



2021-2022

A N N U A L R E P O R T

Empowering marginalised community



GRAM JAGAT

Simridih, Warsaliganj, Nawada, Bihar-805130

About Gram Jagat

"Gram Jagat" is a non-governmental Organization, registered under society registration act 21/1860 with active registration with Foreign Contribution Regulation Act, 80G and 12A with Income Tax Department and other legal compliances necessary to receive Indian and foreign donations, grant or collaborative projects.

It works on Ambedkar's principle of "educate, agitate and organize. It has started its journey in 2004 from 11 panchayat of Warisaliganj block in Nawada district; Bihar with a thrust to educate and empower the most marginalized & excluded communities in the society and creates sustainable development process with people's participation to ensure their access, participation and development. Gram Jagat committed to connect with the communities of deprived, exploited, socially backward caste/class people and their holistic development.

Gram Jagat has been able to partner with several Community Led Organisations (CLOs) across Bihar to build work with socially excluded i.e Dalit, Adivasi and Muslim children and youth to facilitate their access to education including higher education, leadership on rights and entitlements, making local governance inclusive and enhancing employability and entrepreneurship among the most marginalised.



Glimpses of our Programs

NATKHAT SCIENCE LAB PROJECT TRAINING REPORT

PROJECT HEAD: SHEKHAR SUMAN

SUMMARY

10

Schools
Partnered



12

Training Done



20

Teachers Trained



1600

Students Impacted



16

Science Model
Developed



Orientation on NSL

Natkhat Science Lab (NSL) an initiative of Gram Jagat to work with 10 schools and work on capacity building science teachers and to empower them to adopt hands-on learning & teaching practices. This will bring about the following attitude change in the students :

- Questioning rather than accepting blindly
- Learning by doing, rather than listening
- Understanding rather than memorizing

On 28th November 2021 an orientation program in "ABAKO FOUNDATION SCIENCE TEACHER'S TRAINING CENTER" was organized by Natkhat Science Lab(NSL). Chief guest Mr. Sanjay Kumar, District Education Officer(DEO) Bhagalpur, Mentor, and high school teacher Dr.Ranjeet Kumar Sir along with the HM and science teacher from 10 schools of Bhagalpur (out of intial 22 schools approached) participated in the program.

NSL project head Mr.Sekhar Suman, program lead Ms.Jyoti Nanda, present in the program. DEO sir enlightened the light and delivered a speech for teachers to support this program enthusiastically.

In the papercraft activity, all teachers were very excited and energetic for a new pace of learning. Teachers learn to make 3D animals and birds papercrafts like a couple of birds and reindeer, etc. A small science kit was given to all the teachers for engaging them, making them curious, and for knowing their interest in science activities. In this activity, all teachers were very excited and energetic for a new pace of learning.

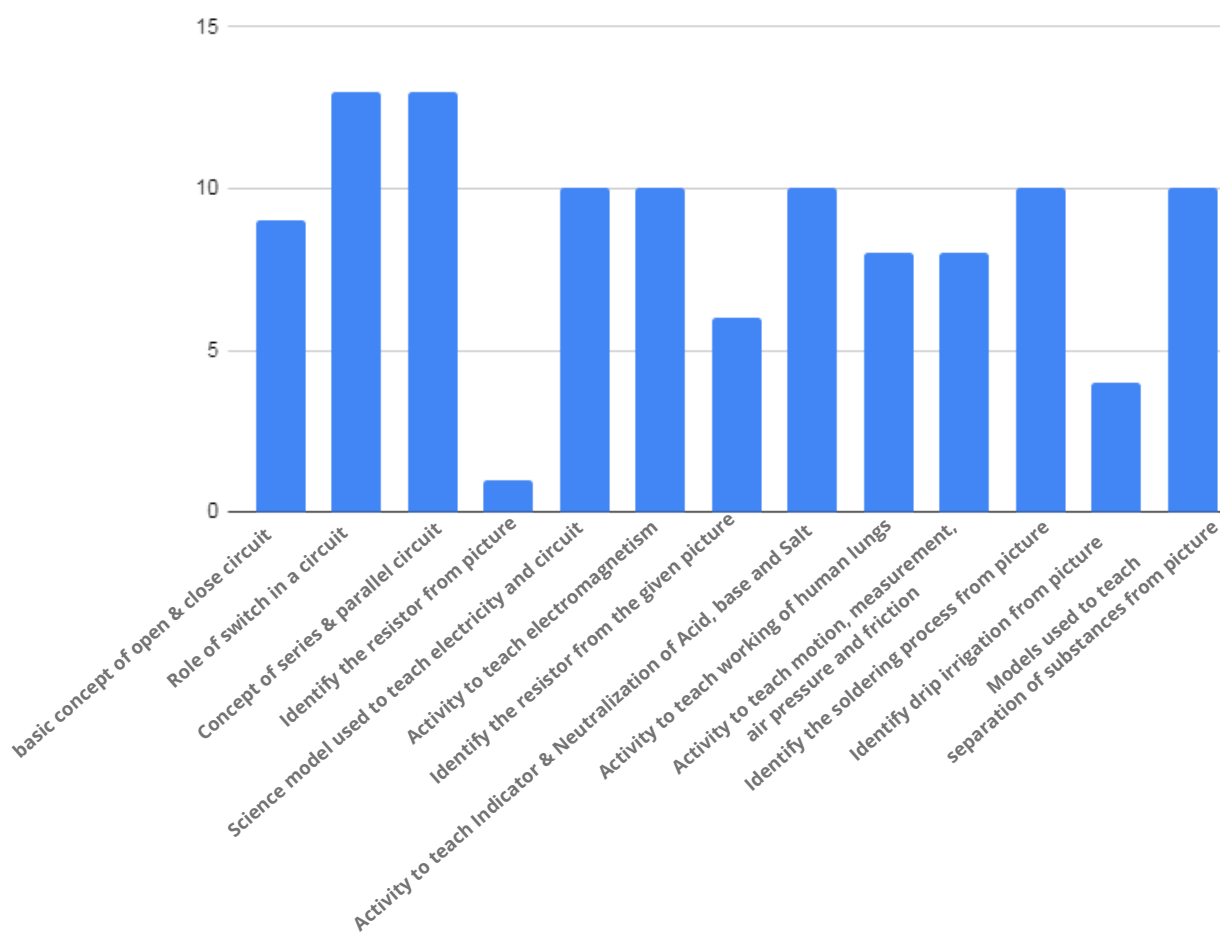


District Education Officer'Mr. Sanjay Kumar' inaugurating the program.

Baseline Assessment of Teachers

Baseline assessment is a tool through which one can measure the present knowledge of trainees or target groups before beginning the training. It is followed by the midline assessment quarterly and end-line assessment at the end of the program. These assessments are major tools to measure the learning outcome because it helps in analyzing and comparing the growth and development of trainees so far.

A baseline was conducted with 19 teachers of 10 government schools. To assess the basic knowledge of science and knowledge or ideas on Teaching and learning materials(TLM) an objective test was conducted which comprises 20 multiple-choice questions of 30 mins duration. The questions were focusing on the basic circuit concepts, electrical and electronic tools like soldering, motion, light and reflection, etc.



Baseline Analysis of teachers

Program Highlights

A) Successes

- All the Natkhat Science labs are active and are used by the science teachers every week.
- Visited 22 schools with a target of 2 - 4 schools in a week and covered all the ten schools within a month.
- Successful completion of training 14 weeks (53 hrs), with 18 science teachers.
- Teachers effectively deliver the knowledge to students found in-school visits.
- Teachers follow high-leverage teaching practices like small group management during school lab training.
- Teachers are effectively delivering the knowledge to students found in-school visits. Teachers and students from the selected schools participated in the district-level science exhibition organized by the education department and showed their model-making skills.



Muskan Kumari from Ms. Sahebganj one of the students of Mrs. Rakhi Kumari created a recycable handmade vacuum cleaner in the Natkhat Science lab and displayed it in the exhibition.

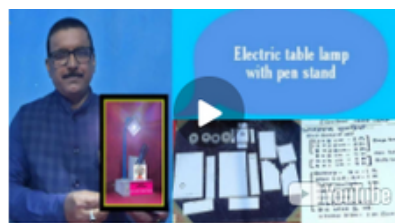
- One of the senior science teachers Mr. Amarnath Jha creates videos on youtube demonstrating the model he learns during the training.



WINNOWING FAN MACHINE (MODEL)
ओसावनी पंखा, प्रस्तुति :- अमर नाथ झा
अनाज (गेहूँ, धान, मक्का, मूँग, सरसों आदि) में मिली हुई
youtube.com

https://youtu.be/BvRMitHP_DA

7:44 am



Electric Table Lamp With Pen Stand, प्रस्तुति
:- अमर नाथ झा
शैक्षणिक गतिविधि के अंतर्गत विद्युत धारा के प्रभाव पाठ
youtube.com

https://youtu.be/8326SPmI_Bw

5:03 pm

- 60% of the teacher developed the motor skills to cut a pinewood and cardboard/sunboard to make a science model.
- Three teachers successfully developed a Rechargeable Emergency Light model, a design challenge given by the NSL team post-session, and shared it on the Science teacher's Whatsapp Group.



Abhishek Jha,
MS.Maskan barari

B) Challenges

- Unable to reach 20 school due to their engagement in the government-assigned official works. One of two teachers who took the training helped their team members to follow up during the next training session.
- Some schools are having poor infrastructure, like weak walls, and lack of wall sockets. Hence, setting of the labs has been a challenge.
- 36 planned school visits were not possible due to rise in covid cases.
- 3 of 10 schools are located too far with very poor roadways to travel, making school visits too exhaustive.
- In one of the schools, due to other subject teachers' engagement in the official work, only two teachers were managing the whole school, which led to less involvement in the school lab training and heavy crowd by other grade students at the lab gate.

C) Plans/Way Forward

- Visit schools on a regular basis for observation. Our target will be 2 - 4 schools in a week so that we can cover all ten schools within a month. This will help us to follow up on the high-leverage teaching practices as per the rubric.
- Planning to have a more peer-learning training session with 2 teachers per month.
- Absentees can contact the NSL team and get remedial class in weekdays.
- For the upcoming nomination of the govt schools for the Natkhat Science lab setup, it will be discussed and matter for negotiation with the education officials to provide a room with good infrastructure.
- The majority of the science teachers have identified their master students who will manage the lab and take lab sessions too during the absence of a teacher in the school.
- On the 16th of April, team NSL is organizing a 'Teacher Science Mella' in the Abako teacher training campus in which all the 10 school teachers will participate with their volunteer students.

नटखट साइंस लैब

शिक्षक विज्ञान मेला-2022

16 अप्रैल, 2022

स्थल: मोक्षदा इंटर स्कूल, भागलपुर
समय: सुबह 8 बजे से दोपहर 12 बजे तक

Poster of upcoming Teacher Science Exhibition in Bhagalpur, Bihar

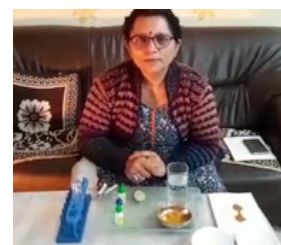
ONLINE TRAININGS - due to rise of Covid 19

- A total of **four** online training was provided in the month of January to the teachers in which they learned about:
 - A) Types of equipment and experiments that can be done from the Chemistry Kit provided in the school lab.
 - B) Developing Teaching and learning materials for explaining human body organs, like Ear, Eye, Human Lungs, and types of human body systems during classroom teaching.
- Post every session, teachers were asked to send the videos of the experiment videos, and models they had done in the Whatsapp group.
- A Do-it-yourself tutorial video was also shared with them to take a reference from it and those who were not able to attend the class can follow the same.

Total 18 teachers attended all four online sessions and developed 22 science models.



Science experiments and models sent by the teachers.



NATKHAT SCIENCE LAB IN SCHOOLS

- In ten schools of Bhagalpur, the Natkhat Science lab(NSL) was set up. It took 15 days to complete it. The district administration was made aware of this.
- Refer to Annexure-II for Before & After pictures of the school lab.

A NEW YEAR A NEW START, AND A WAY TO GO! Natkhat Science lab began its fifth session at Abako Science Teacher Training Center, Bhagalpur. In the beginning, all the teachers made some fantastic colorful animals and birds in the papercraft session. They also shared their view of using this papercraft to teach environmental science and the food process of animals.

PEER LEARNING

- Peer learning is one of the best methods to promote teamwork, gaining a new perspective.
- Many such sessions were organised, one such session by Mr. Amarnath has been shown below.



Mr. Amarnath explaining about the Periscope.

NATIONAL SCIENCE DAY

- Remembering Indian Physicist Sir C.V Raman, Natkhat Science lab organized National Science Day in the Abako learning center on the 26th of February.
- 18 Science teachers from 9 different schools participated with their young volunteers(two from each).
- Teachers and their students work together to create different models they like and develop 18 other science models.
- A quiz session, 'Name the inventor' was held at the end. Kunal from Middle school, Maskan Bararipur, answered maximum questions and won the quiz.



Teachers and their volunteers making science model.

9

Schools partnered

18

Teacher Participated

40

Students Participated

20

Science Models Developed



Kunal (winner of the quiz) with his school group & teachers.

I am really excited to have a science lab in my school because earlier we were not having any such. But now we have. Today i learned three science models in which my favorite one is the winnowing fan machine. Rekha and Jyoti's mam guided me to make this. Now i am willing to participate in the science competition and show this to everyone. This first-class will be memorable for me and my friends.

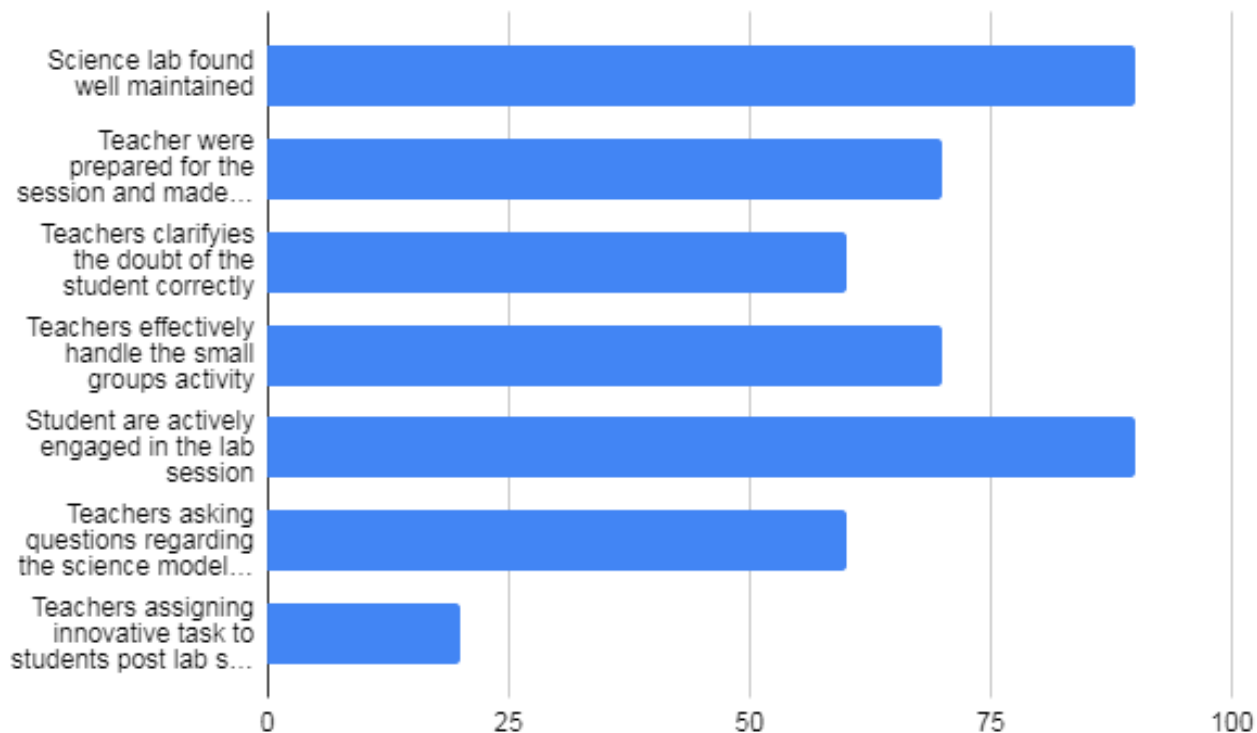
Muskan Kumari
grade 7 ,M.S Sahebganj

SCHOOL LAB OBSERVATION

Name of the schools	Number of visit done
1. Bhavani kanya madhya vidyalaya khanjarpur	3
2. Madanlal kanya Vidyalay Naya Bazar	3
3. Rajkiya I.M.U Champanagar	3
4. Madhya Vidyalay Sahebganj	3
5. Madhya Vidyalay Mohdinagar	2
6. Rajkiya Madhya Vidyalay Maskan bararipur	2
7. Madhya vidyalaya Rampur,	2
8. Madhya vidyalaya Nathnagar No 1	2
9. Rajkiya Madhya Vidyalay Govindpur	1
10. Ramkrishna ashram Madhya Vidyalay Lajpat park	1
Total visit done	22

SUMMARY OF SCHOOL VISIT

- Natkhat Science Lab team has completed 22 school visits out of 36 visits.
- As per the observation rubric, we have found that :
 - **90 %** of schools have well-maintained Natkhat Science labs.
 - **70 %** of the teachers were well prepared for taking the session.
 - **60 %** of the teachers clarify the doubt of the student correctly.
 - **70 %** of teachers effectively handle the small group's during activity.
 - **90 %** of the student are actively engaged in the lab session.
- - 60 % of Teachers asked questions to students on the fundamentals of the science model.
- 20 % of Teachers assign innovative tasks to students post-lab sessions.



Brief analysis of teachers skill observed during school visit

Skills teachers showed:

1. Setting up of objectives & planning the science lab training session
2. Detail-oriented
3. Effective at problem-solving
4. Excellent instructional skills
5. Classroom management, and
6. Small group management skills



M.s Mohddinagar



M.s Maskan bararipur



Madanalal Kanya madhya Vidyalay



M.s Nathnagar No 1



M.S Ramkrishna



Urdu Middle School, Champanagar



Bhawani Kanya Madhya Vidyalay



M.S Govindpur



M.s Sahebganj



M.s Rampur

Midline Assessment (Skill Test)

- The teacher has undergone a midline assessment during the end week of February.
- It was a skill test taken during the school visit in which they had to demonstrate the usage of soldering and making a circuit which was closely observed by the Natkhat science lab team.
- The team observed that during the first week of the program, only 1 out of 20 teachers could solder the wire, whereas now 15 out of 20 teachers could do solder the wires to make a circuit accurately.

OBSERVATION

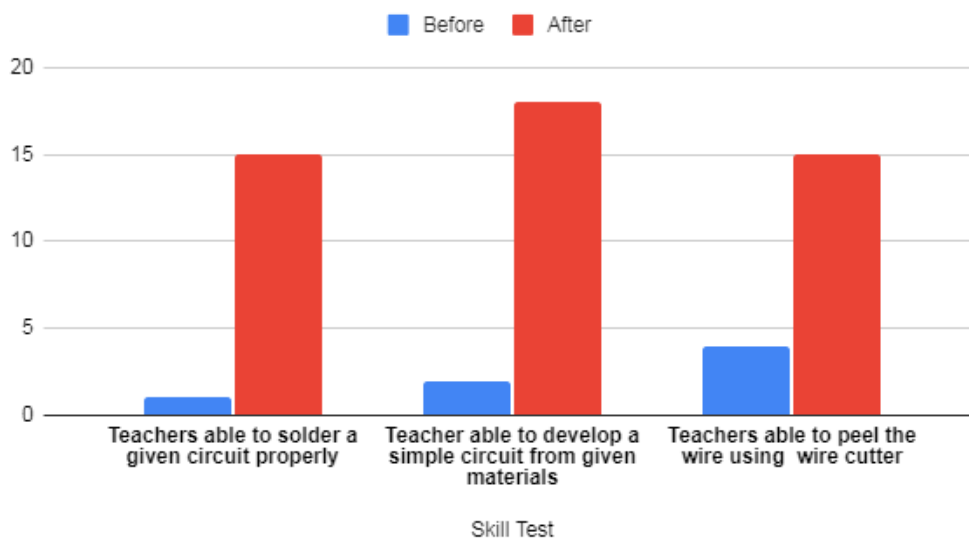
Before

- The team observed that during the first week of the program only 1 out of 20 teachers was able to solder the wire in accurately.
- Only 1 out of 20 teachers was able to solder the wire in accurately.
- only 4 out of 20 teachers were able to peel off the wire using a wire cutter.

After

- 15 out of 20 teachers are now able to do solder the wires to make a circuit accurately.
- 18 out of 20 teachers are now able to do solder the wires to make a circuit accurately.
- 15 out of 20 teachers were able to peel off the wire using a wire cutter.

Skill Test Data of Science Teachers



Teachers Feeling For The NSL Program

The whole training program is so informative and engaging that we all understand all the science models very easily. Today I was a little bit late and missed some concepts but the NSL team guided me and make me follow up quickly. Whatever i learned i will take it to my class next week and make my students do it. I request team NSL to teach us more science activities like this so that we can used them to teach complex concepts easily.

Pramod Kumar Singh
Rakiya Madhya Vidyalay
Govindpur

The session was very well planned and delivered with good time management. I created a mini-table and want to learn more like these. My students and often ly i used to get confused in series and parallel circuits but today we learned how to create a demo model of it using bulbs and LED. Although I request Shekhar sir to explain more about these with different sets of resources. Overall this was a quite good experience for us.

Abhishek Kumar
Rajkiya Madhya Vidyalay
Maskan bararipur

STUDENT VOICE

I am very happy to see a science lab in our school finally. Earlier we used to buy materials on our own and bring it to school with no proper place to work. But now we got space, i used hot glue gun, mini-hacksaw which is not easily available in our home. I saw the materials we got and now we can think of making majority of the science model with these. I am thankful to everyone who made this happen.

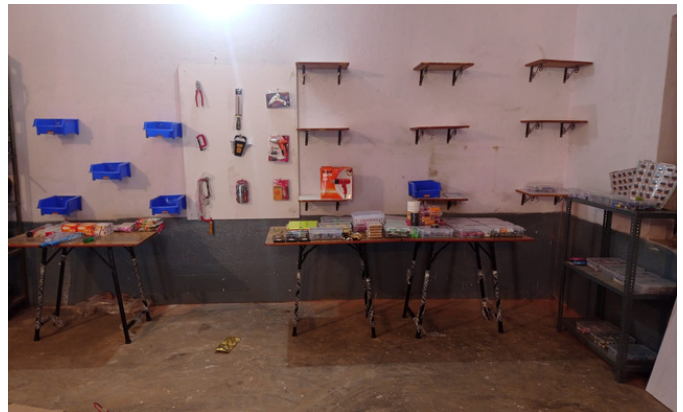
Richa Jha
grade 7 ,M.S Sahebganj

ANNEXURE II

BEFORE & AFTER PICTURES OF SCHOOL LAB



Rajkiya Urdu Middle School Champanagar



Rajkiya Middle School Govindpur



Rajkiya Middle school Maskan Bararipu, Nagar Nigam

LITERACY AND LIBRARY PROGRAM

Summary



1004

Books read by 685 Students

150

Books read by 50 Teachers

10000

Students

1000

HM & Teachers



14

School Library

25

Library Educator

80

Education Functionaries

50

Community Teachers



25

Offline & Online Sessions

400

Pre-Service Teachers



LITERACY AND LIBRARY PROGRAM

In September 2021, Gram Jagat in collaboration with Abako Foundation started a Literacy and Library Program in Gaya to improve the literacy rate of underserved students in public education. Our approach is threefold:

- Improve Government Schools teachers' skills in teaching Language by adopting the whole language approach by giving continuous support through an initial 15 hours of training sessions conducted by the Karunodaya team.
- Monitor teachers' pedagogy and content knowledge growth by conducting weekly school visits to observe implementation of new skills. In addition, reinforce new knowledge with weekly online training for teachers on the Literacy and Library Program.
- Create or Adapt a library space in 14 Government Schools and equip them with all basic necessities like books, display bags, mats, colorful wall paintings, etc, donated by Abako Foundation where teachers can apply newly-learned skills and students can experience the joy of learning.

Schools List for Intervention

SI. No.	Name of the schools	No. of teachers	No. of students	Participating teacher	No. of classroom
1	Gurunanak Middle School, Golbagicha MR Mala Middle School, Golbagicha	16	415	2	7
2	NavBalika Middle School, Nai Gowdam	17	636	2	8
3	Primary School Dumra	6	127	1	7
4	Middle. School Dhiuree	8	244	2	6
5	Middle. School Nawada	8	222	2	6
6	Middle. School Seva Ashram	7	154	2	7
7	Middle. School Bitho	14	1003	2	8
8	Middle School Rahimbigha KGBV Rahim Bigha	8	279	1	11
9	Rajendra Middle School Godavri	8	344	2	6
10	Middle School Kendui	9	358	2	7
11	Middle School Kewali	6	600	2	6
12	Dankan Middle School, Sikariamore	11	500	2	7
13	Brijmohini Kanya Middle School	11	585	2	5
14	Primary School Kandi	5	188	2	5

Program Statistics (September 2021 - March 2022)

Impact of Programs:

Schools	14
Total teachers trained (offline)	26
Books read by Teachers (Teachers trained(25) + Other Teachers(16) =41)	150
# of Poems shared by teachers via Whatsapp Group.	18
# of Videos on storytelling shared by teachers via Whatsapp group.	05
Total online sessions with teachers	08
Average attendance(Online Meeting)	14
No of Head teachers attended Online sessions	04
Total Students	685
Books read by students	1004
School Visit(Selection of Schools)	35
School Visit(Observations)	71
School Visit(Library set up)	28



Teacher with Display Bag



Pair Reading in Library

I. Why Literacy and a Library Program?

A. The concept of our Literacy & Library program is mainly focusing on:

- Children enjoying listening to different stories, poems, and Baal geet on regular basis.
- Bring more books with less text and more pictures, with good quality of stories.
- Storytelling must become part of language teaching class in primary grade.
- Shift pedagogical skills of teaching from character grouping system to whole language approach.

The Key components of foundational literacy are:

Oral Language Development

Decoding

Writing

Reading Comprehension

B. Capacity Building of Teachers:

Reading diff stories, imagination through illustration, and also touching/flipping pages motivate learners to read, and comprehend but teachers are not aware of this.

Teachers have a fixed mindset about libraries, which needs to be changed by capacity building about libraries through programs that will be impactful for students' learning and growth.



Wall Magazine



Teacher making display of books.

II. Selection Process

A. School Selection

Schools were selected under the guidance of the local DoE using the following criteria:

1. Head Master Leadership & Team interaction (K2)
2. Teacher's knowledge and interest about library to participate in the program (K4)
3. Enrollment & attendance average (K3)
4. Have a proper and available space for a library (K1)

The Karunodaya team then visited all schools with a 1-10 scale rubric. 14 out of 27 schools made the final cut for this first phase.

B. Teachers Selection on the following parameters:

- Understanding the theory of language development.
- Working with children in grades one through five.
- Interested in reading books.

III. School Baseline & Outcome

1. Is Space available for a Library in School? - Available in all schools
2. Library is functioning or not? - Only in 2 schools
3. Are books available in the Library? - Only 3 have books
4. Is there any teacher assigned to the Library? - None have assigned
5. Do Schools know about different activities in Libraries? - None know about these

IV. Training Sessions

After rigorous interviews, a total of 25 teachers were selected from 14 Schools for the Literacy and Library Program. A three- day training program was conducted from Dec.16 to 18, 2021.

First Day Objectives -

1. Understand language development and its approach in Elementary grade.
2. Develop cooperation and creative thinking, and refine motor skills through hands-on activities.
3. Learn the concept of children's library and the effect of literature in language development in children.
4. Learn to apply the process of DE codification through book activities like Read Aloud, Book Talk, and role play as well as they will visualize the Children Library through Library Set up in Training Center.

Second Day Objective -

1. Teachers will develop the understanding of different policy documents of state govt. and center govt. on Education which emphasize on Library.
2. Teachers will get to know various steps in Storytelling activities like Read Aloud and Book Talk.



Book Talk by Teacher



Persentation on wall magazine by Teachers

Third Day Objective -

1. Teachers will have more clarity about their role & responsibility around the Library Program and ensure that one period of Library for each grade in a week.
2. Teachers will learn impact of role play that how role paly will help to develop the comprehension and enhance the teaching strategies.

V. (Literacy and Library Program in January 2022)

After having the great success of 3 Days of Training program with 25 teachers on Literacy and Library Program, now time has come to implement the program on ground with the help of teachers to make this program successful.

Accomplishments (Out of 14 Schools)

1. In 8 Schools libraries were set up.
2. In 8 schools wall drawings are done
3. Lending Cards of Teachers have been completed in 7 schools.
4. 3 schools made videos on Library Activities and shared them with us on Whatsapp Group.
5. 10 teachers are actively engaged with us on Whatsapp groups.
6. In Online meetings , 3 teachers did activities on Read Aloud.

Challenges (work in progress)

1. Library set up and Wall Drawings in 6 schools.
2. Lending cards have not been completed in 7 schools.
3. Books read by teachers are still unknown.
4. 11 schools working on videos on library activities.
5. 10 teachers active on Whatsapp group(learning Platform). 3 teachers are unable to work with technology, 4 teachers lack a device, 8 teachers are engaged with additional charges in Schools.

Major Feedbacks of Teachers in the month of January:

1. Teachers appreciated Gram Jagat for motivating and encouraging them to support the development of the library in the schools.
2. One of the teachers said "When you take initiative to do something then automatically you will get lots of ideas for doing it" referring to putting lots of ideas in the Library.
3. For Storytellers, it is very important to have fun while telling a story regarding Library
4. The creativity of the children should be explored. Develop the ability to write a story.
5. Students can read the story book of the library and tell the story in Chetna satra.

In-house Learning and Challenges of the Team:

1. Continuous interaction & communication with your team tasks become easier.
2. Designing the short term Goal for achieving targets.
3. Before doing any task you must have a plan.
4. If our weekly plan is not fulfilled then it demotivates us a lot.
5. To engage with a teacher for any specific task is a challenge.
6. To look at the broader picture of any task is always challenging.
7. Photos are weekly synchronized in drive of respective schools.
8. Input-Expectation- outcomes never discussed on online meet for teachers training and Operation part.
9. Time is not distributed equally for M&E and Documentation.

VI. Literacy and Library Program in 1st Feb to 15 Mar'22

Accomplishment:

1. 16 new Teachers started to maintain the lending cards in the Library.
2. Total 41 teachers read 129 books in the month of February.
3. 572 students made lending cards in the library and read 956 books in the month of February.
4. All 14 Schools had the Library set up including Almirahs, Mats and Wall Painting.
5. Trained teachers help students of grade 3 to grade 5 in reading books in the library.
6. 3 Teachers maintain Library Dairy on a regular basis.
7. Baseline assessment of 767 students in Hindi was completed. .

Challenges(Work in Progress):

1. To include Library class in the School routine.
2. Poor participation of male teachers.
3. Participation of teachers in online sessions was poor due to exam duty.

Major Feedbacks of Teachers from 1 Feb to 15 March:

1. Learn from other experiences which help them to grow professionally.
2. Learned new ideas and objectives of Read Aloud and Book Talk activities.
3. Created a sense of cooperation while doing activities.

In-house Learning and Challenges of the Team:

1. Invest more time taking initiative to understand the program.
2. We must share our challenges and experiences in a group.
3. Processes are not smoothen which decreases the effectiveness of the Program.
4. Teachers do not support anyone by pretending to take an exam.
5. How to respond to difficult questions from teachers..



VII. School Visit and Observations(Teachers Activities and Reflection):

1. 15 Teachers doing Library activities such as Read Aloud and Book Talk in the Library room.
2. 20 Teachers are actively involved in making lending cards for students and maintaining them.
3. 7 Teachers are maintaining Library Diaries and daily updating them.
4. 1 Teacher preparing lesson plans for Library Activities.
5. Avg. no of schools visit in Project period (7Months) is 10, total number is 134.

VIII. Online Session with Teachers:

Objective:

Conducted weekly online meetings with teachers to facilitate Library activities and use this platform for sharing their experiences, learning and knowledge with other teachers.

Highlights Points:

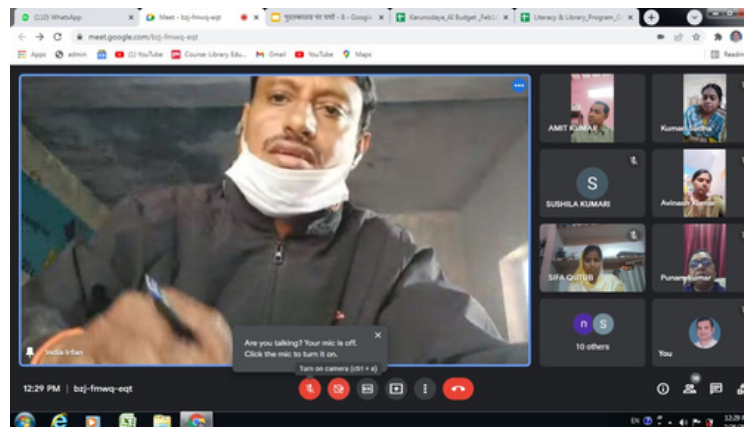
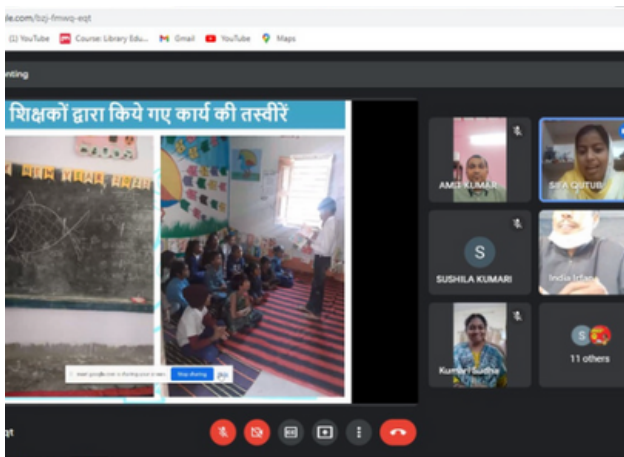
1. 8 online meetings conducted.
2. 56% of Teachers attended all sessions.
 - Poor attendance since 3 teachers were unable to access technology, 4 teachers lack a device, 8 teachers are engaged with additional charges in Schools.
3. 14 Activities done by teachers (6 Balgeet, 5 Read Aloud and 3 Book Talk).

Feedbacks by Teachers on Online Sessions:

1. This is a good platform where we can share the views related to the Library.
2. The mentors should keep their videos on as interaction is very beneficial for learning.
3. Time management so that everyone gets a chance to speak in the online session.
4. What I liked the most was that attending this session increased the self-confidence of many of my colleagues.
5. We must not divert ourselves to other topics which are not useful for us and stay focused.
6. New ideas in every online session is required so that attending the online session would be fruitful.

Plan for teachers who did not attend the sessions:

1. On School Visits, Facilitators interacted with these teachers looking out to solve the issue so that they are able to attend the next online sessions.
2. Planning to hire those teachers who are more techno-friendly and comfortable with Technology.



IX. Key Findings of Literacy & Library Program:

1. For the first time in the Elementary schools (3200 schools) of Gaya Districts, 14 Schools have functional library with all basic facilities and child centric design. Students of each Grade (From Grade 1-8) gets two library period per week. More enthusiasm shown by students and they want to spent whole day in library to read different stories in the books .
2. 25 teachers were trained who can identify 2 library activities like Read Aloud, storytelling skills etc
3. In the baseline survey , it has been found that in last year no child or teacher read any kind of stories books. Through this program 685 students have read 1004 books, 41 teachers have read 141 books.
4. It has been found that 30% of teachers are not tech-friendly.
5. During this Program, 2 types of libraries were formed (Model Library & School room)

X. Conclusion:

This program has impacted the whole teaching learning process of schools, It has been observed that teachers start discussing about progress of students and also taking initiative to improve the language skills of students through Library Program. Students get a very good place to read different kind of stories and poem to develop their reading and comprehension skills.

1. These 14 Schools need hand-holding support for the period of minimum 2 years, so that Library become the part of School process. In the following lines, we are discussing on how the support will be given to the teachers and schools:

- The online session for teachers will be done for two times in a month. The purpose of conducting Online session for strengthen the skill of teachers in storytelling as well as to discuss the monthly plan on Library program with Teachers.
- For Next one year, 3 days (18 hours) training for two times are required to these teachers.
- Weekly classroom observation is required to measure the growth of Teachers and Library Program. For weekly classroom observation, Observation rubrics will be developed for the teachers.

2. On the basis of our learning in 14 schools in the last 6 months and discussion with our expert, we developed the two models for Library (I.) **Block Model** (II.) **D.I.E.T Model**

GRAM JAGAT
ADDRESS- SIMRIDIH, WARSALIGANJ, DIST-NAWADA, BIHAR, PIN CODE: 805130
PAN: AAATG9437D

BALANCE SHEET AS AT 31 MARCH 2022

LIABILITIES	AMOUNT (in Rs.)	AMOUNT (in Rs.)	ASSETS	AMOUNT (in Rs.)	AMOUNT (in Rs.)
<u>GENERAL FUND</u>			<u>FIXED ASSETS</u>		
Excess of Income over Expenditure transferred from Income & Expenditure A/C:			<u>LAPTOP</u>		
As per last a/c	17,319		As per last A/c	-	
Add: For the Year	<u>244,038</u>	261,357	Add: Additions during the Year	220,000	
			Less: Depreciation	<u>44,000</u>	176,000
<u>CURRENT LIABILITIES</u>			<u>PROJECTOR</u>		
Expenses Payable		20,000	As per last A/c	-	
			Add: Additions during the Year	35,834	
			Less: Depreciation	<u>2,688</u>	33,146
			<u>FURNITURE</u>		
			As per last A/c	7,714	
			Less: Depreciation	<u>771</u>	6,943
			<u>PLANT & MACHINERY</u>		
			As per last A/c	11,700	
			Less: Depreciation	<u>1,755</u>	9,945
			<u>CURRENT ASSETS</u>		
			Cash-in-Hand	2,697	
			Cash-at-Bank		
			(a) Savings Bank A/c No. 40373663192 SBI Bank, Delhi	9,317	
			(b) Savings Bank A/c No. 921010040967483 with Axis Bank, Patna	41,033	
			(c) In Saving Account No. with Gramin Bank	<u>2,276</u>	55,323
TOTAL		281,357	TOTAL		281,357

In terms of our separate report of even date

For **ABHISHEK TRIVEDI & ASSOCIATES**
Chartered Accountants
(FRN: 023619C)



ABHISHEK TRIVEDI
Proprietor
(M. No. 304292)

For GRAM JAGAT

Ashok Kumar

**Secretary
Gram Jagat**

**ASHOK KUMAR
SECRETARY**

PLACE: PATNA
DATE: 21.09.2022

GRAM JAGAT
ADDRESS- SIMRIDIH, WARSALIGANJ, DIST-NAWADA, BIHAR, PIN CODE: 805130
PAN: AAATG9437D

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH 2022

EXPENDITURE	AMOUNT (in Rs.)	AMOUNT (in Rs.)	INCOME	AMOUNT (in Rs.)	AMOUNT (in Rs.)
To <u>ACTIVITY EXPENSES</u>			By <u>GRANT-IN-AID</u>		
Rehabilitation of Teacher Training Center in Bhagalpur	395,000		Grant Received from Abako Foundation	1,861,250	
Human Resources for Bhagalpur	180,000		NEFT dt.22.10.2021	2,580,900	4,442,150
Materials for 10 Science Labs in Bhagalpur's Government Schools	1,528,100		NEFT dt.05.11.2021		
Science Mella in Bhagalpur	262,000		By Bank Interest		20,708
Rehabilitation of Teacher Training Center in Gaya	287,309		By Member's Contribution		7,000
Equipment for Teacher Training Center in Gaya	426,449				
Human Resource for Gaya	300,000				
Materials for 14 Libraries in Gaya's Government Schools	<u>797,748</u>	4,176,606			
To Depreciation		49,214			
To Excess of Income over Expenditure transferred to Balance Sheet		244,038			
TOTAL		4,469,858	TOTAL		4,469,858

In terms of our separate report of even date

For ABHISHEK TRIVEDI & ASSOCIATES
Chartered Accountants
(FRN: 023610C)



ABHISHEK TRIVEDI
Proprietor
(M. No. 304292)

For GRAM JAGAT

Ashok Kumar
Secretary
Gram Jagat

ASHOK KUMAR
SECRETARY

PLACE: PATNA
DATE: 21.09.2022