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Subject - M.L
No of Students no



Mukta Gyana Kutira Agragamee School 2018-19



A report by students



Mukta Gyana Kutira
 Agramee School
 2018-19
 A Report By Students

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Foreword

Girls from underprivileged communities are doubly disadvantaged, oppressed by caste, class as well as patriarchal biases. This burden of exclusion relegates them to a life of unskilled labour with little or no options for employment or pursuing career opportunities. Agragamee School focuses on First Generation School Girls seeking to help them fight these prejudices and have a fair chance in life. These are children whose parents do not have school education. They are generally referred to as First Generation Learners but we prefer the term First Generation School Children, as every human being becomes a Learner from the moment of birth. There are many challenges in helping first generation school children build up academic skills, and these are being increasingly recognised now, even though the system focuses mostly on enrolment, dropouts, and toilets. These quantitative indicators have their importance if we did not treat most of them as the end we are looking for in education. For example, we now have near hundred per cent enrolment rates as per Government records, but what is the point of enrolment if the learning levels are dismal. A large proportion of children are not able to read even at the end of elementary school! Most others in that stage have only very rudimentary reading abilities.

Most of school learning begins only after one becomes a fairly fluent reader, which means an average of about 200 words per minute with comprehension. If you have not become a fluent reader, with fair comprehension of what you are reading, then your school learning does not begin, as almost everything in school is from books! Learning any subject depends on reading.

If a child is not able to read well in time, she is denied equal opportunities. DhirJhingran underscores precisely all this in his presentation, pointing out that reading is a foundational skill on which all formal education depends, any child who does not learn to read early and well will not easily master other skills and knowledge and cannot do well in school. He further points out that children who learn to read later or read slowly may avoid reading, are unable to understand the textbooks of their grade, develop negative attitudes about school and are less likely to complete school!

Thus, often First Generation School Children tend to drop out earlier even if they do join schools. The difference becomes more marked in elementary school. Reports indicate that in school FGS Children have lower attendance, less consistent performance, interruption of studies, and low

self-esteem. Studies also report a range of problems faced by first generation students, regarding the curriculum, difficulties in completing homework, adjusting to the timetable, and teaching. Compared to Non-FG students more than twice the number of FG students face such problems with school learning. It is also reported that none of the families of FGS children have a good standard of living, nor even a medium standard of living. Statistics indicate that more than 90% of FGS children are either Schedule Tribe or Schedule Caste! On the other hand, unlike commonly held notions, there seems to be only marginal difference between first generation and non-first generation families in terms of parental encouragement and emphasis on school learning. What is however undeniable is that poor standards of living, and the ensuing struggle to make ends meet for families of FGS children leads to several constraints and hurdles in school, as these children might have to take time off studies for work, extra course material cannot be purchased, many parents cannot even afford adequate number of notebooks and pen/pencils and in the absence of parental teaching, tuition masters cannot be hired.

Finally, FGS children face an adverse environment in school as compared to their more fortunate peers. Several comparative reports indicate that more First Generation Students perceive levels of neglect and apathy from their teachers and head masters. This affects self-esteem as also aspirational levels, which could be one of the reasons for higher drop out rates among them. This then becomes a vicious circle: First generation school children do not get adequate academic support from their parents - and so are unable to have good school education - and so cannot help their children do well in school and so on..... In the case of First Generation Girls, the situation is even worse. This is evidenced in tribal girls and women being the least literate section of the population.

How can one break this? In most Non-first generation families, the parents perform the role of teaching the child the First skills for school learning including reading, counting and numbers. Agramee's experience indicates that even 2nd generation school children have significantly increased learning levels in early grades as compared to their FG peers. Teachers are by and large not equipped to teach children these skills. There is very little of the pedagogy of reading in most teacher courses. Nor are text books for kindergartens and first grades designed to help the child develop the skills for fluent reading.

The focus in Agramee School has been on addressing the complex set of problems affecting school learning for FGS children. This evolving pedagogy seeks to help teachers understand the constraints, and challenges faced by FGS children, perceive the various issues they would have in learning including attendance, health, comfort levels, making sense of what is being taught, engaging, focusing attention, etc., and develop the approach and methodology to address these.

The pedagogy goes beyond traditional approach and method, encouraging teachers to look for solutions, while also seeking to help with the paradigm shift to understand and practice radical new approaches.

One such shift has been made in the area of language teaching. Language teaching in school begins with teaching a child to read. Traditionally, this requires a child to memorise alphabets, in their various forms. For the state language, this is a herculean task for a child, as well as an adult when one comes to think of it. It means memorising the form and sound of some 50 odd symbols which are quite meaningless until the learner understands its relationship to the words she speaks. When this method proved its lack of efficacy over time (we had wasted years and years of some crores of children by then) a shift was made to help children learn through word alphabet connections, like A for apple etc. Realms of rhymes have been written to facilitate this in languages with phonetically better developed scripts than English, and yet, the learning to read did not happen, as teachers found these methods extremely difficult to teach. This method also lacks a clear cut logic of learning, as A only symbolises the first alphabet of the word, and the child finds it difficult to make a connection with the phonetics of the rest of the word.

In Agragamee, we sought to adopt the 'whole language' approach. This is not new, it is based on the constructivist approach, which helps a learner to construct her own knowledge, on the foundation of things she already knows, in this case a whole language! This approach adapted for language teaching and developing reading abilities in children is a lively and creative approach, that does not put the child through forced memorisation, and helps her deduce the logic of alphabets, phonetics and words on her own through word games, rhymes, puzzles and activities. All this stimulates the child's cognitive faculties, and leads to increased interest and engagement in the classroom, and so better learning.

This is easily said, but most teachers find it very difficult to make the shift, and this developing pedagogy might have gone the way of other efforts, but we persevered, and took up the challenge of teaching teachers. The first task was to make the task practical - nothing works like doing! So teachers were encouraged to follow specific workbooks in their class, which were designed to attract and engage children with fun words, word exercises, colouring, rhymes, and so on. The teaching of letters was taken up only after the child developed familiarity with the written word, through these exercises, which were verbal, and written.

Teachers have undergone intensive training and handholding which has helped them understand the concept, and teach children through the activities and exercises in the workbook. In addition, teachers encourage children to read extra books. This happens from Class I upwards.

As is described by Muskan of Class III, in the chapter Amo School Library, children of Class I cannot read. But, they also have a library period, when stories are read out to them by their teachers or by seniors.

All this has helped build up reading and language skills in children of Agragamee School right from class I and II through easy and fun methods. Thus now, children are eager learners in all subjects, as they find it a joy to read, and pursue various subject and topics of their choice and interest.

And as is evidenced in this report, they have become just as eager writers, keen on expressing themselves and reporting events and experiences from their school life. We are not able to contain the children's expressions in just an Annual Report either. Their newsletter 'Dangar Katha' has been revived this year, which provides a glimpses of the children's life in the village, their imagination, and longings, and a vision of things as children see it. A suggestion from the teachers and they have also begun to illustrate their writings with vivid and colourful drawings. In the area of drawing and illustrations, we must confess, Agragamee School has allowed the children's imagination to run free, and bloom as it will, and there has been little teaching. It is all the children's ideas and expressions that colour the pages of this report. This year, Agragamee School students have written extensively about their subject learning, as also the daily school activities including the assembly and prayer, along with event reports.

Through this report, we are happy to bring you a glimpse of this school for First Generation School children in a remote tribal region that has had very little experience of print, reading and school education. It has helped girls from poor and deprived communities in one of the most underdeveloped pockets of Odisha excel, pursue higher education, build their aspirations, and ensure a more informed and aware community in their villages.

And so we move steadily forward towards our goal of creating a generation of literates in remote tribal villages. We are happy to say, we have received much support for this work. This Report, and this School would not have been possible without the help and commitment of a wonderful group of people, including Dr.M. Chandrasekaran, Smt. Mahalakshmi Jayaram, Dr.Purna Chandra Patnaik, Dr.Gopa Patnaik, Dr.Anjalika Patnaik, Mr.Chandras Choudhury, Dr.Sita Kantha Das, and many others, who are not mentioned just for lack of space. We take this opportunity to express a very special thanks to Dr.M. Chandrasekaran for his generous and sustained support for Agragamee School!

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Agragamee School 2018-19 Overview

School Annual Report
Annual Report

Agragamee School Event Reports

Lopamudra Mohanty's School Visit
Ranjit Sahu's School Visit
Shalini Didi's Odishi Dance
Annual Function
January 26 th
A visit to Chingrajkhut Field Area
Child Development Programme, Kashipur
A visit to Sasu Bahu Mali

About Agragamee School

Our School Assembly
Our School Library
Our Library
About Language Learning in our School
Mathematics Lessons in our School
Science Lessons

ବର୍ଗିକ ବିଚାରଣା

ଆମ ସ୍କୁଲର ନାମ ସ୍ମୃତିଜ୍ଞାନ କୃଷିର ଅଗ୍ରଗାମୀ ବିଦ୍ୟାଳୟ କାଳୀପୁର।
 ପ୍ରଥମେ ଆମେ ଏଠାରେ ସ୍କୁଲରେ ଆସୁ । ତିନି, ଆଜ୍ଞା ମାନେ ଆସିଲେ
 ଆମେ ଦେଲୁ ବଜାଡ଼ । ଦେଲୁ ବାଜିଲା ତତ୍ତେ ସମସ୍ତେ ଗୋଲେଇ ହୋଇ
 ତିଆ ହୋଇ ପ୍ରାୟନା କରୁ । ଆମେ ପ୍ରାୟନା ସରିଲା ତତ୍ତେ ନିକୃତ
 ବେଗର ଚଳୁ । ତା ସହିତ ଜିଙ୍କେ ମଧ୍ୟ କରୁ । ଆମେ ଚାଟିସାରି ଦିନିକ
 ଆଜ୍ଞା ମାନଙ୍କୁ ଦେଉ ଦିନ, ଆଜ୍ଞା ମାନେ ଆମକୁ କୁହେଇ ଦିଅନ୍ତି । ଆମ
 କୁ ଘୋମା ବାଡ଼ ଦିନ ମଧ୍ୟ ତ ଝୁରୁ ଚେକ କଦାମ୍ବୀର ପ୍ରତି ଶନିକାତ
 ହିଲୁ କରୁ । ଏହା ସରିଲା ପରେ ଆମେ ନିଜ ନିଜ ଶ୍ରେଣୀ ଚେ ଚାଲୁ । ଆମ
 ର ପ୍ରଥମ ବିଶିଷ୍ଟର ସହ ଶ୍ରେଣୀରେ ହାତୀ ପକାମାଚ । ପଞ୍ଚମ ଚେ ଜନକ-
 ଶତ୍ରୁଘ୍ନ, ଚତୁର୍ଥ ଚେ ହାତୁଜନି, ତୃତୀୟ ଚେ ନିମ ଆଜ୍ଞା ଦୁର୍ଜୟ ଚେ କର୍ଣ୍ଣ
 ଦିନ, ପ୍ରଥମ ଚେ ଘୋମାଦିନି, ହାତୀ ପଦାନ୍ତି । ହାତୀ ଚେ ଚାଟା ଶୁଭ
 ଅନ୍ତରାଳେ ଚଳୁ । କରୁଛାରିଲା ତତ୍ତେ ଆମେ ଚୁପ କରୁ । ଚୁପ କରୁନି
 ଯେକେ ପ୍ରଶ୍ନ ସହ ଚୁପ ଚେ । ହାତୀ ଚିତ୍ତିଗୁଡ଼ ସରିଲା ତତ୍ତେ ଶିବିତ
 ଚାଠ ଚାଟା ଯାଚ । ଆମକୁ ମିଶାଗ, ଲେକାଗ, ପ୍ରହର, ଶୁଭ ବ ଚିତ୍ତି ସହ
 ଶିଳୁ । ଶିବିତ ସରିଲା ପରେ ଚନ୍ଦ୍ରାବୀ ଚାଠ ଚାଟା ଆଜ୍ଞା । ଆମ କୁ ତିନି
 ଚାଟାକୀ ଚାଟିତ ଶିଳା ଚୁ ଦିଅନ୍ତି । ଚନ୍ଦ୍ରାବୀ ଚାଠ ଚାଟି ସାରିଲା ତତ୍ତେ
 ଆମେ ଗାଈପାକୁ ମାଲୁ ଆମକୁ ଗାଈଗା ହାଜି ଦେବା ନାନୀ ନାମ-
 ସ୍ମୃତିକୃଷି ନାନୀ ଆମ ଗାଈ ବା ହାମିକା ନାନୀ । ହାତ, ଡାକି, ଅଧୁଆ, ଚକ୍ରକି
 ଚାମ୍ପେଡ଼, ଏଣା ଆମକୁ ଚିତ୍ତି ସହ ଗାଈଦ ଚିଅନ୍ତି । ଆମା ସଜା ତତ୍ତେ

School Annual Report

The name of our school is Mukta Gyana Kutir Agragamee Vidyalaya, Kahsipur. We come to school at 9.0' clock. Then our teachers come, and ring the bell. We stand in a circle for the assembly. We first have the prayer song, then we read the newspaper, and exchange general knowledge. After we read the newspaper, our teachers explain the news to us. On Monday, our nails and dresses are checked. Every Saturday, we have drill. Then we go to our respective classrooms. Every class has language in the first period. In class V, Kanaka Guruma, in Class IV Ranu Didi, in Class III Lima Sir, in Class II Jayanti Didi and in Class I Soma Didi teach language. We read the language lesson paragraph wise, and then we form groups, and have questions and answers amongst ourselves.

After language, we have mathematics. We learn addition, subtraction, division and multiplication. After maths, we have English. Didi teaches us songs in English. After this we go for lunch.

Sukri Nani (Sister Sukri) cooks for us. We have Rice, dal, egg curry, tomato chutney and papad. We have egg twice a week.



ଫୁଲ ଏବଂ ଦିଆଯାଏ । ଛୁଇଁବାକୁ ଶକ୍ତିକାରୀ । ପ୍ରତ୍ୟେକ ଦିନ ଏହାକୁ ଏହା
ତେଜୋର୍ଦ୍ଧା ନାହିଁ । ଟାକ୍ସାଏରିକା ଯେଉଁ ଚାହିଦେଣ ବିଜ୍ଞାନ ଗାଠ ଲିମ ଆହୁ
ପାଉଛି । ଆମକୁ ଆହୁ ଗଠୁଲୁଣ, ଘୃତ, ଚୂନ ବିଶୟରେ ପାଉଛି । ପତାଳ
ସାହି ଆହୁ ଲେପ୍ଟୋକ୍ଟ କହୁ ହୁଏ । ଆମେ ଲେପ୍ଟୋକ୍ଟ । ପହିଦେଣ ସହିକା
ପଦେ ଶୁଣ କହୁ । ଆମେ ଗଠିକି ଶୁଣ କହୁଛୁ । ସେହି ଶୁଣର ନାମ - ମହାନଦୀ,
ନାଗାଠକି, ଉଦ୍ରା ବଜା, ଦଶପାତା ଗଠିକି ଶୁଣ ଆମେ କହିଛୁ । ମହାନଦୀ
ବଜା ଉପରି କେତେକ କାମ ଆମେ କହିଛୁ । ଉପରି ପ୍ରତ୍ୟେକ ଦିନ ପ୍ରତ୍ୟେକ
ଶୁଣ ଏହାକୁ ଆହୁ କାମ କହୁ : ପ୍ରାଣୀ, ଗୀତ, ନାଚ, ମଧ୍ୟ ଶୁଣ । ନିର୍ଦ୍ଦେ
ଖେଲ୍ ବାଟିଲେ ଆମେ ଯାହା ଦିଟି, ଆହୁ ନାକ କହିଲେ କାହାକୁ କାଣ
ହୋଇଛି ଆମେ ଯାହା ଦି ହୋଇଲେ କହୁ । ଆମ ସ୍ତୁଳରେ ଗଣେ ଶୁଣା
କହିଲେ । ଆମେ ନିର୍ଦ୍ଦେ, କଲ୍ଲୀ, ଆଗି ପୁଣା ହେ ଲଗାହ । ଆମ ସ୍ତୁଳରେ
ସହସ୍ରକୀ ପୁଣା କହିଲେ । ଆମେ ସହସ୍ରକୀ ପୁଣା କହିଲେ କେଳେ ନୁଆ ହେଉ
ନିର୍ଦ୍ଦେ ଆହୁ । ଆମ ସ୍ତୁଳରେ ସାଧାରଣତଃ ଦିବସ, ସ୍ତାପାନ୍ତା ଦିବସ,
ଦିନ ଆମେ ହାତଜା ଦେହ । ଆମକୁ ଶୁଣିଲାଣେ । ଗଣେଶ ପୁଣା ଓ ପଦ୍ମପୁଣା
ମଧ୍ୟ ବହୁତ ଶୁଣି ଲାଣେ । ଆମକୁ ସ୍ତୁଳରେ ସାଲେନୀ ଦିଟି ଆସିହଲେ । ଆମ
କୁ ସାଲେନୀ ଦିଟି କହିଲେ ନାଚ ଶିଖାକ ଦେଲେ । ଆମକୁ ସାଲେନୀ ଦିଟି
କହୁତ ସ୍ତୁଳରେ ନାଚ ଶିଖାକ ଦେଲେ । ଆମ ସ୍ତୁଳରେ ବଞ୍ଚିତ ଆହୁ ଆମେ
ଆକାଶିକା ର ଗଠେ ଲେପ୍ଟୋ ଆଗି ଦେହହଲେ । ଆମକୁ କେତେ ଶୁଣିତ
ପଦ୍ମ ପୁଣା ଦେଖାକ ଦେଲେ ହଲେ । ଆମକୁ ବହୁତ ଶୁଣି



on Wednesdays and Saturdays. We have different vegetables everyday.

After lunch, we have environmental science class which is taught by Lima Sir. He teaches us about trees, plants, flowers and fruits. After he teaches us, he asks us to write, and we do so.

After this, we form into 4 groups. The names of these groups are Nagabali, Indravati, Bansadhara, and Mahanadi. My group, Mahanadi does gardening, and many other activities. Similarly, different groups have different activities on different days. We also learn plays, songs, and dance in groups. Then the meeting bell rings, and we talk about whatever has happened during the day, and about any problems we face.

We do Ganesh Puja in our school. We do puja with coconut and bananas. We also do Saraswati Puja. On this day we wear new clothes. On Republic Day, and Independence Day, many of us give speeches. We are very proud of this.

Shalini Didi came to our school, and taught us very beautiful Odishi dancing. Ranjit Sir came to our school, and gave us chocolate from America. He showed us several very interesting birds and animals on the computer. We felt very happy.



କାଗିଲି । ଆମେ ଆମେ ଚିକା ଚିକା ଚାଲି, ପଶୁ ଦେଖିଲୁ । ଆମକୁ ଭେ
ସାଧନା ଶୁଭୁଣା ଆସିଥିଲେ । ଆମେ ସାଧନା ଶୁଭୁଣା କୁଁ ଚେନ୍ଦୁକି ଦେଲୁ
ସାଧନା ଶୁଭୁଣା ଚାଲିଲେ । ଆମେ ସାଧନା ଶୁଭୁଣା କୁଁ ଶୀତ ଗୋଟିଏ ଚାଲି
ଦେଲୁ । "ହିଁଏଟିଏ ଚିକି ହିଁଏଟିଏ" ଶୀତ ଚାଲି ଦେଲୁ । ଗୋଟିଏ ଚାଲି
ଚାଲିଲାଣି ଚାଲିଲାଣିଲେ । ଆମ ସ୍କୁଲ୍ ହେ ଲୋକାସୁଦ୍ର ମଞ୍ଚଳି ଶୁଭୁଣା ଆସି
ଥିଲେ । ଶୁଭୁଣା କହିଲେ ନିଜ ନିଜ ମାଆ ବାବା ଆସି ଛାଡ଼ି କିନାହିଁ ଚାଲି କହିଲେ
ଆମେ ସମସ୍ତେ ଆସି ଛାଡ଼ି ଛାଡ଼ି କହିଲୁ । ସଞ୍ଜୀବାତ ଚାଲି କହିଲେ । ଆମ
ପିଲାମାନଙ୍କି ଚାଲି ଶ୍ରେଣୀ ଶୁଭୁ ବଦାଲବାକୁ କହିଲେ । ଶୁଭୁଣା କହିଲେ
ଶ୍ରେଣୀ ବଦାଲବା ନେ ଲୋକାସୁଦ୍ର ପରିଷଦ କେହି ଓ ଆସିବ ସମସ୍ତ
କହିଲେ ଜାଣା ମାନେ କହିଲେ ପରିଷଦିଆ ଆମେ ଦେଲୁ । ଲୋକାସୁଦ୍ର ଶୁଭୁଣା
ଶ୍ରେଣୀ ବଦାଲବା ଚାଲି ଚାଲି ଚାଲି ଚାଲି ଚାଲି । ଆମେ ପାଠକି ଚାଲିଲୁ ଚେ
ଶାଣ୍ଟ ଗୋଟୁ ମାଲି ଚାଲିଲୁ । ଛୋଟେ ବହୁ ଚାଲିଲୁ ବାସ୍ତୁ ହିଲୁ । ଆମେ
ହେଲି ଚାଲିଲେ ପାଠକିଲୁ । ଆମକୁ ଗୋଟିଏ ଲୋକ ଚାଲି ଆଗି କିକାଲ
ଦେଲେ । ଆମ ଚାଲିଲେ କହିଲୁ । ଆମ ଚାଲିଲେ ଶୀତ ଚାଲିଲୁ ।
ଆମକୁ ଆଗରୁ କଥା ଗୋଟିଏ ଲୋକ କହିଥିଲା । ସେ ଲୋକ କହି ଥିଲେ ।
ଆଗରେ କାଶୀପୁର ଚାଲି ଗୋଟିଏ ଶୁଭୁଣା ଚାଲି ଚାଲି । ଆମେ ଚାଲି
ମାଆ କହି ଥିଲେ । ଆଗରେ ଶାଣ୍ଟ ବଦଳ ଗୋଟୁ ଚାଲିଲୁ ଚାଲିଲେ । ଆମ
ହେଲି କହିଲେ ଚାଲି ଥିଲୁ । ଆମେ ଚାଲିଲେ ନିଜ ଦାନ ଚାଲି
କାଲି ଚାଲି । ଆମେ ଚାଲିଲେ ଚାଲି ଚାଲି ସମସ୍ତେ ଚାଲିଲୁ ।



Sadhana Guruma came to our school. We gave her tamarind, which she liked very much. We sang the song 'Jhio Tie, Tiki Jhio Tie' (Little Girl, O' Little Girl) for her. She clapped her hands when she heard this.

Lopamudra Mahanty came to our school. She asked us whether our parents had come for the meeting. We all said they have come. Sangita's father said we need higher classes for the children. She said, yes we can do that, but where will the vegetables for them come from. He said we shall supply the vegetables. Lopamudra agreed that higher classes would be introduced in the school.

We went up the Sasu Bohu Mali in 5 Boleros. It was a very long route. We went to Upar Kanjakana village, they spread out a mat for us to sit. We sat in the middle of the village, and sang 'Ama Gaon Kashipur' (Kashipur, Our Village). An old man told us about the past of the village. He told us that the king from Kashipur had come and entered a cave. He also told us that the waters of Sasu Bandho (Mother-in-law lake) and Bohu Bandho (Daughter-in-law lake) would not flow together. We all went and saw the cave, and the jungle below the cave.

We also went to the weekly market on Wednesday. We stayed there for some time and had jelibabies there.





Then we went to the post office. In the post office, they showed us a computer. Rebati practised on the computer, and we also learnt something about the computer. Then we went to the Child Development Programme Office. We asked the person who was explaining things to us her name. She said she was called Jayanti Das, and we wrote it in our notebooks.

Jayanti Guruma asked us whether we had bathrooms in our house. We didn't say anything. Guruma told us that every house should have a bathroom. Then she showed us many toys. Then we visited the Kashipur High School. We sat in a room with many books. We also talked to some of the teachers there, and then went to another room. Children of class IX came. Guruma said two of you talk to each other. 2 girls stood up, and talked to each other. Then after that, nobody stood up. Guruma said all of you talk in pairs in your places.



କନ୍ୟା । ଆମେ ସହୃଦୁ ବନ୍ଧା ହୋଇଥିବା ଭୋଗିଣୀ କନ୍ୟା । ଆମେ ସହୃଦୁମୌଳି
 ସ୍ତ୍ରୀ । ଅନ୍ୟ ଯିବା ନାମେ ଅନ୍ୟ ଫଳପ୍ରାପ୍ତ ହୁଏ । ନିଜର ଶ୍ରେଣୀଭିନ୍ନ ନାନୀ ନାନୀ
 କେଇ କାଜିଲା । ଯେମାନେ ଯାଇଛନ୍ତି ଚାହାରିଲେ । ଆମେ ସହୃଦୁ କୁ ଆସି
 ଶୌଚିତ୍ୱ ଦେଖିଲେ ହେବୁ । ଆମେ ତା' ଚାହିଦା ବିଷୟ ବହିତ ମାମାଣି କେଶରୀ ନାହିଁ
 ହୁଏନା । ଆମେ ମନିଷ୍ୟେ ନିଜେ ସମାପ୍ତ ହିସାବ । ଆମେ ସାନିଆଁ ଯାହା
 ଯାଇଥିଲୁ । ଆମ କୁ ହଜାରେ ଆଗର ଯାହା ଶୋଭା ଦେଖାଉଥିଲେ ।
 ଆମେ କେତେକି ନାହିଁ, ଆମ୍ଭ ନାହିଁ, ଦେଖୁ । ଆମେ କୁଅମୟ ଦେଖୁ । ଆମେ
 ସହୃଦୁ କିଛି ଦେଖୁ ହୁଏନା ଆସିଲୁ । ଆମେ ହୁଏତ ଦୁଇଟି ଲାଭ ଦେଖି ଏହି
 ଶୋଭା ଦେଖି ଲାଭଦେଖି ଓ ଶୋଭା ଦେଖି ଲାଭଦେଖି ଆମେ ସହୃଦୁ
 କହି ରମ୍ୟ - ଆଜି ଆଜି କହି, ଯିବାକୁ ଶାନ୍ତି, ବିଷୟ ହେଉ ହାତ, ଶୋଭା
 ଯେଉଁ ଯାଏନା, ଯାହାକି କାହାଣୀ, ଯାଣି, ମୋ କଳା କି ବାହାଘର
 ମୋ କଥା ନିଶ୍ଚିତ, ପାଦୁ ଫୁଲ, ଯାକ ଓ ଆଉ କିଛି ଏତିକି ହୁଏ ଆଉ
 କେତେ ଦିନ ହୁଏ, ଆମ ହୁଏତ ସ୍ୱାଧୀନତା ଦିବସ ଶାନ୍ତି ଜାଣିଆ
 ଆମେ ପ୍ରଥମେ ଶୋଭା ଦେଖି ଚିନ୍ତା ହେଉ । ଆମେ ଉତ୍ସୁକତା ମାଆ
 ଯାକ ହେଉ । ଆମେ ଯାକ ହେଉ ସାହି "ଜନଶତା ମନିଆ
 ନାହିଁ କି ହେ " ଶାନ୍ତି ଶାନ୍ତି ଶାନ୍ତି କହୁ । ହାତର ଦେଖି) ସ୍ୱାମୀ
 ମାଆ ମାଆ କହେ । ଆମ କୁ ବିଷୟ ଶୁଣି ନାହିଁ । କାନ୍ତି ଆସି ହେ, ଶୋଭା
 ଶୁଣା ; ସହୃଦୁ ଶୁଣା , ଶୁଣୁ ବିଷୟ, ଶିଶୁ ବିଷୟ ହୁଏତ ଦିବସ ଶାନ୍ତି
 କେହାଣୀ କାନ୍ତି ଆଗର ହେଉ ଆମେ କାନ୍ତି ଶୁଣି ନାହିଁ ମାଆ ।
 ନିଶ୍ଚିତ ହେଉ ଶୁଣୁ ଓ ଶୁଣୁ ଆମେ କୁ ଆମ ହୁଏତ କାନ୍ତି



Then we had a debate on whether the city is better or the village is better. I joined the cities group, some others were in the village group. Then the bell rang, and the girls from class IX went to have their food. We all came out and took pictures.

We also went to the Manikeswari temple. We sat there for sometime, and then went to the King's residence. Somebody showed us his old house. We saw mango and tamarind trees, and also a well. We saw all this, and returned to our school

Our school has two libraries, one big, and another small. We read several books there, including Little by Little, Children's Story Book, Chinhua's Gift, When they were little, Returning home, Bani, My Uncle's Marriage, Please Listen to Me, Leaves and Leaves, Clouds and Ice cream, and many more books.

We celebrate many festivals as well as National Holidays Days. We also write about these celebrations in our notebooks, and draw pictures.

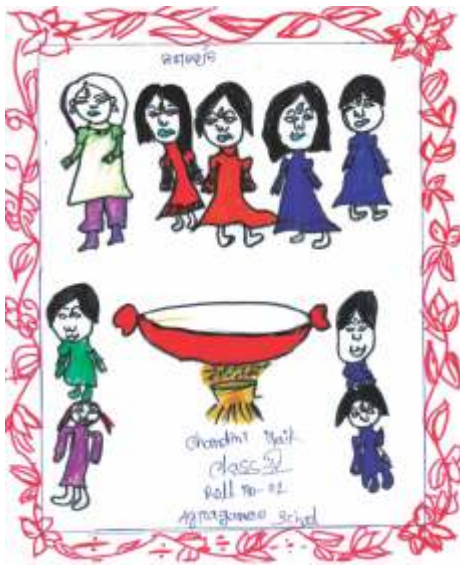


ଶୁଣୁଛୁ । ଆମକୁ ଅରୁଣୀ ଧାଞ୍ଜା ଶିଖାଇ ଦେଖାନ୍ତୁ ଆସନ୍ତୁ । ଅରୁଣୀ
 ଧାଞ୍ଜା ଆମକୁ ନାଟକ ଭଣିତ କିମ୍ପାକୁ ଦିଅନ୍ତି । ଆମ ଭଲ ହାତରେ ସୀତ
 ଓ ନାଟକ ଶିଖୁଥାଉ । ଆମକୁ ଅରୁଣୀ ଧାଞ୍ଜା କେତେ ବଡ଼ା ପୁଅ ଶିଖାଇ
 ଦେଖାନ୍ତୁ ଆସନ୍ତୁ । ଆଜା କେତେ ହୋଜକି ଆମତେ ନାଟକର ନାଟ ।
 ଆମ ଗାଆ, ମାଆ ମାଜ ମଧ୍ୟ ଆସନ୍ତୁ । ଆମ ସ୍ତୁତରେ ପିଲା ମାନେ ନୁଆ
 ହୁଏ ଶ୍ରେୟ ଚିତ୍ତି ନାଟକ । ଆମ ସ୍ତୁତର ନୁଆ ନୁଆ ଅଧିକ ମାନେ ନି
 ଆସନ୍ତୁ । ସାନ ହୁଅନ୍ତୁ ମାଜ କର ଶୀତ ନାଟକ ଓ ଛନ୍ଦ ନାଟ ମାଜ ନାଟକ
 କରନ୍ତୁ । ଆମ ନାଟକ ଦେଖି ଶୁଣି ହୋଇ ମାନ୍ୟନ୍ତି । ଆମ ସ୍ତୁତରେ ଧର
 ହୋଇ କରାମାଧ । ଆମେ ବଡ଼ ଛାତ୍ରୀ ଭେଦ ନୁଆ ନୁଆ ଶ୍ରେୟ ଚିତ୍ତି ଆମ
 ଆଜା ଛାତ୍ରୀ ହୋଇ ତେ ନୁଆ ନୁଆ ଚିତ୍ତି , ଆଜା ଆସନ୍ତୁ । ଆମ ସ୍ତୁତ
 ରେ ଆଜା ମାନେ , ଚିତ୍ତିନ, ମାଜି ଆସନ୍ତୁ । ଶାନ୍ତି ରାତି କି ଆଜା ଓ କି
 ଶୁଣୁନା କୁଟି ଶାନ୍ତି ମାଜ । ଛନ୍ଦ ଆଜା ଓ ଛନ୍ଦ ଶୁଣୁନା ଆମି ଶାନ୍ତାନ୍ତୁ । ଆମେ
 ମଧ୍ୟ ମାଜ ପୁସ୍ତକରେ କାମକୁ ମାଜ

ଗୋଟି ନାମ- ମମିତା ଦୁମ୍ପା/୦୨
 ଶ୍ରେଣୀ- ପର୍ବତୀ
 ଅଗ୍ରଗାମୀ ବିଦ୍ୟାଳୟ
 ଟ୍ରାନ୍ସକ୍ରିପ୍ଟର ଦିଲ ।



We have Annual Function in our school. Dharani Sir teaches us plays and songs for the Annual Function. Dharani Sir comes every year to teach us plays for the Annual Function. We perform the plays and songs in front of many people. Our parents also come to see our performance. We wear new styles of clothes for the performance. The junior classes do action songs and dance, and the senior classes perform plays.



We also have picnic in our school. We wear colourful clothes and not our uniforms for the picnic. Our teachers get chicken, meat etc. Then when the cooking is finished, we call the Director Sir, and Bada Guruma, and all of us enjoy the feast together.

Namita Kumbhar,
Class V,
Village: Kumbharsila





ଃଃ କାର୍ତ୍ତିକ ବିବରଣୀ ଃଃଃ

ଆମ ସ୍କୁଲର ନାମ ପୁସ୍ତକ ଜ୍ଞାନ କୁଳର ଅଗ୍ରଗାମୀ ବିଦ୍ୟାଳୟ
 କାର୍ତ୍ତିକପୁର । ଆମ ସ୍କୁଲ ପାଠ୍ୟପାଠ୍ୟ ଶିକ୍ଷାରେ ଅନୁପ୍ରାଣିତ ଆମ
 ସ୍କୁଲରେ ୧୦୦ ଶହ ପିଲା ପାଠ ପଢ଼ନ୍ତି । ଆମ ସ୍କୁଲରେ ୮ଟି
 ଦିନ ୧୫ଟି ଘଣ୍ଟା ଅଧିକ । ସେମାନେ ଆମକୁ ପାଠ ପଢ଼ାନ୍ତି ।
 ଦିନ ଘଣ୍ଟା ଗୁଣମା ମାନେ ଆମର ସୁବିଧା ଅନୁବିଧା କରନ୍ତି ।
 ଆମ ସ୍କୁଲରେ ଖାଦ୍ୟବାକ୍ସ ଦିଆଯାଏ । ଆମ ସ୍କୁଲରେ ଖାଣିକଲ
 ମ ଘୋଷା ପିଲ, କାଟର, ଚକର, ଡ୍ରେସ, ସୁତର, ଚେଲ, ସାବୁନ, ଜାମିନ
 ବାକ୍ସ, ଉତ୍ତମାଦି ଜିନିଷ ଆମକୁ ଦିଆଯାଏ । ଆମେ ବହୁତ ଶୁଣି
 ହୋଇଥାଏ । ଆମ ସ୍କୁଲର ଦଣ୍ଡା ହୋଇ ହୋଇଥାଏ । ଆମେ
 ସମସ୍ତେ ନିଜ ନିଜ ଉପାଦାନ କରି ବହୁତ ଶୁଣି ଦଣ୍ଡା ହୋଇକରି
 ଥିଲୁ । ଆମ ସ୍କୁଲକୁ ଉଦ୍ଧାର ସାଧୁ ଆସିଥିଲେ । ସେ ଆମକୁ କା
 ଖୁସିରେ ବିଭିନ୍ନ ପ୍ରକାର ଗଛଲତା ପତ୍ରପତ୍ରାଙ୍କର ଘୋଷା ଦେଖା
 ହୁଥିଲେ । ଆମେ ତାହାକୁ ଦେଖି ବହୁତ ଶୁଣି ଥିଲୁ । ଆମମାନଙ୍କ
 ପାଠ୍ୟ ଉଦ୍ଧାର ସାଧୁ ଆମେହିଁକାରୁ ଚଳାଯାଏ, ବାକ୍ସ ଖାଦ୍ୟକୁ
 ଚଳାଯାଏ, ଚଳା ମାଟିଆ ତପଳା । ସେ ଚଳାଯାଏ ଦେଖି
 ବାକ୍ସ ବହୁତ ଶୁଣି । ଆମେ ସେ ଚଳାଯାଏକୁ ଖାଦ୍ୟ ଉଦ୍ଧାର
 ସାଧୁକୁ ଅନୁମୋଦନ ଦେଖାଏ ଥିଲୁ । ଉଦ୍ଧାର, ସାଧୁ ଆମ କ୍ଷମ
 ହୁଏକୁ ଆସିଥିଲେ । ସେ ପଢ଼ାଉଥିଲେ ମୋର ନାମ କିଏ ଲେଖି
 ପାରିବ । କିମ୍ପା, କିମ୍ପା, କିମ୍ପା, କିମ୍ପା, କିମ୍ପା, କିମ୍ପା, କିମ୍ପା, କିମ୍ପା



Annual Report

The name of our school is Mukta Gyana Kutir Agragamee Vidyalaya, Kahsipur. Our school is in Rayagada District. 200 children study in our school. We have seven Dadies and four Sirs. They teach us all the subjects, and help us in every way. We get mid-day meal in our school, as well as notebooks, pens, pencils, sharpners, rubbers, uniforms, sweaters, soap, oil geometric box, etc. We feel very happy when we get these things.

We had a picnic in our school. All of us got together and cooked the food, and it was great fun. Ranjit Sahu visited our school. He showed us various varieties of birds, animals and plants in his computer. We were really thrilled to see these. He had got chocolate from America for us. We all shared it between us. The chocolate was coloured white and brown and looked very pretty. We thanked Ranjit Sir after eating the chocolate. Ranjit Sir also came to our classroom and asked who could write his name. Chandini went upto the blackboard and wrote his name.



ରାମିନୀକୁ very Good ଜଣାଉଥିଲେ । ସାଲେନୀ ପଢ଼ନାୟକ
କି ଆମ ସ୍କୁଲକୁ ଆସିଥିଲେ । ତାଙ୍କୁ ସହିତ ତାଙ୍କ ମା, ବାପା,
ମାଆ ଆସିଥିଲେ । ସାଲେନୀ ବିଦି ଆମକୁ ଡ଼େଣ୍ଟା ନାହିଁ ଜାଣି
ଦେଲେ । ଆମେ ସେ ନାହିଁ ଚିହ୍ନି ପାରିବାରୁ ସାଲେନୀ ବିଦିକୁ
ଧନ୍ୟବାଦ ଜଣାଉଥିଲୁ । ତାପରେ କେମାନେ ତାଙ୍କ ଘରକୁ ଘେରି
ଗଲେ । ଆମ ସ୍କୁଲରେ ଗଣେଶ ପୂଜା ସହ ସୁଖୀ ପଢ଼ା ସାଧାରଣ
ଶାନ୍ତ ବିନୟ, ସ୍ୱାଧୀନତା ଦିନସ, ଶିଶୁ ଦିନସ, ପୁସ୍ତକ ଦିନସ, ଗାନ୍ଧୀ
ଜୟନ୍ତୀ ପାଳନ କରାଯାଏ । ଆମେ ସେ ଦିନସ ଚଢ଼ା ପୁସ୍ତକ
ବହୁତ ସୁନ୍ଦର ଭାବରେ ସଜାଡ଼ି ପାଳନ କରିଥାଏ । ଆମକୁ
ବହୁତ ଖୁସି ଲାଗେ । ଆମ ସ୍କୁଲକୁ ସାଧନା ପୁସ୍ତକ ଆସିଥିଲେ
ସେ ଆମ ସମସ୍ତଙ୍କର ହିସା ରୁମକୁ ବୁଲିବାକୁ ଆସିଥିଲେ ।
ଆମେ ତାକୁ ଡେଲୁଲି ଦେଲାକୁ ସେ ଗୋଟି ଖାତ ଜମାଣିବା
ଡେଲୁଲି ଡେଲୁଲି କହି ଆମ ମାନକୁ ଖୁସି କରାଉ
ଦେଲା । ଆମକୁ ବହୁତ ଖୁସି ଲାଗିଲା । ସେ ଆମ ସହିତ ମିଶି
ମାଣ୍ଡିଆ ବାଡ଼ ଦେଲେ । ଦିଲ୍ ସାହି ଆମେ ସମସ୍ତେ କାମ,
ରୁମକୁ ସାଜ ବସିଲୁ । ଆମ ସହିତ ସାଧନା ପୁସ୍ତକ ମଧ୍ୟ ଆସି
ଲେ । ଆମେ ତାକୁ ଗୀତ ଗାଉ ଶୁଣାଉଲୁ । ତାପରେ ସେ ଆମ
କୁ ଗୀତ କହିଦେଲେ ତ ଖେଳ ଶିଖାଉଲେ । ସେ ଖେଳରେ ରାମି
ନୀ ବହୁତ ବହୁତ ଖୁସି ଲାଗିଲା । ଆମ ସ୍କୁଲର ସମସ୍ତେ ଗିଲା
ମିଶି ଆମେ ବିଭାଗ କରେ ବୁଲିବାକୁ ଚାଲିଥିଲୁ । ସେ ତ
ବହୁତ ବଡ଼ ବଡ଼ ପାସାଏ ଥିଲା । ସେହି ଭାବେ ଡେଲୁଲି କି ଖେଳ



He said very good when she wrote his name. Shalini Patnaik also came to our school. Along with her, her parents had also come. Shalini Didi taught us Odishi Dance, and we thanked her for it. Then they returned home.

We celebrate Ganesh Puja, Saraswati Puja, Independence Day, Republic Day, Children's Day, Teachers' Day and Gandhi Jayanti in our school. We have lot of fun decorating our school colourfully for each occasion, and enjoy a lot.

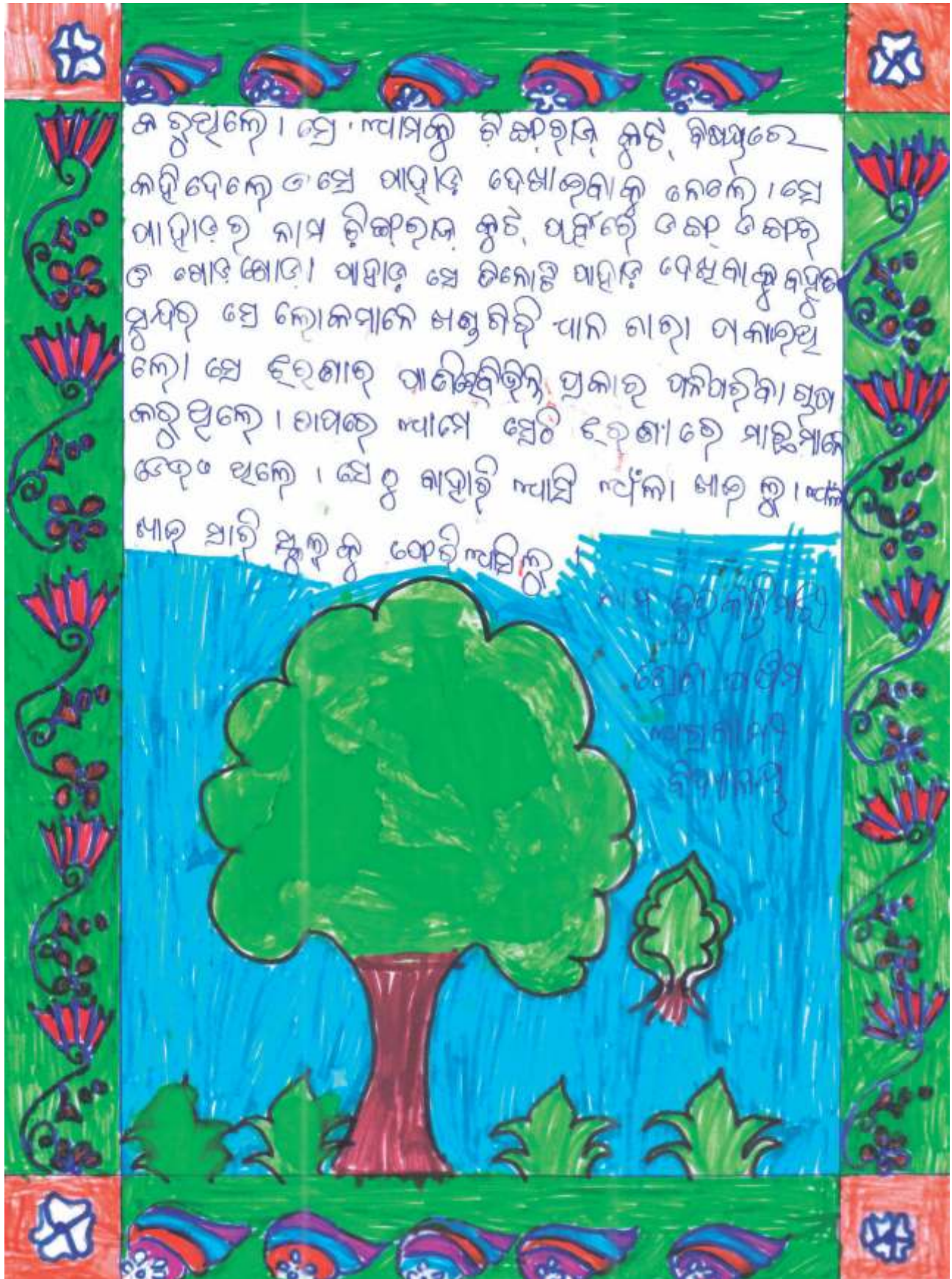


Sadhana Guruma came to our school. She came to each of our classrooms. We gave her tamarind, she liked it very much, and said the tamarind was very sweet. We felt very happy. She had Mandya Jau (Finger millet porridge) with us. After having porridge, we all went to the classroom along with Sadhana Guruma. We sang a song for her. Then she also taught us songs, and new games. We enjoyed the games very much (Photoshop Amaku , instead of Chandini).



We all went to visit Chingrajkut. There were many big hills surrounding the place. A person was cultivating







his field. He told us all about Chingrajkut, and took us to see the hills. The name of the biggest hill was Chingrajkut and in the east were Dongadonga and Goudagoda. All the hills looked very beautiful. The farmer had made seedlings of Khandagiri Paddy. He had also cultivated several types of vegetables with the water in Chingrajkut. We saw several fish playing in the water there. Then we had gooseberries, and returned to the school.

Turkanti Majhi,
Class IV, Village Kumbharsilla



Lopamudra Mohanty's School Visit

On 6th October 2018 Lopamudra Mohanty came to our school. She was accompanied by Purna Sir, Chandan Kumar Singh Sir and Basanti Mohanty. Achyut Sir was also present there. On that day a Parents' Meeting was organised. In this meeting parents of the students, school teachers and students from first to fifth class were present. The meeting started and Lopamudra Mohanty asked a student her name. She said her name as Chandini Naik. Then Lopamudra Mohanty asked how many brothers and sisters in her family. She answered four sisters and one brother. The she again inquired how many of her sisters were studying in Agragamee School. Chandini replied that three of them were studying in the Agragamee school. Lopamudra Mohanty wanted to know her sisters' names Chandini told that the her elder sister's name is Tapaswani Naik and she studies in class fifth and the younger sister's name is Muskan Naik studying in class three.



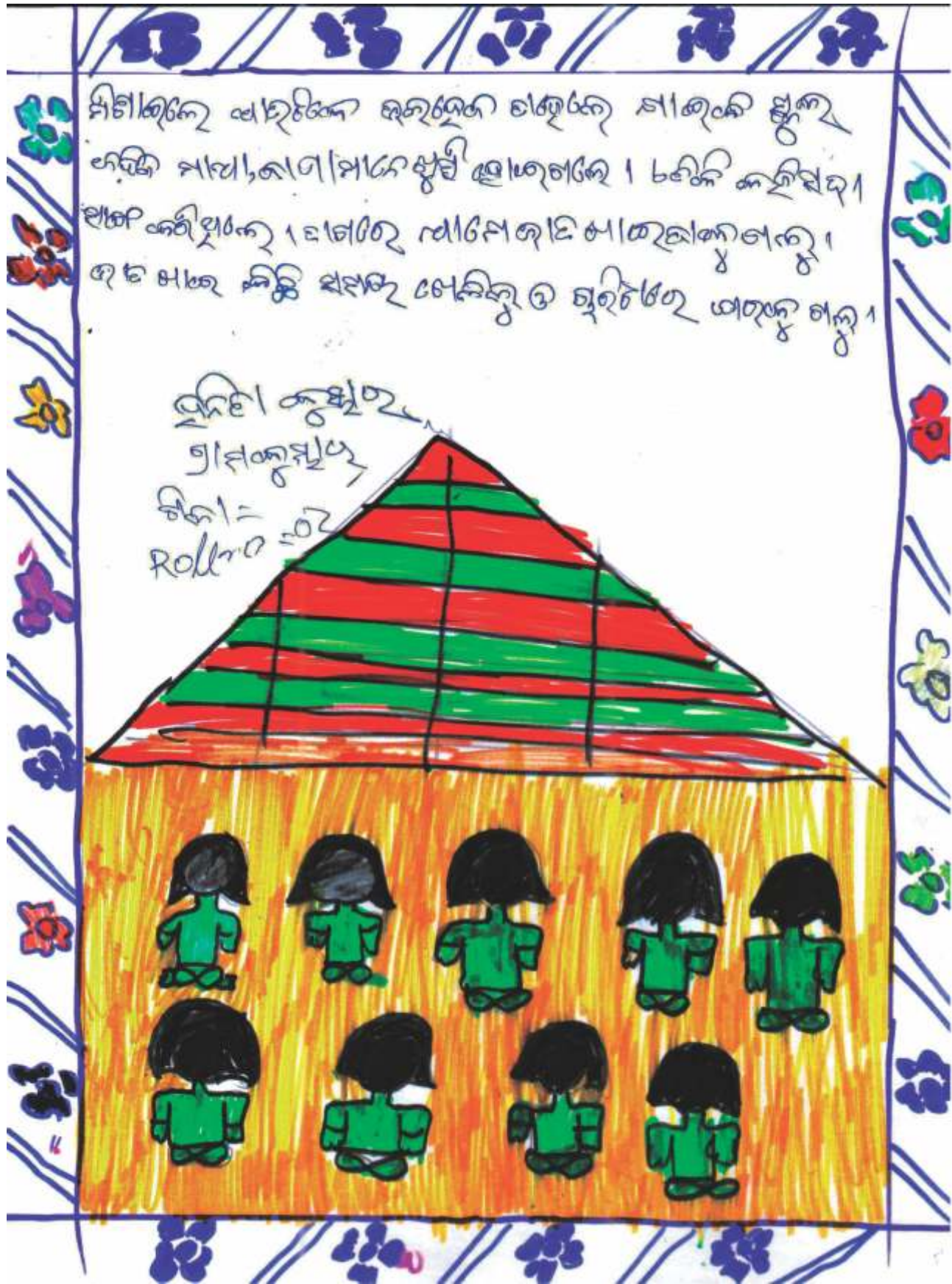
ପଞ୍ଚେ' ପଦସ୍ତ୍ରୀନୀକୁ ବାନ୍ଧିଲେ ତ ସେହାଙ୍କି ପାଖକୁ ଚାଲି ।
ଲୋପାମୁଦ୍ରାମୁଦ୍ରାନ୍ତୁ ପଦସ୍ତ୍ରୀନୀକୁ ପଞ୍ଚକିଆ ଚାଳିକାନ୍ତୁ
କହିଲେ ବଦସ୍ତ୍ରୀନୀ ପଞ୍ଚକିଆ ଚାଳିଲେ । ସେବଦସ୍ତ୍ରୀନୀ
କହିଲେ ପମ୍ପା ଉତ୍ତୁ . କିତ ସହାନ୍ତୁ ଧାସ୍ତ୍ରୀନୀ । ବଦସ୍ତ୍ରୀନୀ
କହିଲେ । ସାମା ଉତ୍ତୁ କେତ୍ରି ଧାସ୍ତ୍ରୀନୀ । ଧାସ୍ତ୍ରୀନୀ
ପଦସ୍ତ୍ରୀନୀ ନିଜ ସ୍ଥାନକୁ ଚାଲିଗଲା । ଡା'ପଟେ ସେନାପତି
ଧାସ୍ତ୍ରୀନୀକୁ ଲୋପାମୁଦ୍ରାମୁଦ୍ରାନ୍ତୁ ଛାଡ଼ି ଦେବାକୁ କହିଲେ
ସେନାପତି ଧାସ୍ତ୍ରୀନୀ ସେଲେ । ତାଙ୍କ ନାମ ପଞ୍ଚକିଲେ
ସେକହିଲେ ଗୋଟ ନାମ ସେନାପତି କୁହାତ୍ । ଗୋଟ
ପୁଅଟି ହିନ୍ଦୀ ପାଠ ପଢ଼ୁଛନ୍ତି । ଲୋପାମୁଦ୍ରାମୁଦ୍ରାନ୍ତୁ
ଧାସ୍ତ୍ରୀନୀକୁ ତା ସଞ୍ଚିକାନ୍ତୁ ଛାଡ଼ି . କହାନ୍ତୁ କେ । ତାହାକା
ପଞ୍ଚକିଆ ଛାଡ଼ି ଦେଲେ । ସେନାପତି ଧାସ୍ତ୍ରୀନୀ ଲୋପା
ମୁଦ୍ରାମୁଦ୍ରାନ୍ତୁ କହିଲେ ହୁଣତ୍ କେତେ ବିଧି ଚାଲୁଥିଲେ
ପାଠ ପଢ଼ୁଥିଲେ । ସେନାପତି ଧାସ୍ତ୍ରୀନୀ କହିଲେ ଗୋଟ
କ୍ଷୁ ବିଧି ନାଆ ଧାସ୍ତ୍ରୀନୀ ପାଠପଢ଼ୁ ଥାନ୍ତି । ତାଙ୍କ
ନମ୍ପତ୍ରି ବସ୍ତ୍ର ପଞ୍ଚକ ଉଚ୍ଚ ଗ୍ରାହଣୀକା ଧାସ୍ତ୍ରୀନୀ ପାଠପଢ଼ୁଛି
ଲୋପାମୁଦ୍ରାମୁଦ୍ରାନ୍ତୁ କହିଲେ ଛାଡ଼ି କାହିଁକି ହୁଣବିଧି

Lopamudra Mohanty asked Tapaswini Naik to come forward and recite the multiplication tables, which she did easily. She asked Tapaswini whether her parents were present . Tapaswini said none of her parents were present and sat down. Then Lopamudra Mohanty asked Senapati Sir to introduce himself. Senapati Sir said his name was Senapati Kumbhar and that two of his daughters Chandrika and Sangita were studying in Agragamee School. She asked the girls to stand up, which they did. She asked how many of his daughters studied in Agragamee School. He said his eldest daughter had also studied in this school, and was doing very well in her studies after finishing Agragamee School.



Lopamudra Mohanty aksed Senapati why he wanted his daughters to study in Agragamee School. Senapati Sir replied that he liked Agragamee School as quality of teaching was very good there. There is no teaching whatsoever in Government. School he said. Then she asked Surendri Ma to stand up and asked her name. She said her name was Surendri Kumbhar, and said that two of her daughters were studying in the school. I wish my daughters to study in this school, as my daughters were not even able to read a book in the Government School. Now they are able to read very well, that is why I want my daughters to study here. She said she wanted Agragamee School to expand to higher classes. Lopamudra Mohanty suggested that the parents should pay a monthly fee of hundred rupees and also send some of their surplus vegetables with their children to school for mid-day-meal if they wanted Agragamee School to introduce higher classes.





The parents happily agreed to this suggestion. The Parents' Meeting ended there. We went for our mid-day-meal. We played for sometime afterwards and went home by four 'o' clock in the afternoon.

Hanita Kumbhar,
Class: V, Village: Kumbharsilla



ଓଡ଼ିଶା ସାହିତ୍ୟ ପରିପତ୍ତି

ତାରିଖ-10/10/2018 ଶୁକ୍ରବାର ଦିନ ଆମେ ସ୍କୁଲରେ ଜଣେ ସାଥୀ ଥିଲୁ । ଆମେ ସେ ସାତୁ ଝୁଟି ନାମ ପଢ଼ାଉଥିଲୁ । ଜଣେ ନାମ ଓଡ଼ିଶା ସାହିତ୍ୟ ଗୋଳି କହିଲେ । ଆଉ ସୁଧୁ ଆମେ ଚିନ୍ତାକୁ ଥାଣ୍ଡିଥିଲୁ । ସେ ଥାଣ୍ଡି ସୁଧୁ ଦେଖୁ ଚାହୁଁଥିଲୁ । ଆମେ କତ ମନୁକୁ ଚାହୁଁ ଆମେ ନାମ ଓଡ଼ିଶା ସାହିତ୍ୟ ଆମେ ପ୍ରଶ୍ନ କଲୁ ସେ ଥାଣ୍ଡି ଆମ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଲେ । ଆମକୁ କି ସେ ଥାଣ୍ଡି ପ୍ରଶ୍ନ ପଚାରିଲେ । ଆମେ ନାମ ଓଡ଼ିଶା ଦେଲୁ । ଓଡ଼ିଶା ସାହିତ୍ୟ କହିଲେ କିଛି କିଛି ଗପ କହିଲେ । ଗପ ଶୁଣିବା ଗାଳିବା ହାତ ଖେଳିଲେ ଗପ ଶୁଣିବା ଶୁଆତ ସାତୁ ଗପ କହିଲୁ । ଗାଳିବା ଖାଣାଆ ଗ ପୁଅର ଗପ କହିଲୁ । ଆମେ ନାମେ ସେହି ଗପ ଶୁଣିଲୁ । ଶୁଣିବାକୁ ଗାଳି ନାହିଲୁ । ଓଡ଼ିଶା ସାହିତ୍ୟ ନାମ ଶୁଣି ଶୁଣି ଶୁଣିଲେ ଗାଳି ନାହିଲେ । ଗପ କହିବାକୁ ଗପେ ଓଡ଼ିଶା ସାହିତ୍ୟ କହିଲେ ଚକେ ଆମେ ସମସ୍ତେ ଶିଖିଲୁ । ଆମେ ଚିନ୍ତା ଗାଳି ଗପେ ଶୁଣିଲୁ । ଓଡ଼ିଶା ସାହିତ୍ୟ କହିଲେ କିଆ ନାମେ କିଛି କିଛି ଦେଖୁ ? ଆମେ ସମସ୍ତେ ହାତ ଖେଳିଲୁ । ଆମକୁ ଓଡ଼ିଶା ସାହିତ୍ୟ ଗାଳି ନାମେ ଦୁନେ ଆମେ ଚିନ୍ତାକୁ ଗାଳି ଗପେ ଶୁଣିଲୁ । ଆମେ ନାମ କହିଲୁ । ଓଡ଼ିଶା ସାହିତ୍ୟ ଆମେ ଚିନ୍ତାକୁ ଗାଳି ଗପେ ଗାଳିଲୁ । ଦେଖାକୁ ଦେଲେ ।



Ranjit Sahu's School Visit

On 10.10.2018 a Sir visited our school. We asked his name and where he had come from. He said that his name was Ranjit Sahu and that he had come all the way from America. He was very happy to visit our school. We all sat in the Main Hall for an interactive meeting. We asked several questions to know what he was doing there and how things were in America. He also asked us questions about what we did in school, and about our performance. Then he asked us to tell a story. Tapaswini and Chandini raised their hands. Tapaswini told a story about a parrot and sparrow, Chandini told the story of a Mother and Son. We all listened to their stories and clapped our hands when they finished. Ranjit Sir also clapped his hands with happiness on hearing these stories.

Thereafter, Ranjit Sir told that he would show us American birds, and trees and plants. He asked how many of us were interested to see the birds, animals and trees and plants of America. We all raised our hands. Ranjit Sir then showed us many interesting birds, animals, trees and plants of America from his computer.



୨ ସ୍ୱେଚ୍ଛାସିଦ୍ଧ ହେବା - ବୃଦ୍ଧେ, ଶାଶୁଣୀ, ଗାଣିତେ ଉଚ୍ଚ
ରହିଥିବା, ବିଦ୍ୟାଳୟ ଗଣା, ବିନିତ୍ତ ଶକ୍ତି, ବୃଦ୍ଧକର୍ତ୍ତା,
ଫୁଲ୍ଲୁକ୍ତ ଥିବା ଶକ୍ତି ସମସ୍ତଙ୍କୁ ମୁକ୍ତରେ ବସିଥିବାକୁ,
ବେଳକୁ ଉନ୍ନି ଉନ୍ନି ମାଗୁଥିବାକୁ । ଶୀତ ଶାଢ଼ୀ, ଉତ୍ତରାଣୀ,
ଫୁଲ୍ଲୁକ୍ତ ଉନ୍ନିଆ, ଗୋଟେ ଘର ଉନ୍ନିଆ ଏକ୍ସ୍ପ୍ରେସ୍
ଯୋଗାଣକରେ । ଗାଘରେ ସେ ଉନ୍ନିର ସାମୁ ଥାକା ଥାଣ
ସ୍ତୁତି ବିଦ୍ୟା ସାମୁକ୍ତି ଧାନ୍ୟକାତ ଚଳାକେଟ୍ ଧାନ୍ୟକାତ
ଦେଲେ । ଧାନ୍ୟ ଧାନ୍ୟକୁ । ଧାନ୍ୟ ଧାନ୍ୟ ଧାନ୍ୟକାତେ
ଧାନ୍ୟକ୍ତି ଚଳାକେଟ୍ ବସୁତ ଉନ୍ନି ଧାନ୍ୟକା । ସେହି
ଚଳାକେଟ୍ ଦେଲେ ସାନ୍ତି ସେ ଧାନ୍ୟ ଧାନ୍ୟକା ଧାନ୍ୟକା ।

ଶୋଭା ନିମ୍ନ ଗଣି ଚଳାକେଟ୍
ଶୋଭା-ଧାନ୍ୟ ଚଳାକେଟ୍
ଶାନ୍-ଧାନ୍ୟକା ଧାନ୍ୟକା



Those were blue jay, eagle, swan living in water, cat bird, Dimiri tree, black bird, plants with flowers, honey bee sitting on a flower, flock of birds flying across in the sky, singing sparrow, wandering sparrow and other birds. Thereafter, Ranjit Sir gave us American chocolate . We had the chocolate, and found it very tasty. After that Ranjit Sir left for America.

Mani Kumbhar,
Class: V, Village: Kumbharsila



ସାଲେନ୍ଦ୍ରୀ ଦିବସ ଉତ୍ସବ ନାଟ

ଅଦ୍ୟତା-11/10/2018 ତୃତୀୟ ଦିନ ଆମେ

ସମସ୍ତେ ସ୍କୁଲ ଆସି ପ୍ରାର୍ଥନା କଲୁ । ଆମେ ସମସ୍ତେ ପ୍ରାର୍ଥନା
କଲୁ ଯେ ସାମାଜିକ ଉନ୍ନତି ଓ ଉପକାର କାରଣ ପଡ଼ିଲୁ ।
ପଢ଼ିବାକୁ ନିଜ ନିଜ ଶ୍ରେଣୀ ଗୁଡ଼ିକ ଗଲୁ । ଉଲ୍ଲେଖ
କରି, ଆଜ୍ଞା ମାନେ କହିଲୁ ଆମେ ସମସ୍ତେ
କିଛି ପଢ଼ିଲୁ ଯାହା ଘାତ କଲୁ । ଘାତ କରୁ
ବାଦି ଦଳ ବିଚ୍ଛିନ୍ନ । ଉଲ୍ଲେଖ ଗୁଡ଼ିକ ସମସ୍ତଙ୍କୁ
ଲୁଚାଇ କିଛି ଦିଶେଇପାରେ । ତାହାରେ ସାଲେନ୍ଦ୍ରୀ ଦିବସ
ଓ ତାଙ୍କ ମାଆ, ଜାଣା ଆସିଲେ । ଆମେ ସେମାନଙ୍କୁ
ଦେଖି ନିମନ୍ତ୍ରଣ କଲୁ । ଉଲ୍ଲେଖ ବସ ଆଜ୍ଞା କହିଲେ
କିଛି ଉଲ୍ଲେଖ ଗୁଡ଼ିକ ଉତ୍ସବ ନାଟ କରୁଥିବା ସିଡ଼ ଡ୍ରମ
ମାନଙ୍କୁ ନାଟ ଶିକ୍ଷା ଦେଲେ । ଉଲ୍ଲେଖ ଗୁଡ଼ିକ, ପିନ୍ଧି,
ଆଜ୍ଞା ମାନଙ୍କ ସମ୍ପର୍କ କଥା ଜାଣି ଦେଲେ । ଆମ
କୁ ସାଲେନ୍ଦ୍ରୀ ଦିବସ ଉତ୍ସବ ପଢ଼ିଲେ । ଆମ ଉତ୍ସବ
ନାଟ କିଛି ଆମେ ଜାଣି ନାହାଁଁ ଯୋଗୁଁ

Shalini Didi's Odishi Dance



On 11.10. 2018, Wednesday we all came to school and had assembly, we exchanged general knowledge, and read out the newspaper. Then we went to our respective class rooms. Then with our teachers we went to the big hall and cleaned it up, and layed out the mats. Then Guruma, made us all sit in lines. Then Shalini Didi, and her parents came. We said Namaskar to them. Then Achyut Sir introduce Shalini Didi, and said she dances Odisha very nicely, and she will teach you to dance also. Then Didi spoke to our teachers, and Achyut Sir.

Shalini Didi asked us, whether we knew what is the dance of Odisha. We said we do not know.



କହିଲୁ । ଥରେ ସାଲେନୀ ଦିନି ଆମକୁ କହିଲେ ଓଫିଶୀ
୧ ନାଚି ଓଫିଶୀ ନାଚି । କଥା ବାତ୍ରା ହୋଇ ସାଚି ସେଆମ
କୁ କହିଲେ ମୁଁ ପ୍ରଥମେ ନାଚି କହିବି ଥରେ ତୁମେ
ନାଚି କହିବି । ସାଲେନୀ ଦିନି ଓଫିଶୀ ଗପତ ଲାଗେଇ
ନାଚୁ କଲେ । ଆମେ ସମସ୍ତେ ତିଆ ହେଲୁ ତିଆ ହୋଇ
ଭାଙ୍ଗି ଶେଷ ଶେଷ ନାଚି ଶିଖୁଲୁ । ଗୁରୁମା, ଦିନି,
ଆଜ୍ଞା ମଧ୍ୟ ନାଚୁ ଥିଲେ । ନାଚିଲେ ମିଳି ଶେଷ ଶିଖିଲେ
ଲେ । ଥରେ ନାଚି କହି ସାଚି ଦିନି ଭାଙ୍ଗି ସମସ୍ତକୁ
ହସି ଦେଲି କହିଲେ । ଥରେ ଲିପି, ତାମିନୀ, ଶ୍ରୀମତୀ
କହିଲେ ଗୁରୁମା ଆମେ ଆଉ ଓଫିଶୀ ନାଚି ଶିଖୁ
ଥରେ ଗୁରୁମା କହିଲେ ଯିଚ ଯିଚ ନାଚି ଶିଖୁ ନିଆରି
ଆମେ ସାଲେନୀ ଦିନିକୁ କହିଲୁ ଦିନି ଆଉ ଥରେ
ନାଚି ଶିଖିଲୁ ଦିନି । ଥରେ ଘର ଗୁରୁମା କହିଲେ ଠକେ
ଆମର ଲେଟ୍ ହେଲାଣି ଆମେ ଯାଉଛୁ । ଆମେ
ସମସ୍ତେ ନମସ୍କାର କଲୁ । ତା'ର ଘର ଦିନି ତୁ ଭାଙ୍ଗି ମାଧ୍ୟ,
କାଶା ଭାଙ୍ଗି ଆମେ ଶିଖିଲୁ କଲି ଶିଖିଲୁ ଯାକ ଗଲି
ଗଲେ । ଆମକୁ ନାଚିଲି କହିଲେ ଗଲୁ ଲାଗିଲୁ ।

Name- Jyanti Naik
class- V
Roll no- 04
Agragamee School



Then Shalini Didi told us it was Odishi. After this, she told us, I will dance, and you follow my steps. Shalini Didi played an Odishi song, and danced. We all stood up, and followed her dance steps. Guruma Didi, and other Sirs also danced. Then, when the dance was over, she said she would be returning to her town. Then, Lipi, Chandini and Sridevi said they also wanted to learn Odishi. Guruma called all those who wanted to learn dance to come forward.

We asked Shalini Didi to teach us to dance once again. Then Bada Guruma said it is getting late, and that they had to leave. We all did Namaskar. Then Shalini Didi and her parents left for their hometown of California. We liked the dancing very much.

Jayanti Nayak, Class: V, Village: Kumbharsila.



ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ

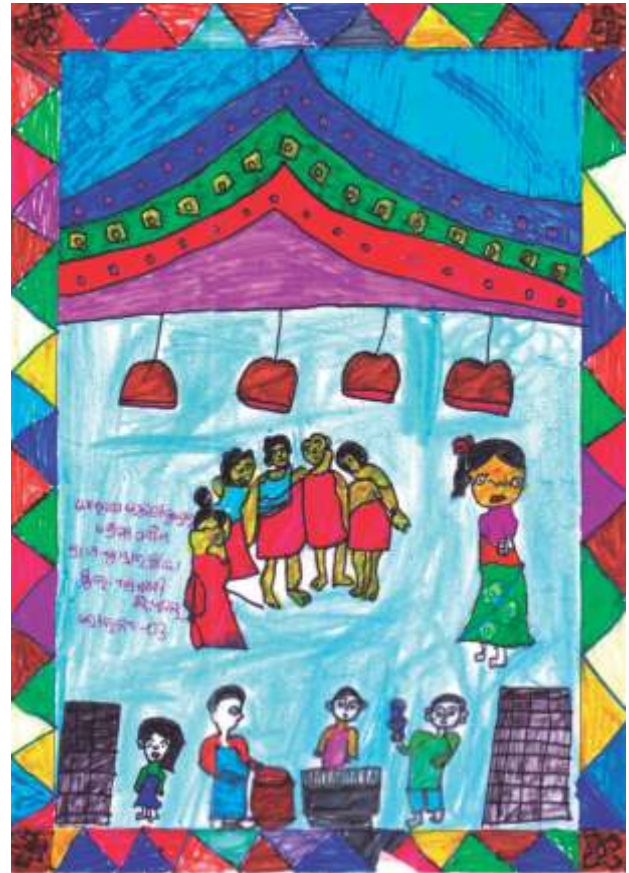
ତା 30.11.2018 ଡିଏମ୍ ଆମ ସ୍କୁଲରେ ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ ପାଇଁ କାର୍ଯ୍ୟକ୍ରମ ଥିଲା । ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ ପାଇଁ ବଡ଼ ଗୁରୁତ୍ୱା ବଦ୍ଧ 'ଆଜ୍ଞା ଆଗରୁ ଚିକିତ୍ସା କରୁଥିଲେ । ଧୂଳି, ଗୁରୁତ୍ୱା, ଓ ଦିନି, ଆଜ୍ଞା ମାନେ ମଧ୍ୟ ସାମଗ୍ରୀ ଥିଲେ । ଶେଷରେ ତା 30.11.2018 ଡିଏମ୍ ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ ପାଇଁ ନିର୍ଦ୍ଦେଶ ଦିଆଯାଇଥିଲା । ଚନ୍ଦ୍ରାପାଲେ ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ ନାଚ, ଗୀତ, ନାଟକ ପ୍ରଦର୍ଶନ କରୁଥିବା ପାଇଁ ଦିନି, ଆଜ୍ଞା, ଗୁରୁତ୍ୱା ଆମକୁ ଜଣାଇଥିଲେ ଓ ତା 24.11.2018 ଡିଏମ୍ ଦିନି ପଞ୍ଜୀ ଆଜ୍ଞା ଆମ ସ୍କୁଲକୁ ଆସିଥିଲେ ତାଙ୍କ ସହ ନିର୍ଦ୍ଦେଶ ପାଠ ମଧ୍ୟ ଆସିଥିଲେ । ତାଙ୍କୁ ପ୍ରଥମେ ଆମେ ବିଦ୍ୟୁତ୍ ପଞ୍ଜୀ ନଥିଲୁ । ଆମକୁ କିମ୍ପା ଆଜ୍ଞା ତାଙ୍କ ସହ ପଞ୍ଜୀରୁ କରାଇ ଦେଲେ । ତାପରେ ଆମେ ପୁଣି ପୁଣି ପଞ୍ଜୀରୁ କରାଇ । ପଞ୍ଜୀ ଆଜ୍ଞାକୁ କିମ୍ପା ଆଜ୍ଞା ପଞ୍ଜୀରୁ କରାଇ । ପଞ୍ଜୀ ଆଜ୍ଞା ଦ୍ରାମାମାନଙ୍କୁ, ଘୋର ଚଳ ଚଳୁଥିବା ପରିସ୍ଥିତିରେ ଥିଲେ । ତାପରେ ତଳ ପଞ୍ଜୀରୁ ଖାଲିକରି ଗଲେ । ପଞ୍ଜୀ ଆଜ୍ଞାଙ୍କୁ ଦେଖି ପଞ୍ଜୀରୁ ଆମେ ତାଙ୍କୁ ନାକିବାକୁ ଯାଇଥିଲୁ । ତାଙ୍କୁ ଶୀଘ୍ର ଆସି ପଞ୍ଜୀରୁ ପଞ୍ଜୀରୁ କରାଇ । ପଞ୍ଜୀ ଆଜ୍ଞା ଶୀଘ୍ର ଆସିଲେ । ତାପରେ ଆମେ ସମସ୍ତେ ତାପରେ ପଞ୍ଜୀରୁ ଚଳ ଚଳୁ ଘୋର ଘୋର ଘୋର । କିମ୍ପା ଗୁରୁତ୍ୱା ସ୍ୱାଗତ ସଂଗୀତ ଶାଳକା ପଞ୍ଜୀରୁ କରାଇ । ପଞ୍ଜୀ ଆଜ୍ଞା ଦ୍ରାମାମାନଙ୍କୁ ଅନୁକାରି କରାଇଲେ । ସ୍ୱାଗତ ସଂଗୀତ ଶାଳକା ପଞ୍ଜୀରୁ କରାଇ । କିମ୍ପା ସମସ୍ତେ ଶିକ୍ଷାକ୍ରମରେ ଆମେ ଶୀଘ୍ର ସ୍ୱରୁ ଜାଣି ନିଜେ ନିଜେ ପଞ୍ଜୀରୁ କରାଇଲେ । ଆମ ସମସ୍ତେ ପଞ୍ଜୀ ଆଜ୍ଞା ସୋମା ଦିନିକୁ ପଞ୍ଜୀରୁ ଦେଲେ । କାହା ଯଦି ଆମର ଶୀଘ୍ର ଶାଳକାରେ କେଉଁଠି ଭୁଲ ହେଉ ସୋମା ଦିନି ଆମକୁ ଚିକିତ୍ସା କରାଇ ସାହାଯ୍ୟ କରାନ୍ତେ । ପଞ୍ଜୀ ଏ ମଧ୍ୟ ଧନ ପଞ୍ଜୀ ସମସ୍ତେ ଶୀଘ୍ର ପଞ୍ଜୀରୁ କରାଇ । ତାପରେ ସ୍କୁଲ କୃତି ପଞ୍ଜୀରୁ ଆମେ କରାଇ ଗଲୁ । ତା ପଞ୍ଜୀରୁ ଆମେ ଆଜ୍ଞା ସ୍କୁଲକୁ ଆସିଲେ । ସ୍କୁଲର ପଞ୍ଜୀ ସଞ୍ଚନା ସଞ୍ଚା ସଞ୍ଚି ପଞ୍ଜୀରୁ କରାଇ

Annual Function

On 30.11. 2018, we had the Annual Function of our school. Big Guruma, and Big Sir, had decided about the Annual Function much earlier with our Guruma, and Didies and Sirs. After discussion, they decided to have the Annual Function on 30.11.2018.

Then, they told us that we should practice all the songs and dances that we wanted to perform for the Annual Function. On 24.11.2018, Dharani Sir came to our school. Along with him, Niranjana Patro also came. First we could not recognise him. Then, Lima introduced him to us. We were very excited to see them. Lima Sir went to get Dharani Sir. Dharani Sir, kept the harmonium, and the drums in the office room, and went to have his food. As Dharani Sir was a little late in coming, we went to call him, and asked him to come quickly. Dharani Sir came, and we all sat in a large circle in the big hall. Kanaka Guruma, selected children who would sing the welcome song. Dharani Sir, did Arti of the harmonium with incense sticks, and then taught the welcome song to the selected children. After we had learned the tune, we went to practice the song on our own. Dharani Sir sent Soma Didi with us, so that she could correct us, if we made any mistakes. All children from Classes I to V, then practiced different songs. Then, the school closed.

The next day, we came to school. Like everyday, we finished our assembly, then we went to the big hall.



ମନୁଷ୍ୟ ଶକ୍ତି ତ ନାହିଁ ଶୀଘ୍ର ଅଭାବକୁ । ନାଟକଟି ସହ ନାଟକ ମଧ୍ୟ ଲିଖାଯାଉ
ଥିଲା । ନାଟକଟି ଅଭାବୀ ଧାର୍ଯ୍ୟା ନିଦି ମନୁଷ୍ୟ ଲେଖୁଥିଲେ । ନାଟକଟି ନା"
ଭାବ୍ୟ ଲେଖକୀ ବିକା ଚିତ୍ରଣୀ" ନାଟକ ଶିଶୁ ନାଁ ସହିତ ଚିତ୍ରଣ ମାନେ ମଧ୍ୟ
ବହୁତ ସୁନ୍ଦର ଥିଲେ । ଚନ୍ଦ୍ରାପଲେ ସ୍କୁଲ ଶୁଣି ହେଲା । ଆମେ ନିଜନିଜ ଇଞ୍ଚୁ
ଫର୍ଟିକାଲୁ , ଆମ ନାଟକ ଦେଖିବା ପାଇଁ ଦିଲ୍ଲୀରୁ ଚଳି ଆସିଥିଲେ
। ତାଙ୍କ ନାମ ଥିଲା ଶେଫାଳୀ ଶେଫାଳୀ । ସେ ମଧ୍ୟ ଚାହୁଁଥିଲେ ଆମ
ସହିତ ସମ୍ପର୍କ ଥିଲେ । ଆମେ ତାଙ୍କ ସହ ମିଶି ବହୁତ ମନା କରୁ-
ଥିଲୁ । ତା'ପରେ ତା ୨୫.୧୨.୨୦୧୪ ତିଥି ଦିନ ସ୍କୁଲ ଆସିଲୁ । ସାଙ୍ଗରେ
କନକ ଶୁଭା କହିଥିବା ଅଭିଯୋଗ ଶେଫାଳୀ ଆସିଲୁ । ତା'ପରେ ସ୍କୁଲରେ
ନାଟକ ଲେଖିଲୁ । ନାଟକ ଲେଖିବା ପୂର୍ବରୁ "ଗୋଟିଏ କହି ଦିଅ ହେ ପାଠ
ପଢ଼ି ସାରି କିସ କହିବି" ଚାହିଁ ଶୀଘ୍ର ଚାହିଁ ଦିଅ ତ ଲେଖିବି ବିକା ମାନୁଷ୍ୟ
ଲିଖାଲେ । "ବିକା ସାଥୀ" ଶୀଘ୍ର ଶେଫାଳୀ ବିକାମାନୁଷ୍ୟ ଲିଖାଲେ
। ତା'ପରେ ନାଟକ ଲେଖା ଆରମ୍ଭ ହେଲା । ନାଟକରେ ଥିଲେ ଶେଫାଳୀ
ସାଧୁକାନ୍ତ, ନିନା, ଚିନ୍ତା, ସିଦ୍ଧା, ଶିବା, ଶିବା, ସାଧୁକାନ୍ତ ସ୍ତ୍ରୀ, ଚନ୍ଦ୍ରନାଥ, ଚାନ୍ଦା,
ମଣି, ସୁଧାକର, ତ ଦୁର୍ଗା । ଶେଫାଳୀ ଥିଲେ କାନ୍ଦୁକି, ସାଧୁକାନ୍ତ - ବିନୋଦିନୀ,
ନିନା - ଦେବୀ, ଚିନ୍ତା - ଦୁର୍ଗା, ସିଦ୍ଧା - ଶିବା, ଶିବା - ଚନ୍ଦ୍ରନାଥ - ସୁଧା,
ଚନ୍ଦ୍ରନାଥ - ସୁଧାକର, ଚାନ୍ଦା - ଚନ୍ଦ୍ରନାଥ, ମଣି - ନିନ୍ଦା, ଦୁର୍ଗା - ସାଙ୍ଗସେନୀ, ସୁଧାକର-
ଦିବି ତ ଶ୍ରୀଦେବୀ ଚମତେ ସହ ନାଟକରେ ଭାଗ ନେଇ ଥିଲେ । ଶୀଘ୍ର ମନୁଷ୍ୟ
ସୁ, ସ୍ଵାଧୀନତା ତ ସୁଧାକର ନାଥୀ । ଆମେ ନାଟକ ଲେଖିବାକୁ ଭାବ
ଲେଖିଲୁ । ଭାବ ଲେଖିବାକୁ ଆମେ ବସିଥିଲୁ । ଆମକୁ କନକ ଶୁଭା
କହିଲେ ବିକା ମାନେ ମାଧ୍ୟ ଶିବା ବିଦିକୁ ସୁଖେ ଚାହିଁବା ତାହା
ରୁମ ମାଳ । ଆମେ ତଳ ଅଭିଯୋଗ ଶକ୍ତି ତ ଶିବା ବିଦି ଆମକୁ
ଚାହିଁବା ପାଇଁ ରୁମ ଦେଲେ । ଆମେ ଶେଫାଳୀ ବିଦିକୁ କହି ନିଦି
ନିଦି ରୁମରେ ଥିଲୁ । ଚାହିଁ ବେଳେ ଶିଶୁ ଆସିଲା । ଆମକୁ ନାଟକ
ଲେଖିବା ପାଇଁ ଚାହିଁବାକୁ ଆସିଲେ । ଆମେ ସମସ୍ତେ V.R.C ହିସାବରେ
ଗୋଟିଏ ହେଲୁ ବସିଲୁ । ସମସ୍ତେ ସମସ୍ତଙ୍କର ଅଭିଯୋଗ ମନେରଖିବାକୁ

And we began to practice songs and dance. Along with singing and dancing, we also practiced a play. Dharani Sir had written a play himself. The name of the play was 'Bhagya Kheluchi Chaka Bhaunri' (Fate plays with us). The characters in the play were just as interesting as the title of the play. Then the school closed, and we went home.

To see our play, Chandrahas Choudhury came from Delhi. He was very involved in the whole preparations. We used to have a lot of fun with him.

On 25.11.2018, we came to school. We had brought our dress with us, as instructed by Kanaka Guruma. Before we practiced the play, Ranu Didi and Lakshmi Didi taught us the song, 'Mothe Kohideo hei, Patho Padhi Kisso Koribi' (Tell me, O what will I do after I finish studies!). Soma Didi taught the song Banua Hathi (Jungle Elephant) to the children of Class II. after that, we started play practice. The play had Gopi Sahukaro, Meena, Reena, Sita, Geeta, Reeta, the wife of the Sahukar, Raghunath, King, Minister, Sutradhar (story teller) and Duta (messenger). Gopi was enacted by Jayanti, Sahukar by Binodini, Meena by Daita, Reena by Halita, Seeta by Chandini, Geeta by Dalimba, Rita by Muni, Raghunath by Tapaswini, King by Chandrika, Minister by Nixa, Messenger by Jagyasini, and Story tellers were Lipi and Sri Devi.

The songs for the play were sung by Swati Nani, Haranti and me. After learning the play, we had our food, and waited. Kanaka Guruma told us to ask Geeta Didi to show us the rooms where we would stay. We went to the other office, and Geeta Didi showed us the rooms where we would stay. We changed our clothes and waited in our rooms. Then Lima Sir came and called us to practice the play. We all sat in a circle in the VRC room. Everybody remembered their parts



ପଥର ଆମେ ନିଜେ ନିଜେ ଶିଖୁଛୁ । ତା'ପରେ ମେସିନ୍ ସାହାଯ୍ୟରେ ପାଠ୍ୟପୁସ୍ତକ
 । ଲାଭକାରୀ V.R.C ହିସାବରେ ମନ ପୁସ୍ତକ ନିର୍ମାଣ କରାଯାଇଛି । ଚଳିତ ବର୍ଷ
 କିଛି ଜଣେ ଆମକୁ ଉତ୍ତରୀନ ପାଠ୍ୟ ପ୍ରକଳ୍ପ ଲାଗୁଥିଲେ ଏ କିଛି
 କରୁଥିଲେ । ଆମେ ତାହା ଦେଖିବା ପାଇଁ ପ୍ରସାସନ ନିଜ ନିଜର ପୁସ୍ତକ ଆଣି
 ଲୋଡ଼ା ପଢ଼ିଲୁ । ଆଉ ସମସ୍ତଙ୍କ ସମାଜକୁ ଚଳି ଚାଲିଲେ ଚାଲିଲେ
 ମେସିନ୍ ଗୁ ପିଲୁବଳୁ ଗଲୁ । ଗୁ ପିଲୁବଳୁ V.R.C ହିସାବରେ ପୁସ୍ତକ ଆଣି
 ଲାଗୁଥିଲେ । ନାଟକ ପଢ଼ା କଲୁ । ଶେଷରେ ଚଳେ ପ୍ରଦର୍ଶନ କରାଯାଏ
 ପଢ଼ିବା ସେ ଆମେ ସମସ୍ତେ କାହିଁ । ତା'ପରେ ପଥର ପଢ଼ିବାକୁ ଲାଗି
 ଲାଗିଲୁ । ଛୋଟ ଆସି ନିଜନିଜ ପୁସ୍ତକ ବାଣ୍ଟିଲୁ । ପଢ଼ିବା
 ଆସି ଲେଖିଥିବା ନାଟକଟିକୁ ଦିନି ମାନେ ଦେଖି କର୍ତ୍ତା ଆମକୁ
 ଦେଖେ । ଆମେ ତାକୁ ବାଣ୍ଟି ପଢ଼ୁଥିଲୁ । ଶେଷରେ ଆସି ତ
 ଆଜି-ଦି ଆସି ସେଦିନ ଦାଖଲେ ଆମ ପାଖକୁ ଆସିଥିଲେ । ଆମେ
 ତାଙ୍କ ସହ ମଜା ମସ୍ତା କଲୁ । ତା'ପରେ ସେମାନେ ତାଙ୍କ ପୁସ୍ତକ
 ଶୁଣିଲେ । ଆମେ ପୁସ୍ତକ ନାଟକ ନିର୍ମାଣ ଦ୍ଵାରା ଲୋଡ଼ା ଲୋଡ଼ା
 ପଢ଼ିଲୁ । ଚଳିତ ଆମେ ଆଉ ତିନି ଦିନ ଅର୍ଥ ନାଟକ, ନାଟକୀୟ
 ଶିଖୁଛୁ । ତା 30.11.2018 ଚଳିତ ଦିନ ଆମର କାର୍ଯ୍ୟକ୍ରମ ପାଠ୍ୟ
 ପ୍ରଦର୍ଶନ । ଆମେ ନିଜନିଜର ବେଶ ପୋଷାକ ପଢ଼ିଲୁ । ଆମ
 ନାଟକ ଦେଖିବା ପାଇଁ ବହୁତ ଗର୍ଭ ମାଆବାପା, ଦାଢ଼, ଦୁଇଦିନ ମାନେ
 ଆସିଥିଲେ । ସେଦିନ ଆମେ ବହୁତ ପୁସ୍ତକ ଥିଲୁ । ଆମକୁ ଆମ ମାଆ
 ବାପା ମାନେ ଦେଖି ବହୁତ ପୁସ୍ତକ ଦେଲେ । ଆମ ମଝି ସଜା ଯାଉଥିବା ।
 କଟାକୀର ନାନୀ ମାନେ କୋଟ କୋଟ ବିକାଶନକୁ ସଦେଇ ଦେଲେ ।
 ମଝି ଦେଖେ ଥିଲେ ଚନ୍ଦ୍ରପ୍ରସାଦ ଆସି, ଅଗ୍ରଗାମୀର ନିର୍ଦ୍ଦେଶକ ଶ୍ରୀଯୁକ୍ତ
 ଅଧ୍ୟକ୍ଷ ଦାସ, ନାଟକଦେଖି ପୁସ୍ତକୀ ମାଆ, ଆମ ନିର୍ଦ୍ଦେଶକୀ ଶ୍ରୀମତୀ
 ବିଦ୍ୟାଦାସ, ନିର୍ଦ୍ଦେଶକୀ, ଆମ ଗର୍ଭ ବାଟି ମେସିନ୍ ସ୍ଵତନ୍ତ୍ର କ୍ରମରେ,
 କାଳୀପୁରର A.B.E.O ତାଙ୍କ ନାମ ସହିତ କ୍ରମରେ ସିଂହ, ସରକାରୀ
 ସ୍କୁଲର କର୍ତ୍ତାକାରୀ ମାନେ ଦେଖିବ ଥିଲେ ।

And we practiced on our own. Then we went to the mess to eat. After dinner, we all danced in front of the VRC (Village Resource Centre) Hall. Somebody was switching a torch on and off to frighten us. We saw this, and quietly went to our rooms to sleep. We woke up early in the morning, got ready and went to the mess to drink tea. Then we went to the VRC hall to practice the rest of the play. The story was so moving, that we all cried. Then we went to the other office to have lunch, and then returned to our rooms. Our teachers xeroxed Dharani Sir's play, and gave us all copies. We sat and read these. That night, Shailesh Sir, and Anand Sir came to our rooms, and we had lot of fun with them. Then they went back to their rooms. We practised the play once again, went for food. We thus practised the play and other songs and dance for three more days.

On 30.11.2018, the Annual Function began. We all dressed according to our roles. Our parents, brothers and sisters, and many other people from the villages came to see our play. On that day, we were all very excited and happy. Our parents were very happy to see us perform. The stage was decorated. Our seniors from Katali, helped the little ones dress up, and make-up. The people on the stage were Chandrahas Sir, Agragamee Director, Shri Achyut Das, Woman Leader, Sumani Jhodia, Our School Director, Smt. Vidhya Das, Dr. Narendra Mishra, Our Ward Member, Surendri Kumbhar, ABEO (Additional Block Education Officer) Mr. Satish Kumar Singh, and staff of Government Schools.



ଅଗ୍ରଗାମୀର ନିର୍ଦ୍ଦେଶକ ସ୍ଵାଗତ ଭାଷଣ କରୁଥିଲେ । ବର୍ଷିକ ବିବିତ୍ତୀ
କନକ ସ୍ଵରୂପା ଓ ଶ୍ରୀ ଦୋଷିଆ ପଢ଼ିଥିଲେ । ତା'ପରେ "ଅତୁଳ ଧାଞ୍ଜି
ସ୍ଵରୂପର ବିଚାରଣା ପାଠ" କରୁଥିଲେ । ଡିନୋର୍ଟି କାହାଣୀ ପାଠ" ସ୍ଵରୂପର
ବ୍ୟାଞ୍ଜନ କଥାପଠାଉଥିଲା । ଗୋଟିଏ ଦ୍ରୋଣା ପ୍ରତିଦିନ ସ୍ଵଳ୍ପକ୍ଷି 'ସିଦ୍ଧା ପାଠ',
ଅନ୍ୟ ଗୋଟିଏ ଦ୍ରୋଣା ପଢ଼ିବାରେ ତରୁ ନୟର ଉତ୍ପାଦନା ପାଠ, ଧାତୁ
ଗୋଟିଏ ଦ୍ରୋଣା ସ୍ଵଳ୍ପକ୍ଷି ପାଠରୁ ପିଲାଙ୍କ ପାଠ" ଚଳେ ସ୍ଵଳ୍ପକ୍ଷି ସ୍ଵଳ୍ପ
ଆସୁଥିବା ପାଠ" ପ୍ରକୃତି, ନାମାନ୍ତି, ପୁସ୍ତାନ, ଦେଖାଦିତ ଅମ୍ବିକାକୁ
ସ୍ଵରୂପରୁ ଦିଆଗଲା । ପଢ଼ିବାରେ ତରୁ ନୟର ଉତ୍ପାଦନା ପାଠ" ଗୋଟିଏ
ଗାନ୍ଧିନୀ, ବନିତା, ଦ୍ରୋଣା ଓ ସମ୍ପ୍ରଦାୟ ସ୍ଵରୂପରୁ ହୁଦିଆଗଲା । ସ୍ଵଳ୍ପକ୍ଷି
ଆଞ୍ଜିରୁ ପିଲା କୋର୍ଟି ସ୍ଵଳ୍ପକ୍ଷି ସ୍ଵରୂପରୁ ଦିଆଗଲା । ସ୍ଵରୂପରୁ
ଦିଆଗଲା ପରେ "ଅତୁଳ ଧାଞ୍ଜି ନାଟକ ଆତ୍ମା କରୁନା ପାଠ"
ଭୋଷଣା କରୁଥିଲେ । ତା'ପରେ ପ୍ରଥମ ଶ୍ରେଣୀରୁ ପଞ୍ଚମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ
ପିଲାମାନେ ମଧ୍ୟରେ ଉପସ୍ଥିତ ଦ୍ରୋଣା ଆଦିନା କଲେ, ଯାପାଠନ କ୍ରିନ
ଓ ସେପତ୍ କରୁଥିଲେ । ଚତୁର୍ଥ ସ୍ଵଳ୍ପ କାର୍ଯ୍ୟକ୍ରମ ସମ୍ପର୍କ ପରେ ଆମେ
ନିଜ ନିଜ ଜାଗାକୁ ଚେରୁ ମାଲୁଥିଲୁ । ତା'ପରେ ପ୍ରଥମ ଓ ଦ୍ଵିତୀୟ ଶ୍ରେଣୀରୁ
ପିଲାମାନେ 'ବନ୍ଧୁପା ସ୍ରୀକା' ଗୀତରେ ନାଚୁଥିଲେ, କ୍ରମେ ତା'ପରେ ଶ୍ରୀକାରେ
5 ଗଣ ପିଲା ନାଚୁଥିଲେ । "ପାଠ ପଢ଼ିମାର୍ଚ୍ଚି କିସ କରୁନି"ରେ ୧ମ ଓ
୪ର୍ଥ ପିଲାମାନେ ନାଚୁଥିଲେ । ସ୍ଵାଗତ ସଂଖ୍ୟାଟି ଗୀତରୁ ପିଲାମାନେ
ଦେଶିଆ ଶ୍ରୀକାରେ ନାଚୁଥିଲେ । ଆମେ ଆନନ୍ଦରୁ ସହ ନାଟକ ଆତ୍ମା
କରୁଥିଲୁ ଓ ତରୁ କେତେ ନାଟକ ଶେଷ ଦ୍ରୋଣା । ଆମ ମାଆ
ବାପା ମାନଙ୍କୁ ହୁଦି ଦିଆଗଲା । ସେମାନେ ଉତ୍ତରୁ ଚେରୁଥିଲେ । ଆମ
ସ୍ଵଳ୍ପକ୍ଷି ପିଲାମାନେ ମଧ୍ୟ ଉତ୍ତରୁ ଚେରୁଥିଲେ । ଗୋଟିଏ ସ୍ଵଳ୍ପକ୍ଷି
ଗୋପିରୁ "ଅତୁଳ ଧାଞ୍ଜି" ତରୁ ଦାଖିଲା । କାହାଣୀ ଗୋପି ନିଜ ପିଲା ମାନଙ୍କ
ପାଠ" ବିବେଚନା ଗଲା ଓ ବହୁ ସ୍ଵଳ୍ପ କରୁ ସହିଲା । ଆମେ
ବସନ୍ତ ଉତ୍ତରରେ ନାନୀ ମାନଙ୍କ ସହିତ ଚଳାପାଠରେ ଉତ୍ତରୁ ।

Director, Agragamee welcomed everybody. The Annual Report was read out By Kanaka Guruma and Ishri Jhodia of Class V. Then Atul Sir distributed the prizes. Prizes were given for three reasons. The first one was for regular attendance, the second was for getting good marks in the exams, and the third was for the most active student in school. For regular attendance, Halita, Mamali, Jyoti, Muskan and Ambika got the prize, for getting good marks, myself, Chandini, Banita, Hemalata and Sashmita got prize. Muni got the prize for the most active student in school. After the prize distribution, Atul Sir announced that the children's performance would begin.

Then all children from Class I to Class V got on to the stage and showed how the Assembly is done in the school, they read out the newspaper, and exchanged General Knowledge. Then we went back to our seats. The students of Class I and Class II danced 'Banua Hati' (Jungle elephant). Five children danced to a Kui song. 'Patho Padhi Sari Kisso Koribi ' was performed by students of Classes IV and V. The children who sang the welcome song danced to the 'Deshia Geeto' (Tribal song).

We began the play with much excitement. The play went very well. Our parents were given snacks. They all then went back. The children from the school also went back. I liked the role of Gopi very much, as he went to another land to earn a livelihood and bring up his children. He suffered a lot for the sake of his children. That evening, we stayed with our seniors from Ratapada.

Tapaswini Nayak, Class: V, Village: Kumbharsila



ଜାତୁକ୍ତାତ୍ମୀ-୨୬ ନିଷକ୍ତରେ
ଆମ ସ୍ଵଳ୍ପ ନମ ଅଗ୍ରଗାମୀ ବିଦ୍ୟାଳୟ କାଶୀପୁର,
ଜାତୁକ୍ତାତ୍ମୀ ୨୬ ଛତ୍ତୀସ ବିନରେ ଆମେ ଶାନ୍ତ ଫୁଲ ପତ୍ରି ସମସ୍ତେ
ଆସିଲୁ । କନକ ଗୁରୁମା କହିଲେ ଚିନ୍ତା ଆମେ ଆମେ ଏବେ
କୃମ୍ମାତ୍ ଶିଳା ଚୁକି ଯିବା । ଆମେ ସମସ୍ତେ କ୍ଷୁଦ୍ର ଶୁଣି
ହେଲୁ । କୃମ୍ମାତ୍ ଶିଳା ଚୁକି ଗଲୁ । କୃମ୍ମାତ୍ ଶିଳା ଶାଢ଼ୀରେ
ଢିକେଇ ପାନ୍ତି ଅଛି । ପ୍ରଥମେ ଆମେ କୃମ୍ମାତ୍ ସାମି ଗଲୁ
ଠାପରେ ମାହିଁ ପାନ୍ତି ଗଲୁ ଶେଷରେ ଆମେ ମାନେ ମର୍ତ୍ତ୍ୟକ
ପାନ୍ତି ଗଲୁ । ସ୍ଵାଗତ ଦେଇ ଦେଇ ଗଲୁ । ଆଉ ସ୍ଵଳ୍ପରେ
ବି ଆସି ଯଲୁ । ଆସିଲା ପରେ ଘଟକା ଚଢ଼ାଇଲୁ । ଦ୍ଵିତୀୟ
ଘଟକା ଚଢ଼ାଇବା ପରେ ଆମେ "ଜନ ସତ୍ୟମ ଅମନାତ୍ଵକରୟତ୍ଵେ"
ଗୀତ ଗାଉଲୁ । କନକ ଗୁରୁମା ତାଙ୍କର କହିଥିଲେ । ଆମ ସ୍ଵଳ୍ପର
ବନ୍ଦି ଯିଲେ ଆମ ସମସ୍ତେ ଯାକ ଘେନିଲୁ । ଆମ ମନକୁ ଦୁଇ
କଦଳୀ ଦେଲେ । ଆମେ ଯାକ ପାଠି ଘଟକା ଘେନି ଯାକ ଥିଲୁ ।
ଚମିଳା ହେଉଛି
ପ୍ରୋତୀ - ଚୁପ୍
ଅଗ୍ରଗାମୀ ବିଦ୍ୟାଳୟ କାଶୀପୁର ଗ୍ରାମ-ଚତୁର୍ଦ୍ଦଶିଳା

January 26th

The name of our school is Agragamee Vidyalaya. On 26th January, all of us took flowers, and went to school. Kanaka Guruma said, 'children, all of us will go to Kumbharsila'. We all felt very happy, and we all went to Kumbharsila.

The village has three hamlets. First we went to Kumbharsahi, then to Majhi Sahi, and finally, we went to Harijan Sahi. We shouted slogans as we went. Then we returned to school

After returning, we hoisted the flag, and sang our National Anthem, Jana Gana Mana. Kanaka Guruma gave a speech. Then we all went to the big hall and sat. They gave us boondi and bananas. We all had it and went home.

Champila Jhodia, Class: IV, Village: Parajasilla



ବିକାଶୀୟ ବୃକ୍ଷ ଶ୍ରେଣୀ ପରିଦର୍ଶନ

ଅଥମେ ଆମେ ଗାଈ ଚିକିତ୍ସା କଲୁ । ତାପରେ ଆମେ କାକିନ ଶ୍ରେଣୀ
ଆମ ସ୍ୱଳ୍ପ କିମ୍ବା ସାଗୁ, କଳକାଶୁରୀ, କୁସୁମିନି, ଗାଈନିନି,
କଳକାଶୁରୀ ଶ୍ରେଣୀର ସାଗୁ ଆମ ସ୍ୱଳ୍ପ ବୃକ୍ଷକୁ ପାଖରେ
ଆମେ କାକିନ ଶ୍ରେଣୀ ବାନ୍ଧିଲୁ । ଆମକୁ ଶ୍ରେଣୀର ଆମ୍ଭ
ଆଗରେ ଶୁଣି ଯୋଗ କାହୁଁଥିଲେ । ଆମେ ଗୋଟିଏ
ବଗିଚା ଯେଉଁ ସେ ବଗିଚାକୁ ଯିବାପାଇଁ ଛାଡ଼ିଲୁ ।
ଆମେ ସେ ବଗିଚାକୁ ଯାକ ପହଞ୍ଚିଲୁ । ସେ ବଗିଚାରେ
ପଲେ କୋଳ ଥିଲେ ତାଙ୍କ ନାମ ହାତୁକାଶୁ ଶ୍ରେଣୀ
ହାତୁକାଶୁ ଶ୍ରେଣୀରେ କେମି ଚାଲି ଚାଲୁ, ଏକ ବଗିଚାକୁ
କେମି ଯାକି ଆସୁଛି, ଯଦିକିମା ଚାଲି କୁହୁଛି ।
ସେ ବିକାଶରେ ଆମକୁ ଶୁଣି । ସେ କୋଳ ଆମକୁ
କହିଲା । ଆମେ କେମାକୁ ଖୋଲିଲୁ । ସେ କେମାକୁ
ଗାଈ ଆମେ ଯାକି ଯାକି ଚାଲି କୁହୁଛି । ସେ କୋଳ
କହିଲେ ସେ ହେଉଛି ଜମିରେ ବିକାଶିତ ଅଛି ।
ଆମେ ସେ କୋଳ ଖୋଲିଲୁ । ମାଟି ତଳେ ଉ ଯାକି
ବାସାହୁଛି । ଆମେ ସେ କୋଳ ଖୋଲି ନିହିଲେକିମା

A Visit to Chingrajkhut Field Area



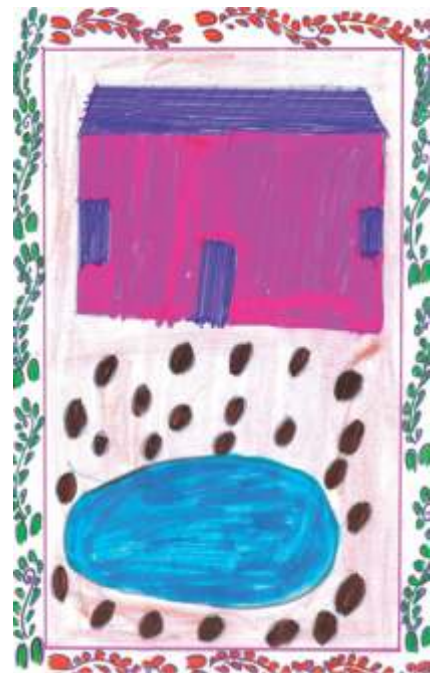
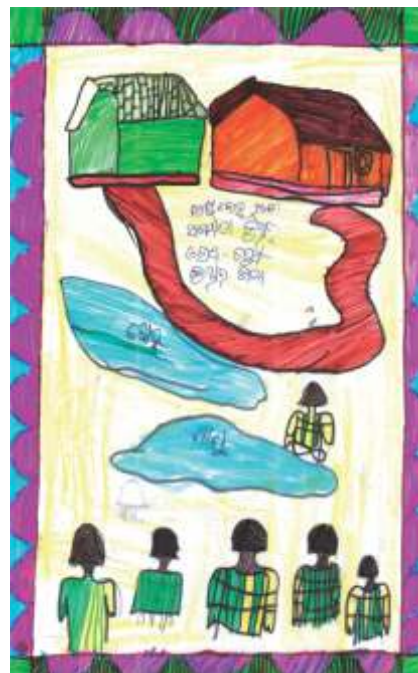
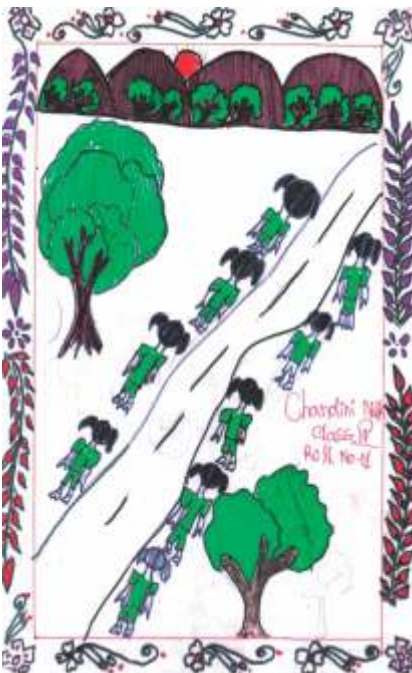
We began by drinking finger millet porridge, then we all stood in line. Lima Sir, Kanaka Guruma, Lakshmi Didi, Geeta Didi, Shailesh Sir, Jayanti Didi, came with us. We walked in line. Shailesh Sir went ahead, and took many pictures. We decided to go to a nearby orchard. When we reached, we met Gurubaru Gouda Sir there. Guruma asked him to explain to all of us how he grew vegetables, irrigated the field, and cropped his land. He told us that he had dug a canal for getting water. He explained that above his field, there is a spring which provides for all his needs. The water comes out from the land, he said, and he explained that he divided the water from this spring into two parts, to irrigate



କଣ୍ଠ ପାଣି ଏପରି ସେପରି କଣ୍ଠ ବାଧା କରୁଛି । ତେଣୁ ଆମର
ପରିପତ୍ତି । ହାଲତେ ସଂକ୍ରମିତ । ଆମକୁ କ୍ଷେ ଲୋକଙ୍କର
ଦେଖେଇ ଲୋକ । ଚିକିତ୍ସା ରାଟିଗାଳା ପରେ ଆମେ ବିଭିନ୍ନ
ବିଧି ଲୋକକୁ । ସେ ବିଭିନ୍ନଗୁଡ଼ିକ ପାଣି କୁଣ୍ଠ କୁଣ୍ଠ ହୋଇ
କରାଯାଏ ଥାଏ । କ୍ଷେ ବିଭିନ୍ନଗୁଡ଼ିକ ମାତ୍ର ମାନେ ପ୍ରମୁଖ ଥାଏ ।
ତାମରେ ଆମେ ଦେଖୁଛୁ କ୍ଷେ କ୍ଷେ ନିମିତ୍ତେ ଖଲୁକିତ
ଆମ କୁଣ୍ଠକୁ ଥାଏ । ଆମେ ଏହି ଚିକିତ୍ସାକୁ ମାତ୍ର
କିମ୍ପା ପାଣି ବାଧାକରୁଛି । କ୍ଷେ କ୍ଷେ କ୍ଷେ ଗୋଟିଏ ଗଠି ଥାଏ ।
କ୍ଷେ କ୍ଷେ କିମ୍ପା ପାଣି ବାଧାକରୁଛି । କୁଣ୍ଠମା ପାଣିକିମ୍ପା ଏହି କ୍ଷେ
ନାମ କଣ୍ଠ ? କ୍ଷେ କ୍ଷେ କ୍ଷେ କିମ୍ପା । ଏହି କ୍ଷେ କ୍ଷେ ନାମ
କିମ୍ପା ବିଭିନ୍ନ ଗୁଡ଼ିକ ପ୍ରମୁଖ ପ୍ରକାର ପାଣିକିମ୍ପା ପ୍ରକାର
କି ପାଣିକିମ୍ପା କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ । କ୍ଷେ କ୍ଷେ କ୍ଷେ
ବିଭିନ୍ନ ପ୍ରକାର ଗଠି, କ୍ଷେ କ୍ଷେ କ୍ଷେ, କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ
ଆମକୁ ଏହି କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ
କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ
କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ
କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ
କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ କ୍ଷେ



different parts of his field. So he got very good yield he said. He showed us the spring. We went closer, and saw water gurgling out of the ground, fish were swimming in the water. We also saw that 'Khandagiri' paddy had been planted on the field. We were all very excited to see the water gurgling out from the ground. There was a tree on the field, and the water was gushing out just below the tree. Guruma asked what was the name of the hill above the field. He said it is called 'Chingrajkhut'. He said to the north of it is the Danga Danga Parbata, and to the west, there is the Gouda Goda Dangar. There were several varieties of plants and shrubs in the orchard. We all were very happy to see all this. There was also a lady working on the field. They had planted lemon, peas, garlic, eggplant, etc. Guruma asked the lady



ପିତାଙ୍କ କାଳ ପକାତୁ 16 ସ ଶ୍ରୀ ଲୋକଟି କମ୍ପିଳ,
ଆମେ ଏହି ବାଦଗଣା ଗଢ଼ିବୁନିକିତ ଓ ଗାଞ୍ଜୁ ଗୋବତ୍
ଓ ମୁଖ ନିଶାକ୍ ବାଦଗଣା ଗଢ଼ିବୁନିକିତ . ସେଥିପାଇଁ
ପରିପତ୍ତିକା ହୁଏତେ ପୁଣି । ଗୁଣୁନା । କମ୍ପିଳେ ଏବେ ଆମେ
ଯିବା । ଯିବିକେ ବାଟ ଗଢ଼ା ପଡ଼େ ଗୋଟିଏ ଅଳାଁ ଗଢ଼
ଧୁଳା ସେ ଗଢ଼ିବେ ଅଳାଁ ପଡ଼ିଥିଲା । ଆମେ ଗଢ଼ ଗଢ଼ି
ଅଳାଁ ଗଢ଼ୁଆ ଗୁଣୁନା କମ୍ପିଳେ ଏବେ ଆମେ ସୁଲୁକି
ଯିବା । ଆମେ ହଲଦୀ ଶିଳ ନଦୀରେ ମାକ୍ ପମ୍ପିଲୁ
ତାପରେ ସ୍ତ୍ରୀ, କୋପିନୀ, କୋପିନୀ, କିସି, ସୁସ୍ତ୍ର ହୋଇ ହଜରେ
ଠାଣ୍ଡ ଗେଟ୍ ହଜାଡ଼ ଦେଖି ସେତେକ୍ ଆଜ୍ଞା ଯୋଗ
ଭୁବେକେକା ତାପରେ ଆମେ ସୁଲୁକେ ମାକ୍ ପମ୍ପିଲୁ
ସୁଲୁକେ ପମ୍ପିଲୁ ଉତ୍ତମାକ୍ ପମ୍ପିଲୁ ଯେଉଁକୁ ।

Chandini Naik

class - IV

Roll NO-01

Agaragamee school kashi pur



what she used to fertilize the eggplant crop. She said we use local manure and cow urine on the field she replied. That is why we get such a good yield. Guruma said we should return back. As we were returning, we saw a gooseberry tree. The tree was full of fruit. We climbed the tree, and plucked the fruits and ate them. Then Guruma hurried us all back to school. We reached Haldasil river. Then Shailesh Sir took pictures of me, Tapaswini, Jayanti, Lipi and Priya jumping on the stones. Then we all reached school, had lunch, and went back home.

Chandni Nayak,
Class: IV, Village: Kumbharsila



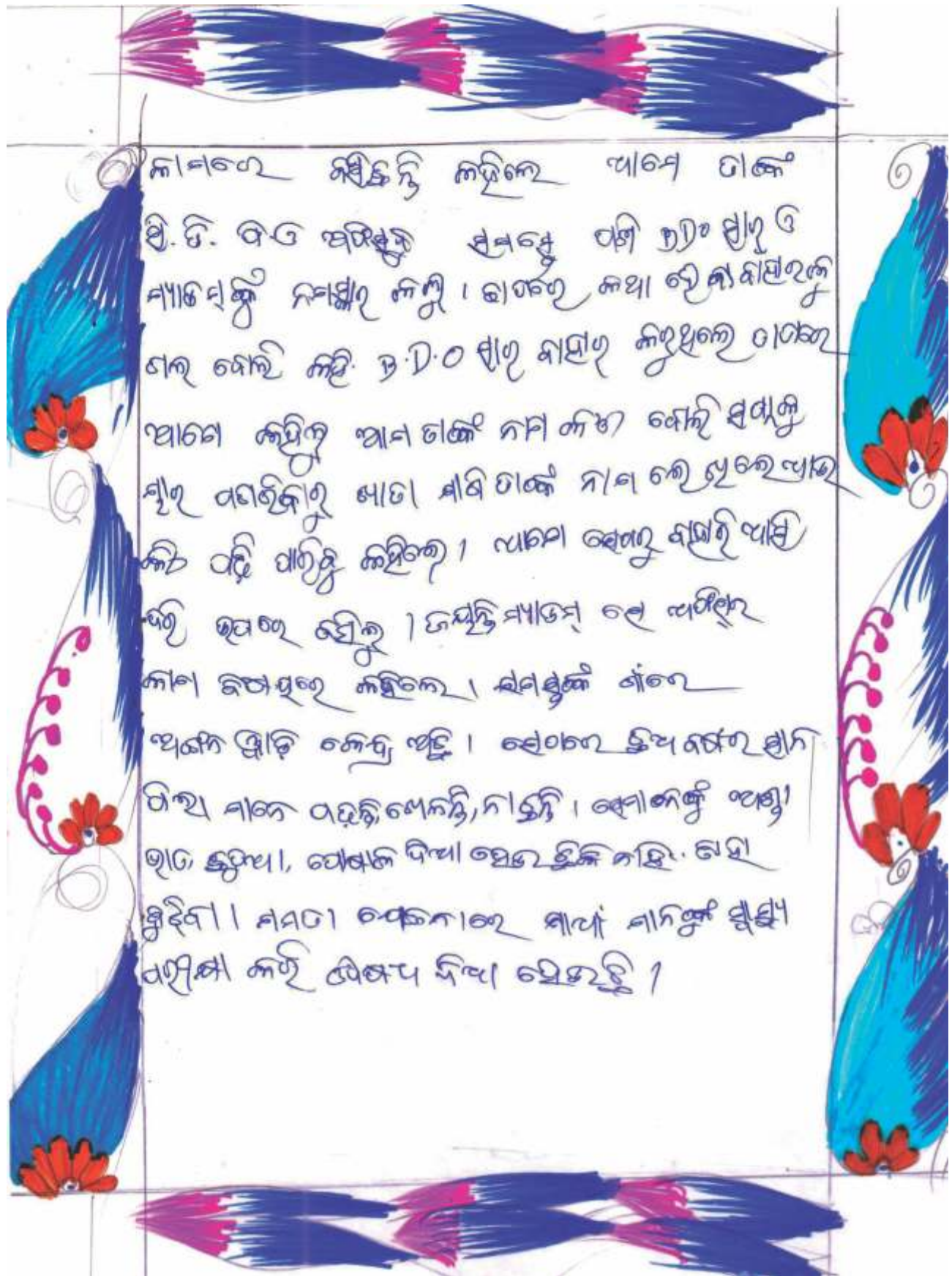
Child Development Programme, Kashipur



On 15.02.19, all of us from Classes III, IV and V, Kanaka Guruma, Lima Agyan, Shailesh Agyan, Jayanti Didi and Geeta Didi, went to the Child Development Programme Office. We saw the label Child Development Programme Office as we entered. We read it and wrote it in our notebooks. As we entered, a lady came forward and asked us from which school we had come. We said we had come from Agragamee School to see the Child Development Office, and asked her to please tell us about it. We shall write all this, and it will be published in a book we explained to her. The madam asked us to first sit down, and told us that she was the Supervisor of Maikanch Gram Panchayat, and that her name was Jayanti Das. Then we also introduced ourselves.

She told us that the CDPO (Child Development Programme Officer) was busy with the BDO (Block Development Officer).





କାଳରେ କ୍ଷୀକ୍ଷିତ କହିଲେ ଧାମେ ତାଙ୍କ
ସି.ଡି. ବିତ ସମ୍ପର୍କକୁ ସୁମରୁ ପକ୍ଷୀ ପ୍ରାଣ ପ୍ରାଣୁ ଓ
ମାତୃତ୍ୱକୁ ନିମନ୍ତ କଲୁ । ତାଙ୍କର କଥା ଶୁଣିବା ପାଇଁ
ଗଲ ବୋଲି କହି ଡି.ପି.ଠ ପ୍ରାଣୁ ବାସୀ କୁହୁଲେ ତାଙ୍କର
ଆଗେ କହିଲେ ଆମ ତାଙ୍କ ନାମ କଣ ବୋଲି ସୁମରୁ
ମୃତ ପରୀକ୍ଷାକୁ ଖାତା ନାମ ତାଙ୍କ ନାମ କେ ହେଲେ ଧାମ
କି ପଢ଼ି ପାରିବୁ କହିଲେ । ଧାମେ ସେମାନେ ବାସୀ ପାସି
ଧିର ହେଲେ ସେକୁ । ଜୟନ୍ତି ମାତମ୍ ସେ ଧାମେ
କାଳ ବିଷୟ କହିଲେ । ସୁମରୁଙ୍କ ଶାନ୍ତ
ଅଧିକ ସ୍ତୁତି କେନ୍ଦ୍ର ହେ । ସେତେ କିଏ ବର୍ଷର ସାନ
ପିତା ନାମ ପହୁଛି ଧାମେ, ନାହିଁ । ସେମାନଙ୍କୁ ଧାମେ
ତାତ କୁହୁଥା, ଧାମେକ ଦିଆ ସେତେ ହିକ କହି. ତାହା
ସୁଧିବା । ନମତା ସେକାଳେ ମାୟା ନାମକୁ ସୁଧି
ପରୀକ୍ଷା କରୁ ଧାମେକ ଦିଆ ସେତେ ହି ।

Then we all went to the CDPO's room, and said Namaskar to the BDO and CDPO. The BDO asked us to wait for a while. Then Swapna Kumbhar asked the BDO his name. The BDO asked for her notebook, and wrote his name, and asked her to read it out. After that, we all came out and sat on the mat. Jayanti Madam explained to us all about the work in the Child Development Office.

She explained that all villages have Anganwadi Centres, where children below six years of age study, play and dance. We ensure that they are provided with uniforms, supplementary food, egg. Under the Mamata Scheme, women are given medicines. We also provide monetary support to pregnant women under the Mamata Scheme.



ମମତା ସୋଷିତାଣ୍ଡ଼ି-ଗର୍ଭଜନ୍ତୀ, ମାଆ/ମାନଙ୍କୁ ଆର୍ଷକ
 ସ୍ତ୍ରୀ/ସୂତା ଦେବା . କାମ କୁକୁଡ଼ୁ । ଡାକେ
 ସ୍ତ୍ରୀ, ପି, ପି, ଡ ଦିନି ଆସିଲେ ତାଙ୍କ ନାମ ନଳିନୀ
 କୌତୁାଣୀ । ହାଙ୍କ ସ୍ତ୍ରୀ ବେଳେ ପରିପ୍ଳାବ-ପର୍ତ୍ତ
 ହୁଏତା ଗୁଣିବା ପାଲଟ କହିଲେ । ମାତ ତ୍ୟାକାବାଦ
 ପାର୍ଶ୍ୱିକ ସ୍ତ୍ରୀପାନ ଦେଲେ ସମସ୍ତଙ୍କୁ କି ଖାଲେ ଲେ
 ସମସ୍ତ ଆଜି ତମା ବାପେ କମ୍ ସୁଅ । ଆମୁର୍ତ୍ତ କୁଣ୍ଡ
 ବିଷ-ସୁତେ କହିଥାନ୍ତି କହିଲେ । ଆଜିନ ଦୁତି ଚଳିଯିବ
 ମାନ କୁଆ ମାନଙ୍କୁ କିପରି ପଢ଼ା ଯାଚ ତମା ଦେଲେ ।
 ଦେଖେ ଉଲେ ଡ କି କୁଡ଼ୁ ସମସ୍ତଙ୍କୁ ଦେଲେ
 ଗୋଟି ଗାଈରେ ଜାବା ସୁନ ନାହିଁ . ବୋଲି ତାଙ୍କ
 ଡାକେ କହିଲେ । କୁଆ ମାନଙ୍କୁ ଅଗ୍ରବାସୀ କୁଳେ
 ହାଟି ନିଆ । ବସ ଆ-ମକୁ ପହଞ୍ଚିଲେ ଦେଲେ ଆଲମ
 ସମସ୍ତେ ମୁକ୍ତ ନି ଗାଈରେ ବସି ଆମ କୁଳକୁ ବେନି
 ଆସିଲୁ ।

ଗ୍ରାମ ନାମ=ସୁଦିହା ମାହୀ
 ଶ୍ରେଣୀ=ଚତୁର୍ଥ
 ଅଗ୍ରବାସୀ ବିଦ୍ୟାଳୟ କାଶୀପୁର
 ଗ୍ରାମ=କଟାଳୀ
 ଗ୍ରାମ-ମାଟ୍ଟକର୍ପି

After this the CDPO Madam came. Her name is Nalini Bairagi. She told us that we should always be clean and neat. She showed us the five steps for washing our hands. She explained that she would have told us many more things, but had very little time. She also showed us the playthings that were used in the Anganwadi centres, and gave us all biscuits.



She called her driver, and told him to drop us in Agragamee School. We all returned to our school in two vehicles.

Sujita Majhi, Class: IV, Village: Katali



ଶାଶୁ ଜୋମୁମାଲି ପରିଦର୍ଶନ

ତା-15/8/2018/ଶୁକ୍ରବାର ଦିନ ଆଜ୍ଞା ଶାଶୁଜୋମୁ ମାଲିସିବା ପାଇଁ
ଗଢ଼ିଲୁ । ଆଜ୍ଞା ଆଗରୁ ଶାଶୁଜୋମୁ ମାଲିସିବା କଥା ହୋଇଥିଲା । ଆଜ୍ଞା
ଶୁକ୍ରବାର ଦିନ ଲିଜିକର୍ ଫ୍ରେସ୍ ପକା କରି ଆସିଲୁ । ଆଜ୍ଞା ପ୍ରାର୍ଥନା କଲୁ ।
ପ୍ରାର୍ଥନା ସହାରେ ସମସ୍ତେ ଭଦ୍ରସ୍ଥିତି ଥିଲେ ଖଟ ଦି, ଆଜ୍ଞା, ଗୁରୁମା ଭଦ୍ରସ୍ଥିତି
ଥିଲେ । କାଳ ସୁନ୍ଦରା କହିବା ସମୟେ ଫ୍ରେସ୍ ଆଗରୁ କି ? ଆଜ୍ଞା ଦ୍ରୁ କହିଲୁ ।
ତା'ପରେ ଆଜ୍ଞା ଶେଷୀ ହୁଅନ୍ତୁ ହାତୁମାରି ନସିଲୁ । କାଳ ଗୁରୁମା କହିଲେ
କେ ଉକ୍ତ ଚାଟା ଦିଲୁ ଦେଖାଇଦେବେ । ହେମେମାନେ ସେଠାରେ
ରହିଲୁ । ଆଜ୍ଞା ଦ୍ରୁ କହିଲୁ । ଉକ୍ତସମୟକୁ ଯାଇ ଆଜ୍ଞା ପିଲା ସଂଖ୍ୟା ଖସିଲୁ
ସମସ୍ତେ ଲିଜିକର୍ ହୁଅନ୍ତେ ପାଇଁ ସମସ୍ତେ ହେଲୁ । ତା' ଖାଇବା ପାଇଁ
ଆସିଲୁ । ଖାଇବାର ଆଜ୍ଞା ହୁଅନ୍ତୁ କହିଲୁ । ଗୁଣି ହେଲା ପରେ ଆଜ୍ଞା
ଭାଟ ଖାଇଲୁ । ଖୋଇବାକୁ ଗଲୁ । ଲିମ୍ ଆଜ୍ଞା ଆମକୁ କହିବା କବାର
ଦେଇ କି ଖୋଇବ । ଆଜ୍ଞା ଦ୍ରୁ କହିଲୁ । ଆଜ୍ଞା ବାଟରେ ଦ୍ରୁ ଖାଉଥିଲୁ
ଲୁ । ଗୁଣି ହୋଇଛି ବୋଲି ଆଜ୍ଞା ଖାଉଥିଲୁ ଖାଉଥିଲେ ଖୋଇ
ପାରିଲୁ । ମକାଲୁ ହେଲା ପରେ ଆଜ୍ଞା ସମସ୍ତେ ହେଲୁ ।



A visit to Sasu Bahu Mali

On 15.2.2019, Friday, we stayed back in school. We had planned from before to go to Sasu Bahu Mali. So on Friday, we all brought a change of dress, and had prayer. All our teachers, and the children were present. Kanaka Guruma asked whether we had all brought our dresses. Then we all cleaned our classrooms, and sat to study. Later Kanaka Guruma said, Geeta Didi will show us our rooms where we would stay. We all said yes. Then we all counted how many children had come, and stayed in the rooms. In the evening, we went to have tea, and then roamed around. At night, we ate our food, and went to sleep. Lima Sir told us that we should all close our doors, and go to sleep. We did so. We got up and had our bath in the dark. Then, when we found it was too early, we went back to sleep. When it was morning, we got ready.



ଅଥା ପିଲା ଛୁଇଁ ପଢ଼େ ଯାଏ ଯେଉଁଠି, ହସ, ଚପଟାଞ୍ଜଳି
କେପଟେ ପଢ଼ିବି ଆସିବୁ । ଆସି ସାରିବା ପରେ ଆମେ ନିଜ ହୁଏତ
ନିଜେ ପଢ଼ି ସବୁ ସଜଡ଼ିବୁ । ଗାଡ଼ି ପାଖଟି ଆସିବା । ଆମେ ନାହିଁ
ପଢ଼ିବୁ । ନାହିଁ ସାହି କୋଉଠି ପାଣି ଭରି କରିବୁ । ତା' ପରେ
ଗାଡ଼ିରେ ଯେପରି, ତ ମିଳୁଛି, ବିଲୁଛି, କଦଳୀ ରଖୁଛି । ଅଥା ପିଲା
କେନା, ଯେଉଁଠି ଆଣି ନ ଥିବୁ । କେମାନେ ଆଣିବାକୁ ଯାବୁ । ନଠା
ହୁଏତ ଆମେ ହାତକୁ ଗାଡ଼ିରେ ରଖିବୁ । ଶ୍ରେଣୀ ଅନୁସାରେ ଗାଡ଼ିରେ
ରଖିବୁ । ପଢ଼ିବା ଶ୍ରେଣୀ ପିଲାମାନଙ୍କ ଘାଷ୍ଟରେ କଳକ ସ୍ତମ୍ଭୁଣା ରଖିବୁ
ବହୁତଶ୍ରେଣୀ ପିଲାମାନଙ୍କ ଗାଡ଼ିରେ ବାସ୍ତବିକ ରଖିବୁ । ଛୋଟ, ଦୁଇଟି
ଶ୍ରେଣୀ ପିଲାମାନଙ୍କ ଘାଷ୍ଟରେ କିମ୍ପା ଆଜ୍ଞା, ଦର୍ଶନିଦି ରଖିବୁ ।
ପ୍ରଥମ ତ ଦୁଇଟି ଅଥା ପିଲାଙ୍କ ଘାଷ୍ଟରେ କେତେଟା ଆଜ୍ଞା ଥିବୁ ।
ବାସ୍ତାବନ ଅଜ୍ଞା, ରଜ୍ଞା ହୋଇଥିଲା । କୋଡ଼େ ବସୁତ ହସ
କାଗିଲା । ଯାଉଛି ଆଜ୍ଞା ଅନେକ ପଢ଼ି, ଲୁଗା, ଗାଡ଼ିମଟର, ଶ୍ରେଣୀ
କିମ୍ପା ହାତୁ । ଆଜ୍ଞା ଚିନିଟି ଗାଁ ପାଟ ହୋଇ ଗଲୁ ।
କୋଟି ଗାଁରେ ବିଦାୟ ହୋଇଥିବା ଦେଖୁଲୁ ।



Some of the children went to the school and got pencil, rubber and A4 size paper. Then we arranged everything in our bags, which were in the room. Five vehicles came, and we all had finger millet porridge, and loaded snacks in the vehicle. Children who had not got any pen, pencils etc., went and got it from the school. At 7am., we all sat in the vehicle as per our classes. Kanaka Guruma accompanied Class V, Ranu Didi Class IV, Lima Sir, and Jayanti Didi Class II and III, and Shailesh Sir, Half of Class II and Class I.

The road to Sasu Bahu Mali had many twists and turns. I enjoyed the journey to the top of the mountain very much. On the way, we saw trees, many vehicles etc. We crossed three villages, as we went. There was a marriage going on in one village.



ଗାଁ ପ୍ରଦଳିକାରୁ ଆମେ ଗାଦିରୁ ବହୁଇଛୁ । ସେହି ଗାଁରେ ନାମ-
କଳାକଣ୍ଠା । ସେ ଗାଁରେ କେତେ ପ୍ରକାରର ଉତ୍ସାହୀ ଥିଲା । ଆମେ
ସେ ଗାଁରେ ଦସି ଆମେ ଗାଁ କାଣୀପୁରୁ ଶାନ୍ତ ଗାଲୁ । କଳିକା
ଗୁଡୁମା କହିଲେ ଆମେ ଠକେ ଠକି ଗାଁରୁ ଛୁଟି ଦେଖିବାକୁ ଯିବା ।
ଆମେ ଯମସ୍ତେ ଗଲୁ । ଶୋଷିଟ ଶ୍ରେଣୀ ଶୁଭୁଥିଲା । ଶୋଷେଇ ମଧ୍ୟ
ଥିଲା । ସେହି ଶ୍ରେଣୀ ଶୁଭୁରେ ପ୍ରଥମରୁ ପର୍ଯ୍ୟନ୍ତ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ ।
ସେ ଦିନ ୧୦ ଦଣ ପକା ଥିଲା । ସେ ବିଦ୍ୟାଳୟରୁ ସାତଜଣ ନାମ-
ସୁଖାନ୍ତ ନାକ । କଳିକା ଗୁଡୁମା କହିଲେ ପର୍ଯ୍ୟନ୍ତ ଶ୍ରେଣୀ ପିଲାମାନଙ୍କ
୩୦ ଦେଲି କହିଲେ । ସେମାନେ ୩ ଦଣ ପକା ଉଠିଲେ । କଳିକା
ଗୁଡୁମା ପିଲାମାନଙ୍କୁ ନାମ ପଚାରିଲେ, ସେମାନଙ୍କ ନାମ-ପାଣି ମାହି,
ମିସୁନମାହି, ଲାଲୁମାହି । କଳିକା ଗୁଡୁମା କହିଲେ ତୁମେ କେହି କେହି
ପଢ଼ି ପଢ଼ୁ । ସେମାନେ କହିଲେ ଆମେ ସାହିତ୍ୟ, ଇତିହାସ, ଶୁଭାମୀ
ପଢ଼ିକେଣି ବିଜ୍ଞାନ । ତା' ପରେ କଳିକା ଗୁଡୁମା କହିଲେ ତୁମେ
କେହି ବିଷୟ ଭଲ ଲାଗୁଛି । ପର୍ଯ୍ୟନ୍ତ ଦିନ ୧୦ ଦଣ ପକା
କହିଲେ ଆମକୁ ସାହିତ୍ୟ ଭଲ ଲାଗୁଛି । କଳିକା ଗୁଡୁମା



On reaching the village, we alighted from the vehicles. The name of the village is Kanjakona. There were several types of houses in the village. We sang 'Ama Gaon Kashipur' (Our village Kashipur) in the village.

Then Kanaka Guruma said, Let us all go and see the school in the village. We all went to the school. There was only one classroom in the school. In the classroom, 10 children from classes I to V were present on that day. The name of the teacher in the school was Susanta Nayak. Kanaka Guruma asked children of Class V to stand up. three children stood up. Kanaka Guruma asked their names. Their names were Dasa Majhi, Mithun Majhi and Lalu Majhi. Kanaka asked them what books they read. They said they read Language, Mathematics, English, and Environmental Science books. Then Kanaka Guruma asked what subjects they liked. All the three students said they like Language.



କହିଲେ କହିଲି? ସେମାନେ କହିଲେ ଚନ୍ଦ୍ର ପଦ୍ୟ ପଦ୍ୟ ସବୁ ଅଛି ।
ସେଥିପାଇଁ ଆମକୁ ସାହିତ୍ୟ ଭଲ ଲାଗୁଛି । କିନ୍ତୁ ଆମକୁ ପଢ଼ୁଥିବା
କ୍ଷେମପାତ୍ର କାଗଜ ପାଇଁ ଆସିଛି । ସୁନିତା କହିଲା ଆମେ ଦୁଇଜଣ ପାଇଁ
ଆସିଛୁ । ଗାଁ ଘର ଆମେ କଞ୍ଚାକଞ୍ଚାଣି ଆସିଛୁ । ସେ ଗାଁରେ ଛୁପେ/
ଦିହା/ଛନ୍ଦା ଆମେ ବସିଛୁ । ଅଭିହାସପାତ୍ରା ଖୋଟି ଛୁଆକୁ ଡାକି ଚ
ଗାଁ ଦିଗକୁ ଛୁପାଏ ଡାକି କହିଲେ । ସେ ଡାକ ଡାକ ଗାଁ ଦିଗକୁ
ଛୁପା/ଛନ୍ଦା । ସେ ଡାକ କହିଲା ଆମେ ଗାଁ ନାମ-କଞ୍ଚାକଞ୍ଚା । ଆମକୁ
ଗାଁ କୋମ୍ପାଳି ପୁଲ । ଡେଇଁ କଞ୍ଚାକଞ୍ଚା ଡାକି କହୁଛନ୍ତି । ଗାଁ କୋମ୍ପାଳି
ଦିଗକୁ ସେ ଡାକି କହିଲା । ଆମ ଗାଁରେ ଆଗରେ ବାହାରି ଘର
ପୁଲ । ଡେଇଁ ଘର ପୁଲ ଡାକି କହିଲେ । ସେହି ସମୟରେ
ବାଟ ନଥିଲା । ଆମେ ବସାଲେ ଆଉ କି ନାହିଁ । ଆଗରେ ଖୋଟି
ପୁଲ । ମାଗୁଆ ଛୁଣି କେଉଁଠି ଚଳି ଚାଲି ଛା । ବାହାର ପୁଲ ।
ସେହି ଗାଁରେ ଦିଶାଣି ଖୋଟି ପୁଲ । ଡାକି ବିନ ପୁଲ । ଦିଶାଣି
ପାଖକୁ ନେଉଥିଲେ ଦୁଇ ବାହାରିପୁଲ । କଞ୍ଚାକଞ୍ଚା ବସୁତ ସମଜ
ପୁଲ । ବସୁତ ଚଳିଲେ ଯାହ ଆମେ ପାଣି ଆଉଛୁ । ଆଗରେ
ଗାଁ କୋମ୍ପାଳି ପୁଲ କିମ୍ପ ପୁଲ । ସେ ପାଣି ନିଶ୍ଚ ନ ପୁଲ ।



She asked why? They said they like to read the poems and lessons. Lalu asked why we had come. Halita replied we had come to see the Sasu Bahu Mali. Then we came to Kanjakona village. They spread a mat for us. Abhiram Sir called an old man, and asked him to tell us about the village. He told us many things. He said the name of our village is Kanjakona. Previously, it was Sasu Bahu Mali, now, they call is Konjakona. He said that in the past, there were only 12 houses in the village, now there are 55 households. At that time, there was no road to the village, we had to cross the forests to go anywhere. If we sowed one fistful of finger millet, we would get 4bags of produce. They had a 'Disari' (medicine man), who could cure most ailments of the people. There was no doctor. Kanjakona was a vast plain area. Even no, they have to walk a long distance, and to the bottom of the valley to get water to their houses. Sasu Bahu Mali has two lakes. Their waters never mixed.

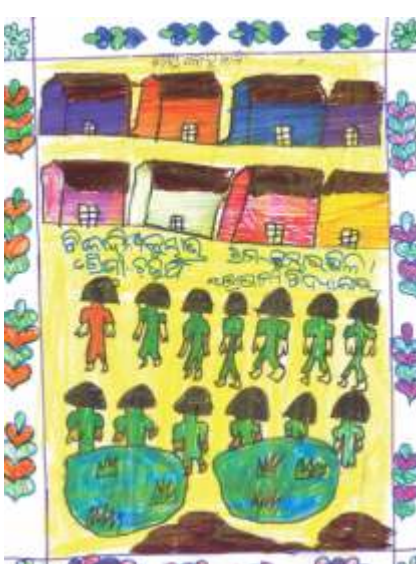


ଘୋଡ଼ିଟି ଉପର ନାନା-ଶାଣ୍ଠୁ ଆଉ ଗୋଟେ ଗୋଡ଼ୁ ବନ୍ଦୀ । ଗୋଲେ
ଗୋଲେ ଗୋଲମାଲେ ଘୁଞ୍ଚି ଗଲେ ଗାଘୋଲଗଞ୍ଜି ଯାଉଥିଲେ ।
ତପଲ ପିଲି ଗାଘୋଲଗଞ୍ଜି ଗୋଲମାଲେ ମାରିଯାଉଥିଲେ । ହିଡ଼ା ଶିଳ
ପାଖରେ ଘୋଲଗଞ୍ଜି ମାରିଯାଉଥିଲେ । ବନ୍ଦୀ ଗୋଲେ ବି ଶାଣ୍ଠୁ
ଓ ଗୋଡ଼ୁ ପାଣି ମିଶ୍ରଣ ପ୍ରଭା । ସେମାନେ ଘୋଲେ ଅନୁସାରେ
ମାରିଲେ । ଶାଣ୍ଠୁ ଗୋଡ଼ୁମାଲିକେ କାଶିପୁତ୍ର ହାଜି । ଶିଳକୁ କହିବାକୁ
ଆସୁଥିଲା । ସେହି ସମୟରେ ଅଳା ଘୋଡ଼ା ପୁଲୀ । ସେ ଘୋଡ଼ା
ମାରିଗଲା । ଗୋଲେ ଗାଘୋଲ ନାନା-ଶାଣ୍ଠୁ ମାରି, ଆଉ ଗୋଲେ ଗାଘୋଲ ନାନା
ମାରିଗଲାକୁ ମାରି, ଓ ଗୋଲେ ମାରି ଗୋଲେ ସମସ୍ତେ ଡାକି ଶା
ନିଗମରେ କହିଥିଲେ । ଡାକି ଗାଘୋଲ ମୁଣ୍ଡିଆ ମାରିଗଲାକୁ ମାରି ।
ତା' ପରେ ଆଜ୍ଞା ଗୁମ୍ଫା ଗୋଲଗଞ୍ଜି ଗଞ୍ଜି । ସେହି ଗୁମ୍ଫା ।
ପାଖରେ କେଲେ ଗଞ୍ଜି, ଗଞ୍ଜା ସୁଲି ପୁଲୀ । ମାରିଗଲାକୁ ଗାଘୋଲ
କହିଲେ ଗଞ୍ଜି ମାରି ଗଞ୍ଜି ହିଡ଼ା ପାଣି ଗାଘୋଲୁ । ଆଜ୍ଞା
ଗଞ୍ଜା ଗୋଲେ ଗାଘୋଲ । ତା' ପରେ ଆଜ୍ଞା ସମସ୍ତେ
ଘୋଡ଼ିଟି ଗୋଡ଼େ ଡାକିଲେ । ଗାଘୋଲେ ଗଞ୍ଜି ।



One lake was called Sasu (Mother-in-law) and the other is called Bahu (Daughter-in-law). People would take buckets to go and have bath in the lake. If people wore chappals into the lake, they would die. People will die if they wash after defecation there he said. Even if there are heavy rains, the waters of the two lakes do not run together. People worship the lakes like Gods. The Kashipur king used to come here to hunt. At that time, he had a white horse, which died. (The legend is that people could only climb the hill bare foot, and not with slippers or on a horse). Kumuti Majhi, Manikray Majhi and Bela Majhi told us all the stories of the village. The Village Chief is Manikray Majhi.

Then, we went to see the cave below the Sasu Bahu Mali. There were many bushes near the cave. Manikray Sir told us that the river (that flows through Kashipur) starts from this cave. We use this water for all our needs. Then all of us took pictures, and then sat in the vehicle.



ଅଥା ବାଟେ ଗଲା ପରେ ଆମେ ବିସୁଇ, ମିଠୁଇ, କଜଳୀ
ଖାଇଲୁ । ଖାଇସାରି ଗାଡ଼ିରେ ବସିଲୁ । ଜଳ ଅଧିକ କୁ ଖାସିଲା
କାତ ଖାଇଲୁ । ବ୍ୟାଗ ପରି ଯାକ୍ତୁ ଚାଲୁ । ମୋତେ ବୁଦ୍ଧ
ବୁଦ୍ଧ ହେଲୁ ହାଣିଲା ।

ମୋର ନାମ-ଉଦ୍ଦିଶ କୁମାର
ଶ୍ରେଣୀ-ପଞ୍ଚମ
ପ୍ରାମ-କୁମାର ଶିଳା
ସ୍କୁଲ-ଅକ୍ଷୟାମୀ ବିଦ୍ୟାଳୟ, କାମାର୍ଜୁନ
ର



After travelling some distance in the vehicle, we stopped to have mixture and biscuits. Then we returned to our school, had food, took our bags, and went home. I enjoyed the outing very much.

Chandrika Kumbhar,
Class: IV,
Village: Kumbharsila



ଆମ ସ୍କୁଲ ପ୍ରଥମ



ଆମେ ପ୍ରଥମେ ସକାଳୁ ସକାଳୁ ଆମ ସ୍କୁଲ ପରିସରକୁ ସଜାଡ଼ିବାକୁ,
 ବେଲ୍‌ମାରି ପ୍ରଥମ ଆରମ୍ଭ କରୁ । ଆମେ ସମସ୍ତେ ପ୍ରଥମରୁ ପର୍ଯ୍ୟନ୍ତ ଶ୍ରେଣୀର
 ସବୁ କ୍ଷୁଦ୍ର ଗୋଟି କରୁ । ଗୋଟି ଶ୍ରେଣୀ ଗୋଟିଦିନ ପ୍ରଥମା ସହ ।
 ପଢ଼ିବାନା କହନ୍ତି । ସେମାନେ ପ୍ରଥମା କହି ସରିଲାପରେ ଆମେ କହୁ
 ପ୍ରଥମା କହି ସରିଲାପରେ ସାଧାରଣ ଜ୍ଞାନ କହୁ, ଖନିର କାଚନି
 ପଢ଼ୁ । ଖନିର କାଚନିର ବିଷୟକୁ ପଢ଼ିଲାପରେ ଦିନି ଆଜି । ଖୁସୁନା
 ମାନେ ଚୁହାଉ ଦିଅନ୍ତି । ସିଂଖନର କାଳନି ଯାଏ । ଉପିଧିର ତାହାକୁ
 ଆମେ କହୁ । ତାପରେ ଗୋଟି ଛାତ୍ରଛାତ୍ରୀମାନେ ଯେଉଁ ହାମା ଶିଖି
 ଥିଲେ ତାହାକୁ ପ୍ରଥମା ସହରେ ଦେଖାଉଲେ । ପ୍ରଥମା ସହାସକ୍ତି
 ପରେ ଶିକ୍ଷାନାମକୁ ଗୋଟି ଯେବା ପାଇଁ କହୁ ତ ଉତ୍ତରରେ ସଖା
 କହି ବିଧି ପଢ଼ା । ଶିକ୍ଷା ସଖା ଗଣିବା ସାହିତ୍ୟରେ ଏକ ସାଧକରୁ ଦିନ
 କହି କୃଷି ଛାତ୍ରକୁ ଯାଉଥିବୁ ।



ଗୋହନାମା-ପୁଲିଟାକ୍ରିମାଟ

ଶ୍ରେଣୀ-ପର୍ଯ୍ୟନ୍ତ

ସ୍କୁଲ-ପାଳି ଜନକୃଷିର ଅଗ୍ରଗାମୀ କିନ୍ଦାଲିକ

ହୋଲ୍‌ନଠ-10

ପ୍ରାମ-କୃଷିର ଶିଳା

ପୂଜା-କାର୍ଯ୍ୟପତ୍ର

Our School Assembly

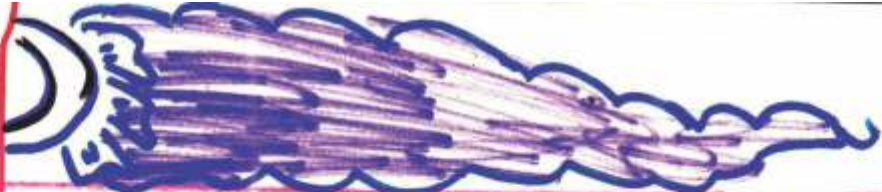
First we sweep and clean our school, the bell rings, and we begin the Assembly. All of us, from class I to Class V stand in a circle. Every day, a different class leads the Assembly. As they sing, the rest of us follow and sing after them. After the prayer, we exchange general knowledge questions and answers. This is followed by newspaper reading. Our teachers explain to us the content of the newspaper. The one who reads the newspaper also talks about what she has understood from the news item. Then one group enacts a play they have learnt earlier.

After this, we count ourselves, then call out Jai Hind together, and go to our classes.

Halita Kumbhar,

Class: V, Village: Kumbharsilla





{ ଆମ ମାତୃଭୃତ୍ୟ }



ଆମ ସ୍ୱାଧୀନତା ଅଗ୍ରଗମୀ କିନ୍ତୁ ମାତୃଭୃତ୍ୟ
 ଆମ ସ୍ୱାଧୀନତା ପ୍ରତି ମାତୃଭୃତ୍ୟ ଅଛି । ଶୋଣିତ ସ୍ତ୍ରୀ
 ମାତୃଭୃତ୍ୟ ଓ ଅନ୍ୟାନ୍ୟ ବନ୍ଧୁ ମାତୃଭୃତ୍ୟ, ସ୍ତ୍ରୀ
 ମାତୃଭୃତ୍ୟ ଆମେ ଲୋକେଣ ସୁଖୀ ଗର୍ଭ
 ଧାତୁ । ସେହି ଆମେ ନିଆ ନିଆ ଗର୍ଭ ବିହୀନ
 ଧାତୁ । ପ୍ରତ୍ୟେକ ଶକ୍ତି ଗର୍ଭ ବିନ ଆମେ
 ବଢ଼ି ଗଢ଼ି ଧାତୁ । ଆମ ଆମେ କାନ୍ଧ
 ପହିଲୁ ସେହି ଗର୍ଭ ନାମ କାନ୍ଧିଦେବ ।
 ଆଜମଳ ଗୁମା କାନ୍ଧି ଗୁମେ ମାଳି
 କାନ୍ଧି ଗର୍ଭ ପହିଲୁ ଆମେ ମାଳି କାନ୍ଧି
 ଆମେ ମାଳି ହୁଏ ଗର୍ଭ ପହିଲୁ ଗର୍ଭ ବିହୀନ
 କାନ୍ଧି ଗର୍ଭ କାନ୍ଧି ବିହୀନ କାନ୍ଧି ମାଳିକା
 ବିକାନ୍ଧି



Our School Library

The name of our school is Agragamee Vidyalaya, Kashipur. There are two libraries in our school. One is big, and the other one is small. In the small library, we read many story books, and learn new things. Every Saturday, we read books, and tell the stories. When Guruma (Head Mistress) asks us what we have read, we tell her, that we have read chinu ro upaharo (Chinu's Gift), Ma Jaldi Karo (Mother hurry up),



ତେଜ ଚନ୍ଦ୍ର ଚନ୍ଦ୍ର ଚନ୍ଦ୍ର ପୁତ୍ର କିଛି ବହୁ ଚ ସକ୍ଷୀ ଆମେ ବଢ଼ି
ଧା ଚୁ । ଆମେ ମଧ୍ୟ କୃତ୍ରିମ ନିର୍ମାଣ କରୁ ନାହିଁ ।
ମାନଙ୍କୁ କୁହେ କି କେଉଁ କଣ୍ଠକୁ , ଆଜି ସାଧା ।
ଦୃଢ଼ତା ମଧ୍ୟ କୃତ୍ରିମ ନିର୍ମାଣ ଆମେ କଣ୍ଠକୁ ,
ପ୍ରଥମ ଶିଳ୍ପୀ ମାନଙ୍କୁ ଆମେ ବଢ଼େଇ ଦେଲୁ ।
ଆଜି ଆମେ ଶପଥ କଣ୍ଠକୁ । ଆଜି ଆମକୁ
ଶୂନ୍ୟ କଣ୍ଠକୁ କାଳକୁଳ୍ୟାକୁ କୃମେ ମାନେ
କଣ୍ଠ ବଢ଼ି କେଉଁ କଣ୍ଠକୁ । ଆମେ ମାନେ
କିଲ୍ପାକ୍ଷ ଶପଥ ବଢ଼ି ବଢ଼ିଲୁ । କେଉଁ କଣ୍ଠକୁ ।
ଆଜି ଆମେ ସକ୍ଷୀ କଣ୍ଠକୁ ମଧ୍ୟ କଣ୍ଠକୁ । ଆଜି
କିଲ୍ପାକ୍ଷ ଶପଥ ବଢ଼ି କଣ୍ଠକୁ ଆମେ
କଣ୍ଠକୁ ଆଜି କଣ୍ଠକୁ ବାଜି କିଛି କିଛି ଜାଗାକୁ
କଣ୍ଠକୁ ଆଜି କଣ୍ଠକୁ କିଛି କେଉଁ ଆମେ କାଳକୁ
କି କଣ୍ଠକୁ କଣ୍ଠକୁ ଆଜି ।

କୋହମାମ୍ - କିମାମାମ୍

Tip Top Tip, Patro hi Patro (Leaves and Leaves). If we do not understand, we ask, our seniors to explain to us. If the younger children do not understand, then we explain to them. We read aloud and tell the stories to children of Class I.

Guruma always asks us what we have read in the library, and we love to tell her about the things we have read. Every evening we have a meeting, where we talk about the stories we have read. Then we form a line and go home.

Rina Majhi, Class: IV, Village: Katali



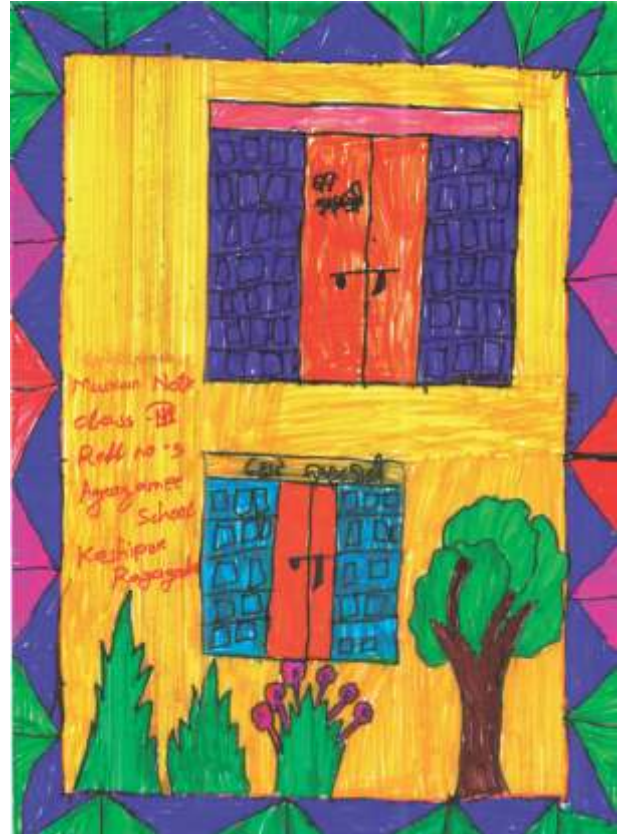
Our Library

Our school is Agragamee Vidyalaya, Kashipur. Our School has two libraries, they are called Small Library and Big Library. In the Small Library, we children of Classes I to V read books. The names of these books are Tip Top Tip, Dangara Katha (Tales from The Hills), Pilanko Gapa Bohi (Children's Story Book), Gol Gol Golu (Round and Round), Patro Hi Patro, (Leaves and Leaves). These are the books we read.

Children of Class I do not know how to read. Therefore, they sit with our senior sisters of Class V to listen to the stories. Every Saturday, we read story books, and during the meeting, we tell the stories we have read in front of all our teachers, and students. Then we all talk about the stories we like amongst ourselves and go home.

Muskan Nayak,

Class: III, Village: Kumbharsila



About Language Learning in our School



The first period is language. We read four to five paragraphs silently. Guruma teaches us through the sense group method. Then Guruma asks us questions from the paragraph. If we are not able to answer the questions, Guruma asks us to read the paragraphs again. We read, and then once again Guruma asks us questions, and we are then able to answer. Once the question answers of the section are over, we progress to the subsequent paragraphs. Then we answer questions from these, and move on to the next. Once we have finished reading the lesson, and answering questions, we make sentences from words in the lesson. After sentence formation, we show them to Guruma. If we have made mistakes, Guruma explains the word to us again.



When we have answered all of Guruma's questions, we write the answers in our notebooks, and show it to Guruma.

While reading language, we learn new words, make sentences out of these, and do questions and answers. In our language book, there are 17 stories and poems.





Out of these there are 12 stories and 5 poems. Even though Guruma has taught us all the lessons, we like 'The National Flag is flying high', 'Madam Curie', 'Flowers', 'The Story of Nilamani', 'Wear Proper Dress When You Come' very much. We discuss them amongst ourselves. Guruma asks us to explain the lessons we have read. We stand up and speak about what we have understood in the lessons. Whether it is a poem or a lesson, we read it once, and then tell the story. I understand all the lessons very well. That is why my friends and I like language period very much.

Rebati Kumbhar,
Class: V, Village: Kumbharsila



ଆମ ସ୍କୁଲ ଗଭିର ପାଠ ପଢ଼ାଉଥିବାରୁ

ଆମ ପଢ଼ନ ଶ୍ରେଣୀରୁ କୁହୁଛି ଗଭିର କହି
ଅଛି । ଗୋଟିଏ କହିଲେ ନାମ - ଗଭିର ପାଠା, ଆ
ଉ ଗୋଟିଏ କହିଲେ ନାମ - ଆମ ଗଭିର ଶିକ୍ଷକ
ପ୍ରଥମେ ଶୁଣୁନା ଆସନ୍ତି । ପଢ଼ିଲେ ଆମ ସୁଖସୁ
କରାନ୍ତି । ଶୁଣୁନା ଆମକୁ ଦର୍ଶନିକ ଶୁଣାନ୍ତି
ଭଣ୍ଡାଣ । ସମସ୍ତେ, ସମସ୍ତେ ପଢ଼ାନ୍ତି । ଶୁଣୁନା
ଆମକୁ ଭଣ୍ଡାଣ କେତେ ପ୍ରକାର ଦେଲେ ପଢ଼
ରନ୍ତି ୨. ଆମେ ଭଣ୍ଡାଣ ତିନି ପ୍ରକାର ଦେଲେ
କହି । ଶୁଣୁନା ଆମକୁ ସୁନ୍ଦରୀ ନାମ ସାତୁଣୀ
କହି ଦାକ୍ଷ କହିନ୍ତି । କଳା ପଠାଏ କୁଣ୍ଡା
ର ଦାକ୍ଷ କହିନ୍ତି । ଶୁଣୁନା ଆମକୁ ଗଭିର
କହିଲେ ଦେଲେ ଥିବା ପ୍ରଶ୍ନ କହିଲେ ଦର୍ଶନ
କି ସାତୁଣୀ କହି ଶାଢ଼ୀରେ ଲେଖି ଦେଲେ
କହିନ୍ତି । ଆମେ ସୁନ୍ଦରୀ ନାମ ସାତୁଣୀ

Mathematics Lessons in Our School

We have two Maths books in Class V. One book is 'Ganita Dhara' or Mathematical problems, and the other books is 'Asho Ganito Seekhiba' or Come Let us Learn Mathematics. First our teacher comes, and makes us by memorise the multiplication tables. Then Guruma teaches us decimals, fractions, prime numbers, etc. Guruma asks us what are the types of fractions. We say there are three types of fractions and describe each one. Guruma also teaches us place value, and asks us to solve problems on the blackboard.

Then Guruma asks us to solve decimal sums that are given in our text book.



କହି ଲେଖୁ । ଅନ୍ୟ ନାମେ ନ କୁହାଇ ଜଣା
 ଯିବାର ସାବଧାନ କହି କୁହାନ୍ତି । ଶୁଣୁନା
 ଆମକୁ ସବୁ କେଳେ କୁହାନ୍ତୁ କୁହାନ୍ତୁ ପଢ଼ାନ୍ତୁ
 ଆମେ ଗଣିତ ପଢ଼ିଲୁ କେଳେ ଜିଲୋଗ୍ରାଫ ଶାସ୍ତ୍ର,
 ନିଟର । ସେହି ନିଟର ଜାଣୁ । ଆମ ଶ୍ରେଣୀ
 ଗେ ପଢ଼ାନ୍ତୁ ଥିବା । ପାଠ ସବୁ କୁହୁ ଚାହିଲେ
 ଆମେ ସମସ୍ତେ ଯାତାଗେ ଲେଖୁ । ଲେଖୁଛାନ୍ତି
 ଶୁଣୁନାକୁ ଦେଖାନ୍ତୁ । ଶୁଣୁନା ଆମ ଯାତା ଲେଖୁ
 କିପରି । ଦେଖୁ ସାହିଲୁ । ପରେ ଅଲଗା ଦିନ
 ଯାତା ପଢ଼ାଯାଏ । ଆମେ ଯାତା ପଢ଼ିଲେ ଯାତା
 କଳା ମିନିଟ୍ ଜାଣି । ସେକେଣ୍ଡ୍ କଳା ଜାଣୁ ତାପରେ
 ସମସ୍ତ ଜାଣିପାରୁ ।

My name is Dalimba Kumbhare
 Class V
 Roll no-5
 village - Kumbhare Shiba
 Agrageume School



When we do place value problems on the blackboard, there are many children who are unable to understand. Guruma explains the problems to them, and helps them understand. Guruma, always ensures that everybody understands the problems very well.

When we study maths, we also learn about Kilogram, Gram, Centimetre. Once we have understood, we write on our notebooks, and get it corrected by our teacher. Some days, we also read about how to tell the time from a clock. We learn about the minute, second, and hour hands, and then we can tell the time.

Dalimba Kumbhar, Class: V





ଆମ ସ୍କୁଲ ବିଜ୍ଞାନ ପାଠକ୍ରମ ବିଷୟରେ

ଚିତ୍ରର୍କ ଦିଶିଥିବି ରେ ଆମେ ପଢ଼ିବେ ବିଜ୍ଞାନ ପଢ଼ୁ । ପ୍ରଥମେ ଆମେ ସଙ୍ଗେ
ନ ପଢ଼ୁ । ସମାଜରେ ଆମେ ସାହଜୀ କରି ଭଲମିତାହାନ୍ୟ ସବୁ, ଲୋକ ସଭା
ଦର୍ଶାଉ । ସମାଜ ପଢ଼ି ସାରିଲେ ଆମେ ବି ଜ୍ଞାନ ପଢ଼ୁ । ହାତୁ ଜିନି ଆମକୁ
ଗୋଟି ସମାଜ, ଗୋଟି ବିଜ୍ଞାନ ପଢ଼ାନ୍ତି । ଆମେ ଗୋଟିଏ ଅଞ୍ଚଳରେ ପଢ଼ୁ ।
ଆମେ ପଢ଼ି ସାରିଲେ ହାତୁ ଜିନି ଆମକୁ ପ୍ରଶ୍ନ ପଚାରିଲେ ଆମେ ହାତୁ ଖେଳୁ
ହାତୁ ଜିନି ଲାଭାକୁ କହିବେ ସିଏ ହରି ପ୍ରଶ୍ନର ହରର ଜିଏ । ଜାପାଲ
ସେ ବିଷୟରୁ ପ୍ରଶ୍ନ ହରର କରୁ । କଲି ସାରିଲେ ବିଜ୍ଞାନ ପାଠକ୍ରମ ମାତ୍ର
ବିଜ୍ଞାନ ପାଠରେ ପଞ୍ଚ ପକ୍ଷ, ଗଢ଼ିଲତା, ଦୁର୍ଦ୍ଦଶା ଏ ବିଷୟଧାଏ । ସମାଜରେ
ଜିଲ୍ଲା, ରାଜ୍ୟ, ମହାଲେଶ, ମାନଚିତ୍ର ଏ ସବୁଧାଏ । ହାତୁ ଜିନି କହିନ୍ତି କାହାକୁ
ଦୃଶ୍ୟରାଜି ପ୍ରାଣୀ ଓ କାହାକୁ ମାଂସାଣୀ ପ୍ରାଣୀ କହାଯାଏ । ଆମେ କିହୁ
ସିଏଦାସ ଧାଏ ଚକ୍ର ଦୃଶ୍ୟରାଜି ଚଳିଏ ମାଂସ ଧାଏ ଚକ୍ର ମାଂସାଣୀ
ପ୍ରାଣୀ କହାଯାଏ । ହାତୁ ଜିନି କହିନ୍ତି କେଉଁ ମଣୀ କାସ୍ତୁ ଚିଲେ କେଉଁ
ହୋଗ ହୁଏ ? ଆମେ କହୁ ମାତ୍ର ଏକାଦଶ ମଣୀ କାସ୍ତୁ ଚିଲେ ମଧ୍ୟାହ୍ନରାଜି,
ଏକାଦଶ ମଣୀ କାସ୍ତୁ ଚିଲେ ଚନ୍ଦ୍ରରାଜି, କ୍ରମାଲେକ୍ଷ ମଣୀ କାସ୍ତୁ ଚିଲେ ନାଜି
ଦିର-ବେଦା ଦ୍ଵାରା ପୃଷ୍ଠ ହୋଗ ହୁଏ । ହାତୁ ଜିନି କହିନ୍ତି କ୍ରମେ ମାତ୍ର
ଧାନ୍ୟ ଶୃଙ୍ଖଳି ନାତ୍ରର କର । ଆମେ ଧାନ୍ୟ ଶୃଙ୍ଖଳି ନାତ୍ରର କଲେ
କିଏ କାହା ହରର କିରୁର ଜର ସେକ୍ତା ମଧ୍ୟ କରିଥାଏ । ଗୋଟି
ଏ ବିଜ୍ଞାନ ବହୁତ ଉଲ୍ଲସିଲ୍ଲା । ଜାଗତ ଏ ବିଷୟରେ ଆମେ
ପଞ୍ଚ ପକ୍ଷୀ, ଉତ୍ତର ମାନଙ୍କ ବିଷୟରେ ଏବେକ କଥା ଜାଣି ବାହୁ
ପାଠଧାଏ ।



ଗୋରାମ-ବେଦା କ୍ରମର
ଶେଖ-ପଥୀ
କାଳ-୧୦-୦୩

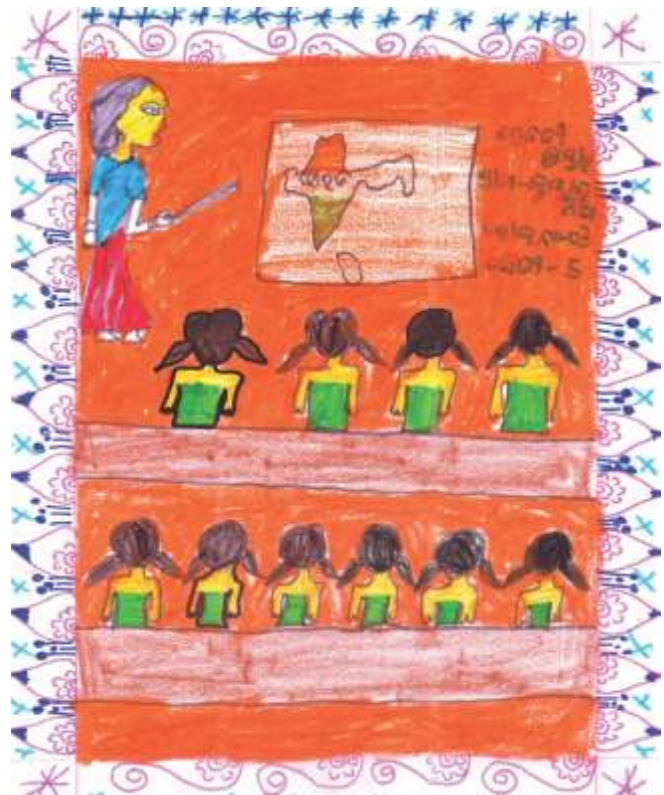


Science Lessons

In the 4th period, we have Environmental Science. First we read social science, where we learn about the Rajya Sabha, Lok Sabha, and our society. Then we have environmental science. Ranu Didi teaches about society, and science on alternated days. We read one paragraph, then Ranu Didi asks questions. Those who know raise their hands. Who ever is pointed out by Ranu Didi, gets up and gives the answer. Then we also ask each other questions on the topic.

When this is over, we read environmental science. We read about birds, animals, plants and trees, and about safety. In social science, we read about our districts, state and country on the map. When Ranu Didi asks, what are carnivores, and what are herbivores, we reply that those that eat flesh are carnivores, and those that eat grass and leaves are herbivores. Ranu Didi asks us, what mosquitoes lead to what diseases. We answer that the female anopheles causes malaria, Aedes mosquito causes dengue and chikungunya and the bite of rats causes plague. Ranu Didi then asks us to explain the food chain, and discuss which animal depends on which other animal. I like science a lot, as we learn a lot about animals, birds, plants, and other creatures in our environment.

Rebati Kumbhar, Class: V







Aragamee's Publication

1. Ama Gaon, 1988
2. Naba Swajan Kan, 1990
3. Aragamee EkaSuphalRupayan (1 & 2) 1991
4. Gitare Gitare, 1992
5. Aragamee Parikshya and Paryalochana, 1993
6. Sachitra Sansar, 1993
7. Chatrutha Adivasi MahlaSambes, 1994
8. Adivasi Anchalare Samasthanka Pain Sikshya, 1995
9. Banabasi Sansar, 1996
10. Kaha Dhanakaha Adhikar, 1996
11. Sikshya Bitarka, 1996
12. Bhanisya Sansar, 1996
13. Jungal Chithi, 1997
14. Jami Adhigrahan Bill – 1998, 1998
15. Sikhyak Mahasamabesa, 1998
16. Ama Gaon Kashipur, 1998
17. Education for All in tribal areas, 1999
18. Aragamee, How Wrong, How Right?, 1999
19. Overview: Activities of Aragamee, 1999
20. The Illustrated World, 1999
21. MeghaGhumeriGhadaraGhumu, 2000
22. Grama Sasan Nua Sapan, 2002
23. Kutumba Panthi , 2002
24. Ama Gapa Bahi, 2002
25. Ama Gita Bahi, 2002
26. Kutumba Panthi O Khadya Nirapata, 2003
27. Amapanchayat Amayo Jana, 2004
28. Kapi Tu Kahun Aeilu, 2005
29. Jhaunli Napada Kehi, 2005
30. Chronicle of a Struggle, 2006
31. Governance in Tribal Areas: Myths and Realities, 2006
32. Jaibika Chasa Pranali, 2006
33. Water Right Water Wrong, 2006
34. Alternative State Water Policy, 2006
35. Samajika Samikshya, 2006
36. Community Grain Bank, 2006
37. Ama Chasabasa Ama Jungle, 2007
38. Jagati Karana O Sangramarata Mainsha, 2007
39. Jala Sampada O Sarajyabad, 2007
40. Stories From the Beyond, 2007
41. Ama Gaon Kashipur (New), 2007
42. Nua Patha Nua Bata, 2007
43. Arohan, 2007
44. MatiKadua Manisha, 2008
45. Kashipur Diary, 2008
46. AtmaKaha: Jana Pathabhartna Paribrajakar, 2008
47. Food Rights Collectives, Odisha, 2010
48. Study of Pedagogy and Access to Education for Primary Age Group Children, 2005-06, 2010
49. Dongara Katha, 2011
50. HatiAau MusaGapa, 2013
51. Dui Chapalara Kahani, 2013
52. Kau Dake KaKa, 2014
53. NasrariPratishtha O Parichalana Sambandhia Siksha Pranali, 2014
54. Nirantara Krushi Samndia Siksha Pranali, 2014
55. Haladi Chasa O Prakriayakarana Siksha Pranali, 2014
56. Reclaiming the Commons with Women's Power, 2014
57. Soura Shakti Chalita Lamp Ra Byabahara O Maramati Shiksha Pranali, 2014
58. Our Land Our Life
59. Soochana Varta- 6 Issues
60. Kau Dake Ka

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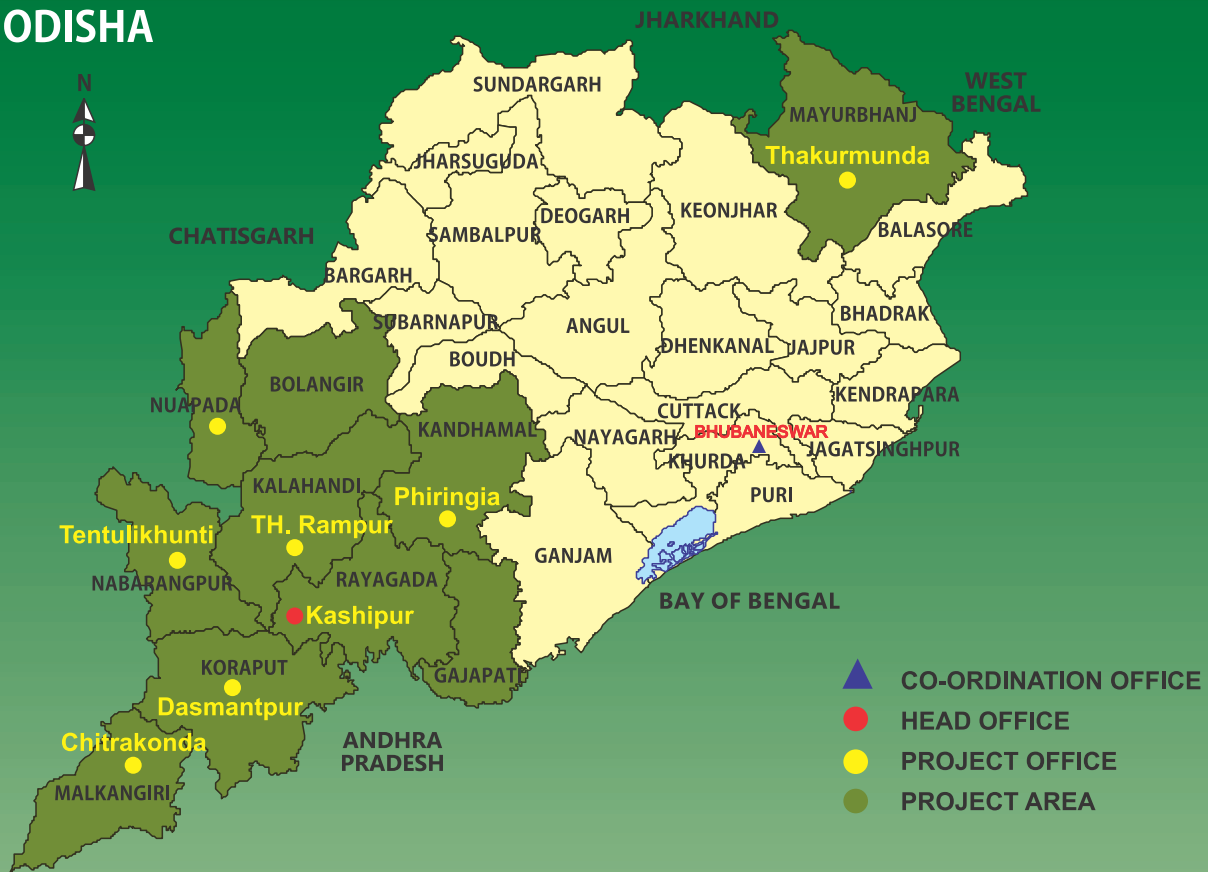


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