

# Annual Report- 2014-15

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## Sikshasandhan

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## **ACKNOWLEDGMENT**

We are grateful to the children, teachers and parents of our schools, PRI members, and functionaries of the educational departments for their unconditional support and cooperation. Sikshasandhan has learnt many things from its association with them. We gratefully acknowledge the financial support and other inputs received from Welthungerhilfe, Oxfam India, Sir Dorabji Tata Trust (SDTT), Child Rights and You (CRY), CARE India and Terre des Hommes (TDH).

We feel sincerely grateful to our well-wishers and friends, who have extended their support and cooperation on several occasions.

Our governing council and general council members have unfailingly helped and encouraged us. We take this opportunity to record our deep gratitude to them.

Sikshasandhan thanks all the people who have been involved in shaping its vision directly or indirectly.

Last but not the least, I extend my heartfelt thanks to the staffs of Sikshasandhan for their cooperation and support.

Anil Pradhan

## **Abbreviations used**

Continuous Comprehensive Evaluation (CCE)  
CRY – Child Rights and You  
GoO – Government of Odisha  
GP – Gram Panchayat  
ICDS – Integrated Child Development Services  
IEC –  
MTA – Mothers-Teachers Association  
PRI – Panchayati Raj Institutions  
PTR - Pupil Teacher Ratio  
RTE – Right to Education  
RTE Act – Right to Education Act  
SDTT – Sir Dorabji Tata Trust  
SMC – School Management Committee  
TdH – Terre des Hommes  
TLM – Teaching learning material

## Sikshasandhan: A Journey of Two Decades

### Introduction

Sikshasandhan has completed its twenty years on 9<sup>th</sup> Feb 2015. We don't know how much we have succeeded in achieving our goals, which has been set up by our founder members. However, Sikshasandhan has now become a prominent resource centre in Odisha and in India. Time has come to analyse the success and failure of Sikshasandhan to work out its future course of action. Originally, Sikshasandhan was set up as a resource centre for innovating education for marginalised communities, provide support services to voluntary organisations, publish books on education and magazines, organise debates and discussion on the issues relating to education and social change and do advocacy for bringing about desired policy changes.

Sikshasandhan was purely working as a resource centre from 1995 to 1999. However, in between, we realised that without having direct experiences from the field, Sikshasandhan cannot become a meaningful resource centre for education. In 1990, Sikshasandhan worked as a consortium for innovating education for children of tribal communities. Sikshasandhan along with its partners agencies run Alternative Education for Children of tribal communities from 1999 to 2008 and did experiments on teaching children in mother tongue, development of teaching learning materials in view of the nature and culture of the tribal community and community ownership and management of education centres along with advocacy and publication books on education and books for children in tribal languages. During this time, Sikshasandhan programme attracted interns from India and abroad and research report and case studies on Sikshasandhan's work published in different forms. Also Sikshasandhan set up its printing press, built up its own building.

With the enactment of RTE, the required nature of the interventions has changed. Earlier, the organisation ran Alternative Education Centres through consortium partners, with the enactment of RTE Act 2009, the focus of the organisation has changed and it has been working with 64 government schools in one of the remote tribal areas of Mayurbhanj district of Odisha since 2010. Here, its main operations have been directed towards implementing RTE at the ground level and in view of the experiences initiate advocacy for bringing required policy changes. During this year, its field operations have been expanded to six gram panchayats (GPs) of Kaptipada Block of Mayurbhanj district with the support of various funding partners such as Welthungerhilfe, CRY, Oxfam India, Terre Des Hommes, and Sir Dorabjee Tata Trust.

Sikshasandhan has also been running a residential special training centre for 100 out of school girls from tribal community at Kushalda, G.B. Nagar Block, Mayurbhanj district with the support of CARE India since 2012. Every year, Sikshasandhan identifies 100 out of school children (never enrolled and drop-outs tribal girls) between the age group of 9-14 and conducted special training for them with the help of the special syllabus designed by CARE India and Sikshasandhan. Within a period of one year, they achieved the competency of 5<sup>th</sup> standard and they have been admitted in 6<sup>th</sup> standard at various KGVBs in Mayurbhanj district. Sikshasandhan has already mainstreamed 400 children in Kasturba Gandhi Balika Vidyalayas for higher education.

Sikshasandhan extended its field operation to Bissam Cuttack and Muniguda block of Rayagada district in 2015 with the support of Tata Trusts. Tata Trust has started South Odisha Initiative in 5 blocks of Kondhmal, Rayagada and Kalahandi districts. The south Odisha Initiative addresses the problems of all round development of people through multi-pronged development intervention such as education, health and livelihood. Sikshasandhan has been associated with education programme in this initiative. Sikshasandhan directly working with government schools and ICDS centres in Bissam Cuttack and Muniguda block of Rayagada district and also providing resource support to other

agencies such as SebaJagat, Kartyaba and Jagruti working in Lanjigarh, Thuamulrampur and Tumudibandh blocks of Kalahandi and Kondhmal districts, respectively.

The journey of Sikshasandhan was not smooth. When Sikshasandhan was started it started with a lot of enthusiasm and with a process of dialogue and discussions. Achyut Das, Director, Agramee initiated the process to form Sikshasandhan and Action Aid came forward to provide financial and other technical support. Initially, it was planned to set up the resource centre at Rayagada, and later on after much discussion it was decided to set up its office at Bhubaneswar. The Sikshasandhan office started in one room at Agramee coordination office, Bhubaneswar. Agramee received money for establishing the resource centre and a national level and a state level consultation organised at Puri and Kashipur respectively to chalk out action plan for Sikshasandhan.

Finally, a long-term proposal prepared and submitted to Actionaid. But due to change of leadership at Actionaid, the proposal was not sanctioned. Sikshasandhan went through a financial crisis. After much struggle, Action aid supported for another year. Again we had a financial crisis in 2009. But Sikshasandhan has not changed its vision and mission and its basic philosophy because of the crisis. Sikshasandhan tried its level best to establish itself as resource centre and engaged in organising various debates, discussion issues relating to education and social change. It provided support services to various organisations, and government as and when required and published books on education.

After one year of establishment of Sikshasandhan, Achyut Das and Chittaranjan Das resigned from Governing Council as Member Secretary and Chairman, respectively. I became Member Secretary and Prof. Khageswar Mohapatra became chairman of Sikshasandhan. Prof Mohapatra continued for 2 years as chairman and after his tenure was over, Prof. Jatindra Kumar Nayak became chairman.

Sikshasandhan has immensely benefited from both Prof. Mohapatra and Prof. Nayak. Sikshasandhan has also immensely benefited from the association of Chitta Ranjan Das, both intellectually as well as morally. When Sikshasandhan was in crisis, he came out with the proposal of publishing books. He translated the book Letter to a Teacher in to Odia and Sikshasandhan published it. He subsequently also translated the books such as To Children I Give My Heart, Yasnaya Polyana, Heart Not Head in the Schools, Education and Religion of man by Rabindra Nath Tagore and many others. He not only translated himself books into Odia for Sikshasandhan he also persuaded other members of Sikshasandhan to translate other relevant books into Odia. As a result, Sikshasandhan publication unit has been enriched many valuable books on education and social change and publication unit became resource generating unit of Sikshasandhan. Sikshasandhan could able to collaborate with eminent personalities in the field of literature through publications.

A valuable library has been built. Many people have donated books to the library. The prominent among them are Bhimsen Das, Chandra Kishore Mohapatra and Subrata Mishra, Amit Choudhury, J.P Das, Jatin Nayak, Satrughna Nath, Bishnu Charan Mohanty and Gobardhan Dora. The library has been further strengthened by Prafulla Behera who collected books from second hand bookstores and we purchased some books from market.

Dr Aurobindo Behera is one of the founder member of Sikshasandhan. He has been helping Sikshasandhan in many ways to strengthen Sikshasandhan's resource base, setting up mobile library unit and developing permanent infrastructure of Sikshasandhan.

Working for the education for the marginalised sections of the society and advocating for them for their identity has never been an easy task for Sikshasandhan. Sikshasandhan has been trying to ensure mother tongue based education, especially children from tribal communities, and it has always been struggling to pursue at different levels and with different people such as government functionaries, our donors and sometimes evaluators regarding the relevance of teaching children of tribal communities in their mother tongue and contextualisation of teaching learning process. Sikshasandhan has been debated on issues like education for social change, quality education, critical pedagogy, relevance of

education for marginalised communities, impacts of introducing English from early grade of teaching in different forums and could influence at policy levels on certain issues.

Sikshasandhan is planning to have a resource centre for South Odisha at Muniguda and for north Odisha at Kaptipada block of Mayurbhanj district. Besides, it will have its resource unit at central level. It sees support from all quarters to grow as relevant resource centre for education in the country.

### **Vision**

Sikshasandhan shares the vision of a society where all human beings shall exercise their freedom, right and ability to learn and grow with dignity and self-esteem, organise their inner potential, and live in harmony with nature and society.

### **Mission**

The mission of Sikshasandhan is to promote a form of education that is inspired by the life-experiences of people, especially the poor and the marginalised, their struggles, achievements, hopes and aspirations – a form of education that is driven by critical human consciousness, and, therefore, liberating and transformational.

### **Goal**

The goal of Sikshasandhan is to create such an *educational environment* where value-based, quality education will be available and accessible to the most deprived sections of society, and where the internal urge of every human being to learn, to think, to act and to express oneself can be freely and creatively fulfilled.

### **Focus of work, priorities and field operations**

At present Sikshasandhan works in the state of Odisha, which is located in the eastern part of India. Sikshasandhan is based in Bhubaneswar which is state capital of Odisha and its consortium partners are based in the tribal areas of Odisha.

Sikshasandhan's overall goals and objectives describe an integrated approach towards education, including formal, non-formal, alternative concepts and mass education. The organisation aims at imparting learning and education on the underprivileged sections of society to foster human development and enhance their capabilities. Education is seen as a major tool in processes of social transformation, which opens communication channels and accelerates people's access to services and policy-making.

The strength of Sikshasandhan lies in its capacities as a resource centre. During the past years it has systematically built up expertise in publication and training. It provides teaching material in different local languages, communicates to a broader internal and external audience through its magazines and provides training for teachers in its projects as well as to other NGOs and governmental agencies.

In spite of the implementation of the RTE Act and certain proactive steps taken by the district administration, the educational scenario of Mayurbhanj has not yet made a complete turnaround. There are many issues and challenges that are yet to be addressed in the larger framework of education. These problems exist irrespective of the intervention of Sikshasandhan and other projects, as these are either systemic issues or connected with the larger livelihood-related issues of the tribes and their ways of living.

## **Activities for Children**

### Children club members federation meeting

(10/06/15) 31 progressive children club members from 21 children clubs of the panchayat took part in the meeting. Discussion was held on village level child protection committee and its role in protecting the children from child labour, child abuse and child trafficking. Information given about panchayat level child protection committee its link with VCPC.

### Children club members training on child right participation

(15/07/15) One day training programme was organized at Bharat Nirman Rajib Gandhi Seva Kendra, Ranipokhari, 21 children club members attended the training to discuss and share views about child right and school cabinet. From the discussion it was found that school cabinet members are not aware about all their responsibilities. In the beginning of the training a test was conducted on math, language among the participating child club members. 60% of the children did well in math & 40% children did well in language. The major findings of the meeting was irregularity in students leading to lack in reading and writing practices. The major focus of the meeting was inculcating child development rights.

### Creative workshop for Children

(29/11/15-30/11/15) A Creative workshop for children was held at GP Conference Hall Ranipokhari where 85 children from 9 schools of the GP participated. The activities carried out included story writing, poem reciting, riddle solving. The workshop included 20 traditional play done by students in various community grounds, few children were selected and given opportunity to sing and dance which included both in Oriya and Ho language. Ananda Kumar (Naik-art and craft teacher) gave kids drawing and painting lessons which included themes like forest fire, sanitation, agriculture, cooking etc. which was done using drawing sheets, wax pencil, sketch pen, chumki, jhika and DDL gum. Children demonstrated few handmade items made of palm leaf, bamboo and clay. And the workshop ended with traditional dance performance done by the children.

### Children club member's federation meeting

(18/12/15) Children club federation meeting was held at Ranipokhari G.P. office. The meeting included discussion about the child development rights. Children discussed about their problems of unable to concentrate much on studies due to agriculture and household work assigned to them by their parents. The members expressed their delight on being part of the assembly as it has helped them to be more open. Further a decision regarding the writing of an application to the collector regarding the need of playing materials and free monthly health check up by the doctors need in all the school was taken.

### Children festival

(28/12/15) At Dillisore playground a G.P level children festival was held. 100 children from 9 different schools of Ranipokhari participated in the event. 13 different games were played by the participants which included both junior and senior girls and boys. The major intention was to discover the hidden talents of the tribal children through the event which was witnessed by parents, SMC members, PRI members, vice sarpanch and ward members. A prize distribution ceremony was also held where in prizes and medals were given to the winning contestants. The event ended with tribal song and dance performance by children including the language teachers and village members.

### Panchayat level children Sports Mela -2016

(25/01/16-26/01/16) Panchayat level children sports mela was organised at Ranipokhri with students of 9 schools. More than 360 students took part in this festival. Events like song, dance, quiz, general knowledge, memory test, fancy dress and different sports were organised for both junior and senior students. Markand Hembram (Sarpanch) inaugurated the festival and gram panchayat was the sponsor of the event.

#### Improving teaching learning achievements of the tribal children

Training teachers on providing quality education and increasing learning competency and practicing more child centred learning by more interactive classroom sessions. Contextual textbooks with respect to the culture and socio-economic conditions have been prepared to retain children's interest and attendance in school. A number of teaching learning material like bi-lingual picture cards, alphabet charts, story cards have been prepared so that the children can grasp better. Child profiling of all 11 schools which includes 922 children was been done to keep track of their attendance. Grade II and III the learning assessment record has been maintained in the child profile format.

#### Children Festival

(19/01/16-20/01/16) Children festival was organised at prasanachandrapur primary school of NOTO. The major aim was to generate interest among the students and to help them get rid of the fear of education. It also acted as a platform to showcase their creativity among the 180 participants from 11 schools. The students were divided into two groups according to their age and class. The groups participated in various sports activities according to their interest. The activities involved long run, 100mt races, spoon and needle race, long jump, math solution race, song competition, drawing competition, balloon bursting competition, basketball, bow and arrow competition etc. were organised. The event ended with a prize distribution ceremony.

#### Creative workshop

(23/01/16-25/01/16) Creative workshop for children was organised at Rajiv Gandhi Seva Kendra meeting room of Noto to encourage activities like drawing, song, dance, local riddles, clay toy making, storytelling and writing etc. It had a total participant of seventy children from eleven schools which was facilitated by the resource persons had themes like song, play, painting and discussion on music instrument, sharing general knowledge and handicrafts making.

#### Exposure visit programme

(03/03/16) An exposure visit programme to "Bisoi primary school" at Rampritha of Jasipur was organised by the organisation. Seventy students from ten schools along with seven language teachers were part of the visit. The visit included exposure to hygiene and cleanliness, class room activities, the use of TLM to teach mathematics, general awareness about topics like female foeticide, handmade craft making, gardening etc. The visit also included inculcating moral lessons like respecting parents etc. in students. The visit ended with a cultural programme where student demonstrated talents like singing, dancing etc.

#### Creative workshop

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Two days creative talent workshop was organized on 5<sup>th</sup> and 6<sup>th</sup> December 2015. 45 children from 8 primary schools took active part in the workshop. Mr. Jalendra Mallick, Mr. Prasant Kumar Dehuri and Tusar Kant Patra- Art and Craft Teachers facilitated the workshop for entire two days. During the workshop children learnt how to prepare fancy item from Bamboo, M-Seal gum and old newspaper.

### Children festival

(19/12/15-20/12/15) Two day children festival was organized at School Playground Adarapada with objectives to provide an opportunity for children to establish their individual talents and exhibit their creative abilities in the area of sports, drawing and painting, song, Dance and Mono action. 150 children from 8 schools took part in 24 sports event items. Mr. Dasarathi Das head master of Adarapada School inaugurated the festival and by showing the flag he gave a beginning to 200 metre race among the senior group girls. 150 boys and girls from 8 schools of the Panchayat took part in Festival. They got a space to proof their individual talent and in expressing their creative abilities.

### Creative festival for children

(22/11/15-23/11/15) a creative festival was held at Chourasi High school playground, kalamgadia. Total 250 children from six populated tribal Panchayat and 64 different schools participated in the festival. The festival started with an inauguration ceremony followed by flag hosting and anthem followed by various competition such as singing, dancing etc. The major aim of the festival was to highlight the talents hidden in the tribal kids.

### Summer Classes

(01/04/15- 17-06/15) Language teachers from Shikshasandhan organised a summer class schedule for every day two hours which was attended by 20-30 students in the morning during the school summer day holidays.

### Child right's workshop

(8/04/15-9/04/15,14/07/15,28/09/15) These workshops are conducted to aware the children about their rights and increase their understanding of a sustainable economy. 12 clubs have been formed and there are 183 members in the federation.

## **Activities for Teachers**

### Training for ICDS workers on Pre schooling Education

28/04/15-29/04/15) Bharat Nirman Rajiv Gandhi Seva Kendra, Ranipokhri a two day training was organised, 8 ICDS workers, 2 project workers and Tanuja Prusty supervisor as resource person attended it. During the training demonstration activities was organized as per new Arunima Guide line ( A hand book for ICDS workers on pre schooling education). Training was imparted on child psychology, child behaviour accordingly their stages of development. For the children's cognitive development and motor coordination development few practical activities like playing, games and preparing joy full low cost materials was done.

### Refresher course for ICDS worker

(23/08/15-24/08/15) Two days training was organised at Bharat Nirman Rajib Gandhi Seva Kendra Ranipokhari. 8 ICDS workers, 4 helper, 2 project staffs and Tanuja Pursty, supervisor Santosh Sahu as resource person attended the training. Training was organized at Dillisore Primary school for the members of ICDS workers. Discussion & sharing was held regarding refresher course of ICDS. Various pre-schooling education role and responsibility were informed. The major focus during the training was practical teaching of different child centric activities. Teachers were taught to teach minimum 2-3 activities with children, which included using different types of colour, paddy, pulses, chumki, decorating in the paper & classification of different grain.

#### Refresher course for Teachers

17/09/15-19/09/15) A teacher training orientation programme was organized by Sikshasandhan for the govt. & language teacher at Bhubaneswar. Around 30 teachers & staff from various schools attended the training programme. Mr Nilesh Nimkar, Director Quest, Maharashtra facilitated the programme. Providing teacher training developing module aspects of elementary mathematics, pre-number and number concepts, teacher fraction approach of national curriculum framework 2005.

#### Participating Language and government Teachers and ICDS workers in training

(29/02/16-2/03/16) Ten government teachers and five language teachers participated in teachers training organised by Sikshasandhan at Noto. Mr Nilesh Nimkar from quest as resource person provided training on joyful teaching on mathematics for primary school children.

Five ICDS workers from project area took part in the training organised by Shikshasandhan at Noto. Mrs Meena Nimkar conducted the training providing practical and pragmatic training to the pre-school education. She demonstrated practically on how to educate small children using different materials like chart, poster, clay materials and newspaper and low cost material like story telling through pictorial chart like animal, bird flower, and fruit local market.

#### PME team of CRY visit and Teachers Felicitation programme

(30/03/16-01/04/16) Senior manager of CRY, Mr Ashish Sarakar and Mr Ravi Singh from Hero Motor Corporation, New Delhi visited the project upper primary school, Rajatnagar and interacted with the language teachers, government teachers and children. They also participated in the felicitation ceremony of the teachers. Jogendra Mohanty In charge HM of Ranipokhari School and Sarathi Arukha HM of Mahalisahi NPS was felicitated as best teacher, Sunamani Bindhani and Kunar Bardaof SMC Domuhani and Rajatnagar School also rewarded as excellent chairman, ICDS workers Mrs Phulamni Nayak of Patrasahi Centre also rewarded. All language teachers and Field associate in the field of imparting mother tongue based education and community awareness on RTE were specially felicitated.

#### Teacher Training

(17/09/15-19/09/15) The training headed by Mr. Nilesh Nimkar (Director, Quest, Maharashtra) was a three day training for teachers to learn some basic techniques to teach mathematics to primary children. The teachers were asked to use more and more of locally available teaching material for mathematics.

#### Refresher Course

(29/02/16-03/03/16) Mr. Nilesh Nimkar, Mini Nimakar and Nitin Desbahi were the coordinator of the course which was primarily for Language teacher, government teacher and anganwadi worker. Major theme of the programme was on:

- Aspects of Teaching Elementary Mathematics,
- An overview of recent practices in teaching elementary mathematics,
- Pre-number & Number concepts,
- Teaching addition & subtraction,
- Developing basic additive thinking Transiting into multiplicative thinking,
- Teaching multiplication & division for understanding,
- Teaching Fractions – Part 1 (Unit fraction approach with Area model)
- And Teaching Fractions Part 2 ( understanding fractions as Division)

In this major focus was mainly innovative strategies and on the techniques of using teaching aids like sticks, seeds, diagram, models and paper cutting, etc to demonstrate the example of math.

#### Teacher Training and Orientation Programme

- (17/09/15-19/09/15) A mathematics teacher training programme headed by Mr Nilesh Nimkar (Director of Quest) at Adhikar, BBSR. The training involved teaching elementary in recent practises on pre-number and number concepts, addition and subtraction, developing additive thinking, multiplication and division and fractions.
- (20/09/15-23/09/15) A training session on GPS application in SDP and monitoring at Avibyakti Foundation and AVKO technical partner in Giridihi, Jharkhand. The objectives of the training were to find out the basic needs of the school development plan through a mobile data collection process for further advocacy.
- (23/09/15-24/09/15) A training session on participatory training methodology by Prof. Lata Narayan (centre for lifelong learning, TISS, Mumbai) the content were adult learning, working with groups, training methods, facilitation skills and preparation of training plan.

#### Capacity Building of ICDS Workers

(02/07/15-03/07/15) A training session by Mr. Babaji charan parida co-ordinated by Mr. Pitambar Sankhua was conducted at Bharat Nirman Rajib Gandhi Seba Kendra. The two day training was done for the awareness of the ICDS workers about their roles and what they should do. Few things from the ARUNIMA were practically shown how to be done.

### **Activities for Parents and Community Members**

#### School Management Committee federation meeting

(20/04/2015) Issues like MLE teachers, drinking water, and completion of school building work, kitchen room, additional classroom and latrine were discussed. It was agreed by the members present i.e. SMC members, local self-governance, head masters and panchayat members RTE not been fully implemented in all the schools. Panchayat level child protection committee was formed. Application for memorandum was prepared regarding the school problems to send it to BEO, DPC and Collector. Mr Markand Hembram (sarpanch) took the lead role in the meeting discussions and facilitating.

#### Training for SMC and PRI members

(27/06/15-28/06/15) Two days training was organised at panchayat meeting hall Ranipokhari and 60 SMC members actively participated. Mr Krupasindhu Behera education superiors (CRCC) and Dula

Kisku Educator (HM-Domuhani NPS) were resource persons. Substantial knowledge and information was given by the trainer on school development plan, preparation process and submission procedure, Initiating advocacy Initiatives-Issues and pressure building process. Besides this usual training was given on function of SMC, its monitoring mechanism, children attendance tracking and power, function and responsibility of GP level Standing Committee on Education.

#### Joint Workshop for Mothers, Janch Committee, PRI and ICDS staffs

(7/10/15) 65 people took part in the discussion regarding the infrastructure of all the ICDS centres, opening of new ICDS centres in order to provide pre schooling and hot cook food under SNP to the left out children at GP Conference Hall Ranipokhar. The group also discussed regarding the completion of undergoing infrastructure at Pandusahi, Patrasahi, Budhansahi and Gadasahi and the Follow up action to be taken by Panchayat to motivate the CDPO to get her assurance to re start the closing temporary ICDS centre again at Ghantibeda, Dumuhani, Esalghutu and also to start the hot cook food service to children there.

#### SMC federation meeting

(10/12/15) The meeting was conducted at Ranipokhari G.P office where the decision for community monitoring through a campaign mode in January 2016 for streamlining and scaling up school activities such as- MDM, teacher learning transaction, teacher regularity, attendance, retention and infrastructure was taken up. The focus of the campaign will be enrolment of children in class-6 and their retention up to class-10 for which SMC federation shall conduct parent's guardian meeting. And also an interface meeting by SMC federation among the PRI, GP level Education Standing Committee SMC, Teachers, and School Cabinet for sharing about the fulfilment of all conditions as per RTE Norms declared by Government will be done.

#### Community Monitoring Campaign

(20/01/16-15/02/16) Community monitoring campaign was held at the 5 schools and 5 ICDS Centres of Rajatnagar, Domuhani, Lambuasahi, Dillisore and Pradhanshi and Srudhusahi, Patrasahi, Dillisore, Gardisahi and Rajatnagar AWC. During the campaign the school monitoring team observed the school timing, tracking children attendance, MDM (both quality and quantity) and teacher's arrival and their departure. Team also observed the teaching learning transaction carried out by the teachers. From the observation it was found that MDM is served timely and regularly, 2% teachers reach the school 20 minute late in the beginning, Drinking water problem at Rajatnagar School is still acute. Kitchen room at Pradhansahi School has not been completed. Wall black board is not available at Pradhansahi. Community monitoring started from 20<sup>th</sup> January 2016 at Surdu sahi, Lambua Sahi, Patra Sahi, Dillisore & Rajatnagar ICDS centre. The Mother committee, Janch committee and parents are involving in community monitoring. They are monitoring the attendance of the children, morning snacks, hot cooked food, health and hygiene and pre-school education. The observations made that the Anganwadi centres are opening at around 9.30AM and closes at around 12.30 to 1.00 PM every day. The quantity and quality of the hot cooked food is good. In Rajatnagar Anganwadi centre during the period of community monitoring from 20<sup>th</sup> January to 30<sup>th</sup> January the morning snacks have not given. In the other 4 centres only chuda and sprouted gram is given. The pre-schooling classes were found not going well every day in Patrasahi and Rajatnagar Anganwadi as there is any ICDS buildings for these two centres. During the school and ICDS monitoring 45 SMC members were involved and 20 mothers and Janch committee members had taken part in ICDS centre monitoring

#### MTA convention

(16/06/16) The mother-teacher association convention was organised at Rajiv Gandhi Seva Kendra Noto Panchayat Office. Nearly eighty participants have participated from Prasanchandrapur School

Bikram Sahi Primary school, Bagdafa Primary school, Kumudahali primary school, Dekhachaturi New Primary School, Haladia Sahi Primary School, Hudisahi Primary School, Sahar Sahi New Primary school, Bandha Sahi Primary School. Sensitisation of mothers regarding the representation in the SMC, checking the book materials, pen, pencil etc. to school and also their attendance. It also asked mothers to enquire the kids about their learnings in school and the food provided. They were given awareness about the importance of girl child education and child labour hamper to children.

#### Mass Awareness Campaign

27/12/15-30/12/15) It was organised in sixteen hamlets of the Noto Panchayat. Issues like provisions of RTE, roles and responsibility of the SME, child rights, roles and responsibility of the Jaanch Committee and mother's committee, sanitation and environment protection etc. were highlighted among the targeted villagers through street plays.

#### Training of the SMC

Two training 15<sup>th</sup> November, 2015 and 26<sup>th</sup> march, 2016 in both new primary and primary school. Total 182 members participated the training whose chief guest were Chintamani Mohanta (Block education development officer), Mr Santosh Behera and Mr Arjuna Mohanta. The major issues addressed were completion of school buildings, provision of safe drinking water, unavailability of funds, forbidden child rights and their protection from sexual harassment and the possible helpline from the government. Further strategic plans to address emerging issues by common actions like lobbying, creating pressure on government etc. to fulfil the requirements of school as per RTE and strengthening the GP level systems of reviewing tracking the work of the schools.

#### Mass Enrolment

(01/04/15-10/04/15) Under the 'Mun Bhi Padhibi' programme first a village survey was taken up to trace the never enrolled children and then a mass enrolment programme was carried out.

#### Capacity Building of School Management Committee

(11/04/15) A capacity building programme was organised at Rajiv Gandhi Seva Kendra, Majhigadia, Mayurbhanj. The programme was headed by Mr Sashikant Bhoi, CRCC of Mahulpankha Resource centre training on school monitoring, funds management, school records verification, role of standing committee, child rights, role of education supervisors and administrators. Information about various circulars from government to the school management and development was given. It also trained the teachers to monitor children's progress and empower the SMC members about the information of RTE.

(25/04/15) Project Upper primary school, kalamagadia, Mayurbhanj headed by Mr Mathai Singh, CRCC who oriented the members about the issues of child rights and the different components of school development plan and their responsibilities.

#### Joint interface with stake holders

(28/02/15, 24/04/15, 25/08/15) Joint interface meetings have been organised at Panchayat meeting hall, puranapani. 135 participants from school management committees, local self-units, youth clubs etc. meet to discuss about the present day issues and concerns of child retention, mid- day meal etc. and the letter of the discussion was sent to the collector as per the issues and context of problems by the organisation.

### Celebrating earth day and world environment day

Open discussion on various issues of the environment like drought, pollution etc. was held. The discussion was followed by actions like that of plantation and documenting the community's knowledge for the further teaching purpose.

### Campaign to safe migration week and move to unknown places

(23/06/15- 30/06/15) the purpose was to sensitize and aware the villagers regarding government's rules and benefits to the migrants.

### Training for youth club members

(26/08/15-27/08/15) Two day training for youth club members was organized at Panchayat meeting hall Purunapani. 44 youths from 12 youth club took part in the training. Nirakar Mohapatra- Advocate, Ashish Mallick- Social worker, Himanshu Sekhar Mohanta- Forester and Bidyadhar Barik- Panchayat extension Officer joined as resource persons in the training. Advocate given training on legal aid support for tribal and various legal facilities for tribal people such as Forest Act, Income, caste and residential certificate and tribal atrocity act.

### Youth convention

(06/11/15-09/11/15) 6 numbers of youth participated in youth Convention held at Rourkela organized by YSC. The objectives of the convention is to sensitize the youth about various water, air, land, agriculture and industrial pollution ,Ecological imbalance and its adverse effect on living being.

## **Advocacy and Training**

### TOT Training

(19/12/15-20/12/15) Thirty master trainers of different NGO'S all working in the field of education at CYSD, Bhubaneswar to discuss on the importance of MLE in schools and exploring related issues and problems, teacher and learning centric learning. The result of it was the members were well equipped with information of MLE and now they are also conducting various programmes acquainting with the same.

### RTE Stock taking Convention

(15/12/15-16/12/15) Fourth stock taking convention was held to check the status of RTE compliance in the state and its major issues and challenges by Shikshasandhan's collaboration with the Odisha RTE Forum. Two fifty members all from different districts participated in the programme. The issues discussed were availability of basic infrastructure, migration of children, 25% reservation, and availability of sanitation facilities etc. The programme got a wide media coverage.

### District Level Consultation And Inter Agency Co-ordination Meeting

(25/06/15) An inter-agency consultation was organised at Seetal Hotel, Bhubaneswar where forty participants representing various stake holders participated in the event. The meeting headed by the president of Sikshasandhan and moderated by Secretary Anil Pradhan had key objectives of sharing of

learning with the agencies, promoting co-ordination among agencies, addressing problems which require collaboration and collecting views and suggestions to make field intervention more effective.

#### Capacity building of SMC members

(12/09/15-13/09/15) With an aim to discuss the role and responsibility of school management committee, formation of parents-teachers association, the major facilities on education for sc/st children according to the constitution and letter to government for the appointment of the language teachers a training programme was held at Majhigadia Panchayat and the same was done at Sarisua, kalamgadia GP.

#### Block level SMC federation Meeting

(10/17/15) Bharat Nirman Rajib Gandhi Seba Kendra witnessed a block level meeting Mr. Anil Pradhan as the guest to discuss about the problems and prepare the future action plan. Basic problems of the construction of buildings for the new schools and inclusion of schools into the federation's intervention and finally the need for subject teachers were discussed about.

### **Success Stories**

#### **Little Belamani Purty become a Peer Leader**

Kumari Belamani Purty D/O Mr. Muchiram and Mrs. Janga Purty belongs to Namasahi of Kendugotha. She was a tribal girl. Her parents are illiterate and extreme poor. They are seven brother and sister. Their parents engaged her in domestic work in the age of 7 and that's why she was drop out despite her enrollment in the school. Attempt of Community Teacher Mrs Phurgun Kandiyang to motivate her parents had got down to the floor. While Phurgun met with Belamani she expressed her desire for study. In the year 2014 a foot March rally on enrollment drive was organized by Child club and their federation members. When she saw the rally tear was coming from her eyes and it was noticed by community teacher. Child club members with Purgun motivated her parents to send Belamani to school. Finally Belmani was re admitted in class-1. She is very fast in study and within one year her learning competency is as per class and age appropriate. She grasps easily the lesson because Community teacher use tribal language during teaching. She can also easily understand odiya and she very actively participate in class room teaching learning transaction. Not only she is good in curricular but also she is now acting as peer leader and bringing other children to school while she is coming school daily. She is a regular reader of school library; she takes picture book and story book from school library.

#### **Supoort from youth club to school**

Sikshasandhan started its innovative education for children in Tribal Communities at Ramachandrapur Panchayat in the year 2010. During its intervention it was realized that youths are unorganized and their move to unknown destination is another concern for their parents. Not only most of the youth were drop-out from the school but also they are unemployed and their contribution to family and

community was very negligible. For the achievement of project goal sikshasandhan decided to educate the youth and to mobilize their support for the benefit of project.

In a Joint workshop meeting a decision was taken to unite the youths by forming youth club and to organize a counseling camp for youths. It was the beginning of Youth club concept in the year 2012. In the year 2012 Ten numbers of Youth club was formed by the project Members in the GP and a consultation was organized for them. In the consultation there was an open discussion regarding major issues in the panchayat. From that discussion Issues like defunct primary education and high dropout and never enrollment, corruption, unemployment, decreasing of NTFP and distress sale, degradation of forest and migration among the youth were identified. During that consultation Youth club decided to work for Forest protection and plantation, strengthening primary education and supporting the community for a better access to benefit given by government through different schemes like NREGA,FRA and other Rural and social development programme .

In due course of time youth club started protecting the forest and plantation. Their contribution for enrolment of never enrolled children and drop out children at schools was visible and remarkable.

In the year 2015 during the training for youth club members realized that sanitation at school is very poor and even also children are using unsafe drinking water and hand wash is not properly done at school due to lack of washing powder. Hence they decided to provide Mud pot, glass, mug; detergent powder, mirror, comb and nail cutter and accordingly youth club distributed these materials to 7 schools from their own funds and contribution. Due to their efforts 20 peer learning centre is functioning and around 300 of forest area is protected and in this year 4000 seedling distributed to 250 families and schools.

## **Other Innovations and Activities By Sikshasandhan**

### **Publications**

### **Research**

### **Tribal Literature Festival**

The Tribal Art and Literature Festival (TALF)- 2016 was organised by Sikshasandhan on 21st February, 2016 in Bhubaneswar. On this occasion, tribal artists, both young and old, read from their work, staged plays in tribal languages, and played tribal musical instruments. Around a hundred members from various tribal communities from different districts participated in this programme.

### **Annual Lecture**

Sikshasandhan organized the fourth Chittaranjan Das Memorial Lecture on 11 December 2016 2015 in the Conference Hall of the State Archives, Bhubaneswar. The lecture was presented by eminent linguist, writer and scholar of Odia literature Prof. Gaganendra Nath Dash.

### **Health and Hygiene**

Some health and hygiene materials like phenyl, toilet soap, scotch bar, mat, comb, hair oil, filter, mirror, first aid kit, bleaching powder etc were supplied to schools as part of the health and hygiene corner. The aspect of sanitation and cleanliness were discussed in the children clubs meeting which were held once in every month. It was also discussed in the creative workshops and during other interactions with the children.

## Strengthening of Resource Centre

A resource centre for mother tongue based bi-lingual/multi-lingual education has been set up at Bhubaneswar. A separate section containing materials, books, reports, policy documents on multilingual/bi-lingual education has been created for this in Sikshasandhan's library. The website of Sikshasandhan has been redesigned. The website will also serve as resource hub for multi-lingual education. Besides, a resource corner containing books, innovative teaching learning materials has been created at our field office. Numbers of organisations working on bi-lingual education have visited our programme from Odisha and outside Odisha.

## Strengthening School Libraries

Sikshasandhan has supplied books to all the school libraries in its area of intervention. The major objective behind setting up school libraries is to increase the print awareness of the tribal children since most of them are first generation learners and do not have access to any source of printed material at home or in their neighbourhoods. The children now have access to a variety of books like stories, biographies, mythologies and other informative materials. This has helped in building up their knowledge and improved their competence.

## Book Browsing of Children

Sikshasandhan has supplied books to School Libraries. It also encourages teachers to have a book browsing and reading session every week. In our life when we go to the market we browse things before purchasing the same. Sikshasandhan has also applied this practice in case of books. Books are displayed in a particular place in the school and children browse and choose books as per their choice which helps in developing their interest in reading books.

### UDAAN

**UDAAN** is a unique educational intervention designed as a residential camp for adolescent girls in the age group of 11 to 14 years, who have either never enrolled in school or have dropped out very early. It enables the girls to complete five years of schooling through transacting a compacted and accelerated curriculum in just one year, after which, on passing the class 5 board exam, they move on to the middle and secondary schools. The girls who enroll in UDAAN are usually victims of social, cultural and community barriers and economic compulsions of extreme poverty which keep them out of school and compel them for late childhood itself, to contribute to the family income, take on the role of care giving to their younger siblings and assume responsibility of all household and family livelihood chores.

The programme was launched in Odisha in the Kushalda block of Mayurbhanj district in 2009. UDAAN caters to girls from six educationally backward blocks. These include Khuta, Shyamakhunta, G.B Nagar, Udala, Kaptipada and Badasahi. Six batches of 100 girls each, have graduated from UDAAN, of which 90 percent of the girls are pursuing their secondary education.

Education in UDAAN is best understood as a life changing experience, more in the genre of re-socialization that is provided to adolescent girls, targeting the twin goals of providing them formal education and facilitating their psycho-social empowerment. The idea of providing them formal education through an accelerated curriculum, is to enable them to catch up on the time that was lost and also utilise their greater development readiness and cognitive capacities to make up, so that eventually they are placed in grades which are age appropriate and included in the mainstream system of education. It is based on the assumption that since the girls are older, they have greater grasping power, wider exposure to life, and a number of thinking and reasoning abilities, which enable them to learn at a faster pace.

Last year UDAAN has revised its curriculum. This year work on a new permanent campus for the programme has already been completed.

## Achievements

- Cent percent enrollment has been ensured in all the schools in our area of intervention. All the identified children have been enrolled and retained in the schools. However, there still exists the challenge of seasonal absenteeism, ill health, and festival-related absenteeism.
- Child tracking has been introduced in all the schools. Issues relating to duplication, double enrolment, and fake admissions have been further streamlined. Each child is being tracked on a daily basis and therefore absentee children are being focused on to maintain regularity.
- Individual child profile is being prepared and in all the school the same is finished. This is part of the larger process of evaluating children in the CCE and contextualizing the same. The learning assessment has been introduced along with CCE in all the schools so as to track the continuous improvement of the children on regular intervals.
- Individual profile of all the teachers and schools have been prepared to measure the attitudinal change amongst teachers and progress made in the school development process.
- Government school teachers and language teachers have been sensitized on the issues pertaining to RTE Act.
- Panchayat level SMC federations has been formed.
- Teachers' attendance rate has increased up to 85 percent.
- Children participation in teaching learning transaction considerably improved due to creative workshop and children festival. Their self confidence level is also developing.
- Learning level of the Children has improved due to language teacher's involvement at Class-I, II & III. Mother tongue based teaching helps the learner to ensure learning competency.
- Children clubs and their federation (Sisu Mahasangh) have brought many successes in increasing children attendance, reduction of child violation and in the field of infrastructure improvement and also ensuring quality MDM etc.

## Challenges Faced

- Irregularity is still an issue among the government teachers. One reason of teacher's absenteeism may be that the teachers do not have residential facilities in the schools and they have to travel long distances every day. Sikshasandhan is working on teacher's attendance.
- Frequent transfers of the teachers are a challenge for us as Sikshasandhan has to start from scratch every time a new teacher is appointed to keep up the motivation level of the teacher.
- As most of the SMC members are illiterate, even after much training and orientation, some of them are not capable to generate a voice to create pressure on the government.
- As per the RTE provision all the facilities are not available in the schools and thus there is the need of more community sensitization and their action.

## Governing Council

The Member of Board of Governors of Sikshasandhan are as follows:

**Sri Jatindra Kumar Nayak, PhD. Chairperson:** M.Litt. (Oxon), PhD. Dip-in-French, Professor, Department of English, Utkal University, Bhubaneswar, Odisha. Won the KATHA Translation Award in 1997 and Hutch Crossword Award in 2004, for Indian language fiction translation. He has a large number of translation works to his credit.

**Sri Manmatha Kundu, PhD. – Vice-Chairperson: Former Director, ATLC and ELRI. He was also former Chairman of NCTE.** He is engaged in writing innovative textbooks, designing syllabi and training of teachers.

**Sri Anil Pradhan, M.A. – Member – Secretary:** He has 22 years of experience in the field of tribal and rural education and has coordinated several development and research projects. Under his coordination, 100 books have been published, which is a great contribution to Odia literature and education. He has coordinated for developing primers in tribal languages and expert in the field of tribal education.

**Dr. Navaneeta Rath, PhD. – Member:** Professor, Department of Sociology at Utkal University, Bhubaneswar, Orissa. She has executed various research projects and has several publications to her credit.

**Mr. Ajit Panda, B.A. LLB – Member:** He has been working in the field of rural development since 1985. He is the Secretary of VIKASH - a voluntary organisation working in Nuapada and Kalahandi districts of Odisha.

**Mr. Biren Das, M.A.-Member:** A noted filmmaker and social activist, whose documentaries and television programmes have brought him recognition in Odisha.

**Ms. Supriya Mallick, Member:** She is the Principal at District Institute of Educational Training (DIET), Jajpur. She writes articles for various newspapers and magazines.

**Sri Rabindra Nath Sahoo, M.A – Member:** Poet, writer and social activist based in Cuttack, Odisha. He has written scholarly articles, a few poetry books and edited a magazine *Parents and Pedagogue*.

**Sri Sangram Jena, Ph.D. – Member:** Poet and editor of *Nisant* magazine on literature. He has also translated a few books into Odia. He is a recipient of the Kendra Sahitya Academi Award for translation.

## **FRIENDS OF SIKSHASANDHAN**

Prof. Gaganendra Nath Das: Noted linguist and essayist

Prof. Swadhin Pattnaik : Eminent mathematician and Director, Institute of Mathematics and Applications, Bhubaneswar, Odisha

Dr. Bob Curie : Noted social scientist, author of "The Politics of Hunger", McMillan, London

Dr. Beate Scherrer :Educational Consultant, Germany

Prof. Jean Dreze : Eminent development economist

Prof. Ramachandra Guha :Eminent anthropologist, biographer, columnist and essayist

Dr. Ananta Giri : Associate Professor, Madras Institute of Development Studies, Chennai  
and author of several books

Mr. John Creyke : Civil Servant, U.K

Dr. Bhaswati Charaborty : Journalist, Kolkata

Prof. Khageswar Mohapatra : Writer and academician

Mr. Singh Ray Singh Purty :Teacher, alternative education center

Mr. Ganapati Sabar: Social worker

Mr. Dambarudhar Jani: Social worker

Mr. Kamalakanta Mohapatra: Retired Civil Servant, and noted writer and translator

Mr. Aurobindo Behera: Retired civil servant and noted translator

Mr. Shriharsha Mahapatra: Commissioner, Income Tax

Mr. P.K Nayak: Professor, Anthropology

Mrs. Vidhya Das: Social worker

Shri Achyut Das: Social worker

Dr. Purna Chandra Ratha: Reader, Business Management Department, Utkal University

Dr. Jagabandhu Acharya: Noted professional social worker

Shri Manoj Parida: Teaches English at Kesinga College, Kalahandi

Shri Nrusingha Charan Sahoo: Senior Journalist

Shri Gobardhan Dora: Retired Executive Engineer and the author of the book Thesarus of Dates and Events of Odisha

Shri Binay Krushna Pattanaik: Social Worker

Shri Pradeep Kumar Dash: Commissioner Income Tax

Shri Siba Prada Swain: Commissioner Income Tax

Shri Jitendra Narayan Das: Eminent writer

Shri Subash Satapathy: Senior journalist and noted translator

Ms. Nibedita Scudder: Social worker

Ms. Meenakshi Mishra: Award winning teacher

Ms. Subrata Mishra: Reader, Department of Public Administration, Sambalpur University

Dr. Mahendra Mishra: Writer and folklorist

Prof. Ganeswar Mishra: Retired Professor of English and author of several books

Shri Surendra Pradhan: Social Worker, Ex-MLA

Shri H.S Sarkar: Retired Civil Servant and author of "True gods and false gods"

Mr. Bhaskar Parichha: Senior journalist and social worker

Dr. Tyler Tokaryk: Teaches at University of Toronto, Canada

Mr. Rabi Das: Social activist

Dr. Chandra Kishore Mahapatra: Eminent mathematician

Ms. Lauren Alcorn: Social worker from Canada

Mr. Subrat Sardha: Has built a library

Mr. Dharendra Bal: Founder of an Experimental School at Markona

Dr. C.K Mohapatra: Writer and eminent mathematician