Mukta Gyana Kutira
Atragamee School
2018-19

A report by students
Abadare School
Class - V
Day - Wednesday
Date - 3/4/2019
Subject - M. L
No. of Students - 8
Mukta Gyana Kutira
Agragamee School
2018-19

A report by students
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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 and 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. Agragamee’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 Agragamee 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. Anjali Patnaik, Mr. Chandrahas 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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ଗିରିଣି ବିଜ୍ଞାନ

କଙ୍କାଇରି ପାନ୍ତୁ ପ୍ରକାଶ ଜନ୍ୟୁ ଭାରତୀୟ ବିଜ୍ଞାନାତ୍ମକ କାର୍ଯ୍ୟର କାର୍ଯ୍ୟାଲୟ କଳାଗୁଡ଼୍ଧରେ

ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର ପାଇଁ କାର୍ଯ୍ୟାଲୟ କଳାଗୁଡ଼ରେ ଯେମାନଙ୍କେ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବାକୁ ପାଇ�횟୍ର 2

2. ଏହି ପ୍ରତିୟାଂକାର କରିବାକୁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବ ପାଇଁ ପରୀକ୍ଷା ପାଇଁ ଅନେକିରୁ ଏହାର କାର୍ଯ୍ୟାଲୟ କରିବ ପାଇ�횟୍ର 2

A Report by Students
The name of our school is Mukta Gyana Kutir Agragamee Vidyalaya, Kahsipur. We come to school at 9 O’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.
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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.
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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 jelabies there.
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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.
A Report by Students
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.
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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
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 Didies 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, sharpeners, 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 up to the blackboard and wrote his name.
A Report by Students
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 Chingraj Kut. There were many big hills surrounding the place. A person was cultivating
his field. He told us all about Chingraj kut, and took us to see the hills. The name of the biggest hill was Chingraj kut 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 Chingraj kut. We saw several fish playing in the water there. Then we had gooseberries, and returned to the school.

Turkanti Majhi, Class IV, Village Kumbharsilla
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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.
A Report by Students
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.
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Lopamudra Mohanty asked 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
A Report by Students
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.
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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
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.
A Report by Students

Name: Jayanti 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.
A Report by Students
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, Niranjan 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.
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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 Choudhurycame 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 Kissi 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.
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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 a 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.
A Report by Students
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
A Report by Students
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
A Report by Students
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...
A Report by Students

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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
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Chandini Naik
Class-IV
Roll No-02
Agargamee School, Kashi Puri
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 Haldisil 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
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).
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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.
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
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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.

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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.
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.
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 4 bags 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.
কান্তি দিনের নাম-মাল্লাই অন্মোল্লাই হয়ে গেল এক দিলচিন্তার কাজ।

একজন বিপন্ন অর্থক্রিয়া পরিবর্তন সাধনায় বিষয়কে জুড়ে যাচ্চে।

অন্মোল্লাই আপনার সঙ্গে মিলিত হয়ে আপনার সাথে মিলিত হয়ে আপনার সাথে মিলিত হয়ে আপনার সাথে মিলিত হয়ে আপনার 

একসঙ্গে অন্মোল্লাই হয়ে গেল এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন, এক দিন,
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.
ଆଏବ ଦାଙ୍କ ଦାଙ୍କ ଆପନ ବିଧ୍ୟାଲୟର ଭାରତୀୟ ଅଧିକାରକ ପ୍ରାଚେତସ୍, ଗାଢ଼ାକ ରହିଛନ୍ତି।
ଆଉ ଉପରରେ ଆଦିକୁଲା ଛଗଜନ୍ତୀ ୧୦୦ ଶିକ୍ଷଣର ବିଭାଗ କରିଛନ୍ତି।
ଆଧାର ଅଲିବାର ରାଶି କରିବା ପାଇଁ ଦିନର କଚରା ହୋଇବାକୁ ଭାଇ。

cala gana chhutti kodخاص
ieka-irukha
oya-kuxi chhutti
kri-kri-veeda deluvi kaiti
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
A Report by Students
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
প্রবন্ধ ভালুকালের কথা বলছি। হৃদয়ের খাঁচা থেকে ছিল মেলা। চোখের সামনে হাঁটতে এসেছি। আমি পালিয়ে গেছি মেলাটি। এরপর মেলায় যাত্রা শুরু করেছি।

একটি সাদা মাদানের মাঝে চারআটি ক্যালরি ছিল। তারপরে একটি চোখের মাঝে পোশাক ছিল। একটি শাল ছিল এবং এটি চোখের মাঝে পোশাকের মধ্যে ছিল। এই পোশাক ছিল এবং এটি চোখের মাঝে পোশাকের মাঝে ছিল।

একটি চোখের মাঝে পোশাক ছিল। এটি চোখের মাঝে পোশাকের মাঝে ছিল। এই পোশাক ছিল এবং এটি চোখের মাঝে পোশাকের মাঝে ছিল।

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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),
নামাঞ্জনা

AGRAGAMEE
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_
ଇଥର ତାପ ନାମାଗାର ବିଶ୍ୱକନ୍ତୁ ଲକ୍ଷ୍ଯକ୍ରମ

ଇଥର ତାପ ନାମାଗାର ବିଶ୍ୱକନ୍ତୁ ଲକ୍ଷ୍ଯକ୍ରମ


câsî pâsî 10788/5091/12

A Report by Students
Our Library

Our school is Agragamee Vidylaya, 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
A Report by Students
About Language Learning in our School

The first period is language. We read four to five paragraphs silently. Guruma teaches us through the sentence 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.
A Report by Students

AGRAGAMEE
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
A Report by Students

AGRAGAMEE

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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.
A Report by Students

My name is Dalimba Kumbhar
Class 5
Roll No: 5
village - Kumbhar Shiba
Agreementee 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
Ark Shriji Bibhori Majhi Chihara

A Report by Students
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. Whoever 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. We draw 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. Agragamee EkaSuphalRupayan (1 & 2) 1991
4. Gitare Gitare, 1992
5. Agragamee Parikshya and Paryalochana, 1993
6. Sachitra Sansar, 1993
7. Chatrutha Adivasi MahlaSambes, 1994
8. Adivasi Anchalare Samasthanka Pain Sikshya, 1995
11. Sikshya Bitarka, 1996
15. Sikhyak Mahasamabesa, 1998
17. Education for All in tribal areas, 1999
19. Overview: Activities of Agragamee, 1999
20. The Illustrated World, 1999
22. Grama Sasan Nua Sapan, 2002
23. Kutumba Panthi , 2002
25. Ama Gita Bahi, 2002
27. Amapanchayat Amayo Jana, 2004
28. Kapi Tu Kahun Aeilu, 2005
29. Jhaunli Napada Kehi, 2005
31. Governance in Tribal Areas: Myths and Realities, 2006
32. Jaibika Chasabasa Ama Jungle, 2007
33. Water Right Water Wrong, 2006
34. Alternative State Water Policy, 200
35. Samajika Samikshya, 2006
37. Ama Chasabasa Ama Jungle, 2007
40. Stories From the Beyond, 2007
41. Ama Gaon Kashipur (New), 2007
42. Nua Patha Nua Bata, 2007
43. Arohan, 2007
44. MatiKaduara Manisha, 2008
45. Kashipur Diary, 2008
46. AtmaKaha: Jana Pathabharta 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
54. Nirantara Krushi Samndia Siksha Pranali, 2014
55. Haladi Chasa O Prakriyakarana 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
### Our Projects

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Address</th>
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| **AGRAMAMEE**        | At/P.O. : Kashipur-765015  
Dist. : Rayagada  
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