

SUBMITTED TO

District Project
Office, RTE-
SSA (SC/ST
Education
Unit),
Sambalpur

FACILITATED BY

Patang

LIFE SKILLS EDUCATION PROGRAMME IN GOVT. SCHOOLS, SAMBALPUR, ODISHA



Acknowledgements

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We would also like to extend our gratitude to all the Headmasters and Teachers for organizing the training program and giving us their valuable time in conducting the sessions and campaign.

We are heartily thankful to all the participants for their enthusiasm and active participation in the Life Skills Training Programme.

Thanks to Patang's facilitators who gave their best in designing and facilitating the programme in schools.

Finally, we would like to thank Ms. Valentine Gazzola for her contribution in designing the report.

Patang Team



EXECUTIVE
SUMMARY

01

SESSIONS
ON LIFE
SKILLS

03

STUDENTS-LED
SOCIAL ACTION
CAMPAIGN

09



11

PROGRAMME
OUTCOME



15

ANNEXURE

TABLE OF CONTENTS

Executive Summary

BACKGROUND

Since 2004, Patang has been running Life Skill Education Programme called Making Change Makers (MCM) with school-going students in the age group of 13-15 years (corresponding to classes 8th and 9th) in schools of western Odisha.

The programme aims to build leadership among adolescents for social change by providing them opportunities to gain the knowledge, skill and understanding necessary to play an effective role in society and to practice the value of interdependence in the world around them.

Patang's experience on designing and facilitating Life skills Education with school adolescents put forth the needs for scaling up to reach with more school students in the context of Odisha.

The partnership opportunity provided by the District Project Office, RTE- SSA (SC/ST Education Unit), Sambalpur to facilitate 3 days' life skills programme in 17 state govt. run schools was meaningful for Patang.

WHAT PATANG DID

Before conducting the life skills programme with students, we facilitated an orientation meeting with the HMs of 17 schools on the importance of life skills on students' school and personal life. We designed an outline for the life skills programme and prepared training materials as per the requirement of the students. We used different methodologies such as game, role play, group work, song, drawing, presentation and many more in designing the sessions.

After the pre-training phase, we conducted programme in 17 schools with 850 students of class 7th and 8th. We covered sessions on effective communication, self-exploration and introspection, understanding

relationship, managing relationship, team work and leadership styles.

At the end of the training programme, students designed an action campaign on different social issues with the help of Patang facilitators and school teachers. In the campaign the students used their learning and performed different activities to highlight the issues in front of other students and community people.

To evaluate the learning and improvement of the students, we designed and filled up a Social Sensitivity Index Questionnaire by the students before and after the training. After each session, students were asked to fill written feedback form.

OUTCOME OF THE PROGRAMME

DIRECTLY
REACHED

850

STUDENTS

MORE THAN

1,000

STUDENTS REACHED
THROUGH THE
CAMPAIGNS

PARTNERED
WITH

17

GOVT.
SCHOOLS

QUALITATIVE IMPACT

1

Teachers recognised the process of facilitating the life skills sessions and the positive impact of the sessions on students' participation.

2

Active participation of the students during the life skills sessions and social action campaigns.

3

Positive movement of the students in the post-SSI score.

★ List of schools ★

CHERVAPADA NODAL UP SCHOOL
GOPALMAL UGME SCHOOL
SUNAPALI PUP SCHOOL
DHANKAUDA ME SCHOOL
VSS UGME SCHOOL
BROOKS HILL NODAL UP SCHOOL
REMED NODAL UP SCHOOL
BAREIPALI ME SCHOOL
BHATARA UGME SCHOOL
BINAKHANDI UGME SCHOOL
HIRAKUD NODAL UP SCHOOL
MAHAMMADPUR UGME SCHOOL
GOUDPALI PUP SCHOOL
UNIVERSITY CAMPUS UGME SCHOOL
DURGAPALI UGUP SCHOOL
KIRBA UP SCHOOL
NUA GUJATAL PUP SCHOOL

Sessions on Life Skills

SESSION 1: EFFECTIVE COMMUNICATION

Objectives

- To list characteristics of good and bad listening.
- To identify the obstacles of the good listening.
- To self-evaluate their listening skills and plan for improvement.

Process

We started the session by playing a game called 'Chinese whispers' with the students to help them connect with the session.

After the game, two students were asked to volunteer for a role play as per the given chart. In the play, the two students were instructed to perform the role of a speaker and a bad listener.

After the role play, facilitators asked other students to share their observations on the play and list out the behaviour and body language of a bad listener and the relationship between the speaker and bad listener.

After the discussion, facilitators asked the students to list out the behaviour and body language of a good listener. Then, two more students performed the roles of a speaker and a good listener as per the shared points.

At the end of the session, students scaled their learning skills and shared the plan of action to improve it.



Students' Learning

- Students listed out and analysed the behaviour and body language of a bad and good listener.
- They knew the obstacles during the listening and its effect on the relationship of the speaker and the listener.
- All the students analysed and scaled their listening skills and planned to improve it.

SESSION 2: INTROSPECTION AND SELF-AWARENESS

Objectives

- To understand themselves better, openly express their thoughts about themselves.
- To understand the importance of sharing views with each other.

Process

The facilitators started the session with an energiser to prepare the students for the meditation. Then we took them through a deep meditation where we asked them to recall their strength, weakness, dreams, likes & dislikes.

We spread the flashcard on different pictures (animals, mountain, flower, etc.) over the floor. Then we asked the students to select a picture presenting them and share why they chose the picture and what the picture is telling about them. Then we asked about their feelings after sharing about them.

Then, facilitators summarised all the

discussed points and shared that everyone has different strength and qualities that we must identify within ourselves. These qualities and strength make each of us unique. It is also important to identify and analyse one's own weakness for the improvement.

Students' Learning

- Through the meditation, students identified their skills, strength and got a platform to share with each other.
- All the students expressed a bonding feeling after sharing about self and hearing from others.

Nitu (a 7th class student, Kirba School) shared that through the process she identified her good and bad behaviours. She will work on her bad behaviour.



SESSION 3: UNDERSTANDING RELATIONSHIPS

Objectives

- To understand the importance of relationships.
- To understand close and distant relationships.

Process

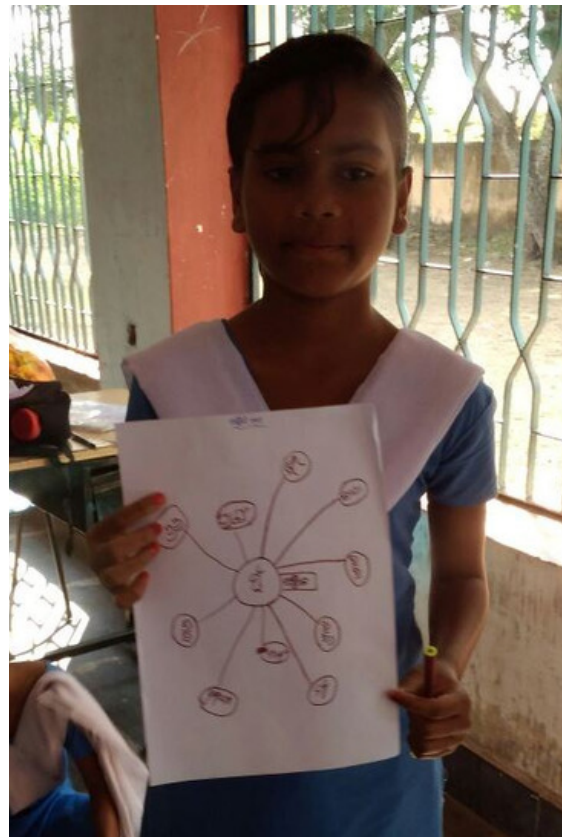
In this session, students drew a circle in the middle of a blank paper and wrote their name inside the circle. They listed out the relationships in their lives and put to near or far from their self-circle depending on their closeness with the relations.

After that the facilitator discussed by asking some questions like which relationship have you placed in the circle closest to you and why; which is the relationship farthest from you and why; out of these, which are from birth and which are the ones you have formed.

At the end of the discussion, facilitators summarised that some relationships are closest with us and some are less important. We choose it according to our like and dislike, their behaviour with us. It is not necessary that our blood relation will be the closest one. Apart from it, all relations are important for us. So, try to reduce the differences of your distance relationship.

Students' Learning

- Students identified their close and distance relation through this activity.
- They analysed that blood relations are not always the closest. We can make any relation our closest.
- They realised all relations are important and planned to make the distant relations to close one.



SESSION 4: MANAGING RELATIONSHIPS

Objectives

- To receive and give positive feedback gracefully.
- To evaluate the effect of appreciating others in terms of managing relationship.

Process

At first, we played a game 'Ping-Pong' with the students. Then we asked the students to note down the name of a person whom they had given a positive compliment for the last time. They were asked to keep it with themselves. Then the students were asked to make a pair with their friends and sit facing each other. We gave a piece of chart paper and colors and asked them to draw the portrait of their friend in the pair and write five good qualities of that friend. After completion of the task, one by one all the pairs shown the pictures of their partners and shared the five good qualities.

After sharing, we asked the students about their feelings during sharing about their partner's qualities and knowing something new about their own qualities in front of the larger group. Then we discussed with the students about appreciation and its impact on relationships. Students shared their experiences on giving and receiving appreciations. They shared that they felt happy to listen something good about themselves from their friends and it would help them to grow and develop their relationships too.

Students' Learning

- All the students realised the importance of appreciation, and agreed that giving and receiving appreciation must be our habits.
- They had an opportunity to appreciate their friends and knew what their friends thought about them.
- The students analysed the process of appreciation and its necessity in managing relationships.

Kajal Reddy (8th class student, Cheruapada School) shared that it is very important to maintain the relationship with everyone.



SESSION 5: TEAM WORK

Objectives

- To describe various behaviours that helps/hinder in accomplishing a group task.
- To analyse one of the elements of cooperation and reflect on their own behaviour when working in a group.

Process

Through a game, we divided the students in groups. In each group there were 6-7 students. They were asked to write about an incident they had worked in a group and how their experiences were. Then we asked each group to sit in a small circle. We distributed five envelopes (each envelope containing pieces of a jumbled set of a broken square) to each group and told to make a complete square with the broken pieces. We selected 1-2 observers from each group to observe the behaviour of their respective group.

Before starting the game we shared the objectives and rules of the game. After finishing the game, we announced the name of the winning group.

Then we discussed with the students about the game and what they were doing during the game. Then we asked questions to each group individually, that how was the game, what were the reasons behind making the square quickly or late. We noted the discussion points on chart paper in two columns, and then asked the students which are good team behaviour. Then we discussed on the bad and good team behaviour and its effect on the group work.

Students' Learning

- Students learned about the good team behaviour such as maintaining discipline, following the rules, helping others, understand the task first then work on it.



K. Jamuna Reddy (a student from Kirba School) shared that when we work in a team we should focus on the aim and work with discussing and helping each other.

SESSION 6: LEADERSHIP STYLE

Objectives

- To identify three leadership styles: autocratic, democratic and laissez faire and analyse importance of each style in different situations.
- To describe the advantages of each style from the task orientation and people orientation point of view.

Process

In the beginning, of the session we divided the participants into three groups and asked to volunteer one person from each group to act as the leader in the group. We gave instructions to enact the roles of three leadership styles that are autocratic, democratic and laissez faire to each leader separately.



Then we asked one volunteer from each group to observe the leader's attitude and behaviour towards the group members and how the leaders are leading the group towards achieving the team goal. After that we gave all the three groups some flowers, two needles and thread to make a garland in the guidance of their leaders. It was an inter competition among the groups to make a beautiful and long garland. After making the garland, we declared the winner group.

Then we discussed on what the leaders were doing in the group during the task, how they were behaving with the group members, how it helped achieving or losing the team goal. We noted all the discussion points in three columns and presented the democratic, autocratic and laissez faire leadership styles. Then we discussed more on the leadership styles and its effect on the task and people. After sharing about the acting of the leaders, to add fun we told the group members to offer the garland to their respective leaders.

Students' Learning

- After the exercise some students were happy, and some were unhappy as they could not complete their tasks because of their leader.
- Students experienced different leadership styles and identified their characteristics.

Lilima Munda (8th class student, Dhankauda ME School) shared that she analysed that every learning styles are essential for different situations.

Students-led Social Action Campaign

SOCIAL ACTION CAMPAIGNS

The social action campaign is a platform for the students to use their learning from the sessions and demonstrate leadership. After finishing the life skills sessions, we conducted social action campaigns in 11 schools on different issues related to environment, girls' education, health and sanitation, and gender-based violence.

Before starting the campaign, students chose an issue. Then, they discussed and decided to use different methodologies to aware others on the issues. We facilitated the students in the preparation of the activities such as theatre, songs, posters making, story, etc. After the preparation, the students performed it in front of the other students, teachers and community people.



Social action campaigns were held in 11 schools on issues related to health and sanitation, environment and gender equality

School's name	Campaign's Topic	Reach (no. of people)
CHERUAPADA NODAL UP SCHOOL	SAY NO TO PLASTIC USE	70
REMED NODAL UP SCHOOL	WATER AND SANITATION	112
BAREIPALI ME SCHOOL	GENDER ISSUES	89
BHATRA UGME SCHOOL	IMPORTANCE OF TREES	75
BINAKHANDI UGME SCHOOL	GIRLS EDUCATION AND CHILD MARRIAGE	80
HIRAKUD NODAL UP SCHOOL	HEALTH AND SANITATION	135
MAHAMMADPUR UGME SCHOOL	PRESENTATION OF THE LEARNINGS THROUGH ROLE PLAY AND FACE PAINTING	355
U. CAMPUS UGME SCHOOL	PLANTATION AND EVE-TEASING	58
DURGAPALI UGUP SCHOOL	ENVIRONMENT	150
KIRBA UP SCHOOL	PRESENTATION OF THE LEARNINGS THROUGH DRAMA AND NEWS	86
NUA GUJATAL PUP SCHOOL	PRESENTATION OF THE LEARNINGS THROUGH DRAMA	145
Total		1,355

LEARNINGS FROM THE SOCIAL ACTION CAMPAIGNS

The social action campaigns were very fruitful to analyse the learnings of the students from different sessions. The students took responsibility and demonstrated leadership during the campaigns as per their strength and skills. In a team, they prepared the activities and performed confidently in front of others.

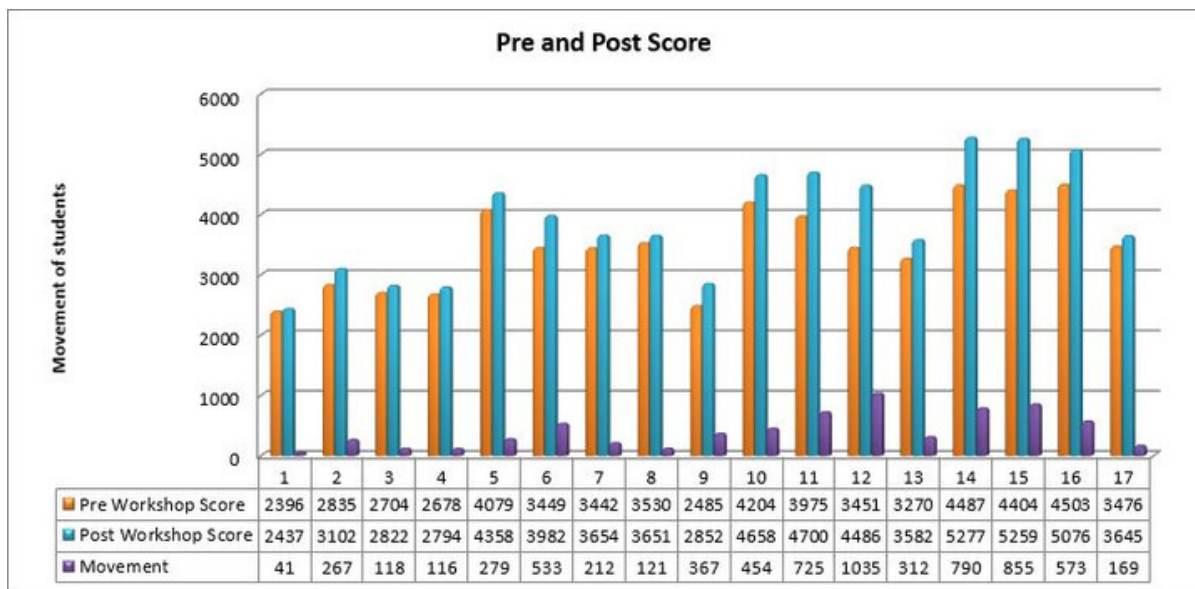
The campaigns provided space for the students to develop understanding on different social issues and address them before a larger group. Even the students who did not participate actively performed confidently.



Programme Outcome

ANALYSIS OF SOCIAL SENSITIVITY INDEX QUESTIONNAIRE

Even though we worked with 850 students in 17 schools in Sambalpur, only 688 students have submitted the pre and post 'Social Sensitivity Index (SSI)' questionnaire. The table below shows the detailed score of the pre and post workshop questionnaire administered at the beginning and at the end of the life skills programme.



From the data, it is easy to observe that the programme had a very positive impact on the students. In all target schools, the score of the post-workshop questionnaire is higher compared to the score of the pre-session test. The students articulated their learning very well and shared their feedbacks in writing. We also observed that the students who were more impacted were the ones who actively designed and implemented the Social Action Campaigns in their schools.

STUDENTS' FEEDBACK

We learnt that we should listen properly when someone is saying something before acting upon it; then we will be able to use it properly. If we do not listen others properly, we will be unable to understand properly what the person is saying and will face problem later.

- ADITYA BEHERA, CLASS-VII, BROOKSHILL
NODAL UP SCHOOL

I got to know Who Am I and what is My Identity. I also got to know that I have many qualities. Some of those are good and some are bad. Firstly I wanted to avoid my bad qualities and did it. Then I identified my good qualities (helping others, planting trees, be friendly to everyone) and decided where to apply it. Like the Everest or any other mountain that stands firmly during any natural calamity, I will also face every situation bravely without breaking down and try to learn from the situation without avoiding it. I should pose as much as good qualities because it is not harmful for anyone rather useful from every sense. If we pose good qualities then our country will progress and we will be loved by others.

- Aisha Parween, Class-VIII, Sunapali PUP School

Through the 'Who am I?' session I got to know that what types of qualities I pose so that I can touch hearts of others and make myself and my parents proud. I realized that I have the quality to mix up with everyone and like a bird can fly everywhere, I also want to fly. I will improve as a person with these qualities.

- SANJANA MAJHI, CLASS-VII, KIRBA UP SCHOOL

TEACHERS' RESPONSE

The programme is very helpful for the students, because through this programme students can learn many things. The discussion on Lifeskills helps them to choose a right path for their life. Even the students, who is shy in nature and could not participate in classroom activities, participated in all the activities confidently. Apart from it, students need to learn and work on social issues, because it develops their moral values. In my opinion, if the programme is run regularly in schools, students can learn more by reading books, performing plays, etc. I'd like to thank Patang's facilitators for their methods and activities in classroom.

**- MS. KANCHAN PRAVA NANDA,
REMED NODAL UP SCHOOL**

The programme should be run in every school, because through it students learnt about good relationship, good listening, good and bad behaviour, discipline and how to face every problem and take good decisions. Through discussion, students learnt about their environment and involved in various activities and social campaigns. [...] Please continue to run this programme and to conduct such activities twice a week.

**- MS. RITABALA BEHERA,
BARAIPALI ME SCHOOL**

CASE STUDIES

Case Study No. 1

Lucy Gartia is a 6th class student of Remed Nodal UP School who fears a lot. After going through the Life Skill Programme of Patang, the facilitators identified many small changes within her. The programme was divided into various levels and designed in a friendly manner. During the programme, when all the participants took part in the programme, Lucy made excuses of not attending any session and sit quietly by the side while others actively participated in all the activities.

To make her participate in the activities, the facilitators made her sit in the front line. Gradually, her mindset changed after seeing other participants learning and enjoying from the activities and she started participating in the sessions. She started participating in the discussions and in the leisure time interacted with other participants.

During the last day of training, Lucy came forward and said that she wants to participate in the drama during social action campaign. Lucy very actively participated in the drama. The way she performed in the drama was itself an evident that she has oppressed the fear which was inside her earlier.

Case Study No. 2

Sandhyarani Surujal is an 8th class student at U Campus UGME School. In the beginning of the workshop, Sandhya was only listening to the facilitators. But gradually she became more comfortable because of the 'Learn with Fun' sessions. In the 'Who Am I?' session, she was encouraged by the facilitators to express her thoughts and seeing her friends' sharing she opened up. She shared how she relates to the things in the pictures which reflected her high moral values of life. In the session relating her to trees she shared how trees play a vital role in our life and keeps on helping others in every part of its life. She also wants to be the same and help everyone. She was enthusiast enough and requested to share more herself relating with rose; she said girls are like roses who are capable enough to do any work in this world. It is also shameful how parents look their girl child as burden. Girls should be given equal opportunity as boys to bloom as strong beautiful roses. After this session she developed self-confidence.

After the workshop she shared all her learning in front of her teacher confidently. She was also encouraging others to participate in the sessions and the action play. She led the social action play 'Eve teasing' and presented in front of all very efficiently. She also shared her gratitude towards the facilitators and the workshop. She said that she was looking for such kind of opportunities and is very blessed to be a part of it.

Annexure

TRAINING PROGRAMME OUTLINE

Duration	Objective	Details of session
DAY 1		
10.30am-11.30am		Pre-test Social Sensitivity Index questionnaire
11.30am-1.00pm	List down the importance of effective communication	Effective Communication 3 minutes test and good listening
2.00pm- 3.30pm	Analyse the importance of self-reflection in life	Introspection & Self-Awareness Who am I?
DAY 2		
10.30am-11.30am	Understand the importance of relationships	Understanding Relationships Mapping relationships
11.30am-1.00pm	Understand close and distant relationships	Managing Relationships
2.00pm- 4.00pm	Understand the importance of working together to achieve group goals	Understanding team work Broken Square

DAY 3

10.30am-12.00am	Identify and analyse different leadership styles	Leadership Styles
12.00am-1.00pm	Use the learning from the sessions and demonstrate leadership	Students-led Social Action Campaign Design and implement social action campaign
2.00pm- 2.30pm		Reflection of 3 days learnings+students feedback
2.30am-3.30pm		Post-test Social Sensitivity Index questionnaire
3.30pm- 4.00pm		Distribution of certificates to the students

STUDENTS' FEEDBACK

NAME - NIKITA NANDA SCHOOL - ~~IO~~ JYOTIMHAR HIGH SCHOOL
CLASS - 12 ADDRESS - UNIVERSITY SIVA TAMPLE COLONI

କାର୍ଯ୍ୟଶାଳା ସମ୍ବନ୍ଧରେ ଅଂଶଗ୍ରହଣକାରୀଙ୍କ ମତାମତ ଫର୍ମ

୧. ଏହି କାର୍ଯ୍ୟଶାଳା ଶେଷରେ ତୁମେ ଜିପରି ଅନୁଭବ କରୁଛ ? ଦୟାକରି ତୁମର କିଛି ଅନୁଭୂତି ପ୍ରକାଶ କର ।

ବନ୍ଧି କାଟି ଯାଇଲା । ଆହୁନ ହୁ ଶେଷ ପର୍ଯ୍ୟନ୍ତ ସ୍ବାମୀକୁ ସମେତ କରିଛନ୍ତି ।
ଜାଣିପାଢ଼ିଲୁ । ମଥା - ଉକ୍ତ ପ୍ରୋତା ହେବା । ଉକ୍ତ ସଂସଦ୍ ଘଟିବା କିମ୍ବଦନ୍ତୀ ।

୨. ଏହି କାର୍ଯ୍ୟଶାଳାରୁ ତୁମେ କଣ ସବୁ ଲୁଆ ଶିଖୁଲ ?

[illegible]

୩. କେଉଁ ସେସନଟି ତୁମକୁ ସବୁଠାରୁ ଦେଖି ଭଲ ଲାଗିଲା ଓ କାହିଁକି ?

ଆମକୁ ଆମର ନୀତି ସେଇନି ବହୁତ ଦୃଢ଼ କରିବା । ଖୁବ୍
ଆମକୁ ଆମେ ନିଜ ଲିପିପାଠିକୁ ।

୪. ଏହି କାର୍ଯ୍ୟଶାଳାରେ କେଉଁ ଅନୁଭବଗୁଡ଼ିକ ତୁମକୁ ସବୁଠୁ ବେଶି ଖୁସି ଦେଇଛି/ଲାଗିଛି ଓ କାହିଁକି ।

କ୍ଷେତ୍ର କାର୍ଯ୍ୟକାରୀତାକୁ ଆମକୁ ବିକାଶ ଏବଂ ସେବା ସେକ୍ଟର ସହିତ
ସୂଚୀ କାର୍ଯ୍ୟକାରୀତାକୁ ବିକାଶକୁ ଆନେକାଂଶ ଦୃଢ଼ କରିଥାଏ ।

୫- ଏହି କାର୍ଯ୍ୟଶାଳାରେ ଅତିବାହିତ କରିଥିବା ସମୟ ମଧ୍ୟରୁ କେଉଁ ସମୟରୁତିକ ତୁମକୁ ରୁଚିକର ଲାଗିନଥିଲା ଓ କାହିଁକି?

ତୁମେ କ'ଣ ସବୁ Suggestion ଦେବାକୁ ଚାହୁଁ ?

କହି କାହିଁକି କାହିଁକି କହିଥିବା ସମସ୍ତ କଥାକୁ ସବୁ ସମ୍ଭବତଃ
ଆମକୁ ସବୁ ଭୁଲିବୁ ନାହିଁ ।

୬. ପରିଚାଳକ/ପରିଚାଳିକାଙ୍କ ପାଇଁ ତୁମର କ'ଣ ସବୁ Suggestion ଅଛି ?

ପ୍ରତିବାଦୀଙ୍କୁ ମାନେ ଆମକୁ ଧନେ ଉକ୍ତା ଶିଖାଉଛୁ ଓ
ଆମକୁ ନୂତନ ସମାଜ ବିଳେ ଲେଖୁଛୁ ଯେଉଁ ଯାଏ ଦେଖେ ।

୭. ୧ ରୁ ୧୦ ନମ୍ବର ଫେଲ୍‌ରେ ୧୨ଟି ବହୁତ ଖରାପ ଓ ୧୦ର ଅର୍ଥ ବହୁତ ଭଲ ଚାହେଲେ ତୁମେ ଏହି କାର୍ଯ୍ୟଶାଳାକୁ କେତେ ନମ୍ବର ଦେବ ?

A horizontal number line with tick marks and numbers from 1 to 10. The number 10 is circled in blue ink.

କାର୍ଯ୍ୟଶାଳା ସମୟରେ ଅଂଶଗ୍ରହଣକାରୀଙ୍କ ମତାମତ ପର୍ଯ୍ୟ

୧. ଏହି କାର୍ଯ୍ୟଶାଳା ଶେଷରେ ତୁମେ କିପରି ଅନୁଭବ କରୁଛ ? ଦୟାକରି ତୁମର କିଛି ଅନୁଭୂତି ପ୍ରକାଶ କର ।

ଜଣେ କାର୍ଯ୍ୟଶାଳା ଚୋଷାରେ ମତେ ବହୁତ କିଛି ଶିଖିବାକୁ ମିଳିଲା ।
ବି ଅନେକ ଚୋଷା ଶୋଧିବାକୁ ଚାହେଁ ଥିଲି ମୁଁ ମିଳି ବହୁତ
ଭଲ ଲାଗିଲା ।

୨. ଏହି କାର୍ଯ୍ୟଶାଳାରୁ ତୁମେ କଣ ସବୁ ନୂଆ ଶିଖିଲ ?

ଜଣେ କାର୍ଯ୍ୟଶାଳାକୁ ମୁଁ ଶିଖିଲି ଯେ ସଫଳ କେମିତି ପାଢ଼ିବା
ବି ନିଜ କିଷ୍କଣ ଜାଣିବେ ଅନେକ ବସ୍ତୁକୁ ଦେଖି ।

୩. କେଉଁ ସେସନଟି ତୁମକୁ ସବୁଠାରୁ ବେଶି ଭଲ ଲାଗିଲା ଓ କାହିଁକି ?

ଜଣେ ସଫଳ ପାଢ଼ିବା ସେସନଟି ସବୁଠାରୁ ଭଲ ଲାଗିଲା କାରଣ
ସମସ୍ତଙ୍କୁ ଜଣାପଡ଼ିଲା ସଫଳ ପାଢ଼ିବା ବାଟ ।

୪. ଏହି କାର୍ଯ୍ୟଶାଳାରେ କେଉଁ ଅନୁଭବଗୁଡ଼ିକ ତୁମକୁ ସବୁଠାରୁ ବେଶି ଖୁସି ଦେଇଛି/ଲାଗିଛି ଓ କାହିଁକି ?

ଜଣେ କାର୍ଯ୍ୟଶାଳାରେ ଅନୁଭବଗୁଡ଼ିକ ମତେ ସବୁଠାରୁ ଖୁସି
ଦେଇଛି କାରଣ ଜଣେ କାର୍ଯ୍ୟଶାଳାରେ ଅନେକ ଶିଖି
ଶିଖିବାକୁ ମିଳିଲା ।

୫. ଏହି କାର୍ଯ୍ୟଶାଳାରେ ଅତିବାହିତ କରିଥିବା ସମୟ ମଧ୍ୟରୁ କେଉଁ ସମୟଗୁଡ଼ିକ ତୁମକୁ ରୁଚିକର ଲାଗିନଥିଲା ଓ କାହିଁକି ?

ତୁମେ କ'ଣ ସବୁ Suggestion ଦେବାକୁ ଚାହୁଁ ?

ମୁଁ ଜଣେ କାର୍ଯ୍ୟଶାଳାକୁ ପଢ଼ିବା ଲେଖିବା ବାଟାଦି ମୋ
ସବୁ ମତେ ଚୁକ୍ତିକର ଲାଗିଥିଲା ବା ତୁମ ଦିବ, ପ୍ରକାଶିତ
ବହୁତ ଭଲ ।

୬. ପରିଚାଳକ/ପରିଚାଳିକାଙ୍କ ପାଇଁ ତୁମର କ'ଣ ସବୁ Suggestion ଅଛି ?

ମୁଁ ସୋପାନି ଚଳେ ଉତ୍ତମ ଆମକୁ କି ମତେ କିଛି
Suggestion ଦେବା ପଡ଼ିବ ନାହିଁ ।

୭. ୧ ରୁ ୧୦ ନମ୍ବର ସ୍କେଲରେ ସମସ୍ତ ବହୁତ ଖରାପ ଓ ୧୦ର ଅର୍ଥ ବହୁତ ଭଲ ତାହାଲେ ତୁମେ ଏହି କାର୍ଯ୍ୟଶାଳାକୁ କେତେ
ନମ୍ବର ଦେବ ?

ମୁଁ କାର୍ଯ୍ୟଶାଳାକୁ ନମ୍ବର ଦେଉଛି

1 2 3 4 5 6 7 8 9 10

TEACHERS' FEEDBACK

ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ମତାମତ ପର୍ଯ୍ୟାୟ - ମେକିଙ୍ଗ ଚେଞ୍ଜମେକର୍ସ କାର୍ଯ୍ୟକ୍ରମ

୧. ଆପଣଙ୍କ ମତରେ ଆମର ଏହି କାର୍ଯ୍ୟକ୍ରମଟି ଆପଣଙ୍କ ସ୍କୁଲରେ ଗୁଣିବା ଆବଶ୍ୟକ ଅଛି ବୋଲି ଭାବୁଛନ୍ତି କି ? କାହିଁକି ?

ହୁଁ - ଚନ୍ଦ୍ରି କୋଷିକ୍ରମଣୀ କୁଳୁହତେ ଖୁଲିବ । ଆବଶ୍ୟକ ଅପଣ୍ଡି । କାହିଁକି ଛାଡ଼ା ହୋଇପାରେ
 ଦଳଗତ କୋଷିକ୍ରମଣୀ ଶୁଦ୍ଧତା ପାଇବେ ବୁଝାପଲ୍ଲୀ ହୁଏତ । ହୁଏତୁଣ୍ଡି ମାତ୍ରୁଣ୍ଡି ଶୁଦ୍ଧିବ ।
 ନିଜକୁ ଡୁକନା କେହିବି ପାନ୍ଥେ ଶୁଣିବ । ଶାନ୍ତି ଶୁଦ୍ଧିକାଳେ ହୁଏ କେହିବି । ଅହାତ୍ରିତ
 କେହିବି । ସାମାନ୍ୟତା କେହିବି ମୂଳାବଳୀ କେହିବି । ଆଦି ବାସାନ୍ତେ ଜାଣି ପାରିଲେ
 ଓ ସାମାନ୍ୟତା ପାଇଁ ଚାହୁଁ ଚାହୁଁ ଚାହୁଁ ଆବଶ୍ୟକ ହୁଏ ।

9- ଆଲୋଚନା କରାଯାଉଥିବା ଜୀବନକୌଶଳଗୁଡ଼ିକ ଓ ବିଷୟବସ୍ତୁଗୁଡ଼ିକ ଜରୁରୀ ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି କି ? ହଁ ନାହିଁ ?
 କାହିଁ ? ଆଲୋଚନା କଲେ ଯାହା ସମସ୍ତଙ୍କ ମଧ୍ୟରେ ସମଜ୍ଞା ହେବ, ତାହାକୁ ଗ୍ରହଣ କରିବା ସହଜ ହେବ ।

എല്ലാ പാഠം !

କାହାଣୀ- ଗ୍ରୀ ପ୍ରାଚୀନ ସମସ୍ୟାକୁ ସୁକାଞ୍ଚିକା କହିବ। ସହିତ ନିଜକୁ
ସୁସଜ୍ଜିତ ହାବରେ ଗର୍ବିତା ଓ ସମାଜରେ ସଞ୍ଚେନନା ସହିତ ନିଜକୁ ଲ୍ୟାମ୍ପୁସକାଣୀ
କହିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।

୩. ଆପଣଙ୍କ ମତରେ ଆଉ କେଉଁ ସବୁ ବିଷୟବସ୍ତୁରୁ ତିନି ଆମ କାର୍ଯ୍ୟକ୍ରମରେ ସାମିଲ କରିବା କଥା ?

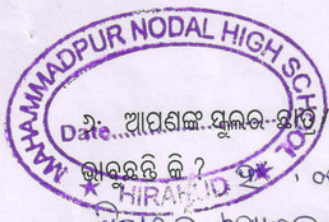
ଲାହୁରି ମାଧ୍ୟ ପାରିବେନା ଯୁଦ୍ଧ ସମୟରେ, ସମାଜର ଚେତୁରତା ବଢ଼ି ଯିବୁଛି ।
 ବାହାଘର ମଧ୍ୟ ପିଲାମାନଙ୍କୁ ସଫଳ କରିଥାଏ । ଗୃହମନ୍ତ୍ରୀ ମା ପାଳିତ ହୋଇ
 ତାହା ସମାଜର ଚେତୁ ବା ଲାହୁରି ଚେତୁ ଚେତୁରତା ତାହା ଖୁଲାଇଥାଏ । କହିବାକୁ ଯିବୁଛି ଏ
 ଯୁଦ୍ଧ ସମୟରେ ଲାହୁରି ଚେତୁ ।

୪. କାର୍ଯ୍ୟଶାଳାରେ ଆମେ ଯେଉଁ ପ୍ରଣାଳୀ ସବୁ (Methodologies) ବ୍ୟବହାର କରୁଛୁ, ସେସମ୍ବନ୍ଧରେ ଆପଣଙ୍କ ମତାମତ

କ'ଣ? ହାଁ, ଚନ୍ଦ୍ରା ପ୍ରଗଳ୍ଭା ସହ ବ୍ୟବହାର ହେଉଛି ତାହା ଠିକ୍ । ପିଲାଟାଟି
'ନିଳମିଶ୍ର ବ୍ୟକ୍ତିତ୍ବ', 'ବ୍ୟାକ୍ତିଗୁଣାତ୍ମକ', 'ପ୍ରଗଳ୍ଭାତ୍ମକ', 'ପ୍ରଗଳ୍ଭାତ୍ମକ' ଇତ୍ୟାଦି ଲେଖିବା ।
'ପ୍ରଗଳ୍ଭା', 'ପ୍ରଗଳ୍ଭାତ୍ମକ', 'ପ୍ରଗଳ୍ଭାତ୍ମକ', 'ପ୍ରଗଳ୍ଭାତ୍ମକ' ଇତ୍ୟାଦି ପ୍ରଗଳ୍ଭାତ୍ମକ ସହ
ହୁଏ ହେଉଛି ପ୍ରଗଳ୍ଭାତ୍ମକ ଲେଖନୀ ପିଲାଟାଟି ଲେଖନୀ ଶ୍ରୀମତୀ ସାହେବୀ ସାହେବୀ
ସାହେବୀ ଲେଖନୀ ଶ୍ରୀମତୀ ସାହେବୀ ।

୫- ଆମେ ଆଉ କ'ଣ ସବୁ କଲେ କାର୍ଯ୍ୟକ୍ରମଟି ଆହୁରି ଉପଯୋଗୀ ହେବ ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି ?

ଯଦି ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ତେବେ ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ।
ଯଦି ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ତେବେ ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ।
ଯଦି ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ତେବେ ଏହାକୁ ସମସ୍ତଙ୍କ ଦୃଷ୍ଟିରେ ଉପସ୍ଥାପନ କରାଯାଏ ।



ଆପଣଙ୍କ ସୁନ୍ଦର ଛାତ୍ରୀମାନେ ସାମାଜିକ ସମସ୍ୟାରୁ ଉପରେ କାମ କରିବାର ଆବଶ୍ୟକ ଅଛି ବୋଲି ଆପଣ

1. କାହା ଚାହିଁଛାନ୍ତି ତାହା ଜାଣିବା ପାଇଁ ଏକ ପଦ୍ଧତି ବ୍ୟବହାର କରାଯାଏ । ଏହାକୁ ଚାହିଁବା ପଦ୍ଧତି କୁ **ସାମାଜିକ ଚାହିଁବା ପଦ୍ଧତି** କୁହାଯାଏ । ଏହା ଗୋଟିଏ ପଦ୍ଧତି ଯାହା ଯେକୌଣସି ସମାଜର ସଭ୍ୟଙ୍କର ଚାହିଁବାକୁ ଚିହ୍ନଟ କରିବା ପାଇଁ ବ୍ୟବହୃତ ହୁଏ । ଏହା ଗୋଟିଏ ପଦ୍ଧତି ଯାହା ଯେକୌଣସି ସମାଜର ସଭ୍ୟଙ୍କର ଚାହିଁବାକୁ ଚିହ୍ନଟ କରିବା ପାଇଁ ବ୍ୟବହୃତ ହୁଏ ।

[illegible]

୮. ଆପଣଙ୍କ ମତରେ ଏପରି ଗୋଟିଏ କାର୍ଯ୍ୟକ୍ରମ ସବୁଦିନ ପାଇଁ ଗୁରୁତ୍ବପୂର୍ଣ୍ଣ ପାରିବ କି ? କିପରି ?

ନାହିଁ। ସବୁଠାରୁ ଉତ୍ସାହପାତ୍ରିକ ନାହିଁ। କେନ୍ଦ୍ର ହସ୍ତୀର ଦୁଇଟି ଉତ୍ସାହପାତ୍ରିକ
ଗାନ୍ଧୀ ଫଳରେ ପିଲାମାନେ ଗାନ୍ଧୀ ଶିଖିଲେ। ଦୁଇଟି ନାହିଁ। ୭ ନମ୍ବର ଲାଗିଛି।
କୃଷିବାହନ ।

୯. ଅନ୍ୟ କିଛି ଚିନ୍ତଣ ?

ଘଟଣା ଲାଗିଥିବା ସମୟରେ ସବୁ ପକ୍ଷରୁ ବିଚାରାଳୟକୁ ଆସିବା
 ହେବାକୁ ସମସ୍ତଙ୍କୁ କହାଯାଇ ଚା ହେଉଛି ଯେ ସ୍ୱାଧୀନ ସାମ୍ବଳିତ ଗୋଟିଏ
 ଗୋଷ୍ଠି ଗଠିତ ହେବ ।

ନାମ ଓ ଦସ୍ତଖତ : Tilottama Mahalingam

ତାରିଖ : 18.11.2017

ତାରିଖ : 18.11.2017
ଜାଗା : Mahammadpur Nodal High school

Nehru Prashant
Headmaster
Mahammadpur Nodal High School
Muzaffarpur

ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀଙ୍କ ମତାମତ ଫର୍ମ - ମେକିଙ୍ଗ ଟେଷ୍ଟମେକର୍ସ କାର୍ଯ୍ୟକ୍ରମ

୧. ଆପଣଙ୍କ ମତରେ ଆମର ଏହି କାର୍ଯ୍ୟକ୍ରମଟି ଆପଣଙ୍କ ସ୍କୁଲରେ ଗ୍ରହଣ କରିବା ଆବଶ୍ୟକ ଅଛି ବୋଲି ସାବୁଛନ୍ତି କି ? କାହିଁକି ?

ବିଦ୍ୟାଳୟରେ ଏହି କାର୍ଯ୍ୟକ୍ରମଟି ଚାଲିବା ଆବଶ୍ୟକ ଅଛି । କାରଣ ଏହି କାର୍ଯ୍ୟକ୍ରମ ଦ୍ଵାରା ଧିରାମାନେ ସଫଳତା ଚାହେଁଇବା ଚାହେଁଇବା । ଓ ଏହି ଏହି କାର୍ଯ୍ୟକ୍ରମ ଚାଲିବା ଆବଶ୍ୟକ କରିବା ପାଇଁ ପ୍ରୟାସ କରାଯାଉ ।

୨. ଆଲୋଚନା କରାଯାଉଥିବା ଜୀବନକୌଶଳଗୁଡ଼ିକ ଓ ବିଷୟବସ୍ତୁଗୁଡ଼ିକ ଜରୁରୀ ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି କି ? କି ନାହିଁ ?

ହୁଁ, କାରୁଣ୍ୟ ଏହାଦ୍ୱାରା ହିମାଞ୍ଚଳମାନେ ଜୀବନ ଶୈଳୀର ଗୁପ୍ତିକର
ପାଲେଟ୍‌ମା ହୁଅନ୍ତା ସବୁ ଗାଥାରେ ଦହିଚୁଲିତ ହେବେ ଏ ସୁ-
ନାଗରିକ ଚନ୍ଦ୍ରାନ୍ତ ଦାରିଦ୍ରେ ।

୩. ଆପଣଙ୍କ ମତରେ ଆଉ କେଉଁ ସବୁ ବିଷୟବସ୍ତୁରୁଡ଼ି ଆମ କାର୍ଯ୍ୟକ୍ରମରେ ସାମିଲ କରିବା କଥା ?

ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଚେନ୍ନାଇ ନାଟକ, ଟୀକ, ଡ୍ରାଫ୍ଟ ଆଦିର ସ୍ଥେୟା ଭୂମିକା
ଏହା ଗପଟିକା ଲିଖନୀମାନେ ସୃଷ୍ଟିକାରୀ, ସମ୍ପାଦନା, ସମ୍ପାଦନା ଭୂମିକା କୋଣସି
ଚାନ୍ଦ କହିଲେ ଆହୁରି ଭଲ ହେବ । ତାହା ଏହି କାର୍ଯ୍ୟକ୍ରମ ଚୂଡ଼ିକା
ସ୍ୱାର୍ଥ ଲିଖନୀର ଆହୁରି ଭଲ ଚାନ୍ଦ ଚୂଡ଼ିକା ପ୍ରକାଶ ପାଇବ ।

୪. କାର୍ଯ୍ୟଶାଳାରେ ଆମେ ଯେଉଁ ପ୍ରଣାଳୀ ସବୁ (Methodologies) ବ୍ୟବହାର କରୁଛୁ, ସେସବୁରେ ଆପଣଙ୍କ ମତାମତ

ଉତ୍ତର ? ତେଣୁ ଅଛି । 'ଲୋକ' ବିଭାଗରେ ଅତିକ୍ରମ କରାଯାଇଛି । କହିଛନ୍ତି ଯା
ଭବିଷ୍ୟତ । ବିଶାଳତା ତେ ବୃଦ୍ଧି ପ୍ରକାଶ କରୁନାହିଁ ସେମାନଙ୍କ
ଟିକିଏ ସମ୍ପୂର୍ଣ୍ଣ ଖୁବେଇ ଯିବା ଉଚିତ୍ ।

୫. ଆମେ ଆଉ କ'ଣ ସବୁ କଲେ କାର୍ଯ୍ୟକ୍ରମଟି ଆହୁରି ଉପଯୋଗୀ ହେବ ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି ?

ତଥାପି ତାହା ଯଦି ସଫଳ ହୁଏ, ତେବେ ତାହା ଯେଉଁଠି ଯିବେ
 ତାହା ଯେଉଁଠି ଯିବେ ତାହା ଯେଉଁଠି ଯିବେ ତାହା ଯେଉଁଠି ଯିବେ
 ତାହା ଯେଉଁଠି ଯିବେ ତାହା ଯେଉଁଠି ଯିବେ ତାହା ଯେଉଁଠି ଯିବେ

୬. ଆପଣଙ୍କ ସ୍କୁଲର ଛାତ୍ର/ଛାତ୍ରୀମାନେ ସାମାଜିକ ସମସ୍ୟାଗୁଡ଼ିକ ଉପରେ କାମ କରିବାର ଆବଶ୍ୟକ ଅଛି ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି କି ?

ହାତୁହାତୁଆମାନଙ୍କ ସାମାଜିକ ସମସ୍ୟା ଗୁଡ଼ିକ ହେଲେ ଜାମିନ ନିକାସ, ପିଲାମାନଙ୍କ, କାନ୍ଥର ପ୍ରାୟତଃ ସେମାନଙ୍କର ସମ୍ଭା, ନିମା, ସାମାଜିକ ଗୁଣ ଗୁଡ଼ିକର ଠିକ୍ ଉପଲୋଗ ହେବ ।

୭. ଆପଣଙ୍କର ସ୍କୁଲ ପାଇଁ ଏବଂ ଛାତ୍ର/ଛାତ୍ରୀମାନଙ୍କ ପାଇଁ ଏହି କାର୍ଯ୍ୟକ୍ରମଟି କେତେ ଦୂର ଉପଯୋଗୀ ହେଲା ବୋଲି ଆପଣ ଭାବୁଛନ୍ତି ?

ଏହି କାର୍ଯ୍ୟକ୍ରମ ଦ୍ଵାରା ପିଲାମାନେ ଅନେକ ଜୀବନ କୌଶଳ ଶିଖି କଲେ । ଏହି କୌଶଳ ଗୁଡ଼ିକୁ ସେମାନେ ଜୀବନରେ ସମାଜର ପ୍ରୟୋଗ କରିବେ ଏବଂ ସ୍ବ ପରିଚ୍ଛେଦ ନିଶ୍ଚେ ।

୮. ଆପଣଙ୍କ ମତରେ ଏପରି ଗୋଟିଏ କାର୍ଯ୍ୟକ୍ରମ ସବୁଦିନ ପାଇଁ ଗୁରୁତ୍ଵପୂର୍ଣ୍ଣ ପାରିବ କି ? କିପରି ?

ସବୁଦିନ ଗୁରୁତ୍ଵପୂର୍ଣ୍ଣ ପାରିବ । କାନ୍ଥର ଶିକ୍ଷାର ଠିକ୍ ସମୟ, ପିଲାମାନଙ୍କର ଜୀବନ କୌଶଳ ଗୁଣ ଗୁଡ଼ିକ ହେଲେ ପାଠ୍ୟ ପୁସ୍ତକ ସମାଜ ନିକାସ, ସମ୍ଭାସନା, ଅଭିନୟ ଦେଖି ଆସୁଥିବା ଜୀବନ ପାଠ୍ୟର ଠିକ୍ ପାରିବ ।

୯. ଅନ୍ୟ କିଛି ଟିପ୍ପଣୀ ?

ଆମ ଜିଲ୍ଲାରେ ସମସ୍ତ ଶିକ୍ଷକ, ଶିକ୍ଷିତ୍ରୀ ଆମରିତ ହେଲେ ତଥା ସାମାଜିକ ଜୀବନ କୌଶଳ ହେଲେ ଏହି କାର୍ଯ୍ୟକ୍ରମଟି କିଛି ହାତୁହାତୁ ମାନଙ୍କୁ ସ୍ବ ଗୁଣର ଅନୁପ୍ରାଣିତ କଲେ । କେବଳ ସମାଜର

ନାମ ଓ ଦସ୍ତଖତ : Rudra Tripathy

ତାରିଖ : 13.11.2020

ଜାଗା :

Govt. Nodal U.P. School (Hirakud)

DPO PERMISSION LETTER

DISTRICT PROJECT OFFICE, RTE/SSA, SAMBALPUR.
(2nd Floor, Collectorate, Sambalpur, Odisha, 768001, Ph.No-0663-2410834)
No. 2486/2451 Date 09.10.17

To

The Chief Executive Officer
Patang, Sambalpur

Sub -Regarding implementation of Life skill Curriculum in the selected schools and submission of relevant credentials thereof.

Ref - Your letter dated 15.09.17.

Sir,

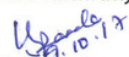
On the basis of requisition made vide your application dated.15.09.17 and with the approval of Collector cum Chairman,SSA,Sambalpur permission is hereby accorded to facilitate Life skill curriculum in 17 nos of selected schools of Sambalpur Municipal Corporation(List enclosed) from October 3rd week. Payment will be made after successful completion of the programme & submission of required documents as follows:

- ❖ School wise documentation (comprising of 5 photographs, 3 case studies, synopsis of each schools). The school wise documentations are to be compiled & submitted to the undersigned.
- ❖ Videography
- ❖ Acquaintance sheet of students & RP duly signed & certified by the HM concerned.
- ❖ Certificate receiving sheet of the students.
- ❖ Other documents (GST bill/vouchers) for necessary reimbursement.

Therefore you are requested to conduct the training with in the stipulated time of 30th December 2017 and submit the documents described above for necessary payment.

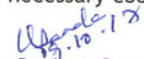
A prompt response is highly solicited.

Yours faithfully


District Project Coordinator
RTE-SSA, Sambalpur

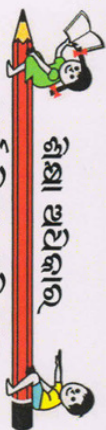
Memo No 2487/2451 Date 09.10.17

Copy to BEO, Dhankauda for information with a request to serve a copy of this letter to the concerned HM through the CRCC. The concerned HM are directed to render necessary cooperation to the RPs of PATANG during the their visit to their schools.


District Project Coordinator
RTE-SSA, Sambalpur

CERTIFICATE OF PARTICIPATION

LIFE SKILL EDUCATION PROGRAMME 2017-18



ଶିକ୍ଷା ଅଧିକାର
ସର୍ବ ଶିକ୍ଷା ଅଭିଯାନ
ସକ୍ଷମ ଶିକ୍ଷା ସକ୍ଷମ ଭବିଷ୍ୟତ

RTE-SSA, SAMBALPUR
SC/ST EDUCATION UNIT

Resource Support: Patang, Sambalpur

CERTIFICATE OF PARTICIPATION

This is to certify that Sri/ Kumar.....*Sema. Nirdha*.....
reading in...*VII*... class *Mahadmadpur. Nodall High*..... school of
Dhanrauda block has participated in the Life Skill Education
Programme 2017-18.

Sundar
CEO, PATANG

Upendra
DPC, SSA, SAMBALPUR



At- Deheripali,
Near Chakabandi office,
Budharaja, Sambalpur-768004,
Odisha (India)
Tel. - 0663 - 2532496
Email - team@patangindia.org
Website - www.patangindia.org