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Introduction

The visit to Avehi abacus project was carried out in 2 phases. In phase 1 the objective was to meet the main team to understand the program and its goals. In phase 2 a site visit was done to see the activities that were taking place on the ground. This report summarizes the observations of the two visits:

- 1.) Visit to main office in Mahalaxmi, Mumbai on 20th July
- 2.) Visit to Hindi, English, Marathi, Urdu Schools in Malad on 28th July

This visit was carried out on 23rd July to understand the following three programs of the Abacus project and I had a 4 hour meeting with Simantini Dhurand and her team. The objective of this meeting was to understand the program history, curriculum, implementation, challenges, and future objectives. Following is a brief synopsis of the programs –

Team

Currently Simantini is running the program with one of her colleagues who are supported by staff of 8-9 people in the main office. And this team coordinates with 40-50 part-time/contractual staff for the implementation of the program.

Founding Team



Support Staff at Main Office







Programs

Sangati

The ***Sangati*** series is intended to serve as a foundation course to enrich and supplement the school curriculum. It consists of six interactive learning kits for teachers and children in formal schools and Non-formal Education (NFE) centres. In formal schools, teachers can use it as a foundation course for Classes V – VII. In non-formal schools/groups, it can serve as a post-literacy programme for children between the ages of 10 and 16.

Kit 1: Myself, My Body, Our Needs

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

Kit 2: Our Earth And The Web Of Life

It is OUR EARTH that provides the resources that make it possible for us to fulfil our needs. All life on earth, including human life, has evolved in a complex and continuing process. This makes all of us part of the WEB OF LIFE.

Kit 3: How Societies Developed

Over thousands of years, people have learned to use the earth's resources and to live together in societies. Understanding HOW SOCIETIES DEVELOPED all over the world will help us understand our own lives better.

Kit 4: The Way We Live

Continuing changes in technology and different social, economic, political and cultural institutions influence THE WAY WE LIVE today.

Kit 5: Understanding Change

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

Kit 6: Preparing For The Future

PREPARING FOR THE FUTURE means building and enhancing the skills, attitudes and values that will ensure a better future for ourselves as individuals as well as for our society and our Earth.e

Sangati process is also documented and serves as a rich source of understanding teaching-learning processes in classrooms, changes in children, teachers and officials.

- In order to ensure smooth integration, better monitoring and sustained use of Sangati, the Avehi Abacus Project has been involved in working closely with teachers and Supervisory Officials of Mumbai Municipal Corporation since they perform the key roles of administration and monitoring of the programme.
- In the beginning of each academic year, training workshops are organized by the Avehi Abacus Project to orient the school teachers to Sangati. This is followed by distribution of kits and children's material in schools.
- Depending on the school's preference and medium, the Teacher's Manuals are available in Hindi or Marathi, while the Children's Material is available in Marathi, Hindi, Gujarati, Urdu, English, Tamil, Kannada and Telugu. A Teacher's Manual in English has also been developed recently. Sangati sessions are conducted by the teachers twice a week for one clock hour.
- Field Representatives visit schools regularly to understand the feedback/response from students and teachers and provide inputs to make

the sessions more effective; worksheets filled by students are also overseen by them.

Challenge

The key challenge that came out was that some schools & teachers see this as a burden since the teachers are overloaded with many educational (such as teacher's training) and non educational activities (like election duties etc) because of which they are not inclined to take up additional activities.

Manthan

Manthan, is a foundation course for pre-service teacher training. The focus of this program is to work with teachers, educate them about new methods of teaching and rather engaging the teacher actively in shaping the content of the curriculum to make it relevant and use it as a tool to achieve larger educational objectives. Currently the program has been launched in 20 plus teacher training institutes in schools in Maharashtra.

The Manthan Curriculum

The course content covers two of the three curricular areas prescribed by the National Council of Teacher Education – namely *Foundations of Education* and *Curriculum and Pedagogy*. The course consists of fifty sessions in all, with twenty-five sessions to be conducted each year. The two kits each contain a Teachers' Manual and all required visual materials.

Year One

The themes covered in Year One focus on the fundamentals of education. The sessions look at some of the players in the field of education, their roles and the impact that they have, as well as the ways in which we learn. They go on to explore the history of education in India, and finally discuss Curriculum, Methodology, and Assessment in greater detail.

Year Two

Based on the fundamentals explored in Year One, the curriculum of Year Two focuses on issues that affect our society. Complex issues such as caste, class, gender, nationalism, and the environment are discussed and deconstructed. The aim

is to locate education in the wider context of society, and to examine the role of teachers within the social system.

Challenge

Key challenge is that Government has reduced the number of teachers that are recruited each year in government schools. This has direct bearing on the number of people enrolling in the Teaching Institutions and hence the rollout of Manthan program.

Saath Saath – living together in harmony

Responding to the increasing awareness about gender parity and the growing violence against the female sex, the Avehi Abacus Project has developed a kit on Gender titled ***Saath Saath - Living together in harmony***.

The kit has been developed to generate respect for individuals irrespective of their biological sex. The main intention of this effort is to work together to address the problems related to gender and create a future where girls and boys, women and men will have equal respect and an equal chance for a better life.

The Saath Saath curriculum

The kit includes a Manual for Teachers containing a set of 12 session plans with material for children, a Video Compact Disk containing supplementary visual material and a file of all the children's materials to facilitate photocopying.

The Archdiocesan Board Of Education (ABE), Mumbai, has taken the responsibility to support the dissemination and use of the kits. As part of this process workshops have also been conducted for 145 teachers of 98 ABE schools. This is a new program which is being implemented in 3 schools

Images of the Curriculum for Sanagti, Manthan & Saath Saath







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Session 6 - Pressures that I experience	92
Session 7 - The role media plays	115
Session 8 - Women's work: Invisible but vital	127
Session 9 - Sexual violence: Harassment	144
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अनुक्रमणिका

मंथन - प्रास्ताविक
ह्या संचालन पुस्तिकेविषयी

परिचय

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सत्र २: शिक्षण आणि स्वातंत्र्य

सत्र ३: स्वातंत्र्य मिळाल्यावर ...

सत्र ४: आशवासनच नुसती की वचनांची पूर्ती ?

सत्र ५: शिक्षण कोणासाठी ?

विभाग ५

भारतीय शिक्षण व्यवस्था: अभ्यासक्रम,
अध्यापन पद्धती, मूल्यमापन

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- ३६८
- ३९३
- ४१९
- ४३६
- ४४६
- ४५५

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सत्र २: शिक्षणाचा आशय: काय शिकवायचं ?

सत्र ३: परीक्षण - पाठ्यपुस्तकांचं !

सत्र ४: शैक्षणिक साहित्य: काही पर्याय

सत्र ५: शिकणं-शिकवणं: वेगळ्या वाटा

सत्र ६: मूल्यमापनाचा प्रश्न

समारोप

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AVEHI-ABACUS PRE-SERVICE FOUNDATION COURSE
YEAR TWO

MODULE 1

- Session 1 : Looking back, looking forward
- Session 2 : Yeh mera India
- Session 3 : The school is society !

MODULE 2

- Session 4 : Gender - 1: Separate and Unequal
- Session 5 : Gender - 2: Learning the role
- Session 6 : Caste - 1: Caught in a web
- Session 7 : Caste 2 - Redressing the wrongs of centuries.
- Session 8 : The Unknown Indian
- Session 9 : Communal Politics in Independent India

MODULE 3:

- Session 10 : Celebrating Diversity.
- Session 11: The challenges of living together
- Session 12 : Nationalism 1: Mera Bharat Mahaan
- Session 13 : Nationalism 2: The true Indian

MODULE 4:

- Session 14 : Developmental issues/Building the Nation- 1: The path we chose
- Session 15 : Building the Nation - 2: Change or Progress?
- Session 16 : Costs of Development - 1: Who pays? Who benefits?
- Session 17: Costs of Development 2: There is an alternative
- Session 18 : War: Where there is no winner
- Session 19 : Media: Its use and abuse

MODULE 5:

- Session 20 : The teacher as an agent of transformation

परिवार

पितृसत्ता का पाठशाला



यहाँ पुरुषों का वर्चस्व होता है।

पुरुष परिवार का मुखिया होता है, स्त्रियों का स्थान दूसरे दर्जे का होता है।

स्त्री-पुरुष अंदर-आत हम परिवार में सीखते हैं।

स्त्री के नियम ही सीखने का माध्यम होता है।

यहाँ स्त्री-पुरुष की समान साझेदारी की धारणा न के बराबर है।

गट क्रमांक ५

आपल्या खालील टेबलचे
रूप होते ?

आपल्या गरजा

विशाखा कमिटी सदस्य

- धनश्री वाळीजकर
- अश्विनी मिश्राळ
- सुवर्णा येवले
- दिनेश धव्हाण
- माधवी जाधव
- साधमन डिसोजा
- सुनिता जंत्रे
- रेखा शर्मा
- सुजाता फापाळे
- राहुनाज शेख

Memorandum for Staff Meeting on 03/07/2020

Sl. No.	Topic	Date	Time
1	Staff Meeting	03/07/2020	10:00 AM
2	Staff Meeting	03/07/2020	10:00 AM
3	Staff Meeting	03/07/2020	10:00 AM
4	Staff Meeting	03/07/2020	10:00 AM
5	Staff Meeting	03/07/2020	10:00 AM
6	Staff Meeting	03/07/2020	10:00 AM
7	Staff Meeting	03/07/2020	10:00 AM
8	Staff Meeting	03/07/2020	10:00 AM
9	Staff Meeting	03/07/2020	10:00 AM
10	Staff Meeting	03/07/2020	10:00 AM

बट क्रमांक ५

आपका उपाय क्या है जो आपको काम होने ?

आपल्या गरजा

विशाखा कमिटी सदस्य

- धनश्री वाळींजकर
- अश्वि मिश्राळ
- सुवर्णा जेवळे
- दिनेश थव्हाण
- माधवी जाधव
- सायमन डिसोजा
- सुनिता जंत्रे
- रेखा शर्मा
- सुजाता फापाळे
- शहनाज शेख

Schedule for Staff Meetings for 2023-24 (20th and 21st June 2023)

Activity	Resource	Time/Duration
1. Registration	20	10:30 to 11:30
2. Meeting of staff	20	11:30 to 12:30
3. Lunch	20	12:30 to 1:30
4. Introduction to Budget and	20	1:30 to 2:30
5. Presentation of 2023-24	20	2:30 to 3:30
6. Meeting of staff	20	3:30 to 4:30
7. Meeting of staff	20	4:30 to 5:30
8. Meeting of staff	20	5:30 to 6:30
9. Meeting of staff	20	6:30 to 7:30
10. Meeting of staff	20	7:30 to 8:30
11. Meeting of staff	20	8:30 to 9:30
12. Meeting of staff	20	9:30 to 10:30
13. Meeting of staff	20	10:30 to 11:30
14. Meeting of staff	20	11:30 to 12:30
15. Meeting of staff	20	12:30 to 1:30
16. Meeting of staff	20	1:30 to 2:30
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73. Meeting of staff	20	10:30 to 11:30
74. Meeting of staff	20	11:30 to 12:30
75. Meeting of staff	20	12:30 to 1:30
76. Meeting of staff	20	1:30 to 2:30
77. Meeting of staff	20	2:30 to 3:30
78. Meeting of staff	20	3:30 to 4:30
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93. Meeting of staff	20	6:30 to 7:30
94. Meeting of staff	20	7:30 to 8:30
95. Meeting of staff	20	8:30 to 9:30
96. Meeting of staff	20	9:30 to 10:30
97. Meeting of staff	20	10:30 to 11:30
98. Meeting of staff	20	11:30 to 12:30
99. Meeting of staff	20	12:30 to 1:30
100. Meeting of staff	20	1:30 to 2:30

School Visit on the 28th July 2016

On 28th July 2016, I visited the four schools in Malad area to see implementation of the above mentioned programs. This visit was related to implementation of Sangati program. I could not visit schools that are implementing Manthan and Saath- Saath because of the travel distance involved.

The visit was coordinated by regional coordinator and area incharge who accompanied to all fours schools. Please see the images and video links of this visit.

Visit to English Medium School

Youtube Video

<https://youtu.be/VZInavEcTcQ>

Images













Images for Hindi Medium School

Youtube Video

<https://youtu.be/BgJTyePUOoc>

Images











मेरा स्वास्थ्य मेरी जिम्मेदारी

<p>शौच के लिए शौचालय का उपयोग करें।</p>	<p>शौचालय का उपयोग करने के बाद साबुन से हाथ धोएं।</p>
<p>रोजाना दो बार अपने दांत धुएं।</p>	<p>नासा धोनी और आंखों से साफ करें।</p>
<p>समय पर अपने बालों को काटवाएं।</p>	<p>हिसाब पर ही खाने की सामग्री खरीदें।</p>
<p>हर जगह में एक बार अपने नालबूत काटें।</p>	<p>पीने का पानी शीश्या घटक से भरें।</p>
<p>पिने का पानी लेते समय हमेशा लंबे डंडे वाले लोटे का उपयोग करें।</p>	<p>साबुन से हाथ अच्छी तरह से धोएं।</p> <ul style="list-style-type: none"> • खाना खाने के पहले और बाद। • शौच से आने के बाद। • खेल के आने के बाद। • खाना बनाने के पहले।

School Health Program | AmeriCares







[Images for Marathi Medium School](#)

[Youtube Video](#)

<https://youtu.be/Fs2KKpBzJnM>

Images











Images for Urdu Medium School

Youtube Video

<https://youtu.be/gg-SZ03osng>

Images











Key Observation & Assessment

1. The program is well received by the students as one can see their enthusiasm in meeting the coordinator as well as reciting the learning of the previous year.
2. The holistic approach of the Sangati program in a relaxed environment gives students ideas about different streams of education.
3. Because of staff shortage and the burden of additional activities on existing staff, the contact/training between the Sangati coordinator and the teacher is reduced or negligible.
4. The founding team has whittled from 8 to 2, and this may be a challenge in making Manthan and Saath Saath a major success as Sangati.
5. Along with funding, it would be advisable for Asha to depute people with experience in the education sector with two goals
 - a. Expansion of Sangati outside Maharashtra
 - b. Expansion of Manthan and Saath Saath

