Pratichi (India) Trust

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Aims

The aims of the organisation are:

- To promote education, with special emphasis on basic and primary education.
- To facilitate education and healthcare for the needy, especially the girl child.
- To pursue humanitarian causes and charitable activities, and work towards social equality.
Introduction
The Pratichi Research Team has been concerned for some years with the state of primary education in rural West Bengal, and we have presented to the public the findings of our investigation of primary schools and educational centres in six districts in West Bengal (Birbhum, Medinipur, Purulia, Barddhaman, Murshidabad and Darjeeling) and one district in neighbouring Jharkhand (Dumka). We have also presented the results of our studies on primary health care in two districts in east India, viz. Birbhum in West Bengal and Dumka in Jharkhand.

Until last year we could not turn to primary education in Kolkata, though we have been curious, naturally enough, about the situation in this great city. Our resolve was strengthened by a warm request from the Kolkata Municipal Corporation (KMC hereafter) to conduct a study of schooling provided by it. This brief report presents some of our preliminary findings. The KMC was aware that there are problems that need to be encountered, and even though our findings are not particularly flattering, we — the Pratichi Trust research team - very much appreciate the spirit of questioning (including self-questioning) which is part of the great tradition of this city and to which the KMC also subscribes. We hope that the suggestions for improvement that follow our critique of the state of affairs today will help the identification of crucial directions for future policy and practice.

Our Focus and Approach

The Pratichi team’s method of investigation tends to take the form of studying a small number of institutions with very great care, going beyond readily provided data, and include both directly observed ground realities and findings based on extensive interviews and conversations. Our focus is, thus, on the depth of the investigation, rather than on its width. This is worth bearing in mind, since we must emphasize that our findings are not claimed to be fully representative of all the Kolkata schools. Even though the schools were selected on a random basis, the results, if they are interpreted to apply to all Kolkata schools (rather than just to the specific schools studied), must be seen to contain possible sampling errors. On the other hand, we prefer in-depth studies (which include having extensive conversations with teachers, parents and pupils, and undertaking our own testing of educational achievements in the schools) of a limited number of schools to get a fuller understanding of what is happening there, rather than relying primarily on the data that are readily obtained or standardly given out on an institutional basis by the schools, or by ministries or offices involved in operating primary education.

We tried to look both at the KMC primary schools and at Sishu Siksha Kendras (SSK, hereafter), run by the Corporation. We also examined a sample of the much
larger cluster of state-run primary schools, operated by Kolkata District Primary School Council (KDPSC, hereafter). We were interested in all the three categories of non-private schools in Kolkata, and also, to the extent possible, in comparing their performances.

**The Overall Picture**

The overall situation of primary education in Corporation-run and State-run schools in Kolkata is certainly quite discouraging. On the other hand, we were extremely impressed by the emphasis that the parents themselves place on having good education for their children — girls as well as boys — and the much-discussed resistance or apathy of parents (which is often blamed for the deficiencies of primary education in India) was conspicuously hard to find. We also found much open-mindedness among staff members working for educational authorities of the Corporation and of the State, who seemed willing to engage in critical discussions in seeking ways and means of making the situation better.

In addition to talking with a wide group of parents, teachers, officials and union leaders, we have investigated, in as much detail as we could, the operations and performances of 10 KMC primary schools, 5 SSKs run by the KMC and 15 KDPSC primary schools. The observed deficiencies of the on-going arrangements include the following:

1. high frequency of absenteeism of pupils: attendance rates that could be worked out from investigation of the detailed records of the schools, varying from an average of 56 per cent attendance in KMC primary schools, 66 per cent presence in KDPSC (state) schools, and 76 per cent attendance in Corporation-run SSKs;

2. low educational achievements of pupils: percentage of children who got the lowest grades (i.e. 0-20 out of 100) was 8, 3 and 2 per cent respectively in KMC schools, KDPSC schools and SSKs, according to their own records, but which needed correction based on our independent testing and scrutiny, which yielded the much higher figures of 25, 16 and 22 per cent respectively, in the three categories of primary educational institutions;

3. considerable parent dissatisfaction with the school performance: our investigations indicated the percentage of dissatisfied parents to be 51, 37 and 38 per cent in the KMC schools, KDPSC schools and SSKs respectively (there is evidence that the dissatisfaction with the SSKs related particularly to the lack of facilities in those centres of learning);

4. considerable irregularity in the attendance by teachers and high level of parent dissatisfaction with the teachers’ performance: the latter is reflected in the percentage of parents who are dissatisfied with the teachers, ie 35, 20 and 8 per cent for the KMC schools, KDPSC schools an SSKs respectively;

5. non-functioning of parent-teacher committees: the percentage of parents who were unaware that there were such committees at all amounting to the hefty figures of 100, 73 and 54 per cent for the KMC schools, KDPSC schools and SSKs respectively;

6. extraordinary dependence on private tuition for almost anyone who could afford it, which is a great indictment of what state or city educational facilities offer to the children: 73 per cent of the state-run primary school children rely on it, and while the percentage is lower for the KMC schools and SSKs, varying between 45 and 50 per cent, the proportions, it emerged, would have been much higher if the parents had been less poor;

7. enormous variation between different schools within each category, indicating that the initiative and sense of duty of teachers, and the functioning of parent-teacher committees (when operational), make a very big difference to what children from non-affluent backgrounds get from the state and city administrations in Kolkata;

8. effective exclusion of children from very poor families, which occurs particularly when there are no KMC schools or SSKs within easy reach, and when the state schools run by KDPSC insist on, as is the case with many of them, a significant monthly amount to be paid by the parents for their children to be enrolled;

9. failure of the inspection system of schools, which is extensive throughout primary education in Kolkata, and applies even to the state schools run by KDPSC where the inspection system is meant to be universal: in fact, of the 15 sampled KDPSC schools we examined, eight had not seen any inspectors in the preceding one-year period.

**The Way Forward**

The problems identified in the brief summary picture presented here (this will be followed up by a detailed report) suggest clear points of focus that need attention. To mention just a few immediate needs, we list the following:

1. The inspection system for all schools, including state schools where it is meant to be mandatory but largely absent, needs urgently to be revived.

2. We need the cooperation of the teachers’ unions for doing their duty not only to the interests of their membership (obviously an important function), but also to do what they can to reduce the negligence of some teachers which bring the entire community to some disrepute; we are very happy to note the eagerness of some of the leaders of teachers unions (including the largest one in West Bengal) to do what they can to
change the situation and provide leadership in this important area of public action;

3. The parent-teacher committees need reviving, and in some cases have to be started off from complete absence, and an educational plan is needed for the city to make this vital tool of good schooling arrangements to be operational and effective. In many rural areas of West Bengal this is already happening, and it would be a pity if the premier city of the state lags behind the villages in this respect.

4. The complete denial of the right to basic education that is reflected in the need for private tuition has to be overcome by raising the quality of schools, but it is immediately important to recognise that there is an enormously uncouth problem here (primary school children do not suffer from the need for substantial private tuition in almost any other country in the world).

It must, of course, be acknowledged that Kolkata’s schooling problems are made difficult by the impoverished economic circumstance of a large section of this city’s population. While the state schools, run by KDPSc, draw on students from families of very diverse backgrounds (some as affluent as those who send their children standardly to private schools), KMC-run schools and SSKs have to cater mostly to children from very poor families. And yet some of these KMC-run institutions do remarkably better than others, and we were particularly impressed by the performance of teachers in the SSKs, where pupil attendance is high, teachers’ work irregularities are low, parent satisfaction with the performance of teachers is agreeably large, and where parent-teacher committees are often quite functional and effective. The SSKs are, of course, plagued by lack of facilities (and here the city and the state have good reason to be more generous), but we have been particularly struck by what a big difference can be made by the dedicated work of the teachers.

Finally, the system of regular, cooked mid-day meals for which the Pratichi research team has been arguing for some years now, and which has now been instituted in many rural areas of West Bengal is conspicuous by its total absence in the capital city of the state. Given the importance of this arrangement for the nutrition as well as school attendance and performance of the children, which has been confirmed by our studies of the results of their introduction elsewhere in West Bengal, it is imperative that Kolkata does not lag behind in this respect.

Like in all other social issues, class divisions can be a blinding factor against a fuller understanding of the imperative needs. Children from the more affluent families have far less stake in having the facility of cooked mid-day meals for their children (the relatively low quality of the food cooked tends instead to absorb all the attention of the spokesmen for some of these families), and those who need it most often have the least access to the media and very inadequate opportunity of giving effectiveness to their concerns. One of the officials we interviewed even expressed surprise that this is meant to be a demand of importance. He asked us, “Don’t the children eat at home? Don’t their mothers provide them tiffin?”

To work for an efficient and equitable system of primary education for the children of this large — and wonderful — city, we have to break the combined barriers of old customs, fixed habits, ancient resistance to change, and traditionally limited visions. The need for a radical change in Kolkata’s arrangements for educating its young children is both critically important and immensely urgent.

7 August 2005
Kolkata
This was a year when Pratichi (India) Trust’s research as well as development activities flourished.

1. Research on education and healthcare delivery continued in West Bengal and Jharkhand. Under the guidance of Prof. Amartya Sen, the Pratichi Research Team in Santiniketan, West Bengal, achieved significant progress during the year under review. Some of its research findings and study reports have generated ripples in policy-making circles and the media, contributing to crucial government initiatives at the state and national levels.

2. Apart from research, the Trust’s direct engagement with humanitarian causes, education and rural development blossomed further. This was focused around the Trust’s development programmes in Orissa, like the literacy campaigns with over 70 literacy centres, the setting up of several village libraries, the expansion of the Pratichi School at Nagari (which included an expansion of the mid-day meal programme), the health camps for the rural poor, and the various teachers’ training courses for unaided and community-run village schools.

3 a. The Trust also continued its commitment to support small organisations dedicated to education and health care, either through collaborations or through small grants.
3 b. There was significant progress as well on the building plan for Pratichi Bhavan, the research institute the Trust is setting up in Kolkata.

A more detailed description of Pratichi (India) Trust’s activities in the past year follows.
Research
Research Work and Studies

A. BOOKS BY THE TRUST

Apart from studies and preliminary reports, the Trust also brings out reports in book form. This year saw the release of

i. The Pratichi Health Report, with an introduction by Professor Amartya Sen, was published in August 2005 by TLM Books in association with Pratichi (India) Trust, Delhi. It is subtitled ‘A Study on the Delivery of Public Health in West Bengal and Jharkhand’.

ii. Pratichi Swastha Pratibedan, Pratichi (India) Trust, Delhi, 2005; (distributed by Subarnarekha, Calcutta is the Bangla translation of the Pratichi Health Report.

B. RESEARCH AND POLICY ADVOCACY

The Pratichi Trust has been focussing on various research projects on primary education, basic health and gender disparity at different levels. Some of this year’s studies were the following.

i. Public Delivery of Primary Education in Kolkata: On 7 August 2005, at an impressive gathering of media-persons and scholars at the Taj Bengal, Kolkata, Pratichi Trust Chairperson Prof. Amartya Sen released the preliminary findings of the study (made available as an introduction to this report). Collection of data for the study had started in the previous year and the actual work was completed in the year under review. The study covered 30 different public primary institutions in Calcutta, under KMC jurisdiction — 10 KMC primary schools, 5 SSK schools run by KMC and 15 KDPSC primary schools. Although Pratichi research studies were largely confined to the rural sector, the geographical focus of the present study was in the urban sector. The Trust decided to conduct such a study to look into various problems of primary schooling because of a request made by the KMC. The study points out the dismal state of affairs of primary schooling that prevails under KMC jurisdiction.

ii. Self-Help Groups and the Potential for Women’s Empowerment

The study was done in two districts of West Bengal, namely, Birbhum and Cooch Bihar. The fieldwork was completed in the previous year. The main goal of the study was to describe the socio-economic status of working class women in the rural areas — the economic activities undertaken and the resultant social and economic changes, as well as the possibilities of further extensions. The study also attempted to identify the gaps and constraints in the ongoing programmes of women’s empowerment through self-help groups.

iii. Status of Primary Education in West Bengal

The team undertook the compilation of a report on the Status of Primary Education in West Bengal. The study aimed at providing the picture of the state of primary education in West Bengal with special attention to the changes that have occurred in the past four to five years, especially after the implementation of the mid-day meal scheme. Along with the field observations made by the team members during the year (in 44 primary schools across the state) the study drew from a wide range of secondary level data sources, like government figures, newspaper reports or studies conducted by others.
iv. Primary education and basic health services in other parts of the country especially in Kerala (field visit by the research team): In order to further the understanding on the delivery of primary education and basic health services in Kerala the entire Pratichi Research Team visited the state from 31 January to 6 February 2006. The team visited some primary schools and health centres in two districts of the state. The trip helped the team members to appreciate not only the current situation in Kerala but also their ability to contextualize various issues concerning education and health in the country as a whole.

C. Public Workshop on Primary Education, Public Health and Development

Apart from research work, the Trust is also engaged in encouraging public discussion and debates on concerned issues. As part of this effort, the research team organised a three-day public Workshop on ‘Primary Education, Public Health and Development’ in August 2005 at Srijani (Eastern Zonal Cultural Centre) Santiniketan and Gitanjali, Bolpur. The workshop was co-sponsored by the Birbhum District Primary School Council and the Birbhum Zilla Parishad. The meeting was attended by about 300 participants from across the state, including parents, teachers, villagers and locals, as well as officials from government departments of primary education and health, Chairpersons of some District Primary School Councils, Sabhadhipatis of a few Zilla Parishads and three Cabinet Ministers of West Bengal: Dr. Asim Dasgupta, Dr. Surya Kanta Mishra and Mr. Kanti Biswas.

i. The Role of Public Participation in the Improvement of Primary Education was the main agenda for the first day’s discussion. The students of Mahula Primary School presented an attractive cultural programme to inaugurate the meeting. In his introductory speech, Gautam Ghosh, chairman, DPSC Birbhum, stressed the need to formulate a definite policy for the improvement of quality of education. He mentioned that enrolment and attendance have been increased since the introduction of the cooked mid-day meal programme which is also playing an important role in getting parents directly involved in the functioning of the schools.

Unlike ordinary seminars, Pratichi has always ensured that there is maximum participation and all voices are heard. General presentations were followed by discussion and presentation of group discussion reports. The two sessions were chaired by Smritish Bandyopadhaya, Chairman, DPSC Howrah, and Braja Gopal Pariya, Chairman, DPSC, West Medinipur. Two resolutions were adopted at the end of the seminar urging the government to address various issues concerning education and health. The points that emerged from the parallel group sessions are summed up below:

- Enrolment and attendance increased substantially after the launch of the mid-day meal programme.
- The management of the programme should be more transparent, and bureaucratic hindrances should be abolished.
- Active public participation is essential for achieving the goal of universal primary education. As the village education committees (VECs) are not school

School students perform in Pratichi Trust’s Workshop on Primary Education, Public Health and Development in Santiniketan
specific and often inactive, the scope of parents’ participation in management of school is restricted.

- SSK schools are marked by infrastructure weaknesses; payment of remuneration to SSK Sahayikas is irregular
  - The allotment of the teachers should be proportional to the enrolment of students; the pupil-teacher ratio is very poor.
  - There are acute problems regarding the distribution of the books.
  - Teachers should be involved in the preparation of question papers for external evaluation. The current process excludes the teachers from this important work and results in a bureaucratically developed method of evaluation.
  - It would be easier to overcome most of the problems of the primary level if the ICDS Centres were able to play their role properly in the delivery of pre-primary education.

On the basis of the above discussion following resolution was unanimously taken:

Resolution on Primary Education

a. Some of the resolutions of the earlier three workshops (organized in 2002 and 2004) have been seen to be useful for policy making. The present forum congratulates the West Bengal Government for the implementation of the suggestions like implementation of the cooked mid-day meal programme in primary schools, formation of school specific Mother-Teacher committees, etc and also congratulates the people of West Bengal for their total support extended to the implementation of the mid-day meal scheme.

b. It is necessary to ensure active public participation in cooperation with firm government actions in order to overcome difficulties associated with cooked midday meal scheme. There is an urgent and immediate need to bring about complete transparency in the management of this scheme.

c. It is clear that both enrolment and attendance in primary schools had increased substantially after the implementation of the cooked mid-day meal scheme. The evident aspirations of the common people to participate in the management of primary school education have also been reflected prominently in the discussion. As a result it is now up to the government and others concerned with primary education to utilise the vast potential for significant change in education in West Bengal.

d. Another major responsibility is to raise the quality of primary education to the desired level. Urgent measures must be taken to address the basic problems like shortage of teachers in primary schools, the infrastructural weakness of the SSK schools, unnecessary delay in payments of remuneration of the Sahayikas, the practice of engaging teachers in several non-teaching activities, etc. Also it is important to ensure public-participation to achieve the desired level of learning by the children.

e. It is now a prime task to give legal powers to school-specific elected parent-teacher committees, which would represent all classes, castes and communities.

f. Strengthening of ICDS programme to improve pre-primary education, ensuring regular and timely supply of books in the primary schools and SSK schools, involving the teachers of the primary schools in the preparation of question papers for external evaluation,
etc should be given high priority. The workshop appeals to the entire society to launch an education-centred mass-movement to make primary education universal.

ii. Strengthening of Public Health Delivery was the focus of the second day. The programme began with a play called ‘Abak Jalpan’, by Sukumar Roy, staged by the students of Muluk Primary School. Some of the main findings of the Pratichi Health Report were presented to initiate the discussions. The report is based on a comparative study of two districts, Birbhum in West Bengal and Dumka in Jharkhand. Although Birbhum has a better public healthcare delivery system than Dumka, the study found that it is still lagging behind the desired level of effectiveness and quality. The dependence upon non-formal service providers (or ‘quacks’) is still very high and the poor delivery of public healthcare system encourages the private healthcare delivery system to extend its exploitative business. It was pointed out that the involvement of the people is essential to improve public healthcare delivery system.

The sessions were chaired by Mahiuddin Ahamed, Sabhadhipati Dakshin Dinajpur, Aparna Gupta, Sabhadhipati, North 24 Parganas, and Krishna Sabhadhipati Dakshin Dinajpur, Aparna Gupta, Sabhadhipati, North 24 Parganas, and Krishna Sabhadhipati Hooghly. Apart from parents and teachers, the discussants included chief medical officers of different blocks, healthcare workers of sub-centres and representatives of various organisations other than the Government. Jashodhara Bagchi, Advisor to the Trust and chairperson of the State Women’s Commission, commented on the mental health and other issues related to women. The points that emerged from the day’s discussion were as follows:

- Better delivery of healthcare service is one of the indicators of development.
- Better delivery of healthcare service has been a long unsatisfied public demand.
- People are becoming more conscious about their health and taking greater interest in the quality of healthcare services.
- There are many obstacles to the effective functioning of participatory programmes like the Sarbik Swasthya Bidhan Karmuchhi that need to be addressed.
- The poor public healthcare system was forcing the common people to depend upon the exploitative private healthcare.

The following resolution was passed unanimously after the day’s proceedings.

Resolution on Public Health

a. The meeting welcomes the government decisions in connection with recent public-participation and other initiatives intended to strengthen the public healthcare delivery system.

b. It has emerged from the discussion that the poor implementation of the basic healthcare delivery system had taken its toll on the physical, economic, productive, educational and several other aspects of the daily lives of the people. The implementations of the therapeutic and prophylactic services, particularly in the primary level and the national health awareness programme have been suffering from several weaknesses. The local health sub-centres and PHCs should be strengthened by providing required number of staff and infrastructural support to overcome these shortcomings. The system should be made more responsible so that the common people should not be deprived of the public healthcare facilities.

c. It is also evident from the discussion that the feeble public healthcare delivery system adds to the emergence of a private health service, which not only causes economic exploitation but also proved to be fatal in many cases for the dreadful quality. It has also been proved that a high quality government healthcare system puts pressure on other providers to improve their quality of service. In this situation an earnest endeavour is essential to make the public healthcare system more effective. At the same time, information regarding health and healthcare services should be made available at the grass-roots level.

d. Public supervision arrangement should be put in place to ensure successful implementation of the public healthcare system. Simultaneously, active public participation at the primary healthcare level should be guaranteed for the development of health awareness and proper realisation of healthcare services. An independent and elected committee should be formed at the grass-roots level to ensure public supervision and participations.

iii. Towards a pro-active state in public healthcare and primary education was the focus of the concluding day of the meet. Chairperson of the Trust Prof. Amartya Sen released the Pratichi Health report and its Bengali version. In his speech, Prof. Sen stressed the need for co-operation between government and other public institutions for the proper implementation of programmes in primary education and basic healthcare. A number of West Bengal Cabinet Ministers were present and expressed their concern, indicating their commitment towards the issues related to public health and primary education as raised by the Trust.

Also speaking on the occasion, the Minister of School Education, Kanti Biswas emphasised the successful implementation of the mid-day meal programme and participation of mothers to achieve the goal of universal primary education. Dr Surja Kanta Mishra, Minister of Health and Panchayat and Rural Development, emphasized the importance of decentralisation and synchronization of different depart-
ments for proper execution of several programmes. Advocating efforts to eliminate the gender disparity, he added that the first step towards health care is the extension of education and the two sectors should be developed simultaneously.

Dr Asim Dasgupta, Minister of Finance, offered some positive suggestions to reduce the problems of the healthcare and primary education sectors. He promised to take proper steps to regularise the remuneration of Sahayikas at the SSK schools. For the mid-day meal programme he suggested that setting up a kitchen garden on each school’s premises and fishing in local ponds would help and he promised the necessary financial and other assistance on behalf of the state government. He also appealed to the teachers to put an end to all discriminatory practise – especially discrimination based on caste. He emphasized the need to extend the healthcare services up to the sub-centre level.

Other participants included Khalil Ahmed, District Magistrate, Birbhum, Gautam Ghosh, Chairman, DPSC, Birbhum, Santi Biswas, State Project Officer DPEP, Pradip Biswas, Secretary, ABPTA; Sahidul Haq, Chairman, DPSC Bardhaman, Manabi Majumdar, Centre For Studies in Social Science, Calcutta; Brajagopal Pariya, Chairman, DPSC, West Medinipur; Ashok Das, Executive Officer, SSDA; Uday Sarkar, Sabbadipati, Bardhaman; Aparna Gupta, Sabbadipati, North 24 Parganas; Krishna Bandyopadhyay, Sabbadipati, Hooghly and Purnima Bagdi, Sabbadipati, Bankura. The three-day workshop concluded with a vote of thanks by Mansha Hansda, Sabbadipati, Birbhum Zilla Parishad.

Collaborating for better education and healthcare

i. Pratichi-Ayo Aidari Health Project

The members of the Pratichi Research Team have been maintaining close contact with Hormo Jivi Bhalai Pontha, a health project jointly initiated by the Pratichi Trust and the Ayo Aidari Trust. The latter is an NGO formed by Santal women of Dumka district of Jharkhand. Beginning in January 28, 2004, at Kundapahari village of Gopikandar block of Dumka district (which is 20 km away from the bus stop on the main road connecting Dumka and Pakur, and 26 km away from the primary health centre of the block head quarter), the project has made several successful interventions. The major successes of the project include re-launching of some of the public healthcare programmes, e.g. immunization, anti-malarial campaign,
and so on. For example, in 2003, the level of immunisation in the locality was below 25 per cent; in 2005 December it was 100 per cent. In 2003 several people died of malaria, in 2004 and 2005 there has not been any malarial death and the number of episodes of malaria has diminished drastically.

This initiative has played a crucial role in bridging the gap between the local people and the government health system. The programme was very successful in generating health awareness among the local people. The combination of the re-launching of the public health programmes and increased health awareness has reduced the dependence of the local people on quacks.

Apart from health interventions, these initiatives played a crucial role in organising a campaign to bring all the children (of primary-school-going age) to the primary schools. While the enrolment was less than 60 per cent in 2003, it has now increased to 100 per cent. The campaign has been successful not only in enrolment, but also in substantially raising the level of attendance of both the teachers and children. This project has also played an active supervisory role in the implementation of the mid-day meal programme in the locality.

The project aims to:
- Provide therapeutic and prophylactic measures against some major diseases like malaria, diarrhoea, kala-azar and other common illnesses.
- Generate awareness of children and mothers’ healthcare and other related social issues.
- Initiate a movement to make the public healthcare facilities function properly.
- Bring all children into the fold of immunisation and all mothers in the family planning programme.
- Bring all children into the fold of primary education and ensure proper functioning of the primary schools including proper implementation of mid day meal programme in the surrounding areas.
- Form a healthcare co-operative.
- Fight alcoholism.

The centre is directly involved in providing therapeutic and prophylactic measures of some major diseases like malaria, diarrhoea, kala-azar etc. and other common ailments. It is also involved in many other important activities like creating public awareness about the healthcare of mother and child, sanitation, education of children and the ills of alcoholism. It has also worked towards forming a registered healthcare co-operative to run the centre.

### a. Improving health and healthcare

The centre has made a substantial contribution in the area of professional healthcare. One of the doctors of Gopikandar PHC visits the centre once a week. Health workers have taken the responsibility of providing reliable services and medicines to the villagers. As a result, the dependence on quacks is decreasing, not only at Kundapahari but in other areas too. The cost of medical treatment has been significantly reduced, and villagers depend more on the healthcare co-operative.

Along with therapeutic measures, the project’s workers also generate awareness about preventive and prophylactic measures. Preventive measures like the use of mosquito nets, drinking boiled water; keeping the surroundings clean, etc. have been adopted by the villagers on a massive scale. The increased level of health awareness is reflected in the wide spread use of oral rehydration solutions in cases of diarrhoea and the increased rate of visiting the healthcare centre instead of waiting at home for a gradual and natural healing or going to a quack.

Another important achievement is that almost
every household has its own kitchen garden for the cultivation of vegetables, since villagers now eat more vegetables daily for better health.

b. Initiative on education

The centre has made a substantial contribution to the primary education system through regular contact with the parents and teachers in the area. Initially teachers were frequently absent. Now all teachers of the area and almost all children between the age of 6 and 14 are attending school regularly. Parent-teacher meetings are conducted every month. Supervision is done to ensure the proper implementation of the cooked mid-day meal programme. Enrolment and attendance of children appeared to have increased as a result of launching of the programme. The schools are also gradually improving in terms of their delivery of education.

c. Campaign against alcoholism

Healthcare workers have been involved from the very beginning in creating awareness about the adverse effects of addiction to alcohol and other substances, which leads to terrible indebtedness and social ridicule. Some progress has been achieved in this domain: a few of the male villagers, though not very significant in number, have stopped drinking. However, the women SHG members have been trying very hard to eradicate this predominantly male habit.

ii. Workshop on the Evaluation System in Primary Education in West Bengal

The research team collaborated with the ABPTA (All Bengal Primary Teachers’ Association) and the Birbhum District Primary School Council to organise a workshop on 22 November 2005 on the Evaluation System in Primary Education in West Bengal. The main focus of the workshop was to discuss some problems of the present system of evaluation, particularly the timing of evaluation (the procedure of penultimate evaluation does not allow much time to take corrective measures in order to fill the gap between teaching and learning) and the methods of evaluation (for example, very often the questions, set by experts, did not match the curriculum that was followed in the schools).

Promoting public action and research

The team maintained close contact with the primary education department of the Government of West Bengal and extended various forms of support to the implementation of the mid-day meal scheme. This included help in the preparation of questionnaires for evaluation, making joint visits with the officials to several primary schools, giving feed-back, and so on.

The team also maintained lively contact with the teachers’ unions and other agencies concerned with primary education. It helped the organisations by providing statistical data, information, feedback and so on. The team has also gathered wider knowledge from meetings with such organisations.

The team provided technical assistance to other research NGOs in West Bengal, and also helped some students of different universities in their research. The Pratichi Research Team provided assistance to the West Bengal Education Network (WEBEN), an umbrella of NGOs working on education. The team helped in designing a set of questionnaires, and imparted training on data collection and analysis for a study on the status of primary education in West Bengal, carried out by WEBEN through its partners.

The team also intervened in correcting misrepresentations in media reports and articles concerning the mid-day meal programme.

Publications by some of Pratichi’s team members


ii. Kumar Rana, ‘Food for Thought’, a report on the mid-day meal programme and class division in West Bengal; The Little Magazine, Vol. 6: I & II: Education, 2005


ix. S. Santra, T Banerjee and M Kundu, ‘Hatas Samaye Dure Thele: Ekti Prathamik Vidyalayer Bere Otha’, Paschim Banga Prathamik Siksha Samachar (Journal of ABPTA, the biggest teachers union in West Bengal with a membership of 114,000), December 2005
Special Projects
Apart from research in the education and healthcare sectors, Pratichi (India) Trust is also involved in more direct humanitarian activities — especially among those affected by large-scale natural disasters. The Pratichi Oriissa Project, in particular, seeks to provide support — through health care, children’s education and adult literacy — to rebuild the lives of some people in Erasama Block of Jagatsinghpur district who were affected by the super-cyclone of 1999.

Basic education and healthcare have been long neglected in this block. Even during the course of rehabilitation work after the super-cyclone, very few organizations took education development initiatives and when they did, engaged in short-term, target-oriented activities. Last year a study carried out by the district Sakshyarata Samiti of Jagatsinghpur indicated that of the eight blocks of Jagatsinghpur District, Erasama block had the highest number of illiterates in the age group of 15 to 35. One of the major observations in primary education in the interior village of this block is that a major section of students (though nominally enrolled in Government Primary Schools) don’t actually go to school till class IV, but depend on private tuitions for their education. This indicates the level of primary education in this block.

Pratichi’s development activities in this block are focused on basic education and healthcare. The Pratichi School, founded by Pratichi (India) Trust on 6th February 2003, runs at the multi purpose community centre at Nagari, a hamlet within the Ambiki Gram Panchayat of Erasama Block. This primary school aims to provide quality education to the poor and underprivileged sections of this rural area.

The student strength of Pratichi School in 2005-2006 was 115 studying in 5 classes (3 Pre-primary and 2 Primary classes) belonging to three Gram Panchayats: Ambiki, Jirailo and Japa. Apart from these enrolled students there is also a significant number of students who are not on the rolls (some are officially students of other schools) but come very frequently to class. It is an English-medium school.

### i. Competent Teachers

Apart from a coordinator, Pratichi School has five teachers for five classes. Out of these five teachers, four have previous teaching experience. All the teachers are graduates, the youngest is in her early 20s, while the oldest is in his 60s. Of the two senior teachers, one is a former headmaster of a village school, a Gandhian and a
teachers' trainer of the government's Sarva Siksha Abhijan programme; while the other is an idealistic post-graduate who was earlier a college lecturer. The student-teacher ratio in Pratichi School is 23:1, and each student gets individual attention, personal care and encouragement from her teacher.

Each teacher went through an orientation program organised by the Trust for 14 days in two different phases. Official teacher trainers from B.Ed colleges, child psychologists and experts on Joyful Learning Method conducted these training programmes.

ii. Regular Classes

Regular classes are one of the important features of Pratichi School. Teachers perform their duties with strict regularity and separate classes are held for each level. As a result the quality of education at the primary level is much better than neighbouring schools. Because of the remote location of this village, supervision is irregular, and education suffers due to the frequent absence of teachers, insufficient staff strength, inadequate implementation of the teachers' training programme and so on. These are not problems experienced at the Pratichi School.

There are two months of holidays in a year, but the rest of the year the children have regular classes. The break up of classes taken in the reporting period is as shown in table A1i:

iii. Child-friendly learning

Pratichi School follows a student-centric teaching methodology that makes studying fun. Children enjoy classes and there is very little absenteeism.

The teaching methodology at the government schools is book- and teacher-centric and, as a result, is not attractive to children. This could be a reason for the large number of primary school dropouts. Even after the introduction of Sarva Sikshya Abhijan Scheme, which provides training for child-centred learning and provides funds for teaching and learning materials, the teaching process in government schools in the area has not improved, largely due to apathy of teachers and the authorities concerned.

In Pratichi School, the teaching/learning process is quite enjoyable as it is child-centred and activity based. The following are the important features of the education process in Pratichi School:

- Use of a joyful learning process and locally-made teaching/learning materials (TLM) for different subjects.
- Creation of teaching/learning environment and an open ended learning process to develop the curiosity and creativity among children.
- Teaching on environment, hygiene and values, through small stories, songs and role-plays.
- Learning by doing and the use of activity based learning method in classroom situation.

As a result of this child-friendly learning process, regular classes and the sincerity of teachers, usually ninety percent of our students acquire the minimum level of learning skills of that particular class and are promoted to the next grade.

iv. Mid-day Meal Programme

Most of the students of Pratichi School come from poor families. Keeping in mind the importance of nutrition for children and the several benefits of mid-day meals, the Pratichi School has been running its own mid-day meal programme right from the start, since 2003. Cooked mid-day meals, freshly prepared by our staff, are served every school-day.

The staff makes sure that the food is nutritious and each student is given a sufficient amount. The quantity of rice, pulses and vegetables allocated per child is much more in our school than in government schools. While the government sponsored mid-day meal programme provides 27 gms. of dal (pulses) for each child for each meal, in Pratichi School, 40gms dal and 150GM vegetables are provided for each child per meal. Eggs are provided twice a week.

v. Co-curricular activities

Apart from classroom teaching and learning, Pratichi School gives special emphasis on physical education, art education and different cultural activities.

Table A.ii: Number of classes taken at Pratichi School between April 2005 and March 2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>Language class</th>
<th>Mathematic class</th>
<th>Science class</th>
<th>Physical education</th>
<th>Social study</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of classes taken</td>
<td>2447</td>
<td>998</td>
<td>276 (UKG to Class II)</td>
<td>427</td>
<td>886</td>
<td>5034</td>
</tr>
</tbody>
</table>
Sports is an important part of school activities, and this year’s annual sports competitions were held in Pratichi School on 7th February 2006. Through interesting competitions like the Mathematics Race, students are encouraged to hone their learning skills even as they have fun through sports.

Other important annual celebrations include Independence Day, Republic Day, Children’s Day and Teacher’s Day. This year on Republic Day, Pratichi School students organized a rally on literacy. They visited nearby villages with slogans and placards raising awareness about literacy and education for both children as well as adults.

vi. Pratichi School Library

The Pratichi School library, though small, caters to all students and teachers of the school, although it was set up primarily for poor students who were unable to buy textbooks. The Pratichi School Library has three wings:

a. a text book section for students
b. a magazine section for students;
c. a reference section for teachers.

vii. Healthcare for students

The school has monthly health check-up camps for its students. Since most of our students are from poor families, they often do not have access to regular doctors or healthcare. These monthly check-ups offer basic health services to the children.

viii. Parents’ Involvement

Pratichi School gives considerable importance to the co-operation and involvement of the parents in school activities and programmes. On 8th September 2005, a school committee was formed in the parent-teacher meeting. A ten-member school committee was selected by the PTA (Parent-Teacher Association) members. During the course of the year, six-parent teacher
meetings were held at the Pratichi School. In those meetings, various topics were discussed, like: progress of the school in general and individual students in particular, purchase of uniform, text books, cleanliness and hygiene, collection of tuition fees, management of the school's cycle rickshaw that ferries students who come from far away to and from school and taking part in Shramadan to help in the development of the school.

B. Teachers' Training Programme

Due to the non-existence of government primary schools in interior villages of this block, villagers run their own schools and these are known in the area as community-run schools. Most of the teachers of such schools are untrained but committed to their profession. These schools have neither support from the government nor any other agency. Pratichi Trust organized a ten-day teachers' training programme for those primary school teachers from 15th to 24th April 2005 at Pratichi School premises. The program introduced teaching methodology, child psychology and other important aspects that a teacher must know. Participants found the sessions very useful. Some of teachers of the government schools from neighbouring villages also attended the training sessions. It was encouraging to see teachers from villages as far away as 15 kilometres took part in the training programme.

The training programme targeted mainly at the untrained teachers of community run schools, private schools and interested teachers who seek to adopt joyful learning, child centred education and activity based teaching methods in their schools. Interestingly teachers from government schools too attended the programme, 11 teachers out of total 55 were from government schools.

i. Participants

Ten day training programme was inaugurated by Mrs. Sarala Devi, the Child Development Programme Officer of Erasama Block on 15th April 2005. Five resource persons participated in the programme. They were Mr. Tutu Das, Mr. Rajat Gochhayat, teacher trainer, District Resource Group, Mr. Baidyanath Rout, co-ordinator, board of writers, English textbook, Orissa and Mr. Brundaban Swain, experienced teacher.

55 teachers took part in the programme of which four were from Pratichi School, 40 of them were from community run schools of three gram panchayats and 11 came from government schools out of those, 40 teachers had no previous training.

ii. Focus areas

The training programme was participatory and used discovering approach with practical sessions on different teaching and learning process for children. The main focus of the training were:

a. Nature of children, their imagination and thinking
b. Use of pre-school experience and imagination in class room teaching
c. How a child learns through observation, test, imagination and by solving problems
d. Education for the holistic development of children
e. Role of a teacher in creating a teaching -learning environment in a school
f. Teaching learning process, its requirements, use of teaching learning material (TLM) and preparation of the material locally.
g. Child centred learning and the role of a teacher in the process
h. Use of activity based teaching method for teaching English, Science, Mathematics, Social Sciences and other topics

Volunteers from Potilo and Katara attending teachers’ training session organised by Pratichi
The findings of Pratichi Education Report, our experiences of running Pratichi School and the management and running of mid-day meal programme were discussed in the training programme.

C. Health Camps

Pratichi organized 19 medical camps and 4 health awareness workshops in Ambiki, Japa and Padmapur Gram Panchayat of Erasama block during 2005-06. The medical camps, organized with the help of experienced and specialist doctors, provided free general health check-up facility, specialist check-up services like skin, dental and paediatric check-up services. The health awareness programme, targeted small groups of women and girls in village level, focused on topics like HIV/AIDS, reproductive child health, sanitation, hygiene and water born diseases. For those health related activities, Pratichi mobilized the cooperation of different agencies working there, support of Indian Medical Association doctors, and local volunteers. With the co-operation of Indian Medical Association doctors. Pratichi organized a dental camp and two anaemia identification camps and also jointly organized one health awareness meeting on HIV/AIDS with Lutheran World Services (LWS).

i. School Health Programme

As most of the students belong to poor and backward class families, their parents are unable to provide basic healthcare for them. So Pratichi organizes monthly health check-up camps in Pratichi School. During the year, nine health check-up camps were organized at Pratichi School.

ii. Anaemia Free Campaign

Two anaemia identification and treatment camps were organized by Pratichi in Ambiki and Japa gram panchayat on 1st October and 29th November respectively. In that camp, women and children's haemoglobin test was done. Persons suffering with anaemia were provided guidance and iron folic tablets.

iii. Dental Camp

On 27th May, Pratichi organized a dental camp at Patena village of Ambiki Panchayat with the cooperation of Indian Medical Association (IMA) doctors. The no. of patients treated in that camp were 178.

Pratichi organized the following medical camps in addition to the school health programme

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Medical Camp</th>
<th>Place</th>
<th>Date</th>
<th>No. of persons covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Health Check-up</td>
<td>Kochila, japa</td>
<td>03.04.05</td>
<td>125</td>
</tr>
<tr>
<td>2.</td>
<td>General Health Check-up</td>
<td>Sankha, Padmapur</td>
<td>19.05.05</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>Dental Camp with IMA</td>
<td>Patena School, Ambiki</td>
<td>27.05.05</td>
<td>178</td>
</tr>
<tr>
<td>4.</td>
<td>General Check-up</td>
<td>Mahua</td>
<td>26.07.05</td>
<td>52</td>
</tr>
<tr>
<td>5.</td>
<td>General check-up</td>
<td>Patena</td>
<td>28.05.05</td>
<td>45</td>
</tr>
<tr>
<td>6.</td>
<td>General Check-up</td>
<td>Kochila</td>
<td>17.09.05</td>
<td>40</td>
</tr>
<tr>
<td>7.</td>
<td>General Check-up</td>
<td>Kochila</td>
<td>10.12.05</td>
<td>43</td>
</tr>
<tr>
<td>8.</td>
<td>Anaemia identification and treatment, camp with IMA doctors</td>
<td>Patena</td>
<td>1.10.05</td>
<td>207</td>
</tr>
<tr>
<td>9.</td>
<td>General health check-up</td>
<td>Bartol Primary school, Japa</td>
<td>27.10.05</td>
<td>200</td>
</tr>
<tr>
<td>10.</td>
<td>Anaemia identification and treatment camp with IMA doctors</td>
<td>Bartol School, Japa</td>
<td>29.11.05</td>
<td>184</td>
</tr>
</tbody>
</table>

Total 1124 patients treated
Health Awareness Programme

Four health awareness camps were organized by Pratichi Trust in Ambiki and Japa gram panchayat during the year, which focused on women and girls and neo-literates.

1. Two health awareness programmes were organized on HIV/AIDS in Samal Sahi (Ambiki) and Bartol (Japa) villages. On the eve of AIDS awareness week, one health awareness programme was organized at Samalsahi community of Ambiki Panchayat with Lutheran World Service on 5th December 2005. Another AIDS awareness programme was organized at Bartol Primary school of Japa Gram Panchayat on 15th March-06.

2. Two health awareness programme were organized at Sangha (Ambiki) and Dhobei (Japa) village focused on topics like reproductive child health, sanitation, water born diseases and other common diseases like malaria, Tuberculosis etc.
Adult Literacy Programme

As part of its commitment for ensuring basic education for the poor section of the society, Pratichi undertook adult literacy programme for 750 illiterate adults through 75 literacy centres in four Gram Panchayats of Erasama and Tirtol block. Pratichi’s literacy programme gives prime importance to the unlettered women and girls.

In Erasama block Pratichi undertook literacy activity for 400 illiterate persons in three-gram panchayats (Ambiki, Jirailo & Japa) with the help of 30 volunteers. In Tirtol block, Pratichi is conducting total literacy campaign along with Zila Saksharata Samiti in Katara and Patilo gram panchayat catering to 450 illiterate adults.

i. Literacy Campaign:
Pratichi has had a committed literacy campaign. In the reporting period, the following activities were undertaken:

a. The project staff visited the house of illiterate adults and motivated them to take part in the programme.

b. Ten monthly meetings of volunteers were organized by Pratichi to motivate and guide the volunteers.

c. Pratichi School students made a rally in Nagari, Samal Sahi and Kiada village on literacy activity on January 26th. Padazatra and literacy slogans were part of the rally.

Achievements
Out of 350 learners in Ersama block 220 learners have completed literacy primers, and now they are able to read and write. Remaining 130 learners are reading Primer-II of literacy textbook series.

In Tirtol Block out of 450 learners, three hundred learners have completed primer-II and they are continuing with primer-III.

ii. Literacy Training Programme
On 18th December-2005, Pratichi with the co-operation of Zila Saksharata Samiti organized a one-day training programme for 50 volunteers of Katara and Patilo gram panchayat of Tirtol block. The training programme was organised at Katara primary school.

Details of Pratichi’s Literacy Campaigns 2005-2006

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Panchayat &amp; Block</th>
<th>No. of volunteers working</th>
<th>No. of learners covered</th>
<th>Women &amp; Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ambiki, Erasama</td>
<td>10</td>
<td>115</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Japa, Erasama</td>
<td>19</td>
<td>220</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Jirailo, Erasama</td>
<td>01</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Katara, tirtol Block</td>
<td>26</td>
<td>240</td>
<td>190</td>
<td>800</td>
</tr>
<tr>
<td>5.</td>
<td>Patilo, Tirtol block</td>
<td>24</td>
<td>210</td>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>
Village Library Programme

Pratichi has started village library programmes in seven communities of Ambiki and Japa Panchayat in order to cultivate the reading habits of neo-literates and other community members.

The village libraries also help in disseminating information related to government policies, development programmes, and health education and income generation avenues. These are members-only libraries, and books on the following topics have been provided in the libraries.

- **a.** Health topics like HIV/ AIDS, mother & child health care, immunization of mother and child, tuberculosis, malaria, etc.
- **b.** Political topics like Panchayati Raj system, political rights, role of citizens, etc.
- **c.** Women’s issues like Constitutional measures and protection for women.
- **d.** Social topics like national movements, plantation, Government schemes etc.

The Trust tries to build other community activities around these village libraries, like literacy camps, health camps and awareness campaigns. So the library becomes a centre of development activities as well as a centre that encourages reading habits for neo-literates.

Details of Pratichi’s Literacy Campaigns 2005-2006

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Village</th>
<th>No. of Members/ Readers</th>
<th>Support provided by Pratichi Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nagari, Ambiki</td>
<td>20</td>
<td>Solar light, 40 no. of books, mat, rack, newspaper, magazines.</td>
</tr>
<tr>
<td>2.</td>
<td>Samal Sahi, Ambiki</td>
<td>30</td>
<td>News paper, small books, mat, rack and magazines.</td>
</tr>
<tr>
<td>3.</td>
<td>Hanagotha, Ambiki</td>
<td>35</td>
<td>Books</td>
</tr>
<tr>
<td>4.</td>
<td>Sunadhia, Japa</td>
<td>60</td>
<td>Books, Rack</td>
</tr>
<tr>
<td>5.</td>
<td>Sahaniatta, Japa</td>
<td>40</td>
<td>Books, Mat, Rack, Newspaper.</td>
</tr>
</tbody>
</table>

Details about each village library initiated by Pratichi Trust follows.

1. **Village library, Nagari**

   Nagari community is one of the hamlet (Ward No-3) of Kiada Revenue village of Ambiki Grama Panchayat. It is situated 5 K.M. distances from Erasama blockhead quarter.

   **Pratichi’s Intervention in Nagari**
   
   i. school program
   
   ii. periodical health check up programme
   
   iii. literacy activity
   
   iv. village library programme.

   The village library at Nagari is separate from the school library. While the school library is for students of the school, the Nagari village library caters to all community members of the village. It runs from one room of the multipurpose community centre. For this library, Pratichi has provided one solar home lighting system, 40 books for the neo-literates, two open racks, mats and science and agriculture related periodicals.

   The library has magazines like *Annapurna, Bigyan Digant, Bigyan Prava* etc. Also *Samaj, the Oriya Daily Newspaper*, is being subscribed to for the center.

   Mr. Brundaban Swain, Senior Educator of Pratichi Orissa Project, is managing the centre.

Social/ Demographic Features of Nagari, Table A

<table>
<thead>
<tr>
<th>No. of Families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescents (10 to 18 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
</tr>
<tr>
<td>52</td>
<td>276</td>
<td>139</td>
<td>137</td>
<td>08</td>
</tr>
</tbody>
</table>
2. Village Library, Samal Sahi

Samal Sahi is one of the hamlet/ward (in ward 4) of Kiada Revenue village of Ambiki Gram Panchayat. The community is inhabited with schedule caste families and most of them are land less and marginal farmers. It is one of the socially, educationally and economically backward communities of Ambiki Gram Panchayat.

Pratichi's Intervention in Samalsahi
i. literacy classes for adults
ii. health camps
iii. health awareness meetings
iv. plantation programme
v. village library

The village library was running in the room constructed by the village youths of Samal Sahi for the library. Now the library has moved from that room and is housed in a private house of a villager.

For that library, 65 books for neo literates, magazines, two mats, and open wooden racks have been provided to that centre. The Oriya daily *Sambad* is being subscribed for this village library as well.

Many neo-literates of the village are members of this library. The reader-members are mostly women, adolescent girls and young adult males of the village. There are 30 members enrolled in Samal Sahi library.

Volunteer teachers of Pratichi School, Pravasini Datta and Srotasmini Das are managing the Samal Sahi village library.

### Social/ Demographic Features of Nagari, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Housing</th>
<th>Drinking Water</th>
<th>Other resources</th>
<th>Major occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pratichi School is running in this community</td>
<td>Pucca houses to all by Tata relief after cyclone. But no houses have separate latrine nor are there any public lavatories.</td>
<td>1 tube well</td>
<td>Multi Purpose community center by Tata Relief</td>
<td>Cultivation Fishing and small business.</td>
<td>Illiteracy, early marriage practice, Drinking water shortage, Hygiene and sanitation</td>
</tr>
</tbody>
</table>

### Social/ Demographic Features of Samal Sahi, Table A

<table>
<thead>
<tr>
<th>No. Of Families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent (10-18Yrs.)</th>
<th>No. of BPL Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>136</td>
<td>69</td>
<td>67</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

### Social/ Demographic Features of Samal Sahi, Table B

<table>
<thead>
<tr>
<th>Educational Facility</th>
<th>Housing</th>
<th>Drinking Water</th>
<th>Major occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pratichi School situated close to the community</td>
<td>Pucca houses given by Tata relief</td>
<td>One tube well</td>
<td>Bamboo weaving, share cropping, daily labour</td>
<td>Educationally and economically backward</td>
</tr>
</tbody>
</table>
3. Village library, Hanagotha

Hanagotha is a hamlet in Ward 5 of Kiada revenue
village of Ambiki Gram Panchayat. It is situated 7 Kms
away from Erasama block headquarter and 2 km from
Ambiki Gram Panchayat Office. All inhabitants are
Bengali families and the houses are situated in a scattered
fashion. Till date there is no proper approach road
connecting that village to the rest of the world.

Pratichi’s intervention in Hanagotha
i. Literacy programme
ii. Village library

The library programme in Hanagotha started with
40 books for neo-literates. Now the library is running in
a room with mud walls and thatched roof which had
been constructed by Action Aid called Mamata Gruha.
Action Aid had provided a steel almirah and books
worth Rs. 3,000 to Hanagotha residents after the super
cyclone, which had remained unused. Pratichi stepped
in and its volunteers and project staff mobilized vil-
lagers, youth and community leaders to properly use the
library adding other required infrastructure.

With Pratichi’s intervention, a proper system has
evolved; there is a village library committee and 35 were
enrolled as library members out of which 15 were neo
literates from Pratichi’s literacy programme. Pratichi
Literacy Programme volunteer Santilata Ghadei as the
manager of the centre.

Social/ Demographic Features of Hanagotha, Table A

<table>
<thead>
<tr>
<th>No. of families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent Boys</th>
<th>Adolescent Girls</th>
<th>No. of Matriculates</th>
<th>No. of BPL Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>239</td>
<td>119</td>
<td>120</td>
<td>14</td>
<td>18</td>
<td>06</td>
<td>54</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Hanagotha, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Housing</th>
<th>Drinking water</th>
<th>Major occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nearest Kiada Primary School is 1 km. And Ambiki High school is 2 km. Distance.</td>
<td>Pucca houses given to each family by India today group after super cyclone.</td>
<td>One tube well in the community</td>
<td>Cultivation, share cropping, fishing, daily wages.</td>
<td>Educationally backward, high dropout rate among school children, early marriage, absence of approach road, lack of hygienic practices.</td>
</tr>
</tbody>
</table>

4. Village library, Sunadia

Sunadia is one of the revenue villages of Japa Gram
Panchayat, situated 8 km from Erasama block head-quarter. Poor communication and lack of education are
two major problems of the local community. Sunadia is
inaccessible in the rainy season.

Both the primary school and high school of
Sunadia are situated more than 2 kms away the community. There are many young children of school-going age here. Although an education center has been sanctioned for this locality under the Education Guarantee scheme some years ago, that has not yet come up.

Pratichi’s intervention in Sunadia
i. Literacy programme (four literacy centres)
ii. Village library

Pratichi has initiated four literacy centres in Sunadia
and also started a village library.

The village library is running in one room of the
community centre of that village. Initially two bamboo
racks and 50 nos. of book for neo-literates have been
provided for the village library. Mostly people sit in the
evening hours at that centre. Goutam Patro, volunteer,
is in the charge of that centre. The total no of reading
members of that centre is 60.
5. Village Library, Sahaniatta

Sahaniatta, a ward of Bartol revune village, is a Schedule Caste community situated in Japa Grama Panchayat.

Pratichi’s Intervention in Sahaniatta

i. Literacy program
ii. Village library

Pratichi’s adult literacy activities here have helped villagers of this Scheduled Caste community to take the first steps towards literacy. Many members of this socially backward community have learnt to read and write due to Pratichi’s efforts.

The village library here is running in one room constructed by learners in the literacy classes. Pratichi has provided two bamboo racks, mats and around 50 books to start this literacy centre and library. There are 40 reading members in the Sahaniatta Village Library. Many of them are neo-literates.

Susama Mallick, volunteer for Pratichi Trust’s literacy activity is in the charge of this center.

Social/ Demographic Features of Sahaniatta, Table A

<table>
<thead>
<tr>
<th>No. of families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent</th>
<th>No. of Matriculates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>64</td>
<td>312</td>
<td>158</td>
<td>154</td>
<td>26</td>
<td>31</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Sahaniatta, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Housing</th>
<th>Drinking water</th>
<th>Major occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near by school is situated at a distance of more than 2 K.Ms</td>
<td>Kuchha Houses</td>
<td>3 tubewells</td>
<td>Cultivation, share cropping, daily wages, Fish cultivation.</td>
<td>Inaccessible in rainy season, lack of educational facilities</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Sahaniatta, Table A

<table>
<thead>
<tr>
<th>No. of families</th>
<th>No of BPL families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent</th>
<th>No. of Matriculates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>132</td>
<td>64</td>
<td>68</td>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Sahaniatta, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Housing</th>
<th>Occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance from near by school is 1km.</td>
<td>Pucca houses</td>
<td>Daily labour, share cropping, fishing.</td>
<td>Poor communication, no electricity facility to the village and sanitation problem.</td>
</tr>
</tbody>
</table>
6. Village Library, Dhobei

Dhobei is a revenue village of Japa Gram Panchayat, situated 8 kms from Erasama.

Pratichi's Intervention in Dhobei
i. Literacy programme (three literacy centres)
ii. village library.

The Trust has started a village library programme in Dhobei, which is linked to the Trust's literacy activity in this village. The library is running from a kutcha house. Books for neo literates have been provided to cultivate the reading habit of those who have just learnt to read and write. There are 40 reader-members at the library. Literacy volunteers Jhunibala Swain and Mitarani Sethy are managing the centre.

Social/ Demographic Features of Dhobei, Table A

<table>
<thead>
<tr>
<th>No. of families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent</th>
<th>No. of Matriculates</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>290</td>
<td>152</td>
<td>138</td>
<td>22</td>
<td>24</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Dhobei, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Drinking Water</th>
<th>Occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a primary school</td>
<td>3 tubewells</td>
<td>Cultivation, cattle farming, trade, daily labour.</td>
<td>Illiteracy among women.</td>
</tr>
</tbody>
</table>

7. Village Library, Kochila

Kochila is a revenue village of Japa Panchayat situated 11 kms away from Erasama block.

Pratichi's Intervention in Kochila
i. Literacy programme (three literacy centres)
ii. village library

The Kochila Village Library programme has been started in the community centre constructed by World Vision. Round 50 books for neo-literates have been provided for that center, along with one bamboo bookshelf. The total reading members here are 45.

This village library is being managed by Pratichi's literacy volunteer Sujata Mohanty.

Social/ Demographic Features of Kochila, Table A

<table>
<thead>
<tr>
<th>No. of families</th>
<th>Total population</th>
<th>Male</th>
<th>Female</th>
<th>Adolescent</th>
<th>No. of Matriculates</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>280</td>
<td>145</td>
<td>135</td>
<td>18</td>
<td>4</td>
</tr>
</tbody>
</table>

Social/ Demographic Features of Kochila, Table B

<table>
<thead>
<tr>
<th>Education Facility</th>
<th>Drinking Water</th>
<th>Major Occupation</th>
<th>Major Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is situated at a distance of 3 K.Ms</td>
<td>3 Number of tube wells</td>
<td>Cultivation, share cropping, daily wages.</td>
<td>Lack of education facilities &amp; illiteracy.</td>
</tr>
</tbody>
</table>
The Trust encourages villagers to donate their time and labour to participate in building their own future. With the \textit{shramadan} of parents of Pratichi School and the support of volunteers, the Trust has been trying to level with the road the plot of land allotted to Pratichi School. This plot, on which the Trust plans to build a community centre and education centre, is low-lying, and thus needs to be levelled before construction can begin. The Trust has sought the assistance of villagers, especially parents of school-going children, to level this land with the road. They have donated their time and labour towards this community activity. During the reporting period, an approach road of 110 feet length, 15 feet breadth and four feet height was constructed by the parents and other volunteers of Erasama Block. With more mud-filling work, a base area of 90 feet length, 50 feet breadth and 2.5 feet height was prepared for the multipurpose educational and health centre, i.e., the Pratichi Community Centre, which is being planned.
Grants
The Pratichi Trust assists individuals and small organisations in the facilitation of education and healthcare through modest grants. The financial assistance is small, and usually a one-time allocation. The Trust does not encourage appeals for the hospital treatment of specific individuals.

In a small way, Pratichi Trust also supports the education of disadvantaged but bright and dedicated students. The Trust has been facilitating the charitable work of other organisations with small donations and other support.

**Grant to Inspiration**

Inspiration, a non-profit registered welfare organisation for relief and rehabilitation of the mentally challenged, has just completed 10 years. More than 50 per cent of the children of Inspiration are from lower income groups and slums.

Pratichi Trust has continued its support to Inspiration for its Project on *Early Intervention-Cum-Pre-Primary Day Care Centre For Mentally Deficient Children* from Delhi and its satellite towns. This project is aimed at early childhood intervention for the mentally challenged, so that they can be provided training in self-help skills at a very early age, before undesirable behaviour patterns are formed. The Trust had supported this project last year as well.

In the year under review, with Pratichi’s continuing assistance, apart from consolidating its earlier programmes, Inspiration has also been expanding. It has started a new project at Dalanwala, Dehradun, Uttaranchal. This project consists of the Group Home for Young Adults (16 years and above) as well as a Day Care Centre for younger children (age group 0-16). Inspiration is also providing counselling and training in teaching to parents of children with mental deficiencies.

Inspiration is also arranging sensitisation programmes for school children without disabilities, so that they are sensitive to people with various disabilities. Ms Saswathi Singh, Inspiration President, conducts these sensitisation programmes.

Pratichi Trust supports Inspiration by covering the salary expenses of one occupational therapist and one special educator.
Research is a primary focus area of the Pratichi (India) Trust. Most of its research is in the area of education and healthcare.

While universal primary education remains a distant dream, the existing structure and institutions of primary education in the country suffers from many ills. High dropout rates, lack of adequate governmental support, lethargy on the part of teachers and their supervisors and consequential drop in standards are some of these drawbacks. These need to be studied not with a view to fixing blame but in order to find solutions.

It is with this end in view that the Pratichi Trust has drawn up the blueprint for Pratichi Bhavan, which will function as a research institute on education. The Trust believes that the institute will be able to play an important role in making school education more effective and relevant to the needs of the masses. The institute will, needless to say, have an all-India character.

The Trust has acquired, on lease from the Government of West Bengal, a suitable plot of land in the Salt Lake area in Kolkata. It is located in an institutional area and is close to other institutions and libraries. The Trust has been working on the building project for Pratichi Bhavan after all the paperwork with reference to acquiring this plot of land was completed and the Trust got possession of the plot from the Salt Lake authorities.

The design of the research institute had been done and approved earlier, but after the paperwork for the land was done it seemed there was scope of building a bigger institutional building than was originally planned. So the design for the building is being reworked now, especially since new requirements were suggested. Once this is done, construction will begin on Pratichi Bhavan.

The research institute will be a simple multi-storied institutional building where scholars and research associates can work undisturbed, have conferences and seminars and have their own research library. We are trying to make it as environment-friendly as possible and are looking at low-cost, as well as low-maintenance, alternatives in the area.

The Pratichi Bhavan is scheduled to be fully operational by 2008.

Pratichi Bhavan
Finances
PRATICHI (INDIA) TRUST
A-708, ANAND LOK SOCIETY, MAYUR VIHAR PHASE-1, DELHI - 110091

BALANCE SHEET AS AT 31ST MARCH 2006

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Schedule</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORPUS</td>
<td>A</td>
<td>Rs.10,000,000.00</td>
</tr>
<tr>
<td>SPECIAL FUND</td>
<td>B</td>
<td>Rs.1,774,325.10</td>
</tr>
<tr>
<td>PRATICHI BHAWAN PROJECT</td>
<td>C</td>
<td>Rs.14,808,062.15</td>
</tr>
<tr>
<td>CURRENT LIABILITIES</td>
<td>D</td>
<td>Rs.122,005.53</td>
</tr>
<tr>
<td>PROFIT &amp; LOSS ACCOUNT</td>
<td>E</td>
<td>Rs.4,680,184.02</td>
</tr>
<tr>
<td>CONTROL AMOUNT FOR FIXED ASSETS OF FUNDS</td>
<td></td>
<td>Rs.331,585.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>Rs.31,716,161.80</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assets</th>
<th>Schedule</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIXED ASSETS</td>
<td>F</td>
<td>Rs.34,219.23</td>
</tr>
<tr>
<td>FIXED ASSETS OF FUNDS</td>
<td>G</td>
<td>Rs.331,585.00</td>
</tr>
<tr>
<td>INVESTMENTS</td>
<td>H</td>
<td>Rs.26,562,464.11</td>
</tr>
<tr>
<td>DEPOSITS &amp; OTHER CURRENT ASSETS</td>
<td>I</td>
<td>Rs.68,358.21</td>
</tr>
<tr>
<td>BANK &amp; CASH BALANCES</td>
<td>J</td>
<td>Rs.4,719,535.25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>Rs.31,716,161.80</strong></td>
</tr>
</tbody>
</table>

AS PER OUR SEPARATE REPORT OF EVEN DATE
FOR DINESH KUMAR BHAT & ASSOCIATES
CHARTERED ACCOUNTANTS

[DINESH KUMAR]
PROPRIETOR
M. No. 95553

We certify that the above balance sheet is True to the
Best our Knowledge and belief.

Trustee
PRATICHI (INDIA) TRUST
DELHI
Date: 9th September 2006
### CORPUS Schedule-A

Last year Balance brought forward

- Amount: Rs.10,000,000.00

### SPECIAL FUND Schedule-B

- Opening Balance: Rs.2,183,753.10
- Less: Applied during the year for Pratichi School, Nagari: Rs.409,428.00
- Amount: Rs.1,774,325.10

### PRATICHI BHAWAN PROJECT Schedule-C

- Opening Balance: Rs.14,325,903.63
- Add: Income Received: Rs.1,840,350.73
- Less: Applied during the year: Rs.1,358,192.21
- Amount: Rs.14,808,062.15

### CURRENT LIABILITIES Schedule-D

- Expenses payable: Rs.88,965.00
- Payable to Inspiration: Rs.8,000.00
- Payable to Trustee: Rs.25,040.53
- Amount: Rs.122,005.53

### PROFIT & LOSS ACCOUNT Schedule-E

- Last year's Profit brought forward: Rs.3,227,773.88
- Add: Income received during the year: Rs.2,400,075.15
- Expenses made during the year: Rs.947,665.01
- Amount: Rs.4,680,184.02

---

AS PER OUR SEPARATE REPORT OF EVEN DATE
FOR DINESH KUMAR BHAT & ASSOCIATES
CHARTERED ACCOUNTANTS

[DINESH KUMAR]
PROPRIETOR
M. No. 95553

We certify that the above balance sheet is True to the
Best our Knowledge and belief.

Trustee
PRATICHI (INDIA) TRUST
DELHI
Date: 9th September 2006
## FIXED ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>Rs.41,794.40</td>
</tr>
<tr>
<td>Additions during the year</td>
<td>Rs.17,900.00</td>
</tr>
<tr>
<td>Less: Depreciation written off during the year</td>
<td>Rs.25,475.17</td>
</tr>
<tr>
<td></td>
<td>Rs.34,219.23</td>
</tr>
</tbody>
</table>

## FIXED ASSETS OF FUNDS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pratichi Bhawan Assets</td>
<td>Rs.258,351.00</td>
</tr>
<tr>
<td>Add: Purchases during the year</td>
<td>Rs.--------</td>
</tr>
<tr>
<td>Pratichi School Assets</td>
<td>Rs.73,234.00</td>
</tr>
<tr>
<td>Add: Purchases during the year</td>
<td>Rs.--------</td>
</tr>
<tr>
<td></td>
<td>Rs.331,585.00</td>
</tr>
</tbody>
</table>

## INVESTMENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.D.R with State Bank of India</td>
<td>Rs.6,200,000.00</td>
</tr>
<tr>
<td>Investments in SBI Mutual Fund</td>
<td>Rs.10,000,000.00</td>
</tr>
<tr>
<td>Other Mutual Funds</td>
<td>Rs.10,362,464.11</td>
</tr>
<tr>
<td></td>
<td>Rs.26,562,464.11</td>
</tr>
</tbody>
</table>

## DEPOSITS & OTHER CURRENT ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent Security</td>
<td>Rs.18,400.00</td>
</tr>
<tr>
<td>Santiniketan Imprest</td>
<td>Rs.10,359.21</td>
</tr>
<tr>
<td>Pratichi School Imprest</td>
<td>Rs.28,002.00</td>
</tr>
<tr>
<td>Advances and Deposits</td>
<td>Rs.9,200.00</td>
</tr>
<tr>
<td></td>
<td>Rs.2,397.00</td>
</tr>
<tr>
<td></td>
<td>Rs.68,358.21</td>
</tr>
</tbody>
</table>

## CASH & BANK BALANCES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance with State Bank of India</td>
<td>Rs.4,706,986.15</td>
</tr>
<tr>
<td>Cash in hand</td>
<td>Rs.12,549.10</td>
</tr>
<tr>
<td></td>
<td>Rs.4,719,535.25</td>
</tr>
</tbody>
</table>

---

**AS PER OUR SEPARATE REPORT OF EVEN DATE**

FOR DINESH KUMAR BHAT & ASSOCIATES

CHARTERED ACCOUNTANTS

[DINESH KUMAR]

PROPRIETOR

M. No. 95553

We certify that the above balance sheet is True to the Best our Knowledge and belief.

Trustee

PRATICHI (INDIA) TRUST

DELHI

Date: 9th September 2006