

ग्राममंगल
INNOVATIONS IN LEARNING

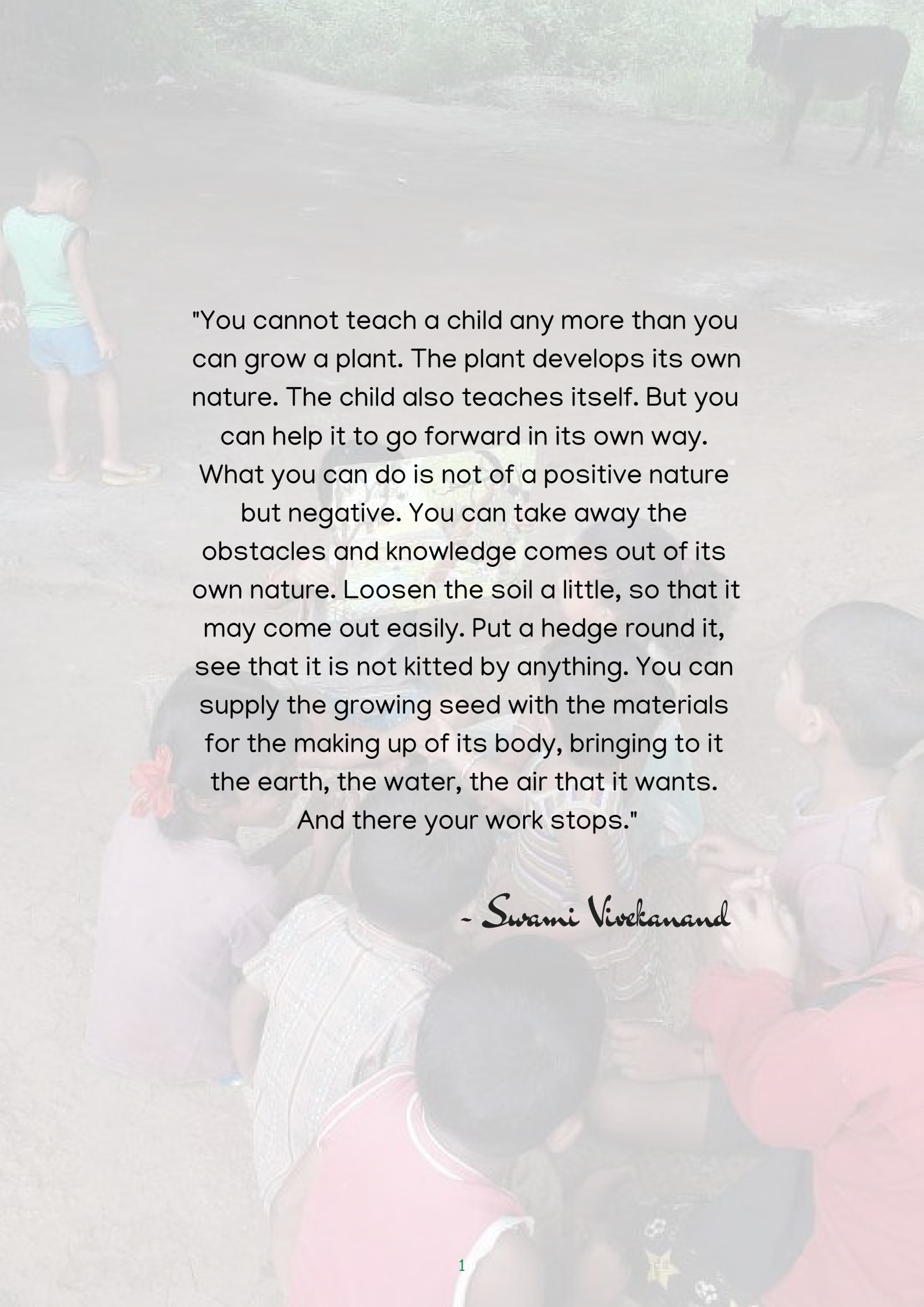


Spreading The Joy of Learning Since 35 Years



ANNUAL REPORT

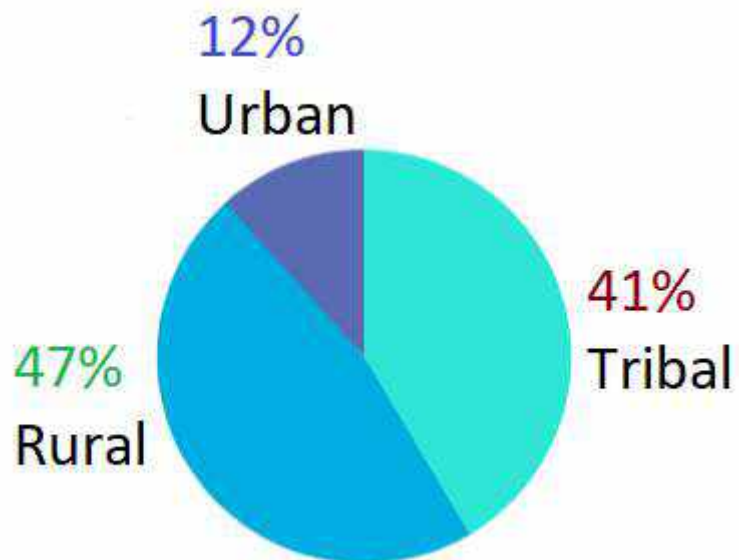
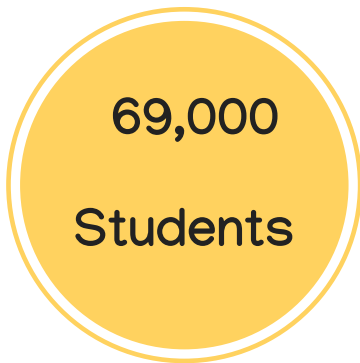
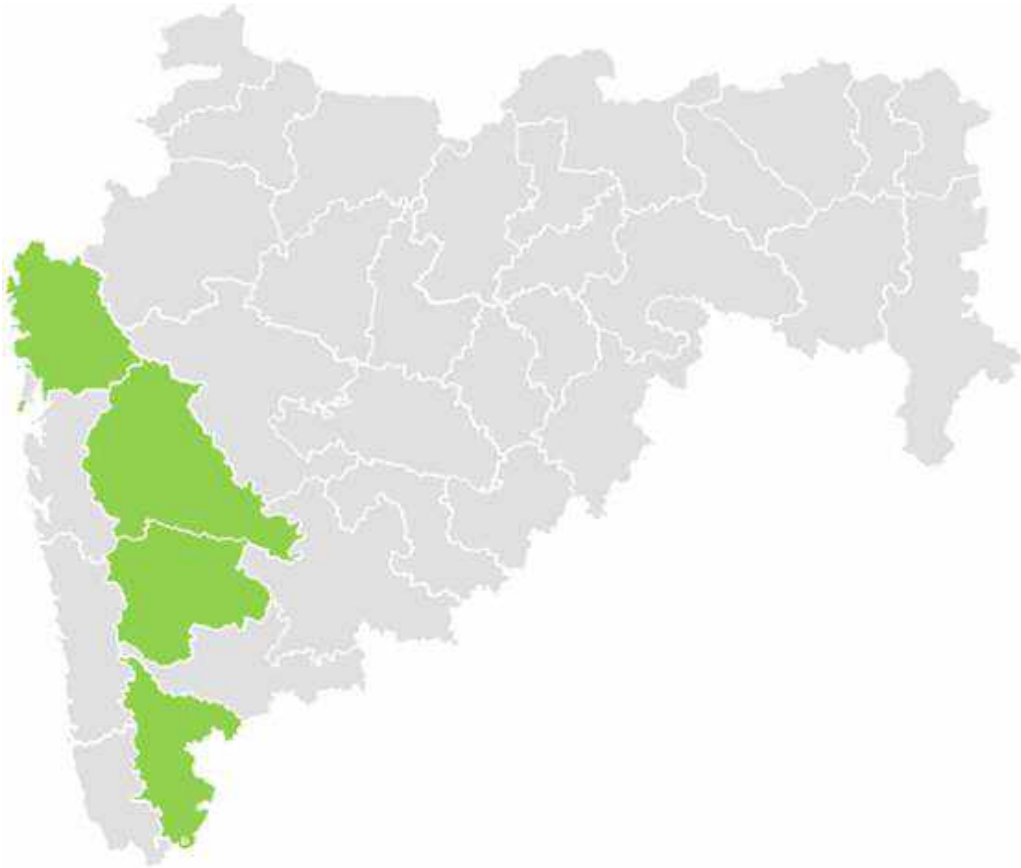
2017-18



"You cannot teach a child any more than you can grow a plant. The plant develops its own nature. The child also teaches itself. But you can help it to go forward in its own way. What you can do is not of a positive nature but negative. You can take away the obstacles and knowledge comes out of its own nature. Loosen the soil a little, so that it may come out easily. Put a hedge round it, see that it is not kitted by anything. You can supply the growing seed with the materials for the making up of its body, bringing to it the earth, the water, the air that it wants. And there your work stops."

- Swami Vivekanand

Outreach



About Grammangal

Since its founding in 1982, Grammangal's focus and efforts have been directed at improving the quality of early childhood and primary education. From a modest beginning with running schools for tribal children at Aine (Dahanu Taluka, Palghar District), Grammangal's programs and teaching-learning methodologies have achieved a wide impact by benefiting several thousand children in and outside Maharashtra.

Grammangal's approach and methodology is based on the established principles of cognitive science, brain-based learning and constructivism.

The student is placed at the centre of the learning process. Teaching-learning methodologies are grounded in the principles of constructivist learning. Children learn on their own through structured experience with the facilitator's main role being that of facilitating the learning process. Learning is a joyful experience, holistic, and intimately connected to the local context.

Today Grammangal has a presence in various parts of Maharashtra. In the three decades of its existence, through its various programs and projects Grammangal has gained significant recognition as an institute for experimentation in education for the development, testing and implementation of teaching-learning methodologies and practices.

Grammangal has established Balwadis, Schools and Vikasghars at Palghar, Pune and Satara districts in Maharashtra. Grammangal also provides facilitator training programs and other educational services.



Vision

To develop and propagate a cognitive education system that supports holistic, joyful learning for every child.

Mission

1. We conduct research to establish new tools, techniques and methods in child education
2. We help improve quality of education by supporting teachers in implementing learner-centric practices.

Our Founders

Anutai Wagh was the recipient of several honors with some of the most significant being the Padma Shri, Jannalal Bajaj Award and the FIE Foundation Prize.

Anutai Wagh's life has been an inspiration. She was married early and widowed in less than six months at age thirteen. She resumed her education and stood first in the Vernacular Final exam in 1925. She completed the Primary Teacher's Certificate course at the Women's Training College in Pune in 1929.

She completed her graduation in 1961, when she was 51 determined to finish despite cataracts in her eyes.

Between 1929 and 1933, Anutai taught at a village school in Chandwad Taluka in Nashik District. There was strong opposition to educating girls and Anutai faced considerable hostility, but she persevered.

In 1945 Anutai met Tarabai Modak who asked her if she was willing to work among the tribals in Palghar. Tarabai was planning to start an experimental school for tribal children. Anutai said yes, a decision which set the course for the rest of her life.

Anutai began her work in the Bordi - Kosbad area (in Dahanu taluka, Palghar). With Tarabai Modak, she set up a Balwadi (playschool) in a thickly forested tribal area in Bordi. There was no road, electricity or any kind of communication. But need overrode inconveniences. There were eight tribal hamlets nearby and about a hundred children in need of an education.

The school was inaugurated by B G Kher, Chief Minister of the then Bombay Presidency on December 24, 1945. The centre moved to its present location in Kosbad Hill in 1957.

Overcoming the tribals' reluctance to send their children to school was a challenge. Anutai would go to the children's homes, bring them to school, wash them, feed them and drop them back to their houses. Eventually, she used a bullock cart to transport the children.

Anutai followed Gijubhai Badheka's approach and methods for teaching the children, playing and singing with them, telling them stories and helping them to learn from their surroundings. She spared no effort to ensure that the children attended school regularly. When she found that the reason for high absenteeism in the months of February to June was that there was no food to eat in the children's homes, Anutai arranged to feed them in the school. Thus, was born the Anganwadi concept, central to India's Integrated Child Development Scheme (ICDS). Over time, the 'Gram Bal Shiksha Kendra', which started as a play school for tribal children has evolved into a center known for its experiments and innovations to provide meaningful education to children. Even today, it attracts experts and serious students of education from across India and many countries.



Anutai Wagh (1910–1992)
Founder



Prof. Ramesh Panse left a career as a Professor of Economics to pursue his passion for Social Work and Children’s Education. In his own words, it was with this shift that from being a teacher of postgraduate students, he ‘finally graduated and elevated his status to being a facilitator of little preschool children’.



**Prof. Ramesh Panse,
Founder Trustee**

Today, Panse Sir, as he is known to the legion of his admirers, is a well-known child-educationist in the State of Maharashtra, India. His major contribution to society has been his efforts at raising awareness, and acceptance of high quality, learner-centric and development-appropriate childhood educational practices in the Indian states of Maharashtra and Goa.

Prof. Panse’s approach is evidence-based. He devotes considerable effort at disseminating current knowledge among all stakeholders—government, educators, parents and students.

Most importantly, he has led from the front in the application of theory and principles of child-learning to improve learning levels, and in the development model preschools and primary schools.

Ramesh Panse is an ideologist who has tirelessly propagated the importance of implementing constructivism in classrooms, taking into cognizance that

- Children construct their own knowledge from the experiences they get from their environment
- Children acquire knowledge through images and symbols
- Children build these images and symbols through their experiences.

To create an environment conducive to learning,

- Schools should provide opportunities to children for acquiring knowledge using images and symbols
- Schools should undertake the responsibility to provide learning environment
- Experiences should be based on activities. 'Learning by doing' is the best method. All sensory organs are used together during this process. Children tend to remember integrated images. This is specifically achieved through this process.



Board of Trustees

Along with Prof. Ramesh Panse, Founder and Trustee
, are,

Amla Ruia

Head honcho of Ruia industrial house, social worker, the woman who brought water to hundreds of villages in Rajasthan



Ajit Mandlik

Service Provider with multiple business interests, committed social worker



Ramesh Mane

Expert in naturopathy and Physiotherapist of the Indian Cricket Team



Abhijit Panse

Social worker, poet, screenplay writer, film producer and director



Executive Committee

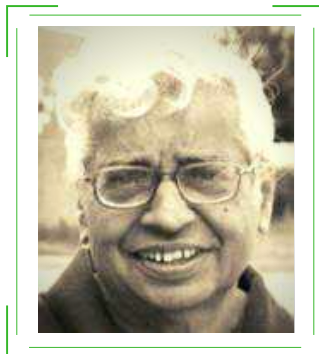
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Scientist, science educationist and science communicator. Retired as Director, Homi Bhabha Centre for Science Education, TIFR, Mumbai



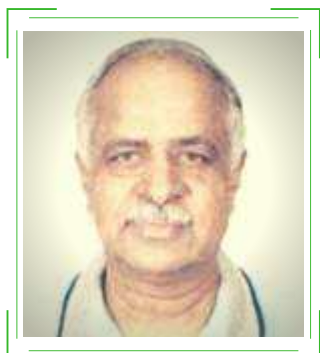
Arun P. Kulkarni, Vice President

Former Reader in Economics at Gokhale Institute of Politics and Economics. He has an extensive experience in research and consultancy



Atul Thakar, Secretary

IIT graduate and socially conscious entrepreneur, supplying a range of products for ISRO space programs



Urmila Karandikar, Treasurer

Industrialist and social worker, extensively involved in philanthropic projects of Rotary Club of Pune (West)



**Aditi Natu,
Executive Director**

Academic expert with contribution towards teaching and training of Grammangal methodology



Vinod Panse

Accounts Expert



Achintya Bakre

IT professional working with 'Infosys', the young Turk of the EC



Sucheta Phadke

Learning Strategist with wide expertise in various technology-based training programs



Vijay Lale

Scientist at Homi Bhabha Centre for Science Education, TIFR, Coordinator of Kumar Vishwakosh Project of Maharashtra Rajya Vishwakosh Nirmiti Mandal



Kalyani Gokhale

Fulbright Fellow, Facilitator for literacy projects with Pune's Rotary Clubs, volunteer with Granny Cloud (NGO), mentor for students on a Coursera MOOC.



Message from the President



Dr. H. C. Pradhan
President

“ This year has been a year of considerable progress at Grammangal. Our major initiative of capacity building of Anganwadi workers in Palghar District covers 1900 Anganwadis with over 35000 children. Our early childhood primary education projects with Pune Municipal Corporation, Pimpri–Chinchwad Municipal Corporation, Pune Zilla Parishad and other government and non–government organisations have proceeded well. Our own schools for underprivileged children at Aine and Vikramgad have seen growth, qualitative as well as infrastructure–wise, the latter thanks to the continued support from Lions Club of Juhu. Our learning home, a unique cooperative endeavor of home schooling, continued its experiments in learning.

Grammangal has now been recognized as a leader in learner–centric pedagogy. All its educational activities are imbued with the spirit of constructivism, which it also propagates with missionary zeal. With progress and growth come new challenges. Grammangal is no exception. We have recognized the need for professionalism in our work. We have taken steps to bring in technology and appropriate organizational structure. For building up academic strength we shall be setting up a research wing. We are proud of all our colleagues. With a new youthful team that is not only steeped in Grammangal ethos but is also techno–savvy, we are confident of taking up newer challenges.

We are grateful to all our CSR partners, collaborators, donors, and well–wishers for their cooperation, guidance and support, and for understanding us. We shall always be open to and look forward to their continued association. ”

From the Secretary's Desk



Atul Thakar
Secretary

“ The year 2017–18 has been another eventful year in the history of Grammangal.

INFRASTRUCTURE

The new school building at Muktaashala, Aine, was completed and inaugurated on 25th June 2017. Thanks to the contribution from Lions Club of Juhu and special efforts of Lion Riddhish Shah, the work got completed just in time for the new academic year. There is already an increase in the number of students as a result of improved infrastructure. A new part of the Anutai Wagh Shikshan Kendra school building at Vikramgad is being constructed by Lions Club of Juhu through an internationally funded program, which should also be completed soon.

At our Aine campus, renovation and repairs included the main office cum guest accommodation block, the Training Centre, and the mess, besides miscellaneous buildings which were in dire need of maintenance. This was possible thanks to numerous donors and well-wishers. There is still more maintenance work to be taken up as funds become available.

The batch of SSC students passing out of both Aine and Vikramgad schools has performed very well. We can now focus on further quality improvement and creation of a model school.

It is noteworthy that on an average, the students from the Vikasghars and Anandghars in Wai, Mahabaleshwar, and Panchgani are performing much better than other students from the local Z.P. schools.

Additional training centers at Vikramgad and Pune are necessary to meet the increasing demand for teacher capacity building in educational quality awareness and implementation throughout Maharashtra.

ORGANISATION STRUCTURE

Supported by Dr. A P Kulkarni and Ramesh Panse, we took the major initiative of bringing about a structural transformation of the organization, so that young and motivated people with clearly defined roles at the helm can focus on new plans and dedicated efforts to grow the scope and presence of Grammangal in child education. With these changes, we visualize increasing our reach to a growing number of educators. Finally, these changes and improvements must become self-sustaining and constructivist teaching-learning methodologies must get imbibed in the education system.

A new initiative, Grammangal Academy for Research and Studies in Child Education, is envisioned. The academy will design and conduct courses for students, facilitators, parents, and school administrators to facilitate meaningful learning in institutions. Another initiative being taken is to form a new company for the manufacture of TLM's.

For the evaluation of our programs and projects, we have now associated with an external agency, Centre of Studies in Social Sciences (CSSS). This will help us incorporate better analysis and course correction into our work. A Memorandum of Understanding for the next 5 years is signed for long-term benefits.

ACKNOWLEDGMENTS

On behalf of Grammangal, I would like to express sincere thanks and gratitude to our individual and corporate donors, CSR partners, and well-wishers. I would also like to thank every member of the Grammangal family for their untiring efforts to take Grammangal forward at a rapid pace, with new achievements of scaling. We share the vision that Grammangal exists to make an impact on the educational landscape to change the face of education in Maharashtra and India. Our focus will continue to be on Programs and Projects which will deliver maximum impact on child learning outcomes, coupled with improving the system for sustainability. ”

Executive Director's Message



Aditi Natu

Executive Director

“ Kindling the joy of learning in the lives of Adivasi children and providing those deprived of this joy with opportunities to experience it has been Grammangal’s purpose and objective for the past 35 years. The organization accepted this challenging task in the 4 talukas of Palghar, Vasai, Dahanu and Talasari of Palghar district. Through the efforts made by Grammangal in the past 2 years, the realisation of this objective is now a visible reality. It gives us great joy in sharing that Grammangal has been successful in making the joy of learning available to almost 35 to 40 thousand children of these talukas.

This was made possible by the consistent and dedicated efforts of our volunteers. Today, Grammangal’s constructivist methodology is being implemented in 1900 Anganwadis in these 4 regions. This has also resulted in children being present in the Anganwadis for longer periods of time. Grammangal has also increased its outreach in Pune district. Teachers of Pimpri Chinchwad Municipal Corporation (PCMC), Zilla Parishad (ZP) and Pune Municipal Corporation (PMC) schools in Ranjangaon, Manchar and Mulshi are being provided extensive training in Grammangal’s constructivist methodology. This is effectively bringing about a radical change at these schools in aspects of learning, consequently increasing the overall quality of the education that these schools are providing.

In the past year, there have also been numerous favorable changes within the organization. The organization is growing, and we must look back and learn from past experiences to plan for the path to be taken ahead. After brainstorming by the organization’s volunteers, there has been a consensus that Grammangal will now operate as a Research Institute. This means that henceforth, every project undertaken by the organization would be considered as a research topic. Every volunteer would be seen as a Researcher contributing to this end, and would henceforth work from that perspective. The new generation learns with the aid of technology and uses it extensively. Harnessing on technological advances, Grammangal has undertaken the work of spreading its Innovations In Learning to reach the facilitators and parents in the smallest of villages. We have successfully made the academic content of 1st and 2nd standards available online to educate the rural children of that age group, and are going on to develop e-content for upto the 8th standard to enable even more facilitators.

As an organization, we now feel that Grammangal’s baton should be handed over to its next generation of volunteers. Looking at the growing outreach and the increasing volume of work to be done, a new brigade of volunteers equipped with various skill sets is being prepared to meet the growing needs. The organization is taking steps to build its capacity and the new generation is taking up more responsibilities.

Grammangal has been able to take on new challenges and successfully take them to completion only due to the commitment shown by its volunteers. These dedicated individuals share a common goal, and exude confidence, driven by the slogan “Karnar mhanje karnar”!

For an organization like Grammangal to be successful, support from society plays a key role.

Grammangal has come this far and been able to assume such volume of work thanks to its donors and well-wishers who have backed us by their support consistently all these years. Besides financial support, there have been those whose presence, guidance and encouragement have meant more than anything. To all these people and institutions, we remain ever grateful.

Grammangal will take on new challenges equipped with the confidence instilled by this commitment and support and based on this, will grow successfully by leaps and bounds!

Programs

Education's potential to transform society is universally acknowledged and many nations have made education a fundamental human right. In India, the Right to Education Act was enacted in 2009, which guarantees quality elementary education to all children up to the age of fourteen years.

The National Curriculum Framework of 2005 recommended learner-centric methodologies to make education a stress-free and joyful experience, and enable students to be lifelong learners. Grammangal has been practicing such a methodology since 1982 through various at its learning centres, through capacity building programs to empower facilitators, educational publications and aids for teaching-learning.



BALWADIS (PRESCHOOLS) AT AINE, SUKAPADA, NAIKPADA

Grammangal's Balwadis focus on developing the motor, social and cognitive skills of children in the age group 3 to 6 years to prepare them for formal schooling.



LEARNING HOMES AND SCHOOLS

Grammangal's learning centres provide a joyful, child-centric environment in which students are provided diverse learning experiences. These centres are located at Muktashala (Aine, Palghar), Padmashri Anutai Wagh School (Vikramgad, Palghar), Learning Home (Pune), Vikasghars (Wai-Mahabaleshwar), Anand Ghars (Wai). They also serve as learning laboratories for the organization in the quest to develop, test and validate enhanced methodologies that will improve students' learning.



EDUCATIONAL QUALITY IMPROVEMENT (EQuIP)

Grammangal works with schools to improve the environment and guide facilitators to implement learner-centric teaching-learning methodologies with the overall objective of improving learning levels of the students.



RACHANAVADI SHIKSHAN PRANALI (CONSTRUCTIVIST EDUCATION SYSTEM)

Grammangal conducts Abhyasvargas (Workshops/Seminars), led by Ramesh Panse, on "Constructivist Education System".



PUBLICATIONS AND EDUCATIONAL AIDS

Grammangal publishes Shikshanvedh, a monthly e-magazine dedicated to disseminating information about education and learner-friendly teaching-learning practices.

Teaching Learning Materials are produced to aid in the education of children using tools and methods that make learning interesting and fun.

Balwadis at Aine

Facilitators: 9

Impacted Students: 163 (Balwadi)



Grammangal runs six balwadis in Aine. Typically a balwadi is designated to a pada (akin to a hamlet). The balwadis run by Grammangal are located at Sukapada, Navapada, Naikpada, Aina, Khambade and Chandranagar. It is ensured that the balwadi workers and helpers are well-trained and able to hone the skills of children preparatory to their entering into primary schools .

Anutai Wagh Shikshan Kendra, Vikramgad

Facilitators: 16

Impacted Students: 217 (Balwadi to 10th)



◀ Vikas Computer Center was started by Grammangal's Anutai Wagh Shikshan Kendra in Vikramgad, Palghar district for students in Vikramgad and the neighbouring villages. Twelve children in the age group of 14–16 yrs are getting hands-on training and experience.



◀ A skit was arranged for the school children showcasing the life of Bhagini (Sister) Nivedita, a Scottish-Irish social worker, author and teacher, and a disciple of Swami Vivekananda.



◀ Children enjoying playing games on the school ground with the new sports equipment that was purchased for the children at Vikramgad school. It included skipping ropes, balls, footballs, rings, chess, other board games, etc.

▶ Children of the 3rd standard interview a bus conductor with questions literally by the dozen!



◀ Heartfelt thanks to the "1 Book 1 Smile" Organisation for the gift of books to all students of the school.

Muktashala, Aine



Muktashala is a school run by Grammangal in the tribal area of Aine in Palghar district. This school now has classes from balwadi upto 10th standard. Last year, in all 191 students were enrolled in the school. 16 students of the 10th standard enrolled for the SSC exams held in March 2018. This is the school's first batch of 10th standard students to appear for the exams. The Grammangal family wishes them well!

191
Students

Grammangal's expanding educational activities needed the infrastructure to underpin our efforts at providing an education that is as relevant as it is enriching. There was a growing need for more classroom space and facilities for the students in Muktashala, Aine. The Lions Club of Juhu graciously supported the fulfilment of this need by financing the construction of a new school building in the Aine campus. The school building was inaugurated on June 25 2017. The new building has more spacious classrooms and facilities, including science laboratories, and has the capacity to support our growth plans for the school.



◀ The Cycle Recycle Group of Pune, a dedicated group of philanthropists, repair discarded bicycles and donate them to the needy. Grammangal was gifted 51 cycles by the Group for our Aine and Vikramgad students, many of whom walk long distances from their homes to attend school. We sincerely thank Cycle Recycle for their thoughtful consideration.



◀ 'We, the People' (WTP), a project of Pragati Abhiyan aims to foster partnerships with organisations across India to promote active and responsible citizenship. They believe that organisations that have built a strong community presence and local networks hold great potential for reaching out to a large numbers of citizens to enable this. WTP has joined hands with Grammangal to train the facilitators of the Aine and Vikramgad schools on topics like making of Indian Constitution, Constitutional Values and Preamble, Fundamental Rights, Structure of the State -Legislature, Executive and Judiciary etc.



◀ Jagatik Adivasi Divas (World Tribal Day) was celebrated on 9th August 2017 with a lot of pomp and show at Aine. Processions were led by tribal groups and skits were presented at the Aine campus. This day is celebrated the world over to spread awareness about the existing tribes in the world and draw attention to their problems, such as lack of access to education and health care, unemployment etc. Grammangal is proud to be a part of the movement to resolve some of these issues by providing quality education to tribal children at Aine and Vikramgad.

➤ The students of Muktaashala, Aine, put up outstanding performances in an athletics tournament organised by the Maharashtra Sports Academy and brought home 5 golds, 4 silver and 5 bronze medals in 100m, 200m, 400m, 600m, 800m sprints and long jump. Congratulations to Anil Vayeda, Barku Sapate, Barku Pilela, Jagdish Pilela, Jagruti Pawar, Nikita Lahange, Mahesh Mhaskar, Mangesh Sapate, Manisha Payeda, Pankaj Pawre, Sagar Vadhan, Sangita Sapate, Satesh Pilela!



◀ The students and facilitators of Muktaashala, Aine, went trekking in the Himalayas. Thanks to Ulka Khanolkar, who took the initiative and collected the funds from various well-wishers of Grammangal to sponsor this memorable trip.

Learning Home, Pune

Facilitators: 17

Impacted Students: 106



106
Students



This year the children at Learning Home, Pune did a year-long project on Nisarg (Nature), a topic selected by them through discussion. All the children participated in this interesting learning process that took them on a year-long journey that saw them composing poetry and songs inspired by Nature, understanding how the continents were formed and humankind evolved, becoming sensitive to what is climate change, why it happens and what we can do about it, how to know the height of a tree and volume of the earth.

In April 2018, they culminated their project with a 3-day exhibition that was open to the public, where they showcased the work that they had done through the year. During the exhibition too, children were learning from each other. For instance, a child who was in Gat 2 (Group 2) out of sheer curiosity and interest could pick up basic concepts of how electricity works from an older child at a counter adjacent to his.

The Learning Home sported a festive look and spirit on the occasion of various festivals through the year, like Rang Panchami, Ganesh Chaturthi and Christmas, where there were a lot of fun activities while also keeping in mind the ecological impact of the activities being conducted.



^ Learning to be conscious of our environmental impact, making eco-friendly Ganesh idols



^ A fun Children's Day at Learning Home, playing drum circle, tattoo making, blowing bubbles...



^ Eager to learn about the variety of flora and fauna at Botanical Garden and Race Course, Pune



< ^ Celebrating Christmas and Rang Panchami with just as much enthusiasm

Vikasghars, Wai–Mahabaleshwar

CSR Initiative and Sponsor: Mapro

Vikasghars: 53

Facilitators: 135

Impacted Students: 2237



2237
Students

Vikasghar is a supplemental outside–schools–hours learning program for school children. The aim is to help the students improve their learning levels and performance in school. Vikasghar facilitators are trained in Grammangal’s methodologies and are always striving to provide new learning experiences to their students. Today there are 51 Vikasghars in Wai–Mahabaleshwar region. Over the years, they have received widespread appreciation by the stakeholders viz. students, parents and community. In August 2017, the Vikasghars of Wai–Mahabaleshwar introduced the ‘Kuthooal Kopra’ (Curiosity Corner). The facilitator would bring a naturally occurring object, such as an edible plant, food item, etc., to the classroom. She would then explain the properties and usefulness of the object, and encourage the students to seek more information on their own. Activities such as this one not only help the students to gain knowledge, facilitating its connection with classroom learning and promoting independent learning.



◀ The facilitators designed exercises and activities that helped the students to increase their vocabulary in English.

Maharashtra’s Education Minister, Shri Vinod Tawade, met with Mr. Mayur Vora and our Neelam–tai for more information on the Vikasghar concept. Needless to mention, he was impressed with the work being done in the area. Later, a group of 18 journalists visited various Vikasghars.

➤ On 2nd Feb 2018, 15 MLAs of Maharashtra (Smt. Medha Kulkarni – Kothrud and Head of the Marathi Rajyabasha Committee, Gautam Chambuskar – Pimpri Chinchwad, Tryambak Bhise – Latur, Ramesh Latake – Andheri), Education Secretary, Su. G. Pawar – Secretary of Vishwakosh, Tehsildar, Pratibha Shinde – Mayor of Wai, and other government officials visited the Wai Vikasghars. Priti Upadhye of Grammangal welcomed them.





◀ A representative of Education Minister Vinod Tawade and a team of 17 reporters visited the Vikasghars at Wai on 11th January 2018. After a press conference at the Mapro outlet at Shendurjane with Smt. Sushama Padhye, Dr. Varsha Kulkarni, Smt. Priti Upadhye and Smt. Neelam Sankpal of Grammangal, they visited the Vikasghar at Kavathe where Smt. Sushama Padhye explained Grammangal's methodology to facilitate children's learning in the Vikasghar using various teaching aids. Smt. Sushama Padhye and Smt. Varsha Kulkarni from Grammangal showing the reporters the concept of Vikasghars, its objectives and benefits for the school children and the use of educational aids.

Anandghars, Wai

Initiative and Sponsor: Grammangal

Balwadis: 2

Facilitators: 3

Impacted Students: 42



Grammangal runs two balwadis in Wai, Satara district, called as Anandghars. Here pre-primary children of the neighbouring areas come to learn and develop their skills in a playful and joyful environment, hence the name Anandghar. In the 2 Anandghars being run, last year there were 42 students enrolled.

Educational Quality Improvement Programs

Sharadabai Pawar Vidyamandir School, Baramati

Initiative: Agricultural Development Trust (ADT)

Sponsor: Grammangal

Teachers: 5th to 8th standard teachers of 1 school



In 2017–18, teachers of classes 5th to 8th joined this program conducted by Grammangal. The focus also turned to the sustenance of the deep changes that we have helped the teachers to bring about in their classrooms. We worked with the teachers in facilitating the sharing of knowledge and helping each other. The teachers also took the lead in inducting new recruits to the Grammangal way of teaching–learning.

One thing that stood out was the school project. All students from Balwadi to Class 8th worked on one project, Pani (Water). It was student–led from the word go with each student contributing according to his/her age and learning level with students from various classes working together and helping each other.

It was a learning experience for the teachers also as they could see for themselves how much could be achieved by working together.

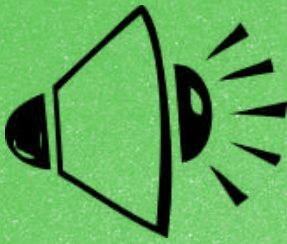


◀ ✓ Children learning from each other while working and playing together in groups in a free atmosphere in classroom



◀ Classroom designed so that wall space is easily accessible to children for use in writing and drawing activities





“ When we first learned about the Grammangal training program, we were skeptical and apprehensive that there would be more work for us now. But after the first training, our teachers could understand what it is all about.

Initially, we faced some obstacles when we took what we had learned in the training, and tried to implement it in the classroom. The children were not used to talking much and would not speak up. Grammangal's trainers then showed us how activities can be used to overcome these issues.

Not just these, but a variety of other activities were demonstrated. Accordingly, we got into the practice of conducting activities in our classes. The children gradually started talking to us more, we became closer to them and they got over their fear. They felt free! We (teachers) started working as one among the children. They gained so much confidence that one day the boys, some of who had been mostly silent in class, created and conducted a drama by themselves!

Now the children do their work independently, even when I am not in the classroom. They themselves maintain tidiness in the classroom and keep the learning materials in place. Now, looking at the pace at which the children are working, we are afraid we may not give them enough work to appease their curiosity.

Alongside the children, I have also been making progress in my self-development. Now I can think independently and design new activities for the children. My confidence in my capabilities has grown, and it reflects in the conversations I have when I talk to visitors and officials when they visit the classroom.

We changed the format of homework. Aside from reading and writing, we ask the children to do various activities. Initially, the parents would complain that their children did not have homework, so we explained to them about constructivism and how these activities helped in learning.

The Grammangal trainers have awarded us freedom. They have taught us, teachers, how to work in co-operation with each other, and in doing so we have grown closer among ourselves, as well as to the children. ”

- Vijaya Dombale,
Primary Teacher, ADT Baramati

Z. P. Schools in Ranjangaon–Shikrapur

CSR Initiative Partner: FIAT

Year 1

Schools: 10

Teachers: 16 primary teachers of classes 1st and 2nd

Impacted Students: 300



300
Students

We completed the first year of our engagement with the Zilla Parishad schools within Ranjangaon and Shikrapur regions in Shirur taluka of Pune district. The focus in the first year was on teachers of classes 1st and 2nd. We are happy to report positive transformations happening in the classroom environment and student performance in various schools. Many teachers have appreciated that there is improved attendance and participation from students in their classrooms. We also found evidence of better learning outcomes with reference to the baseline survey that was initially conducted.



^ Facilitator training in progress



^ Learning happens progressively through concrete, semi- concrete and abstract means.

Rahul Unde, studying in class 2nd of Fund Vasti School was a hyperactive child. He could not remain seated for more than a few minutes. He would speak very fast, due to which his pronunciation was not clear. This affected his learning and his communication with people.

On observing his case, the facilitator from Grammangal recommended that his parents consult a specialist at KEM hospital. Along with the timely medical intervention, the facilitator then went on to guide Rahul's teacher and mother on how to enable him to hone his learning skills. Rahul's mother attended school to understand how Grammangal's learning kits could be used.

With guidance, Rahul's teacher and mother were both working with him for his progress. After six months of consistent efforts, significant changes could be seen in Rahul. He could now remain seated for over 10 minutes, had grasped some Marathi letters and could recognize some numbers. He spoke more articulately and could communicate without difficulty.

Moreover, Rahul has started asking questions to satiate his inherent curiosity.



Nayana is a mentally handicapped child in class 1st of Shelke Vasti School. Her teachers were not aware how to handle children with special needs. The facilitator from Grammangal guided the teachers on how to enable her learning with the use of learning aids. Over a short period, Nayana has shown showing improvement in learning Marathi, numbers, addition and subtraction.

Another boy with a similar handicap has not shown noticeable improvement. On further enquiry, it was discovered that there were problems in the family environment that this child has to cope with. However, we are confident that with patience and support from us and his teachers, he too will eventually be able to learn successfully.

P.C.M.C. Schools, Pune

CSR Partner : Tech Mahindra Foundation

Year 4

Schools: 57

Teachers: 142 (107 balwadi and 35 primary teachers of classes 1st to 4th)

Impacted Students: 5600 (4280 balwadi and 1320 primary school children)



Under this project, we had been working on the upskilling of teachers in schools run by Pimpri Chinchwad Municipal Corporation for the last 3 years. This year, 70 more Balwadi teachers joined the project and we are happy to report that most of them have taken to Grammangal's teaching-learning methods for pre-schoolers enthusiastically.

Overall, the thrust was on ensuring that the changes in the teachers' attitude, skills and competencies are sustained in the future too. With that objective in view, 35 classes (from grades 1 to 4) and 25 Balwadis were selected to be developed as model classrooms. Going ahead, these classrooms would serve as a model that could be replicated across the PCMC primary school system. The teachers of these classes were guided on understanding the learning levels of their students, appropriate use of TLMs to improve learning, and assessment. We are hopeful that very soon these teachers will be in a position to train their colleagues and thus help to improve the learning levels of all students in PCMC schools.



← Teachers being introduced to 'ankaphuli' and other activities for children related to numerals

→ Engrossed in letter cognition





◀ Learning is fun for everyone!!



We learn from everyone
around us. From each
other too



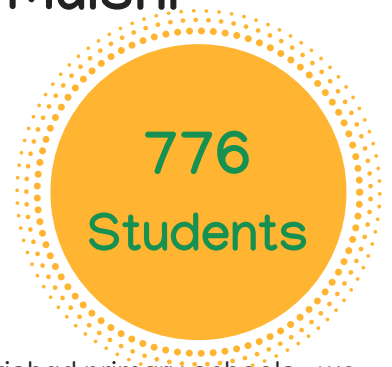
Swati Shinde is a teacher of class 4th children in Bhosari School. Initially, some of the girls in her class were not able to read and seemed low on confidence to participate in activities. Now, by grouping them and especially by engaging with them through friendly conversations, Ms. Shinde succeeded in increasing their confidence levels. These girls are able to read well and speak more freely in class.

Chaitali Nehere is a teacher of class 2nd children in Borhadewadi Boys School. Initially, she was not confident of her ability to work with young children. During training, however, she was enthusiastic to understand how children can learn easily and grasp concepts through constructivist methods.

After the training, she now engages children in group activities as per each child's competencies and applies innovative ideas while teaching. She has grown more confident about her abilities to work with young children.

ARISE Whole School Development, Mulshi

Initiative and Sponsor: Tech Mahindra Foundation
Year 2
Schools: 13
Teachers: 35
Impacted Students: 776 of classes 1st to 4th



In this second year of the project empowering teachers of Mulshi Zilla Parishad primary schools, we observed some remarkable changes. Teachers participating in the project have gained confidence in their capacity to nurture young minds well. The change in attitude also reflects in the classroom environment. The students have become eager learners and, consequently are performing better. 6 out of the 13 schools have successfully adapted to Grammangal's methodology in classes 1 to 4. The other schools are in various stages of the transition.

The teachers readily share their learning and experiences with each other, helping each other to teach better and find solutions to practical problems that children face in learning. A few of them are effective proponents of learning methodology and have even created and released short films on social media. There is visible enthusiasm among teachers to learn more to continually improve themselves and become even better teachers.



^ Demonstrating to teachers how to keep children interested in the classroom



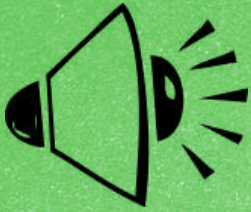
^ Teachers collaborating to make Learning Aids for children



^ Leaning in to learn



^ Teachers presenting children's work at exhibition



“ The training given by Grammangal in the course of the ARISE program is good. We get a good understanding of how to help the child develop various skills step by step in order to build a strong foundation of concepts. We learned how to put the textbooks to proper use through practical activities directly related with the text. This is not just demonstrated in the training, but we also got to learn better as we were guided in applying this effectively in class. This is helpful in the classroom. It is now simple for us to conduct group activities with the children. The children feel happy when they learn new things by doing activities themselves. That they have made progress is now quite evident. ”

*Smt. R. V. Bamgude
Teacher, Z. P. School, Nere*



P. M. C. School Improvement Program, Pune

Initiator: Pune City Connect

Sponsor: Grammangal

Year 2

Schools: 13

Teachers: 44

Impacted Students: 2200 secondary school children



This year began with a challenge for the project as the sponsor withdrew support to the project. As per the plan, the Shikshak Sahayogis who were to be trained through this program would progressively impart training to about 2000 teachers of PMC – run schools, who in turn would be equipped to implement Grammangal's teaching-learning practices and impact over two thousand children.

For Grammangal, this was an opportunity not to be lost, and the project work was continued in spite of the withdrawal of financial support. It proved to be a rich value-add in enhancing our methods in the domain of secondary school education.

After some initial hesitation, most of the teachers have accepted and implemented Grammangal's methodology in their classes. Although we provided mentoring support for Mathematics and language (Marathi), many teachers have adopted the new methods for other subjects, such as English and Science also.

Anganwadis in Palghar

Initiator and Sponsor: Dewan Housing Finance Limited (DHFL)

Project Facilitator: Samhita

Year 2

Anganwadis: 1890

Educators (Anganwadi Workers): 1890

Palghar – Vasai: 1003 Workers, 943 Helpers, 3 CDPOs, 32 ICDS Supervisors

Dahanu – Talasari – Kasa: 887 Workers, 632 Helpers, 3 CDPOs, 20 ICDS Supervisors

Impacted Students: 57,000 pre-school children



57,000
Students

As the second year of Grammangal's engagement with the Anganwadis under the SNEH 1 and 2 projects drew to an end, the impact of engagement with Anganwadis has become more visible and widespread.

- The AWWs and AWHs have become committed and confident facilitators.
- Most Anganwadis have become a place of fun and learning for the children, so much so that many are reluctant to go home after closing time.
- Many children who 'graduated' from these Anganwadis to formal schools are above average performers in school. This has generated interest in Grammangal's methods among the teachers.
- With results as encouraging as observed, it will remain our endeavor to sustain the momentum of the children's progress not only for the duration of the project, but also beyond this engagement.

It will remain our endeavor to sustain the momentum of the children's progress not only for the duration of the project, but also beyond this engagement.



^ Anganwadi sevikas (workers) understanding the importance of the use of scientific learning methodologies in the pre-school years of a child's development



^ Sevika tai enabling children to hone their skills through fun and games

"Let's work together to strengthen AAR ICDS Scheme"

Ms. Aruna Patil, ICDS Supervisor, Palghar, said that in the last year, she has noticed most of the AWCs in Manor block undergo a transformation. Earlier, activities with children involved dancing, singing, and storytelling. But now there is also a focus on children's cognitive development. Anganwadi Workers and Helpers are taking efforts to make the Anganwadis child-centric. Walls are now being decorated with displays of work done by the children. Students are being divided into groups to conduct activities based on their ages, and in some Anganwadi Centers, level of understanding. She mentioned that this is a turning point in the field of Early Childhood Education for her beat.

Mr. Pimple, CDPO, Palghar, said that he had witnessed similar impact in all the Anganwadis he visited, and acknowledged that this is the effect of the intervention being carried out for the past one year. He is anticipating similar impact in future. He requested government officials to be more supportive of the team and work positively for the better future of the children in the district.



Primary Teachers Reap Benefits of Anganwadi Program

A Zilla Parishad school teacher from Dongarmala, Somta 4, Manor, said that after the intervention last year, the load on the 1st standard teachers has reduced considerably.

To explain how, he said that until now, the teachers of 1st standard children would be at their wits' end trying to get the children to talk and respond during class. This year, the children who have come from the Anganwadis have begun to talk freely, and are not afraid or shy to ask questions. According to him, the learning speed of the 1st standard students this year might be comparable to that of the 3rd standard students last year.

Changing Parents' Mindset

The Anganwadi Worker of Tembhi Kohdave-Khodavepada, Safale 1, Palghar Anganwadi said that before the training, they would teach children A, B, C, D..., 1, 2, 3... and अ, आ, इ... in the traditional way using books and asking the children to copy the letters and numbers on their slates. The children were given homework and the Workers were stern in ensuring that children finished the given work.

After attending the training, they were able to appreciate how early childhood education needs to be conducted, how children can imbibe good values, how they learn, their behavioral traits and how to speak with them.

But some parents initially complained, saying that they are providing the notebooks and it is the Anganwadi Worker's duty to ensure that these notebooks are filled. On such occasions, the Anganwadi Worker would explain to the parent why it is beneficial to the child's development to adopt the new alternative methods of learning by drawing analogies of the brain's development with the development of the child's digestive system. Both systems have a certain pace of growth and what we feed into these systems must be appropriate to their developmental stage, otherwise, the system can be damaged. If the child is fed solids at a stage that is too early, she will face problems later on. Similarly, a child's motor skills and listening skills which are used for writing and reading must not be forced to immediately read and write. Doing so could lead to learning disabilities such as dysgraphia or dyslexia later on in the child's life.

She would then proceed to explain the role and importance of learning aids and activities of pre-schoolers. Usually, the parents were convinced by this reasoning and would support her endeavors in the children's development.



Impact of the Program on Professional Environment

Surekha Survase, ICDS Supervisor, Bhatane, Vasai, reflected on changes that she experienced in her relations with her professional peers. She said that prior to the training, her visits to Anganwadi centers were purely focussed on issuing orders and memos to the Workers or Helpers. Her demeanor was usually arrogant, which was a cause for tension between them. Undergoing training had taught her to have empathy with her staff, which changed her attitude towards them. She now enthusiastically participates in the classroom activities during her visits and interacts with the children. This, in turn, has resulted in a productive environment in her Anganwadi centers.

Bombay Municipal Corporation (B. M. C.) Schools

Initiator: Aakaar Charitable Trust
Sponsor: Grammangal
Year 2
Schools: 6
Teachers: 6
Impacted Students: 160 pre-school children



160
Students

Last year, teacher training workshops were conducted for 6 municipal pre-primary schools in Colaba, Mumbai.

The teachers were oriented in the importance of letting children learn in an environment free from pressure and by building on familiar concepts in stages, using hands-on learning methods. Doing so would help the children get ready to understand language and mathematical concepts when they enter primary school, by building on the strong foundation set by these teachers during their pre-primary years.



◀ Playing a child's part in role play during training, a teacher tries to think like a child. This way of thinking can also help the teacher be more effective in the classroom

▶ Teachers appreciate the need for clarity when instructing children



◀ Learning age-old concepts through new games. 'Ankafuli' games help children easily grasp the place of numbers with respect to each other in an ordered sequence.

Yelwan–Jugai, Kolhapur

Project Facilitator: Sambhaji Raje Chhatrapati, under Sansad Adarsh Gram Yojana (SAGY)

Year 1

Schools: 16

Teachers: Over 50 teachers of classes from balwadi to 10th standard



At Yelwan Jugai, Shahuwadi, Kolhapur, two 6 day workshops were conducted for pre–primary, primary and secondary school teachers of 16 schools. Over 50 teachers participated in these workshops.

A baseline survey of the students was also conducted in the area.



◀ A teacher seeking guidance on how to make learning aids using simple, economical and easily available raw materials

➤ Children at play, or so it would seem. Learning all the time.



Ramgadh Schools, Rajasthan

Initiator: Aakar Charitable Trust

Sponsor: Grammangal

Year 1

Schools: 2

Teachers: 22

Impacted Students: 600 Students of 1st to 10th standards



In Ramgadh, Rajasthan, workshops were conducted to train the teachers of two schools that are run by Aakar Charitable Trust. Teachers of pre-primary to class 5th students from Ruia Balvatika School, and teachers of class 6th to 12th students from Khetsidas Ruia Girls' School attended the workshops in order to implement principles of constructivist education effectively in the classrooms.



The Primary schools have brought the use of learning aids into their daily practice in the classrooms



The Secondary schools have setup subject laboratories where children can learn in an environment designed for learning that subject



Moreover, experienced teachers who have been with the school for 7-8 years are now training new teachers in activity-based learning methodologies and how to develop learning aids

TO ALL OUR PARTNERS,
THANK YOU!

For your help and support in
w i d e n i n g t h e h o r i z o n s
of the minds of our future.

It is a pleasure working with you
to make our shared goals a reality.

Rachanavadi Shikshan Pranali (Constructivist Education System)



A number of Abhyasvargas (workshops and seminars) were conducted during the last year.

A training course was specially designed by Shri Ramesh Pansa to spread awareness and understanding of the philosophy behind the Constructivist approach to education and how its principles can be put into practice to create spaces conducive to learning.

This was conducted as a 12-day workshop series open to the public in both Thane and Pune.

In all around 80 people availed of the opportunity to learn from this course across Thane and Pune. In Thane, the audience was mostly comprised of teachers of pre-primary to class 10th children. In Pune, parents and social workers from other NGOs also attended the workshop.

Publications and Educational Aids Shikshanvedh



Grammangal's endeavor to raise awareness of the need and benefits of quality education through the publication of Shikshanvedh continued to engage with teachers, parents, and communities through insightful articles and features on a range of related topics. Shikshanvedh discusses scientific concepts of education and learning, as well as their practice and outcomes, in layman-friendly language.

From April 2018, Shikshanvedh has moved on to publishing in digital format. This will enable Grammangal to connect quickly with a wider audience on www.grammangal.org, over e-mail and WhatsApp, across geographies. Readers can now download Shikshanvedh on their devices and read at their convenience.

Teaching Learning Materials

This year there was an overall increase in the demands for Teaching Learning Materials.

In the design and production of teaching Learning Materials (TLMs), due thought was given to optimal measures in planning layouts that would be ideal for production in high volumes, thus achieving minimal post-production effort, thus minimizing the time to deliver.


In Palghar district itself, we have distributed TLM's for almost 1900 anganwadis.

Besides TLMs for children to develop the skills and competencies that were in focus this year, with the advent of a large-scale venture like the Anganwadi projects in Palghar district, additional needs like these were also addressed.

- The Do It Yourself (DIY) Kit that enables Anganwadi teachers to develop their own TLMs.
- Teacher's Manual that describes all activities with pictures along with information about the related TLMs, thus enabling the teachers to facilitate appropriate activities for children in the classroom.
- Children's Workbook which is an activity workbook for children, to learn new concepts through activities.

Dattak Palak Contributors

The Muktaashala in Aine offers education to the tribal students free of cost. The expense incurred are raised through various donations schemes. One of the schemes is Dattak Palak Yojana (Foster Parent Scheme) where willing individuals make a monetary donation that takes care of Tuition Fees of a child for the entire academic year. The scheme is not just restricted to monetary transactions. Parents are updated with a regular progress report of the child and mutual interactions at personal level are encouraged by us. Grammangal is grateful to all these parents for their generous contribution.

A group of children in school uniforms are playing a game on a dirt field. Some children are sitting on the ground, while others are standing around them. The background shows trees and a building.

AMBARISH SATHE
SANDESH LAD
KETAN DAMLE
VINOD DESAI
PARAG JOGLEKAR
PRITI RAO
TRUPTI PRABHUNE
NANDKISHORE NERE
SADANAND BORSE
ROHINI DAMLE
KHUSHAL DHONDE
AMRUTA GANDHE
MADHAV VAISHAMPAYAN
GAURI SATPUTE
RAHUL SUBHEDAR
KISHOR LULLA
APARAJIT DHARWADKAR
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SAMIR DOKE
SUNANDA BARTAKKE
REKHA BARTAKKE
USHA NAYAK
UNMANI PRABHUDESAI
DR. UDAY KARGAR
ROHAN SANGHAWAR
PRABHAKAR PRABHUDESAI

Patrons, Past and Present

As in the past, in 2017-18 too, Grammangal was generously helped and supported by people from all walks of life. The support has come in various ways - individual donations, grants-in-aid from various organizations and donations in kind. We are deeply grateful for their commitment to the cause of education and hope to for their association with us.

AAKAR CHARITABLE TRUST
ABIL
AGRICULTURE DEVELOPMENT TRUST
DHFL
EDELGIVE FOUNDATION
LIONS CLUB OF JUHU
LOKSATTA INITIATIVE (SARVA KARYESHU SARVADA)
MAHARASHTRA FOUNDATION
MAPRO
SIR RATAN TATA TRUST
SHREE RAMKRISHNA CHARITABLE TRUST (FLEETGUARD)
TECH MAHINDRA FOUNDATION
UNICEF
MKCL
VOLKSWAGEN

The following organizations provided financial support in the form of grants in aid of our Educational Quality Improvement Program and projects.

AGRICULTURAL DEVELOPMENT TRUST
DHFL
EDELGIVE FOUNDATION
FIAT
LIONS CLUB OF JUHU
MAPRO
TECH MAHINDRA FOUNDATION

Other Donations

Donor	Amount (Rs.)
Jagruti Foundation	143000
Essel Vision Production Ltd.	111111
Vijay Broker	100000
Archana Khaitan Foundation	100000
Sadanand Borse	75000
Rajiv M Kulkarni	51000
Deole Chaitable Trust	50000
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Parag Yeshwant Joglekar	38000
Ambarish Arun Sathe	32000
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Padmnabha Prabhakar Lele	20000
Pratibha Arun Padhye	20000
Shilpa Shindgikar	15000
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Atul Narendra Patil	10001
Pranjal Joshi	10000
Sumita Amladi	10000
Prachi Vijay Manvatkar	10000

Donor Amount (Rs.)

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Unmani Amit Prabhudesai	10000
Angha A Wagh	10000
Prasanna Mehendale	8750
Amruta Saurabh Gandhe	8000
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Rekha Bartakke	8000
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Ulka Khanolkar	2000
Kenji Isezakz	2000
Sandhya Shetty	2000
Jashoda Narottam Public Charitable Trust, Pardi, Dist Balsad	2000

Donor Amount (Rs.)

Parag Karandikar	1600
Upasana Bhagini Mandal	1500
Kendra Pise & Kendra Shivnagar Teachers	1050
Dhanashree Kulkarni	1000
Chandresh Joshi	1000
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Shataram Sonawane	1000
Shri Damle	1000
Snori Matsumoto	1000
Mahiro Tokue	1000
Yori Iwata	1000
Shirish Kokil	1000
Shri Mulye	1000
Shilpa Ramesh Kulkarni	501
Sagar Jayantilal Bora	500
Bhartiya Jain Sanghatana,Wagholi(Dr.sangita Lagad)	500
Vinod Panse	500
Amita Surve	500
Chitra Thakur	500
Vatsla Lohar	500
Purna Uday Prabhupatkar	500
Vinayak Ramchandra Gade	500
Megha Kulkarni	100



Awards

Sahyadri Shikshanratna Award



Prof. Ramesh Panse being awarded the 'Sahyadri Shikshanratna Award' for his outstanding work in Education at a ceremony held at Ravindra Natyamandir, Prabhadevi, Mumbai on 15th June 2017.

Doordarshan Kendra, Mumbai had instituted the "Sahyadri Navaratna Awards" in the year 2002 to honour merit-worthy, impactful contributions in the fields of Music, Cinema, Education, Drama, Sports, Journalism, Social work, Industry etc.

Uncha Mazha Jhoka

Uncha Mazha Jhoka Puraskar' – a unique initiative where Zee Marathi brings to the fore & recognizes women achievers and their contribution across spheres.

Women achievers from across Maharashtra were honored for their exemplary work in 2016–2017 at a ceremony in Dombivali, Thane, on 16th August 2017. The Grammangal team at the awards included (2nd from left) Smt. Aditi Natu, Smt. Sushama Padhye, Smt. Yogita Bhamre, Smt. Sangita Themka and Smt. Suman Kokani.

Yogita tai, Sangita tai, and Suman tai have been associated with our Aine school for more than a decade.



Guruvarya Abasaheb Atre Award



The Rasta Peth Education Society nominated Prof. Ramesh Panse to receive this year's "Guruvarya Abasaheb Atre" award.

Shri Abasaheb Atre had spent his life providing educational opportunities to underprivileged children.

Mahabank Award for Language Related Writing

Prof. Ramesh Panse wins Marathi Abhyas Parishad's "Maharashtra Bank" Award for his book "Bhasha Grahan va Bhasha Shikshan" at an award ceremony on 12th January 2018 in Pune.



Events

Foundation Day Celebrations

Grammangal celebrated its 35th Foundation Day on 19th December 2017 at Aine with great fervor. There were excellent presentations of songs, dances, and skits by the Aine students.



Naming of Training Hall

On this Foundation Day, the new Training Hall was named as "Rambhau Deole Saha-Adhyayan Kendra", as a tribute to the late Shri Rambhau Deole, a founding trustee of Grammangal. Shri Deole provided invaluable guidance and unstinted support to Grammangal during its early years.



Grammangal Trustees, Executive Committee members, and volunteers paid rich tributes to their beloved Trustee. It was an emotional moment for those who had worked with Shri Deole closely.



^ > Newly built Training Hall named after Rambhau Deole



< Smt. Deole, wife of late Shri Rambhau Deole and Shrikant Deole, son of Shri Deole along with other family members graced the occasion.

Maharashtra Balshikshan Parishad Conference 2017



The 24th session of the Maharashtra Balshikshan Parishad 2017 was held in Navi Sangvi, Pune, between 27th and 29th October, 2017.

The event drew participants in huge numbers, especially among those who were involved, or had deep interest, in Early Childhood Education. They came from various parts of Maharashtra, including Dhule, Nashik, Palghar, Kolhapur, Raigad, Aurangabad, Beed, Ichalkaranji, etc.



The theme of the conference was a forward- looking one, reflecting the need to keep pace with changing times. "Technology in Elementary Education" discussed the opportunities presented by advances in technology for developing new methods to improve the reach and quality of education. A range of perspectives were covered, as well as the challenges that confront today's educators.



A number of papers that addressed various aspects of the theme, and sub-themes, were presented at the conference.

Some members of the Quest organisation presented an interesting skit on education.

Experts in childhood education Shri Ramesh Panse, Shri Balkrishna Bokil, Shri Dinesh Nehete, Smt, Aditi Natu and Smt. Sushama Padhye participated in an open discussion on the topic and invited queries from the audience.

Shri Vivek Sawant, MD, MKCL and Padma Vibhushan Shri Anil Kakodkar also shared their views and made pertinent points.

108th Birth Anniversary of Anutai Wagh



On 17th March 2018, Grammangal celebrated the 108th birth anniversary of its founder Padmashri Anutai Wagh. Celebrations were held at its centers in Aine, Vikramgad and Kosbad in memory of Anutai Wagh.



◀ At Kosbad, Smt. Deepali Katre presented an hour-long program called "Kosbadchi Anu" to the children

▶ At Vikramgad, principal of the school, Shri Naresh Choudhary spoke to the children about Anutai Wagh. Shri Yatin Raut shared his mother's memories as Anutai's student.



◀ Celebrations at Muktaashala, Aine



^ A balnagari was held at Mande in Saphala, Palghar district. A balnagari is a fun learning space designed and created for children, where they can freely play with the artifacts on display and joyfully learn in the process. The Gram Panchayat whole heartedly supported in organizing this initiative which was received with much appreciation.

International Connect

Sweden-India Project

This year also, our school in Aine hosted students of social work from various Swedish Universities. The broad aim of these visits, which are organized by the Sweden-India Project, is to promote intercultural understanding. As part of their studies, the students visit various countries, including India, and spend time with the host communities. In 2017-18, Swedish students visited Aine to learn about Grammangal and its work, as well as the tribal communities in the area.

“...One thing that I noticed, which made Grammangal stand out from the many other schools we visited, was the learning environment. It felt like a place where children wanted to learn...”

- Matilda Larsen, Örebro University



“...I’m so grateful and happy for this experience. I have learnt how education can be creative with art, dance and music as methods of learning....or that children can be great teachers, so I learned some Marathi...I also learnt to make vada pao, which I will try when I go back to Sweden”.

- Filippa Berencwetz, Stockholm University



Learning Warli art from Aine volunteer Vansha



Making vada pao



At Dahanu's Mahalaxmi Fort atop a hill



Trying out the tribal dance form “tarpa”

“ The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things. ”

- Jean Piaget, Philosopher & Psychologist

Get Involved

We at Grammangal dream of a future where every child has the freedom to be driven by their innate intelligence to learn and grow in ways only they might imagine. Our unending work lies in clearing the obstacles lying in the path of growth for the children of today, every day.

These are some ways you can support us in our endeavors.

- Connect us with an individual or organization with the capacity to empower educators in your community by
 - Sponsoring an Educational Quality Improvement Program (EQulP)
 - Sponsoring a training program on Constructivist Education
- Sponsor a child's education through our Dattak Palak program. You will be connected with the child and kept updated with the progress he/she makes. If you wish, you can also get acquainted and communicate with the child's family.
- Make a monetary contribution towards the running of our free education programs at Aine and Vikramgad
- By helping students learn from your expertise in a particular field to develop livelihood skills

Connect With Us

We look forward to getting connected with you. You can reach out to us at



+91-20-25386687



info@grammangal.org



<https://www.facebook.com/grammangal/>



<https://www.linkedin.com/company/grammangal>



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- Bombay Trust Act on 20/03/1984. Registration Number F 1045 (THANE)

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All foreign contributions are accepted under Foreign Contribution Regulation Act (FCRA)1976. Registration Number 083990044.