

A Report on
**Enhancing the Capacities of Bal Sansad & Meena Manch
on Improving the Quality Education in Schools of
Purnea District (Bihar)**

Supported by
UNICEF Bihar



Implementing Organization
Rohini Science Club

In Association with
Bihar Education Project Council (BEPC) and Purnea SSA (BEP)



पूर्णिया जिला के बाल संसद के सदस्यों का

एक दिवसीय उन्मुखीकरण सह-प्रशिक्षण

प्रत्येक प्रखण्ड के एक CRC जित

स्थान : संकुल संसाधन केन्द्र, भवानीपुर (भवानीपुर)

दिनांक : 14 अगस्त 2018

युनिसेफ बिहार के सहयोग से रोहिण

जित

unicef
for every child

सर्व शिक्षा अभियान
एक पढ़े एक बढ़े



☞ *Formation of Child cabinets in schools is like an opportunity for children to speak out on issues which impact or matter to them. It is like voicing concern of children as they see it. This does not only empower children, but also increase their understanding on their own rights and shaping their personality. Child cabinet ministers such as health minister, education minister, environment minister, discipline minister and others learn the decision making process and find solutions to resolve problems.*

☞ *Today, 1.2 billion adolescents stand at the crossroads between childhood and the adult world. Around 243 million of them live in India but they remain invisible group. Society usually fails to respect their human rights, leaving them powerless to act in a way that improves their lives at home, school or work. This lack of empowerment is manifested in five key aspects of their lives - sexual health, early marriage and early pregnancy, domestic violence, education, productivity and income.*

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NATIONAL PERSPECTIVE

With over 300 million students in schools, over 250 million youth entering the workforce and another 120 million youth needing to be re-/upskilled by 2025, knowledge mobilization through quality, affordable and accessible education is pivotal for the socio-economic development of our nation. As one of the world's fastest growing knowledge-based economies, India is at the cusp of a massive social, economic, political and cultural transformation. Its large young population must equip itself with skills that complement the country's growth and global competitiveness. Here, Education has to play a major role. The Indian government is actively taking measures towards improving quality of education at various levels through ranking and providing greater autonomy to launch new-age programs. The Government is committed to improve the quality of education and it is a continuous ongoing process. The vision of the Ministry is to realize India's human resource potential to its fullest in the education sector with equity and inclusion. The Government is committed to provide equitable access to quality education to all sections of the society. Ministry of Human Resource Development took a leap forward in transforming education sector with the motto of "Sabko Shiksha, Achchi Shiksha" (Quality education to all). 'Education for All & Quality Education' guided policy actions and decisions enabling transformation have emphasized upon making education Available, Accessible, Affordable and Accountable. 'Education for All' has driven the expansion in education with initiatives such as Right of Children to

The education sector accounts of 30% of the overall index 14 data points have been identified focusing on learning outcomes (transition rate from primary to upper primary, and subsequently to secondary schooling, average scores in mathematics and language etc.), as well as infrastructural (toilet access for girls, drinking water, electricity supply) and institutional indicators (RTE mandated pupil-teacher ratio, timely delivery of textbooks).

Source: NitiAyog (2018). DEEP DIVE Insights from Champions of Change: The aspirational Districts Dashboard Document. Govt. of India



Free and Compulsory Education (RTE) Act, 2009, Sarva Shiksha Abhiyan (SSA) programme which aim for improvement in school infrastructure and in teaching and learning, Swachh Vidyalaya and e-governance initiatives like ShaGun Portal, e-Pathshala, Shaala Siddhi, and many more.

Given the shift in the approach to development of school education from input-based to outcome based central sector interventions, there is a paradigm shift within which it is proposed to treat school education holistically without segmentation from pre-nursery to Class 12 with equal opportunities for schooling and equitable learning outcomes. Recently NITI Aayog has launched the "Transformation of Aspirational District" Programme in January 2018. The idea is to bring change in 100 districts in 28 states. These districts have been ranked on 49 Key Performance Indicators (KPIs) across five sectors. Education is one of the sectors with 30% weight attached. Eight (8) KPIs have been identified under education.



BIHAR STATE SPECIFICS

Bihar is the third most populous state of India where 89% of population lives in rural areas. As per census 2011, the literacy rate for Bihar is 61.80, with female literacy rate being only 51.50%. Specific regions and population groups have much lower literacy rates as well as poor human development indicators in comparison to the state average. Mahadalits and minorities in Bihar are extremely marginalized, though there has been some improvement in their conditions over the last one decade through government and non-government efforts. Percentage of Out-of-school girls in 6 to 13 years' age group has declined from 8.19% in 2009 to 5.32% in 2014 (UDISE). Based on NITI AYOg's ranking, Bihar stands as shown below among 101 Aspirational Districts selected from all over the country;

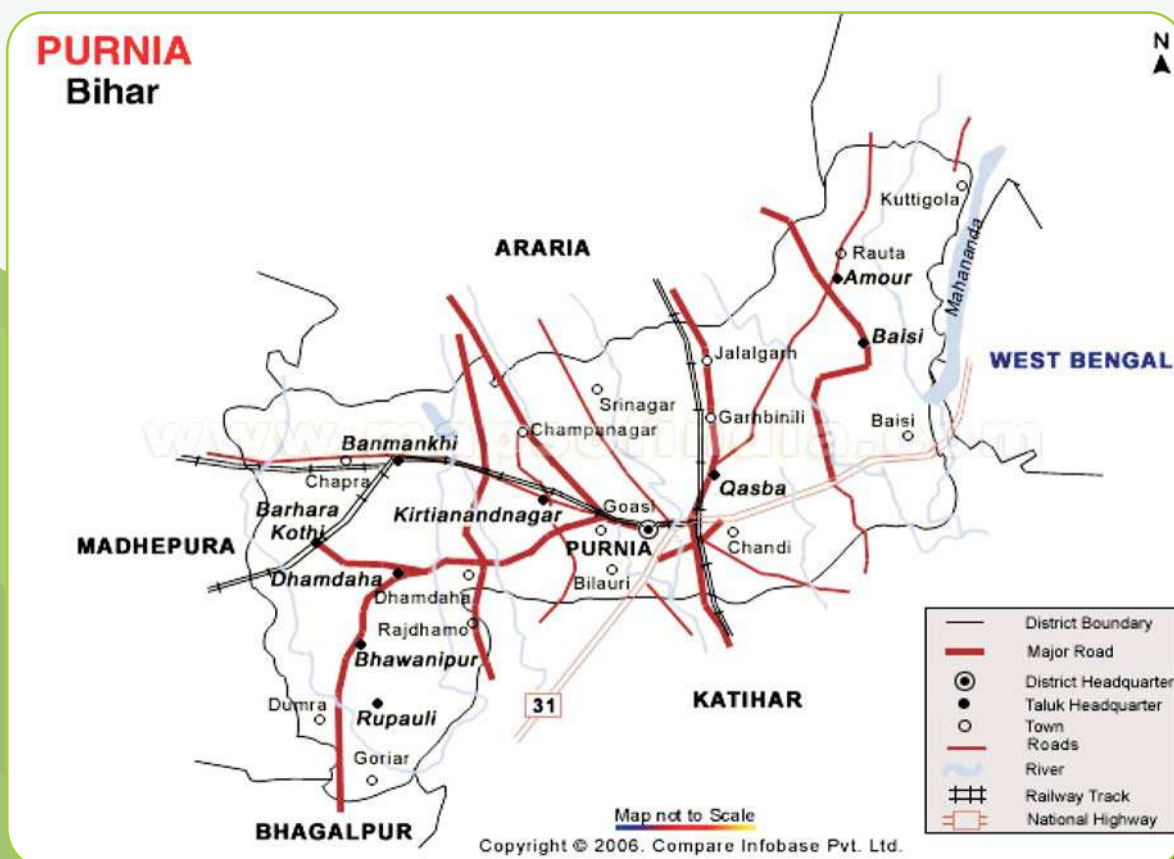
RANK	DISTRICT	SCORE (2018)
43	Begusari	37.04%
46	Muzaffarpur	36.27%
54	Gaya	35.14%
58	Shekhpura	34.78%
63	Nawada	34.02%
72	Jamui	33.30%
78	Sitamarhi	32.43%
82	Banka	31.95%
85	Purnea	31.81%
89	Katihar	30.76%
91	Araria	30.16%

PURNEA: PROJECT OPERATION DISTRICT

The district identified for this project is Purnea (Bihar) having 15,65,249 women population which is 48% of the total population of the district with 42.34% literate women out of 51% as overall literacy rate. The sex ratio is 921 whereas it is 954 within the age group of 0 to 6. Among the school going children between class I-VIII, girls are 3,58,247 (50%) of the total school going population excluding private and aided schools (45%). The total no. of women teachers in 2241 elementary schools is 38% out of which 27% schools do not have women teachers and 13% schools still managing with single teacher. The average teaching days in 72% schools in a year is around 220 days. 92% schools follow CCE whereas SMC have been constituted in almost all schools (97%). The retention of girls in primary schools is 96% but after class VIII it is reducing to 54% which is a concern and needs to be looked carefully.

Children leave the framework of Right of Children to Free and Compulsory Education (RTE) Act, 2009 at about age 14. Adulthood is just four years away; at 18 these young people are eligible to vote and will take on the responsibility of adulthood. ASER 2017 "Beyond Basics" explored one key question: how well are we preparing our youth to build a better future for them and for the country? The report also shows that **substantial numbers of young people who have completed 8 years of schooling have difficulty applying their literacy and numeracy skills to real world situations.**

A) Geographical Coverage



15 Blocks

15 CRCs

196 Schools

2352 Bal Sansad Trained

1672 Meena Manch Girls Trained

234 Teachers Trained

Additional 23 ANKURAN Schools Included

664 Children of ANKURAN SCHOOLS TRAINED

38 Teachers of ANKURAN SCHOOLS TRAINED



B) Ground Reality

In Bihar, large numbers of children from various socio-cultural backgrounds are entering into the schooling system and their parents hope that these schools would make them ready to continue further studies and empower them to meet the challenges of tomorrow. The effort put by the state as well as the central government in the last one decade is showing good results at the field level, however, big concerns are what children have actually learnt during their eight years stay in a school, does the elementary classes have prepared them for the secondary level, are they really able to meet the day to day challenges in their life with the education that they have been offered in schools, is there any improvement in their personal life, family life or social life as such, can we really find 2-3 big changes that could be measured in terms of their academic performance, social behaviour, enhanced knowledge, creativity or analytical approach of looking at life, things, issues and situations?

To find out some answers to these questions, UNICEF Bihar partnered with Rohini Science Club and launched a programme called ENHANCING THE CAPACITIES OF BAL SANSAD AND MEENA MANCH OF SELECT SCHOOLS OF PURNEA DISTRICT Bihar in May 2018 where the children of Bal Sansad and Meena Manch were chosen as target groups along with their supporting teachers (SugamkartaShikshak) and were imparted training at CRC level for one day and extended the interaction and small- session-training at school level, ensuring change in their overall understanding and creation of learning environment to attain good learning outcomes at the end.

PROJECT BACKGROUND

As far as elementary education in government schools of Bihar is concerned, positive political will, intensified interventions and increased spending by the state government have resulted in better infrastructure and more teachers in schools. Large numbers of children from various social backgrounds have joined the learning movement to enable themselves to become informed and empowered citizens. However, many of the students are first generation learners from marginalized communities for whom going to school, sitting in the classroom and engaging in learning process is not only a cognitive effort but also an emotional involvement. The Bal Sansad and Meena Manch members of schools could bring a dramatic change in this scenario where the role of teacher is pivotal. They require critical support and teachers need to develop conscientious symmetry between emotional and cognitive aspects of the learning process. With this background, we have to look at school and its entire process of 'learning' with new set of tools. Some innovative concepts with Out-of-box ideas have to be introduced in schools to bring change in the schooling patterns where learning could be made easy, acquirable and interesting.



PROJECT OBJECTIVE

We live in the age of profound changes of unprecedented challenges and opportunities. Children are gifted with innumerable, unimaginable and out-of-box thinking capabilities and can also solve problems like a hard-wired scientist does. The ability to acquire and enhance learning skills among school children is deeply depending on the learning atmosphere created in schools. With disconnected approach taking textbooks as the only resource, it is difficult to groom these children who are in the age of digital era, looking DTH TV at home, using mobile phones, tablets, laptops, surfing internet etc. It is important to nurture these young ones by imparting skills like logical thinking, scientific temper, enquiring mind, love for nature and environmental awareness, problem solving attitude, strengthening of decision making power, development of courage to question etc.

Today in Bihar almost all the schools have Bal Sansad and Meena manch (in Upper Primary Schools, Grade 6-8) and the combination of these two 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 student members including the HMs, teachers and the associates indirectly.

The idea of this project is to raise the performance of boys and girls students through 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.

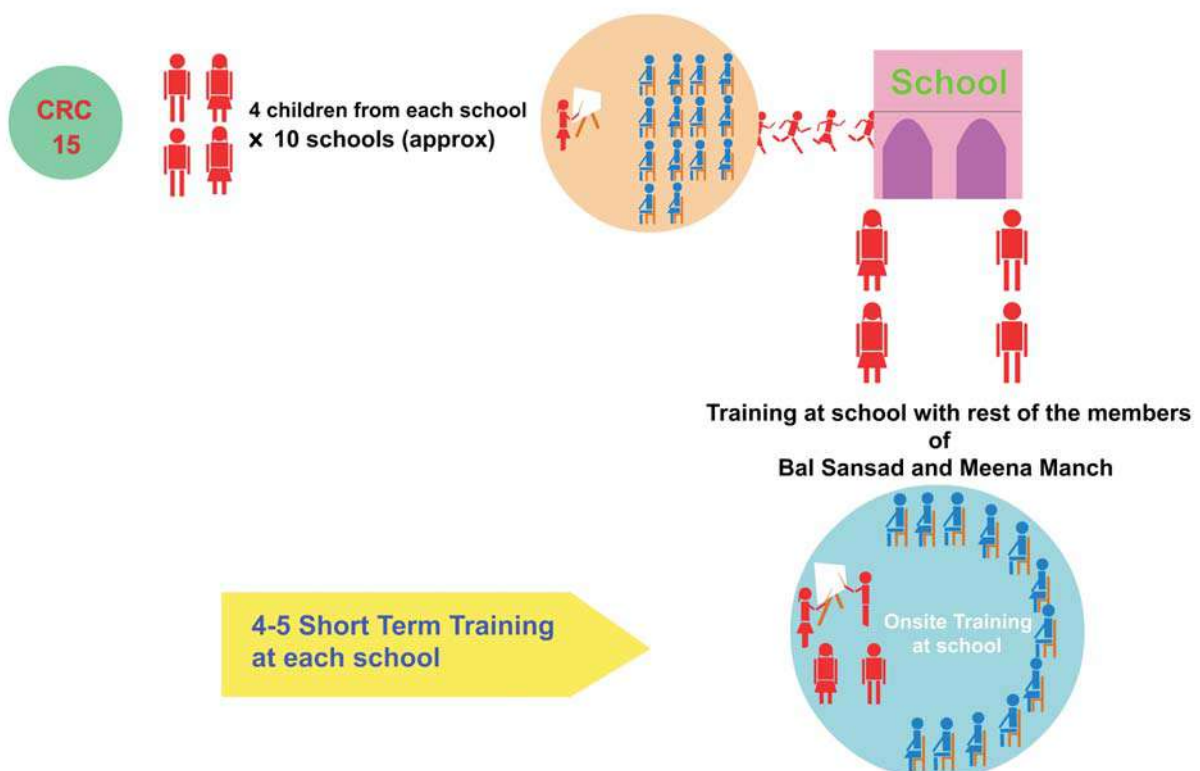
Specific Objectives of Meena Manch Training

- 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.

TRAINING DESIGN: AN OUT-OF-BOX APPROACH

We have been working with school children, teachers and community members for quite some time. The new learning for us is to work with children directly in schools to achieve better results. We tried this approach in several programmes and had some interesting observations. Children pick-up ideas and concepts very fast and try to work on them, keeping aside the hesitation of why, how and what will happen after. After seeing so actively and keenly engaged in hands-on work, teachers could not resist themselves and they started slowly involving themselves and finally supporting the ideas of children because they feel proud of their children who adds value to their school and gives recognition. With this in mind, here in this project, we worked with both Bal Sansad and Meena Manch to empower them to build right kind of attitude, skill and knowledge to meet the future challenges of academics and day to day life. Teachers were invited during the training to escort children and spend time by observing their activities in the training hall. But the best part is that this approach indirectly benefited teachers very much and it helped them to learn new teaching techniques and use of project mode in the classroom especially for grades VI-VIII. Generally, the conventional practice is to train teachers first, who later goes back to school and implement the learned techniques and processes in their classrooms. Here in this project, we have followed a very unique approach. In place of teachers, the members of Bal Sansad and Meena Manch (both boys and girls together) were directly trained to bring energy into their classrooms so that they can acquire the required competencies as expected from them. In this entire approach, scope of learning is kept as gender neutral and different skills were acquired by both boys and girls together. Secondly, the process of training was not one-time-interaction (OTI). At CRC level, selected Bal Sansad and Meena Manch girls have received one day training and then went back to their respective schools. Later they along with rest of the members of Bal Sansad and Meena Manch girls again receive training in their own schools, known as short-term-training (STT) of 1 ½ - 2 hours which was organized 4-5 times in each school by field facilitators. This model is quite impactful and gaining a lot of appreciation even at community level, which is observing great change among their ward/children in after-school-activities (ASA).

TRAINING DESIGN for Bal Sansad and Meena Manch



TRAINING & ORIENTATION OF FIELD FACILITATORS (FF)

As per the design of the project, the one-day orientation-cum-training of the Bal Sansad and Meena Manch Girls was organized at different CRCs of each Block. The Field Facilitators (FF) were asked to join these CRC level training initially and it is being treated as the acclimatizing phase of their training where the trainers have watched and observed their involvement, attitude and approach towards children, teachers and others. We asked them to seat and participate in the training and take notes of each session so that they could learn to facilitate it later. At the end of the training, the trainers who observed them, discussed with other members and agreed/disagreed about to select them for the role of Field facilitator. After this, a one day orientation for the selected Field facilitator candidates was organized to make them understand better about schools, children, teachers, community and general administrative guidelines to be followed while working with schools. These Field facilitator were then allowed to visit schools for 10-15 days and again invited for technical training where they were given inputs about how to handle school level training of 2 hours in each school, assigned to them in each Block. This training is very critical and demands skills to engage children of Bal Sansad and Meena Manch in a meaningful way so that they should feel empowered and can deliver and show some change in their respective schools. Selected Field facilitator from different blocks of Purnea were called for this technical training of one day and later they were again asked to join the Level 1 & 2 trainings to implement the training design as perceived by the organization. After regular school visits, the Field Facilitators were called at the end of each month to present their progress along with the monitoring formats and other information.



The field facilitator (FF) who's performance is rated high at the end of each month was recognized and honoured in the monthly meetings. This has created a healthy competition among them to work dedicatedly in the field.

ENERGIZED SCHOOLS: EMPOWERED CHILDREN

a) Bal Sansad Members: Keen to Learn and Implement

The training imparted to the members of Bal Sansad of selected schools of CRCs of Purnea has created some momentum in the state and was welcomed by all Blocks officers, CRCs and also by the district officials. The training gave scope to the members to freely interact, learn and participate in the process without any fear. Initially there was some fear among the school heads and teachers and they were forcing children to memorise the roles of respective posts such as Education Minister, Health Minister and so on. But once they knew the training design, its process and purpose, they got open about it and allowed the children to enjoy and learn as much as possible to bring change in their respective schools as well as within themselves. The design of the training was focused on explaining the role and responsibility of Bal Sansad Members through creative sessions such as colouring the pictures followed by discussion, role-play to generate discussion between 'good' and 'bad' school wherein 'good' school Bal Sansad Members were engaged in different activities to enhance their own capacities in learning as well as disseminating the same among others to improve the learning condition of schools as a whole. The training has also given the participants to think critically for solving problems through innovative solutions using creativity and finding alternatives to resolve school issues as well as societal and individual problems. However, in the later half of the training, the children were encouraged in DIY (Do-it-Yourself) activities to build confidence in creating things such as making of Hand pump and Toilet rooms using paper model sheets. This whole exercise has demonstrated the abilities of children in creative modelling, following instructions on the given DIY sheets, cutting & pasting wherever necessary and finally explaining the utility of such models and connecting it with the curricular context given in their respective textbooks.



BAL SANSAD TRAINING

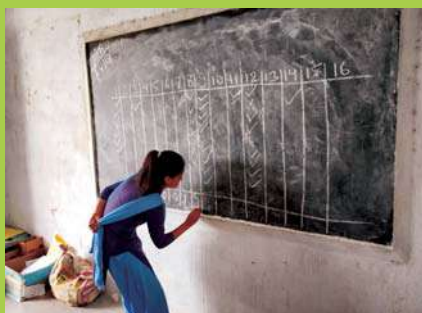
No. of Blocks Covered	No. of CRCs covered (including one Ed. Block)	No. of Schools Covered	No. of Children Trained at CRCs	No. of Children Trained at Schools	No. of Teachers Trained in the process	Total Coverage in percentage
14	15	196	657	1695	162	100%

a) Meena Manch Girls: Highly Enthusiastic

The training imparted to Meena Manch girls has opened many avenues for them to discuss about Out-of-school girls, role of Meena Manch in bringing back these girls and retaining them to continue further studies, importance of education for girls was being realized to them through various exercises, such as – Journey of a girl child from age 0 to 80+, discussion among them on issues like child marriage, higher education, skills to live better life, hands-on practice session of making paper carry bags (a skill to earn and make life better), creating enthusiasm to make a self-made LED question-answer board using battery, bulb and couple of wires to fix the circuit. The design of the training has brought a big difference in their earlier mindset of gender insensitivity and discouraging girls to enter into the workforce and higher education area to lead the society and the nation. The shy face girls in the beginning of the training changed into a smiling face with enthusiasm and eagerness to learn more. At each step, the academic competencies were connected to make sure that unless they do well in education it will be difficult for them to fulfill the aspirations as they shared during the training. An exercise in this context was also organized wherein the girls were asked to respond to a poster containing pictures of women as professional contributors in the national development. Most of the girls stick to teachers, doctors, police and advocate. They rarely heard about women fighter pilots, railway drivers, scientists, architects and designers, call centre service providers, innovators, etc. The training has given an opportunity to understand these new fields and they showed extra-ordinary eagerness to earn the required competency by continuing higher education.

The Training of Bal Sansad and Meena Manch has created an enthusiasm among schools to bring change in both scholastic and co-scholastic dimensions of their education. The approach has empowered the school management as well as the students to improve the school conditions initially. Now, teachers are gearing up to adopt some new techniques in their classrooms to make a better learning atmosphere. There is a demand from girls to learn Karatte which is very encouraging. Similarly, they are eager towards vocational education which needs more attention in schools. Thus, the project has so far created a learning atmosphere in schools to raise their learning skills.

Meena Manch Training						
No. of Blocks Covered	No. of CRCs covered (including one Ed. Block)	No. of Middle Schools Covered	No. of girls Trained at CRCs	No. of girls Trained at Schools	No. of Teachers Trained in the process	Total Coverage in percentage
14	15	79	552	1120	74	95%



PROJECT BASED ACTIVITIES: A GATEWAY TO BUILD LEARNING ECOSYSTEM IN SCHOOLS

Today in schools we find lack of opportunities for critical thinking and innovation in learning. The methods used in learning and teaching are unable to clearly establish a connection between the subjects being taught and their relevance to the current issues affecting the local community. In addition, restrictions laid on young students who try to explore problems on their own often culminate in a lack of enthusiasm from the student's perspective. During the training, the student of Bal Sansad and Meena Manch undertook some creative projects from their day-to-day school activities such as designing innovative patterns to line-up students during morning assembly, making creative notice boards, engaging classes in the absence of a teacher with newly developed model sheets, developing a learning corner in schools, creating a self-made 'Balkosh' container as children's bank, etc. During the training, children have been encouraged to do such kind of projects to imbibe the habit of doing little research by keenly observing things as well as situation, then recording the happenings in the form of data and text/notes and finally analyzing the available information and documenting the entire process in an informal manner.

LEARNING CORNERS IN SCHOOLS: CHILDREN ARE EXCITED

Today, most of us can easily handle our household gadgets or machines without reading manuals or instructions such as mobile phones, TV sets, audio systems, mixers, ovens and many such. Knowingly or unknowingly we learn the basic tricks of handling these gadgets and become comfortable in the long run. This approach educates us to develop the ability of reasoning, curiosity to know further, adds creativity in normal life, builds problem solving and positive attitude. This temperament among the children comes only if we engage them to play with their own ideas using innovative mind to create something new and unique. Thus, the idea of LEARNING CORNER structured in our mind and we initiated the concept in few schools of Purnea. A small corner in a school where children can keep their old unused, waste materials brought from home as well as from other corners of the school such as empty card board boxes, bottles, caps, clips, pens, toys, stationary articles and many such. Children are allowed to use these materials as per their wish and can come and develop projects. They are also encouraged to visit Learning Corner after the classes to correlate the curricular areas with some projects or experiments. We saw tremendous enthusiasm among the children to learn things by doing experiments.

We are therefore, advocating to create some space in schools to encourage students for little research and Innovative ideas. usually children are engaged in solving problems of textbooks but could hardly think of solving day-to-day life problems. This new age children are surrounded with so many technological gadgets like TV, dish antenna, computers, mobile phones, tablets, Google search, YouTube, Apps and many such things right from the birth. But our curriculum, textbooks, lesson transacting approaches, teacher training methods, teaching approaches, examining system etc. are still the same and are now becoming obsolete. However, the National Curriculum Framework 2005 talks loudly about constructive rethinking and transformation in education.



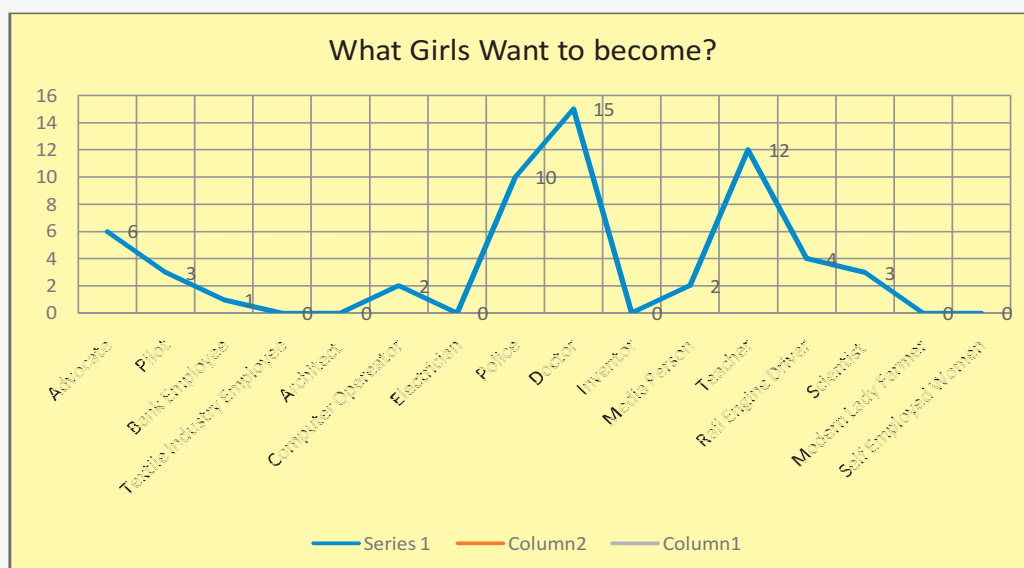
The little Engineers: Girls Making LED Question-Answer Boards

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. 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. 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. 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.

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. Thus, the session went on. Later the facilitator wrote the picture number on blackboard and asked the girls to come forward and tick what they wants to become in life. A tabular analysis of three centers could be seen below;

Meena Manch Girls Response on Picture Sheet



Majority of girls wish to become Doctor(15), Teacher(12), Police (10) and Advocate (6).

LEARNING OUTCOMES IN CO-SCHOLASTIC AND SCHOLASTIC AREAS

It has been observed that usually the scholastic areas such as knowledge and understanding of facts, concepts, principles etc. of a subject are assessed in schools and given much importance. However, co-scholastic area of art, music, sports, creativity etc. are looked as secondary. In this project, we took up this in a different spirit. We have designed the training by introducing activities, modeling etc. to create a learning environment so that students get charged and inspired to initiate learning in a new format. They work on model sheets and developed 3-dimensional projects such as Toilets, Handpumps, House, Cube etc. At the end of it, they expressed their ideas, thoughts about that project model and its importance, utility, usability and precautions if any. While presenting before the participants the actual test began.



“ One of the Bal Sansad Girl member said that she will take this paper-toilet-model to the community and ask girls and women in the neighbouring families to stop open defecation and build toilets at home at the earliest. She further said – “*You have waited for a long but we can't wait more, so please think twice from today. This is urgent*”.

Some of them were excellent in narrating and some have struggled to frame sentences. A few students have more information about the project which they have acquired from different sources within and outside the school hours such as books, newspapers, TV, community meetings, social media, internet etc. On the other hand some of them could not say except few routine lines. Some could connect with the curriculum and explained it beautifully and some students went beyond textbooks and made reference connecting with day to day life. Thus, we found that empowering students doesn't mean to pour more content or knowledge before them but to give them ample opportunities to explore, think, organize their views and ideas to speak, address, write or explain with proper understanding.

Project Succeeded in Obtaining Following Learning Outcomes

Class VI, VII and VIII (Language-Hindi)	
Pedagogical Process Adopted	Learning Outcome
The children were encouraged to explain in their own languages and get opportunity to discuss freely.	Exhibits creativity in designing, planning, making use of available resources, etc.
Working in group and discussing on each other's group work, taking and giving advice among each group mates and freedom to ask questions.	Expressing views on local social incidents and happenings in his/her own language without any hesitation and raising questions on critical issues.
<p><i>Most of the members of Bal Sansad and Meena Manch were initially very hesitant and unable to frame correct sentences to even express their own views. In subsequent trainings ever since they started the first orientation at CRC, many of them became confident and started smartly expressing their viewpoints on projects by analyzing their school situations critically and suggesting solutions with innovative ideas.</i></p>	

Class VI, VII and VIII (Mathematics)	
Pedagogical Process Adopted	Learning Outcome
Opportunities were given to create and observe various models and nets of 3-Dimensional (3D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices.	Identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings.
<p>During the training period, the students have learnt about making a paper cube and explaining its different mathematical features such as edges, faces and vertices. At the same time they also relate similar things available in their houses and named a few. For the first time they touched the edges, corners and counted them to learn it in real way. Till now, they have been learning about those concepts only through a math-book but never tried to make a cube and learn it in real sense. This training gave them this opportunity and it was the big learning as said by many students.</p>	

Class VI, VII and VIII (Science)	
Pedagogical Process Adopted	Learning Outcome
Exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc.	Exhibits creativity in designing, planning, making use of available resources, etc.
<p>Making a three dimensional paper models of house, toilet and handpump was a real fun for children. All these model sheets had instructions which they followed after little briefing for do's and don'ts. Children did the cutting and pasting and assembled the different pieces as per the requirement and demand. This entire process was very sequential and logical. To complete the project, one has to use his/her skills exhibiting creativity, designing and improvisation. Children made all the three projects and improvised them as per their local needs. Some of them planted trees near the toilet and a few reversed the placement of the handle of the handpump to make it convenient in handling. Meena Manch girls enjoyed the making of a house from the model sheet and they explained many ins and outs of house, especially about the kitchen, toilet, waste, air & light and similar related issues. This kind of thinking among the children could come only if we encourage them to do some project activities.</p>	

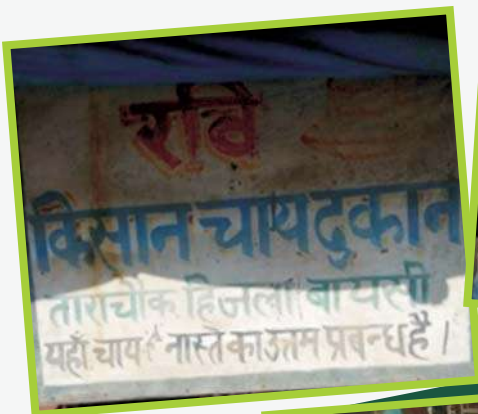
CASE STUDIES: IMPACTFUL STORIES



Ravi Kumar

Brilliant Orator and Problem Solver in School

Ravi Kumar Sharma, aged 11, a student of class V of M S Hizla, Baisi Block, Purnea District (Bihar,) resides with his grandparents. His father Manoj Sharma left him just after his birth. Ravi therefore never enjoyed living with parents. His mother Meena Devi also stays along with grandparents. The family is dependent on his grandfather who runs a tea shop. Ravi spends some time at tea shop after school hours. He is outspoken and very intelligent in this small age. He stands first in class and is regular in school. He is the Education Minister in the Child Cabinet (Bal Sansad) of his school. He is very much concerned about children who do not come to school regularly. He personally meets the parents and convinces them to send their child to school. He comes forward during the assembly session to declare and announce such concerns as Education Minister. Cleanliness is his passion. He is much concerned and looks each and every corner of the school premises. The USP of Ravi is his presence of mind and quick responding ability with humour. He puts things straight forward before Headmaster and teachers, which is being appreciated by them. His friends look at him as most active and energetic boy in school who can handle any situation of concern to children. He resolves problem during child cabinet meetings. Ravi is ambitious and wants to serve the society as teacher in future. He finds the role of teacher is very important to bring change in the current happenings around. He is equally good when he is at his grandfather's tea shop. He attracts customer by his charming personality and talkative ability. His grandfather loves him very much and named the shop as RAVI CHAI DUKAN.





Jannati Begum

Let me continue my studies please...

Jannati Begum, a student of class VIII from M S Amour, Block Amour, Purnea District has 3 sisters and 2 brothers. Her mother Mustari and father Md.Saleem, a farmer, works hard at fields to meet the day to day challenges in life. Being an orthodox family, her parents want Jannati Begum to be married soon and they started hunting for a boy. Things suddenly changed in the life of Jannati and she could not understand why their parents are after marriage. One day she shared this with her colleagues at Meena Manch. Members of Meena Manch took this seriously and went to meet her parents. They have requested Jannati's parents not to put her into a marital life at this age. They explained reasons as far they knew. Later when the Sanyojakshikshika Ms. Veena Bharti came to know that Jannati's parents have not agreed to Meena Manch girls, then she herself went to them and explained her parents. After several rounds of talks Jannati's parent agreed to send her school regularly till the marriage proceedings get finalized. Meanwhile the Meena Manch girls took this as a short term win at this stage but they are still perusing with her parents not to put her in marriage process unless she becomes 18 years of age.





Anshu Kumari

Training Changed my Life

14 years girl Anshu Kumari a student of Kasturba Gandhi Balika Vidyalay (KGBV) of class VIII from Adarsh M S Bhawanipur, Purnea is having 5 sisters and no brother. Her father is the only bread earner at home running a small tea shop in the village market. Anshu never misses her classes in school but she was always tried to stay alone in school. She felt burdened and always think about her other sisters who are still to join schools. The Meena Manch training was something very special in her life, as she explained. She was moved with two of the activities of the training. One is the journey of a girl child which starts from new born baby to elderly old women of 80 plus and the other is the Meena song. Explaining each and every word of the song she said that today I realized that young girls must live like Meena in this world without fear. The song has changed her view towards life.





Nidhi Kumari

My friends, don't miss school in this age

Nidhi Kumari, a member of Meena Manch of M S Sanyasi Banmankhi School, Purnea is of 13 years of age and studying in class VI. Her father is a rickshaw puller and the only earning member in family. There are altogether 5 members in her family and she is the youngest. The recently conducted training has moved her very much and she started looking for girls who are still not enrolled in school. She took this seriously and met her friends in her village. She came to know about Anshu and Soni who are still out-of-school. She met the parents of Anshu. Anshu was willing to attend school but her parents send every day for grazing of their goats at the school time. This has discouraged her to attend school. Nidhi explained the importance of school and its learning in life to the mother and grandmother of Anshu. They listened carefully to Nidhi and agreed to send her school regularly. Today Anshu is studying in class IV in MS Sanyasi Banmankhi School. The other girl Soni, who is a drop-out of class IV and was not coming to school since last 2 months. Soni's mother said that nothing happens in school so it is better not to go. Thus Soni stopped coming to school without any reason. Nidhi met her mother and explained what is happening in school and what is she learning in school. Looking at Nidhi and her confidence, her mother was very much impressed and atonce agreed to send Soni to school from the other day. Both Anshu and Soni are studying in school and are very happy and thankful to Nidhi.



DISTRICT OFFICIALS SUPPORT & COOPERATION

In the beginning, the UNICEF Bihar office took the initiative and organized a meeting with the Purnea BEP-SSA officials and discussed the project in detail. Since then under the leadership of DPO (SSA) Purnea, Sri Ritesh Kumar Jha and APO (SSA) Sri Ujjwal Sarkar, all required supports were extended to our organization both at the administrative as well as field level. During the regular Block Extension Education Officers (BEEOs) meeting, we have been invited to share our training strategy and experiences. We are thankful to all BEEOs of Purnea who wholeheartedly supported us in implementing the training programme in their respective Cluster Resource Centers (CRCs) successfully. Most of the BEEOs attended the training sessions of Bal Sansad and Meena Manch girls and asked schools and the CRCs to extend best possible support during the field visits organized by the organization.

The district official's support and guidance to implement the project at the field level was very crucial and important. We were fortunate enough to implement the project with ease only due to the regular monitoring, supervision and timely administrative instructions to the field staffs both at district level as well as block level. We appreciate the working model of Purnia district officials where consensus and action use to be taken immediately with positivity. The dedicated SSA staff have many challenges, however, we found their collaborative approach to demonstrate good results at the field has made them different from others.



Feedback from Teachers and Coordinators

We realized through this training that we could not understand our own children's ability and creative talent, which they demonstrated in this training. We teachers interact with children for months and years together whereas the resource persons who imparted this training had interacted with them for just few hours and the children became so open and fear less that in a short span they expressed their views and novel ideas without any hesitation and exhibited their hidden talent. We have to learn this because our problem is that we do not connect with children in schools.

-Tarun Kumar, Cluster Coordinator, Baisi Block, Purnea



How to create a learning atmosphere is something that I learnt in this training. We usually think that learning happens only if we engage them in reading-writing situation but here the approach was something very unique. Sitting in an informal mode doing activities which has at first glance has no relation with the curriculum but later was connected to it and children become enthusiastic to know more and involved themselves to go deep to learn more. I thoroughly enjoyed the process and got some good tips for my own teaching.

-Manoj Kumar, Assistant Teacher, M S Nipantiya

We have to change ourselves. This training has shown us that we are working with a typical mindset, which demands change now. I hope we can do so in future.

-Md.Mohseen, Assistant Teacher, P S Himmatpur

We mostly give stress on theoretical aspects whereas here we found that practical things are much more important to create interest among children to learn something. Even Bal Sansad and Meena Manch forums in schools were also looked theoretical just by narrating the objectives and the role of ministers. But here this was kept on the background and first the student members were energized to come together to work and then through creative activities they were made learn how to deliver their responsible duties as Bal Sansad members.

-Baidnath Prasad Bharti, Adarsh M S, Champavati, Cluster Coordinator



How to energize children especially members of Bal Sansad was a big issue for us. We have learnt through this training various ways of handling children to inspire them to do work as a team and this has certainly motivated all the teachers who have attended this training today. We can assure today that these children who have been trained will go back to their schools and bring change definitely and we all, I mean the teachers will wholeheartedly support them in all respect.

-Deepak Kumar, Assistant Teacher, P S Shiksha Nagar, Banmankhi

The training imparted was very useful not only for children but for teachers also. Children have learnt handling critical issues in this training and looks confident now in bringing some change within themselves as well as in their respective schools.

Ms. Ratanmala Kumari, Assistant Teacher, Adarsh MS Gadbanili, Kasba

Children's View on Training

I have enjoyed today's training very much. I came to know what is Bal Sansad and Meena Manch and what is expected from these forums in school. We learnt more action based activities today such as during MDM how to make queue and discipline in school. Similarly to make the morning assembly interesting, we have also learnt about new set of formations.

Rani Kumari, M S Ekamba, Jalalgaod

Being a girl we came to know how to plan our future life through this training. The session 'Jeevan Yatra' had opened our eyes and made us motivated to go for higher education in life. The other activities such as making of a paper bag and paper house was very exciting and this learning has inspired us to do more such projects in our school.

Nazia Khatoon, Kanya M S, Manjra, K. Nagar

First we were just enjoying making paper models but later we came to know its objective. We believe that such training taught us how to look at things and many things we came to know while making such as how to keep school clean, how to develop a good library.



We have learnt during this training about our role and responsibility as members of Bal Sansad. We will go back and implement the ideas which we learnt today.

Varsha Kumari, Adarsh MS, Gadbanaili, Kasba

The best thing I learnt today through this training is how to think about our future career in life. What is the importance of higher education in life. Unless we make the foundation i.e. the elementary education strong it would be difficult for us to obtain higher education. The way it was explained to us has moved us and we assure you that Bal Sansad members will demonstrate good result in future.

Abhishek Kumar, M S Khatahaat, Jalalgaod

How to engage classes in primary sections, especially through small activities, was very nicely explained in this training. We learnt even how to make a story-telling interesting and meaningful by asking questions and connecting the stories with day to day life of a child. This was something I liked the most.

Dipti Anand, MS MarangaAnusuchitHarijan

We learnt how to make paper carry bag and cardboard house using self-designed model sheet. The process was very interesting and we enjoyed while cutting, pasting and assembling the various sheets. Later we were asked to say few words about the house where we live and the usefulness of a paper carry bag in today's context. Initially we were struggling in explaining because it was not a part of our regular textbook course but we explained it by using our day to day life experience which was well appreciated by all present in the training.

Rajmani Kumari, Kanya M S, Manjra, K. Nagar





THE MOMENTUM OF CHANGE IN SCHOOLS HAS BEGAN

The momentum of change in schools is being seen in Purnea after the effective training of Bal Sansad and Meena Manch girls of 196 schools. There is positive energy in schools and both teachers as well as Headmasters are making best possible efforts to enhance the learning conditions in school. A conducive eco-system is developing in these schools where children will be happy in engaging themselves in various projects and activities to enhance their learning abilities. In few schools, teachers are making their teaching-learning process attractive and meaningful, whereas some schools are giving ample opportunity to girls to come forward boldly to learn new skills. This has also brought change in the personality of girls, their dress sense, behaviour, confidence, and the desired knowledge to make an impact on their families and society. Even the children from primary sections are capable to handle little things at home as well as at school/society with the skills they acquired during the training such as repair of small equipment's, finding alternatives for a problem, resolving conflicts between two students, groups etc.

After Affect: Purnea Project

The recently completed Purnea Project at 15 CRCs covering 196 Schools hadbrought energy to the schools and succeeded in creating an atmosphere of enthusiasm among school children, teachers and cluster/block level officials to move forward to enhance the learning outcomes of children upto the grade VIII. There were number of learnings for us while implementing the project at Purnea. Such as;

1. Children looked keen to acquire skills through project based activities
2. Once the learning eco-system is created in schools, children automatically geared to that atmosphere
3. What is important to connect the activities with curriculum needs, which enhances child's learning skills
4. Teachers were found keen to learn innovative approaches of teaching which helps them to make children learn the competencies with ease
5. Training imparted to the members of SMC was more on coordination, team work and understanding the role of each of the members which they appreciated very much.

The general students of different project Schools have shown tremendous interest to enhance their skills through training. These boys and girls students were keen to learn many things and they were anxiously looking for such workshops to be organized in near future in their respective schools.. The role of BRCs, CRCs, DIETs and SSA has a big role to play to keep this momentum going to improve quality in schools.



What have we Learnt:

- It is important to equip children with right kind of skills and attitude in schools.
- Children must be given ample opportunities to exhibit their talent and inherent potential.
- Children need experience of working independently to use their creative mind innovating alternative means to solve problems.
- We must encourage them to become creators than only USER and Consumer.
- School education process must be connected with various activities through which children could acquire (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.



TAKE AWAY 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 approaches could increase long term retention by improving problem solving abilities and collaborative 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.





The school curriculum must address the holistic development of students and develop children's intellectual, emotional, social, physical, artistic, and creative potential. The focus should be on developing skills such as problem solving, critical thinking, collaboration, self-learning, communication skills using effective pedagogical practices such as inquiry and activity based learning. They must also imbibe a strong sense of values and character traits that are relevant to the Indian context. A National Learning Standards Framework should be created that provides a benchmark for children's development and academic progress at every stage of school education.

The rural youth is passing through a transient phase. Boys and girls are eager to grow quick, but they look impatient. Their parents want to see them educated, helping them in agriculture and farming mostly. The youth is keen to switch to urban cities for further studies and employment. Young girls are looking towards +2 colleges and onwards, getting ready to step-out of home for the first time, with courage, confidence and commitment. Microfinance companies, rural BPOs, shops, business houses, private schools, NGOs, CSR projects of Corporate houses have opened new avenues to engage and employ rural boys and girls. Empowerment of women, through education and social change is picking-up and gaining ground.

We're on a mission to empower children to become leaders and innovators of the future. And, because we want every child to have the opportunity to build the future, therefore, school is the right place to start. Whether it is day-to-day challenges at home or curriculum for a classroom of eager learners, providing platforms to them is the perfect way of inspiration to fuel curiosity, creativity, and perseverance while learning to drive the future.

Members of Bal Sansad and Meena Manch have initiated demonstrating little change in school system by keeping school premises clean, beautiful and attractive. Some of them have changed the Chetna Satra format and introduced new types of patterns to make children enthusiastic to join school everyday to enjoy and learn more. A few schools took library as the most challenging initiative and inculcating the reading habits among the children. This has also encouraged some members of Bal Sansad and Meena Manch who have engaged classes in the absence of teacher using posters, TLMs, models, games etc.

Schools Not 'Skilling' Students

Millions of young people are dropped-out, well before completing high school or have been unable to clear the first level public exams(class X). It is obvious that this population needs some skilling if they are ever to be gainfully employed. Thus, skill-training for the youth at the level of class X fail/pass and also dropouts from schools & colleges is a critical issue. Thus, about 88 percent of the population entering the workforce remains largely unskilled and hence, unemployable. As a result, it is imperative that skilling India's youth should be put on top priority and strategies should be worked out accordingly.

India is the world's largest youth-populated nation. Over 600 million people in India out of a total population of 1.28 billion are below the age of 25 years. We have an abundance of creative, restless and inquisitive minds. In the networked environment of today, we need the power of youth to realize the full potential of an aspirational India. For this, creative thinking and a desire for innovation must become a part of our day-to-day lives.



ANNEXURE

- Schedule of Training and Orientation Workshops
- FACT Sheet
- Schools Performance Ratings
- Model Sheets
- Press Clips



Training Shedule

Bal Sansad & Meena Manch of Purnea District (Bihar)

पूरुणिया जिला के बाल संसद के सदस्यों का एक दिवसीय उन्मुखीकरण सह प्रशिक्षण

Sl.	Name of the School	Training Date
1	संकुल संसाधन केन्द्र, आ.म.वि. बायसी	10 जुलाई 2018
2	संकुल संसाधन केन्द्र, जगेली, श्रीनगर	17 जुलाई 2018
3	संकुल संसाधन केन्द्र, आ.म.वि. बायसी भाग- II	18 जुलाई 2018
4	संकुल संसाधन केन्द्र, आ.म.वि. कसबा	24 जुलाई 2018
5	संकुल संसाधन केन्द्र, मरंगा, पूरुणिया पूर्व	31 जुलाई 2018
6	संकुल संसाधन केन्द्र, आ.म.वि. अमौर	07 अगस्त 2018
7	संकुल संसाधन केन्द्र, आ.म.वि. रौटा (बैसा)	08 अगस्त 2018
8	संकुल संसाधन केन्द्र, आ.म.वि.रूपौली	09 अगस्त 2018
9	संकुल संसाधन केन्द्र, निपनिया (बी० कोठी)	10 अगस्त 2018
10	संकुल संसाधन केन्द्र, आ.म.वि. चम्पावती (धमदाहा)	27 अगस्त 2018
11	संकुल संसाधन केन्द्र, आ.म.वि. कनखुदिया (जलालगढ़)	28 अगस्त 2018
12	संकुल संसाधन केन्द्र, बनमनखी	29 अगस्त 2018
13	संकुल संसाधन केन्द्र, आ.म.वि. परौरा (के० नगर)	30 अगस्त 2018
14	संकुल संसाधन केन्द्र, आ.म.वि. भवानीपुर	31 अगस्त 2018
15	संकुल संसाधन केन्द्र, म.वि. सीमलगाछी	06 सितम्बर 2018
16	संकुल संसाधन केन्द्र, म.वि. डगरुआ	07 सितम्बर 2018

पूरुणिया जिला के मीना मंच के सदस्यों का एक दिवसीय उन्मुखीकरण सह प्रशिक्षण

Sl.	Name of the School	Training Date
1	संकुल संसाधन केन्द्र, आ.म.वि. बायसी (बायसी)	10 सितम्बर 2018
2	संकुल संसाधन केन्द्र, क.म.वि. कसबा (कसबा)	11 सितम्बर 2018
3	संकुल संसाधन केन्द्र, म.वि. कनखुदिया (जलालगढ़)	11 सितम्बर 2018
4	संकुल संसाधन केन्द्र, आ.म.वि. रूपौली (रूपौली)	13 सितम्बर 2018
5	संकुल संसाधन केन्द्र, आ.म.वि. भवानीपुर (भवानीपुर)	13 सितम्बर 2018
6	संकुल संसाधन केन्द्र, आ.म.वि. जगेली (श्रीनगर)	14 सितम्बर 2018
7	संकुल संसाधन केन्द्र, आ.म.वि. मरंगा (पूरुणिया पूर्व)	14 सितम्बर 2018
8	संकुल संसाधन केन्द्र, आ.म.वि. रौटा (बैसा)	18 सितम्बर 2018
9	संकुल संसाधन केन्द्र, आ.म.वि. अमौर (अमौर)	19 सितम्बर 2018
10	संकुल संसाधन केन्द्र, क.प्रा.वि. निपनिया (बी० कोठी)	24 सितम्बर 2018
11	संकुल संसाधन केन्द्र, क.म.वि. बनमनखी (बनमनखी)	25 सितम्बर 2018
12	संकुल संसाधन केन्द्र, म.वि. चम्पावती (धमदाहा)	26 सितम्बर 2018
13	संकुल संसाधन केन्द्र, आ.म.वि. परौरा (के० नगर)	27 सितम्बर 2018
14	संकुल संसाधन केन्द्र, म.वि. महम्मदपुर बरसौनी (डगरुआ)	28 सितम्बर 2018

पूर्णिया जिला के मीना मंच एवं बाल संसद के सदस्यों का एक दिवसीय उन्मुखीकरण सह प्रशिक्षण

Sl.	Name of the School	Training Date
1	आ० म० वि० गढ़बनैली, कसबा	28 नवम्बर 2018
2	म० वि० गढ़ीबलुआ श्रीनगर, श्रीनगर	29 नवम्बर 2018
3	क० म० वि०, श्रीनगर	29 नवम्बर 2018
4	आ० म० वि० अनुपनगर बेलौरी, पूर्णिया पूर्व	30 नवम्बर 2018
5	म० वि० गौरा, पूर्णिया पूर्व	30 नवम्बर 2018
6	रा० बु० वि० जानकीनगर, बनमनखी	03 दिसम्बर 2018
7	म० वि० जानकीनगर हाट, बनमनखी	03 दिसम्बर 2018
8	म० वि० गंगेली, बनमनखी	04 दिसम्बर 2018
9	म० वि० महाराजगंज, बनमनखी	04 दिसम्बर 2018
10	म० वि० घरहरा, बनमनखी	05 दिसम्बर 2018
11	आ० म० वि० चम्पानगर, के० नगर	05 दिसम्बर 2018
12	क० म० वि० मजरा, के० नगर	06 दिसम्बर 2018
13	म० वि० हरदा, पूर्णिया पूर्व	06 दिसम्बर 2018
14	आ० म० वि० जलालगढ़, जलालगढ़	07 दिसम्बर 2018
15	आ० म० वि० साँपा, जलालगढ़	07 दिसम्बर 2018
16	म० वि० सौरा, डगरुआ	10 दिसम्बर 2018
17	म० वि० महथौर, डगरुआ	10 दिसम्बर 2018
18	आ० म० वि० अमचूरा, के० नगर	11 दिसम्बर 2018
19	म० वि० अयोध्यानगर, के० नगर	11 दिसम्बर 2018
20	म० वि० साँठा, जलालगढ़	12 दिसम्बर 2018
21	म० वि० खाताहाट, जलालगढ़	12 दिसम्बर 2018
22	म० वि० एकम्बा, जलालगढ़	13 दिसम्बर 2018
23	उ० म० वि० फरियानी, पूर्णिया पूर्व	13 दिसम्बर 2018



Enhancing Capacities of Bal Sansad and Meena Manch in 15 CRCs of Purnea District (Bihar)

Enhancing Capacities of Bal Sansad and Meena Manch in 15 CRCs of Purnea District (Bihar)	
District	Purnea (Bihar)
No. of Blocks covered	14+1 Education Block = 15
No. of Cluster Resource Centres (CRCs) covered	15
No. of Schools Covered for Bal Sansad & Meena Manch Training	196
Total No. of Bal Sansad Members trained	2352
Total No. of Meena Manch Members trained	1672
No. of teachers trained in Bal Sansad & Meena Manch training	234
No. of ANKURAN PROJECT Schools taken for Bal Sansad and Meena Manch Training	23
Total No. of Bal Sansad and Meena Manch Members of Ankuran Project Schools Trained	664
Total No. of Teachers of Ankuran Project Schools Trained	38

Bal Sansad Training						
No. of Blocks Covered	No. of CRCs covered (including one Ed. Block)	No. of Schools Covered	No. of Children Trained at CRCs	No. of Children Trained at Schools	No. of Teachers Trained in the process	Total Coverage in percentage
14	15	196	657	1695	162	100%

Meena Manch Training						
No. of Blocks Covered	No. of CRCs covered (including one Ed. Block)	No. of Middle Schools Covered	No. of girls Trained at CRCs	No. of girls Trained at Schools	No. of Teachers Trained in the process	Total Coverage in percentage
14	15	79	552	1120	74	95%

Performance of Schools

Empowerment of Bal Sansad & Meena Manch of Schools in Purnea District Supported by UNICEF Bihar

Cluster:- M.S. JAGELI CRC SRINAGAR

Sl.No.	Name of the School	Grade
1	म० वि० जगेली	A
2	म० वि० ओड़िया मजरा	B
3	रा० बु० वि० श्रीनगर	B
4	म० वि० बसगढ़ा	B
5	म० वि० भागप्रयाग	B
6	प्रा० वि० तारानगर	A
7	प्रा० वि० तिलकराम मुसहरी	B
8	प्रा० वि० मनकौल	B
9	प्रा० वि० श्रीनगर अभ्यास	C
10	प्रा० वि० श्रीकृष्णापुरी	C
11	प्रा० वि० बसगढ़ा मुसहरी	C
12	प्रा० वि० कदगमा	C
13	प्रा० वि० इस्लामपुर	C
14	प्रा० वि० चांदघाट	B
15	प्रा० वि० विश्वास टोला	C
16	प्रा० वि० धनकाडीह रहिकाटोल	C

A=Very Good B=Good C=Average

Cluster:- DAGARUA M.S. MAHMUDPUR BARSONI

Sl.No.	Name of the School	Grade
1	म० वि० कोचैली	A
2	मध्य विद्यालय महम्मदपुर बरसौनी	A
3	मध्य वि० विश्वासपुर	A
4	म० वि० तमौट	A
5	म० वि० चांदभाठी	B
6	मध्य विद्यालय कोचैली डगरुआ	B
7	प्रा० वि० कूंची	B
8	प्रा० वि० टेंगरी	B
9	प्रा० वि० बगुला बाड़ी	C
10	प्रा० वि० कोचैली गांव	B
11	प्रा० वि० मुरियारी टोला	C
12	प्रा० वि० वारहद टोला	C
13	प्रा० वि० चांदभाठी पूरब टोला	C

A=Very Good B=Good C=Average

Cluster:- M.S.BAISI

Sl.No.	Name of the School	Grade
1	आ० म० वि० बायसी	A
2	म० वि० हिजला	A
3	म० वि० मंडेल कदवा टोली	B
4	म० वि० हाथीबंधा	C
5	म० वि० सुरीगाँव	B
6	म० वि० बरैली	A
7	प्रा० वि० पीपलगाछी	B
8	प्रा० वि० कुम्हरवा पुराना टोला	B
9	प्रा० वि० कौआनगर पानीसदरा	B
10	प्रा० वि० सुरीगाँव हाजी जैनुद्दीन	C
11	प्रा० वि० हाजीबशीरुद्दीन टोला खुटिया	C
12	प्रा० वि० खुटिया पूरब पार	C
13	प्रा० वि० सिरनिया	B
14	प्रा० वि० हिम्मतपुर	C
15	प्रा० वि० कुम्हरवा नया टोला	C
16	प्रा० वि० दुप्पीटोली पानीसदरा	C

A=Very Good B=Good C=Average

Cluster:- BAISA M.S. ROUTA

Sl.No.	Name of the School	Grade
1	आ० म० वि० रौटा	A
2	म० वि० जगदल	B
3	म० वि० चन्नी	B
4	म० वि० कटहलबाड़ी	B
5	प्रा० वि० रहुआ	B
6	प्रा० वि० रहुआ आदिवासी टोला	B
7	प्रा० वि० भेभड़ा	C
8	प्रा० वि० अड़तहा	C
9	प्रा० वि० रहीका टोला	C
10	प्रा० वि० कंजरा	C
11	प्रा० वि० चन्नी	B
12	प्रा० वि० रहमत नगर	C
13	प्रा० वि० पन्दरपुर	B
14	प्रा० वि० खोहा टोला	C

A=Very Good B=Good C=Average

Cluster:- DHAMDAHA

Sl.No.	Name of the School	Grade
1	मध्य विद्यालय चम्पावती	A
2	म० वि० संज्ञाघाट	B
3	म० वि० बेला गोविन्द	C
4	म० वि० दमैली हरिजन	C
5	म० वि० बालू टोल	C
6	म० वि० बेला	C
7	म० वि० संज्ञाखलीफा टोल	C
8	प्रा० वि० महाचकला आदिवासी	C
9	प्रा० वि० डुमरिया शरणार्थी	C
10	प्रा० वि० किशनटोली	B
11	प्रा० वि० हरिदास टोल	C
12	प्रा० वि० नासीटोल दमैली घाट	C
13	प्रा० वि० चिकनी शरणार्थी	C
14	प्रा० वि० कहार टोल दमैली	C
15	प्रा० वि० पटेल नगर	C
16	प्रा० वि० बेलाघाट	C
17	प्रा० वि० चपावती मुशहरी	C

A=Very Good B=Good C=Average

Cluster:- M.S. KANKHUDIA JALALGADH

Sl.No.	Name of the School	Grade
1	म० वि० बथना	A
2	म० वि० गेहूँवा	A
3	म० वि० धनगामा	B
4	म० वि० कनखुदिया	B
5	प्रा० वि० गनिया टोला	B
6	प्रा० वि० कन्या निजगेहूँवा	B
7	प्रा० वि० रेलवे टोला निजगेहूँवा	B
8	प्रा० वि० मिश्रीनगर	B
9	प्रा० वि० मल्लिक टोला	C
10	प्रा० वि० रेलवे गुमटी प० चौहान टोला	C
11	प्रा० वि० वारिस नगर अहिलगाँव उ० टोला	C
12	प्रा० वि० खेलवाड़े	C
13	प्रा० वि० कालीस्थान गेहूँवा	C
14	प्रा० वि० बलूआ टोल	C
15	प्रा० वि० बंगाली टोला खेलवाड़े	C

A=Very Good B=Good C=Average

Cluster:- M.S.RUPAULI

Sl.No.	Name of the School	Grade
1	आ० म० वि० रूपौली	A
2	म० वि० गैदूहा	B
3	म० वि० मतैली	C
4	म० वि० बेला प्रसादी	C
5	म० वि० झलारी	C
6	प्रा० वि० डुमरैल चकला झलारी	B
7	प्रा० वि० सिंहपुर दियरा	B
8	प्रा० वि० डुब्बा टोला	C
9	प्रा० वि० लहरौनी	C
10	प्रा० वि० भिट्टा टोला	C
11	प्रा० वि० मुसहरी रूपौली	C
12	कन्या प्रा० वि० रूपौली	C

A=Very Good B=Good C=Average

Cluster:- M.S. BHAWANIPUR

Sl.No.	Name of the School	Grade
1	आ० ब० म० वि० भवानीपुर, राजधाम	A
2	म० वि० भुरकुण्डा	B
3	म० वि० यादवनगर	B
4	म० वि० लतामबाड़ी	C
5	म० वि० भंगड़ा	C
6	प्रा० वि० धंगरसी पा० टोला तेलियारी	C
7	प्रा० वि० नवीनगर	B
8	प्रा० वि० शहीदगंज	B
9	प्रा० वि० सर्कल टोला	C
10	प्रा० वि० रौशनगंज	C
11	प्रा० वि० गणशहीदा	C
12	प्रा० वि० बिरसैल	C

A=Very Good B=Good C=Average



Cluster:- M.S. AMOUR

Sl.No.	Name of the School	Grade
1	आ० म० वि० अमौर	A
2	म० वि० सिरोटोला	B
3	म० वि० धरैया मुजीब टोला	B
4	प्रा० वि० भगवा कोला	B
5	प्रा० वि० रिफयूजी कॉलनी	C
6	प्रा० वि० कर्मकार टोला	B
7	प्रा० वि० खानका टोला	B
8	प्रा० वि० बहदरपुर	C
9	प्रा० वि० सिंधिया	C
10	प्रा० वि० फरेदटो सुर्यापुर	C
11	प्रा० वि० ताजपुर	B
12	प्रा० वि० कोल्हा टोली बानबग	B
13	प्रा० वि० मतीननगर	B

A=Very Good B=Good C=Average

Cluster:- M.S. BANMANKHI

Sl.No.	Name of the School	Grade
1	पन्नालाल वैध कन्या म० वि० बनमनखी	A
2	रा० म० वि० बु० धीमा	B
3	म० वि० धीमा एस० सी०	B
4	म० वि० राजपुत टोला	C
5	म० वि० नगराही धीमा	B
6	म० वि० बनमनखी	C
7	म० वि० चीनीमील	B
8	प्रा० वि० शिक्षा नगर	B
9	म० वि० सन्यासी ठोल	C
10	क० म० वि० धोकरधरा	B
11	प्रा० वि० शिशवा हल्दीबाड़ी	C
12	प्रा० वि० कोशी कॉलनी	C
13	प्रा० वि० राजहट	C
14	प्रा० वि० शर्माटोला बिशनपुरदत्त	C

A=Very Good B=Good C=Average

Cluster:- M.S.KASBA

Sl.No.	Name of the School	Grade
1	म० वि० कसबा	A
2	म० वि० तिनपनिया	A
3	म० वि० यवनपुर	B
4	मध्य विद्यालय कन्या कसबा	B
5	म० वि० बेगमबाड़ी	B
6	प्रा० वि० शांतिनगर	A
7	प्रा० वि० प्रखंड मुख्यालय	C
8	प्रा० वि० तारानगर	B
9	प्रा० वि० मुसहर टोल मरोचा	C
10	प्रा० वि० मलदैया टोला	C

A=Very Good B=Good C=Average

Cluster:- B.KOTHI M.S.NIPANIYA

Sl.No.	Name of the School	Grade
1	म० वि० निपनिया	C
2	म० वि० पुरन्दाहा	B
3	म० वि० बघवा	B
4	प्रा० वि० मगुरजान हरिजन	C
5	प्रा० वि० मगुरजान अमात टोला	C
6	प्रा० वि० निपनिया कन्या	B
7	प्रा० वि० निपनिया हरिजन	B
8	प्रा० वि० नवटोलिया बघवा	C
9	प्रा० वि० गोहलटोल	C
10	प्रा० वि० मगुरजान	B

A=Very Good B=Good C=Average

Cluster:- M.S. K.NAGAR

Sl.No.	Name of the School	Grade
1	म० वि० आदमपुर	A
2	आ० म० वि० परोरा	B
3	म० वि० बेगमपुर	C
4	म० वि० बनभाग उत्तर	C
5	क० म० वि० परोरा	B
6	म० वि० भुतहा	C
7	प्रा० वि० झौवारी घाट बेगमपुर	C
8	प्रा० वि० रिफयूजी टोला बेलहट्टी	C
9	प्रा० वि० देवीनगर	C

A=Very Good B=Good C=Average

Cluster:- PURNEA EAST M.S. MARANGA

Sl.No.	Name of the School	Grade
1	आ० म० वि० मरंगा	A
2	म० वि० मिल्की शरणार्थी	A
3	म० वि० उफरैल	A
4	म० वि० मिल्की	B
5	म० वि० विद्युत कॉलनी	C
6	म० वि० हरिजन मरंगा	C
7	प्रा० वि० मिल्की तमीजटोला	B
8	प्रा० वि० बिन्द टोला	C
9	प्रा० वि० सुभाषनगर	B
10	प्रा० वि० गोकुल कृष्ण आश्रम	B

A=Very Good B=Good C=Average

Cluster:- PURNEA EAST M.S. SIMALGACHI

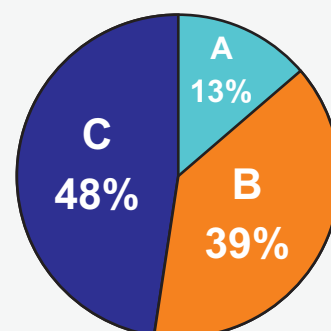
Sl.No.	Name of the School	Grade
1	म० वि० सिमलगाछी	A
2	मध्य विद्यालय हासदा	A
3	मध्य विद्यालय बड़हरी	B
4	म० वि० मदारपुर	B
5	प्रा० वि० मोहनकुण्डा	B
6	प्रा० वि० कोठी बस्ती हासदा	B
7	प्रा० वि० ऐनामहल उरॉव टोला	C
8	प्रा० वि० मुसहरी टोला बरसोनी	C
9	प्रा० वि० दरगाहा	C
10	प्रा० वि० बसगामा मुसहरी टोला	C
11	प्रा० वि० नीलगंज कोठी बंगाली टोला	C

A=Very Good B=Good C=Average

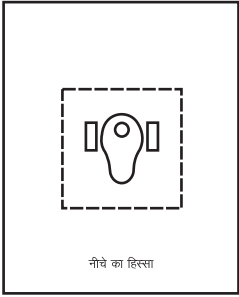
Performance Rating of School in Percentage (%)



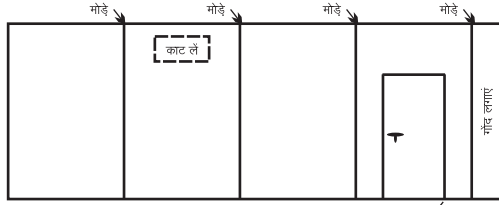
A = 13%
B = 39%
C = 48%



शौचालय : कागज का मॉडल बनाएं



शौचालय के चाहरदीवारी को निर्देशानुसार मोड़ कर इस कार्ड के बीचों बीच रख कर इस तरह से सादे कि शौचालय का दरवाजा पैन के सामने हो।



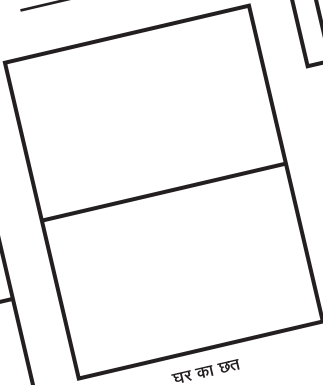
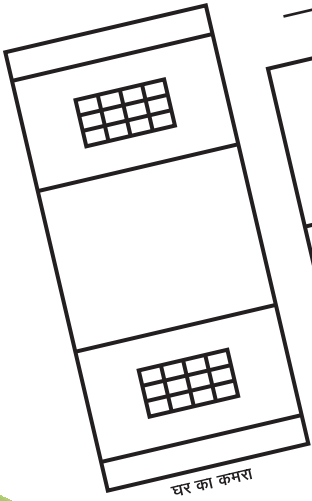
इसे शौचालय के चाहरदीवारी के ऊपर सादे।

आवश्यक निर्देश :

1. आवश्यक सामग्री : कैंडी और गोंद।
2. सभी टुकड़ों को निर्देशानुसार बाहर ही ओर से काट लें।
3. कृपया सादे के लिए फेंविकोल का ही उपयोग करें।
4. शौचालय की बाहरी एवं भीतरी दीवारों पर रंगीन आकर्षक चित्र भी बनाये जा सकते हैं।

युनिसेफ, बिहार की सहायता से रोहिणी साइंस क्लब द्वारा निर्मित

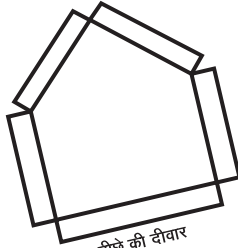
कागज मोड़कर घर की आकृति बनाना



घर का छत



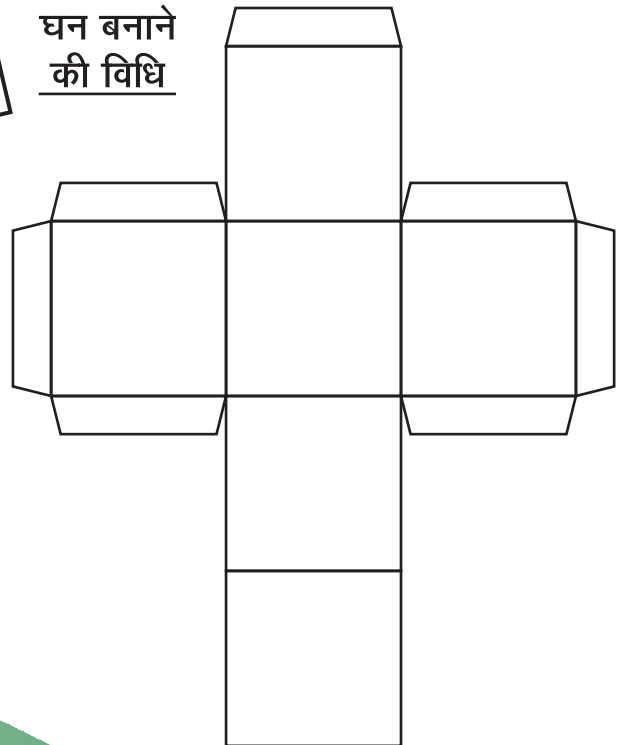
आगे की दीवार



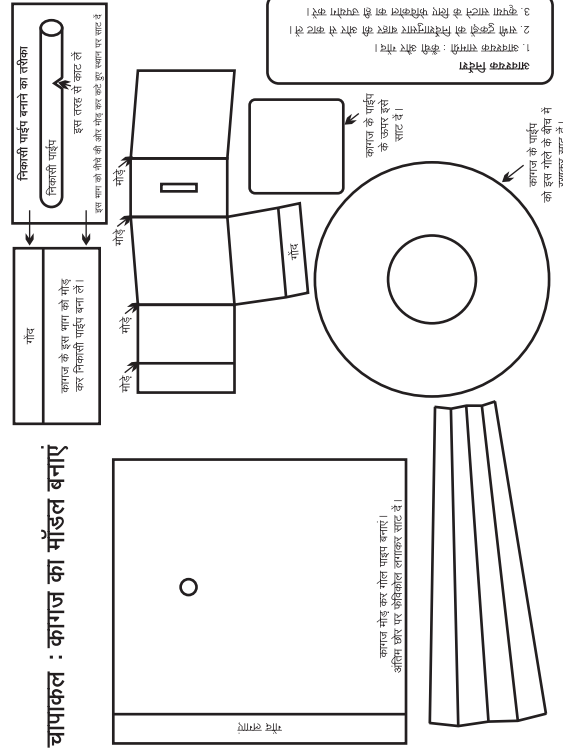
पीछे की दीवार

युनिसेफ, बिहार की सहायता से रोहिणी साइंस क्लब द्वारा निर्मित

घन बनाने की विधि



युनिसेफ, बिहार की सहायता से रोहिणी साइंस क्लब द्वारा निर्मित



चापाकल : कागज का मॉडल बनाएं

चापाकल मोड़ कर नीचे पाया जाएगा।
अंतिम छत पर कवचिपल लगाकर सादे।

युनिसेफ, बिहार की सहायता से रोहिणी साइंस क्लब द्वारा निर्मित

यूनिसेफ ने बाल संसद को दिया प्रशिक्षण

बादसी | एक संवाददाता
बायसी अनुमंडल मुख्यालय के संकुल संसाधन केंद्र आदर्श मध्य विद्यालय बायसी में बुधवार को यूनिसेफ द्वारा रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण का आयोजन किया गया।
इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल एवं सात प्राथमिक विद्यालय को आनंद, प्रथमिक विद्यालय हिममतपुर, प्रथमिक विद्यालय दुधामनी टोला, प्रथमिक विद्यालय दुपाटोली, प्रथमिक विद्यालय कुमाराखा नवाटोला, प्रथमिक विद्यालय हाजी बशीरुद्दीन टोला, प्रथमिक विद्यालय खुटिया पूरब पार के बाल संसद के दो बालक एवं दो बालिकाओं तथा एक-एक संयोजक



बाल संसद में प्रशिक्षण लेते बच्चे। • हिन्दुस्तान

शिक्षक को प्रशिक्षित किया गया। यूनिसेफ के सहयोग से रोलिंग वर्किंग प्लान में बायसी प्रखंड में आदर्श मध्य विद्यालय बायसी का चयन किया गया है। इस संकुल में यूनिसेफ के सहयोग से अन्य कई तरह के कार्यक्रम चलाए जा रहे हैं। कार्यक्रम में प्रोजेक्ट

कोऑर्डिनेटर तारिक अख्तर, ट्रेनर सुनील पांडे, आरिज अहमद, सभन हुसैन, संकुल समन्वयक तरुण यादव, संजीव कुमार, शरीफ आलम, नुरत इकबाल, मोहसिन, अब्दुल कलाम महबूब रजा, अलका खातून, पिंकी कुमार एवं रूनी बेगम आदि मौजूद थे।

मनोरंजक तरीके से बाल संसद के बच्चों को उनके कार्य व दायित्वों को समझाया

मन्नूर न्यूज़ बादसी
संकुल संसाधन केंद्र आदर्श मध्य विद्यालय बायसी में मंगलवार को यूनिसेफ के सहयोग से रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाएं एक-एक संयोजक शिक्षक को प्रशिक्षित किया गया। इस प्रशिक्षण में बच्चों को मनोरंजक ढंग से उनके कार्यों एवं दायित्वों को समझाया गया। इसमें पूर्व संयोजक कार्यक्रम प्रवर्धकरी उज्ज्वल कुमार सरस्कार व प्रखंड शिक्षा पदाधिकारी भगवान झा के द्वारा संकुल स्तर से वीथ प्रवर्धकालन इस प्रशिक्षण कार्यक्रम का उद्घाटन किया गया। प्रशिक्षण कार्यक्रम में क्लब के कोऑर्डिनेटर तारिक अख्तर, ट्रेनर प्रसाद, सुनील पांडे, आरिज अहमद, सभन हुसैन, संकुल समन्वयक तरुण यादव, संजीव कुमार, शरीफ आलम, नुरत इकबाल, मोहसिन, अब्दुल कलाम महबूब रजा, अलका खातून, पिंकी कुमार एवं रूनी बेगम आदि मौजूद थे।



बाल संसद के बच्चों को ट्रेनिंग देते शिक्षक।

रोलिंग वर्किंग प्लान के तहत आदर्श संकुल का किया चयन

पारक प्रखंड में रोलिंग वर्किंग प्लान के अंतर्गत एक-एक आदर्श संकुल का चयन किया गया है। यूनिसेफ के सहयोग से रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया।

साईंस क्लब ने दिया बच्चों को प्रशिक्षण

बादसी | एक संवाददाता
बायसी अनुमंडल मुख्यालय संकुल संसाधन केंद्र आदर्श मध्य विद्यालय बायसी में यूनिसेफ के सहयोग से रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया।



बादसी में प्रशिक्षण के दौरान स्कूलों स्कूलों बच्चे। • हिन्दुस्तान

कार्यक्रम के पूर्व संयोजक कार्यक्रम प्रवर्धक उज्ज्वल कुमार सरस्कार प्रखंड शिक्षा पदा, भगवान झा के द्वारा संकुल स्तर से वीथ प्रवर्धकालन इस प्रशिक्षण कार्यक्रम में क्लब के कोऑर्डिनेटर तारिक अख्तर, ट्रेनर प्रसाद, सुनील पांडे, आरिज अहमद, सभन हुसैन, संकुल समन्वयक तरुण यादव, संजीव कुमार, शरीफ आलम, नुरत इकबाल, मोहसिन, अब्दुल कलाम महबूब रजा, अलका खातून, पिंकी कुमार एवं रूनी बेगम आदि मौजूद थे।

यूनिसेफ के सहयोग से बाल संसद के बच्चों को दिया गया प्रशिक्षण

मन्नूर न्यूज़ बादसी
यूनिसेफ के सहयोग से रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया गया।



प्रशिक्षण कार्यक्रम में आदर्श मध्य विद्यालय के बच्चे।

बाद से ध्वस्त सड़कों की अब तक नहीं हुई मरम्मत, लोग परेशान

बाद से ध्वस्त सड़कों की अब तक नहीं हुई मरम्मत, लोग परेशान

दैनिक जागरण

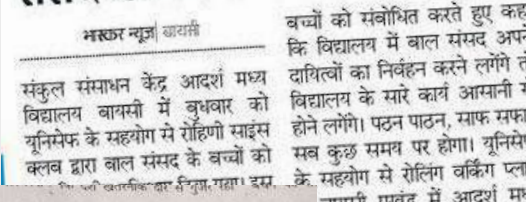
बाल संसद को दी गई दायित्वों की जानकारी
सस, बैसा (पुर्णिया) : संकुल संसाधन केंद्र, आदर्श मध्य विद्यालय, रोटा में यूनिसेफ के सहयोग से रोहिणी साईंस क्लब के तत्वाधान में बाल संसद के बच्चों को प्रशिक्षण दिया गया। कार्यक्रम की शुरुआत बीईओ असफाक आलम अंसारी ने की। प्रशिक्षण में बच्चों को मनोरंजक ढंग से उनके कार्यों और दायित्वों को समझाया गया। शिक्षण में संकुल विद्यालय के बाल संसद के दो-दो संयोजक शिक्षक को प्रशिक्षण दिया गया।



बाद से ध्वस्त सड़कों की अब तक नहीं हुई मरम्मत, लोग परेशान

सात प्राथमिक विद्यालय के बाल संसद को दिया गया प्रशिक्षण

मन्नूर न्यूज़ बादसी
संकुल संसाधन केंद्र आदर्श मध्य विद्यालय बायसी में बुधवार को यूनिसेफ के सहयोग से रोहिणी साईंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया।



बाद से ध्वस्त सड़कों की अब तक नहीं हुई मरम्मत, लोग परेशान

इन्फू का नया केंद्र कसबा और सालमा

इन्फू का नया केंद्र कसबा और सालमा

मीना मंच के बच्चों को दिया गया प्रशिक्षण

मीना मंच के बच्चों को दिया गया प्रशिक्षण

बच्चों को संबोधित करते हुए कहा कि विद्यालय में बाल संसद अपने दायित्वों का निर्वहन करने लेंगे तो विद्यालय के सारे कार्य आसानी से होने लेंगे।

बच्चों को संबोधित करते हुए कहा कि विद्यालय में बाल संसद अपने दायित्वों का निर्वहन करने लेंगे तो विद्यालय के सारे कार्य आसानी से होने लेंगे। पठन पाठन, साफ सफाई सब कुछ समर्थ पर होगा। यूनिसेफ के सहयोग से रोलिंग वर्किंग प्लान बायसी प्रखंड में आदर्श मध्य विद्यालय बायसी का चयन किया गया है। कार्यक्रम में प्रोजेक्ट

बाल संसद के सदस्यों को दिया गया प्रशिक्षण

कार्यक्रम
इस संसद की वरक में अर्जीवारी पर बच्चों को कार्य कराया है।
यहां 10 विद्यालय के बाल संसद प्रशिक्षण करने आये हैं।
प्रशिक्षण कार्यक्रम में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक संयोजक शिक्षक को प्रशिक्षित किया गया। प्रखंड शिक्षा पदाधिकारी को प्रशिक्षण देने के बाद बाल संसद के सदस्यों को प्रशिक्षण दिया गया।



बाद से ध्वस्त सड़कों की अब तक नहीं हुई मरम्मत, लोग परेशान

प्रखंड के 26 पंचायत के मुखिया

प्रखंड के 26 पंचायत के मुखिया

बाल संसद को लेकर प्रशिक्षण

बाल संसद को लेकर प्रशिक्षण

दो स्कूलों में बच्चों की संख्या

दो स्कूलों में बच्चों की संख्या

प्रखंड के 26 पंचायत के मुखिया

प्रखंड के 26 पंचायत के मुखिया

बाल संसद को लेकर प्रशिक्षण

बाल संसद को लेकर प्रशिक्षण

सोनमद्र एक्सप्रेस

रोहिणी साइंस क्लब द्वारा बाल संसद के बच्चों को दिया गया एकदिवसीय प्रशिक्षण

बालों प्रखंड के आदर्श मध्य विद्यालय में क्लब को यूनिसेफ के सहयोग से रोहिणी साइंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय के 7 विद्यार्थियों प्रति बालक, प्रति विद्यार्थी, प्रति ट्यूटोर टोप, प्रति ट्यूटोर टोप, प्रति कुनवर नगरेडो, प्रति हाथी बालीटो टोप, प्रति खुदब खुद पर के बाल संसद के दो-दो बालक और दो-दो बालिकाओं को एक-एक सम्यक् शिक्षक को प्रशिक्षित किया गया।



विद्यालय के चार बच्चों में होने लगे प्रदर्शन, बाल-सदस्यों को बाल संसद पर प्रशिक्षण के माध्यम से रोलिंग वर्किंग प्लान में बालों प्रखंड में आदर्श मध्य विद्यालय बालों का प्रदर्शन किया गया। इस संकुल में यूनिसेफ के सहयोग से आदर्श मध्य विद्यालय के बच्चों को प्रशिक्षण दिया गया। प्रशिक्षण में बाल संसद अपने रोलिंग वर्किंग प्लान के माध्यम से बच्चों को प्रशिक्षित किया गया।

उन्हें बच्चों एवं बच्चों को सम्यक् रूप से प्रशिक्षण दिया गया। कार्यक्रम में बाल संसद के सदस्यों का प्रदर्शन मंच पर प्रदर्शन किया गया।

बच्चों का उत्साह बढ़ाते हुए बाल संसद के सदस्यों का प्रदर्शन मंच पर प्रदर्शन किया गया। कार्यक्रम में बाल संसद अपने रोलिंग वर्किंग प्लान के माध्यम से बच्चों को प्रशिक्षित किया गया।

बच्चों को संश्लेषित करते हुए बाल संसद के सदस्यों का प्रदर्शन मंच पर प्रदर्शन किया गया। कार्यक्रम में बाल संसद अपने रोलिंग वर्किंग प्लान के माध्यम से बच्चों को प्रशिक्षित किया गया।

चार विद्यालयों की 36 छात्राओं को प्रशिक्षण

संकुल संसाधन केंद्र रोटा में यूनिसेफ के सहयोग से रोहिणी साइंस क्लब के बच्चों को प्रशिक्षण दिया गया। इस प्रशिक्षण में चार विद्यालयों की 36 छात्राओं को प्रशिक्षण दिया गया।



अभिप्रेत करने के लिए प्रशिक्षण दिया गया। कार्यक्रम में बाल संसद अपने रोलिंग वर्किंग प्लान के माध्यम से बच्चों को प्रशिक्षित किया गया।

मनोरंजक तरीके से बाल संसद के बच्चों को उनके कार्य व दायित्वों को समझाया

संकुल के 10 स्कूलों में बालक-बालिका समेत संयोजक शिक्षक को दी गई ट्रेनिंग



संकुल संसाधन केंद्र आदर्श मध्य विद्यालय बायसी में मंगलवार को यूनिसेफ के सहयोग से रोहिणी साइंस क्लब द्वारा बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण दिया गया। इस प्रशिक्षण में आदर्श मध्य विद्यालय बायसी संकुल के 10 विद्यालयों के बाल संसद के दो-दो बालक, दो-दो बालिका व एक-एक संयोजक शिक्षक को प्रशिक्षित किया गया। इस प्रशिक्षण में बच्चों को मनोरंजक ढंग से उनके कार्यों एवं दायित्वों को समझाया गया। इससे पूर्व सहायक कार्यक्रम पदाधिकारी उज्ज्वल कुमार सरकार व प्रखंड शिक्षा पदाधिकारी भगवान झा के द्वारा संयुक्त रूप से दीप प्रज्वलित इस प्रशिक्षण कार्यक्रम का उद्घाटन किया गया। प्रशिक्षण कार्यक्रम में क्लब के प्रोजेक्ट डायरेक्टर जीबीएसआर

मध्य विद्यालय कसबा में मीना मंच की बालिकाओं के लिए कार्यक्रम आयोजित

प्रशिक्षण से शिक्षा का होगा विकास

जागरूक किया

विश्व कक्षा सामाजिक संस्थानों की जिम्मेदारी

मीना मंच



हमारे घर पर शौचालय नहीं है, हम इसे हर हाल में बनाएंगे

बोर्ड से सूची जारी, आज बोर्ड से सूची जारी, आज

वीपी मंडल को मिले भारत रत्न

जोलारही बंगानिया ने

बाल संसद के बच्चों को मिला प्रारोचना की

संकुल संसाधन केंद्र आदर्श मध्य विद्यालय रोटा में यूनिसेफ के सहयोग से साइंस क्लब द्वारा बाल संसद के बच्चों को प्रशिक्षण दिया गया। कार्यक्रम को प्रखंड शिक्षा पदाधिकारी अरुण कुमार अंसारी ने किया। प्रशिक्षण में मनोरंजक ढंग से उनके कार्यों एवं दायित्वों को समझाया गया। भी अंसारी कार्यक्रम को संयोजित संयोजित करते हुए कहा कि विद्यालय में बाल संसद के बच्चों का निर्वाह करने लगेगा तो विद्यालय के सारे कार्यों आसानी से प्रशिक्षण में संकुल संसाधन केंद्र आदर्श मध्य विद्यालय रोटा के बच्चों के बाल संसद के दो-दो बालक, दो-दो बालिकाओं तथा एक-एक शिक्षक को प्रशिक्षित किया गया। इस मौके पर मुख्य रूप से प्रोजेक्ट डायरेक्टर आरुण अंसारी, मार्केट ट्रेनर मो आरिज अहमद, सुनील देव, संकुल समन्वयक मो नदीम अख्तर आदि उपस्थित थे।

बाल संसद के बच्चों और शिक्षकों के लिए कार्यशाला का आयोजन

रूपौली आदर्श मध्य विद्यालय रूपौली संकुल संसाधन केंद्र में यूनिसेफ के सहयोगी रोहिणी साइंस क्लब के सदस्यों द्वारा विद्यालय के बाल संसद के बच्चों को एक दिवसीय प्रशिक्षण आयोजित किया गया।

अनुसरण करते रहने से बच्चों के कार्यपालन, दिनचर्या, बौद्धिक संपदा विकास, सामाजिक, राजनीतिक सांस्कृतिक और पारिवारिक विकास और अपने दायित्वों का निर्वहन की दिनचर्या बदल जाएगी। इसलिए बच्चों को

मीना मंच के सदस्यों को मिला प्रशिक्षण

हैसा मंगलवार को संकुल संसाधन केंद्र आदर्श मध्य विद्यालय रोटा में मीना मंच की सदस्यों का एक दिवसीय प्रशिक्षण यूनिसेफ के सहयोग से रोहिणी साइंस क्लब के द्वारा आयोजित किया गया। इस प्रशिक्षण में संकुल के अधीन सभी मध्य विद्यालय के मीना मंच के सदस्य एवं सुगमकर्ता शिक्षकों ने भाग लिया। इस प्रशिक्षण में बालिकाओं को शिक्षा के साथ-साथ लड़कियों में छिपे हुनर को

प्रदर्शित करने का अवसर और नए-नए जीवन कौशल को भी बताया गया। बालिकाओं को गतिविधि एवं गीतों के माध्यम से प्रशिक्षण दिया गया। इस प्रशिक्षण में प्रधानाध्यापक मो इशारा उद्दीन, बीआरपी उमर फारूक, प्रोजेक्ट की ऑर्डिनेटर तारिक अख्तर अंसारी, प्रशिक्षक मो आरिज अहमद, सुनील कुमार पांडेय, फील्ड फैसिलिटेटर कन्हैया कुमार एवं संकुल समन्वयक नदीम अख्तर ने भाग लिया।



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