



Changing with Changemakers

**An Appreciative Inquiry
on 5 years of Making Change Makers Programme at Patang**

Supported by : Sir Dorbaji Tata Trust



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The Pit

A man fell into a pit and couldn't get himself out.

A subjective person came along and said, "I feel for you down there."

An objective person came along and said, "It's logical that someone would fall down there."

A religious leader said, "If you would have listened to me you wouldn't be in that pit."

A spiritual guru said, "Your pit is only a state of mind."

A realist said, "That's a pit."

A professor lectured him on elementary principles of the pit.

A self-pitying person said, "You haven't seen anything until you've seen my pit."

An optimist said, "Things could get worse."

A pessimist said, "Things are going to get worse."

A friend saw the man in the pit, took him by the hand and lifted him out.

It takes an earnest friend to journey with us, celebrate the milestones, caution us where the pits are, stay with us through ditches and mounds, and lead us onto the right path.

Patang has been fortunate to have a large group of such friends and well-wishers, who have journeyed with us in the MCM programme over the past 5 years and whose unwavering support, encouragement and suggestions is helping Patang soar to great heights in the sky.

This document is a reminiscence of their flight with us, an acknowledgement of their contribution in adding colours to our kites, and an opportunity to engage them in defining the skies that Patang is sailing towards...

We hope you enjoy reading this as much as we enjoyed putting it together.

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Dhanyabaad

“Every day may not be good, but there’s something good in everyday”- Anonymous.

Patang, like any other organisation, went through major ups and downs. But we were fortunate to have wonderful friends, loving partners and committed volunteers with us throughout our journey in the last 5 years.

Firstly, we would like to thank Pravah, our friend, philosopher and guide (till date), without which Patang would never have existed. In 2004, we were asked if we were interested in taking the “Making ChangeMakers” programme to Sambalpur. Although we jumped at this offer, we had no clue how it would unfold. We were apprehensive whether schools would allow us to run the programme, would the students find it interesting and relevant, etc. But the confidence we were bestowed with to try nonetheless, resulted in positively impacting thousands of adolescents. A BIG thanks to Pravah for sharing the curriculum and giving us the freedom to change it the way we wanted and for supporting us in honing our skills as lifeskills facilitators. Thanks for the much needed fellowship support without which we could never have reached out to so many schools.

We take this opportunity to thank all the schools which created space for Patang to run the curriculum and recognised the value of this programme for adolescents. We are thankful to all our schools, teachers, and students for their cooperation, active participation and deep engagement.

A special thanks to Chittaranjan Hota for guiding us in the initial days and introducing us to some of the schools where we are working since then. A humble thanks again to Late Niyam Barik, Ex. Headmaster, KGMNHS who welcomed us with an open heart and made us work with first generation learners. Sir, without your kind support and commitment to the programme, we would never have come this far.

Patang is meaningless without its dynamic and passionate group of young volunteers. We salute the spirit of our volunteers who were always around especially during school action campaigns, even at very short notice. Their skills, love for the work and volunteering spirit helped us reach out to thousands of people and highlight many relevant social issues in Western Orissa.

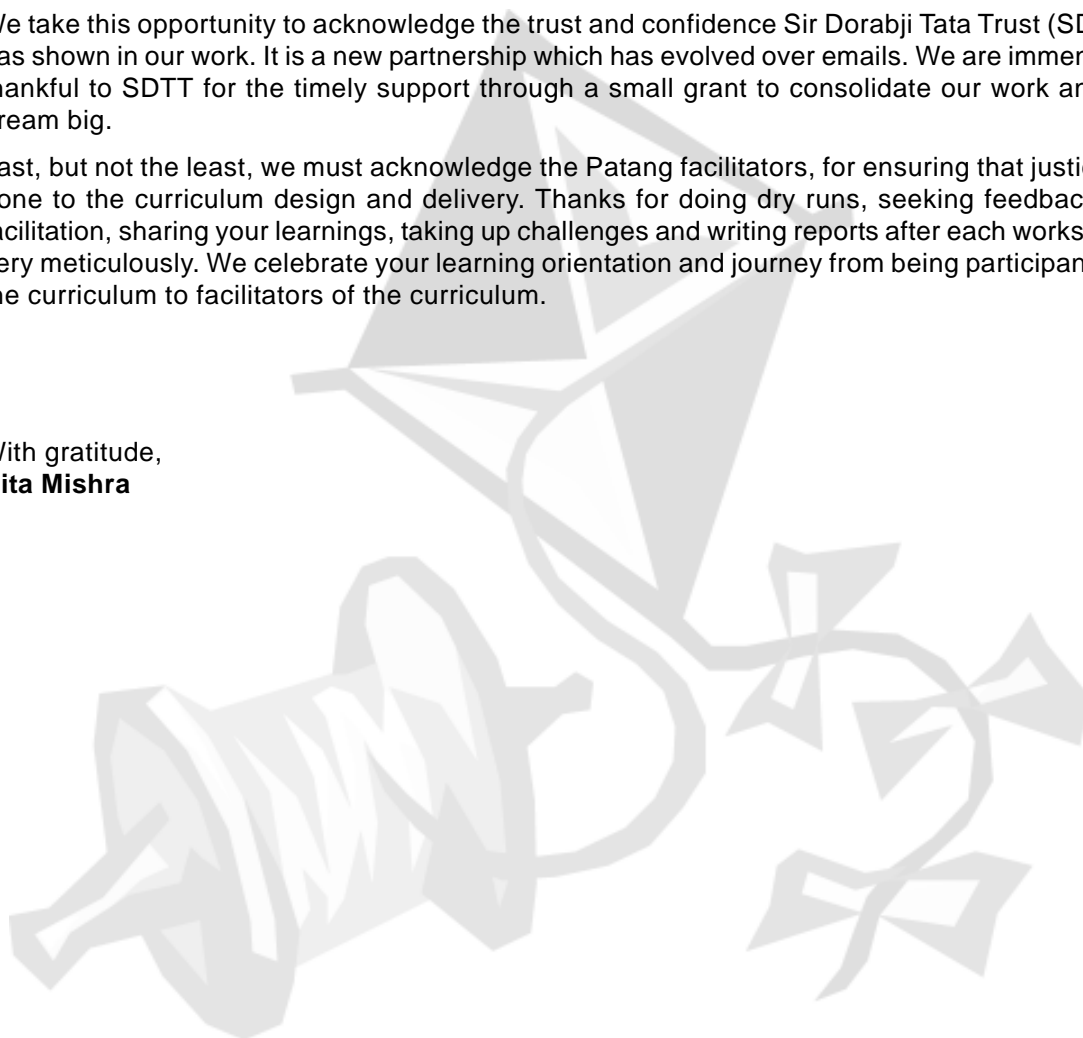
Our gratitude to our mentor and revered teacher Prof. Fakir Mohan Sahoo whose perspective and depth on adolescence issues has actually inspired us to organise more dialogues and debates on the need for lifeskills education for adolescents in Orissa. Sir has been guiding us to strengthen the evaluation process of the programme and sharing a lot of resource materials on this subject. His association with Patang has brought fresh energy to the programme. Thank you so much sir.

Patang's story cannot be complete without mentioning our team member Nirupama Sarathy from Chennai. Nirupama travels all the way from Chennai to Sambalpur to work with us on different initiatives. We could dare to think of doing the MCM evaluation only because of her. Nirupama, your love for Sambalpur, huge ownership for Patang and passion for quality and depth are truly inspiring. We are privileged to have you with us. Many thanks for being with us on the Patang flight.

We take this opportunity to acknowledge the trust and confidence Sir Dorabji Tata Trust (SDTT) has shown in our work. It is a new partnership which has evolved over emails. We are immensely thankful to SDTT for the timely support through a small grant to consolidate our work and to dream big.

Last, but not the least, we must acknowledge the Patang facilitators, for ensuring that justice is done to the curriculum design and delivery. Thanks for doing dry runs, seeking feedback on facilitation, sharing your learnings, taking up challenges and writing reports after each workshop, very meticulously. We celebrate your learning orientation and journey from being participants of the curriculum to facilitators of the curriculum.

With gratitude,
Rita Mishra



The Why : Rationale

Change is the only thing that is constant...

...or so the saying goes. At Patang, working with a constituency - adolescents and youth - that is ever-dynamic, in a context and environment that is fast-changing, we have always believed that the best way to keep ourselves effective, efficient and relevant is by changing and reinventing ourselves continually.

But change for the sake of change has its own limitations and limited vision and scope. To adapt ourselves to changing circumstances and make ourselves more effective in moving towards our vision and more relevant to the various parties we engage with, we felt the need to involve them in the making of this change and defining of the vision.

So, when the MCM programme completed 5 years of running at Patang in 2009, we decided to step back and look at the five years that have gone by, through the eyes and words and experiences of our various stakeholders - teachers, students, parents, volunteers, team members and friends - also with the idea that we will together envision, inform and strengthen the future course of MCM in Patang.

The How : Appreciative Inquiry

A Lesson from The Mad Hatter

Alice and the Mad Hatter in Wonderland had the following conversation:

Alice: Where I come from, people study what they are not good at in order to be able to do what they are good at.

Mad Hatter : We only go around in circles in Wonderland, but we always end up where we started. Would you mind explaining yourself?

Alice : Well, grown-ups tell us to find out what we did wrong, and never do it again.

Mad Hatter : That's odd! It seems to me that in order to find out about something, you have to study it. And when you study it, you should become better at it. Why should you want to become better

at something and then never do it again?!!

Alice : Nobody ever tells us to study the right things we do. We're only supposed to learn from the wrong things. You're quite right, Mr. Hatter. I do live in a topsy-turvy world.....

When Patang decided to do an evaluation of the MCM programme, we were clear we didn't want to go the topsy-turvy way. Looking at all the things that were going wrong and how to rectify them seemed more like a repair mechanic's job.

As a development organisation, we, at Patang, have always believed in being positive while exploring the areas which can be worked on for improvement. The Appreciative Inquiry process, we discovered, is largely based on the same fundamental - of focussing on the positive aspects and strengthening them and looking at ways of how a programme, organization or an individual could grow ahead towards the desired goal. Further, since the MCM monitoring system was already robust with regular feedback and inventories in place, we realised that the appreciative inquiry process for evaluation would provide a more intimate space to talk to individuals, look at impact and success from their perspective and relive stories that strengthen and inspire. Thus, having done the evaluation as an Appreciative Inquiry, we are happy to say it has energised the entire process - for the evaluators, the participants and Patang. And we hope will do the same for you too, dear reader.

Any vacancy in Patang?



Saroj Gartia

Teacher, Katapali High School

Settling down to talk to Saroj Sir at his residence, late into the evening, we understand he has had a packed day - a full day at school, followed by tuition sessions in the evening, and he is having to travel out to attend a curriculum development meeting the very next morning, and so this late evening was the only time he could give us for the meeting, and we grabbed it immediately. However, despite the hectic schedule, when he finally sits down to talk, there is no sign of fatigue; instead there is a joyous cheer in his voice, his sense of humour is intact and there is a sparkle in his eyes as he reminisces memories and incidents from his early association with Patang.

He seems to hit the nail straight on the head right away, when he says, “As I see it, the main objective of Patang’s MCM programme is the all-round development of children – mentally, physically, emotionally, socially. That’s exactly what I also want, so the partnership is only natural.... to realize children’s true potential, to bring out their inner qualities and help them become complete human beings in every way.”

But it was not so spontaneous and smooth sailing from day one. In his own words, “Initially, when Patang came to our school and started work, I was very apprehensive. To tell you frankly, I used to watch anxiously to see how they interact with our students, especially because we had girls in our school. Patang’s team was young and our students were all adolescents – at an impressionable age, their attention could get diverted easily. I quietly observed the sessions closely in the initial 2-3 days, but did not tell anybody anything. But when I saw their interaction and heard from the students about what they were doing, I felt reassured and confident that this would certainly benefit the students. From that day on wards, with full faith, I blindly went along with Patang.”

This confidence and trust in the MCM programme has been built gradually and has only got strengthened day after day. And it is not just the process, but the impact on students and on the larger society that has won the approval and appreciation of the school and the community as well. Saroj Sir recollects one particular action project the students did on drugs and intoxicants. The play was very

well thought out and many people in Katapali village still talk about it to this day. He goes into flash-back mode as he narrates an incident where a visitor from a nearby colony, after seeing the play, turned to another man in the crowd and said, “See, these children are spreading awareness about the ill-effects of intoxicants, and here you are, smoking a cigarette!” The latter, felt embarrassed and immediately threw the cigarette away. “It was nice to see that somebody, who had come from another village, was influenced by the message, probably on seeing little children making a sincere effort. I really liked that. That’s the impact of the students’ efforts, then and there, on the spot”, he says with a smile of contentment and conviction.

There is an earnest seriousness in his voice, when he says interior villages badly need such work for developing the potential of children. This is not to say a ‘developed village’ like Katapali doesn’t. He believes Patang is headed the right way with programmes like the Gunduchimusa programme, which he feels will address that need – with youth going back into their villages and initiating “Patang-type” programmes there. He sees this happening organically and gradually.

Talking to Saroj Sir, one cannot help but feel that he believes in the true purpose of education and understands fully the vision that Patang has started out with. And it is a relationship that goes way beyond just the call of duty. The Patang team gushes about how the relationship has evolved from a purely professional one to a personal one as well, with random phone calls from Sir enquiring about their well-being and even visiting one of the team-members when he was unwell and in hospital.

Almost as though he has read my thoughts, as we are wrapping up the conversation, he bends over and says in a hushed tone, “Let me know if there sare any vacancies in Patang”, and then bursts into a laugh. The seriousness of the previous minute gives way to a joyous chuckle. It may have been a joke, but it truly reveals the ownership and buy-in he has developed for the programme over the years. Indeed Sir, no matter where you are, you are already an important part of the MCM journey, and we hope, will always continue to be...

Vasudaiva Kutumbakam



Jigyasa

Student, KGMNHS, Phuljharan, Hatibari

When Patang first came to Jigyasa's class to conduct the MCM programme, they already had a legacy behind them and the students had high expectations.

Recollecting the workshop, the 3-minute test is an experience Jigyasa will never forget and a lesson she carries with her all through her life. "Concentrate and pay careful attention to detail before you do anything", she cautions. She vividly remembers the discussion on gender and the listening skills session, both of which she finds relevant even today, even after many years. She learnt the importance of appreciating each other and giving positive strokes, and extrapolates it to the importance of appreciating diversity and differences, which can address discrimination and division in society.

Jigyasa feels people from the village don't get much exposure and opportunities to interact with the world outside. Patang gave the students at the village school the opportunity to know about a range of issues and opened up their world-view. "I've also changed for the better which is why I have reached where I am", she says emphatically. Indeed, her family is clearly proud of her achievements. She is currently studying Botany (H) in the prestigious G.M. College in Sambalpur, and feels strongly for equal opportunities for the girl child, development of infrastructure in the village, and providing a good foundation for children to grow and contribute purposefully. "Infact, I would like to work towards creating this foundation. That will also help address problems like alcoholism, drug abuse, gender inequality, etc.", she says.

In what way has the programme influenced or changed her, I want to probe. But as though sensing my question even before it is articulated, she continues, "Everybody knows I used to be very quiet and shy – I still am - but have learned to open up now. During the workshop I learnt to share and express, and now I can do it anywhere." I am told that she confidently spoke on waste management in front of the Revenue Divisional Collector. Her mother adds that she seems to have got rid of her fear of facing people, and after going through the activities in MCM, has become more confident in interacting with people. "All students have undergone some change", Jigyasa quickly adds, "we've become friendly, jovial and free with each other. Infact, what I like best about Patang is the friendly,

loving atmosphere, the freedom, the fun that we have while learning, and of course, the much-needed break from studies!”

Talking about the need for such a programme, Jigyasa shows an understanding and maturity far beyond her age, as she says, “For building unity and preventing violence and ill-will of all kinds, we need to first start with schools, then impact the village, the state and the nation. We need to understand that the whole world is one family. *Vasudaiva Kutumbakam.*”

She feels Patang provides the ideal platform for development of skills among students, while giving them freedom and not tying them down, so that they “can soar like kites and realise their full potential.” She strongly feels that academics alone, though important, is not sufficient, as India has several problems like poverty, inequality, etc., and so there needs to be other efforts to inform and involve school children in understanding and addressing them. “Maths and science can only take us that far”, she says matter-of-factly.

True to her words, I learn that Jigyasa is not just an academically brilliant student, she is also good at mono-acting. At our request, she enacts a short scene depicting the destruction and despair caused by mindless violence, and stuns us into thoughtful silence. At the end of the act, as the room fills with the resounding sound of applause, I realise that the applause is as much for her current performance as for the “Me to We” journey she has covered with Patang.

I volunteer to learn, not teach

Siddharth & Surabhi
Volunteers, MCM programme



Thinking back about his adolescence, Siddharth recalls that when he was in school, no such opportunities were available. “If I had strong feelings or views about certain things, I couldn’t express them or share them with others, or if certain issues bothered me, though I felt something needed to be done, I could do nothing!”, he says, betraying a hint of helplessness.

Probably, that is what made him associate with Patang initially as a Pathmakers volunteer. Siddharth also actively volunteered with the MCM programme in the early period, and has seen that students enjoy it a lot and also learn something meaningful.

“Now, as a volunteer,” he continues, “seeing these students engage through MCM, I feel happy that though I missed the opportunity during my adolescence, at least these students are able to learn, share and even think about and highlight issues. Infact, such small children have such a lot to say, it is more of a learning for me, rather than my going there to ‘teach’ them!”

Smriti, another volunteer, believes that the MCM programme helps bring out hidden qualities in students; helps them understand, discover and reflect on themselves. “I really think the ‘Who am I’ session is a very important session that every student must go through - it helps one understand one’s true self”, she says.

She feels the best thing about the process is that the answers are drawn out from the students themselves. “I’ve seen the session on assertiveness, where after the role play, students themselves come out with the characteristics, advantages and disadvantages of aggressive and submissive behaviours!”, she says, obviously impressed. Understanding how important team work is, and actually practising it by working together - she feels these lessons will be useful in life everywhere. “This, I believe, is as important as regular studies; actually I feel this is related more to our own personal lives”, she asserts.

This budding young teacher at Katapali High School seems totally convinced as she tries to convince me that though schools provide a lot of theoretical inputs, which can prepare children to become doctors and engineers in future, something like this is essential to make good human beings. “There are so many things happening around us, which most of us choose to ignore or turn a blind eye to and

carry on with our lives; but MCM inspires young people to think about and intervene and also inspire others to do their bit in society.”

Siddharth however feels that more than the content, the methodologies of MCM can be used to teach regular (curricular) subjects to make them more interesting and help students internalize the learnings better.

Infact, he feels the MCM programme should also reach the community and not be restricted to schools only. It would be good to widen the reach of the programme through trained Pathmakers volunteers or ex-MCM students. “I was also thinking that it would be good to follow-up on the students after 2-3 years to see where they are and whether they found the learnings from the sessions they attended, useful in real life. I am glad this effort at evaluation is happening now”, he says.

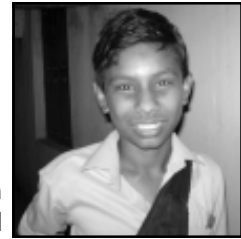
As for her own journey, Smriti remarks that seeing the students speaking up boldly, she gradually got rid of her nervousness. “Now as a teacher, I have to handle and engage with big groups of students. Through volunteering, I actually also found out what skills I have and developed a belief in my own potential and abilities. I am also trying out sessions like ‘Who Am I’ and ‘Assertiveness’ in my school. I think we should make the best use of opportunities we get”, she says, determined to influence the spaces she has access to.

Siddharth, a Gunduchimusa volunteer, who is currently running the Youth Resource Centre started by Patang at Burla, shares his experience. “Initially, when children used to come to the YRC, they would run around and create a ruckus. I’ve tried doing some of the MCM sessions and it has helped in keeping the children interested and attentive”, he says with a smile.

However, his engagement with MCM has been one of more than just skill-building; it has given him an insight into his own life and behaviour. “At a personal level, I remember one particular session on Team Work we did at BR High School, which actually brought about a change in my behaviour.” He explains, “As a Pathmakers volunteer, I had participated in the Broken Squares session before, but (apparently) hadn’t really internalized the learning. I had always been the kind of person who’d go out and do things on my own, without really involving others. But after doing this session in the school, while I was returning, it struck me that I that if I was teaching the students about team-work, I should apply it in my life as well. I need to be a team player too. Since then, I have consciously tried to involve and work with others.”

Adolescents or adults, the key is to inspire and provide opportunities for people to continue on their journeys, to learn and grow each day.

Small Wonder



Chaman
Student, Police High School

Anyone who sees Chaman for the first time might dismiss him to be just another little young boy, and not realise his potential. But spend some time with him and break the ice, and you realise that though he may seem shy and reserved, he has a lot to offer.

Here was a boy who was painfully shy, had tremendous stage fright and just couldn't talk in front of people. He recollects an incident where he went to another school for a competition and came back without being able to say a word on stage and all his friends teased him. But he surprised the same friends (and himself!) when he conducted a quiz at Patang's Gunduchimusa flagging off event, and that too, on stage, in front of so many people! "It felt very good", he smiles to himself as he pictures himself on stage on that day, "my parents were also very happy, and my friends just couldn't believe I had done it." The icing on the cake was that a video clip from the programme, where Chaman was conducting the quiz, was featured in Gana Varta. "Can you believe it, I came on TV!", he says, almost jumping up in excitement.

But this change didn't come overnight. The Patang team remembers him being very hesitant to speak during sessions; gradually he began to share within the group and the final confidence boost came during the quiz. It was an opportunity for him to challenge himself and get out of his comfort zone and he emerged triumphant, with a new-found confidence and belief in himself.

So what else did he learn by being part of MCM? "Well, I have learnt how to deal with difficult situations, how to take well-thought-out decisions, also got an understanding of how people (and I myself) react in different situations", he says. "Win-Win was a new concept for me. I understood the disadvantages of looking at everything as a competition. I am actually trying to apply it in my life. When my friend scored more than me in the exams, I did not feel bad, but instead studied hard and did well the next time. We are still good friends", he smiles to himself.

For him, it might have been a journey of personal transformation and self-development, but he has started thinking about several larger issues as well - environment conservation, traffic, pollution,

especially noise pollution. He and a group of friends are thinking of doing a rally in school on pollution. While he feels he might be too small yet (he is 13 years old and in Class IX) to impact these issues in a significant way, he has seen people in his colony getting together to demand action on improving the roads in the colony. "All of us can take such leadership", he says.

He enjoyed the drawing and art work in Patang sessions, the interactions with others, and most of all, the fact that they encourage all students to become bold and assertive. He asserts that such programmes are very much needed in school, as it gives students an idea of what they can do in the future; realise the potential that they have. "We only do studies in school...", he says, and is quick to add, "This is also studies, learning, but much broader... more like general knowledge which will be useful throughout life."

As this gifted singer shows us a sample of his melodious voice,

Haan tu hai, Haan tu hai

Meri baaton mein tu hai

Mere khwaabon mein tu, yaadon mein tu

Iraadon mein tu hai...

I wonder, is he talking about Patang?



It's all in the family !



Sanjukta Barik & Seba Barik
Mother & Sister
of Chinmayee & Jigyasa, Students of KGMNHS

Visiting Chinmayee and Jigyasa's home for an interaction with their family, was nothing short of home-coming. We were welcomed with a warmth generally reserved for relatives and close friends.

And why not? The Barik family can truly be given the title of "The Patang Family". The two sisters, both students of KGMNHS, have been through the MCM programme, and eldest sister, Sebabinimayajukta did a stint with Patang as a team-member. The foundation for this relationship was laid in 2003 by their father, Late. Niyam Sir, then the principal of KGMNHS, who was one of the first few people to recognise the importance of the work of Patang and give them an opportunity to run the MCM programme in their school, which now has become a regular feature in the school.

Talking to Jigyasa (Jiki) and Chinmayee (Miki)'s mother and sister over a delicious and sumptuous lunch, gave an opportunity for them to reflect and relive the association with Patang and specifically, their experience and perspective regarding the MCM programme.

"My daughters had a lot of hesitation and fear of interacting with people. But over the past few years, I am noticing that this fear has reduced, they have become better at interacting with people and behave well with all of us. I believe the methodologies and processes of the MCM programme, which includes song, drawing, dramatics, etc., and the interactions during the sessions, have played a role in making them more confident", says their mother.

Their elder sister adds, "Jiki, though very sharp, used to be very reserved, but now she has opened up quite a lot. Miki is quite short-tempered, but has gradually learnt to control it well." Seba, having observed the sessions in progress from close quarters adds that initially she was a little sceptical, but then noticed that those who were silent and non-participative in the beginning, did very well during the action campaign. "Whenever the sessions used to happen, I would sit in the last row and observe. The students participated very well and found the sessions very interesting. I participated in a "This is the way I know you" session and enjoyed it a lot."

Having seen the programme in operation in the school for a few years now and having had her children go through it, Sanjukta Barik sees programmes like these playing an important role in adolescent life. She feels, at this age, children need guidance. Parents provide one source of guidance; Patang enables them to learn and understand more about society and social issues. They are provided with a platform to develop their inherent talents and learn skills by which they can express themselves. This type of environment, where they can take leadership at the school level, is important for them to become good human beings in the future.

Having seen the programme from all sides - as an observer, volunteer and MCM facilitator - Seba offers her suggestions for further strengthening the programme. She feels that the programme can be customised to cover wider age-groups and new methodologies can be tried out. More than anything, she feels parents need to be involved, both in terms of students sharing what they learnt, as well as Patang interacting with and inviting suggestions from parents. "Of course, my parents know Patang so well that my mother often says the Patang team is like part of our family!"

Yes, the Barik family, an extension of Patang, or Patang, included into the Barik family... same difference !



We teachers like to learn too



Bishnupriya

Teacher, Municipal Girls High School

Sitting under the cool shade of a huge tree in the lush, green Municipal Girls High School campus, Bishnupriya Ma'am's first recollection is of a short play on violence against women prepared by the students, as part of their MCM action project, which was then taken to three other events, where it drew a lot of acclaim. "It was a small and simple play, but Patang managed to bring out so many hidden skills in the students, besides drawing out several learnings from the process." The students learnt about domestic violence, which was depicted in the play, and they also went about spreading information and awareness in their homes and in other public places.

That is exactly what Ma'am likes about the MCM programme, and feels it is an essential supplement to curricular education. "Students should not be limited to the school curriculum alone. They should have knowledge about the outside world too - what is good and bad and how to discriminate between the two." She feels strongly that as future citizens, young people should have knowledge of what is happening in society. They have to learn to be bold and courageous and should know that life is not always easy. For this, not only should talents and skills be honed, students' motivation should also be built from within.

She feels Patang's play-way method works very well in this regard. Not only is it a welcome break from studies, the students also find it very interesting and are able to relate to it. So, it leaves a lasting impact on the students.

Having seen first hand, the effectiveness of such methods, she feels there should be a change in the regular study format in schools also, with the addition of innovative and creative teaching-learning methodologies. "We teachers like to learn too.... from Patang", she says and totally surprises me.

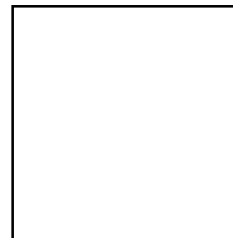
While it was great to hear a teacher expressing interest in learning Patang's curriculum and methodologies, she had several other suggestions to offer as well. She feels that as an extension of the sessions and classroom discussions, there should be some follow-up of what the students do about these issues in their homes and personal life. Further, involvement of the parents should be ensured and they should be invited to observe the sessions.

More specifically, she feels that working with Class 8 students of their school might be a good option as it gives enough time to follow-up, track changes in the students and see the real impact of the programme. Also, it is better if the programme is completed in a single, short schedule, she feels. She again reiterates that teachers should definitely be involved, of course, depending on their individual interest levels.

She puts in the final word. "The MCM programme is really nice and I can tell you we are in it for good. We are long-term partners", she says, emphasising on the last part of the sentence. What more can Patang ask for?

Five years young and growing

Debashis, Sachi and Bhumi
MCM Team Members, Patang



The persons best equipped to narrate the full journey of the MCM programme in Patang (complete with *chatpata* stories!) are the three 'oldies' in the Patang team! Ofcourse, 'oldies' might be the most inappropriate word, considering that all of them are only in their twenties and very much youthful in spirit. But considering the fact that they have all seen the ups and downs of Patang since the time it started, and seeing their own growth in the past 5 years, there couldn't be a better word to describe them!

They do begin the conversation like classic oldies, harking back to "those times". Debashis reflects, "Right from the time Niyam Sir gave us the much-needed first break in 2003 by welcoming us to his school, till now, I think our relationship with schools has been a major high point." From 2-3 schools where managing the initial breakthrough was a challenge, now Patang has active relationships with 12-13 schools and now other schools are actually inviting them. This is no coincidence. They have worked really hard for this and these relationships too have got strengthened and evolved tremendously over the years, from purely professional to deeply personal as well.

Sachi narrates one such incident, "I was very unwell and was admitted to hospital. Lying in bed, I was thinking about the workshop that would have to be postponed, when suddenly I saw Saroj Sir entering the room with a whole bunch of students! He had heard about my illness and rushed there immediately. I was so touched. Further, he rescheduled the workshop and helped us meet our target deadline too!" Still beaming from the recollection, he adds, "Through MCM, we have built good relationships with teachers, and teachers say they have been able to develop good relationships with their students!"

Talking about students brings fond memories to their minds, as they keep recollecting story after story - some inspiring, some touching, some challenging, some funny. They say that change stories are many, infact they have seen some change in every student. Bhumi narrates one memorable incident where Shanti, a student of Police High School, who was generally silent and non-participative, took leadership and mobilised a group of friends and rearranged the furniture and cleaned the entire room to help the facilitators conduct the session without any problem or delay. She still remembers Shanti's face, completely dust-covered, but an inner joy and smile of satisfaction shining through!

Sachi talks of Jitendra, a student of Katapali school, who was very disruptive initially. When they did the Broken squares session, his team lost because he hoarded all the pieces. He realised this and from then on there was a gradual change in his behaviour. Later, he wrote a chit saying the session helped him change. In the note he wrote, "Every body at home scolds me saying I'm only capable of mischief and am good for nothing; but your sessions made me believe in myself." He had drawn the picture of a bird flying freely in the sky, symbolic of his flight!

Action projects have also been a high point and have been the platform for the students to take their message across and reach out to the community. An inspiring example is the Eco Visarjan action project at TRW school. The community actually got inspired by the students' message to avoid pollution from the clay idols, and instead installed a marble Durga idol to be used year after year! "When people see little children spreading the message, they feel as adults they need to be responsible too!" concurs the team.

They have recognised that the success of a programme is not in sticking to a standardised format, but in adapting and constantly innovating with the format. After all, isn't this exactly what they tell the students? To explore, question, listen and find their own answers, rather than accept ready-made answers and solutions handed out to them. Which is why Patang has laid great stress on contextualising and adapting the curriculum to suit the group they are working with, and are constantly innovating all the time. From adding specific Parichay sessions, choosing local issues for action projects to writing Oriya reports and developing the curriculum in Oriya, there has been a lot of contextualisation.

Whether it is from Rita, between team members, from schools or students, they have also been very open and taken feedback positively, which is another proof of their quality orientation. "Infact, I would say that the importance that we give to feedback has helped us reach where we are today.", says Debashis. The growth in the number and kind of programmes tells another story of how they see themselves evolving and growing with changing needs and circumstances.

"Openness for and understanding of lifeskills and citizenship education has improved greatly over the years", says Debashis, with a sigh of satisfaction, as though referring specifically to the journey Patang has covered. It is true Patang has had a major role to play in this. From gradually learning from mistakes and gaining experience, to actively following up with schools and even changing their marketing strategy, and above all demonstrating the concepts and values through their work and earning goodwill from partners - all of these has played a role in creating space for lifeskills in schools. And they are not content with schools alone. Patang is now looking ahead to become a youth and adolescent resource centre in the region. And the 5 year young Patang team is gearing up to get younger and grow wiser on this latest flight with Patang !

Aim in life: To be a good human being



Sindhusuta
Student, A. Katapali High School

A quiet girl with a shy smile, I spotted Sindhusuta peeping from behind the curtain, while we were talking to her friend from school. When we asked her to join us; hesitant, she obliged. As we started talking, we were gradually introduced to the thinking mind behind her shy exterior.

She made us sit up and take notice within the first couple of minutes into our conversation, by declaring, in her timid style, that her aim in life is “to be a good human being.” We realised that these were not empty words, as she proceeded to explain her already-thought-out plan, “After doing well in my studies, I will start by helping people. I will work with them and behave well with them.”

There might be a certain childish innocence and idealism in her voice, but the sincerity with which she says that cannot be brushed aside or taken lightly. Realising that we are not writing her off right away, she adds, “First, I will start with my village and then gradually take leadership and reach out to others elsewhere.”

So what does she understand by leadership?, I probe. “To work with others, take decisions by including and involving everybody and with their consensus. That is good leadership and that will make everybody happy”, she says without a second thought. She was certainly making me happy!

She goes on to say that she really liked the way “Patang-wale bhaiyya-didi” talked to them and demonstrated through their actions, “how to behave well in society”. That’s where she learnt the importance of saying (and meaning) “Thank you” and “Sorry” and respecting other’s feelings and the impact positive strokes can have. She also particularly remembers the film on alcoholism, which informed her about the ill-effects of alcohol.

Infact, that is something she would like to do - spread awareness on the ill-effects of alcohol. Also, her house being close to the main road, she feels noise pollution is a major problem. “People here play very loud music. It disturbs us during studies. We should tell them not to do that. Vehicular noise pollution should also reduce”, she says.

Having said this, and probably feeling that she has already spoken more than she intended to, she retreats back into her self-effacing self, sweet coy smile in place. How deceptive external appearances can be, I think to myself, as I smile back.

The Gist - Summary and Analysis

Subjective: The visits and interactions were a real high. Our partners also seemed to enjoy reflecting back and some of them actually went down memory lane, narrating incidents. Some interesting experiences and incidents were shared, including stories of change witnessed in the children and experiences with the team.

The teachers have underscored the need for the programme and want it to continue. Some of them have further offered suggestions for improvement and explored alternative ways to overcome constraints and expand the programme. They have in fact suggested that we should focus at more places and new schools.

Similar positive responses have emerged from the parents. Though this was the first formal interface of Patang with some parents, the level of awareness among parents about the programme was encouraging. Similar feedback was received from volunteers, who feel they have grown along with the students.

The excitement and enthusiasm among students was worth seeing. They recalled specific sessions they found useful and interesting and especially shared the action project experience as a high. Few of them also shared about how the workshop had influenced them and how they were incorporating the learnings in their lives.

Visiting old students, meeting parents and teachers and recollecting experiences and listening to impact stories has been a satisfying and energy-boosting experience for the team. Further, recalling the programme and the team's journey over the past 5 years has helped them see the growth in the programme and visualize the further scope of the programme. Overall, the entire evaluation process has been a positive experience.

Objective: We administer a psychological inventory called Social Sensitivity Index (SSI) at the beginning and at the end of the 40 hours MCM curriculum which is specifically developed to assess the movement in the participants as a result of participating in the curriculum. This inventory measures the following four dimensions: Self Awareness, Personal Effectiveness, Social Awareness and Social Sensitivity. We analyze the Pre and Post scores at the end of the MCM programme delivery with each group. Recently we analysed the available data statistically in order to evaluate the programme objectively. We collated the data from schools we have worked with between 2004- 2008 and analyzed the data through Chi Square analysis.

The Chi Square analysis on all the above dimensions clearly suggests that the intervention has had a positive impact on the augmentation (promotion) of Self Awareness, Personal Effectiveness, Social Awareness and Social Sensitivity among the participants.

This has definitely reinforced our belief that this curriculum can play a significant role in bringing behavioural and attitudinal changes among adolescents.

Looking ahead....

The way forward for us will be guided by the saying of this greatest servant of humankind.

Patang is a small and young organization (still in it's adolescence). Patang as off now wants to remain a small organization but wants to deepen it's work and support and work with people with similar dreams. From the Appreciative Inquiry (AI) exercise and statistical evaluation it is very clear that our work with adolescents has been relevant and meaningful.

Patang would like to seek ideas from different stakeholders on the way forward. However, at this point we feel we can train potential lifeskills educators through educational institutions, NGOs, youth groups and youth programmes and through them reach out to many adolescents in Western Orissa.

Patang would like to develop itself as a regional adolescent resource center and advocate needs of adolescents.

This dream can only be realized with your support.



Background of Making Changemakers Programme

About Pravah

Pravah a non - profit organization working towards building leadership for social change among adolescents through design and delivery of innovative service learning and life skills education programs. After a decade of working with adolescents on Life skills Education, Pravah has developed a curriculum for adolescents called Making Change Makers. This curriculum is being used by many teachers, educators, and organizations across the country.

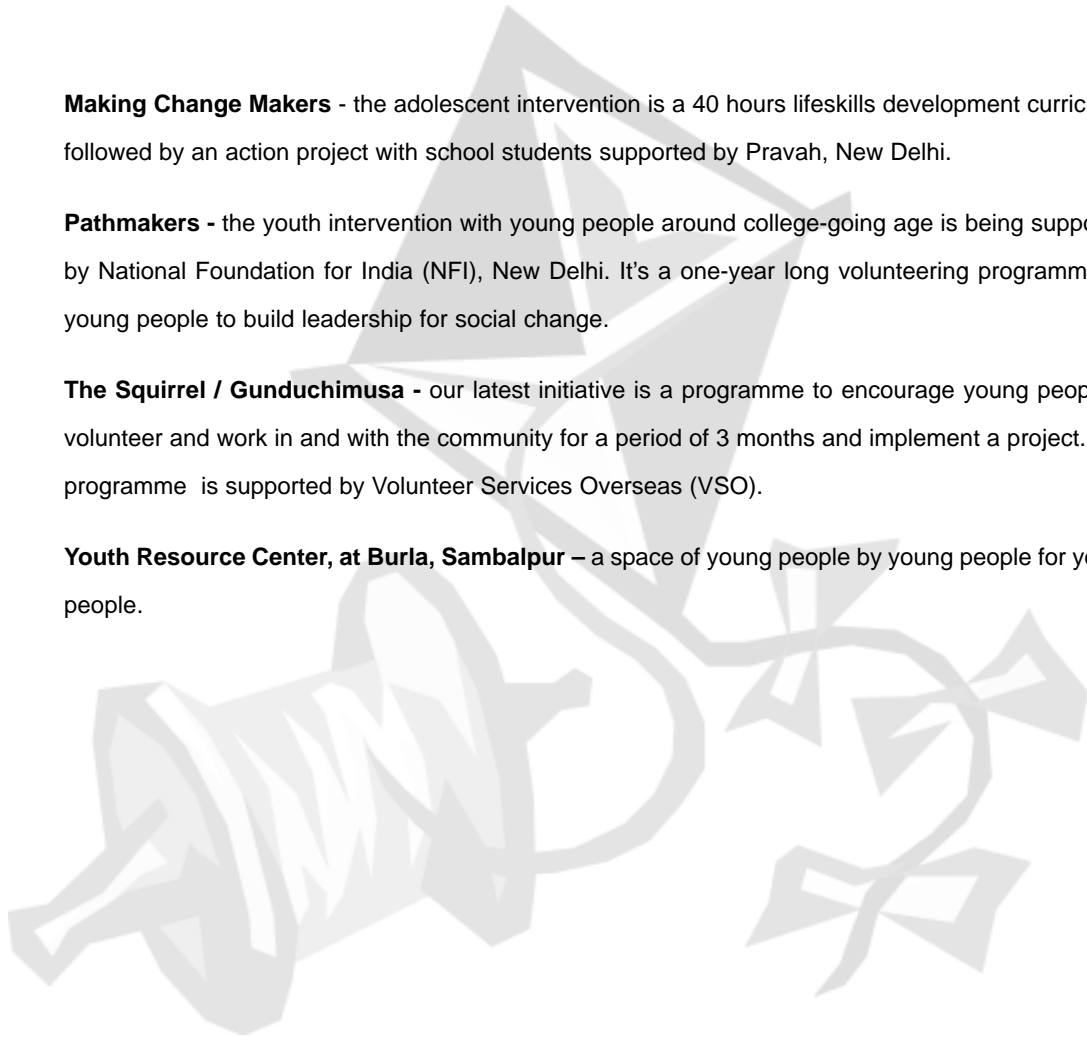
About Patang

Patang is a registered trust working in and Sambalpur, Orissa with adolescents and young people through different innovative programmes. One of our key programmes is “Making Changemakers” which is designed by Pravah, New Delhi. Over the years Patang has contextualised this curriculum to Orissa’s context. Patang has come up with the lifeskills curriculum in Oriya called “Mo tharu Aame Parjyanta” recently. Patang has worked with more than 1000 adolescents directly through this programme in three districts of Orissa and has developed skills of young people to become lifeskills facilitators. Patang is working with adolescents and young people to make them move

- From being vulnerable towards Being in control
- From Dependence towards Interdependence
- From Looking for Opportunities towards Creating opportunities

Our Current Interventions

- **Making Change Makers** - the adolescent intervention is a 40 hours lifeskills development curriculum followed by an action project with school students supported by Pravah, New Delhi.
- **Pathmakers** - the youth intervention with young people around college-going age is being supported by National Foundation for India (NFI), New Delhi. It's a one-year long volunteering programme for young people to build leadership for social change.
- **The Squirrel / Gunduchimusa** - our latest initiative is a programme to encourage young people to volunteer and work in and with the community for a period of 3 months and implement a project. This programme is supported by Volunteer Services Overseas (VSO).
- **Youth Resource Center, at Burla, Sambalpur** – a space of young people by young people for young people.



Thanks for sharing your views



About Making Change Makers Programme

Vision

To build leadership for social change among adolescents, through design and delivery of innovative service learning and life skills education programs.

Belief

We all understand that education is dedicated to the purpose of positive development of children and preparing them for life. Society relies on the school for providing a complete educational experience to the student through relevant knowledge and skills.

The school through its interaction with young people has the capacity to communicate to students that their contribution is essential to the life of the community, that they are a part of and in which they have a definite stake.

Unfortunately, in this fast-paced, competitive world, the school's contribution sometimes stays focused at providing certain specific cognitive skills – the locus has somewhere shifted from education for development of character and growing up to become an effective human being, to education that merely equips young adults to do well for themselves alone. This has led to a preoccupation of the student with his/her own development in exclusion of the rest of society.

The Making ChangeMakers programme aims to supplement the existing curriculum by equipping adolescents with lifeskills to develop greater awareness of self and society and practice the value of interdependence in the world around them

The programme aims to develop in the student

- The ability to discover intrinsic talents and abilities
- Personal and social responsibility
- A sense of purpose of life
- Positive attitudes and values
- Desire to engage with personal and social problems
- Responsible decision making skills
- Leadership and team skills
- Creative problem solving skills
- Tolerance and respect for diversity

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