

# MAINSTREAMING THE LOW PERFORMING TRIBAL STUDENT'S THROUGH BRIDGE UP CENTRES

## Six Monthly Final Report



SUPPORTED BY:

**Stichting Actie Calcutta & Wilde Ganzen**



IMPLEMENTED BY:

**Balasore Social Service Society (BSSS)**



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

Various activities were conducted to sensitize parents and other community members about the BuCs and its importance. The staffs of BuCs were also trained and oriented with different learning methodology to create interest in the minds of children and parents. The trainings helped the instructors to confidently disseminate the knowledge by using joyful learning methodology.

The children were also involved in special event organised by the BSSS under the project activities. Republic Day was celebrated in the project area to imbibe in children the essence of societal culture and make them aware about becoming responsible and good citizen of our country.

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

## I. Contextual Background

Indian constitution in the article 45 has made provision for free and compulsory education for all children up to the age of 14 years. In Article 46 special provision are made for the development of weaker section of the people specially SCs and STs. Systematic and planned efforts were made by 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 the India constitute 8% of 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 school's quality education is not being rendered 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, focussing mainly on livelihood and agriculture. But the recent years, BSSS came to know that the students belonging to the class 5<sup>th</sup> and above are not able to read or write their own names in their languages or national language, or English. It came to light that many students reading in higher classes has very poor knowledge and is not able to cope with the respective class syllabus. Gradually children become uninterested in studies and drop out of the class. Illiterate parents are also not worried about the study of their children but rather they are happy when they join them to work in the field.

With a strong conviction and determination to reach out at least 640 tribal children who are weak in studies and deprived of quality education, BSSS approached the esteemed agency Stichting Actie Calcutta (SAC) who renders their 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 who 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 Centres”*** in a very effective way where BSSS could reach out to more than 640 children in 40 centres in 40 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 center and its 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 of 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 of their parents. BSSS feels this is a major factor affecting continuous and uninterrupted education of the children in the family. For as long as these children are in the 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 for 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 had conducted an informal interaction among the students of these areas. The results were alarming. The interaction with the students revealed that many students of class 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 noncompliance 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 real sense students do not attend a school or attend only on days when the mid-day meal is sumptuous.

- **Lack of community sensitization on 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 for 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 are

in the School Management Committee and the question of holding them accountable for dysfunctional schools is a farfetched idea.

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

The 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 to introduce 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 a minimum qualification in the villages and do not find any opportunities to go ahead but to 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 Centres spreads over three districts of Odisha. These districts are Mayurbhanj, Keonjhar and Balasore. The proposed 40 Bridge-up centres are set up in these districts. Depending upon the situation of the community, interest and need of students and availability of suitable space, these centres are set up and continued for about one year.

Geographical representation of the 40 centres has been shown in the map given below:





**District:** Balasore

**Block:**

|                |          |                  |
|----------------|----------|------------------|
| Sadar Balasore | Niligiri | Basta & Jaleswar |
|----------------|----------|------------------|

**Village:8**

|              |             |
|--------------|-------------|
| Srikanthapur | Pundal      |
| Mangalpur    | Kusudiha    |
| Jharia       | UparJharia  |
| Baincha      | Narayanpur, |



**District:** Mayurbhanj

**Block:**

|               |             |          |
|---------------|-------------|----------|
| Rasagovindpur | Muruda      | Badasahi |
| Baripadasadar | Bangiriposi | Udala    |
| Thakurmunda   |             |          |

**Village:21**

|             |              |             |
|-------------|--------------|-------------|
| Rangiam     | Duhusahi     | Khuntapal   |
| Rakhinisahi | Karanjapada  | Arpata      |
| Dhanpota-1  | Unchabali    | Kochilapada |
| Madhapur    | Dhanpota-2   | Sandakoi    |
| Srirampur   | Kumbhirmundi | Ghatkuanri  |
| Jarkani     | Begnapata    | Uthansahi   |
| Balipus     | Bagdapha     | Baliadhipa  |



**District:** Keonjhar

**Block:**

|                |           |          |      |
|----------------|-----------|----------|------|
| Sadar Keonjhar | Anandapur | Jhumpura | Joda |
|----------------|-----------|----------|------|

**Village:11**

|                |              |
|----------------|--------------|
| Suankathi      | Silisuan     |
| Bonua          | Kathakata    |
| Poitapani      | Colonysahi   |
| Binodbiharipur | Giridharipur |
| Sanahundula    | Malda        |
| Baniadiha      |              |

## 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 40 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 school curriculum and output of these children is improved.
- To enhance their General Knowledge on 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

#### **Activities and Achievement**

During the project period with the support of SAC and Wilde Ganzen together, 40 centres were running full-fledged by BSSS in 3 districts of Odisha State, namely; Balasore, Keonjhar and Mayurbhanj. It was an enriching experience for the children to come to their BuC centres for learning, playing, socialising and growing.

After the completion of the project period, there are 23 centres (centre list in Annexure II), who are able to manage and run the BuC by themselves. Now they are sustainably acting and running the centres through their own local fund. The major reason it could be made sustainable are;

1. Good and Experienced teacher.
2. Regular Family Visit.
3. Children's regular in the centre.
4. Parents Teachers Meeting held on every month.
5. Local contribution paying regular.
6. Parents are interested and understand the need to develop their children's education quality.

Every month parents-teacher meeting is conducted and 80% parents participate in the meeting to know the progress of the children and discuss with the teachers regarding the teaching and extra curriculum activities.

Educational committee members visit the centre and children who are irregular and ensure their attendance in the centre every day. The teachers also regularly update the performance of the students to their parents.

In the beginning of academic year students appeared for the pre-test to understand their level of educational status. From the test it was assessed that the most of the students are low performing.

St. Alphonsa BUC, Broadbentani pur  
January - 2021

| Sl. No. | Students name   | Class | Pretest | Math   | English | Science | Drawing | Other Activity | Overall Score |
|---------|-----------------|-------|---------|--------|---------|---------|---------|----------------|---------------|
| 01      | AUT MUNDA       | 11    | 24      | 10     | 15      | 9       | 5       | 10             | 30/12/2023    |
| 2       | NIKI MUNDA      | 11    | 28      | 10     | 9       | 8       | 10      | 15             | 30/12/2023    |
| 3       | SASMITA MUNDA   | 11    | 24      | 10     | 10      | 8       | 10      | 15             | 30/12/2023    |
| 4       | CHAMPA MUNDA    | 11    | 23      | 10     | 10      | 8       | 10      | 15             | 30/12/2023    |
| 5       | PUANMI MUNDA    | 11    | 27      | 12     | 15      | 18      | 22      | 25             | 30/12/2023    |
| 6       | ZITEN MUNDA     | 11    | 27      | 10     | 12      | 12      | 15      | 20             | 30/12/2023    |
| 7       | ATAV MUNDA      | 11    | 23      | Absent | —       | —       | —       | —              | 30/12/2023    |
| 8       | GIJANTANI MUNDA | 11    | 28      | 9      | 5       | 2       | —       | —              | 30/12/2023    |
| 9       | SANTOSH MUNDA   | 11    | 24      | 10     | 13      | 10      | 12      | 15             | 30/12/2023    |
| 10      | JATI MUNDA      | 11    | 27      | 14     | 12      | 13      | 11      | 20             | 30/12/2023    |
| 11      | SUMATI MUNDA    | 11    | 27      | 20     | 25      | 15      | 18      | 25             | 30/12/2023    |
| 12      | JHEN MUNDA      | 11    | 25      | 11     | 11      | 10      | 10      | 15             | 30/12/2023    |
| 13      | SUSANTAMUNDA    | 11    | 27      | 13     | 10      | 10      | 11      | 15             | 30/12/2023    |
| 14      | DARSHAN MUNDA   | 11    | 27      | 15     | 17      | 15      | 20      | 25             | 30/12/2023    |

Pre-test

Monday to Friday there is, 2 hours of the day, regular syllabus study. The classes carried out with lesson plan prepared beforehand. On Saturdays there are extracurricular activities like dancing, singing and drawing. Extracurricular activities are organised to build the confidence of the students.

| Topic                   | Objectives | Content                                                              | Activities                                                           | Assessment                                                           | Remarks                                                              |
|-------------------------|------------|----------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| 17.10.2020 to 8.11.2020 | Class A    | Maths                                                                | 1. To understand the concept of addition and subtraction of numbers. | 1. To understand the concept of addition and subtraction of numbers. | 1. To understand the concept of addition and subtraction of numbers. |
| Class B                 | Maths      | 1. To understand the concept of addition and subtraction of numbers. | 1. To understand the concept of addition and subtraction of numbers. | 1. To understand the concept of addition and subtraction of numbers. | 1. To understand the concept of addition and subtraction of numbers. |

Lesson Plan Specimen

In order to check the progress, there is monthly test conducted in the centres. This is organized for all the classes of the centre. There are also group activities like cleaning, family visit, leadership and tree plantation.

#### Supervisor's responsibility

- ✓ Regular Visit centre and monitoring to BuC instructor
- ✓ Attend monthly meeting and sharing the status of the centre
- ✓ Organized training programs.
- ✓ Preparing Participant list for all the activity which is conducted under BuC project.
- ✓ Center Data collection, preparation and Sending to BSSS office.

#### List of Supervisor

1. Sangram Murmu
2. Mukunda Naik
3. Sr. Philsi
4. Fr. Eric
5. Fr. Jojo

Teachers also visit the family and students in their own area. A supervisor is responsible for overall monitoring of the centres that also motivates the weak children to attend the classes regularly. Parents are also made aware about the cleanliness so that they understand the importance of cleanliness and in turn teach the children accordingly.

#### A. Activities for Parents:

##### 1. Strengthening meeting with the parents/guardian/Key members of the Community.

#### Objectives of the activity:

- A follow up meeting, strengthening meeting with the parents, guardian and key members of the community to discuss the status and possible modification of education, the proposed bridge up centres and how there can be a participatory involvement.
- Though there are monthly meeting of the education committee, strengthening meeting of key members is essential to address issue and to improve the status of the center towards its sustainability.

#### Activity in brief:



In order to organize the strengthening meeting in the community of the BuC village, the teachers inform the project coordinator to attend the meeting on a scheduled time. Accordingly, the meeting is organized in the centres, and the project coordinators participate in the meeting with the community members to discuss

the issues related to running of the BuC. In the meeting sustainability of the BuC was discussed and a strategy to continue the centres after the phase out.

At the outset of the meeting teachers and the coordinator presented the progress of the student's performance. They also presented the difficulties faced in the centres to the parents.



During the meeting parents shared their opinion as to how to solve the problems and continue the centres. They stated in the meeting that they will motivate the children and parents to come to the center and study in the center for their future life to learn and grow. After the thorough discussion the decision is taken for the center to continue and run the BuC.

The project coordinator inspires the community members to take the responsibility of the center and manage it. Hence, parents were told to visit the center regularly, send the children to the center every day, make the education committee strong and collect the contribution towards the running of BuCs, as it was decided by the community and the parents in the beginning when the project started in the area. This will ensure the continuation of the project even when the funds are stopped. This has been informed early so that even without the support of the project, they can easily run the BUC and educate their children.

### **Result achieved:**

- This project was organized in 40 villages of the project area.
- Parents and head of the villages were made aware of the benefit of the education and its applicability in the life.
- 72% of the parents of 40 villages and head of the villages have understood the value of education and have taken the decision to run the centres on their own and it will continue.
- Parents and head of the villages have identified the problems of the BuC and they have taken steps to solve them.
- The centres are getting 90% to 100% attendance of the students.



## **2. Monthly meeting with BuC instructors and parents**

### **Objective of the activity:**

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



### Activity in brief:



In this meeting, the instructors, student and parents sit together once in a month to review the progress of the children. As per rule and process, the instructor presents its monthly center performance report to the parents concerned. The report presented includes classes conducted for a number of working days, a 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 center etc. Besides that, the Education Committee members presented their observations, feedback on the classes conducted along with overall performances of the individual center. At the end, discussions are held to work out solutions against the problems/difficulties faced if any.

#### Function and Composition of Education Committee

- Education committee comprises of Village Leaders, Anganwadi worker, PRI Members and Parents representative.
- They visit centre and monitor the Teacher.
- They guide parents and motivate them to send their children for the centres.
- Education committee helps in collecting monthly contribution.
- Education committee regularly communicate with BSSS staff for development of the centre in their area centre.



Parents are now involved actively in the activities of the project. Coordinator regularly monitors the monthly meeting. In the monthly meeting the instructor along with the parents were provided feedback on the performance of the children. Exchange of ideas are promoted during such meetings.

### Results achieved:

- 70% of parents are happy with the performances of the BuCs.
- Parents of 23 villages are regular in depositing their contribution towards the education fund of the centres.

- Now parents of 23 centres are fully aware about the centres and are regularly visiting and monitoring the same.

### **Challenges faced**

- Daily wage earners are not educated and don't understand the importance of education in the future of their children. So, they are not very keen on sending their children to the centres.
- The kids remain absent for a long period of time as they visit their relatives houses very often.
- There is a provision of Ashram hostel in the project area therefore they avoid coming to the centres where they have to share some amount of local contribution.

### **3. Community Awareness Program on Education and responsibilities of the parents**

#### **Objectives of the activity:**

- To aware the community on the importance of education for their children.
- To emphasize on the importance of parents' involvement into the activities of education centres as well as development of existing education fund.
- To facilitate the communities to build a strong foundation for education of their children in the days to come beyond the project.
- To continuously motivate the parents to continue to educate their children after the realization of its importance.

#### **Activity in brief:**

During the awareness program BuC instructor welcomes the participants and then he introduces the topic of the meeting and tells the coordinator to continue the discussion with participants. The project coordinator narrates the project objectives and teaching learning process for the children through important development

aspects of their children are highlighted to the participants to own it up throughout the program. In the villages parents usually do not provide tuition to their children and parents have no time to guide them as well. Whatever they learn and understand that is through the schools only. Since, most of the parents are not educated and daily wage earner, they have no time to sit with the children to enhance the learning and provide the quality education. So, BSSS creates the awareness to the parents to provide the quality education to bring the children in the main stream of the education system. In order to achieve the better education children need to go to school and tuition regularly. It is the responsibility of the parents to see the school and the homework given by BuCs instructors. The parents should guide their children on regular basis to inculcate the habit of learning for their future life. Children should be engaged in studies and playing only and should not be involved in the household chores and other laborious work of the house.



During discussions mothers in the community revealed about the problem of alcohol in each household of the village which hinders the study environment in the home. The hard-earned money is usually wasted in the alcohol and nothing is left to provide for the materials needed for education.



### Results achieved:

- Parents attitude and the children's interest on education has changed positively.
- Parents have started to regularly take updates from the instructors about the education of their children and the progress made by the children.
- The responsibility of the parents has increased and the villages are more peaceful.
- The use of alcohol has been reduced and also in the families there is open discussion to stop alcoholism.
- 80% parents have seen to take care their children on education front and they are planning to provide higher education to the children.

### Challenges faced

- Since, parents are not educated they are unable to guide and help their children in the education
- As they are daily labourers, they are unable to give time to their children
- The parents those who are going for the work they deploy the elder children to look after the younger ones at home

## B. Activities for BuCs Instructors

### 4. 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 "Joyful Teaching Training Program" took place at Deepti Bhavan, Kuruda, for 2 days from 14<sup>th</sup> -15<sup>th</sup> in the month December 2023. The program was formally inaugurated with



lighting of the lamp by the director of BSSS, Fr. Roy Kochupurackal. The coordinator then introduced the guests, facilitator and resource person, whereafter each participant introduced them and shared their background. Total no. of participants included 1 Project coordinator, 1 Accountant, 40 BuC teachers.

Different topics that were dealt with during the sessions were:

- Code of Conduct Policy
- Safeguarding Policy
- Child Protection
- Maintenance of Documents
- KOBO Collect
- Understanding Joyful Teaching
- Effective Use of Teaching Learning Materials (TLM)
- Demonstration Class

The details of the training report attached in Annexure I

#### **Results achieved:**

- The participants enriched them with different innovative methods of making the teaching joyful and attractive.
- All the 40 participants updated their process of teaching with new ideas.
- At 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 centres.



#### **5. Provide Skill Development opportunities to interested BuC Instructors**

##### **Objective of the activity:**

- To provide opportunity to BuC Instructors to upgrade their skills
- To provide support to BuC Instructors for higher education

##### **Activity in Brief:**

In this phase of the project 4 BuC Instructors were supported financially to be able to upgrade their skills. Supporting BuC instructors in pursuing higher education is vital for their professional and personal growth. Providing them with scholarships, flexible learning options, or guidance on further studies ensures they continue to expand their knowledge while contributing effectively to the community. By investing in their education and skills, we empower instructors to deliver quality education and inspire future generations.

Following are the details of Instructors supported:

1. Nitima Munda, Poitapani, Anandapur, Keonjhar.
2. Soraj kumar Patra, Arpata, Badasahi, Mayurbhanj.

3. Anjan Hembram, Sandakoi, Bethna, Mayurbhanj.
4. Hemlata Mohanta, Dhankuda, Badasahi, Mayurbhanj.



Soraj Kumar Patra



Anjan Hembram



Nitima Munda



Hemlata Mohanta

### C. Activities for BuCs

#### 6. Bridge up Centre teaching and learning equipment distribution

##### Objective of the activity:

- To equip each BuCs with different teaching and learning materials
- To make the learning easier and 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 the children. Besides that, all the necessary educational materials are also not available in the rural area which hinders the learning process. In order to make the learning easier and attractive for BuC children, BSSS under the project various teaching and learning equipment were distributed in every center. List of items that were distributed in 40 centres were;



Blackboard, chalk, duster, attendance register, minutes register, exam report registers, 2 pkts. sketch pens, 5 drawing sheets, Alphabet chart sheet, blue and red 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 been increased.

- It has lessened the financial constraints of the parents for providing the educational materials.

## 7. Continuous Study guidance support for students at BuC

### a. Distribution of study materials

Each of the students were given study materials to be able to properly read and write. The study materials help the children to memorize and inculcate the habit of writing and learning. The various items which were distributed to each student were; pencil, pen, eraser, scale, ruled and plain copy, Barnabodha book, and drawing book.



### b. Regular Classes

Every morning, all centres start their classes with a prayer. Each day, they conduct two hours of regular classes, during which teachers cover the entire syllabus for Odia, English, and Maths. During this time, students practice their studies, and teachers address any doubts they have. Out of the total 40 centres, 23 are actively operating in their respective areas. The coordinator has personally visited all the centres in the three districts of Keonjhar, Mayurbhanj, and Balasore.



### c. Extra-curricular activity

Every week BuC students perform SCOUT activity and stretching exercise is done to keep themselves active and healthy in all the centres of Balasore, Mayurbhanj and Keonjhar. Every Saturday children are involved in extracurricular activities like singing, dancing, painting, sports etc. At the end of each week 40 BuC maintain, update and submit their regular attendance to the Coordinator.



#### d. Monthly Exam Report:

Every month centre level class test is conducted on mainly four subjects. Subject for senior class 3 to 5 is MIL, English, Math and Science and other classes like class 1&2 for them three subject that is Oral, MIL and Math. The aim of this exam

is to evaluate each student on their performance during the exam and thereby understanding their knowledge and reading-writing capacity. This helps in knowing the capacity of the students and guide them according to their need and requirement.

| Project: Mainstreaming The Low Performing Tribal Students' through Bridge Up Class |                      |       |                |      |     |                                          |         |         |        |       |           |
|------------------------------------------------------------------------------------|----------------------|-------|----------------|------|-----|------------------------------------------|---------|---------|--------|-------|-----------|
| Supported By: Stichting Actie Calcutta & Wilde Ganzen                              |                      |       |                |      |     |                                          |         |         |        |       |           |
| Organized By: Balasore Social Service Society (BSSS) Balasore                      |                      |       |                |      |     |                                          |         |         |        |       |           |
| District: Mayurbhanj                                                               |                      |       |                |      |     | Block: Badasahi                          |         |         |        |       |           |
| Date: 30.11.2023                                                                   |                      |       |                |      |     | Center Name: Mother Teresa BUC, Dhanpota |         |         |        |       |           |
| Sl. No.                                                                            | Name of the Student  | Class | Present/Absent | ORAL | MIL | MATH                                     | ENGLISH | SCIENCE | CROWIN | Other | Full Mark |
| 01                                                                                 | Tilu Majhi           | 1     | 26/22          |      | 30  | 9                                        | 30      | 10      | 30     | 15    | 150       |
| 02                                                                                 | Helima Majhi         | 1     | 26/23          |      | 30  | 7                                        | 30      | 9       | 30     | 15    | 150       |
| 03                                                                                 | Jeeban Ku Majhi      | 1     | 26/23          |      | 30  | 6                                        | 30      | 8       | 30     | 15    | 150       |
| 04                                                                                 | Namita Behera        | 1     | 26/24          |      | 30  | 6                                        | 30      | 5       | 30     | 15    | 150       |
| 05                                                                                 | Belha Majhi          | 2     | 26/26          |      | 30  | 5                                        | 30      | 3       | 30     | 15    | 150       |
| 06                                                                                 | Sumitra Majhi        | 2     | 26/25          |      | 30  | 5                                        | 30      | 3       | 30     | 15    | 150       |
| 07                                                                                 | Sasmita Majhi        | 2     | 26/23          |      | 30  | 15                                       | 30      | 12      | 30     | 10    | 150       |
| 08                                                                                 | Subhashree Dhamudia  | 3     | 26/25          |      | 30  | 6                                        | 30      | 5       | 30     | 7     | 150       |
| 09                                                                                 | Ananya Singh         | 3     | 26/25          |      | 30  | 11                                       | 30      | 12      | 30     | 11    | 150       |
| 10                                                                                 | Iswari Majhi         | 3     | 26/22          |      | 30  | 13                                       | 30      | 13      | 30     | 12    | 150       |
| 11                                                                                 | Saswati Singh        | 3     | 26/24          |      | 30  | 10                                       | 30      | 9       | 30     | 8     | 150       |
| 12                                                                                 | Gayatri Singh        | 5     | 26/25          |      | 30  | 13                                       | 30      | 11      | 30     | 11    | 150       |
| 13                                                                                 | Fatu Majhi           | 5     | 26/25          |      | 30  | 10                                       | 30      | 13      | 30     | 10    | 150       |
| 14                                                                                 | Bhagyashree Dhamudia | 5     | 26/25          |      | 30  | 12                                       | 30      | 10      | 30     | 11    | 150       |
| 15                                                                                 | Laamini Singh        | 5     | 26/25          |      | 30  | 7                                        | 30      | 9       | 30     | 8     | 150       |

## 8. Strengthening of Children's Parliament

### Objectives of Children's Parliament:

1. To create a structured platform where children can discuss and propose solutions to issues affecting them, such as education, health, and safety, and collaborate with local authorities for positive change.
2. To educate children about their rights, responsibilities, and important social issues while encouraging them to advocate for positive change within their communities.

### Activity in brief:

The Children's Parliament has been divided in 5 cluster namely; Badasahi, Keonjhar, Jaleswar, Bangripasi and Sadar Baripada. During the first phase of project 12 Children's Parliament were formed while in this phase 3 more new Children's Parliament were formed. Therefore, now there are 15 Children's Parliament with 330 members. In each CP there are around 22 members and each group consist of environment minister, sports minister and health minister. They are aware about their responsibility related to environment, sports and health.



Children are now aware about the concept of CP, its process of functioning, importance of child leadership, issues concerning to children and their development. In the project period children also participated in cleanliness drive in the village and created awareness among the village people on cleanliness.



### Results Achieved:

- All the 15 Children's Parliament are active and members proactively participate in the meetings and discussion.
- Members of CP take up issues of the village like cleanliness, environment etc.

## 9. Formation and Strengthening of Children's Club

### Objective of the activity:

- To provide children with a platform to express their opinions, develop leadership skills, and actively participate in decision-making processes that affect their lives.
- To educate children about their rights, responsibilities, and social issues while encouraging them to engage in community development and peer support activities.

### Activity in brief:

In the previous project period 30 Children's Club were formed and 10 new Children's Club were formed during the present project period. In each of the Children's Club there are around 15-20 members thereby bringing the numbers to 720. These children of clubs conduct regular monthly meetings where each members try to participate and discuss on raising funds for the BuCs, organizing social events, sometimes make visit to sick children in their home if any.



## Results achieved:

- With 40 active Children's Clubs and 720 members who are not only children of BuC but are other children from the village are regularly engaging in meetings, discussions, and initiatives, enhancing their leadership skills and sense of responsibility.
- Through fundraising for BuC centres, organizing social events, and visiting sick children, club members are actively contributing to community welfare and strengthening social bonds.



## 10. Sports and Cultural events for the children

### Objectives

- To foster physical, mental, and social growth in children by encouraging participation in sports and cultural activities, promoting teamwork, discipline, and creativity.
- To provide a platform for children to showcase their talents, enhance their self-confidence, and cultivate a sense of achievement through healthy competition and cultural expression.

### Activity in brief:



The sports event was organized across four clusters: Badasahi, Jaleswar, Bonua, and Bangriposi, with each cluster comprising 10 centres. A total of 460 students enthusiastically participated in each cluster event. Various sports competitions were held, including running, frog race, needle and thread race, musical chair, and a memory test game. Additionally, cultural programs such as group dance, solo singing, and an awareness skit on "Save the Earth" were performed. The event was chaired by village leaders, and the best performers and competition winners were honoured with prizes.



### Results achieved:

- Increased Participation and Engagement: A total of 460 students actively took part in various sports and cultural events, fostering teamwork, confidence, and enthusiasm for extracurricular activities.
- Community Involvement and Awareness: The presence of village leaders and parental support strengthened community engagement, while the awareness skit on "Save the Earth" helped spread important social messages.

## 11. Observation of important days and events

### Objectives

- Educate students about the significance of these national days, the freedom struggle, and the Constitution to foster a sense of pride, respect, and responsibility towards the nation.
- Involve students, teachers, and local community members in flag hoisting, cultural programs, and competitions to strengthen unity, cooperation, and civic engagement.

## Activity in Brief

Independence Day, Republic Day, children's Day etc. were celebrated in all the 40 BuCs in clusters. This helped children to understand the ethnicity, patriotism and culture of our country. During these important days children as well as community are aware of the significance of each day and is beneficial for the citizen to observe it.



## 12. Children's Fair Objective

- To provide a platform for children to showcase their talents, creativity, and skills through various activities like art, music, drama, and games.
- To educate children and the community on important issues such as child rights, education, health, and social responsibility in an engaging and interactive manner.



## Activity in brief



**Location:** Jaleswar (Balasore District) & Badasahi (Mayurbhanj District)

**Date:** 16<sup>th</sup> December, 2024 in Jaleswar and 19<sup>th</sup> January, 2025 in Badasahi  
**Total Participants:** 181 (Jaleswar – 96, Badasahi – 85)

The Children's Fair was successfully conducted in

two clusters, bringing together enthusiastic children for a day filled with learning and entertainment. The event aimed at fostering creativity, awareness, and social engagement among children.

### Key Highlights:

- Sessions on Health, Hygiene & Cleanliness:

- **Resource Persons:**  
Chandrashekhar Panda (Health & Hygiene), Jayasmita Das (Cleanliness and Good touch and bad touch)
- Children gained valuable insights on maintaining personal and environmental hygiene.



- Competitions & Cultural Events:

- Solo Song, Speech, Group Dance, Group Song Competitions
- Quiz Competition: Participants were divided into center-wise groups and competed in four categories: General Knowledge, Social, Political, and Sports.

- Prize Distribution: Winners from each event were recognized and awarded for their outstanding performances.



The Children's Fair in Jaleswar and Badasahi was a successful and impactful event, fostering learning, creativity, and social awareness among the 181 participating children. Through engaging competitions and informative sessions on health, hygiene, and cleanliness, the children gained valuable knowledge while showcasing their talents. The enthusiastic participation in cultural events and the quiz competition highlighted their growing confidence and teamwork. The prize distribution further motivated them to excel in various fields. Overall, the event strengthened the spirit of unity, education, and leadership among children, making it a meaningful and enriching experience for all.



### 13. Quarterly meeting of Staff

#### Objectives:

- To review the quarterly plan verses levels of progress achievement
- To assess the instructor's performance and suggest measures for improvement
- To revise the quarterly plan based upon the review findings



### Activity in brief:



In the quarterly review meeting 40 BuC instructor and all supervisors attended the review and planning meeting. In this Review meeting Rev. Fr. Roy Kochupurackal took the review for all BuC instructors. The main objective of the quarterly review meeting is to assess the progress of the quarterly plan. In the meeting detailed

discussion of activities conducted in the quarter along with their results are made and accordingly the staff of the projects were suggested with measures for further improvement on lesson plan, techniques of joyful teaching and learning along with preparation of documents. Besides that, staff performances were 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 use to participated and guide and encourage the teachers upon their sincere efforts in upgrading the standards of students.

### Challenges Faced:

- The children do not come to centres at one time the instructors have to first collect the children from home before starting the class.
- The children belong to different standard in one batch which becomes difficult.
- Some teacher travel to faraway place to teach the children which is a challenge for them as communication is difficult.

### Conclusion

With the end of 6 months this project phase comes to an end and the above-mentioned activities were done. Few activities being regular and other major event that was conducted during the project period were Joyful learning training and one major activity related to Code of Conduct training was also included in the session as BSSS has made it mandatory for all the volunteers and staff to understand the same. Within the 40 centres there are around 23 centres which will be running sustainably in the future with the contribution of local parents themselves. BSSS is immensely thankful and grateful to SAC and *Wilde Ganzen* for this altruism assistance for the benefit of the unprivileged children.

## 14. Case Studies

### Case Study - 1

#### Nandini's Determination: Carving Her Path to Success

NandiniMunda  
Class – V  
D/o – TandeMunda  
Village – Kathakata  
Block – Anandapur  
Dist- Keonjhar  
BuC Name - Birshamunda



Nandini Munda 12 years old, is the eldest daughter of Tande Munda. She is from village Kathakata of Ananadpur block of Keonjhar district. She is from a poor family. Her parents are daily wage earner. They go out for work early in the morning leaving other two children under her care. Nandini has to take care of her younger brothers as well as to do some household chores as asked by her parents. This engagement made her remain absent from school and finally became drop out in class – IV. Nandini being dropped out found herself unhappy. To her there were no options to avoid the responsibilities given to her. So, amidst the attraction towards education and the difficulties of family she silently bore the pain.

One day, she went to the BuC instructor Bela Purty and informed her about the family situation and her interest toward education. Understanding the situation of Nandini, the instructor Bela Purty, welcomed her and assured her to support her in continuing her study in the BuC.

Now, Nandini is happy. Throughout the day she engages herself in taking care of her brothers and in the afternoon, she attends the BuC. The instructor found Nandini polite and keen toward education. Within few days of attending BuC, she improved her standard in different subjects. For this opportunity Nandini is quite grateful to the instructor, to BSSS and to the funding agency.

### Case study – 2

#### Ankita Marandi's Journey to Success

Name: Ankita Marndi  
Father Name: LakhmikantaMarndi  
Mothers Name: JyotilataMarndi  
Village: Rakhnisahi (Khuntapal)  
Mayurbhanj

Ankita Marandi, an 11-year-old student, had a chance to showcase her talent at a science exhibition organized by her school. This opportunity marked a significant milestone in



her educational journey, particularly because she chose a topic that was both relevant and informative: Food and Nutrition.

Ankita decided to focus her project on the various types of food people consume daily and their impact on health. She highlighted the dangers of junk and fast food, emphasizing the importance of a balanced diet. Her project detailed the nutritional benefits of components like Vitamin A, Vitamin B, essential nutrients, iodine, and water. Through her presentation, Ankita aimed to educate her peers and the community about making healthier food choices.

At the end of the exhibition, Ankita's hard work and dedication were recognized with a certificate of achievement. This recognition was a moment of immense joy and pride for Ankita, as it signified the realization of her long-held dream. Her success boosted her confidence, and she began sharing her experience and newfound confidence with others.

Ankita expressed her gratitude towards the Bridge up Center initiative by BSSS, supported by SAC and Wilde Ganzen. This program played a crucial role in providing her and other students with opportunities to participate in school events and exhibitions, which they might not have had otherwise. Ankita is hopeful that many more students will benefit from the Bridge up program, gaining similar opportunities to explore their potential and achieve their dreams.

Ankita Marandi's case is a testament to the impact of supportive educational initiatives and the importance of providing platforms for young talents to shine. Her journey from a dream to recognition showcases the transformative power of education and community support. Ankita's story inspires other students to pursue their passions and highlights the significance of nurturing young minds for a brighter future.

### Case study -3

#### Subhashree and Kirti's Educational Journey Amid Adversity

Name: Subhasree Ram and Kirti Ram

Father Name: Sudhir Ram

Mothers Name: Ratni Ram

Village: Uparjharia (Kamardiha)

Mayurbhanj

Subhashree and Kirti are two diligent and obedient students, known for their academic commitment and positive attitudes. Despite their challenging circumstances, they have consistently shown a strong dedication to their studies. Both girls come from impoverished backgrounds; their parents work as daily laborers, striving to make ends meet.

Recently, a significant misfortune befell Subhashree and Kirti's family when their house was destroyed by an elephant. This unexpected disaster has left their family in a dire situation. Without the financial means to rebuild their home, their parents are



struggling to provide basic necessities, let alone support their daughters' education.

In the midst of this crisis, Subhashree and Kirti have found hope and support through the Bridge up Center (BuC). The BuC offers free tuition and academic support to students from underprivileged backgrounds, ensuring that financial hardships do not hinder their education. Subhashree and Kirti are currently enrolled in this program, where they receive the necessary academic guidance and support.

The free tuition provided by the BuC has been instrumental in keeping Subhashree and Kirti on track with their studies. The structured learning environment, coupled with the dedication of the teachers, has allowed the girls to continue excelling academically despite their personal hardships. The BuC not only helps them academically but also provides a stable and supportive community during this turbulent time.

Subhashree and Kirti's resilience and determination to pursue their education, even in the face of such adversity, are truly inspiring. They are both hopeful that their academic achievements will eventually lead to better opportunities, allowing them to break the cycle of poverty that their family is currently trapped in.

Subhashree and Kirti's story is a powerful example of how educational support programs like the Bridge up Center can make a significant difference in the lives of students from disadvantaged backgrounds. By providing free tuition and a supportive learning environment, the BuC is helping these bright young girls to continue their education and strive for a better future. This case study underscores the importance of community support and educational initiatives in empowering students to overcome adversity and achieve their full potential.

## Specimen of Marksheet:

**Project: Mainstreaming The Low Performing Tribal Students' through Bridge Up Classs**

**Supported By: Stichting Actie Calcutta & Wilde Ganzen**

**Organized By: Balasore Social Service Society (BSSS) Balasore**

**District: Keonjhar**

**Block: Jhumpura**

**Date : 30.03.2024**

**Center Name: St.Alphonsa BuC, Binod Bihari Pur**

| Sl No. | Name of the Student | Class | Present/ Absent | ORAL | MIL   | MATH  | ENGLISH | SCIENCE | DRAWING | Other | Full Mark |
|--------|---------------------|-------|-----------------|------|-------|-------|---------|---------|---------|-------|-----------|
| 01     | Ajit Munda          | 1     | 24 21           |      | 30 16 | 30 15 | 30 10   | 30      | 15 08   | 15 09 | 150 58    |
| 02     | Niki Munda          | 2     | 24 23           |      | 30 16 | 30 18 | 30 15   | 30      | 15 09   | 15 07 | 150 65    |
| 03     | Jasmita Munda       | 2     | 24 24           |      | 30 21 | 30 17 | 30 16   | 30      | 15 08   | 15 07 | 150 69    |
| 04     | Champa Munda        | 2     | 24 24           |      | 30 23 | 30 21 | 30 14   | 30      | 15 09   | 15 06 | 150 73    |
| 05     | Punami Munda        | 2     | 24 24           |      | 30 25 | 30 26 | 30 14   | 30      | 15 09   | 15 08 | 150 82    |
| 06     | Jiten Munda         | 2     | 24 24           |      | 30 19 | 30 18 | 30 22   | 30      | 15 05   | 15 07 | 150 71    |
| 07     | Ajay Munda          | 2     | 24 24           |      | 30 18 | 30 18 | 30 25   | 30      | 15 09   | 15 07 | 150 77    |
| 08     | Jati Munda          | 3     | 24 24           |      | 30 16 | 30 10 | 30 17   | 30 11   | 15 08   | 15 09 | 150 71    |
| 09     | Sumati Munda        | 3     | 24 24           |      | 30 21 | 30 25 | 30 22   | 30 23   | 15 07   | 15 06 | 150 104   |
| 10     | Gitanjali Munda     | 4     | 24 20           |      | 30 16 | 30 22 | 30 23   | 30 16   | 15 06   | 15 07 | 150 90    |
| 11     | Sontosh Munda       | 5     | 24 24           |      | 30 27 | 30 29 | 30 26   | 30 19   | 15 06   | 15 06 | 150 113   |
| 12     | Jiten Munda         | 5     | 24 24           |      | 30 19 | 30 16 | 30 20   | 30 15   | 15 09   | 15 08 | 150 87    |
| 13     | Sushanta Munda      | 5     | 24 24           |      | 30 15 | 30 15 | 30 18   | 30 16   | 15 10   | 15 07 | 150 81    |
| 14     | Darshan Munda       | 5     | 24 23           |      | 30 22 | 30 26 | 30 20   | 30 22   | 15 10   | 15 08 | 150 108   |

**Project: Mainstreaming The Low Performing Tribal Students' through Bridge Up Classs**

**Supported By: Stichting Actie Calcutta & Wilde Ganzen**

**Organized By: Balasore Social Service Society (BSSS) Balasore**

**District: Keonjhar**

**Block: Jhumpura**

**Date : 28.11.2023**

**Center Name: St.Alphonsa BuC, Binod Bihari Pur**

| Sl No. | Name of the Student | Class | Present/ Absent | ORAL | MIL   | MATH  | ENGLISH | SCIENCE | DRAWING | Other | Full Mark |
|--------|---------------------|-------|-----------------|------|-------|-------|---------|---------|---------|-------|-----------|
| 01     | Ajit Munda          | 1     | 26 18           |      | 30 10 | 30 12 | 30 11   | 30      | 15 06   | 15 06 | 150 45    |
| 02     | Niki Munda          | 2     | 26 19           |      | 30 12 | 30 14 | 30 13   | 30      | 15 07   | 15 05 | 150 51    |
| 03     | Jasmita Munda       | 2     | 26 23           |      | 30 14 | 30 14 | 30 12   | 30      | 15 07   | 15 05 | 150 52    |
| 04     | Champa Munda        | 2     | 26 20           |      | 30 14 | 30 16 | 30 12   | 30      | 15 08   | 15 04 | 150 54    |
| 05     | Punami Munda        | 2     | 26 26           |      | 30 18 | 30 19 | 30 15   | 30      | 15 09   | 15 06 | 150 67    |
| 06     | Jiten Munda         | 2     | 26 20           |      | 30 16 | 30 18 | 30 17   | 30      | 15 08   | 15 05 | 150 64    |
| 07     | Ajay Munda          | 2     | 26 23           |      | 30 15 | 30 12 | 30 19   | 30      | 15 09   | 15 06 | 150 61    |
| 08     | Jati Munda          | 3     | 26 25           |      | 30 10 | 30 11 | 30 11   | 30 07   | 15 08   | 15 08 | 150 55    |
| 09     | Sumati Munda        | 3     | 26 25           |      | 30 14 | 30 19 | 30 17   | 30 17   | 15 06   | 15 04 | 150 77    |
| 10     | Gitanjali Munda     | 4     | 26 10           |      | 30 10 | 30 18 | 30 18   | 30 11   | 15 05   | 15 05 | 150 67    |
| 11     | Sontosh Munda       | 5     | 26 24           |      | 30 20 | 30 23 | 30 24   | 30 14   | 15 06   | 15 06 | 150 93    |
| 12     | Jiten Munda         | 5     | 26 25           |      | 30 13 | 30 11 | 30 14   | 30 10   | 15 08   | 15 04 | 150 60    |
| 13     | Sushanta Munda      | 5     | 26 25           |      | 30 12 | 30 15 | 30 12   | 30 13   | 15 08   | 15 06 | 150 66    |
| 14     | Darshan Munda       | 5     | 26 23           |      | 30 18 | 30 24 | 30 20   | 30 19   | 15 10   | 15 05 | 150 96    |

Center Name: Mother Teresa BuC, Dhanpota

| Sl No. | Name of the Student  | Class | Present/ Absent |    | ORAL |  | MIL |    | MATH |    | ENGLISH |    | SCIENCE |    | DRAWING |    | Other |    | Full Mark |     |
|--------|----------------------|-------|-----------------|----|------|--|-----|----|------|----|---------|----|---------|----|---------|----|-------|----|-----------|-----|
| 01     | Tilu Majhi           | 1     | 24              | 24 |      |  | 30  | 19 | 30   | 18 | 30      | 16 | 30      |    | 15      | 12 | 15    | 13 | 150       | 78  |
| 02     | Helima Majhi         | 1     | 24              | 24 |      |  | 30  | 13 | 30   | 14 | 30      | 14 | 30      |    | 15      | 9  | 15    | 12 | 150       | 62  |
| 03     | Jeeban Ku. Majhi     | 1     | 24              | 23 |      |  | 30  | 14 | 30   | 16 | 30      | 13 | 30      |    | 15      | 10 | 15    | 13 | 150       | 66  |
| 04     | Namita Behera        | 1     | 24              | 24 |      |  | 30  | 15 | 30   | 12 | 30      | 15 | 30      |    | 15      | 10 | 15    | 12 | 150       | 64  |
| 05     | Belha Majhi          | 2     | 24              | 24 |      |  | 30  | 13 | 30   | 11 | 30      | 13 | 30      | 14 | 15      | 9  | 15    | 11 | 150       | 71  |
| 06     | Sumitra Majhi        | 2     | 24              | 24 |      |  | 30  | 12 | 30   | 14 | 30      | 9  | 30      | 11 | 15      | 8  | 15    | 13 | 150       | 67  |
| 07     | Sasmita Majhi        | 2     | 24              | 20 |      |  | 30  | 21 | 30   | 23 | 30      | 17 | 30      | 13 | 15      | 13 | 15    | 14 | 150       | 101 |
| 08     | Subhashree Dhamudia  | 3     | 24              | 24 |      |  | 30  | 14 | 30   | 13 | 30      | 12 | 30      | 14 | 15      | 11 | 15    | 9  | 150       | 73  |
| 09     | Ananya Singh         | 3     | 24              | 24 |      |  | 30  | 19 | 30   | 19 | 30      | 18 | 30      | 16 | 15      | 13 | 15    | 12 | 150       | 97  |
| 10     | Iswari Majhi         | 3     | 24              | 23 |      |  | 30  | 21 | 30   | 19 | 30      | 17 | 30      | 17 | 15      | 13 | 15    | 14 | 150       | 101 |
| 11     | Saswati Singh        | 3     | 24              | 21 |      |  | 30  | 17 | 30   | 16 | 30      | 14 | 30      | 12 | 15      | 11 | 15    | 12 | 150       | 82  |
| 12     | Gayatri Singh        | 5     | 24              | 24 |      |  | 30  | 22 | 30   | 18 | 30      | 21 | 30      | 19 | 15      | 12 | 15    | 11 | 150       | 103 |
| 13     | Fatu Majhi           | 5     | 24              | 24 |      |  | 30  | 21 | 30   | 15 | 30      | 19 | 30      | 17 | 15      | 12 | 15    | 13 | 150       | 97  |
| 14     | Bhagyashree Dhamudia | 5     | 24              | 24 |      |  | 30  | 24 | 30   | 16 | 30      | 16 | 30      | 15 | 15      | 14 | 15    | 12 | 150       | 97  |
| 15     | Laxmi Singh          | 5     | 24              | 22 |      |  | 30  | 18 | 30   | 15 | 30      | 14 | 30      | 17 | 15      | 13 | 15    | 13 | 150       | 90  |

## Annexure I – Report of Joyful Learning and Teaching Methodology

### TOT on Joyful Learning Teaching Methodology for BuC Teachers

#### Program Objective

The primary objective of the training program was to equip BuC (Bridge-up center) Instructors with the skills and techniques of Joyful Teaching, enabling them to apply these methods effectively in their classrooms.

#### Introduction

The "Joyful Teaching Training Program" took place at Deepti Bhavan, Kuruda, for days on December 14<sup>th</sup> and 16<sup>th</sup>, 2023. The program was formally inaugurated with lighting of the lamp by the director of BSSS, Fr. Roy Kochupurackal. The coordinator then introduced the guests, facilitator and resource person, whereafter each participants introduced themselves and shared their background. Total no. of participants included 1 Project coordinator, 1 Assistant coordinator, 1 Accountant, five Supervisor, 40 BuC teachers.

#### Agenda for TOT training

| Topic                       | Resource person                            | Organisation |
|-----------------------------|--------------------------------------------|--------------|
| Code of Conduct Policy      | Sangram Murmu<br>Coordinator, Empower Asia | BSSS         |
| Safeguarding Policy         | Sangram Murmu<br>Coordinator, Empower Asia | BSSS         |
| Child Protection            | Sangram Murmu<br>Coordinator, Empower Asia | BSSS         |
| Maintenance of Documents    | Satyaranjan Mohaparta,<br>Finance Officer. | BSSS         |
| Feedback and Vote of Thanks | Anirudha Patra, Project<br>Coordinator.    | BSSS         |

| Topic                                              | Resource person                                      | Organisation                                     |
|----------------------------------------------------|------------------------------------------------------|--------------------------------------------------|
| Recap of the Previous Day's Program                | Julie Hembrom,<br>Documentation Officer              | BSSS                                             |
| KOBO Collect                                       | Satyajit Behera, Asst.<br>Coordinator, Swaad-project | BSSS                                             |
| Understanding Joyful Teaching                      | Anindhya Debasmita<br>Behera,                        | Govt., Gram Panchayat<br>High School, Garhdeulia |
| Effective use of Teaching Learning Materials (TLM) | Anindhya Debasmita Behera                            | Govt., Gram Panchayat<br>High School, Garhdeulia |
| Demonstration Class                                | Anindhya Debasmita Behera                            | Govt., Gram Panchayat<br>High School, Garhdeulia |

#### Session 1: Code of Conduct Policy

BSSS has a Code of Conduct Policy in place therefore to orient the new and old staff of BuC centres various topics related to same was discussed during the session. Sangram Murmu,

Project Coordinator who has been trained to develop policy related document and have detailed knowledge about all the legal documents that should be present in the organisation.

The students were first made aware of the vision and mission of the organisation so that they understand about the major theme of the organisation. For the organisation to work in a professional manner following are the key points that need to be in place within the organisation:

- The staff need to show loyalty,
- Team spirit,
- Discipline,
- Faith in God and equality in all human being,
- Aid to be given regardless of caste, creed or morality of the recipient,
- Ethical behavior and conduct to be practiced,
- Care of BSSS property,
- Mobile phones and internet to be used for office work during official hours

## **Session 2: Safeguarding Policy**

BSSS ensure to safeguard its employees which includes full-time, part-time, personnel engaged in the field as well as its beneficiaries. For which policy has been formulated within the sphere standards. The Safeguarding code of conduct training was conducted by Sangram Murmu for the participants on various topics which are as under:

### **1. An employee will promote its values and principles and protect its reputation by:**

- Respecting the basic rights of others by acting fairly, honestly and tactfully, and by treating people with dignity and respect, and respecting the national law and local culture, traditions, customs and practices that are in line with Catholic Social Teaching, moral teaching and UN conventions
- Working actively to protect children and vulnerable adults by complying with Child and Vulnerable adults Safeguarding Policy and Procedures
- Maintaining high standards of personal and professional conduct means I will not behave in a way that breaches the code of conduct, undermines my ability to do my job or is likely to bring BSSS into disrepute.

### **He/ She will not:**

- Engage in sexual relations with a child or a vulnerable adult or abuse or exploit a child or a vulnerable adult
- Engage in any form of harassment, discrimination, physical or verbal abuse, intimidation, favouritism or exploitative sexual relations
- Behave in a way which threatens the security of self or others
- Use the organisation's computer or other equipment to view, download, create or distribute inappropriate material, such as pornography.

### **2. Staff, volunteers and relevant others must never:**

- Hit or otherwise physically assault or physically abuse children or vulnerable adults
- Develop physical/sexual relationships with children or vulnerable adults

- Develop relationships with children or vulnerable adults which could in any way be deemed exploitative or abusive
- Sleep in the same room or bed as a child or vulnerable adult with whom they are working
- Do things for children or a vulnerable adult of a personal nature that they can do for themselves
- Act in ways intended to shame, humiliate, belittle or degrade children or vulnerable adults, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show differential treatment, or favours particular children or vulnerable adults to the exclusion of others.

### **Session 3: Child Protection**

BSSS adopts zero tolerance to any form of abuse or violation of child rights within its operational jurisdiction. To promote the policy BSSS reach out to all the employees to orient them about the same. There session on child protection was conducted by Sangram Murmu, Project coordinator. Various topics discussed during the session are as follows:

- Child protection is the protection of children from violence, abuse, exploitation and neglect, in and out of the home.
- For the Organization child protection is a non-negotiable to secure and promote all the four fundamental rights of children as enshrined in UNCRC viz. Right to Survival; Right to Development; Right to Protection; and Right to Participation.
- For the Organization child protection is a non-negotiable to secure and promote all the four fundamental rights of children as enshrined in UNCRC viz. Right to Survival; Right to Development; Right to Protection; and Right to Participation.
- The Organization will respond to all child protection concerns keeping the following principles in mind:
  - Ensuring safety and security of the child
  - Providing a peaceful and safe environment for the child to express his/her thoughts, feelings and emotions uninhibitedly about the alleged act of violation or abuse.
  - Speedy enquiry into cases of violation of child rights and protection reported by or against staff, partner, associate or visitor within Balasore Social Service Society programs.
  - Ensuring the confidentiality of the child and his/her family in all investigation into alleged, suspected or actual child abuse cases.
- Implementation plan of child policy – Prevention, reporting, Responding

### **Session 4: Maintenance of Documents**

Documents are the proof of work accomplished; therefore, it is essential to maintain the documents even at the field level. The teachers are involved not only teaching the students of their class but also make regular visit to the parents to discuss about the children's performance. All these meeting need to be maintained in the resolution register by each of the BuC teachers. Thus, the BuC teachers need to maintain various documents and registers namely; daily dairy, resolution register, attendance register etc. To orient the staff on different kind of registers and dairy Satyaranjan Mohapatra, Finance Officer of BSSS took a session

on the same. He explained step by step process on the maintenance of the registers and daily dairy.

First day ended with the vote of thanks by Project Coordinator, Anirudha Patra who thanked the participants for their patience and active participation. He thanked Project Coordinator Sangram Murmu for the insightful session on Safeguarding Policy and Code of Conduct etc. He thanked Satyaranjan Mohapatra for inputs on documentation work that needs to be done by each of the BuC teachers.

On the 2<sup>nd</sup> day program started with prayer by Ashok Khillar, animator and Mukunda Nayak, Supervisor of BuC centre together shared beautiful word of God. Soon after Silu Saha, took a session on **‘how to run BuC centres smoothly’**. He briefed the BuC teachers on the basic requirements of the centre; like keeping the learning and writing materials in place and fixing the timing of the centres according to the convenience of the students from field area. Silu Saha also oriented them to develop good rapport with not only the students but also the parents since the motivation has to be given to the family as whole, only then dropout cases will reduce and students will get promoted to the higher classes. The new centre which needs to be opened only after the proper information to important people of the villages where the centres will be set-up. The formal inauguration needs to be done by the sarpanch of the PRI members of the villages which will create a good impression and support will be provided whenever needed.

Then, Julie Hembrom facilitated the technical session where Satyajeet Behera and Anindhya Debasmita Behera were the resource person.

### **Session 1: KOBO Collect**

KoBoToolbox is an open-source suite of tools designed for field data collection in challenging environments. It provides a comprehensive platform for creating, managing, and deploying forms for data collection, particularly in humanitarian and research contexts. Developed by the Harvard Humanitarian Initiative, KoBoToolbox enables users to design forms through a web-based interface, which can then be deployed on various devices like smartphones and tablets for data collection in the field.

The platform supports offline data collection, making it particularly valuable in areas with limited or no internet connectivity. Once data is collected, KoBoToolbox allows for the aggregation and analysis of information through its online platform. Its versatility and adaptability make it a valuable tool for organizations and researchers engaged in projects that involve data collection, assessment, and analysis in diverse and challenging settings.

Satyajit Behera, Asst. coordinator is well-versed with computer application thus he took a session on

KOBO collect method where the surveyor would easily enter the forms and the same will be saved as a digital format and can be easily analysed and documented.

To fill up data is difficult task which includes filling up of the form which needs to be designed with questionnaire, after which the data has to be entered in a digital form and then an analysis and report has to be prepared. Thus, to compile data the trainer oriented them on KOBO app and taught the participants as to how to fill the form in their own smart mobile phones. They were given demonstrations on the screen and were given step by step information about the data filling.

The trainer then had a question-and-answer session for any doubts related to the KoBo collect data.

### **Session 2: Understanding Joyful Teaching**

Anindya Behera has an immense knowledge on joyful learning and has also an experience of around 5 years as a teaching facility. The training was on a workshop mode where the trainer skilfully took the session according to the need of participants. The trainer mentioned few important points on the training:

- Learning is a life-long process
- Game mode is important to memories things easily
- Role of teachers in joyful learning should ne
  - Interactive session
  - Active participation
  - Seeing and listening make a mark on the mind

### **Session 3: Effective Use of Teaching Learning Materials (TLM)**

The trainer explained the participants about why it is good to use Joyful learning methodology.

- Benefits of joyful learning is that:
  - Engaging for the kids
  - Perspective change
  - Naturally learn
  - Improve skill
  - Flexible and adoptative

### **Session 4: Demonstration Class**

During the demonstration sessions action songs were taught to the participants, which they could use in their own classes with the children in their field. Different activities were demonstrated like;

- Show picture – where pictures will be shown to the participants and they have to come and write what it is.
- Rhymes with actions were taught to the participants – one, two buckle by shoes, Teddy bear, Teddy bear etc. Monday, Tuesday etc. Brush (3) your teeth.
- The trainer divided the group in 4 and asked them learn the rhymes and do the actions along. Each group was given different rhymes to practice action song and demonstrate in front of all the participants.
- In another session trainer showed pictures of season and asked to guess the season and then asked them to write one line each on the topic and eventually create an essay.

### **Conclusion**

Ended with special vote of thanks by the Director of BSSS especially to the Resource person of Joyful learning training. The participants were heartily thanked for their patience and active participation and were requested to use the learnings from the training in their own field. Director also mentioned to take the learnings from the movie “stanley ka dabba” which was shown during the session.

**Outcome and Recommendations:** The training program successfully achieved its objectives, providing BuC teachers with valuable insights into Joyful Teaching methodologies. The feedback received during the program will be utilized for future

improvements. It is recommended to conduct periodic follow-up sessions to ensure the sustained application of Joyful Learning methods in classrooms.

**Acknowledgments:** The organizers express their gratitude to FdnF Geneva Switzerland for their support and commend all participants for their active engagement. Special thanks to the trainee and resource persons for their valuable contributions. This report encapsulates the essence of the Training of Trainers (TOT) program on Joyful Learning Teaching Method for BuC Teachers, contributing to the broader goal of sustainable development through education.

## Annexure II

| Sl.no. | Name of the Centre | Name of the Village | Block          | District   |
|--------|--------------------|---------------------|----------------|------------|
| 01     | St. Alphonsa BuC   | Binod Bihari Pur    | Jhumpura       | Keonjhar   |
| 02     | St. JohnboscoBuC   | Bonua               | Sadar Keonjhar | Keonjhar   |
| 03     | GapabandhuBuC      | Kathakata           | Anandapur      | Keonjhar   |
| 04     | Satyanarayan BuC   | colonysahi          | Anandapur      | Keonjhar   |
| 05     | JabaharlalBuC      | Poitapani           | Anandapur      | Keonjhar   |
| 06     | GapabandhuBuC      | Bagdapha            | Thakurmunda    | Mayurbhanj |
| 07     | SnehamayeeBuC      | Jarkani             | Bangiriposi    | Mayurbhanj |
| 08     | BirshamundaBuC     | Ghatkuanri          | Bangiriposi    | Mayurbhanj |
| 09     | SariserjamBuC      | Kumbhirmundi        | Baripada Sadar | Mayurbhanj |
| 10     | BirshamundaBuC     | Sanadakoi           | Bangiriposi    | Mayurbhanj |
| 11     | MunusahiBuC        | Srirampur           | Baripada Sadar | Mayurbhanj |
| 12     | DhartiayoBuC       | Karanjapada         | Rasagovindpur  | Mayurbhanj |
| 13     | Kasturba BuC       | Duhusahi            | Rasagovindpur  | Mayurnhanj |
| 14     | BegnapataBuC       | Udala               | Udala          | Mayurbhanj |
| 15     | UthansahiBuC       | Uthansahi           | Udala          | Mayurbhanj |
| 16     | GapabandhuBuC      | Arpata              | Badasahi       | Mayurbhanj |
| 17     | Subas BuC          | Chakamadhapur       | Badasahi       | Mayurbhanj |
| 18     | BirshamundaBuC     | Unchabali           | Badasahi       | Mayurbhanj |
| 19     | MahatmagandhiBuC   | Kochilapada         | Badasahi       | Mayurbhanj |
| 20     | Mother Teresa BuC  | Dhanpota-1          | Badasahi       | Mayurbhanj |
| 21     | DharmapadaBuC      | Dhanpota-1          | Badasahi       | Mayurbhanj |
| 22     | BhagatsingBuC      | Baincha             | Basta          | Balasore   |
| 23     | St. Alphonsa BuC   | Kusudiha            | Basta          | Balasore   |

## PHOTO GALLERY

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## Monthly Exam Report



## Joyful Learning



## REPUBLIC DAY CELEBRATION



## AWARENESS PROGRAM



## CHILDREN PARLIAMENT MEETING



## STRENGTHENING MEETING



## REGULAR CLASS



**EXTRA-CURRICULAR ACTIVITIES**



**PLANNING MEETING WITH TEACHER**



**PARENTS TEACHER MEETING**



**SATURDAY ACTIVITY**



**HANDICRAFT MADE BY BUC CHILDREN**



Regular Classes



Parents-Teacher Meeting



Community Awareness Meeting



Children's Fair

