

# A Report on UNICEF Bihar Supported Project

**Empowerment of Bal Sansads, Meena Manch &  
School Management Committees (SMCs)  
of Schools in Amas Block of District Gaya (Bihar)**  
Project Period : August to December 2017



Implemented by : Rohini Science Club, Ranchi (Jharkhand) India





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## Project Background

With the right to children to Free and Compulsory Education coming into effect on April 1st, 2010, every child was guaranteed the fundamental right to eight years of quality education – one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they came from. Since then there have been promising developments starting from infrastructure to classroom transactions as well as learning achievements of children. We have seen significant resource allocations to the education sector, substantive structural reform as well as countless stories of hope from the field. Following the RTE guidelines, great strides have been made in providing adequate numbers of school buildings, classrooms, development of textbooks and appointment of teachers' etc.

The other important expectation from RTE mandate is for schools to become child-friendly with inclusive spaces, where all children from diverse backgrounds are welcomed and encouraged to actively participate in learning through child-centered activities. On the other hand academic achievement surveys conducted by government and non-government institutions indicate that children in Bihar are yet to achieve grade appropriate competencies. Government is trying to address the learning gaps through various measures such as improving teachers' pre-service and in-service training, development of school readiness packages and roll out of regular assessment system in the form of 'Mulyankan Hastak'. A long way is ahead. There are concerns at different levels to improve this situation.





The World Bank's 'World Development Report 2018: Learning to Realize Education's Promise' provides shocking insights into how little learning is happening in India's rural schools. There is a "learning crisis" in global education, the report says, stressing that schooling without learning is a wasted development opportunity as well as "a great injustice to children and young people worldwide." Learning outcomes in India are depressingly low, the report points out. In 2016, three-quarters of students in Grade 3, half the students in Grade 5 in rural schools were unable to do simple subtraction. Around 85% of Grade 2 rural children could not read a single word of a short text.



# Improving Learning Abilities of Children in Schools : Major Concern

Quality of education is linked directly to the learning outcome of children. If we look in detail, we find the problem is compounded because of the general inability of teachers to address the diversified learning needs of students coming from diversified background. The victims of such a situation are generally children coming from disadvantaged families. With poor or no learning happening in schools there is major drop out of children particularly from disadvantaged groups within primary classes and also during transition from elementary to secondary. We all know that it is difficult to ensure 'learning' in schools unless there is a real 'learning situation' created by schools. It is widely recognized that there is a need to shift focus from memorization of information contained in the textbooks to developing basic skills and the ability of students to apply their learning to 'non-textbook' situations. Also creativity,

problem solving ability and encouragement for construction of knowledge based on students' own experiences need to be promoted. But the textbooks in general contain an information overload with very little scope for students' involvement. The school teaching-learning processes should enable learners to acquire knowledge, develop understanding and inculcate skills, positive attitudes, values and habits conducive to the all-round development of their personality.

Learners are not passive objects. They are active and inquisitive persons. Learners do not come to school with a blank mind but with pre-conceived ideas. Their classroom



experiences are interpreted in the context of these pre-conceived notions. It is important to orient students towards independent and continuous learning. This makes it essential to make greater efforts to change the attitude to learning and knowledge. It has been noted in several states that learning results have improved considerably upon providing inputs for communication and comprehension in language and basic mathematical skills using activity-based and imaginative pedagogical strategies. It is therefore, important for a school to connect the teachings of the school with real life experience of a child. The schools must ensure that the children attending classes are 'learning'. This should be the message given to every headmaster and teacher(s) in schools either during trainings, workshops or meetings.





## Project Objective

Today in Bihar almost all the schools have Bal Sansads, SMCs as well as Meena manch (in Upper Primary Schools Grade 6-8) and the combination of these three viewed as an opportunity for the schools to bring change in the functioning of schools, their overall performance in scholastic and non-scholastic areas by activating and empowering the members, HMs, teachers and the associates. The idea of this project was to raise the performance of students, SMC members and girls through their overall development and preparedness in their life to take up challenges along with enhancing their learning skills and abilities in their respective areas. This project is an innovative education model to provide the students with an opportunity to equip themselves with life skills, vocational skills and scientific outlook which pave the way for their holistic development.







## Equipping Children with Right Kind of Skills and Attitude in Schools

- Children are growing up in a world full of complex problems with no instruction booklet.
- Children need experience working independently on open-ended projects that are goal-directed but unscripted.
- By activating their hands and their minds, children will be equipped with right kind of skills, knowledge and grit to become the problem solvers than problem creators.
- Improving their (a) Problem-solving skills (b) Adaptability and resilience (c) Collaboration with peers (d) An intuitive grasp of science, technology, engineering, art and math (STEAM) principles and (e) and the confidence of competence.

## Specific Objectives for Bal Sansad Training

- To make 'learning process' interesting and attractive
- To meet the challenges in life with better preparedness
- To equip with right kind of skills, knowledge and attitude to become a problem solver than problem creators.
- Preparing future-ready children who could work with tools and apply mind in innovative projects and activities
- Making responsible for the progress of the school in terms of achievement of children both in curricular and co-curricular areas





## Specific Objectives of Meena Manch Training

- To equip meena manch girls with adequate life skills to face the challenges in life
- To understand the new vocational skills on demand and how they too could acquire such skills
- To help school colleagues and others in creating a learning atmosphere
- To look life positively and meeting the problems using innovative solutions
- To continue educational journey understanding why and how through activities and exercises







## Specific Objectives of SMC Training

- Motivating members of SMC to participate in the process of school development issues
- Understanding RtE and their roles and responsibility as laid down in the Act
- Importance of working in team and coordination among the members with HMs, school teachers, community members, women and children of diverged groups
- Importance of constituting SMCs properly and sensitizing the members to take-up the challenges
- Understanding the learning outcomes expected from each child at the end of the year after completion of a particular grade.
- Owning the responsibility to Making responsible for the progress of the school in terms of achievement of children both in curricular and co-curricular areas



District Gaya is the hub of Buddhist tourism circuit in India. Total population is 43.9 lakh and male and female literacy are 73 percent and 53 percent respectively as per census 2011. Literacy rate amongst SC is 45.20 percent in Gaya. While the progress is being made on key education indicators Over the recent past, there are various gaps that prevent children from being retained in school and from maximizing their potential to learn. Only 6.48 percent of schools in Gaya comply with RTE norm related to PTR. The average PTR in Gaya is 63 as against the RTE norm of 40. Retention rate at elementary level in Gaya is 53.87 percent. Thus more than 40% children who get enrolled in grade I become dropout by the time they reach grade 8.





# Schedule of Training & Orientation Workshops

The training and orientation of District Level Officers, Headmasters of Amas Block along with Members of Bal Sansad, Meena Manch and SMCs was imparted as per the unique training design conceived by the organization. The schedule of dates and venues are given below. The one day orientation was held at Haridas Seminary High School, Gaya on 29th August 2017 from 11.00 am onwards. The DPO (EE & SSA) Sri Asgar A. Khan along with Dr. Ratna Ghosh (Principal, DIET, Gaya), Sri Rajendra Ram (BEEO Amas), Sri Rajesh Kumar (APO, BEP, Gaya), BRPs of Amas Block as well as

CRCCs of all six different clusters have attended the orientation programme. The programme was started with the inaugural briefing of Sri R. S. Singh (Consultant, UNICEF Bihar), who explained the objective of the programme to be implemented in schools of Amas block with the support of two NGOs who has been entrusted this task by UNICEF, Bihar. One is AKSHAYAM focusing on Sports for development and other is ROHINI SCIENCE CLUB which has the mandate to empower the Bal Sansad, Meena Manch and SMCs of the schools.



The one day orientation of HMs of Amas Block schools was organized at BRC Amas on 6th September 2017 from 11.00 am onwards. After the registration of HMs the initial briefing about the two projects was given by Sri GVSR Prasad. During his inaugural talk he explained both on importance of sports for development as well as enhancing learning abilities through life

skills to live a better life. Through these two programmes, it is expected that the performance of students in schools would increase in future. The overall development of students and the community might find some new ways to improve the school conditions and the learning skills of children, said by the project coordinator Sri Jyotish Prasad Sahu of Rohini Science Club.



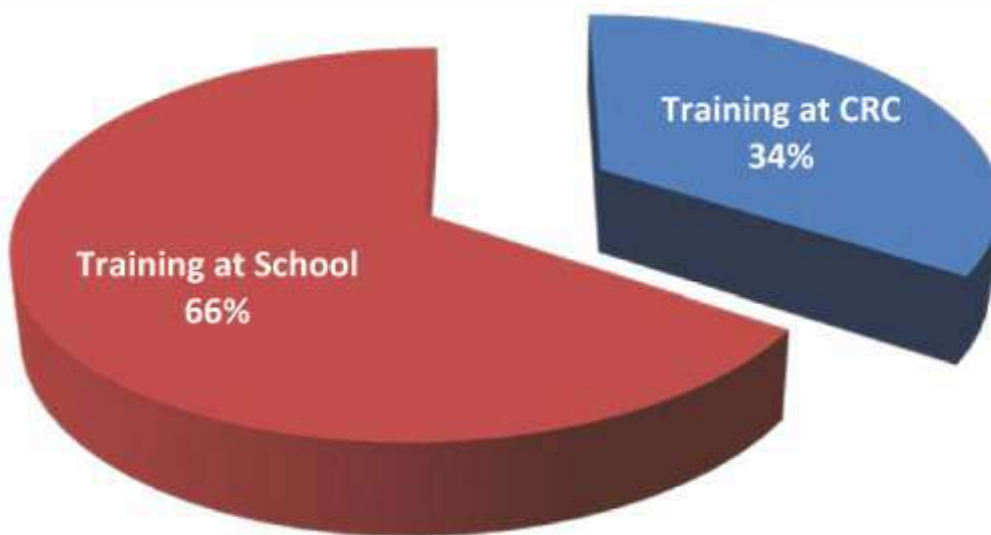


Sl.No.	Training/Orientation	Date(s)	Venue
1	Orientation of District Level Education Officers of Gaya including DEO, DPO, DSE, BEEO, CRCCs and others	29 <sup>th</sup> August 2017	Haridas Seminary High School, Gaya
2	Orientation of Headmasters of Amas Block	6 <sup>th</sup> of August 2017	Amas BRC, Gaya

*The district level officers and HMs training was organized jointly by AKSHAYAM and ROHINI SCIENCE CLUB*

S.N.	Name of the CRC	Training Date at CRCs	Total No. of Bal Sansads	Bal Sansads trained at CRC	No. of Bal Sansads Trained at School	Further training held at schools known as small-session-training(SST) on different dates			
						1 <sup>st</sup> round	2 <sup>nd</sup> round	3 <sup>rd</sup> round	4 <sup>th</sup> round
1	Bishunpur	11.9.2017	154	55	99	√	√	√	√
2	Badki Chilmi	12.9.2017	147	48	99	√	√	√	√
3	Amas	14.9.2017	154	52	102	√	√	√	√
4	Suggi	15.9.2017	158	43	115	√	√	√	√
5	Karmain	16.9.2017	156	62	94	√	√	√	√
6	Hamzapur	16.9.2017	168	61	107	√	√	√	√
			<b>937</b>	<b>321</b>	<b>616</b>				
	<b>Teachers Trained = 72/418 (17%)</b>			<b>34%</b>	<b>66%</b>				

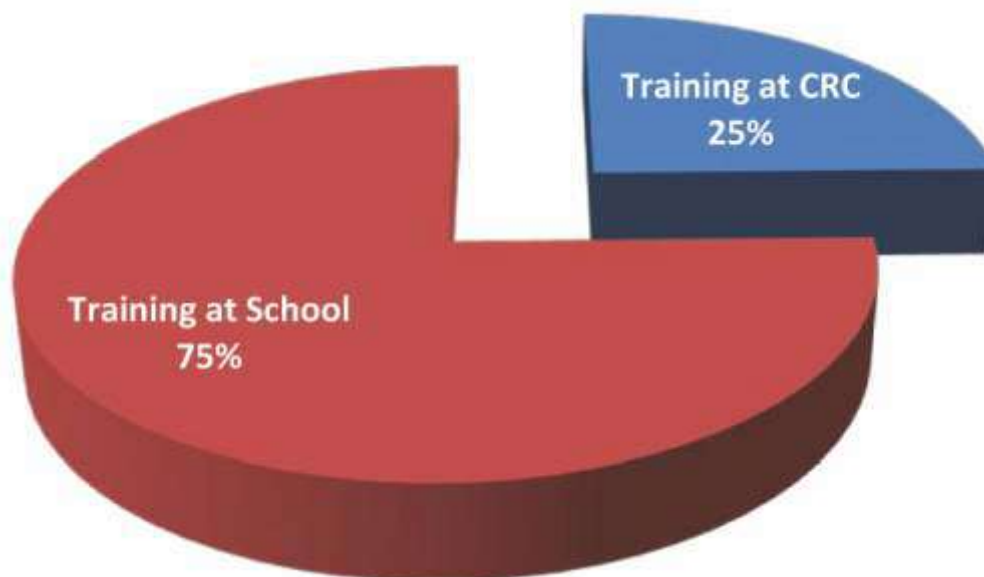
### Training of Bal Sansad Members of Amas Block



## Meena Manch Girls Training Schedule

S.N.	Name of the CRC	Training Date at CRCs	Total No. of Meena Manch Girls	Meena Manch Girls trained at CRC	No. of Girls trained at school	Further training held at schools known as small-session-training(SST) on different dates			
						1 <sup>st</sup> round	2 <sup>nd</sup> round	3 <sup>rd</sup> round	4 <sup>th</sup> round
1	Bishunpur	13.10.17	153	35	118	√	√	√	√
2	Badki Chilmi	13.10.17	107	25	82	√	√	√	√
3	Amas	14.10.17	141	39	102	√	√	√	√
4	Suggi	12.10.17	124	29	95	√	√	√	√
5	Karmain	14.10.17	104	26	78	√	√	√	√
6	Hamzapur	14.10.17	121	31	90	√	√	√	√
			<b>750</b>	<b>185</b>	<b>565</b>				
	<b>Total Teachers Trained=36/418 (9%)</b>			<b>25%</b>	<b>75%</b>				

## Training of Meena Manch Girls of Amas Block

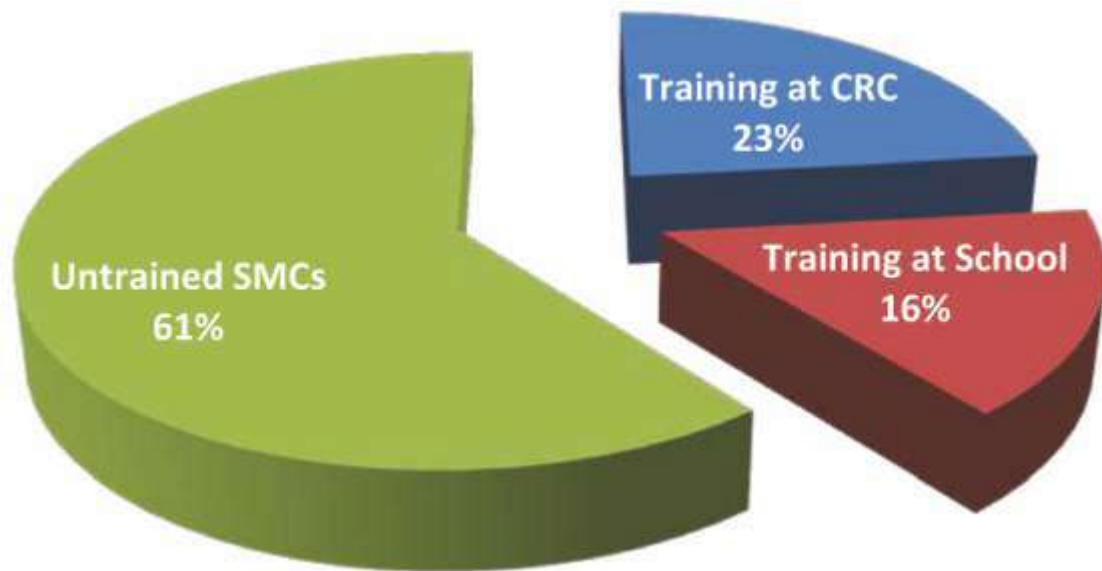




## Training Schedule of SMC Members

S.N.	Name of the CRC	Training Date at CRCs	Total No. of SMC members	Trained SMC Members at CRC	No. of SMCs trained at schools	Further training held at schools known as small-session-training(SST) on different dates			
						1 <sup>st</sup> Rd	2 <sup>nd</sup> Rd	3 <sup>rd</sup> Rd	4 <sup>th</sup> Rd
1	Bishunpur	28.12.17	172	40	132/18	√	√	√	×
2	Badki Chilmi	8.11.17	157	41	116/36	√	√	√	×
3	Amas	13.11.17	139	41	98/25	√	√	×	×
4	Suggi	11.11.17	190	35	155/27	√	×	×	×
5	Karmain	27.12.17	175	36	139/33	√	×	×	×
6	Hamzapur	9.11.17	165	39	126/21	√	×	×	×
			<b>998</b>	<b>232</b>	<b>766/160</b>				
				<b>23%</b>	<b>21%</b>				

## Training of SMC (VSS) Members of Amas Block



## Field Facilitators Training

With the help of local contacts and institutions, the core team constituted for this Project at Gaya identified candidates who have been put on training as per the need and demand of the project. The training was held at DIET Gaya on 22nd September 2017, immediately after attending the Bal Sansad

members training held at 6 different CRCs of Amas block between 11-16th Sep 2017. The identified field facilitators were first sent to attend the Bal Sansad Members training to observe and test their nerves to become trainers of future.





Sl.No.	Name of the Field Facilitator	Facilitated at CRC	No. of Bal Sansads Training Attended
1	Gopalji	Bishunpur	3 training programmes
2	Govinda Kr Singh	Badki Chilmi	4 training programme
3	Maneesh	Amas	3 training programmes
4	Dharmendra Kumar	Suggi	3 training programmes
5	Sunil Kumar Pandey	Karmain Mode	4 training programmes
6	Md. Ariz Ahmed	Hamzapur	5 training programmes

#### Name of Resource Persons:

1	Arvind Kumar	State Resource Person	DIET Gaya
2	Narendra Dev	State Resource Person	HM Gaya
3	G V S R Prasad	Project Director	RSC, Ranchi
4	Jyotish Pd Sahu	Project Coordinator	RSC, Ranchi
5	Uma Shankar (Retd.)HM	Field Coordinator	Gaya

### The training Objective of Field Facilitators

- Building relationship with HMs, Teachers, VSS members and especially with children
- Communication and Interaction Skills and Delicacies
- Viewing Schools and People with Positive Attitude
- Creating Energy and Motivation at High
- Enhancing Ability to Demonstrate Projects (Hands-on)
- Information and data collection and capturing
- Monitoring and Follow-up

Again the 2nd round of sharing cum training of Field Facilitators was held on Sunday the 7th November 2017 at Camp Office, Magadh Colony, Gaya. Each field facilitator made a detailed report and presented their

observation and activities they did in each and every school visited. It was very encouraging to see their diaries and data captured by them during their visits. After a long session, some of the major points emerged were discussed in length around the points as given below;

- School visit reports and observations made
- Critical issues of school improvement Listed
- Learning Outcomes of Students – Discussed in Length
- Developing Learning Corners in schools
- Understanding Monitoring Tool and Its Use to make Steady Progress

Later critical objectives of the project such as learning outcomes of the students was discussed in detail and a small note on learning outcomes was shared with each facilitator.

## An Approach with a Difference

In this project, a new approach was introduced to create an enabling environment of learning in schools. Members of Bal Sansad, Meena Manch and SMC were chosen as target groups rather than teachers. Generally the practice is to train teachers first, who later goes back to school and implements the techniques and processes learnt during training. Here in this project a little different was done. Members of Bal Sansad, Meena Manch and SMCs were taken as target groups and imparted some hands-on training to create interest, enthusiasm and energy to take-up their classroom teaching seriously so that they can acquire the required competencies as expected from them. However, in this process, teachers have accompanied Bal Sansad and Meena Manch girls as mentors than direct participants.





## The Experience Gained

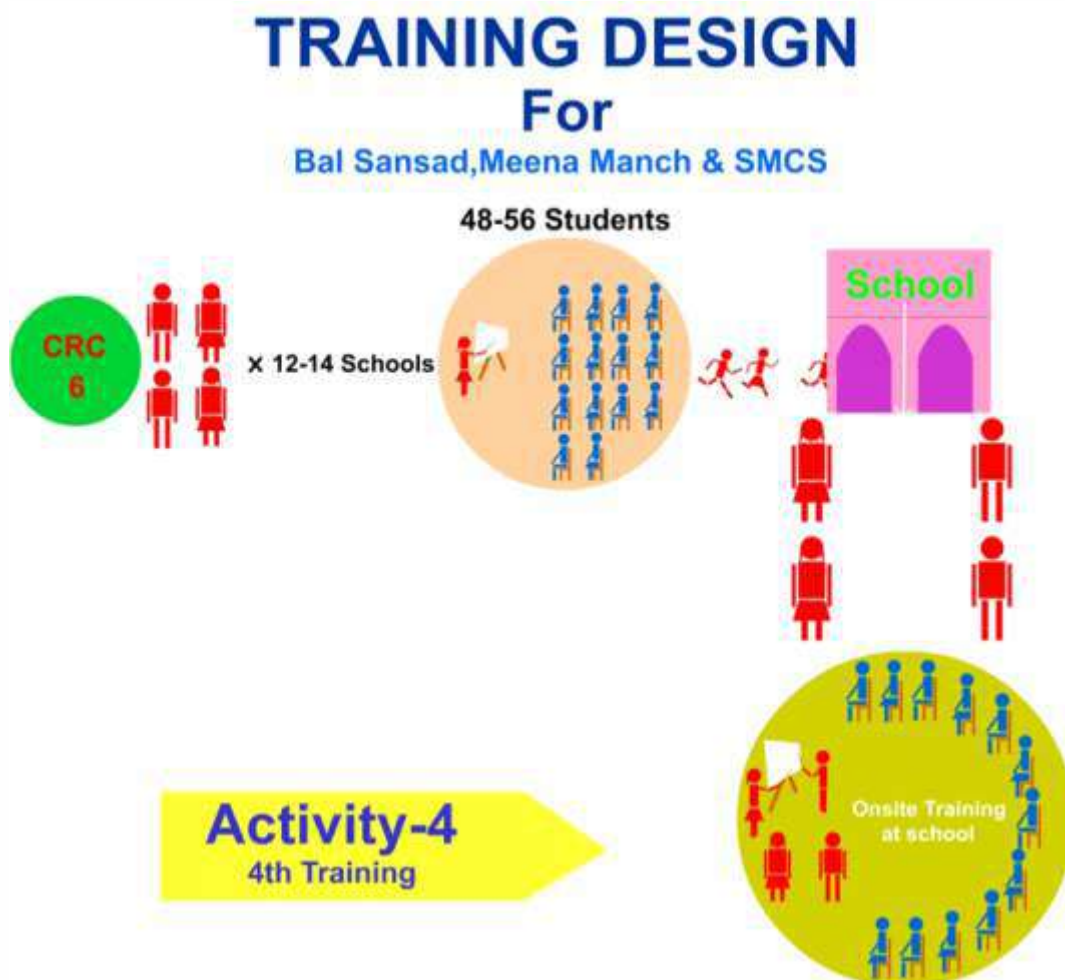
This approach gave us lot of insight. While imparting the training to members of Bal Sansad and Meena Manch, we found initially teachers attending the training were silent and watching the training process quietly. But after completion of 2-3 hours session, they themselves join the students group and by the end of second half they also demanded the kits and models to assemble and enjoy the learning process by sitting next to their students. The strength of this approach was quite visible and it clearly indicates that teachers too are enthusiastic but we need to create a learning atmosphere where they can easily chip-in and become the part of the process. After realizing that their students are keen and sincerely following the process, they also joined the students group and started doing hands-on activities and enjoyed every moment just like a child.



# Innovative Training Design

Another important shift in this project was the training design wherein the cascade model was not adopted. Training of all the members of Bal Sansad, Meena Manch and SMCs were divided into two parts. First round of training had covered schools taking limited number of members as participants. For example during Bal Sansad members training, 4 members from each school out of 12 members were invited at 6 different cluster centres. These 4 student members of Bal Sansad from that cluster were imparted the one day training

along with one teacher representative from each school. After completing this training, the field facilitators imparted this training in each school with the rest of the members in 4 different sittings within a gap of 5-15 days. Here the 4 members who have already been trained at the cluster centre supports and helps the field facilitator to conduct the training process. Due to short duration nature of training of 1½ to 2 hours, students took interest and simultaneously continued their normal classes in school.







Secondly it was not a onetime intense training; students were always kept to learn and do something new and waited for the facilitator to come next week with new set of model sheets. Thus the approach helped in maintaining the momentum of enthusiasm of the students to continue learning. Similarly, the training of Meena Manch and SMCs was also imparted by adopting one cluster level training and rest at school level where field facilitator acted as resource persons.





## Hands-on Learning : Focus on SKILLS

Both the Bal Sansad and Meena Manch training design had built-in activities where the children did some little projects. These projects were designed in such a way that the children did the entire modeling in groups where they used tools, stationary etc to complete the task. While working on the project, they raised many questions like how to cut, where to fold, how to paste etc. Once they completed and tested their project they looked so excited that their teachers got attracted to the project and started doing it of his/her own. There were many moments during the session when children looked to their peers more seriously to follow the process. Among the groups leadership started emerging and a few took the lead to explain the process with ease so that rest of the students can complete the models in time.





The best part was the final presentation by students. The presenters were asked to explain taking the models in hand about what is the learning from the model activity and how it could be of use to others. In the case of hand pump and toilet room models, the students made a fantastic presentation and had clearly explained outcomes out of the process as given below;

- At first stage students felt it is reading-writing jobs that they have to do but once they realized that the given sheets are model sheets where they have to cut and paste as per the instructions given, they felt very happy and relaxed and made themselves very comfortable.
- While working on model sheets, many complex situations arrived. The folding was tough but by following the instructions taking the right move logically, the model was completed. Peers also helped other than facilitators. The entire hall was full of energy and every student is engaged.
- The level of excitement was tremendous when our group completed the task in time following all steps. The process was exciting for them to learn new things.



Thus it was evident that children were enjoying their task but there was no fear of losing or doing wrong. All of them were encouraged to do and complete. A few, who could not finish the project, joined the other groups to learn how they have done. The energy during the training hall was very high and teachers were happy to see their students performing well and looking smart enough.

## The Resource Materials Used

For imparting the training among Bal Sansad, Meena Manch and SMCs different kinds of materials were used to create a learning atmosphere. During Bal Sansad training we introduced 14 types of model sheets. They are named as stated below;

<b>Model Sheets used for Bal Sansad Training</b>	
Hand pump design	Model sheet of snake & ladder
Toilet room design	Matchstick drawing of human figure
Tangram design	Outline of animals
Rocket model design	Outline of birds
Paper house model	Line drawings for use in blackboard
Paper square 3D model	Striker game
Flexigon	Paper helicopter

<b>Activities undertaken at Meena Manch Training</b>	
LED based question-answer BRAINO	Journey of a girl
Making of paper carry bags	Pictures of women doing different work
Case studies on cards – group work	Tips for vocational Activities in school

<b>SMC Members Training</b>	
Two schools talking to each other	Exercise: Problems Solver vs. Creators
Film made on SMCs by MHRD Gol	Exercise: Coordination & Teamwork
Understanding RTE	Learning Outcomes : SMCs are at Alert





# Select Activities of Bal Sansad, Meena Manch and SMC Training

## Bal Sansad Activities

### (a) Two Teachers Talking to Each Other

Good School	Bad School
We have neat and clean toilet with water facility	We have stinking toilet and no water around
We have proper storage of drinking water with lid, glasses and tumbler	We have hand pump but no storage of drinking water. We go to the hand pump and drink water by holding two hands below the pipe.
The drain water of hand pump in our school goes to the kitchen garden.	The water gets logged near the hand pump and becomes slippery and dirty.
Bal sansad members stands everyday near the hand pump to check whether the students wash their hands before MDM.	Students rush for MDM and no hand washing practice is followed. A few of them however seen washing hands but bal sansad members have seen taking no initiative in this regard.
In the absence of some class teachers, bal sansad members engage classes with different educational activities.	No such thing has seen in our school. Bal sansad members don't know what to do when a teacher is absent due to some reasons.

*This conversation between two schools, one as good school and the other as bad school raised many questions among participants. This helped the facilitator to generate discussion on role of bal sansad members.*





## (b) Me and my Future School

In this session all participants were asked to think about their school and visualize how best their school would look like in future. Then each of them was given pencils, crayons and paper etc to draw and colour. Children enjoyed this session very much. They were so happy to draw a future-school of their idea. This has raised some questions and the facilitator asked the children – do you see problems would come to make such school in future? All of them said 'yes'. Then will you leave the problems and go back or face the challenges, asked by the facilitator. All of them said – no, we will not go back. We will face the challenges. Then the participants were taken to the next level.





### (c) Problem Solving Mind

In this session participants were made sit in groups and were given broken picture cards and instructed to assemble the cards and complete the picture. The entire session looked very interesting and teachers sitting in the hall have made as observers for each group. Every time it was seen that one or two groups could not even complete the picture by placing right cards. The struggle was close to one or two persons only in the entire group. At some stage they left the problem as it is and started looking others how and what they are doing. This entire experience of groups was shared by observers and then the facilitator asked questions to the children.







#### (d) Future-Ready Children as Innovators

This session was designed keeping in mind how to engage children to think about the best use of the resources they have within the school and the society. How can these resources be kept in right condition so that society at large could use it. With this small objective, participating children sitting in groups again were given model sheets of hand pump and toilet. Facilitators gave them the required materials such as scissors, paste etc in groups. Children were so engrossed in their task that in the first fifteen minutes, there was almost pin drop silent. Once the first assignment is over, they started whispering not what to do? Thus in next 15-20 minutes it was a scene worth watching.

All of them were busy in precision cutting, reading instructions, pasting parts, etc. Finally all the groups successfully completed the assembly of both hand pump and toilet and were pleased to show their model. Facilitator invited the groups to speak about the work done by them and to convey the message they will take to their school and the society through the model they did. Children said that they have to change their mindset and understand the support provided by the government for their daily use and such things need care and maintenance on regular basis. Later the participants were asked how they ensure that hand pumps outlets are clean and each child washes hands before MDM at school and even at home. Similarly toilet habits were also discussed. This discussion has opened lot of realities in school and children daringly said that they need more support from school to implement such things in future. They are keen to innovate new ways to handle such problems but at the same time they must be encouraged to do so.



## Meena Manch Activities

### (a) The Journey of a Girl Child: An Exercise

In this session, a matrix chart along with an envelope containing 16 paper chits was given to each group. Each paper chit had a code on its back which resembles with the matrix chart code. The members of the group were instructed to look at the paper and its code carefully and paste on the same on the given place correctly. Once the paper chits are pasted on matrix chart, they were asked to read and explain what different situations are given for a girl child and how the journey of each girl went on for each situation? The girls in group did not expect this and suddenly they become serious and started reading the text. Then each group was told to explain one situation and the discussion being generated by the facilitator. After the presentation of each group, girls realized that the journey of each girl in each situation was different and finally they all went through a bad patch of life with lot of struggles and all this due to her illiteracy or not being educated.



However in the last situation, the educated girl lived a happy and healthy life because she learnt how to resolve problems, how to say “no”, how to handle difficult situation with alternative solutions, how to be cool and calm, how to be communicative, how to handle children in their early age, what difference education makes in her life and so on. Thus the facilitator concluded the session with a strong message stating that education

is not merely reading and writing, passing exams or gathering information but it is something which makes a person confident in life to meet the challenges with adequate knowledge, skill, attitude and values. Education helps in acquiring this throughout and makes a person intelligent enough to handle different situations so that he/she can live a happy life. The pasted matrix looks as show below;

	10-15 वर्ष	16-25 वर्ष	26-50 वर्ष	51-60 वर्ष
परिस्थिति-1	<ul style="list-style-type: none"> <li>• अनपढ़</li> <li>• अशिक्षित</li> <li>• शादीशुदा</li> </ul>	<ul style="list-style-type: none"> <li>• बच्चे</li> <li>• घरेलू काम का बोझ</li> </ul>	<ul style="list-style-type: none"> <li>• आर्थिक तंगी</li> <li>• मुश्किल जीवन</li> </ul>	<ul style="list-style-type: none"> <li>• वृद्धावस्था</li> <li>• दुःख से भरा जीवन</li> </ul>
परिस्थिति-2	<ul style="list-style-type: none"> <li>• अनपढ़</li> <li>• शादीशुदा</li> </ul>	<ul style="list-style-type: none"> <li>• घरेलू कार्य</li> <li>• प्रताड़ना</li> <li>• ज्यादा बच्चे</li> </ul>	<ul style="list-style-type: none"> <li>• बच्चों के लालन-पालन एवं शिक्षा में दिक्कत</li> <li>• बेरोजगार पति</li> <li>• मुश्किल भरा जीवन</li> </ul>	<ul style="list-style-type: none"> <li>• वृद्धावस्था</li> <li>• शरीर से कमजोर</li> <li>• बीमार</li> </ul>
परिस्थिति-3	<ul style="list-style-type: none"> <li>• प्रारम्भिक शिक्षा</li> <li>• शादी</li> </ul>	<ul style="list-style-type: none"> <li>• घरेलू कार्य</li> <li>• बच्चों का सही लालन पालन</li> <li>• स्वास्थ्य के प्रति जागरूक</li> </ul>	<ul style="list-style-type: none"> <li>• कम पैसों में घर चलाना</li> <li>• संघर्षमय जीवन</li> <li>• कुछ करने की इच्छा लेकिन कोई सहयोग नहीं</li> </ul>	<ul style="list-style-type: none"> <li>• आर्थिक संकट</li> <li>• साधारण रोजगारी कर जीवनयापन</li> <li>• वृद्धावस्था में भी काम करने की मजबूरी</li> </ul>
परिस्थिति-4	<ul style="list-style-type: none"> <li>• उच्च शिक्षा</li> <li>• शादी</li> </ul>	<ul style="list-style-type: none"> <li>• घरेलू कार्य</li> <li>• बच्चों की शिक्षा एवं स्वास्थ्य पर पूरा ध्यान</li> <li>• रोजगार व उद्यमी के रूप में धन कमाना</li> </ul>	<ul style="list-style-type: none"> <li>• बेहतर पारिवारिक स्थिति</li> <li>• सुखमय जीवन</li> <li>• बूढ़े-बूढ़ों का ध्यान रखना।</li> </ul>	<ul style="list-style-type: none"> <li>• अच्छा स्वास्थ्य</li> <li>• बुढ़ापे में भी आर्थिक सम्पन्ता और सुखी जीवन संपन्नता</li> <li>• बच्चों के बेहतर भविष्य के लिए सभी उपाय</li> </ul>



## (b) Respond at the Given Situation: Cases Given

This was another exciting session where girls were given different cases to discuss in groups and share their views on it. The idea of this session was to make the girls think and use their mind during responding. Does a girl really find such situations in life? Do they feel that they lack that logical thinking to handle situation? If so, how to acquire such skills and abilities? Thus different cases were placed before them to apply their mind and answer. The session was very interesting and all the girls were of the opinion that they have been facing such situations in life but they are with no clue how to respond. It is for the first time they knew that they are coming to school to learn such skills which is being taught through different stories, activities and textbook exercises.

But most of the time they were bogging with textbook question-answers. They thought that is the ultimate because exams are being taken for the questions that are given in the textbooks and not this. But in real life the exam is different and at that time we must use different skill sets to handle the situation adequately. They realized at the end of the session that it is education which gives this strength and this is what we acquire in schools through various activities of reading and writing. With this message the session concluded. Some of the cases given were given below;





प्रश्न	उत्तर
<p><b>स्थिति -1</b></p> <p>रानी सात वर्ष की है। वह दिव्यांग है। वह पढ़ना चाहती है। परंतु उसकी ओर कोई ध्यान नहीं देता है। परिवार के सारे लोग उसे दुत्कारते रहते हैं। क्या उसे पढ़ना चाहिए? हाँ तो क्यों?</p>	<p><b>स्थिति -1</b></p> <ul style="list-style-type: none"> <li>• क्योंकि दिव्यांगता अभिशाप नहीं है।</li> <li>• दिव्यांग व्यक्ति में भी असीम क्षमता होती है। दिव्यांगता को कम किया जा सकता है।</li> <li>• पढ़ना जरूरी है इत्यादि।</li> </ul>
<p><b>स्थिति -2</b></p> <p>रीता की बड़ी बहन की उम्र लगभग 20 वर्ष है। वह शहर में रहकर पढ़ाई करती है। गाँव घर के लोग उसकी इतनी उम्र के बावजूद शादी न होने को लेकर कई तरह की बातें करते हैं? तुम क्या सोचती हो?</p>	<p><b>स्थिति -2</b></p> <ul style="list-style-type: none"> <li>• 20 वर्ष की उम्र कोई अधिक नहीं होती।</li> <li>• शादी से ज्यादा आवश्यक पढ़ाई पूरी करना है।</li> <li>• पढ़ने के बाद योग्य लड़के से उसकी शादी हो सकती है।</li> <li>• गाँव वालों का सोचना गलत है।</li> <li>• वह अपने पैरों पर खड़ी हो सकती है।</li> <li>• गाँव वालों की सोच दकियानूसी और रूढ़िवादि है।</li> </ul>
<p><b>स्थिति -3</b></p> <p>मंजू अपने ननिहाल आई है। शर्ट-पैट, छोटे बाल, हिन्दी, अंग्रेजी बोलना उसकी विशेषता है। वह अखबार भी पढ़ती है। वह पोलियो ड्रॉप पिलवाने में मदद भी करती है। उसके नाना-नानी को गाँव में उसका इस तरह रहना अच्छा नहीं लगता है। नानी-नानी क्यों</p>	<p><b>स्थिति -3</b></p> <ul style="list-style-type: none"> <li>• लड़कियों को अपनी रुचि के अनुसार पहनने की स्वतंत्रता होनी चाहिए।</li> <li>• ज्ञानवर्द्धन हेतु अखबार पढ़ना आवश्यक है।</li> <li>• वह शिक्षित एवं आधुनिक है।</li> <li>• उसके नाना दकियानुसी हैं।</li> </ul>
<p><b>स्थिति -4</b></p> <p>संगीता मेडिकल की प्रवेश परीक्षा पास कर गई है। आगे की पढ़ाई के लिए उसे शहर में रहना होगा। वैसे भी खर्च होंगे। उसके माता-पिता पैसों को उसकी पढ़ाई में न लगाकर उसकी शादी में खर्च करना चाहते हैं ताकि बेटी सही समय पर ब्याह कर अपने घर चली जाए और वे जिम्मेदारी से मुक्त हो सकें। तुम क्या सोचती हो?</p>	<p><b>स्थिति -4</b></p> <ul style="list-style-type: none"> <li>• संगीता का पढ़ना जरूरी है।</li> <li>• पढ़कर वह अपने लिए पैसा खुद जमा कर सकती है।</li> <li>• संगीता का जीवन पढ़ने से सुखमय बनेगा।</li> <li>• पढ़ने के बाद वह स्वावलम्बी हो सकती है।</li> <li>• उनके माता-पिता को शादी की जल्दी नहीं करना चाहिए।</li> </ul>



### (c) Become Creative: Carry Bag Making Session

The use of old newspapers or unused papers could be turned into carry bags as an alternative to plastic carry bags. The ban on use of plastic is spreading in every nook and corner these days. People are much concerned with alternative measures and therefore, an exercise for these girls was introduced as creative hobby as well as a part of vocational education to inculcate interest among them to acquire new skills in life to become self sustained if at all situation demands. The facilitator distributed the model sheets and instructed how to fold and shape the bag step by step. The changing face of the paper as bag could be seen on the faces of the girls. They were very much excited to see the final product. After few minutes of this exercise in groups, we saw teachers also took the model sheets and started folding and shaping along with girls.

This has shown that if a learning atmosphere is created, then people automatically join and

do wonders by adding value to it. Finally each girl successfully made the carry bag and was so pleased that they want to try the same at their home with big newspapers and colour papers. Thus the idea through this session to boost creativity and encouraging girls in doing some useful things was applauded by the girls as well as teachers.



### (d) The little Engineers: Girls Making LED Question-Answer Boards

This session was something very new and thrilling for girls. They never thought that they will be handling electric wires, LEDs, button cells and whole lot of wiring etc. The session began with a difference. Each school group was given the question-answer sheet and was asked to find the right answer for each question mentioned at the left side. There were 15 questions and the answers were on the right side placed at different positions. They were not in the same line of the question and this compelled them to read every answer to find the right one. The idea of this exercise is also to make these girls read and understand each question and find the correct answer. The questions were not based on information. They were very practical and unless one had the basic knowledge it would be difficult for them to answer. For example – your house is very neat and clean and the roads are looking very dirty and ugly. Who is responsible and why? Similar questions had put the girls in deep thinking and the groups discussed each and every issue in detail.

Once all the questions discussed and answers found for every question given, the facilitator gave them the requisite materials for making of the LED board. The process took some time. Facilitators helped each group in placing, sticking and wiring the LED along with battery etc on the cardboard given. Once the circuit is complete the two lead wires were taken out to put on trial. One wire end was put on the paper clip of question side and the other wire end was put on the answer paper clip. If the answer is right the LED flashes red light and the faces of the girls become big in size with excitement and thrill. Big smile on their faces show how interest

could be generated with little things which can be created in schools. Thus the message was double in this exercise. One about the behavioural change which the education demands through question and answer and other is the making of funny things to excite, energize and amaze girls in life to do better.





### (e) Uddan : Think what you want to become

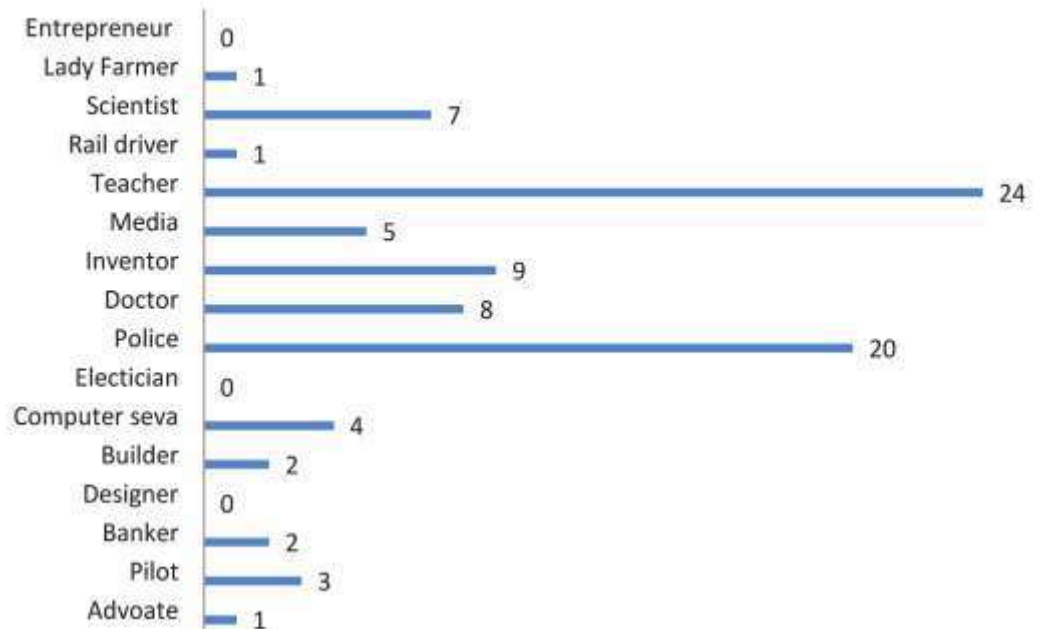
In this activity, girls were given a picture sheet containing 16 different pictures of women in various positions such as computer operators, bank employees, entrepreneurs, pilots, innovators, advocates and so on. The idea behind this activity was to let these girls know more about different new jobs which they could think in life other than the usual first reaction which they share in different workshops to become teachers, doctors and policewomen etc. Facilitators took time to explain each picture and also took the feedback by raising hands. For examples some of the girls for the first time knew that there is a machine which could wash the cloths known as washing machine. Then they came to know that in the absence of electricity in a village how a girl turns that machine working by using a bicycle. This information was absolutely new and thrilling

for them. Everyone was enthusiastic to hunt for more such pictures in that sheet. Thus the session went on. Later the facilitator wrote the picture number on blackboard and asked the girls to come forward and tick what she wants to become in life.

There was lot of enthusiasm among girls to come forward and express her future willingness. Once the blackboard is filled with ticks, facilitator analyzed the final count and stated how many of them want to become train drivers, fashion designers, builders etc. it is still amazing to see that girls find 'teacher' as best job in life. In all the different training locations, we find that maximum girls prefer to become teachers however, there were other jobs also which they liked and opted for them. A tabular analysis of three centres could be seen below;



### Uddan: What do Girls Want to Become



## School Management Committee (SMC) Training Activities

### (a) Two Schools Talking to Each Other: Role Play

This role play was similar to the Bal Sansad Training. Here the poor school starts saying that they have constituted SMC in school but hardly the members come for meeting inspite of repeated reminders. He further said that women participant never turns up in the meeting, whereas majority members are women as per RTE. The other school replied with a surprising face that such things never happen in his school. Most of the members participate in the meetings and all women members make a point that they should be a

part of the discussion to resolve issues of school. The discussion thus goes on between two of them. At the end, members agree to the points raised during the role play by the resource persons. After discussing the issues in details they realize the fact that the poor school could also become a good school if community and SMC members start looking at school issues positively and join hands with the school HM, teachers and children by resolving school issues to move forward.





### **(b) A Film by MHRD on Contributions made by SMCs of Different States**

A film developed by MHRD Govt. of India is screened where SMCs of different states have shown how they brought change in schools with little initiatives. SMC members of all the six clusters of Amas Block (Gaya District) were shown this video during the training. They looked at the video very carefully and were initially bit hesitant but later discussed many questions regarding the positive strategies adopted by the SMCs of various states as shown in the video film. It was an eye opening and energizing film for them and all of them liked and took many lessons out of it.





### (c) Understanding RTE

Members of School Management Committee (SMC) have been asked about RTE (Right to Education Act) but unfortunately they could not say anything on RTE. Some of them nodded their heads as if they heard about it but not much is known to them. Resource persons explained about RTE and some of its basic points which SMC members must know to improve the school conditions in their respective localities. An animated film on RTE has also been shown to them which gave them a holistic concept of RTE in less time.





### (d) Problem Solvers vs. Problem Creators: Rope Exercise

In this exercise members were divided into 5 groups and each group was given a rope and asked to tie as many knots as they can within the stipulated time limit. Later every group was told to count and tell the total number of knots they have tied up. Each group worked hard and tied up the knots with maximum speed. A few did well and a few of them were slow due to various reasons within the group. Some of them were busy in giving orders how to tie up a knot but actually not involved in that job. A few were looking to others what and how they are doing. At the same time some of the groups did well and a complete

team work was exhibited by the members of that group. The work was done by all of them equally irrespective of male or female. After little bit of discussion on this resource person exchanged the tied-up ropes with other groups and asked them to open the knots tied-up. This session was very noisy. Groups were seen blaming the others for tight knots leaving little scope or no scope to open. This went on and finally the resource person asked questions like which session among the two they liked the most.



Almost all of them said that the first one was easier when we tied up maximum knots and counted. But in the second round it was quite tuff to open the knots which were tied up by our fellow groups. So how do you look to the knots? What do the knots denote? After a brief discussion the participants themselves starts saying that these knots are problems and we were creating problems for others. Thus by the end of the session, they realizes that they should become problem solvers than problem creators. Linking this with the present scenario of schools, a resource person raises many issues and asks SMC members how can resolve some of the problems of their school. Have they ever looked such issues with this piece of mind as 'problem solver'? Most of them replied that they have never thought in that direction

earlier. Finally the session concludes with a strong message that we the SMC members must cooperate the school HM, teachers and others to resolve issues than making it more complicated and leave them unresolved.



This activity was designed to make the participants enjoy and learn about how problems are being created in day to day life and how it is being resolved by them by taking firm decisions without losing patience. Everyone in teams happily started the task with lot of enthusiasm. Facilitator also asks them to count the no. of knots they have made and the same is written on board. In the next step, all the ropes were collected and they were exchanged with other groups with an instruction to open the knots within the stipulated time. This time they are more serious and abuse the other teams who have tide knots using all their mussels. Once the teams succeed in opening the knots, they were asked to explain what is easier – whether to tide knots or to open the knots? Thus they were made understood that creating problems by SMCs in school development process is easier than to solve the problems for the betterment of the school by taking everyone into confidence.



### (e) Coordination and Teamwork: Ring Exercise

This exercise has created lot of energy during the session. Again there were five groups and each group was given one end of the rope. The other end of the rope was tied up with a small iron ring kept on the middle of the floor. A water bottle was kept at the middle and each group was asked to hold the rope and to either pull or loosen the rope as per the requirement so that the iron ring could be inserted in water bottle kept at the middle. The moment the exercise started, each group started shouting either to leave their side of the rope or to pull. The situation becomes

worse and the rope was found broken from the middle several times. After every such broken rope case, the resource person changed the place of the water bottle. He kept changing the location and asked members to put the ring inside the bottle quickly without leaving their positions. After a lot of fun and blame-game on each group finally did the exercise successfully. Later when asked what was happening in the middle, each group tried to present as if they were correctly moving but the other group was not supporting them.



All of them were busy in pulling the rope than losing the rope a bit so that said the target could have been achieved. Finally after a few mistakes and shouting, leadership emerged from within the groups and thus an understanding among the groups emerged. Lack of coordination among the groups was the main reason. This was then related with the school development by the resource person. What kind of coordination and teamwork the school demands and what is the actual situation in the schools at present. After a long discussion, participants agreed that lack of coordination makes a lot of difference and they will take back this as a lesson learnt in this training.

“ This game demands lot of coordination among the team members. Mostly the team's starts pulling the rope and similarly others follow them and the ring gets pulled and the rope gets broken. The facilitator announces not to pull but allow the rope to get pulled by others (if required). Some teams may have to pull whereas others may have to loosen the rope to make the ring reach upto the bottle. Thus we found that this exercise has given enough insight to the participating SMC members about what is 'working together' means and how to coordinate with others to achieve one common goal.





### (f) SMCs Looking at the Learning Outcomes

It is expected in RtE that members of SMC must regularly visit to school to support and assess the standard of teaching-learning is being carried-out by the teachers. One should not be happy only with the infrastructure facilities provided by the government but should also look at the performance of the children in curricular as well as co-curricular areas. This at times demands some simple techniques for SMC members especially for those who are less or not literate. Members should visit classrooms and ask students to recite a poem or write some portion from the textbook or read few lines of the textbook. They can ask little questions related to daily life to observe the presence of mind of children and their approach towards a problem to solve. Later participants were told

about that they must look at the end of each year what children have achieved in their respective grades as well as subjects. Did they acquire the expected levels or not? Each child is expected to acquire certain competencies for each grade in each subject.

By the end of the session of the year, every child must acquire all those learning abilities without fail. If he/she is unable to complete, special attention and classes must be taken by the teachers so that they can also acquire the same abilities. SMC members were told to ask about this i.e. Learning Outcomes of students who have completed a particular grade at the end of the year and moved to the next class. Facilitators have also shown a video on this to the participants to make the concept clearer.





- Most of the women SMC members agreed that schools should be made progressive and effective from learning point of view
- Presently it is restraining itself to MDM, Enrolment and Attendance ( a bit)
- We must also know what children are learning in their respective classes in a year's time?
- Have they learnt what is expected from them during that period in a particular class?
- We agree that in future we will become – problem solvers, not problem creators



### **Outcomes of the Project and Lessons Learnt**

1. Participation of Children and Community Increased
2. Students Looked Keen to acquire Skills through Project Based Activities
3. Enhancing Learning Abilities of Student's become the talk of the day in schools and SMCs
4. Teachers Looked Keen to Learn Innovative Approaches of Teaching
5. Good Progress Demonstrated on Areas like Kitchen Garden and Making Functional Libraries



## Outcomes of the Project and Lessons Learnt

# 1. Participation of Children and Community Increased :

This project has opened up opportunity for children as well as community to think deep and solve issues. During the participation of both school students of Bal Sansad, Meena Manch Girls as well as SMCs, there was one thing common that is their involvement and engagement in the training process. This message was evident even when we met students in schools where other than Bal Sansad and Meena Manch girls, students from different grades were keen to learn many things and they were anxiously looking for such workshops to be organized in near future in their schools. On the other hand the members of SMCs had a wonderful experience of exercise-based-training (EBT) where there was no theory teaching explaining rules & regulations, duties &

responsibilities of SMCs but by engaging them in some kind of exercises some important key issues had been discussed such as solving problems, impact of working in team, coordination among members and respecting each other's view etc. These messages went very strong and in our follow-up meetings at schools we found some of the women members are very active and trying to improve the school conditions with the little energy they obtained during the training. This indicates that a continuous dialogue and interaction with community members is very important to motivate and inspire them. The role of BRCs, CRCs, DIETs and SSA is also very important here to keep this momentum and take it to a deliverable stage.



Outcomes of the Project and Lessons Learnt

## 2. Students Looked Keen to acquire Skills through Project Based Activities :

As stated in the objectives, this project took the project-based-activities (PBA) as an entry point to reach to the classrooms. Following a model sheets with very little or no instructions, children took it as challenge and started working on the sheets. Many of them did things hurriedly and committed mistakes, however, they looked to their group mates and corrected it at once and moved ahead. This approach of students shows their eagerness to complete the task with full honesty and perfectness. This also proves that unless we give opportunity to students to exhibit their inherent talent, we will not be able to realize the abilities they have within, may it be academic or non-academic. This

project has given the children ample scope to show their best of abilities by involving themselves in various activities. Some of the children tried their own ways of doing the project activities and added value to it by introducing new ideas. This was remarkable and should be encouraged in schools to create 'makers' in future than mere 'consumers'.





Outcomes of the Project and Lessons Learnt

### 3. Enhancing Learning Abilities of Student's become the talk of the day in schools and SMCs :

We introduced the very important objective of our project i.e. Learning Outcomes, in the latter half of the training process after preparing a conducive environment for its introduction. After completion of first round of Bal Sansad and Meena Manch training, we introduced this at SMCs first and then shared with teachers in schools. It took some time to SMCs to understand what does it actually mean but once they understood the concept, they all agreed with it and said that they would like to see in future whether a child of a respective age and grade is acquiring all the competencies as expected in that grade or not. The members become vocal after the training stated that this is the most valuable thing that they learnt from the training

imparted to them. Similarly it was shared with teachers of different schools who looked serious and attentive as far as learning outcomes are expected from each child of a school in a particular grade. They agreed to this concept and said that it will encourage them to track the performance of every child in school so that on the final exams one would be in a position to tell how much competencies he/she has acquired in the last one year. However, the process of record keeping and other things was viewed as burden but some new ways have to be innovated to find out solutions to track the performance of the children in school, they added.

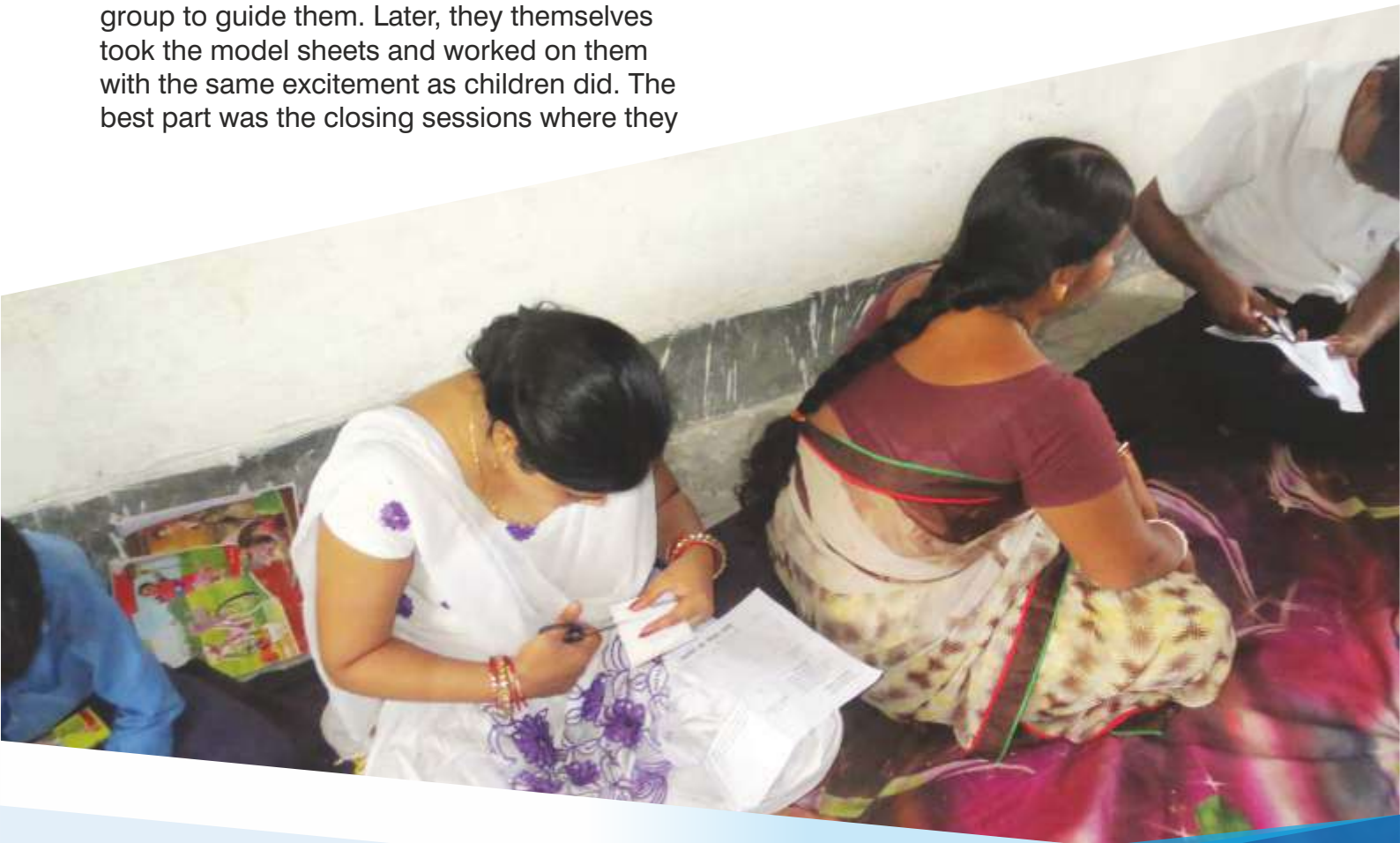


Outcomes of the Project and Lessons Learnt

## 4. Teachers Looked Keen to Learn Innovative Approaches of Teaching :

The excitement to learn on the faces of the teachers who accompanied the Bal Sansad and Meena Manch girls for the training was really praise worthy. Though they looked dull and non-creative initially during the first hour, gradually joined the students' groups and finally started working independently to try and test the models. In some places, teachers sat together and did the project work sitting next to the children's group. We have also witnessed teachers could not resist themselves and finally jumped in the students group to guide them. Later, they themselves took the model sheets and worked on them with the same excitement as children did. The best part was the closing sessions where they

shared their experiences and agreed to the fact that these projects could be used in classrooms to teach some of the topics and competencies. This could be looked as innovative approach to the teaching-learning process in schools and many such things could be added with little change or innovation. They appreciated the training approach and said that with this experience they are going back to their respective schools hoping to introduce a few atleast.





Outcomes of the Project and Lessons Learnt

## 5. Good Progress Demonstrated on Areas like Kitchen Garden and Making Functional Libraries :

In every school, we find library books were available but most of them were kept in trunks with lock and key. However, they say children use books during off time but no such evidence could be seen during our visits and interaction. Our facilitators took this as challenge and made the trunks opened in schools and asked them to display books and allow children to come and read books. HMs and teachers cooperated in our effort and mostly all the schools initiated this in their own way. Due to space scarcity or security reasons, few schools put the books back in the trunk everyday but in some schools where there is lock and key on door is available, books were displayed nicely and encouraged children to read as much as possible. Similarly, some of the schools took

initiative to develop kitchen gardens, composts and plantation in their school premises. The idea was not to impose anything on them but to share the benefits of such initiatives in schools. Some HMs have shown keen interest and even arranged small tubs for plantation. Again, in few schools inspite of little space, an effort was made to develop a kitchen garden where Bal Sansad and Meena Manch girls actively participated. Thus, this experience indicates, unless schools are inspired, it would be difficult to introduce new concepts. These are the areas which are not on the priority of schools generally. Therefore, it is important to make a blended approach when it comes to look at schools as a whole not in isolation.



## Lessons Learnt

- Innovation in training design looks very important in future especially for teachers, SMCs and educators.
- The training of school students makes impact on teachers and encourages them to practice good things in classroom.
- Project based activities create interest and enthusiasm among student as well as teachers. This should be looked as strategic point while designing the sessions.
- The novel approach adopted during this project to interact with the same target group 4 to 5 times in a month as small-session-training (SST) had shown positive results. This should be looked and explored in future to improve with other features adding value to it.
- Enhancing skills is another important dimension in school training. Use of tools, communication skills, situation handling, life skills, vocational skills are very essential for the generations coming next. In future we must look for learning corners in schools where children can make and break things to learn with all freedom.
- Connecting textbooks content with day to day life through exercises, games, activities, project etc is something where this project obtained good results. The 'Prakriti Avalokan Diary' for students is one such material which was appreciated by many experts and resource persons along with students.
- Teacher educators, trainers and facilitators must encourage girls in doing activities using their DIY ideas such as tinkering with household equipments, creativity with crafts, and repair of little gadgets like torches, bells etc, and cycle repairing and so on. This kind of approach should be tried and we did some experiment during this project and were successful when we asked girls to make BRAINO – a quiz board fitted with LED light, button cell and wires.





## Takeaway Points

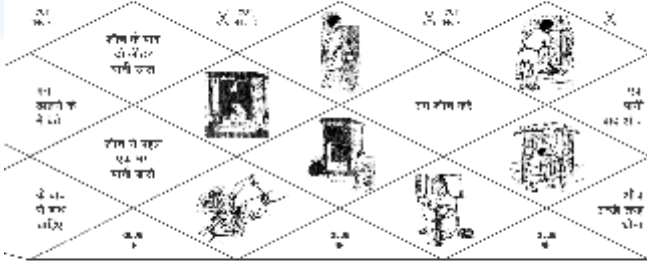
- The time has come when we need to find out different ways to solve school education problems. We must put realistic problems of life before the children connecting with their curriculum and give them ample opportunity to look around and come up with solutions which may work, may not work or look fancy, doesn't matter. Here the teachers could play the role of coach and collaborate with students and join in their exploration.
- These approach could increases long term retention by improving problem solving abilities and collaboration skills with an attitude towards learning.
- The schools must start these new approaches where children could be made curious to learn because of the learning ecosystem where they have the freedom to choose, learn, and experiment with little things ensuring that they are equally performing well in curricular areas with ease and joy.



# Model Sheets

## घुमकफड़ (FLEXIGON)

उद्देश्य : कागज को निर्दिष्टानुसार 'घुमकफड़' का निर्माण करना जिससे गर्मियों में शौचालय में शौच लाने की आवस्यता को खेल-खेल में रोखा जा सके।

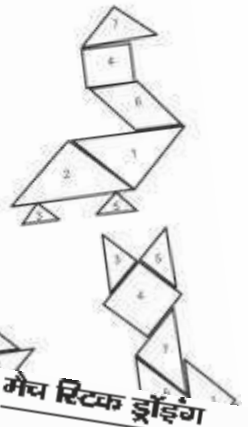
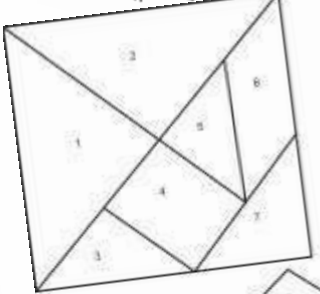


घुमकफड़ तैयार करने का विधि:  
 चारों तरफ से कागज का टुकड़ा काट लें। फिर उसे एक-एक करके मोड़ें। प्रत्येक मोड़ का कोण 60° होना चाहिए। प्रत्येक मोड़ के बाद 'घुमकफड़' का आकार बदल जाएगा। इसे शौचालय में लाने के लिए उपयोग करें।

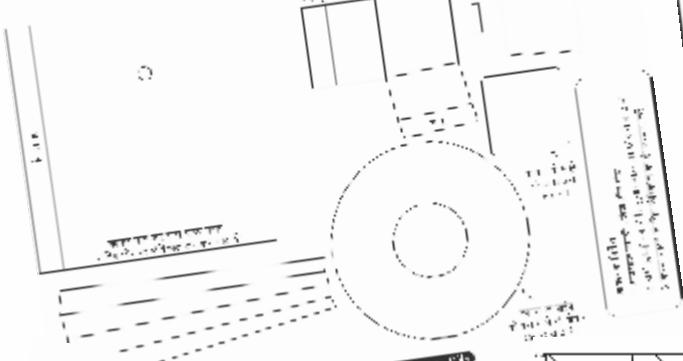


## टैन ग्राम (सात टुकड़े कितने मुखड़े)

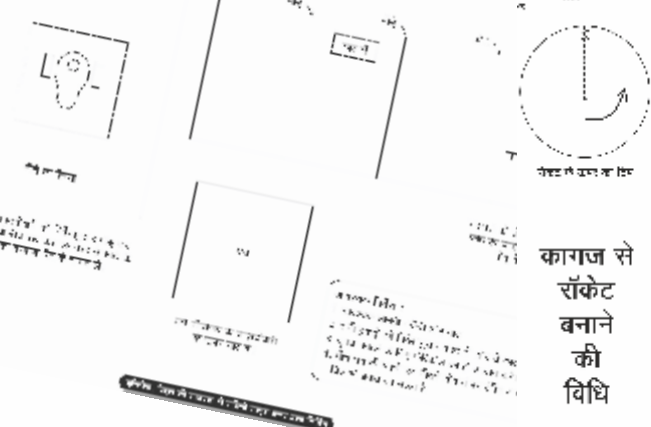
यह एक प्रकार का मुठ्ठी खेल है। इसमें सात टुकड़ों को एक-एक करके जोड़कर एक बड़े चतुर्भुज का आकार बनाया जाता है। इस खेल में विचार-शक्ति का प्रयोग करना पड़ता है।



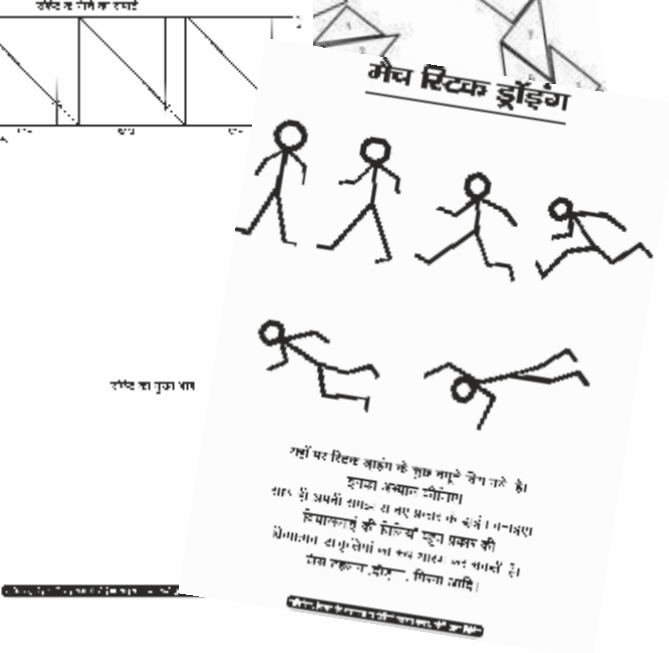
## चापाकल : कागज का मॉडल बनाएं



## शौचालय : कागज का मॉडल बनाएं



## कागज से रॉकेट बनाने की विधि



यहाँ पर स्टिक आकृतियों के साथ गाने का खेल है। इसमें अक्षरों का प्रयोग करना पड़ता है। प्रत्येक आकृति का अर्थ अलग-अलग है। इन आकृतियों को जोड़कर एक गाना लिखा जा सकता है।







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