

Sadhanara Pathe

The Path of Dedication



In the small village of Kairashi in Ganjam district, Rajendra Prasad Panda's journey is a story of resilience and purpose. Losing his father at a young age, he grew up facing financial hardships. Yet, he remained determined to continue his education, believing that learning could change not only his life but also the lives of others. This belief shaped his path and led him to become a teacher in 2011 at a remote school in Manapalli.

When Rajendra first joined the school, he found many children irregular and some completely out of school. The classrooms lacked energy, and community involvement was minimal. Instead of accepting this as the norm, he took it as a challenge. He started visiting homes, speaking with parents, and patiently explaining the importance of education. His consistent efforts slowly built trust, and children began returning to school. Over time, the school environment transformed into a more vibrant and engaging space.



Rajendra believed that learning should be joyful and meaningful. He decorated classrooms with simple teaching-learning materials, encouraged participation in activities, and made morning assemblies interactive. Students began to take part in competitions and express themselves with confidence. The once silent school gradually became a place filled with enthusiasm and hope. Parents, too, started showing interest in their children's education and became more connected to the school.

In 2024, when Rajendra became a Cluster Resource Centre Coordinator (CRCC) at Ustapada cluster, his vision expanded. He realized that many schools were facing similar challenges and that change needed to happen at a larger scale. His association with Youth for Social Development (YSD) further strengthened his approach. After participating in a mother's workshop, he understood the importance of community engagement in improving learning outcomes.

With this learning, Rajendra began supporting multiple schools—organizing awareness programmes, promoting activity-based learning, and encouraging teachers to create child-friendly classrooms. He guided teachers to use local resources as teaching materials and adopt innovative methods. His efforts helped build a supportive learning environment where children felt motivated to attend school regularly.

Today, Rajendra is not just a teacher but a catalyst for change. His journey reflects that with dedication, empathy, and community involvement, even the most challenging situations can be transformed into opportunities for growth and learning.

Support



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