

पहल



KIDS' CORNER

My ideal school

My name is Satish Kumar. I am the student of class 4 in primary school. My school is an ideal school for me. All the teachers in my school behave lovingly with the children. They teach us through games and play. Earlier, I used to sit at the last bench in my class due to fear of study. Sometimes, I used to skip school too, due to the non-completion of work. But now I am not anymore scared of my school. Today, I can share my thoughts with my teachers easily. My parents have also allotted me a corner in the house so that I can study at home too. This change could be brought after my teacher explained my parents about the learning corner and its importance. Whenever my parents get time, they come and sit there with me and ask about my school, my studies, etc.

Today, we have a toilet in our school. We have classroom to sit and learn. Have drinking water. We get good meal. Earlier we didn't have all this. We do paintings. We also have Children Parliament (Bal Sansad) which gets many types of the work done in the school.

Now, I happily go to my ideal school everyday.



Satish Kumar
Class 4 Primary School, Chamua, Narkatiaganj, Bihar

NEW INITIATIVE

NEG-FIRE's new initiative in Chhattisgarh

In Chhattisgarh, NEG-FIRE has started a new initiative from July 2022. We wish to inform you that NEG-FIRE is working in Kawardha and Rajnandgaon districts of Chhattisgarh. People from the special tribal tribes live in these two districts. NEG-FIRE is intervening with a total of **30 villages and about 3108 families**.

NEG-FIRE is working to provide mother-tongue based multilingual education with 332 children in two clusters of Bodla block and 15 government schools in Kawardha district. Along with this, 386 children are working in 14 government schools in two clusters of Chhuikhadan block of Rajnandgaon district.

Intervention with total
30 villages and nearly
3108 families

Working with **386 children**
in **14 government**
schools in two clusters
of Chhuikhadan block of
Rajnandgaon district

Working with **332**
children in two clusters
and **16 government**
schools in Bodla block
of Kawardha

Operation of **20**
Treasure Houses, in
which **610 children**
participate

NEG-FIRE is setting up Treasure Houses in the government schools and community. At present, NEG-FIRE is operating 20 Treasure Houses in two blocks in two districts, where a total number of 610 children come and learn about their culture and know about their community.

NEG-FIRE has also received the permission for the intervention in the selected villages from the Gram Panchayats.



**Training the community
on the PESA Act
Panchayat (Extension to
Scheduled Areas) Act)**



**Training the community
on the PESA Act
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Scheduled Areas) Act)**



**Meeting with Mata
Samitis**



**Activities with children
in SMC Training
Anganwadi Center**

MESSAGE



Suresh Rao

Executive Director

My best wishes to all teammates. We are starting the "PAHAL" newsletter with your contribution and participation. We hope that the newsletter will inform all of us about our organization's work and its activities. We can also share the newsletter with our family and friends to inform them that how NEG-FIRE is making an impact in the lives of underprivileged people.

I would welcome you all to share your experiences, poems, songs, etc. This newsletter is dedicated to you. I would appreciate your suggestions and ideas about the newsletter.

NEG-FIRE's Inclusive Education in Bihar

NEG-FIRE is actively working in inclusive education in Bihar. The National Education Policy 2020 has broadened the meaning of inclusive education. The new education policy recommends support to each child according to his learning needs by overcoming any obstacle in reading and learning.

NEG-FIRE has been striving and working for quality education of children from underprivileged communities on inclusive education.

In 2018, the organization started intervention in mathematics for classes 1 to 3 in a methodical manner by selecting government schools. In this direction, the skill development of field-level teams was done first.

On the basis of the suggestions from teachers and field testing results, a manual was prepared on mathematics-based inclusive teaching methods for skill development, and teams were trained.



Initiative to promote inclusive education through mathematics

NEG-FIRE has taken systematic initiatives to address the educational needs of children from the Musahar and Mahadalit communities in Bihar over a decade ago;

Inclusive education means that... schools should include all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This should include children with disabilities, working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (Salamanca Statement and Framework for Action on Special Needs Education, 1994, para 3)



IMPACT

After training, most teachers understand and realize that each child learns at his/her own pace.

Socio-cultural background, participation, and understanding of the subject play a big role in different levels and thus reflect different levels of learning.

Main concepts of inclusive education

- Everyone's participation
- Exclusive participation of children from Musahar/ Dalit community
- Self-representation of Musahar / Dalit children
- Enabling Environment- Non-judgmental, non-discriminatory, safe
- Respect for rights
- Mutual respect- child-child, teacher-child
- Fostering peer group spirit
- Promote cooperation rather than competition
- Moving toward participatory leadership

GROUND REPORT

BIHAR: BAL SANSAD AND NEG – FIRE

Re-constitution of Bal Sansad in Bihar resumed in April 2022 post Covid19. NEG-FIRE builds the capacity of the Members of the Bal Sansad in all the schools in the areas of its operations. The NEG-FIRE team helps the Bal Sansad children through educational group activities. Support children in home-based educational activities through short stories and poems. Apart from this, workbooks are also distributed by NEG-FIRE so that the children's learning level can be restored.

As per government's guidelines, there are 14 members in the Bal Sansad, holding the designations of Prime Minister, Deputy Prime Minister, Education Minister, Deputy Education Minister, Health and Sanitation Minister, Deputy Health and Sanitation Minister, Water and Agriculture Minister, Deputy Water and Agriculture Minister, Science and Library Minister, Deputy Science and Library Minister, Culture And the Minister of Sports, Deputy Minister of Culture and Sports, Minister of Child Protection and Deputy Minister of Child Protection, all the members have their own responsibilities.

Bal Sansad is a forum for boys and girls in the schools which aims to develop skills in children's life, develop leadership and decision-making ability in children, increase participation in school activities and management, and create a pleasant, safe, and clean environment in the school.

IMPACT OF BAL SANSAD

There are many stories of change by the members of Bal Sansad in Bihar. Let us tell you the story of such a change. The school of Middle School Yogapur comes under Government Middle School Yogapur Complex. More than 430 children from 8 villages are enrolled in this school. On 18th April 2022, the Child Parliament was reconstituted in the school. All the children contesting for Bal Sansad got their nominations registered with the teacher. Candidates prepared ballot papers. The children from Class 1 to 8 casted vote for their favorite candidate. All 14 ministers were selected through a voting process.

Contribution of NEG-FIRE: contributed in building the capacity of children elected for the Bal Sansad (on the basis of their position and role) on how to promote an inclusive environment in the school. The Bal Sansad meets and discuss on all issues related to the school.

Change in school by Bal Sansad: Members of Bal Sansad used to come to school with 4-5 children from the village. The school was on the side of the road, so the members of Bal Sansad used to help the children crossing the road, which increased the children's attendance. In the prayer sessions, the Children's Parliament members perform activities such as stories, poetry, literacy songs, cleanliness, nail check-up, etc. Members of Parliament meet those children and their parents who do not come to school for two-three days. Every month Bal Sansad children and SMC members meet, and an action plan is prepared of school improvements.

Impact of Bal Sansad in the community: Bal Sansad supported the village children in home-based learning. Due to this, the parents themselves started giving home-based education to their children and sending them to school every day.

Effect of Bal Sansad in school: Children of Bal Sansad bring other village children to school. Due to this, the attendance of children in the school increased. Regular games, cleanliness, and saplings were planted in the school. In the awareness session, the children were asked general knowledge questions.

BIHAR: NEG-FIRE AND CHILDREN'S PARLIAMENT

Block	Bal Sansad	Number of girls	Number of boys
Sherghati	39	274	272
Gaunaha	18	118	98
Dhanarua	30	187	143
Narkatiyaganj	22	169	139
Amas	25	262	230



Enhancing the capacity of the members of the Children's Parliament in the middle school, Yogapur, regarding their duties and responsibilities



Enhancing the capacity of the members of the Children's Parliament in the middle school, Yogapur, regarding their duties and responsibilities



Enhancing the capacity of Bal Sansad in PS Bargo

NEG-FIRE TEAM

MEET OUR FACILITATOR



Nidhi Rai

(Learning Facilitator),
Narkatiaganj, Bihar

Nidhi Rai has been associated with NEG-FIRE as a learning facilitator from past 8 months. She looks after 5 schools and 8 Anganwadi centers. Apart from this, she also makes her contribution in TLM development and plays the role of co-trainer in Anganwadi trainings. Due to the efforts of Nidhi, the road and community toilet of Anganwadi center located in Chamua have been repaired. Earlier, the local people used to use the road only for defecation. The community toilet was in a very pathetic condition and was not in a usable condition. Nidhi discussed the issue with village head, Ward member and resolved it with the help from the community members. Today the children of the community and the Anganwadi center use the community toilet. Nidhi says that NEG-FIRE has contributed a lot to her personality development. She learnt to share work-planning, ideas and set future goals. Nidhi also wants to do something out of the box. She wants to build a public library with community participation where children can question each other, discuss about their studies, and get opportunities to read new books and magazines.



Ramprasad Rajak

(Learning Facilitator),
Narkatiaganj, Bihar

Ramprasad has been an education worker since 2011. Earlier, he was associated with the partner organization of NEG-FIRE (indirect implementation). In the year 2021, he joined NEG-FIRE as a Learning Facilitator. In this role, he is responsible for 4 schools and 8 Anganwadi centers. Ramprasad acknowledges NEG-FIRE's contribution in developing his personality. He says that after joining NEG-FIRE, he could learn how to make the community aware, understanding of teachers training, and creating an inclusive environment with the children.



Pragya Majumder

Head – Program Management
and Development

NIPUN Mission Goals; pathway to holistic quality education

Ministry of Education, GoI, launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) in July 2021.

Focussed on Foundational Literacy and Numeracy (FLN), the aim is to ensure that children learn in a joyful manner through play, stories, rhymes, activities, local art, craft and music and develop strong foundations for lifelong learning.

NEG-FIRE works in alignment with NIPUN Goals for strengthening learning outcomes of rural Scheduled Caste and Scheduled Tribe Children in remote locations of India. As 0 to 8 years are the most significant period of holistic development and cognitive growth simultaneously it is critical to lay the foundations right for every learner.

NEG-FIRE focusses on an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children home languages and promoting reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.

With this new journey through our periodical, it gives us great pleasure to share our stories first hand with all of you our readers and supporters.

With best wishes....

Pragya Majumder

Head – Program Management and Development

AN APPEAL FROM THE PAHAL TEAM

Dear friends,

This first issue of "Pahal" is presented to you. The Pahal team expresses its gratitude to all of you that the team was able to publish this issue with your cooperation. We are hopeful to receive your guidance, cooperation, and participation in future. We welcome your views and ideas. We hope you will keep sharing your articles, memoirs, stories, and poems with us. You can send us your suggestions etc., at 9310837130.

You can email us at connectdigital@negfire.org



**Mehjabeen
Ansari**



Arunika Wilson



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