



AVEHI ABACUS PROJECT

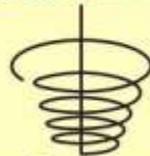
दिल पकड़े दिमाग का हाथ, आओ चलें हम साथ-साथ!

Annual Report

2014 - 2015



संगति



मंथन

Saath Saath

Living together in harmony



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1. Avehi-Abacus Project

Executive Summary

Avehi Public Charitable (Educational) Trust initiated the **Avehi Abacus Project** in 1990 to further its work in building a society based on the principles of social justice and environmental sustainability. The Avehi Abacus Project (AAP) believes in improving and strengthening the public education system to reach out to the marginalized sections of society and to impact mainstream policy on education.

The work of Avehi Abacus Project is based on an understanding that education does not function in a vacuum. It exists for a purpose – a purpose that is determined by society. What is this purpose? And how can that purpose be best achieved? What is the role of the school syllabus, the teaching-learning processes and the teacher in this process? These are important questions for any society – and even more so for a society like ours which is so diverse and complex, which is among the world's fastest-growing economies and yet unable to meet the challenge of fulfilling even the most fundamental needs of a majority of its people.

The following set of Goals have guided the work of the Avehi Abacus Project:

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

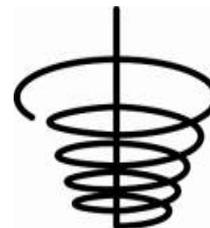
Sangati programme:

- The project has developed a three-year enrichment curriculum package – **Sangati (meaning- harmony/togetherness)** comprising of a series of 6 teaching-learning kits with interlinked themes for the Vth to VIIIth std classes. The **Sangati** curriculum is thought-provoking and interactive attempting to make school education more relevant and vibrant.
- It has been used in all (905) MCGM schools and has reached more than 10,000 teachers and 2 and half lakh children since last thirteen years. It is also used in a few well-known private schools that engage in innovation across the country.



- The project now envisages further strengthening and sustaining these efforts by working closely with Supervisory Officials of Mumbai Municipal Corporation for smooth integration, better monitoring and sustained use of **Sangati** programme.

Manthan- Pre-service Teacher Education Module:



- In addition to the **Sangati** programme, Avehi-Abacus Project has developed a foundation course for trainee teachers studying the Diploma course in Teacher Education (DTEd), comprising 50 learning sessions spread over two years.
- This course was tested in two Government recognized DTEd colleges with 200 students in Mumbai during the period 1998 to 2000. The overall response to the course – from the trainees as well as from the two colleges where the curriculum was tested was highly encouraging.
- On the basis of feedback received from trainees and trainers the process of reviewing and modifying the course was initiated from 2007. This revised course is entitled '**Manthan**' (**meaning - Churning**). This course is in consonance with the NCF 2010 of the National Centre for Teacher Education (NCTE).
- The project has been granted permission by the Maharashtra State Council for Educational Research and Training for implementing the programme in Panvel District Institute of Educational Training (DIET) and 10 other affiliated colleges.

Saath Saath Living together in harmony:



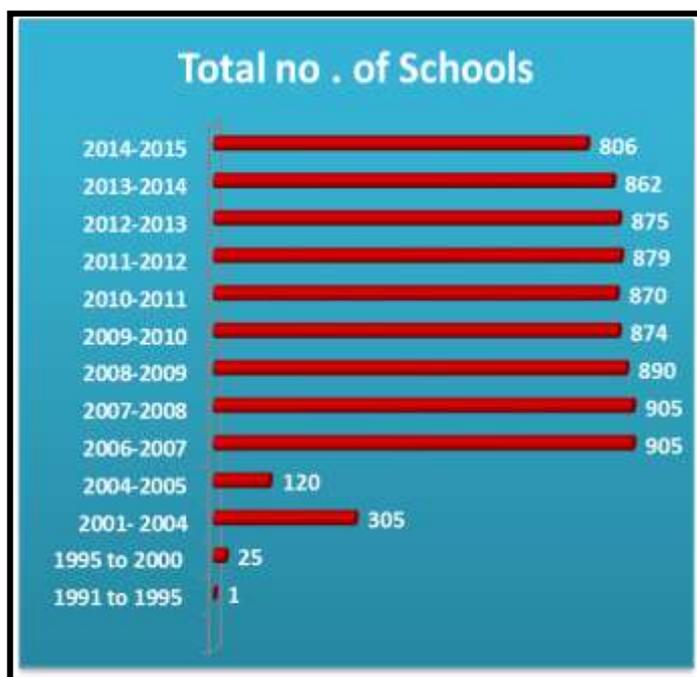
- Responding to the increasing awareness about gender parity and ironically growing violence against the female sex, the Avehi Abacus project has recently developed a kit on Gender titled **Saath Saath** -Living together in harmony.
- The Archdiocesan Board Of Education (ABE) has taken the responsibility to support the dissemination and use of the kits. As part of this process 4 workshops have also been conducted for 145 teachers of 98 ABE schools during August- September 2013.
- The kit has also received positive response in the mainstream media.

Policy Advocacy and Mainstreaming:

- The organisation has been actively involved in working for Right to equal quality education for all since the last ten years and building awareness to bring in fundamental changes towards an equitable and public funded school System. Towards this end, the organisation has connected with other likeminded civil society groups and eminent educationist to build State and National level forums.
- The path-breaking, sustained work and implementation in relation to content development has been taken serious note of by the National and State level policy making bodies. Members of Avehi Abacus Project have played a key role in shaping the syllabus and textual material developed for National and State level use. The material developed by the organization has been integrated and used as reference during this process.

Overview of Implementation - in brief

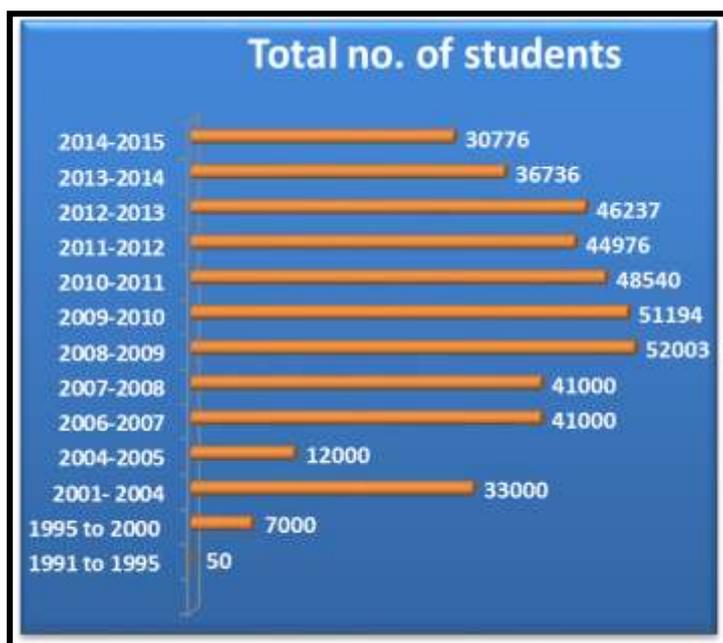
Since its inception in 1990 the **Avehi-Abacus project** has worked with the Education Department of the Municipal Corporation of Greater Mumbai.



- **1991 to 1995** a **pilot programme** was developed in **one municipal school** with one batch of students from class III until - class VII. The Core-Team member of AAP was the resource person and conducted te classes in the school twice a week.
- **June 1995 to April 2000**, implementation in **25 municipal schools** in Mumbai, (about **200 school teachers and NGO facilitators and 7000 children** from class III to class VII.)
- **2001** Based on valuable feedback from the field the material was adapted and published as **Sangati** in three languages for teachers and

Children’s material in 8 languages.

- **June 2001-to April 2004** Implementation in **two** municipal wards (**185 schools, 370 teachers and 21000 children**) in Mumbai for children in classes V to VII.
- **June 2001- April 2004:** The **Sangati** programme became a part of UNICEF’s 'Life Skill Quality Education Programme' in the **Zilla Parishad schools (in rural and tribal areas)** in 2 Blocks in Yawatmal and Chandrapur Districts of Maharashtra. **120 schools, 310 teachers and 12,000 children** in Chandrapur and Yawatmal)



- The evaluations at the end of this phase indicated an **overwhelmingly positive impact** on both students and teachers. Thus **Sangati** was asked to spread out to **all 905 upper primary municipal schools in 24 wards of Mumbai from June 2006 to 2015.**
- On an average per academic year **Sangati** is used by **1300 teachers with 41000 children.**



I. Sangati Programme

I.1 Introduction : Aveshi 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.

The Municipal Corporation renewed its permission for implementation of **Sangati** Programme in all the Upper Primary Schools during June 2012 to April 2015 (PPPC/319/20/07/12 and PPC/127/29/07/13). During the academic year 2014-15, **Sangati** programme was being implemented in all the teachers and students of eight mediums of Mumbai Municipal Schools. Three batches of std V to std VII have undergone **Sangati** using it as a supplementary, enrichment curriculum. Mumbai Municipal's Education Department has extended excellent support during the implementation. (Visit: www.avehiabacus.org to know about **The Objectives of Sangati**)

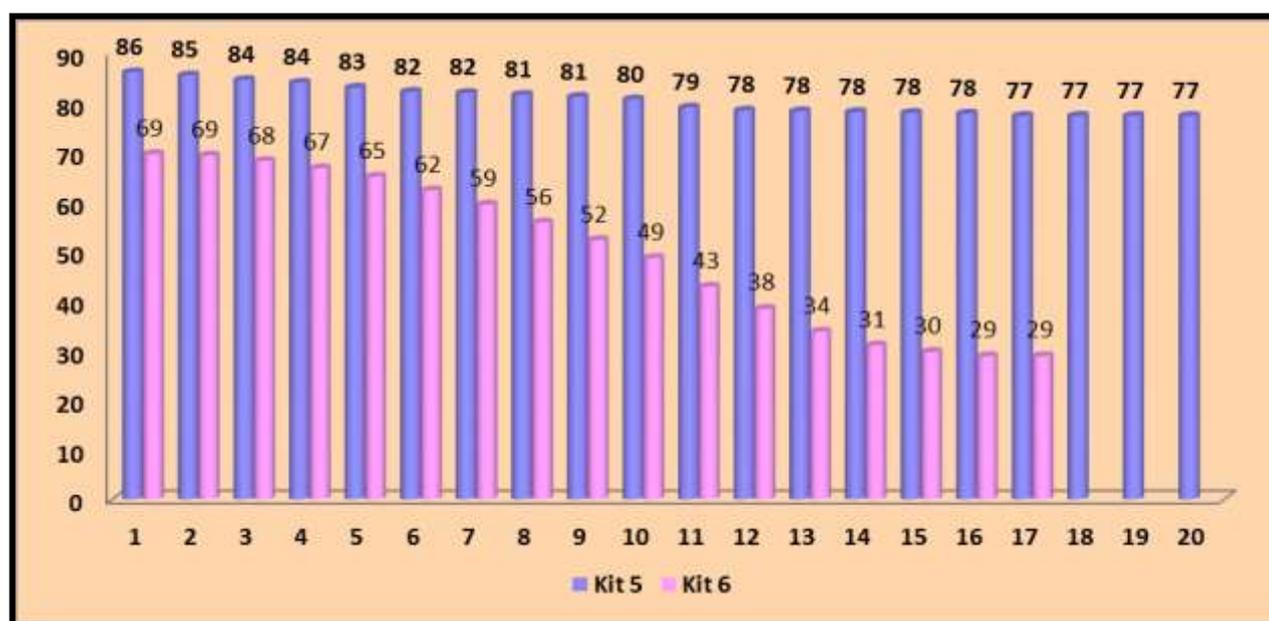
I.2. Sangati Programme Outreach 2014-15

Zone	Wards	No of schools		No of classes		No. of participating children in Sangati pro. 2014-15			No of Teachers
		2013-14	2014-15	2013-14	2014-15	Girls	Boys	Total	
Zone I	A,B,C,D,E,F/S, F/N, G/S,G/N	206	199	308	292	3763	3899	7662	292
Zone II	H/E, K/E, K/W, P/S, P/N, R/S, R/N	335	291	530	468	6082	5898	11980	468
Zone III	N,S,T,L,M/E, M/W	321	316	548	542	5690	5344	11034	542
Grant Toatal		862	806	1386	1302	15535	15141	30676	1302

- In the academic year 2013-14 **Sangati** programme was implemented in the 1386 classes from 862 upper primary schools covering 8 mediums. However in the year 2014-15, 84 classes were reduced because 7th standard from 56 schools was dropped. Hence programme outreach for the year 2014-15 was 1302 classes from 806 schools. It has been observed that, most of these 56 schools that did not implement **Sangati** were Marathi and Gujrathi Medium schools.
- In all 15535 girls and 15141 boys covering total of 30676 children participated in **Sangati** the programme. In all 1302 classes and teachers participated in the programme.

1.3 Sangati Programme has implemented kit 5 and kit 6 for the education year 2014-15

The consolidation of information of sessions of kit 5 and 6 where the ***Sangati*** Programme was being implemented in Mumbai Municipal Corporation School in the **academic year 2014-15**, is as follows:



Average in % of sessions of Set 5 and 6 of *Sangati* Programme

- Session 1 to 10 is completed in 80 to 86% of classes
- Teachers have completed Session 11 to 20 in 80 to 77% of classes successfully.
- Set 5 started in 80% of classes and 77% classes completed all the 20 sessions. This is a very important point.
- After completing Set 5 in 77% classes, teachers started the kit 6 with the same students.
- Kit 6 started in 70% of classes but sessions could be completed only in 50% of classes.
- Kit no 5 was implemented from July to December. Kit 6 started in January. Though got less time to teach set 6, 50% of schools tried to complete the kit.
- Teachers taught very spontaneously as topics in both the sets were very relevant to social and own real life.
- The commitment and involvement of teachers in their students is reflected in the feedback they have written:

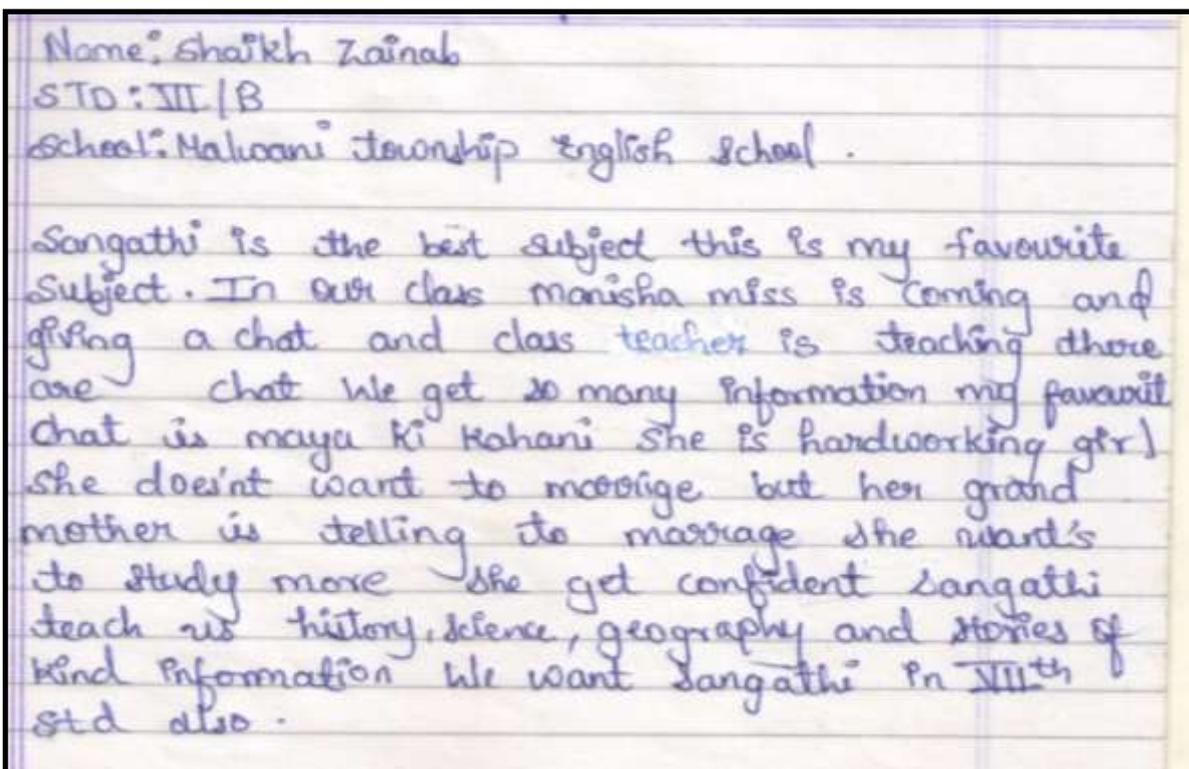
1.4. Achievements of the Programme

- The Mumbai Municipal Corporation Education Department has extended invaluable support for implementation of this programme.
- All the Mumbai Municipal School Principals, teachers, students and all the officers extended their invaluable support for the implementation of the programme in the school.
- Participation of teachers and students in **Sangati** programme: the teachers and students take special interest while teaching learning and they find the information new. Students participate in the games, information, stories enthusiastically. On the whole, the response of teachers and students is positive.
- 86% of schools have completed Kit No 5. The life in today's world is fast changing, is explained from 20 sessions in the Kit. Changes in the lives of students, continuous change happening in the society, physical changes in adolescence, industrialization, privatization, political changes, problems in the society, their attitude towards the problems, changing values etc points are explained through games, stories and information.
- 70% of schools have completed Kit No 6. As the students understand Self esteem, they learnt necessary skills and life values required to strengthen themselves. Total 16 sessions explain Self image, understanding self, being aware about own qualities and work towards enhancing them, finding own life values and developing own personality accordingly, being able to communicate, being able to cope with stress, being able to solve problems, constructive planning in order to travel for successful future, taking firm decisions etc life skills are explained to the students through the sessions.
- Physical Changes happening in an individual were explained in the session – Vayat Yetana (becoming an adolescent) and they got information about a very sensitive and relevant topic. Many a times, this topic is not discussed either at school or at home. Hence, information about physical, emotional, intellectual or psychological changes has been explained through pictures, letters and situations. The students get the right direction and comfort and they share their experiences without any hesitation. Their doubts and questions are resolved.
- Out of the total students, 7363 students (24%) preparing files compiling Gammat Goshti , is an important point. This has encouraged hidden talent of students.

1.5 Challenges faced during Implementation of the Programme

- It was difficult to complete the Kit in Class VII as they had scholarship exams, British Council Training. However, this was taken for granted.
- There were some teachers who completed **Sangati** programmes in Class V and class VI. However, the same could not be completed for class VII due to their scholarship exams.
- In some schools especially Marathi, Gujarati, Tamil, Telugu and Kannad schools, some classes were combined due to lesser number of students. In some places, class VII was closed down. Hence, **Sangati** programme could not reach these classes.
- 4-5 **Sangati** representatives were less. Hence, there were problems in implementation.
- Some schools asked the project to take back the **Sangati** kit from their schools and hence, the programme was not implemented in those schools.

1.6. Feedback of Students and Teachers about **Sangati** Programme



नाम :- संगीता रामप्रसाद यादव
स्कूल का नाम :- अक्षरिका नगर म.न.पा हिंदी
शाला ।

संगति इतिहास, भूगोल, विज्ञान विषयों से संबंधित है। हमारे पर्यावरण से संबंधित है। संगति से हमें आने वाले बदलाव की जानकारी मिलती है। संगति से हमें हमारे देश के बारे में जानकारी मिलती है।

संगति ने हमें बताया कि जाति-जाति के बिना भी अदभाव नहीं करना चाहिए। लड़कियों-लड़कों के बीच अदभाव नहीं करना चाहिए। हमें पेड़ नहीं काटना चाहिए। पर्यावरण को शुद्ध रखने के लिए हमें पेड़ लगाना चाहिए। आदि जानकारी हमने संगति से प्राप्त की।

संगति मुझे बहुत अच्छा बंधु लगाता है। संगति से मुझे बहुत आनंद मिलता है। संगति से मुझे आगे बढ़ने की प्रेरणा मिलती है।

संगति से हमें हमारे हमारे समाज से संबंधित जानकारी मिलती है। मुझे संगति पढ़ना बहुत-बहुत अच्छा लगता है।

HIE

वाकोला-सांताक्रुज (प.) हिंदी विभाग.
वितोद पी. सिंह

प्रशि. शिक्षक

वाकोला हिंदी शाला क्र. 1 सांताक्रुज (पूर्व)
संगति के अभ्यासक्रम की वक्तव्यों के सामने
प्रस्तुत करने का इस वर्ष उत्कृष्ट मिला।
इस अभ्यासक्रम में कहानियाँ, निबंध
लेखन और चित्र प्रस्तुतीकरण का जो शिक्षण
प्रस्तुत किया गया है वह वास्तव में बेजोड़ है।
इस पाठ्यक्रम को प्रस्तुत करने का ढंग
त्रिभुजों का उचित प्रयोग कही भी किसी भी शैली
और वक्ता को जरा भी खोर नहीं होने देता।
कालांतर कब खत्म हो जाता है पता ही नहीं
चलता।

आधुनिकता स्वयं प्राचीन धर्मों का
प्रिक्षण कुछ सोचने-समझने की मजबूर कर
देता है।

इस पाठ्यक्रम की बड़ी विशेषता इसकी
मनोवैज्ञानिक विचारों का पुठ है। जो इस
को सजीव बना देता है।

में एक कक्षाद्वारा स्वयं
अविभाज्य होने के कारण संगति परिवार को
तहे दिल से धन्यवाद देता है। इस सफल
प्रयाश में मैं अपनी तरफ से पूर्ण सहयोग
देने का वचन देता हूँ।

एकवार फिर इस सोच, रोज
स्वयं मनोवैज्ञानिक, वैज्ञानिक, आधुनिक पाठ्यक्रम

न.पा.उ.प्रा. हिंदी विभाग वाकोला क. 1
सांताक्रुज (पूर्व), मुंबई - 400 044.

सह शत शत धन्यवाद 2/11/14

7/11/14

1.7. Sangati Programme: Internal Evaluation Report

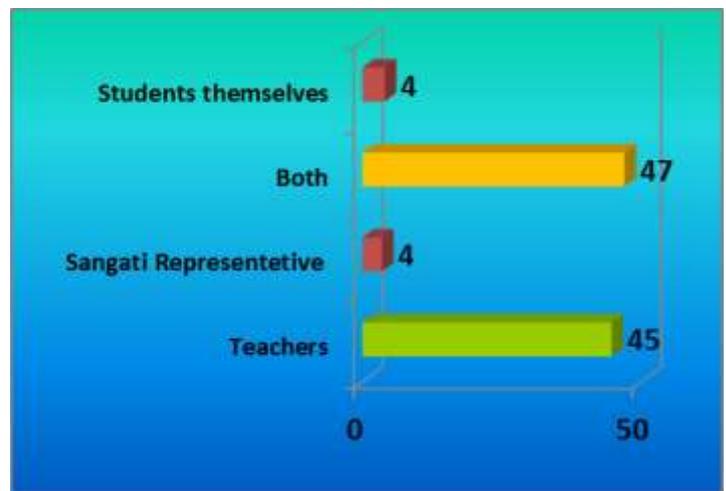
Introduction:

The Internal Evaluation was conducted in March 2015 to understand the impact of *Sangati* in schools. The selection of schools was done in a random sample method. The evaluation was conducted by seeking written feedback of students and teachers from MMC schools where *Sangati* Programme was implemented. It was decided that evaluation will be done in 81 schools, with 81 teachers and 804 students.

Teachers' Feedback about *Sangati* Program

Who conducts *Sangati* sessions?

45% of teachers conduct the *Sangati* session themselves. *Sangati* representative reach out to every class to find out about implementation of *Sangati* programme. They also help in conducting Games and assisting with student's Worksheets. In 47% schools, the programme is implemented by teachers but assisted by the *Sangati* representatives. Thus in 92% schools, teachers play a central role in conducting *Sangati* programme.



Sangati sessions are conducted once a week in 82% schools.

Is it easy to conduct *Sangati* in classes without training workshops?

77% teachers said that *Sangati* syllabus and the teaching methodology is so very interesting and innovative that the programme can be implemented without participating in the training programme.

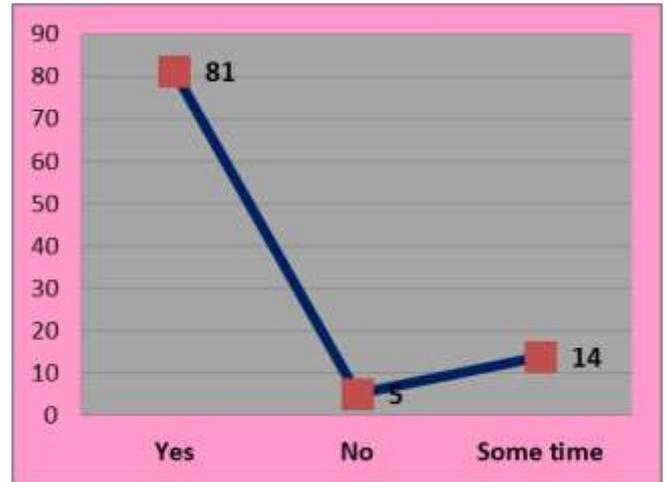


“We are happy and satisfied while conducting the *Sangati* programme”

83% teachers said that the structuring of sessions is excellent and hence, in spite of having other workload and responsibilities, we are happy and satisfied while conducting the sessions.

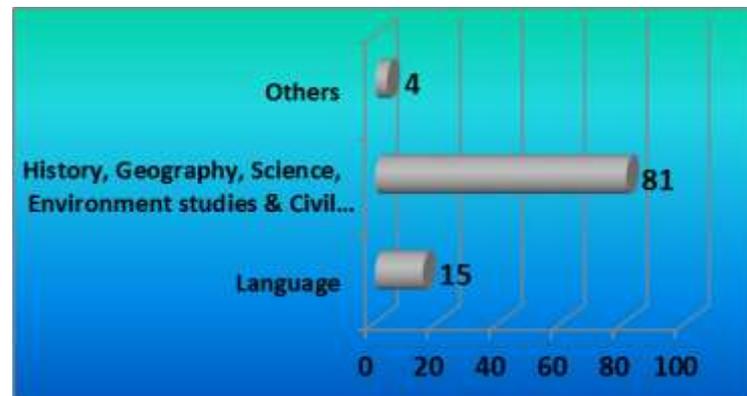
Do you think *Sangati* programme is complementary to the school curriculum?

Various themes/topics of vital importance are included in the programme and hence, it is complementary to the school curriculum. 81% teachers feel that it strengthens School curriculum whereas 14% teachers feel that it is somewhat complementary.



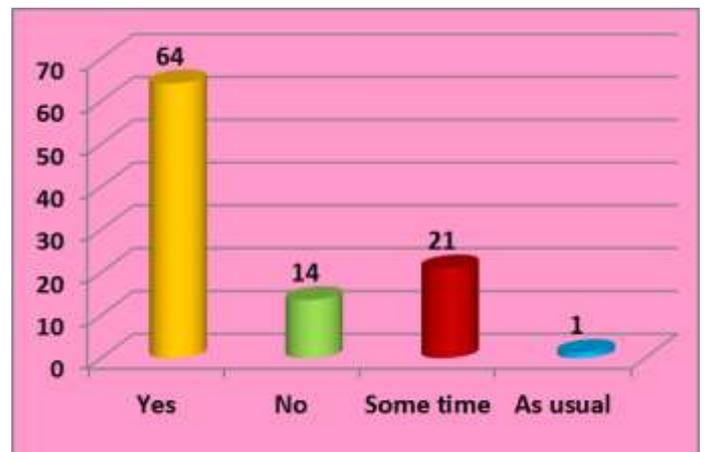
Which school subjects does *Sangati* complement/enhances?

The graph given here explains how *Sangati* topics are useful and which subjects it complements/enhances the most. It can be deduced that the information/issues in *Sangati* sessions is useful for. It is seen that 81%, 18%, 18% relevance is found in History, Geography, Science, Environment studies & Social Sciences.



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

It is the experience of 64% of teachers that attendance of students—during on days when *Sangati* sessions are held increases significantly. 21% teachers feel that the attendance is slightly more on days when *Sangati* sessions are held. 14% feel that *sangati* sessions do not affect attendance of students.



Participation of students during *Sangati* sessions

Students' active participation is the key to the success of *Sangati* sessions. The classroom transaction is based on varied interactive methods providing a platform to students to express their opinions, thoughts, ideas. Hence 31% teachers feel that the participation of children is Excellent. 56% feel that participation of children is Very Good during *Sangati* sessions.



Students' Feedback about *Sangati* Program

Like *Sangati* Programme because

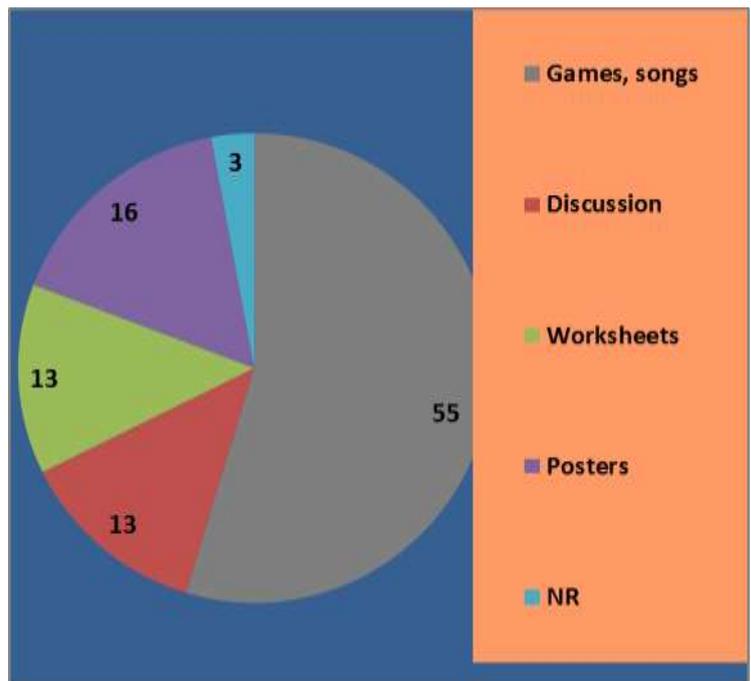
Students like the *Sangati* Programme a lot. The project got feedback of 804 students about *Sangati*. Three options were given about their option: 'Like *Sangati*', 'Do Not Like *Sangati*' and 'Do Not Know'. The responses were as follows: 99% students have shared that they like *Sangati*, 0% 'Do Not Like' and '1%' 'Do Not Know'.

What do you like most in *Sangati* Programme?

Students love stories, games and flipcharts. There are a lot of stories, games and flip charts in *Sangati* programme. 55% students liked these in particular. 16% students like drawings and posters. It can thus be deduced that drawings, posters, games, worksheets and information booklet play a very important role in the increase in comprehension skills, reading and writing skills of students.

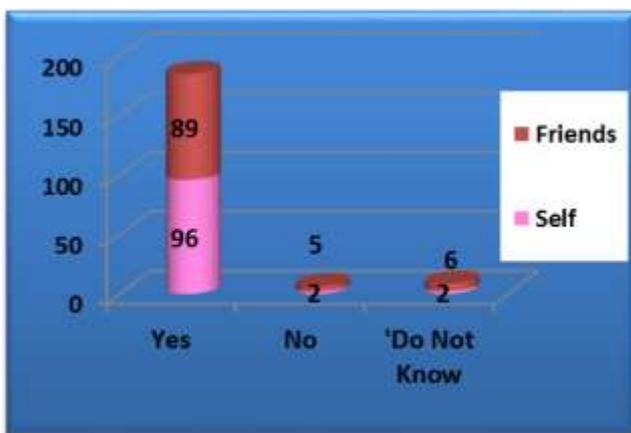
Reasons for liking *Sangati*

Sangati programme is built in such a way that it will strengthen the school curriculum. Lot of thinking and preparation has gone into *Sangati*. It includes various games, stories, songs which students would like and they can participate in. Different flipcharts and posters having lot of pictures have been prepared on different topics. The students like it a lot. The students have expressed their reactions about the programme as follows. We will see that the students like all the options in a similar proportion.



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

89% students shared that they have got a platform to express their thoughts, their opinions during *Sangati* sessions. 3% students gave a negative answer.

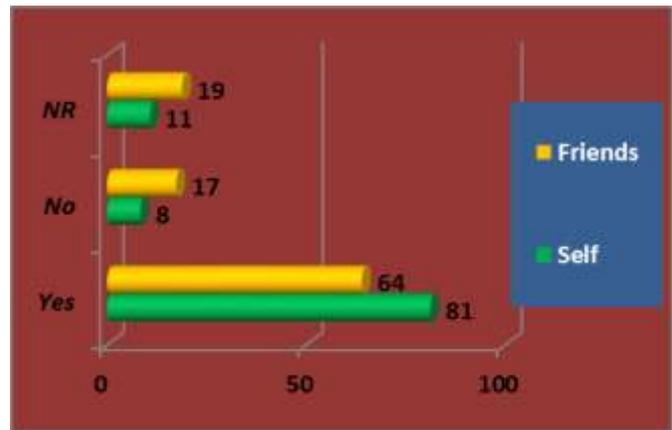


We and our friends attend *Sangati* sessions

96% students shared that they enjoy the *Sangati* session thoroughly. Hence, they make it a point to attend school on the day the session is conducted. Their friends also attend *Sangati* sessions regularly. It is a very important point that they enjoy the sessions and attend the sessions with friends.

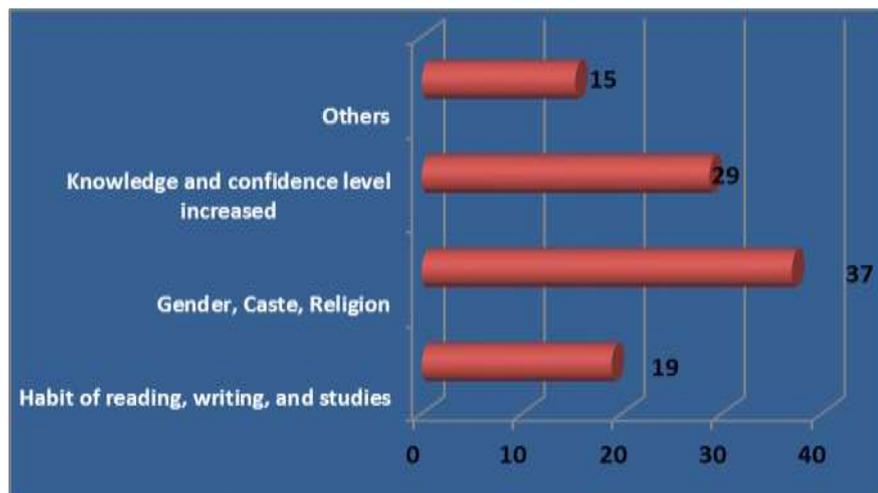
Has there been any change in you because of Sangati Programme?

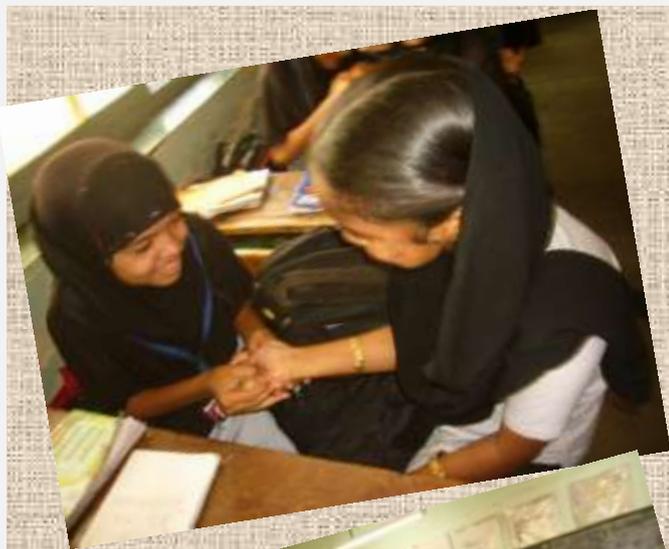
81% students feel that there is a change in them due to **Sangati** Programme. 64% feel that there is change in other students.



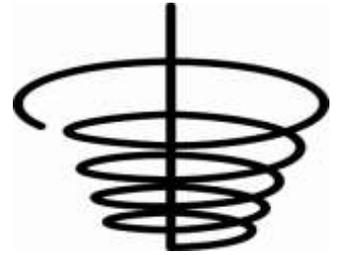
What changes have happened due to Sangati Programme?

37% students mentioned inculcating (Gender, Caste, Religion) values. 19% students got in to habit of reading, writing, and studies. 37% students knowledge and confidence level increased. Thus the **Sangati** Programme was useful in personality development.





II. Manthan Programme



II.1 Introduction:

Avehi Abacus has also prepared **Manthan** curriculum which complements the teachers' training syllabus. **Manthan** is prepared considering National syllabus for D. Ed., National Primary Outline 2005, recent changes done in National Curriculum Framework for Teacher Education 2009 recognised by NCTE. It was implemented in Raigad district. We got excellent cooperation from District Education and Training Institute, Panvel.

Manthan Programme was implemented in four teachers' training colleges in Pavel block with the cooperation of District Education and Training Institute, Panvel. The feedback we received from trainee teachers, from teacher educators and from the principals was quite encouraging and positive. Considering the feedback about its impact and usefulness, the State Teachers Education Board (SBTE) and Maharashtra State Educational Research and Training Institute, Pune gave the permission to implement the programme in 10 teachers' training colleges in Raigad district during the academic year 2013-15. (Ref: Permission Letter MSERTI/SBTE/Avehi Abacus/3750/2013) and then it was implemented in 10 teachers' training colleges in Raigad district during 2013-15.

II.2 Objectives of Manthan:

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

II.3 Field Outreach:

The project was granted permission by the Maharashtra State Council for Educational Research and Training for field testing of the module in Panvel DIET (District Institute of Educational Training) and 9 other affiliated colleges in 2014-15. In the current academic year 2014-2015 **Manthan** is being implemented with 10 teacher educators and 250 trainee teachers.



II.4. Positive Points experienced during implementation of *Manthan* Programme

Maharashtra State Educational Research and Training Institute, Pune gave permission to implement the *Manthan* Programme in 10 teachers' training colleges in Raigad district.

Since *Manthan* programme complemented the syllabus, all the Principals and teacher educators from Teachers' Training Colleges in Raigad district showed enthusiasm to implement the programme during 2013-15 academic year, in 10 teachers' training colleges.

Manthan Coordinators got good cooperation from all the teacher educators, trainee teachers and Principals from teachers' training colleges

The information given in *Manthan* programme was complementary to D T Ed syllabus and hence found to be useful for teaching learning.

Participation of trainee teachers in the programme helped them develop the skill of expressing their opinion with confidence.

Skills to use games, discussion, dialogue, debate etc methods while teaching learning was developed. The trainee teachers understood the impact of teaching methodology and developed the skill to prepare and use teaching aids.

II.5. *Manthan* Programme : Internal Evaluation Report – 2014-15

Manthan programme was evaluated internally at the end of March 2015 to understand its implementation, understand feedback from the student/trainee teachers and teacher educators. Written responses were obtained from teacher educators implementing *Manthan* and trainee teachers.

Feedback of Trainee Teachers about *Manthan* Programme

■ Like *Manthan* Programme because :

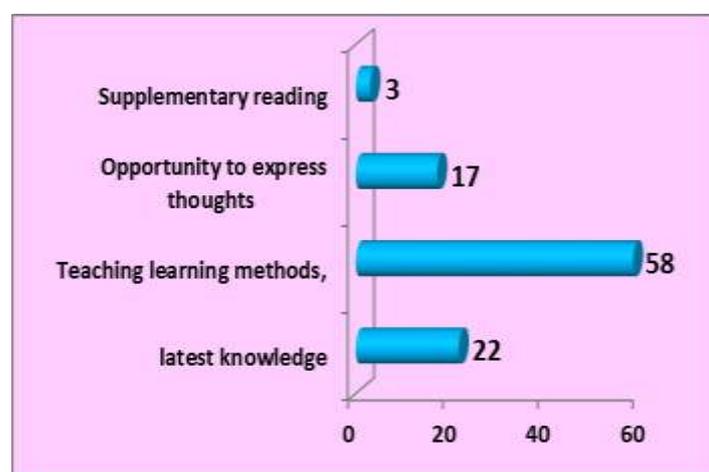
Out of the total 92 trainee teachers who gave feedback about *Manthan* programme, all the 92 trainee teachers like the Programme.

■ Get information of other topics through *Manthan* Programme

98% trainee teachers said that *Manthan* includes various topics that are relevant to D.TEd. Syllabus and through *Manthan* they get relevant and updated information and inputs about various subjects.

■ Following things were innovative in *Manthan* programme

Manthan programme includes innovative teaching learning methods, supplementary reading, opportunity to express thoughts, latest knowledge,



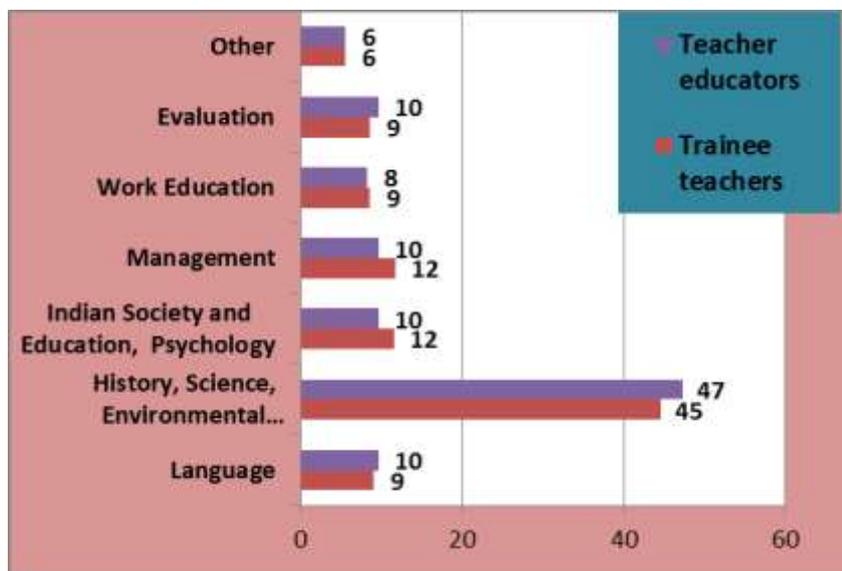
games, discussions, group activity, debates and dialogues making teaching learning interesting.

• **Changes in self, in other students because of *Manthan* programme**

The trainee teachers feel that *Manthan* has brought about changes in themselves and in other classmates as well. 46% trainee teachers expressed that it has helped in their overall personality development. 57% trainee teachers feel that it has brought about changes in others' personality as well.

Feedback of Teacher Educators about *Manthan* Programme

- 50% teachers implementing *Manthan* programme have more than eight years of experience of teaching. 17% teachers have experience between four to eight years. 2 teachers who gave feedback about *Manthan* programme have less than four years of experience. These teachers have been associated with *Manthan* programme since 2013.
- **Syllabus in *Manthan* programme is complementary to the syllabus in teachers' training college. The issues, concepts and information in *Manthan* are useful in teaching regular subjects.**



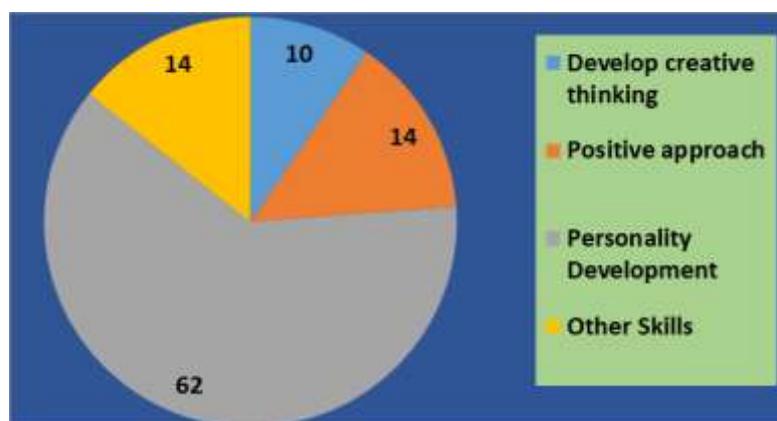
- **All the teacher educators and trainee teachers mentioned that *Manthan* programme is complementary to their own syllabus.** The information and concepts about languages, history, 'general knowledge', Indian Society, Primary Education, Child Psychology, School Management, Work Experience, and Value Education is useful in teaching first and second year syllabus.

Manthan programme includes different topics covered in D.TEd. syllabus. All the 100% trainee teachers said that *Manthan* programme is complementary to D. TEd. syllabus. It co-relates to curriculum in following subjects. Subject wise information is given below:

Manthan programme co-relates with the D.TEd. syllabus. It is particularly close to 'History, Science, Environmental Studies Geography and Civic Science' about 45% students reported this.

▪ **Special Changes brought about in Trainee Teachers by *Manthan* Programme**

Teacher Educators from all the teachers' training college opined that *Manthan* programme brought about confidence, courage to speak out, participate in debate, discussion, dialogues, role plays, group activities etc. The trainee teachers have developed the technique to prepare and use teaching learning material. It motivates thinking process. It has contributed in increased cooperative feelings. 62% teacher educators experienced that the programme has developed overall personality of the trainee teachers.



मंडपन कार्यक्रमांमुळे माझ्यात एक महत्त्वाचा बदल होऊन मला जे बोलायचे होते ते मांडता येत नव्हते पण या मंडपनाच्या कार्यक्रमांमुळे मला माता व्याख्यान मांडता येत आहे. आणि मी माता व्याख्यान बोलाऊ शकते. विद्यार्थ्यांना प्रेरणा मी पुरविल्या आहे. घाबरण्याची व नुसत्याच व्याख्यान देण्याची. पण या मंडपन कार्यक्रमांमुळे मी विद्यार्थ्यांना कृतीयुक्त शिक्षण देऊन शिकवते. आणि घाबरत सुद्धा नाही. हा महत्त्वाचा फायदा झाला. आणि विद्यार्थ्यांना प्रेरणा मी मुलांसमोर घेऊन देऊ शकतो व कृतीयुक्त शिक्षण हा स्वतः मध्ये बदल झाला.

नाव : मोनाली रमेश चव्हाण



III. Networking Advocacy

We are going through different phases while advocating for Fundamental Right to Education.

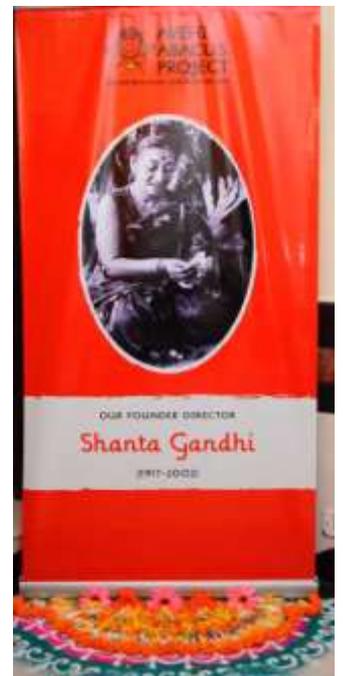
The Right to Education law, 2009 came into existence from April 01, 2010. In spite of this law, classes for std VIII, have not been started in all the schools by Municipal Corporation in Mumbai and by State Government in the state. The three year period given in the law for implementation has also lapsed. However, Municipal Corporation and State Government is not taking any firm steps for implementation. In this background, some work was done in Ayodhya Nagar School of Municipal Corporation with the School Management Committee (2013-14), 88 children on the rolls of school and approximately 4000 children from 90 Municipal schools got class rooms for std VIII from 2014. Still lot of follow up needs to be done to start VIII std classes and for adequate teachers and basic facilities.

Achievements

1. Classes for std VIII started in Ayodhya Nagar Municipal School for 88 children and adequate teachers for the same were also provided.
2. Adequate teachers were also provided for std I , II and IV in Ayodhya Nagar School.
3. Definite signs are seen that proposal for reconstruction of these schools has reached the Commissioner and that work would be initiated very soon.
4. The School Management Committee has focused on School. They themselves have got involved with interest in the functioning of school.
5. A writ petition was filed through Equal Education Fundamental Right Committee, about permission given to an illegal private school in Transit Camp Bimbisar Nagar Municipal School in Goregaon (2012). The Child Rights Commission had given decision in June 2012 that it is illegal to run a private school in Municipal Schools as per RTE Act of 2009, Child Rights Protection Act 2006 and Mumbai Municipal Corporation Act 1888. They had also given directives to conduct an enquiry of officers involved in this situation. The enquiry of six concerned officers is ongoing under Chief Auditor and has reached final stage.

4. The Silver Jubilee Programme of Avehi Abacus Project

Avehi Abacus project was initiated in Municipal School in the year 1990. It completed 25 years on April 17, 2015. The organization has received excellent cooperation from students, teachers, principals of Municipal Schools as well as the officers of Education Department. A silver jubilee programme was organized to thank all the guides, partners, witnesses especially in Principal B. N. Vaidya Hall of Raja Shivaji Vidyalaya, Dadar(E)



About 500 students, teachers, principals, officers, NGO representatives participated in this programme. This programme was anchored by Executive Committee Member of Avehi Abacus Project Ms. Ratna Pathak Shah.

Inauguration of the Programme:

Famous artist Mr. Naseeruddin Shah, student representative Ms. Alasaba Ansari, teacher representative Ms. Suchita Nagawekar, Ms. Nandini Purandare, Ms. Chitra Patil inaugurated the programme.



Important points raised by Simantini Dhuru, Project Director of Avehi Abacus while presenting review of the journey. She thanked everyone for taking out their precious time to remain present for this program.

The importance and benefits about **Sangati** programme was expressed by 4 students and 2 teachers representing students, teachers, principals and officers who had participated in the programme. They shared the importance of **Sangati** programme.

The Trustees of Avehi, many well-wishers, academicians, representatives from other organizations and representatives of funding agencies came to show their support.





Accalaimed actor Naseeruddin Shah's play 'Gad-Ha and Gadha' written by Kishan Chandar and directed by Naseeruddin Shah was presented free of cost by the theatre group 'MOTLEY' for the audience. 'MOTLEY' also made financial and contribution for hiring of the auditorium. Danish Hussain, Faisal Rishad, Aniruddh Rawal, Sahil Vaidya, Dhruv Kalra, Rushil Sharma and Rakesh Om were

Naseeruddin Shah's co-actors. All the participants liked the play very much.

Smt. Ratna Pathak-Shah concluded the program with a vote of thanks to the participants and the organizers.





5. Work along with Central and State Level Government and other organizations

- Over the years the project has established linkages with National and State level Institutions like the National Council for Educational Research and Training (NCERT), Maharashtra Prathamik Shikshan Parishad and Maharashtra State Council for Educational Research and Training (MSCERT). The Environmental studies textbook cum workbook for std III to std V of NCERT not only have parts of *Sangati* but also reflect the *Sangati* pedagogy.
- The project Director has been nominated by the Ministry of Human Resources Development to be a part of the Executive Committee of National Mission of Sarva Shiksha Abhiyan. She is also a part of the revision committee of the DTEd course and the Chairperson of EVS school syllabus committee formed by MSCERT.
- The Maharashtra State Council for Educational Research and Training (MSCERT) has undertaken the process of syllabus review (for std I to VIII). The project Director has worked as the Chairperson for the Resource Group on Environmental Studies. The resource group finalised the detailed syllabus for std I to V.
- The Project Director is also a part of the Core-Committee responsible for the Syllabus Renewal taken up by the State Bureau of Teacher Education, MSCERT
- **Work done to Revise and Restructure the syllabus of Pre-Service Teachers' Training Course**
The National Centre For Teacher Education (NCTE) has prepared a National Curriculum Framework in 2010 for pre service teachers' education. Restructuring of syllabus of teachers training college was initiated on the basis of this NCF. Project Director Ms. Simantini Dhuru was involved in the process as a Core Committee Member of Syllabus Committee appointed by State Teachers' Training Board. She participated in the fortnightly meetings organized by Maharashtra State Educational Research and Training Institute.
- **Meeting about Training Material for Std V and std VI in Primary Education Syllabus 2012**
It is planned that the State syllabus for std V and VI will change for academic year 2015-16. The syllabus development committee has completed training material development process for std V and VI. As per the order of Minister for Education, a meeting was organized at Maharashtra Prathamik Shikshan Parishad, Mumbai on January 21, 2015, to discuss the training material prepared, so that the training becomes effective. Project Director Ms. Simantini Dhuru participated in the meeting.
- **Workshop about 'Parivartan Kashasathi' (Understanding Change) of Kit 5 for teachers of Mukhtangan organization**
Mukhtangan organization started implementing *Sangati* programme from 2012-13 in 8 Municipal Schools for std V. In the second year, along with std V, also in std VI and in this academic year, this programme was started with std VII, along with std V and VI. Hence a two days workshop was organized on 28-29 May 2014 for Parivartan Kashasathi - Kit 5. A one day workshop was organized on November 03, 2014 for Sajja Hou Pudhe Jau (will

prepare ourselves and will make progress), in Globe Mill Passage Municipal School, Elphinston Road. 21 teachers of Mukhtangan school participated in the workshop. Ms. Simantini Dhuru and Ms. Chitra Patil conducted the workshop.

- **Workshop on Pedagogy of Oppressed for Mukhtangan Faculty**

Mukhtangan organization had organized a one day workshop on Pedagogy of Oppressed on December 17, 2014 at Globe Mill Passage Municipal School, Elphinston Road. Ms. Simantini Dhuru was invited as a Resource Person for this workshop. Guidance was given about Educational experience, teaching learning methods, teaching science. 50 representatives of Mukhtangan participated in this workshop.

- A regional level workshop to train School Management Committee was organized by SCERT on December 04, 2014 at Aurangabad. Ms. Chitra Patil participated on behalf of Mumbai Education Department, as Avehi Abacus representative.

- **Ms. Simantini Dhuru invited as Chief Guest to felicitate Adarsh Shikshan Puraskar (Excellence in Teaching)**

'Runanubandh Abhiyan' Mumbai had organized an **Adarsh Shikshan Puraskar** felicitating people doing constructive work in educational, social, cultural field as well as persons contributing movements for social justice, change and secularism. The occasion was birth anniversary of Krantijyoti Savitribai Phule on January 03, 2015. The people who were awarded got felicitated in the hands of Ms. Simantini Dhuru. In her speech delivered on this occasion, she emphasized Education of Women, Equality, bringing deprived children in the mainstream, emphasised the urgent need for quality pre-service/continuing teacher education.

Ms. Sina Prescha, student from Göttingen, Germany pursuing Masters in Social and Cultural Anthropology combined with Political Sciences was associated with TISS as a Exchange Student from November 2014 to April 2015 in. She chose to study the Avehi Abacus Project as part of her dissertation.

6. Efforts realted with Fund Raising

● Mumbai Marathon

Participation of Avehi Abacus in Mumbai Marathon on January 18, 2015 for the first time

Mr. Naseeruddin Shah, Ms. Ratna Pathak Shah, Mr. Denzyl Smith representated the AAP in the 'Mumbai Marathon'. Ms. Chitra Patil and Mr. Amir More participated in Dream Run along with them.



Anand Patwardhan, Mr. Vivan Shah, Ms. Carissa Hickling, Ms. Nandini Purandare, Mr. Dinesh Purandare participated in this programme along with Ms. Simantini Dhuru and otherfunctionaries

of the organisation.

Efforts were made to raise funds through Mumbai Marathon. 48 people contributed for the project. A total of Rs 251,321/- have been collected out of which, Rs 37,721/- have been collected online on UWM NGO page and Rs. 213,600/- have been collected directly.

- **Meeting with Ms. Tara Sabawaala, Ms. Alaknanda Sanap of Sir Dorabjee Tata Trust** to explore support for implementation of **Manthan**.
- **Meeting with Ms. Hemangi Joshi – Manager, Narotam Sheksaria Foundation** to discuss possibilities for support.
- **Mr. Bhinit Shah of Asha for Education, Seattle** visited Avehi Abacus to understand the progress of the work. Asha for Education is a bedrock of support for the AAP since xxxx. AAP has been able to continue its work due to the unstinting support from Asha for Education, Seattle Chapter; particularly in its most trying times.
- **Visit by Ms. Archana Monga of AID, Chicago:** Ms. Archana Monga of AID, Chicago during her visit witnessed ssessions in Shanti Nagar Municipal Higher Secondary Marathi School and Sitaram Mill Higher Secondary Marathi School in December and interacted with the teachers, children as well as AAP personnel. AID, Chicago has been supporting AAP since 2014.
- **Visit by representatives of WIPRO Applying Thoughts:** Ms. Shaheen Sasha and Mr. Avinash Kumar of WIPRO Applying Thoughts in Schools visited Avehi Abacus to understand the programme in January. WATIS has decided to extend its financial support from Feb. 2015 to the project. AAP will play a role of partner organization in their on-going Earthian programme alongwith Centre for Environmental education and other units of WIPRO.