



AVEHI ABACUS PROJECT

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

Annual Report 2022-23



मंथन

साथ-साथ

सुसंगत सहजीवन





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About Avehi Abacus Project

Avehi means 'to know'. 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 with the aim of **improving and strengthening 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.**

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 that have guided the work of the Avehi Abacus Project:

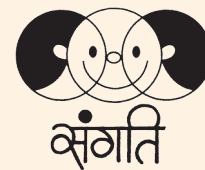
- To influence the quality of teaching-learning in schools with particular focus on strengthening the public education system.
- To build awareness in children, teachers and educational planners regarding issues related to social justice and environmental sustainability.
- To equip children with the 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*

The organization has developed various resources and has implemented the following educational programmes on a large-scale, in the formal sites like schools as well as in some informal urban communities.

- ***Sangati*** (togetherness/harmony) a thought-provoking, interactive **Life Skills Enhancement and Enrichment Curriculum** 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. Since 2006 ***Sangati*** is being used in all the Municipal Corporation of Greater Mumbai (MCGM) schools and has thus reached more than 1100 schools, 11,050 teachers and approximately 3,70,000 children. 2015 ***Sangati*** is also being transacted in 36 'Ashram schools' of Integrated Tribal Development Department, Shahapur Project, in Thane district of Maharashtra. In 2022-23, ***Sangati*** sessions started in 683 MCGM and 36 Ashram schools and 1254 classes reaching 42334 students.



About *Sangati* :

<https://drive.google.com/file/d/1EvP1qq-LWwc270bcvWQaEZJCPDYIWh8P/view?usp=sharing>

- ***Saath Saath*** - Living together in harmony: This curriculum has been developed for use in schools as well as communities to contribute towards the resurgence in awareness about gender justice and equality. ***Saath Saath*** has thus reached more than 130 Community centers, 215 schools and approximately 3,000 adolescent girls, boys and women in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh. ***Saath Saath*** is being implemented with 4823 students from 150 classes in 112 schools.



About *Saath Saath*

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- ***Manthan*** (Churning): A foundation course designed to be transacted with for student-teachers enrolled for ***Diploma in Elementary Education***, D.El. Ed. ***Manthan*** has thus reached more than 35 D.El.Ed. colleges in Palghar,

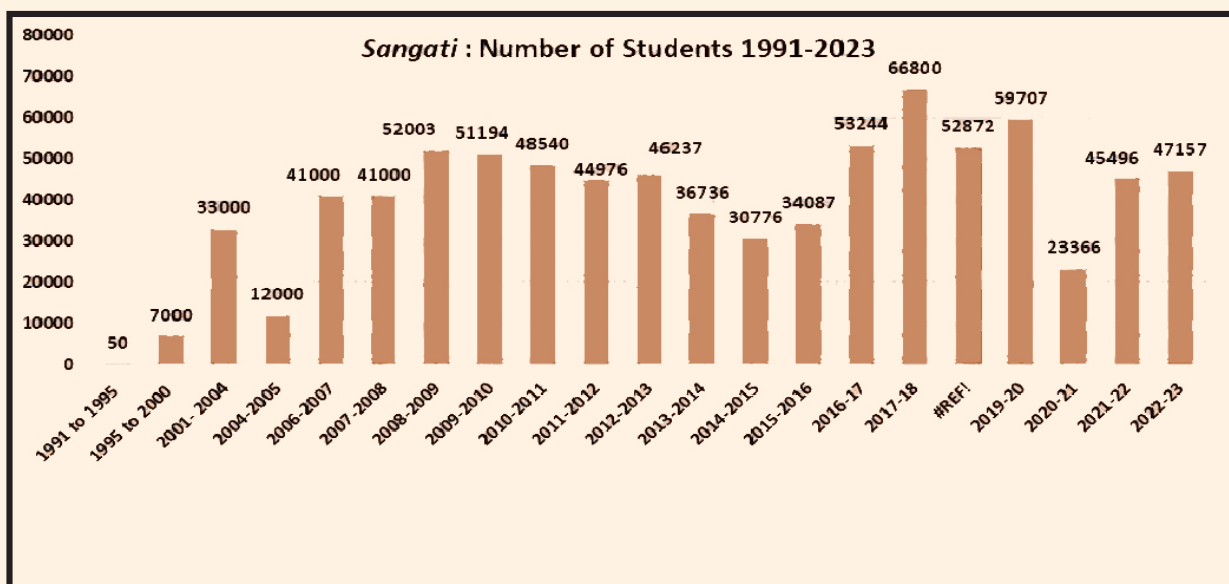
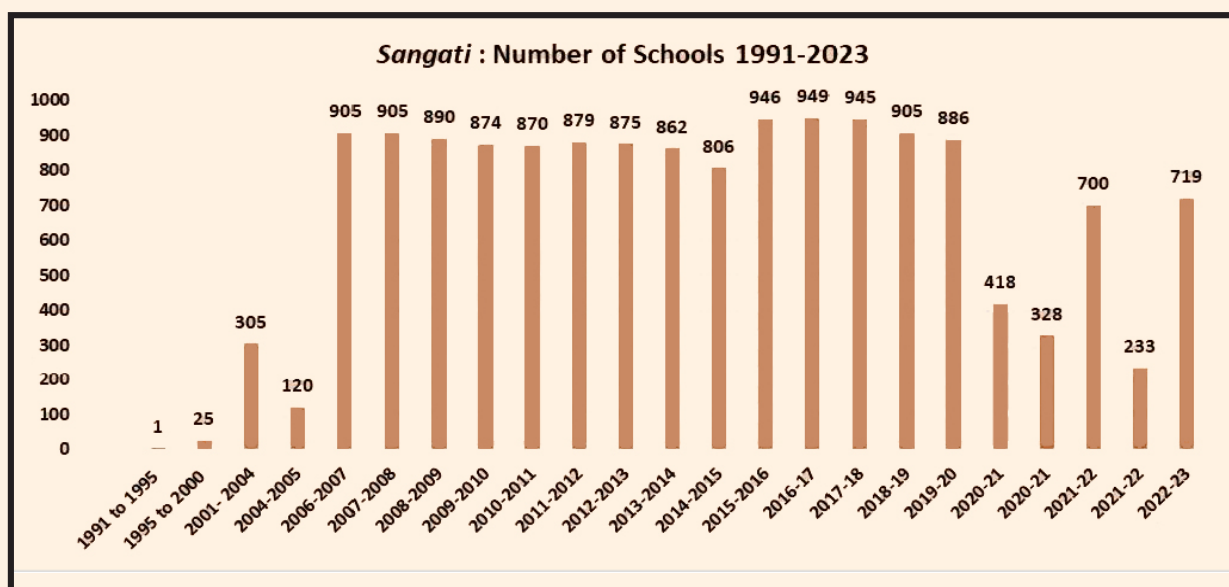
Thane Mumbai and Raigad district **and approximately 3,000 student teachers. Currently *Manthan*** is being implemented in 14 colleges with 679 student teachers.

About *Manthan*

<https://drive.google.com/file/d/1vkcx1br5AKOfaeEe8AtTSLGrYQ2-TszX/view?usp=sharing>

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

At a glance 1991-2023



Total Outreach 2021-23

	<i>Sangati</i>	<i>Saath Saath</i>	<i>Manthan</i>	
No. of Schools	719	112	D.Ei.Ed colleges	14
No. of Classes	1254	150		14
No. of Students	42334	4823	No. of Student Teachers	679

Sangati Supplementary Curriculum Module for schools

Sangati Implementation in MCGM Schools

In 2022-23, *Sangati* sessions were conducted in 683 MCGM schools with 1080 classes, thereby reaching a total of 32904 students



<i>Sangati</i> in MCGM School			
Standard	No. of Schools	No. of Classes	No. of Students
Std. V	683	76	2396
Std. VI		984	30356
Std. VII		20	452
Total	683	1080	32904

Details of Implementation in MCGM Schools

- **Meeting with Education Officer (EO) Shri Rajesh Kankal**

Simantini Dhuru and Chitra Patil met with the EO Shri Rajesh Kankal on 2 May 2022 to discuss extension of the permission for implementation of *Sangati* in MCGM schools for the academic year June 2022- April 23. The Deputy EO Smt Asha More was also present. This was the first meeting with EO, Shri Kankal. Details of the organisation and the programme were briefly explained to the EO. He was also apprised of the organisational activities conducted during the COVID pandemic, particularly the positive experiences in the communities where sessions were conducted, and workbooks distributed. The meeting was successful and the team was assured that the required letter would be granted soon.

- **Obtaining the Permission Letter**

The Avehi Abacus Project has been connected with MCGM schools for 32 years. Over these 32 years there has never been any hurdle in acquiring permissions to conduct the programme. The permissions have been granted because of organisation's unique and valuable contribution to quality education in the schools over these years and because the team has developed rapport and relationship with teachers and different levels of functionaries. Similarly, permission was granted for the academic year 2022-23 vide a letter (PPC No. 361) dated 13 May 2022. It is a matter of significance that the letter was sent well before the start of the academic year without undue delay or follow-up.

- **Appointing new school representatives**

The team needed new school representatives as 7 representatives had left due to personal reasons like marriage, advance age and domestic responsibilities. The shortfall needed to be filled-up. The team contacted their own friends as well as teacher education colleges to communicate about the vacancies and 15 applications were received. Interviews were conducted on 7 and 8 June 2022. 12 candidates were present who were briefed about the vision and work of the organization and expected role in implementing the project. Six applicants were selected and four of them resumed work.

Fresh applications were invited once again, interviews were conducted, three more persons were selected, who commenced work. As such a total of 7 new 'representatives' were added to the team to mitigate the shortfall.

- **Appraisals**

The team participated in an appraisal exercise on 16 and 17 June 2022. Self-appraisal forms were distributed to the team members a week prior to the appraisal exercise. These were completed independently by all field team members and submitted to the respective Field Coordinators who recorded

their feedback and suggestions. Based on these responses Core team-member Nandini Purandare, Director and Trustee Simantini Dhuru, Trustee Priti Bhatt and Chief Project Coordinator Chitra Patil met each team-member, offered feedback, tried to understand views of the members, their expectations from the organisation and/or other colleagues, and plans for forthcoming year. Similarly, the Production Manager, Administrative, Accounts Head, office assistantats, Field Coordinators' and Chief Project Coordinator's appraisal was conducted.

- **Refresher trainings for staff**

***Sangati* Kit 3 'How Societies Developed'**

This in-house workshop was conducted on 14 and 15 June 2022. Along with new team members, even the older ones gained new insights about each session. The workshop was conducted for the purpose of explaining core purpose, key content, and central pedagogy of the sessions. Each group made extra efforts to present additional/updated information that was not included in the session but was relevant to the subject.

***Sangati* Kit 4 'Way of Life'**

An extensive workshop was held with all the representatives (new as well as old) to discuss this Kit. Due to schools being open, the workshop had to be conducted spread over different days. Sessions 1 to 5 were discussed on January 2 and 3. Sessions 6 and 7 were discussed on January 24, Sessions 8-11 were discussed on January 30 and 31, sessions 12-18 were discussed on February 17 and the last session was held on February 28. The workshop had extensive and detailed coverage which shall help the representatives in conducting the sessions effectively in classrooms. This kit in particular has great relevance to the kind of society we are and the reasons for the way our society has shaped up. It connects with the immediate realities and challenges facing us and thus students and teachers find it immensely relevant particularly to understand the challenges facing social justice, democracy, peace and ideate about possible ways to confront them.

- **Meetings with Deputy EO, Superintendents, Administrative officers (AO) and Beat Officers (BO):**

Visits to all the supervisory and administrative officers who are part of the Education Department, MCGM, were made at the start of the academic year in order to give information about implementation of ***Sangati*** and to ensure that it could be conducted smoothly in schools. The concerned officers were briefed about the curriculum, its implementation and the renewed permission letter was shared. All officers offered wholehearted support and assured their cooperation. Some of the experiences by coordinators are listed below:

Meeting with Deputy Education Officers

- Shri Kirtivardhan Kirat Kudve met Vaishali Nivate and Suvarna Yevale on 30 June. He instructed that all problems in the wards under his supervision be directed to him to make it possible for him to immediately attend to issues/problems to ensure smooth implementation of **Sangati** sessions. He also agreed that teachers should themselves conduct the sessions. He was confident that while there may be initial resistance from teachers to conduct the sessions, they would cooperate eventually, seeing and experiencing the merit of the programme. He also requested the observers not to allow teachers to leave the class during **Sangati** sessions. He suggested that the organization representative should be present during parent teacher meet to give parents some orientation about the programme. He promised that he will communicate with the AOs, BOs, and Principals to cooperate with the representatives and to approach him if there were any problems at any stage.
- Meetings were held with Shri Ashok Mishra (Deputy Education Officer) and Smt. Seema Chaturvedi (Superintendent) in their office, on 28 November 2022 and 12 December 2022, wherein the **Sangati** programme was discussed in detail. The discussions also focused on the importance and usefulness of the programme being conducted through school teachers, which was the regular practiced prior to the COVID-19 lockdown. Post lockdown, the involvement of teachers in implementing the programme had reduced. **Sangati** representatives reiterated that increased involvement of teachers would be extremely beneficial for students, including improving their grasp over their regular curriculum. However, the officials expressed that the teachers also had many other responsibilities apart from teaching and although they would try their best to get involved in imparting the **Sangati** curriculum, the **Sangati** representatives also needed to continue their support and together they could take the curriculum forward.
- **Meeting with Superintendents**

On 12 July 2022, three coordinators Mary, Elvina and Dhanashree visited Zone 2 Head, Ms. Sangita Tere. They updated her regarding the renewal of permissions for the new academic year, gave an overview of the previous year and shared the plan for the upcoming year. Overall, the meeting was positive. The officer took a keen interest in understanding the concerns about implementation and requested the team to consider the size of the class (multi-grade classes due to small class size) and not inconvenience the teachers. The officer was genuinely encouraging, probably, due to the fact that she had herself conducted **Sangati** sessions in schools in capacity of a teacher, was familiar with the programme and understood its value and outcomes.

- Smt. Neelam Rana, Superintendent (M- Ward) was informed about the work done to administer the ***Sangati*** programme in M ward. The progress made in conducting sessions in Shivajinagar and Jai Ambe Nagar during lockdown was also discussed. She was also informed about the efforts made to enroll children in Municipal schools, which was greatly appreciated by her. However, on the importance of greater teacher involvement in conducting ***Sangati*** sessions, she expressed that due to additional administrative workload on teachers, they would not be able to help much with this.

- **Meeting with AO and BO**

Coordinators visited the AOs and BOs of various Wards. All of them were extremely supportive. They promised to have discussions with the principals about the programme and advised the representatives to freshly brief teachers about ***Sangati***. They promised to visit classes for follow-up, to ensure smooth functioning and success of the programme.

- In August, Suvarna Yevale met the new BO of T Ward, Ms. Kanchan Gosavi. The BO was briefed about the programme, handed over the permission letter and apprised of how classes were conducted and the overall feedback from the children about the programme. Questions such as 'who conducts classes', were discussed as was the matter of conducting sessions in joint classes and smaller classes. She opined that all students needed the programme and were being deprived of the same owing to joint/small classes. The coordinator was assured that once the programme started successfully in the larger classes, the problems of joint and smaller classes would be addressed in a focused manner.
- Kishan Pavade, AO F/North Administrative Officer, provided a very encouraging response about the ***Sangati*** programme. He promised to ask teachers and children about progress of the curriculum during his school visits. Jagdish Gaikwad BO was also helpful and assured his support to the programme.
- Meeting was held with Bos; Smt. Shobha Wadiyal, (R/Central Ward), Smt. Nisha Yadav, (P/South Ward) and Smt. Kalpana Umbre (P/South Ward) on December 7, they were updated about the status of ***Sangati*** and that sessions had started in all the schools under their jurisdiction. Besides ***Sangati*** and ***Saath Saath*** sessions were also being conducted in std. VIII (this development was a new for them). They expressed genuine satisfaction and added that it was very important to create awareness regarding gender discrimination. They were also requested to assess the progress of ***Sangati*** curriculum during their school visits.
- ***Sangati* kits and Workbooks: Updating kit 4, Printing and Distribution of kits and student-workbooks.**

Updating *Sangati* Kit 4:

Sangati kit 4, 'The Way We Live' was created and produced in 2003. This kit deals with how the social structure shapes us in ways we are unaware of. It deals with the endemic issues of gender, caste, communalism, stereotyping, our personal values and our understanding of democracy, economic inequalities, media, the idea of 'nationalism' and war. These factors construct our social personality. Effort is made to understand how and why inequalities and discord have become intertwined with Indian society, the way these have been resisted and challenged by thinkers, reformers, philosophers, progressive movements, finally reflected in our Constitution. The effort is to foreground ordinary citizens' agency and leadership in resisting injustice and finding ways for justice, dignity, coexistence. These stories extracted from actual evidence like reportages are adapted for children. Besides the stories and other powerful pedagogic strategies which invoke emotions and provoke thinking and action, this kit also uses data to illustrate the issues. It helps in validating the points made and enriches the affective component supported by the empirical aspects. It also helps children build socio-scientific skills of analysis in relation to social phenomena around them. Since the home-activities are also structured to collect, analyse information from home/community/class to make things more contextual, or to see changing trends etc. the process of generating data is also part of the learning experience. The data in the sessions is mostly based on government, bilateral agency sources or peer-reviewed research.

While the issues raised in the kit have remained equally pertinent, it has been a decade since the data was compiled for this kit. While the trends in the data compiled in 2003 have remained largely consistent with the core-issues in the sessions, we have been feeling the need to re-look at the trends to bring them up-to-date. Consequently, as we needed to print more copies of the kit, we decided to take-up the exercise of updating the data. Simantini Dhuru and Ratna Pathak Shah did this exercise from November 2022 to January 2023. The material in context of the updated data was also reviewed and minor changes were made where necessary. Similarly, the student-workbooks were also reviewed and updated. After compiling and completing the final draft in English Ratna and Simantini translated the material into Hindi and Marathi respectively. Chitra Patil and Amir More took charge of the production aspects.

As the implementation of *Sangati* Kits 3 and 4 was started with std. VI students of Mumbai Municipal schools. Many Hindi and Marathi medium schools required a new kit due to damaged kits during COVID lockdown related school closure, and repairs of school buildings. The materials were supplied on need-basis. As such 90 *Sangati* Kit 3 and 235 *Sangati* Kit 4 were distributed to replace the material. Accordingly, the student-workbooks, a total of 29,200 and 35,000 were also distributed.

- **Planning *Sangati* sessions in schools**

All Heads of MCGM schools were presented with the renewed permission letter. The Heads and teachers welcomed the programme, which was a very encouraging sign. The teachers and observers jointly discussed scheduling to accommodate *Sangati* in school time-tables. A designated hour was kept for the class once a week in majority of schools, and in few schools, it was decided to have sessions once in ten days owing to difficulties of teachers. All school teachers have been cooperative and the sessions are being conducted smoothly.

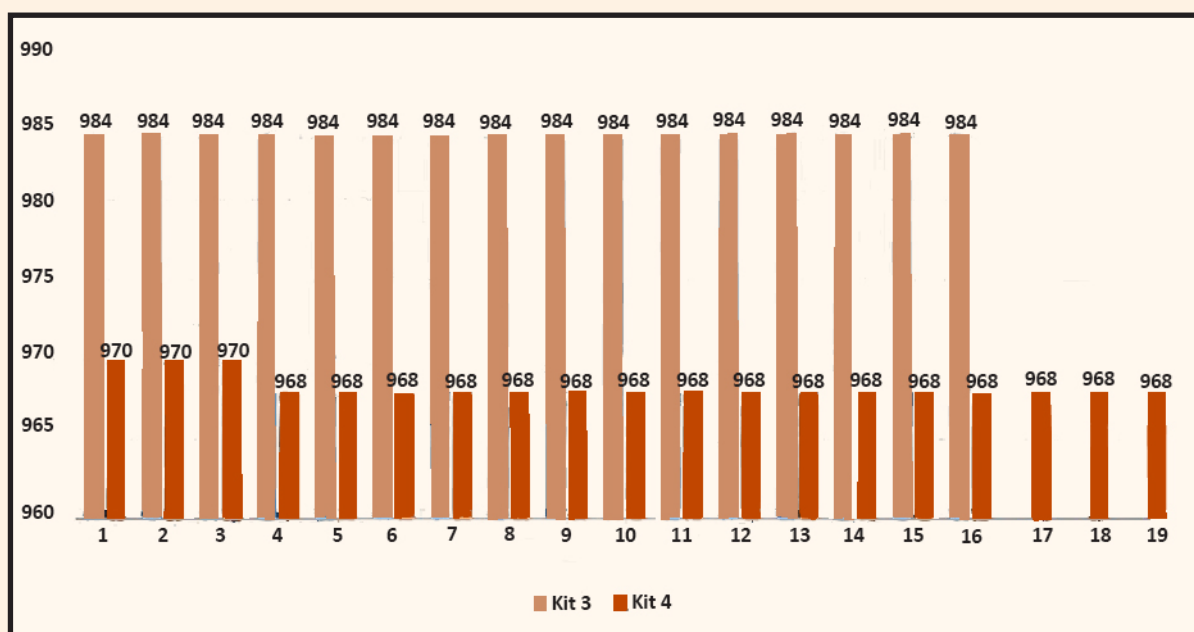
Teachers have explained to students the significance of understanding history and the need for the younger generation to develop a nuanced 'historical perspective'. History teaches us to understand as well as analyse how and why things happened in the past, how change happened, how people, nature, ideas and various phenomena are interlinked. We need to be aware of social phenomenon both in its harmonious as well as contesting manner, to understand how our lives today have been impacted by what happened earlier. The hope herein is that, through this understanding, we shall be able to chart a better future for everyone. Most of all, the methods of historical investigation help us develop critical and scientific attitude as well as empathy and respect for diversity.

Overall, teachers responded well to Kit 3; although the material was rather new for some of them, they felt it was important, relevant and easy to understand and added rich dimensions to what students were learning in schools. This is also because the Director of Avehi Abacus Project was the Chairperson of History and Environmental Studies when the State government revised the syllabus in 2012 and she was able to integrate the *Sangati* perspective in the syllabus. In this manner, with cooperation from students and teachers, the Avehi Abacus Project team has received an encouraging response.

- **Details of Implementation of sessions for std. VI**

Sangati Kit 3 - 'How Societies Developed' started and completed in all classes and *Sangati* Kit 4 - 'Way of Life' started in 99% classes and completed in 98% classes of Std VI in Upper Primary and Secondary schools.

Sangati kit 3 and kit 4 sessions



- **Written feedback from students and teachers:** Written responses from students and teachers was collected to understand their feedback.

Details of Experiences during *Sangati* sessions

https://drive.google.com/file/d/19K9PLvR4zRb85N-pCzzIYOS5Z8C_SXZ2/view?usp=sharing

Details of Students Feedback to *Sangati*

<https://drive.google.com/file/d/1fdAr55mil0QfqfF8Hnoj1SOyZvO96AQo/view?usp=sharing>

Details of Teachers Feedback to *Sangati*

<https://drive.google.com/file/d/1CF2HbdGyFsHSnibBuQPrxPzIPMwRqkdF/view?usp=sharing>

- **Internal Impact Assessment of *Sangati*:**

In order to gauge impact of the programme, written feedback was collected in the month of March 2023. For this 10% schools and students from these 10% schools

	No. of Schools	No. of Teachers	No. of Students	
			Std. V	Std. VI
MCGM Schools	85	90	99	858

were selected as per sampling norms. Responses were collected from total of 957 students and 90 teachers from 85 schools.

Details of Internal Impact Assessment of *Sangati*

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- **Monitoring Implementation Schools Visits by Avehi Abacus Representatives and Field Coordinators:** Eight Field Coordinators and 42 School Representatives regularly monitored implementation of **Sangati**. The representatives and coordinators visited each schools at least once in 8 to 10 days. During June 2022 to April 2023, 13344 visits were made to 678 schools. Efforts have been taken to ensure that **Sangati** sessions were conducted regularly, quality was maintained, and the core tenets of the curriculum understood and appreciated by teachers and students.

- **Special Session on Children's' Rights**

On occasion of 14th November our team conducted a special session on Children's' Rights with 215 classes of 119 schools. Details information about children's rights was shared with help of material from **Sangati** which led to extensive discussions in the classrooms. While the students had a vague idea that children to have rights, they were not aware of the specific provisions, rights of special groups of children, that there are different provisions for different age-groups, and what can be/should be done when rights are violated/threatened. Students also shared their life experiences on the topic. Teachers also appreciated this initiative as it is uncommon that this topic is dealt with exhaustively and by involving the children themselves.

Sangati Implementation in Ashram Schools

Introduction:

Sangati was first initiated in Ashram Schools (residential schools for Adivasi children run by the **Integrated Tribal Development Department**) in its Shahapur project, from the academic year 2015-16. It has developed into a strong and important programme in these schools. In year 2022-23, **Sangati** was implemented in five blocks namely, Shahapur, Kalyan, Bhiwandi, Ambernath and Murbad, across 36 schools from classes Vth to IXth. The programme now reaches 174 teachers and 9430 students.

Std. V to VII	No of schools	No of Teachers	No of students
V	36	36	1755
VI		36	1955
VII		36	1920
VIII	33	33	1965
IX		33	1835
Total	36	174	9430

Details of Implementation in Ashram Schools

• Meeting with Officers

Smt. Chitra Patil and Shri Kapil Mohpe met the officers of Shahpur Project of Tribal Development Department, on 14 June 2022. During this visit, they met with the Project Officer, Assistant Project Officer and other functionaries of the Department.

- They briefly gave information about Avehi Abacus Project and Sangati to the newly appointed Project Officer, Smt. R.H. Killedar. Details of implementation in Ashram schools were also discussed. Smt. Killedar was very impressed, and it was decided to conduct an event to 'Welcome' children on behalf of Avehi. It was also decided that a one-day workshop would be held for the teachers of standards V to IX. Education Officer Shri Pawan Patil also extended his permission for the same.
- The workshops for teachers were planned with the help of Assistant Project Officer, Shri Jadhav and other officials, Shri Gholap and Shri Mharase.
- During the discussion with the officials, it was also discussed that while **Sangati** was mainly designed for upper-primary/middle schools it was also essential to have a workshop to guide students from Standards X to XII in light of student suicides, the growing tendencies of discrimination based on gender, caste, religion, as also their confusion about love, infatuation, friendships etc.
- It was agreed that the **Saath Saath** module shall be conducted with the help of teachers. The meeting was very successful. The team received immense co-operation from all the officials.

• 'Welcome' programme

As suggested during the meeting with Project Officer, Smt. Killedar, Avehi Abacus team organised a special event to 'welcome students to **Sangati**' as the new academic year (2022-23) resumed from 16th June, 2022. The Field Coordinators and Representatives organised a small event in all the schools for classes Vth to IXth. They organised interesting activities, engaging games, songs with the students to recapitulate the learnings from **Sangati** during the previous years and also gave a brief orientation to what was to follow in 2022-23. (They freshly oriented students of std. V as it was their first year to be exposed to **Sangati**.) This initiative was received with great enthusiasm by students and teachers alike. The feedback from everyone was that this event helped them clearly see the connections between the six kits of **Sangati** curriculum, their relevance to school content as well as to everyday life.

- **Distribution of *Sangati* Kits to Schools**

In the month of April, detailed information on availability and requirement of *Sangati* kits per school was obtained and updated. Based on this data, 95 new kits and 10000 student workbooks were printed and distributed by 22 July 2022.

- **Preparation for the workshop**

- An official permission letter for the teachers' workshop was obtained.
- The permission letter was shared with all the Ashram schools through Whatsapp.
- Material required for the workshop was collected and kept at the school premises before the due date of each workshop.
- Team discussions and meetings were held to design the detailed programme for the teacher workshops based on different *Sangati* kits. Sessions were divided and planned accordingly.

- **Teachers' workshops**

The workshops were held for five days for all teachers teaching Vth to IXth standards. 147 teachers and school Principals were actively involved in the workshops held at the Gotheghar Ashram School as per the plan prepared in consultation with the officials.

However, due to heavy rains and declaration of holidays by the District Collector, only two days (11 & 12 July 2022) of workshop could actually be conducted as planned. The remaining three workshops were conducted between 4 and 6 August, 2022.

Teachers participated in the workshop celebrating World Adivasi Day, and Indian Independence Day. The workshops went-off smoothly. They discussed *Sangati* modules constructively and contributed their feedback, insights of conducting *Sangati*. Many senior officers also visited the workshops. All the teachers said that *Sangati* had helped in enriching the curriculum and pedagogy of the schools.

Date	Standard	<i>Sangati</i> Kits	No. of Participants
11 July 2022	V	Kit 1: Myself, My Body and Our Needs	32
12 July 2022	VI	Kit 2: Our Earth and the Web of Life	36
4 August 2022	VII	Kit 4: The Way We Live	30
5 August 2022	VII	Kit 5: Understanding Change	27
6 August 2022	IX	Kit 6: Preparing For The Future	22
			147

- Shri Jadhav and Shri Pawan Patil, Assistant Project Officers, and other officials Shri Gholap and Shri Mharase, spared time from their busy schedules and interacted actively with the teachers. They listened to the teachers' experiences of **Sangati** and encouraged them to take the curriculum forward.
- Many teachers positively reflected that the school mandated syllabus and the **Sangati** syllabus are similar and thus, supportive of one another. They laid emphasis on the very nature of the **Sangati** curriculum as a way of helping the students in a positive manner. The teachers said they benefitted immensely by **Sangati** curriculum, its integrated nature connecting the world in textbooks and real life, its eclectic pedagogy, and the way it developed children's critical thinking abilities, sensitivity about others and the environment, cooperation, built their confidence.
- During the workshops, teachers actively engaged in discussions, group work and presentations. The workshop offered a space which helped them to listen to and actively engage with divergent opinions.
- The workshops were conducted in a timely manner and the scheduled plan was followed diligently.
- **Feedback to the Workshops**

At the end of the workshops written feedback from participants was sought to understand the response to the workshops. It was evident that the teachers had internalized the core-essence of the **Sangati** curriculum. The workshops had helped bridge the two-year gap due to the pandemic.

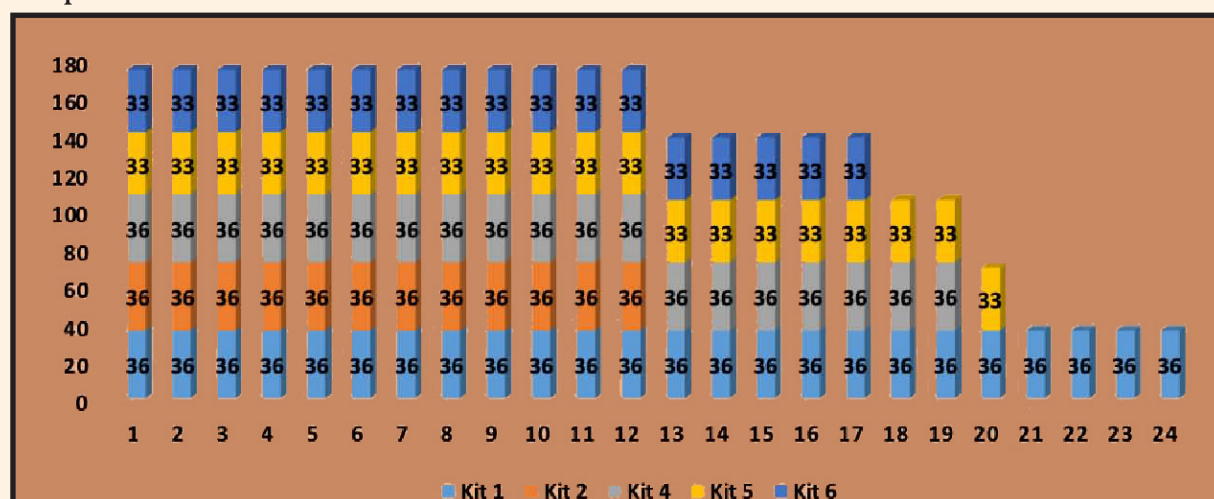
In many schools, sessions had been conducted by the teachers prior to the visit of **Sangati** representatives. Whenever the representatives visited the schools, they were welcomed, and students discussed **Sangati** sessions with keen understanding and excitement.

Details of Implementation of sessions for Std. V to IX

Std.	Sangati Kits	Sessions	Sessions completed in number of schools
V	Kit 1: Myself, My Body and Our Needs	24	36
VI	Kit 2: Our Earth and the Web of Life	12	36
VII	Kit 4: The Way We Live	19	36
VIII	Kit 5: Understanding Change	20	36
XI	Kit 6: Preparing For The Future	17	36

Overview of Sangati sessions (kit 1, 2, 4, 5 and 6) in Ashram Schools

Std. V, VI VII, VIII and IX: *Sangati* Kits started in 100% classes and was completed in 100% classes.



Details of Experiences during *Sangati* sessions

<https://drive.google.com/file/d/1vByUpfMfneuQSNZm4yimg69Tz2VfyPS5/view?usp=sharing>

Details of Students Feedback to *Sangati*

https://drive.google.com/file/d/12vf1iX5TMU5NjTeH_01VOIXg-2hp60aC/view?usp=sharing

Details of Teachers Feedback to *Sangati*

<https://drive.google.com/file/d/1Aol3LzMOru4cMQoNFlc2k6UddEn27pUP/view?usp=sharing>

- **Internal Impact Assessment of Sangati in Ashram schools:** In order to gauge impact of the programme, written feedback was collected in the month of March 2023. Responses were collected from total of 1588 students from 33 schools.

	No. of Schools	No. of Teachers	No. of students				
			Std. V	Std. VI	Std. VII	Std. VIII	Std. IX
Ashram School	33	145	330	330	330	299	299

Internal Impact Assessment *Sangati* Programme:

https://drive.google.com/file/d/1aQqII7-yrCEU64ZYjD_I49w6YI9RwmVr/view?usp=sharing

- **School Visits by Avehi Abacus Representatives and Field Coordinators:** Eight Field Coordinators and 40 School Representatives regularly monitored implementation of *Sangati*. The representatives and coordinators visited schools once in 15 days. During June 2022 to March 2023, 435 visits were made to 36 schools. Efforts have been taken to ensure that *Sangati* sessions were conducted regularly, quality was maintained, and the core tenets of the curriculum understood and appreciated by teachers and students.

Saath Saath - living together in harmony

Need for *Saath Saath* :

Issues of gender and gender discrimination and of subsequent equality have become part of Indian academic and educational discourses mainly after 1980s. The past three decades have witnessed increased number of Women's Studies Centers in various Indian universities and of the undergraduate programmes that teach women's studies as a subject. Nevertheless, gender largely remains a muted issue in schools and in sites of non-formal education like the adult literacy programme. It is also observed that in the universities that host Women's Studies Centers or full-fledged departments of Women's Studies, gender issues largely remain a concern of those centers or departments, rather than spreading out to other mainstream university courses and subjects. Therefore, curricula and pedagogic processes of several university departments that teach courses from other disciplines generally remain unaffected by gender concerns. It appears that attempts of artificially 'including' gender in other disciplines at the most appear to be 'pizza toppings' rather than fruitfully gendering the discipline.

Given these facts, a programme that aims at educating girls and boys, women and men particularly about issues of gender and of gender equality in formal settings like schools or in the informal settings like women's cooperatives, youth groups not only is the the urgent need of the hour but actually becomes an important input. The merit of such a programme further enhances when it gets presented through a well-thought-out systematic curriculum with specific learning outcomes and specifically when it leaves scope for adaptation to suit local needs of its participants. The ***Saath Saath*** curriculum developed by Avehi Abacus Project is such a programme.

The ***Saath Saath*** kit contains a manual consisting of 12 session plans that discuss gender issues for adolescents and are meant for teachers or instructors. A handy file of all materials is provided to facilitate photocopying at the receivers' end, along with a video compact disk containing supplementary visual material or attractive printed visual aids where electronic and digital support is not possible. Although the material is written in standard dialect of Hindi language, it is expected as per the explicit mention by Avehi Abacus Project members, that partner agencies are encouraged to translate it into varieties of local language and are expected to contextualise the same with locally relevant examples. Such flexibility in principle gives ***Saath Saath*** a wider reach and appeal.

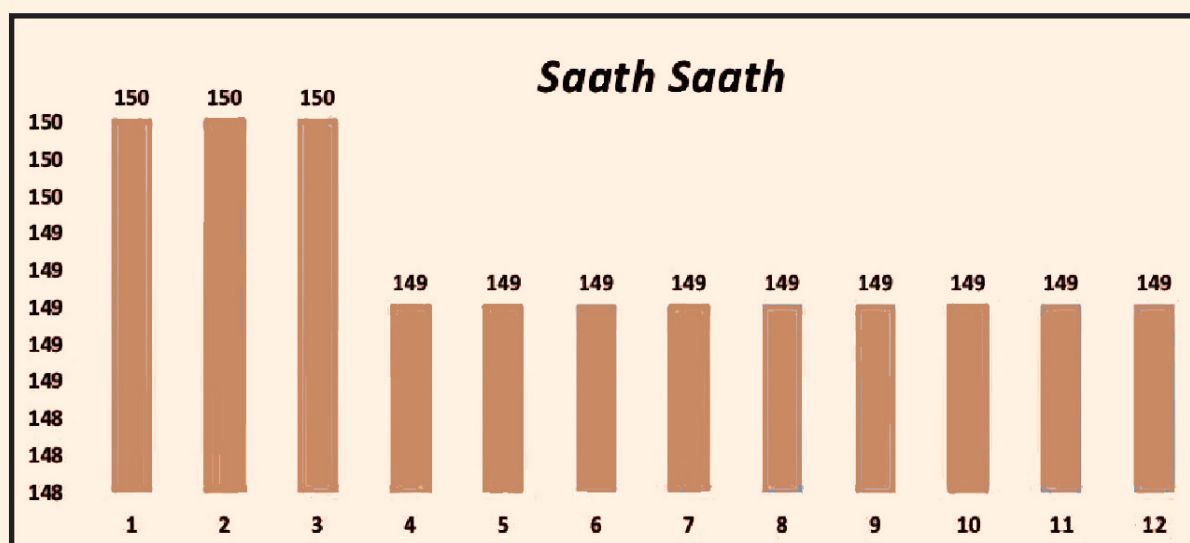
Avehi Abacus Project has been implementing the ***Sangati*** curriculum with students of class Vth to VIIth in all schools of Mumbai Municipal Corporation. ***Saath Saath*** programme started from the year 2020 with VIIIth standard



students, as per the demand of teachers and students. **Saath Saath** modules are being used with 4823 students from 150 classes in 112 schools.

Sessions of Saath Saath in MCGM			
Schools	No of Schools	No of classes	No of students
Total MCGM Schools	112	150	4823

Sessions conducted in schools



Details of Experiences during **Saath Saath** sessions

<https://drive.google.com/file/d/1jbNVS9QYohF2vxZoywZJnGxacWnFGly/view?usp=sharing>

Details of Students Feedback to **Saath Saath**

https://drive.google.com/file/d/1_KFYtUdvou9Y1fmM2bsQQa0LcWTTMZW0/view?usp=sharing

Details of Teachers Feedback to **Saath Saath**

<https://drive.google.com/file/d/1UMv1de-rMxJCnk4iOd8E3t1KCUha43Ja/view?usp=sharing>

• Internal Evaluation of **Saath Saath**

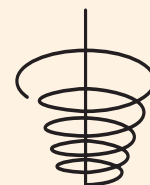
In order to gauge impact of the programme, written feedback was collected in the month of March 2023. Written feedback was obtained from 15 teachers and 150 students from 15 schools.

Details of Internal Impact Assessment of **Saath Saath**

<https://drive.google.com/file/d/1yyIOVnEPmRrcFUDzOAOYbVoXdHwqa8RS/view?usp=sharing>

Manthan

Pre-service Teacher Education Module



While working with the MCGM schools to develop and expand the **Sangati** programme we felt the need to work closely with teacher-education colleges by contributing to reform and revive pre-service teacher education. We realised that teachers need to be encouraged to learn to look at their own roles and particularly the relation between knowledge and society afresh, address 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. Aveshi Abacus Project thus responded by developing **Manthan** (for trainee teachers at Diploma in Elementary Education (D.El.Ed.)

The **Manthan** Syllabus

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

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

The course consists of fifty sessions in all, with twenty-five sessions to be conducted each year. The sessions in the first year are divided into five modules:

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

Manthan is being implemented in the pre-service teachers' training colleges for the second-year students in the divisions of Mumbai, Thane, Palghar and Raigad. These colleges were closed down due to the COVID-19 pandemic till they reopened in the month of August, but in online mode. Keeping these realities in focus, some changes were made in conducting **Manthan** session-plans. In consultation with the college authorities **Manthan** coordinators were 'added to the student groups' to facilitate communication.

Manthan is being implemented in the pre-service teachers' training colleges for the second-year students in the divisions of Mumbai, Thane, Palghar and Raigad. **Manthan** is currently being used in 14 colleges in Raigad, Palghar, Thane and Mumbai. Due to the success of **Manthan** for D.El. Ed., the Principal SDT Kalani college, Ulhasnagar also requested initiating it with the B.Ed. students.

Outreach for 2021-2023 batch of students: (Semester started from October 2021.)

Districts	D.El.Ed. Colleges	No. of students of Teacher
Palghar	5	210
Thane	4	221
Mumbai	4	176
Raigad	1	72
Total	14	679

Manthan Programme: First and Second Year Syllabus Implementation

	Name of D.El.Ed. College	First Year Module	Second Year Module
Palghar District			
1	Anutai Wagh D.El.Ed. College, Kosbad, Dahanu	Completed	Session 7
2	Kishore Sankhye D.El.Ed. College, Boisar, Palghar	Completed	Session 4
3	St John D'britto D.El.Ed. college, Vasai	Completed	
4	Thomas Baptisa D.El.Ed. college, Vasai	Completed	Session 6
5	St Aloysius D.El.Ed. college, Vasai	Completed	1 Session 3
Thane District			
6	Swayam Siddhi D.El.Ed. college, Bhiwandi	Completed	Session 4
7	Salahuddin Urdu D.El.Ed. college, Bhiwandi	Completed	Session 6
8	SDT Kalani D.El.Ed. college, Ulhasnagar	Completed	Session 18
9	Ideal D.El.Ed. college, Kalyan	Completed	Session 10
Mumbai			
10	Anjuman D.El.Ed. college Kurla	Completed	Session 6
11	Imamwada D.El.Ed. college	Completed	1 Session 7
12	R. C. Mahim D.El.Ed. college	Completed	1 Session 9
13	Khilafat D.El.Ed. college Byculla	Completed	1 Session 7
Raigad District			
14	Shri.Bapusaheb D.D. D.El.Ed. college, Visapute	Completed	Session 2

- **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.
- Accordingly, these colleges were contacted for implementing **Manthan** program for the second-year students. This was met with a mixed response from colleges.
- Principals of all the D.El.Ed. colleges have been supportive and have allotted time for **Manthan** sessions.
- The student teachers value the content and pedagogy of the different session's particularly different games, debates and discussions in the sessions.
- Overall, the response from all the D.El.Ed. colleges to **Manthan** is encouraging and enthusiastic.
- **Written feedback** from student teachers and Teacher Educators was collected.

Details of Experiences during *Manthan* sessions

<https://drive.google.com/file/d/1c080LVpleveDykT1Hd3uL7jbOp6xS2ub/view?usp=sharing>

Details of Student Teachers Feedback to *Manthan*

https://drive.google.com/file/d/1iNjX9gNWT_rYP2-3NtisfmFjLX3SHmHr/view?usp=sharing

Details of Teacher Educators Feedback to *Manthan*

<https://drive.google.com/file/d/1vGlTYQ6Dex7txHfwKO-KsL9P1jOSpGLA/view?usp=sharing>

Other Activities

- **Participation of Simantini Dhuru as an expert in the Study Group for Delhi Government's 'Schools for Excellence' to develop supplementary education modules**

Simantini Dhuru was invited by the Centre for Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai to develop a teaching-learning module for 'Justice and Constitutional Values' for teachers and students of Delhi Government's 'Schools for Excellence'. She along with Dr. Manish Jain, (Faculty, Dr. Ambedkar University, New Delhi) led the process from April to August 2022 to create a syllabus, teaching sessions and assessment module. This has been implemented by teachers for students studying in standard IXth and Xth, in Delhi government's 'Schools of Excellence'. The module is one of the key themes of the component of 'World of Work' which aims at exposing students to possible professional avenues after they complete their school learning. The 'Justice and Constitutional Values' module is a foundational core for the professions

of lawyering, public policy, advocacy, etc. Simantini and Dr. Jain together developed 12 sessions for classroom use as well as the assessment components. They also conducted a total of six workshops to orient teachers to the module. It has been reported by TISS that the response to the module has been tremendously positive, both from teachers as well as from the students.

- **Students for internships**

- Hiral Patel and Ashutosh Saraswat, students at the MA Development Programme of the Azim Premji University Bangalore, interned with the Avehi Abacus Project from 23rd June to 22nd July 2022. They tried to gain understanding of the programme by discussing the work with senior team-members, reading the curriculum modules and by visiting schools in all three zones across Mumbai. They developed a questionnaire to understand responses from teachers and students to the work being done by the organization. They specifically focused on initiatives of the organisation during COVID-19 related crises and the work that was done in communities and schools.
- Snehal Khandait and Sandesh Siddhganesh students of TISS student of Advanced Centre for Women's Studies (ACWS) course, interned with the Avehi Abacus Project for a month two and a half months, from 25th February to 13th April 2023. Because they were placed with our organisation for this continuous stretch of time, they were not only able to understand the work in detail and could also produce a substantive report at the end. We jointly discussed different possibilities of putting their time to use and decided that they could study the impact of COVID-19 lockdown on Ashram school children in different places. They visited several Ashram schools in Thane district and randomly selected students from Vth to IXth standards, with whom Sangati sessions were held during and after the lockdown. The data was gathered from 5 Ashram schools and the total number of student respondents were 273. Snehal and Sandesh prepared a questionnaire, did sample testing to check its efficacy, and finalised the changes. They used close-ended questions and collected data from all the selected schools keeping the special contexts in mind. They also held focus group discussions with open-ended questions to gather more nuanced answers about the response to *Sangati* and the challenges faced during COVID-19 pandemic.

- **Vacha Charitable Trust - Participation in the death anniversary programme of late Ms. Sonal Shukla**

Ms. Sonal Shukla was one of India's foremost women's rights activist and founder of the Vacha Charitable Trust. She passed away on 8th September, 2021. To commemorate her first death anniversary, Vacha organized a seminar on 'The Fight for Women's Rights – Challenges and Responses',

on 8th September, 2022. Chitra Patil and Madhavi Jadhav represented the organization.

- **Three-Day Residential Workshop on Gender Rights Awareness**

A three-day residential workshop was organized by Vacha Trust (November 28 to 30, 2022). Vanita Darade and Pragati Dighe participated on behalf of the organisation. The workshop was very lively with engaging discussions, group presentations and film screenings. The workshop also laid stress on different modes of creating awareness on gender-justice by use of theatre, writing narratives and poems to highlight issues of patriarchy in our families and in society at large. Brainstorming, debates and self-reflections were held, focused on various issues including one's gender identity. One of the important aspects of the workshop was the sessions which were conducted by law professionals working on gender related matters. The lawyers gave easy to understand, useful information on women's rights, various laws, their implementation, mechanisms that support/hinder them etc. The three days provided a rich experience to all the participants. The workshop concluded with understanding feedback and distributing certificates of participation.

- **Online meeting with Asha for Education representatives - *Sangati, Saath Saath* and *Manthan***

Asha for Education, USA has been an ardent supporter to our work since 1999. Asha representatives (volunteers) normally make a physical annual visit to take stock of the work and also visit schools to observe sessions, interact with teachers and students. This has unfortunately not been possible since 2020 due to the global pandemic situation. A way has been found to transfer these processes to the digital platform. Our team members hold virtual meetings with the volunteers and days are fixed in coordination with different schools so that Asha volunteers, from Seattle and other locations in the US have detailed discussions with teachers and students in different schools to understand their response to the programmes.

This year too Seema Chaudhary and Amrita Deshpande spared time late in the night in their time-zone to understand the impact of ***Sangati, Saath Saath*** and ***Manthan*** in MCGM and Ashram schools and in the teacher education colleges. In all they interacted with 86 students and 6 teachers from schools and one teacher-educator. The students and teachers were excited to participate in this process, to 'meet the guests virtually' and were almost unstoppable in their feedback about the programmes. They narrated stories, sang songs, cited incidents and experiences to elaborate on why and what they thought about the programmes, how they impacted their lives, changed their opinions. Seema and Amruta asked interesting questions, probing where necessary to make the discussion open and stressless. Both

reported how they were impressed by the way the participants contributed to their understanding of the impact of the programme.

- **Workshop by SNEHA on “Developing Safe Communities for Children”**

SNEHA works in urban poor residing in informal communities in Mumbai mainly with women and children. It focuses on preventing violence as well as supporting survivors of violence.

SNEHA organised a workshop on 22nd February 2023 to ideate on creating and sustaining ‘safe communities’ for children. The workshop focused on childrens’ rights in general but the discussions were conducted based on the special context of informal localities (slums) situated in M-Ward. It was discussed how organisations working in M-Ward could coordiante/ collaborate with each other to make the objective of creating and nurturing an atosphere of safty, trust, supporting rounded development for children and youth in the challenging environment they grow-up in.

- **Education Fair in M-ward by TISS**

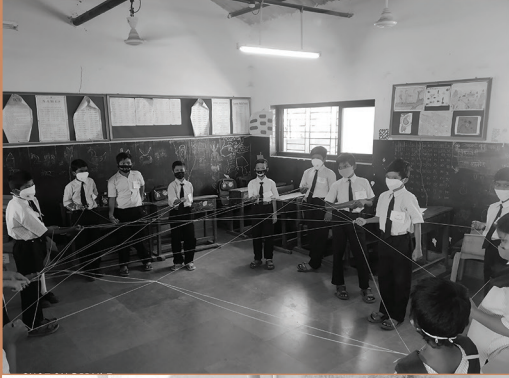
A similar initiative again in the M-Ward with different thrust was organized by TISS at the M-Power library-cum-community space located at Govandi. Govandi and M-Ward are some of the most crowded localities where the displaced from other informal communities from Mumbai have been shifted. The area displays typical challenges of urban poverty and lack of State support. TISS has a centre where children can study and access computer/tuition facilities and seek guidance for their future. Avehi Abacus has been associated with this initiative by supporting the implementation of Sangati in the non-formal On 11th March 2023 M-Power organized an education fair to display their educational material. Different organisations made presentations about how they reached-out to the children during the trying times of COVID-19 lockdown. Chitra Patil, Vaishali Nivate and madhavi Jadhav represented the organization.

Overall, the year was back to being high-paced and challenging, particularly in context of resuming work post COVID-19 pandemic. The response from the GBMC teachers while remains positive to our work, it has become difficult to have them conduct the sessions as they themselves face challenges in schools owing to additional responsibilities and reduction in number of schools. This has been somewhat mitigated in the ongoing academic year and we are trying to enlist more direct involvement from teachers during 2023-24.

Audited Accounts 2022-23

<https://drive.google.com/file/d/1McDrYmIRE3HO7HWFmo8zLg7Vbnc8luFt/view?usp=sharing>





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