

# Mu Bi Padhibi

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A MISSION FOR ENROLMENT AND RETENTION OF ALL  
CHILDREN IN THE AGE GROUP OF 6 TO 14



School & Mass Education Department  
Govt. of Odisha



ODISHA PRIMARY EDUCATION PROGRAMME AUTHORITY (OPEPA)  
SHIKSHA SOUDHA, UNIT-V, BHUBANESWAR-751001  
Website : [www.opepa.in](http://www.opepa.in)



Published by  
State Project Director,  
OPEPA, Bhubaneswar

Coordination & Technical Support:  
Research & Evaluation Unit,  
OPEPA, Bhubaneswar

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# Acronyms

AWW	: Anganwadi Worker
BDO	: Block Development Officer
BRCC	: Block Resource Centre Coordinator
CRCC	: Cluster Resource Centre Coordinator
CTS	: Child Tracking System
CWSN	: Children With Special Needs
DIET	: District Institute of Education & Training
DISE	: District Information System for Education
DPC	: District Project Coordinator
DPO	: District Project Office
GP	: Gram Panchayat
HM	: Head Master
KGBV	: Kasturaba Gandhi Balika Vidyalaya
MLE	: Multi-Lingual Education
MTA	: Mother-Teacher Association
NGO	: Non-Governmental Organization
NPEGEL	: National Program for Education of Girls at Elementary Level
OPEPA	: Odisha Primary Education Program Authority
PAB	: Project Approval Board of MHRD
PR	: Panchayat Raj
PRI	: People's Representative Institutions
PTA	: Parent-Teachers' Association
PTR	: Pupil-Teacher Ratio
PVTG	: Particularly Vulnerable Tribal Group
RSTC	: Residential Special Training Centres
RTE	: Right of Children to Free and Compulsory Education Act, 2009
SAA	: Shikhya Adhikar Abhiyan
SCA	: Shiksha Chetana Abhiyan
SMC	: School Management Committee
SSA	: Sarva Siksha Abhiyan
SSD	: SC & ST Development Department
UEE	: Universalisation of Elementary Education
WCD	: Women & Child Welfare Department
WEO	: Welfare Extension Officer





# EXECUTIVE SUMMARY

## Background

Significant efforts have been made under Sarva Siksha Abhiyan (SSA) to universalize elementary education and ensure hundred per cent enrolment of all children between the ages of 6 to 14. This has become mandatory after coming into force of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 from 1st April 2010. It was believed that with the spatial increase in the number of schools, addition and creation of new school buildings, provision of adequate infrastructure, creation of a secured school environment, facilitating access to disadvantaged children through different schemes, improvements in teaching-learning processes and ensuring a palpable child-friendly environment in all schools will attract children to schools and the target of universal enrolment would be easier to achieve.

The Odisha Primary Education Authority (OPEPA) had initiated several initiatives at State level to achieve universal enrolment, which includes interventions like Child Tracking System (CTS) to track each individual child from 0 to 14 years and facilitate their enrolment in schools. The efforts have been quite successful in enhancing the enrollment ratio over the years. However, there are still some bottlenecks which remain unaddressed due to local and extraneous factors, and the ideal of universal elementary education remains a distant goal, which needs to be tackled with patience and perseverance.

The 'Mu Bi Padhibi' mission of Mayurbhanj is one such effort to identify and address problems that are adversely affecting the universal enrolment and retention mission of SSA. The mission was launched by the SSA Mayurbhanj on 1st April, 2013, which is celebrated as 'Utkal Divas' or the 'Odisha Day', as it was on this day Odisha was formed as a separate State in the year 1936.

## VISION

The vision of 'Mu Bi Padhibi' programme is to identify and enroll each and every never enrolled and drop out child in the age group of 6 to 14 years in the district, and ensure hundred percent attendance of children in schools with the active participation of community members.

## OBJECTIVES

The programme aims to identify never enrolled children, drop out children and working children in the age group of 6 to 14 years, to mainstream them in appropriate schools and age-appropriate classes, track and continue to assist them with the participation of community members, so as to sustain retention and reduce dropout rates at every stage of primary education.

## Strategy adopted for enrolment and retention

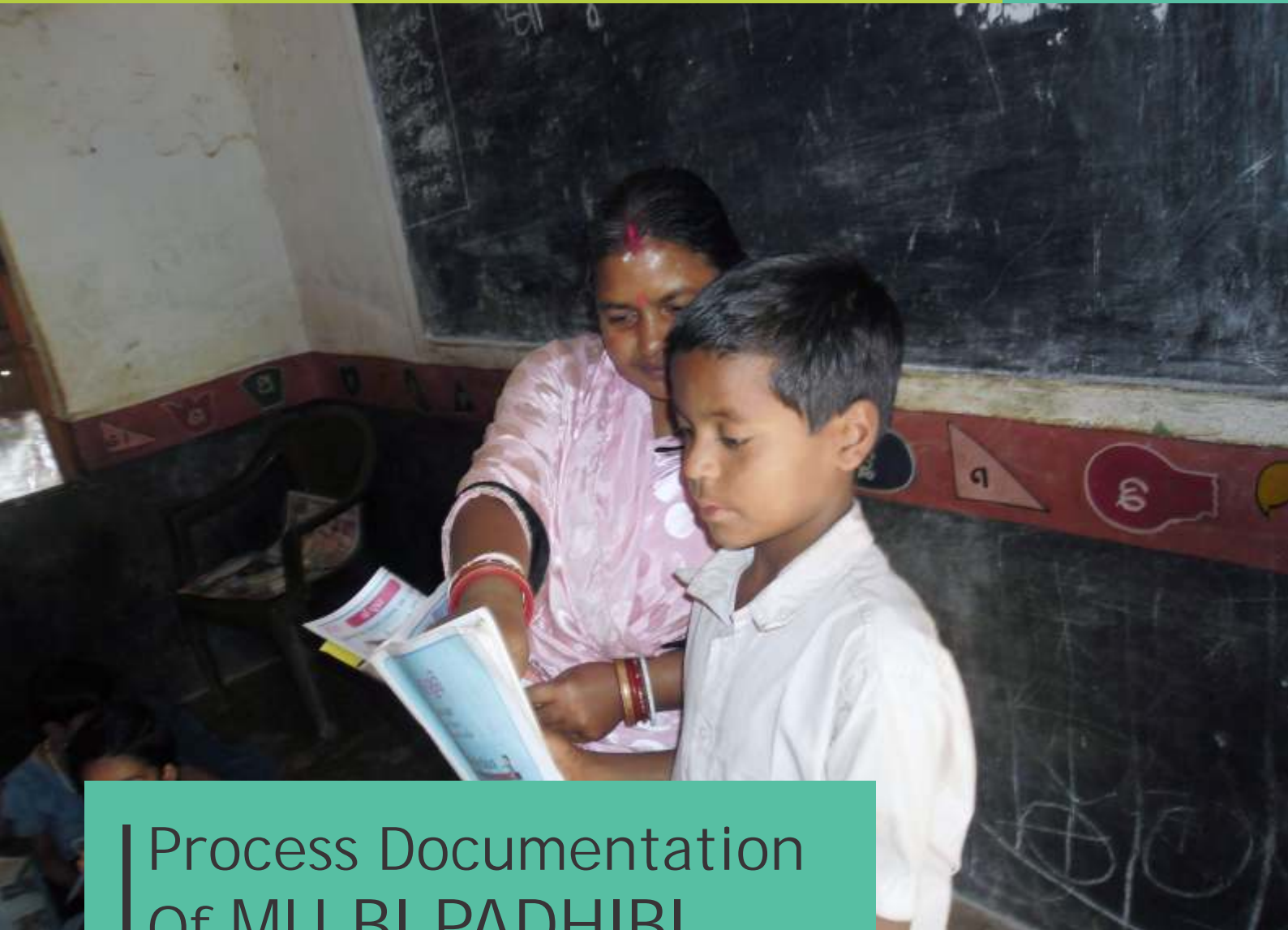
The district SSA office adopted a consultative process to determine strategies for implementation of the enrollment and retention drive. Wide consultations were made with various field functionaries, community members, Public Representatives (PRI), teachers, non-governmental organizations (NGO) working in the field of education, and educationists to ascertain their views and Suggestions. The Head Masters (HM) were also involved in finalizing strategies for mainstreaming the never enrolled and drop out children.





At the outset, data relating to target groups - never enrolled children and drop outs - were collected through door to door survey. Data relating to socio-economic condition of parents of schools children were also collected to include the parents in livelihood support schemes in operation in the district. Village level rallies and meetings were organized to create awareness among parents and community members. The media was used to spread the aims and objectives of the mission and create awareness among the masses.





# Process Documentation of MU BI PADHIBI

## Purpose

In view of the tremendous impact of the initiative, the OPEPA considered it necessary to take up the process documentation of 'MU BI PADHIBI' in order to learn the implementation experience and, if required, modify and improve the strategy and approach of the program for replication in and sharing with other districts and stake holders.

The objective of this exercise is to document the effectiveness of the interventions in schools under the 'MU BI PADHIBI' programme by collecting programme related information, tracking progress over the duration of the intervention, study the quality of inputs in schools, so that the interventions could suitably be modified and adjusted as required for maximizing positive impact and improve the existing monitoring and process management systems. The documentation would also help others working in similar areas through its innovative approaches and inputs.



## Sampling

A total of 500 schools in 10 Blocks were surveyed for documenting the initiative. The schools were selected in consultation with the BRCCs. The district of Mayurbhanj has been divided into 5 educational zones, and two blocks from each zone have been covered under the purview of the process documentation.

Sl. No	Block	Block/ Cluster Level interviews	No. of GPs	No. of urban body	No. of Schools	School Information	Head master	Teacher	Community leader	Class room observation
1.	Bangiriposi	4	17	--	50	50	50	43	70	7
2.	Baripada	4	09	1	50	50	49	45	50	7
3.	Betnoti	4	20	--	50	50	48	48	89	6
4.	Bisoi	3	11	--	50	50	50	46	78	5
5.	Jashipur	4	11	--	50	50	50	50	89	5
6.	Karanjia	4	13	--	50	50	50	50	93	5
7.	Kaptipada	3	16	-	50	50	50	50	50	5
8.	Morada	4	18	--	50	50	50	50	96	5
9	Rairangpur	4	08	01	50	50	50	50	91	5
10	Udala	4	12	--	50	50	50	49	69	5
11	Total	38	135	2	500	500	497	481	775	55

### Process followed for identifying never enrolled children and out of school children within the age group of 6 to 14 years

An elaborate process has been worked out to identify and enroll never enrolled, out of school and working children in the age group of 6 to 14 years. The efforts include door to door survey of households in villages in the catchment area of every school; identification and segregation of each category of children like children who have attained the age of six, children who are out of school and have never been enrolled, CWSN & children belonging to particularly vulnerable tribal groups (PVTG ), working children, etc.; consultation with community members, NGOs, parents, SMC members in decision making processes; convergence with officials of SSD Department, W&CD Department, Labour Department, Health Department, Panchayati Raj Department in survey work



and monitoring; creating awareness through rallies, placards, slogans ,art & craft exhibitions, and use of multimedia and holding of story-telling festivals .

Special efforts have also been taken to locate children in 'dhabas', garages and other hazardous commercial establishments in urban semi-urban areas through appeals to the owners of commercial institutions and special drives, along with counseling of parents. The efforts have resulted in enrolment of a large number of never enrolled and out of school children, including working children.

## Consolidation

The program is in its 3rd year now after successful completion in 2013-14 and 1014-15. The systems and mechanisms introduced at the beginning of the program are going to be revised, strengthened and institutionalized for better delivery. Some of these initiatives include better system of data collection & storage, monitoring and tracking of children who have been left out because of specific problems, which could not be addressed, and devising child-specific interventions to ensure hundred-percent enrolment.





## Monitoring and Supervision

The responsibility for tracking of never enrolled, drop outs and working children, and monitoring their enrolment in proper schools and in age-appropriate classes, rests on teachers of respective schools, CRCCs, BRCCs and community members. For the first time the responsibility of identifying the children was also shared by civil-society members, NGOs, and personnel of PR Department, Women & Child Welfare Department (W&CD), Health Department and SC/ST Development Department (SSD).



The school catchment area has been divided among groups of monitors, who make door-to-door survey of households in their respective areas, identify dropouts and never enrolled children, counsel the parents and facilitate enrolment. Rapid Monitors have also been deployed who make surprise checks and validate the process of identification and enrolment.

A three tier monitoring system has been devised; one each at village, Gram Panchayat and Block levels; and the District level committee reviews the progress each month in the monthly review meeting. The District Education Cell, established at district level, tracks the attendance of children as well as teachers of nearly 350 schools on daily basis. Surprise checks are also conducted to ensure attendance of children and teachers. A monitoring teams consisting of DIET Teacher Educators and educationists have also been formed to provide on-site pedagogical support to Residential Special Training (RST) centers.



## Key findings & High Points

The 'Mu Bi Padhibi' programme has been quite successful in reducing drop outs and facilitating enrolment of all children in the age group of 6 to 14 years in the district of Mayurbhanj.

In fact, Shri Rajesh Pravakar Patil, the Collector & District Magistrate of Mayurbhanj could



declare with confidence on 5th September 2014, which is celebrated as 'Guru Divas' or Teachers' Day', to the general public that " the special initiative 'Mu Bi Padhibi', launched on 1st April 2013, has achieved 100 per cent enrolment of children in the age group of 6-14 years."

## Emphasis on enrolment of girl child

The programme has hit the right chord in focusing on girls' enrolment, especially tribal girls, which has been neglected over the years due to perceived loss of opportunity-cost for the family and gender based prejudices.



## Role of the District Leadership

While almost all stake holders from village, school, cluster and Block have contributed to the success of the programme, the role of the district leadership - the Collector and the District Project Officer, who led from the front and conceptualized and ensured proper implementation of the program has to be appreciated and put on record.

## Convergence of officials of different line Departments

There has been excellent convergence of line Department officials and community members under the 'Mu Bi Padhibi' programme. This has been possible due to the personal initiative and interest shown by the Collector & District Magistrate of Mayurbhanj in taking forward the mission.



Inclusion and integration of salient points of past as well continuing enrolment initiatives under 'Mu Bi Padhibi '

There have been a lot of efforts, initiatives and programmes undertaken to enhance the objective of Universal Elementary Education (UEE) in the past on continuous basis as well as special interventions. These include the Child Tracking System (CTS) introduced by OPEPA in 2005 to track each child in the age group of 0 to 14, Multilingual Education (MLE) in 2006-07 to facilitate enrolment of tribal students, especially girls, to learn in their mother tongue along with Odia, the State language; NEPGEL, Shiksha Chetana Abhiyan in 2011 and Shiksha Adhikar Abhiyan in 2012. The relevant features of these initiatives have been incorporated in the 'Mu Bi Padhibi programme.

## Identification & chalking out problem specific solutions

1

Multilingual primers for the benefit of tribal students have been developed under MLE to facilitate learning through the medium of their own language.

2

Linking education with livelihood programs for the benefit of economically poor parents.

3

Establishment of Residential Special Training Centres (RSTC), provision of incentive to students in shape of scholarships, dress, books, etc., to attract the never enrolled and drop out students.

## Strengths

Leadership: Leadership has been described as “a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task”.\* The District Collector, as the head of district SSA unit, took personal interest in rolling out the program, and saw to it that all stake holders, starting from line departments officials to community members, teachers and NGOs worked in unison for the success of the programme. The District Project Coordinator (DPC) and the District Education Officer (DEO) provided the required support to field functionaries, coordinated their efforts and monitored the programme personally.

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\*Chemers M(1997)- An Integrative Theory of Leadership. Lawrence Erlbaum Associates Publishers. ISBN 978-0-8058-2679-1

### Notes:

CTS: The child tracking system, introduced from 2005 by OPEPA, tracks each individual child in the age group of 6-14 years by name, date of birth, sex, category, etc., and educational status of in-school and out of school and pre-school children in each village, which is updated every year.

MLE: The multilingual education program has been initiated by OPEPA to facilitate social inclusion of children of tribal communities, especially girls, in schools through multilingual education.

NPEGEL: The National Program for Education of Girls at Elementary Level is a SSA intervention aimed at accelerating the education of girl children, with focus on universal enrolment, retention, and quality education.

KGVB: the Kasturba Gandhi Balika Vidyalaya is a residential girls' school intended for mainstreaming dropout girls.

Shiksha Chetana Abhiyan: It was a massive State-wide campaign, launched from 15th to 21st April 2011 to ensure children's rights to education and promote sanitation and hygienic practices through community participation.

Shiksha Adhikar Abhiyan: Launched in 2012, it aimed at improving teacher involvement in making schools RTE compliant and enrolment of out of school children with community support.

SRUJAN: Srujan is an ongoing program, which encourages integration of and interaction between the school and community by holding story-telling festivals, art & craft exhibitions, and dance and music festivals in all schools to reduce dropout rate and ensure regular attendance of all enrolled children.

## Convergence of line-Department officials of the district

The programme has been able to bring together the field functionaries of all line Departments working at grassroots level and upwards to the district level on the platform of 'Mu Bi Padhibi' programme.



## Impact

There has been a visible impact of the initiative in the district. The commercial establishments in urban and semi-urban areas are refraining from exploiting children in their establishments. Retention rate has increased and dropout rate has been reduced to a great extent.

## Community support

Community support is one of the major strengths of the programme. The documentation reflected the rising aspirations of the parents in supporting the enrolment drive. The involvement of ASHA and Gram Kalyan Samiti (GKS) has motivated the community to some extent.



## Stakeholder bonding

The program achieved a qualitative improvement in the bonding between teachers, community members, NGOs and officials of different line Departments.

## Awareness Campaign

Awareness Campaign held among the parents, who mostly belong to tribal communities, is a salient feature of the programme. Awareness Rally: Mu Bi Padhibi, Astia UGME School To create awareness among public, a press meet was organised on 30th March 2013 at District Project Office, SSA, Mayurbhanj. The Collector & DM, Mayurbhanj along with the District Project Coordinator, SSA (DPC) addressed the public through a phone-in-programme at AIR, Baripada. All the Sarpanch & PRI members of the districts have been intimated to cooperate with district administration to achieve the objectives of the mission.





## Weaknesses

### Addressing the need of migrating parents

The programme has so far not been able to prevent seasonal migration of parents of school going children or persuade them to enroll their children in RST centers.

### Low level of income of parents & earning opportunities for children

Availability of earning opportunities for children in nearby households or commercial establishments, which provide immediate and assured financial gains for parents, discourage the economically disadvantaged parents from enrolling their wards in schools. The existing laws relating to child labour has to be enforced sincerely to prevent exploitation of children.

### Inaccessibility of habitations

As admitted by the DPC, Mayrbhanj "it was quite difficult to motivate the guardians in hilly and jungle areas as most of the day-time they remain out of village."



### Addressing the language barrier

Tackling the language barrier of tribes living in interior pockets of the district is still a problem which requires specific solution.

### Sustainability

Sustainability of the programme is a major challenge, once the present leadership is replaced. Almost all respondent credited the success of the programme to the present leadership.

## Challenges

- **Monitoring & Community ownership:** To make the mission a permanent feature, ensure its sustainability, maintain the tempo through continuous monitoring and strengthen the community ownership and involvement are the major challenges for the programme.
- **Social taboos:** The perceived role of women & girls in tribal groups has to be reversed through social mobilization and raising the awareness levels. The data made available by the district SSA office on the status of drop out children points to the prevalence of early marriage of tribal girls, which force them to drop out from schools at a tender age (Sabita Bindhani ,age 12 + of Dharampur , Gadigam GP and Dangi Marandi, age 12+, of Purunapani village of Bhuasuni GP).
- **Economic backwardness:** The economic dividend of education has to be established through regular interaction and counseling. The utility of education as an economic tool and social advancement has to be internalized among the parents and community members
- **Institutional Factors:** Schools are to be made attractive and interesting for children so that they can relate to them more comfortably like they relate to their own homes.





- **Keep the Programme Free from Extraneous Factors:** The target of hundred-percent enrolment could not be achieved in 2013 due to cyclone Phailin as most of the stake holders were engaged in rescue, relief and damage assessment work. The programme should be so designed and implemented so as to keep it free from extraneous factors.
- **Strategy for children for migrating parents:** Around 91 out of school students couldn't be admitted in schools as they have migrated to other States. They should have been admitted in seasonal hostels. The programme should have an in-built mechanism to track migrating children before they leave the state and mainstream them in existing or new Seasonal Hostels/RST centers or permanent Hostels till their families return.
- **Attendance of children:** Regular attendance of children in schools is crucial for reducing dropout rate and ensures quality and meaningful education. Tracking of attendance, keeping personal contact with potential drop outs, counseling of their parents, addressing the causes of absenteeism are some of the issues which require to be monitored through institutional mechanisms and not by sporadic efforts.
- **Stake-holder Accountability:** Bring in a mechanism where every stake holder will be accountable for enrolment, retention and quality education of each child under their respective jurisdictions.
- **Ensuring a Minimum level of Quality Education:** From the third phase, the programme has to ensure quality education of a minimum standard for all children, at least for the children who are admitted to early grades.
- **MLE:** Some of the tribal groups like Ho, Khadia and Lodha have their own languages and are not yet covered under the MLE programme. The children of these communities are facing difficulties to learn in the medium of Odia language. These languages can also be included in the MLE programme to bring children of these communities at par with others.



## Lessons Learned

It is true that no target can be achieved without special efforts and involvement of key stake holders including the civil society. The 'Mu Bi Padhibi' mission is one such example which can lead the way forward for universalization of elementary education if implemented with zeal and fervor. The following points need to be kept in mind while carrying forward the mission both in the district of its inception and replication elsewhere.

### Limitations of the study

Most of the interventions of the 'Mu Bi Padhibi' programme starts from 1st April and ends on 15th August each year. The findings are mostly based on the outcomes measurable in the field, interviews and perceptions of stakeholders and community members, and other allied factors and secondary source documents received from the district SSA office.







## Recommendations

- The involvement of stake holders including the functionaries of SSA, and down to the level of PRI members, parents and NGOs is necessary for the success of the mission.
- Consultation with and building awareness among the civil society members are the basic fulcrums on which any successful mission can be launched easily.
- Monitoring is crucial for better and successful implementation of any scheme. The existing monitoring systems like district, block, cluster level committees should be strengthened.
- Raise the capacity of stakeholders on a continuous basis.
- The linkage said to have been established with NGOs could not be traced in the sample schools where the study was conducted. The linkage of NGOs, teachers and the community members should be strengthened through institutionalization of the interactive platforms on a permanent basis.
- Resting on laurels achieved through solitary and sporadic interventions is passé; any good initiative, which leaves its impact, however small it may be, has to be sustained through continuous revision and momentum.
- Linking of socio-economic development projects with the objectives of universal elementary education.
- The local organizations of District “Saksharata Mission” (Adult Literacy Movement) could be integrated with Mu Bi Padhibi initiative.
- Building of a strongly motivated and trained body of stakeholders to carry forward the programme.
- The migrating children, who are presently out of school, could be enrolled in Seasonal Hostels through proper counseling and motivation before the start of migrating season.



- Awareness is the key to the success of any programme. The build up for awareness has to be sustained.
- The RST centers are working effectively. The capacity of these Hostels has to be increased with proper infrastructure facilities.
- The effectiveness of bridge courses have to be studied and if required may be revised along with duration of these course to make the students ready for admission in age appropriate classes. Before age appropriate admission, the capability of the student for admission to the class has to be assessed.
- Special strategy for children who enroll but fail to acquire minimum learning competencies has to be developed to reinforce their competencies. Teachers to be oriented to adopt better class room practices to facilitate participation of low achievers.
- Most programmes fail to reduce drop-out rates due to absence of child-specific interventions. What is necessary is to develop a mechanism to address root causes of absenteeism and behavioral problems. There has to be a bonding between the school and the families of potential drop outs.
- The Gram Kalyan Samiti (HKS) could be involved in the enrolment drive by utilizing the untied fund available from the SSD Department.



When a child drops out of the school, many events precede shaping the life of the child - some located in the community and the peer group, and many located in the school where the child is supposed to be studying.



# CHAPTER - I

## Introduction-'Mu Bi Padhibi'



### Background

The SSA Mayurbhanj has initiated the 'Mu BI Padhibi 'or 'I'll also Read' initiative to address the challenges which hinder hundred percent enrolment of children in the age group of 6 to 14 years.

The SSA has been able to increase the enrolment of children appreciably over the years. Several initiatives like the Multi-Lingual Education ( MLE ) programme, the National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturaba Gandhi Balika Vidyalaya (KGBV), "Srujan", the Shiksha Chetana Abhiyan (SCA) in 2011 and the Sikhya Adhikar Abhiyan in 2012 have been launched to address the problem of universal enrolment. But there are still some critical gaps which need to be addressed at the local level to achieve the aims of universal enrolment, universal retention and quality education. In spite of several initiatives and interventions under SSA over the years, the universalization of elementary education (UEE) is still a difficult, if not impossible, goal to achieve. There are several factors which hinder the progress towards the goal of education for all, and micro level solutions to local problems are one of them. Problems vary according to local conditions and have to be dealt with local initiatives. The district administration is better placed to solve local issues and problems than State or National level policy makers.

"The configuration of education, particularly foundational education (basic education in the recent terminology...) needs to consist of elements which are local and culture-friendly" . \*

It is in this context the efforts put in by the district administration of Mayurbhanj needs to be examined, analyzed and placed in proper perspective to assess the effectiveness and replicability of the 'Mu Bi Padhibi - I will also Read' programme.



### Rationale behind the programme

Mayurbhanj is comparatively one of the largest districts of the State, with a predominantly tribal population, who constitute 56.59% (Census 2011) of the total population, and belong to 30 tribes, including 02 tribes of particularly vulnerable tribal groups (PVTG) having their own language. According to 2011 census, 92.58% of the total households in the districts are in rural areas, the literacy rate was only 54.35% and the female literacy was 45.53%. The use of different spoken languages by the tribes makes it more difficult for the tribal children to learn in the medium of Odia language. The retention rate of children in the age group of 6 to 14 years is only 68.38%, which is 3rd lowest in the State; the transition rate was 85.43 against 87.49% of the State. The dropout rate in upper primary is also higher at 8.33% in comparison to the State average of 7.57% (DISE: 12-13).

ACCESS	
Number of Blocks	26
Clusters	350
Villages	659
Habitations	6621
Habitations covered by Primary Schools	6405
Habitations covered by Upper Primary Schools	6559



# CHAPTER - I

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## VISION

To enroll all children in the age group of 6 to 14 years in school

## OBJECTIVES

The objective of the 'Mu Bi Padhibi' programme is to:

- To identify and enroll all never enrolled as well as dropouts in the age group of 6-14 years.
- Rescue and mainstream working children in the age group of 6-14 in age appropriate classes.
- Ensure hundred per cent attendance of students with the active participation and cooperation of community members.
- Retention of children in school and reduction in the drop out at every stage of elementary education.
- Capacity building of all stake holders through training, consultation and awareness building.
- Ensure teachers' attendance.





## Strategies adopted

A detailed strategy is highly necessary for grounding such a difficult task of identifying and enrolling of children in the age group of 6 to 14 years in appropriate schools and age appropriate classes, and also ensuring their continuance at all stages of elementary education. The district administration has painstakingly prepared a detailed plan of activities, with date lines, to achieve the target they have set for hundred per cent enrolment in schools.

### The District Household survey (2nd April - 8th April):

- Survey of all households within the villages/habitations in the catchment area of each school.
- Household survey was done with a team consisting of H.Ms, teachers, AWC workers, IE volunteers, MCS Coordinators, Shikhya Sathiby distributing the households.
- The target group children were enumerated in a prescribe proforma
- The CRCC & Panchayat Nodal officer (MIS) monitored the survey work.

### Consolidation & Segregation (8th April - 10th April):

- The collected data was segregated.
- The identified children were categorised for admission in formal schools/schools having RBC centre/residential schools of SSD/KGBV/Special schools of LDC & HKMDA.

Admission of identified children  
(10th April - 15th April)

- Admission of the identified children was finalised in a meeting at Block level by a committee headed by BDO where the BRCC, WEO, CRCC, KGBV HM of the block participated.
- The admission of identified children was completed from 10th to 15th April, 2013.
- The CRCC & HM ensured that all the children under their jurisdiction were covered & enrolled in respective schools

Village level Meeting  
(9th April - 12th April):

- Meeting of villagers including the guardians of identified children was organized.
- The PRI members of the village/SMC members/MTA members/members of the Gaon Shikhya Parisad attended the meeting.
- The CRCC & Panchayat Nodal officer (MIS) coordinated the meeting.





### Village rally (9th April'2013)

- Rallies were organized by the children including teachers, PRI members, NGO members, SMC members, Gaon Shikhya Parisad members, AWCs etc.
- The slogans and Placards developed by the schools were used in the rally.
- Rs. 500/- has been sanctioned for organization of rallies and village level meetings. The fund was met from the concerned MCS under NPEGEL.

### Welcome Ceremony (10th April - 15th April)

- The newly admitted children were welcomed with flowers, tilak and chocolate.
- Rs. 500/- had been sanctioned for the purpose which was met from available funds of schools.
- Free text books were distributed to all children on the same day in presence of SMC members.

### Award (15th August)

- On 15th August'2013 where all the 6 - 14 years children had been enrolled and attendance was more than 90%, the teachers and SMC members were awarded by the District Administration.



## Intervention for children working at Hotels/Dhabas/Garages & Other allied sectors:-

Special initiatives were undertaken to identify and enrol working children. An appeal was made to the owners of Hotels, Dhabas, Garages and other commercial establishments to release the children of the age group of 6-14yrs working in their establishments and ensure their admission in school by 15th April 2013. This appeal was widely circulated by way display of hoardings, circulation of leaflets, advertisements in radio and local TV channel.

### Retention Strategy

- Development through stakeholder connection
- The retention plan was developed through stakeholder consultation and organization of workshops and sharing it with CRCCs, BRCC, BEOs, HMs and teachers.
- Organization of child-friendly activities
- Organization special child friendly activities like story telling festivals, art & craft exhibitions, holding traditional games, etc., in all schools after reopening and in the month of August-September to keep them away from engaged in cultivation activities, which is a major cause of dropout.
- Tracking daily attendance
- The daily attendance of children were tracked and specific steps initiated for students who are remaining absence in schools by holding child-friendly activities during post lunch session in school.



- Appointment of Siksha Sathis
- Appointment of 176 local educated tribal youth as Shiksha Sathis in remote and inaccessible pockets has been made to escort children to schools and back.
- Development of bi-lingual primers
- Bi-lingual primers in tribal languages have been developed in areas where more than one tribal language prevails.
- Provision of special incentives
- Provision of special incentives like school bags, reading & writing materials to enrolled children and provision of solar hurricane for RST centres have been arranged including scholarship and sponsorships for rescued child labourers.
- Counselling of Parents
- Counselling of parents of rescued child labourers and inclusion in different social security and welfare programmes.
- Physical verification of children
- Special teams have been formulated for physical verification of children engaged at various working places like Hotels/Dhabas/Garages in urban areas.





## Follow-up action

After completion of the massive enrolment drive the follow up activities were carried out to sustain the drive by organizing workshops and establishment of a Cell in the District Head Quarters to address issues related to the initiative

## The Progress

In the first year of its implementation, more than 50000 children in the age group of 6-14 years have been identified during house hold survey. These include 2871 never-enrolled children, 2654 drop-outs and 104 child-labourers, and they have been admitted in different Government schools, including Residential Schools, Schools of SC/ST Development Department (SSD), Kasturaba Gandhi Balika Vidyalayas (KGBV), Residential Special Training Centres (RSTC) and Special Schools (SS).

In the 2nd year of the programme, the number of identified children in the 6-14 age groups was 31048, which included 3046 out of school children, 2159 dropouts and 62 Children from PVT group, and all except 120 were enrolled in appropriate schools and classes. The dropouts were given bridge-courses in 72 residential special training centres before their mainstreaming in regular schools. 127 child labourers and rag pickers were rescued from hotels, dhabas and garages and admitted to schools.

The student attendance has increased up to 82% in 2013 in comparison to 67% in 2012.

Year-wise identification of out of school Children, never enrolled children , etc.

Year	2013-14	2014-15
6 +	48521	28014
Never enrolled children	2871	887
Dropout	2654	2147
CWSN Children	12	
PVTG Children	28	62
Child labourers /rag pickers rescued	104	127
Children left out of enrolment		120

Year-wise ENROLMENT of identification of out of school Children, never enrolled children , etc. in appropriate schools age appropriate classes

Year	2013-14	2014-15
Residential schools of SSD	1319	
KGBV	497	
RSTC	3322 + 67 rescued child labourers	2439
Special Schools(SS)	28 PVTG + 12 CWSN children	
Formal Schools	48521	28019

# CHAPTER - II

## Process Documentation of

### 'Mu Bi Padhibi'



### Scope of the assignment

The purpose of this report is to document and record the interventions made by SSA Mayurbhanj to identify and enroll all children in the age group of 6 to 14 years in the district, the processes adopted for mainstreaming the identified never-enrolled and out of school children, the methods followed to achieve convergence of all stake holders, the strategies prepared to sustain the programme, and the monitoring mechanism placed to follow up the interventions, strategies and processes.



## The objective of process documentation includes

- Collecting information from the field (school, community and system level) to understand the cumulative effect of programme and processes introduced
- Collecting and exploring feedback (teachers, children, HMs, CRCCs facilitators, system's functionaries and others) on the programme
- Evaluating the processes introduced in the intervention in terms of actual improvements in student retention
- Documenting best practices of the programme in terms of methodology and process for usefulness, feasibility, replicability, impact, etc and any other information that the Department deems relevant and important to the study
- Documenting collective contribution by concerned stakeholders, the programme management and implementation machinery, system functionaries, beneficiaries, and others
- Documenting changes introduced and implicated in schools under the intervention in terms of time management for reinforcement, assigning roles and responsibilities
- Capturing processes and practices for sharing and dissemination of relevant information, good practices and experiences from the field more effectively Identifying and documenting key issues and concerns related to programme implementation
- Making practical recommendations as necessary to address these concerns highlighting the facilitating factors as well as limiting ones, the opportunities, challenges, difficulties.





## Methodology

Interviewer observing the class The documentation was conducted strictly on the basis of the framework given by OPEPA. The method of eliciting information was more participative and interactive in nature than mere questioning. The inputs given and processes explained by school teachers, community members, children, Head Masters, CRCCs and other field functionaries who were or are involved in the entire campaign were interviewed extensively to get their views and responses on various aspects of the initiative.

The data, inputs and responses were collected and collated to assess and analyze the process and impact of the initiative in its true perspective. The key question behind the methodology adopted was to assess the impact and effectiveness of 'Mu Bi Padhibi' as a tool to achieve hundred per cent enrolment.



## Sampling

Mayurbhanj has been divided into 5 educational zones and the district SSA office selected two blocks from each zone for coverage under the purview of process documentation. The study covered 500 schools in 10 Blocks. The schools were selected in consultation with the ABEO-cum-BRCCs of the concerned blocks and respective CRCCs. The sampling was purposive in nature as the schools where students have been identified and enrolled in large numbers have been selected.

District level	Nodal Officer
DPC - 1	DPM - 01
DEO - 1	DSWO - 01
Programme Coordinator - 1	DWO - 01
	PD DRDA - 1

Sl. No	Block	Block Level interviews			No. of GPs	No. of urban body	No. of Schools	School Infor mation	Head master	Teacher	Comm unity leader	Class room obser vation	FGD Stud ent
		BEO	ABEO/ BRCC	CRCC									
1.	Bangiriposi	1	1	2	17	--	50	50	50	43	70	7	3
2.	Baripada	1	1	2	09	1	50	50	49	45	50	7	2
3.	Betnoti	1	1	2	20	--	50	50	48	48	89	6	2
4.	Bisoi	*	1	2	11	--	50	50	50	46	78	5	2
5.	Jashipur	1	1	2	11	--	50	50	50	50	89	5	3
6.	Karanjia	1	1	2	13		50	50	50	50	93	5	3
7.	Kaptipada	**	1	2	16	-	50	50	50	50	50	5	2
8.	Morada	1	1	2	18	--	50	50	50	50	96	5	2
9.	Rairangpur	1	1	2	08	01	50	50	50	50	91	5	2
10.	Udala	1	1	2	12	--	50	50	50	49	69	5	2
11.	Total	8	10	20	135	2	500	500	497	481	775	55	23



## Focused group discussion (FGD)

Focused discussion with identified and enrolled children has been conducted at school level with 23 groups of children in 10 blocks. The FGDs were held in at least two schools in each block.

## Interviews/Interaction with Stakeholders

Extensive interviews were conducted with district level officers like the DEO, the DPC; district level Nodal Officers (District Programme Manager, NRHM; DSWO; DWO and PD, DRDA); block level officials like BEO, ABEO-cum-BRCC; two CRCCs from each Block; 497 Head Masters, 481 teachers and 779 SMC members of 500 schools. Besides 55 classroom observations have been made.





# CHAPTER - III

## Analytical Reflection



### Categorization of Tracked Children

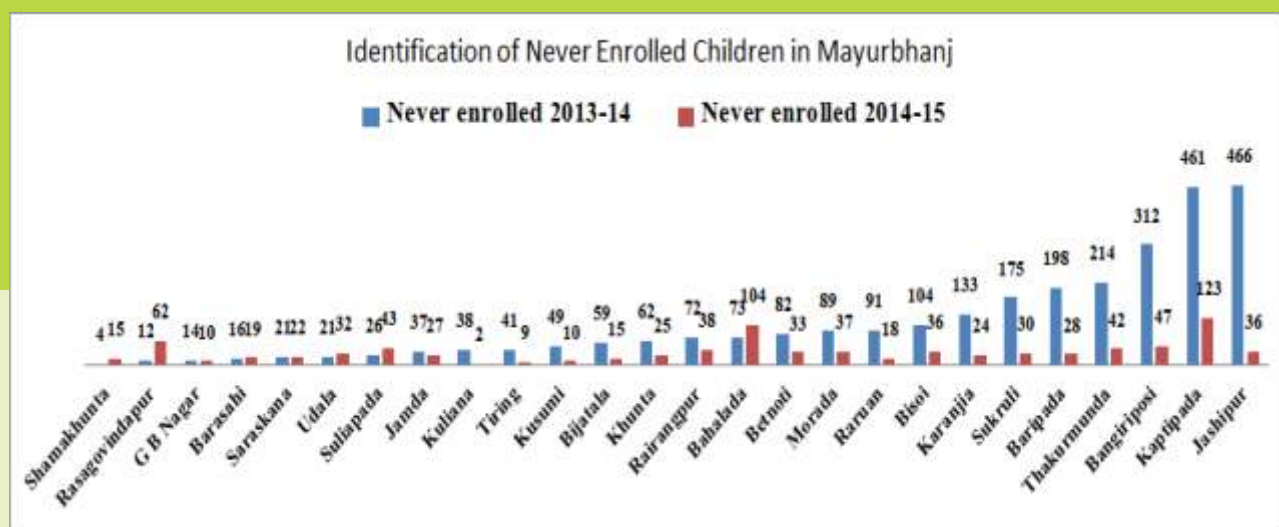
The analysis of data provided by the district SSA on identification of never enrolled children and drop outs reveal that some of the blocks like Jashipur, Kaptipada, Bangiriposi, Thakurmunda, Baripada, Sukruli, Karanjia, Bisoi, Raruan and Morada have registered higher number of never enrolled and drop out children in both 2013-14 and 2014-15 than other blocks.

The number of never enrolled children identified in 2014-15 in the blocks of Bahalada, Suliapada, Udala, Saraskana, Barashai, Rasgovindapur and Shamakhunta are higher in comparison to the numbers identified in the

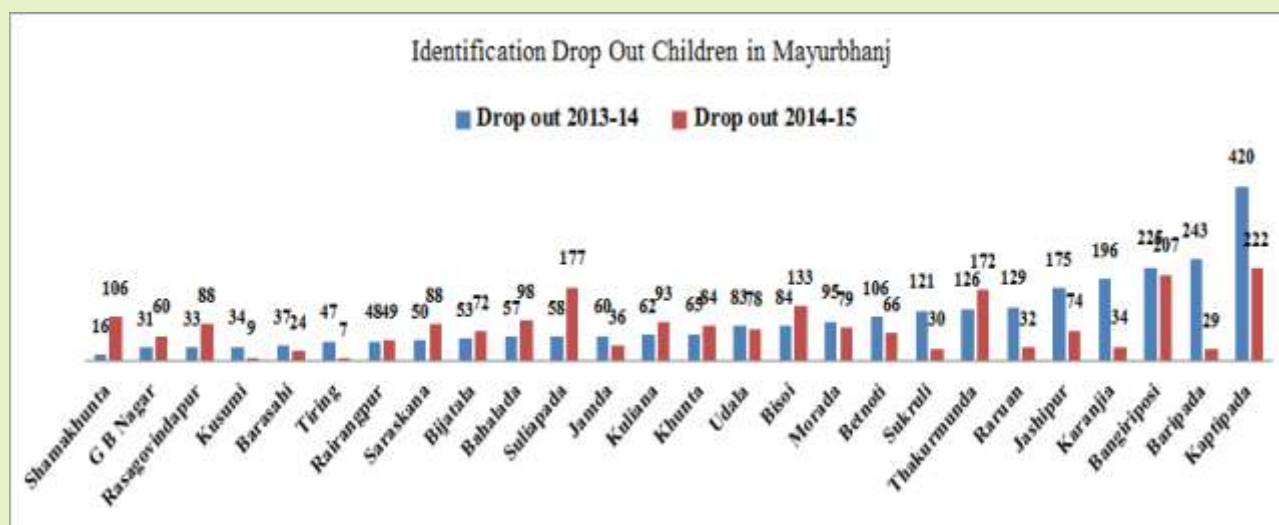


previous year. Similarly, the drop out figures of Thakurmunda, Bisoi, Suliapada, Bahalada, Bijatola, Saraskana, Rairangpur, Rasgovindapur and Shamakhunta increased in 2014-15 in comparison to 2013-14.

Identification of more number of never enrolled children in 2014-15 impacts on the quality of the door-to-door-survey undertaken in 2013-14. The increase in dropout rates points to the efficacy of strategies adopted for tracking drop out children.



Data source: District SSA office



Data source: District SSA office

### The category-wise break-up of children identified under 'Mu Bi Padhibi' program

Kaptipada has the highest number of dropouts who are engaged in household support work in their homes, followed by Jashipur, Karanjia and Baripada in 2014-15; and Identification of rag-pickers has been highest in Udala, followed by Kaptipada, Jashipur and Karanjia. Orphans constitute at 6.17% in 2013-14 and 5.62% in 2014-15. Children engaged either in household chores or domestic servant in private houses constitute 80.91% in 2013-14 and 70.95 in 2014-15.

The percentage of children engaged as laborers in private establishments was 6.38 and 7.87 per cent in 2013-14 and 2014-15 respectively; and the percentage of orphaned children was 6.17 and 5.62 during the same period. In absolute terms, the number of never enrolled and drop out children decreased in 2014-15 substantially.

Surprisingly, there has been an increase in the number of rag-pickers to 80 in Udala block in 2014-15 in comparison to only one in the previous year. At the same time, Udala has achieved the distinction of being the only block, out of the 10 sample-blocks, to enroll all children who were either orphans or single-parent children or involved in household chores in 2014-15.

While the overall trend in the sample-districts shows a declining trend in the number of out of school children in 2014-15, in Katipada the number out of school has increased.

The data provides an overall picture of the dropout scenario of the blocks and the inherent reasons behind these dropouts in a graphic manner. It is quite evident that basic reason behind drop out is the poor socio-economic condition of the children, which compels them to remain out of school.

## Category of children identified and enrolled in sampled blocks in 2013-14

Katipada has the highest number of dropouts who are engaged in household support work in their homes, followed by Jashipur, Karanjia and Baripada in 2014-15; and Identification of rag-pickers has been highest in Udala, followed by Kaptipada, Jashipur and Karanjia. Orphans constitute at 6.17% in 2013-14 and 5.62 % in 2014-15. Children engaged either in household chores or domestic servant in private houses constitute 80.91 % in 2013-14 and 70.95 in 2014-15.

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## Category of children identified and enrolled in sampled blocks in 2013-14

Block	Orphan	Single parent	Engaged in household support work	Engaged as domestic servant	Labour in Pv. Enterprises	Collection of minor forest produce	Rag pickers	Total	%
Bangiriposi	20	4	141	172	3			340	13.9
Baripada	13	19	168	22	53		4	279	11.41
Betnoti	5	13	102	48	5	3		176	7.195
Bisoi	21	9	80	6	1	2	1	120	4.906
Jashipur	16		312	69		16	14	427	17.46
Karanja	26	13	111	84	69	5	10	318	13
Kaptipada	5	1	230	26	5	15		282	11.53
Morada	9		54	71		11		145	5.928
Rairangpur	29	6	9	90	20		7	161	6.582
Udala	7	6	128	56			1	198	8.095
Total	151	71	1335	644	156	52	37	2446	100

## Category of children identified and enrolled in sampled blocks in 2014-15

Block	Orphan	Single parent	Engaged in household support work	Engaged as domestic servant	Labour in Pv. Enterprises	Collection of minor forest produce	Rag pickers	Total	%
Bangiriposi	4	4	24	65				97	5.74
Baripada	6	14	101	20	47			188	11.12
Betnoti	1	3	36	4	6			50	2.96
Bisoi	9	7	28		3	1		48	2.84
Jashipur	14		220	10			40	284	16.80
Karanja	31		147	33	56		23	290	17.16
Kaptipada	9	10	291	4	2		54	370	21.89
Morada	8		47	41		25		121	7.16
Rairangpur	13	1	33	70	2		1	120	7.10
Udala				25	17		80	122	7.22
Total	95	39	927	272	133	26	198	1690	100

## Retention Rate of Tracked Children in 2013-14

The retention rate of children admitted in formal schools was more than 90 percent in Karanja, Baripada, Morada and Kaptipada; it was more than 80 per cent Bangiriposi and Udala and more than 70 per cent in rest of the sample-blocks except Bisoi, where the rate is only 65%. Out of around 2446 children tracked and enrolled in formal schools, 2043 children continued their studies till end of 2013-14. The average retention rate comes to 83.52 per cent in the very first year of the program, which is quite commendable.

## Retention Rate of Tracked Children in 2013-14

Block	Class								TOTAL
	I	II	III	IV	V	VI	VII	VIII	
Bangiriposi	10.91	18.55	14.91	17.81	17.09	13.82	6.9		80.88
Baripada	17.04	28.79	15.9	10.6	10.98	7.95	6.43	2.27	94.62
Betnpti	8.27	20.3	24.06	3.75	24.06	12.78	6.76		75.57
Bisoi	21.79	14.1	19.23	17.95	11.54	15.38			65
Jashipur	18.65	20.26	25.08	18	8.68	8.36	0.96		72.83
Karanjia	9.8	20.27	19.28	19.61	18.95	9.8	2.28		96.23
Kaptipada	15	3.46	23.08	26.54	20	10.77	1.15		92.2
Morada	11.85	19.26	14.07	13.33	14.81	15.55	8.15	2.96	93.1
Rairangpur	5.73	14.75	17.21	8.2	19.67	17.21	13.11	4.1	75.78
Udala	16.98	11.95	11.32	11.32	16.98	21.38	6.29	3.77	80.3
Total	13.71	17.72	18.84	16	15.9	12.14	4.65	1.03	83.52

### Qualitative data/responses

Student in RSTC Hostel The performance of schools in Key Performance Areas (KPA) - the quality of class room environment, learning performance of children, and teachers' performance - was observed in 55 classes across 10 blocks with the help of 36 indicators as per the charts given below. The observations were rated by assessing the outcomes of each indicator under 4 categories - excellent, good, average and poor - by the assessors. The indicator-wise ratings were then collated to assess their rankings in terms of percentage of achievement under each Key Performance Area. The overall performance of blocks under each KPA is analyzed below.





## The atmosphere of classrooms

The classroom environment was observed with the help of 10 indicators .The environment was found to be poor or average in Baripada, Bangiriposi, Betnoti and Morada blocks with more than 50 per cent classes observed in these blocks coming under the category of average or poor ranking. Kaptipada topped in class room environment with 62 percent, followed by other blocks, which achieved 50 percent and above in excellent and good ratings combined



## Indicators of Class room Environment

- Maintenance of TLM corner in the class
- Maintenance of reading corner
- Availability of Activity Bank
- Availability of Question Bank
- Display 'Ama Kama' (students product) by the students in the allotted space
- Display of updated students attendance chart
- Availability of space for group learning activity
- Learner friendly features in the classroom
- Overall organizational environment in the class room
- Social aspect of the class room

### CLASSROOM ENVIRONMENT

	Excellent	Good	Avg.	Poor
Baripada	11.43	28.57	48.57	11.43
Bangiriposi	2.86	45.71	37.14	14.29
Bisoi	20.00	42.00	14.00	24.00
Betnoti	1.67	21.67	33.33	43.33
Kaptipada	62.00	36.00	2.00	0.00
Karanjia	30.00	42.00	22.00	6.00
Jashipur	30.00	30.00	34.00	6.00
Rairangpur	10.00	56.00	30.00	4.00
Morada	14.00	22.00	40.00	24.00
Udala	44.00	22.00	16.00	18.00





## Reaction of students

The participation of students in teaching-learning process was observed with the help of seven indicators as per details below. Baripada and Betonoti blocks found to be lowest in the participation of students in teaching-learning process in the classroom, with more than 50 percent coming under 'average' or 'poor' category'. The participation was 'excellent' in Udala and Kaptipada blocks with 74.29 and 51.43 percent achievement respectively, followed by other blocks, which ranked 50 per cent and above in the combined rating of 'excellent' and 'good'.

## Learning participation

- Students participation in the learning Activities
- Students performance of backboard work as per the instruction of the teacher
- Students freely asking the questions for clarification of their doubts
- Students active involvement in group learning activities
- Proper use of TLMs by the students as per the need of the lesson
- Students involvement in practice work in the class as given by the teacher
- Students overall response in the class

LEARNING PARTICIPATION				
	Excellent	Good	Avg.	Poor
Baripada	14.29	32.65	46.94	6.12
Bangiri-Posi	20.41	40.82	34.69	4.08
Bisoi	20.00	45.71	14.29	20
Betnoti	4.76	26.19	38.10	30.95
Kaptipada	51.43	42.86	5.71	0.00
Karanjia	37.14	40.00	20.00	2.86
Jashipur	5.71	48.57	40.00	5.71
Rairangpur	14.29	54.29	31.43	0.00
Morada	17.14	54.29	28.57	0.00
Udala	74.29	14.29	8.57	2.86





## Attitude of teachers

The performance of teachers in the class room was observed with 19 indicators. In Udala and Kaptipada blocks, the performance of teachers excelled the performance of others with both the blocks hitting 86.32 and 69.47 percent respectively in 'excellent' category. The performance of teachers of Betnoti block was lowest with 66 percent of responses coming under either 'average 'or 'poor' category.



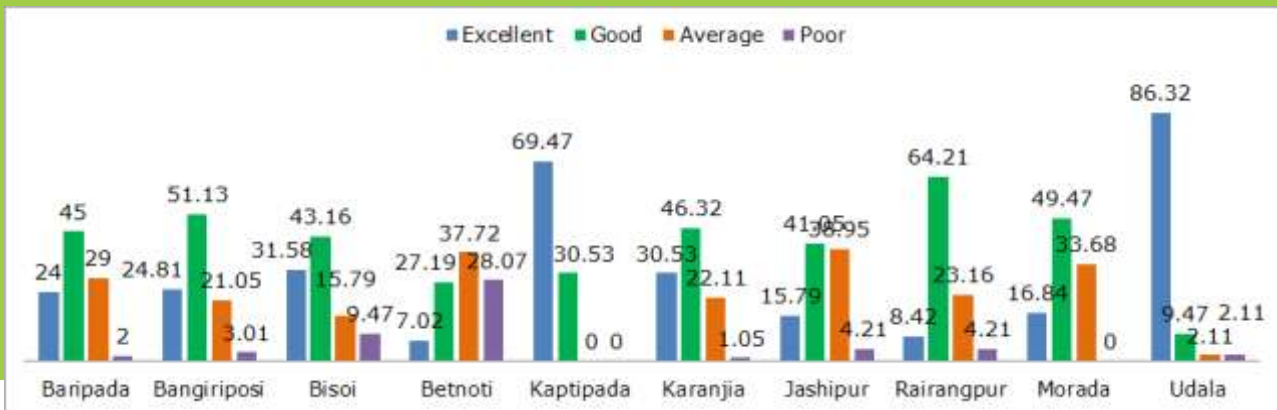
### Village rally (9th April'2013)

- Teacher's demonstration of the learning activity
- Grouping of students by the teacher as per the need of the learning activities
- Instructions given to the students for performing the learning activities
- Teacher's dealing with the concept(s) as per the lesson
- Teacher's illustrations of concepts with examples
- Teacher's performance of black board work as per need
- Scope given to students by the teacher for participating in blackboard work as per need
- Quality of teacher's handwriting on the black board
- Use of TLMs as per the requirement of lesson / concept
- Assigning of practice work in the class as per the need of the lesson

### Village rally (9th April'2013)

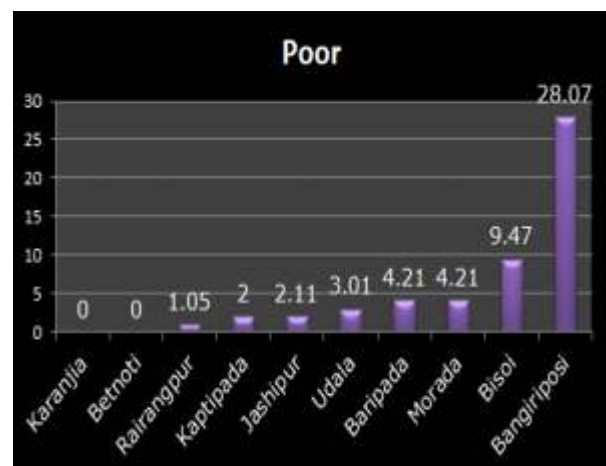
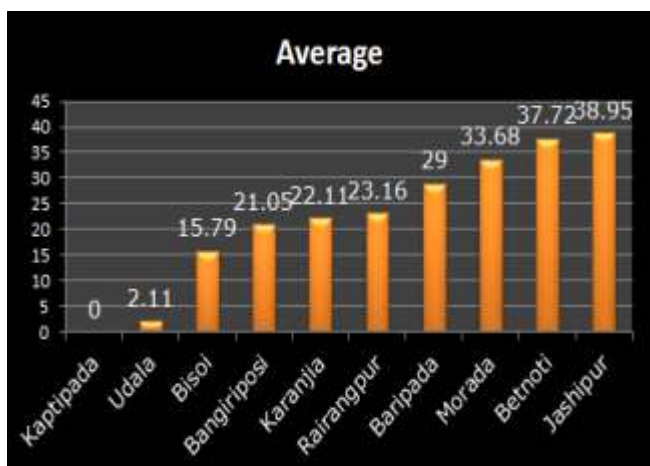
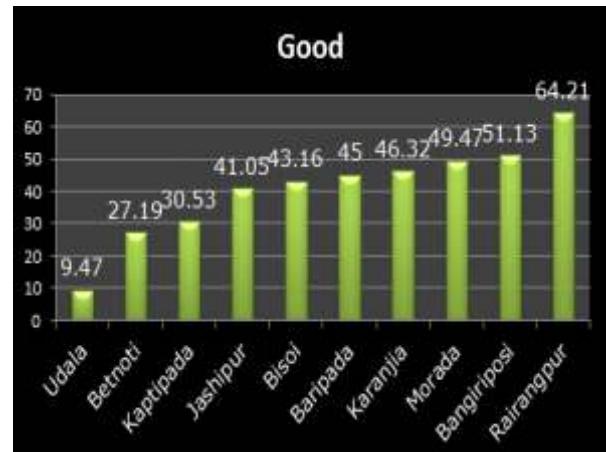
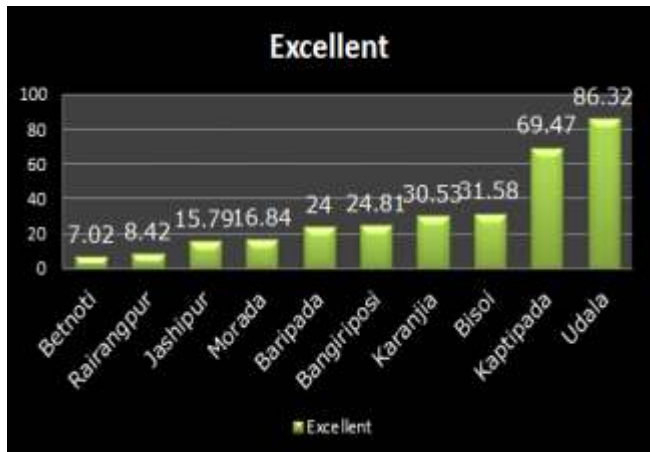
- Putting varieties of questions to the students as per the need of the lesson
- Correction of practice work in the class by the teacher
- Clarification of doubts of students by the teacher
- Maintenance of proper discipline in the class by the teacher
- Evaluation of student's learning performance at the end of the class
- Encouragement given by the teachers to the students for active participation in the teaching learning process
- Teachers ability to go beyond school context
- Teachers ability to adopt to the needs to students across gender
- Teachers ability to adopt to the needs of students across social category

## OVERALL TEACHERS' PERFORMANCE



The participation of students, performance of teachers and classroom environment in schools were excellent in Kaptipada and Udala blocks, good in other blocks except Betnoti and, to some extent, in Baripada also.

Kaptipada has excelled in all the three KPAs either with excellent or good ranking. In teachers' performance, the block scored 69.47 per cent in 'excellent' category and 30.59 per cent in the category of 'good'. Similarly, in the other two categories the ranking of the block was more than 90 per cent in both the categories combined. But surprisingly, the block has registered highest number of drop outs in both 2013-14 and 2014-15, and is the second highest block in identification of never enrolled children in 2013-14 and highest in 2014-15.

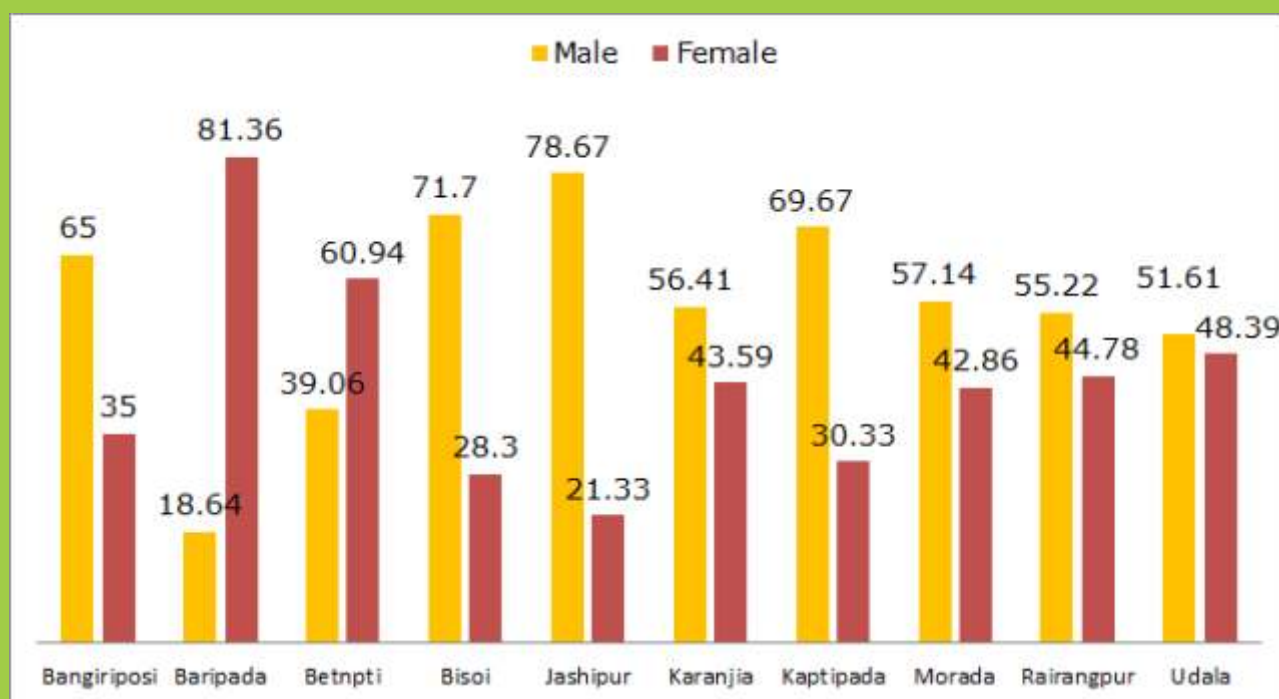


## Teachers' Educational Status

Around 85.75 per cent teachers of the 500 schools where the documentation was conducted were trained teachers. The percentage of trained female teachers out of the total number of female teachers was 86.82 per cent, which is 1.72 per cent higher than their male counterparts.

## Gender parity in different blocks

Almost 50 per cent of the teachers - 49.80 % - were female teachers. The percentage of female teachers are higher in Baripada and Betnoti blocks in comparison to other blocks.





# CHAPTER - IV

## Process Document



### Background

A detailed action plan, containing the process of identification, collection and collation of data, their segregation keeping the category of children in mind, has been prepared before the launch of the programme. Raids were conducted in hotels, dhabas, and garages to locate child labourers. Linkages were established with SSD, W&CD, Labour, Health and PR Departments for a synchronized push for the goal.

"The configuration of education, particularly foundational education (basic education in the recent terminology...) needs to consist of elements which are local and culture-friendly".\* It is in this context the efforts put in by the district administration of Mayurbhanj needs to be examined, analyzed and placed in proper perspective to assess the effectiveness and replicability of the 'Mu Bi Padhibi - I will also Read' programme.

### Convergence with civil Society

Consultations with members of civil society, SMC, Panchayat Raj Institutions were made to ascertain their views and suggestions through workshops and meetings.

## Awareness Programmes

Village level meetings were organized to create awareness among the parents and community members. Meetings were organized at Sub-divisional level to sensitize Head Masters of all schools. Wide publicity about the programme have been made through mass media to ensure enrolment. Special campaign vehicles called 'Sikhya Raths' moved to remote and inaccessible areas and conducted special awareness meetings in villages

## Gender parity in different blocks

Almost 50 per cent of the teachers - 49.80 % - were female teachers. The percentage of female teaches are higher in Baripda and Betnoti blocks in comparison to other blocks.



## Identification

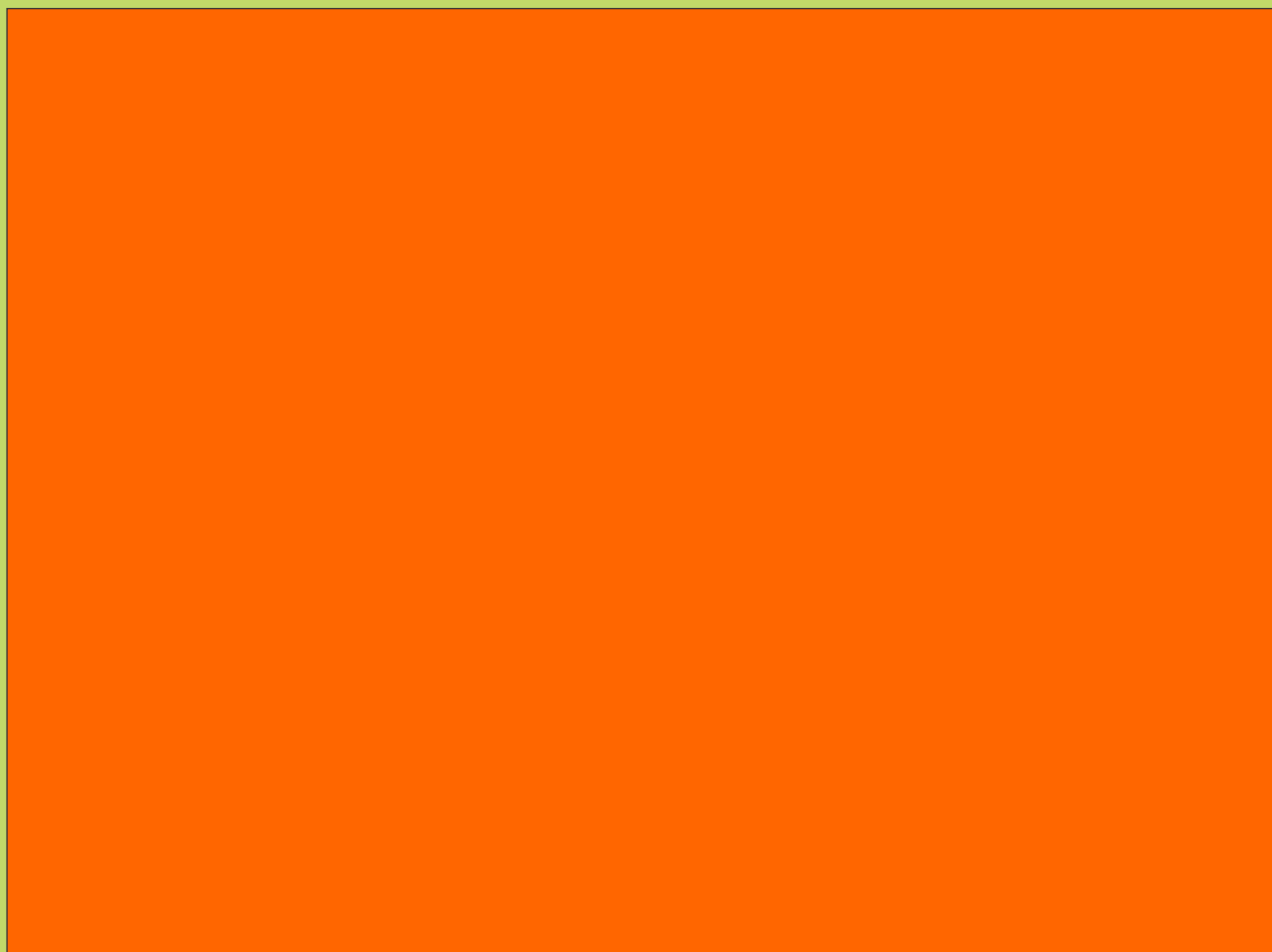
Door to door house hold survey was conducted in April every year for identification of target groups and collection of data of dropouts and never-enrolled children. For door to door survey, the Anganwadi workers, Asha Karmis, SMC members, Shiksha Panchayat members were involved to assist the teachers in identifying drop outs, never enrolled children and children who have attained the school going age of 6+ in villages. The teacher of the school filled up survey formats, with the assistance of local government officials, details of children in each household, their educational status and other details.

## Admission

After identification process is over, the parents of drop out, never enrolled and working children were counseled by teachers, SMC members, CRCC and, in special cases, by higher level field functionaries of the district.

In deserving cases, facilities like Indira Awas Houses, job cards under MGNREGA, ration cards and soft loans for small commercial activities are provided to parents.

Children were segregated for admission in appropriate school and class after mainstreaming wherever required or felt necessary. Ordinarily, children who have attained 6+ age are enrolled in formal schools; but orphans, children of single parents and economically poor parents are admitted to RST centers.



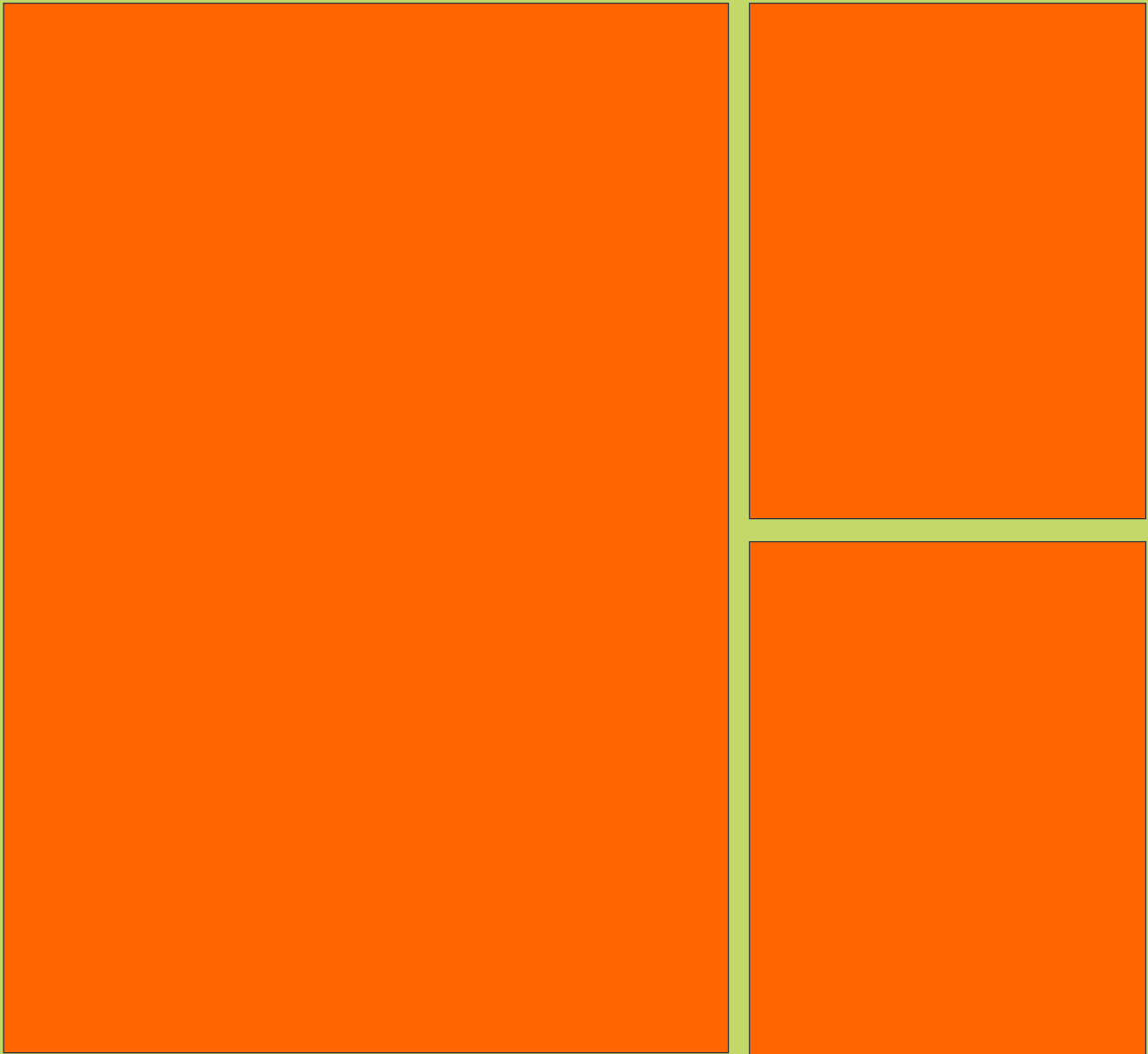
## Residential Special Training Centers (RSTC)

There are 72 RST centers which look after the educational needs of drop out and never enrolled children and provide special training as per approval of PAB.

These Centers have worked as the stepping stones for rolling out the 'Mu BI Padhibi' programme. The centers, mostly spacious classrooms with proper electrification and ventilation, have been strengthened with appropriate infrastructure, including functional toilets drinking water, etc., temporary cook-cum-attendant, chowkidar, part-time teachers and facilities for food and daily basic necessities of each child.



The part-time teachers are engaged by SMCs to teach students admitted to RST centers. While engaging part-time teachers preference is given to concerned school teachers, teachers of the same village, retired teachers, and local youths having experience in teaching. Their honorarium is fixed at Rs.100 per child with cap of Rs.1500.00 per month for two part-time teachers. Besides, there is provision of engaging a male chowkidar or night-watcher with a monthly remuneration of Rs.1000.00 per month. Special funds have also been allotted to these centers for solar lanterns, reading materials and other necessities.



The district SSA office has given detailed guidelines to concerned HMs for management of RST centers in August 2014. Besides the Head Master, who is responsible for the day-to-day management of the RSTC, the CRCCs and BRCC also supervise and monitor the functioning of RSTCs on weekly and monthly basis respectively. The DEC reviews the work of the HM and part-time teachers every month on the basis of feedback given by CRCCs and BRCCs.

# CHAPTER - V

## Process of Integration

The socio-economic data of parents of out of school children was collected to include them in different livelihood support schemes

### Follow up

Physical verification of all enrolled children in schools is made through CRCCs who visit the RST centers every week and the BEOs every month to review the functioning of the center and the progress made by the enrolled children. They also review the performance of the HM and part-time teachers and collect feedback on the progress made by each enrolled child. In some remote and inaccessible school-less habitations, local tribal youths have been engaged as Sikhya Sathis to pick-up and drop students to nearby schools every day.

### Meetings

The implementation of the program is monitored at different levels through committees at district, block, cluster and school levels under the chairmanship of the Collector, the BEO/ABEO-cum-BRCC, and CRCC and concerned HM respectively. Launching of Mu Bi Padhibi ProgrammeThe Shikhya Panchayat is held every month to review and monitor the feedback given by the HM and AW.DFf



### Monitoring & Review

Students are in Prayer class Asana Nodal UP School Besides providing moral support and logistical facilities to the stake holders in the field by the district administration, a District Education Cell (DEC) has been put in place to track attendance of students and teachers in schools. The CRCCs are required to visit as many schools as possible on a daily basis and report on attendance of students and teachers through email to the DEC. Besides, on the first day of every month, the CRCC convenes

the meeting of Sikshya Panchayat, where the report of the HM and AW are reviewed under the chairmanship of the Sarpanch. The proceedings of the Shikya Panchayat are also reviewed by the DEC every month and problems and bottlenecks, if any, are addressed wherever required.



## The Process of mainstreaming drop outs

The process for mainstreaming dropouts and never enrolled children has been very elaborately planned and executed. As the children come from different backgrounds, with different capabilities, they are first inured to the changed environment of the RST centers with gifts of dress materials, shoes, bed sheets and day-to-day necessities and proper food to make them feel at home. They are also given recreation facilities like music, computer game, television, story reading and also sports equipments like cricket, football, volley ball, badminton, carom, ludo, etc., wherever feasible and practicable. In some centers the students are allowed to play kabbadi and musical chairs as part of their routine sports and entertainment activities.

The morning chores of RST center children include common prayers and yoga in the early hours. The prayer is followed up with song & dance events, quiz, humorous stories, and information on good health.

## Class room activities

Teaching is generally tagged with activities relevant to their day-to-day experience and environment. They are given extra teaching in the morning and evening hours apart from regular school from 10 AM to 4 PM. Religious and National festivals are celebrated with gusto by the children in schools.



# CHAPTER - VI

## Qualitative Analysis

Out of 120 out of school children who could not be brought to schools even after the intensive drive for enrolment under the 'Mu Bi Padhibi' initiative, 25 have crossed the school-going age, 3 have got married while still in the school-going age group, 80 have migrated either with their parents or alone, 10 could not be persuaded for enrolment, and 3 ST girls were engaged in livelihood earning and hence couldn't be enrolled.

Around 80 per cent of the left out children belong to ST community, of which 50 percent are girls. Three of the tribal girls have married and hence dropped out of school while still in the statutory age group (Data Source: District SSA office).

Type of children tracked and enrolled

### Perceptions of stake holders

## Department functionaries at District/Cluster/Block

The DPC, Mayurbhanj is quite confident of the programme's impact and effectiveness on the enrolment scenario of the district. He specifically mentions the convergence of line department officials, the selection of appropriate schools having good infrastructure as RST centers, and the impact of counseling on parents as some of the successful interventions which resulted in almost hundred-percent enrolment in the district. The DEO attributed the success to the "team spirit" shown by the stake holders involved in the programme and the inspiration given by the district leadership.



## Strengths

- Convergence of functionaries of all line departments of the district in implementation of the programme was one of the major strengths.
- Stakeholders meeting for the success of the programme Mu Bi Padhibi.
- Most of the stakeholders agreed that the success of the programme was due to the leadership qualities shown by the Collector of the district. It was he who brought about the much needed convergence among the officials of concerned line departments of the district.



## Difficulties faced



- Motivating guardians in hilly and jungle areas was found very difficult as they were out in jungles most of the day-time (DPC).
- Teacher convincing the parents about Mu Bi Padhibi
- It was quite a herculean task to penetrate the wall of resistance put by community members (DPMO). Due to poor economic status of parents, and lack of education, most of them resented the efforts put in by the teachers and other officials in mainstreaming their children in schools. They valued more the support, either financial or physical, which they received from their children by engaging them in economic or household activities than the benefits that are supposed to accrue from education.
- Maintain the tempo of convergence among line department functionaries, the community members and teachers throughout the year (DWO).
- In some areas, the acceptance level among CRCCs and teachers was low and discouraging. Convincing and bring them on board was an arduous task (GEC).



## Weakness

- RSTC Hostel Room
- Provide appropriate schooling facilities to the children of migrating parents were the major weakness of the programme. Not surprisingly, around 91 children out of total identified children in 20014-15, who couldn't be enrolled due to migration of their parents to places outside the district or State.



- According to the DPC, Mayurbhanj, the retention plan is yet to be implemented in its entirety.
- Integrating children of tribal communities, living in interior pockets of the district, in local schools is a major stumbling block because of the difference between their spoken language and the medium of instruction in the schools.
- The RST centers are not fully equipped to accommodate all identified students due to lack of space, infrastructure and adequate teachers to take care of their needs and requirements.
- In spite of completion of two years of implementation of the programme, the community members are yet to be convinced of the benefits of education and take ownership of the programme.

## Perception of teachers

Views and responses of 481 teachers and 497 HMs of 500 schools in 10 blocks were taken on the overall implementation of the programme. Most of them agreed that the programme has been effective in achieving its primary goal of identification and enrolment of never enrolled, drop out and working children. 63.87 per cent teachers agreed that the program has maximized enrolment of out of school children. Their perspective can be summed up in the following manner.

## Incentives provided for retention of students in school

Free food, dress and text books, according to 65 to 66 per cent of HMs and teachers interviewed, are the major incentives behind retention of children in schools. More than 24 per cent of HMs agreed that cultural activities like storytelling sessions, song and dance programs also contributed to the retention drive.

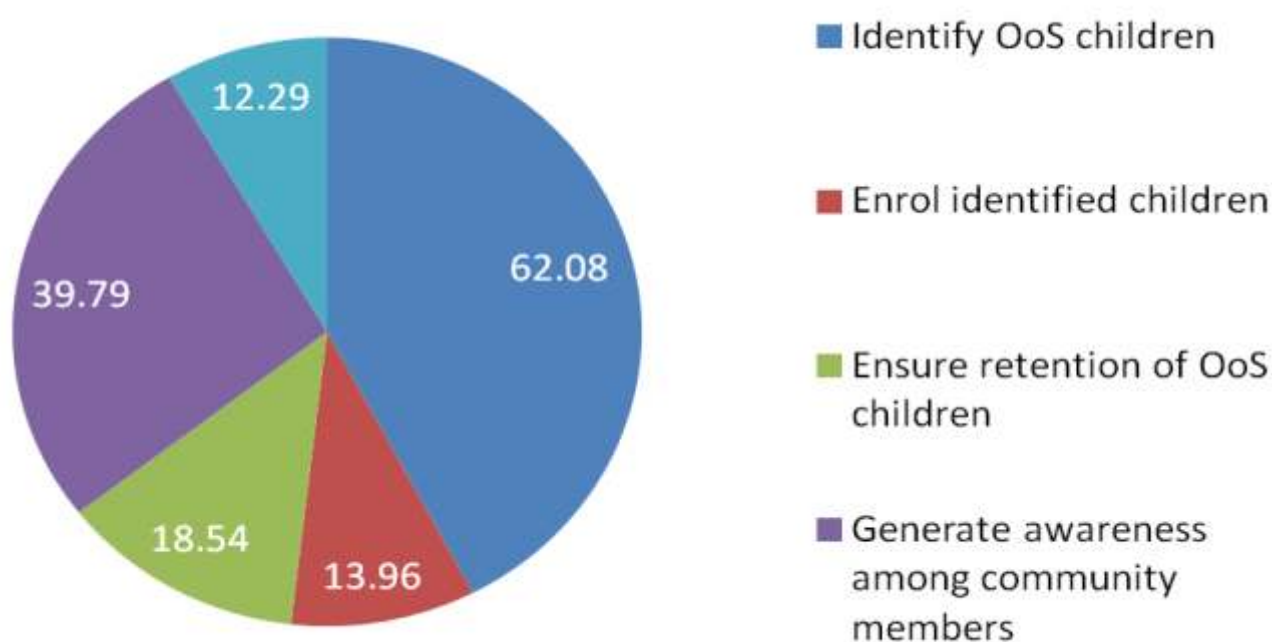
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## Their role as teachers

They perceived themselves as the primary agents in identification and enrolment of all school going children in the age group of 6 to 14, ensuring their retention in school and provide them with a minimum level of quality education. They also provided reinforced teaching as per SAHAJ, which is being implemented in the entire State to address to the needs of low achievers through reinforced teaching on every Saturday and Wednesday

Percentage of Teachers who perceived their Role in the Program



Note: Some of the teachers have identified more than one role as their responsibility.

## How they identified and tracked never enrolled and out of school children

The annual house hold survey is the basic method which helped them in tracking never and out of school children. They were supported by the AWWs, ASHA Karmis and community members during the identification process.

48 per cent teachers surveyed emphasized household survey as the primary method for tracking out of school children, which is followed by the opinion of 38.16 per cent teachers who claimed that collection of information by grass-root level workers like AWWs, ASHA and opinions of SMC, PRI and Sikshya Panchayat members also helped in the tracking and identification process. While 55-56 per cent HMs ascribed the processes of motivation, counseling, awareness drives, home visits, rallies, etc., to the success of tracking never enrolled and drop out children, 25.17 per cent HMs agreed that incentives provided to the children also contributed to enrolment and retention.

## Difficulties faced in tracking and enrolment

### Poor economic condition of parents

According to 44 per cent of teachers said that they faced strong resentment from economically poor parents as enrolment of students in schools deprived them of an extra hand from economic activity or house hold support. Besides, migration of parents also posed a major problem as it was not possible to identify and enroll their children. Migration, according to 39 per cent teachers, posed difficulties in enrolment drive as it was difficult to locate the migrant families.

### Inadequacy of bridge courses

While tracking of children could be easy, admitting them in age appropriate classes has been a difficult task. The bridge courses provided to these never enrolled and out of school children have not been quite effective. It is difficult to engage them in classroom and sustain their focus and attention in studies.

### Shortage of teachers

Shortage of teachers with MLE background affects the quality of the intervention badly according to 36.82 per cent HMs. 41 per cent teachers interviewed said that posting of sufficient teachers is necessary to tackle the problem of addressing the requirements of enrolled students, especially students who have been admitted in age appropriate classes.

### More Hostel space with amenities

31.79 per cent of HMs asked for more free hostels, low cost hostels, RSTCs, KGVB rooms with facilities like TV, electricity and play ground to retain their attachment to school and studies.

### Awareness of parents and community members

A small percentage of the HMs, around 18.11 per cent, laid emphasis on awareness and orientation of parents, SMC members and students for successful implementation of the program.

## Difficulties faced in Mainstreaming/ Classroom transactions

Absent mindedness and poor grasping capacity of out of and never enrolled children in classroom, according to 68.12 per cent teachers, was the major problem, which was followed by, according to 26.88 per cent, the problem of communication with the tribal children, which had to be addressed through appropriate teaching-learning methods (34.68 %), cultural activities (37.5 %), and group formation (14.38 %) and reinforced teaching under SAHAJ (13.44 %).

## Perceptions of Children

The opinions expressed by the never enrolled and drop out children in 23 FGDs held across 10 Blocks are quite interesting.

Counseling helped enrolment

All most of all of them agreed that counseling of parents by the team of teachers, ASHA karmis and AWWs played a major part in their admission in schools. Prior to enrolment in schools, the children were engaged in various jobs, which included supporting their parents in agriculture or allied activities, taking care of their younger siblings, cattle herding, collection of firewood, helping mother in cooking, and working in dhabas, brick kilns, stone quarries and other sundry jobs.

## Incentives helped retention

While giving reasons for their continuance in and liking for schools, most of them pointed to the facilities provided like food, clothing, study materials, school bags, daily consumables (soap, oil, bindi, etc.) etc., and also to the recreational and sports facilities available in RST centers, along with the scope to learn, read and write as the major factors.

## RSTCs, personal care of teachers and cultural activities

The children expressed their overall happiness in the arrangements made for their stay in RST centers. They also appreciated the efforts put in by teachers to make them feel at home. Students of three blocks - Betnoti, Karanjia, and Rairangpur - informed that some of them who excelled in studies or sports were recognized and awarded prizes by their teachers. The teacher also gave the extra coaching twice, in the mornings and evenings, to improve their learning. The CRCCs and BRCCs also visited the centers regularly and encouraged them in their studies and enquired about their well-being. These efforts have inspired all of them to continue in RST centers and pursue their studies.

In few blocks like Baripada, Betnoti, Jashipur and Rairangpur the students complained of leaking roofs during monsoon.



## Perception of Community members

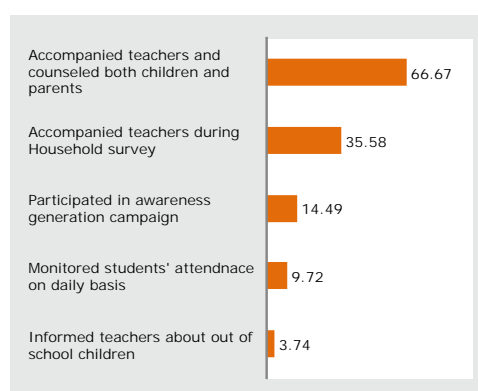
Extensive discussions have been made with SMC members, educated guardians, PRI members, Block Chairman, ward members and members of Sikshya Panchayats with the help of questionnaires to ascertain their views and suggestions on the programme. Views of Chairman of 122 SMCs, 51 AWWs/ASHA Karmis, 11 Ward Members, 377 parents/guardians, 211 SMC members and 05 Siksha Panchayat Members have been obtained in the process of documentation.

Around 61.63 % of those interviewed agreed that the programme is quite effective in its primary objective of identifying never enrolled, drop out and working children and enrolling them in schools. The household survey being carried out at the beginning of each academic session to identify school going, never enrolled, drop out and working children, which is followed by frequent visits by teachers and other line department officials, including AWWs and ASHA Karmis, for counseling of the parents and guardians, have helped achieve hundred percent enrolment.

75.61 per cent of the respondents recommended continuance of the programme because it ensured regular attendance of children in schools and brought positive behavioral changes among children as well parents.

## How the Community Members Perceived their role in the Program

A majority of the community members said they accompanied teachers and other officials during house hold surveys and counseled parents and children as and when required. They also provided information to the school authorities about children who dropped out of school and helped in monitoring the attendance of students. The combined efforts of the community members and school authorities, according to them, increased the enrolment, sustained retention of students, reduced drop out almost completely; restored parity in gender based enrolment of girls and boys, and substantially improved the learning outcome of children. Creation of more opportunities for play and recreational facilities, according to them, would make the program more successful.



## Status of School-Community Linkage

As per the information provided by the schools on the status of institutional linkage with the community members, almost all the schools reported active involvement of SMC members in the affairs of school on a regular basis. Only in having regular meetings with the Mother-Teacher association, the schools have had some problems.

Block	SMC Formed	SMC meeting held last month	Resolution of SMC implemented	Activities done as per SDP	MTA meeting held last month	Children's attendance and performance discussed in SMC meeting	SMC participation in co-curricular activities	SMC monitors utilization of funds, MDM, etc.
Bangiriposi	100	94	98	90	32	94	96	100
Baripada	100	98	100	100	36	94	98	100
Betnpti	100	82	98	92	28	94	88	96
Bisoi	100	90	92	92	26	86	94	96
Jashipur	98	66	74	96	58	98	94	98
Karanjia	100	98	100	94	76	100	100	100
Kaptipada	100	98	96	94	78	98	96	98
Morada	100	98	100	94	54	96	100	100
Rairangpur	100	98	100	94	72	98	96	96
Udala	100	100	94	98	50	98	82	94
	99.8	92.2	94.4	94.4	51	95.6	94.4	97.8

Data source: Concerned schools

## Suggestions given by the Community members for Improvement in the program

- However, the community members want the following problems to be addressed while continuing the programme in the coming years.
- The increase in the work load of teachers because of additional work of conducting house hold survey, counseling and monitoring, etc., which hampers teaching.
- Non-cooperation of parents due to poverty.
- Language barrier of children of tribal parents, who find it difficult to learn in Odia medium.
- Poverty among families of tracked children.
- Timely distribution of incentives to enrolled children.

## Abstract of Recommendations

- Appointment of more teachers (according to 31.94% of teachers and 36.82% HMs, 18.89% of community members)
- Strong awareness generation campaign on regular basis in print and audio-visual media (42.59% of teachers and 18.11% HMs and 43.74% of Community members).
- 31.79 per cent of HMs, 20.37 per cent teachers and 18.69 per cent community members asked for more free hostels, low cost hostels, RSTCs, KGVB rooms with facilities like TV, electricity and play ground to retain their attachment to school and studies
- Ensure regular orientation and involvement of all stakeholders in the implementation process.
- Gaon Kalyan Samiti could be involved along with utilization of untied-fund allocated to it from SSD Department.
- Strengthening of the convergence platform of all line department functionaries at all levels, starting from village to district level, and holding regular coordination meeting at regular intervals. (20.13% of teachers)
- The program should be institutionalized and implemented continuously.
- The facilities provided at elementary level should also be continued up to secondary level.
- Convergence of the enrolment drive with MGNREGA for school boundary or fencing.
- Ensuring minimum quality education to all students and use of ICT in teaching-learning process.
- Regular monitoring by BEO, BRCC and CRCC to track enrolled children as well to assess their progress in studies.

## Conclusion

The intervention has exercised a tremendous influence among the community members and stake holders of the district. Apart from generating awareness among the community members, the bonding the programme has achieved among line department officials, community members, teachers and parents is a quite extraordinary feat in itself. The message is clear and transparent: no school going children shall remain out of school, whatever the compulsions or difficulties there might be. The case studies reveal the appalling state of some of the poor tribal families, orphaned children, and families deserted by the sole bread earners, which force children to remain out of school. Besides, the effectiveness of bridge courses, especially while admitting children in higher grades as per the RTE Act, has to be re-engineered to mainstream the children. What needs to be done is to create a permanent platform for integration of poverty alleviation programs of the district with the objectives of hundred per cent enrolment, retention, and devise strategies for ensuring a minimum level of quality education to all children.

# Case Study

## Reinventing the dreams



Srikrushna Hembram  
Pagadadara, Mayurbhanj

His horizon was limited. Eldest of five siblings - three brothers and two sisters - of an alcoholic father, Srikrushna Hembram dropped out of school mid-way from class IV, to support his family. Starting as a mason-helper, he hopped jobs, when the teacher of Pagadadara School found him working as a mechanic in a local garage.

He was rescued from the garage with the help of local police, and admitted to the Residential Special Training Centre (RSTC) at Jualia in Udala block.

His initial days in the RSTC were like that of an untamed lion in a cage. He couldn't adjust to the daily routine of a class room environment. Rehabilitating him was an arduous but satisfying task for the teachers of RSTC and local officials. The gratuitous affection of teachers, the company of his students and the environment of the RSTC gradually weaned him away from his earlier craving for adult company and working environment.

After six months in RSTC, he says "I'm so happy here. My teachers and my friends are now everything for me. I don't want to return to that hell again"

## Sky is the limit



Srikrushna Hembram  
Pagadadara, Mayurbhanj

For Kumari Mamata Naik, who was identified and admitted in class II in 2013-14, the sky is the limit to realize her dreams.

She was found out of school during the house hold survey and admitted to the Gadigaon Nodal UP School in class II. She not only took interest in studies, but also participated in sports competitions organized by the school in the same year. She got first position in sports events like 'long jump', 'running race', "Puchi", 'skipping' and also in 'mathematics'. She was awarded the title of 'school champion' for 2013-14.

Her achievements in sports and mathematics inspired other children, who participated in sports activities in large numbers.



## The Master of His Own Fate



Solen Murmu

Nothing went right for Solen Murmu since his birth in 2001. He lost his parents and became an orphan and lived with his brother who worked as a daily laborer in the locality.

When his parents died, he left school and was forced to work as a domestic servant. He was rescued from the house of a doctor with the help of the District Labour Officer. He was admitted to the Magusaria Nodal UP School in April 2014. But he left the school in June 2014. He was again tracked, counseled and brought back to the school, where he is continuing his studies till now.

He is now the master of his own fate

## The Master of His Own Fate



Solen Murmu

At the very tender age of seven, his parents forced Badal Sitra to leave school and beg from place to place to support them.

When the program Mu Bi Padhibi was launched in Mayurbhanj district, he was tracked by the local volunteers. By begging he was somehow getting around Rs. 50 to 100 per day apart from some food. His parents were not willing to send him to school despite several attempts by the functionaries as he was fetching some money by begging. Shri Narendra Patra, the CRCC, somehow managed to bring him and admitted him in the RST as per Mu Bi Padhibi scheme and took personal care for him. He also adopted him and gave him his surname. Within a short span of three months Badal is able to adjust with the new life and started a new innings in the school. Now he is able to read Odia and English alphabets.

This has become possible due to the sincere efforts of the CRCC.

## In spite of all odds... .. Mu Bi Padhibi (I'll also Read)



Solen Murmu

When Maheswar Soren of Pathra Sahi in Betnoti block of Baisingha PS, was just two and half years old, his father Gada Soren deserted him, his mother and two sisters with another lady. The family was hard pressed for their day to-day living due to the departure of the bread earner. At that juncture, Maheswar was compelled to work as a domestic help in the same village. Her mother also worked as a wage laborer to supplement the family income.

When Maheswar reached the age of 10, he could realize what other children of his age were doing and yearned for the same life his friends and other children were enjoying. But here was nobody who could help him realize his dreams. Once the house owner where he worked slapped him for playing with his son instead of doing household work. During that time, his mother became unwell and could not go outside for work. They could not manage even to have two

square meals a day. His maternal grandfather Rupay Marandi took his mother and two sisters along with him to his village, and Maheswar was left alone in their house in Pathara Sahi. In 2013, during the course of a survey, the teachers came to know about Maheswar and told his master to spare him for enrolment in school as per the norms of Government. He was admitted in school and the fact was informed to his grandfather and mother. Although Maheswar was very happy at the prospect of getting admission in school, his grandfather and mother had reservations as they didn't have resources to back him for his studies. The teacher and local block official convinced them that they need not pay anything but they should come to the school for his admission. Finally, his mother and grandfather came to the school and he was admitted in standard-III directly. He was given bridge courses till he picked up the language and gave attention to the studies. In the first terminal examination of the current year he has done well and seems happy for being in school like his compatriots.

## The mission of life got wings



Solen Murmu

Mr. Umakanta Mahanta of village Managada Mundhakata, P.O- Dighi, via-Bangiriposhi, district Mayurbhanj is an Arts graduate of 2005-06, and has been pursuing his career as a part time teacher in Managada Mundhakata NUPs RSTC since 2013-14. His father late Laxman Mahanta was a well-known personality of that locality. Umakanta has 4 brothers who are all well settled in life with their families, but he has remained unmarried with a motive to serve poor tribal children. He is now 40 years old and his motto is to make all the poor tribal children of his locality literate and educated. For the last 15 years he has been teaching the local children; but due to low scores in his educational career he is not getting selected as a Sikhya Sahayak despite several attempts. Though Mahanta family is well to-do, Umakanta remains aloof from the affairs of his family, manages with his meagre income out of tuition, and pursues his mission despite all odds.

When the "Mu Bi Padhibi" program was launched in Mayurbhanj district, he voluntarily came forward and involved himself in the process. He participated in the awareness campaign, household survey, tracking the out of school children etc. Besides, he joined hands with the SSA functionaries like BRCC, CRCC and teachers in visiting repeatedly to the houses of out of school children to motivate their parents/guardians to send their wards to the schools. Due to his sincerity and dedicated endeavour the School Management Committee Chairman, Head Master, CRCC and other respectable persons of the area recommended his name to be a part time teacher in the Managada Mundhakata NUPs RSTC. He is coming to the centre twice daily, from 6 AM to 8 AM in the morning and from 6 PM to 8 PM in the evening to teach the tracked children. Besides, he teaches in the school during the day time and gets remuneration of Rs. 2600/- per month. At the beginning he was having problem in imparting education to the tribal children as he was not acquainted with the tribal language or dialect. To address this shortcoming, he learnt the local tribal language from his tribal friends which made his job of teaching easier.

He says his life's sole mission is to help the children of his locality to study and prosper in life.

## The birth of an artist

Bikash, a young boy of 10 from Goru Mahisani village of Mayurbhanj lost his father when he was hardly two years old. After the death of the main bread earner of the family, his mother worked as a construction worker and had a meagre earning of Rs. 120/- per day as wages which was not adequate to meet the household expenses. Despite all odds, Bikash was studying in the village school. As his standard was very poor due to lack of attention and guidance from family, and the worsening economic situation at home, he decided to leave home without informing his mother and started working in a stationary shop at Rairangpur, owned by one Jayadev Sahoo, with a remuneration of Rs. 500/- per month with food and clothing. But he had to work hard from morning 8 a.m. to 9 p.m. His mother came to know about his whereabouts after two months and contacted the owner of the stationary shop. The owner did not agree to spare him. With a lot of persuasion by his mother and help from local teachers and police, Bikash was finally rescued and brought back.

He was put in a rescue centre from where he again tried to escape; but due to the careful watch and ward of teachers he could not succeed in his efforts. The teachers of the Rescue Centre initially only allowed him to play carom board and football and then gradually started mainstreaming him. Now he is able to read both English and Odia books, which gives him great satisfaction. Besides, teachers are also encouraging him to draw and making clay idols, which he has interest to learn. During last Ganesh festival he had made a small Ganesh idol and had colored it very nicely. A visitor from Delhi was so impressed with the idol that he took away the idol, which inspired him very much. Though he could not succeed in class education so far, but in the activity of painting and idol making his performance is quite impressive. However, he is very swift in calculation i.e. addition, subtraction, multiplication and division etc. For his creativity in Painting teachers feel proud of him. Bikash intends to be an art teacher or artisan in future.

## The mission of life got wings



The programme Mu Bi Padhibi has been running successfully due to the sincere efforts of many school functionaries like Mr. Saroj Sahoo, who had joined as an Asst. teacher in 1991 and presently working as CRCC, in the Luhakani cluster of Bisoi Block.

He was deeply inspired by the call to make the district a "zero out of school children" district in the state and worked hard to make the program a success in his cluster. It came to his notice one day that a child named Jaleswar Tudu of Dhana has been identified, but his parents are not allowing him to enroll in school even after several rounds of counseling. He, along with the Head Master visited his house along with the CRCC and Headmaster. They found his father drinking with his friends and, as the father was drunk, they had to face a lot of angry opposition from him. However, the next morning brought news of good tides; both Jaleswar and his father reached the school next morning, the father begged apology for the last evening's incidents, and admitted Jaleswar in the school.

High tribal concentration, with poverty, illiteracy and low level of awareness was creating hindrances for pursuing the mission of zero out of school children. Mr. Sahoo is managing the intervention campaign successfully by creating awareness among community, inspiring all subordinates and motivating them to complete the task as per time plan fixed by district administration. Shri Sahoo regularly visits the rescue centre to look after the well beings of the boarders. Because of his dedication and candid approach, the rescue centre has been recognized as an ideal center.



## I Want to study not marry



Solen Murmu

The twelve year old poor tribal girl Kumari Pungi Tudu from village Kalsi Bhanga, P.O, Bimkhanda, P.S, Gorumahisani, district Mayurbhanj is an orphan as her father Bidu Tudu and mother Itis Tudu have expired long back. She was studying in Gorumahisani UP School. Meanwhile, her foster guardians pressurized her to marry despite her unwillingness and keen interest in studies. She narrated her plight to her class teacher and the Head Master. The HM immediately brought this to the notice of District Girls Education Forum. With the intervention of Police and support of Teachers she was admitted to KGBV and now she is studying in class VIII. The timely intervention and support by the teachers could prevent a forceful child marriage and helped the little girl to pursue her studies.

## Mu Bi Padibi is a blessing for me

In Rautala village of Barhepani GP, there lived a small 11 year old orphan girl named Gabai Barsing with her uncle and aunt as her parents had passed away untimely. She did house hold chores in her uncle's house rather than studies. At a tender age she was forced to do most of the work at home and outside and was not given proper diet and affection. She suffered from various ailments due to malnutrition and lived a quite unhappy life at home. She was tracked by the CRCC and enrolled in Durdura RST Center.

She experienced a new life there due to timely food and availability of all other facilities which were dreams for her. She studied and got a class promotion; but her plight did not end soon: after ten months' stay, the RST got closed and she went back to her aunty's (father's sister) place but was not happy there. However, the head mistress brought her back and admitted her in a KGBV Hostel. Now the Didi of the KGBV is her guardian and has accepted her as one of her daughters. "Now I am very happy and studying in class VII", says Gabai, with a wide grin on her face.

She expresses her gratitude to the MU BI Padhibi program which brought her to school. Now she wants to be a social worker in future and to serve the orphan children.

