

MAINSTREAMING THE LOW PERFORMING TRIBAL STUDENTS THROUGH BRIDGE UP CENTERS - III

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Annexure I - Testimony

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Abbreviation:

BuC	Bridge up Center
EC	Education Committee
CP	Children Parliament
CC	Children's Club
BSSS	Balasore Social Service Society
PGDCA	Post Graduate Diploma in Computer Application

Executive Summary

Through this project, various activities were implemented and the mainstreaming of the tribal students was facilitated. Since in this region children have a very low standard of education BuCs were created to give a platform for the children of the project area to start educating themselves. Within the project activities strengthening meeting was organised with parents, guardians and key members about the centers to make them understand the need for education for a better future for the children.

Various activities were conducted to sensitize parents and other community members about the BuCs and their importance. The staff of BuCs were also trained and oriented with different learning methodologies to create interest in the minds of children and parents. The training programs helped the instructors confidently disseminate the knowledge using a joyful learning methodology.

The children were also involved in special event organised by the BSSS under the project activities. Days like Children's Day, Mother's Day, Environment Day, Independence Day and Republic Day were celebrated in the project area to imbibe in children the essence of societal culture and make them aware of becoming a responsible and good citizens of our country.

The children's fair was a major event organised by the BSSS to bring talents to the forefront and motivate and encourage children to showcase their talent by building their confidence.

I. Contextual Background

Indian Constitution article 45 has made provision for free and compulsory education for all children up to the age of 14 years. In Article 46, special provisions are made to develop weaker sections of the people, especially SCs and STs. Systematic and planned efforts were made by the Government to achieve and fulfil this commitment. However, even after 76 years of independence, the goal of universal elementary education has not been achieved so far. About 10 million children of school-going age are not attending elementary schools due to various reasons. The tribal people of India constitute 8% of the total Indian population and their literacy is far behind the target and a long-term cherished goal.

“A child without Education is like a bird without wings”. Quality education for all is the fourth Sustainable Development Goal the world is aiming at. The literacy rate of Odisha stands at 72.87 % with male literacy at 81.59% and female literacy at 64.01%. The literacy rates for males and females in SC and ST community is below 60 %. Among the lowest in

the range are Mayurbhanj and Keonjhar. However, when it comes to primary and secondary education for children in deep rural areas, the ground reality is very miserable.

The government schools are rendering very poor quality of education to the children due to various reasons such as lack of monitoring and supervision, lack of interest of the teachers to live in the interior locations, lack of care and indifference from part of the parents and the children who are not motivated.

Balasore Social Service Society (BSSS) has its intervention in hundreds of tribal villages every year, focusing mainly on livelihood and Agriculture. But the recent years, BSSS came to know that the students belonging to the class 5th and above are not able to read or write their own names in their languages or national language, or English. BSSS came across so many students reading in higher classes with very poor knowledge and is not able to cope with the respective class syllabus. Gradually children become uninterested in studies and drop out of class. Illiterate parents are also not at all worried about the study of the child but rather they are happy when they join them to work in the field.

With a strong conviction and determination to reach out to at least 600 tribal children who are weak in studies and deprived of quality education, BSSS approached the esteemed agency Stichting Actie Calcutta (SAC) which has been rendering its support for the education of hundreds of children in the diocese of Balasore, for many years. SAC was kind enough to pool the resources and contact another Dutch partner agency Wilde Ganzen to co-finance the project and travelled along with BSSS and SAC to educate and bring up the children who could have lost their future due to lack of education. With the help of SAC and Wilde Ganzen, BSSS implemented the project called “Mainstreaming the low performing tribal students through Bridge up Centers” from April 2022 to March 2023, in a very effective way where BSSS could reach out to more than 650 children in 35 centers in 35 villages with basic knowledge, curricular and extra-curricular activities and motivations. It impacted not only the children but also their parents who were also encouraged to participate in organizing the centers and their day-to-day functions, through regular meetings, awareness and motivational programs.

II. The rationale for project Intervention

This socio-economic backdrop brings forth a hoard of problems, some immediate and some potential in the lives of the community particularly in these areas; namely Mayurbhanj, Keonjhar and Balasore. Some of these problems have possible long-term impacts and also undermine the efforts of the government in alleviating poverty, promoting education, peace, and prosperity and also eradicating social vices.

- **First-generation learners**

Most of these children are first-generation learners with little or practically no school-going experience from their parents. BSSS feels this is a major factor affecting the continuous and uninterrupted education of the children in the family. For as long as these children are in school during the day, they remain engaged and motivated. But after they return home from school, they are out in an environment where studies and education are barely encouraged. Besides playing games, these children have no meaningful engagement and spend hours in unproductive idleness. The parents are

unable to persuade them to home study as in most cases they are not capable of guiding them. Therefore, in spite of the initiative by the government to provide free education, the effectiveness of this initiative is hampered.

- **Low quality of Education**

Besides most being first-generation learners, there are quite a number of students who find it very difficult to learn in the way traditional schooling is carried out. BSSS conducted an informal interaction among the students of these areas. The results were alarming. The interaction with the students revealed that many students of classes V and VI were unable to write even their own names in English or their local language. One reason for this could be that these children are slow learners with a low level of intelligence. Another possible reason was definitely the quality of education imparted in their schools.

It was often seen that these rural schools had a very high student-teacher ratio due to a dearth of good teachers. Particularly when it comes to primary-level teaching, students of various classes are made to sit in the same room and taught by one or two teachers. This greatly affects the quality of learning.

- **School dropout**

Students, who do not find encouragement and the right ambience of study at home, often begin to become disinterested in school. Due to non-compliance with home study, they are often reprimanded in school and cannot keep up with the pace of progress in school activities. This discourages them to attend school regularly. Coupled with this is the family's constant need for income to meet ends. This results in school dropouts. However, in an official sense, there may be no or fewer dropouts since their names continue to remain in the school register. But in a real sense, students do not attend school or attend only on days when the mid-day meal is sumptuous.

- **Lack of community sensitization on the importance of child education**

Parents, guardians and the community at large have been seen to be indifferent to matters related to the continuous education of their children. One primary reason behind this could be extreme poverty and illiteracy. In a setting where people are uncertain about how they will manage to survive the next week, education certainly cannot be high on their agenda. There are other more pressing day-to-day concerns that occupy their lives and living. For them, it is difficult on their own to realize that, education for children can be the solution to the very problem they are in at present.

- **Lack of monitoring mechanism**

Educating and spreading general awareness among members of the community on the need, importance, and benefits of child education is an essential step towards promoting child education. A lack of such awareness among the general community members is rampant and BSSS during the implementation of various projects has seen this from very close. The involvement of parents, guardians, and the community at large in the education of their children is observed to be at the lowest minimum. No one bothers if teachers are absent in school, or if the school is closed for some reason

or even enquires what was taught in school. Most parents do not even know who is on the School Management Committee and the question of holding them accountable for dysfunctional schools is a far-fetched idea.

- **Lack of skills for the youth and students**

School education in India gives less emphasis on the skill development of the student. Students are guided solely to learn the syllabus and gain knowledge. But introducing them to some basic skills from the early stage itself would help them to set their mind and choose a proper stream for their lives. There are a lot of educated youth with minimum qualifications in the villages who do not find any opportunities to go ahead but waste time in leisure. Engaging the youth with an opportunity for teaching the children and at the same time giving them additional opportunities would capacitate them to progress in their lives.

III. Propose Project Area



The proposed project area for Bridge-up Centers spreads over three districts of Odisha. These districts are Mayurbhanj, Keonjhar and Balasore.

The proposed 35 Bridge-up Centres are set up in these districts. Depending upon the situation of the community, interests and needs of students and availability of suitable space, these centers are set up and now continuing for about one year.

Project Goal:

The goal of the project is to create an environment that promotes formal and informal learning for weaker sections of the students in 35 villages, where the parents, community and the centre instructors play a guiding role in imparting dedicated hand-holding support in pursuing education.

IV. The specific objectives:

- To reduce primary school dropouts among children
- To ensure children study at least till class V and encourage them to continue till their first board exams.
- To ensure that the level of understanding of the school curriculum and output of these children is improved.

- To enhance their General Knowledge of rights & Duties, health, social issues and life skills
- To ensure that the parents of these children are made aware and understand the importance of education and become responsible parents
- To engage moderately educated youths of the area as Centre Instructors thereby enhancing their skills and creating additional opportunities for them to progress

V. Major Activities Implemented:

A. For parents and guardians:

1. Strengthening meeting with the parents/guardians/key members of the communities on the bridge-up centers:

Objectives of the activity:

- To sensitize and to make the parents understand the importance of education for their children
- To orient the parents on BuCs to be able to make it sustainable
- To ensure their active involvement in running the Bridge-up centers properly even after the completion of the project

Activity in brief:



This activity was conducted to educate the parents regularly to acquire the understanding and importance of education for their children and motivate others to do the same in the community. During this reporting period, there were 35 meetings covering 916 parents/guardians/key members of

the communities of 35 villages. In these meetings the subjects of discussion were the importance of education for the children and their future, parent's role in shaping and establishing a secure future ensuring an environment of education in their villages, facilitating their children in attending BuCs and schools, taking measures in managing and owning up the bridge-up centers, make resolutions for the higher education of their children etc. The village key leaders are given responsibility for monitoring the BuCs and the parents are motivated to contribute to the centers so that they can own the same in the future.



Results achieved:

- 90% of parents are quite active in visiting centers and depositing their contribution towards education funds.
- Rest of the parents though not active do not deny operating centers
- There are 28 centers out of 35 which can easily be run by the parents/guardian by themselves
- In 12 centers the parents/guardians themselves use to solve the issues arising out of the implementation of centers

2. Monthly meeting with BuC instructors and parents

Objectives of the activity:

- To conduct the monthly meetings of instructors involving the parents to review the performances of the centre and instructors
- To get feedback from the parents on the test results of the children as well as suggestions for further development of the centers

Activity in brief:

It is an as-usual meeting of instructors with parents. In this meeting, both the instructors and parents sit together once a month to review the progress of the children. As per rule and process, the instructor presents its monthly centre performance report to the parents concerned. The report presented includes classes conducted for a number of working days, the number of children who attended classes regularly, topics covered during the reporting month, test results of the students, names and number of children mostly irregular in the centre etc. Besides that, the Education Committee members presented their observations, and feedback on the classes conducted along with the overall performances of the individual centre. In the end, discussions are held to work out solutions to the problems/difficulties faced if any.



Parents are now known with the concept of the project and are now involved very actively in the activities of project. The coordinator regularly monitors the monthly meeting. In the monthly meeting, the instructors along with the parents were provided feedback on the performance of the children. The exchange of ideas is promoted during such meetings.

Results achieved:

- 90% of parents are happy with the performances of the BuCs
- Parents of 28 villages are regular in depositing their contribution towards the education fund of the centers
- Now parents of 28 centers are fully aware of the centers and are regularly visiting and monitoring the same

Challenges faced

Some of the parents are not very interested to send their children to the centre because they are daily wage earners and are not educated and cannot foresee the future of the children. the kids remain absent for a long period of time as they visit their relatives' houses very often.

3. Community awareness program on education and responsibilities of parents:

Objectives of the activity:

- To sensitize communities on the importance of education for children
- To help them realize their responsibilities towards the BuCs and the future of their children

Activity in brief:



The purpose of sensitizing parents on a regular basis is not only to instruct them on the importance of education for their children but also to increase their understanding so as to sustain the education of their children in the days to come. Hence, awareness programs for parents were conducted twice a year, covering topics on the

Right to education, free and compulsory education for children 6 to 14 years of age, other educational schemes/stipend of government for children, education and development, the importance of education in life, expectations of children from parents, parents' role and future of children etc. All these topics are directed towards increasing the understanding of parents on education and developing a sense of responsibility in them.



Results achieved:

- 82% of parents participated actively in the community meeting conducted
- Parents numbering 462 are regular in depositing their contributions towards the education fund
- 82% of parents cooperate to run the BuC centers in their villages

4. Strengthening of Education Committee:

Objectives of the activity:

- ❖ To enhance and ensure a sense of responsibility in the EC members towards the functioning of BuCs
- ❖ To enable them to mobilize parents in sorting out the problems/difficulties arising out of operating the BuCs

Activity in brief:



The BuCs in the villages are functioning only for 2 hours a day six days a week to provide guidance in the study to the weak students. Unless the times fixed up and the process of teaching enforced to be put into action properly, no improvement in the standard of the students is ever

going to happen. So, to make these centers live and productive in learning. The Education Committees (EC) are always in need of strengthening them to govern the functioning of the bridge-up centers with a system.

To this effect the project is continuously guiding the EC members, involving them in each and every activity of the BuCs, facilitating them to supervise/monitor the daily classes to be conducted and check timings, tally attendance with students present, enquire about the application of joyful teaching and learning process from the students, visit houses of children irregular in attending the centre, interact with parents and ensure their presence in different meetings facilitate the monthly test of the children, motivate parents depositing their education fees timely and sort out problems/difficulties if arising with the support of parents.



The EC regularly update the status of the centers to the BSSS team and regularly ensures the contribution of locals towards school fees. They also regularly monitor the centers and guide the teachers whenever necessary.

With continuous effort, the dropout students are motivated and counselled to join the school back.

Results achieved:

- ❖ In more than 28 centers the EC members are active in dispensing their roles and responsibilities
- ❖ In 28 centers the parents are regular in depositing their education fees
- ❖ In 35 centers the teachers conduct timely tests of the children
- ❖ 375 children from 35 centers have improved their standard in subjects i.e. English, Science, mathematics and literature

5. Cluster level meeting for education committees:

Objectives:

- To develop the strategy to continue BuCs sustainably



The particular activity was conducted in 2 clusters i.e. Jaleswar and Badsahi covering 13 education committees of the same number of villages. Mr Lulu Soren was the resource person to facilitate the committee members in developing a strategy

suitable to them. In the beginning, there was an assessment of the existing status (understanding level of parents upon the importance of education for children, interest of parents in paying contribution towards the education of their children, overall performances of the instructors, percentage of children per centre performing well, overall cooperation of parents in managing the centers etc.) of those 13 centers.

Based on the assessment findings the resource person facilitated the education committee members to develop a strategy. The strategy developed included the following:

(1) The education committee must continue sensitizing the parents from time to time

(2) The instructor must have a plan (at the beginning of the year)

(a) to bring up 60% to 80% of children to a better standard each year

(b) have a lesson plan based on the children's capacity

(c) has to ensure additional classes for weak children

(d) continue monthly tests and sharing of children's result sheets with the parents

(3) Involve parents in monitoring the BuCs and in collecting the contribution for education.



6. Follow up activities on right to education, leadership and other motivational classes:

Objectives:

- To aware the community of their rights
- To help the community avail the benefits of their rights

Activities in brief:



35 villages are divided into 4 clusters and 4 trainers were engaged in the awareness building of the community of the intervention villages. Mahadev Chandra Mahakud, UP school headmaster, Uchabali, Sangram Murmu, Coordinator, BSSS, Lulu Soren,

Documentation Officer, BSSS, Ishwar Chandra Giri, headmaster-UP school were the resource person to create awareness on various topics on right to education. The resource persons took the session on topics to educate the community on the importance of education and that education is the right of every child. Society as a whole is responsible for ensuring basic education for each child. Firstly, parents themselves are responsible for sending their children to school following which the community, teachers and other community people are also equally expected to ensure the same. The Govt. has made various efforts to retain the kids in school by making education free in the government schools and also providing mid-day meals in the schools so that the children will not have to study on empty stomach. The Child also have dignity and that should be safeguarded thus the resource person gave awareness on the same too.



The resource persons motivated the community people to ensure every child goes to study in schools, educational centers or any other centers available to study in their respective area.

Results:

- Community of 35 villages were made aware on right to education
- The concept of dignity of children was introduced to the community people of 35 villages
- 75% of community people participated in ensuring the children attend the schools

B. Activity for BuC Instructors:

7. Training on Joyful teaching and learning program:

Objectives of the activity:

- To equip the instructors with joyful teaching and learning methods
- To encourage and facilitate the instructors to utilize the same to make the classes joyful and children friendly
- To bring improvement in the results of children

Activity in brief:



The training was a refresher in nature and the purpose was to update the instructors with the new skills of teaching as well as brush up on their existing skills to make them competent in delivering their duties. The resource persons for the training were Dr Girish Swain Das, Educationalist and Researcher. In the training to instructors on Joyful teaching and learning, they covered the following themes i.e., National

Education Policy, Early Child Care Education, learning outcomes, the process of preparing the syllabus for children, learning assessment and other joyful media for attracting children and enhancing their attitudes towards education including imbibing them toward positive thinking. There were 41 participants from the 35 BuCs. The duration of the training was for 2 days. Besides the above, there were classes on maintaining documents at the BuC level and the same included the attendance register, result sheet, examination papers, education fund contribution register, bank passbook etc.



Results achieved:

- The participants enriched themselves with different innovative methods of making the teaching joyful and attractive
- All 41 participants updated their process of teaching with new ideas
- At the BuC level the documents/registers are being maintained by the instructors properly
- 80% of children have enhanced their performance in studies because of the teaching process adopted in the centers

C. Activity for BuC learners (students):

8. Formation/Strengthening of Children's Parliament (12) and Children's Clubs:

Objectives of the activity:

- Uniting and facilitating children towards education and a better future
- To increase understanding of different issues related to child development

Activity in brief:



The already formed 12 Children's Parliament in the project was strengthened through training/orientation and regular meetings. The members of the parliament were made aware of the Rights of Children and closely guided to develop a plan and implement the same in their interest and

for the interest of the public. In this project period, 3 new CPs in Kochilapada, Jharria and Sandakoi have been formed and these have been strengthened by training. Few programs have been conducted to increase their knowledge and understanding of issues related to their right to protection, right to education, right to participation, right to development and moral teachings. Besides that, they are being taught to be sincere, responsible, truthful and obedient to their parents, teachers and elders.



During this project period, a training program was organised for the CPs for 1 in 3 centers on the formation and strengthening of the CPS by Ms. Sevati Soren, Advocate, Cuttack High Court. She taught them about the process of writing applications for different works, the process of conducting meetings, and the types of activities that can be taken up by CPs including processes to be followed in a group meeting for finding issues and solutions.

In the same way, 35 Children's Clubs have also been strengthened. Along with the studies they have been involved in carrying out their own Children Club curriculum like conducting monthly meetings to discuss education, health, hygiene, the right to education, the right to participation and the right to development. Besides, on a regular basis, they also participate in drawing competitions, speech competitions, singing, dancing storytelling and making craft items in clay.



Results achieved:

- 208 children of 12 CPs have increased their knowledge and understanding of various rights and responsibilities along with leadership qualities to be better members of society through regular meetings and orientations
- The 35 Children Clubs (CC) members are often keeping themselves engaged with sanitation works like cleaning village roads and school compounds
- All these have attracted children to education.

9. Health check-up for BuC learners:

Objectives of the activity:

- ❖ To diagnose and provide treatment for common sicknesses and diseases
- ❖ To enable learners to continue learning uninterruptedly

Activity in brief:



10 health camps were organized and around 560 children were given health check-ups in the month of October 2022 to February 2023. It was found that 50% of children were suffering from different kinds of ailments like itching, cold cough, fever and weakness. The various villages where the health check-up was organized were Bonua, Anantpur, Thakurminda, Jhaleswar, Jhatiaoda, Dhanpatta, Madavpur, Betna, Kusudiha, and Ghatkuari. Overall health check-up was done for the kids of the above-

mentioned area. The camp was mainly organized to diagnose the overall health of the students and to know their weight. Awareness related to cleanliness was also imparted during the health camp. The camp was organized by Sr. Elijah from Jaleshwar Mobile Health Clinic. After the diagnosis medicines were distributed accordingly. Around 270 students were diagnosed with some or other health issues.



To make a light environment for the children the social work trainees and the coordinator introduced themselves to the children and performed an action song. The team also spoke



about personal hygiene. They conducted the session using charts showing hygiene practices the children need to perform. The team also showed the children the seven steps of hand-wash. Children especially those who are studying, need proper care to be fit physically and mentally so that they can continue their

learning uninterruptedly. A few observations made by the team are as follows;

- The children did not maintain their personal hygiene.
- The children were mostly suffering from skin disease.
- Few of the children were also suffering from some eye infections.
- Most children were suffering from intestinal worms.

The children were provided with multivitamins and medicines for intestinal worms and skin disease, cough syrup, enzymes, paracetamol etc.



Results achieved:

- 185 children got treated for common cold and fever
- 67 children for their skin diseases
- 5 children with diarrhoea
- 425 children who participated in the health check-up camps have enhanced their knowledge and understanding of common health and hygiene

10. Observation of important days and events:

Objectives of the activity:

- To increase knowledge and understanding on days of national and international importance
- To pass on the value of sacrifices to the next generation
- To remember the great works of the leaders and to be inspired by them to serve the people of the country

Activity in brief:

Different days of national and international importance are generally observed in BuCs involving the parents, children and elders. On this day the great works and sacrifices of leaders of the nations are remembered and tributes are given to them for their great deeds. Besides emphasis is given on passing down the values and sacrifices of the leaders to the next generation and children are encouraged to be like them to serve the nation as well as the society in which they are living. During the reporting period, the BuCs children observed different days of national importance like Independence Day on 15th August, Teachers' Day on 5th September and Children's Day on 14th November. These days are made memorable by conducting different events like drawing, song and



speech competitions on Independence Day; dancing and felicitation to teachers by students with gifts on Teachers' Day; gifts by teachers to the students on Children's Day etc.



Results achieved:

- All the children of BuCs increased their knowledge and understanding upon the days of importance
- The children took the resolution to study well and be enlightened members of the family and society.
- The students participated in different events had been awarded with prizes for their talents and better performances
- It helped the students to be more competitive both in studies and sports events

11. Children's Fair:

Objective:

- To create a platform for children to showcase their talents
- To build up their confidence by creating a space for public speaking
- To motivate them in continuing with educational activities



4 Children's Fair was conducted in 4 clusters namely; Anantpur, Kusudiha, Jaleswar, Badasahi covering 35 centres. The fair was conducted during the month of January and February 2023. During the fair many

guests were called to motivate the young talents like; Rev. Fr. Lijo George, Fr. Ephrem Lakra, Fr. Eric Soreng, Fr. Sunil Minz, Fr. Cherian and Sr. Dibya, Sr. Pavana. Chief guests Fr. Ephrem and Sr. Dibya gave a beautiful message on participating in extra curriculum activity and its importance in daily life along with the educational importance, they also told them about the importance of attending regular classes held by BuCs. Ms. Binita Singh also participated as a resource person to conduct quiz for the children and made the event joyful and exciting. Total of 445 children actively participated in the fair and were also made aware of personal hygiene by a resource person Ms. Jayasmita. The main events during the children's fair were:

- Inspirational Talk
- Competition conducted on – song, speech, quiz, group dance, drawing etc.
- Exhibition on – handcrafted items, pottery, vase, decoration items and paintings

All the children who participated in the fair were found to be very enthusiastic about the events. This platform gave them chance to showcase their little talents and it was observed that the children had immense potential to be creative with the local materials available. They could create different types of handicraft materials which could be marketed and sold.



Results achieved:

- 445 children could participate in one or more events during the children's fair and could boost their confidence
- Talents were tapped among the children of BuCs
- Parents could trust on BuCs for building the future of their kids



D. Activity for BuCs

12. Bridge up Centre teaching and learning equipment distribution

Objective of the activity:

- To equip each BuCs with different teaching and learning materials
- To make learning easier and more attractive for children
- To make the centres conducive for the students to learn in discipline

Activity in brief:



Basic educational materials are important for learning as well as it attracts children. Besides that, all the necessary educational materials are also not available in the rural area which often makes children uninterested in learning. In order to make learning easier and more attractive for BuC children, BSSS under the project various teaching and learning equipment in every centre. Items that were distributed in 35 centres are blackboard, chalk, duster, attendance register, minutes register, exam report registers, 2 sets

of sketch pens, 6 drawing sheets, Alphabet chart sheet, stamp pad, Staplers and pins, blue and red pen pens, scale, pencil, eraser, sharpener and scissors.

Results achieved:

- With the support of educational materials, learning has been made easier and more interesting for children
- Children's attention to education has increased.
- It has lessened the financial constraints of the parents for providing educational materials.

13. Distribution of Hygiene Kits

Objective of the activity:

- To generate awareness among the students on personal hygiene

Activity in brief:

In all of the 35 centres 610 students were provided with personal hygiene kits and each student received various items like:



1. Handwash – 1 bottle
2. Nail cutter – 1 pcs
3. Surf – 500gm
4. Soap – 2 pcs
5. Mask – 5 pcs

With the distribution of these items' parents were also oriented on personal hygiene and developing healthy habits. The kids do not keep themselves clean by regularly

washing their hands or cleaning their mouth daily, usually, they do not wash their clothes regularly. To promote hygienic habits within the children they were oriented by BSSS to motivate them and to inculcate in them the habit of cleanliness.

14. Distribution of Education Materials

Objectives:

- To support the children with learning materials for them to practice what they learn in the centres
- To make learning more interesting through different learning materials



Activity in Brief:

The children of the centre have been provided with stationery items like rulers, notebooks, pencils, erasers etc. The kids in the centre have not owned any such items before coming to BuC centres, the availability of

such items will help the children to generate some interest in studying. Reading and writing materials were distributed to all 610 students from 35 centres. The children are now using the same and are happy to see such stationery items.

Items distributed for Std 1 to 2	Items distributed from Std 3 to 5
Slate	Long register
Chalks	Pen
Pencil	Pencil
Drawing book	Drawing book
Eraser	Eraser
Sharpener	Sharpener
Sketch pen	Sketch pen
Basic Oriya Book	Basic Oriya Book
Handwriting copy (Oriya and English)	Handwriting copy (Oriya and English)

A collection of school supplies including a green slate, several boxes of chalks, pencils, erasers, and drawing books, laid out on a red surface.

A collection of school supplies including a long register, pens, pencils, erasers, and drawing books, laid out on a red surface.

Results:

- The children are able to practice handwriting in both Odia and English
- The children are able to develop an interest in writing, reading and drawing

15. Sports and cultural events for the children

Objectives of the activity:

- To give a platform for the children to show their talent
- Involve children in sports activities and give them an opportunity to identify their own interest

Activity in brief:

In this project period sports and cultural events were organized in 2 clusters where 35 centres participated namely;



1	Jharia	19	Kathakata
2	Uparjhari	20	Udala
3	Bausatata	21	Uthansahi
4	Andhari	22	Pundal
5	Kusadiha	23	Sandakoi
6	Duhusahi	24	Munusahi
7	Rangamati	25	Kumbhirmudi
8	Jhatioda	26	Ghatkuanri
9	Prasadsol	27	Dantiakocha
10	Praharajpur	28	Phuljharan
11	,Narayanpur	29	Jarkani
12	Srikanthapur	30	Kochilapadu
13	Datika	31	Unchabali
14	Bonua	32	Madhapur
15	Rangamati	33	Arpata
16	Bagdapha	34	Dhanpota-1
17	Mahalibasa	35	Dhanpata-2
18	Poitapani		

In each of the 2 cluster children were brought together and explained about the different sports and cultural events that was conducted. For the events/competition the groups were divided age-wise and boys and girls were put in different groups. Various events organized were as follows:

1. Sprint (boys and girls)
2. Memory Test
3. Musical Chair
4. Frog Race for std 1 & 2 (boys and girls)
5. Song Competition
6. Speech Competition

All the events were well organized and all the teachers actively supported to make the event successful.



Results achieved

- Children were able to show their hidden talents
- They are now more enthusiastic to participate in such events
- More and more children and parents are now showing interest in BuC activities



16. Exploring Skill Development Opportunities for the students as well as Teachers

Objectives:

- To enhance the skill of Teachers skill for their personal development through training.
- To enhance the skills of students to be able to avail opportunities available in the market.

Activity in brief:



A 2-day training program was conducted on “simple teaching methodology” for subjects such as Maths and English and on “management of the centre”. A resource person Mr Surender Singh was engaged to impart the training to the instructors. The trainer used

various fun tools during his training session to make the session lively and easy to understand. With various activities, the subjects of the training were covered and the teachers understood the subjects in an easy way. All 35 instructors were also taught about management skills which could help them manage the centres more efficiently. The instructors were also trained as to how to deal with the parents in the community whenever there is any issue.



Training methodology adopted:

- Group exercise
- Educational Games
- Lecture
- Storytelling

Results achieved:

- The participants were able to understand the techniques used to make the subject easily understandable
- The participants learnt about various methods to manage centres
- The participants understood to deal with the parents.

17. Setting up temporary community shelter**Objectives:**

- To encourage parents to build a temporary shelter for BuCs
- To provide their children with a safe and better environment for learning

Activity in brief:

In the absence of suitable places for learning most of the centres are functioning in verandas, school verandas or open places. During rainy and winter seasons it is difficult to conduct the classes and which hampers the learning of the children. To sort out this problem there was a meeting with parents and EC members. As per their capacity, they were asked to build a temporary structure for the BuC classes. As per agreement with the community, they contributed 50% of the cost and

the rest was borne by BSSS. Accordingly, 5 temporary shelters were built in Kundalo, Kochilapada, Ghatkuanri, Prahrajpur and Jharia. In each shelter, there are around 15 students who come to study every day to spend at least 2 hours and they are now happy to find a shelter for learning in their own vicinity. Teachers are also very satisfied to get such shelter which proves to be beneficial for a proper learning environment.

Results achieved:

- On a cost-sharing basis, 5 shelters in the same number of communities have been completed
- BuC children of 5 villages are having a conducive learning space
- Community owns the shelter and takes care of it because they too have contributed to the shelter

18. Quarterly meeting of Staff

Objectives:

- To review the quarterly plan versus levels of progress achievement
- To assess the staff performance and suggest measures for improvement
- To revise the quarterly plan based on the review findings

Activity in brief:

The quarterly review meeting is conducted regularly. The main objective of the quarterly review meeting is to assess the progress of the quarterly plan. In the meeting, a detailed discussion of activities conducted in the quarter along with their results are made and



accordingly, the staff of the projects are suggested with measures for further improvement on the lesson plan, techniques of joyful teaching and learning along with preparation of documents. Besides that staff performances are also evaluated and necessary reformation measures are extended for further improvement. In this meeting, all the project staff along with the Director and Asst Director of BSSS participate and guide and encourage the teachers upon their sincere efforts in upgrading the standards of students.

E. Conclusion

The project has successfully completed 3 years of the fruitful journey bringing smiles to hundreds of poor children of India. Many of them are very vulnerable and if they didn't get a helping hands from the esteemed organizations SAC and Wilde Ganzen through BSSS, many of them might have been wondering in the villages closing the door to their future life with dignity. The regular intervention of activities related to education has brought about a change in the attitudes of the parents towards the education of their children. There is the awakening of their minds to educate their children no matter what happens. Children on the other hand are aware of their right to education and are getting used to the pattern of attending regular schools and education centres. Health and hygiene programs have created awareness among the parents as well as the society that they need to maintain a healthy environment for the healthy growth of their children and their future. It is pertinent once again to mention here it was because of BuC that learning during COVID-19 was possible not only for the children enrolled but children in the whole village who were reminded to study together when they saw their younger and neighbouring children open their bags and books to study. BSSS along with all the children and parents of BuCs are grateful to Stichting Actie Calcutta (SAC) and Wilde Ganzen for the meaningful support and intervention in the life of marginalised children and the community.

Although there is a considerable change seen in the attitudes of parents and society, continual support for another year would help them to take up their responsibility for the education of their children. We hope that we can together continue to give live to these children through quality education and hope to their bright future.



Annexure I

Testimony

Sonia Murmu
Narayanpur, Jaleswar
Balasore.

I got this opportunity from BSSS to work under mainstreaming the low-performing tribal students through Bridge up Centre Project. My parents are not able to provide me higher education fully because they are farmers. But my interest is to become a good teacher so I decided to take B-ed training with the financial support given by BSSS. I would like to give thanks to BSSS for choosing me for this Program.



Ashok Khillar
Kochilapada, Badasahi
Mayurbhanj.

I got this opportunity of financial support from BSSS under mainstreaming the low-performing tribal students through the Bridge Up Centre Project. I was working in a different program at our Gram Panchayat thus computer knowledge is required for the same. For this, I received financial support from BSSS to take a computer course which will help me in my work. I am very grateful to BSSS for taking up the such initiative.



Reetanjali Jena
Jhatioda, Rasagovindpur
Mayurbhanj

After hearing about the skill development opportunity supported by BSSS, I took training from an institute. After this, I received a Sewing machine from BSSS and started my own work from which I am earning. With support from BSSS, I am now independently running my own tailoring business and generating income from the same.



Annexure II

Case study -1

Binita Munda

D/o- Bina and Raimani Munda

Village: Jagiabandha, Kathokata

Anandapur. Keonjhar

Binita Munda is a student of standard – 5th and from Katokata village of block Anandpur. She has 3 sisters and her parents are daily wage earners. The parents were not in a position to provide tuition classes and their performance in studies was very low. When the parents came to know about the BuC centre at Katokata village, they enrolled their children there. Binita Munda joined the centre in the month of September-2021. From that day onward Binita became sincere in her studies and improved a lot in all the subjects. Looking at her good performance in school, the teacher referred her for Medhabruti scholarship examination. She appeared the for examination in the month of July -2022 and was selected for receiving a scholarship known as Medhabruti scholarship. Under the scholarship scheme, she has received Rs. 3300.00 as a cash award from the government.



Case Study-2

Poornima Panipatra

D/O Mr & Mrs. Priatma Panipatra

Village: Unchabali

Block: Badasahi, Mayurbhanj

Poornima lives with her 3 siblings in Unchabali and her parents work as daily wage earners. Due to financial constraints, the kids were sent to their relatives who helped them with the household chores and in return, the relatives helped them financially to meet their basic needs. Subhadra one of the Staff of BSSS met Poornima who showed interest in studies about the BuCs and the guidance given to the students for their integral growth. The parents were also convinced and Poornima was given extra care to study in Class 5. In the 5th standard i.e. the academic year 2022-2023, she scored 90% and made the BuC and the parents proud. Now she continues her studies and joins all the extracurricular activities of the Children's Club and Children's Parliament.



CASE STUDY – 3

Shiva Singh
S/o Bairagi Singh
Village: Jharia
Block: Rasogobindpur, Mayurbhanj

Shiva Singh is 50% visually impaired and his parents could not afford to send him to a special school. The other 2 siblings regularly attended school. Sr. Anjali on her family visits came across Shiva who showed interest in studies but was unable to learn as there were no facilities in the village. Sr. Anjali took this matter with the BSSS staff and requested to enrol him to BuC and help him with basic education. BSSS took it as an opportunity to reach out to Shiva and spoke with his parents and arranged to send him every day to the BuC



He learned the basics at the BuC and BSSS staff helped him to enrol in the village school. There was no limit to Shiva's joy. Now he regularly attends both BuC and the school. His friends in the school help him and Shiva is leading a normal life with other children,

CASE STUDY 4

Krishna Ram
S/O Late Ajit Ram and Sakuntala Ram
Village: Uparjharia, Rasgobinpur block, Mayurbhanj

With the sudden demise of his father, Krishna at the age of 7, being the eldest had to look after the younger siblings as his mother sent out to earn a living. This restricted his schooling and he could not attend his classes regularly.

BSSS staff came across this family during one of their field visits and Krishna narrated his condition to them and expressed his desire to study. BSSS staff met the mother and requested her to send him to the BuC as it is only for a short duration.

Krishna attended regular classes at BuC and made up for all the years that he missed and at the same time cared for his younger siblings. Once he completed the Class 5 syllabus BSSS staff helped him to take admission to Class 6th.

Today Krishna is studying in Class 6th and his siblings can take care of themselves. He proudly says if it was not for BuC he would not have an opportunity to study.



