THE ROLE OF NON STATE ACTORS IN ENSURING INDIGENOUS RIGHT TO EDUCATION IN AN ERA OF NEO LIBERALISM: AN EXPERIENTIAL ACCOUNT FROM INDIA

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ABSTRACT

Neo liberalism under globalisation makes an all-around attack against state intervention and promotes privatisation. Contrary to it, rising consciousness for inclusion and protection of human rights demands ensuring opportunities to all by increasing access, equality and quality. Education is a basic human right. But inclusive education in India is still a myth. Odisha , a constituent state of Indian federalism and housing 62 tribes has witnessed its limitations in universalising education at a micro level, particularly in the interior physically delinked tribal areas. Under such a situation, the non-state actors have come forward to substitute and to supplement the state action. The present paper by adopting an exploratory design and resorting to qualitative method has tried to document the empirical experiences gained from the field on the effective innovations launched by a CSO. The objective of the paper is to indicate the efficacy of non-state actors through CSO induced innovations experimented in the sample schools under empirical study, its adaptation by the local milieu and impact on the indigenous right to education. The paper concludes that the non-state actors have come up in a great way to fill up the vacuum created by the withdrawal of state and are going to play a significant role in the governance of the flagship programmes and giving a fillip to the constitutional mandates.

Keywords: neo liberalism; intervention; privatisation;

RESUMO

O neoliberalismo no contexto da globalização ataca de todas as formas a intervenção estatal e a privatização. Contrário a isso, o aumento da consciência para a inclusão e proteção dos direitos humanos demanda o asseguramento de oportunidades a todos, aumentando o acesso, a equidade e a qualidade. Educação é um direito humano básico. Mas a educação inclusiva na Índia ainda é um mito. Odisha, um estado constituinte do Federalismo Indiano que abriga 62 tribos testemunhou sua limitação em universalizar a educação a um nível micro, particularmente no interior de áreas fisicamente desvinculadas tribais. Abaixo de tamanha situação, os atores do não-estado vieram adiante a substituir e suplementar a ação do Estado. O artigo apresentado, por adotar um design exploratório e recorrer ao método qualitativo, tentou documentar as experiências empíricas obtidas no campo nas inovações efetivas lançadas por um CSO. O objetivo desse artigo é indicar a eficácia de atores não-estatais por inovações induzidas experimentadas nas escolas sob estudo empírico, sua adaptação pelo meio local e seu impacto no direito à educação dos indígenas. O artigo conclui que atores não-estatais vieram com uma ótima maneira de preencher o vácuo criado pela retirada do estado e irão representar papéis significativos na governança de programas principais e darão um impulso aos mandatos constitucionais.

Palavras-chave: neoliberalismo; intervenção; privatização; direitos humanos; educação;

RESUMEN

El neoliberalismo en el contexto de la globalización ataca de todas las formas la intervención estatal y la privatización. Contrariamente a esto, el aumento de la conciencia para la inclusión y protección de los derechos humanos, demanda garantizar oportunidades para todos, incrementando el acesso, la equidade y la calidad. La Educación es un derecho humano básico, pero la educación inclusiva en la India sigue siendo un mito. Odisha, un estado constituyente del Federalismo Indio que alberga a 62 tribus, dio cuenta su limitación en universalizar la educación a un nivel micro, particularmente en el interior de áreas tribales físicamente desvinculadas. Por detrás de esa situación, los actores no estatales incursionaron para sustituir y suplementar la acción del Estado. El artículo presentado, por adoptar un diseño exploratório y recurrir al método cualitativo, pretende documentar las experiencias empíricas obtenidas en el campo en las innovaciones efectivas lanzadas por un CSO. El objetivo de este artículo es analizar la eficacia de los actores no-estatales a través de inovaciones inducidas por las CSO, experimentadas en las escuelas bajo estudio empírico, su adaptación al medio local y su impacto en el derecho a la educación de los indígenas. El artículo concluye que actores no estatales arribaron con el objetivo de llenar el vacío creado por la retirada del Estado y jugarán papeles significativos en la gobernanza de programas principales y darán un impulso a los mandatos constitucionales.

Palabras clave: neoliberalismo; intervención; privatización; derechos humanos; educación

INTRODUÇÃO

G Globalisation has become a phenomenal syndrome since the end of the twentieth century. Neo liberalism is a powerful political and economic dogma under globalisation. As an ideology it promotes forceful defence of private property, competitive markets and 'individual freedom', in addition to an all-around attack against state intervention (Harvey, 2005). The world is facing contradictions in the years following globalisation. On the one hand, the rise of neoliberal philosophy is making the state a receding player in the process of development and welfare. On the other hand, the rising consciousness for inclusion and protection of human rights has made the global commitment to ensure opportunities to all by increasing access, equality and quality. This paradox has

led to the upsurge of civil society organisations as organized non-profit organisations in countries of Asia, Africa and Latin America (Salamon and Anheier, 1997) which rank low in human development indicators. These CSOs have come both as supplements to and substitutes for state led development interventions. The present paper is a reflection on the role of non-state actor in ensuring right to education accorded by the state. The case is an account from India.

The Prologue

The transformative role of education remains unchallengeable and unquestionable. To Sen (2011) education is a basic right that every human being should have, to reduce the insecurities of life and to increase their capabilities to have a better quality of life with freedom of choice. Keeping the huge dividend education yields for enriching the human resource and economic progress, it gets priority in all national agendas. India is no exception to it.

India is a signatory to all the landmark international conventions on education which includes the Universal Declaration of Human Rights (1948), The World Conference on Education for All (Jomtein,1990),the Dakar Framework for Action, EFA(2000),the MDG(Millennium Development Goal) 2000 and the SDG,2015. India has made provisions in the Constitution, legislated ambitious policies and designed flagship programmes to spearhead education with a goal to achieve quality with equity in education and to universalise primary education. The Right of Children to Free and Compulsory Education Act 2009(popularly called Right to Education Act or RTE Act) was legislated in August 2009, which came into effect on April 1, 2010 is a watershed in the efforts at universalising elementary education in the country. The flagship programmes like the District Primary Education Programme (DPEP) and the *Sarva Sikshya Abhijan* have made concerted provisions to remove the existing barriers to make education reach each child within the age group of six to fourteen.

Irrespective of the policy intents and implementations, universalisation of elementary education (UEE) in its totality is still an elusive goal in India. Still there are left outs of the system of

primary education. Educational marginalisation is a well recognised phenomenon among the indigenous population. The Scheduled Areas and Scheduled Tribes Commission constituted by the Government of India in their report of 1960, referred to the tribes as indigenous. Education is a basic human right and so also a fundamental right of the indigenous population. But, standardised curriculum, language barrier, delinked content and culture, teacher apathy along with illiteracy, poverty keeps the tribal children in India in the neglected zone of education. This prevents the indigenous children's right to education.

The state has witnessed its limitations in universalising education at a micro level, particularly in the interior physically delinked tribal areas. Macro policies have little micro impact. The studies of (Jaiswal, 2011, Idler, 2015, Bhamra et.al.2015) substantiate the role of non-state actors in complementary governance. According to Jaiswal the growing disillusionment and the resultant discontent among the masses have brought the non-state actors to the forefront of development in the developing countries like India. To Idler, non-state actors have greater acceptance at the grass root. People

accept their authority without any challenge. So, they have come as viable substitutes and sometimes vibrant supplements for the weak states. Gradually, they are becoming competitors with state in the control of power and in the exercise of authority. To Bhamra et.al., non-state actors are non-sovereign entities that exercise significant economic, political and social roles in development at sub-national, national, and in some cases international levels without any direct, obligatory directions from a state. The need for micro intervention is fully realised by the policy planners since the last few decades. For the micro interventions the non-state actors are identified as the best facilitators. The non-state actors supersede the state actors in terms of their popularity among the people. As they work at the grass root level, they use persuasion in the place of coercion, have empathy towards the local milieu, adopt a door step campaign approach, use people specific and community specific strategies, have a flexi approach in their implementation principles, respect the voice and the versions of the people and give a heavy weightage to the felt needs of the people and gear efforts to make the programmes people centric in

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character, they become more acceptable by the people. This acceptance is followed by people's cooperation and they are today accepted for their marked success in driving development in the tribal areas.

The history of tribal development programmes in India records the failure of the Government to achieve cent percent success in implementing the mega education programmes in tribal areas. This has led the government to invite non-state actors to take over the responsibility. To cite some examples the Government's initiative to strengthen girls' education in the low literacy districts particularly in naxal affected areas and in areas inhabited by Primitive Tribal Groups (PTGs) is an ambitious programme with minimal success rate. In the entire country, 54 identified districts in 12 States and 1 Union Territory where the ST population is 25% or more, and ST female literacy rate is below 35%have been earmarked. The programme is now shifted to the responsibilities of the local NGOs who have a greater access to the households and better motivating capacity and trust among the people. Another scheme for coaching the tribal children for various competitive examinations have also been given to

some of the NGOs proactive in arranging educational support services for this marginalised group to have a marked success. The vocational training programme for tribals was introduced in 1992-93 which could not make much head way under the state has now been pushed into the court of the non-state actors in the tribal areas to reach the target group in a desired manner. The Government of India has launched a scheme to provide grant- in -aid to the voluntary agencies to ensure the overall development of the tribes by designing and driving social sector development. All these efforts have given an ascendancy to the non-state actors to occupy a prominent place in the development of the tribes in the country. **Added to the field reality,** under the sway of neo liberalism and increasing privatisation, the state resources in terms of capital and manpower are limited. Hence, the responsibility has been taken up by non-state actors. The non-state actor highlighted in the present paper is a Nongovernmental organisation operating at the grass level.

Paper background: The present paper is the outcome of a research study conducted by the presenters in a tribal

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dominated panchayat of Mayurbhanj district of the state of Odisha, a province with a sizable number of indigenous populations (22.85%) in India. Further tribals constitute 56.6 per cent of total population of the district of Mayurbhanj and the district houses 53 tribes out of 62 tribal groups of Odisha. The major tribes living in Mayurbhanj include the Santals, Kolha, Bhuyan, Bathudi Bhuyan, and Gond. The district is declared as the fully scheduled district of the State.

Profile of the locale of our Study: The study was concentrated in the Kaptipada block of the district. Kaptipada Block is a tribal dominated block of the district.

The block has the second highest rate of Scheduled Tribes (85.57%) in the district. The share of households living below (national) Poverty Line (BPL) is of 72.63 % which is again a startling figure justifying the study.

Searchlight of the Paper: The paper puts the searchlight on the following points:

➢ To study the repercussions of the school enrichment programmes geared by Sikshasandhan, a lead non-state actor committed to the cause of universalising elementary education by enhancing access, equity and quality among the tribal children.

➢ To identify the effectiveness of specific innovations in education that can be adopted in the long run to increase school friendly approach among the tribal children among whom educational apathy is a long persisting syndrome.

Research Focus: Keeping the aforesaid objectives, the present paper concentrates on projecting the class room and school enriching programme taken up and the innovations introduced by the CSO in this remote tribal panchayat and the subsequent response of the children to them.

Research Design: The study opted has adopted an exploratory design to conduct the field study. Exploratory

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design is applied to assess the nature of classrooms, materials prepared and used and the class room organisations and transactions, to take note of the progress of the students in the post intervention introduced period in terms of their interest generated, learning outcome, attendance position, involvement degree and capacity building.

Research Methods Used and Research Tools Applied

There is a heavy reliance on primary method to take a field view of the situation. For collecting primary information, the research team decided to adopt qualitative method to mine out in depth information and observation of the situation. School visits, participant observations of the class room organisation, class room transactions, delivery system, and teacher taught interaction and interrelationship, interaction with teachers have been undertaken.

Research Results:

Sikshasandhan launched a two pronged venture in Noto panchayat. They are one at community level and the other at school level to bring

transformations in the elementary educational scenario of the panchayat and to make education tribal children friendly. By this it has increased tribal children's access, equity to elementary education adding quality to it. This is a great leap towards ensuring rights to the indigenous children.

Children within primary school age group in this tribal block who are the first generation learners are the main target group of the project intervention. So, care has been taken by Sikshasandhan to make learning child centric, properly communicative, contextualised, interactive and interesting to ensure continuity in education by the child. In this regard, care was taken to design the content carefully, deliver it contextually, to use local language as a medium of instruction to avoid any traumatic school experience and fascinate the child to school.

The baseline survey conducted before the launching of the project by Sikshasandhan in 2011 pointed out that 28% children in 6-14 age group were never enrolled in Noto and out of the enrolled girl's share was only33%.Never enrolled, out of school and drop out children were tracked and their needs were identified. They were

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brought into the fold of primary schooling by enrolment and their regular attendance was ensured.

Unattractive school ambiance, standardised curriculum (Haseena and Mohammed, 2014), language barriers (Sridhar 1996), non vocationalisation, lack of contextualisation (Seshadri, 1993), the missing link between education and local culture are some of the powerful factors that have proved disastrous to bring tribal children to schools.

Cultural transition from home to school dismays the tribal children. To avoid the lost feeling of a tribal child in the school environment, the NGO has tried to replicate the tribal environment in the school premises. It has taken care to align and not to alienate the tribal child through the creation of such ambiance within the school premises by creating a theme based garden in all the project intervention schools. The gardens are found to be projecting various value based practices of life like respecting parents, together to school, helping the blind, encouraging the practice of yoga in everyday life. The tribal flora and fauna is recreated in the premises of the schools with zoos having figures of birds and animals. Through this, the children are made

acquainted with the animals and gather impression about their living style and their habitation. A picture taken is projected here to have an impression of the innovation done by the non-state actor to drift the tribal child to the school itself. It has tried to substitute the cage and concrete culture of the school with a green culture and through that providing educational content and emotional contentment to the children.

Another field observation relates to renovated class rooms in the project schools. Class rooms have been renovated in terms of arrangements not only to make them attractive for the tribal child, but also to make them novel, image building and memory stimulating for the child.

In traditional government schools attendance positions on record

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are maintained and the child responds to the teachers call by saying "Yes Sir" and "Yes Madam". But a deviation was noted from this stereotype in the project schools. The CSO has built up attendance display boards in each class rooms where each student claim by himself/herself by writing "I have come" written in Oriya language as "Moon Asichi". This provides a distinct feeling to the child. Further, on the left side the day wise attendance and on the right side, the month wise attendance position for each child is projected. They are religiously maintained. All these are done to generate an attraction for the child to imitate his friend who is quite regular in the class. Role model building is promoted for developing the desire and practice of regular attendance in the class room. A photograph from a model school from Bisoi is attached here.

focused attention on the meaning of quality and laid out a framework for conceptualising quality that had at its centre on teaching and learning (UNESCO, 2005:36). Taking the spirit of the document the non-state actor under study is found to have introduced innovations and departure from the traditional mode of teaching to ensure quality learning output among tribal children. Teaching through demonstration to have better learning output and to have a visual impact on the child has been introduced in the schools. The CSO adopted schools have taken care to preserve the required the teaching learning materials in every class room, so that the teacher can make an easy access to them and utilisation of these materials become off and on. This stimulates the child's interest in the teaching content.

The 2005 Global Monitoring Report, titled The Quality Imperative,

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Learning process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes to one's knowledge, skills and world view is designated as real learning (Hariharan, 2011). Books and lecture cannot envisage this. So, it is marked that the Non-state actor has successfully avoided the mechanical use of books, lecturing styles in the classrooms to remove the book phobia of the child. Odia letters are posted on the walls of the classroom, so that the attention both conscious and unconscious can be focussed on them. They can spontaneously create a mental image in the child. No reference to book which is thought to be tedious is being made. Demonstrative education with picturisiation and image building in the child's memory is resorted to. Countings are taught not through mechanical manner or rote memorisation, but through the use of symbols and bids and sticks. The glance of this can be obtained from the photo below.

The system of school and higher education in India has not responded to the prospects and challenges of its multilingual ethos (Mohanty 2008). Tribals in every corner of the country have a native language of their own, totally different from the mainstream language. Language has been located as a major reason for the increased dropout rates and higher rate of detention in tribal areas(Talukdar ,2013, Shukla 1994) As the children speak a different form of language and the teachers speaks another form, it becomes very difficult for the child to understand what is taught in the class and what the teachers really expects of them. This finally becomes a strong reason for their drop out. To address such challenges, the CSO has ensured that chart papers in Ho language are hanged on the walls of the project school class rooms to provide a referral impression to the

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child. This is done to create an inter link between the state language and the local language that will make language transition in the child smoother. For the words, the Ho words are written with Odia   correlates.

Tapping creativity is at the very core of quality education. Creativity of the child is accommodated on the walls of the class rooms. Drawings and paintings done by the children are also placed on the walls of the class room to provide a sense of recognition to the child's potentiality and create a role model formation in other children to exhibit their inner potentialities. The child is allowed to take pride in his/her own creation. This adds to the dignity of the child.

It was strongly felt during the school surveys that the non-state actor has tried to preserve the tribal culture of the locality by bringing the folk stories, local heroes and leaders into the class room by putting them on chart papers and pasting them on the walls to keep

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them alive in the memory of the tribal child. Contextualisation of education by relating it to the locally available products and processes has also been attempted by the organisation. This is done to give reference to the context and allow the child to use them while he is called for reproducing the story and to enable the child to recapitulate the story by self in his/her free time. The picture of the chart paper represents the earnest effort made by the organisation through planners and teachers to contextualise tribal education and enhance the learning output.This has enabled the nonstate actor to ensure the indigenous right to culture.

To make mathematical calculations easy and to break the icy fear for calculation, the organisation has envisaged that every classroom to be accomplished with a board containing different Mathematical signs like (+,-,%,<,>,/=,)This is done to enhance the acquaintance the child with signs.

To stimulate the reading habit and craziness for books and knowledge gain in the child, each class room is enriched with a small library which is totally unimaginable in a tribal locality and a remote possibility in a government run school. The library contains autobiographies of tribal leaders, short story books, books containing children's songs, cartoons books. Different models made by mud by the students also adorn the class room depicting the creative ability of the children. Student assessment profiles are placed on the tables of the teachers where regular monitoring of the progress of a child is recorded.

Thus, under Sikshasandhan's initiative for innovative education, the school premises are redesigned suiting to the mental imagination of the tribal children and have become a point of attraction for them. The class rooms have their own uniqueness and remain different from traditional class rooms. They are designed to ease the teachers, ease the students, to provide a different classroom ambiance, to recognise the creativity of the child and at the same time to make continuous evaluation of the child to overcome the lacunae if any.

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Class room innovations and renovations have contributed significantly to change the attitude of the children towards schools. They have become attracted towards the class room; their creativity becomes the treasure of the classroom. They are found to be proactive within the premises of the class and enjoy their right to education, development and participation.

The sitting arrangements:

Class room arrangements in the project schools of Noto cuts across the usual gender based sitting and the line arrangements in sitting of the children in the class rooms. The students are trained to sit in a circular manner. The teacher locates himself/ herself in the middle. This is done to reduce the distance between the students themselves and the teacher and the taught. In some classes, students form their own groups and sit. The teacher is flexible to move from one group to the other and monitor the activities of the group. Group activities are given precedence over individual activities. A cooperative class room is generated. This connects the class room practice to the tribal culture. This observation was noted during the class visits. The snaps

below provide an impression of the group learning class environment.

It is noted that this sitting arrangement creates an informal in-group and primary group situation where the child feels spontaneous to interact. The teacher becomes an equal, but not a superior to the children. The informality is interest stimulating among tribal children for whom discipline, rigorous system of sitting for hours have no result , but brings resentment. This allows them to move and relax and they enjoy this type of group sitting and learning becomes

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easily acceptable. This no doubt stirs better participation and development of the indigenous children.

The instruction process:

The entire edifice of education is tied to the instructional process. The NGO has ensured unconventional teaching practice and instruction styles adopted by the teachers in the classroom. There is no table chair arrangement for the teachers to avoid the feeling of superiority and subordination. The teachers sit or stand amidst the children or in between the two groups while instructing. It was noted that this system is evolved by the organisation to avoid the instructional pattern of education and develop a participatory mode of teaching. Further, the schools have departed with the feudal mode of teaching carrying the British legacy and resorted to the traditional Gurukul style of teaching.

The process of teaching is observed to be informal but insightful. The teacher adopts a different mode of instruction like giving exhaustive idea about people, places, animals and asking the tribal children to clarify them and using sticks to demonstrate addition and subtraction instead of rote memorisation.

Teachers try to create a liberal class room atmosphere to remove fear and rigidities of a traditional classroom and make the indigenous children feel the classroom enjoyable and fulfilling. These feelings are boosters to their learning. Learning among these children

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is taking a speedy take off with quality learning performance.

The procedures adopted in class room transaction:

Indigenous right to education demands quality learning. Enough effort has been geared by Sikshasandhan to develop materials to aid classroom transactions. The NGO has tried to substitute the monologue of the teachers by image demonstration by the teachers and active participation of the students. The photo above is captured from Bandha Sahi , a class room flooded with charts and locally developed letters on cards. They provide a mind triggering situation to the tribal children. Learning has become effective through participatory joyful method. This has a positive impact on changing the attitude, perception and participation of the local indigenous group towards education and asserting their right to education.

Use of bilingual TLMs in Class room transactions:

An increasing number of researchers strongly advocate the use of the mother tongue or home language as medium of instruction in early stages of education. This assumes greater significance in the context of education of tribal children because their mother tongue is often quite distinct from the prominent languages in the state or regional languages. ST children face problems wherever teachers do not speak their dialect at all. From the perspective of language, it is desirable to have a local teacher from the same tribal community (Jha and Jhingran, 2002). Orissa took the initiative to develop a comprehensive strategy for education of tribal children as early as 1997. The state has initiated a number of activities for addressing the quality improvement of tribal education. But the Non-state actor under description became a pioneer in the recruitment and training of local tribal language teachers in the project schools and introduction of bi lingual TLMs. The locally prepared and the local language based TLMs are used in class room transactions to level up the learning achievements of the tribal children, to

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eradicate from their minds the inhibition arising from language barriers creating communication gaps and to generate in them a better understanding leading to interest generation for teaching. The researcher noted the following significant innovations in classroom transactions. It is assumed that learning becomes faster and stronger in mother tongue. So, a number of Ho language based TLMs are found to be in frequent use in the class rooms.

This makes the correlation stronger and the remembrance easier. The children are repeating the words with teacher. As they are acquainted with the Ho words and the pronunciation of it is followed by the Odia correlate, their association becomes stronger and transition becomes meaningful and efficient to Odia language. This is a spectacular scene in all the project schools. The process of teaching is systematised. It is done through four stages depicted below.

- First, the teacher is found reading out and the students listening.

- At the second stage, the teacher reads out and students move their fingers on the words.

- In the third stage, the teacher and the students jointly read out.

- At fourth stage, the students read out and the teachers listened to them by rectifying the mistakes.

Use of bi lingual TLMs is made a mandate for every project school of Noto panchayat by the NGO. To provide some live demonstration, the following pictures taken from the field are given. These pictures have been taken from Dekhachaturie New primary school. Both these pictures develop a visual impression of the letter, letter related picture, the name of the picture in HO language and then in Odia and finally in English.

In this picture the Teacher of Dekhachaturie School makes an innovative attempt to recognise the odd numbers and even numbers, first he writes on a paper the odd numbers, Then he makes whole in between the odd numbers and put the even numbers in between the whole. This gives an easy identification of the even and odd numbers**.**

These pictures have also been taken from Dekhachaturie New primary school. Here the children are being taught about different words in one letter. In the second clipping, the TLM is about the basic understanding of the geographic situation of the village. The smallest circle stands for the smallest unit i.e. the village and the greater ones for panchayat, block, district, country, world, respectively.
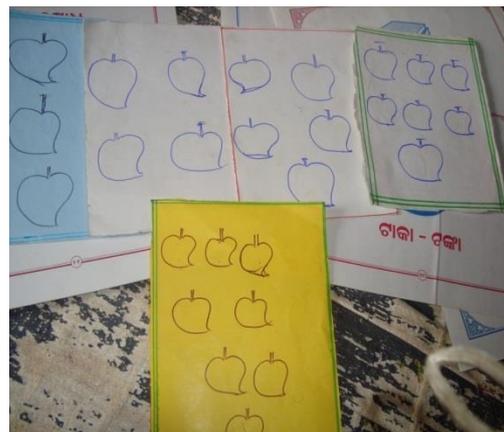
These cards make easy for the children for counting the number in the initial learning phase.The learning achievement is noted to be spectacular among the children.

Discussion of day to day activity: In the intervention induced

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schools, a noted feature in the class room transaction relates to the sharing of daily experience by the children. The teachers in the sample schools are found to be summoning the students to share their day today experience in the class. In traditional teaching, there is absolutely no sharing of experience by the children. Teachers only disseminate the knowledge which the students have to accept and students are kept at the receiving end. So, the discussions become more matured, monotonous and students lose interest as the discussions do not pertain to their age and level of maturity. The children are encouraged to share their experience in Odia language in the class before their peer group which helps in developing their language competency and their ability of organised presentation. The idea is to allow the children to carry their own experience of the situations they encounter in their day today life and to express them in words before others. This helps in providing a vent to the child and allowing him to get a forum for collective sharing and at the same time developing language competency and getting an opportunity for organising his expressions into words. In the study it is also observed during this sharing process, a teacher helps

students to learn new concepts and ideas in ways that connect to their prior understandings and ways of looking at the world. Finally, eroding the inhibition for a public speech is also served by this practice.

This picture taken from Bhandha Sahi Primary School class that portrays a girl named Nirupama Mahanta standing in front of others near the board sharing her experience with her class mates. The teacher of the class is supplementing and substituting some words for her which not only enlightens her, but her class mates and ensure them language competency and to interplay with Odia vocabulary. This is an ongoing feature of regular classroom transaction and emerging as an effective mechanism for language transition and personality building of the child by instilling self confidence in him/her. This ensures the indigenous child the right to education and participation in a

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great way by building leadership, self confidence in the children.

Contextualization of their environment in learning process:

State run schools impart a standardised curriculum. Deviations are little marked on the part of the teacher to relate the content with the context. So many concepts emerge foreign to the children and they shed their interest in the stuff taught. But, one of the most startling observations of classroom transaction relates to the correlation brought between context and content of the teaching. There is an attempt to pick up examples from the surrounding environment of the child to make his understanding better and to stir his imagination through concrete realisation. This makes the study grounded in the imagination and memory of the child. In the study, the researchers found that in classrooms, children are given examples from their own environment. This helps in connecting the content of education to their life experience, which makes understanding of a subject solid and lasting.

This drawing of examples has a demonstrative effect and helps in easy comprehension and enjoying the content. The above photos depict the class room transaction where the teacher is found teaching environmental science with leaves and flowers collected from the child's local environment. The children are found with rapt attention looking towards the teacher who is providing them a life demonstration of the plant life. This type of contextualisation of text and teaching is practised in all the project schools to provide a better learning experience to the child. The project schools are trying hard to substitute rote memorisation to identification and contextualisation. This ensures a better learning to the child and in his/her daily life the child identifies them and understands their utilitarian value and their life processes.

Connecting Knowledge to Creativity:

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Tribal schools lack expensive smart class rooms like urban schools. So, they adopt innovations to capture the interest of the students. Tribal children's' lack of interest and apathy for education stems from the illiteracy of their parents, poverty of their households, instruction methods of class rooms, primers and their content etc. So, interest generation figures significant in the scheme of innovative education and is adhered to by the model schools.

The aforeplaced photos indicate the materials i.e. the chart papers

distributed to the children along with colours whereby they are given an opportunity to express their creativity. In the second photo, the teacher is engrossed in teaching science with the model of a human skeleton. The teacher is found to have prepared a human body model with clay and the children are given clay to make prototype models of the human organs. This makes science education an exciting experience and long enduring.

In the third photo the children are put into open air and given the chance to manipulate clays to make models. They are found in jolly moods with serious spirits in making the clay modelling. This style of teaching ignites the tribal child's mind and makes learning participatory yielding rich dividends. Thus, the non-state actor has been able to capture the attention and motivate the tribal students sufficiently

towards school and studies which was difficult on the part of the state actor.

Avoidance of routine and rigour: Another noteworthy and out of routine practice, the CSO ensures is the non-adherence to standardised routine. On demand basis from the student's side, the subjects are taken up by the teacher. Thus, absolute liberty is given to the children in the class room to decide the subject to be taught which is a non standard practice, but resulting in freedom of choice of the children. This liberates them from superimposition and becomes interest generating in nature.

Not only routine is avoided, but rigour is excluded as a practice in the project operated school classrooms. Every 15 minutes teaching is followed by a ten minutes gap. This provides breathing space and ignites interest and incubation in the child and learning is found to be well adapted and well established.

Vocationalisation of education:

Learning needs to be leading to opening of livelihood opportunities by enskilling the children. The teacher in the model schools adopted by the NGO are found to be taking initiative to teach the students trades like carpentry,

drawing and painting, clay work, making of objects and toys out of waste material like match boxes, rappers of the chocolates. The following pictures well testify these activities ongoing in the schools.

The photos bear the testimony of the vocational education imparted to the children and the products prepared by them. Children are found to be taking pride in displaying these works. They develop skill in the child which he/she can make use of in real life.

The evaluation process: The evaluation process followed is different and unparalleled under innovative education intervention introduced by Sikshasandhan. It is continuous and meticulous. There is no one time

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examination system. The aim is to make an all round development of the child on a continuous manner. So, the child is observed by the teachers on day today basis. All his activities, attitudes and achievements are recorded to evaluate his progress.

Record maintenance for every child:

Class room reception of the children is not uniform and this brings differentiation in their level of class room participation and performance. Identification of the child's potentiality, daily learning achievement and long term difference in the child's attitude, activities, achievements and monitoring the missing points are some of the focus of innovative class room transaction initiated by Sikshasandhan. The teacher undertakes a close observation of the child and maintains a record for every student separately in the class. In that record the student's achievements and failures, pictures they have drawn, story written by them are all well documented. This provides a real growth chart of the intellectual development of the child. This enables the teacher to rectify the rupture points and give a better direction to the child on a one to one basis. The researchers

also went through the individual profile maintained by the teachers for the children.The assessment profiles are found to be well organised and regularly maintained. The teacher enters his/her minute observations of the child's progress. This provides an estimate of the learning achievement of the child.

Weak students are not ignored:

Weak students are in the neglected zone of traditional class room. They sit dormant and rarely capture the teacher's attention. The reverse is the scenario in an innovative class room created by Sikshasandhan. The teachers are instructed to avoid peer performance comparison and they virtually do so in their daily transactions. Teacher assesses the student in terms of their individual learning achievements and group comparisons are substituted by self comparisons, seeing the child in retrospect and prospect.

Extracurricular and Out of the Box Activities promoted:

Extracurricular activities are heavily insisted upon in the tribal schools of Noto today. Particularly dance, music, drawing and painting, sports and games are promoted and students are given training for developing skill in such areas.

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peer learning are taken from Hudi Sahi , New Primary School.

The photo depicts the extracurricular activities floated for the children. The picture depicts a drama performed by the students which is enjoyed by the students and teachers.

Sikshasandhan has introduced certain out of the box ideas into practice. One among them is **peer learning**. Though the term appears to be loose, the NGO has nicely translated it into practice. It is felt that children follow the language of their friends fasters than griping the language of their teachers. Realising this, peer learning is promoted in the project schools to make leaning easier and better. The photos below well demonstrate peer learning situations.

In facilitating the peer learning process, the teacher selects a student as a teacher. The research team observed that by this learning the students are learning with much interest and are raising more questions. The clippings of

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The interest, attention and action are rapt without fear or apprehension. Here learning is not an imposition, but one of an easy acceptance. Better participation is ensured as children take it in a play way manner.

Another out of box practice introduced by Sikshasandhan relates to exposure visit. Here the children are taken out of their school to other school or meet at a common place and they exchange their ideas with children of other schools and exhibit their own talent. Talent hunts are done and exposure visits serve as eye opener for the tribal children and broaden their vision.

Siksahasandhan facilitates summer classes for the students at Noto Panchayat which is unique in keeping the students in touch with studies and maintain the habit of school going without break. In the tribal areas because of breakthrough in summer vacation, the students lose their interest

and forget the studies that they have learned in course of time. This brings additional burden for the language teachers to re motivate the children again to get back to schools. These summer classes are held in the morning from 6.30 am to 9 am and are anchored by the language teachers. In the summer classes, the student from all classes study under one roof. These classes are not strictly devoted for studies, but they essentially organise local games and other co curricular activities. The photo placed below is taken from the summers classes organised at Hudi Sahi school.

Research Insights Gained: The study now makes a presentation of the research insight gained from the field.

• CSO activities are on rise and are to be encouraged to make development a reality. The activities undertaken by Sikshasandhan are a glaring example of it. The longitudinal study made by the presenters after a span of five years feels the difference in the tribal dominated area. The educational apathy among children and community has totally been eroded and a new wave of enthusiasm has appeared among the locals barring age to make

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education reach everyone as a basic human right.

- The non enrolment and drop out has come down to zero level which is an unimaginable feature in a tribal area. Enrolment and retention have reached 100 percent over the last four years. Taking the baseline data of 2011, the picture is captured at the end of the fourth year, 2015.

Indices of Mapping Educational Scenario	Baseline Figure (2011December)	Present Figure (2016 March)	Percentage of ecrease /Increase
Never Enrolled and drop out	357		100
Enrolled	822	20	11.9
Retention		60	100
Regular attendance (6 days perweek)	287	08	181.5

Source: School records collected from the field inApril, 2016

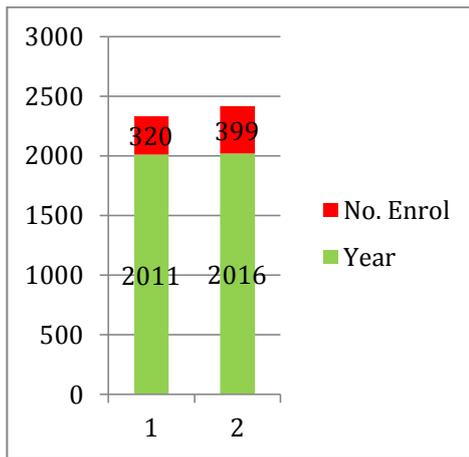The changes are depicted graphically in number and percentage.
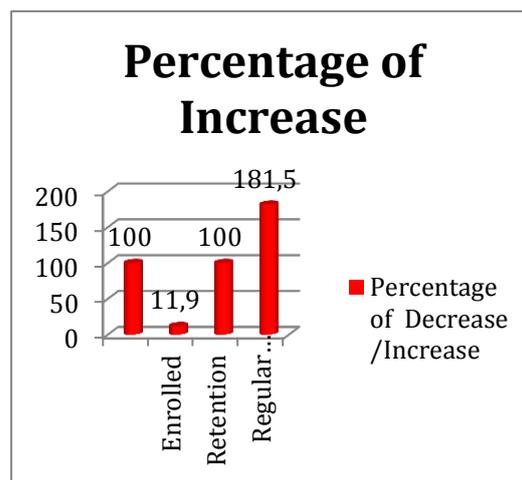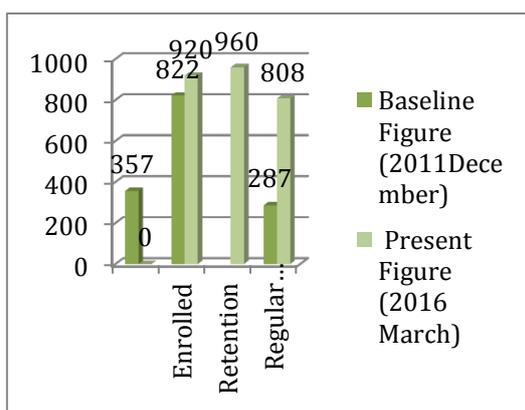
- The Non-state actor's intervention impact is also noted on changing the gender orientation in the tribal block. The tribal community in Noto had a very negative attitude towards educating their girls. But, the scenario has changed due to the intervention of Sikshasandhan. So in this context, the base line data in relation to girls' enrolment was compared with the 2016 March end data and the figures are presented in table below.

Scenario of Girls' Enrolment in the Schools in Noto Pachayat

Year	No. Enrolled	Percentage of Increase
2011	320	
2016	399	24.7

Source: School records collected from the field in April, 2016

This is presented graphically below.

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This increased enrolment among girls has reduced the rate of child marriage and increased the mean age at marriage to above 18 years and has made the girl children enjoying their right to education. It is expected to be impacting the reproductive health, arrest child labour among girls, their trafficking and the overall empowerment of girls and women of the community.

• The Non-state actor has introduced series of innovations in the class room itself to make it alluring for the child. The innovations are noted in Classroom arrangements, in the sitting arrangements, the instruction process, in the procedures adopted in class room transaction by the teachers in these schools, in the interaction between teachers and students, in the evaluation process, in extracurricular activities and in adopting and implementing out of the box learning process adopted.

• In the post Sikshasandhan intervention period, the number of teachers, use of child centric pedagogy, the adoption of improved class room practice, use of mother tongue as medium of instruction and for class room transaction has increase phenomenally. The CSO has taken adequate care to position more teachers in the schools and equip them with skills to handle tribal children and keep their motivations high to areest drop out. They have contributed tremendously to the effectiveness of class room transaction and learning performance of the tribal children. This is indicative from the table below.

Table No.4.4

The change in Teachers' Position and Classroom Practice

l No.	Index	Baseline figures (Dec 2011	Figures March (2016)	Change
	Number of teachers	25	27	+8%
	Teacher attendance	48%	85%	+37%
	Teachers adopting improved classroom practices	2/25	11/27	+40%
	Teachers using child-centred pedagogy	1	10	+9
	Teachers teaching in mother tongue	0	10	+10

Source: Field Data, 2016

- Children's learning output is spectacular. Every tribal child is well versed with what is being taught and is able to interact in a smart and smooth manner. This symbolises quality education percolating to tribal areas.

Thus, the interventions undertaken by Sikshasandhan seem to be quite appealing. There is a qualitative and quantitative leap in the parameters of educational development in elementary education. Infrastructure has been changed; educational practices have witnessed a dramatic turn resulting in increase in enrolment, school attendance, decrease in non retention and drop out. All these are healthy step forward to make RTE a ground reality in the tribal dominated inaccessible hilly tracts of Noto panchayat.

Concluding Lines: Thus, the paper concludes that non-state actors are coming into the development landscape in a big manner in the neoliberal era. They are not only supplementing the state functions, but in many cases are better substitutes for them. They can make the indigenous people enjoy their rights. The non-state actor described in the paper well signalises the relentless efforts it has launched to make global commitments and Constitutional mandates a reality. They are the translators of the government Flagship programmes into a programme of success. They are going to be the anchor of the SDG goals in the years to come.

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