

Acknowledgements

Learning, sharing, discovering, and a bit of growing up....Summer Camp 2007 was all this and more. Many thanks to more than 1000 children who came from 10 BMC and made this camp very special.

Our thanks to more than 200 community volunteers who supported the process throughout. Without their energy, enthusiasm and commitment, this camp would not have been possible.

Summer camp 2007 would not have been possible without the unstinting support of corporate sponsors such as L&T, Johnson & Johnson as well as organizations like Drishti, generous individuals and most importantly the Education Department of BMC.

Our thanks to the human resource and logistical support received from organizations like IIT, NITIE, Mobile Crèche, SPROUTS, HBCSE, and Nehru Planetarium. Thanks also to all the resource persons who shared their skills with the children at all ten venues. It made learning at the summer camp meaningful and joyful.

We hope that this summer camp will be a stepping stone to form a social movement promoting the values of our constitution, with participation from all the sectors in Navnirmiti's community initiative to bring the social change and achieve quality education for all!

Navnirmiti Team

Founder's Vision

The Navnirmiti Summer Camp team led by Dr. Nandkumar Jadhav deserves congratulations for reaching more than a thousand children from ten BMC schools this year with a rich and exciting learning experience.

Navnirmiti (NN) was born in the mass science popularisation campaign around the total solar eclipse of Diwali 1995. Over the years it has grown into an organization working committedly for universalizing quality math and science education. With the motto of "Quality for Equality", NN aims to reach the world's best educational practices to all who might otherwise not have access to good education.



Most people in India work in the unorganized sector, where they are denied basic human needs, labour rights and a decent human existence. Their children (more than 85% of all children) attend government schools/or are out of school. In these schools, today, most of these children will receive education of a poor quality which will ensure their continued deprivation and exclusion from their basic rights.

We are not doing these children a favour when we work for ensuring that they get a good education. On the contrary, it is a constitutional offence and violation if these children do not receive a good education. It is not enough to ensure that all children between the age of 6 and 14 are in school. What happens inside the school? That is equally, in fact, more important than just compelling children to attend school.

It does not require an elite school to give children a rich learning experience. The real world is a most exciting and powerful learning resource. Children can have fun making their own toys from everyday materials, and learn physics as well in doing so. The sun is a resource which the most affluent nation on earth could not afford to build, yet it is available everywhere, to everyone. With a pocket mirror and a plastic ball, children can build a solar telescope, study sunspots and discover that not only the earth, but also the sun rotates.

Writing your own street play, rehearsing and performing it does not require a huge budget or astronomical school fees. By doing so children can learn language skills and build up their confidence to face and challenge the world. When they go on the nature walk, they discover that the whole world is a wonderful laboratory, filling their lungs with fresh air and their minds with fresh ideas. Every town and village is a treasure house of learning, when we have eyes to see, hands to feel and minds to wonder. With this perspective it is possible to fulfill our constitutional duty to guarantee every Indian child a good education, beginning with what we have, with existing human and material resources and improving as we go along. Why only in the summer holidays? Why cannot every rural and urban school become a permanent summer camp all the year around?

> Dr.Vivek Monteiro Founder - Advisor Navnirmiti



About Navnirmiti and the Summer Camp

'Science for all' and 'Promoting a scientific temperament in all'; with this compass, Navnirmiti (NN) took its first steps towards forming an organization dedicated to science promotion and popularization.

Navnirmiti is today a self reliant organization (SRO), a social enterprise. Self reliance is important to us for two reasons. Firstly to break the prevalent misconception that social development is possible only through donations and funding and that without external funding it is not possible for a voluntary organization to achieve its social objective. Secondly self reliance ensures that we can work and grow without compromising on our principles and objectives. This is not easy. But it has been both challenging and rewarding. The major part of our work has been funded by our own income generating activity. As a policy NN does not accept foreign funding.

In its main area of work in math and science education, NN is trying to build its strengths systematically. We believe in 'Quality education for all'- especially for the very large numbers of disadvantaged children who are otherwise deprived of it. An effort to contribute to this constitutional mandate was initiated with an aim to strengthen the national agenda of 'Right to Education'. Our work in elementary math education is receiving widespread response and as a result our 'Universal Active Math' program for math universalisation has grown rapidly. NN has been a part of a number of nationwide mass science popularization campaigns like the solar eclipse and transit of venus campaigns of AIPSN and Vigyan Prasar. Our 'Sunderstanding' and 'Astrovision' programmes have reached thousands of school children as well as adults.

Today NN is widely recognized as an organization working seriously and committedly in the field of universalization of quality education. It works towards developing alternative ways and systems of mass scale implementation of Math and Science education, creating innovative world class educational aids and reaching them nationally as well as internationally. We believe that bringing about changes in education is essential to bring about a larger social change for promoting equality. Education for science and mass scientific thinking is especially important for this broader goal. Effective math education is a necessary foundation towards achieving this objective.

Self reliance, collective decision making, democratic functioning and a commitment to equality are the core principles driving NN.

Team members, their ideas, initiative and commitment have built and continue to build Navnirmiti. Through its work in various areas it aims at providing viable and decent employment. It has also incorporated an effort of providing sustainable employment to needly women through production of science toys. We understand that our social / educational projects are only a means to connect with and bring together people and organizations who share common basic objectives and principles that aim at achieving goals which require much beyond the existing capacities.

The summer camp is an effort to tie together quality education and community involvement. For children studying in the BMC school quality education is the only gateway to empowerment and equality. Higher education for the majority of these socially and economically weaker children remains a distant dream. The aim of the camp is to expose the children to new dimensions of learning and involve them actively in this all round learning process.

Having started our work in this direction NN is extending its reach to the area of linking education and community initiative to bring social change. Integrated efforts with the community's active participation can have a deeper long term impact on substantially improving the quality of education.

The idea of organizing a summer camp for BMC school children began a couple of years ago and this year the camps reached over 1,000 children.

Participating children, active and enthusiastic neighborhood volunteers, friendly resource persons, NN members and support organizations have come together. Their whole hearted collective effort has made this experience memorable. This has instilled in us the confidence that reaching many more children, many more schools and many more communities is a real possibility.

This 'Summer Caravan' aims at going forward, taking many more in its fold, with hope and vigour, spreading the message of quality education for equality!

Jyoti Francis Managing Executive Navnirmiti



Engage, Enrich, Empower - The L&T approach.

Believing that sustainable development of community around the factory is important for the growth of any business, L&T's social investment begins by assessing the needs of the community residing in its neighbourhood at most locations like Mumbai, Hazira, Ahmadnagar, Mysore, Kansabahal, Chennai, Ahmedabad, Hyderabad, Delhi, Chandigarh, Kolkata, Fariabad, Bangalore, etc. This continued effort to activate social initiatives in communities where our offices and campuses are located in India has over the years strengthened our commitment in thrust areas that have evolved from MDG goals. Activities involved in conservation of environment, health & education, maternal and child health, primary education, sanitation, HIV/AIDS awareness, enhancing employability of youth etc with the active support from different government agencies and NGOs.

Education is the pillar for sustainable development. L&T believes in strengthening the education system through a holistic approach. It is important that education enables a child to live a healthy life where he or she can reach their actual potential. The question that needs to be asked is does the education our children receive, make them good human beings and secondly does it make them able enough to secure employment.

For an overwhelming majority of Indian children, the only means of education is through government schools. Keeping this factor in mind we have stated initiatives to bridge the critical gaps in the nearby municipal and government schools, to impart training to the teachers and students, setting up learning programs with experts for mathematics (Navnirmiti), science, geography and english, provide teaching aids and educational materials, recreational activities and construct or renovate school infrastructure. All this is done with the intention of making the schools more child friendly.

In Mumbai, the L&T project UJWAL is creating pre-schools, study centres, school and community enrichment programs like summer camps that impact the lives of over 7500 families in the neighbourhood.

This thrust is carried forward by out employee volunteers and spouse of employees across our locations through various mentoring and school development projects.

The Larsen & Toubro Public Charitable Trust, another social development arm of L&T has evolved 'Udyam' - a strategy to address this concern and is operationalising Vocational Training Institutes across the country, three of which are already operational at Mulund in Mumbai, Kharel in Gujarat and Lonavala in Maharashtra. Alongwith free quality training it also offers a stipend. The Vocational Training Institute in Mulund provides 3 to 1 month skill-based training in formwork, masonry and scaffolding that would equip an individual for employment in the construction industry. In a recent experiment youth with hearing impairment, referred by the ngo DEEDS, were trained in masonry. It has successfully placed more than 100 students with well-known construction houses. At Kharel in Gujarat, a 6 month training in Agro Mechanics and Electrician training is conducted which is suitable to the job market of the region. At Lonavala in Maharashtra it provides a one-year course in Fabrication-Welding, Electricians and a 3-month course on Housekeeping. Therefore these institutions have been set up to best serve the needs of the neigbourhood communities.

Another project that the Larsen & Toubro Charitable Trust has launched is called "Jeevan Vidya". It is a project aimed at imparting skills to Tribal and SC/ST students from 35 schools (ashramshalas and schools run for tribal students by private institution) from Talaseri in Thane district of Maharashtra and Navsari district of Gujarat. This project would impact about 12,000 students through various training and demonstration programs in the field of Personality Development, Health and Vocational Guidance. It aims for the overall development of the individual by giving emphasis on inculcating good habits in Reading, Personal Health, Hygiene and Diet.

The above educational and vocational training initiatives would use more holistic and innovative methods of instruction like demonstration and practicals, that give the student an on-the-job experience.

Thus the answer is to try to enhance and empower the children of today to be smart and live quality lives tomorrow. We believe that children form an integral part of society and are the country's hope for the future. Therefore if we invest in them it would mean investing in making an India that is educated, empowered and employed.

Ms. Sanyogta A. Raina Manager-Corporate Social Initaitives Larsen & Toubro Limited



Roles and Responsibilities of Volunteers

On Friday, 20th April, 2007, a pre-event session was organized for the summer camp volunteers at IIT, Mumbai. More than 150 volunteers comprising mainly young collegians, anaganwadi sevikas and activists across Powai, Vikhroli, Bhandup, Kanjurmarg and Vihar Lake areas came together for the preparatory meet.





Dr. Vivek Monterio, founder of Navnirmiti Trust, set the ball rolling with an inspiring speech invoking the thoughts, ideals and independent spirit of Shaheed Bhagat Singh.

The summer camp was an opportunity for both the children and the volunteers to enhance their skills, capacity building along with participating in a fun-filled learning experience.

Prof.T. Prasad of NITIE elaborated on the role of the volunteers during the summer camp. Each volunteer was to be the crucial link between the resource person and students. A volunteer will have five to six children under her care and she will have to keep the group interested and entertained, even as she contributes to the learning process.

The volunteers had a number of questions for the organizing team."Is the summer camp only for BMC school children or can out-of-school children come too?" "Is Navnirmiti a private or a government organization?" Jyoti Francis from Navnirmiti answered many of these questions. She then worked with the groups from each area, along with Navnirmiti team to finalize the role of volunteers.

Inauguration



All camps took off with equal enthusiasm at their respective inaugural functions. The inaugural sessions had Navnirmiti representatives, school authorities, social activists interacting with the children and volunteers.



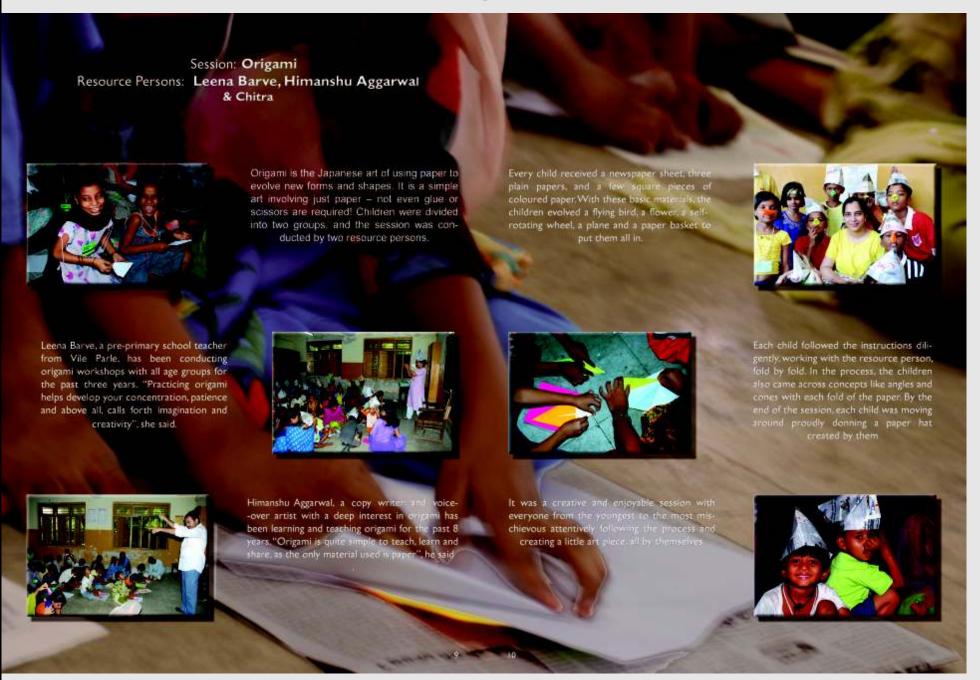




AT the NITIE Camp towards the end of day one, a few guests from L&T and NITIE visited the camp and had an interaction with the children. R. N. Makhija, Member of Board and President (operations) for Larsen & Turbo, along with Dr. Awale, Director, NITIE, and Ramesh Aidasani, General Manager of K. Raheja Group came for a short visit. They chatted with children and volunteers, viewed the colorful masks and puppets and even tried them on.



Origami





Fun with Science

Session: Fun with Science Resource Person: Anand Ghaisas

Anand Ghaisas is from the Homi Bhaba Centre for Science Education. He explained that the objective of a session on "Fun with Science" is to demystify scientific concepts by allowing children to explore and experiment with gadgets and instruments. Although many schools have laboratories, access is quite limited. "However, it is important to trust children with objects for experiment, so that they can learn a range of scientific topics in a thoroughly fan-filled way." he said





A range of common day-to-day objects were use to demonstrate different concepts A glass fille with water covered with a handkerchiel, refuse to drain when upturned. A conical flask shows how it had the "waters of four rivers" in it, while plastic bottle quantified the amount of air with the breather in







A view through a rolled up newspaper showed how distance and proximity of the object can play a few tricks on the eyes, a circular disc with grooves in it demonstrated 'persistence of vision', while a ridged tube swirling through the air showed how sounds could be created!



Each demonstration was followed by "ooh" and "occho", as children began grasping the principles. A loud exclamation that would follow as soon as a child got the idea behind it was the most gratifying part of the session. The demystification of complex "Laboratory Experiments" was complete.



Each of these processes was later tried out by children themselves. Children seemed quite confident in handling the equipments, without any supervision. They monitored and guided much other, also asking them to be careful while handling glass. Their excitement showed that they were motivated to learn more about science. Perhaps they would even come to learn more about reasoning, relating, thinking and loving it.



Astronomy

Ξ

Session: Basic Astronomy Resource Persons: Geeta Ladi Jatin Rathod







Earth, sun, moon, comets and some asteroids The session on basics of astronomy began with a description of our skies. Conceptualizing the solar system based on words is a tough task for children. This session had photographs, slide shows and even a telescope for children to view the world beyond ours from information about Jupiter's moons to the rings of Saturn, this session was filled with starry facts.

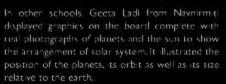


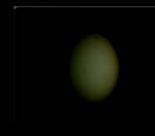
Geeta has a deep abiding interest in charing knowledge of astronomy with children. "Children gape with wonder as each delightful secret from space is revealed." she said. And their questions: were quite intelligent too. After a discussion on Asteroids and Meteors, and the meteorite-impact crater at Lonar in Maharashtra, the talk moved to lupiter's gravity protecting the earth from the wayward asteroids, "But", asked Mangesh, "if Jupiter has no land surface, and if its gaseous, where does the asteroid hit and leave an impact?"



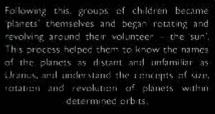


The vivid red of Mars, the cool blue of Neptune. the beauty of Titian, Saturn's moon, and Jupiter along with its four moons came alive on the screen. The slide show was conducted by latin Rathod, from the Nehru Planetarium at Tirandaz Village school at Powa .



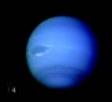


Tricky questions apart, the children also had a gothe telescope The image of the sun was reflected on a piece of paper, with its sunspots clearly visible. Children viewed and identified the spot correctly, while some were heard discussing the reason for sun spots as the turbulent air on the surface of the sun.





Before the sun went down that day, all children had a look at the sun through special sun-viewing spectacles. And as they left, children promised to look out for the "luk-luk tara" (Venus) in the evening sky!









Theatre





Street play





Magic

Session: Magic Resource Person: Siddharth Prabhakar



"Magic" has always been considered a "closed art", says Siddharth Prabhakar, the "magician" for this session. The objective of this session was to demystify magic, and reveal the scientific principles at work behind most tricks. Usually most tricks involved simple physics at work — from air pressure, to magnetism to optical illusion. Other magical tricks included a rope that would straighten itself, but drop down as seen as a kid touched it. Two separate pieces of ropes magically gone fused into one, and despite two volunteers carefully trying up the magician on a chair he inexplicably freed himself. A card game proved most interesting when numbered cards all turned itself into 'Joker Cards', and now self that of the hand was spotted.



The session did not however confine itself to magical tricks. During the introduction, the children gained a few tips on how to stand, speak clearly and present themselves before others. Each child had the opportunity to stand and talk about herself while the rest gave a feedback on how smart or lax an introduction it



Then the resonate person went on the reveal the secrets behind the tricks. Air pressure in the pot controlled the flow of water, while magnets at the end of the rope helped them join tegether. A small nail embedded between two repes allowed it to straighten or drop as one pleased, while the entire premise of freeing oneself from ropes.

The magician then revealed his bag of tricks. The first one was inflet movater of India." A small metal pot filled with water made an appearance. The water was poured out and the pot held empty over the unidiren. Not a drop fell. And yet, some time later there was still some water flowing from it. And this kept on happening many times over to the astonishment of everyone.





Well, if all secrets were to be revealed, there would not be any magic lark, would there?

Children divided themselves into groups and tried out the tricks with their volunteers, each understanding the principle behind it. As the resource person put it, the children learnt concepts related to their syllabus, gained a new skill, while having fun

Story Telling

Session: Story Telling
Resource Persons: Mrs. Sudha Arora
Mrs. Santosh Srivastav

Ek kauwa pyaasa tha Jungle jungle ghumta tha, Use mila ek ghada, Ghade mein thada paani tha, Usne dala kankar, Paani aaya upar, Kauwe ne piya paani, Khatam hui kahani....

Different beginnings, different story tellers, some new, some old, some poetry, some prose, one entertaining session,

Children at the Tank Road Municipal School in Bhandup West sat that afternoon digging for stories among themselves. All stories they had ever heard - from grandmothers or sisters, friends of brothers, textbooks or comics - came tumbling out in the session.

As the resource person put it, a session on story-telling allows children learn the art of "listening". They come across new words, improve their vocabulary, and learn to speak clearly and articulate.



Also all stories need not have "morals" to them. Important day-to-day concepts like hygiene too can be taught through stories...

Not to forget that story telling session also jogs their creativity. The traditional story of "the thirsty fow" made its appearance in the session four times, in two different languages and in verse and in poem!





Session: Health Talk Resource Person: Dr. Kamaxi Bhate, Vidula Patil

This resident discussed health issues concerning children. Conducted by Ms Vidula Patil, it dealt with the need to remain healthy and the impact of Ill-health on young children. Children from standard 5th to 7th participated in the session.

On being asked about common illness among children, responses like head aches, stomach aches, and cough clime up Other responses included chicken pox, typhoid to the proposterous "chicken gunya and "sugar"!

Ms Vidula Patil is a medical social worker and part of the team of Proventilve and Social Medicine from K.E. M. Hospital. In Mumbai. This team works with schools all over the city, using simple games and songs to demystify health topics for children, "Since children do not have much interest in lectures, it is important to tilk about these issues in a fun-filled learning environment", she said.

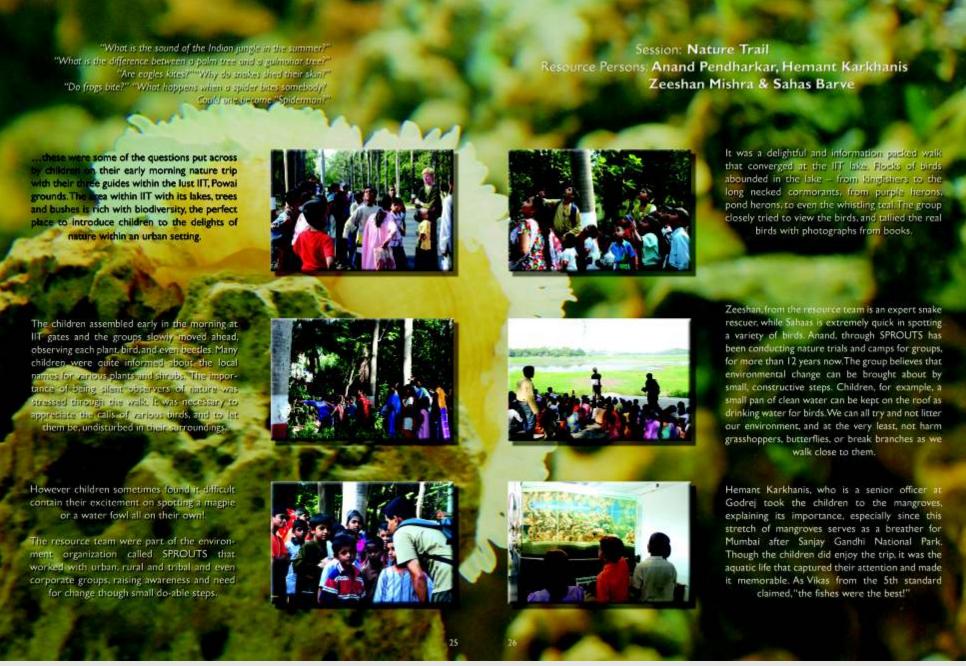






Diet and eating habits of children was another key issue discussed. A basic daily dietary plan was chalked out. It revealed that children consumed foods like biscuits, and pay – largely made from refined flour, and not a source of much nutrition. Simple alternatives like poha, or rotis were suggested, which were much more nutritious.

Nature Trail





Fun with Maths & Rangometry

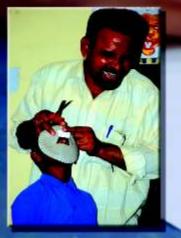




Mask Making



A group of young children watched wide-eyed as a simple paper plate transformed into a funny looking mask. Mukhim Tamboli, a carcoonist by profession, has been conducting workshops with children for the past 25 years. "Simple and everyday items can be converted into interesting playthings for young children", he said



Mr Tamboli invited a volunteer to come forward and become a model for the mask. In a funny, entertaining way, he gained the attention of the children, and demonstrated the essential steps involved in creating a mask. The features of the mask could be turned into a happy or a sad one, at the twist of the scissor.

Soon the group got divided into smaller groups, each headed by a volunteer, eager to try their own hands at creating. Snip, snip went the scissors, and colored sketch pens ran riot over paper. Soon, every child was wearing their own creation, proudly displaying their handiwork. Once the child had got a hang of the process, other embellishments like hair (using plain white paper) and threads for placing it over their own face were added.



mying finished the masks making Mr Tamboli introduced the children to the art of facepainting. Pradeep, a fifth standard student from Paspoli School, volunteered. Before their eyes, the group saw Pradeep convert into a cream complexioned girl, complete with arched eyebrows and wrapped in a borrowed red



At the NITIE camp, most of the children were from the nearby Paspoli Municipal School.

Naina, Arti, Meenakshi and Vaishali were from

the seventh standard and this was the first time

they have attended a summer camp. Arti excit-

edly said that she wanted to learn dance,

cycling, carom and drama from the workshop.

"Kuch kuch Karke sikhna hai", added Vaishall.



Music

Sports



Flim Screening & Cartoon Making

Children Feedback

Session: **Film Screening** Coordinated by: Rajesh Natrajan

For the other group not part of the singing, a film screening was organized. Charlie Chaplin's "Modern Times" was screened on the big screen. Children laughed at the antics of the tramp, the eternal favorite character of all children irrespective of language or nationality.

The session was then facilitated by Geeta Ladi, who discussed with children their impressions of the film.



Session: Cartoon - Making Resource Person: Mukhim Tamboli

"How many of you watch 'Cartoon Network'," asked Mr Tamboli. And without exception all hands went up. This broke the ice, and set the tone for the rest of the session. The resource person introduced simple shapes on the board. Circles and triangles merged the letters 'T' and 'Y' to reveal expressive cartoon faces. The children diligently tried the various shapes on their sheets of paper. Since no erasers were provided, children learnt to draw with mistakes.





Children's feedback

The feedback from the children was overwhelmingly positive. They loved coming together and learning how to sing, dance, play and just be themselves. At the end of each entertaining day, children were reluctant to go back home. And they would be the first to be at the venue the very next day. Some regretted that they could not get their friends or siblings along since they studied in private schools. "unko bhi mauka milna chahiye na?", asked Mithesh.



Others were eager to share their learnings with their siblings, friends and mothers back home. "main meri behen ko mocchi bana ne ko sikhaoongil", declared Varsha after the Origami session. Saba's aunt made the mistake of coming to school one day, to take her back early. Saba was in the middle of the puppetry session. She literally shooed her poor aunt away and ran back to her puppets.

During the street plays one could see the obvious admiration in the faces of the audiences. There were anxious questions of "arre, turn log our kya kya sikha?" after the performance. Children from the play children shared the various subjects they had leant through the week, much to the amazement of the community members.

Their relations with their "didi" and "sir" grew so strong that they were entirely unwilling to be separated at the end of the camp. "sir, ab hum kab milenge?", "didi, aapka phone number do na, mein bulaoongi", "didi, aapki yaad aayegi", were some statements heard not just in one school, but across all schools, as the camp drew to a close. Little Shweta who attended the sessions at Shivaji Nagar even trailed her volunteer didi, for the next leg of the camp at the Tank Road School.

It was a feeling that was reciprocated by the volunteers too. First time volunteers, whether it was Varsha from Bhandup or Bhavna from NITIE, echoed the same sentiment. They had learnt much from the children and were looking ahead to be part of the process next year too. It was their commitment that ensured the camp's success despite administrative or logistical hurdles that sometimes came their way.

For the organizing team at Navnirmiti, and the 200 plus volunteers, the two weeks of summer camp at 10 schools with 1000 children was a combination of exhilaration, tension, laughter, bonding, learning, challenge and fun – sometimes all at the same time!

As for the children, beneath all the "mojo aaya" and "accho laga" statements, there was genuine happiness at the opportunity to learn and enjoy. From little squabbles with their friends to sharing the food during breakfast and lunch, to walking through the forest early in the morning, the children clearly had the time of their lives.

Volunteers

Volunteers: some stories, some experiences.

Shobha Gawli lives in Morarji Nagar near NITIE, and works as a daily wage earner. She is a single mother with two daughters studying in a nearby school. She had come the pre-event meeting at IIT out of curiosity. Here she learnt about Navnirmiti and its activities with children. Sitting with the young children, helping them with their little activities, and listening to their constant patter, Shobha said that she remembered her own childhood. She could not bring her daughters here since they went to a private school.



But she said she picked up a few skills in the workshop to pass on to them. She loved the method of teaching, where children could learn while doing things themselves. "Just as we won't know how deep the water is without stepping into it, these children will not learn if we just tell them. Doing it themselves is the best way to learn", she said.

Pradnya and Vaishali, two college students from the areas near NITIE, have been actively participating in the processes leading to the summer camp. They were part of the team responsible for identifying, registering and mobilizing children for the camp. Both of them shared their experience of talking to parents and convincing them to send their children to the camp. "Many parents would leave home early for work, leaving children alone or with neighbors," she says. They had to visit the area a number of times before the registrations could be completed. Many parents worked as domestic workers, or were daily wage earners. Some also survived by selling toddy from the nearby forested area. Parents were largely illiterate and were unable to fill forms or even provide basic information like date of birth of their child, or even the standard in which the children were studying. Many parents also sent their children because the neighbors were sending theirs, Pradnya added. Most of the children at the NITIE camp were from the tribal village of Sai Bangoda and Uttan Pada.

An event to mark the end of the 10 - day summer camp was held at IIT campus on 14th May, 2007. Children, volunteers, resource persons, and the organizing team from Navnirmiti were present during the meet. Also present were Dr. Vivek Monteiro, founder of Navnirmiti, Prof. Prakash Gopalan, Dean, Students Affairs, IIT, Mrs. Achala Nandedkar, Administrative Officer, S Ward, BMC and Mr. R.N. Makhija, Member of Board, L & T. The entire 10 - day camp was much appreciated by the children, and many said that they looked forward to participating in the camp the next year as well.



Credits

Children and staff of 10 BMC Schools: Community Volunteers Navnirmiti Summer Camp Team

Schools		Coordinators	
1. 2.	Tirandaz Village BMC School NITIE Paspoli BMC School	}	Daphne D'silva & Raju Kamble
3. 4.	Powai Dockyard BMC School Kanjur Nehru Nagar BMC School	}	Mansoor Patel
5. 6.	Bhandup village BMC School Tank Road BMC School	}	Kiran Lomate & Harish Jadhav
7. 8.	Tagore Nagar BMC School Kannamwar BMC School	}	Kishore jadhav
9. 10.	Shivaji Nagar BMC School Tulshet Pada BMC School	}	Shekhar Sankaran & Sanjay Gupta

Programme Co-ordinator

Rajesh Natrajan

Administration Co-ordinator

Kishore Jadhav

Administration & Support

Dr. Nandkumar Jadhav, Jyoti Francis, Rakesh Rawat, Krishna, Trupti Pate, Kantaben

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