



ANNUAL REPORT-2021-22



3 Numbers of Solar Powered drinking system and 10 Individual Toilets and CC Road construction at Sijput, outskirts of Bhubaneswar, supported by SELAVIP, USA



FARMERS ORGANISATION FOR RESEARCH WELFARE AGRICULTURE AND RURAL DEVELOPMENT (FORWARD)

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From Secretary's Desk

It gives me a great pleasure to present the annual activity report-2021-22. The journey for social development in southern and eastern Odisha involved by FORWARD is to bring sustainable smile on the faces of deprived people. Ever since the days of inception we have been concentrating our efforts on bringing out revolutionary and radical changes in developmental approach of the society. It all began with a group of just few committed people, but as time passed more and more enthusiastic and committed people came and joined us to strive for the envisioned changes. FORWARD endeavors for service to humanity in a multidimensional way, and is moving ahead to bring a visible and sustained change in the society. FORWARD family has worked hard keeping in mind our vision, mission and goal to bring changes that are acceptable and sustainable. The various sectional areas of work that FORWARD has undertaken till now involves livelihood, microenterprise promotion, food security and malnutrition correction, healthcare intervention, women empowerment, financial literacy, financial inclusion, integrated fish farming, addressing Issues related to migrants and access to portability entitlement, disaster preparedness and management & skill training initiatives etc. We work in partnership with community, village and cluster level organizations, community based organizations, partners, associates, state government and like-minded NGOs, CSOs, who have continually support to bring a positive change in the society and help in strengthening the community by devising sustainable techniques of development. Our journey has been possible because of many people who joined hands and walked with us. I express my heartfelt thanks to the all members who built this institution. Their hard work and contribution stands before our eyes in the form of the present day.

SECRETARY

FORWARD.



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EXECUTIVE SUMMARY

Our child is tomorrow's future. Therefore, he or she deserves the best education. Let's remember, school is often perceived as a child's second home. The majority of researchers and specialists have acknowledged the importance of extracurricular activities in the development of children. The new National Education Policy has placed a renewed focus on the importance of skill-based non-academic activities. Above all, effective leadership, communication, and social skills are essential for future success.

We see climate change affecting our planet from pole to pole. Warmer temperatures over time are changing weather patterns and disrupting the usual balance of nature. This poses many risks to human beings and all other forms of life on Earth. Nearly all land areas are seeing more hot days and heat waves; 2020 was one of the hottest years on record. Higher temperatures increase heat-related illnesses and can make it more difficult to work and move around. Wildfires start more easily and spread more rapidly when conditions are hotter. Changes in temperature cause changes in rainfall. This results in more severe and frequent storms. They cause flooding and landslides, destroying homes and communities. Ecosystems and communities around the world are being impacted today. Things that we depend upon and value — water, energy, transportation, wildlife, agriculture, ecosystems, and human health — are experiencing the effects of a changing climate. The impacts of climate change on different sectors of society are interrelated. Drought can harm food production and human health. Flooding can lead to disease spread and damages to ecosystems and infrastructure. Human health issues can increase mortality, impact food availability, and limit worker productivity.

Plastics are threatening the ability of the global community to keep global temperature rise below 1.5°C, as greenhouse gases (GHG) are emitted throughout the plastic life cycle. Indeed, extraction, refining and manufacture of plastics are all carbon intensive activities. Plastic pollution can alter habitats and natural processes, reducing ecosystems' ability to adapt to climate change, directly affecting millions of people's livelihoods, food production capabilities and social well-being.

Donor agencies, non-governmental organizations (NGOs), host country governments, and civil society are also coming to realize that youth can and should be key actors in the strengthening, rebuilding, and transformation of their nations. Successful livelihood development programs reflect actual youth realities and respond to the existing goals, plans and strategies of young people themselves and their community supporters (especially at the household and extended family levels). Perhaps the greatest misconception is that poor youth without jobs are idle and economically inactive.

Gender, for instance, still plays a major role in how young people are socialized, and it can provide unique barriers and/or novel entry points into youth livelihood development. Evidence also suggests that livelihood development is the core driver of positive youth outcomes in other areas, such as health (e.g., HIV/ AIDS prevention), education, public safety, and democracy and governance. These linkages, however, must be designed with specific sector outcomes in mind, along with carefully-planned and well-executed monitoring and evaluation (M&E) systems.

It is therefore prudent to conclude that to ensure food security, especially at the household level, we need to rethink the way we produce and distribute food. The empowerment and support of small-scale farmers must be a priority. This includes improved and more inclusive agricultural extension services as well as the use of technology (such as applications) in communicating agricultural advice or climate information. The adoption of new agricultural practices is more important now than it was in the past. When small-scale farmers adopt and plant improved crop varieties they increase their agricultural income and escape poverty, thereby increasing local food security.

OUR HISTORY: Farmers Organisation for Research Welfare Agriculture and Rural Development - FORWARD is a non-government organization founded in 1995, formally registered under the Society Registration Act 1860 on 22nd April 1995 by a group of small farmers and socially committed young professionals. It was a noble expression of their concern for the welfare of the small and marginal farmers, disadvantaged and the underprivileged groups of people like women, children, unemployed youth, scheduled castes, scheduled tribes, dalits, People with Disabilities (PWDs) with positive responses to build capacity of the community and the grass-root organizations. FORWARD has resolved that its programs would always be "pro-poor, pro-women, and pro-environment." With those principles in mind, the organization began by generating awareness on literacy, preservation and conservation of forest, organic farming, promotion of women's health & economic empowerment of women and rural youth, introducing small social enterprises and other income generation activities.

Farmers Organisation for Research Welfare Agriculture and Rural Development (FORWARD) is a grassroots non-governmental organization established in **1995** by a group of small farmers and socially committed young professionals. It was formally registered under the **Society Registration Act of 1860** on **22nd April 1995**, born out of a collective aspiration to uplift small and marginal farmers, and to advocate for the welfare of disadvantaged groups such as **women, children, unemployed youth, Scheduled Castes, Scheduled Tribes, Dalits, and Persons with Disabilities (PWDs)**. With a commitment to being **pro-poor, pro-women, and pro-environment**, FORWARD has continually worked to empower local communities by facilitating sustainable livelihood initiatives, promoting organic agriculture, preserving forest resources, improving access to health and education, and supporting community-based enterprises.

FORWARD stands basically for inclusive livelihoods. Under Livelihood, we are talking about, rights to food, rights to work, rights to land property, and promotion of skill building-career building. Under health, we have been involved in child health and nutrition, sexual and reproductive health, and prevention of violence against women and children. It works directly with the communities, supports other organizations, networks and individuals working on livelihoods promotion, does knowledge building and dissemination and engages at policy level. FORWARD as a resource centre works with variety of like-minded organizations: Community Based Organizations (CBOs) and Micro-finance institutions (MFIs). The note shares progress and impact of FORWARD's efforts related to innovations, interventions at grassroots, action research projects, and strategic engagement with other livelihoods promoting institutions, and on knowledge management and policy engagement.

Our VISION: FORWARD works towards the vision of realising the self-motivated, healthy and safe communities build a society of peace and prosperity contributing to livelihood promotion and improving quality of life of disadvantaged groups.

Our Mission: We work in partnership with communities and government systems, building effective and replicable solutions, empowering disadvantaged groups especially small and marginal farmers, women and their families to improve their livelihood, health and education through participatory ;action research, management services and sector level support. Purpose: The purpose is to enhance the socio-economic status of the vulnerable and marginal communities and intervenes in the areas of livelihoods enhancement, capacity building of communities, women and social development, environmental concerns through collaboration with Government and non-governmental organizations along with direct interventions at grassroots level.

Our Values:

- Collective engagement
- Valuing every person
- Commitment
- Trust
- Excellence

FORWARD's work is spread across the domains of agriculture and allied, water, non-farm, social protection, and integrated development. This report follows FORWARD's project across all these domains. During this reporting period FORWARD has been engaged in 2 action research in Orissa.

Governance Structure

FORWARD is governed by a **General Body and an Executive Committee**, comprising experts from agriculture, social work, education, public health, and development sectors. The **Executive Committee**, elected every three years, oversees policy direction, strategic planning, and fiduciary accountability.

The governance framework ensures:

- Transparent decision-making processes
- Community participation and representation
- Periodic external audits
- Annual review meetings and strategic evaluations

The organization follows its **By-Laws** strictly and complies with all statutory requirements under the Society Registration Act and relevant Indian financial regulations.

Human Power

FORWARD employs a dedicated team of development professionals, including:

- **Program Managers**
- **Field Coordinators**
- **Community Mobilizers**
- **Agriculture Experts**
- **Social Workers**
- **Health Workers**
- **Accountants and MIS Officers**

The team is supported by a network of **volunteers, interns, and community-based organizations (CBOs)**. Capacity-building training and exposure visits are regularly organized for staff to ensure effectiveness and innovation in program delivery.

Annual Planning and Budgeting

FORWARD undertakes **annual strategic planning and budgeting exercises** to align its interventions with community needs and partner expectations. Key features include:

- **Participatory planning workshops** at grassroots and district levels
- **Needs assessments and baseline surveys** for evidence-based programming
- **Annual operational plan** preparation with clear timelines, outputs, and indicators
- **Performance-based budgeting** aligned with program goals and donor requirements
- **Quarterly monitoring and financial review meetings**
- **Social audits** and community scorecards to ensure transparency and accountability

The budget is approved by the **Executive Committee** and shared with key stakeholders. The organization follows **double-entry bookkeeping systems**, with annual audits conducted by certified Chartered Accountants. Financial reports are submitted to donors and relevant government departments as required.

Annual Activity Report-2021-22

DRINKING WATER AND SEWAGE SYSTEM PROJECT IMPLEMENTED AT SIJUPUT, SLUM, BHUBANESWAR

At the Sijuput slum in Bhubaneswar, FORWARD implemented a comprehensive drinking water and sewage system project to address critical infrastructural needs. As part of this initiative, three solar-powered drinking water systems were built, ensuring a reliable supply of clean water to 300 households. These systems not only provide safe drinking water but also promote sustainability by utilizing solar energy, reducing dependence on conventional power sources.

In addition to addressing water access, FORWARD constructed 10 individual toilets equipped with cemented slabs, significantly improving sanitation facilities in the area. These toilets provide the residents with privacy and a hygienic environment, which is essential for overall community health. The project also included the development of a community sewage system, featuring a safe-tic tank, which enhances the efficiency and safety of waste disposal. This system reduces the risk of contamination and helps in maintaining cleanliness in the slum.

Output:

- 1490(300 hhs) directly benefitted
- 10 individual toilets for the underserved
- 3 solar 1HP power water system
- 2 kms CC Road
- A septic tank with sewage pipe connection

Solutions built:





SPECIAL PROGRAMME FOR PROMOTION OF MILLETS IN TRIBAL AREA

FORWARD implemented a Special Programme for the Promotion of Millets in tribal areas, focusing on the two blocks of Tiring and Sukruli in Mayurbhanj district. This initiative is part of the Odisha Millet Mission and aims to enhance the livelihoods and nutritional security of local farmers. With the support of the Department of Agriculture, the program targets approximately 1,200 small farmers who are directly benefiting from this initiative.

Millets are nutrient-rich, drought-resistant crops that have historically been a staple in tribal diets. However, their cultivation has declined due to the rise of cash crops and modern agricultural practices. This program seeks to revive millet farming by providing farmers with the necessary training, resources, and support to cultivate these resilient crops effectively.

Training sessions focus on sustainable agricultural practices, including soil health management, pest control, and crop rotation techniques that promote biodiversity. The farmers are also educated about the nutritional benefits of millets, highlighting their importance in combating malnutrition and improving overall health within the community.

In addition to training, the program provides access to quality seeds and financial support to help farmers transition to millet cultivation. This holistic approach aims not only to increase millet production but also to empower farmers economically, enabling them to achieve greater self-reliance.

The promotion of millets also aligns with environmental sustainability goals, as these crops require less water and are more resilient to climate change impacts compared to traditional cereals. Through this initiative, FORWARD is contributing to the restoration of traditional agricultural practices, fostering

food security, and enhancing the livelihoods of tribal communities in Mayurbhanj.



PRE-SCHOOL AND NUTRITION PROGRAMME



FORWARD is implementing a comprehensive Pre-School and Nutrition Program in five villages within Gudari Block, benefiting 210 children aged 0-5 years. This initiative is designed to combat malnutrition, stunting, and anemia, which are critical issues affecting the health and development of young children in the region. Recognizing the urgency of addressing these challenges, the program focuses on providing essential nutritional support and early childhood education.

To ensure that children receive adequate nutrition, the program provides milk and biscuits every day except Sundays. This daily feeding regimen not only helps improve children's dietary intake but also enhances their overall health and growth. By supplying nutritious food, FORWARD aims to mitigate the risks associated with malnourishment, supporting children in achieving their developmental milestones.

In addition to daily feeding, the program also distributes rice as part of the Rahat assistance initiative in response to the ongoing challenges posed by the post-pandemic period. This distribution of rice helps families ensure food security and provides additional support for their nutritional needs.

The Pre-School and Nutrition Program also emphasizes the importance of early childhood education, offering basic learning activities to engage young children and promote cognitive development. By combining nutritional support with educational opportunities, the program seeks to create a holistic approach to child development.

Through this initiative, FORWARD is making significant strides in improving the health and well-being of children in Gudari Block, ensuring that they have the necessary resources to thrive. By addressing malnutrition and promoting early education, the program contributes to building a healthier, more resilient future for these children and their families.

One day farmers' meet and discuss on the problems and ideas:

The tribal agriculture is primitive and backward resulting in **low productivity**. Tribal agriculture is characterized by small land holdings, improper land utilization, poor farming techniques, over grazing of pastures, low capital investment and low production inputs. Farmers need to deal with many problems, including how to: **Cope with climate change, soil erosion and biodiversity loss**. Satisfy consumers' changing tastes and expectations. Meet rising demand for more food of higher quality. **Farmers need to deal with many problems, including how to:**

- Cope with climate change, soil erosion and biodiversity loss.
- Satisfy consumers' changing tastes and expectations.
- Meet rising demand for more food of higher quality.
- Invest in farm productivity.
- Adopt and learn new technologies.
- Stay resilient against global economic factors
- Inspire young people to stay in rural areas and become future farmers

The effects of climate change affect farmers' ability to grow the food we all need. Increasingly volatile weather and more extreme events – like floods and droughts – change growing seasons, limit the availability of water, allow weeds, pests and fungi to thrive, and can reduce crop productivity.

Soil erosion is reducing the amount of land available for agriculture, and declining biodiversity affects the pollination of crops. At the same time, farmers are under pressure to conserve water and use fewer agricultural inputs.

As they adapt to these changes, farmers also need to mitigate the greenhouse gas emissions contributed by agriculture through adopting climate-smart practices – a new learning journey for many.



Small farmers Orientation on Sustainable Agriculture methods:

It basically focuses on soil restoration while growing crops by using cover crops, crop rotation, compost, and animal manures. Others include rain gardens and shade trees. **Organic farming** only uses natural pest control methods and biological fertilizers to grow crops, without the use of chemicals or pesticides.

To be sustainable, agriculture must meet the needs of present and future generations, while ensuring profitability, environmental health, and social and economic equity. Sustainable food and agriculture (SFA) contributes to all four pillars of food security – availability, access, utilization and stability – and the dimensions of sustainability (environmental, social and economic).

5 key principles of sustainability for food and agriculture

- Increase productivity, employment and value addition in food systems.
- Protect and enhance natural resources.
- Improve livelihoods and foster inclusive economic growth.
- Enhance the resilience of people, communities and ecosystems.
- Adapt governance to new challenges.

5 Days' workshop for Parents on Early Childhood care and Education

The workshop facilitated parents to understand that Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is essential for parents to support the learning that happens in preschool settings at home as well. They engage with their children on a daily basis about the experience of a child in the classroom. This helps in

enabling them to understand the behavior of their child, and establish a pattern as to what their child is learning and practicing.

Empowering parents for children's best parenting:

A parent must meet their child's basic needs. This means that they give their child **medical care, housing,**

education, and food. In addition, parents are expected to meet a child's emotional and physical needs. They are responsible for protecting their child from harm and abuse. A parent also has the responsibility of meeting their child's financial needs usually until the child is 18 or graduates from high school. In some cases, if these needs aren't met, a parent risks losing their parental rights in part or in entirety.



Children have the right to be safe, to be treated with affection, to be educated, to have medical care and to be protected against cruelty and abuse. Parents have the duty to protect their children's rights until they are old enough to make their own way in the world. The authority to make decisions concerning and affecting the care, welfare and proper development of the child is known as 'parental responsibility'.

Family law in Australia defines the responsibilities that parents have in relation to bringing up their children. These include:

- to protect your child from harm
- to provide your child with food, clothing and a place to live
- to financially support your child
- to provide safety, supervision and control
- to provide medical care
- to provide an education.

7 Ways to Increase Parent Involvement in School

- Connect parents and schools. ...
- Create an organizational structure. ...
- Consider parents' time. ...
- Encourage fathers to participate. ...
- Identify and support leaning environments. ...
 - Learning centers. ...

3 days seminar on the impact of climate change:

Global warming in today's scenario is threat to the survival of mankind. Global warming and climate change refer to an increase in average global temperatures. Natural events and human activities are believed to be main contributors to such increases in average global temperatures. The climate change, caused by rising emissions of carbon dioxide from vehicles, factories and power stations, will not only effects the atmosphere and the sea but also will alter the geology of the Earth. Emissions of carbon dioxide due to our use of fossil energy will change the climate and the temperature is estimated to increase by 2 to 6° Celsius within year 2100, which is a tremendous increase from our current average temperature of 1.7° Celsius as predicted by IPCC. This may cause huge changes to our civilization, both positive and negative, but the total impact on our society is currently very uncertain. Global warming primarily caused by increases in "greenhouse" gases such as Carbon Dioxide (CO₂), Nitrous oxide (NO_x), Sulphur dioxide (SO₂), Hydrogen etc.,. A warming planet thus leads to climate changes which can adversely affect weather in different ways.

Effects of Climate Change

- Hotter temperatures. As greenhouse gas concentrations rise, so does the global surface temperature. ...
- More severe storms. ...
- Increased drought. ...
- A warming, rising ocean. ...
- Loss of species. ...
- Not enough food. ...

- More health risks. ...
- Poverty and displacement.

The steep rise in global temperatures has had some severe climatic effects. There have been massive changes in the rainfall patterns leading to droughts, flash floods, irregularity of rains, excess rainfall etc. We all have seen that floods, droughts, excess rainfall and irregularity of rains became quite frequent in last couple of decades. These are none other than after effects of climate change. While some places receive plenty of rainfall which leads to floods, other places have to face droughts.

Rise in temperature and change in vegetation patterns have forced some bird species to become extinct while others have migrated to some other place. If experts are to be believed, one-fourth of Earth's species could be extinct by 2050. In year 2008, polar bear was added to the list of animals that could become extinct due to rise in sea level.

Due to increase in atmospheric gases by industries and vehicles, the global earth temperature could rise to 3 to 10 degree Fahrenheit by the end of century. The increase in temperature has given rise to increase in deaths that occur due to hot and dry climatic conditions. During last century, earth's average temperature rose by 1 degree Fahrenheit which in itself is a cause of concern. Research indicates that controlling can reduce temperatures by 0.5 degrees Celsius by 2050.

Workshop on the impact of plastic pollution and climate change

Although plastics serve as valuable resources and provide many benefits to society, such as comfort, hygiene, and safety, leading to the well-being of society, its single-use nature and disposal outweigh the benefits unless it is used and disposed of appropriately. Plastic materials have made significant contributions to food packaging, drug delivery, communicable diseases, roads, plastics market, the packaging industry in 2019, followed by building and automotive and transportation, and consumer goods, among



refused fuel, safety from pavements. Looking at the sector had the largest share in construction, textiles, infrastructure and construction, other sectors.

Plastic is a wonderful material and synthetic modernity; unethical disposal of plastic recognized as plastic litter. The complexity of economic and use. Plastic waste exposed to the environment creates problems and is of significant concern for all life forms. Plastic production and accumulation in the natural environment are occurring at an unprecedented rate due to indiscriminate use, inadequate recycling, and deposits in landfills.

and a driver of economic growth however, the irresponsible and waste in any habitat is modern lifestyle is embedded in toxic interdependency of plastic

Single-use plastics (e.g., plastic bottles, caps, cigarette butts, grocery bags, lids, stirrers, straws, food wrappers, etc.) are evidence of poor waste management systems and our attitude toward natural ecosystems. These plastics have severe health and social impacts; for example, plastic particles possess toxic chemicals that can be carcinogenic and can also impact the nervous, reproductive, and respiratory systems. In developing (or low-income) countries, plastics are burnt for cooking and heating purposes, resulting in prolonged exposure of toxic emissions to women and children. In addition, plastic litter causes visual disamenity to garden/locality, which indirectly increases social costs due to plastic contamination and pollution. Plastic litter causes economic losses to the tourism, fishing, and shipping sectors globally. Therefore, the future cost for the remediation of all plastics from the different ecosystems would be financially unviable and expensive.

Rally on the STOP of Plastic: About 2,500 school students studying in various corporation schools took part in the mega awareness rally organised by the FORWARD to sensitise people against the use of one-time-use plastic items. Corporation commissioner, who flagged off the rally, led the students from BSNL office in front of Tribal Mela ground to the corporation main office, Bhubaneswar. Students from as many as 25 schools raised slogans against the usage of one-time-use plastic items, which would face a ban



throughout Odisha, starting January 2022. The students also carried placards with innovative slogans discouraging the use of plastic bags. The commissioner distributed cloth bags to public along the way. He also told people, found using plastic carry bags, not to use them and handed over a cloth bag. Students too disbursed the cloth bags. Talking to the reporters, the Commissioner said the ban cannot be successful without the cooperation of public and sought their help in this endeavour. "The rally was conducted to send the message of the plastic ban." Students, teachers and corporation officials took an oath against plastic, after the rally culminated at Tribal Mela Ground. A large number of traffic police personnel were deployed to reduce traffic congestion during the rally.

Training to Primary School Teachers on Mother Tongue Based Education

Odisha is the only state to formally incorporate MLE into its education system, and that too only for its tribal areas. In 2007, the Odisha government introduced a programme in which the mother tongue of students from scheduled tribes is used as the medium of instruction in primary school. Odia is taught as the second language from Grade II and English from Grade III. Tribal languages continue to be taught as subjects after primary school. Early schooling in a child's mother tongue, as recommended in the new National Education Policy, can improve learning, increase student participation and reduce the number of dropouts, according to an **India Spend** analysis of evidence from around the world. The National Education Policy (NEP) approved by the Union Cabinet on July 29, 2020, says that wherever possible the medium of instruction in schools until Grade V -- preferably until Grade VIII -- should be the mother tongue or the local or regional language. "All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged," the NEP says.

However, this would need new books, fresh teacher training and more funding, experts said. Also, given the multiplicity of languages and dialects in India, it is difficult to home in on the one that can be used as the medium of instruction in an area. Using the language the child is most comfortable with in the *early school years improves attendance and learning outcomes.*

Debate Competition among High School Students on "Climate Change and its Impact"

Climate change is the biggest health threat facing humanity, threatening the progress in development, global health and poverty reduction made over the past 50 years, according to the World Health Organization. In the process, existing health inequalities between and within populations is keeping on widening. The climate change crisis has been producing and is expected to produce more severe direct and indirect impacts on health. This is apparent in the rising number of heat-related deaths caused by rising temperatures and heat waves in addition to dust and sandstorms. Such extreme weather events have a detrimental impact on the prevalence of infectious diseases such as pneumonia and influenza, as well as non-infectious diseases such as asthma and pulmonary fibrosis.

All these effects are exacerbated by the inequities and disparities in terms of socio-economic situations, such as the living conditions of the poor, especially those in urban areas, who are more vulnerable to those impacts. But many people still do not connect climate change and health, or climate change and many other sectors. The reason for this lack of focus and attention is the lack of inclusion of climate change, not just in our medical curriculum (at the University of Alexandria), but in all our curricula. Including climate change could prevent future generations from ignorance of climate change and the scope of the crisis and its effects.

Meeting with small and marginal farmers on Millet Cultivation

The year 2023 has been declared by the United Nations as the International Year of the Millet, following a proposal by India, which wants to position itself as a global hub for millets. Several initiatives are being undertaken in this regard. In India, millets are primarily a kharif crop, requiring less water and agricultural inputs than other similar staples. "Millets are important by virtue of its mammoth potential to generate livelihoods, increase farmers' income and ensure food and nutritional security all over the world," Millet farming directly results in preserving and conserving biodiversity. This is one reason why women farmers, with their ecological acumen and their close association with climate protection, are best suited to be ambassadors of millet cultivation. They also universally succeed in practicing seed sovereignty principles and water conservation. With the creation of incentives toward promoting the woman farmer, these goals of millet cultivation and sustainable development, especially those related to agriculture and sustainable production and consumption, can be achieved. Around 4,000 litres of water is required to produce one kilogram of rice, it has been argued. Millets like jowar, however, require little water at all.

Awareness on personal health and hygiene

Being clean and well groomed makes one feel more confident and comfortable both physically and mentally. Feeling dirty, oily, and unfresh not only puts the physical health at risk, but it can trigger negative emotions of discomfort, irritability, and anxiety. Poor hygiene can affect the mood, interactions with others, and the way of feeling about oneself. Good personal hygiene habits include brushing one's teeth, bathing or showering, and wearing clean clothes. Performing these habits daily or as often as needed achieves and maintains good hygiene and cleanliness. Good hygiene can help one to stay healthy and offers countless positive benefits for one's physical, emotional, and psychological health. He also enlightened the audience with his profound knowledge upon Swachh Bharat Concept. As part of the campaign, volunteers, known as Swachhagrahis, or "Ambassadors of cleanliness", promoted indoor plumbing and community approaches to sanitation (CAS) at the village level.[4] Other activities included national real time monitoring and updates from non-governmental organizations (NGOs) such as The Ugly Indian, Waste Warriors, and Swachh Bharat (Solid Waste Collection and Handling). The Government provided subsidy for construction of nearly 110 million toilets between 2014 and 2019. Although many Indians especially in the rural areas do not know how to use them. The campaign was criticized for using coercive approaches to force people to use toilets. Many households were threatened with a loss of benefits such as access to electricity or food entitlements through the public distribution system.

Training to Anganwadi workers and ASHA workers on Early Child Education and Care

A child's development is holistic in nature, but can be categorized under different domains— physical/motor, cognitive, language, socio-emotional and creative and aesthetic appreciation. These five domains are interdependent—each domain is linked with the other and affects its development and each skill is a blending of other skills. For example, recognizing and naming the colour of an object is a combination of cognitive and linguistic skills. Development in each of these areas is dependent on appropriate stimulation and opportunities to learn. Accomplishments or major achievements along the developmental continuum across these five domains are called developmental milestones. These developmental milestones are an orderly sequence of steps and appear within a fairly predictable age range. At the same time, it is important to note that each child is unique and develops at her/his own pace and all children do not acquire the same set of skills at the same age.

This training module is part of the job training module for Anganwadi Workers and focuses only on the early childhood care and education (ECCE) part of the training. This module is planned for a period of 5 days out of the 26 days allocated for the job training. The purpose of this module is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate ECE activities for 3 to 6 year olds. It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of 3 years, to help Anganwadi Workers counsel parents/caregivers on early stimulation. It is expected that this training will be followed by periodic refresher or thematic trainings for further knowledge and skill enhancement.

Training to parents on preparing teaching learning materials for joyful learning

In educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. The educators need to focus upon bringing about developments in the teaching-learning materials. They need to conduct research and promote modern and innovative methods to enrich the system of education. The advancements in teaching-learning materials are brought about on the basis of number of aspects. These are, grade levels of students, academic goals and objectives and subjects and concepts. When these are introduced, the educators need to ensure that they prove to be beneficial to the students in achieving academic goals. The introduction of modern and innovative methods and teaching-learning materials has led to developments of the overall system of education. The main aspects that have been taken into account in this research paper are, significance of teaching-learning materials, objectives of teaching-learning materials, types of teaching-learning materials, designing and development of teaching-learning materials, and recommendations.

Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans (Teaching Learning Materials, n.d.). Within the education system, there has been use of TLMs since ancient times. With the classroom setting, the major role that has been rendered by the TLMs is to make learning real, practical and pleasurable for the students. The teachers also make use of TLMs to illustrate or reinforce a skill, viewpoint, perspective or an idea. TLMs also render a significant contribution in bringing novelty and freshness within the classroom environment (Unit 7: Teaching Learning Materials, n.d.). It is essential for the educators to possess adequate knowledge and information regarding the use of TLMs. Learning gives us pleasure. If we want students to be charged with enthusiasm, if we want them to see school and learning as joyful, we need to rethink how and what we teach. Let them enjoy learning as well as they enjoy games. Find ways to increase laughter in the classroom.

Children are free to follow their interests outside of school and they do so with enthusiasm and passion. But there is no ownership of the child's learning during school hours. Joy in learning usually requires some ownership on the part of the learner.

Awareness on government schemes and programmes

The Indian Government has provided numerous schemes for its citizens in the past and present. There are schemes that benefit all groups of people and categories especially the marginalised like the Women, Elderly, Children, and Persons with Disability, Schedule Casts and Schedule Tribes. Although there being many beneficial schemes, people lack knowledge about it. Thus, they have not been availing those schemes which are meant for them and could be of a great help in their daily lives. Therefore we insisted the need for an awareness program on various schemes given by Government of Odisha.



On 20th November 2021, one day awareness program was held by FORWARD. All Covid-19 protocol was followed for holding this seminar. The Resource Person talked about various schemes on health, girl child, scholarships for students, housing schemes, pensions, family benefit schemes. The session was very interactive as many of our participants actively participated with queries in which The Resource Person answered to clear our doubts. The participants were told to spread the awareness in their villages as they themselves were the leaders of their society and could easily inform a large group of people about the beneficial schemes provided by the government.

Latitude: 19.634488
Longitude: 83.90792
Elevation: 344.34±7 m
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Time: 24-01-2023 11:48
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Awareness on Forest Rights Act

The Forest Rights Act (FRA), 2006 recognizes the rights of the forest dwelling tribal communities and other traditional forest dwellers to forest resources, on which these communities were dependent for a variety of needs, including livelihood, habitation and other socio-cultural needs.

3 day seminar on Gender and Development

The workshop showcased the impacts of hands-on activities conducted by FORWARD to advance gender equality and women's empowerment in the fields of trade and gender, trade facilitation, data and statistics, e-commerce and entrepreneurship. It will also provide concrete pathways for FORWARD's future role in contributing to the goal of empowering women and creating equal opportunities for all in the current economic and social environment.

Structure : The event presents the features and results of activities conducted by FORWARD. It will also provide an opportunity to listen to the testimonials of direct beneficiaries and representatives of the donor community. The workshop will be organized by several FORWARD teams:

- Trade, Gender and Development Programme, Division on International Trade and Commodities;
- Trade Facilitation Section, Trade Logistics Branch, Division on Technology and Logistics;
- Statistical Analysis team, Division on Globalization and Development Strategies;
- Enterprise team, Division on Investment and Enterprise;
- eTrade for Women programme, Division on Technology and Logistics.

Research Study on the effective implementation of MGNREGA

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) was notified in 2005 and it covers the entire nation, except in districts with hundred percent urban population. The rights and entitlements framework guarantees 100 days' work for the adult members of each rural household, in a



year. The entitlements are open to rural households who can contribute manual/unskilled work (seven hours a day) in and nearby their villages within a radius of 5 kilometers. They will have the right to job cards, ensuring minimum of notified agricultural wages by the state governments. Even though one-third of the employment opportunities were for women, in several states women's participation exceeded 80-90 percent. The programme cost is shared between the Centre and State governments at 90:10 ratios. The costs consist of wages of unskilled manual workers, material and wages of skilled and semi-skilled workers, and administrative expenses. In Kerala State the coordination is done by the MGNREGS state mission and district collectors hold the charge of District Program Officers overseeing the implementation, assisted by Joint Programme Coordinators. At block level block programme coordinators (BDO) monitor the scheme and field level implementation is entrusted to the Grama Panchayat. The grama panchayat secretary acts as the registration officer for issuing job cards. Every job card holder must open a savings bank account in the nearest branch of a Nationalized/Scheduled/Regional Rural Bank and wages are credited to their individual bank account. At the national level there are 5.25 crore households with 15-16 crore active MGNREGS workers, whereas in Kerala State 14-16 lakhs of households are being benefited every year – earning a wage of Rs. 291 per day. The FFP – MGNREGS convergence programme provided additional man days, employment wages and agricultural income, which ably supported livelihoods that were hit hard due to the pandemic crisis. Scaling up of the convergence of MGNREGS with agricultural projects and programmes can uplift and empower labourers to become farmers, technology promoters and users contributing to social development and food security to address the scarcity and high costs of labour, an important input in agriculture. The convergence programme plan requires analysis of lessons and cases from secondary data sources and participatory analysis of scope, needs and problems of projected programmes. These exercises and consultations lead to identification of social tools and process, mobilization of relevant stakeholders, integration of agencies/organization for support and services for effective implementation. Participatory research options based on monitoring, appraisals and feedback create purposive and large scale impact of technology refinements and innovations. The actors have to be identified according to the area and scale of operation, with defined roles to be played which should be mutually agreeable, enabling multiplier effect of convergence and linkage. Efficient leadership emerging from MGNREGA clusters, local self-governments and community based organizations, linkages with state departments and research systems coupled with interdepartmental consensus and convergence ecosystems delineation are crucial and critical for equity and sustainability of convergence programmes. Scaling up requires greater investments in costs and sharing of investments. Challenges in equitable sharing of benefits among convergence partners and participants need to be addressed within frameworks of right and legal entitlements.

IMPLICATIONS

Increased access to resources, knowledge and adoption, practical skills, improvement in productivity of crops and demonstration of potential yield in women farmers' plots, through convergence interventions, created upward mobility on the social ladder. The outcomes of this case are direct access to research, ability to be technical supporters, nutrition enablers, horizontal technology transfer facilitation, visibility as farm producers and productive labour providers, growing as digital resources users and climate risk resiliency learners.

- **Direct access to research:** Frequent field visits of scientists, training sessions, farm advisory service, social media updates and connectivity increased direct access, and familiarity with research processes through institute visit programmes to different ICAR Institutes.
- **Technical supporters:** The women groups in MGNREGS were capacitated as crop specific experts in cultivation, harvest and post-harvest operations and created technological assets for the farming communities. Enabled and facilitated MGNREGS women labourers in participatory experimentation and evaluation of crops and varieties suited to specific locations as partners with researchers; information exchange through networking that turned them into decision makers for area expansion/revival of crops such as traditional rice varieties, groundnut and horsegram which were culturally linked to the location.
- **Nutrition enablers:** Change in diets prepared by the women that will become the trend in the family also. More than 80 percent of them improved intake of tubers and fresh vegetables in their daily diet, and finger millet, sesamum seasonally, adding to diet diversity. One-tenth of them opined that intake of leafy vegetables progressed to three days per week after the diet survey and trainings. The surplus production reached consumers through various marketing channels.
- **Horizontal technology transfer:** Women farmers gained confidence and trust in society as technology adopters, food producers by reinvesting in agriculture, and as earners besides labour providers. Research and extension to practice required innovations, changes, partnerships, convergence and linkages for reframing the outputs and outcomes as social capital in location-specific, gender-sensitive sustainable agriculture. Mutual information exchange among group members, skill sharpening and micro innovations evolved through experiential learning within and among groups.
- **Visible farm producers:** The increased production by MGNREGS farmers provided additional income besides wages; and additional employment days due to the convergence project created active neighbourhood markets, and value addition units for sesamum and turmeric by rural youths. Demand for production inputs such as fertilizers and chemicals improved as per sales records of agencies and cooperative societies.



- **Labour providers:** Formation of women labour groups of 3-5 members and securing equal wages for farm labour was an outcome in gender equity aspect of MGNREGS in rural areas. The convergence of agricultural research and extension and rural development initiatives during the pandemic period brought about creation of employment days, increased wages, enhanced production and consumption of agricultural products, and reduction in cost of production through converging labour component.
- **Digital resources utilization:** Social media use for exchanging success stories and experiences through images, video clips and podcasts was refreshing and motivational. The field problems were communicated rapidly and the mutual learning situation created by themselves through WhatsApp groups helped with real time diagnosis and solutions from experts. During the COVID-19 pandemic situation this shift to virtual communication was a terrific enabler indeed.

- **Climate risk learners and resilience:** Realizing and containing risks of climate change requires practical knowledge, including Indigenous Technical Knowledge (ITK) and social decision taking in agriculture. The women farmers of MGNREGS groups learned and experienced drastic changes in weather and climate affecting production and income. They could innovate in small scale resilience through early sowing and shifting to intercropping sesamum in coconut gardens, adoption of short duration water efficient crops like finger millet, reduction of nutrient cost by recycling weeds instead of burning it as done earlier, and digging of water holes and rejuvenating farm ponds for irrigation. The trainings included method demonstrations and a combination of online and offline sessions.

LESSONS

- MGNREGS could become an active partner in reaching out to society for technology awareness, technology evaluation, and innovations responsive to location specific ecosystems.
- Convergence of agricultural extension with MGNREGS improves the access of women farmers, sub marginal landholders, and landless farmers to extension services, support and technologies. Geographical area wide convergence schemes could be evolved for revival of the agrarian sector through FPOs, with planned interventions via
- Women farmers turned resourceful to emerge as practice-based experts in cultivation, harvest, post-harvest, successful introduction or revival of traditional crops and marketing, improving technology dissemination and usage efficiency. Women farmers are seen as capable co-learners and partners in technology evaluation and transfer along with researchers and first line extension staff.



- Women farmer community adopts technologies not only for profit but they are also sensitive diet providers to families contributing to nutritional education and goals. Training and educational programmes to be integrated for achieving Sustainable Development Goals (SDG) through MGNREGS convergence.

- Women labourers up-skilled in the convergence interventions realize equal wages as men, and they are being utilized by farmers and given equal wages as men. This seems to be a positive indication of gender parity in the greatly constrained labour market of the state.

- The experiential learning brought to light the utility of participatory efforts through convergence and linkages in refining the neutrality of technologies and innovations as per the resource base. The Green Revolution and input-intensive agriculture are often criticized for non-neutrality among farmers with a varied resource base. This case, in point, revealed that appropriate participatory social processes are

key to overcoming the non-neutrality of technologies.

Staff Training and Capacity building

The aim of this stage is to build the capacity of staff to participate in the transition process, according to the role and responsibilities they each hold, and to prepare staff (all or some) to take on new roles or deliver different types of services in the post transition phase. The degree of capacity building that will take place during this stage depends on a range of factors including:

- staff's existing experience, capacity and training
- how much or little external support is being brought in to support the transition and for what aspects of transition,
- the type of service the organization is considering transitioning into and whether some staff are being upskilled to move into other employment outside of the organisation.
- the assessment findings relating to motivations and risk of interference or sabotage.

Key Actions and Processes

This stage is concerned with training and orienting staff to any new procedures, policies and processes that they will be expected to interact with or implement during the transition.

Activities that may occur during this stage could include training on:

- Child protection and safeguarding, including on codes of conduct and reporting procedures. This may culminate in staff signing child protection/safeguarding policies that have been redeveloped/revised in light of transition.
- The process and steps involved in transition
- Child and youth participation and their role in fostering child/youth participation in the transition process.
- Positive discipline, which may be necessary based on the findings of the assessments.
- Implementing Standard Operating Procedures, including those developed by government that relate to aspects of transition (i.e., case management or reintegration)
- Social work and case management training, including training on conducting assessments, analyzing risks and protective factors, strengths-based social work.
- Implementing care plans
- Upskilling for alternate employment (could be via referral to vocational training organizations)
- Community consultation and project design and management
- Implementing life skills training
- Evaluating capacity building and training efforts and capturing learning
- Training and mentoring in new alternative care services, where those services will continue to be delivered by the organisation and staff

Key Milestones

- Staffs are clear on the transition process, their roles and responsibilities and able to outwork new functions related to transition.
- Staff prepared and confident for role changes enacted as a part of the transition
- Staff are prepared to support children positively throughout the transition and with reintegration
- Staff are upskilled in preparation for exploring post transition programs/services or initiatives.

Staff Meeting and review

The focus of review meetings are to retrospect on how performance, whether it is personal or organizational, can be improved in the future. It is necessary for leaders to analyse past performances in order to learn from them and plan more effectively for subsequent endeavours.

The Staff say in a performance review

- Talk about our achievements. ...
- Discuss ways to improve. ...
- Mention skills we've developed. ...
- Ask about company development. ...
- Provide feedback on tools and equipment. ...
- Ask questions about future expectations. ...
- Explain your experience in the workplace. ...
- Find out how you can help.

To further improve living conditions, a 5 km concrete road was constructed, enhancing mobility and access within the slum. This road not only connects residents to essential services but also reduces the risk of accidents and waterlogging during the monsoon season.

This project is a significant step toward improving the quality of life in the Sijuput slum. By addressing the core issues of clean water, sanitation, and infrastructure, FORWARD has contributed to creating a safer, healthier, and more sustainable living environment for the residents of Sijuput.

One day farmers' meet and discuss on the problems and ideas:

The tribal agriculture is primitive and backward resulting in **low productivity**. Tribal agriculture is characterized by small land holdings, improper land utilization, poor farming techniques, over grazing of pastures, low capital investment and low production inputs. Farmers need to deal with many problems, including how to: **Cope with climate change, soil erosion and biodiversity loss**. Satisfy consumers' changing tastes and expectations. Meet rising demand for more food of higher quality.

Farmers need to deal with many problems, including how to:

- Cope with climate change, soil erosion and biodiversity loss.
- Satisfy consumers' changing tastes and expectations.
- Meet rising demand for more food of higher quality.
- Invest in farm productivity.
- Adopt and learn new technologies.
- Stay resilient against global economic factors
- Inspire young people to stay in rural areas and become future farmers



The effects of climate change affect farmers' ability to grow the food we all need. Increasingly volatile weather and more extreme events – like floods and droughts – change growing seasons, limit the availability of water, allow weeds, pests and fungi to thrive, and can reduce crop productivity.

Soil erosion is reducing the amount of land available for agriculture, and declining biodiversity affects the pollination of crops. At the same time, farmers are under pressure to conserve water and use fewer agricultural inputs.

As they adapt to these changes, farmers also need to mitigate the greenhouse gas emissions contributed by agriculture through adopting climate-smart practices – a new learning journey for many.



Small farmers Orientation on Sustainable Agriculture methods:

It basically focuses on soil restoration while growing crops by using cover crops, crop rotation, compost, and animal manures. Others include rain gardens and shade trees. **Organic farming** only uses natural pest control methods and biological fertilizers to grow crops, without the use of chemicals or pesticides.

To be sustainable, agriculture must meet the needs of present and future generations, while ensuring profitability, environmental health, and social and economic equity. Sustainable food and agriculture (SFA) contributes to all four pillars of food security – availability, access, utilization and stability – and the dimensions of sustainability (environmental, social and economic).

5 key principles of sustainability for food and agriculture

- Increase productivity, employment and value addition in food systems.
- Protect and enhance natural resources.
- Improve livelihoods and foster inclusive economic growth.
- Enhance the resilience of people, communities and ecosystems.
- Adapt governance to new challenges.

5 Days' workshop for Parents on Early Childhood care and Education

The workshop facilitated parents to understand that Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is essential for parents to support the learning that happens in preschool settings at home as well. They engage with their children on a daily basis about the experience of a child in the classroom.

This helps in enabling them to understand the behavior of their child, and establish a pattern as to what their child is learning and practicing.



Empowering parents for children's best parenting:

A parent must meet their child's basic needs. This means that they give their child **medical care, housing, education, and food**. In addition, parents are expected to meet a child's emotional and physical needs. They are responsible for protecting their child from harm and abuse. A parent also has the responsibility of meeting their child's financial needs usually until the child is 18 or graduates from high school. In some cases, if these needs aren't met, a parent risks losing their parental rights in part or in entirety.

Children have the right to be safe, to be treated with affection, to be educated, to have medical care and to be protected against cruelty and abuse. Parents have the duty to protect their children's rights until they are old enough to make their own way in the world. The authority to make decisions concerning and affecting the care, welfare and proper development of the child is known as 'parental responsibility'.

Family law in Australia defines the responsibilities that parents have in relation to bringing up their children. These include:

- to protect your child from harm
- to provide your child with food, clothing and a place to live
- to financially support your child
- to provide safety, supervision and control
- to provide medical care
- to provide an education.



7 Ways to Increase Parent Involvement in School

- Connect parents and schools. ...
- Create an organizational structure. ...
- Consider parents' time. ...
- Encourage fathers to participate. ...
- Identify and support leaning environments. ...
 - Learning centers. ...

3 days seminar on the impact of climate change:

Global warming in today's scenario is threat to the survival of mankind. Global warming and climate change refer to an increase in average global temperatures. Natural events and human activities are believed to be main contributors to such increases in average global temperatures. The climate change, caused by rising emissions of carbon dioxide from vehicles, factories and power stations, will not only effects the atmosphere and the sea but also will alter the geology of the Earth. Emissions of carbon dioxide due to our use of fossil energy will change the climate and the temperature is estimated to increase by 2 to 6° Celsius within year 2100, which is a tremendous increase from our current average temperature of 1.7° Celsius as predicted by IPCC. This may cause huge changes to our civilization, both positive and negative, but the total impact on our society is currently very uncertain. Global warming primarily caused by increases in "greenhouse" gases such as Carbon Dioxide (CO₂), Nitrous oxide (NO_x), Sulphur dioxide (SO₂), Hydrogen etc.,. A warming planet thus leads to climate changes which can adversely affect weather in different ways.

Effects of Climate Change

- Hotter temperatures. As greenhouse gas concentrations rise, so does the global surface temperature. ...
- More severe storms. ...
- Increased drought. ...
- A warming, rising ocean. ...
- Loss of species. ...
- Not enough food. ...
- More health risks. ...
- Poverty and displacement.

The steep rise in global temperatures has had some severe climatic effects. There have been massive changes in the rainfall patterns leading to droughts, flash floods, irregularity of rains, excess rainfall etc. We all have seen that floods, droughts, excess rainfall and irregularity of rains became quite frequent in last couple of decades. These are none other than after effects of climate change. While some places receive



plenty of rainfall which leads to floods, other places have to face droughts.

Rise in temperature and change in vegetation patterns have forced some bird species to become extinct while others have migrated to some other place. If experts are to be believed, one-fourth of Earth's species could be extinct by 2050. In year 2008, polar bear was added to the list of animals that could become extinct due to rise in sea level.

Due to increase in atmospheric gases by industries and vehicles, the global earth temperature could rise to 3 to 10 degree Fahrenheit by the end of century. The increase in temperature has given rise to increase in deaths that occur due to hot and dry climatic conditions. During last century, earth's average temperature rose by 1 degree Fahrenheit which in itself is a cause of concern. Research indicates that controlling can reduce temperatures by 0.5 degrees Celsius by 2050.

Workshop on the impact of plastic pollution and climate change

Although plastics serve as valuable resources and provide many benefits to society, such as comfort, hygiene, and safety, leading to the well-being of society, its single-use nature and disposal outweigh the benefits unless it is used and disposed of appropriately. Plastic materials have made significant contributions to food packaging, drug delivery, refused fuel, safety from communicable diseases, roads, and pavements. Looking at the plastics market, the packaging sector had the largest share in 2019, followed by building and construction, textiles, automotive and transportation, infrastructure and construction, and consumer goods, among other sectors.

Plastic is a wonderful material growth and synthetic irresponsible and unethical habitat is recognized as plastic embedded in the complexity of interdependency of plastic the environment creates concern for all life forms. accumulation in the natural an unprecedented rate due to recycling, and deposits in



and a driver of economic modernity; however, the disposal of plastic waste in any litter. The modern lifestyle is economic and toxic use. Plastic waste exposed to problems and is of significant Plastic production and environment are occurring at indiscriminate use, inadequate landfills.

Single-use plastics (e.g., plastic bottles, caps, cigarette butts, grocery bags, lids, stirrers, straws, food wrappers, etc.) are evidence of poor waste management systems and our attitude toward natural ecosystems. These plastics have severe health and social impacts; for example, plastic particles possess toxic chemicals that can be carcinogenic and can also impact the nervous, reproductive, and respiratory systems. In developing (or low-income) countries, plastics are burnt for cooking and heating purposes, resulting in prolonged exposure of toxic emissions to women and children. In addition, plastic litter causes visual disamenity to garden/locality, which indirectly increases social costs due to plastic contamination and pollution. Plastic litter causes economic losses to the tourism, fishing, and shipping sectors globally. Therefore, the future cost for the remediation of all plastics from the different ecosystems would be financially unviable and expensive.

Rally on the STOP of Plastic

About 2,500 school students studying in various corporation schools took part in the mega awareness rally organised by the FORWARD to sensitise people against the use of one-time-use plastic items. Corporation commissioner, who flagged off the rally, led the students from BSNL office in front of Tribal Mela ground to the corporation main office, Bhubaneswar. Students from as many as 25 schools raised slogans against the usage of one-time-use plastic items, which would face a ban throughout Odisha, starting January 2022. The students also carried placards with innovative slogans discouraging the use of plastic bags. The commissioner distributed cloth bags to public along the way. He also told people, found using plastic carry bags, not to use them and handed over a cloth bag. Students too disbursed the cloth bags.

Talking to the reporters, the Commissioner said the ban cannot be successful without the cooperation of public and sought their help in this endeavour. "The rally was conducted to send the message of the plastic ban." Students, teachers and corporation officials took an oath against plastic, after the rally culminated at Tribal Mela Ground. A large number of traffic police personnel were deployed to reduce traffic congestion during the rally.

Awareness on the promotion of Swachha Bharat Mission

The Swachh Bharat Abhiyan, launched on the year 02.10.2014 across the country as a national movement, is the most significant cleanliness campaign by the Government of India. According to the Government, a clean India would be the best tribute India could pay to Mahatma Gandhi on his 150th birth anniversary in 2019. The Health Awareness program was organized with the main objective to promote health sensitive issues and also promote a sense of well-being among the participants extensively.

The Ministry of Tourism (MoT), with the aim of maintaining cleanliness at tourist destinations across the country has observed awareness campaign on cleanliness by undertaking a **fortnightly awareness drive called "Swachhta Pakhwada"**. Swachh Bharat Mission (SBM), Swachh Bharat Abhiyan, or Clean India Mission is a country-wide campaign initiated by the Government of India in 2014 to **eliminate open defecation and improve solid waste management**.

We organized Awareness event ideas to drive donations

- Host fundraising events.
- Organize educational events.
- Set a world record.
- Be consistent.
- Design and distribute swag.
- Boost social media awareness.
- Produce content others find valuable.
- Make informational pamphlets.

The tagline "**Ek Kadam Swachhta ki ore**" translates to "A step towards cleanliness" in English used during the awareness programme.

10 Lines on Swachh Bharat Abhiyan

- The Swachh Bharat Abhiyan is a cleanliness mission run by the Government of India.
- Swachh Bharat Abhiyan is also called Swachh Bharat Mission and Clean India Campaign.
- This campaign was started on 2nd October 2014 on the occasion of Gandhi Jayanti.
- The campaign was launched by the Prime Minister Mr. Narendra Modi.
- Mahatma Gandhi (Bapu) had a dream to make India a clean India.
- This campaign is India's largest cleanliness campaign.
- The motive of this campaign is to clean the streets, buildings, public places and villages of India.
- Garbage dumping is not allowed on the road under the Swachh Bharat Abhiyan.
- This campaign always makes people aware of the importance of cleanliness.
- The sole objective of Swachh Bharat Abhiyan is to make the country a clean and developed country.

Training to Primary School Teachers on Mother Tongue Based Education

Odisha is the only state to formally incorporate MLE into its education system, and that too only for its tribal areas. In 2007, the Odisha government introduced a programme in which the mother tongue of students from scheduled tribes is used as the medium of instruction in primary school. Odia is taught as the second language from Grade II and English from Grade III. Tribal languages continue to be taught as subjects after primary school. Early schooling in a child's mother tongue, as recommended in the new National Education Policy, can improve learning, increase student participation and reduce the number of dropouts, according to an **India Spend** analysis of evidence from around the world. The National Education Policy (NEP) approved by the Union Cabinet on July 29, 2020, says that wherever possible the medium of instruction in schools until Grade V -- preferably until Grade VIII -- should be the mother tongue or the local or regional language. "All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged," the NEP says.

However, this would need new books, fresh teacher training and more funding, experts said. Also, given the multiplicity of languages and dialects in India, it is difficult to home in on the one that can be used as the medium of instruction in an area. Using the language the child is most comfortable with in the **early school years improves attendance and learning outcomes.**



Debate Competition among High School Students on "Climate Change and its Impact"

Climate change is the biggest health threat facing humanity, threatening the progress in development, global health and poverty reduction made over the past 50 years, according to the World Health Organization. In the process, existing health inequalities between and within populations is keeping on widening. The climate change crisis has been producing and is expected to produce more severe direct and indirect impacts on health. This is apparent in the rising number of heat-related deaths caused by rising temperatures and heat waves in addition to dust and sandstorms. Such extreme weather events have a detrimental impact on the prevalence of infectious diseases such as pneumonia and influenza, as well as non-infectious diseases such as asthma and pulmonary fibrosis.

All these effects are exacerbated by the inequities and disparities in terms of socio-economic situations, such as the living conditions of the poor, especially those in urban areas, who are more vulnerable to those impacts. But many people still do not connect climate change and health, or climate change and many other sectors. The reason for this lack of focus and attention is the lack of inclusion of climate change, not just in our medical curriculum (at the University of Alexandria), but in all our curricula. Including climate change could prevent future generations from ignorance of climate change and the scope of the crisis and its effects.

Meeting with small and marginal farmers on Millet Cultivation

The year 2023 has been declared by the United Nations as the International Year of the Millet, following a proposal by India, which wants to position itself as a global hub for millets. Several initiatives are being undertaken in this regard. In India, millets are primarily a kharif crop, requiring less water and agricultural inputs than other similar staples. "Millets are important by virtue of its mammoth potential to generate livelihoods, increase farmers' income and ensure food and nutritional security all over the world,"

Millet farming directly results in preserving and conserving biodiversity. This is one reason why women farmers, with their ecological acumen and their close association with climate protection, are best suited

to be ambassadors of millet cultivation. They also universally succeed in practicing seed sovereignty principles and water conservation. With the creation of incentives toward promoting the woman farmer, these goals of millet cultivation and sustainable development, especially those related to agriculture and sustainable production and consumption, can be achieved. Around 4,000 litres of water is required to produce one kilogram of rice, it has been argued. Millets like jowar, however, require little water at all.

Awareness on personal health and hygiene

Being clean and well groomed makes one feel more confident and comfortable both physically and mentally. Feeling dirty, oily, and unfresh not only puts the physical health at risk, but it can trigger negative emotions of discomfort, irritability, and anxiety. Poor hygiene can affect the mood, interactions with others, and the way of feeling about oneself. Good personal hygiene habits include brushing one's teeth, bathing or showering, and wearing clean clothes. Performing these habits daily or as often as needed achieves and maintains good hygiene and cleanliness. Good hygiene can help one to stay healthy and offers countless positive benefits for one's physical, emotional, and psychological health. He also enlightened the audience with his profound knowledge upon Swachh Bharat Concept. As part of the campaign, volunteers, known as Swachhagrahis, or "Ambassadors of cleanliness", promoted indoor plumbing and community approaches to sanitation (CAS) at the village level.[4] Other activities included national real time monitoring and updates from non-governmental organizations (NGOs) such as The Ugly Indian, Waste Warriors, and Swachh Bharat (Solid Waste Collection and Handling). The Government provided subsidy for construction of nearly 110 million toilets between 2014 and 2019. Although many Indians especially in the rural areas do not know how to use them. The campaign was criticized for using coercive approaches to force people to use toilets. Many households were threatened with a loss of benefits such as access to electricity or food entitlements through the public distribution system.

Training to Anganwadi workers and ASHA workers on Early Child Education and Care

A child's development is holistic in nature, but can be categorized under different domains—physical/motor, cognitive, language, socio-emotional and creative and aesthetic appreciation. These five domains are interdependent—each domain is linked with the other and affects its development and each skill is a blending of other skills. For example, recognizing and naming the colour of an object is a combination of cognitive and linguistic skills. Development in each of these areas is dependent on appropriate stimulation and opportunities to learn. Accomplishments or major achievements along the developmental continuum across these five domains are called developmental milestones. These developmental milestones are an orderly sequence of steps and appear within a fairly predictable age range. At the same time, it is important to note that each child is unique and develops at her/his own pace and all children do not acquire the same set of skills at the same age.

This training module is part of the job training module for Anganwadi Workers and focuses only on the early childhood care and education (ECCE) part of the training. This module is planned for a period of 5 days out of the 26 days allocated for the job training. The purpose of this module is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate ECE activities for 3 to 6 year olds. It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of 3 years, to help Anganwadi Workers counsel parents/caregivers on early stimulation. It is expected that this training will be followed by periodic refresher or thematic trainings for further knowledge and skill enhancement.

Training to parents on preparing teaching learning materials for joyful learning

In educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. The educators need to focus upon bringing about developments in the teaching-learning materials. They need to conduct research and promote modern and innovative methods to enrich the

system of education. The advancements in teaching-learning materials are brought about on the basis of number of aspects. These are, grade levels of students, academic goals and objectives and subjects and concepts. When these are introduced, the educators need to ensure that they prove to be beneficial to the students in achieving academic goals. The introduction of modern and innovative methods and teaching-learning materials has led to developments of the overall system of education. The main aspects that have been taken into account in this research paper are, significance of teaching-learning materials, objectives of teaching-learning materials, types of teaching-learning materials, designing and development of teaching-learning materials, and recommendations.

Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans (Teaching Learning Materials, n.d.). Within the education system, there has been use of TLMs since ancient times. With the classroom setting, the major role that has been rendered by the TLMs is to make learning real, practical and pleasurable for the students. The teachers also make use of TLMs to illustrate or reinforce a skill, viewpoint, perspective or an idea. TLMs also render a significant contribution in bringing novelty and freshness within the classroom environment (Unit 7: Teaching Learning Materials, n.d.). It is essential for the educators to possess adequate knowledge and information regarding the use of TLMs. Learning gives us pleasure. If we want students to be charged with enthusiasm, if we want them to see school and learning as joyful, we need to rethink how and what we teach. Let them enjoy learning as well as they enjoy games. Find ways to increase laughter in the classroom.

Children are free to follow their interests outside of school and they do so with enthusiasm and passion. But there is no ownership of the child's learning during school hours. Joy in learning usually requires some ownership on the part of the learner.

Awareness on government schemes and programmes

The Indian Government has provided numerous schemes for its citizens in the past and present. There are schemes that benefit all groups of people and categories especially the marginalised like the Women, Elderly, Children, and Persons with Disability, Schedule Casts and Schedule Tribes. Although there being many beneficial schemes, people lack knowledge about it. Thus, they have not been availing those schemes which are meant for them and could be of a great help in their daily lives. Therefore we insisted the need for an awareness program on various schemes given by Government of Odisha.

On 20th November 2021, one day awareness program was held by FORWARD. All Covid-19 protocol was followed for holding this seminar. The Resource Person talked about various schemes on health, girl child, scholarships for students, housing schemes, pensions, family benefit schemes. The session was very interactive as many of our participants actively participated with queries in which The Resource Person answered to clear our doubts. The participants were told to spread the awareness in their villages as they themselves were the leaders of their society and could easily inform a large group of people about the beneficial schemes provided by the government.

Awareness on Forest Rights Act

The Forest Rights Act (FRA), 2006 recognizes the rights of the forest dwelling tribal communities and other traditional forest dwellers to forest resources, on which these communities were dependent for a variety of needs, including livelihood, habitation and other socio-cultural needs.



3 day seminar on Gender and Development

The workshop showcased the impacts of hands-on activities conducted by FORWARD to advance gender equality and women's empowerment in the fields of trade and gender, trade facilitation, data and statistics, e-commerce and entrepreneurship. It will also provide concrete pathways for FORWARD's future role in contributing to the goal of empowering women and creating equal opportunities for all in the current economic and social environment.

Structure

The event presents the features and results of activities conducted by FORWARD. It will also provide an opportunity to listen to the testimonials of direct beneficiaries and representatives of the donor community. The workshop will be organized by several FORWARD teams:

- Trade, Gender and Development Programme, Division on International Trade and Commodities;
- Trade Facilitation Section, Trade Logistics Branch, Division on Technology and Logistics;
- Statistical Analysis team, Division on Globalization and Development Strategies;
- Enterprise team, Division on Investment and Enterprise;
- eTrade for Women programme, Division on Technology and Logistics.

Research Study on the effective implementation of MGNREGA



The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) was notified in 2005 and it covers the entire nation, except in districts with hundred percent urban population. The rights and entitlements framework guarantees 100 days' work for the adult members of each rural household, in a year. The entitlements are open to rural households who can contribute manual/unskilled work (seven hours a day) in and

nearby their villages within a radius of 5 kilometers. They will have the right to job cards, ensuring minimum of notified agricultural wages by the state governments. Even though one-third of the employment opportunities were for women, in several states women's participation exceeded 80-90 percent. The programme cost is shared between the Centre and State governments at 90:10 ratios. The costs consist of wages of unskilled manual workers, material and wages of skilled and semi-skilled workers, and administrative expenses. In Kerala State the coordination is done by the MGNREGS state mission and district collectors hold the charge of District Program Officers overseeing the implementation, assisted by Joint Programme Coordinators. At block level block programme coordinators (BDO) monitor the scheme and field level implementation is entrusted to the Grama Panchayat. The grama panchayat secretary acts as the registration officer for issuing job cards. Every job card holder must open a savings bank account in the nearest branch of a Nationalized/Scheduled/Regional Rural Bank and wages are credited to their individual bank account. At the national level there are 5.25 crore households with 15-16 crore active MGNREGS workers, whereas in Kerala State 14-16 lakhs of households are being benefited every year – earning a wage of Rs. 291 per day. The FFP – MGNREGS convergence programme provided additional man days, employment wages and agricultural income, which ably supported livelihoods that were hit hard due to the pandemic crisis. Scaling up of the convergence of MGNREGS with agricultural projects and programmes can uplift and empower labourers to become farmers, technology promoters and users contributing to social development and food security to address the scarcity and high costs of labour, an important input in agriculture. The convergence programme plan requires analysis of lessons and cases from secondary data sources and participatory analysis of scope, needs and problems of projected programmes. These exercises and consultations lead to identification of



social tools and process, mobilization of relevant stakeholders, integration of agencies/organization for support and services for effective implementation. Participatory research options based on monitoring, appraisals and feedback create purposive and large scale impact of technology refinements and innovations. The actors have to be identified according to the area and scale of operation, with defined roles to be played which should be mutually agreeable, enabling multiplier effect of convergence and linkage. Efficient leadership emerging from MGNREGA clusters, local self-governments and community based organizations, linkages with state departments and research systems coupled with interdepartmental consensus and convergence ecosystems delineation are crucial and critical for equity and sustainability of convergence programmes. Scaling up requires greater investments in costs and sharing of investments. Challenges in equitable sharing of benefits among convergence partners and participants need to be addressed within frameworks of right and legal entitlements.

IMPLICATIONS

Increased access to resources, knowledge and adoption, practical skills, improvement in productivity of crops and demonstration of potential yield in women farmers' plots, through convergence interventions, created upward mobility on the social ladder. The outcomes of this case are direct access to research, ability to be technical supporters, nutrition enablers, horizontal technology transfer facilitation, visibility as farm producers and productive labour providers, growing as digital resources users and climate risk resiliency learners.

- **Direct access to research:** Frequent field visits of scientists, training sessions, farm advisory service, social media updates and connectivity increased direct access, and familiarity with research processes through institute visit programmes to different ICAR Institutes.
- **Technical supporters:** The women groups in MGNREGS were capacitated as crop specific experts in cultivation, harvest and post-harvest operations and created technological assets for the farming communities. Enabled and facilitated MGNREGS women labourers in participatory experimentation and evaluation of crops and varieties suited to specific locations as partners with researchers; information exchange through networking that turned them into decision makers for area expansion/revival of crops such as traditional rice varieties, groundnut and horsegram which were culturally linked to the location.
- **Nutrition enablers:** Change in diets prepared by the women that will become the trend in the family also. More than 80 percent of them improved intake of tubers and fresh vegetables in their daily diet, and finger millet, sesamum seasonally, adding to diet diversity. One-tenth of them opined that intake of leafy vegetables progressed to three days per week after the diet survey and trainings. The surplus production reached consumers through various marketing channels.
- **Horizontal technology transfer:** Women farmers gained confidence and trust in society as technology adopters, food producers by reinvesting in agriculture, and as earners besides labour providers. Research and extension to practice required innovations, changes, partnerships, convergence and linkages for reframing the outputs and outcomes as social capital in location-specific, gender-sensitive sustainable agriculture. Mutual information exchange among group members, skill sharpening and micro innovations evolved through experiential learning within and among groups.
- **Visible farm producers:** The increased production by MGNREGS farmers provided additional income besides wages; and additional employment days due to the convergence project created active neighbourhood markets, and value addition units for sesamum and turmeric by rural

youths. Demand for production inputs such as fertilizers and chemicals improved as per sales records of agencies and cooperative societies.

- **Labour providers:** Formation of women labour groups of 3-5 members and securing equal wages for farm labour was an outcome in gender equity aspect of MGNREGS in rural areas. The convergence of agricultural research and extension and rural development initiatives during the pandemic period brought about creation of employment days, increased wages, enhanced production and consumption of agricultural products, and reduction in cost of production through converging labour component.
- **Digital resources utilization:** Social media use for exchanging success stories and experiences through images, video clips and podcasts was refreshing and motivational. The field problems were communicated rapidly and the mutual learning situation created by themselves through WhatsApp groups helped with real time diagnosis and solutions from experts. During the COVID-19 pandemic situation this shift to virtual communication was a terrific enabler indeed.



- **Climate risk learners and resilience:** Realizing and containing risks of climate change requires practical knowledge, including Indigenous Technical Knowledge (ITK) and social decision taking in agriculture. The women farmers of MGNREGS groups learned and experienced



drastic changes in weather and climate affecting production and income. They could innovate in small scale resilience through early sowing and shifting to intercropping sesamum in coconut gardens, adoption of short duration water efficient crops like finger millet, reduction of nutrient cost by recycling weeds instead of burning it as done earlier, and digging of water holes and rejuvenating farm ponds for irrigation. The trainings included method demonstrations and a combination of online and offline sessions.

LESSONS

- MGNREGS could become an active partner in reaching out to society for technology awareness, technology evaluation, and innovations responsive to location specific ecosystems.
- Convergence of agricultural extension with MGNREGS improves the access of women farmers, sub marginal landholders, and landless farmers to extension services, support and technologies. Geographical area wide convergence schemes could be evolved for revival of the agrarian sector through FPOs, with planned interventions via
- Women farmers turned resourceful to emerge as practice-based experts in cultivation, harvest, post-harvest, successful introduction or revival of traditional crops and marketing, improving technology dissemination and usage efficiency. Women farmers are seen as capable co-learners and partners in technology evaluation and transfer along with researchers and first line extension staff.
- Women farmer community adopts technologies not only for profit but they are also sensitive diet providers to families contributing to nutritional education and goals. Training and educational programmes to be integrated for achieving Sustainable Development Goals (SDG) through MGNREGS convergence.
- Women labourers up-skilled in the convergence interventions realize equal wages as men, and they are being utilized by farmers and given equal wages as men. This seems to be a positive indication of gender parity in the greatly constrained labour market of the state.
- The experiential learning brought to light the utility of participatory efforts through convergence and linkages in refining the neutrality of technologies and innovations as per the resource base. The Green Revolution and input-intensive agriculture are often criticized for non-neutrality

among farmers with a varied resource base. This case, in point, revealed that appropriate participatory social processes are key to overcoming the non-neutrality of technologies.

Staff Training and Capacity building

The aim of this stage is to build the capacity of staff to participate in the transition process, according to the role and responsibilities they each hold, and to prepare staff (all or some) to take on new roles or deliver different types of services in the post transition phase. The degree of capacity building that will take place during this stage depends on a range of factors including:

- staff's existing experience, capacity and training
- how much or little external support is being brought in to support the transition and for what aspects of transition,
- the type of service the organization is considering transitioning into and whether some staff are being upskilled to move into other employment outside of the organisation.
- the assessment findings relating to motivations and risk of interference or sabotage.

Major Areas of Intervention & Financing Partners

1. Agriculture Development and Livelihoods

Catholic Relief Services (CRS) – 2010–2015

Department of Agriculture, Govt. of Odisha – Ongoing since 2022

NABARD – 2019–2022

2. Financial Literacy and Market Access

PRAXIS, Hyderabad – 2010–2013

CRS – 2010–2013

3. Education and Child Welfare

Bernard van Leer Foundation & Dept. of Women and Child Development – 2013–2015

4. Health and Nutrition

Bernard van Leer Foundation & Dept. of Women and Child Development – 2013–2015

Jiv Daya Foundation, USA – Ongoing since 2022

5. Capacity Building and Community Governance

Mennonite Central Committee, Kolkata – 2010–2013

6. Cultural Activities and Social Empowerment

Ministry of SC & ST Development, Government of India

7. Child Protection and Rights

Rotary Club International, Kolkata – 2012–2013

8. Safe Drinking Water & Sanitation

SELAVIP, Chile – Project implemented in Sijuput slum, Bhubaneswar (2022)

Key Actions and Processes

This stage is concerned with training and orienting staff to any new procedures, policies and processes that they will be expected to interact with or implement during the transition.

Key Milestones

- Staffs are clear on the transition process, their roles and responsibilities and able to outwork new functions related to transition.
- Staff prepared and confident for role changes enacted as a part of the transition
- Staff are prepared to support children positively throughout the transition and with reintegration
- Staff are upskilled in preparation for exploring post transition programs/services or initiatives.

Staff Meeting and review

The focus of review meetings are to retrospect on how performance, whether it is personal or organizational, can be improved in the future. It is necessary for leaders to analyse past performances in order to learn from them and plan more effectively for subsequent endeavors.

The Staff say in a performance review

- Talk about our achievements. ...
- Discuss ways to improve. ...
- Mention skills we've developed. ...
- Ask about company development. ...
- Provide feedback on tools and equipment. ...
- Ask questions about future expectations. ...
- Explain your experience in the workplace. ...
- Find out how you can help

Our team



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