

Social Immersion Project:
Responsible Management & Corporate Citizenship, 2023

A Report on
“Vivekananda Kendra- Anandalaya Project, Keonjhar”

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DECLARATION

We, the student of Birla School of Management, BGU, hereby declare that we have worked on a project titled “ANANDALAYA PROJECT” at “Vivekananda Kendra”, in partial fulfillment of the requirement for the Social Immersion Project Course in the Semester-I of Master of Business Administration (MBA) program, 2023-25.

We guarantee/underwrite our work to be authentic and original to the best of our knowledge in all respects of the process carried out during the project tenure.

Our learning experience at Vivekananda Kendra, under the guidance of Mr.Anup Kumar Mohapatra, Vivekananda Kendra and Dr. Suvendu Kumar Pratihari, Asst Prof.,BSoM, Birla Global University has been truly enriching.

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EXECUTIVE SUMMARY

The study delves into the transformative impact of Anandalaya, an innovative educational support service launched by Vivekananda Kendra, focusing on enhancing educational standards for children aged 3-9 in tribal and socially disadvantaged communities. Anandalaya's mission is to uplift these communities by establishing a nurturing learning environment in remote villages.

Anandalaya's approach is multifaceted, aiming to address the unique challenges faced by tribal and socially disadvantaged children. One key objective is the elevation of educational standards, with a focus on holistic development. The program recognizes that education goes beyond textbooks, emphasizing the importance of cultivating critical thinking, creativity, and character in young minds.

A distinctive feature of Anandalaya is its commitment to reaching children in remote villages, where educational resources are often scarce. By bringing quality education directly to these communities, Anandalaya seeks to bridge the educational gap and empower children with the knowledge and skills necessary for a brighter future.

The study investigates the strategies employed by Anandalaya to create a conducive learning environment. This includes not only classroom activities but also community engagement initiatives to garner support and involvement from parents and local leaders. Through a comprehensive analysis, the study aims to assess the effectiveness of these strategies in overcoming the unique challenges presented by the remote and marginalized nature of the target communities.

Furthermore, the study explores the impact of Anandalaya on the overall development of children within the specified age group. This encompasses academic achievements, cognitive growth, and socio-emotional well-being. By measuring these outcomes, the study aims to provide insights into the program's success in fulfilling its mission and contributing to the broader goal of empowering tribal and socially disadvantaged communities through education.

CHAPTER 1: INTRODUCTION

The Social Immersion Program is an initiative by students to create a plan for the development of the villages close to the university. This programme aims to connect the PRME (Principle of Responsible Management Education) with the Sustainable Development Goals (SDG) of the United Nations. Its major purpose is to encourage young people to get more involved in social issues and contribute to the prosperity of their communities. Engaging young people fresh out of college will motivate them to participate in more corporate social responsibility (CSR) projects even while they actively pursue their careers and goals. For the purpose of uplifting the minority or those with special needs, it is crucial to instil a sense of awareness and fervour for giving back to the community and helping the poor.

The immersion project is the incorporation of the management knowledge acquired from the syllabus and its practical application. The project was quite different for us management students, we have always done projects to solve a business problem with business objectives, but this project stays close to us as this had made a change in the world around us. The project gave us an opportunity of self -reflect on our personal goals and other aspects of the world around us. The social responsibility factor, social justice, and civic responsibility are all thought about in the project. The project opened our eyes to the data on the UN's biggest problems our world is facing, poverty, discrimination, lack of equity and inequality. The knowledge and the experience helped us churn out the better person in us, who will work towards these problems in our career while solving the business problems, the thought of giving back and the responsibility towards the world have been touched and enhanced through this project.

State and central government surveys make an effort to identify as many problems in less developed areas as possible, but the nation is too big and diverse to conduct a thorough study or determine which regions require greater attention. As a result, the university students have taken on the responsibility to travel to the adjacent villages, conduct thorough surveys about the population, their health, and other requirements, and develop a strategic plan for how to enhance the people's standard of living. The UN has established a total of 17 SDGs with a 2030 deadline for achieving them.

1. No Poverty
2. Zero Hunger
3. Good Health and well-being
4. Quality education
5. Gender Equality
6. Clean water and Sanitation
7. Affordable and Clean Energy
8. Decent work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities

11. Sustainable cities and communities
12. Responsible Consumption and Production
13. Climate Action
14. Life below water
15. Life on land
16. Peace, Justice and Strong Institutions
17. Partnership for the goals



Our report aligns with the SDG-4. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal supports the reduction of disparities and inequities in education, both in terms of access and quality. It recognizes the need to provide quality education for all, and most especially vulnerable populations, including poor children, children living in rural areas, persons with disabilities, indigenous people and refugee children. This goal is of critical importance because of its transformative effects on the other SDGs. Sustainable development hinges on every child receiving a quality education. When children are offered the tools to develop to their full potential, they become productive.

UNICEF's contribution towards reaching this goal centres on equity and inclusion to provide all children with quality learning opportunities and skills development programmes, from early childhood through adolescence. UNICEF works with governments worldwide to raise the quality and inclusiveness of schools.

For every child to learn, UNICEF has eight key asks of governments:

1. A demonstration of how the SDG 4 global ambitions are being nationalized into plans, policies, budgets, data collection efforts and reports.
2. A renewed commitment to education to recover learning losses and manage impacts of COVID-19.
3. The implementation and scaling of digital learning solutions and innovations to reimagine education.

4. Attention to skills development should be a core component to education.
5. Focus to provide quality education to the most vulnerable – including girls, children affected by conflict and crisis, children with disabilities, refugees and displaced children.
6. A continued commitment to improving access to pre-primary, primary and secondary education for all, including for children from minority groups and those with disabilities.
7. A renewed focus on learning outcomes and their enablers, including learning in safe and adequate environments, support by well-trained teachers and structured content.
8. The implementation of SDG-focused learning throughout schools to raise awareness and inspire positive action

OBJECTIVES:

Through this study we will be able to know how Anandalaya, an innovative educational support service initiated by Vivekananda Kendra, strives to elevate the educational standards of tribal and socially disadvantaged children aged 3-9 years. The mission of Anandalaya encompasses multifaceted objectives aimed at fostering a conducive learning environment within remote villages.

CHAPTER 2: REVIEW OF LITERATURE

2.1 BACKGROUND STUDY

Deoband Village, situated in the Keonjhar District of Odisha, gained prominence as a focal point for educational intervention due to its unfortunate distinction as one of the most illiterate regions identified by the government. Keonjhar, despite being recognized as a resourceful district in Odisha, faced the paradoxical challenge of having a significant population struggling with illiteracy. The government's identification of Keonjhar as the district with the highest illiteracy rates underscored the urgent need for targeted educational initiatives.

Within Keonjhar District, Deoband Village emerged as a particularly critical area where a substantial number of dropouts were identified. This alarming trend highlighted the challenges and barriers that the local population faced in accessing and continuing education. The designation of Deoband Village as a hotspot for educational deficiencies signaled a need for tailored interventions to address the root causes of low literacy rates and high dropout rates within the community.

The multifaceted nature of Keonjhar's resources, which include minerals, forests, and a rich cultural heritage, starkly contrasted with the educational disparities present in Deoband Village. This incongruity emphasized the urgency of addressing the educational gaps in a region that had the potential for comprehensive development. The government's acknowledgment of Keonjhar's educational challenges served as a catalyst for strategic initiatives aimed at uplifting the educational status of its residents, particularly in areas like Deoband Village.

The identification of Deoband Village as a hotspot for educational challenges necessitated a comprehensive and community-centric approach to address the underlying factors contributing to illiteracy and dropout rates. Government-led efforts, in collaboration with local organizations and educational institutions, aimed to create targeted interventions that would not only boost literacy rates but also foster a culture of sustained learning and academic achievement within the community.

Deoband Village's status as a focal point for educational intervention within the Keonjhar District highlights the critical need for addressing educational disparities in resource-rich regions. The government's recognition of Keonjhar as a district with high illiteracy rates emphasizes the imperative of holistic initiatives to empower communities, eradicate illiteracy, and unlock the full potential of regions endowed with abundant resources.

2.2 REVIEW OF LITERATURE

Although education is a right, it still remains a distant dream for many of India's children (Where knowledge is poor). It is clear that it is not enough to make laws; they need to be augmented by more efforts. Education should be accessible to all if democracy is to succeed. Many communities and groups like disadvantaged castes and women have been historically excluded from education. Devolution of powers is extremely important to make education accessible to children. The article rightly draws attention to the effects of poverty on children's education. As a teacher, one is continuously made aware of the educational disadvantages and disruptions poor students suffer

due to a lack of economic stability and social security. Unless we have a strong and universally available state welfare apparatus, the education of working-class children will continue to be sacrificed. In all this, cultural values and pressures also take a particularly severe toll. The wilful complicity of the ruling castes and classes is amply evident as their domination is derived from maintaining the economic and cultural status quo. So the implications of all these studies for the formulation of effective anti-poverty policies and a proper education system in India are also emphasised in this paper.

Education is one of the primary needs besides the food, shelter and clothing in modern life. The Constitution of India has granted the right to live with dignity and honour to every citizen. To ensure this fundamental right the State has been taking several measures. Prominent among them is the universalization of compulsory and free primary education to all children of school age. Further, right to follow and propagate the faith and religion of one's own free will and choice. While formal (education) is a tool for ensuring the right to live with dignity and honour the later (to follow and propagate the faith of one's own free will) is a pre-requisite environment in a multi-religious secular country like India. Education is a powerful tool for reducing poverty and unemployment, improving health and nutritional standard, and achieving sustainable development. Within the formal education system, primary education is recognized as a basic human right and significant for the development of both the individual as well as the society. The significance of education cannot be neglected. Education acts as the catalyst, which brings economic, social, cultural as well as technological changes in society. It is considered to be the most important means of enhancing personal attributes, overcoming constraints, availing more opportunities for sustainable improvement in well-being.

Education has been identified as one of the most important determinants of economic growth. It is both, an indicator and an instrument of development. It increases labour productivity in both urban and rural sectors and the economic return to investment in education are typically high. With the increased level of education, the economic output increases, poverty is reduced, thus the whole of the region is developed which leads to the overall development of the nation. The return from education is not only economic but also social. Education alters the way of thinking, behaviour and attitude, increases awareness, develops a personality for the development of the country and the welfare of its people.

There is no doubt that the mid-day meal programme has improved enrolment and retention in schools. But many children continue to be deprived of primary education due to social and economic reasons like child marriage and bonded labour. The lack of facilities in government schools, especially for girls, is another impediment. Although Sarva Shiksha Abhiyan and the Rajiv Vidya Mission have helped to improve infrastructure, they have not done enough to meet the expectations of the poor. Education should be reasonable and should reflect the needs of society

Poverty affects many people. But, arguably, the effects of poverty are seen most in children. And, with 1.21 billion people living below the poverty line in India, the children are sure to bear the repercussions of it. Not only does poverty affect a child's development and educational outcomes, it also severely affects a child's morality and understanding of right and wrong, as they are denied access to the basic fundamental rights of children laid down in the Constitution of India. That being said, here are some bee stings of Poverty that according to Professor Charles Karelis, Colgate University, are sure to affect the children in India:

3.1 Child Development

Often associated with food insecurity, children living below the poverty line are at an increased risk of becoming both malnourished and overweight. This can highly affect a child's confidence. Moreover, evidence suggests that many of the effects of poverty on children are often added to by their families. As they have limited education, it reduces their ability to provide a responsive stimulating environment for their children. They tend to limit a child's linguistic environment by using a language that is dominated by commands, instead of explanations and elaboration on what is good and bad. Mostly, these commands are also backed by negative comments, which further contribute to demoralising the child. In addition, parents living below the poverty line tend to use harsh parental styles that are based on parental control, rather than reciprocal interactive styles that promote emotional development.

3.2 Education

Education begins at home. In fact, many studies suggest that being read to in the first few years of a child's life contributes to the development of phonemic and comprehension skills. However, children from families living below the poverty line are less likely to be read to, highly restricting the proper growth of their skills. Moreover, parents who have not received a proper education tend to underestimate the importance of education, are hesitant to „waste“ money on schools. And, even those children that do attend schools have to face taunts and are often treated as outcasts as the present generation children do not accept anyone if they are not from their strata of the society.

3.3 Moral Values

Malnutrition, taunting and not getting basic necessities can be daunting enough for any child, a situation that easily becomes a turning point in their life. Moreover, with peer pressure and wanting what others have, their sole aim of life would be achieving financial success, no matter what the means. The end result becomes more important to them than the path they choose. This, in turn, results in them resorting to joining the antisocial and unlawful elements of our society. In addition, a child who has been bearing the consequences of long term poverty is bound to think that it is important to be in power and have a good status to command the respect of society.

This leads to resorting to crooked means to achieve the status and power desired. But, all is not lost. India is battling poverty for nearly 60 years now. And, with the help of new policies that strive to empower and spread awareness about the fundamental rights of children, along with participation and activities initiated by CRY – Child Rights and You, the children of India are sure to see a better future. However, we can't do this alone. As citizens of India, you too can help these children by donating or participating in our numerous activities and workshops that we conduct to spread awareness and help these children. After all, children are great imitators. So, give them something great to imitate!

HOW EDUCATION IS AFFECTED BY POVERTY IN INDIA

India, which now has the world's third-largest economy in terms of purchasing power parity, has been an urban-cantered, industrializing nation since its independence in 1947. Over the last 25 years, India has been noted for its significant economic growth which looks to continue for the 2017 -2018 fiscal year with an expected growth rate of 7.2 per cent. While India has maintained

much economic success, many failures and weaknesses still debilitate the nation's full potential. For example, the poverty rate in India has been less severe in recent years, but there is still much room for improvement. In 2016, 270 million Indians were surviving on \$1.90 or less a day, the World Bank's definition of extreme poverty. Of the people living in these conditions, 80 per cent lived in rural India, where the main source of income for the population is through casual labour.

While the economy has appeared to have boomed over the last 25 years, most growth has been in urban areas where large multinational corporations, such as IBM and Microsoft, base their software development headquarters. With this divide between urban and rural life, economic growth does not seem to remove the issues of extreme poverty in the way a neoliberal economist would suggest. A study in 2002 found that these conditions in India are partially due to educational poverty, which is defined as the deprivation of basic education and literacy. Only 6% of the income from poor households is invested into education and health, while the majority is spent on other necessities such as food and fuel.

However, Tsujita, a researcher of the Institute of Developing Economies, believes that "there may be a chance of escaping poverty through education." The government in India seems to agree with this statement as they promoted the Sarva Shiksha Abhiyan (SSA) project as a part of their flagship program. SSA was a project in India that began in 2002 to enrol all 6-14 years old in primary education by 2010. The project attempted to do so by improving the facilities and infrastructure of schools while also expanding access to these facilities nationally. As a result, by 2009, 98 per cent of children were only 1 kilometre away from educational facilities and only 2.7 million children remained out of school.

With the extreme poverty rate in India falling from 53.86 per cent in 1983 to 21.23 per cent in 2011, the World Bank strongly believes that education is a powerful instrument for poverty reduction. While the reductions in the extreme poverty rate in India over the past 20 years in India are not due solely to educational improvements, the investment in enhancing basic education has had a significant impact on the poverty rate in India. Although India's literacy and education rates remain poor on a global scale, the recent achievements of the SSA are far greater than those previously undertaken, as the program was implemented throughout all districts of India. However, there is still more work to be done. A recent survey shows that half of the government schools in India have no teaching activity and low student progression rates. For the nation to truly eradicate extreme poverty, quality education must be promoted.

CAUSES OF POVERTY IN INDIA

5.1 Demographic

The main factor that contributes to the poverty-ridden state of the country from a demographical point of view is the problem of overpopulation. The growth of population in the country has so far exceeded the growth in the economy and the gross result is that the poverty figures have remained more or less consistent. In rural areas, the size of the families is bigger and that translates into lowering the per capita income values and ultimately lowering of the standard of living. Population growth spurt also leads to the generation of unemployment and that means diluting out of wages for jobs further lowering income.

5.2 Economic

There are a host of economic reasons behind the persistence of the poverty problems which are outlined hereunder:-

5.2.1 Poor Agricultural Infrastructure –Agriculture is the backbone of the Indian economy. But outdated farming practices, lack of proper irrigation infrastructure and even lack of formal knowledge of crop handling has affected the productivity in this sector tremendously. As a consequence, there is redundancy and sometimes complete lack of work leading to decreased wages that is insufficient for meeting the daily needs of a labourer’s family plunging them into poverty.

5.2.2 Unequal distribution of assets – with the economy changing directions rapidly, the earning structure evolves differently in different economic income groups. Upper and middle-income groups see a faster increase in earnings than lower-income groups. Also, assets like land, cattle as well as realty are distributed disproportionately among the population with certain people owning majority shares than other sectors of the society and their prompts from these assets are also unequally distributed. In India, it is said that 80% of the wealth in the country is controlled by just 20% of the population.

5.2.3 Unemployment – another major economic factor that is causative of poverty in the country is the rising unemployment rate. Unemployment rates are high in India and according to 2015 survey data, at the all-India level, 77% of families do not have a regular source of income.

5.2.4 Inflation and Price hike – the term Inflation may be defined as an increase in prices of commodities coinciding with the fall in the purchasing value of money. As a direct consequence of inflation, the effective price of food, clothing items as well as real estate rises. The salaries and wages do not rise as much in keeping up with the inflated prices of commodities leading to an effective decrease in the per capita income.

5.2.5 Faulty economic liberalization – the LPG (Liberalization-Privatization-Globalization) attempts initiated by the Indian Government in 1991 were directed towards making the economy more suited to international market trends to invite foreign investments. Successful to a certain extent in reviving the economy, the economic reforms had detrimental effects on increasing the wealth distribution scenario. Rich became richer, while the poor remained poor.

5.3 Social

The various social issues plaguing the country that contributes towards poverty are:-

5.3.1 Education and illiteracy – Education, rather its lack thereof and poverty form a vicious cycle that plagues the nation. Not having enough resources to feed their children, the poor consider education to be frivolous, preferring children to start contributing to the family’s income rather than draining them. On the other hand, lack of education and illiteracy prevent individuals from getting better-paying jobs and they get stuck at jobs offering minimum wages. Improvement of quality of life gets hindered and the cycle once again comes into action.

5.3.2 Outdated Social Customs – Social customs like the caste system cause segregation and marginalization of certain sections of the society. Certain castes are considered untouchables still and are not employed by the upper caste, leaving very specific and low paying jobs that they can live off. Economist K. V. Verghese put forth the problem in a very lucid language, “Caste system

acted as a springboard for class exploitation with the result that the counterpart of the poverty of the many is the opulence of the few. The second is the cause of the first.”

5.3.3 Lack of skilled labour – lack of adequate vocational training makes the huge labour force available in India largely unskilled, which is unsuitable for offering maximum economic value. Lack of education, much less high education, is also a contributing factor towards this.

5.3.4 Gender inequality–the weak status attached with women, deep-rooted social marginalization and long embedded perceptions of domesticity renders about 50% of the country’s population unable to work. As a result, the women of the family add to the number of dependents that need to be fed instead of being able to contribute considerably to the family income which might assuage the poverty situation of the family.

5.3.5 Corruption – despite considerable efforts from the government in the forms of various schemes to mollify the poverty situation, allegedly only 30-35% actually reaches the beneficiaries due to widespread practices of corruption in the country. Wealthy people with privileged connections are able to acquire more wealth simply by bribing government officials to maximize their profits from such schemes while the poor remain in a state of neglect for not being able to assert such connections

5.4 Individual

Individual lack of efforts also contributes towards generating poverty. Some people are unwilling to work hard or even not willing to work altogether, leaving their families in the darkness of poverty. Personal demons like drinking and gambling also lead to the draining of the family income inciting poverty.

5.5 Political

In India, socio-economic reform strategies have been largely directed by political interest and are implemented to serve a choice section of the society that is potentially a deciding factor in the elections. As a result, the issue is not addressed in its entirety leaving much scope for improvements.

5.6 Climatic

The maximum portion of India experiences a tropical climate throughout the year that is not conducive to hard manual labour leading to a lowering of productivity and the wages suffering consequently.

VI. EFFECTS OF POVERTY

The resounding effect of poverty echoes through various layers of an Indian citizen’s life. If we try to have a systematic look at them, we should proceed under the three following heads:

6.1 Effect on Health – one of the most devastating effects that poverty has is on the overall health of the nation. The most prominent health issue stemming from poverty is malnutrition. The problem of malnutrition is widespread in all age groups of the country but children are most adversely affected by this. Limited income in larger families leads to a lack of access to sufficient nutritious food for their children.

These children over time suffer from severe health problems like low body weight, mental, physical disabilities and a generally poor state of immunity making them susceptible to diseases. Children from poor backgrounds are twice as susceptible to suffering from anaemia, nutrient deficiencies, impaired vision, and even cardiac problems. Malnutrition is a gross contributor to infant mortality in the country and 38 out of every 1,000 babies born in India die before their first birthday. Malnutrition among adults also leads to poor health in adults that leaches their capacity for manual labour leading to a decrease in income due to weakness and diseases. Poverty also causes a definite decline in sanitary practices among the poor who cannot afford proper bathrooms and disinfectants. As a result susceptibility to waterborne diseases peaks among the poor. Lack of access to as well as means to procure appropriate treatment also affects the overall mortality of the population which is lower in poor countries than in developed nations like the USA.

6.2 Effects on Society – poverty exerts some gravely concerning effects on overall societal health as well. These may be discussed along the following lines:-

6.2.1 Violence and crime rate – incidence of violence and crime have been found to be geographically coincident. In a backdrop of unemployment and marginalization, the poor resort to criminal activities to earn money. Coupled with lack of education and properly formed moral conscience, a poverty-ridden society is more susceptible to violence by its people against its own people from a sense of deep-seated discontent and rage.

6.2.2 Homelessness – apart from a definite drop in the esthetic representation of the country, homelessness affects child health, women safety and an overall increase in criminal tendencies.

6.2.3 Stress – lack of money is a major cause of stress among the middle-class and the poor and leads to a decline in productivity of individuals.

6.2.4 Child labour – one of the hallmarks of a poverty-ridden society is the widespread practices of exploitation and the worst of it comes in the form of child labour. Large families fail to meet the monetary needs of the members and children as young as 5 years are made to start earning in order to contribute to the family income.

6.2.5 Terrorism – proclivity of youth towards terrorism stems from a combination of extreme poverty and lack of education making them susceptible to brainwashing. Terrorist organizations offer poverty-ridden families money in exchange for a member's participation in their activities which induces a sense of accomplishment among the youth.

6.2.6 Effect on Economy –poverty is a direct index indicating the success of the economy of the country. The number of people living under the poverty threshold indicates whether the economy is powerful enough to generate adequate jobs and amenities for its people. Schemes providing subsidies for the poor of the country again impose a drain on the economy.

2.3 ORGANISATION PROFILE



Vivekananda Kendra was started in 1972 by the visionary Eknath Ranade at Kanyakumari as a spiritually-oriented service mission to spread the vital, vigorous, man-making and nation-building message of Swami Vivekananda along the length and breadth of the country with the help of a team of devoted, determined and dedicated life workers. Through its 813 activity centres, Vivekananda Kendra has taken up projects in the field of education, rural development, natural resource development and health care with focus area in geo-politically remote and sensitive regions.



We had the privilege of attending an orientation program at Vivekananda Kendra on 05th October, 2023. During the orientation, we were provided with insightful information about the two significant initiatives undertaken by Vivekananda Kendra - Samskara Varg and Anandalaya. The program shed light on the core values and principles that guide these initiatives, emphasizing the importance of spiritual development, character building, and nation-building. The orientation program provided a comprehensive understanding of the organization's mission and activities, inspiring a sense of dedication and devotion among the participants.



Anandalaya is a unique and innovative ‘education supportive service’ of Vivekananda Kendra to improve the educational status of the tribal and the socially disadvantaged children in the age group of 3-9 years.

The objectives of the Anandalaya service mission:

1. Create education supportive atmosphere in interior villages
2. Impart education through play-way learning and increase interest for studies among school students
3. Pro-active focus in bringing girls to primary education
4. Deliver value-based education (man-making)
5. Reduce drop-outs rate and improve the education status

6. Enhance patriotic feeling among villagers
7. Create health awareness and establish practices for healthy living among children and villagers
8. Work for the all-round development of the village leading to sustainable living (nation-building)

VK-OSP Anandalaya – Key Learning Principles

The key learning principles to deliver the objectives are the unique approach of Shiksha (Education), Samskara (Rites of passage), Swasthya (Health), and Swabhiman (Self-esteem) that aim at bringing about perceptible changes in the holistic development of body, mind, and spirit of the children. All learning methodologies and pedagogy employed in Anandalaya revolve around these four important aspects of man-making process in order to provide a solid foundation for children's future. In a simpler term:

- Shiksha develops the 'aptitude' to perform an activity or action
- Samskara develops the 'attitude and approach' to perform an activity or action
- Swasthya prepares the readiness of 'body and mind' to perform an activity or action
- Swabhiman teaches to perform an activity or action with a 'belief' and in a 'respectful manner'

VK-OSP Anandalaya – Pedagogy and Feedback Pedagogy:

Different pedagogical approaches help in stimulating children for development and motivate them to keep learning. The joyful activities such as play, music, songs, dance, games, activities, story-telling, conversations, yoga practices, and the innovative combinations are fundamental to achieve 4S learning principles – Shiksha, Samskara, Swasthya and Swabhiman.

Feedback: Feedback from children, parents, villagers, acharyas and school teachers are obtained periodically on activities and benefits:

- Suggestions on regular Anandalaya activities for continuous improvements
- Benefits accrue to the children, acharyas, and the village ecosystem

Expected Outcome:

- Positive feedback from Anandalaya children and parents
 - Progress made in learning and practicing discipline, conduct, and other competencies
 - Interest and motivation to enroll and study well in primary and high schools
- Positive Feedback from Anandalaya Acharyas regarding the learning and maturity gained by them
- Anandalaya is the 'Top 2' mind recall of the donors in the field of 'social service'
- To be a national benchmark on delivering NCF Foundational Stage Curriculum Goals

Their Current Focus:

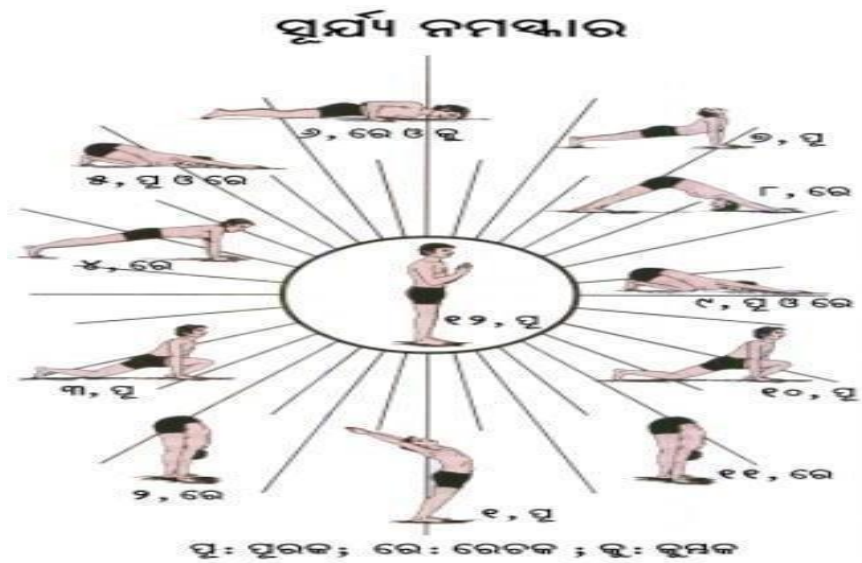
- Synergize Anandalaya Lesson plan with NCF Foundation Stage Curriculum Goals and Activities
- Create digital learning content to support the day-to-day activities of Anandalaya
- Adopt digital technology to conduct and scale Anandalaya Acharya Training (Induction and Refresher)

There are total 32 Anandalayas in 03 Districts of Odisha covering 04 Blocks and 32 Villages 900 village children participating in the Anandalaya way of learning. 75 Acharyas are engaged in Anandalaya way of teaching. In each Anandalaya, in a year, it runs for at least 220 days with a minimum of 400 morning/afternoon learning sessions and around 600 hours of learning

LIST OF THE VILLAGES WHERE ANANDALAYAS ARE SITUATED

L.NO.	NAME OF THE VILLAGES	VISIT DATE
1.	BAIJAPADA	10.11.2023
2.	GOHITANGIRI	11.11.2023
3.	BADAJIULI	12.11.2023
4	DHARAPADA	-
5.	PATILO	-
6.	ADAKATA	-
7.	KUMULANALI	-
8.	JHARABEDA	-

Anandalaya stands out for its commitment to a systematic and uniform timetable across all its initiatives. This structured approach ensures a consistent and reliable framework for education delivery in interior villages. The adherence to a standardized timetable not only facilitates effective play-way learning but also promotes organizational efficiency. This commitment to uniformity underscores Anandalaya's dedication to providing equal educational opportunities and fostering a sense of discipline among students. The systematic timetable serves as a cornerstone for the project's success, enabling a streamlined approach in achieving its multifaceted objectives, from increasing interest in studies to reducing dropout rates and contributing to the holistic development of the communities it serves.



Schedule of Anandalaya (120 minutes)

3 min. Three Omkar + Prarthan (Om sahanavavatu. (Spiritual Development)

7 min. Patriotic Song/ Geeta Pathan/ Slok or Stotra Pathan.

(Mental, spiritual & Emotional development)

15 min. Yogabhyas (Suryanamaskar + Asan) (Physical development)

10 min. Agyapalan (Physical development)

30 min. Games – There are four types of games increases four types of qualities.

(Physical, mental and also emotional development)

1. ତି ତି କ୍ଷାବୃଦ୍ଧକ

2. ଚପତି ାବୃଦ୍ଧକ

3. ବିବୃଦ୍ଧକ

4. ବୌଦ୍ଧିକ

5 min. – Patriotic Song (Emotional and spiritual development)

10 min. Stories/ Group Discussions (ध्येयगामी) (intellectual and mental development)5

min. Shantimantra + Kendra Prarthan + Jayghosh (Spiritual & emotional development)



(After running the Anandalaya, they hold a khadi baithak through which they increase leadership capacity of the gata pramukhs.)



CHAPTER 3: METHODOLOGY

Research Design: The purpose of the study was to study how Anandalaya strives to elevate the educational standards of tribal and socially disadvantaged children aged 3-9 years.

Data Collection Instrument:

- Observations, Interactions and Field Study.
- Secondary data through Vivekananda Kendra's website and Anandalaya Margadarshika book.

Procedure: The procedures followed during the field work for data collection are as follows:

- Observation of various activities conducted by the Acharyas across all three Anandalayas.
- Conducting activities such as action song, maths game, puchi game, tug of war.
- Interaction session with:
 - i. Acharyas
 - ii. Parents
 - iii. School teachers
 - iv. Karyakartas
 - v. Volunteers

CHAPTER 04: CASE STUDIES

Day 1: 10th November 2023

Baijapada Anandalaya

Aacharyas Pramila Dehury and Jhulana Dehury.

Number of students: 42

1. **Daily Activities:** The students arrive at Anandalaya after school, and around 3 pm, their daily activities commence with a spiritual session. This includes the chanting of three Omkars, recitation of prarthana shlok, strotra, and a reading session of the Bhagavad Gita for spiritual development. Notably, many children demonstrate remarkable fluency and pronunciation during these sessions, contributing to their spiritual well-being.
2. **Physical and Mental Development:** Following the spiritual activities, the students engage in yogabhyas and Surya Namaskar, focusing on physical and mental development. These exercises aim to enhance the overall well-being of the children, fostering a healthy and active lifestyle.
3. **Action Song: Learning Through Play:** Anandalaya introduces an engaging activity known as the Action Song, designed to teach numbers, addition, and multiplication in a playful manner with a poetic rhythm. The acharyas initially demonstrate the activities, and then the children actively participate, taking turns leading the group. This method not only aids in memorization but also fosters a joyful learning experience, as the children simultaneously learn and enjoy the process.
4. **Unique Challenges:** Despite facing challenges such as varied age groups within the same class, Anandalaya strives to provide quality education. Some students, like a 9-year-old boy in Class 1, appear more mature due to late academic initiation or early dropout and re-entry. The Baijapada village school caters to students from Class 1 to 7, with only two teachers due to low attendance. In certain instances, students in Class 7 are taught topics like multiplication and division.

DAY 01 (10th November, 2023)

BAIJAPADA ANANDALAYA VISIT



Day 2: 11th November 2023

Gohitangiri Anandalaya

Acharyas- Kabita Dalei & Kalabati Naik

Number of Students: 32

1. **Prayer and Suryanamaskar:** The day commenced with the customary prayer, fostering a sense of mindfulness and spirituality. This was followed by Suryanamaskar, emphasizing the importance of physical well-being.
2. **Academic Support by Acharyas:** Acharyas actively engaged with the children, providing assistance with their school homework. The focus on counting, English spelling, and other fundamental skills underscores Anandalaya's commitment to academic enrichment.
3. **Puchigame - Physical Development Activity:** A session of the traditional game "puchigame" was conducted, showcasing the physical prowess, balance, and stamina of the children. This activity not only promotes physical fitness but also aligns with local cultural preferences.
4. **Math Race - Assessing Basic Math Skills:** A math race was organized to assess the basic math skills of the children. This interactive approach provides valuable insights into individual learning levels, aiding in the customization of educational strategies.
5. **Patriotic Song Performance:** The children participated in singing patriotic songs, fostering a sense of national pride and cultural identity. This aligns with Anandalaya's broader mission of character development and value-based education.
6. **Prize Distribution:** Recognition of the children's efforts was demonstrated through the distribution of prizes. This not only serves as motivation but also emphasizes the importance of celebrating achievements, no matter how small.
7. **Interaction with Mothers:** An essential aspect of Day 2 was the interaction with the mothers of the children. This dialogue aimed to gauge the mothers' perspectives on Anandalaya's impact, assessing if the teachings are being followed at home, and gathering valuable feedback for program improvement.

Day 02 (11th November, 2023)

GOHITANGIRI ANANDALAYA VISIT



Day 3: 12th November 2023

Badajiuli Anandalaya

Acharyas- Damayanti Nayak, Simamani Nayak

Number of Students: 26

In response to the community's enthusiasm and engagement, Anandalaya volunteers organized a special session on Sunday in BadaJiuli Village. Despite the regular operational schedule from Monday to Saturday, this initiative aimed to foster a sense of community, fun, and open interaction.

Special Session Highlights:

1. **Mantra Paathan and Suryanamaskar:** The day commenced with Mantra Paathan and Suryanamaskar, aligning with Anandalaya's holistic approach to well-being. This spiritual and physical practice set a positive tone for the day.
2. **Play and Physical Activity Session:** The focus of the session was on play and physical activities, providing a platform for children to have fun while promoting fitness. The 2-hour session aimed to create a joyful and lively atmosphere.
3. **Organized Games:** Anandalaya volunteers arranged games such as tug of war and stealing the handkerchief, fostering teamwork, and showcasing the importance of physical activity in an engaging manner. Children actively participated and thoroughly enjoyed the games.
4. **Children's Involvement in Tug of War:** A unique aspect of the day was handing over the reins to the children. They were tasked with organizing and managing a tug of war game, showcasing leadership skills and a sense of responsibility.
5. **Interaction with Parents and Locals:** Towards the end of the session, volunteers engaged in a meaningful interaction with parents and local attendees. This provided an opportunity to gather feedback on Anandalaya's impact and understand the community's perspectives.

DAY 03 (12th November, 2023)

BADAJIULI ANANDALAYA VISIT



Empowering the Underprivileged: A Case Study on Anandalaya's Impact on 14 Financially Disadvantaged Students

This case study delves into the transformative journey of 14 underprivileged students, aged 10-15 years, who lacked financial support from their families but demonstrated a strong willingness to study. Housed in the main Anandalaya center, these students underwent a training program mirroring the approach taken with other Anandalaya participants. This case study explores how the training not only cultivated self-reliance and discipline but also significantly enhanced their mental and physical well-being.

Background:

The 14 students in focus faced financial hardships that hindered their access to education. Recognizing their potential and determination, Anandalaya provided them with a unique opportunity to reside in the main center and undergo a comprehensive training program designed to empower them academically, physically, and mentally.

Training Procedures:

The training procedures implemented for these students followed the successful Anandalaya model. A systematic and uniform timetable was established, integrating prayers, yoga, exercises, and engaging activities to create a well-rounded curriculum. This approach aimed not only to impart academic knowledge but also to instill life skills and values crucial for personal development.

Self-Reliance and Discipline:

One of the primary goals of the training was to foster self-reliance and discipline among the students. The structured timetable, coupled with engaging activities, instilled a sense of responsibility and commitment to their studies. As a result, these students began to take charge of their own education, showcasing a remarkable transformation in their approach to learning.

Improved Mental and Physical Health:

The holistic nature of the training had a profound impact on the mental and physical health of the students. The inclusion of yoga and exercises contributed to physical fitness, while prayers and mindfulness practices positively influenced their mental well-being. The supportive environment of the Anandalaya center created a space for emotional growth, allowing the students to overcome challenges and develop resilience.

Results and Outcomes:

The outcomes of the training were noteworthy. The 14 underprivileged students, once constrained by financial limitations, emerged as self-sufficient individuals with a newfound zeal for education. The discipline instilled during the training not only translated into academic success but also positively influenced their overall conduct and behavior. Improved mental and physical health underscored the holistic impact of the Anandalaya approach.

This case study highlights the transformative power of education, particularly within the Anandalaya framework, in uplifting 14 underprivileged students facing financial constraints. By providing a conducive learning environment, fostering self-reliance, and enhancing mental and physical health, Anandalaya has empowered these students to overcome socio-economic barriers and embark on a path of self-discovery and academic achievement. This success story exemplifies the potential for positive change when educational opportunities are coupled with a holistic approach to personal development.

MAIN ANANDALAYA, DEOBANDH, KEONJHAR



CHAPTER 05: ANALYSIS AND FINDINGS

5.1 During the field visit to all the three anandalaya, the following observations were made:

1. Habits that keep them solid and safe:

- **Structured Timetable:** Anandalaya's emphasis on a structured timetable ensures that students engage in regular activities promoting physical well-being, such as yoga and exercises.
- **Health Awareness:** The inclusion of health awareness activities fosters habits that go beyond physical fitness, instilling a sense of personal safety and well-being among students.

2. A fit and adaptable body:

- **Regular Physical Activities:** The incorporation of regular physical activities, including yoga, contributes not only to physical fitness but also promotes flexibility and overall well-being.
- **Healthy Lifestyle:** Through exercises and yoga, Anandalaya instills habits that extend beyond the immediate learning environment, encouraging a healthy lifestyle among students.

3. Sharpness in sensorial perceptions:

- **Engaging Activities:** Anandalaya's program incorporates activities that stimulate the senses, enhancing students' observation skills and sensitivity to their surroundings.
- **Holistic Understanding:** The heightened sensorial perceptions contribute to a more holistic understanding of the world, fostering a well-rounded educational experience.

4. Ability to understand their emotions and sincere efforts to manage them:

- **Emphasis on Emotional Intelligence:** Anandalaya places significant emphasis on emotional intelligence, empowering students to understand and manage their emotions effectively.
- **Mindfulness Practices:** Through mindfulness practices, students develop sincere efforts to manage their emotions, creating a positive and emotionally resilient community.

5. Positive attitude towards productive work:

- **Play-Way Learning:** The play-way learning approach fosters a positive attitude towards learning and productive work, making the educational experience enjoyable for students.
- **Proactive Approach:** Anandalaya's approach encourages a proactive mindset, where students view academic and practical tasks as opportunities for growth and productivity.

6. Respect for the natural environment around them:

- **Sustainable Living Education:** Anandalaya's commitment to sustainable living and nation-building instills a deep respect for the natural environment among students.

- **Environmental Responsibility:** Students learn not only to appreciate but also to actively protect the environment, fostering a sense of responsibility towards the natural world.
- 7. Attitude to make sense of the world around them through observation and logical thinking:**
- **Critical Thinking Skills:** The curriculum encourages critical thinking skills through observation and logical thinking, enhancing students' ability to make sense of the world.
 - **Problem-Solving:** Anandalaya's emphasis on logical thinking prepares students for effective problem-solving, a crucial skill in navigating the complexities of the world.
- 8. Mathematical understanding:**
- **Integration into Everyday Activities:** Anandalaya integrates mathematical concepts into everyday activities, making learning practical and engaging for students.
 - **Real-World Applications:** The emphasis on real-world applications ensures that students develop a solid mathematical understanding that goes beyond theoretical knowledge.
- 9. Effective communication skills for day-to-day interactions in more than one language:**
- **Multilingual Communication:** Anandalaya's emphasis on multilingual communication ensures that students develop effective communication skills.
 - **Cultural Understanding:** Learning more than one language not only facilitates day-to-day interactions but also promotes cultural understanding and linguistic diversity.
- 10. Abilities in the artworks:**
- **Nurturing Creativity:** Anandalaya's focus on artistic activities nurtures creativity among students.
 - **Self-Expression:** Through various art forms, students develop abilities in self-expression, fostering a sense of individuality and creativity.
- 11. Sensibilities in the performing arts:**
- **Emphasis on Performing Arts:** The inclusion of performing arts in the curriculum enhances students' sensibilities.
 - **Confidence Building:** Participation in performing arts promotes emotional expression, teamwork, and confidence in public presentation.
- 12. Habits of regular learning:**
- **Intrinsic Love for Learning:** Anandalaya's holistic approach instills an intrinsic love for learning, making it an integral part of students' lives.
 - **Lifelong Learning:** The structured timetable and engaging activities cultivate habits of regular and lifelong learning, preparing students for continuous intellectual growth.

5.2 Interaction Session with the Acharyas:

The interaction sessions held at all the Anandalayas and the main center provided a fascinating glimpse into the unique journey of the Acharyas, who, interestingly, were once students themselves. Their narratives echoed a transformative experience within the Anandalaya system. As former students, they shared tales of rigorous learning, hard work, and academic excellence, all of which served as the foundation for the diverse skill set they cultivated during their student years. Notably, the Acharyas emphasized the development of essential life skills such as effective communication and leadership, which played pivotal roles in their journey to becoming Acharyas. Through their academic endeavors and active involvement in various activities, they not only excelled in their studies but also honed their abilities to guide and lead effectively.

Becoming an Acharya marked a significant turning point for these individuals, as it not only symbolized their personal growth but also showcased the confidence instilled by Anandalaya's holistic approach. The Acharyas spoke passionately about the invaluable lessons in teamwork they imbibed in their new roles. Learning how to navigate the dynamics of a team and act as an effective leader became integral aspects of their Acharya responsibilities. This transition not only enhanced their interpersonal skills but also fortified their understanding of collaborative efforts in achieving shared goals.

Moreover, the Acharyas highlighted the crucial support they received from Vivekananda Kendra, which played a pivotal role in their educational journeys. The steadfast encouragement and assistance from Vivekananda Kendra underscored the organization's commitment to nurturing not only the academic but also the personal and professional growth of its members.

In essence, the interaction sessions illuminated a profound narrative of growth, resilience, and leadership within the Anandalaya community. The Acharyas' journeys from students to leaders exemplify the transformative impact of Anandalaya, not only in shaping academic prowess but also in instilling qualities of leadership, teamwork, and confidence that extend far beyond the classroom. The symbiotic relationship between Anandalaya and Vivekananda Kendra emerges as a dynamic force in empowering individuals to evolve into capable, confident leaders and contributors to their communities.

5.3 Interaction Session with Parents:

Engaging and insightful sessions with parents provided a vivid panorama of the multifaceted transformations that Anandalaya has catalyzed in the lives of its students. One of the most palpable changes lies in the enhancement of students' health, a testament to the program's holistic approach. Through the incorporation of yoga, exercises, and health awareness activities into their daily routines, students have not only witnessed physical well-being but have also developed flexibility, contributing to their overall fitness. The emphasis on discipline within Anandalaya's framework has further translated into students adopting a more organized and structured lifestyle, fostering a sense of responsibility and self-control. Beyond these tangible shifts, the students have exhibited a remarkable intellectual and attitudinal evolution. Their heightened willingness to study and contribute to their families

and country underscores the profound impact of Anandalaya in instilling a passion for education and a sense of civic responsibility.

A notable reflection of the assimilation of Anandalaya's teachings into students' lives is the observable punctuality that has become a defining trait. This commitment to time management speaks to the cultivation of a strong work ethic and a respect for structured learning. What is particularly striking is the students' implementation of Anandalaya's practices in their homes, demonstrating a seamless integration of the program's values into their familial and personal spheres. The act of praying before meals and bedtime, learned within the Anandalaya setting, has become a ritual at home, symbolizing not just a learned behavior but a heartfelt embrace of the program's ethos.

In essence, the interaction sessions unveiled a tapestry of positive changes that Anandalaya has woven into the lives of its students. The program's success lies not only in academic enrichment but also in the comprehensive development of individuals who exhibit resilience, discipline, intellectual curiosity, and a profound sense of duty towards their families and nation. Anandalaya has not just become an educational institution; it has evolved into a transformative force shaping the character, values, and aspirations of the students it nurtures.

5.4 ISSUES AND CHALLENGES

01. **Community Engagement:** Ensuring active participation and support from the local community might be challenging, requiring effective communication and understanding of local dynamics.
02. **Resource Constraints:** Limited resources, including infrastructure and educational materials, could hinder the program's effectiveness, necessitating strategic resource mobilization.
03. **Cultural Sensitivity:** Adapting educational methodologies to align with local cultural norms and values may pose challenges, impacting the acceptance and success of the program.
04. **Girls' Enrollment:** Despite the emphasis on increasing girls' enrollment, overcoming societal barriers and promoting gender equality in education might be a persistent challenge.
05. **Dropout Rates:** Addressing the root causes of student dropout and implementing effective retention strategies could be complex, requiring a multifaceted approach.
06. **Health Awareness Sustainability:** Sustaining health awareness initiatives in the long term may encounter hurdles, such as changing community priorities or the need for ongoing health education.
07. **Comprehensive Village Development:** Achieving comprehensive village development demands collaboration with various stakeholders and overcoming potential resistance to change within the community.

08. **Nation-Building Alignment:** Aligning the program with broader goals of sustainable living and nation-building may require navigating political, economic, and social complexities.
09. **Monitoring and Evaluation:** Establishing robust monitoring and evaluation mechanisms to track progress and adapt strategies accordingly is crucial but can be challenging to implement effectively.
10. **Teacher Training:** Ensuring that teachers are well-equipped with the skills to implement play-way learning methodologies and value-based education may require ongoing training efforts.

INTERACTION SESSION AT ANANDALAYA



CHAPTER 06: CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

During our visit to Deoband, we encountered numerous challenges faced by the students and teachers of Anandalaya. "Deoband demands a holistic and collaborative approach" that says about addressing the challenges and issues in Deoband requires a comprehensive strategy that considers all aspects of the community's needs.

Overcoming barriers to community engagement, navigating resource constraints, and promoting cultural sensitivity are essential for the success of the program. Active community engagement demands tailored communication strategies, emphasizing local dynamics. Strategic resource mobilization is crucial to address infrastructure and material limitations. Sensitivity to cultural norms is paramount for program acceptance. Persistent commitment to promoting girls' education, addressing dropout causes, and health awareness requires a nuanced, multifaceted approach. The pursuit of comprehensive village development aligns with broader goals of nation-building but requires strategic collaboration and overcoming resistance to change.

Successfully navigating these challenges will contribute not only to the educational upliftment of Anandalaya but also to the sustainable development of the entire community. Implementing effective monitoring and evaluation, continuous teacher training, and alignment with broader societal goals are pivotal for ensuring the lasting impact and success of the program.

6.2 RECOMMENDATIONS:

To overcome the challenges identified in Deobandh, a comprehensive strategy is essential. Firstly, community engagement can be strengthened through tailored communication strategies, involving community leaders and creating awareness about the program's benefits.

1. Girls Education campaign

Launch awareness campaigns promoting the importance of girls' education, addressing societal barriers and encouraging enrollment through community involvement.

2. Root Cause of dropouts

Conduct a thorough analysis of dropout reasons, implementing targeted interventions to address specific issues, such as financial constraints or lack of parental support.

3. Continuous Professional Development for Teachers

Establish an ongoing teacher training program focusing on play-way learning methodologies and value-based education, ensuring educators are well-equipped to meet evolving educational need.

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