

# ANNUAL REPORT 2022-2023



## GRAM JAGAT

[www.gramjagat.org](http://www.gramjagat.org)

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# 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. National Youth Equity Forum is also a close partner in this regard.

# Section 1

## Literacy and Library Program (LLP)

### Gaya, Bihar

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## Literacy & Library Program (Introduction)

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Gram Jagat team has worked with 25 Teachers in 13 public schools for a full academic year and continues supporting them in this program. The primary objective of this program is to develop literacy and reading skills through consistent library time to support children's language development and provide a practical space to change teachers' language teaching pedagogy.

These are the highlights achieved in a year:

- The Bihar government approved a weekly two-hour library period for primary classes.
- 544 students of Grade 3-5, read 2295 books in an academic year. On average, every student read four books per year, and this was the first time that students got to read good-quality children's literature in the library.
- A Baseline (63% of students can read) and End-line (91% of students can read) assessment showed that 28% more students of Grade 3-5, had improved their reading skills in a year.
- 55% of teachers can now articulate their learnings and improve their overall expression due to trainings, workshops, and coaching on library activities conducted by the Abako Team.

### 1) First Training [3-days]

Topics:

- Introduction to Library Activities: Read Aloud, Book Talk, Collaborative Art, and Mask-Making Activity.
- Research Reading and Presentation.
- Wall Magazine and Role Play



Teachers were involved in mask-making activities

Objectives:

- Develop an understanding of the importance of Library in Primary Classes and the difference between a library and a children's library.
- Teachers will learn and apply the major aspects of language development in children.
- Teachers will express their creativity through short essays, poems, plays, and stories. Writings will be shared with the group.

### 2) Second Training [3-days] (Topics)

- Reader Theatre and Storytelling with Props
- Story-writing, Letter Writing, and Question Making
- Reflection on the Library Program, Lesson Plan on Library Activities, and Collaborative Writing Story.

Objectives:

- Develop empathy, increase imagination, and improve voice modulation.
- Improve writing skills to express themselves clearly and think creatively and critically.
- Teachers to self-reflect and assess their work in the library program and get motivated to work better in the next year.



Role-play and made a wall magazine

### 3) Weekly Coaching

Because we want to make a difference in the classrooms and see a positive impact on the teachers we are working with, their Capacity Building is not enough; we must accompany them through this journey as they develop their skills in library activities like Read Aloud and Book Talk. During our weekly coaching sessions, we focus on:

A) Shadowing & Demonstration

B) Lesson Planning

C) Motivation



The teacher appreciated for her performance



Teachers doing Baalgeet

## A) Shadowing & Demonstration

- A weekly visit to the Schools
- Classroom Observations
- One-day Orientation Program

## B) Lesson Plan

- Helps teachers write out their lesson plans that include library activities.
- We provide templates for various library activities.

## C) Motivation

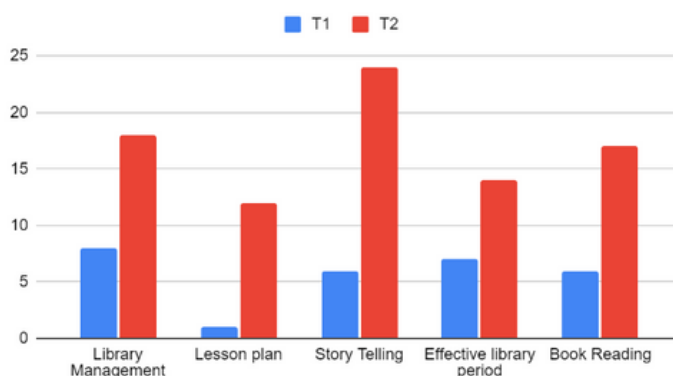
- Develop a culture of appreciation for teachers
- Library Fair: conducted a Library fair to promote the children's library, and teachers had the opportunity to show their creativity. All 13 Schools arranged their stalls for different games & Activities, Story making, poem making, Word Identifying, Finding the book to give a clue, Sudoku, Arranging the Word, Correcting sentences, tongue twisters, etc. 600 students, 35 teachers, and 165 parents played a game in this.

## Teachers' assessment:

Assessing skill improvement and behavior change is key to see what has worked well and what can be adjusted. We assessed teachers in these ways:

- Skills in Library Management, Book reading, Read Aloud, Lesson Plan, and Storytelling,
- Teachers' written reflections

T1 and T2



Graph 1: Improvement in teachers' skills from training 1 (T1) & training 2 (T2).



Enhancing their teaching skills through Library activity

## Skills Based Performance

After comparing T1 and T2, noticed the vital role that weekly coaching plays in improving their skills-

- This graph shows how much teachers' skills have improved in 10 months.
- Storytelling and library management skills are key for teachers to learn and apply with students. Yet, teachers still need further support in lesson planning for library periods to be effective. Teachers are beginning to notice the link between these two concepts.
- During the first training at the beginning of the program, lesson planning skills were deficient and a seldom occurrence, but coaching visits have helped and motivated teachers to work on this skills and see what they will do with students before they execute it. As a result, teachers have made a greater effort and now, 12.

# Teachers' Reflection

Sushila Kumari, Primary School Kandi

## A) Learnings-

- Library activities lead to good rapport, which allows all children to feel free to participate in discussions.
- In the third class, she started teaching subject books like stories.

## B) Challenges-

- At the beginning of this program, the selection of books according to children's interests and plan for activities like book talk, reading aloud, and molding children according to this new program.

## C) Any changes in you-

- These library activities have greatly impacted her and her teaching skills. Firstly, friendly relations have been established with the students, and secondly, She started learning to teach children through play and activities.

## D) Areas that need to improve-

- She needs to be skilled in library activities by reading more and more children's literature books and practicing library activities.

Chandani Kumari, Middle School Nav Balika

## A) Learnings

- She developed her Teaching skills
- She learnt how to teach students in more fun way.

## B) Challenges

- She faced challenges to keep the books safely in the library/

## C) Any changes in you

- Through library activities, she is now able to teach students and create curiosity in them.

## D) Areas that need to improve

- According to the interests of the children She needs to improve the teaching skills."

## Impact on teachers in one year of the Literacy & Library Program:

- More participative in library activities. Male teachers are also breaking their hesitation.
- They have a lot of relevant facts about the impact of children's libraries on reading skills.
- Teachers pedagogical skills have developed due to the library activities such as lesson plans, storytelling etc.
- On average, 36 teachers read seven books in a year.
- Teachers see children learning more in this fear-free environment, build a good rapport with students, and have healthy conversations in school.
- Teachers have shown leadership by doing library activities, preparing the Library Fair, and including library activities in Morning Assembly.



Teachers engaging students with beautiful stories

## Baseline & Endline Assessment of Students:

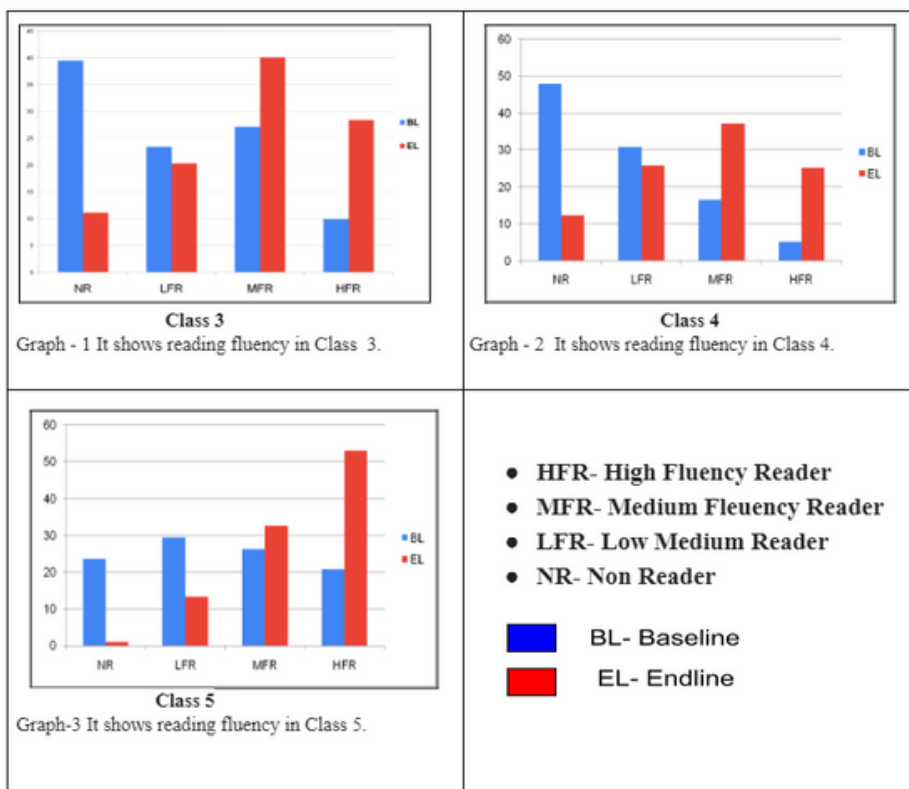
We conducted a student Baseline assessment, grades 3 to 5 (**Total 489 Students participated, Girl-321, Boy-128**) based on the Annual Status of Education Report (ASER) at the beginning of the Academic year. Only 33% of students could read a story fluently. Because ASER does not include visuals, we noticed the need to structure the assessment process, identify loopholes, and try to fill the gap. Thus, we developed the Reading Assessment tool based on the reading levels using the Barkha Series (NCERT) and Eklavya books. This tool is named the Abako-Karunodaya (AK) tool.

For coherence with Baseline (ASER) and Endline (AK-Tool), we mapped ASER with AK-Tool, and in the coming days, we will verify this mapping by testing in a new school with both tools.

ASER Tool	AK Tool
Beginner & Letter	Picture Reader/ Non Reader
Word	Low Fluency Reader (LFR)
Paragraph	Medium Fluency Reader (MFR)
Story	High Fluency Reader (HFR)

The AK tool is divided into 4 levels:

- **Non-readers** are those who are not able to read a single word.
- **Low fluency readers** are those who can only read a story with simple matra.
- **Medium fluency readers** are those who can read a story with hard matra but find it difficult to make the formation of sentences.
- **High fluency readers** are those who can read the story with fluency.



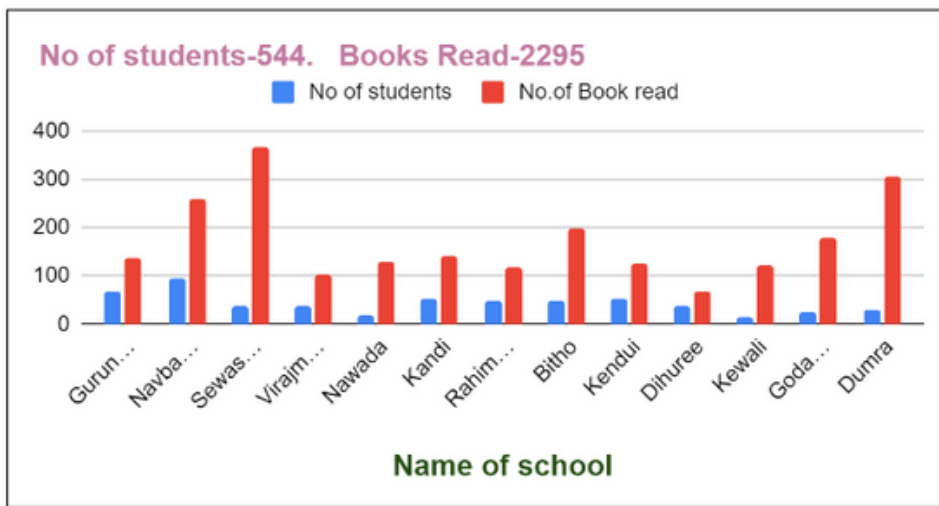
Graph 2: Students' reading fluency improvement in one academic year

## Conclusion

This data clearly show an improvement in reading skills in all three grades. NRs & LFRs are more common in 3rd grade and HFRs in 5th grade. However, At baseline, 35% of students of grades 3-5 can read Barkha series books and reach up to 72% in Endline.

This increase supports the importance of a school library as a space for children to develop language, reading skills, and reading habits. The library has also become a space for teachers to create magic and joy for language learning in elementary grades.





Graph 3: No. of books read by students, by school.  
All schools show students reading at an average of four books per student .

### The Literacy & Library Program's (LLP) impact on Students

- Approximately 1500 students in 3rd–8th grades from 13 public schools read books from the library.
- After completing one academic year, our end-line assessment shows a 28% increase in reading fluency in 3rd-5th grade students who can read the Barkha series at level 4 and comprehend it.
- Because of the LLP, teachers have done four times more library activities than in the previous year. Activities include role plays, read-aloud, book talks, and discussions. The teacher-student interaction has also improved significantly.
- Weekly library visits revealed that students are more confident and expressive in actively run libraries than in libraries that are not actively run.



Interaction with a colorful world, through books.



Students role playing.

### Challenges:

- Classroom Observation: Our facilitators were able to observe only 10/25 teachers in the classroom while leading library activities such as Read aloud, Book talk, and Role play.
- In 3 of 13 schools, students in 1- 5 grades got significantly less number of library time (only 15 of 64hrs in an academic year) as per the state guidelines.
- Data collection from all the schools is challenging due to non-cooperation by teachers, data collection tools, non-visibility of data, fewer follow-ups, and school closure due to the Cast based Census this year.
- Only 12/25 teachers consistently fill their Activity Dairy regularly.

## DIET Students in the Literacy & Library Program

18 pre-service teachers from the District Institute of Education and Training (DIET) are doing their practicum in seven of the 13 LLP schools. They are strengthening the program by conducting library periods daily.

To prepare them, they all participated in two orientations, one offline and online. Those who actively attend our LLP schools receive coaching to help them develop teaching skills through library activities.



DIET students painting a mural for children.



Read Aloud by DIET Students

- Activities they lead: Baal Geet, Book reading & Discussion, Wall Magazine, and Read Aloud.
- Grades they work with: third, fourth, and fifth.
- Total books read by DIET Students: 121
- In the absence of teachers, DIET Students are ensuring that libraries are active.

# Section 2

## RESEARCH & DEVELOPMENT OF TOOLS FOR CENTRE FOR SELF-DISCOVERY Jamui, Bihar

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## Context -

India celebrated the Platinum Jubilee of its Independence in 2021. Throughout these years, an unending supply of projects, institutions and human resources have been deployed to make our society a just and equitable place to live-in. However, we are still very far from achieving this fundamental pre-requisite for any developing nation. WHY?

When we deep-dived into the reason we understood that we need more dedicated and skilled youth on ground for a considerable period of time to bring the envisioned change. But today, an incredible number of young professionals, despite being well-meaning, well-informed and, in many cases, quite privileged, are not able to find joy in their professional lives. Their attitude towards work is largely characterised by indifference, discontent and disillusionment.

How can we meaningfully construct our society till our youth - the architects of our country are held back by such negativity? How can they be expected to create impact or achieve excellence when their minds, in their prime, are choked with noise and clutter? The core reason for this situation is the Flawed Reward System. People saw wealth accumulation as the primary purpose of their work life. They felt that higher the individuals' perceived wealth, the more they are appreciated and celebrated in society.

Since every single one of them seek this appreciation & celebration, they have no option but to go with the flow - even at the cost of internal friction and discontent.

This internal friction and discontent are manifesting in the form of Mindless Consumption. Mindless consumption has become a common and strong coping mechanism in modern living. During extended periods of discontent, moments of mindless consumption become like an oasis, where one feels numbed or distracted from their stress, anxiety or depression. These vicious loops haven't just perpetrated stress and anxiety, but have also severely upset the balance of the 3Ps - People, Profit and Planet.

Acknowledging that mindless consumption is a strong symptom of our deeper discontent, we believe the journey of inner well-being must start by breaking these vicious loops through: Mindful Consumption. 'Mindful Consumption' is not limited to tangible and material aspects. It encompasses everything from food, fashion, travel etc., to intangible aspects such as professions, relationships, hobbies, health, etc.

The Centre for Self-Discovery (CSD) is envisioned as a practiced based Think Tank space, where a plethora of multi-faceted initiatives/tools will be researched, developed & disseminated, aimed at achieving Sustainable Well-being through Mindful Consumption. The change we aim to bring is a gradual behavioral shift in lifestyle which is a long-term process. Unless the participants are exposed to these ideas on a regular basis engaging through different initiatives, the desired impact cannot be achieved. Therefore, establishing this Centre at the institution level is of utmost necessity.

So, our aim for this initiative was to develop tools of engagement focused around enhancing the inner wellbeing of primary stakeholders – students at UG and PG level.

# Outcomes -

Most of the work was Research & Development and therefore not much of on-ground action happened in these engagements. Sharing below are some of the promising deliverables from this initiative:

## a. Snake & Ladder – Environment Theme:

A blueprint of the Environment-themed Snake & Ladder game was developed. In this game, the player gets a snake whenever he/she commits a not-so-environmental friendly act whereas the player is treated with a ladder when he/she does an environmentally friendly act.

The unique feature of the game is that there is a pop-up message with every snake and ladder for human players to share a deeper message around the chosen lifestyle practices. It encourages players to bring gradual positive shifts in their lifestyle.

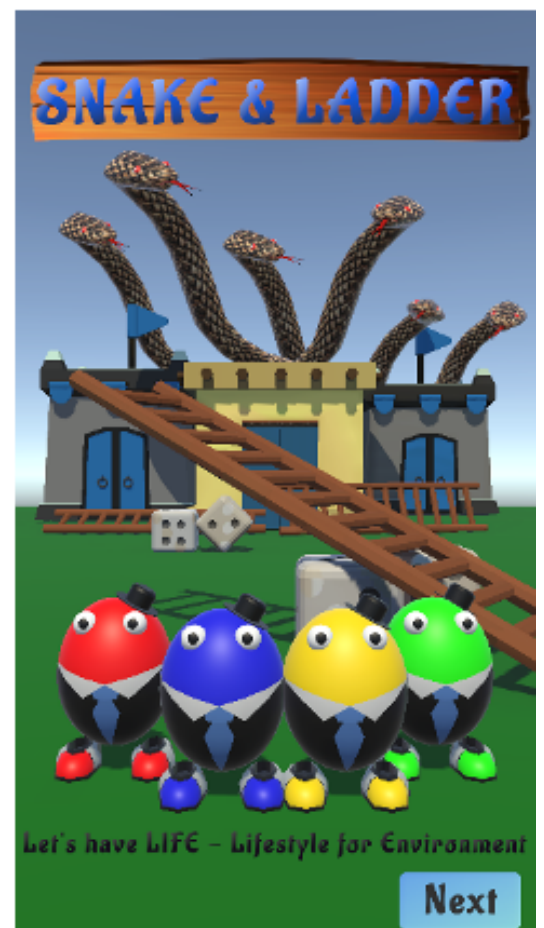
The next step will be to actually develop this game and launch it for normal players.

## b. Ethical Dilemmas & Financial Sustainability Challenges of a Social Entrepreneur:

In this workshop, students are divided into small groups where they act as founders of a waste management-based social enterprise whose smallest functioning unit is a scrap shop.

So, their aim is to run this scrap shop in a self-sustainable manner ensuring the balance between the 3Ps (People, Planet and Profit).

Basic facts and figures related to an actual scrap-shop are shared with them and then they play different rounds where they need to ensure optimal functioning. In each round, new scenarios are presented that challenge their skills both personally and professionally thereby surfacing the technical and ethical challenges a social entrepreneur faces in their journey.



**c. Re-imagining Mindfulness Workshop, short course and the Sustainability Guide:**

This aspect of engagement with youth was anchored by Dharmesh Mistry and Nishant Agrawal.

They have beautifully developed small deeply meaningful tools an integral part of the larger workshops, courses and the guide.

These tools focus on creating spaces to discuss the challenges such as what happens to employability when everyone starts to consume minimally, Is GDP the best parameter to judge a nation’s development, how much do we know and understand our consumption pattern in terms of carbon footprint etc.

**d. On-ground action:**

A few hands-on activities happened at the upcoming Centre for Self-Discovery at Jamui, Bihar. These activities were anchored by Ashish Agrawal and August K Sinha.

Interaction with students and engaging them in various activities to provide them a platform for holistic learning. Drawing competition, sports meet, Swachhta Abhiyan, Learning & exposure tours etc., were organized.

Developing the Kitchen Garden as an integral part of the program. We developed this beautiful 5000sq.ft area where 10 fruits and vegetables are grown for internal usage. The intention is to develop proper waste management unit as well at the campus itself.



ETHICAL DILEMMA OF A SOCIAL ENTREPRENEUR						
Name of the participant:			ID No.:			
Financial Analysis (Daily Basis)	Single Shift					
Cost of Recyclable Purchased						
Sale of Recyclables						
Gross Profit						
EXPENSES						
Rent						
Coordinator						
Sorting Team						
Misc. Expense						
Total Expense						
OVERALL SCENARIO						
Net Profit - Daily						
No. of working days						
Monthly Profit						

## Other Tools Developed -

Many such reflective, inferential and experiential tools were developed by the team to meaningfully engage with the youth at universities -

The exhaustive list of these tools are as follows:

1.The Sustainability Guide – A 5000 words guide sharing WHY/HOW/WHAT of small shifts that we should bring in our lifestyle for achieving balance between our Inner journey and outer growth.

2.15-hrs course on Re-imagining Mindfulness encompassing different aspect of our professional learning curve challenging our thought process and broadening our learning curve.

3.3hrs workshop of Re-imagining Mindfulness for youth, development professionals etc. It has even been pilot with the core team of Project Potential and an average rating of 8.8/10 was received.

4.Environment Themed Snake & Ladder Game – Its blue-print and the backhand data points are all ready to be deployed in creation of actual game.

5.Comic book targeted for young kids aimed at spreading awareness about segregation at source, the role of rag-pickers, 3Rs/5Rs and the larger waste management domain.

6. A 1.5hr exercise to depict the financial and ethical dilemmas of a Social Entrepreneur.

We hope to take these tools and start engaging with youth at different levels thereby planting seeds of Mindful living resulting in our own enhanced well-being. This whole initiative is in line with the LiFE (Lifestyle for Environment) mission launched by NITI Aayog in 2022.

“If you want to bring a fundamental change in people’s belief and behavior, a change that would persist and serve as an example to others, you need to create a community around them, where these news beliefs can be practiced, expressed and nurtured” – John Wesley

# Section 3

## Hausla Program

Udaipur, Rajasthan

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Introduction

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# Introduction -

Hausla Fellowship is a year-long learning journey that brings together young professionals from various parts of India and various walks of life to create a cohort of compassionate communities who are inclined towards well-being and are trained to initiate online well-being spaces with Teachers/Educators from Tribal/Rural/Urban Government Schools India.



## Important Milestones-

### 1. Recruitment and onboarding of Fellows

For this powerful journey, we handpicked fellows from Pan India and identified 24 individuals who were willing to become part of this program as a wellbeing-preneur

- Induction-

The journey of fellows started with 5 days of residential Induction program. The intention of the induction was to build a shared understanding of wellbeing and different frameworks related to that. It also was about understanding program model, learning about various tools to practice wellbeing in day to day life. They got an opportunity of learning facilitation skill, experiencing the culture of wellbeing, reading, sharing, listening, reflecting and generating insights from the same.

Fellows were taken through the operational structure of the program and they got an opportunity to experience Hausla journey just after their onboarding.

- Experiencing Hausla-

Fellows experienced 21 days of Hausla program by practicing it on a daily basis. They also received weekly checkins where we could discuss the week long reflections, questions and a whole lot of insights by practicing the same.

## 2. Journey towards Becoming Wellbeing-practitioners-

### a. Capacity building of fellows

#### i. Be Present

##### I. Concept building and Domain expertise-

Fellows received the sessions on Be Present where they learned about how cultivating awareness is crucial to ensure one's well-being along with learning to be compassionate towards oneself and others. A session conducted by our Brio mentors on "Be Present" where fellows learned about attention training and acceptance.

##### II. Capacity building to facilitate Hausla Program with Teachers-

Mock facilitation sessions for Vision Building, Hausla Launch, and Moodle orientation were conducted. Fellows also learned the process to facilitate Check-in calls with the support of their program leaders and their peers. The large group meetings were also conducted to strategize the program interventions to increase teachers' participation in the program.

#### ii. Have compassion

Cognitive-Based Compassion Training - Fellows are getting an opportunity to learn about well-being and compassion through an 8-week-long training by international facilitators of CBCT, a course designed by Emory University.

Fellows learnt more about having a secure base to practice compassion for self and others. Along with that understanding what is not self-compassion and what are some of the ways to practice compassion in life.

#### iii. Do What matters

After concluding the CBCT with fellows we moved into designing the modules on Do What Matters. The domain is about taking action forward. There were two sessions held in English by Daisy and Aaron from Brio, and to support Hindi-speaking fellows Pooja, Anjali ji conducted the session in Hindi for the rest of the fellows. The module will further take fellows on a small journey of entrepreneurship to work towards their goals.  
text



### 3. Initiating Hausla With teachers-

The main objective of this fellowship program is to make well-being accessible to teachers and educators. So after the onboarding of fellows and fellows experiencing Hausla, permission from the District Education Officer to conduct hausla with 2000 teachers was generated.

Post that fellows initiated their first batch of hausla with 480 teachers. This included sending the hand-packed Hausla Kits to teachers, calling them to build a connection and onboarding them on WhatsApp groups to facilitate hausla. However, Since the program is mostly online, it was getting difficult for fellows to build credibility with teachers because most of the teachers thought that it might be a spam call.

This led to the strengthening of the program implementation model. Based on the feedback received by our fellows, we started conducting Vision Building sessions with one teacher representative of all the schools selected batch-wise. This worked as a stepping stone.

#### I. Vision building with teachers

We have been able to conduct 4 vision building workshops where we could engage 173 teachers out of 298 schools as representatives from each school. The teachers who became part of these sessions were oriented on the need for Hausla Program in educational context. All these teachers supported building a context in their respective schools for Hausla which led to teachers being more open to joining the program.

#### II. Facilitating Hausla with teachers-

So we have completed three batches of hausla and the fourth batch is currently going on covering approximately 1500 teachers so far. They became part of the WhatsApp group where the content was shared every day. All these teachers received the Hausla kits which were created with the intention to provide teachers with a workbook journal, and elements that can encourage them to practice wellbeing in their daily lives.



## Impact so far-

We have completed 3 batches of teachers. In our second we picked a sample of 88 teachers who have completed Hausla Program and also filled their Pre and Post Program assessments. In that cohort of teachers in Rajasthan, we saw the following statistically significant improvements:

- 69 % increased well-being as rated on the WHO-5 Wellbeing Index
- 59 % in Mindfulness observation abilities on the Kentucky inventory of Mindfulness Skills
- 38 % improved in resilience as measured by the Connor Davidson Resilience Scale

### What teachers have to say:

"This program builds inner strength and resilience in teachers. My request is that everyone needs to try and share this program as you will experience change in yourself after completing the program."

Chandrakala Ma'am

"I had been feeling down and unmotivated for a long time, and was struggling to find ways to lift my spirits. Hausla perhaps came at a time when I needed it the most, it helped boost my confidence and improve my mental health."

Mamta Dave

"This journey has given me an opportunity to regulate my anger and has guided me to cultivate a perspective on the wellbeing of others. "

Shankar Sir

