



# AVEHI ABACUS PROJECT

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

## Annual Report 2023-24





## Contents

|                                                                  |       |
|------------------------------------------------------------------|-------|
| About Avehi Abacus Project .....                                 | 1-2   |
| Brief outlines of <i>Sangati, Saath Saath and Manthan</i> .....  | 2-4   |
| <i>Sangati</i> Supplementary Curriculum Module for schools ..... | 4-20  |
| <i>Saath Saath</i> - living together in harmony .....            | 21-23 |
| <i>Manthan</i> Pre-service Teacher Education Module .....        | 24-30 |
| Other Interventions .....                                        | 31-34 |
| Audited Accounts 2023-24 .....                                   | 34    |

## 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*, *Saath Saath* and *Manthan*

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) is 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 3,70,500 children**. Since 2015 ***Sangati*** is also being transacted in 36 'Ashram schools' of Integrated Tribal Development Department, Shahapur Project, in Thane district of Maharashtra.



### 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 reached more than **130 Community centers, 215 schools and approximately 19,535 adolescent girls, boys and 4730 women** in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh.

### About *Saath Saath*

[https://drive.google.com/file/d/1IdUtBSVZKeLYdlJev\\_8U0Dz1hwDTjhjy/view?usp=sharing](https://drive.google.com/file/d/1IdUtBSVZKeLYdlJev_8U0Dz1hwDTjhjy/view?usp=sharing)



- ***Manthan*** (Churning): A foundation course designed to be transacted with for student-teachers enrolled for **Diploma in Elementary Education, D.El. Ed.** ***Manthan*** has so far reached more than **35 D.El.Ed. Colleges** in Palghar, Thane Mumbai and Raigad district and **approximately 3,559 student teachers**.

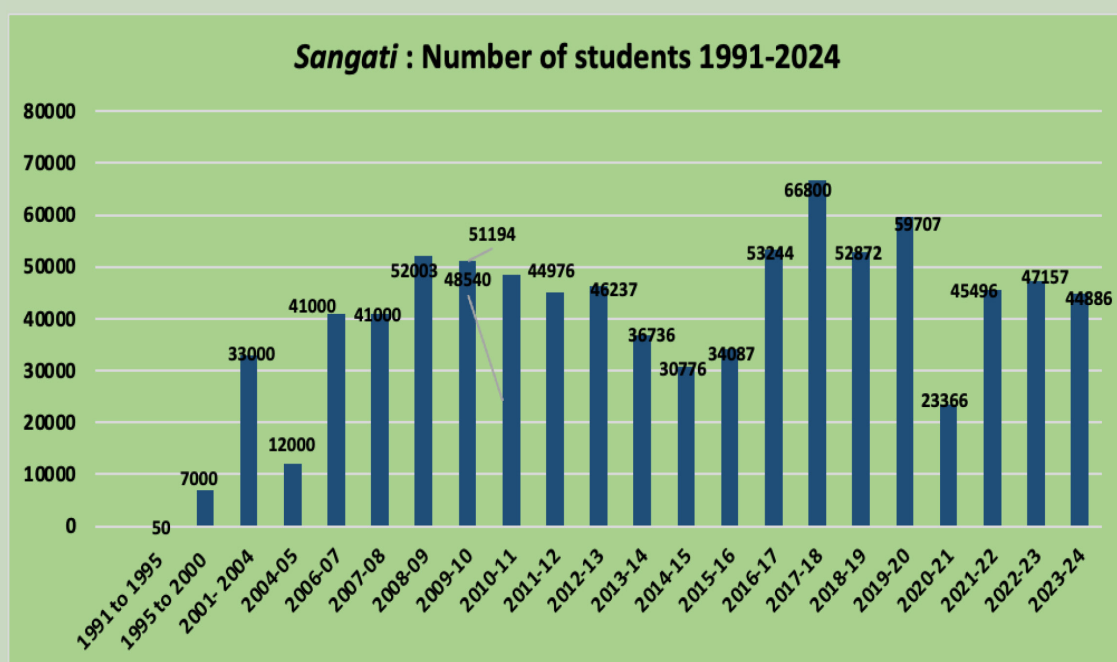
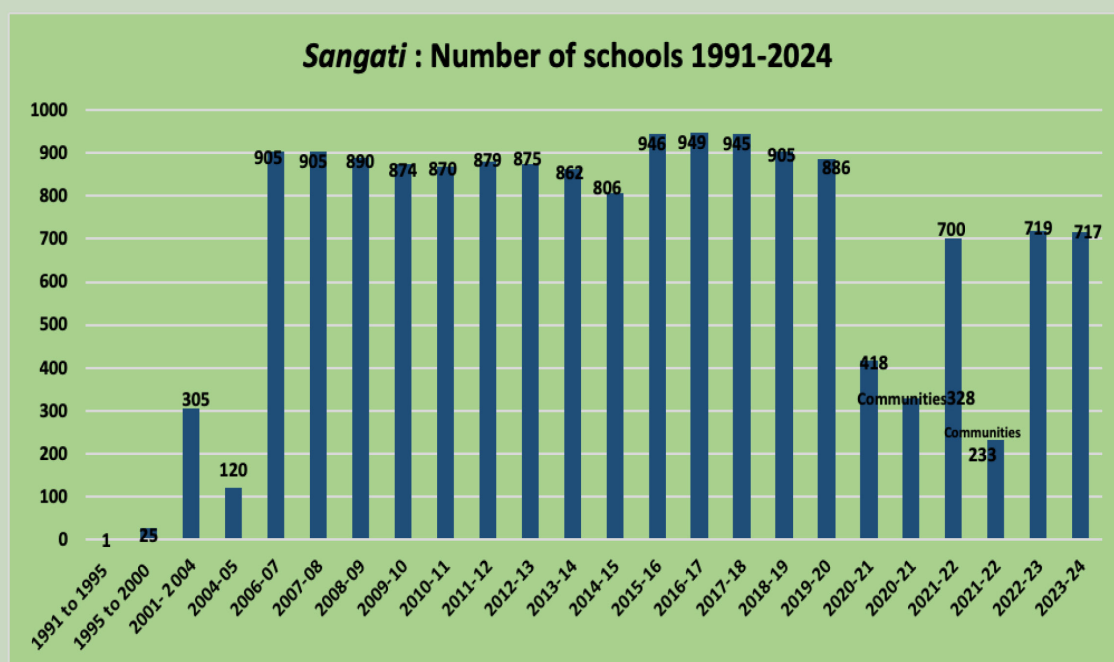
### About *Manthan*

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



Please visit: [www.avehiabacus.org](http://www.avehiabacus.org) for more information.

## At a glance 1991-2024



## Total Outreach 2023-24

|                 | Sangati | Saath Saath | Manthan                 |     |
|-----------------|---------|-------------|-------------------------|-----|
| No. of Schools  | 717     | 99          | D.El. Ed colleges       | 14  |
| No. of Classes  | 1250    | 124         |                         | 14  |
| No. of Students | 41164   | 3722        | No. of Student Teachers | 580 |

## ***Sangati* Supplementary Curriculum Module for schools**

### **Background:**

Avehi Abacus Project's syllabus formulation started in one of the Mumbai Municipal Schools in 1990 on an experimental basis where the prototype was developed till 1995. The field testing was done from 1995 to 2000 in 25 Municipal Schools by regular teachers and in about 15 Non formal Education classes by the volunteers. From 2000 to 2005 ***Sangati*** was used on a wider platform in G-South and F-south North wards in the Mumbai Municipal Schools and in about 180 Zilla Parishad schools in one Block each of Yawatmal and Chandrapur Districts as part of UNICEF's Learning Enhancement Programme. From 2006 ***Sangati*** implementation began on a wider scale in all the Upper Primary Schools of Mumbai Municipal Corporation. Prior to this several evaluation studies by external experts and one by the Research unit were conducted to highlight the efficacy of the programme. An impact analysis study was also conducted in 2008-09 after expansion to all the schools.



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

***Sangati*** has also begun implementation in 11 Special Schools (for Special-needs children) in Mumbai run by the Municipal Corporation. This initiative was taken by the Administrative Officer in charge of these schools and the response from the teachers is overwhelming since they were able to connect substantial content from school books with ***Sangati*** curriculum. The various pedagogic devices have helped the students understand concepts and feel confident about learning and expressing themselves.

Since 2015 ***Sangati*** Programme is also being implemented in 36 residential schools for tribal children (Ashram Shalas) run by the Integrated Tribal Development Department. ***Sangati*** curriculum is being implemented in 5 blocks namely, Shahapur, Kalyan, Bhiwandi, Ambarnath and Murbad, across 36 schools from classes V to IX. The programme is effectively being implemented with 174 teachers and 9380 students in 36 Ashram Schools.

***Sangati*** is being implemented in 681 MCGM and 36 Ashram schools and reaching 41164 students in 1250 classes.

| <b><i>Sangati</i> sessions in MCGM and Ashram schools</b> |               |               |               |                |             |            |
|-----------------------------------------------------------|---------------|---------------|---------------|----------------|-------------|------------|
| Schools                                                   | Standard      | No of Schools | No of Classes | No of Students | No of Girls | No of Boys |
| MCGM Upper Primary and Secondary Schools                  | Std. V to VII | 681           | 1076          | 31784          | 15639       | 16145      |
| Ashram Schools                                            | Std. V to IX  | 36            | 174           | 9380           | 4505        | 4875       |
| Grand Total                                               |               | 717           | 1250          | 41164          | 20144       | 21020      |

- In the academic year 2023-24, ***Sangati*** was transacted for **41164 students** belonging to **1250 classes** of **717 schools**. In all 20144 girls and 21020 boys covering total of 41154 students participated in ***Sangati*** the programme.

### ***Sangati* in MCGM schools**

***Sangati*** being used in all the Municipal Corporation of Greater Mumbai (MCGM) schools currently ***Sangati*** is being implemented in 681 MCGM schools with 1076 classes, thereby reaching a total of 31784 students

| <b><i>Sangati</i> in MCGM schools</b> |               |               |                |
|---------------------------------------|---------------|---------------|----------------|
| Standards                             | No of Schools | No of classes | No of students |
| Std. V                                | 681           | 42            | 1410           |
| Std. VI                               |               | 69            | 2173           |
| Std. VII                              |               | 965           | 28201          |
| Total                                 | 681           | 1076          | 31784          |

**The programme in schools is implemented as follows**

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

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

## Details of Implementation in MCGM Schools

- **Capacity Building workshop, meetings with staff:** Regular meeting with Team, coordinators etc.
- **Meeting with Education Officer (EO), Shri Rajesh Kankal and Obtaining the Permission Letter**

Simantini Dhuru and Chitra Patil met with the EO Shri Rajesh Kankal on 24th April 2023 to discuss extension of the permission for implementation of *Sangati* in MCGM schools for the academic year June 2023- April 24. The meeting was successful and the team was assured that the required letter would be granted soon. 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.

For the contribution of the work done with the students for the academic year 2023-24 permission letter from Municipal Education Department dated 11th May 2023 Ext.No. PPC / 216 received. This permission letter is important for further continuous work in schools.

- **Refresher trainings for staff**

### ***Sangati* Kit 5: 'Understanding Change'**

This in-house workshop was conducted on 14th and 21st June 2023. The workshop was conducted for the purpose of explaining core purpose, key content, and central pedagogy of the sessions.

The workshop opened with a game titled 'The Chain of Change'. Prior to the workshop eight groups were formed by respective field coordinators. This gave the participants enough time to go through reports of the previous workshop and prepare presentations. Each group made extra efforts to present additional/updated information that was not included in the session but was relevant to the subject. Experiences of sessions of kit 5 conducted in the schools over the years were shared with the participants.

### ***Sangati* kit 6: 'Preparing for the Future'**

The workshop was held on 6th November and 30th November 2023. Sessions 1 to 8 were presented in this. The remaining 8 to 17 sessions were presented on 24th February 2024.

The purpose of the workshop was to convey the purpose of each session to all the team, to understand all the activities of the session and to bring more clarity to each session. The group explained the objectives of the whole session, games, information, events, discussions and pictures, learned experiences. Also the session was conducted with participation of all.

- ***Sangati* kits and Workbooks: Updating kit 5: ‘Understanding Change’**

### **Updating *Sangati* Kit 5**

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 2005 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 worked to update the statistics and some information from the sessions of kit 5 from May to August 2023.

Reference writing for updated data was also reviewed and modified where necessary. Similarly, the student workbook was reviewed and the information was updated. After first preparing the final draft in English, it was translated the Hindi and Marathi respectively. The teachers of the Urdu schools provided valuable support in translating the revised parts of the student workbook in Urdu.

- **Printing and Distribution of kits and student-workbooks.**

As the implementation of *Sangati* kits 5 began in std. VII Mumbai Municipal schools, many Hindi and Marathi medium schools required a new kit due to damage caused during school closure owing to COVID lockdown and repairs of school buildings.

The materials were supplied on need-basis. 35000 workbooks for students were printed and these workbooks distributed to the students in August 2023. Also, as some schools wanted complete bags of kit 5, 115 kits of Hindi and 40 kits of Marathi were printed and given to the schools.

| Sr no | Description             | Quantity     |
|-------|-------------------------|--------------|
| 1     | Kit 5 Marathi Workbooks | 6500         |
| 2     | Kit 5 Hindi Workbooks   | 10500        |
| 3     | Kit 5 English Workbooks | 9000         |
| 4     | Kit 5 Urdu Workbooks    | 9000         |
|       | <b>Total Workbooks</b>  | <b>35000</b> |
| 5     | Kit 5 Marathi Kits      | 40           |
| 6     | Kit 5 Hindi Kits        | 115          |
|       | <b>Total Kits</b>       | <b>155</b>   |

- **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:

## Deputy Education Officer

- Shri Nissar Khan (K/East, H/ West, H/ East): These officers were met 'in person'. They gave letters of permission to conduct the ***Sangati*** programme for the academic year 2023-24. They were informed of the programme for which we got a very positive response. Mukhtar Shah advised that we should conduct ***Sangati*** sessions without disturbing the regular class time table and curriculum.

## Administrative Officers

- **Smt Kalpana Umbre (P /S ward), Shri Taufique Sheikh (K/East ward) and Smt Asmita Kasle (R/C ward)**

The officers were presented with the permission letters for the current academic year. All information on the ***Sangati*** programme was given. As all officers were familiar with the ***Sangati*** programme, they gave a positive response. However, the team was instructed to talk to Principals to decide the schedules. Similarly, some Principals from R/C Ward wanted the signatures of the officers on the permission letters. Therefore Mrs Kasle was asked to sign the letter which she did. She also advised the team to cooperate with the Principals to get best results.

- **Smt Nasrin Khan (E ward):** She discussed in which classes the programme would be conducted and what would be the topics covered. She specifically stated that it would be good if our sessions could demonstrate the difference between 'good touch' and 'bad touch'. This would be very helpful to schools and students. We assured her that such subjects would be covered after which she congratulated the team on the programme.
- **Smt Afsana Begum (C/D ward):** We met her and presented the permission letters. She welcomed ***Sangati*** wholeheartedly and declared that ***Sangati*** was a very good and useful curriculum.
- **Shri Ashfaq Sheikh (A/B ward):** We presented him with the permission letter and shared information on which classes and what topics would be covered in the academic year. We have always had full cooperation from Shri Ashfaq we invited him to observe a ***Sangati*** session in school and he readily agreed.
- **Shri Pankaj Pimple (R/N ward):** The AAP team met Shri Pimple and presented the permission letter. They also briefed him about ***Sangati*** sessions to which he responded positively.
- **Smt Surekha Khairmode (S ward):** The permission letter was accepted and the officer assured that she would help the AAP team if they came across any hurdles or obstacles.

- **Shri Kailashchandra Arya (T ward):** He asked for a copy of the permission letter and on it he wrote “all Principals and Teachers please note that permission to conduct the *Sangati* curriculum in schools has been granted.”

### **Superintendent**

- **Smt Jyoti Bakane (N ward):** We presented her with the permission letter and shared information on which classes and what topics would be covered in the academic year. She assured us that the permission letters would be sent to all heads and Vice Principals.
- **Smt Neelam Rane (M ward):** While presenting the permission letter, we informed her that we would be conducting sessions from kit 5 to all classes of std VI. We would also conduct *Saath Saath* sessions with Std 7 of certain schools. She asked for information on the number of AAP Representatives and the schedule of *Sangati* sessions.
- **Smt Surekha Pakhdi (L ward):** The team had a detailed discussion with her, sharing all information on the *Sangati* programme as well as the permission letter.
- **Shri Ramchandra Gode (S ward):** While accepting the permission letter, this official spoke sharply. He wanted to understand what permission letter it was and who had signed it. He firmly stated that wherever the permission had come from, he could not allow any extra pressure on his teachers. He was informed that *Sangati* would be conducted as every year, in std VII and VIII and *Saath Saath* Programmes would also be conducted.

### • **Varification of NGO Representatives**

In a MCGM school in Vikhroli, Mumbai a teacher appointed by one of the NGOs attempted molestation of a student. The matter was taken up with all seriousness by the Municipal authorities. The action-taken included ensuring safety and security for students in future. During the academic year 2023-24, from 27-31 August, all representatives appointed by voluntary NGOs were interviewed by the MCGM officials. During this time, the role of the representatives, their working hours, the time tables and responsibilities etc were explained and discussed. It was decided that in future, representatives from organisations must obtain ‘character certificates’ authorized by the area police-stations. All documents submitted by these representatives were examined by the panels. The following documents were obtained by the MCGM authorities – details of their work, of the concred representative provided by the organization organization, appointment letter, PAN card, Aadhar Card, ‘character certificate’ from police etc. It must be noted that during this process all the represenatives of Avehi Abacus were treated with utost respect and were made to feel comfortable, they were lauded for their

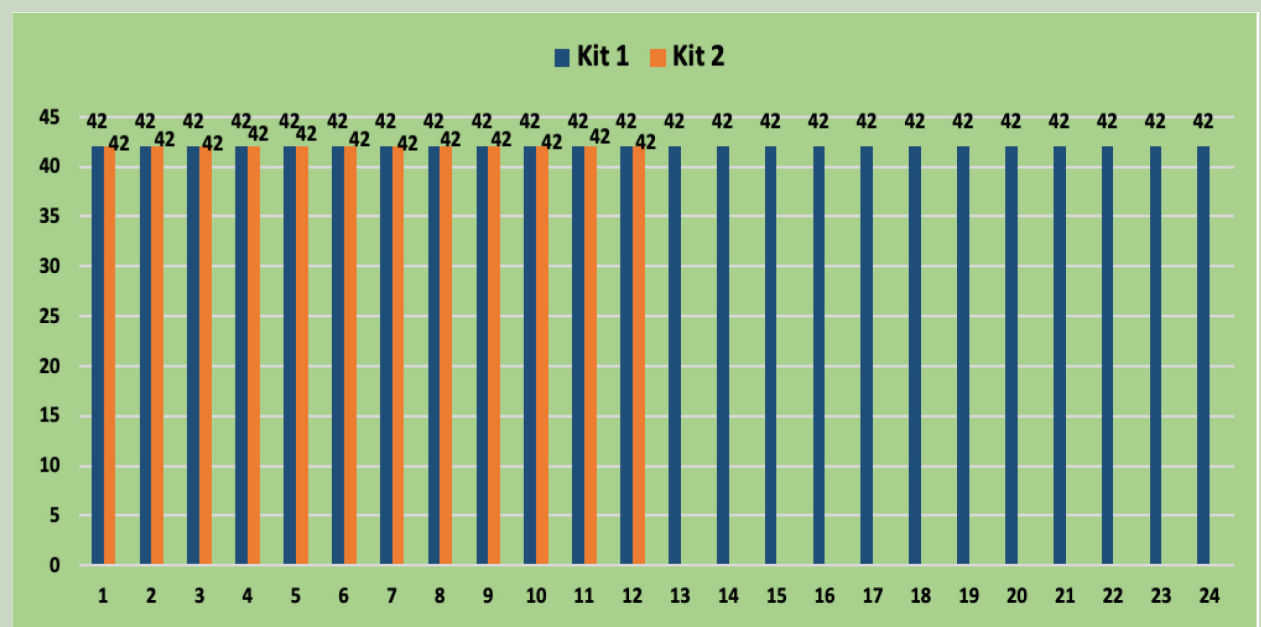
work in schools, their relationship with the school teachers, authorities and the students.

- **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.

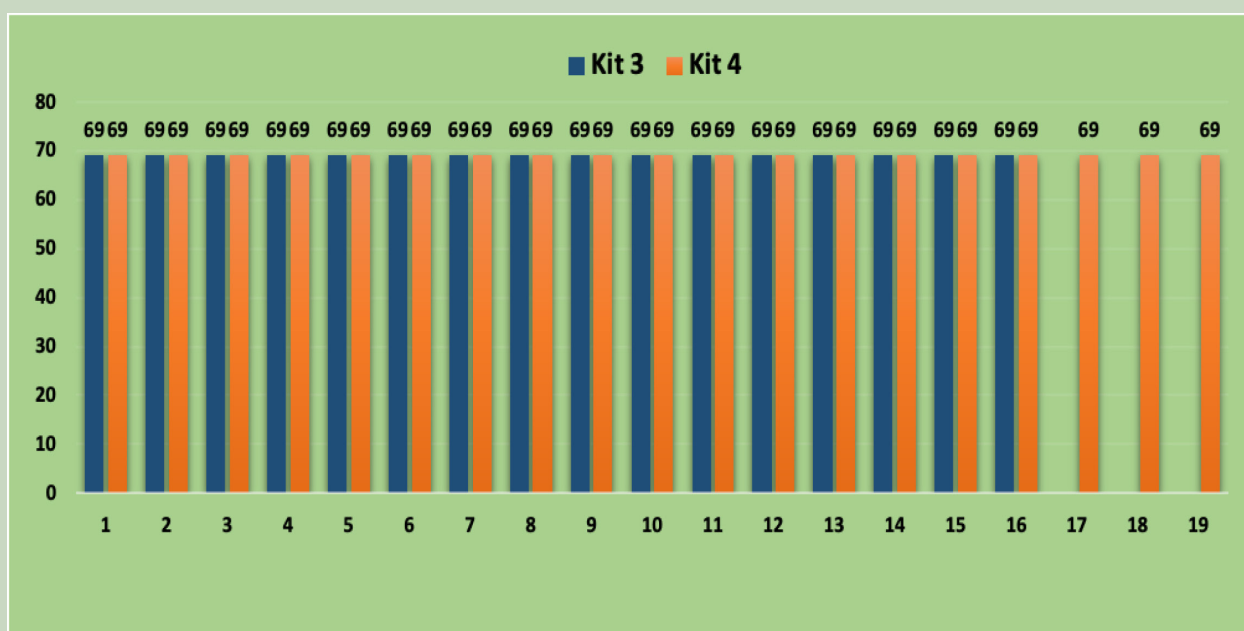
- **Details of Implementation of *Sangati* sessions for std.V to VII**

**Std. V: kit 1 - ‘Myself, My Body, Our Needs’and kit 2 - ‘Our Earth and the Web of Life’**



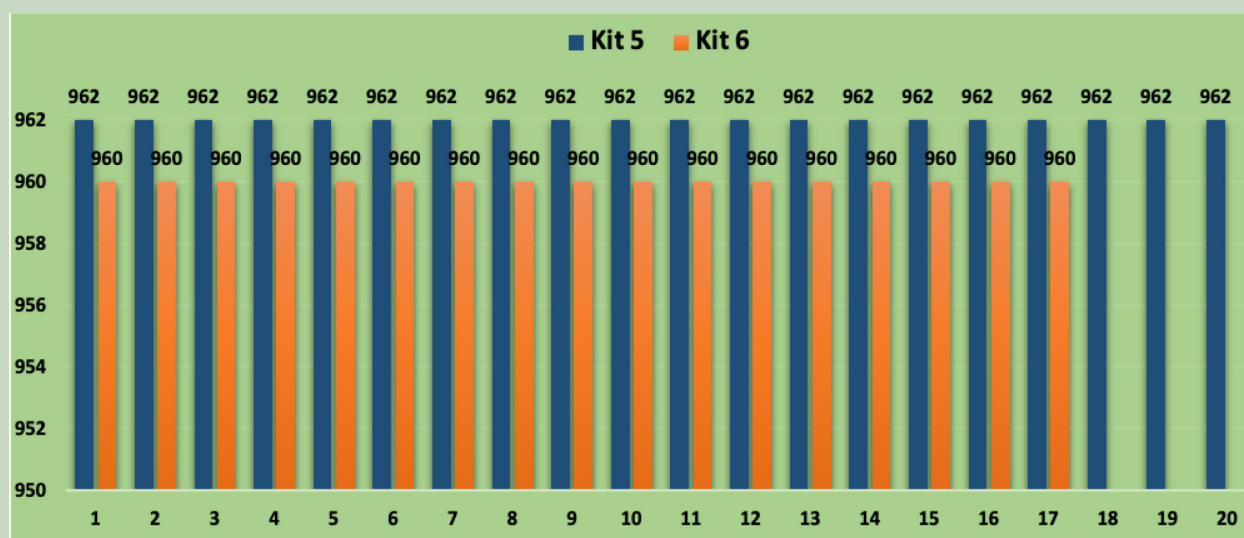
*Sangati* kit 1 - 'Myself, My Body, Our Needs' and *Sangati* kit 2 - 'Our Earth and the Web of Life' started in 42 classes and completed in 42 classes of std V in MCGM schools.

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



*Sangati* kit 3 - 'How Societies Developed' and *Sangati* kit 4 - 'The Way We Live' started in 69 classes and completed in 69 classes of std VI in MCGM schools.

## Std. VII: kit 5 - 'Understanding Change' and kit 6 - 'Preparing for the Future'



*Sangati* kit 5 - 'Understanding Change' started and completed in all (962) classes and *Sangati* kit 6 - 'Preparing for the Future' started in 960 classes and completed in all classes of std VII in MCGM schools.

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

### Experiences during *Sangati* sessions

[https://drive.google.com/file/d/1zfvWQSZ0mCeZaxP4D51B\\_Ra4GU6RRkZj/view?usp=sharing](https://drive.google.com/file/d/1zfvWQSZ0mCeZaxP4D51B_Ra4GU6RRkZj/view?usp=sharing)

### Students Feedback to *Sangati*

<https://drive.google.com/file/d/1IDRGXdCpVUsdwP83WkaEmBin-0ewhvBg/view?usp=sharing>

## Head Teachers' feedback *Sangati*

<https://drive.google.com/file/d/1pf-sGXTCCr7695EM960CpzdLrUzi9UrL/view?usp=sharing>

## Teachers Feedback to *Sangati*

[https://drive.google.com/file/d/1XuEExirCyDGhIVkFuHi3nx7\\_gLYiN0Np/view?usp=sharing](https://drive.google.com/file/d/1XuEExirCyDGhIVkFuHi3nx7_gLYiN0Np/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 2024. For this 10% schools and students from these 10% schools were selected as per sampling norms. Responses were collected from total of 1052 students and 109 teachers from 106 schools.

| MCGM ( BMC )Schools |               |                |                |
|---------------------|---------------|----------------|----------------|
| Standards           | No of schools | No of Teachers | No of students |
| Std. V              | 11            | 14             | 110            |
| Std. VI             | 19            | 17             | 190            |
| Std. VII            | 75            | 78             | 752            |
|                     | 105           | 109            | 1052           |

### Internal Impact Assessment of *Sangati*

[https://drive.google.com/file/d/1yvEhR51YjCQBzR4rgMON77Vt\\_7gEEpCi/view?usp=sharing](https://drive.google.com/file/d/1yvEhR51YjCQBzR4rgMON77Vt_7gEEpCi/view?usp=sharing)

- **‘Growing Up’ experiences in different classrooms on conducting this session**

Kit 5, Understanding Change. In Session 2 different changes that take place in boys and girls during adolescence - physical and emotional, are discussed. This session was conducted for Std VII of 945 classes. Additionally, in 50 schools, from std V to std X, whenever this session was conducted, it was always in the presence, support and cooperation of the Principal or teacher. The conceptions, confusions and misconceptions of children entering adolescence are addressed as is the turmoil in their minds. Doing adequate justice in addressing these questions is the purpose of *Sangati* Sessions.

Topics like interaction between adolescent boys and girls, sexual harassment, the atmosphere of trust in homes and communities, mensruation, ejaculation/ wet dreams are discussed in the session. Not just this but the session also draws attention to the socio-emotional aspects of growing up, especially the way ‘relevant adults’ in the family treat boys and girls differently, how adults themselves find it confusing to respond to the changes they see occurring in their children and particularly the process of gendering. This session has been greatly appreciated by schools, who say it is very useful.

- **Monitoring Implementation Schools Visits by Aveshi Abacus Representatives and Field Coordinators** Eight Field Coordinators and 28 School Representatives regularly monitored implementation of *Sangati*. The representatives and coordinators visited each schools at least once in

8 to 10 days. During June 2023 to March 2024, 10397 visits were made to 681 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.

### ***Sangati* in schools for Special Children**

**Sangati** has also begun implementation in 17 Special Schools (for Special-needs children) in Mumbai run by the Municipal Corporation from 2016-2017. This initiative came about from the Officer In-Charge of these schools and the response from the teachers is overwhelming since they were able to connect substantial content from school books with **Sangati** curriculum. The various pedagogic devices have helped the students understand concepts and feel confident about learning.

Although contact with special schools could not be made during the Covid period, in many schools teachers spontaneously conducted some sessions of **Sangati** kit 1 'Me, My Body and Our Needs' with the students. Since this academic year, visits have been made to a total of 17 special schools of Mumbai Municipal Corporation and in 11 of them teachers have received positive response.

AAP Team met Admin Officer in charge, Smt Sumedha Vichare on 26 July 2023. She knew about the **Sangati** Programme as she had attended Teacher training workshops in 2016 and 2017. Her response to the programme was very positive. She recalled session outlines, the attractive flipcharts and posters with enthusiasm and said that the programme was very useful for teachers. She said even if the official letters did not come, she would personally contact teachers to see that **Sangati** sessions are conducted. However, she suggested that next year there should be a letter for cooperation for special MCGM schools with the instruction that it should be conducted every year. She gave information about the programme to teachers and instructed them to conduct sessions. In this manner the interaction with Sumedha Madam was very positive.

AAP Representatives paid visits to certain schools in their respective wards. Principals then made a road map on how and when sessions would be conducted in classrooms. Future planning and scheduling were discussed. Principals and teachers cooperated and shared positive responses. Some **Sangati** teaching aids and materials were lost due to various reasons so complete kits were provided by the AAP team.

One or two sessions have been completed in classrooms. Teachers are communicating our sessions very well albeit, in their own ways. Specifically, 'Helen Keller', 'My Body, Growing Up', 'Ramu ki Roti' are taught with great interest and involvement.

- **Experience**

- In Bajaj, the school for special needs children, the session from kit 1, 'Myself, My Body and Our Needs' was started. Every month, updates on the progress were given. She said students enjoy sessions. They listen to stories with joy, look at pictures with great attention, enjoy recognizing the colours; they think about the pictures with depth and seriousness and share their thoughts in detail. However, they do not have recall the next day. There is one girl, Sidara Khan, who remembered a story the next day. She responded in a systematic way. She said "the flipchart on 'My Body', explained all details about every part of my body."
- Here is an example of Manilal school. From kit 1, 'Myself, My Body and Our Needs', certain sessions such as 'Helen Keller', 'Zimmedar Kaun', 'Ramu ki Roti' and 'My Body' have been completed. Some students recall Helen Keller, others find 'Zimmedar Kaun' more interesting. Still others enjoy 'Pehechano Kaun'. They usually start the session with songs and games. This session on 'Growing Up' was conducted in the last week of January when around 18 students and the teacher were present. The teachers had been explained how to conduct the session 'Kishoravastha ki Jaankari' but despite this they requested AAP representatives to conduct the session. This session was conducted in presence of boys and girls. That they listened to to session with great interest and attention."

## Sangati in MCGM Schools



## *Sangati* in Ashram Schools

***Sangati* in Ashram schools (residential schools for tribal children) in Thane district.**

From the academic year 2015-16 ***Sangati*** programme was initiated in Ashram Schools, Shahapur project, and Thane district run by the **Integrated Tribal Development Department**, and has developed into a strong and important programme for the students at these schools. ***Sangati*** curriculum is being implemented in 5 blocks namely, Shahapur, Kalyan, Bhiwandi, Ambernath and Murbad, across 36 schools from classes V to IX. The programme is effectively being implemented with 174 teachers and 9380 students in 36 Ashram Schools.

| Std. V to IX | No of schools | No of Teachers | No of students | Girls | Boys |
|--------------|---------------|----------------|----------------|-------|------|
| V            | 36            | 36             | 1632           | 800   | 832  |
| VI           |               | 36             | 1887           | 898   | 989  |
| VII          |               | 36             | 1856           | 901   | 955  |
| VIII         | 33            | 33             | 1894           | 909   | 985  |
| IX           |               | 33             | 2111           | 997   | 1114 |
| Total        | 36            | 174            | 9380           | 4505  | 4875 |

### Activities 2023-24:

- **Meeting with Officers:**

- ***Sangati*** has been conducted for the last 8 years in the government run and aided Ashram schools of Shahpur district by the Avehi Abacus Project, Mumbai, in collaboration with Tribal Development Project, Shahpur. In this regard, a regular review meeting was conducted between the AAP representatives and the officials of Shahpur District Tribal Development Project, on August 03, 2023.

The AAP representatives met Shri Pawan Patil and Shri Gholap, both Assistant Project Officials, Education Department, Shahpur District. During the meeting, the progress of ***Sangati*** programme during the year 2023-24 was discussed. The officials were informed that ***Sangati*** sessions had begun across all the classes, i.e., standards V to IX, and that the response of students to the sessions had been extremely positive. They were further informed that representatives from AAP visited every school once in 15 days. Further, the support received from the teachers in conducting ***Sangati*** sessions and any issues and challenges being faced therein were also discussed. Shri Patil assured the AAP representatives of providing all cooperation in resolving any issues that may be faced in future as well. A plan of action for distribution of ***Sangati*** literature among students was also devised during the meeting.

The meeting was extremely fruitful. The future plan of action for continuation and conduct of ***Sangati*** programme in the Ashram schools of the district was discussed and finalized.

#### - **Meeting with the Project Officer**

Chitra Patil and Kapil Mohpe met the Project Officer, Mr. Rajkumar Hiwale of Shahapur Project of Tribal Development Department, on 2 February 2023. As it was the first meeting with the project officer, and we gave detailed information about Avehi Abacus Project and the programme of ***Sangati***, ***Saath Saath*** and ***Manthan***. The officer was also given detailed update about ***Sangati*** implementation in Ashram schools, the way it is conducted, the time-scheduling, the follow-up visits by the representatives, classroom implementation jointly by teachers and representatives, the response from field etc. Along with this, the annual report of the organization for 2022-23 was handed over to him.

Besides this the material from the kit, the teacher's manual, flipcharts, posters, other visual aids and students' workbooks were shown to him. He genuinely appreciated ***Sangati*** material and content-pedagogy. Mr. Rajendra Kumar Hiwale assured full support to the programme. He also felt that the ***Saath Saath*** curriculum is equally necessary in Ashram schools.

It was agreed that ***Saath Saath*** could be launched in the Ashram schools from the academic year starting from 2024-25. Prior to launching AAp will conduct workshops with the teachers, head-teachers. The workshops will be held at the beginning of June 2024. Overall, the visit was extremely fruitful.

#### • **Meeting with Teachers and Head Teachers**

In the beginning of the academic year, head teachers of all the schools were met and orientation for the ***Sangati*** Programme. Head teachers were also given detail orientation of ***Sangati*** kits and detail planning for conducting ***Sangati*** Classes at school level, giving feed-back and encouragement to teachers, addressing their problems regarding time table.

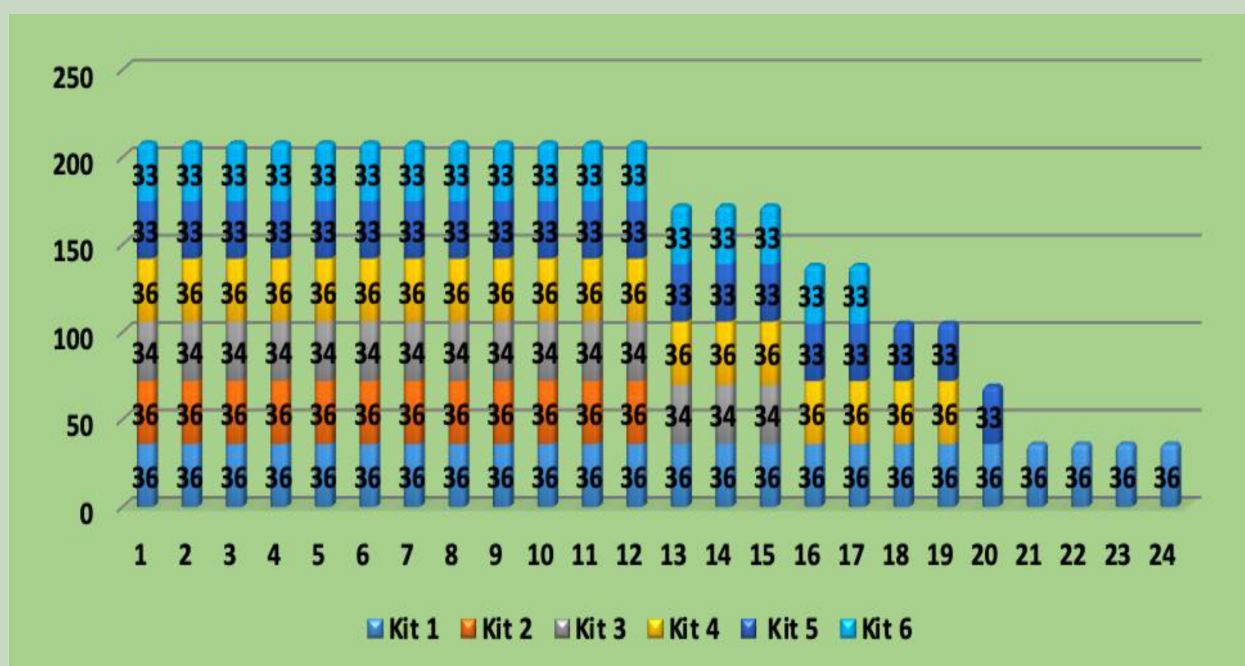
#### • **Printing and Distribution of *Sangati* kits and Workbooks**

In the month of April, detailed information on availability and requirement of ***Sangati*** kits per school was updated. Based on this data, 96000 workbooks were printed and distributed by 3 August 2023.

- **Sangati Programme Implementation**

### Overview of *Sangati* sessions (kit 1, 2, 3, 4, 5 and 6) in Ashram Schools

| Std. | <i>Sangati</i> 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                                      |
| VI   | 'How Societies Developed'              |          | 34                                      |
| VII  | Kit 4: 'The Way We Live'               | 19       | 36                                      |
| VII  | Kit 5: 'Understanding Change'          | 20       | 33                                      |
| IX   | Kit 6: 'Preparing for the Future'      | 17       | 33                                      |



### Experiences during *Sangati* sessions

[https://drive.google.com/file/d/1Csl2emhV9ydH\\_3bGdYnMJmLSZwfp0IVf/view?usp=sharing](https://drive.google.com/file/d/1Csl2emhV9ydH_3bGdYnMJmLSZwfp0IVf/view?usp=sharing)

### Students Feedback to *Sangati*

<https://drive.google.com/file/d/1x6XmoX-hETHGLQifSvwe8yunAa3OYD0i/view?usp=sharing>

## Teachers Feedback to *Sangati*

[https://drive.google.com/file/d/1lv0fYQRPlpls6XNESBlyTQ0FboTtb9t9/view?usp=drive\\_link](https://drive.google.com/file/d/1lv0fYQRPlpls6XNESBlyTQ0FboTtb9t9/view?usp=drive_link)

- **‘Impact Study of Understanding the Impact of *Sangati* on students after Covid lockdown in Ashram Schools, 2023’** done by Snehal Khandait and Sandesh Siddhganesh students of TISS student of Advanced Centre for Women’s Studies (ACWS) course, interned with the Avehi Abacus Project.

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.

- **Monitoring Visits: School Visits by Avehi Abacus Representatives and Field Coordinators:** Eight Field Coordinators and 35 School Representatives regularly monitored implementation of *Sangati*. The representatives and coordinators visited schools once in 15 days. During June 2023 to March 2024, 438 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.
- **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 2024. Responses were collected from total of 1351 students and 123 Teachers.

| Ashram Schools |                     |                            |                |
|----------------|---------------------|----------------------------|----------------|
| Standards      | Total No of schools | No of Schools and Teachers | No of students |
| V              | 36                  | 28                         | 280            |
| VI             |                     | 28                         | 280            |
| VII            |                     | 28                         | 280            |
| VIII           | 33                  | 25                         | 262            |
| IX             |                     | 25                         | 250            |
| Total          |                     | 134                        | 1352           |

## Internal Impact Assessment of *Sangati*

[https://drive.google.com/file/d/1yvEhR51YjCQBzR4rgMON77Vt\\_7gEEpCi/view?usp=sharing](https://drive.google.com/file/d/1yvEhR51YjCQBzR4rgMON77Vt_7gEEpCi/view?usp=sharing)



## Saath Saath - living together in harmony



**Saath Saath- Living together in harmony:** This curriculum package 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 reached more than 130 Community centers, 215 schools and approximately 19,535 adolescent girls, boys and 4,730 women** in Mumbai as well as to grassroots women's organizations in Rajasthan and Uttar Pradesh.

**Saath Saath** has been started for VIIIth standard students as per the demand of teachers and students. The **Saath Saath** module has been used with 3,722 students from 124 classes in 99 MCGM schools

| Saath Saath in MCGM Schools |               |                |             |            |
|-----------------------------|---------------|----------------|-------------|------------|
| No of Schools               | No of classes | No of students | No of Girls | No of Boys |
| 99                          | 124           | 3722           | 1821        | 1901       |

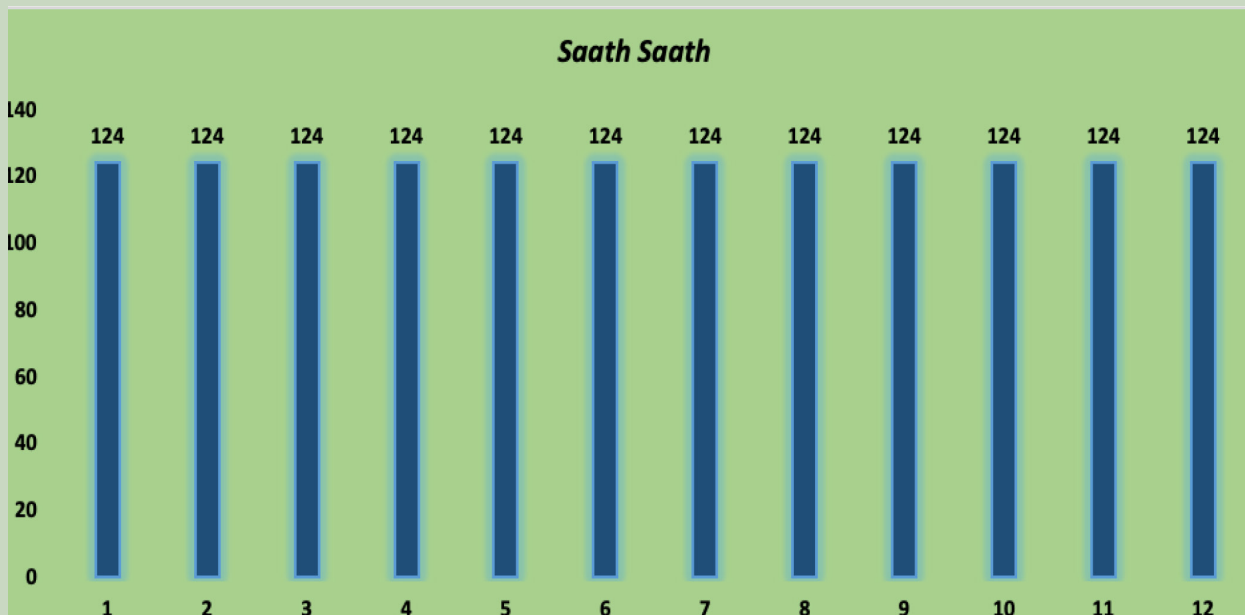
### Details of Implementation in MCGM Schools

- On meeting the Principal of the school, the schedule for conducted **Saath Saath** sessions was finalized. The sessions are being conducted as per these schedules. There is excellent cooperation by all teachers. As they realize the relevance of these sessions, they try their best to communicate ideas to the students. The students freely share their experiences and opinions such as it is important for every girl and boy to get nutrition, good health, education, work, and freedom of expression. Overall the students are increasingly understanding the similarities and links in the subjects covered by **Saath Saath**.
- As teachers, Principals and officials saw the **Saath Saath** programme being conducted, they realized the importance of the subjects covered. As the underlying concept is that of gender equality, all educators agree that it is very important to communicate these ideas and thus increase awareness among students.
- Saath Saath Workshop**

A two-day workshop was held on 22nd and 23rd June 2023 to organize the **Saath Saath** curriculum information since the **Saath Saath** program is implemented in class 8th. The session was presented in such a manner that each point would be understood after a proper discussion.

- **Sessions conducted in schools**

**Saath Saath** started in 100% classes and was completed in 100%



**Experiences during *Saath Saath* sessions**

<https://drive.google.com/file/d/1ZR192VobC2JPY8tk-oxDyo9NEf0c0Zk3/view?usp=sharing>

**Students Feedback to *Saath Saath***

[https://drive.google.com/file/d/1OowpjGoGwriKlb39y6\\_XJMehzoG9Vsqq/view?usp=sharing](https://drive.google.com/file/d/1OowpjGoGwriKlb39y6_XJMehzoG9Vsqq/view?usp=sharing)

**Teachers Feedback to *Saath Saath***

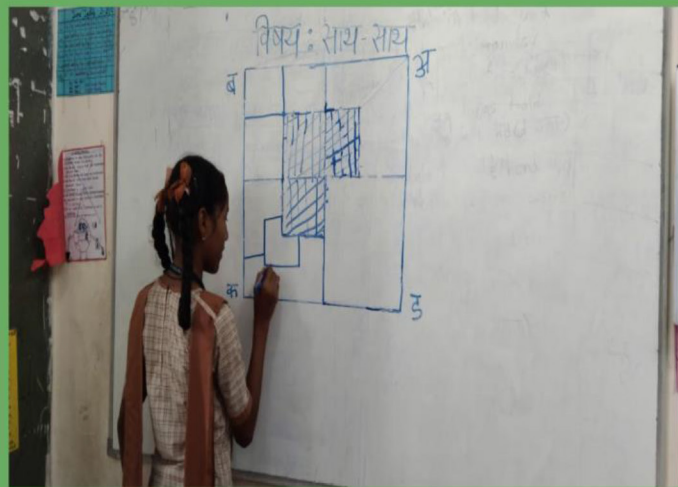
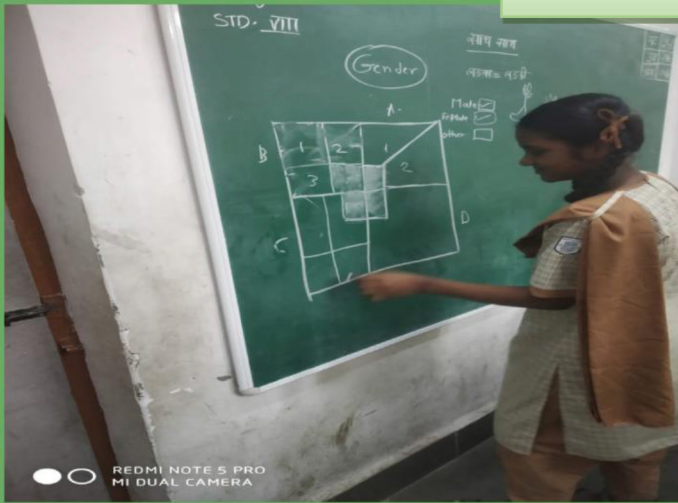
<https://drive.google.com/file/d/1rqG3XkKXAVmsncmuG0kjRyDLDWTm-yBM/view?usp=sharing>

- **Internal Impact Assessment of *Saath Saath***

In order to gauge impact of the programme, written feedback was collected in the month of March 2024. Written feedback was obtained from 12 teachers and 262 students from 12 schools.

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

<https://drive.google.com/file/d/1FBumQTgRSXdqWwYLCEKVbm0pjmZ6hsSk/view?usp=sharing>



## Manthan Pre-service Teacher Education Module



Context: 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. Avehi Abacus Project thus responded by developing **Manthan** (for trainee teachers at Diploma in Elementary Education (D.El.Ed.)

**Manthan** (Churning): A foundation course designed to be transacted with for student-teachers enrolled for **Diploma in Elementary Education, D.El.Ed.**

**Manthan** is being implemented in 1 college in Raigad district and 5 colleges in Palghar, 4 colleges in Thane district and 4 colleges in Mumbai. **Manthan** is being implemented in 14 colleges with 679 student teachers. **Manthan** is currently being implemented in 14 colleges with 580 student teachers. Due to the overwhelmingly positive response to **Manthan** from students of the Diploma in Elementary Education (D.El.Ed.), course the Principal of SDT Kalani College, Ulhasnagar requested initiating it also with the Bachelor of Education (B.Ed.) students.

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

### **Manthan Outreach in D.El.Ed. Colleges:**

| Districts | D.El.Ed. colleges | No of student Teachers | No of Student teachers |
|-----------|-------------------|------------------------|------------------------|
|           |                   | Batch 2021-23          | Batch 2023-25          |
| Palghar   | 5                 | 210                    | 179                    |
| Thane     | 4                 | 221                    | 244                    |
| Mumbai    | 4                 | 176                    | 100                    |
| Raigad    | 1                 | 72                     | 57                     |
| Total     | 14                | 679                    | 580                    |

- **Manthan Programme: First- and Second-Year Syllabus Implementation**

|                  | Name of D.El.Ed. College                          | First Year and Second Year Module | First Year Module |
|------------------|---------------------------------------------------|-----------------------------------|-------------------|
| Palghar District |                                                   |                                   |                   |
| 1                | Anutai Wagh D.El.Ed. College, Kosbad, Dahanu      | Session 4                         | Session 12        |
| 2                | Kishore Sankhye D.El.Ed. College, Boisar, Palghar | Session 7                         | Session 6         |
| 3                | St John D'britto D.El.Ed. college, Vasai          | Completed                         | Session12         |
| 4                | Thomas Baptisa D.El.Ed. college, Vasai            | Completed                         | Completed         |
| 5                | St Aloysius D.El.Ed. college, Vasai               | Completed                         | Session 23        |
| Thane District   |                                                   |                                   |                   |
| 6                | Swayam Siddhi D.El.Ed. college, Bhiwandi          | Completed                         | Session 3         |
| 7                | Salahuddin Urdu D.El.Ed. college, Bhiwandi        | Completed                         | Session 14        |
| 8                | SDT Kalani D.El.Ed. college, Ulhasnagar           | Completed                         | Session 13        |
| 9                | Ideal D.El.Ed. college, Kalyan                    | Completed                         | Session 3         |
| Mumbai           |                                                   |                                   |                   |
| 10               | Anjuman D.El.Ed. college Kurla                    | Completed                         | Session 20        |
| 11               | Imamwada D.El.Ed. college                         | Completed                         | Session 18        |
| 12               | R. C. Mahim D.El.Ed. college                      | Completed                         | Session 15        |
| 13               | Khilafat D.El.Ed. college Byculla                 | Completed                         | Session 18        |
| Raigad District  |                                                   |                                   |                   |
| 14               | Shri.Bapusaheb D.D. D.El.Ed. college, Visapute    | Session 2                         | Session 13        |

- **Manthan Second Year Course Completed**

Second year course was completed in 13 colleges in the month of November 2023. Two colleges did not complete the second-year course as the time was not allotted in Vispute College as it was online and in Boisar College it could not be completed.

- **First year Manthan programme started: First year new batch 2023-2025**

During the academic year 2023-24, **Manthan** program was started in 14 teachers' schools of Thane, Mumbai, Palghar and Raigad divisions in the current academic year as well as in the previous academic year. From October 2023, the first-year new batch (2023-2025) **Manthan** course was started in most of the student teachers' and the **Manthan** representatives

were received with great enthusiasm by the principals and female teachers of all the teachers' schools.

- **Written feedback from student teachers**

Written feedback from student teachers were collected to understand their responses.

**Experiences during *Manthan* sessions**

<https://drive.google.com/file/d/1xdxVcZYm7aSMIKjz1JFrqXGeGY3Ksm5K/view?usp=sharing>

**Student Teachers Feedback to *Manthan***

[https://drive.google.com/file/d/1gwAsZZkLEd7T-rSR35hF26\\_7o-1\\_WNhl/view?usp=sharing](https://drive.google.com/file/d/1gwAsZZkLEd7T-rSR35hF26_7o-1_WNhl/view?usp=sharing)

- **Internal Impact Assessment of *Manthan***

In order to gauge impact of the programme, written feedback was collected. Responses were collected from total of 249 student teachers from 9 D.El.Ed colleges.

**Report of Internal Impact Assessment of *Manthan***

<https://drive.google.com/file/d/1sJ3RMt8AX0z2CnCZq-3ab-fcBy-mVpZC/view?usp=sharing>

- **Certificate distribution to student teachers to who have completed of *Manthan***

Since current academic year was the last year of *Manthan*, for the Second Year student teachers, they were awarded Certificates on successful completion of the course. Format of the certificate was also appreciated by student teachers and teacher educators.

- **Monitoring Implementation Visits by Avehi Abacus Field Coordinators**

Three Field-Coordinators have been involved to ensure that *Manthan* sessions were conducted regularly, that the quality of the programme was maintained, and the core tenets of the curriculum understood and appreciated by student teachers and teacher educators.

- All college principals, teacher-educators extended support and cooperated by scheduling *Manthan* sessions within their time-tabling.
- 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.

## **A Few Experiences during the sessions**

- **St. Alyses D.El.Ed. College, Vasai, Palghar**

***Manthan*** programme began with the first-year teacher students at Vasai. Since the programme was new for the student-teachers, they were briefed about it during the first meeting. The student-teachers were very receptive and were excited about the programme, as different pedagogic tools like games, stories, songs, discussions etc. would be used during this programme. One of the student-teacher mentioned that due to the use of these varied pedagogic tools, it would be easier for them to grasp all the important concepts. The trainees participated in the game 'Give and Take' very excitedly. The crux of the game was very easily grasped by them, and they understood that each of us had a lot to offer as well as learn from others. They requested to conduct many more such games. Wholehearted participation was received during the activity 'Self-image'. They understood their strengths and weaknesses afresh and saw themselves in a different light. They realized that each individual was unique with her/his own set of abilities and capabilities. Through 'Johari Window', they were able to understand themselves better individually as well as in relation with others. In this way, the first session with the trainees was very engaging and fruitful.

- **Khilafat D.El.Ed. College, Byculla, Mumbai**

***Manthan*** programme was introduced for the first time in this college. It was discussed that teaching-learning is a two-way process and hence would be more fruitful and enriching with participation from all. The game of 'Give and take' was played to understand this. We contribute new ideas and insights within our homes, schools, colleges, society and the world and at the same time learn a lot from others. A couple of student-teachers then shared their understanding and explained that such continuous give-and-take influences our personalities. We give back to the world what we learn from these various interactions. The student-teachers then wrote ten adjectives about themselves and their friends. When a discussion on this process was held, it was realized that it took minimal time to write about others but a lot of time to write about oneself. It thus emerged that very often, we may not know ourselves as well as our friends may, through their regular interactions with us.

- **Salauddin D.El.Ed. College, Bhiwandi**

An activity from the session – 'Communal Politics in Independent India', was played with the second-year trainees from this College. The student-teachers had serious revelations during the process. One of them shared that being from a minority community, they felt vulnerable in face of 'dominant majority politics'. They, thus, liked to stay within the confines of their own groups and communities. The recent demand of 'citizenship proof' from the government

had further scared them. However, they shared that communalism and violence that sometimes results from it does not benefit anyone and only causes harm to the common citizens. They shared that it was essential to include such learning experiences (as the activity, information and discussion had provided) in schools; so that the communal mindset does not take root and that children are able to understand socio-political phenomenon in rational manner, learn to accept differences and resolve conflicts in peaceful, democratic manner.

- **Swayamsiddhi D.El.Ed. College, Bhiwandi**

*Manthan* sessions were concluded with the second-year student-teachers in the month of October. They shared verbal and written feedback and learnings from the programme. A lot of them shared that the pedagogic tools that they learnt as well as the conceptual clarity that they received about various topics and societal issues was unprecedented. They were going back with rich learnings and experiences from this programme.

- **Imamwada Urdu D.El.Ed. College, Imamwada, Mumbai**

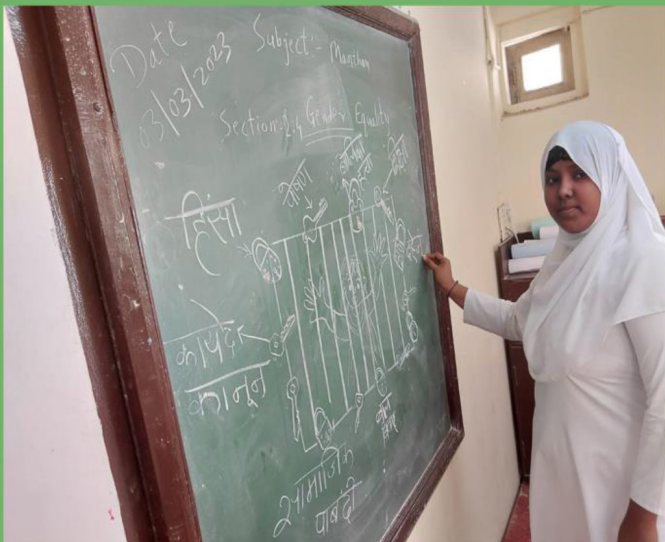
In a session on 'Building the Nation' the student-teachers discussed the building of a new nation through a flipchart. An open discussion was held about the nation building efforts of the policy makers since independence. It was discussed that initially, after independence, a lot of work had to be done to establish the fundamentals of a nation state, like various laws, rules and regulations, economic and social policies etc. Since independence, continuous efforts are being made towards the growth and development of the nation. While we can feel a certain amount of pride in some of our accomplishments like advances in science and technology and its use in various areas including agricultural growth, industrialization, improvement in literacy levels, etc., however, it is equally true that the economic disparity between the 'haves' and 'have-nots' has widened and certain social issues like casteism, communalism, gender disparity, corruption etc. may have even deepened, due to which, common citizens of our country and particularly the poorer people, are now struggling to manage their basic needs.

- **Imamwada and Khilafat D.El.Ed. College, Byculla, Mumbai**

A discussion about the importance of good communication skills and values was held with the second-year student-teachers. It was understood that it was essential for teachers to display desirable values through their behavior as these are closely being observed and internalized by their students. The importance of self-awareness, self-image and values was thus discussed through the game 'Sit down, Stand up'.

The importance of all the aspects – values, pedagogic skills, knowledge and effective communication skills – for a teacher initiated through a discussion with examples of certain situations as a way to approach problem-solving. In one of such examples; ‘a parent-teacher meeting has been scheduled for all the students of a class. Timings have been allotted to all the students and parents must come and meet at the allotted times. A situation arises wherein the parents of two students come prior to their allotted times. In the first case parents of one of the students request that they may be allowed an urgent meeting due to a medical emergency in their family. But in the second case, the parents pressurize to be entertained right away as they have to attend a religious function. The trainees then discuss various options to resolve the situation and conclude that they would meet the parents of the first student and request the parents of the second student to wait a little longer. However, the importance of a strong value system for making this decision as well as effective communication skills in conveying it in a manner that does not impact the situation negatively, emerged starkly through this activity. The trainees also realized that their behaviour was constantly being replicated by their students and thus it was even more important for them to always behave in a responsible manner.

## Manthan in D.El.Ed. Colleges



## Other Interventions

- **Appraisals**

The team participated in an appraisal exercise on 26th April 2023 from 11.00 am to 6.30 pm the self evaluation of the entire team of Avehi Abacus was conducted. 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.

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 assistants, Field Coordinators' and Chief Project Coordinator's appraisal was conducted.

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

A three-day (26th to 28th July 2023) residential workshop was organized by Vacha Trust at Level Resort Bhayandar. Vishwamohini Kharat and Mamata Pandye participated on behalf of the organisation. The workshop was very lively with engaging discussions, group presentations and film screenings. The workshop mainly laid stress on different modes of creating awareness on gender-justice by use of theatre, written 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 divergent, non-binary gender identities.

- **Analysis of BMC's Annual Wards Budget**

Center for Urban Policy and Governance, Tata Institute of Social Sciences and Praja Foundation organized a meeting at the Tata Institute of Social Sciences Govandi on 12 December 2023 to present the analysis of the Municipal Corporation's Annual Budget across Mumbai city. The panel discussion was led by Dr. Amita Bhide (TISS), Dr. Priyanka Sharma (Director- Praja Foundation) and Mr. Sitaram Kunte (Former Chief Secretary - State of Maharashtra). The Municipal Corporation officials, representatives of organizations and people's representatives participated in this event. Vaishali Nivate participated on behalf of Avehi.

- **A representative from an organization – Manos Unidas**

Ms. Elina Fernández de Valderrama, a volunteer with Manos Unidas Foundation, Spain, visited New Mahim Hindi Secondary and New Mahim English schools on 6th February 2024. The Director of Avehi Abacus, Ms. Simantini Dhuru, Core Team member, Ms. Noella D'souza, Field Coordinator

for the area, Ms. Manisha Jain and Avehi Abacus Representative Ms. Pragati Dighe, gave a brief outline to Ms. Elina about the schools and the programmes. Ms. Elina also met the Principals of the schools and tried to understand different programmes and Avehi Abacus's work in their schools. She then met Std. VII and VIII students of both English and Hindi medium schools. Students welcomed her with beautiful paper bouquet made by them. Ms. Simantini, then, initiated discussions with students about various topics that were related to the **Sangati** curriculum. Students, participated excitedly, answered questions, showed pictures and drawings made by them in their workbooks and were unstoppable in discussions with Ms. Elina.

- **Site visit by Isabel Martín Foundation, Spain**

Isabelle Martin Foundation's Chief Trustee Ignacio Lafarga and Sara Gutiérrez, Project Manager visited the Nityanand Marg Mumbai Public School, Andheri East, Mumbai on the 21st of February 2024, to meet the students and teachers where **Sangati** is implemented. They were accompanied by Avehi's core team member Noella D'Souza and Director Simantini Dhuru. They met with the school principal Ms. Shweta Vajirkar. Ms. Sweta welcomed everyone wholeheartedly and after a brief discussion about implementation of **Sangati** in her school, the team visited two combined classes of Std. VII.

During the class visit, all the students welcomed everyone with **Sangati** slogan which roughly translates as 'In the joining of the heart (emotions) and the mind (thoughts) as one, let us walk together as one'. After initial introductions Ignacio beautifully interacted with the students, becoming one of them as a friend. The issue of language barrier became non-existent. The students forgot they were meeting such a senior person from a country far away; they relaxed and began interacting comfortably.

The students narrated their opinions and experiences about Sangati. What they had learnt, what they liked, the ideas and clarification of crucial values, like gender discrimination, problems of environmental pollution, such as garbage disposal in Mumbai, the system of water supply to Mumbai city and its unequal distribution. They narrated details from sessions where they had to confront real problems like space to live and the threat of displacement due to demolition of their houses by Municipal Corporation, and the way they found creative, consultative ways of finding viable but just solutions. They recalled the story of the anti-Coca-Cola struggle in Plachimada, Kerala where villagers fought and won against the corporation, and the story of 'Bil Gaon' a small tribal hamlet in Maharashtra where people built a dam to generate electricity without harming nature or drowning houses. They also talked about the repercussions of Artificial Intelligence in education, employment and life in general.

The visitors seemed deeply involved in the discussion and exchange of ideas with the students and only due to shortage of time, left the school for their next engagement.

- **Online meeting with Asha for Education representatives**

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. Seema Choudhary, Amrita Deshpande, Dipali Bhagwat, Ashay Choudhary, Vibha Dev, Madan and Bhushan from Asha for Education conducted an online visit to selected schools on 18 March 2024 to gauge the response to the *Sangati* and *Saath Saath* programme of the Avehi Abacus Project. The teachers enthusiastically expressed their opinions about the changes seen in the students due to these inputs, what the students learnt from the programmes. A total of 5 schools, 4 teachers and 23 students participated in this online event.

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 both 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 programmes.

- **Student for internship**

Stansheela Mardy, a student of Advanced Center for Women Studies (ACWS) from TISS, did her field-work as part of her course with the Avehi Abacus Project from 28th November to 12th March 2024. Her report is awaited and will be shared when available

- **Appointment of new Trustee Lakshmi Lingam**

We lost one of our longest serving and dedicated Trustee, Smt. Chandita Mukherjee on April 2023. Chandita was an accomplished media person, Director of the Comet Media Foundation and well known, much loved for her creative and generous personality. We have appointed, Dr. Smt. Lakshmi Lingam in her place. Lakshmi Lingam is Chair Professor, School of Public Health, D Y Patil University, Navi Mumbai, since 3 Jan 2024. Retired from the Tata Institute of Social Sciences, Mumbai, India, on 28th February 2023. Dr Lakshmi Lingam is a well-known gender expert, teacher, trainer, researcher and mentor.

- **Appointing New Statutory Auditor**

Mr. Sundeep Wagh has worked as Auditor of Avehi for many years. He resigned from the post after completing the work of Audit for the financial year 2022-23. As Chartered Accountants for the financial year 2023-24 M/s. S.P.A.S and Co. LLP, company has been selected.

### **Audited Accounts 2023-24**

[https://drive.google.com/file/d/1lsl\\_gEBKiK0mvXTOasvM\\_uA0LECp6jpc/view?usp=sharing](https://drive.google.com/file/d/1lsl_gEBKiK0mvXTOasvM_uA0LECp6jpc/view?usp=sharing)





**AVEHI-ABACUS PROJECT**  
**Second Floor, K.K.Marg Municipal School,**  
**Saat Rasta, Mahalaxmi, Mumbai 400 011.**  
**Tel. No. 022-23075231, 23052790**  
**Email: avehiabacus@gmail.com, info@avehiabacus.org**  
**Website : avehiabacus.org**