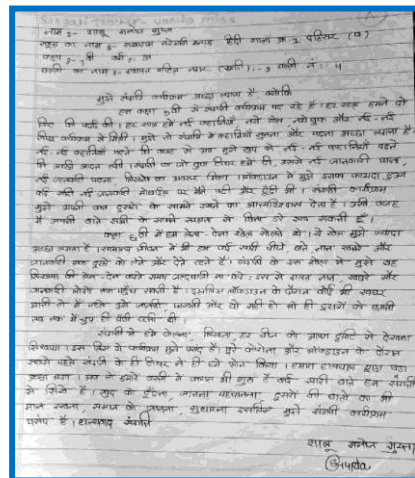
Name of School: Sakharam (Primary/Tare Marg?) BMC Hindi School, Dahisar West

Class: 7 (A)

I have been part of the **Sangati** programme since Class 5 and I like it because every year we get new learning from it: new books, new games, new stories - all of which teach us how to think for ourselves, and to develop the habit of reading about different subjects. This helped us greatly during the lockdown. I also started writing because I was developing confidence in myself to express my feelings simply and without fear in front of anyone.

My favourite game was one called *Give-and-take* which we played in Class 6. It taught me a lot because in life also it's always give and take - whether it is material things, or conversations, or news or knowledge. I learnt that one should never make hasty judgments during this game and in life also. Therefore during the lockdown if any news or information came my way I would first examine it thoroughly and only on finding it to be true would I talk about it otherwise I would remain silent.

In **Sangati** we learnt how to speak, how to write and how to look at the world in another way than we had done so far. During the lockdown it was the **Sangati** teacher who phoned first of all to ask how we were and the first to start the online classes. Now in our colony classes are on everywhere. We have learnt from **Sangati** how to find confidence in ourselves, to have regard for others, to understand society and find ways to improve it. That is why **Sangati** is so dear to me. Thanks very much.



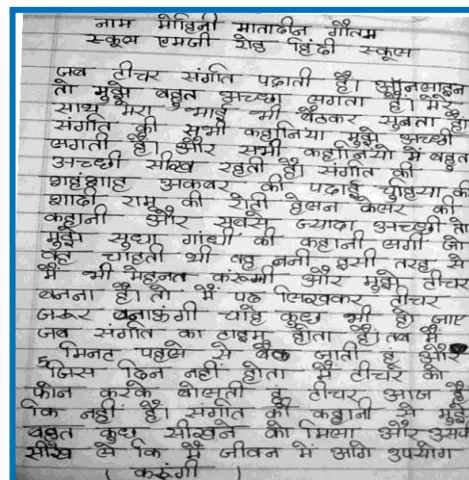
Name of Student: Mohini Matadin Gautam

Name of School: MG road BMC Hindi School

Class: 7

I love the **Sangati** online programme. I attend it regularly and my brother also always joins me. Every story the teachers tell has a lesson behind it, whether its *Emperor Akbar gets an education* or *The Mouse Princess's Wedding* or *Ramu's Roti* or the Helen Keller story but the best one of all is the story of Sudha Gandhi, who was determined to achieve what she wanted and worked for it. I too want to do the same, I am determined to become a teacher and want to work hard for it.

Whenever it is time for the **Sangati** class I am always there five minutes earlier and when there is no class I just call up the teacher. I think the learning through **Sangati** will help me throughout my life.

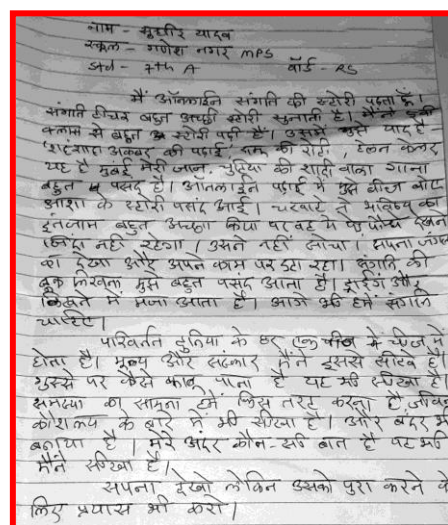


Name of Student: Sudhir Yadav

Name of School: Ganesh Nagar MPS BMC School

Class: 7 A

The **Sangati** teachers are very good storytellers. I have been reading and listening to the stories since Class 5 and I still remember many of them: *Emperor Akbar gets an education*, *Ramu's Roti*, *Helen Keller*, *Ye hai Bambai Meri Jaan* and I just love the song in *The Mouse Princess's Wedding*. Among the stories, I very much liked *The man who planted hope* because it tells of how one determined person alone can make a huge difference. I love writing and drawing so the **Sangati** workbook gives me many opportunities for that also. I really wish the **Sangati** sessions could continue in the higher classes as well. Apart from the right values, I have also learnt in the **Sangati** sessions that change is the only certainty in life. I have learnt also how to control my anger, how to deal with problems, how to acquire life skills. In craft we also learnt how to make a Balancing Monkey! Through these sessions I have discovered abilities I didn't know I had.



Dream by all means but also learn to work to turn the dreams into reality.

Name of Student : Piyush R Jadhav

Name of School : Colaba BMC school, date: 12.1.21

Class : 8 (A),

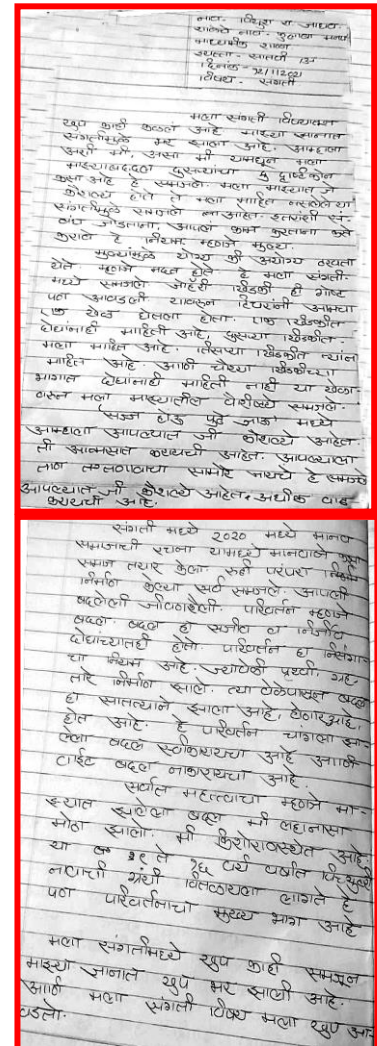
I have started to realize a lot of things about myself because of **Sangati**, I have also began changing. In the component of 'This is Me !', I started to understand how others view me. I have realized potentials, skills in me I was not aware of. I realized that values are the rules to think about, when it comes to relating with others, and while doing the things we do in our daily life.

We can analyze between 'right and wrong' with help of our values because of **Sangati**.

I also liked the story about the 'Joe-Harry window'. Teacher played a game with us after the story. One part of the window has those things about ourselves that both we ourselves as well as others know, another part has things, the second one has those things that only I know about myself, the third one are those things that others know/understand about us and we are not aware, and the fourth part is the one where neither we ourselves or others are aware about the aspects of our personality. This game gave me insights into understanding myself better. In (**Sangati** Kit), 'Preparing for The Future' we children are to recognize and hone the abilities we have, we have to build resilience, develop ourselves. During 2020 when we did (**Sangati** kit 3), 'How Societies Developed' we learnt about how human societies came about, how humans brought in traditions, mores, etc. Later in (**Sangati** kit 5) we looked at the changes in the way we live, that change is constant and it takes place both in living beings and nonliving things. Change is an inevitable part of nature and it has been taking place since the formation of our planet earth, other planetary phenomenon, the starts... it has continued since those times and it will always happen. We can welcome the change if it's good for all and reject those changes that are undesirable.

The most important change about me is that I have grown-up, I am now an adolescent. During the years from 9 to 16 or so our pituitary gland starts releasing fluids and as a result we grow-up, this is a big change.

Because of **Sangati** I have come to know many things and my knowledge has expanded, that is why I love **Sangati** a lot!



Name of Student: Priya Pramod Jaiswar

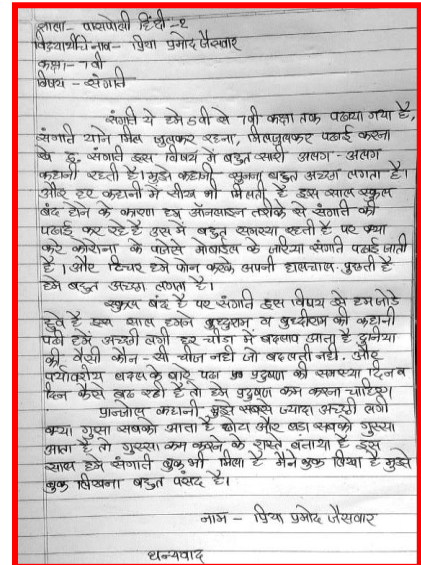
Name of School: Paspoli BMC Hindi School

Class: 7

I did the **Sangati** sessions from Class 5 to Class 7. 'Sangati' means togetherness, in education as well as in life. I love listening to stories and in the sessions we are told many which are not just stories but life lessons as well. This year the schools are closed we have to attend the **Sangati** sessions online - which sometimes can be a bit of problem technically but there is no alternative and it really is a good feeling when the teachers themselves call up to ask if we are in any difficulty. Despite the lockdown **Sangati** has kept us all together with their classes.

We learnt that change is constant and there is nothing in the world which does not change from the story of Buddhiram and Buddhuram. That made me think about climate change and how pollution is affecting the air we breathe and I started to find out about it and what we can do to prevent pollution.

The story of Pranjol is my favourite because it teaches us that controlling our anger is necessary to stay healthy but also how that control is possible. I like writing and this year I have also written something in the **Sangati** book.



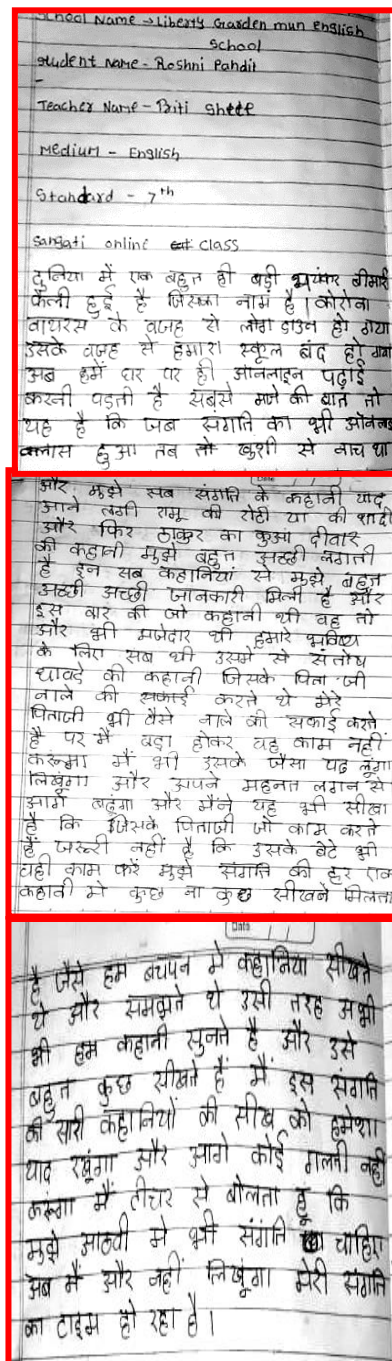
Name of Student: Roshni Pandit

Name of School: Liberty Garden BMC English School

Class: 7

This year (2020-21), because of Covid-19, our school was closed and classes had to be conducted online. I danced with joy when I heard that **Sangati** would also be taken and started remembering all the stories from the earlier Kits – *Ramu ki Roti*, *Chuhiya ki Shaadi*, *Thakur ka Kuan*, *Deewaar* – stories that I have loved and from which I have learnt many things. The stories this year are even more interesting, because they are talking about our future. From among these stories, I liked Santosh Ghavde's story the most – like my father, his father too worked in the sewage department but I will grow up to be like Santosh. I will study and work hard and make a success of my life. I have learnt that a son need not follow his father's profession. In fact the **Sangati** stories are like stories you hear in childhood from each of which you learn something new, some better way to live; I will always remember them and act on them. I told my teacher that we want **Sangati** to continue in Class 8 also.

I have to stop now as my **Sangati** class is going to begin soon.

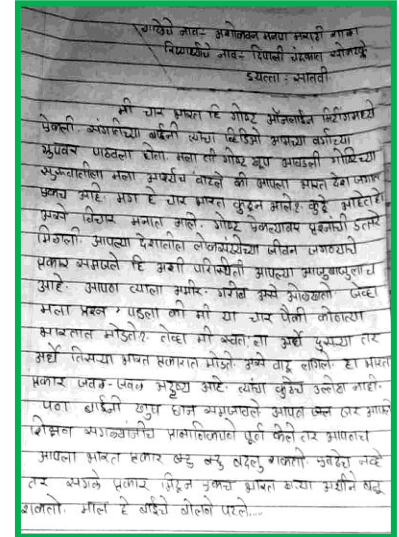


Name of Student : Deepali Chandrakant Sontakke

Name of School : Ashokvan BMC School

Class : 8

I learnt about 'Four Indias' in our **Sangati** class, and our **Sangati** teacher had also sent us the video on our school WhatsApp group. I really found this story very interesting. Before I understood the entire information about 'Four Indias', I was wondering how this can be so, because there is only one India, isn't it? Where are these different Indias? Once we understood the entire information, I understood that it refers to the differences in lifestyle of different h' groups in our population, which is part of our everyday reality – it is what we call 'rich' and 'poor'. Then I started to think about myself, which of these India do I belong to? I consider myself belonging partly to the second and partly to third types of India. This way of looking at our India is unusual, it is never discussed, never acknowledged. But our teacher explained these things so well. If we all can study, get good education then we can change this situation and try to work to make only one kind of India without such discrimination.

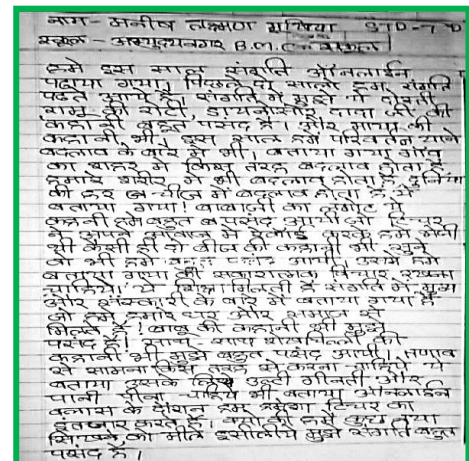


Name of Student: Manish Laxman Mukhiya

Name of School: Abhyudayanagar BMC School

Class: 7

This year **Sangati** classes had to be conducted online. I remember the stories from all the earlier kits – liked *Ramu's Roti*, *Dinosaurs*, *Studying the past* and *Maya's Story* the most. This year we are talking about change – we heard how villages get urbanized, how our body changes as we grow and how everything changes constantly. Our teacher recorded the story *Babaji's Langot* in her own voice and sent it to us. I liked the story about the two seeds, which taught me that one must have a positive attitude. Such values are important and they also connect to what we hear at home and in our society. We were also given suggestions about how to handle stress and conflict like counting backwards and drinking water etc. I look forward to the teacher telling us something new and useful in **Sangati** class.

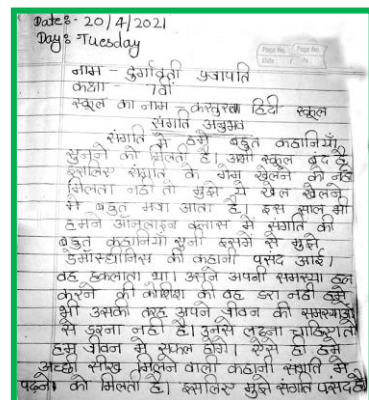


Name of Student: Durgavati Prajapati

Name of School: Kasturba BMC Hindi School

Class: 7

One gets to hear many stories in **Sangati** but since our school was closed and classes had to be conducted online, we could not play the games that we usually do in **Sangati** and which I enjoy very much. Of the stories we heard this year I like the one about Demosthenes and his great struggle to conquer his stammer. Like him we too must be fearless when facing problems only then will we succeed.



Name of Student: Razia Sheikh

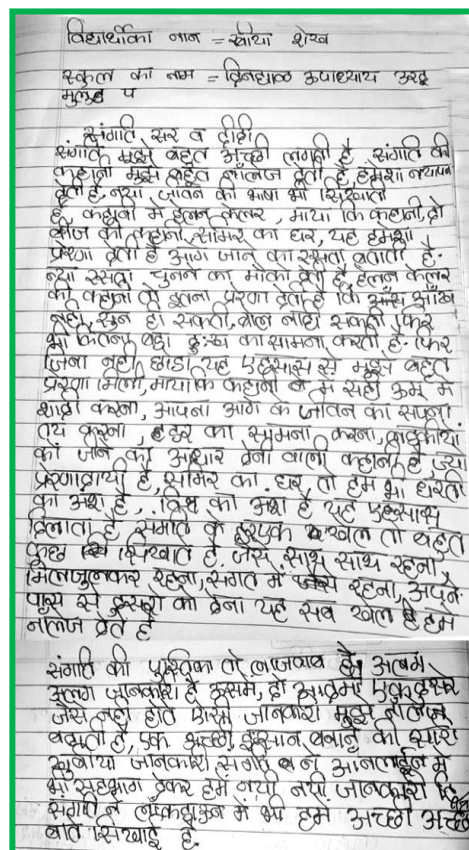
Name of School: Deendayal Upadhyay BMC Urdu School, Mulund (W)

Class: 7

I like **Sangati** because it gives me knowledge, introduces me to new perspectives, and even helps me to find new ways of expressing myself. Stories like *Maya's Story*, *Two Seeds*, *Sameer's home* and especially Helen Keller's story are very inspiring and help us to face challenges like her – a girl who was blind, deaf and mute and yet never gave up. Maya's story gives hope to us girls and emphasizes the importance of marriage at an appropriate age, supporting girls to dream of a different future, and face fears and overcome them. *Sameer's home* shows how we all are small parts of the Earth and gives us an idea of our place in the Universe.

The games that are played in the **Sangati** sessions are also very interesting and enjoyable but also teach us some important lessons – how to live together in harmony and share what we have with others.

The **Sangati** Workbooks are unique – they give a lot of information and also the kind of knowledge that helps us to become better people. The fact that **Sangati** was available to us online has been a great help in the lockdown.

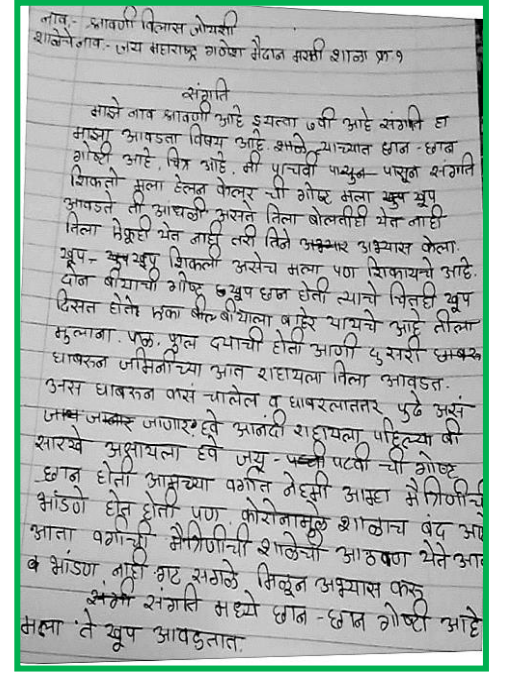


Name of Student : Shravni Vilas Joyshi Name of School : Jai Maharashtra, Ganesh Maidan Marathi school, No. 1.

My name is Shravani, I study in grade 7. **Sangati** is my most favorite subject – it has interesting stories, pictures. I have been studying **Sangati** since 5th grade. I loved the story about Helen Keller. She could not see or talk but she studied a lot and became an inspiration. I also want to follow her example. I also love the story of the ‘Two Seeds’. One of the seeds is eager to grow, become a plant and give children the joy of her flowers and fruits; but the other seed is afraid to come out of the soil for being destroyed. How can we live if we are afraid, how can we progress? One should try to be happy, like the first seed.

Then there is the story about ‘Jayu and Perveen’. In our class also we friends had fights like Jayu and Perveen. But now with Corona around our school is closed and we friends can’t meet. When we meet again, we will not fight; will get together and study well.

So **Sangati** has such interesting stories,
I love **Sangati**.



Annexure 5

Feedback by Teachers

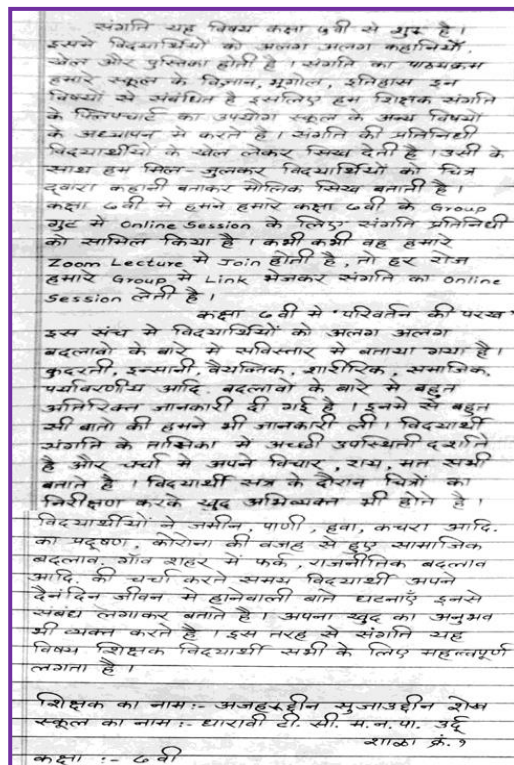
Name of Teacher: Azharuddin Sujauddin Sheikh

Name of School: Dharavi T. C. BMC Urdu School No 1

Class: 8

Since class five, **Sangati** stories, games and workbooks have been in our classrooms. As this programme is closely connected to our regular curriculum for Science, Geography and History, we teachers often use **Sangati** flipcharts in other classes as well. Along with the **Sangati** representative we make students play games, tell stories and through that, impart values for life. This year because of the situation, we have included the **Sangati** reps in our class 7 online classes on Zoom, and they also take their **Sangati** sessions online daily.

Presently in Class 7, we are doing Kit 5, *Understanding Change*, where students are introduced to the many changes taking place all around us – natural, manmade, scientific, physical, social, environmental, etc. We teachers have also benefitted from information that is given about these things. Students attend **Sangati** sessions enthusiastically and are happy to contribute their ideas and opinions during discussion; the visual materials in particular get a lot of attention and comment. While discussing topics like pollution, the fallout from the Corona pandemic, the disparate lives of people in rural and urban areas, political changes, economic inequalities etc., students are able to bring their own experiences into the classroom and see the links between life and the curriculum. In this way **Sangati** is beneficial to both students and teachers.



Name of Teacher : Mrs. Tejal Suryakant Indap

Name of School : Prabodhankar Thakre Marathi medium BMC school.

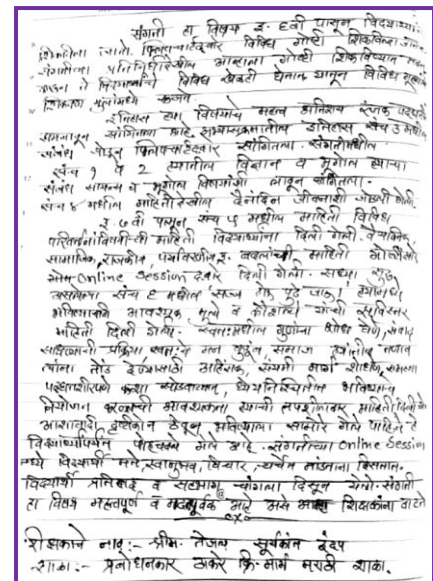
From grade V, we have **Sangati** class where students learn by listening the stories, visual aids like flip-charts, by playing games and thereby supporting their academic, moral growth, enriching their knowledge.

In grade VIth, the kit on History is about developing an understanding about our past. Kits 1 and 2 are related with the subjects of Science and Geography; respectively, kit 4 is about our everyday life, our society.

In grade VII, is about 'understanding change' and addresses the different aspects of *change* – personal, social, political, environmental where students bring-in their own experiences and understanding. The currently ongoing kit 6, 'Preparing for the Future'; is about looking at one's values, abilities, dispositions, attitudes, skills children have and can hone, for their future as they grow-up.

Understanding one's strengths, the process of communication, understanding relationships we have within our family, with others, with society at large, the conflict and stress we experience, building resilience, addressing problems in non-violent, dialogical manner with maturity, setting, working for and evaluating our goals, planning for future – are addressed in detail. This approach, these inputs are necessary for students today.

In the online sessions of **Sangati**, students freely express their opinions, narrate their experiences, contribute their thoughts and ideas through discussion. Student participation in **Sangati** is really heightened, they are actively engaged in the class. We teachers feel that **Sangati** is a very important and helpful subject.



Sangati is a subject taught to students from class V onwards. Students are taught various things in this through Flipchart. Fellowship representative also help us teach things by playing a variety of student games. Students get a variety of valuable lessons through social media and games. I have been teaching the subject of Sangati since class VI. In it, the importance of 'History' is explained to the students in a very interesting way. We also shared the History information in kit 3 ~~with~~ with the history subject in our school curriculum through Flipchart. In the association of kits 1 and 2. He also linked science and geography with campus studies and and geography. The information in kit 4 has also been linked to daily life. Students have been given detailed information about various changes in kit 5 from class 7th. Information on personal, social, political, environmental, etc. changes was given in the online session. The current kit 6 'Get ready, go ahead...' also gives detailed information to the students about the values ~~and~~ ~~values~~ ~~and~~ ~~skills~~ and skills required for the future. The students are given detailed information about their own strengths between their own mind-family-society and finding non-violent ways to deal with them, how to solve problems methodically, goal setting and future planning. Kit 6 conveys to the students the need to face the future with confidence by keeping an optimistic outlook. In the online companion session, students are seen sharing their experiences, opinions, thoughts. Student response and participation. is well reflected in the discussion.

- ★ Teacher's Name - Amol A. Pethe
- ★ Name of the school - Dharavi TC English Sc
no. 2
- ★ Class - VII A.

Name of School : Korba Mithagar BMC, Marathi medium school, Wadala, no 1.

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Sangati representative also remained connected through zoom in our online classes and helped implement the programme impactfully. Us teachers; Principal Mr. Suryakant Veerkar, Ms. Vishakha Pawar, Mr. Ashok Nirpagar, and myself Zakir Sheikh participated and provided inputs.

Name of Teacher: Rajkumar M Gupta

Name of School: Rajawadi BMC Hindi School Ghatkopar East

Class: 7

About the **Sangati** Online Educational Programme – 2020-21

In the School year 2020-21 classes had to performe be conducted online because of Covid-19. Students participated regularly and together tried to continue with their studies. In this context, the **Sangati** programme is a very good programme, which the children join enthusiastically. **Sangati** representatives, Suvarna and Manisha Kharvar talk about various topics through stories. For example –

What changes occurred between the present times and the past?

What are the differences you can see between the past and pre-historic times?

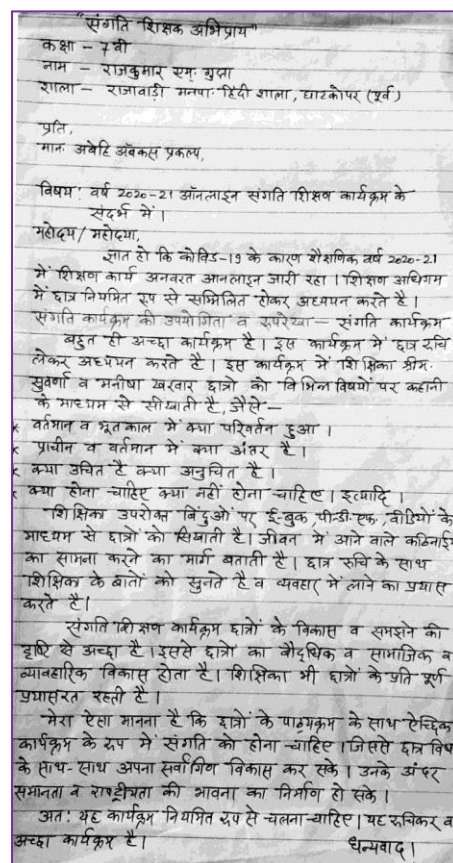
Which changes were good for the world? Which were harmful and should not have happened?

What changes would you like to see in the future?

Teachers stop at appropriate places and with the help of E-books, videos, PDFs, give information to the children. They also give them ideas on how to face and overcome future challenges, which the students listen to with interest and also try to put into practice. This programme helps in the intellectual, social and behavioural development of the students and

I believe that the **Sangati** programme should be offered along with the regular curriculum as a voluntary programme. In this way all-round development can take place in the children – a belief in equality of all and love for the nation.

It is an interesting and effective programme and must be continued.



Date - 27/04/2021

Aveshi Abacus
Sangati program

The Sangati program has been implemented at the school level for the last several years. The sangati curriculum is useful for supplementing the school curriculum and continuously adding the knowledge of the students.

In the academic year - 2020-2021 due to the corona epidemic and lockdown, the sangati program is also being taught online. Sangati Taska is being conducted regularly. Students also try to participate as much as possible. Even though the socialization topic is going on online, the children listen attentively to the information.

Attempts have been made to impart the necessary knowledge and skills values to the students to face the life of the students with confidence in both the subject of parivartan ki parakh and chalo Aage Kadam badhaye for class VII through various activities. The sangati program is a great guide to face life situations as well as to make the right decision to express thanks.

School Name: Khernagar U.P. English
School No. 1 Bandra (E)

Name: Munja Shivaji Gitei
Class Teacher VII-B

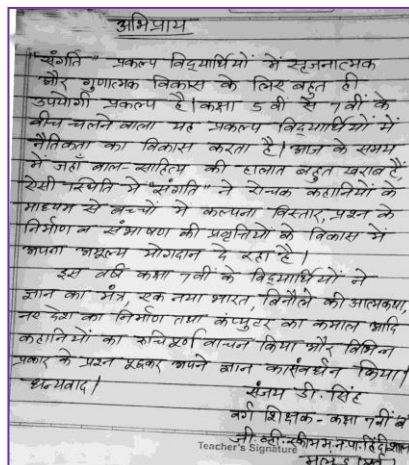
Name of Teacher: Sanjay D. Singh

Name of School: G. V. Scheme BMC Hindi School, Mulund East

Class: 7

The **Sangati** programme, conducted for classes 5, 6, and 7, is very useful for the qualitative and quantitative development of students; it also helps them to form a strong base of values and ethics. At a time when there is very little literature available for children, through interesting stories, **Sangati** assists the students to imagine vividly, ask pertinent questions and communicate effectively.

This year students of Class 7 read with interest stories such as, *Words of wisdom*, *A new India?*, *A utobiography of a cottonseed*, *Building the new nation*, *The web of wonder* etc., and added to their knowledge, asking questions and discussing their thoughts.



Name of Teacher: Smt Padmavati Bhujbal

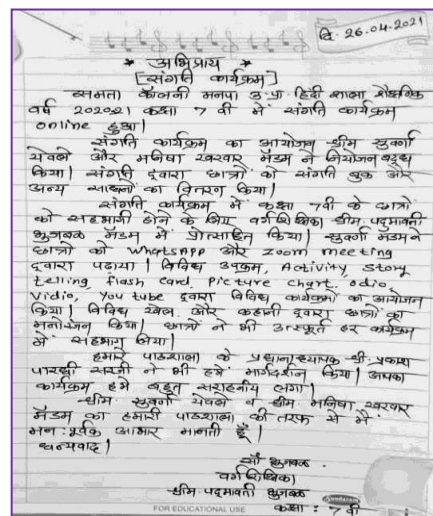
Name of School: Samata Colony, BMC Hindi School

Class: 7

This year – 2020-21 – the **Sangati** programme was conducted online with the help of Smt Suvarna Yevle and Smt Manisha Kharvar of **Sangati** who also distributed the **Sangati** workbook and other items. The classes were conducted on WhatsApp and Zoom meetings and various activities were conducted and stories told through flash cards/flipcharts, posters, audio-visual presentations and YouTube. Games and stories entertained the students and they participated enthusiastically.

Our Head Teacher, Mr Prakash Paradhi, also guided us and we all found that this programme is praiseworthy

Special thanks are due from our school to the **Sangati** representatives.



Name of Teacher: Parveen Nagdawala

Name of School: Shramik Vidyapeeth BMC Urdu School No 1

Class: 7

Due to the Covid-19 pandemic online lectures have been started and we have included the **Sangati** representatives in our Class 7 group to conduct classes of this very useful programme.

I have read Kits 1 & 2 for Class 5 and find that they present Science and Geography in very simple and straightforward ways to students. These **Sangati** flipcharts are useful in teaching other subjects too as they draw attention with their colourful pictures and students imbibe the stories quickly and participate in discussions eagerly. Games and activities add joy to the process of learning.

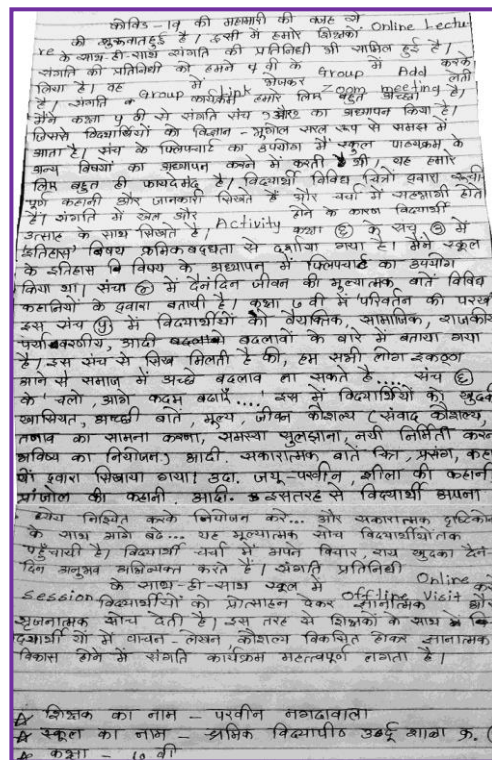
In Class 6, Kit 3 talks about History chronologically and interestingly and I have used the **Sangati** Flipcharts in my regular History classes as well. Kit 4 talks about the challenges our society faces today through stories.

In Class 7, Kit 5 - *Understanding*

Change – talks about the various individual, social, political, environmental changes that are taking place around us and reinforces the belief that when all of us come together, we can bring about positive change.

Kit 6 – Preparing for the Future, helps students to think about and identify their creative abilities, strengths and weaknesses, their values and life skills – like communication, conflict resolution, problem solving, goal setting and planning – through discussions, flipcharts and stories like *Jayoo and Parveen*, *Sheela's dilemma*, *What makes Pranjol Saikia angry?*, etc. In this way students are encouraged to set goals and work towards fulfilling them; they freely share their thoughts, ideas, questions and opinions with each other and learn from them.

Apart from the online classes, **Sangati** representatives have been visiting schools wherever possible to encourage students and give help and confidence. **Sangati** has been very helpful to teachers to support students' reading-writing and creative skills and thus lead to their intellectual development.

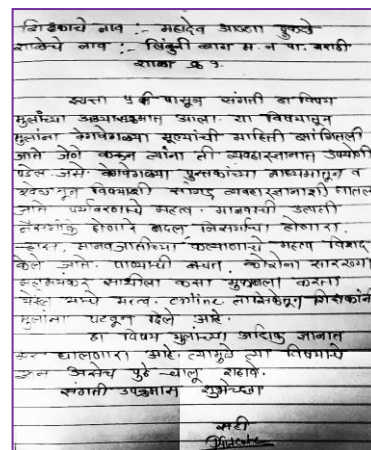


Name of Teacher : Mr. Mahadev Anna Pukle,

Name of School: Limboni Baug BMC, Marathi medium school, no. 1.

Since grade V, **Sangati** has been introduced in students' curriculum. This subject emphasizes on our value-systems and connects with everyday life. Environment, evolution of life, emergence of human societies, the changes in and destruction of nature, wellbeing of humanity as a whole, preservation of water... In context of the Corona pandemic, there were inputs also on how we can deal with it, during the online classes we had.

This subject expands and enriches students' knowledge and thus it must be continued in future. My best wishes for continuation of **Sangati**.

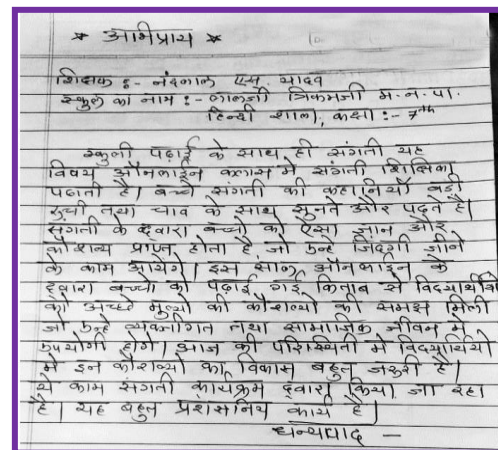


Name of Teacher: Nandlal S. Yadav

Name of School: Lalji Trikamji BMC Hindi School

Class: 7

Sangati classes conducted online have been very interesting for students who read and hear the stories with concentration; they get information and skills which will be useful for them, both individually and socially in their future lives. That **Sangati** is helping students in these difficult times is indeed admirable.



Name of Teacher: Chandesh Krishna Singh

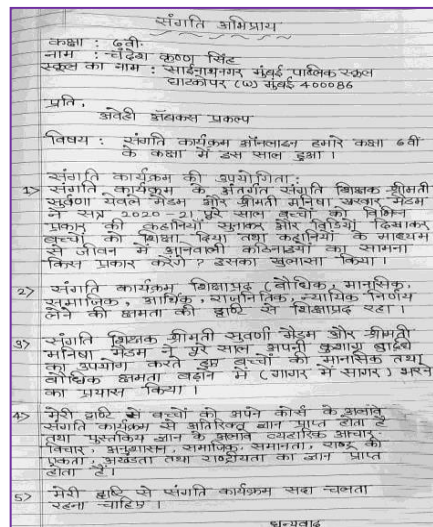
Name of School: Sainathnagar Mumbai Public School, Ghatkopar East

Class: 7

In **Sangati** through stories and activities students learn about the challenges in life.

Helps students develop intellectually, emotionally, politically and take decisions that are just and equitable.

It is my belief that children learn many more things in **Sangati** apart from their regular course – they learn about social issues, discipline, equality and unity, hence the programme should be continued indefinitely.



Annexure 6: Case stories

Student Name : Zeenat Sameer Sheikh

Community: Dnyaneshwar Nagar, Rajiv Nagar, East Bandra

.... and change happened

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



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

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

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

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

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

Zeenat has been able to convince her family about the importance of educating girls. Her parents are now convinced and have decided to give Zeenat the education she wants.

She has told her family about her dream of becoming a doctor in the future and the family has also decided to support her in fulfilling her dream. This is a truly commendable achievement for **Sangati**. Everyone in her house agrees that Zeenat has a passion for learning which should be nurtured.

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

The share of the study is many...

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



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

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

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

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

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

Education for all

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

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

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



Student Name: Nishant Prakash Rajput

Class: 7

School: Anand Nagar English MPS School Dahisar, East

Community: Kali Mata Mandir Vasti Sambhaji Nagar, Dahisar, East

That's me! That's me!!

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

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

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

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

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

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

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



Student Name: Pooja Kasle

Class: 7

School: Ashokavan Marathi Municipal School Dahisar East

Community: Konkanipada Settlement Dahisar East

Overcoming anger

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



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

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

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



During the face-to-face session in bastee the children discussed their worksheets. At this point Pooja shared her thoughts. She said at home she often fought with her siblings and neighbors, she admitted to her tendencies of being aggressive at home. According to her it was because her siblings misled her father about the cause of their quarrels, making her the scapegoat. She

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

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

Representative : Vanita Darade

Student Name : Alok Lodh

Class :7

School : Parekh Nagar Hindi No. 3 Municipal School, Kurar Village, Malad-East Word : P / N

Community : Pathanwadi Settlement, East Malad

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



Representative : Savita Moser

Student Name : Shahina Arif Sheikh

Community: Bharat Nagar Bandra East Mumbai

Sangati with me

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



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

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

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



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

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

Student Name: Tehseen Bano Ansari
School: Dharavi TC Urdu School No. 1

Class :7th

Change begins with self / Tahseen's ingenuity

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



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

Representative : Archana Sunil Gosavi

Student Name : Amar Gound

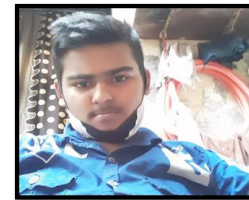
School: Ganesh Nagar Municipal Corporation Hindi

Community : Lalji Pada, Ganesh Nagar Market, Lalji Pada, (Kandivali West)

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

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

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



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

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

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

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

Annexure: 7

Student Teachers and Teacher Educators Feedback

Student Name: Khan Aqsa Allah Bakash.

College Name: R.C Imamwada Jr College of Education

Year: 2020-2021

Date: July 18, 2021

Subject: Manthan.

The Manthan program implemented in our college. In this program, we had learned a lot of things about teacher, student, society and also about our self. In the program of Manthan teacher told us to love our self.

In the 1st session of our Manthan we talk about **self-understanding**. How should teacher behave their student. The way student react it depends upon how teachers treat their student.

In the 2nd session of our Manthan we talk about **different types of student and teacher's role**. In our society there are different types of children with different types of attitude and nature. There are some students who catch the teacher's concept easily but some are not able to understand what teacher are trying to say. So, in this way there are some responsibilities of teacher to make their concept easy to understand.

In the 3rd session of our Manthan we talk about **disability**. In our society there are some disable people who wants to study but because of their disability they lose hope. So, in this case there is a teacher's responsibility to encourage the student and make the learning pattern easier according to them. For example, if the teacher teaches a blind student so it's her responsibility to use braille board to make their study easy.

In the 4th session of our Manthan we talk about **education system and Dalit education**. During later Vedic period women had got a right to education by entitling to upanayana ceremony but in later Vedic period women were denied for educating and the upanayana ceremony and it turned into marriage system. Even in Medieval period only the higher-class women got right to educate but they had to get the permission from their parents. So, there were no hope for Dalit's education so Dr. Baba Saheb Ambedkar is the sole inspiration behind the creation of Dalit writing. Dalit panthers also drew their inspiration from Ambedkar's writings speeches and his movement.

In the 5th session of our Manthan we talk about **caste issues and gender issues**. In the later Vedic period, the caste system arrived. There are 4 types Caste Brahmins, Kshatriyas, Vaishyas And Shudras. The Brahmins had to stay in the school until they attend mastery of 4 Vedas. They had to follow their brahmacharya until they all stay in the school. In our society some people still follow the rules of caste. For example, when people go for marriage the first question is (what is your surname and which caste you belong to?). In our society there is one another issue that is gender inequality of male and female.

Women were said to be depend on men throughout their lives. Hence women were more rigidly subjected to their obedience, viz, father (before marriage), husband (after marriage), son (after husband's death). This birth of a daughter began to be look down upon and there is an evidence to suggest the beginning of dowry system. In our society everyone thinks that girls are weak and boys are very strong. If we talk about flower, we think about girls and when we talk about sword, we think about boys only. So, in our Manthan session we learned that there is no difference between boys and girls all are humans. Buddhist doctrines do not differentiate between men and women since everyone, regardless of gender, status or age, is subject to old age, illness and mortality. Thus, suffering and impermanence applies to all.

Name: Quasim Mithun Rijaz
 Roll no: 09
 Majumdar Khairul Islam Junior college
 of Education

We were introduced to this program in the first year. It has different sections & each section has a session. I am a teacher. How a teacher should be, how he should come to teach etc etc. We have to learn all of this, but in practice we have learned it under this program. There are a variety of activities that I can do to learn more about children. I really liked the whole thing about this program. One of them I still remember very well. We were told that a child in your class is always lonely, does not talk to anyone, does not play with anyone & is not interested. You not participate in any of the activity. What will you do in these situations? Then it was told that the child does not have a mother. So you talk with this child, comfort him, extend your hand to help him & explain to him that your mother is watching you. If you read well & become a big man, she will be very happy. And I still remember a lot of things & I definitely use them in my teaching.

D. D. Viskute College
 28/7/21 Pooja Vilas Raut

Thank you for this Manthan session. This course teaches me the simple principles in day to day life to improve and motivate my children from examples which I learn a lot from this sessions. This session not only teaches us how to tackle problems but also gain my confidence and ability to learn new things. I'm requesting you if possible please provide us this type of sessions more and more.

Thank You!

Pooja V. Raut
 S. Y. B. L. ed.

Ansari: Hessa, Shakel, Ahmad
 Class: SJ D.El.Ed
 College: Sahasrabudhin Ayyubis Urdu
 Date: 05/08/2021
 Manthan Session

We have been involved in the Manthan Session for almost two years.

We have received information in the Manthan Session that cannot be found in any book. We are told in the session what qualities a good teacher should have. There are many activities that we can do to improve our teaching. The program states that the teacher is a resource that can be useful for the development. This explains how a teacher-student relationship should be. It will provide information on how education became popular in our country after independence and how knowledge was disseminated.

Rajwade Khairul Islam Junior College
 of Education (D.El.Ed) Kurla, Mumbai-76
 28/8/2021

Manthan program Ka Feedback

The development of children's positive feelings about themselves has been positive. General teacher feedback and perceiving students might apply class contents in real life. Manthan session ka program of class room activity and the interesting and up-to-date examples provide specific information about what is correct and could be improve the pay attention to student feelings. The learning session of organizing the photo, image and game, activity very useful of student and learning. The next year of the student of Manthan program very useful of think about the class. Career Counseling and Guidance and Faculty Development workshops and social and environment health impacts. Manthan session of very useful of education program.

Shakir Rubina Shakir Ali
 Rubina Siga

[illegible]

To,
 N.A.S College of Education (Co. Ed. Ed.)
 Boisar, Saravali (West)

Saumya Pyari
 Roll no: 10
 S-Y.D.Ed
 Date: 31/08/21

Subject: Feedback of Manthan Class (Session)

Respected Sir/Madam,

I am very helpful by the attend of Manthan Session. I attend all the Manthan class. This session was taught extremely well and provided grateful information.

I understand all the topics and activities whichever explained. All the factors of teacher, students, learning method, curriculum or evaluation, Planning, Learning disability and who am I (i.e. Role of teacher).

When I understand the learning disability topic, I realized that we have to take special care for the special students. Special students also do very well if they get support of good educator. And I also like the topic of planning, i.e. Time Management. For the proper completion of our work we have to plan everything by the time management. I like the activity of ball with the students.

These all session really helped me understand so much more about the work. I do. These all session very helpful for now and in the future.

Thank you.

Yours truly
 Saumya Pyari

A.K.T. Jn. College of Education, Kurukshetra
 Name: Khan Gulnaz Tahir Khan, Ahmed
 Roll no: 29
 Date: 12-08-2021

EDUCATION HISTORY

इस सभ्यता में शिक्षा के इतिहास के बारे में बताया गया। जिस में बड़े ही विस्तार से भारतीय शिक्षा के इतिहास के बारे में जानकारी दी गई। भारत के प्राचीन काल में मुख्य रूप से शिक्षा शुरू करते थे। जिसमें छात्र गुरु के पास जाकर शिक्षा प्राप्त करते थे। बाद में भारत में बहुत से मुस्लिम बादशाह आए जिनसे उन्होंने मदरसे बनवाए। भारत में पहले औपचारिक शिक्षा की व्यवस्था नहीं थी। उस काल में तब तक मदरसे की व्यवस्था नहीं थी। भारत का यूरोप के लोगों के साथ काफी प्रयोग संबंध था। वहाँ व्यापार करते वाले से और व्यापार करने वाले भारत के शालक बन गए। इस तरह फिर उन्होंने भी मदरसे की शिक्षा की व्यवस्था की और उस के लिए पहले से भारत के प्रयोग प्रयोग होने से शुरू बनवाए।

सेवा में,
 एन. ए. एम. कॉलेज ऑफ एज्युकेशन

विषय :- मानव कार्यक्रम में संबंधित अनुभव आधारणीय महोदय/महोदया,

आपके द्वारा आयोजित कार्यक्रम 'मानव' ने हमें बहुत लाभान्वित किया है। मानव कार्यक्रम के हर Session को हमने ध्यानपूर्वक सुना और ज्ञान अर्जित किया। शिक्षा के क्षेत्र में जाने वाली हर समस्याओं की जानकारी प्राप्त की एवं उसे सुलझाने का भी।

मानव कार्यक्रम से प्रेरित होकर हमने Topic मानव विकास, उद्यमिता, पढ़ाई, Learning Disability, अति विचारों की जानकारी प्राप्त की। समाज में उपस्थित समस्याओं को शिक्षा की प्रभावित कर रही है एवं उन सभी समस्याओं को समाप्त करने के लिए हमें प्रेरित किया। इस प्रकार मानव कार्यक्रम हमारे विषय जीवन में सहायक रहा। श्रद्धा में हम सभी तरह के कार्यक्रम की अपेक्षा करते हैं।

आपकी आलाकारी,
 नाम :- सुमन सविधान मिश्रा
 सी.एल.एड. सी.के.एड.
 रोल नं. :- 23

मानव कार्यक्रम

विषय :- मानव महोदय आचार्य, कलकत्ता
 रोल नं. :- 23

आपके द्वारा आयोजित कार्यक्रम 'मानव' ने हमें बहुत लाभान्वित किया है। मानव कार्यक्रम के हर Session को हमने ध्यानपूर्वक सुना और ज्ञान अर्जित किया। शिक्षा के क्षेत्र में जाने वाली हर समस्याओं की जानकारी प्राप्त की एवं उसे सुलझाने का भी।

मानव कार्यक्रम से प्रेरित होकर हमने Topic मानव विकास, उद्यमिता, पढ़ाई, Learning Disability, अति विचारों की जानकारी प्राप्त की। समाज में उपस्थित समस्याओं को शिक्षा की प्रभावित कर रही है एवं उन सभी समस्याओं को समाप्त करने के लिए हमें प्रेरित किया। इस प्रकार मानव कार्यक्रम हमारे विषय जीवन में सहायक रहा। श्रद्धा में हम सभी तरह के कार्यक्रम की अपेक्षा करते हैं।

आपकी आलाकारी,
 नाम :- सुमन सविधान मिश्रा
 सी.एल.एड. सी.के.एड.
 रोल नं. :- 23

विकासवादी अध्यापक विद्यालय कोसबाड हिल्स.

नाव - मोनली रघुनाथ डोमले.
इसता - द्वितीय वर्ष
शेल् नं - 24 कुकडी - व

सन 2020-21 या दोन वर्षांच्या कालावधीत तुम्ही आम्हाला अध्यापनावर्गदल, विद्यार्थ्यावर्गदल, मध्यमापनावर्गदल खूप छान माहिती दिली. सत्र घेता असताना तुम्ही आम्हाला खेळ शिकवले. जेव्हा वर्तमानप्रश्नांचा रडवी कुकडी वर्तमानप्रश्नांचा रडवी कुकडी व्याख्या. एका मुलाला बरगीत बसवून उभे करणे, मुलाला कोन बनवल्यास सांगणे, उदा. चवऱ्याची पृ. उ. छिद्रा काढणे. कोन कुसा आहे हे विचारणे, त्यामध्ये काय दिसते हे विचारणे. हा जेव्हा मला खूप आवडला.

त्यानंतर वेळेचे नियोजन कसे करणे हे शिकवताना तुम्ही आम्हाला अतिशय सोप्या भाषेत माहिती दिली. वेळेचे नियोजन शिकवत असताना तुम्ही आम्हाला एक उदाहरण दिले. रिकामी बरगीत, बरगीमध्ये मोठे दगड टाकायचे, त्यानंतर छोटे दगड, छोटी रेंती त्यानंतर पाणी मारून त्या प्रमाणात आपली महत्त्वपूर्ण कामे करा. त्या प्रमाणात होत असताना हे तुम्ही आम्हाला रिकामी बरगीवरून वेळेचे नियोजन कसे करणे याबद्दल खूप छान माहिती सांगितली.

संवाद कोशिल्य शिकवत असताना त्यामध्ये विद्यार्थ्यांना कशाप्रकारे माहिती करणे, विद्यार्थ्यांची क्षमता, मध्यमापन करणे हे संवाद कोशिल्य शिकवत असताना तुम्ही आम्हाला खूप छान माहिती दिली. आणि मला खूप आवडले. तुम्ही आम्हाला सत्र घेता असताना गोष्टी सांगितल्या. त्यामुळे आम्हाला खूप आवडले. तुम्ही आम्हाला खूप छान प्रकारे शिकवले. वेगवेगळी माहिती दिली.

Teacher Educators Feedback

Adarsh Shikshan Prasarak Mandal's
Shri D. D. Vispute Adhyapak Vidyalaya
 Approved by NCTE, Recognized by Govt. of Maharashtra & Affiliated to M.S.C.E.R.T. Pune
 NCTE Code No. 4999 / 122189 / Institute Code No. 1408
 Address: Plot No. 41, Sector - 15, Near Railway Station, New Panvel, Haveli, Mumbai, Dist. Raigad, (Mah.) 410206.
 Tel.: 022-2746 2888, 2746 8870, 022-2746 2896 Telefax: 022-2746 3050 Mob.: 98201 58089 Email: vispukeadpune@gmail.com

Principal: **Smt. Kusum P. Madhale** (M.A., M.Ed., D.S.M.) Chairman: **Shri. Dharmaji Vispute** (M.Sc., G.D.C. B.A.)

दिनांक: 26/08/2021

प्रति,
 मा. प्रमुख,
 अष्टौ अवेकस प्रोजेक्ट
 महासंस्थानी मुंबई.

मा. सर / मेडम

मला सांगण्यास अत्यंत आनंद होत आहे की आपल्या संस्थेने काही वर्षांपासून आमच्या प्रथम व द्वितीय वर्षांच्या विद्यार्थ्यांसाठी मंथन कार्यक्रम योजवपकरे आयोजित केला आहे. चव्हाण सरांनी फर्स्ट इयर व सेकंड इयर या वर्गांना ऑनलाईन व ऑफलाईन पद्धतीने मंथन घेतले. त्यांचे प्रयत्न वाखाणण्याजोगे आहेत. त्यांची मनापासून विद्यार्थ्यांना ज्ञान देण्याची तळमळ खूप कौतुकस्पद आहे. प्रत्येक संकल्पना विद्यार्थ्यांना समजेल अशा भाषेत ते सांगत असतात. त्यांनी घेतलेल्या कृती विद्यार्थ्यांना खूप भावतात. कोणत्याही मोठ्याकडे वेगळ्या दृष्टीने पाहण्याचा दृष्टिकोन विद्यार्थ्यांत निर्माण झाला आहे. तुम्ही पुरवलेले स्टडी मॅटेरियल खूपच आकर्षक व कोशल्यपूर्ण आहे. त्यामुळे विद्यार्थ्यांना मंथन ची गोष्टी निर्माण झाली आहे.

मंथन सेशनमुळे वैश्विक धोरण, शिक्षण पद्धती, अभ्यासक्रम, पाठ्यक्रम याकडे विद्यार्थी चिकित्सक दृष्टीने पाहत आहेत. या मंथन सेशन या विद्यार्थ्यांना परीक्षेमध्ये सुद्धा उत्तरे लिहिण्यासाठी खूप फायदा झाला आहे व पुढेही होईल.

शेवटी मी एवढेच सांगू इच्छिते की हे सेशन असेच चालू राहावे. तुमच्या संस्थेचे व चव्हाण सर यांचे खूप खूप आभार धन्यवाद.

PRINCIPAL
 ADARSH SHIKSHAN PRASARAK MANDAL'S
 Shri. Dadasaheb D.D. Vispute
 D.Ed. College New Panvel - 410206

ALL-INDIA KHILAFAT COMMITTEE
JUNIOR COLLEGE OF EDUCATION
 Khilafat House, 173-175, Motishah Lane, Byculla, Mumbai - 400 027. Tel.: 2377 5516

REF : AIKC/D.EL.ED/541/2021 DATE : 29TH Sep 2021

To,
 The Director,
 Simantini Dhuru,
 Avehi Abacus "MANTHAN" Project.

Respected Sir/Madam,

I am writing to express my thanks for your help with guiding & teaching my students since few years. Manthan session is being organized in better way Shradha Mem engaged F.Y & S.Y classes.

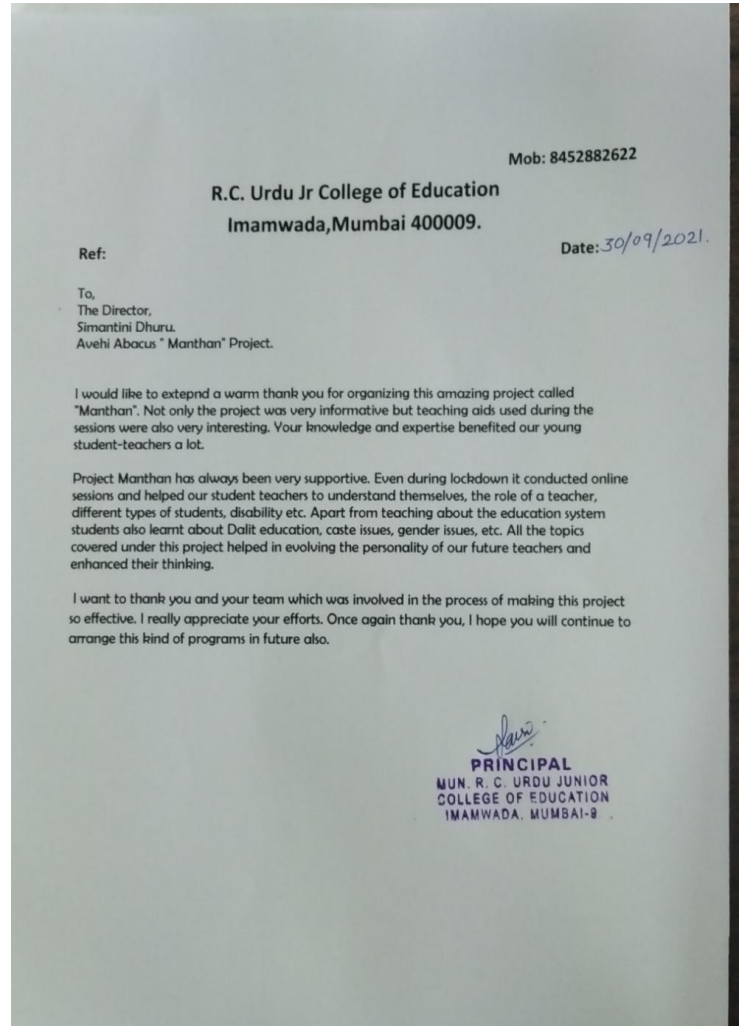
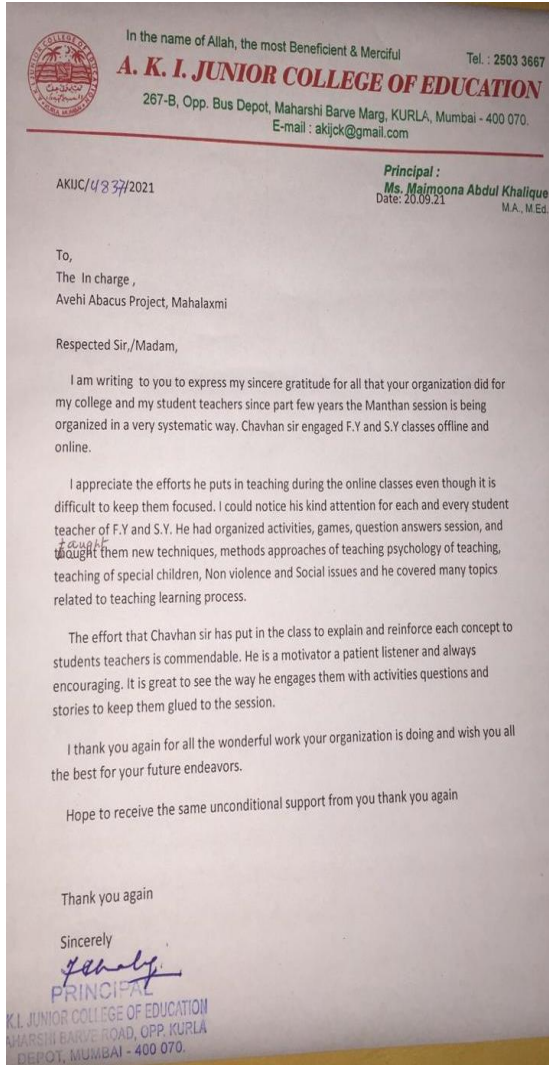
I appreciate the efforts she puts in teaching during the online classes even though it is difficult to keep them focused. I could notice her kind attention for each and every student teacher of F.Y & S.Y. She had organized activities, games, question answers session, and taught them new techniques, methods approaches of teaching psychology of teaching, teaching of special children, Non violence and social issues, Self-understanding, Teacher's Role, Types of Students, Disability, Education system, Dalit education (Dr.B.A Ambedkar), Caste issues and Gender issues and she covered many topics related to teaching learning process.

I thank you for all the wonderful work your organization is doing and I wish you all the best for your future endeavours. Again, many thanks for your support.

Hope to receive the same unconditional support from you in future.

Yours Faithfully,
Vajra Shabana
 PRINCIPAL

Registered as a Public Trust No. B-703 with the Charity Commissioner at Mumbai.



AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST BALANCE SHEET AS ON 31ST MARCH, 2021							
31.03.2020 (in Rs.)	FUNDS & LIABILITIES	Amount (in Rs.)	Amount (in Rs.)	31.03.2020 (in Rs.)	PROPERTY & ASSETS	Amount (in Rs.)	Amount (in Rs.)
20,41,986.00	Trust Fund or Corpus Balance as per last Balance Sheet		20,41,986.00	56,11,324.00	Fixed Assets (As per schedule I attached)		
5,01,654.00	Endowment Funds British High Commission	5,01,654.00		44,36,170.81	Gross Block	56,98,762.00	
22,60,986.00	HIMOS	22,60,986.00		11,75,153.19	Less : Depreciation up to date	44,36,464.70	
27,62,640.00			27,62,640.00		Net Block		12,02,297.30
	Endowment Fund Contribution from Funders towards acquisition of			3,20,000.00	Investment		
439.98	Fixed Assets as per Contra	369.45		7,25,000.00	In Fixed Deposit with Banks	3,20,000.00	
-	Balance as per Last Balance Sheet	-		10,45,000.00	In Fixed Deposit with H. D. F. C. Ltd.	7,25,000.00	
70.53	Add: Additions during The Year			14,996.24	Add: Interest Accrued on Above	3,621.00	
369.45	Less: Transferred to Income and Expenditure	92.96		10,59,996.24			10,48,621.00
	Account to the extent of depreciation				Current Assets		
6,38,478.80	Building Fund		276.49	1,02,921.00	Receivables	1,98,000.00	
10,26,656.74	Un-Spent Grant in Aid As per Annexure I attached	32,51,287.98	6,38,478.80	16,724.00	Prepaid Expenses	3,698.00	
10,26,656.74	Less: Un-utilised Grant Refunded to Funder	2,85,768.00		1,00,000.00	Salary Advance	11,000.00	
			29,65,519.98	1,34,212.00	Income Tax Refund Due	55,929.00	
4,31,726.00	Sundry Creditors			7,459.50	Project Advance	-	2,68,627.00
350.00	Expenses Payable	56,950.00		3,61,316.50			
45,000.00	Statutory Dues Payable			250.00	Loans & Advances		
4,77,076.00	Statutory Audit Fees Payable	41,300.00		5,590.00	Mayur Milk Centre	250.00	
	Refundable Security Deposit	45,000.00		950.00	Deposit with B.E.S. & T Undertaking	5,590.00	
			1,43,250.00	100.00	Hindustan Petroleum Gas	950.00	
				6,890.00	Films Division of India	100.00	6,890.00
				31,689.00	Cash & Bank Balances		
				93,472.50	Cash in hand	4,175.50	
				3,96,093.34	In Savings Accounts With:		
				21,187.00	- Central Bank of India, Gowalia Tank Branch	24,12,203.74	
				11,01,354.50	Bank of India, Maheshwari Udyan Branch	4,95,209.34	
				16,43,796.34	Bank of India, Maheshwari Udyan Branch	21,847.00	
				34,86,358.30	- Recording Studio	4,31,486.50	33,64,922.08
					Bank of Maharashtra, Jacob Circle Branch		
					Income & Expenditure Account		
					Balance as per Last Balance sheet	27,00,054.72	
					Less: Surplus for the year as per annexed		
					Income & Expenditure Account	39,260.83	26,60,793.89
69,47,206.99	Total Rs.....		85,52,151.27	69,47,206.99	Total Rs.....		85,52,151.27

FOR WACH & ASSOCIATES
Chartered Accountants
F. No. 112934W
S. S. WACH
Proprietor
M. No. 96185.
UDIN: 21046185AAAAB24824
Place : Mumbai.
Dated : October 02, 2021.

For Avehi Public Charitable (Educational) Trust
Trustees
Place : Mumbai.
Dated : October 02, 2021.

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

Schedule I

Statement of Expenditure on Object of the Trust (Educational) for the year ended 31st March, 2021

Particulars	Amount Rs.	Amount Rs.	Amount Rs.
Support Staff			
Office Assistant cum Assist-Admin.	2,10,804.00	2,10,804.00	
Other Expenses			
Website Updation Charges	1,848.00		
Office upkeep and consumables	1,929.00		
Electricity Charges	26,580.00		
Communication	1,005.00		
Tea and Refreshment Expenses	8,344.00		
Water Charges	17,339.00		
Office Travel & Conveyance Expenses	3,516.00		
Miscellaneous Bank Charges & Locker Rent	1,062.00		
Stationery/xerox/printing/publishing	1,909.00		
Miscellaneous Office Repair and Maintenance	490.00		
		64,022.00	2,74,826.00
Avehi Abacus Project Expenses			
Media Support Activities-Programme Cost			
Salaries & Honorarium to Program Staff	1,42,790.00		
Printing of Cue Cards, Education Material	70,000.00		
Website Updation Expenses	43,719.00		
		2,56,509.00	
Additional Expenses			
Electricity Charges	500.00		
Postage and Courier Expenses	1,992.00		
Travel Expenses	27,371.00		
Professional Fees	20,900.00		
Other Expenses	20,384.00		
Office Upkeep and Supplies	674.00		
Tea and Refreshment Expenses	2,270.00		
Bank Charges	295.00		
		74,386.00	3,30,895.00
Interest on Un-utilised Grant in Aid to Sir Ratan Tata Trust			6,259.00
Excess Income Tax Refund booked in Past Years, now written off			66,533.00
TOTAL RS.			6,78,513.00

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

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

UDIN: 21046185AAAABZ4824
Place : Mumbai.



For Avehi Public Charitable (Educational) Trust

[Signature]
Trustees

Place : Mumbai.

Dated : October 02, 2021.

[Signature]

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST

Statement of Utilisation of Grant in Aid / Endowment Donations Received towards various Projects of the Trust for the year ended 31st March, 2021

Sr. No.	Name of Project	Funded By	Grant in Aid / Endowment Donations						Unutilised Grant Endow. Donation 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 Recoverable from Funder	Excess Spending to be borne by Aavehi	
ECRA Projects									
1	Sangati Programme	Asha For Education (Seattle Chapter)	2,350.14	79,86,000.00	79,86,431.48	1,918.66	-	-	-
2	Sonrisas De Bombay	Sonrisas De Bombay	5,89,292.60	-	-	5,89,292.60	-	-	-
3	Implementing Sangati and Manthan Module	Isabel Martin Foundation	-	56,71,503.72	33,03,737.00	23,67,766.72		-	
Non - ECRA Projects									
1	Maharashtra Rajya Sikhshan Hakka Abhiyaan	Maharashtra Rajya Sikhshan Hakka Abhiyaan	2,822.00	-	-	2,822.00	-	-	-
2	All India Forum for Right to Education	for Right to Education	3,720.00	-	-	3,720.00	-	-	-
3	Ammada Trust	Ammada Trust	-	2,00,000.00	2,00,000.00	-	-	-	-
4	Technical Support to AE team of EUP Phase 2	Sir Ratan Tata Trust	4,28,472.00	-	1,42,704.00	2,85,768.00		-	
Grand Total			10,26,656.74	1,38,57,503.72	1,16,32,872.48	32,51,287.98	-	-	-



[Signature]

Chandana M. Sengupta

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST
RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2021

RECEIPTS	Amount (in Rs.)	Amount (in Rs.)	PAYMENTS	Amount (in Rs.)	Amount (in Rs.)
Cash & Bank Balances			Payments towards Project Expenses		
Cash in hand	31,689.00		Tata Trust	142,704.00	
In Savings Accounts With:			Amrinda Trust	200,000.00	
Bank of India, Maheshwari Udyan Branch	395,093.34		ASHA for Education	7,877,476.48	
Bank of India, Maheshwari Udyan Branch			Isabel Martin Foundation	3,480,602.00	
-(Recording Studio)	21,187.00				11,810,782.48
Bank of Maharashtra, Jacob Circle Branch	1,101,354.50		Avehi Project Expenses		671,842.00
Central Bank of India, Gowalia Tank Branch	93,472.50	1,643,796.34	Statutory Dues		350.00
		250,000.00	Tata Trust Grant Returned to Donor		292,027.00
Donations Received			Tax deducted source paid		2,960.00
Grants Received from:			Cash & Bank Balances		
Amrinda Trust	200,000.00		Cash in hand	4,175.50	
ASHA for Education	7,986,000.00		In Savings Accounts With:		
Isabel Martin Foundation	5,671,503.72	13,857,503.72	Bank of India, Maheshwari Udyan Branch	495,209.34	
			Bank of India, Maheshwari Udyan Branch	21,847.00	
Interest Received On:			-(Recording Studio)		
Saving Bank Account	147,481.00		Bank of Maharashtra, Jacob Circle Branch	431,486.50	
Fixed Deposits	80,492.00	227,953.00	Central Bank of India, Gowalia Tank Branch	2,412,203.74	
					3,364,922.09
Contribution towards Avehi Abacus Project					
Contribution towards Sangati Kits	2,180.00				
Contribution towards Saath Saath Kits	2,000.00				
Contribution towards Manthan Kit	1,200.00				
Royalty Received	22,421.00				
Miscellaneous Income	50.00	27,851.00			
Statutory Dues		19,320.00			
Project Advance		38,459.50			
Staff Advances		68,000.00			
Total Rs.....		16,142,883.56	Total Rs.....		16,142,883.56

FOR WAGH & ASSOCIATES
Chartered Accountants
F. No. 112934W
B. S. Wagh
Proprietor
M. No. 96185
JURK. 2008050000024024
Place: Mumbai
Dated: October 02, 2021



For Avehi Public Charitable (Educational) Trust
Trustees
Chandni B. M. K. Rajeev
Place:
Dated: October 02, 2021

AVEHI PUBLIC CHARITABLE (EDUCATIONAL)TRUST

FIXED DEPOSIT STATEMENT AS ON 31st March, 2021

With Banks :

Sr.No.	FDR Nos.	Date of Investment	Due Date	Bank & Branch	Amount Rs.
1	3323239032	25.08.2020	25.08.2021	Central Bank of India - Gowalia Tank	125,000
2	2.94371E+12	05.05.2021	05.05.2023	Bank of India - Maheshwari Udyan	150,000
3	443995	13.02.2021	10.05.2021	Bank of Maharashtra - Jacob Circle	45,000
Balance as on 31-03-2021					275,000

Fixed Deposits with Companies

Sr.No.	FDR Nos.	Date of Investment	Due Date	Name of Company	Amount Rs.
1	BM/20032524	10.10.2019	10.07.2022	HDFC Ltd	50,000
2	BM/21288120	07.12.2020	07.06.2023	HDFC Ltd	75,000
3	BM/21288106	05.12.2020	05.06.2023	HDFC Ltd	50,000
4	BM/21288151	05.12.2020	05.06.2023	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	24.04.2020	24.10.2022	HDFC Ltd	150,000
9	BM/20462998	22.02.2020	22.05.2021	HDFC Ltd	50,000
Balance as on 31-03-2021					725,000

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST, MUMBAI

“Notes to Accounts” forming part of Accounts for the year ended 31st March, 2021.

1) Major Accounting Policies:

- a) The Accounts are prepared in accordance with the generally accepted accounting principles. Incomes are recognised as received and expenditure as and when spent except for provisions relating to audit fees, prepaid expenses, accrued interest on fixed deposits and bonds and income tax deduction at source.
- b) Grant in Aid / Endowment Donations towards specific expenditure is accounted on receipt basis, except in instance where receipt thereof, after the end of the accounting year, can be ascertained based on facts.
- a) 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) Depreciation on value of items of fixed assets acquired and capitalized out of grant in aid / endowment donations received for the purpose, from funders of projects carried out by the Trust, is charged to the Endowment Fund and correspondingly credited to the Income and Expenditure Account.
- d) All investments are stated at cost.
- e) No provision has been made towards payment of gratuity and Leave Encashment, if any, and the same shall be accounted for on payment basis.
- f) No Provision for Income Tax is considered necessary as the Trust is registered as a Charitable Institution under section 12A (a) of the Income Tax Act, 1961 and the Trust has fulfilled the conditions attached to claim exemption under section 11 and 12 of the Income Tax Act.

- 2) Trust receives grant in aid / endowment donations to undertake specified projects which are within the scope of its objects in the Trust Deed. The Trust recognises such grants / donations on a systematic basis, over the financial period, in its Income and Expenditure Account to match them with related expenditure which they are intended to compensate.



Handwritten signature in blue ink, appearing to read "Dhruv" or similar, with a date "20/03/21" written below it.

AVEHI PUBLIC CHARITABLE (EDUCATIONAL) TRUST, MUMBAI

“Notes to Accounts” forming part of Accounts for the year ended 31st March, 2021.

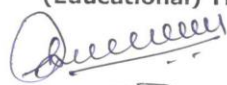
- 3) The balance unapplied grant in aid / endowment donations, if any, at the completion of the project is refundable to the funders, unless a specific directive is received to retain the balance. Only on receipt of such specific direction, such amount is accounted as income of the Trust.
- 4) Interest earned or accrued on deposits as well as balances in respect of funds received as grant in aid / endowment donations towards specified projects are accounted for in the books of the Trust and not in the respective project, unless a specific direction is received otherwise from the Funder. This is based on the managements understanding that interest earned or accrued is not part of the projects' receipt but arises due to the fund management policy followed by the Trust and that the funders do not expect this to be spent towards the purposes of the project.
- 5) Value of items of fixed assets acquired and capitalized out of grant in aid / endowment donations received for the purpose, from funders of projects carried out by the Trust, is reflected as Endowment Fund on the liability side of the Balance Sheet.
- 6) Previous year's figures have been re-classified and re-grouped wherever necessary to conform to this years' classification.

As per our attached report of even date
FOR WAGH & ASSOCIATES
Chartered Accountants
F. No. 112934W


S. S. Wagh
Proprietor
M. No. 46185
UDIN : 21046185AAAABZ4824

Mumbai,
Dated: October 02, 2021.

FOR Avehi Public Charitable
(Educational) Trust


Trustees
Dated: October 02, 2021.





AVEHI-ABACUS PROJECT
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