

# Annual Activities Report 2018-2019

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## Introduction

Sikshasandhan was established in 1995 as a resource center for education, and has since then worked tirelessly to improve the educational situation for the weakest part of Indian society. Sikshasandhan has built up its base by gathering valuable experience through years of working in the most backward districts and regions of Odisha. It is worth noting that Odisha is one of the poorest states in India. Furthermore, it is one of the most educationally underdeveloped states of the country. Around 23 percent of Odisha's population belongs to the scheduled tribes. The tribal peoples of Odisha face many socio-economic problems; their literacy rate is significantly below the state average, and about 70 percent live below the poverty line.

Sikshasandhan's work to improve the educational situation in Odisha takes many forms, but the most important has been the mother tongue based Multilingual Education for the children of tribal communities. Besides, Sikshasandhan is innovating ways and means to address the problem of Lodha community, a de-notified and Particularly Vulnerable Tribe Group (PVTG) in Morada and Suliapada blocks of Mayurbhanj district. Since this tribal group still carries the stigma of having been labelled as a 'criminal tribe' in the colonial era, they are socially ostracised and live in isolation from other social groups. Therefore, Sikshasandhan is giving more stress on building self-respect among them through education and livelihood promotion activities. It also promotes sports and cultural activities among the Lodha youth.

Sikshasandhan is also strengthening systems to combat malnutrition in the 3-5 years' age group of children in hamlet villages of Muniguda block of Rayagada district. It is also working towards strengthening science education in upper primary and high schools in Muniguda and Bissam Cuttack blocks of Rayagada district. It collaborates with other voluntary organisations such as Jagruti, Seba Jagat and Kartabya towards fulfilling this objective in Kotgarh block of Kandhamal district and Thuamulrampur and Lanjigarh blocks of Kalahandi district respectively.

Besides, Sikshasandhan is coordinating Odisha RTE Forum and through RTE forum it is doing advocacy for bringing about required policy changes for equitable and quality education in Odisha. It publishes books for social change and books for children. It also brings out a bi-monthly magazine titled 'Siksha', which records news related to education, opinion pieces and reflective pieces based on experiences of teachers.

Sikshasandhan undertook different activities in Kaptipada block of Mayurbhanj district during 2018-2019 with the support of AIEN (Through PECUC), Oxfam India, CRY India, EdelGive Foundation, Millennium Alliance grants to ensure mother tongue based education for the children of tribal community in five Gram Panchayats such as Noto, Ranipokhari, Ramachnadrapur, Kalamagadia and Saradiha.

## **Education for Children of Tribal Communities in Kaptipada Block, Mayurbhanj**

### **Community Empowerment and Capacity Building Activities**

Sikshasandhan is working with different stakeholders to strengthen the system so that people will get their basic entitlements and rights. It firmly believes that empowering community to be assertive about their rights as per the constitutional mandates will help them to protect themselves and develop. Sikshasandhan organised a number of training and capacity building programmes for members of School Management Committees (SMC), Panchayati Raj Institutions (PRI), Child Protection Committees (CPC), Janch Committees, Mothers Committees and other community based organisations such as members of youth clubs, advocacy groups. The major objective of these programmes were to create awareness on various provisions, and rights under the Right to Education (RTE) Act, ICDS, Child rights framework.

#### Training Programmes from SMC and PRI Members

With the support from CRY, KKS, Millennium Alliance, Oxfam and TDH, training programmes were organised for the SMC and PRI members where they were oriented on Child Rights, RTE, SDP and role and responsibility of SMC. Training programmes were organised for SMC members where discussion was held on advocacy initiatives by the SMC for solving the school problems in context to incomplete work like repair, additional class room, school boundary etc., role of SMCs in School Development Plans, school monitoring etc.

#### Training to VLCPC and PRI Members

Sikshasandhan has formed Village Level Child Protection Committees (VLCPC) in Ramachandrapur Gram Panchayat. During the reporting period 2 training programmes were organised for the members of VLCPC held at GP meeting hall Purunapani and Tolagadia Primary school on 23<sup>rd</sup> November 2018 and 10<sup>th</sup>, 11<sup>th</sup> March 2019 where 61 CPC members participated. Objective of the training was to orient the VLCPC members on child rights and child right issues including different laws and schemes. Apart from their increasing their understanding and knowledge on child protection, child violation, they were given the basic concept regarding role, responsibility and work of VLCPC.

#### Strengthening Village Advocacy Groups

In the Ramachandrapur Gram Panchayat area 8 numbers of Advocacy groups have been formed where each advocacy groups consist with 10 members (Teacher, School Cabinet child, Asha, ICDS worker, SMC, one progressive parents, Ward members and one member from Youth group, Asha and one member from SHG). It was formed with objectives to identify the school problems and initiate the advocacy activity to address the issues.

#### Building Narratives on Inequality

Inequality is the major reason for social discrimination. Social inequality is linked to caste-based inequality and gender inequality and wealth inequality. The fundamental human rights guarantee of equality and non-discrimination are legally binding obligations. But people have less understanding on this issue of inequality. In view of this Sikshasandhan is building narratives on inequality especially related to education at various levels with the support of Oxfam India. A number of village level meetings were conducted with parents, Jaanch and Women committee members to provide

information about the government schemes, and role of respective committees to ensure benefits for people out of these schemes. Discussions were held mainly on children continuation and regularity in school, role of parents' participation in management of school and process of community level advocacy initiatives and their action in this regard to address the problems like additional classroom, toilet, permanent school boundary wall etc. Mother's committee members and women were informed about receiving health check-up benefit during Mobile health unit under RBSK scheme.

In Noto Gram Panchayat 20 meetings with community were held to build a narrative on inequality. In these meetings the project staff has facilitated sessions with community to generate awareness on different dimensions of inequality issues. The grassroots level effort of project staff mobilised involvement of community for school development and monitoring. 365 (Male- 212 and Female-153) SMC members and parents were mobilised and they were sensitised on school tracking process and monitoring.

#### Participation of SMC Members and Mothers in Monitoring and Governance of Schools/AWCs

With support from Oxfam India in Mayurbhanj 30 meetings have been organised in all three districts with Mothers committee members to encourage them in engaging in school monitoring, effective management of school governance, mobilise children to school regularly. Mothers and SMCs are ensuring regular attendance of children in 3 villages located in very remote location. In 25 villages the committees are ensuring their children's entitlement such as uniform, text books and MDM reach timely and they accessing without any discrimination. Along with that these mothers committee have been strengthened on ensuring equal access to ANC, NC and PNC services to all also ensuring nutrition entitlements and other maternity benefits reach equally to all pregnant and lactating mothers.

#### Facilitating Participation of Community Members and Mothers in ICDS and Elementary Education

The Janch committee members (Monitoring Committee) of the Anganwadi centres and mother parents of elementary schools have been sensitised on the package service of ICDS program and norms and provisions of RtE Act. 20 mobilisation meetings were organised in Odisha supported by Oxfam India. This helped to establish convergence between service providers and rights holders. The convergence programme was held through joint sensitisation meetings and focus group discussions in groups. Total 566 numbers participated in the mobilisation meetings out of which 231 are female and 335 are male.

Apart from the grassroots mobilisation, in Mayurbhanja Sikshasandhan organised a structural training programme on 25th and 26th July at Noto Panchayat In this training programme 12 Anganwadi Workers had participated. In order to facilitate inclusive preschool and universalisation of ICDS programme, the program team divided the session in to two parts, one covered the technicalities on language pedagogy and the 2<sup>nd</sup> part covered inequality vis-à-vis the role, rule clarities of different stakeholders. . The training programme was also conducted a session use of TLM and joyful learning.

Despite the duty bearers training, the project team had also organised capacity building of rights holders on entitlements, monitoring systems and citizenship roles. 40 influential leaders from communities. With this group a detailed discussion was carried out on different aspects/Provisions of RTE, present status, problems and their solutions. .

#### Capacity-Building Workshops for Parents and Civil Society Organisations

A capacity building programme for parents and civil society organisations was organised on 27th December 2018 at Noto Mayurbhanj. More than 50 participants from civil society organisations and

community based organisations were participated in the training programme. The objective of organising this capacity building programme was to sensitise CSO/CBOs on Inequality and its gradual raising in the field of education. A session on relevance of advocacy and RtE Act norms were conducted by the project staff.

The objective of the capacity development training had also envisaged to develop the capacities of CSO/CBOs in demanding equitable, quality pre-primary and elementary education. In the training a group discussion facilitated by the project staff to identify inequality hues, how is it affecting poor and marginalised and ways of addressing it. The participants were identified the type of inequality in their area and discussed in details about its manifestations on the tribal, migrant community children. Post the group discussion the facilitator dropped a question on how to combat inequality, in response the CSO/CBOs were expressed that they can form a resource group in their respective project field and put pressure on the government stakeholders for ensuring children's right.

### Empowering Community through Community Score Card

2 project staff and 4 youths were trained on implementation process of community score card at Ganjam. The trained staff involved in the facilitation of process of score card. The input taking process is going completed in 40 villages. The Preparatory meetings on the process and purpose of community score cards held in 40 villages. The performance report of Pre-schools and elementary education in the project villages is collected at the village level on on the issue of ICDS and ECE services and shared with duty bearers.

### **Engagements with Children**

#### Children's Festival

Events of this kind have helped in generating interest in education among the children, to help them get rid of the fear for education, and to provide them with a platform to express their creativity. In addition, programmes of this kind attract children to school and nurture their inherent creativity. The children are selected on the basis of their interest in different games and sports. A number of children festivals were organised by Sikshasandhan with the support from CRY, KKS, Oxfam India, Millennium Alliance, EdelGive Foundation, TDH etc.

#### Training to Child Rights Club Members

Child Rights club is a team which is formed at the village level with both school going and drop-out children. It is an initiative to bring both school going and dropout children together and work as a team. It builds leadership quality among them. Supported by KKS, CRY and TDH, Millennium alliance children rights club meetings were organised and discussions were held on child labour, child protection and their participation. Open discussions were held about child marriage, child labour, ecological child rights and children problems in the school-MDM, syllabus completion, use of toilet and urinal and play ground, play materials. Theme of the trainings were on child rights and their creative abilities. Discussion was held regarding various problems facing in their day to day life from the discussion it was found that children interest to study, play and enjoy the festivals was many times stagnated due to parents will.

#### Strengthening Child Cabinet Meeting

To develop leadership quality among the children, in every school Child Cabinet has been formed. Every child cabinet has seven child ministers. These ministers have their own responsibility and they arrange meetings in every week (everyday where possible). In their meeting all ministers of the Child

Cabinet as well as one or two teachers of the school are present together. The ministers have different responsibility and they were noticed and advice all other children about this. 12 child cabinets have been formed in 12 schools of the Lodha area.

### **Engagement with Other Stakeholders**

#### Formation and strengthening of Child Protection Committee

The project Area Ramachandrapur Gram Panchayat has 3 Revenue villages with 19 hamlet villages. Village-level child protection Committee has been formed in 3 revenue villages-Ramachandrapur, Dolipada and Tolagadia with 76 members( Representation from Teachers, Youth group members, parents, ICDS, Asha, Ward Members, Sarpanch, children of Child club or school cabinet, Women SHG members Disabled children, Jati Mahasabha) to work for child rights and child protection and addressing child rights issues.

The objective of protection committee is to discuss children protection, child drop out, child retention, child labour, child violence, child migration, child marriage and child rights issues. During the reported period 10 meetings was held with VLCPC and discussion was held child protection, various rules and laws on child protection, identifying child labour, child marriage case and child migration. It was decided to visit the school and share with children to know regarding child protection mechanism practice adopted in school.

#### Regular Monthly Meetings of Child Protection Committees

During the period regular meeting has been held with 3 numbers of Village level child protection committee where 63 persons from Teacher, PRI, Child club, and Youth group, SHG, Mother Committee, PTA and SMC are the members. These CPC has been working for last one year for the addressing violation of child rights. Regular meetings are being held with them and discussion was held with them to save the children from migration, child torture child labour and child marriage.

In the meeting CPC members identify the major issues of children and accordingly decisions are taken to aware parents, instant action to take by CPC to inform at appropriate authority to stop injustice on children. They were also given general idea about various government laws to stop child labour, child marriage, child migration and how to identify the children in vulnerable and to whom they will contact, they were given idea and all contact number regarding Redresses mechanism at government system for the children.

#### Mass Awareness Campaign

Frequent awareness campaigns were organised using folk media, street play and public meeting in all our field areas across Odisha. 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.

### **Engagements with Teachers and Others Involved in Pedagogic Interactions with Children**

#### Engagement with Teachers and ICDS Workers

Sikshasandhan has been engaged with the teachers, Anganwadi workers and education volunteers who are involved in the process of teaching at different level. The focus is mostly cantered around their capacity building by conduction of trainings, workshops, exposure visits and through handholding supports at classroom level.

### Training for Language Teachers

Language teachers along with the field associates, project staffs and pre-instructors were trained in a life skill training programme organised by Sikshasandhan. The major objective of the training programme was knowledge-Child development, Life cycle of development, commitment-CR ideology under UNCRC, life skill-self, proactive thinking, emotion, communication, collaboration and participatory and skill development. Another training for the language teachers where teachers were oriented on how to assess the primary school children learning competency. Training was also given on formative and summative under CCE, its tools and methods.

### Mother tongue based Multilingual Education for Children

Sikshasandhan is innovating education for children of tribal communities in Education since its inception. We started with initiatives with the support of Welthungerhilfe in 2010. Subsequently Terre des Hommes, Germany, CRY, Oxfam India and SDIT supported this initiative to expand it further. At present Sikshasandhan is continuing this programme with the support of CRY, AIEN, OXFAM and Millennium Alliance. To facilitate this programme Sikshasandhan has collected stories, songs, riddles and history of villages from community through its community volunteers and using them as teaching learning materials. Sikshasandhan has developed bi-lingual books for children which is helping children in building identity and self confidence in them. A package equivalent to the competencies of class 3 is developed and transacted by the community volunteers.

Fifty community volunteers from the same HO community are supporting the schools of HO tribe children and demonstrating innovative contextual pedagogic inputs in the schools. The innovative package involves assessment of skills related to LSRW and knowledge the basic contents of the text books. It is a target-based package in which the learning skills related to listening, speaking, reading and writing are improving. After the classroom activity the volunteers are evaluating learnings of each children of the class and reinforcing improvement through remediation. The process is also strengthening capacities of existing school teachers who do not have adequate knowledge on Mother tongue-based teaching and learning skills.

### Training of Government Teachers

The training mainly focuses on basic concepts of Language and Mathematics through activities. In this training various activities on Language and Mathematics were held by using picture Cards, word Puzzles, number Cube, cardboard, leaf, flower, stone and sticks etc. A workshop was organised to orient the government school teachers on teaching science to the students and how to make it very interesting for children to learn and understand easily including various

### Training of Anganwadi Workers

ICDS workers have been trained on various aspects of joyful mother tongue based learning and preschool education supported CRY, Millennium Alliance, TDH, EdelGive Foundation. The programme shared with the participants basic knowledge and information about physical development-growth of body and its organs, the functioning of physiological systems, Cognitive development-the development and functioning of the mind such as perception, language learning ,memory, problem solving etc, psychosocial development-the development in personal and interpersonal aspects such as motives, emotion, personality traits, interpersonal skill and relationship

## **Engagement with Youth Groups**

### Capacity-Building of RTE Cadre Members, SMCs, Youth Groups and Mothers

The community cadres especially the active members of the youth clubs were participated in a training programme. The training programme was organised in one district of Odisha. The training was conducted on 20th and 21st July 2018 at Noto GP with support from Oxfam India. The training was organised immediately after the formation of the youth groups. The youth groups were oriented on concept of Inequality and its form of existence. The capacity building programme was conducted through different methods such as case study analysis, power play games and experience sharing in pair methods. The training helped cadres to internalise on the adverse effects of inequality. The group who trained in a two-day programme were performed 6 numbers village level discourses on inequality. Most of them are have opinion that inequality in education is man-made and they believe man only eliminate inequality through legitimate engagement and demanding the rights. 20 male and 22 female youths participated in the capacity building programme.

### Training Youth Network Members on Ecology and Sustainable Development

With support from AIEN, two days training was conducted for the members of Youth group net work on 27<sup>th</sup> and 28<sup>th</sup> July-2018 at Panchayat Conference hall, Purunapani. Fifty-six youth group members (Male-28, Female-28) participated in training and discussion. In the training Participants were involved in preparing problem tree analysis on ecology and developed a common action to address the issues like polythene ban, forest fire, plantation and documentation of traditional and indigenous practice by the tribes for keeping environment and ecology healthy and sustainable.

### Life-Skill Training for Youth Group Members

In the reported period two days training on life skill was organised at Panchayat Conference hall, Purunapani was held on 30<sup>th</sup> and 31<sup>st</sup> July-2018 and 16<sup>th</sup>,17<sup>th</sup> March-2019 at Sikshasandhan school Building Pradhansahi. 51 Youth group members (Male-28, Female-23) from 10 youth group actively taken participation in training and discussion. During the training discussion was held on youth and their development. In this topic problems of youth were identified by group exercise and they also suggested giving their opinion and expectation for youth development.

After this discussion and presentation special discussion was held on choosing the area of interest to progress by youth, regarding carrier counselling was formally discussed. Apart from it they were also given basic information and knowledge on personal health and hygiene along with adolescence, sex and sexuality behaviour and various precautionary measures. During second phase training was given regarding various employment opportunity and skill up gradation through various vocational institute working for youth skill development. The role of youth groups for village development was vividly discussed. Trainer also provided some important hints on life skill in the field of self behaviour, self attitude, leadership quality, self care, use of develop technology for personal development

## **Observation of Important Days**

### World Play Day

During the reported period on 28<sup>th</sup> May 2018 World Play Day was organised where 90 (Boys-55, Girls-35) children from 8 government primary school had taken active part in various activities carried out in the day. At the beginning of the world play Day National song and anthem was performed by all children present in the Day. Traditional play like- Chakri, Puchi, Kata, Kitikiti, football, ring ball, local basket ball and bagudi, poison and Amruta plays was played among the both



boys and girls. The objective of the observation of Play day was to create an atmosphere for the children to exhibit their potential and talent in play so as to create courage and interest towards school. Labangalata, Bajaye, Barsa, Budhuni and Bapi told that they have never got this opportunity earlier either at school or at community. They decided to motivate their Head master with support from Child right club to organise world play day in school.

### World Environment Day

On 5<sup>th</sup> June 2018 World Environment Day was observed with Foot March rally, slogan, song and sharing meeting at Tolagadia play ground where 38 youths and 28 child rights club members including project team members were involved during rally and meeting. Rally had covered 9 hamlet villages of Dolipada, Tolagadia and Ramachandrapur, Adarapada, Dahisahi, Mahuldiha, Batiguthu, Purunapani and Bhagabandha of the Ramachandrapur GP and around 350 villagers were aware on their right and responsibility, duty for forest protection and rejuvenation and they are also informed regarding ill effect of polythene, plastic on environment and on human civilisation. By the participants polythene and plastic materials was cleaned and burnt fire. A hooding was displayed in market complex at Tolagadia on demerit of polythene and plastic. A grand meeting was also organised and in the meeting all youth groups and Child clubs have taken following decision

- Youth group will in their respective village will aware the villagers to stop using polythene and avoid using excess plastic for their family maintenance and Youth and children group collectively announce regarding polythene ban in market Day.
- They will organise a Mega awareness rally involving child right club, SHG, PRI, Janch and Mother Committee, Teacher and SMC on Ecology and environment.
- Plantation by Mahuldiha and Batiguthu Youth group in their village common festival ground will be done.
- Youth group shall organise village meeting in their respective village to pass various resolution to stop illegal tree felling, hunting, forest fire and collection of NTFP using unscientific process.

### Child Right days (Sisu Adhikar Divas)

In the month of 14<sup>th</sup> November 2018 Child rights week was observed where 389 children participated in Rally and 40 children took part in drawing and quiz competition on Child ecological rights. Six rallies were organised to raise the awareness levels of the community people on environment protection, illegal tree cutting, forest fire, hunting wild animal including poaching, avoid using non degradable polythene and plastic, avoid use of chemical fertilisers and pesticides. To develop the understanding of children a quiz contest on the theme of environment was also held and similarly children were encouraged to present the issues of environment by pictures and painting.

### World Water Day

On the eve of World Water Day, a mass awareness campaign was organised on 22<sup>nd</sup> March 2019 at Tolagadia on its weekly market Day. To aware the people of the GP hand outs and leaflet was distributed among the literate people, youths and children, SMC members and PRI. A big hooding was demonstrated on importance of water for living beings and various issues on water and possible steps to adopt by community. For general public awareness apart from hand out and hooding canvassing on value water and its issues was also done through mike.

### International Mother Tongue Day and Tribal Literature Festival

Objectives of organising tribal literature Festival is to promoting tribal culture and instilling about Adivasi children pride in their identity and literature. Two days Tribal literature festival was organised at Patrasahi Play ground on 20<sup>th</sup> and 21<sup>st</sup> March 2019. The persons having expertise on culture, tradition, language and literature, tribal music composition, tribal storytellers and writer from tribal community were invited to the festivals. Ms. Damayanti Besra from MPC College Baripada, Mr. Kaira Singh Bandia, Mr. Turam Singh - Ho language expert attended the festival as guest. Cultural team of 5 GP have performed their tribal dance and Lodha (A primitive tribe) cultural team from Morada block also joined in Festivals. Mr Anil Pradhan Member secretary with support from Project team members carry out different activities in two days. 200-distinguished tribal intellectuals participated in Literature Festival.

## **Advocacy Initiatives**

### **Field Level Advocacy Engagements**

#### Organising Block-Level Advocacy Workshops

Sikshasandhan facilitating interactions among stakeholders by organising through Block level Advocacy workshops. During reporting period 3 block level workshops were organised at Sikshasandhan School building conference hall during the reporting period. Members of youth groups, SMC members, members from NGO and CSOs took active part in discussion. In these workshops community and teachers got opportunities to share their grievances with the authorities of education department.

#### District and State level Advocacy Workshops

Similarly, district level Advocacy workshop was organised at School building conference Hall, Pradhansahi on 30 March where 50 members participated, they were mostly schoolteachers, members of civil society organisations, Sarpanch, PS members, CRCC, Education administrator and ICDS supervisors. Member Secretary and State level RTE convener was also present in the workshop. Advocacy Officer briefly described the outcomes of block level advocacy workshops and seeks comments and suggestion for further advocacy initiatives. Here various stakeholders got chance to raise their grievances with district level authorities.

### **State Level Advocacy Engagements**

#### Media Consultations and Network Interface

The State level Media Consultation and Network interface was held on January 2019 at Red Cross Bhawan. Panel speakers shared the prevailing inequality incidences with media. They told that government is expected to maintain equality but their varied actions on education are fuelling inequality. In terms of financing to education, the government is spending Rs 27,150 for Kendriya Vidyalaya on the other hand the state-run schools are provisioned less than Rs 3000 thousand for each child. Promoting private sector is aggravating inequality, which drains children from public school and extracting money from lower middle class and middle class.

Apathetic attitude of state government in implementing RTE Act is another aspect of inequality. In the consultation it was discussed that in many districts like Rayagada, Malkangiri and Nabarangpur schools are functioning with single classroom, single teacher and lack of drinking water facility. Without addressing these priorities, the state government with SATH (Sustainable Action for Transforming Human Capita) program is going to close many primary schools.

As on date two thousand schools have been closed and in near future government is planning to close down ten thousand schools. Decision on school shutdown causing dropout and most of the schools closed in tribal and other marginalised people's habitations. The dignitaries present in the interface meeting expressed that the gap exist at all levels. The top down planning process is also creating wide gap between the poor and reach and it is increasing.

#### Perspective Building Events on Challenges to the Public Education System

A perspective building meeting on rising privatisation and shrinking public education system in Odisha was organised in the month of October. Before implementation of the activity the core

committee of Odisha Right Education forum meet to design the structure of the perspective building meeting. As per the core team suggestion the meeting is designed for three days one day was concentrated on building the perspective on Education and two other days continued on strategy building. In the strategy meeting groups discussed the themes and suggested strategic directions of future engagement. As suggested the themes of meeting were 1) School closure and merger, 2) Out of school children, 3) Privatisation of Education, 4) Girls Child Education, 5) Pedagogy and classroom process, 6) Teachers Training, 7) Grievance Redressal system, 8) RtE compliance, 9) Public financing to Education, 10) Early Childhood Education, 11) No detention policy, 12) community Participation, 13) Inclusive Education and 14) RtE forum strategy and governance.

The thematic discussion was followed by a session on increasing enrolment in private school, rising number of private school and their arbitrary charges/fees and other hidden charges were discussed. These issues were shared by the member's parents' association. They also expressed that low-quality education and non-compliance to RtE Act compelling many parents to send their children to private school. They cited that few, especially the rich send their children to high class schools to show-up their status but the middle class send their children for quality education. 55 members District forum members of Odisha Right to Education forum, members of CSO collaborators, and representatives of INGOs and youth and media cadres participated in the meeting.

In this meeting groups worked on different issues suggested that in three-year Odisha RtE forum should work on Campaign, Advocacy, Research and evidence building and influencing. They also suggested to pick-up three issues and roll it out till it reach to a conclusive level. At the end of the discussion a document on the strategy was drafted and shared with the large group.

In addition to the strategy and perspective meeting, an interface meeting was organised in the same month. Grassroots issues with several evidences were presented with the SPD (State Project Director) OPEPA (Odisha Primary Education Program Authority). This has been facilitated through a conclave that was organised in the same month. Issues on the above theme was shared and presented in details and letter has been sent to the department on the above issue. In this conclave the SPD requested the forum to help the department in shaping a draft on teacher's accountability framework. A discussion on the structure of the framework was discussed. More work on formulation of teacher accountability will be carried out in near future.

At the state level the project has sensitised the core team members of the newly formed SMC federation on principles of Public education and dimensions of inequality in Education. To make SMC federation understand on the issues related to shrinking public education system a perceptive building orientation workshop was conducted on 22<sup>nd</sup> February. Odisha Right to Education Forum along with other Partner has organised an orientation meeting; in these orientation programme 32 state level core team members were oriented.

This orientation programme was attended by 19 male and 13 female members. In the beginning of the meeting issues related to quality outcomes of education indicators and public education issues were discussed. At the end of the workshop the SMC federation developed a strategy to expand the discourse on inequality and they aimed to reach every school, parents and teachers through their SMCs federations. The wins and narratives will be formalised in the next meeting scheduled to be held in September.

#### Meetings with Legislators

Members from Odisha RtE Forum (Mr. Santosh Patra, Oxfam India, Mr. Umasankar Sahu, ADHAR, Mr. Anil Pradhan, Convener of Odisha RtE Forum) had met Mr. Anubhav Mohanty,

Member of Parliament and Member of Education Standing Committee to appraise him about No Detention Policy.

#### Discussions and Deliberations Amongst Community Stakeholders in Drafting the Charter

In Odisha a consultation for drafting of people's manifesto was conducted with the selected members of SMC federation. Before drafting of the education manifesto, a communication has been circulated to all to bring the school level issues for discussion at the state level. In this meeting the SMC members suggested different recommendations to be included in the people's manifesto. Likewise, RtE forum organised five such consultations for finalisation of people's manifesto.

The peoples manifesto discussed with all party lines and the draft of the manifesto have been submitted with the parties for inclusion in the manifesto. With the national congress party a bilateral meeting was held on 24 Dec 2018; on 6<sup>th</sup> January the manifesto was shared with all party representatives in Bhubaneswar. The same manifesto was disseminated by the district RtE forum members with the sitting MLAs and MPs. It was also shared with the editing committee chief of all party on January 29<sup>th</sup> in Bhubaneswar.

#### Engagement with the Government Officials, Ministers and CSOs on Issues Related to Education

The state level parents association and members of RtE demand for formation of fees regulation system on private school. The association met the SPD and implemented this discourse through different platforms and media. RtE forum members interacted the Rajya Sabha Member and member of Education Standing Committee and discussed the scientific debates on the bill for withdraw on no detention policy. The honourable MP raised the issue in the parliament. Fifty-six (56) CSOs across the state shared the Odisha Right to Right forum demands with the OPEPA (Odisha Primary Education Program Authority) at district and state level. They shared varied issues on education and draw the attention of the authority specifically on school closure, out of school children and inclusive education and MLE education

## **Pada Pusti Karjakrama**

To address these issues of malnutrition of children in the age group of 0-6 years and pregnant and lactating mothers, Sikshasandhan and APPI started a prototype since June 2018. In the last prototype phase Sikshasandhan was working in 100 hamlet villages of Muniguda Block of Rayagada district under the following modules:

### **Module 1**

Community will take responsibility to take Ration from nearest Anganwadi centre and mother committee will cook the food as per the guideline of ICDS and distribute the cooked food to the 3-6 years of children.

### **Module 2**

One member selected from community wh will prepare the meal and distribute the same among the children, the honorarium for the work will be paid from Sikshasandhan.

### **Module 3**

We had sensitisation programmes with the community to take their responsibility and raise their voice to Anganwadi Worker and Supervisor for providing cooked meal from time to time to all the children of the community.

## **Promoting Education Among Children of Lodha Community through an Integrated Approach in Moroda and Suliapada Blocks of Mayurbhanj District**

Sikshasandhan started its field project at Moroda in the year 2015 with the support of the district administration. Subsequently Sikshasandhan received support from KKS, Germany to work with Lodha Community. Sikshasandhan interventions here is not limited to education and child rights. It has adopted here multipronged intervention. During the 2018-2019 financial year Sikshasandhan conducted the following activities for the development of Lodha Community.

### **Capacity Building Programmes**

Capacity building and Motivation of stakeholders of education programme were major programs under this project. To ensure community participation in school, community sensitisation and capacity building were important aspects of the programme. Similarly, teacher's motivation and skill building are also vital for attracting children into school.

#### SMC Training

Four SMC trainings were organised with the SMC members of both Moroda and Suliapada Block. In these SMC trainings a total of 179 members (55 Female and 124 Male) were trained about their role and responsibility and about Children's Right. Along with this one village level SMC meeting was also been organised at Handibhanga village.

#### Training Programme for Government School Teachers

A two-day training was organised on 19<sup>th</sup> and 20<sup>th</sup> July 2019 at Chikitamatia with 29 Govt teachers (11 female and 18 male). This training was on early grade education and use of library book for increase reading ability of children. Another two days training was organised with the Government teachers of Moroda and Suliapada Block on 13<sup>th</sup> and 14<sup>th</sup> Sep 2019 with 18 numbers (6 female and 12 male) of teachers. This training was based on activity-based teaching learning process and use of TLM. Both training was organised in participating method so that active involvement of the teachers could be addressed.

#### Training of Community Teachers

In this year, Community volunteer's capacity building training for contextual teaching learning process of Language and Mathematics was held on 6<sup>th</sup> and 7<sup>th</sup> June 2019 at Godigaon High School with all the community volunteers of our project. Another four days training of community volunteers have been organised from 17<sup>th</sup> to 20<sup>th</sup> Sep 2019 at Chikitamatia with all our volunteers. This training was held on activity based contextual teaching learning process. In this training the volunteers were trained for one day and for the rest three days, they were visited to different school of our intervention areas to practically teach the children at school. At the end of every day the volunteers have to evaluate themselves and others according to their performance.

Instead of this monthly review meetings have organised with the community volunteers in every month. The community volunteers were also been involved in all other activities and conduct activity at Anganwadi Centre (AWC) with the AWC worker.

### Strengthening of 8 Child Protection Committees

The Panchayat level Child Protection Committee (CPC) of Morada and Suliapada block were inactive before intervention of Sikshasandhan. There was neither any meeting conducted nor any active member found in the committees. Sikshasandhan reformed all the 8 committees of our intervention area and quarterly CPC meetings were being conducted by Sikshasandhan. Previously there was no support entertained from the Block level CPC and District level CPC. After intervention of Sikshasandhan, a representative from District Child Protection Unit attended the panchayat level CPC meetings. The members of CPC were also being involved actively in all meetings and other activities like addressing child labor, child marriage and orphan children etc. In this year Sikshasandhan has formed 12 village level CPC in all 12 villages of our intervention areas.

In this year 21 CPC meetings have been conducted in 8 panchayats of Morada and Suliapada Block. The District Child Protection Officer (DCPO) of Mayurbhanj District has attended CPC meeting of Chikitamatia panchayat in 3<sup>rd</sup> quarter of this year and suggested to collect children list of age group 16 and 17 to train them under DDUGKY. The CPC members are being involved in parents counselling and home visit with staffs of Sikshasandhan for regularity of children in school. Orphan children list has been collected from our intervention areas with support of CPC members and submitted to District Child Protection Unit (DCPU), Mayurbhanj. One orphan child started getting stipend from Government. In this year list of single parented (if mother is alive only) children has been collected by the convener of CPC with support of AWC workers and has submitted to DCPU, Mayurbhanj for further action. All meetings have been attended by the representative from DCPU, Mayurbhanj.

### Community Awareness Generation through Street Plays

This year street plays were organised in all 12 villages of our intervention area on the issue of Child right, child marriage, child labour and de-addiction. More than 2000 people enjoyed the shows and became conscious about the social issues.

## **Encouraging Children for Education and Nurturing their Creativity**

### Bringing Children to Schools

Community Volunteers appointed by Sikshasandhan mobilise children for schooling. In case of irregularity they visit each individual family, mobilise parents, and bring children for schooling. This is the daily routine for volunteers to check children's absenteeism.

### Summer Camps and Creative Workshops for Children

It seems difficult to bring the children again to school after summer vacation every year. In view of this Sikshasandhan was organised Summer camps and creative workshops for children during summer vacation.

Our Community Volunteer were organised summer camps during morning time from 7 am to 9 am in each village of our operational area. Children were involved in various creative works like drawing, mud work, origami, dance, song, storytelling etc in creative workshop. To nurture creative of Lodha children and generating interest in education 12 Creative workshops were organised in all 12 Lodha villages of our intervention area during the reporting period.



### Children's Festival

Lodha children are always fond of sports and cultural activities. They have many hidden talents within them but they don't get chance to express them. Sikshasandhan organises children's festival every year to encourage children on sports and other creative activities.

This year Children Festival was organised by Sikshasandhan on 23<sup>rd</sup> and 24<sup>th</sup> Dec 2019 at play ground of Chikitamatia High School. A total of 200 children from 12 schools located in our project area participated in this programme. Along with children, Government teachers from 12 Lodha area schools, high school Head Master of Chikitamatia, Local leaders, Sarpanch, Block Education Officer of Morada Block, District Planning Coordinator of Sarva Siksha Abhiyan, and Member Secretary of Sikshasandhan also attended the Festival. The programme was facilitated by the staffs and volunteers of Sikshasandhan.

Different sports like 100 meter race, 50 meter race, math race, needle and thread race, save your balloon, spoon balance, bit the drum, three legged race, long jump, high jump, short put, musical chair, etc, other competition like drawing, alpna, Application writing, drama, speech, song and dance etc. have been organised. Center of attraction was the stalls. There were different stalls of TLM, different organisation which helps us, local instruments and local grains. Out of 200 children 94 children got prizes from various competitions and all rest children got some consolation prizes.

### Strengthening of 12 Children's Cabinets

As per the Government of Odisha guidelines, each school should have a child cabinet to empower children and ensure child participation in management of schools. But in most of the cases these are not functional. Sikshasandhan has revitalised children's cabinets in its operational area.

### **Creating a Nurturing Environment for Children**

#### Development of Teaching Learning Materials (TLM)

Sikshasandhan organised three workshops at school level to make some TLM with involvement of the community volunteers, Government teachers and children at Dhobani. Along with this, this year focus was given more on use of these TLM by our community volunteers and Government teachers.

After the workshop we found teachers along with children made many low cost TLM and displayed in the classroom. Teachers are using these materials while teaching. Directly or indirectly, this is also a reason of increasing in attendance of primary children.

#### Promotion of Nutrition Gardens in 12 schools

Sikshasandhan promoted nutrition gardens in 8 schools out of 12 schools. The rest 4 schools do not have boundary wall and water facilities. This nutrition gardens helped children to took part in group activities.

#### Joint Workshop for Parents, Teachers and Community Members

Joint workshops were organised with parents, teachers and community to make their relationship stronger and make them aware about their rights. In first quarter of this year two joint workshops have organised in Bhadrasole and Samaidihi village. In third quarter of this year five joint workshops have been organised at Chikitamatia, Patharnesa, Handibhanga, P.C. Pur and Tiansi village with

parents, teachers and community. The main objective of this programme was, to aware the community about their rights and make them raise voice for their rights. Discussion was held about their rights as well as their children's right. Discussion was held about involvement of parents and teachers in regularity of the dropout children. The IEC materials on children's right were displayed and discussion was also held on the message given through the IEC materials.

#### Installation of Sanitation Corners in 12 Schools

Children of Lodha community were very dirty before our intervention. Poverty and lack of exposure to the outside community they were living in very poor sanitation and hygiene condition. To improve their sanitation condition, Sanitation Corner in each school has been introduced. The sanitation corner is consisting of a big mirror, combs, nail cutter, powder, coconut oil, hand wash liquid and some other sanitation materials. In child club meeting washing hands and cutting nails were demonstrated among the children. In this year sanitation materials like hand wash liquid, nail cutter, comb etc have provided again.

#### **Economic Development Activities for Lodhas**

##### Advocacy with LDA and Other GOs Towards Convergence with Government Schemes

In this year several meetings have been organised with LDA, Horticulture department, veterinary department and Block Development Officer for support of implement sustainable livelihood for economic development of Lodhas. Livestock has been provided to some of the Lodha beneficiary and vaccination of those has been ensured with support of Veterinary Department. Along with this Business development, Agriculture management and livestock management trainings have been organised with support of Agriculture, Horticulture and Veterinary department. 196 Lodhas are involved in productive livelihood practice.

##### Business Development Training

3 Business Planning meeting was conducted in this year at Patharnesa, P.C.pur and Sansasole village, where discussion was held on business planning and profit and loss management. In this year 11 business development trainings have been organised at 11 villages of our intervention area. An exposure was organised with 44 beneficiaries (10 female and 34 male) to KJKS, West Bengal for business development.

##### Agriculture Management Training

An exposure was organised for the beneficiaries for agriculture management to Darkhuli agricultural farm. A meeting was organised with the Horticulture department, Baripada and pointed gourd root has been collected from there which was distributed to the beneficiaries. Two farmers meeting was organised with total 48 farmers. In this year 14 Agriculture management trainings have been organised at 12 villages of our intervention area. Out of which 5 training was conducted for practical implementation of organic farming by preparing organic seedbed and plantation of the same. In these training organic pesticide and fertilizer were also prepared with involvement of the beneficiaries.

##### Livestock Management Training

Livestock have been provided to the Lodhas with support of KKS and BMZ for their economic development. Under this goat and pig rearing has promoted. In this year 9 Livestock management

training has been provided to beneficiaries. An exposure to KJKS, West Bengal was also organised for better implementation of this.

#### Convergence with Line Departments

A meeting was organised with the Horticulture Department, Baripada. With support of them pointed gourd roots have been distributed to the beneficiaries for agriculture development. Veterinary officer support us for organising training and vaccination of the livestock provided. A meeting was conducted with KJKS, West Bengal for better implementation of agriculture in our project area.

#### De-addiction

It is quite difficult to check addiction within a very short time period. The Lodhas are addicted from a long ago and now a day they could skip their meal but not alcohol or rice beer. In such circumstances the most sufferers are the children. They could not get enough attention and care from their parents. We found it very difficult to mobilise the Lodha community against alcohol, but up to some extent, it could be possible.

9 Counseling programme for de-addiction has been organised in 8 villages of our intervention area i.e. Tiansi, Handibhanga, P.C. Pur, Chikitamatia, Godigaon, Bhadrasole, Patharnesa and Samaidihi village to aware the community about de-addiction.

It is still difficult to make the Lodha de-addicted but some of them are not drinking regularly, they are taking alcohol occasionally. 132 Lodha are drinking alcohol occasionally.

#### **Sports and Cultural Events for Children and Youth**

Sikshasandhan had organised 8 Cultural programmes at Samaidihi, Bhadrasole, Dhobani, Nekdagunja, Handibhanga, Godigaon, Ghodabandha and Sansasole village with both Lodha and other community. An annual cultural festival was organised at Chikitamatia where 141 members participated (63 male and 78 female) from 12 villages of our intervention area. In this programme 12 Cultural teams performed and cultural team of Handibhanga was selected as the best team. Special officer of LDA joined as chief guest in the programme and encourage the teams. All the staffs and community volunteers were facilitated in the programme.

12 cultural programmes in all 12 villages of our intervention area have been organised for the Lodha women, as the women are the base of all families. It was for strengthening the women power and enhances their internal qualities. Women in Lodha community are generally engaged themselves in household chores and they got not find time for themselves. This kind of programmes were organised to make them realise about their inner potentialities.

A block level football tournament was organised at Godigaon where 16 teams (both Lodha and non Lodha team) participated. In which P.C. Pur football team had got the champion trophy. Besides GP level tournaments were organised.

## **Community and School Science Education Programme**

The ground-breaking effort - 'School and Community Science Programme' was started to facilitate the students to be conversant with hands on science though empowering science teachers in conveying the subject with practical approach in the class room was its other aim. In addition to it creating awareness regarding day to day health and sanitation issues among community members and developing scientific temperament was an essential part of the mission.

From its inception to execution many meticulous ground works have been done like base line survey in schools and communities, purchase of vans suitable for converting into mobile labs, purchase of materials for mobile science labs, training and capacity building programs for core staff and teachers etc. are few to indicate. From 13<sup>th</sup> April 2017 when it was inaugurated officially to till date all five mobile labs have been visiting targeted schools and communities in five blocks of three districts those are Muniguda, Bissam Cuttack of Rayagada, Kotagarh of Kandhamal district, and Lanjigarh, Thuamul Rampur of Kalahandi district.

Since then almost one and half year have already been passed and the mobile labs have visited each targeted schools and communities more than fifteen times fulfilling the aim and objectives of the program. Sikshasandhan is implementing the program partnering with Tata Trusts in and TCS with a goal of facilitating quality science and math education in school and leveraging scientific temperament in communities.

### **Project Outcomes**

The specific outcomes of school and community science program are as follows:

- Five state-of-the-art mobile science vans (labs) have become symbols of learning in the areas coming under the project.
- Science clubs have been formed in the targeted schools to take the activity of science communication forward and create an eco-system for scientific temper and inquiry. Members of Students Cabinet in each school are the core members of the clubs.
- Teachers Forum has been established and working in swing to guide the program in right way and to fulfill the aim and objectives of the Initiation.
- More than 25,000 students got chance to be benefitted through hands on learning experience in science and mathematics and the process is on-going
- More than 250 schools could be reached out by the mobile science labs across five blocks and the process is on-going adding some new schools time to time.
- Science and Math kits have been supplied to minimum 250 primary, upper primary and secondary schools to empower both the students and teachers.
- Around 1250 primary, upper primary and secondary school teachers have participated in the hands-on-training on science and mathematics till date.

- Mobile science labs have been moved through more than 150 villages till date to make the community members aware of their day to day health and sanitation issues and to instill rationalism among them.
- At least 15,000 villagers have been exposed to scientific knowledge to counter their age-old superstitions and blind beliefs. The community program has been able to create an interest and a direction towards a positive change in their social behavior even as they observe how useful it has been for their children in schools.

### Project Details

1	Number of schools supplied with Science and Mathematics Kits	250
2	Number of Mobile science Labs designed and operationalised in five blocks	5
3	Number of Schools already covered with hands-on science activities	225
4	Number of Students covered so far with hands-on science activities	25,000
5	Number of villages covered under Community Science Programme	150
6	Number of villagers covered under the Community Science Programme	15,400
7	Number of science exhibitions held	5
8	Number of projects presented in the Science Exhibitions	312
9	Number of teachers trained on Science in 1 <sup>st</sup> phase (April,2017) (Primary to Secondary)	450
10	Number of teachers trained on science and math in 2 <sup>nd</sup> phase (Sept,2017) (Primary to Secondary)	335
11	Numbers of teachers trained on science in 3 <sup>rd</sup> phase (Dec,2017) (Upper Primary and Secondary)	150
12	Numbers of Teachers trained on Math in 4 <sup>th</sup> phase (April, 2018)	50
13	Total number of teachers trained till Sept 2018	985

### Impact

- This project has brought in a lot of interest in science and math in the region. Since its inception this project has become the main attraction the areas coming under Tata Trusts South Odisha Initiative and has become an aspiration for all. It has created a landmark in education in a remote and neglected part of the state.
- The project has contributed a lot in bridging the students-teachers ratio gap through capacity building and monitoring of teachers in targeted schools.
- Schools in the area having defunct science labs could not cater practical knowledge on science to the students. This need has been successfully addressed through the mobile labs/vans of the project.
- Only chalk and talk approach as a method of teaching science in schools made the subject boring, but hands on science approach changed the scenario. Teachers who attended teachers training learned a lot on different experiments and imparted those to their students.

- The Science and Math project has resulted in increase in school attendance. Previously, many students used to avoid science classes due to their incapability of understanding science through theoretical approach. The Science and Math program has worked as a driving force to bring students of these areas back to school.
- Science kits, different syllabus based apparatus or equipment, gadgets provided under the projects has generated excitement among students. They are showing keen interest to play with or work with equipment provided to gain practical knowledge. Students are now making low and no cost science equipment after participating in the summer camp. This has been a direct result of the implementation of this project.
- Before the introduction of school and community science program, block level science exhibition was just an official formality for the schools of South Odisha. But after the introduction of the program it has been observed that numbers of participation has been increased significantly.
- Most of the students in primary level suffer from arithmophobia, i.e. a fear of math or numbers. To address this issue from its very root level different kinds of TLMs have been provided to primary schools. Students with the help of teachers or educational volunteers are taking advantages of available project materials and learning different basic concepts of simple Math. TLMs are also helping to the upper primary and secondary school students to understand the core concept much better than earlier.
- The regular movement of science labs/vans in villages is generating a lot of interest and creating an awareness by exposing people to scientific thought in contrast to their age old superstitions and blind beliefs. Through simple scientific experiments performed by science coordinators before community members and by showing awareness videos on health and sanitation a realisation is dawning that their lives can be more comfortable through adoption of scientific temperament and they are developing that temperament in their heart and mind

## Other Activities

### Mother Tongue Based Reading Programme

Sikshasandhan started a programme for reading among the children in 150 government schools with the support of UNICEF, Odisha. Under this programme the organization has devised a varied set of learning methods that are child friendly and contextualised for promoting reading.

### Sikshasandhan Annual Lecture in Memory of its Founder-Chairman, Chittaranjan Das

Sikshasandhan has been organising a memorial lecture in honour of Professor Chittaranjan Das, its founder chairman, since 2012. The 7<sup>th</sup> C R Das memorial lecture was delivered by Professor A R Venkatchalapathy, Madras Institute of Development Studies, Chennai. The lecture was titled, Subramaniam Bharati: The Making of a National Poet. Prof. Venkatchalapathy began by paying tribute to the significant contributions made by C R Das in the field of literature, education and social activism. In his lecture, he traced the career of the great Tamil poet, Subramaniam Bharati and showed how his vision of a new India was shaped by concrete historical forces and various stages of the freedom struggle in India.

He spoke of Bharati's exposure to the culture of north India during his stay in Benares and showed how this enabled him to transcend his provincial origins and develop a pan- Indian vision. Although, he died neglected his poetry achieved tremendous popularity after his death and he emerged as a revered cultural icon in Tamil Nadu. The battle over the copyright of his writings ended with the government of Tamil Nadu buying the copyright of his works. Professor Chalapathy said that this is a unique phenomenon in the publishing history in India. Prof. Chalapathy ended his lecture laying stress on the enduring relevance of Bharati's poetry and his inclusive vision of India in the hard times we live in.

The lecture was followed by lively discussion in which several members of audience participated. Among those present at the lecture were Prof. D.P Pattanayak, Mr. Sunil Mishra, Chief Information Commissioner, Dr. Bikram Das, Prof. Swadheen Pattanayak, Mr Ramahari Jena, Prof. Birendra Nayak, Mr. Sashibhusan Rath, Prof. Debendra Dash, Dr. Jitendranath Mishra, Dr. Bidyut Mohanty, Prof. Usha Das, Mr. Rajesh Mohapatra, Mr. Biren Das, Prof. G.C. Nanda and Dr. Sangram Jena. The meeting was chaired by Prof. Jatindra Kumar Nayak, Chairman, Sikshasandhan and Mr. Anil Pradhan, Member-Secretary, Sikshasandhan, gave a vote of thanks. Prof. Manoranjan Mohanty presented the guest speaker with a copy of 'Imaging Odisha' on behalf of Sikshasandhan.

## Publications

### Books

Sikshasandhan has been involved in the publication of books (primarily in Odia) related to education, and social change, as well a few autobiographies. The aim of these publications has been to strengthen the vernacular public domain, and facilitate the exchange of ideas and debates regarding education in Odisha. Till date a total of 120 books have been published. These have been extensively reviewed in the Odia language press, thus fulfilling the mandate of creating a public debate on the issues raised in the books.

Care has been taken to distribute the books all across the state in a professional manner, and the organisation has participated in book fairs in Bhubaneswar. The response to the organisation's publications has been encouraging with many of the books going into multiple editions, which is relatively rare in the Odia publication industry. The following books have been published in the year 2018-19.

- 1) *Kramasha* (An Autobiography of Banamali Das) Edited by Chandan Singh.
- 2) *Sikshare Gati Kuade* (Compilation of Essays on Education) The Magician on the Stage) by Basanta Kumar Pal
- 3) *Jitini Ki Harini* (An Autobiography) by Bhupen Mohapatra
- 4) *Babuji O Samaj* (Compilation of biographical Essays on Radhanath Rath and The Samaj) Edited by Kishore Satpathy, Kanan Das, Ashok Das and Tapan Mishra.
- 5) *Sikhara Purusha JP* (Compliation of essays on Jagannath Prasad Das) Edited by Harihar Sukla.
- 6) *Babudha* (Life and Kruti of JP Das by Sumanyu Satpathy), Translated into Odia by Panchanan Mishra.
- 7) *Gandhi: Dakbina Afrikare Jane Desha Premi*(Odia translation of Gandhi : A Patriot in South Africa) by Sangram Jena.
- 8) *Priya JP* ((Compilation of Letters to JP) Enlarged Edition Edited by Sumanyu Satpathy.
- 9) Apart from these books the organisation has also reprinted its publication of books for children.

#### *Sikha* (A Journal on Education in Odia)

Five issues of *Sikha* were published in the financial year. The objective of the journal has been to raise the quality of debates surrounding education, especially primary education in Odisha's rural areas. The journal regularly publishes reminiscences of teachers working in schools managed by the organisation's partners, as well as the experiences of educational innovators from all across the state. It also carries the latest news in the field of education, and book reviews. The journal has been quite widely reviewed by the local press.

#### **Library Work**

##### The Sikshasandhan Library

The Sikshasandhan library continued to grow in the year under review. In the recent past the library has been trying to create a definitive collection of biographies and autobiographies in Odia, and books about education related issues. Quite a few books have been received in donation, and attempts have also been made to source second hand books. Now the collection stands at a little over 5,000 volumes, and the library has more than sixty regular users.

##### The School Libraries

Sikshasandhan has supplied books for children to 150 government schools and has conducted training programme for teachers on using libraries for improving curricular transaction processes.



## **Printing Press**

For the last few years Sikshasandhan has been running a printing press on a professional basis, and the press employs seven people. It has printed several books and magazines.

## **Conclusion**

Sikshasandhan has now completed 23 years of its existence. These 23 years have been eventful. Although initially the focus was on training and capacity building, the organisation now increasingly focuses on research-related activities. The schools being run by the partners of the organisation have by now completed seven years of their existence. The organisation has also played a critical role in raising the quality of public debate surrounding education in the state of Odisha by its various publications, and by its advocacy related activities. This work needs to be consolidated and taken forward.